

OXFORD

BRIGHT IDEAS

Teacher's Pack

4

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Centre

BRIGHT IDEAS

Teacher's Guide

4

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125 (sandals/Shevel Artur), 126 (boots/SP-Photo), 127 (scarf/mimo), 128 (gloves/
Boris Sosnovyy).

Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
S Starter What's fun about The Big Question? Page 50	Core Health problems	Past simple Why / Because <i>Why are you a member of The Big Question?</i> <i>Because I learn new things on it.</i> Before / After <i>When do you use The Big Question?</i> <i>After I finish my homework.</i>			
1 What's exciting about holidays? Page 53	Core Camping activities: <i>go camping, catch a fish, see wildlife, have fun, find wood, make a fire, eat marshmallows, drink hot chocolate, wear boots, sleep in a tent</i> Types of transport: <i>camper van, helicopter, taxi, tram, hot-air balloon, ferry</i> Other <i>north, south, east, west</i>	Past simple irregular verbs <i>I went camping. I didn't see wildlife.</i> Past simple questions and short answers <i>Did you travel by taxi?</i> <i>Yes, I did.</i>	Social Science: map co-ordinates Culture: volcanoes and mountains Values: reading stories	Reading: a legend Writing (AB pages 14–15): The Big Write: a Big Question post about your last holiday Tip: order of adjectives Listening: identifying true and false statements Speaking: describing activities in the past and guessing who did what	Vowels sounds: /ɜ:/ <i>third</i> and /eə/ <i>hair</i> (AB page 6)
2 What's great about technology? Page 61	Core Adjectives: <i>cheap, expensive, realistic, easy, difficult, exciting, boring, old-fashioned, modern, educational</i> Ways of communicating: <i>talk on the phone, send texts, send emails, use the internet, write letters, send postcards</i> Other <i>web address, banner, navigation bar, images</i>	Comparatives and superlatives of long adjectives <i>Maze games are the most difficult games.</i> Describing ability with could and couldn't <i>We couldn't send emails 50 years ago.</i>	IT: features of a web page Culture: modern buildings Values: teamwork	Reading: a postcard Writing (AB pages 24–25): The Big Write: a Big Question post about you and technology Tip: speech marks Listening: identifying specific numbers and information Speaking: describing computer games and guessing which is which, talking about your abilities in the past	Vowel sounds: /ʊ/ <i>looking</i> and /u:/ <i>pool</i> (AB page 16)

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
3 What's fun about museums? Page 69	Core Museum activities: <i>go on a tour, study stones, dig up bones, make a sculpture, copy a painting, look at the moon, learn about planets, visit the gift shop, watch a video, go to the café</i> Words for rules: <i>touch, run around, shout, whisper, listen to the guide, eat a takeaway</i> Other <i>temple, pyramid, stroke, heel, rope, lotus plant</i>	be going to <i>I'm going to watch a video. I'm not going to go to a café.</i> must / mustn't for rules <i>You mustn't shout.</i>	Maths: number hieroglyphics Culture: visiting a dinosaur park Values: learning outside school	Reading: a display panel Writing (AB pages 34–35): The Big Write: a Big Question post about a museum you are planning to visit Tip: sequencing words Listening: identifying specific information Speaking: describing plans and guessing who is who, inventing some funny rules for the playground	Consonant sounds: /d/ David and /ð/ that's (AB page 26)
The Big Project 1 Page 77	Draw a giant animal English in use: Shall I ...? Shall I colour the squares?				
4 How do we spend free time? Page 79	Core Free time activities: <i>make a model, play cards, make a film, do origami, plant seeds, do a jigsaw, make cupcakes, read a magazine, play with friends, do a quiz</i> Adventure park activities: <i>go down a slide, go through a tunnel, swing on a rope, swing on a swing, climb on a climbing frame, climb on a climbing wall</i> Other <i>word cloud, heart, icons</i>	Past simple with last <i>When did she last play cards?</i> Adverbs of manner <i>He went through a tunnel quickly.</i>	IT: infographics Culture: helping the environment Values: caring for the environment	Reading: a blog post Writing (AB pages 46–47): The Big Write: a Big Question post about spending time with your family and friends Tip: so Listening: identifying specific numbers and information Speaking: asking questions to find out when somebody last did something, talking about what you did yesterday	Vowel sounds: /ɔɪ/ toy and /aʊ/ flower (AB page 38)

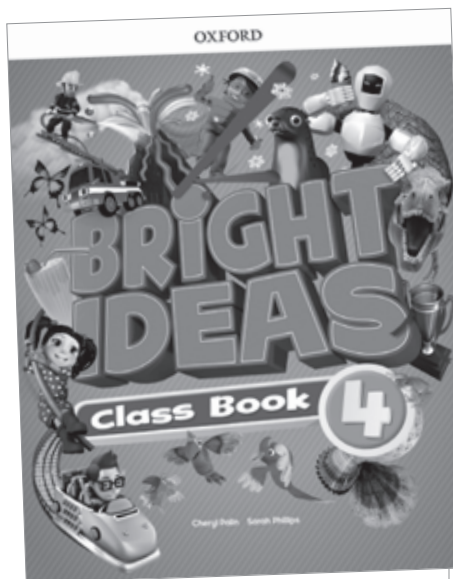
	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
5 What's great about a zoo? Page 85	Core Zoo animals: <i>frog, lizard, tiger, bat, chimpanzee, rhino, panda, sea lion, alligator, kangaroo</i> Zoo keeper jobs: <i>clean the cages, help the vet, look after the hippo, feed the bears, wash the elephants, observe the meerkats</i> Other <i>camouflage, pattern, hide, shapes</i>	going to + affirmative, negative and questions <i>What are they going to do? They're going to film the tigers.</i> have to affirmative and negative <i>He has to clean the cages.</i>	Art: learning about camouflage Culture: Mountain chicken frogs Values: protecting animals	Reading: a zoo information panel Writing (AB pages 56–57) The Big Write: a Big Question post about going to the zoo Tip: using paragraphs Listening: identifying specific information Speaking: talking about animals in your country, asking questions to identify pictures	The /au/ sound: <i>crowd, around</i> (AB page 48)
6 Where do people work? Page 95	Core Places in a town: <i>sports centre, tourist office, supermarket, town hall, market, university, bus station, fire station, bank, post office</i> Jobs in a film studio: <i>stunt person, actor, wardrobe assistant, make-up artist, director, cameraman</i> Other <i>tries, pick, sort, dry, roast</i>	Relative pronoun where <i>It's the place where my uncle works.</i> Relative pronoun who <i>He's the person who films the actors.</i>	Science: food production Culture: an Italian ice cream shop Values: be proud of your work	Reading: a magazine article Writing (AB pages 66–67) The Big Write: a Big Question post about what job you want to do Tip: using <i>who</i> and <i>that</i> Listening: identifying specific information Speaking: talking about which places in town you have visited, describing where you are for your partner to guess the place in town	Words with the /:l/ sound (AB page 58)
The Big Project 2 Page 103	Create a book character English in use: Suggestions: <i>Let's ...!, How about ...?, What about ...? and Why don't we ...?</i>				

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
7 Where can we go shopping? Page 105	Core Shops: <i>baker's, chemist's, travel agent's, greengrocer's, book shop, sports shop, toy shop, newsagent's, florist's, department store</i> Containers: <i>a bottle of water, a tin of tuna, a carton of milk, a packet of biscuits, a bag of flour, a jar of tomato sauce</i> Other <i>vitamins, brain, heart, blood, skin, bones, muscles, teeth, eyes, energy</i>	Infinitive of purpose <i>Why did you go to the toy shop?</i> <i>To buy a present.</i> Quantity <i>How many / much do we need?</i> <i>We need a lot of milk.</i> <i>We don't need many / much ...</i>	Science: nutrition Culture: shopping at a Spanish market Values: eating fresh, healthy food from local farmers	Reading: a leaflet Writing (AB pages 78–79) The Big Write: a Big Question post about shopping Tip: adding adverbs and adjectives Listening: listening for specific information Speaking: describing different shops, describing which shops people have been to and what they bought there	Pronounce the letters <i>y</i> and <i>j</i> : <i>yoghurt, jam</i> (AB page 70)
8 What's fun about an after-school club? Page 113	Core Types of film: <i>adventure film, comedy, cartoon, wildlife film, scary film, sci-fi film, western, historical film, romantic film, musical</i> Clothes: <i>wig, jeans, sandals, boots, scarf, gloves</i> Other <i>low, fast, loud, quiet, slow, high, tempo, pitch, volume</i>	Present continuous vs present simple <i>What are you watching?</i> <i>What do you usually watch?</i> Expressions of frequency <i>How often ...?</i> <i>Once / twice / three times a week.</i> <i>Every weekend.</i>	Music: tempo, pitch and volume Culture: end-of-year party in the USA Values: take part in a community event	Reading: emails Writing (AB pages 88–89) The Big Write: a Big Question post about a favourite club Tip: using <i>or</i> Listening: identifying true and false sentences Speaking: talking about what films you prefer, describing what people are watching and what they usually watch	Pronounce and identify the sounds /k/ and /g/ (AB page 80)

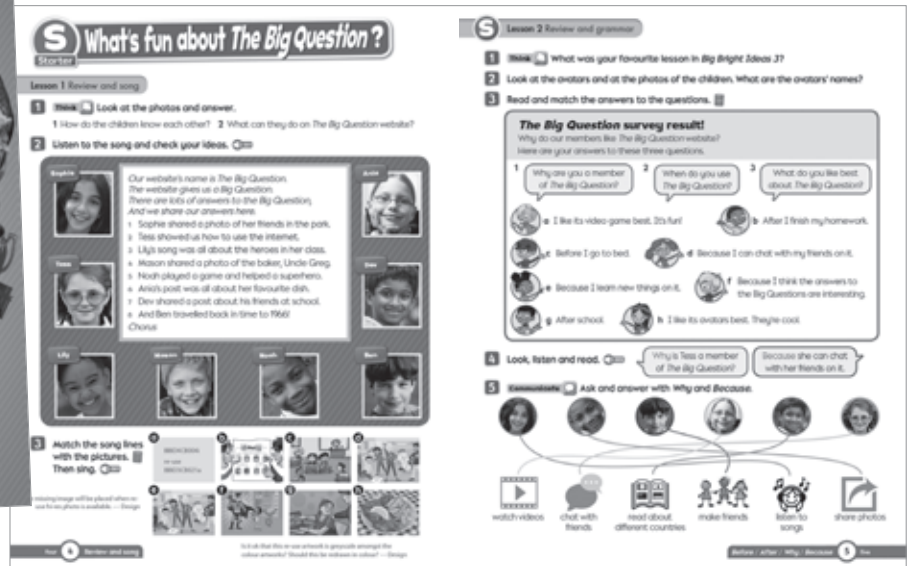
The Big Project 3 Page 121	A puppet show English in use: <i>Should we ...? Should we use sound effects? Good idea!</i>
Festival 1 Page 123	International Day of Peace Vocabulary: <i>The UN, flag, handprint</i>
Festival 2 Page 124	Pancake Day Vocabulary: <i>pancakes, topping, toss, frying pan</i>
Exam Preparation and Practice Page 125	Cambridge English Qualifications A1 Movers Speaking Parts 1–4 Listening Parts 2–5 and Reading and Writing Parts 2, 4, 5 and 6 (AB pages 94–103)

Components overview

For students



◀ Class Book



Class Book

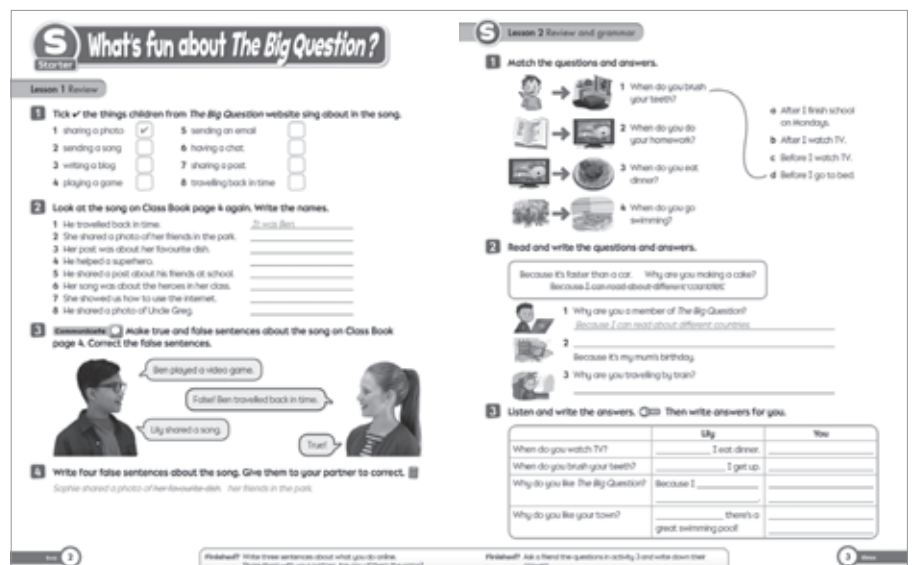
- A clear syllabus showing the main language learned in each unit
- A Starter unit introducing the course characters and concept
- 8 units of 10 lessons each providing the core material
- 10 pages of Cambridge English Qualifications external exam material
- 3 Big Projects
- 2 pages of Festival material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

BRIGHT IDEAS Reading Guides 1	BRIGHT IDEAS Reading Guides 2	BRIGHT IDEAS Reading Guides 3	BRIGHT IDEAS Reading Guides 4	BRIGHT IDEAS Reading Guides 5	BRIGHT IDEAS Reading Guides 6
Reading Guides For unit 1 we recommend...	Reading Guides For unit 3 we recommend...	Reading Guides For unit 3 we recommend...	Reading Guides For unit 2 we recommend...	Reading Guides For unit 4 we recommend...	Reading Guides For unit 6 we recommend...
 Schools Oxford Read and Discover Level 1	 Cities Oxford Read and Discover Level 2	 Sound And Music Oxford Read and Discover Level 3	 Machines That and How Oxford Read and Discover Level 4	 Exploring Our World Oxford Read and Discover Level 5	 Incredible Energy Oxford Read and Discover Level 6
 Monkeys at School Oxford Read and Imagine Level 1	 The Town Mouse and the Country Mouse Classic Tales Level 2	 The New Sound Oxford Read and Imagine Level 3	 A Machine for the Future Oxford Read and Imagine Level 4	 Day of the Dinosaurs Oxford Read and Imagine Level 5	 New York City Oxford Bookworms Library Level Starter
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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.

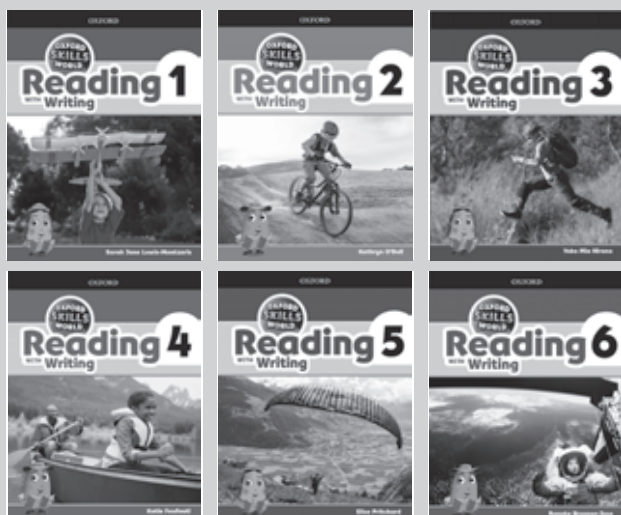
This series supplements any coursebook and is ideal for use in class or self-study at home.



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.

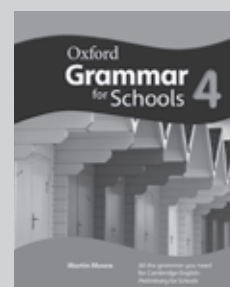


Oxford Grammar for Schools

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

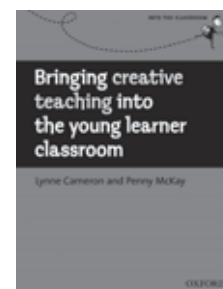
Oxford Teachers' Academy: Teaching English to Young Learners



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 21st 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 and designated extensive reading lessons. 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! 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 nine 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 *Big 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 *Big Bright Ideas* Level 4.

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, Indonesia and Ireland.

Joining The *Bright Ideas* 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 *Big Bright Ideas*




21st century skills


The children in our classrooms today need to develop 21st century skills to help them to succeed in the thriving information age. *Bright Ideas* brings 21st 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. In addition, 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 external exams are fully demonstrated and practised at the end of the level. These include 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. *Big 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, at the end of every three core units of the course, 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.

Students are given the freedom to bring to the lesson their own thoughts, opinions and ideas, and are encouraged to build essential skills in communication and collaboration. However, 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 enquiring 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 21st 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 – one after every three core units of the course. The projects are carefully staged to enable students to make the most of the opportunity to develop 21st 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 diary, a poem, an information panel, a magazine article, a folk tale and an email. 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 21st century technology literacy skills. *Bright Ideas* Level 4 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, infographics and the key features of a web page. By learning to understand how to evaluate today's new information, as well as how to use specific tools to create effective communication, 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 21st 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* 4

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 *Big Question* 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 post.

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 Cambridge English Qualifications A1 Movers examination, so that students are considered prepared to sit these exams by the end of Primary 4.

In *Bright Ideas* Level 4, 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 4 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 vocabulary and 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 21st 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 set of instructions and a digital web page feature.

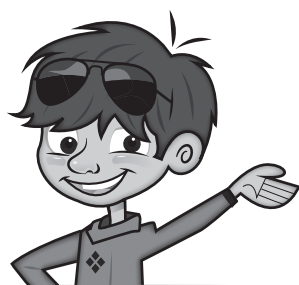
In the specialized writing skills lesson (Lesson 9 of each unit), students' awareness of the key characteristics of specific text types is raised, before they are shown how to plan and produce an example of each text type themselves. Focused writing practice is also provided in Lesson 8, where the students 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 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 therefore 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 4 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 read a map.



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 4, these centre on the International Day of Peace and Pancake 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 Young Learners is provided at the end of the Class Book, and Activity Book. Practice papers 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 Teacher's Lesson 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 Our Values and encouraging student awareness and self-reflection are included in the teaching notes for this lesson.



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, *Big 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 4 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 – you are probably always adapting to differing needs from the children each day. 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 children 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 children do not want to work with a 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 children in the class, whatever their level or capability. The children 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 nine 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 Our 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 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.

1 What's exciting about holidays?

Island World

Find out with Lily

Discover with Arief

QUICK POLL
Do you prefer holidays...
in your own country
or
in another country?

Lesson 1 THE BIG QUESTION

1 Look and answer.

- 1 What's the Big Question for unit 1?
- 2 Who are the posts from?
- 3 What can you see in the pictures?

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

- a park
- a motorway
- people walking
- people taking photos
- a helicopter
- a farm
- a plane
- a river
- a field
- trees

3 Think. What are your answers to the Big Question?
Keep a list of your answers on the Big Question poster.

4 Answer the Quick Poll.

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

UNIT 1
1 What's exciting about holidays?

OUR ANSWERS

The Big Question • Language review

Activity Book


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

Students practise pronunciation via a rhyme or tongue twister.

1 What's exciting about holidays?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO Read and circle a or b.



- Last year, Libby ... the Grand Canyon.
a visits b visited
- Every year, five million people ... the Grand Canyon.
a visit b visited
- Libby ... about the history of the canyon.
a learned b didn't learn
- The museum at the Tusayan ruins ... great.
a was b wasn't


2 Write sentences about your last holiday.

- (travel) I travelled to the beach by car.
- (visit) _____
- (learn) _____
- (walk to) _____

Pronunciation

3 Listen and read. Then listen and repeat.

Kurt and Claire are sitting on chairs. Next to the yurt you can see over there. Kurt has a burger and Claire has a pear. Kurt can see a bird, but Claire can see a bear.



4 Listen and write the words next to Kurt or Claire. Then read aloud.

third	hair	dirty	wear
stairs	hurt	skirt	fair
yoghurt	where	shirt	share

Kurt /ɜ:/ third

Claire /eə/ hair

Finished? Write more words you know with the sounds 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.

1 Lesson 2 Vocabulary and song

1 Think What can you do on an adventure holiday in the country?

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

3 Say which things you do and don't do on holiday.

Ben's list

- 1 go camping
- 2 catch a fish
- 3 see wildlife
- 4 have fun
- 5 find wood
- 6 make a fire
- 7 eat marshmallows
- 8 drink hot chocolate
- 9 wear boots
- 10 sleep in a tent

4 Listen and sing.

We go camping every year.
We catch fish.
The lake is near.
We wear boots.
And we find wood.
We make a fire.
Yeah, camping is good!
We go camping every May.
We see wildlife every day.
We have fun in the daylight.
And we sleep in a tent every night.

We went camping last year.
We caught fish.
The lake was near.
We wore boots.
And we found wood.
We made a fire.
Yeah, camping was good!
Chorus

5 Communicate Ask and answer.

Do you like catching fish? No, I don't.

Do you like sleeping in a tent? Yes, I do!

10 Camping activities • Song



Look at the flashcards. Say.

go camping

Listen, click and match.

taxi, hot-air balloon, ferry, helicopter, camper van, train

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.

1 Lesson 2 Vocabulary

1 Look and complete the holiday activities. Then match the words to the pictures.

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

1 have _____ fun _____

2 go _____

3 make _____

4 _____ a fish

5 wear _____

6 sleep _____

7 _____ hot chocolate

8 see _____

9 _____ marshmallows

10 find _____

2 Complete the conversation between Bobby and his friend Max.

	Bobby	Max

Max Do you like going camping?

Bobby ¹ Yes, I do. What about you?

Do you like ² sleeping in a tent?

Max ³ _____

I don't like ⁴ _____

or ⁵ _____

Bobby Oh no! Do you like ⁶ _____?

Max ⁷ _____

Finished? What do you like doing when you go camping? Write sentences.

7 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.

1 Lesson 3 Grammar

1 Listen, read and look at the picture. Did Ben have a good holiday?

Here's a photo from my holiday last year. We didn't sleep in a tent. We slept in a yurt!

Wow! It looks great. Was it exciting?

Yes, it was. We found wood and we made a fire.

How was it at night?

It was fantastic! We drank hot chocolate and ate marshmallows by the fire.

2 Listen and follow. Say true sentences about your last holiday.

I	went camping.	I	go camping.
He	saw wildlife.	He	didn't see wildlife.
She	had fun.	She	have fun.
	wore boots.		wear boots.

3 Look, listen and read.

She caught a fish and she saw wildlife.

Is it Anna?

No. She didn't drink hot chocolate.

Is it Amy?

Yes, that's right! Your turn!

4 Communicate. Play the game.

Anna Amy Vera Kate

Post simple irregular verbs 11 eleven

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.

Activity Book

In this activity, students focus on grammar usage.

Consolidation of the grammar is provided via a listening activity.

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

1 Lesson 3 Grammar Grammar Reference Page 102

1 Look at the grammar table on Class Book page 11 and write True or False.

- All the sentences in the table are about the past. True
- We always add -ed to a verb to make it past. _____
- We use didn't to make negative sentences. _____

2 Listen and number.

a

☒ ☐

b

☒ ☐

c

☒ ☐

d

☒ ☐

e

☒ ☐

f

☒ ☐

3 **Think** Think about the negative and positive past tense forms of the verbs. Look and complete the sentences. Learn to learn

1 (wear)

 I wore a hat.
 I didn't wear boots.

2 (see)

 I saw a deer.
 I didn't see a lion.

3 (catch)

 I caught a snake.
 I didn't catch a fish.

4 (find)

 I found some wood.
 I didn't find any flowers.

4 **Think** Write sentences about last summer.
 Last summer, I _____ on holiday.
 I _____ I _____
 I didn't _____ I _____

night **5** Extra Grammar Practice Page 104

Finished? Ask your partner about their last holiday. Then tell somebody else what your partner did on holiday.

Here students do a guided writing activity in preparation for freer writing in activity 4.

1 Lesson 3 **Extra Grammar Practice** Personalise it!

1 Imagine you went somewhere interesting last week. Draw a picture and write notes.

- Where / go? _____
- What / do? _____
- What / see? _____
- Who / go with? _____

2 **Communicate** Write questions for your partner. Ask and answer using the information from activity 1.

- Where did you go? _____
- What did you do? _____
- What did you see? _____
- Who did you go with? _____

Grammar Reference

1 Lesson 3 Past simple irregular verbs

Affirmative			Negative		
I	drank	hot chocolate.	I	didn't drink	hot chocolate.
You	caught	a fish.	You	didn't catch	a fish.
He	made	a fire.	He	didn't make	a fire.
She	ate	marshmallows.	She	didn't eat	marshmallows.
We	found	wood.	We	didn't find	wood.
They	slept	in a tent.	They	didn't sleep	in a tent.

Circle the correct verb forms.

- Last weekend we go went camping.
- My brother catch caught a fish.
- I didn't drink drank hot chocolate.
- We sleep slept in a tent.
- We didn't wear wore boots.
- My mum make made a fire.

Ask simple questions about the pictures.

There is a Grammar Reference at the back of the Activity Book. It consolidates and extends the grammar presented and practised in the Class Book lessons.

Activity Book

- Tell students to look back at the grammar table in the Class Book to answer the question. Then check their answers.
- 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 3 activities have been completed, ask students to do the Extra Grammar Practice activities for this lesson at the end of the unit.
- 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 3.

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.

1 Lesson 4 Vocabulary and story

1 Think Which ways can people travel on holiday?

2 Listen, point and repeat.

3 Say which of these ways you sometimes, always or never travel on holiday.

Tess's list

1 camper van 2 helicopter

3 taxi 4 tram

5 hot-air balloon 6 ferry

4 BEFORE YOU READ How can you travel to an island?

5 Listen, read and check your ideas.

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

THE BIG QUEST Island World

1 Wow! Flying in a helicopter is great!

Hey! There's an island, Noah! Let's go and look!

2 Oh no! The helicopter! But how do we get off this island?

Challenge
Find out how Ernie got to this island. You can ask him 3 questions ONE at a time.

Who's Ernie?

3 Hi, kid! I'm Ernie! Win the challenge to get off the island.

Oh! Thanks, Ernie! Erm ... did you travel by ferry?

No, I didn't. I didn't travel by boat or by ferry.

4 Hey! Be careful, Tess! We've only got two questions now!

Oops! Sorry!

Come on! Let's look for clues!

5 Wait a minute! What's this?

Did you travel by hot-air balloon?

6 No, I didn't!

Aw! I travelled by hot-air balloon!

7 Oh no! Trick is here!

Now we've only got one question left!

8 What are you doing, Tess?

I'm climbing this tall tree ...

9 ... so I can see all the island.

Ooh! But it's a bit windy up here!

Woohahh!

Tess!

10 Arghh!

Oh!

Look at the water! It isn't deep!

11 Did you walk to the island?

Yes, I did!

Yay! That's how we can get off the island! We can walk! Come on!

LEVEL UP

twelve 12 Types of transport • Story

thirteen 13 Types of transport • Story

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

This is where the new vocabulary is reinforced through word-level writing practice.

There is a story activity here.

1 Lesson 4 Vocabulary and story

1 REMEMBER THE STORY Look and complete the sentences. Use *travelled* or *didn't travel*.

helicopter camper van taxi ferry *jeep* hot-air balloon

1 Noah and Tess didn't travel by jeep

2 They _____ by _____

3 They _____ by _____

4 Trick _____ by _____

5 Ernie _____ by _____

6 Ernie _____ by _____

2 Tess and Noah asked Ernie three questions. Write them.

1 _____?

2 _____?

3 _____?

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

My favourite part is frame 7 because Trick is funny!

My favourite part is frame 9. I like the picture of Tess in the tree.

Finished? Write four sentences about what Tess and Noah did and didn't do on the island.

9

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.

Class Book

- 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.

1 Lesson 5 Grammar

1 REMEMBER THE STORY Read and match. Say.

1 Did you travel by ferry? Yes, I did. a

2 Did you travel by hot-air balloon? No, I didn't. b

3 Did you walk to the island? No, I didn't. I didn't travel by boat or ferry. c

2 Look at the sentences from the story. Choose.

Do we use did or didn't in ...

a questions about the past?

b short answers about the past with No?

c short answers about the past with Yes?

3 Listen and follow. **Think** Ask and answer about your last holiday.

Did	you	travel	by	camper van?	Yes, I did.
				taxi?	
				helicopter?	No, I didn't.
				hot-air balloon?	
				ferry?	
				tram?	

Look!

We use the infinitive form of the verb after did and didn't.

Did you walk?

I didn't travel by tram.

4 Think, pair, share! Talk about your activities on your last holiday. Then talk about your friend.

play chess

play football

surf

skip

climb a mountain

talk to a person from another country

Did you play chess? No, I didn't. Did you surf? Yes, I did.

He didn't play chess.

She surfed.

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

The new grammar is then modelled and practised.

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.

1 Lesson 5 Grammar Grammar Reference Page 103

1 How did the family travel? Listen and match.

1 Tony	a plane
2 Uncle	b ferry
3 Grandma	c helicopter

2 Look and read. Then answer the questions.

Yes, he did. No, he didn't. Yes, she did. No, she didn't.

- Did she travel by hot-air balloon? *No, she didn't.*
- Did he travel by helicopter? _____
- Did she travel by ferry? _____
- Did he run to the beach? _____
- Did he walk to the beach? _____
- Did she travel by tram? _____

3 Write the words in order and answer the questions. **Learn to learn**

1 you on last holiday summer Did go ?
Did you go on holiday last summer? _____

2 car Did travel you by ? _____

3 by you Did plane travel ? _____

10 Extra Grammar Practice Page 104

Finished? Write more Did you ... ? questions for your partner to answer.

Students then do a guided freer writing activity.

3 Communicate Tell your partner what you saw and didn't see yesterday.

Lesson 5 Personalize it!

1 Complete the questions. Tick ✓ and cross ✗ for you.

Last year	
1 Did <u>you</u> sleep in a tent?	
2 <u>you</u> travel by taxi?	
3 <u>you</u> sailing?	
4 <u>you</u> climb a mountain?	
5 Did <u>you</u> see any _____?	

2 Use your table to write sentences about you.

- I didn't sleep in a tent.*
- _____
- _____
- _____
- _____

3 Communicate Ask your partner some Did you ... ? questions about last year.

one hundred and four 104

Questions

Did	you	he	she	we	they	walk?
-----	-----	----	-----	----	------	-------

Short answers

Yes,	I	he	she	we	they	did.
No,	I	he	she	we	they	didn't.

Complete the answers.

- Did you travel by hot-air balloon? No, I didn't.
- Did your dad travel by taxi? he did.
- Did you walk to the island? Yes, I did.
- Did your sister play football yesterday? she didn't.
- Did you and your friend play chess on Saturday? Yes, we did.
- Did the children surf last weekend? No, they didn't.

one hundred and twelve 112

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.

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

1 Lesson 6 Cross-curricular

1 Look at the small pictures on the map and guess what they are. Then look at the key and check your ideas.

Map of Adventure Island

North
West East
South

Key

castle	beach
hill	lake
woods	bridge
wildlife centre	watersports
gate	garden
compsite	picnic site
path	fields

2 Look at the map and the key. Answer.
The castle is at C1. The beach is at A2. Where are the other things in the key?

3 Read the descriptions and look at the map. Where are you?

a The castle is to your north. The lake is to your south.	c The fields are to your west. The compsite is to your east.
b The garden is to your north. The hill is to your west.	d The path is to your south. The fields are to your east.

4 Think, pair, share! Look at the map and make two new descriptions for your class.

Social Science: map co-ordinates 15

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

Students are given an opportunity to share their own ideas.

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.

1 Lesson 6 Cross-curricular

1 Complete the compass and the key.

1 North
2 W
3 E
4 S

North South East West
castle path fields lake gate

Key

1 castle beach
2 hill
3 bridge
4 wildlife centre watersports
5 garden
6 composte picnic site

Map of Green Island

2 Think Find the locations on the map and complete the descriptions.

1 D4 The beach is to your north. The Old Farm is to your west.
2 C1 The is to your south. The is to your west.
3 A2 The is to your north. The is to your east.
4 B3 The is to your south. The are to your west.

3 Listen and circle the correct answer.

1 D2 in the fields B4 at the picnic site
2 C3 on the hill B1 on the bridge
3 D3 on the beach B3 on the lake
4 A1 at the castle A4 in the wildlife centre

Create Draw your own map and write the key.

Finished? Look at the key and write where all the different places are, e.g. The castle is at A1.

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.

- Discuss how students 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.

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

This task develops thinking and prediction skills.

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

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.

1 Lesson 7 Literacy: a legend

1 BEFORE YOU READ Look at the title and the pictures. Do you think the story is a true story?

2 THINK Look at the pictures again. Guess what happens in the story.

3 Read and listen. Were your ideas in the story?

What's exciting about holidays?
We can find out about local stories.

Arief

Last year I travelled to the east of Java, in Indonesia. The people there tell stories about a mountain called Mount Batok.

volcano

The story of Mount Batok

Once a pretty woman called Roro Anteng lived in a village near a big volcano in Java. One day a giant saw Roro Anteng. The giant wanted to marry her, but she didn't want to marry him. Then she had a clever idea.

"You can marry me," she said. "But first I've got a challenge for you. Make a desert between the mountains. You have only one night. Finish the desert before the sun comes up."

That night the giant started to dig with a big, round coconut shell. Some hours later, Roro Anteng looked outside. "Oh no!" she thought, "The desert is nearly finished and it's still night."

"What can I do? I don't want to marry the giant! Hmm, the cockerels are sleeping but I've got an idea!"

She jumped up and down, and shouted, "WAKE UP, COCKERELS!"

The cockerels thought it was morning and crowed, "Cock-a-doodle-doo!" The crowing made the sun come up.

The giant saw the sun in the sky. "Oh no! It's morning!" he said. "But I didn't finish the challenge!" He was very angry and he threw the coconut shell on the ground.

Today Indonesian people say Mount Batok is the giant's coconut shell.

4 AFTER YOU READ Complete the activities. **AB Page 12**

Our Values
Read stories to learn about other cultures.

sixteen 16 Text type: a legend

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.

1 Lesson 7 Literacy: a legend

1 Read the story on Class Book page 16 again. Tick ✓ the sentences you agree with.

- The story of Mount Batak has a plot with a start and a finish. ☐
- The story has got paragraphs. ☐
- The story hasn't got any dialogue. ☐
- The story isn't true – it's a legend. ☐
- The story is fun to listen to. ☐

2 Tick ✓ the correct description.

- Today, Indonesian people say a giant lived in the volcano and he played with coconut shells. ☐
- Today, Indonesian people say there were a lot of coconut shells in the desert next to Mount Batak. ☐
- The Indonesian legend says that the giant made the desert, and the mountain was his coconut shell. ☐

3 Number the sentences in order.

- ☐ Roro Anteng said to the giant, 'Make a desert between the mountains in one night!'
- ☐ The cockerels crowed 'Cock-a-doodle-doo!' and the sun came up.
- ☒ 1 There was a pretty woman called Roro Anteng.
- ☐ The giant started digging and nearly finished the desert in one night.
- ☐ The giant didn't finish the challenge, and he didn't marry Roro Anteng.
- ☐ 'Oh no!' thought Roro Anteng, and shouted to the cockerels.
- ☐ A giant wanted to marry Roro Anteng, but she didn't want to marry the giant.

Mount Batak, a volcano

Tengger desert

12

Finished? Did you like this legend? Write three sentences saying why or why not.

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 generate interest in the text.

- 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.

1 Lesson 8 Culture

1 Listen to Arief. Answer.


Does he talk only about Mount Batok or about other volcanoes, too?

2 Listen again. Say *True or False*.

1 Mount Batok is a volcano.
2 Mount Batok is in West Java in Indonesia.
3 Mount Batok is the highest volcano in Java.
4 There are two volcanoes near Mount Batok.
5 When Arief went to see Mount Batok, it was sunny.

3 Think, pair, share! Which volcanoes or mountains are in your country?

4 Complete the activities. AB Page 12



Lesson 9 Writing The Big Write AB Pages 14-15

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.

We can visit amazing .

We can .

We can have .

We can find out about stories.

There are a lot of ways to travel.

There are nice .

3 Communicate Ask and answer.

Which is your favourite answer?

'There are a lot of exciting ways to travel!' I want to fly in a plane!

4 Complete the self-evaluation activities. AB Page 15

Lesson 8 Volcanoes and mountains • Lesson 9 Writing • Lesson 10 Unit review

17 seventeen

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.

1 Lesson 8 Culture

1 Complete the fact file about Mount Batok.

Mount Semeru	Mount Batok	East Java, Indonesia
a coconut shell	2,650 metres	

Name of mountain Mount Batok


Country / place _____

How high _____

Looks like _____

Other mountains _____

2 Draw a mountain in your country. Then complete the fact file about it.



Name of mountain _____

Country / place _____

How high _____

Looks like _____

Other mountains _____

3 Use your fact file to write about a mountain.

A mountain I know is _____.

It's in _____.

It's _____ metres high and it looks like _____.

I know some other mountains, too. Their names are _____ and _____.

Finished? Write a list of things you need when you climb a mountain.

Create

Why not write more fact files about other mountains?

13 Review

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 Lesson 9 Writing

The Big Write

4 Create Plan and write a post about your last holiday. You can use these verbs to help you.

was / were went had saw visited liked

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

What's exciting about holidays?

We can visit caves every day. ☐

We can climb rocks and mountains. ☐

There are nice surprises! ☐

Sophie

Last year, I went to Cappadocia, in Turkey, with my family. We went camping for a week. It was sunny every day. Our wonderful new tent was next to a fantastic swimming pool.

We visited the town and explored the countryside. There weren't any fields or woods, but we saw lots of strange, tall rocks. We also visited a cave. I wore my boots because it was wet. We had fun.

On the last day, Dad had a surprise for us. We had breakfast at five o'clock. Then we went in an amazing, big, orange hot-air balloon. We saw a waterfall! I took lots of photos. This was the best day of the holiday. I loved the hot-air balloon.

2 Read Sophie's post again and circle the correct verbs.

1 Sophie and her family (went / didn't go) to Turkey.

2 They (saw / didn't see) lots of fields and woods.

3 There (was / wasn't) a cave.

4 Sophie (ate / didn't eat) breakfast at five o'clock.

5 Sophie (liked / didn't like) the hot-air balloon.

3 Read The Big Write tip. Find and underline the adjectives in Sophie's post.

The Big Write tip

When there is more than one adjective, we write them in this order,

Opinion	Size	Age	Colour	Noun
e.g. We slept in a wonderful,		new		tent.
We went on a trip in an amazing,	big,		orange	hot-air balloon.

Order of adjectives

4 Create Plan and write a post about your last holiday. You can use these verbs to help you.

was / were went had saw visited liked

Where? _____

Who with? _____

How long? _____

Weather _____

Activity 1 _____

Activity 2 _____

Best day _____

Last year, I _____

Collaborate

Community Task

Design a web page with photos and descriptions of your holiday last year.

Draw or stick a photo of your holiday.

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

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.

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

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 what the posting child's answer is.
- Play the recording, then check 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. Then check the answers to the questions.
- 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.

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.

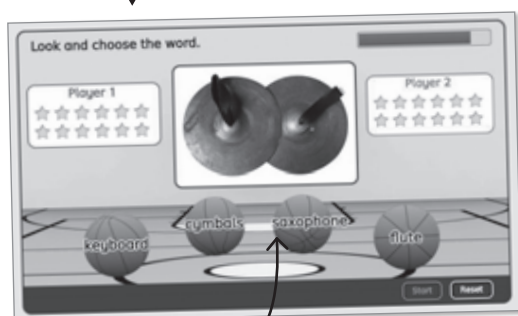
Part 1 of the Review video reviews grammar from Lesson 3, and part 2 reviews Lesson 5.

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 Culture
Lesson 9 Writing
Lesson 10 Unit review

Classroom Presentation Tool



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

Big Question poster



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

Students evaluate their progress in the unit.

4 Create Plan and write a post about your last holiday. You can use these verbs to help you.

was / were went had saw visited liked

Where? _____ Activity 1 _____
Who with? _____ Activity 2 _____
How long? _____ Best day _____
Weather _____

Draw or stick a photo of your holiday.

Last year, I _____

Collaborate

Community Task
Design a web page with photos and descriptions of your holiday last year.

Lesson 10 MY UNIT REVIEW

Think about your work in unit 1. Self-evaluation

1 Circle. My work in unit 1 is

OK good fantastic

2 My favourite lesson in unit 1 is _____

3 Read. Tick ✓ or cross ✗.

I can use some irregular verbs to talk about holidays. ☐
I can ask and answer questions in the past simple. ☐
I can say ten verbs to describe camping activities. ☐
I can name six ways of travelling. ☐

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

15 / 15

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 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 21st 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 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

Draw a giant animal

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

a Choose one animal for your poster. **b** Present your drawing to your class. **c** Think about how to make a small picture bigger.

d Draw your giant animal. **e** Find out which animals your group wants to draw. **f** Decide how your project group is going to work together.

Think about it

2 Think Answer the questions. WHOLE CLASS

- Do you know the names of any insects?
- Do you know the names of any pond animals?
- Do you know the names of any small sea animals?

3 Communicate Look at the pictures and answer. WHOLE GROUP

D **1** **2**

- What can you see in picture 1?
- How many squares are there in the grid in picture 1?
- How big is one square on the grid? **a** 1 cm x 1 cm **b** 2 cm x 2 cm
- Picture 2 is the same as one square in picture 1. Which square?
- How big is picture 2? **a** 1 cm x 1 cm **b** 5 cm x 5 cm
- Imagine you copied all the squares in picture 1 and put them together to make a new picture. How big is the new picture? **a** 10 cm x 10 cm **b** 20 cm x 20 cm

Page 38 The Big Project 1: draw a giant animal

Class Book

They also make their own choices about the project content.

Carefully-staged guidance is provided for Class Book activity 4.

Students evaluate their own performance.

The Big Project 1

Draw a giant animal

4 Find out

Find out which animals your group wants to draw. Make notes in your Activity Book. ALL PAGE 36 Activity 4 WHOLE GROUP

Pupil 1 Which flying insect would your group like to draw? dragonfly butterfly

Pupil 2 Which land insect would your group like to draw? ant grasshopper

Pupil 3 Which sea animal would your group like to draw? crab seahorse

Pupil 4 Which pond animal would your group like to draw? frog newt

Choose

5 Collaborate Tell your group your information. Choose one animal to draw. ALL PAGE 36 Activity 5 WHOLE GROUP

Two of us want to draw a butterfly and two of us want to draw a crab. I think we should vote. Hands up if you want to draw a butterfly. OK. Let's draw a butterfly with a lot of different colours!

The Big Project 1

Draw a giant animal

1 Communicate Ask about your kind of animal. Complete the questionnaire for your group.

Which flying insect would you like to draw, a dragonfly or a butterfly?

Flying insect	Number of pupils	Land insect	Number of pupils
a dragonfly		an ant	
a butterfly		a grasshopper	
Sea animal	Number of pupils	Pond animal	Number of pupils
a crab		a frog	
a seahorse		a newt	

2 Communicate Choose one animal from page 37 to draw.

3 Think Complete the questions about your animal and write answers.

- How many legs has a _____ got?
- What colours can a _____ be?
- Has a _____ got wings?
- Has a _____ got a tail?
- Has a _____ got eyes?
- _____?

4 Read and tick ✓. Self-evaluation

Project work	Excellent	Good	OK
My work in the group			
Working together			
Our giant animal picture			
Our presentation			

Collaborate

Community Task

Display your giant animals in the school hall.

Page 36

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 Look, listen and match. Then listen and repeat. WHOLE CLASS

1 We should make sixteen squares of paper of 30 cm x 30 cm.

I've got a ruler. Shall I draw the squares?

2 We should decide who is going to cut out the squares.

I've got some scissors. Shall I cut out the squares?

3 We should decide who is going to copy each square.

I'm good at drawing. Shall I copy the squares in rows A and B?

7 Listen and follow. WHOLE CLASS Then look at the pictures and say. WHOLE CLASS

Shall I	copy the squares in rows C and D? choose the colours? colour the squares? stick the squares on the wall?	Yes, OK. Great! Well, I'd prefer to do that.
---------	-------------------------------------------------------------------------------------------------------------------	----------------------------------------------------

8 What can you learn from this project? Complete the questions in your Activity Book and write answers for your animal. ALL PUPILS 20 Activity Book

How many legs has a crab got?

Has a crab got eyes?

What colours can a crab's shell be?

English in use

We use *Shall I...?* to offer to do something.

Make

9 Create: 1 Follow the steps. Make your giant animal. WHOLE CLASS

Step 1: four pupils
Decide how big you want your animal to be. Decide who is going to draw the squares and who is going to cut them out. Draw and cut out the squares of paper. You need 16 squares.

Step 2: four pupils
Decide who is going to copy part of the animal on each square, and who is going to colour each square. Then draw and colour in the squares.

Step 3: four pupils
Stick the squares onto the wall or a big piece of paper.

Present

10 Present your giant animal to your class. Then answer questions from your class. WHOLE CLASS

We made a giant grasshopper. We used 16 squares of paper.

What did you discover about the grasshopper?

We discovered that it's got wings.

11 Think: 1 Think about the project and answer the questions. WHOLE CLASS

1 Did you enjoy this project?

2 Did you find anything difficult?

3 Were you surprised by anything?

4 How are you going to do the project better next time?

Class Book

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

Activity Book

Tour of other lessons

Festival lessons

The Festival lessons develop intercultural knowledge. Engaging with the content of these lessons helps students develop a stronger understanding of the culture behind the language they are learning. These lessons also present and practise vocabulary to support the festival themes and provide integrated skills practice.

The Festival lessons are to be used at the appropriate time of year.

High-frequency vocabulary related to the theme is presented and practised.

Festival 1 International Day of Peace

1 Read and listen. What do people do on the International Day of Peace?

The International Day of Peace is on 21st September each year. On this day, countries should stop fighting and everybody should think about making peace. Many people wear a dove, the symbol of peace, on 21st September. In the United Nations, they ring a special bell every year. Children collected coins from 60 different countries. The United Nations' bell is made from these coins.

2 Listen, point and say.

1 dove

2 heart

3 bell

4 handprint

5 peace symbol

3 Read and match to the Day of Peace artwork.

1 This illustrates the Day of Peace because the children are co-operating to make a star.

2 These people from different countries are standing together to make a dove. The dove is the international symbol of peace.

3 This illustrates the Day of Peace because the two hands make a heart. A heart is the symbol of love, not fighting.

4 This heart is made from children's handprints. The children worked together to make a picture.

4 Think, pair, share! Answer the questions.

- Why is the United Nations' bell a symbol of peace?
- Can you describe a peaceful scene? What can you see? What can you hear?
- What can you do for peace in your school?

Festival 2 Pancake Day

1 Read and listen. When is Pancake Day?

Pancake Day is a special day in many countries. In France, it's called Mardi Gras or Fat Tuesday. The date changes every year, but it's always in February or March. People make and eat a lot of pancakes on Pancake Day. In some places there are pancake races. People run through the streets with a frying pan and a pancake. They have to toss the pancake and run at the same time!

2 Listen, point and say.

1 pancake

2 frying pan

3 toss

3 Read and match the pictures to the recipe. Then listen and check.

Ingredients:

- one spoonful of vegetable oil
- 100 g flour
- 300 ml milk
- two eggs

Instructions:

- Add a spoonful of the pancake batter to a hot frying pan to make a thin pancake.
- Put the flour in a bowl. Add the eggs and about 50 ml of milk.
- Eat your pancake with lemon, sugar, chocolate sauce or ice cream.
- You need flour, eggs, oil and milk.
- Cook for a minute. Toss your pancake. Cook the other side.
- Start mixing. Slowly add the rest of the milk and the oil. Mix well to make your pancake batter.

4 Think, pair, share! When do you eat pancakes? What do you like to eat with them?

Class Book

2 Match the pictures to the instructions for a class project to make a Tree of Peace.

Make a Tree of Peace!

- Cut it out and colour it brown. Stick it on a big piece of paper.
- Stick the coloured handprints at the top, like leaves. Your Tree of Peace is finished!
- One pupil draws around your teacher's arm and hand.
- Everybody in the class draws around their hand.
- Everybody cuts out their handprint, chooses the flag of a UN country and colours the handprint in those colours.

3 Tick ✓ your favourite description of why two children like the Tree of Peace.

1 I like the Tree of Peace because the class is co-operating to make it. It illustrates International Day of Peace because we need a lot of people to co-operate and make peace grow.

2 I like the Tree of Peace because the tree looks great! It illustrates International Day of Peace because a tree grows and gets bigger and stronger. Peace can get bigger and stronger, too.

4 Write about your class's Tree of Peace.

I like our Tree of Peace because It illustrates International Day of Peace because

Activity Book

1 I'm tossing my pancake into the air so the other side can cook.

2 My pancake is ready to eat! I'm going to put sugar and lemon on it.

3 I'm putting the pancake batter into the frying pan.

2 Complete the poem. Then listen and check.

catch eggs delicious toss batter

Making pancakes!

Making _____ pancakes
Is an easy thing to do.
You need some _____ and flour
And some milk and oil, too.

Give everything a mix
And put the _____ in a pan.
You cook it and you _____ it,
And you _____ it if you can!

3 Read and draw the toppings.

- For my favourite pancake topping, you need strawberries and ice cream. Cut up the strawberries, add some sugar and put them on the pancake. Put the ice cream on top.
- For my favourite pancake topping, you need chocolate sauce and a banana. Cut up the banana and put it on the pancake. Put the chocolate sauce on top.

4 Draw your favourite pancake topping. Then write about it.

For my favourite pancake topping, you need

Students are encouraged to actively engage with the lesson content in these personalized tasks.

The lesson content is personalized and creative skills are developed.

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 Cambridge English Qualifications A1 Movers exam.

Exam tips train students in useful exam techniques.

1 A1 Movers

1 Listen and say the number. **Where's Charlie?**

2 Match the sentences to the pictures in activity 1.

A They're sitting near a fire. B They're carrying a big bag. C Alex and Mary can't find Charlie. D They're looking for wood.

3 Talk about each picture. Work in pairs. **A day at the river**

Class Book

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

1 A1 Movers

1 Look at the picture in activity 2 and answer the questions.

Yes, they are. No, they aren't. No, they didn't.

1 Are the children at school? **2** Are they in a park? **3** Did they travel by taxi?

Exam tip!
Always check that the tense in your answer matches the tense in the question.

2 Read the text and choose the best answer.

Example
Julia: Were you at home last week?
Nasim: A No, I don't. B No, I wasn't. C No, I'm not.

1 Julia: Did you go on holiday?
Nasim: A Yes, I did. B Yes, I do. C Yes, I am.

2 Julia: Where were you?
Nasim: A We're going to an island. B We're on an island. C We were on an island.

3 Julia: Wow! Did you travel by boat?
Nasim: A No, we don't. We go by tram. B No, we aren't. We're in a helicopter. C No, we didn't. We travelled by plane.

4 Julia: Was there a beach on the island?
Nasim: A No, there isn't. B Yes, there was. C No, there weren't.

5 Julia: Were there any shells?
Nasim: A Yes, there's a lot. B Yes, there were some beautiful shells. C Yes, there was some big shells.

6 Julia: Did you have fun?
Nasim: A Yes, we did. It was great. B Yes, it's really fun. C Fine, thank you.

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 them 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.

1 Lesson 4 Vocabulary and story

1 Think Which ways can people travel on holiday?

2 Listen, point and repeat.

3 Say which of these ways you sometimes, always or never travel on holiday.

Tess's list

- 1 camper van
- 2 helicopter
- 3 taxi
- 4 tram
- 5 hot-air balloon
- 6 ferry

Challenge

Find out how Emma got to this island. She can ask her 3 questions. OK?

Who's Emma?

4 BEFORE YOU READ How can you travel to an island?

5 Listen, read and check your ideas.

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

What's exciting about holidays?

There are a lot of exciting ways to travel.

Island World

Wow! Flying in a helicopter is great!

Hey! There's an island. No! Let's go and look!

Oh no! The helicopter! But how do we get off this island?

Hi, kids! I'm Emma! Win the challenge to get off the island.

Oh! Thanks, Emma! ... did you travel by ferry?

No, I didn't. I didn't travel by boat or by ferry.

Hey! Be careful, Tess! We've only got two questions now!

Oops! Sorry!

Come on! Let's look for clues!

Wait a minute! What's this?

Did you travel by hot-air balloon?

No, I didn't!

Answer!

Oh no! Tess is here!

Now we've only got one question left!

What are you doing, Tess?

I'm climbing this tall tree.

... so I can see all the island.

Oh! But it's a bit windy up here!

Wooooahh!

Tess!

Argghh!

Oh!

Did you walk to the island?

Yes, I did!

Yay! That's how we can get off the island! We can walk! Come on!

LEVEL UP !!

Types of transport • Story

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

The answers for the activities can be displayed.

3 Which things are in the town or in the country? Choose.

- 1 wood
- 2 street
- 3 field
- 4 pavement
- 5 flats
- 6 shopping centre
- 7 gate
- 8 motorway
- 9 path
- 10 farm

Lesson 1

Bright Ideas

Lesson Objectives

Introduce the Big Question for the Starter Unit (*What's fun about The Big Question?*).

Sing the Big Question song.

Review Level 3 online community children.

Language

Review: past simple

Warm up

- Write the jumbled question on the board *fun about big What's question the?*
- Ask a student to come to the board and write the correct question. Encourage the class to help.
- Have a class discussion about what is fun about The Big Question.

Class Book page 41 Look at the photos and answer. Critical Thinking

- Ask students to look at the photos of the children and ask what they remember about the children from Level 3.
- Ask how the children know each other and what they can do on The Big Question website.

ANSWERS

- 1 They are members of an online community.
- 2 They can post and share their ideas on *The Big Question* website.

2 Listen to the song and check your ideas. 001

- Play the song and ask the students which of their ideas were correct.
- Ask the students to tell you what more they learned about the children.

ANSWERS

Students' own answers

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

- Ask the students what they can see in the eight pictures.
- Ask which picture matches the first line of the song 'Sophie shared a photo of her friends in the park.' (d)
- The students work in pairs to complete the activity.

ANSWERS

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

KEY COMPETENCES Learn to learn

In matching the pictures and text, the students are learning to exploit pictures to help and support them making sense of a text.

Activity Book page 2

1 Tick ✓ the things children from *The Big Question* website sing about in the song.

ANSWERS

1 ✓ 2 ✓ 4 ✓ 8 ✓

2 Look at the song on Class Book page 4 again. Write the names.

- Go through the example with the class to check they know what to do.
- Make sure the students know to write a full answer as in the sample answer.

ANSWERS

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

3 Make true and false sentences about the song on Class Book page 4. Correct the false sentences.

Communication

- Ask two students to read out the example in the speech bubbles.
- Pair yourself up with a student to do an example of the activity before you divide the class into pairs to work independently.

4 Write four false sentences about the song. Give them to your partner to correct.

- Go through the example with the students as a class.

TIP Mixed-ability teaching

- Support lower-level students by asking them to tell you four false sentences first to make sure they understand the concept.
- Stretch higher-level students by asking them to close their books when they write and correct the false sentences.

ANSWERS

Students' own answers

TIP Extra practice

To provide further practice of the simple past and online activities, ask the students to interview each other about what they did online last week. They then write a sentence to describe their partner's online activity using the song lyrics as a model.

Lesson 2

Review and grammar

Lesson Objectives

- Review the online community avatars.
- Present and practise questions and answers with *why*.
- Present and practise the prepositions of time *before* and *after*.

Language

- New: *because, before, after*
- Review: avatar names, free time activities

Warm up

- Play *Who is it?* from the Ideas bank on page 135. Use the children in the online community and the avatars.

Class Book page 5

1 What was your favourite lesson in Class Book 3?

Critical Thinking

TIP Write each of the Level 3 Big Questions on a separate sheet of large paper and stick them around the room. Ask the students to look at the questions and go and stand next to their favourite question. Ask the groups to share what they liked about the question.

ANSWERS

Students' own answers

2 Look at the avatars and at the photos of the children. What are the avatars' names?

- Divide the students into pairs to look at the avatars and see if they can remember their names from the warm up.

ANSWERS

Ania, Noah, Ben, Tess, Lily, Mason, Dev, Sophie

3 Read and match the answers to the questions.

- After the students have matched the answers and questions, ask if they can tell you when we use *after* and when we use *before*.
- Ask a few students questions with *when* to check their understanding.

ANSWERS

1 d, e, f 2 b, c, g 3 a, h

4 Look, listen and read. 002

- On the board write the question and answer and circle the *why* and *because*. Explain we usually answer the question *why* with *because* to give a reason for something.

5 Ask and answer with *Why* and *Because*.

Communication

- Point to Sophie and ask *Why is Sophie a member of The Big Question?* Make sure the students reply with the full answer *Because she can listen to songs*.
- Do another example with the class and then put them in pairs to take turns asking and answering about the children.

Activity Book page 3

1 Match the questions and answers.

KEY COMPETENCES Learn to learn

The students, with the help of the pictures, are noticing the meaning and the form of the target language from the context. In this way they are being encouraged to learn how to work out meaning for themselves using visual and written clues.

ANSWERS

1 d 2 c 3 b 4 a

2 Read and write the questions and answers.

- Ask students to circle the *why* and *because* in the questions and answers to highlight the connection and form.

ANSWERS

2 Why are you making a cake? 3 Because it's faster than a car.

3 Listen and write the answers. 003 Then write answers for you.

TIP Mixed-ability teaching

- To support lower-level students, ask them to look at Lily's gapped answers in the table and ask them what words they think are missing before they listen to the audio, to make sure they are confident what to listen for.
- To stretch higher-level students, in pairs, ask them to close their books and ask and answer questions about Lily and about themselves.

Audio transcript

Interviewer Lily, can I ask you some questions?

Lily Yes!

Interviewer When do you watch TV?

Lily Before I eat dinner.

Interviewer When do you brush your teeth?

Lily After I get up.

Interviewer Why do you like The Big Question?

Lily Because I learn a lot.

Interviewer Why do you like your town?

Lily Because there's a great swimming pool!

ANSWERS

Before I eat dinner.

After I get up.

Because I learn a lot.

Because there's a great swimming pool!

Students' own answers

Lesson 3

Vocabulary and story

Lesson Objectives

- Present and practise vocabulary related to illness.
- Review adverbs of frequency.
- Have got* to talk about illness.
- Develop listening, speaking, reading and writing skills.
- Predict events and follow a story.

Language

New: *a cold, a cough, an earache, a headache, a stomach-ache, a toothache, a sore throat, a temperature*

Review: *often, sometimes, never, have / has got*

Warm up

- Play *What's the question?* from the Ideas bank on page 135. Use answer with adverbs of frequency.

Class Book page 6

1 What health problems do people sometimes have? Critical Thinking

- Give the students an example about yourself, for example *I sometimes get a cold*. Elicit other problems and recast the words in English if students say them in L1.

ANSWERS

Students' own answers

2 Listen, point and repeat. 004

Audio transcript

- 1 a cold [repeat pause]
- 2 a cough [repeat pause]
- 3 earache [repeat pause]
- 4 a headache [repeat pause]
- 5 a stomach-ache [repeat pause]
- 6 toothache [repeat pause]
- 7 a sore throat [repeat pause]
- 8 a temperature [repeat pause]

3 Say which of these health problems you often, sometimes and never have.

- Divide the class into pairs to discuss their health problems.
- Ask a few students to share their problems, making sure they use the adverbs of frequency.

ANSWERS

Students' own answers

4 BEFORE YOU READ This story is about a sad baby. What's the matter with her? Can you guess?

5 Listen, read and check your ideas. 005

ANSWERS

The baby has got toothache.

6 AFTER YOU READ Watch the story video. 006 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 their favourite part of the story is while they are watching.

Activity Book page 4

1 REMEMBER THE STORY Use the letters to complete the labels. Tick ✓ the health problems in the story.

ANSWERS

- 1 a headache
- 2 a cold
- 3 toothache
- 4 earache
- 5 a cough
- 6 a stomach ache
- 7 a temperature
- 8 a sore throat

2 What's the matter with Judy? Listen and tick ✓ or cross X. 006

Audio transcript

Amy Hello! Can I talk to Judy? She wasn't at school today.

Judy's mum No, Judy is ill.

Amy Oh no! Has she got toothache?

Judy's mum No, she hasn't.

Amy Has she got a stomach-ache?

Judy's mum No, she hasn't.

Amy Has she got a sore throat?

Judy's mum No, she hasn't got a sore throat.

Amy What's the matter?

Judy's mum Her head hurts. She's got a headache and a temperature.

Amy Oh dear. Can I come and see her?

Judy's mum I don't think that's a good idea, because Judy has also got a cold and a cough.

Amy Yes, I don't want to get a cough and a cold. I hope Judy is better soon!

ANSWERS

stomach-ache X sore throat X headache ✓
cough ✓ cold ✓

3 REMEMBER THE STORY Number the pictures from the story in order.

ANSWERS

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

4 Write the answers.

ANSWERS

- 1 They're in Play World.
- 2 Emma's teddy is in Dad's bag.
- 3 Dad finished the chocolates.
- 4 No, she hasn't.
- 5 No, she hasn't.
- 6 She's got toothache. She's got a new tooth.

5 What's your favourite part of the story? Tell your partner.

ANSWERS

Students' own answers

1

What's exciting about holidays?

Lesson 1

The Big Question

Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about the Grand Canyon.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds /ɜ:/ and /eə/.

Language

Review: present simple, *can*, *would like*

Warm up

Discuss holidays with the class. Where did they go on holiday last year? What was the most interesting thing they did on holiday? Where would they like to go on holiday? Why?

Class Book pages 8–9

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. *What can you see in the picture? Do you know what country it is?* Encourage students to use their imagination.

ANSWERS

- What's exciting about holidays?
- Libby, Ben, Tess, Lily, Arief
- The Grand Canyon, children singing around a campfire, a hot air balloon, a map, a boy holding an empty bowl (perhaps a character from a story)

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

Video transcript

See page 143.

ANSWERS

people walking, people taking photos, a helicopter, a river, trees

3 What are your answers to the Big Question?

Critical Thinking

- Ask students to remember Libby'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 see amazing things. You can have fun. You can try new things. You can go camping. You can stay in a hotel. You can learn about a different country. You can speak a different language. You can visit family and friends.

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 a or b.

ANSWERS

1 b 2 a 3 a 4 a

2 Write sentences about your last holiday.

ANSWERS

Students' own answers

3 Listen and read. Then listen and repeat. 🔊 007

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

KEY COMPETENCES Learn to learn

TPR games allow students to focus more closely on the sounds they are hearing. With mixed sex classes, tell the boys they are Kurt and the girls they are Claire. With same sex classes, tell half the students they are birds and the remaining half that they are bears. Play the recording again. Every time students hear their sound they clap.

4 Listen and write the words next to Kurt or Claire. 🔊 008 Then read aloud.

ANSWERS

Kurt /ɜ:/: third, dirty, hurt, skirt, yoghurt, shirt
Claire /eə/: hair, wear, stairs, fair, where, share

Lesson 2

Vocabulary and song

Lesson Objectives

Present vocabulary for camping activities.

Encourage discussion about things students do and don't do on holiday.

Language

New: camping activities: *go camping, catch a fish, see wildlife, have fun, find wood, make a fire, eat marshmallows, drink hot chocolate, wear boots, sleep in a tent*

Review: present continuous, *Do you like + verb + -ing?*
Yes, I do. / No, I don't.

Warm up

Ask students what they remember about Libby's video from the previous lesson. Prompt with questions if necessary, e.g. *Where does Libby want to go? What can you see / do at the Grand Canyon? What would Libby like to do?*

Ask students what kind of holiday they would most like to go on.

Class Book page 10

1 What can you do on an adventure holiday in the country? Critical Thinking

ANSWERS

Students' own answers

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

ANSWERS

Students' own answers

3 Say which things you do and don't do on holiday.

4 Listen and sing. 010

- Play the song for students to listen and sing.

5 Ask and answer. 011 Communication

- Ask students to work in pairs to ask and answer the questions to practise the dialogue.

Activity Book page 7

1 Look and complete the holiday activities. Then match the words to the pictures.

ANSWERS

- | | |
|-------------------|--------------------------|
| 1 have fun, c | 6 sleep in a tent, g |
| 2 go camping, j | 7 drink hot chocolate, h |
| 3 make a fire, e | 8 see wildlife, i |
| 4 catch a fish, a | 9 eat marshmallows, b |
| 5 wear boots, f | 10 find wood, d |

2 Complete the conversation between Bobby and his friend Max.

ANSWERS

- | | |
|----------------------|--------------------------|
| 1 Yes, I do. | 5 making a fire |
| 2 sleeping in a tent | 6 drinking hot chocolate |
| 3 No, I don't. | 7 Yes, I do! |
| 4 finding wood | |

Lesson 3

Grammar

Lesson Objectives

Present the past simple irregular verbs.

Encourage discussion about what students did on their last holiday.

Language

New: *I went / didn't go camping. He saw / didn't see wildlife. She wore / didn't wear boots.*

Warm up

Play *What's she doing?* from the Ideas bank on page 135. Use the Camping activity flashcards.

Class Book page 11

1 Listen, read and look at the picture. 012 Did Ben have a good holiday?

ANSWER

Yes, he did.

2 Listen and follow. 013 Say true sentences about your last holiday.

Audio transcript

- A I went camping.
B He saw wildlife.
A She wore boots.
B I didn't see wildlife.
A He didn't wear boots.
B She didn't have fun.

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.

TIP Mixed-ability teaching

- Support lower-level students by asking them to choose one person who went on holiday with them, e.g. their mum / dad / brother / sister / grandma. Ask students to make one positive sentence about themselves and their chosen person and one negative sentence for them.
- Encourage more confident students to think of the different people who they went on holiday with and make positive and negative sentences about themselves and several of the other people they went on holiday with.

3 Look, listen and read. 014

- Play the recording for students to listen and read.

4 Play the game. Communication

- Ask students to take turns to choose one of the people and describe what they did in the pictures for their partner to guess.

TIP Speaking practice

Ask students to act out the dialogue from activity 1 in pairs.

Activity Book page 8

1 Look at the grammar table on Class Book page 11 and write **True** or **False**.

ANSWER

1 True 2 False 3 True

2 Listen and number. 015

Audio transcript

- 1
A So how were the school holidays, Lisa?
B We went camping. It was great. I didn't sleep in a tent – I slept in a yurt.
A Ooh that sounds fun!
- 2
B Yes, it was fantastic! The campsite was near a wood. I saw some wildlife near our yurt, but I didn't see any snakes. I didn't want to see any snakes. I don't like them!
A No, me neither!
- 3
B We went fishing, but I didn't catch a fish. It isn't easy.
A No. It isn't.
B But Dad caught an old shoe!
- 4
A Was it cold at night?
B Yes, it was. Dad made a fire and I drank hot chocolate, so it wasn't too bad. I didn't drink any cold water.
- 5
B And we didn't eat fruit for a snack. Instead I ate marshmallows by the fire.
A Ooh I love marshmallows! Lucky you! How was the weather in the daytime?
- 6
B The weather was good. It didn't rain. I didn't wear my boots at all. But I wore my jacket all day, because it wasn't very warm.

ANSWERS

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

3 Think about the negative and positive past tense forms of the verbs. Look and complete the sentences. **Critical Thinking** **Learn to learn**

KEY COMPETENCES **Learn to learn**

Asking students to think about the positive and negative forms of the past tense helps students to get past the mechanical aspect of the activity and decide which form makes most sense in each sentence.

ANSWERS

- 1 wore, didn't wear 3 didn't catch, caught
2 saw, didn't see 4 found, didn't find

4 Write sentences about last summer. **Critical Thinking**

ANSWERS

Students' own answers

Extra Grammar Practice Activity Book page 104

1 Write three things you did on holiday. Use the pictures or your own ideas to help you. **Critical Thinking**

ANSWERS

Students' own answers

2 Write what you did and didn't do yesterday.

ANSWERS

Students' own answers

3 Tell your partner what you saw and didn't see yesterday. **Communication**

- Students work in pairs to exchange information using their answers to activity 1.

Grammar Reference Activity Book page 112

Circle the correct verb forms.

ANSWERS

1 went 2 caught 3 drink 4 slept 5 wear 6 made

Lesson 4 Vocabulary and story

Lesson Objectives

- Present and practise types of transport.
- Encourage discussion about how students travel on holiday.
- Present a story about a desert island.

Language

New: types of transport: *camper van, helicopter, taxi, tram, hot-air balloon, ferry*

Warm up 010

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 135.

Class Book pages 12–13

1 Which ways can people travel on holiday?

Critical Thinking

2 Listen, point and repeat. 016

3 Say which of these ways you sometimes, always or never travel on holiday.

4 **BEFORE YOU READ** How can you travel to an island?

- Brainstorm the different ways that you can travel to an island. Ask students to think about means of transport they were already familiar with before the lesson, not just the ones from activity 2. Encourage students to think laterally.

KEY COMPETENCES **Learn to learn**

The ability to think laterally is a strong critical-thinking skill. Encourage students to think about the different circumstances that you might be able to use certain types of transport that they might otherwise rule out, e.g. you can travel to an island by camper van or taxi if there is a bridge. Ask students to think hard about the different ways that they travel every day. Could they use any of these to travel to an island?

5 Listen, read and check your ideas. 017

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

Activity Book page 9

1 REMEMBER THE STORY Look and complete the sentences. Use *travelled* or *didn't travel*.

ANSWERS

- 1 didn't travel, tram
- 2 didn't travel, taxi
- 3 travelled, helicopter
- 4 travelled, hot-air balloon
- 5 didn't travel, camper van
- 6 didn't travel, ferry

2 Tess and Noah asked Ernie three questions. Write them.

ANSWERS

- 1 Did you travel by ferry?
- 2 Did you travel by hot-air balloon?
- 3 Did you walk to the island?

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

Lesson 5 Grammar

Lesson Objectives

Present and practise past simple questions and short answers.

Encourage discussion about what students did on their last holiday.

Language

New: past simple questions and short answers: *Did you (travel by ferry)? Yes, I did. / No, I didn't.*

Warm up

Ask students what they remember about the story from the previous lesson. Elicit sentences about how the different characters travelled / didn't travel to the island.

Class Book page 14

1 REMEMBER THE STORY Read and match. Say.

ANSWERS

1 c 2 b 3 a

2 Look at the sentences from the story. Choose and say.

ANSWERS

a did b didn't c did

3 Listen and follow.  018 Ask and answer about your last holiday. Critical Thinking

Audio transcript

- A Did you travel by taxi?
B Yes, I did.

- A Did you travel by helicopter?
B No, I didn't.
A Did you travel by hot-air balloon?
B No, I didn't.
A Did you walk?
B Yes, I did.

ANSWERS

Students' own answers

4 Talk about your activities on your last holiday. Then talk about your friend. Communication

- Encourage students to work in pairs using the model dialogue for support.

TIP Mixed-ability teaching

- Some students may find it hard to retain the information from the first part of the task and transform it into sentences about their partner. Breaking the activity into stages will help these students.
- Ask students to copy the activities from the box into their notebooks. They record their partner's answers in the speaking activity by putting a tick or cross against each activity.
- Divide the class into groups. Ask students to take turns to tell the rest of the group one thing about their partner. Students help each other to correct any mistakes.
- Ask some of the students to tell the class about their partners.

Activity Book page 10

1 How did the family travel? Listen and match.  019

Audio transcript

- A Mum! Listen to this! Tony went on holiday to an island!
B An island? How did he get there?
A He travelled by ferry.
B Did his family go, too?
A Yes, but his uncle didn't travel by ferry. He went by plane.
B Plane! What about their grandma? Did Grandma Lucy go by plane, too?
A No, she didn't. On the last day of the holiday, Tony had a surprise. He saw his grandma in a helicopter!
B A helicopter? Wow! Did Tony go in the helicopter, too?
A Yes! They all travelled home by helicopter. How cool is that?

ANSWERS

1 b 2 a 3 c

2 Look and read. Then answer the questions.

ANSWERS

- | | |
|-------------------|-------------------|
| 1 No, she didn't. | 4 No, he didn't. |
| 2 No, he didn't. | 5 Yes, he did. |
| 3 Yes, she did. | 6 No, she didn't. |

3 Write the words in order and answer the questions. Learn to learn

ANSWERS

- 1 Did you go on holiday last summer? (Students' own answer)
- 2 Did you travel by car? (Students' own answer)
- 3 Did you travel by plane? (Students' own answer)

Extra Grammar Practice Activity Book page 104

1 Complete the questions. Tick ✓ and cross ✗ for you.

ANSWERS

1 you 2 Did 3 Did, go 4 Did you 5 you, wildlife
Students' own answers

2 Use your table to write sentences about you.

ANSWERS

Students' own answers

3 Ask your partner some *Did you ... ?* questions about last year. **Communication**

Grammar Reference Activity Book page 112

Complete the answers.

ANSWERS

1 didn't 2 Yes 3 did 4 No, she 5 did
6 they didn't

Lesson 6 Cross-curricular

Lesson Objectives

Present a map and key.

Present vocabulary related to map reading.

Help students to interpret a map.

Language

New: *north, east, south, west*

Warm up

Ask the class to imagine an island in the sea. Brainstorm a list of features that the island might have, e.g. *woods, a hill, mountains, a beach*.

Class Book page 15

1 Look at the small pictures on the map and guess what they are. Then look at the key and check your ideas.

2 Look at the map and the key. Answer.

ANSWERS

watersports A1, castle C1, garden D1, beach A2, woods B2, hill C2, picnic site D2, wildlife centre A3, fields B3, lake C3, campsite D3, path A4, gate B4, bridge D4

KEY COMPETENCES Learn to learn

- Map reading is an important life skill. It involves the ability to interpret symbols, read compass directions and use co-ordinates. The activities in this lesson work on all of these.
- If students have not used co-ordinates before, they will need some instruction before they begin activity 2. Ask students to focus on the map. Hold up your book and show that the letters A–D run across the map for each square and the numbers 1–4 run downwards. Explain that co-ordinates consist of a letter followed by a number. To find a place using co-ordinates, we read down from the letter and across from the number. The square where they meet is the correct location. Demonstrate this by giving the co-ordinate for the castle (C1) and showing with your fingers how we find it. Do the same with the beach. Practise by giving a few more co-ordinates for students to find the places, e.g. B3 (fields), D4 (bridge) and C2 (hill).

3 Read the descriptions and look at the map.
Where are you?

ANSWERS

- a At the hill c At the lake
b At the picnic site d At the wildlife centre

4 Look at the map and make two new descriptions for your class. **Communication**

ANSWERS

Students' own answers

Activity Book page 11

1 Complete the compass and the key.

ANSWERS

1 North 2 West 3 East 4 South 5 castle 6 fields
7 gate 8 path 9 lake

2 Find the locations on the map and complete the descriptions. **Critical Thinking**

ANSWERS

- 1 beach, Old Farm
2 campsite, bridge
3 castle, garden
4 picnic site, watersports

3 Listen and circle the correct answer. 020

Audio transcript

1

- A Hi Mum.
B Hello. Where are you? I want to find you on the map.
A OK. So ... River Farm is to my north.
B Right, River Farm is to your north.
A And the campsite is to my west.
B The campsite is to your west. Oh yes, I see ...

2

- A Hi Dad.
B Hello. Where are you now?
A The garden is to my south.
B Let's see ... The garden is to your south.
A And the castle is to my west.
B And the castle is to your west. I see. Yes! I know where you are.

3

A I've got the map and I'm looking at it, so tell me where you are.

B The picnic site is to my south.

A Right, the picnic site is to your south.

B And the hill is to my east.

A And the hill is to your east. Oh yes, I know. Great ...

4

A Hi Dad.

B Hi, how are you? Where are you now?

A The watersports are to my north.

B OK, so the watersports are to your north.

A And the picnic site is to my east.

B And the picnic site is to your east. OK. Stay there and I can come and meet you.

ANSWERS

1 D2 in the fields

3 B3 on the lake

2 B1 on the bridge

4 A4 in the wildlife centre

4 Draw your own map and write the key. **Creativity**

TIP Further practice

Ask students to work in pairs. They take turns to choose a place on their map and describe it for their partner to guess.

TIP Curriculum link

Using co-ordinates is a skill that students will use in real life and other areas of the curriculum (maths as well as social sciences). Discuss with the class situations in which they may need to use co-ordinates and help to generate ideas (e.g. finding your way in the countryside, giving the location of a place to another person, plotting positions on a map or graph, playing a game of *Battleships*). Appeal to students' sense of imagination and practise co-ordinates further by playing a treasure hunt game in pairs. Ask students to choose a square on their maps to bury their treasure. They write down the co-ordinates without showing their partners. Students take turns to ask each other questions about the location of the treasure on their partner's map, e.g. *Is the treasure on the hill in A2?* They cross out the co-ordinates until they find the treasure.

Lesson 7

Literacy: a legend

Lesson Objectives

Familiarize students with a specific text type: a legend.

Encourage predictions about a story.

Discuss the value of reading stories to learn about other cultures.

Language

Review: past simple

Warm up

Play a game of *What did you do yesterday?* from the Ideas bank on page 135 to review the past simple.

Class Book page 16

1 BEFORE YOU READ Look at the title and the pictures. Do you think the story is a true story?

ANSWER

No, it isn't. It's a legend.

2 Look at the pictures again. Guess what happens in the story. **Critical Thinking**

- Ask students to focus on the pictures again. They work in pairs to make predictions. Help students by asking questions, e.g. *Who can you see in the pictures? Where are they? What are they doing?*
- Discuss students' ideas as a class. Accept students' suggestions, but do not give away any of the events in the story.

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

KEY COMPETENCES Cultural awareness

Legends can tell us a lot about the country that they come from and its cultures. Sometimes the legend creates a story around the real physical features of the country. The legend from this lesson is a story about the creation of Mount Batok in Indonesia. Ask students if they know any similar legends about things in their own or other countries.

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 them what we can learn about different countries from reading stories. Elicit examples of stories from other countries that students have read. What did they learn from them?

Activity Book page 12

1 Read the story on Class Book page 16 again. Tick ✓ the sentences you agree with.

- Ask students to read the story again and tick the relevant sentences. Point out that the final sentence doesn't have a right or wrong answer; students must give their own opinions.

ANSWERS

1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 Students' own answers

2 Tick ✓ the correct description.

ANSWER

3

3 Number the sentences in order.

ANSWERS

- There was a pretty woman called Roro Anteng.
- A giant wanted to marry Roro Anteng, but she didn't want to marry the giant.
- Roro Anteng said to the giant, 'Make a desert between the mountains in one night.'
- The giant started digging and nearly finished the desert in one night.

- 5 'Oh no!' thought Roro Anteng, and shouted to the cockerels.
- 6 The cockerels crowed 'Cock-a-doodle-doo!' and the sun came up.
- 7 The giant didn't finish the challenge, and he didn't marry Roro Anteng.

Lesson 8 Culture

Lesson Objectives

Practise listening for gist and specific information.
 Provide opportunities for students to compare another culture with their own, through looking at mountains in both.
 Produce a text about a mountain.

Language

Review: present simple

Warm up

Ask students what they remember about the legend from the previous lesson. Prompt with questions such as, *Who wanted to marry Roro Anteng? Did she want to marry him? What challenge did she set? What did she do when the giant nearly finished the challenge?*

Class Book page 17

1 Listen to Arief. 022 Answer.

Audio transcript

- A** I liked your story, Arief! Can you tell me more about Mount Batok?
- B** Well, Mount Batok is a volcano.
- A** Wow! Volcanoes are cool! And where is it exactly?
- B** It's in a national park in East Java. Java is an island in Indonesia.
- A** Is Mount Batok very high?
- B** Yes, it's 2,650 metres high.
- A** Oh! Is it the highest volcano in Java?
- B** No, it isn't. Mount Semeru is the highest volcano in Java. Mount Semeru is one thousand metres higher than Mount Batok.
- A** And are there any other volcanoes near Mount Batok?
- B** Yes, there are. There are four more volcanoes near Mount Batok.
- A** Do you often go to Mount Batok?
- B** No, not often. I don't live near Mount Batok. I live in West Java. I went to the national park on holiday with my family last year.
- A** And what was it like?
- B** It was exciting! We travelled there early in the morning and it was foggy.
- A** What is Mount Batok like?
- B** Well, there are lots of Indonesian trees on Mount Batok. And it looks like a big coconut shell!

ANSWER

He talks about other volcanoes, too.

CULTURE NOTE Mount Batok

Mount Semeru, Java's highest mountain, is 3,676 metres high. Mount Batok is 2,650 metres high. Both are located in Bromo Tengger Semeru National Park which is located in East Java, Indonesia. You could show students where Java is on a world map.

2 Listen again. 022 Say True or False.

ANSWERS

- 1 True 2 False 3 False 4 False 5 False

3 Which volcanoes or mountains 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 a map, photographs or website images. Ask students to think about mountains or volcanoes in their country.

4 Complete the activities.

- Students complete the activities on Activity Book page 13.

Activity Book page 13

1 Complete the fact file about Mount Batok.

ANSWERS

Name of mountain: Mount Batok
 Country / place: East Java, Indonesia
 How high: 2,650 metres
 Looks like: a coconut shell
 Other mountains: Mount Semeru

2 Draw a mountain in your country. Then complete the fact file about it.

ANSWERS

Students' own answers

3 Use your fact file to write about a mountain.

- Ask students to complete the text about their own mountain using the information from activity 2.
- Draw attention to the Create box. Ask students to research other mountains at home and write fact files for them.

ANSWERS

Students' own answers

Lesson 9 Writing

Lesson Objectives

Present a blog post about a holiday.
 Present a specific writing sub-skill: order of adjectives.
 Develop writing skills through a blog post about a holiday.

Language

Review: past simple

Warm up

Play a game of *Missing letters* from the Ideas bank on page 135 to review camping activities, transport and features of towns and countryside.

Activity Book pages 14–15

1 Read and listen to Sophie's post. 🎧 023 **Tick ✓** her answer to the Big Question.

ANSWER

There are nice surprises!

2 Read Sophie's post again and circle the correct verbs.

ANSWERS

1 went 2 didn't see 3 was 4 ate 5 liked

3 Read *The Big Write tip*. Find and underline the adjectives in Sophie's post.

ANSWERS

Paragraph 1: It was sunny every day. Our wonderful, new tent was next to a fantastic swimming pool.

Paragraph 2: There weren't any fields or woods, but we saw lots of strange, tall rocks. I wore my boots because it was wet.

Paragraph 3: Then we went in an amazing, big, orange hot-air balloon.

This was the best day of the holiday.

4 Plan and write a post about your last holiday. You can use these verbs to help you. Creativity

TIP Adjective order

Encourage students to use adjectives in their writing to make their work more descriptive. When they use more than one adjective, ask them to compare the order they have used with the one presented in the Big Write tip. If students are unsure, allow them to check with you, as there are occasional exceptions to the rule.

COMMUNITY TASK Divide the class into small groups. Give each group a large piece of coloured paper and each student a plain piece of paper. Ask students to write up their work and draw a picture to illustrate it. Students arrange their work on the poster to make a 'blog post' about their holidays.

KEY COMPETENCES Digital competence

If you have computer facilities, ask students to work together on a document about their last holiday. Students take turns to type up their work. They can use the web to find photos of their holiday destinations and add them to their work. If the school has a website, ask to add the students' blogs.

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.

Carry out a self-evaluation activity.

Language

Review: language from the unit

Warm up

Play *Wait for it* on the Classroom Presentation Tool to review the vocabulary from the unit. Alternatively, play *Word cloud* from the Ideas bank on page 135.

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. Ask individuals to tick the answers on the poster which are the same or similar to a posting child's answer. Ask them to say which ideas are different.

ANSWERS

places, adventures, exciting, explore, local, surprises

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.

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.

2

What's great about technology?

Lesson 1

The Big Question

Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about film school.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds /ʊ/ and /uː/.

Language

Review: present simple, present continuous

Warm up

Discuss films with the class. What are students' favourite films? Why? Are any of the films computer-animated? Do any of them have special effects?

Class Book pages 18–19

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. *What can you see in the picture? Do you know what country it is?* (The photo shows a model of a Christmas tree, which was taken in Abidjan, Ivory Coast.) Encourage students to use their imagination.
- Ask students to describe what they see in the photograph and makes guesses about where it might be.

ANSWERS

- What's great about technology?
- Zac, Noah, Sophie, Tess, Hassan
- A person filming some lights; children playing a video game; a girl using a mobile phone; children using computers; a tall, modern building (the Burj Al Arab in Dubai)

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

Video transcript

See page 143.

ANSWERS

a mobile phone, people making a film, a pen, a laptop, a camera, special lights, people watching a film, a living room

3 What are your answers to the Big Question?

Critical Thinking

- Ask students to remember Zac'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

Technology can make our lives easier. We can use technology to do fun things. We can use technology to talk or write to our friends and family. We can use technology to find new things. We can use technology to learn in different ways.

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 tick ✓ or cross X.

ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓

2 What are your friends and family doing now? Write.

ANSWERS

Students' own answers

3 Listen and read. Then listen and repeat. 024

- Play the recording for students to listen and read.

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

ANSWERS

/ʊ/: looking, wood, good, books

/uː/: pool, noodles, too, you

KEY COMPETENCES Learn to learn

There are many words in English containing the letter pattern oo with the sounds /ʊ/ or /uː/. We learn the sounds through exposure to the words, so a lot of practice is needed. You can work on this using the teaching tip suggestions below.

TIP Further practice

- Play a TPR game with the /ʊ/ and /uː/ sounds. Play the rhyme from activity 3 again. Ask students to use their hand to show a short distance whenever they hear a /ʊ/ sound and a long distance whenever they hear a /uː/ sound.
- On the board, write a few more common oo words each for the sounds /ʊ/ and /uː/. For example:
/ʊ/ wool, cook, foot
/uː/ cool, mushrooms, balloon
- Ask students to substitute some of the words on the board for some of the words in the rhyme. They read the rhymes in pairs.

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise adjectives related to technology.
Use adjectives to describe computer games.
Encourage discussion about favourite computer games.

Language

New: adjectives: *cheap, expensive, realistic, easy, difficult, exciting, boring, old-fashioned, modern, educational*

Warm up

Ask students what they remember about Zac's video from the previous lesson. Prompt with questions if necessary, e.g. *What does Zac want to do when he's older? What technology do people use at film school?*

Class Book page 20

1 Which words can we use to describe computer games? Critical Thinking

ANSWERS

Students' own answers

2 Listen, point and repeat. 025 Compare your list with Noah's.

ANSWERS

Students' own answers

3 Use the words to describe computer games you know.

4 Listen and sing. 026

- Play the song for students to listen and sing.

5 Ask and answer. 027 Communication

- Put students in pairs to practise the dialogue.

Activity Book page 17

1 Complete the puzzle and write the mystery word. Critical Thinking

ANSWERS

1 boring 2 modern 3 cheap 4 old-fashioned
5 exciting 6 easy 7 educational 8 expensive
9 difficult

The mystery word is realistic.

2 Complete the sentences with the adjectives.

ANSWERS

- 1 difficult, easy
- 2 expensive, cheap
- 3 exciting, boring
- 4 modern, old-fashioned

Lesson 3

Grammar

Lesson Objectives

Present and practise comparatives and superlatives of long adjectives.
Compare different computer games.

Language

New: *Football 10 is more difficult than Football 9. Football 10 is the most realistic game I've got.*

Warm up

Play the unit 2 Lesson 2 flashcard game from the Classroom Presentation Tool to review the adjectives. Alternatively play *Snap!* from the Ideas bank on page 135. Use the Adjective flashcards.

Class Book page 21

1 Listen, read and look at the picture. 028 Is Football 10 better than Football 9?

ANSWER

Football 10 is better than Football 9. (It's more modern than Football 9. It has amazing graphics and it's the most realistic game Noah has got.)

2 Listen and follow. 029 Make true sentences about games you know.

Audio transcript

- A Football 10 is more difficult than Penguin Island.
B Penguin Island is more educational than Football 10.
A Football 10 is the most difficult game.
B Penguin Island is the most exciting game.

ANSWERS

Students' own answers

TIP Mixed-ability teaching

Stretch higher-level students by asking them to use the structures in the box to compare more than two games, e.g. *Football 10 is more difficult than Super Car, but Super Car is more difficult than Castle Maze. Super Car is the most exciting game.*

3 Look, listen and read. 030

- Play the recording for students to listen and follow.

4 Play the game. Communication

- Ask students to look at the table. Then in pairs students ask and answer questions to play the game.

TIP Mixed-ability teaching

Ask less confident students to take turns to make true sentences only. They use the table in activity 2 for help.

Activity Book page 18

1 Look at the grammar table on Class Book page 21 and circle the correct words.

ANSWERS

- 1 Penguin Island is more educational than Super Car.
2 Football 10 is the most difficult game.

2 Listen and match. 🎧 031

Audio transcript

- A** Look at all these games. Which is the best?
B I don't know. Umm. I like The Symps, but it's the most expensive game.
A Yes, it is expensive, but that's because it's new. Do you like Football 10?
B Yes, I do. The graphics are amazing.
A I agree. Football 10 is the most realistic game. I love it!
B I played Cavecraft yesterday. It's old-fashioned and I didn't like it.
A I think Cavecraft is the most difficult, too.
B What about Castle Maze?
A Oh no! Castle Maze is easy! It's so boring.
B You're right. Castle Maze is the most boring of all.
A My favourite is Super Car. I think it's the most exciting game. It's the best.

ANSWERS

- 1 c 2 b 3 d 4 a 5 e

3 Read and write.

ANSWERS

- 1 It's the mobile phone.
2 It's the TV.
3 It's the camera.
4 It's the watch.

4 Look at the diagram and complete the sentences.

ANSWERS

- 1 Castle Maze is more expensive than Cavecraft.
The Symps is the most expensive.
2 Castle Maze is more modern than Cavecraft.
The Symps is the most modern.
3 The Symps is more difficult than Castle Maze.
Cavecraft is the most difficult.
4 Cavecraft is more exciting than Castle Maze.
The Symps is the most exciting.

Extra Grammar Practice Activity Book page 105

1 Complete the table with other examples. Then use your opinion to write sentences comparing the items in the table.

ANSWERS

Students' own answers

KEY COMPETENCES **Learn to learn**

Making comparisons draws on students' analytical skills and encourages them to think more deeply about the qualities of different things. In activity 2 students make connections between things they may not have compared before. Encourage students to explore this further by thinking of other topics they could look at, e.g. special days, sports, toys and cities.

2 Compare your opinions about the things in activity 1 with your partner. **Communication**

Grammar Reference Activity Book page 113

Order the words to make sentences. Then write the sentences in your notebook.

ANSWERS

- 1 Penguin Island is more difficult than Football 10.
2 Car games are the most realistic games.
3 Maze games are more educational than car games.
4 Football 10 is the most expensive game.

Lesson 4 Vocabulary and story

Lesson Objectives

Present and practise phrases for ways of communicating.
Encourage discussion about how students communicate.
Present a story about making an invitation.

Language

New: ways of communicating: *talk on the phone, send texts, send emails, use the internet, write letters, send postcards*

Warm up 🎧 026

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 135.

Class Book pages 22–23

1 How can we use technology to communicate?

Critical Thinking

2 Listen, point and repeat. 🎧 032

3 Say how you communicate and don't communicate.

4 BEFORE YOU READ Look at the title of the story. Which kinds of technology do you think Grandma has?

- Tell students the story is about the technology older people use. Encourage students to tell you about the technology older members of their families use.

5 Listen, read and check your ideas. 033

ANSWERS

Grandma has a computer.

KEY COMPETENCES Civic and social competence

In the story the most effective way of communicating is through talking. Discuss communication with the class. Ask students which different methods they use to communicate with family and friends. Ask why, in an age where we have so much technology, it's still very important to communicate face to face.

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

Activity Book page 19

1 REMEMBER THE STORY Tick ✓ the technology you see in the story. Write the ways of communicating.

ANSWERS

- mobile phone (✓): use the internet, send texts, send emails, talk on the phone
- landline phone: talk on the phone
- computer (✓): use the internet, send texts, send emails, write letters
- pen (✓): write letters, write postcards

2 Write the answers.

ANSWERS

- They're at Sophie's grandma's house.
- To invite Auntie Mary for tea tomorrow.
- There's no signal.
- There's no Wi-Fi.
- Auntie Mary lives next door / at 23 Hill Street.
- A piece of grandma's cake.

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

Lesson 5 Grammar

Lesson Objectives

Present and practise *could* and *couldn't* to describe ability. Make sentences about what we could and couldn't do in the past.

Language

New: *could* and *couldn't* for ability: *We could talk to each other 50 years ago. We couldn't send texts when I was young.*

Warm up

Play a game of *Match* from the Ideas bank on page 135. Use the phrases for different ways of communicating.

Class Book page 24

1 REMEMBER THE STORY What does Grandma say? Choose and say.

ANSWERS

- 1 b 2 b 3 a

2 Look at the sentences from the story. Choose and say.

ANSWER

- b We use *could* and *couldn't* to talk about the past.

3 Listen and follow. 034 Make true sentences about what we could and couldn't do 50 years ago.

Critical Thinking

Audio transcript

- A I could send postcards 50 years ago.
B He couldn't send emails 50 years ago.
A She couldn't send texts 50 years ago.
B She could talk on the phone 50 years ago.
A We could write letters 50 years ago.
B We couldn't use the internet 50 years ago.

ANSWERS

We could talk on the phone 50 years ago.
We couldn't send texts 50 years ago.
We couldn't send emails 50 years ago.
We could send postcards 50 years ago.
We could write letters 50 years ago.
We couldn't use the internet 50 years ago.

TIP Mixed-ability teaching

Extend the activity for more confident students by asking them to make sentences about what grandma could and couldn't do when she was young, e.g. *Grandma couldn't send texts when she was young, but she could send postcards.*

4 Talk about what you could and couldn't do six years ago. Then talk about your friend. Communication

KEY COMPETENCES Learn to learn

You can use activity 4 as an opportunity to look at the achievements that students have made in their school lives. Comparing what they could not do as a young child to all of the things they can do now will enable students to recognize their own progress and skills development.

TIP Extra practice

Ask students to make sentences to compare what they could and couldn't do six years ago with what they can do now. Encourage them to think broadly and use other verbs, not just the ones in the box, e.g. *I couldn't play tennis six years ago, but now I can play tennis. I'm very good at it.*

Activity Book page 20

1 Listen and tick ✓ or cross X. 035

Audio transcript

When I was young, some things were the same, but lots of things were different. We had a television at home, and I could watch TV in the evenings. But we didn't have computers, so we couldn't use the internet ... and we couldn't write emails. We had a phone at home, so I could phone my friends ... but there weren't any mobile phones, so we couldn't send texts. Of course, we had pens and paper, so we could write letters to people. I wrote to my penfriend in Germany. One year I visited my friend in Germany. We could fly or go by train. I went by plane. It was very exciting.

ANSWERS

a ✓ b X c X d ✓ e X f ✓ g ✓

2 Look and write sentences. Then match to the pictures in activity 1.

ANSWERS

- 1 She couldn't send emails. c
- 2 She could write letters. f
- 3 She couldn't use the internet. b
- 4 She couldn't send texts. e
- 5 She could watch TV. a
- 6 She could phone her friends. d
- 7 She could travel by plane. g

3 Complete with *could* or *couldn't*.

ANSWERS

Students' own answers

Extra Grammar Practice Activity Book page 105

1 Choose a member of your family. Tick ✓ and cross X what they could and couldn't do when they were young. Write sentences.

ANSWERS

Students' own answers

2 Write about what you and your friends could or couldn't do before you started school. Critical Thinking

ANSWERS

Students' own answers

Grammar Reference Activity Book page 113

Complete the sentences.

ANSWERS

- 1 couldn't read 2 could swim 3 couldn't ride
4 could write 5 couldn't send 6 could write

Lesson 6 Cross-curricular

Lesson Objectives

- Present a text about a club website.
- Identify the features of a web page.
- Design a website.

Language

- New: *web address, banner, navigation bar, image*
Review: present simple, past simple

Warm up

Discuss websites with the class. Elicit a list of websites that students often use and write them on the board. Ask individual students questions, e.g. *Which is the most educational / exciting website? Are the games on (Discoverkids) more exciting than the games on (Mathsfun)? Is (Factsandfun) more modern than (Whizzschool)?*

Class Book page 25

1 Look at the website. What is a website for?

SUGGESTED ANSWERS

A website is for finding information / playing games / shopping / finding out about events / finding pictures / watching videos / learning how to do things / listening to music.

2 Read the descriptions and say the parts of the web page.

ANSWERS

a 3 b 1 c 2 d 4

KEY COMPETENCES Digital competence

Being familiar with the language of technology is essential in today's world. Fortunately, as a result of globalization, many of the words we use to describe technology are the same in many languages. The activities on this page can help students to build on this by learning the English names for some of those that differ from their own language.

3 Good web pages have images. What other content do some web pages have? Communication

SUGGESTED ANSWERS

Music, videos, maps, information (tables, charts), travel information, news, information about events, etc.

Activity Book page 21

1 Look at this website for an Art Club. Number the parts of the website.

ANSWERS

From top: 2, 1, 3, 4

2 Look at this website for a Sports Club and compare it with the website for the Art Club. Read the sentences and write *Art Club* or *Sports Club*.

ANSWERS

1 Art Club 2 Art Club 3 Sports Club 4 Art Club
5 Sports Club 6 Sports Club

3 Design a website for a club. Include a web address, a banner, an image and a navigation bar.

Creativity

KEY COMPETENCES Learn to learn

When students share their ideas as a group, it's important that they have a quick, clear and organized way of taking notes. Using a mind map, chart or other kind of graphic organizer is a very effective way of doing this.

TIP Curriculum link

The computer and technology skills that students learn at school are used every day. Encourage students to think about the terms that they have learned in today's lesson and use them outside the English classroom. They can tell their IT teachers the English terms for the different parts of a web page and share the information with their family.

Lesson 7

Literacy: a postcard

Lesson Objectives

- Present a postcard from the United Arab Emirates.
- Read for gist and specific information.
- Discuss the value of working as a team.

Language

Review: present simple, comparatives and superlatives

Warm up


Discuss buildings with the class. What do students think is the most interesting building in their town / city? Why? Is it old or modern? What other interesting buildings have they visited? Which is the tallest / most modern / most exciting building they have been to?

Class Book page 26

1 BEFORE YOU READ Look at the photos. What kind of building do you think this is? Why?

2 These numbers are in the text: 56 321 3. What do you think they refer to? Why? **Critical Thinking**

- Ask students to look at the numbers and think about what they might refer to. Give clues, if necessary, e.g. *One number might tell us how tall the building is. How many floors do you think the building has got?*

3 Read and listen.  036 Were your ideas in the postcard text?

CULTURE NOTE Burj Al Arab

Burj Al Arab in Dubai, United Arab Emirates is the fourth tallest hotel in the world. It sits on an artificial island 280 metres from Jameira beach and is accessible by a curved bridge. The hotel took five years to complete and 2,000 construction workers were involved in the building process at its peak. The building was designed and managed by a consultancy of architects and engineers based in the UK.

OUR VALUES Ask students to look at the Our Values feature for the lesson. Point out that it took a huge team of people to create Burj Al Arab (see the Culture Note above for more information). Discuss why teamwork is important and what different skills people can bring to a project.

4 AFTER YOU READ Complete the activities.

- Students complete the activities in the Activity Book.

Activity Book page 22

1 Read Hassan's postcard to Ben on Class Book page 26 again. Where does Hassan write the following? Match.

ANSWERS

1 c 2 a 3 b

2 Tick ✓ the information Hassan gives on the postcard and cross X the information he doesn't give.

ANSWERS

1 ✓ 2 ✓ 3 X 4 X 5 ✓ 6 X

3 Read the sentences and write *True* or *False*.

ANSWERS

1 False 2 True 3 True 4 False 5 False 6 True

Lesson 8

Culture

Lesson Objectives

Listen to a conversation for gist and specific information.

Provide an opportunity for students to compare buildings in another country to those in their own.

Write a text about a modern building.

Language

Review: present simple

Warm up

Ask students what they remember about Hassan's postcard from the previous lesson. Prompt with questions such as *What is Burj Al Arab? Where is it? What kind of building is it? What adjectives can you use to describe it?*

Class Book page 27

1 Listen to Hassan. 037 Answer.

Audio transcript

- A The Burj Al Arab is an amazing building, Hassan.
B Yes, it is.
A Do you know anything else about the hotel?
B Well, I know that it's got 202 bedrooms and suites. The suites are very big. They've got two floors.
A Wow!
B The hotel has also got nine restaurants, I think. One restaurant is very high up. It's 200 metres above the sea.
A It's a restaurant in the sky!
B Yes! You can look down and see the city of Dubai. But the most exciting restaurant is an underground restaurant. It's very special because in the centre of the restaurant is a huge fish tank. And you can sit at a table next to the fish tank!
A That is exciting! Are there lots of fish in the tank?
B Yes! And they're very big fish. There's even a shark in the tank, too!
A Wow!
B And there are four swimming pools at the hotel. Two swimming pools are indoors and two swimming pools are outdoors.
A Wow! I'd like to go to the hotel one day.
B Me too! But it's one of the most expensive hotels in the world!

ANSWER

No, he didn't.

2 Listen again. 037 Say which numbers match the hotel features.

ANSWERS

a 2 b 3 c 5 d 1 e 4

3 Which modern buildings are in your country?

Communication

- Ask students to work in pairs to name modern buildings in their own country. You could help them by showing some photographs of famous modern buildings in their city or country.

4 Complete the activities.

- Students complete the activities on Activity Book pages 23.

Activity Book page 23

1 Complete part 1 of the table about Burj Al Arab.

ANSWERS

Name of building: Burj Al Arab
Where: on an island in the United Arab Emirates
What: a hotel
How tall: 321 metres tall
How many floors: 56
Special features: helipad, restaurants (one 200 metres above the sea, another underground with a huge fish tank), swimming pools

2 Choose a modern building in your country. Complete part 2 of the table.

ANSWERS

Students' own answers

3 Use your notes to write about your building.

- Students complete the text about their building using the information from activity 2.

Lesson 9

Writing

Lesson Objectives

Present a blog post about personal technology.

Practise a specific writing skill: speech marks.

Write a blog post about personal technology.

Language

Review: present simple, comparatives

Warm up

Play *Descriptions* from the Ideas bank on page 135 using the topic of personal technology. Encourage students to talk about what they use each gadget for, e.g. *I use this to talk to my friends and send texts. I can use the internet with it, too.*

Activity Book pages 24–25

1 Read and listen to Noah's post. 038 Tick ✓ his answer to the Big Question.

ANSWER

It makes everything faster.

2 Complete the sentences with the correct adjective from Noah's post.

ANSWERS

1 slower 2 faster 3 easier 4 cheaper 5 better

3 Read *The Big Write tip*. Find and underline the words people say in Noah's post.

ANSWERS

Paragraph 2: Grandma says, 'Why are you always on your phone?'

Grandpa says, 'Why don't you read a book?'

My sister says, 'I love my phone!'

4 Plan and write a post about you and technology.

Creativity

COMMUNITY TASK Divide the class into small groups. Ask students to think about what technology might be like in the future. What devices will we have at home? Ask students to draw one of the devices from the future that they imagined. They show their picture and describe the device to the rest of their groups. Display the students' pictures around the school.

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.

Carry out a self-evaluation activity.

Language

Review: language from the unit

Warm up

Play *Wait for it!* on the Classroom Presentation Tool to review the vocabulary from the lesson. Alternatively play *Find the answer* from the Ideas bank on page 135.

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. Ask individuals to tick the answers on the poster which are the same or similar to a posting child's answer. Ask them to say which ideas are different.

ANSWERS

films, games, communication, information, buildings, faster

3 Ask and answer. Communication

- Ask students to look at the speech bubble examples in activity 3. Encourage a student to ask you which your favourite answer is and reply to model the activity.
- Ask students to work in pairs to do the activity. Ask them 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.

SELF-EVALUATION Discuss students' responses to the self-evaluation activity as a class. Praise students for their good work and identify areas that need further practice.

3

What's fun about museums?

Lesson 1

The Big Question

Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about a living museum.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds /d/ and /ð/.

Language

Review: present simple, past simple

Warm up

Ask students to think about what life was like 100 years ago. What was the same and what was different? Elicit sentences with *There were / There weren't*, e.g. *There were phones. There weren't mobile phones.*

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 by asking questions, e.g. *What can you see in the picture? Is the photograph from today or the past? How do you know? Where do you think the people are?* Encourage students to use their imagination.

ANSWERS

- What's fun about museums?
- Grace, Dev, Ania, Sophie, Samuel
- People dressed up as a Tudor king and queen, a boy in a museum shop, a girl at a museum touching an object, Egyptian writing (hieroglyphics) on stone, a model of a dinosaur

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

Video transcript

See page 143.

ANSWERS

old clothes, people working, shops, chocolate, a train station, an old bus

3 What are your answers to the Big Question?

Critical Thinking

- Ask students to remember Grace'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 with a water soluble pen or invite students to write their own.

SUGGESTED ANSWERS

You can see interesting things from the past. You can learn about dinosaurs and other animals from the past. You can watch films about the past. You can learn about different countries in the past. You can go to the museum shop.

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 circle the correct answers about Beamish 100 years ago.

ANSWERS

- No, there weren't.
- Yes, there were.
- Yes, there was.
- Yes, there were.
- Yes, there was.
- No, there wasn't.

2 Write questions and answers about Beamish 100 years ago.

ANSWERS

- Were there any people?
Yes, there were.
- Were there any shops?
Yes, there were.
- Were there any computers?
No, there weren't.
- Was there a motorway?
No, there wasn't.
- Was there a train station?
Yes, there was.

3 Listen and read. Then listen and repeat. 🎧 039

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

4 Write the *d* and *th* words in the table. Then add two more *th* words.

ANSWERS

/d/: David, dinosaur, door, Dylan, dodo

/ð/: that's, the, there

KEY COMPETENCES Learn to learn

- As many languages do not have the /ð/ sound, some students will find it hard to pick up. They may confuse it with /d/.
- Explain that when you make the /ð/ sound, your tongue needs to come out in front of your teeth. When you make the /d/ sound, your tongue stays behind your teeth. Demonstrate for the class.
- Ask students to work in pairs to read the rhyme again, paying attention to the position of their tongues for the /ð/ and /d/ sounds.

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise vocabulary for museum activities.
Express opinions about different activities.
Encourage discussion about what students do at museums.

Language

New: *go on a tour, study stones, dig up bones, make a sculpture, copy a painting, look at the moon, learn about planets, visit the gift shop, watch a video, go to the café*

Review: questions and short answers with *do*

Warm up

Ask students what they remember about Grace's video from the previous lesson. Prompt with questions if necessary, e.g. *What kind of museum does Grace go to? What does she see and do? What does she learn about life 100 years ago?*

Class Book page 30

1 What can you do at a museum? Critical Thinking

- Discuss the question as a class. Allow students to use their own language if necessary, but remodel in English.
- Ask students to write their own list of things they can do at a museum.

2 Listen, point and repeat. 040 Compare your list with Dev's.

ANSWER

Students' own answers

3 Say which activities are exciting and which are boring for you.

- Ask students to work in pairs. They take turns to say which activities they find exciting and which they find boring.

4 Listen and sing. 041

- Play the song for students to listen and sing.

5 Ask and answer. 042 Communication

- Put students into pairs to practise the dialogue.

Activity Book page 27

1 Complete the museum activities. Critical Thinking

ANSWERS

- 1 stones
- 2 bones
- 3 the café
- 4 a sculpture
- 5 a video
- 6 the gift shop
- 7 planets
- 8 the moon
- 9 a painting
- 10 a tour

2 Complete the questions. Then answer for you and use *Yes, do.* or *No, I don't.*

ANSWERS

- 1 learn about planets
 - 2 visit the gift shop
 - 3 go on a tour
 - 4 make a sculpture
- Students' own answers

Lesson 3

Grammar

Lesson Objectives

Present and practise sentences about future plans with *going to*.
Talk about other people's plans.

Language

New: *I'm going to visit the museum tomorrow. I'm not going to go on a tour. He's going to watch a video. She isn't going to go to the café.*

Warm up

Play the flashcard game from the Classroom Presentation Tool to review beach activity vocabulary. Alternatively, play *Mime the action* from the Ideas bank on page 135. Use the Museum activity flashcards.

Class Book page 31

1 Listen, read and look at the picture. 031

Which school subjects do Dev's friends like?

ANSWER

Freddy likes art. Jaz likes science.

2 Listen and follow. 044 Make sentences about yourself.

Audio transcript

- A I'm going to go on a tour tomorrow.
B He's going to watch a video tomorrow.
A She's going to go to a café tomorrow.
B I'm not going to go on a tour tomorrow.
A He isn't going to go to a café tomorrow.
B She isn't going to watch a video tomorrow.

TIP Mixed-ability teaching

Encourage more confident students to make more sentences about what they are going to / not going to do tomorrow using different activities from those in the box.

3 Look, listen and read. 045

- 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.

TIP Speaking practice

Ask students to act out the dialogue from activity 1 in pairs.

Activity Book page 28

1 Look at the grammar table on Class Book page 31 and choose.

ANSWER

a We use *going to* + verb to talk about future plans.

2 Listen and match the names and pictures. 046

Audio transcript

1

A This is Anna. She's got a plan. She's going to visit the museum tomorrow. Do the other children have a plan, too?

2

A This is Anna's friend Thomas.

B What's he going to do tomorrow? Is he going to the museum?

A Yes, he is. He's going to copy the paintings there. Thomas loves art.

3

B What about Anna's older sister, Lola? Is she going to visit the museum?

A No, she isn't. She's going to go to a café. She wants to read her book.

4

A Amy and Jess are in Anna's class at school. They're doing a school project.

B Oh yes, that's right. They're going to watch a video about insects, aren't they?

A Yes.

5

B David and Alex are in the same class. Are David and Alex going to watch the video?

A No, they aren't. They aren't doing the same project. They're going to go outside and look at the moon. But they have to wait until it's dark!

ANSWERS

1 Anna, c

2 Thomas, d

3 Lola, a

4 Amy and Jess, e

5 David and Alex, b

3 Look, read and complete.

ANSWERS

1 is going to, isn't going to

2 is going to, isn't going to

3 isn't going to, is going to

4 Look and write what Lisa is going to do this week.

ANSWERS

1 On Monday, Lisa is going to watch a video.

2–3 Any of the following answers:

On Tuesday, she isn't going to go on a tour.

On Wednesday, she isn't going to make a sculpture.

On Thursday, she's going to copy a painting.
On Friday, she's going to learn about planets.

Extra Grammar Practice Activity Book page 106

1 Choose and write what you are and aren't going to do tomorrow. Use some of these ideas to help you. **Critical Thinking**

ANSWERS

Students' own answers

2 Look and write about what other people are and aren't going to do tomorrow.

ANSWERS

Students' own answers

3 Tell your partner the sentences in activity 2. Are any the same? **Communication**

- Students work in pairs. They take turns to tell each other their sentences from activity 2.

Grammar Reference Activity Book page 114

Complete the sentences.

ANSWERS

1 He isn't going to go on a tour.

2 They're going to learn about planets.

3 I'm not going to look at the moon.

4 She isn't going to watch a video.

Lesson 4 Vocabulary and story**Lesson Objectives**

Present and practise vocabulary related to rules.

Make predictions about a story.

Present a story about a museum at night.

Language

New: rules: *touch, run around, shout, whisper, listen to the guide, eat a takeaway*

Warm up 041

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 135.

Class Book pages 32–33

1 What rules do museums have? **Critical Thinking**

2 Listen, point and repeat. 047

3 Mime an action. Guess.

- Ask students to work in pairs. They take turns to mime something from activity 2 for their partner to guess.

4 BEFORE YOU READ This story is about visiting a museum at night. What would you like to do in a museum at night?

- Tell the students that the story is about what might happen in a museum at night. Ask them how they would feel in a museum at night. Encourage students to come up with a variety of different answers.

KEY COMPETENCES Social and civic competence

The story focuses on rules at the museum. Discuss why museums have rules and why it's important to follow them. Ask students to think about other places where rules are important.

5 Listen, read and check your ideas. 🎧 048

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

Activity Book page 29

1 REMEMBER THE STORY Reorder the letters and complete the words. Tick ✓ the words in the story.

ANSWERS

- 1 touch ✓
- 2 shout ✓
- 3 guide ✓
- 4 takeaway
- 5 whisper ✓
- 6 around ✓

2 Write the answers.

ANSWERS

- 1 No, it isn't daytime in the museum.
- 2 Ania.
- 3 Because she nearly falls.
- 4 To get the key from around his neck.
- 5 They see Trick's tail.

3 What are Ania and Ben going to do after this story? What is the museum guide going to do? Tell your partner your ideas. Communication

Lesson 5 Grammar

Lesson Objectives

Present and practise rules with *must* and *mustn't*.
Make rules for different places.

Language

New: *We must listen to the museum guide. You mustn't shout in the museum.*

Warm up

Ask students what they remember about the story from the previous lesson. Prompt with questions such as, *How many rules did Ania and Ben break? How did they break them? What did they win?*

Class Book page 34

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

ANSWER

3 You must eat a takeaway!

2 Look at the sentences from the story. Choose and say.

ANSWER

a We use *must* + verb for rules.

3 Listen and follow. 🎧 049 **Make sentences about a library.** Critical Thinking

- Play the recording for students to listen and follow using the Class Book grammar table.
- Ask students to work in pairs. They take turns to make rules for a library.
- Read the *Look!* box with the class. Ask students to look at the sentences in activity 1 and check the position of *must* / *mustn't*.

Audio transcript

- A You must eat a takeaway.
B You mustn't whisper.
A You mustn't run around.
B You mustn't shout.

TIP Mixed-ability teaching

- Encourage more confident students to think of more funny phrases to make rules about, e.g. draw animals, write postcards, eat cheese.
- Students make more silly rules for the playground or another place using their own phrases.

4 Invent some funny rules for the playground.

Communication

- Ask students to work in pairs taking turns to make funny rules for the playground using *must* and *mustn't*.

Activity Book page 30

1 Listen and number the rules. 🎧 050

Audio transcript

Teacher Good morning, everybody. I'm Mrs Peters, your new teacher. Now I'm going to give you six important rules for our classes. Please remember these rules, and then we can all have a good time and learn a lot. OK? So rule Number 1. You must always listen to the teacher – that's me! And then rule Number 2. You mustn't shout in class. Rule Number 3 is that you mustn't eat in class. So, not even snacks, please. Save those for break time. Next is Number 4. Always remember to do your homework! You must do your homework every day. And for Number 5. No running around please, you mustn't run in the classroom. That's OK outside, but not inside. And finally, rule Number 6. The last one – when we have English lessons, everybody must speak in English – or try to speak in English, please. OK ...

ANSWERS

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

2 Choose rules for your classroom. Write.

ANSWERS

Any four of the following:
You mustn't play video games in class.
You mustn't run around in the classroom.
You mustn't eat in class.
You mustn't shout.
You must listen to the teacher.
You must be kind to other children.
You mustn't use a mobile phone in class.

3 Write four rules for your bedroom. Use *must* and *mustn't*. **Critical Thinking**

ANSWERS

Students' own answers

Extra Grammar Practice Activity Book **page 106**

1 Circle.

ANSWERS

- 1 must
- 2 must
- 3 mustn't
- 4 must
- 5 mustn't
- 6 must
- 7 must
- 8 must

2 Rewrite the classroom rules. Use *must* or *mustn't*.

ANSWERS

- 1 You mustn't write on the desks.
- 2 You must listen to your teacher.
- 3 You mustn't shout.

Grammar Reference Activity Book **page 114**

Complete the sentences. Use *must* or *mustn't*.

ANSWERS

- 1 ... we mustn't touch the exhibits.
- 2 ... we mustn't eat a takeaway.
- 3 ... we must listen to the museum guide.
- 4 ... we mustn't run around.

Lesson 6 Cross-curricular

Lesson Objectives

Present a text about numbers in Ancient Egypt.
Present vocabulary related to Ancient Egypt.
Read for gist and specific information.
Interpret Egyptian symbols for numbers.

Language

New: *a stroke, a heel, a rope, a lotus plant*

Warm up

Play a game of *Secret Message* from the Ideas bank on page 135.

Class Book **page 35**

1 Look and read. What are the pictures on this stone called?

ANSWER

hieroglyphics

2 Read again and answer. Say.

ANSWERS

- 1 In Paris.
- 2 Yes, they were.
- 3 To build their pyramids and temples.
- 4 They used pictures.

3 What are these numbers? Say. **Communication**

ANSWERS

26, 240, 3,000

KEY COMPETENCES Mathematical competence and basic competences in science and technology

By looking at the way the hieroglyphic numbers in this lesson are formed, students are applying their mathematical knowledge of place value with ones, tens, hundreds and thousands. The activities in the Class Book and Activity Book help students to foster a problem-solving approach to maths.

Activity Book **page 31**

1 Match the numbers, hieroglyphics and words.

ANSWERS

- a 1 one | a stroke
- b 10 ten ∩ a heel
- c 100 one hundred ☪ a rope
- d 1,000 one thousand ☪ a lotus plant

2 Look at the hieroglyphics and circle the correct numbers.

ANSWERS

- 1 26
- 2 120
- 3 3,000

3 Write the numbers. Find and draw the correct hieroglyphics.

ANSWERS

- 1 13 ∩ |||
- 2 104 ☪ ||||
- 3 82 ∩ ∩ ∩ ∩ ||
- 4 276 ☪ ☪ ∩ ∩ ∩ ∩ |||

4 Think of your own numbers and draw hieroglyphics in your notebook. **Creativity**

TIP Further practice

Ask students to swap their hieroglyphics with a classmate and find each other's numbers.

TIP Curriculum link

Tell the students' maths teacher that they have been studying hieroglyphic numbers as part of their English lessons. If there is an opportunity, arrange for students to give the answers to some of their maths questions in hieroglyphics as well as modern numbers.

Lesson 7
Literacy: a display panel

Lesson Objectives

Familiarize students with a specific text type: a display panel.

Encourage enquiry-based learning.

Discuss the value of learning in different environments.

Language

Review: present simple, past simple

Warm up

Discuss dinosaurs as a class. What do students know about them? Which dinosaurs can they name? How can we find out more about dinosaurs?

Class Book **page 36**

1 BEFORE YOU READ Look at the photos on the panel. What is the text about?

- Ask students to look at the layout of the text without reading. Explain that this is a display panel. Display panels are boards that people can use to display different pieces of information. We can often see them at museums, libraries and in schools.

ANSWER

It's about dinosaurs.

2 Ask a question about the dinosaur. **Critical Thinking**

- To help students think of possible questions you can give them a few ideas to get started, e.g. *How big is it?* *What colour is it?*, etc. Write these and the students' own questions on the board.
- After students have read and listened to the text, refer back to their questions and encourage them to tell you which ones were answered.

3 Read and listen. **051 Does the text answer your question?**

KEY COMPETENCES Sense of initiative and entrepreneurship

By thinking of their own questions, students are showing the ability to manage their own learning. Build on this by asking students, whose answer does not appear in the text, to find it through their own research outside the classroom (through books, the internet, visiting a museum, visiting the library, etc.).

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 *Is school the only place people learn?* Elicit a list of other places that we can learn, e.g. a library, a museum, at home through books, the internet, talking to family members, etc. Ask individual students about the different places that they go to learn.

Activity Book **page 32**

1 Read the display panel on Class Book page 36 again. Circle Yes or No.

ANSWERS

- 1 Yes
- 2 No
- 3 No
- 4 Yes
- 5 No

2 Match

ANSWERS

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

3 Correct the facts.

ANSWERS

- 1 There are about 100 T Rex skeletons in the world.
There are about 50 T Rex skeletons in the world.
- 2 T Rex was 24m long.
T Rex was 12m long.
- 3 T Rex weighed 84 kg.
T Rex weighed 8,160 kg.
- 4 T Rex had five big teeth.
T Rex had 50–60 big teeth.
- 5 T Rex lived 6–7 million years ago.
T Rex lived 65–70 million years ago.
- 6 T Rex was 50m tall.
T Rex was 4.6–6m tall.

Lesson 8

Culture

Lesson Objectives

- Practise listening for gist and specific information.
- Provide opportunities for students to compare another culture with their own by looking at museum objects.
- Produce a text about a museum object.

Language

Review: present simple

Warm up

Ask students what they remember about the dinosaur from the previous lesson. Prompt with questions such as, *What is Black Beauty? Where is it? How long ago did the T Rex live? What did it look like?*

Class Book page 37

1 Listen to Samuel. 052 Say.

Audio transcript

- A** Hello, Samuel. What did you do at the weekend?
B I went to the Dinosaur Provincial Park. It was amazing! Did you know they found fifty different kinds of dinosaur in the park!
A Fifty? That's a lot. Did you find a dinosaur fossil?
B Ha ha. No, of course not! Scientists do that!
A Oh, well, did you see any fossils?
B Yes, I did. We went on a safari – a fossil safari.
A Oh. What's that?
B We went on a walk with a guide.
A Oh yes. Was it fun?
B Yes, it was. There were lots of fossils. There were fossils of fish, mammals and dinosaurs.
A Fish, mammals and dinosaurs! Fantastic! What else did you do?
B We went in a kayak on the Red Deer River. We saw some birds.
A Fossils?
B No! Real birds. Then we went to the Visitor Centre.
A I know the Visitor Centre. It's great. Did you like it?
B Yes, I did. We watched a video.
A A video. What was it about?
B It was really interesting. It was about dinosaurs and fossils. I learned how a fossil is formed.
A That sounds great. So it was a good day?
B Yes, it was brilliant.

ANSWER

At the Dinosaur Provincial Park, he: saw dinosaur fossil bones; learned about fossils; went for a walk.

2 Listen again. 052 Say.

ANSWERS

- 50
- A guide
- Some birds
- They watched a video.

CULTURE NOTE Dinosaur Provincial Park

- Dinosaur Provincial Park is in Alberta, Canada. It is famous for its spectacular topography and for the dinosaur fossils that have been discovered there. The park also contains fossils of other reptiles (such as crocodiles, lizards and turtles), mammals and fish.
- The Visitor Centre at the park has exhibits of fossils and information about dinosaurs and the geology of the area. It houses a cinema where visitors can watch videos about the park and its fossils.

3 Can you see objects from the past in your country? Communication

- You might like to get the students started by giving them some ideas of your own. You could show photographs or brochures or website images of museums and historical sites in their country.

4 Complete the activities.

- Students complete the activities on Activity Book page 33.

Activity Book page 33

1 Complete part 1 of the table about the Black Beauty fossil.

ANSWERS

What: a dinosaur fossil
How old: 65 million years old
Where from: Canada
Why it's special: Two boys found it.
Words to describe it: big, black
Which museum: Royal Tyrell Museum

2 Choose an object in a museum in your country. Complete part 2 of the table.

ANSWERS

Students' own answers

3 Use your notes to write about your object.

- Ask students to complete the text about their museum object using the information from activity 2.
- Draw attention to the Create box. Ask students to work together in groups. They choose another object and make a display panel about it.

Lesson 9

Writing

Lesson Objectives

Present a blog post about a museum.

Present a specific writing sub-skill: sequencing words.

Develop writing skills through a blog post about planning a museum visit.

Language

Review: *going to*

Warm up

Play a game of *What are you going to do?* from the Ideas bank on page 135. Use the flashcards for Museum activities.

Activity Book pages 34–35

1 Read and listen to Lily’s post. 053 Tick ✓ her answer to the Big Question.

ANSWER

You can learn about the history and people of your town. (You can learn about castles is also possible.)

2 Write the answers.

ANSWERS

- 1 She wants to visit the Candleford Museum.
- 2 She’s going to go with her friend, Ella.
- 3 She’s going to go next Wednesday.
- 4 She’s going to do four activities (listen to a talk about famous people; go on a tour of the museum; copy a painting of the castle; go into town and eat a takeaway).

3 Read *The Big Write tip*. Find and underline the sequencing words in Lily’s post.

ANSWERS

Paragraph 3:

First I’m going to listen to a talk about famous people from Buckingham.

Then, I’m going to go on a tour through the museum.

After that, I’m going to copy a painting of the castle.

Finally, we’re both going to go to the town centre and we’re going to eat a takeaway.

4 Plan and write a post about a museum you’re planning to visit. Creativity

COMMUNITY TASK

Divide the class into small groups. Give each group a large piece of coloured paper and each student a plain piece of paper. Ask each student to think of a different museum or place of historical interest near where they live. They write a short text and draw a picture to illustrate it. Students arrange their work on the card to make a poster.

KEY COMPETENCES

Cultural awareness

- Through looking at local history, students learn more about the culture of their own area and the way that it has been shaped by its past.
- Encourage students to look for clues to what their town may have been like in the past. These could come from old buildings, street names or local traditions.

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.

Carry out a self-evaluation activity.

Language

Review: language from the unit

Warm up

Play *Wait for it* on the Classroom Presentation Tool to review the vocabulary from the unit. Alternatively, play *Word cloud* from the Ideas bank on page 135.

Class Book page 37

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 3 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. Ask individuals to tick answers which are the same or similar to a posting child’s answer. Ask them to say which ideas were different.

ANSWERS

living, activities, night, ancient, objects, history

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 answer. Then organize students into pairs to do the activity.

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.

SELF-EVALUATION

Discuss students’ responses to the self-evaluation activity as a class. Praise students for their good work and identify areas that need further practice.



The Big Project 1

Draw a giant animal

Lesson Objectives

Read and sequence instructions.

Follow instructions to make a giant animal.

Collaborate and negotiate in groups to make a giant animal.

Language

New: *Shall I* to offer to do something

Review: *Have got* for possession

Warm up

Play *Listen and draw* from the Ideas bank on page 158. Use a variety of animals.

Class Book pages 38–41

1 Number the project stages in order in your notebook. Then look at pages 38–41 and check. **Critical Thinking**

ANSWERS

e, a, f, c, d, b

THINK ABOUT IT

2 Answer the questions. **Critical Thinking**

3 Look at the pictures and answer. **Communication**

- Divide the class into groups of four and tell them this is their project group.

ANSWERS

1 a snail 2 16 3 a 4 D4 5 b 6 b

FIND OUT

4 Find out which animals your group wants to draw. Make notes in your Activity Book.

- In their project groups, the students complete activity 1 in their Activity Books.
- Assign each student a number 1 to 4 and tell them to look at the corresponding animal and memorize the relevant question.

KEY COMPETENCES Social and civic competence

The aim of these activities is to encourage the students to work together to foster personal and interpersonal development. You could have a discussion about what it means to work in a group to do a task. Make sure they know it's important to listen to everyone, be respectful and polite and consider all opinions.

Activity Book page 36

1 Ask about your kind of animal. Complete the questionnaire for your group. **Communication**

- The students take turns to ask each other their questions and write the number of votes next to their animals in the questionnaire.

Class Book page 39

CHOOSE

5 Tell your group your information. Choose one animal to draw. **Collaboration**

- The students take turns to present their votes for their animal.

Activity Book pages 36–37

2 Choose one animal from page 37 to draw.

Communication

Class Book page 40

PLAN

6 Look, listen and match. Then listen and repeat.

054

ANSWERS

1 c 2 a 3 b

7 Listen and follow. 055 Then look at the pictures and say.

- Students, in their project groups, look at the pictures and offer to do the tasks to negotiate who does what.

8 What can you learn from this project? Complete the questions in your Activity Book and write answers for your animal.

- Students complete activity 3 in their Activity Book.

Activity Book page 36

3 Complete the questions about your animal and write answers. **Critical Thinking**

- The students work together in their project groups to answer the questions.

MAKE

9 Follow the steps. Make your giant animal.

Creativity

TIP Curriculum link

There are strong cross-curricular links to maths as they have to work out the size of their animal, how to achieve that size and measure and draw.

PRESENT

10 Present your giant animal to your class. Then answer questions from your class.

11 Think about the project and answer the questions. **Critical Thinking**

KEY COMPETENCES Cultural awareness and expression

Students have demonstrated their creativity and had the opportunity to express themselves through a new method in art. To reflect on the experience you could ask the students what new **ideas or methodologies** they learned and if they learned anything about how they approached the project and working in a group.

4 Read and tick ✓.

KEY COMPETENCES Sense of initiative and entrepreneurship

You could ask the students to share their evaluations and ask questions to encourage feedback on their project. Ask them if they enjoyed the experience and how active they were in the group in terms of planning and completing the project.

4

How do we spend free time?

Lesson 1

The Big Question

Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about a running club.
- Elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sounds /ɔɪ/ and /aʊ/.

Language

Review: Present simple, comparatives

Warm up

Play *What's she doing?* from the Ideas bank on page 135 using free time activities that children already know, e.g. swimming, painting, playing football, playing computer games.

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 by asking questions, e.g. *What can you see in the picture? What are the children going to do?* Encourage students to use their imagination.

ANSWERS

- How do we spend free time?
- Tom, Mason, Tess, Ania, Craig
- Children at the start of a race; a boy making cakes; a girl climbing; a heart shape made of words (a word cloud); a river

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

Video transcript

See page 143.

ANSWERS

children running, rain, a yellow T-shirt, a bottle of water, children jogging, a girl sprinting, green sports shoes

3 What are your answers to the Big Question?

Critical Thinking

- Ask students to remember Tom'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 see our friends. We can read. We can play computer games. We can cook. We can go to the park. We can write stories. We can make 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 38

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

ANSWERS

1 X 2 ✓ 3 X 4 X 5 X 6 ✓

2 Look at the sentences in activity 1 with a cross X. Write correct sentences.

ANSWERS

- Today it's colder than usual.
- Molly is faster than me.
- Nick is older than Molly.
- Jogging is slower than running.

3 Listen and read. Then listen and repeat. 056

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

4 Listen and write the words next to Roy or Howard. 057 Then read aloud.

ANSWERS

Roy /ɔɪ/: toy, point, noise

Howard /aʊ/: flower, clown, trousers, loud, mountain, clouds, down

KEY COMPETENCES Learn to learn

- Students can improve their pronunciation by making connections between sounds and the letter patterns. Ask students to look at the rhyme and the words in activity 4 and find the letter patterns that make the /ɔɪ/ and /aʊ/ sounds (ɔɪ: oy, oi; aʊ: ou, ow)
- Ask students to make another verse for the rhyme using the words from activity 4 or any other words with the /ɔɪ/ or /aʊ/ sounds that they are familiar with.

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise vocabulary for free time activities.
Encourage discussion about what students did yesterday.

Language

New: *make a model, play cards, make a film, do origami, plant seeds, do a jigsaw, make cupcakes, read a magazine, play with friends, do a quiz*

Review: Past simple questions and short answers

Warm up

Ask students what they remember about Tom's video from the previous lesson. Prompt with questions if necessary, e.g. *Where does Tom go on Tuesdays, Wednesdays and Fridays? Who else goes to running club? What does Tom learn at running club?* Ask students if they go to any clubs after school.

Class Book page 44

1 How can you have fun at home? Critical Thinking

2 Listen, point and repeat. 058 Compare your list with Mason's.

ANSWER

Students' own answers

3 Say which activities you sometimes, often and never do at home.

4 Listen and sing. 059

- Play the song for students to listen and sing.

5 Ask and answer. 060 Communication

- Put students in pairs to practise the dialogue.

Activity Book page 39

1 Write the words under the correct verb. Which verbs do you need in the last column? Critical Thinking

Learn to learn

ANSWERS

Do: a quiz, a jigsaw, origami

Make: a model, a film, cupcakes

Play: cards, with friends

Other verbs: plant seeds, read a magazine

KEY COMPETENCES Learn to learn

Asking the students to categorize the verbs with their collocations will help the students to recognize common expressions and collocations. The fact that some verbs don't have so many commonly used collocations is also useful for students to know.

2 Look at Connor. Complete the dialogue and write Yes, I did. or No, I didn't.

ANSWERS

- 1 play with friends 2 No, I didn't. 3 plant seeds
4 No, I didn't. 5 make cupcakes 6 Yes, I did.

Lesson 3

Grammar

Lesson Objectives

Present and practise the structure *When did he / she last ...*

Ask and answer about when people last did things.

Language

New: *When did last he / she (make a model)?*

Last (week). / Yesterday.

Warm up

Play the flashcard game from the Classroom Presentation Tool to review beach activity vocabulary. Alternatively, play *Who did it?* from the Ideas bank on page 135. Use the Free-time activity flashcards.

Class Book page 45

1 Listen, read and look at the picture. 061

Where can you see Mason's cousin's film?

ANSWER

You can see Mason's cousin's film online.

2 Listen and follow. 062 Ask and answer about Mason's cousin.

Audio transcript

A When did he last make a model?

B Last week.

A When did he last do origami?

B Last month.

A When did she last do a jigsaw?

B Yesterday.

KEY COMPETENCES Social and civic competences

- Free time activities are a key topic in social conversation. By talking about the activities that they and others enjoy doing, how often they do them, and when they last took part in them, students are able to make connections and establish what they have in common with different people.
- Use the Speaking practice tip at the end of the Class Book notes to exploit this further.

TIP Mixed-ability teaching

- Extend the activity for more confident students by asking them to write some questions about other members of the class.
- When all the class has finished, allow these students to ask their questions aloud. The person who the question is about whispers his answer to the person next to him, who responds to the class. For example:
A *When did Harry last play cards?*
[Harry whispers to his partner]
B *Last month.*

3 Look, listen and read. 🎧 063

- 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.

TIP Speaking practice

Ask students to practise the dialogue from activity 1 in pairs. Once they have done this, suggest that students change some of the details in the dialogue to talk about a friend or family member. Ask some of the pairs to act out their conversation for the class.

Activity Book page 40

1 Look at the grammar table on Class Book page 45 and choose.

ANSWER

b We use *last* to talk about the most recent time you did something.

2 Listen and match. 🎧 064

Audio transcript

- A Excuse me, I'm doing a survey about free time activities for my school project. Can I ask you some questions, please?
- B Yes, of course.
- A There are six questions. Number 1. When did you last play with your friends?
- B That's easy. I played with my friends yesterday. We played football in the park.
- A OK. Question 2. When did you last make a model?
- B I last made a model ... hmm ... oh yes, I remember. I made a model last June. My grandpa gave me a model for my birthday.
- A Great. Question 3. When did you last read a magazine?
- B I read a magazine last week. I get a basketball magazine every week!
- A That sounds good. Question 4. When did you last plant seeds?
- B I helped my mum plant some seeds last spring. The plants are very tall now. I think they're going to flower soon.
- A How nice! So, question 5. When did you last do a quiz?
- B Ah, that's easy. Last Wednesday. There was a quiz at school last Wednesday. My team did really well.
- A Well done! OK, last question. When did you last make cupcakes?
- B Last year. I made cupcakes for my friend's birthday last year.
- A That's it! Thank you very much.

ANSWERS

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

3 Order the words to make questions. Then look at the pictures and write the answers.

ANSWERS

- 1 When did he last play cards? Yesterday.
- 2 When did she last make a model? Last weekend.
- 3 When did he last make cupcakes? Last month.
- 4 When did she last do a jigsaw? Last year.

4 Read the answers and write the questions.

ANSWERS

- 1 When did he last make a film?
- 2 When did she last read a magazine?
- 3 When did he last do origami?

Extra Grammar Practice Activity Book page 107

1 Write questions. Use *When did you last ...* ?

ANSWERS

- 1 When did you last play with friends?
- 2 When did you last make a sandcastle?
- 3 When did you last visit a café?
- 4 When did you last plant seeds?
- 5 When did you last do a quiz?

2 Answer the questions in activity 1 for you.

ANSWERS

Students' own answers

3 Work in pairs. Ask and answer the questions in activity 1. **Communication**

- Students work in pairs to ask and answer the questions in activity 1.

Grammar Reference Activity Book page 115

Complete the questions.

ANSWERS

- 1 When did she last play cards? She played cards last week.
- 2 When did they last make cupcakes? They made cupcakes yesterday.
- 3 When did you last do origami? I did origami two months ago.
- 4 When did he last make a model? He made a model one year ago.
- 5 When did they last do a jigsaw? They did a jigsaw last summer.

Lesson 4

Vocabulary and story

Lesson Objectives

Present and practise adventure park activities.

Encourage discussion about activities students like and don't like doing. Present a story about an adventure park.

Language

New: adventure park activities: *go down a slide, go through a tunnel, swing on a rope, swing on a swing, climb a climbing frame, climb a climbing wall*

Warm up 🎧 059

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 135.

Class Book pages 46–47

- 1 What can you do at an adventure park?**
Critical Thinking
- 2 Listen, point and repeat.** 🎧 065
- 3 Say what you like and don't like doing.**
- 4 BEFORE YOU READ** Look at Charlie the monkey in story frame 2. What do you think he's good at?
- Ask students to look at frame 2 of the story and find Charlie the monkey. Encourage students to think of things he might be good at in the adventure park.
- 5 Listen, read and check your ideas.** 🎧 066
- ANSWERS**
Charlie is good at going through a tunnel, climbing a climbing wall and swinging on a rope.
- 6 AFTER YOU READ** Watch the story video. ▶
Complete the activities.

Activity Book page 41

- 1 REMEMBER THE STORY** Look, circle and write. Tick ✓ the words in the story.
- ANSWERS**
1 climbing wall ✓ 2 climbing frame 3 swing
4 rope ✓ 5 tunnel ✓ 6 slide ✓
- 2 Complete the sentences.**
- ANSWERS**
1 slide
2 three
3 tunnel
4 difficult
- 3 Which activities in the story do you like? Tell your partner why.** **Communication**

Lesson 5

Grammar

Lesson Objectives

Present and practise adverbs of manner.

Encourage students to describe how they did different activities.

Language

New: adverbs of manner: *I climbed a climbing wall quickly. He climbed a climbing frame well. She swung on a swing badly.*

Warm up

Ask students what they remember about the story from the previous lesson. If necessary, prompt with questions such as, *Where are the children? Who is Charlie? What is Charlie good at?*

Class Book page 48

- 1 REMEMBER THE STORY** Read. Say the sentences in order.
- ANSWERS**
1 Sentence 2
2 Sentence 3
3 Sentence 1
- 2 Look at the sentences from the story. Choose and say.**
- ANSWER**
a The words *loudly, quickly* and *well* describe how Charlie did the actions.
- 3 Listen and follow.** 🎧 067 **Make true sentences about what you did when you last went to the park.** **Critical Thinking**
- Audio transcript**
A I climbed a climbing wall quickly.
B I went down a slide slowly.
A He climbed a climbing frame well.
B He swung on a rope quietly.
A She went through a tunnel loudly.
B She swung on a swing badly.

KEY COMPETENCES **Learn to learn**

Point out that some adverbs are irregular. In the Look! box, students can see that the adjective *good* becomes *well* in its adverb form. As students progress, they will come across more irregular adverbs, such as *hard* and *fast*, which are the same in their adjective and adverb form. Explain that there is no rule for determining these. Students simply have to learn them.

- 4 Talk about what you did yesterday. Then talk about your friend.** **Communication**
- Ask students to work in pairs. They take turns to tell each other different things that they did yesterday, using adverbs of manner from the table in activity 3.
 - Ask some of the students to tell the class about their partner.

TIP Mixed-ability teaching

Stretch more confident students by asking them to cover the phrases in the box and focus only on the adverbs in the table. They take turns to tell their partner what they did in the manner of each adverb. For example:

Student A: *I read a book quickly.*

Student B: *I talked to my friend loudly.*

Activity Book page 42**1 Listen and match.** 068**Audio transcript**

Adult OK, Dev. Now your turn! Close your eyes and listen. Try to guess what Tess is doing – and how!

Dev OK. I'm ready ...

Adult Good, so, number 1.

[Tess walking quickly]

Dev Ah, that's easy! She's walking quickly!

Adult Yes, well done! Now for number 2.

[Tess singing badly]

Dev Ha, ha! That's terrible! She's singing badly.

Adult That's right. So, number 3.

Tess [speaking slowly] Hello ... my ... name ... is Tess ...

Dev Is it ... speaking slowly?

Adult Yes, she's speaking slowly. Well done. Now the next one.

[Tess playing drums quietly]

Dev Oh, err ... I think she's playing the drums. Yes, playing them quietly.

Adult That's right, she's playing the drums quietly. And now number 5.

[Tess getting up loudly]

Dev Hmm, I'm not sure. Is she getting up?

Adult Yes, yes she is! But how?

Dev OK! She's getting up loudly! Really loudly!

Adult Yes, well done. And now the last one.

[Tess playing the guitar well]

Dev Wow! I know ... she's playing the guitar well!

Adult Yes! All correct, Dev. Well done! Thank you, Tess and Dev.

ANSWERS

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

2 Complete the sentences with the adverbs from activity 1.**ANSWERS**

- 1 slowly
- 2 quietly
- 3 quickly
- 4 well
- 5 loudly
- 6 badly

3 Choose and complete the table for you. Then write sentences.**ANSWERS**

Students' own answers

Extra Grammar Practice Activity Book page 107**1 Circle the correct words. Then answer the questions.****ANSWERS**

- 1 well; My teacher speaks English well.
- 2 loudly; Who sings loudly in your family?
- 3 badly; Which sport do you play badly?
- 4 more quietly; Which game do you play more quietly, origami or Frisbee?

2 Write sentences about you. Critical Thinking**ANSWERS**

Students' own answers

Grammar Reference Activity Book page 115**Order the words to make sentences. Then write the sentences in your notebook.****ANSWERS**

- 1 My friend went down the slide quickly.
- 2 He swung on the rope quietly.
- 3 We climbed the climbing wall well.
- 4 She went through the tunnel more slowly than me.

Lesson 6 Cross-curricular**Lesson Objectives**

Present a text about infographics.

Make a word cloud about free time.

Language

Review: free time activities

Warm up

Play *Word circles* from the Ideas bank on page 135 using sports activities that students are familiar with.

Class Book page 49**1 Read. How are the infographics different?****ANSWERS**

The first infographic is a word cloud. The word cloud is in the shape of a heart, but it doesn't have pictures inside; it only has words.

The second infographic uses icons and numbers. It doesn't have any words.

2 Look at the infographics and answer. Say.**ANSWERS**

- 1 The titles are: Sports we like in Class 3A and Sports we play in Class 3C.
- 2 Sports we like in Class 3A: 7; Sports we play in Class 3C: 6
- 3 Because it tells us about the sports people like.
- 4 The size of the words shows how much students like the sports (the bigger the word, the more students like the sport).

- 5 The numbers show how many students play the sports (the higher the number, the more students play the sport).

KEY COMPETENCES Learn to learn

Explain to students that they won't be able to derive all of the answers to the questions directly from the text or infographics. They will need to use their logic, imagination and skills of inference. Look together at number 3 as an example. Ask *What do hearts mean? Why is a heart the right shape for the word cloud?* Ask students to work out the answers to the remaining questions with their partners.

3 What other topics could you make word clouds for? **Communication**

- Encourage students to suggest a shape for each of the topics.

ANSWERS

Students' own answers

Activity Book page 43

1 Match the words to the descriptions.

ANSWERS

1 d 2 c 3 a 4 b

2 Make a word cloud about how you spend your free time. **Creativity**

ANSWERS

Students' own answers

TIP Curriculum link

Ask students to use a computer to create their word cloud. There are free online word cloud generators that can be downloaded.

Lesson 7 Literacy: a blog post

Lesson Objectives

- Familiarize students with a specific text type: a blog post.
- Encourage predictions about a text.
- Discuss the value of helping the environment.

Language

Review: past simple

Warm up

Brainstorm a list of animals that live on or near rivers. Play *The chain game* from the Ideas bank on page 135. Begin with, *I went to the river and I saw a (duck) ...*

Class Book page 50

1 BEFORE YOU READ Look at the heading. Which country is the blog is from?

ANSWER

It's from New Zealand.

2 What do you think you can do on World Rivers Day? **Critical Thinking**

- Ask students to focus on the photos. Without reading the article, encourage students to make predictions about what they can do on World Rivers Day.
- To help students think of some questions, you can give them a few ideas to get them started, e.g. *What are the people doing? What are they carrying?*, 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. 069 Were your ideas about World Rivers Day in the blog post?

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. Discuss how we can all help the environment (see *Key Competences* below).

KEY COMPETENCES Social and civic competence

- Discuss our responsibility towards our planet with the class. Establish that we have a shared responsibility to look after the world we live in. Ask students if they have ever been involved in any conservation work. If so, what did they do and why was the work important?
- Ask students to think of a local area (e.g. a forest, a nature reserve, a riverside area that is important ecologically). Brainstorm a list of things students can do to help protect it.

Activity Book page 44

1 Read Craig's blog on Class Book page 50 again. Complete the description of his blog.

ANSWERS

1 blog 2 25th September 3 photos
4 About 5 email

2 Read the blog and answer the questions.

ANSWERS

- 1 Lots of families help on World Rivers Day.
- 2 Ducks, fish, frogs and other animals live in the river.
- 3 People can swim, do watersports, go for walks and have picnics near the river.
- 4 Craig's team collected lots of old plastic bottle and bags and an old television.
- 5 In the afternoon, Craig planted some trees near the river.
- 6 They plant trees from New Zealand because they are better for the birds and animals.

3 Write the headings and the sentences under the correct pictures.

ANSWERS

- 1 Planting New Zealand trees
We wear old clothes.
- 2 Collecting rubbish
We walk by the river.

Lesson 8

Culture

Lesson Objectives

- Practise listening for gist and specific information.
- Make a mind map about a special day or event.
- Produce a text about a special day or event.

Language

Review: past simple

Warm up

Ask students what they remember about Craig's blog post from the previous lesson. Prompt with questions such as, *Where does Craig live? What event did he write about? What did he do at the event?*

Class Book page 51

1 Listen to Craig. 070 Answer.

ANSWERS

a 3 b 1 c 2

Audio transcript

- A Hi Craig.
B Hello!
A Tell me about World Rivers Day. When was it?
B It was on the 25th of September this year.
A What did you do?
B In the morning, we made teams.
A Who was in your team?
B There were five of us. Me, my brother and sister and two friends.
A What did your team do?
B We collected rubbish. We collected fifty-five plastic bottles!
A Fifty-five bottles! That's a lot.
B Yes, it was hard work.
A What else did you find?
B We found lots of plastic bags, too.
A That's terrible. Plastic bags are very bad for wildlife! ... So what did you do next?
B Then we had a picnic lunch. I was hungry. I ate two sandwiches, some chocolate and some cake!
A Wow! What did you do after lunch?
B We planted trees. That was hard work, too. My dad helped us.
A How many trees did you plant?
B My team planted six trees. I like planting trees. It's fun. We also measured the trees we planted three years ago.
A How tall are they now?
B They're three metres tall.
A Brilliant.
B Yes. The birds and animals love them.

CULTURE NOTE World Rivers Day

World Rivers Day takes place on the last Sunday of September every year. Its purpose is to celebrate our rivers, raise awareness of the threats to them and encourage communities to look after their rivers. The first event took place in 2005 and was celebrated in several countries. Since then, World Rivers Day has continued to grow. Today, millions of people across 60 countries take part.

2 Listen again. 070 Answer.

ANSWERS

- World Rivers Day is in September.
- His brother, his sister and two friends.
- They found 55 plastic bottles and lots of plastic bags.
- Craig had two sandwiches, some chocolate and some cake.
- Craig's dad helped to plant the trees.

3 What can you do in your free time to help the environment? Communication

- Before students start this activity, you might like to get them started by giving them some ideas of your own. You could show students photographs or website images from environmental organizations. These could be local, national or international.

4 Complete the activities.

- Students complete the activities on Activity Book page 45.

Activity Book page 45

1 Complete the mind map. Learn to learn

ANSWERS

What was the event? World Rivers Day
When was it? 25th September
Name of Craig's blog: Families for the environment
Who was there? Lots of families
What did they do? Collected rubbish and planted trees

2 Make a mind map about a special day or event in your country which you celebrated.

- Help students to think of a special day or event that they celebrated in their country, preferably with an ecological theme, e.g. looking after rivers and / or the countryside, litter in cities, recycling, etc.

ANSWERS

Students' own answers

3 Use your mind map to write about your event.

- Ask students to complete the text about their own event using their notes in the mind map in activity 2.
- Draw attention to the Create box.

KEY COMPETENCES Digital competence

IT is becoming an increasingly important part of our everyday lives and students often enjoy producing work on the computer and practising their IT skills. If you have computer facilities, ask students to type up their work and create a class blog.

Lesson 9

Writing

Lesson Objectives

Present a blog post about spending time with family and friends.

Present a specific writing sub-skill: joining phrases with *so*.

Language

Review: present simple, adverbs of manner

Warm up

Play a game of *Match* from the Ideas bank on page 135 to review free time activities and adventure park activities.

Activity Book pages 46–47

1 Read and listen to Ben's post. 🎧 071 Tick ✓ his answer to the Big Question.

ANSWER

We can spend time with friends and family.

2 Read the sentences and circle the correct adverbs.

ANSWERS

- 1 quickly
- 2 well
- 3 quietly
- 4 slowly

3 Read *The Big Write* tip. Find and circle *so* in Ben's post.

ANSWERS

Paragraph 2: She sometimes wants me to make models with her, but she makes them very quickly, (so) the models aren't very good!

Paragraph 3: She can't see very well now, (so) I sometimes read to her.

Grandma lives next to our friends, (so) sometimes they come and have lunch with us.

Last month the weather was really nice, (so) we went to the park.

4 Plan and write a post about spending time with your family and friends. Creativity

COMMUNITY TASK Divide the class into small groups. Give each group a large piece of coloured paper and each student a plain piece of paper. Ask students to write up their work and draw a picture to illustrate it. Students arrange their work on the poster to make a 'blog post' about their free time.

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.

Carry out a self-evaluation activity.

Language

Review: language from the unit

Warm up

Play *Wait for it* on the Classroom Presentation Tool to review the vocabulary from the unit. Alternatively, play *Fast talk* from the Ideas bank on page 135.

Class Book page 51

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 4 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. Ask individuals to tick answers on the poster which are the same or similar to a posting child's answer. Ask them to say which answers are different.

ANSWERS

running, home, adventure, sports, environment, friends

3 Ask and answer. Communication

- Ask students to look at the speech bubble examples in activity 3. Encourage a student 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.

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.

SELF-EVALUATION Discuss students' responses to the self-evaluation activity as a class. Praise students for their good work and identify areas that need further practice.

5

What's great about a zoo?

Lesson 1

The Big Question

Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about the Big Question.
- Activate knowledge and elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the pronunciation of sound /au/.

Language

Review: Adverbs of frequency

Warm up

Play *Draw* and *Guess* from the Ideas bank on page 135. Use words related to indoor and outdoor activities, e.g. *go skiing, do crafts, have a barbecue, snow, play mini-golf*.

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 them by asking questions, e.g. *What is the animal?* (an Amur leopard) *Where do Amur leopards live?* *Have you ever seen one?* *Where?* (Russia and China) Encourage students to use their imagination, e.g. *Where do you think the photo was taken?*

ANSWERS

- What's great about a zoo?
- Oliver, Dev, Lily, Noah and Leta
- A leopard, a zoo, an alligator, a drawing, a baby rhino.

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

Video transcript

See page 143.

ANSWERS

A snake. A zebra. A bird. A giraffe. A monkey.

3 What are your answers to the Big Question? Critical Thinking

- Ask students to remember Oliver'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!

ANSWERS

We can adopt an animal.

Suggested answers: See animals from other countries, help save endangered animals, learn about wild animals' habitat, food and life cycle.

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.

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 tick ✓ or cross X.

ANSWERS

1 X 2 ✓ 3 X 4 ✓ 5 X 6 X

2 Look at the sentences in activity 1 with a cross X. Write correct sentences in your notebook.

Learn to learn

KEY COMPETENCES Learn to learn

By correcting the incorrect sentences, students are reinforcing their understanding of the video and are learning to use the language independently.

- Write sentences 3, 5 and 6 on the board, and check students' understanding of the adverbs.

ANSWERS

- Marwell Zoo is in England.
- Zebras never eat meat.
- Amur leopards rarely sleep at night.
- Giraffes occasionally eat grass.

3 Listen and read. Then listen and repeat. 🎧 072

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

4 Complete the words with the correct spelling for the /au/ sound, ow or ou.

ANSWERS

ow – cow, town, down, flower
ou – house, round, about, mouse

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise zoo animals.

Review present simple plural, *yes / no* questions and short answers.

Develop communication skills.

Language

New: Zoo animals: frog, lizard, tiger, bat, chimpanzee, rhino, panda, sea lion, alligator, kangaroo

Review: *Do they live in England? Yes, they do / No, they don't.*

Warm up

Play *Shark man* from the Ideas bank on page 135. Use the words *leopard, zebra, giraffe, monkey*.

Class Book page 54

1 What animals can you see in a zoo? Critical Thinking

2 Listen, point and repeat. 073 Compare your list with Dev's.

ANSWERS

Students' own answers

3 Say which animals you'd like to see in a zoo. Which animals aren't you interested in?

- Give the students some thinking time before putting them in pairs to share their answers with their partner.

4 Listen and sing. 074

- Play the song for students to listen and sing.

5 Ask and answer about animals in your country. Communication 075

- Brainstorm animals with the class and write them on the board. Choose an animal and ask *Do (bats) live in (England)?* Encourage the students to reply with the full short answer.
- Put students in pairs to complete the activity.

Activity Book page 49

1 Complete the puzzle and write the mystery animal.

ANSWERS

- 1 panda
- 2 lizard
- 3 sea lion
- 4 chimpanzee
- 5 frog
- 6 kangaroo
- 7 bat
- 8 rhino
- 9 tiger

The mystery animal is 'alligator'.

2 Complete the questions and write the answers. Critical Thinking

ANSWERS

- 1 Do chimpanzees live in forests? Yes, they do.
- 2 Do alligators live in rivers? Yes, they do.
- 3 Do tigers live in the mountains? Yes, they do.
- 4 Do kangaroos live in rivers? No, they don't.
- 5 Do sea lions live in lakes? No, they don't.
- 6 Do lizards live in the desert? Yes, they do.

Lesson 3

Grammar

Lesson Objectives

Present and practise *going to* affirmative, negative and questions.

Develop listening, speaking, reading and writing skills.

Develop communication skills.

Language

New: *Where are they going to go? What are they going to do? They're going to learn about tigers. They aren't going to film the zoo.*

Warm up

Review the zoo animals from the previous lesson. Play *Memory* from the Ideas bank on page 135.

Class Book page 55

1 Listen, read and look at the picture. 076

What is Dev's sister's school project about?

ANSWER

Zoo animals / frogs.

TIP Mixed-ability teaching

Stretch more confident 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 say personalised sentences about somebody they know, or hone their creative skills by asking and answering questions about an imaginary person.

2 Listen and follow. 077 Say true sentences about Dev's sister and her friends.

Audio Transcript

Dev Hi! Look at my sister's photo. She and her class are on a school trip today.

Oliver Great! Where are they going to go?

Dev They're going to go to the new safari park.

Oliver Oh dear. It's raining. They aren't going to see a lot of animals this afternoon.

Dev It doesn't matter. Rain is perfect!

Oliver Why? What are they going to do?

Dev They're going to learn about frogs. Frogs love the rain!

3 Look, listen and read. 🎧 078

- Play the recording for students to listen and read.
- Play the recording again, pausing for the students to repeat chorally and individually.

4 Play the game. **Communication**

- Divide the class into pairs to take turns to choose a picture for their partner to ask the questions and guess the picture.

Activity Book page 50

1 Look at the grammar table on Class Book page 55 and choose.

ANSWER

b

2 Listen and number the pictures in order. 🎧 079

Audio transcript

- A** Max and Will are going to go on a school trip tomorrow.
B They're lucky! I love school trips. Where are they going to go?
A To a farm. It's about an hour away from here by bus.
B A farm? Great!
A Yes, it's a big farm with a lot of animals. You can watch the farmers and learn about the animals.
B That sounds good. What are they going to see?
A In the morning, they're going to see the big farm animals like horses, cows and donkeys.
B Are they going to have lunch at the farm?
A Yes, they are. They're going to have a picnic.
B And what are they going to do in the afternoon?
A In the afternoon, they're going to see the baby animals. There are some baby sheep and goats at the farm.
B Are they going to feed the baby animals?
A Yes, they are. They're going to give the animals milk from a bottle.
B That sounds fun!

ANSWERS

a 5 b 4 c 1 d 3 e 2

3 Follow. Read and complete.

ANSWERS

- 1 They're going to go to the zoo. They aren't going to go to the safari park.
- 2 They're going to see the tigers. They aren't going to see the penguins.
- 3 They're going to make videos. They aren't going to take photos.

4 Write the questions and answers about Caitlin and Toby.

ANSWERS

- 1 Where are they going to go? They're going to go to the safari park.
- 2 What are they going to see? They're going to see the penguins.
- 3 What are they going to do? They're going to take photos.

Extra Grammar Practice Activity Book page 108

1 Draw and label two friends in each picture. Then complete questions and answers.

2 Tell your partner about your friends in activity 1. Use *They're* and *They aren't*. **Communication**

- Students work in pairs to ask and answer about their pictures.

Grammar Reference Activity Book page 116

Complete the questions and answers.

ANSWERS

- 1 are, going to; 'm going to
- 2 are, going to; 're going to
- 3 is, going to; 's going to
- 4 are, going to; 're going to

Lesson 4 Vocabulary and story

Lesson Objectives

Present and practise zoo keeper jobs.

Develop listening, speaking and reading skills.

Make predictions and answer comprehension questions about *Zoo World*.

Language

New: Zoo keeper jobs: *clean the cages, help the vet, look after the hippo, feed the bears, wash the elephants, observe the meerkats*

Warm up

Play *Minute Race* from the Ideas bank on page 135. Use the topic animals and accept words students associate with animals, e.g. *zoo, safari*.

Class Book pages 56–57

1 What does a zoo keeper do? **Critical Thinking**

- Encourage the students to use their critical thinking skills to think about the duties and a typical day of a zoo keeper.

2 Listen, point and repeat. 🎧 080

Audio transcript

- 1 clean the cages
- 2 help the vet
- 3 look after the hippos
- 4 observe the meerkats
- 5 wash the elephants
- 6 feed the bears

3 Which jobs would you like to do? Which wouldn't you like to do?

- Divide the class into pairs to discuss the questions and encourage them to justify their answers with reasons.

4 BEFORE YOU READ This is a story about a zoo. Can you guess what animals are in the story?

- Tell the students to work in pairs and give them one minute to list the animals they think are in the story.
- Ask the pairs to think about what the animals are doing in the story.

TIP Activity 4 is a pre-reading task to raise the readers' knowledge of what they are about to read by predicting the vocabulary they think will come up. When they are predicting the vocabulary they are thinking about the content of the text they are about to read.

5 Listen, read and check your ideas. 🎧 081

- Ask a few students which of the animals they predicted are in the story.

ANSWER

Elephants, tigers, pandas, chimpanzees, sea lions

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 look at the follow up activities in the Activity Book before they watch so they have an idea of the information they need to watch / listen for.

Activity Book page 51

1 REMEMBER THE STORY Use the letters to complete the labels. Which animal is in the story?

ANSWERS

- 1 feed the bears
 - 2 wash the elephants
 - 3 help the vet
 - 4 observe the meerkats
 - 5 clean the cages
 - 6 look after the hippos
- The elephant is in the story.

2 Write the answers.

- Tell the students to write full answers.

ANSWERS

- 1 The zoo keeper can't get out of the elephant house.
- 2 The baby elephant has got the key to the door.
- 3 The zoo keeper has to feed the pandas.
- 4 Trick changes the signs.
- 5 Lily and Ben find the baby elephant first.
- 6 Lily and Ben take photos of the baby elephant, baby chimpanzee and baby panda.

3 What are your favourite animals from the story? Tell your partner. Communication

KEY COMPETENCES Social and civic competence

In this activity the students are asked to personalize the story and relate it to their own world by reacting to it.

Lesson 5 Grammar

Lesson Objectives

Present and practise *have to* 1st and 3rd person for obligation.

Practise zoo keeper jobs vocabulary.

Develop speaking, listening and writing skills.

Language

New: *have to / has to, don't have to / doesn't have to*

Review: zoo keeper jobs

Warm up

Play *Slow Reveal* from the Ideas bank on page 135. Use the Zoo animals and Zoo keeper jobs flashcards.

Class Book page 58

1 REMEMBER THE STORY Read and match.

ANSWERS

1 d 2 c 3 a 4 b

2 Look, choose and say.

ANSWERS

a

3 Listen and follow. 🎧 082 Make true sentences about a lion keeper. Critical Thinking

Audio transcript

- A I have to feed the bears.
B I don't have to help the vet.
A He has to clean the cages.
B She has to observe the meerkats.
A She doesn't have to look after the hippos.
B He doesn't have to wash the elephants.

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 then playing the same game described above but asking higher-level students to take on your role and be the teacher.

4 Talk about the things you have to do at home. Then talk about your friend. Communication

- Tell the students about the things you have to do at home to get them started, e.g. *I have to cook dinner, I have to do the washing, I don't have to feed the cat because I don't have one!*

- Divide the class into pairs to talk. Then join two pairs together for the students to take turns to tell the other pair about what their partner has to do at home. Remind them to use the 3rd person.

Activity Book page 52

1 Listen and tick ✓ or cross X. 083

Audio transcript

Lily Look, there's the zoo keeper! Hello!

Zoo keeper Hello, Lily and Ben. Thank you for feeding the pandas for me this morning. You were very helpful.

Ben You're welcome. Have you got a lot of jobs to do this afternoon?

Zoo keeper Yes. After lunch, I have to wash the elephants. I always get wet!

Lily Do you have to clean the cages, too?

Zoo keeper No, I don't. I cleaned the cages this morning.

Ben What's your next job?

Zoo keeper I have to look after the zebras. The baby zebra isn't well today.

Lily Oh dear! Is the vet going to come?

Zoo keeper Yes. I have to help the vet. There needs to be two people helping.

Ben Do you have to feed the chimpanzees?

Zoo keeper No, they're having lunch now. But I have to observe the sea lions. Do you want to help?

Lily and Ben Yes, please!

ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓

2 Complete the sentences about the zookeeper, with *has to* or *doesn't have to*.

ANSWERS

- 1 The zoo keeper has to wash the elephants.
- 2 He doesn't have to clean the cages.
- 3 He has to look after the zebras.
- 4 He doesn't have to feed the chimpanzees.
- 5 He has to help the vet.
- 6 He has to observe the sea lions.

3 Look and read. Write sentences about Amy's jobs this weekend.

- Ask the students to look at the phrases in brackets and compare them with the list of Amy's chores.

ANSWERS

- 1 She doesn't have to help Mum.
- 2 She has to help Dad.
- 3 She has to feed the hamster.
- 4 She doesn't have to wash the car.
- 5 She has to clean the kitchen.
- 6 She has to wash the bikes.

Extra Grammar Practice Activity Book page 108

1 Complete the sentences. Use the words in the box or your own ideas. Critical Thinking

2 Tell your partner your answers to activity 1. Communication

- Ask the pairs to make a note of the same things they have to and don't have to do.

3 Write sentences about the things your partner *has to* and *doesn't have to* do.

Grammar Reference Activity Book page 116

Complete the sentences with *have to*, *has to*, *don't have to* and *doesn't have to*.

ANSWERS

- 1 have to 2 don't have to 3 have to
- 4 doesn't have to 5 don't have to

Lesson 6 Cross-curricular

Lesson Objectives

Learn about patterns in art in English.

Present and practise camouflage vocabulary.

Develop reading and critical thinking skills.

Language

New: *camouflage*, *pattern*, *hide*, *shapes*

Review: Imperative for instructions

Warm up

Review the *Zoo World* story by playing *What's next?* from the Ideas bank on page 135.

Class Book page 59

1 Look at the photo. What animal can you see? Is it easy to see?

- Ask the students why the frog is difficult to see to try and get them to come up with the concept of camouflage.

ANSWER

A frog

CULTURE NOTE Did you know?

Some frogs can change their color and pattern and go from green to grey or brown very quickly and also display spots and change their pattern.

2 Read. Why do some animals need camouflage?

ANSWER

To help them hide from other animals.

3 Read and match the instructions to the pictures.

- Go through the pictures with the students, asking them to suggest what each instruction is in each picture.

ANSWERS

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

4 What other animals use camouflage? Communication

TIP Encourage the students to explore the idea of camouflage through discussion and thinking about the colour of different animals and the kind of habitat they live in. Extend the discussion to ask when humans use camouflage and why.

Activity Book page 53

1 Label the pictures.

ANSWER

1 pattern 2 shapes 3 camouflage 4 hide

2 Look and read. Complete the sentences.

ANSWERS

1 snake 2 rabbit 3 insect 4 tiger

3 Listen and check your answers to activity 2. 084

Audio transcript

- 1 This snake isn't dangerous. But it looks like another snake that is very dangerous. Animals are scared, so they don't eat it.
- 2 This polar rabbit is the same colour as the snow, so other animals can't easily see it.
- 3 This insect looks like a stick, so birds and other insects don't eat it.
- 4 This tiger has patterns on its body, so it can hide from other animals.

TIP Curriculum link

If students are learning about patterns and colours in art in their own language, encourage them to tell their teacher what they learned about camouflage and show the teacher the craft they made.

4 Choose a type of camouflage. Find out about an animal, insect, bird or fish that uses it and draw a picture to show how it works. Creativity

Lesson 7 Literacy: a zoo information panel

Lesson Objectives

Develop literacy skills and familiarize students with information texts.

Raise awareness of black rhinos.

Raise awareness of the value of protecting endangered animals.

Language

Review: Present simple for habit. *Must* for obligation.

Warm up

Play *Quiz* from the Ideas bank on page 135. Use the *Zoo World* story for the questions.

Class Book page 60

1 BEFORE YOU READ Look at the pictures on the panel. What information can you find about black rhinos?

- Ask the students where they would see this kind of panel – on the animal enclosure in a zoo.
- Give the students one minute to scan the panel. Ask them to share their answers.

SUGGESTED ANSWERS

What rhinos look like, where they are from, what they eat and how heavy they are.

2 Why is it important for zoos to have baby animals? Critical Thinking

ANSWERS

Because rhinos are in danger in the wild and babies often die. In the zoo they are safe and create a safer future for the rhino.

3 Read and listen. 085 Were your ideas on the panel?

4 AFTER YOU READ Complete the activities.

BIG VALUES! Ask students why we must help and protect animals. Conduct a classroom discussion and encourage them to think about the importance and reason for keeping endangered animals safe. Ask them about what humans do to the animals' habitat and how this affects them and if they think it is our responsibility to protect the animals.

Activity Book page 54

1 Look at the zoo information panel on Class Book page 60 again. Label the information you can find in the panel.

TIP Literacy

To further familiarize students with endangered animals, you can ask students to look out for information about endangered animals in their country in preparation for the Culture Lesson activities in the Class Book and Activity Book.

ANSWERS

1 photo 2 heading 3 map 4 logo 5 diagram
6 description

2 Correct the facts.

ANSWERS

1 ~~Tau~~ Tau's mother 2 ~~small~~ big 3 ~~black~~ brown, grey or white 4 ~~on mountains~~ in woods 5 ~~fish~~ roots 6 ~~300-~~ years 200 years

3 Complete the text.

ANSWERS

1 Baby 2 the wild 3 5,000 4 zoos 5 help

Lesson 8

Culture

Lesson Objectives

- Practise listening for specific information.
- Provide opportunities to compare endangered animals in different countries with their own country.
- Develop reading, writing and creative skills.

Language

Review: Present simple for habit and facts, *Wh*- questions

Warm up

- Check how much students can remember about the rhinos from the previous lesson by asking the following questions.
- What colour are black rhinos? (Grey, brown or white)
 - What's the name of the zoo's new baby rhino? (Tau)
 - Where do they live? (In the south of Africa)
 - How many horns do they have? (Two)
 - When do they eat? (In the morning and evening)

Class Book page 61

1 Listen to Leta and her cousin Oria. 086

Answer.

Audio transcript

Oria Hello, Leta! It's Oria!
Leta Hi, Oria! How are you?
Oria Fine! I went to the zoo with my school yesterday. We're doing a project about the mountain chicken.
Leta What's that? A chicken that lives on the mountains?
Oria No! The mountain chicken is a frog! It lives here on Montserrat. It's the biggest frog in the world. It weighs more than a kilogram.
Leta Wow! Why is it called a chicken? Can it fly?
Oria No! It can't fly. People ate it in the past. It's delicious. It tastes like chicken.
Leta Do people eat it now?
Oria No, they don't. There are only about 50 frogs in the wild now.
Leta Only 50! That's sad.
Oria Yes, it's very sad. They're in danger of extinction.
Leta Is the zoo helping the mountain chicken?
Oria Yes, it is. There are scientists here. They're studying them. We saw some baby frogs at the zoo.
Leta Oh, cute. I love baby frogs!
Oria We watched the keeper feed them.
Leta What do they eat?
Oria Insects, snails, spiders, small frogs, ... snakes!
Leta Snakes!
Oria Yes. But the keeper gave them insects.
Leta Ughh.
Oria Mountain Chicken Day is on September 13th. We're celebrating it here at school.
Leta Great! Send me some photos!

ANSWER

Mountain chicken

2 Listen again. 086 Say *a, b* or *c*.

ANSWERS

1 a 2 c 3 c 4 a 5 b

3 Are there any animals in danger in your country? What do you know about them? Communication

- If you asked the students to research endangered animals in their country, ask them to share their information with their partner.

TIP Do a bit of research yourself on endangered animals to share with the students. If they don't know any, you can name them and ask them to discuss what they know about the animal with their partner.

4 Complete the activities.

Activity Book page 55

1 Complete part 1 of the table about black rhinos.

ANSWERS

Name of animal: black rhinos
How they look: brown, grey or white, with two horns
How tall / heavy: 1.8m; 1,000 kg
Where they live: in the south of Africa
Food: fruits, leaves, roots, flowers
How many there are now: less than 5,000
Did you know ... ? only animal with a horn on its nose

2 Choose an animal in danger of extinction in your country. Complete part 2 of the table.

- Remind students about the endangered animals in their country that you discussed in Lesson 8, activity 3 in the Class Book.

3 Use your notes to write about your animal.

- Tell students to complete the sentences using the notes they made about their animal in activity 2.

TIP The students could do mini presentations, with their posters, to the class about their animal. Then the students' posters could be used to make a display in the classroom or the reception area of the school to educate other students about endangered animals in their country.

Lesson 9

Writing

Lesson Objectives

- Develop the skill of writing opinions.
- Practise a specific writing subskill: writing paragraphs.
- Develop structural writing skills.

Language

Review: seasonal activities vocabulary, *Wh*- questions with *does* and *did*

Warm up

- Play *Guess what?* from the Ideas bank on page 135. Use the zoo animals vocabulary.

Activity Book pages 56–57

1 Read and listen to Ania's post. 🎧 087 Tick ✓ her answer to the Big Question.

ANSWER

It's fun watching animals when they do funny or clever things.

2 Read and write *True or False*.

ANSWERS

1 False 2 True 3 False 4 False 5 True

3 Read *The Big Write tip*. Find and circle the first word in each paragraph in Ania's post.

ANSWERS

I, Zoo, I, At

4 Plan and write a post about zoos. Creativity

KEY COMPETENCES Learn to learn

You could give the students some further tips on how to write paragraphs. Point out or elicit the three main parts of a paragraph, the introduction, the supporting information and the conclusion. Ask students to write an introductory sentence that explains what the paragraph is going to be about, a supporting sentence and a final sentence which relates back to the introduction.

Lesson 10 The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Complete a self-evaluation activity.

Language

Review: zoo animals, *can* for opportunity, present simple questions and answers

Warm up

Play the *Jumbled words* review game on the Classroom Presentation Tool.

Class Book page 61

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 5 and find the missing key word in each of the answers to the Big Question.

- Encourage students to compare the answers with their own answers on the Big Question 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.

ANSWERS

adopt, world, keepers, learn, danger, funny

3 Ask and answer. Communication

- Ask students to look at the speech bubble examples in activity 3. Encourage a student 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.

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.

SELF-EVALUATION While the students are completing the Self-evaluation activities in the Activity Book, go around asking questions about their answers, e.g. Why do you think your work for unit 5 is good and not fantastic? Why is it your favourite lesson? Can you give me an example sentence with *going to*? For more suggestions see the self-evaluation notes for unit 1.

TIP To extend the self-evaluation you could ask students to look through the unit and draw a green dot for activities they found easy, a black dot for activities they found difficult. Monitor them working, asking why they found the activities difficult or easy.

6 Where do people work?

Lesson 1

The Big Question

Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about the Big Question.
- Activate knowledge and elicit answers to the Big Question.
- Review language from previous units.
- Present and practise the sound /ɪl/ and write a verse with /ɪl/ words.

Language

Review: Present simple, adverbs of manner

Warm up

Play *What's next?* from the Ideas bank on page 135. Use *The sun and the wind* story.

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 thoughts and ideas about what they see. Prompt them by asking questions, e.g. *What is the man doing? Where is he?* Encourage students to use their imagination, e.g. *What do you think his job is?*

ANSWERS

- Where do people work?
- Poppy, Noah, Sophie, Tess and Fabio
- A computer, a mobile / cell phone, a desk, a cup, a man working, a note book, a pencil case, headphones, a bus, a costume, coffee cherries, ice cream

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

Video transcript

See page 143.

ANSWERS

A factory. A laptop. A shop. A garden. Glasses. Paper. Pens.

3 What are your answers to the Big Question?

Critical Thinking

- Ask students to remember Poppy'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!

ANSWERS

It's nice to work at home.

Suggested answers: in offices, outside, in different countries, in large multinational companies, on their own

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.

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 write *TB* for Tim Bowler or *QB* for Quentin Blake.

ANSWERS

1 TB 2 QB 3 TB 4 QB 5 QB 6 TB

2 Think about people you know with a job.

Write sentences about their work. Use some of the adverbs.

3 Listen and read. Then listen and repeat. 088

4 Write a new verse for the rhyme. Choose a word from each box. Then read it aloud. Creativity

Lesson 2

Vocabulary and song

Lesson Objectives

- Present and practise types of films.
- Review prepositions of time.
- Develop communication skills.

Language

New: Places in a town: *sports centre, tourist office, supermarket, town hall, market, university, bus station, fire station, bank, post office*

Review: Past simple, *there is / are*

Warm up

Play *Shark man* from the Ideas bank on page 135. Use the words *computer, home, shed*.

Class Book page 64

1 Where do your family and friends work?

Critical Thinking

2 Listen, point and repeat. 🎧 089 **Compare your list with Noah's.**

Audio transcript

1 sports centre 2 tourist office 3 supermarket 4 town hall 5 market 6 university 7 bus station 8 fire station 9 bank 10 post office

3 Say which of these places is or isn't in your town.

- Give the students some thinking time before putting them in pairs to share their answers with their partner.

4 Listen and sing. 🎧 090

- Play the song for students to listen and sing.

5 Ask and answer. **Communication** 🎧 091

- Tell the students to use the pictures in activity 3.
- Put students in pairs to complete the activity. To extend the activity you could ask them to ask follow-up questions if their partner answers *yes*, for example *When did you go? What did you see?*

Activity Book page 59

1 Complete the crossword and write the missing place.

- Ask the students to close their Class Books before they do this activity to see if they can remember the vocabulary.

ANSWERS

1 university 2 town hall 3 supermarket 4 fire station 5 post office 6 market 7 sports centre 8 tourist office 9 bank
There isn't a bus station.

2 Read and write. **Critical Thinking**

ANSWERS

- 1 You can get married at the town hall.
- 2 You can buy fruit and vegetables at the market.
- 3 You can play tennis at the sports centre.
- 4 You can find information at the tourist office.

Lesson 3 Grammar

Lesson Objectives

Present and practise relative pronoun *where*.

Develop listening, speaking and writing skills.

Develop communication skills.

Language

New: *It's the place where my uncle works.*

Review: Places in town

Warm up

Review the places in town from the previous lesson. Play *Memory game* from the Ideas bank on page 135.

Class Book page 65

1 Listen, read and look at the picture. 🎧 092

ANSWER

At the fire station.

2 Listen and follow. 🎧 093 **Make a sentence about a place for your partner to guess.**

TIP Ask the students to look at the table and ask why we use the relative pronoun *where* in these examples.

- Divide the class into pairs to take turns making sentences for their partner to guess where they are. Tell them to use all the places in activity 3 on page 64.

3 Look, listen and read. 🎧 094

- Play the recording for students to listen and read.
Play the recording again, pausing for the students to repeat chorally and individually.

4 Play the game. **Communication**

- Divide the class into pairs and tell them to take turns to choose a person and a place and make a sentence for their partner to guess where they are.

TIP To challenge the students you could tell them to repeat the activity but the person guessing closes their Class Book and tries to remember where their partner is from the description.

Activity Book page 60

1 Look at the grammar table on Class Book page 65 and tick ✓.

KEY COMPETENCES Learn to learn

In this type of activity the students are required to look at the sentences and work out for themselves the meaning of the grammar point. This develops the skill of problem-solving and encourages them to be responsible for their own learning.

ANSWER

b

2 Listen and number. 095

Audio transcript

- 1 **A** What have you got there, Bella?
B I've got some photos of different places. They're for a project about my family. Look! This is the place where my mum works. People can get married there.
A It's the town hall.
B That's right.
- 2 **B** And this is the place where my I catch a bus.
A The bus station! Really! Why is that important to your family?
B Because my sister, my mum and I take the bus to my grandparents' house every Monday and Friday.
- 3 **A** What's that building? I don't know it.
B Oh yes. It isn't in our town. It's the place where you go to study when you're older.
A You mean after you've finished school?
B That's right. It's a university. My brother is studying science there.
- 4 **A** And the last photo ...
B This is the place where we keep our money!
A Yes, that's important! It's the bank.
B Yes! I put money in the bank every week. I'm going to buy a new bike one day.

ANSWERS

1 d 2 c 3 a 4 b

3 Match with different colours. Colour the words and write the sentences.

- Make sure the students have different coloured pencils to trace the dotted lines first.
- They then colour the places the same colour as the dotted line that describes them.
- Finally they write sentences to describe the place.

ANSWERS

- 1 It's the place where we keep our money.
- 2 It's the place where you go to study when you're older.
- 3 It's the place where we take a bus.
- 4 It's the place where people can get married.

4 Draw and write about three places in your town.

Extra Grammar Practice Activity Book page 109

1 Look and write the number.

ANSWERS

4, 3, 2, 1

2 Write sentences about the places in activity 1.

SUGGESTED ANSWERS

- 1 It's the place where I can find new books. library
- 2 It's the place where I do sports with my friends. sports centre
- 3 It's the place where I learn new things. school
- 4 It's the place where I watch films. cinema

3 Choose four other places and write about what you do there. Learn to learn

KEY COMPETENCES Learn to Learn

Personalizing the grammar in this way helps students to remember it.

Grammar Reference Activity Book page 117

Rewrite the sentences using *where*.

ANSWERS

- 1 It's the place where Uncle Frank works.
- 2 It's the place where we play tennis.
- 3 It's the place where I meet my friends.
- 4 It's the place where Anna lives.
- 5 It's the place where tourists get information.

Lesson 4 Vocabulary and story

Lesson Objectives

Present and practise jobs in a film studio.

Develop listening, speaking and reading skills.

Identify and match people and jobs from the story *Film World*.

Language

New: Jobs in a film studio: *stunt person, actor, wardrobe assistant, make-up artist, director, cameraman*

Warm up

Play *Minute race* from the Ideas bank on page 135. Use the places in town and accept additional words related to towns. You may have to ask the students to justify their choices!

Class Book page 66

1 Who works in a film or TV studio? Critical Thinking

- If the students come up with any of the jobs in activity 3 in their own language, say the word in English.

2 Listen, point and repeat. 096

Audio transcript

- 1 stunt person 2 actor 3 wardrobe assistant
4 make-up artist 5 director 6 cameraman

3 Which job would you like to do? Which wouldn't you like to do?

4 BEFORE YOU READ This story is about a visit to a film studio. Can you guess who the children meet?

- Divide the students into pairs to discuss who they think the children meet.

TIP See previous units for information about pre-reading tasks.

5 Listen, read and check your ideas. 097

- Ask a few students if they predicted who they meet correctly.

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

KEY COMPETENCES Learn to Learn

Before students watch the story video, give them a reason to watch to develop a positive attitude to their learning by motivating them to be engaged with the story. You can ask them what kind of film is being made.

Activity Book page 61

1 REMEMBER THE STORY Number the pictures and write the words. Circle the words from the story.

ANSWERS

- make-up artist
- actor
- director
- cameraman
- stunt person
- wardrobe assistant

Students should circle cameraman, actor, wardrobe assistant, director and stunt person (stuntman).

2 Read about the characters from the story. Write the jobs or names.

ANSWERS

- the cameraman
- Trick
- Lucky
- wardrobe assistant
- Snow White
- Mason

3 Imagine you've won a video camera. Which film would you like to make? Tell your partner.

Communication

- Review types of film and the students' favourite movies before putting them in groups of four to discuss which film they'd like to make.

Lesson 5 Grammar

Lesson Objectives

- Present and practise relative clauses with *who*.
- Practise jobs in films.
- Develop speaking, listening and writing skills.

Language

- New: *He's the person who films the actors.*
- Review: jobs in films, other jobs

Warm up

Play *Slow reveal* from the Ideas bank on page 135. Use the Jobs in films flashcards.

Class Book page 68

1 REMEMBER THE STORY Find the sentences in the story. Who are they about? Say.

ANSWERS

- The cameraman
- Trick
- The wardrobe assistant
- The director

2 Look at the sentences from the story and find the word *who*. Choose and say the correct sentence.

TIP Ask the students to tell you why sentence b is wrong. Ask the students which relative pronoun we use to talk about a thing.

ANSWER

a

3 Listen and follow. 098 Make sentences and say the jobs. Critical Thinking

Audio transcript

- A I'm the person who tells everybody what to do.
B I'm the person who films the actors.
B He's the person who plays the hero in a film.
A She's the person who looks after the costumes.

TIP Mixed-ability teaching

See previous units for suggestions.

4 Imagine you do one of the jobs, and make a sentence. Then talk about your friend. Communication

- Check the students know all the words in the word pool.
- After the students have talked in pairs, join two pairs together to tell the group about their partner.

Activity Book page 62

1 Listen and tick ✓ the people Sophie and Mason need for their film. 099

Audio transcript

Sophie The Three Little Pigs – by Sophie and Mason.
Take 1 – Action!

Mason Wait! Not all of the actors are here.

Sophie Who are we waiting for?

Mason We're waiting for the actor who plays the Big Bad Wolf.

Sophie OK. That's ... Trick! Oh dear! Mason, can you play the Big Bad Wolf?

Mason But I've got a job! I'm the person who does the stunts.

Sophie Well, we don't need a stunt person for this film ... but we do need a wolf.

Mason Well OK ... but I haven't got a costume.

Sophie You need to see my mum. She's the person who looks after the costumes.

Mason Oh, she's the wardrobe assistant, right?

Sophie Yes. Please find the wardrobe assistant and get a wolf's costume.

Mason I've got my costume. How do I look?

Sophie Hmm ... it's a good costume, but you need make-up. Please find Auntie Clare. She's the person who puts on the actors' make up.

Mason You mean, the make-up artist?

Sophie Yes!

Mason OK, now I've got my costume and my make-up on.

Sophie You look fantastic! Now we need a director.

Mason You mean the person who tells everyone what to do?

Sophie Yes!

Mason Well, you always do that very well! Why don't you be the director again?

Sophie Good idea, thank you! Let's start the film!

ANSWERS

wardrobe assistant 1, Big Bad Wolf 2, make-up artist 4, director 6

2 Think about Sophie and Mason's film in activity 1. Match and write.

ANSWERS

- 1 c, Mason is the actor who plays the Big Bad Wolf.
- 2 d, Sophie's mum is the person who looks after the costumes.
- 3 a, Auntie Clare is the person who puts on the actors' make-up.
- 4 b, Sophie is the person who tells everybody what to do.

3 Look and write.

ANSWERS

- 1 I'm a teacher. I'm the person who works with children. She's a scientist. She's the person who does experiments.
- 2 I'm a builder. I'm the person who builds houses. He's a vet. He's the person who looks after animals.

Extra Grammar Practice Activity Book

page 109

1 Make and write sentences about different people. Then write who it is. **Critical Thinking**

- The students look at the sentences and choose someone they know for each one. They write the sentence and the name of the person.

2 Read your sentences from activity 1 to your partner. Are any the same? **Communication**

Grammar Reference Activity Book

page 117

Write the definitions.

ANSWERS

- 1 She's the person who helps poorly people.
- 2 He's the person who build houses.
- 3 She's the person who acts in films.
- 4 He's the person who grows our food.
- 5 She's the person who looks after zoo animals.
- 6 He's the person who makes food for people.

Lesson 6 Cross-curricular

Lesson Objectives

Learn about food production in science in English.

Identify the jobs and stages of coffee production.

Develop the skill of reading and following instructions to make ice cream.

Language

New: *tries, pick, sort, dry, roast*

Review: relative pronouns

Warm up

Play *True or false?* from the Ideas bank on page 135. Use the *Film World* story.

Class Book

page 69

1 Look. What are people making in the photos?

2 Read and find seven jobs.

ANSWERS

Farmer, farm workers, coffee taster, sailor, factory worker, lorry driver, waiter

3 Read the extra sentences for each photo. Find the photo and say the number.

ANSWERS

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

4 Think about another food. Make a list of the people who help to make it. **Communication**

KEY COMPETENCES Mathematical competence and basic competences in science and technology

The activities describe the process of coffee production through listing the jobs in the order of the process. The students now have the opportunity to structure their ideas about the production of a food in a coherent and logical frame. Make sure they list the people and their jobs in the order the jobs are done to produce the food.

Activity Book

page 63

1 Complete the labels.

ANSWERS

1 pick 2 dry 3 sort 4 try 5 roast

2 How do you make ice cream? Look at the pictures and number the sentences. **Critical Thinking**

ANSWERS

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

3 Listen and check your answers to activity 2. 100

Audio transcript

- 1 Put some cream in a pan and slowly make it hot.
- 2 Mix the yellow part of the eggs and the sugar together.
- 3 Slowly put the hot cream into the eggs and sugar. Mix them together.
- 4 Put the mixture over a pan of hot water and stir until it's cooked.
- 5 Wait for the mixture to get cold. Then add some fruit.
- 6 Put the mixture into an ice cream maker for 30 minutes.
- 7 Put the mixture in a box.
- 8 Put the box in a freezer for 30 minutes to make it hard. Then it's ready!

TIP Curriculum link

If students are learning about food production in science in their own language at school, encourage them to tell their teacher about what they learned about coffee production.

Lesson 7

Literacy: a magazine article

Lesson Objectives

Develop literacy skills and familiarize students with magazine articles.

Explore and understand the layout of an article.

Raise awareness of the value of being proud of your work.

Language

Review: making ice cream, relative pronouns

Warm up

Play *First letters* from the Ideas bank on page 135. Use the words from Lesson 5.

Class Book page 70

1 BEFORE YOU READ Look at the photos. What is the article about?

- Ask students where they might see a text like the one in activity 1.

ANSWERS

The article is about an Italian ice cream maker.

2 Think of three questions to ask the ice cream maker. Critical Thinking

3 Read and listen. Did the article answer your questions? 101

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 it's important to be proud of your work. Conduct a classroom discussion and encourage them to think about what jobs and tasks they do that they are proud of. Ask them to think about why they are proud of their results and if they are not proud of their work how it affects the job or task the next time they do it. Explain that if they work hard and do the jobs to the best of their ability it's very positive to be proud as it motivated you to do your best. You could extend the conversation to make a distinction between being proud and showing off.

Activity Book page 64

1 Look at the magazine article on Class Book page 70 again. Label the things you can find in the magazine article.

TIP To review paragraphing ask the students to tell you how many paragraphs there are and what the topic sentences / sub-headings of each paragraph are.

ANSWERS

- 1 headline
- 2 introduction
- 3 caption
- 4 quote

2 Which information can you find in the article? Tick ✓.

ANSWERS

- 1 ✓ 2 ✓ 3 X 4 ✓ 5 X 6 ✓

3 Choose captions for the photos from the article. Write two captions for each photo.

ANSWERS

- 1
Making 'natural' ice cream
Getting ready for the day
- 2
There are 30 different flavours
The busy shop!

TIP Literacy

Ask the students to justify the reasons for their choices and tell you which clues in the photos and text helped them to choose the captions.

Lesson 8

Culture

Lesson Objectives

Practise listening for specific information to learn about jobs.

Provide opportunities to learn and talk about an ideal job.

Develop listening, writing and creative skills.

Language

Review: Present simple *yes / no* questions and answers

Warm up
Play *Number words* from the Ideas bank on page 135. Use the Jobs in film flashcards.

Class Book page 71

1 Listen to Fabio. 102 Answer.

KEY COMPETENCES Cultural awareness and expression

The students are learning about a person’s job and being made aware of how some families in different cultures work together to run a family business. This may not be the case in the students’ culture and you could point this out and have a discussion about family businesses in their country and if they know any families that work together like Fabio’s and what kind of business it is.

Audio transcript
Interviewer Hi Fabio! I read the article about your dad’s ice cream shop. It’s really interesting.
Fabio Yes, it’s good.
Interviewer Would you like to work in the ice cream shop?
Fabio Yes, I would. It’s a family shop. I don’t work there now because I’m at school. But I help my dad invent new flavours at home.
Interviewer That’s interesting. Tell me about some of the flavours.
Fabio We made some popcorn ice cream. That was good.
Interviewer Popcorn?
Fabio Yes. And last week we made some cheese ice cream. It’s delicious! It’s my favourite flavour at the moment.
Interviewer Cheese ice cream? I love cheese. I must try it. ... What about your mum? Does she like ice cream?
Fabio No, she doesn’t. She doesn’t like ice cream at all. She prefers milk shakes.
Interviewer She doesn’t like ice cream, but she works in the shop with your dad! Really?
Fabio Yes, she does. She makes the cakes and biscuits. She’s very good at making them.
Interviewer What kind of biscuits does she make?
Fabio She makes all different kinds ... chocolate biscuits, vanilla biscuits and lemon biscuits. There are different biscuits for different ice creams.
Interviewer Does she make ice cream cakes?
Fabio Yes, she does. She makes a lot of birthday cakes with ice cream in them. They’re delicious. Her birthday cakes are famous in our town. A lot of people buy their birthday cakes in our shop.

Interviewer What about the rest of your family? Do they work in the shop?
Fabio My sister works in the shop. She’s older than me. She works as a waiter. She stands behind the counter and serves the ice cream and cakes and biscuits. She makes coffees and drinks, too.
Interviewer Does she like her job?
Fabio Yes, she likes it very much. But when there are a lot of people, she feels tired and her feet ache.
Interviewer I can imagine!
Fabio My grandma works in the shop, too.
Interviewer Oh? What does she do?
Fabio She cleans the kitchen. She says my dad isn’t good at cleaning the kitchen! She’s right!
Interviewer And your grandpa?
Fabio Grandpa? He helps us invent new flavours. He always has good ideas.

ANSWERS
dad, mum, sister, grandpa, grandma

2 Listen again. 102 Answer the questions.
• Ask the students to read through the questions before you play the audio and see if they can answer any.

ANSWERS
1 No, he doesn’t. 2 No, it isn’t. 3 No, she doesn’t.
4 Yes, she does. 5 Yes, she is. 6 No, he isn’t.

3 What jobs do people in your family do?
Communication

TIP Some students may be embarrassed to talk about their family jobs so you may need to be sensitive. You could tell the students to talk about cousins, aunts and uncles and family friends as well.

4 Complete the activities.

Activity Book page 65

1 Complete part 1 of the table about Luciano.

ANSWERS
Job: an ice cream maker
Where: ice cream shop
Start time: 7.00 am
First task: buying fruit at the market
Other tasks: making ice cream, decorating ice cream, tidying up
Finish time: 6.00 pm

2 Choose somebody in your family who works. Complete part 2 of the table.

• If the students don’t want to write about somebody in their family they can choose a job they know about to complete part 2.

3 Use your notes to write about the person and their job.

• Tell students to complete the sentences using the notes they made about the job in activity 2.

TIP If time permits, the students could write a magazine article about their job, following the format in the Class Book page 70. The students draw pictures and write captions to go with their article. Stick the articles on the walls for the students to walk around and read them and decide which job they would like to do.

Lesson 9 Writing

Lesson Objectives

- Develop the skill of writing about an ideal job.
- Practise a specific writing subskill of relative pronouns.
- Develop structural writing skills using relative pronouns.

Language

Review: jobs and tasks, places in town

Warm up

- Play *Draw and guess* from the Ideas bank on page 135. Use the Places in town vocabulary.

Activity Book pages 66–67

1 Read and listen to Dev's post. 103 **Tick ✓ his answer to The Big Question.**

ANSWERS

Some people work in different places.

2 Read and write True or False.

ANSWERS

- False
- False
- True
- False
- True

3 Read The Big Write tip. Find and underline the sentences with *who* and *that* in Dev's post.

ANSWERS

Actors, directors and cameramen are people who make films.

An ambulance driver is a person that helps people.

An ambulance driver is the person who takes people to the hospital.

4 Plan and write a post about a job you want to do.

Creativity

TIP Ask the students to include the relative pronouns from the Big Write tip. Remind them of how to paragraph their writing as discussed in previous units.

Lesson 10 The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Complete a self-evaluation activity.

Language

Review: relative pronouns *where* and *who*, places in town, jobs in a film studio

Warm up

Play the *Jumbled words* 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 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 6 and find the missing key word in each of the answers to the Big Question.
- Encourage students to compare the answers with their own answers on the Big Question 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.

ANSWERS

home, hospital, film studio, farms, ice cream, different

3 Ask and answer. Communication

- Ask a few students to share with the class what their favourite answer to the Big Question is. Ask them for their reasons for their choice.
- Encourage the class to tell you any new, additional 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 67

My unit review

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

SELF-EVALUATION For self-evaluation suggestions see the self-evaluation notes in previous units.

Create a book character

Lesson Objectives

Read and sequence instructions.

Follow instructions to make a book character.

Collaborate and negotiate in groups to make a book character.

Language

New: *Three / two / one of us*

Review: Making suggestions

Warm up

Play *Mime the word!* from the Ideas bank on page 135. Use the weather words from the extensive reading lessons.

Class Book page 72

1 Number the project stages in order in your notebook. Then look at pages 72–75 and check.

Critical Thinking

ANSWERS

b, a, d, f, c, e

THINK ABOUT IT

2 Answer the questions. **Critical Thinking**

3 Look at the pictures and answer. **Communication**

- Divide the class into groups of four and tell them this is their project group.

ANSWERS

- Willy Wonka – Charlie and the Chocolate factory
Bilbo Baggins – The Hobbit
The Red Queen – Alice in Wonderland
Cinderella – Cinderella
- Willy Wonka – clever
Bilbo Baggins – brave
The Red Queen – bad
Cinderella – beautiful
- 4 Students' own answers

FIND OUT

4 Discuss the books you like and choose one book for your project. Then make four lists of characters.

KEY COMPETENCES **Sense of initiative and entrepreneurship**

Before they start the project you could ask the students to reflect on what they achieved in Project 1. Have a discussion with them about what interests and talents they would like to develop during this project, what motivates them to do a task and what values are important when working with others.

- Tell the groups to nominate a secretary whose job it is to make the list of the characters.

5 Find out about favourite book characters in your group. Make notes in your Activity Book.

- Before the students turn to the Activity Book, assign them each a number from 1 to 4 and tell them to read their question.

Activity Book page 68

1 Complete the questionnaire about book characters.

- The students write the question you assigned them in the previous activity and the four characters as in the example.

2 Ask and answer in your group. **Communication**

- Remind the students about the tally charts they did in unit 4 lesson 6 to record the answers to their questions.

Class Book page 73

CHOOSE

6 Tell your group your information. Choose one character to create. **Collaboration**

- The students take turns to present their results for their question.

Activity Book page 68

3 Draw and colour your character. Write three adjectives to describe him or her.

Class Book page 74

PLAN

7 Look, listen and match. Then listen and repeat. **104**

ANSWERS

1 d 2 b 3 a 4 c

8 Decide which scene you want to show your book character in and what he / she is going to look like. Think about his / her clothes, hair and accessories. How are you going to make them?

- Students complete activity 4 in their Activity Book.

Activity Book page 69

4 Draw a picture of a scene from your book. Then write answers to the questions.

- The students work together in their project groups to choose a scene and draw their interpretation of it before they answer the questions. Remind them to use the target language for making suggestions.

Class Book page 74

MAKE

9 Choose jobs. Make your book character. Creativity

CURRICULUM LINK There are strong cross-curricular links to art in this project. It's important for the students to think about textures, colours and materials and which will be most effective for their character. You could check each group and ask them questions about their choices.

Class Book page 75

PRESENT

10 Present your book character to your class. Then answer questions from your class.

11 Match the questions to the answers.

ANSWERS

1 c 2 b 3 d 4 a

12 Now answer the questions for your project. Use your answers to write a summary. Critical Thinking

Activity Book page 69

5 Read and tick ✓.

7

Where can we go shopping?

Lesson 1

The Big Question

Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about the Big Question.
- Activate knowledge and elicit answers to the Big Question.
- Review language from previous units.
- Identify the difference between the sounds /j/ and /y/.

Language

Review: relative pronouns, places in town

Warm up

Play *Draw and guess* from the Ideas bank on page 135. Use words related to places in town.

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 Big Picture and tell you their thoughts and ideas about what they see. Prompt them by asking questions.

ANSWERS

- Where can we go shopping?
- Eve, Dev, Ania, Sophie and Rosa
- 2 boys, books, CDs, drinks, shopping bags, newspapers, a diagram, a market

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

Video transcript

See page 143.

ANSWERS

Books. Dresses. Shoes. Necklaces. DVDs. Cards. CDs.

3 What are your answers to the Big Question?

Critical Thinking

- Ask students to remember Eve'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!

ANSWERS

Shopping in charity shops helps others.

Suggested answers: shopping malls, online, markets and the high street.

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.

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 70

1 REMEMBER THE VIDEO. Read and number.

ANSWERS

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

2 Write sentences about your favourite shop in your notebook.

3 Listen and read. Then listen and repeat. 105

4 Write j or y for the items in Jungle James's shopping list. Listen and check. Then say aloud.

106 Critical Thinking

- Ask the students if they can come up with any more words beginning with j and y.

Audio transcript

strawberry jam, jigsaw, yoghurt, yo-yo, jacket, jumper, judo clothes, juice, joke book

ANSWERS

jam jigsaw yoghurt yo-yo jacket jumper judo clothes juice joke book

Lesson 2

Vocabulary and song

Lesson Objectives

- Present and practise types of shop.
- Review relative pronouns with *where*.
- Develop communication skills.

Language

New: Types of shops: *baker's, chemist's, travel agent's, greengrocer's, book shop, sports shop, toy shop, newsagent's, florist's, department store*

Review: *It's a place where you can buy flowers.* Past simple

Warm up

Play *Shark man* from the Ideas bank on page 135. Use the words *charity, volunteers, jigsaw* and *flute*.

Class Book page 78

1 What different kinds of shops are there?

Critical Thinking

2 Listen, point and repeat. 107 Compare your list with Dev's.

Audio transcript

1 baker's 2 chemist's 3 travel agent's 4 greengrocer's
5 bookshop 6 sports shop 7 toy shop 8 newsagent's
9 florist's 10 department store

3 Say which of these places is or isn't in your area.

- Give the students some thinking time before putting them in pairs to share their answers with their partner.

4 Listen and sing. 108

- Play the song for students to listen and sing.

5 Say and answer. 109 **Communication**

- Tell the students to use the pictures in activity 3.
- Put students in pairs to complete the activity.

Activity Book page 71

1 Read and write. **Critical Thinking**

- Ask the students to close their Class Books before they do this activity to see if they can remember the vocabulary.

ANSWERS

1 department store 2 sports shop 3 travel agent's
4 newsagent's 5 florist's 6 baker's 7 chemist's
8 bookshop 9 greengrocer's 10 toy shop

2 Read and complete.

ANSWERS

1 I went to the greengrocer's. 2 I went to the newsagent's. 3 I went to the baker's. 4 I went to the florist's. 5 I went to the toy shop.
6 I went to the sports shop.

Lesson 3 Grammar

Lesson Objectives

Present and practise infinitive of purpose.

Develop listening, speaking and writing skills.

Develop communication skills.

Language

New: *I went to the baker's to choose a cake.*

Review: Types of shops

Warm up

Review the types of shops from the previous lesson. Play *Memory game* from the Ideas bank on page 135.

Class Book page 79

1 Listen, read and look at the picture. 110

ANSWER

In the travel agent's.

2 Listen and follow. 111 Say where you went and what you did.

Audio transcript

A Why did you go to the toy shop?

B To find a present.

B Why did you go to the travel agent's?

A To choose a holiday.

A Why did he go to the newsagent's?

B To buy a magazine.

- Divide the class into pairs to take turns making sentences using the table.

3 Look, listen and read. 112

- Play the recording for students to listen and read.
- Play the recording again, pausing for the students to repeat chorally and individually.

4 Play the game. **Communication**

- The students take turns to choose a character, A or B. Their partner asks them the target questions to find out which character they have chosen.
- Make sure the students are using the infinitive of purpose in their answers.

Activity Book page 72

1 Look at the grammar table on Class Book page 79 and circle the correct words.

ANSWERS

1 *Why*

2 *To*

KEY COMPETENCES **Learn to learn**

In this type of activity the students are required to look at the sentences and work out for themselves the meaning and form of the grammar points. This develops the skill of problem-solving and encourages them to be responsible for their own learning.

2 Listen and match. 113

- Students listen to where Alex and Hannah went and why, and draw lines to the relevant pictures.

Audio transcript

Hannah's dad Well, we've done our shopping. Time to go home.

Girl Dad, look! It's Alex and his mum.

Hannah's dad Oh yes. Hello, Mrs Watson. Hello, Alex.

Alex's mum Hello, Mr Green. Hi, Hannah. How are you? We've had a really busy morning ...

Alex Yes! First we went to the bookshop ...

Hannah Why did you go to the bookshop?

Alex To find a present for dad. It's his birthday on Friday.

Alex's mum We bought him a book about football.

Alex It's his favourite sport!

Hannah's dad That's a good idea.
Alex Then we went to the toy shop.
Hannah's dad And why did you go to the toy shop, Alex?
Alex To spend my pocket money! I bought this Frisbee.
Hannah Brilliant! I love playing Frisbee. We've had a busy day, too.
Hannah's dad Yes, we went to the sports shop.
Alex But why? You don't like sport, Hannah.
Hannah I don't like football or tennis. But I love rollerblading! I went to the sports shop to buy some new rollerblades.
Alex Cool!
Hannah's dad And then we went to the department store.
Alex's mum To do more shopping?
Hannah No, to have a drink and some cake.
Hannah Yes, there's a new café in the department store.
Alex's mum Oh yes, of course!
Alex Hmm. Hmm. I like cake! Let's go there now, Mum!

ANSWERS

Alex - book shop - **c** book, toy shop - **b** Frisbee
Hannah - sports shop - **d** rollerblades,
department store - **a** drink and some cake

3 Complete the answers. Write A for Alex or H for Hannah.

ANSWERS

- 1 To spend, A
- 2 To have, H
- 3 To find, A
- 4 To buy, H

4 Look and write. **Critical Thinking**

ANSWERS

- 1 He went to the newsagent's to buy a newspaper.
- 2 She went to the florist's to buy some flowers.
- 3 He went to the greengrocer's to buy some carrots.
- 4 They went to the toy shop to buy some yo-yos.

Extra Grammar Practice Activity Book

page 110

1 Answer the questions about what you did yesterday.

2 Ask and answer the questions from activity 1 in pairs. **Communication**

3 You and your friends went to different places last weekend. Draw and label the pictures below. Then write sentences. **Critical Thinking**

Grammar Reference Activity Book

page 118

Complete the sentences.

SUGGESTED ANSWERS

- 1 to buy some food.
- 2 to go on the slide.
- 3 to see the lions.

Lesson 4

Vocabulary and story

Lesson Objectives

Present and practise types of container.
Develop listening, speaking and reading skills.
Complete sentences with food from the story *Supermarket World*.

Language

New: Containers: *a bottle of water, a tin of tuna, a carton of milk, a packet of biscuits, a bag of flour, a jar of tomato sauce*

Warm up

Play *Minute race* from the Ideas bank on page 135. Use the types of shops and accept additional words related to shops. You may have to ask the students to justify their choices!

Class Book

pages 80–81

1 What can you buy in a supermarket? **Critical Thinking**

2 Listen, point and repeat. **114**

Audio transcript

- 1 a bottle of water
- 2 a tin of tuna
- 3 a carton of milk
- 4 a packet of biscuits
- 5 a bag of flour
- 6 a jar of tomato sauce

3 What other food can you often find in these containers?

TIP You could divide the class into six groups and assign each group a container for them to make a list of food they often find in the container. After a minute, the groups swap lists and add any other containers to the list.

SUGGESTED ANSWERS

bottles of soft drinks; tins of beans, soup; cartons of juice; packets of sweets, crisps; a bag of rice, pasta; a jar of jam

4 BEFORE YOU READ This story is about buying food for a party. What do you think Ania and Ben are going to buy?

- Tell the students to think about other food they know in addition to the ones in activity 3.

TIP See previous units for information about pre-reading tasks.

5 Listen, read and check your ideas. **115**

- Ask a few students if they predicted the food correctly.

6 AFTER YOU READ Watch the story video. **Complete the activities.**

KEY COMPETENCES Learn to learn

Before students watch the story video, give them a reason to watch to develop a positive attitude to their learning by motivating them to be engaged with the story. You can ask them which food they see in the video.

Activity Book page 73

1 REMEMBER THE STORY Look, circle and write. Tick ✓ the food from the story.

ANSWERS

carton, packet, tin, jar, bag, bottle

1 bag ✓ 2 packet ✓ 3 bottle 4 tin ✓ 5 carton ✓ 6 jar

2 Read and write the food words.

ANSWERS

1 milkshakes 2 flour 3 tuna 4 cheese 5 biscuits, ice cream, chocolate

3 Imagine you're having a party like Ben and Ania. What food would you like to make? Communication

- Divide the class into groups and tell them to decide what party food they would like to make for a class party. Then tell them to decide what they need and make a shopping list. Finally they discuss in their groups who would like to make what using the target language.

Lesson 5 Grammar

Lesson Objectives

Present and practise quantity.

Practise types of containers.

Develop speaking, listening and writing skills.

Language

New: *How many / much do we need? We need a lot of milk. We don't need many / much ...*

Review: types of containers and food

Warm up

Play *Slow reveal* from the Ideas bank on page 135. Use the Containers flashcards.

Class Book page 82

1 REMEMBER THE STORY Read. Say the missing words.

ANSWERS


1 flour 2 tins 3 cheese 4 bananas 5 strawberries 6 food

2 Find *much*, *many* and *a lot of* in the sentences from the story. Then complete these sentences with countable nouns or uncountable nouns.

TIP Ask the students to tell you when we use *much* and *many* and *a lot of* and with which nouns.

ANSWERS

- 1 We can use *a lot of* with **bananas**.
- 2 We can use *a lot of* with **flour**.
- 3 We use *How many* to ask about **pizzas**.
- 4 We use *How much* to ask about **cheese**.

3 Listen and follow.  116 Imagine you're making a milkshake. Make sentences about the ingredients. Critical Thinking

- Ask the students to decide what flavour milkshake they want to make and the ingredients they need before they make the sentences.

Audio transcript

- A** How many cartons of milk have we got?
B We've got two cartons of milk.
B How much milk do we need?
A We need a lot of milk.
A How much ice cream have we got?
B We haven't got much ice cream.
B How much ice cream do we need?
A We don't need much ice cream.

TIP Mixed-ability teaching

See previous units for suggestions.

4 Say what you need to make your favourite pizza. Then talk about your friend's pizza. Communication

- After the students have talked in pairs, join two pairs together to tell the group about their partner.

Activity Book page 74

1 Listen and number the pictures in order.  117

Audio transcript

- Ben** Let's make a fruit salad for dessert!
Ania Good idea! What do we need?
Ben We need some apples. How many apples have we got?
Ania We've got a lot of apples! There are eight apples here!
Ben Great! We need some grapes, too.
Ania Oh dear! We haven't got many grapes.
Ben That's OK. We don't need many grapes.
Ania Can we put bananas in the fruit salad?
Ben Yes, I love bananas! How many have we got?
Ania We've got three bananas.
Ben That's OK.
Ania Have we got any pineapple?
Ben Yes, we have. We don't need much pineapple, let's use half of it.
Ania OK, anything else?
Ben I like ice cream on my fruit salad.
Ania Me, too. How much ice cream do we need?
Ben We need a lot of ice cream!
Ania OK! This is going to be delicious!

ANSWERS

1 d 2 b 3 a 4 c 5 e

2 Read and circle the correct words.**ANSWERS**

- 1 many, many
- 2 much, a lot of
- 3 many, four
- 4 much, much
- 5 many, a lot of

3 Imagine you're making a pizza. Tick ✓ three more ingredients for your pizza and think about whether they're countable or uncountable. Critical Thinking
KEY COMPETENCES Learn to learn

These activities are highlighting the use of *much*, *many* and *a lot of* affirmative, negative and questions with countable and uncountable nouns. The students are asked to think and work out for themselves countable and uncountable. You could ask them why some foods are countable and uncountable to come up with a general rule but remind them there are always exceptions.

4 Write questions and answers about your pizza ingredients.
Extra Grammar Practice Activity Book page 110
1 Read the words and draw the food in the fridge. Complete the questions and answers.
ANSWERS

- 1 How much; We've got a lot of
 - 2 How many
 - 3 How much / have we got
 - 4 How many / have we got
- Student's own answers

2 Draw three more things in the fridge and write sentences.
Grammar reference Activity Book page 118
Read and circle the correct words.**ANSWERS**

- 1 many
- 2 a lot of
- 3 much
- 4 a lot of
- 5 many

Lesson 6

Cross-curricular

Lesson Objectives

Learn about nutrition in science in English.

Match foods and their benefits.

Develop the skill of using an illustration to find information.

Classify foods in a table.

LanguageNew: *vitamins, brain, heart, blood, skin, bones*Review: Food, *have got***Warm up**

Play *True or false?* from the Ideas bank on page 135. Use the *Supermarket World* story.

Class Book page 83
1 Look. Which of these foods do you eat?
2 Look and read. Which foods have got vitamin C in them? What is vitamin C good for?
ANSWERS

apples, bananas, broccoli, cabbage, kiwi fruits, oranges, peppers, potatoes, spinach, tomatoes
Vitamin C is good for eyes, teeth, brain, skin, blood, bones.

3 What are these foods good for? Match. Can you add another fruit or vegetable to each sentence?
ANSWERS

- 1 c cabbage, peppers, tomatoes
- 2 a apples
- 3 e broccoli
- 4 b bananas
- 5 d broccoli

4 What vitamins have your favourite fruit and vegetables got in them? Communication
Activity Book page 75
1 Read and number.**ANSWERS**

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

2 Look at Class Book page 83 and write the foods in the correct place. Some foods go with more than one vitamin.
ANSWERS

Vitamin A carrots, tomatoes
Vitamin B complex peas, leeks, potatoes
Vitamin C apples, potatoes, tomatoes, kiwi fruits
Vitamin D sunlight
Vitamin E sunflower seeds

KEY COMPETENCES Mathematical competence and basic competences in science and technology

The students are developing the skill of using the information they have learned about foods and vitamins and presenting the information in a table.

3 Look at the table to answer the questions.

ANSWERS

1 vitamin K 2 vitamin D

TIP Curriculum link

If students are learning about nutrition in science in their own language at school, encourage them to tell their teacher about what they have learned in this lesson about vitamins and what different fruit and vegetables are good for.

Lesson 7

Literacy: a leaflet

Lesson Objectives

Develop literacy skills and familiarize students with an information leaflet.

Identify the structure of a leaflet.

Raise awareness of the value of eating healthily.

Language

Review: infinitive of purpose, types of shops, food

Warm up

Play *First letters* from the Ideas bank on page 135. Use the fruit and vegetables from lesson 6.

Class Book page 84

1 BEFORE YOU READ Look at the photos. Where is this market?

- Ask students what the purpose of leaflets is.

ANSWER

Spain

2 What do you think you can do at this market?

Critical Thinking

- Ask the students about any markets in their town and the kinds of things they can buy.

3 Read and listen. 118 Were your ideas in the leaflet?

TIP Bring a selection of leaflets about places in the town to the class. Ask students what the leaflet is for and what it is about.

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 it's important to eat healthy food. Conduct a classroom discussion and encourage them to think about what they learned about vitamins and what fruit and vegetables are good for their body. Ask them to think about the food they eat and if they feel they have a balanced diet. Ask how they think their body would feel if they ate only sweets and cakes. Finally develop the discussion to talk about local markets and products and why we should support them and what the benefits are.

KEY COMPETENCES Social and civic competence

Encouraging the students to think about the value of local markets helps promote local activities and provides an opportunity for the students to explore their local community.

Activity Book page 76

1 Read the leaflet on Class Book page 84 again. Match the features with the examples from the leaflet.

TIP Before the students look at the features ask them to look at the leaflet and identify the features and how the leaflet is organized.

ANSWERS

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

2 Correct the facts. Learn to learn

KEY COMPETENCES Learn to learn

Correcting the facts encourages students to focus on the parts of the text they need and pick out the key information.

ANSWERS

1 Spain Galicia 2 250 150 years 3 the Padrón pepper the scallop shell 4 at home at the cheese stall 5 can can't

3 Complete the sentences.

ANSWERS

1 café 2 cook 3 traditional 4 courses 5 fish

Lesson 8

Culture

Lesson Objectives

Practise listening for specific information about a trip to the market.

Provide opportunities to learn and talk about local markets.

Develop listening, writing and creative skills.

Language

Review: Infinitive of purpose, shops

Warm up

Play *Number words* from the Ideas bank on page 135. Use the Places in town flashcards.

Class Book page 85

1 Listen to Rosa talking to her grandma.

119 Answer.

Audio transcript

Grandma Hello Rosa. Where did you go this morning?

Rosa I went to the market in Santiago with Mum and Luis.

Grandma That's nice. Why did you go?

Rosa Mum wanted to get some flowers, so we went to the florist's. They've got beautiful plants and flowers on their stall.

Grandma Yes, they have. Why did your mum want flowers?

Rosa To decorate the house. It's Dad's birthday party tomorrow.

Grandma Oh, yes. I remember now. Did you and your brother buy anything?

Rosa Yes, there's a good shoe stall at the market and Luis bought some sports shoes. He needs them for tennis.

Grandma Oh, yes. I know the shoe stall. Did you get some shoes, too?

Rosa No, I didn't.

Grandma Did you buy anything?

Rosa Yes, I did. I bought some eggs, and some oranges and lemons.

Grandma What for?

Rosa To make biscuits. I went to a cookery class. There are classes for children on Saturday mornings. I'm learning to cook.

Grandma Did your brother go to the cookery class, too?

Rosa No, he didn't. He likes eating, but he doesn't like cooking! He went to a café with Mum to have a milkshake and a cake.

Grandma I see. Was the class fun?

Rosa Yes, it was. I learned to make some biscuits and some cakes, too. Would you like one?

Grandma Oh, yes please. Mmm. That's delicious!

Rosa Thank you! I think so, too.

ANSWERS

her mum, her brother

2 Listen again. **119 Answer the questions.**

- Ask the students to read through questions before you play the audio and see if they can answer any.

ANSWERS

1 Rosa's mum 2 Rosa's dad 3 Rosa's brother Luis
4 Rosa 5 Rosa's mum and Luis 6 Rosa's grandma

3 What special things can you buy at a market in your area? **Critical Thinking**

TIP Do some research if you are not familiar with the area so you can suggest some local markets, for example antique markets, flea markets and farmers' markets. The students can extend the discussion to talk about which markets they have been to in other towns or countries.

4 Complete the activities.

Activity Book page 77

1 Complete part 1 of the table about the market.

ANSWERS

Place of market: Santiago de Compostela

Information about the place: old city, 150-year-old market

What to buy: scallops, cheese, flowers

What to do: taste and buy food, visit the café, do a cooking course

When it opens: Monday – Saturday, 7 am – 3 pm

The address: Rua de Ameas s/n

2 Choose a market in your country. Complete Part 2 of the table.

- Refer students back to the discussion they had about local markets and choose one of them.
- Tell the students to ask you if they need some extra information, or they can make up some details.

3 Use your notes to write about the market.

KEY COMPETENCES Cultural awareness and expression

Through comparisons of local markets students are being made aware of differences in cultures and it gives them the motivation to learn about their local community.

- Tell students to complete the sentences using the notes they made about the market in activity 2.

TIP If time permits, the students make a leaflet about a local market using the one in the Class Book as an example. Put the students together in groups depending on the market they chose. The leaflets can be put up at the school for students, teachers and parents to read and find out about local markets.

Lesson 9 Writing

Lesson Objectives

Develop the skill of writing a personal account of shopping.

Answer comprehension questions from a text about shopping.

Develop content writing skills using adverbs and adjectives.

Language

Review: types of shops, types of containers, *a lot of / much / many*, countable and uncountable nouns

Warm up

- Play *Draw and guess* from the Ideas bank on page 135. Use the Types of containers vocabulary.

Activity Book pages 78–79

1 Read and listen to Tess's post. 🎧 120 Tick ✓ her answer to the Big Question.

ANSWER

We can buy a lot of different things online.

2 Write the answers.

- Tell the students to write full answers.

ANSWERS

- 1 She buys shoes and comics.
- 2 The bookshop did not have any books by Tess's favourite author.
- 3 Tess doesn't like noisy, busy department stores.
- 4 Tess's parents buy a lot of food on the internet.
- 5 Tess likes the delicious smell at the baker's.

3 Read *The Big Write tip*. Find and underline the sentences which use adverbs and adjectives in Lily's post.

- Ask the students to think about why adverbs and adjectives improve their writing. Get them to take out the adjectives and adverbs and read the leaflet again and ask what the difference is.

ANSWERS

I sometimes go to the new shops ...
Yesterday I went to my favourite shop - the bookshop.
I wanted to buy a book by my favourite author.
So, I went home quickly ...
I sometimes choose clothes on the internet, too.
I don't like shopping in noisy, busy department stores.
They buy a lot of heavy things ...
But they don't buy much fruit or many vegetables online.
...where they are nice and fresh.
We buy fresh bread from the baker's every day.
I love the delicious smell there!

4 Plan and write about a post about where you and your family go shopping. **Creativity**

TIP Once the students have written their account, ask them to exchange their writing with a partner. The students read each other's work and see if they can improve it by adding adjectives or adverbs. In pencil they make a note of any improvements and return it to their partner to do a second draft.

Lesson 10

The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Complete a self-evaluation activity.

Language

Review: types of shops, containers, infinitive of purpose, *a lot of / much / many*, countable and uncountable nouns

Warm up

Play the *Jumbled words* review game on the Classroom Presentation Tool.

Class Book page 85

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 7 and find the missing key word in each of the answers to the Big Question.
- Encourage students to compare the answers with their own answers on the Big Question 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.

ANSWERS

charity, High, supermarket, fruit, markets, online

3 Ask and answer. **Communication**

- Ask a few students to share with the class what their favourite answer to the Big Question is. Ask them for their reasons for their choice.
- Encourage the class to tell you any new, additional 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 79

My unit review

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

SELF-EVALUATION For self-evaluation suggestions see the self-evaluation notes in previous units.

8

What's fun about an after-school club?

Lesson 1

The Big Question

Lesson Objectives

- Introduce the Big Question for the unit.
- Present a video about the Big Question.
- Activate knowledge and elicit answers to the Big Question.
- Review language from previous units.
- Present, practise and write the different sounds /k/ and /g/.

Language

Review: *going to*, activities for a day out, outdoor activities

Warm up

Play *Draw and guess* from the Ideas bank on page 135. Use words related to fruit and vegetables.

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 thoughts and ideas about what they see. Prompt them by asking questions, e.g. *What is the girl doing? Where is the big circle? What is she trying to do?* Encourage students to use their imagination, e.g. *What happens next do you think? How does she feel?*

ANSWERS

- What's fun about an after-school club?
- Nico, Mason, Tess, Ania and Ethan
- A girl doing archery, a bow and arrow, a cat chasing a mouse, clothes, a dinosaur, a baseball game

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

Video transcript

See page 143.

ANSWERS

A school. A castle. A museum. A climbing wall. A blue T-shirt. A rope. A black shoe.

3 What are your answers to the Big Question? Critical Thinking

- Ask students to remember Nico's answer to the Big Question. Then ask them to tell you their own ideas. Allow students to answer in their own language if necessary, repeating their answer back in English.
- Write students' answers on the poster.

ANSWER

We can try new activities.

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.

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

- Students watch the video and complete the activities.

Activity Book page 80

1 REMEMBER THE VIDEO. Read and tick ✓ or cross X. Then correct the sentences with a cross X.

ANSWERS

- X His club goes on a trip every week.
- X This week, they're going to go to a special adventure centre.
- ✓
- X Archery is a very old sport.
- X They're going to try climbing!
- X You have to wear a helmet for climbing.

2 Imagine you're planning an after-school club trip. Write sentences in your notebook.

3 Listen and read. Then listen and repeat. 121

4 Write another verse for the rhyme. Read it aloud. Creativity

Lesson 2

Vocabulary and song

Lesson Objectives

- Present and practise types of films.
- Review prepositions of time.
- Develop communication skills.

Language

New: Types of film: *adventure film, comedy, cartoon, wildlife film, scary film, sci-fi film, western, historical film, romantic film, musical*

Review: *often, sometimes, never*

Warm up

Play *Shark man* from the Ideas bank on page 135. Use the words *museum, archery, rope* and *helmet*.

Class Book page 88

1 What different kinds of films are there? **Critical Thinking**

2 Listen, point and repeat. 122 **Compare your list with Mason's.**

Audio transcript

1 adventure film 2 comedy 3 cartoon 4 wildlife film
5 scary film 6 sci-fi film 7 western 8 historical film
9 romantic film 10 musical

3 Which kind of films do you often, sometimes, or never watch?

- Give the students some thinking time before putting them in pairs to share their answers with their partner.

4 Listen and sing. 123

5 Ask and answer. 124 **Communication**

- Tell the students to use the pictures in activity 3.

Activity Book page 81

1 Read and write the words. Then number the films in the order that you like them. (1 = I like this most. 10 = I like this least.) **Critical Thinking**

- Students close their Class Books before they do this activity to see if they can remember the vocabulary.

ANSWERS

a western b historical film c sci-fi film d musical
e comedy f scary film g cartoon h romantic film
i adventure film j wildlife film

2 Read and answer.

ANSWERS

1 It's a comedy. 2 It's a scary film. 3 It's a western. 4 It's a romantic film. 5 It's an adventure film.

Lesson 3 Grammar

Lesson Objectives

Present and practise present simple vs present continuous.

Develop listening, speaking and writing skills.

Develop communication skills.

Language

New: Contrasting: *What are you watching? What do you usually watch?*

Review: Types of films

Warm up

Review the types of films from the previous lesson. Play *Memory* from the Ideas bank on page 135.

Class Book page 89

1 Listen, read and look at the picture. 125

ANSWERS

Because she is scared.

2 Listen and follow. 126 **Ask and answer about Mason.**

TIP Ask the students to look at the answers in the table and ask what the tenses are, and when we use the present simple and when we use the present continuous.

- Divide the class into pairs to take turns making sentences using the table.

Audio transcript

A What are you watching?

B I'm watching a western.

A What do you usually watch?

B We usually watch sci-fi films.

A What is he watching?

B He's watching a cartoon.

A What does he usually watch?

B He usually watches comedies.

3 Look, listen and read. 127

- Play the recording for students to listen and read. Play the recording again, pausing for the students to repeat chorally and individually.

4 Play the game. **Communication**

Activity Book page 82

1 Look at the grammar table on Class Book page 89 and circle the correct words.

KEY COMPETENCES Learn to learn

In this type of activity the students are required to look at the sentences and work out for themselves the meaning and form of the grammar points. This develops the skill of problem-solving and encourages them to be responsible for their own learning.

ANSWERS

1 present continuous

2 present simple

2 What are Billy and Grandma doing now? Listen and tick ✓. 128

Audio transcript

A Hello?

B Hi, Billy. It's noisy there! What are you doing?

A Hi Uncle Pete. I'm watching a film. It's a western.

B Oh! Do you like westerns?

A Well, I usually watch adventure films. But this film is really good. The hero is brave and there are lots of chases with horses.

B Great! Is Grandma there?

A Yes, she's in the kitchen. She's reading her new sci-fi book. It's about explorers from space.

B From space! Gosh! Does she usually read sci-fi books?

A No. She usually reads historical stories or wildlife magazines. But she's just joined a book club. She reads a different book every week. I'm not sure if she likes the sci-fi book!

B Oh, I see.

A Ah, she's coming to the phone now. Bye, Uncle Pete.

B Bye, Billy! See you soon. Enjoy your film!

ANSWERS

Students tick 2 and 4.

3 Read and tick ✓ the correct sentence.

ANSWERS

1 I'm watching a western.

2 I usually watch adventure films.

3 She's reading a sci-fi book.

4 She usually reads historical stories.

4 Complete the questions and answers.

ANSWERS

1 watching

2 does, watch

3 What's she eating?

4 What's Zee watching?

5 What does, usually watch

6 What's she eating?

Extra Grammar Practice Activity Book

page 111

1 Look at the picture. Draw and label yourself and a good friend. Complete the questions and answers. **Critical Thinking**

2 Tell your partner about you and your friend in activity 1. **Communication**

3 Write about the people in your partner's picture.

Grammar Reference Activity Book

page 119

Complete the questions and answers.

ANSWERS

1 writing, writing

2 drink, drinks

3 reading, 's reading

Lesson 4 Vocabulary and story

Lesson Objectives

Present and practise clothes.

Develop listening, speaking and reading skills.

Complete sentences about the story *Fashion World*.

Language

New: Clothes: *wig, jeans, sandals, boots, scarf, gloves*

Warm up

Play *Minute race* from the Ideas bank on page 135. Use the types of film and accept additional words related to films. You may have to ask the students to justify their choices!

Class Book

pages 90–91

1 What clothes words do you know? **Critical Thinking**

- If the students come up with any of the clothes in activity 3 in their own language, say the word in English.

2 Listen, point and repeat. 🎧 129

Audio transcript

1 wig 2 jeans 3 sandals 4 boots 5 scarf 6 gloves

3 Which clothes do you often wear? Which do you never wear?

4 This story is about a fashion show. Can you guess what Tess and Dev decide to wear?

- Tell the students to think about other clothes they know in addition to the ones in activity 3.

TIP See previous units for information about pre-reading tasks.

5 Listen, read and check your ideas. 🎧 130

- Ask a few students if they predicted the clothes correctly.

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

KEY COMPETENCES Learn to learn

Before students watch the story video, give them a reason to watch to develop a positive attitude to their learning by motivating them to be engaged with the story. You can ask them which clothes they see in the video.

Activity Book

page 83

1 REMEMBER THE STORY Read and write. Tick ✓ the clothes from the story.

ANSWERS

1 wig ✓

2 scarf

3 gloves ✓

4 jeans ✓

5 sandals

6 boots ✓

2 Complete the sentences.

ANSWERS

1 because he doesn't like fashion

2 amazing gloves

3 a giant bee

4 boots

5 he has the most comfortable clothes

6 Kids' Fashion Magazine

3 Which is your favourite outfit from the story? Tell your partner. **Communication**

Lesson 5

Grammar

Lesson Objectives

Present and practise adverbs and time expressions.

Practise clothes.

Develop speaking, listening and writing skills.

Language

New: *How often ...? Once / twice / three times a week, every weekend*

Review: clothes

Warm up

Play *Slow reveal* from the Ideas bank on page 135. Use the Clothes flashcards.

Class Book page 92

1 REMEMBER THE STORY Read. Who's speaking?

ANSWERS

1 Tess 2 Justin 3 The Judge 4 Dev

2 Look at the sentences from the story. Choose and say.

TIP Ask the students to tell you why sentence b is wrong and if they can tell you what we use the present continuous for.

ANSWER

a

3 Listen and follow. 131 Ask your partner about what they wear. **Critical Thinking**

Audio transcript

A How often do you buy sandals?

B Once a year in summer.

A How often do you wear jeans?

B Every day.

A How often do you wear a scarf?

B Four times a year.

TIP Mixed-ability teaching

See previous units for suggestions.

4 Ask how often your partner buys clothes. Then talk about your friend. **Communication**

- Check the students know all the words in the word pool.
- After the students have talked in pairs, join two pairs together to tell the group about their partner.

Activity Book page 84

1 Listen and circle. 132

Audio transcript

Interviewer Hi Tess! Hi Dev! I'd like to interview you about your favourite clothes.

Tess Great!

Dev Oh, OK.

Interviewer So, Tess ... how often do you wear your favourite outfit?

Tess Well, I wear my outfit every weekend.

Interviewer Every weekend ... that's great. Your shoes are fantastic. How often do you buy new shoes?

Tess Well, Mum buys me new shoes three times a year.

Interviewer Three times a year ... And how often do you wear a T-shirt?

Tess Hmm ... I wear a T-shirt after school ... about twice a week.

Interviewer OK, great! Now Dev ... your outfit is wonderful!

Dev Er, thanks.

Interviewer How often do you wear it?

Dev Erm ... about four times a week.

Interviewer Four times a week ... good. Your shoes look very comfortable. How often do you buy new shoes?

Dev Well, Mum buys me new school shoes when my feet grow ... usually twice a year.

Interviewer Twice a year ... OK. And how often do you wear a T-shirt?

Dev That's easy. I wear a T-shirt every day.

ANSWERS

wears favourite outfit: Tess – every weekend; Dev – four times a week

buys new shoes: Tess – three times a year; Dev – twice a year

wears a T-shirt: Tess – twice a week; Dev – every day

2 Read and complete the interview.

ANSWERS

1 every weekend

2 three times a year

3 usually twice a year

4 every day

KEY COMPETENCES Learn to Learn

These activities are highlighting the position of the time expressions and adverbs in the questions and sentences for the students. Recognizing word order in English grammar is a tool for helping the students to remember the position.

3 Write the questions. Write your own answers.

ANSWERS

1 How often do you wear a jacket?

2 How often do you clean your shoes?

3 How often do you buy new sandals?

4 How often do you wash your jeans?

Extra Grammar Practice Activity Book

page 111

1 Write questions with *How often*.

ANSWERS

- 1 How often do you write emails?
- 2 How often do you buy toys?
- 3 How often do you eat ice cream?
- 4 How often do you read comics?
- 5 How often do you go to a sports centre?

2 Ask and answer the questions from activity 1 with your partner. **Communication**

3 Write sentences about you and your partner.

Grammar Reference Activity Book

page 119

Write the questions and answers.

ANSWERS

- 1 How often does he wear jeans?
He wears jeans three times a week.
- 2 How often do they go to the park?
They go to the park every week.
- 3 How often does she buy new shoes?
She buys new shoes twice a year.

Lesson 6 Cross-curricular

Lesson Objectives

Learn about tempo, pitch and volume in music in English.

Understand how music sets a scene in a film.

Explore which kinds of music are better for different scenes.

Language

New: *low, fast, loud, quiet, slow, high, tempo, pitch, volume*

Review: adverbs

Warm up

Play *True or false?* from the Ideas bank on page 135. Use the Fashion World story.

Class Book

page 93

1 Look at the scenes from the film *Jurassic Park*. Read and complete the descriptions with *violent, calm or tense*. Then listen and check. **133**

ANSWERS

- 1 calm 2 tense 3 violent

2 Listen and read about writing film music. **134** Why is music important in films?

ANSWERS

Music helps to tell the story.

3 Read the task. Then listen to the Ania's music. **135** Match music A–C with scenes 1–3. **Communication**

ANSWERS

Clip A – 3 Clip B – 1 Clip C – 2

4 Listen again and answer the questions. **135**

ANSWERS

- 1 calm
- 2 slow
- 3 tense
- 4 neutral
- 5 violent
- 6 loud

5 What kind of music is best to use in these film scenes: *going to bed, driving a fast car, walking down a dark street?* **Communication**

TIP You could bring a selection of different types of music to play to the students before they do the activity. They listen to the music and think about what kind of film scene the music would be good for.

KEY COMPETENCES Learn to learn

Tell the students to reflect on what they have learned about writing film music in order to appreciate how the scenes could be expressed through music.

Activity Book

page 85

1 Listen and complete. **136**

ANSWERS

- 1 slow 2 quiet 3 fast 4 high 5 low 6 loud

2 Look and listen again. **136** Match the scenes with the music in activity 1.

ANSWERS

- 1 C 2 A 3 B

3 How does the music make you feel? Listen and complete. **137** **Critical Thinking**

4 Listen again. **137** Choose one of the pieces of music from activity 3. Draw a scene from a film to go with it. **Creativity**

KEY COMPETENCES Cultural awareness and expression

In this activity the students are being asked to show their appreciation of music and express it through art. Encourage the students to be confident in their creativity by making sure they know there are no wrong or right ideas but their own interpretation.

TIP Curriculum link

If students are learning about different types of music and tempo, volume and pitch in music in their own language at school, encourage them to tell their teacher about the film music and scenes. They could show their pictures to their music teacher and play the music clips.

Lesson 7

Literacy: emails

Lesson Objectives

Develop literacy skills and familiarize students with an email format.

Read to recognize the layout of emails.

Raise awareness of the value of taking part in a community event.

Language

Review: after-school club activities

Warm up

Play *First letters* from the Ideas bank on page 135.

Class Book page 94

1 BEFORE YOU READ Look at the photos. Where are Ethan and his friends from? How do you know?

SUGGESTED ANSWERS

Ethan and his friends are from the United States of America. Hamburgers, chicken wings and fried green tomatoes are very American. His email has images of the American flag. Baseball is one of the national sports of America. The names are common in America.

2 What can you do at an after-school club end-of-year party? **Critical Thinking**

3 Read and listen.  138 **Were your ideas in the emails?**

KEY COMPETENCES Cultural awareness and expression

Ask the students to make a comparison between their culture and the food and activities they would do and American culture to highlight differences. If you have a multi-cultural class this is a good time for students to share things about their own cultures.

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 it's important to take part in a community event. Conduct a classroom discussion and encourage them to think about what community events they could take part in. Ask them what would motivate them to do something for their local community, if there is anything they would like to change in their local community and what they could learn from being involved in an event.

Activity Book page 86

1 Read the emails on Class Book page 94 again. Write True or False.

KEY COMPETENCES Digital competence

The students are learning about communicating via email and you could find out if they have ever written or received an email, if they can tell you how it differs from a letter and what they use emails for to find out what competences they already have in digital communication. You could find out what new things they would like to learn about emailing.

ANSWERS

1 True 2 False 3 True 4 False 5 True 6 False

2 Read and write the correct person, Jackson, Ethan, Brooklyn or Harper.

ANSWERS

1 Brooklyn 2 Jackson 3 Ethan 4 Brooklyn
5 Harper 6 Jackson

3 Correct the mistakes. **Learn to learn**

KEY COMPETENCES Learn to learn

Looking for the correct sentences encourages the students to skim the texts for the details.

ANSWERS

1 ~~strawberries~~ ice cream 2 ~~May~~ June 3 Jackson
everybody 4 ~~teachers~~ kids 5 ~~grandma~~ dad

Lesson 8

Culture

Lesson Objectives

- Practise listening for specific information.
- Provide opportunities to learn and talk about an event.
- Develop listening, writing and creative skills.

Language

Review: adverbs, time expressions

Warm up

Play *Number words* from the Ideas bank on page 135. Use the Types of films flashcards.

Class Book page 95

1 Listen to Ethan. 139 Match and say the names and the medals.

Audio transcript

Interviewer Hello Ethan, has the party finished?

Ethan Yes, it has. It was brilliant.

Interviewer Great! What are you wearing round your neck?

Ethan Oh, it's a medal. There was an awards ceremony at the party.

Interviewer Wow! What did you win it for?

Ethan For the best ice cream!

Interviewer Did you make some ice cream?

Ethan Yes, I did. I made strawberry ice cream. We had it at the barbecue.

Interviewer Strawberry. That's my favourite flavour. What other medals were there?

Ethan There was a medal for the most helpful person. My friend Harper won that one.

Interviewer Great!

Ethan She's really nice. And she's very helpful. She always helps Jackson tidy up.

Interviewer That's nice.

Ethan And there was a medal for the best sportsperson.

Interviewer Did Harper win that, too?

Ethan No, she didn't. She isn't very good at sport. Brooklyn won the sports medal. She's really good at football and basketball. And she's in the Banana Monsters baseball team, too.

Interviewer Wow! Do you play baseball?

Ethan Yes, I do. You know everybody in the USA loves baseball. A lot of people play it or watch it. I'm in the Banana Monsters, too. We're in the Little League.

Interviewer Did you play baseball at the party?

Ethan Yes, we did. It was parents against kids. My mom and dad played.

Interviewer Who won?

Ethan We did of course. We had Brooklyn in our team.

Interviewer Well done!

ANSWERS

- Harper, Most helpful person
- Brooklyn, Best sports person
- Ethan, Best ice cream maker

2 Listen again. 139 Are the sentences *True* or *False*?

- Ask the students to read through the true and false sentences before you play the audio to see if they can answer any.

ANSWERS

- 1 False 2 True 3 False 4 False 5 True 6 True

3 What do you and your friends do at end-of-year parties? **Critical Thinking**

TIP If it's not common for your school to have end-of-year parties ask the students to think about what they would like to do or what they do at local community fairs or events.

4 Complete the activities.

Activity Book page 87

1 Complete the mind map. **Learn to learn**

ANSWERS

Party for? after-school club

Activities? a baseball match, an awards ceremony

Food? hamburgers, chicken wings, tomatoes, ice cream

What to prepare? make certificates / medals, vote for winners

Who can help? Brooklyn's mum, Ethan's dad

2 Make a mind map about a party in your country you helped to organize.

KEY COMPETENCES **Sense of initiative and entrepreneurship**

This activity is asking the students to think about how they turned ideas into action to organise an event. You could also ask them to think about which tasks they did, why they chose their tasks and what they learned about planning and running an event.

- If any of the students have never organised a party you could ask them to think about one of the Big Question group projects they have done in class and use the project to complete the mind map.

3 Use your mind map to write about a party in your country you helped to organise.

- Tell students to complete the sentences using the notes they made about their event in activity 2.

TIP If you are having an end-of-year party for the class, ask them to think about what they would like to do and write an invitation to the party for the parents.

Lesson 9

Writing

Lesson Objectives

Develop the skill of writing a personal account of chores at home.

Practise a specific writing subskill of using *or* for different possibilities.

Develop structural writing skills by writing a post about a favourite club.

Language

Review: after school club activities, suggestions

Warm up

- Play *Sentence scramble* from the Ideas bank on page 135. Use present simple with time expressions and present continuous sentences.

Activity Book pages 88–89

1 Read and listen to Ben's post. Tick ✓ his answer to the Big Question.  140

ANSWERS

We have fun making things.

2 Read and write *True* or *False*.

ANSWERS

- False
- True
- True
- True
- False

3 Read *The Big Write tip*. Find and circle the examples of *or* in Ben's post.

ANSWERS

my mum or my dad
bread or biscuits
do arts and crafts or use the computers

4 Plan and write a post about your favourite club. **Creativity**

TIP You could ask the students to reply to Jackson's email on page 94 of the Class Book. They could imagine they are part of the group and write an email in the same format to suggest ideas for the end-of-year party. Their suggestions could be ideas from their own culture as a comparison to the American suggestions.

Lesson 10

The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Complete a self-evaluation activity.


Language

Review: day out activities, funfair attractions, present perfect, suggestions

Warm up

Play the *Jumbled words* 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 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 8 and find the missing key word in each of the answers to the Big Question.
- Encourage students to compare the answers with their own answers on the Big Question 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.

ANSWERS

new, film, Fashion, music, parties, fun

3 Ask and answer. **Communication**

- Ask a few students to share with the class what their favourite answer to the Big Question is. Ask them for their reasons for their choice.
- Encourage the class to tell you any new, additional 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 89

My unit review

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

SELF-EVALUATION For self-evaluation suggestions see the self-evaluation notes in previous units.

A puppet show

Lesson Objectives

- Read and sequence instructions.
- Follow instructions to make a puppet.
- Collaborate, practise and present a puppet show.

Language

- New: *Should we ...?*
- Review: *Bright Ideas* 4 stories

Warm up

Play *First letters* from the Ideas bank on page 135. Use words from the extensive reading lessons.

Class Book pages 96–97

1 Number the project stages in order in your notebook. Then look at pages 96–99 and check.

Critical Thinking

ANSWERS

f, d, e, c, b, a

THINK ABOUT IT

2 Answer the questions. **Critical Thinking**

ANSWERS

- Play, Island, Grandma's, Museum, Adventure Park, Zoo, Film, Supermarket, Fashion
- 2, 3, 4 Students' own answers

3 Look at the pictures and answer. **Communication**

- Divide the class into groups of four and tell them this is their project group.

ANSWERS

- Lily, Trick, Mason, Sophie, Ben, Tess, Dev
- 1b, 2c, 3a
- 1 a climbing wall 2 food, a poster 3 a palm tree, bushes

FIND OUT

4 Find out which story characters your group wants in the puppet show. Make notes in your Activity Book.

KEY COMPETENCES **Sense of initiative and entrepreneurship**

- Tell the groups to nominate a secretary whose job it is to make the list of the story characters.
- Before the students turn to the Activity Book, assign them each a number from 1 to 4 and tell them to read their question.

Activity Book page 90

1 Ask about the Class Book 4 stories. Complete the questionnaire for your group. **Creativity**

- The students write the question you assigned them in the previous activity and the four possible answers as in the example.

Class Book pages 97–98

CHOOSE

5 Tell your group your information. Choose one story for your play. You can change the characters.

Collaboration

- The students take turns to present their results for their question.

PLAN

6 Listen and follow. **141** Then look at the pictures and say.

ANSWERS

- make some simple props
- use sound effects
- choose a director

MAKE AND PRACTISE

7 Choose jobs. Make your puppets and practise your show. **Creativity**

Activity Book page 90

2 Look at page 91. Copy and make the puppets for your story.

3 Complete the advert for your puppet show.

Critical Thinking

- The students work together in their project groups to complete the advert for their puppet show.

Class Book page 99

PRESENT

8 Read. Which advice from the director of the puppet show is good? **Critical Thinking**

ANSWERS

You should talk more loudly.
Remember to make the puppets look at each other.
You shouldn't look over the desk.

9 Present your puppet show to your class. Then answer questions from your class.

KEY COMPETENCES Cultural awareness and expression

In drama activities, children take on the language and character of the role they are playing, developing their vocabulary and expressing themselves, which is key to making them better and more effective communicators.

10 Think about the project and answer the questions. **Critical Thinking**

TIP You could ask the groups to give each other constructive feedback by choosing one positive thing about the shows and one thing they think the group could have done better.

Activity Book **page 90**

4 Read and tick ✓.

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

SELF-EVALUATION For self-evaluation suggestions see the self-evaluation notes in previous units.

Festival 1

International Day of Peace

Lesson Objectives

Explore and understand the international day of peace.
 Make a tree of peace.

Language

New: *The UN, flag, handprint*
 Review: present simple for facts

Warm up

Make coloured copies of a selection of the UN flags. Show them to the students to see if they can identify any of the countries.

Class Book page 100

1 Read and listen. What do people do on the International Day of Peace? 142

TIP

Explain to the students what the UN is. The United Nations (UN) is an association of independent countries that have agreed to work together to prevent and end wars. The UN also attempts to improve social conditions by promoting international cooperation, economic development, public health, environmental conservation and human rights. There are 193 members of the UN.

ANSWERS

Think about making peace, wear a dove, ring a special bell

2 Listen, point and say. 143

Audio transcript

1 dove 2 heart 3 bell 4 handprint 5 peace symbol

3 Read and match to the Day of Peace artwork.

ANSWERS

1 d 2 a 3 b 4 c

4 Answer the questions. Critical Thinking

ANSWERS

1 Because it is made from coins from sixty different countries.
 2 Students' own answers
 3 Students' own answers

Activity Book page 92

1 Listen and number. 144

Audio transcript

1 heart 2 bell 3 handprint 4 peace symbol 5 dove

ANSWERS

1 b 2 e 3 a 4 c 5 d

2 Match the pictures to the instructions for a class project to make a Tree of Peace.

- Stick the UN flags on the board so students can copy the colours for their handprint.

ANSWERS

1 c 2 a 3 d 4 e 5 b

3 Tick ✓ your favourite description of why two children like the Tree of Peace.

KEY COMPETENCES

Cultural awareness and expression

Developing cultural competence builds trust, respect for diversity, equity, fairness, and social justice which are the basis of the UN principles. Cultural competence projects help the students understand and communicate across cultures and create awareness of their own world view.

- Ask the students to share why they like the description they chose.

4 Write about your class's Tree of Peace.

Festival 2

Pancake Day

Lesson Objectives

Learn how to make pancakes.
Invent, draw and write about a pancake topping.

Language

New: *pancakes, topping, toss, frying pan*
Review: present continuous, imperatives, pancake ingredients

Warm up
 Play *True or false?* from the Ideas bank on page 135.

Class Book page 101

1 Read and listen. When is Pancake Day? 🎧 145

TIP Tell the students that Pancake Day is called Shrove Tuesday. The date changes because it depends on the moon in February and March.

ANSWER
 A Tuesday in February or March.

2 Listen, point and say. 🎧 146

Audio transcript
 1 pancake 2 frying pan 3 toss

3 Read and match the pictures to the recipe. Then listen and check. 🎧 147

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

4 When do you eat pancakes? What do you like to eat with them? Communication

Activity Book page 93

1 Look and label. Then match.

ANSWERS
 1 b, toss 2 c, pancake 3 a, frying pan

2 Complete the poem. Then listen and check. 🎧 148

Audio transcript
 Making delicious pancakes
 Is an easy thing to do.
 You need some eggs and flour
 And some milk and oil, too.
 Give everything a mix
 And put the batter in a pan.
 You cook it and you toss it,
 And you catch it if you can!

ANSWERS
 delicious, eggs, batter, toss, catch

3 Read and draw the toppings.

- Students read the descriptions and draw the correct toppings on the pancakes.

4 Draw your favourite pancake topping. Then write about it.

- TIP** You could ask the students to make their pancake topping at home and try it out. Ask them to take photos of the topping on a pancake to share with the class.
- Ask the students to tell their partner about their pancake topping and compare their recipes.

Cambridge English Qualifications A1 Movers

Unit 1

Lesson Objectives

Develop language skills and exam techniques to prepare children for the Cambridge English Qualifications A1 Movers exam (Speaking Part 2, Reading and Writing Part 2).

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: holidays

Review grammar: present continuous, present simple and past simple *yes/no* questions and answers

Warm up

Play *Quiz!* from the Ideas bank on page 135 but ask the students in their teams to write five questions to ask the other teams about unit 1.

Class Book page 102

1 Listen and say the number. 149

Audio transcript

- A** These pictures show a story. It's called 'Where's Charlie?'
In this picture, Alex and Mary are in the woods with their dog Charlie. Charlie is looking for rabbits.
- A** Now you tell the story.
- B** In this picture, Alex and Mary are looking for wood. Charlie can see a rabbit. Charlie wants to catch the rabbit.
- B** In this picture, Alex and Mary have got lots of wood. They want to go home. They can't find Charlie. They're looking for him. They're sad.
- B** In this picture, they're at the camper van with their mum. They're eating marshmallows. Charlie wants a marshmallow, too. He runs to the camper van. They're all happy now.

ANSWERS

3, 1, 4, 2

Charlie is chasing a rabbit.

2 Match the sentences to the pictures in activity 1.

- Ask the students to tell you what is happening in each picture in their own words before they do the matching activity.

ANSWERS

A 2 B 3 C 4 D 1

3 Talk about each picture. Work in pairs.

SUGGESTED ANSWERS

1 Daisy is going fishing with her dad.
Jim is carrying a teddy.
Jim and mum are waving.
The tent is next to the river.

2 Jim's teddy falls in the river.
There are a lot of fish in the river.
Jim can't reach his teddy.
Mum is trying to help Jim get teddy.

3 Daisy and dad are fishing.
They are catching a big fish.
Mum and Jim are looking for dad and Daisy.

4 Daisy doesn't catch a big fish, she catches teddy.
Jim is very happy.
Teddy is very wet!

Activity Book page 94

EXAM TIP Focus students on the exam tip for this lesson. Ask them why they think it's important to check their tenses. Explain that it will help them to write the correct answer as the answer follows the tense of the question.

1 Look at the picture in activity 2 and answer the questions.

- Read through the Exam tip with the students.

ANSWERS

2 Yes, they are. 3 No, they didn't.

2 Read the text and choose the best answer.

- The students read the questions first and think about the kind of answers they are looking for. Remind them to look at the tense of the question.

ANSWERS

1 A
2 C
3 C
4 B
5 B
6 A

Unit 2

Lesson Objectives

Develop language skills and exam techniques to prepare children for the Cambridge English Qualifications A1 Movers exam (Speaking Part 1, Listening Part 5).

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: technology

Review grammar: comparatives and superlatives

Warm up

Play *Quiz!* from the Ideas bank on page 135 but ask the students in their teams to write five questions to ask the other teams about unit 2.

Class Book page 103

1 Listen. Choose picture A or B. Say. 150

Audio transcript

Narrator 1

A The big television is cheaper in this picture.

Narrator 2

A The small television is more expensive in this picture.

Narrator 3

A The laptop is open in this picture.

Narrator 4

A The white mobile phone is next to the pink mobile phone in this picture.

ANSWERS

A B B 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

The poster in picture B is of a man playing basketball but in picture A it's a rock band.

There are 3 cars on the shelf in picture A but only 2 in picture B.

There is a photo of a man on the wall in picture A but of a woman in picture B.

The photo in picture B is smaller than picture A.

The cars are red and blue in picture A but green and yellow in picture B.

There's a postcard on the desk in picture B but a letter in picture A.

There's a desktop computer on the desk in picture A but a laptop in picture B.

Activity Book page 95

EXAM TIP Focus students on the exam tip for this lesson. Explain that they don't want to waste time during the exam sharpening their pencil and finding a rubber.

1 Match and colour.

ANSWERS

1 E 2 A 3 C 4 D 5 B

2 Listen and colour and write. There is one example. 151

Audio transcript

Narrator Example

A Would you like to colour this picture now?

B Yes, please. Those children are playing a computer game.

A That's right. They've got two racing cars. Can you colour the bigger, faster car?

B OK.

A Colour it purple.

Narrator The purple car is an example. Now you listen, colour and write.

Narrator 1

A I'd like you to colour the mobile phone. Can you see it?

B Yes, it's on the floor next to the girl.

A That's right. Colour it with your orange pencil, please.

B OK! It's got a face on it!

A Yes, colour the face orange, too.

Narrator 2

B What next? There are lots of cushions on the floor. Can I colour a cushion?

A All right. Colour the cushion with a circle on it.

B Can I colour it yellow?

A Yes. That's a good idea.

B Great.

Narrator 3

A Now – the books.

B There are lots of books near the plant. Which one?

A Not the books in the bookcase. Colour the big book under the table. Make it red.

B OK. The book under the table.

Narrator 4

B Can I do some writing, too?

A Yes. I'd like you to write the word 'Game'!

B Where? On the box?

A Yes, please! Then we know what's in the box!

Narrator 5

A And now, colour the boy's T-shirt.

B All right. Can I colour it red?

A That's a nice colour, but I'd like you to make it blue.

B OK!

A Thank you! Well done!

ANSWERS

1 The mobile phone is orange. 2 The cushion with a circle on it is yellow. 3 The book under the table is red. 4 Write 'Game' on the box. 5 The boy's t-shirt is blue.

Unit 3

Lesson Objectives

Prepare students for Cambridge English Qualifications A1 Movers exam (Speaking Part 2, Reading and Writing Part 4).

Practise exam skills in speaking, reading and writing.

Language

Review vocabulary: museum vocabulary

Warm up

Play *Look at this!* from the Ideas bank on page 135 to review museum objects.

Class Book page 104

1 Listen and say the number. 152

Audio transcript

- A** These pictures show a story. It's called 'The teddy'. In this picture, Harry and Daisy are at a museum with their class. The museum has got modern art.
- A** Now you tell the story.
- B** In this picture, there's a statue and a teddy in the room. The statue is white. The teddy is old. Harry is drawing the statue. Daisy is drawing the teddy.
- B** In this picture, a boy and his mum are in the museum, too. The boy is sad. He's crying. His mum is looking for something.
- B** In this picture, the boy has got his teddy. He's happy. Daisy is surprised. The teddy is a toy!

ANSWERS

2, 4, 3, 1

2 Match the sentences to the pictures in activity 1.

ANSWERS

A 2 B 3 C 4 D 1

3 Talk about each picture. Work in pairs.

SUGGESTED ANSWERS

- 1** John and Vicky are at a museum.
John has got a camera.
Vicky has got a bag.
There are a lot of people.
- 2** John and Vicky are on a tour.
The guide is talking.
There are a lot of old things.
There's an old car / a dodo / a dinosaur.
- 3** John and Vicky are in the gift shop.
John is buying a dinosaur.
Vicky is buying a fossil.
A man is looking at the fossils.

- 4** John and Vicky are in the garden.
John is playing with his dinosaur.
Vicky is closing the gate.
The dog is afraid of the dinosaur.

Activity Book page 96

1 Look at the picture in activity 2. Read the sentences and write *True* or *False*.

ANSWERS

1 False 2 False 3 True 4 True

EXAM TIP Look at the exam tip with the class to prepare students for the next task. Show that for each gap, they must choose a word from the list of three options and then write it in the correct place. They must copy the word correctly and write it as neatly as possible.

2 Read the text. Choose the correct words and write them on the lines.

ANSWERS

- 1 in
2 biggest
3 are
4 touch
5 about

Unit 4

Lesson Objectives

Prepare students for Cambridge English Qualifications A1 Movers exam (Speaking Part 4, Listening Part 2).

Practise exam skills in speaking and listening.

Language

Review vocabulary: free time activities, adventure park activities

Warm up

Play *Pictures in a line* from the Ideas bank on page 135, using the unit 4 flashcards: Free time activities and Adventure park activities.

Class Book page 105

1 Listen. Identify the picture they don't talk about. 🎧 153

Audio transcript

- A Can you tell me what you did last weekend?
B Yes. I helped my mum in the kitchen.
A What did you make?
B Pizza, with cheese, tomatoes and mushrooms!
A Did you watch TV?
B Yes, I did.
A What did you watch?
B A film.
A Did you play with your friends at the weekend?
B Yes, I did.
A Did you play in your garden?
B No, we didn't. We played in the park.
A Do you ever visit your family at the weekend?
B Yes. I often visit my grandparents.
A Do they live near you?
B No, they don't! They live in London.
A Did it rain last weekend?
B Yes. On Sunday.
A What do you do when it rains?
B I like making model houses.
A Wow! Is that difficult?
B Yes, it is. But it's fun.

ANSWER

They don't talk about picture 4.

2 Read. What activities, people and places does she talk about?

ANSWERS

Activities: made cupcakes; played

People: mum, friends

Places: park

3 Practise the dialogue with a friend. Use your own answers.

Activity Book page 97

1 Match.

ANSWERS

1 C 2 A 3 E 4 B 5 F 6 D

EXAM TIP Look at the exam tip with the class and remind students of the importance of neat handwriting. Students could lose marks if the examiner can't read their handwriting.

2 Listen and write. There is one example. 🎧 154

Audio transcript

Narrator Example

A Hello Mark. I didn't see you at the library yesterday.

B No, I didn't go to the library.

A Oh, where were you?

B I went to an amazing adventure park yesterday.

Narrator The answer is 'yesterday'. Now you listen and write.

1

A What was the adventure park called?

B I can't remember. It was Tall something.

A Oh yes, I know. *Tall Towers*. That's *T-O-W-E-R-S*.

B You're right. It was *Tall Towers*. I remember now.

2

A Who did you go with? Your mum and dad?

B No, they were at work yesterday. I went with my grandpa.

A Did your grandma go, too?

B No, she doesn't really like adventure parks. It was just my grandpa and me.

3

A What did you do?

B Well, it was very busy and there were lots of people, so I didn't go on everything.

A What was your favourite thing?

B I liked the big swing, but my favourite thing was the tall climbing wall. It was fantastic.

A Oh yeah, I know! It's a really great wall. I like that a lot, too.

4

A Where did you eat? Did you go to the café?

B No, we took our lunch with us. We had a picnic on the grass next to the big slide.

A Great! What did you have?

B We ate sandwiches and some fruit.

5

A Did you go to the shop? It's got some really nice things.

B Yes, my grandpa said I could buy something.

A What did you buy?

B I bought a small torch. It's really cool. Look!

A Hey, I've got the same torch, but yours is red and my torch is blue.

ANSWERS

1 Tall Towers

2 Grandpa

3 the [tall] climbing wall

4 sandwiches

5 a torch

Unit 5

Lesson Objectives

Develop language skills and exam techniques to prepare children for the Cambridge English Qualifications A1 Movers exam (Speaking Part 3, Reading and Writing Part 4).

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: zoo keeper jobs, zoo animals

Review grammar: *Going to* for future plans, present simple for habits

Warm up

Play *Quiz!* from the Ideas bank on page 135 but ask the students in their teams to write 5 questions to ask the other teams about unit 5.

Class Book page 106

1 Look. Which picture is the odd one out in set A and set B?

ANSWER

A the girl B the zookeeper

2 Listen and check your answers. 155

Audio transcript

A Now, look at these four pictures. One is different. The girl is different because she's a person. The frog, kangaroo and alligator are animals.

A Now you tell me about these pictures. Which one is different?

B OK. The zoo keeper is different because she's going to feed the panda. The other people are going to cook some food.

A Very good...

3 Which picture is the odd one out? Why? Work in pairs.

ANSWERS

- 1 The first picture, the sea lion, because it's swimming, not sleeping.
- 2 The last picture, because she's going to clean the cage, not an animal.
- 3 The third picture, because she's doing craft, not picking fruit.
- 4 The second picture, because she's got a bat, not a lizard.

Activity Book page 98

1 Look at the picture in activity 2. Read the sentences and write *True* or *False*.

ANSWERS

1 False 2 False 3 True 4 True

EXAM TIP

 Focus students on the exam tip for this lesson.

Ask them why they think it's important to check their answers and why looking at the words on both sides of the answer might help them to check. Explain that checking helps to find mistakes that you can correct yourself, for example spelling, and gives you an extra point! Looking at the words on either side helps you to see what part of speech the missing word is, whether it's negative or positive and plural or singular.

2 Read the text. Choose the right words and write them on the lines.

- Read through the Exam tip with the students and tell them to use the tip when they check their answers for the activity.

ANSWERS

1 metres 2 than 3 swim 4 can 5 in

Unit 6

Lesson Objectives

Develop language skills and exam techniques to prepare children for the Cambridge English Qualifications A1 Movers exam (Speaking Part 1, Listening Part 2).

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: places in town

Review grammar: present perfect, relative pronouns

Warm up

Play *Quiz* from the Ideas bank on page 135 but ask the students in their teams to write five questions to ask the other teams about unit 6.

Class Book page 107

1 Listen. Choose picture A or B. Say. 156

Audio transcript

Child 1 A man is going to go into the town hall in this picture.

Child 2 It isn't raining in this picture.

Child 3 A fire engine has just come out of the fire station in this picture.

Child 4 There's a green bus on the road in this picture.

ANSWERS

1 B 2 B 3 A 4 A

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

ANSWERS

1 False 2 True 3 True 4 False

EXAM TIP Focus students on the exam tip for this lesson. Ask them why they think it's a good idea to look for differences in the picture. Explain that it is a useful way to predict the vocabulary that will probably come up in the listening and prepare them for the task.

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

TIP You could assign the students A and B and tell As to cover the B picture and Bs to cover the A picture. The pupils sit back to back and take turns to make comments about their pictures. Their partner listens and if their picture is different tells their partner they have found one difference. They continue like this until they find eight differences.

Activity Book page 99

EXAM TIP Focus students on the exam tip for this lesson. Ask them why it's important to check spelling. Explain that if the word is correct but spelt wrong they will lose a point so it's really important to check.

1 Look at the pictures in activity 2. Read the sentences and write *True* or *False*.

ANSWERS

1 True 2 False 3 True

2 Listen and write. There is one example. 157

Audio Transcript

A Hello. This is the tourist office.

B Hello. I'd like some tourist information, please.

A Yes, of course.

B I'm on holiday with my family and I want to visit a castle. Is there a castle here?

A Yes, there is.

Narrator Can you see the answer? Now you listen and write.

1 **B** What's the name of the castle?

A It's called Corby Castle.

B Can you say that again?

A Corby Castle. That's C-O-R-B-Y.

B OK. Thank you!

2 **B** Where is the castle?

A It's in Green Street.

B Green Street. OK, I'll find it on my map.

3 **B** What can we do there?

A Well, some people are making a film in the castle today.

B A film in the castle? Wow! That sounds good.

A Yes. So, you can watch all the actors and the director.

B That's interesting!

4 **B** Is there a café?

A There's a small café. You can buy drinks and ice creams there.

B Oh good.

5 **B** When can we visit the castle?

A You can visit the castle between 10 o'clock in the morning and 6 o'clock in the evening.

B So it opens at 10 and closes at 6 o'clock, right?

A Yes, that's right.

ANSWERS

1 Corby 2 Green Street 3 making a film

4 drinks and ice cream 5 6 pm

Unit 7

Lesson Objectives

Develop language skills and exam techniques to prepare children for the Cambridge English Qualifications A1 Movers exam (Speaking Part 3, Reading and Writing Part 6).

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: food and drink, places in town, films

Review grammar: countable and uncountable, *a lot of*, *some*, present continuous, simple past

Warm up

Play *Quiz!* from the Ideas bank on page 135 but ask the students in their teams to write five questions to ask the other teams about unit 7.

Class Book page 108

1 Look. Which picture is the odd one out in set A and set B?

- Ask the students to tell you what they can see in each picture.
- The students tick the picture they think is the odd one out and check with their partner.
- Don't give away the answer as they need to listen and check themselves in the next activity.

2 Listen and check your answers. 158

Audio transcript

- A** Now, look at these four pictures. One is different. The baker's is different. You can't buy food at a clothes shop, a shoe shop or a sports shop, but you can buy food at the baker's. ... Now you tell me about these pictures. Which one is different?
- B** OK. This picture is different because there aren't many biscuits on the plate. There are a lot of bananas, chocolates and sandwiches on the other plates.

ANSWERS

- A** The baker's
B The plate with three biscuits

3 Which picture is the odd one out? Why? Work in pairs.

TIP It can be difficult to explain why pictures are the odd one out but the main idea is that the students are showing understanding of the key vocabulary, so accept grammatically incorrect answers if they can explain using the vocabulary.

SUGGESTED ANSWERS

- 1 Tomato juice because it's a vegetable.

- 2 The computer shop because the others are at the fairground.
3 The toy shop because the others do not sell toys.
4 The teacher because the others are jobs in films.

Activity Book page 100

EXAM TIP Focus students on the exam tip for this lesson. Ask them why they think it's important to read the questions or sentences a few times. Explain that it helps them to make sure they know what they have to do and answer the questions correctly. Many exam points are lost because students didn't read the rubric correctly.

1 Look at the picture in activity 2. Write the seven different types of shops you can see.

- Read through the Exam tip with the students.
- Make sure they read the rubric a couple of times and ask them what they have to do to check before they write.

ANSWERS

A baker's, a greengrocer's, a bookshop, a toy shop, a shoe shop, a clothes shop, a sports shop.

2 Look, read and write.

- The students read the example first to make sure they know what they have to do.
- Ask the students to compare, check and correct each other's sentences.

TIP Explain to the students that they should use the example sentences as a model and to help them.

ANSWERS

1 bookshop 2 carrots 3 the shoe shop 4 shorts

SUGGESTED ANSWERS

The girl in the blue trousers was in the sports shop.
The woman in the baker's is buying some bread.

Unit 8

Lesson Objectives

Develop language skills and exam techniques to prepare children for the Cambridge English Qualifications A1 Movers exam (Speaking Part 4, Listening Part 4).

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: types of films, clothes

Review grammar: present simple vs present continuous

Warm up

Play *Quiz!* from the Ideas bank on page 135 but ask the students in their teams to write five questions to ask the other teams about unit 8.

1 Listen. 159 Identify the picture they don't talk about.

Audio transcript

- A** Do you like watching films?
B Yes, I do.
A What kind of films do you like?
B I really like cartoons.
A So do I! Have you seen *The Jungle Book* ... about the boy and the bear?
B Yes, I have. It was great!
A Do you ever watch wildlife films?
B Yes, I do. I love them.
A Me too. Did you see the film about the sea on TV yesterday evening?
B Yes, I did.
A What did you learn in the film?
B I learned about the life of whales.
A Do you ever go to the cinema?
B Sometimes. It's expensive.
A Yes, it is. How much does the cinema cost?
B About ten euros for a ticket.
A Do you ever watch films at school?
B Yes. We watched a historical film last week.
A What was it about?
B It was about a king.
A What was his name?
B Sorry, I can't remember.
A Have you ever made a film?
B Yes, I have.
A Brilliant. What was it about?
B It was a science project. It was about a famous scientist.

ANSWER

4

2 Read. What information does the girl give about films?

ANSWERS

She likes adventure films, she usually watches them at home and she's seen a musical.

3 Practise the dialogue with a friend. Use your own answers.

EXAM TIP Focus students on the exam tip for this lesson. Ask them why they think it's better to say this rather than saying nothing. Explain that it keeps the conversation flowing and the examiner can move onto another question. It's not a memory test so better to be honest and move on to something they can talk about.

- Ask the students to use the exam tip in their dialogue.

1 Look at the pictures in activity 2. Tick ✓ the things you can see.

ANSWERS

a scarf, gloves, a historical film, a scary film, an adventure film, a football club, a judo club, a skateboarding club, a calendar

2 Listen and tick ✓ the box. There is one example. 160

EXAM TIP Focus students on the exam tip for this lesson. Ask them why this is a useful tip. Explain that they need to be sure they know what they have to do when they listen and that by looking at the pictures they are preparing themselves for the topic and what sort of vocabulary they need to listen for.

- Give the students a minute to read the instructions and look at the pictures. Ask them what vocabulary they expect to hear for each set of pictures.

Audio transcript

Narrator Look at the pictures. Listen and look. There is one example.

Narrator One. Who is Sally?

A Look, Dad! That's Sally! She's my friend.

B Which one's Sally?

A She's wearing jeans and a scarf.

B Is she wearing gloves?

A No, she isn't wearing gloves. She's wearing a hat.

B Oh yes!

Narrator Can you see the tick? Now you listen and tick the box.

Narrator Two. Which film do they watch?

A We usually watch adventure films. But let's watch a scary film tonight!

B No, I don't like scary films!

A OK. How about watching this historical film?

B Historical films are boring!

A OK, well let's watch another adventure film then.

B Great!

Narrator Three. Which after-school club does Tony go to?

A Mum, there are a lot of after-school clubs at my new school!

B Great. Which club do you want to go to?

A Well, I like football. But I usually play football with my friends on Saturday at the park. So I want to do something different. Skateboarding club sounds fun.

B But you haven't got a skateboard!

A I know. Oh well, I think I'll do judo club then.

Narrator Four. How often does Jane go to swimming club?

A I've got swimming club tonight!

B That's nice. Do you go to swimming club once a week?

A No, I go twice a week.

B Wow! That's a lot!

A Well, I love swimming!

ANSWERS

1 B 2 A 3 A

Extra Practice 1

Lesson Objectives

Develop language skills and exam techniques to prepare children for the Cambridge English Qualifications A1 Movers exam (Speaking Part 2, Listening Part 3).

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: vocabulary from units 1–8

Review grammar: structures from units 1–8

Warm up

Play *Noughts and crosses* from the Ideas bank on page 135 using a variety of flashcards from all the units.

Class Book page 110

1 Listen and say the number. 161

Audio transcript

- A** These pictures show a story. It's called 'Matt's boat'.
Look at the pictures first. Matt is at the lake. He is sailing his toy boat. Now you tell the story.
- B** In this picture, Matt's boat is going under the water. Matt isn't happy. Paul is pointing to a real sailing boat. It is the most expensive boat on the lake.
- B** In this picture, Matt and Paul are on the real boat with their friend. They are playing with their small boats. Matt and Paul are happy now.
- B** In this picture, Paul is sailing his boat next to Matt's boat. It's bigger than Matt's boat and it's more modern.

ANSWERS

3, 1, 2

2 Match the sentences to the pictures in activity 1.

- Ask the students to tell you what is happening in each picture in their own words before they do the matching activity.

ANSWERS

1 B 2 A 3 C

3 Talk about each picture. Work in pairs.

ANSWERS

Students' own answers

Activity Book page 102

1 Look at the pictures in activity 2. Then read the words and write the letters.

ANSWERS

cakes – F frog – H baker's – C sculpture – E painting – A origami – G sea lions – B newsagent's – D

2 Mr Brown is talking to Anna about his family. What is each person going to do at the weekend? Listen and write a letter in the boxes. There is one example. 163

Audio transcript

Narrator Mr Brown is talking to Anna about his family. What is each person going to do at the weekend? Listen and write a letter in the boxes. There is one example.

A Hello, Anna.

B Hello, Mr Brown. How are you?

A I'm fine.

B What are you going to do at the weekend?

A I am going to do some origami with my son, Fred.

B Does Fred like origami?

A He loves doing it. He's very good. But I'm not so good.

[laughs]

Narrator Can you see the letter G? Now you listen and write a letter in each box.

B What is your daughter going to do this weekend?

A She is going to the museum to copy a painting this weekend.

B Does she like art?

A Yes, she does.

A My dad likes reading magazines so he is going to the newsagent's.

B What's his favourite magazine?

A He likes reading about zoo animals. He's going to buy a magazine about animals.

B Have you got any brothers or sisters?

A I've got a brother.

B What's his favourite hobby? Is it cooking?

A No, he likes art. He's going to make a sculpture.

[pause]

A I've got a cousin too. It's her mother's birthday this weekend.

B Where is she going to go this weekend?

A Well, she wants to buy her mum a cake. So, she's going to the baker's.

B That's nice!

A Last of all, there's my aunt. She likes zoo animals too.

B What's she going to do this weekend?

A She's going to the zoo. Her favourite animal is the sea lion.

B Is she going to give them fish to eat?

A Yes, she is.

ANSWERS

his daughter – A his dad – D his brother – E his cousin – C his aunt – B

Extra Practice 2

Lesson Objectives

Develop language skills and exam techniques to prepare children for the Cambridge English Qualifications A1 Movers exam (Speaking Part 4, Reading and Writing Part 5).

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: sports, places in town

Review grammar: simple present questions and answers, adverbs of frequency, prepositions of time, simple past

Warm up

Play *Yes No* from the Ideas bank on page 135 using simple present questions and answers.

Class Book page 111

1 Listen. 162 Identify the picture they don't talk about.

- Ask the students what they can see and what's happening in each picture before you play the audio.

Audio transcript

A I play in a band with my friends.

B What instrument do you play?

A I play the saxophone.

B That sounds fun. Are you good at it?

A Yes, I'm quite good. And my friends are good too.

B What instruments do they play?

A Nick plays the drums and Jill plays the guitar.

B Do you like doing sport?

A Yes, I do.

B What sports do you play?

A I really like playing volleyball.

B So do I! Do you play in the sports hall?

A No, I play on the volleyball court on the beach.

B What do you do at the weekends?

A I like climbing. I do it on the climbing wall at the sports centre.

B Is it difficult?

A A bit, but there are teachers - they help you.

B Can I come with you next week?

A Sure.

B Are you doing your homework after school today?

A No, I'm going to watch a film.

B Are you going to watch a comedy?

A No, I've got a new sci-fi film I want to watch.

B What's it about?

A It's about a city where all the cars can fly.

B What other hobbies do you have?

A I often make models. I'm making a model of a helicopter.

B Is it difficult?

A Not really, it tells you what to do. I like it.

B Is it fun?

A Yes, it is.

ANSWER

4

2 Read. What information does the boy give about sports?

ANSWERS

He likes playing badminton. He usually plays at the sports centre once a week, on Thursday with his sister.

3 Practise the dialogue with a friend. Use your own answers.

- Ask the students to take think of a sport they like to play and then take turns to ask each other questions using the dialogue as a model.

ANSWERS

Student's own answers

Activity Book page 103

1 Look at the pictures in activity 2 and answer the questions.

ANSWERS

1 A kangaroo costume.

2 Sandwiches and cakes.

3 A cowboy, tiger, panda, kangaroo and king costumes

4 A game, a necklace and a yoyo.

2 Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

- Tell the students to read the story and the gapped sentences first before they write their answers. Ask them to think about what words go in the gaps and refer them back to the exam tip on page 98 of the Activity Book.

EXAM TIP Refer students back to the exam tip on page 100 of the Activity Book. Make sure they know they can use 1, 2 or 3 words in the answers. Make sure they know to copy the answers from the text, checking their spelling.

ANSWERS

1 panda 2 Her friends 3 prize 4 played games

5 sandwiches and cake 6 opened 7 the yoyo

The Ideas bank below contains the notes for the warmer activities for *Bright Ideas 4*. 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.

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.*

How are they doing it?

- Ask three students to come to the front of the class. Whisper an instruction for them to mime an action in a certain way, e.g. *walk slowly, sing quietly, run quickly, laugh happily, play the guitar badly.*
- The students mime the action together. Choose a student and ask the class what he / she is doing. If students reply with the verb only, ask for the adverb. For example:
Teacher: *What's (Dylan) doing?*
Student: *He's walking.*
Teacher: *How is he doing it?*
Student: *He's walking slowly.*
- Repeat with the rest of the students at the front.
- Ask three more students to come to the front and mime.

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*, for example *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 square 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 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!

- Make 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.

a bag of flour 80

a bottle of water 80

a carton of milk 80

a jar of tomato sauce 80

a lot of 12

a packet of biscuits 80

a tin of tuna 80

actor 66

adopt 52

adventure film 88

alligator 54

ancient 35

attractive 25

baker's 78

bank 64

banner 25

bat 54

blog 25

blood 83

board game 20

bones 83

bookshop 78

boots 10

boring 20

brain 83

bus station 64

calm 93

camouflage 59

camper van 12

campsite 15

cartoon 88

catch a fish 10

cheap 20

chemist's 78

chimpanzee 54

clean the cages 56

clean up 50

climb a climbing frame 46

climb a climbing wall 46

cockerels 16

coconut shell 16

competition 50

contact 23

copy a painting 30

crowed 16

danger 60

department store 78

desert 16

difficult 20

dig up bones 30

dinosaur 30

director 66

do a jigsaw 44

do a quiz 44

do origami 44

dry 69

east 15

easy 20

eat marshmallows 10

educational 20

energy 83

environment 50

exciting 9

exhibits 33

expensive 20

extinction 60

eyes 83

farm 9

fashion show 90

fast 36

feed the bears 56

ferry 12

fire engine 65

fire station 64

floors 26

florist's 78

flowers 60

fossils 36

frog 54

fruits 60

frying pan 101

garden 15

get married 65

giant 16

gloves 90

go down a slide 46

go on a tour 30

go through a tunnel 46

go to the café 30

graphics 21

greengrocer's 78

ground 16

handprint 100

heart 83

heel 35

help the vet 56

hieroglyphics 35

hide 59

high 33

hill 15

historical film 88

horns 60

hospital 64

hot-air balloon 12

icon 49

infographic 49

island 12

jeans 90**kangaroo 54**

lake 10

learn about planets 30

leaves 60

lights 66

listen to the guide 32**lizard 54**

locked 32

look after the hippos 56**look at the moon 30**

lotus plant 35

loud 93**low 93**

luxury 26

make a model 44**make a sculpture 30****make cupcakes 44****make-up artist 66**

many 26

market 64

milkshakes 80

modern 20

much 7

muscles 83**musical 88****navigation bar 25**

newsagent's 78

north 15**observe the meerkats 56****old-fashioned 20**

outfit 90

pancakes 90**panda 54****pattern 59****pick 57**

picnic site 15

pitch 93**plant seeds 44**

plastic 50

play cards 44**play with friends 44****post office 64**

princess 67

pyramid 35

quietly 48**read a magazine 44****realistic 20**

represents 49

rhino 54**roast 69****romantic film 88**

roots 60

rope 87

rubbish 50

run around 32

sail 26

sandals 90

scallops 84

scarf 90**scary film 88**

scene 93

school trip 55

sci-fi film 88**sea lion 54****send emails 22****send postcards 22****send texts 22**

skeleton 36

skin 83**sleep in a tent 10****slow 48****sort 69****south 15****sports centre 64****sports shop 78**

sprinting 43

stars 30

still 16

stroke 35

study stones 30**stunt person 66****supermarket 77****swing on a rope 46****swing on a swing 46****talk on the phone 22****teeth 36**

temple 35

tempo 93

tense 93

tiger 54**toss 101****touch 32****tourist office 64****town hall 64****toy shop 78****tram 12**

travel agent's 78

tries 69

trolley 80

Tyrannosaurus rex 36

United Nations 100
university 64
upside down 47
use the internet 4
violent 93
visit the gift shop 30
vitamin 83
volume 93
wardrobe assistant 66
wash the elephants 56
watch the video 30
watersports 50
wear boots 10
web address 25
west 15
western 88
whisper 32
wig 90
wildlife centre 15
wildlife film 88
wolf 67
write letters 22
yurt 11
zoo keeper 56

Words in **bold** denote new, active vocabulary taught at this level.

Letter to parents

Dear parents,

This year, your child will be learning English with *Bright Ideas* Level 4. The course has a contemporary approach, enhanced by enquiry-based teaching methodology and combining a high-level grammar and vocabulary syllabus with 21st 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 blog post, a display panel, a magazine article, a legend and a postcard. 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.

As its title suggests, *Bright Ideas* is full of big ideas and 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 21st 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

What's exciting about holidays?

Lesson 1

I'm Libby and I love going on holiday!
When people go on holiday, they can visit amazing places!
Last year I visited the Grand Canyon.
The Grand Canyon is in Arizona in the USA.
It's really big! Not many people live in the Grand Canyon because it's very hot.
But five million people visit the canyon every year!
It's very beautiful.
I didn't fly in a helicopter over the Grand Canyon, but I'd like to!
From a helicopter you can see the whole canyon.
That's the Colorado River. It's in the canyon.
I learned a lot about the Grand Canyon last year. I learned about its history.
And I walked to some amazing places! There are a lot of historic buildings. I visited the Desert Watchtower and the Tusayan Ruins.
The museum was great.
You can do lots of things at the Grand Canyon. It's an amazing place to visit!
And that's what's exciting about holidays for me. You can visit amazing places!

Lesson 10

Part 1

Teacher presenter Let's practise grammar. Dev went on holiday last year. Look and remember the activities Dev did. Say a sentence about Dev's holiday.
Student He saw wildlife.
Teacher presenter Correct! Look again and remember the activities Dev did. Say another sentence about Dev's holiday.
Student He didn't catch a fish.
Teacher presenter Correct! Look again and remember the activities Dev did. Say another sentence about Dev's holiday.
Student He didn't eat marshmallows.
Teacher presenter Correct! Look again and remember the activities Dev did. Say another sentence about Dev's holiday.
Student He found wood.
Teacher presenter Correct! Look again and remember the activities Dev did. Say another sentence about Dev's holiday.
Student He made a fire.
Teacher presenter Correct! Look again and remember the activities Dev did. Say another sentence about Dev's holiday.
Student He didn't wear boots.
Teacher presenter Correct!

Part 2

Teacher presenter Let's practise more grammar. In the summer, I went to Cornwall in the south of England for my holiday. Ask me how I travelled.
Student Did you travel by hot-air balloon?

Teacher presenter No, I didn't. Ask me again.

Student Did you travel by helicopter?

Teacher presenter No, I didn't. Ask me again.

Student Did you travel by taxi?

Teacher presenter No, I didn't. Ask me again.

Student Did you travel by tram?

Teacher presenter No, I didn't. Ask me again.

Student Did you travel by ferry?

Teacher presenter No, I didn't. Ask me again.

Student Did you travel by camper van?

Teacher presenter Yes, I did!

Unit 2

What's great about technology?

Lesson 1

I'm Zac and I love technology.
I like making films on my phone.
I want to go to film school when I'm older.
At film school, people learn to make films.
They use lots of different kinds of technology!
What are these people writing?
They're writing scripts.
They write the script on a laptop and talk about their stories.
What are these people doing?
They're filming.
They've got a camera, special lights, and a big microphone.
What are these people doing?
They're making a film on a computer.
What are these people doing?
They're watching a film on TV.
We can watch films on computers and laptops, too!
We can use technology to make and watch films!
That's what's great about technology for me!

Lesson 10

Part 1

Teacher presenter Let's practise grammar. Which game is more difficult?
Student B is more difficult than A.
Teacher presenter Correct! Which computer is more old-fashioned?
Student A is more old-fashioned than B.
Teacher presenter Correct! Which game is more exciting?
Student B is more exciting than A.
Teacher presenter Correct! Which game is the most realistic?
Student B is the most realistic.
Teacher presenter Correct! Which game is the most educational?
Student C is the most educational.
Teacher presenter Correct! Which game is the most old-fashioned?

Student A is the most old-fashioned.

Teacher presenter Correct!

Part 2

Teacher presenter Let's practise more grammar. This is Noah's grandpa. What could he do 50 years ago? Say a sentence.

Student He could write letters.

Teacher presenter Correct! Say another sentence.

Student He could talk on the phone.

Teacher presenter Correct! Say another sentence.

Student He couldn't send texts.

Teacher presenter Correct! Say another sentence.

Student He couldn't use the internet.

Teacher presenter Correct! Say another sentence.

Student He could send postcards.

Teacher presenter Correct! Say another sentence.

Student He couldn't send emails.

Teacher presenter Correct!

Unit 3

What's fun about museums?

Lesson 1

I'm Grace and this is my favourite museum.

It's called Beamish and it's a living museum!

You can see that life was different 100 years ago!

It was very different.

They didn't have computers or mobile phones.

But they had some things that we use today.

So, what was there in Beamish Town 100 years ago?

There were buses.

Were there any cars?

Yes, there were! But they were slower than cars today.

Was there a train station?

Yes, there was!

But trains were very different.

They had steam trains and they were very noisy!

Were there any shops?

Yes, there were! This is a fish and chip shop.

They made a fire and they cooked delicious fish and chips.

I love fish and chips!

This is a sweet shop.

What sweets did they have?

Was there any chocolate? Yes, there was!

One hundred years ago, life was different.

But some things were the same!

Are there any cars today? Yes, there are! Is there any chocolate? Yes, there is!

You can visit living museums and see what life was like a long time ago! That's what's fun about museums for me.

Lesson 10

Part 1

Teacher presenter Let's practise grammar. Lily is going to go to a museum tomorrow. What's she going to do there? Say a sentence.

Student She's going to learn about planets.

Teacher presenter Correct! Say another sentence.

Student She's going to visit the gift shop.

Teacher presenter Correct! Say another sentence.

Student She isn't going to copy a painting.

Teacher presenter Correct! Say another sentence.

Student She isn't going to dig up bones.

Teacher presenter Correct! Say another sentence.

Student She's going to go on a tour.

Teacher presenter Correct! Say another sentence.

Student She's going to watch a video.

Teacher presenter Correct!

Part 2

Teacher presenter Let's practise more grammar. Look and say a sentence about the museum rules.

Student You must listen to the guide.

Teacher presenter Correct! Look and say another sentence about the museum rules.

Student You mustn't shout.

Teacher presenter Correct! Look and say another sentence about the museum rules.

Student You mustn't run around.

Teacher presenter Correct! Look and say another sentence about the museum rules.

Student You must whisper.

Teacher presenter Correct! Look and say another sentence about the museum rules.

Student You mustn't touch.

Teacher presenter Correct!

Unit 4

How do we spend free time?

Lesson 1

I'm Tom. I'm at my running club.

Running club is on Tuesdays, Wednesdays and Fridays.

I enjoy going to running club, but it isn't easy.

We practise when it's sunny and when it's raining!

It's colder and wetter than usual today, but that's OK.

We aren't cold because we're running!

Lots of different people come to running club.

There are lots of children, but there are older people, too.

This is my sister. Her name is Molly. She's older than me. She's 15. She's faster than me, too!

Here's my brother, Nick, in the yellow T-shirt. He's 17.

He runs a lot. He's very fast! He's faster than Molly!

After running, we're always thirsty.

We learn a lot at running club.

We learn different exercises. Some exercises are easier than others!

And we learn about different kinds of running.

Sometimes we jog. That's slower than running.

And sometimes we sprint. That's fast running. It's more difficult than jogging!

I really like my running club.

It's a great way to spend my free time!

Lesson 10

Part 1

Teacher presenter Let's practise grammar. Here's Ben. He does different free time activities at home. Look! Ask me when Ben last did this activity.

Student When did he last make cupcakes?

Teacher presenter Last month! Ask again.

Student When did he last do a quiz?

Teacher presenter Yesterday! Ask again.

Student When did he last play with friends?

Teacher presenter Last weekend! Here's Tess. She does different free time activities at home. Look! Ask me when Tess last did this activity.

Student When did she last plant seeds?

Teacher presenter Last summer! Ask again.

Student When did she last make a model?

Teacher presenter Last week! Ask again.

Student When did she last do a jigsaw?

Teacher presenter Last year!

Part 2

Teacher presenter Let's practise more grammar. What did Charlie the monkey do in Adventure Park World? Look and complete the sentence with an adverb.

Student Charlie went through the tunnel quickly.

Teacher presenter Correct! What did Charlie the monkey do next? Look and complete the sentence with an adverb.

Student Charlie climbed the climbing wall well.

Teacher presenter Correct! What did Charlie the monkey do next? Look and complete the sentence with an adverb.

Student Charlie swung on a rope loudly.

Teacher presenter Correct! What did Tess and Dev do in Adventure Park World? Look and complete the sentence with an adverb.

Student They went through the tunnel quickly.

Teacher presenter Correct! What did Tess and Dev do next? Look and complete the sentence with an adverb.

Student They went down the slide loudly.

Teacher presenter Correct!

Unit 5

What's great about a zoo?

Lesson 1

My name's Oliver!

What's great about a zoo? We can adopt an animal!

This is Marwell Zoo. It's a big wildlife park in England.

It's amazing because there are animals from all over the world here.

A lot of people come to Marwell every year to see the animals.

They can find out about leopards, giraffes, zebras, monkeys, tigers, ostriches and rhinos!

But they don't just learn about animals, they can adopt them, too!

Visitors can give money and this money helps the zoo to look after the animal they adopt.

Last year, I adopted Imogen the zebra.

Imogen is three years old and she lives in Marwell Zoo.

Zebras are 'herbivores'. They never eat meat. Imogen eats leaves and grass. She's got a lot of grass at Marwell!

Zebras live in Ethiopia and Kenya in Africa, but these areas are often dangerous for animals like Imogen.

There are a lot of other animals to adopt at Marwell and they all need help.

This is Kaia. She's an Amur Leopard. Amur leopards are 'carnivores' so Kaia always eats meat.

Amur leopards come from Russia. Kaia's fur is long and this keeps her warm in cold weather.

They're also 'nocturnal'. This means they don't sleep at night. They always hunt at night and sleep during the day.

This is Isabella the giraffe.

Giraffes are 'herbivores', like zebras. Giraffes sometimes eat grass but because they're so tall, they usually eat leaves.

Marwell Wildlife Park looks after all these animals. And we can all help, too!

Lesson 10

Part 1

Teacher presenter Let's practise grammar. Tess and Noah are going to go to the zoo tomorrow. Ask me what they're going to see first.

Student What are they going to see first?

Teacher presenter They're going to see a kangaroo first. Tell me which animal they aren't going to see.

Student They aren't going to see a rhino.

Teacher presenter Correct. Ania and Ben are going to go to the zoo tomorrow. Ask me what they're going to see first.

Student What are they going to see first?

Teacher presenter They're going to see a tiger first. Tell me which animal they aren't going to see.

Student They aren't going to see a lizard.

Teacher presenter Correct. Lily and Mason are going to go to the zoo tomorrow. Ask me what they're going to see first.

Student What are they going to see first?

Teacher presenter They're going to see a panda first. Tell me which animal they aren't going to see.

Student They aren't going to see a sea lion.

Teacher presenter Correct. Well done!

Part 2

Teacher presenter Let's practise more grammar. The zoo keeper is busy today. Say what he has to do.

Student He has to feed the bears.

Teacher presenter Correct. Say another sentence about his day.

Student He has to clean the cages.

Teacher presenter Correct. Say another sentence about his day.

Student He doesn't have to look after the hippos.

Teacher presenter Correct. Say another sentence about his day.

Student He doesn't have to observe the meerkats.

Teacher presenter Correct. Say another sentence about his day.

Student He has to help the vet.

Teacher presenter Correct. Say another sentence about his day.

Student He has to wash the elephants.

Teacher presenter Correct. Well done!

Unit 6

Where do people work?

Lesson 1

I'm Poppy.

Where do people work? It's nice to work at home.

There are a lot of places to work. Some people work in offices and some people work in factories. Some people work in shops and some people work outdoors.

And some people work at home. This is Tim Bowler.

He's a writer. He writes books for children and teenagers.

He lives in the countryside in England. This is where he works. It's a small room in his garden!

Tim likes it because he can work quietly here. He's got everything he needs. He's got his laptop, his glasses and a desk.

Tim writes quickly. And when he needs new ideas he goes for a walk in the countryside.

This is Quentin Blake. He's an artist.

He draws pictures for children's books. He drew the pictures for most of Roald Dahl's books.

Quentin Blake lives in London. He's got a special studio in his home. And he's got everything he needs here.

He's got a big desk so he can draw and he's got all of his paper, pens, paints and brushes.

But he doesn't need a lot of equipment. He usually uses only one pen and sometimes he uses a quill – a very old type of pen!

He can draw very quickly with his quill.

Where do people work? Both Tim and Quentin like working at home!

Lesson 10

Part 1

Teacher presenter Let's practise grammar. Where's Noah?

Give me a clue, please.

Student He's at the place where we buy food.

Teacher presenter I know, he's at the supermarket. Where's Ania? Give me a clue, please.

Student She's at the place where we play basketball.

Teacher presenter I know, she's at the sports centre. Where's Mason? Give me a clue, please.

Student He's at the place where we post our letters.

Teacher presenter I know, he's at the post office. Where's Lily? Give me a clue, please.

Student She's at the place where we study when we're older.

Teacher presenter I know, she's at the university. Where's Dev? Give me a clue, please.

Student He's at the place where we take a bus.

Teacher presenter I know, he's at the bus station. Where's Ben? Give me a clue, please.

Student He's at the place where we buy fresh food and flowers.

Teacher presenter I know, he's at the market. Thanks for the clues. Well done!

Part 2

Teacher presenter Let's practise more grammar. Who's this person? Give me a clue, please.

Student He's the person who tells everybody what to do.

Teacher presenter I know, he's the director. Who's this person? Give me a clue, please.

Student He's the person who films the actors.

Teacher presenter I know, he's the cameraman. Who's this person? Give me a clue, please.

Student She's the person who acts in a film or TV programme.

Teacher presenter I know, she's an actor. Who's this person? Give me a clue, please.

Student She's the person who does the stunts in a film.

Teacher presenter I know, she's the stunt person. Who's this person? Give me a clue, please.

Student He's the person who looks after the costumes.

Teacher presenter I know, he's the wardrobe assistant. Who's this person? Give me a clue, please.

Student She's the person who does the actors' make-up.

Teacher presenter I know, she's the make-up artist. Thanks for the clues. Well done!

Unit 7

Where can we go shopping?

Lesson 1

My name's Eve. Where do you like shopping? Shopping in charity shops helps others!

I live in a small town. There are a lot of shops here.

My favourite is this shop. It's called Oxfam.

It sells a lot of different things, but they aren't new, they're all second-hand.

This is because Oxfam isn't just a shop, it's a charity, too.

The people here are volunteers. Volunteers are people who don't make any money. That's because all the money goes to people who need help.

Oxfam is a very famous charity in England.

It started in 1942, when its name was Oxford Famine Relief. The charity helped people who didn't have food.

In 1948, Oxfam opened its first shop here in the centre of Oxford.

Today, there are Oxfam shops all over the country.

People can bring their old things here and the shop sells them. I love it!

It's a great place to shop because you can find all kinds of things. There are a lot of old books, DVDs and CDs. And it's all very cheap.

But that isn't my favourite thing about Oxfam. I know that all the money I spend in Oxfam can help people who need it. And I really like that!

Oxfam is a shop where I can buy great things and help people too!

Lesson 10

Part 1

Teacher presenter Let's practise grammar. You've been shopping. Look and remember the things you bought. Why did you go to the bookshop?

Student To buy a book.

Teacher presenter Correct. Look again and remember the things you bought. Why did you go to the greengrocer's?

Student To buy some bananas.

Teacher presenter Correct. Look again and remember the things you bought. Why did you go to the baker's?

Student To buy a cake.

Teacher presenter Correct. Look again and remember the things you bought. Why did you go to the florist's?

Student To buy a plant.

Teacher presenter Correct. Look again and remember the things you bought. Why did you go to the sports shop?

Student To buy a ball.

Teacher presenter Correct. Look again and remember the things you bought. Why did you go to the toy shop?

Student To buy a yoyo.

Teacher presenter Correct. Well done!

Part 2

Teacher presenter Let's practise more grammar. You and your friend are making a pizza. Ask me about the ingredients you need.

Student How much flour do we need?

Teacher presenter You need one bag of flour. Ask me another question about the ingredients you need.

Student How much tomato sauce do we need?

Teacher presenter You need one jar of tomato sauce. Ask me another question about the ingredients you need.

Student How many mushrooms do we need?

Teacher presenter You don't need many mushrooms. Ask me another question about the ingredients you need.

Student How much cheese do we need?

Teacher presenter You need a lot of cheese. Ask me another question about the ingredients you need.

Student How many red peppers do we need?

Teacher presenter You need one red pepper. Ask me another question about the ingredients you need.

Student How many onions do we need?

Teacher presenter You need two onions. Well done!

Unit 8

What's fun about an after-school club?

Lesson 1

My name's Nico!

What's fun about an after-school club? We can try new activities!

My after-school club goes on a trip every week. We sometimes go to old castles and we sometimes go to museums, too.

But this week we're going to go to a special adventure centre.

This is my friend Suki.

She wants to try new activities. First she's going to try archery.

Archery is a very old sport. You need a bow and an arrow. You put the arrow in the bow, pull and fire at the target. Well done, Suki!

This is Ted, the archery teacher. He's very good at archery. He's going to hit the middle of the target.

I was right! That's a bull's eye!

After archery, we're going to try climbing! There's a big wall at the centre.

You always need help. You need a rope and you have to wear a helmet, too.

When you're ready, you can start to climb. It isn't going to be easy! But it's a lot of fun!

After-school club is fantastic. You can go to new places and you can try new activities!

Lesson 10

Part 1

Teacher presenter Let's practise grammar. Here's Ben. Right now he's watching a film. Ask me what.

Student What is he watching?

Teacher presenter He's watching a comedy. Ask me what he usually watches.

Student What does he usually watch?

Teacher presenter He usually watches scary films. Here's Lily. Right now she's watching a film. Ask me what.

Student What is she watching?

Teacher presenter She's watching a cartoon. Ask me what she usually watches.

Student What does she usually watch?

Teacher presenter She usually watches musicals. Here's Mason. Right now he's watching a film. Ask me what.

Student What is he watching?

Teacher presenter He's watching a historical film. Ask me what he usually watches.

Student What does he usually watch?

Teacher presenter He usually watches sci-fi films. Well done!

Part 2

Teacher presenter Let's practise more grammar. Ask me how often I wear these things.

Student How often do you wear jeans?

Teacher presenter I wear jeans every weekend. Ask me how often I wear these.

Student How often do you wear sandals?

Teacher presenter I wear sandals every day in summer. Ask me how often I wear these.

Student How often do you wear gloves?

Teacher presenter Not often. I wear gloves once a week in winter. Ask me how often I wear this.

Student How often do you wear a wig?

Teacher presenter Once a year. I wear a wig in the school show. Ask me how often I wear these.

Student How often do you wear boots?

Teacher presenter I wear boots every day in the winter. Ask me how often I wear this.

Student How often do you wear a scarf?

Teacher presenter I wear a scarf two or three times a week. I like scarves. Well done!

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