

Young 4 Achievers

Teacher's Book



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Oxford OX1 1ST
United Kingdom

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Writers: Gonzalo Barral Nieto, Sofia Diez Pereda, Brendan Dunne, María Gemma Fernández Garrido, Robin Newton, Andrea Turner

Recordings: EFS Television Production Ltd., Javier Lupiáñez

Publisher: Mabel Manzano

Managing Editor: Catherine Richards

Editorial Team: Eve Hampton, Cristina Navarrete Pedraza, Elsa Rivera Albacete, Paloma Rodríguez Esteban, Jason Small, Paula Fulia, Marcela Silverio

Digital Managing Editor: Virginia Santidrián Ruiz

Cover Design: Manuel Estrada, Ana Lucía Garibotti

Design: Colart Design S.C.

Layout: Marina Gómez Mut, María Florencia Visconti

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Achieving goals with Young Achievers!

At this key stage of a child's development and language learning, focus on the four skills is imperative. With the inclusion of models to follow, children are supported 100% with emphasis on **success** and **building confidence**.

With **Trinity GESE** and **Cambridge Language Assessment** in mind, children's ability to **communicate purposefully** is at the forefront of this course. Communicative activities appear throughout each unit and give children **ample opportunities** to use the vocabulary and grammar along with various **communicative strategies**: social interaction, problem solving, game playing and interpretation of information.

Grammar is treated as a key part of the course and is highlighted from the start. The focus is on **production** and **fluency** in order to **promote communication**. Children are given the opportunity to **recycle** and **consolidate** their knowledge of grammar at various points during the course.

Vocabulary is introduced using a variety of age-appropriate and **high-interest themes** and **topics** that are developed throughout each unit. The key vocabulary is present not only in the exercises, tasks and activities which focus on lexical items, but it is also **integrated** into grammar and skills practice.

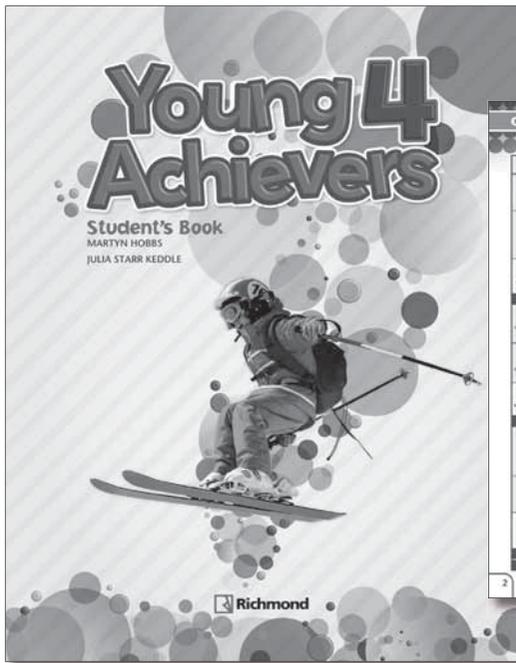
It is **essential** that English language learning is treated as an **integral part** of the curriculum. In order to give children a **broader learning experience** there is focus on **CLIL** and **cultural connections**.

Young Achievers combines a variety of English language teaching approaches in order to give students a well-rounded **learning experience**.

For the Student

Student's Book

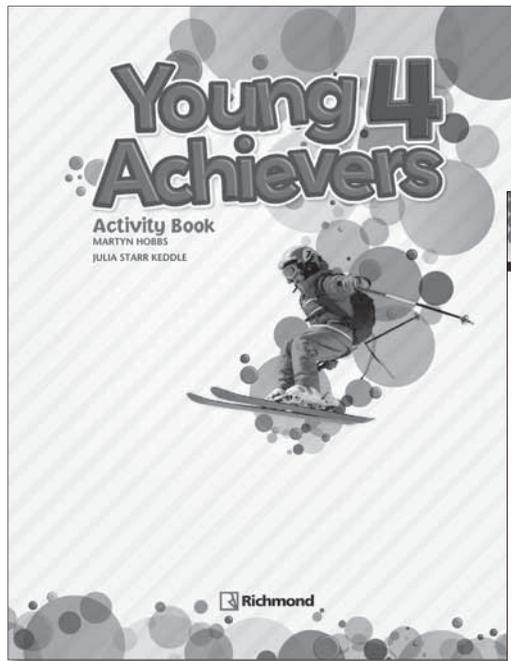
The **Student's Book** is made up of a Welcome, eight main and three review units. Each of the main units is divided into ten lessons plus a two-page unit review. Throughout each unit, **skills** and **language** practice are **fully integrated**.



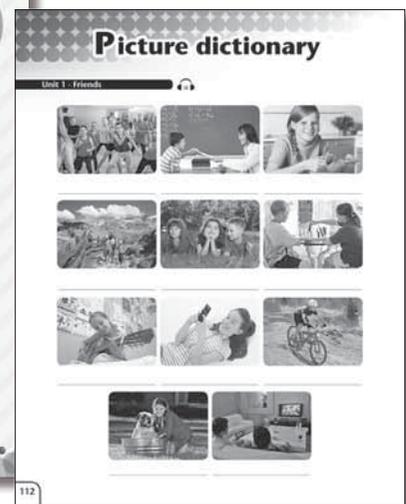
Contents Young Achievers 4			Contents		
Unit	Vocabulary	Grammar	Functions	Phonics for pronunciation	Achiever! Culture
Unit 1	Introduce and introduce Name of person	Present simple and continuous The simple present continuous The simple past	Asking and answering questions about your partner's habits		
Unit 2	Describe your family Describe your school Describe your town Describe your country	Comparative and superlative The simple present and continuous The simple past The simple present perfect The simple past perfect	Comparing people and places Asking and answering questions about your partner's habits		
Unit 3	Describe your hobby Describe your sport Describe your music Describe your food	Comparative and superlative The simple present and continuous The simple past The simple present perfect The simple past perfect	Comparing hobbies and sports Asking and answering questions about your partner's habits		
Unit 4	Describe your holiday Describe your trip Describe your vacation	Comparative and superlative The simple present and continuous The simple past The simple present perfect The simple past perfect	Comparing holidays and trips Asking and answering questions about your partner's habits		
Unit 5	Describe your friend Describe your classmate Describe your teacher	Comparative and superlative The simple present and continuous The simple past The simple present perfect The simple past perfect	Comparing friends and classmates Asking and answering questions about your partner's habits		
Unit 6	Describe your pet Describe your animal Describe your bird	Comparative and superlative The simple present and continuous The simple past The simple present perfect The simple past perfect	Comparing pets and animals Asking and answering questions about your partner's habits		
Unit 7	Describe your job Describe your profession Describe your career	Comparative and superlative The simple present and continuous The simple past The simple present perfect The simple past perfect	Comparing jobs and professions Asking and answering questions about your partner's habits		
Unit 8	Describe your city Describe your town Describe your village	Comparative and superlative The simple present and continuous The simple past The simple present perfect The simple past perfect	Comparing cities and towns Asking and answering questions about your partner's habits		

Activity Book

The **Activity Book** provides children with lesson-by-lesson further practice of the Student's Book content. The **Picture dictionary** at the back of the book gives children an illustrated reference of the main vocabulary from each unit. Extra listening practice is available to download from the website along with all the songs, chants and stories in the Student's Book.



Picture dictionary



Take a tour of the Student's Book

Lesson 1

Each unit opens with a variety of activities that introduce the topic and provoke interest.

Carefully controlled practice of the language is consolidated through dialogues, role-plays, songs and games.

Unit 1 Friends
Lesson 1

1 Tick (✓) five characteristics that are important to you in a friend.

A good friend...

- shares your interests.
- makes you laugh.
- never argues with you.
- is somebody you can trust.
- doesn't tell your secrets.
- listens to all your problems.
- makes you feel happy.
- has all the latest video games.
- doesn't talk about you to other people.
- is a good listener.
- always tells you the truth.
- never forgets your birthday.

2 Listen and write the question words.

My best friend!

- _____ is your best friend, Dylan?
- It's Luke!
- _____ often do you see each other?
- We see each other once a week.
- _____ do you usually meet?
- We meet at the weekend!
- _____ do you hang out together?
- We hang out at my house.
- _____ do you eat and drink?
- We eat pizza and drink fruit juice.
- _____ games do you play?
- We play football, chess and video games.
- _____ is your favourite music?
- We like pop music.
- _____ do you like your friend?
- I like him because he's really funny.

Grammar
Who, What, Where, Which, Why, How

3 Ask a classmate about his or her best friend.

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Lesson 2

Throughout the Student's Book, vocabulary is presented in context followed by activities focused on the children's own life.

Grammar is integrated into every lesson through model texts. Then children move towards independent use of the language.

Unit 1 Friends
Lesson 2

1 Read and categorise the words.

athletic curly dark fair freckles funny heavy lazy long outgoing
pale short shy straight talkative tall tanned thin wavy

Body type **Complexion** **Hair** **Personality**

2 Complete the table about your best friend. Draw a picture.

My best friend	
Name	
Appearance	
Personality	

Grammar
She's tall. She's shy.
She's got dark, curly hair.

3 Complete the sentences about your friend.

- My friend is _____.
- He's / She's got _____.
- I like my friend because he / she _____.

Activity Book

Unit 1 Friends
Lesson 1

1 Read and match.

What kind of friend are they?

- What kind of friend do you best?
- What do you do your homework?
- What do you do your best friend?

2 Order the words in the questions and answer them.

- you / do / your best friend / how often / see / ?
- together / do / when / you / hang out / ?
- you / together / what games / play / do / ?
- do / you / your best friend / you / like / ?

3 Connect the right related mistakes.

2 Write to him about your friend.

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Lesson 3

Children are presented with a variety of exercise types which are carefully guided and which practise a range of skills.

Skills activities contextualise the grammar and vocabulary presented in each unit.

Unit 1 Lesson 3

1 Read the blog and number the pictures.

World Friends Exchange Blog
The website for long-distance friends!

Hi,
What are you doing now? Send me a picture and let me know! *Emily*

- Hi, Emily. I'm playing chess with my friend. She's beating me! *Alessandro*
- I'm in the garden with my brother. We're washing our dog. He's helping me. *James*
- I'm not doing my homework! I'm hanging out with my friends. We're dancing! *Alyssa*
- I'm trying to play my guitar. I can't do it! *Jared*
- Hi, Emily. I'm reading my text messages. But what are you doing? *Sophia*
- Hi, Sophia. I'm sitting at my computer reading the great messages from all of you! *Emily*

2 Write your own whatsapp message. Draw emoticon and/or emoji pictures.

Grammar
What are you doing?
I'm playing chess with my friend.
I'm not doing my homework!

3 Listen to the sounds. Say what is happening.

I think they're playing football. I think they're playing basketball.

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Lesson 4

Children are encouraged to take control of various methods of recording language. This also helps children with their own planning and writing.

Activity Book

Unit 1 Lesson 3

1 Complete the phrases.

1. I usually ...
2. I often ...
3. I have ...
4. I like ...

2 Write an affirmative and a negative sentence for each picture.

3 Draw what you think these people are doing at the moment.

Unit 1 Lesson 4

1 Read, look and number.

2 Imagine you are somewhere interesting and complete the sentences.

3 Write sentences about you.

Unit 1 Lesson 4

1 Read and number.

SCHOOLWEB

Hi there!
My name's Ricardo, but my friends call me Ricky. I'm on a school exchange trip in Canada. Have a look at my photos!

- I usually wear trainers to school, but today I'm wearing snow boots!
- I usually play football after school in the park, but here I'm playing ice-hockey.
- I often have fruit and eggs for breakfast, but this morning I'm having toast!
- I often go to the beach at the weekend, but today I'm making a snowman with my friend!

2 Write about these people.

person	usually	today
Eric	watch TV in the evening	visit his friend
Cary	ride a horse	ride a bicycle
My grandmother	eat cake in the afternoon	eat pizza
We	have school on Fridays	go to the mountains

3 Write sentences about you.

1. Eric usually watches TV in the evening, but today he's visiting his friend.

2. _____

3. _____

4. _____

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Lessons 5 and 6

Children listen to and read a **story**. As they move through the levels the amount of text increases until they have the whole story written. The story is an ideal method to **practise the language of the unit** and extend it in a natural, familiar context.

Unit 1 Lesson 5

THE TIME EXPLORERS

Part 1

Hi Jack. How R U? I have something to show U. It's a present! Want 2 C it? Emily

Jack smiles. This could be fun. But why does Emily have a present? It isn't her birthday. He writes a message and sends it.

What is it?

Her reply says: WB and C. Meet me at the corner.

Ten minutes later, Jack is outside and waiting for Emily. He's wearing a jacket, but he still feels cold. Then he sees her.

'Hi, Jack!' Emily is carrying a strange metal object. It's a stick with a flat dish on the end of it. It looks old and... well, a bit silly.

'What's that?' asks Jack. 'Is that your present?'

'Yes, it is,' says Emily. 'It's a metal detector. It was my dad's. I found it in the garage and he gave it to me.'

'It looks strange. What does it do?' Jack asks.

'It finds metal. We can find old things from the past!'

Jack isn't impressed.

1 Read and listen to the story.

2 Read and circle true (T) or false (F).

- Jack doesn't know what to do. T / F
- He gets a phone call from Emily. T / F
- It's Emily's birthday. T / F
- The metal detector was a gift from Emily's brother. T / F
- The metal detector was in the garage. T / F
- Jack thinks the metal detector is great. T / F

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Unit 1 Lesson 6

'Come on,' she says. 'Let's go and find something amazing!' Emily turns and starts walking quickly towards the river.

Jack follows Emily to the river. There's an old house, a wall and lots of weeds and bushes. Jack looks at the boats on the cold water. But Emily isn't looking at the boats. She's looking at the ground.

'Where do you want to start?' she asks. Jack shrugs. Emily turns on the metal detector and it makes a buzzing noise. Then she walks around slowly. After a few minutes, the metal detector makes a strange high noise.

'Listen!' she says excitedly. 'Come here and start digging, Jack!'

Jack shakes his head, takes the small shovel and starts digging. Five minutes later he finds a metal object. It's an old tin can!

After that, they find three more cans, two parts of a bike and a toy car. Jack wants to stop. But then he hits something hard. He digs up a dirty metal helmet.

'Is it a bicycle helmet?' he asks.

'No. It's really old,' Emily replies.

'How old?' he asks.

'A hundred years? A thousand?'

Jack laughs and puts on the helmet. 'I'm a soldier!' he says. Then he jumps onto the wall. 'I'm a medieval knight!'

'Be careful, Jack,' says Emily.

Jack laughs again. But then he falls off the wall and hits his head with a bang.

Jack looks up at the blue sky. He can see a beautiful red and white sail above him. A sail? Where is he? He turns his head and looks around. Emily isn't there. The wall isn't there. The river isn't there. He's on a boat in the middle of the sea!

1 Read the story again.

2 Read and order.

- They find an old metal helmet.
- Jack sees a red and white sail.
- Jack puts on the helmet.
- Emily switches on the metal detector.
- Jack falls off the wall.

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Each story aims to develop understanding of the **language** and **literacy skills** such as comprehension, sequencing and character development. The exercises become more challenging through the levels in accordance with children's abilities and age.

Activity Book

Unit 1 Lesson 5

1 Listen, read and circle the correct answer about The Time Explorers in their activity book.

- Who is Emily?
 - Emily's brother
 - Emily's friend
 - Emily's father
 - Emily's mother
- What is Emily's present?
 - A metal detector
 - A bicycle helmet
 - A toy car
 - A metal object
- Where did Emily find the present?
 - In the garage
 - In the garden
 - In the street
 - In the park
- How did Jack feel at the end of the lesson?
 - He is impressed
 - He is bored
 - He is happy
 - He is surprised

2 Let's go on meeting with The Time Explorers. Write the names and objects.

Name	Object
The weather is hot	Jack has a jacket
Jack doesn't feel average	
Emily is looking in the garage	
Jack is not impressed	

Unit 1 Lesson 6

1 In your memory, guess three Jack or Emily. Back your guess.

- _____ is Emily's brother.
- _____ is Emily's friend.
- _____ is Emily's father.
- _____ is Emily's mother.

2 Imagine you are in a group. Write what happens to Jack in the boat. Use the words to help you.

Be careful, Jack. Jack is a medieval knight. Jack falls off the wall. Jack hits his head with a bang. Jack looks up at the blue sky. Jack sees a beautiful red and white sail above him. Jack is on a boat in the middle of the sea.

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Lesson 9 - CLIL

Each unit includes a focus on CLIL and encourages children to see how their knowledge of different subject areas can cross-over into English and vice versa.

The Achieve more! section includes more activities related to the CLIL topic.

Unit 1 Lesson 9 Achieve! 

1 Read and circle true (T), false (F) or don't know (DK).

Children and the Internet

A recent study has found that 70 percent of children use the Internet regularly. Of these children...

- 83 percent surf the web at home.
- 30 percent surf the web at school.
- 7 percent surf the web at a café or a library.
- 11 percent have Internet access in their bedrooms.
- 17 percent of children aren't supervised by their parents.
- 79 percent of children play games online.
- 35 percent watch videos.
- 33 percent use the web for help with their homework.
- 31 percent listen to music.



1. Not many children use the Internet. T / F / DK
 2. Most children that use the Internet do it at home. T / F / DK
 3. A lot of schools have Internet access. T / F / DK
 4. More adults than children play games online. T / F / DK
 5. A third of children use the Internet for their homework. T / F / DK

2 Colour the graph to show the percentages.



Where children surf the web
 What children do

18 **Achieve more! page 118**

Lesson 10 - Culture

A range of activities throughout the book give children a glimpse of various cultural aspects of life in English-speaking countries.

Hands-on project-type activities appear throughout the book which encourage children to work together in pairs or small groups.

Unit 1 Lesson 10 Friendship day Culture

1 Read, listen and complete. When is Friendship Day celebrated in your country?

Friends are very important in our lives; they are like members of our _____. Friendship Day is celebrated in many countries on the _____ Sunday in _____. It is a great way to show your _____ that you care and to remember happy moments together. _____ friends are hard to find, so make sure you tell them how much they mean to you. Some of the friends that you have now might still be your friends when you are _____. The _____ is a great way to stay in _____ with all your friends and also to find friends from your past.

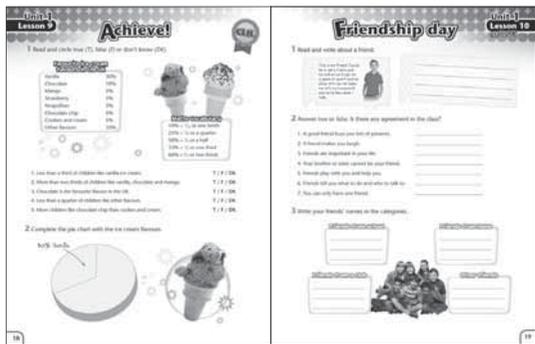


2 Read, tick (✓) and say what kind of friend you are. Ask a classmate.

Type A	Type B	Type C
I never share my things with anyone. <input type="checkbox"/>	I share my things when my friends share with me. <input type="checkbox"/>	I always share my things. <input type="checkbox"/>
I prefer to be alone. <input type="checkbox"/>	I enjoy playing with my friends, they make me laugh. <input type="checkbox"/>	I like to make my friends happy and make them laugh. I love playing with all my friends. <input type="checkbox"/>
I don't usually give compliments. <input type="checkbox"/>	I often give compliments. <input type="checkbox"/>	I always think of nice things to say. <input type="checkbox"/>
I like to talk; I am not interested in what other people say. <input type="checkbox"/>	I look at my friends when they talk but I prefer talking to listening. <input type="checkbox"/>	I listen to my friends and ask them questions. I take turns to talk and listen. <input type="checkbox"/>
I like people who give me presents. <input type="checkbox"/>	I like to get and give presents. <input type="checkbox"/>	I like to make things for my friends and give them special presents. <input type="checkbox"/>

3 Make an e-Friendship day card for someone special. Let your creativity fly!

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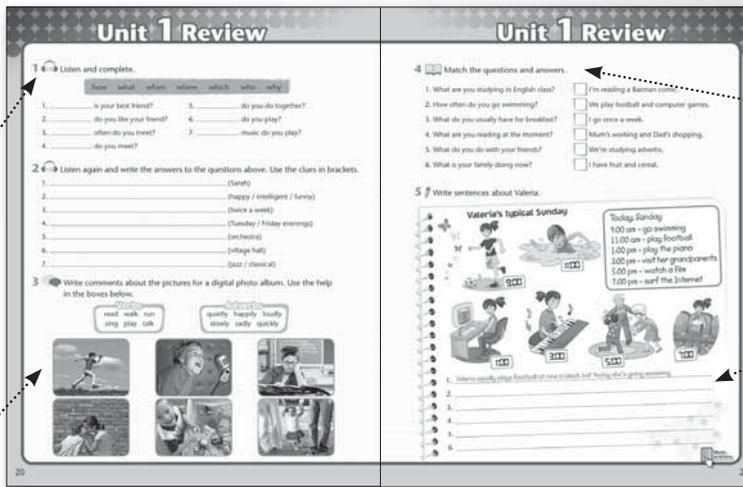
Lesson 9 Achieve! CLIL

Lesson 10 Friendship day Culture

Unit Review

The **unit review consolidates** and **revises** grammar and vocabulary from the unit. Each exercise focuses on a different skill.

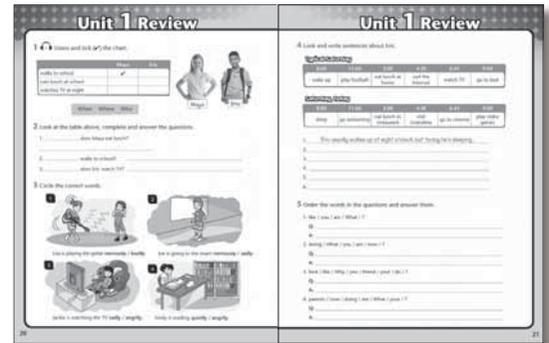
Speaking tasks encourage children to use the unit language in a communicative way.



Reading activities provide further revision but also a model for children to use as a guide to their own writing.

The review **writing task** provides children with the opportunity to bring together all the elements of the unit and personalise them.

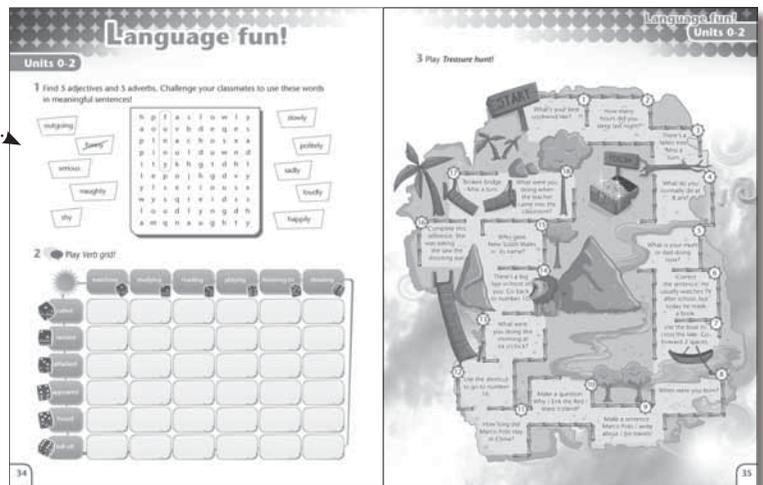
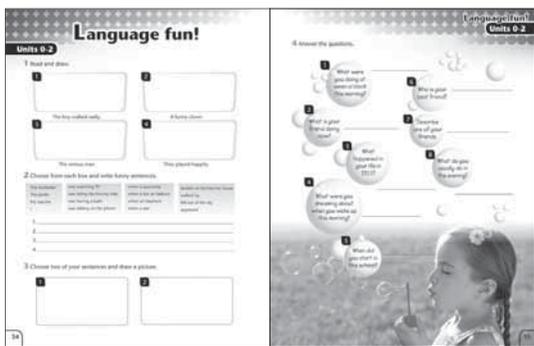
Activity Book



Language Fun!

The **Language fun!** pages are a way to **review** what children have learnt over the course of three units through puzzles and games. These activities encourage children to work alone, in pairs and small groups.

Activity Book



For the Teacher

Teacher's Book

A guide with **unit overviews** for quick lesson plans, **step-by-step guidance** to *Go Digital* at your own pace, **complete teaching notes** plus **extra suggestions** for exploiting the course, **transcripts and answer keys**, **assessment guidance**, cross references to **support material**, **Key competences** and **Activity bank** to make the most of all the course materials.

Language and Skills objectives are clearly listed.

Unit 1 Friends

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> Question words: Who, What, Where, Why, How Descriptions Present continuous Present simple vs Present continuous Adverbs of manner 	<ul style="list-style-type: none"> Adjectives: Body type, ethnic, happy, short, tall, thin, complexion, dark, fair, freckles, pale, tanned, hair, curly, long, short, straight, wavy Personality: lazy, funny, outgoing, shy, talkative Free time activities: clinic, hang out, play football/sport, volunteer Adverbs: angrily, happily, loudly, quietly, quickly, sadly, slowly, slowly 	<ul style="list-style-type: none"> Phonics: -ed, -ing, -er, -er sound: fair, dare, pair 	<ul style="list-style-type: none"> Question words Present continuous Adjectives

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> To learn to form questions correctly To learn to use different adjectives to describe different features To review the Present continuous To compare when to use the Present simple and the Present continuous To learn to use adverbs 	<ul style="list-style-type: none"> To describe the qualities of a best friend To describe someone physically To describe someone's personality To describe events happening at the moment To make comparisons To describe how things are being done

Vocabulary	Pronunciation
<ul style="list-style-type: none"> To use vocabulary in a more confident way To build and expand on the vocabulary already known To learn language to describe people and activities 	<ul style="list-style-type: none"> To highlight and practise the air sound To differentiate between alternative spellings for air

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> To ask and answer questions about friends To speculate about activities To join in a song To say what people are doing and how they are doing it 	<ul style="list-style-type: none"> To show understanding by matching text with pictures To follow and understand a story To understand abbreviated text speech To be able to sequence events in a story To read words with the same sound but different spellings To read and understand a survey To understand options in a quiz

Listening	Writing
<ul style="list-style-type: none"> To recognise sounds and associate them with an activity To follow and understand a story To differentiate between words in a song To listen and write questions 	<ul style="list-style-type: none"> To complete a table and sentences with adjectives To write a text message using various models as a guide To complete a graph To write an e-card for a friend To use picture clues to write about a girl's habits

Assessment guidance in every lesson.

The support material is referenced in every unit and lesson.

The Key Competences are listed for each unit.

Unit 1 Overview

Assessment criteria

- Check children can identify, understand and produce (present simple, present continuous, past tense) nouns, verbs and adjectives, Present continuous, Present simple and Present continuous with usually and out, Present continuous for a range of reasons
- Check children can identify, understand and produce knowledge-verbs, appearance adjectives, personality adjectives, activities and adverbs of manner.
- Check children can discuss friendships, compare what they usually do with what they're doing now and describe something in detail.

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material (available on Richmond website)
- Grammar worksheets Unit 1, pages 4-5; Lesson 7
- Vocabulary worksheets Unit 1, pages 26-27; Lesson 7
- Reading worksheet Unit 1, page 48; Lesson 6
- Speaking worksheet Unit 1, page 49; Lesson 6
- Listening worksheet Unit 1, page 72; Lesson 8
- Test Unit 1, pages 110-113; Unit 1 Review
- Flashcards Unit 1 (available on Richmond website)
- Word cards Unit 1 (available on Richmond website)
- Extra:
 - Magazines
 - Diagrams
 - Photographs
 - Posters
 - Postcards
 - Posters
 - Posters
 - Posters

Go digital!

Digital book - page 10

Complete the activities with the children on the book.

Use practice - page 10

Provide extra interactive practice which can be used at the end of each unit or as homework. There are seven activities in this unit.

For suggestions on how to exploit the course resources see the Activity Bank, pages 14-19.

Key competences

- Linguistic competence**
Children develop listening, speaking, reading and writing skills. Children learn to compare what you usually do with what you're doing now. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 10, 11, 12, 14, 16 & 19)
- Mathematical competence and basic competences in Science and Technology**
Children develop and apply mathematical thinking and explain the natural world. Children learn to express percentages in a graph. (SB pp 15 & 18)
- Digital competence**
Children become familiar with the use of technology and develop their language acquisition. (SB pp 19 & 21)
- Social and civic competence**
Children learn to use social interaction patterns and social conventions. Children learn about friendships and about 15th April Day. (SB pp 10, 14, 17, 19)
- Cultural awareness and expression**
Children develop drawing, colouring and creativity. Children learn about cultural diversity. (SB pp 11, 16 & 19)
- Competence in learning to learn**
Children assume control over their own learning. (SB pp 11, 12, 13, 15, 16, 17 & 20)
- Sense of initiative and entrepreneurship**
Children develop abilities like critical reflection, decision making and independent actions. (SB pp 13 & 21)

Each lesson includes what to look out for and suggestions for dealing with diversity in the classroom.

Clear, concise lesson instructions make lesson planning easy. Extra suggestions to enhance the Student's Book activities are included.

The Activity Book answers and transcripts are available at the end of each unit.

Unit 0 Lesson 2 - SB Page 5

Objectives

Language

Grammar

- Past simple
- Functions
- Talk about summer holidays

Skills

Speaking

- Ask and answer questions using the Past simple

Reading

- Understand questions in the Past simple

Writing

- Write about one's summer holidays using the correct grammar

Materials

- Digital Book

Attention to diversity

Some children may have stayed at home and therefore might say that they did nothing during the holidays. Encourage them to do by asking questions such as: Did you go to the cinema? Did you play with friends? Did you watch TV? Did you swim in a pool?

Warmer

Write the words *summer holiday* on the board and ask the children to suggest activities or words associated with it. Write all the suggestions on the board. Then review all the words and ask children to raise their hands if they did any of those things during their holiday.

Lead-in

Ask children questions related to the activities on the board. (Possibly: did you swim in a pool this summer?)

1 Children read and answer the questions about their summer holiday.

Answers: Child's own writing
Optional extra: Divide children into small groups to answer the questions orally.

2 Children look, read and match. They draw the missing activity.

Answers: 1 saw a great film, 2 had two bowls of English, 3 I went sailing, 4 I flew to London, 5 I visited an interesting museum, 6 I took my own drawing

Optional extra: Play a chain game. Start the game by saying: This summer I ate an ice cream. Then ask a child to repeat what you said and add another activity. This summer I ate an ice cream and I went swimming. Then the next child repeats the sentence and adds on another activity and so on.

3 Children write 5 things that they did this summer.

Answers: Child's own writing
Optional extra: Play summer holiday Bingo! Ask each child to say something they did this summer. Write each new activity on the board. Then tell children to write down any six of the activities. Call them out in random order and ask children to cross their words out as they are said. The first one to cross out all the activities calls Bingo!

4 Children ask their classmates about their summer.

Answers: Child's own answers
Optional extra: Invite volunteers to tell the class about their partner's summer.

Fast finishers

These children ask other fast finishers about their summer.

Wrap up

Divide the class into two teams: *noughts* and *crosses*. Draw a large 3 by 3 grid on the board. In each square draw a simple picture or write a word, for example ice cream, plane, sea, mountain. Children take turns to ask you a question about your summer. If there the question correct they can mark the square with either a nought or a cross. The first team to have three marks in a row is the winner.

Continuous assessment

Check children's sentences about their summer holiday.

At home

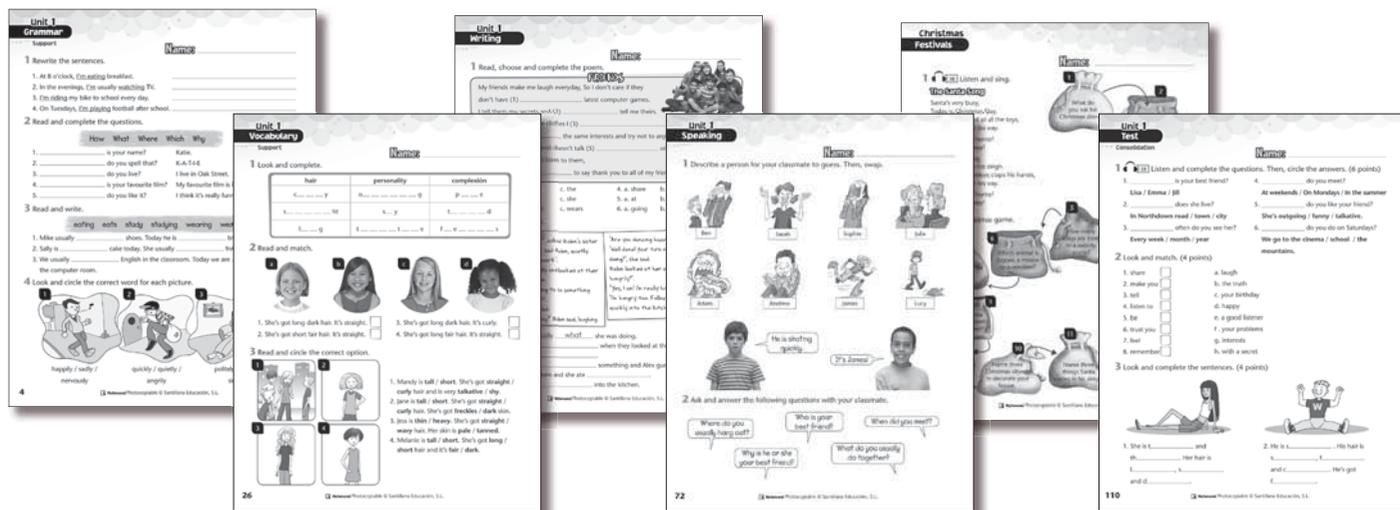
Activity Book - page 3

Answers

- Child's own writing
- 1 was 2 flew 3 visited 4 saw 5 went 6 was 7 stayed 8 spoke 9 ate 10 travelled 11 had
- 1 + 2 | 3 + 4 | 5 + 6

Teacher's Resource Material

The **Teacher's Resource Material** provides a wealth of photocopiable resources which supplements the **language and skills** covered in the Student's Book and is available on the website. It includes **Language, Reading, Writing, Speaking and Listening worksheets** for every unit, three **Festival worksheets** and **Tests** (Diagnostic, Unit, End of term and End of year). Both the Language worksheets and Tests are presented at **three levels** to suit different abilities within the class. There are also suggestions for the ideal moment to use each worksheet. Reproductions of each worksheet with the answer key are included.



Teacher's Audio Material

The pack includes 2 audio CDs:

- **Audio CDs 1 and 2**
- The **Activity Book Audio** tracks are available on the website and so are the **Teacher's Resource Material Audio** tracks.



Flashcards and Word Cards

82 photo **flashcards** each with an accompanying **word card** are available on the website for you to print out. You can also make them yourself with your students' help out of magazine cut-outs. They are ideal for presenting, reinforcing and reviewing vocabulary. There are also games suggestions in the **Activity Bank** on page 14 of the Teacher's Book. The flashcards are reproduced in the **Picture Dictionary** in the Activity Book.

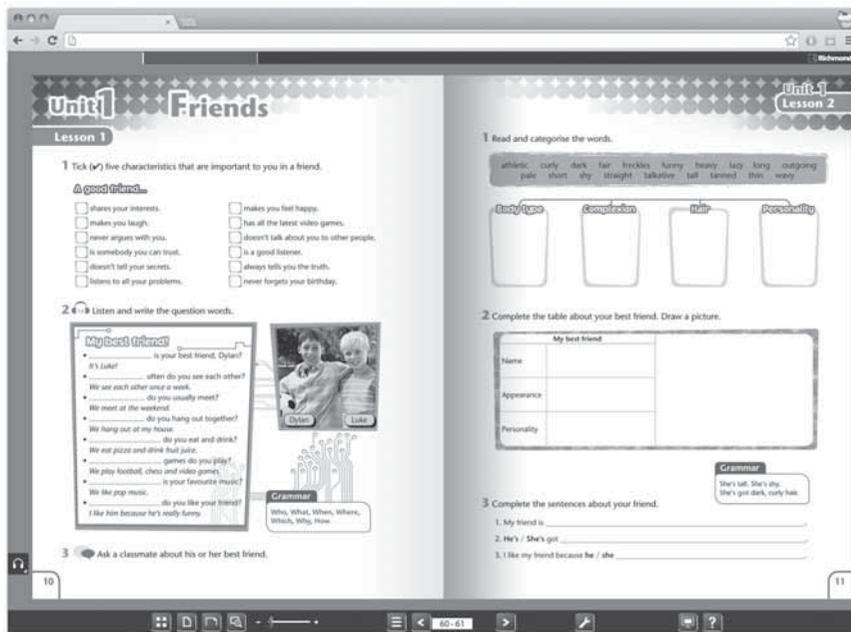


Go Digital!

Tailor your digital teaching! Richmond teachers decide what digital materials they or their pupils will use in the classroom or at home. Digital resources are the perfect aid to enhance your teaching, motivate children and make the most of all the course materials.

Digital Book

The **Digital Book** is an interactive version of the Student's Book, which includes the audio material for use with IWB or projector.



The Young Achievers Game

Available on the website, this set of **Practice Activities** offers your students the opportunity to learn and have fun at the same time. The game is useful for fast finishers, as wrap-up activities or homework.

Includes learning progress



Encourages children to get the best results to unlock the next unit



Key Competences for Lifelong Learning

Key competences combine the necessary knowledge, skills and attitudes to develop and achieve success as well as to be active in all areas of social and civic life. Each of the competences is equally important and for that reason there are many shared goals which support

and underpin one another. The basic skills of language, literacy, numeracy and information and communication technologies provide the foundation blocks for critical thinking, creativity, initiative-taking, problem-solving, decision-making and management of feelings.

Young Achievers works on the following **Key Competences** as set out by the **European Commission**:

LC



Linguistic competence

This competence develops the use of language as a tool for communication. It involves understanding oral messages, communicating verbally, reading and writing. The games and personalised activities in the series motivate children to speak right from the outset. The emphasis on understanding oral messages is developed through the stories, dialogues and songs where children learn to listen to extract relevant information. The ability to read and understand texts is systematically introduced and developed throughout the series.

MST



Mathematical competence and basic competences in Science and Technology

These competences develop the ability to use numbers and mathematical reasoning to solve a range of problems and to use science to explain the natural world. The course provides plenty of opportunities for children to apply their mathematical thinking in everyday contexts, for example, telling the time, using charts, completing surveys or sequencing events. Children are made aware of the world around them and the effect human activity has on it.

DC



Digital competence

This competence involves the confident use of computers and other technology for learning, communication and recreation. Through the integration of digital and multimedia resources, children develop familiarity and competence in this area. Children are encouraged to use the interactive material and, in higher levels, to research information on the internet.

SCC



Social and Civic competences

These competences equip children with the necessary skills to participate fully in social and civic life. Collaboration and tolerance is developed throughout the course by the inclusion of pair and group work. Children learn about healthy lifestyles, empathise with characters in the stories and learn social rules through games and role-plays.

CAE



Cultural awareness and expression

This competence is developed through a wide range of fun songs, chants, drama, stories and craft activities. The pop-outs provide the opportunity to create and assemble games which are then used for language practice. There is also a strong emphasis on appreciation and enjoyment of culture by the inclusion of popular stories and works of art. The culture focus present in each unit shows aspects of life in English-speaking countries.

LL



Learning to learn

This competence means children develop and become aware of effective ways to organise and manage their own learning. The incorporation of the unit reviews encourages children to be responsible, self-aware learners who can reflect on their own progress. Throughout the course children are offered opportunities to build on prior learning, to apply their knowledge and to make use of guidance.

IE



Sense of initiative and entrepreneurship

This competence refers to the ability to turn ideas into actions. The skills to be able to work both proactively as a member of a team and individually are developed by activities where children create a product. Throughout the course they are continually encouraged to use their imagination and to be creative.

Activity Bank

Classroom Dynamics

Birthdays

This is often the most important event in a child's calendar and offers a great opportunity to show that you value them. It's a good idea to keep a birthday chart on the classroom wall. Make sure not to forget those students whose birthdays are in the holidays or on non-school days.

Classroom display

Children really value their work when it is displayed in class and when you encourage other students to notice and praise it. It also motivates children to produce good work and think about presentation.

Choice

Offer children choices wherever possible as it will give them a greater sense of ownership in the class and it also helps establish a culture of negotiation. For young learners, this can be as simple as to choose the song or story, but it can be built on throughout the course to promote more autonomous learning.

Humour

Noticing the funny side of things and encouraging shared laughter (not at anyone's expense) will help create a much happier classroom environment.

It costs nothing to be polite

Hello, goodbye, please and thank you are so easy to learn and are important markers of respect. If you insist on using these conventions you will promote mutual respect among your students.

Names

You may find yourself calling out some names more than others, or using certain tones of voice with certain names. This will send powerful messages to the class so you should try to use all our students' names in as positive a way as possible.

Roles and responsibilities

Most children value being given responsibility; this can be as simple as handing out pencils. These roles show that you trust the child to act responsibly. Although assigning tasks can be seen as a reward, it is important to make sure that all the students get the chance to step up as helpers.

Start as you mean to go on

The beginning of the class is a key time for promoting a caring dynamic in your class. Have a mini conversation with a couple of students while the rest of the class are listening, ask about their family, likes and dislikes and so on. This allows everyone to learn more about each other and as you show a genuine interest in each child you will raise their status in the eyes of the whole class.

Your voice

This is your most powerful teaching tool. How you use your voice is key to getting the students' attention and holding their interest but it also gives strong messages about how you feel about them as a class and as individuals.

Every time you talk to your class or the individuals in it, you are providing a model of how you want them to talk to each other.



Teacher as model

Children look to the teacher to set the tone for the class. It is important that you model clearly the kind of behaviour you want to encourage. If children see you being kind, patient and compassionate, they will be likely to copy that in their interactions with each other. Also, if they see that you will not allow any name-calling, unkindness or bullying behaviour, they will be more likely to do likewise.

Grouping

Have a flexible approach to grouping. Although it is sometimes a good idea to group good or weak children together so they can work at their level, it can be really demotivating if they feel they are in the weak group. Try to mingle children as much as possible. Always be aware of dynamics within groups too. If children are not happy together, their learning process can be impaired.

Class rules

Your children are more likely to abide by class rules if they feel some ownership of them. They will be well aware of how they should behave in class. Drawing up a list of class rules is a great way to bring the class together and to get them to think about how it effects them as individuals when others do not respect each other or the space they are sharing. It is also a good reference point throughout the year and can be pointed out at any moment.

Assessment

Observation

Observing children in class and making regular notes on their development can complement more formal assessment techniques, and help build a more complete picture of each child. Keep on-going notes in a notebook with a page (or pages) for each child. During or after each lesson, make notes about childrens' comprehension, use of language, participation or behaviour. It is hard to observe all the children on a regular basis, so try focusing on two or three children each lesson or week. Alternatively, choose a specific area of language learning to observe each week.

Portfolios

A portfolio is a collection of each child's work from over the course of a term or school year. With young children, it can include art and craft work, labelled diagrams and short pieces of writing. It is useful as an assessment tool as you can observe a child's progress in their written work throughout the year. It can also be a starting point for one-to-one interviews with children to talk about their learning and progress.

Self-assessment

Self-assessment activities can give teachers useful information about how children learn best, how they feel about their progress and what they enjoy about learning English.

Self-assessment can take many different forms. To look at learning strategies, why not prepare a questionnaire about the activities that help children learn new words?

I learn new words by ...

1. Singing songs with the words	Yes	Sometimes	No
2. Playing games with the words	Yes	Sometimes	No
3. Writing the words in my notebook	Yes	Sometimes	No
4. Doing exercises in the Activity Book	Yes	Sometimes	No
5. Looking at a poster or pictures	Yes	Sometimes	No
6. Doing actions and mimes	Yes	Sometimes	No

Children can respond individually and then discuss as a class and so become more aware of different learning strategies. To make children more aware of what they are learning, ask them to recall what they have learnt at the end of each lesson or unit. Asking them to rate how hard they have worked can also make them notice how much effort they are putting into their learning. When self-grading, be aware that some children may be very self-critical and you might need to reassure them that their work is better than they think. Another approach to self-assessment is to ask children to set some simple goals for the next week's/unit's/term's work. Goals can include things like: *I want to speak English with my friends in class, I want to write new words in my notebook.* Ask children to write their goals down and at the end of the week or term, speak to each child individually to discuss whether they achieved their goals or not and why/why not.



Attention to Diversity

Thinking time

To include everyone when answering questions, tell children to stay quiet and put up their hands when they know an answer so everyone has time to think. Alternatively, have a pot of name cards and take names at random to answer questions so that all the children have a turn.

Praise

Praise all the children, not just for the standard of their work, but for making an effort, showing improvements or helping others. Be enthusiastic and try to give helpful feedback too. For example, *That's great! Your writing is very clear and neat, it helps me to read it.*

Working in pairs and groups

Organise groups in a variety of ways depending on the activity. Mixed-ability groups work well, for example, while playing a game and remember weaker children can often learn more from a fellow student. For other activities, it can be more productive to group better students together while you give more attention to a weaker group. Try to avoid having an identifiable group where weaker students are always together.

Accessible learning

Make instructions and tasks accessible to all students. Some children benefit if you accompany instructions with gestures or pictures or if you show them a finished example. Demonstrate tasks as much as possible and provide visual references, for example, display a poster or put up flashcards.

Fast finishers

To avoid boredom or frustration, have activities ready for fast children, for example, simple wordsearches, a picture to label, a picture book to read. Alternatively, ask fast finishers to help other students with their work.

Flashcards Games

Can you remember?

Stick six to ten flashcards to the board in a row, point to each card in turn and chant the words with children. Take one of the flashcards away and chant the words again, pointing to the blank space where the card was and saying the word. Then take another card away, point and chant again. Repeat until all the cards are gone.

Letter by letter

Stick some flashcards to the board and ask children to have their notebooks ready. Choose one of the words, dictate letters that appear in the word but not in order. Ask the class to note them down. Invite volunteers to guess which word you are thinking of. Elicit the spelling from the class.

Look and point

Put word cards around the classroom. Hold up a picture card, ask children to look for the matching word card and point to it as quickly as they can. Try holding up two cards.

Mime games

Hold a flashcard over a volunteer's head so that the class can see it, but the child cannot. Children mime the word for the volunteer to guess. Alternatively, show the card just to the volunteer who then mimes it for the rest of the class.

Pelmanism on the board

Put picture cards face down on one side of the board and word cards on the other. Divide the class into two teams. A member from Team A turns over a picture card and a word card and says the words. If the cards match, they keep them and the team gets a point. If the cards do not match, the child puts them back as before.

Read my lips!

Put the flashcards on the board and mouth a word. Children try to read your lips. The first child to guess the word mouths the next word.

Repeating game

Put picture cards on the board, point to a card and say a word. If the word is correct, children repeat it. If not, they keep silent. This can be extended to sentences: *These are pencils. It's a green snake.*

Slow show

Hold a picture card or word card behind a book and show it little by little. The class guess what the picture is before they see the whole.

What's missing?

Hold up word cards one by one, say each word for children to repeat. Remove a card, then stick the remaining ones to the board. Ask: *What's missing?*

Vocabulary Games

Air writing

Use your finger to write a word in the air. Children call out each letter and then say which word the letters spell.

Can you remember?

Say *I like apples* and ask a child to repeat the sentence and add another word, *I like apples and cherries*. Then, the next child repeats the sentence and adds another word and so on.

Letter race

Divide the class into teams of three or four. Say a letter or sound and tell the teams they have one minute to write words with that letter in them. Award two points for each word that starts with the letter and one point for each word with the letter in.

Noughts and crosses

Draw a three-by-three grid on the board. Divide the class into two teams and assign noughts to Team A and crosses to Team B. Ask Team A a question, if they answer correctly they draw a nought in a square. Then Team B has a turn. The winner is the first team to draw three noughts or crosses in a row.

Sentence Hangman

Play hangman with a sentence drawing a line for each letter in the sentence and leaving spaces between the words.



Stop the bus!

Divide the class into teams and give each team a piece of paper. Write these category headings on the board: *Food, Animals, School*. Say a letter (P) and ask the teams to write a word for each category on their piece of paper. The first team to write three words, calls *Stop the bus!* and wins a point.

Word tennis

Divide the class into two teams. Choose a category (transport) and ask Team A to say a transport word. Team B then have five seconds to say a different word, then Team A have five seconds to say another word and so on. If they cannot think of a word in five seconds or if they repeat a word, then the other team win the point.

Grammar Games

Have you got it?

Put some picture cards on the board and ask the class to remember the words. Then, ask a volunteer to stand outside the classroom while a second volunteer takes a card and puts it in their bag. The child comes back in and says which picture is missing. Then they have three chances to guess who has the object, by asking: *Have you got the (pencil)?*

Odd word out

Divide the class into teams. Say four words: *eagle, parrot, ostrich, owl*. Ask each team to choose the odd word out and give a reason to win a point: *Ostrich, because ostriches can't fly. Owl, because owls wake up at night.*



Sentence Pictionary

Write some sentences on pieces of paper: *I don't like spiders*. Divide the class into teams and invite a volunteer to the front. Give the volunteer a sentence and ask them to draw a picture of it. The teams try to guess the sentence for a point.

What's the missing word?

Divide the class into teams and give each team some pieces of paper. Write a sentence on the board with a missing word: *My sister ... like cheese*. Give the teams 20 seconds to decide the missing word and write it on their paper slip. Tell the teams to hold up their paper slips and give points to teams with the correct word.

Who am I?

Ask a volunteer to the front and ask them to think of another child in the class. Children ask the volunteer questions and the volunteer answers as if they were the other student: *Are you a boy or a girl? Have you got long hair? Do you like Maths?* The class try to guess who the volunteer is. This game can also be played with famous people: *Are you a (footballer)? Have you got (dark hair)?*

Songs and Chants

Actions

Combining language production with movement is a powerful way to fix language. It also makes the experience more enjoyable and gives students who are not confident with singing a chance to join in the activity. For songs that do not have obvious accompanying actions, get children to invent them.

Answer back

Divide the class in half. Ask each half of the class to sing alternate lines. This can also work with more than two groups, if your students are confident singers.

Correct the mistakes

Write the song words on the board but include some mistake, substituting, adding or removing certain words. Play the track; students call out *stop!* if they see a mistake and say what the correct word is.

Dance routines

Songs that do not immediately lend themselves to actions may still be good to dance to. Divide the class into groups and ask them to invent a dance routine to accompany a song.

Disappearing lyrics

This is a good technique for memorising song words. Write the words of a verse on the board and sing through with the class. Then, using a piece of card, cover the first word or phrase of the song. Sing through the verse until they can sing it from memory.

Extra verses

A great number of songs can be extended by adding new verses. This can be done in many cases by substituting key vocabulary items in the song.

Match the rhymes

Rhymes are a great way to focus on pronunciation. This activity can be done as a lead-in to learning a song. Take all of the rhyming words out of a song and write them randomly on the board. Get students to match pairs of rhyming words. Even when spellings are not immediately obvious this works well as a discovery activity.

Make a recording

This gives singing a clear purpose and encourages children to make a real effort. Comparing recordings made at different times will also give them the chance to hear directly how they can improve with practice.

Missing words

This activity works well once students are familiar with a song or chant. Sing the song first time through. Then the second time through, substitute the first word or line for humming. At each repetition substitute more and more of the song for humming until the entire song is hummed. This works especially well when the song is accompanied by actions.

Predictions

As a lead-in to the song or chant, and with books closed, write up a few key words from the lyrics on the board and ask students to predict what the song is about. Also get them to suggest other words that might be in the song. Finally, listen to the song to see which predictions were correct.

Running dictation

Print the words of a new song and pin it up outside the room or in a part of the room where it can't be easily accessed. Divide the class into groups. For each group, there are 'runners' who go up to the sheet of paper and memorise the first line (or as much as they can). They come back and whisper it to the rest of their team who write it down. The first team with the most correct version of the lyrics wins. Although the activity is called 'running' dictation, the idea is not to run but to train children to move quietly and carefully around or in and out of the classroom. It also gets them to think about how dangerous it is to leave bags lying around on the floor!

Showtime!

Having a performance to work towards gives your children a real reason to practise and improve. You can also enhance the performance by adding dance routines, action, and dividing the song into parts (Answer back). The karaoke versions of the songs are great for accompaniment.

Transitions

Use song tracks to time events in the class, for example, when students are tidying up at the end of class. They should have finished the activity or be in place by the time the track ends.

Narratives

Act out!

Once children are familiar with a story, divide the class into groups making sure everyone has a part. You can also increase the fun factor by giving some students the role of providing sound effects. Get groups to practise the 'miniplay' and then perform for the rest of the class.

Making mistakes

Check your students' memory of the story by reading it out with deliberate mistakes. You can ask them to call out when they hear a mistake or count the number of mistakes they hear.

Stories that teach

There is an enormous wealth of children's books and stories that deal with a whole range of moral and social issues.

If you do not have access to a library, how about starting your own collection of edifying children's stories. If you include these in your lessons, you will give your children a much richer education and provide reference points when dealing with some of the issues that may come up.

Story quiz

Write a series of questions based on a story, then divide the class into teams. Players take turns to answer questions about the story, winning points for their team with correct answers.

Who said that?

Write the names of the characters on the board. Divide the class into two teams. Read out a line from a speech bubble or caption. Students race to the board and the first player to touch the correct character name wins the point.

Who am I?

Choose a volunteer. They are going to pretend to be a character from a story. The others have to guess who they are by asking yes/no questions. This works well as a team game. Write down the number of questions needed to guess for each turn. At the end, the team that asks the fewest questions are the winners.



Unit	Vocabulary	Grammar
0 Welcome! page 4	Holidays Hobbies and activities Food Parts of animals	Present simple and continuous Past simple: regular and irregular verbs Future with <i>going to</i> Advice: <i>should</i> and <i>shouldn't</i> Quantifiers Abilities present and past: <i>can</i> , <i>can't</i> , <i>could</i> and <i>couldn't</i>
1 Friends page 10	Friendship verbs: <i>argue, be a good listener, feel happy, forget birthdays, listen to problems, make someone laugh, share interests, tell secrets, tell the truth, trust someone</i> Appearance adjectives: <i>athletic, curly, dark, fair, heavy, long, pale, short, straight, tall, tanned</i> Personality adjectives: <i>funny, lazy, outgoing, shy, talkative</i> Activities: <i>dance, do homework, eat cake/pizza, go to the mountains, hang out, play chess, play the guitar, read text messages, ride a bike/a horse, wash the dog, watch TV</i> Adverbs of manner: <i>angrily, happily, hungrily, loudly, nervously, politely, quickly, quietly, sadly, sleepily, slowly</i>	Question words: <i>who, what, when, where, which, why, how</i> be and adjectives Present continuous: affirmative, negative and interrogative Present simple and Present continuous with <i>usually</i> and <i>but</i> Present continuous and adverbs of manner
2 Let's explore! page 22	Regular verbs: <i>convince, disappear, discover, establish, explore, kill, name, return, sail, start, travel</i> Irregular verbs: <i>be, bring, do, eat, go, have, hear, leave, take, tell</i> Life events: <i>act in play, be born, get a new job, get a pet, learn to do something, meet your best friend, move house, pass a test, play a musical instrument, start primary school, win a prize</i>	Past simple: affirmative, negative and interrogative Past continuous: affirmative, negative and interrogative
page 34	Language fun! Units 0-2	
3 Let the games begin! page 36	Population, temperature and rainfall: <i>millions, Celsius, millimetres</i> Sport: <i>athlete, BMX bike racer, football player, mountain climber, tennis player, wrestler</i> Adjectives: <i>bad, beautiful, big, cold, dangerous, difficult, early, exciting, expensive, good, heavy, high, late, light, long, old, popular, short, small, tall, young</i>	Comparative adjectives: regular and irregular, <i>as ... as</i> Superlative adjectives: regular and irregular
4 World of work page 48	Jobs: <i>astronaut, bus driver, carnival worker, chef, farmer, firefighter, journalist, magician, nurse, park ranger, pilot, police officer, sales assistant, stuntwoman, teacher, toy designer, waitress, zoo keeper</i> Work verbs: <i>advise, arrest, buy, check, clean, cook, drive, earn, fill, give, help, interview, investigate, milk, pack, ride, search, sell, serve, take care, take, wear, write</i> Chores: <i>make your bed, sweep the floor, take out the rubbish, tidy your room, walk the dog, wash the dishes</i>	have to and not have to some / every / any / no: <i>-thing, -where, -body</i>
5 Into the future page 60	Predicting the future: <i>entertainment, holidays, food, houses, people, pets, space, technology, transport</i>	Future with <i>will</i> : affirmative, negative and interrogative Zero conditional
page 72	Language fun! Units 0-5	
6 We're on holiday page 74	Experiences: <i>act, be, buy, climb, cook, cycle, dance, eat, fly, go, hold, learn, listen, make, play, read, ride, sail, see, sing, sleep, swim, take, talk, travel, watch</i>	Present perfect for experiences: affirmative, negative and interrogative Present perfect and Past simple Expressing similarities: <i>too</i> Prepositions of place: <i>above, behind, between, in front of, in the middle of, next to, opposite</i> Prepositions of movement: <i>around, away from, into, out of, over, under, past, through, towards</i>
7 Free time page 86	Experience verbs: <i>act, be, drink, eat, fly, go, meet, play, read, ride, sail, see, swim, visit, watch, win, write</i> Musical instruments: <i>bagpipes, didgeridoo, flute, guitar, musical saw, piano, saxophone, thumb piano, trumpet, violin</i>	Present perfect and Past simple Present perfect with <i>ever</i> and <i>never</i> Present and past abilities using <i>can</i> and <i>could</i>
8 Extreme experiences page 98	Skateboarding: <i>helmet, pads, rails, ramps, skateboard, shoes, tricks</i> Survival: <i>boots, compass, first-aid kit, fishing rod, hat, insect repellent, lifebelt, matches, map, penknife, radio, river, shirt, torch, trousers, water bottle, whistle</i>	Advice: <i>should</i> and <i>shouldn't</i> Causes with <i>because</i> and consequences with <i>so</i> Suggestions: <i>Let's..., Why don't we..., I agree, I don't agree, That's a good idea, will, might</i> and <i>won't</i>
page 110	Language fun! Units 0-8	
page 112	Achieve more! Units 1-8	

Functions	Phonics for pronunciation	Achieve!
		Culture
Asking and answering questions about past summer holidays		
<p>Discussing friendships: <i>Why do you like your friend? I like him because he's funny.</i></p> <p>Comparing what you usually do with what you're doing now: <i>I usually wear trainers to school, but today I'm wearing snow boots!</i></p> <p>Describing how something is done: <i>Are you walking slowly? You're singing loudly!</i></p>	-air, -are or -ear	<p>CLIL: Presenting information on a graph and expressing percentages</p> <p>Friendship day: different types of friends</p>
<p>Interviewing a historical character: <i>When did you start your journey? How did you feel? What did you bring back?</i></p> <p>Cross-checking information: <i>He wasn't fishing at 2pm. He was making coffee.</i></p> <p>Asking and answering questions using What and When: <i>What were you doing at 8.30? I was having breakfast.</i></p>	-aw or -au	<p>CLIL: Marco Polo</p> <p>Captain Cook: Voyages of discovery</p>
<p>Comparing physical characteristics: <i>Who is younger? Who is the youngest? Whose feet are bigger? Whose feet are the biggest?</i></p> <p>Comparing statistics: <i>The New Forest race is shorter than the Leeds race. He is the most popular wrestler.</i></p>	-ou or -ow	<p>CLIL: A healthy heart</p> <p>Wild records: Superlatives in the wild</p>
<p>Talking about work obligations: <i>I have to clean the cages. I don't have to wear a uniform.</i></p> <p>Asking and answering questions about your weekend: <i>Did you play anything last weekend? What did you play?</i></p> <p>Making polite requests: <i>Could I have...? Would you like...? May I...? I'd like some...</i></p>	-or, -ur, -ear or -ir	<p>CLIL: Art from rubbish and other materials</p> <p>Van Gogh: the painter and his paintings</p>
<p>Making predictions about the future: <i>I think people will have pet robots. Will I work in an office? No, you will work in a school.</i></p> <p>Comparing what you would do in certain situations: <i>When I feel tired, I go to sleep.</i></p>	Long -i and long -a sounds	<p>CLIL: Our Solar System</p> <p>Space travel: important historical dates in space travel</p>
<p>Talking about and compare experiences: <i>I've been to London. I haven't read a book, and Bryan hasn't read a book. Have you ever eaten a snake? No, I haven't.</i></p> <p>Giving details about experiences: <i>What places have you visited? I've visited new Zealand. When did you go? I went there last year.</i></p>	-i, -ee or -ea	<p>CLIL: Six jobs in the theatre</p> <p>May Day: A traditional celebration in the UK</p>
<p>Discussing your experiences and when they happened: <i>Have you ever seen a sad film? When did you see it?</i></p> <p>Talking about what you could and couldn't do when you were younger: <i>I could ride a bike when I was four. I couldn't read English when I was two.</i></p> <p>Describing what something is made of: <i>It's made of wood.</i></p>	Short -u and short -o sounds	<p>CLIL: Dancing around the world</p> <p>Talent show: Organising a talent show</p>
<p>Giving survival advice: <i>You should use insect repellent. You should stay calm.</i></p> <p>Making suggestions and agreeing or disagreeing: <i>Why don't we take the torch? That's a good idea. I agree. We should take the first-aid kit. I don't agree. Let's take the penknife.</i></p>	-oo, -ou, -u/e or -ew	<p>CLIL: The Sonoran Desert</p> <p>The code: Following the countryside code</p>

Unit 0

Welcome!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Past simple: regular and irregular verbs • Future with <i>going to</i> • Advice: <i>should</i> and <i>shouldn't</i> • Countable and uncountable nouns: <i>There is/are, some/any, a lot of, a few/some</i> • Comparing Present simple and Past simple • Comparing the verbs <i>be</i> and <i>have</i> 	<ul style="list-style-type: none"> • Holidays • Hobbies and activities • Food • Parts of animals 		

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To review the use of the Past simple • To review the use of Future with <i>going to</i> • To review the use of <i>should</i> and <i>shouldn't</i> • To review the difference between Countable and Uncountable nouns • To review the difference between the Past and the Present simple 	<ul style="list-style-type: none"> • To review language taught in previous years • To remind children of the language they know in a fun way • To talk about summer holidays • To talk about plans for the coming school year and weekend • To give advice • To describe a scene • To differentiate between the Past and the Present simple • To recognise the correct use of the verbs <i>be</i> and <i>have</i>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To review common nouns and verbs • To review language from the previous years 	

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To say various lists of words • To ask and answer questions using the Past simple • To talk about future plans 	<ul style="list-style-type: none"> • To read and understand instructions • To understand questions in the Past simple • To show understanding by completing the passage with missing words • To differentiate between word options • To choose the correct verb to complete a sentence
Listening	Writing
<ul style="list-style-type: none"> • To demonstrate comprehension by completing activities • To listen for missing words 	<ul style="list-style-type: none"> • To write lists of words from memory • To write about one's summer holidays using the correct grammar • To write about future plans for different people • To write a fact file about an animal

Assessment criteria

- Check children can identify, understand and produce Present simple and continuous, Past simple, Future with *going to*, *should/shouldn't*, quantifiers and abilities (present and past).
- Check children can identify, understand and produce holidays, hobbies and activities, food and parts of animals vocabulary.
- Check children can ask and answer questions about past summer holidays.

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
Diagnostic test, pages 108-109: Lesson 6
- **Extra**
A piece of paper for each child A piece of card for each group
A large piece of card

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 14-19

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to ask and answer questions about past summer holidays. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 5, 6, 7 & 8)



Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens. Children work in pairs and play games. (SB pp 5, 6 & 7)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about animals. (SB p 8)



Cultural awareness and expression

Children develop drawing, colouring skills and creativity. Children reflect on how we learn when we are on holidays. (SB pp 5 & 8)



Competence in learning to learn

Children develop using strategies to improve the learning process and help them to assume control over their own learning. (SB pp 4 & 6)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition.



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making, and independent actions. (SB p 6)

Unit 0

Lesson 1 - SB Page 4

Objectives

Language

Grammar

- Imperatives

Functions

- Review language taught in previous years
- Remind children of the language they know in a fun way

Skills

Speaking

- Say various lists of words

Reading

- Read and understand instructions

Writing

- Write lists of words from memory

Materials

- Digital Book

Assessment criteria

The quiz is designed to be a fun review of previous language learnt in order to switch the children's brains back on to English after the holidays. Divide children into small teams to play, pairing weaker children with stronger children so everyone can participate and feel successful.

Warmer

Welcome children back to class and get everyone to greet the people sitting around them. Ask who has used English during the holidays, maybe talking to people, reading books or watching TV. Encourage them to talk about their experiences.

Lead-in

Tell children that they are going to try and remember as much English as they can. Ask questions around the class, such as: *What month is it? What's the weather like today? Have you got any brothers or sisters? Who is sitting next to (Dani)?* Let children take over your role and take turns asking their classmates questions.

1 Children read and answer.

Divide the children into groups and challenge them to solve the quiz. The group with the most right answers in the shortest time is the winner.

Answers *Child's own answers*

Optional extra: Adapt some of the questions to extend the quiz and award more points for correct answers and spelling. For example: 1) *Say the months of the year in order.* 2) *Write 5 words starting with (r).* 3) *What is the (third) month of the year?* 4) *Name 5 objects in a classroom.* 5) *Write the names of 5 land animals that eat grass.* Alternatively, let children think up some further questions to ask each other.

Fast finishers

These children write more answers for questions 2, 5, 7, 11 and 12.

Wrap up

Divide the class into small teams. Write the categories on the board: *animal, food, object, activity.* Children write the headings and when you call out a letter, they write a word for each category. They win a point for each correct word and another point if no other team has the same word.

Initial evaluation

Ask each child individually to answer one or two of the questions depending on their ability.

At home

Activity Book - page 4

Answers

- 1 Animal: camel, cow, elephant, turtle, whale
Activity: feed, jungle, read, sing, touch
Calendar: autumn, Friday, July, spring, winter
Illness: cold, cough, earache, fever, headache

2

1 Chess
2 Dinosaur
3 Raspberry
4 Library
5 Recycle
6 Monkey
7 Trousers
8 Airplane

Lesson 2 - SB Page 5

Objectives

Language

Grammar

- Past simple

Functions

- Talk about summer holidays

Skills

Speaking

- Ask and answer questions using the Past simple

Reading

- Understand questions in the Past simple

Writing

- Write about one's summer holidays using the correct grammar

Materials

- Digital Book

Attention to diversity

Some children may have stayed at home and therefore might say that they did nothing during the holidays. Elicit activities they did do by asking questions such as: *Did you go to the cinema? Did you play with friends? Did you watch TV? Did you swim in a pool?*

Warmer

Write the words *summer holiday* on the board and ask the children to suggest activities or words associated with it. Write all the suggestions on the board. Then review all the words and ask children to raise their hands if they did any of those things during their holiday.

Lead-in

Ask children questions related to the activities on the board: (*Vanessa*), *did you swim in a pool this summer?*

1 Children read and answer the questions about their summer holiday.

Answers *Child's own writing*

Optional extra: Divide children into small groups to answer the questions orally.

2 Children look, read and match. They draw the missing activity.

Answers 1 I saw a great film. 2 I read two books in English. 3 I went sailing. 4 I flew to London. 5 I visited an interesting museum. 6 *Child's own drawing*

Optional extra: Play a chain game. Start the game by saying: *This summer I ate an ice cream*. Then ask a child to repeat what you said but add another activity: *This summer I ate an ice cream and I went swimming*. Then the next child repeats the sentence and adds on another activity and so on.

3 Children write 5 things that they did this summer.

Answers *Child's own writing*

Optional extra: Play summer holiday *Bingo!* Ask each child to say something they did this summer. Write each new activity on the board. Then tell children to write down any six of the activities. Call them out in random order and ask children to cross their words out as they are said. The first one to cross out all the activities calls *Bingo!*

4 Children ask their classmates about their summer.

Answers *Child's own answers*

Optional extra: Invite volunteers to tell the class about their partner's summer.

Fast finishers

These children ask other fast finishers about their summer.

Wrap up

Divide the class into two teams: noughts and crosses. Draw a large 3 by 3 grid on the board. In each square draw a simple picture or write a word, for example ice cream, plane, sea, mountain. Children take turns to ask you a question about your summer. If they form the question correctly they can mark the square with either a nought or a cross. The first team to have three marks in a row is the winner.

Continuous assessment

Check children's sentences about their summer holiday.

At home

Activity Book - page 5

Answers

1 *Child's own writing*

2 1 was 2 flew 3 visited 4 saw 5 went 6 was 7 stayed
8 spoke 9 ate 10 travelled 11 had

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

Objectives

Language

Grammar

- Future with *going to*

Functions

- Talk about plans for the coming school year and weekend

Skills

Speaking

- Talk about future plans

Listening

- Show understanding by completing an activity

Writing

- Write about future plans for different people

Materials

- Digital Book
- Audio CD 1
- A piece of paper for each child
- Large piece of card

Warmer

Brainstorm fun weekend activities and write them on the board. Say: *Are you going to (ride a bike) this weekend?* Ask children to stand up if they are going to do the activity.

Lead-in

Explain to children that at the start of a new school year, it's a good idea to make some promises and maybe change one's behaviour or attitudes in order to do better. Discuss with children how they can do well in this new school year, what they can do to feel good about themselves and succeed.

1 Children read, listen and tick (✓). They write the missing promises.

Answers Ticked promises: I'm going to be kind and friendly to everyone. I'm going to learn something new every day. I'm going to keep my desk at home tidy. I'm going to finish my homework on time. Missing promises: I'm going to listen to my teachers. I'm going to make new friends.

Optional extra: Read out all the eight promises from the book one by one. Each time children must wave their

hands if it is something they think they will honestly do this new school year.

Audio CD 1



This new school year I'm going to work hard! These are my promises:

I'm going to be kind and friendly to everyone.

I'm going to listen to my teachers.

I'm going to learn something new every day.

I'm going to keep my desk at home tidy.

I'm going to finish my homework on time.

I'm going to make new friends.

2 Children write their new school year promises.

Answers *Child's own writing*

Optional extra: Children choose what they think is the most important promise for them and write it on a piece of paper along with their name. Make a class poster of the promises, and during the following weeks ask children to self-check to see if they are keeping their promise.

3 Children look and write what they are going to do next weekend.

Answers 2 They're going to have a picnic in the countryside/woods. 3 They're going camping in the mountains. 4 They're going to bake a cake. 5 They're going to visit their grandparents. 6 They're going to visit a castle.

Optional extra: Children say if they are going to do any of these activities this weekend as well.

Optional extra: For further practice, once the activity is completed, restart the activity and ask children to take turns to make a correct sentence using the future with *going to* for each of the three pictures on each screen.

4 In groups, children talk about their plans for next weekend. They tell the class.

Answers *Child's own answers*

Optional extra: Divide children into small groups and let them talk about what they are going to do when they are older. Give them some examples to help them, for example, what kind of a house/job/car they are going to have.

Wrap up

As a class, agree on five New School Year promises that everyone thinks are important and achievable. Get children to write them in their notebooks and also write them on a large piece of card to keep in the classroom.

Continuous assessment

Ask each child to write down two things they are going to do at the weekend.

At home

Activity Book - page 6

Answers

- 1** From left to right, top to bottom: 3, 1, 4, 6, 2, 5
2 **1** going to have her first tennis lesson. **2** she is going to call her grandma and grandad. **3** On Wednesday she is going to get a vaccine. **4** On Thursday she is going to make a fruit salad. **5** On Friday she is going to go to the cinema with Molly and John.

Lesson 4 - SB Page 7**Objectives****Language****Grammar**

- *should/shouldn't*
- Countable and Uncountable nouns

Functions

- Give advice
- Describe a scene

Skills**Listening**

- Understand in order to complete the activity

Reading

- Show understanding by completing the passage with missing words
- Differentiate between word options

Materials

- Digital Book
- Audio CD 1
- A piece of card for each group

Warmer

Review the idea of countable and uncountable objects. Look around the classroom and say, for example: *Crayons, can we count them? How many crayons are there?*

There are a lot of crayons. Water, can we count it? How much water is there? There's a little water. Divide the board into two columns and write lists of things we can and cannot count.

Lead-in

Discuss ideas for keeping healthy with the children. Ask them what kinds of things they should or shouldn't eat and what other things are necessary for a healthy life. Write their ideas on the board.

1  **1.2 Children read, listen and number.**

Answers **1** You should wear a jacket. **2** You shouldn't go to bed late. **3** You should eat a big breakfast. **4** You shouldn't eat so many sweets. **5** You should take your scarf off. **6** You should ask the teacher to explain it to you. **7** You should see a doctor.

Optional extra: Say a problem and get children to suggest what you should do, for example: *I've got a headache. I'm cold. I'm hungry.*

Audio CD 1

- | | |
|-----------------|-------------------------|
| 1. I'm cold. | 5. I'm hot. |
| 2. I'm tired. | 6. I don't understand. |
| 3. I'm hungry. | 7. I've got a headache. |
| 4. I feel sick. | |

2 Children read and complete with *much* or *many* and *should* or *shouldn't*.

Answers **1** much, should **2** much, should, shouldn't **3** many, shouldn't **4** many, shouldn't, should

Optional extra: Divide the class into groups and give each group a piece of card. Let them make a healthy living poster. Display the posters around the class.

3 Children look at the picture and circle.

Answers **1** is **2** any **3** are **4** any **5** few **6** lot of **7** little **8** lot of

Optional extra: Children look around the classroom and write sentences about what they can and can't see.

Wrap up

Divide the class into two teams. Call out a word and ask children to use the word in a sentence using the structures in the lesson. Award points for grammatically correct sentences. For example, say: *Book*. The children might say: *You should read books*. Or: *There are a lot of books on the table*.

Continuous assessment

Children write some sentences about the picture in activity 3.

At home

Activity Book - page 7

Answers

- 1 1 should 2 shouldn't 3 shouldn't 4 should 5 should 6 should, shouldn't
- 2 Child's own drawing
- 3 Child's own writing

Lesson 5 - SB Page 8

Objectives

Language

Grammar

- Compare the Present and Past simple

Functions

- Differentiate between the Present and the Past tenses

Skills

Listening

- Listen for missing words

Reading

- Choose the correct verb to complete a sentence

Writing

- Write a fact file about an animal

Materials

- Digital Book
- Audio CD 1

Warmer

Talk about dinosaurs with children. Ask them to tell you all that they know about them and if they know the names of any.

Lead-in

Draw a vertical line down the centre of the board. On the left hand side write: *Past* and on the right-hand

side write: *Present*. Write *I am happy* in the right-hand column and ask a child to tell you how to write this in the past. Repeat with other phrases for example: *I can't fly. We are here. He lives in Salta. She has blue eyes. It isn't big.*

1 Children listen and complete the information.

Answers Elephant: fly, fruit, lives, grows, feeding, is
Tyrannosaurus Rex: was, bone, smell, couldn't, animals, Canada, was, had, walked

Optional extra: Divide children into small groups. Tell them to invent a modern animal and a prehistoric animal. Let them be creative with their descriptions.

Audio CD 1



This is an elephant. It can swim. It can't fly. It eats leaves, fruit and branches. It lives on the grasslands of Africa. It grows to between 3 and 4 metres tall. It has got tusks and large ears, as well as a long trunk used for communication and feeding. It is very intelligent. This was a Tyrannosaurus Rex. It could cut through bone with its teeth. It could smell very well. It couldn't climb trees. It ate other animals. It lived in North America and Canada, 65 to 67 million years ago. It was 5.6 metres tall. It had 60 pointed teeth. It walked on two legs. It died out with the other dinosaurs 65 million years ago.

2 Children read and circle the correct words.

Answers 1 live 2 likes 3 was, lived 4 had 5 are 6 can't

Optional extra: For each sentence, ask children to suggest alternative sentences for each verb. For example, *Giraffes live in Africa. A dolphin lives in water. Dinosaurs lived many years ago.*

3 Children write about a living or an extinct animal. They draw a picture.

Answers Child's own writing and drawing

Optional extra: Let children talk about their animal in small groups and then ask volunteers to present them to the class.

Wrap up

Divide the class into small groups. Tell them to secretly think of an animal, living or extinct, and write five clues about it. The groups take turns to read out their clues and the rest of the class try to guess what animal it is.

Continuous assessment

Write three forms of a verb on the board, for example, *eat, eats, ate*. Ask children to write a sentence using each one.

At home

Activity Book - page 8

Answers

- 1 *Child's own writing*
- 2 1 f 2 c 3 h 4 b 5 g 6 e 7 a 8 d
- 3 1 are, can't 2 have 3 were 4 was, could 5 had 6 is

Lesson 6 - SB Page 9**Objectives****Language****Grammar**

- Past simple
- The verbs *be* and *have*

Functions

- Recognise the correct use of the verbs *be* and *have* tenses

Skills**Reading**

- Find hidden words

Writing

- Write verbs

Materials

- Digital Book
- Teacher's Resource Material

Warmer

Ask children questions about the past: *What did you eat yesterday? Could you swim when you were five?* Encourage them to answer with full answers.

Lead-in

Write some verbs on the board and review how to say and write them in the past tense.

1 Children find and write.

Answers could, ate, was, did, saw, read, had, went

Optional extra: Let children choose a word category and create their own word searches. They can write or draw pictures as clues to find the hidden words. Let them share their word searches with a partner.

2 Children look and complete with *be* or *have*.

Answers 1 is 2 are 3 has 4 am 5 have 6 is

Optional extra: On the board write the heading *Be* and then a vertical list: *I, You, He, She, It, We, You, They*. Ask volunteers to suggest a sentence for each person using the verb *be*. Repeat with the heading *Have*. Then ask children to do the same in their notebooks, either copying from the board or inventing new sentences depending on their ability.

Wrap up

Play past tense *Bingo!* Ask children to write down any four past tense verbs from the word search. Call out the verbs in the present tense one at a time and ask children to cross them out if they have written them down. The first child to cross out all four verbs calls out *Bingo!*

Final evaluation

Teacher's Resource Material: Diagnostic test

Optional extra: Write *am, is, are, has, have* on the board and ask children to suggest a sentence for each one.

At home

Activity Book - page 9

Answers

- 1 1 read 2 watched TV 3 It swam. 4 They played tennis. 5 They went to the cinema. 6 She ate pizza.
- 2 *Child's own writing*

Unit 1

Friends

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Question words: <i>Who, What, When, Where, Which, Why, How</i> • Descriptions • Present continuous • Present simple vs Present continuous • Adverbs of manner 	<ul style="list-style-type: none"> • Adjectives: Body type: <i>athletic, heavy, short, tall, thin</i>; Complexion: <i>dark, fair, freckles, pale, tanned</i>; Hair: <i>curly, long, short, straight, wavy</i>; Personality: <i>lazy, funny, outgoing, shy, talkative</i> • Free-time activities: <i>dance, hang out, play basketball/chess/football</i> • Adverbs: <i>angrily, happily, loudly, nervously, politely, quickly, quietly, sadly, sleepily, slowly</i> 	<ul style="list-style-type: none"> • Phonics: <i>-air, -are, -ear</i> sound: <i>fair, dare, pear</i> 	<ul style="list-style-type: none"> • Question words • Present continuous • Adjectives

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To learn to form questions correctly • To learn to use different adjectives to describe different features • To review the Present continuous • To compare when to use the Present simple and the Present continuous • To learn to use adverbs 	<ul style="list-style-type: none"> • To describe the qualities of a best friend • To describe someone physically • To describe someone's personality • To describe events happening at the moment • To make comparisons • To describe how things are being done
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in a more confident way • To build and expand on the vocabulary already known • To learn language to describe people and activities 	<ul style="list-style-type: none"> • To highlight and practise the <i>air</i> sound • To differentiate between alternative spellings for <i>air</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To ask and answer questions about friends • To speculate about activities • To join in a song • To say what people are doing and how they are doing it 	<ul style="list-style-type: none"> • To show understanding by matching text with pictures • To follow and understand a story • To understand abbreviated text speech • To be able to sequence events in a story • To read words with the same sound but different spellings • To read and understand a survey • To understand options in a quiz
Listening	Writing
<ul style="list-style-type: none"> • To recognise sounds and associate them with an activity • To follow and understand a story • To differentiate between words in a song • To listen and write questions 	<ul style="list-style-type: none"> • To complete a table and sentences with adjectives • To write a brief message using various models as a guide • To complete a graph • To write an e-card for a friend • To use picture clues to write about a girl's habits

Overview

Unit 1

Assessment criteria

- Check children can identify, understand and produce question words, *be* and adjectives, Present continuous, Present simple and Present continuous with *usually* and *but*, Present continuous and adverbs of manner.
- Check children can identify, understand and produce friendship verbs, appearance adjectives, personality adjectives, activities and adverbs of manner.
- Check children can discuss friendships, compare what they usually do with what they're doing now and describe how something is done.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website).
Grammar worksheets Unit 1, pages 4-5: Lesson 7
Vocabulary worksheets Unit 1, pages 26-27: Lesson 7
Reading worksheet Unit 1, page 48: Lesson 6
Writing worksheet Unit 1, page 60: Lesson 4
Speaking worksheet Unit 1, page 72: Lesson 8
Listening worksheet Unit 1, page 82: Lesson 4
Test Unit 1, pages 110-113: Unit 1 Review
- **Flashcards** Unit 1 (available on Richmond website)
- **Word cards** Unit 1 (available on Richmond website)
- **Extra**

Magazines	Pictures from magazines
Scissors	or the Internet of people
Sheets of paper	doing different activities
Pieces of paper with	Card Tin foil
endings <i>-air, -are, -ear</i>	Sellotape Pens

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 14-19

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to compare what you usually do with what you're doing now. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 10, 11, 12, 14, 16 & 19)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn to express percentages in a graph. (SB pp 15 & 18)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB pp 19 & 21)



Social and civic competence

Children learn basic social interaction patterns and social conventions. Children learn about friendship and about Friendship Day. (SB pp 10, 14, 17, 19)



Cultural awareness and expression

Children develop drawing, colouring skills and creativity. Children learn about cultural diversity. (SB pp 11, 16 & 19)



Competence in learning to learn

Children assume control over their own learning. (SB pp 11, 12, 13, 15, 16, 17 & 20)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and independent actions. (SB pp 13 & 21)

Unit 1

Lesson 1 - SB Page 10

Objectives

Language

Grammar

- Question words

Functions

- Describe the qualities of a best friend

Skills

Speaking

- Ask and answer questions about friends

Reading

- Show understanding of a text

Writing

- Write question words

Materials

- Digital Book
- Audio CD 1

Attention to diversity

Be sure to treat the area of friendship sensitively and encourage a caring atmosphere within the classroom.

Warmer

Write *Friends* on the board and elicit the meaning. Invite volunteers to complete a word map on the board with words they associate with friends: *fun, play games, laugh, happy*.

Lead-in

Ask children to think about all their friends, those from school and those from home. Do they have others? And if so, where and when did they meet them?

1 Children tick (✓) five characteristics that are important to them in a friend.

Values: Write the expression *Give and take* and tell children that friendship should be about giving and taking. Ask children about situations in which they have worked together or in which the help of others was necessary but not forthcoming.

Answers *Child's own writing*

Optional extra: Ask children to state other qualities of good friend. Write them on the board. As a class, decide together which suggestions are least and most important.

2 1.4 Children listen and write the question words.

Answers Who, How, When, Where, What, Which, What, Why

Audio CD 1



Sally: Hi, Dylan.

Dylan: Hi.

S: Um... I have some questions here about your best friend.

D: OK.

S: First question. Who is your best friend?

D: That's easy. It's Luke!

S: OK. How often do you and Luke see each other?

D: We don't go to the same school, so we see each other once a week.

S: When do you usually meet?

D: We meet at the weekend, on Saturdays.

S: Where do you hang out together?

D: Luke's mum brings him to my house. And then we sometimes go to the park. But we usually stay at my house.

S: What do you eat and drink?

D: That's an easy question. Pizza and fruit juice! We love pizza!

S: Which games do you play?

D: We play lots of different games. We play football and we play chess. And we also play a lot of video games. We love them!

S: What is your favourite music?

D: Well, we don't always like the same songs, but we both like pop music.

S: OK, the last question. Why do you like your friend?

D: Why do I like him? Hmm... I like him because he's kind and he's nice. But most of all I like him because he's funny. He always makes me laugh!

S: Thanks, Dylan. That was a great interview!

D: Yes, it was fun!

3 Children ask a classmate about his or her best friend.

Answers *Child's own answers*

Optional extra: Invite volunteers to talk about their partner's best friend.

Fast finishers

Children write some sentences about one of their good friends.

Wrap up

Divide the class into four teams and ask one member of each team to line up at the board. Say an answer to a question: *My dog's name is Ruby.* The children race to write the correct question word on the board: *What?* Teams get a point for each correct question word and an extra point if they can then say the entire question correctly.

Initial evaluation

Ask children to write seven questions for you, each time using a different question word. Let children take turns to ask you a question from their list.

At home

Activity Book - page 10

Answers

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

- 2** 1 Q: How often do you see your best friend?
 2 Q: Where do you hang out together?
 3 Q: What games do you play together?
 4 Q: Why do you like your best friend?
Child's own answers

Lesson 2 - SB Page 11**Objectives****Language****Grammar**

- Descriptions

Vocabulary

- Adjectives: Body type: *athletic, heavy, short, tall, thin*; Complexion: *dark, fair, freckles, pale, tanned*; Hair: *curly, long, short, straight, wavy*; Personality: *lazy, funny, outgoing, shy, talkative*

Functions

- Describe someone physically
- Describe someone's personality

Skills**Reading**

- Categorise adjectives

Writing

- Complete a table and sentences with adjectives

Materials

- Digital Book
- Magazines
- Scissors
- One sheet of paper for each child

Warmer

Invite four children out to the front and describe one of them. Let the rest of the class guess who you are describing.

Lead-in

Tell children to open their books and look at the word box. Read out the words at random and ask children to point to them as they hear them. Say the words with silly voices to make it more fun. Next, explain the meanings of any unknown words. Invite a volunteer to the front and describe their hair, complexion, body and personality using the words in the box. Repeat with another volunteer but get the class to help you.

1 Children read and categorise the words.

Answers Body type: athletic, heavy, short, tall, thin
 Complexion: dark, fair, freckles, pale, tanned
 Hair: curly, dark, fair, long, short, straight, wavy
 Personality: funny, lazy, outgoing, shy, talkative

Optional extra: Tell children to choose five of the adjectives and to write them with scrambled letters. Divide the class into pairs and tell them to exchange lists and try to rewrite each other's words correctly.

2 Children complete the table about their best friend. They draw a picture.

Answers *Child's own writing and drawing*

Optional extra: Give out the magazines and tell each child to cut out a picture of a person. Then ask children to get into small groups and let them take turns describing their person to the group: *This woman is tall and athletic. She is outgoing and she likes sports.* Encourage them to invent personal information about the person to expand on their descriptions.

3 Children complete the sentences about their friend.

Answers *Child's own writing*

Optional extra: Tell children to imagine that there is a new child from another country in the class. Give out paper and tell them to draw a picture of the child. Then they should write a description using at least eight words from this lesson. When they finish, get them to exchange descriptions

Unit 1

and check each other's work. Invite volunteers to present their new friends to the class.

Wrap up

Play a game of *I spy* based on the children in the class. Say: *I spy someone with long straight hair and who is very talkative*. Whoever guesses can take the next turn to describe someone.

Continuous assessment

Give each child a photo of someone from a magazine and ask them to write a brief description of the person including imaginary personality details.

At home

Activity Book - page 11

Answers

- 1 he's 2 has got 3 wears 4 wearing 5 loudly 6 plays 7 loves 8 funny
- 2 Child's own writing

Lesson 3 - SB Page 12

Objectives

Language

Grammar

- Present continuous

Vocabulary

- *dance, hang out, play basketball/chess/football*

Functions

- Describe events happening at the moment
- Speculate about what is happening

Skills

Speaking

- Speculate about activities

Listening

- Recognise sounds and associate them with an activity

Reading

- Show understanding by matching text with photos

Writing

- Write a brief message using various models as a guide

Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 1

Warmer

Display the unit 1 flashcards one by one and elicit what the people are doing. Encourage children to use Present continuous.

Lead-in

Explain that a blog is a website where people can write about themselves for other people to read and make comments. Ask if anyone has read or written on a blog.

1 Children read the blog and number the pictures.

Answers (pictures from top to bottom) 2, 6, 4, 3, 1, 5

Optional extra: Divide children into groups. Let them take turns to mime the activities from the blog while the others guess who they are pretending to be.

2 Children write their own whatsapp message. They draw emoticon or emoji pictures.

Answers Child's own writing and drawing

Optional extra: Divide children into groups. Tell them to imagine they are a famous actor, someone on holiday, an explorer, etc. They take turns to tell the people in their group what they are doing now.

3 Children listen to the sounds. They say what is happening.

Answers 1 playing basketball 2 surfing TV channels 3 swimming 4 frying an egg 5 singing in the shower 6 raining

Optional extra: Divide children in groups and tell them to prepare a mime of an action. The rest of the class say what they think they are doing.

Wrap up

Play a variation of *Simon says!* Tell children to mime the actions you say as long as they are preceded by *Simon is*, for example: *Simon is writing a text message. Simon is playing chess*. If they mime when you do not mention *Simon* then they are eliminated from the game.

Continuous assessment

Children draw pictures of people doing activities and describe what they are doing.

At home

Activity Book - page 12

Answers

- 1 2 have 3 paint 4 eat 5 write 6 play
- 2 2 Mila and Brooke aren't working. They are watching TV. 3 Matt isn't drawing. He's painting. 4 Kayla isn't talking. She is writing a text message. 5 Mike and Molly aren't reading. They are playing tennis. 6 Tom isn't playing. He is having a shower.
- 3 *Child's own writing*

Lesson 4 - SB Page 13

Objectives

Language

Grammar

- Present simple vs Present continuous

Vocabulary

- *beach, eggs, football, hockey, snow boots, snowman, toast, trainers*

Functions

- Make comparisons

Skills

Listening

- Make comparisons based on a model sentence

Reading

- Show understanding by matching text with pictures

Materials

- Digital Book
- Teacher's Resource Material

Warmer

Write the word *usually* on the board. Elicit its meaning: *frequently* or *regularly*. Ask children to say what they usually have for breakfast, do in the evening, wear to school.

Lead-in

Say: *I don't usually wear (a hat) to school, but today I'm wearing (this silly hat)*. Encourage the class to discuss things that are different from their routines.

1 Children read and number.

Answers 1 picture 4 2 picture 3 3 picture 2 4 picture 1

Optional extra: On the board write *routine* in blue and write *now* in red. Then write: *I usually play tennis on Saturdays but today I'm playing basketball*. Ask a volunteer to come and circle the verb which is used for a routine in blue (*play*) and another to circle the verb showing something is happening now in red (*playing*). Get children to circle the verbs in their books using blue and red.

2 Children write about the people.

Answers 2 Cary usually rides a horse, but today she is riding a bicycle. 3 My grandmother usually eats cake in the afternoon, but today she is eating pizza. 4 We usually have school on Fridays, but today we are going to the mountains.

Optional extra: Brainstorm activities with the class and write them on the board. Ask children to choose any two activities and to make a comparative sentence.

3 Children write sentences about themselves.

Answers *Child's own writing*

Optional extra: Tell children to imagine they are someone famous and to write two comparative sentences about themselves. Encourage them to be inventive and make fun sentences.

Wrap up

Write a short blog post on the board: *Hi! Today our English class is very different! We usually (study English), but today we're (studying Chinese)*. Ask children to suggest other unusual ideas as comments under the post: *We usually sit at desks, but today we're sitting on the floor*. Encourage everyone to participate.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 1, Listening worksheet Unit 1

Optional extra: Ask children to write three comparative sentences, one about themselves (I), one about an imaginary person (he/she) and one about their family (we).

At home

Activity Book - page 13

Answers

- 1 From left to right, top to bottom: 2, 3, 1, 4
- 2 *Child's own writing*

Unit 1

Lesson 5 - SB Page 14

Objectives

Language

Vocabulary

- *bored, hourglass, impressed, metal detector*

Skills

Listening

- Follow and understand a story

Reading

- Follow and understand a story
- Understand abbreviated text speech

Materials

- Digital Book
- Audio CD 1

Warmer

Write the word *Explorer* on the board. Invite the class to explain what an explorer is: *A person who investigates new places or things.* Encourage them to discuss things or places that they want to explore.

Lead-in

Write some simple phone messages with abbreviations on the board. Do not write the answers: CU L8R (see you later), XOXO (hugs and kisses), LOL (laughing out loud), GR8 (great). Divide the class into pairs and ask children to decipher the messages. Encourage them to say the letters and numbers aloud and listen to the words. Elicit the guesses and write the answers on the board. Leave the list on the board for later use.

1 Children read and listen to the story.

Optional extra: Ask about the picture of the hourglass in the title – explain that it is used to measure time. Ask comprehension questions: *Where is Jack? Whose birthday is it? What is Emily's present? What does Jack think about it?*

2 Children read and circle *true (T)* or *false (F)*.

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

Optional extra: Have children brainstorm a list of things in the classroom or at home that a metal detector can find. Write suggestions on the board. Go over the list together and confirm that the items are made of metal. Encourage children to say which would be fun to find in the future.

Fast finishers

These children re-read the story quietly.

Wrap up

Add a few more text abbreviations to the list on the board and encourage children to guess what they mean:

Text abbreviation	Meaning
UR funny	You are funny.
Don't W8 4 me!	Don't wait for me!
RU there?	Are you there?

Invite children to write their own text messages. Have them give their messages to a classmate to decipher.

Continuous assessment

Ask children to correct the false statements from activity 2.

At home

Activity Book - page 14

Answers

1 1 b 2 b 3 c 4 c 5 b

2 Cause: The metal detector finds metal, they can find old things from the past.
Effect: Jack smiles. / Emily found a metal detector.

Lesson 6 - SB Page 15

Objectives

Language

Vocabulary

- *helmet, medieval knight, sail*

Skills

Listening

Follow and understand a story

Reading

- Follow and understand a story
- Sequence events in a story

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Card
- Tin foil
- Sellotape

Lesson 7 - SB Page 16

Warmer

Ask volunteers to tell the class what they remember about the story. Ask children questions about the story: *Is Jack happy at the beginning of the story? Why not? What present does Emily have? What can it do?*

Lead-in

Play track 1.6 again and ask children to predict what they think might happen next.

1 Children read the story again.

Optional extra: Read the story out loud, but change some of the words: *'Come on,' she says. 'Let's go and find something boring!'* Make the first few changes very obvious for children to notice. Invite volunteers to read and make changes for the class to identify in the same way.

2 Children read and order.

Answers 1 Emily switches on the metal detector. 2 They find an old metal helmet. 3 Jack puts on the helmet. 4 Jack falls off the wall. 5 Jack sees a red and white sail.

Optional extra: Divide children into small groups. Give each group some card, tin foil and sellotape. Let the groups design and make a helmet which must fit on a person's head without falling off. When they have finished they can model their helmets and vote on the best one.

Wrap up

Children work together to make a map of the story so far. Put the headings: *Characters, Setting, Main events, What next?* Encourage them to write sentences rather than just words under each heading. Elicit predictions about where Jack is or what will happen next without looking at their books.

Note: Keep your students' predictions for the next unit.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 1

Optional extra: Children re-tell a short summary of the story.

At home

Activity Book - page 15

Answers

1 1 Jack 2 Jack 3 Jack 4 Emily 5 Jack

2 *Child's own writing*

Objectives**Language****Grammar**

- Adverbs

Vocabulary

- *angrily, happily, loudly, nervously, politely, quickly, quietly, sadly, sleepily, slowly*

Skills**Speaking**

- Join in a song

Listening

- Differentiate between words in a song

Reading

- Read song lyrics

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Card

Warmer

Write adjectives on the board: *angry, happy, loud, nervous, polite, quick, quiet, sad, sleepy, slow*. Review each one and check that children understand the meaning. Leave the words on the board.

Lead-in

Explain children that you can turn the adjectives into adverbs by adding *ily* or *ly*. Demonstrate how each word can be changed. Read each adverb out for children to repeat. Explain that adverbs describe verbs and give them some examples: *I am walking slowly. I can sing loudly*. Point out that the adverb goes after the verb and ask the children to spot the spelling rule for making adverbs.

1  **Children listen and number the words.**

Answers 1 Quietly 2 Quickly 3 Sleepily 4 Loudly
5 Slowly 6 Angrily 7 Sadly 8 Happily 9 Nervously
10 Politely

Warmer

Write the three spellings for the sound on the board as headings: *-air*, *-are*, *-ear*. Then under each one write a word with that spelling: *chair*, *square*, *bear*. Get children to read the words out loud and recognise that they all have the same sound.

Lead-in

Ask children to suggest other words to put in the columns on the board. Suggest words if necessary and ask them to decide which column to write each word in.

<i>-air</i>	<i>-are</i>	<i>-ear</i>
chair	square	bear
pair	care	pear
fair	dare	wear
stairs	scared	
hair	hare	

1 1.9 Children listen and sing.

Optional extra: Play the track but pause it before each *-air/ -are/ -ear* word for children to call out the word.

2 1.10 Children listen and complete the words with *-air*, *-are* or *-ear*.

Answers 1 dare, scare 2 pair, wear 3 chair, fair

Audio CD 1



- 1
Boy: I want to dive, but I don't dare!
Girl: Don't be scared!
- 2
Boy: I've got a new pair of shoes. I wear them all the time!
- 3
Boy: Can I sit on the chair?
Girl: No, you can't.
Boy: That's not fair!

Optional extra: Write the endings *-air*, *-are*, *-ear* on three pieces of paper and put them up around the room. Call out a word and get children to point to the spelling. When saying *pair/pear* or *hair/hare* be sure to act out as well to show which meaning you are referring to. If possible, do this activity in an open space and let children go to the sound rather than point.

Wrap up

Rub out all the words from the board. Divide children into teams and ask them to stand in lines. Put a piece of paper and a pen at the front of each line. Say a word and the first person from each team writes down the word without any help. If they spell it correctly they go to the back of

their line. If they misspell it they sit down. Repeat for the next person in the line and so on. Continue until there is only one person standing.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 1

Optional extra: Dictate some fun sentences: 1 *I am eating a square pear.* 2 *There are two bears on the stairs.* 3 *He is scared of chairs.*
Let children illustrate them too.

At home

Activity Book - page 17

Answers

- 1 1 scared 2 bears 3 pairs, tear 4 fair 5 pear
2 1 bear 2 star 3 square 4 car 5 year

Lesson 9 - SB Page 18

Objectives

Language

Vocabulary

- *graph, Internet access, online, percent, percentage, study, surf the web*

Pronunciation

- Express percentages

Skills

Reading

- Read and understand a survey

Writing

- Complete a graph

Materials

- Digital Book
- Card

Unit 1

Attention to diversity

The concept of percentages (%) is a mathematical one and some children may have difficulty understanding it. It's not necessary in this lesson for them to learn how to make percentages but to understand that the higher the number, the more children have responded in the affirmative in the questionnaire.

Similarly with the graph, children may need guidance on the place where they should draw the bars since the exact numbers are not written on and they must estimate.

Warmer

Write *Internet* on the board and ask children what they use the Internet for. Write their suggestions down. Ask if their parents use the net for something different to them.

Lead-in

Write the percent sign (%) on the board and make sure children are familiar with it. Explain that it means out of 100 and it is used often in surveys to show how many or how few. If everyone is in class today, tell them that 100% of the class is here today. Explain that 50% equals half of the total quantity.

1 Children read and circle *true (T)*, *false (F)* or *don't know (DK)*.

Answers 1 F 2 T 3 DK 4 DK 5 T

Optional extra: Do the same survey for the children in class. Make a note of all the answers and then convert the numbers into percentages: the number of children who say yes (17) divided by the number of children in class (24) and then multiplied by 100 (71%). Display the results of Internet use for the class.

2 Children colour the graph to show the percentages.

Answers home: 83%, school: 30%, bedroom: 11%, café: 7%, games: 79%, videos: 35%, homework: 33%, music: 31%

Optional extra: Divide children into groups of four or five. Explain that each of them represents 25% (or 20% for groups of 5) of that group. Ask them some questions and get them to write down their answers as percentages. For example: *Do you like bananas?* If three of the group of four say yes, then they write that 75% of them like bananas.

Wrap up

Divide the class in small groups and give each group a piece of card. Ask children to make posters with pictures and words showing the uses of the Internet.

Continuous assessment

Ask children to write down three simple sentences about using the Internet.

At home

Activity Book - page 18

Answers

1 1 T 2 F 3 F 4 F 5 F

2 *Child's own answers*

Lesson 10 - SB Page 19

Objectives

Language

Vocabulary

- *compliments, friendship, presents, share*

Skills

Listening

- Listen out for missing words from a text

Reading

- Understand options in a quiz

Writing

- Write an e-card for a friend

Materials

- Digital Book
- Audio CD 1
- Card

Attention to diversity

Be sure to insist on a caring environment in the classroom where everyone is accepted and feels that they have friends.

Warmer

Tell children to think of all their friends, from school, from home, from clubs they belong to, also about their friends from the past, maybe from other schools. Ask them to think about what makes and made those people special for them and to tell a partner about them.

Lead-in

Write *Friendship day* on the board and ask children if they have heard about it. Ask them what they would like to know about it and write their questions on the board. Leave the questions up to see if they are answered when they read the text.

1  **Children read, listen and complete.**

Answers family, first, August, friends, True, fifty, Internet, contact

Audio CD 1

Friends are very important in our lives; they are like members of our family. Friendship Day is celebrated in many countries on the first Sunday in August. It is a great way to show your friends that you care and to remember happy moments together. True friends are hard to find, so make sure you tell them how much they mean to you. Some of the friends that you have now might still be your friends when you are fifty! The Internet is a great way to stay in contact with all your friends and also to find friends from your past.

Optional extra: Direct children's attention to the questions from the lead in stage on the board. See which questions have been answered. If any is still unanswered, encourage children to research the missing answers.

2 **Children read, tick (✓) and say what kind of friend they are. They ask a classmate.**

Answers *Child's own writing*

Optional extra: Ask children to remember a happy time with one or more of their friends. Get them to draw a picture and to write some sentences about what they are doing in the picture.

3 **Children make an e-Friendship day card for someone special.**

You can use <http://www.smilebox.com/> or any other similar tool.

Answers *Child's own writing*

Optional extra: Children make a Friendship day poster to advertise the qualities of a good friend and to remember to tell their friends how special they are.

Fast finishers

These children can make another card for another friend.

Wrap up

Elicit from your pupils why it is important to have friends and how we can be good friends.

Continuous assessment

Children say three things that make a good friend.

At home

Activity Book - page 19

Answers

- 1** *Child's own writing*
- 2** *Child's own answers*
- 3** *Child's own writing*

- **Optional extra:** Children ask their parents or grandparents how long they have known their oldest friends and where they met them.

Review - SB Pages 20 & 21**Objectives****Language****Grammar**

- Question words
- Adverbs of manner
- Present simple vs Present continuous

Vocabulary

- *happily, loudly, quickly, quietly, sadly, slowly*

Functions

- Review the language of the unit

Skills**Speaking**

- Say what people are doing and how they are doing it

Listening

- Listen and write questions

Reading

- Review target vocabulary and grammar

Writing

- Use picture clues to write about a girl's habits

Unit 1

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Word cards Unit 1
- Pictures of people doing different things
- Magazines

Attention to diversity

Listening activities can be challenging for some. Give children time to compare answers before playing the track again for them to check.

Warmer

Divide the class into two teams to play *Noughts and crosses*. Draw a 3x3 grid on the board and write a word in each of the boxes e.g. politely, friendship, usually, etc. Teams take turns to produce a sentence containing the word in the box. If the sentence is grammatically correct the teams get their X or O. The team to get three crosses or noughts in a row is the winner.

Review the song that children learnt in Lesson 7, track 1.8. Encourage children to mime the actions that go along with the adverbs.

Optional extra: For further practice, invite children to invent and sing a new stanza for the song in Lesson 7, track 1.8.

Lead-in

Show a picture of a person and ask children questions about it, letting them use their imaginations to answer some of the questions: *Who is this? What is she doing? Where is she? Why is she here?*

1 Children listen and complete.

Answers 1 Who 2 Why 3 How 4 When 5 What 6 Where 7 Which

Audio CD 1



Jim: Hi, Lucy. Can I ask you some questions about your best friend?

Lucy: Yes, of course.

J: OK. Who is your best friend?

L: That's easy. My best friend is Sarah.

J: Right. Why do you like your friend?

L: She's always happy, and she's intelligent and funny. She makes me laugh!

J: How often do you meet?

L: Well, we usually meet twice a week.

J: When do you meet?

L: We meet on Tuesday and Friday evenings, after school.

J: OK. What do you do together?

L: We play in an orchestra! I play the violin, and Sarah plays the trumpet.

J: Cool! Where do you play?

L: We play in the village hall.

J: Which music do you play?

L: We usually play classical music, but we also play jazz.

J: Brilliant! Thanks, Lucy.

L: No problem!

Optional extra: Children write five questions, each with a different question word, then choose a person in the class to interview.

2 Children listen again and write the answers to the questions.

Answers 1 My best friend is Sarah. 2 Because she is always happy, and she's intelligent and funny. 3 We (usually) meet twice a week. 4 On Tuesday and Friday evenings. 5 We play (together) in the orchestra. 6 We play in the village hall. 7 We (usually) play jazz and classical music.

Optional extra: Invite a volunteer to the front and whisper to them the name of a famous person. They must imagine they are that person. Tell the rest of the class that they must guess who this famous person is by asking lots of questions.

3 Children write comments about the pictures for a digital photo album.

Answers He is running quickly. He is singing loudly. He is reading sadly. They are whispering quietly. He is playing happily. She is walking slowly.

Optional extra: Give children magazines to look through. Let them find pictures and describe what the people are doing and the manner in which they are doing it.

4 Children match the questions and answers.

Answers 1 We're studying adverbs. 2 I go once a week. 3 I have fruit and cereal. 4 I'm reading a Batman comic. 5 We play football and computer games. 6 Mum's working and Dad's shopping.

Optional extra: Ask pairs of children to ask and answer the questions in front of the class.

5 Children write sentences about Valeria.

Answers 2 Valeria usually goes swimming at eleven o'clock, but today she is playing football. 3 Valeria usually

surfs the Internet at one o'clock and today she is playing the piano. **4** Valeria usually plays the piano at three o'clock, but today she is visiting her grandparents. **5** Valeria usually visits her grandparents at five o'clock but today she is watching a film. **6** Valeria usually watches a film at seven o'clock, but today she is surfing the Internet.

Optional extra: Ask children to write about their own typical Sunday.

Wrap up

Make several copies of the unit 1 **word cards** and ask children to get into groups of 4. Make sure you give each group two copies of the words cards to play memo test. Children place the cards facedown on the table and pick up two of them. If they match, they keep them (as long as they produce a sentence using the picture), otherwise they put them back in the same place. The winner is the player with most cards.

Final evaluation

Teacher's Resource Material: Test Unit 1

At home

Activity Book - pages 20 & 21

Answers

- 1** Maya: eats lunch at school
Eric: walks to school, watches TV at night
- 2** **1** Where, She eats at school. **2** Who, They both walk to school. **3** When, Eric watches TV at night.
- 3** **1** loudly **2** nervously **3** sadly **4** quietly
- 4** **2** He usually plays football at eleven o'clock, but today he's swimming. **3** He usually eats lunch at home at two o'clock, but today he's eating lunch in a restaurant. **4** He usually surfs the Internet at half past four, but today he's visiting Grandma. **5** He usually goes to bed at nine o'clock, but today he's playing videogames.
- 5** **1** Q: What are you like? **2** Q: What are you doing now? **3** Q: Why do you like your best friend?
4 Q: What are your parents doing now? *Child's own answers.*

Activity Book - pages 112

The **Picture Dictionary** on page 112 gives children an illustrated reference of the main vocabulary in Unit 1 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 2

Let's explore!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Past simple questions • Past simple regular and irregular • Past continuous • Interrupted past 	<ul style="list-style-type: none"> • Age of exploration: <i>colony, discover, immigrants, journey, natives, route, sail, spices</i> 	<ul style="list-style-type: none"> • Phonics: <i>or</i> sound: <i>warm, lawn, caught</i> 	<ul style="list-style-type: none"> • Question words • Past simple

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use the past simple to talk about historic events • To use the past continuous to talk about actions in the past • To use both the past simple and the past continuous in a sentence to denote when an action was interrupted 	<ul style="list-style-type: none"> • To interview someone about past events • To learn about the Vikings • To describe actions in the past • To describe an action in the past that was interrupted • To learn about Marco Polo
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in a more confident way • To build and expand on the vocabulary already known • To learn language to describe past events and voyages 	<ul style="list-style-type: none"> • To highlight and practise the <i>or</i> sound • To differentiate between alternative spellings for <i>or</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To ask questions using the past simple • To say what people were doing at a specific moment in the past • To ask and answer questions using the past continuous • To express an opinion • To ask and answer questions using the past simple • To talk about one's life 	<ul style="list-style-type: none"> • To associate questions with answers • To sequence events • To scan a text for information • To follow a story • To be able to answer comprehension questions • To put sentences into correct word order • To read words with the same sound but different spellings • To scan for answers to questions • To review past tense verbs
Listening	Writing
<ul style="list-style-type: none"> • To recognise key words • To follow a text • To listen for endings to sentences • To follow and understand a story • To listen for specific vocabulary • To listen for specific information • To follow the lyrics to a song • To listen for the names of countries • To listen to questions and answer them 	<ul style="list-style-type: none"> • To write questions using the past simple • To write a short text with notes as guidance • To complete a fact file • To create sentences using a guide • To complete a chart • To choose the correct spelling for words with the <i>or</i> sound • To write questions in the correct word order

Assessment criteria

- Check children can identify, understand and produce the past simple and past continuous.
- Check children can identify, understand and produce regular and irregular verbs and life events vocabulary.
- Check children can interview a historical character, cross-check information and ask and answer questions using *What* and *When*.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheets Unit 2, pages 6-7: Lesson 7
 - Vocabulary worksheets Unit 2, pages 28-29: Lesson 7
 - Reading worksheet Unit 2, page 49: Lesson 6
 - Writing worksheet Unit 2, page 61: Lesson 4
 - Speaking worksheet Unit 2, page 73: Lesson 8
 - Listening worksheet Unit 2, page 83: Lesson 4
 - Test Unit 2, pages 114-117: Unit 2 Review
- **Flashcards** Unit 2 (available on Richmond website)
- **Extra**

World map	Children's own photos of their life
Sheets of paper	Helmets (optional)
Strips of paper	An analogue and a digital clock
Card	Six world map photocopies
A soft ball	
Photos and information about Greenland, Iceland and Norway	

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 14-19

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to interview a historical character. Children learn to cross-check information and to ask and answer questions. (SB pp 22, 23, 24, 25, 26, 27, 28, 29, 30 & 31)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. (SB pp 24, 25 & 28)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB p 33)



Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become responsible citizens. Children work in pairs and play games. (SB p 28)



Cultural awareness and expression

Children develop drawing, colouring skills and creativity. Children learn about Marco Polo. Children learn about location and places in the world. (SB pp 22, 23, 25, 30 & 31)



Competence in learning to learn

Children develop using strategies to improve the learning process and help them to assume control over their own learning. Children learn to cross-check information. (SB pp 22, 26, 29, 31 & 32)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and independent actions. (SB p 33)

Objectives

Language

Grammar

- Past simple questions and answers
- Question words

Vocabulary

- *discover, journey, natives, route, sail, spices*

Functions

- Interview someone about past events

Skills

Speaking

- Ask questions using the Past simple

Listening

- Recognise key words

Reading

- Associate questions with answers

Writing

- Write question using the Past simple

Materials

- Digital Book
- Audio CD 1

Attention to diversity

Forming questions in the Past tense can be difficult for many children. Give them lots of practice and support.

Warmer

Write on the left-hand side of the board: *what, who, where, when, why, how, which*. Elicit the type of information each question word asks about: *what-information about something, who-a person, where-a place*, etc. Elicit example questions that children can ask each other and get them in pairs to practise asking and answering.

Lead-in

Write the name *Ferdinand Magellan* on the board and ask the class what they know about him. Explain that he led the first voyage around the world, and that Juan de Zubileta, 18, sailed with him. Ask children what questions they would ask Juan, and write them on the board to see if they're answered in the interview in activity 1.

1 1.13 Children listen and complete the questions.

Answers 1 When 2 Where 3 What 4 What 5 How 6 How 7 What

Audio CD 1



Journalist 1: Mr Zubileta!
 Journalist 2: Welcome back to Spain, Mr Zubileta!
 Juan: Thank you. It's nice to be home.
 J 2: Can we ask you some questions, Mr Zubileta?
 Juan: Yes, of course. But call me Juan.
 J 2: OK, Juan. When did you start your journey?
 Juan: When did we start? Um... We started our journey in September 1519. It was a long time ago!
 J 1: Juan. Where did you go?
 Juan: We went all around the world. It was an amazing journey!
 J 1: What did you eat?
 Juan: Oh, um... we ate fruit, biscuits and fish. But not all the time. Sometimes we ate rats!
 J 2: What did you discover?
 Juan: We discovered a route around South America. We called it the Strait of Magellan. And we discovered a huge ocean. We called it the Pacific Ocean!
 J 1: How long did your journey take?
 Juan: It took exactly three years.
 J 1: Did you see any natives?
 Juan: Yes, we did.
 J 2: How did you feel?
 Juan: I was really scared. They attacked us!
 J 2: What did you bring back?
 Juan: We brought back expensive spices. They're worth a lot of money.
 J 1: Can we ask you some more questions, Juan?
 Juan: I'm sorry, not now. But you can read all about my journey in my book!

2 Children match the answers to the questions.

Answers 1 We started our journey in September 1519. 2 We went all around the world. 3 We ate fruit, biscuits and fish and sometimes we ate rats. 4 We discovered a route around South America. We called it the Strait of Magellan. 5 It took exactly three years. 6 I was really scared! 7 We brought back expensive spices.

3 Children write three more questions to ask Juan. They practise the interview with a classmate.

Answers *Child's own writing*

Optional extra: Let children write the questions in pairs. They can be simple personal information questions or questions about his trip: *Where are you from? Who did you meet on your journey? How many countries did you visit?* Let them invent the answers.

Fast finishers

These children write some more questions.

Wrap up

Let children imagine they have been on a voyage of exploration – either as a 16th century sailor or a modern day astronaut. Invite volunteers to the front and the rest of the class ask them questions.

Optional extra: Children do research about Christopher Columbus' journey to America. They should find answers for the same questions asked in activity 1.

Initial evaluation

Children write three questions to ask a classmate about their last holiday. Then they exchange books and answer their partner's questions.

At home

Activity Book - page 22

Answers

- 1** 1 What time 2 What 3 Where 4 Who 5 How long
Child's own answers
- 2** 2 Where did you start 3 When did you finish
4 What time did you arrive 5 How far did you travel
6 What did you raise money 7 What did you wear
8 Did you have

Lesson 2 - SB Page 23

Objectives

Language

Grammar

- Past simple regular and irregular

Vocabulary

- *colony, disease, immigrant, kill, travel, Viking; America, Canada, European, Greenland, Iceland, Norway*

Functions

- Learn about the Vikings

Skills

Listening

- Follow a text

Reading

- Sequence events

Writing

- Write a short text with notes as guidance

Materials

- Digital Book
- Audio CD 1
- World map or Internet access (googlemaps.com/ / googleearth.com)

Warmer

Ask children to think about places they like to explore: the park, the neighbourhood, a forest, a beach. Ask: *Why do people explore places?* Accept all answers.

Lead-in

Write the word *Viking* on the board and ask children what they know about them. Write the names *Erik the Red* and *Leif Erikson* under the word *Viking*.

- 1**  Children read, listen and order the events.

Answers 1 Erik's father killed a man. 2 The family left Norway. 3 Erik killed a man. 4 He travelled to a new green land. 5 He returned to Iceland. 6 Many people travelled with him to Greenland. 7 They established two colonies. 8 Immigrants brought disease. 9 Erik the Red died.

Optional extra: Ask comprehension questions, for example: *Does the text talk about today?* Elicit the time period: 950 to 1003 AD. Ask: *Who was the father, Erik or Leif? (Erik) What is Leif famous for? (discovering North America).* Show the map of Europe and ask children to find the different countries that Erik the Red travelled to.

- 2** Children read and circle the correct options.

Answers was, was, left, discovered, established, became

Optional extra: On the board draw two columns with the headings: *Regular* and *Irregular*. Divide the class into two teams, regular and irregular and ask children to suggest past tense verbs from the two texts to put in the columns. Award a point for each correct verb. They can also add other verbs they know.

- 3** Children read the notes and write about Leif's adventures.

Unit 2

Answers *Child's own writing*

Optional extra: Children prepare some questions to ask Leif or Erik about his life. Invite two volunteers to the front to play the roles of Leif and Erik, while the rest of the class can interview them.

Fast finishers

These children can draw a picture of what they imagine Leif looked like.

Wrap up

Tell children to write four sentences about Erik the Red. Three of the sentences should be true and one should be false. Ask children to split into pairs and get them to exchange sentences. The first child in each pair to identify the false sentence and correct it is the winner.

Continuous assessment

Children write a short paragraph about an imaginary explorer.

At home

Activity Book - page 23

Answers

- 1 was/were, discovered, drank, ate, got back, had, left, met, sailed, saw, slept, walked
- 2 1 left 2 sailed 3 ate, drank 4 discovered 5 walked 6 saw, were

Lesson 3 - SB Page 24

Objectives

Language

Grammar

- Past continuous

Vocabulary

- *casualties, crew, iceberg, polar ice caps*

Functions

- Describe actions in the past

Skills

Speaking

- Say what people were doing at a specific moment in the past

Reading

- Find information from a text

Materials

- Digital Book
- World map or internet access (googlemaps.com/googleearth.com)

Warmer

Invite children to mime actions for the rest of the class to guess. Choose some actions from the unit or let children choose: *exploring, sailing*, etc.

Lead-in

Display a world map and point to the Arctic. Ask children why people would want to explore that region and what problems there might be. Ask them to read the text quickly to find out the reasons for this expedition and what problem they had (research into climate change; they hit an iceberg).

1 Children read and write the names under the pictures.

Answers 1 Alexa 2 Lauren, Victor 3 Brandon, Mia, Lucas

Optional extra: Ask children questions about who was doing what at the time of the accident: *Who was writing in her cabin? Who was studying water?* Get children to ask each other questions.

2 Children read and underline the mistakes.

Answers reading a magazine, having lunch, fishing, watching a film, filming the ice

3 Children check their answers with a classmate.

Answers 1 Alexa wasn't reading a magazine. She was writing an article. 2 Brando and Mia weren't having lunch. They were studying water in the laboratory. 3 Victor wasn't watching a film. He was talking on his mobile phone. Lauren wasn't filming the ice. He was taking photos on deck.

Optional extra: Get the children to imagine that they were on the research ship with Alexa. Ask them what they were doing when the ship hit the iceberg: *I was talking to the captain.*

Wrap up

Play *Freeze!* Invite six volunteers to the front. Give each one a mime to do or let them choose one. The children act out their mime until you say *Freeze!* They hold their position like statues, while the rest of the class describe what each child was doing.

Continuous assessment

On the board write three clues and ask children to write them in complete sentences using the Past continuous: 1 I / play tennis 2 My friend / watch TV 3 Becky and John / eat lunch

At home

Activity Book - page 24

Answers

- 1 2 Was, collecting, wasn't, was reading 3 Were, building, were 4 Were, looking at, weren't, were sleeping
- 2 1 Q: What was your mum doing yesterday evening at 07:00? 2 Q: What were you doing yesterday morning at 10:00? 3 Q: What was your best friend doing yesterday afternoon at 4:00?
Child's own answers

Lesson 4 - SB Page 25

Objectives

Language

Grammar

- Interrupted past

Vocabulary

- *bake, canoe, cycle, eat, play, sail, skate, walk, watch*

Functions

- Describe an action in the past that was interrupted

Skills

Listening

- Listen for endings to sentences

Reading

- Scan a text for information

Writing

- Complete a fact file
- Create sentences using a guide

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Strips of paper

Warmer

Play Memory game. Give children 1 minute to skim the text at page 24, An Accident in the Arctic, and memorise what was happening on board when the ship hit the iceberg. When the minute is over, ask children to close their books and produce orally the sentences they remember.

Lead-in

Tell children to pretend they are doing something whilst you go out of the room for a second. When you come back in, tell children to stop and ask them what they were doing when you walked into the room. Ask them to say a complete sentence: *When you walked into the room, I was riding my bike.*

- 1  1.15 Children read, listen and complete the fact file.

Answers 13 years, 2 months, 23 days; 26 years old; 40 years old; 5 continents; 37 countries; 74,505 kilometres

Audio CD 1



And now... Let's talk about Jason Lewis, the famous traveller and explorer. Jason travelled all the way around the world using only his own power - that is, by bike, on skates, by boat, walking and swimming! His amazing journey took 13 years, 2 months and 23 days! When he started, Jason was only 26 years old. And when he got back home to London, he was 40! During these 13 years, he crossed 5 continents and 37 countries. And how far did he travel? An incredible 74,505 kilometres!

Optional extra: Ask children to imagine alternative ways to travel to a nearby town or city. How many different ways could they make the journey?

- 2  1.16 Children listen and match.

Answers 1 when he saw a whale. 2 when he was hit by a car. 3 when he met a film star. 4 when a crocodile chased him. 5 when pirates attacked his boat. 6 when he got ill.

Audio CD 1



Jason Lewis has had some amazing adventures! His trip had some really memorable moments. On one occasion he was canoeing near Queensland, Australia when an enormous saltwater crocodile attacked him. The crocodile chased him, but he managed to get

away! Then there was the time he was sailing in the Caribbean. His boat was attacked by pirates, but luckily he escaped! Another time he was sailing across the Pacific Ocean when he got seriously ill. Luckily he was able to speak to a doctor using a satellite phone. When he was skating across America, he was hit by a car. He ended up in hospital with two broken legs! He has seen many amazing things, too. When he was sailing across the Atlantic Ocean, he saw a whale. Then there was the time he was cycling across the desert in Sudan. Jason was very surprised to meet the film star Ewan McGregor!

Optional extra: Draw a grammar explanation on the board for the children to copy in their notebooks: *He was sailing across the Atlantic ocean when he saw a whale.*

3 Children match and make sentences. They draw pictures in their notebook.

Answers *Child's own writing and drawing*

Optional extra: Each child writes a new sentence using the interrupted past on a strip of paper. Divide children into groups and tell them to cut their strip in half just before the word *when*. Let them swap endings and see what new sentences they have created. Ask them to read out the funniest ones.

Wrap up

Ask children to get into large groups. Tell one child from each group to mime one of the sentence combinations from activity 3 for the group to guess. When they finish, another group member mimes a different sentence. Finally, get some volunteers to mime sentences for the class to guess.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 2, Listening worksheet Unit 2

At home

Activity Book - page 25

Answers

- 1 1 saw, was sailing 2 was sleeping, heard
3 dropped, was climbing 4 was rowing, saw
- 2 *Child's own writing*
- 3 *Child's own drawing*

Lesson 5 - SB Page 26

Objectives

Language

Vocabulary

- *longboat, mast, oar, oarsman, wooden*

Skills

Listening

- Follow a story
- Listen for specific vocabulary

Reading

- Follow and understand a story
- Answer comprehension questions

Materials

- **Digital Book**
- **Audio CD 1**
- Photos and information about Greenland, Iceland and Norway

Warmer

Ask children what they remember about *The Time Explorers*. If necessary, help with question prompts: *What did Emily have? Where did Emily and Jack go? What did Jack find?*

Lead-in

Draw a simple Viking longboat on the board with a sail and oars. Label the *sail, mast* and *oars*. Draw a man holding an oar and label him *oarsman* and another man standing at the front and label him *captain*. Ask children what they think the ships were made of, and then label the boat with the word *wooden*. Leave the diagram on the board.

1 1.17 Children read and listen to the story.

Optional extra: As children listen to the story, tell them to raise their hands when they hear one of the words from the board.

2 Children read and answer the questions.

Answers 1 Jack couldn't believe his eyes because he was standing on a Viking longship. 2 He knew he was on a Viking ship because he remembered it from his history classes. 3 It was hard for Jack to keep his balance because the ship was rocking up and down and from side to side. 4 Jack thought the captain was Erik the Red because he was a Viking captain with red hair.

Optional extra: Refer back to the children's predictions about Jack from the story in Unit 1. See if anyone guessed correctly and ask them to explain in their own words what happened to Jack.

Fast finishers

Ask fast finishers to look through their book and write three facts about Erik the Red.

Wrap up

Preparation: Investigate some facts about Greenland, Iceland and Norway, such as the average winter and summer temperatures, the languages people speak and common foods there.

Display or pass around the information. Then read a fact about one of the countries. Invite the class to guess whether it is true or false. Continue in the same way, changing some of the information to make some sentences false. Give the correct information after the children guess. Finally, encourage them to comment on what surprises them most about these places.

Continuous assessment

Ask children to write two things they have learnt about Vikings.

At home

Activity Book - page 26

Answers

1 1 a 2 c 3 b 4 c 5 a

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

Lesson 6 - SB Page 27

Objectives

Language

Vocabulary

- crew, overboard, wave

Skills

Listening

- Follow a story

Reading

- Follow and understand a story
- Put sentences into correct word order

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Helmets from previous unit (optional)

Warmer

Invite several volunteers to come to the front of the room. Assign the roles of oarsmen, Erik the Red and Jack. Play track 1.17 and tell the children to act out their roles as they listen.

Lead-in

Ask children to predict what they think might happen next.

1 Children read the story again.

Optional extra: Ask children to retell some of the main events in the story, not necessarily in order. Write them on the board. Together, put the sentences in order.

2 Children write sentences about the text.

Answers 1 Jack was watching the whale when it dived underwater. 2 Jack wasn't holding the mast when the wave hit the ship. 3 Erik was falling into the sea when Jack grabbed him. 4 Jack was looking at the sea when he heard Emily's voice.

Optional extra: Divide children into groups of four to act out the whole story. Give them time to rehearse and then invite each group to perform for the rest of the class. Use the helmets from the previous unit if still available.

Hot spots: oarsman - helmet - longship - sail - mast - crew. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

Wrap up

Get children to help you write a summary of the story on the board. As you write, ask questions to help them decide which are the important parts of the story. Once completed, children can copy it in their notebooks.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 2
Optional extra: Children retell a short summary of the story.

At home

Activity Book - page 27

Answers

- 1 1 Jack 2 Jack 3 Jack 4 Emily 5 Erik 6 Emily 7 Erik
8 Jack
- 2 1 T 2 T 3 F 4 F 5 DK 6 F 7 F 8 T
- 3 *Child's own writing*

Lesson 7 - SB Page 28

Objectives

Language

Grammar

- Past continuous questions

Vocabulary

- *animal tracks, compass, shelter, survive, wild, wilderness*

Skills

Speaking

- Ask and answer questions using the Past continuous

Listening

- Listen for specific information

Writing

- Complete a chart

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- An analogue clock and a digital clock

Warmer

Review how to tell the time. Use the analogue clock to look at different times. Focus on *o'clock*, *half past*, *quarter past* and *quarter to*. Put the clock at two o'clock and then show this on the digital clock too. Repeat with other times.

Lead-in

Write *The Wilderness School* on the board. Explain what *wilderness* means and ask children to suggest things they might learn at that school. Write their suggestions on the board.

1 Children read and number the pictures.

Answers (pictures from top left to right, then bottom left to right) 4, 1, 6; 2, 3, 5

Optional extra: Tell children to design badges that the children at the Wilderness School might be awarded for learning each of the skills mentioned.

2 1.18 Children listen and write the names.

Answers (4) Sandra, (1) Tom and Rick, (6) Laura and Marie, (2) Sam, (3) Bob, (5) Sandra

Audio CD 1



Narrator: At eleven thirty in the morning, the Wilderness School kitchen was full of muddy footprints. Ms Jones, the school director, is interviewing the children to find out who did it.

Woman: Sam, what were you doing between ten and eleven this morning?

Sam: I was identifying animal tracks.

Woman: Tom and Rick, what were you doing this morning between ten and eleven?

Tom: We were making a fire.

Woman: Christy, what were you doing between ten and eleven?

Christy: I was collecting water from yesterday's rain.

Woman: Sandra, what were you doing between ten and eleven?

Sandra: I was learning how to use a compass.

Woman: Laura and Marie, what were you doing between ten and eleven this morning?

Laura: We were learning how to give first aid.

Woman: Bob, what were you doing this morning between ten and eleven?

Bob: I was building a shelter.

Optional extra: Divide children into small groups and ask them to discuss things they would like to learn how to do. Tell them to say: *I want to learn how to...* Ask volunteers to tell the whole class.

3 Children complete the chart about themselves. They ask a classmate.

Answers *Child's own writing*

Fast finishers

These children can ask another classmate.

Wrap up

Divide the class into two teams to play Pictionary. Give each team in turn slips of paper with sentences e.g The

children were making a fire when a strong wind blew it out. The boy was identifying animal tracks at 10:00. A member of team 1 draws pictures on the board for their team to guess. Allot 1 minute to make a guess. The team with most right answers is the winner.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 2, Vocabulary worksheet Unit 2

Optional extra: Write some times on the board, for example: 2:30 am 8:00 am 1:00 pm
Tell children to write a sentence about what they were doing yesterday at those times.

At home

Activity Book - page 28

Answers

- 1** 2 was having a bath 3 were dancing 4 was cooking
5 was playing the drums 6 were painting
- 2** 1 Q: What was Paul doing? 2 Q: What were Ray and Felicity doing? 3 Q: Was Buzz sleeping?

Lesson 8 - SB Page 29

Objectives

Language

Vocabulary

- claws, dawn, exhausted, lawn, paw, saw, yawn; warm; bawled, caught, hauled, taught

Pronunciation

- Phonics: or sound with alternative spellings

Skills

Speaking

- Express an opinion

Listening

- Follow the lyrics to a song

Reading

- Read words with the same sound but different spellings

Writing

- Choose the correct spelling for words with the or sound

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Sheets of paper

Warmer

Write these words on the board: *claw, sound, end, fan, saw, furry, out*. Point to each word and read it aloud for the class to repeat in chorus. Circle *saw*. Then invite the class to say the word that rhymes with *saw*: *claw*.

Lead-in

Ask children to suggest other words with the or sound.

1 1.19 Children listen and sing.

Optional extra: Split children into groups to sing the song together. Let them add actions and gestures to make it more fun.

2 1.19 Children listen again and discuss how they think the story ends.

Answers *Child's own answers*

3 1.20 Children listen and order the pictures.

Answers 1, 3, 2

Audio CD 1



Girl: So what happened next? Tell me more!

Boy: I went outside and made friends with the lion.

I shook its paw. Then it taught me how to roar!

It was fun, but we made too much noise and

someone called the police. They chased the lion

and it got angry, and showed them its claws!

The police were scared so they called the zookeeper.

He caught the lion and hauled it back to the zoo.

Girl: Wow! What a great story!

Optional extra: Divide the class into teams. Invite a member of each team out to the front. Say one of the or sound words and ask them to write it on the board. Award a point for correct spelling and another point if someone in their team can use it in a sentence correctly.

4 Children complete the words with -au or -aw and match to the pictures.

Answers (1) paw, taught (3) caught, hauled (2) claws

Unit 2

Optional extra: Ask children to work in pairs and to invent a sentence using as many of the *or* words as they can. For example, *I saw the man who caught the ball on the lawn at dawn.*

Wrap up

Divide children into groups and give each group some paper. Tell children to discuss and decide on a different ending for the lion story. Then they draw a picture to illustrate it. Get groups to present their endings to the class.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 2

Optional extra: Children circle all of the words with *-au* and *-aw* on this page in their books and copy them in their notebooks. They practise saying the words with the same vowel sound.

At home

Activity Book - page 29

Answers

- 1 1 -aw 2 Au- 3 -aw 4 -aw- 5 -au- 6 -aw- 7 -au-
2 1 pot 2 fur 3 cat 4 son

Lesson 9 - SB Page 30

Objectives

Language

Grammar

- Past simple

Vocabulary

- *journey, travel by, trip; Beijing, China, Far East, Gobi Desert, India, Indonesia, Iraq, Middle East, Sri Lanka, Tajikistan, Venice, Vietnam*

Functions

- Learn about Marco Polo

Skills

Listening

- Listen for the names of countries

Reading

- Scan and find information from a text

Materials

- Digital Book
- Audio CD 1
- World map or Internet access
- Six photocopies of the world map

Warmer

Write the name *Marco Polo* on the board. Then write four sentences under his name:

- A. *He invented the polo shirt.* B. *He invented perfume.*
C. *He was a famous Brazilian football player.* D. *He visited China in the 1200s.*

Encourage children to guess which sentence describes Marco Polo correctly. Take a vote on the answers. (D)

Lead-in

Display the world map and invite volunteers to come out and find countries that you name. Start with ones they will know and then name some countries they may have more difficulty in locating.

1 Children read, listen and write the names of eight countries.

Answers 1 Italy 2 Iraq 3 Tajikistan 4 China 5 Vietnam
6 Indonesia 7 Sri Lanka 8 India

Values: Discuss if it is important to value others in the group in order to be a good leader. Encourage the class to say how they can be good leaders.

Optional extra: Ask children to find all the places mentioned on the world map.

2 Children read the article and find the information.

Answers 1 1254 2 1271 3 24,000 km 4 24 years
5 four 6 1295

Optional extra: Divide the class into six groups and give each group a photocopy of the world map. Ask them to read the text and to draw Marco Polo's round trip route on their map. They can then make a timeline of his journey.

Wrap up

Divide the class into teams. Ask each team to write four questions about Marco Polo. Children close their books and then take turns to ask a question about him. Teams win points for correctly formed questions and for correct answers.

Continuous assessment

Children write the six pieces of information from activity 2 as full sentences:

1. Marco Polo was born in 1254.
2. He left Venice in 1271.
3. He travelled a distance of 24,000 kilometres.
4. He was away from home for 24 years.
5. He spoke four languages.
6. He returned to Venice in 1295.

At home

Activity Book - page 30

Answers

1



2 Child's own writing

Attention to diversity

Some children may find the listening activity challenging. Let them listen to the questions several times and help them with understanding.

Warmer

Write the name *Captain James Cook* on the board and ask children to guess which country he was the first European to visit: *China, Australia, Canada, Egypt or Argentina*.

Lead-in

Display the world map and ask children to find Antarctica, Australia, New Zealand and Tahiti on the map.

1 1.22 Children read and listen about Captain Cook.

Optional extra: Divide the class into three groups and assign a voyage to each group. Ask them to prepare a description of their journey for the rest of the class using the map to show his route.

2 1.23 Children listen and answer the eight questions.

Answers 1 Captain Cook was born in 1728. 2 He made three voyages across the Pacific. 3 The first place they landed was Botany Bay. 4 He named it New South Wales. 5 They threw canons overboard. 6 He was trying to discover the mysterious Terra Australis Incognita (or 'unknown southern land'). 7 Cook died in Hawaii. 8 The space shuttle Endeavour is named after Cook's ship.

Optional extra: Ask children to look at the picture of Endeavour and get them to imagine life on board. *What did the sailors eat and drink? Were there any women or only men? Where did they sleep? What did they wear? What did they have to do all day? Did they sail during the night?*

Audio CD 1



- 1 What year was Captain Cook born?
- 2 How many voyages did he make across the Pacific?
- 3 Where was the first place they landed in Australia?
- 4 What did Cook name the east coast of Australia?
- 5 How did they make the ship lighter in the Great Barrier Reef?
- 6 What was Cook trying to discover in 1772?
- 7 Where did Cook die?
- 8 How is a spaceship related to Cook?

Lesson 10 - SB Page 31

Objectives

Language

Grammar

- Past simple

Vocabulary

- sail; Antarctica, Australia, Great Barrier Reef, Hawaii, New Zealand, Tahiti

Functions

- Learn about Captain Cook

Skills

Listening

- Listen to questions and answer them

Reading

- Scan for answers to questions

Writing

- Ask and answer questions using the Past simple

Materials

- Digital Book
- World map or Internet access
- Audio CD 1

3 Children ask and answer questions about

Unit 2

Captain Cook with a classmate.

Answers *Child's own answers*

Optional extra: Divide children into small groups and ask them to discuss sailing to Australia today. Ask them to think, if they were going to sail to Australia, what three things they would take with them.

Wrap up

Divide children in pairs and ask them to write down as many things as they can about Australia. Go round the class gathering information and writing it on the board.

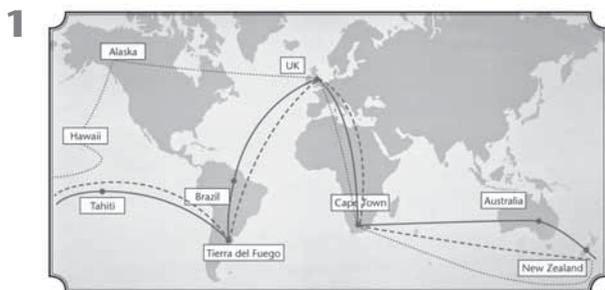
Continuous assessment

Ask children to write down three things they have learnt about Captain Cook.

At home

Activity Book - page 31

Answers



2 1728: He was born in Yorkshire. 1746: He started working with ships. 1755: He joined the Royal Navy. 1762: He married Elizabeth Bathurst.

Skills

Speaking

- Talk about one's life

Listening

- Listen out for information

Reading

- Review past tense verbs

Writing

- Write questions in the correct word order

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Flashcards Unit 2
- A card to each child or Internet access
- Children's own photos of their life
- Sheets of paper
- A soft ball

Warmer

Write different years on the board and invite volunteers to read them aloud: 2009—two thousand and nine. Ask children questions: *What year is it? What year were you born? What year was your grandmother born? When did you start in this school?*

Lead-in

Ask children to suggest important life events, for example: *learnt to swim, saw the ocean, got a new baby sister, learnt to ride a bike, got a mobile phone, started (basketball) classes.* Write their suggestions on the board.

- 1 1.24 Children listen and tick (✓) the events Jessica talks about.

Answers started primary school, met my best friend, moved house, my dad got a new job, my brother/sister was born, got my first pet, learned to ride a bike

Audio CD 1



Woman: Hi Jessica! Can you tell me about some events in your life?

Jessica: Yes, of course! Let me think. Well, in 2009 my dad got a new job, so we moved house and came to live here. That's also when I met my best friend, Lisa. She lives on my street!

Review - SB Pages 32 & 33

Objectives

Language

Grammar

- Past simple, Past continuous, interrupted past, Past simple questions

Vocabulary

- Actions

Functions

- Review the language of the unit

W: Great. What else?

J: OK, well in 2011 I got my first pet, my dog, Goldie. She's amazing! I also learnt to ride a bike, because I got one for my birthday!

W: Good.

J: Then, in November 2012, my baby sister was born. She's so cute. Her name is Amelia. And in 2013 I started Primary school.

W: That's great. Thanks, Jessica!

J: No problem!

Optional extra: Children read each statement and if it applies to them they write the year above it.

2 Children design their life timeline.

Answers *Child's own writing*

Optional extra: Let children make a larger timeline on card or at www.timetoast.com. Ask them to add photos to make their timeline visually attractive. Display the timelines and invite volunteers to talk about theirs.

3 Children talk about their life events.

Answers *Child's own answers*

Optional extra: Give each child a piece of paper. Tell them to choose a year from their timeline, write the year and write any important events that happened to them. Divide children in two groups. They all put the pieces of paper face down in the middle and mix them up. One child takes a piece of paper, reads the information aloud and tries to guess who it belongs to.

4 Children look and complete.

Answers 2 was fishing, broke 3 were sailing, saw 4 were eating, took

Optional extra: Divide children in small groups and give each group a unit 2 **Flashcard**. Give them two minutes to invent a fun sentence, using their flashcard, for example: *We were acting in a play when the dinosaur appeared.*

5 Children unscramble the words in the questions and answer them.

Answers 1 What time did you get up? 2 What did you have for breakfast? 3 How did you get to school? 4 What subjects did you study? 5 What did you do after school? 6 What were you doing at 7:00 pm? *Child's own answers*

Optional extra: Children write two more questions and then scramble the words. They work in pairs, unscramble each other's questions and then answer them.

6 Children ask a partner the questions in activity 5.

Answers *Child's own answers*

Optional extra: Invite children to play a question game. Ask the class to stand up. Say a question from activity 2 or any other: *What did you eat for breakfast?* Toss the ball to a volunteer. The volunteer answers the question and asks a new question. Then he or she tosses the ball to another child. If the volunteer is not successful in asking or answering, he or she tosses the ball to another child and sits down. The last child standing is the winner.

Wrap up

Play a chain game. Say: *Yesterday at 3:00 pm I was playing the piano.* The next child says: *Yesterday at 3:00 pm Juan was playing the piano and I was reading a book.* Continue around the room.

Final evaluation

Teacher's Resource Material: Test Unit 2

At home

Activity Book - pages 32 & 33

Answers

1 1 started 2 learnt 3 explore 4 hiking 5 walked
6 sailing 7 saw 8 caught

2 2009: went camping, collected plant samples
2012: hiked in Arizona, saw snakes, walked away
2013: sailed on the Pacific Ocean, saw dolphins
This year: caught a big fish with his dad

3 2 cook 3 sleep 4 play basketball 5 eat pizza

4 2 They weren't running. They were cooking.

3 Ashley wasn't reading. She was sleeping.

4 They weren't playing tennis. There were playing basketball. 5 Jim wasn't watching TV. He was eating pizza.

5 1 c 2 a 3 d 4 b

6 *Child's own writing*

• **Optional extra:** Children make a timeline for a member of their family.

Activity Book - pages 113

The **Picture Dictionary** on page 113 gives children an illustrated reference of the main vocabulary in Unit 2 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Objectives

Language

Grammar

- Review: Past simple and Past continuous, questions

Vocabulary

- Adjectives and adverbs

Functions

- Communicate in order to play a game

Skills

Speaking

- Ask and answer questions in the context of a game

Listening

- Review the target vocabulary and grammar

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Units 1 and 2
- Dice
- Coins
- Place markers
- CDs with different type of music
- CD player
- A bell

Warmer

Review the songs and chants from units 0, 1 and 2. Encourage children to make appropriate movements as they sing or chant along.

Optional extra: Play *Name that tune!* Ask children to bring CDs of their favourite bands and singers to class. Stand behind the desk and put the CD player in front of you and the bell in front of the CD player. Divide the class into two teams. Ask a child from each team to come to the desk. Play a song from a CD. The first child to ring the bell says the name of the song and/or singer/band. The child to name it correctly wins a point for his/her team.

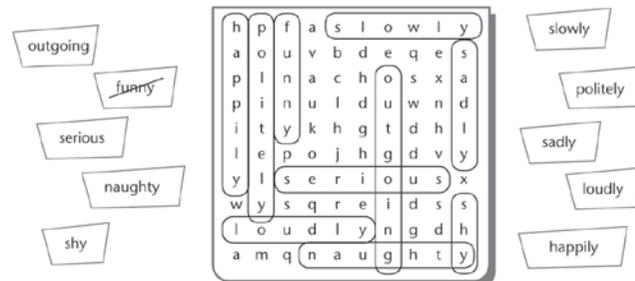
Lead-in

Display the **Flashcards** for units 1 and 2. Point to them in random order and ask children to call out the words. Repeat the procedure faster and faster for fun.

1 Children find 5 adjectives and 5 adverbs.

Finding words in a word search is a challenging activity which fosters strategic thinking. The words may be hidden horizontally, vertically or diagonally.

Answers



Optional extra: Divide children into teams and challenge them to use the words in meaningful sentences. If they use the adverb or adjective correctly, they win a point.

2 Children play Verb grid!

Answers *Child's own answers*

Optional extra: Divide children into groups of 4 and give each group a die. Direct their attention to the verb grid. Help with meaning if necessary. Next, tell children to take turns rolling the die. They roll one time and find the corresponding *-ing* verb. Then they roll a second time and find the corresponding past simple verb. They should use the verbs to make a sentence with *when*. Give an example: (roll 3, roll 4) *I was reading a book when a ghost appeared.* When children say a correct sentence, they mark the space with their initials. If a space is already marked, the next player to land on that box, loses a turn. Allow children to play for a set limit of time. The player in each group with the most squares is the winner.

3 Children play Treasure hunt!

Optional extra: Divide children into small groups or pairs and give each pair or group a coin and place markers. Have them take turns flipping the coin. They advance one space for heads and two for tails. To stay on the new space, they must complete the task or answer the question correctly. If they cannot, they move back one space. The first child to get to the treasure is the winner.

Wrap up

On the board write three headings: *verbs, adverbs, adjectives*. Divide the class into teams and give them two minutes to write as many words as possible in each column. Review together. The winner is the team with most correct answers.

Continuous assessment

Teacher's Resource Material: End of Term 1 Test

Optional extra: Ask each child two questions from the game and let them answer orally.

At home

Activity Book - pages 34 & 35

Answers

- 1** *Child's own drawing*
- 2** *Child's own writing*
- 3** *Child's own drawing*
- 4** *Child's own answers*

Unit 3 Let the games begin!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Comparatives • Questions with comparatives • Superlatives 	<ul style="list-style-type: none"> • Cities: <i>Athens, Atlanta, Beijing, London, Rio, Sydney</i> • Big numbers and measurements: <i>hundred, million; m, mm, °C, kg</i> • Adjectives: <i>cool, dry, warm, wet, young</i> • Other: <i>fan, trophy, wrestler; bad, good, heavy, popular, tall; best, most, worst</i> 	<ul style="list-style-type: none"> • Phonics: <i>ow sound: down, mouth</i> 	

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use Comparative adjectives • To ask questions about people • To describe people using Superlatives 	<ul style="list-style-type: none"> • To compare places • To learn about the Olympic Games • To express various measurements • To compare people • To compare places and events • To talk about health
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in a more confident way • To build and expand on the vocabulary already known • To learn language to describe and compare people, places and events 	<ul style="list-style-type: none"> • To highlight and practise the ow sound • To differentiate between alternative spellings for ow

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To use Comparative adjectives to compare two places and events • To ask questions using Comparatives and to compare people • To ask for personal information • To describe people using Superlatives • To ask and answer questions using the Comparative and Superlative forms of adjectives • To talk using Superlatives 	<ul style="list-style-type: none"> • To recognise the meaning of Comparative adjectives • To follow and understand a factual account • To be able to answer comprehension questions • To be able to decide if statements are true or false • To read a chart • To understand questions
Listening	Writing
<ul style="list-style-type: none"> • To understand years • To listen for specific information • To understand a factual account • To follow the lyrics to a song • To follow a text • To listen for answers to questions 	<ul style="list-style-type: none"> • To write sentences using Comparatives • To complete a chart • To describe an imaginary wrestler • To answer questions

Assessment criteria

- Check children can identify, understand and produce Comparative and Superlative adjectives.
- Check children can identify, understand and produce vocabulary about population, temperature and rainfall, sports and adjectives.
- Check children can compare physical characteristics and compare statistics.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheets Unit 3, pages 8-9: Lesson 7
 - Vocabulary worksheets Unit 3, pages 30-31: Lesson 7
 - Reading worksheet Unit 3, page 50: Lesson 6
 - Writing worksheet Unit 3, page 62: Lesson 4
 - Speaking worksheet Unit 3, page 74: Lesson 8
 - Listening worksheet Unit 3, page 84: Lesson 4
 - Test Unit 3, pages 118-121: Unit 3 Review
- **Flashcards** Unit 3 (available on Richmond website)
- **Extra**

Pictures of the Olympic torch	Glue
Card	Sellotape
Scrap paper	Masking tape
Sheets of paper	Video clips of American wrestlers
Gold paper	Clocks with a second hand or chronometer
Tissue paper	

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 14-19

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. (SB pp 36, 37, 38, 39, 40 & 41)



Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become responsible citizens. Children work in pairs and play games. (SB pp 39 & 42)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn how to measure population, temperature and rainfall. (SB pp 36, 37, 38, 40, 42, 44 & 45)



Cultural awareness and expression

Children develop drawing, colouring skills and creativity. (SB p 37)



Competence in learning to learn

Children develop strategies to improve the learning process and help them to assume control over their own learning. (SB pp 36, 39, 43, 45 & 46)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB pp 45 & 47)



Sense of initiative and entrepreneurship

Children develop critical reflection, decision-making, and independence. (SB p 47)

Objectives

Language

Grammar

- Comparatives with short adjectives

Vocabulary

- *big, cool, dry, small, warm, wet*

Functions

- Compare places
- Learn about the Olympic Games
- Express various measurements

Skills

Speaking

- Use Comparative adjectives to compare two places

Listening

- Understand years

Reading

- Recognise the meaning of Comparative adjectives

Writing

- Write sentences using Comparatives

Materials

- Digital Book
- Audio CD 1
- Pictures of the Olympic torch
- Card, gold paper, tissue paper, glue, sellotape

Warmer

Write the name of two local places on the board. Talk about the two places using Comparative adjectives and ask children to offer suggestions too.

Lead-in

Draw the Olympic interlocking rings on the board. Ask children: *What are the Olympics? What kinds of competition are there at the Olympics? When and where are the next Olympic Games?*

1 Children listen and write the years.

Values: Explain that in sports, it is not possible for everyone to win. People can only do their best and always try to improve. Sports help you build up your responsibility, sense of achievement, your own and everybody else's effort.

Audio CD 1



Radio presenter: Hello and welcome! Today's show is all about the Olympic Games. We have a very special prize for anyone who can answer three questions in a row! OK, our first question is... in what year were the Olympics held in Atlanta, Georgia? OK, we have a caller on line 1. What's your answer?

Woman: The Atlanta games were in 1996.

R: That's right! Next question. Where were the games in 2000?

W: Um, in Athens?

R: Wrong! In 2000 they were in Sydney. The Athens games were in 2004.

W: Aw.

R: OK, I'll give you a bonus question anyway. When were the games held in Beijing?

W: Beijing? Um, in 2006, I think.

R: Sorry, no prizes for you. Bye! Our next caller is on line 2. When were the games held in Beijing?

Boy: In 2008! The games were in Beijing in 2008.

R: Exactly! Now, more recently, where were the games in 2012?

B: In London! They were in London.

R: Great! And now, to win your amazing prize, a signed poster of Mia Audina, women's badminton silver medalist at the Atlanta Olympic Games, where were the games in 2016?

B: In Rio! In Rio de Janeiro!

R: Yes! Well done! You've won the prize...

Answers Atlanta: 1996; Sydney: 2000; Athens: 2004; Beijing: 2008; London: 2012; Rio de Janeiro: 2016

Optional extra: Locate each city on the map and elicit which country and continent it is in.

2 Children read the riddles and answer the questions.

Answers 1 Sydney 2 London

Optional extra: Write these adjectives on the board: *wet, big, dry, warm, hot, cold, cool*. Elicit their comparative forms. Get volunteers to write them on the board (*wetter, bigger, drier, warmer, hotter, colder, cooler*).

3 Children write a riddle with a classmate.

Answers *Child's own writing*

Optional extra: Invite four volunteers to the front and write the adjective *tall* on the board. Ask children to compare two of the volunteers: *Maria is taller than Jon. Jon is taller than Charley.*

Fast finishers

Ask fast finishers to write another riddle.

Wrap up**Make an Olympic Torch!**

Show pictures of the Olympic torch and explain that before the Olympics, the torch is carried from one host city to the next. Hand out card, gold paper, tissue paper, glue and sellotape. Children roll the card into a torch shape and tape it in place. Then they glue gold-coloured paper to it and glue or tape some tissue paper inside to represent the Olympic flame. Let them write the year and location of the next Olympics (or of another Olympics of their choice) across the top of the torch.

Initial evaluation

Give children the name of two Olympic cities and ask them to write a comparison.

At home

Activity Book - page 36

Answers

- 1 *Child's own writing*
 - 2 2 longer 3 higher 4 smaller 5 bigger 6 drier
7 wetter 8 faster 9 slower 10 hotter
 - 3 *Child's own writing*
- **Optional extra:** Children research their nearest big city to find out the population size, average temperature and annual rainfall.

Lesson 2 - SB Page 37**Objectives****Language****Grammar**

- Questions with Comparatives

Vocabulary

- *height, weight; heavier, lighter, older, shorter, taller, younger; British, Danish, Jamaican, Mexican*

Functions

- Compare people

Skills**Speaking**

- Ask questions using Comparatives and compare people
- Ask for personal information

Listening

- Listen for specific information

Writing

- Complete a chart

Materials

- Digital Book
- Audio CD 1
- Paper

Warmer

Divide the class into three teams. Give each team a sheet of paper and ask them to write a list of sports in one minute. The team with most answers will be the winner and will be awarded the Olympic torch.

Lead-in

Write two questions on the board using the names of two children from the class: *Who is taller, Pedro or Julia? Whose hair is longer, Pedro's or Julia's?* Ask the two questions changing children's names. Substitute *taller* for *older* and *hair is for hands are*. Let children take your role in order to practise the two question forms.

1  **Children listen and match.****Audio CD 1**

- 1 Usain Bolt is the most famous track athlete in the world. He was born in Jamaica on the 21st August, 1986. He is 1 metre 96 centimetres tall, and he weighs 94 kilograms.
- 2 Caroline Wozniacki is a tennis player. Caroline was born in Denmark on 11th July, 1990. She is 1 metre 77 centimetres tall, and she weighs 58 kilograms.
- 3 Javier Hernandez is a famous football player. He was born in Mexico on 1st June, 1988. He is 1 metre 75 centimetres tall and weighs 65 kilos.
- 4 Shanaze Reade is a world-class bike racer. She races BMX bicycles and she's a track cyclist, too. She was born in Britain on 23rd September, 1988. She is 1 metre 72 centimetres tall and weighs 76 kilograms.

Unit 3

Answers 1 track athlete, Jamaican 2 tennis player, Danish 3 football player, Mexican 4 BMX bike racer, British

Optional extra: Ask comprehension questions, for example: *Who is Usain Bolt? Where is he from? Who is Mexican? What sport does Shanaze Reade compete in?*

2 Children compare the athletes.

Answers *Child's own writing*

Optional extra: Let children make comparisons with other athletes they know.

3 Children ask and compare their classmates.

Answers *Child's own writing*

Optional extra: Divide children into small groups. Give them time to establish their order for age, height, shoe size and hand span. Call out one of the categories, for example height, and each group must stand in order of height. Continue with the other categories.

Wrap up

Ask children to collect or guess facts about one of their favourite sports stars including nationality, date of birth, height and weight. Invite volunteers to take turns writing the initials of their sports stars on the board along with the facts. Get the rest of the class to guess the athletes and then add their names to the board. Finally, children work in pairs to compare the athletes: *Who is older, ... or ...?*

Continuous assessment

Children write sentences comparing themselves and other classmates.

At home

Activity Book - page 37

Answers

1 2 Bob is heavier than Jake. 3 Alexa is taller than Bob. 4 Jake is younger than Alexa. 5 Alexa is slower than Bob. 6 Alexa is lighter than Bob 7 Jake is shorter than Bob. 8 Alexa is older than Bob.

2 *Child's own writing*

Lesson 3 - SB Page 38

Objectives

Language

Grammar

- Comparatives with long adjectives

Vocabulary

- *cold, dangerous, difficult, expensive, high, cost, distance, requirements*

Functions

- Compare places and events

Skills

Speaking

- Compare two events

Listening

- Listen for specific information

Writing

- Complete a chart

Materials

- Digital Book
- Audio CD 1

Warmer

Divide the class into the same groups as in the warmer in lesson 2 and give them their lists of sports back. Ask them to classify their sports into indoor and outdoor sports; some can go in both categories. Let children say whether they prefer indoor or outdoor sports.

Lead-in

Write the adjectives *old, short, young, big, hot* and *cool* on the board and ask volunteers to come out and write the comparative form (*older, shorter, younger, bigger, hotter* and *cooler*). Ask for example sentences of each one. Then write the adjectives *difficult, dangerous* and *expensive* on the board. Explain that for long adjectives we say *more*. Write some examples on the board.

1 Children listen and tick (✓) the chart.

Audio CD 1



Narrator: Jake and Dan are mountain climbers. They are trying to decide which mountain to climb: Mount Everest in Nepal or Mount McKinley in the USA.

Jake: Hey Dan, let's talk about which mountain we are going to climb next summer. We want a challenging climb, so I think we should consider Mount Everest in Nepal or Mount McKinley in the USA.

Dan: Those are two of the most difficult mountains in the world! What a decision!

J: I know! Let's see. Which mountain is higher?

D: Mount Everest is higher than Mount McKinley. It's over 8,800 metres tall. That's more than 2,600 metres higher than Mount McKinley.

J: That's high!

D: Yes, it is. But Mount McKinley is colder than Mount Everest. The coldest temperature recorded there was minus 60 degrees Celsius. Now that's cold!

J: But that was in the winter, and we're going to climb in the summer. Anyway, which mountain is more difficult to climb?

D: Both of these mountains are extremely difficult to climb. However, many people think that Mount Everest is more difficult than Mount McKinley because of the altitude. At 8,000 metres the air is very thin, so it is hard to breathe and to think clearly.

J: Which mountain is more dangerous?

D: Both mountains are very dangerous and many climbers have died on them. However, more climbers have died on Mount Everest – over 200! So I think Mount Everest is more dangerous than Mount McKinley.

J: Hey Dan, are you sure you still want to do this climb?

D: Of course! Before we make a final decision, let's compare the cost of permits to climb each mountain. For Mount McKinley the permit costs 150 dollars per person. For Mount Everest the permit is very expensive. It costs 25,000 dollars per person!

J: What? 25,000 dollars to climb a mountain?

D: Yes. So Mount Everest is more expensive than Mount McKinley. Much more expensive! What do you think?

J: I don't think we have enough money to climb Mount Everest.

D: I agree. Mount McKinley it is then!

Answers higher? Mount Everest; colder? Mount McKinley; more difficult to climb? Mount Everest; more dangerous? Mount Everest; more expensive to climb? Mount Everest

Optional extra: In pairs children compare the two mountains.

2 Children read and compare the bike races. They work with a classmate.

Answers The Leeds City bike race is earlier than the New Forest mountain bike race. The Leeds City Bike race is more expensive than the New Forest mountain bike race. The New Forest mountain bike race is later than the Leeds City bike race. The Leeds City Bike race is longer than the New Forest mountain bike race.

Optional extra: Let children explain which bike race they think is better and why.

Wrap up

Write the word *sports* on the board and ask children to help you make a bubble map with as many adjectives as possible. Then divide children in pairs and let them compare different sports using the adjectives. Invite volunteers to say some of their example sentences out loud.

Continuous assessment

Write four long adjectives on the board, for example *expensive, beautiful, interesting* and *dangerous*. Children invent a sentence using each one.

At home

Activity Book - page 38

Answers

- 1 Blue: long, tall, fast, short
Red: big, sad
Green: thirsty, funny, heavy, ugly, happy
Black: exciting, boring, interesting, expensive, beautiful, dangerous, difficult
Yellow: bad, good

- 2 *Child's own writing*

Objectives

Language

Grammar

- Superlatives

Vocabulary

- *fan, trophy, wrestler; bad, good, heavy, popular, tall; best, most, worst*

Functions

- Describe people using Superlatives

Skills

Speaking

- Describe people using Superlatives

Writing

- Describe an imaginary wrestler

Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Unit 3
- Some video clips of American wrestlers (optional)
- Sheets of paper

Warmer

Ask children to remember the adjectives they used in previous lessons. Invite volunteers to give example sentences using them.

Lead-in

Ask children if they ever watch wrestling. If possible, show some clips of American wrestlers and explain that it is a very popular spectator sport.

1 Children look and complete.

Answers 1 Mighty Mike 2 Red Dog 3 Dynamo 4 Dynamo 5 Mighty Mike

2 Children invent a wrestler and answer the questions.

Answers *Child's own writing*

Optional extra: Write on the board: *funny, ugly, athletic, intelligent, crazy, successful*. Divide the class into six groups, and give each group some paper and one of the adjectives. Groups should draw a picture of a wrestler who

demonstrates the adjective and they should also name him or her. Get each group to make a sentence about their wrestler using a superlative: *Mega-Man is the most athletic wrestler.*

3 Children compare their wrestlers with a classmate's and complete the sentences.

Answers *Child's own writing*

Optional extra: Get each child to name their favourite animal and list them on the board. Then as a class, make sentences using Superlatives about which is the most popular, biggest, smallest, most dangerous, best pet, worst pet and so on.

Fast finishers

These children draw a picture of their wrestler.

Wrap up

Divide the class into six groups and give each group a unit 3 **Flashcard** with opposites on. The group thinks of sentences to demonstrate their adjectives, as Comparatives and as Superlatives.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 3, Listening worksheet Unit 3

Optional extra: Write some prompts on the board and ask children to write sentences about people in the class. *tall/girl - good/artist*

At home

Activity Book - page 39

Answers

1 1 tall, taller 2 better, the best 3 more beautiful, the most beautiful 4 bad, the worst 5 intelligent, the most intelligent 6 heavier, the heaviest 7 funnier, the funniest 8 popular, more popular

2 2 Zach is the tallest. 3 Kenzo is the heaviest. 4 Kenzo is the oldest. 5 Julia has got the smallest feet. 6 Julia is the lightest.

3 *Child's own writing*

• **Optional extra:** Children write two sentences using the Comparative about their family members.

Lesson 5 - SB Page 40

Objectives

Language

Vocabulary

- barefoot, drop, fail, feat, freezing, goggles, hypothermia, immersion, inevitable, nickname, pain, panic, remain, tank

Skills

Listening

- Understand a factual account

Reading

- Understand a factual account
- Be able to answer comprehension questions

Materials

- Digital Book
- Audio CD 1

Warmer

Share with the class an unusual ability that you or someone you know has: *My uncle can write with both hands.* Encourage children to share stories of people who have unusual abilities.

Lead-in

Write *Iceman* on the board and explain that he is the main character of the story. Encourage children to guess what is unusual about him. Accept all answers.

1 Children read and listen to the story.

Optional extra: Divide children in pairs and tell them to underline Wim Hof's unusual feats. Get volunteers to write the answers on the board: *He spent over an hour up to his neck in ice. He ran a half-marathon in his bare feet. He swam under the ice on a lake. He climbed a mountain in shorts.*

Hot spots: goggles - barefoot - average - monk - feat. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and answer the questions with a classmate.

Answers 1 He can tolerate freezing temperatures that would kill a normal person. 2 A dangerous condition called hypothermia develops. 3 You feel intense pain and your breathing and pulse get very quick. 4 He remains calm and controls his heart and his breathing.

Optional extra: On the board write the headings *cold* and *body*. Let children look for and suggest words or phrases from the text for each column.

Wrap up

What's the secret? Ask: *How does Hof control his heart rate and breathing? Do you think you could be an Iceman?* Encourage children to speculate and discuss the origin of the Iceman's abilities. Accept all answers.

Continuous assessment

Ask each child a comprehension question about the text depending on their ability.

At home

Activity Book - page 40

Answers

- 1 From top to bottom: 5, 7, 6, 2, 1, 4, 3
- 2 He swam more than 50 metres under the ice on a river in just a swimsuit and goggles. 3 Hof has got nine Olympic records, including the longest ice immersion. 4 He climbed the highest mountain in Europe, in shorts. 5 Hof spent over an hour up to his neck in ice. 6 Hof uses an ancient meditation technique called tummo to generate heat and raise his body temperature.

Lesson 6 - SB Page 41

Objectives

Language

Vocabulary

- attempt, break a record, criticize, dry, master, meditation, melt, mind, sheets, summit, superhuman, Tibetan monks

Skills

Listening

- Understand a factual account

Reading

- Understand a factual account
- Be able to decide if statements are true or false

Unit 3

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1

Warmer

Ask the question: *How cold is cold?* Write the following temperatures on the board: 37 °C, 0 °C, -58 °C, -173 °C, -273 °C. Encourage children to guess what the temperatures refer to. Finally, give the answers: 37 °C (*the temperature of the body*), 0 °C (*freezing point of water*), -58 °C (*the winter temperature at the South Pole*), -173 °C (*the temperature on the dark side of the moon*), -273 °C (*absolute zero, the minimum possible temperature*). Ask students to find the temperature in the first part of the story about the Iceman and say what it refers to: *He ran a half marathon when the air temperature was -30 °C*. Ask children what and where the coldest temperature they have ever experienced was.

Lead-in

Recall information about the Iceman: *What's his name?* (*Wim Hof.*) *Where is he from?* (*The Netherlands.*) *Why is he superhuman?* (*He can tolerate extreme cold.*) Ask for examples of what he has done. Play Track 1.28 if necessary.

1 1.28 Children read and listen to the story.

Optional extra: As children listen to the recording, pause it occasionally and ask them to read to the end of the sentence.

Hot spots: goggles - barefoot - average - monk - feat. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and circle true (T) or false (F).

Answers 1 F 2 T 3 F 4 F 5 F

Optional extra: In pairs children correct the false statements.

Wrap up

Ask how the Iceman was able to control his body temperature (he used a form of meditation). Explain that we can also control our bodies with meditation. Even if we can't melt ice, we can help our bodies relax and help our minds concentrate. Add that meditation is not difficult or mystical. Close the door and windows and turn off the lights. Tell children to put away their materials and sit in a relaxing position. Tell them to close their eyes and avoid thinking about specific things. Encourage them just to be aware of what is going on both inside and outside themselves. Remind them to breathe slowly and deeply. Accept their reactions even if they feel awkward or silly,

and encourage them to relax. Continue for three or four minutes and gradually return the classroom to its typical rhythm. Explain that many people use meditation to prepare for work, exams and even sports competitions.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 3

Optional extra: Children write various facts about the Iceman.

At home

Activity Book - page 41

Answers

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

Lesson 7 - SB Page 42

Objectives

Language

Grammar

- Comparatives and Superlatives

Vocabulary

- age, height, weight

Functions

- Compare people

Skills

Speaking

- Ask and answer questions using the Comparative and Superlative forms of adjectives

Listening

- Listen for information

Reading

- Read a chart

Writing

- Complete a chart

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Sheets of paper
- Masking tape
- Magazine cutouts

Warmer

Display cutouts of famous people (sports people, actors, singers, etc) and ask children to compare them. Ask questions such as: Who is the most famous person? Who is the tallest?, etc.

Lead-in

Direct the children's attention to the Comparative and Superlative sentences in the Grammar box. Invite six children to the front and get them to stand in height order. Ask the rest of the class to make comparisons about them. Then ask six different volunteers to come out and stand in age order; the class again make comparisons.

1  **Children listen and write *True or False*.****Audio CD 1**

- | | |
|--------------------------------|-------------------------------|
| 1 Clark is as tall as Simmons. | 4 Bell is the tallest. |
| 2 Diaz is as heavy as Cox. | 5 Clark is younger than Diaz. |
| 3 Simmons is the youngest. | 6 Diaz is the best player. |

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

Optional extra: Children write two statements on a piece of paper comparing people in the class or using the chart in their books. One must be true and the other false. Collect in the paper slips and read out the statements for the class to call out *true* or *false*.

2 Children compare themselves with two other classmates and complete Chart A.

Answers *Child's own writing*

Optional extra: Write *far, farther, farthest* on the board. Explain that *far* is an adjective to talk about distance. Place masking tape on the ground to create a starting line. Stand on the starting line and jump forward as far as you can. Ask a volunteer to mark your position with his or her finger. Stick a small piece of masking tape on that place and write your name on it. Invite volunteers to jump and mark their distances in the same way. If necessary, create a second jumping station so that everyone can participate. After that, have children measure the distances and write them in their notebooks. Then ask children to pair up and make comparisons using the information: *Kim jumped farther than Tom. Bobby jumped the farthest.*

3 Children ask a classmate about their chart and complete Chart B.

Answers *Child's own writing*

Optional extra: Tell children to study the chart and then try to ask and answer questions with their books closed.

Wrap up

Hold a mini Olympics with various activities. Let children participate in the choice of activities, for example throwing a ball, making a paper aeroplane fly, saying the alphabet as fast as possible, keeping a balloon in the air.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 3, Vocabulary worksheet Unit 3

Optional extra: Children write some sentences to compare members of their family.

At home

Activity Book - page 42

Answers

- 1 *Child's own writing*
- 2 taller than 3 the slowest 4 are younger than 5 is the tallest 6 as high as 7 is the fastest 8 is as heavy as 9 is the heaviest 10 higher than

Lesson 8 - SB Page 43**Objectives****Language****Vocabulary**

- *cloud, count, doubt, house, loud, mouse, mouth, out, shout, south; clown, cow, crowd, crown, down, frown, now, power, town*

Pronunciation

- Phonics: *ow* sound with alternative spellings

Skills**Listening**

- Follow the lyrics to a song

Reading

- Read words with the same sound but different spellings

Writing

- Choose the correct spelling for words with the *ow* sound

Unit 3

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1

Warmer

Write the letters *ow* and *ou* on the board as headings and then underneath write *owl* and *house*. Ask children to think of other words with the same sound and spelling for each column.

Lead-in

Let children read the poem to themselves and try to find all the *ow* sounds. Let them underline them in pencil. When they listen to the audio they can check if they have found them all.

- 1**  **Children listen, sing and invent some choreography.**

Optional extra: Play the track but pause it before each *ow* word for children to call out the word.

- 2**  **Children listen and complete the words with *-ou* or *-ow*.**

Audio CD 1



- 1
Boy 1: Ouch! I hurt my mouth!
Boy 2: Shh! Please don't shout!
- 2
Girl 1: Look at that cloud! It looks like a cow!
Girl 2: Wow!
- 3
Boy: Look! It's a mouse!
Woman: What? In the house?
- 4
Girl: Why does that clown have a frown on his face?

Answers 1 Ouch, mouth, shout **2** cloud, cow, Wow
3 mouse, house **4** clown, frown

Optional extra: Split children into small groups to act out and, if they like, to expand the scenes.

Fast finishers

Children think of other words with the *ow* sound.

Wrap up

Let children think of actions for each line of the song. They rehearse in small groups and then perform to the class.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 3

Optional extra: Dictate several words for children to write: *down, now, brown, shout, clown, loud*.

At home

Activity Book - page 43

Answers

- 1** 1 wow! how? 2 house, mouse 3 shout, scout
4 clown, frown 5 shower, flower
- 2** 1 know, mountains 2 snows, mountains
3 mountains, south 4 mount, own 5 account,
mountain 6 proud, mountain

Lesson 9 - SB Page 44

Objectives

Language

Vocabulary

- *beat, blood vessels, efficient, heart rate, neck, pulse, pump, relax, resting, wrist*

Functions

- Talk about health

Skills

Listening

- Follow a text

Reading

- Read and recognise if statements are true or false

Materials

- Digital Book
- Audio CD 1
- Clocks with a second hand or chronometer

Attention to diversity

Be aware of any children with physical disabilities which prevent them from completing the second activity.

Lesson 10 - SB Page 45

Warmer

Draw a simple body outline on the board and invite volunteers to label all the parts they know. Then ask children where the heart is and add it to the picture. Invite the class to say what function the heart has: *It makes your blood move around your body.*

Lead-in

Ask some quiz questions about the heart to see what children know: *Where can we feel our pulse? What is the pulse? If your heart rate is low, are you fit or not? Does your heart beat faster or slower when you exercise? Why is exercise good for your heart?*

1  **Children read, listen and circle true (T) or false (F).**

Answers 1 F 2 F 3 T 4 T

Optional extra: Ask children comprehension questions about the text.

2 **Children follow the instructions and complete the chart.**

Answers *Child's own writing*

Optional extra: From the chart find out who are the fittest in the class. Let them explain what exercise they do. Let children suggest fun ways of keeping fit and encourage them to exercise regularly.

Continuous assessment

Ask children to write two things they know about their pulse.

At home

Activity Book - page 44

Answers

- 1** 1 worse 2 better 3 more 4 faster 5 faster
2 *Child's own writing*

Objectives**Language****Grammar**

- Comparatives and Superlatives

Skills**Speaking**

- Talk using Superlatives

Listening

- Listen for answers to questions

Reading

- Understand questions

Writing

- Answer questions

Materials

- Digital Book
- Audio CD 1

Attention to diversity

Children are encouraged to guess answers. Let them feel free to make hazard guesses and let them understand that it does not matter whether they are correct or not, but that they make a guess.

Warmer

Ask children some questions that they may know the answer to, for example: *Which is the fastest land animal in the world? (Cheetah). Which is the highest mountain? (Mount Everest).*

Lead-in

Ask children a question which they may not know the answer to and let them have a guess. For example, *Which mammal has the longest tail? (Giraffe.)* Let them offer suggestions and accept all their ideas before telling them the answer. Insist that it does not matter to have the correct answer, but that they have an educated guess.

1 **Children read the questions. They guess the answers with a classmate.**

Answers *Child's own writing*

Optional extra: Do a survey in the class for the different answers. Insist that being right or wrong is not important. It is important that they think about the question and have a guess.

Unit 3

2  **Children listen and check their answers.**

Audio CD 1



- 1 The continent with the most countries on it is Africa.
- 2 The largest bird in the world is the ostrich.
- 3 The blue whale is the heaviest animal in the world.
The African elephant is the heaviest land animal.
- 4 The tiny poison dart frog has the most poisonous skin in the world. One frog could kill ten humans!
- 5 The inland taipan snake from Australia has the most venomous bite. One bite has enough venom to kill one hundred humans!
- 6 There are some bristlecone pines in California that are around 5,000 years old.
- 7 The fastest penguins swim at 40 km per hour, the fastest fish can swim at over 100 km per hour.
- 8 A peregrine falcon can dive at over 300 km per hour.

Answers 1 Africa 2 Ostrich 3 Blue whale 4 Poison dart frog 5 Australia 6 5,000 years old 7 No 8 300 km/h

Optional extra: Ask children to give the answers as sentences: Africa is the continent with the most countries on it.

3 Children investigate and write some superlative questions with a classmate for the class to answer.

You can encourage children to design a digital quiz at www.flipquiz.me

Answers *Child's own writing*

Optional extra: Divide the class up into groups, each with their own subject, for example animals, plants or countries, and tell them to find amazing superlative facts about their subject.

Fast finishers

These children research interesting facts about nature.

Wrap up

Hold a quiz with all the questions from the class. Divide children into small teams to participate.

Continuous assessment

Check the children's Superlative questions.

At home

Activity Book - page 45

Answers

- 1 1 the highest 2 the fastest 3 the smallest 4 the most popular 5 the oldest 6 the most dangerous 7 the best 8 the most difficult
- 2 *Child's own writing*

Review - SB Pages 46 & 47

Objectives

Language

Grammar

- Comparatives and Superlatives

Functions

- Review the language of the unit

Skills

Speaking

- Compare different fairground rides

Listening

- Listen for Comparative and Superlative adjectives

Reading

- Recognise information from a biography

Writing

- Complete a chart and write a biography

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Scrap paper

Warmer

Display the same cutouts you used in lesson 7. Describe a celebrity (e.g. This is the tallest person. This is the most athletic person, This person has got the shortest hair, etc.) and ask children to come out in turns and find who you describe.

Lead-in

Write three headings on the board in a row: *adjective, comparative, superlative*. Say an adjective and ask a volunteer to come and write the adjective in its three forms in the columns.

1 Children listen and write.

Answers 1 the fastest 2 the longest 3 scarier than 4 the tallest 5 older than 6 the most expensive 7 slower than 8 the best

Optional extra: Before listening, let children guess what the adjectives might be for each sentence.

3 Children imagine they went on these rides. They discuss them with a friend.

Answers *Child's own answers*

Optional extra: Ask children about their real experiences of funfair rides: which ride was the most exciting, scariest, etc.

3 Children read the article and write the information on the timeline.

Answers Age 5: Started taking piano lessons. Age 7: Composed his first symphony. Started going to college. Age 8: Made his debut as a solo musician. Age 9: Finished college. Started a degree in Music and Science.

Optional extra: Explain that incredible children like Kit Armstrong are called *child prodigies*. They are born with an unusual ability that most people do not have. Many famous musicians in history were child prodigies, like Beethoven and Mozart. There can also be child prodigies with talents in visual arts, science and mathematics. If possible, research child prodigies in class.

4 Children complete the chart about an incredible person. They draw a picture.

Answers *Child's own writing and drawing*

Optional extra: With the class, brainstorm different abilities for incredible children. Encourage them to be as original as possible: *a kid who knows how to travel to other planets, a kid who is a great chef, a kid who can programme video games.*

5 Children write about their incredible person.

Answers *Child's own writing*

Optional extra: Each child presents their incredible person to a small group. Each group votes on the best one in their group, and that person then presents their person to the class.

Wrap up

Improve your memory. Write a sequence of words on the board: *butterfly, eat, cloudy, car, money, fastest*. Divide the class into five groups. Have one group try to memorise

the words by writing them in order in their notebooks 10 times. Have another group draw pictures of the items in their notebooks. Get the third group to try to remember the words by saying them in order 20 times. Tell the fourth group to write sentences with the words. Have the last group try to memorise the words by looking at them without writing or saying anything. When they are finished, rub out the words on the board. Wait a few minutes. Then distribute scrap paper and tell children to write the words in order on the paper. Check the answers with the class and find out which strategy was the most successful.

Answers may vary according to children's strengths. Encourage them to use a strategy or combination of strategies that works for them to remember new words.

Final evaluation

Teacher's Resource Material: Test Unit 3

At home

Activity Book - pages 46 & 47

Answers

1 1 old 2 difficult 3 cold 4 fat 5 tall 6 light 7 slow 8 wet 9 small 10 strong 11 expensive

2 1 Maria 2 Kate 3 Maria 4 Kate 5 Maria 6 Anna 7 Kate

3 *Child's own writing*

4 1 smartest 2 started 3 youngest 4 was 5 earliest 6 said 7 the youngest 8 most

5 *Child's own writing*

Activity Book - pages 114

The **Picture Dictionary** on page 114 gives children an illustrated reference of the main vocabulary in Unit 3 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 4 World of work

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Present simple • <i>have to</i> / <i>don't have to</i> • <i>any/every/no/some + body/thing/where/</i> • <i>Could I have? I'd like...</i> 	<ul style="list-style-type: none"> • Jobs: <i>astronaut, bus driver, chef, farmer, journalist, magician, nurse, park ranger, police officer, sales assistant, stuntwoman, toy designer, waitress, zoo keeper</i> • Others: <i>advise, be, give, search, understand, use, wear, work, cage, make-up, office, tickets, weather</i> 	<ul style="list-style-type: none"> • Phonics: <i>er</i> sound: <i>learn, bird, hurt, work</i> 	<ul style="list-style-type: none"> • Present simple

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use the Present simple to describe different jobs • To use <i>have to</i> to talk about obligations • To use <i>don't/doesn't have to</i> to talk about lack of necessity 	<ul style="list-style-type: none"> • To describe different jobs • To give definitions of different people • To talk about obligations and lack of necessity • To ask for things politely • To learn about materials used in sculptures • To learn about Van Gogh
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known • To learn language to describe jobs 	<ul style="list-style-type: none"> • To highlight and practise the <i>er</i> sound • To differentiate between alternative spellings for <i>er</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To use the Present simple 3rd person singular correctly • To talk about different jobs • To describe a job • To ask and answer questions • To act out a simple sketch • To say set phrases to ask for things 	<ul style="list-style-type: none"> • To identify verbs in a text • To associate a job with its description • To understand a text in order to complete the gap-fill activity • To match question with answers • To follow a story • To be able to match sentence halves • To read and match a text with a photo • To scan a text to find specific words • To search for biographical facts
Listening	Writing
<ul style="list-style-type: none"> • To listen to clues • To match question with answers • To follow a story • To listen and identify pictures • To follow the lyrics to a rap • To follow a biographical text • To complete an activity with words 	<ul style="list-style-type: none"> • To write a description of a job • To write definitions using a model as a guide • To correct sentences which are incorrect • To invent a sentence to complete a scene • To choose the correct spelling for words with the <i>er</i> sound • To complete a mind map • To complete a fact file

Assessment criteria

- Check children can use the Present simple correctly.
- Check children can use *have to* for obligations.
- Check children can ask for things in a polite way.
- Check children participate in class and work well with a partner or in a group, taking turns and sharing information.
- Check children are progressing in their ability to write correctly.
- Check children can follow the story and get meaning from context.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheets Unit 4, pages 10-11: Lesson 7
 - Vocabulary worksheets Unit 4, pages 32-33: Lesson 7
 - Reading worksheet Unit 4, page 51: Lesson 6
 - Writing worksheet Unit 4, page 63: Lesson 4
 - Speaking worksheet Unit 4, page 75: Lesson 8
 - Listening worksheet Unit 4, page 85: Lesson 4
 - Test Unit 4, pages 122-124: Unit 4 Review
- **Flashcards** Unit 4 (available on Richmond website)
- **Word cards** Unit 4 (available on Richmond website)
- **Extra**

Two fly swatters	material, shells, feathers
Card	Paintings of people, objects, scenes
Paper	Van Gogh's paintings
Craft materials: beads, sandpaper, lentils, glitter, sequins, pipe cleaners, scraps of	Paint Paintbrushes

Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 14-19

Key competences



Linguistic competence

Children develop all four language skills. Children learn to talk about work obligations and to ask and answer questions about the weekend. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 49, 51, 53 & 55)



Mathematical competence and basic competences in Science and Technology

Children develop their mathematical and scientific skills, and learn about illnesses and healthy habits. (SB p 56)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB pp 57 & 59)



Social and civic competence

Children learn basic social interaction patterns and conventions. Children learn to make polite requests. (SB pp 48, 50 & 54)



Cultural awareness and expression

Children develop visual art skills, say a chant, sing a song and recite a poem. Children learn about Van Gogh and about recycled art. (SB pp 48, 54, 56 & 57)



Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning. (SB pp 49, 50, 52, 53, 54, 56, 58 & 59)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making, and independence. (SB p 48)

Unit 4

Lesson 1 - SB Page 48

Objectives

Language

Grammar

- Present simple

Vocabulary

- *bus driver, chef, farmer, journalist, nurse, police officer, sales assistant, waitress*

Functions

- Describe different jobs

Skills

Speaking

- Use the Present simple 3rd person singular correctly

Reading

- Identify verbs in a text

Writing

- Write a description of a job

Materials

- Digital Book

Attention to diversity

Using the 3rd person singular of the Present simple can be quite difficult for some children. Give them plenty of practice and gently remind them of the final -s on the verbs.

Warmer

Invite children to name jobs. Jot them down in a corner on the board. Go back to the list at the end of the lesson to check how many of the jobs are mentioned in the book.

Lead-in

On the left-hand side of the board write: *teacher, vet, police officer* in a column. Then, on the right-hand side write in a column: *catches criminals, works with children, looks after animals*. Invite volunteers out to match the jobs with their descriptions.

1 Children look, read and write the jobs.

Answers 1 nurse 2 journalist 3 bus driver 4 police officer 5 sales assistant 6 farmer 7 waitress 8 chef

Optional extra: Ask children to take turns to read out the information about a profession: *A nurse takes care of sick people and takes their temperature.*

2 Children think of more activities for each job.

Answers *Child's own answers*

Optional extra: Divide the class into eight groups and give each of them one of the professions. Give them one minute to think up more activities; the group with the most correct sentences wins.

3 Children read the job description. They underline the verbs.

Answers pack, work, start, finish, have to, put, try (not) to make, give, have to, fill, earn, like

4 Children imagine they have a job. They write a description.

Answers *Child's own answers*

Optional extra: Let children talk about the job they would like to have when they are older.

Fast finishers

These children draw a picture of themselves doing their imaginary job and write a sentence to say what they are doing.

Wrap up

Play *job charades*. Invite volunteers to act out different job actions from this page for the class to guess the name of the job.

Initial evaluation

Call out the name of a job and ask children to tell you something that they do.

At home

Activity Book - page 48

Answers

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

2 1 teach, correct 2 cooks, brings 3 talks, writes 4 packs 5 give 6 pretends

3 *Child's own writing*

Lesson 2 - SB Page 49

Objectives

Language

Grammar

- Present simple

Vocabulary

- *astronaut, magician, park ranger, stuntwoman, toy designer, zoo keeper*

Functions

- Give definitions of different people

Skills

Speaking

- Talk about different jobs

Listening

- Listen to clues

Reading

- Associate a job with a description of it

Writing

- Write definitions using a model as a guide

Materials

- Digital Book
- Flashcards Unit 4
- Audio CD 1
- Word cards Unit 4

Warmer

Write a list of words on the board, some jobs from this unit and some other words from previous units. Invite volunteers to come out and underline the words for jobs.

Lead-in

Put the unit 4 **Flashcards** on one side of the board and the **word cards** on the other. Ask children to come out and select a pair. They say the name of the job and something about it, just like in Lesson 1.

1 Children complete the definitions.

Answers 1 magician 2 astronaut 3 stuntwoman 4 park ranger 5 zoo keeper 6 toy designer

Optional extra: Write on the board: *A magician does magic tricks.* Ask a volunteer to read the example in the Grammar box aloud. Explain that we can use *...is a person who...* to give a definition of a person. Point out that we use the third person singular form of the verb (*is, does*).

2  Children listen and name six jobs.

Answers 1 zoo keeper 2 magician 3 stuntwoman 4 park ranger 5 toy designer 6 astronaut

Optional extra: Brainstorm different jobs and list them on the board. Ask volunteers to choose one and define it.

Audio CD 1



- 1 I work with animals. I take care of them, feed them and make sure they're healthy. We keep information about the animals on a computer, such as their height and weight, what they eat and when they get ill. I don't deal with the public in my job, just animals! I like that.
- 2 I have a fantastic job. I go to private parties on weekends or I work in a theatre, and I perform my tricks! My favourite trick is when I cut my assistant in half. I don't really cut her in half, but it looks really scary!
- 3 When you watch a film and you see film stars jumping off buildings or driving in fast cars, the actors aren't really doing those things. It's people like me. I'm not famous, but it's an exciting job!
- 4 When I was at school I didn't like wearing a uniform, but now I wear a uniform every day for my job, and I love it! I work outside all day, in all weather. But that's OK. I sometimes ride a horse, but I usually drive a car. I work in a really big park.
- 5 First, I sketch an idea on paper with a pencil. Then I work on a computer to really develop the idea. Where do my ideas for toys come from? Well, I make things that I'd like to play with, and I talk to kids to find out what they're interested in. It's such a cool job!
- 6 When I was a kid, Science was my favourite school subject. And you can't do this job without understanding Science. Mostly it's fun to be in space, but it's hard work, and the food is boring. I work alone a lot, but I never feel lonely. I can always see the Earth through the window!

3 Children classify the jobs.

Answers 1 park ranger, magician 2 zoo keeper, park ranger 3 zoo keeper, toy designer 4 zoo keeper, park ranger, stuntwoman

Optional extra: Divide children into groups to brainstorm other jobs to add to the chart.

4 Children look and complete the definitions.

Answers 1 puts out a fire 2 who flies a plane 3 who teaches/educates children

5 Children write definitions for a classmate to complete.

Answers *Child's own answers*

Unit 4

Optional extra: Volunteers read out their definition without the job name for the class to guess.

Wrap up

Form two teams. Show a volunteer from one team a unit 4 **word card**. The volunteer has 30 seconds to act out the job. His/her team guesses the job. Play again with a volunteer from the other team.

Continuous assessment

Children write definitions for four jobs.

At home

Activity Book - page 49

Answers

- 1 Park ranger 2 Actor 3 Teacher 4 Vet 5 Zoo keeper
6 Pilot 7 Magician 8 Astronaut
- 2 A teacher is a person who 3 An astronaut is a person who
4 A park ranger is a person who 5 A magician is a person who
6 An actor is a person who 7 A pilot is a person who 8 A zoo keeper is a person who

Lesson 3 - SB Page 50

Objectives

Language

Grammar

- *have to / don't have to*

Vocabulary

- *advise, be, give, search, understand, use, wear, work; cage, make-up, office, tickets, weather*

Functions

- Talk about obligations and lack of necessity

Skills

Speaking

- Describe a job

Listening

- Listen and choose

Reading

- Understand a text in order to complete the gap-fill activity

Materials

- Digital Book
- Audio CD 1

Warmer

Direct the children's attention to the sentence in the Grammar box. Then write on the board: *We have to come to school every day. You don't have to go to work.* Explain that we use *have to* to talk about obligations and requirements. We use *don't have to* to talk about activities that we do not need to do. We use *have to* and *don't have to* with *I, you, we* or *they*. We use *has to* and *doesn't have to* with *he, she* or *it*.

Lead-in

Write *park ranger* on the board and ask children what kind of things they think a park ranger has to do.

1 1.36 Children listen and tick (✓) or cross (X).

Answers give guided tours (✓), search for lost hikers (✓), wear a uniform (✓), work in an office (X), be physically strong (✓), advise visitors about the park rules (✓), use a computer every day (X), understand animal and their behaviour (✓)

Optional extra: Get children to tick (✓) the activity with a pencil before listening and to discuss their choices in groups. Then let them listen and check.

Audio CD 1



Interviewer: Good morning, Harry.

Harry: Hi there.

Woman: Can you tell us about your job?

Man: Yes, of course. First of all, I work in a national park. I have to advise visitors about the park rules, and I have to give guided tours. I like that. I like working with the public.

W: Do you have to use a computer every day?

H: No, I don't. And I don't have to work in an office, which is great. I work outside the whole day, so I have to be physically strong. I love wildlife and nature, and an important part of my job is taking care of animals. So I have to understand animals and their behaviour.

W: Do you have to wear a uniform?

H: Yes, I do. It's important that people know who I am. Sometimes I have to rescue mountain climbers, or I have to search for lost hikers. They're very happy when they see my uniform and my hat!

W: Thank you, Harry. That was very interesting.

H: It was a pleasure. Do you want a tour of the park?

W: Yes, please!

2 Children look at the pictures and complete the texts.

Answers 1 tickets 2 cage 3 make-up 4 weather 5 office

Optional extra: On the board write a chart:

	has to	doesn't have to
Lou		
Sandy		

Elicit the activities and write them in the chart. Ask children which job they would prefer.

3 Children play *Guess the job!*

Answers *Child's own answers*

Optional extra: Brainstorm activities that children have to do for school, for example, *wear a uniform, do homework, get up early, listen to the teacher.*

Wrap up

Split children into pairs and let them talk about their ideal job: *I have to eat a lot of chocolate. I don't have to wake up early. I don't have to wear a uniform. I have to wear pajamas.* Encourage them to invent a name for their job, e.g. *chocolate bar tester.* Invite volunteers to share their jobs with the class.

Continuous assessment

Children write two sentences with something they have to and don't have to do for school.

At home

Activity Book - page 50

Answers

1 1 have to 2 don't have to 3 don't have to 4 have to
5 have to 6 don't have to 7 have to 8 have to

2 1 Do you have to make your bed? 2 Do you have to wash the dishes? 3 Does your mum have to cook the dinner? 4 Do you have to tidy up your room? 5 Do you have to take out the rubbish? 6 Do you have to sweep the floors?

Child's own answers

Lesson 4 - SB Page 51

Objectives

Language

Grammar

- *any/every/no/some + body/thing/where*

Vocabulary

- *helmet, slide*

Skills

Speaking

- Ask and answer questions

Listening

- Match question with answers

Reading

- Match question with answers

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Two fly swatters (optional)

Warmer

Divide the class into two teams and ask a volunteer from each team to come to the board. Write *Anybody* and *Nobody* on the board. Give each volunteer a fly swatter (or they can just use their hands). Read a sentence aloud, saying 'beep' in place of the pronoun: *Did beep come to the party?* Children should hit the corresponding word. The first child to hit the correct word wins a point. Change volunteers and play again.

Lead-in

Direct the children's attention to the sentences in the Grammar box. On the left-hand side of the board write: *any, every, some* and *no* in a column. On the right-hand side write *body, thing* and *where*. Ask children to call out all the words they can make and write all 12 of them on the board. Remind them that the *any* words are used in questions and negative sentences.

1 1.37 Children listen and match.

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

Optional extra: Ask comprehension questions about Nathan Doyle: *What's his job? Does he like his job? Does he wear anything for protection? Where is the fastest slide? Where are water slides?*

Unit 4

Audio CD 1



Maria: Hello, Nathan.
Nathan: Hi, Maria.
M: Now, you have a great job. Is that right?
N: That's right!
M: And what is it?
N: I'm a water slide tester.
M: Wow! What do you like about your job?
N: I like everything about my job!
M: Where do you work?
N: All over the world. Water slides are everywhere, from the USA to China!
M: Do you wear anything for protection?
N: I wear a helmet, that's all.
M: Do you ever get scared?
N: Never. The slides are safe. There's nothing to be frightened of.
M: Where's the fastest slide?
N: It's in Brazil. You can travel at over 100 kilometres an hour. There's nowhere faster!
M: Which is your least favourite slide?
N: I don't know, but... I don't like to work anywhere cold! Brr!
M: Do you ever find serious problems with the slides?
N: Occasionally I find something wrong. But it's usually not serious.
M: Where are you going next?
N: I'm going to test a slide somewhere in Australia. Wish me luck!
M: Thanks, Nathan. That was a great interview. And good luck!
N: Thanks!

2 Children interview a classmate about last weekend and complete the chart.

Answers *Child's own writing*

Optional extra: Tell children to write three more questions in their notebooks using indefinite pronouns: *Did you eat anything delicious? What did you eat?* Get them to ask a friend their questions.

Wrap up

Remind children of the 12 words they formed using *some*, *any*, *no* and *every*. Tell them to underline them in Nathan's answers in activity 1. Encourage children to explain when to use each pronoun and write notes on the board.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 4, Listening worksheet Unit 4

Optional extra: Children write example sentences using indefinite pronouns.

At home

Activity Book - page 51

Answers

- 1 Place: nowhere, anywhere, everywhere
Person: somebody, nobody, anybody, everybody
Object: something, nothing, anything, everything
- 2 1 something, anything, nothing 2 anybody, nobody, somebody, something 3 somewhere, nowhere, everywhere

Lesson 5 - SB Page 52

Objectives

Language

Vocabulary

- *backstreets, doorway, reporter, shortcut*

Skills

Listening

- Follow a story

Reading

- Follow a story
- Be able to match sentence halves

Materials

- Digital Book
- Audio CD 1

Warmer

Write *the news* on the board and ask children what it means: *new information about a community, a country or the world*. Encourage them to give examples of news topics. Ask them if they like watching or reading the news, and what they think people should talk about in the news.

Lesson 6 - SB Page 53

Lead-in

Read the title of the story aloud. Encourage children to say what student reporters can write about: *events at a school, news in a neighbourhood*. Elicit possible topics that they would write about as student reporters.

1 1.38 Children read and listen to the story.

Optional extra: Ask: *What is the problem for the student reporters? (There's nothing to write about.) What does Molly see? (A dark scary shape.)* Give children time to ask about unfamiliar vocabulary.

Hot spots: **alley - shortcut - backstreet - doorway - sigh - shaky.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and match.

Answers 1 are student reporters. **2** are waiting for Molly. **3** has a fat cat. **4** took a shortcut through the backstreets. **5** were empty. **6** ran towards Molly.

Optional extra: Ask children to suggest what the dark shape might be.

Wrap up

Ask the class: *Did you ever see something that you couldn't identify? What do you think it was?* Encourage children to share their answers with the class.

Continuous assessment

Children write some sentences to describe what has happened in the story.

At home

Activity Book - page 52

Answers

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

2 1 Molly is the girl who was late for the meeting.
2 Isabel is the girl who said, 'There's never any news.'
3 David is the boy who wanted to take a photo of the cat.
4 Isabel is the reporter who thought Molly's ideas were crazy.
5 The person who shouted toward them came running.

3 *Child's own writing*

Objectives

Language

Vocabulary

- *exclusive story, safe, shaky*

Skills

Listening

- Follow a story

Reading

- Follow a story

Writing

- Correct sentences which are incorrect

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1

Warmer

Write the word *scary* on the board and brainstorm scary things.

Lead-in

Recall information about the story: *What are the names of the children? What do they do? What does Molly see?* Play Track 1.38 if necessary.

1 Children read the story again.

Optional extra: Ask: *How does Molly show the other reporters what she saw? (With footage from her mobile phone.) What did they think it was? (A monster.) What did they do after that? (They went to the place to get a better video.) What is Isabel going to do? (She's going to put the story online.)*

Hot spots: **alley - shortcut - backstreet - doorway - sigh - shaky.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children correct the sentences.

Answers 1 The shape was making a strange noise.
2 Molly usually has very strange ideas. **3** David feels nervous about going back. **4** Isabel thinks it's the biggest story ever.

Optional extra: Ask children to write two more incorrect sentences for a partner to say correctly.

Unit 4

Fast finishers

Ask fast finishers to highlight key words in the story.

Wrap up

Divide the class into groups. Have them act out the story so far. Some children should be the student reporters in the meeting. Another child should be Molly, and another should be the mysterious dark shape in the alley. Invite groups to act out the story for the class.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 4

Optional extra: Children draw a picture of the dark shape and write what they think it is.

At home

Activity Book - page 53

Answers

1

2 From top to bottom: 3, 6, 1, 4, 2, 5

Lesson 7 - SB Page 54

Objectives

Language

Grammar

- *Could I have? I'd like*

Vocabulary

- *hot dog, pepperoni pizza, popcorn*

Functions

- Ask for things politely

Skills

Speaking

- Act out a simple sketch

Listening

- Listen and identify pictures

Reading

- Match sentence halves

Writing

- Invent a sentence to complete a scene

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1

Warmer

Direct the children's attention to the sentences in the Grammar box. Then, on the board write: *Can I have a sandwich, please? Could I have a sandwich, please?* Explain that using *could* makes the request more polite. Repeat with *I want a sandwich. I'd like a sandwich.*

Lead-in

Ask children in what situations they would use a polite form and when they would use a less polite form.

1 1.39 Children listen and number the scenes in order.

Answers 1 Picture in the cinema. 2 Picture in the restaurant. 3 Picture in the bike rental. 4 Picture in the clothes shop. 5 Picture in the ticket office.

Audio CD 1



1

Wally: Would you like a hot dog? Or a sandwich?

Woman: No, thank you. I'd like a soft drink, please.

Boy: And I'd like some popcorn.

Wally: OK, the drink's two pounds and the popcorn's three pounds. So that's... um... that's...

Woman: Five pounds?

Wally: Of course. Sorry. That's five pounds, please.

2

Wally: May I take your order?

Girl 1: Yes, please.

Wally: What would you like?

Girl 1: Could I have a pepperoni pizza, please?

Girl 2: And I'd like some mushroom soup, please.

Wally: OK, so one mushroom pizza and some pepperoni soup.

Girls: No!!

Wally: Sorry! Erm... What did you say?

3

Man: Could we have two bicycles, please?

Wally: Let me see... here you are.

Man: But that's one bicycle with two seats!

Wally: Yes! A bicycle for two. What did you want?

Man: Two bicycles.

Wally: Ah, you want two of them! Don't worry! I have another exactly the same.

Man: Argh! No!

Wally: Sorry!

4

Boy: Do you have any baseball caps?

Wally: No, we don't. Sorry!

Boy: So what are those?

Wally: Ah, yes, baseball caps. Sorry!

Boy: How much are they?

Wally: Fifty pounds.

Boy: Fifty pounds?

Wally: No, sorry... um... five pounds?

5

Woman: Could I have three tickets to London, please?

Wally: Um... is that three adults?

Woman: Three adults? No, it's one adult and two children.

Wally: Oh, sorry. Would you like a single or return ticket?

Woman: Return, please.

Wally: That's... um...

Woman: Eighty pounds. Here you are.

Wally: Thank you. Sorry. Bye.

2 Children match the scenes with the sentences.

Answers Could we have two bicycles? Let me see. Here you are. (3) Could I have three tickets to London, please? Single or return? (5) Would you like a hot dog or a sandwich? I'd like some popcorn. (1) What would you like? May I take your order? (2) Do you have any football boots? How much are they? (4)

3 Children write the next line to each scene. They act out the scene with a classmate.

Answers *Child's own answers*

Optional extra: Divide children into pairs. Tell them to write a dialogue ordering food in a restaurant. Monitor and help as needed. Encourage them to use polite offers and requests. When they finish, get pairs to act out their dialogues for the class.

Wrap up

Put the children into five groups and assign one of the scenes from activity 1 to each group. Give them some time to rehearse and then get them to perform for the class. They can improvise as much as they like.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 4, Vocabulary worksheet Unit 4

Optional extra: Children write their dialogues.

At home

Activity Book - page 54

Answers

- 1** 1 Could I look at that tennis racket, please? Yes, of course. 2 How much is a ticket for Vampire Cats? It's eight pounds. 3 What would you like? We'd like some chocolate ice cream, please.
- 2** From top to bottom: 2, 4, 1, 3, 2, 3, 1, 4

Lesson 8 - SB Page 55

Objectives

Language

Vocabulary

- *earn, learn; bird, chirp, thirst; hurt, surf, Thursday, turn; word, work, worm*

Pronunciation

- Phonics: *er* sound with alternative spellings

Skills

Listening

- Follow the lyrics to a rap

Reading

- Read words with the same sound but different spellings

Writing

- Choose the correct spelling for words with the *er* sound

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1

Warmer

Write these words on the board: *bird, work, girl, burn, fair, first, surf, learn*. Encourage children to guess the word that does not belong: *fair*.

Unit 4

Lead-in

Explain to children that you are focussing on the *er* sound, and that it has very different spellings. Look at the words on the board and pronounce them aloud as a group.

1 Children listen and rap.

Optional extra: Ask: *What is the message of the rap? (Money isn't everything.)* Play the track again and pause it after each line for children to repeat in chorus. Encourage them to imitate the pronunciation that they hear.

2 Children listen and complete the words with *-or*, *-ur*, *-ear* or *-ir*.

Answers 1 burning 2 Thursday, learn, words 3 worm, hurt 4 bird, chirp

Optional extra: Write the following headings on the board: *word, burn, learn, bird*. Elicit words from the page or other words children know to write in each column.

Audio CD 1



- 1
A: Watch out! You're burning the bacon!
B: Sorry, Chef!
- 2
A: We have a test on Thursday. I have to learn all these words!
- 3
A: Look! There's a worm in my apple.
B: Don't hurt it!
- 4
A: Wow! That bird is big!
B: Yes, and its chirp is very loud, too!

Wrap up

Divide children into small groups to invent fun sentences using as many *er* words as they can, for example, *The girl is learning to surf on Thursday. Don't hurt the worm on my shirt.*

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 4

Optional extra: Dictate some *er* words for children to write.

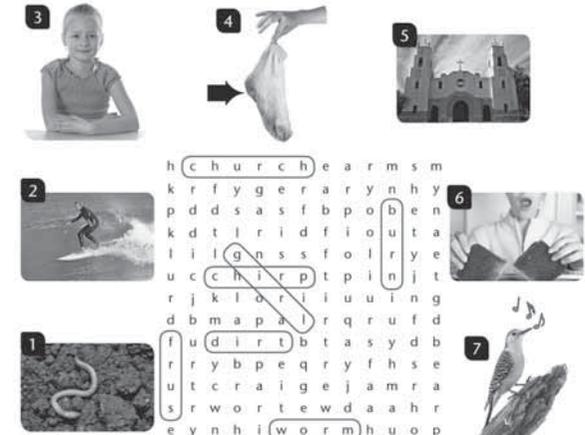
At home

Activity Book - page 55

Answers

1 1 or 2 ur 3 ir 4 ur 5 ear 6 ir 7 ir 8 or 9 ir 10 ear
11 ur 12 ur 13 ir 14 ir 15 or 16 ur 17 ur 18 ear

2



The activity book page shows a word search grid with the following words circled: church, arms, burn, chirp, worm, and bird. There are also images of a boy, a hand holding a plastic bag, a church, a person surfing, a worm, and a bird.

Lesson 9 - SB Page 56

Objectives

Language

Vocabulary

- bark, glass, marble, metal, plastic, stone, wood; rubbish, sculptures

Functions

- Learn about materials used in sculptures

Skills

Reading

- Read and match a text with a photo
- Scan a text to find specific words

Writing

- Complete a mind map

Materials

- Digital Book
- Card
- Craft materials such as beads, sandpaper, lentils, glitter, sequins, pipe cleaners, scraps of material, shells, feathers

Warmer

Write the word *Art* on the board and brainstorm different forms of art, for example *paintings, sculpture, photography, dance, film*. Ask children which kinds of art they like and what kinds they do.

Lead-in

Divide children into pairs and ask them to think about what kind of things sculptures can be made of. If there are any sculptures in the area, ask children if they have seen them and what they are made of.

1 Children read and match.

Answers 1 Picture number 3 2 Picture number 1
3 Picture number 2

Optional extra: Discuss what children think about the sculptures. Have a vote to decide which one is the most and least popular.

2 Children underline seven materials in the text.

Answers stone, marble, metal, glass, wood, bark, plastic

Optional extra: Ask children to look around the classroom and name all the different materials they can see.

3 Children complete the wood mind map. They then create mind maps for stone, metal and glass.

Answers *Child's own answers*

Optional extra: Divide children into teams and see which team thinks up the most items for their mind map. Award points for each correctly named item.

Fast finishers

These children make a mind map for plastic.

Wrap up

Give each child a piece of card and let them create artwork using at least three different materials. When they finish they can tell the class what they have used to create their work.

Continuous assessment

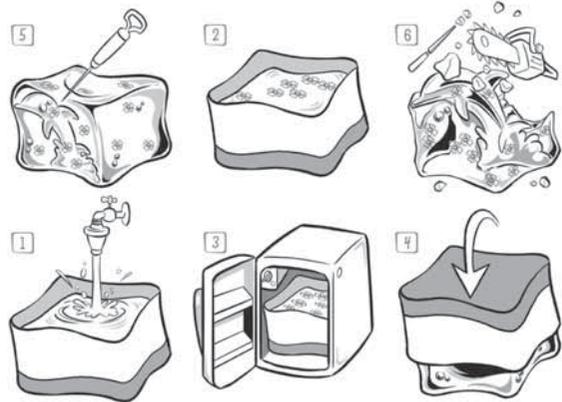
Children write a list of materials and an object for each one.

At home

Activity Book - page 56

Answers

1 From top to bottom: 2, 5, 3, 1, 6, 4



Lesson 10 - SB Page 57

Objectives

Language

Vocabulary

- *bright, dark, light, inspiration*

Functions

- Learn about Van Gogh

Skills

Listening

- Follow a biographical text

Reading

- Search for biographical facts

Writing

- Complete a fact file

Materials

- Digital Book
- Audio CD 1
- Examples of different kind of paintings (people, objects, scenes)
- Van Gogh's paintings from the Internet
- Paint, paintbrushes, paper

Unit 4

Warmer

Ask children to name any famous artists that they know. If they do not mention Van Gogh then introduce his name.

Lead-in

Ask children what kind of paintings they like; pictures of people, of objects, of scenes. If possible, show examples of each kind of painting.

1 Children read, listen and complete the fact file.

Answers Name: Vincent Van Gogh; **Born in:** 1853; **Died in:** 1890; **Nationality:** Dutch; **What makes his work recognizable:** The bright colours and very thick paint he used. **Number of paintings sold in his life:** One

Optional extra: Ask comprehension questions about the text: *Where was he from? When was he born? Where did he go and live? Did he have a brother?*

2 Children research the names of the Van Gogh paintings.

Answers 1 *Sunflowers* 2 *Wheatfield with a Reaper* 3 *Vase of Irises* 4 *The Grove*

Optional extra: Look up some high-resolution paintings by Van Gogh so that children can see the thick brush strokes. It is also interesting to look closely at the pictures to see the colours he used, which close-ups are not always what one expects.

3 Children paint a version of one of Van Gogh paintings.

They can create a digital painting at www.paint.net or they can colour pictures at <http://www.crayola.com/free-coloring-pages/>

Answers *Child's own drawings*

Optional extra: Focus on the painting of *Sunflowers* and point out that the main colours are yellow and orange. Divide the class into four groups. Give each group a colour: yellow, red, green, blue. Children copy the painting of *Sunflowers*, using the colour their group has been assigned. Make sure they paint the background first.

Wrap up

Focus on the Van Gogh paintings in the book, including his self portrait. Elicit what children can see in each one and which colours he used. Take a vote on which is the most popular in the class.

Continuous assessment

Ask children to write something they have learnt about Van Gogh.

At home

Activity Book - page 57

Answers

- 1 Dutch 2 1853 3 brother 4 nature 5 thick 6 expensive
- 2 *Child's own writing*

Review - SB Pages 58 & 59

Objectives

Language

Functions

- Review the language of the unit

Skills

Speaking

- Say set phrases to ask for things

Listening

- Complete an activity with words they hear

Reading

- Match job descriptions with jobs

Writing

- Write a description of a job using a model as a guide

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Magazines or/and newspapers

Warmer

Display magazine or newspaper cut-outs showing different jobs. Ask volunteers to come out, choose a person, describe their profession and what they have to do.

Lead-in

Leave the cut-outs on show, give children clues about a person and ask them to come out and find the person: *Someone is helping an old lady down some stairs.*

1 1.43 Children listen and write the missing words.

Answers 1 everything, somebody, something
2 somewhere, everywhere 3 anything, anywhere, anybody
4 Nobody, everybody, everybody

Optional extra: Ask children to write about their school using some of the pronouns.

2 Children match the questions and answers. They practise them with a partner.

Answers 1 Yes, would you like brown bread or white?
2 Yes, we have small, medium and large. 3 I'd like chicken pizza, please. 4 They're £5 each. 5 Yes, would you like ice?
6 Yes please. Could I have an orange juice?

Optional extra: Ask volunteers to act out and if possible extend the dialogues.

3 Children read and match the descriptions to the jobs.

Answers 1 teacher 2 waiter 3 astronaut 4 pilot
5 journalist 6 nurse

Optional extra: Ask children to rewrite the six sentences including the name of the job: *A teacher is a person who works with children.*

4 Children complete the information about the jobs.

Answers 1 police officer, wear, am, keep, use 2 magician, work, use, keep, practise 3 *Child's own answers*

Optional extra: Children think of another job that interests them and write a description of what they have to or don't have to do.

Wrap up

Ask children to write three jobs they would like to do in the future. In pairs, they swap lists and take turns to tell each other which job is best for their partner and why. Tell them to compare the job descriptions with what their partner likes and doesn't like doing and what they're good at.

Final evaluation

Teacher's Resource Material: Test Unit 4

At home

Activity Book - pages 58 & 59

Answers

- 1 From left to right: 1 nurse 3 police officer 2 farmer 4 pilot
- 2 1 has to 2 doesn't have to 3 has to 4 has to 5 has to 6 doesn't have to 7 doesn't have to 8 has to
- 3 1 c 2 e 3 a 4 d 5 b
- 4 1 anybody 2 everybody 3 somewhere 4 nobody 5 Somebody
- 5 1 anybody 2 nobody 3 everybody 4 Somebody
From left to right: 2, 3, 1, 4

Activity Book - pages 115

The **Picture Dictionary** on page 115 gives children an illustrated reference of the main vocabulary in Unit 4 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 5

Into the future

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Future with will: People will live in big cities. • Future with won't: They won't sleep in a bed. • To ask questions using will: What will they eat? Will life be boring? • Zero conditional with if and when: When I'm hungry, he cooks dinner. If I want to read, he doesn't make a noise. 	<ul style="list-style-type: none"> • <i>entertainment, food, holidays, houses, people, pets, technology, transport</i> • <i>bubble, breathe, dangerous, lava, volcano</i> • <i>batteries, bored, hungry, mess, peace, thirsty, tired</i> 	<ul style="list-style-type: none"> • Phonics: <i>ie</i> and <i>ai</i> sounds: <i>flight, fly</i> <i>face, day, mail, eight</i> 	

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use the Future simple with <i>will</i> to and make predictions • To use the Zero conditional to talk about different circumstances 	<ul style="list-style-type: none"> • To make predictions about the future • To ask questions about the future • To talk about what one does in certain circumstances • To make predictions about a story • To understand the main parts of a story • To recognise the way rules are written • To learn about the Solar System
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known • To use language related to space travel 	<ul style="list-style-type: none"> • To highlight and practise the <i>ie</i> and <i>ai</i> sounds • To differentiate between alternative spellings for both sounds • To differentiate between the two sounds

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To talk about imaginary holidays in the future • To ask and answer questions about the future • To explain what you do in certain circumstances • To talk about a story • To make predictions about what will happen • To discuss an imaginary space journey • To use the Future simple with <i>will</i> to discuss the future 	<ul style="list-style-type: none"> • To follow a story • To recognise when <i>don't</i> is needed • To differentiate two sounds with various spelling alternatives • To identify the planets from the information in a text • To guess missing pieces of information • To understand a text and answer questions
Listening	Writing
<ul style="list-style-type: none"> • To identify what people are saying • To listen out for the answers to questions • To follow a story • To follow the lyrics to a rap • To follow a text about the planets • To listen for specific information 	<ul style="list-style-type: none"> • To write predictions about the future using <i>will</i> • To complete sentences • To complete a chart with the main story information • To complete information about space travel • To write a short newspaper article

Assessment criteria

- Check children can use the Future simple with *will* and the Zero conditional with *if* and *when*.
- Check children can use language related to space travel.
- Check children can make predictions about the future.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheets Unit 5, pages 12-13: Lesson 7
 - Vocabulary worksheets Unit 5, pages 34-35: Lesson 7
 - Reading worksheet Unit 5, page 52: Lesson 6
 - Writing worksheet Unit 5, page 64: Lesson 4
 - Speaking worksheet Unit 5, page 76: Lesson 8
 - Listening worksheet Unit 5, page 86: Lesson 4
 - Test Unit 5, pages 126-129: Unit 5 Review
- **Flashcards** Unit 5 (available on Richmond website)
- **Extra**

Roll of continuous paper	Fortune cookies, or a
Poster paper	photo of them
Sheets of paper	Picture of Mars
Strips of paper	Pictures of early space
Pieces of paper with Zero	rockets and space shuttles
conditional sentences	Two colours: red and blue
Sellotape	Coins
Modelling clay	A soft ball

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 14-19

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to make predictions about the future. (SB pp 62, 63, 64 & 67)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. (SB pp 60, 63, 65, 67 & 68)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB pp 70 & 71)



Social and civic competence

Children learn basic social interaction patterns working in pairs and playing games. (SB pp 61, 63, 65 & 66)



Cultural awareness and expression

Children develop artistic skills and creativity and enjoy a chant, a song and a poem. Children appreciate cultural expressions and art. (SB p 61)



Competence in learning to learn

Children develop strategies to improve the learning process and help them to assume control over their own learning. (SB pp 60, 62, 64, 67, 69, 70 & 71)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making, and independent action. (SB p 69)

Objectives

Language

Grammar

- Future with *will*

Vocabulary

- *entertainment, food, holidays, houses, people, pets, technology, transport*

Functions

- Make predictions about the future

Skills

Speaking

- Write predictions about the future using *will*

Listening

- Identify what people are saying

Reading

- Make predictions about the future

Writing

- Choose the correct verb for a sentence

Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 5
- Roll of continuous paper
- Sheets of paper
- Sellotape

Warmer

Write the year on the board and then write the year 2100. Ask children if they think life will be the same or different in the future. Show the unit 5 **Flashcards**, and ask children if they think people will do these things the same way or differently in the future.

Lead-in

Direct the children's attention to the sentence in the Grammar box. Then write the sentence in the box and some other example sentences on the board about the future: *People will live in big cities. People will have small houses. The sea will be warmer.* Underline the word *will* and the verb in each sentence. Explain that this is one way to talk about the future.

1 Children look, read and complete predictions for the year 2100.

Answers 1 live 2 be 3 have 4 drive 5 travel 6 do

Optional extra: For each prediction take a vote on whether the children agree or disagree.

2 Children listen, read and match.

Answers 1 People will drive on underground roads – Anna 2 Robots will cook fantastic meals – Emily 3 Pollution will become a bigger problem – Julia 4 Children will have computer teachers – Sam 5 People will visit other planets on holiday – David 6 People will travel to the past and future – Tom

Optional extra: Divide children into small groups. For each prediction children say if they agree or disagree. If they do not agree they make another prediction: *People will drive on underground roads. I disagree. People will have flying cars.*

Audio CD 2



Ricky: Hi there, my name's Ricky and welcome to Kids' Radio! Today we're talking about life in 2100. Call me now and tell me your predictions! OK, we have David on the line. What's your prediction for the future, David?

David: I think people will live in space. They'll live in special cities on the Moon. And on other planets, too, like Mars. And then they will visit the Earth on holiday!

R: Thanks, David. Now we have Julia. What's your prediction, Julia?

Julia: I think the weather will be very hot. And pollution will become a bigger problem, too.

R: Oh dear. That doesn't sound good. What do you think, Sam?

Sam: I think life will be great in 2100! All kids will have their lessons at home. No more school! And their teachers will be different, too. Children will have computer teachers, not people!

R: How cool is that? Thanks, Sam. Now we have Anna on the line.

Anna: Hi, Ricky. I think people will drive electric cars in the future. And they'll drive them on underground roads. So our planet will look beautiful again.

R: That's a very nice idea. What do you think, Tom?

Tom: I think people will travel in time.

R: In time?

T: Yes, they'll have time machines. And they will travel to the past... and the future!

R: That sounds fantastic! And what do you think, Emily?

Emily: I think life will be amazing in 2100. Every house will have a robot. And the robots will do all the domestic chores! They will be very intelligent. And they will cook fantastic meals!

R: I hope your prediction comes true, Emily. That's a great idea! OK, do we have any more callers? Call me now and tell me your predictions...

3 Children write predictions for the year 2100. They compare with a classmate.

Answers *Child's own answers*

Optional extra: Invite volunteers to read their example exchanges to the class. Encourage the rest of the class to say whether or not they agree. If they have the same predictions, they should give each other a high five.

Wrap up

Make a class mural of the future. Everyone draws something they think will happen and writes a sentence below to describe it. Tape all the pictures onto a long roll of continuous paper to make a mural.

Initial evaluation

Children write two predictions for the future.

At home

Activity Book - page 60

Answers

- 1 2 will write 3 will have 4 will eat 5 will grow
6 will travel
- 2 From left to right: 6, 4, 3; 1, 2, 5
- 3 *Child's own writing*

Lesson 2 - SB Page 61

Objectives

Language

Grammar

- Future with *will/won't*

Vocabulary

- *bubble, breathe, dangerous, lava, volcano*

Functions

- Make predictions about the future

Skills

Speaking

- Talk about imaginary holidays in the future

Reading

- Choose the correct word to describe a text

Materials

- Digital Book
- Fortune cookies, or a photo of them
- Strips of paper
- Modelling clay

Warmer

Get the class to stand in a circle. Whisper a prediction about the future to a child: *People will eat food pills.* The child whispers the message to the next person. They continue around the circle. Elicit the message from the last child to see if it is the same. After that, get a volunteer to whisper a prediction about the future and start the game again.

Lead-in

Direct the children's attention to the sentences in the Grammar box. Read the sentences emphasising the positive and negative form of *will*. Then, write: *People will live in space. People won't live in space.* on the board emphasising that *won't* is the same as *will not*, i.e. it is the negative form of *will*.

1 Children look, read and circle.

Answers 1 will 2 won't 3 won't 4 will 5 will 6 won't

Optional extra: Ask children to imagine what a holiday in space will be like and other things people will or won't do on one. Ask them to keep their predictions secret. After 1 minute, challenge children to play *Read my lips!* Mouthe one of your own predictions and get children to guess what you are silently saying. The first child to guess your prediction, takes your role and mouses one of his/her own predictions. Keep the game going till at least half the class has had a chance to mouthe their predictions. You may decide to let children play the game in small groups so that everyone can have their turn.

2 Children choose and describe a future holiday with a classmate.

Answers *Child's own answers*

Optional extra: Divide the class into four teams and have them stand in four lines at the board. Write *You* in front of each line. At your signal, children continue the predictions in relays. Each child comes to the board in turn and adds one word: *will... become... a... famous... scientist.* When they finish, the teams read their predictions. Teams get a point for a correct sentence and a point for each word. Encourage teams to use both affirmative and negative predictions. The team with the most points is the winner.

Wrap up

Show children the fortune cookies or a photo of one and explain what they are. Brainstorm possible fortunes: *You will*

Unit 5

find some money. You will have a fun weekend.

Then ask children to write two predictions on strips of paper. Give each child a ball of modelling and roll it flat. Then they fold improvised fortune 'cookies' with their fortunes in them. Let the 'cookies' dry. Finally, ask children to exchange and open them. Invite volunteers to read their fortune to the class.

Continuous assessment

Children write two sentences using *won't*.

At home

Activity Book - page 61

Answers

- 1 won't have 2 will argue 3 will fall off 4 will go swimming 5 won't feel 6 will go 7 will win
- 2 *Child's own writing*

Lesson 3 - SB Page 62

Objectives

Language

Grammar

- Ask questions using *will*

Vocabulary

- *dome*

Functions

- Ask questions about the future

Skills

Speaking

- Ask and answer questions about the future

Listening

- Use the audio track to check answers

Reading

- Match questions to answers

Materials

- Digital Book
- Audio CD 2
- Picture of Mars

Warmer

Show a picture of Mars and ask children what they know about the planet. Explain that astronauts may go there in the future. Invite the class to make predictions about what they will find: *They will find ice. They won't find life. They will find mountains.*

Lead-in

On the left hand side of the board write: *Where will, When will* and *What will* in one column. Then get the class to suggest a person or pronoun for each sentence and then build up questions together: *Where will Maria work? When will people live on Mars? What will David study?*

1 2.2 Children listen and number the questions.

Answers 1 Will people live on other planets in the future? 2 Where will they stay? 3 What will they do? 4 What will people eat? 5 Will tourists go to other planets on holiday? 6 When will this happen? 7 Will life be boring?

Optional extra: In pairs let children invent answers to the questions and then read them out to the class. Encourage them to think of fun answers.

2 2.3 Children match the questions with the answers. Then they listen and check.

Answers 1 Yes, they will. They'll live on the Moon and on Mars. 2 They'll stay in a giant glass dome. 3 They'll work. 4 They'll grow their own food and they'll eat that. 5 Yes, they will. 6 It won't happen for 100 years. 7 No, it won't.

Optional extra: Direct the children's attention to the sentences in the Grammar box. Then divide children into small groups to write some more questions about living on other planets, for example, *Will children go to school on Mars? Will people have pets? Where will people go to have fun?* Then the groups swap their questions with another group and write their answers.

3 Children ask and answer questions about their future with a classmate.

Answers *Child's own answers*

Optional extra: Get children to write five questions in their notebooks about the next day: *Will I be late for school? Will I have a lot of homework? Will we have a test?* Then invite them to read their questions to the class. The class can choose a reply for each.

Wrap up

Divide the class into two teams and invite children to play charades. In turns, a member of each team mimes what life will be like in 200 years' time (you may have slips of paper with sentences written on for children to pick out and mime). Allow 1 minute to each group to guess. If they do so, they score a point. The team with the highest score is the winner.

Continuous assessment

On the board write four answers and let children invent the questions:

1. *No, he won't.*
2. *They'll eat trees.*
3. *Yes, they will.*
4. *They'll live in big glass houses.*

At home

Activity Book - page 62

Answers

- 1 From top to bottom: 8, 3, 4, 6, 7, 2, 5
- 2 1 What will I study? 2 Where will I live? 3 What will I be? 4 Will I have children? 5 Who will I marry? 6 *Child's own writing* 7 How long will I live?

Lesson 4 - SB Page 63**Objectives****Language****Grammar**

- Zero conditional with *if* and *when*

Vocabulary

- *batteries, bored, hungry, mess, peace, thirsty, tired*

Functions

- Talk about what one does in certain circumstances

Skills**Speaking**

- Explain what you do in certain circumstances

Listening

- Listen out for the answers to questions

Writing

- Complete sentences

Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**
- Strips of paper in two different colours
- Four pieces of paper each with five Zero conditional sentences, but in a different order on each one
- Sheets of paper

Warmer

Write on the board *hungry, thirsty, bored, tired, sad*. Review the meanings by saying a word and getting children to mime it.

Lead-in

Let children look at the picture from their book for thirty seconds and then close their book again. In small groups, they list everything they can remember from the picture. List on the board all the correct answers.

1  **2.4 Children listen and answer the questions.**

Answers 1 Larry loves being in space but sometimes he feels lonely. 2 Gozo does chores and is also a kind of friend.

2  **2.5 Children listen and match.**

Answers 1 Gozo chooses my favourite songs. 2 Gozo plays chess with me. 3 he makes a drink for me. 4 he doesn't move! 5 Gozo doesn't make a noise. 6 Gozo tidies it up.

3 Children complete the sentences about them.

Answers *Child's own answers*

Optional extra: Children read out their sentences into small groups.

4 Children find a classmate with two similar answers.

Optional extra: Divide the class into two groups. Hand out a strip of paper to each child, one colour to one group and the other colour to the other group. Tell the children in the first group to write the first half of a Zero conditional sentence using *when* or *if*: *When I feel hungry..., If I feel sad...* The children in the other group write things that they do: *I listen to music. I watch TV.* Finally, pair up children with someone from the other group to form silly sentences: *When I'm hungry, I listen to music.* Invite pairs to read their silly sentences to the class.

Unit 5

Wrap up

Tape the pieces of paper (see Materials) in opposite corners of the room. Divide the class into four teams and assign each team a sheet of paper. At your signal, one member of each team goes to their sheet of paper and reads one sentence. They return to their team and dictate the sentence for the team to write. Then another team member goes and repeats with the next sentence. The first team to write all the sentences correctly wins.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 5, Listening worksheet Unit 5

Optional extra: Ask children to choose three sentence starters from activity 2 and then complete them for themselves.

At home

Activity Book - page 63

Answers

- 2 is, has 3 is, goes 4 go, eat 5 is, help 6 watches, cries
- Child's own writing

Lesson 5 - SB Page 64

Objectives

Language

Vocabulary

- filming, footsteps, headphones

Functions

- Make predictions about a story

Skills

Speaking

- Talk about a story
- Make predictions about what will happen

Listening

- Follow a story

Reading

- Follow a story
- Be able to answer comprehension questions

Writing

- Write a short newspaper article

Materials

- Digital Book
- Audio CD 2
- Sheets of paper

Warmer

Remind children the story and ask questions about what happened. Play Track 1.38.

Lead-in

Remind children of their predictions about what might happen next and write them on the board.

1 Children look at the picture and discuss the questions with a classmate.

Answers Child's own answers

Optional extra: Ask children to suggest speech bubbles for each person.

Hot spots: streetlight - footsteps - headphones - embarrassing - article. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 2.6 Children read and listen to the story.

Optional extra: Tell children to imagine that they are either David or Molly. Ask them questions about their experience: *What will you do with your pictures of the monster? Who will you tell? What will you say to them?* Allow different children to answer each question.

3 Children read and answer the questions.

Answers 1 Child's own answer 2 Child's own answer 3 She is annoyed because the monster stopped running.

Optional extra: For each question get the children to underline evidence for their answer in the text.

Wrap up

Split children into small groups. Tell them to imagine that a strange incident happens in the English class or at school. Elicit possible events: *a ghost appears, a UFO lands outside the window, the teacher is a zombie.* Have groups choose an unusual incident and write a short paragraph about it for a class newspaper on a separate piece of paper. Monitor and help as needed. Remind children to answer the questions *Who? What? Where? and When?* in their articles. Finally, display the articles around the room. Have the class read all the articles and vote for a favourite.

Continuous assessment

Use the children's articles to assess their independent writing ability.

At home

Activity Book - page 64

Answers

- 1 From left to right: 3, 5, 2; 6, 4, 1
- 2 1 David 2 The monster 3 Molly 4 David
5 The monster 6 David 7 David 8 David

Lesson 6 - SB Page 65**Objectives****Language****Vocabulary**

- director, embarrassing, publish, science fiction

Functions

- Understand the main parts of a story

Skills**Listening**

- Follow a story

Reading

- Follow a story

Writing

- Complete a chart with the main story information

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Warmer

Write *scary* on the board and draw a circle around it. Get volunteers to write things related to the word 'scary': *monster films, dark rooms, strange noises, ghosts, vampires, spiders*. Help with meaning as needed. Then get children to say whether they think the monster in the story is scary.

Lead-in

Play Track 2.6 and review the story.

1 Children read the story again.

Optional extra: Draw a long horizontal line on the board. Elicit events from the story and write them on the left-hand side of the board. Then get volunteers to note the events on the line to form a timeline of the story.

Hot spots: streetlight - footsteps - headphones - embarrassing - article. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and complete the chart.

Answers The main characters: Molly, David, and Isabel. **The setting:** The street. **The reporters' problem:** They said the monster was real in the first article. **The solution:** They'll say the first article was a joke. **The ending:** The children are happy. They'll publish the real story and it will be the best story ever.

Optional extra: Get children to look again at the list of main characters. Then pretend to be one of the characters by both talking and doing gestures. Encourage the class to guess who you are. When a child guesses, invite them to be the next character.

You can also play *Who am I?* Choose one of the characters in the story and tell children they will have to ask YES-NO questions to guess who you are e.g. *Have you got brown hair? Do you like writing for a newspaper?*, etc.

Fast finishers

These children read the whole story quietly to themselves and write a few true-false sentences for the class to answer when they finish doing activity 2.

Wrap up

Tell the class to copy the story chart in their notebooks and then complete it about another story that they know. It can be from a book or a film. Divide children into small groups to compare charts and guess their classmate's story or film. Invite some volunteers to read the information in their charts for the class to guess.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 5

Optional extra: Children write a short summary of the story.

At home

Activity Book - page 65

Answers

- 1 1 alley 2 creature 3 puzzled 4 headphones
5 cameras 6 actor 7 science fiction
- 2 Child's own writing

Lesson 7 - SB Page 66

Objectives

Language

Grammar

- Zero conditional with commands

Vocabulary

- *lead, pavement, wave*

Functions

- Recognise the way rules are written

Skills

Reading

- Recognise when *don't* is needed

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Warmer

Ask children about rules in their homes: *Do you have special rules for going to bed? For eating? For doing chores? For doing homework?* Encourage the class to talk about places that have special rules.

Lead-in

Ask volunteers to read the examples in the Grammar box aloud. Remind them that the part of the sentence with *if* introduces a specific situation or condition. Point out that we use the Imperative in the second part of the sentence to show commands. Then ask children about certain rules at school: *If you are late, If you don't do your homework, If you miss a test.* Tell them to complete them using Imperatives.

- 1  2.7 Children listen, read and write *don't* if necessary.

Answers Do, Don't, Do, Do, Don't, Do, Don't, Don't, Do

Optional extra: Ask children about *Planet Arcadia*. What things they like and don't like about it. Which rules are good and which are not.

- 2 Children circle people who are breaking rules.

Answers The girl in a pink jumper eating a sandwich. The girl with a robot carrying all her shopping. The boy with a helmet on and jet shoes running on the pavement. The boy driving the space car.

Values: Ask children how important they feel rules are in society and ask them to give you some examples. Point out that generally rules are necessary to protect people rather than stop them from having fun.

Optional extra: Tell children to invent a planet of their own and to write some rules for it. Encourage them to use some positive and some negative rules and to start each one with: *If you visit Planet...*

Fast finishers

They can draw their planet and the rules poster for it.

Wrap up

Invite the class to stand up. Say *If you have a brother, jump up and down.* Children who have one or more brothers should jump up and down. Continue with other conditions: *If you have a pet dog clap your hands, if you have a pet cat stamp your feet, if you like chocolate shake your arms.*

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 5, Vocabulary worksheet Unit 5

Optional extra: Ask children to write three rules for friends visiting their house.

At home

Activity Book - page 66

Answers

- 1 Child's own drawing
- 2 Child's own writing

Lesson 8 - SB Page 67

Objectives

Language

Vocabulary

- *day, eight, face, great, mail, sail, space, stay, wave; flight, fly, my, night, shy, sky*

Pronunciation

- Compare the sounds *ie* and *ai*

Skills

Listening

- Follow the lyrics to a rap
- Choose the correct word

Reading

- Differentiate two sounds with various spelling alternatives

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Two colours: red and blue
- Coins

Warmer

Write *my* and *may* on the board and model the pronunciation. Get the children to feel how their cheeks and mouths move differently for the two sounds.

Lead-in

Divide the class into two teams. Have one team list words that rhyme with *my* and the other team list words that rhyme with *may*. Invite a volunteer from each group to list the words on the board. Check the words and model the pronunciation as necessary.

1 2.8 Children listen, rap and dance.

Optional extra: Play the rap, pausing it before each *ie* or *ai* word for children to pronounce it.

2 2.9 Children listen and tick (✓) the correct picture.

Answers 1 Picture 2 2 Picture 2 3 Picture 2 4 Picture 2

Optional extra: Divide the class into small groups to take turns tossing a coin. If it lands on heads, the child should say and spell a word with the *ie* sound. If it lands on tails,

they say and spell a word with the *ai* sound. The other children in the group listen to check the answers. They get a point for each correct word.

Audio CD 2



1

A: Mmm... I love pie!

B: Watch out! There's a fly on that pie!

2

A: Look at that horse! It has a beautiful mane!

3

A: Did you write or type the letter?

B: I typed it.

4

A: Here's a picture of the garden!

B: It's very nice. When did you take the picture?

A: I took it in May.

Wrap up

Do a phonics dictation. Tell children to write the numbers 1–10 in their notebooks. For each number, read a word with *ie* or *ai*. Read each word twice. To check, invite volunteers to say and spell the words.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 5

Optional extra: Children list all the *ie* and *ai* words from the lesson in two columns in their notebooks.

At home

Activity Book - page 67

Answers

1 1 pair 2 make 3 time 4 neighbour 5 night 6 plate
7 high 8 ice 9 late

2 From left to right: 4, 2, 3, 1

3 1 night 2 late 3 neighbours 4 ice

Objectives

Language

Vocabulary

- *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune; comet, dwarf/gas/rocky planet, galaxy, Milky Way, Moon, orbit, rings*

Functions

- Learn about the Solar System

Skills

Listening

- Follow a text about the planets

Reading

- Identify the planets from the information in a text

Materials

- Digital Book
- Audio CD 2
- Continuous paper
- Sheets of paper
- A soft ball

Warmer

Brainstorm the names of the planets in English and write them on the board.

Lead-in

Ask children if they know which planet is the biggest, smallest, nearest to Earth, farthest from the Sun, and so on. Do not correct them but tell them they are going to read a text that will answer the questions.

1 Children read, listen and label the planets.

Answers 1 Venus 2 Mars 3 Saturn 4 Neptune 5 Mercury 6 Earth 7 Jupiter 8 Uranus

Optional extra: Make a Solar System poster on continuous paper. Pair children up and give each pair a job: making a planet, labelling the planets, drawing the background and so on.

2 Children read and tick (✓). They add any other information.

Answers **rocky planet:** Mercury, Venus, Earth, Mars
gas planet: Jupiter, Saturn, Uranus, Neptune
moon(s): Earth, Mars, Jupiter, Saturn, Uranus, Neptune
rings: Jupiter, Uranus, Neptune
visible to naked eye: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
other information: Mercury: smallest planet, closest to the Sun; Venus: between Mercury and Earth, known as morning and evening star; Earth: third planet from the Sun; Mars: has two moons; Jupiter: has 13 moons; Saturn: has beautiful coloured rings and 34 moons; Uranus: has 27 moons; Neptune: farthest planet from the Sun, has 26 moons

Optional extra: Ask children to get into pairs and tell them to choose a planet that is not Earth. Hand out paper and ask them to make a poster for their planets. They should use the facts in the table to make correct pictures of their planets, including moons and rings. When they finish, invite pairs to show their poster to the class. Get the class to identify each planet and its characteristics.

Wrap up

Say *Mercury* and toss the ball to a volunteer to say the next planet: *Venus*. The volunteer should pass the ball to another child to say the next planet: *Earth*. Continue around the class. Repeat the names as necessary until all the children have participated.

Continuous assessment

Children write the names of the planets and one fact about each one.

At home

Activity Book - page 68

Answers

1 1 Earth's satellite 2 Creation 3 The Moon's movements 4 Reflection

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

Lesson 10 - SB Page 69

Objectives

Language

Vocabulary

- astronomer, crew, land, launch, millionaire, orbit

Functions

- Learn about progress made in space travel

Skills

Speaking

- Discuss an imaginary space journey

Listening

- Check answers

Reading

- Guess missing pieces of information

Writing

- Complete information about space travel

Materials

- Digital Book
- Audio CD 2
- Pictures of early space rockets and space shuttles

Warmer

Show pictures of space rockets, shuttles and so on. See what children know about them and if they can guess what the objects are, whether they carried people, and which country they were from.

Lead-in

Find out what children already know about space travel. Ask questions like: *Who was the first person on the moon? What nationality was he? Have people ever been to Mars? When did people first start to adventure into space?*

- 1**  **2.12** Children read and guess the missing words. Then they listen and check.

Answers dog, two, Valentina, Neil Armstrong, Mars, Earth, Telescope, Station, 20 million, 35

Optional extra: Children draw a timeline of space events and add drawings and facts.

- 2** Children plan a trip to space with a classmate.

Answers *Child's own answers*

Optional extra: Children think of other questions, for example: *What will you eat? What will you see?* Volunteers tell the class their ideas about a trip to space.

Wrap up

Divide children into groups. Tell them that it is now the year 2200. Humans are living on other planets. Ask children to invent a timeline of exploration from now to 2200.

Continuous assessment

Ask children to write three facts that they have learnt about space exploration.

At home

Activity Book - page 69

Answers

- 1** 1 true 2 true 3 true 4 true 5 false 6 false
2 1 Hubble Space Telescope 2 Laika 3 Valentina Tereshkova 4 International Space Station 5 Neil Armstrong 6 Space shuttle
3 From top to bottom: 4, 3, 1, 6, 5, 2

Review - SB Pages 70 & 71

Objectives

Language

Grammar

- The Zero conditional
- The future with *will*

Functions

- Review the language of the unit

Skills

Speaking

- Write predictions for the future

Listening

- Listen for specific information

Reading

- Use the Future simple with *will* to discuss the future

Writing

- Understand a text and answer questions

Unit 5

Materials

- Digital Book
- Audio CD2
- Teacher's Resource Material
- Sheets of poster paper

Warmer

Explain that a fortune teller is a person who claims to see the future. Invite volunteers to pretend they are fortune tellers. Ask children to get into pairs and tell them to say what will happen today. The sentences do not need to be realistic: *Children will buy everybody pizza. A film star will visit you. It will snow and we will go home.*

Lead-in

Tell children that you have a special robot snack machine. Draw a simple machine on the board with some coloured buttons. Invite them to suggest things that happen if you press different buttons: *If you press the red button, you get an apple. If you press the green button, you get popcorn.*

1 Children listen and label.

Answers Red button: music; Letter F: hungry; Letter G: play a game; Microphone: voice message; Telescope: look at Earth; Yellow button: tired

Audio CD 2



If you want to listen to music, press the red button. If you are hungry, press the letter F on the screen. Press the letter G, if you want to play a game. When you want to leave a voice message, use the microphone. Use the telescope when you want to look at Earth. If you are tired, press the yellow button.

Optional extra: Divide the class into small groups and give each group a sheet of poster paper. Have children draw a vending machine and decide what the machine provides for each of its buttons. Then they should write at least three sentences about the machine buttons. Display children's work around the classroom. Have the class vote on their favourite vending machine idea.

2 Children talk about what they think the world will be like in 500 years.

They create a mural using a web tool such as <http://en.linoit.com/> or any other.

Answers *Child's own answers*

Optional extra: Split children into groups and get them to record their answers. As a groups they can decide on the most likely answer and then present it to the class.

3 Children read and answer the questions.

Answers 1 *Child's own answers* 2 A tiny nanocomputer. 3 No, you won't need to, because all the information you need will be uploaded straight into your brain. 4 Yes, they will be able to upload themselves into the body of a bird and go flying.

Optional extra: Ask children to read the text in pairs, helping each other with pronunciation when necessary.

4 Children write what the fortune teller says.

Answers 2 You will become a successful actress 3 You will have many dogs 4 You will visit the Mayan pyramids 5 You will travel into space.

Optional extra: Ask children to get into pairs. Tell them to make predictions about a classmate: *You'll work in a hospital.* Get children to read their sentences to each other.

Wrap up

Divide the class into two teams. Tell them you will read out a sentence and they will have to say if the sentence is true or false. The first team to shout the correct answer will score a point. At the end of the game, the team which gets the highest score will be the winner. Your sentences may be: Laika, the dog, was the first animal to step on the moon (false). The solar system contains eight planets (true), etc. This game may be a bit noisy but it will spice up your lesson with great fun.

Final evaluation

Teacher's Resource Material: Test Unit 5

At home

Activity Book - pages 70 & 71

Answers

- 1 will live 2 will live 3 will be 4 won't have 5 won't go 6 will spend
- 2 *Child's own writing*
- 3 1 Venus 2 Saturn 3 Sun 4 Pluto 5 Mercury 6 Mars 7 Neptune 8 Uranus 9 Jupiter 10 Earth
- 4 1 d 2 b 3 a 4 c

Activity Book - pages 116

The **Picture Dictionary** on page 116 gives children an illustrated reference of the main vocabulary in Unit 5 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Objectives

Language

Grammar

- Review comparatives and superlatives
- Review the Future tense
- Review the Present simple

Vocabulary

- Adjectives

Functions

- Play a game making comparisons
- Make predictions about the future

Skills

Speaking

- Use comparatives and superlatives in the context of a game
- Make predictions about the future
- Describe people's jobs

Materials

- Digital Book
- Teacher's Resource Material (available on Richmond website)
- Flashcards Units 1-5 (available on Richmond website)
- Sheets of paper

Warmer

Divide the class into teams. Show the unit 1-5 **Flashcards** in random order. The first team to correctly name the flashcard and make a sentence with the word wins it. The team with the most flashcards at the end of the game is the winner.

Lead-in

Review different adjectives with the class and list them on the board. For each one ask volunteers to make a comparative or a superlative sentence. They can state real facts or make fun sentences.

1 Children play *Let's compare!*

Optional extra: Divide the class into teams. Each team must write five sentences using comparatives and superlatives. Some of the sentences should be true and some false. The teams take turns to read out their sentences and the others must guess if they are true or

false. Award points for correct sentence formation and correct guessing.

2 Children make some more comparisons and play with a classmate.

Optional extra: Divide children into groups and give them some paper. Let them invent a board game, similar to the one in activity 1 but with their own questions.

3 Children make a fortune teller.

Answers *Child's own designs*

Optional extra: Let each child have their fortune told by various children and then report back to the class what the predictions for their life are and if they are happy or not with them.

4 Children tell their classmates' fortunes.

Answers *Child's own answers*

Optional extra: Play a memory chain game.

Say: *I will have five children.* Then ask a child to repeat your prediction and add another one: *I will have five children. I won't work in a hospital.* Continue around the room.

5 Children play *Who is it?*

Answers *Child's own answers*

Optional extra: Divide the class into two teams. A volunteer from team 1 comes out, chooses a profession and then their team can ask just three questions before guessing the job. If they guess correctly, they win a point. Then team 2 has a turn.

Wrap up

Divide the class into four teams. Each person writes down a prediction. Two teams sit facing each other. The first team holds up their predictions for ten seconds. When time is up, the other team has to say what each opponent has written. Teams get a point for each correct answer: *Maria thinks that elephants will disappear.*

Continuous assessment

Teacher's Resource Material: End of Term 2 Test

Optional extra: Children write some predictions about their own lives.

At home

Activity Book - pages 72 & 73

Answers

- 1** *Child's own writing*
- 2** *Child's own writing*
- 3** *Child's own writing*

Unit 6

We're on holiday

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Present perfect: <i>I've held a giant snake. I haven't played any video games. It hasn't rained.</i> • Present perfect + ever: <i>Have you ever slept in a tent?</i> • Me too • Prepositions of place and movement: <i>The bus is going towards the castle.</i> 	<ul style="list-style-type: none"> • Verb participles: <i>acted, been, bought, climbed, cooked, cycled, danced, done, drunk, eaten, flown, gone, held, listened, made, played, rained, read, ridden, sailed, seen, slept, sung, swum, talked, watched</i> • Prepositions: <i>above, around, away from, behind, between, in front of, in the middle of, into, opposite, over, through, towards, under</i> 	<ul style="list-style-type: none"> • Phonics: Comparing the sounds <i>i, ee</i>: hit, heat, sing, seen 	<ul style="list-style-type: none"> • Past simple • Prepositions of place

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use the Present perfect to talk about life experiences • To use the word <i>ever</i> with the Present perfect to ask questions • To use prepositions to talk about where things are and where things are moving to 	<ul style="list-style-type: none"> • To talk and ask about life experiences • To learn about New Zealand • To describe where people, vehicles or places are or where they are going to • To learn about different jobs in the theatre • To learn about British May Day traditions • To review the language of the unit
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known • To use the past participles of common verbs 	<ul style="list-style-type: none"> • To highlight and practise the <i>i</i> and <i>ee</i> sounds • To differentiate between the two sounds

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To use the Present perfect to talk about life experiences • To ask and answer questions using the Present perfect • To join in a rap • To talk about and compare life experiences • To say a chant • To perform in a play • To answer questions 	<ul style="list-style-type: none"> • To associate sentences with illustrations • To follow a diary • To be able to answer comprehension questions • To scan the text for information • To recognise and choose prepositions • To differentiate two sounds with different spelling alternatives
Listening	Writing
<ul style="list-style-type: none"> • To associate sentences with illustrations • To choose the correct answer based on the audio track • To listen out for specific words in a rap • To use the audio track to check one's work • To follow the lyrics to a chant 	<ul style="list-style-type: none"> • To write sentences in the Present perfect using a model • To finish sentences • To answer questions • To write a description of a scene • To write a blog entry using a model as a guide

Assessment criteria

- Check children can use the Present perfect correctly.
- Check children can use *me too* appropriately.
- Check children can use prepositions of place and movement correctly.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheets Unit 6, pages 14-15: Lesson 7
 - Vocabulary worksheets Unit 6, pages 36-37: Lesson 7
 - Reading worksheet Unit 6, page 53: Lesson 6
 - Writing worksheet Unit 6, page 65: Lesson 4
 - Speaking worksheet Unit 6, page 77: Lesson 8
 - Listening worksheet Unit 6, page 87: Lesson 4
 - Test Unit 6, pages 130-133: Unit 6 Review
- **Flashcards** Unit 6 (available on Richmond website)
- **Extra**

KWL chart	Wool
Card to make a set of matching verb cards	Map of Oceania
Word cards	Tourist brochures and leaflets for destinations around the world
Sheets of paper	New Zealand flag
Pieces of paper	Red and blue crayons
Strips of paper	Videos of Maypole dancing and Morris dancing
Blindfolds	
Two fly swatters	
Napkins	
Tickets	

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 14-19

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to talk about and compare experiences. (SB pp 74, 75, 77, 78, 79 & 81)



Mathematical competence and basic competence in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. (SB pp 75 & 80)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB p 85)



Social and civic competence

Children learn basic social interaction patterns working in pairs, playing games. (SB pp 74, 82 & 83)



Cultural awareness and expression

Children develop artistic creativity, say a chant and sing a song. Children appreciate cultural expressions and art. (SB pp 76, 77, 79, 80 & 82)



Competence in learning to learn

Children develop strategies to improve the learning process and to help them to assume control over their own learning. (SB pp 75, 76, 77, 78, 80 & 84)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making, and autonomy. (SB pp 74, 76 & 85)

Objectives

Language

Grammar

- Present perfect

Vocabulary

- *climbed, cooked, done, drunk, gone, held, played, swum*

Functions

- Talk about life experiences

Skills

Speaking

- Use the Present perfect to talk about life experiences

Reading

- Associate sentences with illustrations

Writing

- Write sentences in the Present perfect using a model

Materials

- Digital Book
- Flashcards Unit 6

Attention to diversity

Children generally learn the Present perfect quite easily, but may have trouble remembering the past participles. Give them lots of real practice rather than lists of verbs so they become familiar with the language in a more natural way.

Warmer

Brainstorm outdoor activities and write them on the board. Ask children if they do any of the activities or would like to try them. Write on the board: *Do you do any of these activities? What sports do you play? Do you go camping? Do you prefer the country or the city? Why?* Divide the class into pairs and let them interview each other. Have volunteer pairs perform their interviews for the class.

Lead-in

Let children look at the pictures in their books. Elicit what Ella is doing in each picture and write the activities on the board. Ask: *Do you do any of these activities?*

1 Children read and number the pictures.

Answers (from top left to right) 3, 1; 5, 6; 2, 4

Optional extra: Read the text chorally as a group, then let children read it together in pairs. Finally invite volunteers to read a sentence each.

2 Children invent their own incredible experiences.

Answers *Child's own answers*

Optional extra: Get a volunteer to read the sentences in the Grammar box aloud. Explain that we use *have* or *has* and the past participle of the verb to form the Present perfect. Elicit the contractions: *have—'ve*, *has—'s*. Explain that the Present perfect describes activities in an unfinished time period (in Ella's case, she is talking about what she has done in her life, which is unfinished). Elicit the present, past and past participle forms of several common verbs. Explain that many past participles are irregular.

3 Children tell their classmates.

Answers *Child's own answers*

Optional extra: Write the infinitive form of some verbs on the board. Have volunteers come up and write the past participles underneath. Ask them to say sentences about their experiences using the verbs. Encourage the class to correct any mistakes.

Wrap up

Display the unit 6 **Flashcards**. Ask children to choose one and then say either a true or a made up sentence with it, for example *I've acted in a film*. The class has to decide whether it is true or false. Give them help with the past participles.

Initial evaluation

Write four past participles on the board and get children to invent four sentences using the Present perfect.

At home

Activity Book - page 74

Answers

- 1 Past participle: been, climbed, cooked, done, eaten, found, flown, gone, heard, made, played, read, seen, swum, watched, written
- 2 John and David have eaten grasshoppers in Mexico. 3 Isabel has ridden a camel in the desert. 4 Alex has swum in a river in the mountains. 5 Natalie and Justin have travelled down the Amazon river in a boat.

Lesson 2 - SB Page 75

Objectives

Language

Grammar

- Present perfect negative

Vocabulary

- *acted, bought, eaten, listened to, played, read, ridden, watched*

Functions

- Talk about life experiences

Skills

Speaking

- Use the Present perfect to talk about life experiences

Listening

- Associate sentences with illustrations

Writing

- Complete a gap fill activity

Materials

- Audio CD 2
- Card to make a set of matching verb cards: verbs and past participles

Warmer

Divide the class into two teams. Tell children they are going to play *VERB tennis*. Team 1 starts the match saying a verb e.g. *go*. Team 2 should 'hit the imaginary ball' answering: *gone*. Keep the game dynamic. If one of the teams makes a mistake or takes too long to answer i.e. 'the ball lands off court', you (the referee) should say 15-0 and the opposing team has a right to 'serve the ball' (say a new infinitive). It is advisable to go over the rules in tennis before starting the game. Some children may know them, should they practise this sport. Keep the match going for some minutes. Be sure children will have lots of fun.

Lead-in

Let children look at the pictures of Mike in their books. Ask what he is doing in each picture. Ask volunteers to say which activities they have done.

1 Children listen and tick (✓) or cross (X).

Answers Top row: ✓, ✓, X, X; Bottom row: ✓, ✓, X, ✓

Audio CD 2



Answerphone: Hello. I'm sorry, but we're not home right now. Please leave a message after the beep.
Mike: Hi, Mum! Hi, Dad! It's me, Mike. I'm having a fantastic time here at summer camp. I'm busy all the time. I've done lots of things, and I've made lots of new friends! I've made a mask out of paper and glue, and I've acted in a play. The first time ever! What else? Oh yeah. We've made a huge sculpture. It's about four metres tall! I've learnt to play the drums, too. But I haven't climbed a mountain, and I haven't watched any films, either. I haven't played tennis, but I've played football. It was fun! The weather has been nice here, too. It hasn't rained at all! You can call me later. See you!

Optional extra: Divide children into small groups and ask them to take turns to comment on each picture and say whether they have or haven't done those activities.

2 Children complete Mike's email.

Answers 1 has 2 hasn't 3 have 4 have 5 haven't 6 haven't 7 haven't 8 have

Optional extra: Ask comprehension questions about the letter; *Where is Mike? What instrument has he learned to play? Has he got any friends there? Has he climbed a mountain? Which sport has he played?*

3 Children tick (✓) or cross (X) what they have done.

Answers *Child's own answers*

Optional extra: Encourage children to think of other things they have done this week and share them with the class.

4 Children find classmates with the same answers. They tell the class.

Answers *Child's own answers*

Optional extra: Encourage children to try and find a 'twin', someone who has exactly the same results as themselves.

Fast Finishers

These children write an email about an imaginary stay at summer camp and the things they have and haven't done.

Wrap up

Hand out the verb cards. Let children wander around and find their partner. Then divide children into groups of eight and get them to play memo test with the verb cards.

Unit 6

Continuous assessment

Children write some of their answers from activity 4.

At home

Activity Book - page 75

Answers

- 1 1 g 2 a 3 e 4 f 5 h 6 c 7 d 8 b 9 i
- 2 1 've cooked a meal 2 have made masks 3 have acted in a play 4 haven't climbed a mountain 5 haven't listened to my music 6 haven't read my book 7 have played the guitar
- 3 Child's own writing

Lesson 3 - SB Page 76

Objectives

Language

Grammar

- Present perfect questions with *ever*

Vocabulary

- *been, climbed, cooked, eaten, flown, held, ridden, seen, slept, sung, swum, watched*

Functions

- Ask about life experiences

Skills

Listening

- Choose the correct answer based on the audio track

Speaking

- Ask and answer questions using the Present perfect

Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 6
- Pieces of paper

Warmer

Show the unit 6 **Flashcards** one by one and elicit the activities. Then shuffle the flashcards and place them facedown. Have volunteers take turns picking a card and miming the activity for the class to guess: *You have climbed a wall!*

Lead-in

On the board write *Have you ever...?* Ask individual children some simple questions: *Have you ever played football? Have you ever climbed a mountain?* Encourage volunteers to ask questions to their classmates. Write some simple past participles on the board if necessary.

1 Children listen and circle Yes or No.

Answers 1 Yes 2 Yes 3 Yes 4 No 5 Yes 6 No 7 Yes 8 Yes 9 No 10 Yes 11 Yes 12 No

Audio CD 2



Noah: Hi, Chloe.
Chloe: Oh, hi Noah. What are you doing?
N: I'm doing a questionnaire.
C: What's it about?
N: It's called, 'Are you a summer camp action hero?'
C: Cool! Ask me! Ask me!
N: OK. First question. Have you ever slept in a tent?
C: Yes, I have.
N: Have you ever cooked on a campfire?
C: Yes, I have. And I've eaten the food, too!
N: Have you ever eaten an insect?
C: Yes, I have. Yuck... it wasn't very nice.
N: Have you ever watched a scary film?
C: Um, no. No, I haven't.
N: Have you ever been skateboarding?
C: Yes, I have!
N: Have you ever ridden a horse?
C: Um... no, I haven't!
N: Have you ever seen a crocodile?
C: Yes, I have. At the zoo. It was horrible. I don't like crocodiles.
N: Have you ever flown in a plane?
C: Yes, I have. But only twice.
N: Have you ever sung in public?
C: No, I haven't. That's scary!
N: Have you ever climbed a tree?
C: Yes, I have.
N: Have you ever swum underwater?
C: Yes! I love swimming underwater.
N: And the last question. Have you ever held a spider?
C: A spider? No, I haven't. I hate spiders!
N: OK. Let's look at the key. You have eight yeses, so you're very adventurous!
C: Yes, I am!

Optional extra: Children sit in pairs and ask each other the questions in activity 1. Make sure they answer fully: *Yes, I have or No, I haven't.*

2 Children answer the questions. Then they read the key.

Answers *Child's own answers*

Optional extra: Ask children to write one question on a piece of paper. Collect in all the questions and invite two children to the front. One chooses a paper slip with a question and reads it; the other child answers. Continue with other pairs until they have all had a turn.

3 Children think of three more questions and interview a classmate.

Answers *Child's own answers*

Optional extra: Children make sentences about their partner: *David hasn't eaten a snake, but he has been to Africa.*

Fast finishers

These children write out the full sentences from activity 1:
I have slept in a tent. I haven't cooked on a campfire.

Wrap up

Draw a graph on the board with the number of children in the class on the vertical axis and the activities from the questionnaire on the horizontal axis. Ask children to raise their hands if they have done each activity and get a volunteer mark the corresponding number on the graph. Have children comment on the information in the graph: *Nobody has slept in a tent. Two students have sung in public.* They may copy the graph in their notebooks.

Continuous assessment

Children write and answer three questions.

At home

Activity Book - page 76

Answers

- 1** 1 Has your grandma ever played a musical instrument? **2** Have you ever forgotten your mum's birthday? **3** Have your parents ever been surfing? **4** Have you ever written a poem? **5** Have you ever held a snake? *Child's own answers*
- 2** 1 Has Jimmy ever visited the Arctic? Yes, he has.
2 Has Claire ever flown a balloon? No, she hasn't.
3 Have Jack and Mary ever had a car accident? No, they haven't. **4** Has Austin ever lost his mobile phone? Yes, he has.

- **Optional extra:** Children ask their family members two questions.

Lesson 4 - SB Page 77

Objectives

Language

Grammar

- Present perfect
- *Me too!*

Vocabulary

- Verbs participles

Functions

- Talk about and compare life experiences

Skills

Speaking

- Join in a rap
- Talk about and compare life experiences

Listening

- Listen out for specific words in a rap

Writing

- Finish sentences

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 6

Warmer

Split the class into pairs and hand out unit 6 **Flashcards** to each pair. Pairs describe what is happening in the flashcard and then swap flashcards with another pair.

Lead-in

Direct the children's attention to the past participles in activity 1. Ask them to tell you things they've done. If you have also done them, call out: *Me too!* Encourage children to do the same.

1 Children listen and complete the rap.

Answers been, been, flown, danced, slept, cycled, eaten, swum, seen, been, climbed, sailed, ridden, talked

Audio CD 2



I've been to China and I've been to Spain.
I've flown around the world in a great big plane.

Unit 6

I've danced in Rio and I've slept in Illinois.
I guess you could say I'm the Universal Boy!
I've cycled in Paris and I've eaten snails.
I've swum with dolphins and I've seen white whales.
I've been everywhere in the whole wide world.
I guess you could say I'm the Universal Girl!
We've climbed Mount Everest and we've sailed the seas.
We've ridden on camels and we've talked with chimpanzees.
But it was only last summer, one we can't forget.
We're Universal children and we finally met!

2 Children listen, rap and create some choreography.

Optional extra: On the board write the headings: *Places, Animals, Experiences*. Ask children to get into small groups to write down all the words from the rap for each heading.

3 Children complete the sentences.

Answers *Child's own answers*

Optional extra: Divide children into small groups to write a rhyming couplet. Then put the rhymes together on the board to make a class poem. Get the class to say their poem.

4 Children tell their partner.

Answers *Child's own answers*

Optional extra: Say an activity that you have done, for example, *I have swum in the sea*. The first child to call out *Me too!* has a turn to say an activity he/she has done. Keep the activity going for a few minutes.

Wrap up

Play verb *Bingo!* Write about 20 verbs and their past participles on the board. Tell children to draw a three-by-three grid on paper and write nine participles from the board in the squares. Clean the board. Say the infinitive form of the verbs aloud in any order and ask children to cross out the participles of the verbs they hear. They shout *Bingo!* when a line of their squares has been crossed out.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 6, Listening worksheet Unit 6

Optional extra: Write four verbs on the board, for example *eat, swim, visit, see*. Then children use them to write sentences, either real or invented, about their experiences.

At home

Activity Book - page 77

Answers

- 2 has read 3 has invented 4 have tidied up
5 hasn't found 6 has taken out
- Child's own writing*

Lesson 5 - SB Page 78

Objectives

Language

Grammar

- Present perfect
- Superlatives

Vocabulary

- *harbour, Maori, nickname, ritual, tradition, whole, yacht*

Functions

- Learn about New Zealand

Skills

Listening

- Follow a diary

Reading

- Follow a diary
- Be able to answer comprehension questions
- Scan the text for information

Writing

- Answer questions

Materials

- **Digital Book**
- **Audio CD 2**
- Map of Oceania
- Tourist brochures and leaflets for destinations around the world, napkins, tickets, paper, wool

Warmer

Show the map of Oceania. Ask children to locate Australia and New Zealand on the map. Discuss the climate and seasons in different latitudes and hemispheres. Explain that in New Zealand like in Argentina, December, January and February comprise summer, and that winter comes in

June, July and August. Compare New Zealand's latitude with that of other countries in the Northern Hemisphere.

Lead-in

Elicit the meaning of *diary*. Tell children that many people keep holiday diaries in which they record what happens, how they feel and whether they are enjoying themselves. Ask children if they have ever kept a diary. If so, have them talk about where and when they wrote it, and what sorts of things they wrote in it.

1 2.18 Children read and listen to the diary.

Optional extra: Ask children what they now know about New Zealand: *What is the capital? What is the population? What famous movies were made there? What languages do they speak? How far is New Zealand from Australia? When did the Maoris arrive in New Zealand? Can kiwis fly? What other birds lived in New Zealand?*

Hot spots: harbour - ritual - nickname - swap - glacier - bungee jumping - whitewater rafting. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and find the information.

Answers 1 2,000 km 2 Auckland 3 Wellington 4 Maoris 5 85 6 Kiwis

Optional extra: Ask children to keep a diary about their daily lives for a week. Tell them they can do this online if they wish. Encourage them to include photos. Get volunteers to present their diaries to the class at the end of the week. Encourage them to continue with it for the rest of the year.

Fast finishers

They write questions about New Zealand to ask the rest of the class.

Wrap up

Tell children that as well as diaries people also keep blogs or scrapbooks. Scrapbooks containing photos, napkins, tickets and other interesting items from holidays or other trips. Divide the class into small groups. Distribute paper, tourist brochures and any other interesting items from trips you can find. Have each group create a page for a scrapbook for the class imaginary holidays. They can also include their own drawings and items they have collected from the schoolyard or from home. Bind the pages with wool to form a scrapbook and display it in the classroom.

Continuous assessment

Children write facts they have learnt about New Zealand.

At home

Activity Book - page 78

Answers

- 1 1 is 2 have been 3 spent 4 took 5 flew 6 have seen 7 haven't been
 - 2 From left to right: 2, 6; 3, 5
 - 3 From top to bottom: 5, 1, 4, 3, 2, 6
- **Optional extra:** Children write a blog entry about a real holiday they have had.

Lesson 6 - SB Page 79

Objectives

Language

Vocabulary

- bungee jumping, glaciers, skydiving, souvenirs, swap, Union Jack, whitewater rafting

Functions

- Learn about New Zealand

Skills

Listening

- Follow a diary

Reading

- Follow a diary
- Be able to answer comprehension questions
- Scan the text for information

Writing

- Answer questions

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- New Zealand flag picture

Warmer

Ask children what they can remember about New Zealand. Play Track 2.18 if necessary.

Lead-in

Show the flag of the children's home country and ask them to describe it. Ask them what its features represent

Unit 6

with regard to history, myth, culture, and so on. Show the New Zealand flag and get children to describe it. Encourage them to use prepositions. Let them make predictions about the flag: *What do you think the smaller flag in the top left represents? What do you think the stars represent? Why do you think it has a blue background?*

1 Children read the diary again.

Optional extra: Ask children which of the activities from the diary they have done, which they would like to do and which they can do in their country.

Hot spots: harbour - ritual - nickname - swap - glacier - bungee jumping - whitewater rafting. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and answer the questions.

Answers 1 They represent the Southern Cross constellation. 2 A boy from New Zealand. 3 It is the highest mountain in New Zealand. 4 Parrots, butterflies and lizards. 5 They went on a raft. 6 She still has to buy souvenirs.

Optional extra: Ask children whether they would like to go to New Zealand: *What would you like to do there?*

Fast finishers

They read the diary again by themselves.

Wrap up

Children choose a country and write two things they did, two things they ate and two things they bought while they were there. They can choose a country they've been to or imagine. Divide the class into pairs and let them share their lists. Then they try to guess their partner's country.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 6

Optional extra: Children talk about what they have learnt about New Zealand.

At home

Activity Book - page 79

Answers

- 1 **1 Saw:** big ships, yachts **Did:** They went to the harbour, took some photos, went on a boat ride and saw dolphins and whales.
2 Saw: a Maori village **Did:** They visited a Moen village, earned about their ancient rituals and traditions.

3 Saw: mountains, glaciers, parrots, butterflies, lizards and sheep **Did:** They went on a fantastic walk and stayed on a farm near lake Tekapo

4 Saw: mountains, lakes and parrots **Did:** They went on a raft.

2 1 four 2 three thousand seven hundred and fifty metres 3 thousands 4 nineteen forty seven 5 three hours 6 eight hundred years ago 7 over two thousand kilometres apart 8 two

3 *Child's own writing*

Lesson 7 - SB Page 80

Objectives

Language

Grammar

- Prepositions of place and movement

Vocabulary

- *above, around, away from, behind, between, in front of, in the middle of, into, opposite, over, through, towards, under*

Functions

- Describe where people, vehicles or places are or where they are going to

Skills

Listening

- Use the audio track to check one's work

Reading

- Recognise and choose prepositions

Writing

- Write a description of a scene using a model as a guide

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Word cards with prepositions
- Blindfolds
- Two fly swatters

Warmer

Draw a picture on the board of a car driving over a bridge. Write: *The car is driving the bridge.* Display three or four

word cards including the correct option (*over*) and have the class choose the correct one. Do the same with the other prepositions.

Lead-in

Let children look at the picture but cover up the text. Ask them to identify objects and say what is happening, using prepositions if possible.

1 Children look, read and circle.

Answers *Child's own answers*

Optional extra: Get a volunteer to read the sentences in the Grammar box aloud. Get another volunteer to point to the relevant parts of the picture in their book.

2 Children listen and check.

Answers 1 next to 2 in the middle of 3 into 4 behind 5 around 6 over 7 around 8 through 9 towards 10 under 11 opposite

Audio CD 2



Ladies and gentlemen, boys and girls! Welcome to the Amazing World of Doctor Parnassus, the best theme park in the world! First, check out our beautiful lake. There's an old castle next to the lake, and there's a volcano in the middle of the lake. Look! A boy is diving into the water behind the volcano. There are lots of ways to get around the park. Right now our helicopter is flying over the pyramid, and the train is going around the volcano. The bus is going through the gate and towards the castle. And the pirate ship is sailing under the bridge! OK, anyone hungry? Let's go to the café and have something to eat! It's opposite the pyramid.

Optional extra: Divide the class into pairs. Make an obstacle course with a start and a finish line at opposite ends of the classroom or playground. Blindfold one member of each pair and have them come to the front. Explain that the other has to guide their partner to the finish line: *Go around the chair. Step over the school bag. Crawl under the desk.* Make sure the course is safe. If there aren't enough blindfolds, have groups direct one group member or the whole class direct one child. It can also be done without blindfolds.

3 Children draw a similar scene and write a description.

Answers *Child's own answers and drawing*

Optional extra: Get children to present their drawings to the class and read their descriptions aloud. The class can vote on their favourite place.

Wrap up

Divide the class into two teams. Write prepositions at random on the board. A child from each team stands opposite the board with a fly swatter. Say a preposition. The first child to hit the preposition with the fly swatter gets a point. Award an additional point if the child can use it in a sentence.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 6, Vocabulary worksheet Unit 6

Optional extra: Dictate some sentences with the preposition missing. Ask children to complete the sentence:

1. The train went _____ the tunnel.
2. The ship is sailing _____ the bridge.
3. Our school is _____ (some houses).

At home

Activity Book - page 80

Answers

1



2 1 past 2 into 3 through 4 over 5 out of

Lesson 8 - SB Page 81

Objectives

Language

Vocabulary

- beach, beat, cream, dream, eat, feet, heat, queen, read, sea, seat, seen, sleep, bit, fit, hit, king, sing, sit, swim

Pronunciation

- Compare the sounds *i* and *ee*

Skills

Speaking

- Say a chant

Unit 6

Listening

- Follow the lyrics to a chant
- Choose the correct word

Reading

- Differentiate two sounds with different spelling alternatives

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

- Red and blue crayons
- Strips of paper with these sentences on:
My shoes don't fit because I've got really big feet.
I'm going to sit in this seat.
I've never seen Shakira sing.
I beat the bear because it bit me.

Attention to diversity

These two sounds are very close and can be quite difficult for children to differentiate. Give them lots of practice to both hear and say them. Encourage them to touch their cheeks to feel the difference, for example between, *hit – heat, sit – seat, rid – read*. On the *ee* sound their cheeks move much more and for longer.

Warmer

Brainstorm holiday activities and write them on the board. Vote on the favourite things to do.

Lead-in

Let children look at the picture, but cover the text. Ask: *Where are they? Why do you think they are wearing crowns?*

1 Children listen and chant.

Optional extra: Ask children to say the rhyming words in the chant: *heat/eat, sing/king, dream/queen*. Get them to make a table to write the *i* words in one column and the *ee* ones in the other.

2 Children listen and number.

Answers Top pictures: 4, 3; Bottom pictures: 1, 2

Optional extra: Before they listen, ask children what they think is happening in the pictures. Ask: *What do you think has very big feet? What happened to the girl's thumb? What horrible thing did the boy see?*

Audio CD 2



1 Look! He has very big feet!

2

A: Are you OK?

B: I've just seen something horrible! I think it was a ghost!

3

A: I'm hot and very tired!

B: Sit down and relax.

4

A: What happened?

B: The parrot bit my thumb!

3 Children listen and circle.

Answers 1 feet 2 seen 3 sit 4 bit

Optional extra: Write the headings *hit* and *heat* on the board. Brainstorm words with the class to write in each column.

Fast finishers

They think of other words with the *i* or *ee* sounds.

Wrap up

Divide the class into groups of eight. Get them to sit in a circle. Give one child in each group a sentence (see Materials). Have this child whisper the sentence to the person on the left, who then repeats the sentence to the next child and so on. Continue until the last child reports the sentences aloud. Compare the sentences with the originals and then have groups swap sentences and start again.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 6

Optional extra: Children list all the *i* and *ee* words from the lesson in two columns in their notebooks.

At home

Activity Book - page 81

Answers

1 1 seen 2 sit, seat 3 bit 4 feet 5 hit 6 rip 7 Sip
8 sleep

2 1 sleep 2 sing 3 feet 4 hit 5 seat 6 rip

Lesson 9 - SB Page 82

Objectives

Language

Vocabulary

- actor, costume designer, director, make-up artist, scriptwriter, set designer

Functions

- Learn about different jobs in the theatre

Skills

Speaking

- Perform in a play

Reading

- Recognise the title of a job from a description of it

Writing

- Complete a gap fill activity

Materials

- Digital Book
- KWL chart

Warmer

Display a KWL chart:

The Theatre		
What I Know	What I Want to learn	What I have Learnt

Divide the class into pairs and get children to think about what they already know about the theatre. Get them to copy the chart and to write their answers in the first column. Let them discuss the next column and do the same. Put away the charts for the Wrap up part of the lesson.

Lead-in

Ask children about their favourite characters in the theatre, on TV or in films. Explain that there are many jobs in the theatre and that acting is just one of them.

1 Children read and write the jobs.

Answers 1 actor 2 director 3 makeup artist 4 set designer 5 costume designer 6 scriptwriter

Optional extra: Get volunteers to read out the paragraphs. Ask children which jobs they think are the most interesting and which they would like to do.

2 Children put on a play.

Optional extra: Divide the class into pairs. One of them is an interviewer and the other is someone who works in

a theatre. They can choose any job they wish. Give them time to rehearse their interviews. Encourage them to add more information about their jobs such as whether they like it, why they do it, who they work with, and so on. Have volunteer pairs perform their interviews for the class.

Wrap up

Return the KWL charts to the children and let them complete them with information that they learnt about the theatre during the lesson. Hold a discussion about the theatre: *Have you ever been to the theatre? What plays have you seen?* Ask children whether they know of any famous plays from their country or any famous actors.

Continuous assessment

Children talk about one or more jobs in the theatre and what the people do.

At home

Activity Book - page 82

Answers

- 1 1 recognise 2 failure 3 film crew 4 camera 5 actors
6 decisions 7 write
- 2 1 T 2 F 3 F 4 F 5 F 6 T

Lesson 10 - SB Page 83

Objectives

Language

Vocabulary

- belt, blossom, handkerchiefs, Maypole, ribbon

Functions

- Learn about British May Day traditions

Skills

Speaking

- Answer questions

Reading

- Scan the text for information

Materials

- Digital Book
- Videos of Maypole dancing and Morris dancing

Unit 6

Warmer

Ask children about special celebrations in their country and when they fall. Discuss different celebrations throughout the year.

Lead-in

Ask children if and how they celebrate 1st May in their country. Elicit that May is in autumn in the southern hemisphere but spring in the northern hemisphere.

1 Children read and answer *True or False*.

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

Optional extra: If possible, show children videos of Maypole dancing and Morris dancing. Let them move to the music of the Morris dancers.

2 Children answer the questions with a classmate.

Answers *Child's own answers*

Optional extra: Let children write three statements about a festival in their country; two should be true and one false. They read out the statements and the class guesses the false one.

Wrap up

Divide children into groups and assign each group a festival to talk about. They should plan a presentation along with any pictures they can find or draw. Give each group time to rehearse and then let them present their festival to the rest of the class.

Continuous assessment

With their books closed, ask children to talk about or write what they now know about May Day celebrations in the UK.

At home

Activity Book - page 83

Answers

- 1 1.000, 2.000 2 white, long coloured
3 one direction, different directions 4 modern, traditional 5 coloured, white 6 arms, knees
7 hats, short sticks 8 leaves, flowers
- 2 1 Christmas 2 Halloween 3 Mother's Day
4 Valentine's Day 5 St Patrick's Day 6 Bonfire Night

Review - SB Pages 84 & 85

Objectives

Language

Grammar

- Present perfect

Functions

- Review the language of the unit

Skills

Speaking

- Use the Present perfect to talk about life experiences

Listening

- Listen out for specific words

Reading

- Review the language of the unit

Writing

- Write a blog entry using a model as a guide

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Ten True/False statements about unit 6
- Two sets of cards with the same ten experiences on each set
- Sheets of paper

Warmer

Preparation: Write ten true and false statements about the unit e.g. May Day is celebrated all over the world (F), Wellington is New Zealand's capital city (T), etc.

Divide the class into two teams. Read out one of the statements and ask team 1 whether it is true or false. If the answer is correct the team score a point. The two teams take turns to answer different sentences. Keep a tally to identify the winner at the end of the game.

Lead-in

Ask children about the most amazing things they have done in their lives. Give examples from your own life to prompt them.

1 Children listen and complete the dialogues.

Answers 1 been, have, did, went, snorkelling 2 Have, haven't, Yes, see, Did

Optional extra: Divide the class into pairs. Have each pair write six sentences about things they have done in their lives, three true and three false. Combine pairs to form groups of four and let them take turns reading their sentences aloud. The other pair guesses whether the statements are true or false. The pair with the most correct guesses is the winner.

2 Children practise the dialogue about other places.

Answers *Child's own answers*

Optional extra: Brainstorm a list of countries and events with the class and write them on the board. Have pairs perform the dialogues using the countries and events. Invite volunteer pairs to perform their dialogues for the class.

3 Children describe the things that Sandy has and hasn't done in her life.

Answers 1 Sandy has dived over Niagara falls. 2 Sandy has swum in an Arctic lake. 3 Sandy has slept on Kodiak island. 4 Sandy hasn't eaten snails. 5 Sandy hasn't flown a plane. 6 Sandy hasn't climbed Mount Everest.

Optional extra: Prepare two sets of cards with the same ten experiences in each set: *swim in the ocean, sleep in a tent, ride a donkey, see a rainbow, get sunburnt, make chocolate cookies, write a story, visit a science museum, see a panda, feed an elephant*. Place two chairs at the front of the class. Shuffle and place one set of cards on each chair. Divide the class into two teams and get them to line up facing the chairs. The first child in each team takes a card. Give them one minute to mime the actions for their teams to guess. They must use complete sentences in the Present perfect: *You have swum in the ocean*. If the sentence is correct, award a point. Continue until all the cards have been used.

4 Children read and complete the blog entry with the correct form of the verbs.

Answers 1 swum 2 played 3 seen 4 eaten 5 has been

Optional extra: Tell children to stand up in a circle. Write on the board: *I've swum in the Amazon*. Say the phrase aloud. Explain that the next person will say *Me too!* Then repeat that phrase and add a new one: *I've swum in the Amazon and I've seen sharks*. The next child continues. Any child who makes a mistake has to sit down. The winner is the last child standing.

5 Children plan a holiday. They circle their choices.

Answers *Child's own answers*

6 Children write a blog entry about their holidays.

Answers *Child's own answers*

Optional extra: Write these questions on the board: *Have you ever been to...? When did you go? How long did you go for? What did you do? Who did you go with? Where else have you been?* Divide the class into groups of three. Have children discuss different places, using the question cues for ideas. The group that talks for the longest wins. Monitor to make sure children are using English. Eliminate groups if they pause for too long before speaking.

Wrap up

Divide the class into groups. Tell them they are going to play *Grammar auction*. Each group is given a set of ten sentences which they are supposed to buy as long as they are grammatically correct. Each group has \$1000. Explain that the winner will be the group which has bought most sentences and has got more money left. Allot 2 minutes so that groups can discuss which sentences they should buy and how much money they are willing to bid for them. When time is up, start the auction. You will be the auctioneer, who will be in charge of accepting bids and keeping a record of the groups' performance.

Final evaluation

Teacher's Resource Material: Test Unit 6

At home

Activity Book - pages 84 & 85

Answers

- 1 *Child's own drawing*
- 2 1 been 2 done 3 have 4 eaten 5 I've been 6 great 7 seen 8 swum
- 3 1 on top of 2 through 3 under 4 over 5 around 6 in front of 7 away from 8 towards
- 4 1 have, seen 2 arrived 3 have known 4 haven't played, was 5 haven't visited, have been, went

Activity Book - pages 116

The **Picture Dictionary** on page 116 gives children an illustrated reference of the main vocabulary in Unit 6 with extra listening practice.

More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 7

Free time

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Past simple vs Present perfect: <i>She has eaten Japanese food. She ate it last week.</i> • Past simple questions and Present perfect: <i>Have you ever seen a sad film? When did you see it?</i> • Can and could: <i>I can read in English. I could read in English when I was seven. I couldn't read when I was five.</i> • Made of: <i>What's it made of? It's made of wood.</i> 	<ul style="list-style-type: none"> • Verbs: <i>act, be, do, drink, eat, fly, go, meet, play, ride, sail, see, swim, visit, watch, win, write</i> • Materials: <i>bamboo, metal, plastic, skin, wood</i> • Musical instruments: <i>bagpipes, didgeridoo, flute, guitar, musical saw, saxophone, thumb piano, trumpet, violin</i> 	<ul style="list-style-type: none"> • Phonics: Comparing the sounds <i>o, u:</i> <i>song, one</i> <i>done, fun</i> 	<ul style="list-style-type: none"> • Past simple • Present perfect • Can

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use the Present perfect to talk about life experiences • To use the Past simple to say when experiences happened • To use time expressions with the Past simple • To compare present and past ability with <i>can</i> and <i>could</i> • To be able to describe what musical instruments and other objects are made of 	<ul style="list-style-type: none"> • To compare the use of two tenses • To ask about life experiences • To talk about present and past ability • To learn about unusual musical instruments • To learn about dances around the world • To review the language of the unit
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known • To use the past tense and past participles of common verbs 	<ul style="list-style-type: none"> • To highlight and practise the <i>o</i> and <i>u</i> sounds • To differentiate between the two sounds

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To talk about life experiences using two different tenses • To ask and answer questions about life experiences • To give opinions and make predictions • To talk about instruments and materials • To join in a rap • To work collaboratively to organise a talent show • To ask and answer questions using different tenses 	<ul style="list-style-type: none"> • To read questions in different tenses • To scan a text for relevant information • To follow a story • To differentiate two sounds with different spelling alternatives • To read a text and choose the correct tense based on context
Listening	Writing
<ul style="list-style-type: none"> • To use the audio tracks to check answers • To use the listening tracks as a guide to help with the reading • To follow the lyrics to a rap • To follow a factual text • To listen for specific information which matches photos 	<ul style="list-style-type: none"> • To write sentences using two different tenses with a model as a guide • To complete a chart about characters' personalities • To write and answer questions • To write about one's past abilities

Assessment criteria

- Check children can form and use the Present perfect and Past simple correctly.
- Check children can differentiate between the Present perfect and the Past simple.
- Check children can talk about past ability using *could* or *couldn't*.
- Check children can follow the story and gain meaning from context.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheets Unit 7, pages 16-17: Lesson 7
 - Vocabulary worksheets Unit 7, pages 38-39: Lesson 7
 - Reading worksheet Unit 7, page 54: Lesson 6
 - Writing worksheet Unit 7, page 66: Lesson 4
 - Speaking worksheet Unit 7, page 78: Lesson 8
 - Listening worksheet Unit 7, page 88: Lesson 4
 - Test Unit 7, pages 134-137: Unit 7 Review
- **Flashcards** Unit 7 (available on Richmond website)
- **Word cards** Unit 7 (available on Richmond website)
- **Extra**

Sheets of paper	Sounds of some instruments
Pens	Various pieces of music
Glitter	Music and video clips of different types of dances around the world
Glue	
Pictures of some instruments	

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 14-19

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to say when you started something and how long you have done it for. (SB pp 86, 87, 88, 90, 91, 92, 93 & 94)



Mathematical competence and basic competence in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about materials. (SB pp 88 & 89)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB pp 95 & 97)



Social and civic competence

Children learn basic social interaction patterns and social conventions working in pairs and playing games. (SB pp 86, 87, 91, 93 & 95)



Cultural awareness and expression

Children develop their creativity preparing a talent show and joining in a rap. They learn about dancing around the world. (SB pp 92, 94 & 95)



Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning. (SB pp 87, 89, 90 & 96)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making, and autonomy. (SB pp 86, 88, 91 & 97)

Objectives

Language

Grammar

- Past simple vs Present perfect

Vocabulary

- *eat, play, see, watch*

Functions

- Compare the use of two tenses

Skills

Speaking

- Talk about life experiences using two different tenses

Listening

- Use the audio track to check answers

Reading

- Differentiate tenses from context

Writing

- Write sentences using the two tenses with a model as a guide

Materials

- Digital Book
- Audio CD 2
- Sheets of paper and pen

Attention to diversity

Children compare the use of two tenses: the Past simple and the Present perfect. It can help cement understanding if children notice the different uses of the tenses for themselves. The examples in the book make the difference clear and children should be able to see clearly when to use each tense, rather than being taught and having to learn a rule.

Warmer

Remind children of the Present perfect tense and ask them lots of questions using *Have you ever...?* Encourage them to ask each other questions as well.

Lead-in

Ask a child a question: *Have you ever eaten Chinese food?* If they answer *yes* then continue to ask them questions but switch to the Past simple. *Did you like it? When did you eat it?* On the board write: *I have eaten Chinese food. I ate Chinese food last month.* Let children look at the

two sentences and notice the difference (in the second sentence we say when it happened).

1 Children read and complete. Then they listen and check.

Answers 1 has seen, saw 2 have played, played 3 have eaten, ate 4 have watched, watched

Audio CD 2



- 1
He has seen lots of aliens!
He saw a UFO yesterday.
- 2
They have played the piano in many concerts.
They played in a concert last Sunday.
- 3
I have eaten food from all over the world.
I ate German food last night.
- 4
We have watched a film in class.
We watched a film in class last year.

2 Children write two sentences for each picture.

Answers *Child's own answers*

Optional extra: Divide the class into teams and give each team some paper and a pen. Call out a verb and get the teams to write one sentence in the Past simple and one in the Present perfect. Award points for the most creative correct sentences.

3 Children say three things that they have done in their life and three things they did last week.

Answers *Child's own answers*

Optional extra: Divide the class in half, the Present perfect side and the Past simple side. Say a sentence and have each side repeat the sentence in their tense.

Fast finishers

These children invent more sentence pairs.

Wrap up

Say a sentence in the Present perfect: *I have ridden a camel.* The next child says when it happened: *I rode a camel last year.* Then say a new sentence and the next child says when it happened and so on.

Initial evaluation

Ask children to write or tell you their answers from activity 3.

At home

Activity Book - page 86

Answers

- 1 1 ate 2 has written 3 won 4 played 5 has acted
6 have been
- 2 1 played 2 has read 3 went 4 climbed
- 3 *Child's own writing*

Lesson 2 - SB Page 87**Objectives****Language****Grammar**

- Past simple vs Present perfect: questions

Vocabulary

- *be, eat, go, meet, play, ride, swim, win*

Functions

- Ask about life experiences

Skills**Speaking**

- Ask and answer questions about life experiences
- Talk about a partner's life experiences

Listening

- Listen out for the answers to an activity

Writing

- Choose the correct tense from context

Materials

- Digital Book
- Audio CD 2

Attention to diversity

Question formation can be very difficult, especially forming questions in the Past simple. Give children lots of practice and pair up a weak pupil and a good one for some peer support.

Warmer

Write two incomplete sentences on the board:

1. I _____ a ghost.
2. I _____ a ghost last week.

Remind children when we use the different tenses.

Lead-in

Ask children: *Have you seen a famous person?* If they say they have, ask them more questions: *Who did you see? When/Where did you see them?*

- 1  **Children circle the correct option. Then they listen and check.**

Answers 1 has written 2 went 3 rode 4 have eaten
5 played 6 was

Audio CD 2

- 1 He has written two books.
- 2 They went to Egypt last year.
- 3 She rode a camel when she was five.
- 4 I have eaten Mexican food.
- 5 We played ice hockey yesterday.
- 6 It was very hot last week.

Optional extra: For each sentence, ask children to volunteer ways to say it using both tenses. For example *He has written two books. He wrote two books in 2012.*

- 2 **Children ask and answer the questions.**

Answers *Child's own answers*

Optional extra: Invite volunteers to the front to demonstrate their conversations. The rest of the class can be teachers and help them or correct them when necessary.

- 3 **Children report to the class about their partner.**

Answers *Child's own answers*

Optional extra: Children choose a member of their family to talk about. They can use real information or imaginary when necessary.

Wrap up

Divide the class into two teams. Make a statement using the Present perfect: *I have been to Australia.* The teams take turns to ask you questions about the experience. When a team cannot think of any more questions, they miss a turn. The last team to form a correct question scores a point and you then make a new statement.

Unit 7

Continuous assessment

Ask children to write or tell you their answers from activity 3.

At home

Activity Book - page 87

Answers

- 1 1 won 2 went 3 has played 4 have seen 5 have eaten
- 2 1 go 2 you go 3 did you ride it 4 did you ride it
5 did you meet him 6 did you meet him
7 Child's own writing 8 Child's own writing
- 3 Child's own writing

Lesson 3 - SB Page 88

Objectives

Language

Grammar

- Past simple vs Present perfect: questions
- *can* and *could*

Vocabulary

- *act, drink, fly, go, meet, sail, see, swim, visit, write*

Functions

- Talk about present and past ability

Skills

Speaking

- Ask and answer questions about life experiences

Reading

- Read questions in different tenses

Writing

- Answer personal questions in different tenses

Materials

- Digital Book

Warmer

Ask a volunteer to tell the class an interesting life experience using the Present perfect tense. Then ask other children to ask them questions about that experience.

Lead-in

Ask volunteers to read the examples in the Grammar box aloud. Focus on the pronunciation of *read* in each

sentence. Then ask children questions using various tenses about their abilities: *Can you ride a bike? Could you ride a bike when you were three? Have you ever ridden a horse?*

1 Children play the Questions game.

Answers *Child's own answers*

Optional extra: Play the game with teams asking you the questions. On the first question, team 1 asks you the question in the Present perfect and team 2 asks the next question in the Past simple. For the next question they swap tenses.

2 Children answer the questions.

Answers *Child's own answers*

Optional extra: Divide children into small groups and ask them to choose a verb but *read*. They ask each other the new questions. Continue with other groups until they have all had a turn.

3 Children play Name it!

Answers *Child's own answers*

Optional extra: Divide the class into six groups and give each group one of the categories in the activity. Give them one minute to list as many things as possible for their category. The group with the most items in their list is the winner.

Wrap up

Tell children you are going to say some phrases and they have to respond to them physically: if they can do the activity you mention, they stand up. If they could do the activity when they were younger, they clap their hands and if they can't or couldn't do the activity, they knock on the desk. Phrases may go this way: you could rollerblade when you were five, you can dance ballet, you could read stories in English when you were two, etc. To round up you can ask children to report what they can or could do.

Continuous assessment

Children write their answers for activity 3.

At home

Activity Book - page 88

Answers

- 1 1 been 2 have 3 did you go 4 went 5 Have you
6 I have 7 did you see 8 saw
- 2 *Child's own writing*

Lesson 4 - SB Page 89

Objectives

Language

Grammar

- *can, can't, could, couldn't*

Vocabulary

- *play, read, ride, speak, swim, use*

Functions

- Compare present and past abilities

Skills

Speaking

- Ask and answer questions about present and past ability

Reading

- Scan a text for relevant information

Writing

- Complete a chart

Materials

- Digital Book
- Teacher's Resource Material
- Sheet of paper

Warmer

Get children into groups. Tell them you are going to challenge their memory. Give them a sheet of paper and ask them to jot down the activities they remember from the wrap up game in lesson 3. The winner will be the group with the most correct answers. Then invite them to produce full sentences e.g. *I can sing in English. I couldn't sing in English when I was two. I couldn't rollerblade when I was five.*

Lead-in

Let children look at the names in the messages in activity 1. Get children to decide which are girls' names (Sophie and Kaylee) and which are boys names (Josh, Evan and Oliver). Brainstorm other English names that they know.

1 Children read and write the names.

Answers 1 Oliver 2 Sophie 3 Natalie 4 Kaylee 5 Jack 6 Josh

Optional extra: Direct children's attention to the examples in the Grammar box. Explain that we use *could* to talk about abilities in the past. We use *couldn't* to

describe things that we were not able to do in the past. With both words, we use the infinitive without *to*. Elicit the words for describing abilities in the present: *can, can't*. Ask questions about the children's present and past abilities: *Can you read English? Could you read it when you were six?*

2 Children ask a classmate and complete the chart.

Answers *Child's own answers*

Optional extra: Tell children to write sentences about their partners' answers: *Sam couldn't ride a bike when he was three. He could ride a bike when he was six. He can ride a bike now. He couldn't use a computer when he was six. He can use a computer now.* Get volunteers to read some sentences to the class. Allow other children to comment.

Wrap up

Tell children to write three sentences about their past abilities in their notebooks: *I could ride a bike when I was five years old.* On another page, get them to write the sentences with the words scrambled. Then they show the scrambled sentences to a partner and ask them to unscramble the words. Have several children report their partners' abilities to the class.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 7, Listening worksheet Unit 7

Optional extra: Check the sentences children write in the Wrap up.

At home

Activity Book - page 89

Answers

- 1 1 When he was eight, he couldn't lift his bike. Now he can lift a van. 2 He couldn't juggle. Now he can juggle bowling balls. 3 He couldn't swim. Now he can dive. 4 He could speak French. Now he can't speak French.

2 *Child's own writing*

Objectives

Language

Vocabulary

- *audition, contestants, judges, stage; differences, similarities*

Skills

Listening

- Follow a story

Reading

- Follow a story
- Be able to recognise different personality traits

Writing

- Complete a chart about characters' personalities

Materials

- Digital Book
- Audio CD 2
- Sheets of paper, glitter and glue

Warmer

Ask children to imagine that they are famous for some talent or ability. Get children into pairs and ask them to tell each other what they are famous for: *singing, doing magic tricks, being a great athlete*. Invite volunteers to share their answers with the class.

Lead-in

Read the title of the story aloud: *The Choice*. Let children look at the illustration and guess who makes the choice and what they have to choose. Accept all answers. Focus children's attention on the word *auditions* on the banner in the illustration. Ask if they can guess what an *audition* is, and elicit that *it's like a job interview for musicians or actors*. Encourage children to say if they have ever participated in an audition.

1 Children read and listen to the story.

Values: Talk to children about loyalty – to themselves and to their friends. Ask children to think about what they would do in Scarlett and Jamie's situation – follow their dream or stay in the band with their friend. Tell children that there are no correct or incorrect answers and it is a difficult situation.

Optional extra: Ask questions: *What are the friends' names? (Jamie, Scarlett) What is Stardust? (The name of their band.) What does Jamie do? (He sings.) What does*

Scarlett do? (She plays the electric guitar.) Will they do well in the audition?

Hot spots: **audition - contestant - chord - dizzy - nightmare.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children complete the chart.

Answers Similarities: They are good-looking. They both like music.

Differences: Jamie is blond, but Scarlett has dark hair. Jamie is nervous about the audition, but Scarlett isn't.

Optional extra: Encourage children to comment on who they are more similar to, Jamie or Scarlett, and in what ways. Divide children into groups and distribute paper, glitter and glue. Tell children to make a poster for Scarlett and Jamie's band. They should use details from the story to help them. Display the work around the class.

Fast finishers

These children reread the first part of the story.

Wrap up

Divide the class into pairs and distribute paper. Tell children to draw an accurate picture of Scarlett and Jamie's audition. They should check the story for details: *How many judges were there? Were there other people in the theatre? Where did Scarlett and Jamie stand? What expression did they have on their faces?* When they finish, display the pictures around the classroom. Get the class to vote on the most accurate picture.

Continuous assessment

Children write a description of Scarlett and Jamie.

At home

Activity Book - page 90

Answers

1 From top to bottom: 4, 6, 7, 3, 2, 1, 5

2 1 a 2 c 3 b 4 c 5 c

Lesson 6 - SB Page 91

Objectives

Language

Vocabulary

- *dizzy, nightmare, upset*

Skills

Speaking

- Give opinions and make predictions

Listening

- Follow a story

Reading

- Follow a story

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Warmer

Recall information about the story: *What are the names of the children? What are they doing?* Play Track 2.26. Remind children about their predictions. Write them on the board.

Lead-in

Ask children to look at the picture. Encourage them to guess how the audition is going and who the people are at the bottom of the picture. Accept all answers.

1 Children read the story.

Optional extra: Ask children how the audition went. Compare it to their predictions from last lesson.

Hot spots: **audition - contestant - chord - dizzy - nightmare.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and circle the correct options.

Answers 1 Scarlett 2 Jamie 3 The man 4 Scarlett

Optional extra: Children write a brief summary of the audition.

3 Children discuss the question with a classmate.

Answers *Child's own answers*

Optional extra: Divide children into pairs and get them to role-play a conversation between Jamie and Scarlett. Invite volunteers to show theirs to the class.

Wrap up

Brainstorm activities that people can do at a talent show: *sing, play an instrument, juggle, do magic tricks*, etc. Tell children to choose an activity and to mime it to the class for 15 seconds. Encourage them to be as dramatic as possible. Get the class to guess what the performance was and say how well they did it.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 7

Optional extra: Children write a short summary of the story so far.

At home

Activity Book - page 91

Answers

- 1** 1 fantastic 2 terrible 3 relax 4 audition 5 electric
6 tomorrow 7 two 8 great
- 2** *Child's own writing*

Lesson 7 - SB Page 92

Objectives

Language

Grammar

- *What's it made of?*

Vocabulary

- *bagpipes, didgeridoo, musical saw, thumb piano; bamboo, metal, skin, wood*

Functions

- Learn about unusual musical instruments

Skills

Reading

- Read for meaning

Speaking

- Talk about instruments and materials

Listening

- Use the listening activity as a guide to help with the reading comprehension

Unit 7

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Flashcards Unit 7
- Word cards Unit 7
- Pictures and sounds of some instruments
- Various pieces of music

Warmer

Ask the class about their musical abilities, and what instruments they can play. Ask them if they know what different instruments are made of.

Lead-in

Display the unit 7 **Flashcards** on one side of the board and the **word cards** on the other. Invite children to come and match pictures of instruments with corresponding words and to say the words. If they are correct they keep the pairs, if not they put them back.

1 Children read, listen and label the pictures.

Answers 1 bagpipes 2 thumb piano 3 musical saw 4 didgeridoo

Optional extra: Show children images of instruments that you have sounds of (See Materials). Play the sounds of the instruments and let them guess which each one is.

2 Children circle words for materials in the text.

Answers wood, bamboo, metal, animal skin

Optional extra: Ask children about the materials they can see in the classroom. Get them to ask each other questions: *What are the windows made of? Can you see something that's made of metal?*

3 Children ask questions and guess the instruments.

Answers *Child's own answers*

Optional extra: Write the names of instruments on the board but with their letters scrambled. Put children into small groups to unscramble the letters. They come out and write the words correctly.

Wrap up

Play different pieces of music, classical or rock, and let children mime the different instruments they hear.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 7, Vocabulary worksheet Unit 7

Optional extra: Children write what they know about one of the instruments on the page.

At home

Activity Book - page 92

Answers

- 1 recorder 2 thumb piano 3 bagpipes 4 trumpet 5 harp 6 drum
- 2 It's made of metal and plastic. 3 It's made of metal and plastic. 4 It's made of cloth. 5 It's made of wood, metal and glass. 6 It's made of metal and plastic.
- 3 *Child's own writing and drawing*

Lesson 8 - SB Page 93

Objectives

Language

Vocabulary

- *begun, bus, come, done, fun, son, sun; contest, (King) Kong, one, song, strong, wrong*

Pronunciation

- Compare the sounds *o* and *u*

Skills

Speaking

- Say a rap

Listening

- Follow the lyrics to a rap

Reading

- Differentiate two sounds with different spelling alternatives

Writing

- Choose the correct spelling for words

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Attention to diversity

The two sounds are very similar and can be quite hard to distinguish. The spellings are also quite ambiguous as both sounds can be written with the letter *o*. Exposure to the sounds and lots of practice with them will help children to learn the difference.

Warmer

Elicit the English vowels and write them on the board: *A, E, I, O, U*. Invite children to say both the names and the sounds of each one. Then ask them to suggest different words containing the letters.

Lead-in

Write the words *son* and *sun* on the board. Explain that they have different letters but the same pronunciation. Then write: *song* and *sung*. These have different letters and different pronunciation. These are the two sounds that they are focussing on today.

1 2.28 Children listen and complete the rap.

Answers wrong, songs, sun, one, run, fun, done

Optional extra: Play the rap but pause it before each *o* or *u* word for children to pronounce it.

2 2.28 Children listen again and rap.

Optional extra: Divide children into groups to rehearse and then perform the rap for the rest of the class.

3 2.29 Children listen and complete the words with *-u* or *-o*.

Answers 1 Kong, strong 2 Molly, begun, coming 3 bus, to, son, wrong, one

Audio CD 2



1

A: Look! It's King Kong!
B: He's very strong!

2

A: Hey, Molly! The film's begun!
B: I'm coming!

3

A: Is this bus going to town?
B: I'm sorry, son. You've caught the wrong one.

Optional extra: Get children into pairs and have them read the dialogues aloud. Invite volunteers to read and act out the dialogues for the class.

Wrap up

Divide the class into pairs or small groups and assign them a letter, *u* or *o*. Get them to make a list of words with their sound. Draw a vertical line to divide the board and label one side *u* and the other *o*. Get children to write the words on the board and the rest of the class to read them out in chorus.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 7

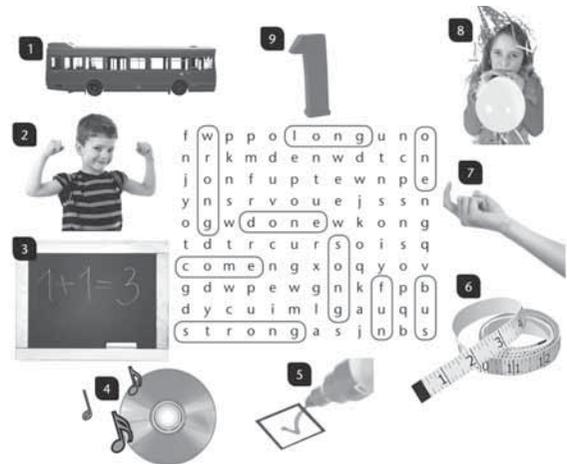
Optional extra: Dictate some common words with the *o* and *u* sounds: *not, nut, lucky, tummy, some, fun*.

At home

Activity Book - page 93

Answers

1



2 Short *o* sound: long, strong, song, wrong
Short *u* sound: bus, fun, done, come, one

Objectives

Language

Vocabulary

- *Flamenco, Indian, Irish, Tango*

Functions

- Learn about dances around the world

Skills

Listening

- Follow a factual text

Reading

- Show comprehension

Materials

- Digital Book
- Audio CD 2
- Music and video clips of different type of dances around the world

Warmer

Write the word *dance* on the board. Ask if any children go to dance classes and if so, what type of dance they do. Elicit different types of dance that children know, for example: *ballet, breakdance, Flamenco, hip-hop, tap*.

Lead-in

Write *Spain, Ireland, India* and *Argentina* on the board. Ask children if they know what kind of dance is typical of those countries. Let volunteers demonstrate!

1 Children read, listen and match.

Answers (from top to bottom) 2, 1, 4, 3

Optional extra: Divide the class into four groups and assign a paragraph to each group. Ask them to reread their paragraph and then to present the dance information to the rest of the class.

2 Children read again and write the names of the dances.

Answers 1 Tango 2 Flamenco 3 Indian Classical dance 4 Irish Dancing

Optional extra: Tell children to choose one of the dances and then to write two facts about it: one true and one false. Divide them into groups and ask them to take turns reading out their sentences while the rest of the group decides which sentence is true and which is false.

3 Children choose a dance and practise.

Answers 1 Tango 2 Flamenco 3 Indian Classical dance 4 Irish Dancing

Optional extra: If possible, give the groups access to music and videos of the dance style of their choice.

Wrap up

If Internet access is available, show children clips of different dance styles from different countries or decades and hold a vote on the favourite dances. Let them try to copy the dance styles they see. Alternatively, play different kinds of music and let children move to it the way they want to.

Continuous assessment

Children write three things they have learnt about world dances.

At home

Activity Book - page 94

Answers



- 2
- Woodwind: clarinet, flute
 - String: harp, violin
 - Brass: tuba, trumpet
 - Percussion: drum, tambourine

Lesson 10 - SB Page 95

Objectives

Language

Vocabulary

- *competition, show, talent*

Skills

Speaking

- Work collaboratively to organise a talent show

Reading

- Match text to pictures

Materials

- Digital Book

Attention to diversity

Some children may think they cannot do any artistic activity. Make them understand that they are all capable of many things. Divide children into small groups to perform. Give them lots of ideas for possible shows (telling jokes, demonstrating a sports technique, synchronised skipping, showing a piece of art work).

Warmer

Talk about different skills and ask children what kinds of after school clubs they go to or what they enjoy doing in their free time.

Lead-in

Discuss talent shows. Ask children if they watch any on television and if they have participated in any competitions outside school.

1 Children read and number the pictures.

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

Optional extra: Ask volunteers to read the texts out aloud in different voices, for example whispering, like a famous person, very quickly, shouting.

2 Children organise and prepare a talent show.

Then they design an invitation mural using a web tool such as <http://en.linoit.com/>

Optional extra: Remind children that it is very important to be a good audience. They must watch everyone with equal attention and they must applaud and cheer all the shows.

Wrap up

Hold the talent show. Let children vote for their favourite performance.

Continuous assessment

Children write a brief description of the talent show.

At home

Activity Book - page 95

Answers

- 1 From top to bottom: 9, 5, 4, 8, 7, 2, 3, 6, 1
- 2 *Child's own writing*

Review - SB Pages 96 & 97

Objectives

Language

Grammar

- Present perfect, Past simple, *could*

Functions

- Review the language of the unit

Skills

Speaking

- Ask and answer questions using different tenses

Listening

- Listen for specific information which matches photos

Reading

- Read a text and choose the correct tense based on context

Writing

- Write verbs in the correct tense
- Write and answer questions
- Write about one's past ability

Unit 7

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Magazines

Warmer

Get children into groups and ask them to think of fiction characters and report what they can or can't do e.g. *Superman can fly. Lisa Simpson can play the saxophone, etc.*

Lead-in

Talk about actors and what they have to do in their films. Ask them to give examples of films they have seen and some of the interesting or exciting activities the actors did.

1 Children listen and tick (✓) the things that Harry has done.

Answers (top row) Tick pictures 1, 2, 3
(bottom row) Tick pictures 1, 2, 3, 5

Audio CD 2



Harry is an actor and he has done lots of exciting things in his life and played interesting roles. He went snowboarding and parachuting in his first film. He has ridden on a camel and he has swum with dolphins. Last year he played a magician and learnt some magic tricks. He hasn't been to Hollywood but he has been to New York. He has starred in a space film and travelled in a space ship. He hasn't danced in a film yet, and he hasn't sung either.

Optional extra: Children write sentences in their notebooks about what Harry has and hasn't done.

2 Children imagine they are a famous person. They ask and answer questions with a classmate.

Answers *Child's own answers*

Optional extra: Invite volunteers to the front to perform their mini role-play.

3 Children read and complete with the correct form of the verb.

Answers 2 has done 3 has visited 4 was 5 was 6 went 7 has swum 8 swam 9 was 10 met 11 met 12 acted 13 liked 14 travelled 15 sang 16 visited 17 ate

Optional extra: Ask children to write a short paragraph about one of their family members, a famous person or an imaginary person.

4 Children write four questions to ask Iris and invent the answers.

Answers *Child's own answers*

Optional extra: Get children to write questions to ask a family member. Ask them to bring in the answers next lesson.

5 Children write 3 things they could do and 3 things they couldn't do when they were five.

Answers *Child's own answers*

Optional extra: Children walk around the class saying one thing they could do and one thing they couldn't do when they were five. If they find someone with the same information, they sit down together.

Fast finishers

These children write more things they could or couldn't do when they were five.

Wrap up

Divide children into groups. Give each group a magazine picture to imagine the people's lives. They can come up with ideas such as: *This is Paul. He's from Australia. He loves surfing. He has surfed for a long time. He surfed in Noosa last year.* Ask children to vote for the person with the most interesting life.

Final evaluation

Teacher's Resource Material: Test Unit 7

At home

Activity Book - pages 96 & 97

Answers

- 1** 2 three months ago 3 last weekend 4 last summer
- 2** 2 Calvin has been to the Amazon. Calvin went to the Amazon three months ago. 3 Jessie has done a bungee jump. Jessie did a bungee jump last weekend. 4 Bronson has eaten octopus. Bronson ate octopus last summer.
- 3** 1 you eaten, ate 2 you seen, has seen, saw
3 you been, went
- 4** 1 couldn't, can 2 could, can't
- 5** 2 could play the recorder. Now she can play the trumpet. 3 could climb trees. Now he can climb mountains. 4 couldn't run. Now it can win races.

Activity Book - pages 118

The **Picture Dictionary** on page 118 gives children an illustrated reference of the main vocabulary in Unit 7 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 8 Extreme experiences

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Advice: <i>should</i> and <i>shouldn't</i> • Causes with <i>because</i> and consequences with <i>so</i> • Suggestions: <i>Let's..., Why don't we..., I agree, I don't agree, That's a good idea.</i> • Will, might and won't 	<ul style="list-style-type: none"> • Skateboarding: <i>helmet, pads, rails, ramps, skateboard, shoes, tricks</i> • Survival: <i>boots, compass, first-aid kit, fishing rod, hat, insect repellent, lifebelt, matches, map, penknife, radio, river, shirt, torch, trousers, water bottle, whistle</i> 	<ul style="list-style-type: none"> • Phonics: long <i>u</i> sound: <i>moon, group, June, crew</i> 	<ul style="list-style-type: none"> • Present simple • Must and mustn't

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use <i>must</i> and <i>mustn't</i> to express rules • To use <i>should</i> and <i>shouldn't</i> to give advice • To use <i>because</i> and <i>so</i> to express causes and consequences respectively • To give suggestions 	<ul style="list-style-type: none"> • To state rules • To give advice • To explain causes and consequences • To give suggestions
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known • To learn language about skateboarding and survival • To use vocabulary to give advice and suggestions, and express rules and predictions 	<ul style="list-style-type: none"> • To highlight and practise the <i>u</i> sound • To differentiate between alternative spellings for long <i>u</i> sounds

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To give advice • To practise a conversation in an emergency • To give suggestions • To express an opinion • To make predictions about oneself 	<ul style="list-style-type: none"> • To differentiate rules to express advice • To scan a text for relevant information • To be able to answer comprehension questions • To match text to pictures • To follow and understand a story • To read for meaning • To read words with the same sound but different spellings
Listening	Writing
<ul style="list-style-type: none"> • To follow a text • To listen for specific information • To use the audio tracks to check answers • To listen out for the answers to an activity • To follow and understand a story • To follow the lyrics to a rap • To follow a factual text 	<ul style="list-style-type: none"> • To give safety advice • To express rules • To write questions about safety in extreme situations • To describe an imaginary desert animal • To complete a table about the story • To complete a conversation • To choose the correct spelling for words with the long <i>u</i> sounds • To complete a fact file about the Sonoran Desert • To make predictions about oneself

Assessment criteria

- Check children can identify, understand and produce *should* and *shouldn't* for advice, causes with *because* and consequences with *so*, suggestions and *will*, *might* and *won't*.
- Check children can identify, understand and produce skateboarding and survival vocabulary.
- Check children can give survival advice, make suggestions and agree or disagree.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheets Unit 8, pages 18-19: Lesson 7
 - Vocabulary worksheets Unit 8, pages 40-41: Lesson 7
 - Reading worksheet Unit 8, page 55: Lesson 6
 - Writing worksheet Unit 8, page 67: Lesson 4
 - Speaking worksheet Unit 8, page 79: Lesson 8
 - Listening worksheet Unit 8, page 89: Lesson 4
 - Test Unit 8, pages 138-141: Unit 8 Review
- **Flashcards** Unit 8 (available on Richmond website)
- **Extra**

Green and red colours	World map
Sheets of paper	Clips of the Sonoran Desert (from the Internet)
Strips of paper	
Two large pieces of paper	

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 14-19

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to give survival advice and suggestions and to agree and disagree. (SB pp 99, 100, 103, 104 & 105)



Mathematical competence and basic competence in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. (SB pp 101 & 106)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB pp 107 & 109)



Social and civic competence

Children learn basic social interaction patterns working in pairs, playing games. (SB pp 98, 100, 102 & 103)



Cultural awareness and expression

Children develop artistic creativity by rapping. (SB pp 98, 101 & 106)



Competence in learning to learn

Children develop a variety of strategies to improve the learning process and to assume control over their own learning. (SB pp 99, 100, 102, 105, 106, 107 & 108)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making, and autonomy. (SB pp 104, 107 & 109)

Objectives

Language

Grammar

- Imperatives
- *must, mustn't*

Vocabulary

- *barefoot, check, grip, helmet, pads, pavement, ramps, rails, skate, skateboard, wear*

Functions

- Learn about skateboarding safety rules

Skills

Listening

- Use the audio track to check answers

Reading

- Decide if an imperative should be affirmative or negative

Writing

- Write advice using *must* and *mustn't*

Materials

- Digital Book
- Audio CD 2
- Green and red colours

Warmer

Direct children's attention to the sentences in the Grammar box. Ask volunteers to read the examples aloud. Elicit when to use *must* and *mustn't* (when expressing rules). Then ask children to tell you what some of the rules in the classroom and at school are. Write them on the board using *must* and *mustn't*. Ask them which rules they think are the most important and why.

Lead-in

Brainstorm words associated with skateboarding and write them on the board. Ask them: *What equipment do you use? Where can you go skateboarding?* Ask if any children go skateboarding and if they know any safety rules.

- 1  Children read and colour green (do) or red (don't). Then they listen and check.

Values: Elicit why safety rules exist. Explain that rules are not meant to prevent people from having fun; they exist to provide protection. Elicit safety rules for various scenarios, for example, in a swimming pool, in a cinema

or on the road, and ask children if they feel restricted by them. Ask them if they have ever broken any safety rules, and if so, why. Explain that cycling and skateboarding are potentially dangerous, even deadly, activities. By following simple rules, such as wearing a helmet, we can keep safe.

Answers Must: check your skateboard regularly, wear shoes with a good grip, wear a helmet and pads, skate on the pavement and not on the road, wait your turn
Mustn't: skate barefoot, hold onto a car or bicycle, skate in crowds, skate down hills, make your own ramps and rails for tricks.

Audio CD 2



Man: Hello children, welcome to the skate park!

Children: Hi! Hello! Hello!

M: OK, before we start skateboarding, I want to talk about safety rules. Skateboarding's fun, but you can get hurt, too.

C: OK! Right.

M: OK. So, before you use your skateboard, you must check it. Not every time you go for a ride, but check it regularly. Next, a lot of children don't like wearing protective equipment, like a helmet and pads. Well, I'm sorry, but you must wear a helmet and pads every time you get on your board.

Girl: What about shoes? Do I need special skateboarding shoes?

M: Not really. Your shoes must have a good grip, that's all. You mustn't skate barefoot or in sandals. You could really hurt your feet!

Boy: Can we skateboard anywhere?

M: No, you mustn't ride on the road. Ever! You must stay on the pavement. Also, on the street, it's incredibly dangerous to grab onto a car or bicycle. You mustn't, I mean mustn't, hold onto a car, a bus or a bicycle. It's illegal and you could have a bad accident.

G: But it's OK to skate on the pavement...

M: Yes, but just be careful. Carry your skateboard when there are lots of people around; you mustn't skate in crowds. And you mustn't skate down hills. You could go too fast and fall off.

B: Are you going to teach us any tricks?

M: Of course! But you can only do the tricks at the skate park under my supervision. You mustn't make your own ramps and rails for tricks.

G: OK.

M: Last thing, at the skate park, you must take turns. Never go on the ramps at the same time. You must wait for your turn. Right! I think that's everything. Let's get started. Now, who wants to go first?

C: Me! Me! I do! Me first!

Optional extra: For each rule, discuss why children must or mustn't follow it.

2 Children write safety advice for Sam in their notebook using *must* and *mustn't*.

Answers *Child's own answers*

Optional extra: Give children a few rules and ask them to guess which sport they refer to. *You must wear a cap. You mustn't breathe under the water. (swimming.)*

Fast finishers

Ask fast finishers to make a safety rules list for riding a bike.

Wrap up

Divide the class into groups of three and get them to invent three new rules for the classroom. Tell them they have to be silly rules: *You must enter the classroom on your hands and knees. You mustn't say yes.* Children read their rules aloud. The class vote for the silliest rule and apply it some time during a class.

Initial evaluation

Ask children to write or tell you four rules for skateboarding or cycling.

At home

Activity Book - page 98

Answers

- 1 2 mustn't 3 must 4 mustn't 5 must 6 must 7 mustn't 8 must
- 2 2 You must be quiet. 3 You mustn't ride a bike. 4 You mustn't use your mobile phone.

Lesson 2 - SB Page 99

Objectives

Language

Grammar

- *should, shouldn't*

Vocabulary

- *compass, first-aid kit, humid, insect repellent, jungle, penknife, sleeves, torch*

Functions

- Give advice for adventure trips

Skills

Speaking

- Give advice using *should* and *shouldn't*

Reading

- Match advice to reasons

Materials

- Digital Book

Warmer

Tell children the story of two French men who got lost for seven weeks while hiking in the Amazon. They survived by eating spiders, turtles, frogs and centipedes. Ask children if they would eat these things if they had nothing else to eat and were starving.

Lead-in

Brainstorm survival equipment and clothes needed for the jungle and create a list on the board. Ask children to say what each item is for.

1 Children read and write the word.

Answers 1 torch 2 trousers 3 a shirt 4 water 5 hat 6 shoes

Optional extra: Ask volunteers to read the sentences in the Grammar box aloud. Explain that *should*, like *must*, is a modal verb and that it is followed by an infinitive without *to*. Elicit that we use *should* (and its negative *shouldn't*) to give advice.

2 Children read and match.

Answers 1 torch - to use at night 2 trousers - to protect your legs 3 a shirt - with short sleeves 4 water - without boiling it 5 hat - that doesn't cover your neck 6 shoes - for insects, spiders and scorpions

Optional extra: Divide the class into two teams and get them to stand in two lines. Give the first team a word from the lesson: *torch*. The children say a letter each to spell the word out. If a child makes a mistake, give the other team a chance to spell out the word. Continue with other words from the lesson.

3 Children give advice about the objects with a classmate.

Answers *Child's own answers*

Optional extra: Tell children that one of the most important things for survival (after water) is shelter. Elicit possible materials for a shelter. Divide them into groups

Unit 8

and have them design their own shelter with every day materials.

Fast finishers

These children write a list of objects they should take in their rucksack for going into the jungle.

Wrap up

Explain that a group of explorers are going to go on a trip to the jungle. Ask children to discuss which items the explorers should and shouldn't take with them.

Continuous assessment

Children write three of the sentences they produced in activity 3.

At home

Activity Book - page 99

Answers

- 1 1 boots 2 trousers 3 first-air kit 4 penknife 5 shirt
6 hat 7 water bottle 8 compass 9 insect repellent
10 torch



- 2 1 should 2 should 3 shouldn't 4 shouldn't 5 should
6 shouldn't
3 Child's own writing

Lesson 3 - SB Page 100

Objectives

Language

Grammar

- Questions with *should*

Vocabulary

- *fire, quicksand, sink, thunderstorm, tornado*

Functions

- Talk about advice for dangerous situations

Skills

Speaking

- Ask for advice and answer about difficult situations

Reading

- Read and match text to photos

Writing

- Ask for advice

Materials

- Digital Book
- Audio CD 2

Warmer

Tell children you are going to go on a camping holiday and ask them to give you ideas of what you should take with you.

Lead-in

Write a *life or death situation* on the board and elicit the meaning. Ask children to think of examples. Get children to look at the photos and say what kind of life or death situation they have heard of or seen before.

- 1 2.34 Children read, listen and number the pictures.

Answers (from top to bottom) 1, 4, 3, 2

Audio CD 2



Larry: Hi there! This is Ask Larry with me... Larry Smith!

The first question comes from Keith in Manchester.

Keith: Hi, Larry. Imagine I'm in the woods and I meet an angry bear. What should I do?

L: Well, first of all, you shouldn't run. Bears can run very fast! And you shouldn't climb a tree. Bears can climb, too. So what should you do? You should stay calm. This is very important. And then you should move away slowly. But remember, you shouldn't look into its eyes. Bears don't like that.

K: OK, thanks Larry.

L: OK, question two comes from Tanya in Newcastle.

Tanya: Larry, I'm going on holiday to Australia and I love the sea. The problem is that I'm frightened of sharks. Should I go swimming anyway?

L: Hmm, sharks are scary, aren't they? But there are ways of swimming safely. For example, you

shouldn't swim when it's dark. So don't swim at night. And listen, you shouldn't wear jewellery. Sharks like shiny things. They think they're fish and try to eat them! And finally, you shouldn't swim far from the shore. You're safer near the beach!

T: OK, thanks, I'll remember that!

L: Right, time for question three. This comes from Tom here in London.

Tom: Hi. In films people sometimes fall into quicksand. What should they do?

L: Well, first of all, don't panic. You shouldn't kick or make any sudden movements. Stay calm and float. Trust me, you'll be fine! You can float in quicksand just like in water.

And then you should swim slowly to solid ground.

T: OK. Also in films a car sometimes drives into a river and sinks. What should you do then?

L: Now my advice may sound a bit strange, so listen carefully. First, you should open the windows quickly. That's right! Open the windows and let the water into the car! Then you should open the doors. It's easy with the windows open. Then you can get out. Well, that's all for this week. Remember everybody, in any dangerous situation,

Optional extra: Divide the class into four groups and give each group one of the situations. Give them time to rehearse a short role-play of one or two of them being in the situation and the others being bystanders or emergency service people giving them advice on how to survive.

2 Children listen again and circle (should) or cross out (shouldn't) Larry's advice.

Answers 1 Should: stay calm; Shouldn't: run and climb a tree, look into its eyes 2 Shouldn't: swim when it's dark, wear shiny jewellery, swim far from shore 3 Should: stay calm and float, swim slowly; Shouldn't: kick 4 Should: open the windows, open the doors; Shouldn't: wait for help

Optional extra: Divide the class into pairs and get them to think of other potentially life-threatening situations. Join together pairs into groups of four and have them exchange situations. They write what they should and shouldn't do in the situations. Let several pairs report their situations and advice to the class.

3 Children write questions for Larry. They practise a conversation.

Answers *Child's own answers*

Optional extra: Describe a situation: *A boy who has seen a wallet on the floor. Or A girl at the zoo sees the door to the tiger's cage is not locked.* In pairs, children write one sentence with should and one with shouldn't. Children share their ideas and advice.

Wrap up

Write the following on the board:

1. _____ I go on holiday? (Italy)
2. _____ I wear in winter? (coat and hat)
3. _____ I eat healthy food? (it's good for you).

Ask volunteers to come to the board and write the missing words and then other children answer the questions.

Divide the class into pairs and have them come up with other questions. Children walk around the class asking their questions.

Continuous assessment

Children write their answers for activity 3.

At home

Activity Book - page 100

Answers

- 1 1 What should you wear to prevent snakebites?
2 Should you take off your shirt in the desert?
3 Should you stay in your house if there's a tornado?
4 How often should you drink water in the desert?
5 What should you do if there's lightning?
- 2 From top to bottom: 4 should 2 shouldn't 5 should 3 should 1 should
- 3 *Child's own writing*

Lesson 4 - SB Page 101

Objectives

Language

Grammar

- Conjunctions: *so, because*

Vocabulary

- *adapt, harsh, horned lizard, hummingbirds, jackrabbits, mule deer, rattlesnake, roadrunner, scorpions*

Functions

- Learn how desert animals survive

Skills

Speaking

- Describe an invented desert animal

Listening

- Listen for specific pieces of information

Unit 8

Reading

- Read a text and choose the correct information

Writing

- Write about an invented desert animal

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Sheets of paper

Warmer

Ask children to think about animals that live in very cold places, like the Poles. Ask them how they think that they survive, tell them that many of them have a layer of fat under their skin so they can survive.

Lead-in

Ask children if they know any desert animals.

- 1**  **2.35** Children listen, read and circle. Then they number the pictures.

Answers 1 b 2 a 3 b 4 a 5 b
(top row of pictures) 3, 1, 2; (bottom row of pictures) 4, 5

Optional extra: Have a child read the sentences in the Grammar box aloud. Explain that we use *because* when we want to give a reason for something. We use *so* when we give the result of something. Let children think of and share examples for each one.

- 2** Children draw a new desert animal and describe it.

Answers *Child's own answers and drawing*

Optional extra: Children decide what you should and shouldn't take with you for three days in the desert and give their reasons using *because* and *so*.

Fast finishers

These children invent and describe a new polar animal.

Wrap up

Divide the class into groups of eight and have them sit in circles. Give a sheet of paper to each group. The first child in each group writes a sentence half ending in *so* or *because*: *I couldn't sleep so...* Then he/she passes the sheet of paper on for the next child to complete the sentences and write another sentence half to continue the story. Continue until the first child in each group gets the sheet of paper back. Finally the groups write one more sentence to finish the stories. Volunteers read their stories aloud.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 8, Listening worksheet Unit 8

Optional extra: Check the descriptive writing from activity 2.

At home

Activity Book - page 101

Answers

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

2 1 because 2 because 3 so 4 so 5 so 6 because

Lesson 5 - SB Page 102

Objectives

Language

Vocabulary

- *lay, buzzed, jumped off, punched, rehearse*

Skills

Listening

- Follow and understand a story

Reading

- Follow and understand a story
- Be able to recognise different parts of a story

Writing

- Complete a table about the parts of the story

Materials

- Digital Book
- Audio CD 2
- Sheets of paper

Warmer

Ask children if they have ever taken part in a talent contest. If they have, ask them what they did. Ask the class to think about what they would do in a talent contest. Elicit ideas from several children.

Lead-in

Recall information about the story: *What are the names of the children? What are they doing? What happened?* Play Track 2.26 if necessary. Ask children what they think Scarlett should do. Get them to predict what might happen.

1 Children read and listen to the story.

Optional extra: Ask questions: *How do Scarlett and Jamie get home? What time is Scarlett's audition? Where was Scarlett waiting for Jamie? What kind of dance does Jamie decide to do?* Discuss the children's predictions from the lead-in activity.

Hot spots: lay - buzz - confident - annoyed. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read the story and complete the table.

Answers Characters: Jamie and Scarlett **Setting:** Scarlett's bedroom. **Problem:** Scarlett wants to go to the audition, but she doesn't want to go without Jamie. **Solution:** Scarlett can play the guitar and Jamie can dance at the audition.

Optional extra: Children write a sentence about the story, either true or false. Divide children into groups. Ask each group member to read out their statements and the group to say if it is true or false.

Fast finishers

These children reread the story.

Wrap up

Divide the class into pairs and distribute paper. Write *might* and *will/won't* on the board. Pairs write predictions about what they think will happen next. Give them examples to get them started: *They might win the talent contest. Jamie might get nervous again.* Elicit ideas from several pairs and write some of the sentences on the board. Children write their names on the paper slips and hand them in. Put them aside for use in the next lesson.

Continuous assessment

Children write advice for Jamie.

At home

Activity Book - page 102

Answers

1 Cause: **1** The judges didn't want him to come back. **2** Jamie was upset and her friend was more important than her competition. **3** Scarlett want to tell Jamie the idea she had. **4** Scarlett wanted Jamie to dance with her in the audition.

2 **1** because he wasn't selected **2** so she decided not to go **3** because he really wanted to win **4** because she received a text **5** because she had an idea **6** se he would dance instead

Lesson 6 - SB Page 103

Objectives

Language

Vocabulary

- *annoyed, chance, confident, high five*

Skills

Speaking

- Give opinions and make predictions

Reading

- Follow and understand a story
- Match sentence halves based on the story

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Warmer

Divide the class into groups and let children discuss the story so far. They write notes about what has happened. Have groups write a short summary from their notes in no more than 30 words. Ask volunteer groups to read out their summaries for the class.

Lead-in

Get children to look at the picture and say what is happening. Ask: *What is Scarlett doing? Why is Jamie running onto the stage? Do the judges look happy? What do you think will happen next?*

1 Children read the story.

Optional extra: Ask comprehension questions: *Who played before Scarlett and Jamie? How does Jamie describe the judges? How did Scarlett feel before the performance? How did the man feel when he saw Jamie? Why did he give Jamie the opportunity to perform again? How did the man feel after their performance? What do you think Scarlett and Jamie did immediately after the show?* Encourage children to refer back to the story to answer the questions.

Hot spots: lay - buzz - confident - annoyed. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children match the halves.

Answers **1** the judges stopped them after 30 seconds. **2** the judges rejected them. **3** they were very impressed. **4** the judges might reject Jamie again. **5** they jumped into the air!

Unit 8

Optional extra: Review the rules of *so* and *because*. Elicit some example sentences.

Wrap up

Based on their predictions for the previous Wrap up, ask children for reasons for their predictions and for advice for the character. *Why do you think they might/might not win the talent show? What should Jamie do to improve?*

Continuous assessment

Teacher's Resource Material: Reading worksheet unit 8

Optional extra: Children write a short summary of the story.

At home

Activity Book - page 103

Answers

- 1 fact 2 opinion 3 opinion 4 fact 5 fact 6 fact
7 fact 8 opinion
- 2 *Child's own writing*

Lesson 7 - SB Page 104

Objectives

Language

Grammar

- Making suggestions and giving opinions

Vocabulary

- *compass, first-aid kit, fishing rod, life raft, lifebelt, map, matches, penknife, radio, torch, whistle*

Functions

- Learn to make suggestions and give opinions

Skills

Speaking

- Discuss what to take on a life raft, make suggestions and give opinions about different items

Listening

- Listen for specific information

Reading

- Read information to set up a situation for discussion

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 8
- Word cards Unit 8
- Two large pieces of paper with the text about survival challenge from the Student's Book page 104 written on

Warmer

Attach the two large pieces of paper with the text to the board. Divide the class into two groups and ask each group to choose a writer. Explain that the rest of the group are runners. A runner from each group runs to the board and memorises as much of the text as possible, before running back and dictating it to the writer. The next runner can go as soon as the first runner has returned. The teams swap their writing piece and check each other's work against the text in their books.

Lead-in

Display the unit 8 **Flashcards** and go through the vocabulary. Give out the flashcards and word cards at random. Tell children to mingle saying their words until they find their identical twin (a partner with the same word).

- 1  **Children read, listen and tick (✓) the items.**

Answers fishing rod, torch

- 2  **Children listen and complete.**

Answers Why, agree, let's, don't, should, idea

Optional extra: Let volunteers read the first three phrases in the Grammar box aloud *Let's, We should, Why don't we*. Ask what form of the verb comes after these phrases and elicit several examples for each one. Read the remaining phrases in the box. Model the pronunciation for children to repeat.

- 3 **With a classmate, children choose 5 things to take.**

Answers *Child's own answers*

Optional extra: Each pair writes their list on the board and explain why they chose those items. Encourage them to use *because* or *so*: *We're taking the lighter because we want to make a fire. We're taking the lighter so we can make a fire.*

Fast finishers

These children think of other supplies which would be useful in this emergency situation.

Wrap up

Divide the class into groups of four. Tell them to imagine they are going on a class trip to the moon and they need to choose three items to take with them. Volunteer groups perform their conversations for the class.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 8, Vocabulary worksheet Unit 8

Optional extra: Assess children as they discuss what to take in activity 3.

At home

Activity Book - page 104

Answers

- 1 1 torch 2 fishing rod 3 rope 4 whistle 5 sun cream
6 matches 7 blankets 8 radio
- 2 *Child's own writing*
- 3 From top to bottom: 5, 1, 3, 6, 7, 2, 4

Lesson 8 - SB Page 105**Objectives****Language****Vocabulary**

- *afternoon, crew, do, flew, glue, group, kangaroo, moon, rooms, shampoo, shoe, soon, soup, spoon, threw, too, you, zoo, June, huge, new, tune, used*

Pronunciation

- Compare the sounds *oo* and *eu*

Skills**Speaking**

- Say a rap

Listening

- Follow the lyrics to a rap

Reading

- Differentiate two sounds with various spelling alternatives

Writing

- Choose the correct spelling for words

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Attention to diversity

The two sounds are very similar and can be quite hard to distinguish. Their spellings are also quite ambiguous as both sounds can be written with the same spellings. Exposure to the sounds and lots of practice with them will help children to learn the difference. Write or show the spellings as often as possible.

Warmer

Write *cartoon* and *tune* on the board and model the pronunciation. Get children to feel how their lower jaw moves more on the *eu* word.

Lead-in

Explain to children that you are focussing on the *oo* and *eu* sounds which are very similar but that there can be very different spellings. Ask children to suggest words, write them on the board and pronounce them aloud as a group.

1  **Children listen, read and match.**

Answers (from top to bottom) 2, 1

Optional extra: Play the rap but pause it before each *oo* or *eu* word for children to pronounce it.

2  **Children listen again and rap.**

Optional extra: Divide the class into groups of four. They think of other words with the sounds. Help groups invent another verse each for the rap. Each group draws a picture to accompany their verse. Collect the pictures and display them. The groups perform their new verses and the class identify the pictures. The class vote on the best new verse.

3  **Children listen and complete the words with -oo, -ou, -u/e or -ew.**

Answers 1 spoon, soup, soon 2 threw, flew 3 you, used, shampoo 4 new, huge, rooms

Audio CD 2

1

A: Where's the spoon for my soup?

B: I'll get one soon.

2
I made a paper plane. I threw it... and it flew!

3
A: What happened to you?
B: I used too much shampoo!

4
A: Your new house is huge!
B: Yes, it has fifty-two rooms!

Optional extra: Pair children up and have them read the dialogues aloud. Invite volunteers to read and act out the dialogues for the class.

Wrap up

Play *Spelling Survivor*. Make a list of the vocabulary from the unit so far. Children stand up. Call out a vocabulary word. The first child begins by saying the first letter of the word, the second child says the second letter, and so on until the word is spelt out correctly. If a child makes a mistake, he/she has to sit down and the word has to be spelt out from the beginning. The last child has to pronounce the whole word and give a definition in order to stay standing. The last child left standing is the survivor.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 8

Optional extra: Dictate some common words with the *oo* and *eu* sounds: *moon, Tuesday, new, spoon*

At home

Activity Book - page 105

Answers

1 1 spoon 2 June 3 three 4 soup 5 soon 6 new
7 tune 8 you 9 knew 10 rooms 11 flew
12 shampoo 13 few 14 zoo 15 afternoon 16 crew
17 dune 18 group

2 1 spoon, scoop, soup 2 kangaroo, zoo, shoes
3 threw, flew, through 4 shampoo 5 afternoon,
June 6 crew, tune, too

3

spoon	flew
scoop	through
soup	shampoo
kangaroo	afternoon
zoo	June
shoes	crew
threw	tune
shoe	too



Lesson 9 - SB Page 106

Objectives

Language

Functions

- Learn about the Sonoran Desert

Skills

Speaking

- Express an opinion

Listening

- Follow a factual text

Reading

- Follow and understand a text

Writing

- Make notes about a text

Materials

- Digital Book
- World map
- Clips of the Sonoran Desert (from the Internet)

Warmer

Write the word *desert* on the board and ask children what they know about deserts. Write all their comments on the board without saying if they are true or not.

Lead-in

Brainstorm advice for surviving in the desert: *You should drink lots of water.* Divide the class into groups of four or five. Have them imagine that they are stuck in the desert. Have them discuss how the following things might or might not be useful: *an axe, antivenin, a teddy bear, matches, an MP3 player.* Write an example on the board: *Antivenin is useful for snakebites.*

1 With a classmate children decide if the sentences are true or false. Then they read and check.

Answers 1 F 2 F 3 F

Optional extra: Divide the class into four groups and assign a paragraph to each group. Ask them to practise reading the text and to then present the information to the rest of the class.

2 Children make notes about the Sonoran Desert.

Answers Size and location: South West of the United States and Northern Mexico. 310,000 square kilometres.

Weather: In summer the temperature reaches 50 degrees during the day, and in winter it's freezing at night. **Plants:** 2,000 species. They have adapted to the hot and dry conditions several ways. **Animals:** 60 mammals, 100 types of birds, 20 amphibian species, 100 reptiles, hundreds of insects, scorpions and spiders.

Optional extra: Ask children if they have ever been to a desert. Ask them if there are any deserts in their country. Attach the world map to the board and ask children to locate the Sonoran Desert on it and then name other world deserts. If the Internet is available, show the children clips of the desert.

Wrap up

Write ten words from the text on the board. Children find each word in the text and say whether it's an adjective, a verb or a noun. Write the part of speech next to each word. Assign a word to each child and ask them to make a sentence with the word. Ask volunteers to say their sentence aloud.

Continuous assessment

Children write three things they have learnt about the Sonoran Desert or deserts in general.

At home

Activity Book - page 106

Answers

- 1** 1 Peru 2 driest 3 rainfall 4 arid 5 moisture
6 landscape 7 missions
- 2** 1 T 2 T 3 F 4 T 5 F 6 T

Lesson 10 - SB Page 107

Objectives

Language

Vocabulary

- enjoy, protect, respect

Functions

- Learn how to respect the countryside

Skills

Reading

- Classify sentences

Writing

- Make a digital poster about the countryside code

Materials

- Digital Book
- Access to the Internet

Warmer

Ask children about the different places where we have to follow rules, for example at school, at home, on public transport, playing games. Elicit one or two examples for each one and ask children why we have rules.

Lead-in

Ask children if they ever go for walks in the countryside. Ask them if there are any rules they should obey when they go into the countryside.

1 Children read and classify the sentences: Respect, Protect or Enjoy.

Answers 2 Respect 3 Protect 4 Enjoy 5 Enjoy 6 Respect 7 Protect 8 Protect 9 Respect 10 Protect

Optional extra: Divide the class into three groups: *Respect, Protect and Enjoy*. Ask each group to find the sentences that correspond to them. Read a sentence out loud and ask the corresponding group to call out their word. Some sentences may belong to two groups.

2 Children choose four rules and make a Countryside Code poster using a web tool.

You could use a web tool such as en.linoit.com or any other similar one.

Answers *Child's own answers and drawing*

Optional extra: Ask children what they should take with them if they were going for a day in the countryside.

Wrap up

Get children to imagine that they are the rulers of an imaginary town. Encourage them to invent rules for their town, they can be as silly as they like, for example, *You mustn't eat peas. You should say 'hello' to people with blue eyes and 'hi' to everyone else.*

Continuous assessment

Check children's writing pieces on their poster.

At home

Activity Book - page 107

Answers

- 1 1 flowers 2 gates 3 paths 4 litter 5 weather 6 signs
(miniatura fotos p 107 ej 1)



1. You mustn't pick wild flowers.
2. Use gates wherever possible; don't climb over fences.
3. In fields where crops are growing, walk on the paths.
4. You must take your litter home with you.
5. Check the weather forecast before you leave.
6. Get to know signs and symbols used in the countryside.



- 2 Child's own drawing
3 Child's own writing

Review - SB Pages 108 & 109

Objectives

Language

Grammar

- *should, shouldn't; must, mustn't*

Functions

- Review the language of the unit

Skills

Speaking

- Talk about the future

Listening

- Listen for specific information

Reading

- Read a text and answer questions

Writing

- Write pieces of advice and predictions for the future

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Strips of paper

Warmer

Give children different situations and ask them what the explorers should or shouldn't take with them, for example, on a trip to the local countryside, on a trip to the jungle, on a weekend camping trip.

Lead-in

Ask children to think about their future and what they think it will, won't or might be like.

- 1 Children listen and complete the pieces of advice using *should* or *shouldn't*.

- Answers 1 She shouldn't play games in class.
2 She should do her homework. 3 He should do exercise.
4 He shouldn't eat ice cream.

Audio CD 2



Vanessa: Hi everyone, good afternoon and welcome to Ask Vanessa, with me, Vanessa Vincent! If you have a problem, I'm here to help! Our first caller today is Maria. Hello Maria, what's your problem?

Maria: Hi Vanessa. I need to do better at school. I'm always in trouble with the teacher.

V: Oh no! Why?

M: Um, because I play games in class. And I forget to do my homework.

V: Well, that's easy Maria. You shouldn't play games in class.

M: OK, I know. It's silly.

V: And you should do your homework. That way the teacher won't be angry with you!

M: OK, I'll try.

V: OK. Right, our next caller is Harry. Hi Harry, what's your problem?

Harry: Hello Vanessa. My problem is that I want to be healthier.

V: OK, Harry, there are two things you can do. The first one is you should do exercise.

H: I've got a bike. I can ride it in the park.

V: That's a great idea! And the second thing you can do is...

H: ...don't eat ice cream!

V: Definitely! You shouldn't eat ice cream. Fruit and vegetables are much healthier. OK, our next caller is Josh. What's your problem Josh...?

Optional extra: Give an example of a simple problem you had when you were young and explain how you asked someone for advice: *When I was nine, I had a big fight with my best friend. She wouldn't talk to me. I was really upset, so I asked my mother for advice. She told me that I should talk to my friend.* Ask children if they have ever had a problem

and have asked someone for advice. Give each child a strip of paper to write one of their problems on. Collect the strips and read them aloud. Ask the class to give advice using *should* and *shouldn't*.

2 Children make predictions about their life in 20 years' time with *will*, *won't* and *might*.

Answers *Child's own answers*

Optional extra: Children report on one of their classmates.

3 Children talk about their predictions with a classmate.

Answers *Child's own answers*

Optional extra: Divide children into groups to talk about their predictions. Let them try to find other people with the same ideas as them.

4 Children read and answer the questions.

Answers 1 So you can think. 2 No, because your parents will be looking for you. 3 A bottle of water, a whistle, a bright scarf, a mobile phone. 4 So you can see and be seen.

Optional extra: Get children to make posters with information about what to do if they get lost.

5 Children write five pieces of advice when camping in the country.

Answers *Child's own answers*

Optional extra: Play a chain memory game. Say *I'm going camping and I need a compass*. The next child says: *I'm going camping and I need a compass and a (torch)*. Continue around the class.

Wrap up

Elicit things that you *must* and *mustn't* do while skateboarding. Divide the class into two teams. Invite a child from one team to act out a skateboarding rule. His or her team members confer and have one opportunity to guess the rule: *You mustn't skate barefoot*. Repeat the procedure with the other team.

Final evaluation

Teacher's Resource Material: Test Unit 8

At home

Activity Book - pages 108 & 109

Answers

- 1 1 mustn't draw 2 should respect 3 must cross
4 should pay 5 mustn't feed 6 shouldn't get
7 mustn't play 8 should pick
- 2 1 must 2 mustn't 3 must 4 must 5 mustn't
- 3 1 You shouldn't run or climb a tree. 2 You must wear a helmet and pads. 3 You mustn't run in the corridor. 4 We should take lots of water.
- 4 From top to bottom: 2, 3, 1, 4
- 5 *Child's own writing*
- 6 From top to bottom: should, agree, Why, good, Let's, don't, compass

Activity Book - pages 119

The **Picture Dictionary** on page 119 gives children an illustrated reference of the main vocabulary in Unit 8 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

SB Pages 110 & 111

Objectives

Language

Grammar

- Review question formation

Functions

- Practise asking and answering questions

Skills

Speaking

- Ask and answer questions

Materials

- Digital Book
- Flashcards Units 1-8 (available on Richmond website)
- Dice
- Counters
- Timer

Warmer

Play *I spy* to revise vocabulary. Give hints for children to guess which lexical item you are referring to e.g. *I spy something you use to sleep in when going camping and it starts with letter T. (Tent)*

Optional extra: Invite children to play *Can you remember?* Stick six to ten flashcards from units 1-8 to the board in a row, point to each card in turn and chant the words with the children.

Take one of the flashcards away and chant the words again, pointing to the blank space where the card was and saying the word. Then take another card away, point and chant again. Repeat until all the cards are gone.

Lead-in

Review Yes-No and Wh- questions questions in different tenses and list them on the board. Encourage volunteers to ask questions to different people in the class.

1 Children order the words in the questions. Then they interview a classmate.

Answers 1 How long have you studied English? 2 What are you going to do this summer? 3 Where did you go last weekend? 4 What job will you do in the future? 5 What is your best friend like?

Optional extra: In pairs, the child who is asking the questions pretends to be a TV interviewer and the child answering pretends to be a famous person. Let them practise the questions and then invite pairs to perform their role-play for the rest of the class.

2 Children choose a photo and ask a classmate five questions about it.

Answers *Child's own answers*

Optional extra: Divide the class into four teams and assign a photo to each team. They write six questions about it. The teams then take turns to ask their questions to the other teams (two questions per team). If the other teams answer correctly, they score a point. The winner is the team with the highest score.

3 Children play *The English Race!*

This game can be done as a whole class activity or in teams. Explain children how to play *The English Race!* Roll the dice to play. A member from team A must ask a question. If the question is correct, his/her team wins 2 points. If the question is wrong, his/her team loses 1 point. The first person or team to reach *Finish* is the winner. Use a timer to make the boardgame more challenging.

Optional extra: Divide the class into groups of five. Each person in the group is responsible for asking one type of question. The group move one counter around the board. The child responsible for the question the counter lands on asks the question to the other members of their group.

Wrap up

Give each child a **Flashcard** from units 1-8. Divide children into four groups. They take turns to display their flashcard to their group who then asks them questions related to it.

Continuous assessment

Teacher's Resource Material: End of Term 3 Test, End of Year Test

Optional extra: Children write a question using each tense.

At home**Activity Book** - pages 110 & 111**Answers**

- 1** 1 wears, is wearing **2** August **3** *Child's own writing*
4 Ferdinand Magellan **5** was swimming, saw
6 In China **7** who takes care of sick people
8 Wim Hop **9** more dangerous than **10** Beijing
11 anything **12** In 1890 **13** will, won't **14** Mercury,
Venus, Earth, Mars, Jupiter, Saturn, Uranus,
Neptune **15** Neil Armstrong **16** has swum, has
climbed **17** kiwi **18** has been, eaten **19** went,
have swum, won **20** *Child's own writing*
21 didgeridoo **22** In the southwest of the USA
and northern Mexico **23** *Child's own writing*
24 *Child's own writing*

Unit 1 - SB Page 112

Objectives

Language

Grammar

- Present simple

Vocabulary

- Free time activities

Functions

- Learn about habits

Skills

Speaking

- Ask and answer questions about free time activities for a survey

Reading

- Read a description of a word cloud

Writing

- Complete a survey with tally marks and transfer the information to a digital bar graph

Materials

- Digital Book
- Paper for a mural
- Computers with Internet access
- Sheets of paper

Attention to diversity

Completing the bar graph will be difficult for some children, so give support and guidance on how to convert the answers: 6 is 60%, 8 is 80% and so on.

Warmer

Ask children what they do in their free time. Elicit as many activities as possible and make suggestions to help them:
Do you (ride your bike)?

Lead-in

Choose ten children to come to the front. Ask them: *Do you play with your pet in your free time?* Count how many of the ten say yes and put tally marks on the board. Then as a class count the tally marks and summarise: *Three out of ten people play with their pet.* Show them this can also be written as 30%. Repeat with other activities until children understand how to keep tally marks and convert marks out of ten to percentages.

1 Children choose six activities and ask ten classmates. They write the results.

Answers *Child's own answers*

Optional extra: Children write about what they do in their free time.

2 Children create a graph with the results using a web tool and write a short report.

Tell children to use any web tool they know to create the graph or suggest using <https://infogr.am/>

Answers *Child's own answers*

Optional extra: Make a class mural with the questionnaire from activity 1. Invite children to invent icons for each activity on the list to decorate.

3 Children make a word cloud using a web tool.

Suggest children that they use a web tool such as <http://www.tagxedo.com/> or <http://www.wordle.net/>

Optional extra: Children show their word clouds and explain to their classmates their choice of words and their relevance in their lives.

Fast finishers

Ask fast finishers to write what they do in their free time.

Wrap up

Divide the class into pairs. Children write in their notebooks five activities they do in their free time. Then they write the words again with scrambled letters on a sheet of paper. Children exchange lists and unscramble the words.

Continuous assessment

Ask each child to explain statistics from their graph.

Unit 2 - SB Page 113

Objectives

Language

Grammar

- Past simple

Functions

- Learn about places around the world

Skills

Listening

- Listen for specific information
- Match descriptions to pictures

Materials

- Digital Book
- Audio CD 2
- World map or internet access to maps.google.com
- Variety of spices (cinnamon, black pepper, ginger, vanilla, nutmeg)
- About 20 geography quiz questions: *Name a country in Africa. Which ocean is between South America and Australia?*
- Computers with Internet access
- Blindfolds

Warmer

Divide children into small groups and give them two minutes to write the names of all the foreign cities that they can think of. When time is up, get the group with the most cities to read their list aloud. Invite others to add other cities that they have. Write all the city names on the board. Finally, display the world map and get volunteers to find the cities on the map.

Lead-in

Remind children about Marco Polo and ask them what they remember about him and where he went on his journey.

1 Children listen and order the places about Marco Polo's expedition.

Answers 1 Baghdad 2 Afghanistan 3 Pamir Mountains 4 Gobi Desert 5 Beijing

Optional extra: Invite volunteers to point out the places on the world map and to describe the journey in order.

3 Children listen and match the places and the pictures.

Answers (top row) Gobi desert, Afghanistan, Pamir Mountains; (bottom row) Baghdad, Beijing

Optional extra: Bring in a variety of common spices: cinnamon, black pepper, ginger, vanilla, nutmeg. Display the spices. Invite children to carefully smell them (you can even blindfold children, if they are willing to, to make the activity more challenging). Ask if they recognize the spices and if they like them. Explain that many of the

explorers who discovered new places were looking for spices. Spices were very valuable in Europe. They were worth more than gold.

3 Children look up pictures of explorers' ships throughout time and create a mural.

Suggest using a web tool such as <http://en.linoit.com/>

Optional extra: Children can draw ships. Encourage them to invent names for their ships, the routes they took and the adventures they had. Ask volunteers to present their ships to the class. Display the children's work.

Wrap up

Display the world map. Divide the class into two teams and ask them to line up in front of the map. Read a quiz question (see Materials). The first child in each team races to find the answer. Continue with the other quiz questions and team members.

Continuous assessment

Children write four things they have learnt about Marco Polo.

Audio CD 2



In 1271 Marco Polo started his journey to China. This is his diary. Baghdad, Iraq, 1272

We're here buying goods to take to China. We bought some beautiful carpets in one shop.

Afghanistan, 1272

The journey across the desert was hard. One night, some bandits took our horses and our food, but they didn't take our gold.

Pamir Mountains, 1273

We walked through the mountains. They were cold and dry. We saw some wild horses and some yaks.

Gobi Desert, 1274

We bought camels for the trip across the desert. We met some shepherds and they gave us food.

Beijing, 1274

At last we've arrived in Beijing, the capital of China.

We are staying with the Great Khan! He is very kind to us. His palaces are beautiful!

Unit 3 - SB Page 114

Objectives

Language

Grammar

- Present continuous

Functions

- Talk about training courses

Skills

Reading

- Follow instructions

Speaking

- Talk about a training course and exercises

Writing

- Write captions for photographs

Materials

- Digital Book
- Exercise equipment: balls, skipping ropes, balloons
- Sheets of paper and felt tips
- Stop watches / clocks with second hands
- Clips from an Olympic awards ceremony (from the Internet)
- Some CD music
- Card
- Ribbon

Warmer

Ask the class to stand up. Model different stretches and warm-up exercises, saying the name of the body part for each: *Stretch your arms above your head. Bend your right/left knee/elbow.* Children listen and do the exercises.

Lead-in

Let children look at the pictures of the exercises in their books. Display the exercise equipment and invite volunteers to model the exercises. Then brainstorm other kinds of exercises using the equipment and add them to the board.

1 Children design an Olympic training course and hold a class competition.

Answers *Child's own answers and drawings*

Optional extra: Do the activity as indicated, but divide the class into groups and assign each to a station.

Give each group a sheet of paper and a felt tip to make a sign for their station: *Jumping Jacks – 2 minutes.*

2 Children design an e-photo album with pictures and captions of the competition.

Children can use a web tool such as <http://www.smilebox.com>. Then they can link their albums to the school blog.

Optional extra: Write *gold, silver, bronze* on one side of the board and *1st, 2nd and 3rd* on the other. Get children to match the medal colours to the places. If the Internet is available, show children clips from an Olympic awards ceremony to see the medals.

3 Children hold a class awards ceremony.

Optional extra: Hold a mock press conference for the winners. Encourage the class to ask the winners about their diet, training, personal information and so on.

Wrap up

Divide the class into groups and let them work in their groups to plan one or two minutes of exercises, if possible to music. Then invite groups to come forward and lead the class in their exercise routine to their music. Finally, lead them in slower exercises to cool down.

Continuous assessment

Children write a report about the top three winners of one of the stations.

Unit 4 - SB Page 115

Objectives

Language

Grammar

- *What's it made of?*

Vocabulary

- Materials

Functions

- Describe what objects are made of

Skills

Reading

- Choose the correct pieces of information based on a photo

Materials

- **Digital Book**
- A plastic bottle, a bottle top, a milk or juice carton, a pipe cleaner, paper, a jar lid, a plastic bag, cardboard, thread
- Camera
- Index cards
- Computers with Internet access

Warmer

Brainstorm different materials and write the names of the common ones on the board: *metal, plastic, wood, stone, cloth, paper, glass.*

Lead-in

Ask children to get into pairs and to list objects made of each type of material. After a set time, say *Stop!* Get volunteers to write the names of the objects on the board. Ask: *What material do you use the most?*

1 Children complete the objects and materials in the pictures.

Answers 1 plastic bottle 2 bottle top 3 carton
4 pipe cleaner 5 paper 6 jar lid 7 plastic bag 8 cardboard
9 thread

Optional extra: Show children examples of each item. Pass them around and ask volunteers to name them.

2 Children look at the lion and circle the correct options.

Answers 1 an earphone 2 paper 3 bottle top
4 pipe cleaners 5 cardboard

Optional extra: Ask children to suggest other ways of making the lion sculpture.

3 Children make an animal sculpture with rubbish for homework.

Optional extra: Write *What is art?* on the board. Get children to give examples and explain what makes something a work of art. Prompt further discussion by mentioning other objects that are attractive to look at and that people do not consider art: advertisements, computers, holiday decorations, and so on.

4 Children take photographs of their sculpture and create a class mural.

Suggest children that they use a web tool such as <http://en.linoit.com> to create the mural.

Optional extra: Encourage children to make positive comments about the sculptures and to ask questions: *What is the nose made of?*

Wrap up

Distribute index cards. Children write a description of their animal sculpture. Display their sculptures and descriptions as if an art gallery. If possible, invite other classes to come and view your pupils' artwork. Children can also link the mural they designed in activity 4 to the school blog.

Continuous assessment

Check the children's descriptions of their sculptures.

Unit 5 - SB Page 116

Objectives

Language

Grammar

- Present perfect

Functions

- Learn about Mars

Skills

Reading

- Read for specific information

Writing

- Write a planet fact file

Materials

- **Digital Book**
- Papier-mâché using newspaper strips pasted around a balloon
- Cardboard and glitter
- 16 sheets of paper with a question or prompt about the Solar System on the back: *What is the smallest planet? What is the average temperature on Mars? Name two planets with rings.*

Warmer

With books closed, elicit the names of the planets. Write them on the board. Then invite volunteers to name the planets in order from the Sun: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.*

Achieve more!

Lead-in

Write *Mars* on the board and ask children what they know about it. Prompt them with questions: *Does it have rings? Is it rocky or gaseous? Has it got any moons?* Write their ideas on the board.

1 Children read and complete the fact file.

Answers **Name/Nickname:** Mars / Red Planet; **Origin of name:** Roman god of war; **Type of planet:** Rocky planet; **Moons:** Phobos and Deimos; **Rings:** No; **Temperature:** Minus 55 degrees Celsius; **Physical features:** Gigantic crater Hellas Planitia, and Highest mountain in Solar System, Olympus Mons; **Other information:** Water once existed there. Scientists believe that the polar ice caps contain water.

Optional extra: Tell children to each write a question about Mars based on the text. When they have finished, divide them into small groups and have them take turns to be the teacher. The rest of the group closes their book and tries to answer the question posed.

2 Children invent a planet. They make a fact file and draw a picture.

Answers *Child's own answers and drawing*

Optional extra: Children make papier-mâché planets using newspaper strips pasted around a balloon. When the balloons are dry, children paint their planets. They can add cardboard rings and glitter to decorate. Hang the planets around the room.

Wrap up

Draw a 4 x 4 grid on the board and attach the sheets of paper (see Materials) to it face down. Split children into two teams and invite a member of one team to choose a square and read the prompt to his or her team. The team has 20 seconds to find and say the correct answer. If the team answers correctly, they score five points. If they answer incorrectly, the opposing team can suggest an answer for three points. Teams take turns to choose prompts. The winner is the team with the highest score at the end of the game.

Continuous assessment

Children describe their invented planet.

Unit 6 - SB Page 117

Objectives

Language

Functions

- Learn about theatre games

Skills

Reading

- Read instructions

Writing

- Write a film report

Materials

- Digital Book
- Computers with Internet access

Warmer

Ask children about their favourite films and why they like them. Ask if anyone has been to the theatre and which plays they have seen.

Lead-in

Divide the class into groups of five or six. Children stand in a circle, place their hands in the middle and grab the hands of any two other children at random. Then they work together to untangle themselves without letting go.

1 Children read the instructions and play the theatre games.

Optional extra: As groups perform the silent scene in turns, the rest of the class tries to guess the characters and the setting.

2 Children write a film report for an e-magazine.

Children can use a web tool such as <https://es.calameo.com/>

Answers *Child's own answers*

Optional extra: Divide children into groups of about six. Together they choose a favourite film or TV show. Give them time to prepare and rehearse a short scene from it. Then they perform for the rest of the class.

Wrap up

Write on the board: *playing baseball, searching for water in the desert, changing a tyre, learning to swim, walking through water/snow/mud/glue, putting shopping away, folding laundry.* Divide the class into pairs and get them

to choose an action and mime it for the class to guess. Encourage children to think of other activities to mime for their classmates to guess.

Continuous assessment

Use the children's film reports to assess their language progress.

Unit 7 - SB Page 118

Objectives

Language

Functions

- Learn about traditional rain dances

Skills

Speaking

- Discuss movements with a classmate to create a dance

Reading

- Show understanding by answering questions
- Match text to pictures

Materials

- Digital Book
- Photos or clips of people dancing
- Video camera
- Computer with Internet access
- Rainstick

Warmer

Show children photos of people dancing or look at clips on the Internet. Divide children into two large groups and ask them to think of reasons why people dance. Invite volunteers to share their group's ideas with the class: *to celebrate something, to have fun, to perform for others, to keep in shape, to express themselves, to tell a story.*

Lead-in

Write *rain dance* on the board and ask children to suggest who does a rain dance and what it is for – to bring rain or to stop it.

1 Children read and answer the questions with a classmate.

Answers 1 feathers 2 drums, flutes and rattles

Optional extra: Let children discuss the answers in pairs. Write *crops* and *harvest* on the board. Ask children what the words mean: *food that you grow, food that you collect after you grow it.*

2 Children read and match.

Answers (pictures clockwise from top) 4, 5, 3, 2, 1

Optional extra: Ask a volunteer to read out the first action. The rest of the class then tries to do the action. Repeat with the others.

3 Children create some choreography using the ideas in activity 2.

You can video-record their dance and upload it to the school blog. It will be great fun!

Optional extra: Encourage children to listen carefully to the sounds they hear around them and to think how they could imitate those sounds in music (which musical instrument or object you can use to imitate e.g. the wind, a train, etc.).

4 With a classmate, children invent a rain dance using a rainstick, if they happen to have one.

Answers *Child's own answers*

Optional extra: Children write a description of their rain dance.

Wrap up

Children perform their rain dance for the class, and the class then vote on their favourite dance.

Continuous assessment

Children describe their rain dance orally or in writing.

Objectives

Language

Grammar

- Present simple

Functions

- Learn about animals in the Sonoran Desert

Skills

Reading

- Scan a text for information

Materials

- Digital Book
- Card

Warmer

Ask children to name animals that they might find in a desert. Write their answers on the board.

Lead-in

Write *reptiles, mammals, arachnids* on the board and ask children to classify the desert animals they have named into these groups.

1 Children read and write the animal names.

Answers 1 mountain lion 2 Gila monster 3 tarantula/ bark scorpion 4 bighorn sheep 5 horned lizard 6 tarantula

Optional extra: Write these questions on the board:

1. Where does the tarantula shoot its hairs from?
2. What do the pits on pit vipers enable them to do?
3. What does the horned lizard shoot out of its eyes?
4. Where does the kangaroo rat get its water?
5. What other names are there for the mountain lion?
6. What do bighorn sheep use their horns for?

Divide the class into pairs and get them to answer the questions. Check the answers with the class.

2 Children get into groups. They invent a riddle to be solved by other groups. Children can use the riddle in the book as an example.

Optional extra: Invite children to think of an animal and the sound it makes e.g. a dog (*woof*), a bird (*tweet*). Ask them to stand up and go around the classroom imitating their animal and getting together with the children who are making the same sound. When they are done, ask

them to sit down together. The winners will be the group/groups with the fewest members (the most original). Allow for some noise, it can be great fun!

Wrap up

Divide the class into groups. Assign an animal to each group and give them a piece of card. Give them time to prepare a poster and a presentation on their animal. Write on the board: *appearance, habitat, diet, population, behaviour, threats, amazing fact*. Have them take notes on each heading. Encourage them to illustrate their posters with photos and drawings. The groups present their posters to the class. Display the posters.

Continuous assessment

Children choose one of the animals from the wrap up activity and write about it.

1 AB Page 14

See pages 14-15 of the **Student's Book** for the transcript.

2 AB Page 17

- 1 Why are you so scared?
- 2 I have heard that in this forest there are many bears.
- 3 They travel in pairs and tear holes in your tent to get in. What's that noise?
- 4 Don't worry. It's not a bear. That's music. It's from the fair.
- 5 Wow! This pear is juicy and delicious!

3 AB Page 20

Eric: Hi Maya!
 Maya: Hello Eric!
 E: How do you come to school, Maya? Do you take the bus?
 M: No, I walk to school.
 E: Me too! I always walk to school.
 M: Where do you eat lunch, Eric?
 E: I eat lunch at home. My mum cooks delicious food! What about you?
 M: I don't. I eat lunch at school.
 E: And when do you watch TV?
 M: I only watch TV at weekends. And you?
 E: I watch TV at night.
 M: And what's your favourite programme?

4 AB Page 26

See pages 26-27 of the **Student's Book** for the transcript.

5 AB Page 29

- 1 Poor Fluffy! He hurt his paw when he was climbing a tree.
- 2 My favourite month is August.
- 3 I saw that film last year.
- 4 When we're sleepy, we yawn.
- 5 Last year our teacher taught us a lot of new things.

- 6 The sun comes up at dawn.
- 7 The player caught the baseball even though the sun was in his eyes.

6 AB Page 33

Narrator: A pizza has been stolen! Don't worry though, Derlock the Detective is on the case!

1
 Detective: Sonia, what were you doing yesterday at eight o'clock?
 Sonia: I was brushing my teeth.
 Detective: OK, thank you.

2
 Detective: Laura and Tom, what were you two doing yesterday at eight o'clock?
 Tom: Hmm... I think we were running.
 Laura: No, we weren't, Tom! We were cooking. We went running later, after dinner.
 Tom: Right! We were cooking.

3
 Detective: It's your turn now, Ashley. What were you doing yesterday at eight o'clock?
 Ashley: Oh, yesterday I was very tired... I wanted to read a book at night, but I couldn't. I fell asleep immediately!
 Detective: OK, thank you.

4
 Detective: Luke and Connor, what were you doing yesterday at eight o'clock?
 Luke: Hmm... I'm not sure... I think we were playing tennis.
 Connor: No, we weren't, Luke! That was the day before yesterday! We were playing basketball!
 Luke: Right, silly me! We were playing basketball!
 Detective: Thank you, boys.

5
 Detective: And what about you, Jim? What were you doing yesterday at eight o'clock?
 Jim: Hmm... I don't remember... I think I was... I was... I think I was watching TV...
 Detective: Are you sure, Jim?
 Jim: Hmm... Oh, well... The truth is I was eating pizza! I found some of my favourite pizza in the kitchen and I was really hungry, so I ate it!
 Detective: There you go! Mystery solved! 111

7 AB Page 40

See pages 40-41 of the **Student's Book** for the transcript.

8 AB Page 43

- 1 clown, clown
frown, frown
- 2 wow, wow
how, how
- 3 flower, flower
shower, shower
- 4 scout, scout
shout, shout
- 5 house, house
mouse, mouse

9 AB Page 46

Anna, Kate and Maria are sisters, but they are very different! Look at the pictures and answer.

- 1 Who is the shortest?
- 2 Who is the thinnest?
- 3 Who has got the longest hair?
- 4 Who is the tallest?
- 5 Who has got the longest trousers?
- 6 Who has got the biggest smile?
- 7 Who has got the shortest hair?

10 AB Page 52

See pages 52-53 of the **Student's Book** for the transcript.

11 AB Page 55

- 1 work, work
- 2 burn, burn
- 3 bird, bird
- 4 church, church
- 5 learn, learn
- 6 girl, girl
- 7 thirst, thirst
- 8 word, word
- 9 chirp, chirp
- 10 earn, earn
- 11 surf, surf
- 12 turn, turn
- 13 dirt, dirt

- 14 thirty, thirty
- 15 worm, worm
- 16 Thursday, Thursday
- 17 hurt, hurt
- 18 heard, heard

12 AB Page 58

- 1 This is a person who helps people when they are sick and takes their temperatures.
- 2 This is a person who rides a tractor, milks the cows and brushes the sheep.
- 3 This is a person who investigates crimes and puts criminals in jail.
- 4 This is a person who flies a plane and takes people all over the world.

13 AB Page 64

See pages 64-65 of the **Student's Book** for the transcript.

14 AB Page 67

- 1 Some people work at night and sleep during the day.
- 2 Don't be late for school! The teacher will get angry.
- 3 Our next door neighbours are always very friendly and helpful.
- 4 Walk carefully so you don't slip on the ice.

15 AB Page 70

TV interviewer: The future is really exciting! Can you imagine life 100 or 300 years in the future? I talked to two scientists who specialise in predicting the future! Dr Stephanie Green, tell us your ideas about the future.

Stephanie: Well, I think in the future people will live on other planets. People will also live longer because we will understand the human body and illnesses better. It will be normal for people to live until they are 120.

TV interviewer: That's very interesting. Dr Sam Davies, what ideas do you have about the future?

Sam: I think computers will be smaller and smarter. They will control all parts of our lives. Another big change will be in transport. Cars will be very different; we won't drive cars, computers will drive cars.

TV interviewer: So smarter computers and cars that won't have drivers! Cool!

Stephanie: I think life for children will be very different too. They won't go to school because all the information they need will be uploaded into their brains!

Sam: Yes, children will spend their days playing and having fun!

TV interviewer: I love the future! Next we are...

16 AB Page 79

See pages 78-79 of the **Student's Book** for the transcript.

17 AB Page 81

- 1 I have seen that film five times.
- 2 Please sit down in the seat.
- 3 The dog bit the little girl's foot.
- 4 There are ten toes on two feet.
- 5 Be sure to hit the baseball!
- 6 Don't rip the newspaper!
- 7 Sip the hot chocolate. It's very hot!
- 8 Have a good night's sleep, so you won't be tired in the morning.

18 AB Page 84

Draw a tree to the right of the tent.
Draw a hole in the middle of the tree trunk.

Draw a bird on a branch of the tree.
Draw a campfire in front of the tent.
Draw a boy resting under the tree.
Draw a rabbit running past the tent.
Draw a squirrel coming out of the hole in the tree.

Draw a bear behind the tent.

19 AB Page 90

See pages 90-91 of the **Student's Book** for the transcript.

20 AB Page 91

See pages 90-91 of the **Student's Book** for the transcript.

21 AB Page 93

long, long
strong, strong
bus, bus
song, song
fun, fun
done, done
wrong, wrong
one, one

22 AB Page 96

- 1
Man: Anna, have you had a flu vaccine?
Anna: Yes, I have.
M: When did you have it?
A: I had a flu vaccine in June.
- 2
M: Calvin, have you been to the Amazon?
Calvin: Yes, I have.
M: When did you go?
C: I went to the Amazon three months ago.
- 3
M: Jessie, have you done a bungee jump?
Jessie: Yes, I have.
M: Wow! When did you do it?
J: I did a bungee jump last weekend.
- 4
M: Bronson, have you eaten octopus?
Bronson: Yes, I have.
M: When did you eat it?
B: I ate octopus last summer.

 **23 AB Page 102**

See pages 102-103 of the **Student's Book** for the transcript.

 **24 AB Page 105**

- 1 spoon, spoon
- 2 June, June
- 3 three, three
- 4 soup, soup
- 5 soon, soon
- 6 new, new
- 7 tune, tune
- 8 you, you
- 9 knew, knew
- 10 rooms, rooms
- 11 flew, flew
- 12 shampoo, shampoo
- 13 few, few
- 14 zoo, zoo
- 15 afternoon, afternoon
- 16 crew, crew
- 17 dune, dune
- 18 group, group

 **25 AB Page 108**

- 1 You mustn't draw on walls.
- 2 You should respect property.
- 3 You must cross at the pedestrian crossing.
- 4 You should pay attention.
- 5 You mustn't feed the animals at the zoo.
- 6 You shouldn't get too close to them.
- 7 You mustn't play with rubbish.
- 8 You should pick it up.

 **26 AB Page 112**

- dance
- do homework
- eat pizza
- go to the mountains
- hang out
- play chess
- play the guitar
- read text messages
- ride a bike
- wash the dog
- watch TV

 **27 AB Page 113**

- act in a play
- fish
- get a pet
- meet a friend
- move house
- pass a test
- play a musical instrument
- sail
- win a prize

 **28 AB Page 114**

- beautiful
- ugly
- cheap
- expensive
- dangerous
- safe
- difficult
- easy
- early
- late
- heavy
- group
- light

 **29 AB Page 115**

- astronaut
- chef
- farmer
- journalist
- magician
- nurse
- park ranger
- pilot
- waitress
- zoo keeper

 **30 AB Page 116**

- cook
- drink
- drive
- eat
- sleep
- study
- travel
- watch
- work

 **31 AB Page 117**

- buy
- climb
- cycle
- fly
- play sport
- read
- ride a horse
- sing
- swim
- talk

 **32 AB Page 118**

- bagpipes
- didgeridoo
- drum
- flute
- guitar
- piano
- saxophone
- trumpet
- violin

 **33 AB Page 119**

- compass
- first-aid kit
- fishing rod
- helmet
- insect repellent
- lifebelt
- matches
- penknife
- rope
- torch
- whistle

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Teacher's Resource Audio Material

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Young Achievers will challenge and motivate. A blend of **skills**, a **fast-paced grammar** syllabus and **phonics** provides children with a strong foundation. This, combined with a **cross-curricular** and **cultural focus** gives primary children all the confidence they need.

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- Teacher's Book + Audio CDs
- Teacher's Resource Material
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