

Lighthouse



Teacher's Book



Brendan Dunne • Robin Newton

 Richmond



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Lighthouse



Brendan Dunne • Robin Newton

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Introduction

Lighthouse approach

Lighthouse is a six-level series for primary learners. It combines a structural grammar-based course with a functional syllabus to promote communicative language use in reading, speaking, listening and writing.

Lighthouse introduces and practises the main grammar and vocabulary items, taking into consideration learners' individual needs.

Lighthouse also gives students lots of opportunities to understand and use the language for themselves and at their own pace. It promotes interaction through pair and group work. Students build up their independence by helping and learning from each other. It establishes the right kind of environment for all types of students to enjoy learning English.

Student's Book

- ✦ consists of 9 units with 10 pages each
- ✦ is clearly organised and consistent
- ✦ includes a **pictionary** for all new vocabulary

Unit opener

presents new words in such a way that students discover their meaning independently.

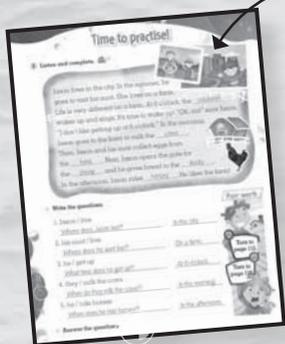


Light on real language

provides useful everyday English expressions related to the theme of the unit.

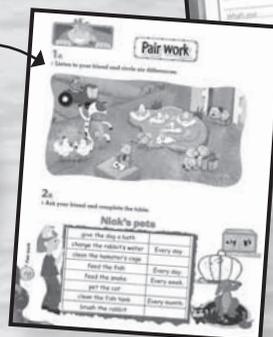
Time to practise!

gives students the opportunity to review the new structure and vocabulary.



Pair work

is introduced in the series as a special feature so that students can communicate with each other more effectively.



Stickers

provide dynamic interaction with textbook activities.



Language presentation

opens with a model sentence and then is clearly explained on two pages.

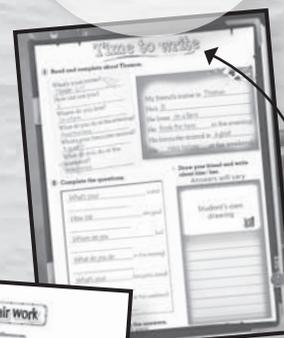


Chant

practises the new structure and the grammar rule.

Light on grammar

shows examples of the new grammar structures along with a task for students.



Time to write

helps students develop their writing skills through manageable, step-by-step tasks.

Introduction

The lighthouse keepers' story

contains texts appropriate to students' age, interests and language level. They are presented by the **Lighthouse keepers**, Joe and Sally. The texts are fully developed through *Before* and *After you read* sections.



introduces students to information about other cultures through a series of motivating texts and activities.



Pictionary

provides audio and visual support to help students to actively review the new words in each unit.



Activity Book

- ✦ provides grammar and vocabulary reinforcement
- ✦ the first eight pages of each unit shadow the material covered in the Student's Book
- ✦ the last two pages offer self-evaluation tasks and a project to be done with the family

Check what you know!

is a part of the Time to check page. It helps students to evaluate their progress at the end of each unit. There is no writing involved, so it is quick and easy and allows teachers to identify students who need help. Students evaluate themselves by completing the faces:

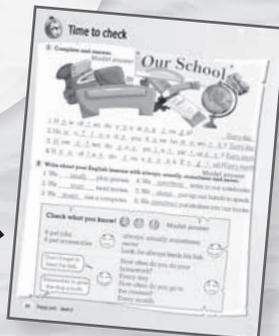
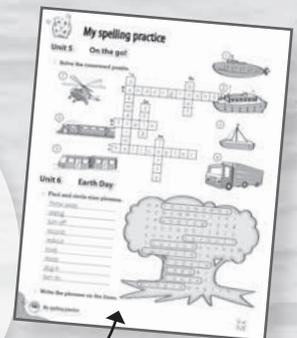


My project

gives family members an opportunity to get involved in students' learning in an enjoyable way.

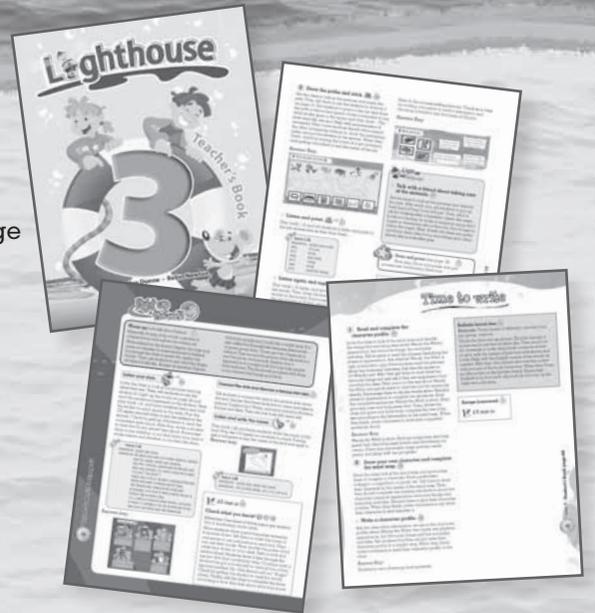
My spelling practice

includes crossword puzzles and wordsearches with a selection of words from the unit. In solving them, students reinforce the written form of vocabulary taught in each unit.



Teacher's Book

- ✦ is very clear and easy to use
- ✦ includes all the Student's Book answers in every lesson page
- ✦ shows reduced pages from the Activity Book with answers



Light on new words

lists new vocabulary with phonetic transcriptions and a space to write the words in your own language.

Objectives

highlight the target language for each unit.

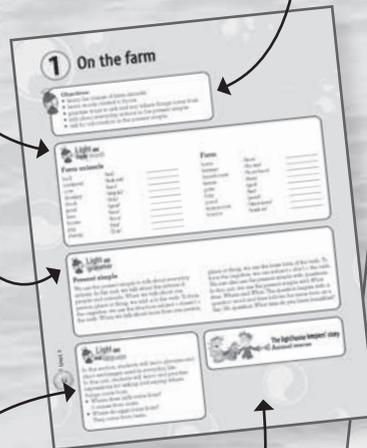


Teaching tip

suggests different strategies to create an effective learning environment.

Light on grammar

summarises the grammar items taught in the unit; gives easy explanations for each structure.



Light on real language

highlights the expressions presented in the unit.

The lighthouse keepers' story

tells you the title of the unit story; the picture of the lighthouse keepers relates to the theme of the unit.

Basic competences

list competences that students will accomplish in every lesson. They focus on educating the children as a whole, helping them also develop interpersonal and learning to learn competences, among others.

Unit value

can be found in the ; it is a craft activity to make the value more meaningful to children.

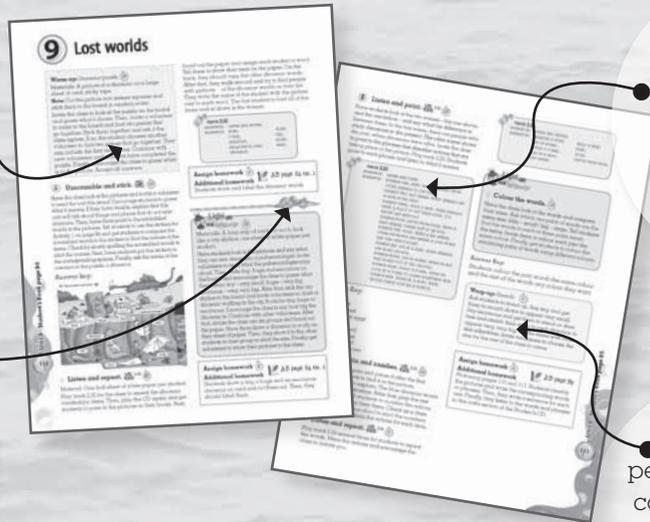


Introduction

Activities within the sections

Warm-up

establishes a nonthreatening atmosphere in the classroom.



Transcripts

are provided for all the listening activities except when the text is present in the Student's Book.



indicates the end of a lesson when there is more than one lesson on a page.

Wrap-up

personalises and consolidates the language and concepts practised in the lesson.

Icons

allow for quick identification of time and components needed for each activity.

Teacher's Book icons

-  Activity Book
-  Activity time
-  Craft activity
-  Teacher's Resource CD-ROM
-  Teaching tip
-  Time for a game
-  Time for a test

Key to phonetic transcripts

Consonants:

p	pink	ʒ	treasure
b	ball	h	hello
t	talk	tʃ	chalk
d	doll	dʒ	bridge
k	cave	m	man
g	give	n	now
v	vase	ŋ	song
θ	think	w	with
ð	this	r	rock
s	salt	l	live
z	zebra	j	you
ʃ	short		

Vowels:

ɪ	fish	ʌ	up
i:	tree	eɪ	train
æ	cat	əʊ	phone
ɑ:	car	aɪ	bike
ɒ	clock	aʊ	owl
ɔ:	horse	ɔɪ	boy
ə	father	ɪə	ear
ʊ	look	eə	hair
u:	flute	ʊə	tour
ɜ:	bird		
e	egg		

· divides syllables
' stressed syllable



Class CDs

- ✦ The teachers are provided with a complete audio set containing all the songs, listening activities, and stories in each level.



Teacher's Resource CD-ROM



- ✦ The Teacher's Resource CD-ROM contains a wealth of printable and photocopyable worksheets divided into sections:
- ✦ Celebrations
- ✦ Richmond Primary Reader
- ✦ Tests
- ✦ Values
- ✦ Vocabulary lists
- ✦ Young Learner and Trinity Exams tips
- ✦ Grammar activities

Celebrations

can be found in the ; these three-step activities foster cooperation and teamwork. Students work together in three teams to complete different parts of each activity. Then, they assemble the finished parts to create a classroom decoration.

Tests

can be found in the ; each test consists of three pages that evaluate the grammar and vocabulary, as well as reading strategies from the unit.

Student's CD-ROM

- ✦ includes lots of fun activities to do at home to consolidate the language learned at school



Scope and sequence

Unit



1

On the farm

new words

Farm animals: bull, cow, donkey, duck, goat, hen, horse, pig, cockerel, sheep

Farm: barn, farmer, farmhouse, fence, gate, hay, pond, scarecrow, tractor



Light on real language

Where do eggs come from? They come from hens.
Where does milk come from? It comes from cows.

Present simple: He drives a tractor. He doesn't work at night. They eat hay. They don't swim.

What, What time,

Where: What time does she get up? At 6 o'clock. Where do they sleep? In the barn. What does he read? Stories.

The lighthouse keepers' story

Animal rescue



New Zealand



2

Happy pets

new words

Pet jobs: give the dog a bath, brush the dog, change the water, clean the cage, feed the fish, stroke the cat, play fetch, walk the dog

Pet accessories: bone, bowl, cage, collar, fish tank, hamster wheel



Light on real language

Don't forget to feed the fish. Remember to give the dog a bath.

Frequency adverbs:

always, usually, sometimes, never
Look, he always feeds his fish.

How often: How often do you do your homework? Every day. How often do you go to the cinema? Every month.

The lighthouse keepers' story

Where's Fred?



Norway



3

School picnic!

new words

Verbs 1: bake, buy, carry, cook, look for, pack, prepare

Picnic: basket, brownie, cherries, cupcakes, flask, grapes, pasta, peach, peanuts, tablecloth.



Light on real language

Would you like a sandwich? Yes, please. Would you like some lemonade? No, thank you.

A little / a few / lots of:

There's a little juice and a little cake. There are a few peaches and a few grapes. There are lots of biscuits. There's lots of pasta and lots of water.

How much / How many: How many peaches are there? Lots. How much juice is there? A little.

The lighthouse keepers' story

Hide and seek



South Africa



4

Let's play!

new words

Games: board game, Frisbee, hide and seek, hopscotch, marbles, tag, tug of war

Collocations 1: catch the ball, chase a person, hide in a good place, hit the marble, pull the rope, throw the rock, touch a person



Light on real language

Tag, you're it! It's your turn. Roll the die! Ready or not, here I come!

Imperatives: Touch the tree! Don't peek!

Present continuous:

What are they doing? They're playing a board game. What's she doing? She's playing hopscotch.

The lighthouse keepers' story

Sports day



Ireland





5

On the go!

new words

Transport: boat, helicopter, hot-air balloon, lorry, ship, submarine, train, underground
Street: avenue, bus stop, lollipop lady, pavement, sign, street, traffic lights, zebra crossing



What's your address? It's 20 Green Street. What's your phone number? It's 543-9823.

Present simple: How do you go to school? By bus. How does he go to school? On foot.

Adjective order:

three big white ships
 number size colour noun

**At the Transport Museum**

Germany



6

Earth Day

new words

Recycling: bag, bottle, carton, container, glass, jar, newspaper, paper, plastic, recycling bin
Verbs 2: keep, plug in, recycle, reduce, reuse, throw away, turn off, turn on, unplug



What's it made of? Is it made of glass or plastic? It's made of plastic.

Present simple vs. Present continuous:

We usually throw away paper, but today we're reusing it. They never turn off the water, but today, they're turning it off. She usually goes to work by car, but now she's riding a bike. He always throws away glass and paper, but now he's recycling them.

**Making a change**

Costa Rica



7

At the book fair

new words

Characters: dragon, fairy, ghost, pirate, spy, storyteller, superhero, witch, wizard
Books: adventure story, atlas, cookbook, dictionary, joke book, mystery book, poetry book, scary story



What's your favourite book? It's Dr. Doolittle. What's it about? It's about a vet. He can talk to animals.

There was / There were:

There was a storyteller. There wasn't an atlas. There were some joke books. There weren't any mystery books. Was there a witch in the film? Yes, there was. / No, there wasn't. Were there any wizards? Yes, there were. / No, there weren't.

**Jeremy's discovery**

Ghana



8

School trip

new words

School trip: aquarium, art gallery, botanical garden, factory, planetarium, port, puppet theatre, theme park, zoo
Collocations 2: ask a question, buy a souvenir, draw a picture, get off a bus, get on a bus, listen to the guide, read information, take notes, take photos



Where do you want to go? Let's go to the puppet theatre!

Past simple (regular verbs): listen—listened, talk—talked, like—liked.

Past simple (irregular verbs): We went to the cinema last Friday. I took a bus to the zoo. They saw my friends this morning. It had a long neck.

**A visit to the port**

Colombia



9

Lost worlds

new words

Dinosaurs: bone, claw, dinosaur, fossil, horn, palaeontologist, skeleton, tail, wing
Collocations 3: build a nest, dig up bones, eat grass, hatch from eggs, hunt, live in a herd, measure a bone, roar, study a fossil



This dinosaur is tiny. This dinosaur is huge! And this one is enormous!

Past simple (Yes / No questions): Did the Triceratops eat plants? Yes, it did. Did the T-Rex live in a herd? No, it didn't.

Past simple (Wh-questions): What did they find? Some tracks. Where did they find them? In Texas. When did they find them? In 1938.

**Hoppy's wish**

Mongolia





★ Catch me if you can

Materials: Five balls made of paper.
Divide the class into five groups and give each group a ball. Tell the class what they are going to say every time they get the ball. Then, one student in each group says the sentence you indicate and tosses the ball to another member of the group. This student says the sentence and tosses the ball to another student. Students continue until all members in each group have participated.

★ Chinese whispers

Invite five volunteers to the front and ask them to stand in a line. Whisper a word or a clue to the first student in the line and ask him / her to whisper it to the next student, and so on, along the line. The student at the end should say what he / she heard and write it on the board. Then, divide the class into teams of five to play the game.

★ Dance it!

Divide the class into teams. They invent a dance action to represent a scene from a story or other information in the unit. The first team to guess what it is wins a point. Continue with other teams.

★ Draw and guess

Divide the class into four teams. Volunteers take turns drawing vocabulary items on the board for their teams to guess. If they guess correctly, they win a point. If they do not guess correctly, other teams can guess to win the point. The team with the most points at the end is the winner.

★ Hot potato

Materials: Pieces of paper with one task on each. Wrap the tasks in an old newspaper (the "hot potato").

Play music and get students to quickly pass around the "hot potato." When the music stops, the student holding the "hot potato" unwraps it and chooses a piece of paper. The student reads the task that is on the paper and completes it. If the student does it correctly, he / she stays in the game. The last student in the game is the winner.

★ Simon says...

Explain that students should follow your instructions only if they begin with *Simon says*. If not, they should stay still:

T: *Simon says Write in your notebooks.* (Students write.)

T: *Stand up.* (Students do not move.)

★ Stop!

Mime an action and ask students to stand up and follow you. Then, shout *Stop!* and stop moving instantly. Signal students to stop and stand still, frozen in midaction. Look around and praise students who are not moving at all. Repeat the procedure several times with other action words.

★ Noughts and Crosses

Draw a *Noughts and Crosses* grid on the board. Then, divide the class into two teams: X and O. Ask a student from team X to come up to the board and give him / her a task to complete. If he / she does so correctly, the student draws an X in a space. Follow the same procedure with team O. Continue alternating teams until one gets three Xs or three Os in a row (horizontally, vertically or diagonally).

★ Word scramble!

Materials: Index cards with scrambled words or letters from sentences or new vocabulary items, tape.

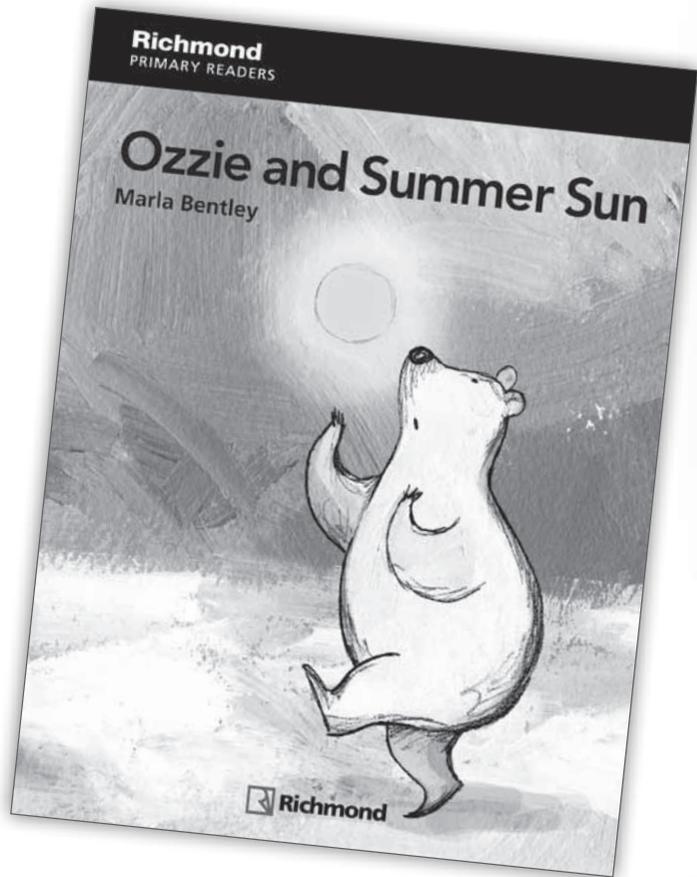
Divide the class into teams of six. Attach the cards to the board in random order and invite a team to unscramble the word or sentence in 30 seconds. Check with the rest of the class. Continue with other teams and words (or sentences). Teams win a point for each correct word or sentence. The team with the most points at the end wins.



Associated reading

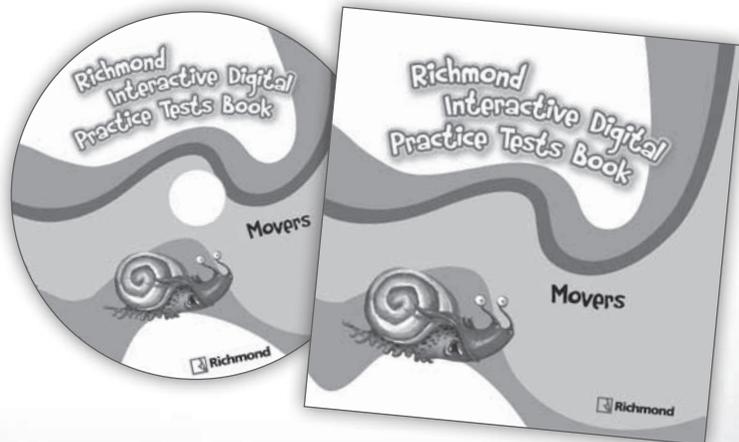
★ Richmond Primary Readers

The reader recommended for this level is *Ozzie and Summer Sun*. This is available in book format and also as an APP. There are photocopiable worksheets available in the Lighthouse 3 Teacher's Resource CD-ROM, along with teacher's notes and answers. These worksheets together with the reader's audio are also available at www.richmond.com.au



★ Richmond Interactive Digital Practice Tests

Interactive activities and tests in the Interactive Digital Practice Tests Book that can help prepare students for the Movers Young Learners Exams.



1

On the farm



Objectives:

- learn the names of farm animals
- learn words related to farms
- practise ways to ask and say where things come from
- talk about everyday actions in the present simple
- ask for information in the present simple



Light on new words

Farm animals

bull	/bʊl/	_____
cockerel	/'kɒk.rəl/	_____
cow	/kaʊ/	_____
donkey	/'dɒŋ.ki/	_____
duck	/dʌk/	_____
goat	/'gəʊt/	_____
hen	/'hen/	_____
horse	/'hɔːs/	_____
pig	/'pɪg/	_____
sheep	/'ʃiːp/	_____

Farm

barn	/'bɑːn/	_____
farmer	/'fɑː.mə/	_____
farmhouse	/'fɑːm.haʊs/	_____
fence	/'fens/	_____
gate	/'geɪt/	_____
hay	/'heɪ/	_____
pond	/'pɒnd/	_____
scarecrow	/'skeə.kraʊ/	_____
tractor	/'træk.tə/	_____



Light on grammar

Present simple

We use the present simple to talk about everyday actions. In this unit, we talk about the actions of people and animals. When we talk about one person, place or thing, we add -s to the verb. To form the negative, we use the structure subject + *doesn't* + the verb. When we talk about more than one person,

place or thing, we use the base form of the verb. To form the negative, we use subject + *don't* + the verb. We can also use the present simple with questions. In this unit, we use the present simple with *What time*, *Where* and *What*. The question begins with a question word and then follows the same form as a Yes / No question: *What time do you have breakfast?*



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions for asking and saying where things come from.

- Where does milk come from?
It comes from cows.
- Where do eggs come from?
They come from hens.



The lighthouse keepers' story Animal rescue



Teaching tip

Storytelling is a great way for students to participate in the lesson and acquire new language in a fun, relaxing and natural way. Storytelling activities foster the development of listening and verbal skills and encourage cooperation, among other benefits. Stories enable children to develop their imagination and learn about values, other cultures, traditions and experiences. Storytelling is a gradual process, and students should not be expected to tell stories immediately. Instead, begin by telling a story using gestures and mime and encourage students to imitate you. Using pictures may also help students' understanding. Then, tell the story again and have students act out different parts. The next step is to repeat the story but leave out key information such as the name of the character, the place where he / she lives or descriptive words, and encourage students to say the missing words. Finally, remind students to use emotions, pauses and different voices to make the story interesting.

Value: Using your imagination

Using your imagination means creating new ideas or places in your mind.



Make a farm.



Basic competences

In this unit, students will develop:

- *Linguistic competence* by knowing themselves and valuing their own worth while participating in personalised activities such as storytelling and receiving praise (TB p. 13).
- *Competence in Learning to learn* by working on strengthening their visual memories through a memorisation game (SB p. 4).
- *Linguistic competence* by consolidating language learning through a variety of activities such as: associating the correct spelling of objects found on the farm, asking about farm products and enjoying a song (SB p.5).
- *Interpersonal and civic competence* by participating in a turn-taking guessing game using questions in pairs (SB p. 6).
- *Mathematical competence* by sequencing the times different daily routines take place (SB p. 7).
- *Linguistic competence* by consolidating knowledge through integrated skills activities (SB p. 8)
- *Competence in Autonomy and personal initiative* by analysing and creating a personalised description of a friend (SB p. 9).
- *Processing information and digital competence* in the classroom by accessing information through a recorded listening on CD about a trapped farmer (SB p. 10).
- *Linguistic competence* by listening to and reading a story while following the drawings that support contextual information (SB p. 11).
- *Artistic and cultural competence* by learning about other English speaking cultures such as New Zealand (SB p. 12).
- *Competence in Knowledge and interaction with the physical world* by learning about the process of honey production and numbering the steps (SB p. 13).

1

On the farm



Draw and guess (see page 10)

10'

Play *Draw and guess* with names of pets.
Have fun!



Listen and stick.



1.1



15'

Have students look at the picture and say what they can see: *water, grass, a tree, etc.* Then, tell students to use the stickers for Activity 1 on page 4. Play track 1.1 and tell them to listen and find the appropriate space for each sticker. After that, play the CD again and invite students to put the stickers in the spaces. Finally, check by saying the action to elicit the name of the animal.



TRACK 1.1

NARRATOR: LISTEN AND STICK.
NARRATOR: NUMBER ONE.
GIRL: THEY'RE SLEEPING. THEY'RE COWS.
NARRATOR: NUMBER TWO.
BOY: IT'S SINGING. IT'S A COCKEREL.
NARRATOR: NUMBER THREE.
GIRL: THEY'RE FLYING. THEY'RE HENS.
NARRATOR: NUMBER FOUR.
BOY: THEY'RE RUNNING. THEY'RE HORSES.
NARRATOR: NUMBER FIVE.
BOY: THEY'RE SWIMMING. THEY'RE DUCKS.
NARRATOR: NUMBER SIX.
GIRL: IT'S EATING. IT'S A SHEEP.
NARRATOR: NUMBER SEVEN.
BOY: THEY'RE PLAYING. THEY'RE BULLS.
NARRATOR: NUMBER EIGHT.
GIRL: IT'S HAVING A SHOWER. IT'S A PIG.
NARRATOR: NUMBER NINE.
BOY: IT'S SKIPPING. IT'S A GOAT.
NARRATOR: NUMBER TEN.
GIRL: IT'S DRINKING. IT'S A DONKEY.

Listen and repeat.



1.2



15'

Play track 1.2 and ask the class to repeat the words. Then, play the CD again and have students point to the animals in the picture. Play the CD a third time and encourage students to say the names of the animals as they hear them. Finally, invite students to vote for their favourite farm animal.



TRACK 1.2

NARRATOR: LISTEN AND REPEAT.
NARRATOR: COWS.
COCKEREL.
HENS.
HORSES.
DUCKS.
SHEEP.
BULLS.
PIG.
GOAT.
DONKEY.

Assign homework

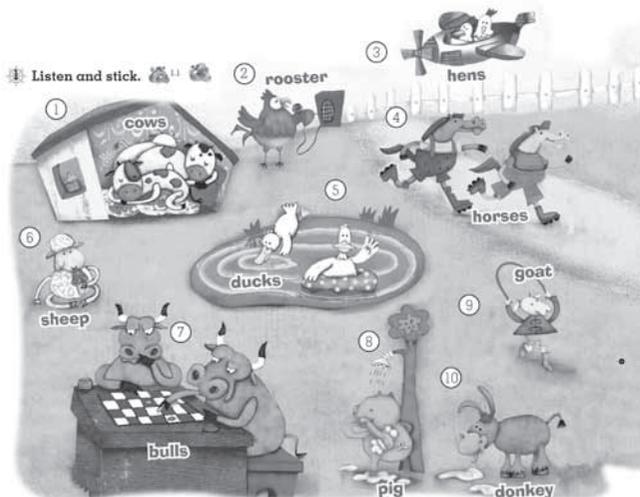


AB page 4 ex. 1

Additional homework

In their notebooks, students draw and label three pictures of farm animals doing different activities: *The sheep are playing football.*

Answer Key:



Light on real language

20'

Have students look at the picture of the boy and ask what he's got: *milk and eggs.* Then, invite a pair of volunteers to read the questions aloud. Tell students that we can use these to ask about where a food item comes from. Explain that we use the question with *Where does* to ask about one food item. We use the question with *Where do* when there is more than one food item. Next, ask the class what the girl is thinking about: *a cow and a hen.* Then, have volunteers read the answers aloud. Point out that we use *It comes from* to talk about one food item and *They come from* to talk about more than one food item. After that, invite students to ask about other food items.

Assign homework



AB page 4 ex. 2

Additional homework

In their notebooks, students write about two other food items and where they come from.

2 Listen and point. 1.3 5'

Have the class look at the picture and ask what the place is: *a farm*. Then, ask if they have visited a farm before. Encourage them to say whether or not they liked it. Next, play track 1.3 and tell students to listen and point to the farm items in their books.

TRACK 1.3

NARRATOR: LISTEN AND POINT.
 NARRATOR: NUMBER ONE.
 BOY: IT STARTS WITH F AND IT'S GOT FIVE LETTERS. FENCE. F-E-N-C-E.
 NARRATOR: NUMBER TWO.
 GIRL: IT STARTS WITH B AND IT'S GOT FOUR LETTERS. BARN. B-A-R-N.
 NARRATOR: NUMBER THREE.
 GIRL: IT STARTS WITH G AND IT'S GOT FOUR LETTERS. GATE. G-A-T-E.
 NARRATOR: NUMBER FOUR.
 GIRL: IT STARTS WITH F AND IT'S GOT NINE LETTERS. FARMHOUSE. F-A-R-M-H-O-U-S-E.
 NARRATOR: NUMBER FIVE.
 GIRL: IT STARTS WITH T AND IT'S GOT SEVEN LETTERS. TRACTOR. T-R-A-C-T-O-R.
 NARRATOR: NUMBER SIX.
 BOY: IT STARTS WITH S AND IT'S GOT NINE LETTERS. SCARECROW. S-C-A-R-E-C-R-O-W.
 NARRATOR: NUMBER SEVEN.
 BOY: IT STARTS WITH P AND IT'S GOT FOUR LETTERS. POND. P-O-N-D.
 NARRATOR: NUMBER EIGHT.
 BOY: IT STARTS WITH F AND IT'S GOT SIX LETTERS. FARMER. F-A-R-M-E-R.
 NARRATOR: NUMBER NINE.
 BOY: IT STARTS WITH H AND IT'S GOT THREE LETTERS. HAY. H-A-Y.

3 Listen again and complete. 1.3 10'

Play track 1.3 again and have students complete the words in their books. Then, get them to compare their answers with a friend. Finally, check as a class by inviting volunteers to spell the words aloud.

Answer Key:



3 Listen and repeat. 1.4 5'

Divide the class into groups of boys and girls and play track 1.4. Encourage the girls to start and repeat the first word. The boys repeat the next one, and they continue in the same way until all the words have

been repeated. When they finish, play the track again, but this time the boys repeat the first word.

TRACK 1.4

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: FENCE.
 BARN.
 GATE.
 FARMHOUSE.
 TRACTOR.
 SCARECROW.
 POND.
 FARMER.
 HAY.

Light on real language

3 Ask a friend about the farm products. 10'

Ask students if they can remember the question we use to ask where products come from. Then, point out the pictures one by one and ask the class to say whether they show one item or more than one item. Next, divide the class into pairs and have students take turns asking and answering where each item comes from. Finally, check as a class by inviting different volunteers to repeat their conversations for each picture.

3 Sing a song. 1.5 10'

Have the class look at the song and ask students what animals' names they see: *mice, cockerel*. Elicit the sounds these animals make. Then, play track 1.5 and get students to follow along in their books. Play the CD again and encourage the class to sing along. Next, divide the class into two groups. Play the track again. One group sings the first verse and the other mimes the actions and sounds. Both groups sing the last verse and jump up and down when they sing *cock-a-doodle-doodle-doo*. When they are finished, students switch roles and sing the song again.

Dance it! (see page 10) 5'

Now play *Dance it!* with farm vocabulary. Have fun!

Assign homework 5'

Additional homework

Pictionary pages 94 and 95. Students identify the pictures and write the corresponding words. Then, they write a sentence for each. Finally, they listen to the words in this unit's section of the CD in class.

They give us milk

1 Read and match. 10'

Have the class describe the picture. Then, invite a volunteer to choose a riddle and read it aloud. Encourage the other students to guess which animal it is. Next, have students read the rest of the riddles silently and match them to the correct pictures. When they finish, get them to compare answers with a friend. Check as a class by inviting students to read a riddle aloud for a friend to guess the animal.

Answer Key:

Read and match.

They don't sleep in the farmhouse. They swim in the pond. They can fly.

They eat hay. They give us milk. They don't run fast.

They sleep in the barn. They run fast. They don't give us milk.

He hasn't got four legs. He sings in the morning. He wakes up the farmer.

She lives in the farmhouse. She doesn't like dogs. She eats fish.

2 Play a guessing game with a friend. 15'

Have students look at the photo of the children and invite a pair of volunteers to read the dialogue aloud. Ask what animal is described: *pigs*. Then, divide the class into pairs and tell them to play a guessing game with riddles about other farm animals. Finally, invite some volunteers to say riddles for the class to guess.

Assign homework 5' **AB page 6 ex. 1**

Additional homework
In their notebooks, students write a description of an animal and draw a picture to illustrate it.

2 Listen and chant. 1.6 15'

Have students look at the chant and invite a volunteer to read the title aloud. Ask students to point to the picture of a scarecrow. Then, play track 1.6 and get them to follow along in their books. Play the CD again and encourage them to join in. Mime the actions. Finally, do the chant again and encourage the class to imitate your actions.

Light on grammar 10'

Tell the class to look at the first sentence and invite a volunteer to read it aloud. Have students point to the verb. Explain that we add *-s* when we talk about another person's actions. Then, get them to look at the second sentence and invite a volunteer to read it aloud. Have students point to *doesn't* and explain that we add this before the verb to form the negative. We use the infinitive form of the verb. Next, invite a volunteer to read the third sentence. Ask the class if it is talking about one person or more than one person: *more than one person*. Ask students to point to the highlighted word. Explain that we use *they* to talk about more than one person. Finally, invite a volunteer to read aloud the final sentence. Explain that we use *don't* to form the negative when we talk about more than one person.

2 Read and circle. 10'

Have the class read the first sentence silently. Then, invite a volunteer to read the first sentence aloud with the correct option: *sleeps*. Have him / her explain the reason for his / her choice. After that, encourage the class to read the other sentences silently and circle the correct option for each. Check by getting volunteers to read the sentences aloud. Next, elicit the names of farm animals and write them on the board, some in the singular form and others in the plural form.

Answer Key:

The horse sleeps in the farm.
Ducks swim in the pond.
The cockerel doesn't eat eggs.
hens don't give us milk.



Chinese whispers (see page 10) 5'

Now play *Chinese whispers* with silly sentences about animal actions: *The purple cow eats chocolate ice cream.* Have fun!

Assign homework 5' **AB page 6 ex. 2**

Additional homework
Students write and illustrate two sentences about an animal: *Horses run fast. They don't sleep in the farmhouse.*



3 Read and number the pictures. 10'

Have the class look at the pictures and say what the girl is doing: *reading a book, driving a tractor, etc.* Then, have students read the texts and find the corresponding pictures. They should write the numbers in the boxes that appear next to each picture. When they finish, check by saying the number of the picture and inviting volunteers to read the corresponding text aloud. Finally, ask students if they would like to be a farmer.

Answer Key:

3 Read and number the pictures.

1 This is Erica. She's a farmer. She gets up at 6 o'clock. She collects the eggs from the hens at 6.30. Then, she has cereal for breakfast at 7 o'clock.

2 She drives her tractor in the field in the morning. In the afternoon, she goes to the barn. She gives apples to the horses.

3 At 7 o'clock, she goes home and has dinner. She goes to bed at 8 o'clock and reads her favourite book.

Anchor Circle the words and write the questions. 10'

Ask students what time they get up in the morning and find out who wakes up before everyone else. Then, point out the sets of words and explain that in each set there are hidden questions about Erica's day. Tell students to circle the appropriate words to find the first question: *What time does she get up?* Next, divide the class into pairs and have students circle the words to find the other questions. Check by inviting volunteers to read the questions aloud.

Anchor Underline the correct answer. 10'

Have students look again at the questions and tell them to find the answers in the texts. When they find an answer, they underline the correct option next to the question. Check by reading the questions aloud to elicit the answers.

Answer Key:

Anchor Circle the words and write the questions.

- What time does she get up?
What time does she get up? At 5.30. At 6.00.
- What does she have for breakfast?
What does she have for breakfast? Cereal. Eggs.
- Where does she go in the afternoon?
Where does she go in the afternoon? Home. To the barn.
- What does she give to the horses?
What does she give to the horses? Apples. Hay.
- What time does she go home?
What time does she go home? At 6.30. At 7.00.

Assign homework 5' AB page 7 ex. 1

Additional homework
In their notebooks, students draw a picture of Erica, from Activity 3, giving apples to the horses.

Light on grammar 15'

Invite a pair of volunteers to read the first example aloud. Ask the class what information we need when we ask *What time: a time.* Then, get another pair of volunteers to read the second example aloud. Have the class point to the question word and say what information we need: *a place.* Finally, invite another pair of students to read the third example aloud. Explain that we use this question word to ask for information about a person, place or thing. Point out that all of the questions begin with a question word and then follow the same form as a Yes / No question. Finally, explain that we use *does* to ask about one person, place or thing. We use *do* to ask about more than one person, place or thing.

Anchor Complete with What, What time and Where. 5'

Have the class look at the questions. Tell students to complete the questions with the appropriate question words. Check by inviting volunteers to read the completed questions aloud.

Answer key:

- What time does she go to bed?
What do they do at 7 o'clock?
Where does she go at 8 o'clock?

Assign homework 5' AB page 7 ex. 2

Additional homework
In their notebooks, students write three questions about a family member using *What time...?* They draw clocks with the correct time for the answers.

Time to practise!

Warm-up: Guess the animal! 15'

Divide the class into four teams and assign an animal sound to each team. Say an action. Students make a sentence about a farm animal using the action. They make the sound when they are ready to say their sentence. Teams win one point for each correct sentence. The team with the most points at the end wins.

1 Listen and complete. 1.7 15'

Invite the class to look at the pictures and say what they can see: *a farm, a city, a boy*. Then, play track 1.7 and have students follow along in their books.

Ask them about Jason:

Where does Jason live?

When does he visit his aunt?

What does he do on the farm?

Play the CD again and tell students to listen and complete the text. Check by inviting volunteers to read the completed text aloud. Finally, ask students to close their books. Play the CD a third time and pause before the missing words. Encourage students to say the words aloud.

TRACK 1.7

NARRATOR: LISTEN AND COMPLETE.

JASON LIVES IN THE CITY. IN THE SUMMER, HE GOES TO VISIT HIS AUNT. SHE LIVES ON A FARM. LIFE IS VERY DIFFERENT ON A FARM. AT 6 O'CLOCK, THE [COCKEREL, SOUND EFFECT] WAKES UP AND SINGS. IT'S TIME TO WAKE UP! "OH, NO!" SAYS JASON, "I DON'T LIKE GETTING UP AT 6 O'CLOCK." IN THE MORNING, JASON GOES TO THE BARN TO MILK THE [COWS, MOOING SOUND EFFECT]. THEN, JASON AND HIS AUNT COLLECT EGGS FROM THE [HENS, CLUCKING SOUND EFFECT]. NEXT, JASON OPENS THE GATE FOR THE [SHEEP, BLEATING SOUND EFFECT] AND HE GIVES BREAD TO THE [DUCKS, QUACKING SOUND EFFECT]. IN THE AFTERNOON, JASON RIDES [HORSES, NEIGHING SOUND EFFECT]. HE LIKES THE FARM!

Answer Key:

cockerel / cows / hens / sheep / ducks / horses

Write the questions. 15'

Have students look at the word prompts and choose the correct question word for each question. Then, invite a volunteer to make the first question about Jason. Encourage the class to help if necessary. Next, form pairs and tell them to write the rest of the questions. Check by getting volunteers to read the questions aloud.

Answer the questions. 10'

Read the first question aloud and invite a volunteer to say the answer: *In the city*. Tell the class to write the answer on the line. Then, have them find answers for the rest of the questions in the text in Activity 1 and write them on the lines. Check by reading the questions aloud to elicit the answer.

Answer Key:

1. *Where does Jason live? In the city.*
2. *Where does his aunt live? On a farm.*
3. *What time does he get up? At 6 o'clock.*
4. *When do they milk the cows? In the morning.*
5. *When does he ride horses? In the afternoon.*

Assign homework 5'



AB page 8 ex. 1

Additional homework

In their notebooks, students draw a picture of Jason's activities.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 112 and student B looks at page 116. Tell students to take turns describing the scene to find the six differences. When they find a difference, they circle the animals. When they finish, check by eliciting the differences: *(The dog is sleeping) in student A's picture. (It's swimming) in student B's picture.*



Catch me if you can! (see page 10) 15'

Now play *Catch me if you can!* with Wh- questions. Have fun!

Assign homework 5'



AB page 8 ex. 2

Additional homework

In their notebooks, students write three facts about a friend: *His favourite colour is red. He plays in the park. He goes to bed at 8 o'clock.*

Time to write

1 Read and complete about Thomas. 10'

Ask the class if they live near their friends. Then, point out the questionnaire and invite two volunteers to read the questions and Thomas's answers. Next, have students complete the text with Thomas's information. Point out that we use you to ask Thomas questions. We use he to write about him. Encourage students to check their work with a friend. Finally, invite volunteers to read the completed text aloud.

Answer Key:

1 Read and complete about Thomas.

What's your name? Thomas	My friend's name is Thomas
How old are you? 8	He's 8
Where do you live? On a farm	He lives on a farm
What do you do in the evening? Feed the hens	He feeds the hens in the evening.
What's your favourite animal? A goat	His favourite animal is a goat
What do you do at the weekend? Ride horses	He rides horses at the weekend.

she to write about their friend. Finally, invite volunteers to read their texts to the class.

Answer Key:

Student's own drawing and answers.

Bulletin board idea 10'

Material: One sheet of white paper per group.

Divide the class into small groups and hand out the paper. Tell students to draw one animal that is a combination of three farm animals: *duck + pig + cockerel*. When they finish, they write the name of the animal at the top of the paper: *digrel*. Display the new animal pictures on the bulletin board and encourage groups to ask each other about the animals.

2 Complete the questions. 5'

Tell the class that they are going to interview a friend. Invite them to look at the first line and get a volunteer to complete the question: *What's your name?* Have students write the question on the line. After that, tell students to complete the rest of the questions. Finally, check as a class having volunteers read the questions aloud.

Answer Key:

What's your name?

How old are you?

Where do you live?

What do you do in the evening?

What's your favourite animal?

What do you do at the weekend?

3 Ask a friend and write the answers. 15'

Divide the class into pairs and have students ask each other the questions. Then, students write their friend's answers on the lines. Remind them that they do not need to write complete sentences. Finally, invite volunteers to say what their friend's answers are.

4 Draw your friend and write about him / her. 10'

Tell students to draw a picture of their friend in the box. Then, have them use their friend's answers to write a text about him / her. Tell them to use the text in Activity 1 as a guide. Remind them to use *he /*

Assign homework 5'

 AB page 9

The lighthouse keepers' story

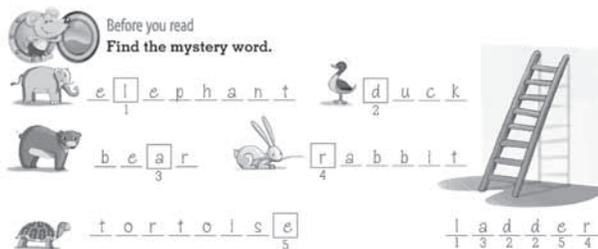


Before you read 10'

Find the mystery word.

Have students look at the animals and write the names. Then, invite volunteers to spell the words aloud to the class. Point out the picture and tell students to find the name of the object by writing the numbered letters on the lines. They should write each letter on the line with the same number. Get a volunteer to say the first letter: *l*. Finally, invite a students to say and spell the mystery word: *ladder*.

Answer Key:



Now read the story in groups. 15'

Divide the class into groups and assign roles. Students take turns reading the story aloud. Encourage the other students in the group to mime the actions as they hear them. When they finish, students switch roles and read the story again.

Assign homework 5'



AB page 10

Additional homework

Students think of a way to rescue Farmer Brown and draw a picture to illustrate it in their notebooks.

1 Listen to the first part of the story.



Invite the class to look at the pictures and say what they can see: *a farmer, a tree, a ladder, etc.* Get another volunteer to read the title aloud. Explain the meaning of *rescue*: *to save a person in a bad situation*. Encourage the class to give examples of rescues from TV or real life. Then, ask students to guess who is in a bad situation in the story. Accept all answers. Next, play track 1.8 and tell students to follow along in their books. Finally, ask students what the problem is: *Farmer Brown is in the tree. The ladder falls.* Invite the class to guess who rescues Farmer Brown. Accept all answers.

2 Listen to the second part of the story. 1.9 10'

Ask about the first part of the story: *Where's Farmer Brown? What's the problem?* Then, encourage students to show their pictures of how to rescue the farmer. Next, play track 1.9 and have the class follow along in their books. Then, ask students about the story: *Who hears Farmer Brown? What does the mouse do?* Finally, ask students what Farmer Brown can give to the animals to thank them. Accept all answers.

Now read the story in groups. 15'

Divide the class into groups of five and assign roles. Students read the whole story aloud and act out the parts. When they finish, invite a group to act out the story for the class.



After you read 5'

Read and circle.

Invite the class to look at the questions and say what they can see in each picture. Then, tell students to read and circle the correct picture. Check by getting volunteers to read the questions aloud and say which picture they circled.

Answer Key:



After you read
Read and circle.

1. Where is the farmer?
2. Why does the ladder fall?
3. Who saves the farmer?



Value: Using your imagination

Make a farm. 15'

Materials: One photocopy of craft template 1a, 1b and 1c per student, crayons, scissors, glue, green card (see the Values Section on the Teacher's Resource CD-ROM).

Write *IMAGINATION* on the board and invite the class to explain what it means: *You can create new ideas or places in your mind.* Hand out the templates and have students colour the pictures. Then, get them to cut them out. Tell students to fold along the lines and stick the figures together. Next, hand out the card. Students place the figures on the card to create a farm scene. Remind them to use their imagination to tell their own story about the farm animals. Finally, encourage them to play with their farm scene at home.

Assign homework 5'



AB page 11

Warm-up: Let's talk about New Zealand 10'

Materials: A map of the world, photos of Maori people, a New Zealand farm, sheep.

Write *New Zealand* on the board and invite volunteers to find it on the map. Help with clues if necessary: *It's in the Southern Hemisphere. It's in the Pacific Ocean. It's near Australia.*

Explain that the country consists of two islands. Pass around the photo of the Maori people. Tell students that these people came to New Zealand

from other islands hundreds of years ago. English sailors discovered New Zealand in the 1600s and 1700s. Many English-speaking people stayed in New Zealand. For this reason, English is the official language. New Zealand's weather is cold for most of the year, and it also rains a lot. Pass around the photo of the farm and explain that people in New Zealand produce meat, cheese and fruit. Ask students if they know why people from New Zealand are sometimes called *Kiwis*. Accept all answers.

Read and number the pictures. 15'

Invite the class to look at the pictures and describe what they see: *some islands, a boy eating ice cream, etc.* Then, get students to read the texts silently and number the pictures. When they finish, tell them to compare answers with a friend. Check as a class by getting students to read the texts aloud and describe the corresponding pictures.

Answer Key:

Listen and underline. 1.10 20'

Have the class look at Paul and his picture and invite a volunteer to read the text aloud. Then, tell students to read the questions and guess the answers. They should point to the answers that they guess. Next, play track 1.10 and tell students to underline the correct answer for each question. Check by reading the questions to elicit the answers. After that, get a volunteer to read the *Do you know?* box aloud. Ask the class if they have ever eaten kiwi fruit. Encourage them to say whether or not they liked it. Finally, ask the class why people from New Zealand are called *Kiwis*: *Because it's the national symbol of New Zealand.*

TRACK 1.10

NARRATOR: LISTEN AND UNDERLINE.
 PAUL: HI! I'M PAUL. MY FAVOURITE ANIMAL IS A KIWI. KIWIS ARE BIRDS. THEY'RE THE NATIONAL SYMBOL OF NEW ZEALAND.
 NARRATOR: TELL ME ABOUT KIWIS. CAN THEY FLY?
 PAUL: NO, THEY CAN'T FLY. THEY WALK AND RUN.
 NARRATOR: REALLY? AND WHAT DO THEY EAT?
 PAUL: THEY EAT INSECTS AND FRUIT.
 NARRATOR: OH! AND WHEN DO THEY SLEEP?
 PAUL: THEY SLEEP IN THE DAY, AND AT NIGHT THEY WAKE UP AND FIND FOOD.
 NARRATOR: AND CAN THEY RUN FAST?
 PAUL: YES, THEY CAN. A KIWI CAN RUN FASTER THAN A PERSON.
 NARRATOR: HOW LONG DO KIWIS LIVE?
 PAUL: IT DEPENDS, BUT THEY CAN LIVE UP TO 30 YEARS.

Answer key:

1. *No, they can't.*
2. *Insects and fruit.*
3. *In the day.*
4. *Yes, they can.*
5. *Up to thirty years.*

AB page 12 15'

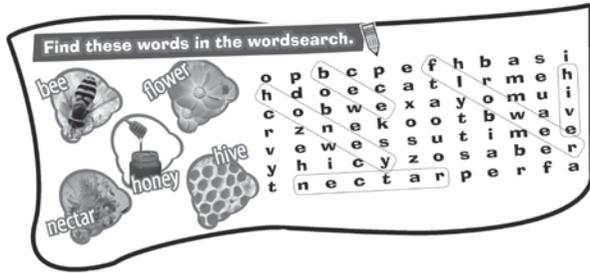
Check what you know!

Make an animal sound and encourage the class to guess the name of the animal. Then, tell them to choose a farm animal and write a riddle about it: *It's grey. It's got long ears. It eats hay.* Students read their riddles to another pair for them to guess the name of the animal: *donkey*. Finally, ask the class to complete the faces according to how they feel about what they know.

Find these words in the wordsearch. 10'

Point out the photos and invite volunteers to read the words aloud. Encourage students to say whether or not they like honey. Then, tell them to find the words in the wordsearch and circle them. When they finish, get them to compare answers to check.

Answer Key:



Read and stick. 15'

Invite a volunteer to read the question aloud and ask students to guess the answer: *from bees*. Next, ask students to use the stickers for *Light up the world* on page 13. Have students read the texts silently and find the corresponding stickers. Point out that the numbers in the spaces go with the numbers of the texts. After that, have students put the stickers in the spaces for each text. Finally, check by describing the pictures and getting students to say the numbers.

Answer Key:

Read and stick.

Honey is very popular in New Zealand, but where does it come from?

1 Bees use nectar to make honey. Bees get nectar from flowers. Nectar is almost 80% water with some complex sugars.

2 They use their long tongues to suck the nectar out of the flowers.

3 Bees keep nectar in their "honey stomachs." They have two stomachs - a honey stomach for nectar and a normal stomach.

4 Then the bees return to the hive and pass the nectar to the worker bees. They suck the nectar from the bee's stomach through their mouths.

5 The workers chew the nectar for half an hour. During this time, the complex sugars turn into simple sugars.

6 Finally, the bees put the nectar in the honeycombs. The water evaporates from it, making it into a thick syrup. The bees help the nectar dry by moving their wings.

7 The farmer takes out the honey and puts it into jars. Then, we can eat it!



Noughts and Crosses (see page 10) 15'

Now play *Noughts and Crosses* with simple *Wh-* questions: *What's your favourite colour?* Students say the answer: (*blue*). Have fun!

Assign homework 5'

Additional homework



AB page 13

My project



Grow an avocado plant.

Materials: One cup or jar and one fresh avocado stone, water, soil per student.

Invite the class to look at *My project* and tell them what materials they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 12 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

2 Happy pets



Objectives:

- learn words for pet jobs and accessories
- practise ways to tell people how to look after their pets
- talk about how often you do something with frequency adverbs
- ask about frequency of activities with *How often*



Light on new words

Pet jobs

brush the dog	/brʌʃ ðə dɒg/	_____
change the water	/tʃeɪndʒ ðə 'wɔː.tə/	_____
clean the cage	/kliːn ðə keɪdʒ/	_____
feed the fish	/fiːd ðə fɪʃ/	_____
give the dog a bath	/gɪv ðə dɒg ə bɑːθ/	_____
play fetch	/pleɪ fetʃ/	_____
stroke the cat	/strəʊk ðə kæt/	_____
walk the dog	/wɔːk ðə dɒg/	_____

Pet accessories

bone	/bəʊn/	_____
bowl	/bəʊl/	_____
cage	/keɪdʒ/	_____
collar	/'kɒ.lə/	_____
fish tank	/'fɪʃ tænk/	_____
hamster wheel	/'hæm.stə wi:l/	_____



Light on grammar

Frequency adverbs

We use frequency adverbs to talk about how often we do an activity. We use *always* when we do an activity all the time. We use *usually* when we do an activity on a regular basis. We use *sometimes* when we do an activity on some occasions, and we use *never* when we do not do an activity at any time. In this unit, we use frequency adverbs to talk about looking after pets.

How often

We use *How often* to ask about the frequency of activities. The question begins with *How often*. The rest of the question follows the same form as a *Yes / No* question. We can answer with frequency adverbs, or give more specific information by saying *every* + a time expression: *every day*. We can also say *on* + a day of the week: *On Wednesdays*. In this unit, we use *How often* to ask about looking after pets and routines.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to tell people how to look after their pets.

- Don't forget to feed the fish.
- Remember to give the dog a bath.



The lighthouse keepers' story Where's Fred?



Teaching tip

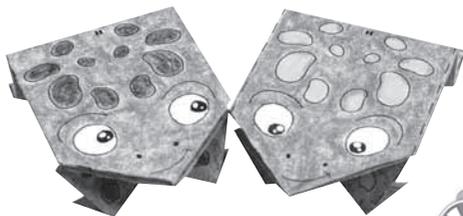
Using mime and physical actions in the classroom is very useful for introducing new vocabulary and structures such as words to describe actions, prepositions and commands. Learning through mime is a gradual process. Begin by giving a command and miming the action: *brush the dog, feed the cat, etc.* Then, give the command again and wait for students to imitate the actions. Next, give the command and wait for students to do the action by themselves. Finally, invite volunteers to give the commands for the class to mime. You can also incorporate reading and writing by writing an action on the board for students to mime, or by having students mime and getting a volunteer to write the action on the board.

Value: Working in a team

Working in a team means helping and supporting each other to achieve a common goal.



Make a jumping frog.



Basic competences

In this unit students will develop:

- *Linguistic competence* by using mime and visual association to help learn new language items (TB p. 25).
- *Competence in Knowledge and interaction with the physical world* by identifying the needs of animals and talking about their care (SB p. 14).
- *Linguistic competence* through reading descriptions of animals and guessing which animal it might be through a matching exercise (SB p. 15).
- *Mathematical competence* by relating pet jobs and the days of the week on a weekly planning graph (SB p. 16).
- *Interpersonal and civic competence* by becoming aware of the important help guide dogs provide for blind people (SB p. 17).
- *Competence in Autonomy and personal initiative* by completing and discussing a personalized survey on daily jobs in the family (SB p. 18).
- *Processing information and digital competence* in the classroom by accessing pronunciation / rhyme to check an exercise through a recording (SB p. 19).
- *Linguistic competence* by listening and reading a story about Show and Tell time at school while following the drawings that support contextual information (SB p. 20).
- *Linguistic competence* by listening and reading and then completing comprehension questions (SB p. 21).
- *Artistic and cultural competence* by learning about other countries whose language has contributed to the development of English such as Norway (SB p. 22).
- *Competence in Learning to learn* by reviewing key unit concepts and participating in memorable review activities such as making their own pet riddle cards for homework and learning useful revision techniques in the *Time to Check* section (SB p. 23).

2 Happy pets



Word scramble! (see page 10) 15'

Now play *Word scramble!* with pets.
Have fun!

1 Read and write the letters. 15'

Tell the class to look at the pictures and say the names of the pets they can see: *rabbit, dog, cat, etc.* Then, invite a volunteer to read the first sentence aloud and say the name of the child who is doing the action. Point out that the names are on the children's shirts. Next, students read the rest of the sentences and write the correct letter in the box. Check by getting volunteers to read aloud the sentences and say the letter of the picture. Finally, encourage them to tell you about their pets.

Answer Key:

Read and write the letters.

Sam gives his dog a bath. [R] 

Becky feeds her fish. [C] 

Tony strokes his cat. [G] 

Ken brushes his dog. [F] 

Gina cleans the cage. [A] 

Nick changes the water for his rabbit. [D] 

Eva plays fetch with her dog. [H] 

Laura walks her dog. [E] 



Listen and repeat. 1.11 10'

Play track 1.11 for the class to repeat. Play the CD again and have students repeat and point to the correct picture. Play the CD a third time for students to repeat and mime the actions as they hear them.

TRACK 1.11

NARRATOR: LISTEN AND REPEAT.
BOY: GIVE THE DOG A BATH.
GIRL: FEED THE FISH.
BOY: STROKE THE CAT.
GIRL: BRUSH THE DOG.
BOY: CLEAN THE CAGE.
GIRL: CHANGE THE WATER.
BOY: PLAY FETCH.
GIRL: WALK THE DOG.

Assign homework 5' **Additional homework** AB page 14 ex. 1

In their notebooks, students draw a picture of a pet they would like to have and choose a name for it.

Light on real language 20'

Invite the class to look at the photos and get a volunteer to read what the children say aloud. Explain that we use these expressions to remind someone to do something. Then, say *Don't forget to...* and mime an activity to look after a pet. Encourage the class to say the complete sentence: *Don't forget to (change the water).* Invite a volunteer to say the beginning of one of the sentences and mime a different activity for the class to guess. Next, divide the class into small groups and have them continue the game with other activities for looking after pets.

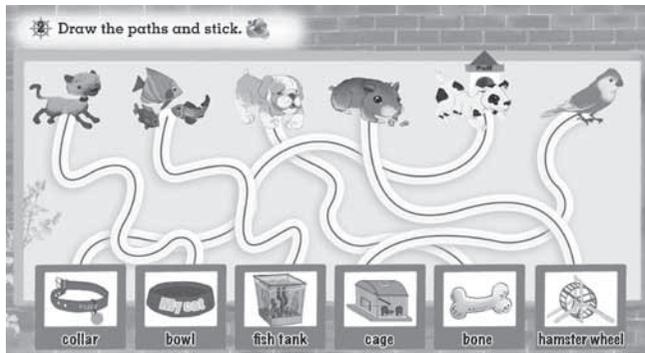
Assign homework 5' **Additional homework** AB page 14 ex. 2

Students imagine that they ask a friend to look after their pet. They should draw pictures of two jobs to do and label them: *Don't forget to (clean the cage). Remember to (change the water).*

2 Draw the paths and stick. 10'

Get the class to look at the pictures and name the pets. Then, tell them to use the stickers for Activity 2 on page 15. Tell students to point to the cat and draw the path to the correct space. Invite a volunteer to say what sticker goes in the space and why: *bowl* – *The bowl says My cat on it.* Help with pronunciation if necessary. Next, have students decide what animal the other accessories belong to, draw the remaining paths and put the stickers in the spaces. When they finish, check by saying the name of a pet accessory and getting volunteers to say the name of the pet.

Answer Key:



Listen and point. 1.12 5'

Play track 1.12 and tell students to listen and point to the pet accessories as they hear them.



TRACK 1.12

NARRATOR: LISTEN AND POINT.

GIRL: COLLAR.

BOY: BOWL.

GIRL: FISH TANK.

BOY: CAGE.

GIRL: BONE.

BOY: HAMSTER WHEEL.

Listen again and repeat. 1.12 10'

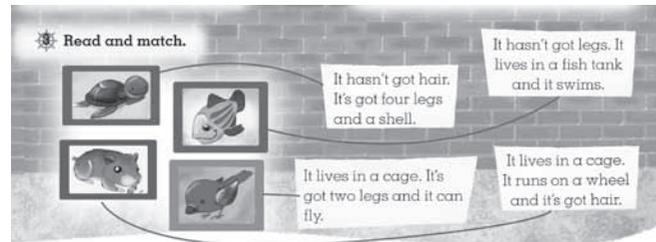
Play track 1.12 again and invite the class to repeat the words. Then, write the first letter of one of the words on the board. Encourage students to guess the pet accessory. If they cannot guess, write another letter. Continue until students guess the name of the pet accessory. Do the same with the other pet accessories.

3 Read and match. 5'

Tell the class to look at the pictures and say the names of the pets. Then, invite a volunteer to read the first description aloud. Encourage the class to guess which pet it is and tell what helped them guess: *the turtle / the word shell.* Next, have students read the rest of the descriptions silently and match

them to the corresponding pictures. Check as a class by inviting volunteers to read a description and choosing a friend to say the name of the pet.

Answer Key:



Light on real language

Talk with a friend about taking care of the animals. 10'

Get students to look at the pictures and identify the pets. After each one, get students to put up their hand if they have that pet. Then, elicit a job for looking after a hamster: (*clean the cage*). Invite a volunteer to make a sentence using *don't forget* or *remember* about that job: *Don't forget to (clean the cage).* Next, divide the class into pairs and have them take turns reminding each other about jobs to look after pets.



Draw and guess (see page 10) 5'

Now play *Draw and guess* with pet accessories vocabulary. Have fun!

Assign homework 5'

Additional homework

 AB page 15
Pictionary pages 96 and 97. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

She always feeds her

1 Listen and mark (✓). 1.13 15'

Have the class look at the chart and invite a volunteer to read the title aloud. Then, get students to guess what pet Sheba is: *a dog*. Tell students to look at the pictures and name the jobs for looking after Sheba. Then, elicit from students the meaning of the abbreviated words at the top of the chart: *days of the week*. Next, invite a volunteer to read the first activity aloud: *feed her*. Play track 1.13 and have students listen and mark the days that they hear for that job. Play the CD again and have students mark the days for the rest of the jobs. Check by getting volunteers to say the days for each job.

TRACK 1.13

NARRATOR: LISTEN AND MARK.

INTERVIEWER: HI, ZOE. IS THIS YOUR DOG?

ZOE: YES. HER NAME'S SHEBA.

INTERVIEWER: SHE'S VERY PRETTY! WHEN DO YOU FEED HER?

ZOE: I FEED HER EVERY DAY, OF COURSE. MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY AND SUNDAY. I ALWAYS FEED HER IN THE MORNING AND AT NIGHT.

INTERVIEWER: OK, AND WHEN DO YOU BRUSH HER?

ZOE: USUALLY ON TUESDAYS, THURSDAYS, SATURDAYS AND SUNDAYS. I WANT HER TO LOOK BEAUTIFUL.

INTERVIEWER: DO YOU GIVE HER A BONE?

ZOE: YES, I DO! SOMETIMES I GIVE HER A BONE ON SATURDAYS. IT'S A TREAT FOR HER WHEN SHE'S GOOD.

INTERVIEWER: AND DO YOU TAKE HER TO SCHOOL?

ZOE: NO, OF COURSE NOT. I NEVER TAKE HER TO SCHOOL.

Answer Key:

 Listen and mark (✓).  1.13

Taking care of Sheba							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
feed her 	✓	✓	✓	✓	✓	✓	✓
brush her 		✓		✓		✓	✓
give her a bone 						✓	
take her to school 							

2 Read and circle the correct option. 10'

Invite a volunteer to read the first sentence aloud and choose the correct option. Students circle it. Then, encourage the class to read the other sentences silently and circle the correct options. Check by getting volunteers to read the sentences with the correct option.

Answer Key:

Zoe *always* feeds her dog in the morning and at night. She *usually* brushes her on Tuesdays, Thursdays, Saturdays and Sundays. She *sometimes* gives her a bone on Saturdays. She *never* takes her to school.

Assign homework 5' AB page 16 ex. 1

Additional homework

Students make a pet using modelling clay. Then, on an index card, they write about the pet: *This is (Max). I give him a bath every week.*

Light on grammar 15'

Invite the class to look at the picture and say what they see: *a boy and his pet fish*. Tell students that the boy's name is Ben. Have them look at the chart and explain that the letters at the top are for the days of the week. Then, tell them to point to the word *always*. Ask them how many days are coloured for *always*: 7. Explain that we use *always* when we do an activity all the time. Then, get the class to point to *usually* and ask them how many days are marked for *usually*: 3. Explain that we use *usually* to talk about actions we do regularly. Have them point to *sometimes* and *never* and look at the days that are marked. Explain that we use *sometimes* to show that we do an activity, but not a lot. We use *never* when we do not do an activity at all. Point out that these words go before the verb in a sentence.

3 Talk about Ben with a friend. 15'

Invite a volunteer to read what the girl in the photo says. Then, tell students to look at the prompts and ask them to read the jobs for looking after pets. Next, invite a volunteer to make a sentence using the first pair of prompts: *Ben always feeds his fish*. After that, divide the class into pairs and tell them to make sentences with the other information about Ben. Finally, check by inviting volunteers to say a sentence about each job.

Answer Key:

 Talk about Ben with a friend.

	M	T	W	Th	F	Sat	Sun
always							
usually							
sometimes							
never							

Assign homework 5' AB page 16 ex. 2

Additional homework

In their notebooks, students draw an activity that they do *always*, *usually*, *sometimes* and *never*. Then, they label them: *I always (have a snack at school).*



2 Listen and underline the answers. 1.14 20'

Have the class look at the picture and describe what they see: *a class, a teacher, some students, a dog*, etc. Read the question word aloud: *How often?* Then, tell the class to read the questions and answers silently. Next, play track 1.14 and have students listen to find out what is happening in the picture: *A blind man is talking about his guide dog*. Then, play the CD again for students to underline the answers to the questions. Check by inviting volunteers to read the questions and answers aloud.

TRACK 1.14

NARRATOR: LISTEN AND UNDERLINE THE ANSWERS.
BOY 1: WHAT'S YOUR DOG'S NAME?
MAN: SHE'S CALLED BELLA.
BOY 2: HOW OFTEN DO YOU GO TO THE PARK?
MAN: WE GO TO THE PARK EVERY DAY. SHE LOVES TO RUN AND PLAY.
GIRL 1: HOW OFTEN DO YOU GIVE HER A BATH?
MAN: I GIVE HER A BATH EVERY MONTH. SHE DOESN'T LIKE BATHS.
GIRL 2: DO YOU GO SHOPPING WITH HER?
MAN: OH YES! WE GO TO THE SUPERMARKET EVERY WEEK. SHE LIKES THE SUPERMARKET.
BOY 3: DO GUIDE DOGS GO TO SCHOOL?
MAN: YES, THEY DO.
GIRL 3: HOW OFTEN DOES SHE GO?
MAN: SHE GOES TO GUIDE DOG SCHOOL EVERY WEEK.
BOY 4: HOW OFTEN DO YOU GIVE HER A BONE?
MAN: I GIVE HER A BONE EVERY DAY. SHE'S SUCH A GOOD DOG!

Answer Key:

1. Every day.
2. Every month.
3. Every week.
4. Every week.
5. Every day.

3 Listen and chant. 1.15 20'

Tell students to look at the picture and say what they see: *a dog and a cat*. Then, play track 1.15 and have students follow along in their books. Play the CD again and encourage them to chant along. Next, mime the actions in the chant for students to imitate. After that, divide the class into two groups. One group chants the first question and answer and the other group chants the second. When they finish, switch roles and do the chant again.

Assign homework 5' AB page 17 ex. 1

Additional homework
In their notebooks, students draw a picture of Bella, the guide dog, at school.

Light-on grammar 10

Invite a pair of volunteers to read the questions and answers aloud. Explain that we use *How often* at the beginning of a question to ask the frequency of an activity. Point out that the rest of the structure for this question is the same as a normal Yes / No question. We can answer with *every* and a time expression: *every day, every month, every year*, etc. This means we do the activity once in that period of time. We can also say *on* and the day of the week in the plural to show that we always do an activity on that day of the week.

Answer about you. 15'

Have students read the questions silently and write the answers in their books. Check by reading the questions aloud and inviting volunteers to read their answers. Then, encourage students to walk around the class and ask three friends the questions. If they have the same answer, they can give each other a high five.

Model Answer:

Every week.
Every month.
Every day.

Assign homework 5' AB page 17 ex. 2

Additional homework
In their notebooks, students stick five magazine cutouts of different activities. Then, they write a sentence for each: *I go shopping every week. I never eat tomatoes. I have exams every year*, etc.

Time to practise!

1 Complete about you. 10'

Invite the class to describe the pictures around the chart. Then, get a volunteer to read the first question that begins with *How often do you...* aloud. Tell students to read the remaining survey questions silently and write the answers to the questions in the first column. When they finish, ask volunteers the questions to elicit their answers.

Ask three friends and complete. 20'

Divide the class into groups of four. Then, have students point to the three spaces at the top of each column. They should write the names of the other students in their group. Tell them to take turns asking each other the survey questions and writing the answers in the chart. Finally, ask volunteers about their friends' answers.

Answer Key:

Student's own answers.

Assign homework 5' AB page 18 ex. 1

Additional homework
In their notebooks, students draw a picture of one of their friends' activities from the chart and label it: *(Kelly) helps her mum every day.*

2 Talk about the survey with a friend. 10'

Remind students of the survey and ask them which friends they asked. Then, invite volunteers to tell the class about one of their friends using the answers. Next, divide the class into pairs and have them talk about their friends' activities using their chart.

2 Sing a song. 1.16 15'

Ask the class to read the first verse of the song silently and find three words to describe how often people do something. Elicit the actions: *take the bus to school, ride our bikes, go by car.* Then, play track 1.16 and get students to follow along in their books. Play the CD again and encourage the class to sing along. Next, divide the class into three groups. One group sings each verse. When they finish, switch roles and repeat.

Pair work 10'

Divide the class into pairs: student A and student B. Student A looks at page 112 and student B looks at page 117. Tell them to look at the table about the jobs for looking after pets. They should ask each other questions with "How often...?" to complete the table. When they finish, get them to compare answers to check. Finally, check as a class by asking about each job.

Wrap-up: Silly sentences 10'

Materials: Photos of foods and activities, signs that say *every day, every week, every year, twice a day, three times a week.*

Invite three volunteers to come to the front. Two of the volunteers choose a photo each. The other volunteer chooses a sign. They hold up the photo and the sign together for the class to say the sentence: *I eat spaghetti and chocolate twice a day.* Then, the volunteers choose students to replace them. Continue with the rest of the signs and photos.

Assign homework 5' AB page 18 ex. 2

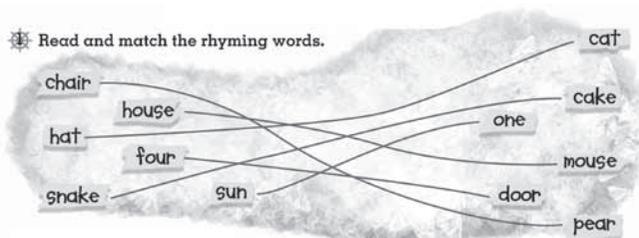
Additional homework
In their notebooks, students draw a picture of themselves and a family member. They draw a speech bubble for themselves with a question: *How often do you (eat ice cream)?* Then, they draw a speech bubble for their family member: *I eat ice cream (every week).*

Time to write

1 Read and match the rhyming words. 10'

Ask the class what rhyming words are: *words that end in the same sound*. Then, tell them to read the words silently. Get a volunteer to read the first word aloud: *chair*. Invite a different volunteer to say the corresponding rhyming word aloud: *pear*. After that, have students match the rhyming words individually. Finally, invite volunteers to read the pairs of words aloud. Encourage the class to say whether or not the words rhyme. Accept all answers.

Answer Key:



2 Listen and check. 1.17 5'

Play track 1.17 and have students check their answers. Play the CD again and pause it after the first word. Get the class to say the rhyming word and encourage them to say other rhyming words they know: *bear, hair*, etc. Do the same with the rest of the words.

TRACK 1.17

NARRATOR: LISTEN AND CHECK.
 NARRATOR: CHAIR, PEAR.
 HOUSE, MOUSE.
 HAT, CAT.
 FOUR, DOOR.
 SNAKE, CAKE.
 SUN, ONE.

Look and complete. 5'

Get the class to look at the first picture. Invite a volunteer to complete the phrase about the picture with a pair of rhyming words: *A fat cat in a hat*. Then, tell students to complete the other two phrases. Check by having volunteers read the phrases aloud.

Answer Key:

1. A fat cat on a hat.
2. A green pear on a chair.
3. A small mouse in a house.

2 Read the poem. 5'

Invite a volunteer to tell you which animal they can see in the picture: *a rabbit*. Then, have students read the poem and point to the rhyming words. Next, read the poem aloud and encourage students to read it aloud with you.

Draw a pet and complete the text. 10'

Get students to look at the poem again and have them identify the actions. Then, point out the incomplete text and ask what word can go in the first space: *the name of an animal*. Ask what information goes in the other spaces: *actions and the name of the animal*. Elicit possible actions: *read, dance, sing, run, jump*, etc. Next, tell students to draw a picture of an animal and complete the text about it. When they finish, encourage them to compare pictures and texts with a friend. Finally, invite volunteers to read their text aloud.

Model Answer:

Student's own drawing and answers.

Bulletin board idea 10'

Materials: Magazine cutouts of activities, one sheet of coloured card per group.

Display the cutouts and elicit the names of the activities. Choose an activity and say how often you do that activity: *every day, on Wednesdays*, etc. Then, divide the class into groups of six and hand out the paper. Each student in the group chooses an activity and sticks it onto the paper. Next, they write how often they do that activity beside the picture. When they finish, display the posters on the bulletin board. Invite students to look at the different posters and encourage them to say whether or not they do the same activities.

Assign homework 5'



AB page 19

The lighthouse keepers' story

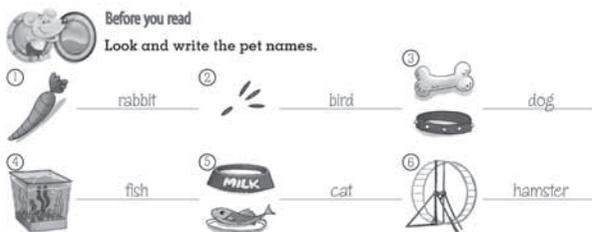


Before you read 10'

Look and write the pet names.

Have students look at the pictures and say what they see: a carrot, a bone, a hamster wheel, etc. Elicit the name of the pet for the carrot: a rabbit. Then, tell students to write the pet names for the other items. Check by saying the numbers and inviting volunteers to say and spell the name of the pet.

Answer Key:



Now read the story in groups. 15'

Divide the class into groups of five and assign the roles of narrator, Holly, the teacher, a boy in class and the school cook. Get students to read the story aloud. Encourage them to make frog sounds when other students in the group say *Fred: ribbit!*

Assign homework 5'



AB page 20

Additional homework

In their notebooks, students draw where Fred lives in Holly's house.

1 Listen to the first part of the story. 1.18 15'

Invite a volunteer to read the title of the story and have the class look at the pictures. Encourage students to guess which character is Fred. Accept all answers. Then, play track 1.18 and tell students to follow along in their books. Then, play the CD again. After each scene, ask where Fred is and what he is doing.

2 Listen to the second part of the story. 1.19 10'

Have the class look at the first part of the story again and ask what happens: *Who's Fred? Where does he go with Holly? What does he do?* Encourage students to guess what happens next in the story. Accept all answers. Then, play track 1.19 and have students follow along in their books. Next, get them to say what happened in their own words.

Now read the story in groups. 10'

Divide the class into groups of three and assign the roles of narrator, Holly and the headteacher. Students read the story aloud. When they finish, they switch roles and read the story again. Finally, read the story aloud and pause before key words. Encourage the class to say the words to continue the story.

Answer Key:

1. Her pet frog.
2. Every day.
3. The kitchen, the gym, the headteacher's office.
4. Holly and the cook.
5. Frogs.



After you read 10'

Answer the questions.

Have a volunteer read the first question aloud and answer it. Then, have students read the rest of the questions silently and write the answers in their books. Encourage students to compare answers with a friend. After that, check by inviting pairs to read the questions and answers aloud. Finally, encourage students to share funny stories about their pets.



Value: Working in a team

Make a jumping frog. 15'

Materials: One photocopy of craft templates 2a and 2b (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons and scissors.

Divide the class into groups of four. Hand out the templates and tell students to colour the frog patterns and cut them out. Then, for one frog, have them fold and unfold lines A, B and C. Next, get them to fold line C under lines A and B. Then, they fold lines D and E toward themselves. After that, they should fold lines F and G. Next, have them fold H and I to make the frog's back feet. Finally, they fold J and K to make the frog's front feet. Remind them to write their name on the bottom of their frog. Show the class how their frogs can jump. Next, tell students to make the second frog. Encourage them to work together and help each other when necessary. Explain that it is important to work in a team because we can help each other and have fun, too. When students finish, invite volunteers to show their frogs to the class.

Assign homework 5'



AB page 21

Warm-up: Let's talk about Norway 10'

Materials: A map of the world, photos of a glacier, whales, Vikings and a long boat, a rubber, a stapler and a paper clip.

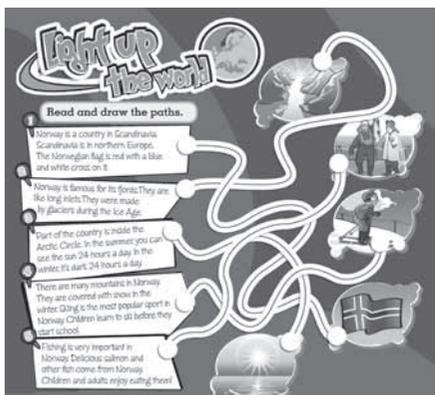
Write Norway on the board and invite volunteers to find it on the map. Help with clues if necessary. Point out the surrounding countries of Iceland, Finland, Sweden and Denmark, and explain that this region is called Scandinavia. Pass around the photo of the glacier and explain that there are many glaciers in Norway. There are also many whales in the sea around Norway. Encourage the

class to name other places where you can see whales: *Mexico, Canada, Japan*, etc. Ask the class if they know who the Vikings were. Explain that they lived in Scandinavia a thousand years ago. They travelled in boats to faraway places — even Canada! Pass around the pictures of the Vikings and the long boats. Point out that there are about four million people in Norway and that they speak Norwegian. Finally, hold up a rubber, a stapler, a pair of scissors and a paper clip and invite the class to guess which item was invented in Norway. Accept all answers.

Read and draw the paths. 15'

Invite the class to look at the pictures and describe what they see: *a flag, snow, a fish, water*. Then, invite a volunteer to read the first text aloud. Students draw the path to the corresponding picture. Ask how many countries the text is about and what country the flag is for: *Norway*. After that, tell students to read the other texts silently and draw the paths to identify the corresponding pictures. Check as a class by saying the number of the text and asking volunteers to say which picture goes with it. Get them to say what each picture shows about Norway: *Norway has got fjords. People catch lots of fish in Norway. Skiing is popular. In the summer, the sun shines twenty-four hours a day.*

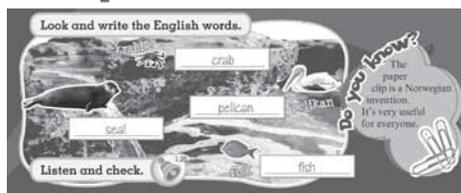
Answer Key:



Look and write the English words. 5'

Have students look at the pictures and point to the Norwegian words. Then, elicit the English name of the first animal: *crab*. Tell students to write the English names of the animals on the lines.

Answer Key:



Listen and check. 1.20 5'

Play track 1.20 for students to hear the Norwegian and English names of each animal. Play the CD again and encourage the class to repeat the names. Finally, invite a volunteer to read the text in the *Do you know?* box aloud. Explain that Johan Vaaler invented a kind of paper clip in 1899. There were other kinds of paper clips, but his became an important symbol of Norway.

AB page 22 15'

Check what you know! 🧐 🧐 🧐

Materials: One half-sheet of white paper per student, pictures of pet jobs and pet accessories. Divide the class into two teams and display the pictures. Say a *pet job* or *pet accessories* vocabulary item. Invite a student from one team to point to the corresponding picture on the poster. Continue with other vocabulary items. Teams win one point for each correct answer. Next, divide the class into pairs and hand out the paper. Students write sentences about how often they do three different activities. After that, students take turns asking and answering three questions about how often they do other activities. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and stick.



Ask students to use the the stickers for page 23 and invite them to look at the pictures and say what they can see. Next, have students read the different parts of the text silently and choose the corresponding stickers. Check as a class by inviting volunteers to read parts of the text in order and getting students to hold up the correct sticker for each one. Ask questions about each text:

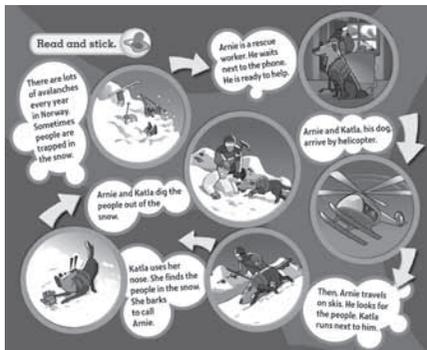
Who's Arnie and what's his occupation?

Who's Katla?

Who do they help and how?

As students answer questions about each text, have them put the sticker in the corresponding space.

Answer Key:



Listen and underline.



Ask the class what they can see in the picture: a rescue dog. Then, have students tell you what they remember about rescue dogs from the previous activity. Next, tell students to read the questions silently and guess the answers. After that, play track 1.21 and have them underline the correct answer for each question. Check by inviting volunteers to read the questions and answers aloud.

TRACK 1.21

NARRATOR: LISTEN AND UNDERLINE.

INTERVIEWER: HELLO ARNIE! IS THIS YOUR DOG?

ARNIE: YES, HER NAME IS KATLA. SHE'S A RESCUE DOG.

INTERVIEWER: AH, DOES SHE GO TO A SPECIAL SCHOOL FOR RESCUE DOGS?

ARNIE: YES, RESCUE DOGS START SCHOOL WHEN THEY ARE ONE YEAR OLD.

INTERVIEWER: OK, HOW OFTEN DOES SHE GO TO SCHOOL?

ARNIE: SHE GOES EVERY WEEK. SHE'S VERY INTELLIGENT AND SHE LIKES TO LEARN.

INTERVIEWER: IS SHE STRONG?

ARNIE: YES, SHE'S VERY STRONG. SHE CAN PULL A BIG MAN OUT OF THE SNOW.

INTERVIEWER: OH! WHAT DOES SHE WEAR WHEN SHE'S WORKING?

ARNIE: WELL, SHE WEARS AN ORANGE JACKET SO I CAN SEE HER IN THE SNOW.

INTERVIEWER: SO, HOW DOES SHE FIND PEOPLE IN THE SNOW?

ARNIE: SHE USES HER NOSE. DOGS HAVE GOT A VERY GOOD SENSE OF SMELL.

INTERVIEWER: THANK YOU, ARNIE! THANK YOU, KATLA!

Answer Key:

1. When they're 1 year old.
2. Every week.
3. She's strong.
4. An orange jacket.
5. With her nose.

Assign homework



Additional homework



AB page 23

My project



Make pet riddle cards.

Materials: One sheet of card, a ruler per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and 95 and the *Time to check* section on page 22 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

3

School picnic!



Objectives:

- learn verbs to talk about preparing for a picnic
- learn the words to talk about picnic items
- practise ways to offer and accept foods and drinks
- talk about quantities with *a little*, *a few* and *lots of*
- ask questions about quantities with *How much* and *How many*



Light on new words

Verbs 1

bake	/beɪk/	_____
buy	/baɪ/	_____
carry	/'kæ-rɪ/	_____
cook	/kʊk/	_____
look for	/lʊk fə/	_____
pack	/pæk/	_____
prepare	/'prɪ-'peə/	_____

Picnic

basket	/'bɑ:s-kɪt/	_____
brownie	/'braʊ-ni/	_____
cherry	/'tʃe-rɪ/	_____
flask	/'flæsk/	_____
grapes	/'greɪps/	_____
muffin	/'mʌ-fɪn/	_____
pasta	/'pæs-tə/	_____
peach	/'pi:tʃ/	_____
peanuts	/'pi:nʌts/	_____
tablecloth	/'teɪ-bəl-klɒθ/	_____



Light on grammar

A little / a few / lots of

We use *a little*, *a few* and *lots of* to talk about the quantities of things. We say *a little* and *a few* when the quantity is small. We use *a little* with uncountable nouns and *a few* with countable nouns. We say *lots of* when the quantity is large. We use *lots of* with both countable and uncountable nouns. In this unit, we use *a little*, *a few* and *lots of* to talk about foods and drinks.

How much / How many

We use *How much* and *How many* to ask about quantities. We use *How much* with uncountable nouns and *How many* with countable nouns. In this unit, we use *How much* and *How many* to ask about quantities of food and drink.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions for offering and accepting food and drink.

- Would you like a sandwich?
Yes, please.
- Would you like some lemonade?
No, thank you.



The lighthouse keepers' story Hide and seek



Teaching tip

Listening skills are vital in developing language and communication. Here are a few ideas on how to improve your students' listening skills:

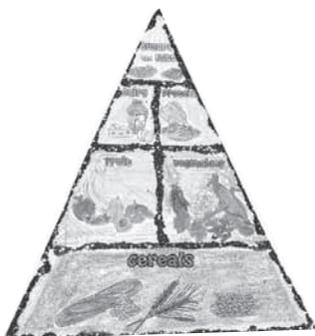
- 1) Before a listening activity, you can play a short game: Tell students to close their eyes. Then, make noises with classroom objects and invite students to guess where each noise is coming from.
- 2) Give clear and concise instructions before an activity, but do not repeat yourself automatically. Allow students time to process what they need to do and ask questions if necessary.
- 3) Help students to understand the context of the listening text before they need to answer questions about it. Point out the pictures in the Student's Book and allow students to look at questions and tables before they listen.
- 4) Choose a word that appears frequently in a listening text and get students to clap their hands every time that they hear it.
- 5) Invite the class to imagine information about the person who is talking or the characters in a story.
- 6) Finally, encourage students to focus on the information they need for the activity and help them to understand that they do not need to know every word.

Value: Eating sensibly

Eating sensibly means eating the right balance of different kinds of food.



Make a food pyramid.



Basic competences

In this unit, students will develop:

- *Linguistic competence* by using mime and visual association to help learn new language items (TB p. 37).
- *Interpersonal and civic competence* by recognising and practising the use of polite formulaic language for making offers and either accepting or refusing (SB p. 24).
- *Artistic and cultural competence* by playing Draw and guess with the new picnic vocabulary they have learnt (SB p. 25).
- *Mathematical competence* by relating general quantities and uncountable nouns by creating visual relationships between: a little, a few and lots of (SB p. 26).
- *Linguistic competence* by practising unscrambling countable and uncountable questions, learning a chant to help remember the difference and then recognizing the correct use of much and many (SB p. 27).
- *Processing information and digital competence* in the classroom by listening to different speakers with their own particular pronunciation (SB p. 28).
- Competence in Learning to learn by correcting mistakes in a text (SB p. 29).
- *Linguistic competence* by listening and reading a story about helping wild animals in the forest while following the drawings that support contextual information (SB p. 30 and 31).
- *Competence in Knowledge and interaction with the physical world* by identifying information about South Africa (SB p. 32).
- *Competence in Autonomy and personal initiative* by designing their own personal menu for homework based on the *My project* section (SB p. 33).

3

School picnic!



Hot potato (see page 10)

10'

Play *Hot potato* with the names of food and drink items. Have fun!

1 Listen and find the people. 1.22 10'

Invite the class to look at the unit title and have a volunteer read it aloud. Ask students if they like picnics. Then, point out the children in the picture and encourage the class to guess what their favourite kinds of food are. Explain that they are preparing a picnic. Next, tell students to close their books. Play track 1.22 and have them put up their hands every time they hear a child's name. Then, tell them to open their books. Play the CD again and have students point to the children as they hear their names.

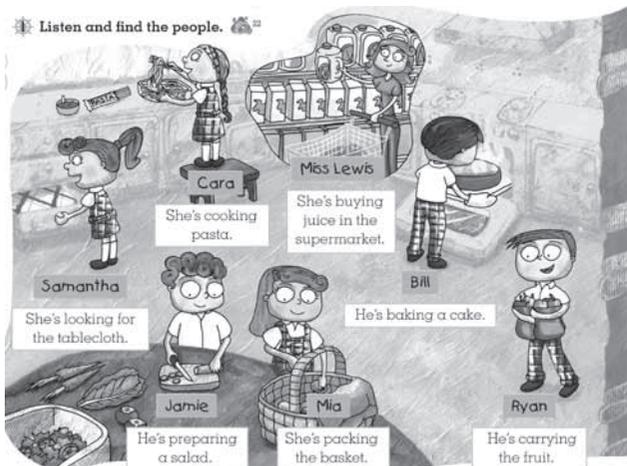
TRACK 1.22

NARRATOR: LISTEN AND FIND THE PEOPLE.
 NARRATOR: FIND BILL. HE'S BAKING A CAKE.
 FIND CARA. SHE'S COOKING PASTA.
 FIND JAMIE. HE'S PREPARING A SALAD.
 FIND RYAN. HE'S CARRYING THE FRUIT.
 FIND MIA. SHE'S PACKING THE BASKET.
 FIND SAMANTHA. SHE'S LOOKING FOR THE TABLECLOTH.
 FIND MISS LEWIS. SHE'S BUYING JUICE IN THE SUPERMARKET.

Listen again and stick. 1.22 10'

Tell students to use the stickers for Activity 1 on page 24. Play track 1.22 again and have students point to the stickers that go with each child. Then, play the CD again and get students to put the stickers in the spaces. Check by saying the actions and asking volunteers to say the corresponding names.

Answer Key:



Listen and repeat. 1.23 10'

Play track 1.23 for students to repeat the verbs. Play the CD again and have them mime each action as they say the word.

TRACK 1.23

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: COOK.
 BUY.
 BAKE.
 LOOK FOR.
 PACK.
 PREPARE.
 CARRY.

Assign homework 5' AB page 24 ex. 1

Additional homework

In their notebooks, students draw a picture of a picnic with their family.

Light on real language 20'

Invite the class to look at the children in the photo and ask them what they see: *A girl with a sandwich. A boy.* Then, ask a pair of volunteers to read the question and answer aloud. Explain that we ask this question to offer someone a food item. Ask the class if the boy wants the sandwich: *Yes, he does.* Point out that it is polite to say *Yes, please* to accept an offer. Next, get a pair of volunteers to read the second question and answer aloud. Point out that we use *some* to talk about food and drink items that we cannot count: *orange juice, pasta, cheese, etc.* We also use it to talk about more than one food: *bananas, strawberries, etc.* Ask the class if the boy wants the lemonade: *No, he doesn't.* Point out that it is polite to say *No, thank you* when we do not want to accept something. After that, divide the class into pairs and encourage students to practise offering and accepting food and drink.

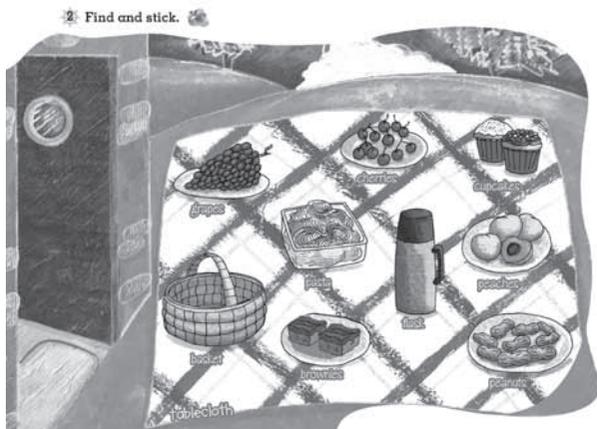
Assign homework 5' AB page 24 ex. 2

Students stick three magazine cutouts of food and drink items into their notebooks and write three offers: *Would you like (some carrots)? Would you like (a biscuit)? Would you like (some pizza)?* Then, they write the answers.

2 Find and stick. 10'

Ask the class to look at the picture and describe it: *Everything is ready for a picnic.* Then, tell students to use the stickers for Activity 2 on page 25 and unscramble the words in the spaces to decide where each sticker goes. Get them to compare answers with a friend to check. Finally, have students put the stickers in the spaces.

Answer Key:



3 Listen and repeat. 1.24 10'

Play track 1.24 for students to repeat the picnic items. Then, write the first letter of one of the words on the board and encourage the class to guess the word. If they cannot, write the next letter on the board. Continue until students guess the word. Do the same with the rest of the items.

TRACK 1.24

NARRATOR: LISTEN AND REPEAT.

NARRATOR: GRAPES.
CHERRIES.
MUFFINS.
PASTA.
FLASK.
PEACHES.
BASKET.
BROWNIES.
PEANUTS.
TABLECLOTH.

Light on real language

4 Talk about the food with a friend. 10'

Ask the class what other food items they eat at a picnic. Then, have them look at the pictures and say what they are. After that, divide the class into pairs and tell them to take turns offering the food items to each other. Finally, ask some volunteers if they would like one of the food items.

5 Sing a song. 1.25 10'

Play track 1.25 and tell students to follow along in their books. Then, play the CD again and encourage the class to sing along. Next, divide the class into two groups. One group sings the first verse and the other sings the second verse. Both groups sing the chorus. When they finish, switch roles and sing the song again.



Draw and guess (see page 10) 10'

Now play *Draw and guess* with picnic vocabulary items. Have fun!

Assign homework 5'



AB page 25

Additional homework

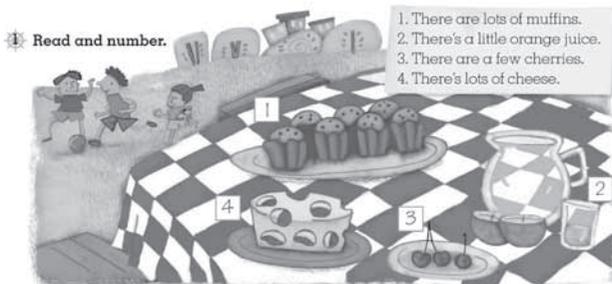
Pictionary pages 98 and 99. Students identify the pictures and write the corresponding words. Then, they write a sentence for each. Finally, they listen to the words in this unit's section of the CD in class.

There's a lot of pasta

1 Read and number. 10'

Get students to look at the picture and say what they see: *a picnic, cheese, muffins, etc.* Then, invite a volunteer to read the first sentence aloud. Ask the class what picture it refers to: *the muffins*. Elicit the number of muffins on the table: *seven*. Tell students to write *1* in the box next to the muffins. Have them do the same with the rest of the sentences. Finally, check as a class by saying the number to elicit the name of the food or drink.

Answer Key:

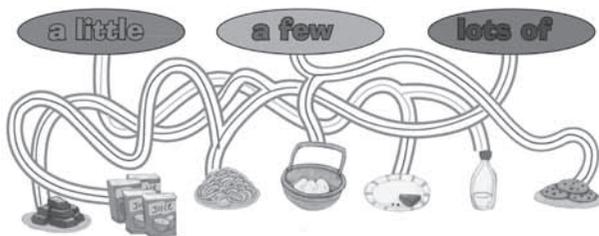


2 Colour and draw the paths. 10'

Tell students to read the headings silently and colour them with three different colours. Then, have them draw the paths to discover which expression goes with each food item.

Answer Key:

2 Colour and draw the paths.



3 Listen and check. 1.26 10'

Play track 1.26 and have students point to the foods as they hear them. Then, encourage them to deduce when we use *a little*, *a few* and *lots of*. Accept all answers.

TRACK 1.26

NARRATOR: LISTEN AND CHECK.
NARRATOR: THERE'S A LITTLE WATER AND A LITTLE CAKE.
THERE ARE A FEW BISCUITS AND A FEW EGGS.
THERE'S LOTS OF JUICE AND LOTS OF SPAGHETTI.
THERE ARE LOTS OF BROWNIES.

Assign homework 5'

Additional homework

AB page 26 ex. 1

In their notebooks, students copy one of the sentences from Activity 1 and draw a picture to illustrate it.



Light on grammar

15'

Invite volunteers to read the first two sentences aloud and have students point to the highlighted words. Explain that we use *a little* and *a few* to talk about a small quantity. We use *a little* for food items and drink that are uncountable. Elicit examples of food and drink that go with *a little* from page 26: *cheese, water*. Explain that we use *a few* when the foods are countable. Elicit examples: *muffins, peaches, grapes, cherries, eggs*. Then, invite a volunteer to read the third sentence and have students point to the highlighted words. Explain that we use *lots of* to talk about large quantities of foods. When we use *lots of* with countable nouns, we use the verb *to be* in the plural: *are*; when we use it with uncountable nouns, we use the verb *to be* in the singular: *is*.

4 Look and complete. 10'

Ask students what they see in the first picture: *water*. Then, ask them if there is a small or a large amount: *a small amount*. Invite a volunteer to read the complete sentence aloud. After that, students complete the rest of the sentences. Check by inviting volunteers to read their sentences aloud.

Answer Key:

There's a little water.
There are a few grapes.
There are lots of muffins.
There's lots of pasta.

Assign homework 5'

Additional homework

AB page 26 ex. 2

In their notebooks, students write about three food or drink items they've got at home: *There's lots of cheese. There's a little juice. There are a few bananas.*

3 Listen and unscramble the questions. 1.27 15'

Invite the class to look at the illustration and identify the food items they can see. Then, play track 1.27 and ask students what the children are talking about: *the quantity of food items for their picnic*. Encourage them to say the names of food items that they hear. Next, play the CD again. Tell students to listen for questions about the food items and unscramble them. They should write the questions on the lines. Play the CD one more time for them to check. Finally, check as a class by getting volunteers to read the questions aloud.

TRACK 1.27

NARRATOR: LISTEN AND UNSCRAMBLE THE QUESTIONS.
BOY: ARE WE READY FOR THE PICNIC?
GIRL: YES, EVERYTHING IS READY!
BOY: HOW MUCH CHOCOLATE IS THERE?
GIRL: THERE'S LOTS OF CHOCOLATE. MMM, IT'S DELICIOUS! AND HOW MANY CHERRIES ARE THERE?
BOY: THERE ARE A FEW. MMM. THEY'RE MY FAVOURITE. WHAT ABOUT CHEESE? HOW MUCH CHEESE IS THERE?
GIRL: CHEESE? THERE'S A LITTLE CHEESE! HOW MUCH CAKE IS THERE?
BOY: THERE'S LOTS OF CAKE. OH! YUM YUM. HOW MANY EGGS ARE THERE?
GIRL: THERE ARE A FEW EGGS. LET ME COUNT THEM, ONE, TWO, THREE. THREE EGGS.
BOY: I WANT TWO!
GIRL: YOU CAN HAVE THREE. I DON'T LIKE EGGS.
BOY: AND PEARS? HOW MANY PEARS ARE THERE?
GIRL: THERE ARE A FEW PEARS. HOW MUCH JUICE IS THERE?
BOY: THERE'S LOTS OF JUICE. GREAT!

4 Listen again and answer. 1.27 15'

Play track 1.27 again. This time, have students listen and write the answers to the questions. Play the CD twice. Then, tell students to compare answers with a friend. Check as a class by asking the questions to elicit the answers.

Answer Key:

1. How much chocolate is there? Lots.
2. How many cherries are there? A few.
3. How much cheese is there? A little.
4. How much cake is there? Lots.
5. How many eggs are there? A few.
6. How many pears are there? A few.
7. How much juice is there? Lots.

Assign homework 5' AB page 27 ex. 1

Additional homework

In their notebooks, students copy three of the questions from Activity 3 and draw pictures to illustrate them.

4 Listen and chant. 1.28 15'

Invite the class to look at the chant and identify the picture: *a picnic basket*. Then, play track 1.28 and have students follow along in their books. Play the CD again and encourage students to chant along. After that, get the class to stand in a circle and tell them to hold hands. Play the CD again and have students go around the circle as they chant the first verse. When they chant the second verse, they switch directions.

Light on grammar 10'

Invite a pair of volunteers to read the questions aloud and tell students to point to the highlighted words. Explain that we use *how many* and *how much* to ask about the quantity of something. We use *How many* with things we can count. We always use *are* with *How many*. We use *How much* to ask about uncountable things. We always use *is* with *How much*. Finally, invite volunteers to say the questions using other food and drink items.

Read and circle. 10'

Tell students to look at the first sentence and ask them whether we can count biscuits: yes. Then, invite a volunteer to read the first question aloud, choosing the correct option. After that, have students read the other questions silently and circle the correct option for each. Check as a class by getting volunteers to read the questions aloud.

Answer Key:

How many biscuits are there?
How much pasta is there?
How many peaches are there?
How much ice cream is there?

Assign homework 5' AB page 27 ex. 2

Additional homework

Students make a food or drink item with modelling clay. On an index card, they write a question about the quantity: *How much (cheese) is there?*

Time to practise!

1 Read and draw. 20'

Have students say what they can see in the picture: *empty containers*. Then, invite volunteers to read what the girl says aloud. Next, divide the class into pairs and tell them to draw the correct quantity of food and drink in the corresponding spaces. Finally, encourage pairs to compare their drawings.

Answer Key:

Student's own drawings.

Assign homework 5'



AB page 28 ex. 1

Additional homework

In their notebooks, students write three sentences with *lots of*, *a little* and *a few*. Then, they draw pictures to illustrate the sentences.



2 Listen and circle the correct picture. 1.29 15'

Point out the people and the pictures of the food items and drink. Invite volunteers to name the food items they see. Then, play track 1.29 and ask the class what is happening in the situation: *A boy is offering food and drink to his family*. Next, play the CD again and have students circle the correct food quantity for each person. Play the CD one more time for them to check their answers. Finally, check as a class by saying the name of each person to elicit the food or drink that he / she wants.

TRACK 1.29

NARRATOR: LISTEN AND CIRCLE THE CORRECT PICTURE.
 BOY: HELLO, GRANDAD. HOW MUCH ICE CREAM WOULD YOU LIKE?
 GRANDAD: LOTS OF ICE CREAM, PLEASE. I LOVE ICE CREAM!
 BOY: YES, SURE. HERE YOU ARE.
 GRANDAD: THANK YOU.
 BOY: AUNT CARLA, WHAT DO YOU WANT?
 AUNT: CAN I HAVE SOME SPAGHETTI?
 BOY: HOW MUCH DO YOU WANT?
 AUNT: A LITTLE, THANK YOU.
 BOY: COUSIN JULIAN, WOULD YOU LIKE A BROWNIE?
 COUSIN JULIAN: NO, I DON'T LIKE BROWNIES. CAN I HAVE A SANDWICH?
 BOY: ONLY ONE?
 COUSIN JULIAN: YES. I'M NOT VERY HUNGRY.
 GRANNY: CAN I HAVE SOME BISCUITS?
 BOY: OK, GRANNY. HOW MANY DO YOU WANT?
 GRANNY: LOTS OF BISCUITS. I LOVE CHOCOLATE CHIP BISCUITS!
 BOY: HERE YOU ARE.
 GRANNY: THANK YOU. THESE ARE DELICIOUS!
 BOY: DAD, DO YOU WANT SOME ORANGE JUICE?
 DAD: YES, PLEASE.
 BOY: HOW MUCH JUICE DO YOU WANT?
 DAD: LOTS OF ORANGE JUICE. I'M VERY THIRSTY!
 BOY: HERE YOU GO.
 DAD: THANK YOU. YOU'RE A GREAT CHEF, SON!

Answer Key:

Listen and circle the correct picture. 1.29



Pair work 10'

Divide the class into pairs: student A and student B. Student A looks at page 113 and student B looks at page 117. Tell them to take turns asking about the food in each other's shopping trolley and drawing them with the correct quantity in their own shopping trolley. When they finish, get them to compare pictures to check.



Catch me if you can! (see page 10) 15'

Now play *Catch me if you can!* with *a little*, *lots of* and *a few*. Have fun!

Assign homework 5'



AB page 28 ex. 2

Additional homework

In their notebooks, students draw the family from Activity 2 eating their food.

Time to write

1 Circle with the corresponding colour. 10'

Invite the class to look at the word box and ask them what common nouns and proper nouns are: *Common nouns are names for types of people, things and places: boy, restaurant, park. Proper nouns are names for specific people, things and places: Pete, McDonald's, Hyde Park.* Point out that proper nouns begin with capital letters. Next, divide the class into pairs and have students circle the common nouns in red, and the proper nouns in green. Finally, check by inviting volunteers to read the words aloud and say whether they are common or proper nouns.

Answer Key:

Circle with the corresponding colour.

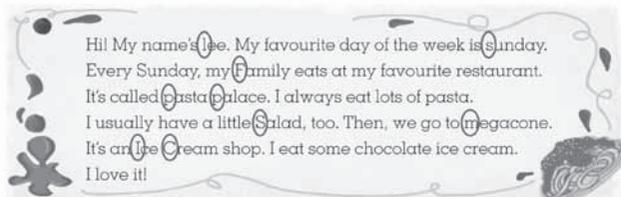


2 Read and circle nine mistakes. 10'

Invite the class to look at the text and find the boy's name: *Lee*. Have them point to the picture of Lee at the top of the page. Ask students what is wrong with the boy's name in the text: *It needs a capital letter.* Have students circle the letter *l*. Then, tell them to read the text silently and circle eight other mistakes. When they finish, encourage them to compare answers with a friend. Finally, invite volunteers to read the text aloud. Get students to put up their hand when they hear a word that has got a mistake.

Answer Key:

Read and circle nine mistakes.



3 Rewrite the text correctly. 10'

Tell students to write the text correctly on the lines. When they finish, they compare texts with a friend to check.

Answer Key:

Hi! My name's Lee. My favourite day of the week is Sunday. Every Sunday, my family eats at my favourite restaurant. It's called Pasta Palace. I always eat lots of pasta. I usually have a little salad too. Then, we go to Megacone. It's an ice cream shop. I eat some chocolate ice cream. I love it!

Bulletin board idea 15'

Materials: One sheet of poster paper per group, magazine cutouts of local buildings, food and places, a piece of card per group, glue, sticky tape.

Divide the class into groups of six and hand out the materials. Tell them to write *My favourite things* at the top of the sheet of poster paper. Next, have them choose magazine cutouts of their favourite things and stick them onto the poster paper. Students should label the pictures: *My favourite (food) is (pizza).* After that, students cover the nouns in the sentence with a piece of card taped at the top. When they finish, display the posters on the bulletin board and encourage students to look at them and guess what the favourite things are. They can check by lifting the piece of paper for each item.

Assign homework 5'

 AB page 29

The lighthouse keepers' story



Before you read 10'

Find these words in the wordsearch.

Ask the class to look at the pictures and invite a volunteer to read the words aloud. Point out that the pictures show the meanings of the words. Explain *hungry* and *bored* if necessary. Then, tell students to find the words in the wordsearch and circle them. When they finish, have them compare answers with a friend to check.

Answer key:

Before you read
Find these words in the wordsearch.

forest hungry wing bored owl



Value: Eating sensibly

Make a food pyramid. 15'

Materials: One photocopy of craft templates 3a and 3b (see the Values Section on the Teacher's Resource CD-ROM) per student, scissors, glue, crayons, glitter.

Hand out the templates and get students to cut out all the parts of the food pyramid and stick them together. Next, invite the class to identify the food in the pyramid. Explain that there is some food that we can eat lots of, and other foods that we should eat only a little of. Explain that the food at the bottom of the pyramid is healthy. We need to eat more of this food. The food at the top of the pyramid is not very healthy. We should not eat this food every day. Finally, have students colour the pyramid and decorate it with glitter. Encourage them to display it at home and use it to eat well.

1 Listen to the first part of the story. 1.30 10'

Ask the class to look at the pictures and invite a volunteer to read the title aloud. Mime the meaning of this game. Then, encourage students to guess what the story is about. Accept all answers. Next, play track 1.30 and have them follow along in their books. Ask about each scene in the story:

Scene 1: *Are Jill and Barry having fun?*

Scene 2: *What do they decide to do?*

Scene 3: *Who counts and who hides?*

Scene 4: *What does Jill find?*

Invite students to say whether or not they have played hide and seek before and if they think it is fun.

Now read the story in groups. 10'

Divide the class into groups of four and assign the roles of narrator, Jill, Barry and Mum. Tell them to read the story aloud. When they finish, invite one group to read the story to the class.

Assign homework 5'



AB page 30

Additional homework

In their notebooks, students draw what they think happens next in the story.

2 Listen to the second part of the story. 1.31 15'

Ask the class about the first part of the story: *Who's in the story? Where are they? What does Jill find?* Then, encourage students to compare their pictures from the *Additional homework* with a friend. Next, play track 1.31 and have students follow along in their books. Finally, ask who has drawn the actual ending of the story.

Now read the story in groups. 15'

Divide the class into groups of five and assign the roles of narrator, Mum, Jill, the vet, Dad and Barry. Ask them to read the whole story aloud and encourage them to imitate the actions in the pictures. When they finish, have them switch roles and read the story again. Finally, invite a group to read the story to the class and act it out.



After you read  10'

Number the sentences.

Have students read the sentences silently. Then, invite a volunteer to read what happens first in the story: *Jill and Barry are bored*. Next, divide the class into pairs and tell them to number the sentences according to the order of the story. Check as a class by getting volunteers to read the sentences aloud in order.

Answer key:



After you read

Number the sentences.

Barry and Dad come out of the forest.  6

Jill finds an owl.  3

Jill and Barry play hide and seek.  2

The vet takes the owl to the animal hospital.  5

Mum calls the vet.  4

The family has lunch.  7

Jill and Barry are bored.  1

Assign homework 5'



AB page 31

Read and complete with the words in the box. 15'

Have students look at the words in the box and invite volunteers to read them aloud. Next, get a volunteer to read the first sentence aloud and complete it with a word from the box. Then, divide the class into pairs and tell them to read the text and write the words in the corresponding spaces. Check as a class by inviting volunteers to read the completed text aloud.

Answer key:

Read and complete with the words in the box.

Table Mountain is a famous mountain in Cape Town. The top of the mountain is a plateau. It looks like a table. The mountain is part of Table Mountain National Park.

The mountain has got a cable car. It takes people to the top of the mountain. They can see many beautiful things.

Lots of plants and animals live at Table Mountain. Some of the animals are baboons and snakes. The Table Mountain Ghost Frog doesn't live in any other place in the world!



Noughts and Crosses (see page 10) 10'

Now play Noughts and Crosses with picnic vocabulary items, verbs and *lots of, a little and a few*. Have fun!

Assign homework 5'



AB page 33

Additional homework

My project

Design a menu.

Material: One large sheet of card per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 95 and the *Time to check* section on page 32 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

Solve the crossword puzzle. 15'

Tell the class to point to number 1 in the crossword puzzle and read the first clue aloud. Invite a volunteer to say and spell the answer: *zebra*. Have students write *zebra* in the puzzle. Then, get them to read the rest of the clues and complete the puzzle. When they finish, encourage students to compare answers with a friend to check. Finally, check as a class by reading the clues and inviting volunteers to say and spell their answers.

Answer key:

Solve the crossword puzzle.

Down

1. An animal with black-and-white stripes is a ...
2. ... National Park is the size of Switzerland.
3. There are three capital ...

Across

4. English and ... are official languages.
5. A yellow metal from South Africa is ...
6. A popular South African sport is ...

4

Let's play!



Objectives:

- learn the names of some games
- learn verb collocations to talk about some games
- practise expressions to use in games
- practise giving affirmative and negative commands
- review the present continuous to talk about what people are doing



Light on new words

Games

board game	/bɔ:d geɪm/	_____
frisbee	/frɪz.bi:/	_____
hide and seek	/haɪd ənd 'si:k/	_____
hopscotch	/hɒp-skɒtʃ/	_____
marbles	/'mɑ:.bəlz/	_____
tag	/tæg/	_____
tug of war	/tʌg əv wɔ:/	_____

Collocations 1

catch the ball	/kætʃ ðə bɔ:l/	_____
chase a person	/tʃeɪs ə 'pɜ:.sən/	_____
hide in a	/haɪd ɪn ə	_____
good place	gʊd pleɪs/	_____
hit the marble	/hɪt ðə 'mɑ:.bəl/	_____
pull the rope	/pʊl ðə rəʊp/	_____
throw the rock	/θrəʊ ðə rɒk/	_____
touch a person	/tʌtʃ ə 'pɜ:.sən/	_____



Light on grammar

Imperatives

We use imperatives to give commands. The form of the imperative is the same as the base form of the verb plus the object: *Hit the ball.* We give negative commands by adding *Don't* to the beginning of the sentence. In this unit, we use imperatives to talk about actions in games.

Present continuous

We use the present continuous to talk about actions that are happening now. We use the subject + the verb *to be* + the verb + *-ing*. In this unit, we use the present continuous to talk about games and playground actions.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn expressions to use in some games.

- Tag, you're it!
- It's your turn.
- Roll the die!
- Ready or not, here I come!



The lighthouse keepers' story Sports day

4 Let's play!

1 Listen and point. 1.32 10'

Ask the class to read the unit title aloud. Then, tell students to describe the scene: *Children are playing in the park.* Next, play track 1.32 and have students listen and point to the pictures of children as they hear each description.

TRACK 1.32

NARRATOR: LISTEN AND POINT.
 BOY: SHE'S JUMPING ON ONE FOOT.
 SHE'S PLAYING HOPSCOTCH.
 GIRL: HE'S COUNTING TO ONE HUNDRED.
 HE'S PLAYING HIDE AND SEEK.
 BOY: SIX CHILDREN ARE STANDING IN A LINE.
 THEY'RE PLAYING TUG OF WAR.
 GIRL: SHE'S PLAYING WITH HER DOG.
 THEY'RE PLAYING FRISBEE.
 BOY: TWO GIRLS ARE SITTING ON THE GROUND.
 THEY'RE PLAYING MARBLES.
 GIRL: THEY'RE RUNNING. THEY'RE PLAYING TAG.
 BOY: TWO CHILDREN ARE SITTING UNDER A TREE.
 THEY'RE PLAYING A BOARD GAME.



TRACK 1.34

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: FRISBEE.
 HOPSCOTCH.
 HIDE AND SEEK.
 BOARD GAME.
 TUG OF WAR.
 TAG.
 MARBLES.

Assign homework 5' AB page 34 ex. 1

Additional homework
 In their notebooks, students make a modelling clay figure to represent one of the games.

2 Listen and number the games. 1.33 10'

Get students to read the names of the games. Play track 1.33 and have them write the number of each game in the box next to the corresponding picture. Check as a class by saying the name of a game to elicit the number.

TRACK 1.33

NARRATOR: LISTEN AND NUMBER THE GAMES.
 NARRATOR: NUMBER ONE. BOY: HOPSCOTCH.
 NUMBER TWO. GIRL: HIDE AND SEEK.
 NUMBER THREE. BOY: TUG OF WAR.
 NUMBER FOUR. GIRL: FRISBEE.
 NUMBER FIVE. BOY: MARBLES.
 NUMBER SIX. GIRL: TAG.
 NUMBER SEVEN. BOY: A BOARD GAME.

Light on real language 20'

Invite the class to guess the games in the pictures. Then, read the first expression aloud. Explain that you say this when you play tag. Get a volunteer to read the second expression aloud and describe the picture: *The boy is giving the other boy some marbles.* Explain that we use this expression when we want a person to be the next one to play. Continue with the third expression. Next, have students look at the boy who is playing hide and seek. Explain that you use this expression when you start looking for the people. Finally, divide the class into pairs and tell them to act out the games and say the expressions.

Answer Key:

2 Listen and number the games. 1.33



Assign homework 5' AB page 34 ex. 2

Additional homework
 Students illustrate an expression from *Light on real language* in their notebooks.

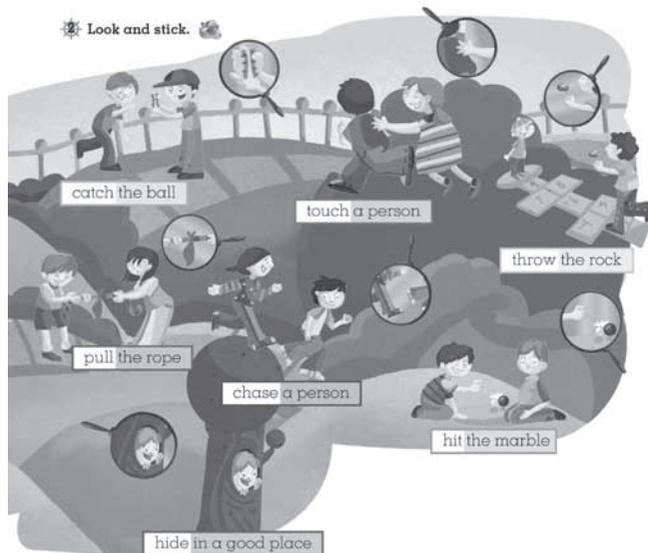
3 Listen and repeat. 1.34 5'

Play track 1.34 and ask the class to repeat the names of the games. Play the CD again and have students point to each game in the picture as they say the word.

2 Look and stick. 10'

Invite volunteers to name the games that the children are playing in the picture. Then, have the class read the incomplete phrase under each picture. Tell students to use the stickers for Activity 2 on page 35, read the words on the stickers and decide where they go in the picture. After that, get students to compare answers with a friend to check. Finally, have students put the stickers in the spaces.

Answer Key:



Listen and check. 1.35 5'

Play track 1.35 for students to check their answers. Then, play the CD again and get students to point to the actions as they say the collocations.

TRACK 1.35

NARRATOR: LISTEN AND CHECK.

NARRATOR: CATCH THE BALL.

TOUCH A PERSON.

THROW THE ROCK.

PULL THE ROPE.

CHASE A PERSON.

HIT THE MARBLE.

HIDE IN A GOOD PLACE.

Listen again and repeat. 1.35 5'

Play track 1.35 again and get students to repeat the collocations. Play the CD again and pause it after each verb. Get students to say the rest of the collocation.

3 Play a mime game with a friend. 10'

Have students look at the photos and invite a volunteer to read the phrase aloud. Then, divide the class into pairs and tell them to take turns miming and guessing the collocations from Activity 2. Finally, invite volunteers to mime actions for the class to guess.

Light on real language

Unscramble the sentences. 5'

Ask the class to look at the first scrambled expression and get them to unscramble it. Invite a volunteer to read the unscrambled expression aloud. Then, tell students to unscramble the rest of the expressions and write them on the lines. Check by getting volunteers to read the sentences aloud.

Answer Key:

1. Ready or not, here I come!
2. Tag, you're it!
3. It's your turn!
4. Roll the die!



Stop! (see page 10) 15'

Now play Stop! with collocations from this lesson. Have fun!

Assign homework 5'



AB page 35

Additional homework

Pictionary pages 100 and 101. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

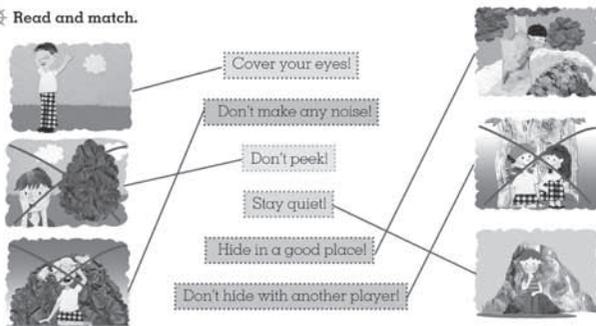
Don't peek!

1 Read and match. 10'

Get the class to identify the game in the first picture: *hide and seek*. Read the heading aloud and ask what it means: *Don't look*. Ask students which command goes with the first picture: *Cover your eyes!* Explain that the crossed out pictures are actions that are not allowed in the game. Get a volunteer to read the command that goes with the first crossed out picture: *Don't peek!* Next, tell students to match the rest of the expressions with the pictures. Check by inviting volunteers to say the commands and describe the corresponding picture.

Answer key:

Read and match.



2 Listen and chant. 1.36 10'

Ask students to read the chant silently. Have them find the words for body parts and point to those parts of their body. Play track 1.36 for students to follow along in their books. Play the chant again and encourage students to join in and do the actions.

Listen and complete. 1.37 10'

Tell students to find two words that rhyme in the text: *door* and *four*. Play track 1.37 and have students write the words to complete the chant. Check as a class by inviting volunteers to read the lines of the chant aloud.

TRACK 1.37

NARRATOR: LISTEN AND COMPLETE.
 CHILDREN: EVERYBODY, COUNT TO FOUR!
 RUN FAST AND KNOCK ON THE DOOR.
 PULL YOUR HAIR,
 DON'T TOUCH YOUR FACE.
 LOOK AND HIDE IN A GOOD PLACE.

Answer Key:

Everybody, count to four!
Run fast and knock on the door.
Pull your hair,
Don't touch your face.
Look and hide in a good place.

Assign homework 5' AB page 36 ex. 1

Additional homework
 In their notebooks, students copy a line of the chant and draw a picture to illustrate it.

Light on grammar 15'

Mime *Don't make any noise!* and *Cover your eyes!* and invite the class to guess the commands. Next, get a pair of volunteers to read the example sentences aloud. Tell students to point to the highlighted words. Explain that we use the base form of the verb to give commands. We add *Don't* before the verb to give negative commands. Then, write *tug of war*, *hopscotch* and *frisbee* on the board. Divide the class into three groups and assign each group one of the games. Groups write one positive command and one negative command for their team's game.

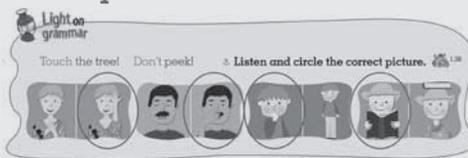
Listen and circle the correct picture. 1.38 15'

Material: One half-sheet of white paper per student. Encourage the class to look at the pairs of pictures. Play track 1.38 and tell students to listen and circle the correct picture from each pair. Ask volunteers to say the commands for the pictures that they circled. Next, hand out the paper and have students draw a picture to represent a command. When they finish, they show their picture to three friends for them to guess the commands. Finally, volunteers show their picture to the class and say the command.

TRACK 1.38

NARRATOR: LISTEN AND CIRCLE THE CORRECT PICTURE.
 NARRATOR: NUMBER ONE. TOUCH YOUR HAIR.
 NUMBER TWO. PULL YOUR NOSE.
 NUMBER THREE. DON'T TALK.
 NUMBER FOUR. DON'T CLOSE YOUR BOOK.

Answer Key:



Assign homework 5' AB page 36 ex. 2

Additional homework
 Students think of a different game that they like to play and draw a picture to illustrate it. Encourage them to find out the name of the game in English.



3 Look and underline the correct option. 20'

Get the class to look at the picture and describe what they see. Then, invite a volunteer to read the first question aloud. Encourage the class to point to girl number 1 in the picture and invite a different volunteer to read the correct option aloud: *playing hopscotch*. Invite him / her to form a complete sentence: *She's playing hopscotch*. After that, tell students to underline the options for the rest of the questions. Check by asking the questions to elicit the complete answers.

Answer Key:

1. Playing hopscotch.
2. Eating a sandwich.
3. Playing a board game.
4. Skipping.
5. Playing tag.

Assign homework 5'



AB page 37 ex. 1

Additional homework

In their notebooks, students write one of the answers from Activity 3 and decorate it with drawings of objects from the game.

Now complete the teacher's answers. 10'

Get students to look at the pictures and invite a volunteer to read the question aloud. Explain that the headteacher wants to know what the students are doing. Point out that the students are the children in the picture at the top of the page. Then, have students read the first line of what the teacher says silently and get them to decide the words that go on the line: *is playing*. Encourage them to say how they knew the answer: *Natty is one person. We use is before the verb. We always use -ing to talk about actions that are happening now.* After that, tell the class to complete the rest of the text. Check as a class by inviting volunteers to read the completed sentences aloud. Encourage students to point to the corresponding children in the picture as they hear the sentences.

Answer Key:

Natty is playing hopscotch. Rob and Ken are playing tag. Sam and Jen are skipping. Jesse is eating a sandwich. Kim and Don are playing a board game.

Light on grammar 15'



Invite a volunteer to read the example questions aloud. Explain that we ask these questions to find out about actions that people are doing now. We use *are they* when there is more than one person. We use *is he* or *is she* when there is only one person. Next, invite a pair of volunteers to read the answers aloud and get students to point to the highlighted words. Explain that we use the verb *to be* and the base form of the verb with *-ing* to talk about actions that people are doing now. Point out that we use *They're* when there is more than one person. We use *He's* or *She's* when there is only one person. The action verb with *-ing* is the same for all subjects.

Ask a friend. 10'

Tell the class to look at the pictures and ask what the children in the first picture are doing: *They're playing marbles*. Then, divide the class into pairs and have them ask and answer questions about the rest of the pictures. When they finish, check by asking volunteers about each picture.



Chinese whispers (see page 10) 10'

Now play *Chinese whispers* with sentences about games: *They're playing marbles.*

Assign homework 5'



AB page 37 ex. 2

Additional homework

Students draw a playground on a sheet of poster paper. They stick magazine cutouts of faces and draw the bodies of people doing different playground activities. Then, they label them: *She's playing a board game.*

Time to practise!

1 Play the game. 20'

Material: One die per group.

Encourage students to say the names of their favourite board games. Then, have them guess the name of the game in the book: *Snakes and ladders*. If students are familiar with the game, invite them to explain how to play it: *You roll a die and move to a space. You go up ladders and down snakes*. After that, divide the class into small groups and get them to choose an object to mark their space during the game. Hand out the dice. Student put their objects on *Start* in their books. Then, they take turns rolling their die and advancing through the game. Students must do the action indicated on their space. The first student in each group to finish is the winner.

Assign homework 5' AB page 38 ex. 1

Additional homework

Students write three game commands in their notebooks and draw pictures to illustrate them: *Jump on one foot. Sing a song. Draw a picture.*

Pair work 20'

Divide the class into pairs: student A and student B. Student A looks at page 113 and student B looks at page 118. Tell students to circle five actions. Then, they take turns saying the actions for their friend to do. When they finish, invite volunteers to say actions from the page for the class to do.

Wrap-up: Memory game 20'

Materials: One half-sheet of white paper per student, scissors, crayons.

Divide the class into groups of five. Hand out the sheets of paper, scissors and crayons. Tell students to fold and cut their sheets of paper in to four pieces. Then, they choose two games or activities and draw each one on two pieces of paper. The pictures for each game or activity should be the same. When they finish, get them to put all of the pieces of paper face down on a desk. Students take turns turning over two pieces of paper until someone turns over two matching games or activities. The student guesses the game or the action. If they are correct, they keep the cards. If they do not guess the game or action, another student can guess and take the pieces of paper. If no one guesses, students turn the pieces face down again. Continue until all of the pieces of paper have been taken. The student with the most pairs at the end wins.

Assign homework 5' AB page 38 ex. 2

Additional homework

Students make a die from modelling clay and label it on an index card: *Roll the die.*

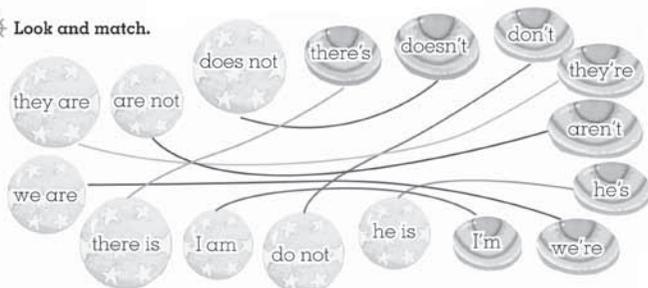
Time to write

1 Look and match. 10'

Invite students to read the words in the circles aloud. Point out that there are phrases and their contractions. Ask what contractions are: *one word that combines two different words*. Remind students that we can use contractions to speak more naturally. Then, have students point to the phrase *they are* and invite a volunteer to read the corresponding contraction aloud: *they're*. Next, tell students to match the phrases and their contractions. Check by inviting volunteers to read the pairs of words aloud.

Answer Key:

Look and match.



2 Read and circle the words for the contractions. 10'

Invite the class to look at the pictures and say what they can see. Then, get a volunteer to read the first line of the text aloud. Ask the class where they can use a contraction in the first line: *I am* – *I'm*. After that, tell students to read the rest of the text silently and circle the words that we can replace with contractions. When they finish, encourage them to compare answers with a friend. Finally, check as a class by asking where the contractions go in each line.

Answer Key:

Read and circle the words for the contractions.



Hi I am Jason and today is my birthday. My friends and I are having a birthday party. We are having lots of fun. There is a clown at the party. He is making balloon animals. They are very funny. There are not many presents, but we have got a big chocolate cake – my favourite! It has not got my name on it, but there are nine candles! Do not forget to make a wish!" Mum says.

3 Rewrite the text with contractions. 10'

Tell students to rewrite the text and replace the circled words with their contractions. When they finish, invite volunteers to read the text aloud, stressing the contractions.

Answer Key:

Hi! I'm Jason and today is my birthday. My friends and I are having a birthday party. We're having lots of fun. There's a clown at the party. He's making balloon animals. They're very funny. There aren't many presents but we've got a big chocolate cake – my favourite! It hasn't got my name on it, but there are nine candles! "Don't forget to make a wish!" Mum says.

Bulletin board idea 15'

Materials: One sheet of poster paper per group, a piece of coloured card per group, crayons.

Divide the class into seven groups and hand out the materials. Assign each group a game from this unit. (Students can suggest other games if they have a favourite that is not in this unit.) They write *We're playing (frisbee)!* on the card and draw and colour a picture of themselves playing that game. Display the posters on the bulletin board and invite the class to vote on their favourite game.

Assign homework 5'



AB page 39

The lighthouse keepers' story



Before you read 10'

Discuss in groups.

Divide the class into groups of five and have them read and discuss the questions. When they finish, invite volunteers to share their answers with the class.

1 Listen to the first part of the story. 1.39 10'

Invite the class to look at the pictures and get a volunteer to read the title aloud and explain what it means: *a special day to play sports*. Ask students if they have a similar event at their school and what kind of activities they do. Then, play track 1.39 and have students follow along in their books. Ask students about the story:

What's the name of the school?

How many teams are there?

What games do they play?

What team are Matt Rogers and Lynne Lane on?

Who's Mr. Brown?

Finally, ask if everyone in the story is happy and encourage students to explain their answers.

Now read the story in groups. 10'

Divide the class into groups and tell students to take turns reading parts of the story aloud. Encourage them to use lots of expression in their voices. When they finish, invite a group to read the story to the class.



Value: Being a good sport

Make a board game. 15'

Materials: One photocopy of craft templates 4a and 4b (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons, scissors, glue.

Write *Being a good sport* on the board and encourage the class to guess what it means: *Being a good sport means playing a game in a fair and fun way*. Ask which team in the story shows how to be a good sport: *the red team*. Ask why the children on the blue team are bad sports: *They do bad things to win the games. The other team can't have fun*. Next, hand out the templates and tell students to colour and cut out all the parts of the board game. Then, they should stick the instructions squares onto the game in any order. After that, have them put the snakes and ladders on the game to connect different squares. Check to make sure they are in a good place. Then, tell students to stick the snakes and ladders onto their game. Finally, encourage them to play the game with their friends and family. They need a die and coins to mark the spaces. Remind them to be good sports!

Assign homework 5'



AB page 40

Additional homework

In their notebooks, students draw a picture of what they think happens in the second part of the story.

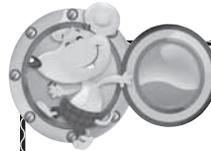
2 Listen to the second part of the story. 1.40 15'

Write the words *blue team*, *Matt Rogers* and *mirror* on the board. Encourage volunteers to say what they remember about these from the first part of the story. Then, have them guess what happens next. Accept all answers. After that, play track 1.40 and get students to follow along in their books. Ask the class what games the students played in this part of the story: *sack race*, *tug of war* and *football*. Get them to say who wins each game: *The blue team wins the sack race. The red team wins the tug of war and the football match.* Ask who wins Sports day: *the red team.* After that, talk about what the blue team did: *Why do the children on the blue team do bad things? How did the children on the red team feel about the blue team?*

Finally, get students to say which team they like best and why.

Now read the story in groups. 15'

Divide the class into groups and have them take turns reading the story aloud. Then, have them act the story out. When they finish, get them to switch roles and read the story again. Finally, invite a group to read the story aloud while the rest of the class acts out what they say.



After you read 15'

Find the mystery lesson.

Tell students to look at the word puzzle. Invite a volunteer to read the first sentence and guess the missing word: *pull*. Tell students to find number 1 in the puzzle and write the word. Next, get students to read the rest of the clues and write the missing word in the correct space in the puzzle. When they finish, invite volunteers to read the completed sentences aloud and spell the missing words. Finally, invite the class to tell you the mystery lesson: *Play fair*. Explain that this means doing your best and not doing bad things to win.

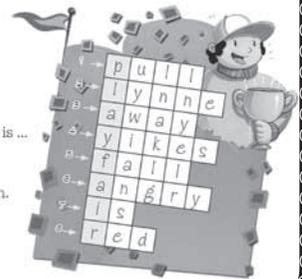
Answer Key:

 Now read the story in groups.



After you read Find the mystery lesson.

1. In the tug of war, the children ... a rope.
2. The name of the girl from the blue team is ...
3. The red team runs ... from the spiders.
4. When you're scared, you say ...
5. The children from the blue team ... down.
6. The red team is ...
7. The last event ... a football match.
8. There are two teams: ... and blue.



Chinese whispers (see page 10) 5'

Now play *Chinese whispers* with present continuous sentences. Have fun!

Assign homework 5'

Additional homework

Students use card and aluminium foil to make a medal for the red team. They should write #1 in the middle of the medal.



AB page 41

Warm-up: Let's talk about Ireland 5'

Materials: A map of the world, a picture of a leprechaun and a photo of a shamrock.

Write *Ireland* on the board. Display the map and invite a volunteer to come and point to Ireland.

Encourage the class to guess the capital city:

Dublin. Then, get students to say what the shape of Ireland looks like. Accept all answers. Explain

that some people say it looks like a teddy bear. It is also called the Emerald Isle because there is lots of green grass there. There are lots of legends in Ireland. Pass around the picture of the leprechaun and the photo of shamrock. Explain that a leprechaun is a magical elf that can help people find treasures. The shamrock is a plant with three or four leaves that brings good luck.

Listen and stick.



Invite the class to look at the pictures and say what they see. Then, tell students to use the stickers for Light up the world on page 42 and read the sentence fragments on the stickers. Next, play track 1.41 and have students listen and find the sticker for each space in the texts. Play the CD again and tell them to put the stickers in the spaces. Check by getting volunteers to read the completed texts aloud. After that, invite a student to read the *Do you know?* text aloud. Encourage them to say whether or not they have ever seen a snake before and whether or not they like them.

TRACK 1.41

NARRATOR: LISTEN AND STICK.

NARRATOR: THE IRISH FLAG HAS GOT THREE VERTICAL STRIPES.

THEY'RE GREEN, WHITE AND ORANGE.

THE TWO OFFICIAL LANGUAGES IN IRELAND ARE IRISH AND ENGLISH. TO GREET SOMEONE IN IRISH, YOU SAY "DIA DHUIT!"

THERE ARE LOTS OF ANCIENT CASTLES IN IRELAND.

THERE ARE MANY LEGENDS ABOUT THEM.

THE TRADITIONAL TEAM SPORT IN IRELAND IS HURLING. YOU PLAY IT WITH A STICK CALLED A HURLEY AND A SMALL BALL.

C.S. LEWIS IS A FAMOUS IRISH WRITER. CHILDREN IN MANY COUNTRIES LOVE HIS ADVENTURE STORY, *THE LION, THE WITCH AND THE WARDROBE*.

Answer key:

(From left to right)

- There are lots of ancient castles in Ireland. There are many legends about them.
- C.S. Lewis is a famous Irish writer. Kids in many countries love his adventure story, *The Lion, the Witch and the Wardrobe*.
- The two official languages in Ireland are Irish and English. To greet someone in Irish, you say "Dia Dhuit!"
- The traditional team sport in Ireland is hurling. You play it with a stick called a hurley and a small ball.
- The Irish flag has got three vertical stripes. They're green, white and orange.

Connect the dots and discover a famous Irish bird.

5'

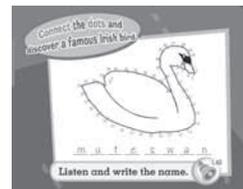
Tell students to connect the dots in the picture and colour the bird. Explain that these birds live in rivers and lakes in Ireland, England and Wales, and some places in Northern Europe and Asia. They can live to be fifty years old!

Listen and write the name.



Play track 1.42 and have students write the name of the bird. Play the CD again for students to check. Finally, ask a volunteer to say the name of the bird and spell it.

Answer key:



TRACK 1.42

NARRATOR: LISTEN AND WRITE THE NAME.

NARRATOR: IT'S A MUTE SWAN. M-U-T-E, S-W-A-N.

AB page 42 15'

Check what you know!

Materials: One sheet of white paper per student, Unit 4 vocabulary word cards.

Have students draw a grid 4 squares across by 4 squares down. Tell them to write the name of one game or one collocation in each box. They can use their books. Next, shuffle the poster word cards face down on your desk. Take a card and read it aloud. Students draw a line through the square with that vocabulary item. Continue until a student has got a horizontal or vertical line of four squares marked. He / She should call out "Bingo!" Check by getting the student to read the words aloud. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and label the pictures. 15'

Have students look at the pictures and guess what the texts are about. Then, read the text in the box aloud and get volunteers to read the headings for each text below. Explain that the headings are the names of some playground games in Ireland. Students read the texts silently and write the names of the games next to the corresponding pictures. Encourage them to compare answers with a friend to check. Check as a class by saying Picture 1, 2, 3 to elicit the name of the corresponding game.

Answer key:

Read and label the pictures.

Playground games are very popular in Ireland. Some of these games are also popular in other countries.

Queenio
One player is the queen. He/She throws a small ball in the air. Other players try to catch it. The queen doesn't peek. All the players hide their hands. The queen guesses who has got the ball.

Bulldog
One player is the bulldog. The other players stand at one side of the playground. Then, the bulldog shouts "Bulldog!" Everyone runs to the other side of the playground. The bulldog tries to catch them and they become new bulldogs. They try to catch other players.

Crocodile, crocodile
One player is the crocodile. The other players stand in a line. The crocodile shouts "Crocodile, crocodile!" The players guess who is the crocodile. The first student to reach the crocodile wins.

Listen and complete the chant. 1.43 15'

Invite the class to look at the text. Play track 1.43 several times and have students listen and fill in the missing words. Then, read the song aloud as a class to check. Next, play the CD again and encourage students to sing along. Explain that this is a song that children sing in Ireland when they want to choose something.

TRACK 1.43

NARRATOR: LISTEN AND COMPLETE THE CHANT.
NARRATOR: HERE COMES MARY MACARONI RIDING ON HER MOTHER'S PONY.
SHE'S SO TALL. SHE'S SO PRETTY.
SHE'S THE GIRL FROM DUBLIN CITY.
I CAN SING AND I CAN SHOUT.
O-U-T SPELLS OUT!

Answer Key:

Here comes Mary Macaroni
Riding on her mother's pony.
She's so tall. She's so pretty.
She's the girl from Dublin City.
I can sing and I can shout.
O-U-T spells out!

Wrap-up: Crocodile, crocodile! 15'

Invite students to say how to play *Crocodile, crocodile* in their own words. Then, sing the Mary Macaroni song with the class to choose a volunteer to be the crocodile. He / She stands at the front of the class facing the board. The other students stand in a line facing him / her. Students shout "Crocodile, crocodile, can we cross your golden bridge?" The crocodile shouts, "Only if you're wearing (red)!" Students who are wearing that colour can take a step forward. The first student to reach the crocodile wins. Play the game again with other volunteers.

Assign homework 5'

Additional homework



AB page 43

My project

Make a memory game.

Materials: One large sheet of card and one ruler per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and indicate the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 42 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

5 On the go!



Objectives:

- learn the words to talk about transport and streets
- practise ways to ask about a person's address and phone number
- ask and answer questions about how people go places
- learn the order of adjectives in a description



Light on new words

Transport

boat	/bəʊt/	_____
helicopter	/'he-lɪ-kɒp-tə/	_____
hot-air balloon	/'hɒt-əə bæ-'lu:n/	_____
lorry	/'lɒ-rɪ/	_____
ship	/'ʃɪp/	_____
submarine	/'sʌb-mə-'ri:n/	_____
train	/'treɪn/	_____
underground	/'ʌn-də-'graʊnd/	_____

Street

avenue	/'æ-və-nju:/	_____
bus stop	/'bʌs stɒp/	_____
lollipop lady	/'lɒ-lɪ-pɒp 'leɪ-di/	_____
pavement	/'peɪv-mənt/	_____
sign	/'saɪn/	_____
street	/'stri:t/	_____
traffic light	/'træ-fɪk laɪts/	_____
zebra crossing	/'zeb-rə 'krɒ-sɪŋ/	_____



Light on grammar

Present simple

We use the present simple to talk about everyday actions. In this unit, we use the present simple to ask about how people go places. We can use *How* before the *Yes / No* question structure to ask about transport to a place: *How do you go to the park?* We answer with *by* + the form of transport (except the *underground*, which we use with *on*). For walking, we say that we go to a place *on foot*.

Adjective order

When we use more than one adjective to describe a noun, we put them in the following order: number, size and colour. In this unit, we learn how to describe forms of transport.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to ask about a person's address and phone number.

- What's your address?
It's 20 Green Street.
- What's your phone number?
It's 543-9823.



The lighthouse keepers' story
At the Transport
Museum



Teaching tip

Thorough preparation and good classroom management will help you to make your lessons fun and productive for you and your students:

- 1) Pay special attention to the materials listed for activities as you prepare for a lesson and put them in a special folder or envelope. That way, nothing will get lost, and you will not need to search for items during the lesson.
- 2) Avoid preparing materials during the lesson whenever possible. Students need and deserve your full attention.
- 3) Point out the learning objectives: *Let's play a game to (learn transport vocabulary).*
At the end of the activity, you can ask students what words they learned.
- 4) Give clear instructions for each activity and tell students how long they have to complete it (individual, pair or group work). Avoid repeating the instructions too many times. Instead, focus on setting up the activity very clearly the first time around, so that all of the students understand what to do at the very start. If you give students a time limit at the beginning, it is less likely that they will get distracted or need lots of extra time to finish.
- 5) Keep in mind that students will enjoy their activities, and therefore you may need some creative strategies to get their attention after pair or group work. Turning off the lights and turning them on again is a quick way to accomplish this without additional materials. Or you can use a bell or silly whistle, or agree on a gesture with the class that will always signal the end of an activity.

Taking care of these small details will remove distractions for you and your students and allow them to pay more attention to the things they need to learn.

Value: Travelling safely

Travelling safely means following simple rules to protect yourself when you go from one place to another.



Make a road safety cube.



Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by recognising and practising simple rules for road safety in this unit. (TB p. 61)
- *Competence in Knowledge and interaction with the physical world* by identifying vocabulary about different types of transport through matching definitions (SB p. 44).
- *Mathematical competence* by revising street addresses and telephone numbers when doing a guided role play asking for personal information (SB p. 45).
- *Processing information and digital competence* in the classroom by accessing information in an interview type format, while listening to different types of accents, and extracting specific information regarding how different speakers go to school (SB p. 46).
- *Linguistic competence* by presenting and practising the correct adjective word order to describe objects (SB p. 47).
- *Linguistic competence* by practising correct questions about travel, playing the Write or wrong game, doing pair work and reviewing adjective word order in a Read and draw activity (SB p. 48).
- *Artistic and cultural competence* by designing, describing and drawing a new form of transport they have invented (SB p. 49).
- *Competence in Autonomy and personal initiative* by answering personal questions about their opinion and individual experiences about different museums as an introduction to the story they are going to read (SB p. 50)
- *Linguistic competence* by listening to and reading a story about visiting museums (SB p. 51).
- *Artistic and cultural competence* by identifying information about Germany (SB p. 52).
- *Competence in Learning to learn* by reviewing key unit concepts and participating in memorable review activities, learning useful revision techniques in the *Time to Check* and *My spelling practice* sections (SB p. 53).

5 On the go!

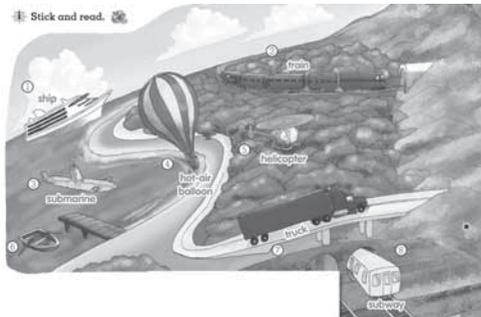
Warm-up: Transport 10'

Write *TRANSPORT* on the board. Divide the class into teams of five and have students write as many words as they can using the letters in *transport*. Check as a class by inviting volunteers to read their team's words aloud. The team with the most words wins.

1 Stick and read. 10'

Invite the class to look at the picture and say what they can see: *the sea, some trees, some clouds*. Then, read the title aloud and explain what it means: *It means that you are going to different places*. Next, tell students to use the stickers for Activity 1 on page 44 and have them put them in the spaces according to shape. Explain that they are all forms of transport. After that, get students to read the words silently. When they finish, have them tell you their favourite form of transport.

Answer Key:



2 Read and number. 10'

Invite a volunteer to read the first text aloud. Help with meaning if necessary. Encourage the class to guess what form of transport it is and say the number of the picture it corresponds to. Then, have students read the rest of the texts silently and guess the forms of transport. They should write the number of the appropriate picture in each box. Check by inviting volunteers to read the texts aloud and say the number.

Answer Key:

Read and number.

It travels on the road. It carries heavy things. **7**

It goes under the ground. People go to work on it. **8**

It travels on the water. It's very big. **1**

It's large and round. It's got a basket to hold people. It flies in the sky. **4**

It travels under water. It can be big or small. **3**

It flies over the city. It can land in very small spaces. **5**

It travels on the water. It's small and slow. **6**

The engine pulls many carriages. This form of transport takes people and things from city to city. **2**

3 Listen and repeat. 1.44 10'

Play track 1.44 for students to listen and repeat. Play the CD again and get them to repeat the words and point to the pictures. After that, divide the class into eight groups and assign each one a form of transport. Say one of the words. The group with that form of transport mimes driving it. Continue with the rest of the words.

TRACK 1.44

NARRATOR: LISTEN AND REPEAT.

NARRATOR: SHIP. HELICOPTER.

TRAIN. BOAT.

SUBMARINE. LORRY.

HOT-AIR BALLOON. UNDERGROUND.

Assign homework 5' Additional homework AB page 44 ex. 1

In their notebooks, students draw a picture or stick a magazine cutout of a form of transport and label it.

Light on real language 20'

Material: One half-sheet of paper per student. Tell students to say what they see: *a house, a phone*. Invite a volunteer to read the first question aloud. Explain that we use this question when we want to know where a person lives. Get another volunteer to read the answer aloud. Point out that in English we say the number before the street name. Then, invite a different volunteer to read the second question aloud. Explain that we ask this question when we want to know a person's phone number. Read the answer aloud. Point out that we say each number in a phone number individually. Next, hand out the paper and tell students to ask five friends what their addresses and phone numbers are and write them down. The first three students to finish with the correct information win.

Assign homework 5' Additional homework AB page 44 ex. 2

Students write *What's your phone number?* and *What's your address?* in their notebooks. Then, they cut out letters from magazines and stick them onto the page to answer the questions.

2 Listen and complete. 🎧 1.45 ⌚ 10'

Invite the class to look at the pictures and say what they can see: *trees, a woman, two girls, cars, etc.* Then, play track 1.45 and have students listen to the spelling of the words and complete them in their books. Play the CD again for them to check their answers.

TRACK 1.45

NARRATOR: LISTEN AND COMPLETE.
 GIRL: THIS IS HOW I GO TO SCHOOL.
 NARRATOR: NUMBER ONE.
 GIRL: THIS IS WHERE I LIVE. I LIVE ON MAPLE STREET.
 SPELL STREET: S-T-R-E-E-T.
 NARRATOR: NUMBER TWO.
 GIRL: I ALWAYS WALK ON THE PAVEMENT. BE CAREFUL! DON'T WALK IN THE STREET! SPELL PAVEMENT: P-A-V-E-M-E-N-T.
 NARRATOR: NUMBER THREE.
 GIRL: I MEET MY FRIEND KELLY AT THE BUS STOP.
 SPELL BUS STOP: B-U-S, S-T-O-P.
 NARRATOR: NUMBER FOUR.
 GIRL: LOOK AT THIS AVENUE. IT'S SO BIG. THERE ARE SO MANY CARS. LOOK, HERE COMES OUR BUS.
 SPELL AVENUE: A-V-E-N-U-E.
 NARRATOR: NUMBER FIVE.
 GIRL: LOOK, IT'S A STOP SIGN. IT'S FOR THE CARS!
 SPELL SIGN: S-I-G-N.
 NARRATOR: NUMBER SIX.
 GIRL: LOOK AT THE TRAFFIC LIGHTS! STOP! IT'S RED.
 SPELL TRAFFIC LIGHTS: T-R-A-F-F-I-C, L-I-G-H-T-S.
 NARRATOR: NUMBER SEVEN.
 GIRL: NOW IT'S GREEN. LET'S WALK ON THE ZEBRA CROSSING! SPELL ZEBRA CROSSING: Z-E-B-R-A, C-R-O-S-S-I-N-G.
 NARRATOR: NUMBER EIGHT.
 GIRL: DON'T FORGET TO SAY HI TO THE LOLLIPOP LADY! HELLO! SPELL LOLLIPOP LADY: L-O-L-L-I-P-O-P, L-A-D-Y.

Answer Key:



Note: We say *lollipop lady* because this job is traditionally done by a woman but you may like to point out to students that it could equally be done by a man.

Listen and repeat. 🎧 1.46 ⌚ 5'

Play track 1.46 twice and get the class to repeat the words and point to the pictures. After that, say the words to elicit the spelling.

TRACK 1.46

NARRATOR: LISTEN AND REPEAT.
 STREET.
 PAVEMENT.
 BUS STOP.
 AVENUE.
 SIGN.
 TRAFFIC LIGHTS.
 ZEBRA CROSSING.
 LOLLIPOP LADY.



Act out with a friend. ⌚ 10'

Ask the class what we can say to find out where a person lives. Do the same with the phone information. Then, have students look at the addresses and phone numbers in their books. Divide the class into pairs and get them to take turns asking each other the questions and answering them.

3 Sing a song. 🎧 1.47 ⌚ 10'

Invite the class to find a form of transport in the song: *train*. Then, play track 1.47 and get students to follow along in their books. Play the CD again and encourage the class to sing along. Next, divide the class into two groups and play the CD again. One group sings the first verse and the other group sings the second verse. Both groups sing the chorus. When they finish, get them to switch roles and sing the song again.

Assign homework ⌚ 5'

Additional homework



AB page 45

Pictionary pages 102 and 103. Students identify the pictures and write the corresponding words. Then, they write a sentence for each. Finally, they listen to the words in this unit's section of the CD in class.

I go to school by car

1 Listen and circle the correct option. 1.48 10'

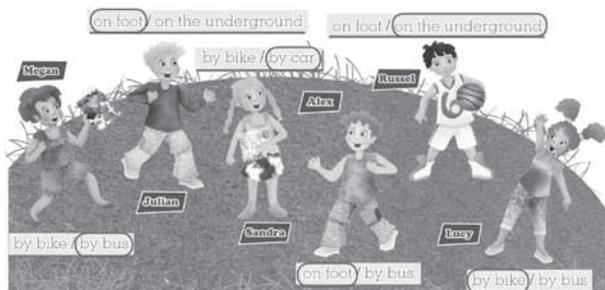
Tell the class to describe the scene. Then, play track 1.48 and have students say what is happening: *The children are talking about how they go to school.* After that, invite volunteers to read the names of the children and their options aloud. Play the CD again and tell students to circle the correct option for each child. Check by saying a child's name and inviting volunteers to say how they go to school. Finally, invite volunteers to tell the class how they come to school.

TRACK 1.48

NARRATOR: LISTEN AND CIRCLE THE CORRECT OPTION.
 NARRATOR: HELLO, MEGAN.
 GIRL 1: HI!
 NARRATOR: MEGAN, HOW DO YOU GO TO SCHOOL?
 GIRL 1: I GO TO SCHOOL BY BUS.
 NARRATOR: THANK YOU. NOW IT'S JULIAN'S TURN.
 HOW DO YOU GO TO SCHOOL?
 BOY 1: I WALK TO SCHOOL. I GO ON FOOT.
 NARRATOR: OK, THANKS JULIAN. HOW DO YOU GO TO SCHOOL, SANDRA?
 GIRL 2: I GO TO SCHOOL BY CAR. AND WHAT ABOUT YOU, ALEX?
 BOY 2: I ALSO WALK TO SCHOOL. BUT, IF IT'S LATE, I RUN FAST!
 NARRATOR: VERY INTERESTING, ALEX. RUSSEL, WHAT ABOUT YOU? HOW DO YOU GO TO SCHOOL?
 BOY 3: I GO TO SCHOOL ON THE UNDERGROUND.
 NARRATOR: OK, THANKS. NOW, LUCY, HOW DO YOU GO TO SCHOOL?
 GIRL 3: I GO TO SCHOOL BY BIKE.
 NARRATOR: BY BIKE, OK. THANKS!

Answer key:

 Listen and circle the correct option.  1.48



2 Decode the sentences. 10'

Invite students to tell you what they can see in the pictures: *a beach, a bus, a school, etc.* Then, get a volunteer to decode the first sentence. Students write

it down. Next, they decode the remaining sentences individually. Encourage them to compare answers with a friend. Check by inviting volunteers to read the decoded sentences aloud.

Answer Key:

1. She goes to the beach by plane.
2. He goes to the park on foot.
3. He goes to school by bus.

Assign homework  5'  **AB page 46 ex. 1**

Additional homework Students make a form of transport out of modelling clay and label it on an index card.

Light on grammar 15'

Invite a pair of volunteers to read the example questions and answers aloud. Explain that we use *How* at the beginning of a question to ask the way that someone does something. Ask what the people are doing in the examples: *going places*. Point out that we use *by* and the form of transport to say the way that we go to a place. However, we say *on the underground*. We also say *on foot* when we walk to a place. After that, say *by* or *on* and invite the class to say appropriate forms of transport.

Ask and answer with a friend. 15'

Elicit the names of places where the students usually go and write them on the board. Then, get a pair of volunteers to read the dialogue aloud. Divide the class into pairs and tell them to take turns asking and answering questions about the way they go to the places shown in the pictures. Finally, invite volunteers to say how they and their friend go to one of the places.



Dance it! (see page 10)  10'

Now play *Dance it!* with ways of going places. Have fun!

Assign homework  5'  **AB page 46 ex. 2**

Additional homework In their notebooks, students write a silly sentence: *(Granny) goes to (the supermarket) by (submarine).* Then, they draw a picture to illustrate it.



Noughts and Crosses (see page 10)

10'

Play *Noughts and Crosses* with sizes and colours. Students should touch something in the room with the corresponding size or colour. Have fun!

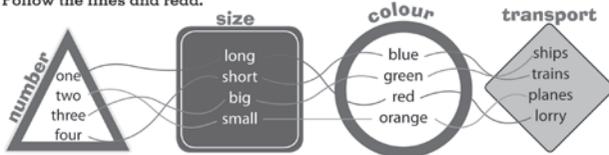
3 Follow the lines and read.

10'

Get students to identify the shapes and say what the objects are: *road signs*. Then, read the names of the categories aloud and get the class to point to them as you read. After that, tell students to follow the lines and read the descriptions of the forms of transport. Elicit the first one: *one long red lorry*. Next, have students follow the lines and read the rest of the descriptions. When they finish, get them to read the descriptions aloud.

Answer key:

3 Follow the lines and read.



Look and write.

10'

Have the class look at the pictures and say what the forms of transport are. Then, ask students to describe the first picture. Ask what word goes first: *one*. Tell them to write *one* on the first line. Elicit words for the rest of the categories and have students write them on the lines. Finally, get a volunteer to read the whole description aloud. After that, students write descriptions for the rest of the pictures. Check by asking volunteers to read their descriptions aloud. Encourage other students to say if their description was different.

Answer Key:

1. *one long red lorry*
2. *two small orange planes*
3. *three big green ships*
4. *four short blue trains*

Assign homework

5'

Additional homework



AB page 47 ex. 1

Students fold a sheet of card in half, vertically, and stick the sides together. Next, they draw and cut out a 7cm circle near the top. After that, they write *Do not enter* on one side and decorate it with drawings of road signs. They write *Come in* on the other side and decorate it with drawings of forms of transport. Finally, they hang their sign on their bedroom doorknob.



Light on grammar

10'

Invite a volunteer to read the description aloud and get students to point to the highlighted words as they hear them. Explain that when we use more than one adjective to describe an object, we put them in a special order. Invite another volunteer to read the order of adjective categories aloud: *number, size and colour*. Next, say adjectives from Activity 3 and get the class to say what category they are in.

Read and colour.

10'

Get students to read the first description silently. Read the words aloud and invite volunteers to say what category each adjective is in. Then, have students colour the words in the descriptions according to their category. When they finish, encourage them to compare their descriptions with a friend.

Answer Key:

Students colour the words according to the code.

4 Listen and chant.



1.49

10'

Invite a volunteer to read the title and explain that *travelling around* means going to different places for fun. Ask the class to read the chant quickly and find the forms of transport: *hot-air balloon, lorries, submarines, train, ships*. Ask which form of transport is in the picture: *a hot-air balloon*. Then, play track 1.49 and get students to follow along in their books. Play the CD again and invite them to chant along. Finally, play the CD and have students do the chant and clap to the beat.

Assign homework

5'



AB page 47 ex. 2

Additional homework

In their notebooks, students draw a form of transport with a face. Then they give it a name and describe it:

Tony the Train – One fast blue train!

Time to practise!



Chinese whispers (see page 10) 10'

Now play *Chinese whispers* with descriptions: *three long blue buses*. Have fun!

1 Draw the paths. 10'

Ask the class to look at the pictures and identify the forms of transport and the places. Then, ask volunteers to say how they go to the places shown in the picture. After that, tell students to draw paths from the houses to the places.

Answer Key:



Unscramble the questions. 10'

Have students unscramble the first question and invite a volunteer to read it aloud: *How does he go to the library?* Next, have students unscramble the rest of the questions and compare with a friend to check.

Answer the questions. 10'

Invite a volunteer to read the first question aloud and tell students to find the boy in the picture. Get them to identify the form of transport he uses to go to the library: *a bus*. Elicit the answer to the first question: *By bus*. Next, have students use the picture to write the answers to the rest of the questions. Check by inviting volunteers to read the questions and answers aloud.

Answer Key:

1. *How does he go to the library?* *By bus.*
2. *How do they go to the park?* *By car.*
3. *How does he go to the museum?* *By bike.*
4. *How do they go to the toy shop?* *On foot.*

Assign homework 5' AB page 48 ex. 1

Additional homework
In their notebooks, students write a question about transport and answer it for themselves:
How do you go to the zoo? I go by car.
Then, they draw a picture to illustrate the question and answer.

2 Read and draw. 15'

Draw a table on the board and invite a volunteer to read the first sentence of the text aloud. Get a different volunteer to draw the car on the table. After that, get students to read the rest of the text and draw the picture in their books. When they finish, have them compare pictures with a friend to check. Finally, check as a class by inviting students to complete the drawing on the board.

Answer Key:

Students draw the items described.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 114 and student B looks at page 118. Tell students to say how the children are going to school. Their friend draws the missing forms of transport in his / her picture. When they finish, get them to compare pictures to check.

Wrap-up: Write or wrong! 15'

Divide the class into five teams and get them to form five lines in front of the board. Say a sentence about transport: *I go to school by hot-air balloon*. The first student in each team's line writes the sentence on the board. The first student to write the sentence correctly wins a point. Continue with other sentences and team members.

Assign homework 5' AB page 48 ex. 2

Additional homework
Students draw and colour a form of transport on a sheet of poster paper and decorate it with glitter. Then, they write a description of it: *One small purple submarine*.

Time to write

1 Rate the inventions. 10'

Ask the class to say what they see in the pictures: a computer, a unicycle, an MP3 player, a plane, a TV. Then, get students to look at the scale. Tell them to point to the boy. Ask if he is happy: *No*. Explain that 1 means that the invention is not very important. Have them point to the happy girl and explain that 5 means that the invention is very important. Next, get students to rate the inventions and compare their answers with a friend. Finally, encourage them to vote for the most and least important invention.

Answer key:



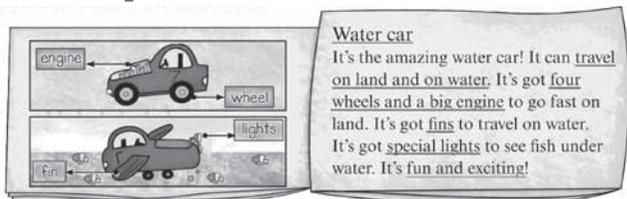
2 Look and read the information. 5'

Have the class look at the pictures and ask them what is special about this car: *It can travel on water*. Then, invite a volunteer to read the text aloud and get students to point to the different parts of the car as they hear them.

Underline with the correct colour. 5'

Have students read the two categories silently. Then, ask a volunteer to read a sentence about the car that says what it can do: *It can travel on land and on water*. Tell the class to underline that sentence in blue. After that, tell students to underline the sentences and words for the other category and compare answers with a friend. Finally, check as a class by saying the category to elicit the sentences and words.

Answer key:



Complete about a new form of transport. 10'

Elicit all the forms of transport from this unit and any others that students know. Then, have them work individually to think of a combination of two or more

forms of transport to create a silly invention. Have students write its name, what it can do, what it's got and words to describe it.

Draw the invention. 5'

Have students draw their invention according to the notes they made. When they finish, encourage them to show their invention to two friends and describe it.

Answer key:

Student's own drawing and answers.

Bulletin board idea 10'

Materials: Card, magazine cutouts of travel destinations and forms of transport.

Note: Students can draw their form of transport if magazine cutouts are unavailable.

Divide the class into groups of three and hand out the materials. Tell students to choose one destination and one form of transport to stick onto their poster. Then, they write a sentence on the poster: *We want to go to the Canary Islands by submarine!* Display the posters on the bulletin board and encourage the class to vote on their favourite travel idea.

Assign homework 5'



AB page 49

The lighthouse keepers' story



Before you read 10'

Answer the questions.

Ask two or three volunteers what their favourite museum is. Then, tell students to read the questions and write their answers on the lines. Check as a class by asking other volunteers about their favourite museum, how they go there, who they go with and what they can see.

Answer Key:

Student's own answers.

Now read the story in groups. 15'

Divide the class into groups and tell students to take turns reading the story aloud. When they finish, invite a group to read the story to the class. Finally, get students to guess what they think happens next. Accept all answers.

Assign homework 5'



AB page 50

Additional homework

In their notebooks, students draw a picture of something they would like to see in a museum.

Listen to the first part of the story. 1.50 15'

Invite the class to read the title and look at the pictures. Explain that the story is about three boys: Tim, Brian and Carl. Tim is Brian's little brother. Tell them to point to Tim and Brian in the pictures. Carl is Tim's friend. Tell them to point to Carl. Then, play track 1.50 and have students follow along in their books. Ask students about the story:

Where do the boys go?

What do Tim and Carl think about the museum?

Where are Tim and Carl when the lights go out?

Finally, ask the class which brother they are similar to and why: (*Brian, because I like museums.*) (*Tim, because museums are boring.*) Etc.

2 Listen to the second part of the story. 1.51 10'

Ask students about the first part of the story:

Who are the characters?

Where do they go?

Where are they at the end of the first part of the story?

Next, play track 1.51 and have the class follow along in their books. Ask them what Tim and Carl find in the different rooms. Finally, ask them if Tim and Carl liked the Transport Museum.

Now read the story in groups. 10'

Divide the class into groups of five and assign roles. Students read the whole story aloud and act out the parts. When they finish, they switch roles and act out the story again. Finally, invite a group to act out the story for the class.



After you read 5'

Choose and circle a different type of trip.

Explain that in the story, Tim and Carl went on imaginary trips in a spaceship and in a submarine. Tell students to read the list of ways to travel. Have them circle the form of transport that they like best.

Draw a picture of your trip. 5'

Tell students to draw a picture of their trip on the form of transport that they have chosen. When they finish, encourage them to compare pictures with a friend.

Answer Key:

Student's own drawing and answers.



Value: Travelling safely

Make a road safety cube. 15'

Materials: One photocopy of craft templates 5a and 5b (see the Values' section on the Teacher's Resource CD-ROM) per student, crayons, scissors, glue.

Write *travel safety* on the board and encourage students to tell you what it means: *being careful when travelling*. Hand out the templates and invite students to look at the pictures. Get volunteers to say ways to be safe when you travel: *Wear a bike helmet. Wear your seatbelt. Cross the road with an adult. Don't put your hands out of the window. Don't lean against the door. Look both ways before you cross the road*. Next, have students colour the scenes and cut out the parts of the cube. Then, they fold them to form a cube and stick the tabs to hold it in place. Encourage them to show their road safety cube to their family and to remember how to stay safe when they go to different places.

Assign homework 5'



AB page 51



Warm-up: Let's talk about Germany 10'

Materials: A map of the world, photos of the German national football team, the Berlin train station, German sausages.

Write *Germany* on the board and invite a volunteer to find it on the map. Help with clues if necessary. Then, explain that Germany is the biggest country in Europe. About 82 million people live there. It's also got the most neighbours. Nine countries share a border with Germany. Germany has got beautiful countryside, mountains and pretty towns with

traditional buildings. Pass around the photo of the German national football team and explain that they have won the World Cup almost as many times as Brazil. Then, pass around the photo of the Berlin train station and point out that Germany has got an excellent transport system. The biggest train station in the world is in Berlin. Pass around the photo of the train station. Finally, pass around the photo of the sausages and explain that sausages are a popular traditional food in Germany. There are more than 1,500 types of sausage!

Read and colour the pictures. 15'

Get students to look at the pictures and describe what they can see. Then, have them read the texts silently and colour the pictures. When they finish, invite volunteers to read the texts aloud. Next, have students close their books and try to remember some information about Germany from the texts. Ask them questions to help them remember:

Where is Germany?

What's the capital of Germany?

What festival is there about a form of transport?

What do they grow in Germany?

What kind of trees grow in the Black Forest?

What do they make in the factories?

Finally, invite a volunteer to read *Do you know?* fact. Ask students if they knew this fact before.

Answer Key:

Students colour the pictures according to the descriptions.

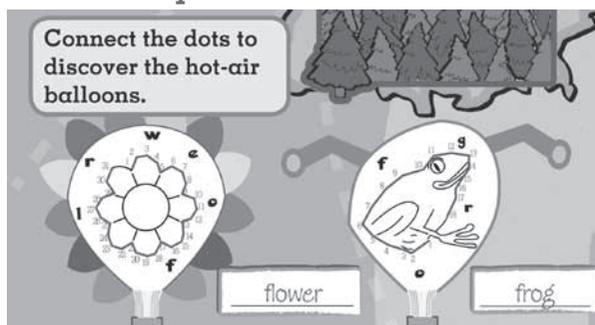
Connect the dots to discover the hot-air balloons. 5'

Remind the class of the hot-air balloon festival in Germany and tell them to look at the two incomplete balloons. Get them to connect the dots to discover the shapes of the balloons.

Unscramble the names. 5'

Ask students to use the letters around the balloons to make a word to describe them. Elicit the words: *flower, frog*.

Answer Key:



AB page 52 15'

Check what you know!

Material: A small ball.

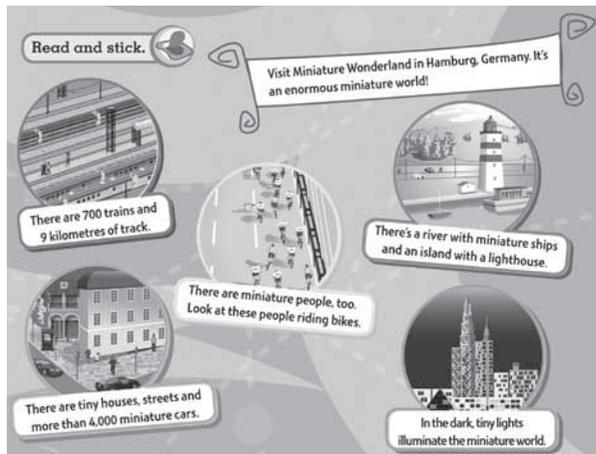
Tell students to stand in a circle. Then, say a *transport* or *road* vocabulary item and toss the ball to a student. He / She says a different vocabulary item and tosses the ball to another student. Continue until all of the vocabulary items have been used. Encourage the rest of the class to help if necessary. Next, divide the class into four teams. Ask them how they go to a place: *How do you go to the bottom of the sea?* The first team to put up their hands and say a logical answer wins a point: *By submarine*. Continue with other transport questions. The team with the most points at the end wins. After that, write four words on the board randomly, to make a description: *cars, green, six, small*. Invite a volunteer to say the description in order: *six small green cars*. Do the same with other descriptions. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and stick.



Invite a volunteer to read the text on the banner aloud and explain that *Miniature Wonderland* is a giant model world with tiny buildings, forms of transport and people. Next, tell students to use the stickers for the *Light up the world* on page 53 and encourage them to say what they can see. After that, get them to read the texts and decide where the stickers go. Have them compare with a friend to check. Check as a class by describing the stickers and getting volunteers to read the corresponding text aloud. Finally, students put the stickers in the spaces.

Answer Key:

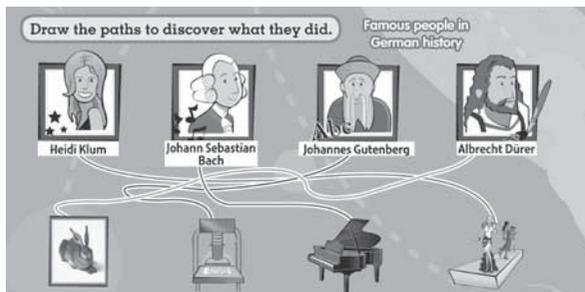


Draw the paths to discover what they did.



Ask students to look at the German people in the pictures and guess what they are famous for. Then, tell them to follow and draw the paths for a clue. Explain that Heidi Klum is a famous model. She's very beautiful. Johann Sebastian Bach is a famous composer of classical music. Johannes Gutenberg invented the printing press. Finally, explain that Albrecht Dürer was a famous painter. He painted a picture of a hare.

Answer Key:



Assign homework



AB page 53

Additional homework

My project



Make a ship.

Materials: Card, an empty milk carton, an empty juice carton, a paintbrush, white paper, two straws per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 97 and the *Time to check* section on page 52 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

6 Earth Day



Objectives:

- learn words to talk about recycling
- learn verbs to talk about earth-friendly actions
- ask and answer questions about what things are made of
- compare routine actions with new actions



Light on new words

Recycling

bag	/bæg/	_____
bottle	/bɒ.təl/	_____
carton	/kɑː.tən/	_____
container	/kənˈteɪ.nə/	_____
glass	/glɑːs/	_____
jar	/dʒɑː/	_____
newspaper	/ˈnjuːz.peɪ.pə/	_____
paper	/peɪ.pə/	_____
plastic	/plæs.tɪk/	_____
recycling bin	/rɪˈsaɪ.klɪŋ bɪn/	_____

Verbs 2

keep	/ki:p/	_____
plug in	/plʌg ˈɪn/	_____
recycle	/rɪˈsaɪ.kəl/	_____
reduce	/rɪˈdju:s/	_____
reuse	/riˈju:z/	_____
throw away	/θrəʊ əˈweɪ/	_____
turn off	/tɜːn ˈɒf/	_____
turn on	/tɜːn ˈɒn/	_____
unplug	/ʌnˈplʌg/	_____



Light on grammar

Present simple vs. Present continuous

We use the present simple to talk about routine actions that usually happen every day. We use the present continuous to talk about actions that are happening right now. In this unit, we use both

tenses together to show that we usually do one action but now we are doing a new action. We use this combination to talk about changes in taking care of the Earth.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will ask and answer questions about what things are made of.

- What's it made of? Is it made of glass or plastic? It's made of plastic.



The lighthouse keepers' story Making a change



Teaching tip

Teaching vocabulary can be a fun and interesting experience for young learners. Most of what they learn early on consists of new words and expressions. To help them, we include activities that contextualize new vocabulary to make it more meaningful and memorable:

- 1) Personalize the new word and get students to relate it to their own experiences: *Which items do you use? Which items do you recycle at home?*
- 2) Describe the word and have students guess what it is, or say the word and have them describe it.
- 3) Help students to associate new words with the objects they represent. They can stick the word next to a picture or physically touch the object that the word represents. Get them to feel the textures of objects and use their senses to capture the meanings of words.
- 4) Keep in mind the amount of new information that students can process. In *Lighthouse*, we introduce a limited set of new words in each unit. While ambitious students may want to learn many words at one time, it is only practical for them to learn words or expressions that they can practise and use frequently. Then, they can move on to other words and topics.

Value: Reusing everyday items

Reusing everyday items means finding new uses for products that people use every day.



Make an elephant penholder.



Basic competences

In this unit, students will develop:

- *Linguistic competence* by practising vocabulary in a memorable fashion through personalisation, association with the object it represents or by using it (TB p. 73).
- *Competence in Knowledge and interaction with the physical world* by identifying vocabulary about materials that can be recycled and the bins they go in (SB p. 54).
- *Linguistic competence* by identifying what different objects are made of and then practising speaking in pairs in order to guess and describe the materials that different recyclable objects are made of (SB p. 55).
- *Artistic and cultural competence* singing along to a chant Let's change! to memorise the three "R"s about helping the planet (SB p. 56).
- *Processing information and digital competence* in the classroom by accessing information by listening for specific information about what is happening in the picture at the moment of speaking (SB p. 57).
- *Competence in Learning to learn* by focusing on and contrasting two previously met grammar structures: the Present simple and the Present continuous (SB p. 58).
- *Competence in Autonomy and personal initiative* by creating a personalised poster about being "green" at a place of their choice (SB p. 59).
- *Interpersonal and civic competence* by completing mind maps on what are the dirtiest areas in their neighbourhoods and then by brainstorming how to clean them up (SB p. 60).
- *Linguistic competence* by listening to and reading a story about neighbourhood cooperation (SB p. 61).
- *Competence in Knowledge and interaction with the physical world* by identifying factual cultural information about Costa Rica while also building literacy (SB p. 62).
- *Mathematical competence* by completing a word puzzle with information from the reading text and associating numbers with the letters to find a secret message (SB p. 63).

6 Earth Day

Warm-up: Planet Earth! 10'

Material: A ball.

Pick a category of words that students know and write it on the board: *animals, weather, etc.* Invite the class to stand in a circle. Pass the ball to a student and get him / her to say a word from the category: *dog*. He / She passes it to another student and says another word from that category. Then, he / she passes the ball to another person. You can change categories to make the game more challenging. Continue until all students have participated.

1 Read and stick. 15'

Invite the class to look at the picture and describe it. Then, ask a volunteer to read the title of the unit aloud and say what it means: *It's a special day to help us to remember to protect the Earth.* Explain that Earth Day is on 22nd April. Point out the banner on the page and explain that the children are celebrating Earth Day. Point out the *recycling bins* sign and explain what they are. Encourage students to say whether they have seen recycling bins in their school or neighbourhood. Next, tell the class to look at the bins. Say that when we recycle, we organize the things according to their material. *Glass, paper* and *plastic* are materials. Get volunteers to point to glass, paper or plastic objects in the classroom. After that, tell students to use the stickers for Activity 1 on page 54 and have them read the names of the objects silently. Ask which items go in the paper bin: *cartons, newspapers*. Tell students to put the sticker in the corresponding space. Do the same with the other bins.

Answer key:



Listen and repeat. 1.52 15'

Materials: A carton, a newspaper, a jar, a plastic container, a plastic bag, a glass bottle.

Play track 1.52. Students repeat the words and point to the objects as they say them. Then, put the items on a desk at the front of the room. Play the CD again and get volunteers to put the objects in the order that they hear them. Play the CD a third time for the class to check. Get other volunteers to each take an object, hold it up and say what it is. Then, get them to give their object to a different student. Elicit the names and the materials. Continue until all students have participated.

TRACK 1.52

NARRATOR: LISTEN AND REPEAT.

NARRATOR: RECYCLING BINS.	BAGS.
BOTTLES.	CONTAINERS.
JARS.	GLASS.
CARTONS.	PAPER.
NEWSPAPERS.	PLASTIC.

Assign homework 5'

Additional homework



AB page 54 ex. 1

In their notebooks, students write *paper, plastic* and *glass* in big letters and draw three recyclable items for each one.

Light-on real language 20'

Material: Familiar objects made of glass, plastic and paper.

Point out the photo of the boy and the girl. Ask what the boy is holding: *a bottle*. Then, invite a pair of volunteers to read the dialogue. Explain that we ask these questions when we want to know the material of an object. We use the first question to find out the name of the material. We use the second question when we want to know which of two possible materials it is. Next, put the different objects around the room. Get new volunteers to find an object and ask the class about the material. After that, divide the class into pairs and tell them to ask about objects in the classroom.

Assign homework 5'

Additional homework



AB page 54 ex. 2

In their notebooks, students draw a recycling bin and write *PAPER* on it. Then, they stick pieces of paper items in the bin.

2 Unscramble and write. 10'

Invite the class to describe the pictures. Then, ask a volunteer to read what the girl says. Ask what three things people can do to help the Earth: *reduce, reuse and recycle*. Get the class to look at the pictures and say which child does which of these actions. Accept all answers. Have students unscramble the words and write them in the box. After that, explain that *reduce* means that you try to use less of something. Ask what the boy in the picture wants to use less of: *water*. Say that *recycle* means that an object is changed into a different object so that people can use it again. Point out that when we recycle paper, it can be used in boxes or even more paper. The boy in the picture is putting recycling paper in his printer. Finally, explain that *reuse* means that we use an object again. When we get plastic bags at the shops, we can use them again to carry other things. We can use plastic bottles again, too, like the girl in the picture.

Answer key:



Listen and underline. 1.53 10'

Have students look at the pictures and say what they see: *a boy with a bag, a girl with a computer, a boy brushing his teeth*. Then, tell students to read the sentences and options silently. Next, play track 1.53 and get the class to underline the option they hear for each sentence.

TRACK 1.53

NARRATOR: LISTEN AND UNDERLINE.
 INTERVIEWER: HOW DO YOU REUSE PLASTIC IN YOUR FAMILY?
 BOY 1: WE ALWAYS KEEP BAGS AND USE THEM AGAIN.
 INTERVIEWER: HI, HOW DO YOU REDUCE ENERGY USE?
 GIRL: I PLUG IN MY COMPUTER TO USE IT. I UNPLUG IT WHEN I'M NOT USING IT.
 INTERVIEWER: AND YOU, HOW DO YOU REDUCE THE USE OF WATER?
 BOY 2: I TURN OFF THE WATER WHEN I BRUSH MY TEETH. I TURN IT ON TO RINSE MY MOUTH AND MY TOOTHBRUSH.

Answer Key:

We always keep bags.
I turn off the water when I brush my teeth.
I plug in my computer to use it.

Listen again and check. 1.53 5'

Play track 1.53 again and tell students to check their answers. Then, invite volunteers to read the completed sentences aloud. Finally, have volunteers mime the meaning of the new words to the class. Encourage the class to say if they do these actions at home.

Listen and repeat. 1.54 5'

Play track 1.54 for students to repeat the words. Invent actions to represent *reduce, reuse and recycle*. Play the CD two more times. Encourage students to imitate the actions as they say the words.

TRACK 1.54

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: REDUCE.
 RECYCLE.
 REUSE.
 KEEP.
 THROW AWAY.
 UNPLUG.
 PLUG IN.
 TURN OFF.
 TURN ON.

Light on real language

Ask and answer questions with a friend. 15'

Invite students to identify the objects in the picture: *a mirror, a napkin, a comic book, etc.* Then, have them look at the children in the photo and get a pair of volunteers to read the dialogue aloud. Next, divide the class into pairs and have them ask and answer questions about the materials. Finally, get volunteers to ask one of their questions for the class to answer.



Word scramble! (see page 10) 5'

Now play *Word scramble!* with actions from this lesson. Have fun!

Assign homework 5'

Additional homework



AB page 55

Pictionary pages 104 and 105. Students identify the pictures and write the corresponding words. Then, they write a sentence for each. Finally, they listen to the words in this unit's section of the CD in class.

We're recycling today!

Warm-up: Freeze! 20'

Note: Write an action from this unit on separate pieces of card. Use big letters.

Mime an action from this unit and encourage the class to say what you are doing. Then, invite a volunteer to come to the board and stand with his / her back to the class. Hold up one of the pieces of card for the class to mime the action. Ask the volunteer to turn around, and have the other students freeze. The volunteer guesses the activity: (*Unplug the computer*). He / She then chooses the next volunteer. Continue with other activities. After that, stick the actions to the board randomly. Write *Good actions* and *Be careful* on the board. Explain that good actions are things we want to start doing all the time to help the Earth. Elicit what actions we have to be careful about when we do them so that we do not hurt the Earth. Then, invite volunteers to stick the actions under the appropriate title. Encourage students to say the good actions that they do at home.

1 Look and match the parts of the sentences.

 20'

Invite a volunteer to read the title aloud and get the class to say things that we can recycle. Then, have students describe the pictures. Next, point out the sentences. Get a volunteer to read the first part of the first sentence aloud. Tell students to point to the corresponding picture in the first pair. Then, invite another volunteer to read the part of the sentence that corresponds to the next picture: *but today we're riding our bikes*. After that, have students match the parts of the sentences for the other pairs of pictures. Finally, invite volunteers to read the completed sentences aloud.

Answer Key:

1. *We usually go to school by car, but today we're riding our bikes.*
2. *We never unplug our computers, but today we're unplugging them.*
3. *We sometimes throw away paper, but today we're keeping it.*
4. *We usually dry our clothes in the dryer, but today we're drying them in the sun.*

Assign homework 5'  **AB page 56 ex. 1**

Additional homework
Students draw and label three activities they would like to start doing to protect the Earth: *unplug the computer, recycle paper, etc.*

Light on grammar

 10'

Read the first sentence aloud and encourage students to point to the highlighted words. Ask when we use the present simple and the present continuous: *We use the present simple to show that something is routine. We use the present continuous to show that the action is happening right now.* Explain that we use the tenses together to show the change in the routine. Elicit the routine and the new action in the first example: *We usually throw away paper. Today, we're reusing it.* Continue in the same way with the second example.

Make sentences with a friend.

 10'

Ask the class to read the first sentence prompts. Then, have students look at the photo of the boy and invite a volunteer to read what he says aloud. Elicit the routine action and the new action. After that, divide the class into pairs and have them make the rest of the sentences using the prompts. Check by getting volunteers to say the sentences.

2 Listen and chant.

 1.55 10'

Have a volunteer read the title aloud and elicit what it means: *Let's do things in a different way.* Encourage students to say what they can see in the picture: *to a recycling bin, people.* Then, get them to look at the chant and find the two actions that can be bad for the environment: *throwing away many things and going places by car.* Next, play track 1.55 and get students to follow along in their books. Play the CD again and invite the class to chant along. After that, divide the class into two groups and have them chant alternate lines. When they finish, have them switch roles and do the chant again. Finally, elicit things that students can change to help the Earth.

Assign homework 5'  **AB page 56 ex. 2**

Additional homework
Students make a *Let's Change!* flyer in their notebooks. They draw two activities that help the environment and write two sentences to describe them.

3 Unscramble the sentences. 10'

Invite a volunteer to read the heading aloud. Point out the words in the car and tell students to unscramble the sentence about what usually happens. Get a volunteer to read it aloud: *Mum usually goes to work by car.* Then, have students unscramble the rest of the sentences and write them on the lines. Finally, check by getting volunteers to read the sentences to the class.

Answer Key:

This is what usually happens...

1. *Mum usually goes to work by car.*
2. *My brother never turns off the water.*
3. *My sister usually doesn't unplug the TV.*
4. *Dad always throws away glass and paper.*

Anchor Listen and complete. 1.56 15'

Tell the class to look at the picture and say what they can see. Then, get a volunteer to read the heading. Explain that this is the same family from the previous activity. Have students point to the sister in the picture and ask what she is doing: *unplugging the TV.* Tell students to find the other family members in the picture. Next, play track 1.56 twice and have students complete the sentences about the family. Encourage them to compare answers with a friend to check. Check as a class by inviting volunteers to read the completed sentences aloud. Finally, ask students what each family member usually does and what they are doing now: *Mum – goes to work by car, is riding a bike to work.*

TRACK 1.56

NARRATOR: LISTEN AND COMPLETE.

BOY: MY FAMILY AND I ARE LEARNING TO TAKE CARE OF THE EARTH. NOW WE'RE STARTING TO CHANGE. LOOK! MUM IS RIDING HER BIKE TO WORK. MY BROTHER IS TURNING OFF THE WATER. MY SISTER IS UNPLUGGING THE TV. DAD IS RECYCLING GLASS AND PAPER.

Answer Key:

1. *Mum is riding her bike to work.*
2. *My brother is turning off the water.*
3. *My sister is unplugging the TV.*
4. *Dad is recycling glass and paper.*

Assign homework 5' AB page 57 ex. 1

Additional homework
In their notebooks, students write two routine actions that their favourite cartoon character does and draw pictures to illustrate them: *go to school, play tennis.*

Light on grammar 15'

Invite a pair of volunteers to read the sentences aloud. Ask the class what the routine actions are: *She usually goes to work by car. He always throws away glass and paper.* Elicit the new actions: *She's riding a bike. He's recycling them.* Point out that when we talk about another person's routine actions, we add -s or -es to the verb. When we talk about another person's actions in the present continuous, we use *is* before the verb with -ing. Then, encourage students to make sentences with the routine and new actions in Activity 3: *My brother never turns off the water, but today he's turning it off.*

Anchor Talk about the changes with a friend. 20'

Material: One sheet of white paper per student. Have students look at the first set of pictures and say what the routine action is: *She usually throws away cartons.* Invite a volunteer to say the new action: *Now she's reusing them.* After that, divide the class into pairs and tell them to talk about the change in the second picture. When they finish, hand out the paper and encourage them to draw a new change and write a sentence to describe it.



Draw and guess (see page 10) 10'

Now play *Draw and guess* in groups with students' change pictures. Have fun!

Assign homework 5' AB page 57 ex. 2

Additional homework
Students find out where they can take paper, plastic and glass to recycle and write the names of the places in their notebooks.

Time to practise!

1 Look and write about Jane. 25'

Material: One sheet of poster paper per pair.

Point out the photo of the girl and invite a volunteer to read what she says aloud. Get students to read the beginning of the text about Jane and look at the pictures. Ask why today is different: *It's Jane's birthday.* Then, have the class look at the first set of pictures and say what Jane is doing: *She's having breakfast.* Ask what the difference is between the pictures: *In one picture, she's having cereal. In the other picture, she's having pancakes.* Encourage the class to vote for which breakfast they like the best. Point out the words above the pictures. Get a volunteer to make a sentence about what Jane usually has for breakfast: *She usually has cereal for breakfast. Say but today...* and invite the class to say the rest of the sentence: *she's having pancakes.* Tell students to complete the first sentence in the text. After that, divide the class into pairs and have them write sentences for the rest of the pictures. Check by asking volunteers to read their sentences aloud. Then, hand out the paper and tell students to fold it in half horizontally and unfold it. On one side, they draw an activity they usually do after school. On the other side, they draw an activity they do after school on their birthday. They label the pictures *Usually...* and *Today...* Finally, invite pairs to show their pictures to the class and make a sentence to describe them.

Answer Key:

Today is Jane's birthday. She usually has cereal for breakfast, but today she's having pancakes. She usually wears a uniform, but today she's wearing a dress. She usually does her homework but today she's having a party. She usually has fruit for dinner, but today she's having some cake.

Assign homework  5'  AB page 58 ex. 1

Additional homework
Students use materials that they find in their house to make a birthday card for a friend. They can use cartons, newspapers, magazine cutouts and other recyclable items.

2 Sing a song. 1.57 15'

Play track 1.57 and ask students what the song is about: *There's rubbish in many places. Let's change to make the Earth a better place.* Play the CD again and have students put up their hands when they hear the name of something you can recycle. Elicit the items and write them on the board: *paper, plastic, containers, plastic bags, glass bottles, newspapers.* Next, play the CD again for them to follow along in their books. Finally, play the CD two final times for the class to sing along.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 114 and student B looks at page 119. Tell them to take turns asking each other the quiz questions and circling their friend's answers. Then, they use the guide to give their friend a "green score." When they finish, encourage students to say things that they can change to take better care of the Earth.

Wrap-up: Describe it! 15'

Materials: A large paper bag, objects made of glass, paper and plastic.

Note: Do not let students see the objects in the bag.

Invite a volunteer to put his / her hand in the bag and touch an object. He / She describes what it is made of and how people use it. The class guesses what the object is. Then, the volunteer takes the object out of the bag to see if they guessed correctly. After that, the volunteer chooses the next student to describe an object. Continue with the rest of the objects.

Assign homework  5'  AB page 58 ex. 2

Additional homework
Students find an object to reuse at home: *a milk carton.* Then, they draw three possible uses for it in their notebooks: *a doll's house, a toy boat, a building for a miniature city, etc.*

Time to write

1 Look and complete the poster. 10'

Invite a volunteer to read the title aloud and ask students what kind of text this is: *a poster*. Explain that posters have pictures and short texts. Elicit places we can see posters: *at the cinema, at school, etc.* Get students to say where the people in the poster are and what they are doing. Ask students if they have ever been to the seaside and where their favourite place is. Then, point out the ✓s and ✗s in the picture and the rules under the picture. Explain that *Do's* are things that we want people to do. *Don'ts* are things that we do not want people to do. Tell students to complete the *Do's* and *Don'ts* rules using the words in the starfish. Have a volunteer look at the picture and complete the first rule: *Recycle your plastic bags*. Next, divide the class into pairs and have them complete the rest of the sentences. When they finish, check by getting pairs to read the completed rules aloud.

Answer Key:

Do's

Recycle your plastic bags.
Keep your rubbish in a box.
Respect the ocean animals.

Don'ts

Don't drive on the beach.
Don't leave your rubbish there.
Don't paint on the walls.

2 Choose a place and draw three Do's and three Don'ts. 10'

Encourage the class to think of other places where it is important to be green: *at school, at home, at the park, etc.* Then, get them to choose a place and write it on the line. Next, have them draw the place and people doing three *green* actions and three actions that are bad for the Earth. Finally, encourage them to compare pictures with a friend.

Write the Do's and the Don'ts for the place. 10'

Tell students to write rules for the place in their picture. They write three positive rules according to the *green* actions in the picture. They write three negative rules with *Don't* according to the bad actions in the picture. When they finish, invite volunteers to say what place they chose and to read one positive and one negative rule to the class.

Answer Key:

Student's own drawing and answers.

Bulletin board idea 15'

Materials: One shoebox, tissue paper of different colours, glue, card, scissors per group.

Divide the class into groups and hand out the materials. Students put the open shoebox on its side on a desk. They glue tissue paper inside the box to make the sky and the Earth. Then, they draw pictures of themselves on the card and cut them out. They stick these in the box. They can add trees and animals to decorate their miniature world. Get students to write their name on a small piece of paper and stick it onto the side of the box. Finally, display the boxes on the bulletin board and invite the class to vote on the most beautiful world.

Assign homework 5'



AB page 59

The lighthouse keepers' story

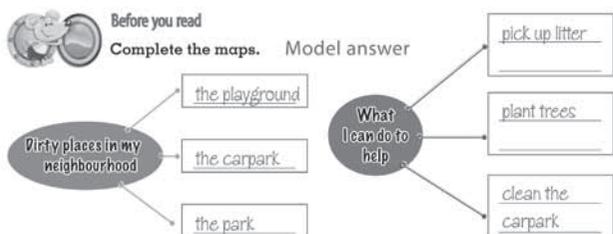


Before you read 10'

Complete the maps.

Have the class look at the mind maps and explain that we use mind maps to help us to think of and organize information. Invite a volunteer to read the title of the first map aloud: *Dirty places in my neighbourhood*. Encourage the class to think of examples and tell them to write them on the lines. Elicit some: *the park, the carpark*, etc. Next, get a volunteer to read the second title aloud and elicit suggestions for the class to write on the lines.

Answer key:



Now read the story in pairs. 15'

Divide the class into pairs and have them take turns reading parts of the story aloud. When they finish, get volunteers to read parts of the story to the class. Finally, ask students what they think happens next in the story. Accept all answers.

Assign homework 5'



AB page 60

Additional homework

In their notebooks, students draw a picture of a dirty place in their neighbourhood.

1 Listen to the first part of the story. 1.58 15'

Read the title of the story aloud and have students look at the pictures. Invite them to predict what the story is about. Accept all answers. Then, play track 1.58 and have students follow along in their books.

Ask about the story:

Where do Ruth and Toby play basketball?

What's the problem with the playground?

What do Ruth and Toby decide to do?

Are the big boys friendly? Why or Why not?

Finally, ask if their predictions have been correct so far. Invite some volunteers to say what they think will happen in the second part.

2 Listen to the second part of the story. 1.59 10'

Have the class look at the first part of the story again and tell you what happens. Play track 1.59 and have the class follow along in their books. Ask students about the second part of the story:

What do the big boys want?

What do the smaller children think?

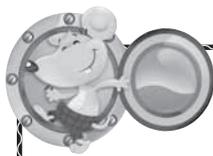
How do they make the playground nice?

Why do they win a trophy?

Then, get them to tell you if their predictions were correct. Finally, invite students to say where there are murals in their neighbourhood or where people can make murals to decorate their neighbourhood.

Now read the story in pairs. 10'

Divide the class into pairs and have them take turns reading parts of the story aloud. Encourage them to use different voices for each character.



After you read 10'

Read and number.

Have students read the texts silently and number them according to the order in the story. When they finish, get them to compare answers with a friend. Check as a class by saying a number and getting a volunteer to read the corresponding text aloud.

Answer key:



After you read Read and number.

The boys paint a beautiful mural.  4

Ruth and Toby make friends with the big boys.  3

Ruth and Toby put up a poster.  2

The playground has got lots of rubbish in it.  1

The mayor congratulates the children.  5



Value: Reusing everyday items

Make an elephant penholder. 15'

Materials: A plastic jar or bottle with the top removed, one photocopy of craft template 6 (see the Values Section on the Teacher's Resource CD-ROM) per student, card, coloured pencils, scissors, glue, sticky tape.

Write *REUSE* on the board and encourage students to say what they have learned about reusing items: *It's bad to throw away things that you can use again.* Invite them to give examples of things people can reuse: *plastic bags, plastic bottles, glass jars, etc.* Then, hand out the materials. Tell students to colour and cut out the parts of the elephant. They should stick the pieces onto the card and cut them out again. Next, they stick the feet to the sides of the jar and the head to the front of the jar with sticky tape. Finally, encourage students to keep their pens, pencils and felt-tip pens in their new elephant penholder.

Assign homework 5'



AB page 61

Warm-up: Let's talk about Costa Rica 10'

Materials: A map of the world, photos of vegetation in Costa Rica, Tortuguero National Park.

Write *Costa Rica* on the board and invite volunteers to find it on the map. Invite a student to find the capital city and write it on the board: *San José*. Point out that Costa Rica is in Central America. It is bordered by Nicaragua to the north, Panama to the east and south, the Pacific Ocean to the west and south and the Caribbean Sea to the east. Invite volunteers to point to each place on the map. About

3 million people live in Costa Rica.

Costa Rica is a very beautiful country. Pass around the photos of the vegetation and Tortuguero National Park. Explain that Costa Rica has got a tropical climate because it is near the equator. This means there is lots of green vegetation, trees and plants, and many species of animals. There are many large parks and forests there. One of the most famous parks is Tortuguero National Park on the Caribbean coast. Hundreds of turtles arrive there every year to lay their eggs.

Read and stick. 10'

Tell students to use the stickers for the *Light up the world* on page 62. Have them read the texts silently and choose the correct sticker for each text. Read the first sentence of each text and get students to hold up the corresponding sticker and say what it is: *a flag, a volcano, farmland*. Ask about the texts:

What colours are on the flag of Costa Rica?

What's the name of a famous volcano in Costa Rica?

What food can people grow in Costa Rica?

Finally, get students to put the stickers in the spaces.

Answer Key:

Read and stick.

Costa Rica is in Central America. Central America is between North and South America and the Pacific Ocean and the Caribbean Sea. The Costa Rican flag is red, white and blue.

Costa Rica has got lots of rainforests and mountains. It's also got lots of active volcanoes. The Arenal volcano is very famous.

Costa Rica has got excellent farmland. Bananas and coffee grow there. They also grow pineapples, sugar, corn, rice, beans and potatoes.

Colour to discover the endangered animal. 5'

Have students look at the picture. Explain that it is an animal that lives in Costa Rica. Encourage the class to guess what the animal is. Accept all answers. Then, point out the symbols on the left side of the picture. Tell students to colour the spaces according to the symbols.

Answer Key:

Students colour the picture to discover a jaguar.

Listen and complete. 1.60 10'

Play track 1.60 twice for students to complete the text about jaguars. Check as a class by inviting volunteers to read parts of the text aloud. Finally, point out the *Do you know?* text and ask the class what animal is in the picture: *a butterfly*. Then, get a volunteer to read the text aloud. Add that there are even butterfly farms in Costa Rica. They raise butterflies to send to other countries.

Answer Key:

Jaguars are the biggest cats in Costa Rica. Adult jaguars are more than two metres long. They live in the rainforest and are good swimmers. But they are in danger of extinction.

TRACK 1.60

NARRATOR: LISTEN AND COMPLETE.

NARRATOR: JAGUARS ARE THE BIGGEST CATS IN COSTA RICA. ADULT JAGUARS ARE MORE THAN TWO METRES LONG. THEY LIVE IN THE RAINFOREST AND ARE GOOD SWIMMERS. BUT THEY ARE IN DANGER OF EXTINCTION.

AB page 62 10'

Check what you know!

Materials: None

Write *Usually...* and *Now...* on the board and invite the class to say three actions that they usually do and three actions that they do now to help the Earth. Say *We usually...* and encourage the class to say the rest of the sentence with the first set of actions on the board. Do the same for the other actions. Write the sentences on the board as students say them. Finally, ask the class to complete the faces according to how they feel about what they know.

Assign homework 5'

AB page 62

Read and colour the tree frogs.

15'

Ask the class what animal they can see in the pictures. Explain that Costa Rica has got many different types of frogs. Invite a volunteer to read the first text aloud and get students to hold up the crayons they need to colour the frog. Have them colour the frog and compare pictures with a friend. After that, students read the rest of the texts silently and colour the frogs according to the descriptions. Encourage them to compare their frogs with a friend. Finally, ask students which frog is their favourite.

Answer Key:

Students colour the frogs according to the descriptions.

Complete the sentences.

10'

Invite a student to look at sentence 1 and find the picture of the frog with the pink stomach. Elicit the name: *the monkey frog*. Tell students to write *monkey* in the spaces. Invite a volunteer to spell the word aloud. Then, have students read and complete the rest of the sentences. Check by inviting volunteers to read and spell the missing words.

Answer Key:

Complete the sentences.

- The m o n k e y frog has got a pink stomach.
- The j a g u a r is a big cat from Costa Rica.
- Costa Rica is next to the c a r i b b e a n Sea.
- Costa Rica has got lots of active v o l c a n o e s.
- Jaguars are in danger of e x t i n c t i o n.
- B a n a n a s and c o f f e e grow in Costa Rica.
- Costa Rica h a s got lots of rain forests.

Decode the mystery message.

15'

Get students to point to the numbers under the missing letters. Explain that they form a mystery message. Ask what letter goes with 1: *T*. Students write *T* in the first space. Then, they find the letters for the other numbers and write them in the spaces. Finally, elicit the mystery message: *Think green!* Discuss the meaning of this phrase with the class.

Answer Key:

Decode the mystery message.

t h i n k g r e e n
1 2 3 4 5 6 7 8 9 10



Dance it! (see page 10)

5'

Now play *Dance it!* with information about Costa Rica. Have fun!

Assign homework

5'



AB page 63

Additional homework

My project



Make a sweets mix jar.

Materials: One clean glass or plastic jar, flour, brown sugar, baking powder, salt, chocolate chips or sweets, a sheet of white paper, a ribbon per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 97 and 98 and the *Time to check* section on page 62 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

7 At the book fair



Objectives:

- learn the words to talk about characters and types of books
- ask and answer questions about a person's favourite book
- talk about the existence of things with *There was* and *There were*
- ask questions about the existence of things with *Was there...?* and *Were there...?*



Light on new words

Characters

dragon	/ˈdræˌɡən/	_____
fairy	/ˈfeəri/	_____
ghost	/ɡəʊst/	_____
pirate	/ˈpaɪrət/	_____
spy	/spaɪ/	_____
storyteller	/ˈstɔːrɪˌteɪlə/	_____
superhero	/ˈsuːpəˌhɪrəˌrəʊ/	_____
witch	/wɪtʃ/	_____
wizard	/ˈwɪzəd/	_____

Books

adventure story	/ədˈven.tʃəˈstɔːrɪ/	_____
atlas	/ˈæt.ləs/	_____
cookbook	/ˈkʊk.bʊk/	_____
dictionary	/ˈdɪk.ʃən.ri/	_____
joke book	/dʒəʊk bʊk/	_____
mystery book	/ˈmɪs.tri bʊk/	_____
poetry book	/ˈpəʊ.ə.tri bʊk/	_____
scary story	/ˈskeəriˈstɔːrɪ/	_____



Light on grammar

There was / There were

We use *There was* and *There were* to express that one or more items existed in a specific place. We form the negative with *wasn't* and *weren't*. We form

questions by switching *there* and the verb *to be*: *Were there songs?* In this unit, we use *There was / There were* to talk about things in stories and at book fairs.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life.

In this unit, students will ask and answer questions about a person's favourite book.

- What's your favourite book?
It's *Dr. Doolittle*.
- What's it about?
It's about a vet. He can talk to animals.



The lighthouse keepers' story Jeremy's discovery



Teaching tip

As teachers, we have many opportunities to help our students, but those opportunities do not end at teaching English. One of the most important things we can do is to encourage students to enjoy learning and to try new things, and to teach them how to continue learning when they are not in the classroom. Books are a great resource in any language for helping students to develop creativity and understand the world we live in. When students read books in English, they have the chance to see how people really use the language, and develop a deeper understanding of when we use certain expressions. It can also be very motivating. Not everyone, however, can pick up just any book in another language and start reading. Guide students in their choice of reading material. They can even begin with online stories at websites such as:

<http://www.ipl.org/div/kidspace/storyhour>

<http://www.magickeys.com/books/#yc>

<http://www.bbc.co.uk/cbeebies/stories>

Students at this level should read short books that have some pictures to help them understand the story. They should also know that they can use a dictionary for help, but they do not need to use it for every unfamiliar word. Talking about the books that they have read is also a great way to help students think about what they read and what they were able to understand. Finally, if the students in your class are especially motivated readers, you can celebrate their efforts with a reading chart. They receive a star for every book or story that they read.



Basic competences

In this unit, students will develop:

- *Processing information and digital competence* in the classroom by improving reading literacy skills in English and learning through reading digital online texts (TB p. 85).
- *Mathematical competence* by matching descriptions of costumes by number to the picture being described (SB p. 64).
- *Linguistic competence* by classifying different descriptions of book genres (SB p. 65).
- *Competence in Autonomy and personal initiative* by playing a memory game in groups that allows them to practise freer speaking skills and develop fluency (SB p. 66).
- *Linguistic competence* by listening to a comparison of factual information that compares the book and the film version of the Wizard of Oz (SB p. 67).
- *Interpersonal and civic competence* by working in teams and pairs to complete an information gap activity (SB p. 68).
- *Competence in Learning to learn* by using a mind map in order to brainstorm ideas and then organise them into a descriptive text about a character profile (SB p. 69).
- *Linguistic competence* by listening to and reading a story about how reading can be an excellent source of entertainment (SB p. 70).
- *Artistic and cultural competence* by creating a personalised bookmark as a gift (SB p. 71).
- *Competence in Knowledge and interaction with the physical world* by identifying information about Ghana (SB p. 72).
- *Linguistic competence* by reading and listening to factual information about Ghana (SB p. 73).

Value: Being thoughtful

Being thoughtful means doing nice things for people and thinking about others.



Make a bookmark gift.



7

At the book fair



Word scramble! (see page 10) 10'

Play *Word scramble!* with the names of storybook characters. Have fun!

1 Listen and number. 2.1 10'

Invite the class to describe the characters in the scene. Elicit what a book fair is: *a festival where people can buy books*. Ask students to say whether they have ever been to a book fair. Play track 2.1 and get them to number the pictures accordingly. Check as a class by describing the characters to elicit the numbers.

TRACK 2.1

NARRATOR: LISTEN AND NUMBER.
 NARRATOR: NUMBER ONE. SHE'S WEARING A WHITE SHEET AND RED SHOES.
 NUMBER TWO. SHE'S WEARING A PINK DRESS AND WHITE SHOES. SHE'S GOT BROWN HAIR.
 NUMBER THREE. HE'S WEARING A BROWN COAT, A BLACK HAT AND SUNGLASSES.
 NUMBER FOUR. SHE'S WEARING A PURPLE DRESS AND A PURPLE HAT. SHE'S GOT LONG BLACK HAIR.
 NUMBER FIVE. HE'S WEARING A BIG HAT AND A BLUE COSTUME WITH STARS.
 NUMBER SIX. HE'S WEARING A BLACK AND WHITE HAT, GREY TROUSERS, A BLACK COAT AND BIG BLACK BOOTS.
 NUMBER SEVEN. HE'S WEARING A GREEN COSTUME. HE'S GOT BIG TEETH AND RED EYES.
 NUMBER EIGHT. HE'S WEARING A BROWN JACKET AND GLASSES.
 NUMBER NINE. SHE'S WEARING A BLUE AND RED COSTUME. SHE'S GOT BLONDE HAIR.

1 Listen and stick. 2.2 10'

Tell students to use the stickers for Activity 1 and read the names of the characters aloud. Play track 2.2 and pause it after the first item. Elicit the spelling of the word. Get students to hold up the corresponding sticker. Next, tell them to put the sticker in the space. Do the same with the rest of the items. Finally, encourage students to compare answers with a friend to check.

TRACK 2.2

NARRATOR: LISTEN AND STICK.
 NARRATOR: NUMBER ONE. SHE'S A GHOST. G-H-O-S-T.
 NUMBER TWO. SHE'S A FAIRY. F-A-I-R-Y.
 NUMBER THREE. HE'S A SPY. S-P-Y.
 NUMBER FOUR. SHE'S A WITCH. W-I-T-C-H.
 NUMBER FIVE. HE'S A WIZARD. W-I-Z-A-R-D.
 NUMBER SIX. HE'S A PIRATE. P-I-R-A-T-E.
 NUMBER SEVEN. HE'S A DRAGON. D-R-A-G-O-N.
 NUMBER EIGHT. HE'S A STORYTELLER.
 S-T-O-R-Y-T-E-L-L-E-R.
 NUMBER NINE. SHE'S A SUPERHERO.
 S-U-P-E-R-H-E-R-O.

Answer key:



1 Listen and repeat. 2.3 10'

Play track 2.3 for students to repeat the words. Play the CD again and mime an action for each character. Encourage students to imitate you. Finally, have the class vote on their favourite character.

TRACK 2.3

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: PIRATE. FAIRY. SPY.
 WITCH. DRAGON. SUPERHERO.
 WIZARD. GHOST. STORYTELLER.

Assign homework 5'



AB page 64 ex. 1

Additional homework

In their notebooks, students draw and label a new superhero.



Light on real language 20'

Invite volunteers to read the two exchanges. Explain that we ask the first question to find out the name of a person's favourite book. Ask some students what their favourite books are. Next, explain that we use the second question to find out about the story. Ask some volunteers what their favourite books are about. Finally, read the first question aloud and stop before the word *book*. Encourage the class to say the missing word. Continue with the rest of the dialogue. Then, invite volunteers to do the same.

Assign homework 5'



AB page 64 ex. 2

Additional homework

Students draw a picture of themselves and a family member in their notebooks and write a dialogue about their family member's favourite book.

2 Read and colour the texts. 15'

Have students look at the different books and describe the pictures on the covers. Then, invite volunteers to name characters they might find in the books. After that, point out the coloured bookmarks in each book. Get a volunteer to read the first text aloud and say the colour of the bookmark it goes with: *pink*. Tell students to colour the text pink. Then, divide the class into pairs. Have them read the rest of the descriptions and mark the texts with the correct colour. Make sure they do not colour the texts yet. Check as a class by getting volunteers to read the texts aloud and say the corresponding colour. If it is correct, have students finish colouring the text. Finally, ask the class what kind of books they like to read.

Answer Key:

Students colour the texts according to the bookmarks used in each book.

3 Listen and repeat. 2.4 5'

Play track 2.4 and have students repeat the names of the books. Play the CD again and get them to point to the pictures of the books as they say the words.

TRACK 2.4

NARRATOR: LISTEN AND REPEAT.
NARRATOR: COOKBOOK.
ADVENTURE STORY.
SCARY STORY.
POETRY BOOK.
DICTIONARY.
JOKE BOOK.
MYSTERY BOOK.
ATLAS.

3 Sing a song. 2.5 10'

Have the class look at the song and find three characters: *superheroes*, *monsters* and *ghosts*. Then, play track 2.5 and get students to follow along in their books. Play the song again and encourage the class to sing along. After that, divide the class into two groups and play the CD again. One group sings the first verse and the other group sings the second verse. When they finish, switch roles and sing the song again.

Light on real language

Talk to a friend about your favourite book. 10'

Draw a book on the board and ask a volunteer: *What's your favourite book?* Continue the dialogue. Then, divide the class into pairs and tell them to ask each other questions about their favourite book. When they finish, get some pairs to perform their dialogues.



Dance it! (see page 10) 5'

Now play *Dance it!* with *characters* and *books* vocabulary items. Have fun!

Assign homework 5'

Additional homework



AB page 65

Pictionary pages 106 and 107. Students identify the pictures and write the corresponding words. Then, they write a sentence for each. Finally, they listen to the words in this unit's section of the CD in class.

There weren't any robots

1 Read and circle *True* or *False*. 10'

Invite the class to look at the picture and describe it. Then, have them read the text silently. Ask what it is about: *a book fair*. Next, tell them to read the first sentence below the text aloud. Have students look in the text to find whether it is true or false: *True*. Invite a volunteer to read the information aloud: *There was a cool storyteller with a guitar*. After that, have them read the rest of the sentences and look in the text to see if they are true or false. They should circle the correct option for each sentence. When they finish, check by reading the sentences aloud to elicit the answers.

Answer Key:

1. T
2. F
3. F
4. T
5. F
6. T

2 Listen and chant. 2.6 10'

Invite the class to look at the picture and say what it is: *a book*. Then, get a volunteer to read the title aloud. Tell students to read the chant and name the books at the book fair: *dictionaries, atlases, cookbooks*. Next, play track 2.6 and encourage students to follow along in their books. Play the CD again for them to chant along. Play the CD a third time and have them chant and jump when they say the names of characters: *storyteller, spies, fairies, dragon*.

Assign homework 5'

Students draw a picture of the book fair in Activity 1.



Light on grammar 10'

Invite a volunteer to read the first sentence aloud and encourage students to point to the highlighted words. Explain that we use *There was* to talk about one thing or one person that existed in a particular place. Then, invite a volunteer to read the next sentence aloud. Explain that the negative form of *There was* is *There wasn't*. After that, get a pair of volunteers to read the last two sentences aloud. Explain that we use these sentences to talk about the existence or lack of existence in the past of more than one thing or person. Point out the use of *any* in the negative sentence in the plural. Finally, encourage students to give examples of *There was / wasn't / were / weren't* from Activity 1 and the chant.

Anchor Complete the sentences. 10'

Get students to look at the first sentence and point out the ✓. Elicit the missing word: *was*. Then, have students complete the rest of the affirmative or negative sentences individually. When they finish, tell them to compare answers with a friend to check. Finally, check as a class by getting volunteers to read the completed sentences aloud.

Answer Key:

There was an origami artist.
There weren't any robots.
There were pirates.
There wasn't a cookbook.

Assign homework 5'

Additional homework



AB page 66

Students write the title of a film in their notebooks. Then, they add magazine cutouts of people or things in that film. Finally, they write four sentences about it: *There was a superhero.*
There wasn't a dragon.

3 Listen and mark (✓ or X). 2.7 15'

Invite the class to look at the pictures and say what they can see: *a witch, a lion, a girl, a dog, etc.* Ask the name of the story with these characters: *The Wizard of Oz*. Read the title of the table and point out the columns for *film* and *book*. Ask students if they have seen the film or read the book. Then, play track 2.7 and encourage the class to say what it is about: *The differences between the film and the book*. Next, have students look at the smaller pictures in the table and invite a volunteer to read the words aloud. Play the CD two more times and tell students to mark the items that are in the film or in the book. Have them compare answers with a friend to check. Finally, check as a class by reading the first item aloud and saying *film*. Students put up their hands if the item was there. Do the same with *book* and continue with the rest of the items.

TRACK 2.7

NARRATOR: LISTEN AND MARK.

GIRL: THE WIZARD OF OZ IS MY FAVOURITE FILM. I ALSO LOVE THE BOOK, BUT IT'S DIFFERENT FROM THE FILM. IN THE FILM, THERE WAS A PROFESSOR. THERE WASN'T A PROFESSOR IN THE BOOK. IN THE FILM, THERE WAS ONE GOOD WITCH. BUT IN THE BOOK THERE WERE TWO GOOD WITCHES. IN THE FILM, THERE WERE RED SHOES. IN THE BOOK THERE WERE SILVER SHOES. IN THE FILM, THERE WAS A TORNADO. THERE WASN'T A TORNADO IN THE BOOK. AND IN THE FILM, THERE WERE GREAT SONGS! OF COURSE, IN THE BOOK, THERE WEREN'T ANY SONGS.

Answer Key:

Listen and mark (✓ or X). 2.7

	film	book
professor	✓	X
two good witches	X	✓
red shoes	✓	X
tornado	✓	X
songs	✓	X

Read and match. 15'

Invite a pair of volunteers to read the headings aloud. Then, read the first heading and the question below it aloud: *In the film, was there a professor?* Encourage students to choose one of the answers from the centre column: *Yes, there was*. Remind them that they can use the table at the top of the page as a guide. Tell them to draw a line to match the question with the answer. Next, have them read the rest of the questions silently and match them with the correct answer. When they finish, check by reading questions to elicit the answers.

Answer Key:

Read and match.

In the film		In the book
was there a professor?	Yes, there was.	were there silver shoes?
were there any songs?	No, there wasn't.	was there a tornado?
were there two good witches?	Yes, there were.	were there red shoes?
	No, there weren't.	

Light on grammar 10'

Invite a volunteer to read the first question aloud. Explain that we ask this question to know if a person or thing existed. Point out that we switch the order of *there* and the verb *to be*. Invite a pair of volunteers to read the short answers aloud and ask the class which answer is true about *The Wizard of Oz*: *Yes, there was*. Next, invite another volunteer to read the second question aloud. Ask how it is different from the first question: *It's about more than one person or thing*. Point out that we use the plural form of the verb *to be*. Add that we use the plural form of the verb in the short answers. Next, invite the class to give examples of questions with *Was there...?* and *Were there...?* from the previous activity. Point out that we do not need *some* or *any* when we ask about a specific person, place or thing. Elicit an example: *Were there silver shoes?*

Ask and answer with a friend. 15'

Have students name the items in the pictures. Then, divide the class into pairs and tell students to take turns asking and answering questions about the items. Point out that items marked with a *X* did not exist. Items marked with a *✓* did exist. Elicit the first question as an example: *Were there any apples?* Elicit the answer: *No, there weren't*. Students continue with the rest of the items individually. Check by getting pairs to say the question and the answer for each item.

Assign homework 5'

AB page 67

Time to practise!



Chinese whispers (see page 10) 10'

Play *Chinese whispers* with sentences and questions with different forms of *There was / There were*. Have fun!

1 Listen and circle the correct option. 2.8 10'

Get students to look at the pictures of the children and say what they can see: *Hansel and Gretel. They're talking to a reporter.* Ask students if they know the story of Hansel and Gretel and what happens to them: *They go to a witch's house. There are lots of sweets.* Then, have students look at the different options and invite volunteers to read them aloud. Explain that Hansel and Gretel are telling the reporter what they saw at the witch's house. Point out that the options are similar in pronunciation. Next, play track 2.8 and have students listen and circle the option that they hear. Play the track again for them to check their answers. Check as a class by saying the numbers to elicit the answers.

TRACK 2.8

NARRATOR: LISTEN AND CIRCLE THE CORRECT OPTION.
NARRATOR: NUMBER ONE. A BIG CAGE.
NUMBER TWO. LOTS OF SWEETS.
NUMBER THREE. A BIG BLACK CAT.
NUMBER FOUR. BISCUITS.
NUMBER FIVE. A COOKBOOK.
NUMBER SIX. FAT SPIDERS.

Answer Key:

1. a big cage
2. lots of sweets
3. a big black cat
4. biscuits
5. a cookbook
6. fat spiders

⚓ Write sentences with *There was* and *There were*. 10'

Tell students to imagine what Hansel and Gretel told the reporter. Have the class look at the first circled option and invite a volunteer to make a sentence with *There was* or *There were*: *There was a big cage.* Next, get students to write sentences for the rest of the items. Check by inviting volunteers to read their sentences aloud. Encourage them to imagine that they are Hansel or Gretel and use emotion in their voice.

Answer Key:

1. There was a big cage.
2. There were lots of sweets.

3. There was a big black cat.
4. There were biscuits.
5. There was a cookbook.
6. There were fat spiders.

⚙️ Unscramble the questions. 10'

Ask students to look at the picture and guess whose house it is. Have them look at the first scrambled question and unscramble it. Then, invite a volunteer to read it aloud to the class. After that, get students to unscramble the rest of the questions. Check by inviting volunteers to read the questions to the class.

Answer Key:

1. Were there any spiders in the house?
2. Was there a small dog?
3. Were there any brownies?
4. Was there a big cage?
5. Was there a bed?

⚓ Answer the questions with a friend. 5'

Invite the class to look again at the witch's house and identify the items. Then, ask a volunteer to read the first question aloud. Invite another student to look at the pictures and give the answer. Do the same with the rest of the questions.

⚓ Ask a friend three more questions. 10'

Ask students which items they talked about in the questions: *spiders, a dog, brownies, a cage, a bed.* Then, divide the class into pairs and have them take turns asking and answering three questions about the rest of the items: *a cookbook, a tablecloth, a pot, etc.* When they finish, encourage pairs to say their questions and answers.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 115 and student B looks at page 119. Tell them to look at their pictures of the party and describe who was there to discover the differences. When they finish, get them to compare books to check. Check as a class by eliciting the differences: *In picture A, there was a wizard. In picture B, there was a witch, etc.*

Assign homework 5'

AB page 68

Time to write

1 Read and complete the character profile. 10'

Invite the class to look at the mind map and identify the things that are being described: *Wendy the Witch's appearance, her favourite things, her everyday activities*. Tell students to read the phrases describing her physical appearance. Ask whether Wendy the Witch is ugly or beautiful: *ugly*. Have students read the phrases about her everyday activities. Ask who the spider is: *It's Wendy's pet*. After that, get them to read what her favourite things are and ask if they are surprised to find out what she likes. Next, point out the text about Wendy the Witch and get students to read the first two sentences silently. Encourage them to choose words about Wendy's physical appearance to complete the sentences. Elicit the completed sentences: *Wendy the Witch is short. She's got a big nose and long green hair*. Then, divide the class into pairs and have them complete the rest of the text according to the information in the mind map. When they finish, invite volunteers to read their completed sentences aloud.

Answer Key:

Wendy the Witch is short. She's got a big nose and long green hair. She loves pink flowers and strawberry ice cream. Every day, she makes magic potions, reads poetry and plays with her pet spider.

2 Draw your own character and complete the mind map. 10'

Have the class look at the mind map and encourage them to imagine a character. Elicit possibilities: *a dragon, a superhero, a pirate, etc.* Tell them to draw their character in the centre of the mind map. Then, they should complete the missing information about the character: physical appearance, favourite things and everyday activities. Remind them to give their character a name. When they finish, invite volunteers to say what their character is and describe it.

Write a character profile. 10'

Ask the class what information we see in the character profile about Wendy the Witch: *her name, her physical appearance, her favourite things and her everyday activities*. Tell students that they should write their character profile in a similar way. When they finish, invite volunteers to read their character profile to the class.

Answer Key:

Student's own drawing and answers.

Bulletin board idea 15'

Materials: Three sheets of different coloured card per group, crayons.

Divide the class into six groups. Elicit the names of stories and books that students like. Then, hand out the materials to make three book covers on sheets of card, with the names of their favourite stories and books. Help with the English names of the stories as needed. After that, they should decorate the covers with pictures of the book characters. When they finish, put the covers on the bulletin board. Encourage students to look at each other's work and vote on the class' favourite story.

Assign homework 5'



AB page 69

The lighthouse keepers' story



Before you read 10'

Discuss in groups.

Ask a volunteer the first question and encourage him / her to say what he / she does when he / she is ill. Then, ask a different volunteer the second question. Next, divide the class into small groups and have them take turns asking and answering the two questions. When they finish, invite volunteers to share what they do in the two situations. Vote on the best activity for each question.

1 Listen to the first part of the story. 2.9 15'

Get students to look at the pictures and describe what they think is happening in each one. Accept all answers. Then, invite a volunteer to read the title aloud. Encourage the class to guess what Jeremy discovers. Accept all answers. After that, tell students to close their books and write these questions on the board:

Why is Jeremy ill?

What does he do at home?

Is he having fun?

Play track 2.9 for students to listen for the answers to the questions. Have them tell a friend their answers. Then, play the CD again for students to follow along in their books. Elicit the answers to the questions:

He plays in the rain. He watches TV and plays computer games. No, he's bored.

Now read the story in groups. 15'

Divide the class into groups and assign the roles of the narrator, Jeremy, Justin and Mum. Students read the story aloud. When they finish, invite a group to read the story to the class. Finally, get students to say what Jeremy can do to stop feeling bored.

Assign homework 5'



AB page 70

Additional homework

In their notebooks, students draw a picture of what they do when they are ill.

2 Listen to the second part of the story. 2.10 15

Have the class look at the first part of the story again and tell you what happens to Jeremy. Then, encourage them to look at the pictures and try to guess what happens next. After that, play track 2.10 for students to follow along in their books. Ask students about each part of the story:

What does Jeremy decide to do?

What problem has he got?

What does he find under the bed?

What's it about?

Does he like the book?

Finally, ask the class if they prefer reading, watching TV or playing computer games. Vote on the most popular activity.

Now read the story in groups. 10

Divide the class into groups of three and assign the roles of narrator, Jeremy and Mum. Then, have students read the second part of the story aloud. When they finish, get them to switch roles and read the story again. Encourage them to use lots of emotion in their voices.



After you read 10 Underline the correct answer.

Invite a volunteer to read the first question aloud. Next, ask the class which option is correct: *He's got a cold*. Have them underline it in their books. Then, get students to read the rest of the questions silently and underline the correct options. Finally, check by getting volunteers to read the questions and answers aloud.

Answer Key:

1. *He's got a cold.*
2. *Soup.*
3. *He watches TV.*
4. *A puzzle piece.*
5. *A book.*
6. *He loves it.*



Value: Being thoughtful Make a bookmark gift.

Materials: One photocopy of craft template 7 per student (see the Values section on the Teacher's Resource CD ROM), crayons, scissors, glue, a piece of ribbon, glitter.

Write *THOUGHTFUL* on the board and encourage students to tell you what it means: *doing nice things for people and thinking about others*. Then, ask them to give you examples of things they have done or can do to be thoughtful: *visit a person who is ill, remember a friend's birthday, help your parents at home, etc.* Next, hand out the materials and elicit the ways children are being thoughtful in the pictures. Explain to students that they are going to make a bookmark. Have them colour the pictures and draw two other scenes showing children being thoughtful. After that, they cut out the bookmark and fold it along the dotted line. Then, they stick the two sides together. Next, they punch a hole at the top of the bookmark and tie a ribbon through it. Finally, students decorate their bookmark with glitter. Tell students to give their bookmark to a friend as a gift.

Assign homework 5



AB page 71

Warm-up: Let's talk about Ghana 10'

Materials: A map of the world, photos of Mole National Park, Paga Crocodile Pond, cassava.

Write *Ghana* on the board and invite volunteers to find it on the map. Then, invite a student to find the capital city and write it on the board: *Accra*. Ask them which ocean is next to it: *the Atlantic Ocean*. Point out that Ghana is in between the Ivory Coast and Toga. About 21 million people live in Ghana. It's got a tropical climate because it is very close to the equator. Pass around the photos of Mole National Park and Paga Crocodile Pond.

Explain that there are several wildlife parks in Ghana. Mole National Park is the biggest park there. Many types of animals live in the park, including elephants, hippos and monkeys. Paga Crocodile Pond is famous for its crocodiles. Here, people love them and believe they've got special powers. Fish and fruit are the main foods in Ghana. Pass around the photo of cassava. Explain that cassava is a kind of root vegetable like potatoes and carrots. It is very popular in Ghana. People in Ghana also eat different kinds of fruit like bananas, oranges and mangoes. One typical dish is chicken or fish and vegetables with chillies.

Read and write the titles. 10'

Get a volunteer to read the titles in the box. Then, have students read the texts silently and choose a title for each one. Check by inviting volunteers to read texts aloud. Ask the class what the titles are. Finally, ask the class questions about the texts:

- What colours are in the flag?*
- When do people wear Kente cloth?*
- What's one popular vegetable in Ghana?*
- How do people carry baskets and bags?*

Answer Key:



Colour the pictures. 10'

Have students draw the pictures in the text in their notebooks and colour them anyway they want. Make sure they colour the flag with the correct

colours. When they finish, explain that Ghana has got an unusual way of giving children their names. Invite a volunteer to read the *Do you know?* text aloud. Next, get students to look at the chart and invite students to tell you which day they were born on. Then, have them find their Ghanaian name and tell their friends. Finally, get them to write their Ghanaian name on a sheet of paper and illustrate it.

AB page 72 15'

Check what you know!

Materials: Classroom objects: some pencils, a rubber, a book, etc.

Draw a grid of sixteen squares: four squares across and four squares down. In each square, write the first letter of a *character* or *book* vocabulary item. If it is a character, draw a stick figure next to the word. If it is a book, draw a book shape next to the word. Then, divide the class into two teams. Invite a volunteer from the first team to choose a square and say the word. If it is correct, the student wins a point for his / her team. The team wins an extra point if the volunteer can spell the word and say what it means. Do the same with the second team. Continue with the rest of the squares. The team with the most points at the end wins. Finally, ask the class to complete the faces according to how they feel about what they know.

Read about children in Ghana. 15'

Point out the pictures and invite students to guess what the children are doing. Accept all answers. Then, have them read the texts individually. When they finish, ask what the pictures show.

Listen and stick. 2.11 10'

Have students look at the photo of the boy and invite a volunteer to read the text aloud. Then, point out the numbers in the boxes. Tell students to use the stickers for *Light up the world* on page 73. Next, play track 2.11 and have students point to the corresponding stickers as they hear the descriptions. Play the CD again and pause it after each description. Have students hold up the correct sticker. Finally, get students to put the stickers in the corresponding spaces.

TRACK 2.11

NARRATOR: LISTEN AND STICK.

NARRATOR: NUMBER ONE.

BOY: AT THE BOOK FAIR, THERE IS A READING COMPETITION. CHILDREN TAKE THEIR FAVOURITE BOOK TO THE BOOK FAIR. THEY READ ALOUD.

THE WINNER GETS LOTS OF BOOKS!

NARRATOR: NUMBER TWO.

BOY: THERE ARE LOTS OF STORYTELLERS. THEY TELL FANTASTIC STORIES ABOUT PEOPLE AND ANIMALS. SOMETIMES THEY PLAY MUSIC AND SING, TOO.

NARRATOR: NUMBER THREE.

GIRL: WE GO TO THE BOOK FAIR WITH OUR TEACHER AND OUR FRIENDS FROM SCHOOL. THERE'S A READING TENT WITH LOTS OF BOOKS.

NARRATOR: NUMBER FOUR.

GIRL: AND FINALLY, WE ALL WRITE BOOKS, TOO. WE THINK OF A STORY, WE WRITE IT AND DRAW PICTURES FOR IT.

Answer Key:

Listen and stick. 2.11

Book fairs are also very popular in Ghana. Every year, there is a book fair in Accra, the capital city of Ghana. Let me tell you about it.

Order the words in orange and discover a fact.

In Ghana, children love to go to book fairs.



Dance it! (see page 10) 10'

Now play *Dance it!* with language from this unit: *There was a poetry book!* Have fun!

Assign homework 5'

Additional homework



AB page 73

My project

Make a story character puppet.

Materials: A small piece of card, a wooden stick, a piece of fabric, an elastic band and three pipe cleaners per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.

Order the words in orange and discover a fact. 5'

Encourage students to find the nine words in orange on the page and invite volunteers to write them on the board. Then, divide the class into pairs and tell them to put the words in order to find a hidden message. The message describes the pictures on the stickers. The first pair to finish should put up their hands. Elicit the answer: *In Ghana, children love to go to book fairs.* Invite a volunteer to write the sentence on the board.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 98 and the *Time to check* section on page 72 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

8 School trip



Objectives:

- learn the names of school trip places
- learn collocations for actions that people do on school trips
- practise ways to ask and suggest where to go
- use regular and irregular verbs in the past simple



Light on new words

School trip

aquarium	/ə-ˈkwɛə-ri-əm/	_____
art gallery	/ɑ:t 'gæ-ləri/	_____
botanical garden	/bɔ-ˈtæ-ni-kəl 'gɑ:dən/	_____
factory	/'fæk-təri/	_____
planetarium	/'plæ-nɛ-ˈteə-ri-əm/	_____
port	/'pɔ:t/	_____
puppet theatre	/'pʌ-pɪt 'θiə-tə/	_____
theme park	/'θi:m pɑ:k/	_____
zoo	/'zu:/	_____

Collocations 2

ask a question	/ɑ:sk ə 'kwɛs-tʃən/	_____
buy a souvenir	/'baɪ ə su:-vi-niə/	_____
draw a picture	/'drɔ: ə 'pɪk-tʃə/	_____
get off a bus	/'get 'ɒf ə bʌs/	_____
get on a bus	/'get 'ɒn ə bʌs/	_____
listen to the guide	/'li-sən tə ðə 'gaɪd/	_____
read information	/'ri:d ɪn-fə-mɛɪ-ʃən/	_____
take notes	/'teɪk 'nəʊts/	_____
take photos	/'teɪk 'fəʊ-təʊz/	_____



Light on grammar

Past simple

We use the past simple to talk about actions in the past. With regular verbs, we form the past simple by adding *-ed* to the base of the verb: *wanted*. If the verb

ends in an *-e*, we add *-d*: *liked*. For irregular verbs, the past simple form is a different word: *ran*. Verb forms stay the same for all subjects.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life.

In this unit, students will learn and practise expressions for asking and giving suggestions about where to go.

- Where do you want to go?
- Let's go to the puppet theatre!



The lighthouse keepers' story

A visit to the port



Teaching tip

Roleplay is a fun and productive way to practise language. By acting out simple dialogues, students learn to associate words, structures and expressions with real-life situations. To make roleplay more dynamic, have a few props available for different contexts, such as a hat, a pair of sunglasses, a plate and a cup and a telephone. You can also bring puppets for students to use to perform a dialogue. Not only do these make classroom activities more fun, but they can provide additional support for shy children.

Before you begin a roleplay, practise silly sentences with the class to help them to use different tones of voice: *I love chocolate ice cream in the morning!* Encourage them to emphasize different words in the sentence to change the meaning: *I love chocolate ice cream in the morning!* or *I love chocolate ice cream in the morning!* They can also warm up using different voices. Have them talk like a giant or talk like a mouse.

In addition, when a group of students is doing a roleplay for the rest of the class, find ways to involve the other students. They can make sound effects or pretend to be part of the scenery like doors or trees, depending on the situation. At the same time, keep in mind that roleplays should be short in order to maintain students' attention, either as participants or observers.

Lastly, be sure to give everyone a chance to do the part that they like at some point. Developing a fair way to assign roles and parts promotes student involvement and makes the activity beneficial for everyone. You can have students pick numbers from a bag to determine the order of choosing a role, or you can have them choose in the order of their height or their birthday.

Whatever you do, remember that roleplay is a form of play. It is a fun way for students to use English and imagine what it would be like to use it in a real situation.



Basic competences

In this unit, students will develop:

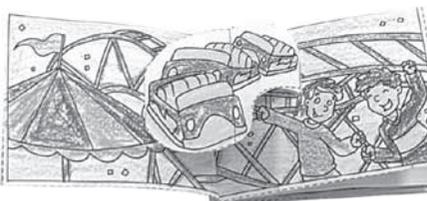
- *Competence in Learning to learn* by using role-play and mime as a communicative resource (TB p. 97).
- *Linguistic competence* by reading different descriptions of places to visit on a school trip and matching the correct names (SB p. 74).
- *Autonomy and personal initiative* by playing a mime game in pairs that allows them to practise freer speaking skills and develop fluency (SB p. 75).
- *Mathematical competence* by listening for specific times on the clock when different events took place during a school trip to the planetarium (SB p. 76).
- *Interpersonal and civic competence* by working in teams to play Noughts and Crosses using past tense regular and irregular verbs (SB p. 77).
- *Linguistic competence* by reading a passage describing a school trip and filling in the gaps with the verbs in the past (SB p. 78).
- *Processing information and digital competence in the classroom* by correcting mistakes in an e-mail and re-writing it (SB p. 79).
- *Linguistic competence* by recognizing vocabulary of objects found at a port (SB p. 80).
- *Artistic and cultural competence* by creating a pop-up book (SB p. 81).
- *Knowledge and interaction with the physical world* by identifying information about Colombia (SB p. 82).
- *Artistic and cultural competence* by learning about different festivals in Colombia and completing a puzzle to find some of the different types of music that originate in Colombia (SB p. 83).

Value: Enjoying learning

Enjoying learning means having fun when you learn new things and finding more ways to learn.



Make a pop-up book.



8 School trip

Warm-up: School trip 20'

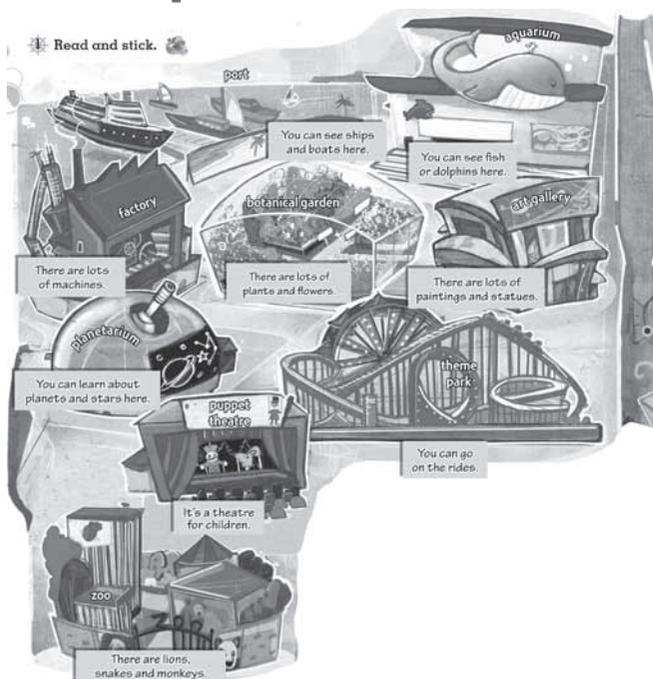
Materials: One sheet of poster paper per group, felt-tip pens, sticky tape.

Write the unit title on the board and explain to the class what it means: *an excursion with your class*. Invite students to tell you things they can learn about outside the classroom: *space, fish, art, plants, animals*, etc. Encourage them to tell you what they would like to learn about. Next, divide the class into groups of four. Hand out the materials and tell them to make a poster that shows what they like to learn about on school trips. When they finish, display their work around the classroom and invite volunteers to say what the pictures show.

1 Read and stick. 15'

Have the class identify the places in the pictures and read their names silently. Then, tell students to use the stickers for Activity 1 on page 74. Invite a volunteer to read a description aloud and say the name of the place they think it describes. After that, tell students to read the rest of the descriptions and choose where they go. Make sure they do not put the stickers in the spaces. Check by saying the names of each place and inviting volunteers to read the corresponding description aloud. Finally, have students put the stickers in the spaces.

Answer Key:



Listen and repeat. 2.12 10'

Play track 2.12 and invite students to repeat the new words. Encourage them to point to the pictures in their books as they say them. Next, ask students what their favourite school trip place is.

TRACK 2.12

NARRATOR: LISTEN AND REPEAT.

NARRATOR: PORT.

AQUARIUM.

FACTORY.

BOTANICAL GARDEN.

ART GALLERY.

PLANETARIUM.

THEME PARK.

PUPPET THEATRE.

ZOO.

Assign homework 5' AB page 74 ex. 1

Students draw their favourite school trip place in their notebooks and label it.

Light-on real language 20'

Ask the class to look at the photos of the boy and the girl. Invite a pair of volunteers to read the dialogue. Write the names of three school trip places on the board and ask volunteers *Where do you want to go?* Encourage them to point to one of the places. Then, explain that we use this question to ask what place you want to visit. We say *Let's go to...* to suggest a place. After that, divide the class into pairs and have them take turns asking and answering questions about different places. Encourage them to do an action to mime the place they want to visit.

Assign homework 5' AB page 74 ex. 2

Students stick a piece of black card into their notebooks and draw stars and planets on it with chalk. Finally, they label it: *planetarium*.

2 Listen and number. 2.13 10'

Invite the class to look at the picture and describe it: *It's an aquarium. There's a turtle. There are lots of children, etc.* Next, invite a volunteer to read the children's activities aloud. Then, play track 2.13 and tell students to listen to the guessing game and point to the activities. Play the CD again and have them number the activities in the order that they hear them. Check as a class by saying the number and inviting volunteers to name the corresponding activity.

TRACK 2.13

NARRATOR: LISTEN AND NUMBER.
 NARRATOR: NUMBER ONE.
 GIRL: WHAT AM I DOING? I'VE GOT COLOURED PENCILS AND SOME PAPER. LOOK, IT'S A DOLPHIN.
 BOY: ARE YOU DRAWING A PICTURE?
 GIRL: YES, I AM.
 NARRATOR: NUMBER TWO.
 BOY: WHAT AM I DOING? I'VE GOT SOME MONEY AND I WANT TO HAVE SOMETHING TO REMEMBER THE TRIP.
 GIRL: ARE YOU BUYING A SOUVENIR?
 BOY: YES, THAT'S RIGHT.
 NARRATOR: NUMBER THREE.
 BOY: OK, WHAT AM I DOING? SMILE! SAY "CHEESE!"
 GIRL: ARE YOU TAKING PHOTOS?
 BOY: YES!
 NARRATOR: NUMBER FOUR.
 BOY: IT'S MY TURN! THE GUIDE IS TALKING. I WANT TO HEAR WHAT HE'S SAYING.
 GIRL: ARE YOU LISTENING TO THE GUIDE?
 BOY: YES, I AM.
 NARRATOR: NUMBER FIVE.
 GIRL: NOW ME! WE ARRIVE AT THE AQUARIUM.
 BOY: ARE YOU GETTING OFF THE BUS?
 GIRL: YES, I AM.
 NARRATOR: NUMBER SIX.
 GIRL: OK, WHAT AM I DOING? WOW! THIS IS INTERESTING. IT'S ALL ABOUT DIFFERENT FISH.
 BOY: ARE YOU READING INFORMATION?
 GIRL: YES!
 NARRATOR: NUMBER SEVEN.
 GIRL: MY TURN! I'VE GOT MY NOTEBOOK AND PEN. I'M WRITING THE NAME OF A FISH.
 BOY: ARE YOU TAKING NOTES?
 GIRL: YES, I AM.
 NARRATOR: NUMBER EIGHT.
 BOY: NOW ME. THERE'S SOMETHING I DON'T UNDERSTAND SO I'M TALKING TO THE GUIDE.
 GIRL: ARE YOU ASKING A QUESTION?
 BOY: YES, THAT'S RIGHT.
 NARRATOR: NUMBER NINE.
 GIRL: WHAT AM I DOING? THE AQUARIUM IS CLOSING AND IT'S TIME TO GO BACK TO SCHOOL.
 BOY: ARE YOU GETTING ON THE BUS?
 GIRL: YES!

3 Listen and repeat. 2.14 10'

Play track 2.14. Students repeat the new phrases. Then, say the first word: *listen*. Invite the class to finish the phrase: *to the guide*.

TRACK 2.14

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: LISTEN TO THE GUIDE. ASK A QUESTION.
 GET OFF A BUS. GET ON A BUS.
 TAKE PHOTOS. BUY A SOUVENIR.
 DRAW A PICTURE. TAKE NOTES.
 READ INFORMATION.

Light on real language

Tell a friend where you want to go. 10'

Have the class look at the symbols and name the places. Then, ask a volunteer *Where do you want to go?* Encourage him / her to answer. Next, he / she asks another student about one of the symbols. Finally, divide the class into pairs and tell them to take turns asking and answering questions about the places.

3 Play a mime game with a friend. 10'

Point out the photos of the children and ask what they are doing: *The girl is miming taking a photo. The boy is guessing.* Invite a volunteer to read the boy's guess aloud. Then, divide the class into pairs and have them take turns miming and guessing things people do on school trips.

Assign homework 5'

Additional homework



AB page 75

Pictionary pages 108 and 109. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the Student's CD.

Answer Key:

- | | |
|------------------------|---------------------|
| 1. draw a picture | 6. read information |
| 2. buy a souvenir | 7. take notes |
| 3. take photos | 8. ask a question |
| 4. listen to the guide | 9. get on a bus |
| 5. get off a bus | |

We went to the planetarium

1 Listen and write the times. 2.15 15'

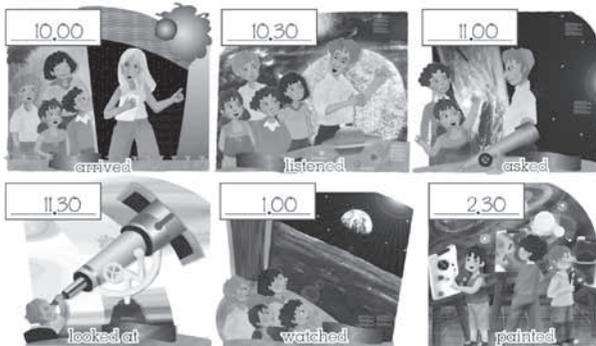
Invite the class to describe the pictures. Next, have students read the words in the pictures. Play track 2.15 and have students put up their hands when they hear these words. Ask what the text is about: *It's about a school trip to the planetarium.* Then, write 7.30 on the board and elicit the time: *seven thirty.* Repeat with some other times. Play the CD again and tell students to write the times for each activity in the corresponding picture. Finally, check as a class by inviting volunteers to say the activity and time.

TRACK 2.15

NARRATOR: LISTEN AND WRITE THE TIMES.
 BOY 1: HELLO MIKE, HI ANDREA.
 CHILDREN: HI!
 BOY 1: YOU WENT ON A SCHOOL TRIP YESTERDAY, RIGHT?
 BOY 2: YES, YESTERDAY, WE WENT TO THE PLANETARIUM WITH OUR TEACHER. WE ARRIVED AT TEN O'CLOCK.
 BOY 1: THE PLANETARIUM, COOL!
 GIRL: AND AT TEN THIRTY, WE LISTENED TO THE GUIDE. HE TALKED ABOUT THE PLANETS AND THE SUN.
 BOY 1: OH, THAT'S REALLY INTERESTING.
 BOY 2: THEN, AT ELEVEN O'CLOCK, WE ASKED QUESTIONS ABOUT SPACE.
 BOY 1: OH, GREAT!
 GIRL: AT ELEVEN THIRTY, WE LOOKED AT THE MOON THROUGH A BIG TELESCOPE. DO YOU KNOW THERE ARE MOUNTAINS ON THE MOON?
 BOY 1: OH, REALLY?
 BOY 2: YES, AND THEN AT ONE O'CLOCK, WE WATCHED A PROGRAMME ABOUT THE PLANETS.
 BOY 1: I LOVE THE PLANETS, ESPECIALLY SATURN.
 GIRL: SATURN'S MY FAVOURITE, TOO! FINALLY, AT TWO THIRTY WE PAINTED PICTURES OF THE MOON AND STARS. IT WAS GREAT!
 BOY 1: WOW! I WANT TO GO TO THE PLANETARIUM, TOO!

Answer Key:

1 Listen and write the times. 2.15



2 Read and underline. 10'

Have a volunteer read the title of the text aloud. Then, read the beginning of the first sentence aloud and elicit the correct word: *visited.* Next, have students read the rest of the text and underline the correct options. Finally, invite volunteers to read the text aloud.

Answer Key:

visited / listened to / looked at / watched / painted / liked

Assign homework 5' AB page 76 ex. 1

Additional homework

In their notebooks, students draw three activities they did on a school trip.

Light on grammar 10'

Point out the table and read the headings. Elicit how the verbs change in their past form: *They have -ed or -d at the end.* Ask when we use the present simple: *When we talk about actions that happen regularly.* Explain that *-(e)d* shows that we are talking about an action in the past. The verbs that end this way in the past are called *regular verbs.* Say the verb in the present and its form in the past for the class to repeat. After that, encourage students to give examples of past tense forms from the previous activity.

2 Write the past forms of the verbs. 10'

Get the class to look at the verbs. Elicit the past form of *jump.* Help students with pronunciation by modelling how to say the word. Next, have them write the verbs in the past tense individually. When they finish, invite volunteers to write the verbs on the board.

Answer Key:

jumped / visited / looked / arrived / played / asked / watched / painted

Assign homework 5' AB page 76 ex. 2

Additional homework

In their notebooks, students write *Yesterday* and three sentences with regular verbs from page 76: *I listened to the teacher. I asked questions.*



2 Look and circle True or False. 10'

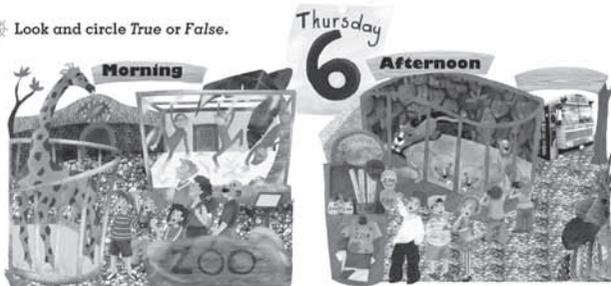
Invite the class to look at and describe the pictures: *It's the zoo. There are some monkeys, etc.* Point out the calendar page and explain that it is when the school trip took place. Tell students to identify the morning picture and the afternoon picture. Then, invite a volunteer to read the first sentence aloud. Encourage the class to say whether it is true or false: *False*. Ask when they went to the zoo: *Last Thursday*. Next, have students read the rest of the sentences and circle *True* or *False* according to the pictures. Check by reading the sentences aloud to elicit the answers.

Anchor Circle the verbs. 10'

Have students look at the sentences again and invite a volunteer to identify the verb in the first sentence: *went*. Ask what time it talks about: *the past*. Tell students to circle the rest of the verbs and compare answers with a friend to check. Check as a class by getting volunteers to write the verbs on the board.

Answer key:

2 Look and circle True or False.



- | | | |
|---|----------------------------|-----------------------------|
| 1. Last Friday, we <u>went</u> to the zoo. | True | <input type="radio"/> False |
| 2. In the morning, we <u>saw</u> a tall giraffe. It <u>had</u> a long neck. | <input type="radio"/> True | False |
| 3. In the afternoon, we <u>took</u> photos of lions. | <input type="radio"/> True | False |
| 4. In the morning, we <u>drew</u> pictures of a polar bear. | True | <input type="radio"/> False |
| 5. We <u>bought</u> souvenirs in the afternoon. | <input type="radio"/> True | False |
| 6. We <u>ate</u> ice cream in the afternoon. | True | <input type="radio"/> False |

Assign homework 5'



AB page 77 ex. 1

Additional homework

Students make two of their favourite animals out of modelling clay and bring them to school to display as part of a class zoo.

3 Listen and chant. 2.16 10'

Read the title of the chant aloud. Invite students to look at the picture and guess where the children went on their school trip: *To the zoo*. Then, get the class to find three activities in the chant. Play track 2.16 and have students follow along in their books. Play the CD again and invite them to chant along. Next, divide the class into two groups. One group chants the first part of the chant and the other group chants the second part. When they finish, switch roles and do the chant again.



Light on grammar 10'

Get volunteers to read the sentences aloud and have the rest of the class point to the highlighted words. Explain that these verbs are irregular because they do not end in *-ed* in their past forms. Encourage the class to say their present forms. After that, elicit examples of irregular verbs from the previous two activities.

Anchor Read and match. 10'

Invite a volunteer to read the beginning of the sentence aloud: *On the school trip...* Then, point out the activities and the objects. Tell students to read and match to make three sentences. Next, read the first sentence aloud and get students to act out the meaning. Do the same with the other two sentences. Finally, elicit the present forms of the verbs: *draw, eat, buy*.

Answer Key:

On the school trip...
we drew pictures of animals.
we ate ice cream.
we bought toy animals.



Noughts and Crosses (see page 10)

Now play *Noughts and Crosses* with regular and irregular past tense verb forms from this unit. Have fun!

Assign homework 5'



AB page 77 ex. 2

Additional homework

Students find five regular verbs and five irregular verbs in this unit and write them in their notebooks in their present and past forms: (see - saw).

Time to practise!

Warm-up: Bingo! 20'

Material: One sheet of white paper per student. Elicit the past forms of six regular and six irregular verbs and write them on the board. Then, hand out the paper and ask students to draw a 3 x 3 grid. Have them choose nine verbs from the board and write one in each space. Say the present forms of the verbs in random order. Students mark the past forms in their grid as they hear them. The first student to mark all nine squares on his / her grid shouts *Bingo!*

1 Look and complete. 20'

Have the class look at the picture of the girl and say what she's doing: *writing*. Explain that she's writing a letter about a trip. Then, have students look at the pictures and say where she went: *to the mountains*. Elicit some things she did there: *take photos, have a picnic*, etc. Next, invite a volunteer to read the first sentence from her letter aloud. Tell him / her to say the correct form of the verb in brackets: *went*. After that, get students to read and complete the rest of the letter individually. When they finish, invite a volunteer to read the completed text aloud and spell the forms of the verbs. Finally, ask students about any interesting trips they have been on and what they did.

Answer Key:

Last Friday, my class and I went to the mountains. There were some big caves in the mountains. We saw some bats in a cave. They were black and made lots of noise. Next, we listened to the guide, and I asked questions. Then, we took photos and bought souvenirs at the shop. Finally, we had a picnic and ate ham sandwiches! I loved that school trip!

Assign homework 5' AB page 78 ex. 1

Additional homework

Students stick a magazine cutout of a holiday destination to the back of an index card and imagine that they visited it. On the other side, they write three sentences about what they did there. They can use a dictionary to help them find the verb forms: *I ate cake. I swam in the sea. I listened to music*, etc.

2 Sing a song. 2.17 15'

Have students close their books. Then, play track 2.17 and ask them what the song is about: *school trips, the theme park, the aquarium, the planetarium, the port, the zoo*. Play the CD again for them to follow along in their books. Then, divide the class into three groups. One group sings the chorus and the other groups each sing one of the verses. When they finish, switch roles and sing the song again.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 115 and student B looks at page 120. Tell them to make sentences using the list of activities for Carl and Olivia. They should circle the pictures that represent the other person's activities. When they finish, encourage them to compare books to check.

Assign homework 5' AB page 78 ex. 2

Additional homework

In their notebooks, students use magazine cutouts to make a collage about the places and activities from one of the verses of the song.

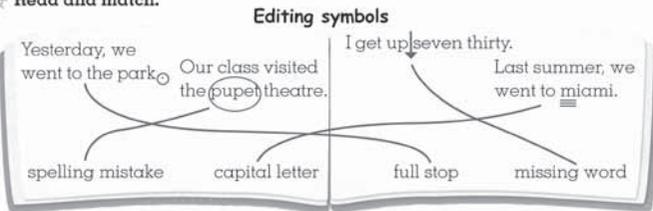
Time to write

1 Read and match. 10'

Tell students to look at the four sentences and point to the editing symbols in red. Ask what the symbols mark: *types of mistakes*. Then, have the class look at the four types of mistakes: *spelling mistake, capital letter, full stop, missing word*. Elicit the sentence with a spelling mistake: *Our class visited the pupet theatre*. Ask what the correct spelling is: *P-U-P-P-E-T*. After that, have students match the marked sentences with the types of mistakes. Check by reading the sentence to elicit the type of mistake.

Answer Key:

1 Read and match.

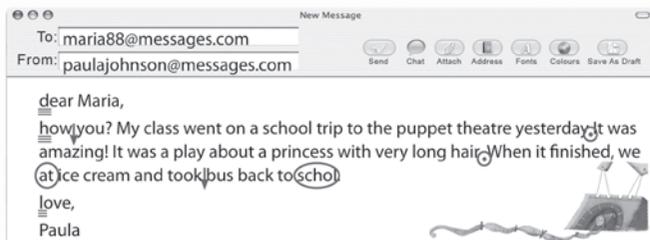


2 Mark nine mistakes. 10'

Have the class look at the text and ask what it is: *an e-mail*. Ask students if they write e-mails and who they write to. Then, get students to read the information and say where Paula went the puppet theatre. Next, tell them to find and mark nine mistakes in the e-mail, using the editing symbols. When they finish, have them compare answers with a friend to check. Then, elicit the mistakes: *dear – capital letter, etc.*

Answer Key:

2 Mark nine mistakes.

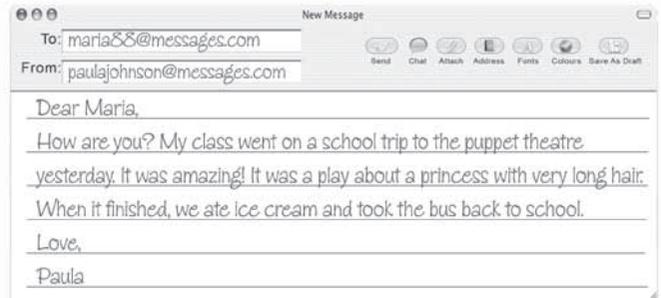


3 Rewrite the e-mail correctly. 10'

Get students to point to the *To* and *From* boxes and elicit the information that goes there. Then, have them rewrite Paula's e-mail correctly. Check by inviting volunteers to write the corrected text on the board.

Answer Key:

3 Rewrite the e-mail correctly.



Bulletin board idea 15'

Materials: One sheet of poster paper per group, crayons, magazine cutouts of places, scissors, glue.

Note: Invite students to bring in photos, tickets and other paper souvenirs from a favourite trip.

Encourage students to show each other their photos and souvenirs. Then, divide the class into groups of four and hand out the materials. Tell them to write the names of the places and stick the photos and souvenirs onto the poster. They can decorate it with magazine cutouts or drawings of places and activities. When they finish, remind them to write their names on the poster. Then, display the posters on the bulletin board. Finally, have the class vote on the poster with the trips that they like most.

Assign homework 5'

AB page 79

The lighthouse keepers' story

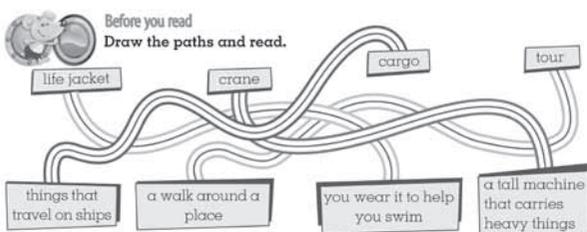


Before you read 10'

Draw the paths and read.

Read the vocabulary items aloud and ask students whether they know these words. Then, tell them to draw the paths to find the meanings of the words. Check by saying the words to elicit their meanings. Encourage students to say where they have seen these items before.

Answer Key:



Now read the story in groups. 10'

Divide the class into groups of four and assign the roles of the narrator, Julie, Nancy and Mrs. Anderson. Have them read the story aloud and imitate the voices of the characters. When they finish, ask them if they have ever been to a port and if they saw the same things that appear in the story.

Assign homework 5'



AB page 80

Additional homework

In their notebooks, students draw the box and a picture of what they think is inside it.

1 Listen to the first part of the story. 2.18 15'

Invite students to read the title of the story and look at the pictures. Encourage them to guess what happens. Accept all answers. Then, have them close their books. Write these questions on the board:

Who goes to the port and why?

Who works at the port?

When does the tour start?

Where is Julie's dad?

What do the girls see?

Play track 2.18 and have students listen for the answers to the questions. Elicit their answers and write them on the board. Then, play the CD again for them to follow along in their books. Correct the answers as needed. Finally, ask students what they think is in the box. Accept all answers.

2 Listen to the second part of the story. 2.19 15'

Invite students to compare the pictures that they drew for *Additional homework* with a friend. Then, play track 2.19 and ask students what was in the box: necklaces. Play the CD again for them to follow along in their books. After that, ask students about each part of the story:

What do the girls find?

What do they do with the necklace?

What does Julie's dad say?

What do the girls do at the end of the story?

Finally, encourage students to tell you if they have ever found something valuable. If so, ask what they did with the item.

Now read the story in groups. 10'

Divide the class into groups of five and assign the roles of narrator, Julie, Nancy, Mrs. Anderson and Julie's dad. Have students read the whole story aloud and act it out. When they finish, invite a group of students to read the story to the class. Encourage the rest of the class to stand up, clap their hands and sit down when they hear the word *box*.



After you read 10'

Discuss with a friend.

Have students read the questions silently and give help with meaning as needed. Then, divide the class into pairs. Tell them to talk about their answers to the questions. When they finish, ask volunteers to share their answers with the class.



Value: Enjoying learning

Make a pop-up book. 15'

Materials: One photocopy of craft templates 8a, 8b and 8c per student (see the Values Section on the Teacher's Resource CD-ROM), crayons, scissors, glue, a stapler.

Ask students whether or not they like school and what interests them. Point out that they should investigate the things that interest them because that helps them to learn new things. Hand out the templates and ask what the children are learning about in the pictures. Then, have them colour and cut out the scenes and pop-up items. They should fold each scene in half along the line. Next, get them to put the folded scenes in a pile. Help them to staple the scenes along the fold. After that, have them match the pop-up items with the scenes. Show them how to stick the pictures onto the scenes using the tabs so that they will pop up when their book is opened. Finally, encourage them to show their pop-up book to their friends and to remember to enjoy learning new things.

Assign homework 5'



AB page 81

Warm-up: Let's talk about Colombia 10'

Materials: A map of the world, photos of coffee trees, ajjaco, people in Colombia.

Write *Colombia* on the board and invite volunteers to find it on the map. Then, invite a student to find the capital city and write it on the board: *Bogota*. Ask different volunteers to find the five neighbouring countries: *Panama, Peru, Ecuador, Brazil* and *Venezuela*. Explain that Colombia is named after Christopher Columbus. The country has got many different climates. There are

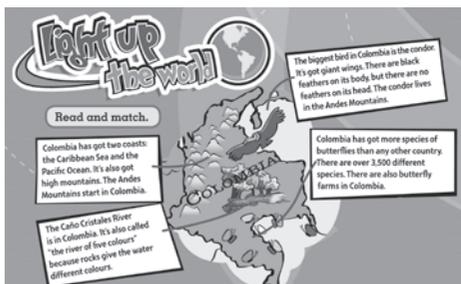
mountains, coastal regions and rainforest. Part of the Amazon rainforest is in Colombia, so there are many types of animals and plants. Pass around the photo of the coffee trees and explain that Colombia produces lots of coffee.

It grows on trees, like fruit. Colombian coffee is famous all over the world. Colombia also produces potatoes. Pass around the photo of *ajjaco* which is a Colombian dish. It is a soup with chicken, potatoes and cream. Finally, pass around the photos of people in Colombia.

Read and match. 10'

Get the class to describe what they can see on the map. Then, divide the class into pairs and have them read the texts and match them with the pictures on the map. When they finish, check by saying the names of the items in the text and asking what pictures they refer to: *The Caño Cristales River – the river of five colours*. Finally, invite a volunteer to read the *Do you know?* text aloud and encourage the class to tell you other types of poisonous animals or insects they know about.

Answer Key:



Read and colour the flag. 5'

Have students read the description of the flag and colour the picture in their books. When they finish, encourage them to compare their flag with a friend's. Finally, have them guess what the different colours represent. Then, explain that yellow represents the different states, blue represents independence from Spain and red stands for courage.

Answer Key:

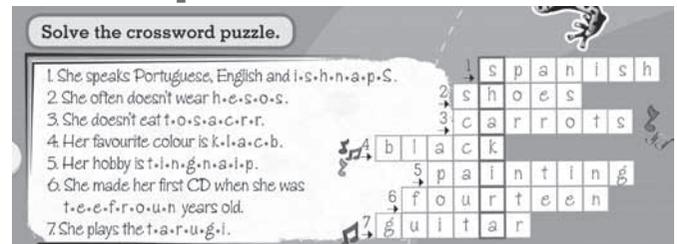
Students colour the flag yellow, blue and red.

Solve the crossword puzzle. 10'

Have the class look at the crossword puzzle. Invite a volunteer to read the first clue aloud and

unscramble the letters to find the answer: *Spanish*. Tell them to write it in the spaces. Then, and have them solve the rest of the crossword together. When they finish, invite a volunteer to read the clues aloud and say the answers.

Answer Key:



Find the name of a famous Colombian singer. 5'

Point out the highlighted boxes and elicit the name of the singer: *Shakira*. Finally, ask students if they know the names of any songs by Shakira.

AB page 82 10'

Check what you know!

Elicit the names of the school trip places and write them on the board. Then, invite a volunteer to mime being at that place. The rest of the class guesses the place. Continue with other school trip places. After that, write on the board the present tense forms of five regular verbs and five irregular verbs that the children have learned. Invite volunteers to say their past forms. Finally, ask the class to complete the faces according to how they feel about what they know.

Listen and stick.



Tell the class to look at the names of the different festivals Colombia is famous for. Then, tell students to use the stickers for *Light up the world* on page 83 and have them describe what they see: *flowers, a singer, etc.* Play track 2.20 twice and have students listen and point to the picture that corresponds to each description. Check by saying the name of the festival and getting students to hold up the stickers. Ask what each festival celebrates and when it happens. Finally, have them stick the picture next to the correct festival.

TRACK 2.20

NARRATOR: LISTEN AND STICK.

NARRATOR: IN FEBRUARY OR MARCH, PEOPLE IN THE CITY OF BARRANQUILLA CELEBRATE CARNIVAL. THEY SING, DANCE AND PLAY MUSIC IN THE STREETS FOR FOUR DAYS. CHILDREN WEAR COLOURFUL COSTUMES AND PAINT THEIR FACES.

IN JULY, PEOPLE GO TO THE FESTIVAL OF ORINOCO IN BOLIVAR CITY. ORINOCO IS THE NAME OF AN IMPORTANT RIVER IN COLOMBIA. AT THE FESTIVAL, PEOPLE PLAY WATER SPORTS AND HAVE FISHING COMPETITIONS.

IN THE CITY OF MEDELLIN IN AUGUST, THERE IS A FLOWER FESTIVAL. PEOPLE CARRY BIG CIRCLES OF FLOWERS THROUGH THE STREETS. THE CIRCLES OF FLOWERS ARE CALLED *SILLETAS* AND SOME ARE FOUR METRES IN DIAMETER.

IN DECEMBER, THERE IS A CANDLE FESTIVAL IN QUIMBAYA. PEOPLE DECORATE THE STREETS WITH CANDLES AND PAPER LANTERNS. IN SOME STREETS, THERE AREN'T ANY CARS, BUSES OR TRUCKS – ONLY CANDLES!

Answer Key:



Decode the names of popular Colombian music. 10'

Invite a volunteer to read the text in the box aloud. Next, have students look at the symbols in the chart. Say a letter and get the class to name the shape.

Then, get them to decode the symbols in each box and write the name of the type of music on the line. When they finish, invite volunteers to read their answers to the class.

Answer Key:

salsa / cumbia / champeta / bambuco

Listen and check. 2.21 5'



Play track 2.21 and get students to check their answers. Invite different students to spell the words aloud as you write them on the board. Encourage them to tell you which types of music they know. Finally, play the CD again and invite the class to dance along.

TRACK 2.21

NARRATOR: LISTEN AND CHECK.

NARRATOR: SALSA. S-A-L-S-A.

CUMBIA. C-U-M-B-I-A.

CHAMPETA. C-H-A-M-P-E-T-A.

BAMBUCO. B-A-M-B-U-C-O.

Assign homework 5'



AB page 83

Additional homework

My project

Make a tissue paper fish.

Materials: One piece of cardboard, a ruler, different coloured tissue paper per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 99 and the *Time to check* section on page 82 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

9 Lost worlds



Objectives:

- learn words to talk about dinosaurs
- learn verb collocations to describe actions related to dinosaurs
- practise ways to describe the size of something
- ask *Yes / No* and *Wh-* questions in the past simple



Light on new words

Dinosaurs

bone	/bəʊn/	_____
claw	/kloː/	_____
dinosaur	/'daɪ-nə-sɔː/	_____
fossil	/'fɒ-səl/	_____
horn	/hɔːn/	_____
palaeontologist	/pæ-lɪ-ɒn-'tɒ-lə-dʒɪst/	_____
skeleton	/'ske-lɪ-tən/	_____
tail	/teɪl/	_____
wing	/'wɪŋ/	_____

Collocations 3

build a nest	/bɪld ə 'nest/	_____
dig up bones	/dɪg ʌp 'bəʊnz/	_____
eat grass	/iːt 'grɑːs/	_____
hatch from eggs	/hætʃ frəm 'egz/	_____
hunt	/hʌnt/	_____
live in a herd	/lɪv ɪn ə 'hɜːd/	_____
measure a bone	/'meɪ-zə ə 'bəʊn/	_____
roar	/rɔː/	_____
study a fossil	/'stʌ-di ə 'fɒ-səl/	_____



Light on grammar

Yes / No questions (past simple)

We use *Yes / No* questions in the past simple to ask whether or not an action or situation happened. We use the structure *Did* + subject + the base form of the verb: *Did that dinosaur eat plants?* The answers can only be *Yes, (it) did* or *No, (it) didn't*. In this unit, we use *Yes / No* questions to ask about dinosaurs.

Wh- questions (past simple)

We use *Wh-* questions in the past simple to ask for specific information about things in the past. We use a question word + *did* + subject + the base form of the verb: *Where did they go?* The answers give additional information.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn ways to talk about the size of something.

- This dinosaur is tiny.
- This dinosaur is huge!
- And this one is enormous!



The lighthouse keepers' story Hoppy's wish



Teaching tip

Teaching mixed-ability students can be challenging. There are strategies, however, that can help everyone to stay on track and make the most of classroom activities:

For strong students, plan an adaptation of activities that they can do when they finish, such as inventing sound effects or gestures to accompany a text, reading answers with silly voices, or saying sentences from memory. By providing them with an engaging related activity, they are more likely to stay interested in the lesson. This also benefits students in another way because, knowing that there will be additional work, they are less likely to finish a task quickly without quality.

You can also vary how you check an activity to encourage shy or weak students to participate more and keep strong students from dominating classroom interaction. One simple way to do this is to change your position in the room. Stand near students who should talk more, and stand farther away from students who participate a lot. You can also get students to write their answers on the board in pairs or individually. This way, weaker students have more time to provide and even correct their answer.

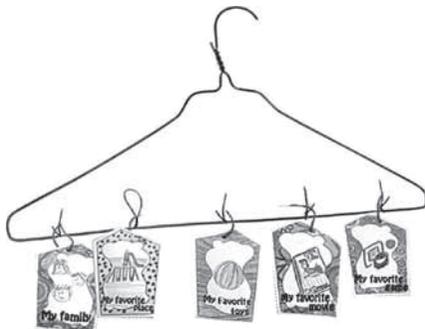
By doing what you can to involve all students, lessons will be more enjoyable and productive.

Value: Being happy with yourself

Being happy with yourself means accepting yourself and thinking of all the good things in your life.



Make a Happy me mobile.



Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by working in a mixed ability setting where they learn to take turns and work in different ways that match their abilities as faster or slower learners (TB p. 109).
- *Linguistic competence* by identifying body parts and vocabulary used to talk about Dinosaurs (SB p. 84).
- *Competence in Learning to learn* by drawing students' awareness to using mnemotechnic strategies such as using colours, sizes and drawings to help memorise vocabulary (SB p. 85).
- *Processing information and digital competence in the classroom* by listening for specific information in an interview about different types of dinosaurs and their habits (SB p. 86).
- *Linguistic competence* through integrated skills practice (SB p. 87).
- *Mathematical competence* by working with factual information about dinosaurs such as measurements, weight, the quantity of teeth, claws, horns, etc.(SB p. 88).
- *Competence in Autonomy and personal initiative* by writing a descriptive text about an imaginary dinosaur based on the model provided in their books (SB p. 89).
- *Linguistic competence* by revising and extending vocabulary describing dinosaurs in the story Hoppy's wish (SB p. 90).
- *Interpersonal and civic competence* by becoming more aware of themselves and valuing their own self worth by defining what makes them happy about themselves (SB p. 91).
- *Artistic and cultural competence* by reading about the traditional lifestyle of people in Mongolia (SB p. 92).
- *Competence in Knowledge and interaction with the physical world* by identifying information about Woolly Mammoths and how they possibly became extinct (p. 93).

9 Lost worlds

Warm-up: Dinosaur puzzle 10'

Materials: A picture of a dinosaur on a large sheet of card, sticky tape.

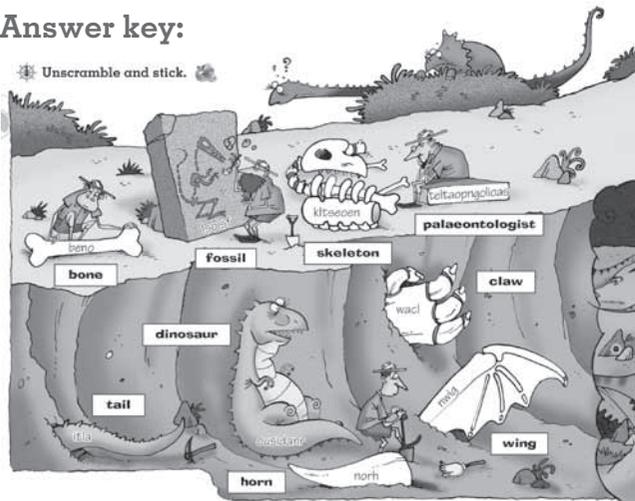
Note: Cut the picture into sixteen squares and stick them to the board in random order.

Invite the class to look at the puzzle on the board and guess what it shows. Then, invite a volunteer to come to the board and find two pieces that go together. Stick them together and ask if the class agrees. If so, the student chooses another volunteer to find two pieces that go together. They can include the first two pieces. Continue with new volunteers until students have completed the puzzle. Finally, encourage the class to guess what is in the picture. Accept all answers.

1 Unscramble and stick. 10'

Have the class look at the pictures and invite a volunteer to read the unit title aloud. Encourage students to guess what it means. If they have doubts, explain that this unit will talk about things and places that do not exist anymore. Then, have them point to the scrambled words in the pictures. Tell students to use the stickers for Activity 1 on page 84 and get students to compare the scrambled words to the stickers to find the names of the items. Check by slowly spelling the scrambled words to elicit the names. Next, have students put the stickers in the corresponding spaces. Finally, ask the name of the creature in the puzzle: *a dinosaur*.

Answer key:



2 Listen and repeat. 2.22 20'

Material: One half-sheet of white paper per student. Play track 2.22 for the class to repeat the *dinosaur* vocabulary items. Then, play the CD again and get students to point to the pictures in their books. Next,

hand out the paper and assign each student a word. Tell them to draw their item on the paper. On the back, they should copy the other *dinosaur* words. After that, they walk around and try to find people with pictures of the *dinosaur* words on their list. They write the name of the student with the picture next to each word. The first student to find all of the items and sit down is the winner.

TRACK 2.22

NARRATOR: LISTEN AND REPEAT.

NARRATOR: BONE.	CLAW.
FOSSIL.	TAIL.
SKELETON.	HORN.
PALAEONTOLOGIST.	WING.
DINOSAUR.	

Assign homework 5' AB page 84 ex. 1

Additional homework
Students draw and label the *dinosaur* words.

Light-on real language 20'

Materials: A long strip of card cut out to look like a city skyline, one sheet of white paper per student.

Have students look at the pictures and say what they can see: *dinosaurs, a palaeontologist*. Invite volunteers to read what the palaeontologist says aloud. Then, write *tiny, huge* and *enormous* on the board and encourage the class to guess what they mean: *tiny* – very small, *huge* – very big, *enormous* – very, very big. After that, stick the city skyline to the board and invite volunteers to draw a dinosaur walking in the city. It can be tiny, huge or enormous. Encourage the class to say how big the dinosaur is. Continue with other volunteers. After that, divide the class into six groups and hand out the paper. Have them draw a dinosaur in a city on their sheet of paper. Then, they show it to the other students in their group to elicit the size. Finally, get volunteers to show their pictures to the class.

Assign homework 5' AB page 84 ex. 2

Additional homework
Students draw a tiny, a huge and an enormous dinosaur on card and cut them out. Then, they should label them.

2 Listen and point. 2.23 10'

Have students look at the two scenes – the one above and the one below – and say what the difference is between them: *In the first scene, there are people who study dinosaurs in the present. The other scene shows the past, when dinosaurs were alive.* Invite the class to point to the phrases that describe actions that are taking place in the picture. Play track 2.23. Students point to each phrase and listen to what it means.

TRACK 2.23

NARRATOR: LISTEN AND POINT.
NARRATOR: NUMBER ONE. HUNT. WHEN ANIMALS CATCH OTHER ANIMALS TO EAT THEM.
NUMBER TWO. EAT GRASS. WHEN ANIMALS EAT PLANTS IN THE FIELD.
NUMBER THREE. BUILD A NEST. WHEN ANIMALS MAKE A PLACE TO PUT THEIR EGGS. YOU KNOW! LIKE BIRDS DO!
NUMBER FOUR. HATCH FROM EGGS. WHEN A BABY ANIMAL COMES OUT OF AN EGG.
NUMBER FIVE. ROAR. WHEN A BIG ANIMAL OPENS ITS MOUTH AND MAKES A LOUD NOISE. LIKE THIS: RRRROOOOAR!
NUMBER SIX. LIVE IN A HERD. WHEN ANIMALS LIVE IN BIG GROUPS.
NUMBER SEVEN. DIG UP BONES. WHEN PEOPLE TAKE BONES OUT OF THE GROUND.
NUMBER EIGHT. STUDY A FOSSIL. WHEN WE LOOK AT A FOSSIL TO LEARN SOMETHING NEW.
NUMBER NINE. MEASURE A BONE. WHEN PEOPLE CHECK HOW BIG A BONE IS.

Listen again and number. 2.23 15'

Play track 2.23 again and pause it after the first action. Ask students to find it in the picture. Encourage them to explain: *The blue dinosaur wants to eat the brown dinosaur.* After that, play the rest of track 2.23 and tell students to number the actions in the picture as they hear them. Check as a class by reading the actions aloud to elicit the numbers. Invite students to explain the actions for each item.

Answer Key:

1. hunt
2. eat grass
3. build a nest
4. hatch from eggs
5. roar
6. live in a herd
7. dig up bones
8. study a fossil
9. measure a bone

Listen and repeat. 2.24 5'

Play track 2.24 several times for students to repeat the words. Mime the actions and encourage the class to imitate you.

TRACK 2.24

NARRATOR: LISTEN AND REPEAT.
NARRATOR: MEASURE A BONE. BUILD A NEST.
DIG UP BONES. HUNT.
STUDY A FOSSIL. ROAR.
LIVE IN A HERD. HATCH FROM EGGS.
EAT GRASS.

Light on real language

Colour the words. 10'

Have the class look at the words and compare their sizes. Ask which two pairs of words are the same size: *little – small / big – large*. Tell students that the words in each of these pairs mean the same. Invite them to colour each pair the same colour. Finally, get students to colour the remaining pairs of words using different colours.

Answer Key:

Students colour the pair words the same colour and the rest of the words any colour they want.

Wrap-up: Stretch! 5'

Ask students to stand up. Say *tiny* and get them to crouch down to appear very small. Say *enormous* and get them to stand on their toes and stretch their arms in each direction to appear very, very big. Do the same with other size adjectives. Invite volunteers to choose the size for the rest of the class to mime.

Assign homework 5'

Additional homework



AB page 85

Pictionary pages 110 and 111. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each one. Finally, they listen to the words and phrases in this unit's section of the CD in class.

Did they eat plants?

1 Listen and complete. 2.25 15'

Ask the class to say what they see in the pictures: *three different dinosaurs*. Invite volunteers to read their names aloud. Next, have students look at the headings. Read the first one aloud and say that this is when the different dinosaurs lived. Have students say which dinosaur is the oldest: *Plateosaurus*. Next, invite a volunteer to read the incomplete description of *Plateosaurus*. Then, play track 2.25 and have students listen and complete the information. Repeat for the other dinosaurs. Check as a class by saying the name of the dinosaur to elicit its characteristics. Finally, get the class to vote for their favourite dinosaur of the three.

TRACK 2.25

NARRATOR: LISTEN AND COMPLETE.

GIRL: HI, I HAVE SOME QUESTIONS ABOUT THE DINOSAURS. PLEASE TELL ME ABOUT THE TYRANNOSAURUS REX.

PALAEONTOLOGIST: THE TYRANNOSAURUS REX WAS AN ENORMOUS DINOSAUR. IT HAD A HUGE HEAD AND TINY ARMS.

GIRL: WHERE DID IT LIVE?

PALAEONTOLOGIST: IT LIVED IN THE FOREST. IT HUNTED AND ATE OTHER DINOSAURS. IT DIDN'T LIVE IN A HERD.

GIRL: AND WHAT ABOUT THE PLATEOSAURUS?

PALAEONTOLOGIST: IT ATE PLANTS AND LIVED IN A HERD. IT WASN'T VERY BIG, BUT IT HAD A LONG NECK. IT COULD EAT LEAVES IN THE TREES.

GIRL: LIKE A GIRAFFE! WHAT DO YOU KNOW ABOUT THE ALLOSAURUS?

PALAEONTOLOGIST: IT HUNTED IN GROUPS AND ATE OTHER DINOSAURS.

GIRL: DID IT HAVE LONG TEETH?

PALAEONTOLOGIST: YES, IT DID. AND IT HAD SHORT ARMS.

GIRL: THANKS A LOT. IT'S REALLY INTERESTING TO LEARN ABOUT THE DINOSAURS.

Answer Key:

Plateosaurus:

*It ate plants.
It lived in a herd.
It had a long neck.*

Allosaurus:

*It hunted in groups.
It ate other dinosaurs.
It had short arms and long teeth.*

Tyrannosurus Rex:

*It had a huge head and tiny arms.
It lived in the forest.
It hunted and ate other dinosaurs.*

1 Listen again and colour the answers. 2.25 10'

Have students read the questions aloud and mark the answers in pencil. Then, play track 2.25 again and tell

them to colour the correct answers. When they finish, get them to compare answers with a friend. Check as a class by inviting volunteers to read the questions aloud and say which answer they coloured.

Answer Key:

1. No, it didn't.
2. No, it didn't.
3. Yes, it did.
4. No, it didn't.
5. Yes, it did.
6. No, it didn't.

Assign homework 5' AB page 86 ex. 1

In their notebooks, students copy three of the questions and answers from Activity 1 and draw pictures to illustrate them.

Light on grammar 15'

Ask a pair of volunteers to read the two questions and answers aloud and get the class to point to the highlighted words. Explain that *Did* is the past form of *Do* and we use it to begin *Yes / No* questions about past actions or situations. Point out that we use the base form of the verb after the subject. Next, have students point to the answers. Explain that we use short answers to answer these questions. We do not need to repeat the verb. After that, invite students to give examples of *Yes / No* questions from Activity 1 and say what the verb is.

1 Circle the correct options. 5'

Get students to look at the two sentences and circle the correct options to form questions about the past. After that, invite volunteers to read the completed questions aloud.

Answer Key:

*Did the Allosaurus have sharp teeth?
Did the Plateosaurus live in the forest?*

Assign homework 5' AB page 86 ex. 2

Have students make a dinosaur out of modelling clay and give it a name. Encourage them to bring it to the next class to put on display.



Word scramble! (see page 10) 15'

Play *Word scramble!* with Yes / No questions about dinosaurs. Have fun!

2 Decode the text. 15'

Invite a volunteer to read the title of the text aloud. Ask the class what they think *Glen Rose* means. Accept all answers. Then, point out the pictures next to the title and ask what they are called: *dinosaur tracks*. Next, have students read the first sentence silently and guess what the picture represents. Ask a volunteer to read the completed sentence aloud: *Roland Bird and Barnum Brown were palaeontologists from the USA. After that, divide the class into pairs and tell them to read and decode the rest of the text. Check by inviting volunteers to read the texts aloud. Finally, ask students what *Glen Rose* is: A place in Texas where people found dinosaur tracks.*

Answer Key:

Roland Bird and Barnum Brown were palaeontologists from the USA. They worked in a museum in New York. They studied dinosaur bones. Sometimes they went on expeditions to look for fossils and dinosaur eggs. In 1938, they went on an expedition to Glen Rose, Texas. They found fossils of dinosaur tracks next to a river. That was a very important discovery. In 1972, they opened a big park. It's called Dinosaur Valley State Park.

Read and match. 10'

Have students read the questions and answers. Get a volunteer to read the first question aloud and choose the correct answer: *In New York*. Next, invite students to read the rest of the questions and match them with the answers. Check as a class by getting volunteers to read the questions and answers aloud.

Answer Key:

1. *Where did Roland Bird and Barnum Brown work? In New York.*
2. *What did they study? Dinosaur bones.*
3. *When did they go to Texas? In 1938.*
4. *Where did they see the dinosaur tracks? Next to a river.*
5. *What is there now? A state park.*

Assign homework 5'

Students make dinosaur tracks out of modelling clay and label them *Glen Rose, Texas*.

3 Listen and chant. 2.26 10'

Invite students to say what they can see in the picture and ask a volunteer to read the title aloud. Then, have students close their books. Play track 2.26 and encourage them to put up their hands when they hear a question about dinosaurs. Play the CD again for them to follow along in their books. After that, divide the class into two groups. Play the chant again and have each group chant alternate lines. When they finish, switch roles and do the chant again.

Light on grammar 10'

Invite a pair of volunteers to read the first question and answer aloud and get the class to point to the highlighted words. Ask what time we refer to with this question: *the past*. Then, get volunteers to read the other questions and answers aloud. Point out that the order of the questions is the same as Yes / No questions. We begin the question with a question word. After that, ask which question word we use to know about places: *where*. Ask which question word we use to find out any kind of information: *what*. Finally, invite the class to say when we use *when*: *to know the time something happened*.

Write a question for each answer. 10'

Have the class read the answers to the missing questions silently. Then, ask what question word goes with the first answer: *Where*. Invite a volunteer to make a question for the first answer: *Where is Glen Rose? Where did they find the tracks?*, etc. After that, have students write the three questions. Check by getting volunteers to read their questions aloud.

Answer Key:

Where did they live?
When did they open a park?
What did they study?

Assign homework 5'

 AB page 87

Time to practise!

1 Unscramble the questions. 15'

Have the class describe the picture. Then, ask the name of these dinosaurs: *Triceratops*. After that, point out the first question and get students to unscramble it: *Did they live in a herd?* Next, get students to unscramble the rest of the questions and write them on the lines. When they finish, ask volunteers to write their questions on the board.

Answer Key:

1. *Did they live in a herd?*
Yes, they did.
2. *Did they eat other dinosaurs?*
No, they didn't.
3. *Did they have three horns?*
Yes, they did.
4. *Did they have big teeth?*
No, they didn't.
5. *Did they build nests?*
Yes, they did.

2 Look and answer the questions. 10'

Invite a volunteer to read the first question aloud. Then, point out the notes in the picture and elicit the answer: *Yes, they did*. After that, divide the class into pairs and have them look at the picture and answer the rest of the questions. Check as a class by asking the questions to elicit the answers.

Assign homework 5' AB page 88 ex. 1

Additional homework
In their notebooks, students draw a family of dinosaurs and write notes about them: *one horn, 500 big teeth, nests, etc.*

2 Sing a song. 2.27 15'

Play track 2.27 and elicit the name of the dinosaur: *Tyrannosaurus Rex*. Explain that we can also call it *T-Rex*. Then, play the CD again and encourage students to say the words that they heard: *tree, tail, tall, head, etc.* Accept all answers and write them on the board. After that, play the CD for them to follow along in their books. Check the answers on the board. Finally, divide the class into three groups. One group sings the first verse, another sings the second verse and the last group sings the chorus. When they finish, switch roles and sing the song again.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 116 and student B looks at page 120. Tell them to look at the dinosaurs in the pictures. Elicit the names: *Pteranodon, Liopleurodon*. Then, point out that some of the information is missing about one of the dinosaurs. Elicit a question to ask about the information: *Where did it live?* After that, have them ask and answer questions to complete the information. When they finish, get them to compare books to check their answers. Finally, elicit the information for each dinosaur.



Dance it! (see page 10) 10'

Now play *Dance it!* with questions about dinosaurs: *Did they have big teeth? Have fun!*

Assign homework 5' AB page 88 ex. 2

Additional homework
In their notebooks, students write three questions about their dinosaur family: *Did they have big teeth? What did they eat?, etc.*

Time to write

1 Read and complete. 15'

Have students look at the picture and say whether it shows a real dinosaur or an invented one: *an invented one*. Then, read the title aloud and ask the class what the dinosaur did: *played basketball*. Next, point out the table of the nouns, verbs and adjectives and have students read the words silently. Ask what each one is: *nouns – the names of things, verbs – action words, adjectives – words to describe things*. After that, have students look at the first line of the text and ask what type of word is missing: *a verb*. Tell them to look at the verbs in the table and choose a word to complete the sentence: *lived*. Then, divide the class into pairs and get them to complete the rest of the text. Check by inviting volunteers to read the text aloud. Ask some questions to check understanding:
When did baskosauruses live?
Did they run fast?
Were they tall?
What did they eat?
Finally, ask whether they think it is fun to imagine things that did not exist in real life.

Answer Key:

Baskosauruses lived 100 million years ago. They had two legs, four arms and a long tail. They jumped very high and ran very fast. They weren't short, they were very tall. They had lots of big teeth, but they only ate pasta and bananas. Baskosauruses were very good at playing basketball. They didn't have basketballs, so they played with big rocks. They weren't scary. They were very silly.

2 Draw your dinosaur and write a description. 10'

Invite students to imagine a dinosaur and what it likes to do. Then, tell them to draw a picture of their dinosaur and write its name in the picture: *Spaghetticeratops, Telephonasaurus, Bananasaurus Rex*, etc. After that, have them write a description of their dinosaur:
It had long legs. It ate lots of bananas, etc. When they finish, get them to compare pictures and descriptions with a friend. Finally, invite volunteers to read their descriptions to the class.

Answer Key:

Student's drawing and answers.

Bulletin board idea 15'

Materials: One large card dinosaur footprint per group, one quarter-sheet of letter-sized white paper per student.

Divide the class into six groups and hand out the white paper. Have students imagine that they and their family members are dinosaurs. Then, have them draw and colour the dinosaurs on their piece of paper. Remind them to give the type of dinosaur a name. They can use their last name as a guide: *Garciasaurus, Guerreroceratops*, etc. After that, hand out the footprints and get students to stick their pictures onto their group's footprint. Finally, display the footprints on the bulletin board and encourage students to look at other groups' pictures. Vote on the best dinosaur family.

Assign homework 5'



AB page 89

The lighthouse keepers' story



Before you read 10'

Colour one egg in each nest to answer the question.

Read the question aloud and get a volunteer to read the options on the first set of eggs. Draw the two eggs on the board and write the options on them. Ask the question again and point to each option. Have students put up their hands to indicate the option that they like. Say the option that you like and colour it in. Then, tell students to colour one egg in each nest to answer the questions for themselves. When they finish, say the numbers and invite volunteers to read the option that they chose to the class.

Answer Key:

Student's own answers.

⚓ **Now act out the story in groups.** 15'

Divide the class into groups of three and have students take turns reading parts of the story aloud. When they finish, have them take the roles of Hoppy, Hoppy's mother and the T-Rex. Ask them to act out the story. Finally, invite a group to act out the story for the class.

Assign homework 5'



AB page 90

Additional homework

In their notebooks, students draw a picture of something that they wish for.

1 Listen to the first part of the story. 2.28 15'

Get a volunteer to read the title aloud: *Hoppy's wish*. Have them look at the pictures and say who Hoppy is, and encourage them to guess what his wish is. Accept all answers. Then, have them close their books. Write these questions on the board:

How does Hoppy feel?

What does he want to do?

What does his mother say?

What does Hoppy decide to do?

Play track 2.28 and have students listen for the answers to the questions. Encourage them to say what they think the answers are. Then, play the CD again for them to follow along in their books. Finally, elicit the answers to the questions.

2 Listen to the second part of the story. 2.29 15'

Have the class look at the first part of the story again and say what happened. Ask what Hoppy's wish is: *to be big and strong like a T-Rex*. Then, get them to show each other the picture of their wish that they drew for *Additional homework*. Next, invite the class to look at the pictures in the second part of the story and guess what happens to Hoppy. Accept all answers. Then, play track 2.29 for students to follow along in their books. Finally, ask the class these questions:

How did Hoppy feel with his new family?

What did Father T-Rex do?

What did Hoppy eat?

What happened after lunch?

What did Hoppy do?

What did Hoppy learn?

Now read the story in pairs. 10'

Divide the class into pairs and have them choose parts to read. After that, get them to read the whole story aloud. Encourage them to imitate the voices of the characters. Finally, invite a pair of students to read the story to the class.



After you read 10' Read and circle *True or False*.

Ask the class to look at the first sentence and invite a volunteer to read it aloud. Then, ask whether it is true or false. Get students to say where they found the information in the story: *Hoppy ate some plants. He didn't like the meat*. After that, tell students to do the rest of the items individually. When they finish, get volunteers to read the sentences and the answers aloud. Encourage them to say where they found the information in the story.

Answer Key:

1. *F*
2. *F*
3. *T*
4. *F*
5. *F*



Value: Being happy with yourself

Make a *Happy me mobile*. 15'

Materials: One photocopy of craft templates 9a and 9b (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons, scissors, glue, string, a clothes hanger.

Write *BEING HAPPY* on the board and ask students to say what makes them happy: *family, friends, birthdays, sunshine, playing, dancing*, etc. Then, ask them what they like about themselves. Point out the different answers to the class and explain that we've all got different and unique qualities. After that, hand out the materials. Have the class look at the templates and invite volunteers to read the titles aloud. Encourage them to give examples according to the categories on the templates. Next, have them colour the frames and draw a picture in each frame according to the title. After that, have them cut out the shapes and match them front to back. Get them to stick the sides together. When they finish, help students punch holes in the tops of the frames and thread string through them. Finally, tell them to tie the ends of the string to a hanger to make a *Happy me mobile*.

Assign homework 5'



AB page 91

Warm-up: Let's talk about Mongolia 10'

Materials: A map of the world, photos of a snow leopard and Mongolian nomads.

Write *Mongolia* on the board and invite volunteers to find it on the map. Help with clues if necessary: *It's in Asia. It's near China, etc.* Point out that only 2.9 million people live in Mongolia. Invite a student to find the capital city and write it on the board: *Ulan Bator*. Explain that Mongolia is very dry and there are lots of very high mountains. Summers are very hot and winters are very cold. Mongolia does not

touch any oceans. Add that a very beautiful and unusual animal, the snow leopard, lives in the mountains of Mongolia. Pass around the photo and ask what kind of animal it is: a *cat*. Snow leopards only live in this part of the world and there are only about 5,000 left in the wild. Pass around the photo of the nomads. The traditional way of life in Mongolia is to be a nomad. That means that people walk from place to place with their animals. They haven't got a fixed home. Because of this, they eat lots of meat and dairy products from their animals. Now many people live in the city.

Read and draw the paths. 10'

Invite the class to look at the pictures and describe what they see: *a camel, a flag, etc.* Then, have them read the texts silently and draw the paths to the corresponding pictures. Check as a class by asking what each picture shows according to the text: *Camels live in the Gobi Desert.* Encourage students to give additional information in their own words: *These camels have got two humps.* Continue with the rest of the pictures and texts.

Answer Key:

Read and draw the paths.

Mongolia is a country in Asia. It's between Russia and China. Its flag has got three vertical stripes of red, blue and red. On the left side is the national emblem, a *soyombo*. It's yellow. It represents fire, earth, water, the sun, the moon and the yin-yang symbol.

The Gobi Desert is in the south of Mongolia. It's the biggest desert in Asia. It's very hot in summer and cold in the winter. Bactrian camels live in the Gobi Desert. They've got two humps.

Some people in Mongolia live in yurts. A yurt is a big, circular tent with one door and no windows. In winter, people have small fires inside and are warm, even when it's snowing outside!

In July, there's a big national festival called Naadam. There are competitions in horse riding, archery and wrestling. At the end of Naadam, there's a big party with lots of delicious food.

Colour the pictures. 5'

Get students to colour the pictures. When they finish, have them compare pictures with a friend. Then, point out the *Do you know?* text and pictures and invite a volunteer to read the text aloud. Ask what they found in the Gobi Desert: *Dinosaur egg fossils.* Finally, ask students if they have ever seen a fossil in real life. Encourage them to say where.

AB page 92 15'

Check what you know!

Material: A board pen per team (a different colour per for each team).

Write this unit's words and phrases on the board. Then, divide the class into two teams. Describe one of the items. The first student to put up his / her hand circles the correct word on the board with his / her team's board pen. Continue with the rest of the words. The team with the most circles at the end wins. Next, write four scrambled Yes / No questions about dinosaurs on the board and invite volunteers to unscramble them. Do the same with *Wh-* questions. Finally, ask the class to complete the faces according to how they feel about what they know.

Listen and stick.



2.30

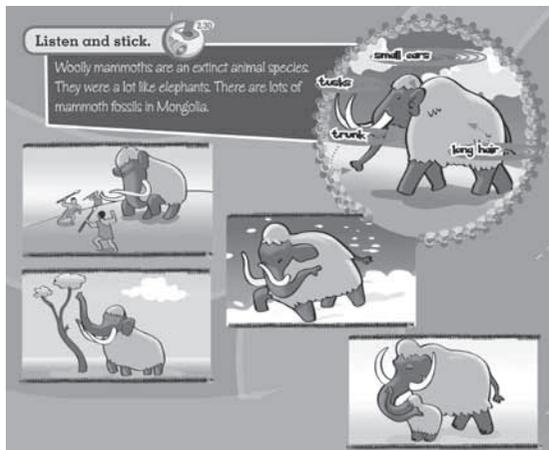
10'

Get the class to look at the picture of the animal and say what it looks like: *An elephant*. Then, invite a volunteer to read the text aloud. Elicit the name of the animal: *It's a Woolly Mammoth*. After that, tell students to use the stickers for *Light up the world* on page 93 and invite a volunteer to read the prompts aloud. Then, play track 2.30 for students to listen and decide which sticker goes where. Play the CD again and pause it after each answer. Get students to hold up the correct sticker. Then, they put the stickers in the spaces.

TRACK 2.30

NARRATOR: LISTEN AND STICK.
NARRATOR: WOOLLY MAMMOTHS ARE AN EXTINCT ANIMAL SPECIES. THEY WERE A LOT LIKE ELEPHANTS. THERE ARE LOTS OF MAMMOTH FOSSILS IN MONGOLIA.
NARRATOR 2: NUMBER ONE.
MAN: WOOLLY MAMMOTHS DON'T EXIST ANYMORE, THOUGH.
BOY: WHAT HAPPENED TO THEM? WHY DON'T THEY EXIST NOW?
MAN: WELL, HUMANS HUNTED MAMMOTHS FOR FOOD AND USED THEIR HAIR TO MAKE CLOTHES. THEY DIDN'T PROTECT THEM. NOW THEY DON'T EXIST ANYMORE.
GIRL: THAT'S VERY SAD.
MAN: YES, IT IS.
NARRATOR 2: NUMBER TWO.
GIRL: WHY ARE THEY CALLED WOOLLY MAMMOTHS?
MAN: WELL, MAMMOTHS LIVED IN VERY COLD PLACES. THEY HAD A WOOLLY, HAIRY COAT TO KEEP THEM WARM.
NARRATOR 2: NUMBER THREE.
BOY: OH! AND WHAT DID THEY EAT?
MAN: THEY ATE LEAVES FROM TREES, AND OTHER PLANTS. THEY USED THEIR TRUNKS LIKE HANDS TO HELP THEM EAT.
NARRATOR 2: NUMBER FOUR.
GIRL: HOW DID MAMMOTHS LIVE?
MAN: THEY LIVED IN A HERD, LIKE ELEPHANTS DO. THEY HAD FAMILIES, AND THE MOTHER MAMMOTHS TOOK CARE OF THE BABIES.

Answer Key:



Decode the name of another prehistoric animal. 10'

Get students to look at the symbols and identify some of the shapes they can see: *a bone, a hand, a person*, etc. Then, invite a volunteer to read the information in the box. Explain that it is about a prehistoric animal. Point out the code at the bottom of the page and ask what letter the first symbol represents: *S*. Elicit the next letter: *A*. After that, have the class decode the name individually. Finally, invite a volunteer to write the name of the animal on the board: *sabretooth tiger*.

Answer Key:

Sabretooth tiger

Assign homework 5' Additional homework



AB page 93

My project



Make a dinosaur puzzle.

Materials: One sheet of card and a paintbrush per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 100 and the *Time to check* section on page 92 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

Unit 1

1. Unscramble the names of the animals.

Colour the...

(pehea) sheep	grey.	(tusbl) bulls	black.
(gips) pigs	pink.	(sehn) hens	red.
(kedony) donkey	brown.	(lokecrec) cockerel	red and white.
(ocsw) cows	brown and white.	(scukd) ducks	green.
(toga) goat	white.	(rhsoes) horses	yellow.

2. Read and colour the pictures.

2. Write the questions and answers.

1. Where does milk come from?
It comes from cows.

2. Where does wool come from?
It comes from sheep.

3. Where does ham come from?
It comes from pigs.

4. Where do eggs come from?
They come from hens.

On the farm Unit 1

3. Read and circle the correct picture.

1. Where do the animals sleep?
 barn

2. Who works on the farm?
 farmer

3. What does the farmer use to work?
 tractor

4. What do the horses eat?
 hay

5. What can open and close?
 gate

6. Where do the ducks swim?
 pond

7. Where does the farmer's family live?
 farmhouse

8. What scares the birds away?
 scarecrow

9. What goes around the farm?
 fence

4. Label the pictures.

Unit 1 On the farm 5

They give us milk

1. Read and write True or False.

- Horses give us eggs. False
- Ducks fly and swim. True
- Cows live in the farmhouse. False
- The dog doesn't drive a tractor. True
- Sheep don't give us wool. False
- The farmer doesn't live in the farmhouse. False

2. Rewrite the incorrect sentences.

- Horses don't give us eggs.
- Cows don't live in the farmhouse.
- Sheep give us wool.
- The farmer lives in the farmhouse.

3. Read and complete.

1. Cockerels say cock-a-doodle-do.

2. Horses eat hay.

They don't say neigh neigh.

3. Cows give us milk.

4. Hens live in the barn.

They don't give us ham.

They don't live in the farmhouse.

On the farm Unit 1

3. Unscramble the questions.

1. What • time • eat • do • the • cows
What time do the cows eat? They swim in the pond.

2. ducks • the • Where • swim • do
Where do the ducks swim? They give us eggs.

3. the • eat • What • does • horse
What does the horse eat? They eat at 7 o'clock.

4. us • do • What • the • give • hens
What do the hens give us? He lives in the farmhouse.

5. does • live • the • Where • farmer
Where does the farmer live? It eats hay.

4. Colour the correct option and answer.

1.

What time
Where
What

 does the cockerel sing? 6.00
It sings at 6 o'clock.

2.

What time
Where
What

 do the cows live?
They live in the barn.

3.

What time
Where
What

 does the farmer eat?
He eats eggs.

4.

What time
Where
What

 do the pigs go to sleep?
They go to sleep at 9 o'clock. 9.00

Unit 1 On the farm 7

Unit 1

Activity Book

with answers



Time to practise!

1 Look and complete.

doesn't like goes don't climb wake-up drink doesn't go watches don't have

This is Sonia. She's got three puppies. In the morning, they wake up at 7 o'clock. Sonia has eggs and juice for breakfast. The puppies don't have eggs for breakfast. They eat dog food and drink water.

In the afternoon, Sonia goes to the park with the puppies. She climbs a tree, but the puppies don't climb trees. The puppies swim in the pond. Sonia doesn't like swimming. The water is cold!

In the evening, the puppies go to sleep at 8 o'clock. Sonia doesn't go to bed at 8 o'clock. She draws pictures and watches TV.

2 Read and draw.

There's a horse behind the fence. There are two pigs in the barn. There are two sheep between the hay and the pond. There are four ducks in the pond. There's a tractor between the barn and the apple tree. There's a scarecrow next to the tractor.



On the farm Unit 1

Time to write

1 Read and complete the chart.

My friend Sam
My friend Sam is 9 years old. He's got brown hair and green eyes. He's tall and thin. Sam is very clever too. He loves to go skateboarding. He also loves to play with his dog, Spot. He's got a pet tortoise, too. He loves telling jokes. We like to play football together.



Words that describe him	What he's got	What he likes to do
tall	brown hair	go skateboarding
thin	green eyes	play with his dog
very clever	a pet tortoise	tell jokes
	a dog	play football

2 Complete the chart about your friend. Answers will vary

Words that describe him / her	What he / she's got	What he / she likes to do

3 Draw your friend and describe him / her. Answers will vary

Student's own drawing

My friend _____

Unit 1 On the farm

The lighthouse keepers' story

1 Read the first part of the story *Animal rescue*.

2 Read and circle the correct answer.

- What's the weather like at the beginning of the story?
a) It's cloudy. b) It's sunny. c) It's windy.
- What are the pigs doing at 9 o'clock?
a) They're playing. b) They're swimming. c) They're eating.
- What's Farmer Brown doing at 9 o'clock?
a) He's eating apples. b) He's climbing the ladder. c) He's picking apples.
- What time does the storm start?
a) At 9 o'clock. b) At 11 o'clock. c) At 12 o'clock.
- Where's Erica?
a) On the apple tree. b) In the barn. c) In the farmhouse.
- What's Erica doing?
a) Listening to music. b) Listening to music and doing the washing-up. c) Picking apples and singing.

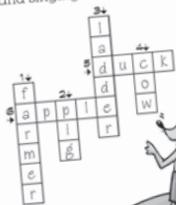
3 Solve the crossword puzzle.

Down

- He lives in a farmhouse and drives a tractor.
- It's a pink animal. It gives us ham.
- It's an object. You use it to climb trees.
- It's a big animal. It gives us milk.

Across

- It's an animal that swims in a pond.
- It's a fruit that's red or green.



2 Read the whole story *Animal rescue*.

3 Number the events in order.

Erica is listening to music. She can't hear Farmer Brown. The animals run and get some hay. The wind is very loud and Farmer Brown is scared. Farmer Brown is in the tree. He's picking apples and singing. The mouse hears Farmer Brown and speaks to the animals. Farmer Brown jumps into the hay. The wind is blowing hard and the ladder falls down.

- 3
- 6
- 4
- 1
- 5
- 7
- 2

4 Categorize the words.

Erica tractor running sad Farmer Brown
singing happy ladder listening
the mouse hay cloudy windy scared



Unit 1 On the farm



She always feeds her

1. Decode the sentences.

- usually always
 1. She usually brushes the dog. always feeds the rabbit
 never sometimes
 2. She never walks the cat. never sometimes cleans the cage
 always sometimes
 3. She always strokes the cat. always gives the hamster a bath

2. Follow and write.

1. Nina sometimes cleans the cage. 4. She sometimes listens to it sing.
 2. She never gives her bird a bath. 5. She usually changes its water.
 3. She usually gives it grapes. 6. She always feeds it.

3. Read and circle the correct option.

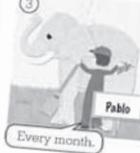


Hello, I'm Billy!
 My pet is a fancy rat. Her name's Zazi.
 I feed her and change her water every day.
 Every Saturday, I clean her cage. My mum plays
 with her in my bedroom every Sunday. I give
 her a bath every month because she gets dirty.
 Fancy rats are great pets!

1. How often does Billy change her water? Every day / week / month.
 2. How often does Billy clean her cage? Every day / week / month.
 3. How often does he feed her? Every day / week / month.
 4. How often does he give Zazi a bath? Every day / week / month.
 5. How often does Billy's mum play with her? Every day / week / month.

4. Look and write the questions.

1. How often do you clean Robert's cage?
 2. How often do you brush Sara?
 3. How often do you give Pablo a bath?
 4. How often do you feed Jane?



Time to practise!

1. Look and write the questions.

How often do you...?	Eva	Adrian	Peter
go to the cinema	On Saturdays.	On Wednesdays.	On Mondays.
visit grandparents	On Sundays.	On Thursdays.	On Friday afternoons.
go on a picnic	Every week.	Every month.	Never.
go to the park	Every afternoon.	On Saturdays and Sundays.	Every afternoon.

1. How often do Eva and Peter go to the park? Every afternoon.
 2. How often does Adrian go to the cinema? On Wednesdays.
 3. How often does Peter go on a picnic? Never.
 4. How often does Peter visit his grandparents? On Friday afternoons.
 5. How often does Eva visit her grandparents? On Sundays.
 6. How often does Adrian go to the park? On Saturdays and Sundays.

2. Complete the sentences about you and draw. Student's own answers

I always _____ Student's own drawing I sometimes _____ Student's own drawing
 I usually _____ Student's own drawing Every day, I _____ Student's own drawing

Time to write

1. Look and write the words.

1. book mouse house hen fish pen
 2. gate eight nose frog pig dog

2. Circle the words that rhyme.

3. Read and complete the rhymes.

1. On our street, there's a cute grey mouse.
 He's always cleaning his little house.
 2. Open our garden with the yellow gate.
 There's a flower on it, and the number eight.
 3. My aunt has got a funny dog.
 Its best friend is an ugly frog.
 4. My sister has got a very clever hen.
 It reads books and writes with a pen.

2. Write your own rhyme and draw. Student's own answers

Student's own drawing



The lighthouse keepers' story

1. Read the first part of the story *Where's Fred?*

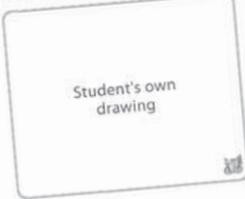
2. Read and underline the mistakes.

- Holly always talks about her pet hamster.
Holly always talks about her pet frog.
- The teacher asks Holly lots of questions.
The children ask Holly lots of questions.
- Holly feeds Fred every week.
Holly feeds Fred every day.
- Fred jumps out of the classroom and into the playground.
Fred jumps out of the classroom and into the kitchen.
- Holly and the teacher run after Fred.
Holly and the cook run after Fred.



3. Write the correct sentences.

4. Draw Fred in another place in the school. Answers will vary



Student's own drawing

Blank lines for writing answers.

5. Describe your picture.

2. Read the whole story *Where's Fred?*

3. Answer the questions.

- How does Holly feel about Fred?
Holly loves Fred very much.
- Do the children want to learn about Fred?
Yes, they do.
- Where does Fred go in the school?
He goes to the kitchen, the gym and the headteacher's office.
- Why is Holly afraid?
She thinks Fred is in trouble.
- What does the headteacher think of Fred?
She loves Fred.

4. Read and complete.

- It's green and it jumps around. It's a f r o g.
- Holly takes her frog to s c h o o l.
- Fred jumps into the k i t c h e n.
- He wears a white hat. He's a c o o k.
- After the kitchen, Fred goes to the g y m.
- Finally, Fred goes into the h e a d t e a c h e r ' s office.
- It's a bird that sometimes talks. It's a p a r r o t.
- It plays on a wheel. It's a h a m s t e r.



5. Find and circle the answers.



Time to check

1. Complete and answer.

Model answer



Our School

- How often do you sing songs? Every day.
- How often do you have homework? Every day.
- How often do you paint pictures? Every week.
- How often do you speak English? Every month.

2. Write about your English lessons with *always, usually, sometimes and never*.
- We usually play games.
 - We never read stories.
 - We always use a computer.
 - We sometimes write in our notebooks.
 - We always put up our hands to speak.
 - We sometimes put stickers into our books.

Check what you know! Model answer

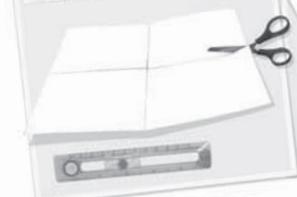
- 8 pet jobs
8 pet accessories
- Don't forget to feed the fish.
- Remember to give the dog a bath.
- always, usually, sometimes, never
Look, he always feeds his fish.
How often do you do your homework?
Every day.
How often do you go to the cinema?
Every month.



My project

1. Make pet riddle cards.

2. Cut a big sheet of card into four pieces.



3. Draw a pet on each card.



4. Turn each card over and write a riddle about the pet.



5. Read your riddle to a friend. He/She guesses the pet.





Unit 3

1. Look and colour the matching words.

2. Write sentences.

- She's preparing a salad.
- He's carrying bread.
- He's cooking pasta.
- They're packing the basket.
- She's baking biscuits.
- They're buying oranges.

3. Complete and answer about you. Model answer

Would you like some orange juice?
 Yes, please.

Would you like some biscuits?
 No, thank you.

24 School picnic Unit 3

3. Find and circle ten picnic words.

Label the pictures.

4. Solve the crossword puzzle.

- They are small fruits. They are purple or green.
- They are small fruits. They are red.
- You put the food on this when you have a picnic.
- They are small and brown. They're crunchy.
- They are little cakes made with chocolate.
- They are sweet fruits. They are yellow and red.

			1	G	R	A	P	E	S	
2	C	H	E	R	R	I	E	S		
3	T	A	B	L	E	C	L	O	T	H
		4	P	E	A	N	U	T	S	
5	B	R	O	W	N	I	E	S		
			6	P	E	A	C	H	E	S

Complete with the mystery word and answer. Model answer

Do you like p i c n i c s? Yes, I do.

Unit 3 School picnic 25

There's lots of pasta

1. Unscramble and colour the correct picture.

- are • cherries • There • few • a
 There are a few cherries.
- pasta • There's • of • lots
 There's lots of pasta.
- little • a • milk • There's
 There's a little milk.
- are • There • brownies • lots • of
 There are lots of brownies.

2. Draw the food for your picnic.

Student's own drawing

Describe your picture. Model answer

There are a few cherries. There are a few brownies. There is a little juice. There are lots of grapes. There are a few muffs. There are lots of peanuts.

26 School picnic Unit 3

3. Look and circle the correct option.

- How many biscuits is there?
 There are lots of biscuits.
- How much cheese are there?
 There's a little cheese.
- How many lemonade are there?
 There's a little lemonade.
- How many peanuts are there?
 There are lots of peanuts.

4. Complete the questions.

- How much pasta is there?
 There's a little.
- How many grapes are there?
 There are lots.
- How much milk is there?
 There's lots.
- How many peaches are there?
 There are a few.

Match.

Unit 3 School picnic 27

Time to practise!

1. Decode the sentences.

	A	B	C	D
1	peanuts	water	There's	a little
2	lots of	a few	are	brownies
3			cheese	There

- 3D 2C 2B 2D
There are a few brownies. False
- 1C 1D 1B
There's a little water. True
- 3D 2C 2A 1A
There are lots of peanuts. False
- 1C 2A 3C
There's lots of cheese. True

4. Read and write True or False.

2. Look and complete the dialogue.

Boy: How many eggs are there?
Girl: A few.

Boy: How much ham is there?
Girl: Lots.

Boy: How much milk is there?
Girl: A little.

Boy: How many pears are there?
Girl: A few.

Time to write

1. Classify the words.

Common nouns: pencil, Spain, tablecloth, notebook, Tuesday, Christmas, July

Proper nouns: Daniel, cockerel, peach

2. Write the missing letters.

Hello. My name's Olivia. (o, o) I'm from Argentina. (a, A) My favourite holiday is Halloween. (h, H / h, H) It is on 31st October. (o, O) I have a party with my friends, Laura and Sam. (l, L / s, S) We wear costumes and we play games. (c, C / g, G) Then, we go trick-or-treating. (t, T) We get lots of sweets!

3. Write about your favourite holiday.

Look! These questions can help you!
What is the name of the holiday?
When do you celebrate it?
Who do you celebrate with?
What do you eat?
What do you do?

My favourite holiday is _____
Answers will vary

The lighthouse keepers' story

1. Read the first part of the story Hide and seek.

Read and underline.

- It's a snowy / windy / sunny day.
- The Morris family are having breakfast / a picnic / dinner.
- Jill and Barry play football / hide and seek / bingo.
- Barry hides and Jill counts to ten / fifty / one hundred.
- Jill finds an owl / a rabbit / a frog on the ground in the forest.
- Jill runs to find Barry / have a brownie / get help.

2. Circle the words and label the pictures.

1. bored owl

2. family picnic

3. brownies hungry

4. forest hundred

2. Read the whole story Hide and seek.

1. Decode the text.

The Morris family goes to a forest to have a picnic.
The children, Jill and Barry, are hungry and bored. They decide to play hide and seek. Jill finds an owl.
It can't fly. Jill tells Mum and Dad about the owl. Mum calls the vet. The vet comes and puts a bandage on the owl's wing. The owl is fine. Finally, the family all have lunch.

2. Read and write the characters.

Jill Barry Mum Dad the owl the vet

- She prepares a salad. She calls Animal Rescue. Mum
- He looks at the owl and puts a bandage on its wing. the vet
- She's playing in the forest and she finds the owl. Jill
- He hides in the forest. He doesn't see the owl. Barry
- It's hurt. It can't fly. the owl
- He sleeps under a tree. He finds Barry in the forest. Dad

Unit 3

Activity Book

with answers



Time to check

Find and colour.

Write sentences.

- There's a little milk.
- There are lots of brownies.
- There are lots of apples.
- There's lots of lemonade.
- There's a little cheese.
- There are lots of biscuits.

Check what you know!

7 verbs related to preparing a picnic
10 picnic words

Model answer

There's a little juice and a little cake.
There are a few peaches and a few grapes.
There's lots of pasta and lots of water.

Would you like a sandwich?
Yes, please.

Would you like some lemonade?
No, thank you.

How many peaches are there?
Lots.

How much juice is there?
A little.

32 School picnic Unit 3

My project

Design a menu.

- Find pictures of your favourite foods in a magazine.
- Cut them out.
- Write your restaurant's name on a sheet of card.
- Decorate it with drawings and glitter.
- Stick your pictures onto the menu and label the foods.
- Role-play a restaurant dialogue with a friend.

What would you like for dessert?

Unit 3 School picnic 33

Unit 4

Unit 4

Draw the paths and unscramble.

- b . r . a . m . s . e . l
- e . d . i . h . d . a . n . k . e . o . e
- b . l . f . s . e . o . t
- e . h . o . c . e . c . h . o . l
- g . a . l
- g . i . u . f . o . r . w . a
- d . o . r . a . b . e . m . a . g

Look and complete the sentences.

- Let's start!
Roll the die!
- Ready or not,
here I come!
- It's your turn
- Tag, you're it

14 Let's play! Unit 4

Look and underline.

- Throw the Frisbee. / Throw the rock. / Throw the ball.
- Catch the ball. / Hit the marble. / Pull the rope.
- Hit the marble. / Touch a person. / Hide in a good place.
- Throw the rock. / Hit the marble. / Pull the rope.

Colour the phrases.

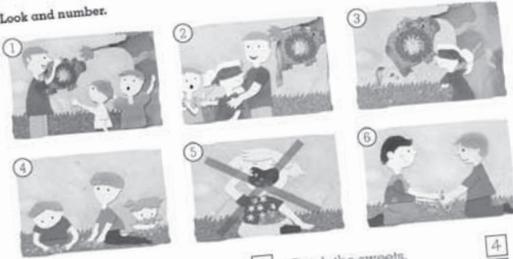
- hide look on the good bad place
- throw look on the good Frisbee ball
- feel the hit ten Frisbee the ball marble
- turn out push the the rope ball
- chase catch look for the people person

Match.

Unit 4 Let's play! 35

Don't peek!

1 Look and number.



Hit the piñata with a stick.
Give some sweets to your friends.
Hang the piñata from a tree.

- | | | |
|---|---------------------------|---|
| 3 | Catch the sweets. | 4 |
| 6 | Sing a song. | 2 |
| 1 | Don't eat all the sweets. | 5 |

2 Look and write.



1 Touch your toes!
2 Don't make any noise!
3 Don't peek!
4 Count to ten!

3 Circle the correct option.



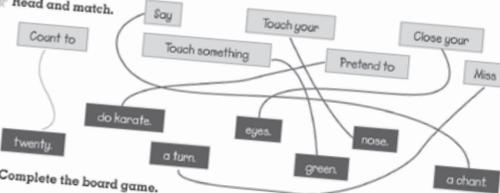
- What is Blanca doing? She's eating ice cream.
- What are Annie and Ben doing? They're listening to music.
- What is Mark doing? He's sleeping.
- What are Emma and Ruth doing? They're swimming.
- What is Jessica doing? She's running.
- What is Daniel doing? He's reading.

4 Look and answer the questions.

- Joah / eat / a sandwich
Joah is eating a sandwich.
- Todd and Karen / fly / a kite
Todd and Karen are flying a kite.
- Joe and Pete / play / tag
Joe and Pete are playing tag.
- Amy / play / the guitar
Amy is playing the guitar.
- Julie / draw / a picture
Julie is drawing a picture.

Time to practise!

1 Read and match.



2 Complete the board game.



Time to write

1 Complete the sentences.

- This is Jon. He's my friend.
- Sara doesn't like hot dogs.
- Kay and Cara are sisters.
- Look! There's Max, my cat!

2 Read and circle the words for contractions.

Look! There is a photo of my party!
They are playing musical chairs.
No, it is not.
It is hide and seek.

What are the children doing?
Is that your favourite game?
What is your favourite game?

3 Rewrite the dialogue with contractions.

Look! There's a photo of my party.
They're playing musical chairs.
No, it isn't.
It's hide and seek.

What are the children doing?
Is that your favourite game?
What's your favourite game?

Unit 4

Activity Book

with answers



The lighthouse keepers' story

1 Read the first part of the story Sports day.

2 Read and circle True or False.



1. It's Sports day at the Bilingual School.
2. The first event is the obstacle course.
3. Children from the red team cheat.
4. Lynne Lane uses a mirror to cheat.
5. The second event is the three-legged race.
6. Mr. Brown is talking to a teacher.

- | | |
|------|-------|
| True | False |

3 Answer the questions.

1. What are the two teams? The red team and the blue team
2. How do the students feel about Sports day? They like it
3. Who does something bad in the three-legged race? Matt Rogers
4. What does he do? He makes the children from the red team fall down
5. Who wins the three-legged race? The blue team
6. How does the red team feel? The red team isn't happy
7. Who wins the obstacle course? The red team and the blue team

40 Let's play! Unit 4

2 Read the whole story Sports day.

1 Read and colour the T-shirts red or blue.

- 1 They win the sock race.
- 2 They put spiders in the other team's socks.
- 3 They win the tug of war.
- 4 John Jacobs is on this team.
- 5 They get two points in the football match.
- 6 Lynne Lane is on this team.

2 Find and circle the words.

Complete the words.

sack mirror spider team

Unit 4 Let's play! 41

Time to check

1 Complete the questions.

- 1 What is he doing? He's drinking orange juice.
- 2 What is she doing? She's catching the ball.
- 3 What are they doing? They're doing their homework.
- 4 What are they doing? They're feeding the hens.
- 5 What are they doing? They're eating biscuits.
- 6 What are they doing? They're pulling the rope.

2 Write the answers.

Check what you know! Model answer

- | | |
|----------------------------|--|
| 7 games related to games | Touch the tree! Don't peek! |
| Tag, you're it! | What are they doing? They're playing a board game. |
| It's your turn. | What's she doing? She's playing hopscotch. |
| Roll the die! | |
| Ready or not, here I come! | |

42 Let's play! Unit 4

My project

1 Make a memory game.

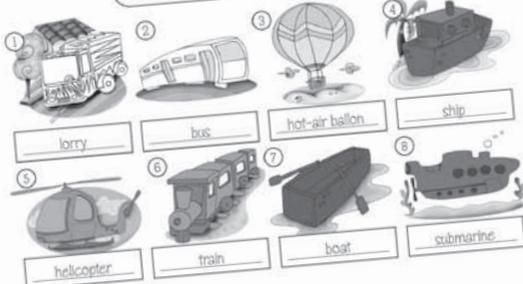
- 1 Use a ruler to draw 20 squares on a sheet of card.
- 2 Cut the squares out.
- 3 Write questions on ten cards and write the answers on the other cards.
- 4 Draw a design on the back of the cards.
- 5 Play a memory game with a friend.

Unit 4 Let's play! 43

Unit 5

1 Read and colour.

- 1→grey 2→white 3→yellow 4→purple
5→orange 6→green 7→red 8→blue

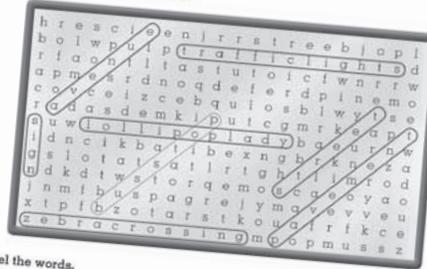


2 Label the pictures.

3 Answer the questions. Student's own answers

1. What's your name?
2. What's your address?
3. What's your phone number?

3 Find and circle eight city words.



4 Label the words.



I go to school by car

1 Write sentences.



We all use different kinds of transport.



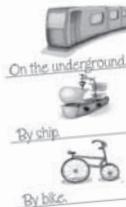
1. he / library / underground
He goes to the library on the underground.
Mike
2. she / park / car
She goes to the park by car.
Molly

2. she / beach / bike
She goes to the beach by bike.
Mary
4. he / football club / bus
He goes to the football club by bus.
Martin

2 Look and write the children's names.

3 Decode the questions.

1. How does she go to the city?
2. How does he go to the beach?
3. How does she go to the supermarket?



4 Look and answer.

3 Unscramble the phrases.

1. long • two • trains • black
two long black trains
2. marbles • five • blue • small
five small blue marbles
3. red • planes • small • three
three small red planes
4. yellow • teddy bear • big • one
one big yellow teddy bear
5. short • snakes • two • green
two short green snakes
6. long • brown • three • dogs
three long brown dogs



4 Read and colour.

5 Colour the pictures.



6 Look and complete. Answers will vary

1. There's one small grey train.
2. There are _____ ships.
3. There are _____ helicopters.
4. There are _____ cars.
5. There's _____ underground.



Time to practise!

1 Look and complete.

We're doing a survey about how we get around. Carla, how do you go to school?

I go to school by bus.

And how do your parents go to work?

By car.

Your brother Scott works at the shopping centre. How does he go there?

He goes on the underground.

What about you? Do you like to go to the cinema?

Yes, I do.

How do you go there?

I always go on foot. It's not far!

2 Find and circle four phrases.

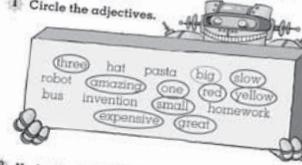


Student's own drawing

Draw the pictures.

Time to write

1 Circle the adjectives.



Helihat!

2 Underline the Helihat text in blue and the Robohelper text in red.

Now you can fly to school with an amazing hat! Do you have to help a lot at home? Just put on your Helihat and press the red button. Buy the new Robohelper and you can relax! You can visit the birds and pick apples from the tops of trees, too. Robohelper can clean your room, walk the dog and help your mum at home. It can even speak five languages. And the Helihat is cheap - only 7 pounds! But the Robohelper is expensive! It costs 200 pounds.

I can help you!

Robohelper!

3 Rewrite the texts in the correct place.

Helihat!

Now you can fly to school with an amazing hat. Just put on your Helihat and press the red button. You can visit the birds and pick apples from the tops of trees, too. And the Helihat is cheap - only 7 pounds!

Robohelper!

Do you have to help a lot at home? Buy the new Robohelper and you can relax! Robohelper can clean your room, walk the dog and help your mum at home. It can even speak five languages. But the Robohelper is expensive! It costs 200 pounds.

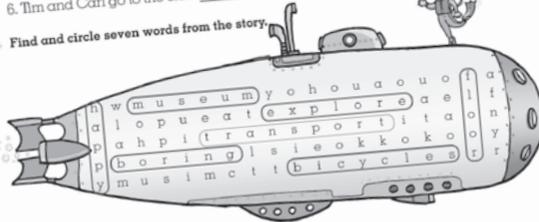
The lighthouse keepers' story

1 Read the first part of the story *At the Transport Museum*.

2 Underline the correct option.

- It's Friday afternoon / Monday night / Saturday morning.
- Tim is watching TV / playing computer games / reading a comic.
- Brian is Tim's dad / friend / brother.
- Brian wants to go to the shopping centre / Transport Museum / park.
- Tim invites his uncle / friend, Gracie / friend, Carl.
- Tim and Carl go to the exit / second floor / café.

3 Find and circle seven words from the story.



4 Complete the sentences.

- Brian is very happy because he likes the exhibition.
- They go to the Transport Museum.
- The name of the exhibition is Bicycles throughout time.
- Tim and Carl think it's boring.
- They decide to explore floor.
- They go up to the second floor.

2 Read the whole story *At the Transport Museum*.

3 Solve the crossword puzzle.



Down

- They can see fish and...
- Tim and Carl can see stars and...
- After the spaceship, the boys are in a...
- When Tim and Carl open the door, they see a...

Across

- Mum and Dad have got tickets for the...
- Tim's friend's name is...

4 Find these words in the story.

- a fun and exciting time;
- a boat that goes underwater;
- a form of transport for space travel;
- something you ride with two wheels;
- a sea animal;

adventure _____
submarine _____
spaceship _____
bicycle _____
shark _____

Time to check

1. Underline and correct the mistakes.

1. Martina goes to school by bike.
car

2. Leo goes to the park on foot.
shopping centre

3. Lucy goes to the mountains by hot-air balloon.
helicopter

4. Dan goes to the cinema by car.
bike

Write the questions.

- How does Martina go to school?
- How does Leo go to the shopping centre?
- How does Lucy go to the mountains?
- How does Dan go to the cinema?

Check what you know!

8 transport words	😊	How do you go to school?	😊
8 street words	😊	By bus.	😊
What's your address?	😊	How does he go to school?	😊
It's 20 Green Street.	😊	On foot.	😊
What's your phone number?	😊	three big white ships	😊
It's 543-9823.	😊	number size colour noun	😊

Model answer

52 On the go! Unit 5

My project

Make a ship.

- Cover a square milk carton and a smaller juice carton with paper.
- Stick the smaller carton on top of the bigger one.
- Paint them with two different colours.
- Make two sails with straws and paper.
- Attach the sails to the boat with modelling clay.
- Decorate the ship with drawings and glitter.

Unit 5 On the go! 53

Unit 6

1. Complete the words.

newspapers 6 Recycling bins 4
cartons 4 jars 3 bags 9
bottles 5 containers 4
Paper
Glass
Plastic

Count and write the number.

2. Look and write.

What's it made of?

- It's made of glass.
- It's made of plastic.
- It's made of glass.
- It's made of paper.

Complete the pictures and colour.

54 Earth Day Unit 6

Be green!

3. Look and complete.

keep throw away plug in unplug

- Don't ~~throw away~~ cartons.
- keep plastic bags and reuse them later.
- Unplug the computer when you finish using it.
- Don't ~~plug in~~ the TV when it isn't necessary.

4. Read and colour.

reduce → yellow reuse → blue recycle → green

- I put plastic bottles in the recycling bin.
- I make toys with cereal boxes.
- I put newspapers in the recycling bin.
- I unplug the TV at night.
- I keep plastic bags and use them again.
- I turn off the water when I brush my teeth.

Unit 6 Earth Day 55

Unit 6

Activity Book

with answers



We're recycling today!

1 Circle the correct form of the verbs.



1. We usually are going / go to school by car, but today we walk / re walking.
2. We sometimes watch / are watching TV after school, but today we read / re reading.
3. We usually are throwing throw away paper, but today we re keeping keep it.

2 Look and complete about Earth Day.

1. stay at home / collect water



We usually stay at home when it rains, but today we are collecting water for our bathroom.

2. not go to park / plant trees



They usually don't go to the park on Saturdays, but today they are planting trees.

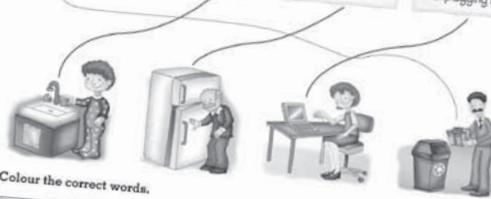
3 Read and match.

He always throws away cartons, but today he's putting them in the recycling bin.

He usually doesn't turn off the water when he washes his hands, but today he's turning it off.

He sometimes forgets to close the fridge door but today he's closing it.

She never unplugs the computer at night but today she's unplugging it.



4 Colour the correct words.

She is are never sing walks and

She never walks her dog but now she's walking it

Never Now

Student's own drawing Student's own drawing

is singing always walks she's he's he's now the the

Write and draw.

Time to practise!

1 Look and complete.

	in the morning	clothes	snack	in the afternoon
usually				
today				



This is Kevin. He's on holiday today!

1 go
In the morning, Kevin usually goes to school, but today he's going to the beach.

3 have
Kevin usually has an apple for a snack, but today he's having ice cream.

2 wear
He usually wears jeans and a jacket, but today he's wearing a T-shirt and shorts.

4 play
In the afternoon, Kevin usually plays computer games, but today he's playing football.

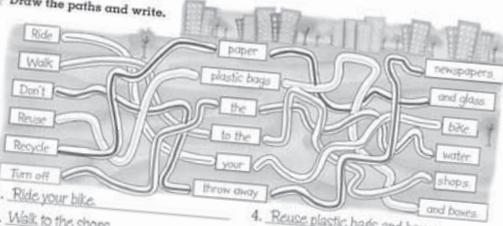
2 Draw about you.

	in the morning	clothes	snack	in the afternoon
sometimes				
today				

Student's own drawings

Time to write

1 Draw the paths and write.



- Ride your bike.
- Walk to the shops.
- Don't throw away newspapers.
- Reuse plastic bags and boxes.
- Recycle paper and glass.
- Turn off the water.

2 Look and mark (✓ or X).



Write Do's and Don'ts for the park.

- Do's
Recycle the cartons
Ride a bike
Respect the animals
- Don'ts
Don't waste water.
Don't paint on the walls.
Don't throw rubbish on the ground.



The lighthouse keepers' story

1 Read the first part of the story *Making a change*.



- Where do Ruth and Toby live? In the city
- What do they always play? Basketball
- Why are they alone? Other children don't like going to the playground.
- What do they decide to do? Clean up the playground.
- How many children come to help? Three children come to help.
- What do the big boys do? They start throwing rubbish at them.

2 Decode and match.

A → 1 B → 2 C → 3 D → 4 E → 5 G → 7 H → 8 I → 9 L → 12
N → 14 O → 15 P → 16 R → 18 S → 19 T → 20 U → 21 Y → 25

16 · 12 · 1 · 25 · 7 · 18 · 15 · 21 · 14 · 4 20 · 25 · 18 · 5 12 · 1 · 21 · 7 · 8 · 9 · 14 · 7



18 · 21 · 2 · 2 · 9 · 19 · 8 16 · 15 · 19 · 20 · 5 · 18 8 · 15 · 16 · 19 · 3 · 15 · 20 · 3 · 8

rubbish poster hopscotch

2 Read the whole story *Making a change*.

3 Read and complete the words.

- Ruth and Toby always go to the playground to play basketball.
- Some big boys are watching and laughing.
- The big boys want to paint a mural.
- The children water the grass and plant some new trees.
- They eat biscuits and drink juice.
- They put the plastic plates and cups in the recycling bins.

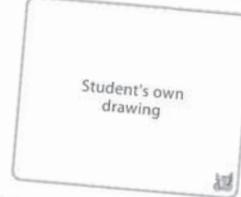
4 Read and draw.



Hi! My name's Vicky. In my ideal playground, there are lots of trees and swings. We play football, hide and seek and tag. There's a big mural of the ocean.

Student's own drawing

5 Draw and write about your ideal playground. Answers will vary



Student's own drawing

Handwriting practice lines.



Time to check

1 Decode the text.

This is Rick and today it's 25 Christmas Day. In the mornings, Rick usually gets up at 7 o'clock, but today he's getting up at 5.00 o'clock to open his presents. He usually goes to school in the mornings, but today he's playing with his new toys. There's a new bike and a book about dragons. In the afternoon, he usually does his homework, but today he's playing a board game with his sister and his grandad. He usually has an apple for a snack, but today he's having biscuits. Merry Christmas, Rick!

Check what you know!

10 recycling words
9 earth-friendly actions

Model answer

What's it made of?
Is it made of glass or plastic?

It's made of plastic.

We usually throw away paper, but today we're reusing it. They never turn off the water, but today they're turning it off.

She usually goes to work by car, but now she's riding a bike. He always throws away glass and paper, but now he's recycling them.



My project

2 Make a biscuit mix jar.

- 1 Make layers in a large, clean jar with 220 g of flour, 100 g of brown sugar, a teaspoon of baking powder and a pinch of salt. You can also add some chocolate chips or sweets.
- 2 Put the lid on the jar.
- 3 Write "Biscuits for you!" on a piece of white paper and cut it out.
- 4 Stick it onto the jar.
- 5 Write the rest of the recipe on a sheet of paper and stick it onto the jar.
- 6 Tie a ribbon around the jar and give it to a friend.

Unit 7

Activity Book

with answers



Unit 7

1 Look and complete.

1. The storyteller is wearing a jacket and glasses.
 2. The witch is wearing a black hat.
 3. The ghost has got big eyes.
 4. The pirate is in a ship.
 5. The fairy is wearing a dress and has got wings.
 6. The super hero is wearing a mask.
 7. The wizard has got stars on his costume.
 8. The dragon has got big teeth.
 9. The spy is wearing sunglasses.

2 Colour the characters.

3 Answer the questions. Answers will vary.

What's your favourite book?
 It's _____
 What's it about?

Student's own drawing

4 Draw a cover for your favourite book.

64 At the book fair Unit 7

1 Circle the book that doesn't belong.

1

scary stories

2

mystery books

3

adventure stories

4

joke books

2 Write types of books.

3 Complete and write titles.

1. A book that's got lots of poems is a poetry book.

Favourite Poems _____

2. You can find the meaning of a word in a dictionary.

Spanish-English Word Finder _____

3. Use a cookbook to find a recipe.

100 Favourite Cakes _____

4. There are many maps in an atlas.

Maps of the World _____

Unit 7 At the book fair 65

There weren't any robots

1 Look and colour the correct sentences.

FINN WAS IN THE BOOKSHOP YESTERDAY...

There weren't six mystery books. There was one atlas. There weren't a storybook. There was one of those. There weren't any dictionaries. There were four cookbooks. There was about. There weren't any joke books. There were five adventure stories. There were six mystery books. There was one poetry book. There were four cookbooks. There was one scary story. There were three dictionaries. There was one joke books.

2 Look and complete.

1. There was one _____ atlas.
 2. There were six _____ mystery books.
 3. There were four _____ cookbooks.
 4. There were three _____ dictionaries.
 5. There were four _____ joke books.
 6. There were five _____ adventure stories.
 7. There was one _____ poetry book.
 8. There was one _____ scary story.

66 At the book fair Unit 7

2 Complete the questions.

There were some great costumes at the party last night.

1. Was there a ghost? Yes, there was. No, there wasn't.
 2. Were there any pirates? Yes, there were. No, there weren't.
 3. Were there any witches? Yes, there were. No, there weren't.
 4. Was there a wizard? Yes, there was. No, there wasn't.
 5. Was there a superhero? Yes, there was. No, there wasn't.

3 Look and underline the answers.

3 Find and circle the questions.

Were there any witches? Was there a dragon? Were there any joke books?
 Was there a fairy? Were there any cookbooks? How

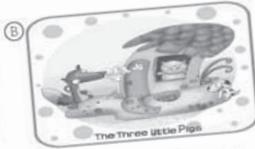
4 Write and answer the questions.

1. Were there any witches? No, there weren't.
 2. Was there a dragon? Yes, there was.
 3. Were there any joke books? Yes, there were.
 4. Was there a fairy? No, there wasn't.
 5. Were there any cookbooks? No, there weren't.

Unit 7 At the book fair 67

Time to practise!

1. Complete and write the letters.



- The Three Little Pigs** B
There was a pig in a house. There was a wolf blowing down the house. There were any cats.
- Goldilocks and the Three Bears** D
There were bears coming home. There was a girl sleeping in the little bear's bed. There were any children.
- Little Red Riding Hood** A
There was a girl and a wolf in the forest. There was a basket. There were sandwiches for Granny in the basket.
- Snow White and the Seven Dwarfs** C
There was a queen in the room. There was a magic mirror. There were any ghosts, but there were seven dwarfs.

Write the names of the stories.

Time to write

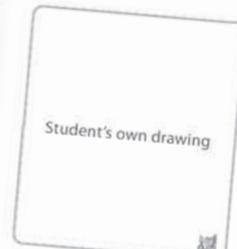
1. Decode the character profile.

This is Pete the Pirate. He lives on a ship and sails the oceans. He's got long hair and big dirty teeth. He always wears a big hat and black boots. He likes ice cream and fish. Every day, he looks at maps and gives peanuts to his pet parrot.

2. Complete about a story character. Answers will vary.

Name: _____
Physical appearance: _____
Clothes: _____
Favourite things: _____
Everyday activities: _____

3. Encode the character profile using pictures.



The lighthouse keepers' story

1. Read the first part of the story *Jeremy's discovery*.

2. Match the speech bubbles with the characters.

3. Read and correct the underlined words.

- Jeremy and his cousins go to the park. _____ friends
- The boys play basketball. _____ football
- Jeremy's mum gives him some lemonade. _____ soup
- Jeremy's bored. He doesn't want to watch films. _____ cartoons
- Jeremy plays board games. _____ computer
- Mum can't play; she's tired. _____ busy

2. Read the whole story *Jeremy's discovery*.

3. Complete the text.

One day, Jeremy plays football in the rain with his friends. The next day, he's got a bad cold and can't go to school. At home, Jeremy watches TV and plays computer games. Then, he puts together a puzzle, but there's a missing piece. He looks under the bed and finds a beautiful book about the Incas in Peru. Jeremy loves the book. He doesn't want to play a game with his mum anymore.

4. Decode and match.

Unit 7

Activity Book

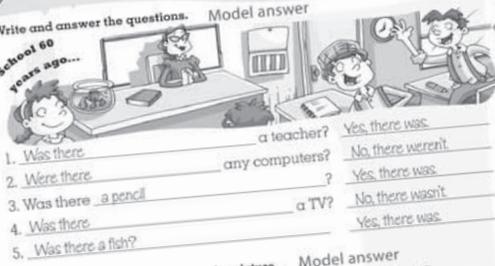
with answers



Time to check

Write and answer the questions. Model answer

School 60 years ago...



1. Was there a teacher? Yes, there was.
2. Were there any computers? No, there weren't.
3. Was there a pencil? Yes, there was.
4. Was there a TV? No, there wasn't.
5. Was there a fish? Yes, there was.

Write two more questions about the picture. Model answer

1. Was there a book?
2. Was there a notebook?

Check what you know!

Model answer

9 characters
8 types of books

What's your favourite book?
It's Dr. Doolittle.

What's it about?
It's about a vet. He can talk to animals.

There was a storyteller. There wasn't an atlas. There were some joke books. There weren't any mystery books.

Was there a witch in the film? Yes, there was. / No, there wasn't.

Were there any wizards? Yes, there were. / No, there weren't.

My project

Make a story character puppet.

- 1 Draw the face of your character on a piece of card and cut it out.
- 2 Stick it onto a wooden stick.
- 3 Stick on some wool for the hair.
- 4 Make a hat out of a piece of cardboard and colour it black. Stick it onto the puppet's head.
- 5 Make a dress or cape with a piece of fabric and put it on the puppet with an elastic band.
- 6 Use pipe cleaners for the arms and the belt.

Unit 8

Unit 8

Unscramble the names of the places.

aquarium
botanical garden
port
factory
art gallery
planetarium
zoo
puppet theatre
theme park

Draw the paths and circle.

- Where do you want to go?
1. Let's go to the
 2. Let's go to the
 3. Let's go to the

factory puppet theatre
theme park
planetarium/aquarium

Colour and write the expressions.

- 1 listen at for the an guide listen to the guide
- 2 up under the museum get off a bus
- 3 give an off phone books take photos
- 4 have say around the buy a souvenir
- 5 read sing climb stamps information read information

Number the pictures.

- 1 get on a bus read information get off a bus
- 2 take notes draw a picture buy a souvenir
- 3 listen to the guide take photos ask a question
- 4 take notes take photos get on a bus

We went to the planetarium

1. Decode the letter.

Dear Diary,
 Yesterday we visited the aquarium. In the morning, we listened to the guide. He was very interesting. Then, we touched the crabs. There were fifty! Next we watched a programme about sharks. In the afternoon, we painted pictures of an octopus and a starfish. Finally, we watched the dolphin show. A big dolphin jumped out of the water. It was great! I love the aquarium.
 Melissa

2. Decode the sentences.

	pizza		wort		botanical garden		toes
	trip		visited		climbed		played
	class		saw		flowers		

- Yesterday our class went on a trip.
- We visited a botanical garden.
- We saw many beautiful flowers and different tropical plants.
- Then, we climbed trees and played hide and seek.

76 School trip Unit 8

3. Colour the corresponding verb forms the same group.

Present simple	eat	buy	had	went	look	Past simple
	go	see	bought	draw		
	leave	draw	ate	take	saw	

4. Read and circle.

Yesterday we went to the beach with our teacher. First we drew / had pictures of the ships. Then, we ate / took photos of the birds. At 2 o'clock, we had / saw lunch. In the afternoon, we took / made sandcastles. Then, we saw / bought a big starfish. It was red and it had / went five arms. Finally, we went to the shop and made / bought some souvenirs.

5. Read again and number the pictures.



Unit 8 School trip 77

Time to practise!

1. Look and complete.



- Kyle listened to the guide.
- Rory took photos.
- Graham asked a question.
- Frankie drew a picture.
- Jasmin bought a souvenir.
- Dawn watched a programme.

2. Read and circle the correct option.

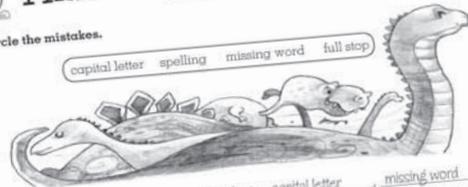
- We love to visit the planetarium.
 a) red planet b) planetarium c) doctor
- We usually go there by bus.
 a) by bus b) to look at the fish c) by submarine
- We like to ask lots of questions and take notes.
 a) to take pictures b) and take notes c) but play games
- The planetarium is lots of fun.
 a) lots of fun b) very happy c) dirty places
- You can see the moon around the city.
 a) around the city b) in the sea c) the stars and the sun

78 School trip Unit 8

Time to write

1. Circle the mistakes.

capital letter spelling missing word full stop



- Yesterday my class went to a school trip. a capital letter missing word spelling capital letter
- We visited the museum of Natural History. spelling capital letter
- We want to dinosaur exhibition. spelling missing word
- We saw a Trex dinosaur. capital letter missing word
- We ate in the museum cafe. capital letter missing word
- School trips are fun. capital letter full stop

2. Identify the mistakes.

Write about a pretend visit to a museum.

Draw a picture.

Look! These questions can help you
 What museum did you visit? What did you see?
 Who did you go with? What did you do?
 When did you go?
 Answers will vary

Student's own drawing

Unit 8 School trip 79



The lighthouse keepers' story

1 Read the first part of the story A visit to the port.

Circle True or False.

- The teacher's name is Mr. Anderson. True False
- Julie's dad works at the port. True False
- The children can go far from the teacher. True False
- A big box falls from the crane. True False
- The cargo comes from different countries. True False

Underline the word that doesn't belong.

1 flowers tree bench crane

2 picture machine statue guide

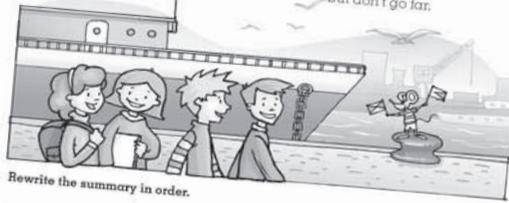
3 elephant zebra spider boat

4 picture star planet moon

2 Read the whole story A visit to the port.

Match.

- There are lots of boats
 - You can explore,
 - Maybe there's something
 - The girls run
 - These necklaces
- important in it.
past the ships.
in the port.
are very expensive.
but don't go far.



Rewrite the summary in order.

- Julie's class visits the port. 1 They decide to look for the box. 5
- Julie says her dad works there. 2 Julie and her friend see a box fall. 4
- Dad is proud of the girls. 8 The children explore. 3
- They find a necklace. 6 Julie shows the necklace to her dad. 7
- Julie's class visits the port. Julie says her dad works there. The children explore. Julie and her friend see a box fall. They decide to look for the box. They find a necklace. Julie shows the necklace to her dad. Dad is proud of the girls.

Time to check

1 Write about Rebecca's week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

- Rebecca took photos of her cat on Thursday.
- She draw a picture of her house on Monday.
- She ate two ice cream cones on Saturday.
- She went to the aquarium on Tuesday.
- She played football on Wednesday.
- She listened to music on Friday.

Write about your week. Answers will vary

- _____
- _____
- _____
- _____

Check what you know! Model answer

9 school trip places
9 verbs related to
school trips

listen - listened
talk - talked
like - liked

We went to the cinema last
Friday.
I took a bus to the zoo.
They saw my friends this
morning.
It had a long neck.

Where do you
want to go?
Let's go to the
puppet theatre!

My project

Make a tissue paper fish.

- Draw a fish on a piece of cardboard.
- Draw lines to divide the fish into different sections.
- Stick different colours of tissue paper onto each section.
- Cut out your fish.
- Punch a hole through it.
- Insert a piece of string through the hole and hang up your fish.

Unit 9

1 Find and circle.

2 Read and colour.

tiny = small huge = big enormous = big

64 Lost worlds Unit 9

3 Look and circle the correct option.

1. live in a herd / eat plants / roar

2. hunt / dig up bones / measure a bone

3. live in a herd / build a nest / hunt

4. study a fossil / hunt / hatch from eggs

5. roar / build a nest / study a fossil

6. hatch from eggs / hunt / build a nest

4 Unscramble and match.

1. ytsud · a · sislof
study a fossil

2. duilib · a · etsn
build a nest

3. dgi · pu · benso
dig up bones

4. toe · rasgs
eat grass

5. nuth
hunt

6. resumea · a · nebo
measure a bone

Unit 9 Lost worlds 65

Did they eat plants?

1 Read and colour the correct option.

The Apatosaurus was the biggest of the dinosaurs. It was 27 metres long and 5 metres tall. It had a very long neck, but its head was very small. It was a herbivore, but it didn't eat grass. It ate leaves and other plants. It didn't hunt. Baby Apatosaurus hatched from eggs, but the Apatosaurus didn't build nests or live in a herd.

2 Write the questions.

1. it / eat grass 2. it / long tail 3. it / hunt 4. it / live in a herd 5. it / wings

1. Did it eat grass? Yes, it did.

2. Did it have a long neck? No, it didn't.

3. Did it eat plants? Yes, it did.

4. Did it hatch from eggs? Yes, it did.

5. Did it build nests? No, it didn't.

6. Did it live in a herd? Yes, it did.

3 Draw the paths and answer.

1. Did it eat grass? Yes, it did.

2. Did it have a long tail? Yes, it did.

3. Did it hunt? No, it didn't.

4. Did it live in a herd? Yes, it did.

5. Did it have wings? No, it didn't.

66 Lost worlds Unit 9

3 Decode the text.

Velafrons Coahuilensis

Martha Agallón Martínez is a famous Mexican palaeontologist.

In 1995, she found a new dinosaur in Coahuila, Mexico. She was teaching some children how to dig up bones when she saw some bones. It was a dinosaur skeleton. It was a new dinosaur. It had a big crest on top of its head. It used the crest to sing to other dinosaurs. It lived 72 million years ago in the Cretaceous period. It ate plants.

4 Unscramble the questions and answer.

1. find · did · What · she
What did she find? A dinosaur skeleton.

2. she · Where · find · it · did
Where did she find it? In Coahuila, Mexico.

3. live · it · When · did
When did it live? 72 million years ago.

4. did · What · it · eat
What did it eat? It ate plants.

5. do · it · did · What · its crest · with
What did it do with its crest? It sang to other dinosaurs.

Unit 9 Lost worlds 67



Time to practise!

1 Complete the questions.

	Body	Movement	Food	Home
Velociraptor	80 teeth	2 legs	meat	in the desert
Chasmosaurus	3 horns	4 legs	plants	in the forest

- Did the Velociraptor walk on four legs? Yes, it did. No, it didn't.
- Did it have lots of teeth? Yes, it did. No, it didn't.
- Did it live in the forest? Yes, it did. No, it didn't.
- Did the Chasmosaurus eat meat? Yes, it did. No, it didn't.
- Did it have three horns? Yes, it did. No, it didn't.
- Did it eat plants? Yes, it did. No, it didn't.

2 Underline the answers.

3 Read the song and complete.

Tyrannosaurus Rex was the king of dinosaurs. His tail was very long and his feet were very big, with enormous claws. He had a great big head but his arms were really small. He had sixty sharp teeth.

Time to write

1 Read and label.

Nouns Verbs Adjectives		
mouth plants tail	big scary long	jumped ate lived
Nouns	Adjectives	Verbs
enormous short fantastic	roared had went	skeleton horn claw
Adjectives	Verbs	Nouns

2 Look and complete the description.



Rollersaurus has got two heads and two long necks. It lives on a big volcano. It likes to eat strawberries and ice cream. It goes to the park every day. It wears four roller skates. It loves to play computer games.

3 Colour Rollersaurus.

The lighthouse keepers' story

1 Read the first part of the story Hoppy's wish.

2 Read and underline the mistakes.

- Hoppy was very happy. Hoppy was very sad.
- He wanted to be like a Baskocacurus.
- He wanted to live with tiny dinosaurs. He didn't want to live with tiny dinosaurs.
- He saw a big desert. He saw a big forest.
- There were lots of plants to eat. There weren't lots of plants to eat.
- He found the kings of the trees. He found the kings of the dinosaurs.

3 Rewrite the sentences correctly.

4 Decode the instruction.

Draw a dinosaur with four legs and a long tail.

5 Read and draw.

Student's own drawing

2 Read the whole story Hoppy's wish.

3 Solve the puzzle and complete the question.

- Hoppy and his mum lived in a herd.
- The title of the story is "Hoppy's wish".
- Hoppy ate plants.
- Hoppy wanted to be big and strong.
- T-Rexes were the kings of the dinosaurs.
- After lunch, Hoppy wanted to play.
- Hoppy's new brothers looked at him and laughed.
- Hoppy's new brothers are Toby and Terry.

1	h	e	r	d			
2			w	i	s	h	
3			p	l	a	n	t
4			e	t	r	o	n
5			k	i	n	g	s
6			p	l	a	y	
7			l	a	u	g	h
8			t	e	r	r	y

What's your favourite dinosaur? Answers will vary

4 Answer the question.

5 Match.

- Hoppy isn't eating meat.
- Hoppy's mum said a T-Rex.
- Hoppy wanted to roar and be scary.
- Hoppy didn't like didn't want to play.
- After lunch, the T-Rexes gave him a big hug.
- Hoppy's mum "You're a big boy now."

Time to check

1 Read and complete the questions.

The Microceratops was a tiny dinosaur. It was the size of a rabbit! It lived 70 million years ago. It ate plants. It had feet with claws, but it didn't have horns. Palaeontologists found its skeleton in China.



1. When did the Microceratops live? It lived 70 million years ago.
 2. Did it have horns? No, it didn't.
 3. Where did they find its skeleton? In China.
 4. Did it have claws? Yes, it did.
 5. What did it eat? Plants.

Check what you know!

9 dinosaur words
9 verbs related to dinosaurs

This dinosaur is tiny. 😞
 This dinosaur is huge! 😊
 And this one is enormous! 😞

Model answer

Did the Triceratops eat plants? Yes, it did.
 Did the T-Rex live in a herd? No, it didn't.
 What did they find? Some tracks.
 Where did they find them? In Texas.
 When did they find them? In 1938.

92 Lost words Unit 9

My project

Make a dinosaur puzzle.

- 1 Draw puzzle pieces on one side of a sheet of card.
- 2 Flip over the card and paint a dinosaur on it.
- 3 Let the paint dry.
- 4 Then, cut out the puzzle pieces.
- 5 Put the puzzle together with a friend.



Unit 9 Lost words 93

My spelling practice

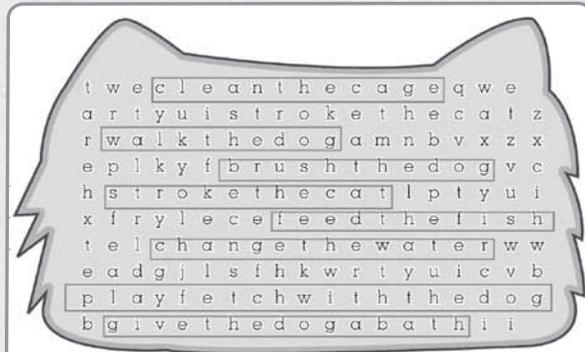
Unit 1 On a farm

Solve the crossword puzzle.

- | | |
|-------------|----------|
| 1. sheep | 6. duck |
| 2. donkey | 7. hen |
| 3. cockerel | 8. horse |
| 4. goat | 9. pig |
| 5. cow | |

Unit 2 Happy pets

Find and circle eight phrases.



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

My spelling practice

Activity Book with answers

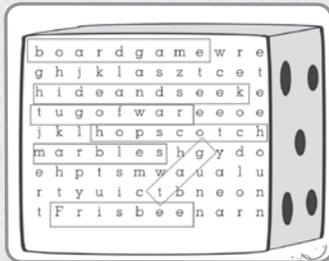
Unit 3 School picnic!

Solve the crossword puzzle.

1. muffins
2. basket
3. peaches
4. peanuts
5. cherries
6. flask
7. pasta
8. grapes
9. tablecloth
10. brownies

Unit 4 Let's play!

Find and circle seven words.



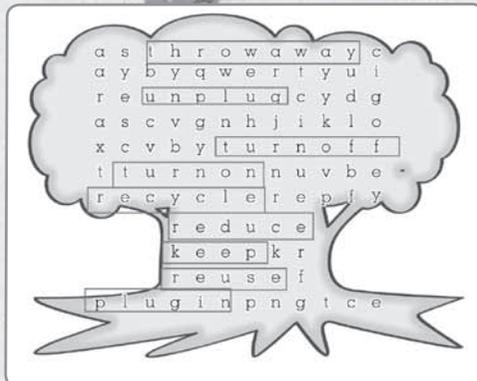
Unit 5 On the go!

Solve the crossword puzzle.

1. submarine
2. ship
3. boat
4. lorry
5. underground
6. train
7. helicopter

Unit 6 Earth Day

Find and circle nine phrases.



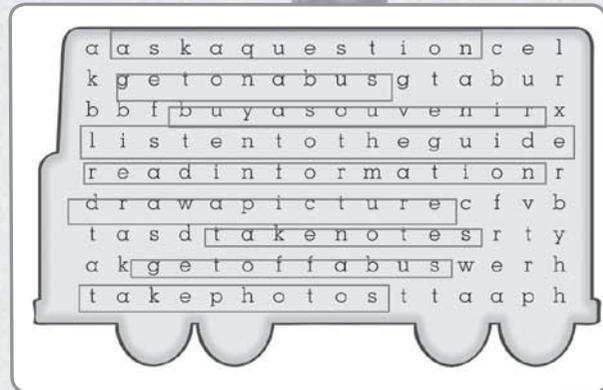
Unit 7 At the book fair

Solve the crossword puzzle.

1. wizard
2. storyteller
3. ghost
4. fairy
5. dragon
6. witch
7. spy
8. superhero
9. pirate

Unit 8 School trip

Find and circle nine phrases.



Unit 9 Lost worlds

Solve the crossword puzzle.

1. bone
2. dinosaur
3. fossil
4. tail
5. skeleton
6. wing
7. horn
8. palaeontologist

Track List

CD 1		
Unit	Track	Rubrics
1	1.1	Listen and stick.
	1.2	Listen and repeat.
	1.3	Listen and point.
	1.4	Listen and repeat.
	1.5	Sing a song.
	1.6	Listen and chant.
	1.7	Listen and complete.
	1.8	Listen to the first part of the story.
	1.9	Listen to the second part of the story.
	1.10	Listen and underline.
2	1.11	Listen and repeat.
	1.12	Listen and point.
	1.13	Listen and mark.
	1.14	Listen and underline the answers.
	1.15	Listen and chant.
	1.16	Sing a song.
	1.17	Listen and check.
	1.18	Listen to the first part of the story.
	1.19	Listen to the second part of the story.
	1.20	Listen and check.
	1.21	Listen and underline.
3	1.22	Listen and find the people.
	1.23	Listen and repeat.
	1.24	Listen and repeat.
	1.25	Sing a song.
	1.26	Listen and check.
	1.27	Listen and unscramble the questions.
	1.28	Listen and chant.
	1.29	Listen and circle the correct picture.
	1.30	Listen to the first part of the story.
	1.31	Listen to the second part of the story.
	4	1.32
1.33		Listen and number the games.
1.34		Listen and repeat.
1.35		Listen and check.
1.36		Listen and chant.
1.37		Listen and complete.
1.38		Listen and circle the correct picture.
1.39		Listen to the first part of the story.
1.40		Listen to the second part of the story.
1.41		Listen and stick.
1.42		Listen and write the name.
1.43	Listen and complete the chant.	
5	1.44	Listen and repeat.
	1.45	Listen and complete.
	1.46	Listen and repeat.
	1.47	Sing a song.
	1.48	Listen and circle the correct option.
	1.49	Listen and chant.
	1.50	Listen to the first part of the story.
	1.51	Listen to the second part of the story.
6	1.52	Listen and repeat.
	1.53	Listen and underline
	1.54	Listen and repeat.
	1.55	Listen and chant.
	1.56	Listen and complete
	1.57	Sing a song.
	1.58	Listen to the first part of the story.
	1.59	Listen to the second part of the story.
	1.60	Listen and complete.

CD 2		
Unit	Track	Rubrics
7	2.1	Listen and number.
	2.2	Listen and stick.
	2.3	Listen and repeat.
	2.4	Listen and repeat.
	2.5	Sing a song.
	2.6	Listen and chant
	2.7	Listen and mark.
	2.8	Listen and circle the correct option.
	2.9	Listen to the first part of the story.
	2.10	Listen to the second part of the story.
	2.11	Listen and stick.
8	2.12	Listen and repeat.
	2.13	Listen and number.
	2.14	Listen and repeat.
	2.15	Listen and write the times.
	2.16	Listen and chant.
	2.17	Sing a song.
	2.18	Listen to the first part of the story.
	2.19	Listen to the second part of the story.
	2.20	Listen and stick.
	2.21	Listen and check.
	2.22	Listen and repeat.
9	2.23	Listen and point.
	2.24	Listen and repeat.
	2.25	Listen and complete.
	2.26	Listen and chant.
	2.27	Sing a song.
	2.28	Listen to the first part of the story.
	2.29	Listen to the second part of the story.
	2.30	Listen and stick.
	2.31	Sing a song.
	2.32	Sing the karaoke version.
	2.33	Listen and write the names of the clothes.
2.34	Listen and complete the text.	
2.35	Listen and mark.	
Diagnostic test	2.36	Unit 1. Farm animals.
	2.37	Unit 1. Farm.
	2.38	Unit 2. Pet jobs.
	2.39	Unit 2. Pet accessories.
	2.40	Unit 3. Verbs 1.
	2.41	Unit 3. Picnic.
	2.42	Unit 4. Games.
	2.43	Unit 4. Collocations 1.
	2.44	Unit 5. Transport.
	2.45	Unit 5. Street.
	2.46	Unit 6. Recycling.
	2.47	Unit 6. Verbs 2.
	2.48	Unit 7. Characters.
	2.49	Unit 7. Books.
	2.50	Unit 8. School trip.
	2.51	Unit 8. Collocations 2.
	2.52	Unit 9. Dinosaurs.
	2.53	Unit 9 Collocations 3.



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