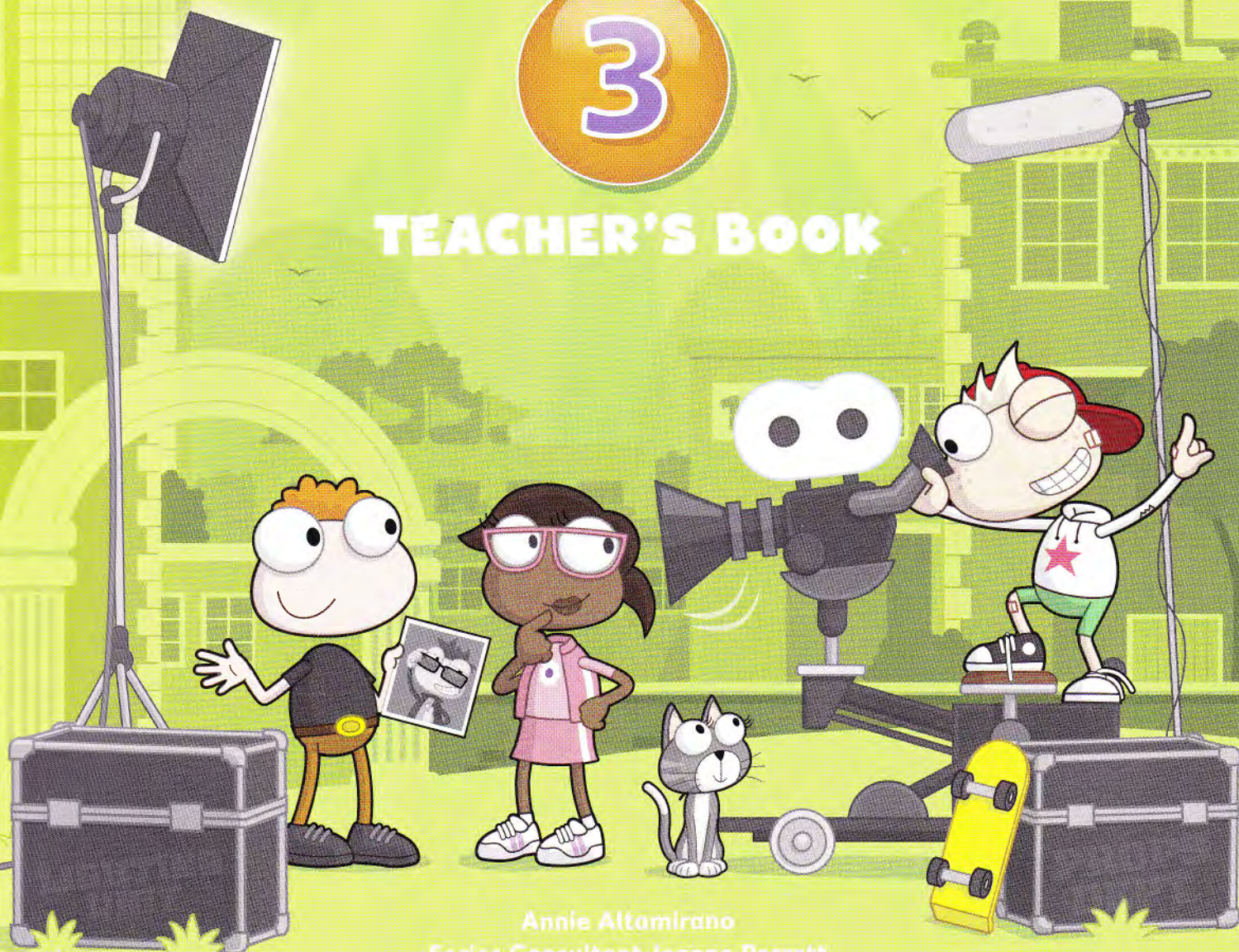


Our Discovery Island

3

TEACHER'S BOOK



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Our Discovery Island™

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Film Studio Island

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 Film Studio Island, the main characters Jenny, her brother John, Ruby and Sam are visiting a film studio on a school trip. They quickly realise that Madley Kool, Jenny's favourite film star is missing from a film set so they go on a quest looking for him with the help of Cleo, the cat. They visit a lot of different film sets, having fun along the way and eventually find Madley Kool trapped in a tank of water with a shark! Cleo saves the day and rescues Madley and the Director takes him back to the film set, where they finish the film with the children and Cleo watching and waiting for autographs.

Components for the pupil

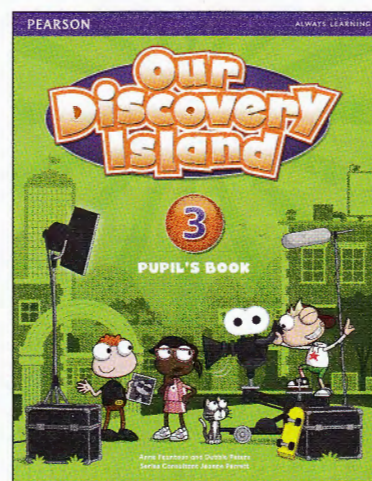
PUPIL'S BOOK

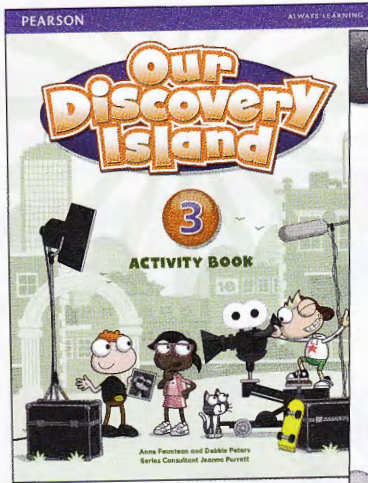
The Pupil's Book provides materials to effectively present and practise the target language. It introduces new language in lively and engaging contexts. A wide variety of practice tasks lead from controlled language activities through to production and personalisation activities.

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, chants, stories, games, listening and reading texts and communicative activities to ensure lessons are varied, motivating and effective. It is organised as follows:

- A Welcome unit 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 Mother's Day
- Pictorial mini cards (72) at the back of the book for pupils to play card games.

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





Free time

Read and tick (✓) or cross (X).

Ruby likes cleaning and swimming. She doesn't like cooking. She doesn't like playing football. John likes cooking and playing football. He likes swimming. He doesn't like cleaning.

Match.

1 cleaning 2 watching TV
3 playing football 4 sking
5 cooking 6 reading
7 swimming

Look and write.

1 I like _____ watching TV _____
2 I like _____
3 I like _____

4 I don't like _____ cooking _____
5 I don't like _____
6 I like _____

Look at Activity 3 and write.

Yes, she does. No, she doesn't.
Yes, he does. No, he doesn't.

1 Does Ruby like cleaning? Yes, she does. _____
2 Does John like swimming? No, she doesn't. _____
3 Does Ruby like playing football? Yes, she does. _____
4 Does John like cooking? No, he doesn't. _____
5 Does Ruby like swimming? Yes, she does. _____
6 Does John like cleaning? No, he doesn't. _____

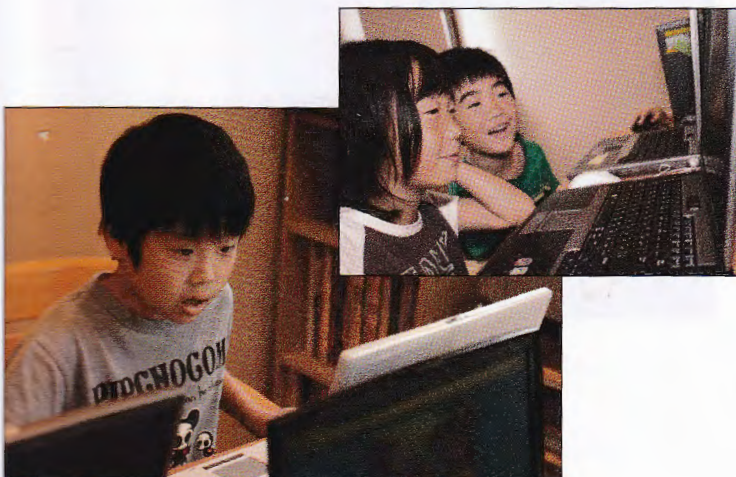
ACTIVITY BOOK

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

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!



- Two festival lessons at the back of the book for use at Christmas and Mother's Day
- A picture dictionary at the back of the book to aid pupils in remembering the target language.

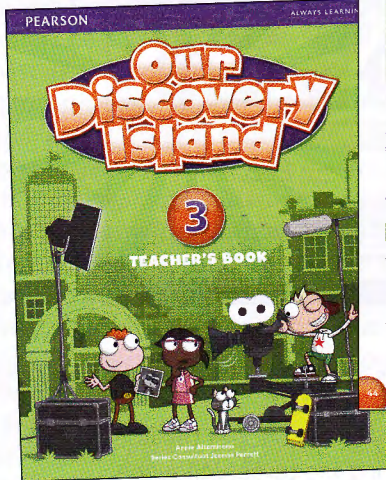
Full details of when to use the Activity Book are given in the teaching notes.



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 and chants from the Pupil's Book.

Components for the teacher



Lesson 4

Lesson aims:
To develop reading, writing, listening and speaking skills (primary 7/8 / 2nd).

Values:
Sharing time with friends and family.

Target language:
Hopping out of bed and out for pets.

Recycled language:
What's your hobby? This is my dog. Does he like...? How often...? This is my dog. Does he like...?

Materials:
Audio CD: Unit 1: My cards: A4 paper

Starting the lesson:

- 1 Sing the song from Lesson 3 CD 17 in two groups: boys and girls. They could also sing the karaoke version of the song CD 36 for girls to sing along to.

1 Read and match.

Pupils read the descriptions and match them to the correct picture.

Explain (L) that in English, they can use he/she to refer to both boys and girls but they are special to them.

2 Listen and answer.

Play CD 138, stopping after each question.

- 1 Does Tracy like skateboarding? 1:16
- 1 Does Anna like playing the guitar? 1:20
- 2 Does Charlie like watching TV? 1:24

Values:

Speak about what you are doing with your friends and family. Play, e.g. 1 like playing computer games with my dad. What are some examples on the board and ask pupils to give similar examples.

Discuss (L) the importance of sharing time with friends and family.

3 Listen and say.

Pupils look at the longer text. Teach (L) the meaning of hopping and answer. Play CD 139, stopping after each sentence. Pupils repeat it out loud. Then pupils practice using the longer text in pairs.

4 Play the game.

Pupils work in pairs. Ask them (L) to put one set of four cards face down on their desk. They take turns to pick one card and read it to their partner without being able to see it themselves. (The cards can have a picture and/or text on them.) They ask: Does he/she like...? Then partner answers: Yes, (he/she) does or No, (he/she) doesn't. (The cards should be the same as the cards in the longer text.) They win a point for every question that gets to the answer.

5 Listen and match (L) for items (L).

Play CD 139. Pupils put ticks in the table for the activities that the children like and crosses for the activities they don't like.

Hi, I'm Tracy. I like skateboarding and I like watching TV.	1:16
I don't like watching TV. I like riding my bike. My mum doesn't like skateboarding and she doesn't like watching TV.	1:20
She likes riding her bike and watching TV. The dog likes watching TV, so she'll like skateboarding.	1:24
Does he like riding his bike but he likes watching TV?	1:28

KEY:

Listening	Listening	Listening	Listening
1	2	3	4
1	2	3	4

6 Look at Activity B. Complete.

Pupils complete the sentences using the table.

KEY: 1. don't like, 2. doesn't like, 4. likes, 3. doesn't like, 4. likes.

7 Listen and complete the words with letters (L).

Play CD 139, several times if necessary. Pupils listen and complete the words.

sking	1 skipping	1:31
2 swimming	2 skat	1:35
3 watching	3 watching	1:39
4 snows	4 snows	1:43

Ending the lesson:

Put the longer text on a class several times. How fast can they manage it without making any mistakes?

OPTIONAL ACTIVITIES:

Read and game:
Play while finishing unit 21. Make a word game. Pupils make a set of cards of the activities they like going with their family and friends. Pupils write the activities, e.g. I like going to the park with my mum.

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 Island and the posters can be best exploited in class.

ONLINE ISLAND

Teachers have special access to the Online Island using the Access code provided in the Teacher's Book. This takes them into *Film Studio 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 his/her pupils. There are step-by-step help guides detailing all aspects of game play, plus login and classroom management through the PRS. These are available both on screen and as a download to print. Teachers will also find report cards showing each pupil's progress that they can print out for the class and parents. Teachers will find further information on pp. 10–14.

reading	swimming	skiing
cooking	riding my/ your bike	skateboarding
watching TV	playing football	playing the guitar

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
- Word cards.

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

Free Time

Evaluation sheet 1

Name: _____ Class: _____

1 What do the girls like? Listen to Laura and Yvette and put (L) or (Y).

2 Read. Then write (T) or (F).

- 1 Jimmy likes swimming. (T)
- 2 His dad doesn't like skateboarding.
- 3 He likes riding his scooter.
- 4 His mum likes reading and watching TV.
- 5 She likes playing football.
- 6 Tim likes playing football and swimming.
- 7 Jerry doesn't like skiing.

3 Write about you and your family.

- 1 I like _____
- 2 I don't like _____
- 3 My dad likes _____
- 4 My mum doesn't like _____

1 points 2 points 4 points Total

PEARSON Our Discovery Island Progress Review System

Log in

Account: Password: Verify

PEARSON Our Discovery Island Progress Review System

Class view
Family Island

Child	Reading	Writing	Speaking	Listening	Game	Score	Level	Next
John Smith	★	★	★	★	★	100%	100%	Next
Neil Drake	★	★	★	★	★	100%	100%	Next
Jane Brown	★	★	★	★	★	100%	100%	Next
Andy White	★	★	★	★	★	100%	100%	Next
Clara Hill	★	★	★	★	★	100%	100%	Next

Actions: Add student, Back to overview, Compare selected

AUDIO CDs

The CDs contain all the chants, 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 *Film Studio Island* characters. Teachers will find further information on pp. 16–19.



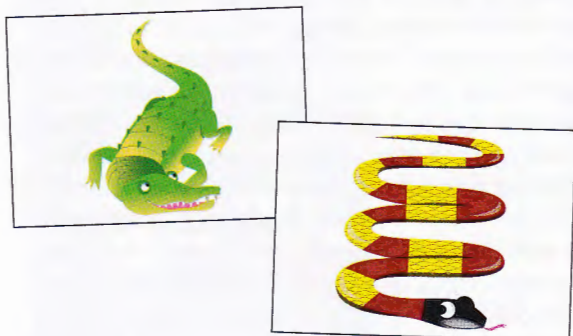
ACTIVE TEACH

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, plus 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, flashcards and posters, plus a special 'make a poster' feature where teachers can compose and print their own posters from a bank of images. Digital story cards are also included with 'hide' and 'reveal' speech bubbles and a 'make a story' feature where pupils' own stories can be made with their own speech bubbles for use in the classroom, plus an internet link that takes teachers directly to the Online Islands.



FLASHCARDS

There are 62 flashcards per level containing the main target language in each unit. The lesson plan and Games section in the Teacher's Book clearly explain how the flashcards can be used to present, practise and consolidate language through games and activities.



STORY CARDS

The story cards contain a frame from the *Film Studio Island* story and teaching notes comprising 'Before listening' and 'After listening' activities plus the audioscript for the story frame. The story cards are on A4 cards, making them easy to use even in large classes. Teachers will find further information on p. 15.

Free time

Before listening to the story

- Where are the children? (In the station, outside Madley Kool's trailer)
- What are they doing? (1) (Open discussion) Explicit they want to find Madley Kool.
- Can you see an animal in the picture? What is it? (Yes, it's Cleo, the cat.)

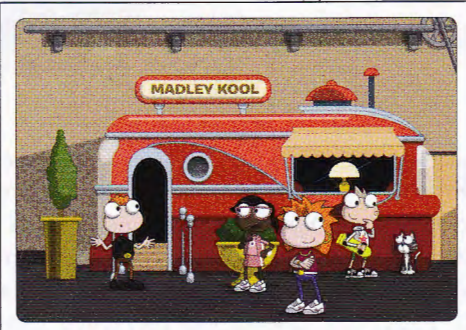
JOHN Where's Madley?

RUBY I don't know – but we can find him.

After listening to the story

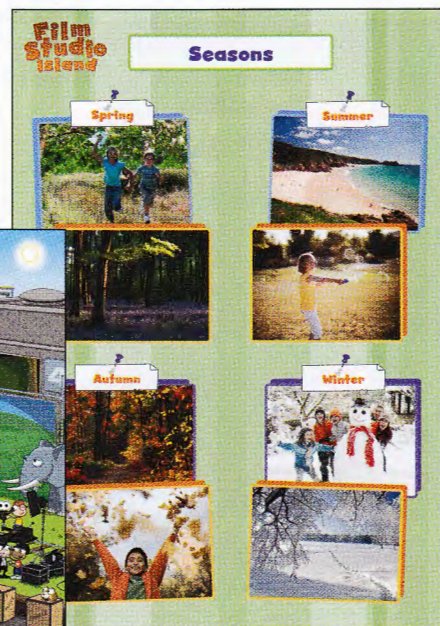
- What are they doing? (Looking for Madley Kool.)
- Can you see Madley? (No)
- Can they find him? (1) (Open discussion)

Story card 1



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. 20–21.



Methodology and organisation

METHODOLOGY

Our Discovery Island Level 3 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* '5P' approach adds also Personalisation and Pronunciation.

Presentation is the first stage. The teacher demonstrates the key language (often in illustrated form or using gesture) while providing a model (on audio CD or Active Teach) for pupils to hear the correct pronunciation. When using *Our Discovery Island*, teachers can employ the flashcards at this stage of the lesson.

Practice is provided in the form of controlled and more open activities using the presented language. At early levels, this may involve reading and listening to the word and pointing to it in a picture.

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 3, there is an introductory unit (*Welcome*) followed by eight main teaching units, divided into eight lessons. The two festival lessons can be used at Christmas and Mother's Day. There are pictorial mini cards (72) at the back of the Pupil's Book covering the main target vocabulary of the units. Pupils use these to play card games in skills lesson 4 and elsewhere, consolidating the language learnt in the units.

The Activity Book provides opportunities for self-evaluation and there is a picture dictionary 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 are reading, listening and associating the vocabulary with repetitive sounds. Pupils produce all the vocabulary before moving to listening comprehension with the new vocabulary in context, e.g. a dialogue between the characters.

Lesson 2

Chant. The new structure is presented in a chant along with further practice of the new language. A Look! box highlights the target language of the lesson and there is a listening comprehension for further practice. A speaking activity follows based on the target language of the lesson.

Lesson 3

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

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

The mascot, Cleo, appears in this lesson or lessons 6 or 8, depending on the content of the unit.

Cleo has a picture of an item from *Film Studio 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 4

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

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

The mini card games provide opportunity for interaction and speaking and consolidate the main target vocabulary for the unit.

Lesson 5

Story. The story is presented with speech bubbles for reading and 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 *Film Studio 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 consolidates the vocabulary and language structure of the unit, adding opportunities for personalisation and interaction. Pupils self-evaluate how well they feel they have done in this unit by colouring in the stars in the Activity Book.

Lesson 8

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

LITERACY

In Level 3, 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 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 learned 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 eight 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, then in half again in the other direction. You should now have a small book shape.
- Cut along the folds at the top/bottom of the book so that the pages can turn and staple at the top and bottom of the spine.

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Pronunciation table

Consonants		Vowels			
Symbol	Keyword		Symbol	Keyword	
p	pen	short	ɪ	bit	
b	back		e	bed	
t	ten		æ	cat	
d	day		ɒ	dog	
k	key		ʌ	cut	
g	get		ʊ	put	
f	fat		ə	about	
v	view		i	happy	
θ	thing		u	actuality	
ð	then		long	i:	sheep
s	soon			ɑ:	father
z	zero			ɔ:	four
ʃ	ship			u:	boot
ʒ	pleasure			ɜ:	bird
h	hot	diphthongs	eɪ	make	
x	loch		aɪ	lie	
tʃ	cheer		ɔɪ	boy	
dʒ	jump		əʊ	note	
m	sum		aʊ	now	
n	sun		ɪə	real	
ŋ	sung		eə	hair	
w	wet		ʊə	sure	
l	let		ʊə	actual	
r	red		ɪə	peculiar	
j	yet				

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

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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 to slowly build the complexity of the language pupils encounter. It is important that pupils find the tasks within the adventure sufficiently challenging. Children with prior exposure to digital games expect to fail at complex tasks several times before achieving them. This makes the tasks more, not less, satisfying, once achieved and encourages exploration and educational risk-taking. The model of 'try, fail, repeat, succeed' is also important because it gives repeated exposure to the target language, ensuring that pupils comprehend the language before they move on.
- **Control.** Pupils love immersive worlds because they feel free within them. They can move their avatar around at their own speed and in their own chosen direction. They are also free to experiment and to fail without censure or observation. This gives them confidence and motivation. The Online Island has been designed to allow children sufficient freedom to enjoy the adventure and games but at the same time to carefully channel them towards the learning outcomes and to expose them gradually to the target language. A carefully controlled gating system means they must achieve certain tasks before progressing into new parts of the adventure. A starred report card system motivates them to complete all the tasks within a scene but gives them some freedom to determine when and how they do this.
- **Reward.** The Online Island includes many of the most popular features of existing games, such as collectible items, costumisation, avatar design and 'hidden' rewards, such as new characters who appear once certain tasks are complete as well as audio and visual feedback to a task.

Teacher support

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

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

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

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

FILM STUDIO ISLAND ONLINE

Film Studio Island Online is set on the fun island of Discovery Studios, where the pupils visit a Wildlife studio, a special effects studio and a dinosaur studio, among others. Pupils follow the stories of two film stars, Favolina Jolly and Madley Kool, whom they will recognise from their Pupil's Book. They must help Favolina to find all the missing charms from her bracelet as well as having fun and helping other characters in all the different film sets along the way. As they move around *Film Studio Island* they will bump into and be able to interact with characters they recognise from their books, such as Jenny, John, Ruby and Sam.

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 Cleo, the cat. 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.

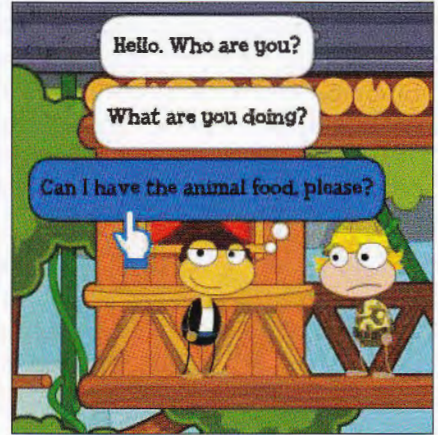
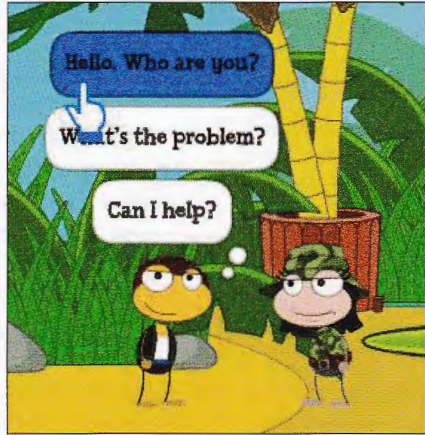
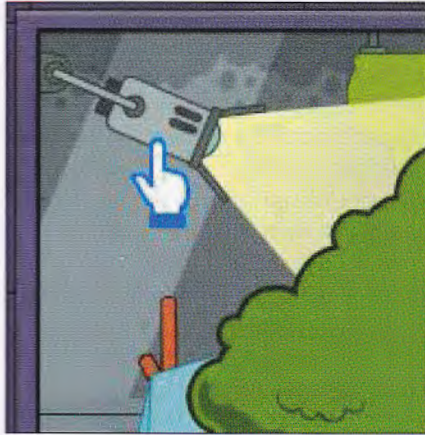
Film Studio Island Unit 2 lesson plan

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

Lesson aims

- To distinguish between different wild animals (lion, snake, monkey, giraffe, crocodile, bird) and types of food (insects, leaves, meat, grass). What do lions eat? Lions eat meat. Where do lions live? Lions live in Africa.
- 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 Cleo is holding up on the Pupil's Book page at the end of Lesson 6 (film studio light) and may have therefore completed the supplementary language activity based on the vocabulary in this unit. If not, the teacher can 'walk' the pupils through this now. The film studio light is the one in the roof at the top near Jungle Man's tree house.
- Online: Using the IWB or a computer screen visible to the class, go to *Film Studio Island Online* and access Scene 2, the Wildlife Studio.
- Walk pupils through the first part of the quest. Find and talk to the animal keeper (she is at ground level on the right-hand side of the studio). Then find Jungle Man by walking back to the left and climbing a tall tree until you see him next to the tree house. Answer Jungle Man's first question *What do lions eat?* Have pupils choose the correct answer, *Lions eat meat*, then bring the meat to the lion and return the lion to the animal keeper.

- Divide the class into three groups. Choose a pupil from each group to take over with the mouse, answering one of Jungle Man's questions and bringing the food to the correct animal and then returning the animal to the animal keeper. (Monkeys eat fruit. Giraffes eat leaves. Elephants eat grass.)
- Talk to the animal expert, Raymond Meerkat and complete the true or false quiz (accessed via the arcade machine to the right of the animal cages), based on the language and facts learnt in this scene.
- 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.



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 *Film Studio 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. The story cards provided are an enormously versatile and useful tool for classroom learning. Story cards enable teachers to better utilise the story through an array of activities which would not be possible from the printed version alone in the Pupil's Book. All story cards are divided into three sections: questions to ask before listening to the story; the audioscript; and questions to ask after listening to the story. Below is a four-step method for using stories in the classroom that starts with L1 anticipation and ends with (assisted) performance.

Stage 1 – Anticipating the story

The questions to ask before listening to the story allow teachers to introduce any new vocabulary or to revise previously learnt language and structures. This enables 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

The fact that the full audioscript is printed on the back of each story card is extremely practical for the teacher in the classroom with young pupils. It saves precious time and doesn't allow the opportunity for pupils to stray from the subject at hand. If access to technology is limited or if that technology fails during the lesson, teachers can read from the story cards. At this stage, pupils listen to the story in English and work through it in English to find answers themselves.

Stage 3 – Checking the story

Questions to be asked after listening to the story are printed on the back of all story cards. This 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 audioscript from the story cards while pupils act out, or pupils may read the story from their Pupil's Book.

Story activities

The story cards are greatly versatile and can be used in conjunction with a number of activities:

- Stick the story cards in random order on the board and pupils put them in the correct order.
- Stick the story cards on the board in order. Ask pupils to close their eyes while you remove one card. Pupils guess which card is missing.
- Hide the story cards around the classroom. Pupils find the cards and stick them in order on the board.
- Pupils invent a new script for one or all of the cards.
- Read the audioscript printed on the back of the story cards making deliberate mistakes (e.g. say *red* instead of *yellow*). Pupils correct your mistakes.
- Hand each story card out to a different pupil. When you read the audioscript the pupil with the appropriate story card stands up and shows it to the class.
- Show any story card and pupils remember the audioscript.

Activities for the story not involving the story cards:

- 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.
- Pupils draw a new picture for any frame of the story.
- Pupils create a new ending for the story.
- 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.

How to use the DVD

Episode	Target language
1	snowing, rainy, sunny, windy; spring, summer, autumn, winter; swimming, playing the guitar, playing football
2	dancing, skateboarding, playing piano, karate, football, gymnastics, horror film, ghost, monster, Days of the week
3	firefighter, astronaut, ice-skater, deep-sea diver, ballet dancer. I want/don't want to be a ...
4	Weather. What are you doing? Where are we going? Why are you happy? Because ... I feel sad/happy/angry. I'm going (surfing).

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 *Film Studio 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 Sam, John and Ruby 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

This reinforces 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 – It's snowing

SALLY	Albert, what's the weather like today?
JACK	It's snowing!
ALBERT	It's snowing. It's snowing. It snows in the winter.
SALLY AND JACK	It's snowing. It's snowing. It snows in the winter.
SALLY	I'm cold. Where's my coat?
JACK	What's the weather like now?
SALLY	It's raining.
JACK	It's raining. It's raining. It rains in the spring.

SALLY AND JACK	It's raining. It's raining. It rains in the spring.
SALLY	What's the weather like now?
ALBERT	It's sunny!
SALLY	It's sunny. It's sunny. It's sunny in the summer.
SALLY AND JACK	It's sunny. It's sunny. It's sunny in the summer.
SALLY	I like the summer. I swim in the summer. And look! Albert swims in the summer, too!
SALLY	I'm too hot. I'm thirsty.
JACK	What's the weather like now?
ALBERT	It's windy.
JACK AND ALBERT	It's windy. It's windy. It's windy in the autumn.
JACK AND SALLY	It's windy. It's windy. It's windy in the autumn. It snows in the winter. It's sunny in the summer. It rains in the spring. And it's windy in the autumn. Whoa!

Extra activity

Ask the pupils to say what the weather is like today and to identify the season.

Ask them to say what they do in the different seasons, giving help with vocabulary where needed, e.g. *I swim in the summer. I ski in the winter. I play football in the spring. I play with a kite in the autumn.*

Story – Is it real?

SAM	I'm hungry.
JOHN	Me, too.
RUBY	Come on, let's find lunch. Lights!
JOHN	Cool!
SAM	Is it a restaurant?
JOHN	I don't know.
RUBY	Look! A guitar! I like playing guitar! Hey!

JOHN Skiing!
 SAM He likes skiing.
 Look at this TV! Whoa – that’s big! I like watching TV.
 RUBY Hey! It isn’t real!
 SAM Wow!
 JOHN Look at the food!
 RUBY Is this a restaurant?
 JOHN I don’t know.
 SAM Chocolate cake! I love chocolate cake!
 Urgh! It isn’t real food.
 RUBY What?
 SAM It isn’t real!
 A lion! Lions eat people! Aargh!
 RUBY It isn’t a real lion. Look!
 SAM It looks real! Its teeth are sharp. Ouch!
 JOHN We aren’t in a restaurant. We’re in a film studio!
 SAM A film studio?
 RUBY Ah! A film studio!
 JOHN Ha ha, very funny. He isn’t real.
 Ha, do you like playing football?
 Aargh! He’s moving!
 RUBY He *is* real! He’s an actor!

The Last Word – 10–100

ALBERT ten ... twenty ... thirty ... forty ... fifty ...
 sixty ... seventy ... eighty ... ninety ... one
 hundred.

Episode 2

Song – On Mondays I play football

SALLY Look. This movie is cool.
 JACK Great! Let’s see it!
 SALLY Cool! When?
 JACK In the afternoon? Hmm.
 On Mondays ... on Mondays I play football.
 What do you do on Tuesdays?
 SALLY Tuesdays? On Tuesdays I’ve got dancing.
 What do you do on Wednesdays?
 JACK Wednesdays? On Wednesdays I go
 skateboarding.
 What do you do on Thursdays?
 SALLY Thursdays? On Thursdays I’ve got piano
 lessons.
 What do you do on Fridays?
 JACK Fridays? On Fridays I’ve got karate class.
 What do you do on Saturdays?
 SALLY Saturdays? On Saturdays I go to gymnastics.
 What do you do on Sundays?
 JACK Sundays? I’m free! I can go on Sunday!
 Let’s go!

SALLY Oh, Sunday! No, I can’t go. I go swimming
 on Sundays.
 JACK Next week?

Extra activity

Ask the pupils to say what they do on different days of the week. Make sure they understand that the question is about regular activities. If they don’t do extracurricular activities like dancing, sports or music, concentrate on the things they do at school. Then choose a confident pupil and ask the question *What do you do on Mondays?* When the pupil answers, they then choose a classmate and ask the question *What do you do on Tuesdays?* And so on around the room. When they reach Sundays, they start again with Mondays.

Story – The horror film

RUBY What are they filming?
 JOHN A horror film. Ha ha ha!
 DIRECTOR Lights!
 OK, I want rainy and stormy weather!
 And ... action!
 SAM Why is the weather rainy and stormy?
 JOHN Because stormy weather is scary. Horror
 films have a lot of stormy weather.
 DIRECTOR Cut! Where’s the rain? I want rain! I
 want a lot of rain! And give me that
 wind!
 RUBY I don’t like horror films.
 JOHN Are you scared?
 RUBY No, I’m not.
 What’s that?
 SAM A scary monster?
 JOHN No, it’s the door. Don’t be scared!
 SAM A ghost?
 JOHN It’s the wind. Don’t be scared!
 Ruby?
 RUBY What is it?
 JOHN A m...m...monster!
 DIRECTOR Ah! Very good! You look very scary.
 Wind! Rain! Good! OK! Lights! Camera!
 Action!
 JOHN A monster!
 RUBY It’s a horror film, John. Don’t be scared!

The Last Word – Sharp teeth, long neck

ALBERT Find this animal. It hasn’t got sharp teeth.
 It’s got a long neck.
 The giraffe, well done.
 No, that’s a lion. It *has* got sharp teeth.
 Try again.
 No, that’s a monkey. It *hasn’t* got a long
 neck. Try again.

Episode 3

Song – Do you want to be a firefighter?

SALLY Hello, Jack!
JACK Hello, Sally!
SALLY Hello, Albert!
ALBERT Hello, Sally!
SALLY What are you doing?
JACK I'm looking for a job.
ALBERT Hmm. Well, what do you want to be?
JACK I don't know. What do you want to be?
SALLY I don't know!
ALBERT Do you want to be a firefighter?
JACK Do I want to be a firefighter?
SALLY Does he want to be a firefighter?
Does he want to fight fires?
JACK No, I don't want to be a firefighter.
I don't want to fight fires.
ALBERT Do you want to be an astronaut?
SALLY Do I want to be an astronaut?
JACK Does she want to be an astronaut?
Does she want to fly to the moon?
SALLY No, I don't want to be an astronaut.
I don't want to fly to the moon.
Do you want to be an ice-skater?
JACK Do I want to be an ice-skater?
ALBERT Does he want to be an ice-skater?
Does he want to skate on ice?
JACK No, I don't want to be an ice-skater.
I don't want to skate on ice.
SALLY Do I want to be a deep-sea diver?
Open up!
ALBERT Does she want to be a deep-sea diver?
Does she want to look for treasure?
SALLY No, I don't want to be a deep-sea diver.
I don't want to look for treasure.
ALBERT Well, what do you want to be?
JACK AND SALLY I know. I want to be me!

Extra activity

Ask pupils about what they want to be. Begin with the jobs used in the song, then expand it out to include jobs suggested by the pupils. Translate them into English and put them on the board. When you have gone around the class asking questions like *Do you want to be an astronaut?* encourage the pupils to ask each other similar questions. Make sure they use *a/an* correctly.

Story – The action film

JOHN Come on, let's go!
RUBY Where?
JOHN There!
RUBY Hello? Hello?
Look! A diamond!
SAM Where?
RUBY In front of the cave.
JOHN Look! I'm a secret agent!
RUBY Where are the clothes?
JOHN There!
SAM Cool!
Look! I'm an astronaut!
RUBY Ha ha!
SAM Ruby, do you want to be a firefighter?
RUBY No, I don't want to be a firefighter.
A doctor?
RUBY No, I want to be a ballet dancer!
JOHN Look!
RUBY He's got the diamond!
SAM Let's stop him!
MAN Aargh!
SAM Got him!
DIRECTOR Cut! Cut! Stop filming!
SAM Filming?
RUBY Oh no! He isn't a thief!
JOHN He's an actor!
SAM Ah, an actor!
MAN I'm acting!
DIRECTOR Very good acting!
You're very good actors!

The Last Word – Jobs

ALBERT Who is the doctor?
No, that's not right. Try again.

Episode 4

Song – We've got a ship

ALBERT Yes, OK. This way a bit ... right, perfect!
JACK Hello!
SALLY Hello! What are you doing?
JACK We're putting on a show. Albert's the director and I'm the star!
A-harrrrr!
SALLY Wow! Cool! Can I help?
JACK Yes you can!
We've got a ship!
SALLY Where are we going?
JACK We're going to find treasure!
SALLY How are we going?

JACK We're going by ship. We're going by ship.
We're sailing! We're sailing!
On a stormy sea. On a stormy sea.

ALBERT Storm!

SALLY What can you see? What can you see?

JACK I can see a monster. It's tall and hairy.

ALBERT Monster!

SALLY I don't like monsters. They're very scary!

JACK We're sailing! We're sailing!
On a stormy sea. On a stormy sea.

ALBERT More storm!

SALLY What can you see? What can you see?

JACK I can see a hot volcano.

ALBERT Volcano!

JACK We're sailing! We're sailing!
On a stormy sea. On a stormy sea.

ALBERT Snow! Wind!

SALLY AND JACK Snow?

SALLY What can you see? What can you see?

JACK I can see the treasure. And it's all for me!

ALBERT Cut! Great! Fantastic! Wonderful!
Sally, you are a star! I want you to be in my next movie.

Extra activity

Act out the song with three confident pupils at the front playing the parts of Jack, Sally and Albert and the rest of the class singing (divide them into three groups: Jack, Sally and Albert).

Story – 'To be, or not to be ...'

JOHN I want to be a film star.

RUBY AND SAM Ha ha ha!

JOHN Why are you laughing?

SAM You can't act.

JOHN Yes, I can.

SAM No, you can't.

JOHN Yes, I *can*.

It makes me feel sad!

SAM We're sorry.

RUBY Why are you sad?

JOHN I'm not sad. I'm angry!

SAM Why are you angry?

JOHN I'm not angry. I'm happy!

RUBY Why are you happy?

JOHN Ha ha! Because I'm acting!

SAM AND RUBY John!

JOHN See! I can act.

SAM Come on. Let's go.

JOHN To be, or not to be ...? That is the question. Wait. I'm coming.

MADLEY KOOL Hello.

JOHN H...hello. Where are you going?

MADLEY KOOL I'm going surfing.

JOHN Surfing? Where?

MADLEY KOOL Oh, you know ... here, there ... anywhere.

JOHN You're cool.

MADLEY KOOL Yes, I am. Madley Kool.

JOHN I saw Madley Kool!

SAM You're acting again.

JOHN I am *not* acting!

RUBY Yes, you are.

JOHN No, I'm not.

SAM Yes, you are.

JOHN No, I'm *not*! Ooh! I feel angry!

Extra activity

Ask the pupils to mime sad faces. Ask one of them *Why are you sad?* Encourage the pupil to say *I'm not sad, I'm ...* [choosing another emotion to show]. Then ask the pupils to choose a different emotion to show on their faces. Go around, asking them *Why are you sad/happy/angry etc?* Get them to change their expression and say *I'm not sad/happy/angry/. I'm ...*

The Last Word – Music and feelings

ALBERT Music can make you sad.
Music can make you happy!
Music can make you dance!
Music can make you sing!
Laaaaaa!

How to use posters

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

GENERAL POSTER ACTIVITIES

- Before displaying the poster for the first time, pupils can anticipate and predict who and what they will see within a topic area and then see how many items they guessed correctly once the poster is visible.
- Pupils can create their own posters, based on a similar topic.
- Using a large piece of paper placed over the top of the poster (with a 5cm hole cut out), pupils can be asked to identify what they can see through the hole.
- Through description, pupils can identify objects that are being described orally, e.g. *I'm wearing a yellow T-shirt and white shorts. I've got short blond hair. I'm happy. Who am I?*
- With a time limit, pupils can look at the posters and try to remember as much language and content as possible and then in pairs or led by the teacher, they can try to recall the content through questions and answers, e.g. *Is there a snake? Yes, it's under the rock.*
- By pointing to an object and making a statement, e.g. *This is a small shark*, pupils can reply yes or no if the information is correct or incorrect.
- In teams or with their partners, pupils can write down as many words (or sentences) as possible for the items in each poster.

Poster 1 Film Studio Island Map

This is a visual representation of the online world for Level 3. It can be used to check the pupils' progress through the online world, to check where they have located the items presented in each unit of the Pupil's Book in order to play the supplementary vocabulary game and to stimulate language production. Pupils are taken further into Film Studio Island as they meet with new characters in new settings not represented in the stories in the Pupil's Book.

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

- Outside the studios
- The trailers
- The Wildlife Studio
- The Special Effects Studio
- The recreational area
- The Costume Studio
- The Dinosaur Park Studio
- The Wild West Studio
- The beach

New vocabulary: gymnasium, skate park

Recycled vocabulary: *café, behind, next to, in front of, Nature, Sports, Actions, Food*

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

SPECIFIC POSTER ACTIVITIES

Unit 4 lesson 7

- Focus the pupils' attention on the recreational area on the map. Ask the pupils *What can you see? (skate park, gymnasium, café)*. Say *I go skateboarding*. Point to a boy and say *He goes skateboarding*. Pupils come to the front and point to the skate park on the poster and say *skate park*. Say *I do gymnastics*. Point to a girl and say *She does gymnastics*. Pupils come to the front and point to the gymnasium and say *gymnasium*. Say *I like cake./I like juice*. Pupils come to the front and point to the café and say *café*. Then say *skate park*. Pupils answer *I go skateboarding*. Repeat with gymnasium and café.

Unit 6 lesson 7

- Ask the pupils to look at the map for 1 minute and write down with their partner everything they can see (*mountains, trees, rocks, rainforest, pond, beach, flowers*).
- Focus the pupils' attention on the recreational area and ask *Where is the skate park?* Pupils answer *It's in front of the gymnasium*. Ask *Where is the café?* Pupils answer *It's next to the gymnasium*. Ask *Where is the gymnasium?* Pupils answer *It's behind the skate park or It's next to the café*.

Unit 8 lesson 7

- Focus the pupils' attention on the beach area. Ask *What sports are there? (sailing, fishing, surfing, swimming).*
- Ask pupils to form a circle and say what they like doing on a beach/in the sea. Hold a soft ball or bean bag and say *I like reading a book.* Then pass the ball/bean bag to the pupil next to you to say what they like doing. Pupils can use this as an opportunity for recycling, e.g. *playing football, snorkelling, horse-riding, sunbathing, reading a book, eating a sandwich/banana/ice cream/fruit, drinking juice/water/milk, sleeping, jumping, running, etc.*

Poster 2 Film Studios

These are some of the studios that are represented in the book.

New vocabulary: clock

Recycled vocabulary: bike, bird, boat, bridge, cat, chair, cow, crocodile, fishing, horse, horse-riding, rock, sailing, shark, snake, snorkelling, surfing, van, Jobs, Prepositions

Unit 1 lesson 7

- Check pupils know the names of the characters in the strip below. If necessary teach *Assistant for the crew member.*
- Ask pupils with their partners to look at the poster for 2 minutes and see how many words they know. Use this to identify language that might need revision.
- With their partner, pupils can ask 'How many ...?' questions, e.g. *How many birds? (nine including the four in the sky).*

Unit 5 lesson 7

- Pupils write brief descriptions of two characters or items, describing their physical features, clothes they are wearing and where they are positioned. Split the class into two teams and then, in turn, ask pupils to the front to read out their descriptions; other pupils can come to the front to point to the correct items or people. An example sentence could be: *He's wearing a blue hat. He's got a black moustache. He's wearing a red T-shirt. He's in front of a boat. He's in the sea. (crew member at bottom right of the poster).* Ask stronger pupils to stick on (with Blu-Tack or similar) the word cards for any of the items they can see in the poster.

Unit 6 lesson 7

- Check the alphabet with the class. Go round getting each pupil to say a letter until it's complete. For stronger classes work backwards. Depending on the pupils' L1 you may need to check particular letters if the pronunciation is difficult or if they don't have it in their own language.
- Play a revision game. Ask pupils to look for words that begin with different letters of the alphabet, e.g. a: actor, b: bike, c: cake, d: dog, e: elephant, f: farmer. Let pupils know that they don't need to find items for all the letters.

Poster 3 Seasons

This poster contains different seasons and weather types showing people doing different activities.

New vocabulary: making bubbles, throwing leaves

Recycled vocabulary: flying a kite, making a snowman, Seasons, Weather. What season is it? It makes me feel (happy).

Unit 3 lesson 7

- Ask pupils *What is the season now? How many seasons are in a year? (four). What are the seasons? (spring, summer, autumn, winter).* Explain in L1 that in the UK these are the different weather types across the seasons.
- Ask pupils to look for other photos of different seasons in their country to bring in. These can be used to create another poster specific to your country and activities.

Unit 7 lesson 7

- Ask pupils to say what these photos make them feel. *It makes me feel happy/sad/scared. It makes me laugh.*
- Pupils can pick a season and write a short text about it, saying why it is their favourite and what they can or can't do in that season.
- Describe a photo and ask pupils to guess which is being described.

Unit 8 lesson 7

- Ask pupils with their partners to think of all the activities they can do outside (*flying a kite, making a snowman, fishing, horse-riding, playing football/tennis, riding your bike, running, sailing, skateboarding, snorkelling, surfing, swimming*). Then they should group the activities into the different seasons. Introduce the two new activities – *making bubbles* (summer) and *throwing leaves* (autumn).
- Bring in photos from magazines and ask pupils to match the activities to the relevant seasons.

Playing games is an essential part of growing up and learning as children experiment, discover and interact with their environment.

However, it is essential that you are clear about what you expect of the children. Consider the children's active and passive language knowledge in relation to the response the game requires. The personal characteristics of the group of children is also important: whether they are very active and energetic or better with more static activities; if their attention span is short or long; what the boy-girl ratio is; if the boys will be prepared to hold hands with the girls, etc.

There are times when a L1 explanation of the activity can be helpful, especially if you want to use a game which includes concepts and procedures the children have not yet learnt or if the procedure is somewhat complicated. If you start explaining a game in English and realise the class does not understand, a short prompt in L1 will help you. If you stick to English regardless of the situation, children will become impatient and it might mean trouble for classroom management.

USEFUL TERMS

Here are some phrases which are essential to playing games. Demonstrate the meaning of phrases while saying them. Before you start any game, let each child have a turn at saying the relevant phrase. If you remind them the following time you play the game, the phrases will eventually come back quickly.

It's my/your/his/her turn.
Whose turn is it?
You're out.
Shuffle the cards.
Deal the cards.
Don't look.
No cheating.
Make a circle.
Line up.
Turn around.
Shut your eyes.
Pass the (ball/cup)
Spin the (bottle/arrow).

FLASHCARD GAMES

The ball: Pass a flashcard around a circle of pupils. Ring a bell or blow a whistle. The pupil holding the flashcard must answer a question or make a sentence with it.

Flashcard act out: Choose one or more pupils to come to the front. Show a flashcard or whisper a word and have the pupils act it out. This can be used with many subjects, e.g. sports, actions, verbs, animals, etc.

Flashcard relay: Put all the Unit 1 and 3 flashcards face up at one end of the classroom and the corresponding Unit 1 and 3 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than eight pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect eight pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

Hot seat: A pupil sits with his/her back to the board or to the teacher. The teacher displays a flashcard. Other pupils describe what is on the card (e.g. *It's small and red.*) so that the pupil guesses what it is.

Jumping the line: Put a piece of tape across the middle of the floor or draw an imaginary line dividing the room. Designate one side as 'true' and the other as 'false'. Line up the pupils on the line. Then hold up a flashcard and say a word. If it matches the flashcard, pupils jump to the 'true' side, otherwise they jump to the 'false' side. Pupils who make a mistake miss a go.

Make a sentence: Display the flashcards on the board and divide the class into two teams. One pupil from each team chooses a vocabulary item and uses it correctly in a sentence. Teams can repeat items but they cannot repeat the sentence. Give a point for each correct sentence.

Memory buzz: This game can be played mixing flashcards of target vocabulary in any unit. Display flashcards around the room. Have the pupils sit in a circle and start building a sentence. Pupil 1 says: *In the classroom, I see a rock.* Pupil 2 says: *In the classroom, I see a rock and a map.* Pupil 3 says: *In the classroom I see a rock, a map and a chair,* etc. If played with mini cards, divide the class into small groups and proceed in the same way. For a variation, see Question chain p. 25.

Picture guess: Have a pupil come up to the front and show him/her a flashcard. That pupil should draw it on the board. The first pupil to guess the picture gets a point. This can also be played in teams.

Race to touch: Lay the flashcards on the floor at one end of the room and have pupils line up in teams at the other end of the room. Call out a flashcard and have the first pupil in each team race to grab the card. Those pupils then go to the back and the next pupils race to grab the next flashcard the teacher calls.

Run and get it: Divide the class into two teams and have them stand in two lines facing each other. Assign each team member a number. Place a few flashcards in the middle of the two teams. Call a number and a flashcard, e.g. *Pupil three – rabbit*. The pupils assigned that number must run into the centre, touch the flashcard and shout the word. The pupil who touches and calls first can take the flashcard for their team.

MINI CARD GAMES

Memory master: Pupils work in pairs with two sets of mini cards spread out face down on the table. They take turns flipping over two cards and saying the vocabulary. If the cards are a match, the pupil keeps the cards. If they are different, they remain face down. The pupil with the most pairs is the winner. This can also be played with one set of mini cards and one cut-up photocopy of the corresponding word cards.

Quick peek: Divide the class into pairs. They each need a set of mini cards. Pupil A takes a mini card and shows it very quickly so that Pupil B gets just a quick peek. If Pupil B guesses it correctly, he/she wins the card. If not, Pupil A keeps the card.

Tic tac toe: Divide the class into pairs. Pupils draw a grid on a sheet of paper (two horizontal lines and two vertical lines, to make nine sections each the size of a mini card) and use two different sets of mini cards to play. They take it in turns to put the mini cards on the grid and say the word. The first pupil to get three cards of the same type, e.g. three items of clothing, in a row, either vertically, horizontally or diagonally, is the winner.

What's missing?: Pupils work in pairs. They scatter mini cards face up on the table. Pupil A looks at them, then closes his/her eyes and Pupil B takes away one card. Pupil A opens his/her eyes and guesses what's missing. They then swap roles. Pupils get a point for each correct guess.

TPR GAMES

Alphabet line-up: Give each pupil a card with a different letter of the alphabet on it. They move around the room to music. When the music stops, they line up in order. The last person in the line is out. Continue in the same way. Keep a quick pace to make the game exciting.

Aye, aye, Captain!: You are the captain. Give orders to the class. This is a useful tool to review Actions, Body parts, Colours, Numbers and Classroom objects. Say *Jump three times, Touch your (head), Turn around*, etc. Children say *Aye, aye, Captain!* and carry out the order. Model a few times and then invite pupils to be the captain.

Basketball: Ask a pupil a question that practises the language you have been teaching. If he/she answers correctly, he/she takes a soft ball or small bean bag and tries to throw it into a basket, box or waste paper bin. If the pupil gets the ball in the basket, he/she wins 2 points. If he/she misses the basket, he/she gets 1 point. The pupil who gets the most points is the winner. This can also be played in teams.

Can you actions: Divide the class into two groups. Ask a group, e.g. *Can you jump three times?* If the group replies *Yes, I can*, say *OK, go!* They do the action and get a point. If the group says *No, I can't*, say *Too bad* and they get no points. Proceed to the next group.

Category spin: Pupils sit in a circle. Choose a category. Spin a bottle or an arrow. The pupil that the arrow points to is first. The pupil says a word from that category. Spin again. The next pupil will say that word plus his/her own and so on until it gets to a pupil who fails.

Clothes race: Bring into school some old clothes, or ask pupils to do so. You will also need a spinner. Write on the board, e.g. *jumper 1, coat 2, shoes 3, hat 4, scarf 5* and *skirt 6*, depending on the clothes available. Organise the class into two teams. Each team stands in a line, one pupil behind the other. A short distance away from each team, place a pile of clothes corresponding to the items on the board. Spin the spinner and call out, e.g. *Six!* The first pupil from each team looks on the board and identifies the item of clothing they need to find (e.g. a skirt). They then run to the pile of clothes, put on the garment and run back to their team. The first one to arrive scores a point for their team. If they choose the wrong garment a point should be deducted. They return the clothes to the pile before you spin for the next member of the team.

Mr Crocodile: You are Mr Crocodile and the children have to cross your 'river' (the classroom or an area of the playground). Ask a question, e.g. *Have you got long hair?* Everyone answers *Yes, I have* or *No, I haven't*. Those children that answer yes are allowed to cross the river. Those that answer no have to run across without you catching them. If you catch someone, they are Mr Crocodile for the next round.

Teacher says: Give the class orders but explain that they should only do as told when you say *Teacher says ...*, e.g. *Teacher says touch your head*. When pupils have got the idea, introduce the rule that they must sit out until the next round if they make a mistake.

TEAM GAMES

The ball 2: Throw a bean bag or soft ball to a pupil and ask a question. The pupil answers and throws the ball to another pupil asking the same question, e.g. *Can you ...? Yes, I can./No, I can't, Are you ...?*

Ball/Bean bag toss: Say a word from a lexical set, e.g. *Wednesday* (Days of the week). Throw a soft ball or bean bag to a pupil. He/She says another day, e.g. *Friday* and throws the ball to another pupil. This continues until somebody makes a mistake. Play this game to practise any lexical set as a class or in groups if the class is large.

Bingo: Bingo can be used with any topic. Ask pupils to draw the bingo grids. Then they write or draw in the boxes the vocabulary items you wish to review. Say words from that category and pupils cross out any of those words that are in their boxes. The winner is the first pupil to cross out all the words in their grid. Don't use more than 8 squares in the grid, otherwise it will take too long to play.

Category writing game: Divide the class into two or three groups. Each group chooses a captain. The teacher writes on the board a word like **FRUIT** or **COLOURS**. Each group tells their captain to write down as many words as they can which belong to that category. They have 1 or 2 minutes. Each group takes 1 point for each word. Correct spelling is very important.

Charades: This is an acting game. Divide the class into two groups and ask one pupil to act out a word or phrase. The pupils of that group guess the word or phrase.

Conversation relay: Line up the pupils in two teams and have the last one in each team tap the shoulder of the pupil in front and have a conversation, e.g. *What's your name?* The pupil in front answers, e.g. *My name's Lucy* and then has a conversation with the pupil in front, and so on. When the conversation reaches the front, the pupils at the front must run to the back and continue the procedure. The first team to get all the pupils back in their original positions wins.

Draw it relay: Divide the pupils into two teams. Whisper a word to the first member of each team and have them draw the word as fast as possible for their team. (Give them different words from the same category so they are not drawing the same word at the same time.) When their team has guessed the word, they send the second member of the team to tell you and be given another word to draw. The winning team is the first to draw all your words, or the one who draws the most words within the time limit. Using a stopwatch to count down to the end of the game can provide some added excitement.

Famous pairs: Prepare sets of cards with names of famous pairs, e.g. *Batman/Robin*, *Mickey Mouse/Minnie*, *Asterix/Obelix*, *Beauty/Beast*, *Tom/Jerry*, *Lilo/Stich*, *Spongebob/Patrick*. You can prepare the cards in class, asking pupils to suggest famous partnerships to write on them. Write one name on each card. Give each pupil a card. They circulate, asking *What's your name?* until they find their match. This is a good game to do as an ice-breaker or to encourage more interaction between pupils.

Give me an A: Think of a word that the class has learnt. Say *Give me a(n) ...* (the first letter of the word). The class says the letter. Continue with the other letters until the word has been spelled out. Then ask: *What is it?* The pupils say the word. The first pupil to call out the word correctly takes up your role. After two or three rounds, divide the class into groups of four to continue playing. This game can be played with any vocabulary set.

Hungry shark: Choose a word and write the appropriate number of spaces on the board. Draw a wavy line for the sea with two or three shark fins in it and a stick man standing on a cliff nearby. Pupils guess a letter one by one. If they guess correctly, write that letter in the space and give the student another turn. If the pupils guess incorrectly write a mark on the board, e.g. a cross, a shark fin. Decide how many wrong guesses pupils can make. If the pupils guess incorrectly, e.g. five times, the stick man 'falls' into the water. You can draw the stick figure falling towards the sharks. Let the first student to guess the word take your place.

I spy: Say *I spy with my little eye something beginning with (G)*. Pupils guess the object. If you are revising colours rather than letters, say *I spy with my little eye something (green)*. Pupils guess words starting with that letter (or that colour). The first to guess correctly takes over your role.

Letter mess: Write a selection of letters on the board. Explain to the class that they have to make up as many words as possible from the given letters. Model one or two examples on the board for them. Give them a time limit.

Lexical chains: Say a word, e.g. *dad*. Point at a pupil. He/She repeats *dad* and adds another word in the same lexical set, e.g. *mum*. This pupil points at another, who says, e.g. *dad, mum, sister*. Continue until all pupils have taken part in the chain or until someone makes a mistake or can think of no more words in the set. Keep a fast pace to maintain interest.

Odd one out: Write four words or stick four flashcards on the board – three from the same lexical set and one different. Pupils find the odd one out. Then divide the class into small groups. They write or draw their own sets of four words, then test the other groups. You can also play this game to practise phonics, using three words with the same sound and one different.

Pass the secret: Tell the pupils to sit in a circle. Show them that they have to whisper to the person next to them. Start the secret by whispering it to the pupil next to you, e.g. *I've got a yellow hat*. The pupils pass the secret around the circle. The last pupil says the secret out loud. Compare how close it is to the original secret. If necessary, write the original secret on the board at the end of the game.

Picture dictation: Divide the class into pairs. Pupil A describes a picture to pupil B. Pupil B draws. Then they swap roles. This game can be played with any lexical set.

Question chain: Pupils sit in a circle. Start by asking the pupil on the right a question, e.g. *What's your name? Can you play football? Do you like beans? Are you wearing shorts?*, etc. depending on the type of question you want the class to practise. He/She answers and asks another question to the next pupil. Go on until somebody makes a mistake.

Spelling bee: This can be done as a whole class competition or in teams. If you're playing a team game, the first player on team 1 is given a word to spell orally. If he/she spells it correctly, the team gets a point. Continue with each member of each team. If you do it as a class competition, line the pupils up and give them words one by one. When they make a mistake they must sit down. The last pupil standing is the winner.

Stop the bus: Write a letter on the board and shout *Start the bus!* Pupils write as many words beginning with this letter as they can think of. When one pupil shouts out *Stop the bus!* everyone stops writing. Pupils get one point for each word. This can be played individually, in pairs or larger teams.

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.
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.
Listen (to me).
Look (at me/at the board).
Take out your books/notebooks/coloured pencils.
Give this/these out, please.
Have you got a (pencil)?
Open your books at page (4).
Turn to page (6).
Open the window/door.
Close the window/door.

Managing the class

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

During the lesson – instructions

Hold up your picture.
Show me/the class your picture.
Draw/Colour/Stick/Cut out ...
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.
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.

Pairwork/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.

Language used for playing games

It's my/your/his/her turn.
Whose turn is it?
You're out.
Shuffle the cards.
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 (the chatroom).
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 vounteer!
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.
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.
Can you help me?
I'm finished.

Scope and sequence

Unit	New vocabulary	New structures
Welcome	film studio, jungle, film star, make (a film), shark, cool, get up, have breakfast, go to school, have dinner, go to bed, morning, afternoon, evening, night, Months, 50–100	(in the) morning, afternoon, evening, (at) night I (get up) in the (morning). I (go to bed) at night.
1 Free time	playing football, skiing, cooking, watching TV, playing computer games/the guitar, riding my/ your bike/scooter, skipping, skateboarding, sleeping, lying, help, find, actually, detective, lighthouse, climbing the stairs, unusual, design [v], castle, stadium, slide, snowboarding, knitting, rock climbing, pottery, juggling	I/You like/don't like (sleeping). He likes/doesn't like (playing football). Does he like (reading)? What do you like doing? Do you like (playing the guitar)? I'm from (Canada).
2 Animals	elephant, lion, monkey, giraffe, crocodile, hippo, leaves, live, Africa, flat [n], river, trunk, only, standing up, tongue, not (very) much, every day, facts	What do (lions) eat? (Lions/They) eat (meat). Do (lions/they) eat meat? Yes, they do./No, they don't. (Lions/They) live in (Africa). (My cat/He/She/It) lives (with me). (He/She/It) eats (meat). Are they here?
3 Weather	the sun, wind, rain, snow, storm, cloud, wet, cold, stormy, splash, shine, blow, rainbow, sad, spring, summer, autumn, winter, seasons, year, sea, kite, park, strawberries, peaches, Action!, Quiet!, This way!, beach, lie, place, hurricane, camera, waves, extreme, sofa, orangutan, rainforest, zoo, lion cubs, sharp claws, National Park, wildlife parks, wild animals, country	What's the weather like (today)? It's (cold) and (snowy). It's (spring). It (snows) in the (winter).
4 My week	go skateboarding/swimming, do karate/ gymnastics, have Music/ballet/singing lessons, far, busy, work [n], feed, road, radio, internet, plane, snowmobile, survey	He (has Music lessons) at (4 o'clock/half past 2) What time do you/does he (do karate)? How do you/does he go to (school)? Does he go by (bike)? He goes to (school) by (bus). He walks to (school). What does (Fifi) do on Saturdays? What do you do on Saturdays? Does he walk to work? On (Saturdays) he (goes swimming). Is it very far?

Level 3 – Film Studio Island

Recycled language (vocabulary and structures)	Pronunciation	Cross-curricular focus	Values	DVD/Online/ Posters
<p>monster, Do you like (films)? I like/don't like (Daniel Radcliffe). I love (Madley Kool). He's (tall/strong). He's my favourite (film star). breakfast, dinner Hello. My name's (Ruby). I'm (John). He's (eight). This is my sister, (Jenny). She likes (films). Do you like (Daniel Radcliffe)? Yes, I do./No, I don't.</p>				<p>a/one hundred comic book, security pass, baseball cap, bracelet</p>
<p>swimming, cleaning, reading, swan, scooter, boat, cat, favourite food, fish Yes, he does./No, he doesn't. This is (my dog). Are you running? Yes, I am. / No, I'm not. What are you doing?</p>	<p>/sk/ as in skipping and /sw/ as in swan</p>	<p>Social Science: texts about children who live in unusual houses</p>	<p>Sharing time with friends and family</p>	<p>chatting online, trailer, box, film, hat, apron</p>
<p>meat, fruit, insects, grass, eat, sleep, cat, silly, treat [n], amazing, Australia/Australian They're (crocodiles). They're (big). They like (eating boys). Elephants/They can/can't (play football).</p>	<p>/i:/ as in green leaves</p>	<p>Science: amazing animals</p>	<p>Respecting animal life</p>	<p>spring, summer, autumn, winter, real, restaurant, actor tiger, jungle, river, forest, light</p>
<p>happy, scared, hot, rainy, snowy, sunny, cloudy, windy, fly, circle, eye It's (windy). It (snows). There's a (beach). We can (read).</p>	<p>/əʊ/ as in blow and /aʊ/ as in mouse</p>	<p>Geography: article about hurricanes</p>	<p>Eating to help the environment</p>	<p>buttons, special effects machine, broken, scene, wordsearch, ski goggles</p>
<p>school, bike, car, bus, park, train, boat, party, rivers, Hobbies, Days of the week</p>	<p>/s/ as in swimming and /z/ as in goes</p>	<p>Social Science: how children go to school</p>	<p>Making sacrifices to study and valuing the importance of education</p>	<p>horror film, ghost, monster, Lights!, Camera! practise the piano, paint, draw, study English, coffee, pages, diary, pieces, high score, skate park, gymnasium</p>

Scope and sequence

Unit	New vocabulary	New structures
5 Jobs	doctor, builder, farmer, teacher, ballet dancer, basketball player, a lot of, difficult, champion, win, medals, Olympic Games, go running/shopping, football player, score [v], goal, actor, hero	What do you want to be? I want/don't want to be a (farmer). What does he/she want to be? He/She wants to be a (teacher). Does he want to be a (farmer)? Yes, he does./No he doesn't. I'm a/an (astronaut). I love (dancing/animals).
6 Rainforest	waterfall, mountain, bridge, valley, behind, next to, in front of, forest, swing, curly/strong tails, eagles, whales, silent wings, tiny eyes, sky, sharp claws, tapir, giant, hummingbird, jaws, nectar, hippopotamus	He's/She's/It's (behind) (the box).
7 Feelings	hungry, thirsty, tired, angry, excited, smiling, laughing, crying, shouting, funny, naughty, long goodbyes, make faces, because, always, diver, seal, turtle, dragon, lantern, traditional dress, fireworks, choir	Why is he/she (crying)? Because he's/she's (sad). It's funny. What makes you feel (happy)? (Sunny days) make me feel (happy). What makes you (cry)? (Sad films) make me (cry). I'm (happy). It makes me feel (happy/sad/angry). They're 6 metres long. How does it make you feel?
8 By the sea	sailing, surfing, snorkelling, horse-riding, fishing, bees, Dear, today, lots of love, penguin, save, present [v], act [v], scene, Great!, coral reef, global warming, sea animals, dead, in danger, land	What's everyone doing? What are you scared of? I'm scared/not scared (of sharks). I'm bored with (toy cars). I'm keen on (fishing). I'm terrified of (sharks). I'm having fun.
Festivals Christmas	special, turkey, sprouts, pudding, crackers, go 'bang', joke, snowball, snowman, hanging	
Festivals Mother's Day	Mother's Day, tea, rose, box of chocolates, care [v],	

Recycled language <i>(vocabulary and structures)</i>	Pronunciation	Cross-curricular focus	Values	DVD/Online/ Posters
police officer, firefighter, astronaut, film star, Clothes, Hobbies He's got (a hat). What do you do (in the afternoon)?	/ə/ as in farmer	PE: article about a young girl swimmer training for the Olympics	The importance of discipline to achieve aims in life	artist, chef, athlete, writer, studio, costume, actor, props, crown, director, designer, swap, clock
rainforest, river, in, on, under, box, sea, pretty, tarantula, Appearance, Actions, Animals, Landscape, Weather, Food Where's (the snake)? They've got (long arms). They can (swim). It's (really big). It isn't (a real snake). There's (New York).	'silent' letters (l in walk, t in listen, n in autumn)	Geography: the Amazon rainforest	Protecting the rainforest and the animals and plants in it	ice-skater, deep-sea diver, fight fires, skate, Moon, treasure, diamond, secret agent, Cut! [film], thief lake, ocean, T-Rex, parts, crew, dinosaur, cave, mask, expert bone
eating, drinking, sad, happy, scared Have they got (sharp claws)? They've got (sharp teeth).	/hæ/ as in Harry and /hʌ/ as in hungry	Music: film posters and film music	Being sensitive to other people's feelings	sick, coughing, photos, reporter, photographer
sea, beach, film stars, pasta, cheese, toy cars, new, nurse, dolphin, Animals, Hobbies He's got (four new friends). What's (everyone/he/she) doing? How does it make you feel?	/ɔ:/ as in horse and /ɜ:/ as in nurse	Science: saving coral reefs	Protecting the seas and sea life	show [n], hairy, perfect, question, ocean, stunt, water-skiing, sunglasses, making bubbles, throwing leaves
lights				
treat, breakfast, toast, present, always				

Welcome

Lesson aims

To introduce the characters; to present the story

Target language

film, studio, jungle, film star, strong, cool

Recycled language

monster, sharks. *Do you like...? I like... I don't like... I love... He's (making)... He's (tall).*

Materials

Audio CD; Character Story cards; Discovery Film Studios Story cards; squares of card

Optional materials

Props for acting out the story, e.g. glasses for Ruby, baseball cap for Sam, hat for guard, necklace for Jenny, toy cat

Starting the lesson

- Greet pupils, saying *Hello/Welcome* as they come into the classroom. Introduce yourself, saying *I'm (name)* or *I'm Miss/Mrs/Mr (surname)*, depending on school culture.
- Point at a pupil and ask *What's your name?* Pupil answers. Turn to another pupil and repeat. Continue until all pupils have introduced themselves. If there are new pupils in the class, introduce them in a special way, e.g. *Children, this is (name), a new friend. Say Hello to (name).*

Game

- Famous pairs: Prepare sets of cards with names of famous pairs, e.g. Batman/Robin, Asterix/Obelix, Beauty/Beast, Lilo/Stitch, Luke Skywalker/Princess Leia. You can prepare the cards in class, asking pupils to suggest famous partnerships to write on them. Write one name on each card. Give each pupil a card. They circulate, asking *What's your name?* until they find their match. This is a good game to do as an ice-breaker or to encourage more interaction between pupils.

PB pages 2–3

Presentation

- Focus pupils' attention on the story artwork and encourage them to guess what the story is about (L1). They can look at other pages in the book to get ideas.



- Ask *Where are the children?* Point at the side of the bus and at the entrance and introduce the word *film*. Explain *studio*, by saying *They make films at a studio*.
- Ask *Do you like films?* Say *My favourite film is (Harry Potter)*. *What's your favourite film?* Invite pupils to answer.
- Show the character cards of the four children in turn and say *This is (Jenny)*. Ask the questions on the back of the cards.



- Show the story cards one by one and ask the Before listening to the story questions. Pupils answer. Play CD1:02. Pupils listen and check if their predictions were correct.
- Ask the After listening to the story questions. Then play the recording again. Pupils listen and follow in their books. Encourage pupils to mime and make the noises and sound effects as they listen.



Practice

- Divide the class into groups and assign a character to each. They read the story aloud from their seats.
- Ask pupils who would like to take the parts of the guard, Ruby, Sam, Jenny and the cat. Invite volunteers to the front of the class to act out the story. Use props that you've brought to class if you wish. Encourage tone of voice and expressions to match those in the pictures. Repeat with the rest of the class until all pupils have had an opportunity to read.
- Shuffle the story cards and put them in random order on the board. With books closed, ask pupils to put them in the correct order. Point to each story card in turn for pupils to call out its number in the story sequence. Ask them to recall what the characters are saying. At the end, pupils open their books and check.

Ending the lesson

- Discuss with pupils (L1) who their favourite character is and why.
- Encourage them to predict what is going to happen in future episodes of the story.

OPTIONAL ACTIVITIES

Write a play

In small groups, pupils imagine they visit a film studio. They write a short dialogue about their adventures at the studio, using a few of the speech bubbles in the story as a model. They practise their dialogue and act it out for the class.

Perform a play

Using the play they have written, pupils practise their dialogue and act it out for the class. Encourage pupils to use the props and to use body language to convey the story.

NOTES

Welcome

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

skateboard

Recycled language

Colours, Clothes. *My name's (John). Do you like...? Yes, I do. No, I don't. She likes... What's your name? Hi, I'm (name). Her/His name is... She's/He's got...*

Materials

Audio CD; soft ball or small bean bag; Character Story cards

Optional materials

Pictures of famous people with a variety of looks/hair colour/clothes

Starting the lesson

- Play a game. With a small class, sit in a circle on the floor and have pupils throw a ball or bean bag to each other. With a larger class, keep the usual seating arrangement and ask pupils to stand up and give the ball to each other. Explain (L1) that pupils should ask *What's your name?* when they throw or give the ball to another pupil. When a pupil catches or receives the ball they should call out *I'm (name)* or *My name's (name)* before passing the ball to the next person. The game continues around the class until everyone has introduced themselves.

PB page 4

Presentation

- Point at the characters and ask *Who's this?* Point at the skateboard and ask *What has Sam got?* Pupils answer (L1). Echo their answer in English: *Yes, a skateboard.* Pupils repeat the English word.
- Point at the children's clothes and ask *Is (Ruby) wearing (trousers)? What colour are her (shoes)?* etc.

1 Listen, find and say.

- Pupils look at the picture. Ask *Where are they?* (*In the film studios*). Play CD1:03 once and pupils point to the person who is speaking. Play it a second time, pausing after each line, and ask the class to say who is speaking.

Welcome

1 Listen, find and say.

Hello! My name's Ruby.

And my name's Sam. Do you like my skateboard?

I'm John. And this is my sister, Jenny. She likes films.

Look! It's Madley Kool.

2 Listen and answer.

3 Ask and answer.

Do you like...? Yes, I do. No, I don't.

4 Lesson 1

My name's... I'm... Do you like...? Yes, I do./No, I don't. She likes...

Character cards: Daniel Radcliffe, Miley Cyrus, Ashton Kutcher, Jim Carrey, Kirsten Dunst

Practice

- Say a line and do a mime to represent each character in random order, e.g wave and say *Hello!* for Ruby, and mime skateboarding and say *Do you like my skateboard?* for Sam. Pupils say the name, then copy the mime and repeat the line after you.
- Divide the class into pairs. Pupil A mimes and speaks; Pupil B says the character's name.

2 Listen and answer.

- Tell pupils to listen to the recording and work out who is being described. Play CD1:04. The class looks at the picture carefully. Play the recording again, stopping after each question so that pupils can say the correct name.

- 1 He's got blond hair. He likes skateboards. He's eight. What's his name? **1:04**
- 2 She likes music, films and Madley Kool. She's got a brother. She's eleven. What's her name?
- 3 She's got pink glasses. She's wearing a skirt. She's nine. What's her name?
- 4 He's got a sister. He's got red hair. He's eight. What's his name?



4 Listen and say.



5 Listen and chant.



morning

I get up in the morning,
Have breakfast, go to school.
Home in the afternoon.
That's cool!



afternoon



evening

Have dinner in the evening,
Then we go and play.
I go to bed at night
And get up the next day...



night



6 Listen and say.



7 Listen and sing.

January, February, March, April, May or June. What's your favourite? What's your favourite? What's your favourite month?	July, August, September, October, November or December. What's your favourite? What's your favourite? What's your favourite month?
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8 Listen and say.



9 Listen and point.

Lesson 2

morning, afternoon, evening, night, get up, go to bed, Months, 50-100

5

KEY 1 Sam, 2 Jenny, 3 Ruby, 4 John

Practice

- Write the names of the characters on the board.
- Play the first description in the recording again. Ask questions to help pupils remember the details, e.g. *What colour is Sam's hair? How old is he?* Write the answers on the board under Sam's name to make a written description. Repeat with the other characters.
- Stick the character story cards of the four children on the board. Describe one character, e.g. *She's got white trainers and a purple T-shirt. What's her name?* Pupils answer.
- Divide the class into pairs and have them ask and answer about the characters in turns.

3 Ask and answer.

- Direct pupils' attention to the pictures of celebrities on the page. Ask, e.g. *Who is he/she? What's his/her name?*
- Ask individual pupils to read out the speech bubbles. Then divide the class into pairs. Pupils ask and answer about these people.

AB page 2

1 Read and write Jenny, John or Sam. Then match.

- Focus pupils' attention on the pictures and descriptions. They read the descriptions, write the correct names in the spaces and draw lines matching the descriptions to the pictures. Check as a class.

KEY 2 Jenny, 3 Sam, 4 John

2 Read and complete. Then draw yourself.

- Explain the activity (L1) and model your own description first. Say, e.g. *I'm (age)*. If the number is over 50, you may translate it. *I've got (brown) hair. I like (animals). My name is ...* Write it on the board if necessary.
- Pupils complete their description and draw their picture.

Ending the lesson

- Play Conversation relay see p 24. Model a conversation, e.g. *My name's ... I'm (age). How old are you? or My name's ... I like ... Do you like ...?*

OPTIONAL ACTIVITIES

Communication game

Play Pass the secret see p. 25 to practise *I (don't) like ...*

Who is it?

Stick on the board some pictures of famous people with different coloured hair, clothes, etc. Ask *Who is it?* for each picture. Make a sentence describing one of the people and the pupils say the name. Individual pupils then take over the role, or they can continue the activity in pairs.

NOTES

Lesson 2

Lesson aims

To present and practise new vocabulary

Target language

morning, afternoon, evening, night, get up, go to bed, have breakfast, go to school, have dinner, Numbers 50–100, Months

Recycled language

Numbers 1–50

Materials

Audio CD; homemade number cards 50–100

Optional materials

English calendar; poster paper

PB page 5

Starting the lesson

- Play Hungry shark see p. 24 to revise spelling of numbers 1–50.

Presentation

- Present the times of day vocabulary (*morning, afternoon, evening, night*) with sentences and mimes. Mime sleeping and waking up and ask (L1) what time of day this is (morning). Say *Yes, it's morning* and pupils repeat the English word. Repeat with the other times of day.
- Write the times of day as headings on the board and brainstorm (L1) some things that you do at those times. When pupils suggest target language, echo it in English and write under the correct heading.

4 Listen and say.

- Direct pupils' attention to the pictures. Play CD1:05 once, pointing at the pictures. Play it again. Pupils point and repeat after each word.

morning afternoon evening night **1:05**

5 Listen and chant.

- Tell pupils that they are going to listen to a chant. Play CD1:06 a few times. Pupils chant and mime, e.g. yawn and stretch as if getting up, drink and eat toast, etc.
- Divide the class into two groups. Each group chants two lines each.

Presentation

- Ask questions (L1) about months. Ask *How many months are there in a year? Which are your favourite months? What do you do in August?* etc. Bring an English calendar to class if possible and point to the months as you say them. Pupils repeat.

Welcome

1 Listen, find and say.
Hello! My name's Ruby.
And my name's Sam. Do you like my skateboard?
I'm John. And this is my sister, Jenny. She likes films.
Look! It's Madley Kool.

2 Listen and answer.

3 Ask and answer.
Do you like...? Yes, I do. No, I don't.

Daniel Radcliffe Miley Cyrus Ashton Kutcher Jim Carrey Kirsten Dunst

4 Lesson 1 My name's... I'm... Do you like...? Yes, I do. / No, I don't. She likes...

6 Listen and say.

- Play CD1:07 once, showing the month pages of the calendar. Then play it again, stopping after each month, and pupils repeat. Play it a third time and individual pupils repeat in turn.

January	July	1:07
February	August	
March	September	
April	October	
May	November	
June	December	


7 Listen and sing.

- Tell the class that they are going to listen to a song. Play CD1:08 once. Pupils follow in their books. Play it again a few times until pupils are confident enough to sing along. You could also play the karaoke version of the song CD3:35 for pupils to sing along to.

Presentation


- Write some numbers between 1 and 50 on the board in random order and say them as you write them. Pupils repeat. Call individual pupils to the board in turn to write the numbers in the correct order and say them.

- 4 Listen and say. 5 Listen and chant.




morning

I get up in the morning.
Have breakfast, go to school.
Home in the afternoon.
That's cool!




afternoon



evening

Have dinner in the evening.
Then we go and play.
I go to bed at night
And get up the next day...



night

- 6 Listen and say. 7 Listen and sing.

<p>January, February, March, April, May or June. What's your favourite? What's your favourite? What's your favourite month?</p>	<p>July, August, September, October, November or December. What's your favourite? What's your favourite? What's your favourite month?</p>
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- 8 Listen and say. 9 Listen and point.



Lesson 2

morning, afternoon, evening, night, get up, go to bed, Months, 50-100

5

- Show homemade cards for numbers 50, 60, 70, 80, 90 and 100 in order. Say each number a few times for pupils to repeat after you. Show the cards again. Pupils say the numbers without help. Show the cards in random order and ask *Which number?* Pupils answer.
- Write numbers on the board, e.g. 51, 79, 62. Say and pupils repeat. Then continue writing numbers and ask pupils to say the words without help.

8 Listen and say.

- Play CD1:09. Pupils listen and point at the numbers in the photo. Play it again, pausing after each number for pupils to repeat.

50	70	90	1:09
60	80	100	

9 Listen and point.

- Play CD1:10, pausing after each number. Pupils listen and point. Play again and pupils repeat.

89	98	66	75	1:10
77	54	81	53	

AB page 3

3 Look and write. Use the words in the box.

- Pupils complete the chart with the words in the box.

KEY Morning get up, go to school, Afternoon go home, Evening have dinner, Night go to bed

4 Look and number. Then listen and check.

- Tell pupils to number the months in the correct order.
- Play CD 1:11. Pupils check their answers.

1 January	7 July	1:11
2 February	8 August	
3 March	9 September	
4 April	10 October	
5 May	11 November	
6 June	12 December	

5 Listen and circle.

- Play CD1:12. Pupils circle the numbers they hear. Then point at the pairs of numbers. Say each number in turn. Pupils repeat after you to practise the difference in pronunciation.

30	60	90	1:12
40	17		
15	18		

6 Say a number from Activity 5. Ask your friend to point.

- Divide the class into pairs. Pupils take turns to say a number from Activity 5 and point.

Ending the lesson

- Divide the class into two groups. Play CD1:08 again and sing the months song, with one group singing the first set of months and the other group singing the second set. Everyone sings the questions. Then swap groups.

OPTIONAL ACTIVITIES

Birthday poster

The class make a poster with twelve sections and the heading HAPPY BIRTHDAY. Pupils write one month at the top of each section then write their names in the month when they have their birthday.

Maths sums

Divide the class into pairs. Pupils dictate addition and subtraction sums to their partner, who writes them down and works out the answers.

Free time

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

playing football, skiing, cooking, watching TV. I like (swimming).

Recycled language

swimming, cleaning, reading, Actions, Sports. Are you (running)? Yes, I am. No, I'm not.

Materials

Audio CD; Flashcards (Free time); magazine pictures of people doing sports and activities; A4 paper

Optional materials

Word cards (Free time); A4 paper

Starting the lesson

- Sing the months song from the Welcome Unit CD1:08.
- Revise actions that pupils know with a game of Aye, aye, Captain! see p. 23.

PB page 6

Presentation

- Hold up the flashcards and pictures for the lesson's vocabulary one at a time and say the words for pupils to repeat. (For *cleaning* and *reading*, use magazine pictures or the *Discovery Island* Level 2 flashcards.) Hold up the flashcards again and ask individual pupils to say the words.
- Mime a sport or an activity and say *I like (playing tennis)*. Give more examples. Then point at individual pupils and ask *What do you like doing?* Pupils mime and answer. Mime other activities and say grumpily *I don't like (swimming)*. Elicit similar mimes and sentences from pupils.
- Look at the main illustration. Point at the characters and ask *Who's this?* (from left to right, John, Jenny, Ruby and Sam). Ask *Where are the children?* Tell pupils to look at the picture for clues, e.g. the photographs on the wall. When you've heard their ideas (L1), explain/confirm (L1) that they are in Madley Kool's trailer at the film studio. Ask (L1) if they think Madley Kool is tidy or untidy.
- Brainstorm items pupils can say in English in the illustration, e.g. *books, photos, ball*. Ask questions, e.g. *How many books are there?*

Free time

He likes playing football.

1 Listen, point and say.

1 swimming 2 playing football 3 cleaning 4 reading 5 skiing

2 Listen and find.

6 Lesson 1 playing football, skiing, cooking, watching TV. I like ...ing, swimming, cleaning, reading

1 Listen, point and say.

- Play CD1:13, pausing after each word. Pupils point at the pictures in Activity 1. Play the recording again. Pupils point and repeat each word. Ask *What's number (three)?* Pupils look and answer.

Practice

- Display the flashcards (free time) on one side of the board and write the corresponding words or put up word cards see p. 200 on the other side. Pupils come to the front, read out the words and match them to the pictures.
- Shuffle the flashcards and pictures of actions pupils know and choose one. Hold it up and smile. Pupils say *I like (skiing)* and mime the action. If you frown, they say *I don't like (skiing)*. Pupils then take turns to choose a flashcard, show it to the class and make a sentence.

2 Listen and find.

- Tell pupils (L1) that you are going to play a recording and that they have to find the actions in the Activity 1 pictures when they are mentioned on the recording.

3 Chant.

Madley Kool, Madley Kool,
He likes playing football.
He likes going to the pool.
Does he like skiing and watching TV?
Yes, he does. Just like me!
Does he like cooking? Does he like cleaning?
No, he doesn't.
And he doesn't like reading.

LOOK!
He/She likes playing football.
Does he like playing football?
Yes, he does./No, he doesn't.

4 What do Jenny and Sam like?
Listen, think and choose.

6 cooking

7 watching TV

5 Ask and answer.

Does Sam like cleaning?
No, he doesn't.

Lesson 2 He/She likes...ing. Does he/she/Sam like...ing? Free time activities. Short answers **7**

- Play CD1:14. Pupils point at the actions. Play the recording again.

JE = JENNY JO = JOHN S = SAM R = RUBY 1:14

JE Where's Madley Kool? Is he here?
JO No, he isn't.
JE Look at his room!
JO He likes playing football.
S Look at the photos! He likes skiing. Hmm, does he like swimming?
JO He likes watching TV.
R Look at the books! He doesn't like reading.
JE And he doesn't like cooking.
R Eeeuw! He doesn't like cleaning!

Practice

- Make a sentence about Madley Kool, e.g. *He likes playing football.* Pupils point at the object in the main illustration that represents this.
- Point at an object in the main illustration, e.g. the ball, and say *He likes playing basketball.* Pupils say if this is true or false.

AB page 4

1 Match.

- Pupils read the words and match them to the correct picture.

KEY 2 reading, **3** cooking, **4** watching TV, **5** swimming, **6** playing football, **7** skiing

2 Look and write.

- Pupils look at the pictures. Ask (L1) which picture shows the activities Madley Kool likes and which shows the activities he doesn't like. What activities do the pictures show?
- Pupils read the examples. Then they imagine they are Madley Kool and complete the sentences.

KEY

- 2 I like skiing.
- 3 I like playing football.
- 4 I don't like cooking.
- 5 I don't like reading.
- 6 I don't like cleaning.

Ending the lesson

- Explain (L1) that you are going to draw an object and the class has to guess the activity. Draw, e.g. a book. Pupils say *Reading*. After a couple of examples, invite individual pupils to take your role. You can turn this into a competition by dividing the class into two teams.

OPTIONAL ACTIVITIES

Make a poster

Give pupils paper and tell them (L1) to draw themselves and things they like doing. They can draw themselves doing activities or draw objects that they need for the activities. Then they write a few sentences describing the picture, e.g. they draw a tennis racket and write *I like playing tennis*. Display the mini posters around the classroom.

Vocabulary game

Play Bingo see p. 24. Pupils draw a grid of six squares. In each square, they draw or write an activity and a tick or cross, depending on whether they like the activity. Make sentences with *I like/don't like ...ing* and pupils cross out any squares that correspond to your sentences. The first to cross out all his/her squares shouts *Bingo!*

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant;
to present the new structure

Target language

He/She likes...ing. She doesn't like...ing. Does he
like...ing? Yes, he does./No, he doesn't.

Recycled language

*Free-time activities, Sports, Actions. What are you
doing? I'm (sleeping). In the morning/afternoon/
evening, at night*

Materials

Audio CD; Flashcards (Free time), Unit 1 Mini cards
PB p. 73; A4 paper

Optional materials

A4 paper; pictures of famous people

Starting the lesson

- Hold up the flashcards (free time) in turn and smile or frown. Pupils say the correct sentence, e.g. *I like (cooking)*.

PB page 7

- Direct pupils' attention to the main illustration. Ask questions about Madley Kool: *Does he like (cooking)?* Pupils answer Yes or No.

3 Chant.

- Pupils look at the chant. Play CD1:15 for pupils to listen and follow the words. Play the chant again, pausing after each line for pupils to repeat. Play once more for pupils to say together. Use the flashcards to help prompt the words if necessary.
- Divide the class into two groups and practise the chant. One group asks the questions and the other says the answers. Then swap roles so that all pupils have a chance to do the whole chant.

Presentation

- Pupils read the examples in the Look! box. Explain (L1) that we use an action ending in *-ing* after *like*. Ask what extra word we use in questions and short answers (*does*).
- Pupils look at the main illustration and make more example sentences, questions and answers. Write them on the board for pupils to copy into their notebooks.

Free time

He likes playing football.

1 Listen, point and say.

1 swimming 2 playing football 3 cleaning 4 reading 5 skiing

2 Listen and find.

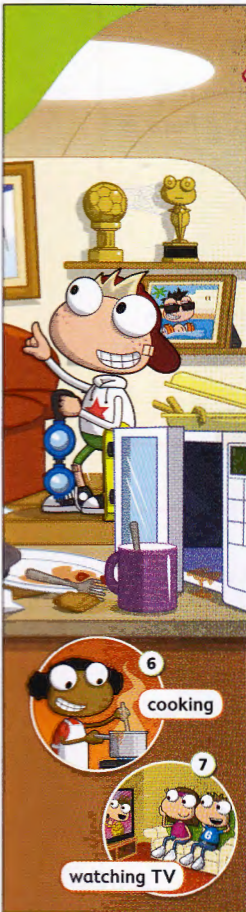
6 Lesson 1 playing football, skiing, cooking, watching TV, I like...ing, swimming, cleaning, reading

Pairwork

- Ask pupils to think of an activity that someone in his/her family likes doing. They draw an object that represents this activity.
- When they have finished their picture, divide the class into pairs to play a guessing game. Pupil A asks questions to guess what the person likes: *Does (he) like (swimming)?* Pupil B answers, only saying *Yes, he/she does* when Pupil A is asking about the activity in the picture. When Pupil A guesses correctly, they change roles.

4 What do Jenny and Sam like? Listen, think and choose.

- Focus on the pictures. Point at the characters and objects and ask *Who's this? (Jenny and Sam.) What activity is this?*
- Play CD1:16 once. Pupils point to the objects as the activities are mentioned. Play the recording again, pausing after *watching TV*. Play this section a few times if necessary. Then point to the objects around the picture of Jenny and ask *What does Jenny like?* Pupils answer. Then do the same with the second half of the recording and the objects around Sam.



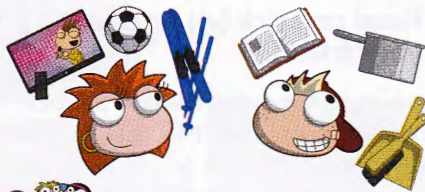
3 Chant.

Madley Kool, Madley Kool,
He likes playing football.
He likes going to the pool.
Does he like skiing and watching TV?
Yes, he does. Just like me!
Does he like cooking? Does he like cleaning?
No, he doesn't.
And he doesn't like reading.

LOOK!

He/She likes playing football.
Does he like playing football?
Yes, he does./No, he doesn't.

4 What do Jenny and Sam like?
Listen, think and choose.



5 Ask and answer.

Does Sam like cleaning?

No, he doesn't.

Lesson 2

He/She likes...ing. Does he/she/Sam like...ing? Free-time activities. Short answers

7

R = RUBY J = JOHN

1:16

- R What does Jenny like? Does Jenny like skiing?
J No, she doesn't.
R Does she like playing football?
J Yes, she likes playing football. And she likes watching TV.
R How about Sam? Does he like cooking?
J Yes, he does. But he doesn't like cleaning.
R Does he like reading?
J No, he doesn't.

KEY Jenny likes playing football. She likes watching TV. Sam likes cooking.

- Ask individual pupils to choose an activity and make affirmative and negative sentences about Jenny and Sam, e.g. *Jenny likes playing football. Jenny doesn't like skiing.*

5 **Ask and answer.**

- Divide the class into pairs. Pupils take turns to ask and answer questions about what Jenny and Sam like.

AB page 5

3 **Read and tick (✓) or cross (X).**

- Pupils look at the completed example and the pictures. They read and put ticks and crosses to show what each child likes and dislikes.

4 **Look at Activity 3 and write.**

- Pupils look at the word bank and the questions. Pupils look at the sentences and pictures in Activity 3 and answer the questions. Check as a class.

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

Ending the lesson

- Ask pupils to cut out their mini cards from PB p. 73. Play Quick peek using the activities from Lesson 1 see p. 23.

OPTIONAL ACTIVITIES

Miming game

Play Flashcard act out see p. 22.

Famous person chant

In small groups, pupils write a chant about a famous person, based on the one in their Pupil's Book. It doesn't have to rhyme but it should have sentences, questions and answers about the famous person's likes and dislikes. Give groups the opportunity to perform their chant for the class if they wish.

NOTES

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

riding my/your (bike), playing the (guitar), skateboarding, playing computer games. What do you like doing? Do you like playing the guitar? Yes, I do./No, I don't.

Recycled language

scooter, Free-time activities. I like...

Materials

Audio CD; Flashcards (Free time); pictures of someone riding a scooter and playing computer games

Starting the lesson

- Play the chant from Lesson 2 CD1:15. Pupils chant and smile and frown to show what Madley likes and doesn't like doing.

PB page 8

Presentation

- Present the new vocabulary with flashcards for *skateboarding*, *playing the guitar* and *riding my bike* and pictures for *riding my scooter* and *playing computer games*. Hold up the pictures and say the words for pupils to repeat.
- Point to a picture on PB p. 8 and ask pupils *Do you like (playing the guitar)?* They answer *Yes* or *No*. If they answer *No*, ask *What do you like doing?* Repeat with the other pictures.

6 Listen and sing.

- Play CD1:17 with books closed. Lead the class in performing the actions while listening. Play the song again with books open. The class follows the lines and mimes. Play the song a few more times, until pupils can sing along.
- Divide the class into boys and girls. They sing alternate lines of the verses and sing the chorus all together. Then they swap lines.

Presentation

- Direct pupils' attention to the Look! box. Look at the questions and short answers and focus on the use and position of *do* in the questions. Elicit more examples from the class and write a few on the board. Pupils copy in their notebooks.

7 Look at Activity 6. Ask and answer.

- Ask pupils to read the speech bubbles. Explain (L1) that Pupil A asks *What do you like doing?* and Pupil B answers *I like ...* and an activity from Activity 6.

AB page 6

5 Read and circle.

- Pupils look at the pictures and decide if the children like or don't like the activity they're doing. They circle the correct option.
- Ask individual pupils to read out the sentences.

KEY 2 like, 3 don't like, 4 like

6 Read and tick (✓) or cross (X). Then ask your friend.

- Pupils read the questions and put ticks for *Yes* and crosses for *No* in the 'Me' column. Then, in pairs, they take turns to ask and answer, and put ticks and crosses in the 'My friend' column.

7 Look at Activity 6 and complete the sentences.

- Pupils complete the sentences based on their ticks and crosses in Activity 6.
- Ask individual pupils to read their sentences to the class. Collect the information on the board.



Pupils can now go online to Film Studio Island and find the prop that Cleo is holding. It is shaped like a horse and can be found between the first and second buildings immediately inside Discovery Studios. Once pupils click on the prop they are taken to a supplementary language game based on the vocabulary in this unit.



Ask pupils to create a chart like the one in AB Activity 6, with columns for members of their family. They ask their family the questions and put ticks or crosses in the columns.

For the next lesson

- Ask pupils to bring in a photo of themselves doing free-time activities with friends or pets.

6  Listen and sing.

SONG

1  **What do you, do you like doing?
What do you, do you like doing?**

Do you like riding your bike?
Yes, I do. I like riding my bike.
Do you like playing the guitar?
Yes, I do. Look! Look! I'm a pop star.

Chorus
Do you like playing computer games?
No, I don't. I like riding my scooter.
Do you like skateboarding, too?
Yes, I like skateboarding! How about you?

2 


3 

4 

5 


LOOK!
What do you like doing?
Do you like playing the guitar?
Yes, I do./No, I don't.

7  Look at Activity 6. Ask and answer.

 What do you like doing?

I like playing the guitar.

Number 3.



8 **Lesson 3** riding my/your bike, playing the guitar, playing computer games, skateboarding, scooter. I like...

Ending the lesson

- Play Mime and guess. Divide the class into two groups. They take it in turns to choose a picture from Activity 6. They mime what the character likes or doesn't like doing in that picture, e.g. playing the guitar. The other group guesses what it is, e.g. *He likes playing the guitar.*

OPTIONAL ACTIVITIES

- Action game**
Play Race to touch see p. 23.
- My favourite timetable**
Write: *morning, afternoon, evening, night.* Pupils write something they like doing for one heading. In pairs, pupils ask and answer.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /sk/ /sw/

Values

Sharing time with friends and family

Target language

skipping; use of *he* and *she* for pets

Recycled language

swan, Free-time activities. This is my (dog). Does he like...?

Materials

Audio CD; Unit 1 Mini cards

Optional Materials

A4 paper

Starting the lesson

- Sing the song from Lesson 3 CD1:17 in two groups: boys and girls. You could also play the karaoke version of the song CD3:36 for pupils to sing along to.

PB page 9

8 Read and match.

- Pupils read the descriptions and match them to the correct picture.
- Explain (L1) that in English, they can use *he/she* to refer to their pets because they are special to them.

9 Listen and answer.

- Play CD 1:18, stopping after each question.

- 1 Does Timmy like skateboarding? **1:18**
- 2 Does Anna like playing the guitar?
- 3 Does Charlie like watching TV?

Values

- Speak about what you like doing with your friends and family. Say, e.g. *I like playing computer games with my dad.* Write some examples on the board and ask pupils to give similar examples.
- Discuss (L1) the importance of sharing time with friends and family.

10 Listen and say.

- Pupils look at the tongue twisters. Teach/ elicit the meaning of *skipping* and *swans*. Play CD1:19, pausing after each sentence. Pupils repeat a few times. Then pupils practise saying the tongue twisters in pairs.

11 Play the game.

- Pupils work in pairs. Ask them (L1) to put one set of mini cards face down on their desk. They take turns to pick up a card and show it to their partner without being able to see it themselves. (You could ask them to put the card on their forehead.) They ask *Does (he) like (running)?* Their partner answers *Yes, (he) does* or *No, (he) doesn't. He likes (swimming).* They win a point for every question that gets a Yes answer.

AB page 7

8 Listen and tick (✓) or cross (X).

- Play CD1:20. Pupils put ticks in the table for the activities that the speakers like and crosses for the activities they don't like.

Hi, I'm Fiona. I like skateboarding and I like swimming. **1:20**
 I don't like watching TV. I like riding my bike.
 My mum doesn't like skateboarding and she doesn't like swimming.
 She likes riding her bike and watching TV.
 My dad likes watching TV, too and he likes skateboarding.
 He doesn't like riding his bike but he likes swimming.

KEY

	skateboarding	swimming	watching TV	riding my bike
Me	✓	✓	X	✓
My mum	X	X	✓	✓
My dad	✓	✓	✓	X

9 Look at Activity 8. Complete.

- Pupils complete the sentences using the table.

KEY 2 don't like, **3** doesn't like, **4** likes, **5** doesn't like, **6** likes

10 Listen and complete the words with *sk* or *sw*.

- Play CD1:21, several times if necessary. Pupils listen and complete the words.

- 1 skiing
 - 2 swimming
 - 3 skateboarding
 - 4 swans
 - 5 skipping
 - 6 skirt
 - 7 sweets
- 1:21**

8



Read and match.

SKILLS



1



2



3



*This is my dog,
Timmy. He likes
skateboarding.
Look! He's cool!*

a

*Hi, I'm Anna. I'm 9.
I like singing and
playing the guitar
with my friends.*

b

*I'm Charlie. I don't
like watching TV and
I don't like cooking.
I like skiing. It's fun!*

c

9



Listen and answer.

10



Listen and say.

She likes **skiing**,
skateboarding
and **skipping**.



SOUNDS FUN!



He likes **swimming** with **swans**.

11



Play the game.

Does he like
skiing?



Yes, he does.

Lesson 4

skipping, swan, Activities. Does he like...? Sounds: /sk/ /sw/

9

Ending the lesson

- Say the tongue twister as a class several times. How fast can they manage it without making any mistakes?

OPTIONAL ACTIVITIES

Mini card game

Play What's missing see p. 23.

Make a mini poster

Pupils make a mini poster of the activities they like doing with their family and friends. Pupils write a few sentences, e.g. *I like going to the park with my mum.*

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

find, actually, lying, help, detective

Recycled language

cat, Activities. Where's...? What's your name?
I like...ing She likes...ing

Materials

Audio CD; Unit 1 Story cards; Character Story cards

Optional materials

Unit 1 Mini cards; props for acting out the story, e.g. glasses for Ruby, baseball cap and/or skateboard for Sam, baseball cap for crew member, black T-shirt for John, grey jumper for Cleo

Starting the lesson

- Ask pupils to look at the opening episode on p. 2. Ask questions, e.g. *Where are the children? (At a film studio.) Who likes Madley Kool? (Jenny.) Is Madley Kool at the studio? (Yes.) What is the film about? (Sharks.)*

PB page 10

12 Listen and read. Then act.

- Show the story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play CD1:22. Pupils listen as they follow the story in their books. Ask if their predictions were correct, then ask the After listening to the story questions.

Practice

- Divide the class into five groups and assign a character to each. Pupils read their parts as a class from their seats.
- Invite volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.

- Shuffle the story cards and put them in random order on the board. With books closed, pupils put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.
- Hold up the story cards in order and retell the story making some deliberate mistakes. Every time the pupils spot a mistake, they stand up and correct it. Alternatively, retell the story, pausing at certain points so pupils can complete your sentences, e.g. *The children are in ... Pupils say the film studio.*

AB page 8

11 **Look and write. Use the words in the box.**

- Direct pupils' attention to the poster of Madley Kool. Ask *Who's this?* Pupils answer. Explain (L1) that posters like these are used to find people who have gone missing.
- Tell pupils to complete the sentences using the words in the word bank to make the profile of Madley Kool. Ask individual pupils to read the sentences to the class.

KEY 2 sunglasses, **3** pizza, **4** cooking, **5** Cleo the cat, **6** Madley Kool

12 **Look at the code and write the message.**

- Tell pupils to look at the code wheel and ask them (L1) to try to explain how it works. Confirm or correct as necessary. (The alphabet is on the larger circle on the outside of the wheel and the code letters are on the smaller circle inside. So, for example, R in the code is really the letter W.)
- They translate the letters in the coded message and write the sentence.

KEY Where is Madley Kool?

Pairwork

- Tell pupils (L1) to pretend they are spies. They each write a secret message to another spy in their organisation. They exchange messages in pairs and decode them. Then they read the messages to the class.



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



Now go to Film Studio Island.

10 Lesson 5

find, actually, lying, help, detective, Activities, I like/She likes...ing.

Ending the lesson

- Play Hot seat see p. 22 with the character story cards. Pupils make sentences about the character, e.g. *He likes skateboarding*, so that the pupil in the hot seat can guess his/her identity.

OPTIONAL ACTIVITIES

Story writing

Pupils rewrite some of the speech bubbles in the story. Pupils practise reading their new stories, then perform them for the class.

Mini card game

Play Memory master see p. 23.

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 – unusual homes

Target language

lighthouse, climbing the stairs, castle

Recycled language

boat, favourite food, fish, Home. He/She likes (reading). He/She doesn't like (cleaning).

Materials

Audio CD; old home magazines, pictures of houses, A3 paper

Optional materials

Reference books or internet A4 paper; Flashcards (Free time)

Starting the lesson

- Play Give me an A see p. 24 to revise home vocabulary: *living room, kitchen, bedroom, bathroom, garden.*

PB page 11

Presentation

- Draw a boat slowly on the board and ask the class to guess. Introduce *boat*. Repeat with *lighthouse*. Ask the class what a lighthouse is for (L1) and if they would like to live in one.

13 Listen and read.

- Tell the class that they are going to listen to a recording and follow in their books. Ask them to think about the question *Where does she live?* Play CD1:23, stopping at the end of Rosa's text. Pupils answer *In a boat*.
- Play Rosa's part again. Ask a few more questions: *Does she like living in a boat? What does she like doing there?*
- Before playing Will's part, ask *Does Will like climbing stairs?* Mime to show the meaning of *stairs*. Play the second half of CD1:23. Pupils answer *No, he doesn't*.
- Play the recording again. Ask a few comprehension questions.

14 Read, think and say Rosa or Will.

- Pupils read the sentences and decide if they refer to Will or Rosa. Do the first sentence with the class. Then ask individual pupils to read out the sentences and the class says the correct name.

KEY 1 Will, 2 Rosa, 3 Rosa, 4 Will, 5 Will

AB page 9

13 Find out about Megan. Read and complete.

- Ask (L1) what type of house is in the picture and teach the word in English (*a castle*). Check the meaning of the words in the table and teach *description* if necessary. Pupils read about Megan and complete the table.
- Copy the table on the board and ask individual pupils to fill it in with the correct information.

KEY

house: castle, **description:** 21 rooms and a big garden, **birds:** swans, **likes:** playing in the garden, reading outside, **doesn't like:** cleaning the castle

14 Listen and tick (✓).

- Play CD1:24. Pupils look at each picture carefully, listen and decide which is Rosa's bedroom.

Look, this is my bedroom.

1:24

I like skateboarding. I don't like watching TV.

I like reading and I like playing the guitar.

I don't like cleaning.

KEY 2

15 Look at Activity 14. Read, think and write 1 or 2.

- Explain (L1) that pupils have to write the correct picture number next to each sentence. Look together at sentence 1, which refers to picture 2 in Activity 14. Pupils do the activity, then check as a class. Ask pupils to explain (L1) why they have chosen a particular picture.
- Fast finishers could write more sentences about the pictures, e.g. *I've got a teddy. I like playing football. I haven't got a computer, etc.*

KEY 2 2, 3 1, 4 2, 5 2, 6 1

Mini project

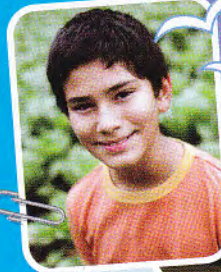
- Pupils design an unusual house. Bring a collection of old magazines or cut outs that they can use. They can also draw. They write a description of the house and things they like and don't like doing in it. Display the projects around the class.



Do you like my house?



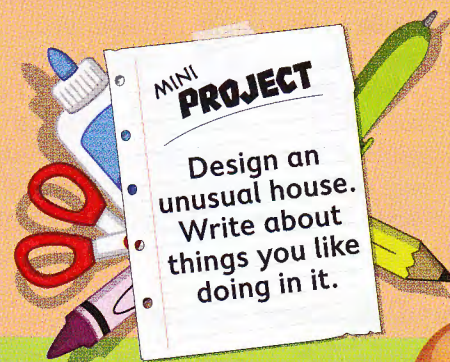
This is Rosa. Look at her house. It's a boat. Rosa likes her boat. She doesn't like watching TV. She likes reading and playing the guitar. She likes riding her bike, too but not on the boat!



This is Will. This is his house. It's a lighthouse! There are a lot of stairs. Will likes living in the lighthouse but he doesn't like climbing the stairs. He likes playing computer games and watching TV. He likes cooking, too. His favourite food is fish.



- 1 I don't like climbing the stairs.
- 2 I don't like watching TV.
- 3 I like reading.
- 4 I like playing computer games.
- 5 I like cooking.



MINI PROJECT

Design an unusual house.
Write about things you like doing in it.

Lesson 6

lighthouse, climbing the stairs, boat, favourite food, He/She likes/doesn't like...ing.

Ending the lesson

Play CD1:17 and sing the song in Lesson 3.

OPTIONAL ACTIVITIES

Research

Write: *igloo, tipi, tree house, caravan, cave, house*.

Pupils find information about these unusual types of home. They draw pictures and label them.

Action game

Play Jumping the line see p. 22.

Lesson 7

Lesson aims

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

Recycled language

Free-time activities

Materials

Unit 1 Mini cards; Evaluation sheet 1; Poster 2; a soft ball or small bean bag

Optional materials

A4 paper

Starting the lesson

- Write on the board: *sports, food, clothes, actions*. Divide the class into pairs. Ask them to write as many words as they can think of for each category. For stronger classes, you may set a time limit.

AB pages 10–11

16 Complete the puzzle.

- Ask pupils (L1) if they have ever done a puzzle and elicit/explain how to do one. Pupils solve the puzzle individually or in pairs. Check as a class, asking, e.g. *What's number (two)?* Pupils answer.

KEY 2 skateboarding, **3** playing, **4** riding, **5** swimming, **6** cleaning, **7** cooking


Game

- Say and mime, e.g. *I like reading*. Ask a pupil to repeat the sentence, adding another activity and mime, e.g. *I like reading and drinking*. Continue in the same way and after three turns say **BUT I don't ...!!** The next pupil has to say a negative sentence about an action that hasn't been mentioned before, e.g. *I like reading and drinking and eating BUT I don't like playing tennis*. The pupil after that starts a new round.

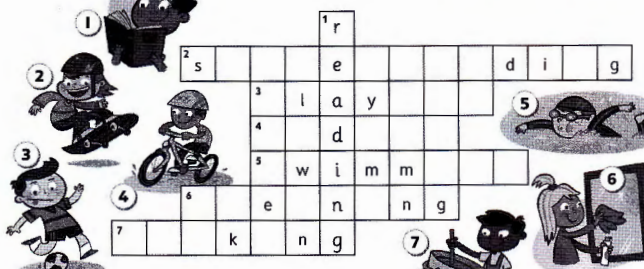
17 Read, think and complete.

- Direct the pupils' attention to the lists of likes and dislikes. Tell them to use this information to complete the sentences.
- When they have finished, ask individual pupils to read the sentences to the class.


KEY 2 reading, **3** playing, **4** riding, **5** bike, **6** watching TV, **8** likes, **9** doesn't like




Complete the puzzle.



Read, think and complete.



cooking ✓
reading ✓
watching TV X
playing football ✓
riding my bike ✓



playing computer games ✓
swimming ✓
skiing X
playing the guitar ✓
skateboarding X

He likes ¹ cooking and ² _____. He likes ³ _____ football and ⁴ _____ his ⁵ _____. He doesn't like ⁶ _____.

She ⁷ likes playing computer games and swimming. She ⁸ _____ playing the guitar. She ⁹ _____ skiing or skateboarding.

10
Round-up

Game

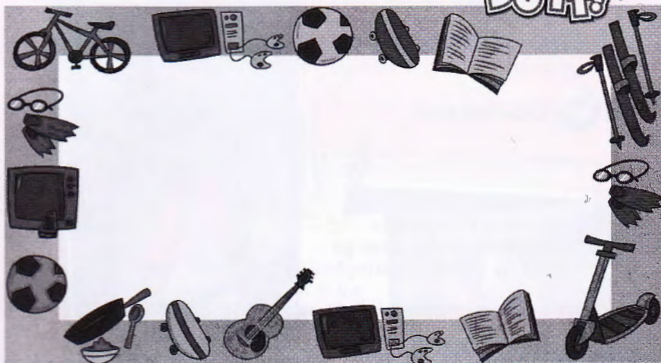
- Divide the class into pairs. Pupils lay two sets of Unit 1 mini cards face down in a line.
- Pupil A turns a card over and says *I like (cooking)*, then points to another card and asks *What do you like doing?*
- Pupil B turns the card over and says *I like (riding my bike)*. If it matches Pupil A's card, Pupil B keeps both cards. If not, both the cards go face down again.
- Pupils swap roles and continue in this way until they have collected all the cards. The winner is the player with the most pairs at the end.

18 What do you like doing? Draw a picture.

- Point at the pictures in the frame. Pupils say the words. They then draw their favourite activity inside the frame and colour it.

What do you like doing?
Draw a picture.

I CAN DO IT!



19 What do you like doing? Use the words in the box.
Then tell your friend.

in the morning in the afternoon at night

What do you like doing in the morning?

I like books. I like reading in my bedroom.



I can do it! II

19 What do you like doing? Use the words in the box. Then tell your friend.

- Ask one pupil to show his/her picture to the class. Elicit a description of it using the words from the word bank. Then ask pupils to write a description of their own picture.
- Divide the class into pairs. Pupils ask and answer questions about their pictures.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to colour the appropriate number of stars depending on how well they think they completed the unit.

Game

- Play Charades. Divide the class into two groups. Ask one pupil from Group A to act out a free-time activity. Ask *What does he/she like doing?* The pupil's group guesses the activity. If they guess correctly they get a point. If they don't, Group B has the chance to answer.
- Ask Group B to take their turn.

- Pupils play a game in pairs using the Free time pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.

- Use Poster 2 see p. 21.

Evaluation

You can check your pupils' progress using Evaluation sheet 1. See also teacher's notes p. 172.

Ending the lesson

- Play The ball 2 see p. 24 to revise questions, e.g. *Do you like (cleaning)? Does (Madley Kool) like (skateboarding)? What does (Madley Kool) like doing?*

OPTIONAL ACTIVITIES

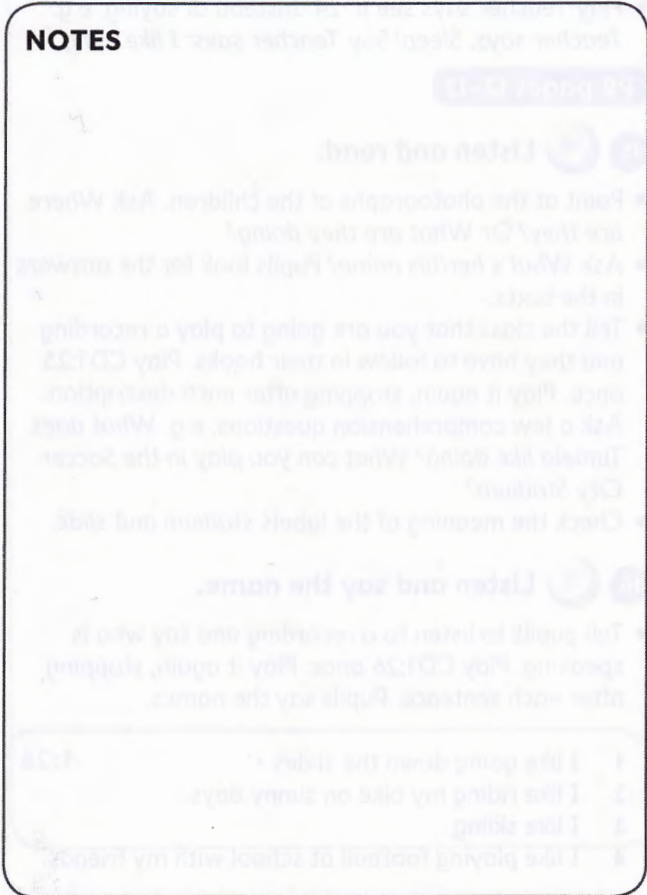
Drawing game

Play Draw it relay see p. 24 with free-time activities.

Word game

Play Letter mess see p. 25 in small groups. Groups make as many English words as they can with the given letters.

NOTES



Lesson 8

Lesson aims

To learn about other cultures and respect cultural differences; to learn about free time activities in other countries

Target language

stadium, slide, snowboarding, knitting, rock climbing, pottery, juggling. I'm from...

Recycled language

Hobbies. I like...ing. I can... Do you like...? Yes, I do./No, I don't.

Materials

Audio CD; a map of the world; reference books or internet access; pictures of the new hobbies in Activity 19; A4 paper; Consolidation and extension worksheet 1

Optional materials

Photos of people doing free-time activities

Starting the lesson

- Ask pupils (L1) to name a country in the world and ask what they associate with that country, e.g. *Canada, snow*. Ask them what kind of activities children might like doing in those countries.
- Play Teacher says see p. 24. Instead of saying, e.g. *Teacher says: Sleep!* Say *Teacher says: I like ...ing.*

PB pages 12–13

15 Listen and read.

- Point at the photographs of the children. Ask *Where are they?* Or *What are they doing?*
- Ask *What's her/his name?* Pupils look for the answers in the texts.
- Tell the class that you are going to play a recording and they have to follow in their books. Play CD1:25 once. Play it again, stopping after each description. Ask a few comprehension questions, e.g. *What does Tumelo like doing? What can you play in the Soccer City Stadium?*
- Check the meaning of the labels *stadium* and *slide*.

16 Listen and say the name.

- Tell pupils to listen to a recording and say who is speaking. Play CD1:26 once. Play it again, stopping after each sentence. Pupils say the names.

- 1 I like going down the slides. 1:26
- 2 I like riding my bike on sunny days.
- 3 I like skiing.
- 4 I like playing football at school with my friends.

Wider World

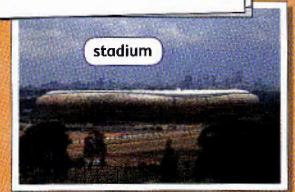
At the weekend

15 Listen and read.

1
Hi, I'm Kelly. I'm from Canada. It's snowy here. I like skiing. It's fun. I can go very fast. Do you like skiing?



2
Hi, I'm Tumelo. I'm from South Africa. I like playing football at school with my friends. I can see the Soccer City stadium from my house. It's really big. My favourite team is the Mamelodi Sundowns.



16 Listen and say the name.

12

stadium, slide, snowboarding

KEY 1 Javier, 2 Anne, 3 Kelly, 4 Tumelo

17 Read and answer. True or false?

- Pupils read the sentences. They reread the information about the children and decide if the sentences are true or false. They correct the false ones.
- Explain any new or difficult vocabulary.

KEY 1 F (She can ski fast.), 2 T, 3 T, 4 F (He goes to the water park with his friends.)

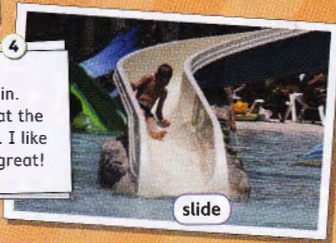
Practice

- Bring a map of the world. Say *I'm from (country)*. Locate the country on the map. Ask individual pupils *And you?* Pupils answer.
- Turn to the pictures and ask *Where's (Anne) from?* Pupils find the names of the countries on the map.



3 Hi, I'm Anne. I'm from France. I like riding my bike with my mum and dad. It's good exercise. I like riding my bike on sunny days. My little brother likes riding, too!

4 Hi, I'm Javier. I'm from Spain. I like swimming. Look! I'm at the water park with my friends. I like going down the slides. It's great!



17 Read and answer. True or false?

- 1 Kelly can't ski fast.
- 2 Tumelo likes playing football at school.
- 3 Anne likes riding her bike with her family.
- 4 Javier goes to the water park with his family.

18 Ask your friend about his/her hobbies.

Do you like playing football?

Yes, I do.

19 Write about one of these free time activities.

- snowboarding knitting rock climbing pottery juggling

knitting, rock climbing, pottery, juggling, I'm from..., hobbies, I like..., I can..., Do you like...? Yes, I do./No, I don't.

13

Ending the lesson

- Play Hungry shark see p. 24 to revise the spelling of the free-time activities learnt in this lesson and in the rest of Unit 1.

OPTIONAL ACTIVITIES

Make a sentence

Show photos of people doing free-time activities that pupils have learnt. Divide the class into two teams. One pupil from each team in turn chooses a picture and says a sentence, e.g. *He likes skiing*. Give a point for each correct sentence. Teams can repeat pictures but not sentences, so Team B can say, e.g. *The man doesn't like skiing*.

Vote with your feet

Give the class choices while pointing to opposite sides of the classroom. Point left and say *Knitting ...* then point right and say *... or skateboarding?* Pupils choose the activity they prefer, run to the correct part of the classroom and mime the activity. Continue with other pairs of activities, then allow individual pupils to take over your role.

NOTES

18 Ask your friend about his/her hobbies.

- Divide the class into pairs. Pupils take turns to ask and answer about their hobbies. Help with additional vocabulary if necessary.

19 Write about one of these free-time activities.

- Present the new activity words. Mime and show images of the activities to make the meaning clear. Ask (L1) which they would like to do.
- Bring reference books. Groups look for information. If you have internet access, they can look for information on the web.
- Pupils work individually and make a mini poster with drawings or prints of the activity they have chosen and write sentences describing it. Supply additional vocabulary as needed.

Consolidation and extension worksheet 1

Pupils complete the Consolidation and extension activities on worksheet 1. See also teacher's notes p. 188.

2 Animals

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

elephant, lion, monkey, giraffe, crocodile, hippo, leaves. (Lions) eat (meat).

Recycled language

fruit, meat, insect, grass, Animals, Parts of the body

Materials

Audio CD; Flashcards (Animals)

Optional materials

Word cards (Animals)

Starting the lesson

- Brainstorm all the animals pupils have learnt so far. Write them on the board.
- Write headings *Pets, Farm, Forest, Insects* and check meaning (L1). Point at one of the category names. Pupils say the animals from the list on the board that go in that category.

PB page 14

Presentation

- Hold up the animal flashcards for the lesson's animals (plus the flashcards for revision of *snake* and *frog*) one at a time and say the words for pupils to repeat. Hold up the flashcards again and ask individual pupils to say the words.
- Direct pupils' attention to the main illustration. Point at the characters and ask *Who's this!?* (from left to right, Sam, Cleo the cat, Jenny, John and Ruby). Ask (L1) what they can remember about the characters' adventures so far. (The children are at a film studio and are looking for the film star Madley Kool. Cleo the cat is helping them.) Ask *Where are they now?* Elicit (L1) that they are on a film set.

1 Listen, point and say.

- Play CD1:27, pausing after each word. Pupils point at the animal pictures at the bottom of the page. Play the recording again. Pupils point and repeat each word. Ask *What's number (three)?* Pupils look and answer.

14 Lesson 1

elephant, lion, monkey, giraffe, crocodile, hippo, leaves, fruit, meat, insects, grass

Game

- Display the relevant animal flashcards on one side of the board and write the corresponding words or put up word cards on the other side. Pupils come to the front, read out the words and match them to the pictures.
- Shuffle the flashcards of the animals from this lesson and choose one. Do not show it to the class. Describe it, e.g. *It's (big) and (grey). It's got (four legs) and a (long nose).* Pupils call out the right word.

2 Listen, find and say what's missing.

- Point to the animals in the main illustration and ask *What's this?* Pupils answer.
- Tell pupils (L1) they are going to listen to a recording describing what they can see in the main illustration, but that one of the animals from Activity 1 won't be mentioned. (Make sure pupils understand that Cleo the cat and the two birds aren't relevant in this activity.)
- Play CD1:28 up to *What's the missing word?* Give pupils time to find the animals mentioned. Play the recording again. Pupils decide what's missing. Play the rest of the recording. Pupils check if they were right.

3 **Chant.**

Do hippos eat insects?
No, they don't. Hippos eat grass.
Do monkeys eat grass?
No, they don't. Monkeys eat fruit.
Do lions eat meat?
Yes, they do. Lions eat meat.
Do giraffes eat leaves?
Yes, they do. Giraffes eat leaves.

LOOK!

Do lions eat meat?
Yes, they do./No, they don't.

4 **Listen and say the missing words.**

- 1 Crocodiles eat **?**, too.
- 2 Silly **?**!
- 3 What do hippos **?**?
- 4 Elephants eat leaves and **?**, too.

5 **Ask and answer.**

What do giraffes eat?
They eat leaves.

Lesson 2 Do...eat...? Yes, they do./No, they don't. What do...eat? They eat... Animals **15**

- Point at the lion and the meat and say *Lions eat meat.* Point at the elephant and at the leaves. Ask *And elephants? Do elephants eat meat?* Pupils answer *Yes* or *No*. Say *No, elephants eat leaves.* Repeat with the other animals.

AB page 12

1 Match.

- Tell pupils to match each animal to the correct section of the animal park by reading the labels.
- In pairs, ask pupils to compare their answers. Do a quick check around the class.

2 Look and write.

- Explain (L1) that pupils have to work out what animal is in each picture and then write the sentences as in the examples.

KEY 3 It's a monkey. 4 It's a hippo. 5 It's a crocodile. 6 It's a giraffe.

Ending the lesson

- Play a guessing game. Ask pupils to think of an animal. Ask questions to guess what animal it is, e.g. *Is it (big)? Has it got (four legs)? Is it (brown)? Can it (swim)?* When pupils have grasped the idea, think of an animal and tell pupils to ask the questions.

OPTIONAL ACTIVITIES

Perform a scene

Play CD1:28 again, pausing after each line, and ask pupils to help you write it on the board. Read it as a class. Divide the class into groups of four and assign a character to each group member. Groups rehearse their parts. Ask groups to come to the front of the class in turn to act out the dialogue.

Flashcard game

Play Flashcard act out see p. 22, using the animals from this lesson.

S = SAM JE = JENNY JO = JOHN R = RUBY **1:28**

S Where's Madley Kool? Is he here?

JE No, he isn't. But look at all the animals.
What's your favourite animal? I like the giraffe.
Look at his long neck!

JO I like the monkeys. They're funny.

R I like the elephant. It's big!
And I like the hippo. It's cool.

S Look! It's a lion!
What do lions eat?

R They eat meat. Quick, Run!

What's the missing word?
Crocodile!

Practice

- Play CD1:28 again, stopping after each line for pupils to repeat. Ask questions, e.g. *Does Ruby like (the lion)?*

Presentation

- Direct pupils' attention to the labelled food in the main illustration: *meat, fruit, insects, grass, leaves.* Check the meaning. Say the words and pupils repeat.

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

Do (lions) eat (meat)? Yes, they do./No, they don't. What do (lions) eat? They eat...

Recycled language

silly, Animals, Food for animals, Pets, Exotic animals

Materials

Audio CD; Flashcards (Animals); Word cards (Animals)

Optional materials

Poster paper, old magazines or pictures of animals, glue

Starting the lesson

- Use the animal flashcards to revise the new vocabulary from the previous lesson. Hold up the flashcards in turn and elicit the words. Then hold up the animal word cards and pupils read out the words. Alternatively, with stronger classes, ask individual pupils to come to the front and write the words on the board.
- Play Charades see p. 24 with animal words.

PB page 15

3 Chant.

- Play CD1:29. Pupils listen to the chant and follow the words. Play the chant again. Pause after each line for pupils to repeat. Play the chant once more for pupils to join in and say together. Use the flashcards to help prompt the words if necessary.
- Divide the class into two groups. One group chants the questions and the other chants the answers. They then swap roles.

Presentation

- Pupils read the sentences in the Look! box. Focus on the highlighted words. Explain (L1) that we use *do* in questions and short answers about more than one person, animal or thing. Ask pupils to give more example questions, e.g. *Do cats eat insects?* Write them on the board. Pupils copy in their notebooks.

Practice

- Write on the board: *meat, insects, fruit, leaves* and *grass*. Brainstorm with pupils the animals they know that like to eat these, e.g. *Dogs eat meat. Frogs eat insects.*

2 Animals

What do lions eat?

fruit meat insects grass leaves

1 Listen, point and say.

2 Listen, find and say what's missing.

14 Lesson 1

elephant lion monkey giraffe crocodile hippo leaves fruit meat insects grass

- You may wish to explain (L1) that animals that like meat are *carnivores*, those that eat fruit, grass and vegetables are *herbivores* and the ones that eat both are *omnivores*, e.g. bears and people.
- 4 Listen and say the missing words.
- Ask pupils (L1) to look at the sentences and guess what words are represented by the question marks. Tell them that you are going to play a recording and they have to say the words to complete the sentences. Check meaning of *silly*.
- Play CD1:30 once. Pupils just listen. Play it again. They say the missing words. Then ask individual pupils to read the sentences to the class, including the missing words.

S = SAM R = RUBY JE = JENNY JO = JOHN **1:30**

S What do lions eat?

R They eat meat. Crocodiles eat meat, too. Quick, where's the meat?

JE And giraffes eat leaves. Silly giraffe!

JO What do hippos eat?

R They eat grass. Elephants eat leaves and grass, too.

JO And monkeys eat fruit! Hey you! Come back!

3 **Chant.**

Do hippos eat insects?
No, they don't. Hippos eat grass.
Do monkeys eat grass?
No, they don't. Monkeys eat fruit.
Do lions eat meat?
Yes, they do. Lions eat meat.
Do giraffes eat leaves?
Yes, they do. Giraffes eat leaves.

LOOK!

Do lions eat meat?
Yes, they do./No, they don't.

4 **Listen and say the missing words.**

- 1 Crocodiles eat , too.
- 2 Silly !
- 3 What do hippos ?
- 4 Elephants eat leaves and , too.

5 **Ask and answer.**

What do giraffes eat?
They eat leaves.

crocodile
hippo

Lesson 2 Do... eat...? Yes, they do./No, they don't. What do... eat? They eat... Animals 15

KEY 1 meat, 2 giraffe, 3 eat, 4 grass

Practice

- Ask a few questions about the recording in Activity 4 to check comprehension, e.g. *Do crocodiles eat leaves? Do giraffes eat meat?* Play CD1:30 again to check.

5 Ask and answer.

- Ask two pupils to read out the speech bubbles. Say the question and ask pupils to repeat a few times.
- Divide the class into pairs. Pupils take turns to ask and answer questions about what animals like eating. Tell the class to ask about a variety of animals and not just the ones that appear in the lesson.

AB page 13

3 Look and say *What do ... eat?* Then write.

- Direct pupils' attention to the pictures. Point at the animals in turn and ask *What's this?* Pupils answer.

- Now turn their attention to the words in the word banks and the example sentence. They combine words from each word bank to make sentences about what each animal eats.
- When they have finished, have pairs of pupils ask *What do (monkeys) eat?* and answer by reading out their sentences to the class.

KEY

Monkeys eat fruit.
Crocodiles eat meat.
Lions eat meat.
Elephants eat leaves and grass.
Birds eat insects.
Giraffes eat leaves.

4 Look and write. Add two animals and complete. Then ask and answer.

- Focus on the table. Tell pupils (L1) to complete the *Meat* column.
- Ask *Do monkeys eat meat?* Pupils answer *No* and put a cross. Continue with the other animals. Pupils then add two animals to the table and complete it.
- Focus on the questions and answers. Read the example and tell pupils (L1) to complete the others in a similar way.
- Ask individual pupils to read a question and answer in turn.

KEY

✓ = lions, crocodiles
X = monkeys, elephants
Suggested answers
2 leaves? No, they don't.
3 No, they don't.
4 monkeys/insects? Yes, they do.

Ending the lesson

- Display the animal flashcards around the room and play I spy see p. 25.

OPTIONAL ACTIVITIES

Question and answer game

Play Question chain see p. 25 with questions about animals and food, e.g. *Do giraffes eat meat? What do cats eat?*

Animal poster

Make a poster with the class. Give pupils old magazines to cut out pictures of animals. Alternatively, bring the cut outs yourself. Write three headings at the top of a sheet of poster paper: *They eat meat / They eat grass, leaves or fruit / They eat insects.* Ask pupils to stick on the corresponding pictures and label them.

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Values

Respecting animal life

Target language

live, Africa, flat. (Lions/They) live (in Africa). (My cat/He/She/It) lives with me.

Recycled language

sleeping, Animals, Animal food, Activities

Materials

Audio CD; Flashcards (Animals); map of the world, reference books

Optional materials

A4 paper

Starting the lesson

- Play CD1:29 and say the chant from Lesson 2 in two groups. Group A asks the questions and Group B answers. Then they swap over.

PB page 16

6 Listen and sing.

- Show the map of the world and ask *Where's Africa?* Invite pupils to answer. Point at the map and say *Here, this is Africa.* Ask, e.g. *Are there (monkeys/snakes) in Africa?* Pupils answer.
- Play CD1:31. Pupils listen and follow in their books. Play the song again. Mime to make meaning clear. Explain (L1) the meaning of *all day long*, *catch* and *flat*. Play the song again. Pupils join in and sing together. You could also play the karaoke version of the song CD3:37 for pupils to sing along to.

Presentation

- Direct pupils' attention to the Look! box. Read the sentences with the class. Explain (L1) that we add *s* to *live* with *he*, *she* and *it*, but we do not add *s* with *they* or when we are speaking about more than one person, animal or thing. Ask pupils for more examples and write them on the board. Pupils copy in their notebooks.

Values

- Talk with pupils (L1) about the importance of respecting animal life and about wildlife that is endangered. Introduce *endangered species*, *extinction*, *illegal hunting* and show pictures of endangered animals in reference books.

- Discuss reasons why species become endangered. Ask their opinion about hunting animals for their fur or skin, like crocodiles, which are hunted to make bags and shoes.

7 Look at Activity 6. Ask and answer.

- Divide the class into pairs. Pupil A says a sentence about lions or Oscar, e.g. *They run fast.* Pupil B answers, e.g. *Lions.* Then they change roles.

AB page 14

5 Read, think and circle.

- Pupils look at the sentences. Remind them of the rules they learnt in the Look! box and focus on the example. Tell them to circle the correct word in the other sentences.

KEY 2 lives, 3 run, 4 eat, 5 runs, 6 eats

6 Listen and number.

- Pupils look at the pictures and say the animal words. Play CD1:32 once. Pupils just listen. Play it again and pupils number the animals in the pictures in the order they hear the descriptions. Play the recording again so pupils can check their answers.

- It lives in a house. It eats meat and it can swim. 1:32
- They live in Africa. They eat meat and they can swim.
- It lives in a house. It eats meat and it likes sleeping.
- It lives in the garden. It eats grass and it likes jumping.
- They live in Africa. They eat leaves and they're tall.
- They live in Africa. They eat fruit and they can climb trees.

KEY 2 crocodiles, 3 cat, 4 rabbit, 5 giraffes, 6 monkeys

7 Look, think and complete.

- Pupils complete the sentences with *eat* or *eats*.

KEY 2 eats, 3 eat, 4 eats, 5 eat



Tell the class to teach their parents the song and sing it at home together. They can also sing it on their way to and from school.

6



Listen and sing.

SONG

Lions live in Africa.
 They're big and strong.
 They like sleeping all day long.
 They run very fast
 To catch their lunch.
 What do they eat?
 They eat meat.
 Crunch, crunch, munch!

Oscar lives with me.
 He's a very small cat.
 He likes sleeping in my flat.
 He runs very fast
 To get his lunch.
 What does he eat?
 He eats meat.
 Crunch, crunch, munch!



LOOK!

Lions live in Africa.
 They live in Africa.
 My cat lives with me.
 He/She/It lives with me.

7



Look at Activity 6. Ask and answer.



They eat meat.

He eats meat.

Lions.

Oscar.

16 Lesson 3

live, Africa. flat. Lions/They live in Africa. My cat/He/She/It lives with me. sleeping

Ending the lesson

- Divide the class into two groups. One pupil from Group A describes an animal, e.g. *It's got four legs. It eats leaves. It's very tall.* Group B guesses what animal it is, e.g. *A giraffe!* Allow a limited number of guesses to make the game more challenging.

OPTIONAL ACTIVITIES

Endangered animal mini project

Pupils draw an endangered animal on A4 paper and write a short description, e.g. *Pandas live in China. They're black and white. They eat bamboo.*

Communication game

Play Pass the secret see p. 25.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /i:/

Target language

river

Recycled language

Australia, treat [n]. They like (swimming). They can (run). They eat (meat).

Materials

Audio CD; Unit 2 Mini cards PB p. 75

Optional materials

A map of the world

Starting the lesson

- Describe animals that pupils know, making deliberate mistakes, e.g. *Elephants live in Africa. They eat meat. They can swim. They like playing tennis.* Pupils stand up when they hear a mistake and correct you.

PB page 17

8 Look and read.

- Tell pupils (L1) that this text is a blog entry. Explain what an animal park keeper is. Ask the class what they know about crocodiles (L1).
- Pupils read and see if their predictions were correct. After reading, explain *watch out!* and *river*. Ask pupils to name a river in their region or country.

9 Listen and answer.

- Play CD1:33, pausing after each question to give pupils time to think and answer.

- Where do crocodiles live? **1:33**
- Do crocodiles eat fish?
- Can they run?
- Are crocodiles big or small?
- What do crocodiles like doing?

KEY 1 They live in Africa and Australia. **2** Yes, they do. **3** Yes, they can. **4** They're big. **5** They like sleeping in the sun and swimming.

10 Listen and say.

- Pupils look at the tongue twisters and say which sound the purple letters make. Play CD1:34 to check. Explain *treat*. Play CD1:34 at least twice, pausing at the end of each sentence. Pupils repeat, then practise saying the tongue twisters in pairs.

11 Play the game.

- Pupils cut out their mini cards from PB p. 75. Divide the class into pairs. Pupil A shuffles the two sets of cards and deals them evenly, face down in two piles.
- Pupils take turns to turn over the top card from their pile to start their own face-up pile. When two face-up cards match, pupils race to call *Snap!* The pupil who calls *Snap!* first makes two sentences about the animals on the cards, wins both piles and adds them to the bottom of his face-down pile. The winner is the pupil with the most cards when the game ends.

AB page 15

8 Listen and circle.

- Play CD1:35 once for pupils to listen. Play it again. They read the sentences and circle the correct option. Play it once more so they can check their answers.

K = KEEPER A = PUPIL A B = PUPIL B 1:35

C = PUPIL C

K There are a lot of different monkeys here at the zoo. Have you got any questions?

A Where do monkeys live?

K They live in Africa.

B Are they big or small?

K They're small.

C What do they eat?

K They eat fruit, leaves and insects. They like bananas.

C Do they eat meat?

K No, they don't.

B Can they run?

K Yes, and they can climb trees.

A What do they like doing?

K They like playing and climbing trees.

KEY 2 small, 3 insects, 4 run, 5 playing

9 Find, think and write the questions.

- Focus on the example. Pupils unscramble the other questions and write them. To check, ask individual pupils to read the questions. Ask other pupils to answer, based on the information in Activity 8.

KEY 2 Do they eat fruit? 3 Can they run? 4 What do they like doing?

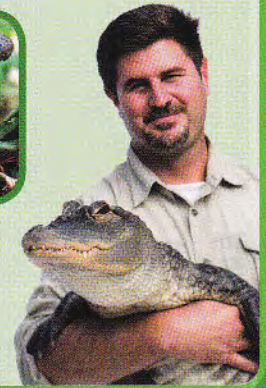
10 Complete the words with ee or ea. Then listen and check.

- Point at the first two words and check pupils understand the activity. They then complete each word with ee or ea. Play CD1:36 a few times. They listen and check their answers.

Discovery Island Animal Park: Crocodiles

Blog posted by: Paul, animal park keeper


Hi, I'm Paul. There are a lot of crocodiles here at Discovery Island Animal Park. This is a photo of Snapper. Look at the bird in her mouth! It's cleaning her teeth.




These crocodiles live in rivers in Africa and Australia. They are very big and they are strong. They like sleeping in the sun and they like swimming. They can run but they can't run far. Crocodiles eat meat, fish and birds. They can eat you too, so watch out!

9  Listen and answer.

SOUNDS FUN!

10  Listen and say.



Sixteen green leaves are a treat to eat.

Thirteen lions like eating meat and sleeping.

11  Play the game.

Snap! They're crocodiles.

Crocodiles eat meat.



Lesson 4

river, Australia, treat (n). They're... (Crocodiles) eat (meat). Sound; /i:/

1:36

- 1 eating 2 sixteen 3 leaves 4 tree 5 three
6 jeans 7 peas 8 beans 9 meat 10 sleeping

Ending the lesson

- Sing the song from Lesson 3 CD1:31.

OPTIONAL ACTIVITIES

Young writers

Brainstorm words with the sound /i:/. In groups, pupils write a new tongue twister and perform it.

Mini cards game

Play What's missing? see p. 23 with one set of the Unit 2 mini cards.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

Do they eat (grass)? Are they here?

Recycled language

Animals. They eat (grass). What do (elephants) eat? They're big. They like eating (meat).

Materials

Audio CD; Unit 1 and 2 Story cards

Optional materials

Props for acting out the story, e.g. glasses for Ruby, baseball cap and/or skateboard for Sam, black T-shirt for John, necklace for Jenny, grey jumper for Cleo; Unit 2 Mini cards.

Starting the lesson

- Pupils look back at the main illustration in Lesson 1. Ask *Where are the children? (In a film set.) What animals are there?* Pupils name the animals.
- Play a guessing game. Begin drawing a hippo, elephant or crocodile very slowly and pupils guess what it is. Invite a pupil to take over your role.

PB page 18

12 Listen and read. Then act.

- Show the story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play CD1:37 for pupils to listen as they follow the story in their books. Ask if their predictions were correct, then ask the After listening to the story questions.

Practice

- Talk about the story, making some deliberate mistakes, e.g. *Elephants are small. There are two elephants in picture 1.* Every time the pupils spot a mistake, they stand up and correct it.

AB page 16

11 Listen and tick (✓) or cross (X).

- Pupils look at the pictures and say what the animals are. Ask the question in John's speech bubble and tell pupils that they are going to listen to the recording to find out. They put ticks and crosses next to each animal.
- Play CD1:38 at least twice so that pupils have time to listen, think and answer. Check answers as a class.

JI = JIM JO = JOHN

1:38

- JI Well John, welcome to my film, *Jim of the Jungle*. Do you like animals?
- JO Erm, what animals are there in *Jim of the Jungle*?
- JI There are a lot of animals. There are crocodiles...
- JO Yes, I know there are crocodiles.
- JI There are giraffes.
- JO What about dogs, have you got dogs?
- JI No. There aren't any dogs in the jungle.
- JO Swans! Are there swans in your film?
- JI No, there aren't any swans.
- JO Cows? Have you got cows?
- JI Cows?! We haven't got COWS, not in the JUNGLE. There aren't COWS in the JUNGLE.
- JO So what else have you got?
- JI We've got snakes, we've got monkeys and we've got lions! Ruuuuunnn!

KEY

- ✓ crocodiles, giraffes, snakes, monkeys, lions
- X dogs, swans, cows

12 Write the animals in the boxes. Add two more animals.

- Pupils look at the pictures and say the words. Write them on the board.
- Ask *Is the elephant big or small? Is the spider big?* Pupils answer. Pupils then classify the animals according to their size and add two more animals to each category. Ask individual pupils to write the animals in the correct group on the board.

13 Look at the code on page 8 and write the message.

- Tell pupils to look at the code wheel on AB p. 8. Remind them how it works. (To decode a message, find the letter on the inside of the wheel and write down the corresponding letter on the outside of the wheel.) Pupils then decode the message.

KEY He isn't in the jungle.



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



Now go to Film Studio Island.

Ending the lesson

- Play Guess who. Say one or two words spoken by the characters in the story or mime his/her actions and the class guesses who said them.

OPTIONAL ACTIVITIES

Story writing

In small groups, pupils rewrite some of the speech bubbles in the story, e.g. they change the animals, what they like eating, etc. then perform their story.

Mini card game

Play Memory master see p. 23.

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 – amazing animals

Target language

trunk, only, standing up, tongue, (not) very much, every day

Recycled language

Animals. (*Elephants*) *can/can't (jump). They've got (long tongues).*

Materials

Audio CD; old magazines, pictures of animals, reference books or internet access, A3 paper

Optional materials

A4 paper

Starting the lesson

- Say a few sentences about animals, using *can/can't* and *have got*, e.g. *They've got two legs. They can fly.* Pupils guess what animals they are (*birds*).

PB page 19

Presentation

- Ask pupils if they know any amazing facts about animals. Ask, e.g. *Which birds have got wings but can't fly? Which animals sleep for months when it's cold?* Mime to support meaning. Pupils answer, in L1 if necessary, e.g. *penguins, emus and hens; bears and squirrels.*

13 Listen and read.

- Pupils read the title of the article. Explain the meaning of *amazing*. Play CD1:39 once. Pupils listen with books closed. Ask *What animals are these?* Pupils answer *Elephants and giraffes*. Play the recording again. This time pupils open their books and follow.
- Explain the meaning of *trunk, standing up, tongue, (not) very much, every day*, using mime or L1 as appropriate.

14 Listen, think and answer. True or false?

- Play CD1:40, stopping after each sentence so that pupils have time to think and look back at the text. Play it again. After each sentence, give pupils more time to think then elicit answers.
- You could ask the pupils to help you write the sentences on the board and correct the wrong sentences.

- 1 Elephants can't play football. 1:40
- 2 Elephants can swim.
- 3 Giraffes don't sleep very much.
- 4 Giraffes have got pink tongues.
- 5 Giraffes clean their ears with their tongues.

KEY 1 F, 2 T, 3 T, 4 F, 5 T

15 Ask and answer.

- Divide the class into pairs. Pupils take it in turns to say a sentence about the animals in Activity 13 and guess which animal it is.

AB page 17

14 Complete the crossword.

- Ask pupils to look at the example sentence and the word written in the crossword. Pupils then read the other sentences and complete the crossword. To check, write numbers 1–6 on the board and ask individual pupils to write the words.

KEY 2 jump, 3 sleep, 4 football, 5 black, 6 drink

15 Find out about an animal to complete the fact file. Then tell your friend.

- Copy the fact file template onto the board. Choose an animal and, with pupils' help, complete the fact file.
- Pupils choose an animal they know well and complete the fact file.
- Divide the class into pairs. Pupils take turns to read out the information in the fact file to his/her partner.

Mini project

- In pairs or small groups, pupils choose an animal and look for amazing facts about it, either in reference books or on the internet. They write the information on a sheet of paper and illustrate it with drawings, printed pictures or magazine cut outs.
- When they have finished, they show their project to the class and tell them what they have discovered.



Pupils can now go online to Film Studio Island and find the light that Cleo is holding. It is inside the Wildlife Studio at the very top of the tree where Jungle Man's treehouse is. Once pupils click on the light they are taken to a supplementary language game based on the vocabulary in this unit.



Amazing Animals!

Elephants

Elephants say hello with their trunks.
They can play football!
They can swim but they can't jump.



Giraffes

Giraffes can sleep standing up.
They don't sleep very much.
They've got long, black tongues.
They clean their ears with their tongues!
They don't drink every day.

14

Listen, think and answer. *True or false?*

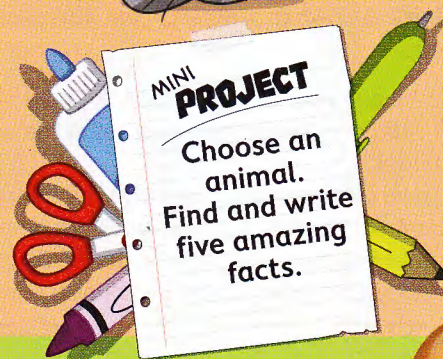
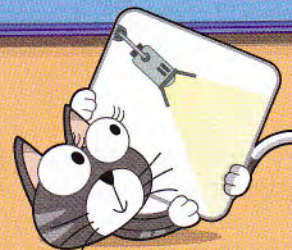
15



Ask and answer.

They sleep
standing up.

Giraffes!



Lesson 6

trunk, standing up, not (very) much, tongue, every day. *Elephants/They can/can't...*

19

Ending the lesson

- Play Make a sentence using the language and vocabulary of the unit see p. 22. Pupil A says, e.g. *Elephants have got big ears.* Pupil B says, e.g. *Hippos are big and fat.*

OPTIONAL ACTIVITIES

Vocabulary game

Play Bingo see p. 24 using animal names, foods and actions.

Drawing activity

Do a Picture dictation see p. 25. Pupils describe a scene with animals in it.

Lesson 7

Lesson aims

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

Recycled language

Animals, Food. What do (lions) eat? They eat... It eats... It lives in... It can... It likes...

Materials

Flashcards (Animals); Evaluation sheet 2; a bag or box

Starting the lesson

- Play Question chain see p. 25 to revise the questions learnt in this unit and a variety of other questions related to animals, e.g. *Do (lions) eat (grass)? What do (giraffes) eat? Can elephants (swim)?*

AB pages 18–19

16 Find and write the words.

- Ask pupils to look at the silhouettes of the animals and unscramble the words. They write the words under each animal. Check by asking individual pupils to come to the board and write the words.

KEY 2 monkey, 3 crocodile, 4 hippo

Game

- Play Hungry shark see p. 24 to practise spelling the vocabulary learnt in this unit.

17 Write about monkeys. Use the words in the box.

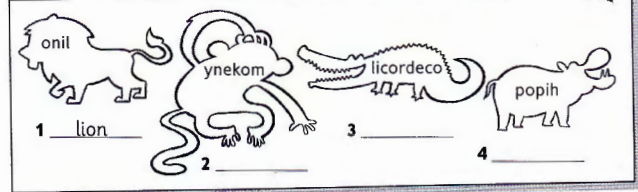
- Read the example to the class. Ask pupils to make more sentences about monkeys using the words in the word bank.
- You could write some prompts on the board to help less confident pupils, e.g. *live, have got, can't, can*. Fast finishers may add more sentences, e.g. *Monkeys like apples/don't eat pizzas*. Check as a class.

KEY

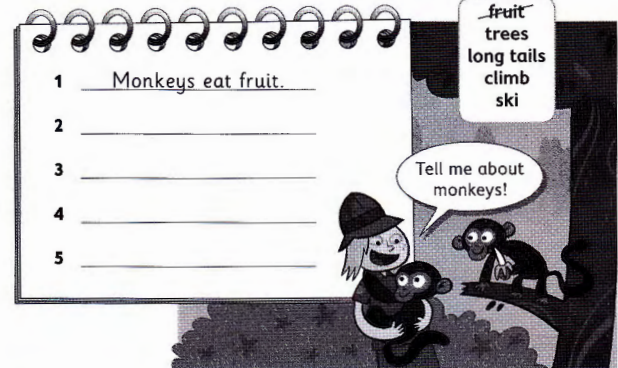
Monkeys live in trees.
Monkeys/They have got long tails.
Monkeys/They can climb.
Monkeys/They can't ski.

Find and write the words.

ROUND-UP



Write about monkeys. Use the words in the box.



Now ask and answer questions with your friend.

What do monkeys eat?

They eat fruit.

18 Round-up

18 Now ask and answer questions with your friend.

- Divide the class into pairs. Pupils take it in turns to ask and answer questions about monkeys, based on the sentences in Activity 17, e.g. *Can monkeys ski? Do they like eating fruit?* When they have finished, elicit some of their questions and write them on the board.

Game

- Say a sentence, e.g. *Lions like meat*. Ask a pupil to repeat the sentence and add another element, e.g. *Lions eat meat. Monkeys eat fruit*. Continue in the same way until you say **BUT they don't eat ...** and the next pupil has to make a negative statement, e.g. *but they don't eat pizzas!* The pupil after that starts a new round.

19 Draw your favourite animal.

- Point at the animal pictures in the frame. Pupils name the animals and try to give one interesting fact about each one. They then draw their favourite animal inside the frame and colour it.

Draw your favourite animal.

I CAN DO IT!

2



20 Write about your favourite animal. Then describe it to your friend.

It lives in _____ It can _____

It eats _____ It likes _____



I can do it! 19

20 Write about your favourite animal. Then describe it to your friend.

- Ask one pupil to show his/her animal picture to the class. Elicit a description of it using the sentence starters given. Then ask pupils to write a description of their own animal by completing the sentences.
- Divide the class into pairs. Pupils ask and answer questions about their animals.
- When they have finished, ask stronger pupils to read their description to the class.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to choose and colour the appropriate number of stars depending on how well they think they completed the unit.

AB page 70

- Pupils play a game in pairs using the Animals pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.

Evaluation

You can check your pupils' progress using Evaluation sheet 2. See also teacher's notes p. 172.

Ending the lesson

- Put the flashcards (animals) in a bag or box. Begin to take one flashcard out very slowly. The class guesses what picture it is. The first pupil to make a correct guess takes your role.

OPTIONAL ACTIVITIES

Vocabulary game

Play Lexical chains see p. 25.

Odd one out

Write on the board: *lion, crocodile, horse, cat*. Ask pupils (L1) to decide which is the odd one out and give a reason, e.g. *The horse. Lions, crocodiles and cats eat meat. Horses eat grass*. Accept more than one correct answer if pupils can think of a convincing reason for their choice. In pairs, pupils write down some more sets of four animals. Then they work with another pair. They look at the other pair's sets of animals and decide which animals are the odd ones out, giving reasons for their choices.

NOTES

Lesson 8

Lesson aims

To review the language of the previous two units

Recycled language

Animals, Food. (Hippos) eat (grass). Cats like watching TV. Elephants can play football. Parrots can speak. Dogs can skateboard.

Materials

Spinner/dice, counters; DVD; Consolidation and extension worksheet 2

Optional materials

Pictures of famous animals; Word cards (Free time and Animals); Flashcards (Free time and Animals); soft ball, basket or waste paper bin

Starting the lesson

- Write sequences of scrambled words, e.g. food words: *sevale, ssrga, ctienss*. Divide the class into pairs and ask pupils to unscramble them. You could make the activity a little more challenging by mixing food words, actions and animals.

PB pages 20–21

Play a game.

- Explain (L1) that pupils play the game in pairs. They put their counters on the 'Start' square. Pupils take turns to spin the spinner and move the correct number of squares. If he/she lands on a square in which an animal is eating, e.g. square 3, he/she says, e.g. *Hippos eat grass*. If he/she lands on another square, he/she makes a sentence about the animal's appearance or what the animal can do or likes doing, e.g. for square 13 *Monkeys have got long tails*, or for square 14 *Parrots can fly*, or for square 15 *Cats like watching TV*. If the sentence is incorrect, the pupil moves back to the square he/she was on before spinning.
- Ask two pupils to demonstrate the activity for the class.
- Divide the class into pairs. They play until one of them arrives at the finish square.

Practice

- In pairs, pupils write four to six sentences describing the squares on the board. Partners check them for grammar and spelling, and correct any mistakes. Ask some pupils to read out their sentences to the class.



Game

- Divide the class into two teams. One pupil from Team A comes to the front of the class. A pupil from Team B whispers a word from Unit 1 or 2 to him/her, e.g. *grass*, and the pupil from Team A draws the word on the board for his/her team to guess. Now it's Team B's turn to draw.

Pairwork

- In pairs, pupils write four sentences to describe what an animal can do and what it likes eating but one of the sentences must be untrue. Remind them to write a mixture of positive and negative sentences.
- Pupils take it in turns to read their sentences to their partner. Their partner must identify the untrue sentence.

Game

- Choose a famous animal that pupils know, real or imaginary, e.g. Scooby Doo, Nemo, Stuart Little, etc. You might want to bring in pictures of some famous animals to trigger pupils' memories.

How to play

Animals. Food. Free time activities. (Hippos) eat (grass). (Cats) like (watching TV).

21

- Pupils ask questions to find out who the animal is, e.g. *Is it a (fish)? Is it big? Can it (swim)? Does it eat (insects)? Does it like (jumping)? Has it got (legs)?* The answer can only be *Yes* or *No*.
- The first pupil to guess the correct answer takes over your role. This game could also be played in small groups.



Now watch the DVD.

Consolidation and extension worksheet 2

Pupils complete the Consolidation and extension activities on worksheet 2. See also teacher's notes p. 188.

Ending the lesson

- Play *Stop the bus* see p. 25.

OPTIONAL ACTIVITIES

Flashcard relay

Put all the Unit 1 and 2 flashcards face up at one end of the classroom and the corresponding Unit 1 and 2 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than eight pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect eight pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

TPR game

Play *Basketball* see p. 23 to revise vocabulary, e.g. animals, food, actions, and language of the unit, e.g. *(Lions) like (meat). (Giraffes) eat leaves. Monkeys (can) climb trees.*

NOTES

3 Weather

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

the sun, wind, rain, snow, storm, cloud, cold

Recycled language

hot, Clothes

Materials

Audio CD; Flashcards (Weather); real clothes or pictures of clothes

Optional materials

Word cards (Weather); map of the country, card, scissors

Starting the lesson

- Bring in some clothes or display some pictures of clothes the class has learnt. You need a mix of summer and winter clothes, e.g. T-shirt, trousers, skirt, socks, shoes, dress, boots, jumper, hat, coat, trainers, shirt, shorts, scarf. If possible, bring real clothes.
- Revise *hot* and teach *cold*, using mime. Show a garment and ask *It is for hot weather or cold weather?* Pupils say *hot* or *cold*.

PB page 22

Presentation

- Use the flashcards (weather) to teach the vocabulary. Hold up the flashcards in turn and say the words for pupils to repeat. Hold up the flashcards again, this time asking individual pupils to say the words.
- Direct pupils' attention to the main illustration. Ask questions to help the class describe the picture. Pupils can answer in L1, e.g. *What's this?* (A weather machine.) *What's Sam doing?* (He's playing with it./ He's changing the weather.)

1 Listen, point and say.

- Play CD1:41, pausing after each word. Pupils point at the small weather pictures at the bottom of the page. Play the recording again. Pupils point and repeat each word.
- Hold up the flashcards in turn and ask individual pupils to say the words.

Practice

- Divide the class into pairs. Pupil A says the number of one of the small pictures, e.g. *Picture 4*, Pupil B says the weather word, *snow*. They then swap roles.
- Display the relevant weather flashcards on one side of the board and write the corresponding words or put up word cards see p. 202 on the other side. Pupils come to the front, read out the words and match them to the pictures.

2 Listen, find and say what's missing.

- Tell pupils (L1) they are going to listen to a recording describing what they can see in the Activity 1 pictures, but that one of the weather conditions won't be mentioned. Play CD1:42 up to *What's the missing word?* Pupils point at the weather mentioned. Play the recording again. Pupils decide what's missing. Play the rest of the recording. Pupils check if they were right.

S = SAM J = JENNY R = RUBY

1:42

S Wow! Look at this.

J Don't touch, Sam! ... Where's Madley Kool?

S Look at this big, red button.

J Sam! Don't touch!



3 **Chant.**

What's the weather like today?
 It's cloudy and rainy. We're sad, we can't play.
 What's the weather like today?
 It's snowy and windy. We're sad, we can't play.
 What's the weather like today?
 It's cold, wet and stormy. We're scared, we can't play.
 What's the weather like today?
 It's hot and sunny. We're happy, let's play!

LOOK!

rain rainy cloud cloudy storm stormy

4 **Listen and say who is speaking.**

- 1 It's cold and snowy.
- 2 It's wet and rainy.
- 3 It's stormy.
- 4 It's hot and sunny.

Ruby.

5 **Ask and answer.**

1 2 3 4 5 6

Number 4. What's the weather like?
 It's windy.



S What does this do?
 ALL Aaaarrgghh!!! Ooooh!!!
 S Oh! Wow! ... Rain!
 Wind!
 A storm!
 Snow!
 R Quick, Sam! It's c-c-cold! We want the s-s-sun!
 We want to be hot! P-press the button again!
What's the missing word?
Cloud!

Practice

- Divide the class into groups of three. Call a group to the front to act out the dialogue. Ask pupils who would like to take the parts of Sam, Jenny and Ruby. Play the recording for them to mime along and say what they can.
- Write on the board: *sun, rain, snow*. Brainstorm with pupils what clothes they wear in each type of weather. Write them on the board as pupils say them. You could ask pupils to copy in their notebooks.

Game

- Divide the class into two groups. Call a pupil from Group A and secretly show him/her a weather flashcard (any one except *cloud* and *wind*). The pupil mimes getting dressed up to go out in the type of weather in the flashcard. Group A must guess the weather, e.g. *Rain!* or *Snow!* If they guess correctly they get a point. Then Group B takes a turn.

AB page 20

1 Match. Then say.

- Pupils look at the map and the pictures. Tell the class to read the weather words and match them to the pictures.

2 Look, read and complete.

- Pupils use the words in Activity 1 to complete the weather forecast according to the picture prompts. Check by asking individual pupils to read the sentences.

KEY 2 storm, 3 wind, 4 rain, 5 cloud, 6 snow

Ending the lesson

- Play Hungry shark using weather words see p. 24.

OPTIONAL ACTIVITIES

TPR game

Play Jumping the line see p. 22 using weather vocabulary.

Weather map

Display a map of the country on the board. Divide the class into pairs and give them each a piece of card. Pupils draw and cut out a picture of a weather word of their choice, e.g. a cloud or rain, etc. Then they choose where to put it on the map. When all the pairs have done this, they say what there is in each region, e.g. *There's a lot of rain in (place). It's hot in (place).*

NOTES

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

wet, stormy. What's the weather like (today)? It's (wet) and (cold).

Recycled language

the sun, cloudy, rainy, snowy, windy, sunny

Materials

Audio CD; Flashcards (Weather)

Optional materials

Word cards (Weather); A4 paper; reference books or internet access

Starting the lesson

- Use the flashcards (weather) to revise the vocabulary from the previous lesson. Hold up the flashcards and elicit the words. Then ask individual pupils to hold up the flashcards at the front of the class. Hold up the word cards or write the words on the board and pupils point to the correct flashcards.
- With stronger classes, ask individual pupils to come to the front and write the words on the board.

PB page 23

Presentation

- Show a flashcard, e.g. rain, and ask *What's the weather like?* If pupils answer *Rain*, say *Yes, it's rainy.* Ask the class to repeat *It's rainy* after you. Repeat with *sunny, cloudy, snowy, stormy* and *windy*.
- Say *I'm sad* and make a sad face. Elicit the meaning. Pupils make a sad face and say *I'm sad*. Repeat with *happy* and *scared*.

3 Chant.

- Play CD1:43. Pupils listen and follow the words. Play the chant again. Pause after each line for pupils to repeat. Play the chant once more for pupils to join in and say together. Use the flashcards to help prompt the words if necessary.

Presentation

- Pupils read the words in the Look! box. Focus on the pairs of words. Ask them what they notice about each pair (the second word has a y at the end). Explain that we call the weather *rain*, but we say *It's rainy* or *It's a rainy day*.
- Write some example sentences on the board, e.g. *Look at the rain. Today it's rainy.* Ask pupils for more examples. Pupils copy them into their notebooks.

3 Weather

KA-BOOM!

Wow! Rain!

1 Listen, point and say.

2 Listen, find and say what's missing.

the sun, wind, rain, snow, storm

22 Lesson 1

the sun, wind, rain, snow, storm, cloud, cold, hot

4 Listen and say who is speaking.

- Remind the class of the characters in the story. Point at the characters in the main illustration in Lesson 1 and ask *Who's this? What's his/her name?*
- Focus on the four sentences and explain that they have to decide which character in the illustration is speaking. Play CD1:44 once. Pupils listen. Play it again, pausing after each sentence from the activity, and ask *Who is speaking?* Pupils answer.

S = SAM R = RUBY JO = JOHN JE = JENNY 1:44

1

S I like this weather machine. Let's play again. What's the weather like now, Ruby? Hee, hee!


R Oh no! Now, it's cold and snowy. Brrrr. I don't like the snow. Stop, Sam!


2

JO And now it's wet and rainy. Where's my umbrella? I'm wet!

3


R Oh no, it's stormy now. Look at Cleo. She's scared! She doesn't like storms.



3  **Chant.**


What's the weather like today?
It's cloudy and rainy. We're sad, we can't play.
What's the weather like today?
It's snowy and windy. We're sad, we can't play.
What's the weather like today?
It's cold, wet and stormy. We're scared, we can't play.
What's the weather like today?
It's hot and sunny. We're happy, let's play!







LOOK!
rain rainy cloud cloudy storm stormy

4  **Listen and say who is speaking.**

1 It's cold and snowy.
2 It's wet and rainy.
3 It's stormy.
4 It's hot and sunny.

Ruby.

5  **Ask and answer.**

1  2  3  4  5  6 

Number 4.
What's the weather like?
It's windy.

cloud hot cold

Lesson 2 wet, stormy. What's the weather like? It's... and... cloudy, rainy, snowy, windy, sunny. **23**

- 1:45**
- 1 It's sunny.
 - 2 It's windy.
 - 3 It's stormy.
 - 4 It's cloudy.
 - 5 It's rainy.
 - 6 It's snowy.

KEY (from left to right) 4, 1, 5, 3, 6, 2

4 **Look and write.**

- Direct pupils' attention to the word bank. Point at the example and explain that they have to read the sentences under each picture and complete with the correct words. When they have finished, ask individual pupils to read their sentences to the class.
- Focus on the question at the end of the activity. Ask the class to answer and write, e.g. *It's snowy. I'm cold.*

KEY 2 sunny, 3 windy, 4 snowy, 5 stormy, 6 cloudy

Ending the lesson

- Play Spelling bee see p. 25, using weather nouns and adjectives. You could also include other words, e.g. clothes, activities, animals, etc.

OPTIONAL ACTIVITIES

Weather around the world

Revise the months then divide the class into twelve groups, one for each month. Each group finds out about the weather in different places in their month, either in reference books or on the internet. They make a mini poster on A4 paper, with the month as a heading and sentences, e.g. *In Russia, it's cold and snowy.* They should add weather symbols for each sentence. Give help with country vocabulary as necessary. Combine all the month posters in the correct order to make a big display.

Weatherman

Explain (L1) what a weatherman is. Tell the pupils to imagine they are the weather kids on TV. Write some expressions on the board: *Good morning./Good afternoon. The weather today is (hot and sunny). There is (wind) here. Goodbye.* They choose the expressions they like and write their forecast for the city/region and draw the weather symbols. Then, they come to the front and act it out like a TV weather report.


- 4**
- S** What's the weather like now, Jenny?
JE Ah, it's a lovely day. It's hot and sunny. I'm happy.

KEY 1 Ruby, 2 John, 3 Ruby, 4 Jenny

5 **Ask and answer.**

- Explain the activity. Pupil A says a number from 1 to 6 and asks *What's the weather like?* Pupil B looks at the pictures and answers. Then they swap.

AB page 21

3  **Listen and number. Then say.**

- Tell the class (L1) that they are going to listen to a recording and have to number the pictures in the order they hear them. Play CD1:45 twice. Allow time for pupils to number the pictures. Play the recording again. They check their answers.

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

spring, summer, autumn, winter, seasons, year, splash, sea, kite, shine, blow. It (rains) in the (spring).

Recycled language

play, swim, fly, Months

Materials

Audio CD; Flashcards (Weather); a calendar

Optional materials

Plastic bottle or spinning arrow

Starting the lesson

- Show the weather flashcards in turn and ask *What's the weather like?* Pupils answer, e.g. *It's windy.*

PB page 24

Presentation

- Show the calendar to the class and revise the months. Then say *Twelve months is one ...* Elicit *year* in L1 and say, *Yes, one year.* Pupils repeat *year.*
- Write, e.g. 21 June, 21 September, and ask (L1) what season it is. Teach *spring, summer, autumn* and *winter.* Then ask *Is it (cold) in (spring)? What's the weather like in (spring)?* Repeat with the other seasons.

6 Listen and sing.

- Play CD1:46. Pupils follow the words in their books.
- Point at the new words in the pictures and say them. Pupils repeat. Teach *blows* and *shines* with mime or L1 translation.
- Play the song again. Pupils join in and sing.

Practice

- Divide the class into boys and girls. Boys sing the spring and autumn verses and girls the summer and winter ones. They sing the chorus together. Then swap groups and sing the song again so that all the class has a chance of singing the whole song. You could also play the karaoke version of the song CD3:38 for pupils to sing along to.

Presentation

- Direct pupils' attention to the Look! box. Point out that in the first sentence the word *rain* has an *s* at the end because it comes after *it*; *splash* in the second sentence doesn't have an *s* at the end because it comes after *I*. Give more examples with other verbs, e.g. *I play tennis. He plays football. The wind blows.* Write them on the board. Pupils give their own examples and write them on the board, too. Tell pupils to copy some in their notebooks.

7 Look at Activity 6. Ask and answer.

- Divide the class into pairs. Pupil A makes two sentences, following the examples in the first speech bubble, about a picture in Activity 6. Pupil B guesses the season. Tell students that they can look at the words of the song to help them.

AB page 22

5 Look and write. Use the words in the box.

- Pupils write the correct season from the word bank under each picture. Check as a class. Point at a picture and ask *What's the weather like?* Pupils answer. Then ask *What season is it?* Pupils answer.

KEY 1 autumn, 2 summer, 3 winter

6 Look and write. Then match.

- Direct pupils' attention to pictures 1 to 4 and the pictures of the children. Explain (L1) that they have to complete the sentences using the words in the word bank.
- When they have finished, tell them (L1) to match a season picture (1 to 4) to the correct picture of a child doing something and write the numbers in the boxes.

KEY 2 summer, 3 autumn, 4 snows

I play in the snow: 4

I fly my kite: 3

I swim in the sea: 2



Tell pupils to think about the activities they do in a particular season with their parents and other members of the family. Give pupils a sheet of paper and ask them to make a mini poster showing the activities they do in their chosen season with the family, either with drawings or printed pictures. When they have finished, they write a few sentences describing their poster.

6



Listen and sing.

SONG

Spring, summer, autumn, winter.
Four seasons in a year.

It's spring! It's spring!
It rains in the spring.
I jump and splash in the rain.

Chorus

It's summer! It's summer!
The sun shines in the summer.
I splash and swim in the sea.

Chorus

It's autumn! It's autumn!
The wind blows in the autumn.
I fly my kite in the sky.

Chorus

It's winter! It's winter!
It snows in the winter.
I laugh and play in the snow.



LOOK!

It rains in the spring.
I splash in the rain.

7



Look at Activity 6. Ask and answer.

It snows. I play
in the snow.

It's winter.



24

Lesson 3

spring, summer, autumn, winter, seasons, year, splash, sea, kite, shine, blow. It...s in the... fly

Ending the lesson

- Sing the song CD1:46 again in groups.

OPTIONAL ACTIVITIES

Vocabulary game

Play Category spin see p. 23 to revise months and weather words.

Question game

Play Question chain see p. 25, asking questions about the activities pupils do in different seasons.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /əʊ/ and /aʊ/

Values

Eating to help the environment

Target language

park, strawberries, peaches, Weather

Recycled language

Seasons, Fruits. It's (windy). It (snows).
There are... I can... I like/I don't like...

Materials

Audio CD; Unit 3 Mini cards PB p. 77

Starting the lesson

- Write the day on the board, e.g. *Monday*. Ask *What's the weather like today?* Draw the appropriate weather symbol. Pupils copy in their notebooks.

PB page 25

8 Read and match.

- Look together at the pictures. Pupils say what they can see, e.g. *I can see flowers*.
- Pupils read each text silently. Then ask a pupil to read the first text aloud. Ask *What season is it?* Pupils answer and match to the correct season picture.

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

9 Listen and say.

- Pupils look at the tongue twisters and say which sounds the purple letters make. Play CD1:47 to check. Say the sound /əʊ/ in isolation a few times and pupils repeat. Explain *rainbow*. Play the first sentence on CD1:47 at least twice and pupils repeat. Repeat with the /aʊ/ sound and the second sentence. Then pupils practise saying the tongue twisters in pairs.

10 Play the game.

- Pupils cut out their mini cards from PB p. 77. They choose six cards and put them face up on the table. Say the weather words. If you say one of the pupils' cards, they turn it over. The winner is the pupil who turns over all six cards first.

AB page 23

7 Listen and number.

- Ask pupils to look at the pictures carefully and number the pictures as they listen to the recording.

Play CD1:48 once for pupils to listen. Play it again. Pupils number the pictures. Play it once more so that they can check their answers.

- I swim in the sea. I like eating peaches. It's hot and sunny. What season is it? 1:48
★ Yes, it's summer.
- I like wearing my coat and hat. There are no leaves on the trees. It's cold and it snows. What season is it?
★ Yes, it's winter.
- I like listening to the birds. I like watching the flowers grow. It rains but it isn't cold. What season is it?
★ Yes, it's spring.
- It's windy and stormy. I fly my kite. I like the colours of the leaves. They're red, orange and yellow. What season is it?
★ Yes, it's autumn.

KEY (from left to right) 2, 4, 3

8 Think and write the words.

- Elicit which season each word box represents: the sunhat for summer, the leaf for autumn, the woolly hat for winter and the umbrella for spring. Pupils classify the words in the correct season.

KEY

Summer: sunny, strawberries, hot

Autumn: kite, windy, apples

Winter: coat, cold, snows

Spring: birds, rains, flowers

9 Listen and complete the words with **ow** or **ou**.

- Point at the first two words and check pupils understand the activity. They then complete each word with *ow* or *ou*. Play CD1:49 a few times. They listen and check their answers.

1 blows 2 mouse 3 snow 4 rainbow 1:49
5 cloud 6 trousers 7 house

Values

- Discuss (L1) the months when different fruit and vegetables are ready to eat when grown naturally in their country. Which fruit and vegetables can only be grown abroad? Talk about the damage to the environment from fresh food being transported around the world, heating greenhouses to produce crops out of season, etc. Use as much English in the discussion as possible.



a

It's windy and I can fly my kite. There are a lot of apples on the tree in my garden. Yum!

c

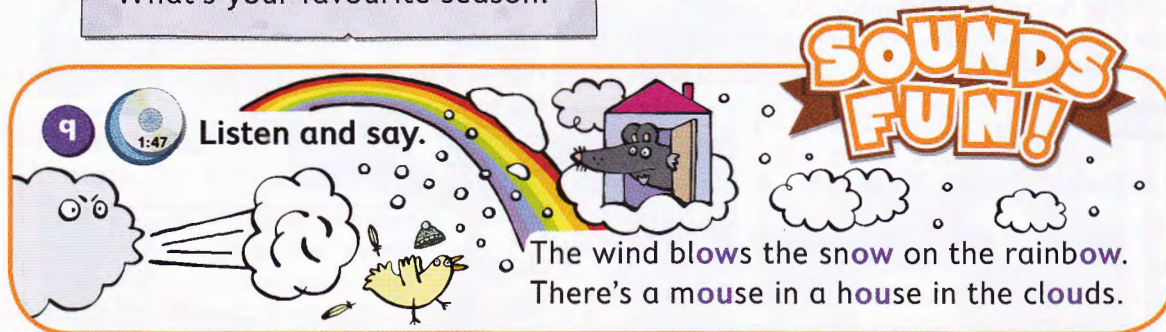
I like flowers. The birds sing in the trees. I like listening to the rain.

b

It's hot and there's no school! I go to the park and I eat a lot of fruit. My favourites are strawberries and peaches. What's your favourite season?

d

It snows and it's lovely. Some birds don't like the cold and they fly to hot places. Some animals sleep.



10



Play the game.

Rain!



Lesson 4

park, strawberries, peaches, Weather. It's (windy). It (snows). Sounds: /əʊ/ /aʊ/

25

Ending the lesson

- Play Memory master see p. 23 with the Unit 3 mini cards. Pupils say *It's (sunny)* when they turn over a card.

OPTIONAL ACTIVITIES

Vocabulary game

Play Category writing game see p. 24. Use weather, colours, food, clothes, activities, etc.

Song

Teach pupils the song *Singin' in the Rain*. Use mime and L1 translation to deal with difficult vocabulary.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

Action!, Quiet!, This way!, beach, lie, place

Recycled language

Weather, Seasons. There's a... I/We can...
I like...ing

Materials

Audio CD; Unit 2 and 3 Story cards

Optional materials

Props for acting out the story, e.g. glasses for Ruby, baseball cap and/or skateboard for Sam, black T-shirt for John, necklace for Jenny, grey jumper for Cleo, cone of paper for director; Unit 3 Mini cards; poster paper, pieces of card

Starting the lesson

- Ask pupils (L1) what they can remember about the story from the previous episode. Show the Unit 2 story cards to help pupils remember. Ask a question about each frame. Ask (L1) what happens to John at the end of the story.

PB page 26

II Listen and read. Then act.

- Show the story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play CD1:50. Pupils listen as they follow the story in their books. Ask if their predictions were correct, then ask the After listening to the story questions.

Practice

- Divide the class into six groups and assign a character to each. Pupils read their parts as a class. This may encourage quieter students to take part in the acting later on.
- Ask pupils who would like to take the parts of the different characters. Invite volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, ask *Which is number one?* Pupils answer. Continue until all the story cards are in order.
- Hold up the story cards in order and retell the story making some deliberate mistakes. Every time pupils spot a mistake, they put up their hands and correct it.

AB page 24

10 Look and write.

- Direct pupils' attention to the picture and speech bubble 1. Ask, e.g. *Is it hot? Is it cold?* Point at the sentence and read it. Pupils write sentences for the other speech bubbles, describing the weather in the corresponding parts of the picture.

KEY 2 It's stormy. 3 It's rainy. 4 It's windy.

11 Read and complete. Use the words in the box.

- Pupils look at the picture. They then read the text about Cleo and complete it with the words from the word bank. When they have finished, ask individual pupils to read a sentence each.

KEY 2 summer, 3 hot, 4 cold, 5 sofa

12 Look at the code on page 8 and write the message.

- Tell pupils to look at the code wheel on AB p. 8, translate the letters in the coded message and write the sentence.

KEY Can you swim?

Pairwork

- Tell pupils (L1) to pretend they are spies. They write a secret message to another spy in their organisation. They exchange messages in pairs and decode them. Then they read the messages to the class.



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



Now go to Film Studio Island.

26 Lesson 5 Action!, Quiet!, This way!, beach, lie, place, Weather. There's a... I/We can...

Ending the lesson

- Play Guess who. Ask individual children to mime the actions of one of the story characters and the class guesses what they are doing and who they are, e.g. *You're reading on the beach! You're Ruby!*

OPTIONAL ACTIVITIES

Mini card game

Play Quick peek see p. 23 using the Unit 3 mini cards.

Make a weather chart

Pupils draw weather symbols and words on cards. Make a chart, with days at the top. Each lesson, pupils add a weather card and say, e.g. *It's sunny.*

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 – extreme weather

Target language

hurricane, camera, waves

Recycled language

storm, wind, rain, circle, sea, scared, eye. This man likes... He's...ing

Materials

Audio CD; map of the world; reference books, internet access, A4 paper

Optional materials

Pieces of card

Starting the lesson

- Put a world map on the board. Point to places on the map and ask questions about the weather there that pupils should be able to answer from general knowledge: *Is it (cold) in (Canada) in (winter)? What's the weather like in (the Sahara Desert)?* etc.

PB page 27

Presentation

- Ask (L1) what extreme weather pupils can think of. Prompt ideas by saying, e.g. *It's very snowy and windy*. Pupils say (L1) a blizzard. *It's very, very windy* (a hurricane). *There's water in houses* (a flood) etc. Discuss (L1) what makes these weather conditions dangerous.

12 Listen and read.

- Focus on the pictures and ask *What's this?* Pupils predict. Look together at the title of the article and say *A hurricane is a big storm. Do you like storms?* Pupils answer.
- Play CD1:51. Pupils listen and read. Play the recording again. Use the photos and mime to check meaning of *camera, circle, knock down* and *waves*.

13 Read and answer. True or false?

- Pupils read the sentences about the text and decide if they are true or false. You may want to play the recording CD1:51 again while the class is reading the text.
- Allow pupils time to think about the answers. Then ask individual pupils to read out a sentence and the class says *true* or *false*. Correct the false sentences.

KEY 1 1, 2 T, 3 F (It's windy and rainy.), 4 F (It is the centre of the hurricane.)

14 Cover Activity 12. Ask and answer.

- Divide the class into pairs. Tell pupils to reread the text about hurricanes in Activity 12. When they have finished, they cover the text with a piece of paper and take turns to ask and answer the questions.

AB page 25

13 Read and circle. Then listen, check and write.

- Pupils read the quiz items carefully and circle the correct answer. When they have finished, play CD1:52. Pupils listen and check if their answers are right. Then they complete the sentences using the information.

- The centre of the hurricane is **the eye**. 1:52
- In the centre of the hurricane **it isn't windy**.
- There are hurricanes in the **autumn and summer**.

14 Read and circle.

- Focus pupils' attention on the picture of the tornado. Ask pupils (L1) what they know about tornadoes and listen to their ideas.
- Pupils read the text. Check meaning of any difficult words. Then pupils read the sentences and circle the correct words.

KEY 2 summer and spring, 3 are, 4 is

Mini project

Find out about other extreme weather.

- Ask pupils (L1) to suggest other extreme weather conditions. Write their ideas on the board, e.g. *heat/cold, waves, blizzards, floods, cyclones, hailstorm*.
- Divide the class into pairs. They choose one type of extreme weather and look for information about it in reference books or on the internet. They write a few sentences about their choice on A4 paper and illustrate their text with drawings or printed pictures. Display the projects around the room and give pupils time to read each other's work.



Pupils can now go online to Film Studio Island and find the computer that Cleo is holding. It is the computer screen to the extreme left on the top floor of the Special Effects Studio. Once pupils click on the computer they are taken to a supplementary language game based on the vocabulary in this unit.

HURRICANE!

Do you like storms?
This man likes storms.
He's flying into a
hurricane with his
camera.



What's the eye of a hurricane?

The eye is the centre of the hurricane. It isn't windy and rainy there. Can you see the eye of the hurricane in the photo?



What is a hurricane?

A hurricane is a big storm. There's a lot of wind and a lot of rain. The storm goes round in a big circle. It can knock down trees and houses. There are big waves on the sea, too.



When are there hurricanes?

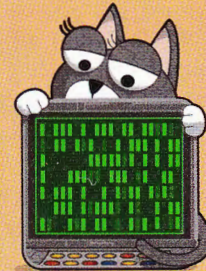
There are hurricanes in the summer and the autumn.

13



Read and answer. *True or false?*

- 1 The man with the camera likes storms.
- 2 A hurricane is a big storm.
- 3 It's hot and sunny in a hurricane.
- 4 The eye isn't in the centre of the hurricane.

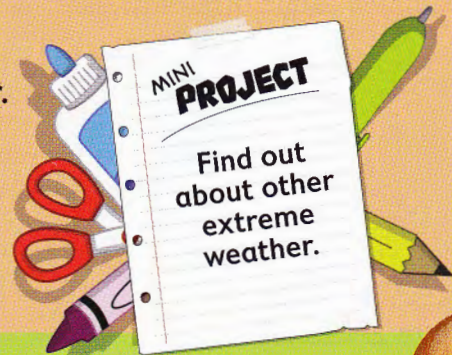


14



Cover Activity 12. Ask and answer.

- 1 What is a hurricane?
- 2 What's the eye of a hurricane?
- 3 When are there hurricanes?



Lesson 6

hurricane, camera, waves, storm, wind, rain, circle, sea, eye

27

Ending the lesson

- Play Pass the secret see p. 25 using language and vocabulary of this unit, e.g. *I swim in the sea in summer.*

OPTIONAL ACTIVITIES

Hurricane danger zones

In pairs, pupils find out where hurricanes occur. They write the places on pieces of card and stick them on a world map displayed in the classroom.

Vocabulary game

Play Odd one out see p. 25 with weather vocabulary.

Lesson 7

Lesson aims

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

Recycled language

Seasons, Weather. *It's (sunny). I like...ing.*

Materials

Flashcards (Weather); Evaluation sheet 3; Poster 3; a bag or box

Optional materials

A4 paper; Unit 1 and 3 Word cards; Flashcards (Free time)

Starting the lesson

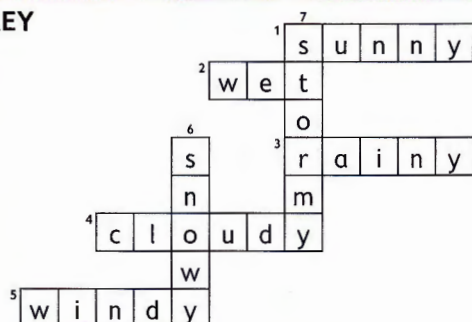
- Divide the class into two teams. They stand up. Show flashcards of weather words and say a sentence, e.g. *It's sunny*. Make some mistakes. If the sentence is correct, pupils say *Yes* and turn around. If you make a mistake, they say *No* and sit down. Model a few times. Then ask stronger pupils to take your role.

AB pages 26–27

15 Complete the crossword.

- Direct pupils' attention to the crossword. Explain that they have to look at the picture clues and write the corresponding words in the boxes. Check pupils know the meaning of *across* and *down*. Draw arrows on the board to illustrate the meaning.
- When they have completed the crossword, write the numbers 1 to 7 on the board and ask *What's number (six)?* Pupils answer.

KEY

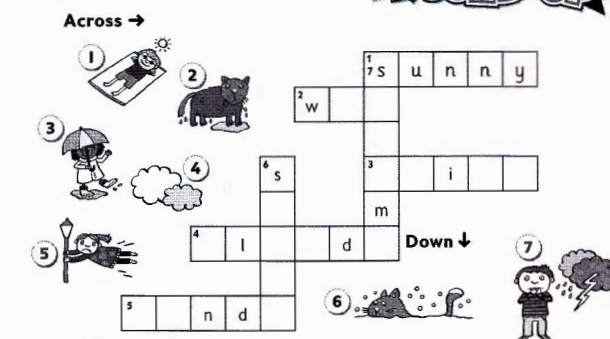


Game

- Say a sentence, e.g. *I swim in the sea in summer*. Ask a pupil to repeat the sentence and then add another element, e.g. *I swim in the sea in summer. I splash in the rain in autumn*.
- Continue in the same way until someone makes a mistake or forgets part of the sentence.

Complete the crossword.

ROUND-UP



Read the email. Then complete the answer.

Hi! How are you? It's winter here and it's really cold. I love winter. It's my favourite season. I like skiing and playing in the snow with my friends. What's your favourite season? I don't like spring, sometimes there are tornadoes. I don't like rain but my little sister loves it, she jumps and splashes. She's only five.
Bye! :-)
Joe

Hi Joe,
It's ¹ summer here and it's ² . I ³ the summer because I'm on holiday. In the summer I ⁴ to the park and play ⁵ with my friends. It's my ⁶ season. I ⁷ like autumn because it's cold and windy. I've got a sister, too. She's thirteen.
Bye,
Claire

26 Round-up

16 Read the email. Then complete the answer.

- Pupils read the first text. Ask some comprehension questions about it, e.g. *What season is it? (winter). What's the weather like? (It's cold.) Does Joe like winter? (Yes, he does.)* etc.
- Pupils read the second text and complete it with their own choice of words. If any pupils find this difficult, you could put up a word bank on the board with the missing words in jumbled order.

KEY 2 hot/sunny, **3** like, **4** go, **5** football/tennis/basketball, **6** favourite, **7** don't

17 Draw your favourite season.

- Direct pupils' attention to the frame. Explain that they are going to draw a picture. Ask them to choose a season that they like very much and draw and colour a scene related to this season in the picture frame.


18 Write about your favourite season. Then tell your friend.

- Ask one pupil to show his/her picture from Activity 17 to the class. Elicit a description of it by answering the question and completing the sentences given, e.g. *I like skiing/eating ice cream. I go to the park/*

 Draw your favourite season.

I CAN DO IT!



 Write about your favourite season. Then tell your friend.

What is your favourite season?

My favourite season is _____

I like _____

I _____



I can do it! 27

have got a coat and a scarf. Then ask pupils to write a description of their own picture in the same way.

- Divide the class into pairs. Pupils ask and answer questions about their pictures.

Game

- Play a memory game. Say the weather for each day of the week, putting flashcards on the board as prompts, e.g. *It's Monday. It's rainy. It's Tuesday. It's cold.* etc. Pupils say the sentences. Remove one of the flashcards and ask pupils to say all the sentences again. Continue in this way, removing one flashcard each time, until pupils are saying the whole sequence of sentences from memory.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to choose and colour the appropriate number of stars depending on how well they think they completed the unit.
- You may wish to use English to give the instructions as pupils are familiar with the instructions for this activity.

AB page 70

- Pupils play a game in pairs using the Weather and seasons pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.
- Use Poster 3 see p. 21.

Evaluation

You can check your pupils' progress using Evaluation sheet 3. See also teacher's notes p. 173.

Ending the lesson

- Put the weather flashcards in the bag or the box. Begin to take out one of the flashcards very slowly. The class guesses what picture it is. The first pupil to make a correct guess takes your role.

OPTIONAL ACTIVITIES

Create a crossword

Divide the class into pairs. Each pair chooses a set of seven words from a lexical set, e.g. months, weather, actions, clothes. They create a crossword similar to the one in Activity 15, with numbered word boxes and numbered picture clues. When they have finished, they exchange crosswords with other pairs and solve them.

Flashcard game

Play Flashcard relay see p. 22 with Unit 1 and 3 vocabulary.

NOTES

Lesson 8

Lesson aims

To learn about other cultures and respect cultural differences; to learn about animals in other countries and their habits

Target language

orangutan, rainforest, lion cubs, zoo, sharp claws, National Park

Recycled language

Weather, Food. They've got (long necks). They live/ He lives in... They eat... They like...ing. They're (tall).

Materials

Map of the world or globe; Pictures of animals, reference books, internet, A4 paper; Consolidation and extension worksheet 3

Optional materials

Soft ball or small bean bag

Starting the lesson

- Brainstorm names of wild animals and write them on the board.
- Draw one very slowly. The class guesses the animal. Then they describe the animal, e.g. *It's big. It eats meat. It's got four legs.*

PB pages 28–29

Presentation

- Focus on the pictures. Ask pupils to name the animals: *orangutans, lions, giraffes, zebras*. Explain *lion cub*. Say *Look, these are baby lions. They're lion cubs*.
- Pupils look at the texts, find the names of the countries/cities where the children live and locate them on the map or globe.
- Focus on the third text and explain (L1) what a *National Park* is (a large area of countryside where animal habitats are protected). Teach the word *zoo* and discuss (L1) the differences between National Parks and zoos.

15 Listen and read.

- Play CD1:53. Pupils listen and follow the words in their books. Ask pupils to find the names of the children. Write them on the board.

16 Read and answer.

- Direct pupils' attention to the questions. They read the texts again carefully and answer them. Check the answers as a class.
- Explain new words, e.g. *cute, rainforest, sharp claws*.

Wider World

Wildlife parks

15 Listen and read.

1 I'm Samad. I live in Borneo. There is an orangutan centre near my house. Baby orangutans are cute. They eat bananas every day. Orangutans have got long, red hair and long arms. They live in the rainforests. It's hot and wet. They like climbing trees.



orangutan

2 I'm James. I live in London. I like going to the zoo to see animals. My favourite animals are the lions. There are some cute lion cubs, too. They like playing but they've got sharp claws. Here they are with their mum.



lion cubs

16 Read and answer.

- 1 What do baby orangutans eat?
- 2 Where do orangutans live?
- 3 What does James like doing?
- 4 Where does Akeyo live?
- 5 What's the weather like in Kenya?
- 6 Which animals does Akeyo like?

28

orangutan, rainforest, zoo, lion cub, sharp

KEY

- 1 They eat bananas.
- 2 They live in the rainforests.
- 3 He likes going to the zoo.
- 4 She lives in Kenya.
- 5 It's very hot.
- 6 She likes giraffes.

17 Read and say the name.

- Direct pupils' attention to the sentences and tell them to write the correct name in their notebooks.
- When they have finished, divide the class into pairs. Pupil A says one sentence and Pupil B says the name. Then they swap roles.

KEY

- 1 James, 2 orangutans, 3 giraffes, 4 lion cubs, 5 Samad

Consolidation and extension worksheet 3

Pupils complete the Consolidation and extension activities on worksheet 3. See also teacher's notes p. 189.

Ending the lesson

- Play Charades see p. 24 with wild animal vocabulary.

OPTIONAL ACTIVITIES

Vocabulary game

Play Ball/bean bag toss see p. 24 revising weather, animals, activities, months, days of the week, etc.

Zoo research

Divide the class into pairs. Tell pupils to look for information about zoos in their country or famous zoos around the world, e.g. the zoo of San Diego. They write sentences about what animals they can see there and draw pictures.

NOTES

3

I'm Akeyo. I live in the Serengeti National Park in Kenya. The sun shines here a lot and it's very hot. There are a lot of different animals in the park. I like giraffes. They're tall and they've got long necks. They like eating leaves at the top of trees.

17 Read and say the name.

- 1 He lives in London.
- 2 They eat bananas.
- 3 They eat leaves at the top of trees.
- 4 They've got sharp claws.
- 5 His house is near an orangutan centre.

18 Ask and answer.

- 1 Is there a zoo near you? Which animals can you see there?
- 2 Do you go to the zoo with your family?
- 3 Are there National Parks in your country? Where are they?
- 4 What's your favourite animal? Does it live in your country?

19 Write about wild animals in your country.

claws, National Park, Weather, Food, They've got..., They eat..., They live/lives in..., They like..., They're (tall)

29

18 Ask and answer.

- Divide the class into pairs. Pupils ask and answer the questions in the activity. Help with any additional vocabulary as necessary, e.g. names of animals or countries.
- When they have finished, ask individual pupils to tell the class their answers.

19 Write about wild animals in your country.

- Brainstorm names of wild animals that can be found in the pupils' country and write them on the board. Divide the class into pairs. Tell pupils to choose one or two wild animals and write a description on A4 paper. They can draw pictures or cut them out from magazines.
- Display the projects around the room and give pupils time to admire each other's work.

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

go skateboarding/swimming, do karate/gymnastics, have ballet/Music lessons. What do you do on (Saturdays)?

Recycled language

Sports, Actions

Materials

Audio CD; Flashcards (My week and Free time)

Optional materials

Word cards (My week and Free time)

Starting the lesson

- Revise sports and actions. Tell pupils that you are going to give some orders and they have to follow them. Say, e.g. *Move your legs. Shake your body. Play tennis.* You might want to do this to music.

PB page 30

Presentation

- Use the flashcards (my week) to teach the vocabulary. (For *go skateboarding* and *go swimming* use the free time flashcards.) Hold up the flashcards in turn and say the words for pupils to repeat. Hold up the flashcards again, this time asking individual pupils to say the words.
- Ask or remind pupils (L1) where the story characters were in Unit 2 (a jungle film set) and Unit 3 (a film set with a weather machine). Direct pupils' attention to the main illustration. Point at the karate clothes. Ask (L1) what kind of film set this is (a set for a karate or martial arts scene). Ask *Can you see Madley Kool? Where is he?* Pupils answer *In the picture.*

1 Listen, point and say.

- Play CD2:01, pausing after each word. Pupils point at the small activity pictures at the bottom of the page. Play the recording again. Pupils point and repeat each word.
- Focus on the main illustration. Point at the thought bubbles and pupils say the actions.

Practice

- Divide the class into pairs. Pupil A says the number of one of the small pictures, e.g. *Picture 4*, Pupil B says the activity, *do gymnastics*. They then swap roles.

4 My week

What do you do on Saturdays?

1 Listen, point and say.

2 Listen, find and say what's missing.

30 Lesson 1


go skateboarding/swimming, do karate/gymnastics, have ballet/Music lessons

- Shuffle the relevant flashcards (my week and free time). Choose one. Hold it up and pupils say and mime the action, e.g. *go skateboarding*. Pupils take turns to choose a flashcard and say the action to the class.
- Display the relevant flashcards (my week and free time) on one side of the board and write the corresponding words or put up word cards see p. 203 on the other side. Pupils come to the front, read out the words and match them to the pictures.

2 Listen, find and say what's missing.

- Tell pupils (L1) they are going to hear a recording describing what they can see in the main illustration but that one of the activities in the main illustration won't be mentioned. Play CD2:02 up to *What's missing?* Give pupils time to find the activities mentioned. Play the recording again. Pupils decide what's missing. Play the rest of the recording. Pupils check if they were right.



3  **Chant.**

What do you do on Saturdays?
 What do you do on Saturdays?
 I do gymnastics at 10 o'clock.
 She does gymnastics at 10 o'clock.
 I go swimming at 11 o'clock.
 He goes swimming at 11 o'clock.
 I have ballet lessons at half past 2.
 She has ballet lessons at half past 2.
 I go skateboarding at 4 o'clock.
 He goes skateboarding at 4 o'clock.

LOOK!

I go swimming at 11 o'clock.
 He goes swimming at 11 o'clock.

4  **Listen, read and answer. True or false?**

- 1 John has Music lessons at 3 o'clock.
- 2 Ruby does karate at half past 6.
- 3 Jenny does gymnastics at 10 o'clock.
- 4 Sam goes skateboarding at 4 o'clock.

5  **Look and make sentences.**

- 1 Ruby/ballet lessons 
- 2 John/swimming 
- 3 Madley Kool/Music lessons 
- 4 Madley Kool/karate 

6  **have Music lessons**

Lesson 2 *I/He...at...o'clock...at half past... What time do you...? Third person* **31**

AB page 28

1 Look and write.

- Direct pupils' attention to the pictures and the word bank. Tell the class to match the phrases to the pictures.
- Check as a class. Ask *What's number (one)?* Pupils answer.

KEY 2 have ballet lessons, **3** go swimming, **4** do gymnastics, **5** do karate, **6** have Music lessons

2 Look, think and complete.

- Direct pupils' attention to the question and the answers. Tell them to complete the answers with the correct word from the word bank.
- When they have finished, ask individual pupils to read the answers.

KEY 2 do, **3** go, **4** go, **5** have, **6** have

Ending the lesson

- Draw a word map with the class. Draw a circle and write *Things we do in it*. Brainstorm with the class words for activities they have learnt in this lesson, in Unit 1 and in previous years. Write them on the board. Pupils copy in their notebooks.

T = TINA JO = JOHN R = RUBY
S = SAM JE = JENNY

2:02

T Hi. I'm Tina from *Star* magazine. I'm here to talk to Madley. Madley Kool. Where is he?
JO I don't know. You can talk to me.
T You? Erm ... What's your name?
JO I'm John Smith.
T OK. Hi John.
JO Hi.
T John, what do you do on Saturdays?
JO I go swimming in the morning and I have Music lessons in the afternoon.
R Hello, I'm Ruby. I do karate in the morning and I have ballet lessons in the afternoon.
S I'm Sam. I go skateboarding in the afternoon.
JE And I ...
T What's that?
What's missing? ★
Do gymnastics!

Pairwork

- Play Mime and guess. Divide the class into pairs. They take it in turns to choose a character from one of the thought bubbles in the main illustration. They mime what the character is doing. The other pupil guesses who it is.

OPTIONAL ACTIVITIES

Guess the action

Draw an object, e.g. a musical note, and the class has to guess the activity. Pupils say *have Music lessons*. Ask individual pupils to take your role. You can turn this into a competition by dividing the class into two teams.

Memory game

Start a sentence chain by saying *On Saturdays I (do karate)*. Pupil A says *On Saturdays I (do karate) and (go skateboarding)*. Continue going round the class, with each pupil adding an activity to the list. They can use activities learnt in this lesson, in Unit 1 or in previous years. When a pupil makes a mistake or can't think of another activity, start a new chain.

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

I/He...at...o'clock...at half past... What time do you...? Third person

Recycled language

Hobbies

Materials

Audio CD; Flashcards (My week); a toy clock

Optional materials

A4 paper

Starting the lesson

- Play Aye, aye, Captain! see p. 23 to practise hobbies and actions, including the vocabulary of Lesson 1.

PB page 31

Presentation

- Bring a toy clock to the class. Show 10 o'clock and say *It's ten o'clock*. Pupils repeat. Give more examples. Encourage pupils to say the time without help.
- Show half past ten. Say *It's half past ten*. Practise *half past* as for *o'clock*, above.
- Ask individual pupils *Do you (play tennis)?* If the answer is *Yes*, ask *What time do you (play tennis)?* Pupils answer. Repeat with other activities.

3 Chant.

- Play CD2:03. Pupils listen and follow the words. Play the chant again. Pause after each line for pupils to repeat. Play it a few more times. Pupils chant together. Use the flashcards and the clock to help prompt the words if necessary.

Practice

- Draw blank clock faces on the board and write *It's nine o'clock*, *It's half past two*, etc. next to each. Ask pupils to say what the time is and draw the clock hands. Pupils copy in their notebooks.

Presentation

- Pupils read the sentences in the Look! box. Explain (L1) that they should use *go* with *I* and *goes* with *he*, *she* and *it*. Also explain that they should use *at* before times.
- Pupils give more examples. Write them on the board. Pupils copy in their notebooks.

4 My week

1 Listen, point and say.

go skateboarding

2 Listen, find and say what's missing.

go swimming

3 do karate

do karate

4 do gymnastics

do gymnastics

5 have ballet lessons

have ballet lessons

30 Lesson 1
go skateboarding/swimming, do karate/gymnastics, have ballet/Music lessons

4 Listen, read and answer. True or false?

- Ask pupils to look at the main illustration. Point at the journalist with purple hair and ask *Who is she?* Elicit/ Explain (L1) that she is a journalist who is interviewing the children.
- Focus on the four sentences and explain that pupils have to listen to a recording and decide if they are true or false. Play CD2:04 once. Pupils listen. Play it again and pupils note their answers. Play it a third time, pausing after each of Tina's sentences giving the time of the characters' activities. Pupils say their answer and correct the false sentences.
- Play the recording again. Ask (L1) what lesson the children do not have (acting lessons). Explain (L1) the meaning of *acting* lessons.

T = TINA J = JOHN R = RUBY S = SAM

2:04

T Hello again. So, John what time do you have Music lessons?

J At half past 3.

T And Ruby. What time do you do karate?

R At half past 9.

T Jenny, what time do you do gymnastics?

J At 10 o'clock.

T Sam, what time do you go skateboarding?

S At 4 o'clock.

3 **Chant.**

What do you do on Saturdays?
 What do you do on Saturdays?
 I do gymnastics at 10 o'clock.
 She does gymnastics at 10 o'clock.
 I go swimming at 11 o'clock.
 He goes swimming at 11 o'clock.
 I have ballet lessons at half past 2.
 She has ballet lessons at half past 2.
 I go skateboarding at 4 o'clock.
 He goes skateboarding at 4 o'clock.

LOOK!

I go swimming at 11 o'clock.
 He goes swimming at 11 o'clock.

4 **Listen, read and answer. True or false?**

- 1 John has Music lessons at 3 o'clock.
- 2 Ruby does karate at half past 6.
- 3 Jenny does gymnastics at 10 o'clock.
- 4 Sam goes skateboarding at 4 o'clock.

5 **Look and make sentences.**

- 1 Ruby/ballet lessons
- 2 John/swimming
- 3 Madley Kool/Music lessons
- 4 Madley Kool/karate

6 **have Music lessons**

Lesson 2 1/He ...at...o'clock ...at half past... What time do you...? Third person **31**

- Play CD2:05 a few times so that pupils have enough time to draw the times. Check answers with the toy clock.

T = TINA JE = JENNY R = RUBY **2:05**
JO = JOHN S = SAM

T What time do you do gymnastics?
 JE I do gymnastics at **10 o'clock.**
 T What time do you have ballet lessons?
 R I have ballet lessons at **half past 2.**
 T What time do you go swimming?
 JO I go swimming at **11 o'clock.**
 T What time do you go skateboarding?
 S I go skateboarding at **4 o'clock.**

4 Look at Activity 3 and complete the sentences.

- Pupils complete the sentences with the times from the word bank, to correspond with the information in Activity 3. Check as a class.

KEY 2 half past two, 3 eleven o'clock, 4 four o'clock

5 Look at the diary and write.

- Focus on the picture. Ask *Who is he?* (*Madley Kool!*)
- Explain (L1) that this is Madley Kool's diary. Focus on the diary entries and explain that pupils have to write sentences about his timetable, as in the example.
- When pupils have written their sentences, check as a class.

KEY

- 2 He goes swimming at two o'clock.
- 3 He does karate at half past three.
- 4 He has dancing lessons at half past five.

Ending the lesson

- Divide the class into pairs. Pupil A says a time, e.g. *half past three* and Pupil B, with book closed, tries to remember what one of the characters does at that time, e.g. *Madley Kool does karate*. Then they swap roles. They get a point for each correct guess.

OPTIONAL ACTIVITIES

Vocabulary game

Play Bingo! see p. 24 using times.

Miming game

Play Picture guess see p. 23 to revise the actions learnt in this lesson, in Unit 1 (ski, cook, watch TV, clean, read, play football) and in previous years.

T So ... John has Music lessons at half past 3. And Ruby does karate at half past 9. Jenny does gymnastics at 10 o'clock and Sam goes skateboarding at 4 o'clock. And when do you have acting lessons?
 S Acting lessons? We don't have acting lessons.
 T What?! Aren't you actors?
 R Actors? No, we aren't!
 T Oh. Well, thank you for talking to me. Goodbye.

KEY 1 F (half past three), 2 F (half past nine), 3 T, 4 T

5 Look and make sentences.

- Divide the class into pairs. Pupils take it in turns to look at the clocks and say what the children do at different times. Do the first one as an example.
- Then they write the sentences in their notebooks.

AB page 29

3 Listen and draw the times.

- Focus on the example and explain (L1) that pupils must draw the hands on the clocks to show the times that the characters do their activities.

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

far. How does he go to (school)? He goes to (school) by (bike). He walks to...

Recycled language

school, bike, car, bus, park, train, boat

Materials

Audio CD; map of your local area; pictures of a train and a boat

Optional materials

A4 paper

Starting the lesson

- Play the chant from Lesson 2 CD2:03. Divide the class into two groups, boys and girls. They all chant the first two lines. The girls chant lines 3, 6, 7 and 10. The boys chant lines 4, 5, 8 and 9.

PB page 32

Presentation

- Focus on the picture. Point at the three vehicles in turn and revise the words. Use board drawings or magazine pictures to elicit *boat* and *train*.
- Say *I go to school by (bus). I go to (the beach) by (car). And you?* Point at two or three pupils and elicit an answer, e.g. *bus*.
- Display a map of the pupils' city or local area. Locate the school and some pupils' homes. Point at one of the homes and ask *Is the school far?* Mime to make the meaning clear. Pupils answer. Repeat with a few more examples, e.g. important buildings in town.

6 Listen and sing.

- Play CD2:06 with books closed. Mime the actions to make meaning clear. Play the song again. The class mimes with you as they listen. Then play the song with open books. Pupils sing along with the recording.

Presentation

- Focus on the Look! box. Look at the question and answers and explain that we use *by* with a vehicle and that *walk* has an *s* at the end with *he* and *she*. Elicit more examples with names of pupils and write them on the board. Pupils copy in their notebooks.

7 Play the game.

- Divide the class into pairs. Pupil A asks the question. Pupil B turns the spinner and answers depending on the number he/she gets, e.g. *Five! He goes to school by train.*

AB page 30

6 How does he/she go to the park? Look, think and write.

- Focus on the main picture. Point at each character in turn and ask *How does he/she go to the park?* Pupils answer.
- Explain (L1) that the little pictures in items 1–4 are details of the main picture. Pupils find them and complete the sentences accordingly.

KEY 2 bus, 3 car, 4 walks

7 Follow and write.

- Explain (L1) that pupils have to find the method of transport children 1–3 use to go to school by following the maze lines. Look at the example together. Ask pupils to work in pairs to follow the other lines and write the sentences.

KEY 2 She goes to school by bus. **3** He goes to school by car.



Tell the class to teach their parents the song and sing it at home together. They can also sing it on their way to and from school.



Pupils can now go online to Film Studio Island and find the umbrella that Cleo is holding. It is the red and yellow striped umbrella to the left of the swimming pool in the recreation area. Once pupils click on the umbrella they are taken to a supplementary language game based on the vocabulary in this unit.

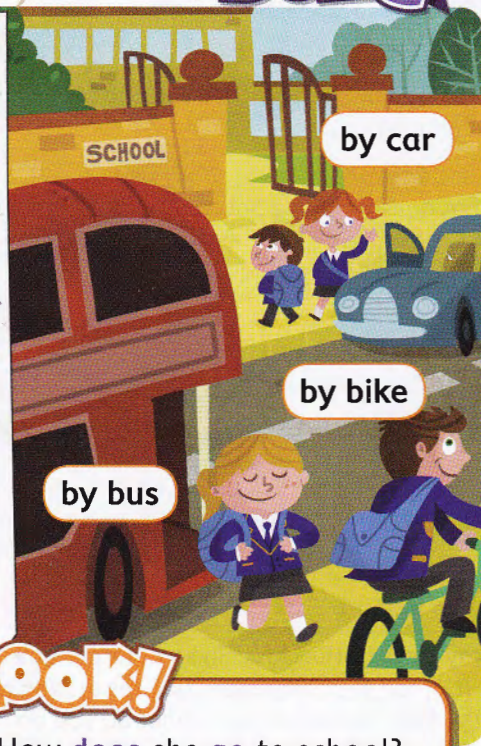


6 Listen and sing.

SONG

How does she go to school?
 Does she go by bike or car?
 Does she go by bus or does she walk?
 Is it very far? Is it very far?
 She goes to school by bus.
 Yes, she goes to school by bus.
 She doesn't go by bike or car.
 She goes to school by bus.

How does he go to the park?
 Does he go by bike or car?
 Does he go by bus or does he walk?
 Is it very far? Is it very far?
 He goes to the park by bike.
 Yes, he goes to the park by bike.
 He doesn't walk or go by bus.
 He goes to the park by bike.



LOOK!

How **does** she go to school?
 She **goes** to school **by bus**.
 He **walks** to the park.

7 Play the game.



How does he go to school?

2. He goes to school by bike.



Ending the lesson

- Pupils sing the song. Divide the class into two groups. One group sings the questions (lines 1–4) and the other sings the answers (lines 5–8). You could also play the karaoke version of the song CD3:39 for pupils to sing along to.

OPTIONAL ACTIVITIES

Drawing game

Play Picture dictation see p. 25 using transport vocabulary.

Sentence building chain

Pupils build sentences by adding one word each, e.g. Pupil 1 says *Sam*, Pupil 2 *Sam goes*, etc.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /s/ and /z/

Target language

busy. What does Fifi do on Saturdays? What do you do on Saturdays?

Recycled language

party, Days of the week, The time, Hobbies. In the morning/afternoon/evening.

Materials

Audio CD; Unit 4 Mini cards PB p. 79; toy clock

Optional materials

A4 paper

Starting the lesson

- Bring a toy clock to the class. Show different times and say *It's (half past six)*. Pupils say *Yes* or *No* and correct the false sentences. Ask *What do you do in the (afternoon)? What time do you (play tennis)?*

PB page 33

8 Look and read.

- Focus on the four pictures. Ask *Where is Fifi?* Teach/Revise the word *party*.
- Pupils read about Fifi's busy day. Ask a few comprehension questions.

9 Listen and answer. True or false?

- Tell pupils to listen to some sentences about the text. Play CD2:07 once. Pupils listen. Then play each sentence in turn, pausing to allow time for pupils to decide *true* or *false* and correct the false sentences.

- Fifi has ballet lessons at 10 o'clock. **2:07**
- She walks to her ballet lesson.
- She has ballet lessons in the afternoon.
- She goes skateboarding in the afternoon.
- She likes Saturdays.

KEY 1 T, 2 F (She goes by car.), 3 F (She has ballet lessons in the morning.), 4 T, 5 T

10 Listen and say.

- Tell pupils to listen carefully to how the letter *s* is pronounced in the tongue twister. Play CD2:08 at least twice. Pupils describe (L1) what they have noticed about the pronunciation of *s*.

- Explain (L1) that the letter *s* can sound like the hiss of a snake or like the buzz of bees. Say the sounds /s/ and /z/ in isolation. Pupils repeat. Play the recording again, stopping after each sentence. Pupils repeat. Then they practise saying the tongue twister in pairs.

11 Play the game.

- Pupils cut out the Unit 4 mini cards on PB p. 79. Then they play a game in pairs. Pupil A looks at a card but does not show it to Pupil B. Pupil B asks *What do you do on Saturdays?* Pupil A mimes the activity on the card and Pupil B guesses.

AB page 31

8 Listen and draw the times.

- Focus on the pictures and explain the activity using the example.
- Play the recording a few times. Pupils listen and draw.

This is my cat, Midge. What does she do on Saturdays? At 10 o'clock she has Music lessons. At half past 11 she does gymnastics. She goes to the park at 2 o'clock in the afternoon. Then she goes swimming at half past 4. She doesn't like swimming but she likes fish! **CD2:09**

KEY 2 half past 11, 3 2 o'clock, 4 half past 4

9 Find and write the sentences.

- Pupils write the words in the jumbled sentences in the correct order.

KEY 2 She does gymnastics at half past 11.
3 She goes to the park at 2 o'clock.
4 She goes swimming at half past 4.

10 Think and circle the z sounds. Then listen and check.

- Pupils read the sentence and circle every *s* that is pronounced /z/. Play CD2:10 to check.

KEY has, Music, lessons, Saturdays

11 Listen and circle the words with the z sound.

- Play CD2:11. Pupils circle the correct words.

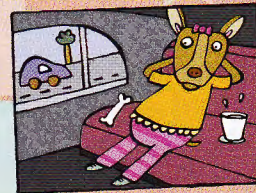
KEY tomatoes, does, lessons, has, music, potatoes

**What does Fifi do on Saturdays?**

She has a busy day!
She has ballet lessons
in the morning.
She loves dancing!

How does she go to
her ballet lesson?
Does she walk?

No, she goes by car!
She doesn't like walking.

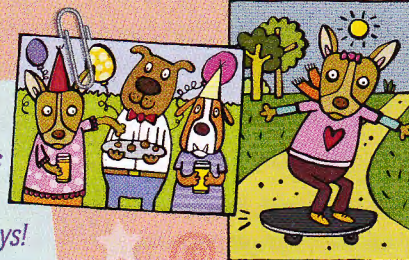


What time does she
have her ballet lesson?

At 10 o'clock.

What does she do
in the afternoon?

She goes skateboarding in the
park at 2 o'clock. Then she goes
to a party with her friends.
She has a lot of fun on Saturdays!



9



Listen and answer. True or false?

10



Listen and say.

**SOUNDS FUN!**

She goes swimming
and has Music lessons.
Does she?
Yes, she does.

11



Play the game.



What do you do
on Saturdays?

You do
karate.

Lesson 4

busy. What does Fifi do on Saturdays? What do you do on Saturdays? Sounds: /s/ /z/

33

Ending the lesson

- As a class, practise saying the tongue twister in AB Activity 10 as quickly as possible.

OPTIONAL ACTIVITIES**My diary**

On A4 paper, pupils write their diary for a day with the time of each of their activities and pictures.

Young writers

In pairs, pupils write a new tongue twister using words with /s/ and /z/ sounds then perform it.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

work [n], have singing lessons, feed. Does he walk to work? On...he...

Recycled language

Transport, Hobbies

Materials

Audio CD; Unit 3 and 4 Story cards

Starting the lesson

- Ask pupils (L1) what they can remember about the story from the previous episode. Use the Unit 3 story cards as prompts.

PB page 34

12 Listen and read. Then act.

- Ask pupils (L1) what kind of set the children are in now (martial arts).
- Tell pupils (L1) they are going to find out about Madley Kool's week. They predict some of the activities he does.
- Show the Unit 4 story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play CD2:12. Pupils listen as they follow the story in their books. Ask if their predictions were correct, then ask the After listening to the story questions.

Practice

- Divide the class into eight groups and assign a speech bubble to each. Pupils read the story as a class.
- Tell pupils (L1) to act being Madley Kool. Play or say the relevant lines from frames 2 to 6. Pupils act out Madley's activities.
- Retell the story, making some deliberate mistakes. Every time pupils spot a mistake, they put up their hands and correct it.

AB page 32

12 Listen and match. Then write.

- Tell the class to look at the pictures. Use the example to explain that they have to listen to Cleo talking about her week and match the activities to the correct days. Two days will have no match.
- Play CD2:13 a few times. Pupils match then write the words. When they have finished, check by asking questions, e.g. *What does Cleo do on Tuesday?*

2:13

I like music. I have Music lessons on Mondays. ★
 Tuesday is my favourite day. I go skateboarding on Tuesdays. ★
 Mmm, food is my favourite thing. I have cooking lessons on Thursdays. Mmm. ★
 I like singing. I have singing lessons on Fridays. Listen. ★
 Food is my favourite thing but sleeping is my other favourite thing. I sleep all day on Sundays.

KEY Tuesday skateboarding, Thursday cooking lessons, Friday singing lessons, Sunday sleep

13 Look, think and write. Then say.

- Explain (L1) that the man in the picture is a crew member whose job is to feed the animals. Explain (L1) *feed*. Read out the headings in the timetable (*feed the birds, etc.*) and pupils repeat. Check meaning of *shark*.
- Point at the food pictures and ask *What's this?* (*insects, bananas, fish, leaves*). Pupils write the food words for the correct animals in the timetable. Check as a class.
- Read out the sentences in the speech bubbles. In pairs, pupils then say other sentences about the crew member's timetable, e.g. *I feed the ... at ... o'clock. They eat ...* Ask individual pupils to say his/her sentences for the class.

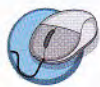
14 Look at the code on page 8 and write the message.

- Tell pupils to look at the code wheel on AB p. 8, translate the letters in the coded message and write the sentence.

KEY Can Madley Kool swim?



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



Now go to Film Studio Island.

Ending the lesson

- Revise what happens in the story. Write some incomplete sentences about Madley Kool on the board, e.g. *He goes to work ... On Mondays he ...*, etc. Ask pupils to complete them. You could turn this activity into a competition by dividing the class into two teams and asking one pupil from each team to complete each sentence.

OPTIONAL ACTIVITIES

Vocabulary game

Play Category writing game see p. 24 using the vocabulary of this unit, days of the week, hobbies.

Drawing activity

Play Draw it relay see p. 24 using activities and time.

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 – how children go to school

Target language

roads, radio, internet, plane, snowmobile. How do you go to school?

Recycled language

rivers

Materials

Audio CD; map of the world, reference books, internet, A4 paper

Starting the lesson

- Divide the class into two groups. Group A writes a means of transport on a piece of paper and gives it to one pupil from Group B. This pupil comes to the board and mimes it, e.g. a car. Group B guesses what it is.

PB page 35

13 Listen, read and match.

- With books closed, tell pupils (L1) they are going to read an article entitled *How do you go to school?* They answer the question for themselves, then predict what pictures they will see in the article.
- Tell the class to read, listen and match the texts to the pictures. Play CD2:14. Pupils follow in their books and then match. Check as a class.
- Ask a few comprehension questions.

KEY a 2, b 3, c 1

14 Find the words.

- Pupils find the words in the texts. Ask individual pupils to read out the sentence with the word in. Check meaning.
- Ask pupils (L1) if they would like to go to school by boat or snowmobile, or have classes at home like Ricky.

15 Look at Activity 13. Ask and answer.

- Divide the class into pairs. Pupils ask and answer questions about the texts using the language in the speech bubbles.

AB page 33

15 Listen and write. Then number.

- Explain (L1) that pupils are going to listen to the children in the pictures talking about how they go to school. Play CD2:15 once. Pupils just listen. Play it again. Pupils complete the sentences. Play it once more and ask pupils to number the transport pictures in the correct order. Check as a class.

W = WOMAN B1 = BOY 1 G1 = GIRL 1

2:15

G2 = GIRL 2 B2 = BOY 2

1

W Alex, how do you go to school?

B1 I walk to school. I like keeping fit.

2

W Meiling, how do you go to school?

G1 I don't like going to school by bus. I like riding my bike. I go to school by bike.

3

W Jodie, how do you go to school?

G2 I can't walk to school. The school is far away from my house so I go to school by bus. I like going on the bus with my friends.

4

W Kabir, how do you go to school?

B2 I go to school by train. There are a lot of people on the train!

KEY 2 bike, 3 bus, 4 train

16 Ask your friends *How do you go to school?* Then write.

- First, pupils tick the means of transport they use to go to school. Then they write the names of two friends in the Name column and ask them *How do you go to school?* They tick the correct means of transport. Finally, they write the sentences using the information in their chart. Remind them to use *walk/go* for themselves and *walks/goes* for their friends.

Mini project

Find out about how other children go to school.

- Divide the class into pairs. They use reference books or the internet to find out how children go to school in other places in the world. They write a few sentences about their findings. They may illustrate their text with drawings or printed pictures.



How do you go to school?

Do you go by car or bus? Or do you walk?
Read about how these children go to school.

a

Amir doesn't go to school by car. There aren't many roads where he lives but there are a lot of rivers. So Amir and his friends go to school by boat. Their school is on the water, too!



b

Ricky doesn't go to school! His school is far away. He has lessons at home, on the radio and on the internet. On Fridays his teacher goes to his house by plane.

c

Susanna lives in a cold place. She doesn't walk to school. She goes to school by snowmobile. She likes riding her snowmobile. It's cool!

14



Find the words.

cold

boat

home

snowmobile

teacher

car

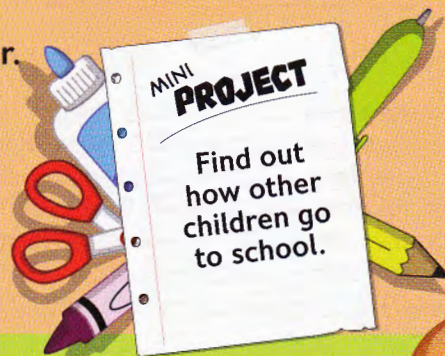
15



Look at Activity 13. Ask and answer.

Does Susanna go to school by boat?

No, she doesn't.



Lesson 6

roads, radio, internet, plane, snowmobile. How do you go to school? rivers

35

Ending the lesson

- Write words in three columns on the board: *I, He* and *She* in the first column, *school* and *park* in the second column and *train, bike, boat, bus, car, walk* in the last column. Point to a word from each column to prompt a sentence. Pupils say, e.g. *He goes to the park by bike*. Repeat and speed up until pupils are confident.

OPTIONAL ACTIVITIES

Make a bar chart

Pupils create a bar chart showing the data from AB p. 33 Activity 16.

TPR game

Play Mr Crocodile see p. 24, asking, e.g. *Do you walk to school? Do you have swimming lessons?*

Lesson 7

Lesson aims

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

Values

Making sacrifices to study and valuing the importance of education

Recycled language

Hobbies, Seasons, Weather

Materials

Flashcards (My week); a bag or box; Evaluation sheet 4; Poster 1

Optional materials

Magazine cut outs of ways of going to school in your country, A3 or A4 paper; plastic bottle or spinning arrow

Starting the lesson

- Divide the class into two teams and play Spelling bee see p. 25 to revise spelling of days of the week, hobbies and means of transport.

AB pages 34–35

17 Complete the words and find the answer.

- Direct pupils' attention to the sentences and tell them to complete the words with the missing letters. When they have finished, they write the same letters at the bottom of the activity to spell the day of the week.

KEY 2 u, 3 e, 4 s, 5 d, a, 6 y TUESDAY

Practice







- Write some simple anagrams for the days of the week on the board and ask the class to solve them.
- Divide the class into pairs. Ask them to write similar anagrams on a sheet of paper. They exchange their anagrams with another pair and solve them.
- Stronger classes could design puzzles like the one in Activity 17, writing sentences with missing letters.

18 Look at the diary and write about your day.

- Direct pupils' attention to the diary. Explain (L1) that they should each imagine that this is his/her own diary and make sentences about his/her day. Look together at the example, focusing particularly on the use of *to* (for direction), *by* (for a means of transport) and *at* (for a time). Do the second sentence together, checking that pupils understand they should use *in the park*. Pupils then write the other sentences.

Complete the words and find the answer.

ROUND-UP

- 1 I have ballet lessons. 
- 2 I have Music lessons. 
- 3 I go skate boarding. 
- 4 I go swimming. 
- 5 I ko karate. 
- 6 I do gymastics. 

What day is it? Tuesday

Look at the diary and write about your day.

Monday	
9 school (boat)	1 I go to school by boat at 9 o'clock.
11 karate (the park)	2 _____
2 swimming (a river)	3 _____
4 party	4 _____
8 home (plane)	5 _____

34 Round-up

- Check as a class. Ask individual pupils to read his/her sentences to the class. With stronger classes you could invite pupils to come to the board and write the sentences.

KEY 2 I do karate in the park at 11 o'clock.
3 I go swimming in a river at 2 o'clock.
4 I go to a party at 4 o'clock.
5 I go home by plane at 8 o'clock.

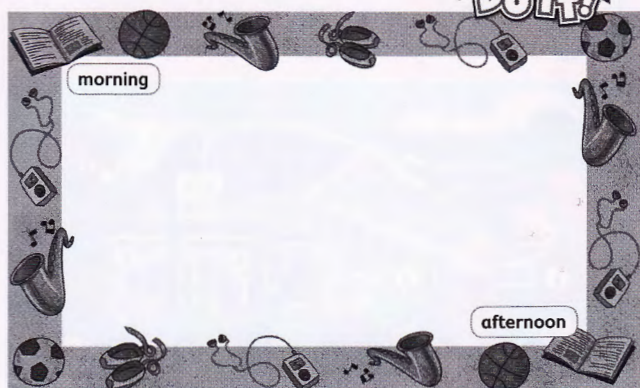
19 What do you do on Saturdays? Draw a picture.

- Direct pupils' attention to the frame and the words *morning* and *afternoon*. Ask pupils to think about what they do on Saturdays. They draw and colour a scene related to their Saturday morning and afternoon activities in the picture frame.

20 Write about what you do on Saturdays. Then tell your friend.

- Ask one pupil to show his/her picture from Activity 19 to the class. Elicit a description of it by completing the sentences. Then ask pupils to write a description of their own picture in the same way.
- Divide the class into pairs. Pupils ask and answer questions about their pictures.

- What do you do on Saturdays?
Draw a picture.



- 20 Write about what you do on Saturdays. Then tell your friend.

On Saturdays, in the morning, I _____

In the afternoon, I _____



I can do it! 35

Values

- Talk (L1) about how children go to school in their country or area, e.g. by bus, walking, by boat, etc. Focus on the difficulties some children face to receive classes and the efforts they and their families make to provide an education for them. Talk (L1) about the role of education in their lives. Highlight the importance of studying to create a better future for them.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils that they have to choose and colour the appropriate number of stars depending on how well they think they have completed the unit. You may wish to use English to give the instructions as pupils are familiar with the instructions for this activity.

AB page 71

- Pupils look at the My week pictures in the picture dictionary. Pupils read the words under the pictures carefully. Then they work in pairs. They take turns to cover the words and say all the words.
- Use Poster 1 see p. 20.

Evaluation

You can check your pupils' progress using Evaluation sheet 4. See also teacher's notes p. 173.

Ending the lesson

- Put the flashcards (my week) in a bag or box. Begin to take out one of the flashcards very slowly. The class guesses what picture it is. The first pupil to make a correct guess takes your role.

OPTIONAL ACTIVITIES

Make a poster

Divide the class into pairs and ask them to look for pictures of different ways of going to school in their country. They make a poster by sticking their pictures onto A3 or A4 paper and writing a short description under each one.

Vocabulary game

Play Category spin see p. 23 with categories including hobbies, transport, days of the week, times of day.

NOTES

Lesson 8

Lesson aims

To review the language of the previous two units

Recycled language

Transport, Weather, Telling the time, Hobbies.
He likes/doesn't like...ing. He goes to school by...
On Saturday he does/goes/has...

Materials

Toy clock; Flashcards (Weather and My week);
 Unit 3 Mini cards; DVD; Consolidation and extension
 worksheet 4; card

Optional materials

Word cards (Weather and My week); box; bell
 or whistle

Starting the lesson

- Put all the flashcards (weather) face down on your table or in a box. One pupil picks a card and says the first letter of the word. The class guesses what it is. Model the activity before pupils do it. If the first guess is wrong, the pupil says another letter. Continue until pupils guess or the pupil says the word.

PB pages 36–37

16 Listen, point and say the number.

- Focus on the picture. Tell pupils that they are going to listen to a recording and they need to find two children in the picture for each sentence that they hear. Play CD2:16 once. Pupils just listen. Play it again. Pupils point at the correct people and say the correct numbers.

I walk home. ★ 2:16
 I go home by bus. ★
 I go home by bike. ★
 I go home by car. ★

KEY walk 3 and 6, bus 4 and 5, bike 2 and 8,
 car 1 and 7

17 Look at Activity 16. Ask and answer.

- Divide the class into pairs. Pupil A says a sentence about the picture, following the example in the speech bubble. Pupil B identifies the correct child in the picture and says the number. Then they swap roles.

18 Ask and answer. What's the weather like?

- Divide the class into pairs. Pupil A asks *What's the weather like in number (4)?* Pupil B answers *It's (stormy).* Then they swap roles.

Review Units 3 and 4

16 Listen, point and say the number.



17 Look at Activity 16. Ask and answer.

She goes home by bike.

Number 8.

36

Transport, Weather.

19 Listen and say the number.


- Direct pupils' attention to the clocks. Tell them that they are going to listen to a recording with some times and they say which number clock shows each time.
- Play CD2:17 once. Pupils just listen. Play it again. Pause after each sentence to allow pupils to find the clocks and say the numbers.

1 It's half past 9. 2:17
 2 It's 6 o'clock.
 3 It's 12 o'clock.
 4 It's half past 6.
 5 It's half past 3.
 6 It's 1 o'clock.


KEY The sequence of clocks is: 4, 1, 6, 3, 5, 2

Practice


- Ask pupils to write the time shown in the clocks in their notebooks.

18  Ask and answer. What's the weather like?




19  Listen and say the number.





20  Read and find.


She doesn't like football.
On Saturdays she has ballet lessons at 11 o'clock. She goes to school by bike. She likes cooking.


On Saturdays he does karate at 10 o'clock. He likes computer games. He walks to school.

1 
Name: Adam
Goes to school: car
Likes: football
Doesn't like: computer games
On Saturdays: swimming 10 o'clock

2 
Name: Anna
Goes to school: bike
Likes: cooking
Doesn't like: football
On Saturdays: ballet lessons 11 o'clock

3 
Name: Ben
Goes to school: walks
Likes: computer games
Doesn't like: cleaning
On Saturdays: karate 10 o'clock

4 
Name: Mia
Goes to school: bus
Likes: reading
Doesn't like: football
On Saturdays: gymnastics 11 o'clock

21  Listen and say the name.


Telling the time. Hobbies. He likes/doesn't like...ing. He goes to school by... On Saturdays he does/goes/has...

37

KEY Anna and Ben

Practice


- Divide the class into pairs. Ask them to write similar descriptions using the information about Adam and Mia.

21  Listen and say the name.

- Tell the class that they are going to listen to a recording about the children in Activity 20. They listen and say who it is. Play CD2:18, stopping after each line for pupils to decide and say.

- 1 He doesn't like computer games and he goes to school by car. **2:18**
- 2 She does gymnastics and she likes reading.
- 3 On Saturdays he goes swimming at 10 o'clock.
- 4 She goes to school by bike.
- 5 He doesn't like cleaning.
- 6 She has ballet lessons at 11 o'clock on Saturdays.

KEY 1 Adam, 2 Mia, 3 Adam, 4 Anna, 5 Ben, 6 Anna

 Now watch the DVD.

Consolidation and extension worksheet 4

Pupils complete the Consolidation and extension activities on worksheet 4. See also teacher's notes p. 189.

Ending the lesson

- Tell the class to sing the song they learnt in Lesson 3.

OPTIONAL ACTIVITIES

Flashcard game

Play The ball see p. 22 with flashcards (weather and my week) or the Unit 3 and 4 word cards. Pupils have to make sentences using the words on the cards.

Vocabulary game

Play Stop the bus see p. 25.

Pairwork

- Each pupil draws four clocks on separate pieces of card, with the hands pointing to different times (either o'clock or half past).
- Pupils work in pairs. They lay out all their time cards face up on the table. Then they take a set of Unit 3 mini cards and place one card face down next to each time card. Pupil A says *It's (half past two). What's the weather like?* Pupil B guesses *It's (rainy)* and turns over the card. If he/she is correct, he/she wins the two cards and puts them in a separate pile. If he/she is incorrect, the weather card is put face down again. Then it's Pupil B's turn to say a time and ask about the weather. They continue until all the cards have been won. The player with the most cards at the end is the winner.

20 Read and find.

- Tell the class to read files 1 to 4. Ask four pupils to read the information aloud to the class.
- Focus on the first text at the top of the activity (*She doesn't like football ...*). Pupils read the description carefully and match it to the correct file. Ask *Who is it?* Pupils answer. They do the same with the second description (*On Saturdays ...*).

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

farmer, ballet dancer, basketball player. I'm a/an (astronaut).

Recycled language

police officer, firefighter, astronaut, film star, Clothes

Materials

Audio CD; Flashcards (Jobs); card

Optional materials

Word cards (Jobs); soft ball, waste paper bin or basket; A4 paper

Starting the lesson

- Brainstorm the clothes words that pupils know and write them on the board. Then say *I'm wearing (a red T-shirt and black trousers)*. Ask *What are you wearing?* Listen to individual pupils' answers.
- Focus on the picture. Ask *Where are the children now?* Pupils answer (L1) (the canteen at the film studio). Pupils describe what the characters are wearing.

PB page 38

Presentation

- Use the flashcards (jobs) to teach this lesson's vocabulary. Hold them up in turn and say the words. Pupils repeat. Hold up the flashcards again, asking individual pupils to say the words.
- Pupils open their books. Focus on the main illustration. Point at the characters and say the words. Pupils repeat.

1 Listen, point and say.

- Play CD2:19, pausing after each word. Pupils point at the Activity 1 pictures at the bottom of the page. Play the recording again. Pupils point and repeat each word.

Practice

- Shuffle the flashcards (jobs) and choose one. Hold it up. Pupils say and mime the job, e.g. they say *basketball player* and pretend to bounce a ball.
- Display the relevant flashcards (jobs) on one side of the board and write the corresponding words or put

up word cards see p. 204 on the other side. Pupils come to the front, read out the words and match them to the pictures.

2 Listen, find and say who's missing.

- Tell pupils (L1) they are going to hear a recording describing the people they can see in the main illustration but that one of the people won't be mentioned. Play CD2:20 up to *Who's missing?* Give pupils time to find the people mentioned. Play the recording again. Pupils decide who's missing. Play the rest of the recording. Pupils check if they were right.

S = SAM JE = JENNY R = RUBY JO = JOHN **2:20**

S Wow! Look! Where's Madley Kool? Is he here?

JE No, I can't see him. But, look at her. She's very pretty. She's a film star!

S Look! She's got long legs. She's a ballet dancer.

R Eeeooow. Look! He's a farmer. He's got a hen!

JO Look. A basketball player! Wow, cool ball.

R Look at him, at the table. He's wearing big boots. He's an astronaut.

JE Oh! A firefighter! Cleo – watch out!

ALL Oh dear! Poor Cleo.

Who's missing? ★

Police officer!

Lesson 2 What do you want to be? I want to be a... I don't want to be a... Jobs 39

3 **Chant.**

What do you want to be?
 What do you want to be?
 I want to be, I want to be, I want to be a film star.
 I don't want to be a farmer.
 I don't want to be a firefighter.
 I want to be, I want to be, I want to be a film star.
 What do you want to be?
 What do you want to be?
 I want to be, I want to be, I want to be a film star.

LOOK!

What do you want to be?
 I want to be a film star.
 I don't want to be a farmer.

4 **Read and match. Then listen and check.**

- I want to be a ballet dancer.
- I want to be a farmer.
- I want to be a basketball player.
- I want to be a police officer.

5 **Ask and answer.**

Al Ben Cathy Di

What do you want to be? I want to be a police officer.

6 basketball player

7 astronaut

- Model the activity, e.g. show a picture of a cow and say *I'm (name) and I'm a farmer*. In turn, pupils show their card, introduce themselves and say their job: *I'm (name) and I'm a (basketball player)*.

AB page 36

1 Complete the words.

- Focus on the pictures and the incomplete words. Pupils look at the example and complete the other words with the missing letters in the same way.
- Check as a class. Ask pairs of pupils to come to the board. Pupil A spells the word and Pupil B writes it.

KEY 2 basketball player, **3** ballet dancer, **4** police officer, **5** farmer, **6** film star, **7** astronaut

2 Look and write.

- Focus on the picture. Tell pupils (L1) to complete the speech bubbles with the correct job. Check as a class.

KEY 2 firefighter, **3** farmer, **4** astronaut, **5** police officer

Ending the lesson

- Draw a word map with the class. Draw a circle and write *Jobs* in it. Brainstorm with the class words for jobs they have learnt in this lesson, plus any others they remember from previous lessons, e.g. *nurse, chef, pilot, detective, director, teacher*. Write them on the board. Pupils copy in their notebooks.
- Play Mime and guess. Divide the class into pairs. Pupil A mimes a job. Pupil B guesses what it is.

OPTIONAL ACTIVITIES

TPR game

Play Basketball see p. 23. Show pupils a flashcard (jobs) and pupils say the word.

Make a mini poster

Give pupils an A4 sheet. They draw a picture of the job they like and write a caption. When they have finished, they show their picture to the class.

Practice

- Play CD2:20 again, pausing after the description of each character (*She's very pretty. She's got long legs. etc.*). Pupils say who it is.

Pairwork

- Say *He's got a hen*. Pupils respond *farmer*. Say *She's very pretty*. Pupils say *film star*. Then divide the class into pairs. They take turns to make a sentence about one of the people in the picture while his/her partner guesses the job. Encourage pupils to make different sentences from those on the recording, e.g. *She's wearing a pink dress. He likes basketball*. Pupils answer *The ballet dancer. The basketball player*.

Practice

- Explain (L1) that pupils are going to draw an object that identifies a job of his/her choice, e.g. a basketball for *basketball player*. Brainstorm items for each job (cow, ballet shoes, etc.) and draw them on the board so that pupils choose which one to copy if they wish. Then give pupils a piece of card. They draw their object.

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

What do you want to be? I want to be a/an (astronaut). I don't want to be a (farmer).

Recycled language

Jobs

Materials

Audio CD; Flashcards (Jobs)

Starting the lesson

- Play Spelling bee see p. 25 to revise jobs from Lesson 1.

PB page 39

3 Chant.

- Play CD2:21. Pupils listen and follow the words. Play it again. Pause after each line for pupils to repeat. Play it once more. Pupils join in and say it together.
- Divide the class into two groups. One group says the questions *What do you want to be?* and the other says the rest of the chant. Then they swap lines.

Presentation

- Pupils read the sentences in the Look! box. Check meaning. Focus on the highlighted words. Explain (L1) that they use *do* to make a question and *don't* to give the sentence a negative meaning.
- Ask pupils to copy the examples from the Look! box in their notebooks, changing the jobs so the sentences are true for them.

4 Read and match. Then listen and check.

- Tell pupils that they have to match the sentences to the characters. When they have finished, play CD2:22, pausing after each answer. Pupils listen and check.

M = MALE C = CATHY D = DI A = AL B = BEN 2:22

- M What do you want to be, Cathy?
- C I want to be a ballet dancer. I love dancing!
- M What do you want to be, Di?
- D I want to be a farmer. I love animals.
- M And what about you, Al?
- A I like playing basketball. I want to be a basketball player.
- M And you, Ben? What do you want to be?
- B I want to be a police officer.

38 Lesson 1

farmer, ballet dancer, basketball player, firefighter, police officer, film star, astronaut

KEY 1 Cathy, 2 Di, 3 Al, 4 Ben

Practice

- Focus on the jobs in Activity 1. Ask a pupil *What do you want to be, number (6)?* The pupil answers *I want to be a (basketball player)*. This pupil then chooses another pupil and asks them *What do you want to be, number (2)?* Continue until all the class has asked and answered.

5 Ask and answer.

- Practice pronunciation of the question and answer in the speech bubbles. Then divide the class into pairs. Pupils take it in turns to ask and answer questions about what they want to be.

AB page 37

3 Listen and number. Complete the question.

- Point at each object. Pupils say the jobs. Tell the class that they are going to listen to a recording. They number the jobs in the order they are mentioned. Play CD2:23 once. Pupils listen. Play it again. Pupils number the items. Play it a third time for pupils to check their answers. Then they complete the question.



3 Chant.

What do you want to be?
 What do you want to be?
 I want to be, I want to be, I want to be a film star.
 I don't want to be a farmer.
 I don't want to be a firefighter.
 I want to be, I want to be, I want to be a film star.
 What do you want to be?
 What do you want to be?
 I want to be, I want to be, I want to be a film star.

LOOK!

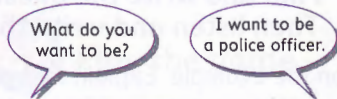
What do you want to be?
 I want to be a film star.
 I don't want to be a farmer.

4 Read and match. Then listen and check.

- 1 I want to be a ballet dancer.
- 2 I want to be a farmer.
- 3 I want to be a basketball player.
- 4 I want to be a police officer.



5 Ask and answer.



KEY (from left to right) 7, 3, 1, 5, 4, 2, 6

Question: What do you want to be?

4 Look at Activity 3 and write.

- Direct pupils' attention to the characters. Pupils write the sentences using the information in Activity 3. To check answers, ask individual pupils to read the sentences.

KEY 2 I want to be a film star.

3 I want to be a ballet dancer.

4 I want to be a farmer.

5 I want to be a basketball player.

6 I want to be an astronaut.

7 I want to be a firefighter.

Practice

- Say *I don't want to be a firefighter. I want to be (a police officer).* Point to a pupil and ask *And you?* The pupil says *I don't want to be (a police officer). I want to be (a farmer).* The next pupil says *I don't want to be (a farmer). I want to be (a ballet dancer).* Continue until all the class has had a turn.

Ending the lesson

- Play Picture guess see p. 23 with job flashcards.

OPTIONAL ACTIVITIES

Miming game

Play Flashcard act out see p. 22 using the vocabulary of the unit.

Communication game

Play Pass the secret see p. 25 using the target structure, e.g. *I want to be a film star.*

NOTES

B1 = BOY 1 G1 = GIRL 1 B2 = BOY 2 2:23

G2 = GIRL 2 B3 = BOY 3 G3 = GIRL 3 G4 = GIRL 4

1

B1 What do you want to be?

G1 I want to be a police officer.

2

B2 I don't want to be a farmer. I want to be a film star.

3

G1 What do you want to be?

G2 I want to be a ballet dancer.

4

B3 What do you want to be?

G3 I want to be a farmer.

5

B1 I don't want to be a firefighter.

I want to be a basketball player.

6

G4 I don't want to be a ballet dancer. I want to be an astronaut.

7

B2 What do you want to be?

B3 I want to be a firefighter.

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

teacher, builder, doctor. What does he/she want to be? Does he/she want to be a (teacher)?

Recycled language

Jobs

Materials

Audio CD; Flashcards (Jobs)

Starting the lesson

- Show the firefighter flashcard and say an incorrect sentence, e.g. *I want to be a ballet dancer*. Pupils say *No*. Ask them to make a correct sentence about the picture: *I want to be a firefighter*. Repeat with other jobs, sometimes saying the right sentence for the flashcard, sometimes the wrong sentence.

PB page 40

Presentation

- Direct pupils' attention to the pictures of jobs. Introduce the new vocabulary. Point at each picture in turn and say *He's a (builder)*. *Do you want to be a (builder)*? Pupils answer *Yes, I do* or *No, I don't*.

6 Listen and sing.

- Play CD2:24. Pupils follow the words. Play the song again. Pupils point at the correct picture when they hear a job mentioned. Play it a third time. Pupils join in and sing.

Presentation

- Direct pupils' attention to the Look! box. Read the question and answers with the class. Explain (L1) that they always use *want to be* in the question, but that with *he* and *she* they use *does/doesn't* instead of *do/don't*. Elicit more questions and answers and write them on the board. Pupils copy into their notebooks.

7 Play the game.

- Direct pupils' attention to the chart and the questions. Explain (L1) that this is a guessing game. Divide the class into pairs. Pupil A chooses one girl, e.g. Number 1. Pupil B asks questions about her until she/he guesses which girl it is. Then they swap roles. The winner of each round is the player who guesses the correct girl after the fewest questions.

AB page 38

5 Find the jobs and write.

- Direct pupils' attention to the words and tell them (L1) to unscramble them. When they have finished, tell the class to use the words to complete the sentences. Check as a class by asking individual pupils to come to the board and write the sentences.

KEY 2 He wants to be a builder.

3 He wants to be a farmer.

4 She wants to be a teacher.

6 Find and write the questions. Then listen and write the answers.

- Focus on the example. Explain that pupils have to rearrange the words to make correct questions. Read the words and then the question. In pairs or individually, pupils write the questions. Check as a class by asking individual pupils to read them.
- Then tell them that they are going to listen to a recording and they have to write the correct answer. Play 2:25 a few times. Pause after each sentence to give pupils time to understand and write. Check as a class.

1 I don't want to be a farmer.

2:25

2 I want to be a teacher.

3 I want to be a builder.

4 I don't want to be a doctor.

KEY

2 Does she want to be a teacher? Yes, she does.

3 Does he want to be a builder? Yes, he does.

4 Does she want to be a doctor? No, she doesn't.

6  Listen and sing.

Teacher, farmer, builder, doctor,
 What does he want to be?
 Teacher, farmer, builder, doctor,
 Just a minute! Let me see...


Does he want to be a teacher?
 No, no, no, he doesn't.
 Does he want to be a farmer?
 No, no, no, he doesn't.
 Does he want to be a builder?
 No, no, no, he doesn't.
 Does he want to be a doctor?
 Yes, yes, yes, he does.
 He wants to be a doctor.



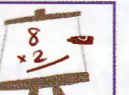




Chorus



LOOK!

Does he want to be a builder?
 Yes, he **does**./No, he **doesn't**.

7  Play the game.

				
 1	X	X	✓	X
 2	X	X	X	✓
 3	X	✓	X	X
 4	✓	X	X	X

Does she want to be a teacher?

Number 2.

Yes, she does.

Ending the lesson

- Work together as a class to write some new words for the song (you could include jobs such as *dancer, film star, pilot*). Sing it to the karaoke version of the song CD3:40.

OPTIONAL ACTIVITIES

Vocabulary game

Play Hungry shark see p. 24 using jobs vocabulary.

Guessing game

Play Charades see p. 24 to revise hobbies, free-time activities and jobs.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /ə/

Target language

He/She wants to be a/an...

Recycled language

Jobs. I want to be a/an... He likes (building). He's got a (hat).

Materials

Audio CD; Unit 5 Mini cards PB p. 81

Optional materials

Flashcards (Jobs, My week, Free time) or pictures of jobs, hobbies and sports

Starting the lesson

- Play Teacher says see p. 24. Give instructions and pupils mime but only if your instructions are preceded by *Teacher says*.

PB page 41

8 Read and match.

- Pupils read the texts and match each child to the correct photo (1–4). Check as a class.

9 Look at Activity 8. Listen and answer.

- Pupils listen to the children in Activity 8 and say who is speaking. Play CD2:26 once. Pupils listen. Play it again, stopping after each question. Pupils answer.

G1 = GIRL 1 B1 = BOY 1 B2 = BOY 2 G2 = GIRL 2 **2:26**

1

G1 I can sing and dance. I want to be in films. I want to be a film star.

Who is it?

2

B1 I'm strong. I like climbing. I like wearing a yellow hat. I want to be a firefighter.

Who is it?

3

B2 I like running. I can jump and I can catch a ball. I'm very tall. I want to be a basketball player.

Who is it?

4

G2 I like music. I can dance and I can jump. I want to be a ballet dancer.

Who is it?

KEY 1 Emma, 2 Tim, 3 Bob, 4 Mary

10 Listen and say.

- Pupils look at the picture. Ask *What are they eating?* (*Pizza and pasta.*)
- Play CD2:27, stopping after each sentence. Pupils listen and repeat. Play it again. Focus on the word endings in purple. Ask (L1) what they all sound like.

11 Play the game.

- Pupils cut out the Unit 5 mini cards on PB p. 81. Divide the class into pairs. Pupils mix their mini cards together and place them face down on their table.
- Pupil A turns over two cards and makes a sentence about each one. If they are a pair he/she keeps the cards. If not, he/she puts the cards face down again. Then Pupil B plays. The winner is the player with the most pairs at the end of the game.

AB page 39

7 Listen and tick.

- Play CD2:28 twice. Pupils listen and tick the correct picture in each pair. Then check as a class.

- | | |
|---------------------------------------------------------------------------------|-------------|
| 1 I like cars. I want to wear a uniform.
I want to be a police officer. | 2:28 |
| 2 I like music. I can dance. I want to be a ballet dancer. | |
| 3 I like helping people. I like wearing a white coat.
I want to be a doctor. | |
| 4 I like books. I like school. I want to be a teacher. | |

8 Look, think and write.

- Focus on the example and the *s* at the end of *wants*. Pupils write three similar sentences about the other two children, with *has got*, *likes* and *wants to be*. You might want to do the activity orally first to help weaker students.

9 Complete the words with *or*, *er* or *a*. Then listen and check.

- Pupils complete the words with the correct ending, *or*, *er* or *a*. Play CD2:29. Pupils listen and check their answers. Ask pupils to write them on the board.

- | | | |
|-----------|---------------|-------------|
| 1 farmer | 6 sofa | 2:29 |
| 2 pasta | 7 pizza | |
| 3 doctor | 8 firefighter | |
| 4 banana | 9 computer | |
| 5 builder | 10 water | |




Pupils find out the English words for the jobs members of his/her family do. They tell the class in the next lesson: *My (dad)'s a (plumber).*

SKILLS

8  Read and match.




 **Mary**


I want to be a ballet dancer.

 **Emma**

I want to be a film star.


 **Tim**

I want to be a firefighter.

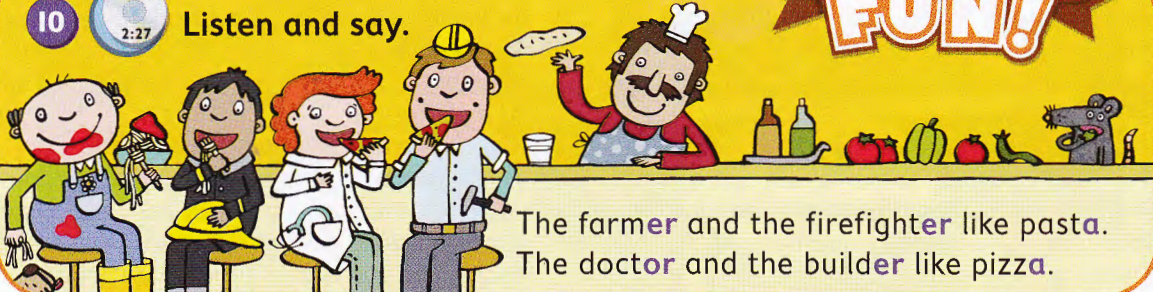
 **Bob**

I want to be a basketball player.


9  2:26 Look at Activity 8. Listen and answer.

10  2:27 Listen and say.

SOUNDS FUN!



The farmer and the firefighter like pasta.
The doctor and the builder like pizza.

11  Play the game.

I want to be a firefighter.



Lesson 4

He/She wants to be a/an... Jobs. I want to be a/an... Sound: /ə/

Ending the lesson

- Choose one of the Unit 5 mini cards. Pupils ask questions: *Is it a man? Is he wearing a uniform?* etc. You can only answer *Yes* or *No*. The first player to guess correctly takes over your role. Pupils can also play in pairs.

OPTIONAL ACTIVITIES

- Young writers**
In pairs, pupils write a funny sentence using some of the words from AB Activity 9 then read it out.
- Vocabulary game**
Play Odd one out see p. 25. with jobs, clothes, sports, words with the /ə/ sound, etc.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

a lot of, difficult. I love dancing/animals.

Recycled language

Jobs. What do you want to be? He wants to be a...

I want to be a...

Materials

Audio CD; Units 1–5 Story cards

Optional materials

Props for acting out the story, e.g. glasses for Ruby, baseball cap and/or skateboard for Sam, black T-shirt for John, necklace for Jenny, grey jumper and magnifying glass for Cleo; Unit 5 Mini cards

Starting the lesson

- Ask pupils (L1) what they remember about the story so far. Show the Unit 4 story cards and retell the story, making some deliberate mistakes. Every time pupils spot a mistake, they put up their hands and correct it.

PB page 42

12 Listen and read. Then act.

- Show the story cards of Unit 5 one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play CD2:30. Pupils listen as they follow the story in their books. Ask if their predictions were correct, then ask the After listening to the story questions.

Practice

- Divide the class into four groups and assign a character to each. Pupils read their parts as a class.
- Ask pupils who would like to take the parts of the different characters. Invite volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, ask *Which is number one?* Pupils answer. Continue until all the story cards are in order.

AB page 40

10 Match.

- Pupils match the pictures to the words. Check as a class.

KEY 2 teacher, 3 firefighter, 4 builder, 5 farmer, 6 detective, 7 doctor

11 Read and complete. Use the words in the box.

- Check that pupils know the meaning of all the words in the word bank and *a lot of* and *difficult* in the text. Pupils then complete the text with the words. Check by asking individual pupils to read a sentence each.

KEY 2 cows, 3 o'clock, 4 morning, 5 day, 6 bed, 7 tired, 8 winter

Practice

- Write a description of a job on the board, leaving gaps for pupils to complete, e.g. *I want to be a teacher. Teachers work in a _____. They go to school at nine _____ in the _____. They have a busy _____. At night they're _____ but I like _____. (school, o'clock, morning, day, tired, teaching)*
- With stronger classes, you can divide the class into pairs. Pairs write a similar description about another job, e.g. doctor. Circulate, helping with additional vocabulary if necessary. Pupils could add an illustration. Display the texts around the room and give pupils time to read each other's work.

12 Look at the code on page 8 and write the message.

- Tell pupils to look at the code wheel on AB p. 8, translate the letters in the coded message and write the sentence.

KEY What do you want to be?

Pairwork

- Tell pupils (L1) to pretend they are spies. They write a secret message to another spy in their organisation. They exchange messages in pairs and decode them. Then they read the messages to the class.



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



Now go to Film Studio Island.

Ending the lesson

- Play Guess who. Say some words spoken by the characters in the story. Pupils guess who you are.

OPTIONAL ACTIVITIES

Story writing

Pupils rewrite the story in pairs, changing some words in the speech bubbles, e.g. *-ing* words and jobs. Ask pairs to read their new stories to the class.

Mini card game

Pupils play What's missing? see p. 23.

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

PE – training for the Olympics

Values

The importance of discipline to achieve aims in life

Target language

champion, win, medals, Olympic Games, go running/shopping

Recycled language

Hobbies, Food, Days of the week, Times, Sport. What do you do?

Materials

Audio CD; A4 paper

Optional materials

Reference books or the internet; card

Starting the lesson

- Play a guessing game. Divide the class into two groups. Group A writes a job on a piece of paper and gives it to one pupil from Group B, who mimes it. Group B guesses what it is. Then they swap roles.

PB page 43

Presentation

- Write some sports champions on the board, e.g. Rafael Nadal, Usain Bolt. Ask (L1) who these people are (they're sports champions). Explain *champion*. Ask *What sports do they do?* (*tennis, running*).
- Introduce *Olympic Games*. Ask (L1) the location of the 2012 Games (Britain).

13 Listen, read and match.

- Pupils look at the photos and predict (L1) what the text is about. Point at photo b and introduce *medal*.
- Play CD2:31 once. Pupils follow in their books. Play it again. Pupils match the paragraphs to the pictures. Check as a class.

KEY 1 b, 2 a, 3 c

14 Ask and answer.

- Divide the class into pairs. Explain (L1) that pupils should imagine they are training to be sports champions. They use the prompts to ask and answer questions about each other.

Values

- Discuss the importance of discipline (L1). Focus on Naomi's timetable and diet. Ask pupils what sportspeople should eat to be fit. Make a list in English on the board.
- Pupils choose a sport and write a training timetable, e.g. *Monday: Get up at 6 o'clock. Go running at 7 o'clock. Have cereal for breakfast at 8 o'clock.*

AB page 41

13 Listen and circle.

- Focus on the questions and the pictures. Play CD2:32 once. Pupils just listen and read. Play it again. Pupils circle the correct pictures. Play it once more. Pupils check their answers.

W = WOMAN M = MATTHEW

2:32

- W Hello Matthew. What do you want to be?
 M I want to be a **football** player.
 W What time do you go running in the morning?
 M I go running at **7 o'clock**.
 W What do you eat for lunch?
 M I eat a lot of **pasta, chicken and fruit**.
 W What do you do after lunch?
 M I **play football** with my team.
 W What do you do on Sundays?
 M I **play computer games** with my friends. I do karate, too.

14 Look at Activity 13. Complete the article.

- Pupils complete the article using the information in Activity 13 and the words in the word bank. Check as a class.

KEY 2 goes, 3 morning, 4 lunch, 5 plays, 6 playing

Mini project

- Explain (L1) that pupils are going to do a class survey. Give each pupil a sheet of paper. Draw a two-column grid on the board. Write *Names* at the top of the first column and *Job* at the top of the second. Pupils copy onto their sheets.
- Pupils write the names of five classmates. They ask these pupils *What do you want to be?* and write the answer.

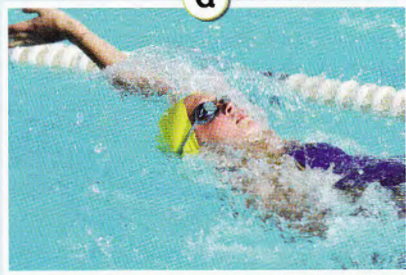


Pupils can now go online to Film Studio Island and find the coat hanger that Cleo is holding. It is the coat hanger on the sign on the front of the Costume Studio. Once pupils click on the coat hanger they are taken to a supplementary language game based on the vocabulary in this unit.



I WANT TO BE A CHAMPION!

- 1 Naomi Johnson wants to be a champion. She wants to win three medals at the next Olympic Games. She wants to be the best!
- 2 At 6 o'clock in the morning Naomi goes swimming. She swims for two hours. Then she has a big breakfast. She eats four eggs, a lot of bread, cheese and fruit. Then she goes running. At 12 o'clock, she has chicken and pasta for lunch. In the afternoon, she goes swimming again. She swims 70-80 km every week!
- 3 Sundays are a special day. Naomi doesn't go swimming. She likes watching TV and she goes shopping. She loves shoes!



14

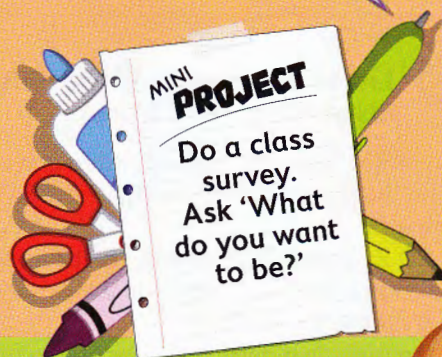


Ask and answer.

- 1 What/want to be?
- 2 What time/play/go/do ...?
- 3 What/eat for breakfast?
- 4 What/do after lunch?
- 5 What/do on Sundays?

What do you want to be?

I want to be a tennis champion.



Lesson 6

champion, win, medals, Olympic Games, go running/shopping, Hobbies, What do you do...?

43

Ending the lesson

- Play Make a sentence see p. 22 using the flashcards (jobs), e.g. *Astronaut: I don't want to be an astronaut.*
Doctor: Doctors wear white coats.

OPTIONAL ACTIVITIES

Olympic champion

In pairs, pupils use reference books or the internet to find out and write about an Olympic champion.

Communication game

Play Famous pairs see p. 24, matching sportspeople with their sports.

Lesson 7

Lesson aims

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

Recycled language

Jobs. What does he/she want to be? He/she wants to be a/an... Does he/she want to be a...? Yes, he/she does. No, he/she doesn't. I like... I can... I want to be...

Materials

Audio CD; Flashcards (Jobs) and pictures of other jobs; Evaluation sheet 5; Poster 2; a bag or box

Optional materials

Old clothes and accessories related to the jobs learnt in this unit

Starting the lesson

- Ask questions with *can* related to the jobs in the unit, e.g. *Can you swim? Can you make films? Can you play basketball?* etc. Pupils mime these actions when you say *OK. Go!*

AB pages 42-43

15 Look and write.

- Direct pupils' attention to the pictures. Tell the class to write the jobs associated with these objects next to each picture. Check as a class.


KEY 2 ballet dancer, **3** basketball player, **4** firefighter, **5** doctor, **6** builder, **7** teacher, **8** film star, **9** farmer, **10** astronaut

16 Listen, read and find the differences. Listen again and write.

- Focus on the text. Tell pupils to listen and read the text on the page. Explain (L1) they have to find the differences.
- Play CD 2:33, stopping after the first sentence to focus on the example. They hear *I love sport* and the text is *I don't like sport*.
- Play the recording once. Pupils just listen and read. Pupils listen again and write the differences.


2:33


I love sport. I play basketball on Sundays at 11 o'clock. In the afternoon I go to the park with my friends. I want to be a basketball player and I want to be the best! My favourite player is Rajon Rondo. He's so cool! What do you want to be?





Look and write.


ROUND-UP


1  police officer


3  _____


5  _____


7  _____


9  _____


2  _____

4  _____

6  _____


8  _____

10  _____



Listen, read and find the differences. Listen again and write.

I ~~don't like~~ sport. I play basketball on Mondays at 11 o'clock. In the evening I go to the park with my friends. I want to be a film star and I want to be the best! My favourite player is Rajon Rondo. He's so cool! What do you want to do?



1 love 2 _____ 3 _____

4 _____ 5 _____

42 Round-up

KEY 2 Sundays, **3** afternoon, **4** basketball player, **5** be

17 What do you want to be? Draw a picture.

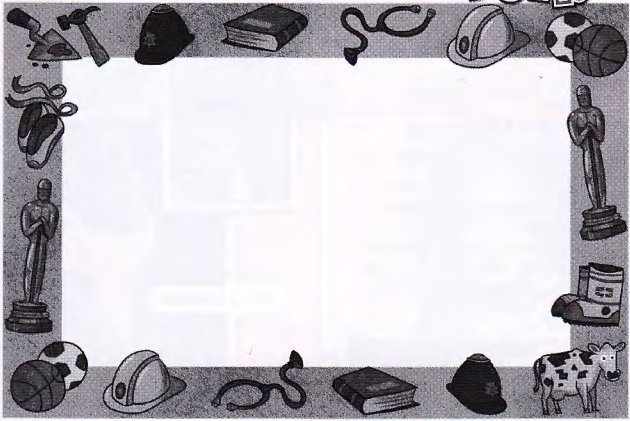
- Ask pupils what jobs the pictures decorating the frame represent. Ask pupils to think about what they want to be. They draw and colour a scene related to what they want to be in the picture frame.

18 Write about what you want to be. Then tell your friend.

- Ask one pupil to show his/her picture from Activity 17 to the class. Discuss how to complete the sentences. Provide additional vocabulary as necessary, e.g. *I like numbers and experiments. I can do Maths. I want to be a scientist.* Then ask pupils to complete the sentences about their own picture in the same way.
- When they have finished, divide them into pairs and ask them to read their description to their partner. You could ask more confident pupils to read their descriptions to the class.

5

What do you want to be?
Draw a picture.



Write about what you want to be. Then tell your friend.

I like _____

I can _____

I want to be _____

Good ★ ★ ★ ★ ★ Excellent

I can do it! 43

Ending the lesson

- Put the flashcards (jobs) in a bag or box. Begin to take out one of the flashcards very slowly, saying *I want to be a ...*. The class guesses what picture it is and completes your sentence. Stronger classes can guess without help, e.g. *You want to be a ...*. The first pupil to make a correct guess takes your role.

OPTIONAL ACTIVITIES

Jobs parade

Bring a collection of old clothes and accessories related to the jobs learnt in this unit. Pupils can also help by bringing things from home. Pupils dress up and organise a fashion show of jobs. One pupil introduces the others as they walk, one by one, down the catwalk, by reading out a short description that they have written about themselves in advance.

Important jobs

In pairs, pupils write down all the jobs they can think of. Collect all their ideas on the board. Ask pupils (L1) to choose the six most important jobs on the board. They give each job a number depending on how important they think it is (1 = the most important). As a class, discuss (L1) the reasons for their choices.

NOTES

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils that they have to choose and colour the appropriate number of stars depending on how well they think they have completed the unit. You may wish to use English to give the instructions as pupils are familiar with the instructions for this activity.

AB page 71

- Pupils look at the Jobs pictures in the picture dictionary. Pupils read the words under the pictures carefully. Then they work in pairs. They take turns to cover the words and say all the words, if possible in the correct order.
- Use Poster 2 see p. 21.

Evaluation

You can check your pupils' progress using Evaluation sheet 5. See also teacher's notes p. 174.

Lesson 8

Lesson aims

To learn about other cultures and respect cultural differences; to learn about famous people

Target language

football player, score [v], goal, actor

Recycled language

Hobbies, Jobs. I play (basketball). My favourite (basketball player) is... He's/She's a great/good (dancer). I like...ing. I want to be a (film star).

Materials

Flashcards (Jobs) and pictures of jobs; Consolidation and extension worksheet 5; map of the world; reference books, internet, pictures of famous people

Optional materials

A4 paper; poster paper; Flashcards (My week); Word cards (My week, Jobs)

Starting the lesson

- Write on the board: TTRNSAAOU (astronaut), OORCTD (doctor), FFGHTRREEII (firefighter), AERRMF (farmer), UEIRDLB (builder), AELLTB DERACN (ballet dancer). Divide the class into pairs and ask pupils to unscramble these words for jobs.

Game

- Put up flashcards (jobs) and pictures of other jobs that pupils know around the class and play I spy see p. 25.

PB pages 44-45

15 Listen and read.

- Focus on the large photos of famous people. Ask (L1) what pupils know about these people.
- Play CD2:34. Pupils read and listen to the children in the smaller photos speaking about their heroes. For each child, ask *Where is he/she from?* Locate the countries on the map.

16 Look, find and say.

- Focus on the questions. Pupils reread the texts, find the information and make notes in their notebooks. Ask individual pupils to share their answers with the class.

KEY a Anna, b Kate, c Alejandro, d Santiago


Wider World

My hero


15 Listen and read.

1 Hi! I'm Alejandro. I'm from Spain and I love playing basketball. I play every week. My favourite basketball player is Pau Gasol. He's cool! He's from Barcelona but he plays in the USA. I want to be a famous basketball player one day.

2 My name is Anna. I'm from Russia and I want to be a ballet dancer. I love dancing. I go to ballet school and I have ballet lessons every day. My favourite ballet dancer is Alina Somova. She's from Russia and she's a great dancer.



Alina Somova



Pau Gasol

16 Look, find and say.

Who wants to be...

a) a ballet dancer?	c) a basketball player?
b) a film star?	d) a football player?

44 football player, score (v), goal, actor, Hobbies, Jobs, I play... My favourite (basketball player) is...

17 Read and answer. True or false?

- Focus on the sentences. Tell pupils to reread the texts and decide. If an answer is false, they correct it. Check as a class.

KEY 1 F (every week), 2 F (Spain), 3 T, 4 F (Boca Juniors), 5 T

Practice

- Describe yourself as if you were a famous person and pupils guess who you are, e.g. *I'm from the USA. I'm famous. I've got long hair. I'm a good actor. I have got six children.* (Angelina Jolie)
- Stronger classes can write about themselves in the first person in the same way. The rest of the class guesses who they are.

18 Tell your friend about your favourite famous person.

- Brainstorm with pupils names of other famous sportspeople, film stars, singers, etc. that pupils admire. Write the names of the famous people on the board.

Consolidation and extension worksheet 5

Pupils complete the Consolidation and extension activities on worksheet 5. See also teacher's notes p. 190.

Ending the lesson

- Divide the class into two teams. Team A mimes a job from the unit and Team B has to give the name of a famous person who does that job. Pupils then swap roles.

OPTIONAL ACTIVITIES



Famous people poster

Make a Famous people poster. Ask pupils to cut out pictures of famous people they like and write about where the people are from and what they do. Collect the pictures and make a big poster.

Flashcard relay


Put all the Unit 4 and 5 flashcards face up at one end of the classroom and the corresponding Unit 4 and 5 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than eight pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect eight pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

3 **Lionel Messi**






I'm Santiago. I'm from Argentina. I like playing football. My favourite team is Boca Juniors. There are a lot of good football players from Argentina. My favourite is Lionel Messi. He can run very fast and he scores a lot of goals.

4 Hello! I'm Kate. I'm from Ireland. I like watching films. I have singing and dancing lessons at school. I want to be a film star. My favourite film star is Emma Watson. She's a good actor.




Emma Watson




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

- 1 Alejandro plays basketball every day.
- 2 Pau Gasol is from the USA.
- 3 Anna has ballet lessons every day.
- 4 Santiago hasn't got a favourite football team.
- 5 Emma Watson is an actor.

18  **Tell your friend about your favourite famous person.**

1 What does he/she do?	3 What can he/she do?
2 Where is he/she from?	4 What do you want to be?

19  **Write about one of these famous people.**

Xabi Alonso

Nicole Kidman

Agnieszka Radwańska

Jade Johnson

Zac Efron

He's/she's cool/a great/good (dancer). I have (ballet) lessons. I like...ing. I want to be a (film star)

45

- Focus on the questions. Model orally first. Invite pupils to ask each question. You may write your answers on the board as a model, e.g. *He's a football player. He's from England but he plays football in the USA. He can take corners and he scores goals.* (David Beckham). Answer the last question *I want to be a football player.*
- In pairs, pupils ask the questions to find out about his/her partner's favourite famous person. Circulate, giving help with vocabulary as necessary.

19 Write about one of these famous people.

- Bring reference books to the class or use the internet. In pairs, pupils look for information about these famous people. Then they share the information with the class.
- Pupils choose one famous person they like and write the information they have found, making sure they include answers to questions 1–3 in Activity 18. They may include pictures cut out from magazines or printed from the internet. Help with any vocabulary the pupils do not know.

NOTES

6 Rainforest

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

waterfall, mountain, bridge, valley

Recycled language

rainforest, river. *I'm swimming.*

Materials

Audio CD; Flashcards (Natural world)

Optional materials

Word cards (Natural world); map of the world, reference books or internet, pieces of card

Starting the lesson

- Brainstorm with the class the names of wild animals they have learnt so far.
- Direct pupils' attention to the title of the unit. Ask *What's a rainforest? What can you see in a rainforest?* Pupils answer (L1). Ask if any of the animals from the brainstorm live in the rainforest.

PB page 46

Presentation

- Use the flashcards (natural world) to teach the vocabulary. Hold up the flashcards in turn and say the words for pupils to repeat. Hold up the flashcards again, asking individual pupils to say the words. Show the cards in random order and ask *What is it?*
- Pupils open their books. Focus on the main illustration. Ask *Where are the children now?* Pupils answer (L1). To make it clear that they're not in a real rainforest, ask them to look for clues that it's a film set.

1 Listen, point and say.

- Play CD2:35, pausing after each word. Pupils point at the Activity 1 pictures at the bottom of the page. Play the recording again. Pupils point and repeat each word.

Practice

- Ask questions, e.g. *What's number (two)? What colour's number (five)? Spell number (three).*
- Display the relevant flashcards (natural world) on one side of the board and write the corresponding words or put up word cards on the other side. Pupils come to the front, read out the words and match them to the pictures.

6 Rainforest



1 Listen, point and say.

1 waterfall 2 mountain 3 rainforest 4 river 5 bridge

2 Listen, find and say what's missing.

46 Lesson 1

waterfall, mountain, bridge, valley, rainforest, river

Game

- Pupil 1 chooses a flashcard and whispers the word to Pupil 2. He/She passes this word to Pupil 3. They go on passing the secret word around the class. The last pupil tells you the word and draws it on the board. Pupil 1 shows the flashcard to check.

2 Listen, find and say what's missing.

- Tell pupils (L1) they are going to listen to a recording mentioning the landscape words in the Activity 1 pictures but that one of them won't be mentioned. Play CD2:36 up to *What's the missing word?* Pupils point at the pictures mentioned. Play the recording again. Pupils decide what's missing. Play the rest of the recording. Pupils check if they were right.

J = JENNY S = SAM R = RUBY C = CLEO

2:36

J Where are we?
S Wow! It's a rainforest. Phew! It's hot.
J Where's Madley Kool? Is he here?
S I can't see him. Wow! Look at that mountain. Hey!



3  Chant.

Where's the snake?
It's behind Sam.
Where's the bird?
It's in front of Cleo.
Where's the crocodile?
It's under the bridge.
Where's the fish?
It's next to John.

LOOK!
in front of
behind
next to

4  Listen and say the missing words.

- 1 There's a crocodile ? the river.
- 2 It's ? the bridge.
- 3 It's ? you.
- 4 There's a snake ? you.
- 5 There's a bird ? me!

5  Ask and answer.

1  **2**  **3**  **4** 

Number 1.
Where's Cleo?

She's behind
the box.

6  valley

Lesson 2 behind, in front of, next to, It's/She's..., in, on, under, box, Animals, Landscape, Where's...? **47**

J And there's a big waterfall!
S Look at Ruby! She's on the bridge. She isn't happy.
R Help! I'm scared! I don't want to fall in the river.
C Mmmm – What a pretty bird.
What's the missing word? ★
Valley!

Practice

- Play CD2:36 again. This time pupils focus on the main illustration as they listen. Ask a few comprehension questions, e.g. *Is Madley Kool in the rainforest? Is there a mountain in the rainforest? Is Ruby happy? Why not? What can Cleo see?* etc.

AB page 44

1 Look and write.

- Direct pupils' attention to the picture. Tell them to look at the different parts of the picture carefully and label it using the words in the word bank.
- Check as a class.

KEY 1 mountain, 2 valley, 3 waterfall, 5 bridge, 6 river

2 Look, find and write the sentences.

- Direct pupils' attention to the pictures and the jumbled sentences. Tell the class to reorder the sentences correctly. Check as a class by asking individual pupils to read one sentence each.
- Personalise by asking a few questions, e.g. *Do you like swimming in a river?*

KEY 2 I'm climbing a mountain.

3 I'm walking on a bridge.

4 I'm walking in a valley.

Ending the lesson

- Play Hungry shark see p. 24 to practise the spelling of the new words.

OPTIONAL ACTIVITIES

World map display

Bring a large world map into class. Divide the class into groups and allocate a different continent to each group. Pupils use reference books or, if conditions permit, the internet to find out about famous rivers, waterfalls, mountains, etc. in their continent. For each place, they write the name and draw or stick a printed picture on a piece of card. They then stick each card in the correct place on the map.

Flashcard game

Play Memory buzz see p. 22 using flashcards of the vocabulary from this lesson.

NOTES

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant;
to present the new structure

Target language

behind, in front of, next to. It's/She's...

Recycled language

in, on, under, box. Animals, Landscape, Furniture.
Where's...? It's/she's...

Materials

Audio CD; Flashcards (Natural world); a cardboard
box, toy animals

Starting the lesson

- Revise the lesson 1 vocabulary. Hold up the flashcards. Pupils come to the front and write the words on the board.
- Bring a large box and put it where it is visible to all the class. Take different toy animals pupils know the names of in English and revise prepositions *in, on and under*. Ask *Where's the (monkey)?* Pupils answer *It's (under) the box*.

PB page 47

Presentation

- Point at a student and say *(Name) is in front of (name)*. Repeat with a few more pupils. Pupils repeat each sentence after you to practise pronunciation. Ask *Where's (name)?* Pupils answer *He/She's in front of ...*
- Repeat with *behind* and *next to*.
- Use the toy animals to practise the new prepositions. Pupils come to your table and place the toys in different positions. They ask the class, e.g. *Where's the (cat)?* The class answers.

3 Chant.


- Play CD2:37. Pupils listen and follow the words. Play it again, pausing after each line. Pupils repeat. Play it a third time. Pupils say it together. Use the picture to help prompt the words.
- Divide the class into two groups. One group asks the questions and the other group answers.

Presentation

- Pupils read the sentences in the Look! box and match the prepositions to the correct picture.
- They draw pictures and write sentences in their notebooks to illustrate the prepositions, e.g. *The cat is in front of the house*. Then they show their pictures to the class and say the sentences.


6 Rainforest

1 Listen, point and say.




waterfall

2




mountain

3




rainforest

4



river

5



bridge

2 Listen, find and say what's missing.

46 Lesson 1
waterfall, mountain, bridge, valley, rainforest, river

4 Listen and say the missing words.

- Focus on the sentences. Play CD2:38. Pupils listen and point at the animals in the main illustration as they are mentioned. Play it again, pausing after each of the sentences on the page. Pupils say the missing words. Ask a few questions, e.g. *Where's the fish? (It's next to John.)*

R = RUBY S = SAM J = JENNY C = CLEO 2:38

- R Look! There's a crocodile in the river. It's under the bridge! Help!
- S Watch out, John! There's a fish in the river. It's next to you!
- J Sam! Watch out! There's a snake behind you!
- S Aaargh!
- C And there's a bird in front of me!

KEY 1 in, **2** under, **3** next to, **4** behind, **5** in front of



3 **Chant.**

Where's the snake?
It's behind Sam.
Where's the bird?
It's in front of Cleo.
Where's the crocodile?
It's under the bridge.
Where's the fish?
It's next to John.

LOOK!
in front of
behind
next to

4 **Listen and say the missing words.**

- 1 There's a crocodile the river.
- 2 It's the bridge.
- 3 It's you.
- 4 There's a snake you.
- 5 There's a bird me!

5 **Ask and answer.**

- 1 Number 1. Where's Cleo?
- 2
- 3 She's behind the box.
- 4



5 Ask and answer.

- Divide the class into pairs. Focus on the numbered pictures. Pupils ask and answer questions about Cleo as in the example.
- You could ask pupils to write the answers in their notebook for extra practice.

Game

- Divide the class into two teams for a memory game. Pupils look at the main illustration in Lesson 1 carefully for a minute then close their books. Pupils from each team take turns to say what there is in the picture, e.g. *There's a crocodile under the bridge.* Ask them to give as many details as possible. Give a point for each correct sentence.

AB page 45

3 Read, look and circle.

- Direct pupils' attention to the pictures and the sentences. Tell them to choose the correct option and circle it. Check as a class.

KEY 2 in front of, **3** next to, **4** behind

4 Look and write. Use the words in the box.

- Pupils look at the picture and identify the different items of furniture (TV, table, picture, sofa, chair). They then complete the sentences using the words in the word bank. When they have finished, ask a few pupils to read the sentences to the class.

KEY 2 under the table.
3 next to the sofa/in front of the picture.
4 behind the sofa.
5 on the chair.

Ending the lesson

- Play Teacher says see p. 24 practising the prepositions from this lesson, e.g. *Sit on your chair. Stand next to your chair. Girls stand behind boys. Put your bag in front of the board. Put your books under the table.*

OPTIONAL ACTIVITY

Drawing activity
 Play Picture dictation see p. 25 using the prepositions from this lesson and animals, furniture and nature vocabulary.

Young writers
 Tell pupils to focus on the main illustration on PB p. 46. Ask them to suggest new verses for the chant. Write questions and answers on the board and chant the new lines as a class, e.g. *Where's Ruby? She's on the bridge. Where's Sam? He's in front of the snake.*

NOTES

Lesson 3

Lesson aims

To extend the vocabulary set and structure; to practise the unit language with a song

Target language

forest, swing, curly tails, eagles, sky, sharp claws, silent wings, whales, strong tails, tiny eyes

Recycled language

Animals. They've got...

Materials

Audio CD

Optional materials

Flashcards (Animals) and pictures of animals; poster paper or A3 sheets

Starting the lesson

- Play I spy see p. 25 to revise landscape and animal words.

PB page 48

Presentation

- Point at the whale in the picture and say *Is it a fish? No, it's a whale. Look! It's got a strong tail.* Point at the eyes and say *Look at the eyes. Are they big or small? They're very small. They're tiny.*
- Point at the eagles and ask *Are these birds?* Pupils answer. Say *They're eagles.* Introduce *claws* and *wings*.

6 Listen and sing.

- Play CD2:39 for pupils to listen and follow the words. Point at the new words and say them. Use gesture to help show the meaning of *swing* and *all around us*. Pupils repeat. Play the song again for pupils to join in and sing together.

Practice

- Each group works together to write a new verse about a different animal. Circulate to help with ideas and vocabulary. Write the new verses on the board. Pupils sing them to the karaoke version of the song CD3:41.

Presentation

- Direct pupils' attention to the Look! box. Focus on the highlighted words. Ask pupils to find more examples in the song. Elicit more examples, e.g. *a fat whale, a tall giraffe*.
- Copy the examples on the board. Pupils copy in their notebooks.

7 Look at Activity 6. Ask and answer.

- Divide the class into pairs. Pupils look at the picture and the song. Pupil A describes an animal and Pupil B guesses which animal it is.
- For extra practice, pupils may also make sentences about the colour and size, e.g. *They're brown. They're very big. They can swim* (whales). *They can fly* (eagles).

AB page 46

5 Find and write the words.

- Pupils unscramble the animal words and write them on the lines provided.

KEY a whales, b monkeys, c eagles

6 Look at Activity 5. Listen and number.

- Play CD2:40 once. Pupils listen and look. Play the recording again. Pupils number the pictures in Activity 5 in the order they hear the animals. Check as a class. Ask *Which is number (one)?*

2:40

- 1 They've got sharp claws. They've got big wings and small heads. They eat meat. They live in the mountains. What are they?
- 2 They live in the rainforest and play in the waterfalls. They've got curly tails and long arms. They eat fruit, insects and leaves. What are they?
- 3 They live in the sea. They haven't got arms or legs. They've got strong tails and tiny eyes. They can sing. What are they?

KEY 1 eagles, 2 monkeys, 3 whales

7 Read and complete.

- Pupils complete the descriptions with the words in the word bank. Check by asking a few pupils to read each sentence in turn.

KEY 2 tails, 3 sharp, 4 wings, 5 strong, 6 eyes



Pupils can now go online to Film Studio Island and find the guitar that Cleo is holding. It is the guitar case leaning against the cupboard inside the Dino Park Studio. Once pupils click on the guitar they are taken to a supplementary language game based on the vocabulary in this unit.

6



Listen and sing.

SONG

Animals live all around us,
All around you and me.
Animals live in the forest,
The mountains and the sea.

Monkeys live in the forest
And they can swing in the trees.
They've got long arms and curly tails
And they can swing in the trees.

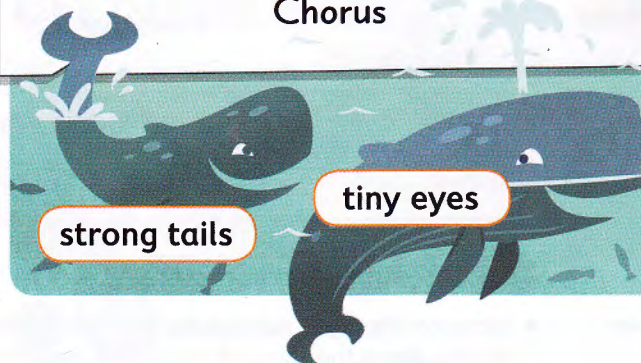
Chorus

Eagles live in the mountains
And they can fly in the sky.
They've got sharp claws and silent wings
And they can fly in the sky.

Chorus

Whales live in the sea
And they can swim and sing.
They've got strong tails and tiny eyes
And they can swim and sing.

Chorus



silent wings

curly tails

strong tails

tiny eyes

LOOK!

They've got...
curly/strong tails.
silent wings.
tiny eyes.

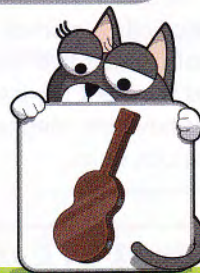
7



Look at Activity 6. Ask and answer.

They've got
curly tails.

Monkeys.



48

Lesson 3

forest, swing, curly tails, eagles, sky, silent wings, whales, strong tails, tiny eyes

Ending the lesson

- Play Charades see p. 24. Instead of miming animals, mime different clues about them. E.g. Mime *big* and pupils say *It's a big animal*. Mime swimming and pupils say *It can swim*. Point to your eyes and mime very *small* and pupils say *It's got tiny eyes. It's a whale!*

OPTIONAL ACTIVITIES

Guessing game

Play Hot seat see p. 22 using flashcards (animals) or magazine cut outs of animals.

Draw a rainforest

In groups, pupils draw a rainforest with animals and describe them, e.g. *The (fish) are (in the river).*

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; to learn about silent letters

Target language

hippopotamus, jaws

Recycled language

waterfalls, river, cool, sharp teeth, by boat, hippo, Animals, Prepositions. Adjective + noun

Materials

Audio CD; Unit 6 Mini cards PB p. 83; map of the world or globe

Starting the lesson

- Sing the song in Lesson 3 CD2:39.

PB page 49

8 Look and read.

- Focus on the picture of the waterfall. Ask *What's this?* Point at the hippo. *Where do hippos live? Are there hippos in (pupils' country)?*
- Explain (L1) that the text is a diary someone has written while on holiday. Pupils read and look for names of places: Victoria Falls and Zambezi River. Help pupils to locate these places on a map or globe.
- Pupils read the text. Ask questions.

9 Listen and answer. True or false?

- Play CD2:41 once. Pupils just listen. Play it again, stopping after each sentence. Pupils think and answer and correct the false sentences.

2:41

- Victoria Falls is a small waterfall.
- A lot of animals live next to the waterfalls.
- Hippos have got big jaws.
- Hippos have got long legs.
- Hippos can swim.

KEY 1 F (big), 2 T, 3 T, 4 F (short), 5 T

10 Listen and say.

- Tell pupils to listen to the sentence and pay attention to how the purple letters are pronounced. Play CD2:42 twice. Elicit/Explain (L1) that the highlighted letters are not pronounced. Play it again. Pupils repeat.

11 Play the game.

- Pupils cut out the Unit 6 mini cards on PB p. 83. In pairs, they place the cards face up on the table and memorise which card is where. They turn them face down and take turns to guess where two cards are, using *next to* and *under*. They turn the cards over to check. If they are right, they win those cards. If not, they turn the cards face down again. The winner is the player with the most cards at the end of the game.

AB page 47

8 Listen and circle True or False. What animal is it?

- Play CD2:43. Pupils decide if the sentences are true or false. Play it once more. Pupils check their answers and decide what animal it is.

A Do they live in the rainforest?

2:43

B Yes, they do.

A Can they fly?

B No, they can't. And they can't run.

A Have they got short legs?

B No. They haven't got legs.

A Ah! Have they got strong jaws?

B Yes, they have.

KEY 2 F, 3 F (they haven't got legs), 4 T

Animal: snake

9 Read, think and complete.

- Focus on the table. Pupils tick two items for each animal. Draw the chart on the board. Pupils come and tick their answers.

KEY

Monkeys: live in the rainforest, curly tails

Giraffes: live in valleys, long necks

10 Look at Activity 9 and write.

- Pupils look at the table and complete the sentences using the information they have ticked.

11 Circle the silent letters. Then listen and check.

- Play CD2:44 and pupils circle the silent letters. Play for the class to check their answers and repeat the words.

1 ballet

5 half

2:44

2 cupboard

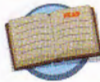
6 know

3 climb

7 talk

4 Wednesday

8 write

*Victoria Falls*

Today I'm at Victoria Falls. There are a lot of big waterfalls here. They are on the Zambezi River. You can go by boat on the river and watch the animals.



It's cool! There are elephants, giraffes, monkeys, crocodiles and hippos.

Hippo is short for hippopotamus. Do you know that 'hippopotamus' means 'river horse'?

Look! You can see a hippo in the river. Hippos are very big and strong. They've got big jaws with a lot of big, sharp teeth. They've got short legs and big feet.

They can swim. They move their feet on the river bed like ballet dancers and walk in the water!



9



2:41

Listen and answer. True or false?

10



2:42

Listen and say.



11



Play the game.



The eagle is next to the rainforest.

Lesson 4

hippopotamus, jaws, Animals, Prepositions. Sounds: silent letters

49



At home, pupils draw a wild animal and tell their family about it in English.

Ending the lesson

- Tell the class to say the sentence in PB Activity 10 as fast as they can.

OPTIONAL ACTIVITIES

Guessing game

Pupils think of an animal. In pairs, they take turns to ask and answer Yes/No questions to guess it.

Young writers

Pupils write a sentence using words with silent letters and read it to the class.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Recycled language

behind, real, spider, next to, in front of. It's... It isn't... There's...

Materials

Audio CD; Units 4–6 Story cards

Optional materials

Props for acting out the story, e.g. glasses for Ruby, baseball cap and/or skateboard for Sam, black T-shirt for John, leopard mask for Jenny, grey jumper for Cleo, toy snake, toy spider; Unit 6 Mini cards; A3 paper

Starting the lesson

- Ask pupils (L1) what they can remember about the story from the previous episodes. Use the Unit 4 and 5 story cards as prompts.

PB page 50

12 Listen and read. Then act.

- Show the Unit 6 story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play CD2:45. Pupils listen as they follow the story in their books. Ask if their predictions were correct, then ask the After listening to the story questions.

Practice

- Divide the class into four groups and assign a character to each. Pupils read their parts as a class.
- Ask pupils who would like to take the parts of the different characters. Invite volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, ask *Which is number one?* Pupils answer. Continue until all the story cards are in order.
- Show the story cards and retell the story, making some deliberate mistakes. Every time pupils spot a mistake, they put up their hands and correct it.

AB page 48

12 Listen and write.

- Point at Madley Kool in one of the posters and ask *Who's this?* Ask pupils (L1) what they think the pictures are. Pupils guess (L1). Explain that they are posters advertising Madley Kool's films.
- Play CD 2:46 twice. Pupils listen and complete the names of the films. Check as a class.

JE = JENNY S = SAM R = RUBY JO = JOHN **2:46**

JE Look, all these films have got Madley Kool in them.

S My favourite is *Discovery Mountain*.

R Oh no, that film's scary. Brrr. I like *Valley Detective*.

JO Do you? I like *Monster of the Waterfall*. Madley Kool is great in that! He climbs this ...

JE Oh no. I like *Heartbreak Bridge*. It's got Favolina Jolly in it, too.

JO Hhmmph! Look, he's making a new film now. It's got sharks in it! Cool! I want to be in a film like that.

KEY 2 Valley, 3 Waterfall, 4 Bridge

13 Look, read and complete.

- Direct pupils' attention to the small pictures. Explain (L1) that Cleo is talking about where the different animals are. Tell the class to complete the sentences. Check as a class.

KEY 2 next to, 3 under, 4 on

14 Look at the code on page 8 and write the message.

- Tell pupils to look at the code wheel on AB p. 8, translate the letters in the coded message and write the sentence.

KEY Do you like spiders?



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



Now go to Film Studio Island.

50 Lesson 5

behind, real, spider, next to, in front of, It's... It isn't... There's...

Ending the lesson

- Play Guess who. Say some words spoken by the characters in the story or mime his/her actions, e.g. pretend to be pulling a snake away from you and say *It's really big!* Pupils guess who you are (Sam). Ask more confident pupils to act out another character for the class to guess.

OPTIONAL ACTIVITIES

Mini card game

Play What's missing? see p. 23 using the Unit 6 mini cards.

My favourite film

Pupils draw a poster of their favourite film and write, e.g. *My favourite film is ... It's got ... in it.*

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 – the Amazon Rainforest

Values

Protecting the rainforest and the animals and plants in it

Target language

tapir, hummingbird, nectar, giant

Recycled language

tarantula, Weather, Landscape, Food, Questions. It/they eat(s)/live(s)...

Materials

Audio CD; map of the world; reference books or the internet; A4 paper; pictures of animals

Optional materials

Unit 2 and 6 Mini cards

Starting the lesson

- Play a guessing game. Divide the class into two teams. Call one pupil from Group A to the board. Whisper an animal word. He/She mimes the animal. His/her group guesses what animal it is. If they guess correctly, they get a point. Continue with Group B.

PB page 51

Presentation

- Bring a map of the world to the class. Ask *Where's the Amazon rainforest?* Pupils guess (L1). Locate the Amazon rainforest on the map. Say *It's in South America.*
- Focus on the pictures. Introduce *tapir* and *hummingbird* and revise the other animal words. Ask pupils (L1) what they know about the animals.

13 Listen and read.

- Tell pupils to listen to a recording, read and find out which animal eats birds. Play CD2:47 once. Pupils follow in their books and answer. Play it again. Ask comprehension questions, e.g. *Is the Amazon long or short? Have tapirs got long necks? What do hummingbirds drink? Where do tarantulas live?*

14 Read and answer.

- Focus on the questions. Pupils reread the article and answer them. Ask individual pupils to read the answers.

KEY 1 It's hot and wet.

2 No, they haven't. They've got long tails.

3 They live next to the river.

4 They eat leaves and fruit.

5 They like red, yellow and orange flowers.

6 They're big.

15 Describe one of the animals in Activity 13. Ask your friend to guess.

- Divide the class into pairs. Pupils take it in turns to describe an animal, e.g. *It's big. It's got eight legs. It lives under the trees.* The other pupil guesses which animal it is.

Values

- Talk with pupils (L1) about why it is important to look after the rainforest. Bring reference books or use the internet. Tell pupils to find information about why it is so important to protect the Amazon, e.g. rainforests are the lungs of the planet; many species live nowhere else; it contains species of trees that are essential for making medicines, etc.

AB page 49

15 Look, think and complete.

- Check meaning of the words in the word bank. Pupils then complete the description of the animals in the picture with the words. Check as a class.

KEY 2 live, 3 long, 4 legs, 5 claws, 6 tails, 7 eat

16 Find, circle and write ten words from Unit 6.

- Focus pupils' attention on the word square. Explain (L1) that they need to find ten words from the unit. They can look horizontally, vertically or diagonally. Put pupils in pairs to find the words and use them to complete the column on the right.

KEY 2 mountain, 3 wings, 4 bridge, 5 valley, 6 river, 7 tail, 8 waterfall, 9 jaws, 10 claws

Mini project

- Bring reference books to the class or, if conditions permit, use the internet. Divide the class into pairs and ask pupils to find names of other animals that live in the rainforest. Write the names on the board.
- Pairs choose two animals and work together looking for information about them. Then they make a mini poster with pictures and a written description, e.g. *(Animals) live in ... They eat ... They've got ... They can ...*

The Amazon Rainforest

It's hot and wet in the Amazon rainforest and there are a lot of tall trees. The Amazon river runs through the rainforest. It's very long. A lot of animals live in the rainforest and the river. Look!

These parrots have got very long tails. They're pretty colours.



parrot



tapir

These animals have got short necks and big ears. They live next to the river. They eat leaves and fruit. They love bananas.



hummingbird

These birds are very small. They drink nectar from flowers. They like red, orange and yellow flowers.

Giant tarantula



These big spiders have got long legs. They live under the leaves in the rainforest. They can eat a bird or a mouse.

14



Read and answer.

- 1 What's the weather like in the rainforest?
- 2 Have parrots got short tails?
- 3 Where do tapirs live?
- 4 What do tapirs eat?
- 5 What colour flowers do hummingbirds like?
- 6 Are the spiders big or small?

15



Describe one of the animals in Activity 13. Ask your friend to guess.



MINI PROJECT

Find out about two more animals that live in the rainforest.

Lesson 6

tapir, hummingbird, nectar, giant, tarantula, Weather, Landscape, Food, Questions

51

Ending the lesson

- Play Odd one out. Write four animals on the board, e.g. *parrot, hummingbird, swan, tarantula*. Pupils decide which is the odd one out and give their reason, e.g. *Swan, because it doesn't live in the rainforest.* OR *Tarantula, because it hasn't got wings.* There might be several correct answers.

OPTIONAL ACTIVITIES

Imaginary animals

Pupils draw an imaginary animal for the rainforest. They ask each other questions about the animals, e.g. *Is it big or small? What colour is it?* etc.

Mini card game

Play Tic tac toe see p. 23 with Unit 2 and 6 mini cards.

Lesson 7

Lesson aims

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

Recycled language

next to, behind, in front of, under, in, on, Landscape. They live... They eat... They've got...

Materials

Audio CD; Unit 2 and 6 Mini cards; Evaluation sheet 6; A4 paper; Poster 1; Flashcards (Natural world)

Optional materials

Poster 2

Starting the lesson

- Ask pupils to vote between the unit's song CD2:39 and chant CD2:37. Chant or sing the chosen one as a class.

AB pages 50–51

17 Complete the crossword.

- Direct pupils' attention to the crossword puzzle. Pupils solve it individually or in pairs. Check as a class. Ask, e.g. *What's number (two)?* Pupils answer.

KEY 2 river, 3 mountain, 4 waterfall, 5 bridge, 6 valley

18 Look, think and write.

- Direct pupils' attention to the picture. Tell the class to use the words on the left to write sentences about the parrots. For weaker classes, you might want to put some sentence starters on the board for them to choose from: *They're ...*, *They've got ...*, *They eat ...*
- When they have finished, ask individual pupils to read a sentence each.

KEY 2 They've got long tails.
3 They've got sharp claws.
4 They eat fruit and insects.
5 They're pretty.

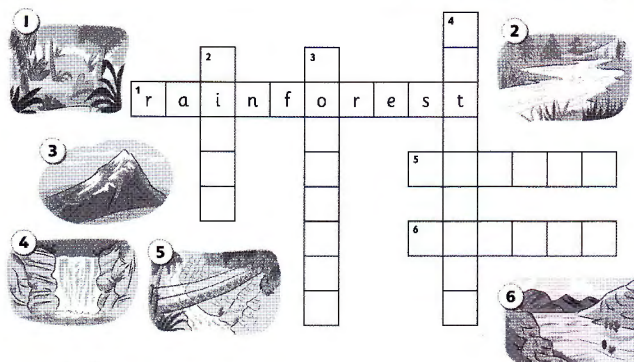
Practice

- Divide the class into pairs. They draw a picture of an animal they like and write a description, using the sentences in AB Activity 18 to help them.
- When they have finished, pairs read their description to the class without disclosing which animal it is. The class has to guess the animal.
- Display the posters around the class.

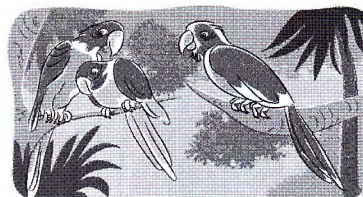


Complete the crossword.

ROUND-UP



Look, think and write.



- | | | |
|---|-------------------|------------------------------------|
| 1 | rainforest | _____ They live in the rainforest. |
| 2 | long tails | _____ |
| 3 | sharp claws | _____ |
| 4 | fruit and insects | _____ |
| 5 | pretty | _____ |

50 Round-up

Game

- Play Bingo see p. 24 but instead of drawing pictures on a grid, tell the class to get their Unit 2 and 6 mini cards. They choose six cards and put them face up in front of them.
- Pick a card and ask a pupil to say what it is. The pupils who have that card put it face down on their tables. Repeat with the rest of the cards until a pupil has all their mini cards turned face down on the table and calls out *Bingo!*

19 Read and draw the animals.

- Direct pupils' attention to the picture of the rainforest. Point at the mountains, river, bridge and waterfall and pupils say the words. Focus on the words in the word bank. Tell the class (L1) to draw these animals in the rainforest, in positions they can later describe, e.g. *on the bridge*, *under the tree*, *in the tree*, *in front of the tree*. Circulate as they draw, to check that they're choosing suitable positions for their animals.

6 Read and draw the animals.

I CAN DO IT!

crocodile hummingbird hippo
spider snake monkey

Write about your picture. Use the words in the box. Then tell your friend.

next to behind in front of under in on

- 1 The crocodile is _____
- 2 The hummingbird is _____
- 3 The hippo is _____
- 4 The spider is _____
- 5 The snake is _____
- 6 The monkey is _____

Good ★ ★ ★ ★ ★ Excellent

I can do it! 51

AB page 71

- Pupils look at The natural world pictures in the picture dictionary. Pupils read the words under the pictures carefully. Then they work in pairs. They take turns to cover the words and say all the words, if possible in the correct order.

- Use Poster 1 see p. 20.

Evaluation

You can check your pupils' progress using Evaluation sheet 6. See also teacher's notes p. 174.

Ending the lesson

- Play Picture guess see p. 23 using the vocabulary of this unit.

OPTIONAL ACTIVITIES

TPR game

Play Aye, aye, Captain! see p. 23, revising the unit language. Display flashcards around the classroom, on walls and tables, and include instructions such as *Run to the mountains. Swim to the whale. Girls stand under the bridge. Boys sit next to the river.*

Poster activity

See the notes on Poster 2 p. 21.

20 Write about your picture. Use the words in the box. Then tell your friend.

- Pupils write sentences describing where their animals are in the Activity 19 picture. They use the prepositions in the word bank. Then they read their description to their partner and their friend finds the animals in the positions described.

Pairwork

- For extra practice, when pupils have finished writing the description of their picture, ask a pupil to read his/her completed Activity 20 sentences. You draw a picture on the board, following the description. Then compare with the original picture.
- Ask pupils to work in pairs. Pupil A reads his/her sentences while Pupil B draws the picture. Then they swap roles. When they have finished, they compare their pictures with the original ones.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils that they have to choose and colour the appropriate number of stars depending on how well they think they have completed the unit. You may wish to use English to give the instructions as pupils are familiar with the instructions for this activity.

NOTES

Lesson 8

Lesson aims

To review the language of the previous two units

Recycled language

Jobs, Prepositions, Transport, Animals, Landscape, Colours. He wants to be a... It's/They've got... It's/They're (white). He likes...ing.

Materials

Flashcards (Jobs and Natural world); toy animals, astronauts, police officers, etc.; two boxes; DVD; Consolidation and extension worksheet 6

Starting the lesson

- Tell pupils (L1) you are going to draw an animal and they have to help. Ask a pupil *Has it got a curly tail?* Pupil answers *No, it hasn't. It's got ...* Ask another pupil *Can it climb?* Continue and draw the animal according to their answers.

PB pages 52–53

16 Read, think and find.

- Direct pupils' attention to the picture. Tell the class to look at it very carefully, then read the eight clues and find the items in the picture.
- When they have found them, they circle them on the picture. Check the answers orally.

KEY

1 farmer (with the cows), 2 cats (in the tree on the left), 3 ballet dancer, 4 basketball player (opposite the man fishing), 5 bird (in the tree next to the waterfall), 6 builder, 7 fish (between the waterfall and the bridge), 8 snake (yellow and orange, to the left of the house on the right)

17 Ask and answer.

- Focus pupils' attention on the speech bubbles. Divide the class into pairs. Pupil A reads a clue from Activity 16 and Pupil B gives the answer. Then they swap roles.

Pairwork

- Divide the class into pairs. Pupil A describes an item or person in the picture, e.g. *She's cleaning the house.* Pupil B says where the thing or person is, e.g. *She's in the house.* Then they swap roles.
- Tell the class to write down the clues and the items they find. Encourage them to find as many items as possible. The pair with the most clues and items is the winner.

Review Units 5 and 6




52

Jobs, Prepositions, Transport, Animals, Landscape


- As an alternative activity, Pupil A gives a clue, e.g. *It's next to the car.* Pupil B tries to guess by asking questions, e.g. *Is it a man? Is he wearing a blue uniform?*

Game

- Play Prepositions race. Divide the class into two teams and tell them to stand in lines at one end of the room. Put two big boxes on the floor at the other end. Put some toys or flashcards relating to the vocabulary from Units 5 and 6 on the floor in front of the first pupil of each row. Say, e.g. *Put the crocodile behind the box.* Blow a whistle or clap your hands to start. Pupils get the correct flashcard or toy and run to the other end of the room to carry out your orders and run back to their lines. The first pupil to get back to the line gets a point for the team. If he/she gets the wrong item or puts it in the wrong place, the team gets no points.

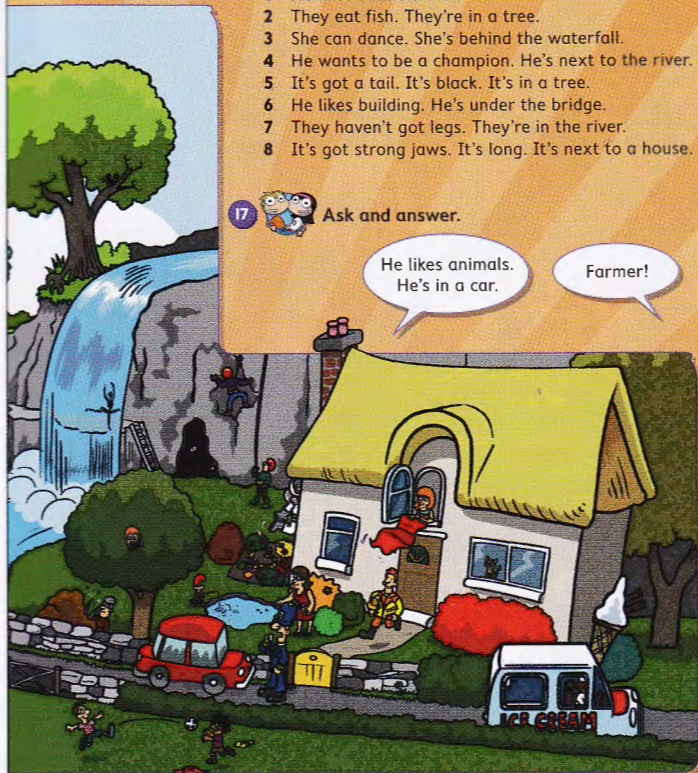
16  Read, think and find.

- 1 He likes animals. He's in a car.
- 2 They eat fish. They're in a tree.
- 3 She can dance. She's behind the waterfall.
- 4 He wants to be a champion. He's next to the river.
- 5 It's got a tail. It's black. It's in a tree.
- 6 He likes building. He's under the bridge.
- 7 They haven't got legs. They're in the river.
- 8 It's got strong jaws. It's long. It's next to a house.

17  Ask and answer.

He likes animals.
He's in a car.

Farmer!



Colours. They eat... He/It/They can... He wants to be a... It's/They've got... It's/They're (adjective). He likes...ing.

53

OPTIONAL ACTIVITIES

Vocabulary game

Play Stop the bus see p. 25.

Spot the difference

Arrange some toys or flashcards (Natural world or Jobs) at the front of the class, so that each thing is next to, under, on, in front of or behind something else. Pupils describe what they can see. Then divide the class into two teams. Ask Team 1 to face the opposite wall and close their eyes. Team 2 change the position of three things at the front of the class. Team 1 look at the things again and try to identify the three differences. Teams then swap roles.

NOTES

Game

- Play a Mime and guess game. Call one pupil to the board and ask *What do you want to be?* The pupil mimes the job, e.g. tennis player. The class guesses what job it is.
- Divide the class into two teams and turn this activity into a class competition.



Now watch the DVD.

Consolidation and extension worksheet 6

Pupils complete the Consolidation and extension activities on worksheet 6. See also teacher's notes p. 190.

Ending the lesson

- Play Pass the secret see p. 25 using the language of this unit, e.g. *The crocodile is under the bridge. Hippos have got short legs and big feet.*

7 Feelings

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

tired, thirsty, hungry, angry, excited

Recycled language

happy, scared, sad

Materials

Audio CD; Flashcards (Feelings)

Optional materials

Word cards (Feelings)

Starting the lesson

- Mime and the children guess: *You're tall. You're beautiful. You're sleeping. You're drinking, etc.* You could then ask individual pupils to take over your role.

PB page 54

Presentation

- Hold the flashcards (feelings) up in turn and say the words. Pupils repeat. Hold up the flashcards again, asking individual pupils to say the words.
- Pupils open their books. Focus on the main illustration. Ask questions: *Where are the children? Who's this? What's he/she doing?* Explain (L1) that the children are on a different film set and the film is set in countryside in the past.

1 Listen, point and say.

- Play CD3:01, pausing after each word. Pupils point at the Activity 1 pictures at the bottom of the page. Play the recording again. Pupils point and repeat each word.

Practice

- Ask *What's number (three)?* Pupils look at the Activity 1 pictures and answer. Divide the class into pairs. Pupil A says the number of one of the small pictures, e.g. *Number 4.* Pupil B says the feelings word, *angry.* Then they swap roles.
- Display the relevant flashcards (feelings) on one side of the board and write the corresponding words or put up word cards on the other side. Pupils come to the front, read out the words and match them to the pictures.

The page features a large illustration of a film set in a countryside. A director is shouting, "Look! It's Favolina Jolly! I'm excited!". A dog is barking "WOOF!". Below the illustration are six circular flashcards, each with a number and a feeling: 1. tired (a boy yawning), 2. thirsty (a girl drinking), 3. hungry (a boy with a stomach ache), 4. angry (a boy with a grumpy face), 5. excited (a boy jumping), 6. happy (a girl smiling). At the bottom left is the page number "54 Lesson 1" and at the bottom right is the text "tired, thirsty, hungry, angry, excited, happy, scared, sad".

- Shuffle the flashcards (feelings) and choose one. Hold it up, say *I'm (sad)* and mime. Pupils then take over your role.

Game

- Begin to draw a face showing a feeling or an object associated with a feeling, e.g. a sandwich to mean *hungry*. Draw very slowly. Pupils guess. If a pupil answers correctly, she/he takes your role. You could divide the class into two teams and have a class competition. Pupils get a point for their team for each correct guess.

2 Listen, find and say what's missing.

- Tell pupils (L1) they are going to listen to a recording mentioning the feelings in the Activity 1 pictures but that one of them won't be mentioned. Play CD3:02 up to *What's the missing word?* Pupils point at the pictures mentioned. Play the recording again. Pupils decide what's missing. Play the rest of the recording. Pupils check if they were right.



3  **Chant.**

1 Why is she smiling?
Because she's happy.
Why is she crying?
Because she's sad.
Why is he drinking?
Because he's thirsty.
Why is he eating?
Because he's hungry.
Why is he shouting?
Because he's angry.
Why is she laughing?
Because it's funny!

2 crying

3 shouting

4 laughing

LOOK!
Why is she smiling? Because she's happy.

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

1 Sam is laughing. 3 Jenny is smiling.
2 John is drinking. 4 Favolina is crying.

5  **Look at the chant. Ask and answer.**

Number 1.
Why is she smiling?
Because she's happy.

7 scared

8 sad

Lesson 2 smiling, crying, shouting, laughing, Why is he/she...? Because he's/she's... It's funny. **55**

- Tell the class to look at the main illustration carefully for a minute or two. Then they shut their books. Ask *Who's (thirsty)?* Pupils say the characters' names.

AB page 52

1 Look and write.

- Direct pupils' attention to the pictures. Tell them to write the correct sentence for each picture, using the words in the word bank. Check as a class. Ask *What's number (five)?* Pupils answer.

KEY 2 She's tired. 3 She's thirsty. 4 He's happy. 5 He's angry. 6 He's scared. 7 She's sad. 8 He's excited.

2 Draw how you and your friend are feeling. Then write.

- Tell pupils to draw how they are feeling in one of the silhouettes. Then they choose a friend and draw him/her in the other. When they have finished, they write the sentences, e.g. *I'm excited. (Name) is happy.*

Ending the lesson

- Play Mime and guess. Divide the class into pairs. They take it in turns to choose a character from the main illustration on PB p. 54. They mime what the character is doing. The other pupil guesses who it is, what they are doing and how they are feeling, e.g. *You're Ruby. You're looking at Favolina Jolly. You're excited.*

R = RUBY JE = JENNY S = SAM JO = JOHN **3:02**

D = DIRECTOR

R Where are we?

JE There's a house and there are some horses. It's a farm. Ah, I'm happy. I like horses. You're a lovely horse.

S And I like cake! Oh, mmm I'm hungry.

R Look, Sam!

S Is it Madley Kool?

R No, no! Look! It's Favolina Jolly! Oooh! I'm excited!

S She's sad.

R She's a film star! I love her films.

JO I'm thirsty. Oh no!

JE Cleo's scared! Oh dear!

D Cut! Grrrr!

JO Oops! He's angry.

What's the missing word? ★

Tired!

OPTIONAL ACTIVITIES

Memory game

The class sits in a circle. Pupil 1 says *I'm (hungry)*. Pupil 2 says *(Pupil 1's name) is hungry and I'm happy*. Pupil 3 says *(Pupil 1's name) is hungry, (Pupil 2's name) is happy and I'm excited*, etc. Continue around the class until someone makes a mistake, then start the chain again.

Word map

Draw a word map with the class. Draw a circle and write *Feelings* in it. Brainstorm with the class words for feelings they have learnt in this lesson. Then elicit situations when pupils have these feelings and write them on the board, too, e.g. for *scared*, write *There's a spider*, and for *tired*, write *It's eleven o'clock at night and I'm not sleeping*. Pupils copy in their notebooks.

Practice

- Play the recording again, pausing at particular points for the pupils to say the next word, e.g. the feelings, the animals they can see on the farm, Favolina Jolly's job.

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Values

Being sensitive to other people's feelings

Target language

smiling, crying, shouting, laughing. Why is he/she...? Because he's/she's... It's funny.

Materials

Audio CD; Flashcards (Feelings)

Optional materials

Props for characters, e.g. glasses for Ruby, necklace for Jenny, cone of paper for Director, handkerchief for Favolina

Starting the lesson

- Play Flashcard act out see p. 22 to revise the feelings vocabulary from Lesson 1.

PB page 55

Presentation

- Smile and say *I'm happy. Look! I'm smiling.* Point at your smiling mouth to make meaning clear. Point at a pupil and ask *And you? Are you smiling?* Encourage pupil to smile and say *Yes, I'm smiling.* Repeat with *crying, shouting* and *laughing.*
- Pupils open their books. Point at the pictures on PB p. 55 and say the words. Pupils repeat a few times.

3 Chant.

- Play CD3:03. Pupils listen and follow the words. Play it again, pausing after each line. Pupils repeat. Play it a third time. Pupils chant together. Use the pictures to help prompt the words if necessary.

Presentation

- Pupils read the sentences in the Look! box. Focus on the words in purple. Explain that we use *why* for the question and *because* for the answer. Ask pupils to give a few more examples. Write them on the board. They copy in their notebooks.

Practice

- Ask pupils to mime an action, e.g. crying. Turn to one pupil and ask *Why are you (crying)?* Help pupil with the answer: *Because I'm sad.* Write this exchange on the board and practise it with the class.

7 Feelings

1 Listen, point and say.

tired

2 Listen, find and say what's missing.

thirsty

3 hungry

hungry

4 angry

angry

5 excited

excited

6 happy

happy

54 Lesson 1
tired, thirsty, hungry, angry, excited, happy, scared, sad

- Divide the class into pairs. Pupil A mimes an action from the chant: *crying, smiling, shouting* or *laughing.* Pupil B asks *Why are you ...?* Pupil A answers *Because I'm ...* Then Pupil B mimes an action.

Values

- Talk (L1) about the things that make people sad at school, e.g. being laughed at, not being allowed to join in a game, etc. What can pupils do to avoid making people sad? (Think before they say something rude, be careful not to hurt people by playing too roughly, etc.) How can they help if someone else in their class is feeling sad? (Be friendly, be a good listener, etc.)

4 Listen and answer. True or false?

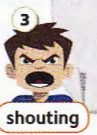
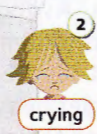
- Focus on the sentences. Tell pupils to listen and decide if the sentences are true or false. Play CD3:04 once. Pupils just listen. Play it a few more times so that pupils have time to read and decide. Check as a class. Ask pupils to correct the false answers.



3 Chant.



Why is she smiling?
Because she's happy.
Why is she crying?
Because she's sad.



Why is he drinking?
Because he's thirsty.
Why is he eating?
Because he's hungry.
Why is he shouting?
Because he's angry.



Why is she laughing?
Because it's funny!

LOOK!

Why is she smiling? Because she's happy.

4 Listen and answer. True or false?

- 1 Sam is laughing. 3 Jenny is smiling.
- 2 John is drinking. 4 Favolina is crying.

5 Look at the chant. Ask and answer.

Number 1.
Why is she smiling?

Because she's happy.



AB page 53

3 Look and write. Use the words in the box.

- Direct pupils' attention to the picture. Tell pupils to complete the sentences using the words in the word bank. Make sure they realise the numbers in the picture refer to the sentences. Check by asking individual pupils to read the sentences.

KEY 2 hungry, 3 thirsty, 4 angry, 5 laughing, 6 crying

4 Look at Activity 3. Read and match.

- Tell pupils to read the questions and answers carefully. Then focus on the picture in Activity 3. Tell the class to match the questions and the answers.
- Check as a class. Ask pairs of pupils to read the questions and the answers.

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

Ending the lesson

- Say the chant in groups. Divide the class into two groups. Group A chants the questions and Group B chants the answers. Do a second round beginning with Group B so that all the class has an opportunity to sing the whole chant.

D = DIRECTOR R = RUBY S = SAM 3:04

J = JENNY F = FAVOLINA

- D What's happening? Who is that boy?
- R It's Sam.
- D Why is he eating my cake?
- R Because he's hungry.
- S Sorry!
- R And that's John. He's drinking because he's thirsty.
- D Hmm. What's your name?
- J I'm Jenny.
- D Why are you smiling?
- J Because I'm happy! I love horses.
- D Why are you laughing, Favolina?
- F I'm laughing because it's funny!

KEY 1 F (eating cake), 2 T, 3 T, 4 F (laughing)

5 Look at the chant. Ask and answer.

- Divide the class into pairs. Pupils take it in turns to ask and answer questions about the pictures in Activity 3.

OPTIONAL ACTIVITIES

Act out

Play CD3:04 again and ask pupils to help you write it on the board. Read it as a class. Divide the class into groups of five pupils and assign a character to each group member. Groups rehearse their parts and then act out the dialogues. They could use props, e.g. glasses for Ruby, necklace for Jenny, loudspeaker (cone of paper) for the director, handkerchief for Favolina.

Spelling game

Play Spelling bee see p. 25 to revise spelling of the unit vocabulary.

Lesson 3

Lesson aims

To extend the vocabulary set and structure; to practise the unit language with a song

Target language

naughty. What makes you feel (happy)/cry/laugh?
(Films) make me feel (happy)/cry/laugh.

Recycled language

Weather, Animals

Materials

Audio CD; Flashcards (Animals, Free time, My week, Weather, Natural world)

PB page 56

Starting the lesson

- Play *I spy* to revise feelings, saying *I spy with my little eye a feeling beginning with (h)*.

Presentation

- Bring a variety of flashcards from earlier units to the class. Show a flashcard of something you really like, e.g. the sea, look very happy and say *The sea makes me feel happy. What about you?*
- Show a picture of something scary, e.g. a snake, and say *Snakes make me feel scared*. Make appropriate gestures to make meaning clear.
- Repeat with *feel angry/sad*.

6 Listen and sing.

- Play CD3:05 once. Pupils listen and follow the words of the song in the book. Play the song again. Pupils point at the correct picture as they sing. Explain *naughty*.
- Play the song again a few times. Encourage pupils to join in and sing together.

Practice

- Divide the class into four groups. All groups sing the questions and each group sings the answers of one verse. Swap verses until all the groups have sung all the verses.

Presentation

- Direct pupils' attention to the Look! box. Read the questions and answers with the class. Explain that we use *make(s) you/me* with either *feel* + a feeling, e.g. *happy, sad, angry*, or with an action, e.g. *cry, laugh*.
- Ask pupils questions. Write the questions and answers on the board. Pupils copy in their notebooks.

7 Ask and answer.

- Look together at the words and phrases in the word bank. Ask pupils for suggestions of places/people/items that make them feel or do these things. Then read out the question and answer in the speech bubbles and pupils repeat.
- Divide the class into pairs. Pupils ask and answer questions using the words and phrases in the word bank.

Practice

- Remind pupils of some of the vocabulary they have learnt so far. Brainstorm this vocabulary and classify it into categories, e.g. nature, sports, activities, animals, etc. Use the corresponding flashcards or a collection of pictures to help them remember.
- Ask pupils to choose a picture or flashcard and tell the class, e.g. *Mountains make me feel happy. Hippos make me feel scared. Ice cream makes me feel hungry.*

AB page 54

5 Read the answers and complete the questions. Use the words in the box.

- Tell pupils that these questions and answers are based on the words of the song. They complete the questions using the words in the word bank.
- When they have finished, check as a class. Ask pairs of pupils to read the questions and the corresponding answers.

KEY 2 scared, 3 happy, 4 laugh, 5 cry

6 Look, think and write.

- Direct pupils' attention to the pictures. Then focus on the example and tell the class to write similar sentences about each picture. Check as a class. Ask a few pupils to read the sentences to the class.

KEY (sample answers) 2 feel happy, 3 make me feel hungry, 4 make me feel thirsty, 5 make me feel tired

SONG

What makes you feel happy?
 What makes you feel happy?
 Sunny days.
 Sunny days and holidays
 Make me feel happy.

What makes you cry?
 What makes you cry?
 Sad films.
 Sad films and long goodbyes
 Make me cry.

What makes you feel scared?
 What makes you feel scared?
 Big storms.
 Big storms and green monsters
 Make me feel scared.

What makes you laugh?
 What makes you laugh?
 My friends.
 My friends and naughty monkeys
 Make me laugh.



7 Ask and answer.

feel scared feel happy
 feel sad feel angry
 laugh cry

LOOK!

What **makes** you feel happy?
 Sunny days **make** me feel happy.
 What **makes** you cry?
 Sad films **make** me cry.

What makes you feel scared?

Storms make me feel scared.

Ending the lesson

- Sing the song in groups. This time divide the class into two groups. One group sings the questions and the other sings the answers. Encourage pupils to mime the words when they aren't singing.

OPTIONAL ACTIVITIES

- Young songwriters**
Pupils write new verses for the song. Sing as a class, to the karaoke version of the song CD3:42.
- Communication game**
Play Pass the secret see p. 25 about feelings, e.g. *Planes make me feel scared.*

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /hæ/ and /hʌ/

Target language

make faces. Use of because

Recycled language

Sports, Hobbies, Animals, Weather. What makes you (feel)...? It makes me (feel)... I'm (hungry).

Materials

Audio CD; Unit 7 Mini cards PB p. 85

Starting the lesson

- Sing the song from Lesson 3 CD3:05.

PB page 57

8 Look and read.

- Focus on the article. Ask the class (L1) if they have visited websites of favourite singers or actors.
- Point at the picture of Ricky. Ask *Who makes Ricky feel happy?* Point at the picture of Sam and his brother and ask *Who makes funny faces at Sam?* Explain *funny faces* by demonstrating some for the class. Pupils read the text and find the answers.

9 Listen and answer.

- Play CD3:06 once. Pupils just listen to the questions. Play it again, stopping after each question to allow time for the class to look back at the text and answer.

- 1 Which four things make Ricky feel happy? **3:06**
- 2 Which two things make Sam laugh?
- 3 What makes Sam feel sad?
- 4 What makes Ricky feel sad?

KEY

- 1 singing, playing the guitar, friends, sunny days
- 2 funny films, his brother
- 3 when his brother doesn't want to play football
- 4 winter

10 Listen and say.

- Play CD3:07, pausing after each sentence. Pupils listen and repeat. Play it again. Focus on the difference between *a* and *ha* in *angry* and *Harry*. Then compare the sounds *ha* (*Harry*) and *hu* (*hungry*). Say the individual sounds and pupils repeat. Pupils practise saying the sentences in pairs.

11 Play the game.

- Pupils cut out the Unit 7 mini cards on PB p. 85. Divide the class into pairs to play Snap!
- Pupil A shuffles the cards and deals them evenly. Each pupil places his cards face down in a pile in front of him. In turns, pupils turn over a card and put it in a face-up pile. If two cards are the same, pupils race to say *Snap!* and make a sentence about the pictures. The pupil who calls *Snap!* first wins the cards.

AB page 55

7 Listen and tick.

- Pupils look at the pictures and say what they can see. Teach *email* if necessary.
- Play CD3:08 once. Pupils listen while focusing on the pictures. Play it again. Pupils tick the correct picture. Play it a third time. Pupils check their answers.

I = INTERVIEWER F = FAVOLINA JOLLY **3:08**

1

I Favolina, what makes you feel scared?

F Oh! Crocodiles make me feel scared because they've got sharp teeth.

2

I What makes you feel excited?

F **Flying** makes me feel excited because it's fun.

3

I What makes you feel happy?

F **Swimming** makes me feel happy because I love the sea.

4

I What makes you cry?

F **Emails** from my family make me cry because they aren't here.

8 Read and match.

- Write on the board the sentences from the text in PB Activity 8 with *because*. Ask pupils to give more examples. Write some sentences on the board.
- Focus on the example in the AB activity. Explain that pupils have to read the sentences and match the halves. Check as a class.

KEY 2 c, 3 a, 4 d

9 Listen and circle the correct picture.

- Play CD2:09 a few times. Pupils circle the correct option in each pair. Check as a class.

- 1 It's a bag. **4 A cup.**
- 2 She's angry. **5 Hannah.**
- 3 Cut.



Ricky Fansite!

Dear Ricky
What makes you feel happy?
Sam

Hi Sam
Singing and playing the guitar
make me feel happy. My friends
make me feel happy because
they make me laugh. We go
skateboarding and play computer
games. What makes you laugh?
Ricky



Funny films make
me laugh. My brother
makes me laugh because he can make
funny faces. But it makes me feel sad
when he doesn't want to play football
with me. What makes
you feel sad?



Sam

Winter makes me feel sad because
it's cold. But I love summer. Sunny
days make me feel happy.
Ricky



Harry



Henry

Harry's angry and Henry's
hungry. Henry's hungry
and Harry's angry.

SOUNDS FUN!



Snap!

I'm hungry.

Lesson 4

make faces. What makes you (feel)...? It makes me (feel)... I'm (hungry). Sounds: /hæ/ /hʌ/



Tell your family what makes you feel happy.
Teach your family the song from Lesson 3.

Ending the lesson

- Tell the class to say the sentences in PB Activity 10 as fast as they can.

OPTIONAL ACTIVITIES

Spelling game

Play Hungry shark see p. 24 to revise feelings.

Young writers

Brainstorm words pupils know that begin with *h* and write them on the board. In pairs, pupils write a sentence using some of the words, then read it out.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

always, diver, seals, turtles. They're six metres long.

Recycled language

Animals. Have they got...? They've got... I feel scared because...

Materials

Audio CD; Unit 6 and 7 Story cards

Optional materials

Props for acting out the story, e.g. glasses for Ruby, baseball cap and/or skateboard for Sam, black T-shirt for John, necklace for Jenny, grey jumper for Cleo; A3 paper, reference books, the internet; Unit 6 and 7 Mini cards

Starting the lesson

- Ask pupils (L1) what they can remember about the story from the previous episode. Use the Unit 6 story cards as prompts.

PB page 58

12 Listen and read. Then act.

- Show the Unit 7 story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play CD3:10. Pupils listen as they follow the story in their books. Ask if their predictions were correct, then ask the After listening to the story questions.

Practice

- Divide the class into five groups and assign a character to each. Pupils read their parts as a class.
- Ask pupils who would like to take the parts of the different characters. Invite volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, ask *Which is number one?* Pupils answer. Continue until all the story cards are in order.
- Show the story cards and retell the story, making some deliberate mistakes. Every time pupils spot a mistake, they put up their hands and correct it.

AB page 56

10 Read and match.

- Direct pupils' attention to the speech bubbles. Point at the picture of the seal and teach the word. Pupils read the information and match each piece of information to a box on Ruby's board, as in the example.

KEY 2 Jaws, 3 Colours, 4 Food, 5 Location

11 Look, think and write.

- Direct pupils' attention to the pictures, arrows and captions at the top of the activity. Elicit/Explain (L1) that these show the food that the animals eat (Great White Sharks eat seals, and seals eat big fish, etc.). Ask *Are seals scared of Great White Sharks?* (Yes.) *Why?* (*Because Great White Sharks eat seals.*) Write the word *scared* on the board.
- Pupils complete each gap in the text with a single word, using the pictures and arrows above to help them.

KEY 2 big, 3 scared, 4 White, 5 fish, 6 seals

12 Look at the code on page 8 and write the message.

- Tell pupils to look at the code wheel on AB p. 8, translate the letters in the coded message and write the sentence.

KEY I am not scared of sharks.

Pairwork

- Tell pupils (L1) to pretend they are spies and they are helping Cleo find Madley Kool. They write a secret message to another spy in their organisation. They exchange messages in pairs and decode them. Then they read the messages to the class.



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



1 Wow! A film about Great Whites. Great Whites? What are they?

2 Great Whites live in the sea. They're 6 metres long and they're **always** hungry. Oh. Have they got sharp claws?

3 They've got very sharp teeth. I feel scared now...

4 because I don't like sharks!

5 Look! There's a diver! What's he doing?

6 P... L... E... H? What's PLEH? I know! I know! Ask me!



Now go to Film Studio Island.

Ending the lesson

- Work with books open. Say the name of a character and the number of a frame, e.g. Ruby 4. Pupils look at the corresponding frame in the book and read and act out the lines of the character. Encourage them to act scared or excited as necessary.

OPTIONAL ACTIVITIES

Predators

Explain *predator* and brainstorm examples. In small groups pupils make a mini poster about a predator, using information from reference books or the internet.

Mini card game

Play Tic tac toe see p. 23 using Unit 6 and 7 mini cards.

Lesson 6

Lesson aims

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

Cross-curricular focus

Music and feelings

Target language

How does (it/number 6) make you feel?

Recycled language

cry, sing, dance, laugh, Feelings. It makes me feel...

Materials

Audio CD; Flashcards (Animals, Weather, Free time); A4 paper; Units 1–4 Mini cards

Optional materials

A recording of music suitable for a film; A3 paper

Starting the lesson

- Show a flashcard (animals, weather or free time) to a pupil. The pupil mimes his/her feeling about it, e.g. show the *rain* flashcard and the pupil mimes *sad*. The rest of the class guesses the feeling, e.g. *Rainy days make (name) feel sad*. Repeat with other flashcards and other pupils.

PB page 59

Presentation

- Ask pupils (L1) if they like music and what kind of music they like. Ask *Who's your favourite singer? What's your favourite group?*
- Ask (L1) if they ever notice the music in films. Do they have any favourite film music? Discuss (L1) how music in films can help to set the atmosphere.

13 Listen to the music. How does it make you feel?

- Play CD3:11. Stop after each piece of music and ask several pupils *How does it make you feel?* Pupils answer.
- Play the recording again, stopping after each piece of music. Pupils write words that the music inspires in them in English or L1. Help with additional vocabulary if necessary. Pupils can compare in pairs to see if they thought of the same words.

14 Read and match.

- Direct pupils' attention to the posters and explain that they are posters of films. Ask pupils to read the descriptions below and match them to the correct posters.

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

15 Look at Activity 14. Ask and answer.

- Focus on the question and answer in the example. Read them and ask pupils to repeat after you to practise pronunciation.
- Divide the class into pairs. Pupils ask each other how the films make them feel.

AB page 57

13 Read and circle.

- Pupils look at the film scenes and circle the correct words in the sentences.

KEY 2 laugh, 3 happy, 4 sad


14 Listen and write.


- Tell the class that you are going to play the music for the scenes in Activity 13. They have to listen and write how each piece makes them feel. Play CD3:12 once. Pupils just listen. Play it again, stopping after each piece to allow pupils time to write.
- To check, ask pupils to read what they have written.

KEY (sample answers) 2 It makes me feel happy. 3 It makes me laugh. 4 It makes me feel scared.

Mini project

- Give examples of what makes you feel happy, angry and scared: *(X) makes me feel (scared) because ...* Brainstorm (L1) ideas about what makes pupils feel those emotions. Give pupils some extra vocabulary to write their mini projects.
- On A4 paper, pupils write about what makes them feel happy, scared or angry. They may illustrate their work.
- Display the mini projects around the class and give pupils time to read each other's work.

13  3:11 Listen to the music.
How does it make you feel?

14  Read and match.




a It's the end of the film. They are at the train station. They're friends and they are saying goodbye. It makes me feel sad. It makes me cry.

b There are a lot of people. The music is great. They're learning to dance. It makes me feel happy. I want to sing and dance, too.

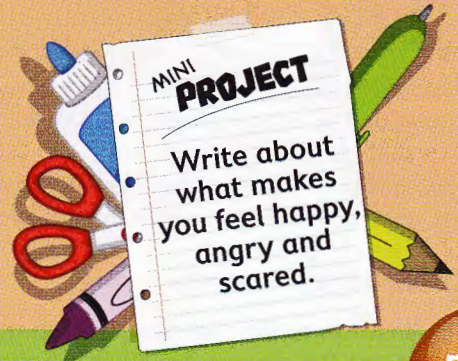
c There are two boys. They have a lot of fun. It's funny. It makes me laugh.

d It's got a big, green monster. The monster's got sharp teeth and long hair. It makes me feel scared.

15  Look at Activity 14. Ask and answer.

How does number 3 make you feel?

It makes me feel sad.



MINI PROJECT
Write about what makes you feel happy, angry and scared.

Lesson 6

How does it/number... make you feel? It makes me feel... cry, sing, dance, laugh, Feelings

Ending the lesson

- Play a game in pairs, using a selection of mini cards from Units 1–4. Pupil A turns over a card. Pupil B asks *How does it make you feel?* Pupil A answers (*Riding my bike*) *makes me feel (happy) or (Giraffes) make me (smile)*. Then they swap roles.

OPTIONAL ACTIVITIES

- Young film makers**
Play a piece of music. Pupils think of an idea for a film with this music in and complete the sentences *Our film is about ... It happens in ...*
- Film posters**
In groups, pupils create a poster for a film.

Lesson 7

Lesson aims

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

Recycled language

Feelings. *Why...? Because... What makes you feel...? ...makes/make me feel...*

Materials

Flashcards (Feelings), a bag or box; Evaluation sheet 7; A4 paper

Optional materials

Flashcards (Natural world), Word cards (Natural world and Feelings); Poster 3

Starting the lesson

- Play CD3:03 to remind pupils of the chant in Lesson 2. Divide the class into two groups and do the chant. Group A chants the questions and Group B chants the answers. Then swap roles.

AB pages 58–59

15 Look and circle. Draw and write the one that is missing.

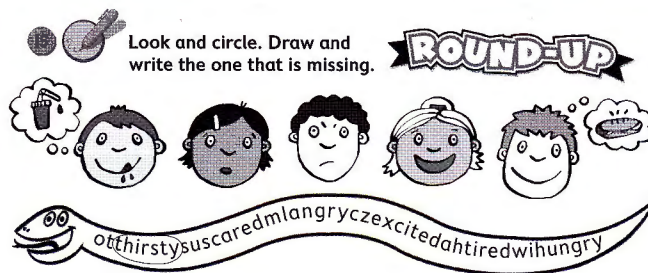
- Direct pupils' attention to the word snake. Explain that they have to read and find the words for feelings and circle them. They use the pictures as clues. When they have finished, ask pupils to say what words they have found.
- Elicit the feeling that is missing from the pictures (*tired*). Then tell pupils to write the word and draw a tired face.

Practice

- Divide the class into pairs. Give each pair a sheet of paper and tell them to make a word snake using words that they like from this unit.
- When they have finished, they exchange papers with other pairs and circle the words in the word snakes.

16 Look, think and write.

- Focus on the example. Ask two pupils to read the question and the answer. Explain (L1) that pupils have to write questions using *why* and the words in the word bank on the left, and answer them using *because* and the words in the word bank on the right. Remind pupils that we use *he/she/it is*, but *they are*.
- When they have finished, ask pairs of pupils to read the questions and answers to the class.



Why?
shouting crying
smiling laughing

Because
funny angry
sad happy



1 Why is she shouting?
Because she's angry.

2 Why _____
Because it's _____



3 Why _____
Because _____

4 Why _____
Because _____

58 Round-up

KEY 2 Why is it crying? Because it's sad.
3 Why is he laughing? Because it's funny./Because his friend is funny.
4 Why are they smiling? Because they're happy.

17 What makes you feel happy and scared? Draw pictures.

- Direct pupils' attention to the picture frames and elicit what feeling each one represents (*happy* and *scared*). Tell them to draw things that make them feel happy and scared in the correct frames.

18 Write about your pictures. Then tell your friend.

- Ask one pupil to show his/her pictures from Activity 17 to the class. Elicit how to complete the sentences to describe the pictures. Provide additional vocabulary as necessary. Then ask pupils to complete the sentences about their own pictures in the same way.

17

What makes you feel happy and scared?
Draw pictures.

I CAN DO IT!

7



18

Write about your pictures. Then tell your friend.

_____ me feel happy.

_____ me feel scared.



I can do it! 59

- When they have finished, divide pupils into pairs and ask them each to read his/her sentences to his/her partner. You could ask more confident pupils to read their sentences to the class.

Pairwork

- Divide the class into new pairs. Pupils try to guess what their partner has drawn in Activity 17. Pupil A says, e.g. *Spiders make you feel scared*. Pupil B says Yes or No.
- This activity can be made competitive by giving them a limit of six questions to try and guess as many things as possible in the picture frames.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils that they have to choose and colour the appropriate number of stars depending on how well they think they have completed the unit. You may wish to use English to give the instructions as pupils are familiar with the instructions for this activity.

AB page 72

- Pupils look at the Feelings pictures in the picture dictionary. Pupils read the words under the pictures carefully. Then they work in pairs. They take turns to cover the words and say all the words, if possible in the correct order.

Evaluation

You can check your pupils' progress using Evaluation sheet 7. See also teacher's notes p. 175.

Ending the lesson

- Put the flashcards (feelings) in a bag or box. Take one and begin to take it out very slowly. The class guesses what picture it is and makes a sentence using the words, e.g. *Storms make me feel scared. I'm eating because I'm hungry*. The first pupil to make a correct guess takes your role.
- With weaker classes, you can begin the sentence and pupils complete it.

OPTIONAL ACTIVITIES

Flashcard relay

Put all the Unit 6 and 7 flashcards face up at one end of the classroom and the corresponding Unit 6 and 7 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than seven pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect seven pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

Poster activity

See the notes on Poster 3 p. 21.

Lesson 8

Lesson aims

To learn about other cultures and respect cultural differences; to learn about festivals

Target language

dragon, lantern, traditional dress, fireworks, choir

Recycled language

Hobbies, Clothes, Months. (Dancing) makes me feel (happy).

Materials

Audio CD; map of the world or globe; reference books, internet, A4 paper; Consolidation and extension worksheet 7

Starting the lesson

- Sing the song about months of the year from PB p. 24, CD1:46.

PB pages 60–61

16 Listen and read.

- Direct pupils' attention to the pictures. Ask them to guess (L1) where these people are from. Then play CD3:13 once. Pupils listen and follow in their books to find out the children's names and where they are from. Locate the countries on the map.
- Use the photos to present *lantern*, *traditional dress*, *choir* and *fireworks*. Play the recording again.

17 Read and answer.

- Check understanding of the questions. Pupils reread the texts and answer the questions. Check as a class.

KEY 1 It's in January or February.

2 Because it's good exercise.

3 She's wearing a traditional dress and hat.

4 No, he isn't.

5 They go by bus or by train.

18 Listen and say the name.

- Tell pupils to reread the four texts. Then play CD3:14 once. Pupils just listen. Play it again, pausing after each sentence to allow pupils time to think and decide who it describes.

1 She goes to a dancing club.

2 He's wearing a hat in the photo.

3 She's happy because she's with her family.

4 She loves music.

5 She's wearing a traditional white dress in the photo.

CD3:14

Wider World

It makes me feel happy.

16 Listen and read.



lantern

dragon

1

I'm Zhi. I'm from China. Chinese New Year makes me feel happy because it's great fun. It's in January or February and it is called the Spring Festival. There are dragons and pretty lanterns. We clean our houses then we visit friends and family. I love my friends and family, they make me feel happy.

2

Do you like my dress? I'm Ola. I'm from Poland. Dancing makes me feel happy because it's good exercise. I dance at a special dancing club. Here I am with my friends. We're wearing traditional dresses and hats.



traditional dress

17 Read and answer.

1 When is Chinese New Year?

2 Why does Ola like dancing?

3 What is Ola wearing?

4 Is Mark scared of fireworks?

5 How does Victoria's choir go to other schools?

60

KEY 1 Ola, **2** Mark, **3** Zhi, **4** Victoria, **5** Ola

Pairwork

- Divide the class into pairs. Each pupil writes a sentence or sentences similar to the ones they have heard in Activity 18, about the children in the texts. Then they read their sentences to their partner, who says the name of the child it describes.
- Ask some pupils to read out a sentence to the class. The class guesses who the sentence refers to.

19 Talk about what makes you feel happy with your friend.

- Direct pupils' attention to the questions. Tell them (L1) to use the questions as a guide to think about a special event or activity that makes them feel happy.
- Divide the class into pairs. Pupils talk about it. Circulate to help with additional vocabulary as necessary. To round off the activity, you can ask the pairs what they talked about, using the same questions.



3 My name's Mark. I'm from England. Bonfire Night makes me feel happy. It's every year in November. I go to watch fireworks at the park with my brother and my mum and dad. In the photo we're wearing hats and scarves because it's cold. I'm not scared of fireworks. They're great!

4 Hi! I'm Victoria. I go to a special music school and I sing in the African Children's Choir. At school we have singing and dancing lessons every day. We go by bus and train to other schools and sing in concerts. Singing in the choir makes me feel happy because I love music.

18 Listen and say the name.

19 Talk about what makes you feel happy with your friend.

- 1 What or when is it?
- 2 What do you do?
- 3 What do you wear?

20 Write about a festival in your country.

dragon, lantern, traditional dress, fireworks, choir, Hobbies, Clothes, Months. (Dancing) makes me feel happy.

61

Consolidation and extension worksheet 7

Pupils complete the Consolidation and extension activities on worksheet 7. See also teacher's notes p. 191.

Ending the lesson

- Play a guessing game. Say a sentence about one of the festivals in this lesson and pupils guess which one it is, e.g. *It's in January or February. It is the spring Festival. You can see dragons and lanterns. (Chinese New Year.) It's in England. It's in November. There are fireworks. (Bonfire Night.)*

OPTIONAL ACTIVITIES

TPR game

Play Jumping the line see p. 22 using the vocabulary of feelings, hobbies and months.

Drawing activity

Play Picture dictation see p. 25. Pupil A describes a child at a festival, including the clothes that he/she is wearing, and Pupil B draws the scene. Then they swap roles.

NOTES

20 Write about a festival in your country.

- Brainstorm with the class names of festivals in their country. Write them on the board. Ask pupils when they are celebrated and what people do on these occasions.
- Divide the class into pairs. Ask them to write about one of these festivals, using reference books or the internet to help them if necessary. Circulate, giving help with any additional vocabulary.
- When they have finished writing, pupils illustrate their work with drawings or printed photos. Display their projects around the room and give pupils time to read each other's work.



Pupils can now go online to Film Studio Island and find the camera that Cleo is holding. It is the film camera just inside the Wild West Studio. Once pupils click on the camera they are taken to a supplementary language game based on the vocabulary in this unit.

8 By the sea

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

sailing, surfing, snorkelling, horse-riding, fishing.
What's everyone doing?

Recycled language

sea, beach. Present continuous

Materials

Audio CD; Flashcards (By the sea)

Optional materials

Word cards (By the sea)

Starting the lesson

- Revise sports and actions. Tell the pupils that you are going to give some orders and they have to follow them. Say, e.g. *play tennis, clean the floor, play basketball, skateboard*, etc. Pupils mime.

PB page 62

Presentation

- Hold up the flashcards (by the sea) in turn and say the words. Pupils repeat. Hold up the flashcards again, asking individual pupils to say the words.
- Focus on the main illustration. Ask *Where are the children?* Explain (L1) that the children are on a beach where a film is being made. Point at the person in the sailing boat and say *sailing*. Repeat with the other target words. Then ask *What's everyone doing?* Point to the speech bubble and check meaning. Then point to people in the picture and ask *What's he/she doing?* Pupils answer, e.g. *sailing*.

1 Listen, point and say.

- Play CD3:15, pausing after each word. Pupils point at the Activity 1 pictures at the bottom of the page. Play the recording again. Pupils point and repeat each word.

Practice

- Ask *What's number (three)?* Pupils look at the Activity 1 pictures and answer. Then divide the class into pairs. Pupil A says the number of one of the small pictures, e.g. *Number 4*. Pupil B says the action, *fishing*. Then they swap roles.

8 By the sea

What's everyone doing?

1 Listen, point and say.

2 Listen, find and say what's missing.

3 snorkelling

4 fishing

5 horse-riding

sailing surfing

62 Lesson 1 sailing, surfing, snorkelling, fishing, horse-riding, sea, beach. Present continuous

- Display the relevant flashcards (by the sea) on one side of the board and write the corresponding words or put up word cards on the other side. Pupils come to the front, read out the words and match them to the pictures.
 - Shuffle the flashcards and choose one. Hold it up. Pupils say and mime the action, e.g. *sailing*. Pupils then take turns to choose a flashcard and say and mime the action to the class.
- ## 2 Listen, find and say what's missing.
- Tell pupils (L1) they are going to listen to a recording mentioning the things in the Activity 1 pictures but that one of them won't be mentioned. Play CD3:16 up to *What's the missing word?* Pupils point at the pictures mentioned. Play the recording again. Pupils decide what's missing. Play the rest of the recording. Pupils check if they were right.

3 **Chant.**

What are you scared of?
I'm scared of sharks.
What are you scared of?
I'm scared of sharks.

I like the beach and I like the sea.
But I'm scared of sharks
And they're scared of me!

LOOK!

What are you scared of?
I'm scared of sharks.

4 **Listen and answer the questions.**

- 1 What are you scared of, Ruby?
- 2 What are you scared of, Jenny?
- 3 What are you scared of, Sam?
- 4 What are you scared of, Madley Kool?

5 **Ask six friends.**

What are you scared of?

I'm scared of insects.

6 sea

7 beach

Lesson 2 What are you scared of? I'm scared of... Animals **63**

- Divide the class into two groups, e.g. boys and girls, and assign a character to each. Play CD3:16 again, from *Where's Joe?*, stopping after each exchange so that the corresponding group repeats.

AB page 60

1 Match.

- Focus on the pictures and the words in the boxes. Pupils match the words to the pictures. To check, ask *What's number (one)?* Pupils answer.

KEY 2 snorkelling, **3** surfing, **4** fishing, **5** horse-riding

2 Look and complete.

- Focus on the descriptions of the two pictures. Pupils complete them with the correct words.
- Ask individual pupils to read the sentences.

KEY 2 surfing, **3** horse-riding, **4** fishing, **5** beach, **7** horse-riding, **8** sailing, **9** surfing, **10** sea

Ending the lesson

- Play *Guess the action*. Draw an object, e.g. a fishing rod, and the class has to guess the activity by saying, e.g. *fishing*. Ask individual pupils to take your role. You can turn this into a competition by dividing the class into two teams. They draw for their own team to guess.

D = DIRECTOR A = ASSISTANT **3:16**

D OK. Are we ready? Is everyone on the beach?

A Yes, sir. On the beach or in the sea, sir.

D This is Madley Kool's big scene. Is he ready?

A Errr...

D Good! What's everyone doing? Where's Joe?

A He's sailing.

D OK. Where's Julian?

A He's fishing.

D Right. Where's Jane?

A She's snorkelling.

D Right. Where's James?

A He's ... er, he's horse-riding.

D He's WHAT???

And why is James horse-riding?

A Because he's scared of sharks?

What's the missing word? ★

Surfing!

Practice

- In pairs, Pupil A makes a sentence about the main illustration, e.g. *She's snorkelling*. Pupil B points at the correct person in the illustration. Then they swap.

OPTIONAL ACTIVITIES

Word map

Draw a word map with the class. Draw two circles and write *Things we do in the sea* in one and *Things we do on the beach* in the other. Brainstorm with the class words for each category and write them on the board. They can be words learnt in this lesson or previously, e.g. *reading, swimming*, etc. Pupils copy in their notebooks.

Class survey

Write eight activities on the board, e.g. the ones from this lesson, plus *reading, swimming, flying a kite*. Pupils copy them down. Divide the class into small groups. Pupils ask the other members of their group if they like each activity: *Do you like ...?* They work out the most popular in the group. Collect results from each group on the board to work out the class favourite.

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant;
to present the new structure

Target language

What are you scared of? I'm scared of...

Recycled language

Animals

Materials

Audio CD; Flashcards (By the sea); pictures of snakes, spiders and other wild animals

Optional materials

A4 paper

PB page 63

Starting the lesson

- Play Aye, aye, Captain! see p. 23 to revise the activities from Lesson 1.

3 Chant.

- Focus on the pictures either side of the chant. Ask *How does the girl feel? (scared). How does the shark feel? (scared).*
- Play CD3:17. Pupils listen and follow the words. Play it again, pausing after each line. Pupils repeat. Play it a third time. Pupils chant together.

Presentation

- Pupils read the question and answer in the Look! box. Focus on the word order. Explain (L1) that *of* goes after *scared*, even in a question.
- Show pictures of animals you are scared of and say *I'm scared of (spiders)*. Point at a pupil and ask *What are you scared of?* Pupil answers. Repeat with a few other pupils. Write some example answers on the board. Pupils copy in their notebooks.

4 Listen and answer the questions.

- Focus on the questions. Tell pupils to listen to a recording and answer. Explain (L1) that Jenny is the person at the beginning of the recording who is speaking to Ruby.
- Play CD3:18 a few times. Pupils write the answers. Check as a class.

8 By the sea

1 Listen, point and say.

 sailing

2 Listen, find and say what's missing.

 surfing

3

 snorkelling

4

 fishing

5

 horse-riding

62 Lesson 1 sailing, surfing, snorkelling, fishing, horse-riding, sea, beach, Present continuous

R = RUBY JE = JENNY JO = JOHN

3:18

S = SAM C = CLEO

R I'm scared!

JE What are you scared of Ruby?

R I'm scared of horses. I don't like horses.

JE Don't worry, Ruby. I'm scared of sharks and they're filming a shark!

JO I'm not scared of sharks.

S You are!

JO I am not.

S You're scared of crocodiles.

JO Yes, OK. I don't like crocodiles but I am NOT scared of crocodiles. OR sharks!

S I am.

JO You're scared of sharks, Sam?

S Yes, I am.

C Madley Kool is scared of sharks.

KEY

1 horses, 2 sharks, 3 sharks, 4 sharks

3 Chant.

What are you scared of?
I'm scared of sharks.
What are you scared of?
I'm scared of sharks.

I like the beach and I like the sea.
But I'm scared of sharks
And they're scared of me!

LOOK!

What are you scared of?
I'm scared of sharks.

4 Listen and answer the questions.

- 1 What are you scared of, Ruby?
- 2 What are you scared of, Jenny?
- 3 What are you scared of, Sam?
- 4 What are you scared of, Madley Kool?

5 Ask six friends.

What are you scared of?
I'm scared of insects.

6 sea
7 beach

Lesson 2 What are you scared of? I'm scared of... Animals 63

AB page 61

3 Look, read and complete.

- Focus on the first picture and the example. Ask *What's she doing?* Pupils read the answer.
- Ask and answer the questions orally with the class. Then pupils complete the gaps. When they have finished, pupils read the questions and answers.

KEY 2 What's she doing? She's playing football.
 3 What's he doing? He's surfing.
 4 What's he doing? He's snorkelling.
 5 What's she doing? She's reading.
 6 What's he doing? He's fishing.

Game

- Divide the class into two groups. One pupil from Group A mimes an action. Ask *What's he/she doing?* Group A answers. Then a pupil from Group B mimes. You may turn this into a class competition.

4 Look, think and write.

- Focus on the pictures. Say, e.g. *I like sharks. I don't like crocodiles. I'm scared of storms. And you?* Ask a few pupils to answer in the same way. They may write about the pictures or other things.
- Working individually, pupils complete the exercise. Ask them to read their sentences to the class.

Ending the lesson

- Play Spelling bee see p. 25 with the seaside activities from Lesson 1.

OPTIONAL ACTIVITIES

Drawing activity
 Do a picture dictation using the unit vocabulary and language. Dictate a picture for pupils to draw, e.g. *There's the sea and a beach. In the sea there's a shark. A man is snorkelling. He's scared of the shark.*

Young writers
 With the class, write a new chant using different animals. To match the rhyme of the chant, animals have to be found in the sea. Alternatively, the fifth line could be *I like the forest and I like the trees* so pupils can choose animals from the rainforest, e.g. ... *But I'm scared of spiders* ... Chant as a class. Pupils may copy in their notebooks and illustrate the chant.

Practice

- Ask pupils to help you reconstruct the dialogue. Play CD3:18 again, stopping after each exchange. Continue until you have written all the dialogue on the board.
- Divide the class into five groups and assign a character to each group. They read their parts from their seats. Then invite a few students to read and act out the dialogue for the rest of the class.

5 Ask six friends.

- Pupils write down the names of six friends on a sheet of paper. Then they circulate, asking their friends *What are you scared of?* They write down the answers.
- When they have finished, find out about some pupils and say *(Name) is scared of (spiders)*. Pupils report back to the class in the same way. Write down the results on the board and see what things pupils are most scared of.

Lesson 3

Lesson aims

To extend the vocabulary set and structure; to practise the unit language with a song

Target language

bees. I'm scared of/bored with/keen on/terrified of...

Recycled language

Hobbies, Animals

Materials

Audio CD; Flashcards (By the sea, Free time, My week); small pieces of card; A4 paper

Optional materials

Soft ball or small bean bag

Starting the lesson

- Play I spy see p. 25 with flashcards displayed around the room (by the sea, free time, my week).

PB page 64

Presentation

- Direct pupils' attention to the picture. Point at the different animals and insects and ask *What are they?* Introduce *bees*.
- Look enthusiastic as you pretend to read a book, and say *I'm keen on reading*. Then say *I'm bored with reading* and look bored and fed up. Then point to the floor and say *Oh no! A spider. I'm very, very scared of spiders. I'm terrified of spiders!* Mime to make the meaning clear.

6 Listen and sing.

- Play CD3:19. Pupils listen to the song and follow the words. Play it again. Pupils join in and sing together.
- Divide the class into three groups. Each group sings a verse and all groups sing the last two lines. Then swap verses until all the groups have sung the whole song. You could also sing to the karaoke version of the song CD3:43.

Presentation

- Direct pupils' attention to the Look! box and focus on the highlighted words. Ask pupils to give more examples. Write them on the board. Pupils copy in their notebooks.

Practice

- Prepare eight word cards, each with one word on it: *scared, bored, keen, terrified, of, of, on and with*. Stick the preposition cards on the board. Shuffle the adjective cards and place them face down on your table. Ask individual pupils to come to the table and pick one card. They put the adjective up on the board in front of the correct preposition.

7 Ask and answer.

- Divide the class into pairs. Pupil A says an activity from the word bank and Pupil B says how he/she feels about it. Then they swap roles.

AB page 62

5 Read and complete. Use the words in the boxes. Then listen and check.

- Direct pupils' attention to the faces. Explain (L1) that every time they find one of these in the text, they write the corresponding phrase (*bored with, keen on, etc.*). Pupils read the text about Lucy and complete it with these phrases and the words in the word bank.
- When they have finished, play CD3:20. Pupils listen and check their answers. Play it a second time if necessary. Then ask individual pupils to read one sentence each.

KEY

3 sunny, 4 keen on, 5 plays tennis, 6 walking, 7 bus, 8 scared of, 9 terrified of, 10 watching, 11 drinking, 12 terrified of



At home, pupils ask their family what they are keen on and bored with. They make a mini poster, with drawings or printed pictures showing some of the things that their family mentions and captions, e.g. *My dad is scared of snakes. My sister is keen on Johnny Depp*. They show their work and read out their sentences in the next lesson.

6



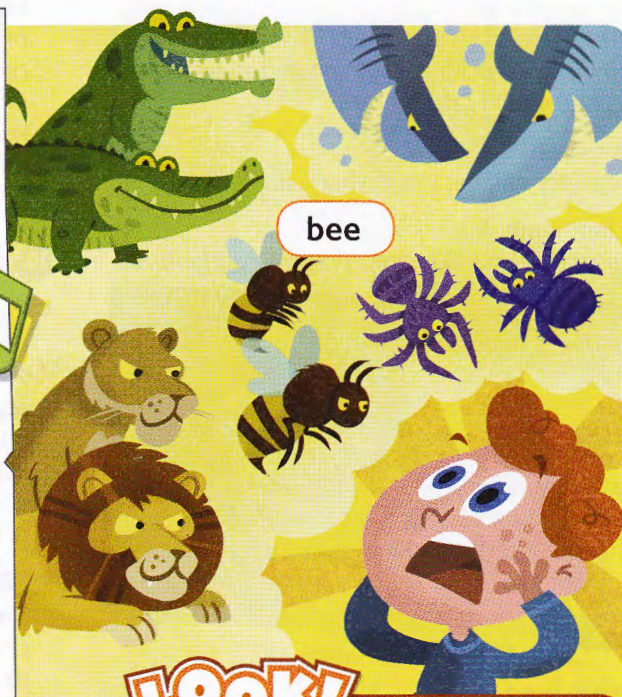
Listen and sing.

SONG

What am I keen on?
I'm keen on these:
Film stars and fishing,
Pasta and cheese.

What am I bored with?
I'm bored with these:
Dancing and toy cars,
Watching TV.

What am I scared of?
I'm scared of these:
Lions and crocodiles
Spiders and bees.
Anything else, you ask?
I'm terrified of sharks!



LOOK!

I'm scared of lions.
I'm bored with watching TV.
I'm keen on fishing.
I'm terrified of sharks.

7



Ask and answer.

football swimming spiders
reading surfing crocodiles
cooking horse-riding

keen on bored with
scared of terrified of

Football.

I'm bored with football.



64 Lesson 3

bees. I'm scared of/bored with/keen on/terrified of... Hobbies. Animals

Ending the lesson

- Play a True/False game with the information about Lucy in AB Activity 5. Say or write sentences on the board, e.g. *Lucy is bored with tennis.* Divide the class into two groups. In turns, they decide if the sentences are true or false. If false, they correct them.

OPTIONAL ACTIVITIES

TPR game

Play The ball 2 see p. 24 asking questions, e.g. *What are you scared of? Do you like snakes?*

Guessing game

In pairs, pupils say three things they're keen on, bored with, etc. Partners guess true or false.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /ɔ:/ and /ɜ:/

Target language

Dear, today, lots of love. I'm having fun.

Recycled language

dolphins, nurse, Sports, Animals. Present continuous

Materials

Audio CD; Unit 8 Mini cards PB p. 87

Starting the lesson

- Ask pupils where they like to go on holidays, e.g. to the sea, to the mountains. Brainstorm things they can do in each place and write them on the board. Vote for the most popular.

PB page 65

8 Look and read.

- Pupils look at the photo and tell you what they can see, e.g. *I can see the sea. There are blue umbrellas on the beach, etc.* Pupils then read the postcard and find one thing Tom is scared of.

9 Listen and answer.

- Tell pupils that they are going to listen to some questions about the postcard. Play CD3:21 once. Pupils just listen. Play it again and pupils answer the questions.

- What's the weather like? 3:21
- What does Tom like doing?
- What does Dad like doing?
- Is Tom keen on horse-riding?
- What is Mum doing?

- KEY 1** It's hot and sunny.
 2 He likes swimming with the dolphins (in the sea).
 3 He likes horse-riding (on the beach).
 4 No, he isn't very keen on horse-riding.
 5 She's climbing in the mountains.

Practice

- Play the questions from CD3:21 again. Ask pupils to help write them on the board. Then ask individual pupils to write the answers. Pupils copy in their notebooks.

- Ask (L1) pupils to find phrases used to talk about locations in the text: *in the sea, on the beach, in the mountains*. Write them on the board. Pupils copy in their notebooks. Tell them to highlight the phrases in different colours.
- Focus on the address of the postcard. Explain how to write addresses. Give a few examples. Each pupil writes his/her address in his/her notebook.

10 Listen and say.

- Pupils read the sentence and say which sounds the purple letters make. Play CD3:22 to check. Say the sounds /ɔ:/ and /ɜ:/ in isolation a few times and pupils repeat. Play the recording again at least twice and pupils repeat. Then pupils practise saying the sentence in pairs.

11 Play the game.

- Pupils cut out the Unit 8 mini cards on PB p. 87. Divide the class into pairs. Pupils put their cards face down on their table. Pupil A chooses one card, puts it face up and says, e.g. *horse-riding*. Pupil B says a sentence with an appropriate location, e.g. *I'm horse-riding on the beach* or *I'm climbing in the mountains*.

AB page 63

6 Listen and complete the postcard.

- Tell pupils to listen to Emily and complete her postcard. Play CD3:23 once. Pupils just listen. Play it again a few times. Pupils complete. Check as a class.

KEY 2 horse-riding, 3 happy, 4 love, 5 climbing, 6 raining/rainy, 7 scared, 8 swimming, 9 Green, 10 River, 11 7TH

7 Write a postcard in your notebook.

- Tell the class (L1) to imagine they are on holiday. Explain that they are going to write a postcard to their parents using Emily's postcard as a model. Circulate and help with new vocabulary. When they have finished, ask a few pupils to read their postcards.

8 Complete the words with *or* or *ur*. Then listen and check.

- Pupils complete the words with the missing letters. When they have finished, play CD3:24 a few times for pupils to check their answers.

- | | | |
|---------------|-----------|------|
| 1 horse | 5 storm | 3:24 |
| 2 surfing | 6 turn | |
| 3 nurse | 7 morning | |
| 4 snorkelling | 8 short | |



Dear Granny and Grandad,
I'm having fun here on holiday. It's hot and sunny and there are a lot of things to do. I like swimming with the dolphins in the sea. It makes me feel happy because the dolphins are cool. Dad likes horse-riding on the beach, but I'm not very keen on horse-riding. I'm scared of horses! Mum is bored with the beach. Today she's climbing in the mountains.
Lots of love
Tom

Mr and Mrs Smith
22 The Street
London
NW18 9TF
UK



9



Listen and answer.

10



Listen and say.



11



Play the game.

Horse-riding.



I'm horse-riding on the beach.

Lesson 4

Dear, today, lots of love, dolphins. Present continuous. Sounds: /ɔ:/ /ɜ:/

65

Ending the lesson

- Tell the class to say the sentence in PB Activity 10 as fast as they can.

OPTIONAL ACTIVITIES

Young writers

In pairs, pupils write a sentence using words with /ɔ:/ and /ɜ:/ sounds then read it out.

Mini card game

Play Memory master see p. 23. with Unit 8 mini cards. Pupils say *I'm (surfing)* as they turn over the cards.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

present [v], act [v], scene, Great! I'm not scared of...

Recycled language

new. *What's...doing? He's got...*

Materials

Audio CD; Units 6–8 Story cards

Optional materials

Props for acting out the story, e.g. glasses for Ruby, baseball cap and/or skateboard for Sam, black T-shirt for John, necklace for Jenny, grey jumper for Cleo, sunglasses for Madley Kool, waistcoat for director

Starting the lesson

- Ask pupils (L1) what they can remember about the story from the previous episodes. Use the Unit 6 and 7 story cards as prompts.

PB page 66

12 Listen and read. Then act.

- Show the story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play CD3:25. Pupils listen as they follow the story in their books. Ask if their predictions were correct, then ask the After listening to the story questions.

Practice

- Divide the class into seven groups and assign a character to each. Pupils read their parts as a class.
- Ask pupils who would like to take the parts of the different characters. Invite volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, ask *Which is number one?* Pupils answer. Continue until all the story cards are in order.

AB page 64

9 Listen and circle.

- Pupils look at the picture. Elicit (L1) what it shows (Madley Kool being interviewed by a reporter). Play CD3:26. Pupils listen to the interview. Play it again and pupils circle the correct answers. Check as a class.

R = REPORTER M = MADLEY KOOL

3:26

- R Good morning, Mr Kool.
M Please, call me Madley.
R So, Madley, do you like making films?
M Yes, of course I do. I'm a film star. I can act very well. To be, or not to be. That is the question.
R Yes, well, erm ... Madley, tell me about this film.
M This film, *Great Whites*, isn't my favourite.
R Oh?
M No, I don't like sharks very much.
R Oh!
M In fact, I'm a little scared of sharks.
R Ah.
M In fact, I'm TERRIFIED of sharks. And I can't swim.
R Oooh. So, what's your next film, Madley?
M It's a film called *Moon Jump!* It's great! And there aren't any sharks on the moon. One giant jump for Madley Kool ...
R Thank you ...

KEY 2 isn't, 3 terrified, 4 aren't

10 Read and complete.

- Tell the class to complete the report of the interview in Activity 9 with the words in the word bank. Explain any new words. Check as a class.

KEY 2 making, 3 film, 4 sharks, 5 man, 6 saves, 7 people, 8 acting


11 Look at the code on page 8 and write the message.

- Tell pupils to look at the code wheel on AB p. 8, translate the letters in the coded message and write the sentence.

KEY I want to have swimming lessons.

Pairwork

- Tell pupils (L1) to pretend they are spies and they are helping Cleo find Madley Kool. They write a secret message to another spy in their organisation. They exchange messages in pairs and decode them. Then they read the messages to the class.

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



Now go to Film Studio Island.

Ending the lesson

- Play Guess who. Say one or two words spoken by a character, or mime his/her actions in any episode, and the class guesses who you are.

OPTIONAL ACTIVITIES

My favourite character

Pupils draw their favourite character and write a short description based on an outline on the board.

Vote for your favourite episode

Count pupils' votes for each episode. Work out the class favourite and read and listen to it again.

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 – Saving coral reefs

Values

Protecting the seas and sea life

Target language

save, coral reef, sea animals, global warming, dead, in danger, land

Recycled language

hot. How does...make you feel?

Materials

Audio CD; map of the world; reference books, internet; poster paper, pictures of sea animals

Optional materials

Plastic bottle; Flashcards (By the sea)

Starting the lesson

- Whisper an action to a pupil, e.g. *I'm horse-riding/sailing*. He/she mimes it for the class to guess.

PB page 67

Presentation

- Point to the photo on the right. Say *This is a coral reef. Where can you find coral reefs?* Locate some on a map, e.g. the Great Barrier Reef in Australia, Belize Barrier Reef in the Caribbean, the Red Sea Coral Reef.

13 Listen and read.

- Ask *Which animals live on coral reefs?* Tell pupils to listen, read and find out. Play CD3:27. They answer and discuss the questions at the end of each paragraph.

14 Read and answer the questions.

- Pupils reread the article. Explain the meaning of *dead*. Pupils then read and answer the questions.

KEY 1 In hot and sunny places. **2** Because a lot of fish and sea animals live on them. **3** Sea horses, sea snakes, butterfly fish, parrotfish. **4** Because it's dead.

Values

- Explain (L1) that only small parts of ocean have coral reefs but these are home to a quarter of all sea life. They are very sensitive to changes in temperature.

- Ask pupils (L1) if they know what global warming is and what causes it (exhaust fumes from cars, using fossil fuels like coal and oil to make electricity, etc.).
- Talk with the class about what they can do to help save coral reefs. Write some of these ideas in English on the board, e.g. *Walk, go by train or bike, not by car. Wear a jumper when it's cold.*

15 Talk to your friend.

- Check the meaning of *in danger*. Brainstorm with pupils names of places that may be in danger locally and write them on the board.
- Divide the class into pairs. Pupils discuss the questions, using reference books or the internet.

AB page 65

12 Complete the word maps with animals.

- Check the meaning of *land* and brainstorm with pupils animals that live in the sea and on land. Then they complete the word maps.

KEY (sample answers)

Sea fish, seal, whale, shark, seahorse, sea snake, parrotfish

Land elephant, giraffe, hippo, monkey, eagle, hummingbird

13 Read. Then match.

- Pupils read the text about Adélie penguins, then match the questions and answers. Check as a class.

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

Mini project

- In small groups, pupils find out about animals that live on coral reefs, using reference books or the internet.
- They choose three animals. On poster paper, they stick or draw pictures of the animals and write some information about them. Display the finished posters around the classroom. Give pupils time to look at the other groups' work.



Pupils can now go online to Film Studio Island and find the crab that Cleo is holding. It is the little red crab moving about just in front of the Coconut Shack on the beach. Once pupils click on the crab they are taken to a supplementary language game based on the vocabulary in this unit.



Save the Reefs!

You can find coral reefs in the sea in hot and sunny places. They are called the rainforests of the sea because a lot of fish and sea animals live on them. There are seahorses, sea snakes, starfish, butterfly fish, parrotfish and many more. There are a lot of pretty colours in the reef.



How does this coral reef make you feel?



Now look at this coral reef. It's white and there are no fish or sea animals on it.

The sea is too hot because of global warming and the coral is dead.

How does this coral reef make you feel?

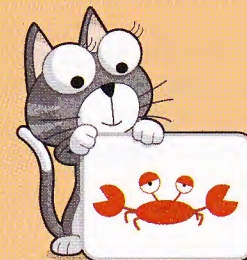
Please help us save the coral reefs.

14



Read and answer the questions.

- 1 Where can you find coral reefs?
- 2 Why are they called the rainforests of the sea?
- 3 Name three sea animals that live on a coral reef.
- 4 Why is the coral white?

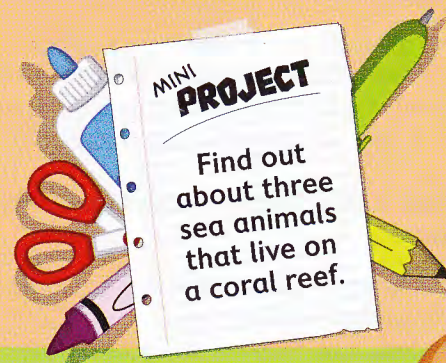


15



Talk to your friend.

- 1 Which places are in danger in your country?
- 2 Which animals live there?



Lesson 6

save, coral reef, sea animals, global warming, dead, hot. How does...make you feel?

67

Ending the lesson

- Say *In the coral reef, I can see a sea horse.* Nominate a pupil to add to the sentence, e.g. *In the coral reef, I can see a sea horse and red coral.* Continue round the class, with each pupil adding something new to the list, until someone makes a mistake. Then start again.

OPTIONAL ACTIVITIES

Vocabulary game

Play Category spin see p. 23 with sea/land animals, beach activities, landscape, etc.

Flashcard game

Play Jumping the line see p. 22 with flashcards (by the sea) and true/false sentences about coral reefs.

Lesson 7

Lesson aims

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

Recycled language

Actions. I'm (running).

Materials

Flashcards (By the sea); Unit 8 Mini cards; Evaluation sheet 8; End of year evaluation sheet; Poster 1

Optional materials

Flashcards from Units 1–8; Poster 3

Starting the lesson

- Play Run and get it see p. 23 using a variety of language from the unit.

AB pages 66–67

14 Find the odd one out.

- Direct pupils' attention to the example and explain (L1) that pupils should read the words and choose the one that does not belong in the group. In pairs or individually, pupils choose the words that do not belong.
- Check as a class. You could ask pupils to say (L1) why they have made their choice.

KEY 2 cry, 3 November, 4 scared, 5 beach, 6 plane, 7 winter

Practice

- Divide the class into pairs. Ask pupils to write three sets of words similar to those in Activity 14. When they have finished, they exchange papers with another pair, who find the odd ones out.

15 Read and complete. Use the words in the box.

- Tell pupils to complete the text with words from the word bank, as in the example.
- When they have finished, check as a class.

KEY 2 and, 3 like, 4 of, 5 terrified, 6 ballet dancer, 7 past, 8 morning, 9 by, 10 Saturday, 11 skateboarding



Find the odd one out.

ROUND-UP

- insect cleaning reading skiing
- lion crocodile cry hippo
- Tuesday November Friday Sunday
- scared snowy wet rainy
- astronaut beach basketball player builder
- river waterfall plane rainforest
- horse-riding sailing fishing winter



Read and complete. Use the words in the box.

ballet dancer skateboarding of autumn by like and morning terrified Saturday past

Hi, I'm Elizabeth. My favourite season is ¹ autumn and I love the pretty colours. The leaves on the trees are orange ² red. I ³ horse-riding. I'm not scared ⁴ horses but I am ⁵ of spiders! I love my horse. I like ballet, too. I want to be a ⁶ . I have lessons on Mondays and Saturdays at school. My lessons start at half ⁷ eight in the ⁸ . It's very early! I go ⁹ bike because it isn't far away. On ¹⁰ afternoons I go to the park and go ¹¹ with my friends.



Practice

- Write on the board: My favourite season is ... because ... I like ... I'm not scared of ... but I am terrified of ... I love my ... I love ... too. I want to be a ... I have ... lessons on ... The lessons start at ... Pupils use this framework to write a text about themselves, similar to Elizabeth's text in Activity 15. Walk around the class as they work, helping with vocabulary as necessary.

Game

- Divide the class into pairs. Pupils lay their Unit 8 mini cards face down in a line. Pupil A points to the first card and asks *What are you doing?* Pupil B tries to guess what the picture on the mini card is, saying, e.g. *I'm (sailing).* Pupil B turns the card over. If he/she guessed correctly he/she keeps the card. If he/she was wrong, he/she points to the next card and asks Pupil A *What are you doing?* and Pupil A's turn begins.

Lesson 8

Lesson aims

To review the language of the previous two units and of the whole course

Recycled language

Hobbies, Likes and dislikes, Feelings. He's/She's keen on/scared of... He/She wants to be a... Why is he/she (shouting)? Because he's/she's (angry). Question forms.

Materials

Audio CD; DVD; soft ball or small bean bag; Consolidation and extension worksheet 8

Optional materials

Word cards (Feelings and By the sea) see pp. 206–207; Flashcards (Feelings and By the sea)

Starting the lesson

- Play Ball/Bean bag toss see p. 24 to revise groups of words from the course: weather, landscape, feelings, animals, hobbies, etc.

PB pages 68–69

16 Listen, find and say. Then match.

- Focus on the pictures. Play CD3:28. Pupils listen to the sounds. Play it again, pausing after each item. Pupils say the number of the corresponding picture and then say what the people are doing, e.g. *Picture 5. They're sailing.*

KEY 1 Picture 3. They're fishing. **2** Picture 2. He's surfing. **3** Picture 1. They're horse-riding. **4** Picture 4. She's snorkelling. **5** Picture 5. They're sailing.

17 Listen to the interviews and answer. True or false?

- Focus on the two pictures and the sentences beneath them. Play the interview with Claire (CD3:29) twice. Pupils listen and decide if the sentences are true or false. Ask individual pupils to read out the sentences and the class says *true* or *false*. Play the recording a third time for pupils to check if necessary. Repeat for the interview with Ryan.

KEY 1 T, **2** F, **3** T, **4** F, **5** F, **6** F, **7** T, **8** T

Review Units 1 to 8

16 Listen, find and say. Then match.



They're sailing.

She's snorkelling.

They're horse-riding.

They're fishing.

He's surfing.

17 Listen to the interviews and answer. True or false?



Claire, Australia



Ryan, Wales

- | | |
|------------------------------------------|-------------------------------------------------------|
| 1 Claire goes swimming with her friends. | 5 Ryan likes surfing. |
| 2 She's keen on snorkelling. | 6 He has Music lessons on Saturdays in the afternoon. |
| 3 Claire isn't scared of sharks. | 7 Ryan doesn't like football. |
| 4 She wants to be a ballet dancer. | 8 He wants to be a doctor. |

I = INTERVIEWER C = CLAIRE R = RYAN


3:29

1 Claire, Australia

- I Claire, what do you like doing in your free time?
 C I like going to the beach. I live near the sea. At the weekend I go swimming with my friends. We have lunch on the beach, stay there all afternoon and we go home in the evening. It's great.
 I Do you have swimming lessons?
 C No, I don't. I have surfing lessons on Saturdays with my brother. He's 12. He goes snorkelling, too. But I don't like snorkelling.
 I Are you scared of sharks?
 C No, I'm not scared of sharks. There aren't any sharks near the beach.
 I What do you want to be?
 C I want to be a firefighter.

2 Ryan, Wales

- I What do you like doing in your free time?
 R I like riding my bike, skateboarding and playing computer games with my friends.
 I What do you do on Saturdays?
 R I have Music lessons in the morning. I play the guitar. On sunny days I go to the park in the afternoon.

18  Talk about the pictures. Use the words in the boxes.



drinking crying shouting
smiling eating laughing

hungry thirsty happy
angry funny sad


Why is she shouting?

Because she's angry.

19  Do the quiz.

1 Does Madley Kool like skiing?
2 Where does Will live?
3 What do hippos eat?
4 Can elephants jump?
5 What's the weather like in England in the autumn?
6 What is a hurricane?
7 What does Sam do on Saturdays?
8 What time does Fifi have her ballet lesson?

9 What does Jenny want to be?
10 What does Naomi Johnson eat for breakfast?
11 Where do whales live?
12 What's the weather like in a rainforest?
13 Who is Favolina Jolly?
14 What makes Ricky feel sad?
15 What is Ruby scared of?
16 Can you find coral reefs in the mountains?


20  Listen and check your answers.

He/She wants to be a... Why is he/she shouting? Because he/she's (angry). Questions

69

19 Do the quiz.

- Direct pupils' attention to the questions in the quiz. Divide the class into pairs and tell them to answer the questions, looking back through their books to find the answers as necessary.

20  Listen and check your answers.

- Play CD3:30. Pupils listen and check their answers.

KEY 1 Yes, he does. **2** He lives in a lighthouse. **3** They eat grass. **4** No, they can't. **5** It's windy. **6** It's a big storm. **7** He goes skateboarding. **8** She has her ballet lesson at 10 o'clock. **9** She wants to be a farmer. **10** She eats four eggs, bread, cheese and fruit. **11** They live in the sea. **12** It's hot and wet. **13** She's a film star. **14** Winter makes Ricky feel sad. **15** Ruby is scared of horses. **16** No, you can't. You can find coral reefs in the sea.

 Now watch the DVD.

Consolidation and extension worksheet 8

Pupils complete the Consolidation and extension activities on Worksheet 8. See also teacher's notes p. 191.

Ending the lesson

- Pupils vote on their favourite song from the course. Sing it together.

OPTIONAL ACTIVITIES

Flashcard relay

Put all the Unit 7 and 8 flashcards face up at one end of the classroom and the corresponding Unit 7 and 8 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than seven pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect seven pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

Game

Play Stop the bus see p. 25.

I go skateboarding there with my friends. On rainy days we play computer games at my house.

- I Are you keen on football, too?
R No! I'm not. My brother talks about football all the time. I'm bored with football.
I What do you want to be?
R Well, my dad is a doctor. He works hard and at the weekend he's tired but it makes him feel happy. I want to be a doctor, too.

18 Talk about the pictures. Use the words in the boxes.

- Focus on the pictures and the words in the word banks. Ask two pupils to read out the speech bubbles. Ask *Which picture are they talking about?* Pupils point at the first picture.
- Divide the class into pairs. Tell them to ask and answer *Why* questions about the other pictures.

Christmas

Lesson aims

To learn about Christmas celebrations

Target language

special, turkey, sprouts, pudding, crackers, go 'bang', joke, snowball, snowman, hanging

Recycled language

lights, Food

Materials

Audio CD; calendar

Optional materials

Card of different colours, glue, ribbon, cotton, glitter, large sheet of poster paper, plastic foam balls

Cultural note: Christmas in Britain

- Christmas Day is on 25 December. It is a very important celebration in the UK. For weeks before Christmas, people watch nativity plays, sing carols, exchange cards and put up Christmas decorations in homes.
- On the day itself, children get up early to find stockings filled by Father Christmas/Santa and they unwrap the presents that they find under the Christmas tree. The family has a big Christmas lunch: roast turkey or goose, vegetables, potatoes and Christmas pudding (a fruit pudding). At three o'clock, the Queen gives her Christmas message to the nation, which is broadcast by radio and TV.

Starting the lesson

- Put up a calendar on the board and ask the class (L1) if they celebrate Christmas. If they do, ask when and how they celebrate. Talk about local traditions, food, presents and music.

PB page 70

Presentation

- Tell the class (L1) or elicit information about British Christmas customs (see above). Direct pupils' attention to the photograph and use it to present the words.
- Explain (L1) that Christmas crackers are an important part of Christmas celebrations in the UK and countries such as Canada, New Zealand and Australia. A cracker is a cardboard tube wrapped in a brightly decorated twist of paper. It is pulled by two people. The split is accompanied by a small bang. Inside the cracker there is usually a paper hat, a joke and a small gift.

1 Listen and read. Then answer the questions.

- Tell the class that they are going to listen to the girl in the photo (Grace) speaking about Christmas traditions. Play CD3:31 and pupils listen and follow in their books. Then ask pupils to reread the text and answer the questions.
- When they have finished, ask a few pupils to read the answers.

KEY 1 in the morning, **2** at lunch, **3** turkey, potatoes, carrots, sprouts and Christmas pudding, **4** a paper hat, **5** Yes, she has. (She's got a brother.)

2 Listen and sing.

- Play CD3:32. Pupils listen and follow the words. Elicit/ Explain (L1) that the song has four verses, each like the verse for Dad that is written out in full. Verse 2 has *My mum is cooking Christmas lunch* as the first and third line; verse 3 has *My sister's playing ...*; and verse 4 has *And we are singing ...* The second and fourth lines are always the same.
- Play the song again several times and pupils join in, until they can remember the song without help from the book.

Practice

- Divide the class into four groups and each group sings a verse. All the groups sing *On Christmas Day in the morning*.
- Write some new verses for the song, e.g. *And we are eating Christmas lunch. My granny's wearing a paper hat*, etc. Write them on the board then sing them to the karaoke version of the song CD3:44.

AB page 68

1 Read and match.

- Pupils read and match the first half of each sentence to the correct sentence completion on the right, according to the information in PB Activity 1. To check, ask individual pupils to read out a matched sentence.

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

2 Look, think and write.

- Direct pupils' attention to the pictures. Explain that Father Christmas has brought presents and they have to write what each child likes by looking at the presents they have received. Check as a class.

Christmas



1 Listen and read. Then answer the questions.



turkey

sprouts

Christmas crackers



snowman

Hi! I'm Grace. This is me and my family on Christmas Day. We open our presents in the morning, then my mum cooks a special lunch. We eat turkey, potatoes, carrots and sprouts. Then we have Christmas pudding. Yum! We pull Christmas crackers. They go 'bang' and inside there are little presents, jokes and paper hats. What colour is my hat in the photo? In the afternoon I play with my presents. If it's snowy, I play snowball games with my brother or make a snowman in the garden.

- 1 When does Grace open her Christmas presents?
- 2 When do Grace and her family eat a special meal?
- 3 What do they eat?
- 4 What is Grace wearing in the photo?
- 5 Has Grace got any brothers or sisters?



2 Listen and sing.



My dad is hanging Christmas lights.
On Christmas Day, On Christmas Day.
My dad is hanging Christmas lights.
On Christmas Day in the morning.

My mum is cooking Christmas lunch...
My sister's playing snowball games...
And we are singing a Christmas song...

70

Festival

special, turkey, sprouts, pudding, crackers, go 'bang', joke, snowball, snowman, hanging, lights

KEY 2 cooking, 3 She likes reading.
4 He likes playing football. 5 She likes skateboarding.

Ending the lesson

- Sing the Christmas song again as a class.

OPTIONAL ACTIVITIES

Make a Christmas list

Each pupil makes a list of what members of their family like doing and suggest a present.

Christmas cards

Pupils fold a piece of card in two and decorate the front. Inside they write *Happy Christmas! Love* (name).

Mother's Day

Lesson aims

To learn about Mother's Day celebrations

Target language

Mother's Day, tea, rose, box of chocolates, care [v].

Recycled language

treat, toast, always, breakfast, present

Materials

Audio CD; English calendar; map of the world or globe

Optional materials

Poster paper, markers, assorted items to decorate a poster

Cultural note: Mother's Day in Britain

- On Mother's Day children give their mothers cards and presents and give them extra help like doing the cooking or cleaning. Some families like to go out for lunch on Mother's Day. It is always in spring and on a Sunday, three weeks before Easter. It is traditional in some areas to eat a special cake on Mother's Day.

Starting the lesson

- Put up a calendar on the board and ask pupils (L1) if they celebrate Mother's Day. If they do, ask (L1) when and how they celebrate it. Talk about special gifts, meals or decorations.

PB page 71

Presentation

- Direct pupils' attention to the picture and use it to present the new vocabulary. Ask pupils to predict (L1) what they think the people in the picture are going to do with the things on the tray.

1 Listen and read. Then answer the questions.

- Tell the class that they are going to listen to a boy speaking about celebrating Mother's Day. Play CD3:33 and pupils listen and follow in their books. Then ask pupils to reread the text and answer the questions. When they have finished, ask a few pupils to read the answers to the class.
- Tell them (L1) more about British Mother's Day celebrations (see above).

KEY 1 Sunday, **2** In bed, **3** toast and tea, **4** chocolates

2 Listen and sing.

- Tell pupils that you are going to play the Mother's Day song. Play CD3:34. Pupils follow in their books. Explain the meaning of *You really care* and any other phrases that pupils have difficulty with.
- Play the song again a few times and pupils join in, until they can remember the song without help from the book. They could also sing to the karaoke version of the song CD3:45.

AB page 69

1 Look at the chart and complete the sentences.

- Direct pupils' attention to the chart. Locate the countries on a map or globe. Pupils then use the information in the chart to complete the sentences. Check as a class.

KEY 2 November, **3** Kenya, **4** October, **5** (pupil's own answer)

2 Draw, colour and write a Mother's Day card.

- Direct pupils' attention to the greetings and ask them to choose one. Then they draw and colour the card and write the greeting.
- You may wish to use this card as a model to make a real card.

Game

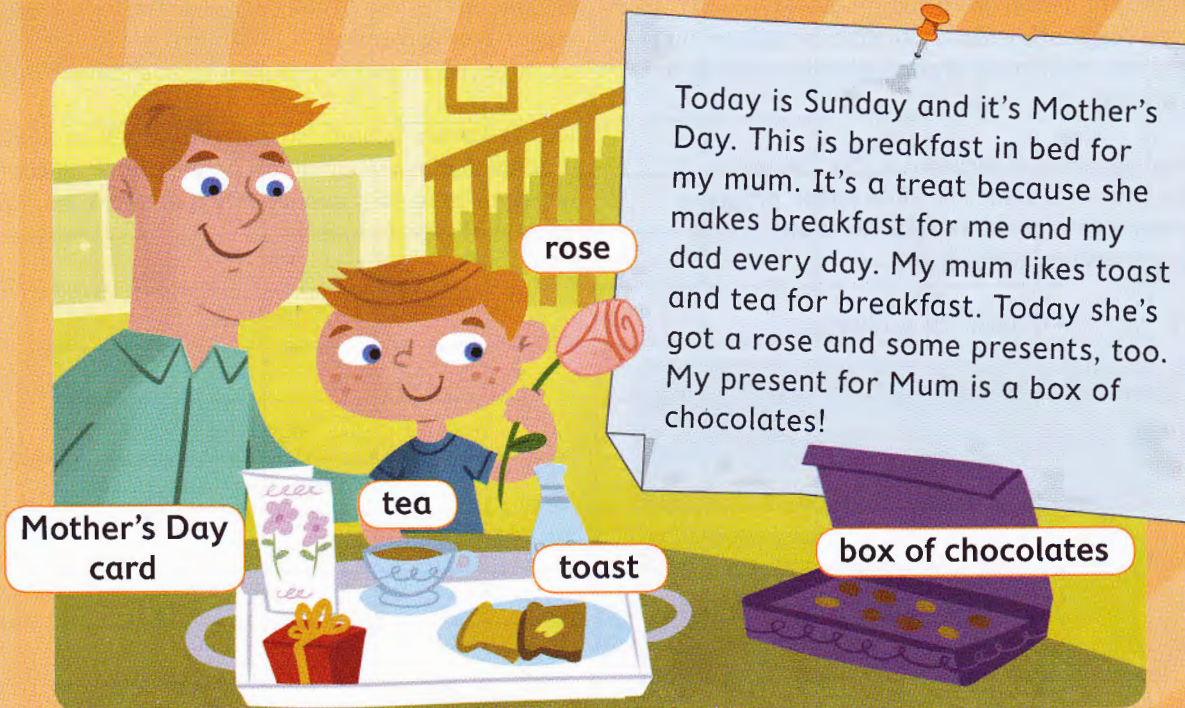
- Play a memory game. Say *It's Mother's Day and Mum has got a rose*. Nominate a pupil to add a present or food item to the sentence, e.g. *It's Mother's Day and Mum has got a rose and a book*. Continue round the class, with each pupil repeating what went before and adding something new to the list, until someone makes a mistake. Then start again.

Mother's Day

1



Listen and read. Then answer the questions.



- 1 Which day is Mother's Day?
- 2 Where is Mum having breakfast?

- 3 What is Mum having for breakfast?
- 4 What's in the box?

2



Listen and sing.



When I'm happy, when I'm sad,
You're always there.
When I'm good, when I'm bad,
You really care.

When I'm hungry, when I'm scared,
You know what to do.
So today's the day to say
A big THANK YOU!
Happy Mother's Day!



Festival

Mother's Day, tea, rose, box of chocolates, care (v), treat, breakfast, toast, present, always

71

Ending the lesson

- Sing the Mother's Day song as a class.

OPTIONAL ACTIVITIES

Make a 'Dear Mum, I promise ...' poster

Discuss (L1) with the class what makes their mothers happy, e.g. that they tidy their bedrooms. Pupils each write a promise on the poster.

Mother's Day timetable

Pupils plan the perfect day for their mothers.

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. 171.

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 teaching notes

Unit 1

1 What do the girls like? Listen to Laura and Yvette and put (L) or (Y).

- Direct the pupils' attention to the pictures. Explain that you are going to read and they have to write the correct letter in the blank squares.
- Read the script a few times so that the class can listen and decide.

Teacher script

L = LAURA Y = YVETTE

L Hi Yvette! Do you like cleaning?
 Y Yes, I do but I don't like cooking. And you?
 L I like cooking! And I like reading and doing gymnastics. What do you like doing?
 Y I like swimming and watching TV. Do you like playing football?
 L Yes!!!!, I do!!! And you?
 Y Well... No... I don't.

KEY

Y: watching TV, swimming
 L: playing football, doing gymnastics, reading, cooking
 (3 points = 0.5 points for each correct answer)

2 Read. Then write (T) or (F).

- Direct the pupils' attention to the sentences. Tell them to read the text and decide if they are true or false.

KEY 2 T, 3 T, 4 T, 5 F, 6 F, 7 F

(3 points = 0.5 points for each correct answer)

3 Write about you and your family.

KEY

Pupils' own answers
 (4 points = 1 point for each correct answer)

Unit 2

1 Listen and tick the correct food.






- Direct pupils' attention to the table. Explain that you are going to read and they must tick the correct food.

Teacher script

N = NATALIE T = TEACHER

N What do lions eat, Mrs Hall?
 T They eat meat. Crocodiles eat meat, too.
 N And giraffes? Do giraffes eat meat?
 T No, giraffes and elephants don't eat meat. They eat leaves. Elephants eat grass, too.
 N Do hippos eat grass?
 T Yes, they do.
 N And monkeys? Do monkeys eat meat and fish?
 T No, crocodiles eat meat and fish. Monkeys eat fruit.

KEY

					
Elephants		✓			✓
Giraffes					✓
Monkeys				✓	
Lions	✓				
Crocodiles	✓		✓		
Hippos		✓			

(3 points = 0.5 points for each correct tick)

2 Complete with words from the boxes.

- Direct pupils' attention to the sentences. They complete the sentences with words from the boxes.

KEY (sample answers) 2 don't eat fruit.
 3 eat grass. 4 don't eat fish. 5 eat fruit. 6 eat grass. 7 doesn't eat leaves. 8 eats grass.
 (7 points = 1 point for each correct answer)

Unit 3

1 Listen and number. Then write the weather.

- Direct pupils' attention to the pictures of the weather. Explain that you are going to read and they have to number the pictures in the correct order.
- Then they write the words on the lines provided.

Teacher script

D = DAD C = CHILD

1

C What's the weather like today, Dad?

D It's snowy and windy.

C Ohhh! I can't play.

2

C What's the weather like today, Dad?

D It's wet and stormy.

C Oh, I'm scared!

3

C What's the weather like today, Dad?

D It's hot and it's sunny. Let's play football!

KEY 1 windy, 2 It's wet and stormy. 3 It's hot and sunny.

(3.5 points = 0.5 points for each correct number and 0.5 points for each correct word)

2 Look. Then read and complete.

- Direct pupils' attention to the speech bubble. They complete the sentences with words in the word bank.

KEY 2 summer, 3 hot, 4 sunny, 5 sea, 6 swimming, 7 eating, 8 scared

(3.5 points = 0.5 points for each correct answer)

3 Read and circle the correct answer.

- Ask pupils to read the text about Ron and circle the correct word in each pair.

KEY rains, spring, windy, likes, splashes, rain
(3 points = 0.5 points for each correct word)

Unit 4

1 What does Maria do on Saturdays? Listen and write.

- Direct pupils' attention to the picture. Tell them that you are going to read and they have to write what Maria does, following the example.
- Read once, pupils just listen. Read again a few times. Give pupils time to write the sentences.

Teacher script

Today is Saturday and Maria has a busy day. She does gymnastics at nine o'clock. At half past ten she has Music lessons. She loves music! At one o'clock she goes home by bus. In the afternoon, she goes swimming with her mother at half past three and at five o'clock she goes skateboarding with her friends. At eight o'clock she has dinner and she goes to bed at nine o'clock.

KEY 2 She has Music lessons. 3 1.00 4 She goes swimming. 5 She goes skateboarding. 6 8.00 7 9.00

(3 points = 0.5 points for each correct answer)

2 Write the sentences.

- Tell the class to write sentences about how Maria travels around using the prompts.

KEY 2 She goes to (her) Music lessons by car. 3 She goes home by bus. 4 She goes to swimming lessons on her/by bike.

(3 points = 1 point for each correct answer)

3 Write about you. Use the words in the box.

- Tell the class to write about how they travel to the places in the word bank.

KEY

Pupils' own answers

(4 points = 1 point for each correct sentence)

Evaluation teaching notes

Unit 5



Listen, look and circle.

- Direct pupils' attention to the pictures. Tell them that you are going to read and they choose the correct job.

Teacher script

T = TEACHER S = SCARLETT SU = SUZY M = MARK
A = AIDEN

- T What do you want to be, Scarlett?
S **I want to be a ballet dancer.** I love dancing!
T What do you want to be, Suzy?
SU I love films. **I want to be a film star.**
T What do you want to be, Mark? Do you want to be a film star, too?
M Oh, no! I like playing basketball. **I want to be a basketball player.** I want to play with the Lakers!!
T And you, Aiden? Do you want to be a basketball player, too?
A No! I don't like basketball. I like animals!! **I want to be a farmer.**

KEY (3 points = 1 point for each identification)



Look at the table and write the sentences.

- Tell the class to look at the table. Then they complete the sentences.

KEY 2 Steve doesn't want to be a builder.
3 Mike wants to be a builder.
4 Daniela doesn't want to be a doctor.
(3 points = 1 point for each correct answer)



Look and complete. What does Andy want to be?

- Tell the class to complete the sentences with the words from the word bank.

KEY 2 player, 3 Spain, 4 tennis lessons, 5 half past three, 6 Tuesdays, 7 Fridays, 8 tennis player
(4 points = 1 point for each correct sentence)

Unit 6



Listen and draw.

- Tell the class that you are going to read. They have to draw the things they hear in the correct places.

Teacher script

B = BOY G = GIRL

- G Have you got a skateboard?
B Yes, it's next to the sofa. Hey, where are my books?
G They're under the table.
B ... and where's my basketball?
G Mmm ... There!! It's behind you! Where are my skis?
B They're behind the sofa.
G Agggghh! Look! A snake!
B Where?
G There! In front of you!

KEY

(2.5 points = 0.5 points for each correct picture)



Look, read and complete.

- Direct pupils' attention to the text and the words in the word bank and tell them to complete the description.

KEY 1 swim, 2 tiny, 3 strong, 4 tail, 5 sharp, 6 teeth, 7 meat
(3.5 points = 0.5 points for each correct answer)



Look, think and write.

- Direct the pupils' attention to the picture and the words. Tell them to write the description.

KEY

2 They've got strong wings.
3 They've got sharp claws.
4 They eat small animals.
5 They can fly.
(4 points = 1 point for each correct answer)

Unit 7



Listen, look and match.

- Direct pupils' attention to the pictures and explain that they have to match them to the correct feeling.
- Tell them that you are going to read. Read a few times so that pupils have time to decide and match.

Teacher script

- 1 Naomi: (*sounds really angry*) Where's my skateboard? I can't find my skateboard!
- 2 Ben: (*sounds exhausted*) Hi, Mum. I'm very tired! Uffff!
- 3 Laura: (*sounds excited*) Look Dad!!!! That's Madley Kool! My favourite film star!!! OOOHHHHH!
- 4 Greg: (*eating food very quickly*) I'm hungry Mum!!!!
- 5 Emma: (*sounds scared*) LOOK! A frog! I'm scared of frogs!

KEY 2 Ben tired, **3 Laura** excited,
4 Greg hungry, **5 Emma** scared
(2 points = 0.5 points for each correct answer)



Look, think and write.

- Direct pupils' attention to the pictures and tell them to complete the questions and answers with words from the word banks.

KEY

- 2 Why is she crying? Because she's sad.
 - 3 Why is she drinking? Because she's thirsty.
- (2 points = 1 point for each correct question and answer)



Complete the sentences about you.

- Direct pupils' attention to the sentences and ask pupils to complete about themselves.

KEY

Pupils' own answers
(6 points = 2 points for each correct sentence)

Unit 8



Listen and match.

- Direct pupils' attention to the pictures and the speech bubbles. Tell them that you are going to read and they have to match the people and the actions.

Teacher script

- T1 = TEACHER 1 T2 = TEACHER 2
- T1 What's Nicola doing?
T2 She's sailing.
T1 And Tyler, what is he doing?
T2 He's fishing. Look! He's got a very big fish!
T1 Is Stephen fishing, too?
T2 No, he isn't. He's horse-riding.
T1 What is Kelly doing?
T2 She's surfing.
T1 And Biscuit? Is he snorkelling?
T2 No, that's Ellie. Biscuit is scared of sharks. He's on the beach, sitting under a tree!

KEY

Nicola – sailing, **Tyler** – fishing, **Stephen** – horse-riding, **Kelly** – surfing, **Ellie** – snorkelling, **Biscuit** – on the beach, sitting under a tree
(3 points = 0.5 points for each correct match)



Look, read and write.

- Direct pupils' attention to the pictures and the sentences. They complete with the missing words.

KEY

2 hot, 3 keen, 4 on, 5 river, 6 bored, 7 with
8 scared, 9 of, 10 terrified, 11 of
(5 points = 0.5 points for each correct answer)



Write about you.

- Direct pupils' attention to the sentences and tell them to complete about themselves.

KEY

Pupils' own answers
(2 points = 0.5 points for each correct sentence)

End of year evaluation



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

- Direct pupils' attention to the picture. Tell the class to look at it carefully. Tell the class that you are going to read. They have to listen and decide if the sentences are true or false. Read a few times to give pupils enough time to answer.

Teacher script

J = JOURNALIST D = D-RATZ

- J Good morning! Today is hot and sunny and we're on the beach with the film star, D-Ratz. Good morning!
- D Good morning! I'm very excited because I like the sea. I'm bored with the mountains!!
- J What do you like doing?
- D I like swimming, surfing and skiing.
- J Do you like cooking?
- D Noooo!!! I'm bored with cooking!
- J What's your favourite animal?
- D I'm keen on birds and I love eagles because they're big but I'm terrified of crocodiles and sharks!
- J What do you do on the beach, D-Ratz?
- D At ten o'clock I go swimming, at one o'clock I have lunch, at half past three I go surfing and at five o'clock I like sitting in the sun.
- J Thank you, D-Ratz. It's been great talking with you!

KEY 2 F, 3 T, 4 F, 5 F, 6 T

(5 points = 1 point for each correct answer)



2 Read and complete.

- Direct pupils' attention to the text. Tell them to read it carefully, paying attention to the small icons. Explain that they have to complete with the words represented by the icons.

KEY 2 sunny, 3 doing, 4 gymnastics, 5 on, 6 football, 7 player, 8 swimming, 9 cleaning, 10 angry

(4.5 points = 0.5 points for each correct answer)



3 Read and answer about you.

- Direct pupils' attention to the questions. Tell them to think and answer about themselves and their family.

KEY

Pupils' own answers

(5 points = 1 point for each correct answer)



4 Look and write.

- Pupils look at the scrambled words and unscramble them.

KEY 2 stormy, 3 cloudy, 4 windy, 5 sunny, 6 rainy
(2.5 points = 0.5 points for each correct word)

























Evaluation sheet 2

Evaluation sheet 1

5 Read and write.

- Pupils read the sentences and fill in the gaps. Then they write their own sentence.

KEY 1 sunny, happy, **2** rainy, sad,
3 pupils' own answer
 (3 points = 1 point for each correct sentence)

Elephants				
Giraffes				
Monkeys				
Lions				
Crocodiles				
Hippopotamuses				

1 I like watching my Dad's football.
 2 My mum likes reading and watching TV.
 3 He likes riding his scooter.
 4 His mum likes reading and watching TV.
 5 She likes playing football.
 6 Tim likes playing football and swimming.
 7 Jerry doesn't like skiing.

1 Jimmy likes swimming. (T)
 2 His dad doesn't like skateboarding. (F)
 3 He likes riding his scooter. (T)
 4 His mum likes reading and watching TV. (T)
 5 She likes playing football. (T)
 6 Tim likes playing football and swimming. (T)
 7 Jerry doesn't like skiing. (F)

Write about you and your family.

1 I like _____

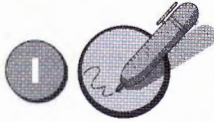
2 I don't like _____

3 My dad likes _____

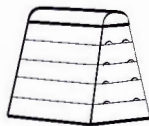
4 My mum doesn't like _____

Evaluation sheet 1

Name: Class:



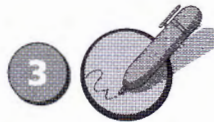
1 What do the girls like? Listen to Laura and Yvette and put (L) or (Y).



2 Read. Then write (T) or (F).

- 1 Jimmy likes swimming. (T)
- 2 His dad doesn't like skateboarding.
- 3 He likes riding his scooter.
- 4 His mum likes reading and watching TV.
- 5 She likes playing football.
- 6 Tim likes playing football and swimming.
- 7 Jerry doesn't like skiing.

Hi! I'm Jimmy. I like skateboarding and swimming. My Dad doesn't like skateboarding. He likes riding his scooter. My Mum likes reading and watching TV but she doesn't like playing football. I've got two brothers, Tim and Jerry. Tim likes playing the guitar and sleeping, he doesn't like playing football or swimming. Jerry likes skiing and playing football.



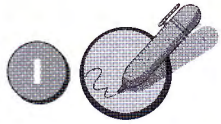
3 Write about you and your family.

- 1 I like _____
- 2 I don't like _____
- 3 My dad likes _____
- 4 My mum doesn't like _____

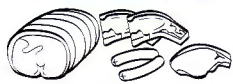




2 Animals

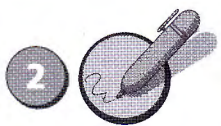
Evaluation sheet 2

Name: Class:



1 Listen and tick the correct food.

					
Elephants					
Giraffes					
Monkeys					
Lions	✓				
Crocodiles	✓				
Hippos					



2 Complete with words from the boxes.

eat eats
don't eat
doesn't eat

meat
grass fish
fruit leaves

- 1 Lions _____ eat meat.
- 2 Crocodiles _____
- 3 Elephants _____
- 4 Giraffes _____
- 5 Monkeys _____
- 6 Hippos _____
- 7 My dog _____
- 8 My rabbit _____

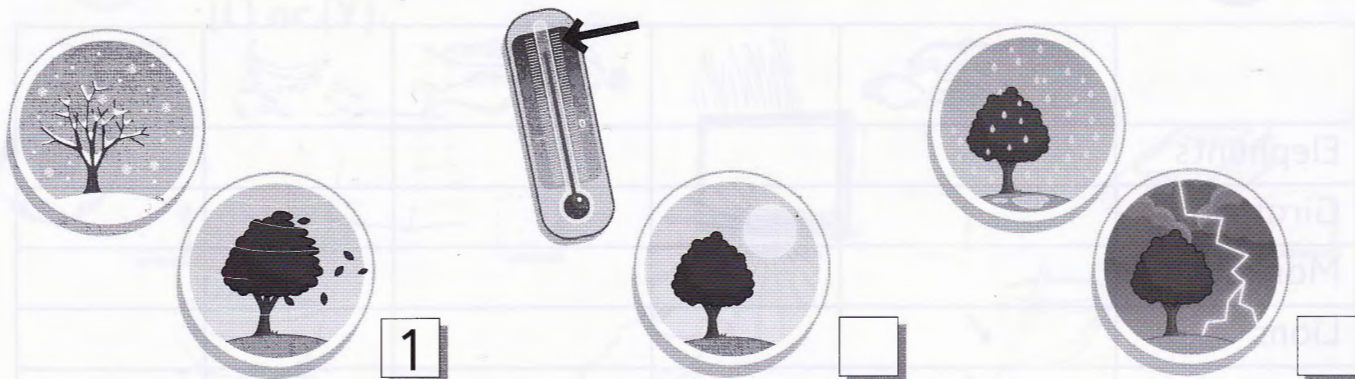
3 Weather

Evaluation sheet 3

Name: Class:



1 Listen and number. Then write the weather.



- 1 It's snowy and 2 It's and 3 It's and



2 Look. Then read and complete.

hot, sunny, sea, swimming, eating, scared, summer, ~~season~~



My favourite ¹ season is ² It's ³ and ⁴ I like going to the ⁵ with my family. I like ⁶ and ⁷ ice creams. My brother doesn't like swimming, he's ⁸ of sharks!

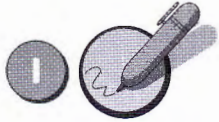


3 Read and circle the correct answer.

It's spring. There are a lot of (birds) / clouds in the trees. It snows / rains in the summer / spring and it's windy / hot. Ron likes / doesn't like the spring. He splashes / swims in the snow / rain.

Evaluation sheet 4

Name: Class:



1 What does Maria do on Saturdays? Listen and write.

Saturday	
1	9.00 She does gymnastics. _____
2	10.30 _____
3	_____ She goes home.
4	3.30 _____
5	5.00 _____
6	_____ She has dinner.
7	_____ She goes to bed.



2 Write the sentences.

- Maria / gym / bus Maria goes to the gym by bus.
- She / Music lessons / car _____
- She / home / bus _____
- She / swimming lessons / bike _____



3 Write about you. Use the words in the box.

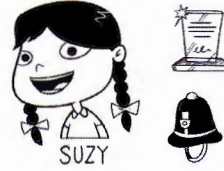
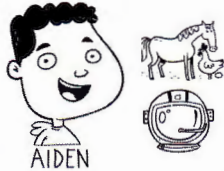
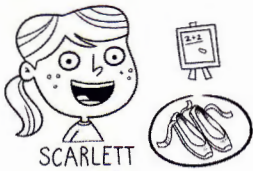
school, park, on holiday, the party

- I go _____ by _____
- I go _____ by _____
- I _____
- I _____





Evaluation sheet 5

Name: Class:

1  Listen, look and circle.



2  Look at the table and write the sentences.

			
Luka	✓		
Steve			✓
Mike		✓	
Daniela	✓		

- Luka wants to be a firefighter.
- Steve _____ builder.
- Mike _____ builder.
- Daniela _____ doctor.

3  Look and complete. What does Andy want to be?


Fridays, player, Spain, ~~playing tennis~~, tennis lessons,
half past three, tennis player, Tuesdays

Andy loves ¹ playing tennis. His favourite ² _____ is Rafael Nadal.
He's from ³ _____. Andy has ⁴ _____ at ⁵ _____ on
⁶ _____ and ⁷ _____. He wants to be a famous ⁸ _____.


6 Rainforest

Evaluation sheet 6

Name: Class:

1  Listen and draw.




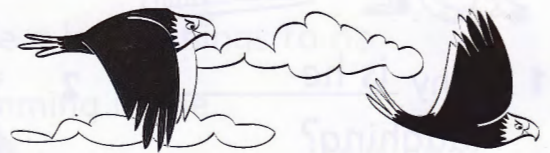
2  Look, read and complete.

tail, tiny, sharp, teeth,
strong, swim, meat



Crocodiles live next to rivers. They can ¹_____ but they can't jump.
They've got ²_____ eyes and a very ³_____ ⁴_____.
They've got ⁵_____ ⁶_____. They like sleeping in the sun and
eating ⁷_____.

3  Look, think and write.




- 1 mountains Eagles live in the mountains.
- 2 strong wings _____
- 3 sharp claws _____
- 4 small animals _____
- 5 fly _____

7 Feelings

Evaluation sheet 7

Name: Class:

1  Listen, look and match.



1 Naomi



2 Ben



3 Laura



4 Greg



5 Emma


tired

hungry

excited

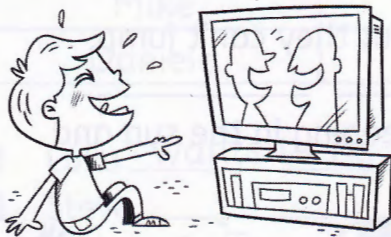
angry

scared

2  Look, think and write.

WHY?
drinking crying
laughing


BECAUSE
funny sad
thirsty



1 Why is he
laughing?
Because it's funny.

2 Why _____?
Because _____

3 _____?
Because _____

3  Complete the sentences about you.

- 1 _____ make me feel _____ because _____.
- 2 _____ makes me feel _____ because _____.
- 3 _____ make me feel _____ because _____.







8 By the sea

Evaluation sheet 8


Name: Class:

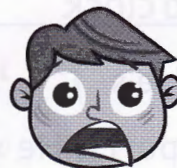
1  **Listen and match.**



	
Nicola	Ellie
	
Tyler	Stephen
	
Kelly	Biscuit



2  **Look, read and write.**




bored with

keen on



scared of


terrified of

Jeremy is on holiday. He's in the  **1 mountains** with his friends.

It's  **2** _____ and sunny and there are a lot of things to do.

He's  **3** _____ **4** _____ swimming in the

 **5** _____ and climbing but he's  **6** _____

7 _____ fishing. He's got a problem. He's  **8** _____

9 _____ spiders and  **10** _____ **11** _____ snakes!!

3  **Write about you.**

1 I'm keen on _____

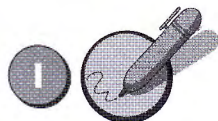
2 I'm terrified of _____

3 I'm bored with _____

4 I'm scared of _____

End of year evaluation sheet

Name: Class:





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

- 1 He's a film star. True/False
- 2 He's bored with surfing. True/False
- 3 He likes birds. True/False
- 4 He goes surfing at ten o'clock. True/False
- 5 He has lunch at half past three. True/False
- 6 He likes sitting in the sun at five o'clock. True/False



2 Read and complete.

It's  1 nine o'clock and it's hot and  2.

Ali is at school. He's  3 4. He's keen

5 sports. He wants to be a  6

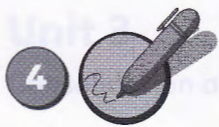
7. He also likes  8 and reading but he doesn't

like  9 so his mum is  10.



3 Read and answer about you.

- 1 What are you keen on? _____
- 2 What's the weather like today? _____
- 3 What do you want to be? _____
- 4 How do you go to school? _____
- 5 What does your dad do on Saturdays at ten o'clock? _____




Look and write.





- 1 sywon snowy
- 2 mytors
- 3 uydco
- 4 ydwin
- 5 nynus
- 6 aryin




Read and write.

1 I like  _____ days because they make me feel

 _____ .

2 I don't like  _____ days because they make me feel

 _____ .

3 I _____ .

Consolidation and extension teaching notes

Unit 1

Consolidation and extension

1  Look, think and write. What does Peter Pitty like doing?

- Direct pupils' attention to the picture and tell them to find things that show what Peter Pitty likes doing.

KEY

Pupils need to find: a pair of skis, a football, a basket ball, a bike, a skateboard, some books, a picture with a photo of a boy with a towel wearing swimming goggles, a guitar

- When they have found all the elements, tell pupils to write what he likes doing.

KEY He likes skiing, playing football, playing basketball, riding his bike, skateboarding, reading, swimming and playing the guitar.

2  Look again. Think and write.

- Direct pupils' attention to the picture again and tell them to decide what he doesn't like doing.

KEY He doesn't like cooking and cleaning.

3  Draw and colour your bedroom. Draw your bedroom with things you use for your hobbies.


- Tell the class to draw a picture of their bedroom with things that show what their hobbies are. Pupils should follow the example of Activity 1.

4  Now write.

- When pupils have finished the picture, they should complete the sentences. Then they show their pictures and read their sentences to the class.

Unit 2

Consolidation and extension

1  Look and circle eleven words from Unit 2. Then write.

- Direct pupils' attention to the wordsearch and ask them to find eleven words. When pupils have finished the wordsearch, they classify and write each word into the table.

KEY


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

FOOD

meat grass leaves insects fruit

ANIMAL

crocodile lion monkey giraffe hippo elephant

2  Look and correct these false sentences.

- Ask pupils to look at the sentences and correct them.

KEY 1 Ants aren't birds./Ants are insects. **2** Ants aren't big./Ants are small. **3** An ant can climb trees. **4** An ant hasn't got eight legs./An ant has got six legs.

3  Write false sentences about a different animal.

- Tell pupils to write similar false sentences about an animal of their choice. Then they exchange their sentences with other pupils and correct them.

Unit 3

Consolidation and extension

1 Complete.

- Tell the class to read the sentences and complete them.

KEY 1 weather, 2 summer, 3 spring, 4 windy, 5 cold, 6 autumn, 7 winter, 8 eye, 9 snowy,

2 Draw the weather symbols on the map. Then write a forecast.

- Tell pupils to use the weather symbols to draw a forecast for this imaginary country. Point at the names and say them in turn. Pupils repeat.
- When they have finished, they write the weather forecast for each region on the map. Then they can read and show their forecast to the class.

Unit 4

Consolidation and extension

1 Look at the timetable and write.

- Direct pupils' attention to the timetable and tell the class to complete the sentences describing the activities Linda does each day.

KEY

- 1 On Mondays, Linda has Music lessons at nine o'clock and she does gymnastics at half past ten.
- 2 On Tuesdays, she has ballet lessons at half past ten and she has Music lessons at half past three.
- 3 On Wednesday, she does karate at half past eleven.
- 4 On Thursday, she goes swimming at nine o'clock.
- 5 On Friday, she goes skateboarding at half past ten and she does karate at half past eleven.

2 Write your timetable for the weekend.

- Tell the class to write their own timetables for Saturday and Sunday.

3 Now, write about it. Use some of the words in the box.

- When they have finished Activity 2 pupils write sentences for each day. Focus on the word bank and tell them to use some of the words in their sentences.

Consolidation and extension teaching notes

Unit 5

Consolidation and extension



1 Look and find. Then write the jobs.

- Direct pupils' attention to the picture. Tell the class to look for the hidden items that represent jobs. Then they write the jobs.

KEY 1 astronaut, 2 film star, 3 police officer, 4 ballet dancer, 5 farmer, 6 basketball player, 7 firefighter, 8 doctor, 9 teacher, 10 builder



2 What do you want to be? Draw yourself in the clothes for your job, with things you need. Then write.

- Tell the class to imagine they are going to take part in a jobs dress show. Pupils have to draw themselves in the clothes of the job they want to do.
- When they have finished, they write about it, e.g. *I've got (ballet shoes). I like (music and dancing). I want to be (a ballet dancer).*

Unit 6

Consolidation and extension



1 Look and write.

- Direct pupils' attention to the pictures and tell them to write the words for each. The first letter of the word is there for them.

KEY 1 waterfall, 2 mountain, 3 rainforest, 4 river, 5 valley, 6 bridge, 7 next to, 8 behind, 9 in front of, 10 under



2 Read and answer.

- Tell the class to read the quizzes and write the answers.

KEY monkey, eagle

Unit 7

Consolidation and extension



1 Look and write. Use the words in the box.

- Direct pupils' attention to the pictures and the words. Tell pupils to complete the sentences with the correct words in the word bank.

KEY 1 She's sleeping because she's tired.
2 She's drinking because she's thirsty.
3 He's eating because he's hungry.
4 He's laughing because he's excited.
5 He's shouting because he's angry.
6 She's smiling because she's happy.
7 She's crying because she's sad.
8 He's under the bed because he's scared.



2 Draw the film posters.

- Tell the class to draw and colour two film posters that evoke different feelings in them: scared and happy.
- When pupils have finished, they write the corresponding sentences.

Unit 8

Consolidation and extension



1 Look and complete.

- Direct pupils' attention to the picture and ask them to write the words for the actions alongside. The letters provided for each action will help them guess correctly.

KEY 1 surfing, 2 sailing, 3 snorkelling, 4 swimming, 5 horse-riding, 6 fishing, 7 climbing



2 Now write.

- When pupils have finished, focus on the example. Read it aloud and tell pupils to complete the rest of the sentences about what the family is doing in Activity 1.

KEY

1 Tom is surfing.
2 Maria is sailing.
3 Mum is snorkelling.
4 Maria is swimming.
5 Tom is horse-riding.
6 Dad is fishing.
7 Tom is climbing.



3 Write things you are keen on, bored with, scared of and terrified of.

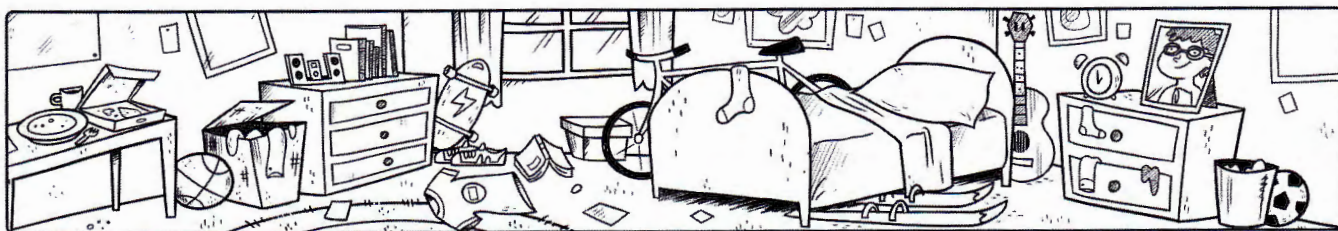
- Pupils write full sentences about what they are keen on, bored with, scared of and terrified of doing.

Consolidation and extension 1

Name: Class:



Look, think and write. What does Peter Pitty like doing?

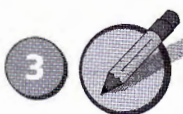


He likes _____

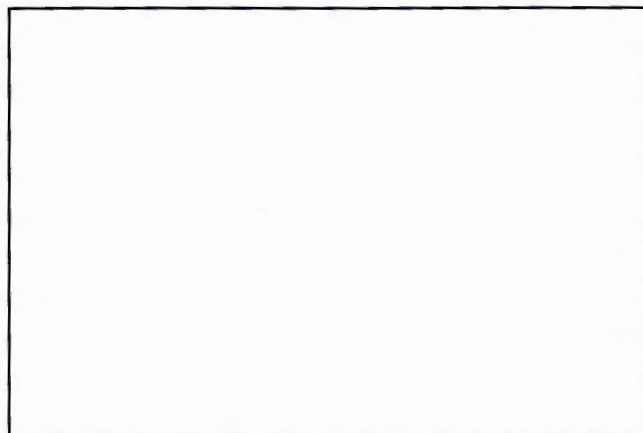


Look again. Think and write.

He doesn't like _____



Draw and colour your bedroom. Draw your bedroom with things you use for your hobbies.



Now write.

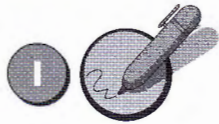
I like _____

I don't like _____

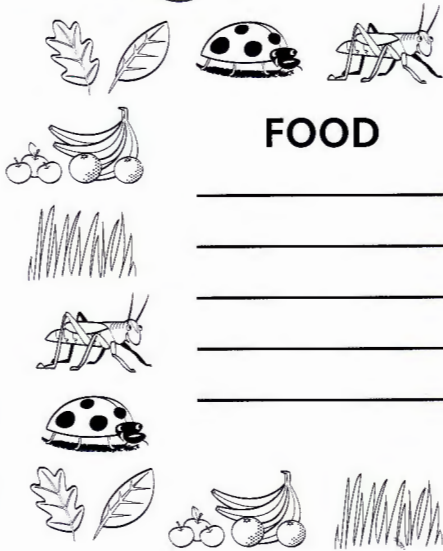
2 Animals

Consolidation and extension 2

Name: Class:



Look and circle eleven words from Unit 2. Then write.



FOOD

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



ANIMAL



Look and correct these false sentences.



- 1 Ants are birds. _____
- 2 Ants are big. _____
- 3 An ant can't climb trees. _____
- 4 An ant has got eight legs. _____



Write false sentences about a different animal.

3 Weather

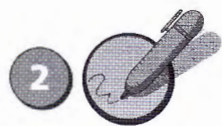
Consolidation and extension 3

Name: Class:

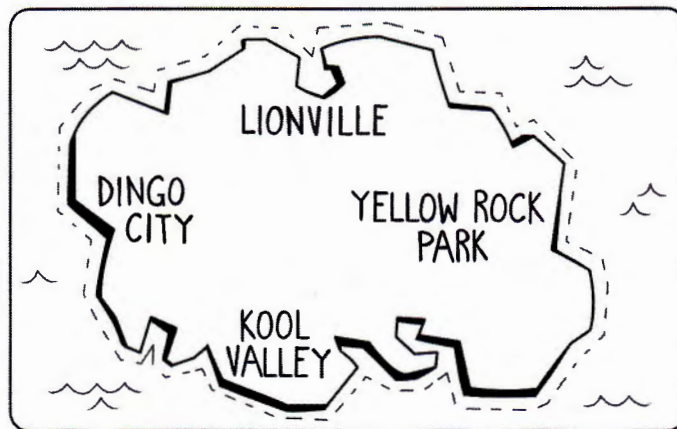


Complete.

- 1 What's the _____ like?
- 2 It's hot and sunny in the _____
- 3 There are a lot of flowers in the _____
- 4 In autumn it's _____
- 5 It's _____ in winter.
- 6 I fly my kite in the _____
- 7 I play in the snow in the _____
- 8 The _____ is the centre of a hurricane.
- 9 There's a lot of snow!
It's _____



Draw the weather symbols on the map. Then write a forecast.

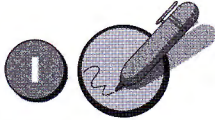


Today in _____ it's _____
In _____ it's _____
Here, in _____
And in _____

4 My week

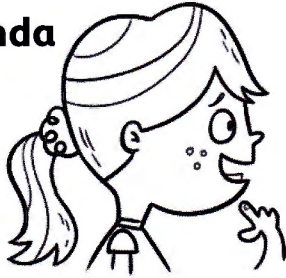
Consolidation and extension 4

Name: Class:



1 Look at the timetable and write.

Linda



	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Music			Swimming	
10:30	Gymnastics	Ballet			Skateboarding
11:30			Karate		Karate
3:30		Music			

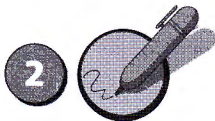
1 On Mondays, Linda

2 On Tuesdays, she

3 On Wednesday, she

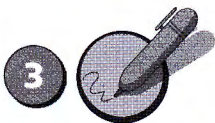
4

5



2 Write your timetable for the weekend.

	SATURDAY	SUNDAY
9:00		
10:30		
3:30		
6:00		



3 Now, write about it. Use some of the words in the box.

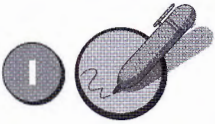
walk, bus, train, bike

On Saturday at _____, I _____

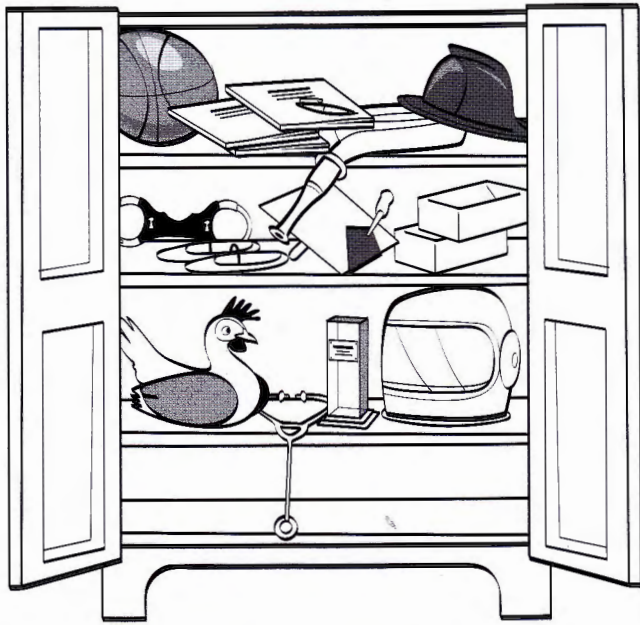
by _____

Consolidation and extension 5

Name: Class:



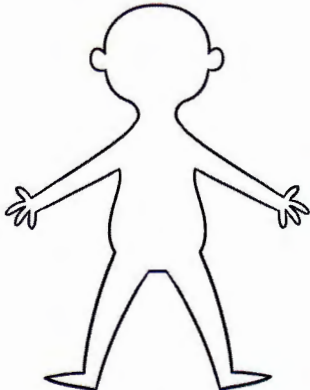
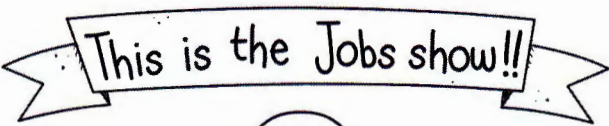
1 Look and find. Then write the jobs.



- 1 a _ _ _ _ a _ _
- 2 f _ _ _ t _ _
- 3 _ o _ _ e o _ i _ _
- 4 b _ _ _ d _ _ _
- 5 _ _ _ _ r _ _
- 6 _ _ _ _ tb _ _ _ p _ _ _ _
- 7 f _ _ _ ig _ _ _ _
- 8 _ _ _ t _ _ _
- 9 t _ _ c _ e _ _
- 10 _ u _ _ d _ _



2 What do you want to be? Draw yourself in the clothes for your job, with things you need. Then write.



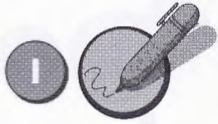
I've got _____

 I like _____

 I want to be _____

Consolidation and extension 6

Name: Class:



Look and write.



1



2



3



4

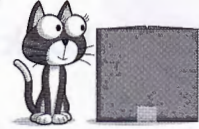


5



6

- 1 w _____
 2 m _____
 3 r _____
 4 r _____
 5 v _____
 6 b _____
 7 n _____ t _____
 8 b _____
 9 i _____ f _____ o _____
 10 u _____



7



8



9



10



2

Read and answer.

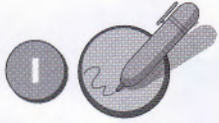
This animal has got two strong legs, two long arms and a curly tail. It can run and jump. It can climb trees and walk. It eats insects and fruit but it doesn't like fish. What is it?

This animal has got strong wings and sharp claws. It can fly fast and it lives in the mountains. It eats small animals. What is it?

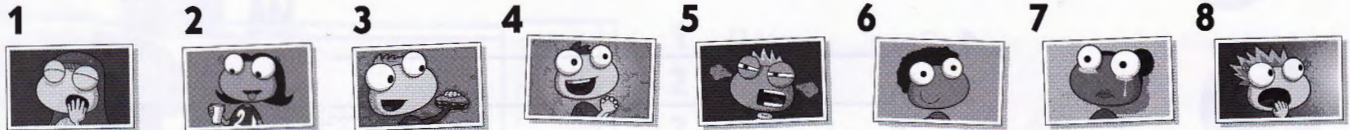
7 Feelings

Consolidation and extension 7

Name: Class:



Look and write. Use the words in the box.

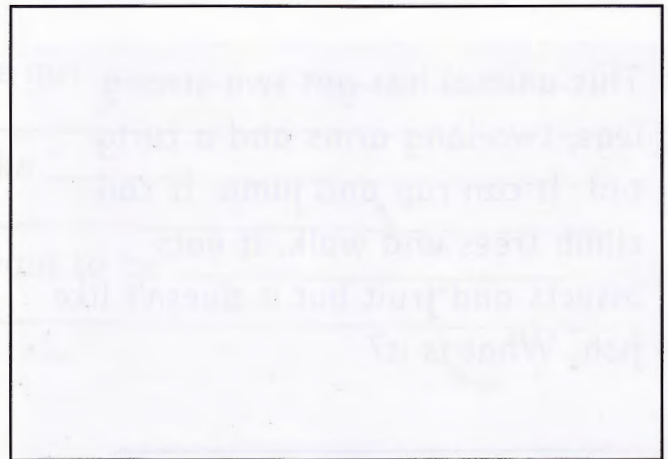
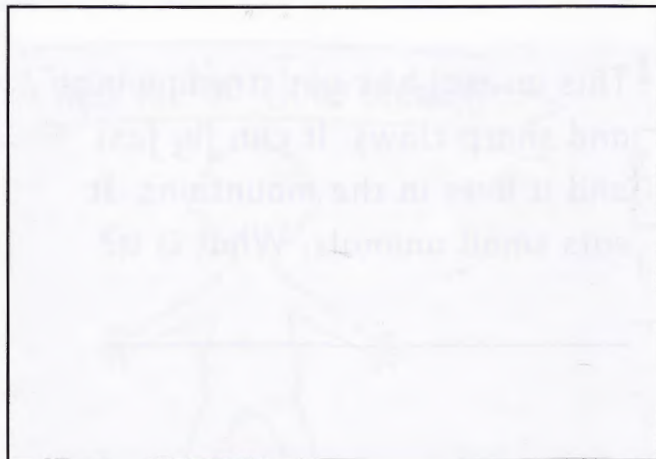


smiling angry scared crying hungry tired thirsty laughing

- 1 She's sleeping because _____
- 2 She's drinking because _____
- 3 He's eating _____
- 4 He's _____ because he's excited.
- 5 He's shouting _____
- 6 She's _____ she's happy.
- 7 She's _____ because she's sad.
- 8 He's under the bed _____



Draw the film posters.



_____ me feel scared.


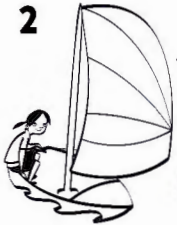





_____ laugh.

8 By the sea

Consolidation and extension 8

Name: Class:

1  Look and complete.

1 s _ _ _ _
2 _ _ l _ _
3 _ _ k _ _ _
4 s _ _ i _ _
5 _ _ e-r _ _ _
6 f _ _ _ _
7 _ _ b _ _

2  Now write.

1 Tom <u>is surfing.</u>	5 Tom _____
2 Maria _____	6 Dad _____
3 Mum _____	7 Tom _____
4 Maria _____	

3  Write things you are keen on, bored with, scared of and terrified of.

I'm keen on _____ I'm _____
I'm bored _____ I'm _____

reading

swimming

skiing

cooking

riding my/
your bike

skateboarding

watching
TV

playing
football

playing
the guitar

lion

monkey

elephant

giraffe

crocodile

hippo

bird

snake

frog

the sun/
sunny

cloud/
cloudy

rain/rainy

snow/
snowy

wind/windy

storm/
stormy

hot

cold

wet

have Music
lessons

have ballet
lessons

go
skateboarding

go
swimming

go to
school

do karate

do
gymnastics

go to a
party

go to the
park

film star

firefighter

basketball
player

ballet
dancer

doctor

teacher

farmer

police
officer

builder

waterfall

mountain

river

valley

rainforest

bridge

the sea

eagle

whale

hungry

thirsty

smiling

laughing

tired

angry

scared

excited

crying

sailing

surfing

snorkelling

horse-
riding

fishing

running

walking

climbing

dancing

кварцная

сфальсифицированная

сфальсифицированная

бухгалтерский
учёт

фальсифицированная

фальсифицированная

фальсифицированная

фальсифицированная

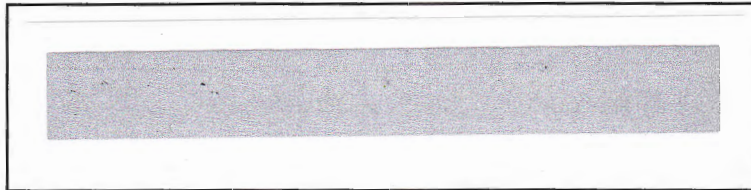
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