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ALWAYS LEARNING

Our Discovery Island

5

TEACHER'S BOOK



Alinka Kountoura
Series Consultant Jeanne Perrett

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Future 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

Our Discovery Island
Where learning is an adventure!

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

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Our Discovery Island

Future Island 5

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 on 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 *Future Island*, the main characters Marta and her friend Chris are transported into the future with their chimp, Champ. Marta's parents live on a nature reserve and they adopted Champ when he was young. The time machine is owned by the villain, Zero Zendell who lives in the year 2210 when most animals are now extinct. It is a world of concrete and metal and even grass has become a protected species. Zero Zendell is losing money at his zoo so he steals Champ to be the star attraction. Serena, who also lives in the future, helps Marta and Chris rescue Champ and return home, having many adventures along the way.

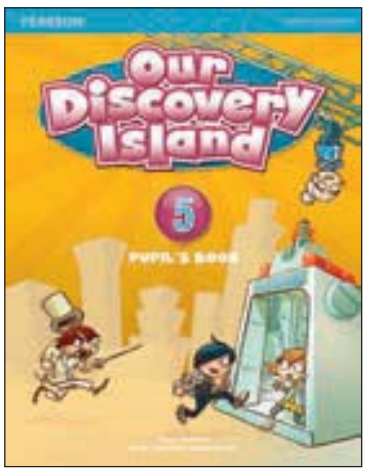
Components for the pupil

PUPIL'S BOOK

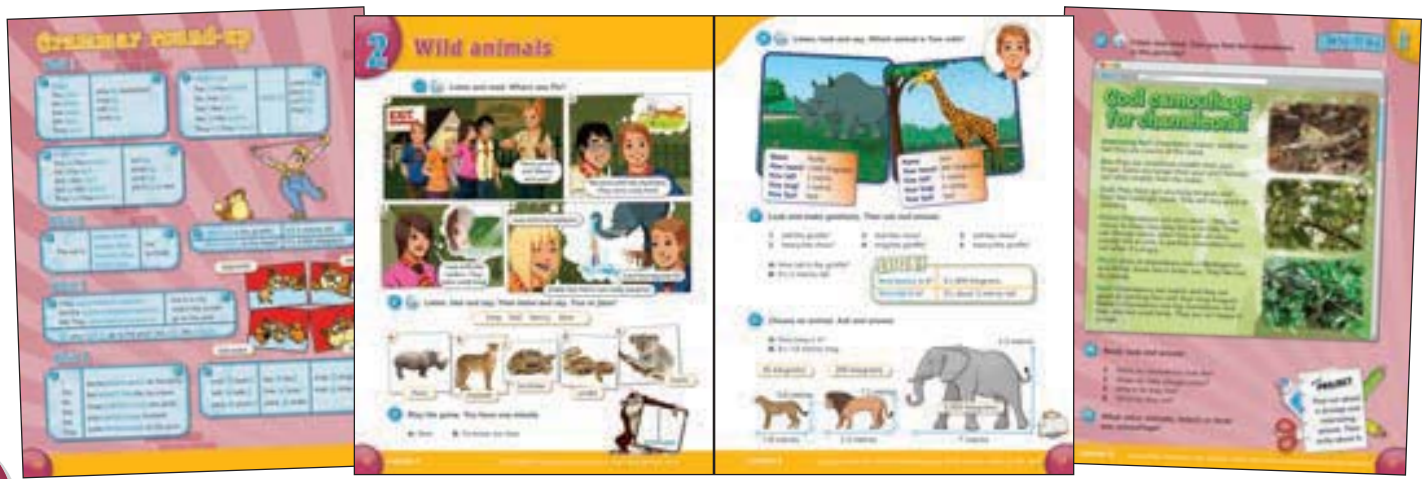
The Pupil's Book provides materials to effectively present and practise the target language. It introduces new language in lively and engaging contexts. A wide variety of practice tasks lead from controlled language activities through to production and personalisation activities. Extensive further practice 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:

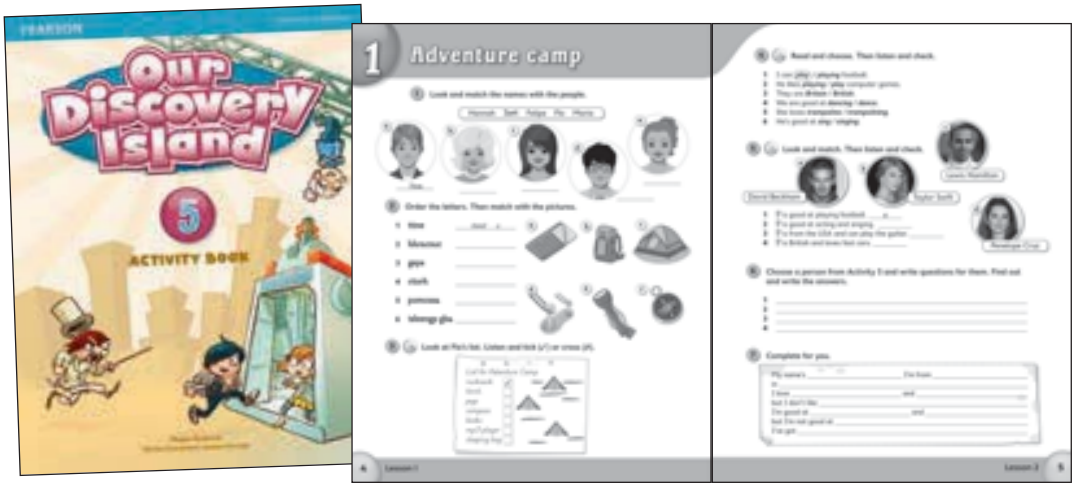
- An opening story spread introducing pupils to the group of characters and the island
- Eight units divided into eight distinct lessons
- Four Review spreads (two of which are board games) at the end of alternate units
- Four Wider World spreads focusing on a real-life topic from an international perspective,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

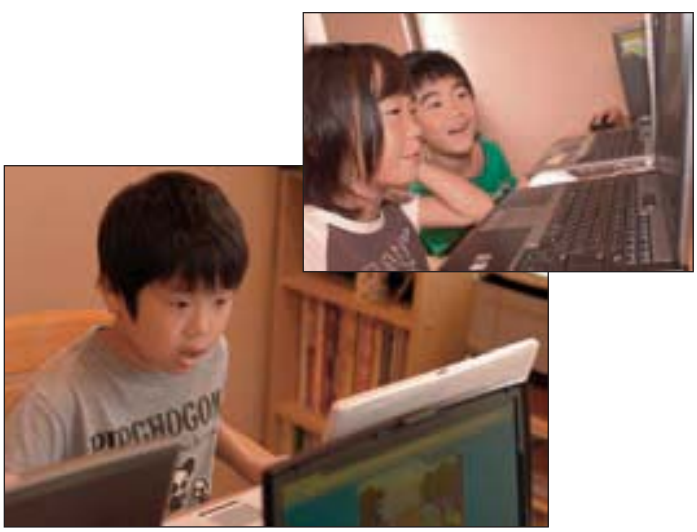
- A Welcome unit introducing pupils to the group of characters and the island
- Eight units divided into eight lessons for use after the corresponding Pupil's Book page
- Two festival lessons at the back of the book for use at Christmas and New Year
- A comprehensive word list at the back of the book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

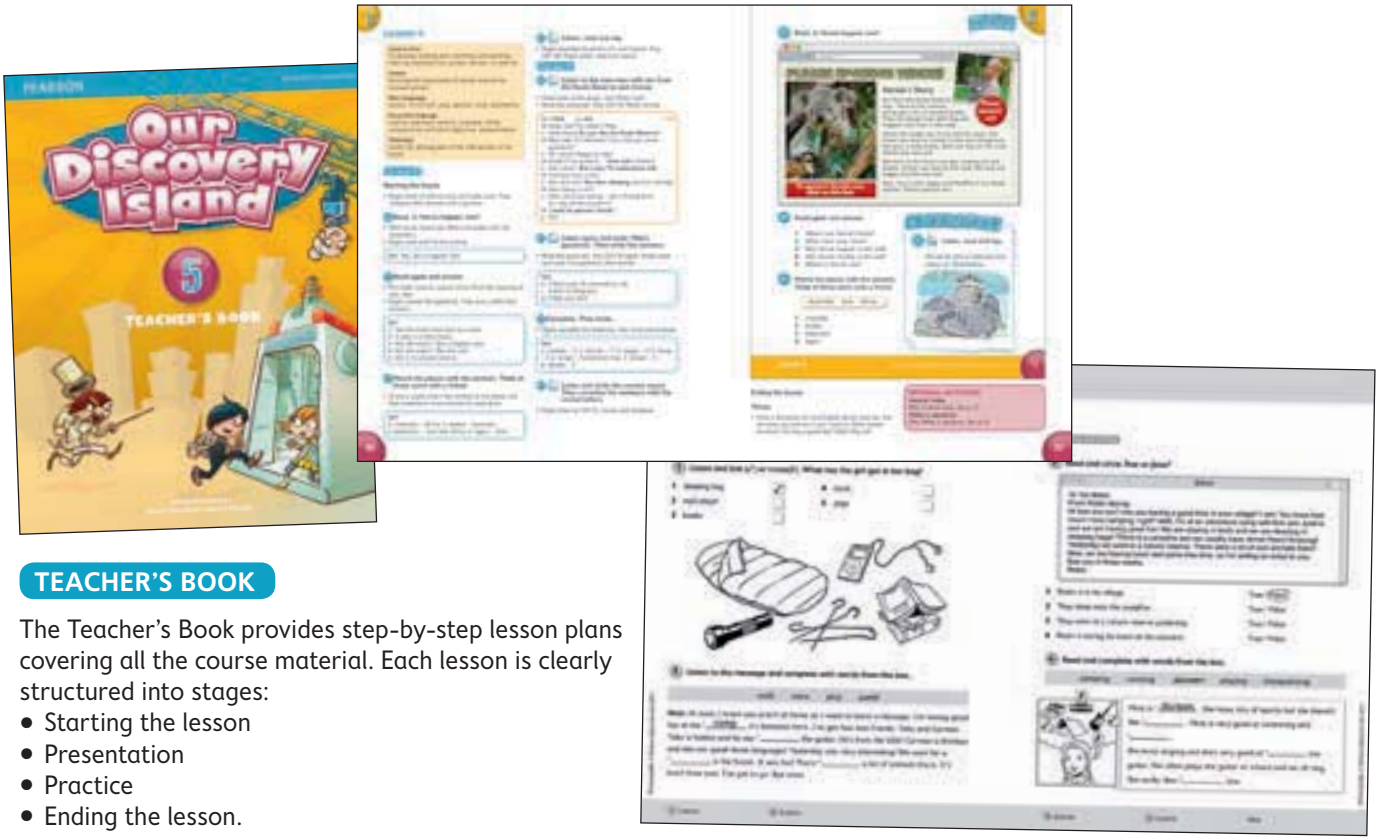




CD-ROM

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.

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 *Future Island Online* via the internet.

ONLINE ISLAND

Teachers have special access to the Online Island using the Access code provided in the Teacher's Book. This takes them into *Future 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 log in 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 pp.10–14.



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 *Future Island* characters. Teachers will find further information on pp.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 pp.20 and 21.







Methodology and organisation

METHODOLOGY

Our Discovery Island Level 5 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 also adds 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 5, there is an introductory story spread followed by eight main teaching units, divided into eight lessons. The two Festival lessons can be used at Christmas and New Year 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.

A home–school link to encourage parental involvement appears in this lesson or lessons 2 or 3 depending on the content of the lesson with full details of use in the teaching notes.

The mascot, Champ appears in this lesson or lessons 2 or 3 depending on the content of the unit. Champ has got a picture of an item from *Future 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 practice. A speaking activity follows based on the target language of the lesson.

Lesson 3

Song. Vocabulary and language structure are 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 *Future 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 5, 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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- Free Teacher primary packs filled with posters, story cards, and games to use in your classroom!
- Exclusive access to professional development via print materials and web conferences.

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**our**
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	**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	s**ure**
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, e.g. collectable 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.

FUTURE ISLAND ONLINE

Future Island Online is set even further in the future in 2210, where the pupils will visit some scouts, go on an African safari and visit the floating city of Atlantis amongst other adventures. Zero Zendell is now older and regretting all his bad ways and the effect he has had on Future Island. Pupils must travel back and forth in time to prevent the younger Zero Zendell from kidnapping famous people for an exhibition.
By preventing these terrible kidnaps, the player allows history to take its proper course, saving the planet as they do so!

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 Champ, the chimpanzee. 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.

Future Island Unit 1 lesson plan

Future Island Online can be used safely by children at home, if they have a computer and internet access or the *Future Island CD-ROM.* If you wish to incorporate *Future 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 learn some new vocabulary related to camping (*pitch a tent, put in the pegs, light a fire, collect some wood*) and to distinguish between statements about likes and abilities (*I like sailing. I'm good at reading maps.*)
Receptive language: I'm training some boys and girls to be Scouts and Guides. Do you want to learn some new skills? You need to earn your badges. What a strange question. It's 1952, of course. Can you tell me how to (pitch a tent)? Here's your (camping) badge. I'm preparing for a sailing trip. Preparing time lock item. Information missing. I am honoured. You're going to look great in my exhibition! Mission failed. Returning to exhibition. Never mind. There are plenty of other people to kidnap for my exhibition! I wonder who that strange man was? Kidnap prevented! Congratulations!

- 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 Champ is holding up on the Pupil's Book page at the end of Lesson 3 (gate) 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. The gate is at the far right of the scene.
- Online: Using the IWB or a computer screen visible to the class, go to *Future Island Online* and access the scene by hovering over the time hole detector showing Scout Master Morris and pressing the left hand button on the keypad of the detector. Pupils have gone back in time, through the purple time hole to 1952.
- Walk pupils through the first part of the task. Find and talk to Scout Master Morris. He will give you a list of badges you need to earn *(camping skills, compass skills, fire-making skills).* It may help at this point to explain the concept of Scouts and Guides if this is unfamiliar to the pupils. Find the scouts and guides and ask them questions in order to earn your badges. Allow the pupils to direct you around the scene *(Go left/right. Click on him/her.)* Each person in the scene can help you to earn your badges, provided you answer their questions correctly. *(Can you tell me how to pitch a tent? Put up the tent and then put in the pegs. Can you*

tell me how to get to the harbour? Go west. Can you tell me how to make a fire? Collect some wood, pile the wood in a triangle shape, light the fire.)
Alternatively, choose individual pupils to take over the mouse while the rest of the class gives suggestions/answers. When all the badges have been earned, review any new vocabulary on the board and with the Picture Dictionary.

- Find and talk to Scout Master Morris again. This time, he will tell you he's preparing for a sailing trip and that you are to find people who are good at certain activities (e.g. navigating). To do this, you or a pupil must click on scouts and guides within the scene and discover their likes and abilities. Pupils will need to understand the vocabulary in order to do this. For example, one scout will say: *I'm good at reading maps and I have a compass*. Ask the class *Is he good at navigating?* If they don't know, go into the online Picture Dictionary and look up *map* and *compass* and repeat the question until pupils identify that maps and compasses are connected with navigating.
- Pupils will also need to understand the meaning of *rowing, making a boat safe* and *cooking. (Now I need someone who is good at rowing. Are you good at rowing? I'm very good at sport and I love boats. Now I need someone who can make the boat safe. I'm good at tying knots and I have a lot of rope. Now I need someone who can cook. I like boats and I can cook very well but I'm not good at sailing or sports.* If they get stuck, refer pupils to the online Picture Dictionary.
- When both quests are complete, the pupils will be challenged to prevent Zero Zendell from kidnapping Scout Master Morris. You can choose a pupil to operate the mouse for this task, or you can operate it yourself while the class calls out answers. First, they must answer the questions about Scout Master Morris correctly (identifying his correct name, his main interest and choosing a time lock device for him – *Scout Master Morris, Scouting, Teacher badge*). They must then search the scene to find Scout Master Morris, and present him with the time lock device, the Teacher badge which has been delivered into the inventory backpack. If they answer the questions incorrectly or choose the wrong device, they will fail to prevent the kidnap and will have to return from the exhibition and start again. If the kidnap is prevented you receive a Helper badge as a reward.
- Choose pupils to complete the supplementary activities: the book/online link 'gate'; talk to one of the guides again about rope skills and receive a knot card showing how to tie a knot called 'figure of 8'; return to the exhibition in the future through the purple time hole and complete a quiz activity to achieve the gold star.
- 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 *Future 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	taller, shorter, faster, slower, bigger, smaller, lighter, heavier, longer, sharper, hairier; Animals
2	went, hurt, walked, played, fell, liked; I like/love (skateboarding).
3	saw; bigger, faster
4	What are you going to do? I'm going to (dig the soil). sow seeds/vegetables, grow, water, spade; clean, cleaner, cleanest

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 Serena, Chris and Marta 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 – The giraffe is taller than the elephant.

JACK Hello, Sally. Hi, Albert.
ALBERT Hello, Jack
SALLY Hello Jack. Look!
JACK What have you got, Sally?
SALLY Photos of animals.
JACK Oh, what's that?
ALBERT A giraffe.
JACK And that?
SALLY An elephant.
JACK The elephant is shorter than the giraffe.
SALLY Shorter ... faster, slower, bigger, smaller, taller, shorter ...
JACK The giraffe is taller than the elephant.
SALLY The giraffe is taller than the elephant.
ALBERT The elephant is taller than the hippo.
SALLY And the hippo is bigger than the monkey!
JACK, ALBERT AND SALLY Faster, slower, bigger, smaller, taller, shorter ...
JACK Hmmm, let's see ... The cheetah is faster than the lion.
SALLY And the lion is faster than the zebra.
ALBERT The zebra is slower than the leopard.
JACK And the leopard is faster than the monkey.
JACK, SALLY AND ALBERT Faster, slower, bigger, smaller, taller, shorter.
SALLY Oh! It's that monkey again. The monkey is lighter than the hippo.
JACK The hippo is heavier than the lizard.
ALBERT The lizard is shorter than the elephant.
JACK The elephant is lighter than the whale.
SALLY The whale is longer than the shark.
ALBERT And the shark's teeth are sharper than the monkey's teeth!
SALLY Oh, it's the monkey, again! One more time, faster. The giraffe is taller than the elephant.
JACK The elephant is taller than the hippo.
ALBERT The hippo is slower than the cheetah.
JACK The cheetah is faster than the lion.
SALLY The lion is faster than the zebra.
ALBERT The zebra is slower than the leopard.
SALLY The leopard is bigger than the lizard.
JACK The lizard is shorter than the elephant.
ALBERT The elephant is lighter than the whale.
SALLY The whale is heavier than the monkey.
JACK And the monkey is hairy, hairier than me!
JACK, ALBERT AND SALLY Faster, slower, bigger, smaller, taller, shorter, hairier!

Extra activity
Ask the pupils to make their own comparisons between the animals. Choose a confident pupil and say *cheetah and elephant*. Encourage the pupil to say *The elephant is bigger than the cheetah. The cheetah is smaller than the elephant.* or *The cheetah is faster than the elephant*. etc. Then choose another pupil and another two animals. If the pupils are able to do this confidently, allow them to choose the animals and the pupil who has to make the comparison.

Story – The past is different.

MARTA	Wow! The future is cool!
ROBOT DOG	Yap! Yap!
CHRIS	I like your robot dog.
SERENA	Thanks.
MARTA	Why haven't you got a real pet?
SERENA	We haven't got real animals. Most of the animals are gone.
MARTA	No lions?
SERENA	No, we haven't got lions.
MARTA	No giraffes?
SERENA	No, we haven't got giraffes. What's a giraffe like?
MARTA	Beautiful. A giraffe is very tall. It's got a long neck. It's taller than a lion.
SERENA	How tall is a giraffe?
MARTA	It's five or six metres tall.
SERENA	What's a lion like?
CHRIS	A lion's a big cat. It's bigger than a cheetah. It's got long hair round its face. It's got sharp teeth and claws. And it can run fast.
SERENA	Is it faster than a cheetah?
CHRIS	No, no, it isn't.
SERENA	Where do lions live?
MARTA	They live in Africa.
CHRIS	It's a hot place with a lot of wild animals.
SERENA	The past is very different. What do you do for fun?
MARTA	We play in the park. We go camping.
SERENA	We can't go camping now. There are no big parks.
MARTA	I've got an idea.
SERENA	What?
MARTA	Look! Here's the grass. Hmm, let's see.
CHRIS	You've got a tent? That's amazing!
SERENA	We can go camping!

The last word – Taller, shorter ...

ALBERT	Look. The Eiffel Tower and Big Ben. Which is taller?
	That's right. The Eiffel Tower is taller than Big Ben.
	No, that isn't right. Big Ben is shorter than the Eiffel Tower.

Episode 2

Song – I went to the park.

SALLY	Hi, Jack.
JACK	Hi, Sally.
SALLY	Are you OK?
JACK	No. I hurt my hand. Are you OK?
SALLY	No, I've got a cold. *Atchoo!*
SALLY	I went to the park last weekend.
JACK	Did you go to the park by train?
SALLY	No, I walked to the park last weekend. And I walked home in the rain. *Atchoo!*
JACK	Oh, dear.
	I went to the beach last weekend. I played football in the sand.
SALLY	Did you go to the beach by bike?
JACK	I did. And I fell and I hurt my hand!
SALLY	Oh dear.
JACK	What did you do at the park last weekend?
SALLY	I watched a fireworks display! And did you like your football game?
JACK	Oh, yeah. I played all day!
SALLY	I've got a cold.
JACK	I hurt my hand.
JACK AND SALLY	But we had a lot of fun.
SALLY	I liked the park!
JACK	I liked the beach!
JACK AND SALLY	We had a lot of fun!
SALLY	*Atchoo!*

Story – The robot can tidy up.

SERENA	Do you like skateboarding?
CHRIS	I love skateboarding!
SERENA	Let's go to the shopping centre!
MARTA	I can't fly!
	Sorry! I didn't see them!
SERENA	Don't worry. The robot can tidy up the mess.
	Do you want to go to the skateboard park?

CHRIS Yes! I love going to the skateboard park!
SERENA Come on! Look! It's a loop!
CHRIS Wow! It's a big loop!
That was exciting! Do you want to go on the loop, Marta?
MARTA Wheeeoaaaah!
I'm dizzy!
SERENA The robot can tidy up the mess.
MARTA I feel sick.
SERENA Do you want to go to the cinema?
CHRIS Yes! I love going to the cinema!
MARTA Help!
Sorry! I didn't see it!
SERENA Don't worry. The robot can tidy up the mess.
MARTA No, no, aaargh! Ow!

Extra activity
Ask the pupils questions using *Do you want to go to the ...* and encourage answers using *Yes, I love going to the ...* . When they can do this confidently, encourage them to take turns asking each other similar questions.

The last word – Spelling – silent letters.

ALBERT Knight.
A knight in the night.
The knights in the night have a fight.
Fright.
A knight in the night has a fright!

Episode 3

Song – Did you see a flying saucer?

JACK Hello.
SALLY Hi. Jack? Jack?
JACK I saw ...
SALLY What did you see?
JACK I saw a flying saucer.
SALLY Did you see a flying saucer?
JACK Yes, I did.
SALLY Did it have flashing lights?
JACK Yes, it did!
SALLY Frightening! Dangerous!
It was a UFO!
Exciting! Brilliant! Where did it go?
JACK Did you see the flying saucer?
SALLY No, I didn't!
JACK Did you see the dangerous alien?
SALLY No, I didn't!
SALLY AND JACK Frightening! Dangerous! It was a UFO!
Exciting! Brilliant! Where did it go?
SALLY Was it bigger than a house?
JACK Yes, it was!
SALLY Was it faster than a bike?
JACK Yes, it was!
SALLY AND JACK Frightening! Dangerous! It was a UFO!
Exciting! Brilliant! Where did it go?
SALLY Jack, what's that?
SALLY, JACK AND ALIEN Aaaaagh!
SALLY AND JACK Frightening! Dangerous! A UFO!
That was frightening!
Where did it go?
JACK That was brilliant!
SALLY Where did it go?

Extra activity
Ask three confident pupils to mime the song, playing the roles of Jack, Sally and the alien (Albert) as the rest of the class sing along. Make sure Sally and the alien always move so that Sally can't see the flying saucer until the end.

Story – Your past is our present.

MARTA What are you reading?
CHRIS I'm reading a tourist brochure about Metropolis City.
Cool! There's a museum.
MARTA Museums aren't cool.
SERENA Yes, they are. You can learn about the past.
CHRIS The past for you. It's the present for us.
MARTA It's got things from our time.
CHRIS Great! How do we get there?
SERENA We can go by train.
CHRIS How fast does it go?
SERENA It goes fast!
CHRIS Whoah!
TOUR GUIDE In the past people lived in this. You can see that the people were very small. They were only four centimetres tall. As small as my finger!
MARTA People didn't live in that. It's a doll's house. Children play with doll's houses!
SERENA Really? Children play in virtual houses now.

The Last Word – Where did she go?

ALBERT Where did Sally go first?
No, try again.
Yes, she went to the city first.
Where did Sally go next?
Yes, she went to the beach next.
Then where did Sally go?
Yes, then she went to the mountains.

Episode 4

Song – I'm going to dig in my garden.

JACK Hello, Sally.
SALLY Hello, Jack. Look.
JACK Wow! What are you going to do now?
SALLY I'm going to sing a song.
JACK Me, too!
SALLY Tomorrow ...
I'm going to dig in my garden.
I'm going to dig the soil.
I'm going to sow my seeds.
I'm going to sow my vegetables.
JACK Tomorrow ...
You're going to dig in your garden.
You're going to dig the soil.
You're going to sow your seeds.
You're going to sow your vegetables.
SALLY Next week ...
My plants are going to grow.
The leaves are going to grow.
My vegetables are going to grow.
JACK Your plants are going to grow.
The leaves are going to grow.
Your vegetables are going to grow.
I'm going to water my plants.
SALLY You're going to water your plants.
JACK I'm going to take my spade.
SALLY You're going to take your spade.
JACK I'm going to dig up weeds.
SALLY You're going to dig up weeds.
SALLY Next month ...
I'm going to pick the vegetables.
JACK You're going to pick the vegetables.
SALLY I'm going to clean the vegetables.
JACK You're going to clean the vegetables.
SALLY I'm going to cook the vegetables.
JACK You're going to cook the vegetables.
SALLY And we're going to eat the vegetables.
JACK And we're going to eat the vegetables!
Wow, that's great! We've worked very hard.
What are we going to do tomorrow?
SALLY We're going to sleep!

Extra activity
Ask the pupils to say what they are going to do next week. Give help with vocabulary where necessary. With less confident classes begin with some simple questions and answers e.g. *Are you going to play football next week? Yes, I am/No, I'm not.*

Story – A seed of hope.

SERENA We haven't got much grass now.
And we haven't got any flowers.
MARTA That makes me feel sad.
CHRIS Look! I have this seed in my pocket.
SERENA Is it from the past?
CHRIS Yes.
MARTA Let's plant it. We can grow something.
Can you dig the soil?
SERENA Yes.
CHRIS We need water.
SERENA There's a tap over there.
Don't waste water.
Is it OK?
CHRIS I don't know.
MARTA Look!
SERENA Oh no!
CHRIS Where are they going?
SERENA They're going to outer space.
They're going to look for new planets with animals and plants.
MARTA It's really sad!
SERENA Marta, look! It's growing.
CHRIS, SERENA AND MARTA Yeah!

Extra activity
Ask pupils to guess whether they think more plants are going to grow in Serena's world now that Chris and Marta's seed has grown into a beautiful plant.

The last word – Clean, cleaner, cleanest ...

ALBERT Clean.
Cleaner.
The cleanest.
Ha, ha, ha. Dirty.

How to use posters

Posters 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.

GENERAL POSTER ACTIVITIES

- Through description, pupils can identify objects that are being described orally. *It's an animal. It's grey and it's very big. It's got four legs and it eats grass. (Elephant)*
- With a time limit, pupils can look at the posters and try to remember as much language and content as possible and then try to recall the content through questions and answers.

Poster 1 Future Island map

The map is slightly different at this level as the player travels between scenes using a device called a Time hole Detector, which detects and allows access to time holes. Each time hole takes the player to a completely different time and location in the universe. They are all located at the museum in Metropolis City on Future Island. Upon completing a scene, the player must return to this museum in order to detect and enter a new time hole.

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

- The museum
- The adventure camp
- The safari park
- Atlantis
- Restaurant Gastronome
- The amusement park
- Madley Kool's mansion
- The spaceship
- The recycling facility/clean energy plant.

New vocabulary: matches, plastic (bags), cardboard

- At the beginning of each lesson, unit or term ask pupils where they are in the online world, asking them to 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.

SPECIFIC POSTER ACTIVITIES

Unit 1 lesson 7

- Focus the pupils' attention on the adventure camp. Ask *What can you see? (tents, pegs, sleeping bag, rucksack, torch, fire, compass).* Pupils point to the tent on the poster and say *tent* etc.
- Say *I like camping. What do I need for a camping trip?* Pupils name the equipment, e.g. *compass, matches to light a fire, food and drink, umbrella* or clothes, *boots, shorts, sweatshirt, jeans, coat, scarf, hat.*

Unit 2 lesson 7

- Ask the pupils to look at the safari park for two minutes and write down what animals they can see (*cheetah, giraffe, elephant, crocodile, bird (or toucan), snake, lion*).
- Ask *How heavy is the elephant?* (*It's very heavy.*) *How tall is the giraffe?* (*It's very tall.*) etc. Repeat with the other animals using *heavy/tall/fast/long/big/small*.
- Write the animals from the poster on the board, then try to elicit more from the class. Ask the pupils to choose six of the animals and write them in a 3 × 2 grid to play a game of bingo. Choose an animal from the board and give a description, e.g. *It's very fast. It's smaller than a lion.* Pupils call out the name of the animal (*cheetah*). Pupils with *cheetah* put a cross through it. The first pupil to cross through all six squares on their grid stands up and shouts *Bingo!*

Unit 3 lesson 7

- Point to Atlantis and Restaurant Gastronome on the poster and say *These are places in a town or city.* Draw a simple street on the board. On one side of the street draw four or five buildings, then draw four or five on the other side. Say *This is a street in Atlantis. There's a castle, a supermarket and a library*, then write these words on the street map. Point to one of the empty buildings and say *What's this?* (*It's a cinema.*) Write *cinema* in the space for the building. Continue with all the buildings. Then say *Where's the (supermarket)?* (*The supermarket is opposite the library.*) Continue with the other buildings. Try to encourage the use of *next to, opposite, near, in front of, between, behind.*

Unit 5 lesson 7

- Ask pupils to look at the theme park and tell you what they can see (*big wheel, carousel, rollercoaster*). Elicit more rides and write them on the board. Put pupils into pairs and ask them to design and label their ideal theme park. When pupils have finished, put pairs together to create groups of four. Ask the pairs to swap their designs. Get them to imagine they visited the other pair's theme park last week. Pair A then asks pair B questions about their trip, e.g. *Did you like the rollercoaster? Yes, we did. It was fun*. Pupils swap roles so that pair B asks questions.

Unit 6 lesson 7

- Point to Madley Kool's mansion on the poster, say *De Livery has left a lot of musical instruments outside. Can you name them? (saxophone, piano, guitars, drums).*
- Play pupils a piece of music and ask *Did you hear a piano?* Pupils answer *Yes, I did./No, I didn't*. Repeat for the other musical instruments. Ask pupils *How did the music make you feel?* Pupils answer *It made me feel happy/sad/scared/excited,* etc.

Unit 7 lesson 7

- Point to the scene set in space on the poster. Ask *What can you see?* (*spaceship, planets, stars*). *Where is the spaceship going?* Elicit suggestions, e.g. *It's going to (Mars).* Take one of the suggestions and write the beginning of a story on the board, e.g. *A very intelligent alien went into space. It was flying in a spaceship to Mars but there was a very loud noise and ...* Ask pupils to discuss the rest of the story in pairs.
- Pupils write the story in their notebooks and draw a picture of their alien.

Unit 8 lesson 7

- Point to the recycling facility/clean energy plant on the poster and explain (L1) that this is a large container used for recycling. Ask pupils what they can see (*paper, glass, plastic (bags), cardboard*).
- Ask pupils to write a list of things they recycle at home, then move to Poster 3 and talk about the Green family.

Poster 2 Animals of the rainforest

This poster contains a breakdown of the rainforest into four strata and information about the animals, insects, reptiles and birds *(called animals collectively here)* that live there: where they live, their weight and size, how fast they are and what they eat plus an interesting fact about them.

New vocabulary: macaw, sloth, toucan, leopard, tree frog, leaf-cutter ant, pygmy marmoset, Hercules beetle, anaconda, gram, weight, weigh, speed, copy, speech, speak, kilometres per hour, beak, air, inside, spots, fungus, type, land [n], tree bark, stripes, wood, lift [v], groups, plants, million

Unit 2 lesson 7

- Point to the tree frog and ask *Has it got four legs?* Ask similar questions about other animals.
- Ask pupils to compare two animals, e.g. the sloth and the tiger. Ask *Is the sloth faster than the tiger?* (*No, it isn't.*) Write *The tiger is faster than the sloth*, on the board. Ask *Is the sloth smaller than the tiger?* (*Yes, it is.*) Elicit *The sloth is smaller than the tiger*, and write it on the board. Continue with further examples until the class is competent with (*long(er), short(er), tall(er), fast(er), slow(er), big(ger), small(er), heavy(-ier)*).
- Ask pupils to write brief descriptions of two animals, describing their appearance and the food they eat based on the information in the poster.

Poster 3 The Green family and their 'green' home

This poster contains two different families. One family is called Green and they are very careful with their environment, save energy and recyle and reuse as much as possible. The second family is called Smith and they waste energy and don't recycle or reuse anything.

New vocabulary: turn on/off, on [meaning 'active'], CD player, tap, radiator, solar panel, bucket, sponge, wind turbine, closed, plastic

Unit 8 lesson 2

- Explain in L1 the differences between the families. Put pupils into pairs and ask them to spot the differences between the lifestyles of the two families and discuss them in L1. Get feedback as a class in L1.
- Pre-teach any new vocabulary that pupils will need for the next activity, e.g. *radiator, tap, plastic, bucket, sponge, solar panels, wind turbine*. Write the following ten sentences on the board in a jumbled order.

Her radiator is on and her bedroom window is open.
Her radiator is off and her bedroom window is closed.
They always have baths.
They always have showers.
She's not in the room but she didn't switch off the TV.
She switched off the TV, CD player, computer and radio.
She doesn't reuse the bags.
She reuses the bags.
They don't recycle the rubbish.
They recycle plastic, paper and glass.

- Ask pupils to draw two columns in their notebooks, one headed 'The Smith family' and one headed 'The Green family'. Pupils read each sentence and decide which heading to place it under. At the end, get feedback as a class in L2.
- Ask pupils to compare the family members, e.g. *Andy always has baths but Matt always has showers.* Repeat for all the family members.
- Tell pupils to imagine they are Andy Smith. Ask them what they'll do to become more 'green' in future, e.g. *You are Andy Smith. What are you going to do to help the environment?* Pupils respond, e.g. *I'm going to turn off the tap when I brush my teeth*. Continue with the other members of the Smith family.

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 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 games

Anagrams

In pairs, pupils make anagrams of vocabulary you want them to revise and swap them with other pairs to solve.

Animal relay

An active game, so best with smaller classes. Divide the pupils into two teams. Have them stand at the back of the room. Give one pupil in each team a board pen (or chalk). One pupil from each team comes to the board and writes the name of one animal only and goes back to his/her team, passing the pen on to another pupil. This continues until the time limit is finished or until one team has reached a certain number of words. This game can be adapted to recycle other sets of words.

Find the odd word out

In pairs or small groups, pupils create their own puzzles. They write down three or four sets of four words: three words that are thematically linked and a word that is unrelated. They give their puzzles to other pairs or groups to solve.

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.

Memory game

Sit together with the class. Start the game by saying *I went to the supermarket and I bought (a tent).* The pupil next to you must repeat the sentence adding one more item, and so on. If a pupil can't remember the list, he/she loses and goes out of the game. The winner is the last pupil remaining in the game.

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 winners are the group who have scored the most points.

Spelling bee

This game can be played in pairs, small groups or with you against the whole class. Divide the class into two groups. Start spelling a word letter by letter very slowly, giving the class time to think or guess. The first group to guess the word correctly gets a point.

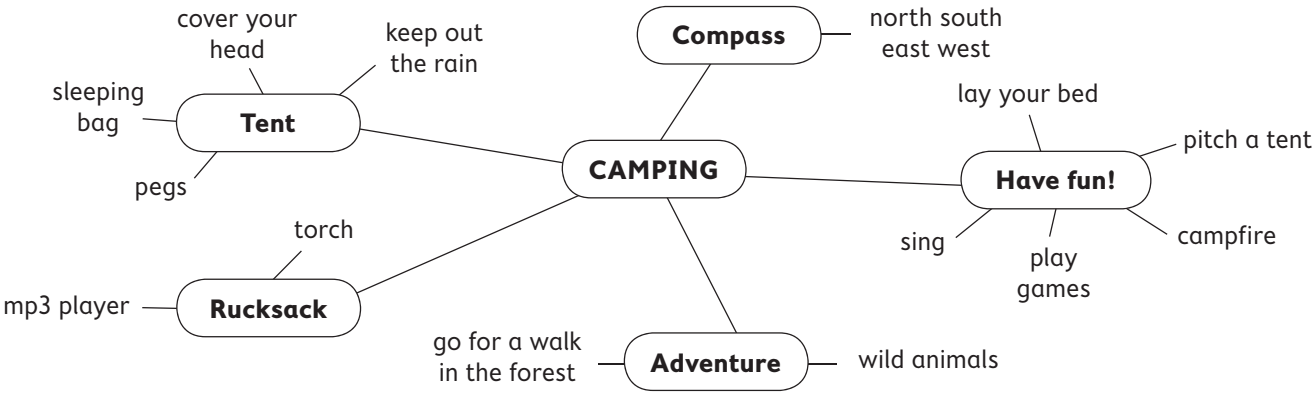
Grammar and Lexical – Grammatical games

Guessing game

In pairs, pupils 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.

Mind map

Divide the class into small groups or pairs. Give them a big sheet of blank paper and a topic word, e.g. camping and ask them to think of and write down as many words as they can about the topic word. It could look something like this:



Then you can collect the mind maps and have a class exhibition. Mind maps are not a game but can be fun and are particularly useful for remembering and revising vocabulary.

Make a sentence

Write words you want recycled onto card, cut them up and put them in a box or bag. Divide pupils into two teams. One person from each team comes up and chooses a word from the box. The pupil then has to make a sentence with it. If it is correct, a point is scored for the team.

Noughts and crosses

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

Read my mind!

Pupils work in pairs or small groups. Set the structure to be used. A pupil writes down a sentence using a structure you want them to practise or revise. His/her partner asks questions to find the sentence, e.g. *Did you visit your grandparents? Are you going to watch a film?* The winner is the pupil who has made the most correct guesses.

Robot game

In pairs, one pupil is a naughty robot and the other is the master. The master gives negative orders to the robot.

Snap

On small blank cards write the first half of a phrase or a question word or a structure. On other cards write the rest of that phrase, etc. Prepare a pack of cards for each group. Alternatively, hand blank cards to pupils and ask them to create their own snap cards.

Divide the class into small groups and hand a pack of cards to each group. Deal the cards and put a card face up on the desk. Pupils take turns laying down a card face up until they get to one which matches the one on the desk. The first pupil to shout *Snap!* collects all of them. The winner is the pupil with most cards at the end of the game.

Story

On small blank cards stick photos from magazines or write words or phrases that you want to be revised or practised. Make as many sets as you have groups of pupils. The sets don't have to be identical and you can build a bank of cards to use for other activities as well. Hand out a set to each group. Pupils have to write a story choosing a card for every sentence they write, and incorporating the vocabulary from the card in their story.

TPR games

Running dictation

Write the text on a piece of paper and put it on your table. Divide the class into pairs. One partner runs, reads a sentence, comes back to his/her partner and dictates it. Then they swap roles. This goes on until a pair finishes the dictation correctly.

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 board/to the front of the class.
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	sign, noise, wild, chimpanzee, look after, nature reserve, visitors, illegal, advert, guard, money, zoo	
1 Adventure camp	sleeping bag, tent, rucksack, pegs, compass, bring, pitch a tent, keep out the rain, put in the pegs, lay out the bed, cover our heads, read a compass, funfair, time machine, dollar, strange, mountaineer, adventurer, yoga, buildings, calm, camping, cabin, deer, lizards, motorbike, peaks, sandy, squirrels, volcanic	
2 Wild animals	rhino, cheetah, tiger, panther, lemur, turtle, otter, seal, walrus, chameleon, flies [n], arctic foxes, coat [= animal's fur], heavy, slow, kilograms, point (1.8 metres), centimetres, measurements, rescue, sponsor, in the wild, joey, Asia, valuable, museum, camouflage, chameleon, flies, female, male, turn (red), cage, Artic fox,	How tall/heavy/fast/long/slow is/was it? It is/was (nearly/about 3) metres tall/long. It is/was very heavy. It is/was (800) kilograms. Comparatives with *-er* for short adjectives (e.g. tall, short, long, heavy, big, small, fast, slow)
3 Where I live	cinema, library, shopping centre, swimming pool, opposite, near, between, quiet, town, village, e-pal, email, airport, sunset, robot, ice cream van, chimneys, roof, architect, bench, tourists, million, sports centre, taekwondo, volleyball competition	Do you want to (watch (it) with me)?
4 Good days	curry, fish and chips, paella, spaghetti, omelette, pack, miss, pass, open, onstage, rock star, lock, solo, race, filmed, brave, laughed, smiled, phoned, enjoyed	pack my bag miss the bus pass a test open a lunchbox remember my juice drop the ball Past simple regular affirmative (e.g. climbed, paddled, cooked, played, wanted, sailed, dropped, loved) Past simple regular negative (e.g. didn't pass, didn't ask)

Level 5 - Future Island

Recycled Language (vocabulary and structures)	Pronunciation	Cross Curricular focus	Values	DVD/Online/ Posters
bored, dangerous, Colours, Appearance, Clothes, Years Marta's got (red hair). How much is that?				exhibition
sister, torch, clever, computer games, pet, mountains, jungle, was/were, Nationalities, Hobbies and sports, School subjects, Countries, Family I like/love ... I'm (not) good at ... We're (travelling) ... We went ...	/θ/ as in '**th**anks', /t/ as in '**t**ree' and /ð/ as in '**th**e'	Social Science: Mountaineer and adventurer Bear Grylls	Respecting the environment when camping	light a fire, earn, badge, Scout, Guide, knot
was/were, long, fast, tall, short, hot, cold, tortoise, snake, koala, giraffe, whale, fish, goats, eagles, elephant, chimpanzee, lion, hippo, metres, animal, Australia, Africa, Canada, Greenland, guards, time machine, lizard, tongues, clever, hide, scared, Big numbers	/v/ as in 'cle**v**er' and /w/ as in '**w**alrus'	Science: Chameleons and camouflage	Stressing the importance of animal reserves for rescued animals	sharper, hairier, robot dog, big cat, Eiffel Tower, Big Ben binoculars
castle, park, supermarket, school, city, museum, in front of, next to, behind, because, and, but, rain, sky, clouds, noisy, island, Britain, another, dead, time machine, zoo, rescue, hill, river, bridges, desert I love/like ... +ing I (don't) want to ...	/p/ as in '**p**arents' and /b/ as in '**b**ike'	Geography: Interesting places around the world: *Barcelona, a city in Spain; two villages in Britain; Alice Springs, a town in Australia*	Appreciating animal life	train station, plans, model, assistant, universe
was/were, remember, drop, guitar, scared, tasty, winners, roof, cage, find, British, sailor, dangerous, scary, boring, exciting, storms, waves, tired, happy, sad, salad, pizza, aliens, jungle, mountains, Nationalities, Sports, School subjects, Food Do you like ...? We went ...	The pronunciation of past simple *-ed* endings: /ɪd/ as in 'want**ed**', /t/ as in 'pass**ed**' and /d/ as in 'play**ed**'	Social Science: British sailor Ellen MacArthur and her record-breaking solo circumnavigation of the world	Trying food from other cultures	fireworks display, loop, dizzy, fright, fight dumplings, sushi, interview, napkin

Scope and Sequence

Unit	New Vocabulary	New Structures and Grammar
5 Trips	aquarium, theatre, theme park, big wheel, dodgems, carousel, mini-golf, boating lake, rollercoaster, underground, safety, slip, slop, slap, sandy, flag, surfboard, brochure, ancient, built, emperor, lost, married, ruins, sundial, tombs, wife	Did he/she go to (the aquarium)? Yes, he/she did./No, he/she didn't. Did you like (the big wheel)?
6 Arts	thriller, comedy, sci-fi, romance, musical, cartoon, shadow, noises, diary, types (of music), jazz, rock, blues, pop, harmonica, saxophone, instruments, concert, radio, flashing, crossed, saved, brought, stole, dodo, zebra, stripes, habits, times, neat, sloppy, opposites, 'went on and on', styles, poem, spark	Past simple irregular affirmative and negative (e.g. saw/didn't see, had/didn't have, wrote/didn't write, made/didn't make, heard/didn't hear, read/didn't read) Past simple irregular interrogative (e.g. Did you hear (the piano?)
7 Space	planet, intelligent, frightening, complicated, disgusting, impossible, land [v], solar system, happen, dream [v], adjectives, Saturn, Jupiter, Mars, Neptune, Venus, Mercury, Uranus, field, woke up, *bandoneón*, buttons, *djembe* drums, metal, notes, pull, push, landed, bottom, disgusting, impossible, scared, excited, *shamisen*, skin, strings, tango, wood	Who (is it)? Where (is it)? Why (are you looking at the sky)? What's (that big red light)? When (is your birthday)? Comparatives with long adjectives (e.g. intelligent, amazing, frightening, complicated, exciting, interesting)
8 Environment	recycle the paper/bottles, collect the rubbish, reuse the bags, switch off the lights, clean up, wonderful, chatter [v], ocean, singer, on foot, bin, throw, better, munch, take, important, continent, past [n], brave, mean, environment	I'm going to (recycle the bottles). Are you going to (help)? Superlatives with short (e.g. tall, clean, kind) and long (e.g. beautiful, expensive, important) adjectives
Festivals **Christmas**	Sweden, decorate, fall, pick up	
Festivals **New Year**	*Diwali*, dragon costume, festival, grapes, midnight, oil lamps	

Level 5 - Future Island

Recycled Language (vocabulary and structures)	Pronunciation	Cross Curricular focus	Values	DVD/Online/ Posters
was/were, water park, palace, museum, beautiful, surfing, sailing, trampolining, fireworks, rescue, river, bring, harbour, always, never, near, between, dangerous, beach, ride [n], zoo, postcard, Hobbies/ Activities, Countries I went ... There was ...	Word stress in compound nouns (e.g. big wheel)	PSHE: Staying safe on the beach	Preserving cultural heritage	amusement park, lost property, assistant manager, candy floss
scary, cinema, was, said, violin, guitar, drum, piano, last (year), argue, keen on, adverts, dark, jungle, mountain, Moon, zoo, rainforest, chimpanzee, noisy, quiet, asked, happy, sad, and, but, because Yes, I did./No, I didn't.	/ɔ:/ as in 'sm**a**ll' and /əʊ/ as in 'g**oa**t'	Literature: An authentic poem in English	Protecting wild animals	flying saucer, flashing lights, frightening, UFO, tourist brochure, doll's house, virtual (recording) studio, sound engineer, record [n and v]
amazing, interesting, beautiful, exciting, clever, difficult, star, astronaut, telescope, spaceship, alien, Moon, space, Sun, Earth, underground, guards, time machine, cage, first, body, was/were, sleeping bags, million, Big numbers He went ...	/s/ clusters	Science: Space facts	Appreciating traditional music	fix, inside, circuit
Adverbs of frequency, beautiful, everywhere, city, green [= environmentally friendly], chimpanzee, ice cream, waterfall, island, desert, river, volcano, Places, Countries, Big numbers, Activities	/tʃ/ as in '**ch**eetah' and /ʃ/ as in '**sh**ark'	Geography: Amazing facts about our world	Understanding the importance of recycling, reusing and caring for the environment	dig, soil, plant [v], sow seeds, water [v], weeds, pick (vegetables), cook [v], clean [v] conserve energy, plastic, cardboard, clean energy, switch [n], lever
Australia, beach, sea, barbecue, Mexico, sweets, stick, goat, presents			Appreciating other cultures and their traditions	
celebrate, India, celebration, China, parades, Spain, fireworks, party			Appreciating other cultures and their traditions	

Welcome

Lesson 1

Lesson aims
To introduce the characters and set the context

New language
visitors, chimpanzee, nature reserve, look after, guard, advert, sign, noise, wild, illegal, money, zoo, years

Recycled language
can, bored, dangerous, there's, Present simple, Present continuous, How much is that?

Materials
Audio CD

Optional materials
blank 'business cards' for all the pupils and the teacher

PB pages 2 and 3

Starting the lesson

- If this is the first lesson with the class, play a 'get to know you' game. Hand out the blank cards. On the board draw a rectangle representing the card and write these headings: *Name, Family name, I like/I don't like, Brothers or sisters, Pets.* Explain (L1) that each pupil must copy the headings and complete the card with their details. Then collect all the cards, shuffle and hand them out randomly. Pupils move around the classroom asking questions about their cards until they find the card owners. Possible questions: *What's your name/family name? Do you like ...? Have you got ...?*

Presentation

Listen and read. Then act.

- Point to frame 1 and ask *What's the date? (today).* Point to the characters and ask *Who is the man? Who is the girl? Where are they?* Encourage pupils to make guesses (L1 and English) but don't comment. Write the questions on the board.
- Play the CD1:02 for frames 1–6. Pupils listen and read.
- Divide the class into pairs and ask them to answer the questions on the board. *(The man is the girl's dad. They are in a nature reserve.)* Elicit the meaning of *nature reserve, noise, wild, chimpanzee, look after* from the pictures and the recording.



Practice

- Ask the class some more questions and accept answers in L1 but encourage pupils to answer in English. Ask *What's the name of the nature reserve? (Monkey Rock nature reserve.) Why are the dogs barking? (Because there's a chimpanzee in the tree.) What's his name? (His name is Champ.)*
- Then ask pupils to look at frame 7 and point to the date. Ask *Is it the same story? What's the year? (2210).* Pre-teach *visitors, lose money.*
- Play the rest of the recording. Pupils listen and read. Elicit understanding of the story. Encourage pupils to answer in English but accept L1 answers. *Where are the people in the first picture? (In an office.) Are the visitors to the zoo happy? (No, they are getting bored.) Are the people in the office happy? Why not? (They are losing money.) What kind of idea does he have? (Illegal and dangerous.)* Elicit or teach the meaning of *illegal, dangerous.*
- Ask pupils what they think his idea is and what they think will happen in the next episodes. Do not confirm or reject any of their guesses. Deal with any vocabulary queries.



Ending the lesson

- Have a discussion (L1 and English) to see which characters the pupils liked the most and why.

OPTIONAL ACTIVITIES

TPR listening

Give each pupil a secret word from the story recording. Play the CD1:02 again. When pupils hear their secret word they clap or stand up.

Discussion

Have a class discussion (L1 and English) about nature reserves. *Are nature reserves a good idea? Have any pupils been to one? Are they fun? Why/ Why not?*

NOTES

Welcome

Lesson 2

Lesson aims
To revise the plot and the names of characters

Recycled language
can, have got, How much is that?, friend, money, nature reserve, zoo, Years, Animals, Appearance, Clothes, Colours

Materials
Audio CD; paper for posters (optional)

AB pages 2 and 3

Starting the lesson

- Divide the class into two groups. Write the following words on the board *chimpanzee, advert, lose money, Marta, Champ, nature reserve, boring, dad, visitors.* Each group must choose two words and make a sentence connecting them, e.g. *Marta has got a chimpanzee.* etc. Give points for correct sentences.

Presentation

1 Listen, say and match.

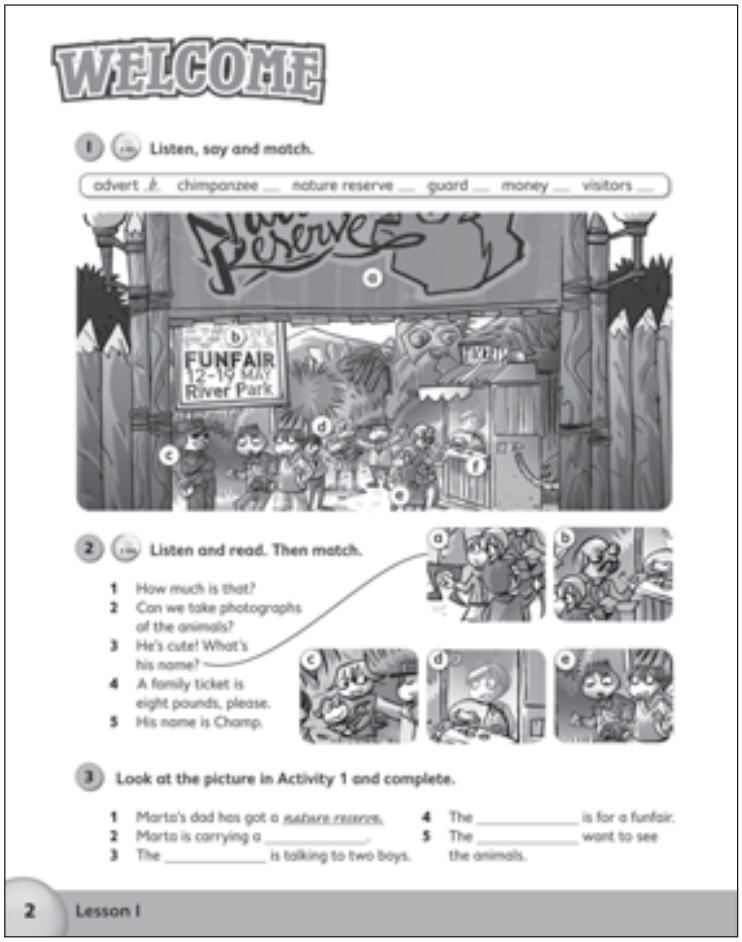
- Pupils look at the picture. Ask *Where is this place? (It's the nature reserve.) Do you know any of the people in the picture? (Marta, Champ and Marta's dad.)* Play CD1:03 twice. Pupils match then repeat the words chorally and individually.

KEY
chimpanzee d, nature reserve a, guard c, money f, visitors e

2 Listen and read. Then match.

- Pupils look at the pictures and read the sentences. Can they find the people in the main illustration? Elicit the meaning of *How much is that?* Accept L1 answers. *What do the boys want? (To take photos.)* Play CD1:04. In pairs, pupils listen, read and match. Deal with any vocabulary queries.

KEY
1b, **2**e, **4**d, **5**c

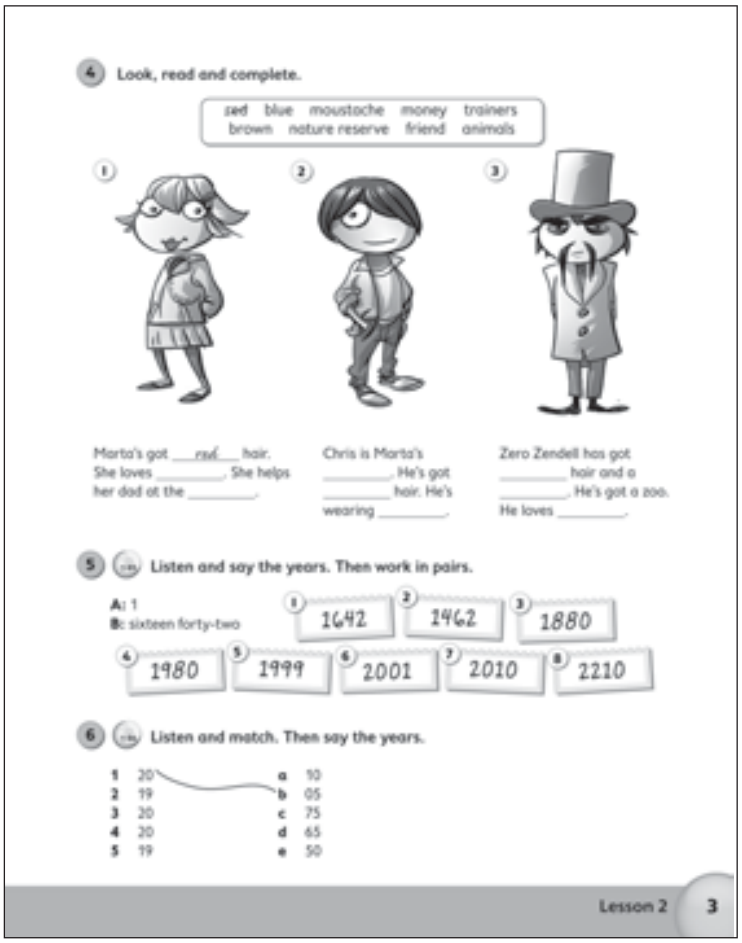


Practice

3 Look at the picture in Activity 1 and complete.

- Ask pupils to look at the big picture in Activity 1. Explain (L1) that they must use some words from Activity 1. Pupils read the sentences and complete them. Then, in pairs, they compare their answers and report to the whole class.

KEY
2 chimpanzee, **3** guard, **4** advert, **5** visitors



4 Look, read and complete.

- Pupils look at the three pictures. They read the descriptions and say the names of the three characters *(Marta, Chris and Zero Zendell).*
- Make sure that all the vocabulary in the box is known to the pupils. Revise *nature reserve*, *money, zoo*. If pupils are unfamiliar with the word *moustache*, draw a quick sketch. Elicit the meaning of *trainers.* In pairs, pupils read the texts again and complete them. Correct with the class as a whole.

KEY

1 Marta's got **red** hair. She loves **animals**. She helps her dad at the **nature reserve**.
2 Chris is Marta's **friend**. He's got **blue** hair. He's wearing **trainers**.
3 Zero Zendell has got **brown** hair and a **moustache**. He's got a zoo. He loves **money**.

5 Listen and say the years. Then work in pairs.

- Draw attention to the years. Play CD1:05. Pupils listen and repeat.
- Divide the class into pairs. One partner calls out a number between one and eight and their partner reads out the year, then they swap roles. Move around the class, monitor and check that pupils are saying the years correctly.

6 Listen and match. Then say the years.

- Explain (L1) to the class that they must match the two halves as they listen to form a year. Start CD1:06 and pause after the first year to make sure that all pupils have understood what they must do. Check with the whole class. Play the rest of the recording.
- To check the answers, invite the class to read out the years chorally. When they feel confident, ask individual pupils to read out the years.

2005 **1:06**
1965
2010
2050
1975

KEY
2d, **3**a, **4**e, **5**c

Ending the lesson

- Divide the class into pairs. Pupils secretly write down five different years and read them out to their partners. Their partners must guess what these years are about, e.g. *'1975'. 'Your mother's birthday!' 'No!'*

OPTIONAL ACTIVITIES

Hangman
Play Hangman. See p. 22. Use vocabulary from AB Activities 1 and 4.

Poster
Pupils draw an advert for the nature reserve.

www.frenglish.ru

1 Adventure camp

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
sleeping bag, tent, rucksack, pegs, compass, bring

Recycled language
went, there was, sister, torch, mp3 player, books
Introductions

Materials
Audio CD

PB page 4

Starting the lesson

- With books closed ask pupils their opinions about camping. Ask (L1) if any of them have ever been camping and what it was like. Accept L1 answers but encourage English. Then ask pupils what they need to have with them when camping. Elicit as much of the new vocabulary as possible. Write the answers (in English) on the board and ask pupils to draw little sketches to illustrate them.

Presentation

1 **Listen and read. Who is Tom's sister?**

- Ask pupils to open their books at page 4 and look at the picture. Ask *What is happening? What are they doing? (Arriving at camp.)*
- Play CD1:07. Pupils listen, read and find the answer. *(Flo is Tom's sister.)*

2 **Listen, find and say.**

- Draw attention to the adventure camp advert and ask (L1 and English) *What is it? (An advert.) What is it for? (For a camp.)* Play CD1:08. Pupils listen, find the words and repeat.

KEY
1 c rucksack, 2 b tent, 3 e compass, 4 d pegs
5 a sleeping bag, 6 f torch

Practice

3 **Play the game.**

- Divide the class into pairs. Explain (L1) that the winners are the pairs who can come up with the most items. Demonstrate the memory game with a pupil. Start by saying *I went camping and in my tent there was a sleeping bag.* Then ask him/her to repeat the sentence and add one more item. Then repeat the sentence adding one more item to that of the pupil.
- Ask pairs how many items they have got in their tents and put the words on the board.

AB page 4

1 **Look and match the names with the people.**

- Ask: *Who is Flo's brother? (Tom). Who has got long dark hair? (Maria).* Pupils look at the pictures and match the names to the story characters.

KEY
b Flo, c Maria, d Felipe, e Hannah

2 **Order the letters. Then match with the pictures.**

- Explain that the jumbled up letters all make words from Lesson 1. Pupils find the words and then match them to the pictures.

KEY
2 rucksack b, 3 pegs d, 4 torch e 5 compass f,
6 sleeping bag a

3 **Look at Flo's list. Listen and tick (✓) or cross (✗).**

- Ask pupils to read through the list and check the meaning of the items. Explain that they must listen and tick or cross the things Flo has got with her. Play CD1:09 twice.

H = HANNAH F = FLO 1:09
H Hi, Flo. Have you got everything?
F Yes, I think so
H OK, well, have you got your **rucksack**?
F Yes, I have. It's here.
H Have you got your **torch**?
F Yes, I have. It's here.
H Have you got your **pegs**?
F No, I haven't.
H Oh, OK. Have you got a **compass**?
F Yes, I have. And I've got **books** but I haven't got an **mp3 player**.
H Er... OK. What about your **sleeping bag**, Flo?
F Let me see ... er... no, I haven't. Oh no!

KEY
torch ✓, pegs ✗, compass ✓, books ✓, mp3 player ✗, sleeping bag ✗

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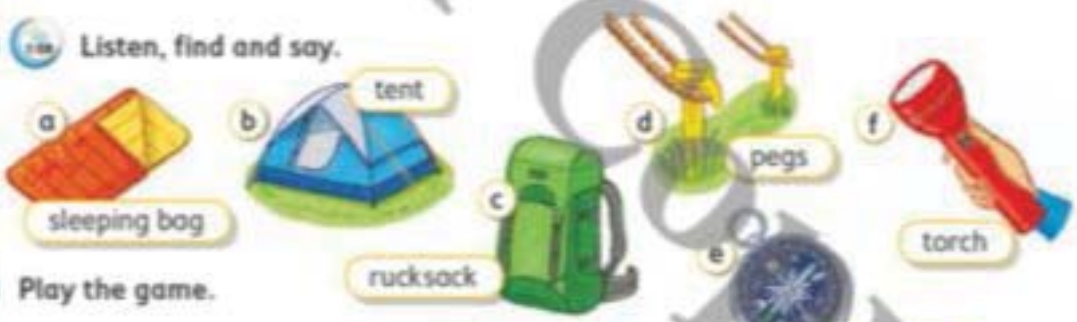
1 Adventure camp

1 Listen and read. Who is Tom's sister?



Hannah: Hi, there. I'm Hannah. What are your names?
Maria: I'm Maria.
Felipe: And I'm Felipe.
Tom: I'm Tom and this is my sister ...
Flo: I'm Flo.
Hannah: Great, let's see ... Maria, yes ... Felipe, yes ... Tom, yes ... Flo ... yes ... Welcome to the camp, guys!

2 Listen, find and say.



3 Play the game.

A: I went camping and in my tent there was a sleeping bag.
B: I went camping and in my tent there was a sleeping bag and a ...

sleeping bag, tent, rucksack, pegs, compass, torch, torch

Ending the lesson

- Ask pupils what they can do in an adventure camp. Accept all logical answers. Ask them if they would like to go to an adventure camp. Why?/Why not?

OPTIONAL ACTIVITIES

Spelling bee
Play Spelling Bee. See p.22.

Get ready for Adventure camp
In pairs, pupils are preparing their rucksacks to go camping. They ask and answer questions about what they have packed.

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Lesson 2

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

Recycled language
be good at + -ing, like/love + -ing, Nationalities, Countries, Sports, clever, computer games, School subjects

Materials
Audio CD

PB page 5

Starting the lesson

- With books closed, elicit the names of the main characters and where they are. (*Hannah, Tom, Flo, Maria, Felipe. They are at an adventure camp.*)

4 Read and answer. *True* or *false*?

- Pupils work in pairs, and correct the false sentences.

KEY
1 F (I can cook and swim but I can't surf.)
2 T, 3 T, 4 F (I'm from Buenos Aires in Argentina.)
5 F (I've got three brothers ...)

Presentation

- Pupils look at the *Look!* box structures: *I love + verb + -ing* and *I'm good at + verb + -ing*. Ask them which other word we can use instead of *love (like)*. Remind them that we can also use *like/love + noun*: *I like Science and Maths.*

Practice

5 Read the questions and write answers in your notebook. Ask and answer.

- Pupils work in pairs and answer the questions.

KEY
1 They're from Britain.
2 He loves playing basketball and football.
3 They're eight and ten.
4 He likes Science and Maths.

6 Choose someone from Activity 4. Ask and answer.

- Pupils ask and answer about a character from Activity 4.

AB page 5

4 Read and choose. Then listen and check.

- Pupils read the sentences and circle the correct choice. Play CD1:10 for pupils to check their answers.

KEY
2 playing, 3 British, 4 dancing, 5 trampolining, 6 singing

5 Look and match. Then listen and check.

- Ask *Do you know anything about them? What are they good at?* Pupils read and try to guess. Play CD1:11. They listen and match.

KEY
2 Penelope Cruz – d 3 Taylor Swift – b
4 Lewis Hamilton – c

G = GIRL B = BOY 1:11
G Hi. Who's that?
B It's **David Beckham**, of course! He's a famous footballer. He's very **good at playing football**.
G Oh ... Do you like **Taylor Swift**?
B Who's she?
G She's a singer and she **plays the guitar** too.
B Where's she from?
G She's **from the USA**.
B And who's that? Is she a singer too?
G That's **Penelope Cruz**. She's **good at singing** but she's not a singer. She's an **actress and she's very good**. And who's that?
B That's **Lewis Hamilton**. He's British and **he drives very fast cars**!
G Cool!

6 Choose a person from Activity 5 and write questions for them. Find out and write the answers.

- Possible questions could be *Where are you from? How old are you? Are you good at singing? Do you like singing?*

7 Complete for you.

- Explain the task. Pupils complete the form.

Home–School link
Pupils ask family members what they are good at. Make a bar chart and poster to put up.

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4 **Read and answer. *True* or *false*?**



My name is Tom. I'm fourteen and I'm British. I love playing basketball and football. I can cook and swim but I can't surf. I've got one sister, Flo. She's twelve and she's very funny.



My name's Maria and I'm thirteen. I'm from Buenos Aires in Argentina. I like dancing but I'm not very good at singing. I've got two sisters. They're eight and ten and I love playing with them!



I'm Flo and I'm twelve. I'm from Britain. I'm good at swimming and I love talking to my friends. I've got one brother. He's fourteen and he's very good at sports. He's very clever, too.



I'm Felipe. I'm from Valencia in Spain. I'm thirteen. I love playing computer games and I like Science and Maths. I've got three brothers and they love computer games, too. We always have competitions!

1 Tom can swim and surf.
2 Flo is good at swimming.
3 Flo loves talking to friends.
4 Maria's British.
5 Felipe's got two brothers.

LOOK!

I love playing basketball.

I'm good at swimming.

5 **Read the questions and write answers in your notebook. Ask and answer.**

1 Where are Tom and Flo from?
2 What does Tom love doing?
3 How old are Maria's sisters?
4 What subjects does Felipe like?

6 **Choose someone from Activity 4. Ask and answer.**

1 How old are you?
2 Where are you from?
3 What do you like doing?
4 What are you good at?
5 Have you got any brothers or sisters?

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Ending the lesson

- Pupils write a sentence each using *I'm good at /I like ...* + *-ing* on a piece of paper and hand it to you. Read out the sentences for the class to guess who each sentence is about.

OPTIONAL ACTIVITIES

Personalise it
Pupils write about a famous person they know or about a member of their family.

Anagrams
To further practise countries and nationalities.
See p.22.

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Lesson 3

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

Target language
pitch a tent, keep out the rain, put in the pegs, lay out the bed, cover our heads, read a compass

Recycled language
mountains, sea, We're travelling ...

Materials
Audio CD

PB page 6

Starting the lesson

- With books closed, say *What do we do when we go camping?* Accept answers in L1 and English. Write them on the board. Pre-teach *adventure*.

Presentation

7 Listen, find and say.

- Pupils look at the pictures and read the labels. Play CD1:12. Pupils listen, point and repeat.
- Mime one activity and invite pupils to guess. The first pupil to guess, mimes another activity and so on.

KEY
1 a – pitch a tent, 2 d – lay out the bed, 3 c – put in the pegs, 4 e – cover our heads, 5 b – keep out the rain

8 Listen and sing. How many activities can you find?

- Pupils look at the photograph. Ask *Where are the children in the photo? What are they doing? (They are camping. They are sitting down. They are looking at the fire.)* Pre-teach *find our way*.
- Tell the class they are going to listen to a song. Ask *What do you think the song is about?* Play CD1:13. Pupils listen and check.
- Pupils listen for the second time and find as many activities in the song as possible. Check answers with the whole class.
- Play the recording again. Pupils sing along.
- Focus on the *Look!* box. Elicit that we use *am/are/is (not)* and the verb in the *-ing* form to talk about now or around now.
- Give pupils the infinitive forms of the verbs in the song and ask pupils to find the present continuous forms.

Practice

9 Read and say.

- Pupils work in pairs and make sentences from the prompts. Do the first one as a class. Monitor the activity.

KEY
1 He is/He's cooking dinner.
2 They are/They're sitting in a circle.
3 I am/I'm reading a compass.
4 She is/She's putting in the pegs.
5 We are/We're pitching a tent.

10 Play the game.

- Divide the class into pairs. One pupil mimes an activity and their partner tries to guess what it is. Demonstrate with the whole class.

Pupils can now go online to Future Island and find the gate that Champ is holding by clicking on Scout Master Morris' key on the keypad of the time hole detector. The gate is at the end of the scene, on the extreme right-hand side. Once pupils click on the gate they are taken to a supplementary game based on the vocabulary in this unit.

AB page 6

8 Look and complete the sentences.

- Allow pupils time to look at the pictures. In a class needing more support, let pupils work in pairs to decide which activity is represented. Pupils complete the sentences with the activities from PB Lesson 3.

KEY
2 covering our heads, 3 laying out the bed, 4 keeping out the rain, 5 putting in the pegs, 6 reading a compass

9 Look and write sentences.

- Pupils look at the picture and make sentences.

KEY
2 is reading a compass. 3 is cooking.
4 are putting in the pegs.

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SONG

7 Listen, find and say.


a pitch a tent


b keep out the rain


c put in the pegs


d lay out the bed


e cover our heads

8 Listen and sing. How many activities can you find?



Scouts from all around the world, from Spain to Italy
We're travelling together, from the mountains to the sea.
We walk for miles and learn every day.
We read a compass and find our way.

Chorus:
Oh, we are adventure scouts, here is our song.
With adventure and new friends, you can't go wrong.
You can't go wrong.

At the end of the day, we're back to camp again.
We're pitching our tents, they keep out the rain.
We're putting in the pegs and laying out our beds.
We're sleeping in sleeping bags that cover our heads!

Chorus

All this adventure is making us fit and strong.
We're cooking our food which doesn't take too long.
We're eating our dinner and then we're so tired.
We're sleeping in tents all around the fire!

Chorus

9 Read and say.

1 He/cook dinner
2 They/sit in a circle
3 I/read a compass
4 She/put in the pegs
5 We/pitch a tent

LOOK!

We're **reading** a compass.

We're **putting** in the pegs.

10 Play the game.

A: What am I doing? **B:** You're reading a compass!

Ending the lesson

- Play the song again. Divide the class into three groups and allocate a verse to each group to sing. The class sings the chorus together.

OPTIONAL ACTIVITIES

Pictionary
Revise the vocabulary from Lessons 1, 2 and 3.
See p.22.

Read my mind
To revise present continuous. See p.23.

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Lesson 4

Lesson aims
To develop literacy skills; Phonics: /eɪ/ /t/ /ð/

Values
Respecting the environment when camping

Recycled language
was/were, good at + ing, We went ..., Countries, Nationalities

Materials
Audio CD, A4 paper

PB page 7

Starting the lesson

- Revise the names of the characters and then allocate them to pupils. In pairs, pupils go around the class introducing their 'new friends' to other pairs, giving information about them, e.g. *This is Tom. He's from Britain. He likes ...*

11 Read. Where was Flo yesterday?

- Ask pupils to look at the text in Activity 11. Elicit (L1) that it is a letter. As this is a skimming task, tell pupils to read it very quickly and focus only on the question. They shouldn't worry about unknown words at this point.

KEY
She was in the forest.

12 Read and choose.

- Pupils read the letter again and answer the questions. Encourage pupils to look only for the information needed to answer the questions. They should be prepared to explain their answers. After they have answered the questions, deal with any vocabulary queries.

KEY
1 Argentina, 2 Spanish, 3 dinner, 4 wasn't, 5 forest

13 Ask and answer.

- Pupils ask and answer the questions in pairs. Then they swap with another pair and report their findings to their new partner. Move around the class and monitor the activity. Collect examples of good language and mistakes as you hear them and put them on the board for the whole class to share.

14 Listen, read and say.

- Draw the pupils' attention to the picture. Ask *Where's Theo? What is he doing?* Play CD1:14. Pupils listen, read and repeat chorally at first. Correct pronunciation as necessary. When pupils are confident, hold a competition to see who can say it the fastest.
- Elicit more words with these sounds in English. In pairs, pupils write their own tongue twisters and read them out to the class.

AB page 7

10 Listen and answer.

- Ask pupils to look at the picture. Ask *Who's that? What is he doing? (Felipe in his tent. He's writing a letter.)* Pupils read the questions and make guesses. Play CD1:15. Pupils listen and see if their guesses were right and answer the questions.

FELIPE: Hello **Grandad**, 1:15
How are you and **Granny**? Adventure Camp is great. It's my **fifth day** here. I've got some new friends from **Britain** and Argentina. They're really nice. I'm teaching my new friend Flo, **Spanish**. She's funny and she's learning fast.
Our first day was good. There was a big dinner and then there were songs by the campfire. I don't like **singing** but it was fun. Yesterday, we **went** for a walk in the forest. It's very beautiful here but there **aren't** any computers and there isn't any internet! I **want my computer games!**
Love, Felipe

11 Listen again and complete.

- Ask pupils to look at Felipe's letter and read it. In pairs, pupils can try to complete the gaps. Play CD1:16 and check the answers.

12 Imagine you're at Adventure Camp. Write a letter home.

- Point to Felipe's letter and elicit how letters begin and how they end. In pairs, using Felipe's letter as a model, pupils write their own letters. Ask a few pupils to read out their letters to the whole class.

Values

- Hold a class discussion (L1) about camping. Ask *Is it a good idea? Why?/Why not? What can you learn if you go camping?* Talk about leaving litter behind and the danger of open fires if not properly put out.
- Ask the class to think about (L1 and English) all the ways they can protect the environment when they go camping.

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11 **Read. Where was Flo yesterday?**

1st July

Dear Mum,

How are you? It's our fourth day at camp and we're having a great time. We've got some new friends too – they're from Spain and Argentina. They're teaching me Spanish but I'm not very good at it!

Our first day was great. There was a big dinner to welcome everyone and there were songs by the campfire. Our tent was cold but it was warm in the sleeping bag.

Yesterday, we went for a walk in the forest next to the camp. The trees were very tall and there were a lot of cool animals there. Here's a photo of me with my new friends.

Love to you and Dad,

Flo





12 **Read and choose.**

1 Flo's new friends are from Spain and ***Italy*** / ***Argentina***.
2 Flo is learning ***Spanish*** / ***Italian***.
3 There was a big ***lunch*** / ***dinner*** on their first day.
4 It ***was*** / ***wasn't*** cold in the sleeping bag.
5 They went for a walk in the ***forest*** / ***city*** yesterday.

13 **Ask and answer.**

1 Do you like camping?
2 Where do you go camping?
3 What activities do you do there?

SOUNDS FUN!

14 1.14 **Listen, read and say.**

Theo's teaching the trees to
tell the time.
They said, "Thanks, Theo.
It's three o'clock."
But it was half past nine!



Ending the lesson

- To revise vocabulary from the Unit, ask the class in pairs to make word snakes. Pupils string together vocabulary from the Unit along with random words or letters in one very long word snake. They give their snakes to a partner to find the words hidden in it.

OPTIONAL ACTIVITIES.

Mind map
In pairs, pupils brainstorm vocabulary related to forest and camping, and make mind maps. See p.23.

Read my mind!
To further practise *was/were/went*. See p.23.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
funfair, time machine, dollar, strange

Recycled language
pet, like/don't like + noun, was

Materials
Audio CD, slips of paper with one event of the story written on

PB page 8

Starting the lesson

- Elicit what the pupils remember from the Welcome unit. Do a quick *True* and *False* quiz with the whole class. Say *The girl's name is Mary.* (*F Her name is Marta.*) *She lives in a nature reserve.* (*T*) *Marta's pet is a dog.* (*F It's a chimp.*) *His name is Zero.* (*F His name is Champ.*) *Zero has got a zoo.* (*T*) *The zoo's visitors are happy.* (*F They think it's boring.*) *Chris is Marta's brother.* (*F He's her friend.*)
- Ask (L1) pupils to look at the first two frames in the story and say what they believe will happen next. Put all guesses on the board, but don't confirm or reject any.

13 Listen and read. Then act.

- Pre-teach *time machine* and ask *What can you do with a time machine?* (Travel in time). Elicit where would they like to go in a time machine.
- Play CD1:17. Pupils listen and read to see if their guesses were right.
- Teach *dollar* and revise *pet*. Ask *Where are the children and Champ going?* (To the funfair.) *What do they go in?* (They go into the time machine.) *Have they got Champ with them now?* (No, they haven't. He isn't with them now.) *Where are they now?* (In the future.)
- In random order, hand each pupil a slip of paper with an event and ask them to mingle, read their slips and stand in line in the order the events happened in the story so far.
  Events: Marta finds Champ. Marta takes Champ home. Zero Zendell has an idea. Marta, Chris and Champ go to the funfair. The children and Champ get into the time machine. The children travel to the year 2210. Champ isn't with the children.
  If there are more pupils than events, divide the class into groups and prepare as many sets of events as you have groups of pupils.
- Play the recording again, pausing after each speech bubble for pupils to repeat, correcting pronunciation if necessary.
- Divide the class into groups of three pupils each. Allocate the roles of Marta, Chris and Zero and ask them to act out the story. If you have an even number of pupils in the class, include the character of Champ.
- Groups act out the story. Monitor and help if necessary. Then pupils swap roles and act out the story again. If there are any confident pupils, they could act it out in front of the whole class.

AB page 8

13 Read and choose.

- Tell pupils that the sentences are about the story in the PB. In pairs, pupils read the statements and choose the correct answer.

KEY
2 c, 3 a, 4 c, 5 b

14 Find and read Zero's code.

- In pairs, pupils try to work out the message from the letters above. If they are having difficulty, explain that every second letter in the message has been replaced with Z.

KEY
This is my secret message machine.

15 Find and write. Then answer.

- Invite pupils to find the message and then try to guess the answer. If pupils guess that he's in the time machine, ask them (L1) if he's travelled to the past or the future

KEY
Where is Champ? He's in the time machine.

Ending the lesson

- In pairs, pupils look at frame 5 and talk about the place and what it looks like, e.g. cars, houses, robots, trees, etc. Then, they draw posters about what this new place is like, for a class display.

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15 Listen and read. Then act.

STORY



Now go to Future Island.

funfair, time machine, dollar, strange, pet

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

OPTIONAL ACTIVITIES

Using the code

In pairs, pupils use Zero's code to make their own messages and their partners try to read them.

Discussion

Have a discussion (L1 and English) about trusting strangers. *Is it a good idea? Why?/Why not?*

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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: learning about an adventurer

New language
mountaineer, adventurer, Chief Scout, yoga, buildings, calm

Recycled language
desert, mountains, jungle, snake, *I like/love + -ing*

Materials
Audio CD, magazine photos of jungle or rain forests (optional)

PB page 9

Starting the lesson

- Ask (L1 and English) *Do you like camping? Where do you go? Is it easy to camp? Why? Why not? Have you camped anywhere strange or dangerous?*
- With books closed, ask (L1 and English) pupils about what they consider dangerous. Have they ever done anything really dangerous? Accept all answers. They are going to read about a man who has done many dangerous things.

Background information

Bear Grylls was the youngest person to climb Mount Everest. He went on many dangerous journeys: he crossed the North Atlantic Ocean in a small boat and climbed a very high mountain in Antarctica. He is also the Chief Scout of Scouts in Britain – he often talks to the scouts about his adventures
When he was twenty-one, he had an accident – he jumped from a plane with a parachute and broke his back in three places, but started walking again and climbed Mount Everest only two years later. Now he has his own TV programme *Born Survivor* and supports many charities.

16 Listen and read. What is Bear's job?

- Ask pupils to open their books and look at the photos. Check if any pupils know this man. Where from? Don't comment on their answers.
- Play CD1:18. Pupils listen and read about Bear and answer the question.

KEY
He's an adventurer and mountaineer.

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

- Divide the class into pairs and ask them to look at the questions and read about Bear again. Then deal with any vocabulary queries.

KEY
1 T, 2 T, 3 F (An island in Indonesia.)
4 F (I always learn a lot about where I want to go.)
5 T (I'm scared of high buildings and mountains.)

18 Ask and answer questions 1, 3 and 5.

- Explain to the pupils they must look at Activity 16 and the questions in the interview. Divide the class into pairs: one partner is the reporter and the other a famous adventurer. They ask and answer about themselves, then swap roles. Move around the classroom, monitoring and helping.

AB page 9

16 Look and write.

- Explain that pupils must look at the pictures and complete the crossword.

KEY
1 yoga, 2 snakes, 3 mountains, 4 tree, 5 guitar, 6 island

17 Complete the sentences. Use words from Activity 16.

- Tell pupils to look at the pictures and words in Activity 16 and use them to complete the sentences.

KEY
2 mountains, 3 snakes, 4 tree, 5 island, 6 yoga

Mini project

- In pairs, pupils think about the jungle and the animals and insects that live there. Ask (L1 and English) *What can you see/find there? Is it dangerous? Do you want to go there? What do you need to take with you?* Pupils can look for photos of the jungle, draw their own pictures or make a collage. Then, they make a list of things they need. Ask some pairs to share their lists with the class and explain (L1) why they need those things.

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16 Listen and read. What is Bear's job?



Bear Grylls is a mountaineer and adventurer. He went up Mount Everest when he was just twenty-three years old! Bear usually lives in Britain but sometimes he lives in the desert, the mountains or the jungle. He is also Chief Scout of Scouts UK. **Send in your questions to Bear.**

1 **What do you like doing?**
I like playing the guitar, running, doing yoga and playing with my children.

2 **Do you like living in the jungle?**
I love jungles but they're difficult to live in. There are often a lot of snakes and insects. Sometimes I sleep up a tree and when it rains, it's horrible.

3 **Where is your favourite place?**
An island in Indonesia. I love visiting islands but this one was really beautiful.

4 **What do you do before an adventure?**
I always learn a lot about where I want to go. I learn about the plants and animals. I train six days a week and I run and do yoga, too.

5 **Are you scared of anything?**
Yes, I'm scared of high buildings and mountains but I just stay calm. It isn't easy.

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

1 Bear likes running and doing yoga.
2 There are often snakes and insects in the jungle.
3 Bear's favourite place is a desert.
4 He never learns about where he wants to go.
5 Bear doesn't like high buildings and mountains.

18 Ask and answer questions 1, 3 and 5.

A: What do you like doing? **B:** I like ...



Lesson 6 — mountaineer, adventure, desert, mountains, jungle, I like/love playing ... — 9

Ending the lesson

- In pairs, pupils imagine they are adventurers. They choose a place, decide what they need to take and how long they want to go for. Pupils then report to the class.

OPTIONAL ACTIVITIES

Anagrams
Play Anagrams. See p.22.

Guessing game
Pupils think of a place for an adventure and write four sentences describing it. In pairs, they read their sentences and their partners try to guess the place.

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Lesson 7

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

Recycled language
Present simple, Present continuous, be, Camping vocabulary, Loves and abilities, good at, was/were, went

Materials
Audio CD, Poster 1, Evaluation worksheet 1

AB pages 10–11

Starting the lesson

- Ask *Did you like the interview with Bear Grylls? What does he like doing? What about you?* Accept one-word answers and full sentences from the whole class and put them on the board. Keep the words on the board.

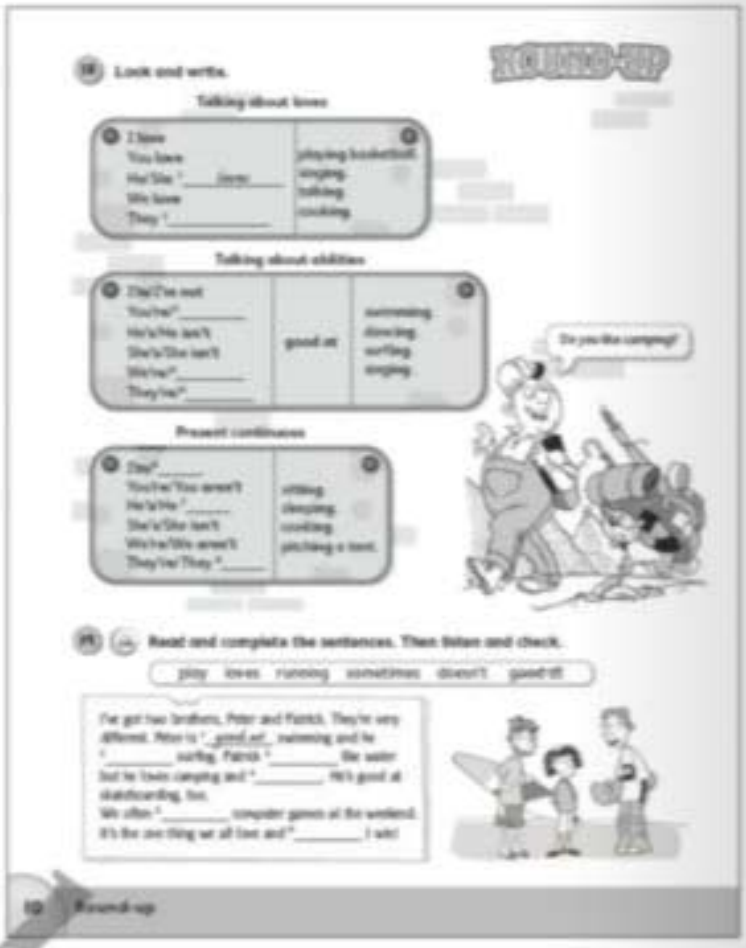
18 Look and write.

- Read the first table with the whole class and elicit the answer. Draw attention to the final *-s* of the third person singular and that we use *love/like* + verb *-ing*. Elicit the negative form *don't/doesn't love* + verb *-ing*.
- Follow the same procedure with the other tables. Remind pupils that we use a verb + *-ing* after *good at*.
- To practise both structures, point to the activities that you have on the board and invite pupils to use them to talk about themselves. Do a few examples with the whole class and then divide them into groups of three or four. Pupils talk about what they *(don't) like/love doing* and what they *are (not) good at doing*. Move around the class and monitor. Then pupils swap groups and report about their partners in their new groups. Monitor the use of *likes/loves – doesn't like/doesn't love* + verb-*ing*, *be good at* + verb *-ing*.
- In pairs, pupils complete the last table. Check with the whole class.

KEY
2 love, 3 You aren't, 4 We aren't, 5 They aren't
6 I'm not, 7 isn't, 8 aren't

Game

- Play a miming game. Start by miming an action (cooking, playing basketball, brushing your teeth, etc.) and asking the class to guess what you are doing. Elicit *You're cooking ...* The first pupil who guesses correctly stands up and mimes an action. Keep the game going until all pupils have had a chance to mime an action.



19 Read and complete the sentences. Then listen and check.

- Ask pupils to read the text and look at the picture. Ask *Who is talking? How do we know?* (*The girl – I've got two brothers.*) Make sure that they know all the words. In pairs, pupils complete the paragraph with the words from the box. Play CD1:19 while pupils listen and check their answers.

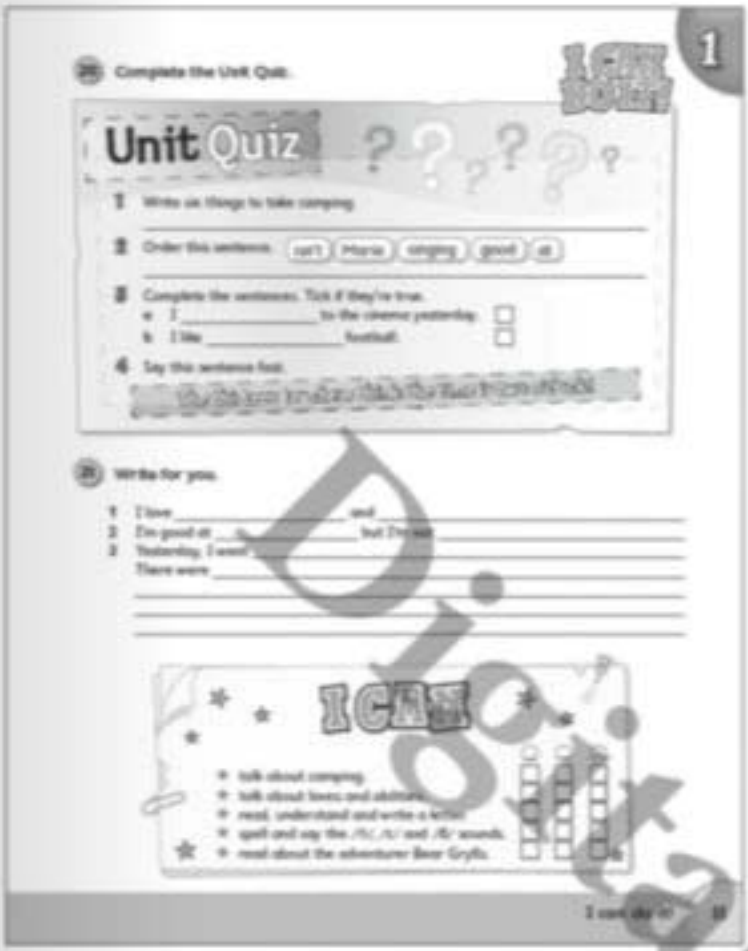
1:19

I've got two brothers, Peter and Patrick. They're very different. Peter is **good at** swimming and he **loves** surfing. Patrick **doesn't like** water but he loves camping and **running**. He's good at skateboarding, too.
We often **play** computer games at the weekend. It's the one thing we all love and **sometimes** I win!

KEY
2 loves, 3 doesn't, 4 running, 5 play, 6 sometimes

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Practice

- To practise the structure, ask pupils to secretly write five sentences about what they believe their parents, family or friends are doing at the moment. Then, in pairs, they say the name of a person they have written about and their partner must guess what this person is doing. Move around, monitor and help where needed.

20 Complete the Unit Quiz.

- Pupils do the first three questions individually and then in pairs they compare their answers. Ask a few pupils to report their answers to the class. For question 4, pupils practise saying the tongue twister in pairs. Then hold a competition in class to see who can say it the fastest.

KEY

1 pegs, tent, sleeping bag, compass, rucksack, torch, mp3 player, books, etc.
2 Maria isn't good at singing.
3 a went, b playing

- Use poster 1. See p.20.

21 Write for you.

- Explain that pupils must write about themselves. Choose a few to read out in 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 worksheet 1

You can check your pupils' progress using Evaluation worksheet 1 on p.176 . See also teacher's notes p.168.

Ending the lesson

- Discuss the different loves and likes mentioned in the unit and take a vote on which is the class's favourite activity.

OPTIONAL ACTIVITIES

Make a graph

Pupils draw a graph to represent the class likes, dislikes and abilities. Collect them for a class exhibition.

Guessing game

Play Guessing game. See p.22.

NOTES

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Lesson 8

Lesson aims
To broaden the pupils' knowledge of the world

New language
peaks, squirrels, lizards, deer, volcanic, cabin, motorbike, sandy

Recycled language
mountain, climb, interesting, caves, desert, bike, island, forest, sea, mud, I like/love watching ... , He likes cooking, Family

Materials
Audio CD, world map or globe, Consolidation and extension worksheet 1

Optional materials
paper for posters, photos of camping places from pupils' countries

PB book pages 10–11

Starting the lesson

- Play the Memory game from Lesson 1 to revise vocabulary about camping. Elicit different places where people go camping *(The beach, the desert, near mountains, lakes and rivers, islands, the forest)* and put them on the board.

19 Look and say. Guess the countries. Then listen and check.

- Point to photos 1, 2 and 3. Ask pupils to say what kind of places they show *(a desert, a mountain with a cave, an island)*. Explain (L1) they will read about camping in Thailand, the USA and Italy and ask them to guess which country corresponds to each photo. Tell the class they don't need to understand every word to do the task.
- Play CD1:20. Check with the whole class.

KEY
1 the USA, 2 Thailand, 3 Italy

20 Read. Match the highlighted words with the photos.

- Divide the class into pairs. They must read the three texts and match the highlighted words to the pictures. To make it more challenging, set a time limit.

KEY
1 b – desert, bike, 2 a – caves, 3 c – mud



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

- In the same pairs, pupils read the texts more carefully and answer the questions. Ask them to correct the sentences that are false.

KEY
1 F (The mountains are very difficult to climb.)
2 T
3 T
4 F (I love riding my bike on the paths ...)
5 F (Vulcano is a small volcanic island ...)
6 T

- Ask pupils to read through the texts one last time and note any unknown words. Encourage them to work out their meanings from the context if possible. Explain the rest with drawings, or with the help of the dictionary. If there are enough dictionaries in class, divide the pupils into pairs and ask them to look up the words and note down their meanings. The first pair to find all the words are the winners.
- Ask pupils to decide which of these new words they consider more important and want to learn and write in their notebooks.

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Discussion

- Ask the class which of the three places they would like to visit and why. Invite pupils to find these places on the map or the globe. Have a discussion (L1 and English) with the whole class about what they know about these three countries and where it would be the easiest to camp and why.

22 Ask and answer.

- Brainstorm the following with the class. *What is good/bad about camping? Why?* etc. Then, in pairs, pupils discuss the questions and report back to the class. Move around the class, monitoring and helping where necessary.

Your turn! Think of your ideal place to camp.

- Give pupils time to individually think of an ideal camping place and to prepare a description.
- Divide pupils into small groups. They take turns describing their place and then talk about the questions. Each group appoints a secretary and he/she keeps notes. Encourage groups to use ideas from Activity 22 as well. Move around the class, monitoring and helping where necessary.

Consolidation and extension worksheet 1

Pupils complete the Consolidation and extension activities on worksheet 1 p.200. See also teacher's notes p.196.

Ending the lesson

- Groups report back to the whole class about their ideal place to camp. Do pupils agree or disagree with other groups ideas? Encourage them to give reasons.

OPTIONAL ACTIVITIES

Poster

Expand on **Your turn!** Ask the groups to produce a text and draw pictures or stick photos like the ones in Activity 20. Monitor and help the groups. Then you can put all the texts, drawings and photos on a poster.

Hangman

Play a game of Hangman to revise vocabulary from Unit 1. See p.22.

NOTES

Trial Copy

2 Wild animals

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
rhino, cheetah, heavy, slow

Recycled language
was/were, fast, tall, long, tortoise, koala, elephant, snake, Big numbers

Materials
Audio CD; paper for posters, photos of animals cut out from magazines (optional)

PB page 12

Starting the lesson

- To remind pupils of the main characters, do a quiz with the class. Say *This person has got a sister.* (*Tom*) *This person is from Argentina.* (*Maria*)

1 Listen and read. Where was Flo?

- Pre-teach *cheetah*. Pupils look at the pictures. Ask *Where are the children?* (*At the Wildlife Park.*) *Is Hannah happy with them? Why not?* (*No. They are late.*) Play CD1:21. Pupils listen, read and answer.

KEY
Flo was with the elephant.

Presentation

2 Listen, find and say. Then listen and say. *True* or *false*?

- Pupils open their books and look at the pictures. Ask *Do you know any of these animals?* Play the first part of CD1:22. Pupils listen, point and repeat. Practise pronunciation, first chorally and then individually.
- Pupils say if the animals are *fast*, *slow*, *heavy*, *long*. Play the second part of CD1:22 and pause after every sentence. Pupils chorally decide if the statements are true or false and correct the false ones.

Part 2 1:22
1 Snakes are long.
2 Cheetahs are slow.
3 Tortoises are slow.
4 Rhinos are heavy.
5 Koalas are fast.

KEY	Part 1	Part 2
	1 c tortoise	1 T
	2 e koala	2 F (Cheetahs are fast.)
	3 a rhino	3 T
	4 d snake	4 T
	5 b cheetah	5 F (Koalas are slow.)

Practice

3 Play the game. You have one minute.

- Pupils play in pairs. One pupil says one of the adjectives, their partner names animals that fit the adjective. Give a time limit. Then they swap roles.

Pupils can now go online to Future Island and find the fan that Champ is holding by clicking on Lisa Lion's key on the keypad of the time hole detector. The fan is inside the school, hanging from the ceiling. Once pupils click on the fan they are taken to a supplementary game based on the vocabulary in this unit.

AB page 12

1 Look and write.

- Pupils look at the pictures and solve the anagrams.

KEY
2 cheetah, 3 koala, 4 snake, 5 giraffe, 6 hippo, 7 rhino, 8 tortoise

2 Write about the animals in Activity 1. Use these words.

- In pairs, pupils write about the animals in Activity 1.

3 Listen and say. Then match.

- Ask *Are elephants heavy? How heavy?* Elicit big numbers *hundred, thousand* (L1 and English) and write them on the board. Write some more large numbers on the board for the class to practise.
- Play CD1:23. Pupils listen and repeat the numbers. Then, in pairs, they match the numbers with the words.

1:23
two thousand and ten ★ a hundred and eighty ★ two hundred and eighteen ★ two hundred and ten ★ a thousand and eighteen ★

KEY
2 e, 3 c, 4 a, 5 b

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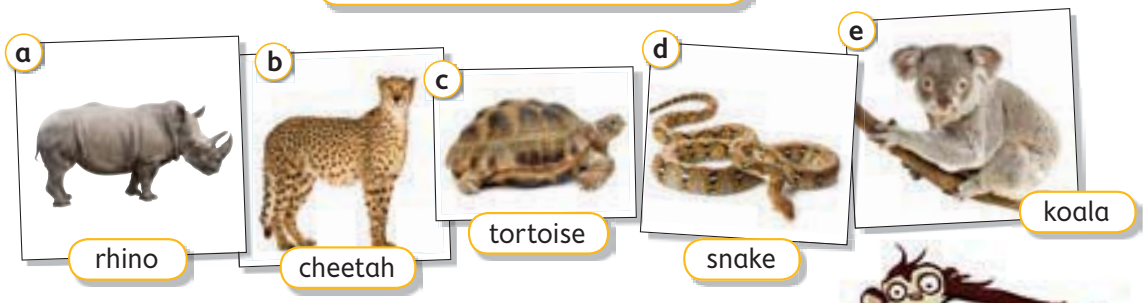
2 Wild animals

1 1:21 **Listen and read. Where was Flo?**



2 1:22 **Listen, find and say. Then listen and say. *True* or *false*?**

long fast heavy slow



3 **Play the game. You have one minute.**

A: Slow. **B:** Tortoises are slow.



rhino, cheetah, heavy, slow, *was/were*, *fast*, *snake*, *long*, *tortoise*, *koala*

Ending the lesson

- Say a large number out loud to the class. Working in groups of three or four, pupils write down the number, and the first team to hold up the correct answer gets a point.

OPTIONAL ACTIVITY

Poster

In pairs/groups, pupils make posters about their favourite animals and write some sentences describing them. Collect them and have a class display.

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Lesson 2

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

Target language
kilograms, point (1.8). How tall/heavy/fast/long is it?

Recycled language
Big numbers, metres, Animals

PB page 13

Starting the lesson

- Revise animals by playing Spelling bee. See p.22.

4 Listen, look and say. Which animal is Tom with?

- Pupils look and read, then listen and answer.

T = TOM F = FLO **1:24**

T Hey, Flo! I'm with an animal. Guess what it is!
F OK, I've got a question! How heavy is it?
T It's about 800 kilograms.
F How fast is it?
T Fast!
F Hmm ... How tall is it?
T It's very tall. It's about 5 metres tall!
F I know! **It's a giraffe!**
T Yes! Come and see!

Presentation

- Focus on the *Look*! box. We use *How* + adjective + *is it?* to ask about size and weight and *kilograms, centimetres* and *metres* in the answer. We use *tall/long* to answer *How tall/long ...?*

Practice

5 Look and make questions. Then, ask and answer.

- Pupils use the information from Activity 4.

KEY
2 How heavy is the rhino? It's 1,600 kilograms.
3 How fast is the rhino? It's very fast.
4 How long is the giraffe? It's 3 metres long.
5 How tall is the rhino? It's 2 metres tall.
6 How heavy is the giraffe? It's 800 kilograms.

6 Choose an animal. Ask and answer.

- In pairs, pupils ask and answer to guess the animal.

AB page 13

4 Listen and complete the chart.

- Play CD1:25 and ask *What are the children talking about? (animals).* Complete the chart.

A = CHILD A B = CHILD B **1:25**

A Hey, look at this!
B What is it?
A It's the wildlife park guide. It's cool, look! Hmmm ... there's a lion
B Cool! **How tall** is the lion?
A It's about **a metre tall**!
B And **how heavy** is it?
A The lion is **250 kilograms**!
B That's heavy ... and dangerous!
A What about the cheetah?
B Well ... the **cheetah's 1½ metres long** but it's not very tall.
A **How tall** is it?
B It's **a metre tall** but it's very fast!
A And here's a **snake**. It's long and it's heavy! It's **9 metres long** and it's **90 kilograms**!
B Scary! There's an elephant. How long is it?
A It's **7 metres long** and **2½ metres tall** ... and **4,000 kilograms**!
B And what about the **hippo**?
A Well, it's very big! It's **3,000 kilograms**, but it's not very tall. It's about **1½ metres tall**.
B **How long** is it?
A It's **4 metres long**! The same as my bedroom!
B Wow! Hippos are big!

KEY	How tall?	How heavy?	How long?
Lion	1 metre	250 kilograms	3 metres
Cheetah	1 metre	60 kilograms	1.5 metres
Snake		90 kilograms	9 metres
Elephant	2.5 metres	4,000 kilograms	7 metres
Hippo	1.5 metres	3,000 kilograms	4 metres

5 Find and write the questions.

KEY
2 How tall is the lion?
3 How heavy is the snake?
4 How long is the elephant?

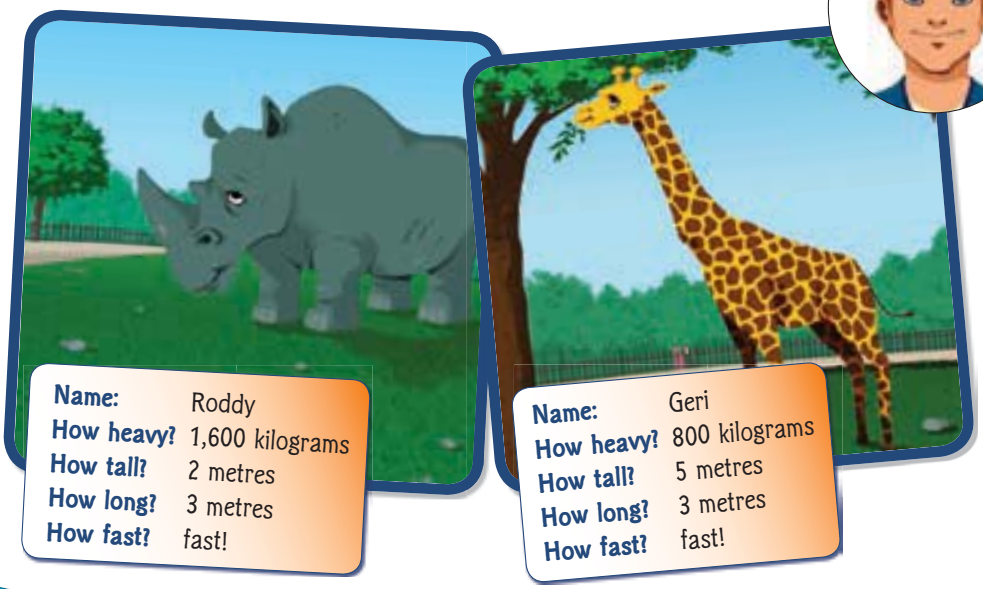
6 Write answers to the questions in Activity 5. Ask and answer.

KEY
2 The lion is 1 metre tall.
3 The snake is 90 kilograms.
4 The elephant is 7 metres long.

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4 1:24 **Listen, look and say. Which animal is Tom with?**





5 **Look and make questions. Then ask and answer.**

1 tall/the giraffe?
2 heavy/the rhino?
3 fast/the rhino?
4 long/the giraffe?
5 tall/the rhino?
6 heavy/the giraffe?

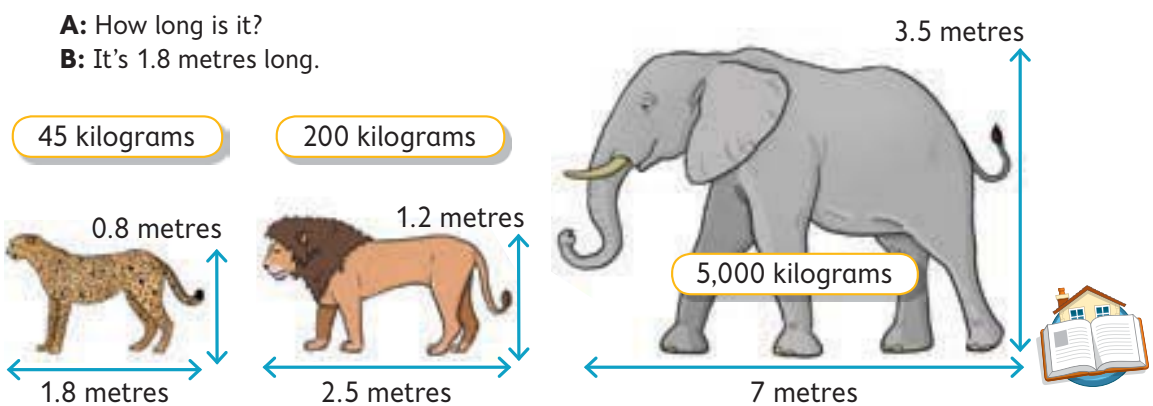
A: How tall is the giraffe?
B: It's 5 metres tall.

LOOK!

How heavy is it?	It's 800 kilograms.
How tall is it?	It's about 5 metres tall.

6 **Choose an animal. Ask and answer.**

A: How long is it?
B: It's 1.8 metres long.



Lesson 2 kilograms, point (1.8). How tall/heavy/fast/long is it? *Big numbers, metres, giraffe, rhino* 13

Home–School link

Pupils draw a chart showing their family's height.

Ending the lesson

- In pairs, pupils measure furniture, etc. in the classroom and report to the class.

OPTIONAL ACTIVITIES

Make a sentence

Play Make a sentence. See p.23.

Mindmap

Play using the information from the table in AB p.13 Activity 4. See p.23.

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Lesson 3

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

Target language
tiger, panther, lemur, turtle, otter, seal, Comparatives with short adjectives, e.g. faster than, bigger than

Recycled language
whale, sea, fish, goats, eagles

PB page 14

Starting the lesson

- Say: *You have your own wildlife park. What animals have you got?*

Presentation

7 Listen, find and say.

- Play CD1:26. Pupils point to the animals and repeat chorally and individually.
- Say a letter and ask the class to name the animal.

KEY
1 d turtle, 2 a tiger, 3 c lemur, 4 e whale
5 b panther, 6 g seal, 7 f otter

8 Listen and sing. How many animals are in the song?

- Pupils listen to CD1:27 and every time pupils hear a new animal they clap their hands.

KEY
8. The animals from Activity 7, plus fish

9 Read and say. *Jungle*, *sea* or *mountains*?

- In pairs, pupils say where the animals live.

KEY
2 sea, 3 jungle, 4 mountains, 5 sea, 6 sea,
7 mountains, 8 jungle

- Focus on the *Look!* box. Point to the pictures in Activity 7 and ask *Is a lemur big? (No, it isn't.) Is a tiger big? (Yes, it is.) Which is bigger, a lemur or a tiger? (A tiger.)*
- Ask pupils to read the song and find more examples of comparatives.
- Draw attention to the *Look!* box and read it with the whole class.

Practice

10 Look and say.

- In pairs, pupils make sentences from the prompts.

KEY
1 Giraffes are taller than tigers.
2 Lemurs are faster than rhinos.
3 Elephants are heavier than turtles.
4 Koalas are slower than cheetahs.
5 Panthers are darker than lions.

11 Play the game. Guess the animal.

- Pupils work in pairs. One pupil thinks of an animal from Activity 7 and describes it using the comparative form. Then they swap roles.

AB page 14

7 Complete the table. Use these words.

- Elicit (L1) the comparative rules and add the rule about adjectives ending in -y: *heavy – heavier (adjectives ending in -y, lose the -y and add -ier)*.

KEY

hotter than	longer than
wetter than	shorter than
	slower than
heavier than	smaller than
	taller than

8 Look and make sentences.

- Pupils look at the pictures and make sentences.

KEY
Pupils' own answers

9 Write the questions. Then write the answers.

- In pairs, pupils use the prompts to make questions and the pictures in Activity 8 to answer them.

KEY
2 Is the seal longer than the whale? No, it isn't.
3 Is the tortoise faster than the otter? No, it isn't.
4 Is the whale heavier than the turtle? Yes, it is.
5 Is the lemur faster than the tiger? Yes, it is.

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SONG

7 1:26 **Listen, find and say.**

a 
tiger

b 
panther

c 
lemur

d 
turtle

e 
whale

f 
otter

g 
seal

8 1:27 **Listen and sing. How many animals are in the song?**





Chorus:
Take me to a place where the days are longer,
Where I can be with the animals, wild and free.
Take me to a place where the trees are taller
Than the houses and the buildings in the big city.

In the sea there are seals, smaller than otters.
There are blue whales, longer than my street.
Can you see the turtles, swimming in the blue water?
They're bigger than my pet fish but they've got feet!

Chorus

In the jungle there are tigers, faster than taxis.
There are panthers, darker than the night.
I want to see the lemurs, sitting in the trees.
I really love wild animals, orange, black or white!

9 **Read and say. *Jungle*, *sea* or *mountains*?**

1	tigers	**5**	whales
2	seals	**6**	turtles
3	lemurs	**7**	eagles
4	goats	**8**	panthers

Jungle!

LOOK!
They're **bigger than** my pet fish.

10 **Look and say.**

1 Giraffes/tall/tigers
2 Lemurs/fast/rhinos
3 Elephants/heavy/turtles
4 Koalas/slow/cheetahs
5 Panthers/dark/lions

11 **Play the game. Guess the animal.**

A: It's shorter than a giraffe.
It's faster than a panther.
B: It's a cheetah!

Ending the lesson

- In pairs, pupils make sentences about their families using the comparative form, e.g. *My sister is taller than me. My father is older than my mother*, etc.

OPTIONAL ACTIVITIES

Pictionary
Play Pictionary to revise animal words. See p.22.

Make a sentence
Use the adjectives from the lesson and ask pupils to make sentences in the comparative. See p.23.

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Lesson 4

Lesson aims
To develop reading skills: skimming and scanning, inferring meaning from context; Phonics: /v/ /w/

Values
The importance of animal reserves for rescued animals

New language
rescue, 'in the wild', joey, sponsor, Asia, centimetres

Recycled language
reserve, was/were, next to, Australia, Africa, Comparatives with short adjectives, Measurements

Materials
Audio CD, photographs of wild animals

PB page 15

Starting the lesson

- Pupils think of wild animals and make a list. They compare their animals with a partner.

12 Read. Is Vernie happier now?

- With books closed ask *Where do koalas live? (In Australia.)* Pupils read and find the answer.

KEY Yes, she is happier now.

13 Read again and answer.

- Pre-teach *reserve, rescue, home.* Elicit the meaning of *sick, died.* Pupils answer the questions.

KEY
1 Vernie's home was next to a road.
2 A joey is a baby koala.
3 No, she wasn't. She is happier now.
4 No, she wasn't. She was sick.
5 She is in a koala reserve.

14 Match the places with the animals. Think of three more with a friend.

- In pairs, pupils match the animals to the places and then brainstorm more animals for each place.

KEY
1 cheetahs – Africa, 2 koalas – Australia,
3 elephants – Asia and Africa, 4 tigers – Asia

15 Listen, read and say.

- Pupils describe the picture (L1 and English). Play CD1:28. Pupils listen, read and repeat.

AB page 15

10 Listen to the interview with Jen from the Koala Reserve and choose.

- Pupils look at the photo. Ask *Who's that?*
- Read the sentences. Play CD1:29. Pupils choose.

M = MIKE J = JEN 1:29
M Hello, Jen! My name's Mike.
J Hello there! **Do you like the Koala Reserve**?
M **Yes, I do**. It's fantastic! Can I ask you some questions?
J Of course! Happy to help!
M Great! First question ... **How tall** is Vernie?
J She's short. **She's only 70 centimetres tall.**
M And how fast is she?
J Not very fast! **She likes sleeping**, but not running!
M How heavy is she?
J Well, she loves eating – she's 8 kilograms! So, why all the questions?
M I **want to sponsor Vernie**!
J Oh!

11 Listen again and order Mike's questions. Then write the answers.

- Read the questions. Play CD1:30 again. Pupils listen and order the questions, then answer.

KEY
a 2 She's only 70 centimetres tall.
c 4 She's 8 kilograms.
d 3 Not very fast!

12 Complete. Then circle.

- Pupils complete the sentences, then circle and compare.

KEY
2 heavier – T, 3 shorter – T, 4 bigger – F,
5 faster – F, 6 longer – Sometimes true,
7 slower – T, 8 smaller – F

13 Listen and circle the correct sound. Then complete the sentence with the circled letters.

- Pupils listen to CD1:31, choose and complete.

KEY
1 (v)ery, 2 (w)hales, 3 (w)ater, 4 (w)indy, 5 cle(v)er, 6 (w)ent
I lo(v)e (w)et (w)eather in the (w)inter but (V)ernie (w)ants an umbrella!

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12 **Read. Is Vernie happier now?**

SEARCH

PLEASE SPONSOR VERNIE!





Please sponsor me!

Vernie's Story

Jen from the Koala Reserve says. 'Here at the reserve, we've got a lot of rescued koalas. They live longer here and they are happier here than in the wild.

Vernie the koala was in the wild for years. Her home was next to a road. It was very dangerous. Her joey, a baby koala, died one day on the road. Vernie was very sad.

We went to the forest one day, looking for sick koalas. Vernie was next to the road. She was not happy and she was sick.'

Now, she is safe, happy and healthy in our koala reserve. Please sponsor her!

To sponsor Vernie now, click on this link.

13 **Read again and answer.**

1 Where was Vernie's home?
2 What does 'joey' mean?
3 Was Vernie happier in the wild?
4 Was Vernie healthy in the wild?
5 Where is Vernie now?

14 **Match the places with the animals. Think of three more with a friend.**

Australia Asia Africa

1 cheetahs
2 koalas
3 elephants
4 tigers

SOUNDS FUN!

15 1:28 **Listen, read and say.**

The clever, heavy walruses love violins on Wednesdays.



Ending the lesson

Values

- Have a discussion (L1 and English) about reserves. Ask *Are there any reserves in your country? What animals live there? Are they a good idea? Why?/Why not?*

OPTIONAL ACTIVITIES

Animal relay

Play Animal relay. See p.22.

Make a sentence

Play Make a sentence. See p.23.

Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
valuable, museum

Recycled language
chimpanzee, time machine, guards, park, grass, Present simple, can't, Negative imperatives

Materials
Audio CD; paper for posters (optional)

PB page 16

Starting the lesson

- Elicit what pupils remember of the story so far. Ask *Where do the children go? (To the funfair.) What do they get into? (A time machine.) Where do they go? (To the future.)*

16 Listen and read. Then act.

- Pre-teach *guards, museum, park, grass.* Ask *What can we see in a museum?* Accept L1 answers.
- Ask *Do you think Marta and Chris are happy? Why/Why not?* Play CD1:32. Pupils listen and read, then answer. *(No, they aren't because they are lost and they can't find Champ.)*
- Ask questions about the story: *Where are the children? Can they find Champ? Who has got a time machine? Are the children in a park? Why are the guards angry? Who wants to help them?*
- Play CD1:32 again, pausing after each speech bubble for the pupils to repeat.
- Divide the class into groups of three pupils each. Allocate the roles of Marta, Chris and Serena and ask them to act out the story.
- Groups act out the story, then pupils swap roles and act out the story again.
- In pairs, pupils predict how Serena can help them and what happens next in the story.

AB page 16

14 Read and complete.

- Pupils complete the paragraph about Serena.

KEY
1 Serena, **2** white/long, **3** wearing, **4** friend

15 Find and correct seven errors. Then listen and check.

- Explain (L1) that there are six more mistakes. Play CD1:33 to check the answers.

1:33
Marta and Chris meet **Serena**. She thinks they are **rich** because they have got a **chimpanzee**. Zero Zendell wants animals at any **price**. The children are in a nature **museum**. The guards **run** after them. **Serena** wants to help Marta and Chris.

16 Listen and complete the rules at the nature museum.

- Elicit where the picture is from (*The Nature Museum*). Pre-teach *rules.* Ask *What rules are there in museums?* Accept (L1 and English) all logical answers. Pupils read the incomplete rules and guess at possible answers. Play CD1:34 twice.

1:34
1 Don't sit **on the grass**.
2 Don't **run** in the museum.
3 Don't **touch** the **animals**.
4 Don't give food or **drink** to the animals.
5 Don't take **photographs** of the animals.

KEY
2 run, **3** touch, animals **4** drink, **5** photographs

17 Look at page 8. Find and write. Then do.

- Pupils find the message in the code. *(Every second letter in a word is replaced by Z.)*

KEY
Write three rules for your school.
Possible answers:
1 Don't run in class.
2 Don't play football in History.
3 Don't eat in class.

- In pairs, pupils brainstorm rules and decide on three to write down. Give them some ideas about eating in class, playing football in class, etc.
- Fast finishers can write their rules in Zero Zendell's code and give them to other groups to work out.

Ending the lesson

- Have a discussion (L1 and English) about museums. Ask *Are museums a good idea? Why?/Why not? What would you like to see in a museum?*

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16 1:32 Listen and read. Then act.

STORY



Now go to Future Island.

16 Lesson 5

valuable, museum, *chimpanzee*, *time machine*, *guards*

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

OPTIONAL ACTIVITIES

Poster

In pairs, pupils choose one set of rules from Activity 17, copy them onto card and draw or stick pictures to illustrate them.

Robot game

Play Robot game. See p.23.

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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 – how animals use patterns and colours for camouflage or other purposes

New language
camouflage, chameleon, flies , male, female, turn (red), Artic fox

Recycled language
tongues, clever, hide, scared, lizard, claws, hot, cold, Comparatives with short adjectives, Countries

Materials
Audio CD, encyclopaedias

Optional materials
paper for posters, pictures of animals/insects using camouflage, an encyclopaedia or book about animals

PB page 17

Starting the lesson

- Write on the board the headings *Size, Colour, Places* and elicit information about a wild animal.

17 Listen and read. Can you find the chameleons in the pictures?

- Pre-teach *camouflage, cool, flies* and *chameleon.* Say *Listen and read about a strange animal. What can it do?* Play CD1:35. Pupils listen, read and find the chameleons.

18 Read, look and answer.

- Revise animal body parts and pre-teach *tongue, claw, male, female.* Read the questions. Explain (L1) that question 1 is about appearance. In pairs, pupils read and answer the questions.

KEY
1 They are different sizes. They've got very long tongues and their feet have got claws. They change colour.
2 They change colour when they are nervous, scared, hot or cold. (Or angry)
3 The live in Madagascar, Africa and India.
4 They eat insects, flies and small birds.

19 What other animals, insects or birds use camouflage?

- In pairs or groups of three or four, pupils think about other animals that use camouflage. They can research using the internet and encyclopaedias.

KEY
possible animals: butterflies, stick insects, some kinds of frog, the zebra, leopard, snow fox, lizards, etc.

AB page 17

18 Read. When do Arctic foxes have white/ brown coats?

- Pre-teach *coat, thick.* Look at the picture. *What animal is that? Where does it live?* Pupils read and answer the question.

KEY
They have white coats in winter and brown coats in summer.

- Ask *What is strange about Arctic foxes?*

19 Read the sentences and write *C* (chameleon) or *F* (fox).

- In pairs, pupils read the texts in PB Activity 17 and AB Activity 18 about chameleons and foxes, and answer the questions.

KEY
2 F, 3 F, 4 C

- Fast finishers could, in pairs, make more statements like the ones in Activity 19 and swap with other pairs.

20 Think about a wild animal. Draw and complete the profile.

- Pupils choose a wild animal they already know about, then draw and complete the profile.

Mini project

- In pairs, pupils think about a strange and interesting animal. They can research it on the internet or look it up in encyclopaedias. They write about it following the model in AB Activity 20. Tell them to make notes under the same headings and write the prompts on the board: *Size, Body, Colour, Places, Food.*
- Ask pupils to find photos or draw pictures of the animal to make a poster.

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17 1:35 **Listen and read. Can you find the chameleons in the pictures?**

SEARCH

Cool camouflage for chameleons!







Interesting fact 'Chameleon' means 'small lion' but they are cousins of the lizard.

Size They are sometimes smaller than your finger. Some are longer than your arm! Females are often smaller than the males.

Body They have got very long tongues and their feet have got claws. They are very good at climbing.

Colour Chameleons are very clever – they use colour to show how they feel or to hide. They can change colour when they are nervous, scared, hot or cold. A panther chameleon turns red when it's angry.

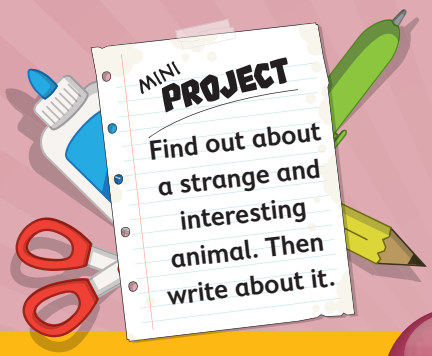
Places A lot of chameleons live in Madagascar and Africa. Some live in India, too. They like hot, dry places.

Food Chameleons eat insects and they are good at catching flies with their long tongues. Meller's chameleons are big chameleons and they also eat small birds. They are not happy in a cage.

18 **Read, look and answer.**

1 What do chameleons look like?
2 When do they change colour?
3 Where do they live?
4 What do they eat?

19 **What other animals, insects or birds use camouflage?**



Lesson 6 camouflage, chameleon, flies, *tongues, clever, hide, scared, Comparatives with short adjectives* 17

Ending the lesson

- In pairs, pupils put together a short presentation about the animals they chose in their mini project. They show their project to the class and talk about their animals.

OPTIONAL ACTIVITIES

Memory game

Play Memory game. Say *I went to the jungle and I saw a chameleon.* See p.22.

Find the odd word out

Play the game. See p.22.

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Lesson 7

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

Recycled language
How tall/heavy/long/fast is it?, Measurements, *Comparatives with short adjectives, was/were, Animals*

Materials
Audio CD, Poster 1, and 2, DVD, Evaluation worksheet 2

AB pages 18–19

Starting the lesson

- Use poster 1. See p.20.

21 Look and write.

- To revise large numbers and measurements and the structure *How* + adjective *is it?* Ask for animal names and write them on the board, use the animals to elicit the structures. Ask *How tall is a/an ...?* If pupils need support, ask them to look into their PBs/ABs for help. The first pupil who answers correctly gets to ask the next question about an animal on the board. Keep it going until all the pupils have had the chance to ask and answer.
- Pupils look at the first table and complete it.

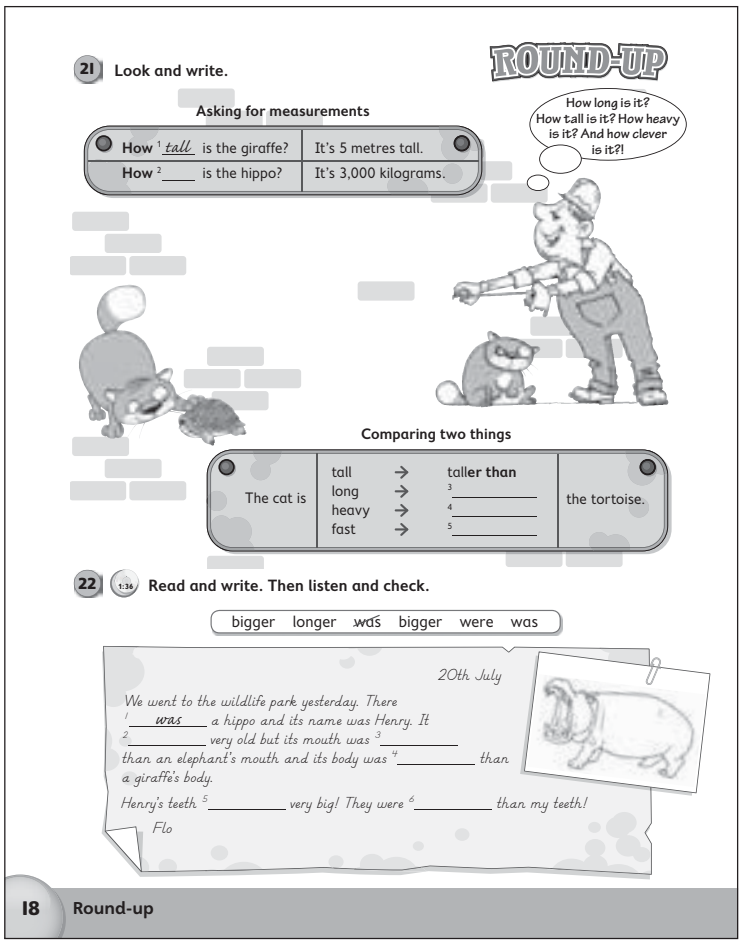
KEY
2 heavy

- Draw the pupils' attention to the cartoon of the cat and the tortoise. Ask *Which is taller?* Elicit full answers orally. Make sure the pupils use the comparative form with *than*. Check that they remember the spelling rules from Lesson 3. Pupils in pairs complete the table with the comparative forms of the adjectives.

KEY
3 longer than, **4** heavier than, **5** faster than

Pairwork

- If you have kept the animals from the game on the board. In pairs, pupils compare them saying which is heavier, longer, taller, etc. If not, pairs make a new list of their favourite animals to compare. Monitor and correct where necessary.



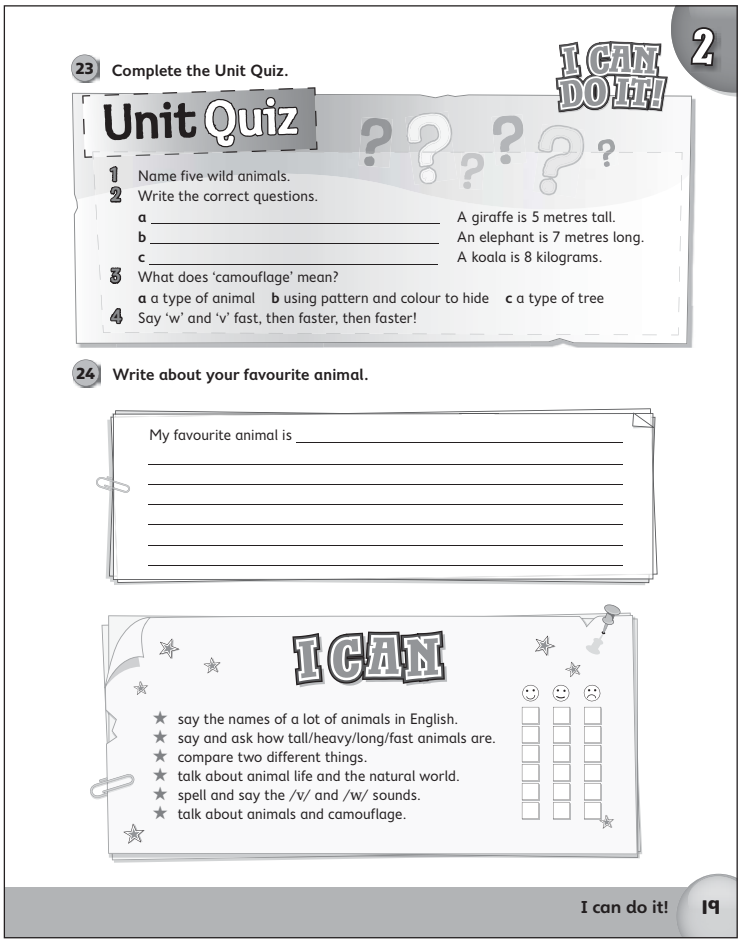
22 Read and write. Then listen and check.

- Draw attention to the picture. Ask *Which animal is it? (A hippo.)* Pupils read the letter and complete it with the words from the box. Then, they listen and check. Play CD1:36 twice.

1:36
We went to the wildlife park yesterday. There **was** a hippo and its name was Henry. It **was** very old but its mouth was **bigger** than an elephant's mouth and its body was **longer** than a giraffe's body. Henry's teeth **were** very big! They were **bigger** than my teeth!

KEY
2 was, **3** bigger, **4** longer, **5** were, **6** bigger

Use poster 2. See p.21.



23 Complete the Unit Quiz.

- Read the questions with the class. Pre-teach *pattern, type*. Pupils do the quiz in pairs. If they can't remember some answers, they can look back through Unit 2. The first pair to finish wins. Pupils report back to the class. Hold a competition to see who can say the /v/ and /w/ sounds the fastest.

KEY

1 **Possible answers:** panther, cheetah, chameleon, Arctic fox, hippo, rhino, koala, snake, tiger, lemur, whale, otter, seal, turtle

2 a How tall is a giraffe?
b How long is an elephant?
c How heavy is a koala?

3 b

24 Write about your favourite animal.

- Give some guidance before pupils start writing. Write some prompts on the board: *Where/live, How/big, How/tall, How/heavy, What/colour.*
- Also, encourage them to use comparatives. They can draw a picture or stick a photograph. Monitor and help. Read out a few in 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 worksheet 2

You can check your pupils' progress using Evaluation worksheet 2 on p.178. See also teacher's notes p.168.

Now watch the DVD

Ending the lesson

- Discuss the different animals mentioned in the unit and take a vote on which is the class's favourite animal.

OPTIONAL ACTIVITIES

Hangman
Play a round of Hangman. Use words from the unit. See introduction p.22.

Running dictation
Play the game. See p.23

NOTES

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Lesson 8

Lesson aims
To review the language of the previous two units

Recycled language
Camping vocabulary, Animals, Comparatives with short adjectives, I'm studying ..., It likes eating ...

Materials
Audio CD, Consolidation and extension worksheet 2

PB pages 18–19

Starting the lesson

- Play Snap to revise vocabulary and structures from Units 1 and 2. See p 23.

20 Guess the camping words. Spell them out.

- In pairs, pupils guess the words, write them down and spell them out in class.

KEY
1 sleeping bag, **2** rucksack, **3** tent, 4 pegs, **5** torch, **6** compass

21 Read and match.

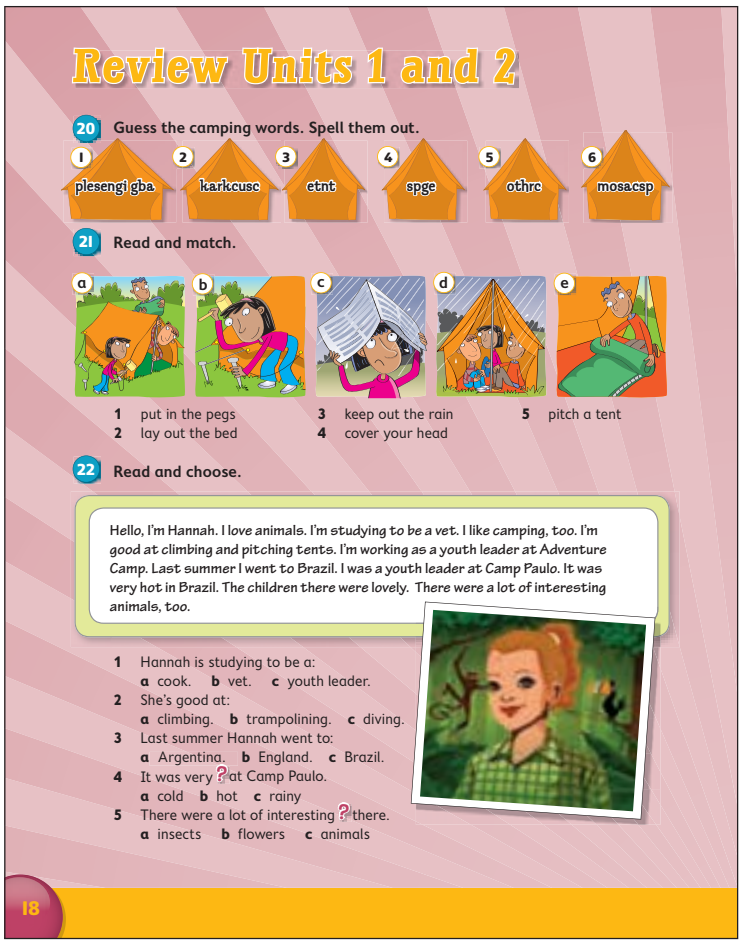
- Pupils read the phrases about camping and match them with the correct pictures.

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

22 Read and choose.

- Pre-teach *youth leader*. Point to the picture of Hannah and ask *Who's this? (Hannah).* Ask pupils to read the text quickly and answer the question: *What is Hannah's job now? (She's a youth leader.)*
- Pupils read the text about Hannah again and choose the correct answers. They must justify their answers.

KEY
1 b vet, **2** a climbing, **3** c Brazil, **4** b hot, **5** c animals



Review Units 1 and 2

20 Guess the camping words. Spell them out.

1 plesengi gba 2 karkcusc 3 etnt 4 spge 5 othrc 6 mosa:csp

21 Read and match.

a b c d e

1 put in the pegs
2 lay out the bed
3 keep out the rain
4 cover your head
5 pitch a tent

22 Read and choose.

Hello, I'm Hannah. I love animals. I'm studying to be a vet. I like camping, too. I'm good at climbing and pitching tents. I'm working as a youth leader at Adventure Camp. Last summer I went to Brazil. I was a youth leader at Camp Paulo. It was very hot in Brazil. The children there were lovely. There were a lot of interesting animals, too.

1 Hannah is studying to be a:
a cook. b vet. c youth leader.
2 She's good at:
a climbing. b trampolining. c diving.
3 Last summer Hannah went to:
a Argentina. b England. c Brazil.
4 It was very ? at Camp Paulo.
a cold b hot c rainy
5 There were a lot of interesting ? there.
a insects b flowers c animals

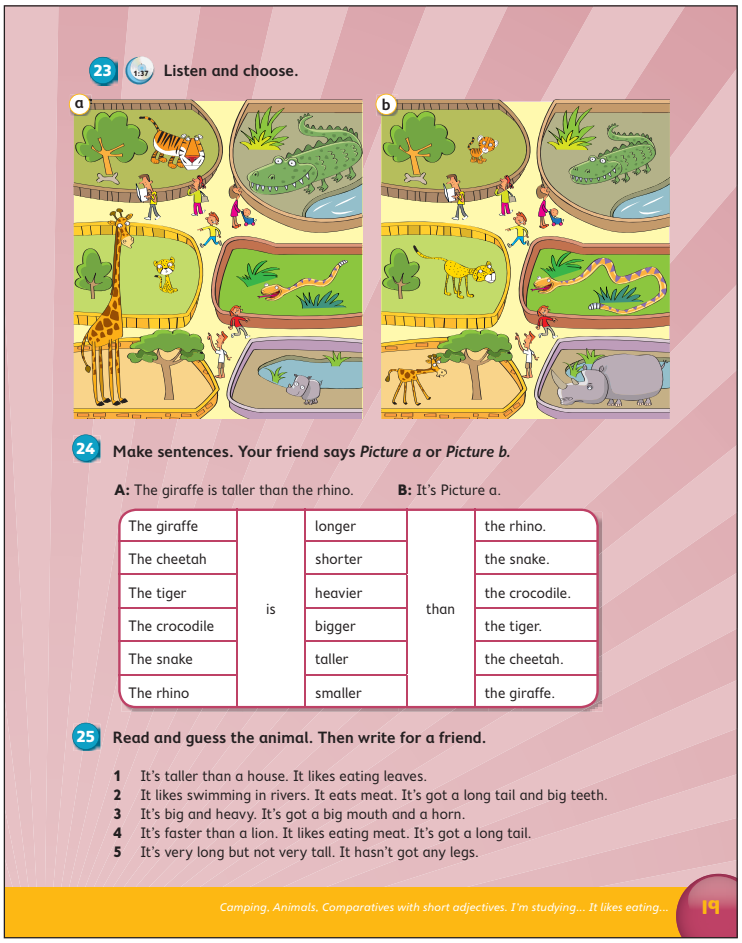
18

23 Listen and choose.

- Draw pupils' attention to the two pictures of the Wildlife Park. Ask *Are they the same?* (No.) Elicit the names of the animals in the park. Explain that they must listen and choose the correct picture. Play CD1:37 and pause after the example to make sure that pupils have understood. Play the rest of the recording twice, pausing after every item.

B = BOY G = GIRL **1:37**
1 **B** The rhino is smaller than the crocodile.
G It's picture 'a'.
2 **B** The cheetah is bigger than the tiger.
3 **B** The rhino is heavier than the crocodile.
4 **B** The giraffe is taller than the rhino.
5 **B** The snake is longer than the crocodile.

KEY
2 b, **3** b, **4** a, **5** b



23 Listen and choose.

a

b

24 Make sentences. Your friend says *Picture a* or *Picture b.*

A: The giraffe is taller than the rhino. **B:** It's Picture a.

The giraffe	is	longer	than	the rhino.
The cheetah		shorter		the snake.
The tiger		heavier		the crocodile.
The crocodile		bigger		the tiger.
The snake		taller		the cheetah.
The rhino		smaller		the giraffe.

25 Read and guess the animal. Then write for a friend.

1 It's taller than a house. It likes eating leaves.
2 It likes swimming in rivers. It eats meat. It's got a long tail and big teeth.
3 It's big and heavy. It's got a big mouth and a horn.
4 It's faster than a lion. It likes eating meat. It's got a long tail.
5 It's very long but not very tall. It hasn't got any legs.

Camping, Animals, Comparatives with short adjectives. I'm studying... It likes eating... 19

24 Make sentences. Your friend says *Picture a* or *Picture b.*

- Draw attention to the table. In pairs, pupils choose two animals each from the same picture. They make a sentence without saying which picture it is. Their partner guesses the picture. Demonstrate with a pupil, e.g. *The tiger is bigger than cheetah.* Pupil: *Picture a.* Monitor the activity.

25 Read and guess the animal. Then write for a friend.

- Pupils individually read the sentences and guess which animal it is.
- In pairs, pupils write similar sentences for their partners to guess.

KEY
1 a giraffe, **2** a crocodile, **3** a rhino, **4** a cheetah, **5** a snake

Consolidation and extension worksheet 2

Pupils complete the Consolidation and extension activities on worksheet 2 p.201. See also teacher's notes p.196.

Ending the lesson

- In pairs, pupils mime the actions in the pictures in Activity 21 for their partners to guess.

OPTIONAL ACTIVITIES

Project
Pupils research an interesting animal. Suggest endangered animals like whales, tigers or rhinos. They prepare a project for the class.

Anagrams
In pairs, pupils make anagrams of wild animals and give them to other pairs to solve. See p.22.

NOTES

3 Where I live

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
cinema, library, shopping centre, swimming pool, near

Recycled language
castle, park, supermarket, have got, behind, ice cream, Present continuous

Materials
Audio CD; large paper for posters (optional)

PB page 20

Starting the lesson

- Ask *Where were the children last time? (The Wildlife Park) Who was with the elephant? (Flo) What happened? (L1 The elephant squirted water. She got wet.) Was Hannah happy? (No, because they were late.)*

1 Listen and read. What's Flo doing?

- Pupils look at the pictures. Ask *Where are the children? (In town.)* Play CD1:38. Pupils listen, read and answer the question.
- Ask *Is the weather cold? (No, it isn't, it's hot.) What do the children want to do? (To go swimming.) Is Flo with them? (No, she isn't.) Who has got the money? (Flo.)*

KEY
Flo is buying an ice cream.

2 Listen, find and say. Then listen and match.

- Ask pupils to look at the pictures again. Ask *What places in town do you know in English? What can you see in the pictures?* In pairs, pupils find as many places as they can. Play CD1:39 twice. Pupils listen, point and repeat. Practise pronunciation first chorally and then individually.

1:39

PART 1
1 library **(library)**
2 supermarket
3 castle
4 shopping centre
5 swimming pool
6 cinema
7 park

PART 2
1 swimming pool **(b)**
2 cinema **(d)**
3 library **(a)**
4 shopping centre **(g)**
5 park **(f)**
6 castle **(e)**
7 supermarket **(c)**

3 Talk about your town.

- Revise *there is/isn't/are/aren't*. Say *In my town there's a (cinema) but there aren't any (swimming pools). What is there in your town?* In pairs, pupils talk about their town. Get some pairs to report back to the class.

Pairwork

- In pairs, pupils talk about their favourite places in their town and then report to the class. Encourage them to give reasons.
- Ask the class to vote (L1) for the most popular place in the town.

AB page 20

1 Find and write.

- Explain that all the words in the wordsearch are about places in town. In pairs, pupils find the words in the wordsearch and write them under the correct picture.

KEY
2 cinema, **3** library, **4** park, **5** swimming pool, **6** supermarket, **7** castle

2 Complete with the places in Activity 1.

- Pre-teach or revise *juice, dive, film, clothes*. Read through the sentences with the whole class and help with any problems. Pupils complete the sentences. Fast finishers can make more of these incomplete statements for other pupils to complete.

KEY
2 library, **3** castle, **4** park, **5** swimming pool, **6** cinema, **7** supermarket

3 Read and answer about you.

- Pupils individually answer the questions. Monitor and help with language. Ask a few pupils to report and give reasons.

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3 Where I live

1 1:38 **Listen and read. What's Flo doing?**



2 1:39 **Listen, find and say. Then listen and match.**

castle cinema library park
shopping centre supermarket swimming pool

3 **Talk about your town.**

There's a cinema but there isn't a castle.

cinema, library, shopping centre, swimming pool, *castle*, *park*, *supermarket*

Ending the lesson

- Play a round of the Memory game to further practise the new vocabulary. Start by saying *In my town there's a park.* See introduction p.22. Pupils can add other *'place'* words they know.

OPTIONAL ACTIVITIES

Map of town

In groups, pupils draw a map of their town (or wider neighbourhood) and label it. Collect the maps for a class exhibition.

Hangman

Play using 'town' vocabulary. See p.22.

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Lesson 2

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

Target language
opposite, between, ice cream van

Recycled language
van, in front of, supermarket, library, cinema, school, museum, Prepositions of place, Where's the ...?

Materials
photos, drawings or leaflets of places in your town

PB page 21

Starting the lesson

- Display the photos or drawings of places in your town and elicit the words.

4 Listen. Choose the correct picture.

- Pre-teach *ice cream van*. Play CD 1:40 twice.

FL = FLO M = MARIA T = TOM FE = FELIPE **1:40**

1
FL Hi Maria!
M Hi Flo. What's wrong?
FL We can't find the ice cream van. Where is it? Can you see it?
M Oh, it's in front of the supermarket at the moment.
FL Where's the supermarket?
M Next to the library!
FL Oh yes! Thanks!

2
T Hi Maria!
M Hi Tom.
T We're in front of the supermarket and we can't see the ice cream van.
M Um ... oh yes, there it is. It's in front of the library now, next to the supermarket.
T What? Oh no. Thanks!

3
FE Hi, Maria!
M Hello Felipe.
FE We can't see the ice cream van again. We're next to the supermarket.
M Um ... OK ... I see it! It's between the cinema and the school.
FE OK, we're running there now! Thanks!
M Oh and Felipe?
FE Yes?
M Can you buy me an ice cream – chocolate and banana? Thanks!

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

Presentation

- Read the *Look*! box. Explain (L1) the difference between *opposite/in front of, near/next to.*

5 Look at the *Look*! box. Where's the mouse?

- In pairs, pupils ask and answer the questions.

Practice

- Place a classroom object in different positions and ask the pupils *Where's the ... ?* Pupils answer chorally.

6 Look at the town on page 20 again. Play.

- Demonstrate using the PB example.

Home–School link

Pupils draw and write a description of their bedroom using prepositions.

AB page 21

4 Look and write. Where is the ice cream van?

- Pupils look and write the prepositions.

KEY
2 near, **3** opposite, **4** next to, **5** behind, **6** in front of

5 Listen and complete the map.

- Play CD1:41. Pupils find the places on the map.

FL = FLO M = MAN W = WOMAN **1:41**

1
FL Excuse me, where's the **library**?
M It's **opposite** the **swimming pool** and **next to** the **supermarket**.
FL Thank you!

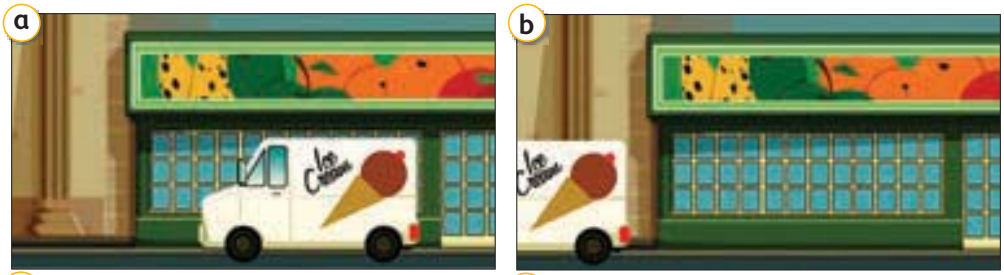
2
FL Excuse me, where's the **cinema**?
W It's **opposite** the **park** and **near** the **museum**.
FL Thank you!

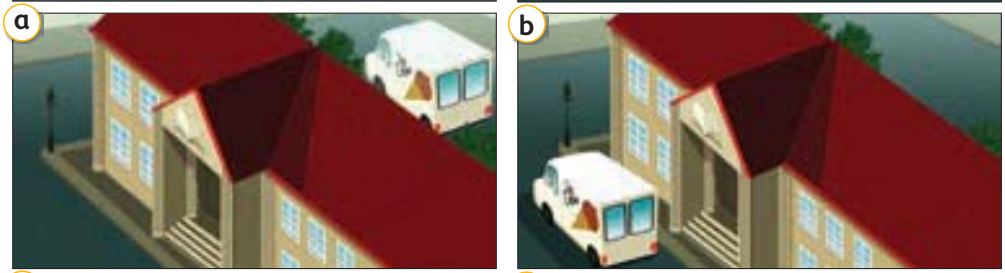
3
FL Excuse me, where's the **shopping centre**?
M It's **opposite** the **park**, **near** the **castle**.
FL Thank you!

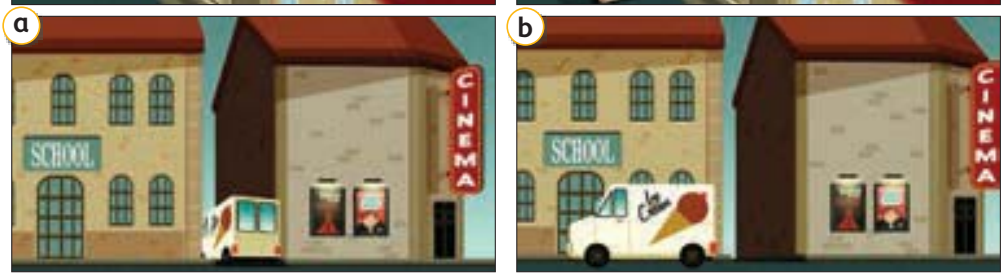
4
FL Excuse me, where's the **school**?
W It's **opposite** the **park**, **next to** the **cinema**.
FL Thanks!

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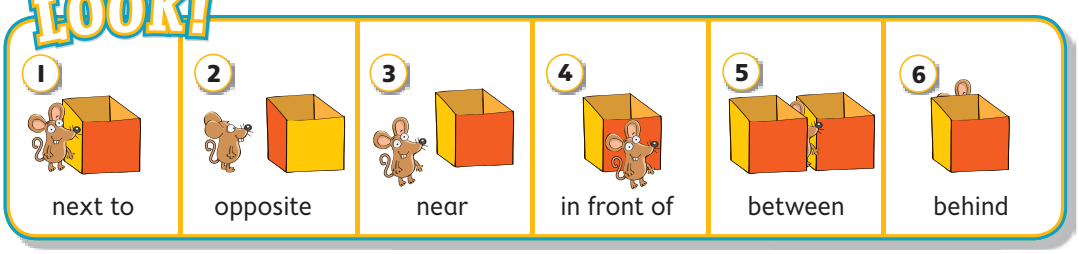
4 1:40 **Listen. Choose the correct picture.**

1


2


3


LOOK!



5 **Look at the *Look!* box. Where's the mouse?**

A: Where's the mouse in number 1?
B: The mouse is next to the box.

6 **Look at the town on page 20 again. Play.**

It's opposite the park and next to the cinema. What is it?

It's the …



6 **Look at the map in Activity 5 and write sentences in your notebook.**

Ending the lesson

- Have a class discussion (L1) about what pupils would like to see in their ideal town.

OPTIONAL ACTIVITIES

Make a sentence
Play Make a sentence. See p.23. Use the places vocabulary and prepositions from Lessons 1 and 2.

Where's the…?
Place objects around the classroom. Pupils use prepositions to locate them.

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Lesson 3

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

Target language
town, sunset, Do you want to ...?, quiet

Recycled language
park, rain, city, sky, clouds, noisy, I love sitting ..., I want/don't want to...

PB page 22

Starting the lesson

- Ask *What is there in your town? What do you like about your town? Why?/Why not?*

Presentation

7 **Listen, find and say.**

- Pupils listen to CD1:42, point to the words and pictures and repeat first chorally and then individually.

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

8 **Listen and sing. Does the boy like the city?**

- Play CD1:43. Pupils answer the question.
- Play the recording again for pupils to repeat.
- Divide the class into two groups to sing every other line. The whole class sings the chorus.

KEY
No, he doesn't.

- Ask *Is the boy happy? (No, he isn't.) Why not? (He doesn't like the city.) What does he want?* Elicit answers from the song. Revise the use of *want to* + infinitive. Point to the *Look!* box and revise the formation of the negative, the question forms and the short answers.

9 **Look and say. Make sentences.**

- In pairs, pupils make the sentences.

KEY
1 I don't want to live in a city.
2 Do you want to watch the sunset?
3 He doesn't want to go to the park.
4 Does she want to play basketball?

10 **Tell a friend. Do you like noisy cities or quiet places? Why?**

- Pre-teach *noisy*. Revise *because* and *too* + adjective. Pupils talk about their preferences and give reasons.

Pupils can now go online to Future Island and find the helicopter that Champ is holding by clicking on Trevor the town planner's key on the keypad of the time hole detector. The helicopter is perched high above the ground on a building with satellite dishes projecting from it. Once pupils click on the helicopter, they are taken to a supplementary game based on the vocabulary in this unit.

AB page 22

7 **Look and write. Then match.**

KEY
a (sunset) – 4, **b** (rain) – 1, **c** (sky) – 3, **d** (city) – 5, **e** (town) – 2, **f** (clouds) – 6

8 **Look and write.**

- Pupils write the full sentences with *want to*.

KEY
2 Flo wants to be a film star.
3 Felipe wants to buy a computer game.
4 Maria doesn't want to play basketball.

9 **Look at Activity 8 and write dialogues. Then listen and check.**

- In pairs, pupils ask and answer, then write down their dialogues. Play CD1:44, pausing after each dialogue.

FE = FELIPE **T = TOM** **M = MARIA** **FL = FLO** **1:44**
1
FE Hi, Tom. Do you want to go to the park?
T No, I don't! I want to go to the beach.
2
M Hi, Flo. Do you want to be a film star?
FL Yes, I do!
3
T Hi, Felipe. Do you want to buy a computer game?
FE Yes I do.
4
FL Hi, Maria. Do you want to play basketball?
M No, I don't! I don't like basketball.

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7 1:42 Listen, find and say.

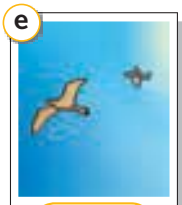
SONG

a  town

b  sunset

c  rain

d  city

e  sky

f  clouds

8 1:43 Listen and sing. Does the boy like the city?

I love sitting by my window.
I love watching the world go by.
I want to stay forever.
I want to watch the sunset in the sky.
Do you want to watch with me?

I don't like walking in the city,
With people running up and down.
No time for listening, no time for talking.
I don't want to live in this mad town.
Do you want to walk with me?

I love sitting by my window.
I love watching the clouds up high.
I want to stay forever.
I want to watch the rain fall from the sky.
Do you want to come with me?



9 Look and say. Make sentences.

1 I/not want to/live in a city
2 you/want to/watch the sunset?
3 He/not want to/go to the park
4 she/want to/play basketball?

LOOK!

I **want to watch** the sun.
I **don't want to waste** my time.
Do you **want to watch** it with me?

10 Tell a friend. Do you like noisy cities or quiet places? Why?

I like noisy cities because …



Ending the lesson

- Have a class survey to see how many pupils like life in the city, the town or the countryside. Then make a class bar chart showing preferences.

OPTIONAL ACTIVITIES

Poster
Pupils draw pictures of things they want/don't want to do and write a few sentences about them to put on display in the class.

Memory game
Play using *want to*. See p.22.

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Lesson 4

Lesson aims
To develop reading skills: skimming and scanning for information; Phonics: /p/ /b/

New language
e-pal, village, airport, email

Recycled language
island, Britain, because, but, and , another, shopping centres, Present simple with frequency adverbs, like/ love + ing, want to, there is/are

PB page 23

Starting the lesson

- Pupils talk about their area and its positive aspects. Start by saying *I like my town/village because …*

11 Read. Where does Alex live?

- Pupils make guesses about where Alex lives. Elicit (L1) what type of text it is (*an email*). Pre-teach *e-pal, airport, email, village*. Pupils guess, then read and answer the question.

KEY
He lives in a village on Sark.

- Ask *Are there smaller/bigger islands in your country?*

12 Read the sentences. *True* or *false*?

- In pairs, pupils read the email again and decide.

KEY
1 T **2** F (Sark is a very small island.)
3 F (He is happy there.)
4 F (There aren't any shopping centres on the island.) **5** T

Presentation

13 Look and match the sentence halves.

- Explain (L1) that *and* links two ideas that agree, *but* two contradicting ideas and *because* tells us the reason for something. Pupils match the halves.

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

Practice

- In pairs, pupil A makes half a sentence stopping at the conjunction and pupil B finishes it, e.g. *I want some ice cream but … I haven't got any money.*

14 Listen, read and say.

- Ask *Where is the girl? (On the beach.) What is she doing? (She's riding her bike.)* Play CD1:45. Pupils listen, read and repeat chorally.

AB page 23

10 Listen and number 1–5.

- Say *Listen to Alex and Jack. Where does Jack live? Does he like it?* Play CD1:46. Pupils listen and answer the questions.
- Pupils listen again and put the sentences in order.

J = JACK A = ALEX **1:46**

J Hi Alex, it's Jack!
A Oh, hi! Thanks for your email. It was really interesting! I **want to know more about Liverpool!**
J Well, it's a big city but I like it because all my friends live here, too. I **don't like quiet places!**
A Are there some nice parks there?
J Yes, I live near a big park with a lot of trees and flowers. There's also a **river near my house**. It's called the Mersey. I like going across the river in a boat!
A Do you like your school?
J Yes, my school's nice and I'm very happy there. I want to be good at everything!
A Well, I've got a French lesson now, Jack.
J OK, Alex. Do you want to come to Liverpool in the summer?
A Cool! And you **can come to Sark**!
J **Fantastic**!

KEY
a 5, **b** 2, **c** 3, **d** 4

11 Choose the correct answer. Listen again and check.

- Pupils listen to CD1:47 and read and choose the correct answers.

KEY
2 doesn't like, **3** near, **4** wants

12 Read and write *and, but* or *because*.

- Pupils read and complete the sentences.

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

13 Write three sentences about where you live.

- In pairs, pupils write about their area.

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11 **Read. Where does Alex live?**

From: alex@yoohoo893.com
To: jack@nmail341.com

Hi Jack,
I'm writing to you because I want to have an e-pal in a big city. I love sending emails to friends.
I live in a village on Sark. Sark is a very small island in Britain, near France. Only 600 people live on Sark. I'm happy here because my family and friends are here. I love school, too. We sometimes play sports but often there aren't many people to play on two teams.
The beaches here are very clean but they're very quiet. There aren't any shopping centres on the island. We go by boat for an hour to another island to go to a shopping centre! On Sark, there isn't an airport and there aren't any cars. We ride our bikes everywhere.
I want to make new friends from different places. Do you like living in Liverpool? Is it a big city?
Please email or phone me soon.
Alex





12 **Read the sentences. *True* or *false*?**

1 Alex likes emailing his friends.
2 Sark is a big island.
3 Alex doesn't like Sark.
4 There is a shopping centre on Sark.
5 You can't fly to Sark.

13 **Look and match the sentence halves.**

1 I'm happy here because
2 We sometimes play sports but
3 The beaches are clean but
4 There isn't an airport and

a there aren't any cars.
b they're very quiet.
c my family and friends are here.
d there aren't many people to play.

SOUNDS FUN!

14 1:45 **Listen, read and say.**

Popp**p**y rides her **b**ike on the **b**each **b**ut her **p**arents are near the **p**yramids on a **b**ig **b**oat a**b**road.



Ending the lesson

- Have a class discussion (L1 and English). Ask *Do you like Sark? Why?/Why not? Are there any such places in your country? What's interesting about them?*

OPTIONAL ACTIVITIES

Research
In pairs, pupils research places similar to Sark in their country and make a presentation.

Reply to email
Pupils imagine they are new friends of Alex's and write replies to him about their own town.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Values
Appreciating animal life

New language
robot

Recycled language
dead, time machine, zoo, rescue, Rooms, Prepositions of place

Materials
Audio CD, card, photos of places where the natural environment has been destroyed

PB page 24

Starting the lesson

- Elicit what pupils remember about the story. Say *The children's names are Maria, Simon and Sarah. They travel to the year 2310. Their pet is a cat. They visit a park.* All sentences are wrong and pupils must correct them. (*The children's names are Marta, Chris and Serena. They travel to 2210. Their pet is a chimpanzee. They visit a museum.*)

15 Listen and read. Then act.

- Pre-teach *dead, robot, rescue.* Ask *What's Serena's pet?* Play CD1:48. Pupils listen and answer the question. (*It's a robot dog.*)
- To check understanding, ask some questions for pupils to answer as a class. *Who is hungry? (Chris.) Are there any real pets in 2210? (No, there aren't.) Who has got some animals? (Zero Zendell's got some animals.) Where is Champ? (Champ is in Zero Zendell's zoo.) What do the children want to do? (They want to rescue Champ.)*
- Play the recording again, pausing after each speech bubble for pupils to repeat, correcting pronunciation if necessary.
- Divide the class into groups of three. Allocate the roles of Marta, Chris and Serena and ask them to act out the story.
- Groups act out the story. Monitor and help if necessary. Then pupils swap roles and act out the story again. If there are any confident pupils, they could act it out in front of the whole class.

Values

- Put the photos of the environment on the board and hold a class discussion (L1 and English) about what life would be like on a planet without any animal life. What would be the problems? Do they know of any problem areas in the world already? Can we do anything to stop that? What?

AB page 24

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

- Pupils read the story in the PB again and decide. Ask pupils to justify their opinions.

KEY
2 F (She's got a robot dog., **3** T, **4** T,
5 F (They want to rescue him.)

15 Look at the picture of Serena's house. Read and draw.

- Pupils read the paragraph and look at the picture. Ask them where the things in the house are. (Sketch the house on the board while pupils are talking.) Then they draw the missing objects into the picture.
- Ask different pupils to come to the board and draw objects in Serena's house.

KEY
The **TV** is **opposite** the sofa. There's a small **table between** the sofa and the TV. My **dinner** is **on** the table. There's a tall **lamp between** the cupboards and the sofa. There's a **picture behind** the lamp, **on** the wall. There's a **bed near** the table and the sofa but it's **not near** the cupboards. There's a **robot dog in front of** the bed.

16 Look at page 8. Find and write. Then do.

- Pupils can check page 8 if they can't remember the code. *(Every second letter in a word is replaced by Z.)* In pairs, pupils find the message in the code.

KEY
Draw your bedroom and write about it.

- Pupils draw their bedroom and write about it using Activity 15 as a model. Monitor and help where needed. Then they can stick their pictures and descriptions on card for a class display.
- Fast finishers imagine their bedroom in the year 2210 and draw a picture and write a short description.

Ending the lesson

- In pairs or small groups, pupils imagine they live in the year 2210. Ask *What's life like? Have you got robots? What about food? What about animals and parks?* They swap pairs/groups and report their ideas.

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15 1:48 Listen and read. Then act.

STORY



Now go to Future Island.

24 Lesson 5

robot, rescue, *dead*, *time machine*, *zoo*

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

OPTIONAL ACTIVITY

Interview

Divide the class into pairs. One pupil is Serena (or her brother) and the other is a journalist. They ask and answer about Serena's pet robot dog. Brainstorm ideas as a class first, e.g. food, games, training, etc.

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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
Geography – interesting places in other countries

New language
chimneys, roof, architect, bench, tourists

Recycled language
cities, towns, villages, hill, river, bridges, desert

Materials
Audio CD, world map, paper and drawing materials for the project on the town

PB page 25

Starting the lesson

- Have a class discussion (L1 and English) Ask *What interesting places are there in (the pupils' country)? Why are they interesting? What can you see there?*

Background information

- Antoni Gaudi was a Spanish architect. His buildings don't follow any of the normal rules of architecture. One of the most famous is the Sagrada Familia.
- Uluru is a famous rock formation in Australia, also called Ayers Rock. It changes colour at dawn and sunset.
- The villages described here are in the Cotswolds, a beautiful part of west-central England.

16 Listen and read. Where are the photos?

- Pre-teach *chimney, roof, architect, bench, bridge, hill.* Revise *desert, mountain, river.* Look at the photos. Ask *Do you know where they are?* Play CD1:49. Pupils listen, read and match the photos to the texts.

KEY
a, b Barcelona, Spain
c, d two villages in Britain
e near Alice Springs, Australia

17 Read and choose.

- In pairs, pupils read the text again and choose the correct answer.

KEY
1 Spain, **2** in a park, **3** on a river, **4** a town

18 Which place do you want to go to? Tell a friend.

- In pairs, pupils talk about the places and decide where they want to go using *and, but, because*.

AB page 25

17 Look and write. Then guess the countries.

- Pupils look at the photos and in pairs, complete the labels and guess the country.

KEY
1 (Spain), **2** roof, bridge, river (Britain), **3** hill (Australia)

18 Match the paragraphs with the pictures and write the words. Then listen and check.

- In pairs, pupils read the paragraphs and complete them with the words from the box. Play CD1:50 to check answers and match to the pictures.

1:50

Upper Swell is a pretty **village** in Britain. It's got a lot of old **houses**. There is also a river in the village with a **bridge**. It's very quiet but a lot of people visit it in the summer.
The Adelaide Hills are in **Australia**. It's very lovely there. You can see a lot of animals and birds in the wildlife **park**. The hills are **near** the city of Adelaide.
Barcelona is a big city in Spain, **next** to the sea. Tourists **want** to go there **because** there is always a lot to do and see. This interesting building is by Gaudi.

KEY
Photo 1 Barcelona, **Photo 2** Upper Swell, **Photo 3** Adelaide Hills

19 Think about a place you know in your country. Write in your notebook.

- In small groups, pupils research famous places in their country and write about them. They can stick photos or draw pictures. To help with the organisation, put some prompts on the board: *Where/it? How old/it? Quiet/busy? Why/famous? What can/see there?*

Mini project

- In pairs or small groups, pupils brainstorm important places in their town. Ask pupils to look at the map on AB p.21 for ideas. Pupils then draw a map of their town marking the places on it and writing a few sentences describing them. Display so they can look at each other's. Did the pairs choose the same or different places?

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16 1:49 Listen and read. Where are the photos?

Cool Places

There are some very interesting cities, towns and villages in the world. Here are some of them. Which do you want to see?



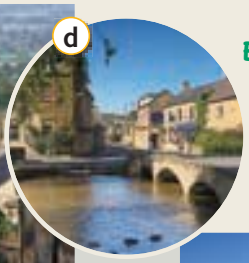
Barcelona, Spain

Look at these funny chimneys! They are on the roof of a house in Barcelona. They are by Antoni Gaudi. He was a famous architect.

This is a nice place to sit but it's noisy in the summer. It's in a big park and it looks like a snake! Its name is the Serpentine Bench.







Bourton-on-the-Hill and Bourton-on-the-Water, Britain

One of these villages is on a hill and the other is on a river. In Bourton-on-the-Water, there are little bridges over the river. There are a lot of lovely old villages here in Britain. They are usually quiet but beautiful.



Alice Springs, Australia

Alice Springs is a town in the middle of the desert. A lot of tourists visit Alice Springs because Uluru is near the town.

17 Read and choose.

1 The chimneys by Antoni Gaudi are in ***Spain / Britain***.
2 The Serpentine Bench is ***next to a museum / in a park***.
3 Bourton-on-the-Water is ***on a river / next to the sea***.
4 Alice Springs is ***a mountain / a town***.

18 Which place do you want to go to? Tell a friend.

I want to go to Alice Springs because …



Ending the lesson

- Have a discussion (L1 and English) about living in places like Barcelona, Alice Springs. Ask *What's nice/bad about living in places like these? Do you want to live there? Why?/Why not?*

OPTIONAL ACTIVITY

Geography guessing game

A pupil says a sentence about a place – it could be about a place in the PB or another place known to all pupils. If the class can't guess, the pupil says another sentence about this place, etc. until someone guesses.

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Lesson 7

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

Recycled language
and, but, because, want to, Present simple, Prepositions of place, Places in a town

Materials
Poster 1, Evaluation worksheet 3

AB pages 26–27

Starting the lesson

- Play a game of Animal relay using places and prepositions to revise the vocabulary. See p.22.

20 Look and write.

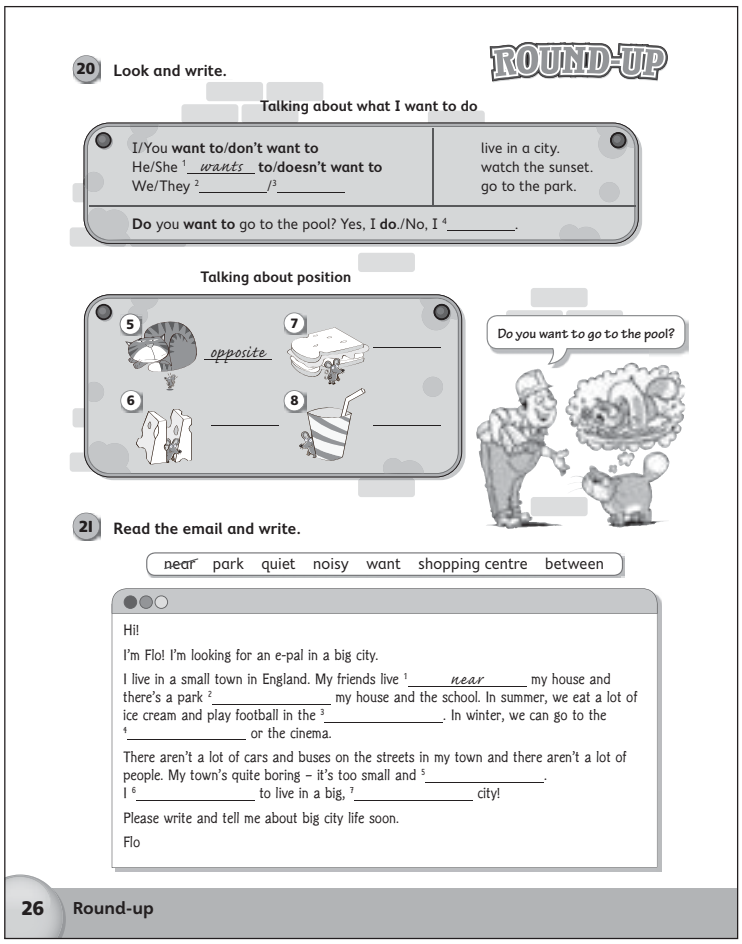
- Direct pupils' attention to the cartoon and ask a volunteer to read out the speech bubble. To revise the structure *want to* + infinitive, ask *Does the cat want to go to the pool?* Elicit short answers and the third person singular. Ask some pupils to write them on the board. Pupils complete the first table.

KEY
2 want to, **3** don't (want) to, **4** don't

Pairwork

- To practise the third person singular, pupils in pairs talk about what they want/don't want to do after the lesson today and report to the class what their partners said. Ask *What does your partner want to do?* Get them to vote for the best idea.
- To revise prepositions use your bag (or other object). Put it in various places and ask *Where is my bag?* Elicit answers. Get pupils to write the prepositions on the board. Then pupils look at the second table and complete it.

KEY
6 between, **7** in front of, **8** behind



20 Look and write.

ROUND-UP

Talking about what I want to do

I/You **want to/don't want to**	live in a city.
He/She [1] *wants* **to/doesn't want to**	watch the sunset.
We/They [2] _____/[3] _____	go to the park.

Do you **want to** go to the pool? Yes, I **do**./No, I [4] _____.

Talking about position

5 *opposite* 7 _____

6 _____ 8 _____

Do you want to go to the pool?

21 Read the email and write.

near park quiet noisy want shopping centre between

Hi!

I'm Flo! I'm looking for an e-pal in a big city.

I live in a small town in England. My friends live [1] *near* my house and there's a park [2] _____ my house and the school. In summer, we eat a lot of ice cream and play football in the [3] _____. In winter, we can go to the [4] _____ or the cinema.

There aren't a lot of cars and buses on the streets in my town and there aren't a lot of people. My town's quite boring – it's too small and [5] _____.
I [6] _____ to live in a big, [7] _____ city!

Please write and tell me about big city life soon.

Flo

26 Round-up

Game

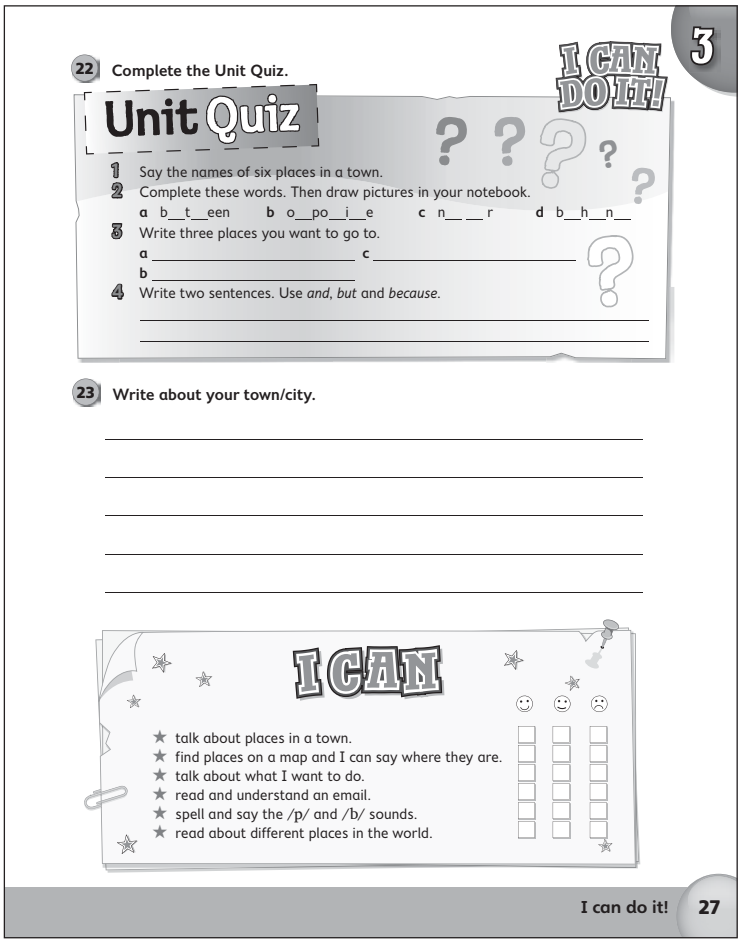
- To revise prepositions, pupils play Read my mind using classroom objects and prepositions. See p.23. Start the game by thinking about a classroom object, e.g. *the board*. Pupils then ask you *Yes/No* questions to guess the object, e.g. *Is it between the window and the desk?* etc. The first pupil to guess correctly sets the next object.

21 Read the email and write.

- Tell pupils (L1) it's important to read the email before they write because it will help them understand the context and get the answers right, before starting completing the gaps. In pairs, pupils read the email and complete it, then they read it out.

KEY
2 between, **3** park, **4** shopping centre, **5** quiet, **6** want, **7** noisy

- In pairs, fast finishers can create a Find the odd word out puzzle and swap with other pairs. See p.22.



22 Complete the Unit Quiz.

- Read the quiz with the class. Pupils complete the quiz in pairs. If they can't remember some answers, they can look back through Unit 3. The first pair to finish wins. Make sure all pupils have a chance to read their sentences. Monitor and help.

KEY 1 Possible answers cinema, library, shopping centre, swimming pool, castle, park, supermarket, school, etc
2a between, **b** opposite, **c** near, **d** behind,
3 & 4 Pupil's own answers

23 Write about your town/city.

- In pairs, pupils brainstorm ideas about their town/city.
- Help them with planning their writing by putting some prompts on the board, e.g. *big/small, quiet/noisy, favourite places*, etc.
- Ask them to think about planning their paragraph before they write it. Remind them to use *and, but, because* and encourage them to look through their PB and AB to find and use relevant vocabulary.
- Monitor and help with the language. Ask a few pupils to read out their work for the whole 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 worksheet

You can check your pupils' progress using Evaluation worksheet 3 on p.180. See also teacher's notes p.169.

Ending the lesson

- Ask the class to choose one place anywhere on the planet they want to visit all together. Encourage them to think about strange or very famous places, like Siberia or the Gobi Desert or Cappadocia, etc. They have a vote to find their favourite place.

OPTIONAL ACTIVITIES
Poster activity
Use poster 1. See p.20.
Spelling bee
Play the game. See p.22.

NOTES

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Lesson 8

Lesson aims
To broaden pupils' knowledge of the world.

New language
volleyball, million, sports centre, taekwondo

Recycled language
castles, near, behind, flat, shopping centres, restaurants, museum, island, harbour, sailing, fishing, good at ..., We like sailing...

Materials
Audio CD, Consolidation and extension worksheet 3; paper for posters, map of the world (optional)

PB book pages 26–27

Starting the lesson

- Say *Imagine that a friend from another country is coming to see you. Where can he/she go? What can he /she see?. How can he/she go there?* In pairs or small groups, pupils discuss these questions and report to the class. Encourage them to use vocabulary from the unit. Monitor and help.

19 Look and say. Guess the three countries. Then listen and check.

- Ask pupils to look at the photos of the three places. Ask *Which photo is of a big city? (Photo 3) Which is of a small village? (Photo 1) Which is of a cave? (Photo 2) Which countries are the photos from? Can you guess?* Play CD1:51. Pupils listen and check if their guesses were correct.

KEY
1 Greece, **2** Spain, **3** Hong Kong

20 Read. Match the texts with the photos.

- Revise *cave, town, castle, village, island, sailing*. In pairs, pupils read the texts again and match them to the photos. Ask them to give reasons.

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

- In pairs, pupils read out one of the texts to their partners. Monitor and record pronunciation mistakes. Put them on the board and drill the correct pronunciation chorally and individually.

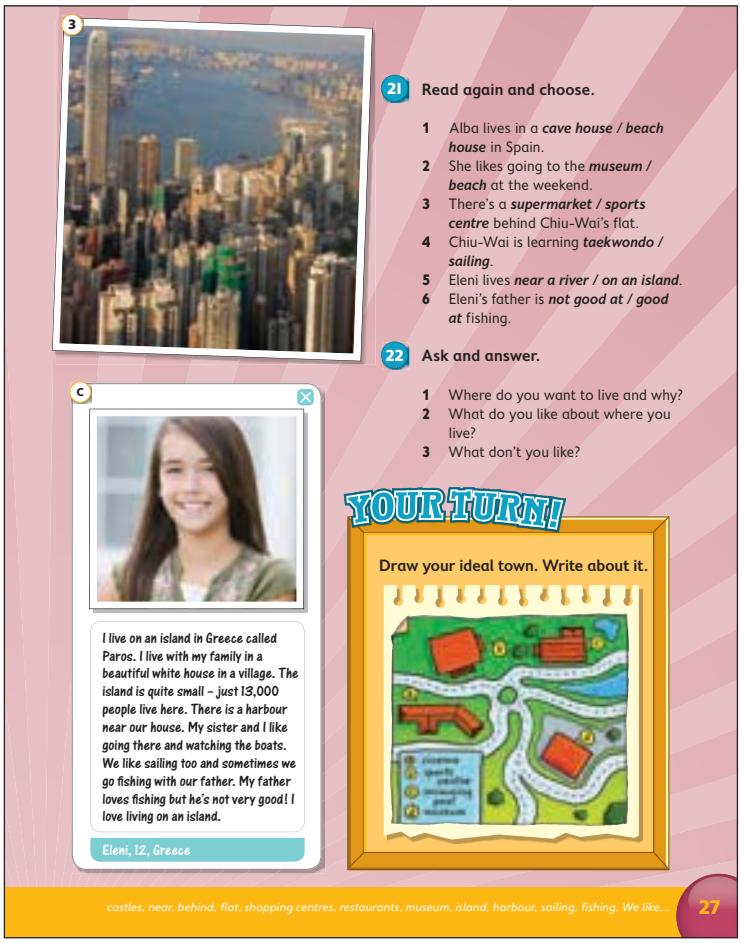


21 Read again and choose.

- In pairs, pupils read the texts again and choose the correct answers. They must be able to justify their choices.

KEY
1 cave house, **2** beach, **3** sports centre, **4** taekwondo, **5** on an island, **6** not good at

- Ask pupils to read through the texts one last time and note any unknown words. Encourage them to work out their meanings from the context if possible. Explain the rest with drawings, or with the help of the dictionary. If there are enough dictionaries in class, divide the pupils into pairs and ask them to look up the words and note down their meanings. The first pair to find all the words wins.
- Ask pupils to decide which of these new words they consider more important and want to learn and write down in their notebooks.
- Put up the world map and invite pupils to find the three countries on it first, and then, the specific places, if possible.



22 Ask and answer.

- Pupils in pairs brainstorm the questions and then swap ideas with another pair. Do they have similar or different ideas? They choose speakers to report back to the class.

Your turn! Draw your ideal town. Write about it.

- Pre-teach *ideal town*. Divide pupils into groups and ask them to talk about what there is in an ideal town. They can use ideas from the drawing in the PB. Each group appoints a secretary to keep notes. Encourage the groups to use ideas from Activity 22. Move around the class, monitoring and helping. Finally they draw and write about it, using the texts in Activity 20 as models.

Consolidation and extension worksheet 3

Pupils complete the Consolidation and extension activities on worksheet 3 p.202. See also teacher's notes p.197.

Ending the lesson

- Groups report back to the whole class about their ideal towns. Do pupils agree or disagree with other groups' ideas? Encourage them to give reasons.

OPTIONAL ACTIVITIES

Poster

Pupils collect all their work about their ideal town and have a poster exhibition.

Memory game

Play Memory game. See p.22. Start by saying *In my town (city) there is a museum.* The next pupil must add another feature of the area, etc.

NOTES

4 Good days

Lesson 1

Lesson aims
To present and practise new vocabulary

Values
Trying food from other cultures

Target language
curry, fish and chips, paella, spaghetti, omelette

Recycled language
pizza, salad, Nationalities, Do you like ...?

Materials
Audio CD; cookery books, the internet or encyclopaedia with information about national cuisines (L1) (optional)

PB page 28

Starting the lesson

- Say *The children were in town last time. True or false?* (T). *They were up in the castle.* (T) *It wasn't very hot.* (F *it was very hot.*) *Flo was with them.* (F *She wasn't.*)

1 Listen and read. Is Tom happy? Why?

- Pre-teach *What's wrong?, asleep.* Play CD2:01. Pupils listen, read and answer the questions.

KEY
Tom isn't happy at the beginning of the story because he is hungry. He is happy at the end because Felipe gives him some paella.

- Tell pupils to look at pictures 2, 3 and 4 and ask (L1) *Is this now or in the past? (In the past.)* Elicit (L1) how we know that. (Use of *was/were* and past simple endings if any pupils know about them.) Check understanding of the story. Ask *Where was Tom? (He was asleep.) Were there any eggs? (No, there weren't.) Where was the spaghetti box? (It was too high.) Where is Tom's curry now? (It's on the grass!)*

Presentation

2 Listen, find and say.

- Elicit any English dishes pupils already know and write them on the board. Pupils look at the photos and say if they know any of the words. Play the CD2:02 twice. Pupils listen, point and repeat.

KEY
1 a curry, **2** d spaghetti, **3** b fish and chips, **4** c paella, **5** e omelette

Practice

3 Do you like the food in Activity 2? Ask and answer.

- Revise present simple questions and elicit possible answers *Yes, I do. I love it!, No, I don't. I hate it! I don't know.* Pupils ask and answer about the dishes.

AB page 28

1 Look and write. What is Flo's favourite food?

- In pairs, pupils look at the pictures and complete the crossword. Then, they look at the shaded column, work out the name of the food and complete Flo's sentence.

KEY
1 spaghetti, **2** omelette, **3** fish and chips
4 salad, **5** curry, **6** pizza
Flo's favourite food is paella.

2 Complete the quiz. Use the food in Activity 1.

- If you have pupils of various nationalities, put them in different groups. Divide the class into small groups and give them access to cookery books, the internet or an encyclopaedia. Pupils complete the quiz.

KEY
2 paella, **3** spaghetti/pizza, **4** curry, **5** fish and chips

3 Make a list of food you like and don't like. Tell a friend.

- Pupils individually complete the activity and then, in pairs, talk about their preferences. Monitor and help.

Values

- Have a discussion (L1 and English) about trying food from other cultures. Ask *Is it a good idea? Why?/Why not?*

Home–School link

Pupils ask friends and family about their favourite food. They make a pie chart and draw pictures of the dishes to display in class.

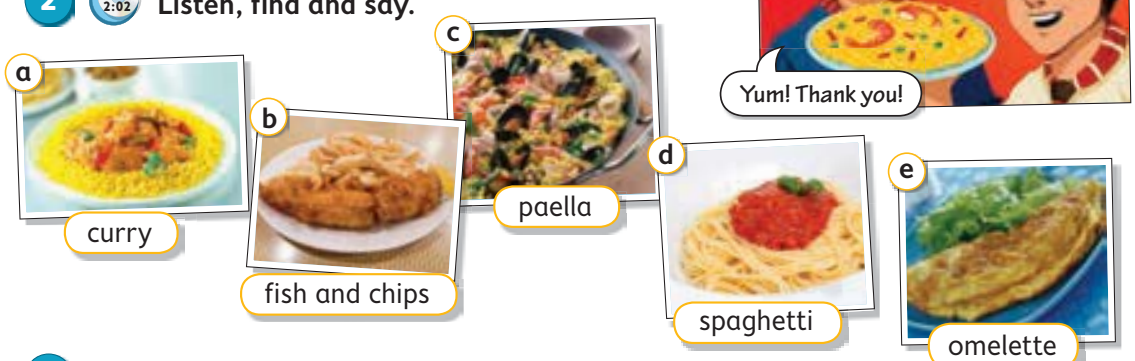
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4 Good days

1 2:01 **Listen and read. Is Tom happy? Why?**



2 2:02 **Listen, find and say.**



3 **Do you like the food in Activity 2? Ask and answer.**

A: Do you like curry? **B:** Yes, I love it!

curry, fish and chips, paella, spaghetti, omelette. *Do you like...?*

Ending the lesson

- Elicit the question *What's your favourite food?* and the answer *My favourite food is ...* Then, in pairs, pupils talk about their favourite food. Monitor and help. Pairs report back to the class. Make a bar chart of the most popular dishes. Pupils vote (L1) for the most popular dish.

OPTIONAL ACTIVITIES

Animal relay

Play Animal relay. See p.22. Adapt to revise food words.

Memory game

Play Memory game. See p.22. Pupils use vocabulary from Lesson 1 and *I like ...*

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Lesson 2

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

Target language
Past simple regular affirmative, e.g. dropped/cooked

Recycled language
fish and chips, omelettes, paella, salad, scared, was/were, We went ...

Materials
Audio CD

PB page 29

Starting the lesson

- Use photos of the food items from Lesson 1 to revise vocabulary.

4 Listen, look and say the correct order.

- Pre-teach *kayaking, competition, climbing wall* and *paddled*. Revise *cold, wet* and *hungry*.
- Pupils listen to CD2:03 and put the pictures in the correct order.

FM = FLO'S MUM FL = FLO

FM Hi, Flo. How was your day?
FL It was great! We went to a big lake in the forest and there were lots of sports. We went swimming and **climbing**. I was scared, but Maria wasn't. She climbed up the climbing wall to the top. Then there was a **kayaking** competition. We all loved kayaking! Tom was very good at it. He paddled very fast and he was first! I was second!
FM Well done!
FL But we were all **wet, cold and hungry** after the kayaking. We went to the tents and Hannah **cooked omelettes** and salad for us. It was yummy and we weren't cold any more.
FM Wow, what a busy day!
FL Yes, I'm tired, now! Bye Mum!
FM Bye, Flo!

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

5 Match the sentences with the pictures in Activity 4.

- In pairs, pupils match the pictures to the sentences.

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

Presentation

- Focus on the *Look!* box and read the sentences.
- Ask (L1) pupils what we put on the end of the verb to talk about the past (*-ed*). Elicit the rule for doubling the last consonant.
- Elicit the past forms of *be* (*was/were*).
- Pupils write all the past simple verbs in Activity 1 and Activity 5 in the present simple.

6 Read and say. Use these words.

- Pre-teach *sail*. Draw attention to *ago, last month/week, in + year*.

KEY
1 cooked, **2** wanted, **3** climbed, **4** sailed, **5** played

Practice

7 Talk to a friend about last week. Use these words.

- Check the verbs in the box. In pairs, pupils talk about what they did last week using *ago, last* (*Monday* etc).

Pupils can now go online to Future Island and find the hanging basket that Champ is holding by clicking on Dee Licious' key on the keypad of the time hole detector. The hanging basket is outside the restaurant, to its left, directly below the 'Restaurant Gastronome' sign. Once pupils click on the hanging basket they are taken to a supplementary game based on the vocabulary in this unit.

AB page 29

4 Find five words.

KEY
missed, climbed, wanted, cooked, dropped

5 Complete. Use the words in Activity 4.

KEY
2 cooked, **3** climbed, **4** dropped

6 Read and write. Who is the writer? Tom, Flo or Felipe?

KEY
Felipe is the writer.
2 was, **3** loved, **4** wanted, **5** paddled, **6** were, **7** enjoy

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4 2:03 **Listen, look and say the correct order.**



5 **Match the sentences with the pictures in Activity 4.**

1 Tom paddled very fast.
2 Hannah cooked omelettes.
3 Maria climbed up the climbing wall.
4 They were cold and hungry.

6 **Read and say. Use these words.**

climbed played wanted
sailed cooked

1 Yesterday I ? dinner for my family.
2 Last week we ? new bikes but my mum said, 'No!'
3 A year ago he ? Mount Everest.
4 In 2005, she ? around the world.
5 Last month they ? basketball.

LOOK!

I dropped the plate.
He paddled very fast.
Hannah cooked fish and chips.
We loved kayaking.



7 **Talk to a friend about last week. Use these words.**

was were went cooked
loved wanted dropped climbed

I cooked an omelette!

Ending the lesson

- Ask pupils about great days they had. What happened? What did they do? Who were they with?

OPTIONAL ACTIVITIES

Noughts and crosses
Play Noughts and crosses with past simple endings. Use known *regular* verbs in the infinitive. See p.23.

Guessing game
Play Guessing game. See p.22. Give the class a list of regular verbs in the present tense.

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Lesson 3

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

Target language
pack, miss, pass, open, Past simple regular negative, e.g. didn't pass/didn't miss the bus

Recycled language
remember, drop

Materials
Audio CD; one set of small blank cards per group of pupils, cards with verbs you want to revise (optional)

PB page 30

Starting the lesson

- In small groups, pupils talk about what they did the previous day. Remind them of the correct verb ending.

Presentation

8 Listen, find and say.

- Pupils listen to CD2:04, point to the words and repeat first chorally and then individually.

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

- Divide the class into pairs. One pupil mimes an activity and his/her partner guesses. Encourage them to use the past simple.

9 Listen and sing. Was it a good or bad day?

- Ask the class to make a guess about the girl. They listen to the song and answer the question. Play CD2:05.

KEY
It was a bad day. (But, in the end, it was a good day.)

- Play the song again and pupils sing and mime the activities as they hear them in the song.
- Draw pupils' attention to the *Look!* box. Elicit the rules for past simple negative *(We put didn't and the verb in the infinitive).*
- Pupils listen to and read the song again and find all the past simple affirmative and negative verbs.

Practice

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

- Pupils read the song and decide if the statements are true or false. They correct the false statements.

KEY
1 F (She missed the bus.), **2** T, **3** F (She didn't remember her juice), **4** F (She kicked it too hard.), **5** T

11 Read and say.

- In pairs, pupils read the prompts and make affirmative or negative sentences. Monitor and help.

KEY
2 She didn't open her eyes because it was a scary film.
3 They played a second football match because they weren't tired.
4 I passed the test because I studied a lot.
5 He didn't miss the bus because he was early.

AB page 30

7 Look and match.

- Pupils match to make phrases.

KEY
c miss the bus, **b** pack my bag, **d** open a lunchbox, **e** pass a test, **a** drop the ball

8 Read and choose. Then listen and check.

- Remind pupils to read the whole sentence before choosing. Play CD2:06 to listen and check.

KEY
2 didn't remember, **3** didn't miss, **4** didn't drop, **5** opened

9 Look and complete the sentences.

- Pupils look at the cartoons and describe them in pairs. Explain that they must complete the sentences with affirmative or negative verbs from the box.

KEY
2 didn't like, loved, **3** didn't play, wanted

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SONG

8 2:04 **Listen, find and say.**

a 
pack my bag

b 
miss the bus

c 
pass a test

d 
open a lunchbox

e 
remember my juice

f 
drop the ball

9 2:05 **Listen and sing. Was it a good or bad day?**

Chorus:
It was a bad day, it was really bad
But you smiled at me, now I'm not sad.

I packed my school bag and walked up the street.
I missed the bus, 'Ow, my tired feet.'
I didn't pass my test, I was late for class.
My friends said, 'Next time, get here fast!'
I opened my lunchbox and said, 'No way!'
I didn't remember my juice today.

Chorus

I went to the park and played with a ball.
I kicked it too hard, it went over a wall.
A boy helped me, he didn't ask why.
We played in the park and we looked at the sky.
I dropped the ball, he said, 'That's OK.'
Now he's my friend and it's a good day.





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

1 She didn't miss the bus.
2 She was late for class.
3 She remembered her juice.
4 She didn't kick a ball.
5 She dropped the ball.

LOOK!
I **didn't pass** my test.
He **didn't ask** why.

11 **Read and say.**

We didn't laugh because we were sad.

1 We/not laugh/because we were sad
2 She/not open/her eyes because it was a scary film
3 They/play/a second football match because they weren't tired
4 I/pass/the test because I studied a lot
5 He/not miss/the bus because he was early

30 **Lesson 3** pack, miss, pass, open, Past simple regular negative, *remember, drop*

Ending the lesson

- Play a mime game using verbs in the past. Mime an action and let pupils guess what you did last week. The first pupil to guess correctly gets to mime the next action and so on.

OPTIONAL ACTIVITIES

True or false?
Pupils write three true sentences and a false one about last week. Their partners must guess which one is false.

Make a sentence
Revise unit vocabulary and the past simple. See p.23.

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Lesson 4

Lesson aims
To develop reading skills: skimming and scanning,
Phonics: /ɪd/ /t/ /d/

New language
onstage, rock star, competition

Recycled language
guitar, scared, tasty, winners, piano, sports, Food

Materials
Audio CD, card; paper for posters (optional)

PB page 31

Starting the lesson

- Ask *Can you remember a very good or bad day in your life? What happened? How did you feel?*

12 Read and match the texts with the photos.

- Ask pupils to describe what they see in the photos. Pre-teach *on stage, wedding, tasty, join, winner, concert.* Revise *guitar, scared, competition.* Pupils read the texts and match them with the photos.

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

13 Read and say. *True* or *false*? Correct the false sentences.

- Pupils read the texts again and correct the false statements.

KEY
2 F (Jake played the guitar.), **3** T, **4** F (There was some tasty fish and a tall cake at the wedding.), **5** T, **6** T

14 Think of a good day. Tell a friend.

- In pairs, pupils talk about a good day they had. They swap partners and report on their friends' days.

15 Listen, read and say.

- Play CD2:07. Pupils listen, read and repeat.
- Ask pupils to listen again and notice the /ɪd/ sound in *wanted*, the /d/ sound in *played* and the /t/ sound in *passed* and *bounced.* Ensure that pupils understand it's the last sound NOT the letter that matters.
- Play CD2:07 again and ask pupils (L1) to note how the verbs are pronounced.

AB page 31

10 Listen to Amy, Mark and David. Match the people with the events.

- Play CD2:08. Pupils listen and match the photos with the events.

1 **2:08**
AMY: Hi, I'm Amy! My birthday last April was a fantastic day. I didn't want a big party but my family planned a surprise party for me. My friends were there and there was a lot of food too. My mum cooked spaghetti for everyone. It was delicious! Next year, I want a really big party!

2
MARK: Hello, I'm Mark. Last Wednesday there was a Maths test at school. I was very nervous because Maths is very difficult. But I remembered my Maths lessons and I passed the test! My friends passed too. I was very happy.

3
DAVID: Hi, I'm David. Last summer was great. I went on holiday with my family to the beach. We went swimming and kayaking. I went diving with my dad too. It was my first time. It was amazing – I loved the fish!

KEY
1 David, **2** Amy, **3** Mark

11 Listen again and choose.

- Pupils read the questions and, in pairs, answer as many as possible. Play CD2:09. Pupils choose and check.

KEY
2 c, **3** c, **4** a, **5** c

12 Write about a good day last year.

- Pupils brainstorm ideas and expressions. Write some prompts on the board. *When? Where? Who/go with? How/feel? Why/great?* Pupils write about their day. Monitor and help.

13 Listen and write.

- Explain that some verbs are in the present simple and others in the past simple. Play CD2:10. Pupils listen and complete.

KEY
2 cook, **3** enjoyed, **4** pass, **5** missed

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12 **Read and match the texts with the photos.**
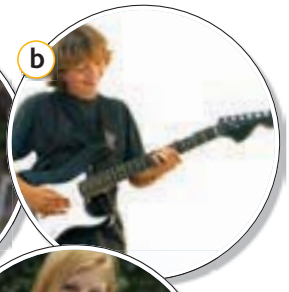
My good day

1

One Saturday last May was a great day for me. I played the guitar in a school concert. I was first onstage and I was scared. I didn't want to play. Then I went onstage and I was OK. I really liked it. Now I want to be a rock star!

Jake, 12


a


b


c

2

My cousin's wedding last year was wonderful. There were a lot of people – about a hundred! The food was great. There was some tasty fish and a tall cake. I didn't want to wear a pink dress but I loved it. Pink is my new favourite colour!

Laura, 13

3

Last Friday was a really good day. After school, I went to the park with my friends and we played basketball. Then, a group of girls from another school joined us and we played against them in a competition. We were the winners!

Sandy, 12

13 **Read and say. *True* or *false*? Correct the false sentences.**

False! Jake didn't want to play onstage.

1 Jake wanted to play onstage.
2 Jake played the piano.
3 Laura didn't want to wear a pink dress.
4 There was curry at the wedding.
5 Sandy played basketball in the park last Friday.
6 Sandy and her friends were the winners.

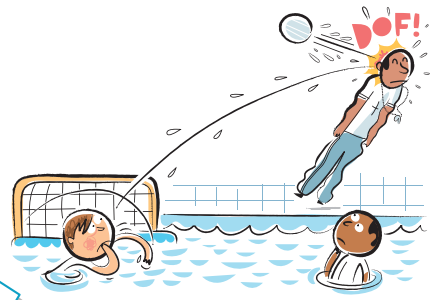
14 **Think of a good day. Tell a friend.**

Last Saturday was a good day. I went to …

SOUNDS FUN!

15 2:07 **Listen, read and say.**

Donny want**ed** the ball but he pass**ed** it on to Ted.
Ted play**ed** fast but it bounc**ed** off the teacher's head!



Ending the lesson

- Read some of the pupils' good days from Activity 12 but don't say who it was. The class listen and guess.

OPTIONAL ACTIVITIES

Poster
Pupils draw pictures and stick them on card to make posters for a class exhibition about a good day in their lives, based on Activity 12 in their AB.

Story game
Play Story. See p.23.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
lock

Recycled language
cage, find, roof, Past simple regular affirmative

Materials
Audio CD, set of cards with one event on each per pair of pupils

PB page 32

Starting the lesson

- To remind the pupils of the story, ask *Where did the children go? (To Serena's house.) How did Serena open the door? (With her hand/handprint.) Who was hungry? (Chris.) What did they eat? (Fish and chip pills.) Where is Champ? (In Zero Zendell's zoo.)*

16 Listen and read. Then act.

- Ask *Where do the children go?* Play CD2:11. Pupils listen and answer the question. (*To the zoo.*)
- To check understanding, divide pupils into pairs, give them a set of cards and ask them to put the following events in order. (They are given in order here.) *The children went to the zoo. There were dogs and cameras. Serena climbed onto the roof of the zoo. A guard saw Serena. Champ opened the door of his cage. A guard started the alarm. Serena was in danger. Serena climbed out of the zoo. Serena said Champ was fine.*
- Deal with vocabulary. Encourage pupils to guess the meaning of *kid, lock, cage, have a wild time* from the context and the pictures or hand out dictionaries and ask them to find the meaning of the words.
- Play the recording again, pausing after each speech bubble for pupils to repeat, correcting pronunciation if necessary.
- Divide the class into groups of six pupils each. Allocate the roles of Marta, Chris, Serena, a guard, and Zero and his assistant, and ask them to act out the story. If you have an odd number of pupils in the class, leave out the role of the guard.
- Groups act out the story. Monitor and help if necessary. Then pupils swap roles and act out the story again. If there are any confident pupils, they could act it out in front of the whole class.

AB page 32

14 Correct the sentences.

- Pre-teach *assistant, was in danger.* Pupils read the story again and in pairs change the sentences so they are true.

KEY
2 She didn't like the zoo.
3 Serena climbed onto the roof.
4 The assistant locked Champ's cage.
5 Champ opened the cage.
6 Serena was in danger.

- Fast finishers, in pairs, could make their own false statements about the beginning of the story for other pairs to correct.

15 Look and complete. Use these words.

- Ask pupils to look at the pictures. Ask *Is the assistant happy? Why?/Why not? (No, he isn't. Champ is very naughty.)* Pupils describe the pictures using past simple endings. In pairs, pupils read the sentences and complete them with verbs from the box. Monitor and help.

KEY
2 climbed, **3** dropped, **4** locked, **5** laughed

16 Look at page 8. Find and write. Then do.

- Pupils can check page 8 if they can't remember the code. *(Every second letter in a word is replaced by Z.)* In pairs, pupils find the message in the code.

KEY
Imagine you are Serena. Write about yesterday.
Possible answer:
I went to Zendell's zoo yesterday. I was scared because it was dangerous. I climbed on the roof and Champ locked the assistant in the cage!

- In pairs, pupils brainstorm Serena's adventures and write some sentences. Encourage them to use the correct past simple affirmative and negative forms and linking words *and, but, because*. Monitor and help.
- In pairs, fast finishers could use Zero Zendell's code to create their own secret messages. They swap with their partners.

Ending the lesson

- Brainstorm what will happen next in the story.

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16 2:11 Listen and read. Then act.

STORY



Now go to Future Island.

32 Lesson 5

lock, roof, *cage*, *find*

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

OPTIONAL ACTIVITY

Robot game

In pairs, pupils play the Robot game using vocabulary from Unit 4. One pupil is Serena (or Chris) and his/her partner is a robot guard dog from the zoo. See p.23.

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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: The achievements of Ellen MacArthur

New language
solo, race, filmed, brave, smiled, laughed, phoned, enjoyed

Recycled language
British, sailor, dangerous, scary, storms, waves, boring, tired, sad, exciting, happy, jungle, mountains, Past simple regular

Materials
Audio CD, paper and drawing materials for the project

PB page 33

Starting the lesson

- Ask pupils to think about famous sportsmen and sportswomen. Write on the board the question *What did ... do?* Invite pupils to the board to fill in the name and write what this sportsperson did. Ask pupils to vote on who is the most famous sportsperson.

Background information

Ellen MacArthur was the first woman to sail alone (solo) around the world. Now she sails to many places in the world and teaches about the importance of protecting the environment.

17 Listen and read. What did Ellen do in 2005?

- Check if any pupils know anything about Ellen MacArthur. If not, pupils look at the photos and guess. Pre-teach *sailor*, *solo*, *storm*, *waves*, *filmed*. Revise *scary*, *dangerous*, *tired*. Then, in pairs, they listen and read the text and answer the question. Play CD2:12.

KEY
Ellen sailed around the world solo.

18 Choose titles for the paragraphs: A bad day, A good day, Ellen the sailor.

- Ask *What do you think about Ellen? Was her journey easy or difficult?* Pupils read the text again and, in pairs, match the paragraphs with the titles. Encourage pupils to read the whole paragraph first and focus on the general idea before they decide.

KEY
1 Ellen the sailor, **2** A bad day, **3** A good day

19 Read again and choose.

- In pairs, pupils read the text again and choose. As this is a scanning exercise encourage them to be fast. They must be able to justify their choices.

KEY
1 November, **2** 2005, **3** often, **4** didn't enjoy, **5** phoned

20 Ask and answer.

- Ask *Would you like to do something like this? Why?/ Why not?* In pairs or small groups, pupils discuss the questions.

AB page 33

17 Look and complete the lists. Then write one more.

- Elicit (L1) what these groups of words are and then ask pupils to identify the words in the box. Revise ordinal numbers, paying attention to spelling problems. In pairs, pupils complete the activity. Monitor and help.

KEY
1 filmed, **2** sixth, **3** dangerous

18 Look and complete Ellen's diary. Then listen and check.

- Ask pupils to look at the diary and pay attention to the date. Ask *Was that a good day for Ellen? (Yes, it was.)* In pairs, pupils read Ellen's diary, look at the pictures and complete it. Then they listen and check. Play CD2:13.

KEY
2 happy, **3** phoned, **4** opened, **5** loved, **6** chocolate

19 Imagine you're a sailor or adventurer. Write a diary. Use these words.

- Revise *jungle*, *exciting*. In pairs, pupils brainstorm ideas. Then they write their imaginary diary using the words from the box. Monitor and help. They read them out in class and vote for the most exciting day.

Mini project

- In pairs, pupils choose a famous sportsperson and research his/her life on the internet. They write about a famous achievement and his/her feelings on the day of the achievement. Pupils can illustrate their work with photos or drawings. Display the projects.

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17 2:12 **Listen and read. What did Ellen do in 2005?**

Amazing Ellen

1 Ellen MacArthur is a British sailor. She sailed around the world, solo, in 2005. The race started in November 2004 and she finished in February 2005. She was the first woman across the finish line. In the seventy-two days Ellen was at sea, she filmed her journey at sea. There were good and bad days and on her videos we can see them.



2 It was often dangerous and scary but Ellen was brave. There were storms and the waves were very big. Her food was boring and dry and she was often tired. One very bad day for Ellen was Christmas Day. There was a big storm and it was dangerous. Ellen phoned her family but she didn't want to talk. She was sad and cried. She didn't open her Christmas presents.



3 New Year's Day was good for Ellen because there weren't any storms. Ellen phoned her friends and family. She opened her Christmas presents, seven days late, and smiled and laughed. There were some funny presents. One present was chocolate and she loved it. She enjoyed that day.



18 **Choose titles for the paragraphs: A bad day, A good day, Ellen the sailor.**

19 **Read again and choose.**

1 The race started in ***November / December*** 2004.
2 She sailed around the world in ***2005 / 2006***.
3 It was ***never / often*** dangerous in the boat.
4 Ellen ***enjoyed / didn't enjoy*** Christmas Day 2004.
5 Ellen ***phoned / didn't phone*** her family on New Year's Day.

20 **Ask and answer.**

1 Do you like sailing?
2 What sports do you like?
3 Do you want to be a sportsperson?



Ending the lesson

- Have a discussion (L1 and English) about famous adventurers or sportsmen/women of the past (Edmund Hillary, Charles Lindbergh, the Wright brothers). Ask *Do you know any of them?Would you like to be like them? Why?/Why not?*

OPTIONAL ACTIVITIES

Short story
In pairs or small groups, pupils write a short story about an adventure, using vocabulary from this lesson (and previous lessons in the unit).

Pictionary
Play to revise emotions. See p.22.

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Lesson 7

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

Recycled language
Past simple affirmative and negative, Food, Feelings

Materials
DVD, slips of paper, Evaluation worksheet 4

AB pages 34–35

Starting the lesson

- To revise the past simple affirmative and negative ask pupils to write a sentence (affirmative or negative) about what they did last night on a slip of paper. Collect the sentences, shuffle them and hand them out randomly. Individual pupils now read them out and respond, e.g. A: *I played football yesterday.* B: *I didn't play football. I watched TV.* Monitor and help.

20 Look and write.

- Look at the cartoon and ask students what is happening. Ask a volunteer to read out the caption. Pupils read the table and complete it. Check with the whole class.

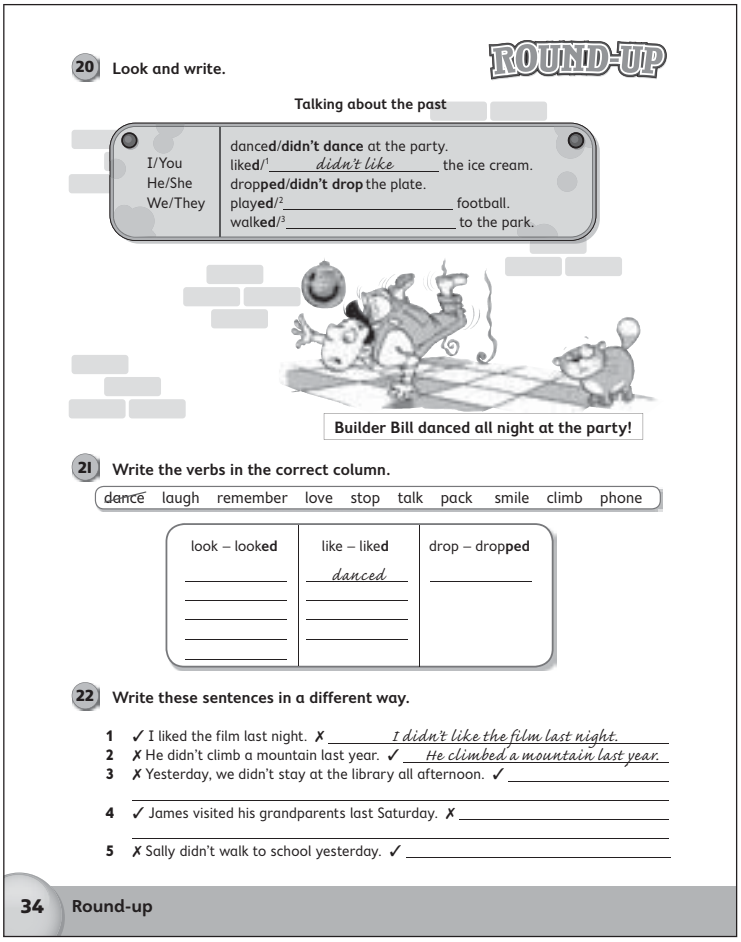
KEY
2 didn't play, **3** didn't walk

21 Write the verbs in the correct column.

- Revise the meaning of the verbs in the box and the spelling rules for past simple endings. In pairs, pupils put them in the correct column.

KEY
-ed
laughed
remembered
talked
packed
climbed
-d
loved
smiled
phoned
-pped
stopped

- Fast finishers could add more verbs to each category.



Practice

- To further practise past simple forms, pupils use the verbs from Activity 21 to write true sentences about themselves.

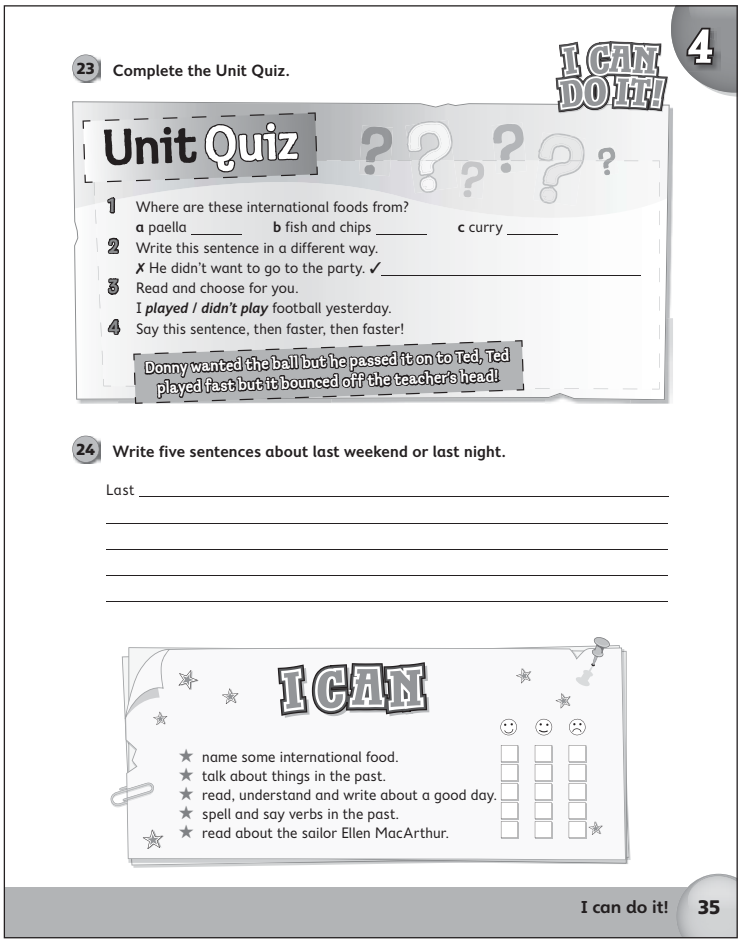
22 Write these sentences in a different way.

- In pairs, pupils change the sentences from affirmative to negative and vice versa. Monitor and help.

KEY
3 Yesterday, we stayed at the library all afternoon.
4 James didn't visit his grandparents last Saturday.
5 Sally walked to school yesterday.

23 Complete the Unit Quiz.

- Read the questions with the class. Pupils complete the quiz in pairs. If they can't remember some answers, they can look back through Unit 4. Have a competition to see who can say the tongue twister the fastest. Then, pupils make their own tongue twisters and test other pairs. Monitor and help.



KEY

1 a Spain
b Britain
c India
2 He wanted to go to the party.
3 Pupils' own answers.

24 Write five sentences about last weekend or last night.

- Pupils individually write about themselves. Monitor and help with vocabulary and grammar. Remind them that they can use affirmative and negative sentences.
- In pairs, fast finishers can create a Find the odd word out puzzle and swap with other pairs. See p.22.

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 worksheet 4

You can check your pupils' progress using Evaluation worksheet 4 on p.182. See also teacher's notes p.169.

Now watch the DVD.

Ending the lesson

- Retell (in summary form) a well-known story but change some of the facts, e.g. *Cinderella lived with her mother and father. She was very happy at home. She didn't want to go to the dance.* Pupils listen and correct you. NB. Choose only regular verbs that pupils already know.

OPTIONAL ACTIVITIES

Retelling the story

In pairs, pupils work out a retelling of a well-known story or film plot changing some facts. Then they tell their story to another pair or the class who listen and correct them.

Guessing game

Adapt the game to practise the past simple. Pupils talk about what friends and family were doing/did last night. See p.22.

NOTES

Lesson 8

Lesson aims
To review the language of the previous two units

Recycled language
Food, Places around town, Prepositions, Past simple regular affirmative

Materials
spinners (one per small group of pupils) and markers for each pupil, Consolidation and extension worksheet 4; 18 slips of paper per group, so that pupils can make new questions for the game and lay them on the board to play again (optional)

PB pages 34–35

Starting the lesson

- Pre-teach *board game*. With books still closed ask pupils questions about board games: *What board games do you know or play? Do you like playing board games? Why?/Why not? Do you prefer computer games or board games? Why?*
- Ask the class to vote on the most popular board game.

Before playing the game

- Show the class how to make spinners from card if necessary.
- With books still closed, pre-teach *spin the spinner, It's my/your turn now. Miss a turn. score (three) points. What's the score? Keep the score, etc see.24.*
- Divide the class into groups of three or four and ask them to make spinners.
- Ask pupils to choose a small object to mark their position on the board, e.g. a coin, a piece of paper with their name on, a paperclip or a rubber.
- Ask each group to choose one pupil to keep the score. Quickly check by asking the score keepers to put their hands up.
- Ask pupils to decide who is going first. Quickly check by asking those going first to put up their hands.

Explaining the game

- Ask pupils to look at *How to play* on page 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 members of the group must all move in the same direction on the board;
  - the winner in each group is the pupil with the most points when the teacher ends the activity;
  - the class champion is the pupil with the most points in the whole class;
  - they must follow the instructions exactly;
  - they can only have one attempt at each question;
  - they mustn't look at their books or notebooks for help. It's a game!



Classes needing more support

- You may choose to allow two or three attempts per question.
- You may also like to allow pupils to refer to their books.

Playing the game

- Set a time limit, e.g. twenty minutes.
- Move around, helping and encouraging pupils as they play. Note any questions they have more difficulty with to correct as a class at a later date.



KEY

Starting from top left orange square:
It's opposite the museum.
She dropped her bag.
Spaghetti.
The supermarket is opposite the shopping centre.
The cinema is near the park.
Paella.
The sweet shop is next to the library.
It's next to the clothes shop.
He danced at the party.
The swimming pool is in front of the supermarket.
Fish and chips.
It's opposite the supermarket.
The supermarket is behind the swimming pool.
He played computer games.
An omelette.
The music shop is near the castle.
He missed the bus.
Curry.

Consolidation and extension worksheet 4

Pupils complete the Consolidation and extension activities on worksheet 4 p.203. See also teacher's notes p.197.

Ending the lesson

- Ask the class which parts of Units 3 and 4 they liked the most and why. What did they find the most interesting and the most useful?

OPTIONAL ACTIVITIES

Where is it?

- Pupils play a guessing game using the map in the centre of the board game. In pairs, they describe a place without naming it, using prepositions of place. Their partners must guess the place, e.g. Pupil A: *It's between the cinema and the library.* Pupil B: *It's the clothes shop!*

Alternative game

- Ask pupils, in pairs, to come up with more questions for the game, using the ones on the board as a guideline. They write them on slips of paper and lay them out on top of the existing board layout. Then, they can play again in different groups.

NOTES

5 Trips

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
aquarium, theatre, theme park, Did you go to...

Recycled language
was/were, water park, palace, museum

Materials
Audio CD

PB page 36

Starting the lesson

- Ask *What did you do yesterday/last weekend/last week? Where did you go in the last school holidays? What interesting places are there in your town/area/country?* Write vocabulary items from Unit 3 on the board and build up the list to include the answers pupils give you.

1 Listen and read. Where was Felipe yesterday?

- Pre-teach *trip*. Say *The children went on a day trip yesterday. Look at the pictures.* Play CD2:14. Pupils listen, read and answer the question.

KEY
Felipe was at Aquafun.

Presentation

2 Listen, find and say. Then listen and match.

- Pupils look at the pictures and say if they know any of the words. Play the first part of CD2:15. Pupils listen, point and repeat. Practise pronunciation, first chorally and then individually.

KEY
1 b – aquarium, **2** d – theme park, **3** e – palace, **4** f – water park, **5** a – museum, **6** c – theatre

- Pre-teach *sculptures, actors, rides, shark, diving, king.* Ask *Where can you see and hear actors? (At the theatre.) Where can you go on rides? (At the theme park.)* Pupils listen to the second part of CD2:15 and match the descriptions with the places.

PART 2 **2.15**

BOY 1: There were a lot of **old pictures** and **sculptures**. **Museum**.
GIRL 1: All the **actors** were good and I loved the **costumes**.
BOY 2: I liked all **the rides** but the Scary Castle was my favourite!
GIRL 2: There were a lot of **fish** and we watched the **sharks** for hours!
BOY 3: We loved **swimming** and **diving** all day. It was great!
GIRL 3: It was really big. A **king** lived there hundreds of years ago. He was very **rich**.

KEY
2 theatre, **3** theme park, **4** aquarium, **5** water park, **6** palace

Practice

3 Play the game.

- Pupils cover the dialogue in Activity 1. In pairs. they say the name of a character and their partner must say where they went or didn't go.

AB page 36

1 Look and write.

- Pupils look at the pictures and write the words.

KEY
2 museum, **3** palace, **4** water park, **5** theatre, **6** theme park

2 Read and complete with words from Activity 1. Then listen and check.

- In pairs, pupils read the sentences and complete them. Play CD2:16 and pupils listen and check.

KEY
2 water park, **3** theatre, **4** palace, **5** theme park, **6** museum

3 Complete for you. Use words from Activity 1.

- Pupils complete the sentences using *and, but, because.*

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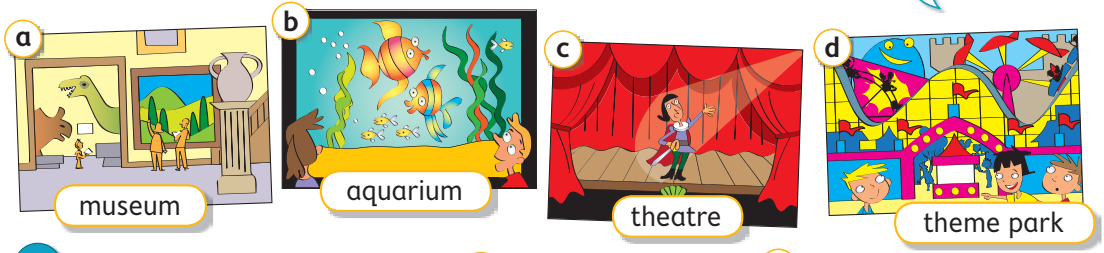
5 Trips

1 2:14 **Listen and read. Where was Felipe yesterday?**



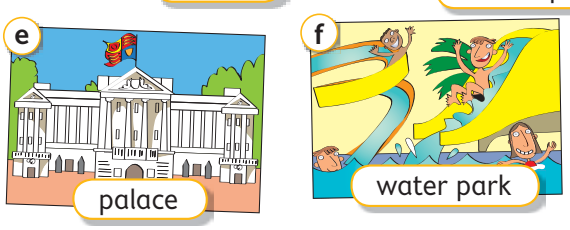
2 2:15 **Listen, find and say. Then listen and match.**

It was a museum!



3 **Play the game.**

A: Maria …
B: … went to the museum.
A: Yes!



aquarium, theatre, theme park, *was/were*, *water park*, *palace*, *museum*

Ending the lesson

- Have a class discussion (L1 and English) about what places they enjoy visiting and why. *Are there any places like the ones in Lesson 1 in their area? Have they ever been there?* Ask pupils to try to persuade others in the class why it would be a good idea to visit those places.

OPTIONAL ACTIVITY
Interview
In pairs, pupils imagine one of them went on a school trip and the other is a journalist. They ask and answer about the places they visited, what they liked, etc. Then, they swap roles.

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Lesson 2

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

Target language
Did he/she go to ...? Yes, he/she did./No, he/she didn't.

Recycled language
palace, beautiful, aquarium, museum, water park, theatre, restaurant

PB page 37

Starting the lesson

- Ask (L1 and English) pupils if they have been to London.

4 Listen and choose.

- Pupils read the questions and listen, then choose.

FL = FLO M = MARIA 2:17
FL Where did you go at the weekend, Maria?
M I went to London. I went to *a lot* of places.
FL Cool! Did you go to **the palace**?
M **Yes, I did**. **Buckingham Palace** was beautiful.
FL Did you go to the **aquarium**?
M **Yes, I did**. The fish were cool.
FL Did you go to the **British Museum**?
M **Yes, I did**. It was interesting.
FL **Where** did you go after that?
M To a **pizza restaurant** – I was really hungry!

KEY
1 Yes, she did. 2 Yes, she did. 3 Yes, she did.
4 No, she didn't.

Presentation

- Focus on the *Look*! box and read the table.
- Say *Felipe/aquarium*? etc. Elicit the question and short answer.

Practice

5 Look and make questions. Ask and answer.

- In pairs, pupils ask and answer the questions.

KEY
1 Did Maria go to the museum? Yes, she did.
2 Did Tom and Flo go to the aquarium? No, they didn't.
3 Did Maria go to the water park? No, she didn't.
4 Did Felipe go to the theatre? Yes, he did.

6 Imagine a place. Ask and answer.

- Pupil A thinks of a place. B finds out where A went.

Pupils can now go online to Future Island and find the 'bench' that Champ is holding by clicking on Rob Roller's key on the keypad of the time hole detector. The bench is on the left of the Scene, near the timehole, just before you reach the boating lake. Once pupils click on the bench they are taken to a supplementary game based on the vocabulary in this unit.

AB page 37

4 Look and complete. Then listen and check.

- Play CD2:18 to check.

KEY
2 didn't, 3 Did/didn't, 4 go

5 Find and write.

KEY
2 I didn't go to the park on Saturday.
3 She went to the swimming pool two days ago.
4 Did they go to the library last week?
5 We went to a theme park in 2009.

6 Listen and tick (✓) or cross (✗). Then write questions and answers.

- Pupils listen and tick or cross the boxes. Play CD2:19.

FE = FELIPE M = MARIA T = TOM 2:19
FL = FLO H = HANNAH
1
FE Did you go to the palace last week, Maria?
M Yes, I did.
2
T Did you go to the museum yesterday, Flo?
FL No, I didn't.
3
FL Did you go to the water park on Saturday, Tom?
T Yes, I did.
4
FL Did you go to the theme park last month?
FE No, I didn't.
5
T Did you go to the aquarium yesterday?
H Yes, I did.
6
M Did you go to the theatre last night?
FL & T No, we didn't.

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4 2:17 **Listen and choose.**



1 Did Maria go to Buckingham Palace?
Yes, she did. / No, she didn't.
2 Did Maria go to the aquarium?
Yes, she did. / No, she didn't.
3 Did Maria go to the British Museum?
Yes, she did. / No, she didn't.
4 Did Maria go to an Indian restaurant?
Yes, she did. / No, she didn't.

LOOK!

Did	you he she they	**go** to	the museum? Buckingham Palace? the aquarium?	Yes, No,	I he she they	**did**. **didn't**.

5 **Look and make questions. Ask and answer.**

1   ? (✓)

3   ? (✗)

2   ? (✗)

4   ? (✓)

6 **Imagine a place. Ask and answer.**

A: Did you go to the beach on Saturday?
B: No, I didn't.
A: Did you go to …



- They listen again and write the questions and answers.

Ending the lesson

- In pairs, pupils secretly write clues for three places they went to last week. Their partners must ask questions to find them. Then they swap.

OPTIONAL ACTIVITIES

Make a scrapbook

Pupils can make a scrapbook of the places they have visited in the last week/month. Ask them to collect receipts, maps, photos etc.

Grammar game

Play Snap! See p.23.

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Lesson 3

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

Target language
big wheel, dodgems, carousel, mini-golf, boating lake, rollercoaster, Did you like ...?

Materials
Audio CD; small cards with verbs written on (optional)

PB page 38

Starting the lesson

- To revise past simple interrogative of *go* and short answers, pupils write down a famous place. The other pupils ask questions to guess where they went.

Presentation

7 Listen, find and say.

- Pupils listen to CD2:20, point to the words and repeat.

KEY
1 e – boating lake, 2 f – rollercoaster,
3 a – big wheel, 4 d – mini-golf, 5 c – carousel,
6 b – dodgems

- Ask pupils *Do you like theme parks? Which rides do you like? Why?*

8 Listen and sing. Where did they go?

- Pupils listen to CD2:21 and answer the question. (*a theme park*)
- Play the recording again. Pupils listen, sing and put the rides from Activity 7 in the order they hear them.

Presentation

- Focus on the *Look!* box. Explain (L1) that we form the past simple questions in the same way for all verbs. Elicit the rules.
- Pupils read the song again and find all the past simple questions and short answers.

Practice

- Give prompts for pupils to make questions and short answers, e.g. *We/play/a game last lesson? Did we play a game last lesson? Yes, we did.*

9 Look and say the answers.

- Pupils look at the pictures and answer the questions.

KEY
1 No, he didn't. 2 Yes, they did. 3 No, we didn't.
4 No, she didn't.

10 Think of a sport and guess. Ask and answer.

- In pairs, pupil A thinks of a sport that they played last week. B asks questions to guess the sport.

Home–School link

Pupils ask members of their family about what they did last week/month, etc. Pupils ask questions around the class and make a bar chart of the results.

AB page 38

7 Look and find these five words.

- Pupils find the words and write them under the pictures.

KEY
2 mini-golf, 3 boating lake, 4 dodgems, 5 carousel

8 Find the sixth word. Then complete Felipe's sentence.

KEY
rollercoaster

9 Look and match.

- Pupils match the verbs and the categories. More than one answer may be possible.

KEY
2 c (a and d also possible), 3 a, 4 b

10 Complete the questions. Then match with the answers.

- In pairs, pupils read and complete the questions with the verbs from Acttivity 9. Then match.

KEY
2 play – d, 3 like – c, 4 watch – b, 5 dance – a

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SONG

7 2:20 **Listen, find and say.**

a 
big wheel

b 
dodgems

c 
carousel

d 
mini-golf

8 2:21 **Listen and sing. Where did they go?**

We went to the theme park yesterday,
A special treat for my brother's birthday.
Did you like the big wheel, going up high?
No, I didn't! Because I can't fly!

Did you like the carousel with horses of gold?
No, the horses were small and we're too old!
Did you like the dodgems then, fun and fast?
No, we didn't! Our car was slow and we were last.

So where did you go? What rides did you like?
Did you like the mini-golf and the boating lake?
No, but we loved the rollercoaster, it was a thrill.
We went on it ten times and now we feel ill!

e 
boating lake

f 
rollercoaster

9 **Look and say the answers.**

1 Did he play basketball last week? 

2 Did they like the carousel? 

3 Did we play mini-golf last week? 

4 Did she like the boating lake? 

LOOK!

Did	you he she we they	**like** the big wheel?	Yes, No,	I he she we they	**did.** **didn't.**

10 **Think of a sport and guess. Ask and answer.**

A: Did you play football yesterday? **B:** No, I didn't.



Ending the lesson

- Divide the class into two groups. One group sings the questions in the song and another sings the answers.

OPTIONAL ACTIVITIES

Role-play

In pairs pupils imagine they went out for the weekend but nothing went as planned. One partner asks questions about where they went and what they did and his/her partner explains how everything went wrong.

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Lesson 4

Lesson aims
To develop reading skills: skimming and scanning;
Sounds: word stress

New language
brochure, sandy

Recycled language
surfing, sailing, trampolining, aquarium, water park, fireworks, beach, snorkelling, shopping centre, postcard

Materials
Audio CD; card for the brochure (optional)

PB page 39

Starting the lesson

- Write on the board *Yesterday I went somewhere and I did something.* Encourage pupils to ask past simple questions to find out more. Then invite some pupils to the board to do the same.

11 Read. Match the underlined words with the photos a–d.

KEY
a surfing, **b** trampolining, **c** fireworks,
d sandy beaches

- Ask *Do you like this place? Would you like to go?* Revise *waves, sailing.* Elicit possible holiday activities and weather conditions.

12 Read and write the answers in your notebook.

- Ask *Who wrote the postcard? (Sarah to Gemma.)* Pupils read the whole text again and write down the answers.

KEY
1 surfing, sailing, trampolining, football
2 at New Year
3 Yes, she did. She went surfing.
4 It was a bit cold but it didn't rain.
5 Yes, she did.

13 Talk to your friend about your last holiday or trip.

- In pairs, pupils ask and answer about their last holiday.

14 Listen, read and say.

- Ask pupils to look at the cartoon. Ask *What's the problem? (The children can't choose where to go.)* Play CD2:22. Pupils listen, read and repeat.

AB page 39

11 Listen and complete the brochure.

- Explain *brochure.* Pupils read the brochure, listen to the advertisement and complete. Play CD:2.23.

KEY
2 theme park, **3** diving, **4** ice-skating,
5 trampolining

12 Listen and choose.

- Revise *boring, exciting, sunny.* Pupils read the sentences, then they listen and choose. Play CD:2.24.

I = INTERVIEWER O = OLIVER **2:24**
I Hi there. Today we've got Oliver in the studio. He's here to talk about his trip to Blackpool. Hi, Oliver. How are you?
O I'm tired. My trip was really busy!
I Really? Did you go to the **famous theme park?**
O **Yes, I did**. It was brilliant. The rides were really scary but really **exciting**.
I And did you go to the beach?
O No, I didn't. The **weather** was **rainy**.
I Did you go **ice-skating** in the evening?
O **Yes, I did.** I went with my brother. There were a lot of people and it was great!
I Do you want to go again next year, Oliver?
O Yes, I do. I **loved** it!

KEY
2 exciting, **3** rainy, **4** ice-skating, **5** loved

13 Imagine you went to the beach last summer. Write an email.

- Pupils brainstorm a holiday at the beach and make notes. Write prompts on the board. *Where? When? Who was with you? Was it good? What did you do? Did you have fun? Do you want to go again?*
- Encourage them to look at Sarah's postcard in the Pupil's Book (Activity 11) and use it as a model for their email.

14 Listen and mark the stress.

- Go through the example. Play the CD2:25. Pupils listen, mark the stress and then repeat.

KEY
2 swimming pool, **3** shopping centre,
4 theme park, **5** big wheel

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11 Read. Match the underlined words with the photos a–d.

Newquay is the place to be!

a



Fantastic sandy beaches, great sea and a lot to do!
- **Go surfing, sailing or trampolining!**
- **Visit the aquarium or the water park!**
- **At New Year, see our amazing fireworks!**

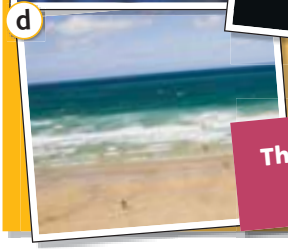
b



c



d



There's something for *all* the family!

14th July

Newquay

Hi Gemma,
I'm in Newquay. It's great! Yesterday we went surfing in the sea. The sea was a bit cold. We went trampolining, too. We jumped up and down and got hot again! It didn't rain and we played football on the beach.
The aquarium was good and I really loved the turtles and the fish. We also visited the water park. It was a fantastic holiday and I want to come back next year. Are you enjoying your summer holidays, too?
Love,
Sarah

12 **Read and write the answers in your notebook.**

1 What activities can you do at Newquay beach?
2 When can you see the fireworks?
3 Did Sarah go in the sea?
4 What was the weather like?
5 Did she enjoy her holiday?

13 **Talk to your friend about your last holiday or trip.**

A: I went to the beach last summer.
B: Cool! Did you swim in the sea?

SOUNDS FUN!

14 2:22 **Listen, read and say.**

The **theme park** has the **big wheel** but there's **mini-golf** in the **shopping centre**.



Ending the lesson

- Play Hangman with vocabulary from the lesson. See p.22.

OPTIONAL ACTIVITIES

Brochure
Pupils in groups write a brochure about a famous place in their area.

Read my mind
Play Read my mind to revise past simple questions and short answers. See p.23

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
underground

Recycled language
rescue, river, bring, harbour, nature reserve, zoo, water park, palace, aquarium, theme park

Materials
Audio CD, card

PB page 40

Starting the lesson

- To remind the pupils of the story, write the key words from the last episode on the board (*zoo, cameras, dogs, roof, guard, cage, open*) and ask them in pairs to retell the story using these words. Monitor and help. Then ask some pupils to tell their version of the story to the whole class.

15 Listen and read. Then act.

- Pre-teach *underground, bring, harbour.* Revise *nature reserve, river, rescue.* Ask *Who started the nature reserve?* (*Marta's parents*) Play CD2:26.
- To check understanding, give pupils false statements to correct. Read them out one at a time and pupils correct them chorally. *It's easy to rescue Champ. (It isn't easy/It's difficult to rescue Champ.) The nature reserve closed down fifty years ago. (The nature reserve didn't close down fifty years ago./It closed down a hundred years ago.) They used the river to bring water to the animals. (They used the river to bring food to the animals.) They can use it now to get into the nature reserve. (They can use it now to get into Zero Zendell's zoo.)*
- Play the recording again, pausing after each speech bubble for pupils to repeat, correcting pronunciation if necessary.
- Divide the class into groups of three. Allocate the roles of Marta, Chris and Serena, and ask them to act out the story. If you have an odd number of pupils in the class, allocate Chris's line in frame 7 to Serena.
- Groups act out the story. Monitor and help if necessary. Then pupils swap roles and act out the story again. If there are any confident pupils, they could act it out in front of the whole class.

AB page 40

15 Read and complete.

- In pairs, pupils read the sentences and complete with words from the box. Encourage them to read the whole sentence through first.

KEY
2 started, **3** river, **4** easy, **5** zoo

16 Listen and match.

- Tell pupils that Marta and Serena are looking at the map. Pupils listen and write the letters. Play CD2:27 twice.

S = SERENA M = MARTA **2:27**
S Can I see the map, Marta?
M Sure, here you are.
S Hmm ... here's the harbour and here's your parents' nature reserve ... but what's this?
M You mean next to the harbour? That's the **aquarium**!
S Cool! And what's that, opposite the zoo?
M That's the **water park**. And here are some mountains. They're between the water park and the **palace**.
S And what's that, next to the nature reserve?
M That's the **theme park**. It's really good fun!

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

17 Look at page 8. Find and write. Then do.

- Pupils can check page 8 if they can't remember the code. *(Every second letter in a word is replaced by Z.)* In pairs, pupils find the message in the code.

KEY
What's next to your house? Draw and write.

- Pupils in pairs discuss the area near their homes, draw maps and write about it.

Ending the lesson

- In pairs, pupils use Zero Zendell's code to create their own secret messages. Ask them to write messages about a secret place in the maps they drew.

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15 2:26 Listen and read. Then act.

STORY



Now go to Future Island.

underground, *rescue*, *river*, *bring*, *harbour*

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

OPTIONAL ACTIVITIES

Make a sentence

Play Make a sentence. See p.23. Revise prepositions of place and past simple forms.

TPR game

Play Running dictation. See p.23. Use the story frames.

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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
PSHE: safety on the beach

New language
safety, slip, slop, slap, flag, surfboard

Recycled language
always, between, never, near, dangerous, I went ..., There was ...

Materials
Audio CD, paper and drawing materials for the project; paper for posters (optional)

PB page 41

Starting the lesson

- Ask (L1 and English) pupils about their experiences of going to a beach/pool/water park, etc. *Is it fun? Is it dangerous? What do you do to protect yourselves?* Write their answers on the board.

Background information

PSHE is Personal, Social and Health Education. It's a school subject which aims to give children the knowledge and skills to deal with different issues they may face as they grow up.

16 Listen and read. What do the different flags mean?

- Pre-teach *slip, slap, slop, cover, sun cream.* Elicit the meaning of *flag, surf, surfer, surfboard* from the photos. Revise *clothes, T-shirt, beach, dangerous.* Play CD2:28. Pupils listen, read the text and answer the question.

KEY
Red and yellow flags: swim between these but never surf between them.
Red flags: never swim near these.
Black and white flags: surf between these.

17 Read and complete the sentences.

- Pupils read the text again and, in pairs, complete the sentences.

KEY
1 hat, T-shirt, **2** safe, **3** yellow, **4** white, **5** was

Discussion

- Have a class discussion (L1 and English) about how important it is to follow safety rules on the beach and why. Ask *Do you have the same rules in your country? Do you follow the rules?* Do you know any other safety rules? e.g. Don't swim after eating.

AB page 41

18 Read and do the quiz. What's your score?

- Revise *sunny, jeans, far.* Divide the class into pairs. Pupils read the questions and choices to each other and keep score for their partners. Explain that they must give answers which are true for themselves. Then, they add the score and find their profiles.

19 Look and write in the correct column(s).

- Ask pupils to look at the words in the box. Ask *What are they?* Accept (L1) answers. (*Activities we can do outdoors.*) Revise the meanings of any words that pupils don't remember. In pairs pupils decide which category the activities fall under. Explain that some activities can go into more than one category.
- Fast finishers can make anagrams of these words for their partners to solve.

KEY
Beach/sea
snorkelling, diving, surfing, horse-riding, walking
Park/countryside
walking, horse-riding, rollerblading, skateboarding
Mountain
climbing, walking, horse-riding

Game

- In groups, pupils play Find the odd word out (see p.22). They make their own Find the odd word out games for other groups to solve.

Mini project

- Pupils visit a beach or local swimming pool to look at the safety rules and signs. They can ask the lifeguards there for information on safety on the beach or in the pool. They can also learn about the activities you can do there.
- Then, in pairs, they can write a short report for the class. Pupils can illustrate their work with photos or drawings. Display the projects so they can read each other's, or ask them to read their project to the class.

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16 2:28 Listen and read. What do the different flags mean?

SEARCH

BEACH SAFETY

a



Slip, slop, slap!

- Slip on some clothes – always wear a T-shirt or other clothes.
- Slop on the sun cream – always wear sun cream in the sun.
- Slap on a hat – always wear a hat to cover your head.

Slip, slop, slap!

b



Swim safety

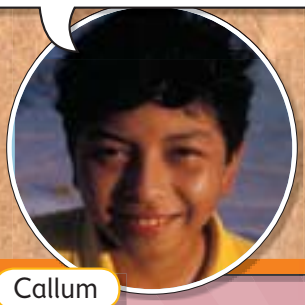
- Swim between the red and yellow flags. This water is safe.
- Never swim near a red flag. It means the water is dangerous.
- Always swim near the beach. Don't swim far away.

c



Surf safety

- Always surf between black and white flags.
- Always stay with your surfboard.
- Never surf between the red and yellow flags.



Yesterday, I went to the beach. In my bag there was my T-shirt, my shorts, my hat, sun cream and my surfboard . . . but it rained!

Callum

17 Read and complete the sentences.

1 Always wear a ? and ? in the sun.
2 The water is ? between the red and yellow flags.
3 You can't surf between the red and ? flags.
4 Black and ? flags are safe for surfers.
5 There ? a T-shirt in Callum's bag.



always, between, never, near, dangerous. I went… There was…

Ending the lesson

- Pupils individually write down five activities they think are fun to do. Then they go around the class to find anyone who did them last month, e.g. *Did you go to a theme park last month?* etc. Then, in groups, they make a pie chart of fun activities for last month.

OPTIONAL ACTIVITIES

Poster
In small groups, pupils design a poster with rules about safety.

Robot game
Play using safety rules. See p.23.

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Lesson 7

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

Recycled language
Past simple interrogative and negative, Activities, Places in the city

Materials
Audio CD, slips of paper with verbs written on, Poster 1, Evaluation worksheet 5

AB pages 42–43

Starting the lesson

- Pupils look at the cartoon. Ask *Was the cat happy? (No, it wasn't.) Was Bill happy? (Yes, he was.) Did the cat dance in the rain? (No, it didn't.) Did Bill dance in the rain? (Yes, he did.)*

20 Look and write.

- Pupils read the tables and complete them. Check with the whole class.

KEY
1 Did, **2** didn't, **3** didn't, **4** didn't

- To revise past simple interrogative and short answers, divide the class into pairs and ask each partner to write five incomplete affirmative sentences about what he/she did last week, e.g. *Last Sunday my friends and I visited ...* etc. His/Her partner asks questions to find the missing information. *Did you visit a museum?* etc.

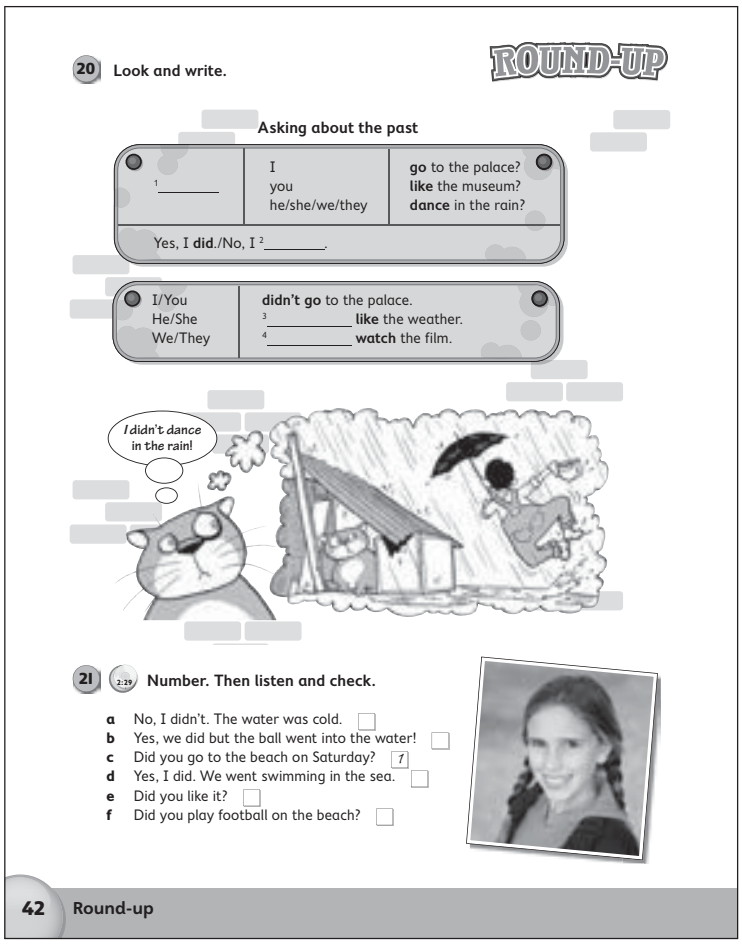
21 Number. Then listen and check.

- Explain (L1) that the sentences are a dialogue mixed up. In pairs, pupils read and put the sentences in the correct order. Then play CD2:29 for them to listen and check.

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

2:29

GIRL: Did you go to the beach on Saturday?
BOY: Yes, I did. We went swimming in the sea.
GIRL: Did you like it?
BOY: No, I didn't. The water was cold.
GIRL: Did you play football on the beach?
BOY: Yes, we did but the ball went into the water!



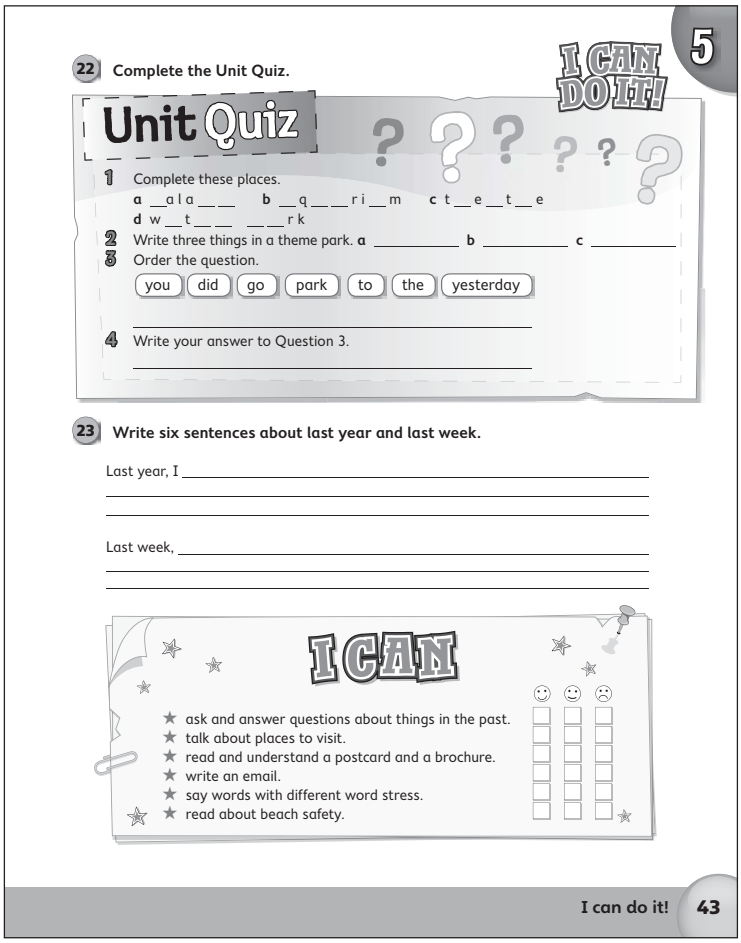
- Divide the class into two groups, boys and girls and give one part to the boys and the other to girls. Get them to act out the dialogue, first chorally, and when they are confident invite some pairs to act it out in front of the class.

22 Complete the Unit Quiz.

- Read the quiz with the class. Pupils complete the quiz in pairs. If they can't remember some answers, they can look back through Unit 5. The first pair to finish wins. Monitor and help.

KEY
1 **a** palace
b aquarium
c theatre
d water park
2 possible answers: carousel, big wheel, dodgems, rollercoaster
3 Did you go to the park yesterday?
4 Yes, I did. / No, I didn't.

- Ask fast finishers to make their own quiz, similar to questions 1 and 2. They swap with their partners.



22 Complete the Unit Quiz.

I CAN DO IT!

5

Unit Quiz

1 Complete these places.
a _ a l a _ _ _ b _ q _ _ r i _ m c t _ e _ t _ e
d w _ t _ _ _ _ _ r k

2 Write three things in a theme park. a _____ b _____ c _____

3 Order the question.

you | did | go | park | to | the | yesterday

_____

4 Write your answer to Question 3.

_____

23 Write six sentences about last year and last week.

Last year, I _____

Last week, _____

I CAN

- ★ ask and answer questions about things in the past.
- ★ talk about places to visit.
- ★ read and understand a postcard and a brochure.
- ★ write an email.
- ★ say words with different word stress.
- ★ read about beach safety.

I can do it! 43

23 Write six sentences about last year and last week.

- Pupils brainstorm and write about themselves (three sentences for each time period). Monitor and help. Get some pupils to read their sentences to the class.

  Use poster 1. See p.21.

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 worksheet 5

You can check your pupils' progress using Evaluation worksheet 5 on p.184. See also teacher's notes p.170.

Ending the lesson

- Play Make a sentence. Divide the class into two groups and ask them to make negative sentences in the past simple. See introduction p.23.

OPTIONAL ACTIVITIES

What's my secret?

Divide the class into small groups and give each group a secret place word. The other groups ask questions to find the place, e.g. *PALACE Do you go there every day? Is it big? Is it fun? Do fish live there?* etc.

Memory game

Start the game by saying *Yesterday I went to the Nature Reserve and saw four lions.* The pupil next to you must repeat the sentence adding more animals. If a pupil can't remember the list, he/she goes out of the game. See p.22.

NOTES

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Lesson 8

Lesson aims
To broaden pupils' knowledge of the world

Values
Preserving cultural heritage

New language
sundial, emperor, married, wife, built, tombs, ancient, lost, ruins

Recycled language
hot-air balloon, chimneys, princess, mountains, Past simple affirmative

Materials
Audio CD, Consolidation and extension worksheet 5: paper for posters (optional)

PB book pages 42–43

Starting the lesson

- Divide the class into two teams. One pupil from the first team says a verb in the infinitive and another from the other team makes a sentence in the past simple about places they visited on holiday. Give a point if the sentence is correct and an extra point if it's about a place they visited on holiday.

18 Look and say. Describe what you see. Then listen and check.

- Focus on the three photos of the different places. Ask *What can you see? Do you know the names of any of the places?* Elicit possible vocabulary, e.g. *mountains, ancient city, gardens*, etc. Play CD2:30. Pupils listen and check.

19 Read. Match the highlighted words with the photos.

- Pupils read the texts quickly and match the highlighted words with the photos. Explain that they must find clues in the texts to help them.

KEY
a Taj Mahal – 2, **b** hot-air balloon, fairy chimneys – 3, **c** Mountains, ruins – 1

20 Read again. Answer the questions.

- Tell pupils that they don't need to understand all unknown words to do the activity. They read and answer the questions. Ask them to justify their answers.



KEY
1 In Agra, in India.
2 Emperor Shah Jahan and his wife.
3 In front of the Uçhisar Castle.
4 Possible answers: go in a hot air balloon to see the Fairy Chimneys; visit a Turkish bath; visit a city inside a mountain
5 The Incas.
6 It was a sundial at the top of a pyramid.

- Ask pupils to read through the texts one last time and note any unknown words. Encourage them to work out their meanings from the context if possible. Explain the rest with drawings, or with the help of the dictionary. If there are enough dictionaries in class, divide the pupils into pairs and ask them to look up the words and note down their meanings. The first pair to find all the words are the winners.
- Ask pupils to decide which of these new words they consider more important and want to learn and write down in their notebooks.



Values

- Have a class discussion (L1 and English). Ask *Did you like these places? Why?/Why not? What can we learn from ancient places like these? Can you think of any ways people don't take care of them? How can we help keep them safe?*

21 Ask and answer.

- In pairs, pupils talk about their favourite holiday and what they did. Then they brainstorm nice places in their country to visit and report back to the class. Monitor and help. Did all the pupils think of the same places? Take a class vote for the most popular place.

Your turn! Ask and answer in your class.

- Ask pupils to look at text b. Ask *How did Zeynep go to Cappadocia? (By bus.)* Elicit other means of transport and check that pupils understand we say *by bus, by boat, by plane*, etc.
- Pupils mingle, asking each other about their favourite holiday and how they travelled there. They then create a bar graph to present the results.

Consolidation and extension worksheet 5

Pupils complete the Consolidation and extension activities on worksheet 5 p.204. See also teacher's notes p.198.

Ending the lesson

- Pupils think about a place they have visited and write a short paragraph about it like the ones in the PB. Monitor and help. Then ask a few pupils to read their paragraphs in class. Pupils vote for the best place.

OPTIONAL ACTIVITIES

Leaflet

In pairs or small groups, pupils design and produce a leaflet about a place they know and like.

Role-play

In pairs, pupils choose one of the texts. One of them is a child from the area and his/her partner is one of the children who wrote the texts. They ask and answer questions about the place.

NOTES

6 Arts

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
thriller, comedy, sci-fi, romance, musical, cartoon, shadow

Recycled language
scary, noise, cinema, like/love..., don't like...

Materials
Audio CD

Optional materials
card, paper for posters (optional)

PB page 44

Starting the lesson

- Say true and false sentences about the story in Unit 5 Lesson 1, e.g. *Felipe went to the palace. True or false? (F He went to the water park). Tom and Flo went to the museum.* (F *They went to the palace.*) *Maria went to the museum.* (T) Ask *Where did you go last weekend?* Accept one-word answers, but encourage pupils to use full sentences.

1 Listen and read. What is *Shadow in the House*?

- Pupils look at the pictures. Elicit where Maria was (*at the cinema*). Revise *shadow*. Play CD2:31. Pupils listen, read and answer the question.

KEY
It's a thriller/film.

Presentation

2 Listen, find and say.

- Ask *What other films do you know?* Elicit (L1 and English) other kinds of films if pupils know any and write them (English) on the board.
- Play CD2:32. Pupils look at the pictures, listen, point and repeat.

KEY
1 f – cartoon, **2** b – comedy, **3** c – sci-fi, **4** a – thriller, **5** d – romance, **6** e – musical

Practice

- Divide the class into two groups. Ask them (L1 and English) to brainstorm descriptions of different types of film without mentioning them. Then a pupil from group A describes a type of film and group B pupils try to guess the type, e.g. *A: It's a love story. B: It's a romance.* Then they swap.

3 Ask and answer.

- In pairs, pupils ask and answer. Encourage pupils to give reasons using *because they are ...*

AB page 44

1 Look and write.

- Pupils look at the film posters and match with film types from the box.

KEY
2 romance, **3** comedy, **4** sci-fi, **5** thriller, **6** cartoon

2 Listen to Maria and Felipe and choose.

- Elicit the plural forms of the types of film from Activity 1 and write them on the board. Highlight the different ending of *comedy*. Remind pupils that it's like *baby – babies*.
- Pupils read and make guesses about Maria and Felipe. Then they listen and choose. Play CD2:33.

F = FELIPE M = MARIA **2:33**
F What type of films do you like, Maria?
M I like thrillers. I like **thrillers because** they are **exciting** and sometimes scary.
F Do you like cartoons too?
M No, I don't. **I'm too old for cartoons** now.
F Really? I **love cartoons** ... but I **hate musicals**!
M I love watching musicals! I love listening to music and I love dancing too.
F Mmm ... I like listening to music but I hate dancing!

KEY
1 thrillers, **2** cartoons, **3** cartoons, **4** musicals

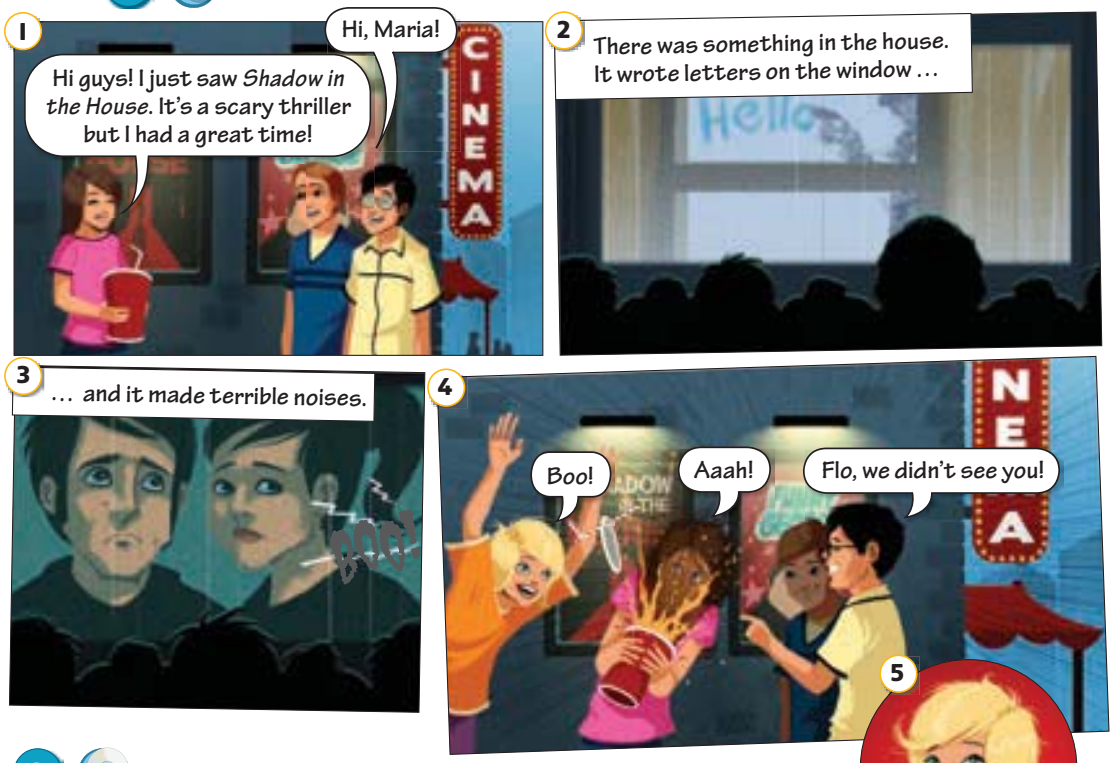
3 Complete the sentences for you.

- Pupils read the sentences and complete them with their own answers.

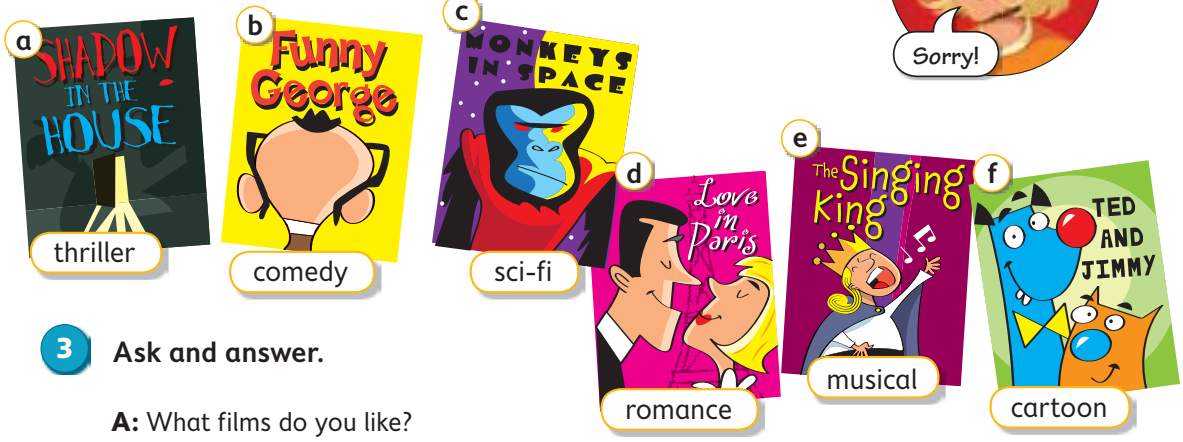
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6 Arts

1 2:31 **Listen and read. What is *Shadow in the House*?**



2 2:32 **Listen, find and say.**



3 **Ask and answer.**

A: What films do you like?
B: I like thrillers and …

thriller, comedy, sci-fi, romance, musical, cartoon, *scary*

Ending the lesson

- Divide the class into pairs. One partner calls out the name of a film and his/her partner says what kind it is. If they disagree they have to give reasons using *because*. Finally, have a survey to find the most popular kind of film in the class. The class make a bar chart to show what kind of films they like.

OPTIONAL ACTIVITIES

Spelling bee
Play Spelling bee with the new vocabulary. See p.22.

Poster
In pairs, pupils make posters for films. They think of a title and draw pictures.

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Lesson 2

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

Target language
Past simple irregular affirmative and negative, e.g. saw/didn't see, wrote/didn't write, noises, diary

Recycled language
scary, shadow, cinema, last week/Saturday, have a good time

Materials
Audio CD

PB page 45

Starting the lesson

- Pupils play Hangman to revise the vocabulary from Lesson 1. See p.22.

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

- Ask pupils some questions about the story in Lesson 1. *Who went to the cinema? (Maria.) What was the name of the film? (Shadow in the House.) What kind of film was it? (It was a thriller.)*
- Revise *have a good time*. Pupils read the story again. They correct the false statements.

KEY
1 T, **2** F (She had a great time!), **3** F (The shadow wrote on the window), **4** F (The shadow made terrible noises.), **5** F (She made a scary noise)

Presentation

- Read the *Look!* box together. Explain (L1) that there is no rule how to form the past simple of irregular verbs and we have to learn them by heart. Elicit that the negative is formed the same way as for regular verbs. Remind them that the past simple of *be* is different. *(was/were, wasn't/weren't)*
- Pupils read the story in Lesson 1 again and find all the irregular verbs, both affirmative and interrogative.

Practice

- To practise the new forms, mime some verbs that pupils know. Say *Yesterday I ... a letter* and mime writing. Then pupils play the game in pairs.

5 Look and choose. Then listen and check.

- Pupils look at the pictures and choose the correct form. Play CD2:34 to check and repeat.

KEY:
1 wrote, **2** didn't see, **3** made, **4** didn't have

6 Read and say. Make true sentences for you.

- In pairs, pupils read the prompts and make true sentences for themselves.

KEY
1 I wrote/didn't write in my diary last Monday.
2 I saw/didn't see a film last week.
3 I had/didn't have a good time last Saturday.
4 I made/didn't make dinner for my family yesterday.
5 I had/didn't have a birthday party last year.

Pupils can now go online to Future Island and find the headphones that Champ is holding by clicking on Madley Kool's key on the keypad of the time hole detector. The headphones are hanging from the wall inside the house, to the left of the entrance door. Once pupils click on the headphones, they are taken to a supplementary language game based on the vocabulary in this unit.

AB page 45

4 Look and write. What did/didn't they do last week?

- In pairs, pupils look at the pictures and the word prompts and write affirmative or negative sentences.

KEY
2 Maria saw a film last week.
3 Felipe had a party last week.
4 Flo didn't write in her diary last week.
5 Maria and Flo didn't go to the beach last week.

5 Complete Flo's diary. Then listen and check.

- Remind pupils to look for clues first. Play CD2:35. Pupils listen and check.

KEY
2 went, **3** saw, **4** made, **5** had, **6** didn't see, **7** said, **8** said

6 Write about last weekend. Write three sentences.

- In pairs, pupils brainstorm first, then write.

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

1 Maria saw a scary film.
2 Maria didn't have a good time.
3 The shadow didn't write on the window.
4 The shadow made friendly noises.
5 Flo didn't make a scary noise.

LOOK!

have → **had** → **didn't have**
write → **wrote** → **didn't write**
make → **made** → **didn't make**
see → **saw** → **didn't see**

5 2:34 Look and choose. Then listen and check.





1 The boy ***wrote / didn't write*** a lot of letters last night.

2 The girl ***saw / didn't see*** her brother.





3 They ***made / didn't make*** dinner yesterday.

4 His dad ***had / didn't have*** a good time at the cinema.

6 Read and say. Make true sentences for you.

1 I/write/in my diary last Monday
2 I/see/a film last week
3 I/have/a good time last Saturday
4 I/make/dinner for my family yesterday
5 I/have/a birthday party last year



Ending the lesson

- Ask some pupils to read out their sentences from AB Activity 6 to the class. Have a class discussion about who did the same things, who did the most interesting thing, who didn't do what they wanted, etc.

OPTIONAL ACTIVITIES

Diary
Pupils write a diary entry about their day.

Make a sentence
Play Make a sentence using regular and irregular verbs in the past simple. See p.23.

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Lesson 3

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

Target language
jazz, rock, blues, pop, concert, radio, harmonica, saxophone, instruments. Past simple irregular interrogative, e.g. Did you hear the piano? Yes, I did. No, I didn't.

Recycled language
violin, guitar, drum, piano

Materials
Audio CD

PB page 46

Starting the lesson

- Draw a music mind map on the board. Put *music* with lines out and two groups *types of music* and *instruments*. Elicit (L1 and English) vocabulary from the pupils but write it down in English. See introduction p.23. Leave the mind map on the board for Activity 7.

Presentation

7 Listen, find and say. Do you know any other types of music?

- Ask *Do you like music? Which type?* Look at the mind map. Play CD2:36.

KEY
1 rock, **2** jazz, **3** pop, **4** blues

8 Listen and match. Which instruments can you hear?

- Ask pupils to name the instruments in the PB. Play CD2:37. Pupils listen and identify the musical instruments.

KEY
1 guitar, drum, **2** saxophone, piano, drum
3 violin, drum, guitar **4** harmonica, piano

9 Listen and sing. How many instruments are in the song?

- Pupils listen to CD2:38 and count the instruments. They can mime playing them in the song.

KEY
Four: saxophone, guitar, violin, harmonica

Presentation

- Read the *Look!* box. Revise past simple interrogative and short answers for *go* and regular verbs. Elicit (L1) that the rule is the same for irregular verbs (*We use did and the verb in the infinitive).*
- Pupils listen to the song again and find all the past simple questions and short answers.

10 Listen. Ask and answer.

- Pupils chorally ask the questions and answer. Play CD2:39 twice.

KEY
1 Yes, I did. **2** No, I didn't. **3** Yes, I did.
4 Yes, I did. **5** No, I didn't.

11 Make questions. Ask and answer.

- Pupils write questions and ask and answer.

KEY
Pupils' own answers

AB page 46

7 Find ten music words. Complete the table.

- In pairs, pupils find the words and put them in the correct category.

KEY

Instruments	Music styles
saxophone	pop
guitar	blues
violin	rock
harmonica	jazz
drum	

8 Read and write. Then listen and check.

- In pairs, pupils read and complete the dialogue with the words in the box. Remind them to read the whole sentence before deciding what is missing. Play CD2:40 for them to listen and check.

KEY
2 did, **3** was, **4** hear, **5** violins, **6** didn't, **7** rock

9 Write four questions for a friend. Write the answers.

- Brainstorm verbs and write them on the board. Pupils write past simple yes/no questions for their partner, then ask and answer in pairs.

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SONG

7 2:36 **Listen, find and say. Do you know any other types of music?**

jazz rock blues pop

8 2:37 **Listen and match. Which instruments can you hear?**

a 
violin

b 
harmonica

c 
saxophone

d 
guitar

e 
drum

f 
piano

9 2:38 **Listen and sing. How many instruments are in the song?**

Chorus:
Did you hear the music last night on the radio?
Did you hear the music last night on the radio?

I didn't feel happy, I was so sad.
But the music was great, it made me feel glad.

Chorus

Yes, I did. Playing funky jazz was a saxophone.
And I loved dancing to it on my own.

Chorus

No, I didn't. Was it pop, was it rock, what was it like?
Country music with guitars and violins, it was all right.

Chorus

Yes, I did. It was the kind of music I choose.
Guitar and harmonica playing the blues.

LOOK!
Did you **hear** the piano?
Yes, I **did**./No, I **didn't**.

10 2:39 **Listen. Ask and answer.**

1 Did you hear a guitar?
2 Did you hear a saxophone?
3 Did you hear a violin?
4 Did you hear a harmonica?
5 Did you hear a piano?

11 **Make questions. Ask and answer.**

Did you have a party last month?

have	?	yesterday
write		in (January)
make		on (Monday)
see		last (week)

Ending the lesson

- Divide the class into two groups. Group A sings the questions in the song and group B sings the answers. Play the song again.

OPTIONAL ACTIVITIES

Music survey
In small groups, pupils talk about their favourite types of music. Have a small survey about the most popular type of music in the class.

Anagrams
Play using musical instruments. See p.22.

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Lesson 4

Lesson aims
To develop reading skills: skimming and scanning;
Phonics: /ɔ:/ /əʊ/

Recycled language
last (summer), argue, keen on, Past simple, Past time expressions, Film genres, and, but, because

Materials
Audio CD

Optional materials
paper for posters

PB page 47

Starting the lesson

- To revise past simple silently mime some activities from verbs pupils know. Pupils ask questions in the past simple to find out what you are miming.

12 Read. Is the book a thriller, a romance or a comedy?

- Ask *Where can you read this? (On the internet.)* Pre-teach *wimpy, journal, argue, review.* Pupils skim read and find out what kind of book it is.

KEY
It's a comedy.

- Ask *Do you like this book? Why/Why not?* Pupils discuss the book in small groups and report back to the class with their opinions.

13 Read and choose.

- Pupils read the review again more closely and answer the questions.

KEY
1 last summer, **2** Greg and Rowley, **3** most of the time, **4** laugh a lot

14 Talk to a friend about a book. Think about these questions.

- Pre-teach *characters* (in a book). In pairs, pupils ask and answer about their favourite book.

15 Listen, read and say.

- Ask pupils to look at the cartoon and describe it. Play CD2:41. Pupils listen, read and repeat.

AB page 47

10 Listen and choose.

- Pupils listen and answer the questions. Play CD2:42.

I = INTERVIEWER A = ALICIA **2:42**

I Hello! Today on 'Discovery Island book review' we've got Alicia in the studio. Hello, Alicia.
A Hello.
I Now, Alicia, tell us about your **favourite book**.
A Well ... it's **Inkheart** by Cornelia Funke and it's really great. It's **about a girl**, **Meggie**. She's twelve and **she loves books**. Her **dad loves books too** and he can make people come out of the books!
I Wow, sounds interesting ...
A Yes, and **there are monsters** too!
I Cool! And why is *Inkheart* your favourite book?
A Well, I like Meggie a lot. I like her because **she's twelve and I am too**! And I love books too, like her! The book is quite long, but the story is really good.
I Did you see the **film** of the book too?
A Yes, I did. **It was really good**. I loved the actors.
I Great, well thanks a lot, Alicia. Next week on 'Discovery Island book review' we've got ...

KEY
1 b, **2** a

11 Listen again and tick (✓).

- Revise *monsters*. Play CD2:43.

KEY
2 T, **3** Don't know, **4** T, **5** F (It was really good.)

12 Write a review of your favourite book. Think about the characters, story and why you like it.

- Pupils write a review of their favourite book.

13 Complete. Use these words. Then listen and repeat.

- Pupils read and complete the sentences. Play CD2:44.

KEY
2 small, **3** drawing, boat, **4** wrote, **5** go

Home–School link

Pupils ask a member of the family about their favourite book. They report to the class.

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12 **Read. Is the book a thriller, a romance or a comedy?**

SEARCH

Diary of a Wimpy Kid



I love this book. I read it every day last summer. It's about a boy, Greg. Greg is a normal boy in middle school and he writes in a diary (he says it's a 'journal') every day. Greg's got a best friend, Rowley, and a mean little brother. There are some funny events. My favourite part is the story at Halloween. One day, Greg and Rowley argue and they aren't friends anymore. Greg is friends with his neighbour for some time and doesn't speak to Rowley. The ending is good but I can't tell you!



The book was really funny and it made me laugh a lot. I'm keen on the cartoon pictures in the book, too. I liked it because I'm in middle school too – and my best friend's name is Greg. He's like the Wimpy Kid!

Tommy, 13

13 **Read and choose.**

1 Tommy read the book:
   a last week.
   b last summer.
2 The two boys in the book were:
   a Greg and Rowley.
   b Greg and Halloween.
3 The two boys were friends:
   a all the time.
   b most of the time.
4 The book made Tommy:
   a laugh a lot.
   b cry a lot.

14 **Talk to a friend about a book. Think about these questions.**

My favourite book is …

- Is it a comedy/thriller/romance?
- Who are the characters?
- Why do you like it?

SOUNDS FUN!

15 2:41 **Listen, read and say.**

I s**a**w a sm**a**ll, cold
g**oa**t in a b**oa**t.
I said to him, 'Here,
have my yell**ow** c**oa**t.'



Ending the lesson

- Pupils talk about their favourite books. They vote for the most popular book in the class.

OPTIONAL ACTIVITIES

Poster
In pairs, pupils make a poster about their favourite book and write a few sentences.

TPR game
Play the Running dictation. See p.23. Use the text in Activity 12.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Values
Protecting wild animals (in zoos)

New language
flashing, crossed, saved, brought, stole, dodo

Recycled language
adverts, last year, chimpanzee, dark jungle, Moon, rainforest, zoo, Past simple

Materials
Audio CD, card for adverts

PB page 48

Starting the lesson

- To remind the pupils of the story, read out some of the statements that the characters made in previous episodes and ask pupils to identify who said what, e.g. '*Come and try my time machine!' (Zero), 'Chimpanzee?!! Wow! Are you rich?' (Serena),* etc.

16 Listen and read. Then act.

- Pre-teach *flashing, adverts, crossed, saved, brought, stole.* Ask *Is Marta happy?* Play CD2:45. Pupils listen and answer the question. (*No, she isn't. She's very angry.*)
- To check understanding, ask a few general questions: *Why is the Moon flashing? Where did Zero go last year? What did he cross? What did he save? Where did he bring it?*
- Play the recording again, pausing after each speech bubble for pupils to repeat, correcting pronunciation if necessary.
- Divide the class into groups of five pupils each. Allocate the roles of Marta, Chris, Serena, a woman and Zero, and ask them to act out the story.
- Groups act out the story. Monitor and help if necessary. Then pupils swap roles and act out the story again. If there are any confident pupils, they could act it out in front of the whole class.

Values

- Ask pupils to look at Champ. Ask *Is he happy at Zero Zendell's zoo? Why?/Why not?* Elicit (L1) if pupils have ever been to a zoo. Did they enjoy it? What should a good zoo do? Are zoos only for people to look at animals or do they have another role too? (*To protect endangered species, breed colonies, reinstate animals which are extinct in the wild)* etc.

AB page 48

14 Listen and complete Zero's advert.

- Revise *rainforest, cage.* Ask *Who is this? What is he doing?* Accept all possible answers. *(It's Zero Zendell. He's looking for animals.)* Pupils look at the pictures and listen. Play CD2:46 twice.

N = NARRATOR ZZ = ZERO ZENDELL **2:46**

N **1**
ZZ Last year, I **crossed** the sea to South America.
N **2**
ZZ I **climbed** a mountain.
N **3**
ZZ I **went** into the rainforest.
N **4**
ZZ I **saw** a very tall tree.
N **5**
ZZ I **made** a special cage.
N **6**
ZZ And I **saved** the last dodo in the world!

KEY
2 climbed, **3** went, **4** saw, **5** made, **6** saved

15 Zero Zendell's sentences are not true. He bought the dodo! Correct the sentences.

- Elicit the meaning of *bought* and its infinitive *(buy).* In pairs, pupils write the sentences in the negative form. Monitor and help.

KEY
2 He didn't climb a mountain.
3 He didn't go into the rainforest.
4 He didn't see a very tall tree.
5 He didn't make a special cage.
6 He didn't save the last dodo in the world.

16 Look at page 8. Find and write. Then answer.

- Pupils can check page 8 if they can't remember the code. *(Every second letter in a word is replaced by Z.)* In pairs, pupils find the message in the code.

KEY
Does Zero tell the truth?
Possible answer
No, he doesn't. He didn't cross the sea to South America. He didn't go into the rain forest. He didn't save the last dodo in the world.

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16 2:45 Listen and read. Then act.

STORY



Now go to Future Island.

flashing, crossed, saved, brought, stole, *last (year)*, *chimpanzee*

Ending the lesson

- In pairs, pupils create their own adverts for Zero Zendell's Zoo.

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

OPTIONAL ACTIVITY

True or false?

In pairs, pupils look through previous episodes of the story and write down five things that the characters said or did, but they change some to make them false. Then, they challenge other pairs to spot the false statements.

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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:
Literature: enjoying a poem

New language
poem, zebra, stripes, habits, times, neat, sloppy, opposite (n), 'went on and on'

Recycled language
noisy, quiet, sad, happy, asked

Materials
Audio CD, large card cut out in the shape of an easily identified animal, websites, books of poems for children

Optional material
card to write and draw

PB page 49

Starting the lesson

- In pairs, pupils talk about the last book they read and report to the class. *Was it interesting? Why?/Why not?*

Background information

Shel Silverstein (1930–1999) was a famous American poet, cartoonist, musician and children's books writer. Most of his children's books are funny, some are sad but all of them make you think about the world.

17 Listen and read. Do you like the poem?

- Pre-teach *poem*. Ask *Do you like poems? Why?/Why not? Do you know any poems in English?*
- Pupils look at the cartoon and try to guess what the poem is about. Ask *What animal is this? (A zebra.)* Elicit the meaning of *stripes*. Pre-teach *habits, neat, sloppy*. Explain that they don't have to understand all the words to enjoy the poem. Play CD2:47. Pupils listen and read.

18 Find the opposites of these words in the poem.

- Elicit what *opposite* means by giving examples, e.g. *big – small*, etc. Pupils read the poem again and find the opposites of the words.

KEY
1 bad, **2** sloppy, **3** white, **4** noisy

- Fast finishers can suggest more pairs of opposites and test one another.
- Divide pupils into two groups. Play CD2:47 again. The groups read out lines of the poem in turn.

19 Choose three questions from the poem. Ask and answer.

- In pairs, pupils ask and answer, following the example. They think of another three similar questions and answer.

Practice

- Ask *Is it difficult to write a poem? Do you want to write a poem?* Stick the animal-shaped card that you brought to class on the board. Ask each pupil to come to the board and write a word or phrase about this animal, tracing its shape. Remove the card and read out loud what they have written. Ask the class to come up with a finishing phrase or sentence.

AB page 49

17 Find and circle ten words.

- In pairs, pupils find and circle the words.

KEY

feet	sad
here	ear
dark	bad
neat	park
red	

18 Put the words into rhyming pairs. Then listen and check.

- Explain (L1) that pupils must make pairs of the words from Activity 17 with similar sounds. Pupils work in pairs. Play CD2:48. They listen and check.
- Divide the class into two groups. One group reads one word of the pair and the second group the other.

KEY
1 bed and red, **2** feet and neat, **3** here and ear, **4** dark and park, **5** sad and bad

19 Imagine you meet an animal or a monster. In pairs, write a poem. Use rhyming words.

- Tell pupils to imagine they meet an animal or monster and talk to it. In pairs, they brainstorm ideas about their poem. Suggest they use rhyming words from Activity 18 and other rhyming vocabulary.

Mini project

- Pupils find a poem they like and bring it to class to read out loud. Pupils can draw a picture to illustrate their poem.

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17 2:47 Listen and read. Do you like the poem?

Zebra question

by Shel Silverstein

I asked the zebra
Are you black with white stripes?
Or white with black stripes?
And the zebra asked me,
Are you good with bad habits?
Or are you bad with good habits?
Are you noisy with quiet times?
Or are you quiet with noisy times?
Are you happy with some sad days?
Or are you sad with some happy days?
Are you neat with some sloppy ways?
Or are you sloppy with some neat ways?
And on and on and on and on
And on and on he went.
I'll never ask a zebra
About stripes
Again.



18 Find the opposites of these words in the poem.

1 good
2 neat
3 black
4 quiet

19 Choose three questions from the poem. Ask and answer.

A: Are you good with bad habits?
B: Yes, but I haven't got a lot of bad habits!



Ending the lesson

- Have a class discussion about which of the poems from the mini project pupils liked the best. Do they prefer reading poems or stories and why?

OPTIONAL ACTIVITIES

Word snake
Pupils make word snakes of rhyming words.
See p.41.

Poem
Pupils write their poems from AB Activity 19 on card, decorate them and display them in class.

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Lesson 7

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

Recycled language
Past simple interrogative and negative, Activities, musical instruments, Film genres

Materials
Audio CD, DVD, slips of paper with verbs written on, Poster 1, Evaluation worksheet 6

AB pages 50–51

Starting the lesson

- Pupils look at the cartoon. Ask *Where was the cat? (It was outside.)* Write verb prompts (*hear, see, make a noise*) on the board and invite pupils to ask and answer, e.g. *Did they hear it? Did it make a noise?* etc.

20 Look and write.

- Pupils read the tables and complete them. Check with the whole class.

KEY
2 made, **3** saw, **4** said, **5** didn't hear, **6** didn't write, **7** did, **8** didn't

21 Listen and tick (✓). Then complete Flo's diary.

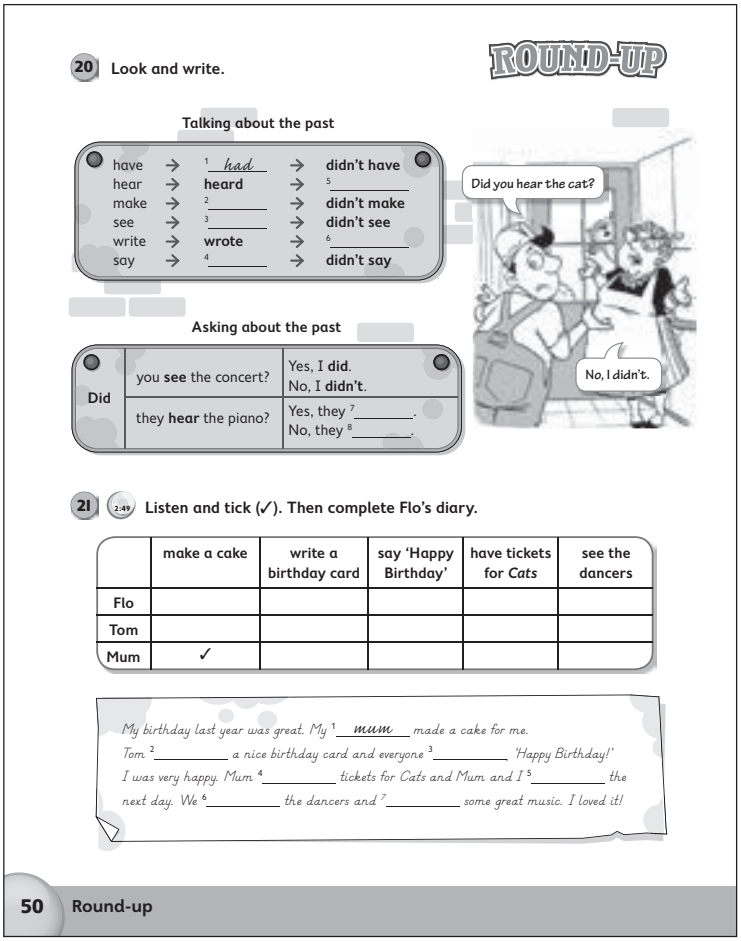
- Say *Listen to Flo's diary. What did she write about?* Play CD2:49. Pupils listen and answer the question. (*Her birthday last year.*)
- Ask the class to look at the table. Play the recording again. Pupils listen and tick.

2:49

FLO: My birthday last year was great. My **mum** made a cake for me. Tom **wrote** a nice birthday card and everyone **said**, 'Happy Birthday!' I was very happy. Mum **had** tickets for *Cats* and Mum and I **went** the next day. We **saw** the dancers and **heard** some great music. I loved it!

KEY
Write a birthday card – Tom
Say 'Happy birthday' – Tom, Mum
Have tickets for *Cats* – Mum
See the dancers – Flo, Mum

- Pupils read Flo's diary and complete it. Play the recording again. They listen and check.



ROUND-UP

20 Look and write.

Talking about the past

have	→	1 had	→	didn't have
hear	→	heard	→	5 _____
make	→	2 _____	→	didn't make
see	→	3 _____	→	didn't see
write	→	wrote	→	6 _____
say	→	4 _____	→	didn't say

Asking about the past

Did	you **see** the concert?	Yes, I **did**. No, I **didn't**.
	they **hear** the piano?	Yes, they 7 _____. No, they 8 _____.

Did you hear the cat?

No, I didn't.

21 2:49 Listen and tick (✓). Then complete Flo's diary.

	make a cake	write a birthday card	say 'Happy Birthday'	have tickets for *Cats*	see the dancers
Flo					
Tom					
Mum	✓				

My birthday last year was great. My 1 *mum made a cake for me. Tom* 2 _____ *a nice birthday card and everyone* 3 _____ *'Happy Birthday!' I was very happy. Mum* 4 _____ *tickets for Cats and Mum and I* 5 _____ *the next day. We* 6 _____ *the dancers and* 7 _____ *some great music. I loved it!*

50 Round-up

KEY
2 wrote, **3** said, **4** had, **5** went, **6** saw, **7** heard

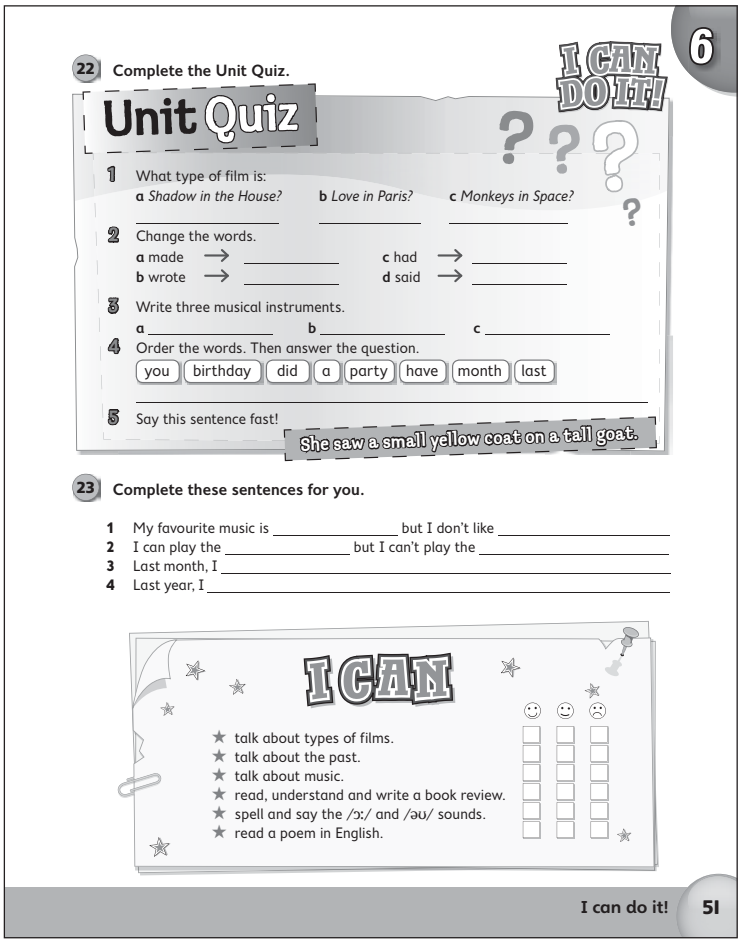
Game

- Play Make a sentence to revise past simple interrogative. See p.23.

22 Complete the Unit Quiz.

- Read the questions with the class. If pupils can't remember some answers, they can look back through Unit 6. Have a competition to see who can say the tongue twister the fastest. Then, pupils make their own tongue twisters and test others. Monitor and help.

KEY
1 **a** thriller, **b** romance, **c** sci-fi
2 **a** make, **b** write, **c** have, **d** say
3 Possible answers: piano, guitar, saxophone, harmonica, drum, violin
4 Did you have a birthday party last month? *(Yes, I did./No, I didn't.)*


6

22 Complete the Unit Quiz.

I CAN DO IT!

Unit Quiz

1 What type of film is:
a *Shadow in the House?* b *Love in Paris?* c *Monkeys in Space?*

2 Change the words.
a made → _____ c had → _____
b wrote → _____ d said → _____

3 Write three musical instruments.
a _____ b _____ c _____

4 Order the words. Then answer the question.
you | birthday | did | a | party | have | month | last

5 Say this sentence fast!
She saw a small yellow coat on a tall goat.

23 Complete these sentences for you.

1 My favourite music is _____ but I don't like _____
2 I can play the _____ but I can't play the _____
3 Last month, I _____
4 Last year, I _____

I CAN

- ★ talk about types of films.
- ★ talk about the past.
- ★ talk about music.
- ★ read, understand and write a book review.
- ★ spell and say the /ɔː/ and /əʊ/ sounds.
- ★ read a poem in English.

I can do it! 51

- Fast finishers can create a Find the odd word out game with vocabulary from Unit 6 and swap with other pairs. See p.22.

23 Complete these sentences for you.

- Explain that pupils must write true sentences about themselves. Monitor and help. Ask a few pupils to read their sentences out 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 worksheet 6

You can check your pupils' progress using Evaluation worksheet 6 on p.186. See also teacher's notes p.171.

Now watch the DVD

Ending the lesson

- Pupils write four true and one false sentence about their last holiday in the past simple affirmative and negative. Then, in pairs, they read out their sentences to their partner who tries to guess which is the false sentence.

OPTIONAL ACTIVITIES

Poster activity
Use poster 1. See p.21.

TPR game
Play Running dictation. See p.23.

NOTES

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Lesson 8

Lesson aims
To review the language of the previous two units

Recycled language
Places of interest, Theme park rides/activities, Film genres, Past simple irregular, Musical instruments

Materials
Audio CD, Consolidation and extension worksheet 6; paper for posters (optional)

PB pages 50–51

Starting the lesson

- To revise past simple irregular forms. say a sentence in the present simple and have the class turn it into past simple, e.g. *I have lunch at one o'clock. I had lunch at one o'clock.*

20 Look and say. Then read and match.

- In pairs, pupils look at the pictures and name each place. Then they read and match the sentences to the pictures.

KEY
a theatre – 2, **b** museum – 4, **c** palace – 1,
d water park – 6, **e** aquarium – 3, **f** theme park – 5

21 Look at the pictures. Then listen and match.

- Pupils look at the pictures. Ask *Where did the children go?* (*To the theme park.*) Play CD2:50 twice. Pupils listen and match the dialogues to the pictures.

W = WOMAN **M = MARIA** **FE = FELIPE** **2:50**
FL = FLO **T = TOM**

1
W Did you like the **rollercoaster**?
M No, I didn't. **It was scary**!

2
W Did you play **mini-golf**?
FE Yes, we did. **It was fun**!

3
W Did you like the **big wheel**?
FL **Yes, I did**. It **was exciting**!

4
W Did you like the **carousel**?
T **No, I didn't**. **It was boring**!

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



22 Order the words. Then match and say. *True* or *false*?

- In pairs, pupils order the words to make sentences. Then they look at the pictures in Activity 21 and say if the sentences are true or false.

KEY
1 She liked the big wheel. – T
2 He didn't like the carousel. – T
3 She liked the rollercoaster. – F
4 They didn't like playing mini-golf. – F

23 Listen, find and say the instrument.

- Explain (L1) that pupils will listen to five instruments and say which ones they hear. Play CD2:51.

KEY
1 b – drum, **2** e – harmonica, **3** a – violin,
4 c – guitar, **5** d – saxophone



24 Listen and match with the type of film.

- Put the pupils in pairs. Play CD2:52. Pupils listen and say the type of film.

G = GIRL B = BOY **2:52**

1
G I saw ***The Ghost Train*** last night.
B Did you like it?
G Yes, I did, but it was **scary**.

2
B There was a great film on TV last weekend. Did you see it?
G No, I didn't.
B There was a lot of **singing** and **dancing**!

3
B Did you see the film about **clowns**?
G Yes, I did. I **laughed** and **laughed**. It was very **funny**!

4
G Did you see ***My Beautiful Love*** on Sunday?
B Yes, I did. The woman in the film was very beautiful.

5
B I saw the new ***Tiny mouse and the big cheese*** this morning.
G Did you like it?
B Yes, I did and my **little brother loved it** too. It was great!

6
G I saw a film on Thursday about **aliens**.
B Did you like it?
G No, I didn't. It was boring.

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

25 Make questions. Ask and answer.

- In pairs, pupils look at the answers and make questions. Monitor and help. Pupils ask and answer in pairs. Monitor and note down any problems with pronunciation or sentence stress for correction at the end of the activity.

KEY
2 Did you play football yesterday?
3 Did you see your English teacher at the park yesterday?
4 Did you go to the theatre last weekend?
5 Did you write a poem about your family?
6 Did you make a cake today?

Consolidation and extension worksheet 6

Pupils complete the Consolidation and extension activities on worksheet 6 p.205. See also teacher's notes p.198.

Ending the lesson

- Divide the class into two groups and play a game of Pictionary to revise vocabulary from the unit. See p.22.

OPTIONAL ACTIVITIES

Make a poster
Pupils make a poster advertising their theme park/water park/theatre, etc. and display them in the classroom.

Discussion
Pupils look at the adverts and choose a place to visit. Discuss (L1 and English) as a class. Why do they want to go?

7 Space

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
planet, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Solar System

Recycled language
interesting, star, beautiful, alien, astronaut, telescope, spaceship, Moon, Earth, Sun, Ordinals

Materials
Audio CD, poster of solar system, poster of constellations (if possible)

Optional materials
Paper for posters

PB page 52

Starting the lesson

- Ask *Where were the children last time? (At the cinema.) What did Maria see? (She saw a thriller.) Did she have a good time? (Yes, she did.) What did Flo do? (She made a loud noise.) Who was scared? (Maria.) Why was Maria scared? (Because she didn't see Flo.)* Encourage pupils to give full answers.
- Ask *Do you like sci-fi films? What are they about?* Accept answers (L1 and English) and pre-teach *space*.

1 Listen and read. Can you see Tom and Flo?

- Pupils look at the pictures. Elicit the meaning of *telescope*. Ask *What can you do with a telescope? (You can see things far away.) What things can you see?* Elicit *stars* and *planets*. Check understanding of *light, aliens*. Play CD3:01. Pupils listen, read and answer the question.

KEY
They are around the campfire.

- To check understanding, ask the following questions. *Where were Tom and Flo? (They were around the campfire on the hill.) Who saw a big red light? (Maria did.) Who thinks it's aliens? (Maria does.) Who likes looking at the stars? (Felipe does.)*

Presentation

2 Listen, find and say.

- Play CD3:02. Pupils look at the pictures, listen, point and repeat.

KEY
1 g – star, **2** d – alien, **3** a – astronaut, **4** f – Moon, **5** e – spaceship, **6** c – telescope, **7** b – planet

Discussion

- Have a class discussion (L1 and English) about spaceships, aliens and UFOs – Unidentified Flying Objects.

Practice

3 What can you see in the sky at night? Tell a friend.

- In pairs, pupils discuss what they can see in their night sky. Elicit names of constellations (L1) if pupils know any (*Ursa Major and Ursa Minor, Orion, Cassiopeia, the Milky Way,* etc.).

AB page 52

1 Match the word halves. Then write.

KEY
2 astro-naut, **3** space-ship, **4** Mo-on, **5** pla-net, **6** sta-rs, **7** ali-ens

2 Look at the solar system and match. Then listen and check.

- Elicit the number of planets in our solar system. Ask *Do you know their names in (L1)?* Get pupils to tell you their names and if they know the order they are in. Practise the pronunciation chorally and individually.
- In pairs, pupils read the two halves and match them to make sentences. Play CD3:03. Pupils listen and check.

1 Mars is the fourth planet from the Sun. **3:03**
2 Earth is the third planet from the Sun.
3 Jupiter is the fifth planet from the Sun.
4 Neptune is the eighth planet from the Sun.
5 Venus is the second planet from the Sun.

- Revise the spelling and pronunciation of ordinal numbers. Pupil A says an ordinal number and his/her partner says the name of the planet. Then they swap roles, e.g. A: Seventh. B: Uranus!

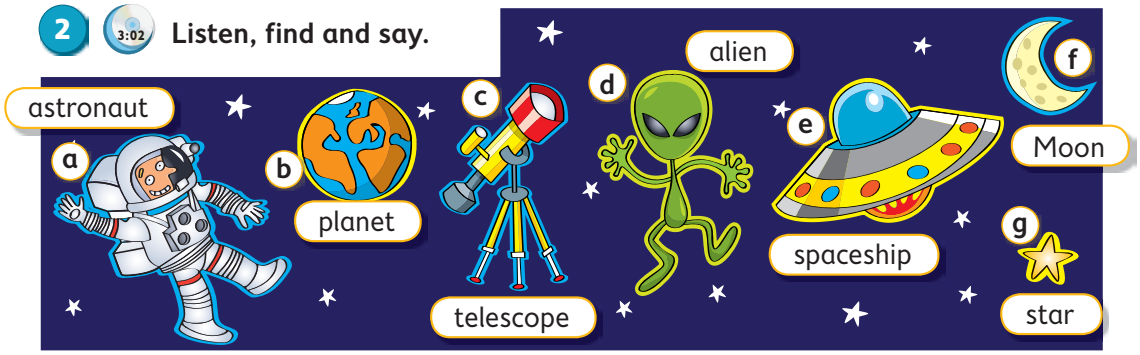
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7 Space

1 3:01 **Listen and read. Can you see Tom and Flo?**



2 3:02 **Listen, find and say.**



3 **What can you see in the sky at night? Tell a friend.**

I can see some stars …

planet, *interesting, star, beautiful, alien, astronaut, telescope, spaceship, Moon*

Ending the lesson

- In pairs, pupils make anagrams of planets and constellations for their partners to solve. See p.22.

OPTIONAL ACTIVITIES

Poster

Pupils make a poster of the solar system.

Research

Ask pupils to research the solar system and find more about moons, rings around planets, comets, etc. through the internet and books.

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Lesson 2

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

Recycled language
stars, because, wh-questions

Optional materials
snap cards with questions and answers

PB page 53

Starting the lesson

- Ask the class to correct these false statements. *Maria is looking at the sky. (F) Who is looking at the sky? (Felipe is looking at the sky.) There is a small green light. (F) What is in the sky? (There is a big red light.)*

4 Read and match.

- In pairs, pupils match the questions and answers.

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

Presentation

- Draw pupils' attention to the *Look!* box and read the questions. Ask them to find the *wh-* words in the story and elicit (L1 and English) that we use *Who* to ask about people, *Where* to ask about places, *Why* to ask about reasons and *What* to ask about things.

5 Listen and choose.

- Revise *dream* and check that pupils understand the meaning of *look like* as in *What did the inside of the spaceship look like?* Pupils look at the pictures, listen to Felipe's dream on CD3:04 and choose the right picture for each question.

FL = FLO FE = FELIPE **3:04**
FL Hi, Felipe. How are you?
FE Great, thanks. I had a cool dream last night!
FL What was it about?
FE It was about aliens. I was **at school**. I went to school because **my books** were in the Geography classroom. There weren't any people in the school. Then, there was a yellow light. I went outside, and then I was inside a spaceship!
FL Cool! What did it look like?
FE **It was blue and white and there were a lot of lights and buttons**. Then, I saw some aliens. They were friendly, and they had **long arms and small eyes**.
FL What happened?
FE I don't know, I woke up!

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

6 Look at the answers. Make questions.

7 Ask and answer.

Pupils can now go online to Future Island and find the ladder that Champ is holding by clicking on Natalie Neptune's key on the keypad of the time hole detecter. The ladder is in the lower level chamber of the spaceship, which is below the cockpit area. It is located to the far left, mounted on the back wall. Once pupils click on the ladder they are taken to a supplementary game based on the vocabulary in this unit.

AB page 53

3 Look and complete the sentences.

KEY:
2 aliens, **3** a telescope, **4** drawing

4 Find and write the questions. Match with the sentences in Activity 3.

- In pairs, pupils order the words to make questions. Then they match them with the answers in Activity 3.

KEY
2 Where is the astronaut? – 1
3 Why is the astronaut angry? – 2
4 What's alien b doing? – 4

5 Write five questions for a friend. Ask the questions and write the answers.

- In pairs, pupils brainstorm questions. Then they swap partners, ask their questions and write the answers.

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4 Read and match.

1 Who is it?
2 Where is it?
3 Why are you looking at the sky?
4 What's that big red light?

a Because it's interesting.
b Here.
c It's Tom and Flo.
d Maybe it's a new star!



LOOK!

Who is it?
Where is it?
Why are you looking at the sky?
What's that big red light?

5 3:04 Listen and choose.

1 Where was Felipe in his dream?







2 Why was he there?







3 What did the spaceship look like?







4 What did the aliens look like?







6 Look at the answers. Make questions.

1	It's on 9th November.	**When**
2	She's my mum.	**Who**
3	Because it's my birthday.	**Why**
4	They're stars.	**What**
5	It's next to the swimming pool.	**Where**

7 Ask and answer.

1 Who is your teacher?
2 Why are you happy/tired?
3 Where is your house?
4 What sports do you like?
5 When is your birthday?

Ending the lesson

- In pairs, pupils brainstorm a short story about a dream. Then, they swap partners and say *I had a cool dream last night.* Their new partners ask questions to find out about the dream. Monitor and help.

OPTIONAL ACTIVITIES

Snap
Play Snap with questions and answers. See p.23.

Story
Pupils write a story about a dream they have had.

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Lesson 3

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

Target language
intelligent, frightening, complicated, Comparatives with long adjectives, e.g. more exciting than

Recycled language
amazing, exciting, scary, clever, difficult, space travel, humans, aliens

Materials
Audio CD

PB page 54

Starting the lesson

- Pupils brainstorm five questions – one for each question word – *who, where, what, when, why.* Then they swap partners and ask and answer with their new partners.

8 Listen and say. Then match with the words a–d.

- Pupils listen to the words and repeat chorally and individually. Play CD3:05. Revise the meaning of *clever, difficult, scary.* Then they match the words 1–4 with the words a–d with similar meaning.

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

9 Listen and sing. Does the astronaut like life in space?

- Draw attention to the photos. Ask *What are they? (Earth and an astronaut in space.) What is the astronaut thinking?* Play CD3:06. Pupils listen, sing and answer the question.

KEY
Yes, he does.

Presentation

- Draw attention to the *Look!* box. Read out the examples and explain how the comparative of longer adjectives is formed. Ask them to find examples in the song.

Practice

10 Make sentences. Do you agree?

- In pairs, pupils make sentences from the prompts. Then, they decide whether they agree, or not.

KEY
1 English is more complicated than Maths.
2 A thriller is more frightening than a musical.
3 Cats are more intelligent than dogs.
4 Sci-fi films are more interesting than romances.
5 Snakes are more frightening than crocodiles.

Home–School link

Pupils ask someone in their family to agree/ disagree with the statements in PB Activity 10. Then they report their findings to the class.

AB page 54

6 Complete the table. Use these words.

- Explain (L1) that syllables in English are more about what you hear than what you see or write. Give a few examples with the whole class first, e.g. *big* (tap your arm with one finger once to denote one syllable) *am-az-ing* (tap your arm as you say each of the three syllables - so you tap three times) then pupils put the words into two groups.

KEY

One or two syllables	Three syllables or more
ea-sy	ex-cit-ing
sca-ry	diff-i-cult
tall	fright-en-ing
cle-ver	comp-li-ca-ted
small	in-tell-i-gent

7 Read and tick (✓) or cross (✗) for you. Then ask a friend.

- Pre-teach *I agree./I don't agree.* Pupils read the sentences and tick or cross to show whether they agree or disagree. Then they ask a friend.

8 Find and complete the sentences. Then write *Y* for *Yes* or *N* for *No.*

- In pairs, pupils put the words in order to make sentences. Then they agree or disagree with the statements.

KEY
2 The Earth is more beautiful than other planets.
3 A firefighter has got a more dangerous job than an actor.
4 Aliens are more frightening than snakes.
5 Science is more difficult than English.

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8 3:05 **Listen and say. Then match with the words a–d.**

1	intelligent	**a**	scary
2	amazing	**b**	clever
3	frightening	**c**	very good
4	complicated	**d**	difficult

9 3:06 **Listen and sing. Does the astronaut like life in space?**

Travel in space is more exciting
Than travel on Earth below.
It's more complicated too and more frightening,
If you really want to know.

The question is – think about it,
Do aliens live out there?
And if they do, are they more intelligent
Than humans everywhere?

I don't know all the answers
But one thing I know is true,
That the world is an amazing place
And it's just right for me and you.



LOOK!

Travel in space is **more exciting than** travel on Earth.

Are they **more intelligent than** humans?

10 **Make sentences. Do you agree?**

1 English/complicated/Maths
2 A thriller/frightening/a musical
3 Cats/intelligent/dogs
4 Sci-fi films/interesting/romances
5 Snakes/frightening/crocodiles

English is more complicated than Maths.



Ending the lesson

- Have a class discussion about space and our planet. Ask *Are aliens more intelligent than humans? Is travel in space more exciting than on Earth? Do you want to travel in space? Why?/Why not?*

OPTIONAL ACTIVITIES

Email

Ask pupils to imagine they are astronauts and write an email to their families back on Earth.

Make a sentence

Modify the game to use with long and short adjectives in the comparative form. See p.23.

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Lesson 4

Lesson aims

To develop reading skills, listening and writing skills; Sounds: /s/ clusters

New language
field, woke up, landed, bottom

Recycled language
noise, lights, spaceship, language, large, heads, bodies, put on, Comparatives with long adjectives

Materials
Audio CD

PB page 55

Starting the lesson

- To revise the comparative of adjectives, ask the pupils in pairs to make comparative sentences about an alien's planet and Earth using both long and short adjectives, e.g. *Aliens are more intelligent than humans. Aliens are scarier than humans.*

11 Read Connor's story. What type of story is it?

- Pupils look at the pictures and make guesses about the story. They skim read and answer the question.

KEY
It's a sci-fi story.

- To check understanding ask *What time was it? (Four o'clock in the morning.) Who saw the spaceship? (Jake.) Who came out of the spaceship? (Some strange people/aliens.) What did Jake do? (He went downstairs and opened the front door.)*

12 Look at the pictures. Ask and answer.

- Elicit the meaning of *landed, woke up, put on* from context. Explain *field, bottom.* In pairs, pupils look at the pictures, then ask and answer to match them with the paragraphs.

KEY
b 2, **c** 1, **d** 4

13 Listen, read and say.

- Ask pupils to look at the cartoon and describe it. Elicit the meaning of *shaking* from the cartoon. Play CD3:07. Pupils listen, read and repeat first chorally and then individually. Have a competition to see who can say the tongue twister the fastest.

AB page 55

9 Connor is reading the second part of his story. Listen and tick (✓).

- Play CD3:08. Pupils listen to the second part of the story and choose the correct picture.

3:08

Jake saw the aliens in the field. **There were some small green aliens**. They smiled at Jake. Jake was scared but wanted to meet the aliens.
Jake talked to the aliens. They were friendly.
One alien said, 'We're lost! Where are we?'
'You're on Earth. It's the third planet from the Sun', Jake answered.
The alien said, 'Oh no! We wanted to go to the fourth planet from the Sun. It's our holiday planet.'
The aliens said, 'Thank you' to Jake and went into the spaceship. Two seconds later, the spaceship wasn't there.
Jake went to his house and into his bedroom. He had dreams about aliens. **Three days later, there was a postcard for him**. It was from the four aliens! It said, 'We're having a lovely holiday on Mars – thank you, from Kloopy, Klumpy, Klimp and Klazoo!'

KEY
picture c

10 Listen again and number the sentences.

- Explain the meaning of *postcard, we're lost.* Pupils read and listen to CD3:09. They number the sentences.

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

11 Write the second part of Connor's story. Use the questions to help you.

- In pairs, pupils look at picture c and the sentences in Activity 10 and write the second part of the story. Explain that it's not necessary for them to write it exactly the same as in the listening.

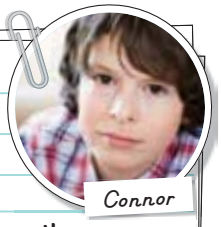
12 Listen and circle the sounds you hear. Then complete the sentence.

- Explain that pupils will listen to four sounds and words and they must circle the letters for the sounds they hear. Play CD3:10. Then they use these letters to complete the tongue twister.

KEY
1 (sh), sharks, **2** sw, (sw)imming, **3** sc, (sc)ared, **4** sh, fi(sh)
Why are the (sh)arks (sw)imming?
They're (sc)ared of the small fi(sh).

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11 Read Connor's story. What type of story is it?



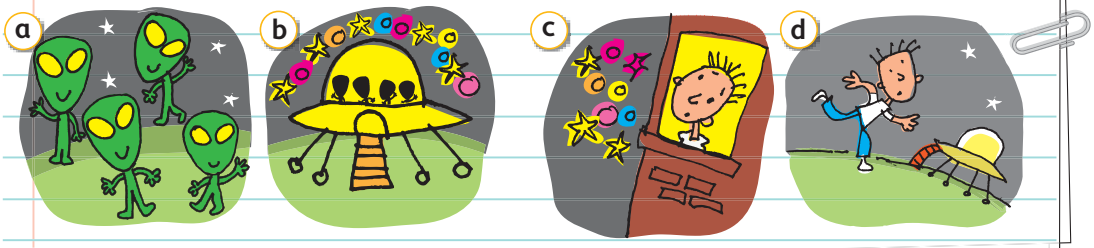
The lost spaceship

1 One day in April last year, a spaceship landed in a field. It was only four o'clock in the morning but the noise and the lights woke Jake up. He looked out of his bedroom window.

2 There was a strange object, like a round spaceship, in the field behind his house. A door opened at the bottom of the spaceship and some strange people started walking out into the field.

3 They had large heads and small bodies, and they were green. Jake watched with his mouth open. 'Am I dreaming?' he said. 'Who are those people? Where are they from? What language do they speak?' he wanted to ask them. This was more exciting than any dream.

4 He put on his jeans and a T-shirt, went downstairs and opened the front door. His mum and dad were in bed . . .



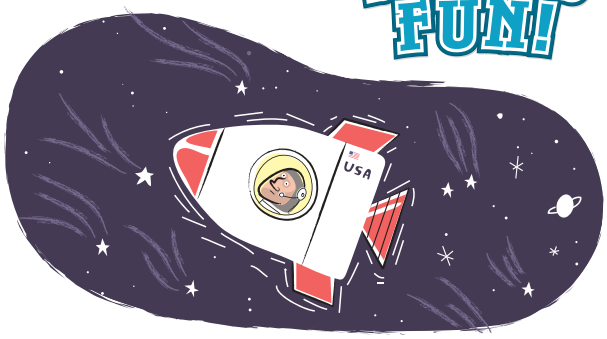
12 Look at the pictures. Ask and answer.

A: Picture a? **B:** Paragraph 3.

SOUNDS FUN!

13 3:07 Listen, read and say.

The **sm**all **st**ars are **sw**imming across the **sk**y.
The **sp**aceship is **sh**aking but I don't know why!



Ending the lesson

- In pairs, pupils brainstorm ideas for an alternative ending to Connor's story. Then, they work with another pair and discuss the best ending and write it down. Monitor and help. Ask some groups to read their endings to the class. Vote for the best ending.

OPTIONAL ACTIVITIES

Grammar game
Play Noughts and crosses to incorporate the two new irregular verbs and revise some old ones. See p.23.

Running dictation
Play using sentences from Connor's story. See p.23.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
disgusting, impossible, go back in time, scared, excited

Recycled language
underground river, cold, wet, horrible, time machine, cage, guards

Materials
Audio CD

PB page 56

Starting the lesson

- To remind pupils of the story so far, ask them some questions. *Where was the advert? (The advert was on the Moon.) Where did Zero go? (He went to Africa.) When did he cross the sea? (He crossed the sea last year.) Where did he bring Champ? (He brought him to Zero Zendell's Zoo.) Was Marta happy? (No, she wasn't happy. She was very angry.)*

14 Listen and read. Then act.

- Pre-teach *disgusting*. Revise *underground, cold, wet, horrible, time machine, cage, guards*. Ask *What do the children want to do?* Play CD3:11. Pupils listen and answer the question. *(They want to rescue Champ.)*
- To check understanding, give pupils some false statements to correct. Read them out one at a time for pupils to correct chorally. *Serena can go into the Zoo. (F She can't go into the Zoo.) Marta and Chris are going to the underground river. (F Serena is going to the underground river.) The river is amazing! (F The river is cold, wet and horrible!) The guards are watching the time machine. (F The guards are watching the show.) Serena wants to go back ten years in time. (F She wants to go back ten minutes.) In picture 6 the children can't see Champ. (F They can, but they can't go near him.)*
- Say *Look at picture 6. Are the children sad? (No, they aren't.)* Elicit or teach *excited*. In the same way ask pupils to look at picture 7. Ask *How are the children feeling? Are they excited now? (No, they aren't.)* Accept L1 or English answers *(They are sad and scared.)* Teach the difference between *exciting* and *excited* and *scary* and *scared*. Say *Monsters are ...? (scary) Children are ...? (scared) The film is ...? (exciting) I am ...? (excited) Thrillers are ...?* etc.
- Play the recording again, pausing after each speech bubble for pupils to repeat, correcting pronunciation if necessary.
- Divide the class into groups of three pupils each. Allocate the roles of Marta, Chris and Serena and ask them to act out the story. If you have an even number of pupils in the class, include Champ.
- Groups act out the story. Monitor and help if necessary. Then pupils swap roles and act out the story again. If there are any confident pupils, they could act it out in front of the whole class.

AB page 56

13 Read and choose.

- In pairs, pupils read the story in the PB again and answer the questions.

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

14 Write the words. Then choose and label the pictures.

- In pairs, pupils find the anagrams of the words, then they look at the pictures and label them with the words.

KEY
2 wet – b, **3** noisy – c, **4** scared – d, **5** cold – b

15 Look at page 8. Find and write. Then answer.

- Pupils can check page 8 if they can't remember the code. *(Every second letter in a word is replaced by Z.)* In pairs, pupils find the message in the code.

KEY
Where does Serena go? She goes to the underground river.

- In groups, pupils talk about the question and speculate. *Why does she want to go back in time? How can she help?* Monitor and help with language.
- In pairs, fast finishers create their own secret messages about where Serena is going using Zero Zendell's code and give them to other pairs to solve.

Ending the lesson

- Have a class discussion (L1 and English) Say *Imagine you have a time machine. Where do you want to go? Back in time or to the future?*

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STORY

14 3:11 Listen and read. Then act.



Now go to Future Island.

disgusting, *underground*, *guards*, *time machine*, *cage*

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

OPTIONAL ACTIVITIES

TPR game

Play Running dictation with the story so far. See p.23.

Summary

Divide the class into pairs. Say *Tell a friend what happened in this episode in no more than thirty words.* Pupils write a summary of the episode.

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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: learning more about space and space exploration

Recycled language
space, first, Moon, was/were, sleeping bags, body, Big numbers, million, kilometres, Sun, Saturn, Jupiter, He went ...

Materials
Audio CD, small cards with anagrams of the names of the planets written on – one set per pair, poster of planets in the Solar System, encyclopaedias or books about space, mnemonic devices (L1 or English), card for the project

Optional material
card, string and drinking straws or small wooden skewers, colouring pencils

PB page 57

Starting the lesson

- Revise the names of the planets in the solar system and their order, by dividing the class into pairs and handing each pair a set of cards with the anagrams of the names of the planets. Pupils must find the names of the planets and put them in order of furthest from the Sun.

Discussion

- Find out what the pupils know about space exploration. Ask (L1) *Have people ever been on the Moon or any other planets? (On the Moon yes, but not on any other planets.) Have any human spaceships left the solar system? (No, not yet! Voyager 1 and 2 are very near the edge of the solar system, but haven't left it yet.)*

15 Read. Match the questions with the answers.

- In pairs, pupils look at the photos and describe what they can see. Then, they read the questions and match them with the photos and the answers.

16 Listen and check. How many answers did you know?

- Play CD3:12. Pupils listen and check.

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

Practice

- To practise scanning texts, write the following numbers on the board *1961 (Yuri Gagarin went into space.), 778 (million kilometres, the distance of Jupiter from the Sun), 1,426 (million kilometres, the distance of Saturn from the Sun), five (centimetres taller, your body grows in space) 1969 (the first men on the Moon) red, yellow, blue (the colours of stars) the wall (the sleeping bags for astronauts are there)* and ask *What are these numbers about?*
- To practise reading and big numbers, divide the class into pairs. One partner reads the questions, the other the answers, then they swap.

Pairwork

- Pupils can research other facts about our solar system and space exploration, either on the internet or from encyclopaedias (in L1 or English). Divide the class into pairs and ask them to make their own quizzes. They swap quizzes with other pairs.

AB page 57

16 Read the clues. Complete the crossword.

- In pairs, pupils read the crossword clues and complete the puzzle.

KEY

Across	Down
2 Neil	**1** sleeping bags
3 Buzz	**2** Yuri
4 Saturn	

- In pairs, fast finishers, can make word snakes using vocabulary from Unit 7 for their partners to solve. See p.41.

17 Can you remember the planets? Look at this sentence to help you. Say it with a friend.

- Pupils read the sentence and think how the mnemonic device works. (The first letter of every word is the first letter of the names of the planets in the correct order.) Pupils practise saying it to each other.

18 Write another sentence to help you remember the planets.

- In pairs, pupils think of other mnemonic sentences to remember the names and order of the planets.

Mini project

- In pairs, pupils design a spaceship on card and then write about it. Give them some prompt questions: *Who travels in this spaceship – humans or aliens? Where is it going? What does it look like from the inside and the outside? How many astronauts or aliens are in it?*

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15 Read. Match the questions with the answers.

Six space facts!

1 When did the first men land on the Moon?

2 Where do astronauts sleep in space?

3 Is Saturn nearer the Sun than Jupiter?

4 What happens to your body in space?

5 What colour are stars?

6 Who was the first man in space?

a 

In 1969, the astronauts Buzz Aldrin and Neil Armstrong were the first men on the Moon.

b 

You get taller. You can be five centimetres taller when you're in space!

c 

They can be different colours. Hot stars are blue, cool stars are red and the Sun is yellow.

d 

In sleeping bags. The sleeping bags are on the wall!

e 

Yuri Gagarin was the first man in space. He went into space in 1961.

f 

No, it isn't. It's 1,426 million kilometres from the Sun and Jupiter is 778 million kilometres from the Sun!

16 3:12 Listen and check. How many answers did you know?

MINI PROJECT

Design a spaceship. Then write about it.

Ending the lesson

- As mnemonics are very useful, elicit (L1) where else they could use such sentences. Give some examples, e.g. *Naughty Elephants Squirt Water (for North, East, South, West)*
- Ask the class if they know other mnemonic devices. (Acrostics, rhymes, grouping and mental images are all very useful.)

OPTIONAL ACTIVITIES

Create a mobile of the planets

Pupils cut out photos or draw the planets and the sun on card, add string and hang them on straws or skewers to create a mobile of the solar system.

Spelling bee

Play using the names of the planets. See p.22.

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Lesson 7

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

Recycled language
wh- questions, Comparatives of short and long adjectives, Space vocabulary

Materials
Audio CD, small blank cards – one set per group of pupils, cards with adjectives or question words, Evaluation worksheet 7, Poster 1

AB pages 58–59

Starting the lesson

- Revise *wh-* questions. Give prompts for pupils to ask questions. *When/your birthday? Who/your teacher? Where/your book? Why/you smiling? What/this?* (pointing at the board/holding up a pencil) etc. Have a list of prompts ready to be able to keep a fast pace.

19 Look and write.

- Pupils read the first table and complete it. Check with the whole class.

KEY
2 When

Game you prepared earlier

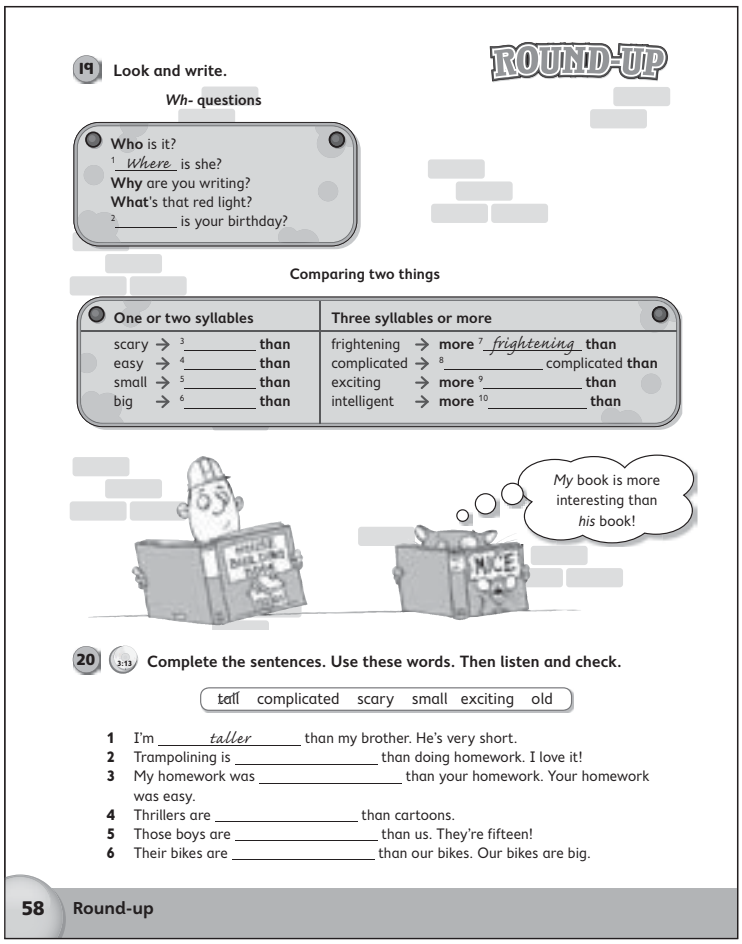
- To further practise *wh-* questions, divide pupils into groups and give them the cards you prepared earlier. Pupils produce their own snap cards by writing questions and answers, and then play Snap (see p.23).

- Very quickly revise the rules for forming the comparative of long and short adjectives and the spelling with the whole class.
- Pupils read the second table and complete it in pairs. Check with the whole class.

KEY
3 scarier, **4** easier, **5** smaller, **6** bigger, **8** more, **9** exciting, **10** intelligent

20 Complete the sentences. Use these words. Then listen and check.

- In pairs, pupils read the sentences and complete them with the correct form of the words in the box. Monitor and help. Play CD3:13. Pupils listen and check.



ROUND-UP

19 Look and write.

Wh- questions

Who is it?
1 *Where* is she?
Why are you writing?
What's that red light?
2 _____ is your birthday?

Comparing two things

One or two syllables	Three syllables or more
scary → 3 _____ than	frightening → more 7 *frightening* than
easy → 4 _____ than	complicated → 8 _____ complicated than
small → 5 _____ than	exciting → more 9 _____ than
big → 6 _____ than	intelligent → more 10 _____ than

20 3:13 Complete the sentences. Use these words. Then listen and check.

tall complicated scary small exciting old

1 I'm *taller* than my brother. He's very short.
2 Trampolining is _____ than doing homework. I love it!
3 My homework was _____ than your homework. Your homework was easy.
4 Thrillers are _____ than cartoons.
5 Those boys are _____ than us. They're fifteen!
6 Their bikes are _____ than our bikes. Our bikes are big.

58 Round-up

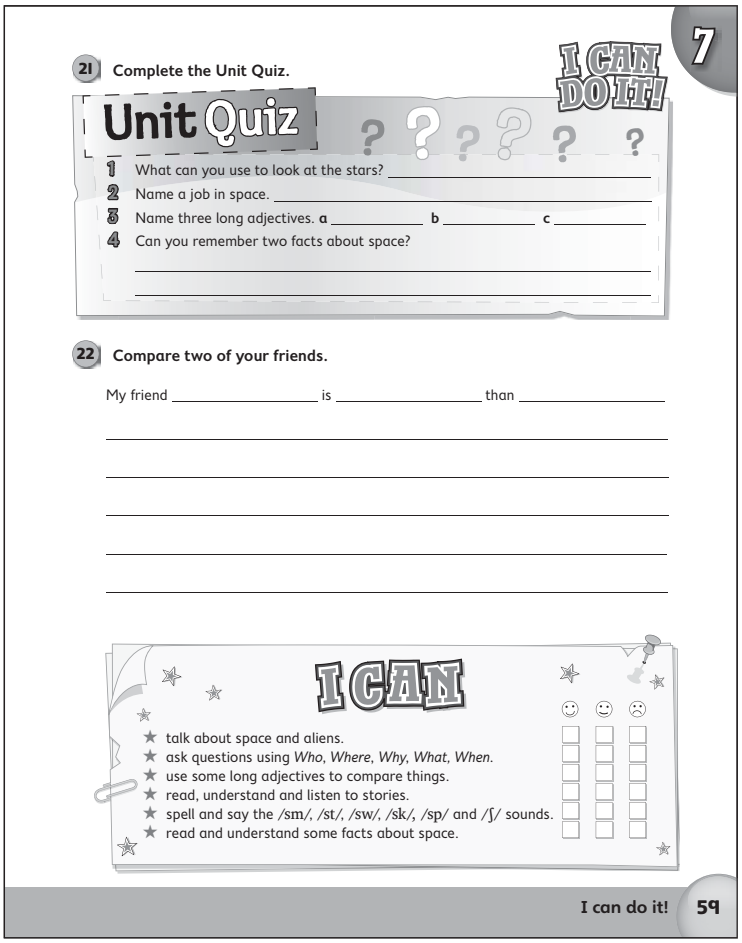
3:13

1 I'm **taller** than my brother. He's very short.
2 Trampolining is **more exciting** than doing homework. I love it!
3 My homework was **more complicated** than your homework. Your homework was easy.
4 Thrillers are **scarier** than cartoons.
5 Those boys are **older** than us. They're fifteen!
6 Their bikes are **smaller** than our bikes. Our bikes are big.

KEY
2 more exciting, **3** more complicated, **4** scarier, **5** older, **6** smaller

Pairwork

- Divide pupils into pairs. Give them five topics, e.g. *books/films, romances/cartoons, pop music/jazz*, etc. They must make comparisons, giving their opinions on the topics. Monitor and help. Ask some pairs to report back to the class.



21 Complete the Unit Quiz.

- Read the questions with the class. Pupils do the quiz in pairs. If they can't remember some answers, they can look back through Unit 7. Monitor and help.
- In pairs, fast finishers can create a Find the odd word out game with vocabulary from Unit 7 and swap with other pairs. See p.22.

KEY

1 telescope
2 astronaut
3 **(possible answers)**
interesting, intelligent, exciting, complicated, disgusting, horrible, frightening
4 **(possible answers)**
In 1969 Buzz Aldrin and Neil Armstrong were the first men on the Moon.
In space, you can be five centimetres taller.
Stars can be different colours.
In space, Astronauts sleep in sleeping bags on the wall etc.

22 Compare two of your friends.

- Pupils chose two friends that they want to compare. In a group that needs more support, brainstorm points of comparison as a class and do some examples orally. Encourage pupils to make notes and plan what they want to say before they start writing. Remind students that they are writing about their friends and they don't want to hurt their feelings. Tell them to be careful to make neutral or positive statements. Monitor and help. Ask a few pupils to read their answers 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 worksheet 7

You can check your pupils' progress using Evaluation worksheet 7 on p.188. See also teacher's notes p.172.

Ending the lesson

- Use poster 1. See p.21.

OPTIONAL ACTIVITIES

Cartoons
In pairs, pupils draw simple cartoons (like Bill and the cat in the AB) and write captions using comparatives.

Role-play
Pupils act out their cartoons for the class.

Lesson 8

Lesson aims
To broaden pupils' knowledge of the world

Values
Appreciating traditional music

New language
bandoneón, djembe drums, shamisen, wood, skin, push, pull, buttons, notes, tango, strings, metal

Recycled language
instruments, celebrations, guitar, theatre, rock

Materials
Audio CD, photos of musical instruments plus recordings (if available) of traditional instruments from the pupils' country, dictionary, encyclopaedia, Consolidation and extension worksheet 7

Optional materials
paper for posters, small cards

PB book pages 58–59

Starting the lesson

- Have a class discussion about musical instruments that the pupils already know. Put photos of musical instruments on the board and ask pupils to name them. Do they know any traditional instruments of their country?

17 Look and say. Where are the instruments from? Then listen and check.

- Pupils look at the photos of the instruments and musicians and make guesses. Explain that they will listen to three children talking about musical instruments from their country. Pupils don't need to understand all the words. Play CD:3.14.
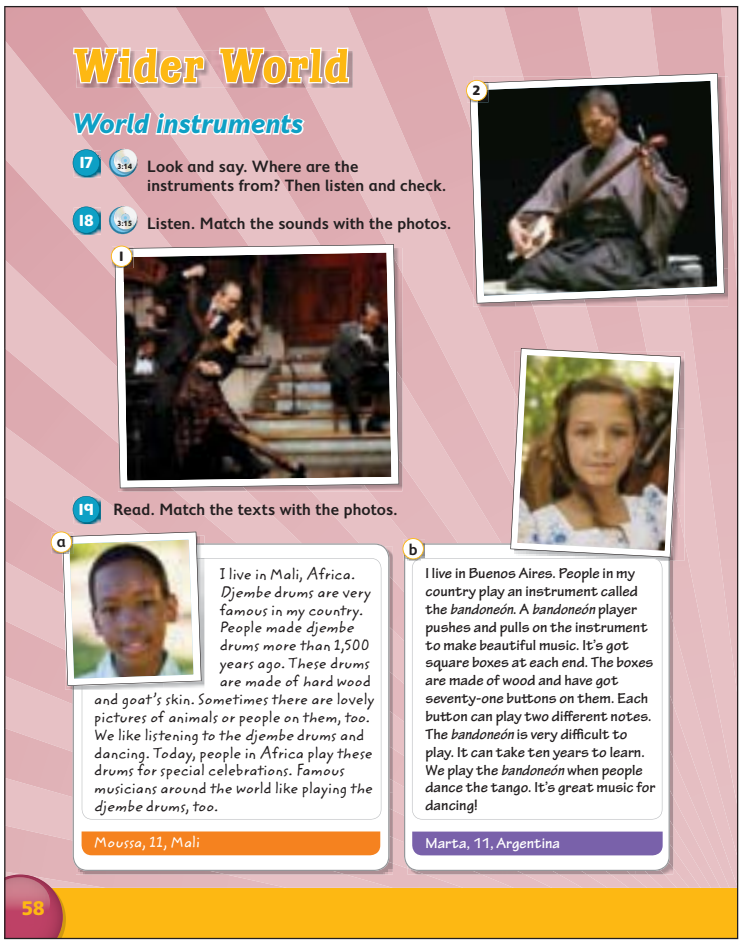
KEY
1 Argentina, **2** Japan, **3** Mali

18 Listen. Match the sounds with the photos.

- Explain that they will listen to music played on the instruments in the photos. Pupils listen and match. Play CD:3.15.

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

- Ask *Which instrument do you like? Why?* Ask pupils to talk about the sounds and give reasons.



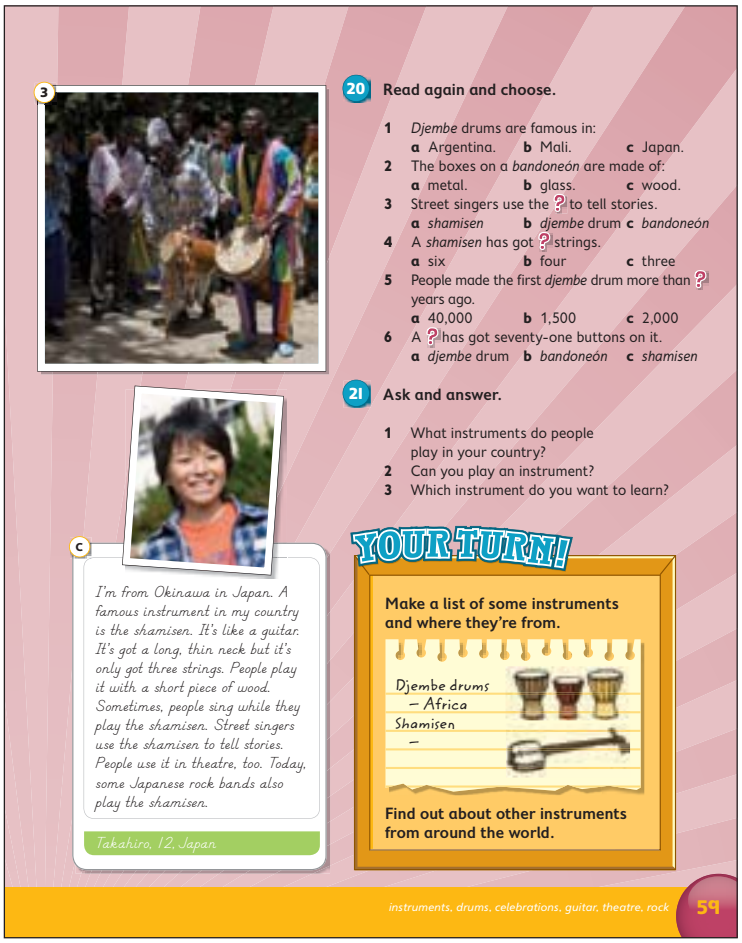
19 Read. Match the texts with the photos.

- Pupils read the texts and match them with the pictures. Encourage them to look for different kinds of clues. Remind them that they don't need to understand all the words to do the task.

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

20 Read again and choose.

- Pre-teach *wood, skin, push, pull, buttons, notes, tango, strings* either by using the photos in the lesson, by explanation or with the help of a dictionary. In pairs, pupils read again and choose.



KEY
1 Mali, **2** wood, **3** shamisen, **4** three, **5** 1,500, **6** bandoneón

- Deal with any other vocabulary queries. If pupils enjoy reading out loud, ask/encourage them to read the texts.

21 Ask and answer.

- In pairs, pupils talk about the questions. Monitor and help with language. Finally, ask a few pupils to report back to the class.

Your turn! Make a list of some instruments and where they're from.

- In pairs, pupils make a list of instruments they know and where they are from. Encourage them to research in encyclopaedias or the internet.

Values

Have a class discussion about traditional music in the pupils' country. Ask *Is it a good idea to learn to play traditional instruments? Why?/Why not? What is special about traditional music? Do they know any artists?*

Consolidation and extension worksheet 7

Pupils complete the Consolidation and extension activities on worksheet 7 p.206. See also teacher's notes p.199.

Ending the lesson

- Have a class survey about pupils playing musical instruments and the most popular instruments in the class. Ask pupils to make a bar chart.

OPTIONAL ACTIVITIES

Poster
Pupils choose one instrument each, illustrate it, write a caption about it, then display all of them as a class frieze.

Pictionary
Play Pictionary using vocabulary from Unit 7.
See p.22.

NOTES

8 Environment

Lesson 1

Lesson aims
To present and practise new vocabulary

Values
Understanding the importance of recycling, reusing and caring for the environment

Target language
recycle the paper/bottles, collect the rubbish, reuse the bags, switch off the lights, clean up

Recycled language
Adverbs of frequency

Materials
Audio CD

PB page 60

Starting the lesson

- With books still closed, write on the board *environment* – see if anybody already knows its meaning. Elicit any vocabulary that pupils know about it and put it on the board like a mind map. See p.23.

1 Listen and read. Why is Flo sad?

- Pupils look at the pictures. Elicit or pre-teach *recycle, collect, rubbish, switch off.* Play CD3:16. Pupils listen, read and answer the question.

KEY
Flo is sad because it's the last day of camp.

- To check understanding ask *Who's going to help? (The children.) What are the girls going to do? (Collect the rubbish.) What's Tom going to do? (Switch off the lights in the kitchen.) What's Felipe going to do? (Recycle the bottles.)*

Presentation

2 Listen, find and say.

- Play CD3:17. Pupils look at the pictures, listen, point and repeat.

KEY
1 a – recycle the paper, **2** d – reuse the bags, **3** c – collect the rubbish, **4** b – recycle the bottles, **5** e – switch off the lights

3 Look at the words in Activity 2. What does your family do?

- Revise present simple forms and put them on the board. In pairs, pupils ask and answer about what their families do to help the environment. Remind pupils to use the present simple, e.g. *We switch off the lights.*

Values

- Have a class discussion (L1 and English) about the importance of the 3Rs: recycling, reusing, reducing (the amount of rubbish). Ask *What do you know about this? What happens here, in this country? Do people recycle and reuse here? etc.*

AB page 60

1 Look and write.

- In pairs, pupils look at the pictures and complete the phrases with words from the box.

KEY
2 rubbish, **3** recycle, **4** reuse, **5** switch off

2 Look at the chart and complete.

- Revise frequency adverbs (*always, usually, sometimes, never*) and their pronunciation and write them on the board. Draw an arrow from 0% (never, sometimes, usually, always) to 100% to show how often things happen.
- Explain (L1) that pupils must look at the chart and say how many people reuse bags and how often. Look at the example with the whole class. Point to the numbers on the vertical axis and say *These are numbers of people. How many people always reuse bags? (five)*
- In pairs, pupils complete the sentences with numbers.

KEY
2 seven, **3** eight, **4** three, **5** twenty-three

3 Ask and complete the chart for your class. Then write sentences.

- Pupils ask one another *Do you recycle paper?* They make a note of how often people recycle paper and draw their own charts using Activity 2 as a model. Then they write sentences explaining their chart.

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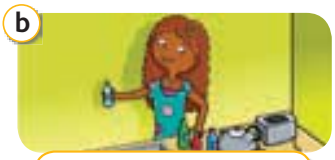
8 Environment

1 3:16 **Listen and read. Why is Flo sad?**



2 3:17 **Listen, find and say.**


a recycle the paper

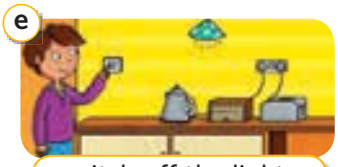

b recycle the bottles


c collect the rubbish

3 **Look at the words in Activity 2. What does your family do?**

We recycle the bottles and collect the rubbish.


d reuse the bags


e switch off the lights

recycle the paper/bottles, collect the rubbish, reuse the bags, switch off the lights

Ending the lesson

- Follow the same procedure for the other phrases in AB Activity 1, e.g. *How often do people switch off the lights?* and have a class survey. Ask pupils to make bar charts like the ones in in Activity 2 and put them up on the wall.

OPTIONAL ACTIVITIES

Resolutions

Ask pupils to think of five sentences to write about what they are going to do to help the environment. Tell them to start by *I'm going to …*

Mime game

Mime the activities in PB Activity 2. Pupils guess.

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Lesson 2

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

Target language
going to + verb affirmative and interrogative

Recycled language
recycle the paper/bottles, collect the rubbish, reuse the bags, switch off the lights

Materials
Audio CD, Poster 3

PB page 61

Starting the lesson

- Ask Why is Flo sad? *(They are going home.)*

4 Read the dialogue again. Who?

- Pupils read PB Activity 1 again and say who is going to do what.

KEY
1 Flo and Maria, **2** Tom, **3** Felipe, **4** Hannah

Presentation

- Ask *Are they collecting the rubbish now? (No.)* Elicit (L1) that it's an intention for the future.
- Read the *Look!* box. Elicit how we form the new structure: *am/are/is + going to +* infinitive.

5 Listen and match. Then say.

- Pupils listen and match. Play CD3:18 twice.

M = MARIA H = HANNAH FL = FLO **3:18**

M We're going home today. What are you going to do, Hannah?
H **I'm going to study a lot** because I'm going to be a vet. I'm going to be very tired! What about you?
M **I'm going to** meet my friends and **go to the beach**. We're going to have a party.
FL Well, **I'm going to play** in the park **with my dog**. Then, I'm going to have a big dinner with my parents and grandparents.
M And Tom!
FL Oh yes! Of course!

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

6 Look and find these things.

KEY
to switch off: the lamp, the robot, the game on the floor, the stereo, the TV; **to recycle:** wrapping paper on the arm of chair, the bottles, box, plastic bag (next to the sofa); **to clean:** red mark on the chair, spilled water on the table, food on the table and floor

7 Imagine you are Sam and Kate. Your parents are going to come home in fifteen minutes. What are you going to do?



Pupils can now go online to Future Island and find the glass bottle that Champ is holding by clicking on the final time hole key on the keypad of the time hole detector. The glass bottle is on the side of the large container where rubbish is deposited to be recycled, between the icons to represent paper and plastic bags.

AB page 61

4 Look at Tom's plans for next week. Listen and complete.

- Read, listen and complete. Play CD3:19 twice.

FE = FELIPE T = TOM **3:19**

FE We're going to go home tomorrow. Are you **going to go back to school** on **Monday**?
T **Yes**, I am. I'm going to see my friends again. It's going to be great.
FE What are you going to do on **Tuesday**?
T I'm going to play **football** in the park. Our team are going to win this year!
FE How about **Wednesday**?
T Well, I'm going to go to the **cinema** with **mum and dad**. **Flo's** going to come too. And on **Thursday** I'm going to have **pizza** with my friends **Joe and Pete**.
FE You're going to be busy! What about **Friday**?
T Mmm ... Friday. I'm going to **phone** my new **friend, Felipe** of course!
FE Oh good!

5 Ask and answer. Then ask two more questions.

6 Write about your plans for next week. Make sentences, then tell a friend.

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4 **Read the dialogue again. Who?**

1 ? and ? are going to collect the rubbish.
2 ? is going to switch off the lights.
3 ? is going to recycle the bottles.
4 ? is going to watch.

LOOK!

I'm going to recycle the bottles.
He's going to switch off the lights.
They're going to collect the rubbish.
Are you going to help? Yes, I am./ No, I'm not.

5 3:18 **Listen and match. Then say.**

Hannah's going to ...








6 **Look and find these things.**

- five things to switch off
- four things to recycle
- three things to clean



7 **Imagine you are Sam and Kate. Your parents are going to come home in fifteen minutes. What are you going to do?**

I'm going to collect the rubbish.



Ending the lesson

- Use poster 3. See p.23.

OPTIONAL ACTIVITIES

True or false?
Pupils write four true and one false sentence about things they are going to do in the future. Their partners guess the false sentence. Monitor and help.

Write a diary
Pupils write a diary using Tom's as an example.

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Lesson 3

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

Target language
wonderful, chatter, ocean, Superlatives with short and long adjectives

Recycled language
city, beautiful, everywhere

Optional materials
small cards with adjectives written on

PB page 62

Starting the lesson

- To revise *going to* pupils in pairs talk about their plans for the school holidays, e.g. *I'm going to the beach.*

Presentation

8 Listen and say. Then match.

- Play CD3:20. Pupils listen and repeat then match.

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

9 Listen and sing. What's the singer's answer to the question?

- Pupils listen to the song. Elicit the question, then play CD3:21 for pupils to listen and answer it.

KEY
He doesn't know.

- Ask *What's the most beautiful place of all? Are we talking about two places or many places?* Elicit that we use the superlative to compare one thing with many.
- Focus on the *Look!* box and elicit how the superlative is formed.
- Ask pupils to find the examples in the song.

Practice

10 Look and say. Make sentences.

- Pupil A calls a letter and B makes a sentence, e.g. *Pupil A: tree c. Pupil B: tree c is the shortest.*

KEY
1 Tree a is the tallest. Tree c is the shortest.
2 Dog b is the most beautiful. Dog a is the ugliest.
3 T-shirt a is the most expensive.
T-shirt c is the cheapest.

11 Make sentences about your class. Tell a friend.

- Encourage pupils to use the comparative and superlative.

AB page 62

7 Find six words. Then complete the sentences.

- Pupils find the words and complete the sentences.

KEY
2 wonderful, **3** ocean, **4** everywhere, **5** beautiful, **6** city

8 Listen and write the names.

- Pupils look at the picture and describe the four boys. Play CD3:22 twice.

3:32

Here are my brothers. I've got four and they all love playing football! **Max** is **the oldest** brother, but **not the tallest**. **Monty** is **the shortest** brother, but **not the cleanest**. **The oldest** brother is also **the funniest**. **The cleanest** brother is **Mike**. He's also **the tallest**. **Martin** is **shorter** than **Max**, but **taller** than **Monty**. **Martin** is **the most intelligent** in my family. He always gets good marks in school.

KEY
(From left to right) Monty, Max, Martin, Mike

9 There is one true sentence. Correct the false sentences.

- Pupils find the true sentence and correct the others.

KEY
1 Max is the oldest. **2** Mike is the tallest.
3 T. **4** Martin is the most intelligent.
5 Monty is the dirtiest.

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8 3:20 **Listen and say. Then match.**

1	wonderful	**a**	all places
2	chatter	**b**	an area of water bigger than a sea
3	beautiful	**c**	talk
4	everywhere	**d**	a place bigger than a town
5	city	**e**	very pretty
6	ocean	**f**	really good

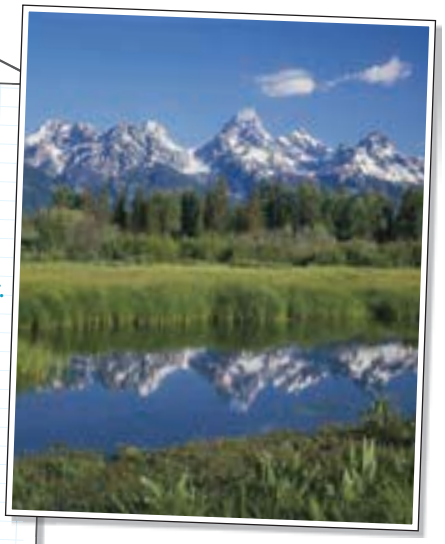
9 3:21 **Listen and sing. What's the singer's answer to the question?**

SONG

What's the most beautiful place of all?
Is it the pyramids of Egypt, or is it Angel Falls?
I'm going to find out, going to travel everywhere
To see our wonderful world, see it from the air.

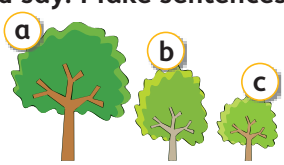
I'm going to fly over the blue rivers and seas.
I'm going to hear the monkeys chatter in the trees.
I'm going to see the highest mountains, covered in snow.
I'm going to the busiest cities, full of lights and roads.

So what's the most beautiful place in the world?
I'm not sure I can say, I really don't know.
The mountains, the oceans, the fields of green,
Let's look after this planet and keep it clean,
Keep it clean, keep it clean.
Let's look after this planet and keep it clean.

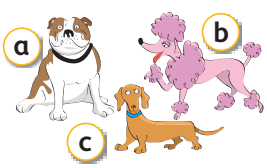


10 **Look and say. Make sentences.**

1 • tall
• short



2 • beautiful
• ugly



3 • expensive
• cheap



LOOK!

tall → **taller than** → **the tallest**
clean → **cleaner than** → **the cleanest**
kind → **kinder than** → **the kindest**
important → **more important than** → **the most important**

11 **Make sentences about your class. Tell a friend.**

Marco is the tallest boy in our class.

62 **Lesson 3** wonderful, chatter, ocean, Superlatives with short and long adjectives, *beautiful*, *everywhere*, *city*

Ending the lesson

- Divide the class into two groups. Group A pupils make a sentence and group B pupils guess, e.g. A: *The fastest animal in the world.* B: *The cheetah!* Then the groups swap and group A guesses. Give points for correct sentences and correct answers.

OPTIONAL ACTIVITIES

Make a sentence
Play Make a sentence. Practise the comparative and superlative. See p.23.

Families
In pairs, pupils take turns to describe members of their family (tallest, youngest, oldest, etc.)

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Lesson 4

Lesson aims
To develop reading skills: reading for specific information; Phonics: / tʃ/ /ʃ/

New language
throw, better, on foot, munch, bin

Recycled language
rubbish, recycle, reuse, green = environmentally friendly, Adverbs of frequency

Materials
Audio CD, set of slips of paper with nouns and adjectives per pair of pupils, one photocopy of the points system for the quiz per pupil

Optional materials
paper for posters

PB page 63

Starting the lesson

- Divide pupils into pairs and give them a set of slips of paper you prepared earlier. They must come up with as many superlative sentences as possible.

12 Read. Ask and answer.

- In groups, pupils brainstorm green habits that they already know about and share with the rest of the class. Pre-teach *throw, on foot, better.* Revise *switch off, vegetables, by bus/car, bath, shower, bin, reuse.*
- In pairs, pupils ask and answer the quiz questions and note their answers.

13 Listen. What's your score?

- Explain that they are going to listen to the scoring system and add up each other's scores. Play CD3:23 twice, allowing pupils time to note down their scores. Then they read their profiles at the bottom of the quiz.

3:23

1 a 5 points, b 3 points, c 0 points
2 a 5 points, b 1 point, c 5 points
3 a 5 points, b 1 point, c 5 points
4 a 0 points, b 3 points, c 5 points
5 a 3 points, b 0 points, c 5 points
6 a 0 points, b 3 points, c 5 points

Discussion

- The class discusses why it is better to buy fruit and vegetables at the local market, reuse bags and have showers instead of baths. Also, they brainstorm other things they can do to help the environment. (Suggest in L1 *energy efficient lamps and appliances, biodegradable materials, organic fruit and vegetables and composting, solar panels.*)

14 Listen, read and say.

- Ask pupils to look at the cartoon and describe it. Elicit the meaning of *munches* from the cartoon. Play CD3:24. Pupils listen, read and repeat chorally and individually. Correct pronunciation as necessary. Have a competition to see who can say the tongue twister the fastest.
- Elicit more words with these sounds in English.
- Fast finishers could write their own tongue twisters and read them out to class.

AB page 63

10 Listen and answer.

- Pre-teach *special.* Explain that pupils are going to listen to a voicemail. They read the questions and answer them. Remind them that they don't need to understand every word. Play CD3:25 twice if necessary.

KEY
1 It's Green Day at Niki's school.
2 Green Day posters for the school.
3 Molly's bike.

11 Listen again and complete.

- Pre-teach *recycling bins.* Pupils read Niki's message, then listen again and complete. Play CD3:26 twice.

KEY
2 rubbish, 3 bottles, 4 bags, 5 cleanest, 6 cars, 7 buses

12 Look and complete. Then listen and check.

- Pupils look at the pictures and describe them. Then, they read the sentences and complete them. Play CD3:27 twice if necessary.

KEY
2 sharks, 3 cheetah, 4 beach, 5 lunch, 6 shy

Game

- Play Make a sentence to revise *going to.* See p.23.

Home–School link

Pupils ask the quiz questions to family members. Pupils report back to the class on how 'green' their family members are.

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12 Read. Ask and answer.

QUIZ

Are you a Green kid?

1 **Do you switch off the TV when you're not watching it?**
a always **b** sometimes **c** never

2 **Where do your fruit and vegetables come from?**
a a local market **b** a supermarket **c** your garden

3 **It's school tomorrow. Are you going to go:**
a by bike? **b** by bus or car? **c** on foot?

4 **In the morning, do you have a bath or shower?**
a always a bath **b** a bath or a shower **c** only a wash

5 **What do you do with rubbish?**
a put it in the nearest bin **b** throw it on the floor **c** recycle it

6 **At the supermarket, do you:**
a always use new bags? **b** sometimes use new bags? **c** always reuse bags?

2–10 points You can do better! 11–24 points Good, you're a bit green! 25–30 points Well done! You're a Green kid!

13 3:23 Listen. What's your score?

SOUNDS FUN!

14 3:24 Listen, read and say.

The **ch**eetah mun**ch**es its
lun**ch** on the bea**ch**
And the **sh**y **sh**ark **sh**akes
its **sh**orts in the **sh**ower!



Ending the lesson

- As a class discuss possible activities for a Green day at your school. Encourage pupils to use *going to*.

OPTIONAL ACTIVITIES

Green poster
Pupils design a school Green day poster for their class.

Recycling project for the school
Have a Green day at school. Pupils recycle glass, batteries, paper, etc.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

New language
important, take, past (n), brave, mean

Recycled language
ice cream, chimpanzee, going to, stole

Materials
Audio CD

PB page 64

Starting the lesson

- To revise the last story episode, write on the board the following summary. If they can't remember, encourage them to look at the previous story episode. *Summary: The children decide to go to the (___) to save (___). Serena can't go with them because the (___) know her (___). She uses the underground (___). She finds the (___) and she goes back (___) minutes. Marta and Chris can see (___) but they (___) go near. They are (___).*

15 Listen and read. Then act.

- Pre-teach *take, past* (n) *look after.* Revise *ice cream, stole.* Ask *Is Champ happy? Where do the children go?* Play CD3:28. Pupils listen, read and answer the questions. *(Yes, he is. They go home.)*
- To check understanding, write the following events on slips of paper and hand each pupil one. Pupils read them, mingle and stand in line according to how the events happened. Then they read the events in order. *Zero Zendell shows Champ to the people. Champ gets angry. Marta and Chris climb into the cage. Serena arrives in the time machine. Marta and Champ are together again. Marta is very angry and shouts at Zero Zendell. The children and Champ get into the time machine. They say goodbye to Serena.*
- Read the story with the whole class, correcting pronunciation if necessary. Allocate roles to pupils and ask them to act it out.

AB page 64

13 Listen and match. Who said it?

- Pupils read and listen to Marta's dad, Marta and Chris. They decide who said it. Play CD3:29 twice.

3:29

D = MARTA'S DAD M = MARTA C = CHRIS

D Hey, kids! **Where were you?**
M We had an amazing adventure!
C Yeah! We went into a time machine with Champ. **We went to the year 2210!** A man took Champ. We made a new friend, Serena. She lives in a really cool house and she's got a robot dog!
D A robot dog ...?
C Yeah! **There are no real pets in the future**!
D Oh dear ... but where was Champ?
M **He was in a cage!** A lot of people wanted to see him because he was the last chimpanzee! But Serena found the time machine and saved Champ. We went into the time machine and now we're back.
D Hmm ... that is an adventure ... I think **we need to look after our animals** ...

KEY
1 Marta's dad – a, **2** Chris – b, **3** Chris – b, **4** Marta – c, **5** Marta's dad – a

14 Read and choose, or write your own answer.

- Pre-teach *brave, kind, mean (adj), character.* In pairs, pupils discuss the questions and choose or write what they think. Encourage them to give reasons. Ask some pupils to share their opinions with the class.

KEY
Pupils' own answers.

15 Look at page 8. Find and write. Then find out.

- Pupils can check page 8 if they can't remember the code. *(Every second letter in a word is replaced by Z.)* In pairs pupils find the message in the code.

KEY
What happened to the dodo?
Possible answer: All the dodos died.

- Encourage pupils to find out what happened to the dodo from the internet/encyclopaedias and write about it.

Ending the lesson

- Have a class discussion (L1 and English) about how possible a future this is for humans and what we can do to prevent it.

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15 3:28 Listen and read. Then act.

STORY



Now go to Future Island.

take, *chimpanzee*, *ice cream*

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

OPTIONAL ACTIVITIES

Research

Pupils research other extinct animals and write about them.

Running dictation

Play using the dialogue from the story. See p.23.

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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:
Geography: learning more about our planet

New language
continent

Recycled language
waterfall, island, desert, river, volcano, Superlatives, Countries, Big numbers

Materials
Audio CD, world globe or map, photographs of a waterfall, and a desert, ten small blank cards per group of pupils

Optional materials
card

PB page 65

Starting the lesson

- Display the map and any photos you have brought into class. Elicit or pre-teach *continent*, revise *waterfall, volcano, desert, river.* Ask *What do you know about our planet? How many continents are there? How many oceans? (Five.) What's the highest mountain in the world? (Mount Everest.) Where are the largest forests? (The Amazon and sub-Saharan Africa.) What's the longest river/highest mountain/hill, biggest lake, in your country? What's the most beautiful place in your country?* Get pupils to vote for the best place in their country.

16 Listen and read. Then match.

- In pairs, pupils look at the photos and describe them. Play CD3:30 for pupils to listen, read and match.

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

17 Read and choose.

- Draw a compass, or use the map to elicit the meaning of *north, south.* It would be also a good idea to teach *east, west* here. Ask pupils if they can remember the mnemonic for the compass points. Elicit/explain the meaning of *... is a very close second.* Revise the rules of formation for the superlative of short and long adjectives and the spelling rules, too. See Grammar Round-up PB pp.70–71. Pupils read the facts again and choose the correct answer. They must be ready to justify their answers.

KEY
1 Venezuela, **2** Australia, **3** driest, **4** Mount Fuji, **5** 3,776

Pairwork

- Ask *Do you know any strange or mysterious places in the world?* (e.g. *The Galapagos, Easter Island, Sargasso Sea, the Nazca Lines, Pisco Valley*). If you have access to the internet, allow pupils, in pairs, to research those places or provide encyclopaedias and other reference books in L1 and English. Ask them to keep notes for one of these places and present it orally to the whole class.

AB page 65

16 Read and choose. Then listen and check.

- Pupils read the quiz and answer the questions. Play CD3:31 for them to listen and check their answers.
- In pairs, fast finishers, can make Find the odd one out games with geographical features and other words from the unit, and give to their partners to solve.

KEY
1 d, **2** d, **3** a, **4** c

17 Find out more facts. Write two quiz questions for a friend. Then ask and answer.

- In pairs, pupils use the map or encyclopaedia to write more quiz questions. Monitor and help. Then they swap with other pairs and solve one another's quizzes.

Game

- Play a game of Trivial pursuit. Divide the class into groups of three or four. Hand out a set of 10 cards you prepared earlier to each group. Pupils, in their groups, write questions about geography, their country or animals on the cards and put the answers on the back. Then, divide the class into different groups, shuffle all the cards and hand out 10 cards to each new group. They ask and answer the questions from the new packs. The winners are those who have answered the most questions correctly.

Mini project

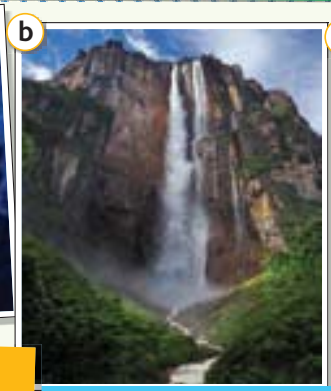
- In small groups, pupils find interesting facts about their country, write about them and draw pictures or stick photographs. To help with research and organisation, ask *Are there any volcanoes, waterfalls, mountains, etc. in this country? How big, high are they? What's the longest river in this country? And the largest wild animal?* Display the projects so they can read/look at each other's.

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16 3:30 Listen and read. Then match.

Our amazing world


a


b


c


d


e

1 The highest waterfall in the world is Angel Falls in Venezuela. It's 979 metres high.

2 Australia is the biggest island and the smallest continent in the world, too.

3 The Sahara Desert in North Africa is the biggest desert in the world. The Atacama Desert in Chile, South America, is probably the driest place in the world.

4 The Nile in Africa is the longest river in the world but the Amazon River is a very close second. You can see the Nile in nine countries.

5 Mount Fuji is a very famous volcano in Japan. It's the highest mountain in Japan too – it's 3,776 metres high.

17 Read and choose.

1 The highest waterfall in the world is in ***Japan*** / ***Venezuela***.
2 The biggest island in the world is ***Britain*** / ***Australia***.
3 The Atacama Desert is probably the ***driest*** / ***wettest*** place in the world.
4 ***The Nile*** / ***Mount Fuji*** is in Japan.
5 Mount Fuji is ***3,776*** / ***979*** metres high.



Ending the lesson

- Have a discussion about the places pupils have learned about in 'Our amazing world'. Ask them which places they want to visit and why.

OPTIONAL ACTIVITY
Amazing facts card
In pairs, pupils write about the mysterious places they researched in class giving the information in bullet points. They illustrate their work and display it in class.

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Lesson 7

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

Recycled language
going to affirmative and interrogative, Comparatives and superlatives of short and long adjectives, Recycling vocabulary

Materials
Audio CD, Poster 1, Evaluation worksheet 8 , DVD

AB pages 66–67

Starting the lesson

- Divide the class into pairs and ask them to write four true sentences and one false sentence about what they and their families are going to do in the summer holiday. Their partners must guess which is the false sentence. Monitor and help.

18 Read and write.

- Pupils read the first table and complete it. Check with the whole class.

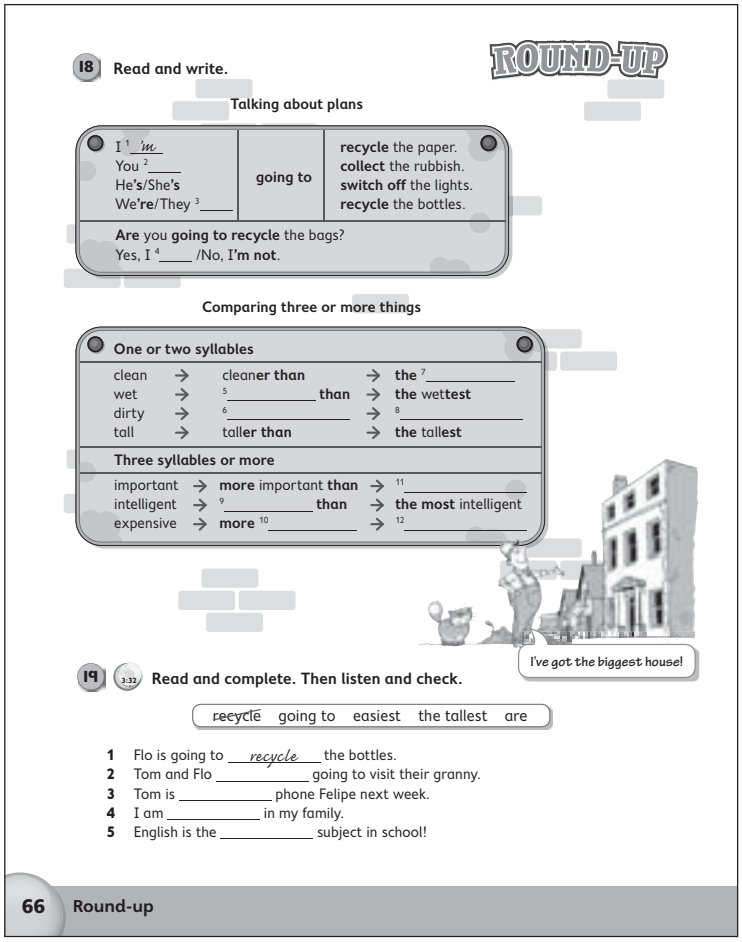
KEY
2 're, **3** 're, **4** am

- To further practise the structure, play the game Read my mind. See p.23.
- To practise the structures, ask pupils to compare animals. Give prompts, e.g. *giraffe/elephant/tall/heavy.* Monitor and help. Ask some pupils to share their sentences with the class.
- Pupils look at the cartoon. Ask *Is the cat happy? Is the builder happy?* They read the table and complete it in pairs. Check with the whole class.
- Revise formation and spelling rules for the comparative and superlative forms. Remind (L1) pupils that we use *than* to compare two things and *the* (in front of the superlative adjective) to compare three or more things.

KEY
5 wetter, **6** dirtier than, **7** cleanest, **8** the dirtiest, **9** more intelligent, **10** expensive than, **11** the most important, **12** the most expensive

19 Read and complete. Then listen and check.

- In pairs, pupils read the sentences and complete them with words from the box. Play CD3:32 for them to listen and check.



KEY
2 are, **3** going to, **4** the tallest, **5** easiest

20 Complete the Unit Quiz.

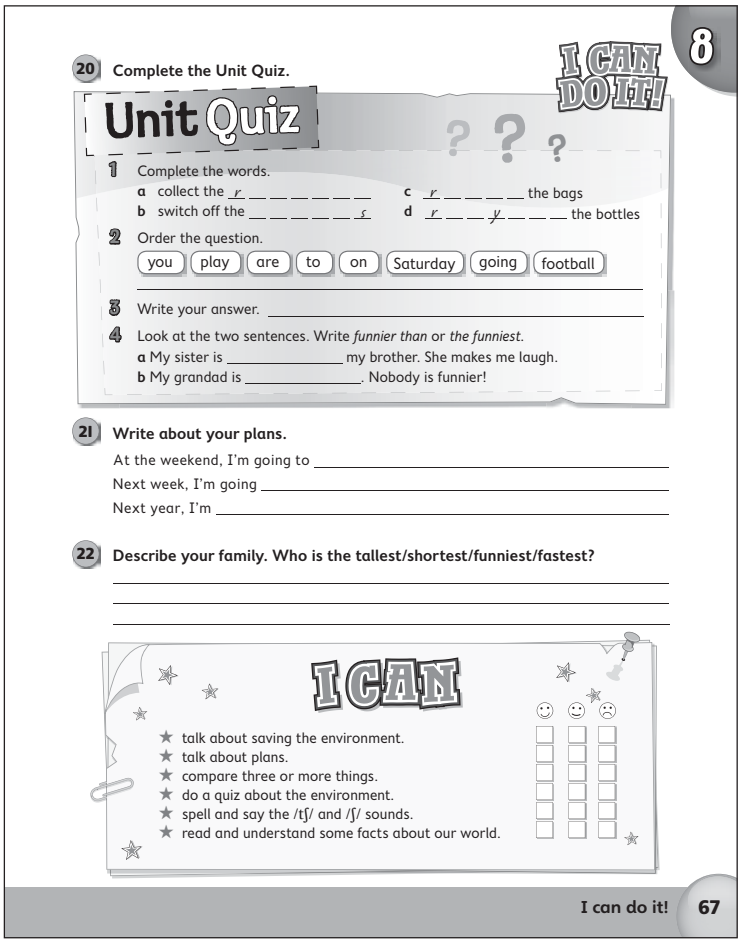
- Read the questions with the class. Pupils complete the quiz in pairs. If they can't remember some answers, they can look back through Unit 8. Monitor and help.

KEY
1 **a** rubbish, **b** lights, **c** reuse, **d** recycle
2 Are you going to play football on Saturday?
3 Pupils' own answer
4 **a** funnier than
b the funniest

21 Write about your plans.

- In pairs, pupils brainstorm possible plans and write about themselves. Monitor and help. Invite some pupils to read out what they have written to the class.

KEY
Pupils' own answers.



20 Complete the Unit Quiz.

I CAN DO IT!

8

Unit Quiz

1 Complete the words.
a collect the r _ _ _ _ _ _
b switch off the _ _ _ _ _ s
c r _ _ _ _ _ the bags
d r _ _ y _ _ _ the bottles

2 Order the question.
you | play | are | to | on | Saturday | going | football

3 Write your answer.

4 Look at the two sentences. Write *funnier than* or *the funniest*.
a My sister is _____ my brother. She makes me laugh.
b My grandad is _____. Nobody is funnier!

21 Write about your plans.
At the weekend, I'm going to _____
Next week, I'm going _____
Next year, I'm _____

22 Describe your family. Who is the tallest/shortest/funniest/fastest?

I CAN
- talk about saving the environment.
- talk about plans.
- compare three or more things.
- do a quiz about the environment.
- spell and say the /tʃ/ and /ʃ/ sounds.
- read and understand some facts about our world.

I can do it! 67

22 Describe your family. Who is the tallest/shortest/funniest/fastest?

- Pupils write sentences about their families. Ask some pupils to read out their descriptions.

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 worksheet 8

You can check your pupils' progress using Evaluation worksheet 8 on p.190. See also teacher's notes p.173.

Now watch the DVD

Ending the lesson

- In groups, pupils make a mind map of vocabulary from Unit 8. See p.23.

OPTIONAL ACTIVITIES

Poster activity

Use Poster 1. See p.21.

Alphabet game

Write the alphabet on the board leaving space for word(s) to be written next to each letter. Pupils think about all the vocabulary they have learnt in this course and, in pairs, produce a word for every letter, e.g. *A = advert, B = basketball, C = chimpanzee, D = dancing, E = English, F = forest* etc. Set a time limit. The winner is the pair with the most words.

NOTES

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Lesson 8

Lesson aims
to review the language of the previous two units

Recycled language
Wh- questions, *I'm going to*, Superlatives with long and short adjectives, Space vocabulary, Activities

Materials
spinners (one per small group of pupils), Consolidation and extension worksheet 8

Optional materials
a set of small blank cards per group of pupils, coloured sticker dots in purple, green, black or red

PB pages 66–67

Starting the lesson

- With books closed revise *board game.* Ask pupils if they remember the board game they played at the end of Unit 4. *Did they enjoy it? Why?/Why not?*

Before playing the game

- Remind pupils how to make spinners from card if necessary.
- With books still closed, pre-teach *move ahead, move back,* revise *spinner, spin the spinner, It's my/your turn now, Miss a turn, score (three) points, What's the score? Keep the score.* See also Language used for playing games p.24.
- Divide the class into groups of three or four and hand out or ask them to make spinners.
- Ask pupils to choose a small object to mark their position on the board, e.g. a coin, a piece of paper with their name on, a paperclip or a rubber.
- Ask pupils to decide who is going first. Quickly check by asking those going first to put up their hands.

Explaining the game

- Focus on the *'How to play'* panel at the right side of the game. Point to the squares and explain (L1) that the different coloured squares show what pupils must do when they land on that colour.
- Divide the class into groups or pairs. Give each group a spinner. Explain the rules.
- Pupils put a marker on Start, spin the spinner in turn and move the relevant number of squares. If they answer correctly, they stay on the square until their next turn. If they answer incorrectly, they move back one square. The first pupil to land on Finish wins the game.

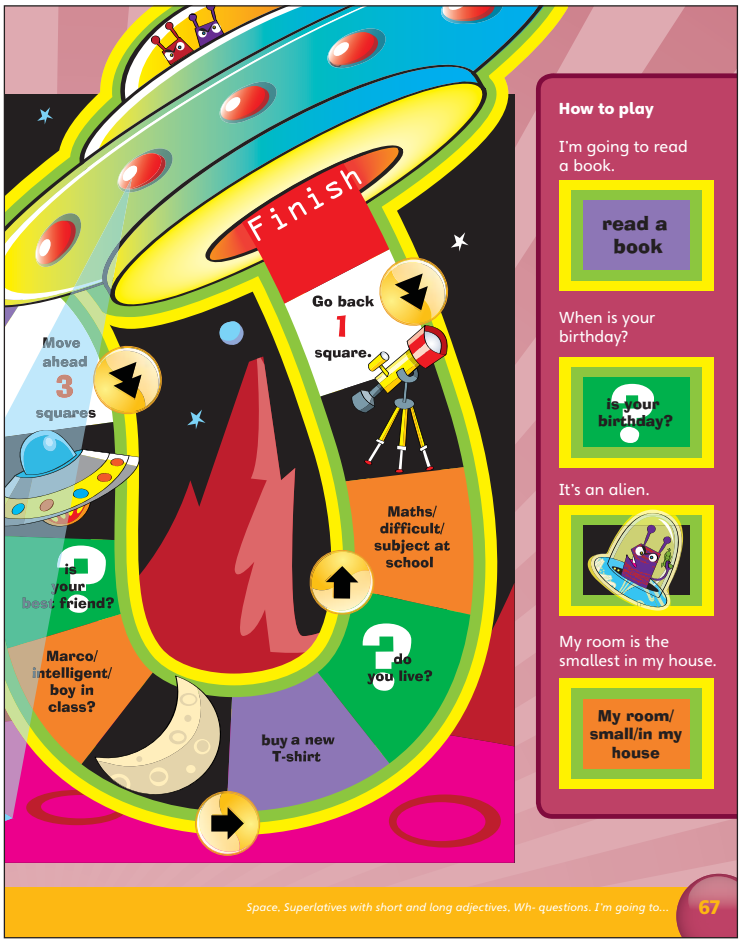


Colour code explanation:
Purple: pupils create *going to* sentences using the prompts.
Green: pupils complete the sentences with *wh-* question words.
Black: pupils say *It's a/an... .*
Red: pupils create sentences with superlatives using the prompts.
White: pupils read and follow the instruction.

- Remind pupils that:
  - they must follow the instructions exactly;
  - they can only have one attempt at each question;
  - they mustn't look at their books or notebooks for help. It's a game!

Classes needing more support

- You may choose to allow two or three attempts per question.
- You may also like to allow pupils to refer to their books.



Playing the game

- Set a time limit, e.g. twenty minutes. If they haven't finished in that time, the winner is the player who has moved the furthest from Start.
- Move around the class helping and encouraging pupils as they play.
- Fast finishers can play another round of the game.

KEY
Cheetahs are the fastest animals on Earth.
When is your birthday?
It's an alien.
I'm going to visit my aunt.
Summer is the hottest season of the year.
My room is the smallest in my house.
What is your favourite season?
I'm going to watch a film.
It's a planet.
I'm going to eat lunch with a friend.
Who is your teacher?
I'm going to read a book.
It's a spaceship.
Who is your best friend?
Is Marco the most intelligent boy in class?
It's the Moon.
I'm going to buy a new T-shirt.
Where do you live?
Maths is the most difficult subject at school.
It's a telescope.

Consolidation and extension worksheet 8

Pupils complete the Consolidation and extension activities on Worksheet 8 p.207. See also teacher's notes p.199.

Ending the lesson

- Have a discussion (L1 and English) with the whole class about what they liked best in the book and ask them to evaluate what they learnt in the year. Did they find it interesting/useful/amusing? Why?/Why not?

OPTIONAL ACTIVITIES

Goodbye card
In pairs, pupils write goodbye postcards to one of the characters in the PB.

Board game
In pairs, pupils create packs of cards to be used in the game. They colour code them with a coloured dot in purple, green, black or red and write prompts according to the '*How to play*' panel. Monitor and help with the language required. Instead of answering the questions written on the squares, they pick a card and answer the questions they've created.

NOTES

Christmas

Lesson aims
To broaden pupils' knowledge of the world, to have fun

Values
Appreciating other cultures and their traditions

New language
Sweden, decorate, fall, pick up

Recycled language
Australia, beach, sea, barbecue, Mexico, sweets, stick, goat, presents

Materials
Audio CD, world map

Optional materials
card, scissors, glitter, materials for arts and crafts, CD with Christmas music, Christmas decoration for the class

PB page 68

Starting the lesson

- Pre-teach *festivals, celebrate.* Ask *Which holidays do you celebrate in your country? Do you know Christmas? How do you celebrate it? When do you celebrate it in your country?* Explain the meaning of the word *tradition.*
- Have a class discussion (L1 and English) about various traditions in the pupils' country. Ask *Do you enjoy celebrating traditions? Why/Why not?* Encourage pupils to give examples of their traditions.

1 Listen and read. Then look and match.

- Draw attention to the three photos and elicit Christmas vocabulary, e.g. *Christmas tree, lights, baubles, presents, food, Christmas Eve, party,* etc. Accept L1 vocabulary but write the words on the board in English. Divide the class into pairs and ask them to choose a photo and describe it.
- Pre-teach or elicit the meaning of *barbecue, beach, hit, stick, fall, pick up, goat, decorate* with the help of the photos. Play CD3:33. Pupils listen and read. Then in pairs they look at the photos and match them to the texts.

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

2 Read and say the country.

- In pairs, pupils read the sentences and match them with the countries in Activity 1. Ask pupils to look up these countries. Are they near theirs?

KEY
1 Sweden, **2** Mexico, **3** Australia, **4** Australia, **5** Sweden, **6** Mexico

3 Listen and say. Do you know the language?

- Do pupils recognise any of the languages? Play the recording. Pupils listen and repeat.

A Joyeux Noel **3:34**
B French
A Buone Feste Natalizie
B Italian
A Feliz Navidad
B Spanish
A Fröhliche Weihnachten
B German
A God Jul
B Swedish

- Ask *What is Happy Christmas in your language? Can you say Happy Christmas in any other language?*

AB page 68

1 Order the letters. Then find the mystery word.

- In pairs, pupils look at the pictures, solve the anagrams and write the letters in the correct order on the dashes, next to the corresponding number. They transfer the letters from the mini-boxes to the row of boxes below to find the mystery word.

KEY
1 barbecue, **2** piñata, **3** presents, **4** goat, **5** sweets.
Mystery word: Christmas

2 Match.

- Pupils read the sentences and match them with the correct words.

KEY
2 a, **3** e **4** c, **5** b

3 Write about Christmas or another festival in your country.

- In pairs, pupils write about Christmas, or another festival in their country, using the PB texts as models. They can put their writing on card and draw pictures.

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Christmas

1 3:33 Listen and read. Then look and match.

a



b



c



1 Happy Christmas! I'm Anna. I'm from Australia. It's very hot here at Christmas time. We like going to the beach on Christmas Day. I like swimming in the sea. We usually have a barbecue, too. It's great!

2 *Feliz Navidad*! I'm José. I live in Mexico. Look at the *piñata*. It's got a lot of sweets inside. At Christmas we have a *piñata*. My little sister likes hitting the *piñata* with a long stick. The sweets fall to the ground and we pick them up! It's great fun.

3 *God Jul*. I'm Astrid. I'm from Sweden and I love Christmas. It's very cold here at Christmas time. We decorate our tree two days before Christmas. Look at our *Julbok*. It's our Christmas goat. It brings presents to everyone.

2 Read and say the country.

1 We've got a Christmas goat.
2 We've got a *piñata*.
3 We're having a barbecue.
4 It's hot at Christmas time.
5 It's very cold at Christmas time.
6 We say *Feliz Navidad*!

3 3:34 Listen and say. Do you know the language?

How do *you* say 'Happy Christmas'?

Joyeux Noel
Buon Natale
Fröhliche Weihnachten
Feliz Navidad
God Jul

Sweden, *Australia, beach, sea, barbecue, Mexico, sweets, stick, goat, presents*

Ending the lesson

- Pupils in pairs discuss which of the three Christmas celebrations they like most and why. Monitor and help with language. Then have a whole class discussion about the different kinds of celebration.

OPTIONAL ACTIVITY
Seasons Greetings
Give students coloured card and decorations and tell them to make a card for Christmas or a festival of their choice. They can write an appropriate message inside and take it home for their parents.

New Year

Lesson aims
To broaden pupils' knowledge of the world, to have fun

Values
Appreciating other cultures and their traditions

New language
Diwali, dragon costume, festival, grapes, midnight, oil lamps

Recycled language
celebrate, India, celebration, China, parades, Spain, fireworks, party

Materials
Audio CD, world map, CD with music, decoration for the class, small cards with New Year vocabulary on

Optional materials
card to draw New Year decorations on, card for pupils to make New Year cards

PB page 69

Background information

People celebrate New Year at different times in different parts of the world. For Western countries, it is a fixed date, on 1st January. For many other people the date of New Year changes, according to the cycles of the Moon. For example, Chinese families celebrate New Year between 21st January and 20th February, Indian families celebrate Diwali (New Year, also known as the festival of lights) in October or November.

Starting the lesson

- Decorate the class for New Year according to the traditions of the pupils' country and if there's specific New Year music, play some songs.
- Revise *celebrate, decorate, tradition.* Ask *How do you celebrate New Year in your country? Do you eat special food? Do you wear special costumes?* Talk about traditions or special festivals.

1 Listen and read. How do children from other countries celebrate New Year?

- Pupils look at the photographs. Ask *Do people celebrate New Year at the same time everywhere in the world? Do you recognise any of these traditions? Which countries are they from?* Write the pupils' guesses on the board. Play CD3:35. Pupils listen and read. Then they find the countries on the map.

2 Match with the photos.

- Explain or elicit the meaning of *tasty, midnight, fireworks, parade, costumes, clap.* Pupils read the texts again, then look and find the objects in the photos.

KEY
a 2, b 1, c 3

3 Read and answer. *True* or *false*?

- In pairs, pupils read the texts again and say if the statements are true or false.

KEY
1 F. *Yuan Tan* is the name of the Chinese New Year.
2 F. *Diwali* lasts for five days.
3 F. People in China wear dragon costumes at New Year.
4 T
5 T

Discussion

- Have a discussion (L1 and English) about these traditions. Ask *What do you think about them? Do you want to celebrate New Year in one of these countries? Why/Why not?*

AB page 69

1 Find the words. Which four things can you see? Write.

- In pairs, pupils find the words in the wordsearch and then label the pictures with the correct words .

KEY
a dragon, b oil lamp, c fireworks, d party

2 Complete with words from Activity 1.

- Pupils read the sentences and complete them with words from the box.

KEY
2 fireworks, 3 Diwali, 4 midnight, 5 dragon

Game

- Play Pictionary. See p.22.

3 Find and write questions. Then write the answers.

- In pairs pupils read the words and reorder them to make questions. Then they answer them.

KEY
2 Where do people wear dragon costumes? China
3 How many days is Diwali? Five
4 Where do people celebrate New Year in October? India

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New Year

1 3:35 Listen and read. How do children from other countries celebrate New Year?

1



I'm Nahbi. I'm from India. My family celebrates New Year in October. The celebration is called *Diwali*. It lasts for five days! We put special oil lamps in our houses. Sometimes we wear lovely flowers, too.

2



I'm Li-ying. I live in China. Our New Year celebration is called *Yuan Tan*. We celebrate for nine days. There are big parades with a lot of dancing. Dancers wear big dragon costumes. They dance through the streets and everyone claps!

3



Hola! I'm Lorena. New Year in Spain is very exciting. On 31st December we go to my granny's house for dinner. She cooks a lot of tasty food for our family. At midnight, everyone eats twelve grapes. Then we watch fireworks in the town square and celebrate with our family and friends.

2 Match with the photos.

a dragon costume
b oil lamps
c fireworks



3 Read and answer. *True* or *false*?

1 *Diwali* is the name of the Chinese New Year.
2 *Diwali* lasts for nine days.
3 People in China wear tiger costumes at New Year.
4 People in Spain eat grapes at New Year.
5 Lorena goes to her granny's house at New Year.

Festival

celebrate, India, celebration, China, parades, Spain

Ending the lesson

- Discuss (L1 and English) the idea of New Year's Resolutions. What are they? What ideas do pupils have about which resolutions they might choose? Which are hard to keep?

OPTIONAL ACTIVITIES

Decorations
Pupils make their own decorations for New Year.

New Year cards
Pupils illustrate and write New Year cards for friends and family.

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 Book, 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 I

A Listening

1 **Listen and tick (✓) or cross (✗). What has the girl got in her bag?**

Teacher script
Now, let's see ... Is my bag ready for the camp? Have I got everything here? **I've got** my **sleeping bag**, yes. And **I've got some books** but **I haven't got my mp3 player**, that's OK because I want to listen to the birds in the forest! What else? Are the **torch** and the **pegs** in the rucksack? **Yes, here's the torch** but where are the pegs? Oops! **The pegs aren't in the rucksack**!

KEY
2 ✗, **3** ✓, **4** ✓, **5** ✗
4 points (1 point for each correct answer)

2 **Listen to the message and complete with words from the box.**

Teacher script
NICK: Hi mum, I know you aren't at home so I want to leave a message. I'm having great fun at the **camp**, it's fantastic here. I've got two new friends, Toby and Carmen. Toby is twelve and he can **play** the guitar. He's from the USA! Carmen is thirteen and she can speak three languages! Yesterday was very interesting! We went for a **walk** in the forest. It was fun! There **were** a lot of animals there. It's lunch time now, I've got to go. Bye mum.

KEY
2 play, **3** walk, **4** were,
6 points (2 points for each correct answer)

B Reading and writing

3 **Read and circle *True* or *false*?**

KEY
2 F, **3** T, **4** T
6 points (2 points for each correct answer)

4 **Read and complete with words from the box.**

KEY
2 trampolining, **3** running, **4** playing, **5** camping
4 points (1 point for each correct answer)

Evaluation sheet 2

A Listening

1 **Listen and order the animals.**

Teacher script
1 This animal is smaller than a tiger but it's faster than a turtle. It lives in the forest.
2 This animal is bigger than a turtle and it's heavier than a tiger. It lives in the sea.
3 This animal is slower than a lemur and it's smaller than a tiger. It lives in the sea.
4 This animal is faster than a lemur and it's bigger than a turtle. It lives in the forest.

KEY
2 – d – whale, **3** – c – turtle, **4** – a – tiger
6 points (2 points for each correct answer)

2 **Listen and complete with words from the box.**

Teacher script
How many rhinos are there in the world? Not many is the answer. There are about **eleven thousand** white rhinos and only three thousand five hundred black rhinos left. They live between thirty and **forty years** and can have a baby every two years. **How heavy are they?** They are heavier than hippos but **smaller than elephants**. We must do **something to rescue them** before they disappear from our world.

KEY
2 forty, **3** How, **4** than, **5** rescue
4 points (1 point for each correct answer)

B Reading and writing

3 **Read and choose.**

KEY
2 Tassoula, **3** a nature reserve, **4** happy and healthy
6 points (2 points for each correct answer)

4 **Read and complete with the correct form of the words in the box.**

KEY
2 bigger, **3** heavier, **4** faster, **5** smaller
4 points (1 point for each correct answer)

Evaluation sheet 3

A Listening

1 **Listen and complete the map. Use the words from the box.**

Teacher script
1 Look at the **castle**. It's beautiful! It's **near the river**.
2 I know where the **supermarket** is. It's **behind the library**.
3 Can you see the **cinema**? It's **between the library and the park**.
4 Let's go to the **swimming pool**. It's not far. It's **next to the library**.

KEY
2 supermarket, **3** cinema, **4** swimming pool
6 points (2 points for each correct answer)

2 **Listen and read. Find four more mistakes and correct them.**

Teacher script
When I'm old I want to live in Barcelona. It's a famous city near the **sea**. I like it because it's **got** some **strange houses** by Antoni Gaudi. It's not a very **noisy city** and you can go for a walk in the parks or on the **beach**.

KEY
2 got, **3** strange houses, **4** noisy city, **5** beach
4 points (1 point for each correct answer)

B Reading and writing

3 **Read and complete with words from the box.**

KEY
2 cloudy, **3** rain, **4** sunset, **5** noisy
4 points (1 point for each correct answer)

4 **Write three sentences about the place where you live. Answer these questions.**

KEY
Pupils' own answers.
Up to 6 points for correct answers

Evaluation sheet 4

A Listening

1 **Listen and put the pictures in order.**

Teacher script
Yesterday was a bad day. In the morning I was late and I **missed the school bus**, so I walked to school. The **teacher** was there when I arrived and **she wasn't happy** with me. In the afternoon my friends and I played football and **I kicked the ball out**. Our dinner at home was **paella** and I **didn't like it at all**. Then, after dinner I wanted to **play the guitar** but it **wasn't** there. Where was my guitar?

KEY
b 5, **c** 3, **d** 4, **e** 2
4 points (1 point for each correct answer)

Evaluation teaching notes

2 **Listen and complete with words from the box.**

Teacher script
Last weekend was fantastic! I went [1] **snorkelling** with my dad. There were many fish and they were very beautiful. I was [2] **scared** of a big fish, but it wasn't [3] **dangerous**. It didn't come near us. Then we went [4] **sailing** in a small boat. I really enjoyed that! It was great!

KEY
2 scared, **3** dangerous, **4** sailing
6 points (2 points for each correct answer)

B Reading and writing

3 **Read and write. *True* or *False*?**

KEY
2 F, **3** F, **4** T, **5** F, **6** T
5 points (1 point for each correct answer)

4 **Read and complete with verbs from the box in the correct form.**

KEY
2 laughed, **3** didn't think, **4** cooked, **5** cooked, **6** didn't like
5 points (1 point for each correct answer)

Evaluation sheet 5

A Listening

1 **Listen and match with the pictures.**

Teacher script
1 It was my favourite activity all summer. We went to a very big park and my horse was never tired. I enjoyed riding a lot!
2 Amazing! There were a lot of fish and the sea wasn't cold at all! We weren't scared. It was great fun and I loved swimming with the fish!
3 It was very difficult to stay on the surfboard, but I enjoyed it a lot. There were big waves and I loved the sea!
4 I went to the park every day and practised. It's very difficult to stay on your board, but I didn't fall down many times. It was cool!

KEY
2 a, **3** d, **4** b
6 points (2 points for each correct answer)

2 **Listen to the message and complete with words from the box.**

Teacher script
Hi Fiona, sorry I didn't come to Daphne's party yesterday, but I wasn't here. I was at my grandparents' [1] **village** with my family. We wanted to visit my [2] **grandparents**. We enjoyed it very much. My brother [3] **went** fishing and I went horse-riding. We also [4] **surfed**. There were [5] **big** waves. It was fantastic. See you tomorrow at school. Bye now!

KEY
2 grandparents, **3** went, **4** surfed, **5** big
4 points (1 point for each correct answer)

B Reading and writing

3 **Read and write the questions, then answer.**

KEY
2 Did Paul like the boating lake? No, he didn't.
3 Did Paul enjoy the dodgems? Yes, he did.
4 Did they go on the big wheel? No, they didn't.
5 Did they like the roller coaster? Yes, they did.
6 points (1 point for each correct question and 0.5 points for each correct answer)

4 **Write three sentences about what you did/ didn't do last summer. Use these words to help.**

KEY
Pupils' own answers
4 points

Evaluation sheet 6

A Listening

1 Listen and write *True* or *False*?

Teacher script

MOLLY: **Let's go to the cinema tonight**.
TOM: That's a good idea. What's on?
MOLLY: Well, there's *Singing and dancing all evening!* A **musical**, I like musicals.
TOM: Mmm ... **I don't like musicals** very much. Isn't there anything else?
MOLLY: *My great love story*. I want to see that!
TOM: Erm ... **I'm not sure**. I **don't like romances** very much. They are a bit boring.
MOLLY: Oh, what film do you want to see, then?
TOM: How about *The aliens are back*? It's very exciting!
MOLLY: **Sci-fi?** No, **I don't watch sci-fi films**. How about **a thriller**? There's *The Russian Detective*!
TOM: **A thriller**? **That's not a bad idea**. OK what time is it on?

KEY
2 True, **3** False, **4** False, **5** True
4 points (1 point for each correct answer)

2 Listen and choose *a*, *b* or *c*.

Teacher script

I loved all the Harry Potter books, but my favourite one is *Harry Potter and the Deathly Hallows*. **It is a thriller**. There are some funny moments in the book but there are also some very scary moments, especially when Harry and his friends are in danger.

I thought **it was very, very exciting!** When Harry started his adventures he was only **eleven years old**, only **a year younger than me**.

You must read this book. It's great!

KEY
2 a, **3** b, **4** c
6 points (2 points for each correct answer)

B Reading and writing

3 Read and match with the films.

KEY
2 a, **3** b, **4** c
6 points (2 points for each correct answer)

4 Complete the sentences with words from the box.

KEY
2 violin, **3** didn't, **4** dance, **5** said
4 points (1 point for each correct answer)

Evaluation sheet 7

A Listening

1 Listen and tick (✓).

Teacher script

1 I watched a film about aliens on a planet far from here last night.
2 The taller girl is my sister. She's older than me.
3 Jeremy went to Africa last summer because he wanted to learn to play the drums.
4 Kevin, I think your telescope is near the window. Look there.

KEY
2 b, **3** a, **4** b
6 points (2 points for each correct answer)

2 Listen and complete with words from the box.

Teacher script

I really love my older sister. She always helps me with [1]**Maths** problems because she's more intelligent [2]**than** me and loves puzzles. She wants to be an [3]**astronaut** when she grows up. I think that's [4]**amazing** but also a very difficult job. And it's [5]**more** dangerous than the job I want to do. I want to be a teacher.

Evaluation teaching notes

KEY
2 than, **3** astronaut, **4** amazing, **5** more
4 points (1 point for each correct answer)

B Reading and writing

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

KEY
2 False, **3** False, **4** True, **5** True
4 points (1 point for each correct answer)

4 **Read the answers and write the questions.**

KEY
2 When is your/my birthday?
3 What's your/my best friend's name?
4 Why was she angry?
6 points (2 point for each correct answer)

Evaluation sheet 8

A Listening

1 **Listen and put the pictures in order.**

Teacher script
Well, my class and I are going to clean the beach near the village. There's **a lot of rubbish** and we are going to **collect it** and throw it away!
Then, we always **reuse plastic bags** when we go to the **supermarket**. We **use the same bags again** and again.
I'm also going to do things at home. I'm going to **switch off the lights** when I'm not in the room and I'm going to **switch off the TV** and the **radio** too.
Finally, I want to give everybody some advice. We **must recycle paper and bottles**! Don't forget that!

KEY
a 1, **d** 2, **b** 3, **c** 4,
6 points (1 point for each correct answer)

2 **Listen and complete with words from the box.**

Teacher script
Hi Mum, I had a great day at school today. We had a [1] **geography** test and the questions were very easy. Like 'What's the largest [2] **continent** in the world and which is the highest mountain in Africa?'. And then we learnt about recycling. Our class is going to [3] **recycle** all its paper, plastic and glass from now on! And I'm going to [4] **switch off** the lights and the TV when I'm not watching! And one last thing Mum! Nick is going to [5] **collect the rubbish** at home today! Bye!

KEY
2 continent, **3** recycle, **4** switch off, **5** collect
4 points (1 point for each correct answer)

B Reading and writing

3 **Read and choose *True* or *False*.**

KEY
2 False, **3** True, **4** True, **5** True
4 points (1 point for each correct answer)

4 **Look at the pictures and write sentences. Use these words.**

KEY
2 Car A is the dirtiest.
3 Car C is the biggest.
4 Car C is the most expensive.
6 points (2 points for each correct answer)

NOTES

Evaluation teaching notes

End-of-year evaluation sheet

A Listening

1 **Listen and tick (✓) the correct picture.**

Teacher script

1 **Boy:** Last month I visited London Zoo. My favourite animal was a white rhino. He was the biggest rhino in the zoo. His cage was next to the hippo cage. There was a smaller rhino there with him, too.
2 **Girl:** I live in a small village near the sea. Near my village there is a forest and a lake. In the summer there are a lot of tourists. They come to swim here because the beach is very beautiful!
3 **Girl:** I had a great day last week when my best friend and I went to the cinema. We watched a cartoon. It was very funny. We laughed a lot.
4 **Boy:** The supermarket is between the library and the swimming pool.

KEY
2 a, **3** b, **4** b
3 points (1 point for each correct answer)

2 **Listen and match the children with the pictures.**

Teacher script
Hi! My name's Robin and I had a great weekend last week! My family and two of my friends went to an adventure park. My friend **Simon climbed to the top of the climbing wall**. That was scary but he was very good. And **Rafael went kayaking** in the river. **I went sailing in the lake!** It was amazing! But my friend **Nigel** didn't have a good weekend. **He played basketball** with his school team and they lost the game. It was terrible!

KEY
2 c, **3** a, **4** d
1.5 points (0.5 points for each correct answer)

3 **Listen and put the pictures in order.**

Teacher script
I'm going to go **camping** in the mountains with my family. We usually pitch our tent **near a river** and it's nice and cool all day. I'm going to **swim in the river** with my friends, and my sister and I are going to **go kayaking** there too. It's a great place. My friend Jeremy and his parents are going to **visit his grandparents**. They live on a small island. They are going to stay there for a whole week! He's going to meet his friends from the island and they are going to **play football.**

KEY
b 4, **c** 3, **d** 2, **e** 5
4 points 1 point for each correct answer)

4 **Listen and complete with words from the box.**

Teacher script
My favourite animals are whales because they are very [1]**intelligent**. I really think they are amazing and we must do something to help them. Of course, there are other animals [2]**more** intelligent than them, dolphins for example. Some other animals are very funny. Which animals are the [3]**funniest**? I think it's lemurs. They make me laugh so much! But my friend Fiona thinks that otters are funnier [4]**than** them.

KEY
2 more, **3** funniest, **4** than
1.5 points (0.5 points for each correct answer)

B Reading and writing

5 **Read and match the pictures with the paragraphs.**

KEY
b 3, **c** 4, **d** 1
1.5 points (0.5 points for each correct answer)

6 **Write three sentences about what you are going to do in the holidays.**

KEY
Pupils'own answers.
3 points (1 point for each correct sentence.)

7 **Read and write. *True* or *False*?**

KEY
2 True, **3** True, **4** False, **5** False
4 points (1 point for each correct answer)

8 **Complete with words from the box in the correct form.**

KEY
2 heavier, **3** most expensive, **4** more complicated
1.5 points (0.5 points for each correct answer)

1 Adventure camp

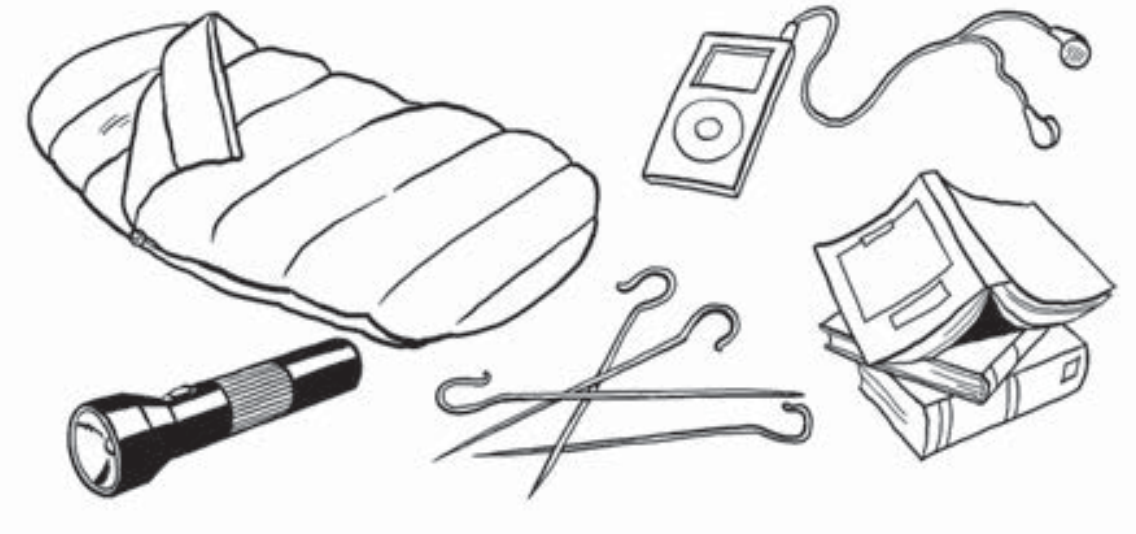
Evaluation sheet I

A Listening

Name: ..... **Class:** .....

1 **Listen and tick (✓) or cross (✗). What has the girl got in her bag?**

1	sleeping bag	✓	**4**	torch	
2	mp3 player		**5**	pegs	
3	books				



2 **Listen to the message and complete with words from the box.**

walk were play ~~camp~~

Nick: Hi mum, I know you aren't at home so I want to leave a message. I'm having great fun at the [1] camp, it's fantastic here. I've got two new friends, Toby and Carmen. Toby is twelve and he can [2] _____ the guitar. He's from the USA! Carmen is thirteen and she can speak three languages! Yesterday was very interesting! We went for a [3] _____ in the forest. It was fun! There [4] _____ a lot of animals there. It's lunch time now, I've got to go. Bye mum.

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1 4 points 2 6 points

B Reading and writing

3 Read and circle *True* or *false*?

Inbox

To Ted Blake
From Robin Murray
Hi how are you? Are you having a good time in your village? I am! You know how much I love camping, right? Well, I'm at an adventure camp with Kim and Justine and we are having great fun! We are staying in tents and we are sleeping in sleeping bags! There is a campfire and we usually have dinner there! Amazing! Yesterday we went to a nature reserve. There were a lot of cool animals there! Now, we are having lunch and some free time, so I'm writing an email to you.
See you in three weeks,
Robin

1 Robin is in his village. True / (False)

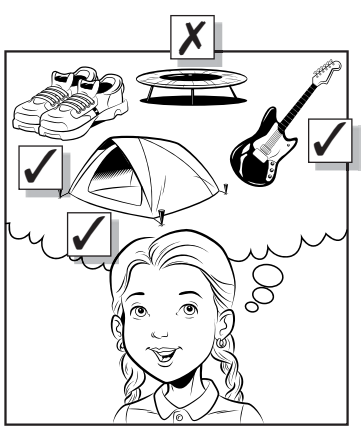
2 They sleep near the campfire. True / False

3 They were at a nature reserve yesterday. True / False

4 Robin is eating his lunch at the moment. True / False

4 Read and complete with words from the box.

camping running ~~thirteen~~ playing trampolining



E1.3

Mina is [1] thirteen . She loves lots of sports but she doesn't like [2] _____ . Mina is very good at swimming and [3] _____ .

She loves singing and she's very good at [4] _____ the guitar. She often plays the guitar at school and we all sing. She really likes [5] _____ , too.

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3 6 points 4 4 points Total

2 Wild animals

Evaluation sheet 2

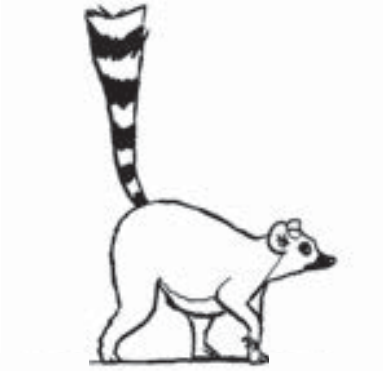
A Listening

Name: ..... Class: .....

1 Listen and order the animals.



a ☐



b 1



c ☐



d ☐

2 Listen and complete with words from the box.

How	~~thou~~sand	rescue	forty	than

1 There are eleven thousand white rhinos in the world.
2 They live between thirty and _____ years.
3 _____ heavy are they?
4 They are smaller _____ elephants.
5 We must do something to _____ them!

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1 6 points 2 4 points

B Reading and writing

3 Read and choose.



Tassoula's story

Tassoula is one of the bears in Arktouros nature reserve. We found her when she was a baby. She was in a tree. She was two months old and she was only four and a half kilos. Her mum wasn't there and Tassoula was very sad.
She's twenty seven years old now and she lives in the reserve. She is happy and healthy. Please sponsor Tassoula!

1 Tassoula was ***two*** / ***four*** months old when she went to the reserve.

2 ***Tassoula's mum*** / ***Tassoula*** was very sad.

3 Tassoula lives in ***a nature reserve*** / ***a tree*** now.

4 Tassoula is ***sad and sick*** / ***happy and healthy***.

4 Read and complete with the correct form of the words in the box.

big	heavy	fast	~~tall~~	small

1 My friend is tall. He is taller than me.

2 Elephants are big. Are they _____ than lions?

3 Rhinos weigh one thousand five hundred kilos and hippos only five hundred kilograms!

Rhinos are _____ than hippos.

4 Cheetahs run very fast. They are _____ than lions!

5 Chameleons are small. Are they _____ than whales?

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3 6 points 4 4 points Total

3 Where I live

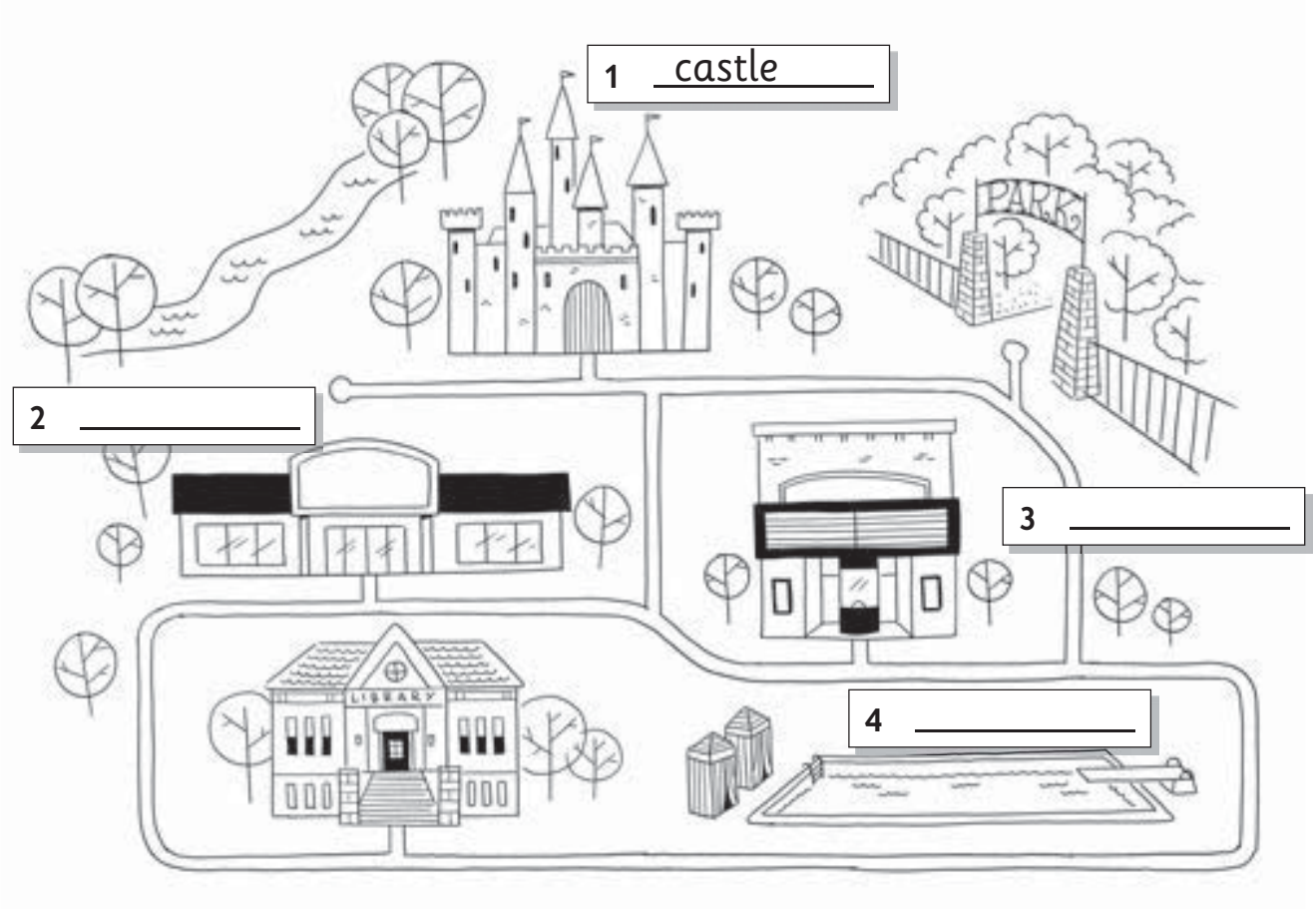
Evaluation sheet 3

A Listening

Name: ..... Class: .....

1 **Listen and complete the map. Use the words from the box.**

cinema supermarket swimming pool ~~castle~~



2 **Listen and read. Find four more mistakes and correct them.**

When I'm old, I want to live in Barcelona. It's a famous city near the ~~mountains~~ sea . I like it because it's with some strange chimneys by Antoni Gaudi. It's not a very quiet city and you can go for a walk in the parks or on the hills.

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1 6 points 2 4 points

B Reading and writing

3 Read and complete with words from the box.

sunset noisy ~~quiet~~ cloudy rain

1 I like living in a village because it's very quiet and I can hear the birds sing.

2 Brrr ... It's very _____ and cold. Let's go home, it isn't nice here!

3 Oh, no! Look at the _____ ! We can't play football now!

4 Let's go to the castle. It's at the top of the hill. We can watch the _____ from there.

5 Is Hong Kong a _____ city? Yes, it is!

4 Write three sentences about the place where you live. Answer these questions.

1 Where is it? _____

2 Do you like it? Why?/Why not? _____

3 What do you do at the weekends? _____

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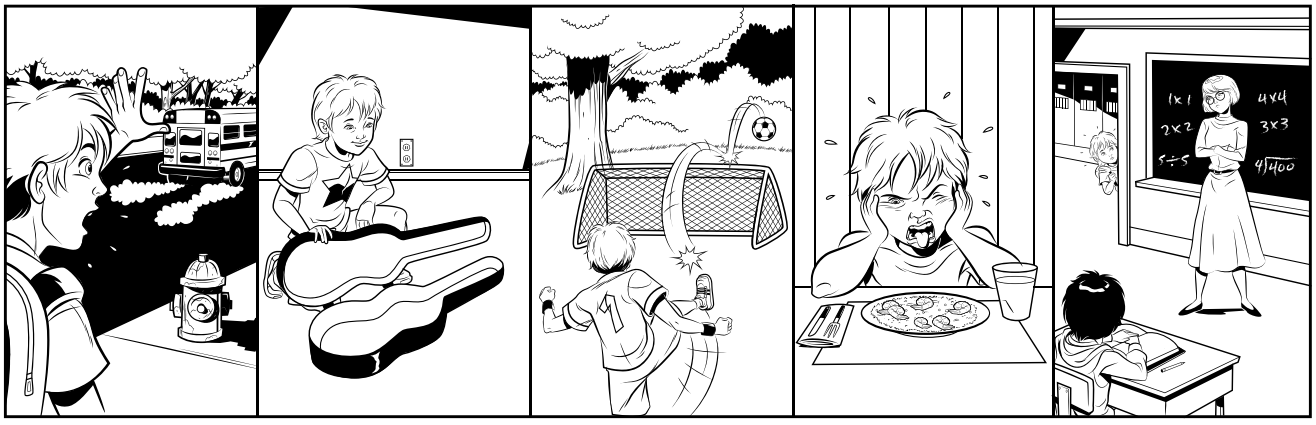
4 Good days

Evaluation sheet 4

A Listening

Name: ..... **Class:** .....

1 Listen and put the pictures in order.



a [1] b [ ] c [ ] d [ ] e [ ]

2 Listen and complete with words from the box.

scared	~~snorkelling~~	sailing	dangerous

Last weekend was fantastic! I went [1] snorkelling with my dad. There were many fish and they were very beautiful. I was [2] _____ of a big fish, but it wasn't [3] _____ . It didn't come near us. Then we went [4] _____ in a small boat. I really enjoyed that! It was great!

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1 4 points 2 6 points

B Reading and writing

3 Read and write. *True* or *False*?

Last week my mum wasn't happy with me. On Sunday, I didn't remember to phone my grandparents and I didn't study very much. Then, I played computer games for a long time and I was tired the next day. So when I went to school I fell asleep and my teacher phoned my mum!

1 Gerry phoned his grandparents. False

2 He studied on Sunday. _____

3 He didn't play computer games. _____

4 He was very tired on Monday. _____

5 He didn't fall asleep at school. _____

6 His teacher phoned his mum. _____

4 Read and complete with verbs from the box in the correct form.

~~love~~ cook not like not think laugh cook

My sister and I went to the cinema yesterday evening. I [1] loved the film and I [2] _____ all the time, but my sister didn't like the film at all. She [3] _____ it was funny! When we were back, I [4] _____ lunch for my family. I [5] _____ an omelette for my mum and dad, and spaghetti for my sister and me. My mum enjoyed the food, but my sister [6] _____ the spaghetti and she didn't eat it.

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3 5 points 4 5 points Total

5 Trips

Evaluation sheet 5

A Listening

Name: ..... **Class:** .....

1 **Listen and match with the pictures.**



a ☐



b ☐



c 1



d ☐

2 **Listen to the message and complete with words from the box.**

grandparents	big	~~village~~	surfed	went

Donna: Hi Fiona, sorry I didn't come to Daphne's party yesterday, but I wasn't here. I was at my grandparents' [1] village with my family. We wanted to visit my [2] _____ . We enjoyed it very much. My brother [3] _____ fishing and I went horse-riding. We also [4] _____ . There were [5] _____ waves. It was fantastic. See you tomorrow at school. Bye now!

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1 6 points 2 4 points

B Reading and writing

3 Read and write the questions, then answer.

Suzan: Hey, guys? I didn't see you yesterday at the park.
Paul: Hi Suzan. Yes, we weren't here. We were at the theme park.
Philip: Yes, it was amazing! We loved it!
Suzan: Really? What did you do? Did you like the boating lake?
Philip: Well, I did but Paul didn't. He didn't think it was exciting.
Paul: It wasn't, but I enjoyed the dodgems! They were fun!
Philip: Yours was fun, but mine was too slow!
Suzan: Did you go on the big wheel?
Philip: No! It was boring! But we liked the rollercoaster. It was fantastic!

1 and Where Paul did go Philip yesterday

Where did Paul and Philip go yesterday? To the theme Park

2 like Paul lake Did boating the

_____

3 dodgems enjoy Paul Did the

_____

4 they on wheel Did big go the

_____

5 like they rollercoaster Did the

_____

4 Write three sentences about what you did/didn't do last summer. Use these words to help.

visit / grandparents / in the village _____

go / to an adventure camp / surf / play in the waves _____

stay / at home / play computer games _____

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3 6 points 4 4 points Total



Evaluation sheet 6

A Listening

Name: ..... **Class:** .....

1 Listen and write. *True* or *False*?

1 Molly doesn't want to go out tonight. False

2 Tom doesn't like musicals _____

3 Tom wants to watch a romance. _____

4 Molly thinks sci-fi films are very exciting. _____

5 Molly and Tom want to watch a thriller. _____

2 Listen and choose *a*, *b* or *c*.

1 The boy

a read all the Harry Potter books.

b watched all the Harry Potter films.

c read only *Harry Potter and the Deathly Hallows*.

2 The book is

a a thriller.

b a horror story.

c many things together.

3 The boy liked this book because

a it was sad.

b it was very exciting.

c it was dangerous.

4 The boy is

a thirteen years old.

b eleven years old.

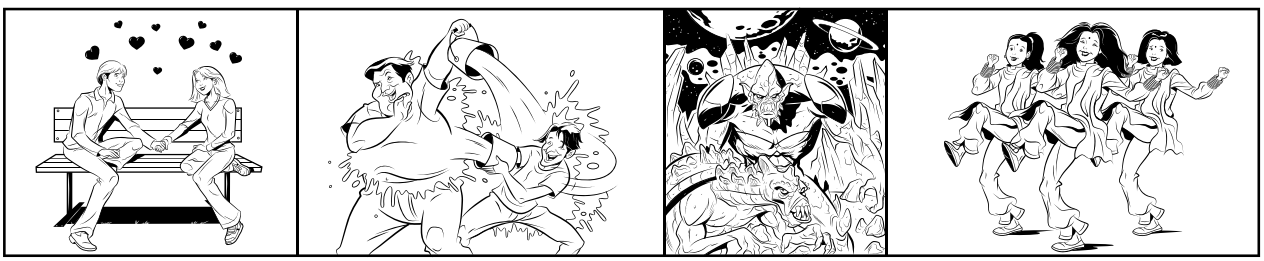
c twelve years old.

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1 4 points 2 6 points

B Reading and writing

3 Read and match with the films.



a ☐ b ☐ c ☐ d 1

1 There's a lot of singing and dancing in this film. If you love music, it's the film for you.

2 My sister loves films like that. She goes to watch them with her boyfriend and they hold hands.

3 It's my favourite kind of film. I like funny films because I laugh so much!

4 My older brother loves this kind of film because he loves the adventure, the danger and the aliens of course!

4 Complete the sentences with words from the box.

said	violin	didn't	~~wrote~~	dance

1 My sister wrote a fantastic poem about our cat! Do you want to listen to it?

2 Wow! Can you play the _____ ?

3 She _____ make a cake for her brother's birthday.

4 Did he _____ in the rain?

5 He _____ that the rollercoaster was very exciting!

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7 Space

Evaluation sheet 7

A Listening

Name: ..... Class: .....

1 Listen and tick (✓).

1



a ✓



b ☐

3

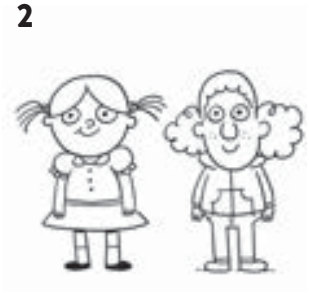


a ☐

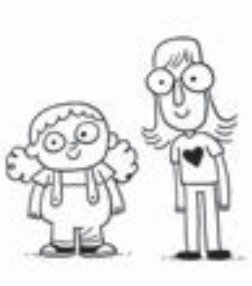


b ☐

2

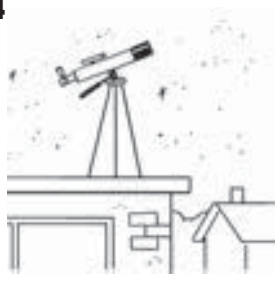


a ☐



b ☐

4



a ☐



b ☐

2 Listen and complete with words from the box.

more than amazing ~~maths~~ astronaut

I really love my older sister. She always helps me with [1] Maths problems because she's more intelligent [2] _____ me and loves puzzles. She wants to be an [3] _____ when she grows up. I think that's [4] _____ but also a very difficult job. And it's [5] _____ dangerous than the job I want to do. I want to be a teacher.

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1 6 points 2 4 points

B Reading and writing

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

Peter: Look Sharon! That's my bandoneon! It's great!
Sharon: Cool Peter, it looks very nice! But what is it? And where did you find it?
Peter: My dad gave it to me for my birthday. It's a musical instrument.
Sharon: Wow! It looks very complicated. Can you play it?
Peter: No, it's very, very difficult. It can take ten years to learn to play it, but I want to learn.
Sharon: Well, I'm sure you can. You are very intelligent!

1 Peter's dad gave him a musical instrument for his birthday. True

2 Bandoneons are very easy to play. _____

3 Peter's dad wants to learn to play it. _____

4 It can take ten years to learn to play bandoneons. _____

5 Peter is intelligent. _____

4 Read the answers and write the questions.

1 Where is your school?

My school is near my house.

2 When _____ ?

My birthday is on 4th June.

3 What's _____ ?

My best friend's name is Irene.

4 Why _____ ?

She was angry because I used her mp3 player.

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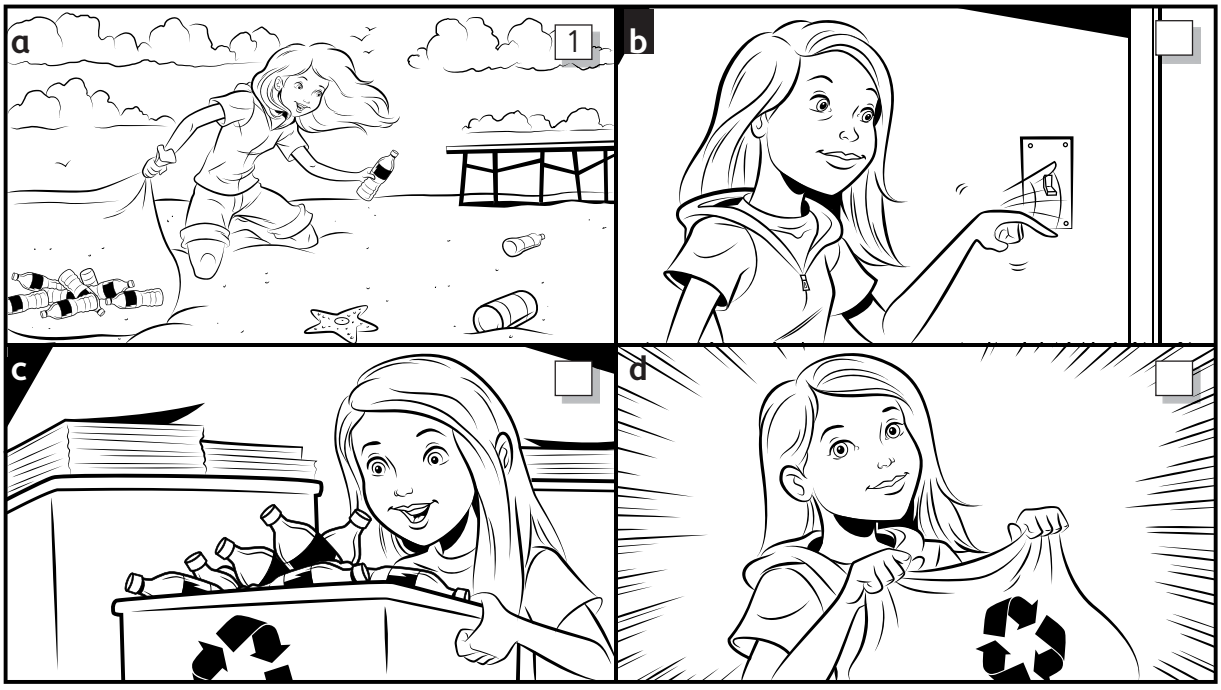
8 Environment

Evaluation sheet 8

A Listening

Name: ..... **Class:** .....

1 **Listen and put the pictures in order.**



2 **Listen and complete with words from the box.**

collect	recycle	switch off	continent	~~geography~~

Lisa's day at school was very good. She had a [1] geography test and the questions were easy. One question was 'What is the largest [2] _____ in the world'. Her class also learnt about recycling today. They are going to [3] _____ paper, plastic and glass. Lisa said that she's going to [4] _____ the lights and the TV from now on. But she isn't going to [5] _____ the rubbish. Her brother, Nick, is going to do that!

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1 6 points 2 4 points

B Reading and writing

3 Read and choose *True* or *False*.

Hi, Im Galina, our school celebrated a Green Day last month. We studied and learnt a lot of things about the environment and animals. So now we are going to visit a small village by the sea and we are going to help the people there start recycling paper and bottles. Our class is also going to collect rubbish in the forest behind the village. The village and the school together are going to start an animal reserve too. There aren't many animals in the forest and we want to protect them.

1 It was Green Day at Galina's school last month. True/False

2 Galina's school is going to visit a big town. True / False

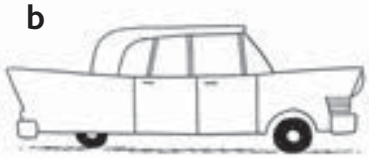
3 The pupils in Galina's class are going to collect rubbish. True / False

4 The forest is near the village. True / False

5 There aren't many animals in the forest. True / False

4 Look at the pictures and write sentences. Use these words.

a 

b 

c 

1 car A / cheap Car A is the cheapest.

2 car A / dirty _____

3 car C / big _____

4 car C / expensive _____

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3 4 points 4 6 points Total

End-of-year evaluation sheet

A Listening

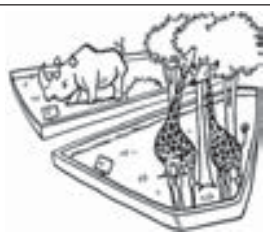
Name: ..... Class: .....

1 Listen and tick (✓) the correct picture.

1



a ✓



b ☐

2



a ☐



b ☐

3



a ☐



b ☐

4



a ☐

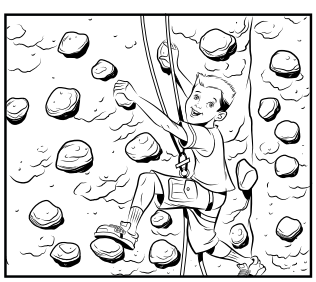


b ☐

2 Listen and match the children with the pictures.

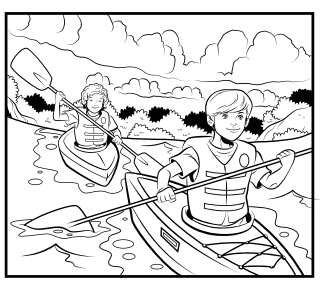
a Nigel **b** Simon **c** Rafael **d** Robin

1



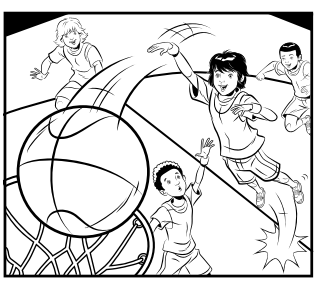
b

2



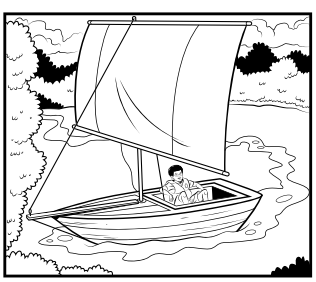
☐

3



☐

4



☐

3 **Listen and put the pictures in order.**



a [1]



b [ ]



c [ ]



d [ ]



e [ ]

4 **Listen and complete with words from the box.**

more	than	~~intelligent~~	funniest

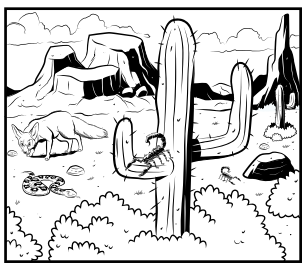
Robert: My favourite animals are whales because they are very [1] intelligent . I really think they are amazing and we must do something to help them. Of course, there are other animals [2] _____ intelligent than them, dolphins for example. Some other animals are very funny. Which animals are the [3] _____ ? I think it's lemurs. They make me laugh so much! But my friend Fiona thinks that otters are funnier [4] _____ them.

End-of-year evaluation sheet

B Reading and writing

5 Read and match the pictures with the paragraphs.



a 2 b ☐ c ☐ d ☐

1 Although deserts are the driest places on Earth, a lot of animals still live there. There are snakes, insects and small mammals like mice and foxes.

2 People with dogs know that their dogs are clever. But what's the most intelligent dog in the world? It isn't a very big dog and it doesn't look very special. But the cleverest dog in the world is a Border Collie.

3 What's the highest volcano in the world? It's a volcano in South America, between Chile and Argentina. It's called Nevados Ojos del Salado and it's 6887 metres high!

4 Do you know what's the tallest tree in the world? It's called the Redwood Sequoia and it's more than 100 metres tall. It is actually 112 metres tall.

6 Write three sentences about what you are going to do in the holidays.

Where/go? _____

Who/go with? _____

What/do? _____

5 1.5 points 6 3 points

7 Read and write. *True* or *False*?

Last year I visited a palace in England called Hampton Court.
I really enjoyed my visit. The palace is very big and beautiful with more than a thousand rooms and a lot of old things like furniture, clothes and paintings.

The gardens of the palace are beautiful and there's a maze too. The maze has got very big walls made of trees and you can't see anything outside. If you go into the maze, you can get lost and someone must come to get you out again!

The palace was famous because it was the favourite palace of a king called Henry the Eighth.

I really enjoyed my visit to Hampton Court. It is an amazing place and if you go to London, go to see it!

1 Hampton Court Palace is in Spain. False

2 It has got a lot of rooms. _____

3 The gardens are beautiful and there is a maze. _____

4 The maze is very small. _____

5 Henry the Eighth didn't like this palace very much. _____

8 Complete with words from the box in the correct form.

~~tall~~	complicated	expensive	heavy

1 My little brother is now taller than you.

2 Which animal is _____ ? An elephant or a blue whale?

3 Nick always has the _____ clothes and shoes.

4 I believe that Maths is _____ than Chemistry!

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Consolidation and extension teaching notes

Unit 1

Consolidation and extension

1 Look and complete for you.

- Invite a few volunteers to make sentences with *I like/I don't like/I'm good at/I'm not good at* to revise verb + *-ing* forms.
- Ask the class to complete the sentences.

KEY
Pupils' own answers

2 Look, read and choose the correct family. Tick (✓) *a* or *b*.

- Ask the class to look at the two pictures and ask two volunteers to describe them. Ask the pupils to read the description and tick the correct one.

KEY
Picture b

3 Now write about the other family in your notebooks.

KEY
Pupils' own answers

Unit 2

Consolidation and extension

1 Look and complete. Then match.

- Ask pupils to look at the pictures. Then ask them to read the sentences, complete them and match them with the pictures.

KEY
2 tortoise, **3** long, **4** tall, **5** bigger

2 Look and write.

- Ask pupils to describe the pictures and ask a few volunteers to make and say some of the sentences orally as examples. Then, ask the class to write the sentences.

KEY
2 The tortoise is bigger than the crocodile.
3 The koala is smaller than the chimp.
4 The rhino is heavier than the lion.
5 The cheetah is faster than the lemur.
6 The whale is longer than the seal.

Unit 3

Consolidation and extension

1 Look at the pictures and find the differences. Then write about the rooms.

- Ask some pupils to say a sentence each about what they can see in the pictures, e.g. *In picture A there is a tennis racket on the bed.* Revise prepositions of place. Then ask the pupils to write sentences about the two pictures.

KEY
In picture A there are some clothes on the floor but in picture B there are clothes on the bookcase.
In picture A there is a chair front of the desk but in picture B the chair is behind the desk.
In picture A there is a poster on the wall opposite the desk but in picture B the poster is next to the bookcase.
In picture A there is a basketball on the desk but in picture B the basketball is on the floor.
In picture A there is a skateboard under the desk but in picture B the skateboard is on the desk.
In picture A there is a rucksack between the skateboard and the door but in picture B the rucksack is on the desk.

2 Look, listen, write and draw.

- Ask some pupils to name their favourite wild animals, then ask the class to look at the picture, listen and draw and label the animals.

Teacher script
This zoo is great! There are a lot of animals here. The giant pandas are on the right near to the zoo gates. Where are the lions? They are between the lemurs and the rhino. Opposite the lions are the giraffes. Now where are the seals? They are next to the giraffes. They've got a small lake and some of the seals are swimming in the lake! Great! Is there a cheetah? It's there next to the giant panda. It's under the tree. And what's that animal in the cave? I think it's a polar bear! Wow! My favourite animal!

Unit 4

Consolidation and extension

1 Match to make sentences.

- Ask the class to read the sentences and match the halves to make sentences.

2 e, **3** b, **4** c, **5** a

2 Read, look and correct.

- Ask some volunteers to describe the picture. Then ask the pupils to read the paragraph and correct the paragraph.

KEY
Last Sunday was a great day for me. It was my brother's birthday and there was a party. There was a ~~small~~ big chocolate cake. We ~~listened to music with our friends and we danced~~. We didn't listen to music with our friends and we didn't dance, but we ~~didn't play~~ played football. Our mum cooked the food and it was very tasty. There ~~was spaghetti and fish and chips and water and milk~~ was pizza, sandwiches, ice cream and juice! At the end of the day we were very tired!

Consolidation and extension teaching notes

Unit 5

Consolidation and extension

1 Find the words in this word snake and write them in the correct balloon.

- Ask pupils to look at the word snake and find the words.
- They decide what type of word each one is and write them in the correct balloon.

KEY
Places: water park, aquarium, theme park, museum, theatre, harbour, palace, mini golf
Activities: sailing, trampolining, surfing, fireworks
Rides: big wheel, rollercoaster, boating lake, carousel, dodgems
Adjectives: beautiful, amazing, sandy

2 Look at this information about Vasco da Gama and write about his life.

- Ask pupils if anyone knows who Vasco da Gama was and why he's famous. Ask them to read the information and write about his life.

KEY
Possible answer: Vasco da Gama was from Portugal. He lived from 1469 to 1524. He studied Maths, Astronomy, Science and languages. He travelled around Africa and India. The journey was very difficult. He discovered a way to travel to India by boat. He died in India. He was famous because he was the first man to sail to India.

Unit 6

Consolidation and extension

1 Look, read and correct.

- Ask the pupils to look at the first picture and ask them what the children are watching. (a sci-fi film). Ask the pupils to look at the pictures and correct the sentences like in the example.

KEY
2 My sister didn't buy a new computer yesterday. She bought a guitar.
3 We didn't go to a theme park last Sunday. We went to the zoo.
4 My baby sister and my mum didn't make an omelette for my birthday. They made a birthday cake.
5 I didn't meet Susie outside the cinema. I met her outside the museum.

2 Read and tick. Then, write about you.

- Ask the class if they know the books about Percy Jackson or if they've seen the film. Ask them to read the paragraph and choose the correct picture.

KEY
Picture 2

3 Now write about your favourite book.

- Explain that pupils must think of a favourite book and write about why they like it. Encourage them to include what it's about, what happens and describe it. They can use the description in Activity 2 for help.

Unit 7

Consolidation and extension

1 Read, write the words and match with the pictures.

- Ask the class to look at the pictures and elicit the vocabulary. Then, ask them to complete the sentences and match them with the pictures.

KEY
2 astronauts, **3** planets, **4** star, **5** telescope

2 You are a famous astronaut. You're back from a journey in space. Use the words in the box and write about your journey.

- Ask the pupils to write their account of their space travel. Ask a few volunteers to read out their story to the class.

Unit 8

Consolidation and extension

1 Read and match to complete the sentences.

- Ask the pupils to look at the sentences and elicit the vocabulary. Ask them if they remember or know any famous volcanoes, deserts, etc. Then ask them to match the sentences with the words.

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

2 Your school is going to celebrate Green Day. You are going to organise the celebration.

- Ask the class what they are going to do to celebrate Green Day. Elicit useful vocabulary and the order they want to do these things. Pupils brainstorm ideas and take notes.

3 Write a paragraph about your plans.

- Pupils write a paragraph about their plans. Remind them to use *am/are/is going to* + infinitive.
- Ask volunteers to read out their paragraphs to the class.

1 Adventure camp

Consolidation and extension I

Name: ..... **Class:** .....

1 Look and complete for you.

1 I'm good at _____ .

2 I'm not good at _____ .

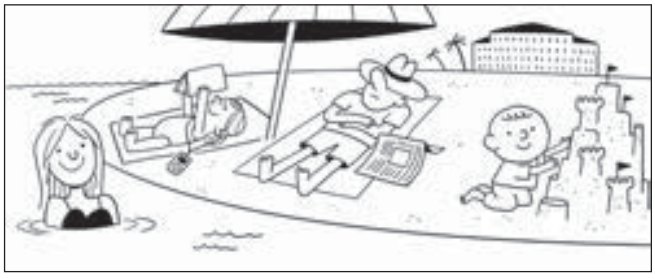
3 I don't like _____ .

4 I think _____ is boring!

5 My favourite sport is _____ . It's fantastic!

2 Look, read and choose the correct family. Tick (✓) *a* or *b*.





a ☐ **b** ☐

My family and I don't usually go camping. We stay in a hotel near the sea. My mother loves swimming. I don't like swimming very much, so I read my book. I also like listening to music on my mp3 player. My brother loves building sandcastles. He's very good at it! My dad usually reads the newspaper or he sleeps.

3 Now write about the other family.

_____

_____

_____

_____

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2 Wild animals

Consolidation and extension 2

Name: ..... **Class:** .....

1 Look and complete. Then match.



1 Chameleons use _____ to change colour!

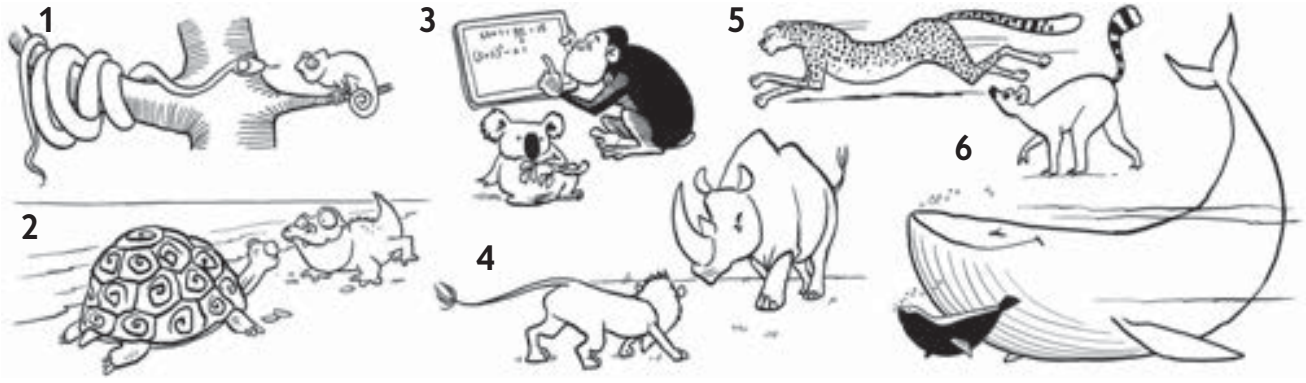
2 Look at that _____ in the garden! It's eating a flower!

3 How _____ is that snake?

4 How _____ is a giraffe?

5 Lions are _____ than leopards.

2 Look and write.



1 the chameleon / the snake (short)

2 the tortoise / the crocodile (big)

3 the koala / the chimp (small)

4 the rhino / the lion (heavy)

5 the cheetah / the lemur (fast)

6 the whale / the seal (long)

1 The chameleon is shorter than the snake.

2 _____

3 _____

4 _____

5 _____

6 _____

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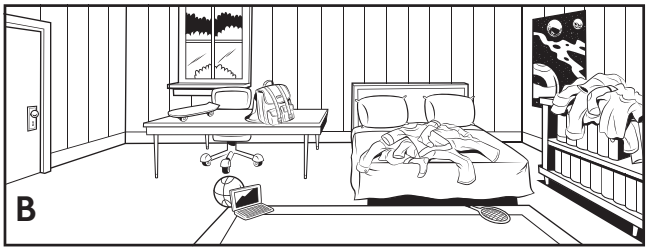
3 Where I live

Consolidation and extension 3

Name: ..... **Class:** .....

1 **Look at the pictures and find the differences. Then write about the rooms.**





1 In picture A there is a tennis racket on the bed but in picture B the tennis racket is under the bed.

2 _____

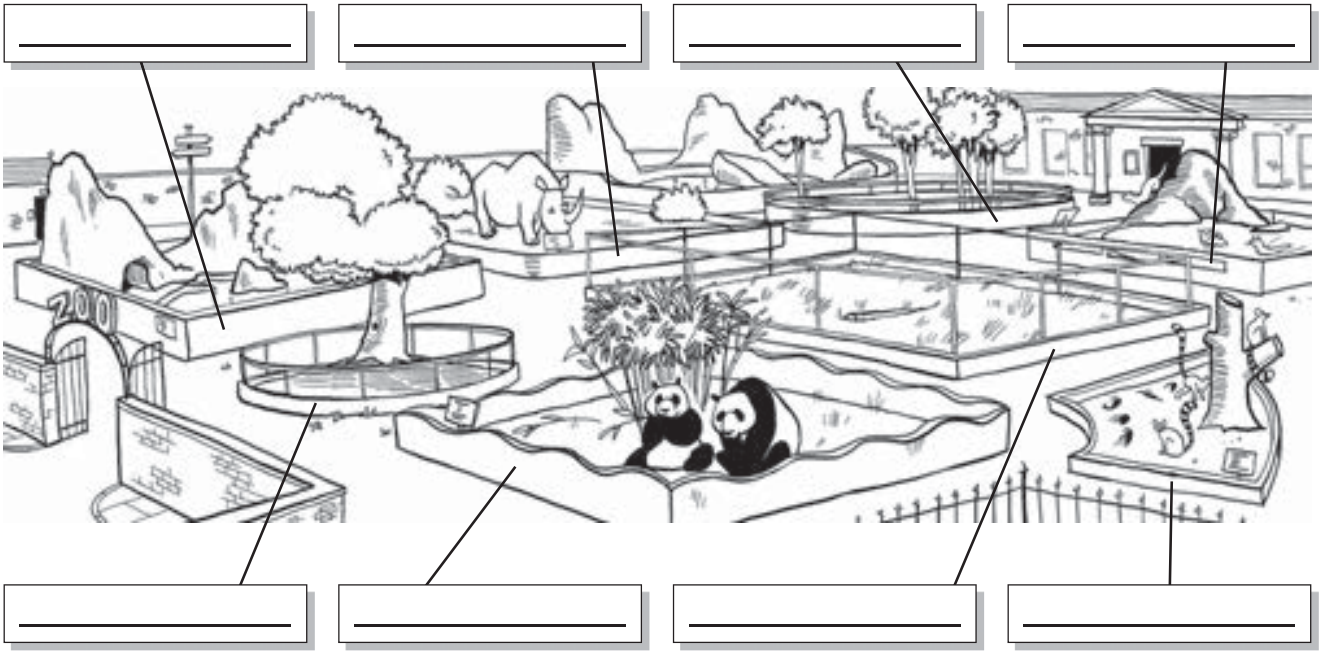
3 _____

4 _____

5 _____

6 _____

2 **Look, listen, write and draw.**



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4 Good days

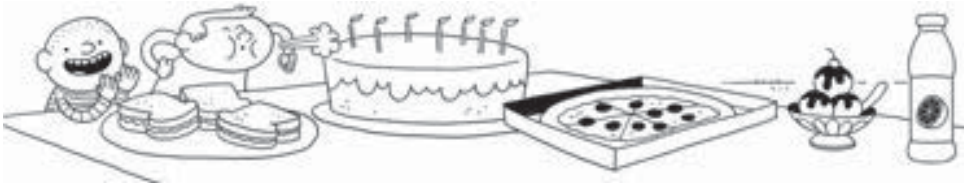
Consolidation and extension 4

Name: ..... **Class:** .....

1 Match to make sentences.

1	There was a storm	**a**	but he didn't want to go to bed.
2	She missed the bus	**b**	with tomato sauce and cheese.
3	My favourite food is spaghetti	**c**	so she cooked fish and chips.
4	She was very hungry	**d**	and the waves were very big!
5	My cousin was very tired	**e**	and she was late for school.

2 Read, look and correct.





Last Sunday was a great day for me. It was my brother's birthday and there was a party. There was a small chocolate cake. We listened to music with our friends and we danced, but we didn't play football. Our mum cooked the food and it was very tasty. There was spaghetti and fish and chips and water and milk! At the end of the day we were very tired!

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5 Trips

Consolidation and extension 5

Name: ..... **Class:** .....

1 **Find the words in this word snake and write them in the correct balloon.**

rollercoasteramazingboatinglaketrampolininggymininggolfsurfingthemeparkdodgemsmuseumtheatrehar bourpalacesandycarousel waterparkbigwheelsailingaquariumlifeworkskiing

Places

Activities

Rides

Adjectives

beautiful

2 **Look at this information about Vasco da Gama and write about his life.**

Vasco da Gama was from Portugal.

Where from?:	Portugal
When/live?:	1469–1524
What/study?:	Maths, Astronomy, Science, languages
Where/travel?:	around Africa and India
easy/difficult?:	very difficult
What/discover?:	a way to travel to India by boat
Where/die?:	in India
Why/famous?:	the first man to sail to India



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6 Arts

Consolidation and extension 6

Name: ..... **Class:** .....

1 Look, read and correct.



1 They saw a romantic film.
They didn't see a romantic film.
They saw a sci-fi film.

2 My sister bought a new computer yesterday!

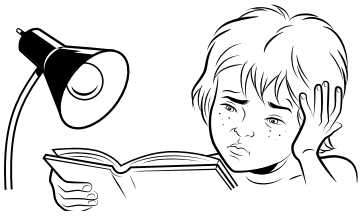
3 We went to a theme park last Sunday.

4 My baby sister and my mum made an omelette for my birthday.

5 I met Susie outside the cinema.

2 Read and tick. Then write about you.

My favourite book is *Percy Jackson and the Titan's Curse*. It's about a boy, Percy. Percy isn't a normal boy. He is the son of Poseidon and he has many adventures. Percy and his friends get into a lot of trouble all the time! The book is sometimes funny and sometimes scary. I liked this book because it was very interesting and it made me laugh.

☐  1

☐  2

3 Now write about your favourite book.

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7 Space

Consolidation and extension 7

Name: ..... **Class:** .....

1 **Read, write the words and match with the pictures.**





1 They aren't from Earth. aliens

2 They travel in a spaceship. _____

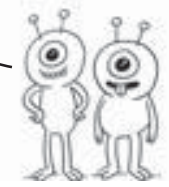
3 The Earth, Jupiter and Saturn are all _____

4 The Sun is a _____ .

5 You can see very far with this. _____







2 **You are a famous astronaut. You're back from a journey in space. Use the words in the box and write about your journey.**

planet	spaceship	food	days	aliens	interesting
exciting	boring	disgusting	big and nice		intelligent

_____

_____

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8 Environment

Consolidation and extension 8

Name: ..... **Class:** .....

1 Read and match to complete the sentences.

1 Mauna Loa in Hawaii, Mount Vesuvius in Italy, Mount Fuji in Japan are all _____ .

2 The Sahara is a very famous _____ .

3 The Pacific and the Atlantic are _____ .

4 Angels Falls is the highest, but Niagara Falls is the biggest _____ .

a oceans

b waterfalls

c volcanoes

d desert

2 Your school is going to celebrate Green Day. You are going to organise the celebration.

What things are you going to do?
Who is going to do what?
What are you going to do first, second, etc.?

IDEAS
Recycling: what? (paper, plastic, bottles, cans, glass?)
Reusing: what? (books, plastic bags?)
Collecting rubbish
Stop using cars
Use bikes / Walking
Not using a lot of paper, plastic, etc.
Switching off lights
Cleaning the beach / forest / park near the school
Talking to families and asking them to help the environment

3 Write a paragraph about your plans.

My school is going to celebrate Green Day. Some of my friends are going to

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