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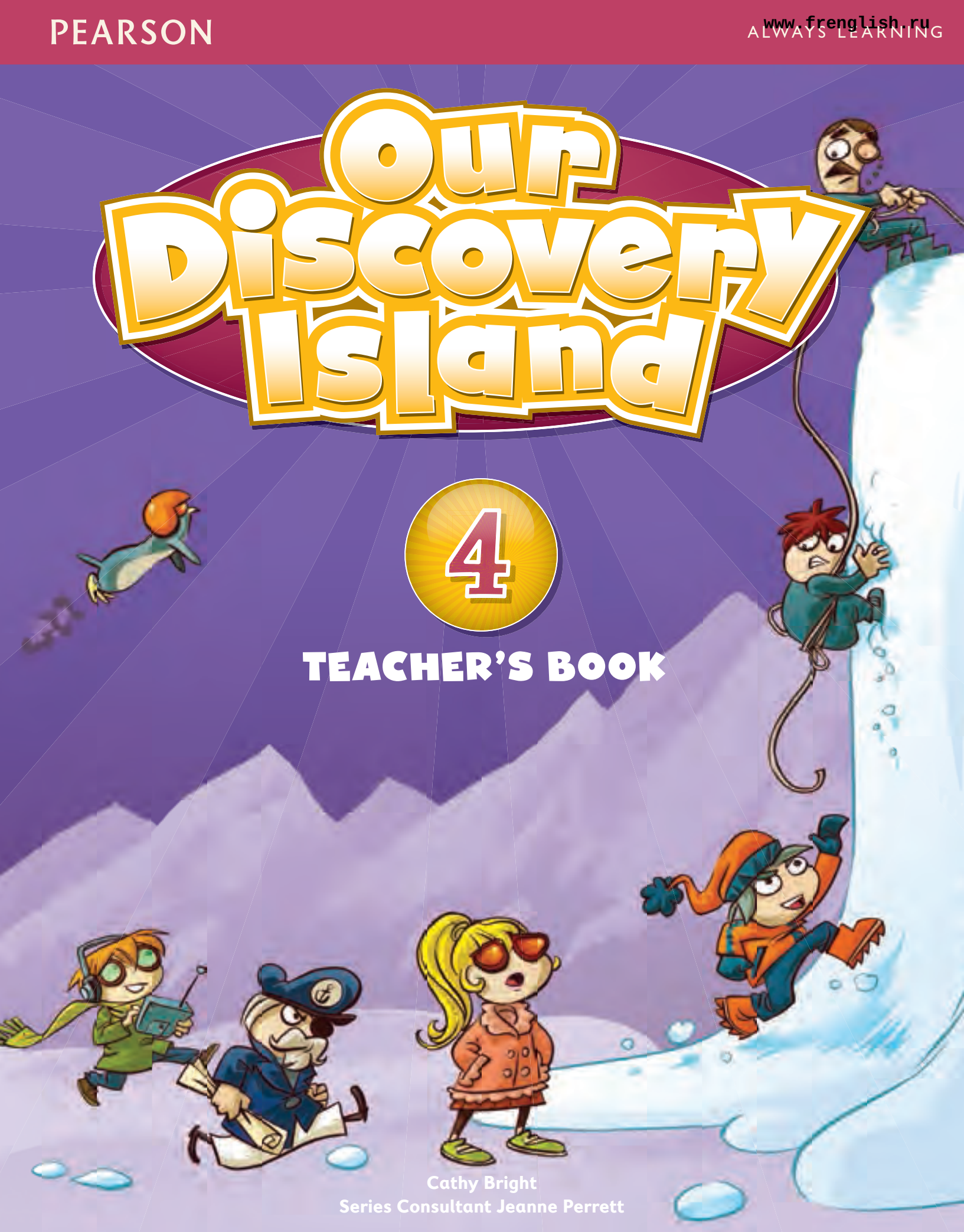
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ALWAYS LEARNING

Our Discovery Island

4

TEACHER'S BOOK



Cathy Bright
Series Consultant Jeanne Perrett

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Ice Island



Welcome to ***Our Discovery Island***, a six-level primary English series that engages children in 21st century learning. Inspire every one of your pupils to learn English!



Our Discovery Island...

- ***Reaches***: Online adventures on themed islands develop the cognitive, emotional, and social skills of the **whole learner**.
- ***Teaches***: Links to daily life through cross-curricular connections and authentic texts **immerse** pupils in English.
- ***Gets Results***: Guided communication, collaboration, fun characters and engaging stories **motivate** and make learning English more exciting than ever before!

Components

Pupil's Book with Access code
Activity Book with CD ROM
Online world
Teacher's Book with Access code
Class audio CDs
DVD
Active Teach for IWB
Posters



Online world: www.ourdiscoveryisland.com
Teacher support: www.pearsonelt.com/ourdiscoveryisland
Teaching community: www.pearsonelt.com/primaryplace

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Our Discovery Island

Ice Island 4

TEACHER'S BOOK

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Introduction

Our Discovery Island is a six-level course for children learning English as a foreign language in Primary schools. It offers best practice methodology in the classroom whilst also offering teachers and pupils an innovative digital environment. *Our Discovery Island* can be used as a blended learning course and takes into account the current movement towards using an increased amount of technology in the classroom and also at home as more and more families have home computers and want safe, effective, educational material for their children. *Our Discovery Island* motivates children by introducing them to a group of characters in an Online Island that echoes the Island in their English book. Pupils follow the characters on a quest through their book whilst listening to stories, singing songs, communicating and playing games along the way. Most importantly, pupils will enjoy themselves and make their own discoveries in English. *Our Discovery Island* - where learning is an adventure!

On *Ice Island*, the main characters Finn, Dylan, Jenny and Dr Al live in a lush winter wonderland. The adventure begins when a valuable treasure map, showing the location of a Golden Penguin statue, is stolen from Captain Formosa's submarine. Our heroes follow the thieves, Rufus and Ivan and recover the statue much to the delight of two cheeky penguins, Penn and Gywn, who help but get into mischief along the way.

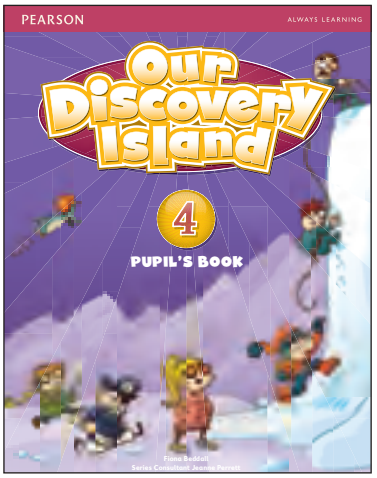
Components for the pupil

PUPIL'S BOOK

The Pupil's Book provides materials to effectively present and practise the target language. It introduces new language in lively and engaging contexts. A wide variety of practice tasks lead from controlled language activities through to production and personalisation activities. Extensive further practice is provided in the Activity Book. Each unit includes listening, speaking, reading and writing activities, ensuring that pupils develop their skills and are able to practise new language in a broad range of contexts. Additionally the Pupil's Book contains songs, stories, games, listening and reading texts and communicative activities to ensure lessons are varied, motivating and effective. It is organised as follows:

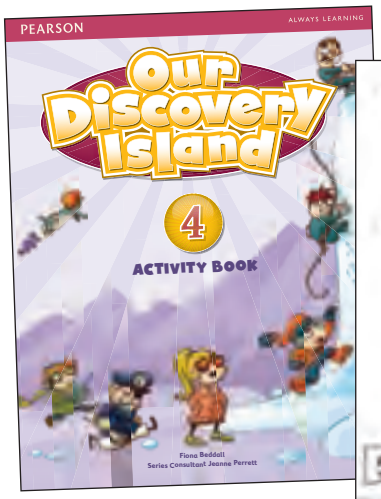
- An opening story spread introducing pupils to the group of characters and the island
- Eight units divided into eight distinct lessons
- Four Review spreads (two of which are board games) at the end of alternate units
- Four Wider World spreads focusing on a real-life topic from an international perspective, at the end of alternate units
- Two festival lessons at the back of the book for use at Thanksgiving and Christmas
- A Grammar reference section at the back of the book.

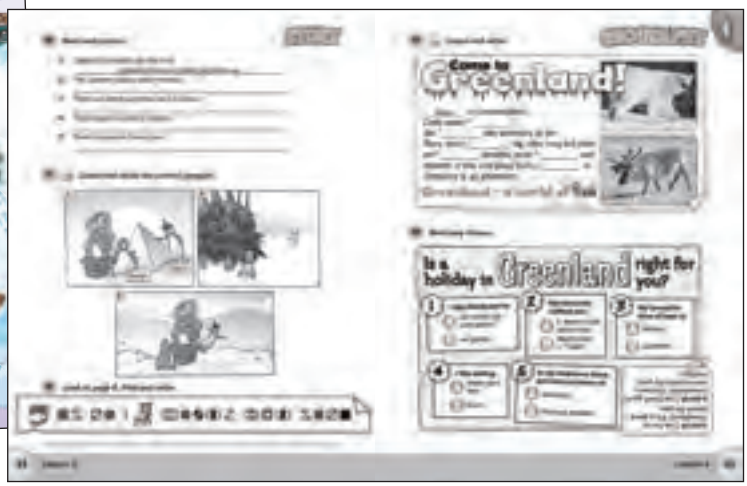
The Access code printed at the back of the book gives pupils and parents unique and safe access to *Ice Island Online* via the internet.











ACTIVITY BOOK

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading texts. It is organised as follows:

- A Welcome unit introducing pupils to the group of characters and the island
- Eight units divided into eight lessons for use after the corresponding Pupil's Book page
- Two festival lessons at the back of the book for use at Thanksgiving and Christmas
- A comprehensive word list at the back of the book to aid pupils in remembering the target language

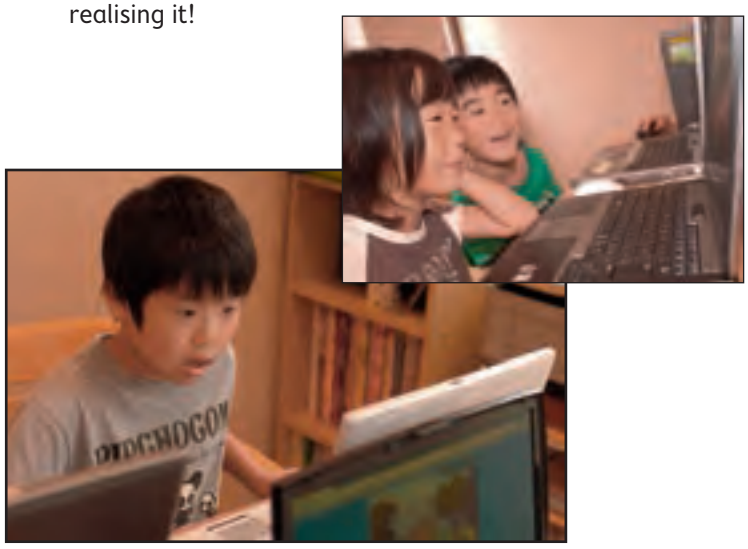
Full details of when to use the Activity Book are given in the teaching notes.

ONLINE ISLAND

Our Discovery Island includes a unique Online Island component. This provides a safe, engaging, highly-motivating environment where the pupils meet the characters from the Pupil's Book plus a host of other exciting characters and follow them on an adventure. Pupils encounter and practise target language from the course in a stimulating environment. They will engage in safe 'closed-chat' dialogues with the characters they meet and follow instructions and guidance to help them solve clues and puzzles and engage in supplementary language games along the way. It's a great way to make learning happen in an interactive environment and further consolidates and extends the language-learning process. Most of all, pupils will enjoy the experience of learning through play and will absorb English without realising it!



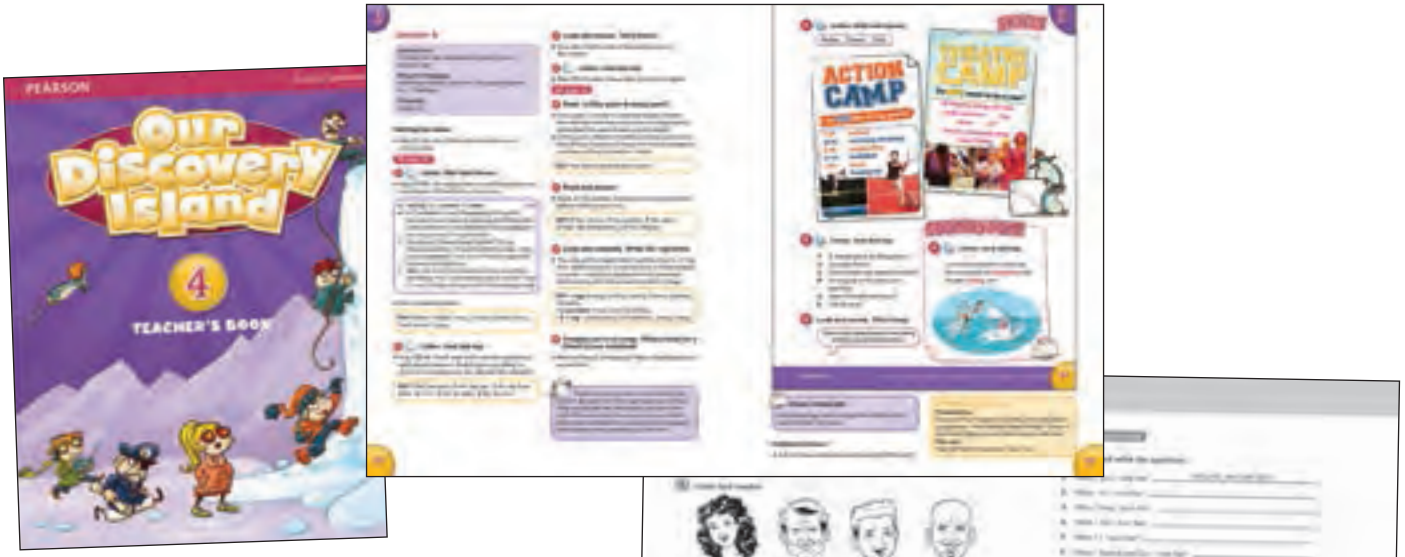




CD-ROM

The CD-ROM contains an 'offline' version of the Online Island adventure, games and puzzles for those pupils who don't have access to an internet connection. The CD-ROM also includes the songs from the Pupil's Book.

Components for the teacher



TEACHER'S BOOK

The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Ending the lesson.

There are also further optional activities suggested for fast finishers. The lesson notes are designed to be flexible supporting all teachers, including those who may lack time for planning or have limited access to resources. The introduction includes recommended procedures for using games, classroom language and stories effectively and how the DVD, the Online Islands, and the posters can be best exploited in class.

ONLINE ISLAND

Teachers have special access to the Online Island using the Access code provided in the Teacher's Book. This takes them into *Ice Island Online* with the pupils and gives access to an easy-to-use Progress Review System (PRS) where the teacher can monitor the progress of their pupils. There are step-by-step help guides detailing all aspects of game play, plus login and classroom management through the PRS. These are available both on screen and as a download to print. Teachers will also find report cards showing each pupil's progress that they can print out for the class and parents. Teachers will find further information on pages 10–14.

For maximum flexibility and variety throughout the teaching year the following photocopiable materials can be found at the back of the book:

- Unit and end-of-year evaluations
- Consolidation and extension worksheets.

The Access code printed at the back of the book gives the teacher special access to *Ice Island Online* via the internet.



AUDIO CDs

The CDs contain all the songs, stories and listening comprehension activities. There are also karaoke versions of the songs provided at the end of the third CD.



DVD

Each level of *Our Discovery Island* has a DVD with four episodes. Each episode can be used to reinforce and extend the language of the course, focusing on the topics and language of two units. There are songs presented by three young presenters, Sally, Jack and Albert. And there are animated stories, showing further adventures of the *Ice Island* characters. Teachers will find further information on pages 16–19.



ACTIVE TEACH

Our Discovery Island Active Teach provides software for use on any Interactive Whiteboard (IWB) with integrated tools and a 'How to ...' DVD demonstration of use. It can also be used with just a computer and projector. It eases classroom management as it contains direct links to all of the Pupil's and Activity Book pages, digitally transformed to create more opportunities for interaction between the pupil, teacher and the material. It includes 'hide' and 'reveal' answers, links to further practice activities and games that recycle the language of the unit and previous units and links to audio and DVD content without the need of a separate CD or DVD player. It has stimulating and engaging digital board games with electronic spinners, posters plus a special 'make a poster' feature where teachers can compose and print their own posters from a bank of images, plus an internet link that takes teachers directly to the Online Islands.



POSTERS

There are three posters to accompany each level of *Our Discovery Island*. Teachers will find information on where best to use them in the main lesson notes both to extend the content of the course and to provide a new context for communication. Teachers will find further information on pages 20–21.







Methodology and organisation

METHODOLOGY

Our Discovery Island Level 4 takes a '5P' approach to communication in order to provide support and encourage production from an early stage. The PPP (Presentation, Practice, Production) is a tried and tested approach which is favoured by many teachers in the Primary classroom. The lesson sequence is clear and easy to follow and works in a structured way. The *Our Discovery* Island '5Ps' approach adds also Personalisation and Pronunciation.

Presentation is the first stage. The teacher demonstrates the key language (often in illustrated form or using gesture) while providing a model (on audio CD or Active Teach) for pupils to hear the correct pronunciation.

Practice is provided in the form of controlled and more open activities using the presented language.

Production activities encourage pupils to use the language either to speak or write something. These activities encourage pupils to become more autonomous and to manipulate the language in order to communicate.

Personalisation activities are also included in the lesson structure to engage the pupils further with the unit language and to help them with language recall.

Pronunciation of difficult sounds in English is a key literacy area which is addressed in the Sounds fun! feature in Lesson 4. *Our Discovery Island* also suggests that teachers encourage the creation of a Sounds fun! notebook (see p 8) in which pupils can make a record of the sounds learnt and identify words containing those sounds to aid memory.

ORGANISATION

At Level 4, there is an introductory story spread followed by eight main teaching units, divided into eight lessons. The two Festival lessons can be used at Thanksgiving and Christmas and there is a Grammar reference section at the back of the Pupil's Book. The Activity Book has an additional Welcome unit and provides opportunities for self-evaluation. There is a comprehensive word list at the back for reference and revision.

The eight main teaching units consist of eight lessons as follows:

Lesson 1

Presentation and practice of new vocabulary with audio support. Pupils listen and read a mini story dialogue with the new vocabulary in context. Then they focus on the new vocabulary – reading, listening and working on the pronunciation by saying before moving to a communicative activity, which is sometimes a game, to further practise the new vocabulary.

The mascots Penn and Gwyn, appear in this lesson or lessons 2 or 3 depending on the content of the unit. Penn and Gwyn have got a picture of an item from *Ice Island Online*. Pupils have to find the item online, click on it and complete the supplementary language activity based on the vocabulary of the unit.

Lesson 2

A new or recycled structure is presented with a listening activity in context, along with further practise of the new language from Lesson 1. A Look! Box highlights the target language of the lesson and there are comprehension activities for further practise. A speaking activity follows based on the target language of the lesson.

A home-school link to encourage parental involvement appears in this lesson or lessons 3 or 4 depending on the content of the lesson with full details of use in the teaching notes.

Lesson 3

Song. Vocabulary and language structure is extended and practised with further practice of vocabulary from previous lessons. Karaoke versions of the songs are present at the end of Class CD 3. A Look! Box highlights the target language of the lesson and there is a speaking activity based on the language presented in the song.

Lesson 4

Skills. Revision of unit language. Pupils practise all four skills: listening, speaking, reading and writing across the Pupil's Book and Activity Book and the activities consolidate the main target vocabulary for the unit.

Sounds fun! This pronunciation feature with audio support presents English sounds with comic characters and tongue twisters.

Lesson 5

Story. The story is presented with speech bubbles for reading with audio support. It recycles vocabulary and structures from previous lessons and introduces some new language. The lesson ends with a link to show teachers when to take pupils to *Ice Island Online*.

Lesson 6

CLIL. New language is presented through a cross-curricular topic in English. This lesson practises new and recycled language from previous lessons. A Mini project encourages production of the unit language.

Lesson 7

Round-up! and I can do it! in the Activity Book consolidate the vocabulary and language structures of the unit, adding opportunities for personalisation. Pupils self-evaluate how well they feel they have done in this unit by ticking the happy/sad faces in the Activity Book next to the 'I can' statements.

Lesson 8

In alternating units this lesson is either a Review spread consolidating the language of the last two units (two of which are board games) or a Wider World spread focusing on a real-life topic from an international perspective which also consolidates the language of the last two units plus introduces some new topic-related language.

LITERACY

In Level 4, reading is introduced in the Pupil's Book and Activity Book in the form of short paragraphs. In the Activity Book pupils practise writing short sentences and paragraphs to practise the new language.

The Sounds fun! notebook is something pupils prepare in class to be used at the end of Lesson 4 of each unit. Pupils record the sounds learnt in each unit in their Sounds fun! notebook and find or draw pictures of words with these sounds. More confident pupils could also write the words below their drawings. With the introduction of target vocabulary at the beginning of every unit, teachers should encourage pupils to add these new words to the appropriate page in their Sounds Fun! notebook. In this way, pupils are consistently recycling the sounds introduced in this level. Pupils could use an exercise book as their Sounds Fun! notebook, and then carry it through into next year. Alternatively, you could help them to make their own mini book using the instructions below and three sheets of A4 paper.

Making a mini book

- Take one A4 sheet for every 8 pages needed in the book, i.e. three A4 sheets for a 24-page book.
- Put the sheets neatly one on top of the other. Fold the pile in half so that the short sides touch, and then in half again in the other direction. You should now have a small book shape.
- Cut along the folds at the top/bottom of the book so that the pages can turn, and staple at the top and bottom of the spine.

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Pronunciation table

Consonants		Vowels		
Symbol	**Keyword**		**Symbol**	**Keyword**
p	**p**en	**short**	ɪ	b**i**t
b	**b**ack		e	b**e**d
t	**t**en		æ	c**a**t
d	**d**ay		ɒ	d**o**g
k	**k**ey		ʌ	c**u**t
g	**g**et		ʊ	p**u**t
f	**f**at		ə	**a**bout
v	**v**iew		i	happ**y**
θ	**th**ing		u	act**u**ality
ð	**th**en	**long**	iː	sh**ee**p
s	**s**oon		ɑː	f**a**ther
z	**z**ero		ɔː	f**ou**r
ʃ	**sh**ip		uː	b**oo**t
ʒ	plea**s**ure		ɜː	b**ir**d
h	**h**ot	**diphthongs**	eɪ	m**a**ke
x	lo**ch**		aɪ	l**ie**
ʧ	**ch**eer		ɔɪ	b**oy**
ʤ	**j**ump		əʊ	n**o**te
m	su**m**		aʊ	n**ow**
n	su**n**		ɪə	r**ea**l
ŋ	su**ng**		eə	h**air**
w	**w**et		ʊə	**sure**
l	**l**et		uə	act**ua**l
r	**r**ed		iə	peculi**ar**
j	**y**et			

Online Island introduction

Young Learners and Technology

Research shows that appropriate use of computer technology in education is beneficial for pupils (Clements and Sarama; Waxman, Connell and Gray; Byrom and Bingham). Broadly speaking, pupils can learn *from* computers and *with* computers. Pupils learn *from* computers when the computer assumes the role of a tutor, with the goal of imparting and increasing basic knowledge and skills. Pupils learn *with* computers when the computer serves in the role of a facilitating tool, with the goal of developing critical thinking skills, research skills, and the creative imagination (Ringstaff and Kelley).

Computer activities should be age-appropriate and foster instruction in ways that increase learning, motivation, personal productivity and creativity. For example, (Perry) noted that "Children three to five years old are natural 'manipulators' of the world – they learn through controlling the movement and interactions between objects in their world – dolls, blocks, toy cars, and their own bodies." Children are naturally curious and willing to interact with computers, and they enjoy their ability to control the type, pace, and repetition of an activity. In some cases, children have even managed to learn how to use a computer with no instruction at all, through their own curiosity, fearlessness, and persistence (Mitra).

Computers in the English language classroom

The decision to use computers in the language classroom, including the English language classroom, requires the establishment of both technological goals and language-learning goals. For young children, goals such as the following facilitate a path to focused learning.

Technology Objectives	Language Objectives
To become familiar with the parts of a computer (GPU, screen, keyboard, mouse, cursor, printer, and so on).	To use English to interact in the classroom and to communicate in social situations.
To become familiar with approved software programs for the classroom.	To use English to describe self, family, community, and country.
To become familiar with operations (select, drag, save, delete, and so on).	To use learning strategies to increase communicative competence.
To become familiar with finding, filing, tracking, and organising information.	To develop the four skills: listening, speaking, reading, and writing.
To share information and collaborate with others.	To pronounce English words, phrases, and sentences intelligibly.
To develop learner autonomy.	To use appropriate register.

International Society for Technology in Education. *National Educational Technology Standards for Students: Connecting Curriculum and Technology.*

Teachers of English to Speakers of Other Languages, Inc. *ESL Standards for Pre-K–12 Students.*

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Byrom, E., and Bingham, M. "Factors Influencing the Effective Use of Technology for Teaching and Learning: Lessons Learned from SEIR-TEC Intensive Site Schools, 2nd Edition." Greensboro, NC: SERVE.

Clements, D. H., and Sarama, J. "Strip Mining for Gold: Research and Policy in Educational Technology – A Response to 'Fool's Gold.'" *Educational Technology Review, 11*(1), 7–69.

Kneas, K. M., and Perry, B. D. "Using Technology in the Early Childhood Classroom." *Early Childhood Today.* Scholastic.

Mitra, S. "Hole in the wall – can kids learn computer literacy by themselves?" Generation YES Blog.

Ringstaff, C., and Kelley, L. "The Learning Return on Our Educational Technology Investment." San Francisco, CA: WestEd.

Waxman, H. C., Connell, M. L., and Gray, J. "A Quantitative Synthesis of Recent Research on the Effects of Teaching and Learning with Technology on Student Outcomes." Naperville, IL: North Central Regional Educational Laboratory.

The Online Island is an immersive world which accompanies the *Our Discovery Island* series. It is a ground-breaking digital product, combining the methodologies of classroom-based ELT and games-based learning. It is a safe learning environment, suitable for young learners which, via an internet connection, can be:

- used on individual computers at school or at home
- used in groups at school
- used through the Active Teach IWB software.

It provides immediate feedback on performance; and contains features that appeal to young learners, such as colourful attractive visuals, clear audio providing excellent pronunciation models, animation, and game-like activities, all of which play a part in pupil motivation. It is carefully calibrated to appeal to children between the ages of 4 and 12. The target vocabulary and grammar directly reinforce the syllabus of the course. Because tasks are intuitive and clear, and because students receive immediate audio and visual feedback on their progress, the programme builds learner confidence and independence.

The Online Island was authored by a team of ELT specialists and multimedia games developers and offers rich and engaging digital worlds which build on the language and aims contained within the books. The main emphasis is on expanding vocabulary while the pupils learn through playing language games and achieving tasks. New language is introduced gradually and contextualised so that pupils feel confident and motivated to complete each level. The key concepts which have guided the design are:

- **Immersion.** The Online Island takes pupils out of their classroom or home environment and immerses them in a coherent and believable context. Engaging content and beautiful design hold the pupils' interest and motivate them to continue with the adventure. Research conducted with the Online Island indicates that even very young children are able to maintain concentration and enthusiasm for long periods of time.
- **Stealth learning.** The Online Island is enjoyable and learning takes place almost without the pupils being aware of it. Rather than mirroring the type of tasks in the Pupil's Book, pupils learn via interactions with characters in the adventure. They are presented with real-world-like tasks, giving them a sense of responsibility and active involvement which is extremely motivating. Learning takes place through listening and reading comprehension of speech bubbles, and through exposure to the target lexical sets via speech bubbles, dialogues, the Picture Dictionary and supplementary language games.
- **Mastery.** Striking the right balance of challenge and achievability is a key component in any game. The Online Island has been carefully designed to introduce the key skills needed to complete the task at the start of each level, and then by slowly building the complexity of the language pupils encounter. It is important that pupils find the tasks within the adventure sufficiently challenging. Children with prior exposure to digital games expect to fail at complex tasks several times before achieving them. This makes the tasks more, not less, satisfying, once achieved and encourages exploration and educational risk-taking. The model of 'try, fail, repeat, succeed' is also important because it gives repeated exposure to the target language, ensuring that pupils comprehend the language before they move on.
- **Control.** Pupils love immersive worlds because they feel free within them. They can move their avatar around at their own speed and in their own chosen direction. They are also free to experiment and to fail without censure or observation. This gives them confidence and motivation. The Online Island has been designed to allow children sufficient freedom to enjoy the adventure and games, but at the same time to carefully channel them towards the learning outcomes and to expose them gradually to the target language. A carefully controlled gating system means they must achieve certain tasks before progressing into new parts of the adventure. A starred report card system motivates them to complete all the tasks within a scene, but gives them some freedom to determine when and how they do this.
- **Reward.** The Online Island includes many of the most popular features of existing games, such as collectible items, costumisation, avatar design and 'hidden' rewards such as new characters who appear once certain tasks are complete as well as audio and visual feedback to a task.

Teacher support

We recognise that many teachers are likely to be unfamiliar with this type of component and have developed a series of help guides both online and as a download to be printed to help teachers gain confidence in using the Online Island in the classroom, assisting pupils with queries about the tasks, or setting parts of the Online Island for home study.

In conjunction with this there are video walkthroughs of each level, to answer queries about specific sections of the adventure. These videos can also act as an introduction, or provide quick support for teachers who can't spare the time to work through the Online Island themselves.

All teachers will receive an individual Access code to the Online Island and, unlike the pupil version it will contain a map, allowing them to skip back and forward between scenes.

For ease of classroom management there is a Progress Review System (PRS) where teachers can register their classes and monitor their progress. Parents can also view pupils' progress via the Report Card online.

ICE ISLAND ONLINE

Ice Island Online is set on a cold, snowy island, where pupils visit a training camp to learn wilderness survival skills, visit Dr Al's observatory, Professor Ice's secret lair and rescue Jenny who is trapped on the edge of an ice cliff amongst other adventures. Pupils will recognise Dr Al and Jenny as well as Dylan and Finn from their Pupil's Book. Pupils must help find the villain, Professor Ice who has stolen an Ice Laser and some yetis from a Science Laboratory. They need to discover Professor Ice's plans, and acquire the skills they need to trek across the icy wilderness and stop him before it is too late!

The adventure begins with an introductory tutorial *Scene Zero* with a simple activity. The aim is to familiarise the pupil with the layout and computer controls, and to provide some context for the following scenes. This also contains the chatroom, where the pupil can interact and play games with other pupils such as Spell Drop, etc. The chatroom contains sample dialogue matching the language aims of each unit at this level. The pupils can return to the chatroom at any stage during the adventure to test their mastery of the language.

The pupil then progresses to the first scene. Each scene contains one, two or three tasks (such as moving an object out of the way or finding the parts of a broken machine). Within each scene there are some supplementary activities such as Match Card or Hungry Shark to further test vocabulary. One of the supplementary activities in each scene is flagged by an image in the Pupil's Book, held by Penn and Gwyn, the penguins. This is not linked in with the task and pupils can complete this at any time. Players can move freely through Scenes 1–3, but they cannot progress to Scenes 4–6 until they have completed all the tasks from Scenes 1–3. Progression to Scenes 7–8 is similarly dependent on the pupil having completed all the tasks in Scenes 4–6. The Level ends with an *Exit Scene*, which occurs automatically and doesn't require interaction from the pupil. The purpose of this scene is to 'round off' the Level, and to reward the pupil for completing all the tasks.

Ice Island Unit 3 Lesson Plan

Ice Island Online can be used safely by children at home, if they have a computer and internet access or the *Ice Island CD-ROM.* If you wish to incorporate *Ice Island Online* into your lessons, below is an easy-to-follow lesson plan which shows how simple it is to manage it in class.

Lesson aims
To distinguish between different activities (ice-skating, trampolining, playing chess, drawing, hitting, kicking) and to understand statements about likes and dislikes (I like playing the drums.)
Receptive language: Professor Ice has sent a lot of yetis. They're coming towards my observatory! I'm scared! Look through my binoculars. Tell me what the yetis are doing. How can we stop the yetis? Maybe we should try talking to them. Can yetis speak English? There's only one way to find out.

- Carry this out as part of Lesson 5, after the pupils have completed the Pupil's Book activities. Pupils may have already found the book/online link item that Penn and Gwyn are holding up on the Pupil's Book page at the end of Lesson 4 (ski poles) and may have therefore completed the supplementary language activity based on the vocabulary in this unit. If not, the teacher can 'walk' the pupils through this now. The ski poles are in the snow to the right-hand side of the door to Dr Al's observatory .
- Online: Using the IWB or a computer screen visible to the class, go to *Ice Island Online* and access Scene 3, Dr Al's observatory.
- Walk pupils through the first part of the task. Enter Dr Al's observatory through the door and find and talk to Dr Al (he's on the top floor near the telescope). Look through Dr Al's binoculars and tell him what the escaped yetis are doing. Complete the first one. (Pink yeti is throwing some rocks.)

- Divide the class into four groups. Choose a pupil from each group to take over with the mouse, looking through the binoculars and answering one of Dr Al's questions. (Red yeti is catching a ball. Green yeti is kicking some rocks. Blue yeti is hitting the ground with a stick. Brown yeti is hitting some rocks with a stick.)
- Exit the observatory and talk to Dylan, (pupils will recognise him from their Pupil's Books) who will tell you to talk to the yetis. Choose five pupils in turn to come to the computer and take over the mouse. They must each click on one of the yetis and find out what they like doing (e.g. the green yeti likes trampolining). They must then search around the scene (including inside the observatory) to find the item that the yeti needs to do its favourite activity (e.g. trampoline is on ground floor of the observatory on the extreme left-hand side near some boxes). Click on the trampoline and a trampoline card is delivered into your inventory backpack. Go outside and find the green yeti, open your inventory backpack and click on the trampoline card and click USE, the card will be delivered to the green yeti and he will be happy. Allow the class to shout out suggestions as to where each pupil should go to look for the items. (Blue yeti likes drawing pictures – collect paper and pencils from top floor of observatory near the telescope. Brown yeti likes playing the drums – collect drum from top floor on top of machine extreme right-hand side. Pink yeti likes ice-skating – collect ice skates hanging up inside observatory on the ground floor right-hand side of the door. Red yeti likes playing chess – collect chessboard from top floor left-hand side near the telescope). When they have found each item, they must return to the yeti and give it to them. If it is the wrong thing, the yeti will be angry, and they must try again.
- When the second quest is complete, Dr Al will appear to congratulate you on talking to animals and you receive a stamp on your training card.
- Choose pupils to complete the supplementary tasks: talk to Jacob (outside the observatory on the left-hand side) and read aloud the joke card he delivers into your inventory backpack; find a page from Amelia Explorealot's diary (top floor of observatory right-hand side above the machine) and read it aloud to the class.
- Alternatively, once you have completed an example online with the whole class, direct pupils to individual or shared computers, or have them access the task at home for homework.
- End the lesson as detailed in the main lesson notes.









Online Island access code record

Class: .....

PUPIL'S NAME	ACCESS CODE

How to use stories

Stories are an essential part of language learning because they allow pupils to absorb information in a fun and stimulating way. Learning outside the normal boundaries of a teacher-based classroom environment creates the opportunity for pupils to develop their creative and communicative skills. Using stories in the classroom greatly enhances pupils' ability to listen and to actively respond to target language and structures in a fun and relaxed atmosphere. Stories increase motivation and encourage less confident pupils to contribute with their ideas and opinions because they are not confined to the limits of a certain structure. At a cognitive level, children are encouraged to use their knowledge of the world and their imagination to predict, infer and make hypotheses, this provides an opportunity for pupils to produce language as they are encouraged to react to the story or predict what happens next, discuss a favourite character or episode. If they answer in L1, echo their answer in English and ask them to repeat after you. In that way, they will gradually incorporate more expressions and vocabulary.

There's a story in Lesson 5 of each unit featuring the *Ice Island* characters. These stories serve to revise and reinforce the target language and structures of the unit. The artwork is visually stimulating and the audio effects ensure pupils listen avidly from start to finish. In order to better utilise the story in class, divide into four sections:

- Ask questions before listening to the story
- Then listen to the story with children following the speech bubbles in their Pupil's Book
- Then ask questions after listening to the story
- Finally act out the story.

Below is the four-step method for using stories in the classroom that starts with L1 anticipation and ends with (assisted) performance.

Stage 1 – Anticipating the story

Asking questions before listening to the story provides teachers with the opportunity to introduce any new vocabulary or to revise previously learnt language and structures. Pupils can begin to form an idea of the theme of the story and how it might develop. This allows teachers to assess how thoroughly pupils have absorbed the target language of the unit. At this stage, teachers should ask pupils questions or carry out a simple discussion in L1 to get the pupils thinking about the story. Teachers shouldn't provide answers at this stage, but rather allow pupils to think for themselves.

Stage 2 – Hearing and seeing the story

At this stage, pupils listen to the story in English, following the speech bubbles in their Pupil's Books and work through it in English to find answers themselves.

Stage 3 – Checking the story

Asking questions after listening to the story gives teachers the possibility to further assess the depth of pupils' comprehension of the story and of the language used. It also sparks pupils' creativity and imagination by encouraging them to visualise how the story develops.

Stage 4 – Acting the story

After listening to the story several times, pupils are ready to act it out in groups, providing them with the opportunity to say larger chunks of language. Props can be brought to class and used to make the experience even more stimulating. Teachers may play the recording or read the speech bubbles from the Pupil's Book while pupils act out, or pupils may read the story themselves.

Story activities

- While pupils listen to the story, they perform a specific action for target vocabulary (e.g. pupils clap when they hear the word *purple* or stamp their feet when they hear the word *blue*).
- Say one or two words spoken by the characters or mime their actions and the class guesses who said them.
- Read the speech bubbles from the Pupil's Book making deliberate mistakes (e.g. say *red* instead of *yellow*). Pupils correct your mistakes.
- Pupils draw a new picture for any frame of the story.
- Pupils create a new ending for the story.
- Pupils invent a new script for one or all of the story frames.
- Pupils draw their favourite character.
- Pupils discuss real-life situations with connotations to the story.
- Pupils comment on how they would feel or how they would behave if they were in a similar situation to one of the story characters.
- Write the story script on pieces of paper. Hold them up one by one. Pupils read them and say the name of the character who said the line in the story.
- Pupils keep a notebook of new words/expressions from the stories. Write any new words that are not part of the target language for the unit on the board and pupils copy the new words into their notebooks. Stronger pupils could also use the new words in a sentence.

How to use the DVD

Episode	Target language
1	always, often, sometimes, never, usually; brush my teeth, eat bananas, go swimming, play football, have a shower, climb mountains, ski, snowboard, make my bed, meet my friends
2	I/We love/like (playing basketball/skateboarding/karate/dancing/cooking/singing/snowboarding). I can (throw a basketball/skateboard/jump/do karate/kick). I'm good at (kicking). Watch me dance. Can you cook? Egypt, Brazil, the USA, mountain, forest, volcano, cave
3	Where are you going? I'm going shopping. hat, scarf, socks, coat, suit, jacket, wetsuit, shorts, sunglasses, sandals; this/that; too (big, small, long, short, loose, tight); valley
4	Whose camera is this? yours, mine, ours; toys, radio, books, mobile phone, skateboard

The DVDs give the language of *Our Discovery Island* a new context and each episode is designed for use after every two units of the Pupil's Book. Sally, Jack and Albert provide a song and there is an animated story from *Ice Island*. Each episode also contains a Last Word – a short focus on one language point.

- **SONG**

The pupils watch, listen and follow the actions. As they grow more confident, they can join in with the song.

- **STORY**

Watch the story. Ask the pupils (in L1) what happened in the story. Watch again, stopping at key points, and ask them about the language, the images or the story. Ask the pupils to act out the story. Assign the roles of Dr Al, Finn and Jenny to confident speakers and let other pupils play the other parts. Encourage them to say as much of the dialogue as they can and prompt them where necessary.

- **THE LAST WORD**

These reinforce a common language point with short, humorous animation. Some Last Words are interactive, and the pupils can use the DVD player controls to answer questions.

Episode 1

Song – Do you ever?

SALLY Hello, I'm Sally.
JACK Hello, I'm Jack.
ALBERT I'm Albert!
SALLY Do you ever ... before bed?
JACK Yes, I always brush my teeth before bed!
JACK, ALBERT AND SALLY We always brush our teeth before bed.
JACK Do you ever ... for breakfast.
SALLY Yes, I often eat bananas.
JACK, ALBERT AND SALLY We often eat bananas for breakfast.
ALBERT Do you ever ... on Saturdays?
JACK Yes, I sometimes go swimming on Saturdays.
JACK, ALBERT AND SALLY We sometimes go swimming on Saturdays.
JACK My turn! Do you ever ... after lunch?
SALLY No, I never play football after lunch.
ALBERT Yes, I always play football after lunch. Goal!
SALLY Do you ever ... in the morning?
JACK Yes, I always have a shower in the morning!
JACK I do!
ALBERT Do you ever ... la, la, la, la, la, laa?
JACK Yes, I often sing!
JACK, ALBERT AND SALLY Yes, we often sing. But now this is the end!

Extra activity

Ask pupils about things they *always, usually, often, sometimes* and *never* do. Make sure they understand the differences in frequency given by these adverbs. If necessary draw a line on the board and use percentages

to indicate the differences. Ask *Do you ever ...?* and insist that the reply must contain one of the adverbs of frequency. When you have been round the class asking questions, allow pupils to take turns asking each other.

Story – Meet Finn and Jenny.

FINN Hi! My name is Finn. I'm thirteen.
I can climb mountains.
I can ski.
I can snowboard! Cool!
And I always make my bed in the morning.
I usually brush my teeth after breakfast. And I sometimes meet my friends.
Jenny is my friend.
What does she look like?
Hmmm. Well, ... Jenny is pretty. She's got long blond hair.
She's strong and brave.
JENNY Hello, Finn!
FINN Hello, Jenny!
FINN The computer! Someone needs help!
DR AL Finn! Professor Ice is taking the Super Freeze Machine! Look!
FINN Oh no! It's Professor Ice!
JENNY He's taking the Super Freeze Machine! We've got to stop him!
FINN Come on! Let's go!

The Last Word – Curly red hair.

NARRATOR Who's got curly red hair?
No, his hair is blond. Try again.
No, his hair is straight. Try again.

Episode 2

Song – I love playing basketball!

ALBERT Hello! I'm Albert.
SALLY Hello! I'm Sally.
JACK Hello! I'm Jack.
SALLY That was good.
JACK I love playing basketball. Watch me throw!
SALLY I can throw a basketball. Watch!
I love skateboarding! Watch me jump!
JACK I can skateboard! I can jump!
JACK I love karate! I'm good at kicking!
SALLY I can do karate! I can kick, too!
SALLY I love dancing. Watch me dance!
JACK I love dancing! Watch this!
SALLY I love cooking! Can you cook?
JACK I love cooking. Let's cook together!
JACK AND SALLY We love playing basketball. We love skateboarding.
We love karate. We love dancing.
We love cooking. And we love singing! La la la laaa! La la laaaa!

Extra activity

Put the pupils in pairs and ask them to decide on one thing that they both like doing and one thing that they like doing but their partner doesn't. Then get them to tell the class, using the structures: *I like ... He/She doesn't like ... We like ... .*

Story – He wants to freeze the world!

DR AL Dr Al here. Professor Ice is on the mountain. He's got the Super Freeze Machine.
He wants to freeze Egypt, Brazil and the USA. Stop him!
PROF ICE Ha ha ha! You can't catch me!
FINN Watch me!
Cool! I love snowboarding!
JENNY He's in the forest!
FINN Ahhh! A volcano!
JENNY Whoa! Help!
FINN Watch out for the cave!
JENNY Oh no!
PROFESSOR ICE Ha ha ha!
JENNY I don't like skiing!
FINN Where's Professor Ice?
JENNY Out there!
We can fly!
FINN Oh no!

The Last Word – Spelling with ing.

ALBERT Dance.
Dancing.
Run.
Running.

Episode 3

Song – Do you like this hat?

JACK Hello, Sally.
SALLY Hello, Jack. Er, goodbye!
JACK Where are you going?
SALLY I'm going shopping.
JACK I like shopping! Shopping for what?
SALLY I'm going shopping for clothes.
JACK Can I come?
SALLY Yes, OK.
JACK Do you like this hat?
SALLY Do I like that hat?
JACK This hat?
SALLY That hat?
JACK Do you like this hat?
SALLY No, I don't. It's too big.
JACK Do you like this hat? This hat is red. Do you like this hat?
SALLY That hat?
JACK This hat? Do you like this hat?
SALLY No, I don't. It's much too small.
JACK Do you like this scarf?
SALLY Do I like that scarf?
JACK This scarf?
SALLY That scarf?
JACK Do you like this scarf?
SALLY Mmmm ... hmmm ... mmmm
JACK I can't hear you!
SALLY No, I don't like this scarf! It's too long.
JACK Do you like these socks?
SALLY Do I like those socks?
JACK These socks?
SALLY Those socks?
JACK These socks. Do you like these socks?
SALLY No, I don't, they're much too small.
JACK Too small?
SALLY Too small!
JACK Do you like this coat?
SALLY That coat?
JACK This coat? Do you like this coat?
SALLY Yes, I like this coat. It's not too big. It's not too small. It's not too long. It's not too short. It's not too loose. It's not too tight. I like this coat. This coat's just right.
JACK I'm buying that coat.
SALLY You're buying this coat?
JACK I'm buying that coat. That coat's for you!
SALLY Thank you, Jack.

Extra activity

In pairs, pupils take turns miming the scene at the market where Jack asks Sally if she likes various items of clothing. They can choose any clothes. The pupil playing Jack should say *Do you like this sweater/coat/T-shirt, etc?* or *Do you like these socks/shoes/trousers/shorts/sunglasses, etc?* and the pupil playing Sally should say *No, I don't* and give a reason: *It's/They're too big, too small, too long, too short*, etc. Demonstrate first in front of the class with a confident pupil.

Story – Get the machine!

DR AL Dr Al here. Professor Ice has got the Super Freeze Machine. He was on the mountain. Then he was in the valley. Now he's at a party. Get the machine!
JENNY Finn, you need a suit for the party. Are you ready?
FINN Two minutes.
JENNY Here ... and be quick! We haven't got much time.
FINN Do you like this jacket?
JENNY Too short!
FINN Do you like this suit?
FINN Too big?
JENNY Too big. Come on, Finn! Look at the time! Professor Ice is at the party now. We need to be quick!
JENNY A wetsuit?
FINN It is a 'suit'!
JENNY Shorts and sunglasses? No. Finn, please! We have to hurry! Professor Ice has got the Super Freeze Machine, and he's at the party. Please be quick!
FINN Do you like this suit?
JENNY Oh, I love it! Sandals? Oh, Finn!

The Last Word – Find the word.

ALBERT Look at these words ...
Find the animal.
That's right. A cat is an animal.
No, that isn't right. Try again.
Too slow!

Episode 4

Song – Whose camera is this?

SALLY	Hello, I'm Sally.
	Is this yours?
JACK	Hi, I'm Jack.
	What are you doing?
SALLY	Look! The toys are mixed up!
	Is this yours?
JACK	Can I help?
SALLY	Yes!
SALLY	Whose camera is this? Is it yours?
GIRL	No it's not mine.
JACK	Is it yours?
GIRL	Yes! That's my camera. Thank you!
JACK	Whose radio is this? Is it yours?
GIRLS	No, it's not ours.
SALLY	Is it yours?
BOY	Yes! That's my radio. Thank you!
SALLY	Whose books are these? Are they yours?
GIRLS	Yes, they're our books! Thank you!
JACK	Whose mobile phone is this? Is it yours?
BOY	No, it's not mine.
SALLY	Is it yours?
GIRL	Yes, that's my mobile phone! Thank you.
JACK	Whose skateboard is this? It must be yours!
BOY	Yes, the skateboard is mine! Thank you!
JACK	Cool!
SALLY	We did it!

Extra activity

Collect some items from the class and then return them by asking *Whose book/pen/bag, etc is this? Is it yours?* The pupils should answer either *No, it's not mine* or *Yes, that's my book/pen/bag, etc. Thank you*. Do this with singular items first and then move on to plurals.

Story – He's escaping!

DR AL	Dr Al here. Professor Ice was at a party. Now he's missing again. Find him and the Super Freeze Machine.
FINN	There's Professor Ice.
PROF ICE	Ha ha ha! You can't catch me! Ha ha ha!
JENNY	What's he doing? Stop him!
FINN	He's escaping! And I can't open the door!
JENNY	Look! The water! Can you make it stop?
FINN	No! I can't turn it! It isn't working. I can't swim! I can't do it. It's too difficult. Quick! The water's touching my neck!
JENNY	Hmm. Yes!
FINN	The computer. Dr Al!
DR AL	Professor Ice is missing again. Find him and the machine!
JENNY	We'll never find him!
FINN	I've got an idea! I can fly his helicopter with this!
PROF ICE	I can't fly the helicopter! Aaaargh!
JENNY	Where is he going?
FINN	He's going to the police!
FINN AND JENNY	Hurray!

The Last Word – Word order.

VOICE	Was it exciting?
	It was exciting!
	Was it boring?
	It was boring.

How to use posters

Posters can play a key role in the English language lesson as they are such a powerful visual tool. They can be a valuable way to focus pupils' attention, allowing for pupils to consolidate and extend the language already learnt. In addition, the *Our Discovery Island* posters help develop a pupil's speaking ability as they interact with visually appealing characters, authentic 'real-world' photos and captivating scenes. The interactive posters provide even greater scope as the interactive elements can be moved around and a wider variety of language can therefore be practised.

GENERAL POSTER ACTIVITIES

- Before displaying the poster for the first time, pupils can anticipate and predict who and what they will see within a topic area and then see how many items they guessed correctly once the poster is visible.
- Pupils can create their own posters, based on a similar topic.
- Using a large piece of paper placed over the top of the poster (with a 5 cm hole cut out), pupils can be asked to identify what they can see through the hole.
- Through description, pupils can identify objects that are being described orally, e.g. *I'm wearing a white dress, white socks and black shoes. I've got long blond hair. I'm happy. Who am I?*
- With a time limit, pupils can look at the posters and try to remember as much language and content as possible and then in pairs or led by the teacher, they can try to recall the content through questions and answers, e.g. *Are there any socks? Yes, there are some on the big table and some on the shelf.*
- By pointing to an object and making a statement, e.g. *This is a small giraffe*, pupils can reply *yes* or *no* if the information is correct or incorrect.
- In teams or with their partners, pupils can write down as many words (or sentences) as possible for the items in each poster.

Poster 1 Ice Island Map

This is a visual representation of the online world for Level 4. It can be used to check the pupils' progress through the online world, to check where they have located the items presented in each unit of the Pupil's Book in order to play the supplementary vocabulary game and to stimulate language production. Pupils are taken further into Ice Island as they meet with new characters in some new settings not always represented in the stories in the Pupil's Books.

The map shows the nine main areas which the pupils will pass through:

- The harbour/port
- A small city
- Major Etzel's training camp
- Dr Al's observatory
- The Satellite Monitoring Station
- The frozen lake
- The Science Lab
- The caves
- Professor Ice's secret hiding place.

New vocabulary: raining camp, observatory, satellite monitoring station, science lab, secret hiding place, police station, helicopter
Recycled vocabulary: submarine, Geographical features, Animals, There is/are ..., Is there ...? Yes, there is./No, there isn't. Are there any ...? Yes, there are./No, there aren't.

- At the beginning of each lesson, unit or term ask pupils where they are in the online world and have them point on the map. This allows instant feedback as to which pupils are engaging with the online world and which pupils are perhaps progressing at a different speed to others.
- Ask pupils one by one to come up and point to a particular building/area or thing, e.g. *Point to the (police station/ forest/ submarine, etc.).*

SPECIFIC POSTER ACTIVITIES

Unit 4 lesson 7

- Focus the pupils' attention on the geographical features. Ask the pupils *What can you see? (river, volcano, forest, mountains, frozen lake, statue, caves, small city, snow, ice, sea, sky).* Pupils come to the front and point to the river on the poster and say *There's a river*, etc.
- Ask pupils *Where is the statue of the golden penguin?* Pupils answer *It's in the frozen lake.* Ask *Where is the helicopter?* Pupils answer *It's on the mountain, near the caves.* Ask *Where is the submarine?* Pupils answer *It's in the sea/harbour/port*.

Unit 7 lesson 7

- Ask the pupils to look at the map for two minutes and write down, with their partner, everything they can see *(helicopter, submarine, observatory, frozen lake, statue of the golden penguin, caves, submarine, harbour/port, helicopter, small city, river, volcano, forest, mountains, frozen lake, snow, ice, sea, sky).*
- Ask pupils *Is there a helicopter?* Pupils answer *Yes, there is.* Ask *Is there a lion?* Pupils answer *No, there isn't.* Ask *Are there any trees?* Pupils answer *Yes, there are.* Ask *Are there any crocodiles?* Pupils answer *No, there aren't*, etc.

Poster 2 An art gallery

This poster contains paintings for description and how they make pupils feel.

Recycled vocabulary: painting, have got, cool, warm, Appearance, Character, Colours, Clothes, Feelings

Unit 1 lesson 7

- Point to the poster and ask *What does he/she look like?* Elicit some responses. Then ask *What is he/she wearing?* Elicit some responses.
- Ask pupils, with their partners, to look at the poster for two minutes and see how many Appearance words they know. Use this to identify language that might need revision. Write the words on the board *(bald, spiky hair, straight hair, curly hair, tall, short, long, fat, thin, old, young, beard, moustache, glasses, good-looking, beautiful, pretty, ugly, blond/brown/black/grey/red hair, blue/green/brown eyes, hat, dress, socks, shoes, skirt, shirt, shorts, jacket, T-shirt, trousers)*.
- Point to characters on the poster and ask *What does he/she look like?* or *What do they look like?* For example, point to the young girl and ask *What does she look like?* Pupils answer *She's wearing a white dress, white socks and black shoes. She's young and she's got long blond hair.* Repeat with other characters. Pupils could also do this in pairs.
- Pupils write brief descriptions of two characters, describing their appearance and the clothes they are wearing. Split the class into two teams and then, in turn, ask pupils to the front to read out their descriptions; pupils from the other team point to the correct character. An example could be: *He's got short black hair. He's got a black moustache. He's wearing a white shirt and a black jacket*.

Unit 2 lesson 7

- Point to characters in the paintings and ask *Is he/she bossy/sporty/lazy/shy/kind/clever?* For example, point to the boy lying on the bench and ask *Is he sporty?* Pupils answer *No, he's not sporty.* Ask *Is he lazy?* Pupils answer *Yes, he's lazy*, etc.
- Ask pupils to look at each painting and ask *Is it in warm or cool colours?* Pupils answer.
- Ask pupils to look at each painting again and ask *How does it make you feel?* Pupils answer *It makes me feel excited/scared/angry/happy/sad*, etc.

Poster 3 In a shop

This interactive poster contains a lot of items to be found in shops. It also includes the word labels which you can cut out and stick on the poster.

New vocabulary: backpack, helmet, rope, snorkel, snowboard, tennis racket, anorak, necklace, mirror, towels

Recycled vocabulary: flippers, goggles, Sports equipment and clothes, Colours. How much is (this/that) ...? How much are these/those ...? What do you like doing? What are you good at?

Unit 5 lesson 7

- Ask pupils to look at the poster for two minutes and, with their partner, write down the words they know. Introduce the new words by pointing to the poster and saying *backpack, helmet, rope, snorkel, snowboard, tennis racket, anorak, necklace, mirror, towels*. Write the new words on the board. Ask the pupils to write the new words in their notebooks.
- If you want, you can cut out the interactive strip and ask pupils to stick the words under the correct pictures and say the words as they stick.
- Point to the flippers on the poster and the word on the board and ask pupils *How much are these flippers?* Agree on a price with the pupils, answer in pounds e.g. (twenty pounds). Write the price on the board next to the word flippers. Ask pupils *Are these flippers cheap or expensive?* Pupils answer. Repeat for the other new words.
- Choose two confident pupils to come to the front and act out a shopping trip:
  Pupil A How much (are those flippers)?
  Pupil B They're twenty pounds.
  Pupil A Can I buy (those flippers), please?
  Pupil B Yes, of course.
  Pupils exchange money and buy the flippers. Repeat for the other items with pairs of pupils taking turns.

Unit 6 lesson 7

- If possible bring some photos or pictures from magazines of sports into the classroom. Show the pupils a picture of snorkelling and ask *What do you like doing? What are you good at? I'm good at snorkelling!* Ask pupils to look at the poster and tell you what you need *(wet suit, flippers, snorkel, goggles and a towel)*. Repeat with other sports, e.g. snowboarding, football, skiing, rock climbing, tennis, swimming, walking. It doesn't have to just be sports, you can also include sunbathing, going to a party, etc.
- Pupils pick a sport/leisure time activity and write a short text on it. Saying why it is their favourite and a list of things they need to buy from the shop. Pupils can come to the front and read out their lists and the class can guess the sport/leisure activity.

Unit 8 lesson 7

- Play a revision game. Ask pupils to look for words in the shop that begin with different letters of the alphabet *a: anorak, b: boots, c: candle, d: doll*, etc. Let pupils know that they don't need to find items for all the letters.

Games

Introduction

Games are an entertaining way for pupils to revise, practise and consolidate language. Fun is a great motivation, allowing pupils with different skills and abilities to learn in a stress-free environment.

Most of the games and activities described here can be played by the class as a whole, or by dividing it into small groups or pairs. It would be good to keep in mind though that the smaller the number of pupils in a group, the more talking time they will have in their group. Also, pairing is important; if you pair confident and shy pupils together, the latter will not have much chance to produce a lot of language.

It's a good idea to know beforehand how many groups you want to divide your class into and what materials you will need for all the pupils. Also, it would save you time if you have a clear idea of the pupils' sitting arrangement before starting the activity.

Setting clear rules and a time limit from the beginning keeps games competitive and fun. Finally, during the game, you might want to move around the class unobtrusively, monitoring and noting down good language usage and mistakes/errors so that after the game you can have a brief feedback session. It might be better if you kept that impersonal, not mentioning who produced either the instances of good language or the mistakes. This will remove the stress from pupils who will be able to communicate more freely focusing on fluency rather than accuracy.

Games and fun activities

Vocabulary

Hangman

This game can be played in pairs, small groups or with you against the whole class. A pupil from group A comes to the board and chooses a word from a secret pool of words that you have decided upon, and writes as many dashes as the word has letters on the board. The pupils from group B try to guess the word, by calling out possible letters.

Hot seat

This is useful to revise/consolidate vocabulary or as a warmer/finisher. Play as a whole class. A volunteer sits on a chair at the front facing the class so they can't see the board. Write a word on the board. Different pupils say individual words associated with the word on the board to help the volunteer guess it. The pupils can't mime, make noises or say sentences!

I spy

This is useful to revise vocabulary. Play as a class or in groups. Choose an object pupils can see. Say *I spy with my little eye, something beginning with, e.g. P.* Invite guesses, e.g. *pupil, pen.* The first pupil to guess correctly says *I spy ....*

Pictionary

On small blank cards write words or phrases you want pupils to revise. Divide the class into two groups. A pupil from group A takes a card from the pack and draws a picture of the word/phrase on the board within a set time limit. His/her partners must guess the word to score a point. Then it's the turn of the other group. The winner is the group who has scored the most points.

Whispers

This is useful to consolidate/revise vocabulary and practise listening. Play as a whole class or in teams to make it competitive. Whisper a word/short sentence to a pupil. They whisper the word to the person next to them. Continue until all pupils in the row/class have whispered the same word. The last pupil tells the class what they think the word/sentence is.

Word snakes

Pupils make word snakes by stringing together vocabulary you want them to revise along with random words or letters in one very long 'word snake'. They give their word snakes to other pupils, pairs or groups to solve.

Grammar and Lexical-Grammatical games

Alphabet tennis

This is useful to consolidate/revise a lexical set or as a warmer with no specific vocabulary focus. Play with the whole class. Divide the class into two teams. Decide which team/pupil will begin. 'Serve' a word from the lexical set, e.g. Say *b.* The pupil says any word from the set beginning with *b.* Any pupil from the other team says another word beginning with *b*, without hesitating or repeating. The final team to say a word wins a point. 'Serve' a different letter and start again.

Bingo

This is useful to consolidate/revise a lexical set or grammar. Play with the whole class. Pupils draw a grid on a piece of paper with three columns and three rows. Choose a lexical or numeric set, e.g. sports. Pupils individually write one word or number from the lexical set in each square.

Read out a word/number, and note it. Pupils cross it out if they have it. Continue. Pupils shout *Bingo!* when they cross off all their words. Check the winner's card against your list.

Guessing game

Pupils, in pairs, write five sentences about members of their family and what they are doing at that particular moment. Their partners try to guess. This game can be adapted to be used with many different tenses and can practise the affirmative, questions and short answers, e.g. *Your father is working right now. Yes, he is. / No, he isn't. Is your father working? Did your father work yesterday? etc.*

Happy families

This is useful to practise *have got*, family members and possessive *'s.* Play in groups of four. Give four blank card-sized pieces of paper to each pupil in the class. They each draw someone from their family on each card and write their name and relationship, e.g. *(name)'s granny.*

One pupil in each group of four shuffles and deals the cards so each pupil has four. The aim of the game is to swap cards in order to collect one family. Pupils take it in turns to ask each other questions, e.g. A: *Have you got (name)'s dad*? B: *Yes, I have.* If the answer is positive, Pupil A can ask for another card, e.g. *Have you got (name)'s grandad*? When they get a negative response, it is the next player's turn. The winner is the first to collect one family.

Noughts and crosses

To play the game draw a grid of two parallel horizontal lines and two parallel vertical lines crossing at right angles on the board. This should give you nine squares. In each square write e.g. the infinitive of an (ir)regular verb. Divide the class into two groups and give one group the symbol **O** and the other the symbol **X**. Group **O** choose a square and a pupil provides the past form. If they are correct, they write their symbol in the square. Then group **X** choose a square and repeat the procedure. The first team to get three consecutive **O** or **X** across, down or diagonally is the winner.

Pelmanism

This is useful to consolidate/revise a lexical set. Play in groups of three or four.

Choose a lexical set. Each group draws a different target word on each of twelve small pieces of blank paper. Each group writes twelve matching word cards.

Pupils place the cards face down. They take it in turns to turn over two cards at a time. If they turn over a matching pair they keep it and have another turn. The pupil with the most pairs wins.

Teacher says

Play the game as a whole class. You give pupils orders in the imperative and pupils must obey you **only** if you precede your order by saying *Teacher says ... (e.g. jump/ don't close your books, etc.).* If pupils obey orders which are not preceded by this utterance, they lose and are out of the game. The winner is the last player to stay in the game.

Trivial pursuit

Divide the class into small groups and hand a pack of small blank cards to each group. Ask them to write a question and an answer on each card using a variety of vocabulary and structures you want them to revise. Shuffle the cards, divide the class into new groups and hand a pack of the written cards to each group to play. They play individually in their groups asking and answering questions. The winner is the player who has answered the most questions correctly.

TPR games

Touch and guess

This is useful to consolidate/revise a lexical set. Play with the whole class. Put 6–8 objects connected to a topic/ lexical set in a non-transparent bag.

A pupil comes to the front. Blindfold them. They take an object from the bag, feel it and guess what it is.

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How to use classroom language

Using classroom language is a good way to get pupils to react in English rather than in L1. The more they use these new phrases and expressions, the more confident they become and the less they will need to rely on L1 to communicate with the teacher. If classroom language is used consistently, it becomes a natural part of pupils' vocabulary. It is important to teach both the classroom language the pupils have to understand as well as language they need to produce. The following is a list of common English expressions that could easily be introduced in the classroom and used on a daily basis. It's best to begin with a few expressions and increase the number gradually.

Greeting the class

Hello. Hi!
Good morning/afternoon.
Come in.
Come in and sit down quietly. You're late!
Sit down/stand up, please.
What day is it today?
How are you today?
Is everyone here?
Is anyone away today?
Where is (John)?

Starting the lesson

Are you ready?
Let's begin.
May/Can I have (Tuesday's) homework, please?
Listen (to me).
Look (at me/at the board).
Take out your books/notebooks/coloured pencils.
Where's your book? Please share with (John) today.
Give this/these out, please.
I'm going to give you all a worksheet.
(John) can you give out these worksheets, please?
Have you got a (pencil)?
Open your books at page (4).
Turn to page (6).
Open/close the window/door.

Managing the class

Be quiet, please.
Come to (the front of the class/to the board)
Come here, please.
Put your hands up/down.
Who's next?
Queue/Line up!
Repeat after me.
Wait a minute, please.
Hurry up.

During the lesson - instructions

Hold up your picture.
Show me (the class) your picture.
Draw/Colour/Stick/Cut out ...
Look at the pictures at the top/bottom of the page.
Listen and read.
Listen and read the speech bubbles.
Listen and repeat after (me/the recording).
Write the answer on the board/in your book.
Turn your book over.
Close your books, please.
You can speak, but only in English.
Can you write the word on the board, please (John).
How do you spell (mountain)?
Let's check the answers.
Let's sing.
All together now.
It's break time/lunch time.
Wait a minute, please.
Be careful.
Sorry, guess/try again.
Next, please.
Again, please.

During the lesson - questions

Do you understand?
What do you think?
Anything else?
May/Can I help you?
Are you finished?
Who's finished?
Who would like to read?
What can you see?
Any questions?

Words of praise

Well done!
Excellent!
Fantastic!
That's nice.
Much better.
Good job.
Congratulations.
That's correct!
Great work!
Good luck!
Thank you.

Pair work/Group work
Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.
Change roles with your partner/friend/group.

Language used for playing games
It's my/your/his/her turn.
Whose turn is it?
You're out.
Shuffle/Deal the cards.
Pick up a card.
Put down a card.
Don't look.
No cheating.
Turn around.
Shut your eyes.
Pass the (ball, cup, etc.)
Wait outside.
Spin the spinner.
Move your/my counter (3) spaces.
Miss a turn.
Go back (2) spaces.
Spin again.
I've won!
You're the winner!

Online language
Move your mouse to the left/right/up/down.
Go left/right/up/down.
Go to (Scene 2, the school).
Enter/Exit (the chatroom).
Jump (on the roof).
Click to collect (the card).
Click on the speech bubbles.
Click on the (Ticket Inspector).
Use your Picture Dictionary in your backpack.
Put on./Take off.
Pick up./Put down.
What's this/that?
Let's play a game.
Try again.
Come back later.
I'm busy now.
Bus stop.
Joy stick.
Map.
Costumiser.
Report card.

Active Teach language
Click on the tick/CD/game icon.
Find the sticker.
Look and sing.
Who wants to play a game?
You're in Team 1.
Spin the spinner.
Move the counters.
Let's start again.
You're out of time.
Team 1 get ready!
Team 1 wins!
It's a draw.
What's this in English?
Mime or act the word.
Make the sentence/question.
Move the wheel.
Find the pairs.
What's the answer to (number 2)?
I need a volunteer!
Touch the picture.
Compare your answers.
Are you right?
Is it right?

Ending the lesson
Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
That's all for today.
Collect the stickers/cards/spinners/scissors, please.
(John) can you collect everyone's books/worksheets, please?
The lesson is finished.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Useful phrases for the pupils
May/Can I go to the toilet?
I understand/I don't understand.
Excuse me/Pardon me?
I'm sorry.
I'm sorry I left my book/homework at home.
Can you help me?
I'm finished.

Scope and Sequence

Unit	New Vocabulary	New Structures and Grammar
Welcome	Moon, middle (of the night), snail, harbour, hurry up, quick, hide, telescope, goggles, wet suit, clock, skis, submarine, flippers	What can you see? Who's there?
1 Friends	bald, spiky, straight, good-looking, beautiful, bossy, sporty, lazy, shy, kind, clever, Spain, Spanish, message, emergency, warm (colours), cool (colours), painting [n], artist, personalities, practice, washing machines, dirty, husband, homework, together, argue	What does he look like? What do they look like? (This picture) is by (Renoir).
2 My life	after, before, meet my friends, do my homework, brush my teeth, make my bed, wash my face, tidy my room, on time, syllables, give, treasure, escaping, energy, bones, plan [v], quiz	Possessive *'s* (e.g. Matt's bedroom, sister's kite, monster's head) Adverbs of frequency (e.g. always, never, usually, sometimes, often) Possessive adjectives (e.g. his, her, its, our, their)
3 Free time	kicking, throwing, climbing, hitting, diving, catching, drawing, rollerblading, trampolining, playing chess, acting, playing the drums, costumes, underwater, diving board, polar bears, be careful, dangerous, thieves, stop piano, violin, instruments, drums, trumpet, adverts, mud racing, cheese rolling, hill, winner, wins, reindeer racing, streets, elephant polo, sticks [n]	I'm/She's good at (throwing). You're/They're good at (kicking). She isn't good at (dancing). They aren't good at (climbing). What do you like doing? What are you good at?
4 Around the world	round-the-world holiday, competition, Egypt, China, Brazil, Argentina, Mexico, Italy, country/countries, desert, pyramid, statue, city, cave, volcano, lake, hotel, remember, different, memory, Greenland, snow storms, adventure	There's a (competition). There isn't a (competition). There are some/a lot of (beautiful beaches). There aren't any (crocodiles). Is there a (desert)? Yes, there is./No, there isn't. Are there any (volcanoes)? Yes, there are./No, there aren't.

Level 4 - Ice Island

Recycled Language (vocabulary and structures)	Pronunciation	Cross Curricular focus	Values	DVD/Online/ Posters
rabbit, hungry, breakfast time, quiet, radio, Time [telling the time]				heater, battery, frozen, ice, melt, yetis, laser, stole
tall, curly, hair, long, short, fat, thin, pretty, ugly, old, young, beard, moustache, glasses, funny, submarine, penguins, map, email, and, but, because, Appearance, Colours, Feelings, Times of day, Family, Character She's/They're ... She's/They've got ...	/i/ as in 'ver**y**' and /aɪ/ as in 'sh**y**'	Art: How to describe paintings	Being a good friend	thin, smart, nosey, talkative, pretty, spy, amazing, Aurora Borealis/ Northern Lights, comedian, cliff, joke, polar bear, attack, secret, hiding place
can't, help, bedroom, kitchen, living room, get up, breakfast, watch TV, healthy, strong, routine, questionnaire, habits, Time expressions (e.g. In the afternoon, In the evening), Time [telling the time], Days of the week, Sports, Food, Meals My sister's got ... I like ... They've got ...	/z/ as in 'goe**s**' and /ɪz/ as in 'wash**es**'	Science: How to lead a healthy lifestyle	Importance of a healthy lifestyle	have a shower, end, climb mountains, brave clean my room, get dressed, go to bed, matches, ski wax, igloo, tracks, wilderness, ear muffs, ice axe, blocks
playing football, climbing, skateboarding, ball sports, can/can't, letter [= correspondence], stand up, computer games I don't like ... He likes/loves ... I like/love ...	/ŋ/ as in 'swimm**ing**'	Music: An interview with Harry Gregson-Williams, composer	The importance of aims and goals	running a race, singing in a chorus, ice-skating, observatory, binoculars
Australia, Spain, beautiful, beaches, Britain, the USA, forest, postcard, waterfall, snow, snowmobile, nighttime, crocodiles, penguins, monkeys, snakes, dog, shark, lion, birds, hippos, Seasons, Months, Weather (Everyone) goes by (boat). I want to ... I don't want to ...	/eə(r)/ as in 'wh**ere**'	Geography: Life in Greenland	Respecting other cultures	freeze [v] mountain, satellite, image, port, explorer, penguin, compass, constellation

Scope and Sequence

Unit	New Vocabulary	New Structures and Grammar
5 Shopping	pounds, swimsuit, gloves, invent, dark (blue), baggy, cheap, light (blue), expensive, tight, market, changing room, soft, stiff, soles, design [v], 100–1000, floating, coconuts, bakery, dulce de leche, supermarket, grow, problem, seeds	How much is that (scarf)? It's (six pounds fifty). How much are those (sunglasses)? They're (fifteen pounds). Can I buy (this jacket), please? Yes, of course. (A hundred and twenty-four pounds), please. It's too (short). They're too (long).
6 Party time	yesterday, aunt, uncle, cousin, parents, grandparents, both, mess, disco, need, settlers, North America, Native Americans, farming, Thanksgiving, history, celebration, journal Ordinal numbers, Dates	There was (a problem). (The cake) was (big). (The cars) were (small). I was (very hungry). There were (some people). I went (to a party). I said, ('Happy New Year!')
7 School	boring, exciting, interesting, easy, difficult, scary, Maths, Science, History, PE, Art, Geography, school trip, Roman, late, interview [n], experiences, snowboarding, the Olympics, skier, boarding school, international, Japanese [language]	Was it (scary)? Yes, it was./No, it wasn't. Were they (the winners)? Yes, they were./No, they weren't. Was there (an alien in it)? Yes, there was./No, there wasn't. Were there (any children in the story)? Yes, there were./No, there weren't.
8 Entertainment	Mexican, American, Italian, Argentinian, Chinese, Egyptian, Japanese, Indian, Brazilian, British, match, autograph, Japan, India, programme, successful, cowboy, king, waiter, sailor, soldier, spy, restaurant, season [football], show [n], rich, golden, grandfather, table tennis, nationalities Years (e.g. 1986)	She was (in a film two years) ago. He was (in an Italian team) last (year).
Festivals **Thanksgiving**	parade, pumpkin pie, mashed potato, American football, marching band, noisy, colourful, celebrate	
Festivals **Christmas**	outside	

Level 4 - Ice Island

Recycled Language (vocabulary and structures)	Pronunciation	Cross Curricular focus	Values	DVD/Online/ Posters
scarf, sunglasses, jacket, sandals, adverts, emails, bend, middle, dangerous, dancer, Colours, Clothes, Adjectives, Activities Where can you ...? I like/don't like ... I love ...	/aɪt/ as in '**ight**'	Science: Footwear	Thinking for yourself	backpack, hiking boots, loose, old-fashioned, modern, list, rescue, snowsuit, hot water bottle
cake, grandad, birthday, cooker, can/can't, baby, hungry, granny, dolphin, salad, snowmobile, entrance, vegetables, Family, Months, Places, Seasons Possessive *'s*, Possessive adjectives, *Wh-* questions [Who, Where, What, How]	/θ/ as in '**th**anks' and /f/ as in '**ph**oto'	History: History of Thanksgiving	Spending time with your family	science lab, helicopter, security guard, reception, holiday brochure, bank statement, holiday resort, technician
competition, funny, alien, bats, baths, care [v], problem, be careful, kilometres, radio, Music, Adjectives, Days of the week, Places, Animals We went ...	/nt/ as in 'ca**n't**'	Social Science: Learning by radio	Being good at things	Computer Science, bounty, keypad, type [v], maze, chalk, corner, arrows
was/were, playing football, Australian, Spanish, the USA, Mexico, Spain, Australia, Britain, China, Brazil, Egypt, Argentina, Italy, on (Friday), in (June), at (five o'clock), actor, scientist, scary, statue, rectangles, up, down, circle, left, right, Time expressions, Adjectives He isn't good at ... They went ...	/ə(r)/ as in 'swimm**er**s'	Technology: History of computer games	Being self-disciplined	mine, yours, ours, missing musician, actress, president, basement, power cord, aim, fire [v]
turkey, trumpet, Time expressions				
stocking, presents, Santa Claus, turkey, Brussels sprouts, pudding				

Welcome

Lesson I

Lesson aims
To revise vocabulary and structures

Recycled language
Present continuous, Time, Imperatives, cheese, rabbit, snail, I'm hungry!

Materials
Audio CD

Starting the lesson

- Pre-teach the word *penguin*, and find out what pupils know about penguins. Ask, e.g. *Can penguins swim? (Yes, they can.) Can they walk? (Yes, they can.) Can they fly? (No, they can't.) Do they live in hot places or in cold places? (Cold places.)*
- Elicit anything else pupils know about penguins. Then ask them to open their books and find two penguins in the story. Tell pupils that one of them is called Penn, and ask them to guess what the other one is called (Gwyn).

PB pages 2–3

Before reading/listening

- Ask the class questions about each picture in turn. Pupils answer or guess, e.g.
  (Picture 1) *Who is the man? Who are the children?* Point to the clock. Ask *What time is it? (It's four o'clock.)*
  (Picture 2) Ask *Where are they? What's the man doing?*
  (Pictures 3, 4, 5 and 6) *What can you see?* (Pupils say what they can see in the moon.)
  (Picture 7) Ask *What/who can you see on the submarine?*
  (Pictures 9 and 10) *Where are they?* Point to Captain Formosa. Ask *What's he doing? (He's sleeping.)* Point to Rufus and Ivan. Ask *What are they doing?*
  (Pictures 11, 12 and 13) Pointing to Rufus and Ivan, ask *Do they like the penguins? (No, they don't.)*

Listen and read. Then act.

- Play CD1:02. Pupils listen and follow the story.



Comprehension

- Ask the class questions about the story. (Picture 1) *What's the man's name? (Doctor Al.) Do the children like mornings? (No, they don't!)*
  (Picture 2) *What's Dr Al doing? (He's studying the moon.)*
  (Pictures 1 and 2) Point to Jenny and Finn. Ask *What's her/his name?*
  (Pictures 3 to 6) *What can they see in the moon? (The Man in the Moon, a rabbit, a snail and cheese.)*
  (Picture 9) *Who's sleeping? (Captain Formosa.)*
  (Pictures 9 to 13) *What are the bad men's names? (Rufus and Ivan.)*
  (Picture 13) *Can the penguins see Rufus and Ivan? (Yes, they can.) Can Captain Formosa? (No, he can't.)*
- Play CD1:02 again. Pause for the class to repeat each line in chorus.



- Divide the class into nine, e.g. by rows/tables, and allocate these parts: Dr Al, Jenny, Finn, Dylan, Rufus, Ivan, Captain Formosa, two penguins.
- Play the recording again. Pause for pupils to repeat their character's lines. Encourage the penguins to snore!
- Ask nine volunteers to act out the story.
- Take a class vote for the best actor/actress.

What happens next?

- Pairs predict (L1) what happens next.
- Volunteers tell the class their ideas.
- Take a vote to find the most popular idea.

Ending the lesson

- Ask (L1) if pupils would like to live on a submarine. *Why (not)?*

OPTIONAL ACTIVITIES

True or false?
Say a true or false sentence about the story, e.g. *Dr Al is studying the Moon in picture 2.* (True.) Pupils stand up if the sentence is true.

Pairwork
Pupils draw the moon and objects hidden in it. A friend guesses.

NOTES

Lesson 2

Lesson aims
To revise vocabulary and structures

Target language
clock, flippers, goggles, radio, submarine, skis, telescope, wetsuit

Recycled language
Prepositions of place, Present continuous, Time, have got, like + -ing, wear

Materials
Audio CD

Starting the lesson

- Read four or five speech bubbles from the story. The class tell you who said them, e.g. say *COME ON! Wake up, kids!* (Dr Al.)

AB pages 2–3

1 Listen and say.

- Allow pupils time to look at the pictures.
- Play CD1:03. Pause for pupils to repeat each word.
- Play CD1:03 again. After the class has repeated each word, ask a volunteer to spell the word aloud.

2 Listen, find and number the objects.

- Pupils look at the picture. Ask (L1 or English) *Whose room is it?* (Pupils guess.)
- Play CD1:04. Pause for pupils to do the activity.

1:04

1 It's big. Dr Al can see the stars with it. It's in front of the window.
2 It's black. You can wear it when you are swimming. It's behind the table.
3 It goes underwater. It's small. It's next to the books.
4 You wear these on your head. They help you to see underwater. They're under the table.

- Play CD1:04 again. Pause for pupils to point to each object and to check answers.

KEY 1 telescope, **2** wetsuit, **3** submarine, **4** goggles

3 Read, look and write.

- Give pupils time to do the activity. If your class needs more support, revise the prepositions of place using real objects.



KEY 2 The skis are (next to the desk). **3** (The clock is) on the table. **4** (The flippers) are (under) the desk.

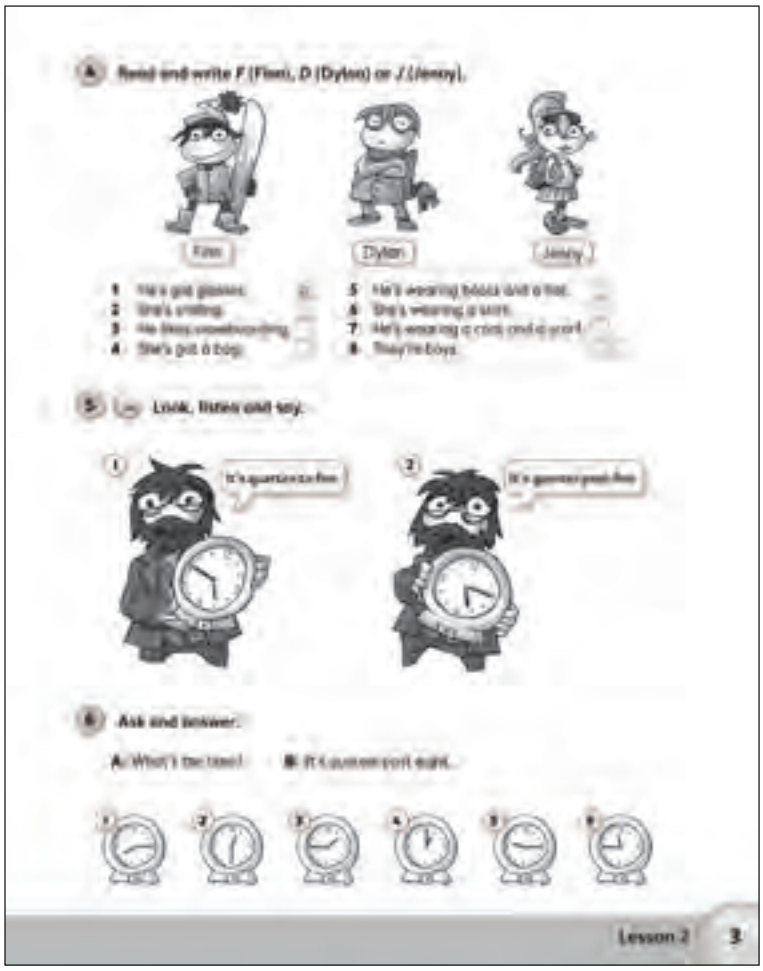
Practice

- Write one of the descriptions from Activity 2 on the board.
- Pupils write two similar descriptions about other objects in the picture.
- They read their descriptions to a friend, who guesses the object.

4 Read and write *F* (Finn), *D* (Dylan), or *J* (Jenny).

- Give pupils time to do the activity.
- Check answers.
- Write *He's got glasses* on the board. Ask *He has or he is? (has).* Write *She's smiling* on the board. Ask *She is or she has? (is).*
- Remind pupils that activities after *like* end in *-ing.*

KEY 2 J, **3** F, **4** J, **5** F, **6** J, **7** D, **8** F, D



Practice

- Mime putting on an item of clothing. Pupils guess what you're wearing, e.g. *Are you wearing socks? (Yes, I am./No, I'm not.)* Groups of four take it in turns to mime and guess.

5 Look, listen and say.

- Play CD1:05, pausing for pupils to repeat.

6 Ask and answer.

- Read the example with a volunteer. Give pairs time to do the activity.

KEY 2 It's half past twelve. **3** It's quarter to two. **4** It's one o'clock. **5** It's quarter past nine. **6** It's quarter to twelve.

Practice

- Pupils draw five clocks with different times, without showing them to their friend. They say the times to their friend, who draws them. They check and swap roles.

Ending the lesson

- Ask (L1) the class what they found easy and more difficult, and what they liked the most, to help you get to know pupils.

OPTIONAL ACTIVITIES

Word game

Play Hangman with the whole class using the new words. See p. 22.

Guessing game

Say what a pupil is wearing, but don't say their name, e.g. *He's wearing black jeans and a yellow T-shirt.* Ask *Who is it?* The first pupil to guess correctly describes another pupil for the class to guess.

NOTES

1 Friends

Lesson I

Lesson aims
To present and practise new vocabulary

Target language
spiky, straight, bald, good-looking, beautiful

Recycled language
tall, curly, Colours, hair. He is ... She's got ... blond

Materials
Audio CD; magazine or internet photos of people to exemplify the appearance adjectives

Optional materials
Word cards (Appearance)

Starting the lesson

- Write *friends* on the board jumbled up (*drefisn).* Elicit the word.
- Ask (L1) the class if they think it's better to have lots of friends or to have fewer, very good friends. *Why?*

PB page 4

1 Listen and read. Who lives at number twelve?

- Ask the class *Where are the children? (At home/in the garden.)*
- Ask *Who lives at number twelve?* Play CD1:06. Pupils listen, follow the story and find the answer to the question. Elicit the answer.
- Play the recording again. Mime *tall, bald, curly, spiky* as pupils listen, and encourage the class to copy you, e.g. *tall* (stretch and hold a hand up), *bald* (cover the top of your head with your hands).

KEY Maddy, her family and Kipper the cat

Presentation

2 Listen, find and say.

- Give pupils time to look at the pictures.
- Play CD1:07. Pause for pupils to find and say the letters and words.
- Play the recording again, pausing after each word so that pupils can repeat and point to classmates or themselves where possible. Encourage pupils to point to themselves for *good-looking/beautiful!* Tell them *good-looking* can describe a boy or girl, but *beautiful* is only for girls.

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

3 Talk about your friends.

- Write *has got* and *is* on the board as column headings. Ask the class which words should go in each column *(Has got: curly/spiky/straight hair. Is: bald/good-looking/beautiful).*
- Ask a volunteer to read the examples.
- Pupils give you examples about others in the class, e.g. *(Name)'s got spiky hair.*
- In pairs, pupils describe their friends. Circulate, correcting and prompting.

AB page 4

1 Find and circle six words.

- Give pupils time to do the activity.
- To check answers, you could write the word snake on the board and ask volunteers to underline the words.

KEY df**curly**xei**straight**od**good-looking**swo**spiky**u **bald**cmi**beautiful**pac

2 Look and write words from Activity 1.

- Point to each picture and ask *Who is it? What are they doing?* (L1) *(They're trying on wigs.)*
- Give pupils time to do the activity.
- If your class needs support, elicit the answers before pupils write.

KEY 2 straight, **3** spiky, **4** bald



Pupils can now go online to Ice Island and find the ice cream that Penn and Gwyn are holding. It is inside the Ice Palace, on display in the stall called 'Frosty Ice', to the left of the entrance. Once pupils click on the ice cream they are taken to a supplementary language game based on the vocabulary in this unit.

For the next lesson

- Ask pupils to bring a magazine/internet photo of a hero.

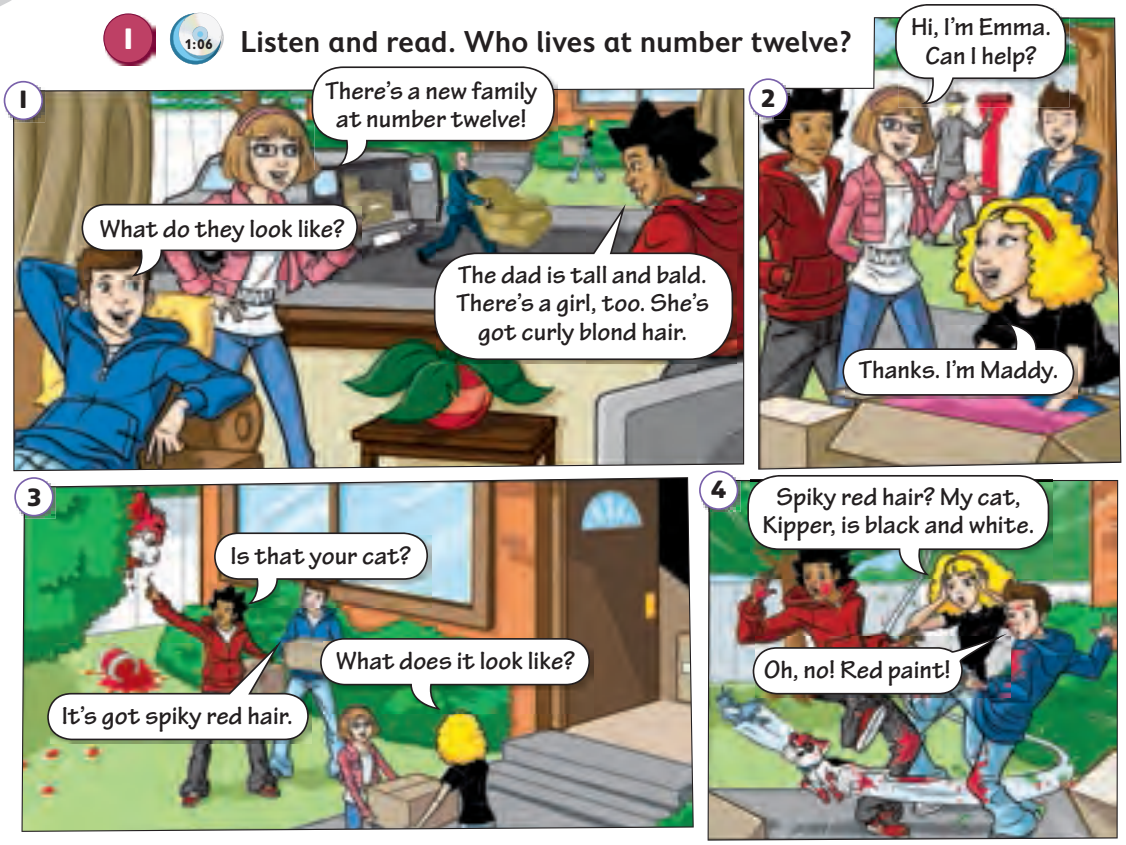
Ending the lesson

- Stick the photos you've brought on the board. Divide the class into two teams. Describe one picture at a time. One runner from each team runs to the board and touches the correct picture.

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1 Friends

1 1:06 **Listen and read. Who lives at number twelve?**



2 1:07 **Listen, find and say.**



3 **Talk about your friends.**



spiky, straight, bald, good-looking, beautiful, *tall, curly, Colours, hair. He is… She's got…*

OPTIONAL ACTIVITIES

Matching pairs

Take the photos and word cards you've prepared. Stick photos in one area of the board face down and word cards in another.
Divide the class into two teams. Turn over a word card and photo to find matching pairs.

Descriptions

Pairs think of two famous people and describe them to each other, e.g. *Cristiano Ronaldo has got straight hair. He's good-looking.*

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Lesson 2

Lesson aims
To revise the Lesson 1 vocabulary; to present the new structure

Target language
What does he/do they look like?

Recycled language
Appearance. She's ... She's got ...

Materials
Audio CD

Optional materials
Pupils bring a magazine/internet photo of a hero

Starting the lesson

- Say *You've got curly/spiky/straight hair, stand up!* (Only pupils with curly/spiky/straight hair stand up.)

PB page 5

4 Listen and read. Then look and say.

- Give the class time to look at the pictures.
- Play CD1:08. Pause after each description to let pupils say the correct name.

1 What does she look like? **1.08**
She's got blond hair and blue eyes. *Maddy*!
2 What does he look like?
3 What does she look like?
4 What does he look like?
5 What do they look like?

- Play CD1:08 again, pausing for pupils to repeat the questions and answers.

KEY 2 Dan, **3** Emma, **4** Robbie, **5** Robbie, Emma

5 Ask and answer. *True* or *false*?

- Ask two confident pupils to read the example.
- Pairs continue, asking and answering about the course characters.

6 Play the game.

- Revise the vocabulary in the box you think your class may have difficulty with.
- Ask two confident pupils to read the example dialogue. The class looks at the pictures and identifies which portrait is being described.
- Then pupils play the game in pairs.

AB page 5

3 Find and write the questions.

- Give pupils time to rearrange the words to make questions.

KEY 2 What do they look like? **3** What does he look like?

4 Read and choose. Then look and tick (✓) the true sentences.

- Ask a volunteer to describe picture a. Ask *Has he got long hair?* (*No, he hasn't. He's bald.*) Look at the examples together and make sure everyone understands the two parts of the activity.
- Give pupils time to do the activity.

KEY b1 is ✓, **b2** has got, **c1** are, **c2** have got ✓

5 Match the questions in Activity 3 with the pictures in Activity 4.

- Give pupils time to match.

KEY 2 c, **3** a

6 Listen and complete.

- Give pupils time to look at the table before you play CD1:09. Explain that they are going to hear Emma asking Maddy about her family.
- Play CD1:09. Give pupils time to complete the table.

E = EMMA M = MADDY **1.09**
E So, Maddy, who have you got in your family?
M There's me, my mum and dad, my grandad ... and Kipper the cat, of course. **Dad** is very **tall** and he's **bald**. He's got **brown eyes**.
E What about your **mum**? What does she look like?
M She's got **curly hair** and **green eyes**.
E And your grandad?
M Grandad's got **blue eyes**. He's got **grey hair** and **a big moustache**.

- Play CD1:09 again, pausing to elicit answers.

7 Write sentences about the people in Activity 6 in your notebook.

- Give pupils time to write. Note common mistakes.

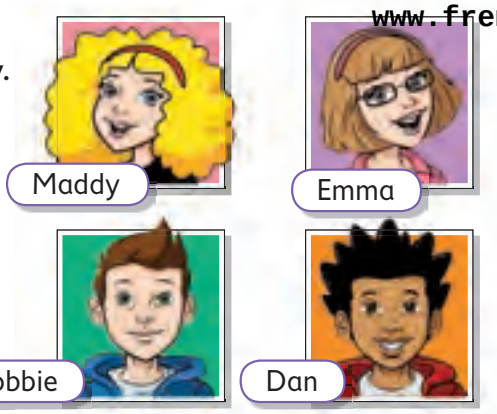
Home–School link

Pupils ask their family members to describe their friends.

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4 1:08 **Listen and read. Then look and say.**

1 She's got blond hair and blue eyes.
2 He's got spiky hair and brown eyes.
3 She's got straight hair and glasses.
4 He's got brown hair and green eyes.
5 They've got brown hair.



5 **Ask and answer. *True* or *false*?**

A: What does Maddy look like?
B: She's got brown hair.
A: False. She's got blond hair.

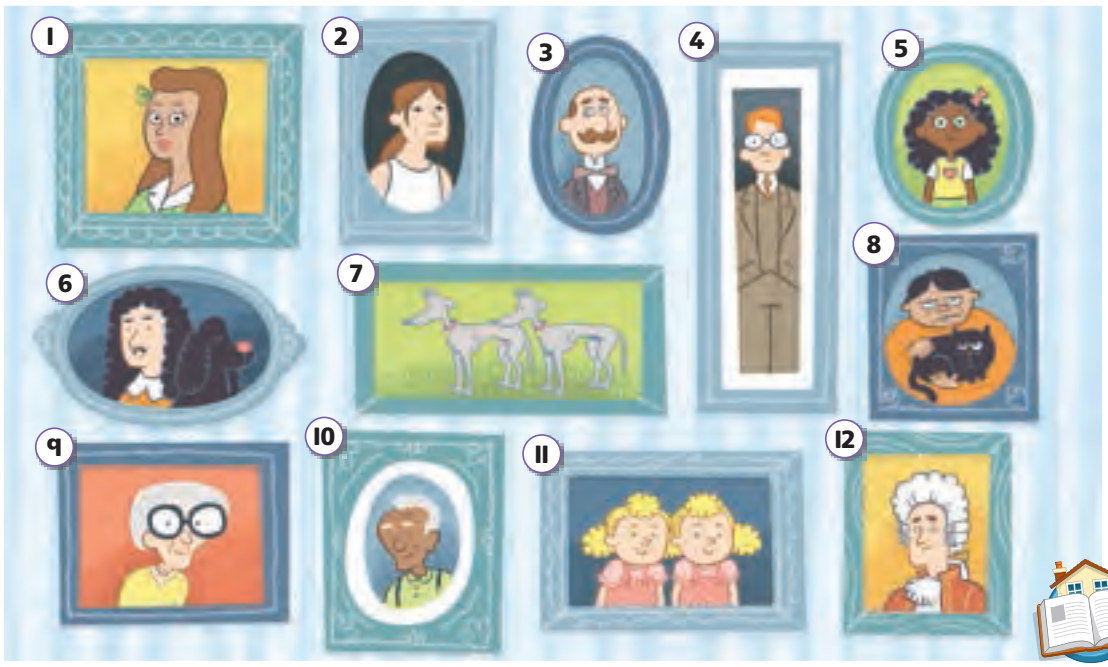
6 **Play the game.**

A: He, she or they?
B: He.
A: What does he look like?
B: He's got long hair and a beard. He hasn't got a moustache.
A: He's number two.

LOOK!

What **does** she **look like**?	She**'s** beautiful. She**'s got** blond hair.
What **do** they **look like**?	They**'re** tall. They**'ve got** brown hair.

long short fat thin pretty ugly
old young beard moustache
glasses spiky curly straight
bald good-looking beautiful



Ending the lesson

- Using your notes from AB Activity 7, write three or four common mistakes on the board, e.g. *He has good-looking.* Ask volunteers to correct them. *(He's/is good looking.)*

OPTIONAL ACTIVITIES

Guessing game
Pupils work in groups of four. They don't tell anyone their hero's name. They write a description of him/her and read it to their friends, who guess. (*Is it ...?*)

Whispers
Play Whispers. See p. 22.

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Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song

Values
Being a good friend

Target language
bossy, sporty, lazy, shy, kind, clever

Recycled language
and, but, because, Family, funny. You've got ... You're ...

Materials
Audio CD

Starting the lesson

- Revise appearance words. Describe three pupils to the class without saying their names. Pupils guess.
- Ask pupils to think about what kind of a person they are. Use L1 if necessary. Ask for examples in English or L1, e.g. *I'm funny!*

PB page 6

Presentation

7 Listen, find and say.

- Play CD1:10. Pause for pupils to find and say each word.
- Play CD1:10 again. Repeat each word, varying the volume of your voice, e.g. whispering, shouting. Pupils repeat in chorus, imitating you.

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

8 Listen, read and sing.

- Play the song CD1:11. Pupils follow in their books.
- Play the song again. Encourage pupils to sing.
- Have a competition. Divide the class into two. Play the song twice more, each group singing in turn. Decide which group is best.

Presentation

- Read the sentences in the Look! box to the class. Use intonation to support meaning.
- Use L1 to explain that *and* introduces extra information, *but* a contrast and *because* a reason.

9 Read and choose.

- Give pairs time to do the activity. If your pupils need support, do it with the whole class first.

KEY 1 but, **2** because, **3** and, **4** but, **5** because

10 Talk about people in your family.

- Ask a pupil to read the example.
- Ask volunteers for two or three more examples.
- Pairs continue.
- Ask volunteers to tell the class about their family.

Practice

- Pupils use ideas from Activity 10 to write about their family.

AB page 6

8 Read and match.

- Give pairs time to match 1–3 with a–c, and 4–6 with d–f.

KEY 2 a, **3** b, **4** e, **5** f, **6** d

9 Complete the words.

- After pupils have completed the words, check answers.

KEY 2 kind, **3** clever, **4** funny, **5** bossy, **6** shy, **7** sporty, **8** lazy

10 What makes a good friend? Read and choose in Activity 9.

- Ask *Is a good friend good-looking?* Ask two or three pupils for their opinions. Look at the key together and use the smiley to check meaning of *don't mind.* Make sure pupils read the sentences carefully, as some of them are negative.
- Give pupils time to circle the smiley which best expresses their feelings about each adjective. Tell pupils there is no correct answer.
- Ask the class to tell you their ideas.

Values

- Ask the class (L1) why it's important to be a good friend. (e.g. We can't expect others to be our friends if we aren't a good friend.)
- Groups of four discuss what being a good friend means to them and present their ideas to the class.

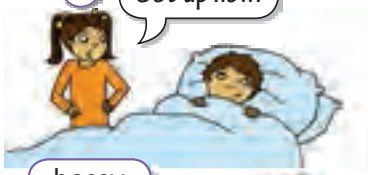
11 Write about your good friend.

- Give pupils a minute or two to choose a friend. If your class needs more support, look at the gaps together and talk about what kind of words are needed to fill them.
- Give pupils time to write.

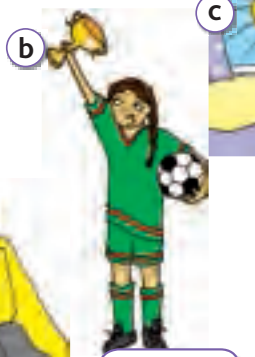
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SONG

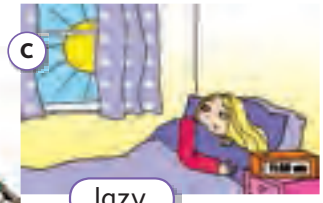
7 1:10 **Listen, find and say.**



bossy



sporty



lazy



kind



clever



shy

8 1:11 **Listen, read and sing.**



You've got me
And I've got you.
You help, you listen
And I do, too.
We're friends. We're friends.

You're lazy at home.
You're shy at school.
But you're sporty and clever
And very cool.
We're friends. We're friends.

You're sometimes bossy
But I don't mind.
I like you
Because you're kind.
We're friends. We're friends.
We're friends. We're friends.

LOOK!

You're sporty **and** you're clever.
You're bossy **but** I don't mind.
I like you **because** you're kind.

9 **Read and choose.**

1 She's sporty ***but / because*** she isn't very clever.
2 We don't like Tom ***but / because*** he's very bossy.
3 They've got brown hair ***and / but*** brown eyes.
4 She's clever ***but / because*** she's lazy at school.
5 He hasn't got a lot of friends ***but / because*** he's very shy.

10 **Talk about people in your family.**

- mum
- dad
- sister
- brother
- granny
- grandad

I like my granny because she isn't bossy. She's funny and kind.

6 Lesson 3 bossy, sporty, lazy, shy, kind, clever, *and, but, because, Family, funny. You've got... You're...*

Ending the lesson

- Ask volunteers to read about their good friend to the class.

OPTIONAL ACTIVITIES

Writing
Pupils write three half sentences, e.g. *She's kind but ...* Pupils swap their half sentences and finish the ones they are given, e.g. *She's kind but ... she's bossy!*

Hangman
Play using adjectives from the lesson. See p. 22.

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Lesson 4

Lesson aims
Skimming and scanning for information;
phonics /i/ /aɪ/

New language
nice

Recycled language
Character, and, but, because, Family, Appearance. What does he look like?

Materials
Audio CD

Starting the lesson

- Revise character adjectives. Mime one for the class to guess. Volunteers continue.
- Explain the concept of foreign exchange visits.

PB page 7

11 Look and read. What are the names of the children in the Torres family?

- Give pupils time to quickly scan the email. Set a time limit to focus your pupils' attention. Tell them the time we need to read depends on our purpose. Here they are just looking for the answer to one question.
- After checking answers, ask pupils to point to the different family members in the photo.

KEY Carlos, Nerea and Lucía.

12 Read and say. *True* or *false*?

- Give pupils time to skim the text. Tell them they must look for the answers in the text and underline the relevant parts.
- When checking answers, ask pupils to correct the false statements.

KEY 1 true, **2** false (He's staying with the Torres family.) **3** true, **4** true, **5** false (Carlos has got a bossy sister.)

13 Roleplay the dialogue between Seb and his mum.

- Demonstrate the telephone roleplay with a confident pupil.
- Give pairs time to do the roleplay and swap roles.
- Circulate, prompting and correcting. Write two or three common mistakes on the board. Ask volunteers to correct them.

14 Listen, read and say.

- Play CD1:12 twice. Pause for pupils to repeat.
- Say *very*. Elicit the words whose final *y* has the same sound *(pretty, sporty, funny)*. Ask (L1) what these words have in common. (They have two syllables.) Point out that *why* and *shy* have just one syllable.

AB page 7

12 Say and complete. Then listen and check.

- Pairs say each word and write it in the correct column according to the pronunciation /i/ or /aɪ/. Work with the whole class if pupils need support.
- Play CD1:13, pausing after each word for pupils to check and correct.
- Play CD1:13 again, pausing for the class to repeat each word.

shy, my, cry, fly, by **1.13**
funny, bossy, lazy, spiky, ugly, sporty, granny

13 Listen. Where is Carlos? Is he happy?

- Play CD1:14 then elicit the answers to the questions.

C = CARLOS G = GRANNY **1.14**
C Hi, Granny.
G Hi, Carlos. Are you having fun in England?
C Yes, I am! Seb's family are great. He's got a sister, Megan. She's five and she's very funny.
G What does she look like?
C She's short – well, she's only five, so of course she's short ... and she's got curly blond hair. She's very bossy but she makes me laugh!
G And are you having a good time?
C Yes, it's fantastic! Seb's mum and dad are very kind. The food's nice. We do a lot of fun things. I'm very happy here!
G That's good, Carlos ...

KEY Carlos is at Seb's house in England. He's happy.

14 Listen again and match.

- Ask pupils to predict the answers. Play CD1:15. Give pupils time to finish matching before checking answers.

KEY 1 a, e, **2** d, **3** b

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11 **Look and read. What are the names of the children in the Torres family?**

The Torres family



Seb

From: seb@yoohoo.com
To: matt@gogomail.com
Subject: Spain!

Hi Matt,
I'm having a great time here in Spain. I'm staying with the Torres family this summer. They've got a beautiful home in Madrid.
Carlos is twelve. He's shy but he's very kind. He's clever, too. My Spanish isn't very good but he speaks great English. He's got a granny in Los Angeles and she speaks English with Carlos.
He's got two sisters, Nerea and Lucía. Nerea is fifteen. She's got beautiful brown hair and she's very sporty. She isn't at home this week because she's got a big tennis competition. Lucía is nine. She's funny but she's very bossy. She wants to play games all the time!
See you soon,
Seb

12 **Read and say. *True* or *false*?**

1 Seb is in Spain.
2 Seb has got a new home.
3 Carlos is clever.
4 Nerea likes sport.
5 Carlos has got a lazy sister.

13 **Roleplay the dialogue between Seb and his mum.**

Seb's mum:
- Are you having a good time?
- Is Carlos nice?
- What does he look like?
- Has he got a brother or sister?
- What do they look like?

SOUNDS FUN!

14 1:12 **Listen, read and say.**

My friend's very pretty.
She's sporty but shy.
She likes funny glasses.
I don't know why!



Lesson 4 *Character, and, but, because, Family, Appearance. What does he look like?* Sounds: /i/ /aɪ/ 7

15 **Imagine you are staying with this family in Britain. Look and write to a friend.**
- Give pupils time to write.
- Ask volunteers to read their email to the class.

Ending the lesson
- Ask the class (L1) what they would find easy and difficult about going on an exchange visit.

OPTIONAL ACTIVITIES

Roleplay
Pairs imagine they are staying with Seb's family and roleplay a phone conversation home.

Bingo
Play using adjectives from the unit. See p. 23.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
message, emergency

Recycled language
submarine, kind, penguins, map. What does he look like? He's ... He's got ...

Materials
Audio CD; ten small pieces of blank paper, with *map* written on one

Starting the lesson

- Pupils close their books. Using English where possible, ask *What's the Discovery Island story called? (Ice Island.) Who are the children in the story? (Finn, Dylan, Jenny.) Who are the adults in the story? (Dr Al, Captain Formosa, Rufus, Ivan.) Are Rufus and Ivan good? (No.) Where are the children and Dr Al? (At Dr Al's house.) Where is Captain Formosa? (On a submarine.) What do you think Rufus and Ivan want? Who or what helps Captain Formosa? (Two penguins, Penn and Gwyn.)*

PB page 8

Before reading/listening

- Ask the class questions about each picture. Pupils answer or guess, e.g.
  (Picture 1) *What are Jenny and Finn doing? (They're drinking.) What's Dylan got? (A telescope.)*
  (Picture 2) *What's Dylan wearing? (A scarf and a jacket.)*
  (Picture 3) *What's Captain Formosa doing?* (Pupils guess.) Elicit *message* and *emergency* in L1 and teach pupils the English words.
  (Picture 5) *What are the children doing? (They're snowboarding.)*
  (Picture 6) *Is Captain Formosa happy? (No, he isn't.)*

15 Listen and read. Then act.

- Play CD1:16. Pupils listen and follow the story.

Comprehension

- Ask the class *Is Dylan drinking in picture 1? (No, he isn't.) Is Jenny snowboarding in picture 1? (No, she isn't.) Is Jenny drinking in picture 1? (Yes, she is.) Is Captain Formosa dancing in picture 3? (No, he isn't.) Is Captain Formosa snowboarding in picture 5? (No, he isn't.) Is Captain Formosa happy in picture 6? (No, he isn't.) Does Captain Formosa like penguins? (Yes, he does.) Is Captain Formosa kind? (Yes, he is.)*
- Play the recording again. Pause for the class to repeat each line in chorus.
- Divide the class into five, e.g. by rows/tables, and allocate these parts: Dr Al, Jenny, Finn, Dylan, Captain Formosa.
- Play CD1:16 again. Pause for pupils to repeat their character's lines.
- Ask five volunteers to act out the story.
- Take a class vote for the best actor/actress.

What happens next?

- Pairs predict (L1) what happens next.
- Volunteers tell the class their ideas.
- Take a vote to find the most popular idea.

AB page 8

16 Look and write.

- Give pupils time to do the activity.

KEY 2 Captain Formosa, **3** Ivan, **4** Dr Al

Pairwork

- Pointing to different pictures in Activity 16, pairs take it in turns to ask *What does he look like?* and to describe the character.
- Volunteers describe the characters to the class.

17 Find and write.

- Pupils look at the code.
- Give pairs time to work out the coded message.
- Ask *Where is the map?* Pupils guess.

KEY Where is my map?

Game

- Give ten volunteers a piece of paper you have prepared. Tell pupils that you are Captain Formosa. Ask each volunteer *Have you got my map?* until the pupil with the 'map' piece of paper says *Yes, I have.* Collect the paper, redistribute and repeat.

Pupils can now go online to Ice Island and enjoy the fun and games.

Ending the lesson

- Ask the class (L1) to imagine what Ice Island is like.

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15 1:16 Listen and read. Then act.

STORY



Now go to Ice Island.

8 **Lesson 5** message, emergency, *submarine, kind, penguins, map. What does he look like? He's... He's got...*

OPTIONAL ACTIVITIES

Guessing game
Pairs take it in turns to ask and answer about a story character, e.g. Pupil A: *What does he/she look like?* Pupil B: *He's got red hair and glasses. I think he's clever.* Pupil A: *Is it Dylan?* Pupil B: *Yes, that's right!*

Word game
Play I spy using words from the story so far.
See p. 22.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Art – the use of colours

Recycled language
Colours, Feelings, Times of day. It's got ...

Materials
Audio CD; pictures of or by Renoir and Picasso from, e.g. the internet, including self-portraits

Background

- Pierre-Auguste Renoir was a famous Impressionist painter. His style of painting celebrated beauty.
- Pablo Picasso painted in different styles during different periods of his life.
- Albrecht Dürer (1471–1528) was a famous German Renaissance painter, engraver and mathematician.

Starting the lesson

- Ask the class to tell you the names of any famous artists they know. What do they know about them?
- Write *Renoir* and *Picasso* on the board. If you have pictures of/by them, stick them by their names.
- Ask the class what they know about these artists.
- Give pupils information from the *Background information* section above (L1).

PB page 9

16 Look and read. Do you like the pictures? Why?/Why not?

- Give pupils plenty of time for individual reflection before you ask them for their ideas. Encourage pupils to explain their reactions, e.g. *Why do you like picture a?*

17 Read, look and say.

- Give pairs time to do the activity. Make sure they understand that they have to match the statements to pictures a and b.
- When you are checking answers, check comprehension of *warm* and *cool* colours, e.g. ask *Are yellow and red cool colours? (No.)*

KEY 1 a, **2** b, **3** a, **4** b

18 Ask and answer.

- Ask *What time of day is it at the moment? Is it morning, afternoon?*
- Pupils look at the two pictures again. Give pairs time to do the activity. Explain that there are no correct answers.
- Ask fast finishers *Where is the boy going? What are the girls doing?* (They guess.)
- Ask the class for their ideas.

AB page 9

18 Look, think and complete. Then add two more.

- Check the vocabulary your pupils may have difficulty with, e.g. say *Point to the cloud/the fire.*
- Give pupils time to categorise the words and to add one word of their own to each category.

KEY **Warm colours:** sun, fire, lion
Cool colours: water, cloud, frog

19 Look, listen and choose.

- Ask what pupils know about Dürer.
- Give them information from the *Background information* section above (L1).
- Explain that they are going to hear one of the pictures being described. They must identify the correct picture. Play CD1:17.

He's got a long, thin face. He's looking at me and he isn't shy. He's got long curly hair. He's got a short beard and a moustache, too. He's a young man. I think he's 27 or 28. **1:17**

- Check the answer.

KEY Picture b

20 Find and write the questions. Then answer about Picture a.

- Give pairs time to do the activity. Elicit pupils' ideas.

KEY 1 How old is he? He's about fourteen. **2** What does he look like? He's got long, curly hair.

Mini project

- Pupils do internet research at home or at school, print a painting that they like and stick it on A4 paper.
- Tell pupils to use the ideas in PB Activities 17 and 18 to help them write about the painting.
- Make a class poster with your pupils' work.

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16 **Look and read. Do you like the pictures? Why?/Why not?**

a



This picture is by Auguste Renoir, an artist from France (1841–1919). It is in warm colours.

b



This picture is by Pablo Picasso, an artist from Spain (1881–1973). It is in cool colours.

17 **Read, look and say.**

1 This picture's got a lot of yellow and red.
2 This picture's got a lot of blue and grey.
3 This picture makes me feel happy.
4 This picture makes me feel sad.



18 **Ask and answer.**

1 What time of day is it in Picture a?
2 What time of day is it in Picture b?
3 Are the girls in Picture a friends?
4 Has the boy in Picture b got a family?
5 Is the dog his pet?



Ending the lesson

- Ask pupils which painting in the lesson they like the most. Encourage them to explain their choice and practise the language they have learned.

OPTIONAL ACTIVITIES

Describing self-portraits
Find and stick self-portraits of Renoir and Picasso on the board. Ask questions about each portrait.

Trivial pursuit
Play with nine questions about appearance.
See p. 23.

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Lesson 7

Lesson aims
To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Target language from Unit 1

Materials
Audio CD; Evaluation worksheet 1

AB pages 10–11

Starting the lesson

- Ask a volunteer to read the cartoon speech bubbles.
- Ask the class *What does Builder Bill look like? (He's old and fat and he's got short hair.) What does the cat look like? (It's fat.)*

21 Read and write.

- Look at the table together. Remind pupils we use the auxiliary *does* to form questions with *he, she, it,* and *do* for all other subjects. Tell them to read the Look! box on PB p. 5 or to refer to Grammar round-up on PB p. 70.
- Give pupils time to do the activity.

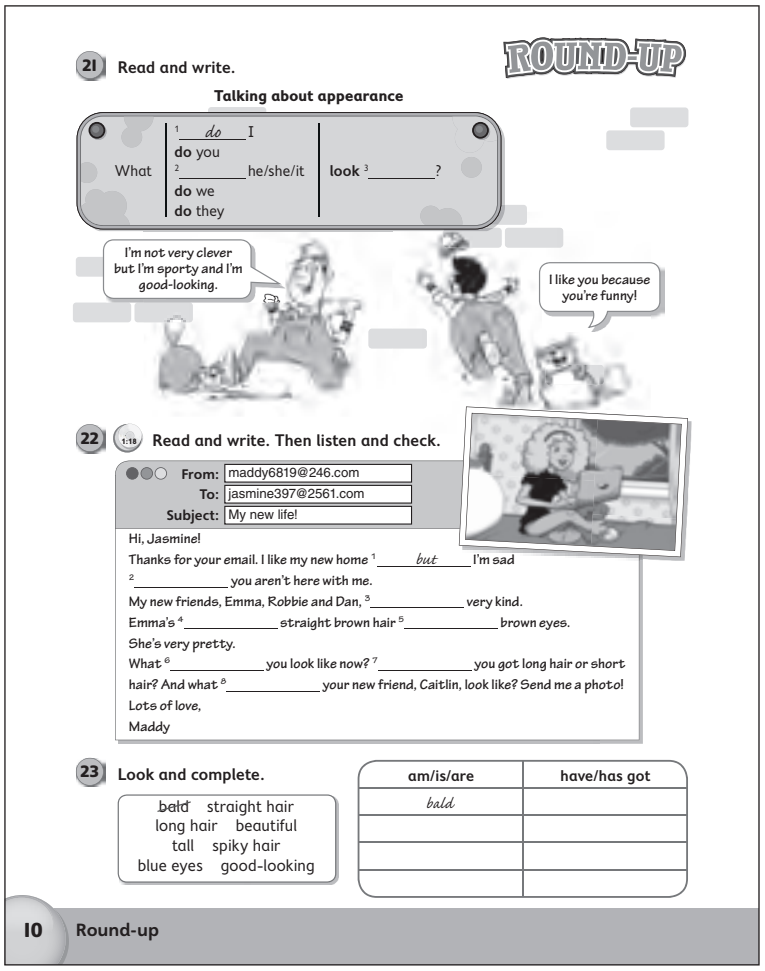
KEY 2 does, **3** like

Practice

- Pupils close their books.
- Ask the class to tell you what the different characters in Unit 1 look like, e.g. *What does Kipper look like? (He's black and white ... and red!)*

22 Read and write. Then listen and check.

- Ask the class *Who's in the picture? (Maddy) What's she doing? (She's sitting on her bed and she's writing.)* Tell pupils to look at the top of the email. Ask *What's she writing? (She's writing an email.) Who's she writing to?* (Pupils guess.)
- Tell pupils (L1) it's important to read the email before they complete the gaps because it will help them understand the context and get the answers right.
- Give pupils time to do the activity.
- Play CD1:18 without pausing, for pupils to check their answers.
- Play CD1:18 again, pausing before each space to elicit the answer.



ROUND-UP

21 Read and write.

Talking about appearance

What	1 *do* I do you 2 _____ he/she/it do we do they	look 3 _____?

I'm not very clever but I'm sporty and I'm good-looking.

I like you because you're funny!

22 1:18 Read and write. Then listen and check.

From: maddy6819@246.com
To: jasmine397@2561.com
Subject: My new life!

Hi, Jasmine!
Thanks for your email. I like my new home 1 *but* I'm sad 2 _____ you aren't here with me.
My new friends, Emma, Robbie and Dan, 3 _____ very kind.
Emma's 4 _____ straight brown hair 5 _____ brown eyes.
She's very pretty.
What 6 _____ you look like now? 7 _____ you got long hair or short hair? And what 8 _____ your new friend, Caitlin, look like? Send me a photo!
Lots of love,
Maddy

23 Look and complete.

~~bald~~ straight hair
long hair beautiful
tall spiky hair
blue eyes good-looking

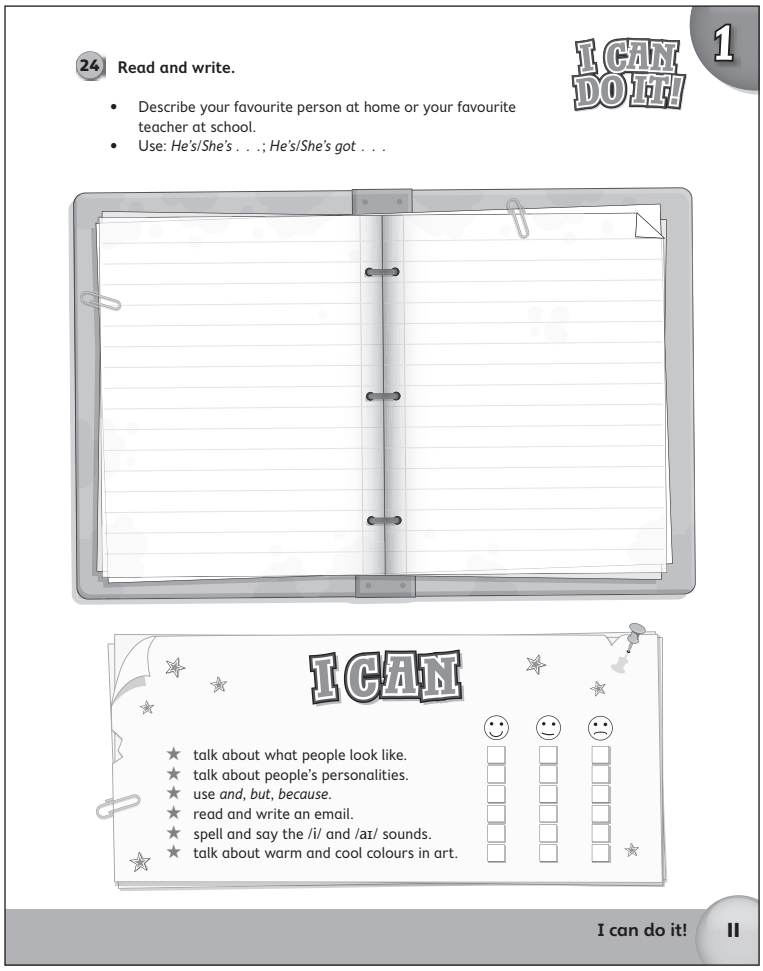
am/is/are	have/has got
bald	

10 Round-up

MADDY Hi, Jasmine! **1:18**
Thanks for your email. I like my new home **but** I'm sad **because** you aren't here with me.
My new friends, Emma, Robbie and Dan, **are** very kind. Emma's **got** straight brown hair **and** brown eyes. She's very pretty.
What **do** you look like now? **Have** you got long hair or short hair? And what **does** your new friend, Caitlin, look like? Send me a photo!
Lots of love,
Maddy

23 Look and complete.

- Do an example with the class, e.g. *have/has got long hair.* Elicit an example sentence, e.g. *Maddy's got long hair.*
- Ask a strong class to explain when we use *be* and *have got*. Tell a class needing support.
- Give pupils time to do the activity.
- Ask for example sentences when checking answers.



KEY am/is/are: beautiful, tall, good-looking
have/has got: straight hair, long hair, spiky hair, blue eyes

24 Read and write.

- Give pupils a minute to silently choose a favourite person from home or teacher.
- Pairs talk to each other about the person they have chosen.
- Give pupils time to write about their favourite person.
- Ask one or two volunteers to read what they have written to the class.

Self-evaluation

- Explain to pupils (L1) that to be a good learner it's very important to reflect upon what they have studied. They will learn what they need to work harder at, and what they should congratulate themselves on.
- Explain what each smiley means in this context. Give pupils time to read and tick the appropriate boxes.

Evaluation

You can check your pupils' progress using Evaluation worksheet 1. See also teacher's notes p. 168.

Ending the lesson

- Discuss the I can ... statements with the class. Encourage volunteers (L1) to explain their responses and to give examples. Ask what pupils found easy and more difficult.
- Ask (L1) *How can you improve?* e.g. by always doing homework, concentrating better in class, asking for help, helping each other.

OPTIONAL ACTIVITIES

Game

Say correct and incorrect sentences to the class, using vocabulary from the unit. Pupils say Right or Wrong, e.g. *He's short hair (Wrong.) He's got short hair (Right.) She's blue eyes (Wrong.) She's got blue eyes (Right.)*

Word game

Play Hot seat with target vocabulary from the unit. See p. 22.

NOTES

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Lesson 8

Lesson aims
To learn about other cultures and respect cultural differences; to learn about families in other countries

Recycled language
and, but, because, Family, Character. We've got ... He's ...

Materials
Audio CD; Consolidation and extension worksheet (1)

Optional materials
world map

Starting the lesson

- Volunteers say who they live with, e.g. *I live with my mum, my dad and my brother.* Pre-teach *husband,* e.g. *(Name) lives with his mother and her husband.*
- Pre-teach *argue, dirty, help, practice, washing machine* by miming or drawing.

PB pages 10–11

19 Look. Are the families big or small? Listen and check.

- Give pupils time to look at the pairs of photos.
- Pointing to each photo in turn, ask the class *Is the family big or small?*
- Play CD1:19 for pupils to listen and check.

KEY 1 Family 1 is very big **2** Family 2 is quite big. **3** Family 3 is small.

20 Read, look and match.

- Ask the class *Have you got a blog? What do you write about?*
- If you have a world map, ask a volunteer to point out the USA, China and Britain.
- Give pupils time to read the blogs and match them with the correct photos. (Note: the blogs are the same as the listening texts in PB Activity 19.)
- After checking the answers, ask pupils if they are surprised by any of the information. Ask (L1) which family is the most similar to theirs.

KEY a 2, **b** 3, **c** 1



21 Read again and say. *True* or *false*?

- Tell pupils to read the statements first. You could ask different pupils to read them aloud.
- Tell pupils to underline the relevant information as they read the blogs.
- Pupils do the activity in pairs. When checking, ask pupils to correct the false sentences.

KEY 1 true, **2** true, **3** false (Lang plays games with her granny.) **4** false (Some are small and some are big.) **5** true

22 Ask and answer.

- Do this speaking activity with the class.
- Develop the discussion. Ask (L1) how many brothers and sisters pupils think is normal in their country. Ask *Is it usual to live with your grandparents and aunts/uncles?* Encourage pupils to speak in English where possible.



Your turn! Think and write.

- Ask pupils to tell you one or two things that are good/bad about having a big/small family.
- Pupils complete the table in Your turn! They compare their ideas with a friend.
- Volunteers share their ideas with the class.

Consolidation and extension worksheet 1

Pupils complete the Consolidation and extension activities on worksheet (1). See also teacher's notes p. 196.

Ending the lesson

- Ask pupils if they think it's best to have a big or a small family. *Why?* Take a class vote.

OPTIONAL ACTIVITIES

Guessing game

Pupil A asks *What does he/she look like?* Pupil B describes someone in the photos on pages 10 and 11, e.g. *He's got short brown hair. He's wearing a blue T-shirt and he's sitting on a football.* Pupil A responds: *I think it's the boy on the right of the fourth photo.*

Dictionary work

Ask pupils to underline the new words in PB Activity 20 and check them in a dictionary.

NOTES

2 My life

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
Routine

Recycled language
Time expressions, Present simple

Materials
Audio CD

Starting the lesson

- Write *In the morning/In the afternoon/In the evening* on the board.
- See what daily routine vocabulary pupils can remember. Say *In the morning I get up, I ... .* Invite volunteers to continue, e.g. *I have breakfast ... I go to school ... .* Repeat with *In the afternoon ...* and *In the evening ... .*

PB page 12

1 Listen and read. Is Kipper a good cat?

- Ask *Who can you see in the pictures? (Maddy, Robbie, Emma and Dan ... and Kipper the cat!) Are they at school? (No.)*
- Play CD1:20. Pupils listen and follow the story. Elicit the answer.
- Play CD1:20 again and ask pupils to join in and shout *Go away, Kipper!* (Pictures 1, 2 and 3.)

KEY No, Kipper isn't a good cat!

Presentation

2 Listen, find and say.

- Give pupils time to look at the pictures.
- Play CD1:21. Pause for pupils to find and say the letters and phrases.
- Play CD1:21 again. Pause for pupils to mime the words as they say them.

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

3 Play the memory game.

- Read the example dialogue with a volunteer. The game continues until one of you can't remember the other's sentence. You must both get the order right.
- Pupils play the game in pairs.

AB page 12

1 Read and match.

- Pairs match 1–8 with a–h.

KEY 2 b, **3** f, **4** c, **5** h, **6** e, **7** a, **8** d

2 Look and write. Then listen and tick (✓) or cross (✗) for Dan.

- Check pupils understand *before*, *after* and *every day*.
- Give pupils time to write.
- Check answers.

KEY 2 brush my teeth, **3** wash my face, **4** make my bed, **5** go to bed, **6** meet my friends, **7** do my homework, **8** tidy my room

- Ask the class to predict what is true for Dan.
- Play CD1:22 and allow pupils to do the activity.

I get up in the morning and I brush my teeth every day – in the morning and in the evening, too. I wash my face before school. I don't make my bed every day. I haven't got time! I don't go to bed in the afternoon. I meet my friends after school and then I do my homework before bed. I don't do my homework at breakfast! And I'm sorry but I don't tidy my room every day. No way! **1:22**

- Play CD1:22 again, pausing to elicit and check answers, e.g. pause after *get up* and elicit *in the morning*.

KEY 2 ✓ (in the morning and evening), **3** ✓, **4** ✗, **5** ✗, **6** ✓, **7** ✗ (before bed), **8** ✗

3 Tick (✓) or cross (✗) the sentences for you.

- Give pupils time to do the activity.

Practice

- Pairs tell each other about their answers to Activity 2, e.g. *I make my bed every day.*

4 Correct the sentences with a cross (✗) in your notebook.

- Give pupils time to do the activity.

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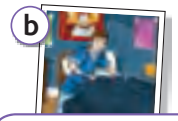
2 My life

1 1:20 **Listen and read. Is Kipper a good cat?**



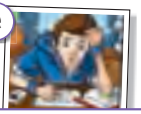
2 1:21 **Listen, find and say.**


a brush my teeth


b make my bed


c wash my face


d tidy my room


e do my homework


f meet my friends

3 **Play the memory game.**

A: In the morning, I make my bed.
B: In the morning, I make my bed and brush my teeth.
A: In the morning, I make my bed, brush my teeth and tidy my room.

Routine, *Time expressions*, *Present simple*

Ending the lesson

- Volunteers use the new vocabulary to say what they like, and don't like doing, e.g. *I like brushing my teeth. I don't like tidying my room.*

OPTIONAL ACTIVITIES

Writing
Pupils write about their holiday routine, e.g. *I don't do my homework in the morning. I haven't got any!*

Pairwork
Pupils guess what their partner does at different times of day in the holidays.

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Lesson 2

Lesson aims
To review the vocabulary of Lesson 1; to present the new structure

Target language
Possessive adjectives

Recycled language
Routine, Time, Present simple, Subject pronouns

Materials
Audio CD; card or paper to make spinners

Starting the lesson

- Say true and false sentences about the children in Lesson 1, PB Activity 1, e.g. *Maddy does her homework in the morning. (No, Maddy does her homework before bed.)*

PB page 13

4 Listen, look and say.

- Play CD1:23, pausing for pupils to find the correct picture and say the name(s).
- Play CD1:23 again, pausing for pupils to say the full sentence, e.g. *The bird washes its head.*

KEY 2 The bird washes its head. **3** Maddy washes her face. **4** Emma and I brush our teeth. **5** Dan does his homework.

5 Look and say.

- Revise the time. Draw several clocks on the board with different times (on the hour/half hour). Pointing to different clocks, ask volunteers *What's the time?*
- Give pairs time to do the activity. If your class needs support, remind pupils (L1) to add *-s* or *-es* to third person singular present simple verbs.

KEY 1 Maddy makes her bed at half past eight. **2** My family and I brush our teeth in the morning. **3** Robbie and Emma meet their friends at four o'clock. **4** My brother does his homework in the evening. **5** Our cat washes its face every day.

6 Play the game. Spin, look and say.

- Pupils make enough spinners for one per group of four.
- They take it in turn to spin three times and then to make a sentence. The first spin determines the subject, the second the verb and the third the time.
- Pupils gain a point for each sentence they say that their group thinks is correct.

AB page 13

5 Find and circle seven words. Then complete.

- In pairs, pupils do the activity.

KEY 1 my, **3** his, **4** her, **5** its, **6** our, **7** their

6 Read and choose.

- Ask *Who can you see? (Dan and Maddy.) Where are they going?* (Pupils guess.) Tell pairs to refer to their answers to Activity 5 to help them.

KEY 2 their, **3** my, **4** its, **5** your, **6** Her, **7** Our

7 What do they do on Saturdays? Listen and match.

- Ask pupils to predict the answers.
- Play CD1:24. Pupils to do the activity. Check answers.

E = EMMA R = ROBBIE M = MUM **1:24**
D = DAD MA = MADDY

E Hi, I'm Emma.
R And I'm Robbie.
E We don't tidy our rooms on Saturdays.
R We play our favourite computer games.
M AND D Hello. We're Emma and Robbie's mum and dad.
D We don't get up early on Saturday morning.
M We read our books in bed.
MA Hi there. I'm Maddy. I don't do my homework on Saturdays. I tidy my room.
D Hello, I'm Dan. I don't meet my friends on Saturdays. I always do my homework. Homework is fun.

KEY 2 c, **3** b, **4** a

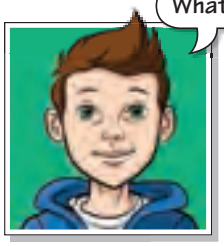
8 Listen again. Write sentences in your notebook.

- Play CD1:25. Pause after each negative sentence and elicit what the speakers do on Saturday. Pupils use the third person personal pronouns/possessive adjectives.
- Do the activity with the whole class if your pupils need support. Volunteers write answers on the board.

KEY 2 Their mum and dad don't get up early on Saturday morning. They read their books in bed.
3 Maddy doesn't do her homework on Saturdays. She tidies her room.
4 Dan doesn't meet his friends on Saturdays. He does his homework.

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4 1:23 Listen, look and say.



What do we do before bed?

1 ? brush their hair.
2 ? washes its head.
3 ? washes her face.
4 ? brush our teeth.
5 ? does his homework.



the bird



Dan



Mum and Dad

LOOK!

He does **his** homework.
She washes **her** face.
It washes **its** head.
We brush **our** teeth.
They brush **their** hair.



Emma and I



Maddy

5 Look and say.

1 Maddy/make her bed/at half past eight
2 My family and I/brush our teeth/in the morning
3 Robbie and Emma/meet their friends/at four o'clock
4 My brother/do his homework/in the evening
5 Our cat/wash its face/every day

6 Play the game. Spin, look and say.

Three … six … five. She does her homework at half past eleven.



	Spin 1	Spin 2	Spin 3
1	I	wash/hair	6.00
2	They	brush/teeth	7.30
3	She	meet/friends	9.00
4	It	tidy/room	2.30
5	We	play/favourite games	11.30
6	He	do/homework	1.00

Ending the lesson

- Ask the class *What do you do on Saturdays?* Pupils mime their answers while the others guess.

OPTIONAL ACTIVITIES

Group work
Groups of four tell each other about their families, e.g. *My sister tidies her room on Sundays.*

What do you do on Sundays?
Pupils play Guessing game based on what they do on a Sunday. See p. 23.

Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the unit language with a song

Target language
Adverbs of frequency, Possessive *'s*

Recycled language
Routine, help, Days of the week, Possessive adjectives, kitchen, living room

Materials
Audio CD

Optional materials
a non-transparent plastic bag

Starting the lesson

- Ask the class to visualise their bedrooms. Ask *What can you see? (I can see my bed and my clothes. My clothes are on a chair ... .)*

PB page 14

7 Listen, read and sing. Does your bedroom look like Matt's bedroom?

- Play CD1:26. Pupils follow in their books.
- Play the song again. Encourage pupils to sing.
- Ask the class *Do you like Matt's bedroom? Why (not)?* Does anyone's bedroom look like Matt's?

Presentation

- Ask the class questions about pupils' possessions, e.g. *Is this (name)'s book? (Yes, it is./No, it isn't.)*
- Pupils read the Look! box.
- Write on the board *My sister's kite. My sister's tall. My sister's got a cat.* Pointing to each sentence in turn, ask *has, is or 's?*

8 Look and say. What colour is it?

- Pairs point to the objects in the photo as they do the activity.

KEY Matt's chair is red. His brother's ball is black and white. His sister's kite is red and blue. The monster's head is green.

Pairwork

- Pupils take it in turns to make sentences with possessive *'s* about their classmates' possessions, e.g. *(Name)'s bag is blue.*

Presentation

- Draw a horizontal line on the board. Write *always* (100%) at one end and *never* (0%) at the other. Write *usually, often* and *sometimes* on the line from left to right, appropriately spaced.
- Say an example sentence with each adverb and elicit another example, e.g. (pointing to *always*) say *Maddy always does her homework before bed.*

9 Listen and repeat. Then listen, look and say.

- Play the first part of CD1:27, pausing for pupils to repeat each word.

always ★ usually ★ often ★ sometimes ★ never **1:27**
Sasha _____ brushes her teeth.
Sasha **always** brushes her teeth.
Sasha **often** makes her bed.
Sasha **usually** does her homework.
Sasha **never** helps with dinner.
Sasha **sometimes** tidies her room.

- Give pupils time to look at Sasha's chart. Explain (L1) that the pink shading indicates what she does; the white what she doesn't do. Elicit the correct adverb for each task and write it on the board.
- Play the rest of the recording, pausing for pupils to say the appropriate adverb.

AB page 14

9 Look and write.

- Look at the graph with the class. Elicit example sentences to check understanding.
- Pupils do the activity in pairs.

KEY 2 often, **3** always, **4** never, **5** sometimes, **6** usually

10 Complete the chart for you. Write sentences in your notebook.

- Demonstrate how to add to the graph with a volunteer and elicit corresponding sentences. Circulate, monitor and help.

11 Find and write.

- Give pupils time to do the activity.
- Volunteers read their sentences to the class.

KEY 2 the dog's, **3** Sasha's, **4** Matt's

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7 1:26 **Listen, read and sing. Does your bedroom look like Matt's bedroom?**

SONG



I always wash my face before school
But I never brush my hair so I look cool.
I usually make my bed
And I sometimes help my mum.
But I never, never tidy my room.
Never, never tidy my room.

My brother tidies his room.
My sister tidies her room.
My friends tidy their rooms
But not me! Oh, no! Not me!
I never, never tidy my room.
Never, never tidy my room.

Where's my sister's kite? Is it under the bed?
And on the chair, what's that? A monster's head!
My brother's ball is here, too.
But where is it? Well, I don't know.
Because I never, never tidy my room.
Never, never tidy my room.
Never, never tidy my room.

LOOK!

my sister**'s** kite
a monster**'s** head
my brother**'s** ball

8 **Look and say. What colour is it?**

Matt's bed is blue.

Matt's bed Matt's chair his brother's ball
his sister's kite the monster's head

9 1:27 **Listen and repeat. Then listen, look and say.**

always usually often sometimes never



Sasha is Matt's sister. This is a chart of her week.

Sasha's week

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
brush her teeth	■	■	■	■	■	■	■
make her bed	■			■	■		■
do her homework	■	■	■		■	■	■
help with dinner							
tidy her room	■		■				

Ending the lesson

- Ask the class where they usually do their English homework.

OPTIONAL ACTIVITIES

Class table: Where we do our homework
Collect information. Write it in a table.

Whose is it?
Invite pupils to take an object from a bag and guess whose they think it is, e.g. *I think it's (Amy)'s pencil.*

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Lesson 4

Lesson aims
To develop reading, writing, listening and speaking skills; to understand a quiz; phonics /z/ /iz/

Recycled language
Routine, Present simple, Adverbs of frequency, Possessive adjectives

Materials
Audio CD

Starting the lesson

- Write on the board *What time do you get up in the morning? What time do you go to bed?*
- Teach *on time*. Give an example sentence or translate.

PB page 15

10 Read and choose. What's your score?

- Give pairs time to do the quiz and to work out their score.

11 Talk about your day.

- Give pairs time to do the activity, using the information from the quiz.
- Ask two or three volunteers to tell the class.

12 Listen and say.

- Pupils predict the answer to question 1.
- Play CD1:28. Pupils listen and work out the answers using the quiz.

I = INTERVIEWER E = EMMA **1:28**

I **One.** Do you get up on time in the morning?
E **No, never.** I love my bed!
I **Two.** Do you make your bed in the morning?
E **Yes, sometimes.** But I haven't always got time to make my bed.
I **Three.** Do you have a big breakfast?
E **No, never.** I drink juice, and I sometimes eat an apple, but I don't like big breakfasts.
I **Four.** Do you make your family's breakfast?
E **No, never.** I sometimes help in the kitchen in the evening but never in the morning.
I **Five.** Do you talk to your friends and family before school?
E **Yes, sometimes** but not usually. I don't like talking in the morning.
I **Six.** Do you get to school on time?
E I **often** get to school on time but not always!

- Play CD1:28 again, pausing after each question to elicit and check the answer and count points.

13 Listen, read and say.

- Play CD1:29 twice. Pause after each line to repeat.
- Draw two columns on the board. Write *goes* at the top of one and *washes* at the top of the other. Say the highlighted words. Elicit which column to write them in.

AB page 15

12 Write the correct form of the words in brackets.

- When checking answers, point out third person singular of verbs ending in *-sh* and *-ch* is spelt *-es*.

KEY b watches, **c** makes, **d** washes, **e** does, **f** brushes

13 Count and write the number of syllables in the new words. Listen, check and say.

- Teach *syllable*. Say *goes*, (clapping once as you speak), *one syllable*. Say *watches*, (clapping twice), *two syllables*.
- Pairs count and write the syllables.
- Play CD1:30, pausing for pupils to check and repeat.

a goes, **b** watches, **c** makes, **d** washes, **e** does, **f** brushes **1:30**

14 Listen and write.

- Point and ask *What's he doing? (He's singing.) Is the boy happy? (No.) What time of day is it? (Morning.)*
- Play CD1.31, pausing for pupils to complete the spaces.
- Play CD1:31 again, pausing to elicit and check answers.

I don't like mornings. My big brother **always** gets up at five o'clock because he's a farmer. He washes his face and makes his breakfast. He **often** sings songs in the morning. **His** songs are horrible. I can't sleep after that. I **sometimes** get up at six o'clock because I'm hungry. I like eggs for breakfast but I **usually** eat toast. Why? Because my brother eats **our** eggs at half past five. Grrr! **1:31**

15 Complete for you.

16 Write about your Saturday morning in your notebook.



Pupils can now go online to Ice Island and find the fire extinguisher that Penn and Gwyn are holding. It is inside the barracks, above the bunk beds on the right. Once pupils click on the fire extinguisher they are taken to a supplementary language game based on the vocabulary in this unit.

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10 Read and choose. What's your score?

QUIZ! ARE YOU A MORNING PERSON?

Some people like mornings. What about you?

1 Do you get up on time in the morning?
1 No, never.
2 Yes, sometimes.
3 Yes, often.
4 Yes, usually.
5 Yes, always.

2 Do you make your bed in the morning?
1 No, never.
2 Yes, sometimes.
3 Yes, often.
4 Yes, usually.
5 Yes, always.

3 Do you have a big breakfast?
1 No, never.
2 Yes, sometimes.
3 Yes, often.
4 Yes, usually.
5 Yes, always.

4 Do you make your family's breakfast?
1 No, never.
2 Yes, sometimes.
3 Yes, often.
4 Yes, usually.
5 Yes, always.

5 Do you talk to your friends and family before school?
1 No, never.
2 Yes, sometimes.
3 Yes, often.
4 Yes, usually.
5 Yes, always.

6 Do you get to school on time?
1 No, never.
2 Yes, sometimes.
3 Yes, often.
4 Yes, usually.
5 Yes, always.

YOUR SCORE!

6–14 The morning is a bad time of day for you. Maybe you're an afternoon person!

15–22 You're OK in the morning but not great.

23–30 Wow! You're a fantastic morning person.

11 Talk about your day.

I usually *get up on time in the morning.*

12 Listen and say.

1 Is Emma a morning person?
2 What is Emma's score?



SOUNDS FUN!

13 Listen, read and say.

She goes home and does her homework.
She washes her hair and nose.
But she never brushes her toes.



Home–School link

Pupils ask their family the quiz questions.

Ending the lesson

- Volunteers read out what they have written for AB Activity 16.

OPTIONAL ACTIVITIES

Interview the teacher
Pupils ask you the quiz questions and decide if you are a morning person or not!

Noughts and crosses
Play this game with the class using adverbs of frequency and daily routine words. See p. 23.

Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
treasure, escaping

Recycled language
always, breakfast, Present simple, They've got ...

Materials
Audio CD; the names of the story characters on separate small pieces of paper

Starting the lesson

- Pupils close their books. Ask *Who is good in the story? (Dr Al, Finn, Dylan, Jenny, Captain Formosa and the penguins.) Who is bad? (Rufus and Ivan.)*
- *Ask (L1) Is Captain Formosa happy in the story so far? (No.) Why not? (Because he hasn't got his map.)*

PB page 16

Before reading/listening

- Teach new target language using the pictures *(escaping)* and a drawing or translation *(treasure)*. Ask the class questions about each picture. Pupils answer or guess, e.g.
  (Picture 1) *What's Captain Formosa eating? (A fish sandwich.)*
  (Picture 2) *Are the penguins hungry? (No, they aren't.)*
  (Picture 3) *What's Finn asking about? (Captain Formosa's map.)*
  (Picture 4) *Can you see a map? (No, I can't.)*
  (Picture 5) *Who can you see? (Captain Formosa, the penguins Rufus and Ivan.)*
  (Picture 6) *Who is smiling? (Rufus and Ivan.) Why?* (Pupils guess.)

14 Listen and read. Then act.

- Play CD1:32. Pupils listen and follow the story in their books.

Comprehension

- Ask the class true/false questions about the story. *Captain Formosa gets up at eight o'clock. True/False? (False. He gets up at six o'clock.) He goes swimming after breakfast. True/False? (False. He gives fish to the penguins and he reads his map.) His map is a treasure map of Ice Island. True/False? (True.) Captain Formosa has got the map. True/False? (False. Rufus and Ivan have got it.)*
- Play the recording again. Pause for the class to repeat each line in chorus.
- Ask eight volunteers to act out the story. Allocate these roles: Captain Formosa, Finn, Dylan, Jenny, Penn, Gwyn, Rufus and Ivan. (Remember only Captain Formosa and Finn speak!)
- Take a class vote for the best actor/actress.

What happens next?

- Pairs predict (L1) what happens next.
- Volunteers tell the class their ideas.

AB page 16

17 Read and choose.

- Give pupils time to do the activity.

KEY 2 his, **3** gives, **4** reads, **5** It's, **6** isn't

18 Look and write.

- Give pupils time to do the activity.
- If your class needs support, remind pupils the third person singulars of *have* and *tidy* are *has* and *tidies*. If necessary, read the clocks as a class.

KEY 2 He tidies his room at quarter past one.
3 He meets his friends at two o'clock.
4 He goes swimming at half past three.
5 He has dinner at quarter to eight.
6 He goes to bed at ten o'clock.

19 Look at page 8. Find and write.

- Give pairs time to decipher the coded message.

KEY (Ivan and Rufus) have got the map.

Pupils can now go online to Ice Island and enjoy the fun and games.

For the next lesson

- Ask pupils to bring photos of a favourite sports star and magazine/internet photos of healthy food.

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14 1:32 Listen and read. Then act.

STORY



16 **Lesson 5**

treasure, escaping, *always, breakfast, Present simple. They've got...*

Ending the lesson

- Volunteers choose a piece of paper with a mystery character's name. They describe him/her. The class guesses who it is.

OPTIONAL ACTIVITIES

Code game

In pairs, pupils imagine they are Rufus and Ivan. They write their location in code. See AB p. 8.

Roleplay

Brainstorm questions to ask Penn and Gwyn about what they do in the mornings. Pupils roleplay in pairs.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Science – healthy eating

Values
Having a healthy lifestyle

New language
bones

Recycled language
Sports, Routine, Food, strong, Meals, Adverbs of frequency

Materials
Audio CD; magazine/internet photos of healthy and unhealthy food; pupils bring photos of a favourite sports star and magazine/internet photos of healthy food

Starting the lesson

- Write *G_ _ _* on the left of the board and *B_ _* on the right. Pupils help you categorise the food photos you have brought. Hold up a photo of something unhealthy, e.g. a slice of cake, and ask *G or B?* Pupils guess. Stick the photo under B. When all the photos are on the board, ask a volunteer to complete the words. *(Good/Bad)* Tell pupils (L1) *healthy* can also describe the food in the 'Good' column.

PB page 17

15 Listen and read. Is Jonas healthy?

- Ask about the photos. Say *What's Jonas doing?* (Left to right: *He's eating spaghetti. He's playing football. He's playing tennis.*)
- Pupils predict which foods on the board Jonas likes.
- Play CD1:33 while pupils follow the text in their books and work out the answer to the question.

KEY Yes, Jonas is healthy.

16 Read again and say.

- Pupils read the text again and the menu. In pairs, they answer the questions.

KEY 1 tennis, **2** pasta, **3** teeth, **4** milk

Values

- Ask the class *What do you usually eat for breakfast/ lunch/dinner? Do you think that's healthy? Why (not)?* Ask what else pupils do that's healthy. Encourage pupils to use English.
- Ask (L1) why it's important to have a healthy lifestyle. (e.g. If you don't, you may be ill, now or in the future. If you're ill you can't do sports.)

17 Read and find.

- Tell pupils they need to read both the text in Activity 15 and the menu.
- Give pairs time to do the activity, or have a race. The pupils who put their hands up first (and have the correct answers) are the winners.

KEY 1 fruit, **2** bones, **3** milk, **4** dentist, **5** orange juice, **6** carrot

Pairwork

- Pupils prepare two or three definitions of food words/ meals like those in Activity 17.
- Pupils swap definitions with a friend and answer.

AB page 17

20 Read and circle. *True* (✓) or *false* (✗)? Then find and write the answer.

- Give pupils time to do the quiz and find the mystery word.

KEY BONES

21 Listen, read and find eight differences. Listen again and correct.

- Play CD1:34 while pupils follow the text. They underline the differences they hear.
- Play the recording again, while pupils listen and correct.

I get up at **ten** o'clock. I have **chocolate** for breakfast and a drink of **coffee**. I **never** brush my teeth after breakfast. I go to the **café** in the afternoon. I often play **computer games** after dinner. After that, I **watch a film** and I go to bed at **twelve o'clock**. **1:34**

Mini project

- Pupils plan three healthy meals for their favourite sports star. They use photos to illustrate their work.
- Pupils present their menus to the class.

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15 1:33 **Listen and read. Is Jonas healthy?**







Jonas is a football player. He plays football every day and he often meets his friends for a game of tennis, too. His energy comes from his food. Pasta is his favourite. He's very healthy because he eats a lot of fruit. He's got strong bones, too, because he likes drinking milk. He always brushes his teeth after breakfast and again before bed. He doesn't go to the doctor or dentist very often.

MUDCHESTER UNITED

HEALTHY MENU FOR TUESDAY

BREAKFAST
Cereal with milk
Toast
A banana
Orange juice

LUNCH
Chicken pasta with green salad
An orange
Water

DINNER
Vegetable soup and bread
Fish, potatoes and carrots
Apple pie
Milk

16 **Read again and say.**

1 Jonas likes playing football and ?
2 Jonas's favourite food is ?
3 In the morning, he always brushes his ?
4 On Tuesday evening, he drinks ?

17 **Read and find.**

1 Healthy people eat this, for example, apples and oranges.
2 These are white and in every part of your body.
3 This is a white drink. It is good for your bones.
4 Have you got bad teeth? See this person.
5 This is a drink made from fruit.
6 This is an orange vegetable.



Lesson 6 bones, *Sports, Routine, Food, strong, Meals, Adverbs of frequency* 17

Ending the lesson

- Ask (L1) the class what they've learned about healthy eating this lesson. Will they change any of their eating habits? Do they do enough sport?

OPTIONAL ACTIVITIES

Drawing game
Play Pictionary with the class using food words. See p. 22.

Quiz
Pairs make up a quiz similar to the one on AB p. 17 and try it out on others.

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Lesson 7

Lesson aims
To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Target language from Unit 2

Materials
Evaluation worksheet 2

AB pages 18–19

Starting the lesson

- Ask the class *What's Bill doing? (He's sitting on the sofa.) Where is he? (In the living room.) Who is he speaking to? (His mum.) Is she happy? (No.)*
- Ask a volunteer to read the cartoon captions.

22 Read and write.

- Quickly review possessive adjectives and possessive *'s*. Ask, e.g. *Is this your bag? Are those their jackets? Is that (name)'s pen?*
- Tell pupils to read the Look! box on PB p. 13 or to refer to Grammar round-up on PB p. 70.
- Give pupils time to do the activity.

KEY 2 his, **3** its, **4** their

23 Read and choose.

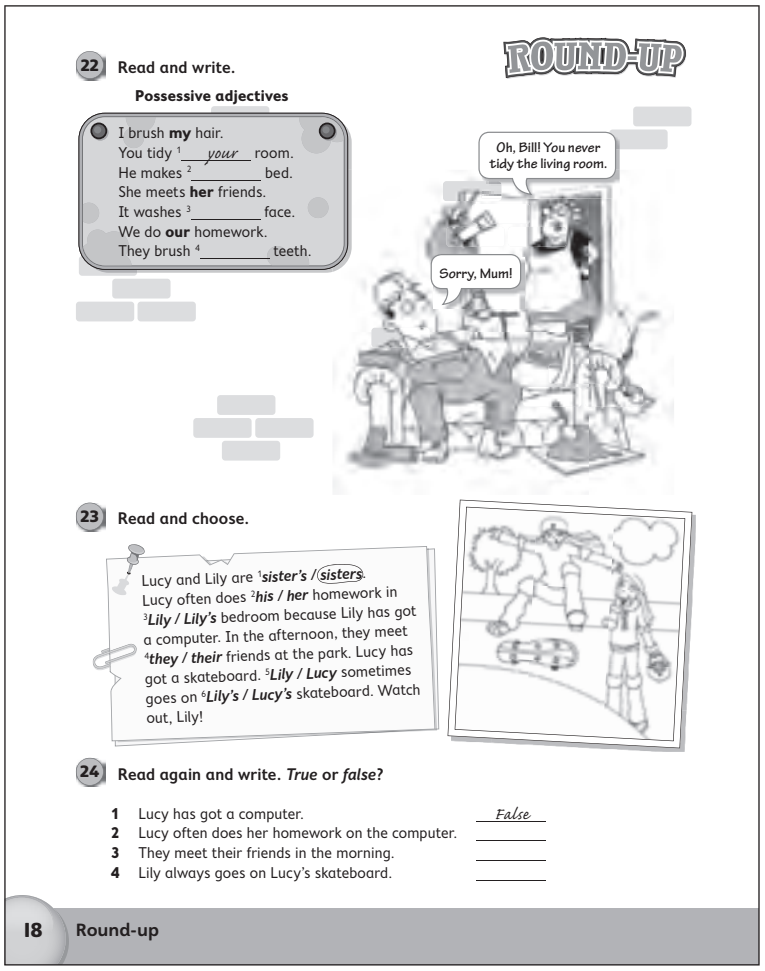
- Ask the class *What can you see in the picture? (Two girls.) Where do you think they are?* (Pupils guess, e.g. *In a park.*) *What are they doing? (Skateboarding.)*
- Give pupils time to do the activity.

KEY 2 her, **3** Lily's, **4** their, **5** Lily, **6** Lucy's

24 Read again and write. *True* or *false*?

- Give pairs time to do the activity. Remind pupils to refer to the text and not just to use their memory!
- Alternatively, ask the class the questions with their books closed. Then give pupils time to check and write the answers, referring to the text.

KEY 2 True, **3** False (They meet their friends in the afternoon.) **4** False (Lily sometimes goes on Lucy's skateboard.)



ROUND-UP

22 Read and write.

Possessive adjectives

I brush **my** hair.
You tidy [1] *your* room.
He makes [2] _____ bed.
She meets **her** friends.
It washes [3] _____ face.
We do **our** homework.
They brush [4] _____ teeth.

Oh, Bill! You never tidy the living room.

Sorry, Mum!

23 Read and choose.

Lucy and Lily are [1] ***sister's*** / ***sisters***. Lucy often does [2] ***his*** / ***her*** homework in [3] ***Lily*** / ***Lily's*** bedroom because Lily has got a computer. In the afternoon, they meet [4] ***they*** / ***their*** friends at the park. Lucy has got a skateboard. [5] ***Lily*** / ***Lucy*** sometimes goes on [6] ***Lily's*** / ***Lucy's*** skateboard. Watch out, Lily!

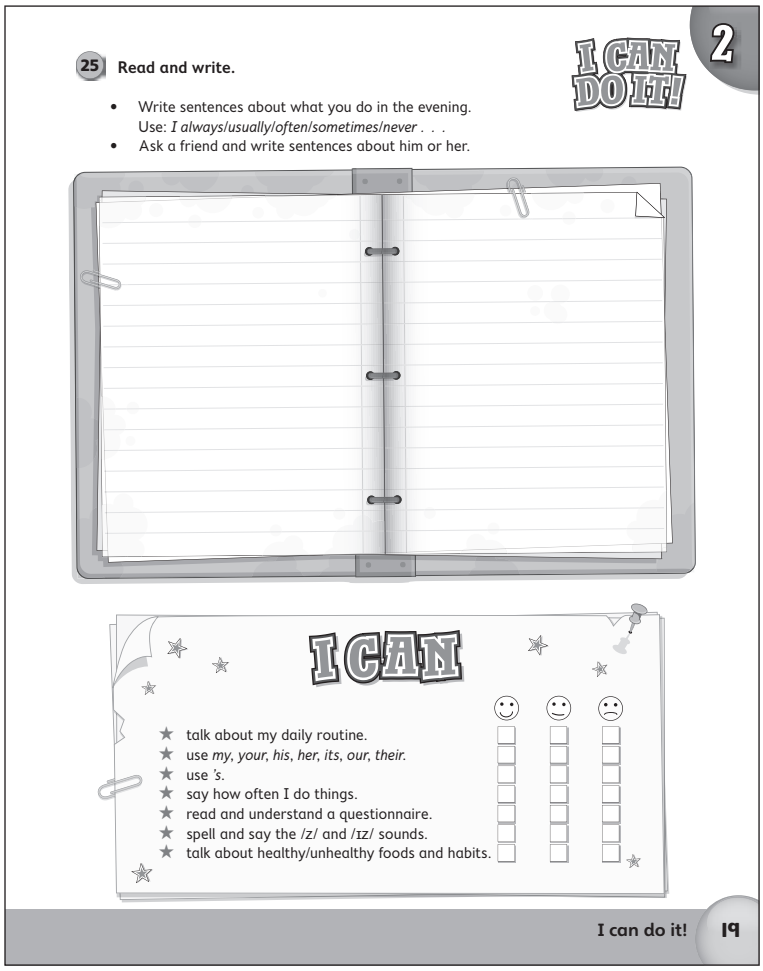
24 Read again and write. *True* or *false*?

1 Lucy has got a computer. *False*
2 Lucy often does her homework on the computer. _____
3 They meet their friends in the morning. _____
4 Lily always goes on Lucy's skateboard. _____

18 Round-up

25 Read and write.

- Help pupils with ideas. Ask and write on the board *What do you do in the evenings? (e.g. I watch TV.) Do you always watch TV? (Yes, always.) What do you do on Sunday evenings? (I do my homework.) Do you always do your homework? (No, usually.)*
- Give pupils time to write about their evening routine.
- Pupils use the questions on the board to ask their friend about his/her evening routine. They then write about it.
- Remind pupils to use *-s/-es* for third person singular verbs and the correct possessive adjective.
- Ask fast finishers to write extra sentences about themselves.
- Volunteers read their sentences to the class.



Self-evaluation

- Remind pupils (L1) that to be a good learner it's very important to reflect upon what they have studied. Ask them why. (They will learn what they need to work harder at, and what they should congratulate themselves on.)
- Explain what each smiley means in this context. Give pupils time to read and tick the appropriate boxes.

Evaluation

You can check your pupils' progress using Evaluation worksheet 2. See also teacher's notes p. 168.

For the next lesson

- Ask pupils to bring three or four photos each of men, women, boys and girls from magazines/the internet.

Ending the lesson

- Discuss the I can ... statements with the class. Encourage volunteers (L1) to explain their responses and to give examples. Ask what pupils found easy and more difficult.
- Ask (L1) *Can you remember how you can improve?* e.g. by always doing homework, concentrating better in class, asking for help, helping each other. Ask (L1) who put any of the ideas into practice after the last round-up.

OPTIONAL ACTIVITIES

Spelling game

Divide pupils into teams. Draw as many columns on the board as there are teams. One team member comes to the board at a time. Say a word from Unit 2. Pupils write the word in the column. Each correctly spelt word wins a point.

Whispers

Play the game using vocabulary from the unit.
See p. 22.

NOTES

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Lesson 8

Lesson aims
To review the language of the previous two units

Recycled language
Family, Appearance, Character, Possessive adjectives, Possessive 's, Adverbs of frequency

Materials
Audio CD; Consolidation and extension worksheet 2; DVD

Optional materials
Pupils bring three or four photos each of men, women, boys and girls from magazines/the internet

Starting the lesson

- Describe two or three pupils without saying their names, e.g. *This person is tall. He's got short, brown hair and glasses. He's got brown eyes, too. Who is he?*

PB pages 18–19

18 Read, look and match.

- Give pupils time to do the activity, matching texts 1–4 with the correct photos.
- If your pupils like reading aloud, you could ask different volunteers to read the texts. Check answers after each text.

KEY 1 Ben, **2** Mrs Taylor, **3** Mrs Picton, **4** Fergus

19 Look and say.

- Give pairs time to do the activity.
- If your pupils have difficulty with pronouncing possessive *'s*, ask the class to repeat *Amy's* and *Ben's* after you in chorus before they start.

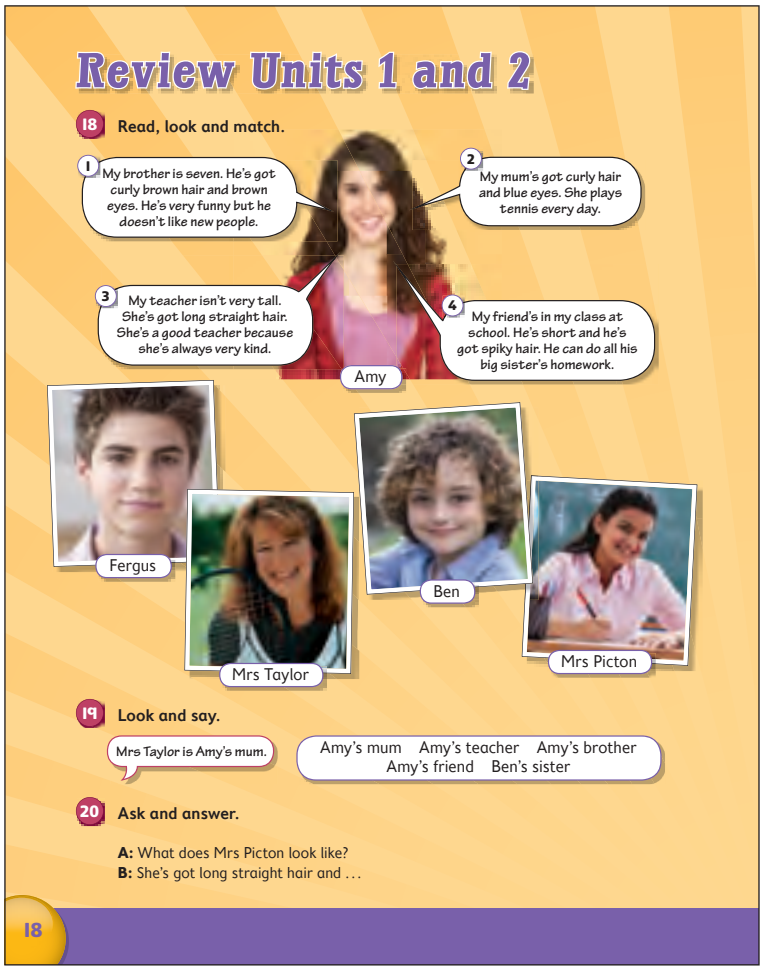
KEY Mrs Picton is Amy's teacher. Ben is Amy's brother. Fergus is Amy's friend. Amy is Ben's sister.

20 Ask and answer.

- Give pairs time to do the activity. Challenge a strong class by asking pupils to cover the texts. Pupils needing support can refer to the texts for help or to Unit 1, Lessons 1 and 2.

21 Read again and say.

- Give pairs time to read the texts in Activity 18 again and do the activity.



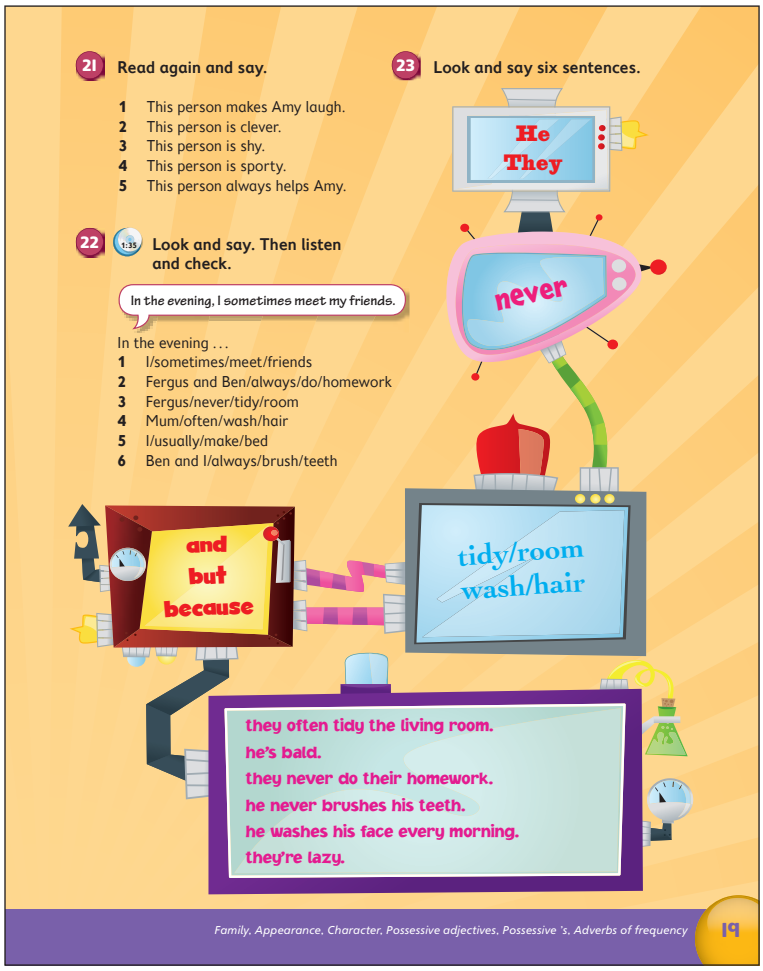
KEY 1 Ben, **2** Fergus, **3** Ben, **4** Mrs Taylor, **5** Mrs Picton

22 Look and say. Then listen and check.

- Give pairs time to make and say the sentences using the prompts.
- Play CD1:35. Pause before each sentence to elicit it.

1 In the evening, I sometimes meet my friends. **1:35**
2 In the evening, Fergus and Ben always do their homework.
3 In the evening, Fergus never tidies his room.
4 In the evening, Mum often washes her hair.
5 In the evening, I usually make my bed.
6 In the evening, Ben and I always brush our teeth.

- Pupils close their books. Play CD1:35 again. Try to elicit each sentence before you play it.



23 Look and say six sentences.

- Ask the pupils to look at the 'sentence machine'. Explain (L1) that they need to choose words and phrases from each section of the machine to make six sentences.
- Give them time to do the activity.

KEY Suggested answers:
1 They never tidy their room but they often tidy the living room.
2 He never washes his hair because he's bald.
3 They never tidy their room and they never do their homework.
4 He never washes his hair and he never brushes his teeth.
5 He never washes his hair but he washes his face every morning.
6 They never tidy their room because they're lazy.

Now watch the DVD.

Consolidation and extension worksheet 2

Pupils complete the Consolidation and extension activities on worksheet (2). See also teacher's notes p. 196.

Ending the lesson

- Ask pupils which game they've enjoyed most from Units 1 and 2. If you have time, play it again.

OPTIONAL ACTIVITIES

Guessing game
Groups of four show each other the photos they've brought. They imagine the people in the photos are new friends. They describe them one at a time, without saying which picture they are describing. Their friends guess which picture it is.

Noughts and crosses
Prepare nine gapped sentences, e.g. *He always … his face in the morning.* To get a nought or a cross in the grid, pupils must complete the sentence correctly. See p. 23.

NOTES

3 Free time

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
hitting, throwing, diving, kicking, catching

Recycled language
playing football, climbing

Materials
Audio CD; internet/magazine photos of known sports and free-time activities, e.g. *tennis, swimming, football, running;* a simple drawing of each of the new action words, using PB Activity 2 pictures to help (one picture per A4 page)

Starting the lesson

- Using photos, revise the names of known sports and free-time activities, e.g. *fishing, snorkelling, sailing.*
- Ask (L1) what pupils do in their free time. Encourage them to use the language they have learned in Units 1 and 2, e.g. *I usually go swimming after school.*

PB page 20

1 Listen and read. Is Robbie good at throwing?

- Ask *Who can you see in the pictures? (Robbie, Emma, Kipper and a bird.) Where are they? (At home in the garden.)*
- Play CD1:36. Pupils listen, follow the story and find the answer to the question.
- Divide the class into two. Tell half the class they are Emma and half Robbie. Play CD1:36 again, pausing for pupils to repeat their lines. Swap roles.

KEY 1 Yes, he is.

Presentation

2 Listen, find and say.

- Give pupils time to look at the pictures.
- Play CD1:37. Pause for pupils to find and say the letters and words.
- Play CD1:37 again. Mime each word with the pupils as they repeat it.

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

Practice

- In pairs, pupils take it in turns to mouth and guess the words in Activity 2.

3 Listen, think and say.

- Play CD1:38 for pupils to listen to the sounds.
- Pairs compare ideas.
- Play the sounds again, pausing after each one for pupils to say the correct word.

KEY 2 hitting, **3** kicking, **4** diving, **5** throwing, **6** catching

AB page 20

1 Complete the words and match. Then draw the missing picture.

- Give pupils time to do the activity.

KEY 2 throwing, a; **3** hitting, d; **4** catching, b; **5** diving, c; **6** kicking f (Pupils draw.)

2 Look and write.

- Elicit the actions in the pictures.
- Give pupils time to write.

KEY 2 hitting, **3** diving, **4** kicking, **5** catching, **6** climbing

3 Listen and say who is talking.

- Explain that pupils must identify Robbie or Dan from the recording.
- Play CD1:39. Pupils listen.

I'm good at diving and I'm good at throwing **1:39** but I'm not good at hitting.

- After you've checked the answer, pupils close their Activity Books. Play the recording again. Pause after *good at/not good at* and try to elicit the activities.

KEY Robbie

Ending the lesson

- Stick the action word pictures on the board.
- Divide the class into three or four teams. Each team chooses one runner.
- Say an action word. The first runner to touch the correct picture wins a point. Change runners after each go.

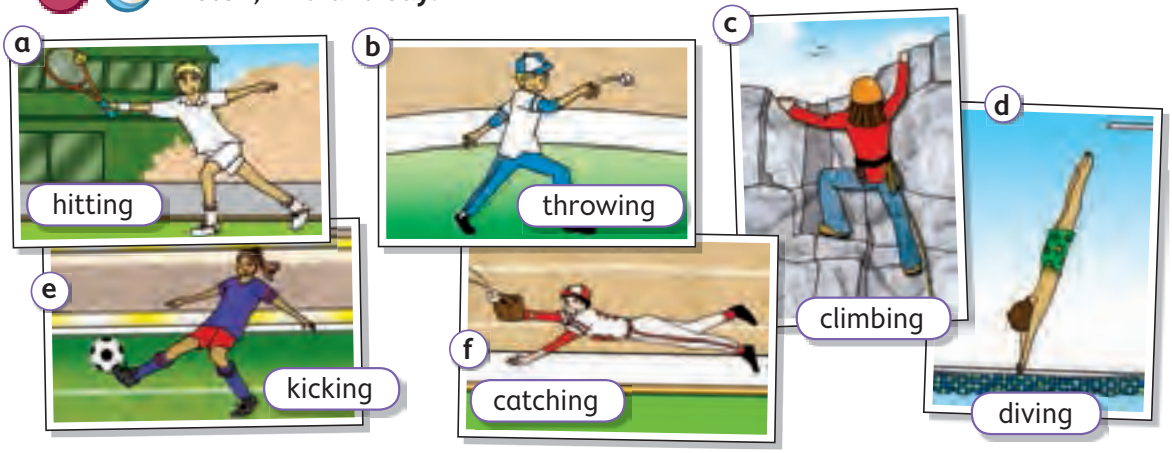
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3 Free time

1 1:36 **Listen and read. Is Robbie good at throwing?**



2 1:37 **Listen, find and say.**



3 1:38 **Listen, think and say.**

20 **Lesson 1** hitting, throwing, diving, kicking, catching, *playing football*, *climbing*

OPTIONAL ACTIVITIES

Caption competition!
Pairs draw a fifth picture to continue the story and write a caption. Pupils must include at least two new action words from this lesson.
Pairs read and show their work to the class. Take a class vote to decide on the best.

Writing
Write on the board *I'm Maddy. I'm good at ... I'm not good at ... . I'm Emma. I'm good at ... I'm not good at ... .* Pairs finish the sentences using the action words from this lesson or other vocabulary they know.
Volunteers read their sentences to the class.

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Lesson 2

Lesson aims
To revise the vocabulary of Lesson 1; to present the new structure

Target language
She's good/She isn't good at ...

Recycled language
Actions

Materials
Audio CD

Starting the lesson

- Ask (L1) pupils if they have ever been to a circus. If this is unlikely in your country, ask if they have seen one on TV. Ask *What can you see at the circus?* Encourage them to use any English words they know, e.g. the names of animals.

PB page 21

4 Listen and read. Then look and match.

- Play CD1:40 while pupils follow in their books. Pause after each sentence so that they can find the matching picture (a–f).
- Play CD1:40 again, pausing for pupils to check answers and repeat each sentence.

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

Presentation

- Volunteers read the examples in the Look! box. Elicit further, similar examples.
- Write *I good at throw.* on the board. Ask *Is it right or wrong? (Wrong.)* Ask a volunteer to correct the sentence. *(I'm good at throwing.)*
- If your pupils need support, repeat with other examples.

5 Cover the sentences in Activity 4. Look and say.

- Give pairs time to do the activity. Explain that not looking at sentences 1–6 in Activity 4 will help them to remember the vocabulary and develop their speaking skills.

6 Play the game.

- Mime one or two action words from Lessons 1 and 2 for the class to guess.
- Give pupils two minutes to look at their Pupil's and Activity Books to choose some action words.
- Pairs take it in turns to mime and guess.

Group work

Play the game from Activity 6 with the whole class.

AB page 21

4 Look and write. Then listen and check.

- Give pupils time to complete the gaps.
- Pupils compare answers.
- Play CD1:41 for pupils to check.
- Play CD1:41 again, pausing for pupils to repeat each speech bubble.

CAT 1 **I'm** good **at** throwing. **1:41**
CAT 2 He **isn't** good at catching.
CAT 1 **Are** you **good** at climbing?
CAT 2 Yes, I **am** but **they're** good at jumping!

5 Look and write questions. Then ask a friend and choose.

- Elicit the action words before you give pupils time to write the questions, e.g. *What's number 2? (Climbing.) What's number 4? (Snorkelling.)*
- Check pupils' work before you give pairs time to ask, answer and circle.

KEY 2 Are you good at climbing? **3** Are you good at sailing? **4** Are you good at snorkelling? **5** Are you good at fishing? **6** Are you good at diving? **7** Are you good at riding?

6 Write about your friend in your notebook.

- Ask fast finishing pairs to find another partner. They ask each other two or three questions from Activity 5 and write the answers in their notebooks.
- Encourage pupils to ask their partners to check and comment (constructively) on their work.

Ending the lesson

- Ask (L1) the class which of the actions from this lesson they think are easy and which are difficult, e.g. *Is dancing easy? Is riding difficult?*

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4 1:40 **Listen and read. Then look and match.**



1 She's good at diving.
2 He's good at throwing.
3 She isn't good at dancing.
4 They aren't good at climbing.
5 He isn't good at hitting.
6 They're good at riding.

LOOK!

I'**m good at** throw**ing**.
You'**re good at** kick**ing**.
She **isn't good at** danc**ing**.
They **aren't good at** climb**ing**.

5 **Cover the sentences in Activity 4. Look and say.**

A: Picture d.
B: He's good at throwing.

6 **Play the game.**



OPTIONAL ACTIVITIES

Guessing game
Write on the board *nationality/sport/description/good at?* Pupils choose a favourite sports star and tell the class, e.g. *He's from Switzerland. He plays tennis. He's tall and good-looking. He's very good at hitting. I think he's good at throwing, too. Who is he? (Roger Federer.)*

Whispers
Play Whispers using the vocabulary from the lesson.
See p. 22.

Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song

Values
The benefits of working hard

Target language
Activities, What do you like doing? What are you good at?

Recycled language
I'm good at ... I like/love ...

Materials
Audio CD

Starting the lesson

- Say *I'm good at throwing.* Pupils who are good at throwing stand up. Continue with other action words.

PB page 22

Presentation

7 Listen, find and say.

- Give pupils time to look at the pictures.
- Play CD1:42. Pause for pupils to find and say each word.
- Play CD1:42 again. Pause for pupils to repeat each word and mime the activities.

KEY 1 g, **2** c, **3** d, **4** e, **5** a, **6** f, **7** b

8 Listen, read and sing.

- Play CD1:43. Pupils follow in their books.
- Play the song again. Encourage pupils to sing.

Presentation

- Pupils read the Look! box.
- Draw their attention (L1) to *like/love + -ing.*
- Ask one or two volunteers the questions in the Look! box.

9 Find and say.

- Elicit the activities in the pictures.
- Ask a volunteer to read the example.
- Remind pupils to use third person singular *-s.*
- Give pairs time to do the activity.

KEY 2 Emma loves playing basketball. **3** Dan loves playing basketball. **4** Dan loves playing chess. **5** Dan loves drawing. **6** Maddy loves trampolining. **7** Maddy loves rollerblading.

10 Ask and answer.

- Ask two confident pupils to read the example dialogue.
- Give pairs time to do the activity.

Values

- Ask the class (L1) what they are not good at but would like to be good at. What do they need to do to achieve their goal? e.g. If you want to be good at football, it's important to practise a lot.

AB page 22

7 Complete the crossword. Then find and write.

- Pairs use the picture clues to complete the crossword.
- If your class needs support, elicit each activity first.
- Give pupils time to complete Emma's sentence.

KEY (I love) singing!
2 rollerblading, **3** playing the drums, **4** playing chess, **5** trampolining, **6** acting, **7** drawing

8 Look and write.

- Draw pupils' attention to the key on the right.
- Ask a volunteer to read the example.
- Give pupils time to do the activity.

KEY 2 She's good at playing chess. **3** They love drawing. **4** They don't like singing. **5** They're good at rollerblading. **6** She doesn't like skateboarding.

9 Find and write. Then listen and answer for Robbie.

- Give pupils time to rearrange the words to make two questions.
- Check answers.
- Play CD1:44 for pupils to find the answers for Robbie.
- Give pupils time to finish writing, then play the recording again. Pause after each question to elicit and check answers.

I = INTERVIEWER R = ROBBIE **1:44**
I Hi, Robbie. **What do you like doing?**
R Well, **I like skateboarding ... and I like rollerblading.**
I **What are you good at?**
R **I'm good at playing chess.**

Ending the lesson

- Ask the class *Are you in a club? Do you like it? What's its name? When do you go? Where is it?*

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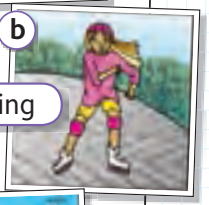
SONG

7 1:42 **Listen, find and say.**

a drawing



b rollerblading



c trampolining



Chorus:
Come and have fun at the Fun Club.
Come here and meet new friends.
Drawing, trampolining, rollerblading,
At the Fun Club, the fun never ends.

What do you like doing?
Do you like playing the drums?
Or skateboarding or acting?
There's fun for everyone.

What are you good at?
Are you good at playing chess?
We love Fun Club!
It's fun here. Yes! Yes! Yes!

Chorus

d playing chess



e acting



f skateboarding



g playing the drums



8 1:43 **Listen, read and sing.**

9 **Find and say.**

Emma loves rollerblading.



Emma



Dan



Maddy



LOOK!

What do you **like** doing?
What **are** you **good at**?
He/She **loves** skateboarding.
They **like** acting.

10 **Ask and answer.**

A: What are you good at?
B: I'm good at playing chess.
A: What do you like doing?
B: I like trampolining but I don't like rollerblading.

OPTIONAL ACTIVITIES

Pairwork
Pupils tell each other which activities from the lesson they love. Volunteers tell the class about their partner.

Class survey
Find out which activities are the most popular. Help groups of four draw a pie chart showing the results.

Lesson 4

Lesson aims
To listen for key information; to write a letter; phonics /ɪŋ/

Recycled language
Activities, Actions, can/can't, I'm good/not good at ... I like/love ...

Materials
Audio CD

Starting the lesson

- Ask (L1) the class if they have ever been on an activity camp.

PB page 23

11 Listen, think and choose.

- Play CD1:45. Give pupils time to read the posters and match each child with the correct camp.

H = HETTIE C = COSMO F = FRED **1:45**

H Hi, I'm Hettie! I don't like playing ball sports because I'm not good at catching and hitting balls. I can't swim but I love dancing! I love singing and dancing to music in my bedroom.

C I'm Cosmo. I love playing football. It's my favourite activity. I'm good at kicking balls. I love playing basketball, too, but I'm not very good at throwing and catching.

F Hello, I'm Fred. I'm good at running, swimming and diving. I'm in a swimming club at school. I love it. I can't sing or act and I don't like making things.

- Pairs compare answers.

KEY Hettie: Theatre Camp, Cosmo: Action Camp, Fred: Action Camp

12 Listen, read and say.

- Play CD1:46. Pause after each recorded question to elicit *yes/no* answers. Stretch pupils by asking for short form answers, e.g. *Yes, she can./No, she can't.*

KEY 1 No, she isn't. **2** Yes, she can. **3** Yes, he does. **4** No, he isn't. **5** Yes, he does. **6** No, he can't.

13 Look and choose. Tell a friend.

- Give pairs time to look at the posters and do the activity.

14 Listen, read and say.

- Play CD1:47 twice. Pause after each line to repeat.

AB page 23

10 Read. Is Ellie good at doing sport?

- Give pupils a minute to read and answer. Explain that the first time they read a text it's important to understand the general idea, not the details.
- Draw pupils' attention to *Dear* (Granny) and *Lots of love,* (Mark.) Explain (L1) these are normal phrases to use when writing to family or friends.

KEY Yes, Ellie is good at doing sport.

11 Read and answer.

- Pupils do the activity. Ask pairs to compare answers before checking as a class.

KEY 2 Yes, he can. **3** No, he isn't. **4** Yes, she is. **5** They like trampolining. **6** Yes, they do.

12 Look and complete. Write the *-ing* forms.

- You may wish to explain/elicit spelling rules for + *-ing* first. Verbs ending in *-e* lose the final *e*. Verbs ending in vowel + consonant double the final consonant. Verbs ending with two consonants don't change.

KEY + *ing*: kicking, surfing, sailing, fishing, painting, throwing
+ Last letter + ing: running, hitting
– e + *ing*: rollerblading, trampolining, diving, riding

13 Imagine you're at camp. Write a letter to a friend in your notebook.

- Read out two or three pupils' letters. Pupils guess who wrote them.

Pupils can now go online to Ice Island and find the ski poles that Penn and Gwyn are holding. They are outside the observatory, the set to the right of the entrance. Once pupils click on the ski poles they are taken to a supplementary language game based on the vocabulary in this unit.

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11 1:45 **Listen, think and choose.**

Hettie Cosmo Fred



12 1:46 **Listen, read and say.**

1. Is Hettie good at hitting balls?
2. Can she dance?
3. Does Cosmo like playing football?
4. Is he good at throwing and catching?
5. Does Fred like swimming?
6. Can he sing?

13 **Look and choose. Tell a friend.**

I like Action Camp because I love diving and I'm good at playing tennis.

SOUNDS FUN!

14 1:47 **Listen, read and say.**

I can dive and swim in the sea.
But he's good at **swimming** and he likes **eating** me!



Lesson 4 *Activities, Actions, can/can't. I'm good/not good at… I like/love…* Sound: /ɪŋ/ 23

Home–School link

Ask pupils to go home and tell their family which activities they like doing.

Ending the lesson

- Ask *Is it important to be good at sports? Why (not)?*

OPTIONAL ACTIVITIES

Presentation
Groups of four imagine a holiday camp and plan a programme. Write *Where? When? What? Times?* on the board. Pupils present their camp to the class.

Hot seat
Play Hot Seat using sports. See p. 22.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
polar bears, be careful, dangerous, thieves

Recycled language
Actions, can/can't, Are they good at ...? Do they like ...?

Materials
Audio CD

Optional materials
Realia associated with the different sports and activities from the unit; a large non-transparent plastic bag

Starting the lesson

- Ask the class (L1) what happened in the last episode.
- Divide pupils into teams.
- Write on the board the times Captain Formosa does different things. See AB p. 16, Activity 18 and TB p. 59.
- Teams take it in turns to say, e.g. *I think he gives fish to the penguins at half past twelve.* Pass incorrect statements to the next team to win a bonus point. *No, he doesn't. He has lunch at half past twelve.*

PB page 24

Before reading/listening

- Ask the class questions about each picture and teach some of the new language using the pictures. Pupils answer or guess, e.g.
  (Picture 1) *What can you see? (The children, Dr Al, a telescope.)*
  (Picture 2) *Who can you see? (Finn.) What's he doing?* (Pupils look and guess.)
  (Picture 3) *What can you see? (Polar bears.)*
  (Pictures 4 and 5) *What are the polar bears doing? (Climbing, reading.)*
  (Picture 6) *Who's running? (The polar bears/Ivan and Rufus.)*
  (Picture 7) *What's Finn doing? (He's snowboarding.) Who is under the snow? (Finn.)*

15 Listen and read. Then act.

- Play CD1:48. Pupils listen and follow the story in their books.

Comprehension

- Ask the class about the story, e.g. *Who's watching polar bears? (Finn.) Are polar bears dangerous? (They can be.) Can they stand up? (Yes, they can.) Are the polar bears in the story reading? (Yes, they are.) Who says 'Finn! They aren't polar bears!' (Dylan.) The polar bears are ...* (elicit) *(Rufus and Ivan.) Who can't stop? (Finn.)*
- Play the recording again. Pause for the class to repeat each line in chorus.
- Divide the class into three and allocate these roles: Finn, Dylan and Jenny.
- Play the recording again. Pause for pupils to repeat their character's lines.
- Ask eight volunteers to act out the story (Dr Al, Finn, Dylan, Jenny, two polar bears/Rufus and Ivan, Penn and Gwyn.)
- Take a class vote for the best actor/actress.

What happens next?

- Pairs predict (L1) what happens next.
- Volunteers share their ideas with the class.
- Take a vote to find the most popular idea.

AB page 24

14 Read and choose. *True* or *false*?

- Ask the class to retell as much of the story as they can from memory.
- In pairs, pupils do the activity, without referring to the story.
- Give pupils time to read the story again and check their answers.

KEY 2 True, **3** True, **4** True (He's watching Rufus and Ivan.) **5** False (He can't stop.)

15 Look, read and answer.

- Give pupils time to do the activity.

KEY 2 Yes, he is. **3** No, he can't. **4** No, they don't.

16 Look at page 8. Find and write.

- Give pairs time to decipher the coded message.

KEY The polar bears are Ivan and Rufus.

Pupils can now go online to Ice Island and enjoy the fun and games.

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15 1:48 Listen and read. Then act.

STORY



Now go to Ice Island.

24 **Lesson 5** polar bears, be careful, dangerous, thieves, *Actions, can/can't. Are they good at...? Do they like...?*

Ending the lesson

- Ask *Are Rufus and Ivan clever? Why (not)?* (Pupils answer in English or L1.)

OPTIONAL ACTIVITIES

Touch and guess

Play with the class using realia from home. See p. 23. Pupils name the activity/sport each is associated with.

Pictionary

Play using the activity words from the unit. See p. 22.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Music – musical instruments

New language
violin, drums, piano, trumpet

Materials
Audio CD; two or three CD tracks you think pupils may know and some background music you think pupils will like

Starting the lesson

- Play a few seconds from the beginning of each of the CD tracks you have brought. Pause after each. Ask *Do you like this? Why (not)?*
- Elicit the names of any musical instruments pupils know in English.
- When pupils are working individually or in pairs/groups, try playing some quiet background music. It helps to focus pupils and can calm lively ones.

PB page 25

16 Listen, read and say. *True* or *false*?

- Ask pupils if they know who the man in the photo is.
- Ask volunteers to read the statements and to predict the answers.
- Play the CD1:49 twice, while pupils follow the text.
- Give pupils time to compare answers before checking with the class.

KEY 1 True, **2** False (He's good at singing.) **3** True, **4** False (He writes the music for films.) **5** False (He doesn't like playing on computers.)

17 Correct the false sentences in Activity 16.

- Give pupils time to do the activity.

18 Listen, think and say.

- Play CD1:50. Pupils identify the instruments.
- Play CD1:50 again, pausing after each track for pupils to say the correct word.

KEY 2 piano, **3** violins, **4** drums

19 Talk about your favourite instruments.

- Ask one or two volunteers *Which instruments do you like from Activity 18? How do they make you feel?*
- Pupils do the activity in pairs.

AB page 25

17 Read and write. Then listen and check.

- Ask pupils to read the text quickly. Ask them why this is important. (Understanding the context will help them choose the correct answer.)
- Give pupils time to write.
- Play CD1:51. Pupils listen and check.

Hi. **My** name's David. I have guitar lessons every week. I love **playing** the guitar – my teacher is great! My friend, Melissa, is **good at** singing and her brother can **play** the drums. We **sometimes** play songs together. It's fun! I like **writing** music, too. One day, I want to **write** music for films. **1:51**

18 Listen to the music and tick (✓) for you.

- Elicit from volunteers the names of bands/singers they think are cool, OK and bad.
- Play CD1:52. Pupils do the activity.
- In pairs, pupils compare their ideas.

19 Listen again and choose your favourite. Then find that number and read about you.

- Ask (L1) pupils if they think there is a connection between the music they like and the kind of person they are.
- Play CD1:53. Give pupils time to choose their favourite music (1–8), follow the matching line from that number and read.
- Take feedback, e.g. say *Hands up for number 1. Is this right? Are you kind?*

Mini project

- Give pairs time to think about their favourite music.
- Write questions on the board for pupils to copy: *What is your favourite music? Who sings or plays it? What instruments are in it? How does it make you feel?*
- Pupils do the mini project at school or at home.
- Display their work so they can read each other's, or ask them to read it to the class.

Ending the lesson

- Ask (L1) the class if they could choose any musical instrument to learn, what would it be? *Why?*

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16 1:49 **Listen, read and say. *True* or *false*?**

1 He's good at playing the piano.
2 He can't sing.
3 He likes violin music.
4 He writes the stories for films.
5 He loves playing computer games.



This is Harry Gregson-Williams. He writes music for films and computer games.

What films is your music in?
The Shrek films, the Narnia films and a lot of others.

You write music for computer games, too. Do you like playing computer games?
Computer games are OK but they aren't my favourite thing. I write my music on computers so I don't like playing on computers when I'm at home.

What instruments can you play?
I'm good at playing the piano and I can play the drums. I'm good at singing, too.

What's your favourite music?
Oh … I can't answer that question. I love listening to violins and trumpets but I love a lot of music! What music do *you* like?

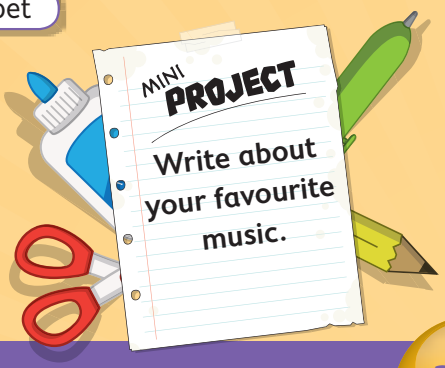


17 **Correct the false sentences in Activity 16.**

18 1:50 **Listen, think and say.**



19 **Talk about your favourite instruments.**



OPTIONAL ACTIVITIES

Teacher says
Play a musical instrument version of Teacher says. See p. 23. Say *Teacher says play the …* . (Pupils mime playing the instrument you say.)

Pairwork
Pairs ask each other what instruments they can play. Pupils tell the class about their partner, e.g. *(Amy) can play the Piano.*

Lesson 7

Lesson aims
To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Target language from Unit 3

Materials
Audio CD; Evaluation worksheet 3

AB pages 26–27

Starting the lesson

- Ask a volunteer to read the cartoon speech bubbles.
- Take a class vote to decide who is right, Bill or the cat!

20 Read and write.

- Ask the class questions with *good at* and *like/love*. Use the ideas in the boxes to help or challenge your pupils by using other vocabulary they know, e.g. *Are you good at kicking? Is she good at singing? Do you like playing the piano?*
- Remind pupils (L1) or elicit that *good at*, *like* and *love* are followed by action/activity words + *-ing*.
- Give pupils time to do the activity.

KEY 2 aren't, **3** are

21 Look and write. Then listen and choose. *True* or *false*?

- Draw pupils' attention to the symbols in the box. Remind them that sentences with *can/can't* do not use the *-ing* form, they are followed by the infinitive.
- Give pupils time to write.
- Check answers before you play CD1:54.

KEY 2 Anna can't play chess. **3** The children are good at singing. **4** Rick doesn't like skateboarding. **5** Jo and Flo can rollerblade. **6** Bill doesn't like painting.

- Play CD1:54 for pupils to listen and decide whether the sentences are true or false.

1:54

1
SAM I love playing my guitar.
2
ANNA I win! I *can* play chess!
3
[SFX: an out-of-tune children's choir singing]
4
GIRL Do you want to come skateboarding, Rick?
RICK Uh, no! I don't like skateboarding.
5
JO AND FLO We can rollerblade.
6
BILL Look at this, Mum!
MUM Wow, do you like painting, Bill?
BILL I love it!

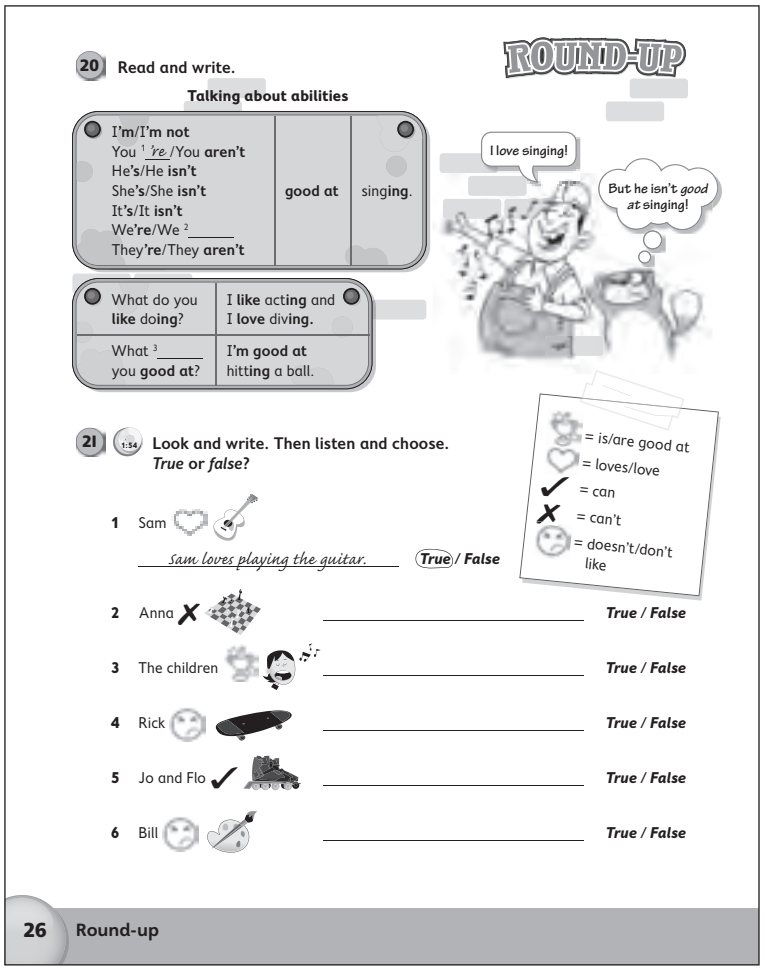
KEY 2 False, (Anna can play chess.) **3** False, (The children aren't good at singing.) **4** True, **5** True, **6** False, (Bill loves painting.)

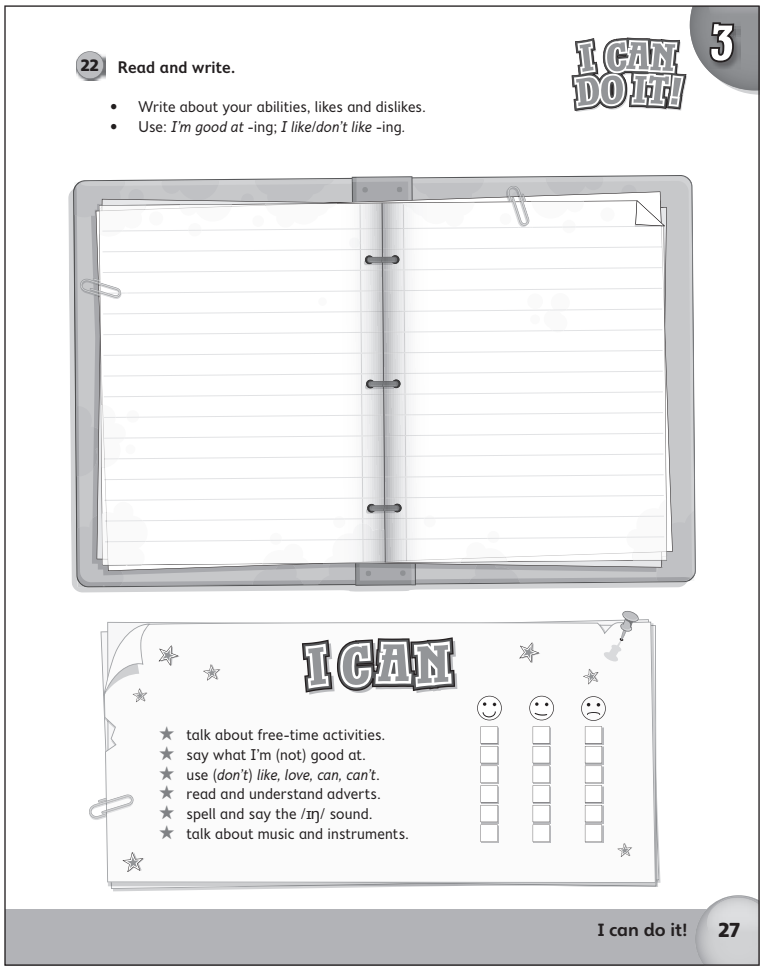
Game

- Pupils write one sentence with *good/bad at*, one with *can/can't*, and one with *love/like* about a family member. They don't say who it is. They tell a friend, e.g. Pupil A: *She isn't good at singing. She can't skateboard. She can play the drums.* Pupil B guesses, e.g. *Is it your sister?* Pupil A: *No. It's my mum.*

22 Read and write.

- Give pupils two or three minutes to decide what they are going to write. Tell pupils it's important to plan their writing rather than deciding as they go along.
- Give pupils time to write about their abilities, likes and dislikes.





Group work

- Groups of four read their work to each other. Encourage group cooperation and constructive feedback. Say *It's important to listen to your friends and to help them.*

Self-evaluation

- Remind pupils (L1) that to be a good learner it's very important to reflect upon what they have studied. See if they can remember why. (They will learn what they need to work harder at, and what they should congratulate themselves on.)
- Give pupils time to read and tick the boxes.

Evaluation

You can check your pupils' progress using Evaluation worksheet 3. See also teacher's notes p. 169.

Ending the lesson

- Discuss the I can ... statements with the class. Encourage volunteers (L1) to explain their responses and to give examples. Ask what pupils found easy and more difficult.
- See if pupils can remember what they can do to improve, e.g. always doing homework, concentrating better in class, asking for help, helping each other.

OPTIONAL ACTIVITIES

Poster activity

See the notes on Poster 1, p. 20.

Guessing game

Pairs take it in turns to say two true sentences and one false sentence to each other using the structures in AB Activity 21. They guess their partner's false sentence.

NOTES

Lesson 8

Lesson aims
To learn about other cultures and respect cultural differences; to learn about unusual sports in other countries

New language
mud racing, cheese rolling, reindeer racing, elephant polo

Recycled language
Actions, Adverbs of frequency

Materials
Audio CD; world map; pupils bring internet/magazine photos of sports people like in your country; Consolidation and extension worksheet 3

Starting the lesson

- Ask different volunteers to find and to point to the USA, Britain, India and Norway on your map if you have one.
- Ask, e.g. *What sports do people like in Britain?* Encourage pupils to share (L1) any knowledge or ideas they have about sports which are popular in that and the other countries, e.g. the USA – baseball, Britain – cricket, India – field hockey, Norway – skiing.

PB pages 26–27

20 Look. What are the people doing? Listen and check.

- Give pupils time to look at the photos.
- Ask the class questions about each photo in turn. Pupils speculate. Encourage them to use English as well as L1 by teaching them the vocabulary they need to express their ideas, e.g. ask *What are the people doing in picture 3? (Two people are skiing. It's cold. Some people are watching. I can see two animals.)* Elicit or say *reindeer.*
- Play CD1:55. Pupils listen and note down what the people are doing. Pause after each description to check answers.
- Play CD1:55 again. Ask pupils to close their eyes while they listen and to imagine the scene.

KEY 1 mud racing, **2** cheese rolling, **3** reindeer racing, **4** elephant polo



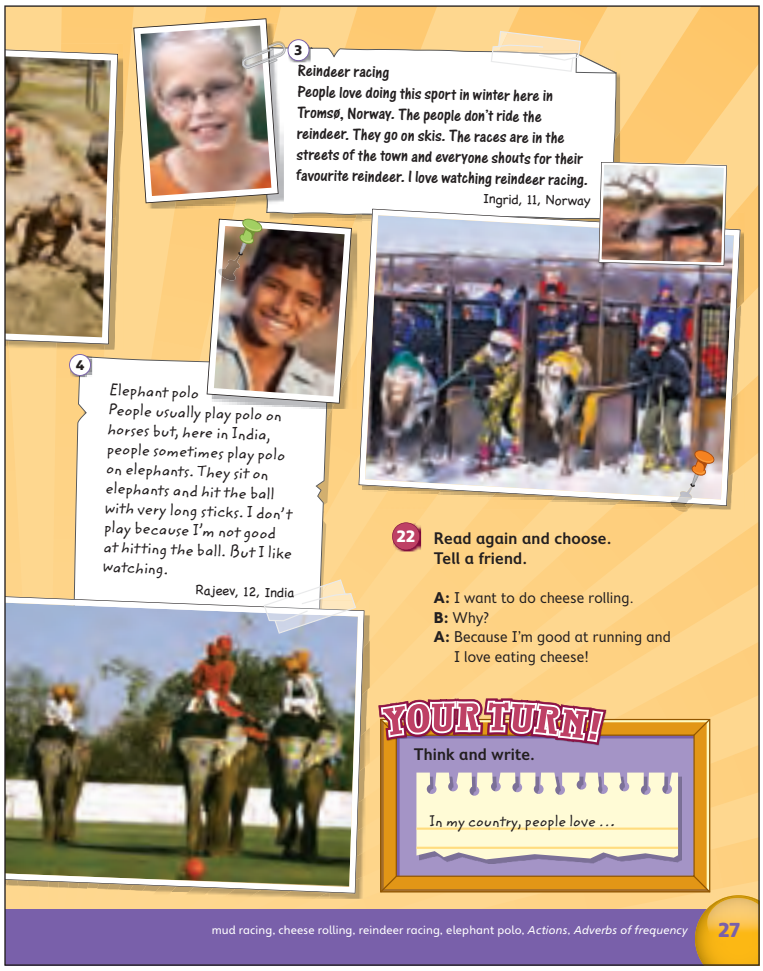
21 Read again and say.

- Ask pupils to read the statements before they silently read the texts. In pairs, pupils identify the correct sport(s).
- Alternatively, if your class likes reading aloud, ask volunteers to read the texts. Then elicit the answers from the class.

KEY 1 elephant polo, **2** cheese rolling, **3** reindeer racing, **4** elephant polo, **5** mud racing, cheese rolling

Practice

- Ask pupils to underline the new words in Activity 21 and to check them in a dictionary. Remind them that it's important to use the context to help them understand new words.



22 Read again and choose. Tell a friend.

- After two confident pupils have read the example dialogue, you could tell the class which sport you want to do, e.g. *I want to play elephant polo. (Why?) Because I love elephants. I think they're kind.*
- Give pairs time to do the activity.
- Volunteers tell the class which sport they would like to do and why.

Your turn! Think and write.

- Ask *What sports do people like doing in our country?* Elicit any funny sports that pupils may know of, as well as the more standard ones.
- Give pupils time to write. Pupils use any photos they've brought to decorate their work.

Consolidation and extension worksheet 3

Pupils complete the Consolidation and extension activities on worksheet (3). See also teacher's notes p. 197.

Ending the lesson

- Ask volunteers to read what they wrote about sports people like doing in your country to the class and discuss their ideas.

OPTIONAL ACTIVITIES

Pairwork

Pairs choose a funny or 'normal' sport for different friends in the class, e.g. *(Name) can play elephant polo. She loves animals and she's good at hitting.*

Class poster

Groups of four invent a funny sport! They write about it, illustrate it and present it to the class. Make a class poster.

NOTES

4 Around the world

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
Countries

Recycled language
beautiful, beaches, crocodiles

Materials
Audio CD; a world map/globe

Optional materials
Target country names on A4 paper, two or three matching pairs for each country, and enough names for each pupil in the class

Starting the lesson

- Teach *holiday*. Ask *Where do you usually go for your holidays?* If any pupils mention a foreign country, ask them to point to it on your map/globe.

PB page 28

1 Listen and read. Does Dan like beaches?

- Ask the class *Who can you see in the picture? (Dan and Maddy.) What do you think they are talking about?* (e.g. *holidays/crocodiles.*) Using gesture and pointing to the map, say *A round-the-world holiday competition.* Ask pupils what they think *competition* means.
- Play CD2:01. Pupils listen, follow the text and find the answer to the question.

KEY Yes, Dan likes beaches.

Presentation

2 Listen and say. Then match.

- Play CD2:02. Pause for pupils to say the country names and to match each with a letter on the map in Activity 1.
- Play CD2:02 again. This time pupils cover the country names. They listen and say the corresponding letter.

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

3 Say a country. Your friend finds it on the map.

- Ask two confident pupils to read the example dialogue.
- Give pairs time to do the activity.

AB page 28

1 Complete the words.

- Give pupils time to do the activity.
- Tell pupils to refer back to PB p. 28 Activity 2 if they can't remember how to spell the countries.

KEY a Spain (2), **b** Britain (1), **c** Argentina (8), **d** Italy (3), **e** the USA (5), **f** Brazil (7), **g** Mexico (6), **h** China (9), **i** Egypt (4), **j** Australia (10)

2 Listen and number the countries in order.

- Play CD2:03. Pupils listen and do the activity.

D = DAN M = MADDY **2:03**

D Where do you want to go in the world, Maddy?
M Well, for my round-the-world trip, I want to start in Britain, then go to Spain, Italy and Egypt. After that, I want to go to the USA, Mexico, Brazil and Argentina. Finally, I want to go to China and Australia.
D Wow! That's a long trip, Maddy!

- Play CD2:03 again. Pause just before each country name to elicit and check answers.

3 Complete the crossword with words from Activity 1.

- Give pairs time to do the activity. You could turn it into a competition and see who can finish first!

KEY Down Brazil, Australia, The USA, Italy, Egypt, China
Across Mexico, Argentina, Britain, Spain

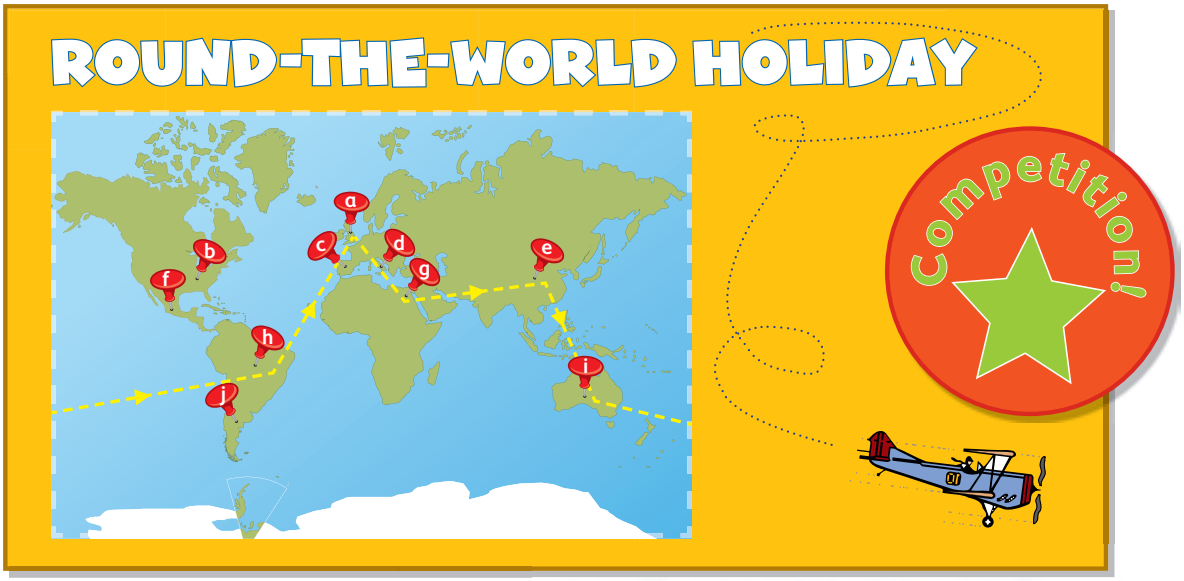
Ending the lesson

- Divide the class into two teams. Play Noughts and crosses. See p. 23. Point to a country on your map for each square. Pupils have to say and spell the name correctly.

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4 Around the world

1 2:01 **Listen and read. Does Dan like beaches?**



Dan: *Look! There's a competition for a round-the-world holiday. The winner goes to Egypt and China, then Australia and Brazil.*

Maddy: *There are some beautiful beaches in Australia.*

Dan: *Cool!*

Maddy: *But, erm, Dan … there are a lot of crocodiles in Australia, too.*

Dan: WHAT?!

Maddy: *Poor Dan. Maybe you can have a holiday in Britain. There aren't any crocodiles here.*



2 2:02 **Listen and say. Then match.**

1	Britain	**6**	the USA
2	Argentina	**7**	Egypt
3	China	**8**	Spain
4	Mexico	**9**	Italy
5	Australia	**10**	Brazil

3 **Say a country. Your friend finds it on the map.**

A: Australia
B: It's Letter i.

Countries, *beautiful, beaches, crocodiles*

OPTIONAL ACTIVITIES

Pairwork
Pairs take it in turns to point to a country on the map and to ask their partner, e.g. *Is this Australia? (Yes, it is./No, it isn't.)*

Pictionary
Play Pictionary using different countries. See p. 22.

Lesson 2

Lesson aims
To review the vocabulary of Lesson 1; to present the new structure

Target language
There are some/aren't any ..., There's/There isn't a ...

Recycled language
Animals

Materials
Audio CD

Starting the lesson

- Draw a line down the middle of the board. Ask the class to tell you the names of animals they know. Write common pets they say on the left and wild animals on the right. Ask a volunteer to explain (L1) what the two categories are.

PB page 29

4 Listen, look and say. *True* or *false*?

- Give pupils time to look at the table. Explain that the ticks signify where those animals can be found in the wild; the crosses, where they can't.
- Play CD2:04. Pause after each statement to elicit whether it is true or false.

1 There are some monkeys in Argentina. (True) **2:04**
2 There are some penguins in China.
3 There are some snakes in Italy.
4 There aren't any penguins in Italy.
5 There are some snakes in Argentina.
6 There aren't any monkeys in China.

- Play CD2:04 again, pausing for pupils to repeat the true sentences and to correct the false ones.

KEY 2 False (There aren't any penguins in China.) **3** True, **4** True, **5** True, **6** False (There are some monkeys in China.)

Presentation

- Ask pupils to read the Look! box. Elicit or explain that we use *some* with *there are* + a plural noun, and *any* with *there aren't* + a plural noun.
- If your pupils need support, ask the class to repeat the examples in chorus after you.

5 Play the game.

- Ask two confident pupils to read the example dialogue.
- Give pairs time to do the activity.

6 Look and say.

- Ask a confident pupil to read the example.
- Give pairs time to do the activity, using the words in the word bank.
- If your pupils need support, do the activity as a whole class. Volunteers say sentences. The class repeats them in chorus after you.

AB page 29

4 Listen and draw.

- Give pupils time to look at the picture.
- Play CD2:05, pausing when appropriate to give pupils time to draw.

There's a lion on the beach. It is with the two boys. It's running. There's a tree. There are some monkeys in the tree. They're eating bananas. In the sea, there's a dog swimming. **2:05**

- Play CD2:05 again. Pause, and ask one or two volunteers to show the class their lion/monkeys/dog.

5 Read and write *a*, *some* or *any*.

- Elicit when we use *some/any*.
- Give pupils time to do the activity.

KEY 2 a, **3** any, **4** some, **5** a

6 Look and write.

- Give pupils time to write.
- Check answers by inviting volunteers to write the sentences on the board.

KEY 2 There's a rainforest in Australia. **3** There isn't a snowy mountain in Egypt. **4** There aren't any elephants in Mexico. **5** There are some beautiful beaches in Spain.

7 Write about your country in your notebook.

- Brainstorm ideas with the class before giving pupils time to write.

Home–School link

Ask pupils to look at the map on PB p. 28 with their family. Pupils ask them (L1) which countries they've been to or would like to go to.

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4 2:04 Listen, look and say. *True* or *false*?

WILD HOLIDAYS

See these beautiful animals in the wild!





	penguins	monkeys	snakes
Argentina	✓	✓	✓
Italy	✗	✗	✓
China	✗	✓	✓

5 **Play the game.**

A: There aren't any penguins.
There aren't any monkeys.
There are some snakes.
B: It's Italy.

LOOK!

There**'s a** competition.
There **isn't a** competition.
There **are some** snakes.
There **aren't any** monkeys.

6 **Look and say.**

monkey dog people boat shark
in the sea in the tree on the beach



Ending the lesson

- Ask volunteers to read out their answers to AB Activity 7.

OPTIONAL ACTIVITIES

Pairwork
Pupils draw three more animals/people/objects on the picture in AB Activity 4. They tell a friend about their picture using the new target structure.

Hangman
Play Hangman using animals. See p. 22.

Lesson 3

Lesson aims
To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language
Places, Is there a ...? Yes/No, there is/isn't. Are there any ...? Yes/No, there are/aren't

Materials
Audio CD; a world map/globe

Starting the lesson

- Ask a volunteer to find and point to Mexico on your map/globe.
- Ask (L1) pupils what they know about Mexico, e.g. (L1) *Some people wear a big hat, a 'sombrero'. The capital city is Mexico City. Most people speak Spanish.*

PB page 30

Presentation

7 Listen, find and say.

- Give pupils time to look at the pictures.
- Play CD2:06, pausing for pupils to find and say each word.
- Play CD2:06 again. Pause after each word. Pupils (L1) give an example of each feature from their country or other countries, e.g. *forest* (the Amazon rainforest), *desert* (the Sahara), *pyramid* (the Great Pyramid of Giza, Egypt), *statue* (the Statue of Liberty, New York), *city* (London), *cave* (the Mammoth Cave, Kentucky, USA), *volcano* (Vesuvius, Italy), *lake* (Lake Garda, Italy).

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

8 Listen, read and sing. Does the singer like Mexico?

- Play CD2:07. Pupils follow in their books and answer the question.
- Play the song again. Encourage pupils to sing.
- Divide the class into two groups. Play the song again. One group sings the chorus, the other group sings the verses.

KEY Yes, the singer likes Mexico.

Presentation

- Ask the class to read the Look! box. Draw their attention to the short answers. Explain that *any* is also used in plural questions.

9 Look at the pictures. Ask and answer.

- Two confident pupils read the example dialogue.
- Give pairs time to do the activity.

KEY Are there any animals in the desert? (No, there aren't.) Is there an island in the lake? (Yes, there is.) Are there any statues on the pyramid? (No, there aren't.) Are there any trees in the forest? (Yes, there are.) Is there a volcano in the city? (No, there isn't.)

10 Ask and answer about your country.

- Give pairs time to do the activity.

AB page 30

8 Find and circle eight words. Then find and write the answer.

- Give pairs time to do the activity.

KEY forest, desert, volcano, lake, city, statue, cave
Answer: Australia

9 Look and complete. Use words from Activity 8.

- When checking answers, point out the plural *volcano**es***. Elicit other similar irregular plurals *(tomato – tomato**es**, potato – potato**es**).*

KEY 2 volcanoes, **3** city, **4** statues, **5** pyramid, **6** caves, **7** desert, **8** forest

10 Look at Activity 9. Write questions and answers in your notebook.

- Pupils work in pairs. One pupil writes questions and answers about Britain, the other about Spain.
- They ask their partner about his/her country.

KEY 2 Are there any volcanoes in Britain/Spain? (No, there aren't./Yes, there are.) **3** Is there a big city in Britain/Spain? (Yes, there is.) **4** Are there any statues in Britain/Spain? (Yes, there are.) **5** Is there a big pyramid in Britain/Spain? (No, there isn't.) **6** Are there any caves in Britain/Spain? (Yes, there are.) **7** Is there a desert in Britain/Spain? (No, there isn't./Yes, there is.) **8** Is there a forest in Britain/Spain? (Yes, there is.)

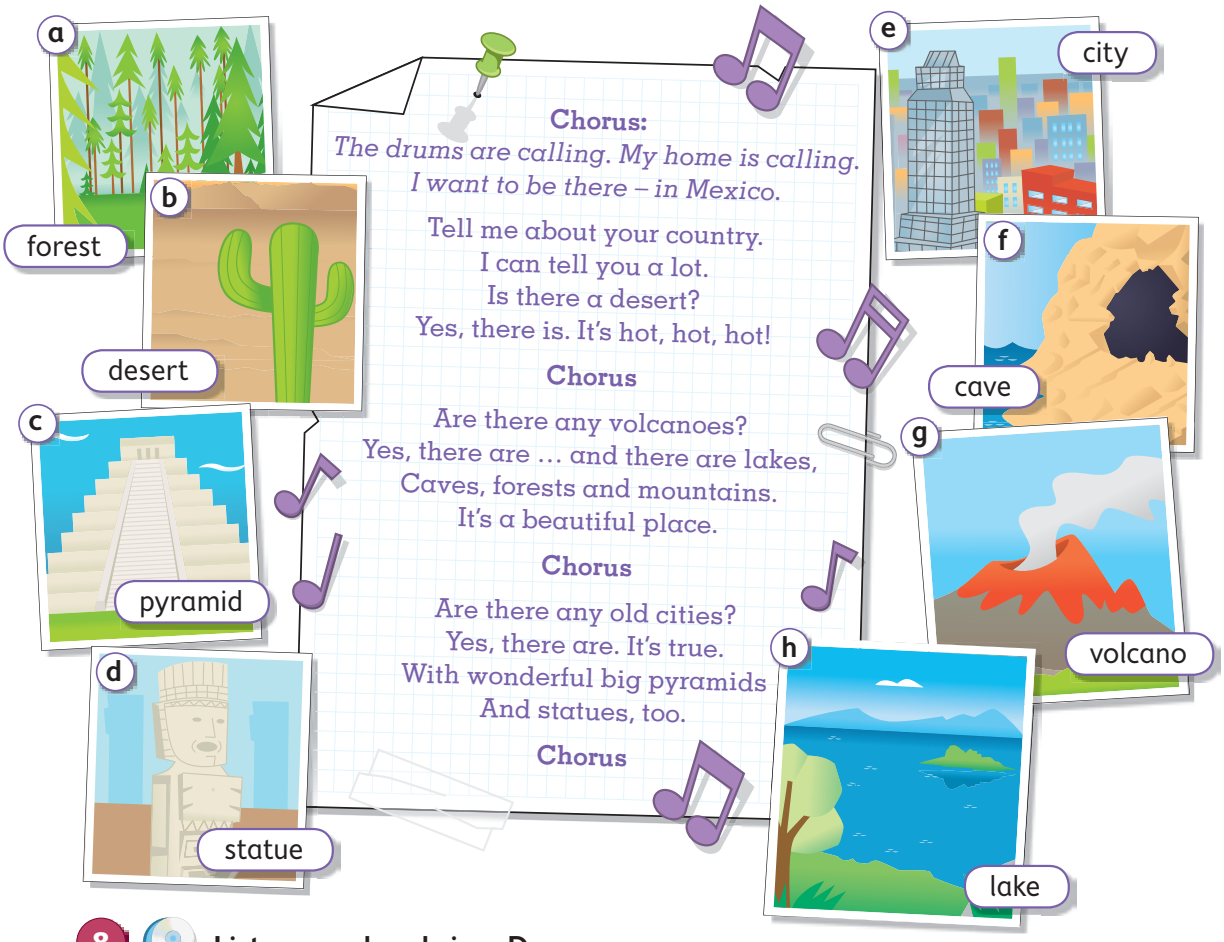
Ending the lesson

- Ask the class if they would like to go to Mexico. *Why?/Why not?*

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SONG

7 2:06 **Listen, find and say.**



8 2:07 **Listen, read and sing. Does the singer like Mexico?**

9 **Look at the pictures. Ask and answer.**

- animals/in the desert
- island/in the lake
- statues/on the pyramid
- trees/in the forest
- volcano/in the city

A: Are there any animals in the desert?
B: No, there aren't.

LOOK!

Is there **a** desert?	Yes, there **is**. No, there **isn't**.
Are there **any** volcanoes?	Yes, there **are**. No, there **aren't**.

10 **Ask and answer about your country.**

A: Are there any deserts?
B: No, there aren't.

OPTIONAL ACTIVITIES

Pairwork
Pupils draw a picture of an imaginary country, including some of the new words from this lesson, and name it. Pairs ask and answer about their partner's country, e.g. *Is there a volcano in Snakelandia?*

Word snakes
Pairs design their own word snake using new words from this lesson and give it to another pair to complete. See p. 22.

Lesson 4

Lesson aims
To develop reading, writing, listening and speaking skills; to write a postcard; phonics /eə(r)/

Recycled language
Places, There are some/aren't any ..., There's a ..., Are there any ...?

Materials
Audio CD; a world map/globe

Starting the lesson

- Write _ g _ p _ on the board. (Egypt). Ask a volunteer to point to it on your map/globe. Pupils tell the class what they know about Egypt.

PB page 31

11 Read. What's the name of the statue?

- The statue is the Sphinx. Ask (L1) pupils if they ever send postcards. Explain that (L1) it's usual to write the recipient's name and address on the right.

12 Read again and say. *True* or *false*?

KEY 1 True, **2** True, **3** False (The Sphinx has got a lion's body.) **4** True, **5** False (There are some big white birds in the river.)

13 Talk about where Mia can travel in your country.

- Ask two confident pupils to read the example.
- Brainstorm some places of interest in your country.

14 Listen, read and say.

- Play CD2:08 twice. Pause after each line for pupils to repeat. Point out the different spelling patterns.
- Pairs say the rhyme to each other. Tell fast finishers to say it again with their books closed.

AB page 31

11 Read and write *ear*, *air* or *ere*. Then listen and say.

- Invite volunteers to spell the answers.
- Play CD2:09, pausing for pupils to repeat.
- Pupils write *ear, air* and *ere* on separate small pieces of paper and close their books.
- Play CD2:09 again. Pupils hold up the correct spelling patterns for words 1–6 as they hear them.

Where is Claire? **2:09**
She's **there**, on the **chair**.
She's **wearing** a dress and a **bear** in her **hair**.

12 Listen. Which country is Mia in now?

- Pupils use the picture to guess where Mia is.
- Play CD2:10. Pupils listen to confirm the answer.

M = MIA G = GRANNY **2:10**
M Hi, Granny.
G Hello, Mia. Where are you today?
M I'm in **Brazil**.
G Are you in the rainforest?
M No, I'm not. I'm in a fantastic city. Its name is Rio de Janeiro and there are some nice places here.
G Are there any pyramids in Rio de Janeiro?
M No, there aren't. There are some big pyramids in Mexico and Egypt, but here in Rio de Janeiro there aren't any pyramids. There are some beautiful beaches though. There's a big statue, too, on a mountain next to the city.
G What's that music?
M It's the samba music of Brazil. I'm watching some people dancing. A lot of people here are very good at dancing!

13 Listen again and choose.

- Play CD2:11. Pupils listen and do the activity.

KEY 2 city, **3** beaches, **4** statue, **5** dancing

14 Read and write. Then listen and check.

- Give pupils time to read and complete the postcard.
- Play CD2:12. Pupils listen and check.
- Play CD2:12 again. Pause to elicit answers.

Dear **Grandad**, **2:12**
Hello from the Amazon **rainforest** in Brazil! There are a lot of tall green **trees** in the rainforest and some dangerous **animals**, too! I'm fishing in a **lake** today. I can see some monkeys! It's very **beautiful** here.
Lots of love,
Mia

15 Think about your favourite holiday. Write a postcard in your notebook.

- Volunteers tell (L1) the class about a favourite holiday.



Pupils can now go online to Ice Island and find the globe that Penn and Gwyn are holding. It is inside the headquarters of the Satellite Monitoring Station, on the desk at the top of the stairs. Once pupils click on the globe they are taken to a supplementary language game based on the vocabulary in this unit.

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11 **Read. What's the name of the statue?**

Dear Archie,
Hello from Egypt! It's very hot here but it's good fun. This postcard is from Giza. In the desert at Giza, there are some big pyramids and there's a big statue, too. It's called the Sphinx. It's got a man's head and a lion's body. It's very, very old. From Giza, you can see the city of Cairo.
Our hotel is on an island in the River Nile. There aren't any cars on the island. Everyone goes by boat. I can see some big white birds in the river.
This round-the-world holiday is fantastic! Are there any fun lessons at school this week?
See you soon,
Mia



Archie Joseph,
103 Park Street,
London, SE5 2XQ,
BRITAIN



12 **Read again and say. *True* or *false*?**

1 There are some big pyramids in the desert.
2 The Sphinx is a very old statue.
3 The Sphinx has got a lion's head.
4 Mia's hotel is on an island.
5 There are some hippos in the river.

13 **Talk about where Mia can travel in your country.**

A: Mia can go to Whitesea Island.
B: Why?
A: Because there are some good beaches and there's a pretty waterfall, too.
B: OK. Let's choose Whitesea Island.

SOUNDS FUN!

14 2:08 **Listen, read and say.**

Wh**ere**'s the b**ear** with spiky h**air**?
It's th**ere**, under your ch**air**!



Ending the lesson

- Ask (L1) the class if they would prefer to go to Brazil or Egypt. *Why?*

OPTIONAL ACTIVITIES

Drawing game
Play Pictionary. See p. 22.

Roleplay
Pupils imagine they are on holiday. They take it in turns to talk on the telephone to a partner and to tell them about their holiday.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
remember

Recycled language
Places, snow. There's a ..., There aren't any ..., Are there any ...?

Materials
Audio CD

Starting the lesson

- Draw a big outline of a polar bear on the board.
- Invite volunteers to come to the board and to write any word/sentence in English they associate with polar bears next to or on it, e.g. *cold, snow, dangerous.*
- Depending on the words pupils have written, ask *Are polar bears dangerous? (They can be dangerous.) Do they like reading maps? (No, they don't. They can't read!) What have the polar bears on Ice Island got? (Captain Formosa's map!) Who are the polar bears? (Rufus and Ivan, the thieves.)*

PB page 32

Before reading/listening

- Ask the class questions about each picture. Pupils answer or guess (using English or L1), e.g. (Pictures 1 and 5) *What are they talking about?* (Pictures 2, 3 and 4) (L1) *What are the penguins doing?* (Picture 6) *Who is under the snow? (Dylan)*
- Teach *different* using classroom realia.

15 Listen and read. Then act.

- Play CD2:13. Pupils listen and follow the story.

Comprehension

- Ask the class *Can Captain Formosa remember the map? (Yes, he can.) Is there a forest on the map? (Yes, there is.) Is there a statue? (Yes, there is.) Is there a pyramid? (No, there isn't.) Where is the treasure? (In a cave.) Are there any caves on Ice Island? (Yes, there's a cave on Snow Mountain.)*
- Play CD2:13 again. Pause for the class to repeat each line in chorus.
- Divide the class into three and allocate these parts: Captain Formosa, Dylan and Jenny.
- Play the recording again. Pause for pupils to repeat their character's lines.
- Ask ten volunteers to act out the story (Captain Formosa, Dylan, Jenny, Finn, four–six penguins).
- Take a class vote for the best actor/actress.

What happens next?

- Pairs predict (L1) what happens next.
- Volunteers tell the class their ideas.

AB page 32

16 Read and correct.

- Support your class by asking questions first, e.g. *Has the Captain got a good memory? (No, he hasn't.)* Pupils who need a challenge could ask the questions.

KEY 2 The Captain hasn't got a good memory.
3 There aren't any pyramids on Ice Island.
4 The treasure's in a cave.
5 There is a cave on Snow Mountain.

17 Listen and circle the correct penguin.

- Play CD2:14, pausing for pupils to circle.

1 The penguin is between the pyramid and the statue. **2:14**
2 The penguin is near the forest.
3 The penguin is behind the statue.

- Elicit which penguin is which (Penn is wearing a hat). Play CD2:14 again, pausing after each sentence to elicit the correct name.

KEY 1 Gwyn, **2** Penn, **3** Penn

18 Look at page 8. Find and write.

- Give pairs time to decipher the coded message.

KEY (Dylan) is on a chair under the snow.

Pupils can now go online to Ice Island and enjoy the fun and games.

For the next lesson

- Ask pupils to bring magazine/internet/own photos of summer/winter in their country.

Ending the lesson

- Ask pupils (L1) if they would like to live on Ice Island. *Why (not)?*

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15 2:13 Listen and read. Then act.

STORY



Now go to Ice Island.

remember, *Places, snow. There's a... There aren't any... Are there any...?*

OPTIONAL ACTIVITIES

Practice

Pupils tell you where the other penguin is in each picture in AB Activity 17. Picture 1: Penn is next to the pyramid. Picture 2: Gwyn isn't near the forest. Picture 3: Gwyn is in front of the statue.

Code game

Pairs write two or three affirmative or negative sentences about Ice Island, in code, using *There is/are.* They swap sentences with another pair and decipher the code.

Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Geography – Greenland

Values
Respecting other cultures

Recycled language
Seasons, Months, Weather, snowmobile. There are some/aren't any ...

Materials
Audio CD; world map/globe; internet/magazine photos of places to go and things to do in Greenland; pupils' magazine/internet/own photos of summer/winter in your country

Background

- Greenland is the world's largest island that isn't also a continent. It has a population of about 57,000 people, most of whom live in one of the eighteen towns. It has an arctic climate, a famous ice-sheet, glaciers, hot springs, underground volcanic activity and the world's biggest national park.

Starting the lesson

- Ask (L1) pupils if they know any countries similar to Ice Island.
- Point to Greenland on your map/globe. Ask (L1) what pupils know about it or imagine it is like.
- Give pupils information from the *Background* section above (L1).

PB page 33

16 Listen and read. Does Inuk like summer or winter?

- Ask the class to predict the answer.
- Play CD2:15. Pupils listen and follow Inuk's blogs in their books.

KEY He likes summer.

17 Read again and say. *Summer* or *winter*?

- Give pairs time to do the activity.

KEY 1 summer, **2** winter, **3** summer, **4** winter

18 Talk about living in Greenland.

- Stick any photos you've brought on the board.
- Ask two confident pupils to read the example dialogue.
- Pairs continue, using the photos to help with ideas.
- Volunteers tell the class their thoughts.

Values

- Ask the class what Inuk might find strange about your country.
- Ask (L1) *Is one country better than the other? (No, they are just different.) How are they different? Is it important? (No, it's just interesting. If we understand differences it will help us understand other people's ideas.)* Have a class discussion, emphasising the importance of respecting other cultures.

AB page 33

19 Listen and write.

- Ask *What can you see in the photos? (A polar bear and a reindeer.)*
- Play CD2:16. Pupils listen and write.

Come to Greenland! **2:16**
Ride on snowmobiles! Climb snowy **mountains**! See **caves** and waterfalls of ice!
There aren't **any** big cities here but there are **some** beautiful polar **bears** and reindeer in this cold place.
Every **day** in Greenland is an adventure!
Greenland – a world of ice!

- Play CD2:16 again. Pause before each space to elicit and check the answers.

20 Read and choose.

- Ask (L1) pupils how their families decide where to go on holiday.
- Give pupils time to do the quiz. Draw their attention to the key at the bottom.
- Ask pupils who should go to Greenland for their next holiday to put up their hands.

Mini project

- Help pupils plan their project. Write *Summer* on the left and *Winter* on the right of the board. Write *Weather? Months? Clothes? Short/long nights? Free time?* under each heading. Pupils copy.
- Pupils write at school or at home. Tell them good writers check their work, correct and improve it and write it out again.
- They illustrate their work with photos.
- Display their work so they can read each other's, or ask them to read it to the class.

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16 2.65 **Listen and read. Does Inuk like summer or winter?**

i-Blog | Home | My favourites | Pictures | Log out

Hi, I'm Inuk. I live in Greenland. Winter and summer are very different here.



My pictures Click here to see more



My blogs Click here to read more

Winter

In the winter, we don't see the sun very much. There's one long night for four weeks in December and January. There are some big snow storms and it is very, very cold. We go to school by snowmobile because we can't use a car.

Summer

In the summer, there aren't any snow storms. There are often long sunny days. For a month, it is never nighttime. I go kayaking and fishing every day. The summer is great but it's very short. In September, it's time for my winter clothes again.

17 **Read again and say. *Summer* or *winter*?**

1 People use boats.
2 People use snowmobiles.
3 There are some very long days.
4 There are some big snow storms.

18 **Talk about living in Greenland.**

A: I want to live there because I love the snow.
B: I don't want to live there. I love the sun.



Ending the lesson

- Ask (L1) pupils what they like the most and the least about Greenland.

OPTIONAL ACTIVITIES

Roleplay
Pupils write questions about Greenland. They swap questions with a partner and research answers.

Quiz
Groups of four write a quiz about another country. They swap with another group and do the quiz.

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Lesson 7

Lesson aims
To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Target language from Unit 4

Materials
Audio CD; Evaluation worksheet 4

AB pages 34–35

Starting the lesson

- Ask the class *Where's Bill?* (Pupils guess, e.g. *He's in a desert in Egypt.*)
- Two confident pupils read the speech and thought bubbles.
- Divide the class into two. Half are Bill and half the cat.
- Volunteer Bills choose a cat and ask them questions with *Is there a ...?/Are there any ...?*

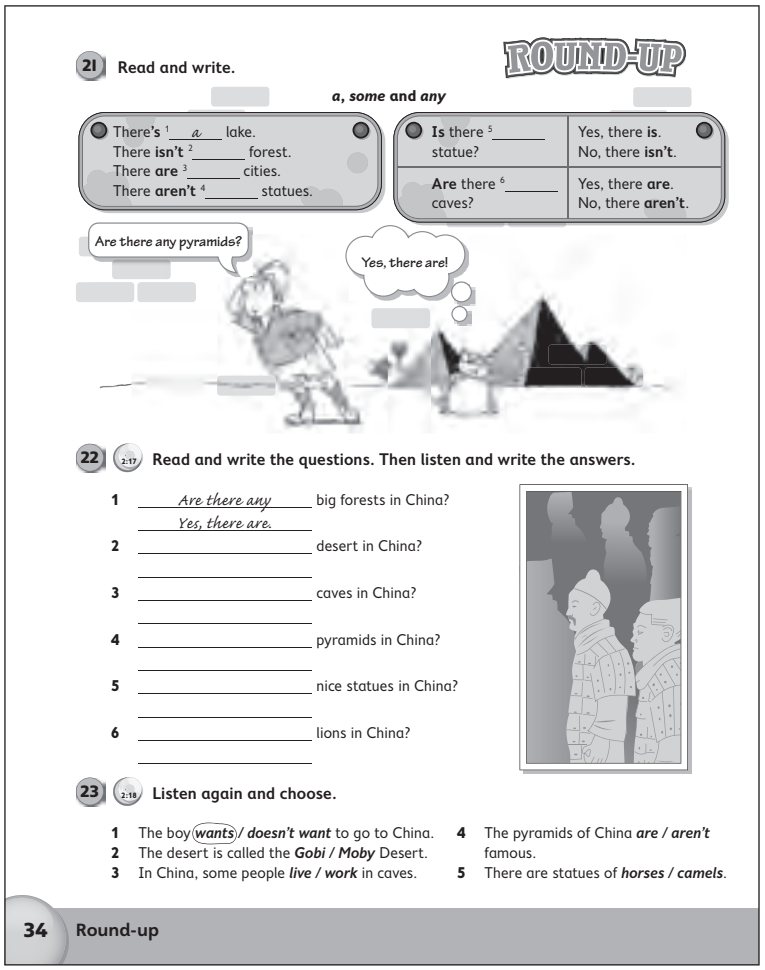
21 Read and write.

- Give pupils time to reread the Look! boxes on PB p. 29 and 30 or tell them to look at Grammar round-up on PB p. 70.
- Ask a volunteer to remind the class when to use *some* and *any*.
- Give pupils time to do the activity.

KEY 2 a, **3** some, **4** any, **5** a, **6** any

22 Read and write the questions. Then listen and write the answers.

- Ask *What can you see in the picture?* Pupils guess. (These are statues of soldiers in the famous Terracotta Army in Xi'an in China.)
- Ask (L1) what pupils know about China, e.g. Beijing, the capital, hosted the 2008 Olympic Games. Ice cream was invented there in about 2,000 BC.
- Give pupils time to read and write the questions.
- Play CD2:17 once without pausing. Pupils listen. Give them time to finish writing.



ROUND-UP

21 Read and write.

a, some and any

There's 1 *a* lake.
There isn't 2 _____ forest.
There are 3 _____ cities.
There aren't 4 _____ statues.

Is there 5 _____ statue? — Yes, there is. / No, there isn't.

Are there 6 _____ caves? — Yes, there are. / No, there aren't.

Are there any pyramids?

Yes, there are!

22 2:17 Read and write the questions. Then listen and write the answers.

1 *Are there any* _____ big forests in China?
Yes, there are.
2 _____ desert in China?
3 _____ caves in China?
4 _____ pyramids in China?
5 _____ nice statues in China?
6 _____ lions in China?

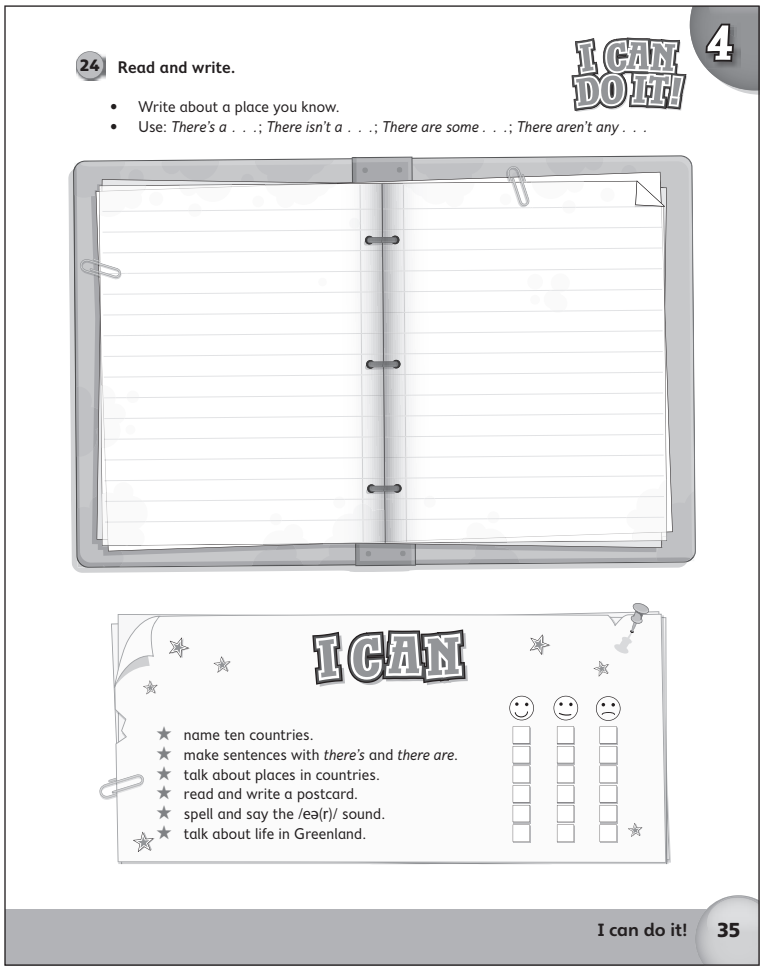
23 2:18 Listen again and choose.

1 The boy *wants* / *doesn't want* to go to China.
2 The desert is called the *Gobi* / *Moby* Desert.
3 In China, some people *live* / *work* in caves.
4 The pyramids of China *are* / *aren't* famous.
5 There are statues of *horses* / *camels*.

34 Round-up

B = BOY G = GIRL **2:17**

B I want to go to China.
G Why? What's there?
B There are a lot of great places.
G (1) **Are there any big forests?**
B **Yes, there are.**
G (2) **Is there a desert?**
B **Yes, there is.** It's called the Gobi Desert. It's very big.
G (3) **Are there any caves?**
B **Yes, there are.** Some people in China make their homes in caves.
G (4) **Are there any pyramids?**
B **Yes, there are.** But the pyramids of China are not very famous.
G (5) **Are there any nice statues?**
B **Yes, there are.** The statues of men and horses are fantastic.
G And what about animals? (6) **Are there any lions?**
B **No, there aren't.** But there are a lot of other beautiful animals.



23 Listen again and choose.

- Give the class time to read the sentences.
- Play CD2:18. Pupils listen and do the activity.

KEY 2 Gobi, **3** live, **4** aren't, **5** horses

24 Read and write.

- Give pupils time to write about a place they know using the new target language from the unit.
- Ask fast finishers to choose another place and to write about it, too.
- Volunteers read their work to the class. You could ask them not to say the name of their place. The class guess.

Self-evaluation

- Ask (L1) *What can you do to be a good learner?* e.g. It's important to come to class, to pay attention to the teacher, to ask questions if you don't understand, to do all the homework, to help your friends and to reflect regularly on what you have learned.
- Give pupils time to read and tick the boxes.

Evaluation

You can check your pupils' progress using Evaluation worksheet 4. See also teacher's notes p. 169.

Ending the lesson

- Discuss the I can ... statements with the class. Encourage volunteers (L1) to explain their responses and to give examples. Ask what pupils found easy and more difficult.

OPTIONAL ACTIVITIES

Wordsearch

Pupils create their own wordsearch using the place words from the unit. They swap with a partner.

Word game

Play Hot seat. See p. 22.

NOTES

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Lesson 8

Lesson aims
To review the language of the previous four units

Recycled language
Actions, Countries, Places, Activities. There are some/aren't any ... I like ... Are there any ...? I'm good at ...

Materials
Card or paper to make one spinner per group of four; Consolidation and extension worksheet 4; DVD

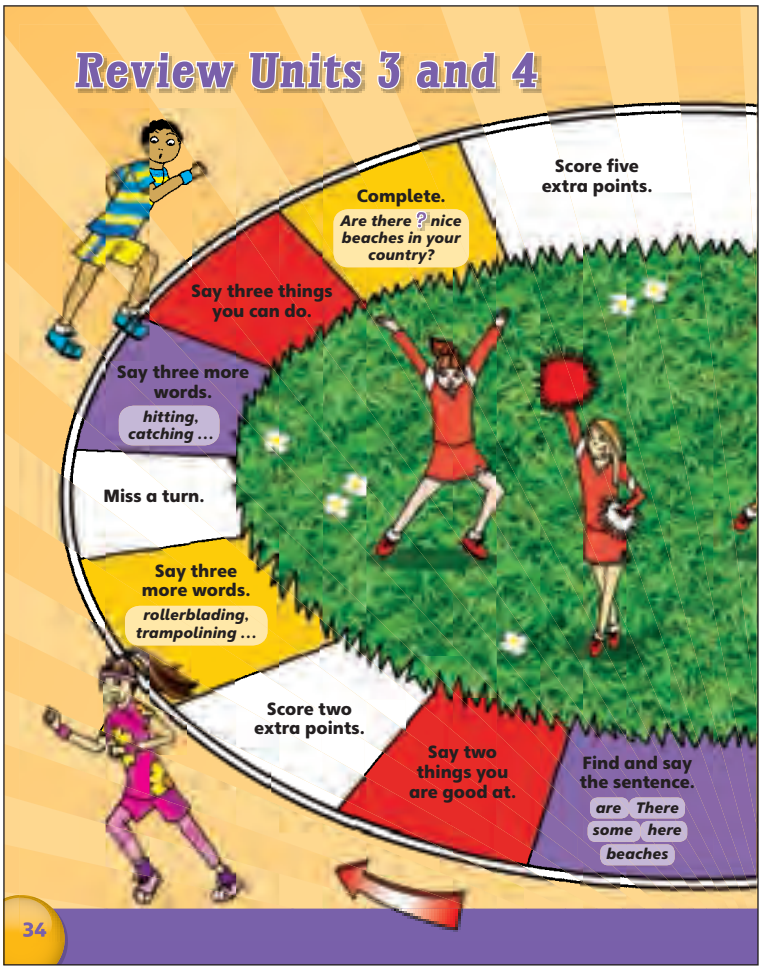
Optional materials
Seven or eight correct sentences/words and seven or eight each containing one simple error from Units 3 and 4 using target language, e.g. *climing (climbing)*

Starting the lesson

- Ask (L1) pupils to tell you the names of any board games they play. Ask the class if they ever play board games in English.
- Tell pupils they are going to play a board game. Use a dice to teach *miss a turn, score (two) points.*

Before playing the game

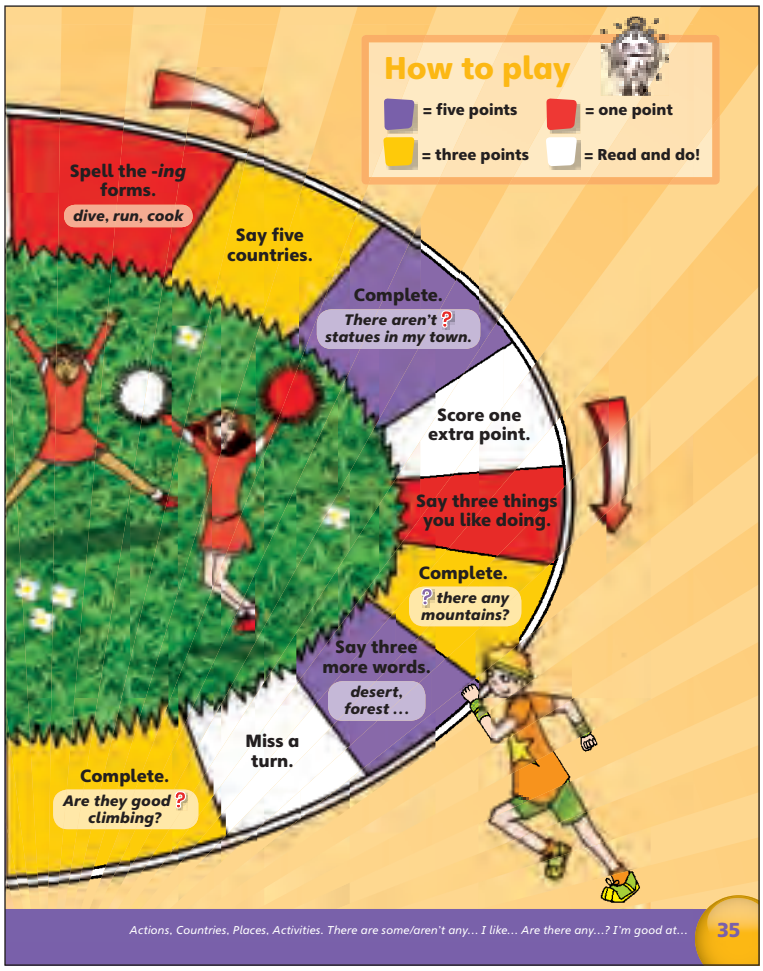
- Ask pupils to close their books while you set up the game, to ensure you have their full attention.
- Divide the class into groups of four. Have them make spinners from card if needed.
- Ask pupils to choose a small object to mark their position on the board, e.g. a coin or a rubber.
- Ask each group to choose one pupil to keep score. Quickly check by asking the score-keepers to put their hands up.
- Ask pupils to decide who will go first. Quickly check by asking those going first to put their hands up.



PB pages 34–35

Explaining the game

- Ask pupils to look at *How to play* on p. 35 to see the points system. Tell pupils:
  – each group can start on any square;
  – each group member must start on the same square;
  – the arrows around the board indicate the direction pupils must move in;
  – the winner in each group is the pupil with the most points when the teacher ends the activity;
  – they must follow the instructions exactly;
  – they can have only one attempt at each question;
  – they mustn't look at their books or notebooks for help.
- In classes needing more support, you may choose to allow two or three attempts per question. You may also choose to allow pupils to refer to their books.



Playing the game

- Set a time limit, e.g. 20 minutes.
- Circulate, helping and encouraging pupils as they play. Note anything they have particular difficulty with and do some remedial work as a class at a later date.

KEY *Starting from top red square*
1 diving, running, cooking
2 *Suggested answers* Egypt, Mexico, Italy, China, Argentina
3 any
5 *Suggested answers* I like trampolining, playing the drums and reading.
6 Are
7 *Suggested answers* cave, lake, statue
9 at
10 There are same beaches here.
11 *Suggested answers* I'm good at throwing and catching.
13 *Suggested answers* drawing, acting, skateboarding
15 *Suggested answers* throwing, diving, climbing
16 *Suggested answers* I can dance, sing and act.
17 any

Now watch the DVD.

Consolidation and extension worksheet 4

Pupils complete the Consolidation and extension activities on worksheet (4). See also teacher's notes p. 197.

Ending the lesson

- Elicit answers to several questions/instructions from the game. Choose those your pupils need the most help with.

OPTIONAL ACTIVITIES

Make a board game
Groups of four stick two pieces of blank A4 paper together and make a similar colour-coded board game.
They look through Units 3 and 4 of their books to help them make up simple questions, similar to those in their book. Make sure pupils also write down answers for their own games!
They swap board games with another group and play.

Right or wrong?
Play Right or wrong? Divide the class into teams. Say or write on the board a word/sentence that you've prepared. A volunteer from one team says *right/wrong.* He/she wins a bonus point for correcting a wrong word/sentence. Repeat with the other teams.

NOTES

5 Shopping

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
gloves, swimsuit

Recycled language
jacket, scarf, sunglasses, sandals, Colours

Materials
Audio CD; magazine/internet photos of clothes pupils know; English currency, or internet/magazine photos of English notes and coins

Optional materials
Draw/trace twelve items of clothing from this lesson and copy to make two sets for each group

Starting the lesson

- Stick the photos on the board. Ask the class *Do you like this dress/that hat/those boots?* Elicit the difference between *that* and *those*.
- Say *In our country we buy things with (your currency). In Britain people buy things with* (elicit or say) *pounds.* (Show pupils any coins/notes/photos you have.)

PB page 36

1 Listen and read. Does Emma buy the jacket?

- Ask the class *Who can you see in the pictures? (Emma, Robbie, a woman.) Where are they? (In a shop.) What are Emma and Robbie doing? (They're buying clothes.)*
- Play CD2:19. Pupils listen, follow the text and find the answer to the question.
- Play CD2:19 again, pausing for pupils to repeat prices.

KEY No, she doesn't.

Presentation

2 Listen, find and say.

- Play CD2:20. Pause for pupils to find and say the letters and words.
- Play CD2:20 again. Pupils mime putting the items on as they say the words.

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

3 Listen, look and say.

- Play CD2:21, pausing for pupils to look at Activity 2 and say the correct clothes words.

2:21
1 I like that blue ... (jacket)
2 Look at that purple ...
3 Those are cool black ...
4 I love those brown ...
5 Look at those red ...
6 That's a nice green ...

- Play CD2:21 again, ask a different pupil to say each word.

KEY 2 swimsuit, **3** sunglasses, **4** sandals, **5** gloves, **6** scarf

AB page 36

1 Find and circle.

- If your pupils need support, check the clothes words first. Ask *What's number (1)?* etc.

KEY 1 shoes, **2** coat, **3** gloves, **4** hat, **5** scarf, **6** dress, **7** sandals, **8** sunglasses, **9** jeans, **10** socks, **11** trainers, **12** shirt, **13** swimsuit **14** jacket

2 Look and write. Use *is/are* and words from Activity 1.

- Ask *What can you see in the pictures?*

KEY 2 are, sunglasses, **3** is, scarf, **4** are, gloves

3 Listen. What does Maddy buy?

- Pupils guess. Play CD2:22. Pupils listen and find the answer.

M = MADDY SA = SHOP ASSISTANT **2:22**
M How much is that swimsuit, please?
SA It's nineteen pounds fifty.
M And how much are those sunglasses?
SA They're fifteen pounds.
M Can I buy the **sunglasses**, please?
SA Yes, of course.

- Divide the class into two. Half are Maddy and half the shop assistant. Play CD2:22 again, pausing after each sentence for pupils to repeat. Pupils swap roles.

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5 Shopping

1 2:19 **Listen and read. Does Emma buy the jacket?**



2 2:20 **Listen, find and say.**



3 2:21 **Listen, look and say.**

gloves, swimsuit, *jacket*, *scarf*, *sunglasses*, *sandals*, *Colours*

Ending the lesson

- Divide the class into two teams. Play Pictionary using the new clothes words from this lesson. See p. 22.

OPTIONAL ACTIVITIES

Game

Ask pupils to close their eyes and stand back-to-back with a friend. Without looking, they say what he/she is wearing.

Find the pairs

Play Pelmanism using the clothes words. See p. 23.

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Lesson 2

Lesson aims
To revise the vocabulary of Lesson 1; to present the new structure

Target language
100–1000. How much is/are ... ? It's/They're ... Can I buy ..., please?

Starting the lesson

- Play Bingo using numbers 1–99. See p. 23.

PB page 37

4 Listen and repeat. Then look and say.

- Play CD2:23. Pupils listen and repeat each price.

1 fifteen pounds **2:23**
(fifteen pounds. The gloves are fifteen pounds.)
2 twelve pounds fifty
3 a hundred and sixteen pounds
4 three hundred and sixty pounds
5 a thousand pounds
6 twenty-nine pounds
7 two pounds fifty

- Play CD2:23 again. Pupils repeat prices and say the correct sentence, e.g. *The gloves are fifteen pounds.*

KEY 2 g The sandals are twelve pounds fifty.
3 b The sunglasses are a hundred and sixteen pounds.
4 f The jacket is three hundred and sixty pounds.
5 d The dress is a thousand pounds.
6 c The swimsuit is twenty-nine pounds.
7 e The scarf is two pounds fifty.

5 Listen, look and say.

- Play CD2:24, pausing for pupils to answer in chorus.

1 How much is that scarf? **2:24**
(It's two pounds fifty.)
2 How much is that dress?
3 How much are those sunglasses?
4 How much is that swimsuit?
5 How much is that jacket?
6 How much are those gloves?
7 How much are those sandals?

KEY 2 It's a thousand pounds. **3** They're a hundred and sixteen pounds. **4** It's twenty-nine pounds. **5** It's three hundred and sixty pounds. **6** They're fifteen pounds. **7** They're twelve pounds fifty.

6 Look and invent prices. Then roleplay the dialogue.

AB page 37

4 Look and write the prices in words.

KEY 2 twenty-one pounds fifty, **3** ninety-nine pounds, **4** a hundred and twenty-two pounds, **5** four hundred and twenty pounds, **6** fifty-five pounds fifty

5 The prices in Activity 4 are wrong. Listen and choose.

- Play CD2:25. Pupils do the activity.

1 How much is that bike? **2:25**
It's nine hundred and ninety-nine pounds.
2 How much is that T-shirt?
It's twelve pounds fifty.
3 How much is that skateboard?
It's nineteen pounds fifty.
4 How much are those sunglasses?
They're twelve pounds.
5 How much are those trainers?
They're forty-two pounds.
6 How much are those sandals?
They're twenty-five pounds fifty.

- Play CD2:25 again, pausing to elicit and check answers.

KEY 2 a, **3** b, **4** a, **5** c, **6** b

6 Read and write. Then listen and check.

- Give pupils time to read and fill the spaces.
- Play CD2:26 pausing to elicit and check answers.

B=BOY SA=SHOP ASSISTANT **2:26**
B Hello. How **much** are those gloves, please?
SA They're four **pounds** fifty.
B And **how** much are those shorts?
SA They're a **hundred** pounds.
B Oh ... can I buy these gloves, **please**?
SA Yes, of **course**.



Pupils can now go online to Ice Island and find the skis that Penn and Gwyn are holding. They are inside the tent, leaning against the four-drawer tower on the left. Once pupils click on the skis they are taken to a supplementary language game based on the vocabulary in this unit.

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4 2:23 **Listen and repeat. Then look and say.**



5 2:24 **Listen, look and say.**

1 How much is that scarf?

It's two pounds fifty.



6 **Look and invent prices. Then roleplay the dialogue.**

A: How much is that pen?
B: It's three pounds fifty.
A: Can I buy the pen, please?

LOOK!

How much is that scarf?	**It's** two pounds fifty.
How much are those gloves?	**They're** fifteen pounds.
Can I buy this jacket, please?	Yes, of course. A hundred and twenty-four pounds, please.



Ending the lesson

- Ask (L1) the class if anyone has ever been to a country with a different currency. *Was it easy to get used to or not?*

OPTIONAL ACTIVITIES

Number dictation
Pupils write five prices in their notebooks, e.g. £2.50. They say the prices to their partner, who writes them.

Bingo
Play Prices Bingo. Write twenty prices on the board. Pupils choose and copy down nine of them. See p. 23.

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Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the unit language with a song

Target language
tight, baggy, expensive, cheap, light, dark. It's/ They're too ...

Recycled language
Clothes, Adjectives

Materials
Audio CD; card or paper to make spinners

Optional materials
Seven or eight magazine/internet photos of people of different ages wearing different kinds of clothes; pupils' magazine/internet photos of cool clothes

Starting the lesson

- Say *jeans.* A pupil repeats this and adds another clothes word. Pupils continue round the class. If a pupil says the words in the wrong order or hesitates they are out.

PB page 38

Presentation

7 Listen, find and say.

- Give pupils time to look at the pictures.
- Play CD2:27. Pause for pupils to find and say the words.

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

Practice

- In pairs, pupils take it in turns to point to the photos you've brought in and say sentences, e.g. *The man in that photo is wearing baggy trousers. I think he's got expensive trainers but his hat's cheap.*

8 Listen, read and sing. What does the singer like wearing?

- Play CD2:28. Pupils follow in their books and find the answer to the question.
- Play the song again. Encourage pupils to sing.
- Divide the class into two groups. Play the song again. One group sings the chorus. The other group sings the verses. Swap roles.

KEY He likes wearing baggy trousers.

Presentation

- Read the Look! box. Use your voice and gesture to support meaning.
- Ask pupils to underline all examples of *too* in the song.

9 Look and say.

- Ask *What's the girl wearing? (She's wearing a scarf, sunglasses, etc.)*
- Give pairs time to do the activity using the word prompts.
- Ask one or two volunteers for examples.

KEY Her jacket's too tight. Her trousers are too short. Her socks are too baggy. Her scarf's too long.

10 Play the game. Spin, look and say.

- Give pupils time to make two spinners per group of four. On one spinner they write numbers 1–6; on the other 7–12.
- A volunteer reads the example. Elicit another valid statement, e.g. *I don't like very hot weather.*
- Give groups time to do the activity, alternating between the two spinners.

AB page 38

7 Complete the words and match.

- Give pupils time to do the activity.

KEY 2 dark (c), **3** light (f), **4** expensive (d), **5** baggy (e), **6** tight (a)

8 Look and write.

- Give pupils time to do the activity using the words in the word bank.

KEY 2 It's too expensive. **3** It's too baggy. **4** They're too dark.

9 Write about your clothes in your notebook. Use *too.*

- Help pupils with ideas. Ask *Have you got any clothes you don't like? Why?*
- Give pupils time to write.

Home–School link

Ask pupils to play the game in PB Activity 10 at home with their friends.

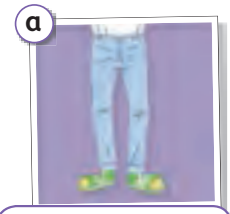
For the next lesson

Ask pupils to bring in their favourite magazine adverts.

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SONG

7 2:27 **Listen, find and say.**

a 
tight trousers

b 
baggy trousers

c 
an expensive hat

d 
a cheap hat

e 
a light blue jumper

f 
a dark blue jumper

8 2:28 **Listen, read and sing. What does the singer like wearing?**



That jacket's too short
And the colour's too light.
That hat's too expensive
And the size isn't right.

Chorus:
I only like wearing …
Baggy trousers, baggy trousers,
Baggy trousers, baggy trousers.
Baggy trousers are cheap,
Baggy trousers are cool.
Baggy trousers rule!

That jumper's too tight.
Those shorts are too long.
The shoes are too dark
And the size isn't right.

Chorus

LOOK!
It's **too** expensive.
They're **too** long.

9 **Look and say.**



Her sunglasses are too big.

- sunglasses/big
- jacket/tight
- trousers/short
- socks/baggy
- scarf/long

10 **Play the game. Spin, look and say.**

Three! Deserts are too hot.



1	tight	**7**	cold
2	cheap	**8**	big
3	hot	**9**	baggy
4	tired	**10**	shy
5	small	**11**	long
6	short	**12**	expensive



Ending the lesson

- Stick the photos you've brought labelled A, B, C, etc. round the room so they are easily visible. Pupils look carefully at each and secretly choose one to describe. They write four or five sentences. Encourage them to use *too* + different adjectives. Then they read to the class and the class guess the photo.

OPTIONAL ACTIVITIES

Hangman
Play Hangman using adjectives. See p. 22.

Make a poster: Cool clothes!
Groups of four cut out cool clothes from the photos they've brought, stick them on card and label them, e.g. *baggy trousers, a light green T-shirt, expensive trainers, etc.*

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Lesson 4

Lesson aims
To develop reading, writing, listening and speaking skills; to scan for information; phonics /aɪt/

Values
Thinking for yourself

Recycled language
Adjectives, Clothes. They're too ...

Materials
Audio CD; pupils' favourite magazine adverts. Bring or write five adverts. Copy a set for each group of four. Write two short questions about each advert, e.g. (advert for a car) *How much is the car?*

Starting the lesson

- Ask the class *Who do you go shopping with? Do you look at any information before you go?* Teach *advert.*

PB page 39

11 Look. Are these stories, adverts or emails?

- Give pupils a few seconds to look then tell them to close their books. Ask (L1) what helped them to decide on their answer (design, font, photos, etc).

KEY They are all adverts.

12 You've got one minute. Read and say.

- Give pupils only one minute.
- Ask (L1) why pupils think you gave them only one minute. (We read different texts in different ways, depending on our purpose, e.g. we recognise an advert almost immediately. If we are looking for information we quickly 'scan' the advert to find it.)

KEY 1 Riverside Market, **2** 24 Long Street, Riverside, **3** Planet Sport, **4** Yes, you can. **5** Yes, you can. **6** No, they can't.

Values

- Ask (L1) the class to show you or tell you about their favourite adverts from magazines or on TV. Do adverts influence where they go and what they buy? Discuss the importance of looking at information critically and of thinking for ourselves.

13 Listen, read and say.

- Play CD2:29 twice. Pause after each sentence for pupils to repeat. Draw attention to the different spelling patterns.

AB page 39

10 Look and write *ight* or *ite*. Then listen and say.

- Give pupils time to write.
- Volunteers spell the answers aloud.
- Play CD2:30, pausing for pupils to repeat each sentence.
- Pupils write *ight* and *ite* on separate small pieces of paper and close their books.
- Play CD2:30 again. Pupils hold up the correct spelling patterns for words 1–8 as they hear them.

My new **kite** isn't dark. It's **light**. **2:30**
The moon is **white** at **night**.
The **firefighter's** jacket is too **tight**.
Do you use your **right** hand when you **write**?

11 Listen and tick (✓) the adverts the boys talk about.

- Give pupils time to quickly read the adverts.
- Play CD2:31. Pupils listen and tick the correct boxes.

B1 = BOY 1 B2 = BOY 2 **2:31**
B1 Hey, Tom! There's an advert for a bike here.
B2 Great! My old bike's too small now. Can I see it?
B1 Here you are.
B2 Thanks ... Oh dear ... that bike's too big for me.
B1 Oh. What about that skateboard? It's cool!
B2 It's £38! It's too expensive.
B1 There's a dog here, too!
B2 Great. I love pets ... but my mum doesn't. Hey, look! Those computer games are cheap.
B1 Wow! 20 games for £17.
B2 I want to buy them.
B1 Good idea! Where's your phone?

- Check the answers.

KEY 2 ✓, **3** ✗, **4** ✓, **5** ✓, **6** ✗

12 Listen again and write.

- Give pairs time to predict/remember the answers.
- Play CD2:32. Pupils listen and check/write.

KEY 2 expensive, **3** pets, **4** computer games

13 Write three adverts. Then look at your friend's adverts and talk about them.

- Give pupils time to write, using the adverts in Activity 11 for ideas.
- Pairs talk constructively about each other's adverts.

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11 **Look. Are these stories, adverts or emails?**

CRAZY CLOTHING

Are your clothes too small, too old or too boring?

COME TO

CRAZY CLOTHING!

We've got a lot of clothes for boys and girls.
Beach clothes, sports clothes, school clothes.
They're all here at
CRAZY CLOTHING!
24 LONG STREET, RIVERSIDE



12 **You've got one minute. Read and say.**

1 Where can you buy toys?
2 Where is Crazy Clothing?
3 Where can you buy cheap trainers?
4 Can you buy food at Riverside Market on Sundays?
5 Can you buy gloves at Planet Sport?
6 Can men buy their clothes at Crazy Clothing?



SOUNDS FUN!

13 2:29 **Listen, read and say.**

I want l**ight** green pyjamas
for the n**ight**.
These aren't r**ight**.
They're wh**ite** and too t**ight**.



Lesson 4 *Adjectives, Clothes. They're too...* Sound: /aɪt/ 39

Ending the lesson

- Give each group of four a set of your adverts. Each group chooses a runner and a writer. Say *Go!* Runners collect a question from you and take it back to their group. The group reads the adverts and the writer notes the answer. The runner collects the next question. The first team to finish wins.

OPTIONAL ACTIVITIES

Word game
Play Hangman using the clothes words. See p. 22.

Whispers
Play in groups of eight or ten. The first person in each team thinks of a sentence, e.g. *The dress is £113.50.* They whisper it down their line. See p. 22.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Recycled language
gloves, Adjectives. Can I buy ... please? It's too ...

Materials
Audio CD

Optional materials
Clothes words on small cards, matching clothes word cards with prices (see Optional activities); a number of clothes items in a non-transparent plastic bag

Starting the lesson

- Ask *Where's the treasure? (In a cave on Snow Mountain.) Where are Rufus and Ivan?* (Pupils guess.)

PB page 40

Before reading/listening

- Ask questions about each picture and teach *changing room*. Pupils answer or guess, e.g. (Picture 1) *Where are the children? (In a shop.) What clothes can you see? (Gloves, wetsuits, goggles, jackets and a bag.)* (Pictures 2 and 3) *Who is in the changing room? (Ivan and Rufus.)* (Picture 6) *Who's running? (Finn, Jenny and Ivan.) Where's Rufus? (In a boat.)*

14 Listen and read. Then act.

- Play CD2:33. Pupils listen and follow the story.

Comprehension

- Ask true/false questions about the story, e.g. *Jenny wants to buy a wetsuit. True/false? (False. She wants to buy gloves.) Dylan and Finn are in the changing room. (False. They're sitting in the shop.) Rufus is too thin. (True.) The thieves have got a boat. (True.)*
- Play CD2:33 again. Pause for the class to repeat each line in chorus.
- Divide the class into five and allocate these parts: Jenny, Dylan, Finn, Rufus and Ivan.
- Play CD2:33 again. Pause for pupils to repeat their character's lines.
- Ask seven volunteers to act out the story (Jenny, Dylan, Finn, Rufus, Ivan, the shop assistant, Penn.)

What happens next?

- Pairs predict (L1) what happens next.
- Volunteers tell the class their ideas.

AB page 40

14 Read and answer.

- Give pupils time to do the activity.

KEY 2 They feel bored. **3** Rufus and Ivan are in the changing room. **4** They're wearing wetsuits, flippers and goggles. **5** No, they don't. **6** They get away in a boat.

15 Listen and write the prices. What does Jenny buy?

- Ask the class to predict the prices.
- Play CD2:34. Pupils listen and do the activity.

J = JENNY SA = SHOP ASSISTANT **2:34**

J Hello. I like this wetsuit. How much is it?
SA It's two hundred pounds.
J Oh! And the goggles? How much are they?
SA They're forty pounds, miss.
J Forty pounds ... oh ... What about these boots? How much are they?
SA The boots are ninety-five pounds. They're new this week.
J Right. Um ... How much are the shoes?
SA They're sixty-four pounds ninety-nine, miss.
J Sixty-four pounds ninety-nine. Oh ... And that scarf. How much is that scarf?
SA It's thirty pounds. It's very long, you see.
J Yes, it is. OK. And how much is that hat?
SA That hat? It's nine pounds ninety-nine.
J I love it! Can I buy it, please?
SA Yes, of course, miss.

- Play CD2:34 again, pausing to elicit and check answers.

KEY Jenny buys the hat.
goggles £40, **boots** £95, **shoes** £64.99, **scarf** £30, **hat** £9.99

16 Look at page 8. Find and write.

- Give pairs time to decipher the coded message.

KEY Rufus and Ivan have got wetsuits.

Pupils can now go online to Ice Island and enjoy the fun and games.

Ending the lesson

- Ask *Why are the thieves wearing wetsuits?* (Pupils guess.)

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14 2:33 Listen and read. Then act.

STORY



Now go to Ice Island.

OPTIONAL ACTIVITIES

Touch and guess

Play Touch and guess using clothes items. See p. 23.

How much is it?

Make enough clothes word cards for half the class, and enough matching clothes word cards with prices for the other half. Pupils mingle, asking for and giving price information until they find the matching clothes word/clothes word + price card.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Science – sports shoes

Recycled language
Adjectives, Clothes, Activities. They're too ..., I like/love ...

Starting the lesson

- Say *Look at your feet.* Ask *What are you wearing?* Ask pupils to explain (L1) their choice of footwear, e.g. ask *Why are you wearing boots today?* (L1) *(Because I like them./Because they're cool./Because it's snowing.)*

PB page 41

15 Read. Then look and match.

- Ask *What can you see in photo 1? (A person is climbing.) What are the people doing in photos 2/3? (They're walking/dancing.)*
- Give pupils time to read and do the matching activity. Remind them to use the context to work out meaning.

KEY 1 c, **2** a, **3** b

16 Read again and say. *Walking, rock climbing* or *dancing*?

- If your class needs support, ask pupils what they think these words mean in your language: *bend, middle, soft, sole, stiff.* Use L1 to explain if necessary.

KEY 1 dancing, **2** walking, **3** dancing, **4** rock climbing, **5** walking

17 Talk about the activities.

- Ask two confident pupils to read the example. Explain (L1) that *Really?* expresses surprise and should have rising intonation. They repeat *Really?* after you.
- Ask volunteers to tell the class their ideas.

AB page 41

17 Read and write.

- Pupils close their books. Ask (L1) if they have ever been sailing. Ask *What do you think people wear? Why?*

KEY 2 A warm jacket, **3** Sunglasses, **4** Sailing shoes, **5** A swimsuit

18 Listen and complete.

- Play CD2:35. Pupils listen and do the activity.

A = ADULT B1 = BOY 1 B2 = BOY 2 G = GIRL **2:35**

A What do you want to do?
B1 I want to go sailing. I've got a warm jacket, my sunglasses and sailing shoes.
A What do you want to do?
B2 I want to go to dance class. I've got dancing shoes, a T-shirt and baggy trousers.
A What do you want to do?
G I want to go horse-riding. I've got long boots, tight trousers and a hard hat.

- Pupils compare their answers with a friend.
- Play CD2:35 again, pausing for pupils to check answers.

KEY 2 jacket, **3** sunglasses, **4** sailing shoes, **5** dancing, **6** dancing shoes, **7** T-shirt, **8** baggy **9** horse-riding, **10** boots, **11** tight trousers, **12** hard hat

19 Think of an activity and make a list. Your friend guesses the activity.

- Set a time limit for pupils to think and make their list before they talk to a friend.

Mini project

- Pupils work in groups of four to design clothes for their favourite sport or activity. If possible, include at least one pupil who is good at drawing/creative in each group.
- Help pupils plan their project. Write *Sport? Summer? Winter? Clothes? Colours? Shoes?* on the board.
- Pupils work at school or at home. They draw and label the clothes and write a short paragraph about them, e.g. (Skiing) *It's important to wear a scarf because it's very cold.* Remind them that good writers check their work, correct and improve it and write it out again.
- Display their work so they can see each other's projects.

For the next lesson

- Ask pupils to bring in some clothes from home.

Ending the lesson

- Ask pupils what they've learned about choosing sports shoes.

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15 Read. Then look and match.

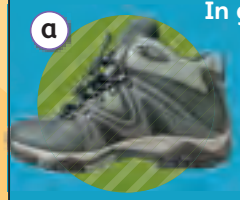
Choose the right shoes!

We all love wearing our favourite trainers. But for some activities, trainers aren't a good idea. Find out how to choose the right shoes.


1


2

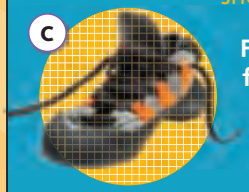

3

a 

In good weather, trainers are great for walking in a city. But on a rainy day, your feet get wet. Trainers are too soft for walking in the mountains. They can be dangerous. Always wear stiff walking shoes or boots.

b 

Dancers move and bend their feet a lot. The trainers in this picture are good for dancers because the soles are soft in the middle. The soles of other trainers are too stiff.

c 

For rock climbing, you want to feel the rock with your feet. Trainers are too big for this. Climbing shoes are small and tight.

WHAT SHOES DO YOU WEAR FOR YOUR FAVOURITE SPORT?

16 Read again and say. ***Walking***, ***rock climbing*** or ***dancing***?

1 You can't wear shoes with stiff soles.
2 Wet feet are sometimes a problem.
3 Your feet bend a lot.
4 The right shoes are very tight.
5 Soft shoes can be dangerous.

17 Talk about the activities.

A: I don't like rock climbing because it's too dangerous.
B: Really? I love rock climbing.



OPTIONAL ACTIVITIES

Team game
Divide the class into two teams. They take turns to answer questions about the lesson, e.g. *What shoes do people wear for walking? Why aren't trainers a good idea? Name three things people wear in a sailing lesson.*

Word game
Play Hangman using the target language from Unit 5. See p. 22.

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Lesson 7

Lesson aims
To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Target language from Unit 5

Materials
Audio CD; Evaluation worksheet 5

Optional materials
Pupils bring in some clothes from home; blank price tags on A4, enough for seven or eight per group of four; lots of paper clips

AB pages 42–43

Starting the lesson

- Ask the class *Where's Bill?* (Pupils guess, e.g. *He's in a hat shop.)*
- Two confident pupils read the speech/thought bubbles.

20 Read and write.

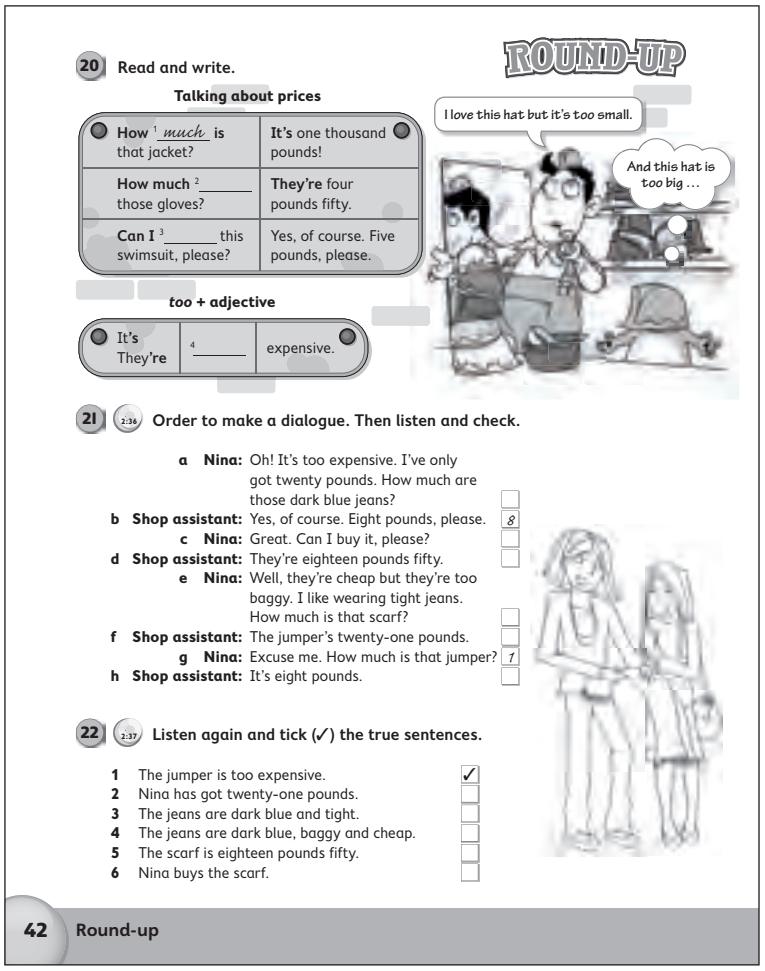
- Give pupils time to reread the Look! boxes on PB p.37 and 38 or tell them to look at Grammar round-up on PB p. 70.
- Ask a volunteer to remind the class when to use *How much is* and *How much are.*
- Give pupils time to do the activity.

KEY 2 are, **3** buy, **4** too

21 Order to make a dialogue. Then listen and check.

- Give pupils a minute to read the sentences.
- Ask them to close their books. Ask *Who are the people? (Nina and a shop assistant.) Where are they? (In a clothes shop.) What clothes are they talking about? (Jeans, jumper and a scarf.)* Ask (L1) if they can remember any sums of money.
- Explain that it's important to understand the context in this kind of activity before they do the activity.
- Give pupils time to number the sentences.
- Play CD2:36. Pupils listen and check.

KEY 2 f, **3** a, **4** d, **5** e, **6** h, **7** c, **8** b



20 Read and write.

ROUND-UP

Talking about prices

How [1] *much* is that jacket?	It's one thousand pounds!
How much [2] _____ those gloves?	They're four pounds fifty.
Can I [3] _____ this swimsuit, please?	Yes, of course. Five pounds, please.

too + adjective

It's / They're	[4] _____	expensive.

I love this hat but it's too small.

And this hat is too big …

21 2:36 Order to make a dialogue. Then listen and check.

a **Nina:** Oh! It's too expensive. I've only got twenty pounds. How much are those dark blue jeans? ☐
b **Shop assistant:** Yes, of course. Eight pounds, please. 8
c **Nina:** Great. Can I buy it, please? ☐
d **Shop assistant:** They're eighteen pounds fifty. ☐
e **Nina:** Well, they're cheap but they're too baggy. I like wearing tight jeans. How much is that scarf? ☐
f **Shop assistant:** The jumper's twenty-one pounds. ☐
g **Nina:** Excuse me. How much is that jumper? 1
h **Shop assistant:** It's eight pounds. ☐

22 2:37 Listen again and tick (✓) the true sentences.

1 The jumper is too expensive. ✓
2 Nina has got twenty-one pounds. ☐
3 The jeans are dark blue and tight. ☐
4 The jeans are dark blue, baggy and cheap. ☐
5 The scarf is eighteen pounds fifty. ☐
6 Nina buys the scarf. ☐

42 Round-up

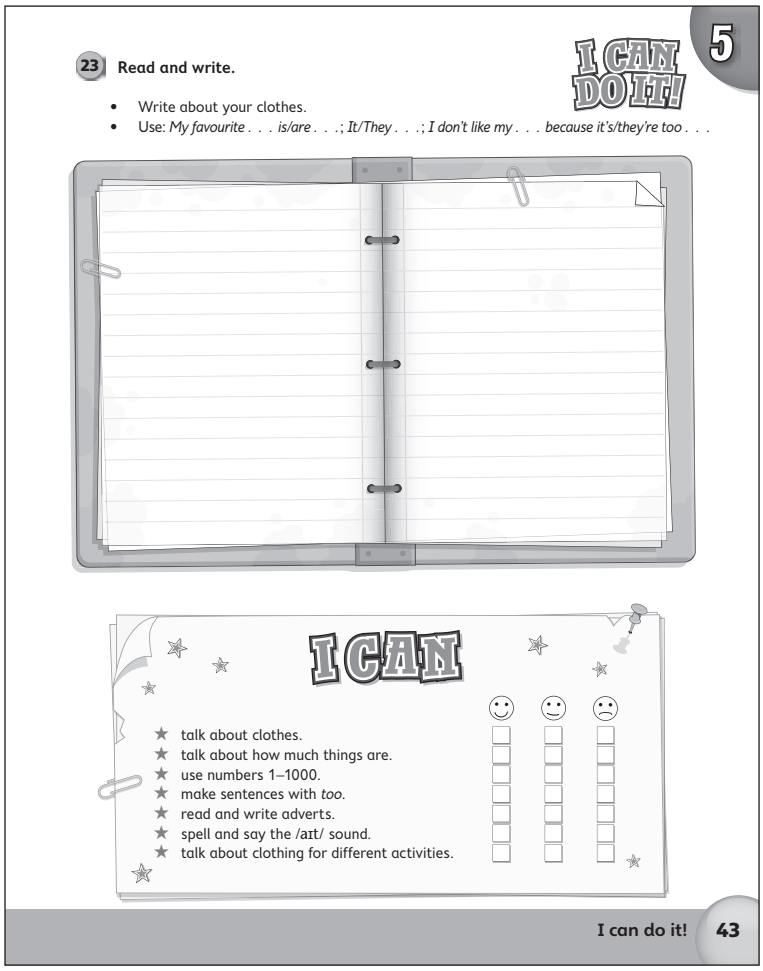
N=NINA SA=SHOP ASSISTANT **2:36**

N Excuse me. How much is that jumper?
SA The jumper's twenty-one pounds.
N Oh! It's too expensive. I've only got twenty pounds. How much are those dark blue jeans?
SA They're eighteen pounds fifty.
N Well, they're cheap but they're too baggy. I like wearing tight jeans. How much is that scarf?
SA It's eight pounds.
N Great. Can I buy it, please?
SA Yes, of course. Eight pounds, please.

22 Listen again and tick (✓) the true sentences.

- Ask pupils to close their books.
- Read the sentences to the class and ask pupils to predict/recall the answers.
- Play CD2:37. Pupils listen and do the activity.
- When you are checking answers, ask pupils to correct the false sentences.

KEY 2 Nina has got £20. **3** The jeans are dark blue and baggy. **4** ✓ **5** The scarf is £8. **6** ✓



23 Read and write.

- Volunteers tell the class about their favourite clothes.
- Give pupils time to write using the target language beneath the rubric.
- Ask fast finishers to write about more clothes.
- Volunteers read their work to the class.

Self-evaluation

- Ask (L1) the class to remind you what being a good learner involves, e.g. It's important to come to class, to pay attention to the teacher, to ask questions if you don't understand, to do all the homework, to help your friends and to reflect regularly on what you have learned.
- Give pupils time to read and tick the boxes.

Evaluation

You can check your pupils' progress using Evaluation worksheet 5. See also teacher's notes p. 170.

Ending the lesson

- Discuss the I can ... statements with the class. Encourage volunteers (L1) to explain their responses and to give examples. Ask what pupils found easy and more difficult.

OPTIONAL ACTIVITIES

Shopping game

Groups set up a clothes shop using the clothes they've brought. They decide on a price for each item. Pupils buy two things each for as little money as possible. Then they swap roles.

Fashion show

In groups of four, pupils hold a fashion show, using the clothes they have brought. As a group, they prepare the script for the fashion show host, describing each item of clothing.

NOTES

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Lesson 8

Lesson aims
To learn about other cultures and respect cultural differences; to learn about shopping for food in other countries

Recycled language
Countries. They're too ... There are some ..., There's a ...

Materials
Audio CD; a world map/globe; Consolidation and extension worksheet 5

Starting the lesson

- Ask (L1) if any pupils have been to a different country. What food did they eat? Did they like it?
- Discuss why people in different countries eat different foods (L1), e.g. The food we eat depends on our climate and immigration.

PB pages 42–43

18 Look. Which foods do these people eat? Listen and check.

- Ask (L1) pupils to guess which countries the photos are of. Tell them the names of the countries (Vietnam, Argentina and Britain). Volunteers point to them on the map/globe.
- Ask the class about the foods in each photo, e.g. (Photo 1) *What food can you see?* (Photo 2) *What do they sell in this type of shop?* (Photo 3) *What do you think is growing in this garden?* Write pupils' ideas on the board.
- Teach *coconut, bakery, grow* and *floating market* using the photos and/or a quick translation.
- Play CD2:38. Pause after each description. Volunteers tick the foods on the board that are mentioned, cross out those that aren't and add others.

KEY 1 fish, rice, coconuts, bananas, **2** cakes, **3** plums and apples, vegetables, eggs



19 Read and choose.

- Give pupils time to read the sentences and to predict the answers before they read.
- Remind them (L1) to underline the relevant parts of the texts and not to simply use their memory to find the answers. Ask them why. (If they do this they aren't practising reading.)
- Remind pupils (L1) about the importance of using the context to work out the meaning of new words.
- If your class likes reading aloud, ask a different volunteer to read each text as you check the answers.

KEY 1 morning, **2** snakes, **3** often, **4** vegetables, **5** garden

20 Ask and answer.

- Ask volunteers to read the questions to the class. Different volunteers answer. Encourage pupils to use English and to explain their answers, e.g. *My family buys food from the supermarket because it's big and there are a lot of things. It's cheap, too.*



- You may like to adapt number three to your country. If most of your pupils live in flats, ask (L1) if their family has got anywhere they can grow food, e.g. an allotment or a family house in the country. Do they know anyone who has?

Your turn! Think and write.

- Pairs talk about the different places where people buy food in your country.
- Give pupils time to write about their favourite place to buy food.

Consolidation and extension worksheet 5

Pupils complete the Consolidation and extension activities on worksheet (5). See also teacher's notes p. 198.

For the next lesson

Ask pupils to bring recent family photos.

Ending the lesson

- Ask (L1) the class whose food they prefer, Bao, Silvia or Lily's? *Why?*
- Ask (L1) them which of the foods mentioned in the texts they have tried. Which foods would/wouldn't they like to try?

OPTIONAL ACTIVITIES

Poster

Groups research and find out more about the food people eat in Vietnam, Britain and Argentina. They write about what they learn. They arrange their work in a poster.

Word game

Play Alphabet tennis. See p. 22.

NOTES

6 Party time

Lesson 1

Lesson aims
To present and practise new vocabulary

Values
Spending time with your family

Target language
cousin, uncle, aunt, parents, grandparents

Recycled language
grandad, birthday, can/can't, cake, baby, hungry

Materials
Audio CD

Optional materials
Pupils' recent family photos; a piece of blank A4 paper per pupil; card for Happy families (see Optional activities)

Starting the lesson

- Write or draw a balloon, a cake and a present on the board. Ask *Where do you see these things? (At a party.)* Ask *Do you like parties? Why (not)?*

PB page 44

1 Listen and read. Why is there a cake?

- Ask *Who can you see in picture 1? (Maddy, her family and Kipper.) Where are they?* (Pupils guess, e.g. *At Maddy's house.*) *Who do you think Maddy is speaking to in picture 2? (Her mum.) Is her mum happy? (No, she isn't.) What's Maddy got in picture 3? (A big cake.) Is Maddy happy in picture 4? (No, she isn't.)*
- Play CD2:39. Pupils listen, follow the text and find the answer to the question.
- Play CD2:39 again. Pause for pupils to hum each sentence. Use gesture to indicate the main sentence stress, too. Tell pupils it's very important to use appropriate intonation when they speak.

KEY Because it's grandad's birthday.

Presentation

2 Listen, find and say.

- Play CD2:40. Pause for pupils to find and say the letters and family words.
- Play the recording again, pausing for pupils to repeat the word and to point to each family member in the cartoon.

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

3 Listen, think and say.

- Write *my cousin's car* on the board. Remind the class that *'s* indicates possession.
- Play CD2:41, pausing for pupils to say the correct word to a partner.

1 They're my granny and grandad. (*grandparents*) **2:41**
2 He's very young and very small.
3 They're my mum and dad.
4 She's my mum's sister.
5 He's my mum's brother.
6 She's my aunt's child.

- Play CD2:41 again, pausing for the class to say the correct word.

KEY 2 baby, **3** parents, **4** aunt, **5** uncle, **6** cousin

Values

- Ask *What family parties do you have? Do you like parties? Why (not)?* Pairs think of reasons why it's important to spend time with their family. Volunteers tell the class. Discuss their ideas.

AB page 44

1 Complete the words. Then look and write the names.

- Give pupils time to complete the words. Check answers.
- Draw pupils' attention to the family tree. Ask (L1) what they think it is. Explain (L1) = means 'married to'.
- Ask pairs to write the names.

KEY 2 cousins, **3** aunt, **4** uncle, **5** grandparents, **6** baby **b** John, **c** Martin, **d** Becky, **e** Caroline, **f** Andy, **g** Saskia

2 Read and write.

- If your class needs support, ask them to work in pairs.

KEY 2 aunt, **3** uncle, **4** cousin, **5** grandparents

3 Write about your family in your notebook.

- Tell the class about your family and draw your family tree on the board.
- Remind pupils to *use have/haven't got.*

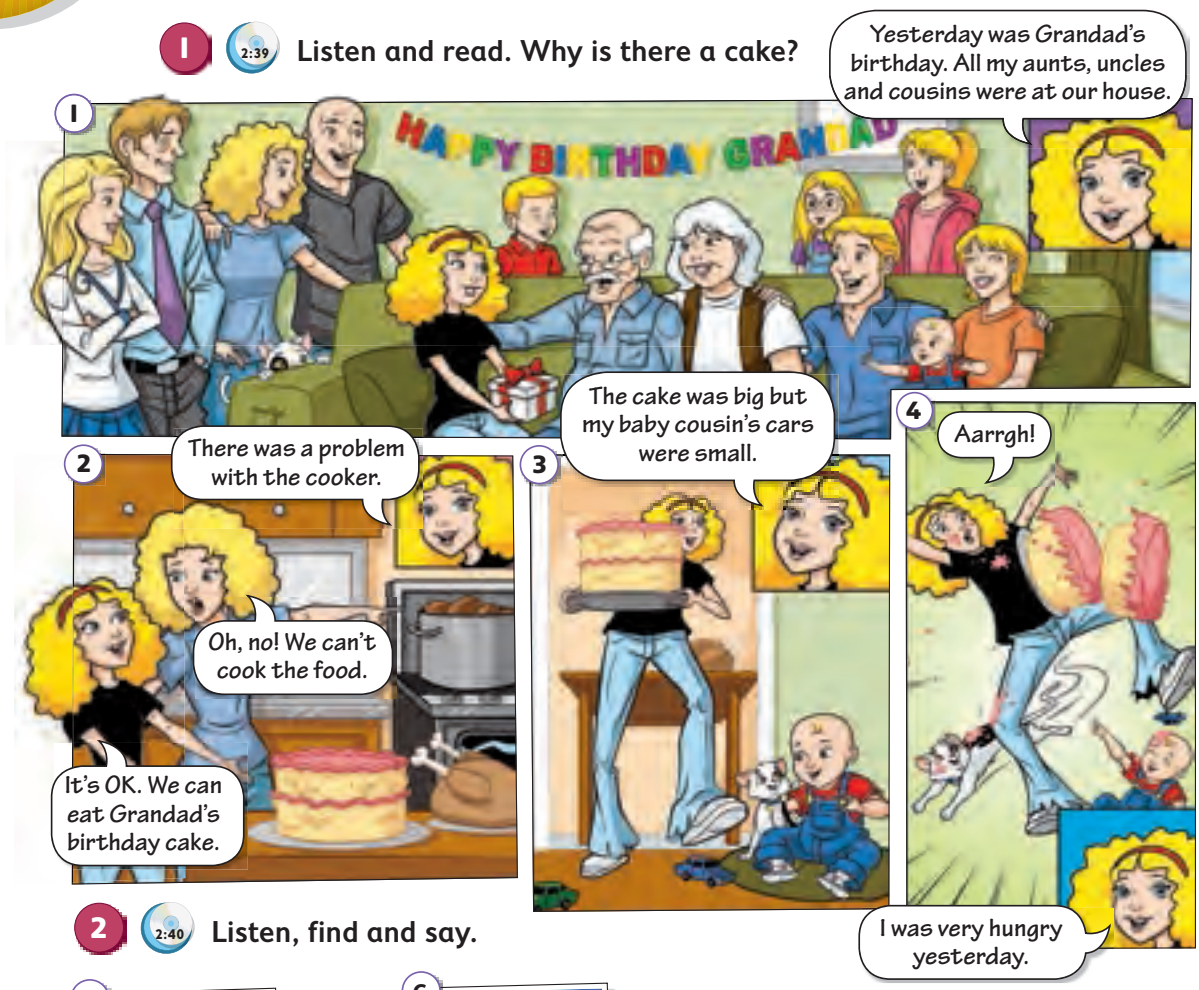
Ending the lesson

- Pupils prepare a wordsearch to try out on a friend, using the new family words from this lesson.

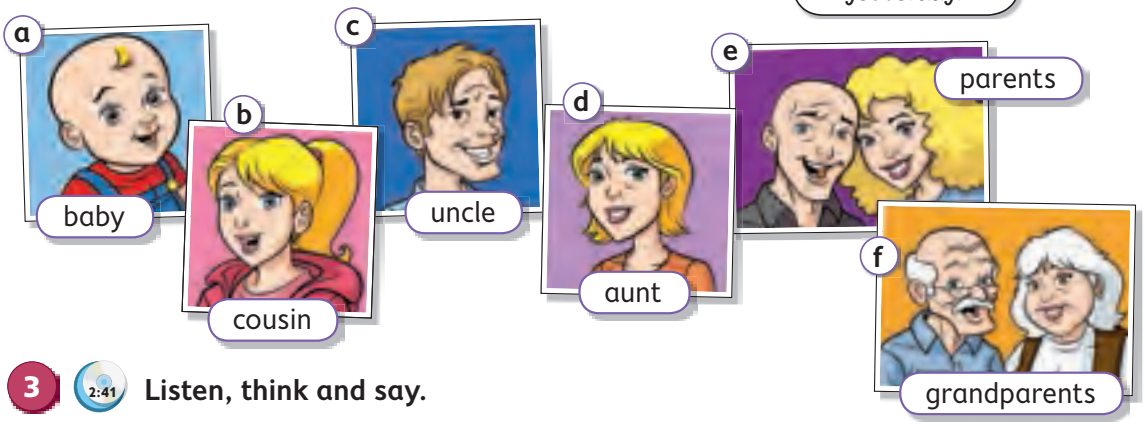
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6 Party time

1 2:39 **Listen and read. Why is there a cake?**



2 2:40 **Listen, find and say.**



3 2:41 **Listen, think and say.**

cousin, uncle, aunt, parents, grandparents, *grandad, birthday, can/can't, cake, baby, hungry*

OPTIONAL ACTIVITIES

Family tree

Pupils draw and label their family tree on blank A4 paper, using AB Activity 1 to help. They draw a picture of each family member next to his/her name, or use a photo they've brought. They present their family to the class, e.g. *This is Jack. He's my cousin.*

Card game

Play Happy families see p. 23.

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Lesson 2

Lesson aims
To review the vocabulary of Lesson 1; to present the new structure

Target language
She was ... They were ... There was/were ...

Recycled language
Family, Possessive 's, Possessive adjectives

Materials
Audio CD; a big *was* and *were* card for each group

Starting the lesson

- Ask (L1) volunteers to tell you what they know about their parents' and grandparents' childhoods.

PB page 45

4 Read, look and say. Then listen and check.

- Ask *Are the children wearing cool clothes? (No.) Why not?* (Pupils guess.)
- Pairs look at the picture again and say who they think people are, e.g. *I think this girl is Maddy's aunt.*
- Play CD2:42. Pupils listen and write the names.
- Play CD2:42 again, pausing to elicit and check the answer.

KEY 1 Susan, **2** Robert, **3** Tracey, **4** mum, **5** grandparents, **6** David

5 Look and say.

- If your pupils need support, do the activity with the whole class. Volunteers make sentences. The class repeats them after you.

KEY Her grandparents were thirty-five. Her uncle was one. Her aunt was eleven. Her aunt's friends were ten.

6 Play the game.

- Pairs take turns to use the words in the word bank to make *true/false* sentences about the picture in Activity 4.

7 Talk about a party you were at.

- Give pupils time to write a short list of things that were at a party they have been to.
- Pupils do the activity in pairs, using their notes to help.

AB page 45

4 Read and write *was* or *were*.

- Tell pupils to read the Look! box in PB Lesson 2 to help.

KEY 2 was, **3** was, **4** were, **5** were, **6** was, **7** was

5 Listen and tick (✓) the true sentences in Activity 4.

- Play CD2:43. Pupils predict which sentences are true.

T = TEACHER **D = DAN** **2:43**

T Hello, Dan. How was your weekend?
D Hi, Mrs Baker. It was great, thanks! Yesterday was my birthday. I was twelve.
T Really? Happy Birthday!
D Thanks. My birthday party was fun. All my friends were there.
T What about your cousins, Saskia and Ollie?
D My cousins were on holiday in Spain with my aunt and uncle. But my grandparents were at the party. There were some games in the garden.
T But it was rainy yesterday!
D Yes. I was very wet after the games. Then there was food ... pizza and cake.
T What colour was the cake?
D Brown. It was a chocolate cake.

- Play CD2:43 again. Pause after each relevant piece of information to elicit and check answers.

KEY 2 ✗ (He was twelve.) **3** ✓ **4** ✗ (His cousins were on holiday.) **5** ✓ **6** ✓ **7** ✗ (It was brown.)

6 Look and read. Write R (Robbie) or E (Emma).

- Ask *When was Robbie's/Emma's party?*

KEY 2 R, **3** R, **4** E, **5** E, **6** R

7 What was good about the parties? Write sentences in your notebook.

- If pupils need support, elicit possible answers before they write.



Pupils can now go online to Ice Island and find the birthday cake that Penn and Gwyn are holding. It's inside the Science Lab, on top of one of the kitchen surfaces. The kitchen is on your right as you enter. Once pupils click on the birthday cake they are taken to a supplementary language game based on the vocabulary in this unit.

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4 2:42 Read, look and say. Then listen and check.

This is a photo of Aunt [1]?'s birthday. She was eleven. Those are her friends from school, [2]? and [3]?. They were both ten. The young girl is your [4]? – she was only five then. Those good-looking people are your [5]? – yes, that's right, me and your granny. We were only thirty-five. And that baby with your granny is Uncle [6]?. What a mess!





5 Look and say.

- Maddy's mum
- her grandparents
- her uncle
- her aunt
- her aunt's friends

Maddy's mum was five.

LOOK!

I **was** very hungry.
The cake **was** big.
The cars **were** small.
There **was** a problem.
There **were** some people.

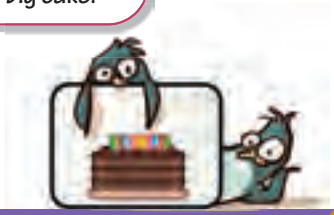
6 Play the game.

children parents pets
presents a pizza a cake

A: There was a pizza at the party.
B: False.

7 Talk about a party you were at.

There were twenty children.
There was a big cake.



Lesson 2 She was… They were… There was/were… *Family, Possessive 's, Possessive adjectives* 45

Ending the lesson

- Give each group of four a *was* and *were* card. Say sentences with *was/were* missing. Groups have five seconds to hold up the correct card.

OPTIONAL ACTIVITIES

True/false game
Pairs play the game in PB Activity 6 again. This time they make up *true* and *false* sentences about the cartoon in Lesson 1.

Bingo
Play Bingo. See p. 23.

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Lesson 3

Lesson aims
To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language
Ordinal numbers, Dates. I went ... I said ...

Recycled language
Months

Materials
Audio CD

Starting the lesson

- Write the first letter of each month on the board in a column. Start with *J(anuary)*.
- Volunteers write the words.

PB page 46

Presentation

8 Listen and say.

- Play CD2:44. Pause for pupils to repeat the ordinal numbers.
- Pupils close their books. Write numbers 1 to 10 on the board. Invite volunteers to write *st, nd* or *th*.
- Play CD2:44 again, pausing to check answers.

9 Listen, repeat and say the next date. Then continue with a friend.

- Play CD2:45 twice for pupils to listen and repeat.
- Point out we don't need to write *the* and *of*.
- Pairs continue, e.g. Pupil A: *the 7th of March*. Pupil B: *the 8th of March*.

KEY
the fourteenth of April, the fifteenth of April;
the first of November, the second of November;
the thirty-first of July, the first of August;
the nineteenth of September, the twentieth of September

10 Listen, read and sing.

- Play CD2:46. Pupils follow in their books.
- Play the song again. Encourage pupils to sing.

Presentation

- Read the Look! box aloud. The class repeats each sentence after you in chorus.
- Elicit or explain that (L1) *said* is the past simple of *say*, and *went* is the past simple of *go*. There is no *-s* for *he, she* and *it*.
- Pupils underline *said* and *went* in the song.

11 Look and say. Use *I went* or *I said*.

- Give pairs time to do the activity.
- Ask volunteers for phrases.

KEY I went to school. I said, 'Hello'. I said, 'Thank you'. I went home. I went to bed. I said, 'Goodbye'.

AB page 46

8 Listen and match.

- Give pupils time to look at the calendar and pictures.
- Play CD2:47. Pupils listen and do the matching activity.

Hi, I'm Annabel. December was a really fun month – there were a lot of parties! My cousin Taylor's birthday was on the 2nd of December and I went to her party. Then on the 11th of December, it was my mum's birthday. The dance show was on the 13th of December. That was good fun! Then I went to my football club party on the 17th of December, and there was a party at school on the 20th of December. And, of course, on the 25th of December it was Christmas Day and there was a big meal with all my grandparents, uncles, aunts and cousins. **2:47**

- Play CD2:47 again, pausing to check answers.

KEY a 25th December, **c** 11th December, **d** 20th December, **e** 17th December, **f** 13th December

9 Look at Activity 8. Read and write *said* or *went*, and the date.

- Give pairs time to do the activity.

KEY 2 said, on 25th December, **3** said, on 11th December, **4** said, on 2nd December, **5** went, on 17th December, **6** went, on 13th December

10 Write about events from last month in your notebook.

- Give pupils time to write. Tell them to refer to the Look! boxes in this unit for help.

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8 2:44 **Listen and say.**

SONG

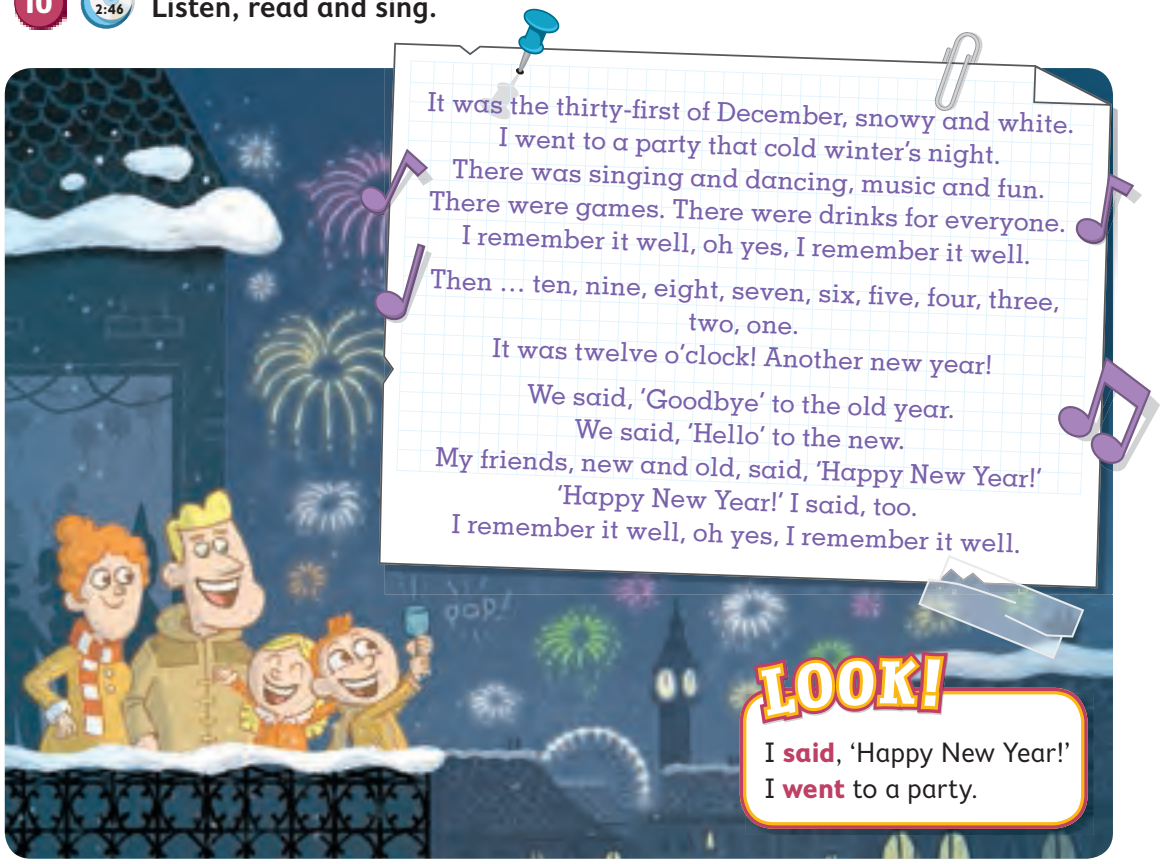
1st first
2nd second
3rd third
4th fourth
5th fifth
6th sixth
7th seventh
8th eighth
9th ninth
10th tenth

9 2:45 **Listen, repeat and say the next date. Then continue with a friend.**

The twenty-second of February, the twenty-third of February.

22nd February 14th April 1st November
31st July 19th September

10 2:46 **Listen, read and sing.**



It was the thirty-first of December, snowy and white.
I went to a party that cold winter's night.
There was singing and dancing, music and fun.
There were games. There were drinks for everyone.
I remember it well, oh yes, I remember it well.

Then … ten, nine, eight, seven, six, five, four, three, two, one.
It was twelve o'clock! Another new year!

We said, 'Goodbye' to the old year.
We said, 'Hello' to the new.
My friends, new and old, said, 'Happy New Year!'
'Happy New Year!' I said, too.
I remember it well, oh yes, I remember it well.

LOOK!
I **said**, 'Happy New Year!'
I **went** to a party.

11 **Look and say. Use *I went* or *I said*.**

to school Hello Thank you
home to bed Goodbye

Ending the lesson

- Volunteers give you their writing for AB Activity 10. Read out different events. The class guesses who wrote what.

OPTIONAL ACTIVITIES

Pairwork
Pupils write three dates which are important to them. They tell a friend and explain, e.g. *The first of April is important because it's my mother's birthday.*

Bingo
Play Bingo using ordinal numbers. See p. 23.

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Lesson 4

Lesson aims
To develop reading, writing, listening and speaking skills; to write a diary entry; phonics /θ/ /f/

New language
disco

Recycled language
Dates, was/were. I went ...

Materials
Audio CD

Starting the lesson

- Ask the class *Do you like listening to music? What type of music do you like? Do you like dancing? Where do you dance?*

PB page 47

12 Read. Was yesterday fun for Harry?

- Ask (L1) what text type they think the text is. (A diary entry.) Point out the date at the top.
- Give pupils time to read and find the answer to the question.

KEY Yes, yesterday was fun for Harry.

13 Read again and choose.

- Give pupils time to read the sentences.
- Pupils do the activity. Ask them to underline the relevant parts of the text while they read.

KEY 1 school, **2** children, **3** Saturday, **4** music, **5** faces, **6** Mark

14 Imagine you are Mark. Talk about the disco.

- If your class needs support, ask pupils to underline key information in the text. Tell them (L1) to use the text to help, but not to read it word for word. This won't help them improve their speaking.
- Pairs take it in turns to roleplay Mark.

15 Listen, read and say.

- Play CD2:48. Pupils repeat the sentence in chorus.
- Tell pupils that to pronounce /f/ correctly their top teeth should touch their bottom lip. To pronounce /θ/ correctly their top teeth should touch their tongue.
- Play CD2:48 again for pupils to repeat.

AB page 47

11 Look and write *ph* or *th*. Then listen and say.

- Invite volunteers to spell the answers.
- Play CD2:49, pausing for pupils to repeat each sentence.

My **thirteenth birthday** was on **Thursday**. **2:49**
I've got a **photo** of a **dolphin** on my **phone**.
Elephants are **healthy** but they aren't very **thin**.

12 Listen and choose.

- Play CD2:50. Pupils listen and find the answer.

F = FRIEND L = LUCY **2:50**
F Hi, Lucy. How was the party?
L It was fantastic. A lot of my friends from school were there.
F Oh good. And was the sea very cold?
L No, it was nice. We were warm in the water but we were cold on the beach. It was sunny but it was windy, too.
F Was the food nice?
L Oh yes, the food was great. Fish and salad, then strawberries. Yum!
F Were there any games?
L Yes, tennis. There was a tennis competition on the beach. That was fun but I'm not very good at tennis.
F Was there dancing?
L No, but there was singing after the meal. Some of the songs were very funny!

KEY a

13 Listen again and complete for Lucy.

- Play CD2:51. Pupils listen and do the activity.
- Play CD2:51 again. Pause to elicit and check answers.

KEY 2 windy, **3** beach, **4** fish, **5** tennis, **6** yes

14 Imagine you went to a party yesterday. Complete the table in Activity 13 for you. Then write in your notebook.

- Help a less imaginative class by brainstorming ideas.
- Remind pupils to help each other.

Home–School link

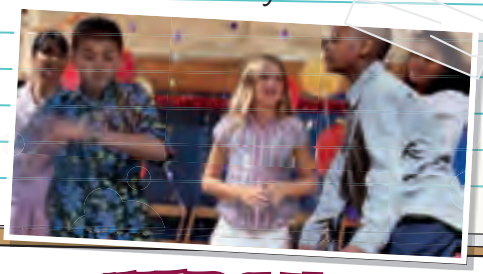
Ask pupils to say the sentence in PB Activity 15 to someone at home.

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12 **Read. Was yesterday fun for Harry?**



Harry's diary
Sunday, 19th April
Yesterday, there was a disco at school. Before the disco, I went to Mark's house for a pizza. Then we went to school together in his dad's car. All our friends were there. There was cool music at the disco but the room was too hot. After some dancing, our faces were like tomatoes! There were some dancing games and a dancing competition. A lot of the girls were good at dancing and Mark was good, too. He was one of the winners. It was a fun night.



13 **Read again and choose.**

1 The disco was at ***school / Mark's house***.
2 It was a disco for ***children / parents***.
3 The disco was on ***Saturday / Sunday***.
4 There was good ***food / music*** at the disco.
5 The children's ***faces / clothes*** were red.
6 ***Mark / Harry*** was good at dancing.

14 **Imagine you are Mark. Talk about the disco.**

Harry was at my house before the disco.

SOUNDS FUN!

15 2:48 **Listen, read and say.**

Thanks for the **ph**oto of the **th**ree **th**irsty ele**ph**ants.



Ending the lesson

- Volunteers read out what they have written for AB Activity 14. Take a class vote (L1) for the party that was the most fun!

OPTIONAL ACTIVITIES

School party
Groups of four plan a school party using the questions in the poster in PB Activity 12 to help. Encourage them to include other ideas, too.

Party poster
The same groups make a poster to advertise it.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
need

Recycled language
Places, was/were, snowmobile, entrance. They went ...

Materials
Audio CD

Starting the lesson

- Give the class two minutes to look at and read Episode 5 of Ice Island on PB p. 40.
- Divide pupils into two teams. Ask each team questions about Episode 5, e.g. *Who is in picture 1? (Jenny, the shop assistant, Dylan and Finn.) What does Jenny want to buy? (Gloves.) Who is in the changing room in picture 2? (Rufus and Ivan.) Are they happy? (No, they aren't.) Who is too thin? (Rufus.) Are Rufus and Ivan in a boat in picture 6? (No. Rufus is in a boat.)*
- Ask *Where do you think the thieves are going?* (Pupils speculate.)

PB page 48

Before reading/listening

- Ask the class questions about each picture. Use the pictures and context to teach *snowmobile* and *need*. Pupils answer or guess, e.g.
  (Picture 1) *What are Jenny and Finn doing? (They're running.) Why? (Because they want to talk to Captain Formosa quickly.)*
  (Picture 2) *Who are they talking about? (Rufus and Ivan.)*
  (Pictures 4 and 5) *Is it a boring day? (No, it's exciting!)*
  (Pictures 5 and 6) *Where are they going? (To Snow Mountain.)*

16 Listen and read. Then act.

- Play CD2:52. Pupils listen and follow the story.

Comprehension

- The class finish sentences about the story, e.g. Say *Finn says the thieves went into a ...* (shop). *Dylan says, 'Get in the ...'* (snowmobile). *He says the thieves were in their ...* (boat). *He says they went into a ...* (cave) *near ...* (Snow Mountain).
- Play the recording again. Pause for the class to repeat each line.
- Divide the class into five and allocate these parts: Jenny, Dylan, Finn, Captain Formosa, Dr Al.
- Play the recording again. Pause for pupils to repeat their character's lines.
- Ask seven volunteers to act out the story (Jenny, Dylan, Finn, Captain Formosa, Dr Al, Penn and Gwyn).

What happens next?

- Pairs predict (L1) what happens next.
- Volunteers tell the class their ideas.

AB page 48

15 Number the sentences in order.

- Pairs predict answers without looking at their Pupil's Books.
- Give pupils time to read the story again and do the activity.

KEY 2 b, **3** c, **4** a, **5** e

16 Read and draw.

- Give pupils time to do the activity.
- If your pupils need support, work with the whole class. Volunteers read out one or two sentences at a time, pausing for the class to draw.

17 Look at page 8. Find and write.

- Give pairs time to decipher the coded message.

KEY The (cave) entrance is near the (statue).

Pupils can now go online to Ice Island and enjoy the fun and games.

Ending the lesson

- Ask (L1) where they think the treasure came from, e.g. a shipwreck, pirates, a bank robbery.

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STORY

16 2:52 Listen and read. Then act.



Now go to Ice Island.

need, *Places, was/were, snowmobile, entrance. They went...*

OPTIONAL ACTIVITIES

Pairwork

Pupils secretly draw three more things in their picture in AB Activity 16. They take turns to tell a friend what they are, what colour they are and where they are. They add them to their picture, e.g. *There was a big shark in the sea, too. It was grey. It was very near the boat.*

Hot seat

Play Hot seat. A volunteer tries to guess which character from Ice Island the other children are describing. See p. 22.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
History – The *Mayflower*

New language
settlers

Recycled language
Seasons, was/were. They went ... They said ...

Materials
Audio CD

Background

- European explorers landed in North America in the late fifteenth and early sixteenth centuries. The first two successful English colonies were the Virginia colony in Jamestown in 1607, and the Pilgrims' Plymouth Colony in 1620. (Note that North America refers to the North American continent.)

Starting the lesson

- Write *the USA* on the board. Volunteers tell the class (L1) what they associate with it, e.g. *Hollywood, Brad Pitt, McDonald's, Disneyland.*
- Give pupils information from the *Background information* section above (L1.)

PB page 49

17 Listen and read. Then order the pictures.

- Volunteers describe the pictures.
- Play CD2:53. Pupils follow the text and order the pictures. Remind them to use the context to work out meaning if they can't remember a word.
- Play CD2:53 again. Pause to check answers.

KEY 1 b, **2** d, **3** c, **4** a

18 Read again and say. *True* or *false*?

- Tell pupils to read the statements.
- Give them time to do the activity.

KEY 1 True, **2** False (They were from Britain.) **3** False (They were hungry, and scared.) **4** True, **5** True, **6** False (There was a big meal.)

19 Cover Activity 17. Play the game.

- Pupils take it in turns to decide if the Native Americans or the settlers said the sentences.

AB page 49

18 Imagine you are on the *Mayflower*. Read and circle six things for your new life.

- Pupils compare ideas in pairs.

19 Listen and tick (✓) the things that were on the *Mayflower*.

- Play CD2:54. Pupils listen and tick.

There was a **doctor** on the *Mayflower*. **2:54**
His name was Doctor Fuller. We think there were some **hens** and **pigs** but they were the only animals. There were some **books**, and there were some **hats** and **clothes** for the cold winters in North America.

- Play CD2:54 again, pausing to check answers.

20 Read and write. Then listen and check.

- Draw pupils' attention to the text and ask (L1) what text type they think it is. Explain a *journal* is similar to a *diary.*
- Pupils read and write their answers.
- Play CD2:55 pausing before each space to elicit and check the answer.

Our first months here **were** very bad. **2:55**
My parents **were** very thin because there was no food. I **was** thin, too. We were very scared.
In the summer, I often **went** to the river with my Native American friends. I **was** good at fishing! Then, in the autumn, there was a big Thanksgiving party. We **said** thank you to the Native Americans for their help.

21 Look and write the rest of Samuel's journal in your notebook.

- Pupils use the information in the word bank to finish Samuel's journal.

Mini project

- Brainstorm celebrations in your country.
- Groups of four choose one of the countries. They research its history on the internet, taking notes.
- Groups present their mini project to the class.

Ending the lesson

- Pupils imagine it's 1620. They prepare questions to ask Samuel and roleplay the conversation with a friend.

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17 2:53 **Listen and read. Then order the pictures.**

SEARCH

In the autumn of 1620, 102 settlers went from Britain to North America. Their boat's name was the *Mayflower*.

a



b



Their first winter in North America was very cold and snowy. There was no food. The settlers were hungry and scared.

In the spring, some Native Americans went to see the settlers. 'We can help you,' they said. 'We are good at fishing and farming. We can teach you about food in this country.' The Native Americans were good teachers.

In the autumn, the settlers said, 'We've got a lot of food now. Let's have a party!'

A lot of Native Americans went to the party. There was a big meal and the settlers said, 'Thank you' to the Native Americans for all their help. This was the first Thanksgiving.

c



d



18 **Read again and say. *True* or *false*?**

1 The *Mayflower* was a boat.
2 The settlers were from North America.
3 Their first months in North America were fun.
4 The Native Americans were good farmers.
5 The Native Americans were kind.
6 There was no food at the first Thanksgiving party.

19 **Cover Activity 17. Play the game.**

A: 'Thank you.'
B: The settlers said, 'Thank you.'

1 'Thank you.'
2 'We can help you.'
3 'Let's have a party!'
4 'We can teach you.'
5 'We've got a lot of food now.'



OPTIONAL ACTIVITIES

Pairwork
Pupils imagine they have just arrived on the *Mayflower*. They tell a partner what was and wasn't on the boat.

Writing
Pairs write down five sentences about the *Mayflower* with *went*, *said* and *was/were*. Pairs read their sentences to another pair, but say 'buzz' instead of *went/said/was/were*. The other pair say the missing verb.

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Lesson 7

Lesson aims
To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Target language from Unit 6

Materials
Audio CD; A4 paper; Evaluation worksheet 6

AB pages 50–51

Starting the lesson

- Ask *Where's Bill? (He's in hospital.)* Ask *Is he good at skateboarding? (No, he isn't!)*
- A confident pupil reads the example.
- Say *I went to the shops on my skateboard yesterday. I said ...* Invite a volunteer to finish your sentence, e.g. *Help!* The volunteer says another sentence with went, e.g. *I went to the zoo yesterday. I said ...* They choose another pupil to finish their sentence, and to say another one with *went*. Continue. Tell pupils they can't repeat where they went or what they said.

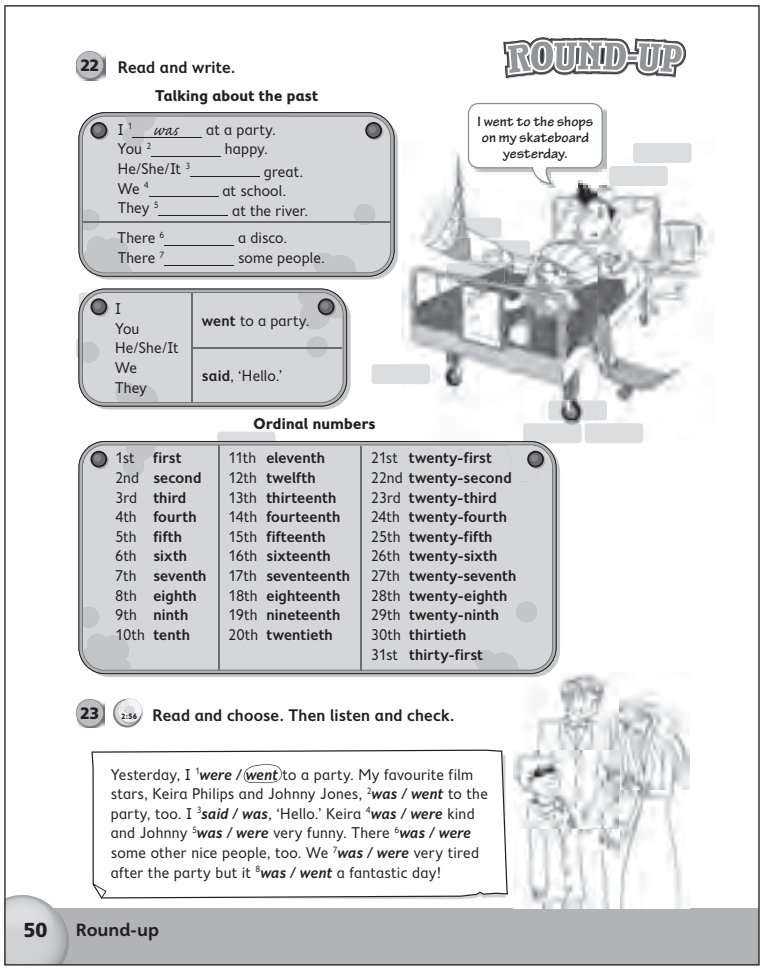
22 Read and write.

- Give pupils time to reread the Look! box on PB p. 45 or tell them to look at Grammar round-up on PB p. 71.
- Give pupils time to do the activity.

KEY 2 were, **3** was, **4** were, **5** were, **6** was, **7** were

Game

- Pairs write the months of the year on A4, cut them into separate 'cards', shuffle them and put them face down in a pile. They write ordinal numbers 1st to 31st on A4 and do the same, placing the cards face down in a separate pile.
- Pupils take it in turns to take a number card and a month card. They say the date, e.g. (1st June) *The first of June.* They remember or imagine where they were and what there was/were, e.g. *I was at school. There was an English test.*



ROUND-UP

22 Read and write.

Talking about the past

I 1 *was* at a party.
You 2 _____ happy.
He/She/It 3 _____ great.
We 4 _____ at school.
They 5 _____ at the river.

There 6 _____ a disco.
There 7 _____ some people.

I / You / He/She/It / We / They — **went** to a party. / **said**, 'Hello.'

I went to the shops on my skateboard yesterday.

Ordinal numbers

1st	first	11th	eleventh	21st	twenty-first
2nd	second	12th	twelfth	22nd	twenty-second
3rd	third	13th	thirteenth	23rd	twenty-third
4th	fourth	14th	fourteenth	24th	twenty-fourth
5th	fifth	15th	fifteenth	25th	twenty-fifth
6th	sixth	16th	sixteenth	26th	twenty-sixth
7th	seventh	17th	seventeenth	27th	twenty-seventh
8th	eighth	18th	eighteenth	28th	twenty-eighth
9th	ninth	19th	nineteenth	29th	twenty-ninth
10th	tenth	20th	twentieth	30th	thirtieth
				31st	thirty-first

23 2:56 Read and choose. Then listen and check.

Yesterday, I 1 ***were*** / ***(went)*** to a party. My favourite film stars, Keira Philips and Johnny Jones, 2 ***was / went*** to the party, too. I 3 ***said / was***, 'Hello.' Keira 4 ***was / were*** kind and Johnny 5 ***was / were*** very funny. There 6 ***was / were*** some other nice people, too. We 7 ***was / were*** very tired after the party but it 8 ***was / went*** a fantastic day!

50 Round-up

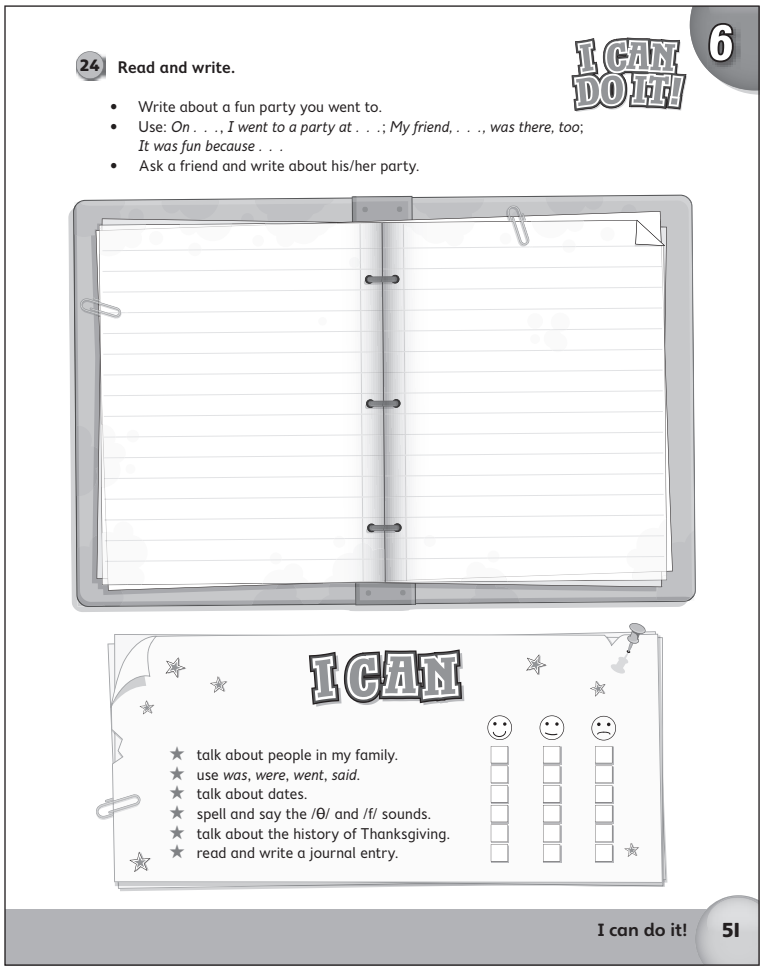
23 Read and choose. Then listen and check.

- Ask *Where were the people? (At a party.)*
- Give pupils time to do the activity.
- Play CD2:56. Pupils listen and check.
- Play CD2:56 again, pausing to elicit and check answers.

Yesterday, I **went** to a party. My favourite film stars, Keira Philips and Johnny Jones, **went** to the party, too. I **said**, 'Hello.' Keira **was** kind and Johnny **was** very funny. There **were** some other nice people, too. We **were** very tired after the party but it **was** a fantastic day! **2:56**

24 Read and write.

- Give pupils time to write.
- They tell a friend about their party. Listeners can take notes, but mustn't write everything down or look at their friend's work.
- Give pupils time to write about their friend's party.
- Fast finishers imagine they are having a party. They write a shopping list.



Self-evaluation

- Ask (L1) *What can you do to be a good learner?* e.g. It's important to come to class, to pay attention to the teacher, to ask questions if you don't understand, to do all the homework, to help your friends and to reflect regularly on what you have learned.
- Give pupils time to read and tick the boxes.

Evaluation

You can check your pupils' progress using Evaluation worksheet 6. See also teacher's notes p. 170.

Ending the lesson

- Discuss the I can … statements with the class. Encourage volunteers (L1) to explain their responses and to give examples. Ask what pupils found easy and more difficult. You could ask which activities they liked the most, too.

OPTIONAL ACTIVITIES

Pairwork

Pupils close their books. They write three ordinal numbers and ask a friend how to spell them, *e.g. How do you spell second? (S-E-C-O-N-D.)* If your class needs support, suggest they refer to AB p. 50 Activity 22.

Poster

See the notes on Poster 2, Introduction, p. 21.

NOTES

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Lesson 8

Lesson aims
To review the language of the previous two units

New language
South Africa

Recycled language
Family, Countries, Ordinal numbers, was/were. Can I buy ...? How much is/are ...? She went ...

Materials
Audio CD; DVD; magazine/internet photos of popular presents in your country (alternatively, use realia); Consolidation and extension worksheet 6

Starting the lesson

- Show the class the photos/realia you have brought. Ask (L1) what they have in common.
- Ask (L1) the class when they give people presents, e.g. birthdays, Christmas.
- Ask (L1) *Is it easy to choose presents?*

PB pages 50–51

20 Read and choose a present.

- Volunteers read the speech bubbles.
- Ask *What's this?/What are these?* for items a to e.
- Give pairs time to choose.
- When you're checking answers, encourage pupils to use complete sentences, e.g. (Number one) *Let's choose the sunglasses for Dan's grandparents.*

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

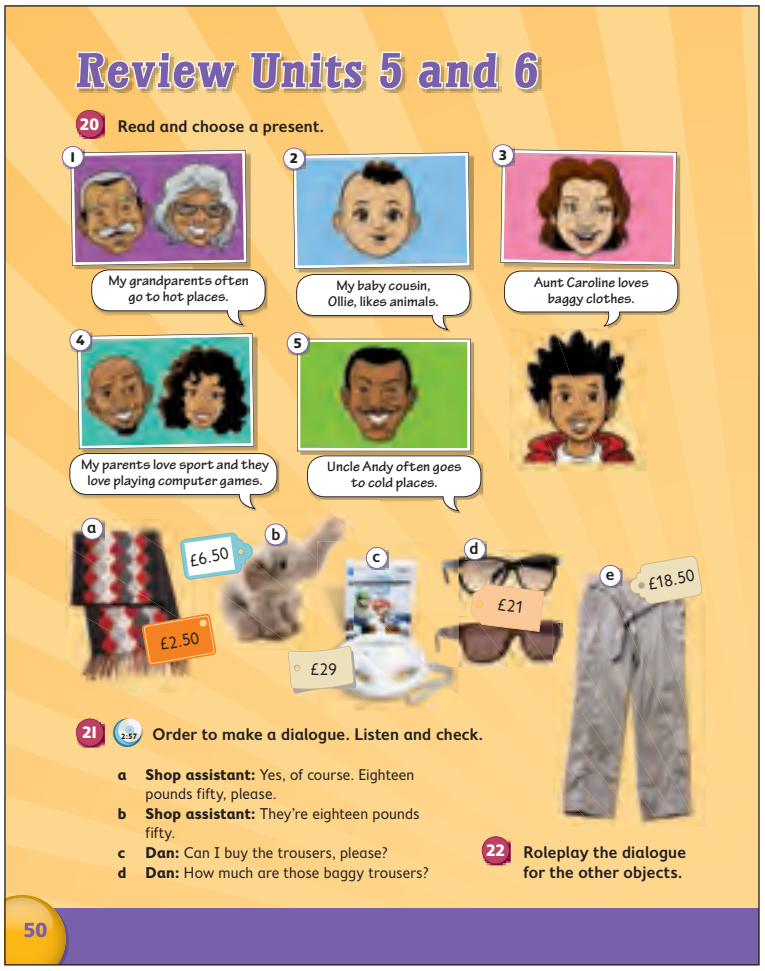
21 Order to make a dialogue. Listen and check.

- Give pupils time to do the activity.
- Play CD2:57. Pupils listen and check.

D=DAN SA=SHOP ASSISTANT **2:57**
D How much are those baggy trousers?
SA They're eighteen pounds fifty.
D Can I buy the trousers, please?
SA Yes, of course. Eighteen pounds fifty, please.

- Play CD2:57 again, pausing to elicit each sentence. If your class needs support, ask them to repeat each sentence in chorus, too.

KEY 1 d, **2** b, **3** c, **4** a



22 Roleplay the dialogue for the other objects.

- Give pairs time to do the activity.
- Volunteers perform for the rest of the class.

23 Look and say.

- Volunteers describe the picture. This is a good opportunity to recycle language, e.g. ask *What's Kathryn wearing? (She's wearing a red dress and red shoes.)*
- Ask a confident pupil to read out the example speech bubble. Ask *Is she in Britain now?*
- Give pairs time to do the activity.

KEY Kathryn went to South Africa on the third of March.
Kathryn went to Greenland on the twenty-second of June.
Kathryn went to the USA on the thirty-first of August.
Kathryn went to Italy on the fifth of October.
Kathryn went to Australia on the nineteenth of December.



24 Look and say. Then listen and check.

- Ask about the pictures, e.g. (Picture 1) *Is it light? (No, it isn't. It's dark.) What time is it? (It's four o'clock in the afternoon.)*
- Ask a volunteer to read out the example speech bubble.
- Give pairs time to do the activity.
- Play CD2:58. Pupils listen and check.

2:58

1 In Britain, the evenings were too dark.
2 In South Africa, the sea was too cold.
3 In Greenland, the nights were too light.
4 In the USA, the horses were too small.
5 In Italy, the clothes were too expensive.
6 In Australia, the sun was too hot.

- Play CD2:58 again, pausing for the class to repeat each sentence.

Now watch the DVD.

Consolidation and extension worksheet 6

Pupils complete the Consolidation and extension activities on worksheet (6). See also teacher's notes p. 198.

Ending the lesson

- Ask pupils what their favourite dates of the year are. *Why?*

OPTIONAL ACTIVITIES

Pairwork

Pupils imagine different countries or places they went to on a round-the-world tour. They write one sentence about each using *too* and an adjective, e.g. *I went to London. It was too big. I went to Africa. It was too hot.* They tell a friend.

Group work

In pairs, pupils say sentences like those in PB Activity 20, about their family members. Pupils help each other to choose a present for each family member.

NOTES

7 School

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
interesting, boring, exciting, scary, difficult, easy

Recycled language
was, funny

Materials
Audio CD

Optional materials
Matching pairs of word cards using the adjectives from this lesson, one card per pupil

Starting the lesson

- Ask (L1) the class if they like writing. *Why (not)?* Ask pupils what they write on a normal day, e.g. emails to friends, a note to their parents, 'chat' on the computer, homework.
- Ask (L1) if they think story-writing is easy or difficult. *Why?* Ask *Are you good at writing stories?*

PB page 52

1 Listen and read. Why are Emma and Robbie scared?

- Ask *Who can you see in picture 1? (Emma and Robbie.) What do you think they're talking about?* (Pupils guess.) *Who is on the bus with them? (Dan.) What's he got? (A green hand!)*
- Play CD3:01 while pupils listen, follow the text and find the answer to the question.

KEY They are scared because they think they can see the green hand from Dan's story.

Presentation

2 Listen, find and say.

- Play CD3:02. Pause for pupils to find and say the letters and adjectives.
- Play CD3:02 again, pausing for pupils to say each word again and mime.

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

3 Talk about these things.

- Tell the class what you think. Pupils are usually motivated by finding out about their teacher.
- Give pairs time to do the activity.
- Volunteers tell the class their ideas.

Game

- Each pupil has a word card you've prepared.
- Pupils mingle, saying their adjective.
- When they find a pupil who has the same adjective, they sit down together. If their word is, e.g. *boring*, they talk about things that they think are boring, e.g. (Pupil A) *I think computer games are boring.* (Pupil B) *I think they're exciting!*
- Volunteers tell the class their ideas.

AB page 52

1 Complete the words.

- Give pupils time to complete the words. You could turn this into a competition. See who can finish first.

KEY 2 difficult, **3** exciting, **4** boring, **5** interesting, **6** scary

2 Look and write for you. Use words from Activity 1.

- Ask volunteers to tell the class their ideas.

3 Listen and write for Maddy.

- Pupils predict the answers.
- Play CD3:03. Pupils listen and write the adjectives.

3:03

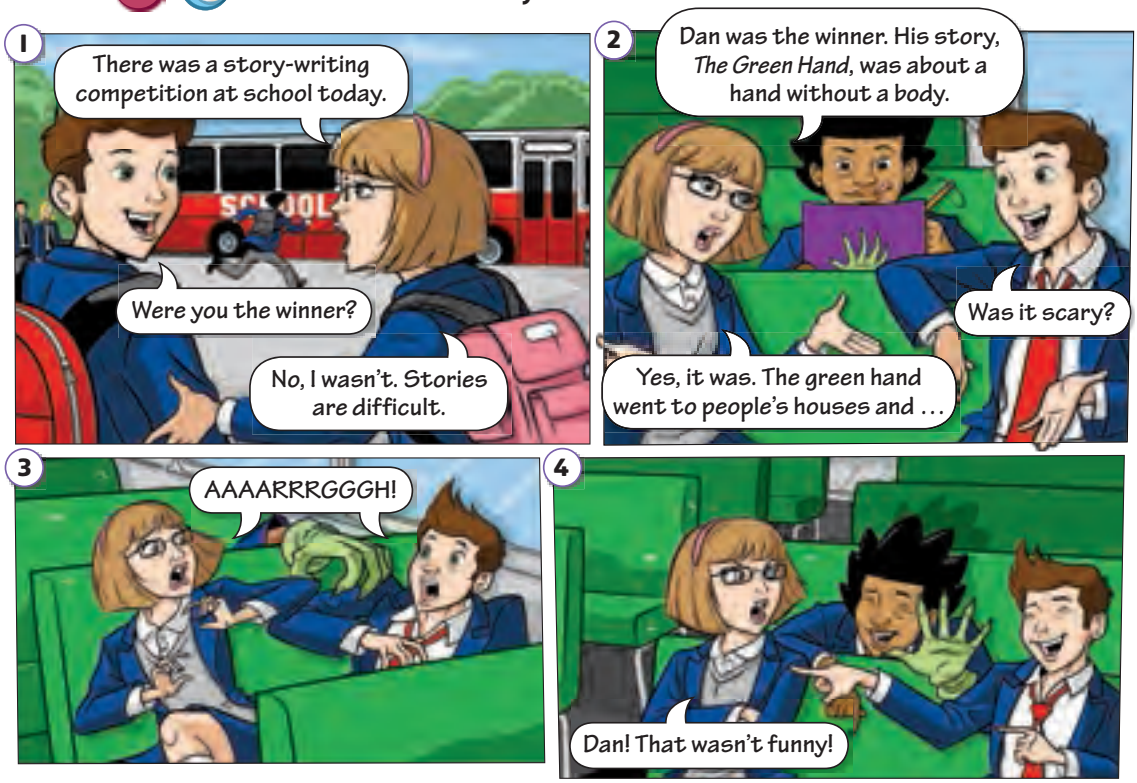
My first English book was the *First Book of Words*. It was **easy**. (1)
Our school book in the spring was *The Adventures of 009*. It was **exciting**. (6)
Our school book last year was *Dinosaurs*. It was **interesting**. (4)
Our teacher's favourite book last year was *Fun with Numbers*. It was **difficult**. (5)
Our school book in the summer was *Anna and the Aliens*. It was **scary**. (3)
My mum has got a book called *Pens and Pencils*. It's very **boring**. (2)

- Give them time to finish writing, then play CD3:03 again. Pause after each title to elicit and check the answer.

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7 School

1 3:01 **Listen and read. Why are Emma and Robbie scared?**



2 3:02 **Listen, find and say.**



3 **Talk about these things.**

Snakes are scary.

- snakes
- playing football
- skateboarding
- holidays
- birthdays
- riding a bike
- books about monsters

interesting, boring, exciting, scary, difficult, easy, *was*, *funny*

Ending the lesson

- Pupils write three sentences about three different TV programmes they watched last week, using adjectives from this lesson, e.g. *Dr Who was exciting.* They read their sentences, but omit the adjective. The class guess.

OPTIONAL ACTIVITIES

Spelling game: How do you spell …?
Divide the class into two teams. Ask the question How do you spell …? using adjectives from this lesson.

Hangman
Play using the adjectives from this lesson. See p. 22.

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Lesson 2

Lesson aims
To review the vocabulary of Lesson 1; to present the new structure

Target language
Was it ...? Yes/No, it was/wasn't. Were there any ...? Yes/No, there were/weren't.

Recycled language
was/were

Materials
Audio CD

Starting the lesson

- Write the adjectives from Lesson 1 on the board, jumbled up, e.g. *tegcxiin* (exciting), *aysrc* (scary), *fficdiult* (difficult). See which pair can unscramble them first.

PB page 53

4 Listen and read. Then look and say.

- Give pupils time to look at the table. Read the story titles together.
- Play CD3:04 while pupils follow 1–4 in their books. Pause after each question and answer to give pupils time to find and say the correct story.
- Play CD3:04 again. Pause for the class to repeat each question and answer in chorus.

KEY 2 Story b, **3** Story c, **4** Story b

Presentation

- Give pupils time to read the Look! box.
- Draw their attention to the contractions *wasn't* and *weren't*. Say *was* (hold up one finger), *not* (hold up a second finger) and *wasn't* (move your fingers together).
- If your class needs support, ask pupils to underline the examples of *was/were* in Lesson 1 PB Activity 1.

5 Listen, look and say.

- Play CD3:05. Pause after each question to give pupils time to find the information in Activity 4 and say the answer.
- Play the recording again. Pupils say the answer in chorus after each question.

1 Was Mike Goes to Mars exciting? (No, it wasn't.) **3:05**
2 Was Island Adventure scary?
3 Were Mike Goes to Mars and Nile Princess scary?
4 Were Nile Princess and Island Adventure exciting?
5 Were there any children in Island Adventure?
6 Was there an alien in Mike Goes to Mars?
7 Was there an alien in Nile Princess?

KEY 2 Yes, it was. **3** No, they weren't. **4** Yes, they were. **5** Yes, there were. **6** Yes, there was. **7** No, there wasn't.

6 Play the guessing game.

- In pairs, pupils take it in turns to ask questions about the books in Activity 4 to guess which one their partner has chosen.

AB page 53

4 Read. Then match.

- Ask *What is Emma thinking about?* (Pupils guess.)

KEY 2 a, **3** f, **4** d, **5** b, **6** e

5 Find and write questions about your first day at school. Then write the answers.

- Give pupils time to reorder the words and write the questions. Then they write the answers.

KEY 1 I was (five). **2** Was your teacher kind? **3** Were the lessons difficult? **4** Were you happy?

6 Write about the first time you did your favourite sport in your notebook.

- Give pupils time to write. If you have pupils who aren't sporty, ask them to write about the first time they did a new sport at school.



Pupils can now go online to Ice Island and find the backpacks that Penn and Gwyn are holding. They are above ground, to the right of the entrance to the caves. Once pupils click on the backpacks they are taken to a supplementary language game based on the vocabulary in this unit.

Ending the lesson

- Volunteers tell the class what their friend wrote for AB Activity 6.

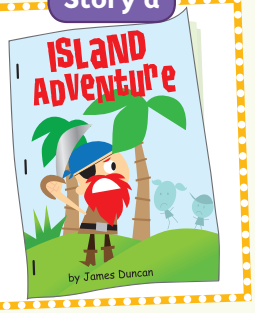
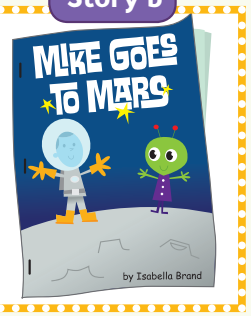
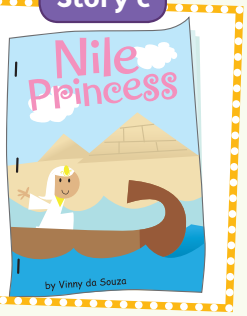
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4 3:04 Listen and read. Then look and say.

1 Were they exciting? Yes, they were.
2 Was it exciting? No, it wasn't.
3 Were there any children in it? No, there weren't.
4 Was there an alien in it? Yes, there was.

Story a and Story c.

Story Competition Winners

	Story a	Story b	Story c
			
exciting	✓	✗	✓
scary	✓	✗	✗
funny	✗	✓	✗
children	✓	✓	✗
an alien	✗	✓	✗

5 3:05 Listen, look and say.

1 Was *Mike Goes to Mars* exciting?

No, it wasn't.

6 Play the guessing game.

A: Was it exciting?
B: Yes, it was.
A: Were there any children in it?
B: Yes, there were.
A: It was *Island Adventure*.

LOOK!

Was it scary?	Yes, it **was**. No, it **wasn't**.
Were they the winners?	Yes, they **were**. No, they **weren't**.
Was there an alien in it?	Yes, there **was**. No, there **wasn't**.
Were there any children in the story?	Yes, there **were**. No, there **weren't**.



OPTIONAL ACTIVITIES

Pairwork
Pupils choose three books they've read. They draw and complete a table (see PB Activity 4). Suggest they vary the words in the left-hand column. They ask a friend about their books.

Group work
Pupils think about a first-time experience. They take it in turns to ask one group member about their experience. Brainstorm ideas if necessary, e.g. *The first time I went on a plane/to an English class/to a zoo.*

Lesson 3

Lesson aims
To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language
School subjects. It wasn't ... They weren't ...

Recycled language
Adjectives, was/were, Days of the week

Materials
Audio CD

Optional materials
Two sets of cards per group of four: a mix of one and two school subjects per card *(Art, Geography, History, Maths, PE, Science* and verb cards *(was/were, wasn't/weren't)*

Starting the lesson

- Ask *What is your favourite day of the week? Why?*

PB page 54

Presentation

7 Listen, find and say.

- Give pupils time to look at the pictures.
- Play CD3:06. Pause for pupils to find and say the words and letters.
- Play CD3:06 again. Pause after each word and ask, e.g. *Who likes Geography? Hands up!*

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

8 Listen, read and sing.

- Play CD3:07. Pupils follow in their books.
- Play the song again. Encourage pupils to sing.
- Divide the class into two groups. Play the song again. Each group sings every other line.

Group work

- Groups of four make up alternative verses to the song by changing the school subjects.
- Groups sing their new verses for the class.

Presentation

- Ask pupils to read the Look! box.
- Remind them to use the contractions *wasn't* and *weren't*.
- Support your class by having them repeat the examples in chorus after you.

9 Listen and read. Then look and say.

- Play CD3:08. Pupils follow 1–4 in their books. Pause for pupils to say the correct subject(s).
- Play CD3:08 again, pausing for pupils to repeat.

KEY 1 Art **2** History and English, **3** Geography, **4** Science and PE

10 Play the game.

- Pairs take it in turns to make true and false sentences about the girl's timetable. The listener corrects the false ones.

AB page 54

7 Find and circle six words. Then find and write the answer.

- Give pairs time to do the activity.

KEY E**GEOGRAPHY**NG**PE SCIENCE**L**MATHS**
ARTISH**HISTORY** English

8 Look and write. Then listen and choose. *True* or *false*?

- Check answers, then play CD3:09 while pupils listen and circle.

Last week was a fantastic week! PE and Geography are sometimes boring but last week they weren't boring. They were really good fun. Geography was interesting but it wasn't easy. Hmm ... Geography was difficult last week. History was fun. Maths was very interesting and it was easy, too. Maths and Science were both very easy. And Art – well, I usually like Art. There was an Art lesson on Tuesday. Art was the only bad thing in the week. It was very boring. **3:09**

- Play CD3:09 again, pausing to check answers.

KEY 2 Geography wasn't easy. (True) **3** History was fun. (True) **4** Maths wasn't interesting. (False) **5** Science and Maths weren't difficult. (True) **6** Art was exciting. (False)

9 Write about your lessons last week in your notebook.

Ending the lesson

- Volunteers read out what they have written for AB Activity 9. They pause before the adjectives for the class to guess.

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SONG

7 3:06 **Listen, find and say.**



8 3:07 **Listen, read and sing.**

9 3:08 **Listen and read. Then look and say.**



Monday	Tuesday	Wednesday	Thursday	Friday
Maths Art Geography	English Science Maths	Geography History Maths	English Science PE	History English Maths

1 It was on Monday but it wasn't on Wednesday.
2 They were on Friday but they weren't on Monday.
3 It was on Wednesday but it wasn't on Friday.
4 They were on Thursday but they weren't on Friday.

LOOK!

Last year, Maths **wasn't** easy.
The lessons **weren't** fun.

10 **Play the game.**

A: PE was on Wednesday.
B: False. It wasn't on Wednesday. It was on Thursday.

OPTIONAL ACTIVITIES

Card game
Groups of four place the subject and verb cards you've prepared face down. They take it in turns to take a subject card and a verb card to make true sentences about last week with an appropriate adjective, e.g. *History was easy.*

Pairwork
In pairs, pupils play the game in PB Activity 10 again. They say true and false sentences about their own school subjects last week.

Lesson 4

Lesson aims
To develop reading, writing, listening and speaking skills; to use apostrophes correctly; phonics /nt/

Recycled language
was/were, School subjects, Adjectives, Places, wasn't/weren't. We went ...

Materials
Audio CD

Starting the lesson

- Ask (L1) pupils if they've ever been on a school trip. If so, where?

PB page 55

11 Read and match.

- Ask *What can you see in the photos?* Revise *bats, cave* and *waterfall.* Pupils speculate about picture c.
- Give pupils time to read and to do the activity.

KEY 1 a, **2** c, **3** b

12 Read again and say. *True* or *false*? Correct the false sentences.

- Ask pupils to read the sentences before they read the texts again. Explain this will help them to focus on the relevant information.
- Give pupils time to read. They answer and correct with a friend.

KEY 1 False (She was on a History trip.) **2** True **3** False (They were at a lake in the hills.) **4** True **5** False (It was exciting and scary.) **6** False (There were a lot of bats.)

13 Listen, read and say.

- Play CD3:10 twice. Pause after each sentence for pupils to repeat.
- Elicit the full version of the contracted words, e.g. *doesn't = does not*. Tell pupils we use contractions because it's easier to say the words.

AB page 55

10 Listen and read. Write the apostrophes (').

- Write on the board *I dont understand!* Invite a volunteer to add the apostrophe *(don't)*. Explain that apostrophes indicate a contraction.
- Play CD3:11. Give pairs time to do the activity.
- Volunteers write the corrected words on the board.

'I **can't** do my Science homework,' I said to my parents yesterday. 'Can you help?' **3:11**
'Sorry!' said Dad. 'I **haven't** got time. Ask your sisters.'
'They **aren't** here,' I said.
'Your dad **hasn't** got time because he **doesn't** know the answers,' said Mum.
'He **wasn't** very good at Science at school. But I can help. Science is easy.'
'Thanks, Mum. This is the homework,' I said.
After a long time, Mum said, 'I **don't** understand. There **weren't** any questions about those things in my Science lessons. Maybe Science **isn't** easy!'

11 Listen. Where was Suzy's school trip?

- Pupils use the picture to predict the answer.
- Play CD3:12. Pupils listen and answer.

B = BOY S = SUZY **3:12**

B Hi, Suzy. Were you on your school trip yesterday?
S No, not yesterday. We went on Thursday. We were **in London**. There were some beautiful statues and some interesting pictures, too.
B Why were you there?
S It was an Art trip. We're learning about artists from around the world. London has got art from a lot of different countries: Egypt, China, Spain, France, the USA and Britain, of course.
B Was it an interesting day?
S Yes, it was. It was very interesting but we were very tired after the trip. There was a lot of walking!
B Walking?! I always go to London by train.
S Yes, we went by train and then by bus. But in the afternoon there weren't any buses and it was a very long walk!

12 Listen again and choose.

- Play CD3:13. Pupils listen and do the activity.

KEY 2 statues, **3** an Art, **4** interesting, **5** tired, **6** buses

13 Read and write about your last school trip.

- Pupils read and imagine a school trip if they haven't been on one.

Home–School link

Pupils ask their family about their favourite trip.

Ending the lesson

- Play Hot seat with the class. See p. 22. Pupils guess possible school trip destinations in your country.

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11 **Read and match.**

SEARCH

We love . . .

SCHOOL TRIPS

Where were you on your last school trip?

1 Our Science trip yesterday was exciting but scary, too. We went to a cave. In some places, there weren't any lights and the cave was very dark. There were a lot of bats. Yuk!

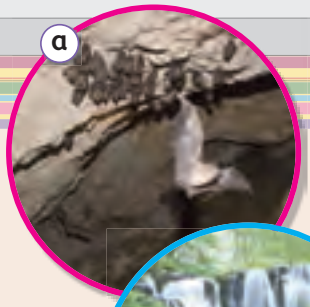
Oliver, 10, Birmingham

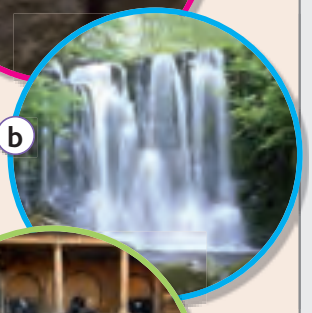
2 Last summer, our History lessons were about the Romans. My class went to some old Roman baths. They were really interesting. There were some funny people in Roman clothes, too!

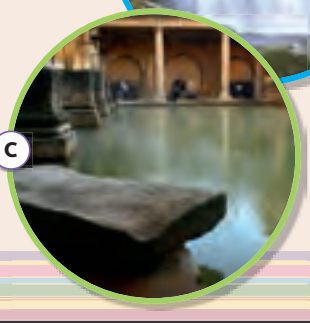
Louisa, 10, Bristol

3 On Thursday, I wasn't at school. I was on a Geography trip at a lake in the hills. The river in my city starts at this lake. We went to a waterfall on the river, too. It wasn't very big but it was really beautiful.

Sam, 11, Leeds







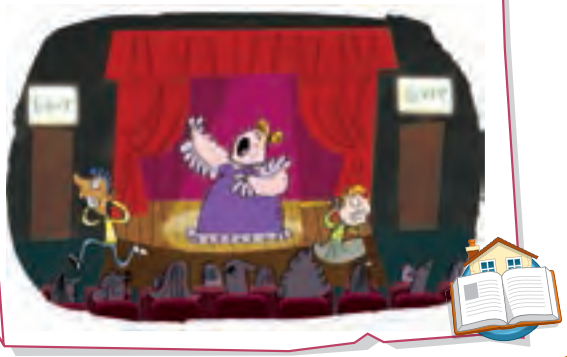
12 **Read again and say. *True* or *false*? Correct the false sentences.**

1 Louisa was on a Geography trip last summer.
2 There were some funny people at the baths.
3 Sam and his class were in a city.
4 There was a waterfall on the river.
5 Oliver's Science trip was boring.
6 There weren't any animals in the cave.

SOUNDS FUN!

13 3:10 **Listen, read and say.**

She can**'t** sing but she does**n't** care.
It was**n't** a problem.
We were**n't** there.



OPTIONAL ACTIVITIES

Poster
Groups of four imagine an ideal school trip they went on in your country or abroad. They make a poster about it. Take a class vote to choose the best.

Pairwork
Pairs write five true and false sentences about different school trips they've all been on. They swap with another pair and answer, e.g. *There was a lake in Madrid. (True! It was in the park.)*

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Recycled language
Places, School subjects, Adjectives, was/wasn't

Materials
Audio CD

Starting the lesson

- Ask *Where are Rufus and Ivan? (In a boat.)* Pupils work in pairs and tell each other, from memory, what they know about Rufus and Ivan. Support your pupils by writing the first part of sentences on the board for them to finish, e.g. *Rufus is (tall/bad/thin). Ivan is (short/bad/fat). They are both (bad/thieves). They want (the treasure).*
- Pairs predict what they think will happen in Episode 7. Volunteers tell the class.

PB page 56

Before reading/listening

- Ask the class questions about each picture and teach *Be careful!* Pupils answer or guess, e.g.
(Picture 1) *What can you see? (The children, Dr Al, a statue.)*
(Picture 2) (L1) *What are they looking for? What are Penn and Gwyn looking at?*
(Picture 3) (L1) *What's happening?*
(Picture 5) *Where are the children? (In a cave.)*
(Picture 7) *What has Rufus got? (The treasure!)*

14 Listen and read. Then act.

- Play CD3:14. Pupils listen and follow the story.

Comprehension

- Ask the class true/false questions about the story, e.g. *The children can see the cave in pictures 1 and 2.* (False.) *Dylan is good at Geography.* (True.) *Dylan finds the cave.* (False. Finn does.) *Finn thinks it was exciting.* (True.) *The children are too late.* (True.)
- Play CD3:14 again. Pause for the class to repeat each line in chorus.
- Divide the class into six and allocate these parts: Jenny, Dylan, Finn, Dr Al, Rufus, Ivan.
- Play CD3:14 again. Pause for pupils to repeat their character's lines.
- Ask eight volunteers to act out the story (Jenny, Dylan, Finn, Dr Al, Rufus, Ivan, Penn and Gwyn).

What happens next?

- Pairs predict (L1) what happens next.
- Volunteers tell the class their ideas.
- Take a vote to find the most popular idea.

AB page 56

14 Read and write.

- Give pupils time to do the activity.
- Pairs compare answers before you check.

KEY 2 see, isn't, **3** Geography, **4** thieves, **5** got, **6** too

15 Look and write.

- Volunteers describe the picture.
- Pupils have their PB closed. Give them time to complete the captions.

KEY 1 scary, **2** exciting

Group work

- Pairs choose three more sentences from the speech bubbles in the story. They write them on a piece of paper, with gaps. They exchange sentences with another pair and complete without looking at their books.

16 Look at page 8. Find and write.

- Give pairs time to decipher the coded message.

KEY The (cave) is under the (mountain). The treasure is in the (boat).

Pupils can now go online to Ice Island and enjoy the fun and games.

Ending the lesson

- Ask (L1) pupils what they think the treasure is, e.g. gold bars, diamonds, jewellery, or something different. *What?* You could take a class vote!

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14 3:14 Listen and read. Then act.



Now go to Ice Island.

OPTIONAL ACTIVITIES

A school trip
Pairs imagine they went on a school trip to Ice Island. Brainstorm ideas about what kind of trip it was, where they went, the day they went, what there was and who was there.

Guessing game
In pairs, pupils look through the last two episodes of Ice Island and choose and say five speech bubbles.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Social science – School of the Air in Australia

Recycled language
was/were, Places, wasn't/weren't, Adjectives, Animals

Materials
Audio CD; a world map/globe

Starting the lesson

- Write *suatrAali* on the board. Ask pupils to rearrange the letters to make a country name *(Australia).* Ask a volunteer to point to Australia on your map/globe.
- Ask (L1) the class if they think Australian schools are similar to schools in your country.

PB page 57

15 Listen and read. Who were Tara's friends?

- Ask about the photos, e.g. *How old was Tara in this photo? (She was eleven.)*
- Play CD3:15. Pupils listen, follow the text and find the answer to the question. Remind them to use the context to work out meaning if they can't remember a word or to help them understand a new one.
- Ask them what they think *radio* and *kilometre* mean in your language.
- Play the recording again. Pause to check the answer.

KEY They were the animals.

16 Read again and say.

- Ask pupils to read the questions first. Ask (L1) them to tell you why this is a good idea. (It will help them focus on the most relevant parts of the text.)
- Give them time to read. They say the answers to a friend.

KEY 1 No, it wasn't. (It was in the middle of the desert in Australia.) **2** Yes, there were. (Horses and a pet kangaroo.) **3** No, there weren't. (They were on a radio at home.) **4** Yes, there was. (The teacher was on a radio in the city.) **5** No, there wasn't. (They were every year.) **6** Yes, they were.

17 Imagine you live in Tara's first home. Ask and answer.

- Give pairs time to ask and answer, and to swap roles.
- Ask confident volunteers to come to the front. The class asks them the questions.

AB page 57

17 Look and write questions. Then answer for Tara.

- Give pupils time to do the activity.
- Encourage collaboration. Ask pairs to compare their work before you check answers.

KEY 2 Were there any horses on your farm? Yes, there were.
3 Was there a radio in your house? Yes, there was.
4 Was there a TV in your house? No, there wasn't.
5 Were there any teachers near your house? No, there weren't.

18 Listen and write.

- Give pupils time to read the interview.
- Play CD3:16. Pupils listen and complete.

T=TARA I=INTERVIEWER **3:16**

T And then we went to the USA and I went to **school** there.
I **Were** you happy at your new school?
T No, I **wasn't.** It was very **scary** in a class with lots of other children.
I **Were** your teachers good?
T Yes, they were. But the **Maths** and English lessons were too **easy** and the History and Geography lessons were too **difficult**.
I What was your favourite subject?
T **PE**. I was in the basketball team. It was very **exciting**. In Australia, there **weren't** any ball sports in PE because there weren't any other children!

- Play the recording again, pausing before each space to elicit and check the answer.

19 Write about your first school in your notebook.

- Give pupils time to write.

Mini project

- Pupils do the mini project at home. How do they think their parents' or grandparents' schools were similar to or different from their own school?

Ending the lesson

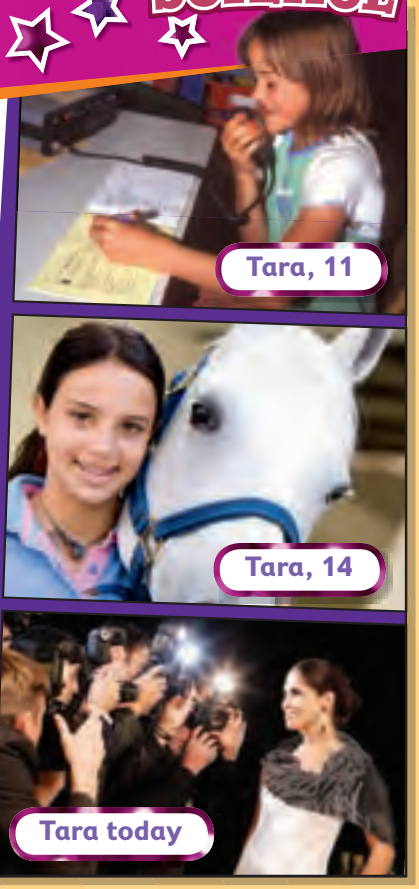
- Ask (L1) the class if they would like to study by themselves like Tara did. *Why (not)?*

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15 3:15 Listen and read. Who were Tara's friends?

SOCIAL SCIENCE

Star Interview!



A lot of people know about your life as a film star in Hollywood. But where was your home when you were a child?
In the middle of the desert in Australia. It was 200 kilometres from other children and 500 kilometres from a city!

Was it very boring?
No, it wasn't. It was interesting. There were horses on our farm and a pet kangaroo. The animals were my friends.

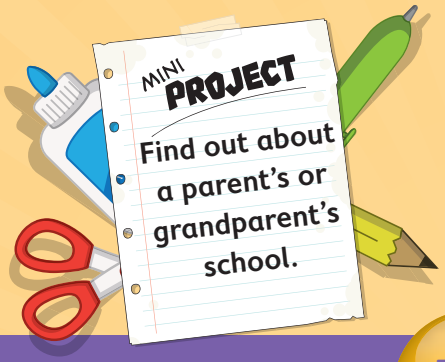
Where was your school?
My lessons weren't in a school. My teacher was on a radio in the city and I was on a radio at home. There were other students on the radio, too, and every year there was a big party in the city. I was shy with the other children but it was always a very exciting day.

16 **Read again and say.**

1 Was Tara's first home in Hollywood?
2 Were there any animals on her farm?
3 Were her lessons in the city?
4 Was there a teacher?
5 Was there a party every month?
6 Were the parties exciting?

17 **Imagine you live in Tara's first home. Ask and answer.**

1 Is your life interesting?
2 Who are your friends?
3 What do you do every day?
4 Do you like your lessons? Why?/Why not?



OPTIONAL ACTIVITIES

Writing
Pupils write three more questions to ask Tara about her life in Australia, similar to those in AB Activity 17.

Roleplay
Pupils take it in turns to roleplay Tara and an interviewer. The interviewer asks about her life in Australia and the USA. They use the ideas in AB Activities 17 and 18 to help.

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Lesson 7

Lesson aims
To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Target language from Unit 7

Materials
Audio CD; Evaluation worksheet 7

AB pages 58–59

Starting the lesson

- Ask the class *Does Bill like the music? (Yes, he does.) Does his mum like the music? (No, she doesn't!) Does the cat like the music? (No, it doesn't!) Is Bill good at playing the violin? (No, he isn't!)*
- Ask two confident pupils to read the speech bubbles.
- Pairs roleplay Bill and his mum. Bill asks his mum questions about what he was good at at school, e.g. Bill: *Was I good at Maths at school?* Mum: *No, you weren't.*
- Pupils swap roles. Bill could also ask his mum about what she was good at at school.

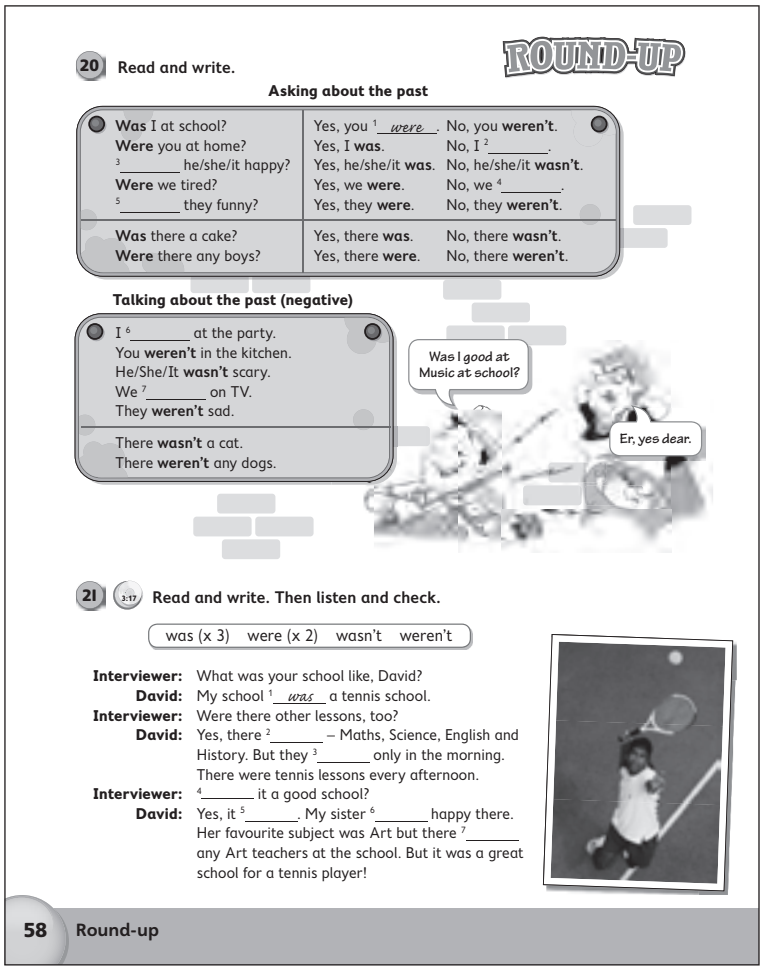
20 Read and write.

- Give pupils time to reread the Look! boxes on PB p. 53 and 54 or tell them to read Grammar round-up on PB p. 71. Remind them it's important to check if they can't remember something, not just to guess.
- Give pupils time to do the activity.

KEY 2 wasn't, **3** Was, **4** weren't, **5** Were, **6** wasn't, **7** weren't

Game

- Write five times and days on the board, e.g. *half past seven/Sunday morning.* Pairs guess where their partner was at these times and on these days last week, e.g. Pupil A: *Were you in bed at half past seven on Sunday morning?* Pupil B: *No, I wasn't.* Pupil A: *Were you at the swimming pool?* Pupil B: *Yes, I was.*
- Write extra times/days on the board for fast finishers to ask and answer about.



ROUND-UP

20 Read and write.

Asking about the past

Was I at school?	Yes, you [1] *were*.	No, you **weren't**.
Were you at home?	Yes, I **was**.	No, I [2] _____.
[3] _____ he/she/it happy?	Yes, he/she/it **was**.	No, he/she/it **wasn't**.
Were we tired?	Yes, we **were**.	No, we [4] _____.
[5] _____ they funny?	Yes, they **were**.	No, they **weren't**.
Was there a cake?	Yes, there **was**.	No, there **wasn't**.
Were there any boys?	Yes, there **were**.	No, there **weren't**.

Talking about the past (negative)

I [6] _____ at the party.
You **weren't** in the kitchen.
He/She/It **wasn't** scary.
We [7] _____ on TV.
They **weren't** sad.

There **wasn't** a cat.
There **weren't** any dogs.

Was I *good at Music at school?*

Er, *yes dear.*

21 3:17 Read and write. Then listen and check.

was (x 3) were (x 2) wasn't weren't

Interviewer: What was your school like, David?
David: My school [1] *was* a tennis school.
Interviewer: Were there other lessons, too?
David: Yes, there [2] _____ – Maths, Science, English and History. But they [3] _____ only in the morning. There were tennis lessons every afternoon.
Interviewer: [4] _____ it a good school?
David: Yes, it [5] _____. My sister [6] _____ happy there. Her favourite subject was Art but there [7] _____ any Art teachers at the school. But it was a great school for a tennis player!

58 Round-up

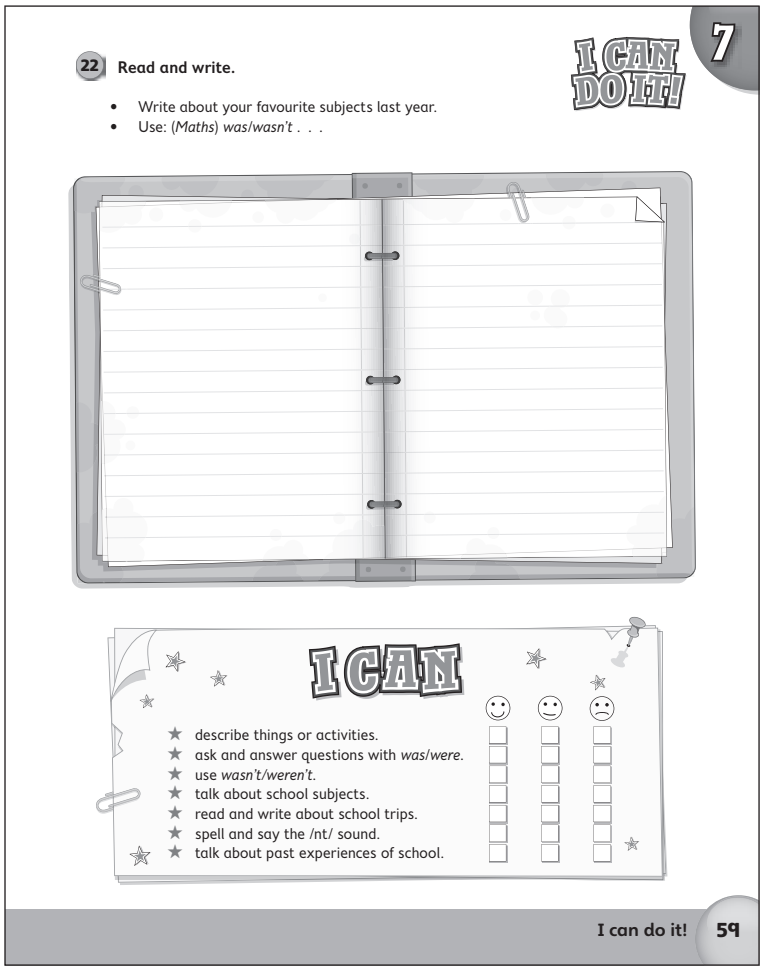
21 Read and write. Then listen and check.

- Ask *What can you see in the photo?*
- Tell pupils to quickly read the text before they write. Remind them understanding the context will help them choose the right answers.
- Play CD3:17. Pupils listen and check their answers.

I=INTERVIEWER D=DAVID **3:17**

I What was your school like, David?
D My school **was** a tennis school.
I Were there other lessons, too?
D Yes, there **were** – Maths, Science, English and History. But they **were** only in the morning. There were tennis lessons every afternoon.
I **Was** it a good school?
D Yes, it **was**. My sister **wasn't** happy there. Her favourite subject was Art but there **weren't** any Art teachers at the school. But it was a great school for a tennis player!

- Play CD3:17 again, pausing to elicit and check answers.



22 Read and write.

- Give pupils time to write.
- Encourage collaboration. Pupils read their work to a friend, who comments on it in English, e.g. Pupil A: *Maths was my favourite subject.* Pupil B: *Really? I think Maths was difficult.* Encourage them to suggest improvements, too.

Self-evaluation

- Ask (L1) *What can you do to be a good learner?* e.g. It's important to come to class, to pay attention to the teacher, to ask questions if you don't understand, to do all the homework, to help your friends and to reflect regularly on what you have learned.
- Give pupils time to read and tick the boxes.

Evaluation

You can check your pupils' progress using Evaluation worksheet 7. See also teacher's notes p. 171.

Ending the lesson

- Discuss the I can ... statements with the class. Encourage volunteers (L1) to explain their responses and to give examples. Ask what pupils found easy and more difficult. You could ask which activities they liked the most, too.

OPTIONAL ACTIVITIES

True/False game

In pairs, pupils take it in turns to say where they were at different times and on different days last week. Listeners guess if it's true or false, e.g. Pupil A*: I was on the beach on Sunday at ten o'clock.* Pupil B: *False! You weren't.* Pupil A: *Wrong! I was.*

Noughts and crosses

Prepare nine questions using *was/were*, e.g. *Were you at school yesterday?* and play noughts and crosses. See p. 23.

NOTES

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Lesson 8

Lesson aims
To learn about other cultures and respect cultural differences; to learn about unusual schools in other countries

Values
Being good at things

Recycled language
Adjectives, School subjects, was/were

Materials
Audio CD; a world map/globe; Consolidation and extension worksheet 7

Starting the lesson

- Say *Tara's school in Australia in Lesson 6 was different. Why? (Tara's lessons weren't at school. They were on the radio.)*
- Ask *Do you know any other different schools?*
- Teach *boarding/international school.* Say *Children study and sleep at a boarding school. International Schools are for children from different countries.*

PB pages 58–59

18 Look and match. Then listen and check.

- Pointing to the photos, ask *What country is he/are they in?* (Pupils guess.)
- Ask the class about the photos, e.g. (Photo 1) *What's the boy doing? (He's snowboarding.) What is there in the photo? (There's a mountain and there are some trees.)* Mime *skier*, and explain *Olympic games* in L1. (Photo 2) *What can you see? (Six boys and a bedroom.) Where are they? (At school. They're wearing school clothes.)*
- Pupils match Kai, Abi and Matu's photos to photos 1–3.
- Play CD3:18. Pupils listen and check.
- Play CD3:18 again, pausing after each text to elicit and check answers.

KEY 1 b, **2** c, **3** a

19 Read and say.

- Remind pupils to read the questions first.
- Give pupils time to read the blogs and to underline relevant information.
- Pairs say the answers.
- Ask (L1) if anyone correctly guessed the countries. Volunteers point out Canada, Japan and Kenya on your map/globe.

KEY 1 Matu, **2** Kai, **3** Abi, **4** Kai



Practice

- Ask pupils to underline the new words in Activity 19 and to check them in a dictionary.

20 Ask and answer.

- Give pairs time to do the activity.
- Volunteers tell the class. Encourage them to explain, e.g. ask *Why do you want to go to Abi's school?*

Values

- Ask *Is it important to be good at Maths/Art/Geography/English/PE? Why (not)?* Encourage pupils to use English, e.g. *It's important to be good at some subjects because it's important for my future.*



21 What is important about school for you? Tell a friend.

- A volunteer reads the example speech bubble.
- From the list, pupils decide what is and isn't important to them about school and why.
- Pupils discuss their ideas in pairs.
- Volunteers share their ideas with the class.

Think and write.

- Help your class with ideas. Ask two or three volunteers about the words in the box, e.g. *What subjects/sports are there at your ideal school?*
- Give pupils time to write.
- Stretch an imaginative class by suggesting pupils design and write about their ideal school using their own ideas as well as those suggested.

Consolidation and extension worksheet 7

Pupils complete the Consolidation and extension activities on worksheet (7). See also teacher's notes p. 199.

Ending the lesson

- Volunteers present their ideal school to the class.

OPTIONAL ACTIVITIES

Word game

Say a word connected to the topic 'School', e.g. *Maths.* A volunteer says any word they associate with Maths, e.g. *numbers*, or *difficult.* Another pupil continues, saying any word they associate with the previous one. Continue round the class. If pupils hesitate or say an inappropriate word, they are out.

Group work

Groups of four use the internet at home or at school to research a school in another country. They present their school to the class.

NOTES

8 Entertainment

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
Nationalities

Recycled language
was, playing football, He isn't good at ...

Materials
Audio CD; a world map/globe

Optional materials
Word cards (Nationality), with enough matching pairs for one card per pupil

Starting the lesson

- Ask the class *What do you do in your free time?* e.g. *I watch TV. I play computer games.* Teach *entertainment.*
- Ask (L1) if pupils ever go to football matches. Ask *What's your team?* Ask (L1) *What countries are the football players from in* (a team your pupils know)?

PB page 60

1 Listen and read. Is Donaldo playing in the match?

- Ask *Where are Robbie and Dan? (They are at a football match.)* Ask *Who are Dan and Robbie talking about?* (Pupils speculate.)
- Play CD3:19. Pupils listen, follow the text and find the answer to the question.

KEY No, he isn't.

Presentation

2 Listen, find and say.

- Ask *Where's Donaldo from? (Mexico.)* Say *He's a Mexican player.*
- Play CD3:20. Pause for pupils to find and say the letters and nationalities.
- Play CD3:20 again, pausing after each word for pupils to whisper or shout it.

KEY 1 g, **2** a, **3** c, **4** h, **5** e, **6** l, **7** k, **8** f, **9** b, **10** d, **11** i, **12** j

3 Talk about famous people from different countries.

- Encourage pupils to self-correct.

AB page 60

1 Look and write. Then complete the crossword.

KEY 2 American, **3** Mexican, **4** Spanish, **5** Australian, **6** British, **7** Chinese, **8** Brazilian, **9** Egyptian, **10** Argentinian, **11** Indian, **12** Italian

2 Listen and match.

- Pupils tell you what they know about the famous people. Play CD3:21. Pupils listen and do the matching activity.

R = ROBBIE E = EMMA **3:21**

R Hey, Emma. Look at my magazine. Do you know these people?
E Nicole Kidman ... hmmm ... Is **Nicole Kidman** a singer?
R No, she isn't. She's an **Australian actress**.
E What about **J.K. Rowling**? Is she a singer?
R No, she isn't. She's a writer – a **British writer**.
E What about **Rafael Nadal**? Is he Spanish?
R Yes, he is. He's a **Spanish tennis player**.
E And is **Messi** Spanish, too?
R No, he isn't. He's Argentinian. He's an **Argentinian football player**.
E And then there's **Beyoncé**. Is she Mexican?
R No, she isn't. She's American. She's an **American singer**. I want to be a singer, too!

- Play CD3:21 again, pausing to check answers.

3 Write about the people in Activity 2 in your notebook.

- Alternatively, do this activity with the whole class. Volunteers write on the board. Pupils help and correct.

Pupils can now go online to Ice Island and find the boots that Penn and Gwyn are holding. They are on a shelf in the basement of Professor Ice's secret hiding place (his lair). The shelf is above the costume rack on the left-hand side of the basement. Once pupils click on the boots they are taken to a supplementary language game based on the vocabulary in this unit.

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8 Entertainment

1 3:19 **Listen and read. Is Donaldo playing in the match?**



2 3:20 **Listen, find and say.**

a	American	**d**	Brazilian	**g**	Argentinian	**j**	Spanish
b	Indian	**e**	Mexican	**h**	Chinese	**k**	Japanese
c	Australian	**f**	Italian	**i**	British	**l**	Egyptian



3 **Talk about famous people from different countries.**

Lionel Messi is Argentinian.

Johnny Depp is American.

Nationalities, *was, playing football. He isn't good at…*

Ending the lesson

- Ask (L1) what jobs in entertainment pupils would like. Pupils mime their answers for the class to guess.

OPTIONAL ACTIVITIES

Hangman

Play Hangman using nationalities. See p. 22.

Hot seat

Play Hot seat using nationalities. See p. 22.

Lesson 2

Lesson aims
To review the vocabulary of Lesson 1; to present the new structure

Target language
Years, ago, last (week)

Recycled language
was

Materials
Audio CD

Starting the lesson

- Pupils close their books. Write *eyKlinuMioge* and *áaKk* on the board. Pupils rearrange the letters to find the names of two famous people.
- Ask about Kylie and Kaká in turn. Where's *he/she from?* (Pupils guess.) *What's his/her nationality?*

PB page 61

4 Listen and repeat the years. Then find and say.

- Play CD3:22, pausing for pupils to repeat the year and say the correct letter.
- Play CD3:22 again. Pause after each year and ask a volunteer to read the corresponding text.

KEY d 1991 (nineteen ninety-one) **f** 2010 (twenty-ten), **a** 1986 (nineteen eighty-six), **c** 2009 (two thousand and nine), **e** 2003 (two thousand and three), **b** 2001 (two thousand and one)

Presentation

- Read the Look! box aloud while pupils follow in their books. Use gesture to reinforce meaning, e.g. point backwards over a shoulder.
- Ask the class to repeat more examples after you in chorus, e.g. *three days ago, last lesson.*

5 Read and say. Use *ago*.

- Give pupils time to do the activity. They tell a friend the answers.
- If pupils need support, work out a few of the subtractions as a class.

KEY 1 Kylie was an actress on TV X years ago.
2 It was successful X years ago.
3 She was in the Indian film, *Blue*, X years ago.
4 Kaká was eight X years ago.
5 He was a new player at *A.C. Milan* X years ago.
6 He was in a Spanish team X years ago.

6 Play the game. Use *last* or *ago*.

- Give pairs time to play. Pupils say a true or false sentence. Their partner guesses.

AB page 61

4 Read and write the years in numbers and in words.

- Ask a volunteer to spell *thousand*.
- If your class needs support, write one or two years on the board. Volunteers write them in words.
- Give pupils time to do the activity.

5 Listen and write.

- Give pupils time to read the fact file.
- Play CD3:23. Pupils listen and complete the fact file.

Will Smith's new film is very successful but let's talk about his life before this film. First Will was famous as a singer, not an actor. His first successful song was in 1986. His first job as an actor was in the TV programme *The Fresh Prince of Bel-Air*, in 1990. Then, in 1992, he was in his first film. After that, he was in a lot of successful films. Two of his children are actors, too. Will Smith was in his first film with one of his children in 2006. **3.23**

- Play CD3:23 again, pausing to elicit and check each year.

KEY 2 1990, **3** 1992, **4** 2006

6 Imagine you are famous and write.

- Ask (L1) if pupils would like to be famous. *Why (not)?*
- Ask volunteers to tell you their new name and nationality. This will help to motivate less imaginative pupils.
- Give pupils time to write.

7 Look at Activity 6. Imagine it is 1st December 2030. Write sentences using *last* or *ago* in your notebook.

- Give pupils time to write.

4 3:22 **Listen and repeat the years. Then find and say.**

a 1986



First, Kylie Minogue was an actress in Australian TV programmes.

b 2001



Her song, *Can't Get You Out of My Head*, was very successful.

c 2009



She was in the Indian film, *Blue*.

d 1991



At the age of eight, Kaká was a young football player with a Brazilian team.

e 2003



He was a new player in the Italian team, *A.C. Milan*.

f 2010



He was in the Spanish team, *Real Madrid*.

5 **Read and say. Use *ago*.**

1 When was Kylie an actress on TV?
2 When was *Can't Get You Out of My Head* successful?
3 When was she in the Indian film, *Blue*?
4 When was Kaká eight?
5 When was he a new player at *A.C. Milan*?
6 When was he in a Spanish team?

LOOK!

She was in a film two days/ months/years **ago**.

He was in a Spanish team **last** week/month/year.

6 **Play the game. Use *last* or *ago*.**

A: I was on TV last week.
B: False.

Ending the lesson

- Pairs imagine they are the famous person they wrote about in AB Activity 7. They tell each other about themselves, e.g. Pupil A: *I'm British.* Pupil B: *Really? Me too.* Pupil A: *I went to the USA in 2010.* Pupil B: *Oh! I went to Australia.*

OPTIONAL ACTIVITIES

Dictation game
Read out five years. Pupils write them in numerals. Pairs take it in turns to dictate and write more years.

Bingo!
Play Bingo with years. See p.23.

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Lesson 3

Lesson aims
To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language
Jobs

Recycled language
in (the morning), on (Thursday), at (five o'clock), Time expressions

Materials
Audio CD

Starting the lesson

- Play Pictionary with the class using jobs words. See Introduction, p. 22. Include *nurse, astronaut, firefighter, teacher, dancer.*

PB page 62

Presentation

7 Listen, find and say.

- Allow pupils time to look at the pictures.
- Play CD3:24, pausing for pupils to say the letter and the job.
- Pupils close their books. Play CD3:24 again. Pause after each word for the class to mime and repeat.

KEY 1 f, **2** a, **3** d, **4** c, **5** e, **6** g, **7** b

8 Listen, read and sing. What is the person's job?

- Play CD3:25. Pupils follow in their books and find the answer to the question.
- Play the song again. Encourage pupils to sing.
- Divide the class into three groups. Play the song again. Each group sings a verse and everyone sings the chorus.
- Ask (L1) pupils which of the jobs they think would be the most difficult.

KEY The person is an actor.

Group work

- Groups of four change the jobs words in one verse. If your class likes a challenge, suggest they change time expressions, days and years, too!
- Fast finishers change words in a second verse.
- Groups sing their new verse(s) to the class.

Presentation

- Ask different volunteers to read the Look! box.
- Give pairs time to find and underline *at/in/on* + time expressions in the song.
- Write *today, yesterday, last week, two days ago* on the board. Ask *Do we say* at, in *or* on *before? (No, none.)*

9 Look and say. Use *in*, *on* or *at*.

- Give pairs time to do the activity.
- Ask volunteers for answers.

KEY 2 He was a sailor in the spring. **3** He was a famous spy in 2008. **4** He was a king on Thursday. **5** He was in bed at half past four. **6** He was a cowboy on Friday.

10 Ask and answer.

- Give pairs time to do the activity.
- Volunteers tell the class.

AB page 62

8 Find and circle twelve jobs. Then write.

- Give pairs time to find the jobs. You could make this a competition. The first pair to finish is the winner.
- Give pupils time to write.
- If your class needs to practise the alphabet, ask volunteers to spell the answers.

KEY 2 sailor, **3** cowboy, **4** scientist, **5** waiter, **6** king, **7** nurse, **8** astronaut, **9** firefighter, **10** teacher, **11** soldier, **12** dancer

9 Look and complete.

- Give pupils time to write the words in the correct lists.
- If your class needs more support, do the activity together on the board.

KEY IN: the winter, December, the afternoon, 1995
ON: 25th August, Tuesday
AT: half past three, night, seven o'clock

Home–School link

Pupils ask someone at home the questions in PB Activity 10. Are his/her answers the same as the pupil's?

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7 3:24 **Listen, find and say.**

8 3:25 **Listen, read and sing. What is the person's job?**

SONG

On Friday, I was a cowboy.
On Thursday, a Spanish king.
In June, I was a waiter
And a sailor in the spring.

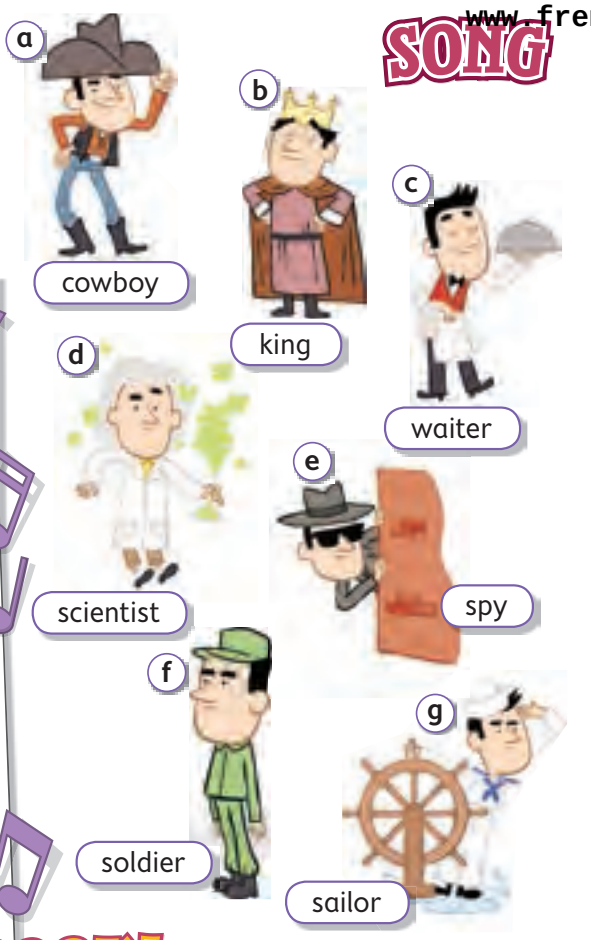
Chorus:
I'm an actor, yes an actor.
Acting's the life for me.
I'm an actor, yes an actor.
Acting's the life for me.

Last year, I was a scientist
And a soldier. That was great!
I was a famous British spy
In two thousand and eight.

Chorus

I get up at five in the morning.
My days are very long.
But a life in films is exciting.
That's why I'm singing this song.

Chorus



LOOK!

in the morning/June/the spring/2008
on Thursday/16th January
at five o'clock/night

9 **Look and say. Use *in*, *on* or *at*.**

He was a waiter in June.

1 waiter/June
2 sailor/the spring
3 famous spy/2008
4 king/Thursday
5 in bed/half past four
6 cowboy/Friday

10 **Ask and answer.**

1 Do you often watch films:
a in the morning? **b** in the evening? **c** at night?
2 Do you often watch films:
a on Wednesdays? **b** on Saturdays? **c** on Sundays?
3 Do you like films about:
a spies? **b** soldiers? **c** cowboys?
4 Do you want to be:
a an actor? **b** a scientist? **c** a waiter?



Ending the lesson

- Volunteers mime jobs for the class to guess.

OPTIONAL ACTIVITIES

Noughts and crosses
Play this game using *in, on* and *at*. See p. 23.

Find the pairs
Play Pelmanism using jobs words. See p. 23.

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Lesson 4

Lesson aims
To develop reading, writing, listening and speaking skills; phonics /ə(r)/

Recycled language
in, on, at, Time expressions, Jobs

Materials
Audio CD

Optional materials
One copy per group of a TV page from last week, preferably in English; 5–8 questions about the programme titles, days and time, e.g. *What programme was last Tuesday at 6 p.m.?*

Starting the lesson

- Ask pupils *What TV programmes do you like watching? Why?*

PB page 63

11 Read. Does the writer like the programmes?

- Ask pupils to describe the pictures to you.
- Give pupils time to read and answer the question.

KEY Yes, he/she does.

12 Read again and say.

- Ask pupils what they can remember about different kinds of reading. Remind them we scan to look for specific information. We read very quickly and we don't need to understand every word.
- Ask pupils to read the questions before they read the texts again. This will help them to focus on the relevant information.
- Pupils compare answers with a friend.

KEY 1 Doctor Glock, **2** Big Kids, **3** The Files, **4** Doctor Glock, **5** The Big Match

13 Read again and choose. Tell a friend.

- Give pairs time to do the activity.
- Volunteers tell the class.

14 Listen, read and say.

- Play CD3:26 twice. Pause after each sentence for pupils to repeat.
- Write *swimmer* and *actor* on the board. Pupils repeat the words after you in chorus. Elicit that the pronunciation of *-er* and *-or* is the same.

AB page 63

10 Read and write. Then listen, check and say.

- Give pupils time to write. Tell them to check spelling in Lesson 3.
- Play CD3:27. Pupils listen and check.

1 A **swimmer** can swim. **3:27**
2 A **dancer** can dance.
3 An actor can **act**.
4 A **sailor** can sail.
5 A **singer** can sing.
6 A teacher can **teach**.

- Play CD3:27 again, pausing to elicit and check answers.

11 Read. Then listen and number.

- Play CD3:28. Pupils listen and do the activity.

I = INTERVIEWER B = BOY G = GIRL **3:28**

1 Well, we've got an exciting match here today. The Spanish player, Miguel Gonzalez, is playing the Chinese player, Li Chan, and it's five games all. The two men are playing fantastic tennis. The match ...

2

I Last year you were a young king, King Henry the eighth, in your first film. Now you're famous all around the world. How do you feel about that?

B Well, I don't think about it very often, Steve. I'm an actor, yes, but I'm a schoolboy, too. It was my eighteenth birthday two weeks ago. I do my homework, I play computer games ...

3

B Where's the water?
G There isn't any water.
B But there was rain three days ago!
G Yes, but after that it was very hot. There isn't any water.
B Oh, no! I'm thirsty!
G Here! Eat this fruit.

KEY a 2, **b** 1, **c** 3

12 Listen again and write.

- Pairs predict the answers.
- Play CD3:29. Pupils listen and complete the sentences.

KEY 2 Chinese, **3** king, **4** two, **5** water, **6** days

13 Write about your favourite TV or radio programme in your notebook.

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11 **Read. Does the writer like the programmes?**



Big Kids Channel 1 at 6.00 p.m. on Tuesday, 28th June
In this Australian programme, children do their parents' jobs for a week and their parents go to school. This week, a boy is a waiter in an expensive restaurant and his dad has got some problems with his Maths homework. Very funny!
★ ★ ★ ★ ★



The Files Channel 3 at 7.30 p.m. on Wednesday, 29th June
Harry Finton is a British spy in Italy seventy years ago. It's an exciting story and the actors are great.
★ ★ ★ ★ ☆



Doctor Glock Channel 5 at 10.00 a.m. on Thursday, 30th June
A scientist and his alien pet go to the sea with some sailors. There are a lot of bad programmes for children in the morning but this one is fantastic.
★ ★ ★ ★ ★



The Big Match Channel 1 at 3.00 p.m. on Saturday, 2nd July
Arsenal play Manchester United in the last match of the British football season.
★ ★ ★ ★ ☆

12 **Read again and say.**

Which programme:
1 is on Thursday?
2 is funny?
3 is at half past seven?
4 is in the morning?
5 has got sports people in it?

13 **Read again and choose. Tell a friend.**

I want to watch *Doctor Glock*. It's fantastic.

SOUNDS FUN!

14 3:26 **Listen, read and say.**

The swimm**er**s can't dance and the danc**er**s can't swim.
The sing**er**s can't act and the act**or**s can't sing.



Ending the lesson

- Volunteers read out what they have written for AB Activity 13.

OPTIONAL ACTIVITIES

Hangman
Play Hangman using job titles. See p.22.

Word game
Play Hot seat. Pupils guess the names of TV programmes. See p. 22.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
rich, golden, grandfather

Recycled language
scary, statue, was, ago

Materials
Audio CD; questions about the Ice Island story so far on separate pieces of paper (see *Starting the lesson* for suggestions) for pupils to play the Ice Island game

Starting the lesson

- Stick the questions up around your classroom. Groups of four circulate and note the answers. If your class needs support, let them look in their books. The first group to finish with all answers correct wins.
- Suggested questions: *Who likes studying the moon? (Dr Al.) Where does Captain Formosa live? (On a submarine.) What does Captain Formosa look like? (He's old, he's got one eye and a moustache.) Who are Rufus and Ivan? (Thieves.) What do they want? (Captain Formosa's map.) Why do they want it? (It's a treasure map.) What animals have got the map? (Two polar bears.) Who are they? (Rufus and Ivan.) Who helps the Captain? (Dr Al, Jenny, Finn, Dylan, Penn and Gwyn.) Can the Captain remember the map? (Yes, he can.) Where is the treasure? (In a cave on Snow Mountain.) Who do the children see in the shop? (The thieves.) How do the thieves get away? (In their boat.)*

PB page 64

Before reading/listening

- Ask the class questions about each picture. Pupils answer or guess. Use the pictures to teach *golden* and *rich*. Ask (Picture 1) *What have Rufus and Ivan got? (The treasure.)* (Picture 2) *What can you see?* (Pictures 3 and 4) Ask (L1) *What's happening?* (Picture 5) *Are Rufus and Ivan happy? (No.) Why not?* (Picture 6) *What can you see?*

15 Listen and read. Then act.

- Play CD3:30. Pupils listen and follow the story.

Comprehension

- Ask the class questions about the story, e.g. *Why are the thieves happy in Picture 1? (They've got the treasure.) What can they see in picture 2? (A monster.) What's under the boat in picture 3? (The submarine.) What is the treasure? (The Golden Penguin of Ice Island.)*
- Play CD3:30 again. Pause for the class to repeat each line in chorus.
- Divide the class into six and allocate these parts: Rufus, Ivan, Jenny, Captain Formosa, Penn and Gwyn.
- Play CD3:30 again. Pause for pupils to repeat their character's lines.
- Ask eight volunteers to act out the story (Rufus, Ivan, Jenny, Captain Formosa, Penn, Gwyn, Finn, Dylan).

AB page 64

14 Read and match.

- Pupils close their books. Ask questions 1–6. Volunteers guess the answers. Don't confirm if they are correct or not.
- Pupils do the matching activity.
- Pairs compare answers before you check.

KEY 2 d, **3** e, **4** b, **5** f, **6** a

15 Draw your favourite character and write a description.

- Ask *Who is your favourite character?* Encourage pupils to explain why in English, e.g. *I like Finn because I think he's cool. He's good at snowboarding, too.*
- Give pupils time to do the activity.
- Support pupils by writing prompts on the board, e.g. *He/She's got ..., He/She's ... (adjective), He/she's (not very) good at ..., He/She likes ..., In my picture he/she's wearing ....*

16 Look at page 8. Find and write.

- Give pairs time to decipher the coded message.

KEY The treasure is a (statue) of a (penguin).

Pupils can now go online to Ice Island and enjoy the fun and games.

Ending the lesson

- Ask (L1) the class if they liked the ending. Were they surprised?

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15 3:30 Listen and read. Then act.



Now go to Ice Island.

rich, golden, grandfather, *scary*, *statue*, *was*, *ago*

OPTIONAL ACTIVITIES

Spelling game

Pairs take it in turns to ask each other how to spell words from this episode, e.g. *treasure*, *grandfather*, *submarine*. The speller can't look.

Noughts and crosses

See p. 23. Prepare questions about Ice Island, e.g. *Is Captain Formosa dancing in Episode 1? (No, he isn't.) What was in Captain Formosa's sandwich in Episode 2? (A fish.) What time does Captain Formosa get up? (At six o'clock.)* If a team answer correctly they select a square to add their **O** or **X**.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Technology – the history of computer games

Values
Being self-disciplined

Recycled language
Adjectives, was/were, Nationalities, Years. They went ...

Materials
Audio CD

Starting the lesson

- Ask *Do you like playing computer games? What computer games do you play?*

PB page 65

16 Listen and read. Then look and match.

- Pointing to each photo in turn, ask *Do you know this game? Do you like it?* Let pupils guess about picture c.
- Play CD3:31. Pupils listen and follow the text.
- Give pupils time to do the matching activity.
- Play CD3:31 again. Pause after each text to elicit and check the answer.

KEY 1 c, **2** b, **3** a

17 Read again and say.

- Ask pupils to read the questions.
- Give them time to read the text. They say the answers to a friend.

KEY 1 No, they were American. **2** No, it was expensive. **3** No, they were black and white. **4** Yes, they were very successful. **5** Yes, it was. **6** Yes, you do.

18 Read and imagine. Tell a friend.

- Give pairs time to do the activity.
- Volunteers tell the class their ideas.

AB page 65

17 Read and circle. Then listen and check.

- Give pupils time to do the activity. Tell them to refer to the Look! boxes on PB p. 61 and 62 for help or to look at Grammar round-up on p. 71. Remind them good learners shouldn't guess the answers in activities like this but should check.
- Play CD3:32. Pupils listen and check their answers.

In the winter, it's dark after school. I come home **at** half past three and do my homework. Then, I play computer games. **Last** year, my favourite computer game was *Nintendogs* but now my favourite is *Guitar Hero*. Two months **ago**, I wasn't very good at **playing** the game – some of the music is very difficult – but now I'm a good **player**. I often play **in** the evening with my friends and **on** Saturdays and Sundays, too. **3:32**

- Play CD3:32 again, pausing to elicit and check answers.

Values

- Give pairs time to decide one good thing and one bad thing about playing computer games.
- Discuss pupils' ideas. Volunteers tell (L1) the class how many hours a day/week they play. They say if they think it's too much or about right.
- Discuss (L1) the importance of being self-disciplined and of not always doing what we want.

18 Read the puzzle and think.

- Pupils describe the picture.
- Give pairs time to think about the puzzle. Don't confirm the answer yet.

19 Read and circle. *True* (✓) or *false* (✗). Then find and write the answer.

- Give pairs time to do the activity. They decide if each statement is true or false, then write the word which is next to the tick or cross in the corresponding space 2–5.

KEY 2 False/horse's, **3** True/name, **4** False/was, **5** True/Friday
The answer to the puzzle is 'The horse's name was Friday!'

Mini project

- Ask (L1) pupils if they know what entertainment there was when older family members were children.
- Help pupils structure their project. Write (L1) on the board *Were there computers when you were a child? Were there any computer games? What games did you play? Who did you play them with? Did you spend more time inside or outside?* Pupils copy.
- Pupils go home and do the mini project.
- Pupils work in groups of four. Each pupil tells the group about what they found out.
- A group spokesperson tells the class about their group.

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16 3:31 **Listen and read. Then look and match.**

The history of computer games

Every year, there are new computer games but let's look at some of the old ones . . .

1 The first computer games were American. *Pong* was new in 1972 and it was too big and expensive for people's homes. Two small white rectangles went up and down and a small white circle went left and right. What was the game? Computer table tennis!

2 The *Game Boy* was Japanese. It was first in the shops in 1989. It was small and there were a lot of good games for it. The games were black and white. Games with the character Mario were very successful.

3 The *Wii* was new in 2004. In a lot of *Wii* games, you play with your whole body not just your fingers. Sport and computer games are not very different now.

a



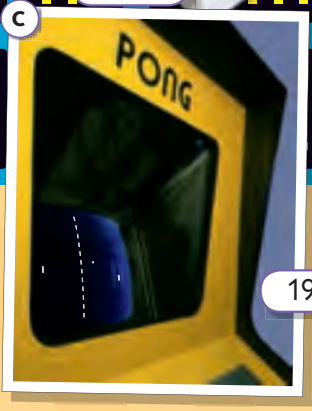
2004

b



1989

c



1972

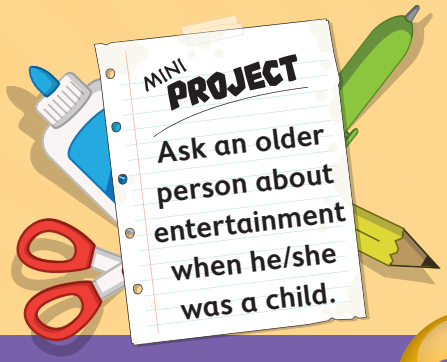
17 **Read again and say.**

1 Were the first computer games Japanese?
2 Was *Pong* cheap?
3 Were the first *Game Boy* games in colour?
4 Were the Mario games successful?
5 Was the *Wii* in shops five years ago?
6 Do you play *Wii* games with your whole body?

18 **Read and imagine. Tell a friend.**

exciting boring interesting easy difficult

1 It's 1972. You play the first *Pong* game. What do you think of it?
2 It's 2015. You play the first *Pong* game. What do you think of it?



Ending the lesson

- Volunteers describe a favourite computer game. Encourage them to use English.

OPTIONAL ACTIVITIES

Entertainment quiz
Pairs write five questions similar to those in PB Activity 17. They swap with another pair and answer.

Bingo
Play Bingo using adjectives. See p. 23.

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Lesson 7

Lesson aims
To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Target language from Unit 8

Materials
Audio CD; Evaluation worksheet 8

Optional materials
One dice per group of four (or a pupil-made spinner)

AB pages 66–67

Starting the lesson

- Ask the class *Is Bill happy? (Yes, he is.)*
- Ask a volunteer to read the speech bubble. Ask *Does the cat understand why he's happy? (No, it doesn't.) Why not? (Because he wasn't on TV.)* (L1) (He was on closed-circuit TV!)
- Pupils say true and false sentences with *ago* to a friend, e.g. Pupil A: *I was on TV two weeks ago, too.* Pupil B: *False.* Pupil B: *I was in the school magazine a year ago.* Pupil A*: True.*

20 Read and write.

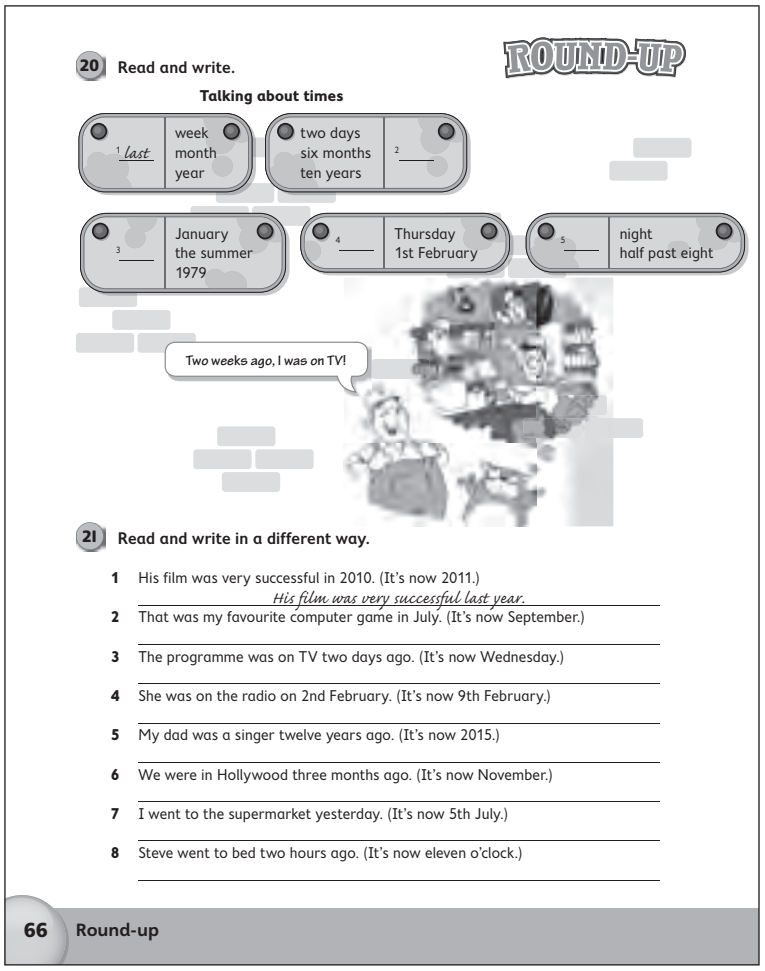
- Give pupils time to read the Look! boxes on PB p. 61 and 62 or tell them to look at Grammar round-up on PB p. 71. Remind them it's important to check if they can't remember something, not just to guess.
- Give pupils time to do the activity.

KEY 2 ago, **3** in, **4** on, **5** at

21 Read and write in a different way.

- Give pupils time to do the activity in pairs.
- You may prefer to do the first two or three sentences with the whole class if your pupils need support.

KEY 2 That was my favourite computer game two months ago.
3 The programme was on TV on Monday.
4 She was on the radio a week ago/last week.
5 My dad was a singer in 2003.
6 We were in Hollywood in August.
7 I went to the supermarket on 4th July.
8 Steve went to bed at 9 o'clock.


ROUND-UP

20 Read and write.

Talking about times

1 last | week, month, year
two days, six months, ten years | 2 ____
3 ____ | January, the summer, 1979
4 ____ | Thursday, 1st February
5 ____ | night, half past eight

Two weeks ago, I was on TV!

21 Read and write in a different way.

1 His film was very successful in 2010. (It's now 2011.)
His film was very successful last year.
2 That was my favourite computer game in July. (It's now September.)
3 The programme was on TV two days ago. (It's now Wednesday.)
4 She was on the radio on 2nd February. (It's now 9th February.)
5 My dad was a singer twelve years ago. (It's now 2015.)
6 We were in Hollywood three months ago. (It's now November.)
7 I went to the supermarket yesterday. (It's now 5th July.)
8 Steve went to bed two hours ago. (It's now eleven o'clock.)

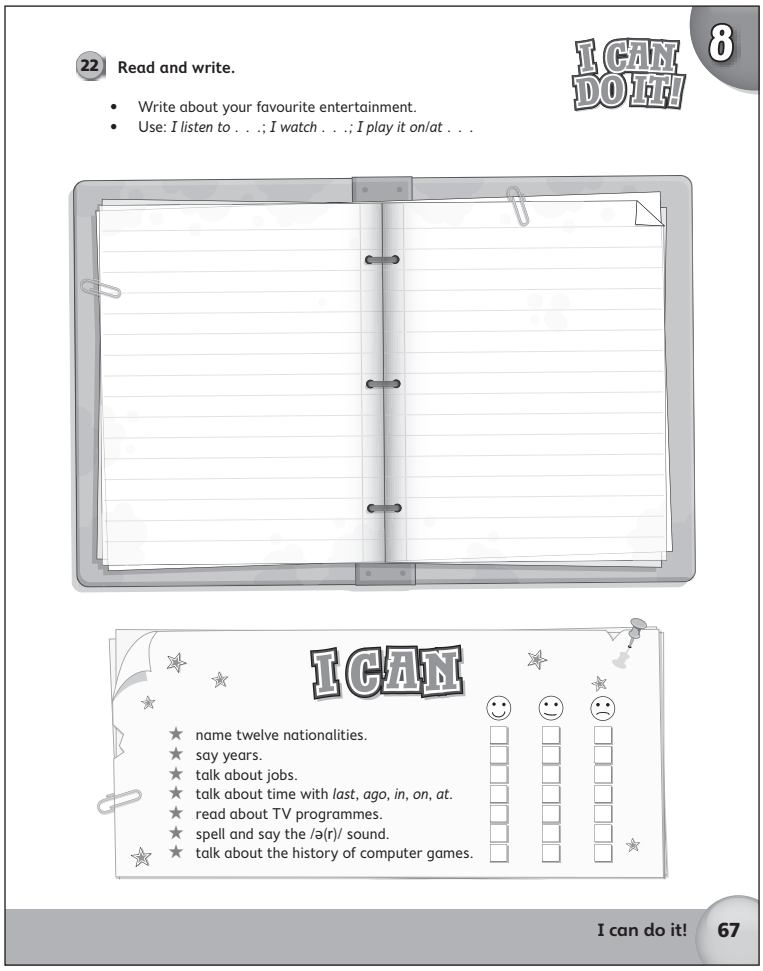
66 Round-up

22 Read and write.

- You could tell pupils about your favourite entertainment first. Hearing about the teacher is motivating for pupils.
- Give pupils time to write.
- Encourage collaboration. Ask pupils to read a friend's work and to comment on it in English. Encourage them to suggest improvements, too. If you have any less cooperative pupils, pair them with cooperative ones.

Self-evaluation

- Ask (L1) *What do good learners do?* Pupils remind you.
- Give pupils time to write (L1) one or two things they must work on next year to be a better learner.
- Pupils compare ideas in pairs.
- Give pupils time to read and tick the boxes.



Evaluation

You can check your pupils' progress using Evaluation worksheet 8. See also teacher's notes p. 171.

Ending the lesson

- Discuss the I can ... statements with the class. Encourage volunteers (L1) to explain their responses and to give examples. Ask what pupils found easy and more difficult. You could ask which activities they liked the most in this unit. You could also give them time to look at their books and to tell you which activities or units they liked the most this year.

OPTIONAL ACTIVITIES

Poster activity

See the notes on Poster 3, Introduction, p. 21.

Dice game

Pupils work in groups of four. They take it in turns to throw a dice or spin a spinner. They make a sentence with *in* if they roll one, *on* for two, *at* for three, *last* for four, *ago* for five and any of these words for a six. They score a point for each sentence the group thinks is correct. It's a good idea to have at least one capable pupil in each group.

NOTES

Lesson 8

Lesson aims
To review the language of the previous two units

Recycled language
Jobs, Nationalities, School subjects, in, on, at, last (week), ago

Materials
DVD; Consolidation and extension worksheet 8

Optional materials
12 blank cards per group, the same size as the board game squares

Starting the lesson

- Ask (L1) pupils if they've played any board games at home recently. *Which one(s)?*
- Ask *Do you like board games or computer games? Why?*

Before playing the game

- Ask pupils to close their books while you set up the game, to ensure you have their full attention.
- Divide the class into groups of four.
- Ask pupils to choose a small object to mark their position on the board, e.g. a coin or a rubber.
- Ask pupils to decide who will go first. Quickly check by asking those going first to put up their hands.
- Ask each group to choose one pupil to time the turn-taking. Quickly check by asking the timers to put their hands up.

PB pages 66–67

Explaining the game

- Ask pupils to read *How to play* on page 67. Check understanding. Ask or say (L1) *Can you start in the same square as a friend? (No.) You can only move one square. True or false? (False. You can move to a second square if you get the first answer correct.) You can move up, down and across. True or false? (True.)*



- Tell/remind pupils:
  – the winner in each group is the pupil who gets to *Finish* first. The winner has to reach one of the two sides of the finish square that is in their colour. It is not enough to reach the square that touches the corner of the finish box;
  – they must follow the instructions exactly;
  – they can have only one attempt at each question;
  – they have 30 seconds to answer;
  – they mustn't look at their books or notebooks for help!
- In classes needing more support, you may choose to allow two attempts for questions in which there are no choices. You may also choose to allow pupils to refer to their books.

Playing the game

- Set a time limit, e.g. 20 minutes.
- Circulate, helping and encouraging pupils as they play. Note anything they have particular difficulty with and do some remedial work as a class at a later date.



KEY *Starting from Blue Start square*
1 He's a scientist., **2** M-E-X-I-C-A-N,
3 Geography, **4** I-N-D-I-A-N, **5** He's an astronaut.,
6 in, **7** J-A-P-A-N-E-S-E,
8 She's a soldier., **9** A-R-G-E-N-T-I-N-I-A-N,
10 Music, *Finish*.
Starting from Purple Start square
1 He's a cowboy., **2** E-G-Y-P-T-I-A-N,
3 Science, **4** at, **5** She's a spy.,
6 S-P-A-N-I-S-H, **7** on, **8** She's a soldier.,
9 A-R-G-E-N-T-I-N-I-A-N **10** Music, *Finish*.
Starting from Red Start square
1 He's a king., **2** A-U-S-T-R-A-L-I-A-N,
3 Geography, **4** I-N-D-I-A-N, **5** She's a doctor.,
6 in, **7** Maths, **8** She's a (ballet) dancer.,
9 C-H-I-N-E-S-E, **10** Art, *Finish*.
Starting from Yellow Start square
1 last week, **2** He's a sailor., **3** Science, **4** at,
5 I-T-A-L-I-A-N, **6** He's a waiter., **7** B-R-I-T-I-S-H,
8 She's a (ballet) dancer., **9** C-H-I-N-E-S-E,
10 Art, *Finish*.

Now watch the DVD.

Consolidation and extension worksheet 8

Pupils complete the Consolidation and extension activities on worksheet (8). See also teacher's notes p. 199.

Ending the lesson

- Elicit answers to several questions/instructions from the game. Choose those your pupils need the most help with.

OPTIONAL ACTIVITIES

Word game
Play Bingo with one of the vocabulary sets from the unit, e.g. nationalities or jobs. See p. 23.

Card game
Groups of four look through Units 7 and 8 of their books to help them make up simple questions, similar to those in the board game. Make sure pupils also write down answers to their own questions. They write and draw their questions on the cards you've prepared. They swap cards with another group. Each group places their new cards in a pile face down. They take it in turns to take the top card and to answer the question.

NOTES

Thanksgiving

Lesson aims
To provide pupils with insights into how Americans celebrate Thanksgiving

Recycled language
Time expressions, trumpet, Adverbs of frequency

Materials
Audio CD

PB page 68

Background

- Thanksgiving is an American festival, which falls on the fourth Thursday in November, so it's best to teach this lesson during November.
- You may be aware that Thanksgiving is very important in America. The first Thanksgiving was in 1621, when the Governor of the early Pilgrim settlers, William Bradford, proclaimed a day of Thanksgiving for a good harvest, which enabled them to survive the winter. This day was celebrated by both the colonists and their Native American helpers.

Starting the lesson

- Ask *What do you know about Thanksgiving?* Pupils tell you their ideas. Don't give them any background information yet.

1 Listen and read. What do people give thanks for at Thanksgiving?

- Pupils predict the answer. Accept their suggestions without saying if they are right or wrong, so they still have a reason to listen.
- Play CD3:33. Pupils follow the text and find the answer to the question.
- Play CD3:33 again. Pupils listen and point to the picture of each new word as they listen.

KEY They give thanks for food.

2 Read again and say. *True* or *false*?

- Ask pupils to read the sentences before they do the activity.
- Pupils do the activity.
- They check their answers with a friend.

KEY 1 False (It's always on Thursday.) **2** True, **3** False (Charlie plays the trumpet.) **4** False (They have a big meal in the afternoon.) **5** True

3 Ask and answer.

- Give pairs time to do the activity.
- Volunteers read out the questions. Elicit answers from the class.
- If there is no day of thanks for food in your country, ask pairs to invent one, e.g. *Our new festival is Sardine Day! Sardine Day is on June 30th. On Sardine Day we eat a lot of sardines and we have a holiday!*

AB page 68

1 Complete the crossword.

- Support pupils by pointing to each picture and asking *What's this?*
- Pupils do the activity.
- When you are checking answers, ask different pupils to spell the words aloud to give them extra practice at saying the alphabet.

KEY 2 turkey, **3** trumpet, **4** parade, **5** American football

2 Read and tick (✓). Then listen and check.

- Give pairs time to match the sentence beginnings with the pictures.
- Play CD3:34. Pupils listen and check.
- Play CD3:34 again, pausing to elicit answers.

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

Games

- **Guessing game**
  In groups of four, each pupil chooses a well-known celebration in their country. They don't say what it is. Pupils take it in turn to ask one group member *yes/no* questions about their celebration to identify it, e.g. *Is it in December? (No, it isn't.) Do we eat cakes on this day? (No, we don't.) Do we eat fish? (Yes, we do.) Is there any school? (No, there isn't.) Is it (the name of the celebration)?*

- **Roleplay**
  Pairs imagine Charlie is going to visit their school. They prepare five questions to ask him about Thanksgiving, e.g. *When is Thanksgiving? Do you go to school? What do you do in the morning? What do people in your city do? What do you do in the afternoon? What do you eat? Is Thanksgiving boring?* They roleplay the conversation, taking it in turns to be Charlie. Fast finishers could roleplay another conversation with Charlie. This time, Charlie asks questions about a celebration in your country.

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Thanksgiving

1 3:33 **Listen and read. What do people give thanks for at Thanksgiving?**


parade


pumpkin pie

turkey

mashed potato

From: charlie@webmail.com
To: sarah@mail.com
Subject: Thanksgiving!

Hi, Sarah!
In the USA, we always have Thanksgiving on the fourth Thursday in November. It's a special day. We give thanks for our food. I don't go to school on Thursday or Friday. It's great.
On Thursday morning, there's a parade in the city. I play the trumpet in a marching band and the band is always in the parade. The parade is very noisy and colourful. I love it.
My family has a big meal at home in the afternoon. There's turkey and mashed potato, and then pumpkin pie. After the meal, we usually watch a game of football on TV – American football, of course. There are always a lot of good football games at Thanksgiving.
Tell me about festivals in your country.
Charlie


American football

2 **Read again and say. *True* or *false*?**

1 Thanksgiving is sometimes on Thursday but usually on Friday.
2 There's a colourful parade in the city.
3 Charlie dances in the parade.
4 Charlie's family has a big meal in the morning.
5 People can watch good football games on TV at Thanksgiving.

3 **Ask and answer.**

1 Is there a day of thanks for food in your country?
2 What is its name?
3 When is it?
4 How do you celebrate it?

Time expressions, trumpet, Adverbs of frequency

Ending the lesson

- Ask (L1) pupils if they would like to visit the USA during Thanksgiving. Why (not)?

OPTIONAL ACTIVITIES

Pictionary
Play Pictionary. See p. 22.

Hot seat
Play Hot seat. See p. 22.

Christmas

Lesson aims
To provide pupils with insights into how British people celebrate Christmas

Recycled language
stocking, presents, Santa Claus, turkey, Brussels sprouts, pudding, doll, teddy bear, toy (car)

Materials
Audio CD; Christmas songs/carols

Optional materials
Internet/magazine photos of a British Christmas; six known objects wrapped in paper like Christmas presents so they aren't visible/identifiable

PB page 69

Starting the lesson

- Teach this lesson just before Christmas.
- Write *rihmssCta* on the board. Pupils rearrange the letters and a volunteer writes *Christmas* on the board.
- Ask *What Christmas music do you know?* Play pupils any music you have brought. Ask *Do you like it? Why (not)?* Encourage pupils to use the English they have learnt, e.g. *I like this song because it makes me feel happy.*

1 Listen and read. Then look and say.

- Play CD3:35. Pupils listen and follow the text. Ask them to underline any words they don't know.
- Explain that the photos will help them understand the unknown words. They should also look carefully at the surrounding words. Give pairs time to look at the photos and say, e.g. *B is Santa Claus,* etc.

KEY: a stocking, **b** Santa Claus, **c** presents, **d** fruit pudding, **e** Brussels sprouts, **f** turkey

2 Read again and say.

- Ask pupils to read the questions before they do the activity.
- Give pupils time to do the activity. Remind them to underline the relevant information as they read. They say the answers to a friend.

KEY: 1 Yes, she does. **2** The stocking goes in the living room. **3** It's got presents in it. **4** Yes, she does.

3 Is Christmas a special time of year for you? Read and say.

- Draw attention to the *Yes/No* question sets. Pairs take it in turns to ask and answer the questions.
- Volunteers share their ideas.

AB page 69

1 Look. Then find and write.

- Give pupils time to rearrange the letters to make the Christmas words, using the pictures as clues.
- When you are checking answers, ask different pupils to spell the words aloud to give them extra practice at saying the alphabet.

KEY: 2 turkey, **3** Brussels sprouts, **4** stocking, **5** Santa Claus, **6** pudding

2 Listen and complete.

- Ask the class to guess what the different presents are.
- Play CD3:36. Pupils listen and check their ideas.

Look at these presents! What's in them? **3:36**
For my brother, there's a ball, a teddy bear and a toy car. For my sister, there's a doll, a skateboard and a toy giraffe. For my grandad, there's a hat, a book and new glasses! But where are my presents?!

- Play CD3:36 again, pausing to elicit answers.

KEY: brother 2 teddy bear, **3** toy car,
sister 1 doll, **2** skateboard, **3** toy giraffe,
grandad 1 hat, **2** book, **3** new glasses

Games

- **Pair work and poster**
  Pairs write down two questions they would like to ask Alesha about Christmas in Britain. They exchange their questions with another pair. Pupils do internet research at school or at home to answer the questions they have been given. They tell the pair whose questions they have answered what they have found out. You could make a class poster, using pupils' questions, answers and pictures.
- **TPR game**
  Divide the class into two teams. Show pupils a 'present' you have wrapped and brought. Pupils from each team take it in turns to either guess what the present is, or to ask a question, e.g. *Is it a toy? Is it for children?* The first team to guess correctly wins a point.

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Christmas

1 3.33 Listen and read. Then look and say.

Picture a is a stocking.



Name	Age	Hometown
Alesha Goodman	13	London, UK

Christmas Day is on 25th December and there are two weeks of school holidays. My favourite thing at Christmas is the music. I'm in a music club at school and in the evenings before Christmas we sing Christmas songs outside the shops. It's cold and dark but we love it.

On 24th December, I put a stocking in the living room. In the morning, it's got presents in it. Some children think the presents are from Santa Claus. We eat a big lunch on Christmas Day with Granny and Grandad: turkey, potatoes and Brussels sprouts. Then we eat a big fruit pudding. After the meal, there are presents for everyone.







2 Read again and say.

1 Does Alesha like singing?
2 Where does the stocking go?
3 Why is the stocking different on Christmas morning?
4 Does she eat a lot at Christmas?

3 Is Christmas a special time of year for you? Read and say.

YES

1 Is your Christmas like Alesha's?
2 What other things do you do?
3 What do you like about your Christmas?
4 What do you like about Alesha's Christmas?

NO

1 What are the special times of year in your family?
2 What food do you eat?
3 Do people buy presents?
4 Are there any special songs?

Festival

stocking, presents, Santa Claus, turkey, Brussels sprouts, pudding

69

Ending the lesson

- Ask pupils what they like most about Christmas.

OPTIONAL ACTIVITIES

Pictionary
Play Pictionary. See p. 22.

Hot seat
Play Hot seat. See p. 22.

Evaluation

Evaluation can be described as an attempt to analyse the learning that a child has achieved over a period of time as a result of the classroom teaching/learning situation. It plays an integral part in the teaching and learning process.

The evaluation material included in *Our Discovery Island* has been designed to analyse pupils' progress with the aim of reinforcing the positive aspects and identifying areas for improvement.

There are five main reasons for evaluation:

Formative – to increase motivation by making evaluation a part of the continuous learning process.

Summative – to give pupils feedback on their progress or achievement at a particular point in time, often formally through tests.

Informative – to give pupils and parents feedback on progress or achievements.

Diagnostic – to monitor individual pupils' needs and help identify pupils who need special support.

Evaluative – to identify pupils' level of achievement and select or order pupils according to merit; to check effectiveness of teaching methods, teaching materials and teachers.

Our Discovery Island provides eight photocopiable evaluations for use at the end of each unit and a further end-of-year evaluation. A photocopiable evaluation chart to record pupils' progress can be found on p. 167.

Our Discovery Island also encourages self-evaluation at the end of each unit in the Activity Books, giving the pupils an important opportunity to express their own opinion of their progress.

	EVALUATION CHART								
PUPIL'S NAME	1	2	3	4	5	6	7	8	E-o-y

MARKING CRITERIA ★ 1–3 = Still developing ★★ 4–6 = Progressing well ★★★ 7–10 = Excellent

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Evaluation teaching notes

Evaluation sheet 1

A Listening

1 Listen and number.

Teacher script
1 He's got short, spiky hair. He's good-looking and he's very nice.
2 He's got short, straight hair. He's old and he's very bossy.
3 She's got long, black curly hair. I think she's beautiful.
4 He's bald and very cool!

KEY: 2 b, **3** a, **4** d
(3 points = 1 point for each correct answer)

2 Listen and circle.

Teacher script
I live with mum, dad and my brother, Joe. My friends love Joe because he's sporty and he isn't shy, but we sometimes argue. He's very bossy! I think my mum and dad are very clever because they help me with my homework. My friends think mum is very kind and shy.

KEY: 2 False, **3** False, **4** True, **5** True
(4 points = 1 point for each correct answer)

3 Listen and write.

Teacher script
1 I love football!
2 I don't like speaking to people I don't know.
3 I don't want to get up.
4 I've got 10 in my test. I'm really happy!

KEY: 2 shy, **3** lazy, **4** clever
(3 points = 1 point for each correct answer)

B Reading and writing

4 Find and write the questions.

KEY: 2 What does he look like? **3** What do they look like? **4** What does she look like? **5** What do I look like? **6** What do Robbie and Dan look like? **7** What does Kipper look like?
(6 points = 1 point for each correct answer)

5 Complete the email. Use *am*/*are*/*is* and *have got*/*has got*.

KEY: 2 are, **3** is, **4** has got, **5** am
(4 points = 1 point for each correct answer)

Evaluation sheet 2

A Listening

1 Listen and order.

Teacher script
I go home after school and make my bed! I usually meet my friends in the park at five o'clock. We play basketball. I do my homework before dinner. I always brush my teeth after dinner, and I wash my face before bed.

KEY: 2 b, **3** a, **4** e, **5** c
(4 points = 1 point for each correct answer)

2 Listen and match.

Teacher script
S = SASHA D = DAVID
S Hi there David.
D Hi Sasha.
D Hey, is that my book?
S No, it isn't. It's my sister's book.
D Oh, sorry!
Are these your computer games?
S They aren't my computer games. They're my brother's. I hate computer games!
Is this your football?
D No, it isn't. It's my sister's. Look. I'm wearing my brother's T-shirt today. It's cool!...

KEY: 1 a, **2** d, **3** b, **4** c
(4 points = 1 point for each correct answer)

3 Listen and complete.

Teacher script
My big brother, Jon, likes playing football. He always plays after school. He usually plays with his friends, and sometimes he plays with our dad. He never plays on Mondays, but he often plays on Thursdays and Fridays.

KEY: 2 usually, **3** sometimes, **4** never, **5** often
(4 points = 1 point for each correct answer)

B Reading and writing

4 Read and circle.

KEY: 2 brother's, **3** their, **4** Its, **5** our
(2 points = 0.5 points for each correct answer)

5 Read and write.

KEY: 2 My mum and I usually wash our hair on Mondays. **3** My sisters never tidy their room. **4** My dad always has a shower in the morning. **5** My friends Jess and Jo sometimes make their beds. **6** My brother often does his homework before bed. **7** I always brush my teeth after breakfast.
(6 points = 1 point for each correct answer)

Evaluation sheet 3

A Listening

1 Listen and tick (✓) or cross (✗).

Teacher script
My sister is very clever. She's very good at playing chess. She's good at painting, too, but she isn't very good at singing. She loves skateboarding, but she isn't very good. She is very good at climbing.

KEY: 1 ✗, **3** ✗, **4** ✓, **5** ✓
(4 points = 1 point for each correct answer)

2 Listen and circle.

Teacher script
B = BOY G = GIRL
B My dog, Tinker, is very clever.
G Why? What's he good at?
B He's good at diving into rivers. He's very good at catching balls, too.
G Is he good at playing basketball?
B No, he isn't. He's good at running, but he isn't good at throwing.
G Is he good at trampolining?
B I don't know. Hey! Tinker! Are you good at trampolining?
G Woof!
B He says 'Yes'!

KEY: 2 False, **3** False, **4** False, **5** True
(4 points = 1 point for each correct answer)

3 Listen and write.

Teacher script
My grandad sometimes plays tennis with me in the park. He's very good at hitting the ball. He's good at throwing, too, and he can run! He isn't very good at skateboarding, but I am! And he doesn't like rollerblading but I love it!

KEY 2 throwing, **3** run, **4** skateboarding, **5** rollerblading
(4 points = 1 point for each correct answer)

B Reading and writing

4 Read and match.

KEY: 2 a, **3** b, **4** e, **5** d
(2 points = = 0.5 points for each correct answer)

Evaluation teaching notes

5 **Read and choose.**

KEY: 2 playing, **3** catching, **4** kicking
(3 points = 1 point for each correct answer)

6 **Look and write questions.**

KEY: 2 Is she good at trampolining? **3** Are they good at throwing? **4** Are we good at playing the trumpet?
(3 points = 1 point for each correct answer)

Evaluation sheet 4

A Listening

1 **Listen and circle.**

Teacher script
1 I want to go to **Argentina** for my holidays.
2 I want to go to **Egypt** for my holidays.
3 I want to go to **Brazil** for my holidays.
4 I want to go to **Spain** for my holidays.
5 I want to go to **Mexico** for my holidays.
(4 points = 1 point for each correct answer)

2 **Listen and number in order.**

Teacher script
B = BOY G = GIRL
B Where are you from?
G I'm from Britain. I live in a city.
B Are there any volcanoes near your city?
G Volcanoes? No, there aren't any volcanoes in Britain.
B Is there a forest?
G No, there isn't a forest but there is a lake. It's beautiful, but I don't swim in it because the weather is sometimes very cold.

KEY: 2 c, **3** a, **4** d
(3 points = 1 point for each correct answer)

3 **Listen and write.**

Teacher script
Come to Britain for your holiday! There are a lot of big mountains and forests to see. They are sometimes snowy in winter. There are some fantastic lakes, too. Do you like cities? We've got a lot of interesting cities for you. There's something for everyone!

KEY: 2 forests, **3** lakes, **4** cities
(3 points = 1 point for each correct answer)

B Reading and writing

4 **Read and choose.**

KEY: 2 any, **3** some, **4** any, **5** any
(4 points = 1 point for each correct answer)

5 **Read and write.**

KEY: 2 Are there any pyramids in Greenland?
3 Is there a desert in China? **4** Is there a statue in your city?
(3 points = 1 point for each correct answer)

6 **Read and write *is*, *are*, or *aren't*.**

KEY 2 are, **3** aren't, **4** is
(3 points = 1 point for each correct answer)

Evaluation sheet 5

A Listening

1 Listen and choose.

Teacher script

1 How much is that scarf? ... It's **£12**.
2 How much are those black sandals? ... They're **£50**.
3 How much are those gloves? ... They're **£20**.
4 How much is that swimsuit? ... It's **£120**.
5 How much is that black jacket? ... It's **£1000**.

KEY: 2 £50, **3** £20, **4** £120, **5** £1,000
(4 points = 1 point for each correct answer)

2 Listen and match.

Teacher script
M = MUM B = BOY

M I love this shop! Look at those trousers!
B Mum! They're too tight...
M I like this jumper! Do you like it?
B No Mum, it's too baggy.
M Well, what about this jacket?
B It's OK but it's too small.
Look at this T-shirt! It's really cool!
M It is nice ... but too expensive! Sorry!

KEY: 2 c, **3** b, **4** a
(3 points = 1 point for each correct answer)

3 Listen and number in order.

Teacher script
B = BOY SA = SHOP ASSISTANT

B Hello. How much are those dark-blue sunglasses, please?
SA They're £40.
B Ah. And how much are those light-blue sunglasses?
SA They're £30.
B Mmmm. And how much are these light-green sunglasses? They're nice!
SA They're £20.
B Really?! They're not too expensive! Can I buy the light-green sunglasses, please?
SA Yes, of course.

KEY: 2 a, **3** d, **4** b
(3 points = 1 point for each correct answer)

B Reading and writing

4 Read and match.

KEY: 2 e, **3** b, **4** a, **5** c
(4 points = 1 point for each correct answer)

5 Read and circle.

KEY: 2 True, **3** True, **4** False, **5** True, **6** False, **7** False
(6 points = 1 point for each correct answer)

Evaluation sheet 6

A Listening

1 Listen and circle.

Teacher script

I'm Lily. My birthday was on 14th July. I went to my grandparents' house with my parents. There was a big cake, and there were a lot of presents. I said 'Thanks' to my grandparents. I love birthdays!

KEY: 2 False **3** False **4** True
(3 points = 1 point for each correct answer)

2 Listen and write.

Teacher script

Hi! I'm Dan. My parents are Becky and Martin. They're cool! My grandparents are Sue and John. They're very kind. I've got two cousins, Saskia and Ollie. Ollie's a baby. Their parents are my Aunt Caroline and my Uncle Andy. They are fun. I love my family!

KEY: 1 Sue, **2** John, **4** Becky, **5** Caroline, **6** Andy, **7** Saskia, **8** Ollie
(3.5 points = 0.5 points for each correct answer)

Evaluation teaching notes

3 Listen and circle.

Teacher script

1 Our school party was on **21st June**.
2 My dad's birthday was on **2nd April**.
3 The school disco was on **15th May**.
4 My class went to London on **23rd November**.
5 Our cousin's birthday was on **12th January**.
6 My dog's birthday was on **5th October**.
7 My Aunt went to Paris on **30th March**.
8 School's Christmas party was on **11th December**.

KEY 2 2nd April, **3** 15th May, **4** 23rd November, **5** 12th January, **6** 5th October, **7** 30th March, **8** 11th December
(3.5 points = 0.5 points for each correct answer)

B Reading and writing

4 Read and choose.

KEY 2 were, **3** went, **4** was, **5** said
(4 points = 1 point for each correct answer)

5 Read and write the dates.

KEY 2 29th August, **3** 22nd March, **4** 3rd November, **5** 1st August, **6** 13th February, **7** 11th April,
(6 points = 1 point for each correct answer)

Evaluation sheet 7

A Listening

1 Listen and write.

Teacher script
M = MUM T = TIM

M Hello Tim. Was school interesting today?
T Maths was very difficult but the teacher was kind.
M What about History?
T There was a scary story in our History lesson. It was interesting. I like scary stories!
M Was there PE today?
T Yes, there was. It was exciting! There was football and I was very fast! After PE there was Geography. It was very easy but it was fun. Oh, yes, and Science was fun, too!
M Good! Have you got any homework?
T Homework?! I'm tired!

KEY: 1 difficult, **2** scary, interesting, **3** exciting, **4** easy, fun, **5** fun
(3.5 points = 0.5 points for each correct answer)

2 Listen and write *Yes* or *No*.

Teacher script
I like reading. My book last week was scary. There were two ghosts, but there weren't any aliens. There weren't any animals in this book, but there were three cool children. It was great!

KEY: 2 Yes, **3** No, **4** No, **5** Yes
(4 points = 1 point for each correct answer)

3 Listen and circle.

Teacher script
Our last school trip was a Geography trip. We went to the mountains. It was a great day, but it wasn't sunny. There was a lot of rain.

KEY: 2 True, **3** False, **4** False
(1.5 points = 0.5 points for each correct answer)

B Reading and writing

4 Read and write.

KEY: 2 Was the school trip exciting?
3 Was there PE on Wednesday?
4 Were your parents good at Science?
5 Was there Art on Friday?
6 Was the book interesting?
7 Were the lessons easy?
(6 points = 1 point for each correct answer)

5 **Read and choose.**

KEY: 2 was, **3** weren't, **4** was, **5** Was, **6** Were
(5 points = 1 point for each correct answer)

Evaluation sheet 8

A Listening

1 **Listen and number.**

Teacher script
1 I want to be a scientist.
2 I want to be a firefighter.
3 I want to be a spy!
4 I want to be a king!
5 I want to be a waiter.
6 I want to be a sailor.
7 I want to be a soldier.

KEY: 1 c, **2** g, **3** d, **4** f, **5** e, **7** b
(3 points = 0.5 points for each correct answer)

2 **Listen and complete.**

Teacher script
I like summer holidays. I went camping last month. It was fun! I went to a football match two weeks ago. My team were the winners! I was at my friend Johnny's house last week. I went to the beach with my parents last weekend, and three days ago I went to the cinema.

KEY: 2 two weeks ago, **3** last week, **4** last weekend, **5** three days ago
(2 points = 0.5 points for each correct answer)

3 **Listen and match.**

Teacher script
My uncle likes doing different jobs. He was a sailor in 1995 but he wanted a different job. He was a waiter in 2002 but he wanted a different job ... again! He was a scientist in 2009... but, yes, he wanted a different job. I think he was a spy in 2011! Ssssh!

KEY: 2 d, **3** b, **4** a
(3 points = 1 point for each correct answer)

B Reading and writing

4 **Read and circle.**

KEY: 2 on, **3** at, **4** in, **5** in, **6** on
(5 points = 1 point for each correct answer)

5 **Read and write the nationalities.**

KEY: 2 Spanish, **3** Australian, **4** American
(3 points = 1 point for each correct answer)

6 **Read and write *last* or *ago*.**

KEY: 2 ago, **3** last, **4** ago, **5** last
(4 points = 1 point for each correct answer)

Evaluation teaching notes

End-of-year evaluation

A Listening

1 Listen and match.

Teacher script
My uncle, aunt and cousins live in Australia. We often speak on the phone or chat on the computer. They sometimes send my family photos, too. My uncle is bald and he's got a moustache. I don't think he's very good-looking, but I think my aunt is beautiful. She's got long, blond hair. My cousins haven't got long hair. They've got short, blond curly hair. I want to go to Australia in the summer. They've got a cool house near a beach!

KEY: 2 a, **3** c
(1 point = 0.5 points for each correct answer)

2 Listen and choose.

Teacher script
My brother never makes his bed in the morning, and he's usually tired at school. I think he sometimes sleeps in his lessons! He always does his homework after dinner, and he often goes to bed at eleven o'clock.

KEY: 2 usually, **3** sometimes, **4** always, **5** often
(2 points = 0.5 points for each correct answer)

3 Listen and tick (✓) or cross (✗).

Teacher script
This circus is great! Hey, look she's really good at climbing. Ooooh! She isn't very good at catching! Oh dear! ... Look! Look! She's skateboarding with those penguins! Wow! She's very good at skateboarding .... Now she's playing catch with the elephants. Oh no! She isn't very good at throwing, but the elephants are! Those elephants are great ... look, they're good at kicking, too, ... oh dear ... but the girl isn't!

KEY: 2 ✗, **3** ✓, **4** ✗, **5** ✗
(2 points = 0.5 points for each correct answer)

4 Listen and circle.

Teacher script
D = DAD B = BOY
D Let's go to Egypt on holiday!
B Are there any beaches?
D Yes, there are.
B Good! I want to swim in the sea. And are there any volcanoes?
D No, there aren't any volcanoes.
B Is there a desert?
D Yes, there's a desert. And there are some very interesting pyramids, too.
B Wow! And are there any cities?
D Yes, there are. We can visit Cairo.
B And are there any mountains and rivers?
D Yes, there are. We can go on a boat!

KEY: 2 False, **3** True, **4** True, **5** False, **6** True, **7** False, **8** True
(3.5 points = 0.5 points for each correct answer)

5 Listen and complete.

Teacher script
D = DAN R = ROBBIE
D Have you got some nice things from the shops in the USA?
R Yes, I have. I've got a jacket. It's brown.
D What about Emma? What's she got?
R She's got a sweatshirt.
D What colour is it?
R Dark-blue. Mum says it's too baggy, but Emma loves it. It's very cool. Mum's happy, too. She's got some cool light-green sunglasses!

KEY: 2 a sweatshirt, **3** sunglasses, **4** brown, **5** dark-blue, **6** light-green
(2.5 points = 0.5 points for each correct answer)

6 Listen and write.

Teacher script
B1 = BOY 1 B2 = BOY 2
B1 Hi. How are you?
B2 I'm tired. There were two school trips last week! On Monday there was a Geography trip. We went to a big park with a lot of animals. It was very interesting.
B1 When was the other trip?
B2 It was on Friday. It was an English trip. We went to the theatre. It was exciting! There was a lot of homework at the weekend, too because there was a Geography test and an English test this morning, but they were easy!

KEY: 2 Geography, **3** interesting, **4** went, theatre, **5** exciting, **6** was, homework, **7** were
(3 points = 0.5 points for each correct answer)

B Reading and writing

7 Read and circle.

KEY: 2 does, **3** is, **4** does, **5** do, **6** do, **7** are
(3 points = 0.5 points for each correct answer)

8 Read and write.

KEY: 2 No, she doesn't. **3** Yes, she does. **4** Yes, she is. **5** No, she can't. **6** Yes, she is. **7** Yes, she can.
(3 points = 0.5 points for each correct answer)

9 Read and write.

KEY:
2 How much is that dress? It's a hundred and thirteen pounds.
3 How much are those sunglasses? They're a thousand pounds.
4 How much is that jacket? It's fifty-five pounds.
5 How much is that scarf? It's eleven pounds.
6 How much are those gloves? They're nineteen pounds.
7 How much are those socks? They're three pounds.
(6 points = 1 point for each correct answer)

10 Read and write.

KEY 2 went, **3** wasn't, **4** were, **5** said
(4 points = 1 point for each correct answer)

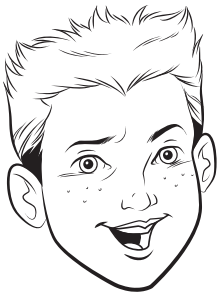
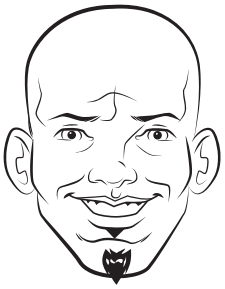
Evaluation sheet I

A Listening

Name: ..... **Class:** .....

1 Listen and number.



a ☐ b ☐ c 1 d ☐

2 Listen and circle.

1 Joe is sporty and bossy. (True) / *False*

2 Joe is shy. *True* / *False*

3 Mum isn't clever. *True* / *False*

4 Dad is clever. *True* / *False*

5 Mum is kind and shy. *True* / *False*

3 Listen and write.

shy ~~sporty~~ clever lazy

1 *sporty*

2 _____

3 _____

4 _____

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B Reading and writing

4 Find and write the questions.

1 What / you / look like? *What do you look like?* ?

2 What / he / look like? _____ ?

3 What / they / look like? _____ ?

4 What / she / look like? _____ ?

5 What / I / look like? _____ ?

6 What / Robbie and Dan / look like? _____ ?

7 What / Kipper / look like? _____ ?

5 Complete the email. Use *am/are/is* and *have got/has got*.

Inbox

Hi Anna!

Thanks for your email. I like your family. They are nice. Here are the answers to your questions about my family!
I [1] *have got* straight black hair. I'm wearing a white shirt and a red skirt, it's my favourite. Do you like red? My mum and dad are next to me. I think they [2]_____ good looking. Mum [3]_____ beautiful! She [4]_____ short, curly hair. I [5]_____ not very good-looking, but my brother is!

Bye for now!

Jess

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4 6 points 5 4 points Total

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Evaluation sheet 2

A Listening

Name: ..... **Class:** .....

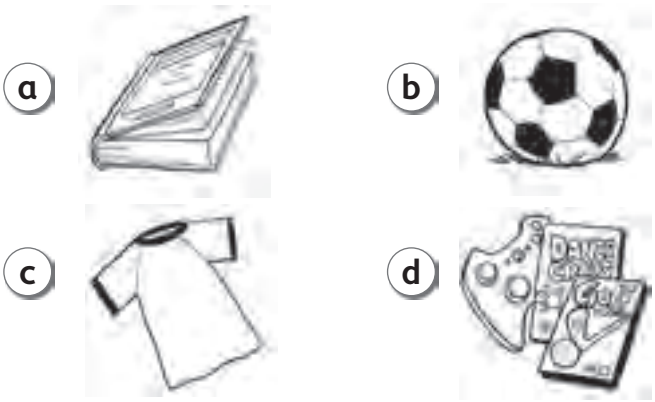
1 Listen and order.



a ☐ b ☐ c ☐ d 1 e ☐

2 Listen and match.

1 Sasha's sister ☐
2 Sasha's brother ☐
3 David's sister ☐
4 David's brother ☐



3 Listen and complete.

never ~~always~~ sometimes usually often

1 Jon *always* plays football after school.
2 Jon _____ plays with his friends.
3 Jon _____ plays with our dad.
4 Jon _____ plays on Mondays.
5 Jon _____ plays on Thursdays and Fridays.

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1 4 points 2 4 points 3 4 points

B Reading and writing

4 Read and circle.

Kate is my favourite friend. [1] ***Her*** / ***hers*** brother is my [2] ***brother*** / ***brother's*** best friend, too. I love [3] ***they*** / ***their*** *dog.* [4] ***It*** / ***Its*** *name's* Bobby. Kate and I always do [5] ***our*** / ***your*** homework at Kate's house at the weekend. After homework we play with Bobby!

5 Read and write.

1 I / meet / friends / before school (often)

I often meet my friends before school.

2 my mum and I / wash / hair / on Mondays (usually)

3 my sisters / tidy / room (never)

4 my dad / have / shower / in the morning (always)

5 My friends Jess and Jo / make / beds (sometimes)

6 My brother / do homework / before bed (often)

7 I / brush teeth / after breakfast (always)

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Evaluation sheet 3

A Listening

Name: ..... **Class:** .....

1 Listen and tick (✓) or cross (✗).



1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 ☐

2 Listen and circle.

1 Tinker is good at diving. (**True**) / **False**

2 He isn't very good at catching. **True** / **False**

3 He's good at playing basketball. **True** / **False**

4 He's good at running and throwing. **True** / **False**

5 He's good at trampolining. **True** / **False**



3 Listen and write.

run ~~hitting~~ throwing rollerblading skateboarding

1 Grandad is very good at *hitting* the ball.

2 He's good at _____ .

3 He can _____ .

4 He isn't very good at _____ .

5 He doesn't like _____ .

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1 4 points 2 4 points 3 4 points

B Reading and writing

4 Read and match.

1	What are you good at?	**a**	I like skateboarding and I love rollerblading!
2	What do you like doing?	**b**	No, she isn't.
3	Is she good at playing chess?	**c**	I'm good at hitting balls.
4	What does he love doing?	**d**	They like skateboarding.
5	What do they like doing?	**e**	He loves diving.

5 Read and choose.

~~play~~ kicking playing catching

After school clubs are fun. I [1] *play* basketball on Mondays. I love [2] _____ basketball. I'm very good at [3] _____ the ball. My brother isn't good at catching, but he's very good at [4] _____ . He loves football.

6 Look and write questions.

1 (you) *Are you good at climbing?*

2 (she) _____ ?

3 (they) _____ ?

4 (we) _____ ?

a



b



c



d



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4 Around the world

Evaluation sheet 4

A Listening

Name: ..... **Class:** .....

1 Listen and circle.

1 I want to go to ***Argentina*** / ***Australia*** for my holidays.

2 I want to go to ***Egypt*** / ***the USA*** for my holidays.

3 I want to go to ***Britain*** / ***Brazil*** for my holidays.

4 I want to go to ***China*** / ***Spain*** for my holidays.

5 I want to go to ***Mexico*** / ***Italy*** for my holidays.

2 Listen and number in order.



a ☐ b 1 c ☐ d ☐

3 Listen and write.

Come to Britain for your holiday!

There are a lot of big [1] *mountains* and [2] _____ to see. They are sometimes snowy in winter. There are some fantastic [3] _____, too. Do you like cities? We've got a lot of interesting [4] _____ for you. There's something for everyone!

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1 4 points 2 3 points 3 3 points

B Reading and writing

4 Read and choose.

BLOGG

It's summer in December in Australia. There isn't [1] ***some*** / ***any*** snow and it's hot. There isn't [2] ***some*** / ***any*** rain, but sometimes there [3] are ***some*** / ***any*** summer storms. Are there [4] ***some*** / ***any*** lessons? No, of course not! There aren't [5] ***some*** / ***any*** lessons because it's Christmas!

5 Read and write.

1 any in Are forests Britain there? *Are there any forests in Britain?*

2 pyramids any Greenland Are there in? _____ ?

3 China a Is desert there in? _____ ?

4 there Is statue in a city your _____ ?

6 Read and write *is*, *are*, or *aren't*.

Hi John!
I'm having a great time at Pedro's house in Barcelona. There [1] *is* a swimming pool in Pedro's house and there [2] _____ a lot of good beaches. We go swimming in the sea every day. The water is warm! There [3] _____ any parks here but there [4] _____ a forest. It's beautiful.
I love Barcelona!
Lots of love,
Anna

62

John White
7 Cropton Road
Formby
United Kingdom.

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4 4 points | 5 3 points | 6 3 points | Total

Evaluation sheet 5

A Listening

Name: ..... **Class:** .....

1 Listen and choose.

1 

2 

3 

4 

5 

2 Listen and match.

1 

2 

3 

4 

a too expensive

b too small

c too baggy

d too tight

3 Listen and number in order.

a How much are those light-blue sunglasses? ☐

b Can I buy the light-green sunglasses, please? ☐

c How much are those dark-blue sunglasses, please? 1

d How much are these light-green sunglasses? ☐

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1 4 points 2 3 points 3 3 points

B Reading and writing

4 Read and match.

1	Can I buy those shorts, please?	**a**	No, they're not! They're too baggy!
2	How much is that jacket?	**b**	They're thirty-two pounds.
3	How much are those gloves?	**c**	It's too expensive!
4	These trousers are too tight!	**d**	Yes, of course. They're ten pounds.
5	This scarf is twenty pounds.	**e**	It's a hundred pounds.

5 Read and circle.

Cool Jo's Clothes

Cool Jo's Clothes Shop has got some great clothes for you. They aren't too expensive and some are very cheap! We've got baggy trousers, tight trousers, big hats, small hats ... and some very cool blue jackets. Do you like sunglasses? Come and look! We've got some great light-green sunglasses, and they aren't expensive. You can come after school, in the evening and on Sundays, too! We're always open!

1 The clothes are too expensive. **True** / (**False**)

2 Some of the clothes are very cheap. **True** / **False**

3 You can buy baggy trousers. **True** / **False**

4 There aren't any tight trousers. **True** / **False**

5 You can buy cool blue jackets. **True** / **False**

6 The light-green sunglasses are expensive. **True** / **False**

7 You can't go shopping in the evening. **True** / **False**

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Evaluation sheet 6

A Listening

Name: ..... **Class:** .....

1 Listen and circle.

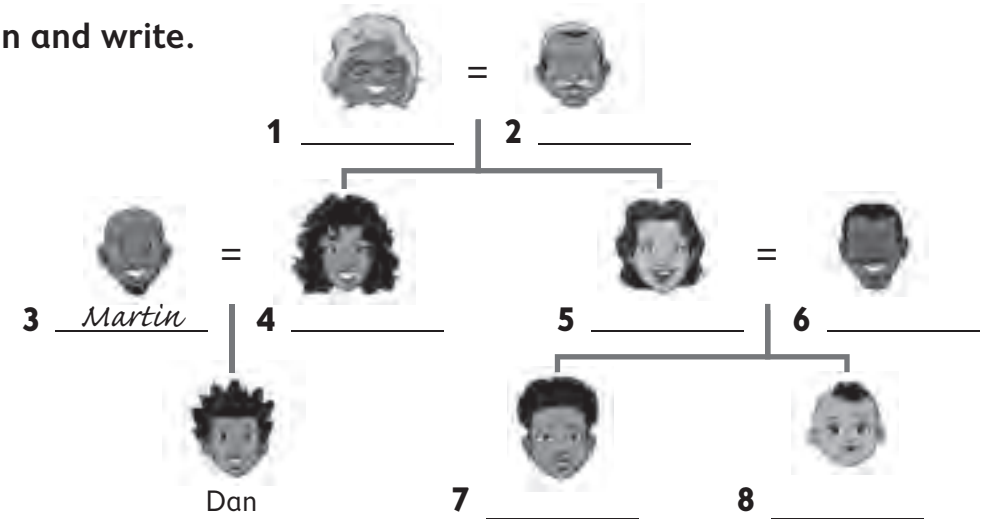
1 Lily's birthday was on 4th July.
True / **False**

2 She went to her cousins' house.
True / **False**

3 There was a small cake.
True / **False**

4 She said 'Thanks' to her grandparents.
True / **False**

2 Listen and write.



3 Listen and circle.

1 Our school party was on **1st June** / **21st June**.

2 My dad's birthday was on **2nd April** / **22nd April**.

3 The school disco was on **15th May** / **5th May**.

4 My class went to London on **13th November** / **23rd November**.

5 Our cousin's birthday was on **20th January** / **12th January**.

6 My dog's birthday was on **5th October** / **15th October**.

7 My Aunt went to Paris on **13th March** / **30th March**.

8 School's Christmas party was on **11th December** / **12th December**.

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1 3 points 2 3.5 points 3 3.5 points

B Reading and writing

4 Read and choose.

~~was~~ was said went were

There [1] *was* a music concert and dance show at school in December.
My school friends and teachers [2] _____ there. My parents [3] _____ to the show, too. My sister [4] _____ a dancer in the show. She was very good.
Her teacher [5] _____ 'Well done!'

5 Read and write the dates.

1 The thirty-first of December.
31st December

2 The twenty-ninth of August.
_____

3 The twenty-second of March.
_____

4 The third of November.
_____

5 The first of August.
_____

6 The thirteenth of February.
_____

7 The eleventh of April.
_____

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Evaluation sheet 7

A Listening

Name: ..... **Class:** .....

1 Listen and write.

difficult interesting exciting easy fun fun scary

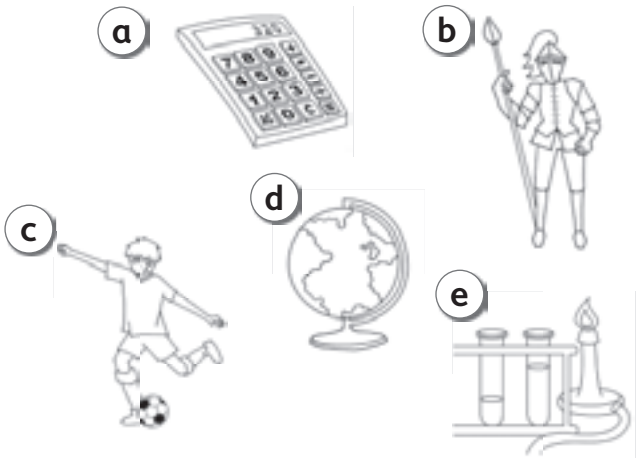
1 (a) _____

2 (b) _____ and _____

3 (c) _____

4 (d) _____ and _____

5 (e) _____



2 Listen and write *Yes* or *No*.

1 Was the book scary? *Yes*

2 Were there any ghosts in the book? _____

3 Were there any aliens in the book? _____

4 Was there a dog in the book? _____

5 Were there any children in the book? _____

3 Listen and circle.

1 The school went on a history trip. **True** / **False**

2 They went to the mountains. **True** / **False**

3 It was a boring day. **True** / **False**

4 It was a sunny day. **True** / **False**

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1 3.5 points 2 4 points 3 1.5 points

B Reading and writing

4 Read and write.

1 the there book Were aliens any in? *Were there any aliens in the book?*

2 trip the exciting school Was? _____ ?

3 Wednesday there PE on Was? _____ ?

4 your Science at parents Were good? _____ ?

5 Friday Was on Art there? _____ ?

6 the interesting book Was? _____ ?

7 Were easy lessons the? _____ ?

5 Read and choose.

~~wasn't~~ was was Was Were weren't

Inbox

Hi Jack!

I [1] *wasn't* at school today because there [2] _____ a lot of snow! There [3] _____ any cars in our street and I [4] _____ at home all day. It was very boring! I played computer games and read my book. [5] _____ there any homework? [6] _____ all our friends at school?

Bye!

Charlie

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4 6 points 5 5 points Total

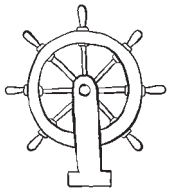
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Evaluation sheet 8

A Listening

Name: ..... **Class:** .....

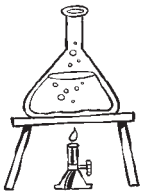
1 Listen and number.



a [6]



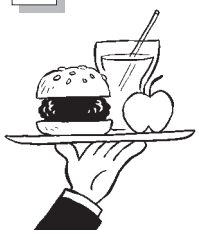
b [ ]



c [ ]



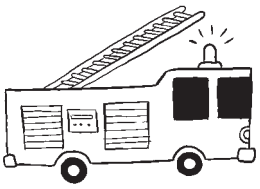
d [ ]



e [ ]



f [ ]



g [ ]

2 Listen and complete.

two weeks ago three days ago last week
last weekend ~~last~~ month

1 I went camping *last month* .
2 I went to a football match _____ .
3 I was at my friend Johnny's house _____ .
4 I went to the beach with my parents _____ .
5 I went to the cinema _____ .

3 Listen and match.

1	sailor	a	2011
2	waiter	b	2009
3	scientist	c	1995
4	spy	d	2002

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1 3 points 2 2 points 3 3 points

B Reading and writing

4 Read and circle.

Hi Julie,
I'm British and I live in Manchester. My favourite hobby is acting. [1] ***In*** / ***On*** / ***At*** spring I go to acting club [2] ***in*** / ***on*** / ***at*** Thursdays. It's [3] ***in*** / ***on*** / ***at*** five o'clock after school. I was in a competition [4] ***in*** / ***on*** / ***at*** May and I was the winner! Now I want to be an actress. I'm excited because there's a school Summer Camp [5] ***in*** / ***on*** / ***at*** August and there are acting classes! We've got a show [6] ***in*** / ***on*** / ***at*** 31st August!
Bye,
Jess

5 Read and write the nationalities.

1 Kaká is a footballer from Brazil. He's Brazilian .

2 Rafael Nadal is a tennis player from Spain. He's _____ .

3 Nicole Kidman is an actress from Australia. She's _____ .

4 Beyoncé is a singer from the USA. She's _____ .

6 Read and write *last* or *ago*.

BLOG

There were a lot of good programmes on TV [1] last
week. There was a great spy film on TV two days [2] _____.
There was a funny cartoon on TV [3] _____ Wednesday.
Hollywood was on TV three days [4] _____ . But there was
no football match on TV [5] _____ week!

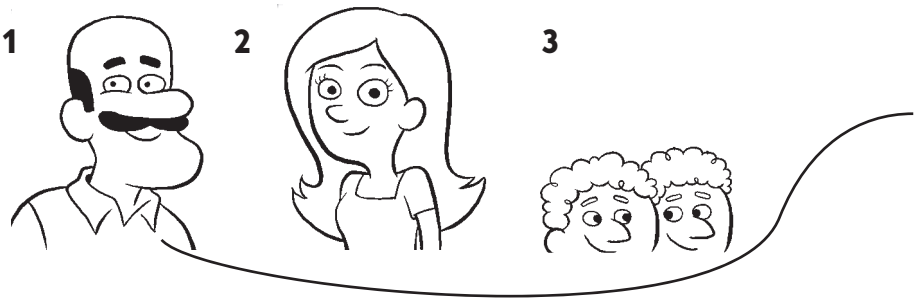
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End-of-year evaluation sheet

A Listening

Name: ..... **Class:** .....

1 Listen and match.

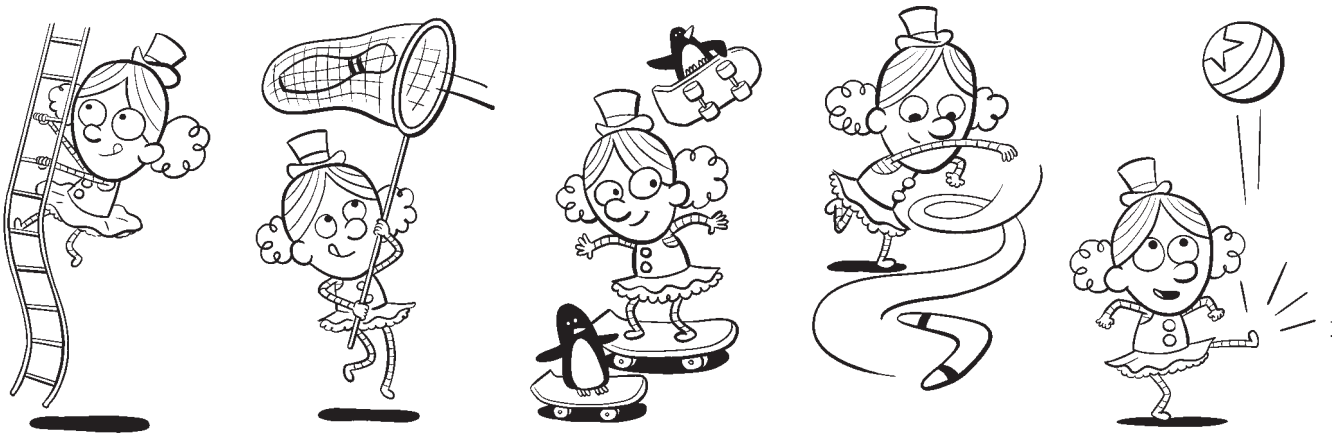


a Aunt
b Uncle
c Cousins

2 Listen and choose.

1 He (***never***) / ***sometimes*** makes his bed.
2 He's ***always*** / ***usually*** tired at school.
3 He ***sometimes*** / ***never*** sleeps in his lessons.
4 He ***often*** / ***always*** does his homework after dinner.
5 He ***often*** / ***always*** goes to bed at eleven o'clock.

3 Listen and tick (✓) or cross (✗).



1 ✓ **2** ☐ **3** ☐ **4** ☐ **5** ☐

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1 1 point 2 2 points 3 2 points

4 Listen and circle.

1 There are some beaches. **True** / **False**
2 There's a volcano. **True** / **False**
3 There's a desert. **True** / **False**
4 There are some pyramids. **True** / **False**
5 There aren't any cities. **True** / **False**
6 There are some mountains. **True** / **False**
7 There isn't a river. **True** / **False**
8 There are boats. **True** / **False**

5 Listen and complete.

			
What have they got from the USA?	1 *a jacket*	2 _____	3 _____
What colour are the clothes?	4 _____	5 _____	6 _____

6 Listen and write.

1 There were two school trips last *week* .
2 On Monday there was a _____ trip.
3 The Geography trip was _____ .
4 The pupils _____ to the _____ on the English trip.
5 The English trip was _____ .
6 There _____ a lot of _____ at the weekend.
7 The tests _____ easy.

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4 3.5 points 5 2.5 points 6 3 points

End-of-year evaluation sheet (continued)

B Reading and writing

7 Read and circle.

1 What (***do***) / ***does*** you look like?

2 What ***do*** / ***does*** your granny look like?

3 What ***does*** / ***is*** she good at?

4 What ***does*** / ***is*** your cat look like?

5 What ***do*** / ***am*** I look like?

6 What ***do*** / ***are*** you like doing?

7 What ***do*** / ***are*** you good at?

8 Read and write.

My friend Grace doesn't usually eat healthy food and she never does sport. She always eats chocolate at school.

Grace is good at a lot of things, too. She often plays computer games in the evening. She's very good at computer games. She's very good at Maths and she often helps me with my Maths homework. She's very kind. She can't throw or catch, but she's very good at playing chess and she can rollerblade, too! She's a very good friend.

1 Does Grace usually eat healthy food? *No, she doesn't* .

2 Does Grace do sport? _____ .

3 Does Grace always eat chocolate at school? _____ .

4 Is Grace good at computer games? _____ .

5 Can Grace throw and catch? _____ .

6 Is Grace good at playing chess? _____ .

7 Can Grace rollerblade? _____ .

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7 3 points 8 3 points

9 Read and write.

A Listening



£31

1 *How much is that swimsuit?*
It's thirty-one pounds.



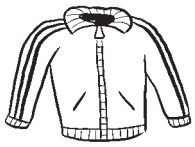
£113

2 _____
_____



£1000

3 _____
_____



£55

4 _____
_____



£11

5 _____
_____



£19

6 _____
_____



£3

7 _____
_____

10 Read and write.

went said ~~was~~ wasn't were

There [1] was a great school Science trip last year. We [2] _____ on a submarine, but it [3] _____ under the sea! We went with some sailors and our teacher. The sailors [4] _____ very nice. After the trip, we [5] _____ 'Thank you'.

9 6 points 10 4 points Total

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Consolidation and extension teaching notes

Unit 1

Consolidation and extension

1 Write the words.

- Pupils rearrange the letters to write the appearance adjectives.

KEY: 2 bald, **3** beautiful, **4** spiky hair,
5 straight hair, **6** curly hair

2 Read and find.

- Pupils read about the girl. They use the letters in bold to work out her name.

KEY: Saskia

3 Look, read and choose. Tick (✓) a or b.

- Pupils read the text and choose the picture it describes.

KEY: b

4 Describe the other girl.

- Pupils write a description of the other picture.

Unit 2

Consolidation and extension

1 Look and write.

- Pupils choose a word or phrase from each box to make sentences.

KEY 2 They often meet their friends in the park after school.
3 The cat always washes its face after its dinner.
4 You usually tidy your room in the evening.
5 He sometimes does his homework in his bedroom.
6 She never makes her bed before breakfast.

2 Imagine what people on Ice Island do at the weekend.

- Pupils use their imagination to write sentences about different Ice Island character's daily routine.

Unit 3

Consolidation and extension

1 Look and write.

- Pupils write the action words.

KEY 1 throwing, **2** catching, **3** diving, **4** hitting, **5** climbing, **6** kicking

2 Write questions.

- Pupils rearrange the words and write questions.

KEY 2 Is he good at diving?
3 Are they good at throwing?

3 Look and write.

- Pupils use the picture and prompts to write sentences about Emma using *good at/love.*

KEY 1 Emma's loves trampolining.
2 Emma's good at playing the drums.
3 Emma's good at playing chess.

4 Now write about you!

- Pupils write about their preferences and abilities.

Unit 4

Consolidation and extension

1 Look and find six countries.

- Pupils rearrange the letters and find the country names.

KEY 2 China, **3** Britain, **4** Spain, **5** Australia, **6** Egypt.

2 Write the questions and answers about Ice Island. Use *there are/aren't* and *some/any.*

- Pupils write questions and answers using the information in the table.
- Remind them to look at the *Look!* box in Unit 4 Lessons 2 and 3 of the PB for help.

KEY 2 Are there any polar bears on Ice Island? Yes, there are some polar bears.
3 Are there any elephants on Ice Island? No, there aren't any elephants.
4 Are there any statues on Ice Island? Yes, there are some statues.
5 Are there any penguins on Ice Island? Yes, there are some penguins.
6 Are there any deserts on Ice Island? No, there aren't any deserts.

Consolidation and extension teaching notes

Unit 5

Consolidation and extension

1 Read and guess.

- Pupils read the definitions and write the words.

KEY 2 sunglasses, **3** sweatshirt, **4** swimsuit, **5** scarf, **6** gloves

2 You've got £150. Look and tick for Dylan. Write how much.

- Pupils choose new clothes for Dylan. Make sure they understand they can only spend £150 or less. They must choose a complete outfit.
- They work out how much they've spent in total and write the number.

3 Write about Dylan's new clothes.

- Pupils write about Dylan in his new clothes, e.g. *Dylan's wearing a cool, cheap T-shirt.*
- Pairs read their descriptions to each other.

Unit 6

Consolidation and extension

1 Read and write the dates.

- Pupils read the text once or twice.
- They work out the dates and write them.

KEY 1 was on 4th December, **2** was on 1st December, **3** was on 3rd December

2 Read, think and write.

- Pupils read the clues to work out and write the word.

KEY birthday

Unit 7

Consolidation and extension

1 Read. Write about last week for Dan.

- Pupils use the information in Dan's diary to write about his week.

KEY 2 Science was exciting on Tuesday afternoon.
3 Art was interesting on Wednesday morning.
4 Geography was boring on Thursday afternoon.
5 PE was easy and fun on Friday morning.
6 History was scary on Friday afternoon.

2 Read, imagine and write.

- Pupils read the 'blurb' about *Anna and the Aliens*.
- They imagine they have read it and then write a short review. They use the prompt question and the adjectives in the word bank to help. Elicit a model with the class first if necessary, e.g. *'Anna and the Aliens' was a very good book. There were five aliens. Two were funny but three were bad. They were very scary but the book was very exciting. It was very interesting. Read it!*

Unit 8

Consolidation and extension

1 Look, read and circle.

- Pupils read and circle to complete each sentence.

KEY 2 on, **3** ago, **4** last, **6** last

2 Read, choose and write.

- Pupils read the sentences. They circle the word next to the tick if the sentence is correct, and the word next to the cross if it is incorrect.
- They use the words that they have circled to write a sentence.

KEY I always do my English homework.

3 Correct the mistakes in Activity 2.

- Give pupils time to write out the incorrect sentences from Activity 2 correctly.

KEY 2 I went to school on Monday.
3 The footballer is from Italy. He's Italian.
6 I sometimes get up at five o'clock.

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Consolidation and extension I

Name: ..... **Class:** .....

1 Write the words.

1 **ogdo-olokign** *good-looking*

2 *dbla* _____

3 aebluutif _____

4 pskyi airh _____

5 targisht irha _____

6 **ucrly irah** _____

2 Read and find.

She's got long straight hair.
She's clever **a**nd **s**hy but she's very **k**ind.
She's my fr**i**end, she's very pretty and her n**a**me is __ __ __ __ __ __

3 Look, read and choose. Tick (✓) a or b.



a ☐



b ☐

I've got long, dark curly hair. My friends say I'm tall. I'm thin, too. I'm wearing trousers, a jacket, a hat and trainers. I'm not wearing gloves and sunglasses.

4 Describe the other girl.

_____

_____

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Consolidation and extension 2

Name: ..... **Class:** .....

1 Look and write.

1	~~My mum often brushes~~	his	room in the evening.
2	They often meet	her	homework in his bedroom.
3	The cat always washes	~~her~~	~~teeth after lunch.~~
4	You usually tidy	your	friends in the park after school.
5	He sometimes does	their	bed before breakfast.
6	She never makes	its	face after its dinner.

1 *My mum often brushes her teeth after lunch.*

2 _____

3 _____

4 _____

5 _____

6 _____

2 Imagine what people on Ice Island do at the weekend.

1 *Captain Formosa always eats a fish sandwich for breakfast.*

2 _____

3 _____

4 _____

5 _____

6 _____

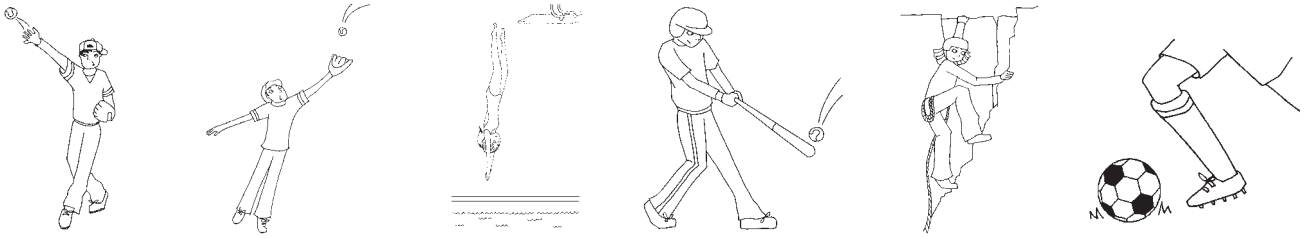
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Consolidation and extension 3

Name: ..... **Class:** .....

1 Look and write.



1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

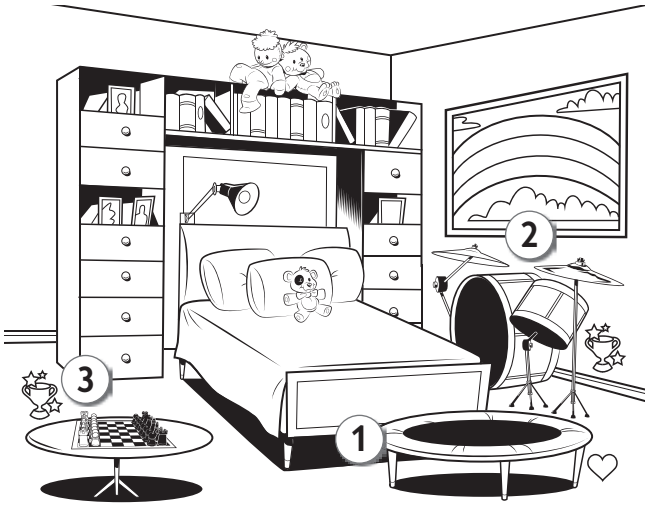
2 Write questions.

1 do you doing like What ? *What do you like doing?*

2 at Is diving good he ? _____ ?

3 throwing Are they good at? _____ ?

3 Look and write.



1 *Emma*

2 _____

3 _____

4 Now write about you!

_____ .

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Consolidation and extension 4

Name: ..... **Class:** .....

1 Look and find six countries.

1 xeMcio — *Mexico*

2 niCha _____

3 niatirB _____

4 npiaS _____

5 usAliarta _____

6 gpEty _____

2 Write the questions and answers about Ice Island. Use *there are/aren't* and *some/any*.

1	caves	✓	**4**	statues	✓
2	polar bears	✓	**5**	penguins	✓
3	elephants	✗	**6**	deserts	✗

1 *Are there any caves on Ice Island?* — *Yes, there are some caves.*

2 _____ ? _____ .

3 _____ ? _____ .

4 _____ ? _____ .

5 _____ ? _____ .

6 _____ ? _____ .

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Consolidation and extension 5

Name: ..... **Class:** .....

1 Read and guess.

1 You wear these on your feet in summer. sandals

2 You wear these to protect your eyes from the sun. s _____

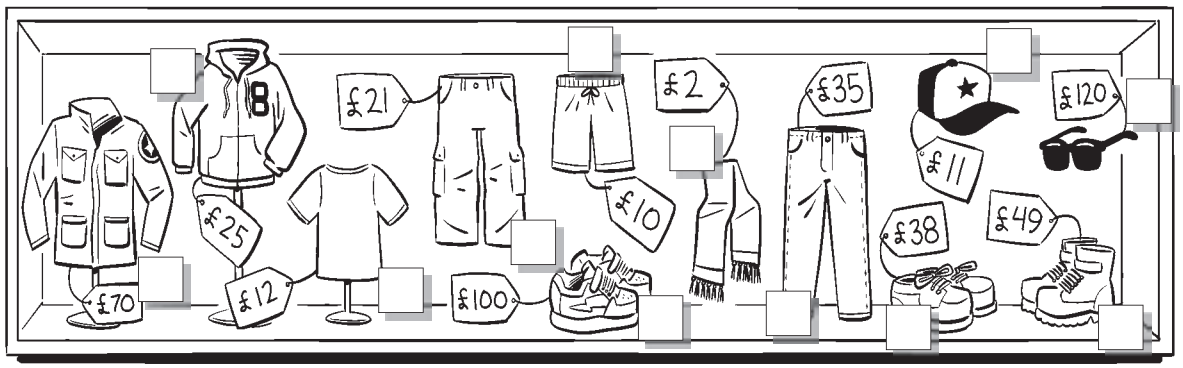
3 You wear this when you go outside. s _____

4 You wear this to go swimming. s _____

5 You wear this around your neck. s _____

5 You wear these on your hands in the winter. g _____

2 You've got £150. Look and tick for Dylan. Write how much.



How much are Dylan's new clothes? _____ .

3 Write about Dylan's new clothes.

_____

_____

_____

_____

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Consolidation and extension 6

Name: ..... **Class:** .....

1 Read and write the dates.

December was a fun month last year! My grandad's birthday party was on 14th December. There was a very big cake! My birthday party was 10 days before Grandad's. It was great! There was a very big cake, too. My sister's birthday party was three days before my birthday party. There was a cake of course! My cousin's birthday was two days after my sister's birthday. We went to the cinema, said 'Happy birthday!' and, yes, there was a big cake, too! I love cake!

1 My birthday party _____ .

2 My sister's birthday party _____ .

3 My cousin's birthday _____ .

2 Read, think and write.

My **first** letter **is in** book **but not in** cook. _____

My **second** letter **is in** is **but not in** yes. _____

My **third** letter **is in** run **but not in** fun. _____

My **fourth** letter **is in** to **but not in** on. _____

My **fifth** letter **is in** he **but not in** me. _____

My **sixth** letter **is in** dog **but not in** got. _____

My **seventh** letter **is in** May **but not in** my. _____

My **eighth** letter **is in** day **but not in** date. _____

Write me! _____

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Consolidation and extension 7

Name: ..... **Class:** .....

1 Read. Write about last week for Dan.

Monday morning	Tuesday afternoon	Wednesday morning	Thursday afternoon	Friday morning	Friday afternoon
Maths – difficult...	Science – exciting!	Art – interesting.	Geography – boring...	PE – easy and fun!	History – scary!

1 *Maths was difficult on Monday morning.*

2 _____ .

3 _____ .

4 _____ .

5 _____ .

6 _____ .

2 Read, imagine and write.

interesting boring scary exciting funny

Do you like scary books?

Yes? Then read *Anna and the Aliens*! Three children meet an alien and his friends in the park. It's a dark evening in winter. Some aliens are funny and kind, but some are not ...

MY BOOK BLOG

Anna and the Aliens was

_____

_____

_____

_____

_____

_____

_____

_____

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Consolidation and extension 8

Name: ..... **Class:** .....

1 Look, read and circle.

1 Sparky the Magic Horse was on TV last Thursday ***on/(at)*** five o'clock.

2 Spies and Kings was on TV ***at/on*** 5th May.

3 Mr Cleverclogs the Mad Scientist was on TV three days ***ago/last***.

4 There was a great cowboy film on TV ***at/last*** Sunday.

5 My favourite film was on TV ***last/at*** night.

2 Read, choose and write.



3 Correct the mistakes in Activity 2.

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