

English **Print 4**

 includes CDs

Teacher's Guide



Susan House Katharine Scott

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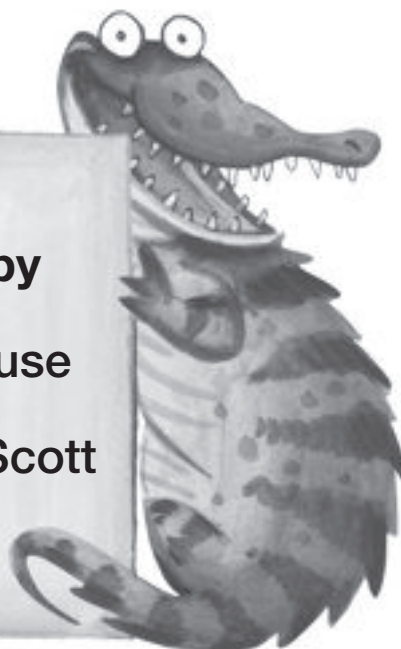
English **Print 4**

Teacher's Guide

Written by

Susan House

Katharine Scott



Philosophy

The philosophy behind **Print** is that learning a second language is not only a means of communication, but also a window through which to see and understand other cultures and ways of thinking. Learning a second language helps children develop an awareness that there is more than one way of expressing ideas, solving problems and viewing the world.

Print offers children the opportunity to learn a second language while developing other areas. These books will teach children about different themes and provide enriching and fun stories, songs and games. They will promote students' creativity and critical thinking skills. Students will explore ecology, art and history, and all the while, they will be learning English.



Methodology

Print follows a well-structured grammar syllabus and incorporates the following methods and approaches:

The communicative approach

According to this approach, language is taught as a tool for communicating, not just as formal structures for passing exams.

The focus is more on meaning (the task to be completed) than on form (correctness of language and language structure).

Errors are a natural part of learning. Students trying to use the language spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive.

The classroom should provide students with the opportunity to rehearse real-life situations using natural language, not just repetition and drills.

There is an emphasis on oral and listening development. But reading and writing skills are also developed to promote pupils' confidence in all four skills.

This method states that learning is more meaningful if students can focus on completing a task using the target language rather than concentrating on using the language correctly. Thus, the primary focus of classroom activity is the task, and language is simply the instrument required to complete it. Activities reflect real-life situations, and learners focus on meaning—they are free to use any language they want. Playing a game, solving a problem or sharing information are all relevant and authentic tasks.

Content-based learning

In a content-based lesson, students learn about a topic that interests them—anything from a serious scientific theme to a pop star or even a news story or film. The key is that the lesson is taught using the target language rather than students' native language. Students' motivation to understand the topic will naturally assist in language learning.

Learning through literature

Stories provide the starting point for developing a wide variety of related language and learning activities involving children creatively and actively in their own learning.

More and more English teachers at the primary level are using stories in their classes. This is partly because teachers have become more familiar with an acquisition-based methodology, but principally because stories meet the major linguistic, psychological, cognitive, social and cultural objectives for teaching foreign language to children.

Learners acquire language most effectively from messages that are just slightly beyond their current competence. The stories in **Print** expose students to natural language that is meaningful and just above their level of production.

The natural approach

In this approach, language acquisition (an unconscious process developed through using language meaningfully) is differentiated from language learning (a conscious process developed through learning or discovering rules about a language). Competence in a second language occurs through language acquisition.

The most effective way to acquire a language is to reproduce the conditions in which the first language is acquired. Therefore, students are exposed to the language in a variety of contexts. They are also encouraged to use the language before they analyse its grammatical content and structure.

The most effective learning environment motivates students without pressuring them. Learners will naturally start to produce language when they are ready.












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Grammar and language

Vocabulary

Past simple (regular and irregular): I went on holiday. I didn't go to the beach. I travelled by bus. Did you take a camera?

There was/were: There was an elephant. There wasn't a seal. There were three acrobats. There weren't any clowns.

Verb to go + gerund: She went swimming. He didn't go sailing.

Questions (Who, What, Where, When, How): Where did you go? How did you travel?

Travel words: beach, camera, city, country, destination, island, lake, mountain, pool, pyramid, suitcase, sunblock, sunglasses, ticket, train, holiday

Circus words: acrobat, clown, juggler, lion tamer, ringmaster, safety net, seal, tiger, tightrope

Verbs: come, dance, do, drink, eat, go, have, jump, make, play, sing, take, travel, want, walk, wear

Adverbs of frequency: I sweep the farmyard once a week. She washes the dishes twice a day. Do you feed your pet three times a day? How often do you milk the cows? I get up at half past four.

Comparative adjectives: I am taller than my friend. A cat is more intelligent than a duck. A chicken is uglier than a horse. Which is bigger, a cow or a sheep? Is a dog faster than a pig?

Ordinal numbers: I won first place in the competition.

Farm words: barn, farmyard, farmer, farmhouse, fence, field, fruit, market, organic, vegetable garden

Animal products: butter, cheese, cream, egg, honey, leather, meat, milk, wax, wool, yogurt

Adjectives: beautiful, cheap, cruel, dangerous, exciting, fast, friendly, frightened, heavy, intelligent, light, nervous, playful, scared, slow, tiny, ugly, weak

Verbs: bite, break, collect, feed, fix, gallop, give, kill, leave, milk, set, sweep, take out, tidy, wash, water

Present simple v past simple: Pioneer children rode in covered wagons. Children today ride bicycles. Did you go to the cinema? Do you go to the cinema every week?

Questions: Where did Molly go? Who did they meet? How did he travel? When did she eat?

Why/because: Why did Davie get better? Because he took some medicine.

There is/are: There is a library. There are some shops. Is there a supermarket? Are there any shops?

There was/were: There was a chest. There was some oil. There were some coins.

Pioneer vocabulary: box, camp, candle, chest, pioneer, sack, spade, wagon

Objects in a house: bucket, electric light, fork, heater, knife, knives, microwave oven, pot, soap, spoon, stove/cooker

Places: church, library, car park, post office, river, school, shop, supermarket, town

Verbs: build, drink, drive, eat, go, live, make, meet, play, read, ride, sleep, take, travel, walk, work

Adjectives: excited, gold, scared, sick, tired, trapped, young

Can/can't: I can skate, but I can't ski. Can you swim?

Could/couldn't: When I was one, I could play the drum. They couldn't buy expensive presents.

Comparative adjectives: He was faster than the other skaters.

Superlative adjectives: McTall is the tallest. McStrong is the most popular. McBig is the worst.

Ordinal numbers: I won second place.

Actions: clap, climb, dive, do (a cartwheel/a handstand), fix, open, put on, rollerblade, ride a bike, skate, ski, spell, stamp, turn

Sports vocabulary: championship, cheerleader, competition, cup, cycling, fan, final, (first) place, goal, gymnastics, helmet, judge, judo, medal, player, point, prize, score, surfing, team, tennis, trophy

Adjectives: broken, cheap, dangerous, expensive, famous, fast, friendly, handsome, heavy, intelligent, light, modern, popular

Adverbs of frequency: I have a shower once a day. How often do you clean your nails? Twice a month.

Should/shouldn't: You should eat a good breakfast. You shouldn't skip/miss meals. Should I wear a helmet?

Like/love/hate + gerund: Muddy likes brushing his teeth. I don't like having messy hair. She loves having a shower.

Possessive adjectives: It's her wash bag. This isn't my bag.

Reflexive pronouns: I hurt myself in the kitchen. Look after yourself.

Comparative and superlative adjectives: Ella was taller than Bob. Sam is the tallest.

Contractions: It's important to eat a balanced diet.

Toiletry items: comb, hairbrush, nail scissors, shampoo, soap, sponge, toothbrush, toothpaste, wash bag

Health and safety: accident, arm band, body, broken (arm), burn, cut, fever, fire, fire alarm, glasses, helmet, infection, medicine, ointment, optician, plaster, rash, safety, temperature, thermometer, X-ray

Food and diet: bread, breakfast, broccoli, butter, carbohydrate, chicken, chips, diet, egg, energy, fruit, meal, meat, oil, pasta, protein, rice, sardine, sugar, vegetable, vitamins, weight

Verbs: brush, burn, clean, comb, dress, have a shower, hurt, leave, look after, scratch, skip, smell, stink, take care, taste, wait for, wash, wear

Unit 2

Unit 2

Unit 3

Unit 4

Unit 5

Grammar and language

Vocabulary

Unit
6

Future with going to: *I am going to have a party. He/She is going to meet a friend. What time are you going to get up?*

Sequencing adverbs (first, then, next, after that, finally): *First, Rita had lunch with her granny. After that, they invented a dance. Then they found a beautiful dance costume. Finally, Rita danced in the talent contest.*

Performing arts: *academy, award, ballet, ballet shoes, concert, costume, fan, jazz, modern dance, performing arts school, poem, recording, solo dance, spin, stage, superstar, talent contest, violin, winner*

Subjects: *Art, Computer Science, Dance, English, Geography, History, Maths, Music, P.E., Science*

Verbs: *act, arrive, build, catch, dream, drive, feed, find, fly, get up, help, invent, listen, lose, meet, move, perform, practise, receive, sell, wait, win*

Unit
7

Prepositions: *It's opposite the petrol station.*

Past continuous: *They were listening. She was talking to a boy. Was the headteacher shouting at the students? Yes, he was./No, he wasn't. Were you walking the dog at four o'clock? Yes, I was./No, I wasn't. At quarter past five, I was eating some chips. What were you doing at four o'clock?*

Places: *aquarium, fire station, flat, flower shop, petrol station, gym, postbox, shopping centre, cinema, pet shop, police station, supermarket, toy shop, traffic lights, underground, zebra crossing*

Physical descriptions: *bald, beard, curly, double chin, eyebrow, moustache, old, short, straight, wavy, young*

Crime words: *alibi, arrest, clue, crime, detective, footprint, gold necklace, jewelry, robber, robbery, statement, steal, suspect, vandal, victim*

Prepositions: *around, behind, between, in front of, next to, on, opposite, on the corner of*

Verbs: *arrive, begin, carry, check, cross, follow, give, help, leave, skate, stop, take, turn, wait for*

Unit
8

Past simple (When, What, How long ago): *What did Edison invent? When did Volta invent the battery? In 1794. How long ago did Volt invent the battery? 211 years ago.*

before/after: *The Zeppelin flew 100 years after the first hot-air balloon. He made the machine before he drew the model.*

Past continuous: *It was eating. Was Joseph watching the birds one day? What were the men doing?*

Sequencing adverbs: *First, the brothers made a small silk balloon. Then they made a bigger balloon and basket. Finally, they made their famous hot-air balloon.*

Inventions: *aeroplane, automobile, battery, electric motor, electric train, flying machine, gadget, glider, hot-air balloon, lightbulb, liquid paper, microwave oven, mobile phone, paper clip, sledge, stapler, tape, vending machine, zip*

Materials: *glass, metal, paper, plastic, rubber, wood*

Verbs: *choose, clap, clean, connect, design, examine, fish, float, invent, keep, land, point, put, smile, travel, turn on, want, wave, wear, wipe*

Adjectives: *dangerous, dry, historic, warm*

Unit
9

Questions: *What is the diameter of Earth? How long is a day on Mercury? Which is the coldest planet? Who was the first man on the moon?*

Comparative and superlative adjectives: *Mercury is hotter than Mars. Jupiter is the biggest planet.*

Present simple: *He lives far away.*

Past simple (regular and irregular): *They looked for signals from outer space. Mission Control sent the instructions. Yuri Gagarin was the first man in space.*

Future (going to): *The aliens are going to attack Earth.*

Planets: *Earth, Jupiter, Mars, Mercury, moon, Neptune, planet, Saturn, solar system, sun, Uranus, Venus*

Large numbers: *hundred, thousand, ten thousand, hundred thousand, million*

Space: *alien, asteroid, astronaut, comet, constellation, galaxy, meteorite, orbit, outer space, rocket, spaceship, space shuttle, space station, star*

Prepositions: *around (round), behind, between, in the middle of, next to*

Verbs: *arrive, attack, break down, build, check, decode, defend, explore, find, happen, learn, look, orbit, receive, send, spin, travel, wait for*

Components



Student's Book

Contains nine theme-based units with a variety of activities for classroom use.



Activity Book

Includes grammar and vocabulary reinforcement activities based on the Student's Book.



Student's CD

Contains recordings of the songs, chants and stories for students to listen to at home.

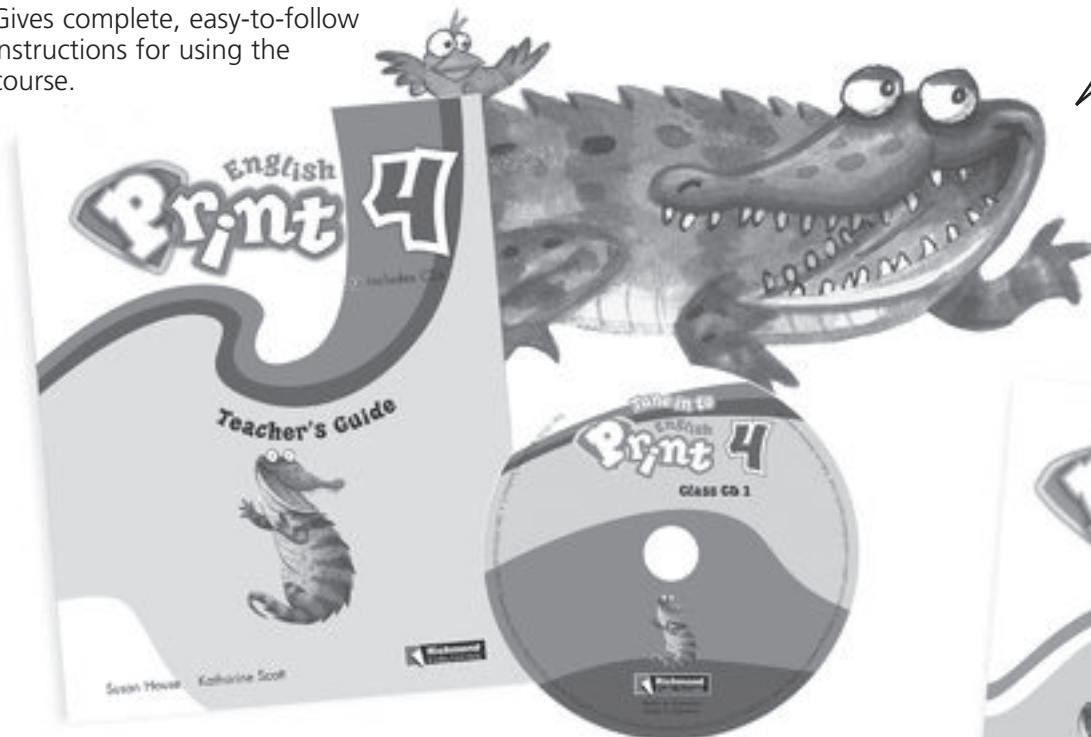
These resources will make your classes more dynamic and effective.

Teacher's Guide

Gives complete, easy-to-follow instructions for using the course.

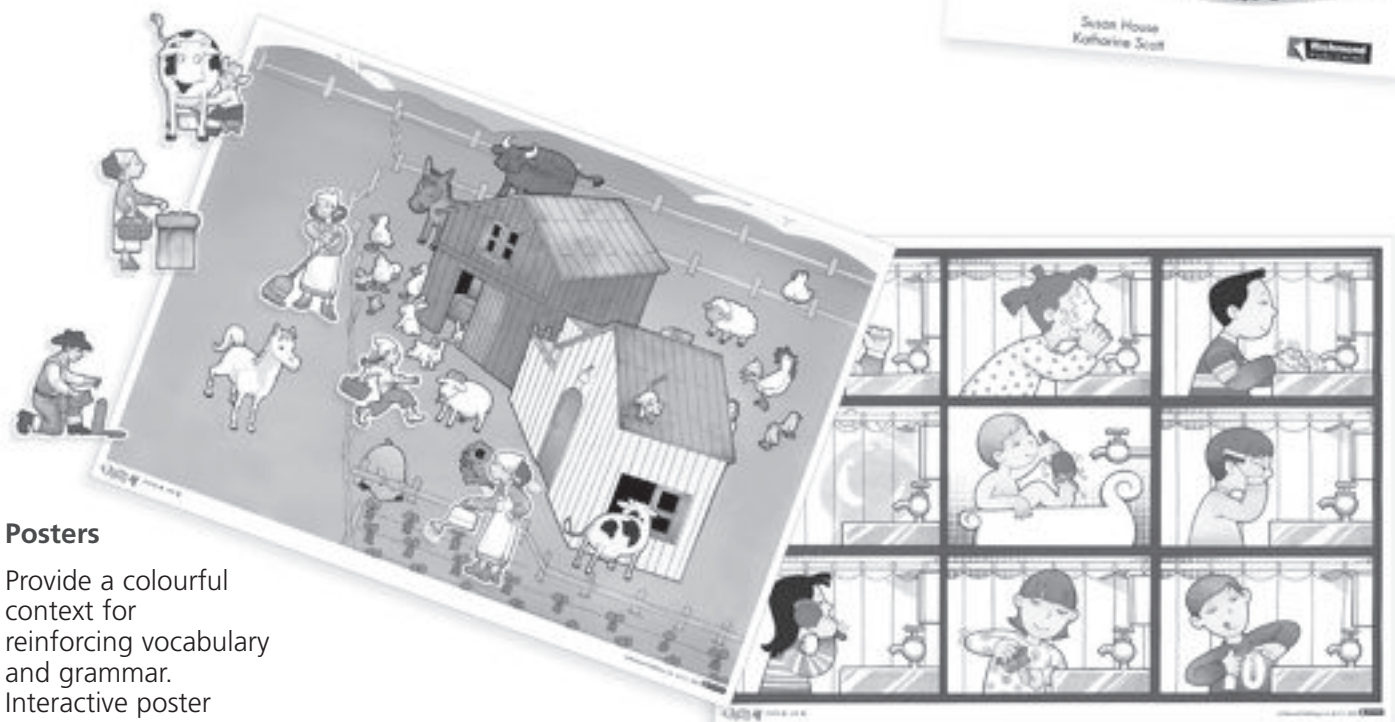
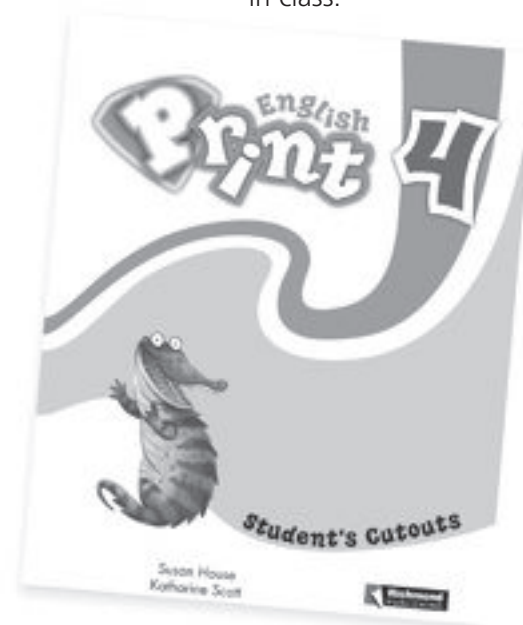
Cutouts

Provide fun and interactive material for students to use in class.



Class CDs

Contains recordings for all the listening activities.



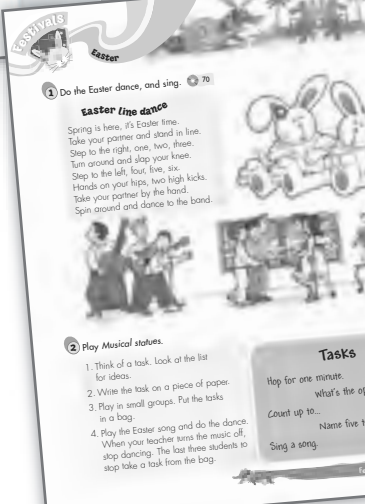
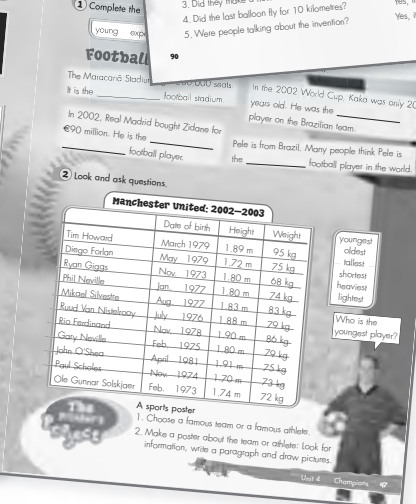
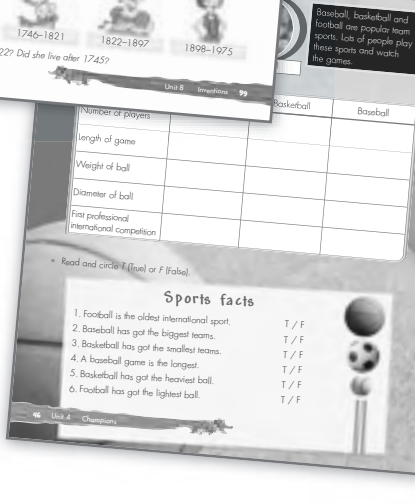
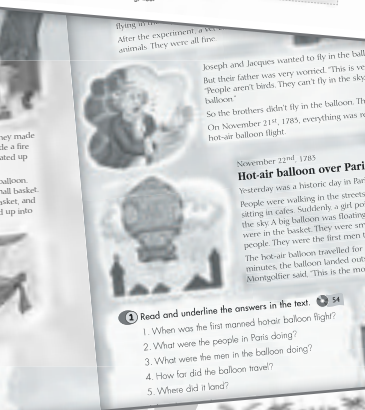
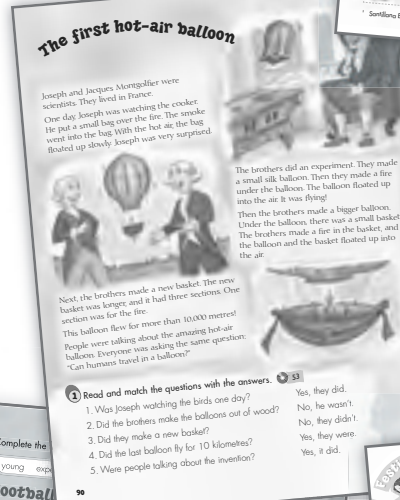
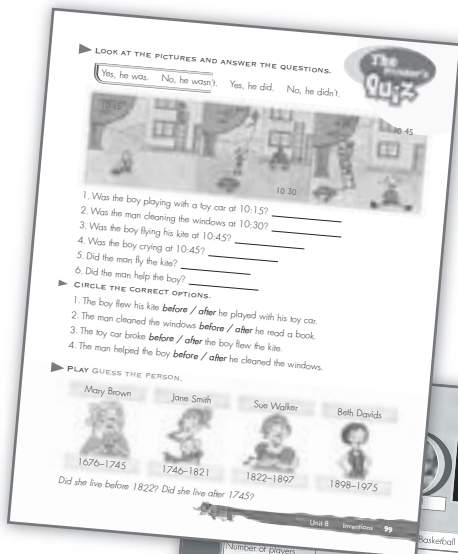
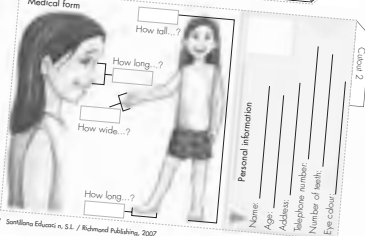
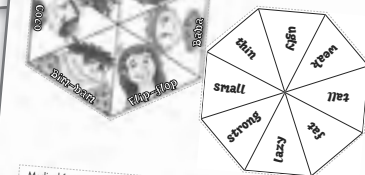
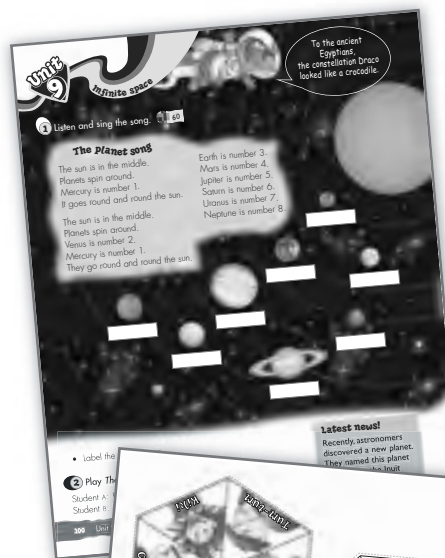
Posters

Provide a colourful context for reinforcing vocabulary and grammar. Interactive poster cutouts are included.

Course features

Student's Book

- Consists of nine units with a variety of activities for classroom use. Each unit is theme-based, providing a fun and interesting context for presenting language and vocabulary.
- Includes songs and hands-on projects.
- Offers original children's literature in each unit.
- Includes extra activities for traditional festivals.
- Offers a section with phonics, reading development and process writing.
- Provides a "real world" section with factual and authentic texts and additional activities.
- Provides interactive cutouts with games, info-gap activities and additional material to be used in each unit.
- Offers a review section at the end of each unit.



Tips and tricks



Preparing class materials

For each lesson, students are expected to have the following materials: scissors, coloured pencils, a glue stick, a pencil, a rubber and a notebook.

Student's cutouts

There are twenty pages of cutouts, two per unit, included as a separate component to the course.

These versatile and colourful cutouts are designed for meaningful language practice, games and skills development such as visual memory, classifying and critical thinking.

The cutouts are used in different activities throughout the unit and may be used more than once.

Craft activities

In every unit there is a hands-on activity, often based on the Student Cutouts. Before starting the activity, it is important to ensure that students have got all the necessary material at hand. To help students carry out this type of activity, you should demonstrate each step in class, making sure they all know exactly what they have got to do.

Administering the diagnostic test

Give students the diagnostic test the first week of school. The test covers the major grammar structures and lexical fields that students are expected to have learned prior to this level. The test is designed to help you evaluate students' general level, determine in which areas they need reinforcement or remedial work and identify possible weak and strong students.

Answer key to the diagnostic test

1. pineapple; 2. milk; 3. bananas; 4. There are some; 5. There is some; 6. There is
- From left to right, top to bottom: eighteen, sixty, ninety-four, twenty-three, fifty-two, forty-five, eleven, eighty-seven, seventy-nine
- monkey, tiger, parrot, elephant, snake, tortoise;
1. can't; 2. can't; 3. can; 4. can; 5. can't; 6. can
1. always; 2. usually; 3. sometimes; 4. never
- had, swam, played, ate, drank, went, bought, wrote;
1. Where; 2. What; 3. When

Working with the stories

The stories in *Print* challenge students' linguistic competence by providing meaningful input that is just above their level of production.

The stories provide students with a chance to learn English through literature. They expose students to natural language, which means they have the opportunity to deal with texts in ways that a native speaker would do.

When working with the stories, explain to students that it is not important for them to understand every single word in the text, but that they should focus on understanding the general meaning of the story.

Note: The literature section takes up two lessons in every unit. The story should be read from beginning to end in each lesson. The first time, students focus on a general understanding of the story. In the second lesson, a more thorough comprehension should be encouraged. The Teacher's Guide includes activities that focus on developing reading comprehension strategies and on promoting a deeper understanding of the vocabulary in the story.

Using the posters

Each poster can be used to present and practise the vocabulary and language taught in the corresponding unit. You can write on the posters using whiteboard or water-based marker pens.

Poster cutouts

This unique feature is used together with the posters so that the activities provide more meaningful practice and the opportunity for active participation on the part of the student.

The poster cutouts can also be used independently to present and practise vocabulary.

Preparing and using poster cutouts

Before beginning each unit, prepare the cutouts and store them in a large envelope, marked with the unit number.

Use magnets, tape, Blu-Tack or any adhesive substance that will allow you to remove the cutouts without damaging them.

Using the word lists

On pages 12-14 of this introduction, you will find photocopiable lists of the target vocabulary for each unit. These lists can be photocopied and distributed each month to your students. They include all the active vocabulary presented in each unit—the words that students are expected to learn and use.

Students can use the lists for study purposes or for a variety of activities:

- Creating a picture dictionary with the vocabulary for that month.
- Writing sentences with each one of the words.
- Writing a story with some of the words.
- Cutting out the words, gluing them into their notebooks and illustrating their meanings either with pictures or definitions.
- Classifying the words.

Working with cross-curricular activities

Cross-curricular activities are a great way for students to practise language in an authentic context.

Prepare material ahead of time and make sure there is enough for everyone to complete the task successfully.

To extend language practice, talk students through the activity while demonstrating what you are saying.

Warn students not to swallow paint, glue, ink or any other substance.

Make sure there is sufficient space for physical activities such as jumping or running.

Cooking

Strictly supervise students around hot food, knives and sharp objects.

Keep hands, utensils and food clean.

Get students to work in small groups, either in a special cooking area or in the classroom.

Associate the language with the actions as students perform them during food preparation.

Demonstrate the activity in front of the class. Get material ready in advance and use simple, clear language as you prepare the recipe.

Art

Print integrates arts and crafts activities to help students develop creativity and artistic awareness. To make sure that children have an enriching experience, it is important to exhibit and praise students' work equally, without making comparisons.

Handling critical thinking, universal values and extra activities

For the critical thinking and extra activities, the language may be too difficult for students to manage in English. You should use English to initiate the activity, but if necessary, you can switch into students' native language to cover the material in these sections.



Key words Unit 1

Travel words	<i>holiday</i>	<i>train</i>	<i>tiger</i>	Clothes	<i>drink</i>
<i>beach</i>	<i>island</i>		<i>tightrope</i>	<i>boots</i>	<i>eat</i>
<i>boat</i>	<i>lake</i>	Circus words		<i>jacket</i>	<i>have</i>
<i>bus</i>	<i>mountain</i>	<i>acrobat</i>	Activities	<i>shorts</i>	<i>jump</i>
<i>camera</i>	<i>plane</i>	<i>clown</i>	<i>canoeing</i>	<i>swimsuit</i>	<i>make</i>
<i>car</i>	<i>pool</i>	<i>elephant</i>	<i>hiking</i>	<i>trainers</i>	<i>play</i>
<i>city</i>	<i>pyramid</i>	<i>juggler</i>	<i>horse-riding</i>	<i>T-shirt</i>	<i>sing</i>
<i>comic book</i>	<i>suitcase</i>	<i>lion</i>	<i>climbing</i>	Verbs	<i>take</i>
<i>country</i>	<i>sunblock</i>	<i>lion tamer</i>	<i>sailing</i>	<i>come</i>	<i>travel</i>
<i>destination</i>	<i>sunglasses</i>	<i>ring master</i>	<i>swimming</i>	<i>dance</i>	<i>want</i>
	<i>ticket</i>	<i>safety net</i>	<i>walking</i>	<i>do</i>	<i>wear</i>
		<i>seal</i>			

Key words Unit 2

Farm animals	Farm words	<i>cream</i>	<i>exciting</i>	<i>ugly</i>	<i>collect</i>
<i>bee</i>	<i>barn</i>	<i>egg</i>	<i>fast</i>	<i>weak</i>	<i>feed</i>
<i>bull</i>	<i>farmer</i>	<i>honey</i>	<i>friendly</i>	<i>young</i>	<i>fix</i>
<i>chick</i>	<i>farmhouse</i>	<i>leather</i>	<i>frightened</i>	Ordinal	<i>give</i>
<i>chicken</i>	<i>farmyard</i>	<i>meat</i>	<i>heavy</i>	numbers	<i>kill</i>
<i>cockerel</i>	<i>fence</i>	<i>wax</i>	<i>intelligent</i>	<i>first</i>	<i>leave</i>
<i>cow</i>	<i>field</i>	<i>wool</i>	<i>light</i>	<i>second</i>	<i>milk</i>
<i>donkey</i>	<i>vegetable</i>	<i>yogurt</i>	<i>nervous</i>	<i>third</i>	<i>sweep</i>
<i>goat</i>	<i>garden</i>	Adjectives	<i>old</i>	<i>fourth</i>	<i>take out</i>
<i>horse</i>	Animal	<i>beautiful</i>	<i>playful</i>	<i>fifth</i>	<i>tidy</i>
<i>pony</i>	products	<i>cheap</i>	<i>scared</i>	Verbs	<i>wash</i>
<i>rabbit</i>	<i>butter</i>	<i>cruel</i>	<i>slow</i>	<i>break</i>	<i>water</i>
<i>sheep</i>	<i>cheese</i>	<i>dangerous</i>	<i>tiny</i>		

Key words Unit 3

Pioneer vocabulary	Objects in a house	<i>spoon</i>	Adjectives	<i>make</i>	Food
<i>box</i>	<i>bucket</i>	<i>stove</i>	<i>excited</i>	<i>meet</i>	<i>bread</i>
<i>camp</i>	<i>cooker</i>	<i>telephone</i>	<i>gold</i>	<i>play</i>	<i>coffee</i>
<i>candle</i>	<i>electric light</i>	Places	<i>scared</i>	<i>read</i>	<i>dried meat</i>
<i>chest</i>	<i>fork</i>	<i>car park</i>	<i>sick</i>	<i>ride</i>	<i>fruit</i>
<i>pioneer</i>	<i>fridge</i>	<i>church</i>	<i>tired</i>	<i>sleep</i>	<i>oil</i>
<i>sack</i>	<i>heater</i>	<i>library</i>	<i>young</i>	<i>take</i>	<i>potatoes</i>
<i>spade</i>	<i>knife/knives</i>	<i>post office</i>	Verbs	<i>travel</i>	<i>rice</i>
<i>wagon</i>	<i>microwave oven</i>	<i>shop</i>	<i>build</i>	<i>walk</i>	<i>salt</i>
	<i>pot</i>	<i>supermarket</i>	<i>drive</i>	<i>work</i>	
	<i>soap</i>	<i>town</i>	<i>live</i>		

Key words Unit 4

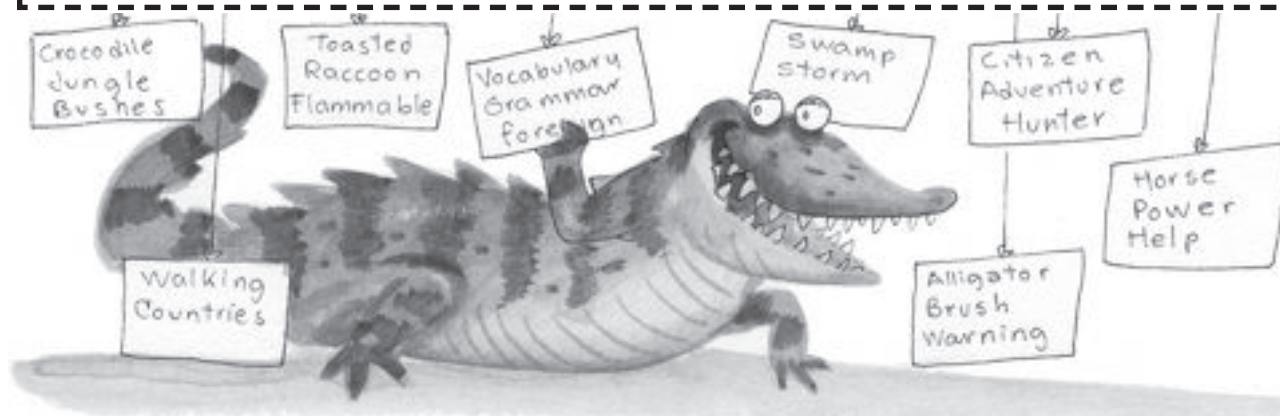
Actions	ski	final	surfing	cheap	light
clap	spell	football	swimming	dangerous	modern
climb	turn	goal	team	expensive	new
dance	Sports words	gymnastics	tennis	famous	old
dive	championship	helmet	trophy	fast	popular
do a cartwheel	cheerleader	judge	volleyball	friendly	small
do a handstand	competition	judo	Adjectives	good	ugly
fix	cup	medal	bad	handsome	young
open	cycling	prize	beautiful	heavy	
rollerblade	fan	score	broken	intelligent	
skate		skateboarding		long	

Key words Unit 5

Toiletry items	Health and safety	helmet	Food and diet	oil	cut
comb	accident	infection	bread	pasta	have a shower
hairbrush	arm band	medicine	breakfast	protein	hurt
nail scissors	body	ointment	broccoli	rice	leave
shampoo	broken arm	optician	butter	sardine	scratch
soap	burn	plaster	carbohydrate	sugar	skip
sponge	cut	rash	chicken	vegetable	smell
toothbrush	dentist	school nurse	chips	vitamin	stink
toothpaste	doctor	temperature	diet	weight	taste
wash bag	fever	thermometer	egg	Verbs	wait for
	fire	X-ray	energy	brush	wash
	fire alarm		fizzy drink	burn	wear
	glasses		fruit	clean	
			meat	comb	

Key words Unit 6

Performing arts	modern dance	Subjects	Adjectives	dance	move
academy	music	Art	closed	dream	perform
award	poem	Computer	crazy	drive	play
ballet	song	Science	famous	feed	practise
ballet shoe	spin	Dance	strange	find	read
concert	stage	English	strict	fly	receive
costume	superstar	Geography	Verbs	get up	sell
fan	talent contest	History	act	help	sing
film	violin	Maths	arrive	invent	travel
interview	winner	Music	born	listen	visit
jazz		P.E.	build	lose	wait
magic trick		Science	catch	make	win
			clean	meet	work





Key words Unit 7

Places

aquarium
bus stop
church
cinema
fire station
flat
gym
pet shop
petrol station
police station
postbox
street
supermarket

swimming pool
traffic lights
underground
zebra crossing

Physical description

bald
beard
curly
double chin
eyebrow
long
moustache

old

straight
wavy
young

Crime words

address
alibi
arrest
clue
crime
date
detective
footprint

gold necklace
jewelry
location
police
robber
robbery
statement
steal
suspect
time
vandal
victim

Prepositions

around
behind
between
in front of
next to
on
opposite
on the corner of

Verbs

arrive
begin
carry

check
follow
give
help
stand
stop
take
turn
wait for
watch

Key words Unit 8

Inventions

aeroplane
battery
electric motor
electric train
flying machine
gadget
glider

hot-air balloon
lightbulb
liquid paper
microwave oven
mobile phone
paper clip
photo
sledge

stapler
tape
vending
machine
zip

Materials

glass
metal

paper
plastic
rubber
wood

Verbs

choose
clap
connect

cut
design
draw
float
invent
keep
land
point

put
smile
travel
turn on
want
wave
wear
wipe

Key words Unit 9

Planets

Earth
Jupiter
Mars
Mercury
moon
Neptune
planet
Saturn
solar system
sun
Uranus
Venus

Measurements

day
diameter
distance
hour
length
light year
temperature
year

Large numbers

one hundred
one thousand

ten thousand
one hundred
thousand
one million

Space

alien
asteroid
astronaut
comet
constellation
galaxy
meteorite
orbit

outer space
rocket
spaceship
space shuttle
space station
star

Adjectives

boring
bright
cold
dark (blue)
exciting
far

flashing
friendly
hot
light (blue)
long
near
short
small
strange

Verbs

arrive
attack
break down

build
check
decode
defend
explore
find
learn
orbit
receive
send
spin
travel
wait for

1 Look and complete. (3 points)



1. There is a _____.
2. There is some _____.
3. There are some _____.
4. _____ carrots.
5. _____ juice.
6. _____ a watermelon.

2 Write the number words. (3 points)

18 _____

60 _____

94 _____

23 _____

52 _____

45 _____

11 _____

87 _____

79 _____

3 Label the pictures. (2 points)

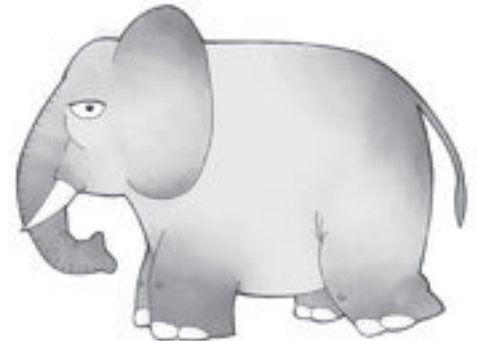












• Complete the sentences. (3 points)

can can't

1. An elephant _____ jump.

2. A snake _____ walk.

3. A parrot _____ fly.

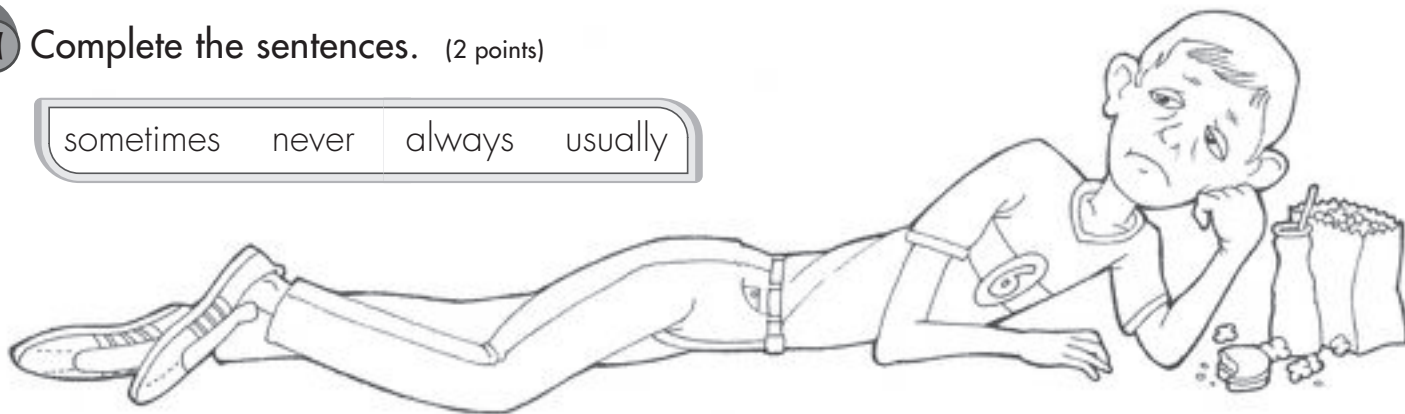
4. A tortoise _____ swim.

5. A monkey _____ talk.

6. A tiger _____ run.

4 Complete the sentences. (2 points)

sometimes never always usually



1. He watches TV every day. He _____ watches TV.
2. He eats eggs for breakfast five days a week. He _____ eats eggs for breakfast.
3. He goes to the cinema at the weekend. He _____ goes to the cinema.
4. He doesn't play football. He _____ plays football.

5 Complete the text with the past form of the verbs. (4 points)

eat write go drink have swim play buy go



Last Saturday, John went to the beach with his cousin. They _____ a great time. They _____ in the sea and _____ volleyball on the beach. They _____ hot dogs and _____ juice. In the afternoon, they _____ to the shopping centre and they _____ some presents. At night, they _____ some postcards to their friends.

• Complete the questions. (3 points)

1. _____ did John and his cousin go? To the beach.
2. _____ did they eat? Hot dogs.
3. _____ did they write postcards? At night.



Vocabulary	Grammar
<p>Travel words: aeroplane, beach, boat, bus, camera, car, city, comic book, country, destination, holiday, island, lake, mountain, pool, pyramid, suitcase, sunblock, sunglasses, ticket, train</p> <p>Clothes: boots, jacket, shorts, swimsuit, trainers, T-shirt</p> <p>Circus: acrobat, clown, elephant, juggler, lion, lion tamer, ring master, safety net, seal, tiger, tightrope</p> <p>Activities: canoeing, hiking, horse-riding, rock climbing, sailing, swimming, walking</p> <p>Verbs: come, dance, do, drink, eat, go, have, jump, make, play, sing, take, travel, want, wear</p>	<p>Past simple (regular and irregular verbs): I went on holiday. I didn't go to the beach. I travelled by bus. Did you take a camera?</p> <p>There was/were: There was an elephant. There wasn't a seal. There were three acrobats. There weren't any clowns.</p> <p>Verb to go + gerund: She went swimming. He didn't go sailing.</p> <p>Wh questions (who, what, where, when, how): Where did you go? How did you travel?</p>
<p>Functional language: I'd like to go to... How much is it? May I have your name, please? Here's your...</p>	<p>Multiple intelligence: Visual/spatial intelligence (page 21)</p>

Teaching tip

Classroom discipline

It is important to establish your classroom rules at the very beginning of the school year.

Keep the rules simple and clear, for example:

- Raise your hand if you want to ask a question.
- Always ask if you don't understand.
- Don't shout or talk over your classmates.
- Listen to your classmates' opinions.
- Take turns when playing games.
- Help your classmates if they find something difficult.
- Always ask if you want to borrow something.

If you want behaviour to be counted in the final marks, it is better to reserve some points from the total rather than adjusting marks for objective assessments (tests, exams, homework). For example, if you are grading out of 100, you can reserve 10 points for behaviour. Students who get a perfect score in a test but whose conduct has not been very good would obtain a maximum of 90 points. Students who have been cooperative and well-behaved but who are not especially bright or good at exams have the possibility of obtaining 10 extra points for conduct.

Student's Book Page 4

Grammar: Past simple: *Where did you go? How did you travel? I went to the beach. I went by bus.*

Vocabulary: *Bus, train, car, boat, plane, bike, beach, mountain, island, pyramid, country, lake, train station, bus station, port, airport.*

Materials: Slips of paper, index cards (1 per student).

Warm-up

Play Greet your classmates.

Say: *Hello! I'm (Laura Silver). I'm your English teacher.* Write your name on the board.

Students write their full names (first and last names) on slips of paper and pass them to you.

Shuffle all the slips and distribute them again.

Look at the name on your slip and greet the corresponding student: *Hi, (Oliver)! I'm Laura Silver.*

The student then greets the person on his/her slip of paper: *Hi, (Sofia)! I'm Oliver Jones.*

Continue until all the students have participated.

Give each student an index card. Show them how to fold it so that it will stand up on the table. Students make name cards for themselves. They write their names on the front side of the index card and keep their cards on their tables until you have learned all their names.

Vocabulary presentation

Poster 1

Display Poster 1. Attach the poster cutouts to the board.

Ask six students to come to the board. Give each student a cutout: *boat, train, plane*, etc. Name the means of transport and get students to repeat.

Students then place the cutouts in the corresponding places on the poster.

Point to one of the cutouts and ask: *How many people travelled by (boat) during their holiday?* Students raise their hands. Count and write the number on the board. Continue with the other means of transport.

Controlled practice

1 Listen and number the pictures. 1

Explain that this song is about going on holiday. Ask students a few questions about their holidays: *Where did you go? How did you travel? Who did you go with?*

Ask students to name the places in the pictures: *beach, mountains, island, pyramid, country.*

Play Track 1. Students follow in their books.

Track 1

A fun holiday

(See Student's Book page 4, activity 1.)

Use Poster 1 and the poster cutouts to illustrate the meaning of the verses.

Students number the pictures in their books. Point out that the places are odd numbers and the means of transport are even numbers.

- Sing the song.

Play Track 1 again. Students sing along.

Divide the class into six groups.

Play Track 1. Group 1 sings the question in each verse.

Groups 2–6 sing the answers. Each group sings a different line. Finally, all the groups sing the last line.

Optional activity

The chain game

Ask students to name other means of transport:

underground, motorbike, taxi, helicopter, bike, etc.

Elicit different ways of classifying these means of transport: according to speed of travel; travel by air, by water or by land; modern or ancient means of transport.

Start off the chain by saying *On my holiday last summer, I travelled by (bus).* Point to a student and ask him/

her to continue the chain: *On my holiday last summer,*

I travelled by (bus) and by (train). Continue until

somebody makes a mistake or can't think of another word to continue. This person is eliminated from the game, and the chain starts again. The last student

remaining is the winner.

2 Ask your classmates about their holidays and complete the chart.

Copy the table from activity 2 onto the board. Write the names of the means of transport in the left-hand column. Point to a student and ask: *How did you travel, on your last holiday?* Write the student's name

in the corresponding box. Continue with several more students.

Students walk around the classroom asking their classmates the question and writing the names until they have completed the table.

Wrap-up

A fun holiday: A new verse 1

Divide the class into groups of three.

Each group thinks of a place to visit while on holiday and a means of transport.

Play Track 1. Students join in with the song and then add their own verses. The rest of the class sings the question and each group answers with their verse.

Activity Book

Page 4, activities 1 and 2.

Key

1. mountain; 3. pyramid; 4. island; 5. bus; 6. plane; 7. boat; 8. car; 9. train; 10. lake

1. the lake, the bus station; 2. boat, boat; 3. the mountains, the train station; 4. plane, plane, the airport

Student's Book Page 5

Grammar: Past simple: *Did you take a camera? Yes, I did./No, I didn't.*

Vocabulary: *Suitcase, camera, swimsuit, boots, sunglasses, sunblock, trainers, T-shirt, shorts, comic book, jacket, mountain, beach, city, country.*

Materials: Cutout 1.

Warm-up

Play *Guess what I took on holiday?*

Ask students if they pack their own suitcases when they go on holiday.

Choose an item of clothing and say: *On my holiday, I took* (mime an item of clothing).

Students try to guess the item. The student who guesses correctly chooses another item and mimes it for the rest of the class.

Make sure that students realise that they can choose lots of different things, not just clothes.

Vocabulary presentation

Draw a picture of an open suitcase on the board.

Tell students that people usually make a list of the things they need to take on their holiday.

Ask students to help you make a list of the clothes and things they would take to a hot place.

Mime and say the following: *sunblock, swimsuit, sunglasses, hat*. Make a list of these words on the board.

Repeat with different types of holidays: *climbing in the mountains, camping, visiting a small town...*

Draw boxes around all the lists.

Controlled practice

① Listen and number the places. 2

Point to and name the children in the pictures.

Ask students to identify the places: *city, mountain, beach*.

Explain that the three children each went to a different place for their holidays.

Play Track 2. Students number the places.

Track 2

Hello, children!

Hello!

Welcome back to school. Did you have a good holiday?

Yes!

David, tell us about your holiday.

I went to the mountains with my family. It was really fun.

What did you take with you?

I took a camera and some boots. I also took a jacket. It's cold in the mountains!

What about you, Mark? Where did you go?

Well, I went to the beach with my mum and dad. It was lots of fun.

What did you take with you to the beach?

I took my sunglasses, my swimsuit and some sunblock. And I also took a camera and a comic book.

Did you go to the beach, too, Anna?

No, I went to New York.

How interesting!

It was fantastic! I went by plane. I took some sunglasses and a camera. I took some trainers for walking.

It was very hot, so I took a T-shirt and some shorts.

- Listen again and tick (✓) the chart.

Ask students if they can remember any of the things that each child took on his/her trip. They can guess by looking at the items and the types of places they visited. Students complete the chart in pencil.

Play Track 2 again. Students listen and tick the items in the chart.

Check the activity. Ask: *What did (Anna) take?*

Craft activity

② Pack your suitcase.

Students cut out the pictures in Cutout 1.

They place the cutouts face up on their tables.

Call out an item. Students hold up the corresponding cutout. Repeat with all the items.

Read the instructions for activity 2 out loud.

Students choose six items and glue them into their suitcase. Then they tick the *Holiday questionnaire* in Cutout 1 with their own items.

In pairs, students complete the questionnaire by following the model in their books.

Note: Students keep the extra four cutouts for the Wrap-up activity.

Optional activity

Running dictation

Divide the class into small groups. Each group makes a list of ten things to pack in a suitcase. They should include different items and descriptive elements: *a red and green swimsuit*.

Collect the lists and place them up on the walls.

When you say: *Go!* members of the groups take turns running to a list, reading the first item, running back to their groups and dictating the information. The first group to recompose a list is the winner.

Wrap-up

Holiday sentences

Students glue their remaining cutouts into their notebooks and write a sentence next to each one: *I took a (camera).*

◆ Activity Book

Page 5, activities 1 and 2.

Student's Book Page 6



Grammar: *There was/were: There was an elephant. There were three acrobats. There wasn't a clown. There weren't four acrobats.*

Vocabulary: *Studio, painting, circus, tightrope, man, woman, clown, acrobat, juggler, lion tamer, elephant, lion, seal, magic spell, beach, holiday, jump.*

Warm-up

Play *The memory game*.

Place some classroom objects (singular and plural) on your table.

Ask students to come to the table and give them two minutes to memorise all the objects.

Remove the objects from the table.

Students work in pairs and try to make a list of all the objects that were on the table.

Ask volunteers to read their lists: *There was a red pencil. There were three rubbers...*

Controlled practice

Story: *The secret of the painting, part 1* 3

Students look at the first picture in the story and name everything they can see: *horse, elephant, lion, cake, etc.*

Help them name unknown words: *juggler, lion tamer, tightrope, acrobat.*

Write the words on the board.

Ask for volunteers to come to the board and draw a picture for each word.

Play Track 3. Students follow along in their books.

Track 3

The secret of the painting, part 1

(See Student's Book page 6.)

Tell students to close their books.

Ask a volunteer to describe Camilla's father's painting (the first picture): *There was an elephant. There were three acrobats.*

Developing reading

Students silently read the story in their Student's Books.

Ask volunteers to take turns reading out loud. Help them with the difficult words.

Ask comprehension questions about the story: *Was Camilla's father a painter? Was there a lion tamer in the picture? Did Camilla want to play circus? Did Camilla's magic spell work? Where did Camilla's family go? What are the circus people doing in the second picture?*

Controlled practice

1 Read and circle the correct options.

Read the first sentence out loud. Ask students which option is correct.

Students work individually on the activity.

Check the answers with the whole class.

Optional activity

Picture memory

Divide the class into pairs.

Each pair chooses a theme: *animals* or *travelling*. They draw a picture related to that theme.

Students swap drawings and memorise their partner's picture.

After one minute, partners return to their own pictures.

Then they take turns trying to recall and describe their partner's picture: *There was a mountain and a beach.*

There were two people.

Connecting to students' experiences

Ask students the following questions:

Have you ever wished very hard for something to happen? What did you wish for? Have you ever invented a magic spell? If so, what for? What did you say or do? Did it work?

Wrap-up

Categories

Write the following categories as headings on the board: *People, Animals, Places, Actions*. Write the following words and phrases in random order all over the board: *Camilla, Camilla's father, man, woman, clowns, acrobats, jugglers, lion tamer, lion, elephant, studio, beach, went to the beach, jumped out of the painting, said a magic spell.*

Students classify the words and phrases into the four categories in their notebooks.

Note: Save the classification tables for the next lesson.

Answer Key

1 were, wasn't, was, weren't, was

Activity Book

Page 6, activities 1 and 2.

Key

1 was, were, were, was, wasn't, weren't, was

Student's Book Page 7

Grammar: Past simple: *They had a party.*

Vocabulary: *Have, eat, play, ride, watch, drink, make, come, go, look at, finish, take, change, discover, circus, elephant, pool, garden, lemonade, mess, acrobat, woman, clown, cake, juggler, museum, mystery, truth, secret.*

Materials: Classification tables from the Wrap-up activity in the previous lesson.

Warm-up

Story summary

Students take out their classification tables from the previous lesson.

Ask questions about the information in the tables: *Where was the painting? Who did the painting? What was in the painting? Where did Camilla and her family go? Who invented a magic spell? What did the man on the tightrope do? What did the rest of the circus people do?*

Write the answers on the board.

Controlled practice

Story: *The secret of the painting, part 2* 4

Students look at the first picture on page 7 of their books. Identify the characters from the story (*clowns, acrobats, lion tamer, elephant, etc.*) and ask: *What (are) the (clowns) doing?*

Play Track 4. Students listen with their books closed. Make *true/false* statements about the story. Students correct your statements.

T: *The circus people went to sleep.*

Ss: *Oh no, they didn't! The circus people had a big party.*

Track 4

The secret of the painting, part 2

(See Student's Book page 7.)

Students look at the second picture on page 7. Explain that this is the painting after Camilla's holiday.

Students circle the differences between the first picture on page 6 and the second picture on page 7. Discuss the changes in the painting.

Developing reading

Ask for volunteers to take turns reading the story out loud. Help them with the difficult words.

Ask questions about the story: *What did the circus people do when Camilla was on holiday? What did the clowns do? What did the elephant do? What did the acrobats and the lion tamer do? What happened to the painting?*

Controlled practice

1 Read and number the sentences.

Read the sentences out loud and explain that the students need to put them in the correct order. Ask them to look carefully and say which sentence comes first.

Continue sequencing the sentences out loud. Students number the sentences in their books.

Critical thinking

Ask students questions about animals in the circus: *Have you been to the circus? Did you see any animals? Do you think a circus is better with or without animals? Why?*

Optional activity

Multiple intelligence:

Visual/spatial intelligence

Discuss with students the fact that the two pictures (the first on page 6 and the second on page 7) show different moments of the same scene.

Students work in pairs. Students invent and draw a scene with the characters from the story. Then they draw the same scene a few minutes later, showing changes in positions.

Students mount the two pictures on coloured paper. In pairs, students describe their scenes to the rest of the class.

Wrap-up

Character reviews

Students choose a character from the story. They underline the sentences in the story that refer to their character and circle all the pictures of their character. Then they write a physical description of their character and a character review. Write the following outline on the board:

Name of character: _____

Physical description: _____

I like / don't like this character because _____

Collect the character reviews and keep them in a file.

Answer Key

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

Activity Book

Page 7, activities 1 and 2.

Key

1 1. made; 2. finished; 3. went; 4. jumped; 5. played; 6. ate; 7. took; 8. looked; 9. drank; 10. watched

2 1. watched—didn't watch; 2. went—didn't go; 3. ate—didn't eat; 4. played—didn't play; 5. drank—didn't drink

Student's Book Page 8

Grammar: Past simple: *He had a red nose. There was/were: There was music. There were acrobats.*

Vocabulary: *Circus, elephant, clown, acrobat, lion, show, music, juggler, seal, tiger, come, sing, play, have, dance, wear.*

Materials: Cutout 2, slips of paper (1 per student).

Preparation: *Circus slips:* Write the following words on slips of paper: *clowns, jugglers, acrobats, lion tamers, lions, tigers, elephants, seals.* Make one slip per student, making sure that each word is repeated more or less the same number of times.

Warm-up

Play *I went to the circus and I saw the...*

Distribute the *Circus slips* (see Preparation).

Say: *I went to the circus and I saw the (clowns).* All the students holding the word you name stand up. The last one to stand up is out.

Repeat several times with the other words until there is only one student left holding each of the words. These students are the winners.

Controlled practice

① Look and complete the song.

Students look at the illustrations in their books. Explain that the numbers in the song refer to the picture clues.

Students complete the song with the words. Play Track 5. Students check their work.

Track 5

When the circus came to town

(See Student's Book page 8, activity 1.)

• Listen and sing the song. 5

Play Track 5 again. Students join in with the song. Divide the class into groups of five. Tell each group to look at the song and work out a mime for each missing word.

Play Track 5 again. Each group performs the song with their mimes.

Have a class vote for the best performance.

Developing reading

② Glue the sentences under the correct picture.

Tell the class that Curly the Clown and Amador the Acrobat were real circus performers. They were very famous in their time. Explain that the dates refer to the year they were born and the year they died.

Ask a volunteer to describe Curly. Ask questions if necessary: *What colour were his trousers?*

Repeat with Amador.

Students cut out the sentences in Cutout 2.

Students classify the sentences into two piles, one for each of the circus performers.

Ask a student at random to say which sentences he/she has chosen for Curly the Clown. Discuss and correct if necessary.

Repeat with Amador the Acrobat.

Students glue the sentences into their books.

Optional activity

Clapping words

Write the following chart on the board:

•	• •	• • •
seal	juggler tiger	acrobat elephant

Explain that the number of dots in each column refers to the number of times we clap our hands as we say the word.

Practise clapping and saying the words with the students.

Students work in pairs. They copy the table into their notebooks and try to add at least two more words into each column.

Students say their new words and clap them out.

Wrap-up

Favourite song 1 5

Remind students of the two songs they have learned in this unit.

Students vote for their favourite song.

Students get into two groups according to their favourite song.

Each groups sings their song.

Answer Key

① 1. circus; 2. acrobats; 3. clowns; 4. elephants; 5. lions; 6. music; 7. jugglers; 8. seals; 9. tigers

② *Curly:* He played a small guitar. He was very funny. He wore red and white trousers. He had curly, orange hair. He had a red nose.

Amador: He was strong and brave. He was very handsome. He had long black hair and dark eyes. He danced on the tightrope. He wore a black suit and silver shoes.

Activity Book

Page 8, activities 1 and 2.

Key

① A seal is a sea animal. An elephant is grey and very big. A lion tamer trains lions. A juggler throws balls in the air. A ringmaster presents the show. A tiger is orange with black strips.

Student's Book Page 9

Functional language: *I'd like to go to..., How much is it? May I have your name please? Here's your..., Have a nice day!*

Vocabulary: *Destination, price, travel agency, advertisement, ticket.*

Materials: Cutout 3, Travel brochure (1 copy per 2-3 students). *Optional:* Photocopies of Cutout 3 (2 or 3 per student).

Warm-up

Travelling around the world

Poster 1

Write a list of countries on the board (include a selection from different continents): *Brazil, Spain, Argentina, England, France, Egypt, Australia, USA, China.*

Attach the poster cutouts to the board.

Say: *On my last holiday, I went to Egypt. I travelled by bus* (point to the *Bus* cutout). Ss: *False. You didn't travel by bus. You travelled by boat or plane.*

Students decide if your statements can possibly be true.

Students take turns making *true/false* statements.

Craft activity

① Make a holiday advertisement.

Poster 1

Distribute copies of the travel brochure to pairs or small groups. Give students time to look at the material. Elicit as much information as possible about the brochure (type(s) of holiday/transport, destinations, prices, etc.).

Students look at the advertisements in their books.

Point to the train advert. Ask questions: *What type of transport is this? How many different destinations are there? How much does it cost to travel to (Madrid)?*

Repeat with the other advertisements.

Attach Poster 1 and the *Train, Plane, Boat, and Bus* poster cutouts to the board. Point to the *Train* poster cutout. Say: *I want to travel by train. Where do I go to take the train?* Students answer: *Train station* and attach the cutout to the correct place on the poster. Repeat with the remaining cutouts.

Students work in pairs. They make an advertisement for a travel agency.

Free practice

② Role-play: *At the travel agency.*

Students cut out the *Traveller's ticket* in Cutout 3.

Students work in pairs. They complete one ticket with

the information from the advertisement they made in activity 1.

- Complete the dialogue with information from your ticket.

Students work in pairs to complete the dialogue with the information from their ticket.

(Note: Collect the tickets for the Wrap-up activity.)

- Practise your dialogue with a classmate.

Demonstrate the activity. Invite a pair of students to the front of the class with their ticket and their advertisement. S1 plays role A (the traveller) and S2 plays role B (the travel agent).

Students practise the dialogue in pairs.

Optional activity

Buying tickets

Divide the class into groups of six or eight. Each group should select three or four holiday pages from the brochure from activity 1.

Students place these on the table. Hand out the photocopied tickets (Cutout 3) so that each group has got around 10–15 tickets.

Students take turns walking around the class and buying tickets from the different agencies. Two students from each group stay at the agency. One talks with the "customers" and the other completes the tickets.

Change roles so that all the students walk around and purchase a ticket.

Wrap-up

Find a travel mate.

Hand out the tickets from activity 2.

Write the following questions on the board:

What is your destination?

When are you travelling?

How are you travelling?

How much was your ticket?

Point to a student at random and ask him/her the questions. The student answers using the information on his/her ticket.

Students walk around the classroom asking their classmates these questions. If they find a classmate who has got at least two pieces of information that are the same as their own, they sit down together.

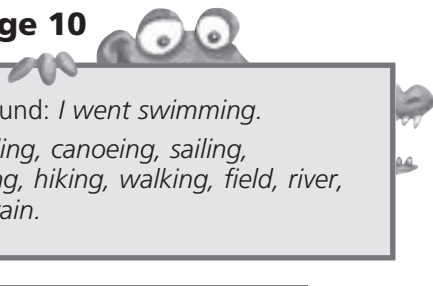
◆ Activity Book

Page 9, activities 1 and 2.

Key

① 1. Tokyo; 2. 250.00; 3. May 16, 2007; 4. British Airways; 5. 10 hours; 6. 27A

② help, 40 litres of petrol, Perfect, How much is it, €25



Grammar: *went + gerund: I went swimming.*

Vocabulary: *Horse-riding, canoeing, sailing, swimming, rock climbing, hiking, walking, field, river, lake, pool, rock, mountain.*

Warm-up

Vocabulary presentation

Write the following words on the board: *sailing, horse-riding, canoeing, rock climbing, hiking, walking.* Use mime or simple drawings to clarify the meaning of the words.

Point to a student and ask: *(Tom), do you like (swimming)?* Repeat with other students. Then students ask their partners.

Controlled practice

1 Listen and number the places. 6

Point to Sarah and read the speech bubble. Ask students if any of them went to a summer camp during the holidays. Ask them what kinds of activities they did.

Students name the activities in the picture. Explain that these are the activities Sarah did. Ask questions:

T: *Did Sarah go sailing?*

Ss: *Yes, she did.*

T: *Did Sarah go sailing on the river?*

Ss: *No, she didn't.*

T: *Where did Sarah go sailing?*

Ss: *On the lake.*

Continue with the other activities and places.

Play Track 6. Students listen and number the places in the order in which they are mentioned.

Track 6

Hi, I'm Sarah. In July, I went to summer camp for a week. It was a lot of fun. Every day we did different activities.

There was a lake at the camp. We went sailing on the lake.

We went horse-riding in the field. That was a lot of fun!

One day, we went hiking in the mountains. It was a long day!

We also went canoeing on the river.

One day, we went rock climbing on the rocks. It was very difficult.

Every day we went swimming in the pool. That was fun! I love swimming.

Write the following words on the board: *lake, pool, mountains, field, river, rocks.*

Ask volunteers to come to the board and number the places in the correct order.

Play Track 6 again. Students correct their work.

Coded places

Write a letter code on the board: *A = 26, B = 25, C = 24, etc.*

Write the following coded words on the board:

9 18 5 22 9

9 12 24 16 8

14 12 6 13 7 26 18 13 8

11 12 12 15

15 26 16 22

21 18 22 15 23

Explain that these are all names of places written in code.

Students work in pairs and decode the words. The first pair to finish shouts: *Stop!*

- Complete the sentences.

Ask volunteers to read the phrases out loud.

Students complete the sentences in activity 1 using the phrases.

Point to a student at random and ask *What did Sarah do first?* S1: *She went sailing on the lake.*

Continue with the other sentences.

Optional activity

♥ Health education: Being safe

Discuss the importance of safety when taking part in outdoor activities. Ask students to think about the equipment they should use for the following activities:

Canoeing: helmet, life jacket

Horse-riding: riding hat, riding boots

Sailing: life jacket

Rock climbing: helmet, ropes

Hiking/Walking: whistle, boots, extra water

Swimming: cap, beach shoes

Provide the words students need and use pictures and mime to clarify the meanings.

Wrap-up

Make a word map.

Write *Summer camp* in a box in the middle of the board. Draw six lines coming out of the box.

Write *swimming* where one of the lines ends. Elicit words associated with *swimming: pool, river, lake, swimsuit, etc.* Write the words in a list under the headings: *swimming.*

Students work in pairs and complete the word map with the other five sports activities from this lesson and as many associated words as they can think of.

Answer Key

1. hiking in the mountains; 5. rock climbing on the rocks; 1. sailing on the lake; 6 swimming in the pool; 2. horse-riding in the field; 4. canoeing on the river

Activity Book

Page 10, activities 1 and 2.

Key

1. 2. went swimming in the pool; 3. went hiking in the mountains; 4. went rock climbing on the rocks; 5. horse-riding in the field
2. 3, 1, 2

Student's Book Page 11

Grammar: Past simple: *What did Luke do on Monday morning? He went horse-riding. He didn't go hiking.*

Vocabulary: Horse-riding, swimming, sailing, rock climbing, hiking, walking, canoeing, travel, plane, pool, cabin, tent; days of the week.

Materials: Coloured paper (1 piece per student), wool, paper (4 pieces per student), hole punch, magazines.

Warm-up

Days of the week chant

Teach students the following chant:

*Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday.*

Every day is different,

From Monday to Sunday.

Practise the chant until students have memorised it.

Invite volunteers to recite the chant to the rest of the class.

Ask: *What day is it today? What day was it yesterday?
What day is it tomorrow?*

Free practice

① Look at the timetable and ask a classmate.

Point to Luke and ask a student to read the speech bubble.

Students look at the timetable.

Ask: *How many different activities did Luke do? What activities did he do? Did he go sailing on Monday morning? What did he do on Monday morning?*

Students work in pairs and practise asking and answering questions about the timetable.

Optional activity

What did you do?

Tell students to imagine they were at summer camp with Sarah and Luke.

They circle ten activities in the timetable that they did with Luke. They should circle these activities in red.

In pairs, students ask each other questions to find out what their classmate did.

S1: *Did you go sailing on Tuesday morning?*

S2: *Yes, I did./No, I didn't.*

When students get a positive answer, they circle the activity in blue.

At the end of the activity, students check their timetables to see if they have answered correctly.

Developing reading

② Look at Luke's scrapbook and circle the correct words.

Explain that Luke kept a scrapbook while he was at summer camp.

Ask the following questions about Luke's scrapbook: *Is this a plane ticket? How did Luke travel? How much did the ticket cost? Where did he travel to? Where did he travel from? Did Luke go swimming? Did he go swimming in the lake? Did he go canoeing? Did he go canoeing in the pool? How many pairs of boots can you see? Did Luke sleep in a hotel?*

Read the first sentence with the two options. Ask a student to say which option is correct.

Students circle the correct words in their books.

Ask volunteers to read the correct sentences out loud and check the activity.

Craft activity

The Printer's Project

Hand each student four pieces of paper, a piece of coloured paper and a piece of wool.

Show students how to fold the four pieces of paper into an eight-page booklet. Then show them how to fold the piece of coloured paper to make the cover. Help students punch holes along the centre-fold and join all the pages together with wool.

Explain that this is their scrapbook.

Students imagine they went to summer camp. They draw pictures and/or glue in magazine cutouts about the activities they did. Then they write sentences below the pictures describing them: *I went horse-riding.*

Connecting to students' experiences

Ask students about their favourite outdoor activity, sport or hobby. If any students in the class have got a particularly unusual activity, sport or hobby, ask them to bring in pictures and/or equipment and talk to the class about their experiences.

Wrap-up

A class display

Make a class display of the scrapbooks.

Ask students to take a scrapbook (not their own) and describe their classmate's summer activities: *This is (Sofia's) scrapbook. (She) went (swimming in the river).*

Answer Key

② 1. didn't travel; 2. went; 3. didn't sleep; 4. went; 5. went; 6. didn't go

◆ Activity Book

Page 11, activities 1 and 2.

Key

① Friday, Monday, Tuesday, Thursday, Saturday

Missing day: Sunday

② 1. went; 2. didn't go; 3. went; 4. went; 5. didn't go; 6. went; from left to right: 6, 1, 3 4



Reading focus: Rhyming words, homophones, analysing a text (postcards).

Vocabulary: *Snake, football, barbecue, hamburger, hot dog, mosquito*; summer camp activities and places.

Materials: Slips of paper (1 per student).

Preparation: *Rhyme slips:* Write the following words on separate slips of paper: *fun, sun, cool, pool, lake, snake, blue, shoe, rocks, socks, plane, train, red, bed, night, right, now, how, where, there, cold, old, hot, not, camp, lamp, clown, town, show, ago, book, look, boat, coat*. Add more rhyming pairs if necessary so that there is 1 word per student.

Warm-up

Play Find your partner.

Distribute the *Rhyme slips* (see Preparation). Explain that another student is holding a word that rhymes with the word they've each got.

Students walk around the room saying their word out loud.

When the students find the person with the word that rhymes with theirs, they sit down together. When all students have sat down, check rhyming pairs around the classroom.

Developing reading

1 Complete the poem.

Write the following words in random order all over the board: *great, wait, pool, cool, snake, lake*.

Ask volunteers to come to the board and match the words that rhyme.

Students read the poem in their books and complete the blanks with the rhyming words.

- Listen and check your answers. 7

Play Track 7. Students check their work.

Track 7

Summer camp rap

(See Student's Book page 12, activity 1.)

Read the poem out loud to a rap rhythm.

Students tap on their desks to the rhythm.

Play Track 7 again. Students recite the poem along with the CD.

Ask volunteers to read the poem to the rest of the class.

- Circle the summer camp activities in red. Circle the places in green.

Students read through the poem carefully and circle all the summer camp activities in red.

Check the words: *riding horses, canoeing, swimming, climbing, sailing, hiking*.

Students read the poem again and circle the places in green.

Check the words: *river, pool, rocks, lake, mountains*.

2 Read the postcard and circle the correct answers.

Students look carefully at the postcard for a few minutes in silence.

Ask the following questions:

Who wrote the postcard?

Who did he write the postcard to?

Where does Mike's family live?

Read the postcard out loud. Ask: *Is Mike having a good time? Does he like summer camp? Did he go swimming?*

Was it fun? Why not?

Students read the questions and circle the correct answers.

Optional activity

Find the rhyming words.

Write the following words on the board: *mime, lamp, he, sent, cake, daughter, pig, dish, it, why, light, sad, not, frogs, old, bike*.

Students write the words in their notebooks.

In pairs, students look at the postcard in their book and find and circle the words that rhyme with the words they wrote in their notebook: *time, camp, we, went, lake, water, big, fish, bit, my, night, had, hot, dogs, cold, Mike*.

Wrap-up

Best detective

Offer a prize for the first student who can find three rhyming pairs in the postcard in his/her book. (Answer: *dad/had; in/win; hot/lot*.)

Answer Key

1 Complete: pool, lake, snake, great, wait. Circle red: Riding horses, Canoeing, swimming, Climbing, sailing, Hiking. Circle green: river, pool, rocks, lake, mountains

2 1. Mike. 2. Mike's parents. 3. At the summer camp. 4. In England. 5. He went swimming. 6. No, he didn't.

Activity Book

Page 12, activities 1 and 2.

Key

1. plane; 2. sea; 3. ate; 4. write; 5. too; 6. knows; 7. meat; 8. bye



Grammar: Past simple (*Wh* questions): *Where did you go? How did you travel? Who did you go with? What did you do?*

Vocabulary: *Travel, see, go, eat, take, plane, train, bus, boat, food, suitcase, sea, elephant, camera, hamburger, circus; summer camp activities.*

Materials: Slips of paper (1 per student), paper.

Preparation: *Optional: Pen pal slips:* Make slips of paper with students' names (1 per student).

Warm-up

An interview: *My summer holiday*

Draw a circle on the board and write the following verbs: *eat, see, drink, do, travel, take, go, meet.*

Draw another circle and write the following phrases: *What did you...? Where did you...? How did you...? Who did you...?*

Tell students to use the words to ask you questions about your holiday. Help them form the questions. Invent creative and comical answers.

Controlled practice

① Unscramble the questions.

Students look at the scrambled questions.

Ask if anyone can unscramble the first question orally.

Continue with the other questions.

Students write the questions in their books.

- Complete the answers about your dream holiday.

Tell students to imagine their ideal holiday and to answer the questionnaire. For the first question, they write the answer. For the following questions, they circle the options they prefer.

- Ask a classmate about his/her dream holiday and complete the sentences.

Divide the class into pairs.

Students take turns asking each other the questions from the questionnaire. The student asking the questions completes the sentences with his/her partner's answers.

Ask a student questions about his/her interview: *Who did you interview? Where did he/she go? How did he/she travel?*

Repeat with another student.

Developing writing

- Write about your dream holiday.

Point to a student at random and ask him/her to imagine that he/she went on a dream holiday. Ask: *Where did you go? What did you do? Who did you go with? How did you travel?*

Students write a short text about their dream holiday.

Ask volunteers to read their texts out loud to the rest of the class.

Optional activity

Pen pals

Distribute the *Pen pal slips* (see Preparation). Make sure students don't get their own name.

Give half a piece of paper to each student.

Students write a letter about their dream holiday to their pen pal.

They fold their letters and write the name of their pen pal on the outside.

Collect the letters. Name a couple of "postal workers" to deliver the letters.

Students open and read their letters.

Get some students to read their letters out loud.

Wrap-up

Play *Finish my question.*

Start asking a question and tell students to raise their hands if they can finish your question.

T: *Where did you...*

S1: *... go on your holiday?*

T: *What did you...*

S2: *... eat?*

Students who complete the questions correctly can start to put their things away. Students who make mistakes repeat with other questions. Continue until all the students have completed at least one question correctly.

Answer Key

① Where did you go on your holiday?, How did you travel?, Who did you go with? What did you do?

Activity Book

Page 13, activity 1.

Student's Book Page 14

Grammar: Past simple (regular and irregular verbs): +ed-looked; +ied-worried; +d-liked; irregular verbs-drunk.

Vocabulary: Go, look, study, arrive, dance, worry, make, play, watch, cry, like, discover, carry, drink, take, walk, jump, eat, have, see, come, finish.

Materials: Cutout 4, slips of paper (1 per student), paper (2 pieces).

Preparation: *Verb sheets:* Write the following words in big letters on two separate sheets of paper: *Regular verbs, Irregular verbs.* *Verb slips:* Write the following verbs on slips of paper: go, look, study, arrive, dance, worry, make, play, watch, cry, like, discover, go, carry, drink, take, hike, jump, eat, travel, do, have, come, happen, want, think, discover, know, say, work, walk. Repeat some verbs if necessary so that there is 1 slip per student.

Warm-up

Regular and irregular verbs

Choose two students to hold the *Verb sheets* (see Preparation). One stands at the front of the classroom and the other at the back.

Distribute the *Verb slips* (see Preparation).

Students decide whether their verb is regular or irregular and go and stand next to the corresponding *Verb sheet*.

In their groups, students discuss whether everyone is in the correct group.

Students write the past form of the verbs on their *Verb sheet*.

Check the verbs with the whole class.

Grammar practice

① Match the rules with the verbs.

Write the following verbs on the board: go, look, study, arrive.

Point to the first verb and ask students how the past form is made.

Continue with the other verbs.

Students match the verbs in their books with the corresponding rules.

- Classify the verbs.

Point to a student at random.

He/She finds a verb in the verb box to which we add "ed" to make the past form.

Repeat with "ied", "d", and the irregular form.

Students classify the verbs into the chart.

Ask volunteers to read out loud the verbs they have written in each column.

Optional activity

Make a wall chart.

Make a verb table like the one on page 14, activity 1. Use the *Verb slips* from the Warm-up activity. Tell students to glue their slips into the correct column. Display the chart on the classroom wall as a reminder.

② Make and play a language game.

Students complete the verb cards in Cutout 4 by writing the past form of the verbs.

Then they cut out the verb cards.

Read the instructions on page 14 activity 1 out loud.

Demonstrate the game with a pair of students.

Students play the language game in pairs or small groups.

The student with the highest number of cards in each group at the end of the game is the winner.

Wrap-up

Game: Past tense competition!

Divide the class into small groups.

Call out the following categories one at a time. Each group writes down as many verbs as they can think of for each category:

1. We add "ed" to make the past.
2. We add "d" to make the past.
3. We change the "y" to an "i" and add "ed".
4. These verbs have got an irregular form in the past tense.

The group with the highest number of correct verbs in each category is the winner.

Answer Key

① Text 1: Go-Change the whole verb because it is irregular.-went; study-Change the **y** to **i** and add **ed** to the verb.-studied; arrive-Add **d** to the verb.-arrived.

Text 2: play-played, watch-watched, discover-discovered; worry-worried, cry-cried, carry-carried; dance-danced; like-liked; make-made, go-went, drink-drunk, take-took

Activity Book

Page 14, activities 1–3.

Key

① make-made, have-had, see-saw, go-went, take-took, come-came

② Rule 1: watch, watched; Rule 2: study, studied, worry, worried; Rule 3: dance, danced, like, liked; Rule 4: take, took, eat, ate

③ Where did the ants go on holiday? Frants!

What did the bee say to the flower? Hello, honey!

What do you call a fish with no eyes? Fsh!

Student's Book Page 15

Grammar: Review of past simple. Review of *There was/There were*.

Vocabulary: Key vocabulary from the unit.

Warm-up

Using word cues to write a text

Draw a bubble on the board. In the bubble, write word cues that students can use to write a text about a holiday: *last summer, California, beach, plane, airport, friends, walking, sailing, fun, hot, ice cream*. Students write about an imaginary holiday using all of the words. Ask students to read their texts out loud.

Review

The Printer's Quiz

▶ COMPLETE THE LISTS.

Students complete the lists with words from the unit. They should first try to do this from memory. Once they have written as many words as they can, let them look through the unit and add words to their lists. Ask volunteers to read their word lists out loud.

▶ LOOK AND COMPLETE THE SENTENCES.

Read the text at the top of the circus poster. Ask questions about the poster. *Were there any (clowns)? Was there (a seal)? How many (horses) were there?* Students complete the sentences.

▶ PLAY MY FRIEND'S LAST HOLIDAY.

Students write six questions and interview a classmate. They write down the answers. Choose volunteers to tell the rest of the class about their classmate's holiday. (Students can invent a holiday if they want.)

Optional activity

Bananas dictation

Tell students that you are going to dictate a short text but some of the words are missing. When you say *bananas*, they should leave a blank space. Dictate the following text. Make sure you say the word *bananas* very loud and in a funny voice to mark the difference.

*Sarah went to summer camp. First, she went **bananas** on the lake. Then she went **bananas** in the field. After that, she went **bananas** in the mountains. The next day she went **bananas** on the rocks. On the last day, she went **bananas** in the pool. She had a great time!*

When students have completed the dictation, they complete the blanks with words from the unit. Students correct their dictation with a classmate. Write the complete text on the board.

Wrap-up

Unit review

Write the following skeleton text on the board:

I have finished unit ____.

The story was about a ____.

My favourite activity was ____ on page ____.

My least favourite activity was ____ on page ____.

I did activity ____ on page ____ really well.

I didn't do activity ____ on page ____ very well.

I liked / I didn't like this unit.

Students copy and complete the text.

Encourage students to be critical about their own work.

Answer Key

Complete: by bus, by train, by plane, by boat; *swimming*, horse-riding, rock climbing, sailing; clown, juggler, lion tamer; swimsuit, sunglasses, camera

Look and Complete: 1. was; 2. weren't, were; 3. was, wasn't, was; 4. Were, were, were, was

Activity Book

Page 15, activities 1 and 2.

Key

① go, went, Did, travel, travelled, did, (went swimming), (went horse-riding), went, Did, saw

② *Regular:* dance-danced, watch-watched, play-played, carry-carried, finish-finished, cry-cried, worry-worried, like-liked; *Irregular:* have-had, see-saw, go-went, drink-drank, do-did, take-took, make-made, eat-ate

Grammar module: Past simple

Positive

*I travelled.
You travelled.
He travelled.
She travelled.
It travelled.
We travelled.
You travelled.
They travelled.*

Negative

*I didn't travel.
You didn't travel.
He didn't travel.
She didn't travel.
It didn't travel.
We didn't travel.
You didn't travel.
They didn't travel.*

Question form

*Did I travel?
Did you travel?
Did he travel?
Did she travel?
Did it travel?
Did we travel?
Did you travel?
Did they travel?*

Short answers

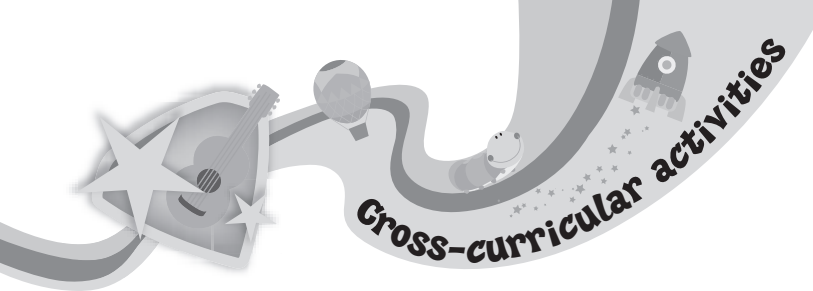
*Yes, I did./No, I didn't.
Yes, you did./No, you didn't.
Yes, he did./No, he didn't.
Yes, she did./No, she didn't.
Yes, it did./No, it didn't.
Yes, we did./No, we didn't.
Yes, you did./No, you didn't.
Yes, they did./No, they didn't.*

Verb to go + gerund

In this unit, we use the verb *to go* + gerund form to talk about activities in general. For example:

I went sailing last summer.

She didn't go walking last weekend.



♥ Health education: Safe in the sun

Materials: Card, marker pens.

Preparation: Cut the card into strips (8 strips per piece of card, 1 strip per 2 students.)

Directions:

Talk to students about the dangers of the sun and heat. Elicit ideas on how to keep safe in the sun and in very hot weather. Write key words on the board: *hat, T-shirt, sunglasses, water, etc.*

Divide the class into pairs. Give each pair a strip. Each pair writes a sentence and draws a picture about keeping safe.

Glue the sentences and pictures onto a large piece of card to make a class sun and heat safety poster.



⊗ Physical education: Balancing

Materials: Rope.

Directions:

Lay a rope in a straight line on the floor. Tell students it is a tightrope and that they are going to be acrobats walking on the tightrope.

Students walk around in circles until they are dizzy. Then try to walk on the tightrope without "falling off".

Project: Outdoor activities wall display

Materials: Coloured paper, paper, chart paper, crayons, marker pens, glue, magazine photos of outdoor sports and activities.

Directions:

Elicit different types of outdoor activities. Discuss some of the less common activities like rappelling or bungee jumping.

Display magazine pictures and photos of diverse activities. Discuss the kind of equipment you would need to do these activities and where you could do them.

Divide the class into groups and hand out paper. Each group chooses five different outdoor activities. They draw and colour pictures of each activity, the equipment needed and the places where these activities are done. Then, on a separate piece of paper, students write sentences about the activities, the equipment and the places they drew.

Students glue the pictures and texts onto coloured paper.

Gather together all the pictures and texts and mount them on a long piece of chart paper as a wall display.



Vocabulary	Grammar
<p>Farm animals: bee, bull, cat, chick, cow, dog, donkey, duck, goat, chicken, horse, pig, pony, rabbit, cockerel, sheep</p> <p>Farm words: barn, farmyard, farmer, farmhouse, fence, field, fruit, market, organic, vegetable garden</p> <p>Animal products: butter, cheese, cream, egg, honey, leather, meat, milk, wax, wool, yogurt</p> <p>Adjectives: bad, beautiful, cheap, cruel, dangerous, exciting, fast, friendly, frightened, good, heavy, intelligent, light, nervous, old, playful, scared, short, slow, tall, tiny, ugly, weak, young</p> <p>Ordinal numbers: first, second, third, fourth, fifth</p> <p>Verbs: bite, break, collect, feed, fix, gallop, give, go, kill, leave, milk, ride, set, sweep, take out, tidy, wash, water</p> <p>Other words: author, character, hoof, mane, opinion, snake, title</p>	<p>Present simple: Adverbs of frequency: I sweep the farmyard once a week. She washes the dishes twice a day. Do you feed your pet three times a day? How often do you milk the cows? I get up at half past four.</p> <p>Comparative adjectives: I am taller than my friend. A cat is more intelligent than a duck. A chicken is uglier than a horse. Which is bigger, a cow or a sheep? Is a dog faster than a pig?</p> <p>Ordinal numbers: I won first place in the pig competition.</p>
<p>Functional language: Asking for and giving personal information: <i>How much do you weigh? How long is your arm? I weigh 37 kilos.</i> Telling the time: <i>It's half past four.</i></p>	<p>Multiple intelligence: Mathematical intelligence (page 36)</p>

Teaching tip

Group pair work

These are some tips to make group and pair work more effective:

- *Explain the activity.* Make sure students know exactly what they've got to do. Go over the instructions carefully and encourage students to ask questions.
 - *Arrange the groups.* Often you must clearly indicate to students who they should work with. Allow students to work with their friends most of the time, but explain that in some sessions you are going to reorganise them so that they get a chance to work with everyone in the class. This is also a good strategy for controlling discipline.
- Students can be regrouped using techniques such as counting off, categorising according to the colour of their clothing or their shoe size, giving them pieces of a puzzle to put together, etc.
- *Set a time limit.* Establishing a time limit gives a sense of urgency to an activity. It is also a good idea to stop an activity after most of the groups have finished so that the whole class is not left waiting.
 - *Give examples or demonstrations.* Before you divide the class into pairs or groups, give as many examples

as necessary to make sure students understand what they are supposed to do. You can model the activity with a student and then ask some stronger students to demonstrate it. This ensures that the class understands exactly what to do and how to do it and avoids interrupting students in the middle of the activity to repeat the instructions.

- *Circulate.* As students are working, circulate around the classroom and make sure they all understand and are participating in the activity. Provide assistance when needed.
 - *Follow up.* Invite students to tell the class what their group discussed or what their partner told them.
 - *Rules.* Establish the rules for group/pair work before you start the activity:
 - Plan your work before you start.
 - Distribute the tasks.
 - Don't shout and talk over one another.
 - Listen to each other's opinions.
 - Everyone must contribute to the final task.
- When you assess the work, make it clear that this is a group/pair assessment and that they are all responsible for each other's work.



Grammar: Adverbs of frequency: *I milk the cows twice a day. How often does Robin water the vegetable garden?*

Vocabulary: Cow, duck, dog, donkey, cat, chick, pig, goat, horse, cockerel, rabbit, bull, chicken, sheep, barn, farmyard, farmhouse, vegetable garden, field, fence, market, fix, collect, go, ride, water, milk, clean, feed, sweep.

Materials: Optional: Paper (1 piece per student), hole punch, string or wool.

Warm-up

Animal sounds



Poster 2

Attach Poster 2 to the board.

Students look at Poster 2 and name all the animals. Divide the class into 12 small groups and assign an animal to each group: *horse, donkey, cockerel, chicken, duck, dog, goat, sheep, cat, bull, cow and pig.*

Students decide what sound their animal makes.

Groups demonstrate their animal sounds to the rest of the class.

Vocabulary presentation



Poster 2

Point to the parts of the farm on the poster and name them: *farmyard, farmhouse, field, fence, vegetable garden and barn.*

Display the poster cutouts and describe their chores: *He milks the cow. She waters the vegetable garden. She sweeps the farmyard. She collects the eggs. She goes to market. He fixes the fence.*

As you say the chores, attach the figures to the appropriate places on the poster.

Write the following words around the poster: *farmyard, fence, farmhouse, barn, field and vegetable garden.*

Choose individual students to come to the board and draw lines from the words to the items on the poster.

Repeat with *horse, donkey, cockerel, chicken, dog, cow, goat, sheep, cat, bull, chick, duck, rabbit and pig.*

Controlled practice

1 Listen and sing the song. 8

Explain that this song is about Robin the Farmer and the chores he does on his farm.

Play Track 8. Students read along in their books.

Play the track again. Students sing along and mime the actions.

Track 8

Robin's farm

(See Student's Book page 16, activity 1.)

- Label the pictures.

Students label the pictures using the words in bold from the song.

Write the following phrases on the board: *once a day, twice a day, three times a day.*

Give examples to clarify the meaning of the phrases: *I eat breakfast once a day. I brush my teeth twice a day.*

Divide the class into three groups. The whole class sings the first two lines and then each group sings one verse.

Optional activity

A farmer's diary

Distribute paper. Students draw a picture of themselves dressed as a farmer. They decide what farm chores they do and how often they do them. Then they write about their routine under the picture using the song as a model.

Collect students' work, punch holes in their papers and tie them together to make a class book.

2 Play The memory game.

Ask questions about the song in activity 1: *What does Robin do (once a day)?*

Repeat with *(once) a week* and *(once) a month*. Read the text in the speech bubbles.

Students work in pairs: S1 (with Student's Book open) asks S2 questions about Robin's routine using the words in the box. S2 answers from memory.

Wrap-up

Writing practice

Copy the following columns onto the board:

collect	the cows
sweep	the fence
clean	the vegetable garden
water	around the field
milk	the farmyard
feed	the barn
ride	the eggs
go	the animals
fix	to the market

Students match the verbs with the objects.

Answer Key

1 Clockwise: barn, fence, vegetable garden, farmyard, farmhouse.

Activity Book

Page 16, activities 1 and 2.

Key

- 1 1. pig; 2. rabbit; 3. bull; 4. cockerel; 5. chick; 6. cow; 7. fish; 8. duck; 9. donkey; 10. goat; 11. horse;
2 2. go; 3. ride; 4. collect; 5. sweep; 6. fix; 7. milk; 8. water; 9. clean

Student's Book Page 17

Grammar: Adverbs of frequency: *Sandy washes the dishes once a day. How often do you clean your shoes?*

Vocabulary: *Feed, clean, sweep, tidy, wash, make, lay the table, take out, water, do, pet, vegetable garden, dishes, shoe, rubbish, room, floor, homework, once, twice, three times.*

Warm-up

Song: Robin's farm 8

Play Track 8, page 16, activity 1.

Students follow the song and sing along.

Controlled practice

① **Listen and tick (✓) the list.** 9

Point to the picture of the girl and say: *This is Sandy. She lives on the farm, too. She is Robin's daughter.*
Get a volunteer to read the list of chores out loud.
Volunteers mime the chores.
Play Track 9. Students listen and tick Sandy's chores.
Check by asking: *Does Sandy (feed her pets)?*

Track 9

Hello, girls and boys! Welcome to our show. This week we have got a special guest. Her name is Sandy. Sandy lives on a farm in Wales. Hello, Sandy.
Hi.

Tell us, Sandy, do you help your parents on the farm?

Yes, I do. I do my chores every day.

What do you do?

Let's see... First, I feed my pets. I've got a cat and a dog.

I feed them twice a day, in the morning and in the afternoon. Then I make my bed, and I clean my shoes.

Have you got any chores on the farm?

Yes. I water the vegetable garden once a day.

And how often do you help in the kitchen?

Well, I lay the table twice a day, for breakfast and for dinner.

And I wash the dishes once a day, after dinner.

How often do you tidy your room?

My room? I tidy my room three times a week.

I see. You are a very busy girl!

- Listen again and circle the correct options.

Ask students how often Sandy does her chores: *How often does Sandy feed her pets?* Students look at the options and try to remember.

Play Track 9 again. Students listen and circle the correct options.

Ask volunteers to read the sentences out loud.

Students correct their work.

Free practice

② **Tick (✓) or cross (X) the chart for yourself. Then ask a classmate.**

Ask students to think about the things they can do to help at home. Point to the pictures in the chart and say *You can clean your shoes, lay the table*, etc.

Students tick the chores they do at home.

Students work in pairs. They take turns asking each other questions and ticking the charts in their books.

S1: *Do you (clean your shoes)?*

S2: *Yes, I do./No, I don't.*

- Ask your classmate about his/her chores.

Ask a student at random: *(Elena), do you (make your bed)?* When a student answers. *Yes*, ask: *How often do you (make your bed)?*

Students work in pairs again and ask each other questions beginning with: *How often do you...?*

Connecting to students' experiences

Discuss the importance of everyone at home doing their fair share of the work.

Ask students how much free time they have before school. If they've got an average of ten minutes of free time, ask them what they could do to help around the house in ten minutes.

Divide the class into pairs. Students make a list of chores they could do and how much time they would need.

Provide vocabulary if necessary:

Make your bed: 2 minutes

Wash the dishes: 10 minutes

Put your clothes in the dirty clothes' basket: 1 minute

Wrap-up

How often do you...?

On the board, write the following phrases: *once a day, twice a day, three times a day, once a week, twice a week, three times a week, once a month, twice a month, three times a month.*

Mention that we can also say *four times, five times, ten times*, etc.

In pairs, students use the phrases to write sentences about what they do. They can write about anything, not only chores.

Pairs read their sentences out loud to the class.

Note: Tell students to bring in pictures of their favourite animal for the next lesson.

Answer Key

1. twice; 2. day; 3. twice; 4. once; 5. week

Activity Book

Page 17, activity 1.

Student's Book Page 18



Grammar: Present simple: *Jack likes Ebony. Jack doesn't give up.* Comparative adjectives: *Ebony is smaller than the other horses.*

Vocabulary: *Small, old, thin, sad, friendly, weak, faithful, nervous, cruel, scared, sugar, pony, mane, sanctuary, cut, brush, give up.*

Materials: *Optional:* Paper (1 piece per student), students' pictures of their favourite animals, paper, tape.

Preparation: *Skeleton sentences:* Write the following incomplete sentences on half a piece of paper. Make one copy per student:

1. _____ is taller than me.
2. _____ is shorter than me.
3. _____ is older than me.
4. _____ is younger than me.

Optional: Classroom banner: Tape pieces of paper together to make one long strip.

Warm-up

How tall are you?

Distribute the *Skeleton sentences* (see Preparation). Students walk around asking questions and completing the sentences with their classmates' names.

Demonstrate with a student.

T: *How tall are you?*

S1: *I'm 1m 50 cm tall.*

T: *(Angela) is shorter than me.*

Controlled practice

Story: A faithful friend 10

Read the title of the story out loud. Students look at the pictures on pages 18 and 19.

Explain that this is a story about a horse named Ebony and his friend, a boy named Jack.

Students look at the first picture. Tell them that Ebony is the black horse. Ask: *Does Ebony look happy? Does he look scared?*

Play Track 10. Students listen and follow along in their books.

Track 10

A faithful friend, part 1

(See Student's Book page 18.)

Ask comprehension questions: *Is Ebony older than the other horses? Where is Ebony from? What has Ebony got on his mouth and legs? Is Ebony strong? Does Jack ride Ebony the first day? Are Jack and Ebony friends now? Where does Jack ride Ebony?*

Students look at the second picture of Ebony.

Ask: *What has Jack got in his hand? Does Ebony look better now?*

Developing reading

Ask volunteers to take turns reading the story out loud. Help them with difficult words.

Controlled practice

① Read and circle T (True) or F (False).

Make *true/false* statements about the story: *Jack is a girl. Ebony is sad. Jack is Ebony's friend.*

Students say *True* or *False*.

Students complete the activity individually.

Optional activity

Environmental education: Animal banners

Ask students if they can imagine what happened to Ebony before he came to the farm.

Explain that sometimes people are cruel to animals.

Sometimes cruel behaviour is deliberate and other times people are cruel unintentionally.

Explain that not all animals make good pets and that it is unkind to keep a wild animal at home.

Students glue pictures of their favourite animals onto a banner (see Preparation) along with a short text, for example: *I love dogs because they are brave and friendly.*

Write a headline across the top of the banner: *Please be kind to animals.*

Wrap-up

Categories

Write the following categories on the board: *People, Animals, Places, Adjectives, Actions.*

Write the following words and phrases in random order all around the board: *Jack, Jack's father, Ebony, the farm, the farmyard, smaller, older, thinner, sadder, weak, nervous, friendlier, happy, comes home, are cruel, likes, stands in the farmyard, gives Ebony sugar, brushes Ebony, rides Ebony.*

Students classify the words and phrases into the five categories in their notebooks.

Note: Save the classification tables for the next lesson.

Answer Key

- ① 1. T; 2. F; 3. F; 4. T

Activity Book

Page 18, activities 1 and 2.

Key

- ① 2. No, he isn't. 3. No, he isn't. 4. Yes, he is. 5. Yes, he is. 6. Yes, he is. 7. Yes, he is. 8. Yes, he is.

- ② 1. younger; 2. shorter; 3. thinner; 4. happier; 5. older; 6. taller; 7. fatter; 8. sadder



Grammar: Present simple: *Jack and Ebony go to the lake.* Comparative adjectives: *The lake is more beautiful than the farmyard.*

Vocabulary: *Playful, beautiful, exciting, intelligent, faithful, frightened, angry, break, scream, kill, gallop, fall, shout, save, turn, snake, ground, hoof.*

Materials: Classification tables from the previous lesson. *Optional:* Paper, card.

Warm-up

Story summary

Students take out their classification tables from the previous lesson.

Ask students questions: *Who brings Ebony to the farm? Is Ebony thinner than the other horses? Is Ebony nervous? What happened to Ebony? Where does Jack stand at first when he is with Ebony? What does Jack give Ebony? What does Jack do to Ebony? Who rides Ebony? Where does Jack ride Ebony?*

Write the answers on the board in the form of a summary of the first part of the story.

Controlled practice

Story: A faithful friend, part 2 11

Students look at the first picture on page 19. Ask *Where is Jack? What can you see under Ebony's hoof? Where is Jack's hat? Is Jack happy?*

Play Track 11. Students follow along in their books.

Track 11

A faithful friend, part 2

(See Student's Book page 19.)

Students look at the second picture on page 19. Ask: *What has Ebony got in his mouth? Who is riding Ebony? Where is Jack? Is the snake dangerous now? Point to the title of the story. Say: You see, Ebony is a faithful friend to Jack.*

Students close their books. Write the following information on the board:

- _____ is riding Ebony.
- _____ jumps up in the air.
- _____ falls and breaks his arm.
- _____ screams.
- _____ is very frightened.
- _____ is very angry.
- _____ kills the snake.

Students copy the sentences and complete them with *Jack* or *Ebony*.

Play Track 11. Students check their answers.

Developing reading

Ask volunteers to take turns reading out loud. Help them with difficult words.

Ask questions about the story: *Where do Ebony and Jack go every day? Why do they go to the lake? Why does Ebony jump up in the air? What happens to Jack? What does Ebony do to the snake? Why is Ebony a faithful friend?*

Optional activity

Make a class comic strip.

Divide the class into fourteen groups and the story into fourteen sections.

Distribute paper and give a section to each group. Groups draw a picture for their section and copy the text under the picture. They write direct speech in bubbles next to the characters.

Glue the pictures onto card and put them up on the wall to make a comic strip.

Write the title of the story on card and put it on the wall over the comic strip.

① Read and write T (True) or F (False).

Students complete the activity individually.

Check answers with the class: *Is number 1 true or false?*

② Read and complete.

Ask: *What is more beautiful, the lake or the farmyard? What is more exciting, riding around the farmyard or riding around the lake? Who is more frightened of the snake, Ebony or Jack? Who is more intelligent, Ebony or the other horses on the farm?*

Students complete the sentences in their books.

Wrap-up

Character reviews

Students choose a character from the story and underline the sentences in the story that refer to their character. Then they write a physical description and a character review.

Collect the character reviews and keep them in a file.

Answer Key

① 1. T; 2. F; 3. F; 4. T

② the farmyard; the other horses

◆ Activity Book

Page 19, activities 1 and 2.

Key

② thinner, weaker, smaller, more beautiful, more intelligent, more playful



Functional language: Asking for and giving personal information: *How much do you weigh? How long is your arm? I weigh 37 kilos.*

Grammar: Comparative adjectives: *I am taller than my friend. A cat is more intelligent than a duck.*

Vocabulary: *Tall, short, long, old, young, heavy, light, slow, fast, friendly, intelligent, beautiful, dangerous, weigh;* farm animals.

Materials: Cutout 1, slips of paper (5 per student), wool, rulers.

Warm-up

Multiple intelligence: Mathematical intelligence

Write the following list on the board: *dog, pig, cat, duck, rabbit, cockerel, bull, cow, donkey, horse, sheep, chicken.*

Give each student five slips of paper.

Students choose five animals from the list and write each one on a separate slip of paper.

Divide the class into pairs.

Students organise the animals from the biggest to the smallest and tell their partner: *A cow is bigger than a dog. A dog is bigger than a chicken, etc.*

Pairs put all their slips together and repeat the activity.

Controlled practice

1 Complete your cutout and ask a classmate.

Students cut out the cards in Cutout 1 and complete the *My information* card.

Show students how to use wool and a ruler to measure their height, their feet and their arms.

Note: If students don't know how much they weigh, tell them to make a rough estimate.

Students ask each other questions and complete the *My friend's information* card.

- Complete *My friend's profile*.

Students complete the *My friend's profile* using the appropriate comparative adjectives in the box.

Ask volunteers to read their partner's profile out loud.

Optional activity

Reverse comparatives

Students can have difficulty recognising the reversibility of comparative sentences: *I am taller than Maria so Maria is shorter than me.*

Choose a sentence from activity 1. Write the sentence on the board. Instead of finishing with a full stop, write the word *so* in a different colour. Students help you finish the sentence using the reverse comparative.

Students copy the sentences from activity 1 and complete them with *so* and a reverse comparative.

2 Look and complete the song.

Point to the illustrations of the cat and duck. Say: *A cat is more intelligent than a duck.*

Students raise their hands if they agree with you.

Continue with the other pairs of animals.

Play Track 12. Students listen and put a number next to the pairs of animals in the order they hear them.

Track 12

The animals on the farm

(See Student's Book page 20, activity 2.)

Play Track 12 again. Students complete the sentences with the comparative adjectives.

- Listen and sing the song. 12

Play Track 12. Students sing along.

- Test your classmate. Ask questions about the animals.

Ask a student: *Is (a duck) more intelligent than (a cat)?*

The student answers: *Yes, it is./No, it isn't.* Reinforce the personal pronoun *it* in the answers.

Divide the class into pairs.

Students ask each other questions about the animals in the song.

Wrap-up

More farm animal verses

Divide the class into groups of five.

Each group writes their own verse to the song. They can include other animals and comparatives or simply reorganise the words from the song.

Groups sing their verses to the class.

Vote on the best verse and performance.

Answer Key

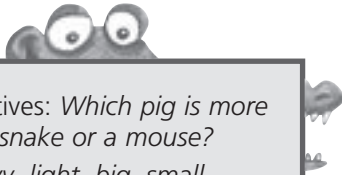
- 1 faster, more intelligent, friendlier, lighter, heavier, more dangerous, slower, more beautiful

Activity Book

Page 20, activities 1 and 2.

Key

- 1 Jack–140 cm; Andy–130 cm; Miriam–160 cm; Susan 150 cm. Andy, Susan, Miriam



Grammar: Comparative adjectives: *Which pig is more dangerous? Which is bigger, a snake or a mouse?*

Vocabulary: *Old, young, heavy, light, big, small, expensive, cheap, beautiful, ugly, dangerous, friendly;* farm animals.

Materials: Cutout 2, paper clips, pencils. *Optional:* Plastic bottle.

Warm-up

Comparative adjectives



Poster 2

Attach Poster 2 to the board.

Students name the animals. Ask comparative questions about them.

T: *Is a horse bigger than a goat?*

Ss: *Yes, it is.*

T: *Which is bigger, a horse or a goat?*

Ss: *A horse is bigger than a goat.*

Point out that when forming comparative questions, we use the word *which*.

Free practice

1 Ask questions about the pictures.

Ask questions about the pigs: *When was Miss Ellen born? How old is she? How much does she weigh? How much does she cost?* Repeat with George.

Point out that we use *she* and *he* when we speak about these pigs because they've got names. We use *it* when we are talking about animals in general.

Ask individual students about the pigs.

T: *Which pig is (older)?*

S1: *George.*

Students work in pairs asking each other questions about the pigs.

Ask: *Which pig do you like more?* Students raise their hands to vote for their favourite pig. Write the number of votes for each pig on the board. Ask: *Which pig is more popular, Miss Ellen or George?*

2 Make and play a language game.

Students cut out the spinners in Cutout 2.

Read the instructions out loud and demonstrate how to assemble the spinners.

Demonstrate the game with a student. Spin the animal spinner twice and write the animal names on the board. Then spin the adjectives spinner and form a question comparing the animals using the adjective indicated.

Optional activity

Play Bottle spin.

Sit students in a circle in the middle of the classroom. Spin a plastic bottle in the middle of the circle twice and name the two students the bottle points to.

Say an adjective: *tall*. Point to a student and ask him/her to make the question: *Who is taller, (John) or (Daniel)?* Point to another student and he/she answers the question.

Use the following adjectives: *tall, short, big, small, old, young, heavy, light.*

Note: Be sensitive about students who may feel inhibited about their weight or height. Choose adjectives that will not offend them.

Critical thinking: What is really important?

Point out to students that we are all different. We look different and we've got different personalities. Some people are taller, shorter, fatter or thinner than others. Some people are more outgoing and others are shyer. This doesn't mean that anybody is better or worse.

We are better people because of the way we behave towards others, not because of our appearance.

Write a list of adjectives on the board. Include a mixture of physical and personality descriptions: *tall, short, friendly, kind, faithful*, etc.

Ask students to describe their best friend using these words.

Wrap-up

Comparing school objects

Students place a selection of pairs of objects on their tables: two pencils, two rulers, two rubbers, two notebooks, two schoolbags, etc.

Write a list of adjectives on the board: *long, short, heavy, light, old, new, expensive, cheap.*

Students compare the objects.

S1: *Which is longer, the blue pencil or the yellow pencil?*

S2: *The blue pencil.*



Activity Book

Page 21, activities 1 and 2.

Key

2 bigger, frightening, cave



Grammar: Present simple: *I milk the cows at half past four.*

Functional language: Telling the time: *It's half past four.*

Vocabulary: *Egg, cream, yogurt, cheese, milk, butter, meat, wax, honey, leather, wool, cow, bee, sheep, vegetable garden, organic.*

Materials: Magazines.

Preparation: Cut out photos of basic food items (milk, fruit, rice, bread, ham, cheese, cream, sausages, eggs, etc.) from magazines.

Environmental education

Discuss the importance of organic farming for protecting our environment and our health.

Explain that chemical fertilizers damage the soil and water. When we eat these food products, the chemicals enter our bodies and can harm us.

Explain that some farmers use chemical products to make their animals fatter and make them grow more quickly. This is bad for the animals and for the people who eat them.

Students cut out magazine pictures of food products derived from plants or animals.

In groups, they make a collage and write a banner across the top: *Organic food is better.*

Warm-up

Where does it come from?

Attach photos of food items (see Preparation) to one side of the board. Name each item.

On the other side, draw two columns. Label them *Animals* and *Plants*.

Point to a photo and ask: *Does (milk) come from animals or plants?*

Ask a student to come to the board, choose a photo and attach it in the correct column.

Repeat with the remaining photos.

Vocabulary presentation

Draw three large circles on the board. Write the words *Cow*, *Bee* and *Sheep*, one in each circle. Ask three students to come to the board and draw a cow, a bee and a sheep in the corresponding circles.

Ask: *Which animal gives us wax?* Ask a different student to come to the board and write the word *wax* in the correct circle: *Bee*.

Continue with: *cheese (cow-sheep)*, *yogurt (cow-sheep)*, *butter (cow-sheep)*, *cream (cow)*, *meat (cow-sheep)*, *wool (sheep)*, *leather (cow)*, *honey (bee)*, *milk (cow-sheep)*.

Controlled practice

① Match the products with the animals.

Read the introductory text. Explain that organic farms only use natural fertilizers and herbicides.

Students match the items with the animals.

Check answers:

T: *Which animal gives us honey?*

S: *Bees.*

Controlled practice

- Listen and write the times. 🎧 13

Draw four digital clocks on the board with the following times: 9:00, 9:15, 9:30 and 9:45.

Name the times. Students repeat.

Point to the farmer on the page. Explain that she works very hard at Cherry Tree Farm.

Play Track 13. Students write the times.

Track 13

Today we are at Cherry Tree Farm. Janet works here. Janet, can you tell us about your day?

Of course. I get up very early. I get up at 4:30.

At 4:30! Wow! And what do you do at 4:30?

I milk the cows.

What do you do next?

Well, at 5:00, I collect the honey from the bees.

Is that dangerous?

No, I wear special clothes. And then at 6:15, I make butter from the cows' milk. At 6:45, I collect the eggs and at 7:00, I water the vegetable garden.

That's a lot of work! Don't you get hungry?

Oh, yes, I eat a big breakfast every day at 7:30. And after breakfast, at 8:00, I feed the sheep.

That's interesting, Janet...

Wrap-up

Time bingo

Draw a bingo grid on the board with nine boxes.

Students copy the grid into their notebooks.

Write a selection of 20 times on the board (o'clock, quarter past, half past, quarter to).

Students choose nine times and write them into the boxes on their bingo grid.

Call out different times. Students cross off the times as they hear them. The first one to cross out all the boxes on his/her grid shouts *Bingo!* and wins the game.

Answer Key

① cheese: 2, 3; milk: 2, 3; butter: 2, 3; meat: 2, 3; wax: 1; yogurt: 2, 3; cream: 2; wool: 3; honey: 1; leather: 2.



Activity Book

Page 22, activities 1 - 3.

Key

① Bread, rice, sweets, fizzy drink

② It's quarter past eleven. It's half past seven. It's quarter to five. It's twelve o'clock. It's quarter to ten.

Student's Book Page 23

Grammar: Ordinal numbers: *I won first place in the pig competition.*

Vocabulary: *First, second, third, fourth, fifth, tiny, biscuits, apple, seed, recipe, toy car, race, doll.*

Materials: Card, paper, magazines, toy cars.
Optional: 5 small prizes.

Warm-up

Game: *Who was first?*

Ten students come to the front of the class. Tell them to mime sweeping the farmyard from one end of the room to the other. The first student to get to the other side will win the game, but if a student is not miming the activity well enough, you will disqualify him/her.

Shout: *Go!*

Students mime and race.

On the board write the names (in order) of the first five students to reach the other side of the room.

Ask the class: *Who was first?*

Help students answer: *Jackson was first.* Write the word *first* on the board.

Repeat with *second, third, fourth* and *fifth*.

Controlled practice

Write the words: *first, second, third, fourth, fifth* on one side of the board. Write the corresponding contractions (*1st, 2nd, 3rd, 4th, 5th*) on the other side of the board.

Students take turns coming to the board and matching the words with their contractions.

Explain that numbers that end in *1, 2* or *3* (except for *11, 12* and *13*) take the same ending as *first, second* and *third*.

Write a variety of large numbers on the board and repeat the activity: *11th, 12th, 13th, 23rd, 42nd, 51st.*

1 Listen and complete. 14

Students look at the pictures. Ask them what the rosettes represent. Ask them if they have ever been to a county fair. Discuss what competitions you find at a county fair: the most delicious pie/cake, the biggest pig/chicken, the largest fruit or vegetable. Play Track 14. Students listen and fill in the blanks.

Track 14

I won first place in the pig competition. This is my pig Betty. I won fifth place in the biscuit competition. I made coconut biscuits. I used my granny's recipe!

I won second place in the fruit competition. I planted an apple tree in our garden. These are the apples, they grew so big!

I won third place in the doll competition. I made this doll for my sister.

I won fourth place in the toy car race. Last year, my car was worse than the other cars, but this year, my car was better!

Ask individual students to read the texts out loud. Point out the irregular comparatives *better* and *worse*.

Craft activity

The Printer's Project

Read the instructions for the Printer's Project out loud. Students choose a farm animal. They look through magazines for a picture of their animal and cut it out. Then they look for pictures of the products from their animal and cut them out. (If they cannot find magazine pictures, they can draw pictures in their notebooks and cut them out.)

Students glue their cutouts onto a piece of card. On a separate piece of paper, students write about their animal and its products.

Optional activity

Animal drawing competition

Ask students to draw a farm animal.

Display the pictures on the wall.

Students visit the "art exhibition" and choose their favourite picture (they cannot vote for their own).

Count the number of votes for each picture.

Award first, second, third, fourth and fifth place prizes.

Wrap-up

Let's race!

Organise students into groups of five. Give each student a toy car. Draw a finish line.

Students stand at one end of the classroom.

Say: *Go!* Students send off their toy cars.

The rest of the class writes down in which place the cars finish.

Ask: *Who was (first)?* Repeat with *second, third, fourth* and *fifth*.

Answer Key

1 1st : first; 5th: fifth; 2nd: second; 4th: fourth; 3rd: third

Activity Book

Page 23, activities 1 and 2.

Key

1 first–1st; second–2nd; third–3rd; fourth–4th; fifth–5th; sixth–6th; twelfth–12th; fifteenth–15th; fifty-fourth–54th; seventeenth–17th; nineteenth–19th; twentieth–20th; twenty-first–21st; thirty-second–32nd; forty-third–43rd

2 January the fourth, December the thirteenth, October the second, April the first, November the tenth



Grammar: Adverbs of frequency: *How often do you feed a bird? Twice a day.*

Vocabulary: *Feed, change, clean, check, drop, give, take, leave, fish tank, temperature, cage, vet, stressed;* animals.

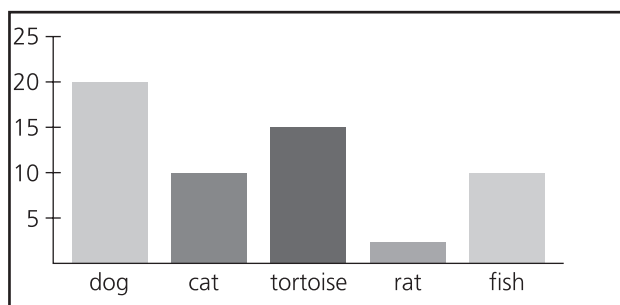
Materials: Plasticine (different colours), index cards (1 per student), paper, card.

Warm-up

Class survey: Pets

Tell students to raise their hand if they've got a pet at home. Ask them what type of pet they've got. Make a list of pets on the board. When a pet is repeated, put a tally mark next to the word.

Show students how to make a bar chart to reflect the number and type of pets owned by the class. Number the squares on the vertical axis and write the names on the horizontal axis.



Students copy the chart and colour the corresponding number of squares for each animal.

Ask questions: *How many (dogs) are there? Which animal is more popular, (dogs) or (cats)?*

Developing reading

1 Read and circle the animal words.

Ask students what we should do to take care of a pet. Write their suggestions on the board.

Tell a volunteer he/she has got a pet fish. He/She reads the first text out loud. Ask: *How often do you change the water in the tank? How often do you feed the fish? How often do you check the water temperature?* Explain that fish get stressed. Elicit things that might stress a pet fish (being in dirty water, being out of the water, getting too hot, not having enough space to swim, etc.).

Repeat the procedure with the other texts.

- Play *Answer my questions*.

Students write five questions about the pets using *How often...?*

Students swap their questions with a partner. Then they answer their partner's questions.

Craft activity

2 Play Pet day.

Distribute Plasticine and index cards.

Tell students to choose their favourite pet. It hasn't got to be the pet they've got at home. Discourage students from choosing a wild animal. Explain that it is not kind to keep wild animals in captivity.

Students make a Plasticine model of their favourite pet. They write about their pet on an index card.

Set up a central table where students can display their Plasticine pets with their index cards.

Students take turns telling the rest of the class about their pets.

Optional activity

Animal comics

Ask students if anyone has got a pet that has got a funny habit or that can do something special. Give an example: *I've got a dog named Brownie. She really likes chocolate cake. One day she took the cake off the kitchen table and hid it in her bed!*

Ask students who have got or have had pets to tell an anecdote about their pet to the rest of the class. Help them with the language they need.

Divide the class into pairs: students who have never had a pet are paired with ones who have.

Distribute paper.

Students draw a picture of their pet doing something funny and write simple sentences under the picture.

Glue the animal comics onto card.

Make a wall display of the anecdotes.

Wrap-up

Write a pet poem.

Write the following skeleton poem on the board:

_____ is my favourite pet.
When he's/she's sick, I take him/her to the vet.
I change his/her water _____ a day.
_____ really loves to play.

Students complete the poem.

Answer Key

- 1 fish, hamster, dog, bird

Activity Book

Page 24, activities 1 and 2.

Key

- 1 Pets: cat, dog, hamster; Farm animals: sheep, horse, cow, pig; Wild animals: lion, elephant, monkey, giraffe



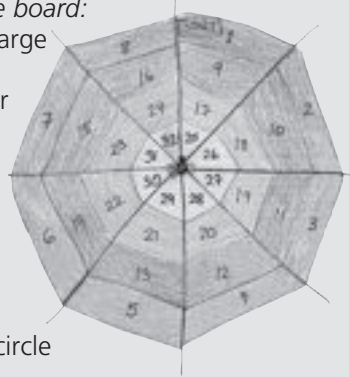
Reading focus: Reading and writing a book report. Identifying parts of speech: nouns, verbs and adjectives.

Vocabulary: *Title, author, main character, opinion, spider, rat, idea, smart, spiderweb, kill.*

Materials: Selection of storybooks, card, Blu-tak, dice.

Preparation: *Spider game board:*

Draw a spiderweb onto a large piece of card. Draw four crossing lines to form a star and four concentric circles to make the web. Draw a small spider hanging from the centre. Number the spaces. Colour the spaces in the outer circle red, the next circle blue, the next circle green and the inner circle yellow.



Warm-up

Storybooks

Divide the class into small groups. Give each group a storybook.

On the board, write: *Title, Author, Theme.*

Students examine the front and back covers.

Ask: *What's the title of your book? Who's the author? What's it about? Can you tell me anything else about the book?*

Developing reading

1 Read the book report and complete the chart.

Ask a volunteer to read the report.

Ask questions: *Who are Charlotte and Wilbur? Where do they live? Why is Wilbur sad? What does Charlotte do to save Wilbur? Why does the boy love this story?*

Ask students if they would like to read this story now that they have read the report.

Developing writing

Write the word *noun* on the board. Explain that a noun can be a person, place or thing. Ask students to give you examples from the text: *web, pig, Wilbur, friend, spider*, etc. Students underline these words in blue.

Write the word *adjective* on the board. Explain that an adjective is a word that describes a noun. Ask students to give you examples from the text: *little, best, sad, big*, etc. Students underline these words in red.

Write the word *verb* on the board. Explain that a verb is an action or a state of being. Ask students to give you examples from the text: *is, live, write, see*, etc.

Students underline these words in green.

Focus students' attention on the chart under the text. Read the categories out loud.

Students complete the activity individually.

- Read the text again and find the opposites.

Ask: *What's the opposite of (big)?*

Ss: *(Small/Little.)*

Elicit other opposite pairs: *heavy/light, fat/thin, happy/sad, fast/slow.*

Students complete the list in their books with words from the text.

2 Design a book cover for *Charlotte's Web*.

Students choose a character or a scene from the story and draw a picture to put on a book cover for *Charlotte's Web*.

Optional activity

Charlotte's rhyme

Give students examples of nouns, adjectives and verbs (correct and incorrect): *"Red" is an adjective. "Run" is a verb. "Jump" is a noun.*

Students say: Yes or No.

Teach students the following rhyme:

Charlotte spins day and night.

(Red) is an (adjective). Am I right?

Students take turns saying the rhyme with a word and a category. The class says: Yes or No.

Wrap-up

Play *The spiderweb game*.

Display the *Spider game board* (see Preparation).

Write the following key on the board:

red = animals on the farm

blue = places or things on the farm

green = chores on the farm

yellow = products from farm animals

Divide the class into teams. Each team makes a game counter by drawing a spider and colouring it.

Teams take turns throwing a dice and advancing along the spaces. (They attach their counters to the game board with Blu-tak.) When they land on a space, they say a word according to the key. If they say an incorrect word, they lose a turn.

The first team to reach the middle is the winner.

Answer Key

1 Nouns: pig, spider, rat, barn; adjectives: little, sad, big, clever; verbs: live, want, has, see; opposites: sad, friend, good, love, little, big

Activity Book

Page 25, activity 1.

Key

1 Name of book; Name of writer; List of characters; The story; My opinion



Grammar: Comparative adjectives: *Tam is prettier than Trish. Reading is more interesting than watching TV.*

Vocabulary: *Tall, fat, thin, small, good, bad, ugly, heavy, pretty, friendly, interesting, intelligent dangerous; animals.*

Materials: Cutout 3, index cards.

Preparation: *Rule cards:* Write the following rules on 5 separate index cards:

1. Add "er".
2. Double the consonant and add "er".
3. Change the "y" to an "i" and add "er".
4. Use "more".
5. This is an irregular adjective.

Warm-up

How many syllables?

Copy the following chart on the board:

•	• •	• • • +
<i>big</i>	<i>pretty</i>	<i>dangerous</i>

Read the words in the chart and clap your hands to show the syllable count.

Students copy the chart into their notebooks and practise clapping the syllables.

Dictate the following list of adjectives. Students clap and write them in the correct columns: *fat, ugly, beautiful, expensive, happy, small, cold, friendly, exciting, light, hot, heavy, young, intelligent.*

Grammar practice

① Underline the comparative adjectives.

Write on the board: *Janet is taller than me.*

Underline the word *taller* and say: *This is a comparative adjective. I'm comparing Janet and me.*

Students underline the comparative adjectives in their books.

Write the following adjectives on the board:

tall–taller

interesting–more interesting

good–better

Ask students how these adjectives are different.

Explain that short adjectives (maximum 2 syllables) take "er", long adjectives (3 syllables or more) take *more* and irregular adjectives change completely.

② Complete the text and label the pictures.

Students fill in the gaps using the spelling rules as a guide.

Explain the rules if necessary:

With adjectives that end in a vowel + a consonant we double the consonant and add "er."

With adjectives that end in y we change the y to an i and add er.

When students finish, they look at the illustration and label the pictures.

Volunteers read the text out loud.

③ Make a Lingo ladder and play a game.

Students cut out both parts of Cutout 3.

Read the instructions and demonstrate how to insert the paper strips through the slits so that the words appear in the spaces.

Make a few sentences and ask students to say whether they are true or false.

Students work in pairs. They take turns making *true/false* statements.

Optional activity

Is that true?

Write *true/false* statements on the board about the rules for comparative adjectives:

We always add "er" to adjectives.

We add "er" to short adjectives.

We add "er" to irregular adjectives.

Students copy the sentences in their notebooks and write: *True or False.*

Wrap-up

Play I'm pretty!

Ask five students to stand at the back of the room.

Give each one a *Rule card* (see Preparation).

Write a list of adjectives on the board: *intelligent, fat, thin, pretty, bad, good, expensive, ugly, hot, etc.*

The students sitting down each choose an adjective from the board and write it down.

The five students holding the *Rule cards* walk around and ask the others questions. They gather up the students who match their rules:

S1: *What are you?*

S2: *I'm pretty.*

S1: *Come with me./Sorry, you're not with me.*

Answer Key

① 1. taller; 2. friendlier; 3. better; 4. more interesting

② *Text:* fatter, thinner, prettier, friendlier, uglier; *Picture:* Trish, Tam

Activity Book

Page 26, activity 1.

Key

① *Short adjectives:* hot–hotter, big–bigger, cold–colder; *Adjectives ending in "y":* ugly–uglier, heavy–heavier, pretty–prettier; *Long adjectives:* expensive–more expensive, dangerous–more dangerous, beautiful–more beautiful; *Irregular adjectives:* bad–worse
1. colder; 2. more expensive; 3. more intelligent; 4. more dangerous; 5. bigger; 6. uglier; 7. worse; 8. hotter

Student's Book Page 27

Grammar: Review of present simple and comparative adjectives.

Vocabulary: Key vocabulary from the unit.

Warm-up

Game: Vocabulary competition

Divide the class into small groups.

Give students the following instructions. The first group to follow each one correctly gets five points:

Write four days of the week.

Write five farm animals.

Write four places on the farm.

Write four farm chores.

Write four products we get from cows.

Write two products we get from sheep.

Write two products we get from bees.

Write four comparative adjectives that end in "ier".

Write four comparative adjectives with "more".

Write the ordinal numbers from 1 to 5.

The group with the most points at the end of the game is the winner.

Review

The Printer's Quiz

▶ LOOK AND COMPLETE THE SENTENCES.

Students look at Mary's timetable and complete the sentences.

Ask volunteers to read their sentences out loud.

Students correct their work.

- Write questions and answers.

Students complete the questions and pass their books to their partners to write the answers.

Check answers with the whole class.

▶ COMPARE THE DOGS.

Students look at the pictures of the sheep dogs.

Explain that these are farm dogs. They are used to control the sheep and goats.

Students use the adjectives in the box to form comparatives to complete the sentences.

Optional activity

Play *I'm bigger than you!*

Start off a sentence chain:

S1: *I'm a cat.*

S2: *You're a cat but I'm a dog. I'm bigger than you.*

S3: *You're a dog but I'm a pig. I'm more intelligent than you.*

Students continue until someone says something obviously false, in which case they are eliminated. Start the chain again.

Wrap-up

Self-assessment

Write the following skeleton text on the board:

*In unit ____, I learned about _____.
I can compare people and animals. For example:*

I can say how often I do things at home. For example:

I liked/didn't like this unit because _____.

Students copy and complete the text.

Answer Key

Complete: 1. five times; 2. three times; 3. twice; 4. once

Compare: 1. older; 2. more dangerous; 3. bigger; 4.

younger; 5. friendlier; 6. smaller

Activity Book

Page 27, activities 1 and 2.

Key

① Barn, vegetable garden, farmhouse, cockerel, field, donkey, fence, bull, farmyard

② 2, two, second; 3, three, 3rd; 4, fourth, 4th; twelve, twelfth, 12th; 20, twentieth, 20th; 31, thirty-one, 31st; 44, forty-four, forty-fourth

Grammar module

Adverbs of frequency

Adverbs of frequency are used to express how often an action is carried out:

He collects the honey three times a week.

Once refers to one time.

Twice refers to two times:

I milk the cows twice a day.

Comparative adjectives

We use the comparative form of adjectives + *than* to say how two people, things or animals are different: *A cow is bigger than a chicken.*

Short adjectives

Short adjectives (of one or two syllables) form their comparatives by adding "er":

small-smaller

For adjectives that end in a short vowel sound + a consonant, we double the last consonant before adding "er":

big-bigger, fat-fatter

For adjectives that end in "y", we change the "y" to "i" and add "er":

happy-happier, heavy-heavier

Long adjectives

Long adjectives form their comparatives with *more*:

A dog is more intelligent than a mouse.

Irregular adjectives

The adjectives *good* and *bad* are irregular.

Their comparative forms are *better* and *worse*.



Science: Wild animals around you

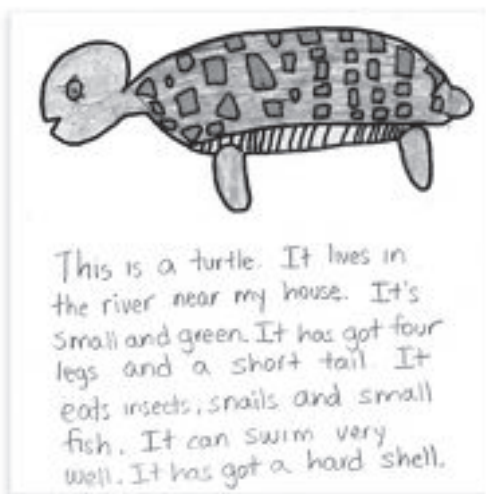
Materials: Paper, crayons or felt tip pens.

Directions:

Distribute materials. Ask students to think about the wild animals that they see around their homes and neighbourhoods.

Students draw and label pictures of the animals. Below their pictures, students write what food the animals eat and what special colours and characteristics the animals have got to help them survive.

Invite students to display their pictures and describe them to the class.



Project: A model farm

Materials: Empty cardboard boxes in different sizes (shoeboxes, cereal boxes, etc.), large piece of card (2m x 1m), paint, crayons, felt tip pens, Plasticine, glue.

Directions:

Put the card on the floor. Tell students that this is the base of the farm.

As a class, students decide on the buildings and distribution of the areas: field(s), garden(s), barn(s), farmyard(s), farmhouse(s), chicken house(s), fence(s), etc. Use student input to draw an outline on the board.

Divide the class into five groups.

Tell one group to paint and/or colour the base (defining fields, farmyards and vegetable gardens) and make fences from card.

Provide two groups with some cardboard boxes and tell them to make the different buildings for the farm. They paint and decorate the buildings, label them and glue them into position.

Provide another two groups with Plasticine and tell them to make farm animals. When they have finished their animals, they place them around the farm.

Language links: Elicit a list of the animals on the farm and write the list on the board.

Divide the class into three groups.

Each group prepares a different text about the farm:

Text 1: A list of the chores and how often they are carried out.

Text 2: A list of the products that come from the farm and the prices.

Text 3: A physical description of the farm.

Collect the texts and make a farm book.

Art: Animal pencil tops

Materials: Tissue paper, empty egg boxes, liquid starch (cornstarch and water), felt tip pens, pencils (1 per student).

Preparation: *Tissue paper mash:* Tear tissue paper into small pieces. Add enough liquid starch to wet the paper. Press into a firm glob. Squeeze the glob until it feels like workable dough and store it in an airtight container.

Directions:

Give each student a small ball of *Tissue paper mash* (see Preparation) about the size of a golf ball.

Students work the mash into an animal shape or an animal head.

Help students insert the rubber-end of a pencil into their animal and mold their shape around it. Students push the pencil into the underside of an egg box and leave the animal to dry.

Students colour their animals with felt tip pens.

Note: Dip the pens in water to help the colour flow better over the rough surface of the animals.



Vocabulary	Grammar
<p>Pioneer vocabulary: <i>box, camp, candle, chest, pioneer, sack, spade, wagon</i></p> <p>Objects in a house: <i>cooker, bucket, electric light, fork, fridge, heater, knife/knives, microwave oven, pot, soap, spoon, stove, telephone, TV</i></p> <p>Places: <i>church, library, car park, post office, river, school, shop, supermarket, town</i></p> <p>Verbs: <i>build, drink, drive, eat, go, live, make, meet, play, read, ride, sleep, take, travel, walk, work</i></p> <p>Food: <i>bread, coffee, dried meat, fruit, oil, potatoes, rice, salt</i></p> <p>School: <i>classroom, gym, library, poster, uniform, wall</i></p> <p>Adjectives: <i>excited, gold, scared, sick, tired, trapped, young</i></p> <p>Other words: <i>adventure, cave, centimetre, coin, electricity, fever, garage, gun, journey, kilometre, post, map, medicine, mile, newspaper, pony, rider, salary, snowstorm, trail, wood</i></p>	<p>Past simple: <i>At sunset, they made camp.</i></p> <p>Present simple: <i>I wash the dishes after breakfast.</i></p> <p>Present simple v past simple: <i>Pioneer children rode in covered wagons. Children today ride bicycles. Did you go to the cinema yesterday? Do you go to the cinema every week?</i></p> <p>Wh questions: <i>Where did Molly go? Who did they meet? How did he travel? When did she eat?</i></p> <p>Why/because: <i>Why did Davie get better? Because he took some medicine.</i></p> <p>There is/are: <i>There is a library. There are some shops. Is there a supermarket? Are there any shops?</i></p> <p>There was/were: <i>There was a chest. There was some oil. There were some coins. Was there a box? Were there any sacks?</i></p>
<p>Functional language: <i>How far did you travel? How many days did it take?</i></p>	<p>Multiple intelligence: Visual/spatial intelligence (page 56)</p>

Teaching tip

Self-correction in written work

Students should be taught the different steps involved in producing a piece of written work:

- *Focusing on the task.* Ensure that students understand the activity. They should know what they have got to do and the reason for doing it.
- *Planning the task.* Students reflect on what they are going to write. In the case of a free writing activity, they could write out a short outline.
- *Producing a first draft.* Students do this on a separate piece of paper or directly in the book using a pencil.

- *Correcting the draft.* Students look with care at what they have written and check different aspects of their work. Then they correct their mistakes. Write a checklist on the board for students to follow:
 - Spelling
 - Punctuation (capital letters, full stops, commas in lists, etc.)
 - Verbs (correct tense, third-person “s”, etc.)
 - Pronouns (correspond with subjects, usage)
- *Writing a clean copy.* Students copy out their work in pen, incorporating any corrections they have made.

Student's Book Page 28



Grammar: Past simple: *At sunset, they made camp.*
Wh questions: *What did you build? Where did they sleep? Who did she meet? When did he eat?*

Vocabulary: *Eat, build, make, meet, ride, sleep, take, walk, camp, wagon, farmhouse, Native American, journey.*

Materials: *Optional:* Large ball.

Warm-up

Critical thinking: A long journey

Say: *This unit is about a very long journey. The journey took place many years ago, in the 19th century.*

Explain that in the USA, people migrated west looking for land. Ask students to think of the things they would take if they had to go on a long journey to find a new home. Students write a list of ten items they think would be important to take.

Write the words on the board. Discuss which ten items are the most important. Then have a class vote on the most important ones.

Grammar review

① Complete the sentences.

Read the speech bubble at the top of the page. Students look at the illustrations. Point to and name items in the pictures: *wagon, Native American, farmhouse, camp*, etc.

Write the following verbs on the board: *ride, make, sleep, take, walk, build, eat, meet*. Students look for their past forms in the box in activity 1. Choose students to write the past forms on the board under the corresponding present forms. Finally, students complete the sentences in their books using the verbs in the box.

- Listen and number the pictures. 🎧 15

Play Track 15. Students number the pictures.

Track 15

Who were the pioneers?

In the 19th century, the pioneers travelled west across the United States of America. It was a long, hard journey.

Number 1. They rode in wagons or walked.

Number 2. They took horses, cows and dogs.

Number 3. At sunset, they made camp.

Number 4. They ate and slept in the camp.

Number 5. They met Native Americans.

Number 6. They built new farmhouses.

Play Track 15 again. Students check their answers.

Wh questions review

Write: *What* on the board. Tell students to think of more question words starting with *wh*. Write them on the board: *Who, When, Where*.

Ask simple questions using the *wh* words: *What's this? Who's sitting next to Sophie? Where's your mum? When is your birthday?*

Optional activity

Question catch

Write: *who, what, where* and *when* on the board.

Elicit some simple questions in the present tense for each question word (see previous activity) and write them on the board.

Students stand in a circle.

Throw a ball to a student and say: *What*. He/She makes a question with *what* and throws the ball to another student. He/She answers the question. Then he/she says another question word and throws the ball to another student who makes a question with that word.

Students continue around the circle until everyone has participated.

Look at grammar!

Students look at the *Look at grammar!* box.

Write a question in the past simple using a *wh* word: *Where did you sleep last night?* Underline *did* and *sleep*.

Write the answer to the question: *I slept in my house.* Underline *slept*.

Ask a student to explain what happens to the verb in simple past questions.

Controlled practice

② Write four questions about the pioneers in your notebook.

Students write four questions about the pioneers in their notebooks, based on the information on the page. Circulate checking students' work and helping weaker students.

- Ask a classmate your questions. Students ask each other their questions.

Wrap-up

Which question word?

Draw four columns on the board. Give a title to each column: *Who/What/Where/When*.

Say sentences that could be answers to different questions and elicit the question words, for example:

T: *In the United States*. Ss: *Where?*

T: *Dogs and cats*. Ss: *What?*

Activity Book

Page 28, activities 1 and 2.

Key

① 1. made; 2. ate; 3. met; 4. slept; 5. took; 6. rode; 7. walked; 8. built

② 1. Where—They went west. 2. When—They travelled west in the 19th century. 3. What—They took food, clothes and furniture. 4. Where—They slept in camps. 5. Who—They met Native Americans.

Student's Book Page 29

Grammar: *There was/were:* *There was a bed. There was some oil. There were some coins.* Countable and uncountable nouns.

Vocabulary: *Wagon, sack, chest, coin, box, house, salt, oil, rice, wood, coin, bed, buy.*

Materials: Cutout 1.

Warm-up

In the wagon

Poster 3

Display Poster 3.

Tell students to close their eyes and imagine they were pioneers. Tell them to imagine the things they took in their wagons.

Students open their eyes. Ask: *What was in your wagon?*

Students come to the board, draw a picture of one or more objects in their wagon and say a sentence, for example: *There were some clothes.*

Vocabulary presentation

① Read and number the pictures.

Point to the illustrations and name them one by one. Students repeat after you.

Tell students this is a song about a pioneer called Bobby. Read the text of the song out loud. Students follow along in their books.

Individually students read the song again and number the pictures.

- Listen and join in.  16

Play Track 16.

Students follow along in their books.

Track 16

Old Bobby

(See Student's Book page 29, activity 1.)

Divide the class into five groups. Assign a word to each group (*wagon, chest, box, sacks, coins*).

Play Track 16. Each group stands up when they hear their word.

Play Track 16 again. Students sing along.

Controlled practice

② Cut out five things and glue them into the wagon.

Draw two columns on the board and write: *There was/ There were* as headings.

Ask questions about Bobby's wagon: *Was there a chest in the wagon? Were there any coins?*

As you ask the questions, write the nouns under the correct columns.

Ask students to imagine what else was in Bobby's wagon. Ask more questions and write the nouns on the board: *Was there any food? Was there a bed?*

Point to the wagon in activity 2. Say: *Imagine you were a pioneer and this was your wagon.*

Students name the items in Cutout 1. Then students colour and cut them out.

Students choose five of the items and glue them into the wagon.

Ask questions about the wagons: *Are there any (beds) in your wagon, Daniel?*

- Colour the wagon and complete the sentences.

Students colour their wagons and complete the sentences.

Ask volunteers to read their sentences out loud.

Optional activity

Bobby's house

Tell the class to imagine Bobby's house in the Wild West. Divide the class into pairs. Each pair makes a list of things in Bobby's house.

Pairs read their lists out loud to the class using *There was/There were*.

Connecting to students' experiences

Ask students if they have ever moved house or moved to a different town, city or country. For those who answer positively, ask: *What was difficult about moving? Did you have to pack and/or unpack the things in your room? Did you get to your new house in a car or did you take a bus, train or aeroplane? Did moving make you feel happy or sad? Why?*

Wrap-up

Listen and draw.

Give students the following instructions for drawing and colouring a wagon:

This wagon was big. In the wagon, there was a big red chest. There were two small coins. There was a purple box. There were three green sacks. There was some salt and there was some wood.

Students draw and colour the wagon in their notebooks.

Activity Book

Page 29, activities 1 and 2.

Key

① *I can count this:* sacks, chests, wagons, boxes.

I can't count this: oil, rice, salt, wood, water.

② *there was a bed, a sack and a coin. There were some boxes. There was some wood.*

Student's Book Page 30

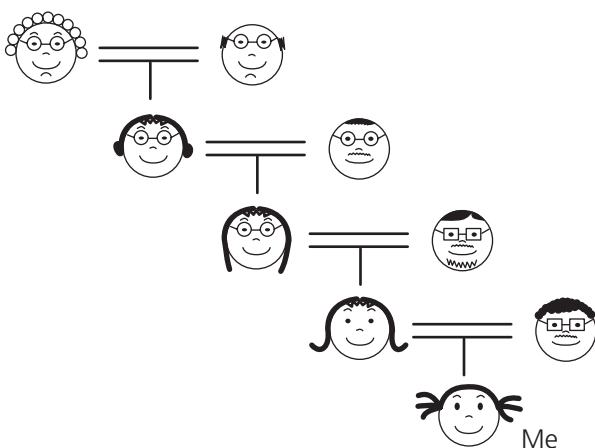
Grammar: Past simple: *Wh* questions: *Where did Molly go? How did she travel?*

Vocabulary: *Spoon, fork, knife/knives, candle, pot, soap, bucket, shovel, spade, chest, wagon, camp, journey, dried meat, bread, ride, start, stop.*

Warm-up

Vocabulary review

On the board draw a family tree with five generations. Label the person from the last generation: *me*. Point to a woman in the oldest generation. Say: *This is great-great-grandmother*. Write the expression on the board. Repeat with *great-grandmother*.



Ask students to come to the board and label the remaining people in relation to the person labelled *me*. Ask students questions about their grandparents and great-grandparents: *Where was your grandmother born? Where did your great-grandmother live? Where was she born?*

Developing reading

Story: *The journey west to Oregon, part 1* 17

Present the story through the illustrations: Point to the girl and say: *This is Molly*. Point to the photo. Say: *This is Molly's great-great-grandmother*. *She was a pioneer*. Encourage students to make predictions about the story. Play Track 17. Students listen and follow along in their books. Pause the recording after each paragraph to ask students general comprehension questions: *What's in the chest? When did Molly's great-great-grandmother go to Oregon? Where did the journey start? How many wagons were there? Who rode in the wagon? Who walked? What did they eat for lunch? When did they stop? Was Molly tired?*

Encourage students to make predictions about the story after each paragraph.

Track 17

The journey west to Oregon, part 1

(See Student's Book page 30.)

Students silently read the story in their books. Ask them to underline the past tense verbs.

Vocabulary presentation

Poster 3

Hold up the poster cutouts one by one and ask: *What are these? What's this?*

Distribute the poster cutouts.

Attach Poster 3 to the board. Ask: *What was in Molly's wagon?*

Students take turns placing the cutouts on the poster and saying a sentence with *there was/were*: *There were some candles. There was a bucket.*

Optional activity

Verb review

Divide the class into two teams. A student from team A calls out one of the past tense verbs from the story. A student from team B writes the past and present forms of the verb on the board.

S1: *Sat*.

S2 (writes): *Sit/Sat*.

Teams change roles.

Reading comprehension

1 Read and answer the questions.

Students write the answers to the questions in their notebooks.

Divide the class into pairs. Students compare their answers.

Ask volunteers to write the answers on the board.

Wrap-up

Categories

Write four headings on the board: *People/Places/ Times and dates/Things in the wagon*.

Students write the headings in their notebooks. Then they find and write words from the first part of the story for each heading.

Note: Save the classifications for the next class.

Activity Book

Page 30, activities 1 and 2.

Key

2, 4, 3, 1

2. What did; 3. Who did; 4. When did



Grammar: Past simple: *Why/because: Why did Davie get better? Because he took some medicine.*

Vocabulary: *Adventure, fever, medicine, plant, snowstorm, cave, sick, gun, scared, trapped.*

Materials: Word classifications from the previous lesson.

Preparation: Biography skeletons: Write the following biography skeleton on a piece of paper. Make one copy for each student:

Character name: Molly

Age in the story: _____

Molly walked from _____ to _____.

Her family took _____ in their wagon.

They crossed the _____.

Molly saw a _____.

She was very _____.

Molly lived in _____ all her life.

Warm-up

Story review

Distribute the word classifications from the previous lesson.

Ask *Wh* questions based on the story: *What did Molly and her family take with them?* Students answer the questions using the information.

Ask enough questions to produce an oral summary of the story so far.

Developing reading

Story: The journey west to Oregon, part 2 18

Play Track 18. Pause the CD after each paragraph and ask comprehension questions: *Who did they meet? What did the Native Americans give them? What mountains did they cross? What animals did they see? What did the bear want? Did Molly stay in Oregon?*

Track 18

The journey west to Oregon, part 2

(See Student's Book page 31.)

Students silently read the story in their books.

Ask them to underline the time expressions in the story: *five months, five days, a week, two weeks, last night*, etc.

Students read the sentences with the time expressions out loud. Write them on the board.

Ask volunteers to take turns reading out loud. Help them with the difficult words.

Connecting to students' experiences

Ask questions focusing on how Molly felt at different stages of the story: *Was Molly excited when they left Missouri? Was she happy when Davie got better? Was she scared when she saw the bear? Can you remember the last time you were excited? Happy? Scared? Why? What happened?*

Controlled practice

1 Read and match.

Students read and match the questions with the answers.

Choose pairs to read the questions and answers out loud.

Optional activity

Play True or false?

Divide the class into four groups.

Ask students to make *two true and two false* statements about the story. Give an example: *Davie was sick for five months.*

Each group presents its *true/false* statements to the rest of the class. Other groups answer without looking in the book.

The group with the most correct answers is the winner.

Wrap-up

Write a biography.

Write the following headings on the board: *People/ Places/Times and dates/Things in the wagon.*

Students write the headings in their notebooks. Then they find and write words from the second part of the story for each heading.

Distribute the *Biography skeletons* (see Preparation). Students complete Molly's biography using the information in their classification tables.

Answer Key

1. Because Davie was sick. 2. Because he took some medicine. 3. Because there was a snowstorm. 4. Because it wanted food.

Activity Book

Page 31, activities 1 and 2.

Key

finished, played, ate, played, sang, danced, rode, was

1. on foot and by wagon. 2. for five days. 3. Davie some medicine. 4. in a cave for two weeks. 5. a bear in the cave. 6. the Rocky Mountains.



Grammar: Past simple: *We climbed a mountain We didn't see any bears.*

Functional language: *How far did you travel? How many days did it take?*

Vocabulary: *Trail, map, kilometre, centimetre; Wild West vocabulary.*

Materials: Cutout 2, rulers (1 per student).

Warm-up

Song: *Old Bobby* 16

Play Track 16. Students sing along as they follow the song on Student's Book page 29.

Game: *How far?*

Divide the class into two teams.

Tell students that you are a pioneer and that on the first day of your journey you travelled between 20 and 50 kilometres.

Write a number between 20 and 50 on a piece of paper.

Ask: *How far did I travel?*

Students from each team take turns trying to guess: *Did you travel (25) kilometres?*

The first team to guess the correct number wins a point for his/her team.

Repeat with second, third and fourth days.

Craft activity

① Take a pioneer journey.

Say: *Let's imagine we're pioneers.*

Students cut out the map in Cutout 2.

Read the names of the places out loud.

Make sure that all students have got a ruler.

Read the instructions in the Student's Book to the class.

Each student chooses a trail.

Students measure their trails and calculate the distance.

If necessary, explain the mathematical operation required to determine the number of days (divide the total number of kilometres by 25).

Finally, students answer the questions in their books.

- Find your travel mates.

Students walk around the class asking each other the key questions: *How far did you travel? How many days did it take you?*

Students find the other students who chose the same trail and form groups.

Developing writing

② Choose words from the box and invent a pioneer journey.

Point to the word box at the bottom of the page.

Ask various students to read the words out loud. Make sure they understand all the words. Explain that the words represent options for completing the text. Do number 1 as an example.

Students choose options from the word box and complete the text.

For the final option, students can select any destination in the western part of the United States. Make sure a map is available to help them.

Ask volunteers to read their texts out loud.

Optional activity

More questions!

Write question words on the board: *What/Where/Who/How/When.*

Divide the class into pairs.

Students write five questions about their classmate's story in activity 2.

Students ask each other their questions.

Wrap-up

Play Word for word.

Tell students to stand in a circle.

One student says a word, for example: *Chair.*

The next student says a word related to the word that has been said, for example: *Brown.*

The next student says a word related to the last one, and so on: *Chair. Brown. Dog. Run. Park. Football...*

If a student says a word that is clearly not related to the previous one, he/she is out. Then the next student in line tries to continue the chain.

Activity Book

Page 32, activities 1 and 2.

Key

- ① Trail 1 = 10 cm, Trail 2 = 20 cm; 1. 50 km; 2. 10 days; 3. 5 days; 1. 100 km; 2. 5 days; 3. 4 days
- ② travelled; How far

Student's Book Page 33

Grammar: Past simple: *I rode ten different horses.*

Vocabulary: *Town, salary, post, gold, young, pony, rider, mile.*

Warm-up

Vocabulary review: Jobs

Divide the class into pairs.

Students write all the jobs they can think of: *waiter, dentist, vet, police officer, teacher, singer, doctor.*

Students read their lists out loud. The pair with the longest list wins the game.

Choose individual students to come and write their words on the board.

Developing reading

① Match the people with the advertisements.

Students look at the illustrations. Instruct students to point to different people: *Point to the man with a moustache. Point to the man with a cowboy hat. Point to the family. Point to the baby. Point to the boy with a gold tooth.*

Explain that the posters are advertisements for different jobs and opportunities in the Wild West.

Ask students to look at the pictures and guess what job each poster is advertising.

Ask volunteers to read the text in the advertisements out loud.

Students match the people with the advertisements.

• Read the texts and write the names.

Students silently read the texts. Tell them to underline any words they don't understand. Discuss the meaning of unknown words with the class.

Students complete the activity individually.

Divide the class into pairs. Students do the activities under the texts.

Check the answers with the whole class.

Critical thinking: Which job would you prefer?

On the board, write the following headings: *Farmer/Pony Express rider/Gold digger.*

Explain that these are the names of the jobs in the advertisements in activity 1, page 33.

Divide the class into pairs. Tell students to think of two positive aspects and two negative aspects of each job.

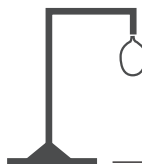
Then each student should decide which job he/she would prefer. While students are working, circulate and help students with vocabulary if necessary.

Ask volunteers to say which job they chose and explain why.

Optional activity

Game: Hangman

On the board, draw a line for each letter of the word *farmhouse* and draw the hangman's scaffold.



Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board. Continue until students guess the word or until the hanged man is complete.

Controlled practice

Practice with punctuation

Ask students to close their books.

Write the following text on the board:

we arrived in oregon in 1862 my dad built a farmhouse and bought some cows we all worked on the farm I went to school with my brothers and sisters there were only ten children at the school I loved my school

Students copy the text into their notebooks. Then they write in all the missing punctuation marks and capital letters. Ask individual students to come to the board and correct parts of the text.

Wrap-up

Jobs in the Wild West

Make a list of other jobs people had in the Wild West: *shopkeeper, sheriff, train conductor, barman, cowboy, stagecoach driver, dancer, teacher*, etc.

Ask students to choose a profession and make a job advertisement. They should include a picture and a short text.

Answer Key

① Oregon- The Jones family, Missouri- Alfred Gibson, California- Jim Stubbs

Text 1: Alfred Gibson, Text 2: The Jones family

1a. 10; 1b. 100 kilometres; 1c. Pony, riders, the post; 2a. F; 2b. T

Activity Book

Page 33, activities 1–3.

Key

① *Advertisement on the left:* Work with animals. Jobs for cowboys. Explore the Wild West. Sleep in a camp. *Advertisement on the right:* Work in a busy hotel. Pianist and singer needed. Meet lots of new people. Free room and food in hotel.

② I went with my brother Larry. We looked for gold in lots of rivers. At first we didn't find any gold. Then one day, Larry found a big piece of gold. It was very heavy. We were very excited. We bought a hotel in San Francisco.

③ October, Monday, Spain, San Francisco, English, Chinese, Alfred Gibson

1. Alfred Gibson; 2. Monday; 3. October; 4. Spain, San Francisco; 5. English, Chinese

Student's Book Page 34



Grammar: Present simple: *I wash the dishes after breakfast.*

Vocabulary: *Electricity, knife/knives, fork, spoon, microwave oven, wood, fridge, candle, telephone, TV, pot.*

Materials: *Optional:* Photos from magazines of small villages and communities.

Warm-up

Electricity

Talk to the class about electricity: *We use electricity every day in many different ways.*

Students point to and name objects in the classroom that use electricity: *lights, computer, etc.*

Ask students to name items in their homes that use electricity: *fridge, TV, radio, microwave oven, etc.*

Help with unknown vocabulary and make a list on the board.

Vocabulary review

① Read and colour the circles.

Read the introductory text out loud.

Ask students to identify the things in the pictures.

Ask the class: *What have you got in your kitchen? Is it the same as the community kitchen?*

Students look at the key and colour the circles.

Students compare their answers: *Have you got a fridge in your kitchen? Are there fridges in the community kitchens?*

Vocabulary review

② Listen and tick (✓) or cross (X) the pictures.

19

Point to the photo of the girl. Say: *This is Anna.*

Read the text under the photo out loud.

Ask the class: *What does Anna do every day?*

Point to each picture and ask: *Does she (wash the dishes)?* Encourage students to speculate about the correct answers.

Play Track 19. Students listen and mark the pictures.

Track 19

This is Anna. Anna lives in Kent, England. Anna, do you go to school?

Yes, I do. Our community has got a little school.

Do you do homework after school?

No, I don't. I help my mother at home and I help our neighbours in the community.

So what do you do at home?

Well, I take care of my baby brother.

Is that hard work?

Yes, it is!

What else do you do?

I wash the dishes after breakfast.

And how do you help your neighbours?

I work in the community garden. I grow potatoes and carrots.

Do you watch TV at night?

No, I don't. We haven't got a TV.

Write the following on the board:

I work in the garden./She works in the garden.

I don't watch TV./She doesn't watch TV.

Encourage students to explain the difference between these sentences. Remind students of the s in the third-person singular.

Students write four sentences comparing their own routine with Anna's everyday routine.

Optional activity

Make a word search.

Write *knife/knives* on the board.

Divide the class into pairs. Students make lists of other irregular plurals: *man/men, woman/women, child/children, leaf/leaves, goose/geese, etc.*

Students draw a 10 x 10 grid and make a word search using the words. First, they write the words letter by letter in the grid. Then they fill in the empty boxes with random letters.

Students exchange their word searches and find the irregular plurals.

Wrap-up

Living in a community.

Divide the class into two groups. Ask one group to write a list of positive things about living in a community and the other to write a list of negative things. Display the lists.

Answer Key

① Green: knives, forks, spoons, pots, candles, wood. Red: TV, telephone, fridge, microwave oven

Activity Book

Page 34, activities 1 and 2.

Key

② 2. She takes care of her baby brother. 3. She doesn't do any homework. 4. She goes to school in the town. 5. She works in the vegetable garden. 6. She doesn't watch TV. 7. She washes the dishes after breakfast.

Student's Book Page 35

Grammar: Present simple v past simple: *My school is very big. Community schools were very small.*

Vocabulary: *Classroom, pioneer, poster, electric light, heater, gym, library, uniform, map.*

Warm-up

Noughts and crosses

Draw a large 3 x 3 grid on the board. Write the following words, one on each square: *chest, sacks, coins, wagon, bucket, candle, pot, stove, fork.*

Divide the class into two teams: X and O.

A student from team X comes up and chooses a square on the grid. He/She draws a simple picture of the word on the square. If he/she is correct, put an X in the space. Repeat with team O. Continue alternating teams. The first team to get three Xs or three Os in a row horizontally, vertically or diagonally wins the game.

Developing reading

① Read the text and classify the words.

Students silently read the texts.

Ask comprehension questions: *Are these schools very different from our school?* Students underline the differences between these schools and their own school.

Read the words in the word box out loud.

Students classify the words in the chart.

♥ Moral and civic education

Ask students if they know any communities like these in their country. Invite students to talk about the community and the way they live.

Talk to students about the importance of respecting and understanding different cultures and different ways of living.

Grammar review

② Complete the texts.

Read the words in the word box out loud.

Point to the text on the left. Say: *This is about a modern school.* Point to the text on the right. Say: *This is about a pioneer school 150 years ago.*

Students complete the texts.

Choose volunteers to read the completed texts out loud.

Optional activity

Writing practice

Students write a short paragraph describing their school. Tell them to use the first text in activity 2 as a model. Collect the texts and correct them.

Developing writing

The Printer's Project

Read the title of the *Printer's Project* out loud.

Ask: *What do we know about the community schools?*

Draw four columns on the board and write a heading for each column: *Clothes/Daily life/Have got/Haven't got.*

Optional: Provide reference books or online information about alternative communities, for example: the Amish, the Bedouins, communes or kibbutzes.

Wrap-up

We like our school!

Divide the class into pairs.

Pairs think of three things they like about their school and write them down.

Write a model sentence on the board: *We like our school because we like the library.*

Pairs read their sentences out loud.

Answer Key

① *A community school today:* books, pencils, crayons; *A 19th century village school:* books, pencils, maps; *My school:* computers, a TV, a CD player, maps, posters

② *My school:* is, 's got, are, wear; *19th century village schools:* were, had, have, wear, wore

◆ Activity Book

Page 35, activities 1 and 2.

Student's Book Page 36

Grammar: *There is/are/was/were:* *There is a library. There are six shops. There was a river. There were two schools. Is there a supermarket? Are there any shops? Was there a library? Were there any schools?*

Vocabulary: *Town, shops, supermarket, library, school, river, car park.*

Warm-up

Vocabulary review: Places in a town

Divide the class into pairs. Ask students to think of one or more places in their town.

Students write a description of the place without naming it, for example: *You can buy food here.* Students read their descriptions out loud.

Volunteers write the answers on the board.

Grammar review

① Listen and complete the table. 🎧 20

Point to the two characters. Say: *This is the grandad and this is the grandson.*

Read the speech bubbles out loud.

Ask: *What was there in the village when the grandad was a boy?* Let students speculate. Use the pictures as prompts if necessary.

Play Track 20. Students listen and write the numbers in the chart.

Track 20

When I was a boy, this town was smaller. There were only two shops.

Now there are SIX shops.

When I was boy, there wasn't a supermarket.

Now there are three supermarkets, grandad.

And when I was a boy, there wasn't a library. Now there is a big library! Also, when I was a boy, there were only two small schools in the town.

Now there are five schools!

And when I was a boy there was a river behind the school.

There isn't a river anymore. Now there's a car park behind the school.

There wasn't a car park when I was a boy. Oh, it was a nice town. It was very small and quiet.

It still is a nice town.

But it isn't quiet!

Students compare their answers.

Play Track 20 again. Students correct their answers if necessary.

Controlled practice

- Write ten questions about the town.

Draw students attention to the *Look at grammar!* box.

Ask questions about school to highlight the difference in tense: *Are there computers in our school? Were there computers 10 years ago?*

Students look at activity 1 and write questions about the town in their notebooks using the prompts in the box.

- Ask a classmate your questions.

Students ask each other the questions in their notebooks. Walk around the class checking the use of the singular and plural verb forms.

Optional activity

Smalltown

Draw two vertical lines on the board. Say: *This is a street in Smalltown, 100 years ago.*

Draw shops and some houses. Say: *There was one street. There was a shop and there were some houses.*

Ask a volunteer to add a building or street to the map and say a sentence with *There was/There were:* *There was a church.*

Continue with another student.

Then say: *Now this is Smalltown, 50 years ago.* Students continue to add buildings and streets to the map.

Finally say: *This is Smalltown today.* Ask volunteers to describe the town. Make sure they use the present tense.

Wrap-up

Picture dictation

Draw two vertical lines (representing a street) on the board. Tell students to copy them into their notebooks.

Read the following description of a town out loud:

The town had one long street. There was a river at the end of the street and there was a bridge over the river. There were houses on both sides of the river. On the left side of the street, there were two shops and a post office. On the right side of the street, there was a church and a small school.

Students listen and draw a picture.

Activity Book

Page 36, activities 1 and 2.

Key

① 1. No. 2. Yes. 3. No. 4. Yes. 5. No. 6. Three. 7. Three. 8. Yes.

② 1. Is; 2. Are; 3. Are; 4. are; 5. are; 6. are



Grammar: Present simple v past simple: *When grandad was a boy, he rode a bike. Now grandad works in a garage.*

Vocabulary: *Ride, drive, work, go, play, read, drink, garage, woods, newspaper, coffee.*

Warm-up

Review of irregular verbs

Divide the board in half. Write the following past forms on both halves of the blackboard in random order: *rode, drove, went, read, drank, ate, sang, took, made, bought, built, slept, met, had, saw.*

Divide the class into two teams and number each student on each team.

Call out a number and a verb in the present tense, for example: *Number 3: Make.*

Students from each team with that number run to the board and draw a circle around the corresponding verb. (Team 1 circles the verbs on one half of the board and team 2 circles the verbs on the other half.)

Continue with the remaining verbs.

Controlled practice

① Look and complete the paragraphs.

Ask students if they remember the grandad from page 36.

Read the first instruction at the top of the page.

Students choose activities they think grandad did when he was a boy.

Read the second instruction. Students choose activities they think grandad does now.

Then students complete the text.

Go around the class checking the use of past and present tense verbs.

Ask volunteers to read their texts out loud.

Optional activity

Rhyme time

Write: *day* on the board.

With the class, brainstorm words that rhyme with *day*.

Make a list on the board: *play, say, pay, May, grey, stay, they*, etc.

Repeat with *bee*: *key, pea, tea, sea, three, tree, he knee*, etc.

Divide the class into pairs.

Students write short rhymes using the words on the board: *I play in May every day. He drinks tea by the sea.*

Pronunciation practice

② Listen and complete the poem. 21

Read the words in the word box out loud.

Students silently read the poem and complete the gaps using a pencil.

Play Track 21. Students correct their work.

Track 21

(See Student's Book page 37, activity 2.)

Ask past and present tense comprehension questions about the poem:

Does grandad run for miles now?

Did he run for miles when he was a boy?

Does he climb trees now?

Did he climb trees when he was a boy?

Does he sing with the birds now?

Did he sing with the birds when he was a boy?

Why was life better when he was a boy?

Ask volunteers to read the poem out loud.

Wrap-up

More rhymes

Divide the class into small groups.

Choose a word with lots of rhyming words and write it on the board: *cat*.

Students make lists of as many rhyming words as they can: *hat, bat, rat, fat, mat*.

Ask students to read their words out loud.

Repeat with different words:

Bed: red, head...

Pen: ten, chicken, then...

Make: cake, bake, lake, rake...

And: land, sand, band...

Answer Key

① *Blue*: ride a bike, go to school, play in the woods, play football; *green*: drive a car, work in a garage, read the newspaper, drink coffee.

Text 1: a bike, he went, played in the woods, he played football, a car, work in a garage; *Text 2*: in a garage, drives a car, the newspaper, he drinks coffee, in the woods, go to school

② ways, bees, wetter, sweeter

Activity Book

Page 37, activities 1 and 2.

Key

① 1. Did; 2. Does; 3. Did; 4. Does; 5. Did; 6. Do; 7. Did; 8. Does

② 1. Where; 2. When; 3. Where did; 4. What did; 5. Who did she; 6. When did she



Grammar: Present simple v past simple: *When it was a baby, it ate flies. Now it eats a pig every week. Did you go to the cinema yesterday? Do you go to the cinema every week?*

Vocabulary: *Live, eat, sleep, snake.*

Materials: Cutout 3, paper, bag, stapler.

Preparation: *Action slips:* Write different actions on separate slips of paper. Choose actions that students might have done the day before. Write each action on two slips, so you've got pairs of slips (1 per student): *watch a film, go swimming, eat pizza, ride a bike, wash the dishes, watch TV, paint a picture, read a comic*, etc. *Optional:* Make an enlarged photocopy of Cutout 4. Cut out the individual cards.

Warm-up

Game: Find your partner.

Put the *Action slips* (see Preparation) in a bag. Tell students that the slips show what they did yesterday. Explain that they must find someone who did the same action they did.

Each student takes out a slip of paper.

Students walk around the class asking questions to find their partner: *Did you watch a film yesterday?*

Students sit down when they find their partner.

Review

1 Complete the verb boxes.

Write on the board: *He lived in New York. He slept in a tent.*

Ask: *Which is the regular verb? Which is the irregular verb?*

Write a list of regular and irregular verbs on the board: *live, play, watch, carry, eat, sleep, take, meet, make, build, find, walk, stop*, etc.

Students identify the irregular verbs.

Ask volunteers to write the past forms of both the regular and the irregular verbs.

Draw students' attention to the spelling of the regular past forms.

Students look at activity 1 on page 38. They complete the verb boxes. Then they compare their answers.

Controlled practice

2 Complete the text with the correct form of the verbs.

Make sure students understand all the words in the text. Students complete the activity individually.

Ask a volunteer to read the first sentence out loud.

Ask if the sentence is in the past or the present.

Continue with the rest of the sentences.

- Colour the squares.

Students classify the sentences following the key.

Optional activity

Multiple intelligence:

Visual/spatial intelligence

Use an enlarged photocopy of Cutout 4.

Attach one card to the board, for example: *didn't*.

Place the rest of the cards face up on a table.

Invite a student to come to the front of the class, choose

an appropriate card from the table and attach it on

either side of the card on the board: *didn't-eat hot dogs*.

If a student incorrectly places a card (for example, *didn't-*

watched TV), ask another volunteer to come up and

correct the problem. That student continues the sentence

by selecting and placing another card.

Continue to ask students to add cards to the sentence until the sentence is complete: *He-didn't-eat hot dogs-*

yesterday.

Continue the activity with different students and other

cards. Try to use all the cards.

3 Make a flip book.

Read the first line of instructions. Students cut out the four strips in Cutout 3.

Read the second line of instructions. Students place the four strips on top of each other and staple along the top.

Read the last line of instructions. Make sure students do not cut further than the staples.

Divide the class into pairs. Students turn over the "pages" of the flip book to formulate sentences: *Did/your best friend/go to the shopping centre/yesterday/?*

Wrap-up

The good old days

Ask students to write five questions for their granny or grandad: *Did you live in a village?*

Walk around the class checking the questions.

Ask volunteers to read their questions out loud.

Students ask their parents or grandparents the questions (in L1 if necessary) and make a note of the answers in English.

Ask students to bring the answers to the next lesson.

Answer Key

1 live, live; lived, live; eats, eat, eat, eat; ate, ate, eat, eat, eat, eat

2 lived, lives, ate, eats, slept, sleeps

Activity Book

Page 38, activities 1 and 2.

Note: Students need Cutout 4.

Key

1 2. please don't eat me!" 3. eat the flower. 4. and clapped its leaves. 5. doesn't eat flowers. 6. grass. 7. grow in Daisy's field.

Student's Book Page 39

Grammar: Review of past simple and present simple.

Vocabulary: Key vocabulary from the unit.

Materials: Students' responses from their grandparents from the Wrap-up activity in the previous lesson.

Warm-up

Interview with granny or grandad

Students share the answers to the questions they asked their grandparents.

Review

The Printer's Quiz

- ▶ **COMPLETE THE TABLE AND THE SENTENCES.**

Students complete the verb table.
Students use some of the verbs to complete the sentences. Ask volunteers to read the sentences out loud.

- ▶ **CIRCLE THE CORRECT OPTIONS AND ANSWER THE QUESTIONS.**

Students look at the questions and circle the correct question word. Divide the class into pairs. Students ask each other the questions. Students write their partner's answers in their book.

- ▶ **PLAY GUESS THE CHARACTER.**

Point to the pictures on the left. Say: *These are the men when they were younger.* Point to the pictures on the right. Say: *These are the men now.* Read the information about the characters with the class.
Divide the class into pairs.
Each student chooses a character without saying who it is. Pairs take turns asking questions to guess their partner's character following the model on the page.

Optional activity

Yes/No questions

Tell students to write three *yes/no* questions about yesterday. Students pass their questions to the student sitting next to them. Students answer the questions. Students read the questions and answers out loud.

Wrap-up

Sing and chant 16 / 21

Play Tracks 16 and 21. Students sing and/or chant along with the tracks. They can follow along on pages 29 and 37.

Answer Key

① *Present:* have, go, make, sleep; *Past:* built, ate, took, met, rode; *Pioneer Children:* 2. ate; 3. made; 4. met; *Children today:* 1. ride; 2. eat; 3. make; 4. meet
Circle: 1. Where; 2. When; 3. Who; 4. Where; 5. How

Activity Book

Page 39, activities 1 and 2.

Key

① *Modern kitchen:* microwave oven, electric light, fridge, telephone. *Both kitchens:* salt, pot, spoon, knife, fork. *19th century kitchen:* chest, wood, candle.
② *Present:* goes, go; don't, doesn't go, go; Do, Does, go, Do, go
Past: went, went, didn't, didn't go, didn't go; Did, go, Did, go, Did, go

Grammar module

Present simple

We use the present simple to talk about things that happen in our everyday life.

Positive	Negative
<i>I work.</i>	<i>I don't work.</i>
<i>You work.</i>	<i>You don't work.</i>
<i>He works.</i>	<i>He doesn't work.</i>
<i>She works.</i>	<i>She doesn't work.</i>
<i>It works.</i>	<i>It doesn't work.</i>
<i>We work.</i>	<i>We don't work.</i>
<i>You work.</i>	<i>You don't work.</i>
<i>They work.</i>	<i>They don't work.</i>

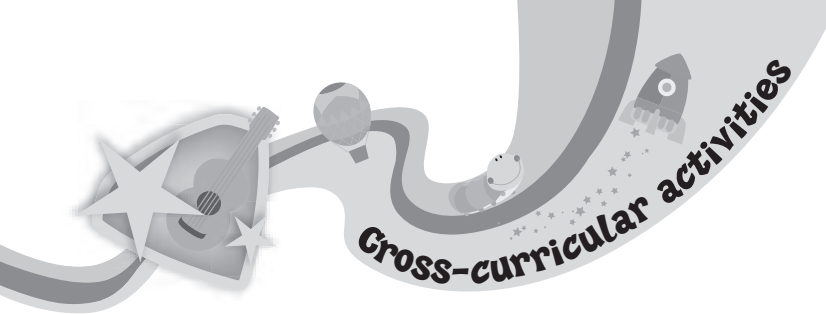
Question form	Short answers
<i>Do I work?</i>	<i>Yes, I do./No, I don't.</i>
<i>Do you work?</i>	<i>Yes, you do./No, you don't.</i>
<i>Does he work?</i>	<i>Yes, he does./No, he doesn't.</i>
<i>Does she work?</i>	<i>Yes, she does./No, she doesn't.</i>
<i>Does it work?</i>	<i>Yes, it does./No, it doesn't.</i>
<i>Do we work?</i>	<i>Yes, we do./No, we don't.</i>
<i>Do you work?</i>	<i>Yes, you do./No, you don't.</i>
<i>Do they work?</i>	<i>Yes, they do./No, they don't.</i>

Past simple

We use the past simple to talk about things that happened at a specific moment in the past.

Positive	Negative
<i>I worked.</i>	<i>I didn't work.</i>
<i>You worked.</i>	<i>You didn't work.</i>
<i>He worked.</i>	<i>He didn't work.</i>
<i>She worked.</i>	<i>She didn't work.</i>
<i>It worked.</i>	<i>It didn't work.</i>
<i>We worked.</i>	<i>We didn't work.</i>
<i>You worked.</i>	<i>You didn't work.</i>
<i>They worked.</i>	<i>They didn't work.</i>

Question form	Short answers
<i>Did I work?</i>	<i>Yes, I did./No, I didn't.</i>
<i>Did you work?</i>	<i>Yes, you did./No, you didn't.</i>
<i>Did he work?</i>	<i>Yes, he did./No, he didn't.</i>
<i>Did she work?</i>	<i>Yes, she did./No, she didn't.</i>
<i>Did it work?</i>	<i>Yes, it did./No, it didn't.</i>
<i>Did we work?</i>	<i>Yes, we did./No, we didn't.</i>
<i>Did you work?</i>	<i>Yes, you did./No, you didn't.</i>
<i>Did they work?</i>	<i>Yes, they did./No, they didn't.</i>



Art: Make a pomander ball.

Materials: For every student: small apple, whole cloves, cinnamon, ribbon, toothpick.

Directions:

Explain to students that pomander balls were popular in pioneer times. Pioneers often put them in a basket or cupboards in their homes to hide bad cooking smells. Colonial women placed small pomander balls in handkerchiefs when they travelled so that they could sniff their sweet smell instead of bad street smells.

Distribute materials.

Read students the following instructions:

1. Use a toothpick to make little holes in the skin of an apple.
2. Insert a clove into each of the holes, until the whole apple is covered.
3. Put the apple into a bowl and pour cinnamon on it. Shake out any excess cinnamon.
4. Put the apple in a cool place for a week.
5. Wrap two pieces of ribbon around the apple to make a cross. Make a knot at the top with a loop. Hang up your pomander ball.

Game: Blind man's buff

Materials: Blindfold.

Directions:

Tell students they are going to play *Blind man's buff*, which was a popular pioneer game.

Pick one player to be *It*. Blindfold that student and ask him/her to stand in the middle of the room. The other players run past *It*, who tries to tag them. They try to get as close as possible to *It* without being caught.

When *It* tags another player, he/she tries to guess who it is by touching his/her face and hair. If *It* doesn't guess on the first try, other players can give hints. When he/she correctly guesses who it is, that player becomes the new *It*.

Art: A pioneer pincushion

Materials: Fabric scraps, stuffing (cotton wool balls, dried beans or rice), straight pins, needle and thread (one per student), buttons, ribbons.

Directions:

Tell students that pioneer children learned to sew at an early age. They helped their mothers make clothes, curtains, bags and quilts for the family.

Draw the following patterns on the board.

Students choose one and copy it onto a piece of paper.



Students place the pattern on a piece of fabric and trace around it.

Then they cut out the shape.

Students make two identical shapes this way.

Give students the following instructions:

1. Place the two fabric pieces together, with the right sides of the fabric facing in. Pin the pieces together so they don't slip while you're sewing.
2. Thread a needle and tie a knot at one end. Stitch around the edge of the pincushion, leaving a small opening. Use neat, tiny stitches.
3. Take out the pins and turn the pincushion inside out. Fill it with stuffing. Use a pencil to poke the stuffing into any small spots.
4. Fold rough edges around the opening under and pin them together. Stitch the opening closed. Remove the pins.
5. Decorate your pincushion with buttons, ribbons, fabric paint or marker pens.

Project: A pioneer's diary

Materials: Reference books and illustrations about the pioneers, coloured wool, paper, coloured pencils.

Directions:

First students make their diaries.

Give each student two pieces of white paper and a piece of wool.

Students fold the sheets of paper to make a book.

They use the wool to tie the pages together.

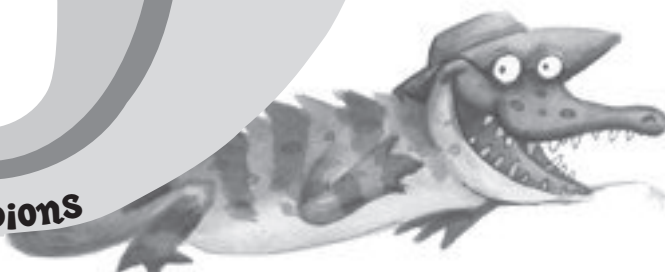
Now tell them to close their eyes and imagine that they lived a long time ago, during the era of the pioneers.

They are going to use their imagination and write a diary from this historical period.

Students write in their diary every day for a week and focus on their imaginary life as a pioneer boy or girl.

Encourage students to use books, information from the Internet or other sources when they write in their diary.

In addition, students can glue pictures into their diary and/or draw sketches.



Vocabulary	Grammar
<p>Actions: clap, climb, dance, dive, do (a cartwheel/a handstand), fix, jump, open, put on, read, ride (a bike), rollerblade, skate, ski, spell, stamp, swim, talk, turn, walk</p> <p>Sports: baseball, basketball, championship, cheerleader, competition, cup, cycling, fan, final, (first) place, football, goal, gymnastics, helmet, judge, judo, medal, player, point, prize, running, score, skateboard, skateboarding, surfing, swimming, team, tennis, trophy, volleyball</p> <p>Adjectives: bad, beautiful, big, broken, cheap, dangerous, expensive, famous, fast, fat, friendly, good, handsome, happy, heavy, intelligent, long, light, modern, new, old, popular, short, small, tall, thin, ugly, young</p> <p>Ordinal numbers: first, second, third</p> <p>Other words: diameter, length, weight</p>	<p>Can/can't: I can skate, but I can't ski. Can you do a cartwheel?</p> <p>Could/couldn't: When I was one, I could play the drum. They couldn't buy expensive presents.</p> <p>Comparative adjectives: He was faster than the other skaters.</p> <p>Superlative adjectives: McTall is the tallest. McStrong is the most popular. McBig is the worst. Who is the youngest player?</p> <p>Ordinal numbers: I won second place.</p>
<p>Functional language: What's your favourite sport? How tall is he? How much does he weigh?</p>	<p>Multiple intelligence: Intrapersonal intelligence (page 61)</p>

Teaching tip

Articulating difficult sounds

Some sounds in English—particularly those that are different from the students' own language—can be difficult to reproduce. Typical trouble areas are the long vowel sounds and the consonant blends and clusters. In addition, the relationship between how a word is spelled and how it is pronounced can be complex and misleading.

The two key skills for articulating sounds (phonemes) are listening and observation.

Students cannot be expected to pronounce a new word correctly if they have not heard it first.

It is equally important that students see how the phonemes are made. The shape of the mouth and the position of lips, tongue and teeth are essential for correctly reproducing sounds.

Make sure that students can see your mouth when you articulate new words. Speak slowly and exaggerate mouth shapes and movements. Let students copy you.

They may find the mouth movements fun to do.

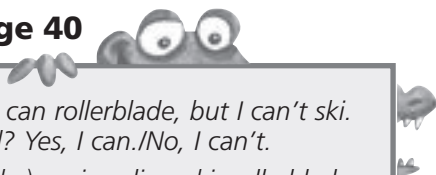
When a word contains a phoneme that is difficult for students to reproduce, say the word slowly, separating the different sounds: *sp-e-cial*.

Isolate and repeat the individual sounds: *sp, sp, sp, e, e, e, cial, cial, cial*. Exaggerate the mouth movements.

Then put the word together again. First say the syllables in the word slowly, then gradually say them faster until the syllables run together to form the word.

A simple game that focuses on the shape of the mouth is lip-reading. Write a list of words on the board.

Choose one of the words and articulate the word without making any sounds. Students try to guess which word it is. Let students play the game in pairs or small groups.



Grammar: *Can/can't: I can rollerblade, but I can't ski. Can you do a cartwheel? Yes, I can./No, I can't.*

Vocabulary: *Ride (a bike), swim, dive, ski, rollerblade, do (a handstand, a cartwheel).*

Materials: Slips of paper (2 per student), envelope.

Preparations: *Optional: Action lists:* Write a list of four contrasting things you can and cannot do, for example: *can speak English/can't speak Chinese; can ride a bike/can't ride a horse; can drive a car/can't fly a plane; can do a cartwheel/can't do a handstand.* Cut the action list into strips, then glue them onto another paper in a different order. Make 6 to 8 photocopies of the list.

Warm-up

Game: Simon says

Tell the class to stand up. Call out an instruction: *Simon says, "Hop!"*

Continue with other verbs: *jump, lift your (left arm), touch your (nose), run, turn to the (left).*

Students must carry out all the instructions preceded by *Simon says*. Indicate when students should stop doing an action: *Simon says, "Stop hopping."* Combine verbs to make the game more challenging: *Simon says, "Hop and sing."* Students that follow commands not preceded by the phrase *Simon says* are out and sit down.

The last student to remain standing wins.

Grammar presentation

① Listen and tick (✓) or cross (X) the chart for Jill. 22

Point to the pictures and read the actions out loud.

Clarify meanings with mime if necessary.

Say: *This is Jill. What can she do?*

Play Track 22. Students complete the chart.

Check the activity: *Can Jill (ride a bike)?*

Track 22

I really love sports!

Can you ride a bike, Jill?

Yes, I can.

Do you like water sports?

Yes, I love water sports. I can swim and I can dive.

Can you ski?

No, I can't ski, but I can rollerblade.

Do you like gymnastics?

No, I don't.

Really? Why not?

Well, I can't do a handstand and I can't do a cartwheel either.

- Complete the chart about yourself.

Interview a student about his/her abilities:

T: *Can you (ride a bike)?*

S1: *Yes, I can./No, I can't.*

Continue with other students.

Students complete the chart about themselves.

- Complete the chart about a classmate.

Divide the class into pairs.

Students ask each other questions about the actions on the chart:

S1: *Can you (dive)?*

S2: *Yes, I can./No, I can't.*

Students tick or cross the chart according to their classmate's answers.

Controlled practice

- Complete the sentences.

Make statements about Jill: *Jill can ride a bike, but she can't do a handstand.*

Repeat with actions about yourself.

Prompt a student to make statements about him/herself: *I can swim, but I can't ski.*

Students complete the sentences.

- Write three sentences about your friend.

Students write sentences about their classmate in their notebooks using the information from the chart.

Optional activity

Running dictation

Attach the *Action lists* (see Preparation) to the walls.

Divide the class into small groups.

One student in each group runs to the list and memorises one or more of the actions on the list. He/She runs back to the group and dictates the action to the other students, who make a note of it: *She can drive a car.*

Students take turns running to the list and dictating the actions until their group has got a complete list.

Finally, students put the sentences into contrasting pairs. Ask volunteers to read the sentences out loud: *You can speak English, but you can't speak Chinese.*

Wrap-up

I can..., but I can't...!

Students write two actions on separate slips of paper.

Collect the slips and put them in an envelope.

Each student takes two slips from the envelope and forms a sentence about him/herself using *can/can't* with *but* or *and*: *I can swim, but I can't ski.*

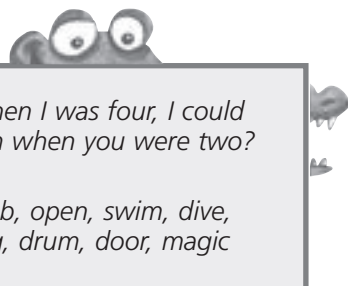
Activity Book

Page 40, activities 1 and 2.

Key

① ride a bike, ride a horse, do a cartwheel, ski, dive, swim, skate, do a handstand

② 1. ski, can do a handstand; 2. ride a horse, can't swim; 3. can dive, can't do a cartwheel



Grammar: *Could/couldn't:* When I was four, I could open the door. Could you swim when you were two? Yes, I could./No, I couldn't.

Vocabulary: *Play, put on, climb, open, swim, dive, do, spell, ski, skate, dance, sing, drum, door, magic trick, line, again.*

Warm-up

When I was five,...

Say: *I can swim and I can run.*

Draw a simple picture on the board of yourself as a child. Say: *This is me when I was (five). When I was five, I could run, but I couldn't swim.*

Make other sentences about what you could and couldn't do when you were a child.

Write the positive and negative sentences with *could* on the board.

Grammar presentation

① Listen and complete the song. 23

Point to the first picture. Ask: *How old is the boy in this picture?* Repeat with the other pictures.

Play Track 23. Students point to the pictures as they hear the actions.

Track 23

Getting big!

(See Student's Book page 41, activity 1.)

Play Track 23 again. Students write in the ages.

Ask: *How old is the boy now?*

Ask questions about the pictures: *What could he do when he was (one)?* Ss: *He could (play the drum).*

- Listen and sing the song.

Divide the class into pairs or groups of three.

Assign a line of the song to each group.

Students think of a mime for their line.

Play Track 23. Students join in and do the mime when they hear their line.

Controlled practice

② Complete the timeline with information about yourself.

Point to each number on the timeline. Say: *When you were (one), what could you do?* Repeat with different ages.

Read the words in the box. Explain that they can use these or other actions to complete the timeline.

When students have finished, ask them to formulate sentences based on their timeline: *When I was three, I could talk.*

- Ask a classmate.

Ask: *Could you (swim) when you were (two)?* Choose a student to answer.

Write the short answers on the board: *Yes, I could./No, I couldn't.*

Repeat with other students.

Divide the class into pairs. Students ask each other questions using the verbs in activity 2 or any other appropriate action verbs.

Optional activity

Play I'm a robot!

Tell students to imagine they are robots. Call out different actions. Select verb phrases from the song *Getting big!* (for example, *play a drum*) or other action verbs students have learned previously.

Students do that action in the manner of a robot until you shout: *Stop!*

Repeat with other action verbs.

Multiple intelligence:

Intrapersonal intelligence

Ask students to reflect on the changes in themselves and on the things they have learned since they started school.

Ask: *Could you read in your first year? Can you read now?*

Students make a list of five things they can do now that they couldn't do when they first started school.

Ask volunteers to read their lists out loud.

Wrap-up

I can sing it again!

Play Track 23.

Students sing the song and mime the corresponding actions for each line.

Answer Key

① one, two, three, four, five, six, seven, eight, nine, ten

Activity Book

Page 41, activities 1 and 2.

Key

① read, write; could swim, could skate; could do a cartwheel, could do a handstand; could ride a horse, could ride a bike

Student's Book Page 42

Grammar: *Could/couldn't:* He could jump and turn in the air. They couldn't buy expensive presents.

Vocabulary: Skateboard, city, flat, competition, wheel, expensive, broken, fix, jump, turn, incredible, bright.

Materials: Large ball, paper (1 piece per student), envelopes (1 per student).

Warm-up

Game: *I could...*

Students stand in a circle.

Say a sentence about yourself using *could*: *When I was five, I could swim.* Throw a ball to a student.

The student says a sentence about him/herself using *could* and throws the ball to another student, who in turn says another sentence, and so on.

When a student drops the ball or cannot say a sentence, the game starts over again.

Play the game a second time, but this time students make sentences with *couldn't*.

Developing reading

Story: *The skateboard kid*, part 1 24

Students look at the pictures on pages 42 and 43. Ask them to guess the theme of the story (skateboarding).

Ask them questions about skateboarding: *Have you got a skateboard? Do you like skateboarding? Is it an expensive sport? Is it a city sport? Is it a team sport?*

Point to the first picture on page 42. Say: *This is Josh.*

Point to the picture of the children in the park. Say: *They're skateboarding.*

Play Track 24. Students follow along in their books.

Track 24

The skateboard kid, part 1

(See Student's Book page 42.)

Play Track 24 again, pausing the CD after each paragraph and asking comprehension questions.

Paragraph 1: *Where did Josh live?*

Paragraph 2: *What could the kids do on their skateboards?*

Paragraph 3: *Did Josh have a skateboard? Did he want a skateboard? Did his family have a lot of money?*

Paragraph 4: *What did Josh find?*

Paragraph 5: *Did Josh's brother help him? What did they do to the skateboard?*

Paragraph 6: *What could Josh do on his skateboard?*

Paragraph 7: *What did Josh see in the park?*

Ask students questions about the poster in the illustration: *What is the poster about? Where is the competition? When is the competition? What time is the competition?*

Students read the story silently in their books. Tell them to underline any difficult words.

Clarify the meaning and the pronunciation of the difficult words.

Choose volunteers to take turns reading out loud.

Optional activity

Which word?

Students close their books.

Read the story out loud. As you read, leave out key words, for example: *Josh lived with his mum, dad, two sisters and his older brother in a very small flat in a big...* Students listen and say the missing words.

Reading comprehension

① Read and circle *T* (True) or *F* (false)

Students read the sentences and circle *T* or *F*.

Divide the class in half and assign *T* to one group and *F* to the other.

Read the sentences out loud. Students stand up when the word assigned to them corresponds to the answer.

Wrap-up

Story strips

Select sentences from the story to write on the board, but change one word or use the following sentences:

Josh lived in a small village.

After school, Josh watched the kids playing football.

Josh really wanted a bike.

Josh's family had a lot of money.

Josh saw a skateboard in a shop.

Josh and his dad fixed the skateboard.

They painted the skateboard bright green.

Soon Josh could ride his new bike.

Distribute paper and envelopes.

Students write out the corrected sentences one under the other on the piece of paper.

Then show them how to cut out each sentence to make an individual *Story strip*. They put all of their *Story strips* in the envelope. Collect and save the envelopes for the following lesson.

Answer Key

① 1. T; 2. F; 3. T; 4. F; 5. F

◆ Activity Book

Page 42, activities 1–3.

Key

② 1. A swimming competition. 2. Olympic Pool; 3. Sunday, April the 10th; 4. 7 a.m.; 5. 9–12 years old

③ 3, 6, 2, 4, 5

Student's Book Page 43

Grammar: Comparative adjectives: *His skateboard was older and cheaper than the others.*

Vocabulary: *Skateboard, helmet, competition, point, prize, judge, sad, new, expensive, old, cheap, small, fast, nervous, perfect.*

Materials: *Story strips* from the Wrap-up activity in the previous lesson.

Warm-up

Story summary

Distribute the *Story strip* envelopes from the previous lesson. Students place the sentences in chronological order.

Ask volunteers to read their sentences out loud to summarize the first part of the story.

Developing reading

Story: *The skateboard kid, part 2* 🎧 25

Play Track 25. Students follow along in their books.

Track 25

The skateboard kid, part 2
(See Student's Book page 43.)

Play Track 25 again, pause the CD after each paragraph and ask the following comprehension questions:

Paragraph 1: *Why couldn't Josh enter the competition at first? How did Rob help him?*

Paragraph 2: *Was Josh's skateboard newer than the others? Was Josh bigger than the other kids?*

Paragraph 3: *Did Josh fall? Was he fast?*

Paragraph 4: *How many points did Josh get for style?*

Paragraph 5: *Who won the competition? What was the prize?*

Students silently read the story in their books.

Ask general comprehension questions about the story:
Why did Josh need a helmet? Is it important to wear a safety helmet? Was Rob a good friend? Why was he a good friend? Who was faster than Josh? Was Josh's skateboard better than the others? Was Josh better than the other skateboarders?

Choose volunteers to take turns reading out loud. Help them with the pronunciation of difficult words.

Critical thinking: The moral of the story

Explain to the class that most stories have got a moral. This is a lesson or a message regarding our behaviour. Ask students what they think the moral in this story is. Write the following options on the board:

Skateboarding is for rich kids.

You need a cheap skateboard to win.

You need to work hard to win.

Discuss the options and ask students to vote on the one they think best expresses the moral of the story.

① Read and underline the adjectives.

Students find and underline all the adjectives on both pages of the story. The adjectives can be simple or in their comparative form.

Ask volunteers to read the adjectives out loud.

- Choose five adjectives and complete the table.

Students complete the table with the adjectives and their comparative forms.

Go around the class checking the comparative forms.

Optional activity

True or false?

Make *true/false* statements about the story: *Josh had an expensive skateboard. Josh was faster than skater number 6.*

Students stand up when the statement is false.

Ask each student to write two *true/false* statements about the story.

Students take turns reading their statements out loud.

Wrap-up

Write a story review.

Write the following headings on the board:

Title:

Main characters:

Moral of the story:

Students copy and complete the review and draw a picture.

Collect the reviews and keep them as a class record.

Answer Key

① *Underline:* sad, new, expensive, older, cheaper, smaller, good, nervous, perfect, fast, faster, new

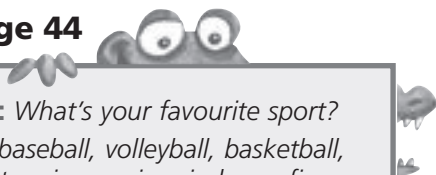
Adjective: expensive, sad, cheap, old; *Comparative adjective:* more expensive, sadder, cheaper, older

◆ Activity Book

Page 43, activities 1 and 2.

Key

② 2. taller; 3. stronger; 4. longer; 5. more expensive, faster



Functional language: *What's your favourite sport?*

Vocabulary: *Football, baseball, volleyball, basketball, skateboarding, cycling, tennis, running, judo, surfing, gymnastics, swimming.*

Materials: Graph paper.

Warm-up

Make a sports word search.

Elicit different sports. Write the words on the board: *swimming, baseball, basketball, volleyball, football, rollerblading, running*, etc. Tell students that they are going to make a sports word search.

Distribute graph paper.

Students draw a 10 x 10 square.

They think of five sports and write them in the grid letter by letter (horizontally, vertically or diagonally).

Then they complete the grid with random letters.

Students swap grids and circle the sports words.

Vocabulary presentation

1 Listen and match the children with their favourite sports. 🎧 26

Play Track 26. Students listen and point to the corresponding sports as they hear them.

Track 26

Let's ask the children from Class 4A about their favourite sport. Now, let's see, who's first? What's your name?

My name's John.

John, what are your favourite sports?

Well, my favourite sports are baseball and cycling.

Thanks, John. Who's next? What's your name?

My name's Carol.

And what are your favourite sports, Carol?

My favourite sports are tennis and football.

Thanks, Carol. And now, you. What's your name?

My name's Paul. My favourite sports are judo and volleyball.

Right. Thanks, Paul. Now, what's your name?

My name's Sally.

What are your favourite sports, Sally?

I really like basketball and skateboarding.

Thanks, Sally. Now you. What's your name?

Ann.

And what are your favourite sports, Ann?

My favourite sports are swimming and surfing.

Thanks, Ann. What's your name?

My name's Dan.

What are your favourite sports?

My favourite sports are running and gymnastics.

Thanks, Dan. And thanks to all the children in Class 4A.

Play Track 26 again. Students match the children with the corresponding pictures.

Ask: *What are (John's) favourite sports?*

Ss: *Baseball and cycling.*

Repeat with the other children.

Controlled practice

2 Do a sports survey.

Read the sports at the bottom of the graph out loud. Divide the class into groups of ten or less.

In their groups, students ask each other: *What's your favourite sport?* Students should answer from the sports listed in the graph.

Students complete the graph according to the answers of their group. For example, if five students in a group answer: *football*, students should colour in the five boxes above the word *football*.

• Complete the sentences.

Ask each group: *What's your group's favourite sport? How many students like (football)?*

Students complete the sentences in their books.

Optional activity

Game: *What sport am I playing?*

Mime a sport. Ask: *What sport am I playing?*

Ask students to think of a mime for a sport.

Invite individual students to the front of the class to do their mime. The rest of the class guesses the sport.

Wrap-up

Hangman

On the board, draw a line for each letter of the word *volleyball* and draw the hangman's scaffold.

Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board.

Continue until students guess the word or until the picture of the hanged man is complete.

Repeat with the other sports vocabulary from this lesson.

Activity Book

Page 44, activities 1 and 2.

Key

1 Team sports: baseball, football, basketball, volleyball

Individual sports: judo, cycling, surfing, swimming, tennis, running, gymnastics

2 June, Amy, Becky

1. basketball; 2. basketball; 3. football



Grammar: Superlative adjectives: *McTall is the tallest. McStrong is the most popular. McBig is the worst.*

Functional language: *What is his name? How tall is he? How much does he weigh?*

Vocabulary: *Tall, popular, heavy, big, good, bad, famous, handsome, strongman, trophy, fans.*

Materials: Cutout 1, large ball, paper (1 piece per student).

Warm-up

Review: Comparative adjective game

Tell students to stand up.

Throw the ball to a student in the first row and call out an adjective: *tall*.

S1 catches the ball and says the corresponding comparative adjective: *taller*. Ask the student to spell the comparative form.

S1 throws the ball to a student in the row behind him/her and calls out an adjective.

S2 catches the ball and continues.

Students continue to throw the ball to the back of the class and then forward again. Continue until all students have participated.

Grammar presentation

Superlative adjectives



Poster 4

Point to the three figures in the poster. Say *These athletes are all different*.

Say: *Number 20 is taller than Number 59. Number 47 is the tallest*. Students repeat first chorally and then individually.

Write the sentences on the board.

Now say: *Number 59 is more handsome than Number 20. Number 47 is the most handsome*.

Students repeat.

Again, write these sentences on the board.

① Read and match the texts with the pictures.

Ask students to identify the three strongmen: *Point to (McBig)*.

Read the texts out loud. Students study the pictures and number the texts.

Direct students' attention to the *Look at grammar!* box. Read it out loud. Students close their books. Read the simple adjectives out loud in a different order. Students call out the superlative form.

Controlled practice

② Invent a strongman.

Students cut out the table in Cutout 1.

Say: *Think of a name for your strongman*.

Clarify the categories by asking questions: *How tall is he? How much does he weigh? How many fans has he got? How many trophies has he got?*

Students complete the first column of the cutout.

Divide the class into groups of three.

Students ask each other questions about their strongmen and complete the second and third columns of their cutouts.

- Complete the sentences.

Ask the groups questions: *Who is the (tallest) strongman in your group?*

Students complete the sentences in their books.

Ask volunteers to read the sentences out loud.

Optional activity

Comparing athletes



Poster 4

Display Poster 4.

Distribute the blue poster cutouts.

Students take turns coming up and labelling the athletes using the poster cutouts.

Encourage students to formulate sentences as they label the athletes: *Number 59 is ugly. Number 20 is the ugliest. Number 59 is uglier than number 47.*

Wrap-up

Picture dictation

Distribute paper. Ask students to draw the three brothers you are going to describe. Read the following text several times, pausing between sentences:

Once there were three brothers: Tom, Dick and Harry. Tom was the tallest and Dick was the shortest. Harry was the fattest and Tom was the thinnest. Dick was the most handsome and Harry was the ugliest.

Ask students to label the brothers with their names.

Display the drawings and check for comprehension.

Answer Key

- ① 3, 1, 2, 4



Activity Book

Page 45, activities 1 and 2.

Key

- ② intelligent–more intelligent–most intelligent, fat–fatter–fattest, popular–more popular–most popular, happy–happier–happiest, good–better–best, tall–taller–tallest, expensive–more expensive–most expensive, bad–worse–worst



Grammar: Superlative adjectives: *Basketball has got the smallest teams.*

Vocabulary: *Baseball, basketball, competition, association, team, length, weight, diameter, football, old, international, popular, big, professional, small, long, heavy, light.*

Warm-up

Game: Spelling competition

Divide the class into two teams and tell the teams to stand in two lines.

Choose a sports word from this unit, for example: *basketball*.

Team A spells the word out loud. The first student in the line says the first letter, the second student the second letter, etc.

If a student makes a mistake, stop and let team B attempt to spell the word.

If team A is successful, choose a different word for team B. Award teams one point for each correctly spelled word.

Listening comprehension

1 Listen and complete the table. 27

Ask the class: *What are the most popular team sports in the world?* Let students speculate. Students look at page 46 in their books.

Say: *These three team sports are very popular.*

Read the introductory text out loud.

Ask: *Do you know how many players there are on a (football/basketball/baseball) team? Which is bigger, a (football) or a (baseball)? Which is heavier, a (baseball) or a (basketball)?*

Direct students' attention to the table on page 46.

Play Track 27, pausing the CD after each sport.

Students listen and complete the table.

Play the track as many times as necessary.

Track 27

Football has got eleven players on each team.

A football game lasts for 90 minutes.

A football weighs about 400 grams.

The diameter of a football is 20cm.

The first professional international competition was in 1930.

Basketball has got five players on each team.

A basketball game lasts for 48 minutes.

A basketball weighs about 600 grams.

The diameter of a basketball is 23cm.

The first professional international basketball competition was in 1932.

Baseball has got nine players on each team.

A baseball game lasts for about three hours.

A baseball weighs about 145 grams.

The diameter of a baseball is 7cm.

There isn't a professional international baseball competition.

Ask questions about the table to check answers, for example: *How long does a (football) game last? How many players are there on a (basketball) team?*

Reading comprehension

- Read and circle *T* (True) or *F* (False).

Students silently read the sentences. Then they use the information from the chart to circle *True* or *False*.

Check answers with the whole class.

Optional activity

Your favourite sport

Draw a bar chart on the board with three columns.

Write: *baseball, basketball, football* under each of the columns.

Draw a line on the left and make marks along the line according to the number of students in the class.

Ask students to vote for their favourite sport. Complete the bar chart. Then ask *Which is the most popular sport in this class?*

Wrap-up

True or false?



Poster 4

Display Poster 4.

Make a *true/false* statement about the athletes in the poster using a superlative adjective: *Number 20 is the ugliest.*

Students write other *true/false* statements about the athletes using superlative adjectives.

Individual students read their sentences out loud. The rest of the class says if the sentences are true or false.

Answer Key

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



Activity Book

Page 46, activities 1 and 2.

Key

1. newest; 2. tallest; 3. biggest, oldest; 4. prettiest, most famous; 5. most expensive, smallest; 6. ugliest, fattest

Student's Book Page 47



Grammar: Superlative adjectives: *Football is the most popular sport in the world. Who is the youngest player?*

Vocabulary: *Young, tall, heavy, light, old, short, expensive, popular, big, good, player, athlete, team.*

Materials: Large ball, large piece of chart paper, sports reference material (newspapers, encyclopedias or the Internet).

Warm-up

Review: Superlative adjectives game

Tell students to stand up.

Explain that they are going to play a game they already know, but this time with superlative adjectives.

Throw the ball to a student in the first row and call out an adjective: *tall*.

S1 catches the ball and says the corresponding superlative: *tallest*.

S1 throws the ball to a student in the row behind him/her and calls out an adjective.

S2 catches the ball and continues.

Students continue to throw the ball to the back of the class and then forward again. Continue until all the students have participated.

Controlled practice

① Complete the football facts.

Say: *Let's learn about football. It's a very popular sport.*

Read the adjectives in the box out loud.

Read the text with the completed answer: *Football is the most popular sport in the world.*

Students complete the sentences using the adjectives from the box in the superlative form.

Ask volunteers to read the completed sentence out loud.

Note: Explain that the Maracanã Stadium is in Brazil.

② Look and ask questions.

Brainstorm names of famous football teams with students. If a student mentions *Manchester United*, write the name on the board. If not, mention the team yourself. Explain that this is a very famous team from a city called Manchester in England. It is the richest football club in the world.

Explain that the table shows the Manchester United team in 2002–2003. Ask: *Who's the youngest player?* Divide the class into pairs. Students ask each other questions about the players using the adjectives in the box and the information in the table.

Optional activity

Who's the youngest?

Make a table on a large piece of chart paper similar to the one on page 47, but use the names of the students in the class instead.

Ask students to complete the table with their date of birth, their height and their weight.

Ask questions about the students. Compare different groups: *Who's the youngest in the front row? Who's the shortest in the back row?*

Ask students to formulate the questions.

Developing writing

The Printer's Project

Read the instructions out loud.

Help students choose a team or an athlete. Ask about their choices: *Who's your favourite (team/athlete)? Why?* Students use newspapers, encyclopaedias or the Internet to find information about their favourite teams or athletes.

Every student makes a poster with a picture of the team/athlete and the information they have found. Display the posters around the classroom.

Wrap-up

Game: Sports alphabet

Students write the letters of the alphabet in a list.

Divide the class into pairs.

Pairs think of words related to sports. They should try to come up with one sports word for each of the letters of the alphabet, for example:

A–athlete	N–net
B–ball	O–
C–cartwheel	P–player
D–dive	Q–
E–	R–run
F–football	S–ski
G–gymnastics	T–tennis
H–handstand	U–
I–ice-skating	V–volleyball
J–judo	W–wrestling
K–karate	X–
L–	Y–yoga
M–medal	Z–

The pair with the most words in their list wins the game.

Answer Key

① biggest, youngest, most expensive, best



Activity Book

Page 47, activities 1 and 2.

Key

① 1. a; 2. b; 3. c; 4. c; 5. b; 6. c

② Clare is the tallest in the class. Mary is the tallest on Team B. Sam is the shortest on Team B. Fred is the shortest in the class. Bill is the oldest in the class. Mary is the oldest on Team B. Sam is the youngest in the class. Sally is the youngest on Team A.



Functional language: Ordinal numbers: *I won second place.*

Vocabulary: *First, second, third, medal, place.*

Materials: Cutout 2, ribbon or string, paint (gold, silver, bronze). *Optional:* Eggs, spoons, rope, large sacks (2 or more).

Warm-up

Who's first?

Tell students to pay close attention to what you do and the order that you do it in.

Go around the classroom and touch five students on the arm in random order.

Ask the students you touched to stand in a line in the front of the classroom in the order that you touched them.

Tell students to give their position in the line:

S1: *I'm first.*

S2: *I'm second...*

When students have finished saying their respective positions, ask the rest of the class if they are in the correct order.

Craft activity

① Race your classmates.

Read the instructions out loud and make sure students understand them.

Students cut out the maze and place it face down on their desks.

Divide the class into groups of three.

When you give the signal: *Ready, get set, go!*, students turn over the maze and draw a path through it.

When students finish, they put their hands on their heads.

Ask each group: *Who was the fastest in your group?*

Who was second? Who was third?

Write *1st*, *2nd* and *3rd* on the board.

Students complete the box at the top of the page with the name of the winner.

- Make your medal.

Students silently read the instructions.

Point to the key. Say: *Colour the medal and write your position.*

Students colour, complete and cut out their medals. Distribute ribbon or string. Students assemble their medals.

Controlled practice

② Look and complete.

Students complete the speech bubbles with words from the box.

Go over the answers with the whole class.

- Have your own award ceremony.

Add an extra person to the groups from activity 1. This person will act as the award giver. Some students will have to participate in two groups at once.

Students act out the award ceremony using their positions in the race and their medals from activity 1.

Connecting to students' experiences

Ask students about other trophies, certificates or medals they might have won: *Have you got any sports awards or any other awards or certificates?* Ask students with positive responses what the award was for and when or how they won it. Awards may include certificates for completing a swimming course or for a dance or music exam.

Optional activity

Playground races

Organise outdoor races in the school playground.

Possible types of races include *Egg and spoon race*:

Students carry an egg on a spoon. They must not drop the egg.

Three-legged race: Two students run together with one student's left leg tied to the other student's right leg.

Sack race: Students run or jump inside a large sack.

Hold an award ceremony for the winners.

Wrap-up

Who was first?

Write *1st*, *2nd*, *3rd*, *4th* and *5th* on the board. Ask students if they can remember the first activity of the day, when you chose five students to stand in a line in front of the class.

Ask: *Who was* (point to *2nd* on the board)?

Students respond: *Teresa was second*. Make sure students correctly pronounce the ordinal number. Repeat with the other ordinal numbers.

Answer Key

- ① second, first, third, medal

Activity Book

Page 48, activities 1 and 2.

Key

- ① *Left to right, top to bottom*: *1st*, *2nd*, *7*; *2nd*, *3rd*, *6*; *3rd*, *1st*, *5*

- 1. John; 2. Ken; 3. Rick; 4. Ken; 5. John; 6. Rick

- ② biggest, eyes, bigger

Student's Book Page 49

Grammar: Superlative adjectives: *He was the youngest player.*

Vocabulary: *Cheerleader, cup, final, newspaper, article, hockey, score, player, goal, team, fan, jump, stamp, clap*; adjectives.

Materials: Pictures of cheerleaders, a pom-pom.

Warm-up

Cheerleaders

Show the class pictures of cheerleaders and a pom-pom. Explain that in sports games in the United States, cheerleaders often dance, shout their team's name and say different cheers.

Pass the pictures around. Ask students what the cheerleaders in the photos are wearing. Write the words on the board.

Reading comprehension

① Match the texts with the pictures.

Point to the cheerleaders on the left-hand side of the page. Ask: *What are they doing?*

Elicit: *clap your hands and stamp your feet* by miming these gestures.

Repeat with the cheerleaders on the right. Elicit: *jump to the right and jump to the left.*

Tell students to stand up. Give them commands for reviewing *left* and *right*: *Raise your left arm. Stamp your right foot. Turn left. Turn right.*

Students silently read the chant in their books and match the verses with the pictures.

- Listen and act out the chant. 🎧 28

Ask students to stand up. Play Track 28. Lead students in doing the actions.

Track 28

The cheerleaders' chant

(See Student's Book page 49, activity 1.)

Play Track 28 again. Students join in with the words. Finally, students recite and act out the chant without the CD.

Developing reading

② Read the article. Underline the facts in blue and the opinions in green.

Students look at the text carefully. Ask: *What kind of a text is this? Is it a poem? Is it from a book? Is it a newspaper article? What is the article about?*

Students silently read the text. Ask them to underline any difficult words. Explain the difficult words.

Read the instructions out loud and explain the difference between a fact and an opinion: *An opinion is a personal idea. A fact is always true.*

Students read the text again and underline the sentences, blue for facts and green for opinions. Choose a volunteer to read the first sentence out loud. Ask: *Is that a fact or an opinion?* Continue with the rest of the text, letting different students read out loud.

- Answer the questions.

Ask: *How do we know that this is a newspaper article?*

Help students identify the different characteristics of a newspaper article: the name of the newspaper, the date, the headline, where the article was written.

Students answer the questions below the article.

Read the questions out loud and choose volunteers to answer them.

Optional activity

Facts and opinions

Ask students to think about yesterday's events.

Ask them to write one fact about what happened yesterday and one opinion about what happened: *I ate pizza for dinner. It was the best pizza in town.*

Individual students read their sentences out loud. The rest of the class listens and says: *fact* or *opinion*.

Wrap-up

Rhyme lists

Write a selection of words from page 49 on the board. Choose words with easy rhymes: *fan, three, score, right*. Divide the class into pairs.

Students choose one or more of the words and make a list of rhyming words:

Fan: can, man, plan, ran

Three: free, tree, knee, bee, me, tea

Score: floor, more, four, door

Right: light, fight, write, night, kite

Ask students to read their rhyme lists out loud.

Answer Key

② *Green:* It was a great game. At the beginning, Castle played better than Westwing. In my opinion, he is the best; I think it was the most exciting hockey game in history!; *Blue:* all the rest

1. Frolme City News; 2. January 17, 2007; 3. In Frolme; 4. Exciting hockey cup final; 5. five

Activity Book

Page 49, activities 1 and 2.

Key

① *Left to right:* Fact, Fact, Opinion, Opinion, Opinion, Fact

② *First article:* Victory for local school; *Second article:* New sports club; *Third article:* Gymnastics star

1. False; 2. False; 3. True; 4. True; 5. False



Grammar: Comparative and superlative adjectives: *It's the most expensive sports club. Sara is faster than Kate.*

Vocabulary: *Big, modern, beautiful, friendly, cheap, expensive, good, bad, dangerous, sad, happy, handsome.*

Materials: Cutout 3.

Warm-up

Comparative/superlative review



Poster 4

Display Poster 4. Point to the table on the bottom half of the poster.

Distribute the pink poster cutouts.

Say an adjective and write it on the table: *heavy*.

Students that can form the superlative and comparative forms using the poster cutouts raise their hands and say the corresponding forms: *heavier, heaviest*.

They complete their cutouts and attach them to the poster.

Continue with the other adjectives until all the poster cutouts have been used.

Review

① Read the text and underline the adjectives.

Students silently read the text and underline the adjectives in their simple, comparative and superlative forms.

Elicit the adjectives and write them on the board.

Ask volunteers to read the text out loud.

• Complete the table.

Students complete the table with the adjectives they have circled.

Go around the class and get students to read all the forms of the adjectives out loud: *new, newer, newest*.

• Match the rules with the superlative adjectives.

Ask students to look carefully at the way the adjectives on the right are formed and spelled.

Read the first rule out loud. Students respond with the matching adjective: *cheapest*.

Continue with the other rules.

Students complete the activity individually.

Check answers with the whole class.

Say: *There are two irregular adjectives. What are they?*

Elicit: *good* and *bad* and their comparative and superlative forms.

Optional activity

Spelling focus

Write a list with four adjectives that double the last consonant to form the comparative and superlative (*big, fat, sad, thin*) and four adjectives that need only *er / est* to form the comparative and superlative (*long, tall, old, fast*). Ask students to come to the board and write the comparative and superlative forms next to the simple adjectives.

Then write a list of four verbs that double the last consonant to make the *ing* form (*sit, jog, run, clap*) and four verbs that simply add the *ing* (*jump, go, eat, drink*).

Ask students to come to the board and write the *ing* form next to the verb. Read the simple adjectives and verbs out loud. Help students identify the rules for doubling the last consonant: the short vowel sound and the single consonant before the vowel.

Controlled practice

② Make and play a language game.

Read the first line of instructions out loud.

Students complete the cards in Cutout 3 with the comparative and superlative forms of the adjectives and cut them out.

Read the second and third lines of the instructions.

Divide the class into pairs. Students take turns turning over three cards, attempting to match the three forms of the adjective. If they do so correctly, they keep the cards. If not, they turn them over and it's their partner's turn. The student with the most cards at the end of the game wins.

Wrap-up

More adjective review



Poster 4

Distribute the pink poster cutouts.

Students write a true sentence using their cutout. Ask students to read their sentences out loud.

Note: If there are more students in the class than poster cutouts, students can share the cutouts.

Answer Key

① *Underline:* biggest, modern, more beautiful, friendly, friendliest, cheap, most expensive, best

Adjective: big, friendly, beautiful, cheap, expensive, modern, good; *Comparative adjective:* bigger, friendlier, more beautiful, cheaper, more expensive, more modern, better; *Superlative adjective:* biggest, friendliest, most beautiful, cheapest, most expensive, most modern, best



Activity Book

Page 50, activities 1 and 2.

Key

① than football, in the city, on the team, than Bill; on the girls' team, than Kate, than Sara

② *From left to right:* small, smallest, light, lightest, heavy, heaviest, ugly, ugliest, sad, saddest, thin, thinnest, expensive, most expensive, handsome, most handsome

Student's Book Page 51

Grammar: Review of *can/could*. Review of superlative adjectives.

Vocabulary: Key vocabulary from this unit.

Warm-up

Oh no, you couldn't!

Make outrageous statements about yourself. Combine these with ordinary statements: *I could ride a bike when I was eight. I could ski when I was two.*

Students respond to the outrageous statements by saying: *Oh no, you couldn't!*

Review

The Printer's Quiz

- **CIRCLE THE CORRECT OPTIONS AND ANSWER THE QUESTIONS.**

Go around the class asking questions with *can* and *could*: *Can you swim? Could you swim when you were five?* Elicit short answers: *Yes, I can. No, I couldn't.* Students look at activity 1. They circle the correct option and answer the questions.

Optional activity

Writing practice

Write the following on the board: *When I was one,.../ When I was three,.../When I was five,...*

Write a model sentence on the board: *When I was one, I could sit but I couldn't walk.*

Students write sentences about themselves using the phrases on the board.

- **COMPLETE THE SENTENCES.**

Students identify the animals in the illustration. Ask questions: *Is the crocodile the tallest animal?* Students complete the sentences.

- **WRITE THE NAMES OF THREE CLASSMATES AND COMPLETE CHART A.**

Divide the class into groups of four. Students compare each other and complete the table about their group members. Groups report back to the class: *In my group, (Alejandra) is the tallest and (Luis) is the oldest.*

- **ASK A CLASSMATE ABOUT HIS/HER CHART AND COMPLETE CHART B.**

Divide the class into pairs. Students ask each other about their groups and complete chart B.

Wrap-up

Song: *Getting big!* 23

Play Track 23. Students sing the song as they follow along on Student's Book page 41.

Encourage students to make up mimes for each line.

Answer Key

1. Could; 2. Can; 3. Can; 4. Could; 5. Can; 6. Could

Activity Book

Page 51, activities 1 and 2.

Key

③ *Adjective*: bad, good, happy, exciting; *Comparative*: better, more exciting, smaller, bigger, more dangerous, friendlier; *Superlative*: worst, happiest, smallest, biggest, most dangerous, friendliest

Grammar module

Superlative adjectives

There are several ways of forming superlative adjectives.

1. Adjectives of one syllable:

Add "est". Example: *short – shortest*

2. Adjectives of two syllables where the second syllable ends in the letter "y":

Change the final "y" to "i" and add "est".

Example: *heavy – heaviest*

3. Adjectives of two or more syllables:

Use *most* before the adjective.

Example: *dangerous – most dangerous*

The superlative is always preceded by the definite article: *the fastest car.*

Could

We use *could* to talk about ability in the past.

I could read when I was six.

I couldn't read when I was three.

Positive

*I could ski.
You could ski.
He could ski.
She could ski.
It could ski.
We could ski.
You could ski.
They could ski.*

Negative

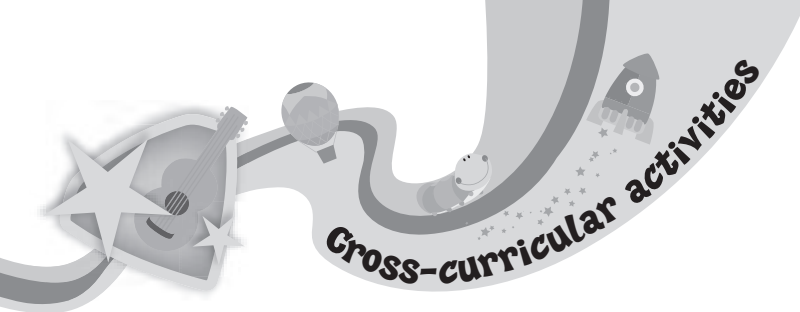
*I couldn't ski.
You couldn't ski.
He couldn't ski.
She couldn't ski.
It couldn't ski.
We couldn't ski.
You couldn't ski.
They couldn't ski.*

Question form

*Could I ski?
Could you ski?
Could he ski?
Could she ski?
Could it ski?
Could we ski?
Could you ski?
Could they ski?*

Short answers

*Yes, I could./No, I couldn't.
Yes, you could./No, you couldn't.
Yes, he could./No, he couldn't.
Yes, she could./No, she couldn't.
Yes, it could./No, it couldn't.
Yes, we could./No, we couldn't.
Yes, you could./No, you couldn't.
Yes, they could./No, they couldn't.*



Art: Sports paper dolls

Materials: Paper, marker pens, glitter.

Preparation: Cut paper into strips (10cm x 40cm).

Directions:

Help students fold their paper strips into eight equal parts, accordion style. Then instruct them to draw a doll outline and cut it out, without cutting on the folds.



Students open up their paper dolls. They choose a different sport for each doll and draw the corresponding sports clothes on each one. Then students outline the corresponding clothes in pen and decorate their dolls with glitter. Point to different dolls and ask: *What's he/she doing? Is he/she skating?*

Maths: Favourite sports graph

Materials: Paper.

Preparation: *Sports graph:* Divide a piece of paper into eight columns. Write the name of a sport at the bottom of each column. *Paper squares:* Cut paper into 5cm squares (1 per student).

Directions:

Display the *Sports graph*. Point to each sport and read it with the class. Distribute the paper squares. Students select one of the sports and draw a picture of themselves doing it. Then each student glues the square into the appropriate column on the graph and says: *(Football) is my favourite sport.*

Lead students in counting the squares in each column. On the board, write: *I love/I like/I don't like*. Students draw three columns in their notebooks and copy the phrases. Then they list sports from the graph in the corresponding columns.

Divide the class into pairs.

Students read their lists to their partners: *I love basketball and swimming. I like cycling and running, but I don't like skating.*

Project: Make and play a football game!

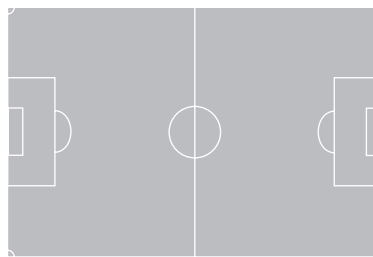
Materials: For each group of four students: A large piece of green card, a piece of white chalk, Plasticine (2 colours), paper.

Directions:

Divide the class into groups of four (two teams of two students each) and distribute materials. Lead students through the following instructions:

The football pitch and the football balls

1. Copy the following pattern onto your piece of card with a piece of chalk. Make sure that the marks for the goal at each end of the pitch are no further than 4cm apart.



2. Make two goals (two goal posts connected by a cross bar) with Plasticine. The width between the goal posts should be no more than 4cm and the height of the crossbar no more than 3cm.

3. Students in each group pair off to form two teams: team A and team B. Each team makes a football ball from Plasticine (each ball should be a different colour), about 1cm in diameter.

The game

Ask a series of pre-prepared questions related to the grammar focus or content of the unit. For example, say: *Question for team A: Write the superlative form of the adjective "big".* The pairs that form team A write down the answer on a piece of paper. Set a time limit and then write the answer on the board. If team A has answered correctly, one of the students on the team attempts to shoot a goal. If the team answers incorrectly, then it loses its chance to shoot.

In the next round, say a question for team B to answer. Repeat questions for several rounds, alternating between teams A and B.

To shoot a goal: Students place the ball in the middle of the pitch and flick it with their index finger and thumb. If they score a goal, they win five points for their team. If they don't score a goal, then the ball remains in the same position until the team gets its next chance to shoot. If the ball falls off the board, the team loses one point and the ball is placed in the middle of the pitch for the next shot.



Vocabulary	Grammar
<p>Toiletry items: comb, hairbrush, nail scissors, shampoo, soap, sponge, toothbrush, toothpaste, wash bag</p> <p>Health and safety: accident, arm band, body, broken (arm), burn, cut, dentist, doctor, fever, fire, fire alarm, glasses, helmet, infection, medicine, ointment, optician, plaster, rash, safety, school nurse, temperature, thermometer, X-ray</p> <p>Food and diet: apple, bread, breakfast, broccoli, butter, cake, carbohydrates, chicken, chips, diet, egg, energy, fat, fish, fruit, meal, meat, oil, orange, pasta, protein, rice, sardine, sugar, vegetables, vitamins, weight</p> <p>Verbs: brush, burn, clean, comb, cross, cut, dress, eat, hurt, leave, look after, miss, pay attention, scratch, skip, sleep, smell, stink, have (a shower), take care, taste, wait for, wash, watch, wear</p> <p>Adjectives: big, clean, dirty, greasy, healthy, long, short, small, smelly, tall</p> <p>Other words: building, late, left, lift, light, right, schoolbag, stair, stranger, street, tip, window</p>	<p>Present simple: Adverbs of frequency: I have a shower once a day. How often do you cut your nails? Twice a month.</p> <p>Should/shouldn't: You should eat a good breakfast. You shouldn't miss meals. Should I wear a helmet? Yes, you should./No, you shouldn't.</p> <p>Like/love/hate + gerund: Muddy likes brushing his teeth. I don't like having messy hair. She loves having a shower.</p> <p>Possessive adjectives (my, your, his, her, its, our, their): It's her wash bag. This isn't my bag.</p> <p>Reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves): I hurt myself in the kitchen. Look after yourself.</p> <p>Comparative and superlative adjectives: Ella was taller than Bob. Sam is the tallest.</p> <p>Contractions: It's important to eat a balanced diet. Fat isn't good for you.</p>
Functional language: <i>Ugh! Yuck! Ouch!</i>	Multiple intelligence: Intrapersonal intelligence (page 77)

Teaching tip

Reading out loud: Expression and emphasis

In earlier levels, we have been concerned with teaching students how to establish letter–sound relationships in English. At the current level, it is now important to encourage students to demonstrate understanding when they read out loud. Expression and emphasis are extremely important. In this unit's story (Student's Book pages 54 and 55), we will work with explicative words like *Ugh!* *Yuck!* and *Ouch!* When you read these words out loud, use facial gestures and vocal expression to clarify their meanings.

Encourage the development of expression in reading by following these suggestions and guidelines:

- Get students to read a sentence in silence and decide on the mood. *Is the person angry, excited, sad, scared or happy?*

- Get students to practise reading sentences from the story out loud to a classmate and asking him/her to guess the mood.
- Give students small sections of the story to read out loud and vote on the quality of expression.
- Encourage students to use body gestures while they are reading out loud. This will help them strengthen their expression.
- Explain to students that when they read to the rest of the class, it is important to pause frequently and look up, not simply race through the text.



Grammar: Present simple: Adverbs of frequency: *I have a shower once a day. How often do you cut your nails? Twice a month.*

Vocabulary: *I have a shower/bath, wash my hair/face/ hands, brush my teeth, dry myself, clean/cut my nails, comb my hair, dress myself, once/twice/three times a day/week/month, routine.*

Warm-up

Parts of the body

Draw a basic outline of a body on the board.

Ask volunteers to come to the board and label the parts: *head, face, neck, shoulder, arm, elbow, wrist, hand, finger, hip, leg, knee, ankle, feet, toe.*

Draw a face with hair, eyes, nose, mouth, teeth and ears. Ask students to come up and label the parts.

Draw the nails on the fingers and toes. Write and say the word: *nails*.

Draw a dotted line down the centre of the body. Ask students to come up and write: *left* and *right*.

Vocabulary presentation



Poster 5

Attach Poster 5 to the board. Point to the first picture and say: *Every day I brush my teeth*. Mime the action and ask students to join in.

Continue describing and miming the other actions on the poster: *wash my face, wash my hands, have a shower, have a bath, comb my hair, brush my hair, clean my nails, cut my nails*.

Mime one of the actions and ask: *What do I do every day?* Ss: *You (have a shower).*

Get volunteers to mime actions for the rest of the class to guess.

Controlled practice

① Read and number the pictures.

Point to the first picture. Ask: *What does he do every morning?* Ss: *He washes his hands*. Continue asking about the other pictures.

Students read through the song text and number the pictures.

Check answers:

T: *She combs her hair.*

Ss: *Number six.*

• Listen and sing the song. 29

Play Track 29. Students listen and follow in their books.

Track 29

Nice and clean

(See Student's Book page 52, activity 1.)

Play Track 29 again. Students sing along.

Optional activity

Ask students to think about when and in what order they do the actions from the song. For example: *First, I have a shower. Then I comb my hair and brush my teeth. Finally, I wash my hands.*

Students choose five actions. They draw five pictures in sequence to represent the actions. Then they write the captions under the pictures.

Ask volunteers to show their drawings and describe their routines.

Controlled practice

② Ask two classmates and complete the table.

Focus students' attention on the *Look at grammar!* box. Remind them of the phrases used to express frequency: *once, twice, three times, a day, a week, a month*.

Ask a student at random about his/her routine.

T: *David, how often do you brush your teeth?*

S1: *I brush my teeth twice a day.*

Continue with other students.

Read the table out loud.

Divide the class into groups of three. Students write their two classmates' names in the first column. Then they ask them questions to complete the table.

• Report your results.

Students report their results to the class: *Daniel cuts his nails once a month.*

Students may initially forget to use the third-person singular of the verb. Correct and emphasize the addition of the final "s" or "es".

Wrap-up

Song: Nice and clean 29

Divide the class into small groups. Tell the groups to prepare a performance of the song *Nice and clean* from activity 1.

Students assign the lines to different members of the group and decide on mimes.

Groups sing and act out their songs for the rest of the class.

Vote on the best performance.



Activity Book

Page 52, activities 1 and 2.

Key

① *Left to right:* wash my hands, wash my hair, have a shower, have a bath, clean my nails, comb my hair, wash my face

Student's Book Page 53

Grammar: Possessive adjectives: *my, your, his, her*.
Possessive 's: *Lucy's wash bag*.

Vocabulary: *Toothbrush, toothpaste, comb, hairbrush, shampoo, sponge, nail scissors, soap, wash bag*.

Materials: Cutout 1, toiletry items (comb, hairbrush, toothpaste, toothbrush, shampoo, sponge, soap, nail scissors), wash bag, paper (3 pieces per student).
Optional: Paper.

Preparation: *Wash bag:* Place toiletry items inside a wash bag.

Warm-up

Game: *What's in the wash bag?*

Display the *Wash bag* (see Preparation). Say: *This is my wash bag*. Ask: *What do you think I've got inside my wash bag?* Students draw the items they expect to find in your wash bag.

Hold up the items and name them. Students tick the pictures of the items they drew. The students with the most correct answers win.

Name the items again. Students repeat after you.

Vocabulary presentation

Poster 5

Attach Poster 5 to the board.

Students describe the actions on the poster: *He brushes his teeth*.

Distribute the *Object* poster cutouts. Say: *Look, he combs his hair with a comb*.

The student with the *Comb* poster cutout places it next to the corresponding picture on the poster. Continue with the other cutouts.

Controlled practice

2 Listen and tick (✓) the chart. 30

Explain that John, Hannah and Lucy are going on holiday and they have packed their wash bags. Play Track 30. Students tick the chart.

Track 30

The Winston family is going on holiday. Mother is checking the children's wash bags.

John! Is your wash bag ready?

Yes, mum. I've got my toothbrush, my comb, my sponge and my soap.

Good! What about you, Hannah?

I'm ready too, mum. I've got my toothbrush, my hairbrush and my shampoo.

OK, Hannah. Lucy, is your wash bag ready?

Yes, mum. I've got my toothbrush, my toothpaste, my hairbrush, my sponge and my nail scissors.

Great! Now we're ready to go.

- Look and write the names.

Point to the first wash bag. Say: *There is a hairbrush, a toothbrush and some shampoo. Whose wash bag is it: John's, Hannah's or Lucy's?* Students identify the wash bag. Students complete the phrases individually.

Grammar practice

Point to the first wash bag. Say: *This is Hannah's wash bag. It's her wash bag*. Write the sentences on the board. Point to the third wash bag. Say: *This is John's wash bag. It's his wash bag*. Write the sentences on the board. Circle the words *his* and *her* and draw a line back to the names. Point out that these words change depending on whether we are talking about a girl/woman or a boy/man.

2 Make and play *The wash bag game*.

Students cut out the cards in Cutout 1.

Name the items. Students hold up the corresponding cards.

Distribute paper. Students fold each of the three pieces of paper in half and staple the sides to make three wash bags. Then they colour and label the wash bags according to the key.

Read the instructions and demonstrate the game.

Students play the game in pairs.

Optional activity

Game: *Dominoes*

Students use their cards from Cutout 1.

They glue two cards side by side on strips of paper to make dominoes. (Each student should have a total of 9 dominoes). Students play in pairs and put all of their dominoes face down.

Students choose six dominoes each. They take turns placing their dominoes and saying: *I've got a (comb) and a (sponge)*. If they cannot use a domino, they take another one. The student who use all of his/her dominoes first is the winner.

Wrap-up

It's his book

Take a student's book and say: *Is this Pablo's book?* Students respond: *Yes, it's his book* (pointing to the owner of the book). Repeat with different items.

Answer Key

- Hannah, Lucy, John

Activity Book

Page 53, activities 1 and 2.

Key

- toothpaste, toothbrush, hairbrush, shampoo, nail scissors, sponge, comb, soap. *Secret message:* I love being clean!

- Nancy prepared her wash bag for the holiday.

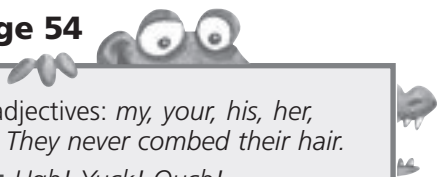
But Johnny couldn't find his wash bag.

He asked "Where's my wash bag?"

"Is this your wash bag?" asked Nancy.

"No, my wash bag's blue," he answered.

"Here's your wash bag, Johnny," said Lucy.



Grammar: Possessive adjectives: *my, your, his, her, their*. *This isn't my bag. They never combed their hair.*

Functional language: *Ugh! Yuck! Ouch!*

Vocabulary: *Dirty, smelly, squeeze, cough, taste, smell, scratch, gang, comb, bag, towel, shirt, stuff, tube, paste, bar, bubbles.*

Materials: Tube of toothpaste, bar of soap, comb, school bag; paper (1 piece per student) and envelopes (1 per student).

Warm-up

What's this for?

Place a tube of toothpaste, a comb and a bar of soap on your desk and name the items.
Hold up the tube of toothpaste and look at it strangely. Ask: *What's this for?* Then say: *I know! It's cream for my face!* Mime squeezing some toothpaste and rubbing it on your face. Ask: *Is that right?* Ss: *No!*
Ask again: *So, what's it for?* Students respond: *It's for brushing your teeth.*
Repeat with the soap: *I know, it's for eating! It tastes good!* Students respond.
Repeat with the comb: *I know, it's for scratching my head!* Students respond.

Controlled practice

Story: *The smelly gang, part 1*. 31

Explain that this story is about three smelly, dirty children: *Whiffer, Mel* and *Muddy*. *Whiffer* and *Muddy* are boys. *Mel* is a girl.
Ask students questions about the children in the first picture: *Are they clean? Have they had a shower? Have they washed their faces?* Pinch your nose and say: *Ugh, they smell!*

1 Read the story.

Play Track 31. Students follow along in their books.

Track 31

The smelly gang, part 1

(See Student's Book page 54.)

Play Track 31 again, pausing the CD after each section. Ask questions:

Section 1: *Were the children from Smellyville clean? Where did Muddy go? What did the bus driver ask?*

Section 2: *What did Muddy do with the toothpaste? Did Muddy like the taste of the toothpaste? What happened when he squeezed the tube?*

Section 3: *Did Mel wash her face with the soap? What did she do? Did she like it? What did Whiffer do with the comb?*

Ugh, Yuck and Ouch

Write *Ugh! Yuck!* and *Ouch!* on the board. Say the words out loud. Students repeat.

Ask students to find these words in the story. Explain that we use *ugh* and *yuck* to express disgust. Explain that we use *ouch* when something hurts. Use mime to clarify meaning.

Students say the words and use mime.

2 Circle *my, your, his, her* and *their* in the text.

Write the example sentence on the board. Circle the word *their* and draw a line back to *The kids from Smellyville*. Explain that the word *their* refers to *the kids*. Students circle the possessive adjectives on the first page of the story: *my* (3), *your* (2), *his* (4), *her* (2), *their* (2).

Optional activity

Vocabulary mimes

Write the following words on the board: *scratch, cough, bite, squeeze, taste, smell, have a shower, brush your teeth, comb your hair, drink.*

Ask a student to choose and mime a word. The rest of the class guesses the word.

Act out the story. 31

Assign the following roles to four students: *Muddy, Mel, Whiffer* and *the bus driver*. Hand out the props: a school bag, a tube of toothpaste, a bar of soap and a comb.

Play Track 31. Students act out the story. Repeat with other students.

Wrap-up

Story strips

Write the following sentences on the board:

The kids from Smellyville were clean.

Muddy went to the beach by train.

Muddy found a toothbrush in his bag.

Muddy put the toothpaste in his hair.

Mel found a bottle of shampoo.

She put the shampoo on her hair.

Whiffer found a hairbrush.

He brushed his hair.

Distribute paper and envelopes. Students write out the corrected sentences one below the other on the piece of paper. Then show them how to cut out each sentence to make an individual *Story strip*. Get them to put all of their *Story strips* in the envelope. Collect and save the envelopes for the next lesson.

Activity Book

Page 54, activities 1 and 2.

Key

1 *Left to right:* her shoes, his schoolbag, their notebooks, their football, their towels

2 his, his, his, his, her, her, his, his, their

Student's Book Page 55

Grammar: Like/love/hate + gerund: Muddy likes brushing his teeth. He doesn't like having messy hair. Mel hates smelling bad.

Vocabulary: Soap, water, toothpaste, comb (noun/verb), flower, teeth, body, hair, face, dirty, clean, messy, brush, stink, smell, wash, white, neat.

Materials: Story strips from the Wrap-up activity in the previous lesson.

Warm-up

Story summary 31

Distribute the *Story strip* envelopes. Students place the sentences in chronological order.

Ask volunteers to read their sentences out loud to summarise the first part of the story.

Play Track 31. Students follow the first part of the story on page 54.

Controlled practice

Story: The smelly gang, part 2 32

Students look at the first picture on page 55. Ask them what is different about Mel, Whiffer and Muddy. Ask: *Have they had a shower? Have they brushed their teeth? Have they washed their hands and face? Have they combed their hair? Do you think they look better now?*

Ask students to close their books.

Write the following sentences on the board:

I don't like having dirty teeth.

I like brushing my teeth.

I hate smelling bad.

I like washing with soap and water.

I hate having messy hair.

I love combing my hair.

Play Track 32. Pause the CD after section 4 (after "I love combing my hair.").

Ask students to identify which character says each line.

Rub out the verbs *like*, *don't like*, *hate*, and *love*.

Students copy the sentences into their notebooks and complete the sentences for themselves.

Explain that *love/hate* are more emphatic than *like/don't like*.

Play the rest of the track. Students follow along in their books.

Track 32

The smelly gang, part 2

(See Student's Book page 55.)

Developing reading

Students silently read the story in their books.

Ask them to underline any difficult words.

Clarify the meanings and pronunciation of the difficult words.

Ask general comprehension questions about the story:

Who had the whitest teeth? Who had the cleanest body? Who had the neatest hair? Does Mel like smelling bad now? Does Muddy like having dirty teeth now? Does Whiffer like having messy hair now? Does Skunk smell bad? Why?

Write the following expressions on the board: *He couldn't believe his eyes. What's wrong with you guys? Are you crazy?*

Explain that these are common expressions. Clarify the meaning using gestures and facial expressions. Ask students to think about how they would say these expressions in their own language.

Multiple intelligence: Intrapersonal intelligence

Talk with students about the importance of having a shower or bath every day, brushing our teeth and keeping our hair, hands and nails clean.

Elicit the implications of poor personal hygiene and not taking care of our bodies. Write students' ideas on the board.

Controlled practice

1 Read and complete the sentences.

Students underline the sentences with *like/don't like/love/hate* in the story. Then they complete the sentences. Ask volunteers to read the sentences out loud.

The moral of the story

Ask: *What do you think the moral of the story is?*

Write the following options on the board:

It's very important to be clean and smell good.

It's better to be dirty than clean.

It's easy to use a toothbrush and a comb.

Discuss the three options.

Students vote on the one they think best expresses the moral of the story.

Wrap-up

Story review

Write the following on the board:

Title:

Main characters:

Moral of the story:

Students copy and complete the review, and then draw a picture.

Collect the reviews and keep as a class record.

Answer Key

1 brushing his teeth, having dirty teeth, washing with soap and water, smelling bad, combing his hair, having messy hair

Activity Book

Page 55, activities 1 and 2.

Key

1 Top to bottom: 2, 3, 1, 6, 4, 5



Grammar: *Should/shouldn't:* You should eat a good breakfast. You shouldn't skip meals.

Vocabulary: *Brush, wash, eat, skip, sleep, drink, watch, teeth, sweets, breakfast, meal, fizzy drinks, bathroom, late.*

Materials: Slips of paper (1 per student), paper circles (10cm in diameter, 2 per student), tape.

Preparation: *Action slips:* Write good and bad ideas on slips of paper: *brush your teeth 3 times a day, eat lots of sweets, drink lots of fizzy drinks, skip/miss meals, sleep 10 hours a night, sleep 3 hours a night, watch TV for 5 hours a day, wash your hands after you go to the toilet, eat fruit for breakfast/eat fruit every day.*

Warm-up

Grammar presentation

Draw two columns on the board. Write: *Good idea* and *Bad idea* as headings.

Distribute the *Action slips* (see Preparation).

Students take turns coming to the board and writing the text from their *Action slip* in the correct column. Point to a sentence in the *Good idea* column. Say: *It's a good idea to eat fruit every day. You should eat fruit every day.* Write: *should* next to *Good idea*.

Point to a sentence in the *Bad idea* column. Say: *It's a bad idea to eat lots of sweets. You shouldn't eat lots of sweets.* Write: *shouldn't* next to *Bad idea*.

Clarify the meaning of *skip* or *miss meals*. Explain that we should eat three meals a day: breakfast, lunch and dinner.

Ask volunteers to make *should/shouldn't* sentences from the columns on the board.

Controlled practice

1 Listen and number the pictures. 33

Play Track 33. Students listen and number the pictures in order, using the boxes on the left.

Track 33

1. You should brush your teeth three times a day.
2. You shouldn't eat a lot of sweets.
3. You should eat a good breakfast.
4. You shouldn't skip meals.
5. You should sleep ten hours a night.
6. You shouldn't drink a lot of fizzy drinks.
7. You shouldn't watch TV late at night.
8. You should wash your hands after you go to the toilet.

Say a number. Students say the corresponding action. Repeat with other numbers.

- Tick or cross the pictures.

Students look at the pictures in activity 1. Using a pencil, they put a tick if they think it is something we

should do, or a cross if they think it is something we shouldn't do.

Play Track 33 again. Students correct their work.

♥ Health education

Some students may be worried about their weight. They may be tempted to skip meals, especially breakfast.

Explain that we need breakfast for energy. If we don't eat a good breakfast, we feel tired and will not work well in class.

Remind students that they should eat three meals a day.

On the board, write: *breakfast, lunch* and *dinner*.

Divide the class into three groups. Assign one meal to each group. Students make a list of suitable foods for their meal.

Discuss the results. Explain that there is some food that we like but really don't need, such as sweets, cake, ice cream and fizzy drinks. It's healthier to eat fruit and drink water or juice.

Explain that if we want to lose some weight, we should eat slightly less in each meal, choose food carefully and do exercise.

- Circle the correct options.

Read the first sentence with the two options out loud.

Ask students to repeat the sentence but with the correct word only.

Students circle the correct options.

- Listen again and check your answers.

Play Track 33. Students listen and correct their answers.

Wrap-up

Should you or shouldn't you?

Display two paper circles (see Materials). Colour the edge of one circle green. Colour the edge of the other circle red and draw a line diagonally through the middle. Give each student two paper circles.

Students colour the circles following your model.

Then they attach each circle to a pencil using tape.

Call out an idea: *Eat lots of sweets every day.* Students hold up the red circle and say: *Oh, no! You shouldn't eat lots of sweets every day.*

Students take turns calling out ideas. The rest of the class responds.

◆ Activity Book

Page 56, activity 1.

Key

1. door; 2. floor; 3. hands; 4. teeth; 5. pet; 6. bathroom; 7. shower, day; 8. bed

Left to right, top to bottom: 5-shouldn't, 7-should, 3-should, 6-shouldn't, 2-shouldn't, 8-should, 4-should

Student's Book Page 57

Grammar: *Should/shouldn't: Should I wear a helmet? Yes, you should./No, you shouldn't.*

Vocabulary: *Left, right, helmet, sweets, light, stranger, cross, look, use, wait for, pay attention, ring, leave, fire alarm, stairs, window, lift, safety, building.*

Materials: Cutout 2. For every 2 students: Coin, game counters. *Optional:* Paper, card.

Warm-up

Good advice

Write the following text on the board:

You lock the bathroom door and you _____ drop the towels on the floor.

You _____ use your hairbrush on your pet and you leave the bathroom wet.

You _____ wash your hands before meals and you brush your teeth after meals.

You _____ have a shower every day and you _____ always put your clothes away.

Clarify any unknown words. Students copy and complete the text with *should* or *shouldn't*.

Controlled practice

① Play *The road safety game*.

Point to the first picture and ask: *Should I cross the road here?*

Students answer: *Yes, you should.*

Continue asking questions for the rest of the pictures. Students answer.

Divide the class into pairs. Hand each pair a coin and two game counters.

Students place their counters on *Start*. Then they take turns flipping the coin and advancing along the spaces: one space for *tails* and two spaces for *heads*. On each space they ask the corresponding question.

The first student to reach *Finish* wins the game.

Free practice

Students cut out the phrases in Cutout 2.

Ask students if they know any of the fire safety rules.

Read the cutouts out loud. Students repeat. Explain any difficult words.

Ask questions using the cutouts: *Should you ring the fire alarm?*

In pairs, students take turns asking each other questions about the fire safety rules and placing the sentences in the correct column, next to the correct picture.

Ask volunteers to read their rules out loud.

Students glue the fire safety rules into place.

Optional activity

Swimming pool rules

Write the following rules on the board:

jump on other swimmers

wear a swimming hat

pay attention to the lifeguard

dive in the shallow end

shower before you get into the pool

push other swimmers into the pool

look carefully before you jump into the water

run around the pool

Clarify the meaning of *shallow end* and *lifeguard*.

Distribute paper and card.

In pairs, students make a *should/shouldn't* poster for the swimming pool rules. They copy the statements and write: *You should* or *You shouldn't* before each sentence. Students illustrate the rules.

Display the swimming pool safety posters on the walls.

Wrap-up

Play *Stand up, sit down*.

Ask students questions with *should*. Ask questions from the unit so far or add some of your own: *Should I look left and right when I cross the street? Should I eat five portions of fruit and vegetables each day?*

If students think the answer is *Yes*, they stand up and say: *Yes, you should*. If they think the answer is *No*, they sit down and say: *No, you shouldn't*.

Answer Key

① *Should*: ring the fire alarm, close the windows, close the doors, leave the building immediately; *Shouldn't*: open the windows, run down the stairs, take your school bag, use the lift

Activity Book

Page 57, activities 1 and 2.

Key

① I can't do my Maths homework.—You should ask your teacher to help you.

I can't go to the cinema at night.—You should rent a DVD.

I can't visit my cousins because they live in Australia.—You should write them a letter.

I can't swim.—You should go to classes at the pool.

I can't sleep at night.—You should drink some milk before you go to bed.

I can't ride a bike.—You should practise every day in the park.



Grammar: *Should/shouldn't:* You should get an X-ray. You shouldn't sit close to the TV.

Vocabulary: *School nurse, dentist, optician, doctor, X-ray, glasses, plaster, temperature, medicine, ointment, broken (arm), rash, fever, infection, cut, hurt, thermometer.*

Warm-up

Vocabulary presentation

Tell students that there are different kinds of health professionals. Ask the following questions as you mime the ailments: *I've got a toothache. Should I go to the doctor or to the dentist? I can't see the board well. Should I go to the dentist or to the optician? I'm at school and I feel sick. Should I go to the optician or to the school nurse? My stomach hurts. Should I go to the doctor or to the optician?*

Write the new vocabulary on the board.

Optional activity

Draw the following chart on the board:

How often do you visit the...	Me	Friend 1	Friend 2
dentist?			
optician?			
doctor?			
school nurse?			

Students copy the chart into their notebooks. They answer for themselves and then interview two classmates.

Controlled practice

1 Label the pictures.

Read the introductory text. Ask students how often they should go to the dentist, doctor and optician. Students label the pictures.

- Listen and circle the correct options. 34

Tell students that they are going to hear some children visiting different health professionals. Play Track 34. Students listen and decide who the children are with.

Track 34

Where are the children?

Number 1

OK, Jimmy, open your mouth and let me see your teeth. Do you brush your teeth every day, Jimmy?

Yes, I brush my teeth three times a day.

Number 2

Shh, it's OK. Sit down and let me see. What happened?

I was playing with my friend and I fell.

I'm going to clean the cut. Here's a plaster.

Can I go back to class now?

Of course.

Number 3

My head hurts, doctor.

Have you got a temperature? Let's see. Hmm. You've got a fever. Here are some pills. Take two pills every day.

Number 4

Please read the next line, Sam.

B P T Z F O. Hmm, no that's not an O, that's a C.

OK. I think you need some glasses.

Number 5

OK, children, now remember. If you feel sick at school, come to the first-aid room.

Number 6

Do you brush your teeth after every meal, Angie?

Yes, I do.

That's good. Let's see, you've got a new tooth here. Does it hurt?

Play Track 34 again. This time pause the CD after each extract. Ask: *Where is he/she?*

2 Match the pictures with the sentences.

On the board, write: *X-ray, broken arm, glasses, plaster, temperature, fever, rash, infection, medicine, ointment, cut.* Explain the meanings of the words using mime and simple explanations.

Students complete the activity individually.

Critical thinking: Health at home

Explain that it is important to have a first aid kit at home. Ask students to help you make a list of the things they think should be in a first aid kit. Ask volunteers to draw and label the items on the board: *Plaster, antiseptic, ointment, thermometer, bandages, paracetamol, etc.* Then ask students why they think each item is important.

Wrap-up

Silly advice

Invite six students to the front of the class. They mime a health problem from activity 2.

Give silly advice for their complaints:

S1: *I think I've got a broken arm.*

T: *You should use some ointment.*

Encourage the class to correct you: *No, she/he shouldn't! He/she should get an X-ray.*

Answer Key

1. dentist; 2. school nurse; 3. doctor; 4. optician; 5. school nurse; 6. dentist

Activity Book

Page 58, activities 1 and 2.

Key

• *Doctor:* You should always take all your medicine. *Dentist:* You should brush your teeth after meals. You shouldn't use your teeth to open bottles. *Optician:* You should wear sunglasses in the snow. You shouldn't sit close to the TV.



Grammar: Comparative and superlative adjectives:
Ella was taller than Bob. Sam is the tallest.

Vocabulary: Age, length, size, short, tall, long, big, small, same.

Materials: Large sheets of white paper.

Warm-up

Play *The alphabet game*.

Divide the board into two columns. Write the letters of the alphabet in random order in each column.

Divide the class into two teams. Each team stands in a line facing the board.

Call out a letter. The first student in each team runs to the board, rubs out the letter and runs back to his/her line. The first student back wins a point for his/her team.

Controlled practice

① Listen and label the lines. 35

Explain that this chart shows how two boys grew over a three-year period.

Play Track 35. Students listen and write the names of the boys next to their lines.

Track 35

When Bob was 7 years old, he was 120 cm tall. When Bob was 8 years old, he was 128 cm tall. When Bob was 9 years old, he was 134 cm tall. Now Bob is 10 years old, and he is 140 cm tall. Label the line for Bob.

When Sam was 7 years old, he was 128 cm tall. When Sam was 8 years old, he was 132 cm tall. When Sam was 9 years old, he was 138 cm tall. Now Sam is 10 years old, and he is 147 cm tall. Label the line for Sam.

Check answers: *What colour is Bob's line? What colour is Sam's line? Is Bob taller or shorter than Sam now?*

• Listen and draw the line for Ella. 36

Explain that there is another child called Ella.

Play Track 36. Students listen and draw the dots on the graph for each age. Then they join the dots to make a line.

Track 36

When Ella was 7 years old, she was 124 cm tall. When she was 8 years old, she was 129 cm tall. When she was 9 years old, she was 132 cm tall. Now she is 10 years old, and she is 137 cm tall.

• Look and complete the sentences.

Ask: *How tall was Ella at the age of 8? How tall was Bob at the age of 8? Who was taller, Ella or Bob? Who was the tallest of the three children at the age of 8?*

Students complete the sentences.

Craft activity

The Printer's Project

Divide the class into groups. Distribute paper.

Students make an optician's chart by writing letters in rows of decreasing size.

Then students attach the charts to the classroom wall. They measure three metres from the chart and place a chair there.

Assign one student in each group the role of optician. Students take turns reading the chart. The optician circles the letter where the student falters and writes the "patient's" name. If the student gets to the end of the chart with no errors, the optician writes the "patient's" name at the end.

Students repeat the activity. This time they cover one eye and determine which eye they can see with better.

Connecting with students' experiences

Ask: *How many students in our class wear glasses?* Ask the children wearing glasses if they had any problems seeing the *optician's chart* (from *The Printer's Project*). Then ask: *How many students had problems seeing the optician's chart?* Emphasize that all students should have their eyes checked regularly by an optician.

In pairs, students make a list of what they can do to take care of their eyes: *We shouldn't sit too close to the TV. We should wear sunglasses in the sun. We shouldn't look directly at the sun.*

Wrap-up

Spelling competition

Divide the class into two teams. Each team stands in a line.

Start with team 1. Say a word from this unit *thermometer, temperature, medicine*, etc. Each student in the group says a letter down the line until they have spelled the word. If the spelling is correct, the team gets one point. If not, team 2 tries to spell the word for a bonus point.

Repeat the procedure with team 2.

Continue with other words. The team with the highest number of points at the end of the game is the winner.

Answer Key

① shorter; taller; shorter, taller; shortest; shortest; tallest

Activity Book

Page 59, activities 1 and 2.

Key

① Lucy: 25 kg, 32 kg, 33 kg; Steve: 23 kg, 24 kg, 26 kg, 36 kg; Daniel: 28 kg, 34 kg, 33 kg, 34 kg



Grammar: Reflexive pronouns: *I hurt myself in the kitchen.*

Vocabulary: *Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves, hurt, cut (noun/verb), look after, burn (noun/verb), broken bone, accident, arm band, plaster, cross.*

Materials: Paper, red marker pen, cotton wool, tape.
Optional: Rolls of toilet paper.

Warm-up

Class survey

Draw the following chart on the board:

	Cuts	Burns	Broken bones	Bites and stings
Number of students				

Elicit what each accident is.

Ask: *How many people have been to the doctor for a bad cut?* Students raise their hands. Write the number on the chart.

Repeat with the other possible accidents.

Report the results: *Fourteen students went to the doctor for a bad cut.*

Controlled practice

1 Listen and sing the song. 37

Play Track 37. Use mimes to explain the song: *hurt myself* (hold your arm with a look of pain on your face); *burn* (mime touching a hot object); *jumping down the stairs* (mime jumping); *cut himself* (hold out a finger and strike another finger over it to imitate a knife); etc. Students listen to the song and observe your mimes.

Track 37

Cuts and burns

(See Student's Book page 60, activity 1.)

Play Track 37 again. Students join in with the song and the actions.

Grammar presentation

Ask a volunteer to come to the front of the class. Take a pencil and tell students it is a knife. Tell the volunteer to stand next to you. Say: *We're cooking.* Mime several actions for cooking. Take the pencil and mime accidentally cutting the volunteer. Say: *Oh! I'm so sorry, Mark.* Look at the class and say: *I cut Mark.* Write the sentence on the board.

Repeat the cooking mime but this time accidentally cut yourself. Say *Oh! I cut myself.* Write the sentence on the board.

Circle the word: *myself*. Explain that we use this word when we do something to ourselves.

Grammar practice

- Complete the sentences.

Draw students' attention to the *Look at grammar!* box. Go over the examples.

Students look at the pictures in activity 1. They complete the sentences with the reflexive pronouns. Teach the reflexive pronouns for *it, we, you* (plural) and *they*: *itself, ourselves, yourselves, themselves.*

Craft activity

2 Make a nurse's arm band and plasters.

Distribute materials. Read the instructions out loud.

Students make their arm bands and plasters.

In pairs, students take turns putting on the plasters and showing their partner where they cut themselves:

I cut myself here.

Optional activity

Play Doctor's surgery.

Write the following dialogue on the board:

Doctor: Good morning, (Sandra).

Patient: Good morning, Doctor.

Doctor: What's the matter?

Patient: I hurt/cut myself.

Doctor: Where did you hurt/cut yourself?

Patient: Here!

Doctor: That's terrible. Here's a bandage.

Go over the dialogue with the class.

Distribute rolls of toilet paper. Explain that these are the bandages.

Students work in pairs. One student is the doctor and the other is the patient. The doctor bandages the patient using toilet paper.

Students switch roles and repeat.

Wrap-up

Dictation

Write the following reflexive pronouns on the board: *myself, yourself, himself, herself.*

Dictate the following text to students:

Yesterday at school a girl cut _____. A boy burned _____. I hurt _____. Did you hurt _____?

Students write the text in their notebooks and complete it with the words from the board.

Ask volunteers to read their texts out loud.

Answer Key

- 1 herself, himself, yourself

Activity Book

Page 60, activities 1 and 2.

Key

- 1 myself, What happened, burned myself, yourself, fire-breathing class
- 2 Table: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Reading focus: Extracting and classifying information from a text. Identifying contractions.

Vocabulary: *Healthy, greasy, diet, tip, weight, fat, sugar, protein, carbohydrate, vitamin, energy, meal, breakfast, miss; food.*

Warm-up

Classifying food

Draw four columns on the board and write the headings: *Proteins/Vitamins/Fats/Carbohydrates*. Give examples of food from each group.

Divide the class into four teams. Assign a food group to each team.

Students make lists of food in their food group. Tell them to write basic foods like *bread, butter* and *cheese*, not prepared items like a cheese sandwich.

Team members write their lists in the corresponding column on the board.

Discuss the classifications with the class.

Ask: (bread–carbohydrates, mayonnaise–fats, cheese–proteins), etc.

Developing reading

Read the title of the text out loud. Ask: *What is a healthy diet?* Let students express their ideas. Explain that a healthy diet is a balanced one. This means that we should eat a variety of food.

Read the text out loud. Ask comprehension questions: *Should we eat a lot of sugar? Why not? Should we eat fat? Why? Should we eat a lot of fat? Why not? Why is protein important? Which foods contain proteins?*

Students silently read the text. Ask them to underline the words they can't pronounce.

Ask a volunteer to read the text out loud. Help him/her with the difficult words.

Optional activity

What did you eat yesterday?

Students make a list of everything they ate and drank yesterday.

In pairs, students swap lists and circle in red all the food or drinks that are not very good for you. They circle the healthy food and drinks in green.

Students offer recommendations to their classmates: *You shouldn't drink a lot of fizzy drinks. You should eat more fruit.*

Grammar presentation

Write the following on the board:

It's a cat. = It is a cat.

Circle: *It's* and explain that the apostrophe indicates that a letter is missing.

Explain that this is called a *contraction* because we are contracting two words into one.

Grammar practice

- ① Read, circle the words with an apostrophe (') and write the complete forms.

Students read through the text in activity 1 again and circle all the words with an apostrophe.

Ask students at random to read the words they have circled. Then ask: *How can you say that word in two words?*

Students write the contracted and full forms in their books.

Developing vocabulary

- Classify the food.

Elicit examples of healthy and unhealthy food.

Students look at the list of food and the pictures. They match the pictures with the food words.

Ask: *Which words haven't got pictures?* Check that students understand all the words.

Students classify the words into the chart.

Ask volunteers to read the words in the chart out loud.

Wrap-up

Dictation

Dictate the following sentences. Students leave an empty line between each sentence:

It is very important to have a healthy diet.

We should not eat a lot of sugar.

Sugar does not help our bodies.

Carbohydrates are not bad for us.

They are full of energy.

It is not a good idea to miss meals.

Do not forget to have breakfast every day.

Students circle the words they can contract and write the contractions underneath.

Ask volunteers to read the sentences out loud with the contracted forms.

Answer Key

① 2. it's= it is; 3. don't= do not; 4. doesn't= does not; 5. isn't= is not; 6. don't= do not; 7. aren't=are not; 8. They're= They are; 9. shouldn't= should not
good for you: oranges, sardines, rice, bread, broccoli, pasta, chicken, apples; *don't eat much:* fizzy drink, sweets, cake, chips, butter, oil

Activity Book

Page 61, activities 1 and 2.

Key

① 1. apple, 2. broccoli, 3. cake, 4. fish, 5. fruit, 6. hamburger, 7. meat, 8. pizza, 9. salad, 10. soup, 11. vegetable, 12. yogurt

Note: Make sure that students are aware that the word *yogurt* has two spellings: *yogurt* and *yoghurt*.



Grammar: *Should/shouldn't:* He should visit the dentist once a year. She shouldn't eat so much chocolate.

Present simple: He eats biscuits for dinner.

Vocabulary: *Fridge, knife, wet;* daily routine.

Materials: Cutout 3, paper bags (1 per pair).

Optional: Card (1 letter-size piece per pair), paper, hole punch, string or wool.

Warm-up

Play *Alphabet stop!*

Divide the class into pairs.

Students write the letters of the alphabet vertically onto a sheet of paper.

Shout: *Go!*

Students write a verb starting with each letter, until they've got 19 verbs (there will be some letters without verbs). Then they shout: *Stop!*

Check the list of the first pair to shout: *Stop!*

Grammar practice

① Circle the main verbs.

Copy the three sentences from the book onto the board. Explain that each sentence has got a modal verb and a main verb in it. Underline: *should/shouldn't* and tell students that these are called *modal verbs*.

Ask students if they can find the main verb in each sentence. Tell them to write their guesses on a piece of paper.

Circle the verbs: *visit, eat* and *brush*. Ask: *Did you guess the right answers?*

Students circle the main verbs in their books.

- Circle *T* (True) or *F* (False).

Students look carefully at the sentences on the board.

Ask: *Has the main verb got an "s" on the end?*

Ss: *No, it hasn't.*

Then ask: *Do we use do and doesn't with should and shouldn't?*

Ss: *No, we don't.*

Students complete the activity individually.

Check the answers with the whole class.

② Read and colour the boxes.

Students look at the picture of Dirty Dan.

Ask them if they think he is a healthy person.

Write the following sentences on the board:

Dan eats fruit and vegetables every day.

Dan should eat fruit and vegetables every day.

Ask students to explain how the two sentences are different. Help them explain that the first sentence says what Dan does and the second one is a good idea. This is what we call a suggestion.

Read the first sentence out loud. Ask: *Is that something*

Dan does or is it a suggestion?

Students look at the key and colour the boxes.

Grammar game

③ Play *The kitchen safety game*.

Students cut out the cards in Cutout 3.

Explain that the cutouts are health and safety rules for the kitchen.

Divide the class into pairs. Distribute paper bags.

Read and explain the instructions. Demonstrate the game with a student.

Students take turns taking a cutout from the bag and making sentences.

Optional activity

Make a kitchen safety notebook.

Students use the cards from Cutout 3 to make a kitchen safety notebook.

Distribute card and white paper. Show students how to fold several pieces of white paper to make a notebook.

Show them how to fold a piece of card for the cover.

Students punch holes along the side and tie the notebook together with wool or string.

They glue the sentences from Cutout 3 onto the notebook pages and draw pictures to illustrate the rules.

Wrap-up

Suggestions

Remind students that in this unit they have been using *should* and *shouldn't* to make suggestions. On the board, write the following categories: *kitchen safety, fire safety, healthy diet, health and hygiene* and *road safety*.

Call out one of these categories and choose a student at random. Ask him/her to give you a suggestion for that category:

T: *Healthy diet.*

S: *You shouldn't miss meals.*

Continue until all students have offered at least one suggestion.

Answer Key

- ① 1. visit; 2. eat; 3. brush; F; T

Activity Book

Page 62, activities 1 and 2.

Key

- ① 1. You should wear a helmet. 2. You shouldn't run across the road. 3. You shouldn't talk to strangers. 4. You should do your homework every day. 5. You shouldn't watch TV every night.

- ② 2-He shouldn't run across the road. 5-He shouldn't put insects in the bath. 1-He shouldn't use his toothbrush for his hamster. 3-He should change his socks every day. 6-He shouldn't copy his sister's homework. 4-He should drink milk with his breakfast.

Student's Book Page 63

Grammar: Review of *should/shouldn't*, *like* + gerund and reflexive pronouns.

Vocabulary: Key vocabulary from the unit.

Materials: Squared paper (1 sheet per student).

Warm-up

Song: Nice and clean 29

Students look at the song on Student's Book page 52. Play Track 29. Students join in with the song as they mime the actions.

Track 29

Nice and clean

(See Student's Book page 52, activity 1.)

Review

The Printer's Quiz

- **WRITE FIVE THINGS YOU DO TO KEEP CLEAN AND HEALTHY.**

Students write five sentences about things they do to keep clean and healthy.
Volunteers read their sentences out loud.

- **COMPLETE THE SENTENCES.**

Students complete the sentences with *should* or *shouldn't*.
Ask questions about the sentences: *Should you run across the street?* Ss: *No, you shouldn't.*
Students correct their work.

- **COMPLETE THE CHART ABOUT YOURSELF.**

Ask students at random: *Do you like doing homework?*
Continue asking other questions from the chart.
Students complete the first column about their own likes and dislikes using the key.

- **ASK TWO CLASSMATES AND COMPLETE THE CHART.**

Students ask two classmates about their likes and dislikes and complete the chart.
Ask students to report their results: *Javier likes doing homework, but he doesn't like eating vegetables.*

Optional activity

Survey results

Divide the class into groups of five.
Students write conclusions for their group using the chart from the previous activity.
Write the following as a guide:
In our group, _____ people like doing homework.
In our group, everybody likes _____.
In our group, nobody likes _____.
In our group, the favourite activity is _____.
The least favourite activity is _____.

Wrap-up

Write the following skeleton text on the board:

In unit _____ I learned about _____.

I know how to make rules and suggestions:

I know how to express my likes and dislikes:

I liked/didn't like this unit because _____.

Students copy and complete the text.

Answer Key

Write: 1. I brush my teeth. 2. I eat fruit and vegetables.
3. I don't eat sweets. 4. I comb my hair every day. 5. I wash my hands.

Complete: shouldn't, shouldn't, should, should, shouldn't, should

Activity Book

Page 63, activities 1 and 2.

Key

② you, he, it, we, they; my, his, her, our, your; myself, yourself, herself, itself, yourselves, themselves

Grammar module

Should/shouldn't

The modal verbs *should* and *shouldn't* are used to give rules and suggestions.

Subject + *should/shouldn't* + verb

You should wash your hands.

You shouldn't eat sweets.

The question is formed by inverting the position of the verb and *should*:

Should I cross the street here?

Like/love/hate + gerund

When the verbs *like*, *love* and *hate* are used to talk about actions or activities, the second verb is used with "ing":

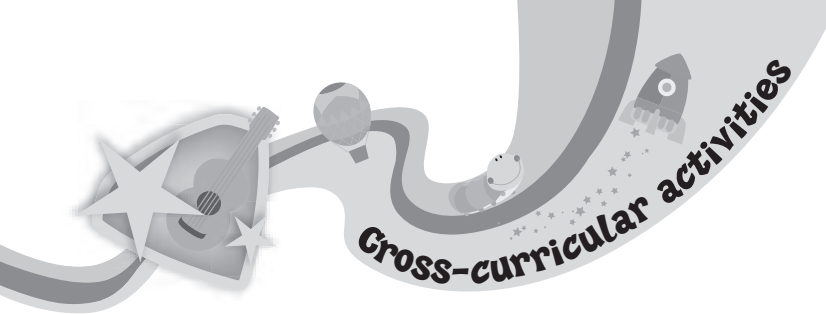
I like washing my hair.

I don't like eating vegetables.

Do you like watching TV?

Pronouns and adjectives

Subject pronouns	Possessive adjectives	Reflexive pronouns
I	my	myself
you	your	yourself
he	his	himself
she	her	herself
it	its	itself
we	our	ourselves
you	your	yourselves
they	their	themselves



Social studies: A healthy self-image

Materials: Paper.

Directions:

It is important to build your students' sense of self-esteem. As students get older, their self-confidence is often a reflection of how they feel about themselves physically. They become very sensitive to differences in height, weight and physical development. These questions also become the object of teasing and unkindness among students.

Encourage students to develop a positive self-image. Copy and distribute the following questionnaire:

Name: _____
Things I like about myself: _____

I think I'm special because: _____

Students complete their questionnaires. Collect them and discuss the results.

Do not discuss any sensitive issues publicly. If you feel that a student has got a negative self-image, discuss this with him/her in private. Make a note of students whose confidence needs building and work on this in future classes through encouragement and praise.

Science: A healthy heart

Materials: Cardboard tube from a kitchen paper roll (1 per pair).

Directions:

Tell students that over 170 years ago, a man named Laennec invented the first stethoscope. It was a wooden tube about 2.5cm in diameter and about 25cm long.

Divide the class into pairs. Students listen for their partner's heartbeat by placing the cardboard tube over their partner's heart.

Students count the number of beats in 30 seconds.

They multiply this number by two to determine the rate of beats per minute.

One partner runs in place for one minute, then students listen again, write down what they hear and calculate the new rate of beats per minute.

Partners switch roles.

Have a follow-up discussion with students. Explain that

the heart beats faster after exercise in order to pump more blood (oxygen) to the working muscles.

Project: Healthy recipe book

Materials: Paper, card, crayons, stapler, healthy recipes that students have brought from home.

Directions:

Tell students they are going to make a class recipe book with healthy recipes.

Discuss the kinds of recipes they could put into the book: green salads, fruit salads, smoothies, vegetable dishes, meat and fish dishes.

Discuss the kinds of restrictions you are going to have in your recipe book: All recipes should include food with vitamins and/or proteins. Recipes shouldn't use sugar or too much fat.

Students ask at home for healthy recipes.

Divide the class into groups of three. Students discuss the recipes they have brought from home and choose the one they think is both the healthiest and the tastiest.

Show students how to write a recipe:

Ingredients and quantities:

Instructions:

In their groups, students write out and illustrate their recipes. Encourage them to ask you about any unknown words.

Collect the recipes and make photocopies for all the members of the class.

Staple the recipes together. Keep the original copy as the class recipe book. Let students take their recipe books home to try out some of the dishes.



Vocabulary	Grammar
<p>Performing arts: academy, award, ballet, ballet shoes, concert, costume, fan, film, guitar, interview, jazz, jump, magic trick, modern dance, music, performing arts school, poem, recording, result, solo dance, song, spin, stage, superstar, talent contest, violin, winner</p> <p>Professions: actor, actress, dancer, musician, singer</p> <p>Subjects: Art, Computer Science, Dance, English, Geography, History, Maths, Music, P.E., Science</p> <p>Adjectives: closed, crazy, famous, strange, strict</p> <p>Time expressions: at the moment, last (year), next (month), right now, tomorrow, yesterday</p> <p>Verbs: act, arrive, born, build, catch, clean, dance, dream, drive, feed, find, fly, get up, help, invent, listen, lose, make, meet, move, perform, play, practise, read, receive, sell, sing, travel, visit, wait, win, work</p> <p>Other words: chest, chore, clock, face, feather, horoscope, job, late, mistake, mystery, penguin, plan, post, prediction, shawl, someone, something, star sign, street, surprise, timetable, visitor, wall</p>	<p>Future with going to: I am going to have a party. He/She is going to meet a friend. Are you going to watch TV? Yes, I am./No, I'm not. What time are you going to get up? I'm going to get up at 11:30 AM Who's going to tidy the classroom on Monday?</p> <p>Sequencing adverbs (first, then, next, after that, finally): First, Rita had lunch with her granny. After that, they invented a dance. Then they found a beautiful dance costume. Finally, Rita danced in the talent contest.</p>
<p>Functional language: What are you going to be when you grow up? Telling the time: What time is it? It's twenty past ten.</p>	<p>Multiple intelligence: Kinesthetic intelligence (page 99)</p>

Teaching tip

Correcting poor reading pronunciation

In order to read out loud fluently, students not only need to articulate individual words correctly, but they also need to reproduce the intonation and stress patterns of the English language. English is a stress-timed language. This means that in a phrase, certain words and syllables will have a greater stress. Key words within the sentence are also stressed. Students have been exposed to the English stress pattern through the many songs and rhymes in *Print*. However, when reading out loud, students often find it difficult to apply correct intonation and they revert to separating and giving equal weight to each syllable. Try the following activities to help make students aware of the natural rhythm of spoken English:

- Choose a song or poem and read it out loud. Ask students to take a line from the text and adapt it by changing one or more words. Students read their lines out loud, reproducing the intonation in the original line.
- Choose a phrase or "chunk" of language (for example, *What are you going to do?*). Ask students to clap out the rhythm of the phrase. Students repeat the phrase as they clap.
- Dictate a phrase to the class. Ask students to highlight the short and long syllables. Students read the phrase out loud.

Before asking students to read out loud, give them time to prepare the passage. They underline the words and syllables they wish to stress within each phrase and reflect on the intonation they wish to give each phrase.

Student's Book Page 64



Grammar: Future with *going to*: *I am going to have a party. He/She is going to meet a friend.*

Vocabulary: *Sing, meet, have, fly, do, concert, plan, singer, fan, party, interview, famous.*

Materials: Cutout 1.

Warm-up

Vocabulary review: Days of the week

Say: *Monday, Tuesday, beep, Thursday, beep, beep, Sunday.*

Encourage students to substitute the *beeps* with the corresponding days of the week.

Write: *Today* on the board and ask: *What day is it today?*

Choose a volunteer to write the day of the week under the heading on the board.

To the left of *Today*, write: *Yesterday* and ask: *What day was it yesterday?*

Choose a different volunteer to write the day of the week under the heading on the board.

To the right of *Today*, write: *Tomorrow* and ask: *What day is it tomorrow?*

Choose another volunteer to write the answer.

Grammar presentation



Poster 6

Display Poster 6.

Say: *What day is it today?* Students respond: *It's (Monday).*

Ask: *What day is it tomorrow?* Students respond: *It's (Tuesday).*

Hold up the *Ballet shoes* poster cutout and say: *Tomorrow, Sally is going to dance.* Students repeat after you. Attach the cutout onto the poster next to Sally.

Continue in the same manner with the rest of the *Object* poster cutouts and characters: *do magic tricks, sing, play the violin, play the guitar and read poems.* Name two characters from the poster, for example: *Steve and Tom.* Individual students say the corresponding sentence: *Tomorrow, Steve and Tom are going to (sing).*

① Listen and write the days of the week. 38

Point to the illustration of the singer in activity 1. Read the text out loud.

Ask: *What are Roxy's plans for next week? What is she going to do next week?*

Play Track 38. Students write the day of the week above the corresponding illustration.

Play Track 38 again. Students check their work.

Track 38

Roxy is a famous singer. These are her plans for next week: On Monday, Roxy is going to fly to London.

On Tuesday, she is going to meet her fans.
On Wednesday, she is going to do a TV interview.
On Thursday, she is going to sing in a concert.
On Friday, she is going to have a party.

• Complete the sentences.

Students complete the sentences.

Ask students to read the sentences out loud.

Students check their work.

Controlled practice

② Make a crazy schedule.

Read the first line of the instructions. Students complete and cut out the cards in Cutout 1.

Read the second line of the instructions and divide the class into groups.

Students take turns turning over a card, gluing it into the book and formulating a sentence.

S1: *On Wednesday, I'm going to meet a famous actor.*

Students write about their crazy week in their notebooks.

Optional activity

True or false?

In their notebooks, students write three true sentences and four false sentences about activities they are going to do next week.

Divide the class into pairs. Students take turns reading their sentences out loud and guessing if the sentences are true or false.

Wrap-up

Memory game

Draw students' attention to the *Look at grammar!* box.

Read the text out loud.

Divide the class into pairs.

Students look at their classmate's crazy timetable for a few seconds.

Students close their books.

Each student must remember one thing about his/her classmate's week and one corresponding thing about his/her own week.

S1: *On Monday, I'm going to buy a car and (María) is going to fly to France.*



Activity Book

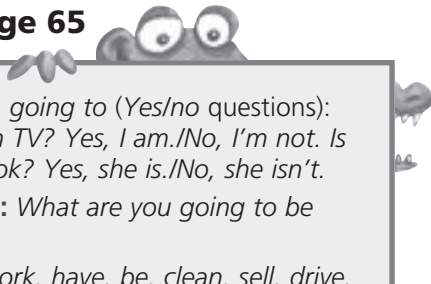
Page 64, activities 1 and 2.

Key

① 1. Tom; 2. Lily is; 3. Bob is going; 4. Liz is going to

② 1. meet his fans, sing in a concert; 2. to buy a new guitar, to have a party

Student's Book Page 65



Grammar: Future with *going to* (Yes/no questions):
Are you going to watch TV? Yes, I am./No, I'm not. Is she going to read a book? Yes, she is./No, she isn't.

Functional language: *What are you going to be when you grow up?*

Vocabulary: *Travel, work, have, be, clean, sell, drive, build, do, watch, play, wash, visit, read, face, outer space, shopping centre, superstar, street, fruit, meat, car, wall, dish, free, famous.*

Warm-up

I believe you!

Make *true/false* statements about what you are going to do on Saturday. The false sentences should be fairly obvious, for example:

T: *On Saturday, I'm going to sail across the Pacific.*

Ss: *I don't believe you!/I believe you.*

Grammar presentation



Poster 6

Display Poster 6.

Attach the *Object* poster cutouts to the poster next to the characters.

Ask questions about the characters and the things they are going to do:

T: *Are Steve and Tom going to play the guitar tomorrow?*

Ss: *No, they aren't.*

T: *What are they going to do?*

Ss: *They're going to do magic tricks.*

Continue asking questions about the rest of the characters.

1 Listen and number the pictures. 39

Read the text beneath the pictures. Students point to the corresponding pictures.

Play Track 39. Students number the pictures.

Students compare their answers in pairs.

Play Track 39 again. Students check their answers.

Track 39

Roxy's song

What are you going to be,

When you are thirty-three?

Are you going to work in a shopping centre?

Are you going to build a great big wall?

Are you going to clean the city's streets?

Are you going to sell fruit and meat?

What are you going to be?

When I'm thirty-three,

I'm going to be happy and free!

I'm going to travel to outer space.

I'm going to have a famous face.

I'm going to drive a great big car.

I'm going to be a superstar.

That's what I'm going to be.

- Listen and sing the song.

Divide the class into two groups and assign four "*going to*" lines of the song to each group. Students think of mimes for each line.

Play Track 39 again. Students sing along and do the mimes for their lines.

Optional activity

Let's rhyme!

On the board, write: *street, wall, three* and *car*.

Divide the class into pairs.

Ask students to write as many rhyming words as possible for each word on the board.

Ask students to read their lists out loud.

Write the rhyming words on the board.

2 Tick (✓) or cross (X) the chart about yourself.

Say: *Think about today, after school. What are you going to do?*

On the board, write: *Yes, I am. / No, I'm not.*

Suggest possible after-school activities to individual students: *Chantal, are you going to watch TV?*

Students reply.

Students look at activity 2 and complete the chart.

- Ask a classmate and complete the chart.

Divide the class into pairs.

Students ask and answer questions and complete the second column of the chart.

Finally, students write sentences about what they are and aren't going to do after school.

Wrap-up

Forming questions



Poster 6

Attach Poster 6 to the board. Attach the *Object* poster cutouts next to different characters on the poster.

Place the *Word* poster cutouts on a table.

Invite a student to come to the table, ask a *yes/no* question with the *Word* poster cutouts and attach the cutouts to the board, for example: *Is Mark going to read poems?*

Then ask another volunteer to answer the question, take the corresponding *Word* poster cutouts and attach them beneath the question.

Repeat with other students.



Activity Book

Page 65, activities 1 and 2.

Student's Book Page 66

Grammar: Future with *going to* (yes/no questions):
Is Rita going to forget about the contest? Yes, she is./ No, she isn't.

Vocabulary: *Catch, wait, arrive, dance, talent contest, ballet, jazz, modern dance, announcement, dancer, strict, closed, late.*

Warm-up

Poster 6

Write the title of the story on the board: *The talent contest*.
Display Poster 6. Explain that the children are at a talent contest.
Distribute the *Object* poster cutouts to different students.
Ask questions about the characters in the poster: *What is he/she going to do in the talent contest? Is he/she going to play the violin?*
Ask a student to provide the answer and attach the corresponding poster cutout next to the child or pair of children.
Repeat with the other children in the poster.

Developing reading

Story: *The talent contest*, part 1 40

Students look at the pictures of the story in their books.
Point to the first picture and ask: *What are they doing? Where are they?*
Point to the second picture and ask: *What is she going to do?*
Let students make predictions about the story.
Play Track 40.
Pause the recording after each paragraph to ask students general comprehension questions:
Where does Rita go on Saturday mornings?
What's her teacher's name?
How many dancers is Miss Rodgers going to choose for the talent contest?
When is she going to choose the dancers?
What time is the class?
What happened to the car on Saturday morning?
When did the bus arrive?
Did Rita go to her class? Why not?

Track 40

The talent contest, part 1

(See Student's Book, page 66.)

Students silently read the story in their books.
Ask students to underline all the sentences with *going to*.
Volunteers read the story out loud. Help them with difficult words.

Optional activity

Critical thinking: Arriving late

Ask: *Have you ever arrived late for an important appointment?* Ask students how they would have solved Rita's problem. Elicit and discuss different ideas: *call the teacher, take a taxi, get Rita's dad to call Miss Rodgers*, etc.

♥ Moral and civic education

If a student arrived late to this class, ask: *Why were you late today?*
Ask: *Why is it important to arrive on time?*
Ask students to speculate about what happens when someone arrives late to class: *the class activity is interrupted, the teacher has to explain the activity again*, etc.
Explain that people who always arrive late are being inconsiderate to their fellow students and to their teacher.

Controlled practice

① Read and predict the answers.

Ask students: *What's going to happen next?*
Read the first question out loud. Ask individual students their opinion.
Ask students to raise their hand if their answer is Yes. Count the hands and write the number on the board.
Repeat with No.
Continue with the other questions.
Tell the students to choose one or more possible outcomes and write them in their notebooks.

Wrap-up

What's going to happen next?

Tell students to shut their books.
Ask them to think about what is going to happen at the talent contest. Give some examples:
Rita is going to win.
Rita isn't going to be in the talent contest.
Miss Rodgers' students are going to win.
Rita is going to win second prize.
Tell the students to choose one or more possible outcomes, write them in their notebooks and make drawings for the sentences.

◆ Activity Book

Page 66, activity 1.

Key

④ 1. go to her dance class; 2. run to the bus stop; 3. to be late for her class; 4. open the door; 5. going to dance in the special class; 6. going to cry

Student's Book Page 67

Grammar: Sequencing adverbs: *First, Rita had lunch with her granny.*

Vocabulary: *First, then, next, after that, finally, jazz, music, solo dance, spin, jump, chest, silk, shawl, fan, feather, costume, ballet shoes, results, stage, winner, invent, practise, announce.*

Warm-up

Review

Write the following key words on the board (choose an area of the board that you will not have to rub out): *dancing, Rita, Saturday morning, special class, talent contest, six dancers, problem, car, start, late, door, closed.*

Ask students to summarise the story orally using the key words on the board. Let one student summarise a short section and then another student summarise the next section, and so on.

Developing reading

Story: The talent contest, part 2 41

Play Track 41.

Pause the transcript after each paragraph and ask comprehension questions:

Who did Rita see on Sunday?

Who is going to teach Rita?

Was granny a singer when she was young?

What did Rita and her granny invent?

What was in the chest?

What did Rita wear?

What was Rita's number?

Who won the solo dance contest?

Track 41

The talent contest, part 2

(See Student's Book, page 67.)

Developing reading

Students silently read the story in their books.

Ask volunteers to take turns reading out loud.

Help them with the difficult words.

Tell students to close their books.

Write key words for the first paragraph on the board: *granny, dancer, teacher, invented, dance.*

Choose a volunteer to summarise the first paragraph using the key words.

Repeat with the second paragraph (key words: *costume, shawl, chest*) and the last paragraph (key words: *nervous, danced, clapped, winner*).

Connecting to students' experiences

Ask students the following questions:

Have you ever entered a contest? What kind of contest did you enter? Did you win anything? What did you win? How did it feel to win? What did you do to win? If you didn't win, how did you feel? What could you do to win next time?

1 Read and number the sentences in order.

Students number the sentences.

Volunteers read the sentences out loud in order.

- Complete the sentences.

Point to the word box and read the words out loud. Ask for students to come to the board and write the words in a sequential list. Students complete the sentences.

Optional activity

What's going to happen next?

Ask students to guess what is going to happen to Rita after the talent contest. Give some options:

She is going to go to a special dance school.

She is going to study with her granny.

She is going to be a famous dancer.

She is going to win a lot of money.

Encourage students to formulate their own options.

Write all the ideas on the board.

The students vote for their favourite idea.

Wrap-up

Write a story review.

Write the following headings on the board:

Title:

Main characters:

Plot:

Explain that *Plot* means what happened to the main character in the story.

Collect the story reviews and keep them in a file as a class record.

Answer Key

- 1 After that, 4 ; Finally, 5; Next, 2; First, 1; Then, 3

Activity Book

Page 67, activities 1–3.

Key

- 2 2. Saturday; 3. car; 4. dancer; 5. dance; 6. costume; 7. nervous; 8. solo
3 From top to bottom: 4, 2, 3, 5

Student's Book Page 68

Grammar: Future with *going to*: *You are going to help someone.*

Vocabulary: *Arrive, lose, help, receive, find, win, dream, star sign, horoscope, visitor, contest, mistake, post, something, someone, strange, surprise.*

Materials: Paper strips (1 per student), a bag.

Preparation: *Fortune teller strips:* Write a prediction on each strip, for example: *win the lottery, win an Olympic medal, be a famous star*, etc. Each prediction should appear on two strips.

Warm-up

Game: *Hangman*

Review the months of the year by playing hangman. On the board, draw a line for each letter of the word *December* and draw the hangman's scaffold.



Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board. Continue until students guess the word or until the hanged man is complete.

Write the word *December* on the board.

Continue in the same manner with the rest of the months of the year.

Developing reading

① Read and classify the horoscopes.

Point to the pictures of the different star signs. Say: *These are the star signs.*

Point to and read the star signs out loud.

Ask individual students: *What's your star sign?*

Point to the text under each star sign and say: *These are horoscopes. They are predictions for each star sign.* Ask students to find and read the horoscope for their sign.

Point to and read the key at the top of the activity.

Ask individual students: *Is your horoscope a good thing, a bad thing or a mystery?*

Students read and classify the rest of the horoscopes.

Ask volunteers to read some of the horoscopes out loud. Ask: *Is that horoscope a good thing, a bad thing or a mystery?*

Encourage students to discuss any differences of opinion.

S1: *I think it's a good thing because (I like surprises).*

- Answer the questions.

Students write answers to the questions based on themselves.

Divide the class into pairs.

Students ask each other the questions from the book and answer them orally.

- Complete the sentences.

Students complete the sentences with astrological signs. Ask students to read their sentences out loud and justify their answers.

Optional activity

Horoscopes

Students continue their horoscope by adding one or two related sentences.

Help them with ideas by asking leading questions about the horoscopes: *Where are you going to meet the new friend? What is the visitor going to do? How are you going to lose your money?*

Students write the sentences in their notebooks.

Ask students to read the sentences out loud.

Wrap-up

Game: *Fortune teller*

Put the *Fortune teller strips* in a bag (see Preparation).

Each student draws a strip from the bag.

Students walk around the class asking questions to find their partner: *Are you going to (win the lottery)?*

When partners find each other, they sit down together.

Answer Key

① From left to right: GT, M, M, GT, BT, M, GT, BT, M, BT, BT, GT

Activity Book

Page 68, activities 1 and 2.

Key

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

Student's Book Page 69



Grammar: Future with *going to*: *What time are you going to get up? I'm going to get up at 11:30 AM*

Functional language: *It's five past eight.*

Vocabulary: *Get up, go, find, buy, feed, eat, crystal ball, park, money, bicycle, penguin, pizza, time, clock, crazy; numbers.*

Warm-up

Review: Telling the time

Divide the board in half. Draw digital clocks with different times on the board.

Divide the class into two teams and assign a letter to each student.

Call out a letter and a time: *Student "K": It's eight o'clock.*

The students with the corresponding letter from each team come to the board, find the clock and rub it out. Continue until all the clocks have been rubbed out.

Language presentation

① Listen and number the clocks. 42

Draw a large analog (circular) clock on the board. Draw a time on the clock: *10:05*. Say the time out loud: *Look! It's five past ten.*

Students repeat.

Give several examples: *8:10, 5:25, 6:45*, etc.

Play Track 42. Students listen and number the clocks.

Divide the class into pairs. Students compare their answers.

Track 42

Number 1. It's quarter to nine.

Number 2. It's ten to four.

Number 3. It's twenty past eleven.

Number 4. It's twenty-five to three.

Number 5. It's five past eight.

Number 6. It's ten past two.

Number 7. It's quarter past seven.

Number 8. It's five to six.

• Play *What time is it?*

Read the model dialogue to demonstrate how the game is played.

Divide the class into pairs. Students play using the clocks in their books.

Optional activity

Time dictation

Students draw five analog clocks in their notebooks. Dictate the following times: *1:55, 9:20, 6:15, 10:10, 8:30*.

Students draw the hands on the clocks.

Draw five analog clocks on the board.

Ask individual students to come to the board and draw the hands on the clocks.

Students check their answers.

Controlled practice

② Read and underline six activities.

Read the text out loud.

Students silently read the text and underline six actions.

Ask a volunteer to read the sentence containing the first action out loud.

Continue with the rest of the actions.

- Think of a time for each action. Draw the hands on the clocks.

Say: *Think about your crazy day tomorrow. Think of a time for each action.*

Remind students that the crystal ball says it's going to be a *crazy day*.

Students draw hands on the clocks.

- Ask a classmate.

Divide the class into pairs.

Students ask each other about their crazy day, using the dialogue in their books as a guide.

Wrap-up

What are you going to do after school?

Make a statement about an activity later in the day:

I'm going to take a bus home at twenty past three.

Go around the class asking students to make a statement about their after-school plans.

They should include a time in the statement.

Answer Key

① From left to right: 5, 2, 8, 7, 4, 1, 3, 6

② get up late; to the park; find lots of money; buy a new bicycle; feed the penguins; eat lots of pizza

◆ Activity Book

Page 69, activities 1 and 2.

Student's Book Page 70



Grammar: Future with *going to*: *We are going to read about the Cuban revolution.*

Vocabulary: *Dancer, actor, singer, Music, History, Geography, Maths, Art, P.E., Science, Computer Science, English, revolution, basketball, song, story, spin, skeleton, performing arts, read, play, learn, listen, practise, study.*

Warm-up

Play AM or PM?

Write *AM* and *PM* on the board.

Under *AM* write *before noon (12:00)*. Under *PM* write *after noon (12:00)*.

Say an activity, for example: *get up*. Students say *AM* if they do the activity before noon or *PM* if they do the activity after noon.

Continue with different activities.

Vocabulary review

① Read the text and circle three professions.

Explain that this double page is about children who are performing artists or training to be performing artists.

Read the introductory text out loud.

Students silently read the text and circle three professions.

Ask individual students to tell you the professions.

Write them on the board.

Students check their work.

• Listen and write AM or PM 43

Point to the symbols under the photos and say: *These are some of the subjects students study at performing arts schools.*

Point to the symbols and read the subjects out loud.

Read the third paragraph of the introductory text out loud again.

Play Track 43. Students write *AM* or *PM*

Track 43

Good morning children. Welcome to Lincoln Performing Arts School. Listen carefully to your timetable for today:

In the morning, you're going to have Maths and Science.

Then you're going to have Music. The last class of the morning is going to be Dance.

Then at 12:15 *PM*, you're to going to have lunch.

In the afternoon after lunch, you're going to have History.

After that, you're going to have Art. Finally, you're going to have your favourite class— English!

Divide the class into pairs.

Students check their answers.

S1: *Are they going to have music in the morning?*

② Match the sentences with the subjects.

Ask a volunteer to read the first phrase out loud.

Ask: *What subject are they going to study?* Students respond: *History.*

Repeat with the other phrases.

Students match the phrases with the list of subjects on the right.

Optional activity

My favourite school subject

Students choose their favourite school subject without telling anyone.

Then they write sentences about what they are going to do in that class.

They can model their sentences on the sentences in activity 2, for example: *We're going to study grammar.*

We're going to sing a song in English.

Ask individual students to read their sentences out loud.

The rest of the class listens and guesses the subject.

Wrap-up

School subjects word search

Students make a 10 x 10 grid in their notebooks.

Students choose five school subjects and think of five words related to those subjects.

They write the ten words in the grid and complete it with random letters.

Students swap their word searches and find the words.

Answer Key

① *AM; PM; AM; PM; AM; PM; AM*

② English-We are going to listen to a story in English. Music-We are going to learn a new song. Science-We are going to study the human skeleton. P.E.-We are going to play basketball. Dance-We are going to practice some spins. History-We are going to read about the Cuban revolution.

Activity Book

Page 70, activities 1–3.

Key

② 1. Maths, P.E., Music; 2. Science, Geography, Computer Science

Student's Book Page 71

Grammar: Past simple review.

Vocabulary: *Dancer, musician, actress, stage, award, film, recording, violin, poetry, place of birth, hockey, lawyer, film, born, act, perform.*

Materials: Get students to bring in information about child stars from magazines or the Internet.

Warm-up

Famous child stars

Ask the class if they can think of any famous child stars. They can name child stars from the past or children who are famous in the present day.

If they cannot think of any names, suggest that they think of films starring child actors.

Make a list of names on the board. Encourage students to guess the age of the child when he/she became famous.

Leave the list on the board for *The Printer's Project* activity.

Developing reading

① Look and label the pictures.

Read the introductory text.

Point to the three photos at the top of the page.

Ask students to describe the people in the photos. S1: *She's got dark hair. She is playing the violin.*

Ask students to guess the professions and complete the labels.

Ask questions: *Is (Vanessa-Mae) an actress, a musician or a dancer?* Students respond.

- Listen and write the names in the boxes. 44

Students silently read the fact boxes.

Play Track 44, stopping after each part.

Students complete the fact boxes with the corresponding names.

Play the track as many times as necessary.

Track 44

Vanessa-Mae is a famous violinist. She was born in Singapore. Vanessa-Mae had her first violin class when she was 5 years old. When she was 9 years old, she played for the first time on stage. When she was 10, she played with the Philharmonic Orchestra in London. When she was 12 years old, she made her first professional recording. Vanessa-Mae plays many different types of music on her violin, such as pop music!

Emma Watson is a famous actress. She was born in Oxford, England. She was a star in the Harry Potter films. When Emma was 7 years old, she won her first award, in a poetry contest. She made her first film when she was 11 years old. Emma's favourite sports are hockey and tennis. She has also got two cats.

Billy Elliot is a famous ballet dancer. He was born in the North of England. He started dancing at 11 years old. His first teacher was Mrs Wilkinson. He went to the Royal Ballet School in London.

Optional activity

Child stars memory game

Students to study the information in the three fact boxes. They close their books. Divide the class into two groups.

Ask team 1 a question based on the information in the fact file: *Who was Billy Elliot's first teacher? How old was Emma when she won her first award?*

If team 1 cannot provide the correct answer, let team 2 try to answer the question. Continue asking the teams questions alternately. Award a point for each question correctly answered.

Developing writing

② Complete the biography.

Students look through the text and underline any words they don't understand. Explain any unfamiliar words.

Students complete the text with the words in the box.

Volunteers read the complete sentences out loud.

The Printer's Project

Point to the list of child stars from the *Warm-up*.

Ask: *Who is your favourite star?* Students can choose from the list on the board or suggest different stars.

Read the instructions for *The Printer's Project* out loud.

Students look through magazines and materials about their favourite star and complete the task.

Collect the finished work and display it in the classroom.

Wrap-up

And the nominees are...

Write two headings on the board: *Film stars/Music stars*.

Students nominate candidates for each category. Make a list on the board.

Students vote for their favourite star in each category.

Answer Key

① musician; actress; dancer; Billy Elliot; Emma Watson; Vanessa-Mae

② actress; won; sports; brother; two

◆ Activity Book

Page 71, activities 1 and 2.



Functional language: *What are you going to be when you grow up?*

Vocabulary: *Move, forward, back, job, theatre, hospital, shopping centre; professions.*

Materials: Dice, basket, strips of paper, coloured tissue paper, biscuits.

Warm-up

Game: Professions ABC

Write the first letter of the alphabet on the board. Ask students to think of professions starting with the letter A. Continue with the rest of the alphabet. Students will not know words for every letter but should be able to find professions for most of them.

Vocabulary review

① Play *The job game*.

Divide the class into pairs and give a dice to each pair. Students play *The job game*. Go around the class monitoring the activity.

Craft activity

② Make fortune biscuits.

Write *fortune biscuits* on the board. Ask the class if they have ever eaten fortune biscuits in a Chinese restaurant. Explain that fortune biscuits contain a prediction about the future. Say: *Let's make fortune biscuits*. Students look at activity 2. Read the list of materials out loud. Then distribute the materials to the students. Read the first line of the instructions out loud. Students write a profession of their choice on the strip of paper. Read the rest of the instructions out loud. Once students have wrapped their fortune biscuits, they put them in a basket.

- Ask your classmates.

Read the question in the model dialogue out loud. Say to a student: *You are a student now. But what are you going to be when you grow up?* Clarify the meaning of *grow up* with mime. Explain that they will find the answer to the question in the fortune biscuit. Pass the basket around the class. Each student takes out a fortune biscuit. Ask one student as he/she unwraps the fortune biscuit and looks at the profession written on the strip of paper: T: *What are you going to be when you grow up?* S1: *I'm going to be (a doctor).* Now S1 asks S2 the same question. Continue the chain around the class.

Optional activity

Make a new board game.

Think of another lexical group: *places in a town, places in a school, action verbs, food*.

Write the lexical group on the board.

Divide the class into pairs and ask them to make their own board game, substituting the text about jobs with text about the chosen lexical group: *Name three foods that start with the letter "m"*.

Students should cut out small pieces of paper and place them over the text about the jobs.

Once students have made their board game, they swap with another pair and play again.

Wrap-up

Make a job mind map.

Students choose their favourite job. Students make a mind map. In the middle of the mind map, they write: *My favourite job is...* Then they write all the words they know related to that job.



Display students' work around the classroom.

Activity Book

Page 72, activities 1 and 2.

Key

- ① 1. going, singer; 2. going, vet; 3. going to be a police officer; 4. going to be a teacher; 5. going to be a doctor; 6. going to be a dancer
② going, be

Student's Book Page 73



Grammar: Future with *going to* (for plans): *Who's going to tidy the classroom on Monday?*

Vocabulary: *Tidy, take out, clean, sweep, wash, pick up, feed, water, classroom, rubbish, blackboard, floor, window; chores.*

Materials: *Cutout 2. Optional: A monthly calendar.*

Warm-up

Who's going to...?

Deliberately drop a book on the floor.

Say: *Oh, dear! Now ... who's going to pick up my book?*

Ask a student to pick up the book.

Repeat with other objects.

Free practice

① Plan the classroom chores for next week.

Write: *Classroom chores* on the board.

Explain that *chores* are the small jobs that need to be done every day to keep things neat and tidy.

Students cut out the *Classroom chore chart* in Cutout 2.

Read the list of chores out loud and clarify any unknown words.

Divide the class into groups of five.

Explain that there are five chores and five students in each group.

Students should divide up the chores so that each member of the group does a different chore every day.

Direct the activity by going around the groups and asking: *Who's going to (take out the rubbish) on (Friday)?*

Students ask each other questions and complete the *Classroom chore chart*.

Ask each group about their chores.

- Write about your classroom chores.

Students complete the text with the chores they have been assigned for each day.

Individual students read their sentences out loud.

Optional activity

A classroom chores timetable

Students remain in the same groups they were in for activity 1.

Assign a name to each group.

Display the monthly calendar on the board.

Label each week in the month: *week 1, week 2*, etc.

Ask: *Which group is going to do the classroom chores for (week 1)?*

Students choose a group.

Ask a student to come to the board and write the names of the people responsible for keeping the classroom tidy in week 1.

Continue with the rest of the month. If the class is large, you may need to use two months so that all the groups are assigned a week.

Once all the assignments have been made, ask students questions. Point to one of the weeks and ask: *Who's going to (tidy the classroom) on Monday?* Students respond.

Developing reading

② Match the jokes with the pictures.

Ask students to describe the pictures.

Point to a picture and ask: *What can you see here?*

Students silently read the jokes and match them with the pictures.

Point to the first picture and ask: *What's the joke for this picture?*

Ask a student to read the corresponding joke out loud. Continue with the other jokes.

Wrap-up

My chores at home

Ask students to think of a chore to do at home for every day of the week.

Students make a list of their chores.

Ask individual students to read their lists out loud: *On Monday, I'm going to ...*

◆ Activity Book

Page 73, activities 1 and 2.

Key

① Top to bottom: C, H, H, C, B, B, B H, H

Student's Book Page 74

Grammar: Future with *going to*. Review of past simple and present continuous.

Vocabulary: *Last (year), right now, at the moment, tomorrow, next (month), now, yesterday.*

Materials: Cutout 3.

Warm-up

A time line

Draw a horizontal line on the board.

Say: *This is a timeline.* Make a mark in the middle. Say: *This is today.* Ask: *What day is it today?*

Ask questions to contrast time expressions: *What day is it tomorrow? What day was it yesterday?*

Repeat using months and years: *What month is it now? What month is it next month? What month was it last month?*

Grammar review

① Read the sentences and underline the time expressions.

Ask a student to read the first sentence out loud.

Point to the time expression and read it out loud.

Ask another student to read the second sentence out loud. Say: *Underline the time expression.*

Ask a student to read the time expression out loud. Continue with the rest of the sentences.

- Classify the sentences.

Read the key out loud.

Students classify the sentences using the key.

Ask students about their classification: *Sentence 1 is the past. And sentence 2? Why?*

Optional activity

Game: **Verb tense jump!**

Divide the class into three teams.

Assign a tense to each team: *present continuous, past simple, future with going to.*

Say a sentence using one of the tenses: *I read a book last night.*

The group with the corresponding tense jumps up and says the tense of the sentence: *Past simple!*

Continue in the same manner with different sentences. Award a point for each correct answer.

- Circle the correct options.

Read the first question out loud.

Students circle the correct answer.

Choose a student to answer the first question.

Continue with the rest of the questions.

Controlled practice

② Make and play a language game.

Students cut out and separate the cards in Cutout 3. Divide the class into pairs.

Read the instructions to the class.

Pairs take turns making sentences. They write their sentences in their notebooks.

Students read their sentences out loud.

Wrap-up

Chain sentences

Students stand in a circle.

Write some time expressions on the board: *at the moment, last week, next month*, etc.

Choose one of the time expressions and say it out loud: *last week.*

The next student in line repeats the first word(s) and adds the next word(s) to the sentence:

S1: *Last week my friend David...*

Another student continues the sentence and so on.

When the sentence ends, start a new sentence.

Answer Key

① Underline: 2. right now, PC; 3. At the moment, PC; 4. last month, PA; 5. Tomorrow, FU; 6. Next month, FU; 7. Now, PC; 8. Yesterday, PA; 9. next week, FU

Circle: 1. No, he isn't; 2. No, he didn't; 3. Yes, he did; 4. Yes, he is; Yes, he did

Activity Book

Page 74, activities 1 and 2.

Key

① 're going to win, next month, FU; 're doing, now, PC; went, last weekend, PA; Tomorrow, 're going to make, FU; Last month, visited, PA

② *Past:* We saw a film at the cinema./She went to the beach./I bought a new T-shirt./They walked to school./He ate at a French restaurant. *Present continuous:* I'm studying English./She's walking up a mountain./He's practising the violin. We're writing a letter./They're playing cards. *Future:* We're going to feed the cat./He's going to make a kite./I'm going to see my granny./They're going to win the cup./She's going to travel to Japan.

Student's Book Page 75

Grammar: Review of future with *going to*.

Functional language: *What time is it?*

Vocabulary: Key vocabulary from the unit.

Warm-up

What time is it?

Hold out your arms and say: *I'm a clock. These are the hands of the clock.*

Hold both arms straight up and ask: *What time is it?*

Supply the answer if necessary: *It's twelve o'clock.*

Show different times with your arms.

Slowly make the movements more precise. Students respond: *It's quarter past three.*

Divide the class into pairs.

Students make the time with their arms and ask: *What time is it?*

Review

The Printer's Quiz

▶ LOOK AND COMPLETE THE SENTENCES.

Point to the first picture and ask: *What's he going to do?*
Continue with the other pictures. Students complete each sentence.

▶ ASK A CLASSMATE.

Divide the class into pairs. Students ask each other about the times on the clocks in the pictures.

▶ LOOK AND WRITE ABOUT RITA'S ACTIVITIES FOR NEXT WEEK.

Students complete the sentences.

Volunteers read the sentences out loud.

Optional activity

Multiple intelligence: Kinesthetic intelligence

Poster 6

Display the poster. Attach the *Object* poster cutouts next to each character on the poster.

Attach the *Word* poster cutouts to the board.

Using a *Word* poster cutout, start a sentence about the poster, for example: *Sally*.

Ask a student to do the next *Word* poster cutout.

Continue until the sentence is complete: *Sally is going to dance.*

Below the first sentence, place a different main verb: *play the guitar.*

Invite students to come to the board and adapt the first sentence to incorporate the new main verb: *Sally isn't going to play the guitar.*

Place a different word below the second sentence:

aren't. Students adapt it again.

Continue varying the sentence.

Use question forms as well.

Wrap-up

Write the following skeleton text on the board.

In unit _____ I learned about _____.

I know how to describe plans:

Tomorrow _____.

I know how to tell the time:

It's _____.

I liked / didn't like this unit because:

_____.

Students copy and complete the text.

Answer Key

Complete: 1. to; 2. to eat; 3. going to drink; 4. going to buy a; 5. She's going to, a book; 6. He's going to, the shop

Write: going to see the dentist; Tuesday, going to write a letter; Thursday, is going to practise the flute; Saturday, she is going to go to the dance class; Saturday, she is going to visit her granny

Activity Book

Page 75, activities 1 and 2.

Key

① Music, Science, Geography, English, Art, Dance, Maths, History

② *Positive:* 're; 's; 's; 's; 're; 're; *Negative:* I'm; You; isn't; isn't going; isn't, to; aren't, to; They, going to; *Question:* to; Are, going; Is, going; she, to; going; Are, to; Are, going; *Short answers:* am; you, you; he, No; is, isn't; it, isn't; Yes, we; they

Grammar module: Future with going to

We use *going to* to talk about plans and predictions with evidence.

Positive

*I am going to sleep.
You are going to sleep.
He is going to sleep.
She is going to sleep.
It is going to sleep.
We are going to sleep.
You are going to sleep.
They are going to sleep.*

Negative

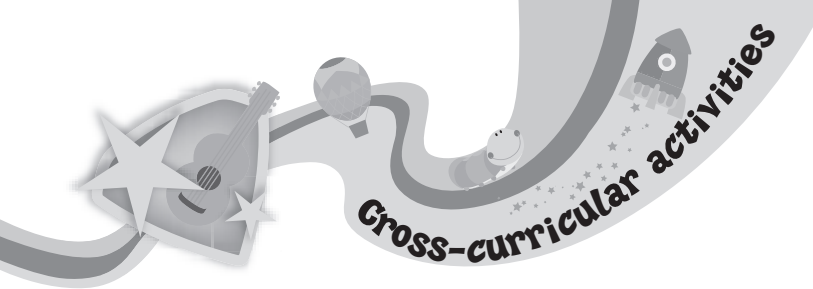
*I'm not going to sleep.
You aren't going to sleep.
He isn't going to sleep.
She isn't going to sleep.
It isn't going to sleep.
We aren't going to sleep.
You aren't going to sleep.
They aren't going to sleep.*

Question form

*Am I going to sleep?
Are you going to sleep?
Is he going to sleep?
Is she going to sleep?
Is it going to sleep?
Are we going to sleep?
Are you going to sleep?
Are they going to sleep?*

Short answers

*Yes, I am./No, I'm not.
Yes, you are./No, you're not.
Yes, he is./No, he isn't.
Yes, she is./No, she isn't.
Yes, it is./No, it isn't.
Yes, we are./No, we aren't.
Yes, you are./No, you aren't.
Yes, they are./No, they aren't.*



Language arts: Monthly timetable

Materials: Coloured card (1 letter-sized piece per student), paper (3 letter-sized pieces per student), stapler.

Directions:

Students put the three pieces of paper on top of the piece of card and fold the papers in half. Staple along the line of the fold to make a book.

Students decorate the cover of their monthly timetable. Draw the following model for the pages on the board:

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

Student copy the model into their timetables, repeating five times to ensure they include all the days of the month.

Students write in the dates and their plans for the month. Encourage them to illustrate each entry.



Music: Name that tune!

Materials: CD with different type of music, CD player, two bells.

Directions:

Ask students to bring CDs of their favourite groups 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 student from each team to come to the desk.

Play a song from a CD.

The first student to ring the bell says the name of the song and/or singer/group.

The first student to name it correctly wins a point for his/her group.

Project: Class talent contest

Materials: A cassette or CD player, pieces of material, hats and other objects that could be used for costumes, award certificates.

Directions:

Explain to the class that they are going to have a talent contest. They are going to perform a song in English.

Marks will be given for singing, dancing and costumes.

Students get into groups of three or four. Tell the groups to choose a name for themselves.

Each group chooses a song in English.

They can choose a song from *Print* or they can choose a pop song. If students choose a pop song, help them find the lyrics for the song on the Internet.

Students should memorise the lyrics of their song and work out a dance routine to perform as they sing. Shyer students can join in with percussion if they don't want to dance.

Set a date for the talent contest.

Encourage students to dress up for the performance.

On the day of the performance, give a score sheet to each student. Copy the outline below onto each score sheet.

Group name	Song	Dance	Costume
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Students award marks from 1 to 10 for each category.

At the end of the contest, collect the score sheets and add up the points. Award certificates for each different category.



Vocabulary	Grammar
<p>Places: aquarium, bus stop, church, cinema, fire station, flat, flower shop, gym, hospital, pet shop, petrol station, police station, postbox, restaurant, shopping centre, street, supermarket, swimming pool, toy shop, traffic light, underground, zebra crossing</p> <p>Physical descriptions: bald, beard, curly, double chin, eyebrows, fat, long, moustache, old, short, straight, tall, thin, wavy, young</p> <p>Crime words: address, alibi, arrest, clue, crime, date, detective, footprint, gold necklace, jewelry, location, police, robber, robbery, statement, steal, suspect, time, vandal, victim</p> <p>Prepositions: around, behind, between, in front of, next to, on, opposite, on the corner of</p> <p>Verbs: arrive, begin, carry, check, cross, follow, give, help, leave, make, paint, skate, stand, stop, sweep, swim, take, turn, wait for, watch</p> <p>Other words: American, bath, Belgian, cards, comics, English, famous, fiction, floor, glasses, graffiti, guitar, hall, headteacher, left, letter, mobile, phone, pipe, popular, right, wall</p>	<p>Prepositions: <i>It's opposite the petrol station.</i></p> <p>Past continuous: <i>They were listening.</i> <i>She was talking to a boy.</i> <i>Was the headteacher shouting at the students?</i> <i>Yes, he was./No, he wasn't.</i> <i>Were you walking the dog at four o'clock?</i> <i>Yes, I was./No, I wasn't.</i> <i>At quarter past five, I was eating chips.</i> <i>What were you doing at four o'clock?</i></p>
<p>Functional Grammar: Giving directions; Telling the time; Physical descriptions</p>	<p>Multiple Intelligence: Visual/spatial intelligence (page 103)</p>

Teaching tip

Stimulating memory

Memory plays an extremely important role in language learning. Some students will inevitably have better memory skills than others, but you can help stimulate your students' memories. Try the following activities:

- **Remembering sequences:** Give students lists of things to remember, like times, places, adjectives, etc. Students should try to memorise and reproduce the lists in order. For example: *These are the shops on Church Street: toy shop, shoe shop, bookshop, pet shop, flower shop and the supermarket.* Recite the list several times. Students listen and then reproduce the list orally or in written form.
- **Remembering details in a picture:** Choose a picture from the unit which has got a reasonable amount of detail. Students look carefully at the picture for a minute and close their books.

Ask questions about the details in the picture.

For example, for the first picture on page 78, ask: *What colour is the headteacher's hair? Is there a girl with blonde hair in the picture? How many children in the picture have got red hair? Are the girls wearing trousers or skirts? Are the children wearing school uniforms?*

- **Organising information:** Organising and ordering information improves memory. Imagine, for example, how difficult it would be to remember a random list of 46 letters. On the other hand, it would not be difficult to memorise the first sentence in this paragraph (consisting of 46 letters). Help students connect and organise the information they learn in class. By organising and adding meaning to material prior to learning it, students will learn it better and recall it more easily. For example, organising material on paper, such as making an outline or mind map, can facilitate this process.



Grammar: Prepositions: *behind, between, opposite, in front of, on the corner of, on, next to*: *It's opposite the petrol station.*

Vocabulary: *Swimming pool, aquarium, chemist, library, shoe shop, pet shop, toy shop, supermarket, hospital, gym, restaurant, street, postbox, fire station, traffic light, bus stop, petrol station, police station, bus station, train station, church, zebra crossing, underground.*

Materials: Cutout 1, Slips of paper (1 per student).

Preparation: *Shop slips:* On seven separate slips of paper, write: *pet shop, toy shop, bookshop, chemist, flower shop, shoe shop, supermarket.* On other slips of paper write things you buy at the shops: *plants, flowers, soil, medicine, ointment, thermometer, cat, hamster, dog food, book, comic, notebook, dictionary, doll, ball, computer game, shoes, sandals, boots, eggs, bread,* etc.

Warm-up

Let's go shopping!

Distribute the *Shop slips* (see Preparation). The seven students holding the *Shop Slips* read the names of the shops out loud and stand around the edges of the classroom. The rest of the students look at the item on their slip and decide which shop to go to. Students ask the shop keepers: *Have you got a (plant)?* The shop keepers answer according to whether or not that item is sold in their shop.

Vocabulary presentation

Poster 7

Display Poster 7. Attach the cutouts to the poster so they are *opposite, in front of, next to* and *behind* each other. Name the places on the poster. Students repeat. Write on the board: *on, between, behind, in front of, on the corner of, opposite, next to.* Make sentences using the prepositions: *The underground is in front of the bookshop. The park is opposite the train station.* Students repeat. Ask questions: *What is next to the museum?* Distribute the *Word* poster cutouts. Students make a sentence about the poster: *The library is between the school and the toy shop.* Then they place the preposition in the correct place on the poster.

Controlled practice

1 Listen and number the places. 45

Ask questions about the position of the places: *Where is the pet shop?* Play Track 45. Students number the places.

Track 45

This is a map of my town. Can you find the following places?

1. Find the swimming pool. It's on Gold Road. It's behind Lincoln School. It's opposite Dolly's Supermarket.
2. Find the park. It's on Corn Road. It's between Pine Street and Garden Street.
3. Find the shoe shop. It's on Maple Road. It's between Pine Street and Garden Street. It's in front of the pet shop.
4. Find the aquarium. It's on Maple Road between Garden Street and Lake Street.
5. Find the bus station. It's on Maple Road opposite the petrol station.

- Read and write *T* (True) or *F* (False).

Students read the sentences and write *T* or *F*. They check their answers in pairs.

Free practice

- Play *The map game*.

Students cut out the pictures in Cutout 1. Name the pictures. Students hold up the corresponding cutouts. Divide the class into pairs.

Student A places his/her cutouts on the map wherever he/she likes. Student B asks questions to locate the cutouts.

Students glue the cutouts into place where they like to make their own maps.

Optional activity

♥ Moral and civic education

Teach students the following rhyme:

*Crossing roads day or night,
Always look left and right.
Use the zebra crossing, cross with care.
Do the cars know you're there?
Always walk, never run.
Crossing roads isn't fun.
Follow the rules and learn this rhyme.
Cross in safety all the time!*

Divide the class into groups. Students practise the rhyme, including mime if they want. Students perform the rhyme for the class.

Wrap-up

Poster 7: Play *Where am I?*

Display Poster 7 with the *Object* poster cutouts attached. Choose a place. Students ask you questions to find out where you are: *Are you in front of the church?* Only answer: *Yes, I am.* Or *No, I'm not.*

Answer Key

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

Activity Book

Page 76, activities 1 and 2.

Key

1. postbox; 2. fire station; 3. bus stop; 4. police station; 5. underground; 6. church; 7. zebra crossing
2. 1. gym; 2. shoe shop; 3. school; 4. pet shop; 6. shopping centre; 7. toy shop; 8. book shop; 9. library; postbox; bus stop

Student's Book Page 77

Functional language: Giving directions: *Turn left/right on Maple Road. Go down Lake Street. Cross Green Road. How do I get to (your flat)?*

Vocabulary: *Aquarium, flower shop, restaurant, flat, street, right, left, walk, turn, go, in front of, opposite, on the corner of.*

Materials: Paper, masking tape.

Warm-up

Where am I going?

Poster 7

Display Poster 7 with the *Object* poster cutouts attached. Label the roads.

Establish a starting point, for example: *the park*. Choose a place on the map and write it on a piece of paper. Don't show the paper to the students.

Run your finger along a route. As you go along, students try to guess where you are going: *Are you going to the (toy shop)?*

The student who guesses correctly comes to the board and takes a turn.

Language presentation

Poster 7

Display Poster 7 with the cutouts attached.

Write on the board: *turn left, turn right, go down, cross the street*. Explain that we use these expressions to give directions.

Establish a starting point, for example: *the underground* and a destination: *the school* on the map. Talk students through the route as you move your finger across the map.

Give volunteers directions and ask them to trace the route with their fingers.

Controlled practice

① Read and draw the routes on the map.

Read the first text out loud.

Students trace the route with their fingers.

Students read the texts in silence and complete the routes using the corresponding coloured pencil.

② Complete the dialogue.

Students silently read the dialogue.

Tell students to look at the map. Ask: *Where is the pet shop? What street are the church and the flower shop on?*

Students read the dialogue again and, referring to the map, complete it.

Free practice

- Choose a flat and give directions.

Students look at the map and count the number of flats (three).

They each choose a flat without telling anyone which one it is.

Say: *I'm standing at (the pet shop). How do I get to your flat?* Students draw a route in pencil from the pet shop to their flat.

Ask a volunteer to describe the route.

Then ask students who have chosen a different flat to describe their route.

Divide the class into pairs.

S1 chooses a flat.

S2 establishes a starting point and asks for directions: *I'm at the (library). How do I get to your flat?*

S1 gives directions.

Optional activity

Multiple intelligence:

Visual/spatial intelligence

Some students find directions and maps extremely difficult. This may be because they have difficulty with left and right and/or they have difficulty with spatial awareness. Do different activities in class to help students develop an understanding of maps and directions. These activities should involve a mixture of positional references (*Where is A with respect to B?*) and directions (*How do I get from A to B?*): *Where is the pet shop in relation to the shoe shop? The pet shop is opposite the shoe shop. Where is the pet shop in relation to the gym and the restaurant? How do I get from the pet shop to the petrol station?*

Wrap-up

Design a town.

Place students' tables so they are perpendicular, making streets. Decide on names for the streets. Make labels and put them on the floor.

Each student chooses a place (shop, church, etc.) and makes a label for his/her table.

Divide the class into groups. Give groups directions: *Stand at the (church). Walk to the (hospital).*

Answer Key

① *Blue*: the swimming pool; *Red*: the shopping centre

② Maple, the aquarium, Lake, Gold, Church

◆ Activity Book

Page 77, activity 1.

Key

① Children's Museum, Tourist Information Centre

Student's Book Page 78

Grammar: Past continuous: *They were listening. She was talking to a boy.*

Vocabulary: *Hall, headteacher, gym, graffiti, wall, vandal, paint, sweet, list, suspect, cinema, queue, jacket, can, listen, paint, talk, check, arrive, give, make, follow, watch, stop, cross, stand, carry.*

Warm-up

Carmen and Tony

Draw the faces of a girl and a boy on the board. Introduce them as Carmen and Tony.

Explain to the students that they are going to read a story about these two characters.

Ask students to imagine what Carmen and Tony were doing last weekend.

Each student chooses a character and draws a simple picture of what he/she was doing.

Students come up and display their pictures.

Comment on students' pictures. Supply the past continuous tense: *What's this? Oh, I see, Carmen was watching TV.*

Attach the pictures to the board and write the sentences underneath.

Finally, say: *This is what Tony and Carmen were doing last weekend. Now let's see what they were doing a few weeks ago.*

Developing reading

Story: *Super school detectives, part 1* 46

Students look at the first picture on page 78. Explain that this is a story about a school and some problems they had with graffiti. Ask students to explain what graffiti is.

Point to the man and explain that he is the headteacher of the school.

Play Track 46. Students follow along in their books.

Track 46

Super school detectives, part 1

(See Student's Book page 78.)

Play Track 46 again, pausing the CD after each section. Ask questions:

Section 1: *Where were the students listening to the headteacher? Was the headteacher angry? What did someone do in the gym last night? Did anybody answer the headteacher?*

Section 2: *What was Carmen's idea for finding the vandals? What was Tony's idea for checking everyone's hands? How many suspects were there on the list? What did Carmen and Tony do every day after school?*

Section 3: *What were Tony and Carmen doing on Friday afternoon? Where did Pam stop? What did Tony and Carmen do? Who was Pam talking to? What did Peter have under his jacket?*

Ask students questions about the second picture: *How many people were standing outside the cinema? Where were Tony and Carmen standing? What were they doing?*

Tell students to circle Peter in the picture.

Optional activity

Reading out loud

Choose four students to read the story out loud in different voices: the narrator, Carmen, Tony and the headteacher. Remind the narrator that he/she will have to read the verbs of speech, for example: *asked Tony.* Help students with any difficult words.

① Read and circle *T* (True) or *F* (False).

Students read the sentences and circle *T* or *F*. Volunteers read the sentences out loud and say whether they are true or false.

Connecting to students' experiences

In the story, students read about two children who were painting graffiti on the walls of the school.

Ask students to say why this is wrong. Explain that there is a big difference between painting a mural and painting graffiti. When we paint a mural we all participate in a common activity that is authorised.

Wrap-up

What's going to happen next?

Students close their books.

Ask them what they think is going to happen next.

Write some suggestions on the board:

Carmen and Tony are going to catch the vandals.

The vandals are going to paint graffiti in the cinema.

The headteacher is going to catch the vandals.

Nobody is going to catch the vandals.

Each student chooses the outcome they prefer and copies it into his/her notebook.

Answer Key

① 1. T; 2. F; 3. T; 4. F; 5. F

Activity Book

Page 78, activities 1 and 2.

Key

① 1. The students were listening to the headteacher. 2. Carmen and Tony were talking about the graffiti. 3. Carmen and Tony were following Pam. 4. Pam was standing in a queue. 5. Pam was talking to Peter. 6. Peter was carrying a can of red paint.

② were, were, were, was, was, was, was, was

Student's Book Page 79

Grammar: Past continuous: *He was shouting. Was the headteacher shouting at the students? Yes, he was./No, he wasn't.*

Vocabulary: *Headteacher, graffiti, wall, detective, adventure, noise, office, vandal, T-shirt, excellent, angry, cool, super, shout, catch, hide, cheer, smile.*

Warm-up

Story summary 46

Write the following key words on the board:

students-hall-headteacher

last night-somebody-gym

paint-graffiti-wall-he said

Carmen-Tony-talking

idea-find-vandals-check-hands-paint

200 students-how?

Carmen-Tony-sweets-students-check-hands

list-nine-suspects

follow-suspects

Friday-Carmen-Tony-follow-Pam-downtown

Pam-cinema-in queue-talk-boy

Peter-suspect-jacket-paint

Ask volunteers to summarise the first part of the story orally using the key words on the board. Let each student summarise a short section and then ask a different student to continue.

Play Track 46. Students follow the first part of the story on page 78.

Developing reading

Story: *Super school detectives*, part 2 47

Students look at the first picture on page 79. Point to Pam and Peter. Ask: *What were they doing?* Point to Carmen, Tony and the headteacher and ask: *What were they doing?*

Play Track 47. Students listen and follow along in their books.

Track 47

Super school detectives, part 2

(See Student's Book page 79.)

Play Track 47 again, pause the CD at the end of the first section (after *"Stop!" shouted the headteacher.*)

Ask students the following questions: *Was the headteacher angry? Why? Did Carmen and Tony tell the headteacher about their adventures? What did the headteacher say? Where did they hide? What did they hear? Did they catch Pam and Peter?*

Play the last part of Track 47. Ask the following questions: *What were the students talking about? What did the headteacher say? What was Carmen doing? What was Tony doing? What did the headteacher give Carmen and Tony?*

Optional activity

Critical thinking: Super cool detective

Divide the class into pairs. Explain that there is a deliberate mistake in the story.

Give students clues to find the mistake. Don't give them the clues all at once. Only give additional clues if they need them:

Which day did Carmen and Tony follow Pam?

What happened the next day?

Which day was the next day?

Have you got school on that day?

The mistake is that the next day was Saturday and usually there isn't any school on Saturdays.

Controlled practice

1 Read and match the questions with the answers.

Read the first question out loud. Tell students to answer the question without looking at the answers on the right-hand side of the page.

Continue with the rest of the questions.

Students read the questions again and match them with the answers.

Wrap-up

Write a story review.

Write the following on the board:

Story review:

Title:

Main characters:

Plot:

What is going to happen next:

Explain that a plot means what happened to the main characters in the story.

Tell students they have got to imagine what happens after the end of the story in their books.

Give them options: *Carmen and Tony are going to form a detective club.*

Pam and Peter are going to wash all the walls.

Students complete their story reviews.

Collect the reviews and keep them in a file as a class record.

Answer Key

1. Yes, he was. 2. No, they weren't. 3. No, they weren't. 4. No, she wasn't. 5. Yes, they were.

Activity Book

Page 79, activities 1 and 2.

Key

1. weren't hiding, were hiding; 3. They weren't talking about the football game. They were talking about the graffiti. 4. Carmen wasn't jumping up and down. Tony was jumping up and down.

2. 8, 4, 5, 6, 2, 3, 7

Student's Book Page 80

Grammar: Past continuous: *At quarter past five, I was eating some chips. What were you doing at four o'clock?*

Functional language: Telling the time: *It's four o'clock. It's half past six.*

Vocabulary: *Crime, date, time, suspect, address, statement, experiment, queue, disappear, finish, travel, eat, leave, go, stand, arrive, begin, watch, wait for.*

Warm-up

Time dictation

Students draw ten digital clocks in their notebooks. Call out ten times. Students fill in the clocks. Use a mixture of *o'clock*, *quarter past*, *half past* and *quarter to*. Students say the times to check the activity.

Developing reading

① Read and write the times.

Write on the board: *crime, suspect, statement*. Tell students that when there is a crime, the police interview all the suspects. The suspects give a statement. The statement says what they were doing at the time of the crime.

Read the first part of the statement as far as the address. Ask the following questions: *What was the crime? What day did it happen? What time did it happen? Who is the suspect? Where does she live?*

Read the main body of the statement. Ask: *What is the first and last time mentioned? How many other times are mentioned?*

Students underline the times in the text.

Ask a few questions about Caroline's activities on the afternoon of the crime: *What was she doing at four o'clock? What was she doing at half past four? What was she doing at the time of the crime? Do you think Caroline stole the TV?*

Ask about the pictures at the bottom of the page:

T: *What was Caroline doing?*

Ss: *She was eating some chips.*

T: *What time was she eating the chips?*

Ss: *At quarter past five.*

Students write the times on the digital clocks.

Free practice

- Role-play: *Suspect*.

Students try to memorise the times and activities in the pictures.

Ask a student to come to the front of the class and demonstrate the role-play. Explain that you are the policeman and he/she is Caroline Hart.

Ask questions: *What were you doing at four o'clock?* When the student makes more than two mistakes, change roles.

Divide the class into pairs. Students take turns taking the roles of the policeman and the suspect. Each time they change roles they should try to answer more questions correctly.

Critical thinking: Maths with clocks

Dictate the following critical thinking problems. Students draw digital clocks with the corresponding times:

fifteen minutes before three o'clock

thirty minutes after quarter past six

forty-five minutes before half past seven

thirty minutes before eleven o'clock

fifteen minutes after half past eight

forty-five minutes after quarter past twelve

Wrap-up

Sentence chain

Ask a student at random: *What were you doing at half past seven yesterday evening?*

The student answers and continues the chain by asking another student about a different time.

Anyone who asks or answers incorrectly or repeats an action is *out* and the chain starts again. The last five students left in are the winners.

Answer Key

① From left to right: 5:15, 4:00, 4:45, 7:30, 8:45, 6:30

Activity Book

Page 80, activities 1 and 2.

Key

① From left to right: 3:30, 6:45, 8:45, 11:30

② was buying, was standing, was watching, was putting, was walking

Student's Book Page 81

Grammar: Past continuous: *Were you walking the dog at four o'clock? Yes, I was./No, I wasn't.*

Functional language: Telling the time: *half past four, quarter past five, quarter to seven, eight o'clock.*

Vocabulary: *Walk, watch, listen, play, ride, do, talk, help, take, wash, eat, read, write, sing, make, skate, swim, sweep, dance, letter, comic, bath, floor, mobile, card, phone, guitar.*

Materials: Slips of paper (1 per student).

Preparation: *Paper slips:* Write all the actions from activity 1 on slips of paper: *washing the dog*, etc. Add more actions if necessary so there is one action per student.

Warm-up

Play: *What was I doing?*

Distribute the *Paper slips* (see Preparation).

Choose a student to come to the front of the class.

He/She asks: *What was I doing at five o'clock yesterday?* and mimes the action on his/her slip.

The rest of the class tries to guess: *Were you eating a banana?*

Controlled practice

① Listen and follow the route. 48

Ask a volunteer to read out the times.

Tell students they are going to hear a phone conversation between Sally and David.

Play Track 48. Students follow along in their books.

Track 48

Hi, David.

Oh hi, Sally. You didn't call me yesterday afternoon.

Oh yes, I did. Every time I called your mum said you were busy. I called you at four o'clock.

Ah, yes. At four o'clock, I was walking the dog.

And then I called again at half past four, but nobody answered the phone.

Oh, sorry! At half past four, I was watching TV.

Then I called again at quarter past five.

But I was riding my bike around the park at quarter past five.

Yes, I know, your mum told me. Then I called again at quarter to seven, but the phone was busy.

Yes, that's right. I was talking to my dad on the phone at quarter to seven.

So finally, I called at eight o'clock, and your mum said you were having a shower. So I just gave up!

Play Track 48 again. Students draw a line from activity to activity.

Check answers: *What was David doing at four o'clock?*

② Colour a route.

Tell students that they are now going to colour in the things they were doing yesterday. Explain that these options are not true but they should imagine they were doing one of the options in each line and colour it in. Students colour in their options.

Free practice

- Ask a classmate about his/her activities.

Demonstrate the activity with a student. Ask: *Maria, were you making a mobile at half past four?*

S1: *Yes, I was./No, I wasn't.*

Divide the class into pairs.

Students take turns asking each other about their imaginary activities.

Optional activity

What were you really doing?

Draw the following chart on the board:

Time	Action (me)	Action/Classmate's name
4:00		
4:30		
5:15		
6:45		
8:00		
8:45		
9:00		

Students copy and complete the chart with the actions they were performing at the times. Help them with any unknown language.

Students walk around the classroom with their charts.

They ask different classmates questions to complete the second part of the chart. They write the action and their classmate's name for each time.

Students report the information on their charts: *At quarter past five, I was doing my homework. Julian was reading a comic.*

Wrap-up

Game: *Last night at eight o'clock.*

Tell students to write down one action from the page that they were doing last night at eight o'clock (it hasn't got to be true).

Students stand up.

Ask: *Were you walking the dog last night at eight o'clock?*

All the students that have written down this action sit down.

Repeat with other questions.

The last student(s) left standing is the winner.

Activity Book

Page 81, activities 1 and 2.

Key

- ① 1. Yes, he was. 2. No, they weren't. 3. No, she wasn't. 4. Yes, they were. 5. Yes, he was. 6. No, she wasn't.



Students read the texts and match them to the pictures.

Functional language: Physical descriptions: *She's very pretty. He's got big eyebrows. He always wears a hat.*

Vocabulary: Popular, famous, English, Belgian, American, old, young, straight, wavy, curly, tall, thin, fat, bald, detective, fiction, moustache, beard, eyebrow, double chin, pipe, jumper, hat, smoke.

Materials: Large piece of paper, coloured marker pens.

Warm-up

Play *Who am I describing?*

Describe a student to the rest of the class without saying who he/she is. Focus on hair and eye colour, colour of clothes and eventually where the person is sitting: *in front of Ana, behind Enrique.* Students identify who you are describing. Repeat with different students.

Vocabulary presentation

Attach a large piece of paper to the board. Draw several heads. Use coloured marker pens to draw different features and name them as you draw: *long hair, wavy hair, red hair, big eyes, green eyes, a small nose, a small chin, a moustache*, etc. Write the phrases around the pictures. Volunteers come up, read a phrase and match it to the correct picture. *Note:* Make sure you include all the key vocabulary for the lesson. See Activity Book page 82, activity 1 as a guide.

Controlled practice

Game: *Who is it?*

Students open their books on page 82. Read the introductory text out loud. Ask students if they can think of any famous detectives. Divide the class into two teams. A student from one team says a sentence about one of the photos. The members of the other team say who it is: Team A: *She's got long red hair.* Team B: *Nancy Drew.* Give teams one point for every correct description or identification.

Reading practice

1 Read and match the pictures with the texts. Read the first text out loud. Tell students to find the words that describe the detective's hair. Then ask them to do the same for the eyes and eyebrows. Ask them to point to the detective being described.

Optional activity

Draw the following chart on the board:

Find in the text	Words
three nationality words	
three colour words for hair	
three adjectives for hair	
three colour words for eyes	
a word for no hair	
a word for hair on the top lip	
a word for beautiful	

Students copy and complete the chart. Ask various students to say their words out loud.

Controlled practice

2 Use the code to complete the police description.

Students look at the code. Draw some of the pictures on the board and ask: *What does this mean?* Students write the complete description using the code. Choose a student to read the description out loud.

- Draw the suspect.

Students draw a picture of the suspect following the description.

Wrap-up

Another coded message

Students use the same code to make up a description of one of the people in the pictures. Divide the class into pairs. Students swap descriptions with a partner who draws the person and writes the full description.

Answer Key

- 1 From top to bottom: Miss Marple; Hercule Poirot; Nancy Drew; Sherlock Holmes
- 2 tall, fat, woman with brown, curly hair, big eyebrows, green eyes, a long nose, and big ears.

Activity Book

Page 82, activities 1 and 2.

Student's Book Page 83

Functional language: Physical descriptions: *Is it a woman? Has she got blonde hair?*

Vocabulary: *Straight, curly, wavy, long, short, double chin, moustache, beard, bald, glasses, pipe, suspect.*

Materials: Slips of paper (1 per student), paper.

Preparation: *Name slips:* Write students' names on separate slips of paper.

Warm-up

Name slips

Distribute the *Name slips* (see Preparation). Make sure students do not get their own names.

On a separate piece of paper, students draw and describe the person whose name is on their slip. Then they swap descriptions with other members of the class. Students read the description out loud and say who they think it is. The student who wrote the description confirms or denies this.

Controlled practice

1 Listen and say the numbers of the suspects. 49

Students look at the suspects. Ask them to find the following and say the numbers: *Three bald men. One man with a moustache but no beard. Two men with beards and moustaches. Three women with glasses. Four women with short hair. Two men with pipes.* Play Track 49. Stop the track after each description and let students say the number corresponding to each suspect.

Track 49

This suspect is a man. He is fat. He is bald and has got big, brown eyebrows. He has got brown eyes. He has got a big, fat nose. He has got small ears. He has got a double chin. Which number is he? [suspect 4]

This suspect is a woman. She is thin. She has got short, straight blonde hair. She has got small, blue eyes and small ears. She is wearing glasses. Which number is she? [suspect 9]

This suspect is a man. He is thin. He has got short, curly black hair. He has got small, black eyebrows and brown eyes. He has got a big, long nose. He has got a big, black moustache. Which number is he? [suspect 11]

Free practice

- Play *Guess the face*.

Students tear up a piece of paper into fifteen small bits. Demonstrate the game with the class:

T: *I've got a suspect.*

S1: *Is it a man?*

T: *Yes, it is.*

Students cover up all the women.

S2: *Has he got glasses?*

T: *No, he hasn't.*

Students cover up all the men with glasses.

S3: *Has he got a moustache?*

T: *Yes, he has.*

Students cover up all the men without a moustache.

S4: *Has he got a beard?*

T: *No, he hasn't.*

S5: *Is it suspect number 11?*

T: *Yes, it is.*

Students play the game in groups.

Craft activity

The Printer's Project

Read the instructions out loud.

Divide the class into groups of five.

Each group member cuts a piece of paper into four squares. They draw two suspects from activity 1 on two of the squares and write the matching descriptions on the other two squares. Make sure they all choose different suspects.

Students place the pictures face down on one side of the table and the descriptions on another.

Students play *Concentration*. They take turns taking a picture and a description. If they match, they keep the squares. If not, they replace them in exactly the same position.

The student with the most pairs at the end of the game is the winner.

Optional activity

Play Hunt the suspect.

Collect all the drawings and descriptions from *The Printer's Project*.

Give a description to each student.

Place the drawings around the classroom.

Students read their description and walk around the room looking for the matching drawing.

Once they've got a matching drawing, they show it to you.

If it is a correct match, they sit down. If not, they look again.

Wrap-up

Is it suspect number 9?

Students use the code on page 82 to write a description of a suspect in activity 1, page 83.

Divide the class into pairs.

Students exchange coded descriptions.

They try to identify the suspect and ask their partners: *Is it suspect number (9)?*

Activity Book

Page 83, activities 1–3.

Key

① *hair:* brown, short, straight, red, long, grey, black, blonde, wavy, curly; *eyebrows:* brown, big, red, long, grey, small, black, blonde; *eyes:* brown, big, blue, small, black, green; *nose:* big, long, small; *mou*th: big, small; *chin:* big, small, double

② *long*–short, *big*–small, *small*–big, *small*–big, *big*–small, *small*–double, *a moustache*–glasses

Student's Book Page 84



Grammar: Past continuous: *Wh* questions: What was he doing? Where were they playing?

Vocabulary: *Suspect, gold necklace, jewelry, crime, clue, location, footprint, baseball bat, shopping centre, broken.*

Materials: Cutout 2, large paper bag, 6 circles of white paper, hole punch, wool or string. *Optional:* Magazine pictures of groups of people doing different things.

Preparation: *Medals:* Write *Super Cool Detective* on six paper circles. Punch a hole at the top and thread some wool or string through it.

Warm-up

Play Interpret the clues.

Ask each student to give you something which can be identified easily as theirs. Put all the objects in a paper bag. Explain that these are the clues. Explain that yesterday there was a robbery at the bank. There were six clues left at the bank. Extract six objects from the bag. Hold up an object and ask: *Do you know who this belongs to?* The owner should say nothing. Students ask each other questions to try to discover the owner: *Do you know who this belongs to? Is it your (pencil), Robert?* If students are asked directly, they must answer honestly. Once the six owners are identified, ask them to stand at the front of the class with their objects. Explain that they are the suspects. Each suspect must think of an excuse why he/she left the clue at the bank. The class votes on who they think is guilty.

Controlled practice

① Play Alibi. 50

Students keep their books closed. Students cut out Cutout 2A. Explain that the questions refer to yesterday at four o'clock. Students choose answers and circle them. Explain that yesterday there was a robbery at the jewelry shop. Play Track 50. Students listen and complete the *Police report*.

Track 50

So, you're the owner of the jewelry shop that was robbed. Yes, that's right.
What disappeared?
A gold necklace.
Where is your jewelry shop?
In the shopping centre.
At what time did the crime occur?
Four o'clock.
Did you find any clues?
Well, there were some footprints of some boots.
Anything else?
There was a piece of sandwich at the scene.
Really?

Yeah. And there was also a bit of red jumper.

Was anything broken?

Yes. A window was broken with a baseball bat. And, oh, I almost forgot. I also found some dog hair.

Hmmm... a baseball bat and some dog hair, very interesting.

Divide the class into pairs. Students cut out and look at Cutout 2B. They ask their partner questions to complete the sentences.

Work with the whole class. Help students compare the answers on Cutout 2B with the information on the *Police report* on page 84. Discuss who is the most likely suspect.

② Look at the answers and write the questions.

Explain that this picture was taken in the shopping centre an hour after the robbery at the jewelry shop yesterday. Students complete the questions.

- Are you a good witness? Close your book and describe the scene to a classmate.

In pairs, students take turns closing their books and describing the scene.

S1: *There's a white dog.*

S2: (With book open) *True!*

Optional activity

Pictures

Divide the class into groups. Give each group a magazine picture.

Give students one minute to memorise what everyone is doing in the picture. Collect the pictures.

Students write down what everyone was doing.

Hand the pictures back to the groups. Students check their lists to see who remembered best.

Wrap-up

Super cool detective medals

Students close their books. Ask students questions about the picture in activity 2 on page 84. Students write down the answers. The six students with the most correct answers win the *Super cool detective* medals (see Preparation).

Answer Key

① shopping centre; four o'clock; some boots; sandwich; red jumper; baseball bat; dog

② 1. was the old man; 2. were the girls; 3. were the children playing; 4. were the birds eating; 5. was the old lady wearing

Activity Book

Page 84, activity 1.

Key

① Dave—watching TV; Anna—sleeping; James—at the cinema; Sally—dancing; Bill—at an Italian restaurant; Emma—at a French restaurant

1. watching TV; 2. She was eating at a French restaurant.

3. No, he wasn't. 4. James was watching a film. 5. Sally was dancing. 6. No, she wasn't.

Student's Book Page 85

Reading focus: Extracting information from a text.
Punctuation: quotation marks.

Vocabulary: Police, suspect, connection, robbery, museum, window, guard, chair, painting, sandwich, film, night, crime, place, time, victim, clue, alibi, feed, draw, examine, eat, occur, climb, hit, tie, steal, find, watch, remember, shout, ask, say, explain, arrest, answer, valuable.

Warm-up

Recognising quotation marks

Students look at the story on pages 78 and 79 of their books.

Write the following sentence on the board:

"Last night someone went into the gym and painted graffiti on the walls," he said.

Draw a circle around the quotation marks. Explain that these marks show what someone actually says.

Students look through the story and underline all the sentences with quotation marks.

Underline the word *said*. Explain that we can use different words like *asked* or *shouted*, depending on the context and on how the character is speaking.

Students look through the story again and circle these three words.

Developing reading

① Read the text and complete the chart.

Students look at the chart under the text. Explain that all the information they need for filling in the chart is in the text.

Go over the headings in the chart with students.

Then they look through the text and underline the information they need to complete the chart.

Students complete the chart with the information they have underlined.

Check answers: *What kind of crime was it? Where did it happen? What time did it happen?*

- Read the dialogue and complete the tasks.

Explain that a policeman interviewed Bob Banana, one of the suspects.

Get volunteers to read the sentences out loud.

Read the instructions at the bottom of the page.

Students underline what Bob Banana said in red.

Then they underline the policeman's sentences in blue.

Finally, students write in the quotation marks.

Students swap books and correct each other's work.

Optional activity

Punctuation dictation

Dictate the following text to students:

"Are you the owner of the jewelry shop?" asked the policeman.

"Yes, I am," answered Harry.

"What disappeared?" asked the policeman.

"A gold necklace," said Harry.

"Where is your jewelry shop?" asked the policeman.

"It's in the shopping centre," explained Harry.

"Did you find any clues?" asked the policeman.

"Yes, there were some footprints and a sandwich," replied Harry.

Do not dictate any punctuation marks (full stops, commas, question marks or quotation marks).

Students write the text. Then they write in the quotation marks, question marks, commas and full stops.

Write the full text on the board with all the punctuation. Students correct their work.

Wrap-up

Writing practice

Students look at the chart in activity 1. They cover the text above it with a sheet of paper.

Students use the information in the chart to write a short text.

Volunteers read their texts out loud. Explain that these texts will not all be the same because they will all contain their own ideas and style.

Answer Key

① Horton Museum, 11:45 PM, Bob Banana and Steve Snapper, John Dasher, a banana, watching a film at home

Activity Book

Page 85, activities 1 and 2.

Key

① three, robbery, City Bank, Sal Sneak, Greg Grabb, Harry Horrid, 10:15 AM, Thursday, suspects, Hope Hollow, hat, Sal Sneak, Greg Grabb, Harry Horrid, were shopping

② 1. feeding; 2. was; 3. drawing; 4. sandwich

Student's Book Page 86



Grammar: Past continuous: *What was Tony doing at 9:30? He was playing football. Was Tony eating lunch at 3:15? No, he wasn't.*

Vocabulary: *Play, eat, sweep, watch, do.*

Materials: Cutout 3. *Optional:* Pictures of a football, a brush, a sandwich, a TV, a pencil, a notebook a bed, a bicycle, a car, a hamburger, a bed, a toothbrush.

Preparation: *Optional: Memory chart:* Attach pictures to a large piece of paper.

Warm-up

Grammar practice

Draw the following table on the board:

Started	Action	Finished
5:30	watering the plants	6:15
6:30	cooking supper	7:00
7:15	eating supper	7:30
7:45	washing the dishes	8:15

Explain that yesterday after school you were very busy.

Say: *At 5:30, I started watering the plants. I finished watering the plants at 6:15.*

Point to the starting time and the finishing time and ask students how much time there is between the two (45 minutes).

Say: *So at 5:45 I was watering the plants.*

Repeat with the remaining actions.

Controlled practice

① Look at the timeline and answer the questions.

Students look at the photos. Explain that the times in the pictures show the starting and finishing times of Tony's activities.

Read the question out loud.

Ask questions about Tony's activities: *When did Tony start playing football? When did he finish eating lunch?*

Students answer the questions in their books.

Then ask students to read the questions and their answers out loud to the rest of the class.

② Read and circle the correct options.

Students read the texts in the purple boxes. Ask: *What time was Amanda playing computer games? So did Amanda start playing computer games before or after 4:15? Did she stop playing before or after 4:15?*

Read the first question. Students look at the possible times and circle the one they think is logical.

Students complete the activity individually.

Check answers with the whole class.

Optional activity

Memory chart

Display the *Memory chart* (see Preparation) and elicit the names of the objects.

Give students one minute to look at the objects and try to memorise them.

Turn the chart over and cover one of the pictures with a piece of paper.

Display the *Memory chart* again. The first student to say what is missing is the winner.

Play several times.

③ Play Noughts and Crosses.

Students cut out the clocks, the picture cards and the board in Cutout 3. Explain that the picture cards and clocks go on the board.

Divide the class into pairs: X and O.

Read and explain the instructions. Demonstrate the game with a student.

Students place the clocks on the board as they please. Then they place the picture cards on top of the times, in any order.

Students take turns guessing when their partner was doing the activities:

S1: *Were you sleeping at 4:00?*

S2: *No! Were you brushing your teeth at 8:00?*

S1: *Yes!*

When students guess correctly, they pick up the cards and mark the square with an O or an X. The first student to get three squares in a row (vertically, horizontally or diagonally) wins the game.

Wrap-up

Last Saturday morning

Students draw three pictures of themselves doing different things last Saturday morning. Using activity 1 as a model, they write the following starting and finishing times in the pictures: 9:00, 11:00; 11:30, 1:00; 1:30, 3:00.

Divide the class into pairs. Students ask each other questions about what they were doing at certain times:

S1: *What were you doing at 9:30?*

S2: *I was eating breakfast.*

Answer Key

① 1. playing football. 2. He was sweeping his room. 3. No, he wasn't. 4. Yes, he was. 5. He was doing his homework.

② At 4:00; At 4:30; At 4:30; At 6:00

Activity Book

Page 86, activities 1–3.

Key

① Left to right: a) 7:00. c) 11:30. b) 8:15. a) 5:15.

② Yes. No. No. Yes.

③ 1. was, am; 2. was, is; 3. were, are

Student's Book Page 87

Grammar: Past continuous; telling the time; prepositions; directions.

Vocabulary: Key vocabulary from the unit.

Warm-up

Line up!

Choose six students to come up and stand in a line sideways to the rest of the class.

Ask the class the following questions: *Who is standing behind (Maria)? Who is standing in front of (John)? Who is standing between (Ana) and (Daniel)? Who is standing next to (name the first or last student in the line up)?*

Review

The Printer's Quiz

- ▶ **LOOK AT THE PICTURE AND ANSWER THE QUESTIONS.**

Describe a man. Students identify him:

T: *The man with long red hair and a moustache.*

Ss: *Number 3.*

Students answer the questions.

- ▶ **READ THE POLICE NOTES AND COMPLETE THE REPORT.**

Read the first part of the report and point out that the information comes from the chart. Students read the information in the chart and complete the report. Volunteers read their reports out loud. Write the full sentences on the board.

- ▶ **PLAY WHERE AM I?**

Read the model dialogue out loud.

Write on the board: *next to, between, opposite, behind.* Give students other examples using different prepositions:

T: *I'm standing next to the gym. Where am I?*

Ss: *At the library.*

Students practise the dialogue in pairs, replacing the places and prepositions.

Optional activity

Make a crime report.

Students look at the chart on page 85, activity 1. In groups, they copy the table and fill it in with their own ideas.

Groups swap tables and write a crime report using the information in the table.

Wrap-up

Unit review

Write the following on the board:

In unit ____ I learned about ____.

I know how to describe people. For example:

My mother: _____

My father: _____

My best friend: _____

My teacher: _____

I know how to say what I was doing at a specific time.

For example:

Yesterday at _____ I was _____.

At _____ I _____.

At _____ I _____.

I liked/didn't like this unit because _____.

Students copy and complete the text.

Answer Key

❶ Answer: 1. Number 2; 2. Number 4; 3. Number 5; 4.

Number 1. Complete: talking to a blonde woman. At quarter to twelve, he was waiting at the bus stop. At twelve o'clock, he was going to town.

Activity Book

Page 87, activities 1 and 2.

Key

❶ 1. postbox; 3. traffic lights; 4. zebra crossing; 5. bus stop; 6. police station; 7. petrol station; 8. church; 9. fire station; 10. restaurant

❷ Positive: were walking, was walking, was walking, was walking, were walking, were walking, were walking, were walking; Negative: weren't walking, wasn't walking, wasn't walking; wasn't walking, weren't walking, weren't walking, weren't walking; walking;

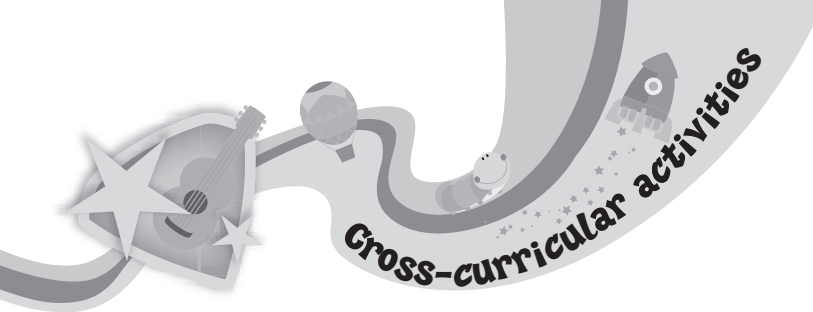
Question: Were, walking; was, walking; was, walking; was walking; were, walking; were, walking; were walking

Grammar module: Past continuous

In this unit, the past continuous is used to talk about actions that were in process at a specific time in the past. The past continuous is formed with the past form of the verb *to be* and the main verb + *-ing*:

Positive	Negative
I was hiding.	I wasn't hiding.
You were hiding.	You weren't hiding.
He was hiding.	He wasn't hiding.
She was hiding.	She wasn't hiding.
It was hiding.	It wasn't hiding.
We were hiding.	We weren't hiding.
You were hiding.	You weren't hiding.
They were hiding.	They weren't hiding.

Question form	Short answers
Was I hiding?	Yes, I was./No, I wasn't.
Were you hiding?	Yes, you were./No, you weren't.
Was he hiding?	Yes, he was./No, he wasn't.
Was she hiding?	Yes, she was./No, she wasn't.
Was it hiding?	Yes, it was./No, it wasn't.
Were we hiding?	Yes, we were./No, we weren't.
Were you hiding?	Yes, you were./No, you weren't.
Were they hiding?	Yes, they were./No, they weren't.



Art: Class mural

Materials: Large sheet of continuous paper, poster paints, large paintbrushes, pencils.

Directions:

Attach the continuous paper to one of the classroom walls. Plan a mural with students.

Divide the class into groups and ask each group to think of a theme for the mural: our town, peace and friendship, etc.

Assign each group a section of the paper to draw on.

Explain that they can also write some words if they wish. Tell them to check the words with you first.

First, groups talk about their ideas for their section of the mural.

Then they outline the figures or words in pencil.

Provide paint and paintbrushes.

Students make the mural.

Discuss why this is an acceptable activity in contrast

with graffiti: *They had permission to do it. They all worked together. They all agreed on the theme.*

Optional: Students can paint their mural on a real wall inside or outside the school.

Game: Who am I?

Materials: Index cards, masking tape.

Preparation: Make an index card for each student with the name of a famous person. Use names of film stars, sports stars, music stars or very famous characters.

Directions:

Attach the cards to each student's back with tape.

Students take turns asking their classmates questions regarding the person on their card. Questions can only

have yes/no answers: *Am I a man? Am I a football player? Am I tall? Do I live in Spain?* The first student to guess his/her character wins the game.

Game: Shoe detective

Materials: Paper.

Directions:

Students outline their shoe on a piece of paper.

Collect the papers and assign a number to each paper, writing the number down on a list with the student's name.

Redistribute the shoe outlines, being careful not to give a student his/her own outline.

Give students three minutes to work out whose shoe outline they've got. They should walk around the room trying to measure everyone's shoe, while others are trying to measure theirs!

Project: Class album.

Materials: Students' photos, paper, stapler.

Preparation: Make a cover for the book with paper.

Write *Our album* on the cover.

Directions:

Invite students to come up and display their photos. Ask the class about the photos: *Where's (Jimmy)? What's (he) doing?* Write students' responses on the board.

Give each student a piece of paper. Divide the class into pairs.

Students glue their photographs onto the paper and write a description of themselves below it.

Collect students' work. Staple the pages inside the cover.

Invite students to come up and describe their album pages: *I'm in the living room. I'm watching TV.*



Vocabulary	Grammar
<p>Inventions: aeroplane, automobile, battery, car, electric motor, electric train, flying machine, gadget, glider, hot-air balloon, lightbulb, liquid paper, microwave oven, mobile phone, paper clip, photo, sledge, stapler, tape, telephone, vending machine, Zeppelin, zip</p> <p>Materials: glass, metal, paper, plastic, rubber, wood</p> <p>Verbs: choose, clap, clean, connect, cut, design, do, draw, examine, fish, float, fly, go, have, invent, keep, land, look, make, play, point, put, ride, see, smile, talk, travel, turn on, want, wave, wear, wipe</p> <p>Adjectives: dangerous, dry, historic, warm</p> <p>Other words: air, balloon, basket, change, drink, electricity, expedition, experiment, fire, flight, invention, inventor, model, mythology, science fiction, silk, sky, smoke, stove</p>	<p>Past simple (When/What/How long ago): What did Edison invent? When did Volta invent the battery? In 1794. How long ago did Volta invent the battery? 211 years ago.</p> <p>before/after: The Zeppelin flew 100 years after the first hot-air balloon. He drew the model before he made the machine.</p> <p>Past continuous: It was eating. Was Joseph watching the birds one day? What were the men in the balloon doing?</p> <p>Past simple v past continuous: I saw a cow. It was eating.</p> <p>Sequencing adverbs (first, next, after that, then, finally): First, the brothers made a small silk balloon. Then they made a bigger balloon and basket. Finally, they made their famous hot-air balloon.</p>
<p>Functional language: What's it made of? It's made of wood. What's it for? It's for cleaning your nose. How does it work? Here's your change.</p>	<p>Multiple intelligence: Mathematical intelligence (page 124), Kinesthetic intelligence (page 125)</p>

Teaching tip

Preparing for written work

Free written work can be challenging if students are not fully prepared for the task. When writing in a foreign language, students may be so focused on using the correct language that they neglect the content. To avoid this problem, students need to take time to reflect on what they are going to write before starting the task.

Initiate a writing activity by asking students to think about the type of text they are going to produce: *an advertisement, a letter, a diary, a description, a story summary*, etc.

Bring models of the text type to class. There are many models of different text types in *Print*. Carefully analyse the structure of the model text, highlighting diverse aspects such as layout, titles, number of

paragraphs, etc.

Ask leading questions related to the written task to help students focus on content. For example, if students are going to write a story summary, ask questions such as: *Where and when does the story happen? Who are the main characters? What happens at the beginning of the story? What happens after that?*

Get students to make a note of the questions and their answers. Brainstorm vocabulary for the different paragraphs or sections of the text. Using the notes and vocabulary, students make a brief outline. Check the outline before students start writing.



Grammar: Past simple (*When/What/How long ago*):
What did Volta invent? When did Volta invent the battery? In 1794. How long ago did Volta invent the battery? 211 years ago.

Vocabulary: *Invent, electric train, telephone, lightbulb, electric motor, battery, aeroplane, zip, microwave oven, paper clip, tape, liquid paper, stapler.*

Materials: Cutout 1.

Warm-up

Inventions v discoveries

Write the following inventions and discoveries on the board: *electricity, car, wheel, fire, antibiotics, radio*. Draw two columns and write the following headings: *Inventions/Discoveries*.

Students copy the columns into their notebooks and classify the words.

Explain that *discoveries* refer to things that already existed in nature but were unknown to humans (*antibiotics, fire, electricity*) and *inventions* refer to things that didn't exist before (*car, wheel, radio*).

Vocabulary presentation

1 Listen and number. 51

Read the introductory text out loud.

Point to the people and say: *These are famous inventors*. Read the names out loud.

Point to the inventions. Students repeat the words out loud.

Ask: *What did Alessandro Volta invent?* Students make guesses. Play Track 51. Students listen and match the inventions with the inventor.

Track 51

1. Alessandro Volta invented the battery.
2. Joseph Henry invented the first electric motor.
3. Alexander Bell invented the telephone.
4. Thomas Edison invented the lightbulb.
5. William Siemens invented the first electric train.

• Play *Name the invention*.

Write the names of the inventors on the board and tell students to close their books. In pairs, students ask each other questions about the inventors following the model in the book.

Controlled practice

2 Ask a classmate and complete the chart.

Point to the empty column in the chart. Ask: *When did Alessandro Volta invent the battery?* Suggest a possible answer: *In 1790?* Write the answer on the board and underline the preposition.

Divide the class into pairs. Students cut out the information cards in Cutout 1 and each partner selects

one. Pairs ask each other questions to complete the chart:

S1: *When did (Volta invent the battery)?*

S2: *In (1794).*

Grammar presentation

• Check your answers with a classmate.

Ask: *When did Alessandro Volta invent the battery?*

Ss: *In 1794*. Write the date on the board.

Write the current year on the board above the date of the invention. Point to the year and say: *It's (2008) now*. Subtract the current year from the year of the invention (1794). Say: *He invented the battery (214) years ago*.

Read the model dialogue out loud. Students repeat after you.

Divide the class into pairs. Students continue asking about the other inventions.

Optional activity

Poster 8

Display the poster and point to the bottom half. Say: *This is a timeline*. Point to the right-hand end of the line. Say: *This is now*. Complete the year on the poster. Point to the left-hand end of the line. Say *This is 15 years ago*. Complete the year on the poster.

Hand the *Word* poster cutouts to a student.

Ask: *When did you (learn to read)?* S1: *When I was (five)*. Help the student place the cutout correctly on the timeline. Count the years and say: *You learned to read (three) years ago*. Repeat with another poster cutout. Continue with the rest of the cutouts. Students can write their own sentences on the blank cutouts (*learned to ride a bike, moved house, etc.*).

Wrap-up

Which invention is the most important?

Write the following sentences on the board:

The most important invention is...

The most interesting invention is...

The most boring invention is...

Students complete the sentences in their notebooks.

Answer Key

Ⓐ battery in 1794, electric train in 1879, electric motor in 1830, telephone in 1876, lightbulb in 1879, aeroplane in 1902

Activity Book

Page 88, activity 1.

Key

- Ⓐ 1. Nicolas Conte. 1795. 2. Gideon Sundback. 1913.
3. Bette Graham. 1950. 4. Richard Drew. 1930. 5. Percy Spencer. 1946.

Student's Book Page 89

Grammar: Past simple (*before/after*): *The Zeppelin flew 100 years after the first hot-air balloon.*

Vocabulary: *Year, flying machine, hot-air balloon, key, dream, glider, Zeppelin, aeroplane, transatlantic flight, invent, fly, draw, design, make, dive, fall, break.*

Materials: *Optional:* A large, soft ball.

Warm-up

Before or after?



Poster 8

Display the poster. Point to the timeline in the top half of the poster. Say: *This timeline shows two weeks.* Display the *Picture* poster cutouts. Say: *Here are some things that Katie and Rob did in these two weeks.* Hold up the *Picture* poster cutouts one by one and elicit the verbs: *What did Katie do?* Ss: *She talked on the phone.*

Hand two *Picture* poster cutouts to a student and ask him/her to position them on the timeline. Construct sentences using *before* and *after*: *Katie talked on the phone before Rob flew his aeroplane. Rob flew his aeroplane after Katie talked on the phone.*

Students repeat the sentences.

Repeat with different *Picture* poster cutouts. Volunteers construct the sentences with *before* and *after*.

Controlled practice

1 Read and underline *before* and *after*.

Read the title of the activity. Point to the pictures on the right-hand side and name them: *This is a flying machine, hot-air balloon, etc.* Students repeat after you. Students read the text and underline *before* and *after*.

- Number the timeline.

Say: *Let's make a timeline for flying machines.*

Students read the texts again and complete the timeline with the corresponding numbers.

Ask students questions about the timeline: *Was the (glider) invented before the (Zeppelin)?*

Optional activity

Verb review catch

Students stand up. Call out a present tense verb and throw the ball to a student.

S1 catches the ball and says the corresponding past tense form of the verb. S1 says another verb and throws the ball to another student. (*Note:* The verbs do not necessarily have to be from the unit.)

Continue until all students have participated.

2 Listen and complete the song with *before* or *after*. 52

Tell students to read the times in the lyrics of the song out loud.

Play Track 52. Students listen to the song and complete the text.

Track 52

Christopher's dream

(See Student's Book, page 89, activity 2.)

Play Track 52 again. Students check their answers.

Ask questions about the song: *Did Christopher make the machine after 3:15?*

- Listen and sing the song.

Divide the class into six groups. Assign a line with a time to each group.

Play Track 52 again. The whole class sings the first and last lines of the song and each group stands up and sings its line.

Note: Explain to the class that this song contains another way of telling the time. Get students to draw clock faces for each of these times.

Wrap-up

What's on TV?

Write a TV schedule on the board:

Time	Show
4:00 PM	Lizzie McGuire
5:00 PM	
6:00 PM	
7:00 PM	
8:00 PM	

Students copy the schedule into their notebooks and complete it with other programmes.

Divide the class into pairs. Students talk about their schedules, for example:

S1: *Love Hurts* is before *Lizzie McGuire*.

S2: *Ape Kingdom* is after *Lizzie McGuire*.

Answer Key

1 before; after; after; after; before; before

Activity Book

Page 89, activities 1 and 2.

Key

1. before; 2. after; 3. after; 4. after; 5. before; 6. before

2. 1. English. 2. Art. 3. Maths. 4. Reading.



Grammar: Past simple and past continuous (yes/no questions): *Was Joseph watching the birds one day? Did the brothers make the balloons out of wood?*

Vocabulary: Watch, live, put, make, float, have, talk, travel, do, fly, balloon, bag, basket, fire, silk, air, smoke, stove, experiment.

Materials: Illustrations of hot-air balloons.

Warm-up

Word associations

Say: *Hot, red, yellow, stove, candle, cook, burn. What is it?*
Students name the word that is associated to the list of words: *Fire.*

Continue with the following lists:

Balloon: Round, red, blue, green, yellow, birthday party, clown, floats.

Sky: Blue, clouds, birds, planes, air.

Hot-air balloon: Fire, balloon, sky, high, fly, float, people.
Explain that the story in this unit is about the first hot-air balloon.

Developing reading

Story: The first hot-air balloon, part 1 53

Point to the first illustration. Ask students to describe what they can see. Repeat with the other illustrations. Students make predictions about the story.

Play Track 53. Pause the recording after each paragraph to ask students general comprehension questions:

Where did the Montgolfier brothers live?

What were they?

What happened to the small bag?

Why did it float?

What did they use to make the first balloon?

What did they put under the second balloon?

Where did they make the fire?

How many sections did the third balloon have? How far did it fly?

Were people amazed by the invention? Why?

Track 53

The first hot-air balloon, part 1

(See Student's Book, page 90.)

Students silently read the story in their books.

Tell students to underline the past simple verbs in red and the past continuous verbs in blue.

Choose volunteers to read out loud. Help them with difficult words.

Optional activity

True or false?

Make *true/false* statements about the story using the past simple and the past continuous: *Joseph and Jacques lived in France. True or false?*

Let students volunteer to make *true/false* statements.

Controlled practice

1 Read and match the questions with the answers.

Ask a question based on the story using the past simple: *Did the third basket have four sections?* Write: *Yes, it did/No, it didn't* on the board.

Repeat with a question using the past continuous: *Were people laughing at the brothers?* Write: *Yes, they were/No, they weren't* on the board.

Draw students' attention to the different auxiliary verbs. Students match the questions with the short answers in activity 1.

Volunteers read the questions out loud and supply the answers.

Wrap-up

What's going to happen next?

Students close their books.

Ask them what they think is going to happen next.

Write some suggestions on the board:

The brothers are going to do more experiments with the balloon.

The brothers are going to fly in the balloon.

Some animals are going to fly in the balloon.

The balloon is going to burn.

The balloon is going to land in Paris.

The balloon is going to cross the Atlantic Ocean.

Each student chooses the outcome he/she prefers and copies it into his/her notebook.

Answer Key

① *Underline in red:* were, lived, put, went, floated, was, did, made, made, floated, made, was, made, floated, made, was, had, was, flew;

Underline in blue: was watching, was flying, were talking, was asking

Match: 1. No, he wasn't. 2. No, they didn't. 3. Yes, they did. 4. Yes, it did. 5. Yes, they were.

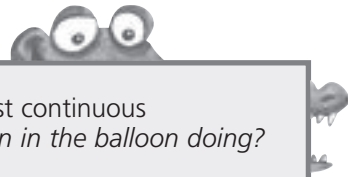
Activity Book

Page 90, activities 1 and 2.

Key

① France is a country in Europe. An experiment is a scientific test. Scientists do experiments. Silk is a very expensive material. 10,000 metres is 10 kilometres. A fire produces smoke.

② *From left to right :* 2, 1, 4, 3



Grammar: Past simple and past continuous (questions): *What were the men in the balloon doing? Where did it land?*

Vocabulary: *Sheep, cockerel, duck, experiment, basket, sky, flight, volunteer, do, put, fly, examine, make, float, want, point, smile, wave, travel, land, dangerous, historic.*

Materials: Paper (1 piece per student).

Wrap-up

Story review

Write the following key words on the board (choose an area of the board that you will not have to rub out): *scientists, experiment, stove, smoke, bag, hot air, float, silk balloon, fly, basket, fire, 10,000 metres.*

Choose volunteers to summarise the story orally using the key words on the board.

Developing reading

Story: *The first hot-air balloon, part 2* 54

Play Track 54. Pause the CD after each paragraph and ask comprehension questions:

Which animals flew in the balloon?

How long were they flying for?

Did the animals have any problems?

Why was the father worried?

Did the brothers fly in the balloon?

When did the balloon make its first flight with people?

What city did it fly over?

How far did it fly?

What were the people in Paris doing?

What were the people in the balloon doing?

Track 54

The first hot-air balloon, part 2

(See Student's Book, page 91.)

Students silently read the story in their books.

Volunteers take turns reading out loud. Help them with the difficult words.

Tell students to close their books.

Write the following list on the board: *cockerel, sheep, duck, experiment, fly, eight minutes, vet, examine, fine.*

Ask a volunteer to summarise the first paragraph using the key words.

Repeat with the second paragraph: *father, worried, dangerous, didn't fly, volunteers.*

Third paragraph: *historic, Paris, walking, floating, smiling, waving, fly 12 kilometres, land, outside Paris.*

Developing reading

- ① Read and underline the answers in the text.

Students silently read the questions. They find the answers and underline them in the text.

- Ask a classmate the questions.

Divide the class into pairs. Pairs ask and answer the questions.

Volunteers come to the board and write the answers. Make sure they use the correct verb tense.

Optional activity

A letter to granny

Tell students to imagine they were in Paris on November 21st, 1783. Say: *Imagine you were in Paris. What were you doing? Where were you? What did you see? What were the people doing? How did you feel?*

Students write a letter to their granny describing what they saw and how they felt. They can draw a picture to illustrate what they saw.

Wrap-up

Write a story review.

Write the following on the board:

Story review

Title:

Main characters:

Plot:

Hand out paper. Students complete the story review.

Collect the story reviews and keep them as a class record.

Note: Optional: Ask students to bring in photographs of their last holiday to the next class.

Answer Key

- ① 1. November 21st, 1783; 2. People were walking in the streets and sitting in cafes; 3. They were smiling and waving at the people; 4. The hot-air balloon travelled for 12 kilometres; 5. the balloon landed outside Paris

Activity Book

Page 91, activities 1 and 2.

Key

- ② put, made, floated, were flying, saw, landed, examined



Grammar: Past simple v past continuous: *First, I saw a cow. It was eating grass. Sequencing adverbs (first, next, after that, then, finally): Finally, I saw a family.*

Vocabulary: *Have, see, fly, look, wave, ride, eat, fish, clap, garden.*

Materials: *Optional:* Students' photographs of their last holiday.

Warm-up

Find someone who...

Write the following sentences on the board:

Find someone who...

watched a film yesterday. _____

ate chicken for dinner yesterday. _____

was watching TV yesterday at 5:00. _____

was doing homework yesterday at 7:00. _____

Students copy the sentences into their notebooks.

Explain that students have to stand up, walk around the class and ask questions to find out who did those activities the day before:

S1: *Did you watch a film yesterday?*

S2: *No, I didn't. Were you watching TV yesterday at 5:00?*

Grammar practice

1 Listen and number the pictures. 55

Explain that the pictures are photos taken from a hot-air balloon.

Play Track 55. Students number the illustrations.

Ask questions about the order of the illustrations in the past simple and the past continuous: *What did you see first? What were the people doing?*

Track 55

I had a wonderful trip in a hot-air balloon. First, I flew over the city. I saw lots of people. They were looking up and waving at me. Then I saw a park. Some children were riding bicycles. After that, I flew over some fields, and I saw a cow. It was eating grass. Next, I saw a man sitting next to a river. He was fishing. Then I saw some birds. They were flying under the balloon! Finally, I saw a house and a family in the garden. The family was looking up and clapping.

- Number the pictures in a different order. Tell a classmate.

Tell students to imagine they went on a hot-air balloon ride. Students number the illustrations in a different order.

Divide the class into pairs. Students describe their ride to each other using the sequencing words in the box. They should produce two sentences for every picture, one in the past simple and the other in the past continuous.

Optional activity

My last holiday

Write the following on the board:

I went to...

I saw...

He/She was...

They were...

Display some pictures of your last holiday and say *On my last holiday, I went to (Cancun). I saw people in the swimming pool. They were swimming.*

Students look at photographs of their last holiday (if students haven't got any photos, they can draw a picture) and write about where they went and what they saw.

Students come to the front of the class and read their text as they display their pictures.

Free practice

2 Draw a view from a hot-air balloon and complete the description.

Tell students to imagine the view from a hot-air balloon over their city or town.

Students draw a picture of the view.

Ask students to describe their pictures:

S1: *I saw a river. Children were swimming in the river.*

Students complete the description of their drawing.

Wrap-up

Story telling with pictures

Divide the class into groups of five.

Explain that each group is going to write a five-sentence story using sequencing verbs: *First, I went to a flower shop. Next, I bought some flowers. After that, I went home. Then I gave them to my mum. Finally, she put them in a vase.*

Each student in the group draws a picture for one of the sentences.

Groups swap their pictures and put them in order. Each group comes to the front and tells the story using the sequencing words.

The group who wrote the story says if the story is correct or not.

Answer Key

1 From left to right: 5, 2, 4, 1, 3, 6

Activity Book

Page 92, activities 1 and 2.

Key

1 2. eating; 3. was flying; 4. were sitting; 5. was taking; 6. were having

Student's Book Page 93

Reading skill: Extracting information from a text.

Vocabulary: *Rocket, flying machine, monster, fact, inventor, explanation, mythology, wing, space, moon, expedition, travelling, space, aeroplanes, science fiction, India, secret.*

Materials: Different illustrated storybooks for children.

Warm-up

What's the book about?

Divide the class into two teams.

Explain to students that they have got to guess what the story is about just by looking at the cover.

Hold up a storybook.

The first student to raise his/her hand says what the story is about. If he/she is right, award the team a point.

The team with the most points after all the storybooks have been displayed wins.

Developing reading

① Match the books with the texts.

Ask questions about the front covers in the activity:

Look at the first book. What's the author's name?

What's the title?

Ask students to speculate about the contents of each book from the front cover: *What do you think this book is about?*

Point to the blocks of text under the illustrations.

Say: *These are the back covers.* Students silently read the back covers and match them with the front covers.

Ask a volunteer to read the first back cover out loud.

Ask: *Which book is it?* Ss: *The big book of flying machines.*

Continue with the other back covers.

• Complete the chart.

Students read and complete the chart.

Read the first line of the chart out loud. Students respond with the name of the book. Tell students to write it in the chart. Then on a separate piece of paper they list the key words they found on the corresponding back cover that helped them to reach their conclusion, for example: *moon, Mars, space city, expedition.* Repeat the procedure for the rest of the chart.

Optional activity

My flying monster

On a piece of paper, students draw a monster. On the back of their paper, students copy the following:

Colour: _____

Wings: Yes No

Hair: Yes No

Number of legs: _____

Number of arms: _____

Eats: _____

Lives: _____

Can: _____

Can't: _____

Students complete the outline with the corresponding information about their monster.

Divide the class into pairs. Students take turns describing their monsters to each other.

Display students' pictures around the classroom.

Connecting with students' experiences

Talk to students about whether they like to read. Ask students questions to find out about their reading habits: *Do you like to read? Why? Why not? Have you ever read a book? What kind of books do you like to read? Does your mum or dad read stories to you before you go to bed? Which book do you like her/him to read? Why?*

Wrap-up

Classifying words

Divide the board into three columns and write the following headings: *Nouns/Verbs/Adjectives.*

Student copy the columns into their notebooks. Then they look for all the nouns, verbs and adjectives in activity 1 in their books and write them under the correct heading.

Various students read their lists out loud and write them on the board.

Students check their work.

Answer Key

① *Chart:* Rocket to Mars, The big book of flying machines, Flying monsters, The big book of flying machines, Flying monsters, Rocket to Mars

◆ Activity Book

Page 93, activities 1 and 2.



Functional language: *What's it made of? It's made of glass and wood.*

Vocabulary: *Glass, metal, rubber, plastic, wood, paper, transparent, flexible, water-resistant, durable, hard, shiny.*

Materials: *Optional:* Blindfold, various objects made of different materials such as plastic, metal, glass, paper, rubber (pencil, stapler, etc.).

Continue with the other objects in the chart.
Students complete the sentences under the chart.

Optional activity

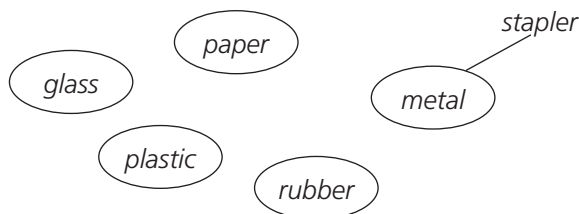
Game: *What's it made of?*

Blindfold a volunteer. Hand him/her an object.
Ask: *What's it made of?* The student says what the object is made of by touching the object.
Continue in the same manner with different materials and objects.

Warm-up

Mind maps

Copy the following mind maps on the board:



Tell students to think of different objects that are made of paper, plastic, glass, rubber and metal.
Individual students come to the board and write their answers.

Vocabulary presentation

1 Listen and circle the correct options. 56

Tell students that they are going to learn more about types of materials.

Point to the photos in activity 1. Ask *What's this?*
Explain that they are going to find out what these different objects are made of.

Play Track 56. Students listen and circle the correct options.

Track 56

It's hard. It's transparent. It can be different shapes. It's *glass*.
It comes from trees. It's hard. It burns. It's *wood*.
It comes from trees. It's very thin. You can cut it with scissors. It's *paper*.
It's flexible. It comes from trees. It's water-resistant. It's *rubber*.
It can be many colours. It can be different shapes. It's very durable. It's *plastic*.
It comes from mines. It's very strong. It's shiny. It's *metal*.

Play Track 56 again. Students check their answers.
Point to each object and ask *What's this made of?*
Students respond.

2 Tick (✓) the chart and complete the sentences.

Tell students to think of all the different materials in an ordinary bicycle.

Students tick the chart.

Ask: *What's a bicycle made of?* Ss: *Metal, plastic and rubber.*

Wrap-up

Environmental education

Our natural resources

Talk to the class about natural resources. Explain that all the materials are made from natural resources. We need to be careful how we use these natural resources.
Explain that some resources are renewable. Ask: *How can we get more wood?* Ss: *We can plant more trees.*
Point out that some resources are not renewable. Plastic is a derivative of petroleum. There is a limited supply of oil, and eventually there will not be anymore.
Discuss ways of saving natural resources. Make a list on the board:

We can recycle paper.
We can reuse plastic bags.
We can take the bus.
We can recharge batteries.

Note: Ask students to bring different everyday gadgets from home to the next lesson.

Answer Key

1. metal, plastic, rubber; 2. plastic, paper; 3. glass, wood; 4. metal, plastic

Activity Book

Page 94, activities 1 and 2.

Key

1 From left to right: It's a rubber. It's a mirror. It's a pencil sharpener. They're scissors. It's a ruler. It's a toothbrush.

Student's Book Page 95

Functional language: *What's it for? It's for cleaning your nose.*

Vocabulary: *Clean, play, keep, wear, wipe, hygienic, dry, warm, invention, sledge, umbrella.*

Materials: Everyday gadgets that students bring from home: tin opener, garlic press, screwdriver, remote control, etc.

Warm-up

Name the object.

Ask individual students to come up and show their gadgets. The rest of the class identifies what the objects are. Provide vocabulary when necessary:

T: *Is it a TV remote control?*

Ss: *Yes, it is.*

T: *What's it made of?*

Ss: *(Rubber and metal).*

Write any new vocabulary on the board.

Developing listening

① Match the pictures with the names.

Say: *Today we're going to talk about crazy inventions.*

Ask students to try to describe the pictures. Provide vocabulary if necessary.

Read the slogans with the names of the inventions out loud.

Students match the slogans to the pictures.

Ask: *What are these?* Students respond: *Sledge Trousers.* Continue with the other pictures.

• Tick (✓) the chart.

Pick up some scissors. Ask: *What are these for?* and answer the question yourself: *They're for cutting paper.* Repeat with a board rubber: *It's for cleaning the board.* Point to the *Sledge Trousers*. Ask: *What are they for?* Look confused. Let students suggest answers. Continue with the *Ultimate Umbrella* and the *Nose Wipe*.

Students look at the options and tick the chart. Point again to the *Sledge Trousers*. Ask: *What are they for?* Ask a volunteer to read one of the possible answers out loud. Continue until all the phrases have been read.

• Listen and check your answers. 🎧 57

Say: *Let's listen to some radio advertisements for these inventions.*

Play Track 57. Students check their answers.

Track 57

Don't carry your sledge. Wear it! The amazing *SLEDGE TROUSERS* have got a sledge on the seat. They are perfect for playing in the snow and for keeping warm.

When you have got a cold, don't clean your nose with your shirt! The hygienic *NOSE WIPE* is for cleaning your nose. It's made of plastic and paper. It's for wearing on your wrist. Very

comfortable and convenient!

It's a hat, no... it's an umbrella! The new *ULTIMATE UMBRELLA* is for keeping dry in the rain. With the *Ultimate Umbrella*, you have always got two free hands! It's for wearing on your head!

Optional activity

Critical thinking

Divide the class into two teams. Choose a gadget or an everyday item brought to class by students.

Describe the item: *It's black. It's got buttons. It's for changing channels on the TV. What is it?*

Each team takes turns guessing the item described: *It's a remote control.* Continue with other items.

Teams score a point for each correct answer.

The team with the most points at the end of the game wins.

Developing writing

The Printer's Project

Divide the class into pairs.

Read the instructions out loud.

Pairs think of an invention. If necessary prompt students by asking them to think of gadgets that would help their everyday life in the classroom, the playground, the park, at home, etc.

Help students think of adjectives to describe their inventions by asking: *Is it useful? Is it fast? Is it crazy?*

Students should use adjectives in the slogan.

Students make an advertisement for their invention.

Collect the advertisements and display them around the classroom.

Wrap-up

What's it for?

Dictate the following words: *pencil, cup, table, cooker, shoes, ball* and *book*.

Students write them in their notebooks. Then they write what each item is for: *Pencil: It's for writing.*

◆ Activity Book

Page 95, activities 1 and 2.

Key

① carry, nose, wear, hands

Student's Book Page 96



Functional language: *How does it work? Here's your change.*

Vocabulary: *Vending machine, change, slot, drink, put, choose, want; numbers.*

Materials: Cutout 2, shoebox (1 per student), Plasticine.

Warm-up

Game: Food A, B, C

Divide the class into pairs.

Write the letter "A" on the board.

Ask students to write down all the foods they can think of starting with that letter.

Continue with the rest of the alphabet.

Ask students to read out their lists of words.

Note: Students will probably not know words for the following letters: q, u, x, y and z.

Craft activity

1 Make a vending machine.

Make sure that all the students understand the meaning of *vending machine*. Ask: *What can you buy from a vending machine?*

Distribute materials.

Read the instructions out loud.

Students cut out the vending machine cover and the coins in Cutout 2.

Students assemble the vending machine and use the Plasticine to make the drinks cans.

Help students cut out the slots in the shoebox.

Optional activity

Multiple intelligence: Mathematical intelligence: Problem solving

Students write down the names of their three types of drinks and the three prices: *Apple drink €10*, etc.

Ask students to count their money: They've all got €95.

Ask: *How many friends can you buy a drink for?*

Students work out how many classmates they can buy a drink for according to their own price list.

They should calculate first with the cheapest drink, then with the next most expensive and finally, with the most expensive.

Students report back: S1: *I can buy nine friends an apple drink. I can...*

2 Listen and complete the dialogue. 58

Play Track 58. Students listen and follow the dialogue in their books.

Track 58

(See Student's Book, page 96, activity 2.)

Play Track 58 again, stopping after each section.

Students fill in the gaps.

- Role-play with a classmate.

Divide the class into pairs.

Students take turns playing the role of the vending machine and the customer.

Encourage the student who is the vending machine to use a robotic voice.

Volunteers perform for the rest of the class.

Wrap-up

Hangman

On the board, draw a line for each letter of the word *vending machine* and draw the hangman's scaffold.

Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board.

Continue until students guess the word or until the hanged man is complete.

Tell students to call out words related to vending machines and make a mind map on the board: *money, cans, drinks, coins, chocolate*, etc.

Answer Key

1 money, drink, cherry fizzy, fizzy drink, Thank

Activity Book

Page 96, activities 1 and 2.

Key

1 work, Put; Choose; cheese

Student's Book Page 97

Grammar: Past simple (*before/after*): *He drew the model before he cut the pieces.*

Vocabulary: *Gadget, telephone, wall, mobile phone, photo, automobile, battery, thinking cap, inventor, model, piece, draw, make, put, turn on, cut, connect.*

Materials: *Optional:* Magazine cutouts or pictures from the Internet of the following: old and new cars, old and new aeroplanes, old and new telephones, old and new TVs, etc.

Warm-up

Rhyming families

Divide the class into pairs.

Write the word *stay* on the board.

Students write all the words they can think of that rhyme with *stay*.

Ask pairs how many words they've got on their lists.

Invite the pair with the longest list to read their words out loud.

Repeat with *same, wall, white, hour* and *pen*.

Developing listening

1 Listen and circle the correct options. 59

Explain that the poem is about basic inventions and how they have changed over time.

Students silently read the poem.

Play Track 59. Students listen and circle the correct options.

Track 59

The best inventions

(See Student's Book, page 97.)

2 Complete the sentences with *before* or *after*.

Point to the man in the lab coat. Say: *He's an inventor, but he's not a very good inventor.*

Ask students to describe what they can see in each picture. Provide vocabulary where necessary.

Ask: *Why isn't he a good inventor?*

Students complete the sentences below the pictures.

Ask questions to check the answers: *Did he draw the plan before he cut the pieces?* Ss: *Yes, he did.*

Volunteers read the sentences out loud.

Optional activity

Comparing old and new inventions

Talk about how basic inventions have changed and improved over the years. Say: *Think of a modern car. It's very different from the first car.*

Display the magazine cutouts or pictures from the Internet on the board. Point and say: *This is a modern car. This is an old car.*

Write the following on the board:

1. *The new car is _____ than the old car.*
2. *The new car is _____.*
3. *The old car is _____.*

Students complete the sentences.

Continue with other cutouts or pictures.

Wrap-up

Multiple intelligence: Kinesthetic intelligence

Do a series of three distinct movements, for example: stand up, write on the board and sit down.

Separate the movements deliberately. Describe your movements: *I stood up before I wrote on the board. I sat down after I wrote on the board.*

Divide the class into pairs.

Tell students to think of three distinct actions.

Student A carries out the actions and then student B describes them: *You opened your notebook before you picked up the pen.*

Students take turns doing a series of actions and describing the movements.

Answer Key

1. day, name, small, night, an hour, ten past ten
2. 1. before; 2. after; 3. before; 4. before

Activity Book

Page 97, activities 1 and 2.

Key

1. A-new; G-old, D-new; H-old; J-old; E-new; C-new; I-new; F-old; B-old
1. after; 2. after; 3. before; 4. after; 5. before



Grammar: Past simple (*ago/before/after*): *Did you go swimming before you saw the doctor? He played football one week ago.*

Vocabulary: *Go, play, make, see, paint, theatre, beach, doctor, cake, bedroom, party, yesterday, tomorrow; days of the week.*

Materials: Cutout 3.

Warm-up

Play *What's the day?*

Divide the class into two teams.

A member from each team comes to the front of the class.

Divide the board into two sections.

Explain that you are going to ask a question and students have got to write the correct day of the week on the board. Give some examples: *Today is (Tuesday). What day is it tomorrow?*

Today is Friday. What's the day after tomorrow?

Today is Monday. What was the day before yesterday?

Award teams a point for every correct answer. The team with the most correct answers at the end of the game wins.

Grammar review

1 Complete the tasks.

Point to the calendar and say: *This is the month of June. Let's imagine today is Wednesday, June the 15th.*

Students mark the date with an X.

Students silently read the text in the first block and colour in the squares on the calendar.

Ask: *What colour is June the 16th?* Students respond: *Red.* Continue to check the rest of the answers.

Say: *Now let's imagine today is Wednesday, June the 29th.* Students mark the date with an X.

Students read the text in the second block and write in the squares.

Ask: *When did Al go to the doctor?* Students respond: *On June the 27th.* Continue to check the rest of the answers.

Optional activity

Draw and say

Draw the following items separated by arrows on the board: *sandwich TV book.*

Say: *First, I ate a sandwich. Then I watched TV. Finally, I read a book.*

Say: *before.* Ask students to make sentences using *before*: *You ate a sandwich before you watched TV.* Repeat with *after*.

Continue in the same manner with different sets of drawings: *bath ham and eggs school; bike radio bed; school hot dog ball; etc.*

Controlled practice

2 Make and play a language game.

Point to the two diaries. Say: *This is what you did last week and this is what your friend did.*

Students cut out the cards in Cutout 3.

Read the first line of instructions.

Students glue the cards onto the first diary in any order they choose.

Read the second line of instructions and divide the class into pairs.

Tell pairs that they should not look at each other's diaries.

Students ask each other questions following the model in the book and position the cards on the second diary.

Students check their answers by comparing their diaries.

Wrap-up

What did you do yesterday?

Ask students to think of two activities they did yesterday. Then tell them to sequence the activities using *before* or *after*.

Walk around the class checking students' sentences: *I ate dinner before I did my homework.*

Activity Book

Page 98, activities 1 and 2.

Key

1 3. January

Student's Book Page 99

Grammar: Review of past simple and past continuous.

Vocabulary: Key vocabulary from the unit.

Materials: A small ball.

Warm-up

Game: *Guess the object*

Point to different objects in the class and ask: *What's this made of?* Invite a volunteer to make a list of the materials on the board.

Say: *Now guess the object. It's in the classroom.*

Students ask *yes/no* questions to guess the object:

S1: *Is it made of glass?* T: *Yes, it is.*

S2: *Is it made of metal?* T: *Yes, it is.*

S3: *Is it a window?* T: *Yes, it is!*

Review

The Printer's Quiz

▶ LOOK AT THE PICTURES AND ANSWER THE QUESTIONS.

Students look at the pictures in the first activity.

Students describe the pictures.

Point to the clocks and ask: *What time is it?*

Students read and answer the questions.

Pairs of students read the questions out loud and answer them.

Optional activity

True or false?

Write on the board the following scrambled sentences:

1. *before I school. breakfast ate I came to*

2. *homework I my after I did watched TV.*

3. *I before had a bath got I dressed.*

4. *my brushed teeth I I had lunch after.*

5. *read I a book I went before to bed.*

Students unscramble the sentences and write *T* if the sentence is true for them and *F* if the sentence is false for them.

▶ CIRCLE THE CORRECT OPTIONS.

Students read the sentences in the second activity and circle the correct options.

Volunteers read the sentences out loud.

▶ PLAY GUESS THE PERSON.

Students look at the third activity.

Point to each picture and read the name and the dates out loud: *This is (Mary Brown). She was born in (1676) and she died in (1745).*

Students choose one of the characters.

Divide the class into pairs.

Students ask each other questions following the model dialogue in the book to guess each other's character.

Wrap-up

Unit review

Write the following skeleton text on the board:

In unit _____ I learned about _____.

I know how to sequence events:

Yesterday I _____ before I _____.

Yesterday I _____ after I _____.

I know how to talk about a time in the past:

He lived 200 years _____.

I know how to talk about materials:

A _____ is made of _____.

I liked/didn't like this unit because _____.

Students copy and complete the text.

Answer Key

① Answer: 1. Yes, he was. 2. No, he wasn't. 3. No, he wasn't. 4. Yes, he was. 5. No, he didn't. 6. Yes, he did.

Circle: 1. after; 2. before; 3. before; 4. after

Activity Book

Page 99, activities 1–3.

Key

① *From left to right:* battery, motor, lightbulb, telephone, hot-air balloon, TV, stapler, vending machine

② 1. metal; 2. plastic; 3. rubber; 4. paper; 5. glass

③ *Past continuous:* was; were; walking; weren't walking; walking; Were, walking; *Past simple:* saw; didn't; see; see; Did

Grammar module: Past simple v past continuous

We use the past simple to talk about an action at a given moment in the past:

He invented the battery in 1794.

We use *ago* to talk about a length of time starting from the present:

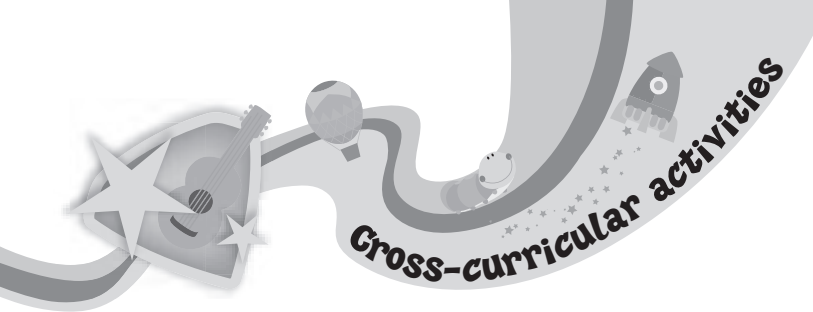
He invented the battery 200 years ago.

We use the past continuous to talk about an action that was in process at a given time or moment in the past:

He was cooking dinner at 7 o'clock. (The action started before 7 o'clock and finished after 7 o'clock.)

They were sitting in a cafe when the balloon landed.

(The action started before the balloon landed and finished after the balloon landed.)

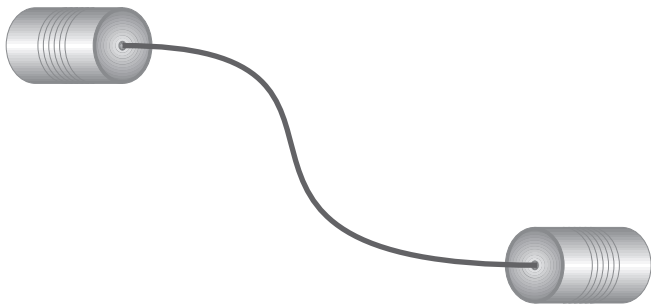


Science: Make a telephone.

Materials: Per pair of students: 2 clean soup cans, 2 paper clips, hammer, nail, kite string (2-3 metres).

Directions:

Make sure the cans are empty and washed. Check that there are no rough edges around the edges of the cans. (File them down if necessary.) Help students poke a hole in the middle of the bottom of each can using a hammer and a nail. Tie a paper clip to one end of the string and make a knot. Then thread the string through the hole on the inside of one can. Pull the string through until the paper clip touches the bottom of the can. Thread the string through the outside of the hole in the second can. Tie another paper clip to the other end of the string and secure it with a knot. Gently pull on the string until the second paper clip rests against the bottom of the inside of the second can. Hold the string tight so that it doesn't touch anything. In pairs, students play telephone. S1 holds one can to his/her mouth while S2 holds the other can to his/her ear. When S1 speaks into the can, the sound waves travel down the string to the other can, allowing S2 to hear his/her voice.



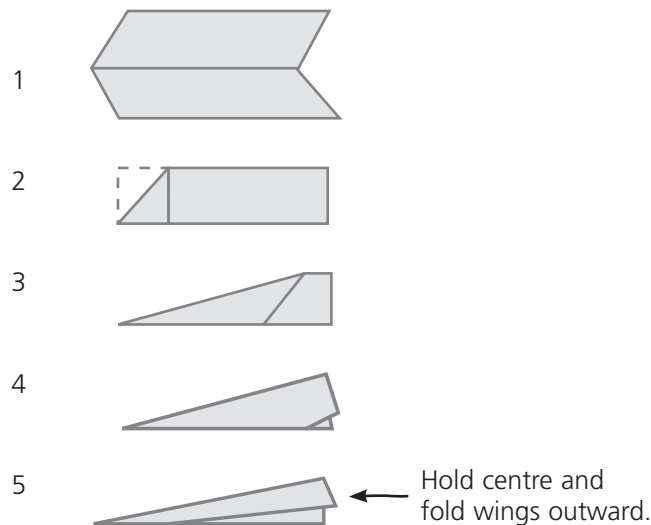
Game: Paper plane contest

Materials: A4 letter-sized paper (1 sheet per student).

Directions:

Give students the following instructions:

1. Fold the paper in half along the longer side.
2. Then fold the short edge of one side down to the first fold. Do the same on the other side.
3. Next, fold a long triangular flap down to the original fold. Repeat on the other side.
4. Repeat step 3 again for both sides.
5. Hold the centre firmly and open the wings outward.



Once all students have made their paper planes, have a competition to see which plane flies the furthest.

Project: History of inventions

Materials: Magazines, books, information from the Internet.

Directions:

Discuss the most significant inventions with the class. Make a list on the board. Possible answers: *cars, aeroplanes, trains, computers, cameras, sound systems (stereos, CD players), TV, etc.* Divide the class into small groups. Each one chooses an invention. Students research their invention using the Internet, magazines or books. Students cut out magazine pictures or copy drawings of the invention at various stages in its history. They can also look for information and/or pictures of the inventor(s). Students write short descriptions of the invention: who invented it, when it was invented and what it is used for. Groups present their information in front of the class.



Vocabulary	Grammar
<p>Planets: Earth, Jupiter, Mars, Mercury, moon, Neptune, planet, Saturn, solar system, sun, Uranus, Venus</p> <p>Measurements: day, diameter, distance, hour, length, light year, temperature, year</p> <p>Large numbers: hundred, thousand, ten thousand, hundred thousand, million</p> <p>Space: alien, asteroid, astronaut, comet, constellation, galaxy, meteorite, orbit, outer space, rocket, spaceship, space shuttle, space station, star</p> <p>Adjectives: boring, bright, cold, dark (blue), exciting, far, flashing, friendly, hot, light (blue), long, near, short, small, strange</p> <p>Prepositions: around (round), behind, between, in the middle of, next to</p> <p>Verbs: arrive, attack, break down, build, check, decode, defend, explore, find, happen, learn, look, orbit, receive, send, spin, travel, wait for</p> <p>Other words: anagram, character, control room, ending, future, help, joke, message, noise, past, present, rock, science fiction, signal, solid, specialist, summary, team, trap, war; signs of the zodiac</p>	<p>Questions: What is the diameter of Earth? How long is a day on Mercury? Which is the coldest planet? Who was the first man on the moon?</p> <p>Comparative and superlative adjectives: Mercury is hotter than Neptune. Jupiter is the biggest planet.</p> <p>Present simple: He lives far away.</p> <p>Past simple (regular and irregular): They looked for signals from outer space. Mission Control sent the instructions. Yuri Gagarin was the first man in space.</p> <p>Future (going to): The aliens are going to attack Earth.</p>
<p>Functional language: Looks like: Orion looks like a hunter.</p>	<p>Multiple intelligence: Mathematical intelligence (page 131)</p>

Teaching tip

Revising grammar

Revision is an essential part of the language learning process. You should not expect your students to master a grammatical point the first time they encounter it. Structures need to be recycled many times before students are able to produce them spontaneously. In this unit, students will revise the main language elements that they have learned during the school year. To make this revision more effective, it is critical for students to understand *why* something is correct or incorrect so that they start grasping the main concepts rather than simply memorising individual examples. When you are working with the grammar concepts, take time to stop and ask students why they are using certain forms. For example, draw students' attention

to the use of verb forms: *Why are we using "did"?* *Why do we say "What did you do last night?" and not "What are you going to do last night?"* When working with comparatives and superlatives, contrast the two forms: *Why do we say "Jupiter is bigger than Earth" instead of "Jupiter is biggest than Earth"?* *When we use "bigger," how many objects are we comparing?* *When we use "biggest," how many objects are we comparing?* Help students explain the mechanisms of language and give coherent reasons. Students will become more accurate in their use of language if they have got a clear understanding of *why* something is right or wrong and if they are able to explain it.

Student's Book Page 100

Grammar: Prepositions (*between, next to, in the middle of, behind*): Which planet is between the sun and Venus?

Vocabulary: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, sun, moon, solar system, planet, comet, spin.

Warm-up

Play *Change places*.

Students stand in two parallel lines and face the front of the classroom.

Give instructions for students to change lines: *The person standing between (Angela) and (Pablo) change places with the person standing between (Javier) and (Gloria).*

Continue giving instructions using *between, in front of, behind, next to* (only for the students on the ends of the lines).

Vocabulary presentation



Poster 9

Display Poster 9. Say: *This is the solar system*. Explain that the sun is in the middle of the solar system and the planets orbit around it.

Explain that there is a fixed order for the planets. Place the *Earth poster* cutout on the third orbiting line. Say: *This is our planet, Earth*.

Ask: *Which planet is nearest to the sun?* Place the *Mercury* cutout on this line.

Ask: *Which planet is between Mercury and the Earth?*

Place the *Venus* cutout on the second orbiting line. Continue with the remaining planets. Use *between* and *next to* in your questions.

Write the planet names around the edge of the poster. Get volunteers to come to the board and match the planet names with the planets.

Controlled practice

① Listen and sing the song. 60

Play Track 60. Students listen and follow along in their books.

Track 60

The planet song

(See Student's Book page 100, activity 1.)

Divide the class into eight groups. Assign a planet to each group.

Play Track 60 again. All students sing the first two lines and the last line. Each group sings the lines for its planet.

- Label the solar system.

Students label the planets in activity 1.

Remind them that planet names are written with a

capital letter.

Check answers: *Juan, which is the first planet?*

Free practice

② Play *The memory game*.



Poster 9

Display Poster 9. Ask: *Which planet is between Saturn and Mars?* Write the question on the board. Students raise their hands and answer.

Then ask: *Which planet is next to Mercury?* Students answer.

Explain that we use *next to* for the planets at either end and *between* for the other planets.

Students look at the poster for a few minutes. Leave the questions on the board but remove the poster.

Students take turns testing their partner's memory. S1 works with his/her book open to form the questions and check the answers. S2 works with his/her book closed.

Critical thinking

Encourage students to offer information about the solar system and the planets.

Divide the class into groups. Each group thinks of two things to tell the rest of the class about the solar system.

They can be simple observations (*The sun is very hot*) or more complex observations (*Only Earth has got life*).

Ask each group to think of three questions about the solar system they would like to know the answers to.

Then ask if anyone can answer the questions. If not, make a note of the questions and encourage students to find the answers as they work through the unit.

Wrap-up

Placing the planets



Poster 9

Display Poster 9. Write the names of the planets in random order around the poster.

Distribute the *Planet poster* cutouts to eight students. Ask them to come to the board and place the planets next to their names. They will have to look carefully at the characteristics of each planet in their books and compare with the cutouts.

Then ask these same students to place the planets in the correct order on the poster.

Check answers using prepositions: *Mars is between the Earth and Jupiter. Is that right?*



Activity Book

Page 100, activities 1 and 2.

Key

① Sun, Moon, Earth, Uranus; Saturn, Mercury, Venus, Jupiter, Neptune, Mars

② From left to right: between, next to, behind, in the middle of

Grammar: *Wh* questions: *What is the diameter of Earth? How long is a day on Mercury?* Comparative adjectives: *Mercury is hotter than Neptune.*

Vocabulary: *Hundred, thousand, million, day, hour, diameter, temperature, length, distance, sun, moon, average; planets, adjectives.*

Materials: Cutout 1.

Warm-up

Planet questions

Poster 9

Display Poster 9.

Distribute the *Planet* poster cutouts. Students place the cutouts on the poster in the correct order. The rest of the class corrects and guides them.

Next to the poster, write: *bigger, smaller, nearer to, further from.*

Ask questions about the planets: *Is Neptune bigger than Earth? Is Venus nearer to the sun than Mercury?* Each student writes a question using one of the comparative adjectives.

The first student in the front row asks his/her question to the student in the next chair. That student asks the next student, and so on.

Vocabulary presentation

Write the following table on the board:

4	<i>four</i>
54	<i>fifty-four</i>
154	<i>one hundred and fifty-four</i>
2,154	<i>two thousand one hundred and fifty-four</i>
52,154	<i>fifty-two thousand one hundred and fifty-four</i>
652,154	<i>six hundred and fifty-two thousand, one hundred and fifty-four</i>
1,652,154	<i>one million six hundred and fifty-two thousand, one hundred and fifty-four</i>

Encourage students to discover when we use the word *and* (after the word *hundred*).

Point out that we use a comma to separate the thousands and millions.

Point to the numbers at random and say them. Students repeat after you.

Controlled practice

1 Listen and circle the correct options. 61

Call out some of the numbers in the planets.

Students say the number of the star they are under.

Play Track 61. Students listen and circle the number they hear in each planet.

Track 61

- Seven thousand
- Twenty-five thousand
- One million
- Twenty-four thousand
- Three million four hundred thousand
- Three thousand
- Six thousand five hundred
- Five million six hundred thousand

Multiple intelligence:

Mathematical intelligence

Practise the following activities with students:

- Say a number: *two thousand six hundred and twenty-five*. Students say the number that comes before and then the number that comes after.
- Students say a number sequence: *Count in tens from 90 to 300*. Then they count backwards from 300 to 90.

2 Ask a classmate and complete the Planet chart.

Students cut out the charts in Cutouts 1A and 1B.

Divide the class into pairs: A and B. Students sit back to back so they can't see each other's charts.

Students ask each other questions and complete their charts.

3 Make a planet quiz.

Students use the information in their *Planet charts* to complete the sentences. Explain that some of the sentences should be false.

- Solve a classmate's quiz.

Students swap quizzes with a classmate.

They read the sentences and circle *T* or *F* without looking at their *Planet charts*.

Students check their answers with their *Planet charts*.

Wrap-up

Do a number dictation.

Dictate a series of numbers starting from single digits and finishing with millions.

Students write the numbers.

Finally, write the numbers on the board.

Activity Book

Page 101, activities 1 and 2.

Key

1. one hundred-100; one hundred and twenty-120; two hundred and thirty-seven-237; six hundred and fifteen-615; one thousand-1,000; two thousand five hundred-2,500; twenty-five thousand-25,000; three million-3,000,000
 2. 1. shorter; 2. longer; 3. further; 4. colder; 5. bigger; 6. more

Grammar: Past simple (regular and irregular): *They looked for signals. They went to the cafeteria.*

Vocabulary: *Team, signal, outer space, light, cafeteria, control room, noise, boring, strange, flashing, receive, arrive, look, exclaim, wait for, happen, send.*

Materials: Paper.

Preparation: *Verb sheets:* Make a photocopy of page 102. Use liquid paper to eliminate the following verbs: *were, worked, look for, was, happened, arrived, checked, saw, said, walked, went, opened, exclaimed, called, received, waited for, sent.* Make photocopies (1 per student).

Warm-up

I'm an astronaut.

Tell students to imagine that they are astronauts. Write the following questions on the board: *Where did you go yesterday? How did you travel? What did you see? Who did you talk to? What did you find? What did you eat?*

Students answer the questions by composing a short paragraph. Encourage them to use their imagination. Invite volunteers to read their texts out loud. Correct the past tense of the verbs.

Developing reading

Story: The SOC45 Team, part 1 62

Explain that this is a story about a Space Observation Centre. Write the names of the characters on the board: Bob, Stacy and Alison. Describe the characters: *Bob's a man. He has got short, black hair. Alison's a woman. She has got straight blonde hair. Stacy's a woman. She has got curly red hair.* Students label the characters in the first picture. Write the following on the board:

outer	day
intelligent	space
normal	light
strange	life

Play Track 62. Students listen with their books closed.

Track 62

The SOC45 Team, part 1

(See Student's Book, page 102.)

Volunteers come to the board and match the adjectives with the nouns. Play Track 62. Students check the words.

Play Track 62 again. Students follow along in their books. Ask comprehension questions:

Was the work of the SOC45 Team exciting? What did Stacy see before lunch? Where did the team go for lunch? Was Stacy's computer playing music? What was it doing? Did Stacy call her mother? Who did she call?

Invite four students to the front of the classroom. Tell

the rest of the class to close their books.

Divide up the text among the four students who read the story to the rest of the class.

Grammar practice

① **Read and underline the past tense of the following verbs.**

Students read through the story and underline the past forms of the verbs in the list.

- Classify the verbs into regular and irregular in your notebook.

Write the verb *look* on the board. Elicit the past form of the verb: *looked*. Write the "ed" in a different colour. Write the verb *see* on the board. Elicit the past form of the verb: *saw*. Write the past form in a different colour. Draw a chart with two columns on the board. Label them: *Regular* and *Irregular*.

Write: *look for-looked for* in the regular column and *see-saw* in the irregular column.

Students copy the chart into their notebooks and complete it with the verbs from the story.

Optional activity

Complete the story.

Students close their books but look at the chart in their notebooks from the previous activity.

Distribute the *Verb sheets* (see Preparation).

Students complete the story with verbs from their charts. Then they check their work against the text on page 102.

Wrap-up

What's going to happen next?

Students close their books.

Ask them to think about what is going to happen next. Write a few suggestions on the board:

The SOC45 Team is going to travel to outer space.

Stacy is going to answer the signal.

Bob is going to speak to some aliens.

Students choose one or more possible outcomes and write them in their notebooks.

Answer Key

① worked, looked for, happened, arrived, checked, was, walked, went, opened, called, received, waited for, sent

Activity Book

Page 102, activities 1 and 2.

Key

① on Pandora, one of Saturn's moons. We have got problems. Please send help now!

② drank, checked the computer, gave, saw a light, returned, received, called, Mission

Student's Book Page 103

Grammar: Future (*going to*): *The aliens are going to attack Earth.*

Vocabulary: *Team, signal, message, meteorite shower, specialist, space shuttle, joke, trap, alien, SOS, anagram, send, decode, check, break down, strange, worried, friendly, intergalactic.*

Materials: Small paper squares (3cm x 3cm) (11 squares per student).

Warm-up

Story summary 62

Write the following key words on the board: *SOC45 Team–worked–Space Observation Centre–looked for–signals–outer space–boring work–nothing exciting–one day–Stacy–checked–computer–no signals–normal day–before lunch–flashing light–SOC45 lunch–after lunch–all control lights flashing–Mission Control–sent instructions*
Ask volunteers to summarise the first part of the story orally using the key words on the board. Let one student summarise a short section and then ask a different student to continue.
Play Track 62. Students follow the first part of the story on page 102.

Controlled practice

Story: *The SOC45 Team, part 2* 63

Play Track 63. Students follow along in their books.

Track 63

The SOC45 Team, part 2

(See Student's Book, page 103.)

Write: *SOS* on the board. Explain that we use these letters to send a message asking for help. The letters stand for *save our souls*.

Write: *meteorite shower* on the board. Ask students what a meteorite shower is. Help them deduce the meaning.

Write the words: *Catkat Thera* on the board. Ask: *Is it a strange language? Where is it from? What does it mean?*
Ask the following questions: *Was Alison happy about the message? Was she worried? What did she think? What did Mission Control do? What did Alison say?*

Explain to students that an anagram is a word in which all the letters are mixed up.

Ask: *What do you think is going to happen now?* Write students' suggestions on the board.

Developing reading

Give each student 11 paper squares (see Materials). Students write the letters of *Catkat Thera*, each on a separate square. Then they place the letters of each word in a circle and work out the anagram. Give them clues as necessary: *The first letter of the first word is A. The first letter of the second word is E.*

Note: The words are an anagram of *Attack Earth*. Ask students to look back at the predictions they made about the story in the previous lesson and see if they were right.

Optional activity

Anagrams

Students choose a word from the story, for example: *computer, cafeteria, meteorite, intergalactic*.

They rearrange the letters of the word to make an anagram. Then they cut out small paper squares and write a letter on each one.

In pairs, students solve each other's anagrams.

1 Read and predict. Use the key.

Read the question: *What's going to happen next?*

Students look at the key in the green box.

Explain that *I think so* means *I think this is true*. *Maybe* means *I'm not sure* and *I don't think so* means *I think this is false*.

Explain that there is no correct choice. It is a matter of opinion.

Students read the sentences and write their opinions using the key.

Wrap-up

Write a story review.

Write the following on the board:

Story review

Title:

Main characters:

Plot:

What is going to happen next:

Students complete their story reviews.

Collect the reviews and keep them as a class record.

Activity Book

Page 103, activities 1 and 2.

Key

1 From left to right, top to bottom: Alison is going to sit down. Stacy received a signal. Team SOC45 is going to have lunch. The space shuttle is going to arrive on PANDORA302.

2 1. before; 2. after; 3. after; 4. after; 5. before

Reading focus: Story summaries and endings.

Vocabulary: *Science fiction, summary, ending, message, past, characters, travel, space shuttle, Viking, signal, outer space, rocket, battle, space station, alien, trap, help, attack, defend, colonise, exciting, strange, worried.*

Materials: Students' story reviews from the last class.

Warm-up

Fact or fiction?

Write the words *fact* and *fiction* on the board. Explain that a factual story is about real events or people, for example, a biography or a history book. Fiction is something that is not real.

Say the titles of various children's books and ask students to say whether they are fact or fiction: *Harry Potter, Charlotte's Web*, etc.

Write: *science fiction* on the board. Explain that this is a type of story. The story on pages 102–103 is science fiction.

Ask students to help you define *science fiction*. Give them the following clues: *future, not realistic, fantasy*. Explain that science fiction isn't always about space travel or aliens.

Developing reading

1 Read and tick (✓) the correct summary for the story on pages 102 and 103.

Explain that a summary is a short version of a story, giving only the most important information. Read the first text out loud. Students follow in their books.

Tell students that there are some details in the text that are the same as the story on pages 102–103. Students underline the details (*science fiction, message, two girls, space shuttle*).

Read the second text out loud. Students follow in their books.

Students underline the details in this text which are the same as in the story.

Ask: *Which of these texts is a summary of the story on pages 102 and 103?*

Students tick the correct summary.

- Find the phrases in the summary that mean...

Read the first line in the chart.

Students find the answer in the text and say it out loud. Repeat with the other lines in the chart.

Finally, students write the words in the chart.

2 Choose an ending for the story and circle your reasons.

Students silently read the two possible endings and choose the one they like best.

Ask students questions about their choice: *Which ending do you prefer? Do you believe in life in outer space? Do you like happy endings? Do you like jokes?* Students circle their reasons.

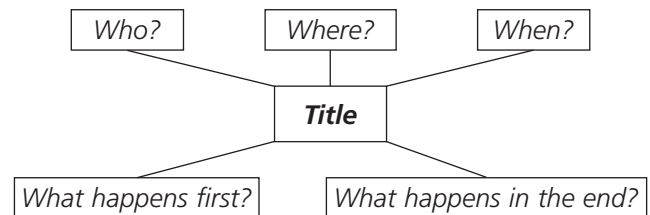
Peace education

Several of the activities students have done in the last two lessons are deliberately open activities, that is, there are no *right* answers. This is to encourage students to develop and discuss their own opinions. Encourage students to think for themselves, not just copy their friends. This also teaches them to respect their classmates' opinions. When students are giving their opinions, encourage them to give reasons: *I think... because....* They may find this difficult because they haven't got enough language. In that case, help them give their explanations.

Wrap-up

Make a story web.

Draw a story web on the board. Draw a central square. Write the word: *Title*. Draw five more squares coming out from the central square. Write the following in each of the squares: *Who? Where? When? What happens first? What happens in the end?*



Tell students they can use this web to plan a story. Divide the class into small groups. Each group copies the story web and answers the questions with its own ideas for writing a science fiction story.

Ask a representative from each group to explain their story web to the rest of the class.

Answer Key

- 1 Science fiction, characters, aliens, signal, space shuttle

Activity Book

Page 104, activities 1 and 2.

Key

- 1 signal, space shuttle, computer, rocket, control room, alien, space station, Mission Control
- 2 From left to right, top to bottom: 2, 1, 1, 2, 2, 1, 2, 1

Grammar: Superlative adjectives: *Jupiter is the biggest planet.*

Vocabulary: *Small, big, hot, cold, long, short, far, near, diameter, distance, temperature, length, day, year, average;* the planets.

Materials: Paper, (black) card, paint. *Optional:* Index cards (1 per student).

Warm-up

Planet line-up

Poster 9

Display Poster 9.

Distribute the *Planet* poster cutouts and tell students to place the planets on the correct orbiting lines. Tell the rest of the class to check the order on page 100 of their books.

Ask the following questions: *Which is the biggest planet? Which is the smallest planet? Which planet is furthest from the sun? Which planet is nearest to the sun?*

Controlled practice

1 Look and complete the sentences.

Explain that the chart shows real figures for these planets in our solar system.

Ask questions about the chart: *How big is Mercury? How far is Venus from the sun? How hot is Earth? How long is a day on Mars? How long is a year on Jupiter?*

Ask students if they know what factor makes a day and a year a particular length. Explain that the length of the day depends on how long the planet takes to make one full turn on its axis. The length of the year depends on how long it takes the planet to orbit the sun.

Ask students if they notice any pattern in the length of the year. The further the planet is from the sun the longer the year. This is because the orbits get bigger. Students complete the sentences with information from the chart. Leave the poster on the board so they can also use this as a reference.

Volunteers read their sentences out loud.

• Listen and check your answers. 64

Play Track 64. Students listen and correct their work.

Track 64

1. Jupiter is the biggest planet, and Mercury is the smallest.

2. Venus is the hottest planet, and Neptune is the coldest.

3. Mercury has got the longest day, and Jupiter has got the shortest day.

4. Neptune has got the longest year, and Mercury has got the shortest year.

5. Neptune is the furthest planet from the sun, and Mercury is the nearest planet to the sun.

Craft activity

2 Make the solar system.

Distribute materials.

Read and explain the instructions.

Divide the class into groups of eight. If this is not possible, some students can make more than one planet.

Groups make their solar systems.

Display the solar systems on the classroom walls.

Optional activity

Make planet index cards.

Write the following on the board:

_____ has got a diameter of _____ km. It is _____ million km from the sun. The average temperature is _____ °C. A day on _____ lasts for _____ hours. A year on _____ last for _____ days.

Students complete the text on an index card for the planet they drew in the previous activity.

Students who drew the sun should copy out the following text:

The sun is not a planet. It is a star. It has got a diameter of 1,392,000 km. The sun's temperature is 5,500° C. The sun gives light and heat to all the planets in the solar system. The sun is getting bigger all the time.

Place the index cards around the planets on the wall display.

Wrap-up

The planet song 60

Tell students to stand by their solar systems.

Play Track 60. Students all sing the first two and last lines. Each student sings the line of the planet they drew.

Activity Book

Page 105, activities 1 and 2.

Key

2 1. Jupiter; 2. Mercury; 3. Mercury; 4. Neptune; 5. Venus; 6. Neptune; 7. Mercury; 8. Mercury



Functional language: *Looks like: Orion looks like a hunter.*

Vocabulary: *Galaxy, solar system, star, planet, moon, constellation, comet, tail, asteroid, orbit, sun, Orion, hunter, belt, sword, shield, club, bright.*

Materials: Paper.

Preparation: *Space sheets* (1 per student): Photocopy activity 1. Cover the words on the left-hand side so they do not appear in the copy.

It orbits a sun. Earth is a planet.

What's a moon?

It orbits a planet. Some planets have got a lot of moons, but Earth has only got one.

What's a constellation?

It's a group of stars. The stars form pictures in the sky.

What's a comet?

It's a small bright ball of fire with a long tail. Comets can orbit a sun like a planet.

What's an asteroid?

It's a small object made of rocks and metal.

Play Track 65 again. Students check their work.

Warm-up

Play *Guess the object*.

Say the following descriptions. Students try to guess what the objects are and write them down:

It's an object made of paper. It has got lots of words in it, a title and an author. (a book)

It's in this room. It has got a sharpener, pencils, a rubber and other objects inside. (a pencil case)

It has got legs but it can't walk. We sit on it. (a chair)

It's big. It's on the wall. We write on it. (the board)

There are (two) in this room. It's big and transparent.

We can see through it. (a window)

Vocabulary presentation



Poster 9

Display Poster 9 with the cutouts attached.

On the board, write: *galaxy, solar system, star, planet, moon, constellation, comet, asteroid.*

Students say which of these objects appear on the poster (*solar system, asteroid, planet, star—the sun*).

Go over the other words:

Galaxy: It's a collection of solar systems. Our solar system is in a galaxy called the Milky Way.

Moon: Moons orbit the planets. Lots of planets have got moons.

Constellation: It's a group of stars.

Comet: It's a bright object with a long tail.

Controlled practice

① Listen and match the words with the definitions. 65

Divide the class into pairs. Students draw lines in pencil from words to the definitions they know.

Play Track 65. Students complete the activity.

Track 65

Teacher, what's a galaxy?

It's a collection of solar systems. Our galaxy is the Milky Way. What's a solar system?

It's a sun and everything orbiting around it, including planets, moons and asteroids.

What's a star?

It's a sun. It's at the centre of a solar system. So our sun is a star.

What's a planet?

Developing reading

② Read and circle *T* (True) or *F* (False).

Read the title and text out loud. Students follow along in their books.

Ask students to call out the words they don't understand. Write them on the board.

Ask if anyone else can explain the meanings. Clarify meanings yourself if necessary.

Tell students to number the following objects in the picture of Orion: 1—*belt*; 2—*sword*; 3—*shield*; 4—*club*. Students complete the activity individually.

Optional activity

Critical thinking: Our universe

Challenge students to solve simple problems that require basic logic and simple observations.

Divide the class into groups. Write the following problems on the board. Students discuss and solve the problems:

1. *Why can't we see the stars very well in a city? Because there is too much light in a city.*

2. *Why is it easier to see the stars than the planets? Because the stars are suns and have got their own light.*

3. *Which planets can you see without a telescope? Why? Venus and Mars, because they are nearest to the Earth.*

4. *Where do the stars go during the daytime? They don't go anywhere. We can't see them because of the light from the sun.*

Wrap-up

Which word?

Distribute the *Space sheets* (see Preparation). Students write the missing words.

Answer Key

② 1. T; 2. F; 3. F; 4. T



Activity Book

Page 106, activities 1 and 2.

Key

① 1. asteroid; 2. constellation; 3. galaxy; 4. solar system; 5. comet; 6. planet; 7. sun; 8. moon

② 2, 3, 1



Grammar: Review of past simple: *Yuri Gagarin was the first man in space.* Review of future (*going to*): *A man is going to walk on Mars.*

Functional language: *Looks like: It looks like a dog.*

Vocabulary: *Space, space station, chimpanzee, moon, planet, spaceship, life, star, light year, constellation, spend, find, land, explore, build.*

Materials: Slips of paper, black card, white or yellow paper, chalk, tape.

Preparation: *Action slips* (1 per student): Write each of the following phrases on two different slips of paper: *travel to Mars, land on a comet, visit the Moon, discover a new planet, find a new galaxy, explore the asteroids, live on Mars, work on a space station, meet an alien, explore outer space, walk on Venus, send a message into space, spend my holidays on Jupiter, fly a space shuttle, work in Mission Control.*

Warm-up

Action slips

Distribute the *Action slips* (see Preparation). Explain that in the future, everyone in the class is going to be a famous astronaut.

Students stand up and ask their classmates questions to find their partners:

S1: *What are you going to do?*

S2: *I'm going to (travel to Mars).*

Controlled practice

1 Listen and number. 66

Read the sentences out loud.

Students follow along in their books.

Explain that these are the most important first events in space exploration. Ask students which of these events they think happened first.

Play Track 66. Students listen and number the sentences in the correct order.

Track 66

On November the 3rd, 1957, Laika was the first dog in space.
On January the 31st, 1961, Ham was the first chimpanzee in space.

On April the 12th, 1961, Yuri Gagarin was the first man in space.

On June the 16th, 1963, Valentina Tereshkova was the first woman in space.

On July the 20th, 1969, Neil Armstrong was the first man on the moon.

On December the 15th, 1970, Venera 7 was the first spaceship to land on another planet.

On April the 19th, 1971, Salyut 1 was the first space station to orbit Earth.

Play Track 66 again. Students check their work.

Check answers:

T: *What happened first?*

Ss: *Laika was the first dog in space.*

T: *What happened next?*

Optional activity

Dates

Ask students if they were surprised by any of the events in activity 1. Ask if they know which planet *Venera 7* landed on. (*Venus*)

Write the following dates all over the board in random order: *November 1957, January 1961, April 1961, June 1963, July 1969, December 1970, April 1971.*

Students write the dates by the events.

Free practice

2 Complete the chart (✓) or (X) and ask a classmate.

Ask students: *What do you think is going to happen in the future? Do you think a man is going to walk on Mars?*

Students read the sentences and tick or cross according to their opinions.

In pairs, students ask each other the questions and give their opinions.

Craft activity

The Printer's Project

Read and explain the instructions out loud.

Distribute materials.

Students cut out tiny dots or star shapes from white paper and glue them onto black card. They join the dots using white chalk to form the shape they want. Attach the constellations to the ceiling of the classroom so that they form a continuous patch of "sky".

Students use the model in the speech bubble to write a short text about their constellation.

Tell students to lie on the floor with their texts.

Students point to and describe their constellations to the rest of the class.

Wrap-up

Do a class quiz.

Divide the class into two teams.

Use the definitions on page 106 and the space observation facts on page 107 to ask questions: *What do we call a collection of solar systems? Who was the first man to walk on the moon?*

If a team answers correctly, it wins two points.

The team with the most points at the end of the game is the winner.

Answer Key

1 3, 2, 1, 7, 4, 5, 6

Activity Book

Page 107, activities 1 and 2.

Key

1 The French Land on Jupiter

Student's Book Page 108

Grammar: Review of present simple: *He lives far away.*

Vocabulary: *Alien, planet, bubble, strange, friendly, kind, live, sleep, move, eat, drink, play, learn, feel, think;* large numbers, parts of the body.

Materials: Slips of paper (6 per student).

Warm-up

Play a board game.

Divide the board into two halves.

Divide the class into two teams.

Write the numbers from Student's Book page 108, activity 1 on both sides of the board.

Each team forms a single-file line in front of the board.

Call out a number. The first student in line from each team runs to the board, rubs out that number and then runs to the end of his/her line.

The first student to do this correctly wins a point for his/her team.

The team with the most points at the end of the game wins.

Controlled practice

① Play *The number game*.

Ask a few students at random to say the numbers according to the coordinates: (*Martha*), *what number is D3?* S1: *Ninety-nine*.

In pairs, students take turns saying different coordinates while their partners to cross out the corresponding numbers. Students say the corresponding number out loud before they cross it out.

The first student to cross out four numbers in a row (vertically, horizontally or diagonally) is the winner.

② Listen and complete the poem. 67

Write the following words on the board: *you, nose, Hubble, drinks, know, you, blue, toes, bubble, thinks, Hello, too*.

Volunteers come to the board and match the pairs of words that rhyme. (Note: "you-you" is not valid.)

Rub out the words from the board.

Students look at the poem in activity 2.

Play Track 67. Students listen and follow in their Student's Books.

Students complete the poem with the words from the box. Tell them to think about the rhyme and the meaning.

Track 67

Kevin the alien

(See Student's Book page 108, activity 2.)

Play Track 67 again. Students check their work.

Ask volunteers to read the poem out loud.

- Draw a picture of Kevin.

Students read the poem and draw a picture according to the description in the poem.

Peace education

Write the word *moral* on the board. Remind students of the work they did in units 4 and 5 on identifying the moral in stories. Ask them to think about the moral of the poem *Kevin the alien*.

Draw a chart with two columns on the board. Label the columns *Same* and *Different*.

Students look at the poem and help you complete the chart.

<i>Same</i>	<i>Different</i>
<i>arms, legs, fingers, toes, mouth, body, eyes, nose; sleeps, moves, eats, drinks, plays, learns, feels, thinks</i>	<i>blue lives on planet Hubble lives in a bubble</i>

Explain that people are similar to and different from each other in many ways. The world would be a very boring place if we were all exactly the same!

Wrap-up

Numbers!

Students look at the number chart in activity 1.

Distribute slips of paper.

Students choose one number from each column and write out the corresponding number word on a slip of paper.

Divide the class into pairs.

Partners swap slips of paper. They cover the numbers with the correct number words.

Answer Key

blue, toes, bubble, thinks, Hello, too

Activity Book

Page 108, activities 1 and 2.

Key

2. 325; 3. 2,400,000; 4. 8,200; 5. 673; 6. 42,000; 2. three hundred and twenty-five; 3. two million four hundred thousand; 4. eight thousand two hundred; 5. six hundred and seventy-three; 6. forty-two thousand

Grammar: Review of *Wh* questions: *Which is the coldest planet? Who was the first man on the moon? What colour is Neptune? How many planets are made of gas?* Future (*going to*): *You're going to open the box.*

Vocabulary: *Gas, solid, planet, solar system, rock, mineral, light (blue), dark (blue), god, sky, land, beauty, love, war, king, agriculture, travel, underworld, Roman, Greek; the planets, signs of the zodiac, colours.*

Materials: Coins, game counters (1 per student), magazines.

Preparation: Cut out magazine pictures of objects that demonstrate the following colours: *light blue, blue, dark blue, light green, green, dark green, light yellow, yellow, dark yellow, light brown, brown, dark brown.*

Warm-up

So many colours!

Write the following colours on the board: *light blue, blue, dark blue, light green, green, dark green, light yellow, yellow, dark yellow, light brown, brown, dark brown.*

Hold up magazine pictures (see Preparation) and ask individual students to identify the colours. Clarify the difference between light and dark colours. Point to various objects around the classroom and ask volunteers to identify their colours.

Developing reading

① Read the text and complete the chart.

Read the text out loud. Students follow in their books and underline any words they don't understand. Tell students to call out the words they have underlined and write them on the board. Ask other members of the class if they can help.

Ask questions about the text: *Is Mars solid or gas? Is Neptune light blue or orange?*

Students read the text again in silence and complete the chart.

Ask questions about the chart: *Which planets are solid? Which planets are made of gas?*

Free practice

② Play The zodiac game.

Distribute coins and game counters. Divide the class into pairs.

Students place their counters on *Start*. Explain the rules of the game: Players take turns spinning a coin and moving their counters on the game board (*heads* = one space; *tails* = two spaces).

When a player lands on a square, he/she answers the corresponding question. If he/she gets the answer

wrong, he/she misses a turn.
The first player to reach *Finish* wins.

Zodiac survey

Remind students that the signs of the zodiac are also the names of constellations.

Tell students to look at the signs of the zodiac and the dates on the game board and find out which sign they are.

Write the twelve signs on the board. Say: *Raise your hand if you are an Aries.* Write the number of students under the sign.

Continue with the other signs.

Ask students which signs are the most common and the least common in their class.

Optional activity

Critical thinking: Colours in nature

Write the following colours on the board: *light blue, blue, dark blue, light green, green, dark green, light yellow, yellow, dark yellow, light brown, brown, dark brown.*

Divide students into small groups.

Tell groups to think of one object in nature for each of the colours. For example, *light green: bud or new leaf; light blue: sky; light yellow: baby chick; dark yellow: egg yolk, etc.*

Wrap-up

Spelling competition

Divide the class into two teams. Each team stands in a line.

Start with team 1. Say a word from this unit (the name of a planet, constellation, galaxy, solar system, asteroid, comet, etc.). Each student in the team says one letter down the line until they have spelled the word. If the spelling is correct, the team wins one point. If not, team 2 gets a chance to spell the word for a bonus point.

Repeat the procedure with team 2.

Continue with other words. The team with the most points at the end of the game is the winner.

Activity Book

Page 109, activities 1 and 2.

Key

② 2. Earth; 3. Venus; 4. Neptune; 5. Mars; 6. Saturn; 7. Mercury; 8. Jupiter

Grammar: Contrasting present, past and future. Short answers.

Vocabulary: *Planet, space, spaceship, astronaut, solar system, moon, sun, explore, travel, orbit*; planets, time expressions.

Materials: Cutout 2.

Warm-up

Yesterday, every day, tomorrow

On the board, write: *yesterday, every day, tomorrow, past, present, future*.

Ask volunteers to come to the board and match the time expressions with the verb tenses.

Point to *yesterday–past*. Tell students to write a sentence in their notebooks starting with the word *yesterday*.

Do the same for the other time expressions.

Ask volunteers to read their sentences out loud. Correct any mistakes in the tenses.

Grammar practice

① Underline the verbs.

Choose volunteers to read the five sentences out loud. After each sentence, ask the class to say which word is the verb.

Students underline the verbs in the sentences.

Write the five verbs on the board. Students correct their work.

- Classify the sentences.

Read the first sentence out loud and ask: *Is that sentence about the past, the present or the future?* Students answer orally.

Students use the key to classify the sentences.

② Read and circle the correct answers.

Students read the questions and circle the grammatically correct option for each answer.

Volunteers read the question and the answers out loud. Students correct their work.

Finally, students use the key in activity 1 to classify the questions into past, present and future.

Grammar game

③ Play *Three in a row*.

Students cut out the game board and the pink clue cards in Cutout 2.

Place the clue cards face down on the table.

Demonstrate the game with a student in front of the class.

Take a card and read what it says: *eat pizza (future)*.

Make a sentence and write it in a square below the corresponding time expression on the game board: *I'm*

going to eat pizza tomorrow.

Then S1 takes a clue card and writes a sentence below the corresponding time expression on the board.

Continue until you or S1 completes three squares in a row.

Students play the game in pairs.

The first student to complete three squares in a row shouts: *Stop!* Check that the verbs are correct.

Award one point for every correct verb on the winner's game board.

When all pairs have stopped playing, the student with the most points is the winner.

Optional activity

Game: *Let's ask questions!*

Divide the class into two teams.

Place the clue cards from Cutout 2 face down on a table in front of the class. On the board, write: *present, past and future*.

Ask a student from team 1 to come to the front and select a card. Ask a student from team 2 to call out one of the tenses.

The student from team 1 turns over a clue card and asks a question in the tense indicated by the student from team 2.

If the question is correct, team 1 wins one point.

Ask another student from team 1 to answer the question. If the answer is correct, team 1 wins another point.

Repeat the procedure for team 2. Continue until all of the clue cards have been used.

The team with the most points at the end of the game is the winner.

Wrap-up

Play *Jump the line*.

Draw a thick chalk line on the floor down the middle of the classroom. Write the word *Past* on one side, *Future* on the other side and *Present* down the middle line.

Students stand along the middle line.

Read out positive, negative and question sentences in the three tenses. Students jump from one side of the line to the other or stay on the middle line.

Students who jump the wrong way are out.

The last three students remaining are the winners.

Answer Key

① 1. are, PR; 2. saw, PA; 3. travel, PR; 4 was, PA; 5. are going to explore, FU

② 1. Yes, I do; 2. No, she/ he didn't; 3. Yes, they are; 4. No, we aren't; 5. Yes, he did; 6. No, it doesn't

Activity Book

Page 110, activities 1 and 2.

Key

① sent, travelled, are going to build, walked, is going to land, am going to see

② *Past*: yesterday, last year, ago, the day before yesterday, in 1972; *Present*: right now, at the moment; *Future*: next weekend, tomorrow, the day after tomorrow, next week, in 2050

Student's Book Page 111

Grammar: Review of verb tenses (past, present and future), large numbers, comparatives and superlatives.

Vocabulary: Key vocabulary from the unit.

Warm-up

Sing *The planet song*. 60

Poster 9

Display Poster 9. Divide the class into eight groups. Give each group a *Planet* poster cutout. Students identify their planet (They can look at page 100 of their books.). Play Track 60. Students sing *The planet song* as they follow along on page 100. As each group sings its verse, a group member places the corresponding cutout on the poster.

Review

The Printer's Quiz

► CIRCLE THE CORRECT OPTIONS.

Students read and circle the correct options. Ask volunteers to read the sentences out loud.

► READ AND CIRCLE THE CORRECT OPTIONS.

Write the numbers from the exercise on the board. Volunteers read the numbers out loud. Students read the sentences and circle the correct numbers.

► WRITE THE QUESTIONS. ASK A CLASSMATE AND WRITE THE ANSWERS.

Tell students that they are going to write questions, but some words are missing. Do the first question as an example.

T: *Look at the words. Is this a question about the past, the present or the future?*

Ss: *The past.*

T: *So how do I make the question?*

Ss: *Did you see a film last year?*

Students write the questions. Volunteers read their questions out loud. Students ask their classmates the questions and write the answers.

Wrap-up

Write the following text on the board:

Student's Book review

In this book, there are _____ stories.

My three favourite stories were _____ and _____.

My least favourite story was _____.

My favourite unit was unit _____.

In this unit, I learned about _____.

I liked this unit because _____.

My least favourite unit was unit _____.

In this unit, I learned about _____.

I didn't like this unit because _____.

Students copy and complete the text.

Optional activity

Make a story quiz.

Divide the class into nine teams. Assign a story from the book to each team. Each team writes five questions for each story. Walk around checking that the questions are written correctly.

Students close their books. Start with the team for the unit 1 story. A member of the team reads the questions out loud one by one. The rest of the class writes the answers. Make a note of the correct answers. Repeat with the rest of the teams. Each team answers questions for eight stories, excluding its own. At the end, read the correct answers out loud. The team with the most correct answers wins.

Answer Key

① Circle: 1. bigger; 2. hotter; 3. smaller; 4. coldest; 5. nearest; longer

Read and Circle: 687; 500,000; 143,000; 4,200

Write: 1. Did you see the film last week; 2. Are you going to travel to Mars next year; 3. Do you like science fiction stories; Are you going to watch TV tomorrow

Activity Book

Page 111, activities 1 and 2.

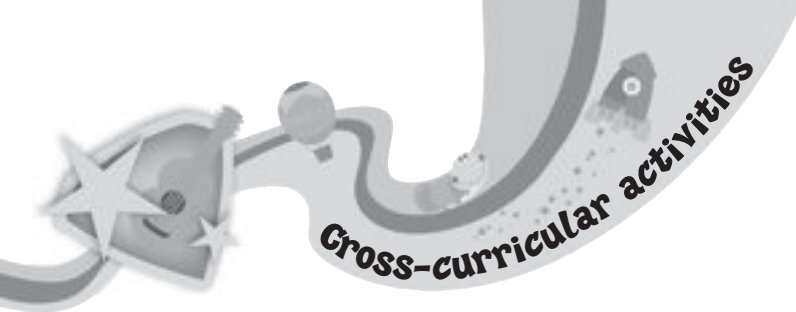
Key

① Science fiction

② Present simple: work, doesn't, Does, work; Present continuous: are, working, aren't, working, they working; Past simple: worked, didn't work, work, work, Did, work; Past continuous: was, working, working, weren't working, working, they working; Future: to work, They, going to, going to work, going to work, going to work, Are, to work

Grammar module: Past, present and future tenses

	Present simple	Present continuous
+	He/She eats. They eat.	He/She is eating. They are eating.
-	He/She doesn't eat. They don't eat.	He/She isn't eating They aren't eating.
?	Does he/she eat? Do they eat?	Is he/she eating? Are they eating?
	Past simple	Past continuous
+	He/She ate. They ate.	He/She was eating. They were eating.
-	He/She didn't eat. They didn't eat.	He/She wasn't eating They weren't eating.
?	Did he/she eat? Did they eat?	Was he/she eating? Were they eating?
	Future	
+	He/She is going to eat.	They are going to eat.
-	He/She isn't going to eat.	They aren't going to eat.
?	Is he/she going to eat?	Are they going to eat?



Social studies: New planet collage

Materials: Card (1 piece per group), magazines, glue.

Directions:

Remind students that in this unit they have been studying the universe and discussing the possibility of travelling to other planets and galaxies. Ask students to think about our own planet Earth and how we have damaged it over the years. Explain that it is possible that at some time in the future we will be able to colonise other planets.

Discuss with students what human beings should do to keep the new planet beautiful and clean.

Draw a chart on the board and encourage students to help you write ideas in the chart.

We should...	We shouldn't...
protect the environment.	kill wild animals.
keep the air clean.	pollute the water.
plant a lot of trees.	use cars.
recycle rubbish.	

Divide the class into small groups and distribute magazines and card.

Groups look in the magazines for pictures related to the chart and cut them out. Then they arrange the pictures (overlapping) on their piece of card to form a collage.

Art: Moon rocks

Materials: Paper, rocks (1 per student), paint, paintbrushes, feathers, glitter, glue.

Directions:

Students paint their rocks black. Then they brush light coloured paint across the black with a feather, giving a marbled effect.

Students apply glue and sprinkle on glitter.

Distribute paper. Students write a museum label for their rock. Write an example on the board:

Description: Moon rock

Found: December 21st, 2001

Material: Gold and precious stones

Invite students to describe their rocks to the class: *This is a moon rock. I found it on December the 21st, 2001. It's made of gold and stones.*

Display students' rocks and museum labels around the classroom.

Science: Pop rocket

Materials: Paper (22cm x 28cm), plastic 35mm film canisters with lids (one per group), tape, effervescent tablets, water, safety glasses (1 pair per student).

Directions:

Divide the class into groups. Distribute materials.

Demonstrate the activity before students perform the experiment in their groups.

Give students the following instructions:

1. Roll a piece of paper around a film canister and tape it in place.
2. Place the open end of the film canister face down.
3. Cut out a paper circle and make a cone.
4. Tape the cone to the top of the paper tube to make a rocket.
5. Put on safety glasses. Fill the canister 1/3 full with water. Drop in half an effervescent tablet. Quickly put the lid on and place your rocket on a "launch pad".
6. Stand back while you wait for the rocket to blast off.



Project: Make a model of the solar system.

Materials: Plasticine in different colours (light blue, dark yellow, light yellow, orange, red and brown), toothpicks, a sheet of Styrofoam, dark blue paint, index cards.

Directions

Students work in groups. First, they paint one side of the sheet of Styrofoam dark blue and let it dry.

Students use coloured Plasticine to make the planets and the sun.

They check the sizes and colours with the information in their Student's Books.

Students stick toothpicks into the planets and then stick them into the Styrofoam base. They place the sun in the middle and position the planets according to their orbits around the sun.

Tell students to write information about the planets on index cards (size, distance from the sun, etc.) and glue the index cards around the edge of the base.

Display the models of the solar system around the classroom.

Student's Book Page 112

Vocabulary: *Christmas Day, Santa, toy, sleigh, reindeer, nativity scene, bell, star, present, angel, candle, snowflake, holly, snowman, tree, check, load, call, clap, decorate, carry.*

Materials: Coins, counters.

1 Listen and sing the song. 68

Write the following words on the board: *Santa, sleigh, reindeer.*

Ask: *How does Santa travel? Does he travel by train?*
Point to the word *sleigh* and explain that Santa travels on a sleigh.

Ask: *Has he got any horses? Which animal pull Santa's sleigh?* Point to the word *reindeer* and explain that reindeer pull Santa's sleigh.

Play Track 68. Students listen and follow the song in their books.

Track 68

The Santa song

(See Student's Book page 112, activity 1.)

Play Track 68 again. Students listen and clap to the rhythm.

Play Track 68 a third time. Students join in with the song.

Divide the class into two groups. One group sings the first verse and the other group sings the second verse. Both groups sing the chorus.

2 Play The Christmas game.

Divide the class into groups of four.

Distribute the coins and counters.

Students take turns flipping the coin (heads = 1 space, tails = 2 spaces), moving the counters and answering the questions.

The first student to reach the Christmas tree is the winner.

Christmas words

Materials: Slips of paper (1 per student).

Preparation: *Christmas slips:* Write the following words on separate slips of paper (make sure there are two slips for each word): *bell, angel, candle, Santa, reindeer, sleigh, holly, snowflake, present, tree, card, star, cake, king, chocolate, snowman, nativity scene, stocking, turkey, decoration, lights.*

Directions:

Distribute the *Christmas slips* (see Preparation).

Students draw a picture for their word on the opposite side of the slip of paper. If they are not sure what the word means, they should ask.

Students stand up and find their partners:

S1: *What have you got?*

S2: *I've got a (sleigh).*

When students find their partners they sit down.

When all students have found their partners, pairs come to the board and draw a picture representing their word.

Ask students what all these objects have got in common. (They are all things associated with Christmas.)

Save the *Christmas slips* for the *Christmas game* (see below).

Christmas game

Materials: *Christmas slips* from the *Christmas words* activity.

Directions:

Divide the class into two teams. Distribute the *Christmas slips* so that each student has got one slip and there is one of each word in every group.

Students look carefully at their slip of paper and remember the object and how to write it. Collect all the slips.

Teams stand facing the board.

Divide the board into two halves and write team names at the top of each half: *The reindeers* and *The snowmen*. Call out a word. Students who had that word run to the board, write it on their half of the board, and run back to their team.

The first student who writes the word correctly and runs back to his/her team wins a point.

The team with the most points at the end of the game wins.

Activity Book

Page 112, activities 1 and 2.

Key

1 From left to right: bell, snowman, star, reindeer, present, tree, angel, candle, snowflake, holly

2 From left to right: 3, 5, 1, 6, 2, 4

Vocabulary: *Christmas, Santa, Advent Calendar, France, Spain, UK, USA, Italy, computer game, football, skateboard, rocket.*

Materials: Coloured pencils, shiny coloured paper, glue, ballpoint pens or marker pens.

Activity Book

Page 113, activities 1 and 2.

Key

① France–Le Père Noël, Spain–Papa Noel, UK–Father Christmas, USA–Santa Claus, Italy–Babbo Natale

② 1. computer game; 2. skateboard; 3. football; 4. rocket

① Make an Advent calendar.

Ask students if they have ever had an Advent Calendar. Explain that this is a tradition in lots of countries.

Children lift the flaps on their Advent Calendars every day from the 1st to the 25th of December.

Students cut out the Advent Calendar and colour the pictures.

Next, they cut out 25 squares of shiny paper the size of the boxes on the Advent Calendar and fold over a small section at the top the same size as the rectangle on the top of each box.

Then students write the numbers 1 to 25 on the shiny paper squares using a ballpoint pen or marker pen.

Students then place the shiny paper squares on top of the calendar boxes to cover the pictures, gluing the folded strip to the top part of each box. They can attach the paper squares to the calendar in any order.

During the month of December, students start each class by lifting the corresponding flap on their Advent Calendar. Ask students to name the object in the picture.

Make a classroom Christmas tree.

Materials: Large sheet of card, card squares (7 cm x 7 cm approx.), green paint, Blue-tak.

Preparation: *Christmas tree:* Draw a simple Christmas tree shape on a sheet of card and paint it green.

Directions:

Attach the *Christmas tree* (see Preparation) to the wall. Distribute the card squares.

Using the square, students design and colour a Christmas card.

Write a variety of possible texts for the cards on the board:

Happy Christmas! Love from _____

Merry Christmas and a Happy New Year!

From _____

Have a great Christmas! Love, _____

Students write one of the texts on the back of the card.

Students attach their cards to the branches of the tree using Blue-tak.

Before the Christmas holidays, students take their cards home to their families.

Student's Book Page 115

Vocabulary: Arrow, Cupid, chocolates, kiss, flower, card, heart, friend, wing, spin.

Materials: Tape, glue.

1 Listen and sing the song. 69

Play Track 69. Students clap to the rhythm.

Track 69

Valentine's Day song

(See Student's Book page 115, activity 1.)

Play Track 69 again. Students join in with the song and clap to the rhythm.

Divide the class into groups of six. Play Track 69 several times. Students work out a short dance or movement routine to the music.

Groups perform their dance and song routine for the rest of the class.

Vote on the best performance.

2 Make a Valentine's Day streamer.

Students cut out the streamer template. They cut along the horizontal line and then along the top and bottom parts of the heart shapes. Make sure they do not cut out the individual hearts and that they don't cut along the line connecting the hearts. Students tape the two lines of hearts together to make a streamer.

Students glue their streamers together to make one long class streamer.

Hang the streamer in the classroom.

Valentine's Day presents

Materials: Red paper, slips of paper (1 per student), two bags.

Preparation: Write students' names on individual slips of paper.

Directions:

On the board, write: *February 14th*. Tell students to think of a present they would like to give to a friend on Valentine's day.

Students cut out a heart shape from red paper and draw a picture of their special present on the heart. Then they write the word below the picture.

Put the drawings in a bag and the slips of paper with the students' names (see Preparation) in another bag.

Students take turns taking a piece of paper from each bag. They call out the person's name who comes and receives their present:

S1: (*Angela*), *here is your Valentine's Day present. It's a (box of chocolates).*

S2: *Thank you.*

Game: Love me, love me not!

Materials: Dice (1 per pair of students).

Directions:

Write the following key on the board:

1, 3, 5 = (*he/she loves me*)

2, 4, 6 = (*he/she loves me not*)

Draw a daisy on the board with 6 petals.

Explain that many years ago young people used

a simple test to see if their sweethearts loved them. They

picked a daisy and began to

pluck off the petals working

clockwise around the flower.

For each petal they said: *He/She*

loves me, he/she loves me not

until there were no more petals

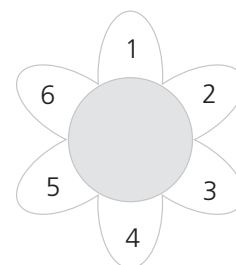
on the flower. The last petal told them the truth. Ask students if they believe that plucking daisies can really tell us if someone loves us or not.

Students copy the daisy into their notebooks.

Distribute dice.

Students play in pairs. They take turns throwing the dice and reading the key on the board. They cross out the petals according to the number on the dice.

The number on the last petal that hasn't been crossed out tells whether their sweetheart loves them or not.



Game: How many letters?

Students put away their pens and pencils. Divide the class into small groups.

Explain that each group starts with a score of 10. Write the names of the groups on the board and keep the score.

Ask: *How many letters are there in the word Valentine?*

The first group to raise a hand answers. A correct answer receives one point. An incorrect answer means the group loses a point and the question goes to the next group that raises a hand.

Continue asking about different words: *chocolate, arrow, heart, Cupid, kiss, flowers.*

The group with the highest score at the end of the game is the winner.

Activity Book

Page 114, activities 1 and 2.

Key

1 *Picture 1:* Cupid has got two wings. There are eight hearts. There's a rabbit. Cupid is sad. Cupid has got straight hair.

Picture 2: Cupid has got four wings. There are nine hearts. There's a cat. Cupid is happy. Cupid has got curly hair.

2 arrow, cupid, heart, friend, kiss, card, flowers, sweets

Vocabulary: Spring, Easter, line dance, partner, stand, step, take, turn, do, spin, dance, hop, count, slap, right, left, knee, hip, kick, hand, band.

Materials: Paper bags (1 per group), slips of paper (2 per student), coloured pencils.

1 Do the Easter dance, and sing. 70

Students choose their partners. Partners stand in two lines facing each other.

Read the following instructions out loud slowly, pausing after each one to demonstrate:

Take three steps to the right.

Turn around in a full circle and slap your knee.

Then take three steps to the left.

Put your hands on your hips and kick your knees up twice.

Hold hands with your partner and spin around.

Students practise the Easter dance several times before playing the music.

Play Track 70. Students join in with the dance.

Track 70

Easter line dance

(See Student's Book page 117, activity 1.)

Play Track 70 again. Students join in with the dance and the song.

2 Play Musical statues.

Read the instructions out loud.

Divide the class into small groups. Give each group a paper bag.

Each member in the group writes two tasks on two separate slips of paper and puts them in the paper bag. Play Track 70. Students dance to the Easter dance. Stop the music. The last three students to stop moving take a task from the bag. They carry out the instructions indicated in the tasks.

When is Easter Sunday?

Ask students if they know when Easter Sunday is this year. Ask them if Easter Sunday is on the same day every year.

Explain that Easter Sunday changes according to the full moon. This is how we work it out:

The first day of spring is March 21st. Find the first full moon after this date. The first Sunday after the full moon is Easter Sunday.

Calendars usually tell us when there is a full moon.

Make an Easter scene.

Materials: Hard-boiled eggs (1 per student), green paper, brown paper shavings or straw, thin felt tip pens.

Directions:

Explain that eggs are a symbol of Easter because they represent new life. Easter is a time when many animals are born and plants start their growing season. This is why it is associated with new life.

Give each student a hard-boiled egg.

Students decorate their eggs using felt tip pens. They write their names on their eggs.

Place green paper on a table and place small lumps of straw or paper shavings on the paper.

Students place their decorated eggs on the table.

Easter egg puzzles

Materials: Paper, cardboard, coloured marker pens or pencils.

Directions:

Students draw an egg on a sheet of paper. Make sure all the eggs are the same size.

Students then draw a pattern on their egg and colour it.

Then they glue their egg onto a piece of cardboard.

Tell students to cut out their egg and then cut it into eight pieces.

Divide the class into groups of five or six students. All the students in the group put their pieces together, mix them up and place them on the table.

The first group to reconstruct the six eggs is the winner.

Activity Book

Page 115, activity 1.

Instructions for hands-on activity

Distribute materials.

Students cut out the card and colour the picture.

Show them how to fold along the grey lines so that the bunny folds inwards and then stands up slightly when you open the card.

Write examples of dedications on the board:

Happy Easter! Love from _____

Dear mum and dad,

Have a great Easter! From _____

Students write a dedication inside their card.

Students take their cards home to their families.

Vocabulary: Bird, plane, dark, pest, cheek, promise, rescue, kiss, tidy, wash, make, water, take out, go to bed, super, best, scared.

Materials: Small ball, newspaper, strips of white paper (1 per student), card, coloured pencils, glue, music CD. *Optional:* white glue, water.

1 Learn the Mother's Day poem. 71

Play Track 71. Students follow the poem in their Student's Book.

Track 71

Super Mum

(See Student's Book page 118, activity 1.)

Students look at the poem and underline any words they don't understand.

Tell students to call out the words they have underlined. Write them on the board and clarify the meaning of these words.

Play Track 71. Students read along. Pay special attention to the rhythm and stress of the poem.

Choose volunteers to read the poem out loud to the rest of the class.

2 Play Pass the Mother's Day package.

Read and explain the instructions.

Read the *Mother's Day promises* out loud.

Students choose a promise and write it on a strip of white paper.

Wrap a small ball in one layer of newspaper.

Students take turns coming to the front of the class and wrapping their promises inside another layer of newspaper.

Students sit in a circle. Play some music.

Stop the music. The student holding the package takes off a layer of newspaper and takes out the promise.

Students take home their promises and show them to their mothers.

Make a Mother's Day card.

Materials: Card (half a piece per student).

Directions:

Distribute the card.

Students fold the paper and design a card for their *Super Mum*.

Write the following text on the board for students to copy onto the cover of their card:

Happy Mother's Day, Super Mum!

Students copy the poem from activity 1 inside the card, and give it to their mothers.

For my mum

Tell students to think for a minute about all the things their mums do for them every day.

Write on the board: *Every day, my mum...*

Students copy the text and complete it with at least two sentences.

Volunteers read their sentences out loud.

Then ask students to think for a minute about what they do for their mums every day.

Write on the board: *Every day, I...*

Students copy the text and complete it with a least two sentences.

Ask the students whether they think that their mums do more for them or they do more for their mums.

Make promise vouchers.

Materials: Index cards (8 per student).

Directions:

Write the following sentences on the board:

I promise to tidy my room.

I promise to wash the dishes.

I promise to water the plants.

I promise to make breakfast.

Students copy the sentences onto index cards (one sentence per card, two cards for each sentence) and decorate their cards with drawings.

Students give the promise vouchers to their mothers and tell them that they can use the vouchers whenever they want.

Activity Book

Page 117, activity 1.

Instructions for hands-on activity

Distribute materials.

Tell students they are going to make a present for their mother. They colour in the pictures.

Students cut out the napkin rings and glue them onto card.

They cut out the napkin rings again and glue them along the flaps.

Optional: Students varnish their napkin rings using a mixture of two parts white glue to one part water.

You can also give students paper napkins to put inside their napkin rings before they give them to their mothers.

Note: Some students may not have a mother or a regular relationship with their mother. Make sure you know which students are in this situation and talk to them beforehand. Explain that we will be celebrating Mother's Day and they will be making a present to take home. Suggest that they think of another person to give their present to, for example, a grandmother, aunt or a female friend.

Vocabulary: *Story, monster, king, rest, Mexico, Canada, USA, UK, France, Spain, Australia, invent, die, take care of, church, celebrate, bedtime, best, special.*

Materials: Coloured pencils, card, glue.

1 Learn the Father's Day poem. 72

Play Track 72. Students follow the poem in their books.

Track 72

I love you, dad

(See Student's Book page 119, activity 1.)

Students look at the poem and underline any words they don't understand.

Ask students to call out the words they have underlined. Write them on the board and clarify the meaning of these words.

Play Track 72 again. Students read along. Pay special attention to the rhythm and stress of the poem.

Ask volunteers to read the poem out loud to the rest of the class.

2 Read and answer the questions.

Tell students that in the middle of the last century there was a little girl called Sonora Smart who wanted to celebrate Father's Day.

Students silently read the text.

Read the text out loud. Ask students if there are any words they do not understand. Write the words on the board and clarify their meanings.

Volunteers take turns reading sentences from the text out loud. Help them with difficult words.

Ask the following questions: *Who invented Father's Day in the USA? Why did Sonora want to celebrate Father's Day? Do people celebrate Father's Day on the same day all over the world?*

Tell students to look at the different days when Father's Day is celebrated. Ask the following questions: *When do people in Australia celebrate Father's Day? Where do people celebrate Father's Day on the third Sunday in June?*

Write the following cities on the board: *Sydney, Madrid, London.* Ask students if they know where these cities are. Read the first question out loud. Choose a volunteer to answer orally.

Continue with the other two questions.

Students write the answers in their books.

When do we celebrate...?

Write on the board: *New Year's Day, Valentine's Day, Easter Sunday, Mother's Day, Father's Day, Halloween, Christmas Day.*

In pairs, students try to remember the dates/days for these events. Remind them that some holidays fall on different days every year.

Ask volunteers to come to the board and write the answers.

Fill in any missing answers.

Game: Which country?

Materials: World atlas.

Directions

Write on the board: *Mexico, UK, USA, Canada, France, Spain, Australia.*

Students choose one of the countries without telling anyone which one they have chosen.

Students look in an atlas and find the name of an important city in the country they have chosen.

Volunteers stand up and say: *Imagine I live in (Quebec). When do I celebrate Father's Day?*

Students raise their hands to answer.

Each correct answer is worth one point.

The student with the highest number of points at the end of the game is the winner.

Answer Key

1. The first Sunday in September, 2. The 19th of March, 3. The third Sunday in June

Activity Book

Page 119, activity 1.

Instructions for hands-on activity

Distribute materials.

Tell students they are going to make a present for their father. They colour and cut out the card holder.

Students glue the card holder onto card and cut it out again.

Show them how to put glue on the flaps and glue the front part of the briefcase onto the flaps.

Finally, help them cut an opening on the front to insert the paper belt and close the card holder.

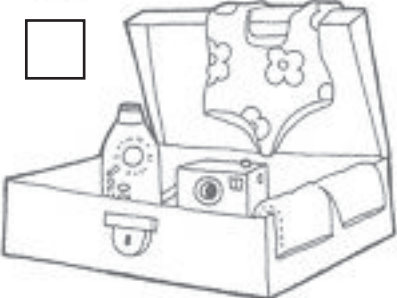
Note: Some students may not have a father or a regular relationship with their father. Make sure you know which students are in this situation and talk to them beforehand. Explain that we will be celebrating Father's Day and they will be making a present to take home. Suggest that they think of another person to give their present to, for example, a grandfather, uncle or a good male friend.

1 Read and number the suitcases. (3 points)

①

I've got sunglasses, a camera, sunblock and a T-shirt.

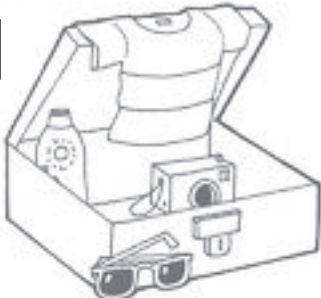
☐



②

I've got a camera, a swimsuit, sunblock and shorts.

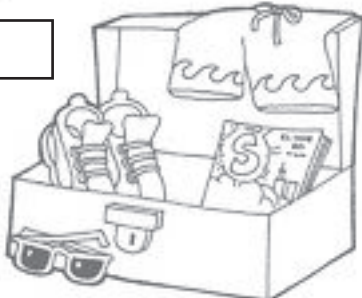
☐



③

I've got sunglasses, trainers, a swimsuit and a comic.

☐



2 Complete the table. (4 points)

present	past
jump	jumped
watch	
have	
cry	
take	

present	past
dance	danced
	did
	ate
	saw
	went

3 Complete the postcard with was, were or weren't. (4 points)

Dear mum and dad,

I'm having a great time at granny's house. Yesterday there was a circus in town. We went to see the show. There _____ three lions and there _____ a lion tamer. The lions _____ very dangerous. There _____ lots of acrobats, but there _____ any jugglers. There _____ a very funny clown. His name was Fluffy. There _____ seals and there _____ an elephant.

Love, Jimmy

4 Follow the maze and complete the sentences. (4 points)



1. Sandy travelled by _____. She went to _____. She took _____.
She went _____.

2. Jimmy _____
_____.

3. Pablo _____
_____.

4. Carmen _____
_____.

5 Complete the questions. (4 points)

Where How Who When What



1. How did you go for last holiday?

I went sailing and canoeing.

2. _____ did you travel?

Last week.

3. _____ did you travel with?

With my brother and my sister.

4. _____ did you do at summer camp?

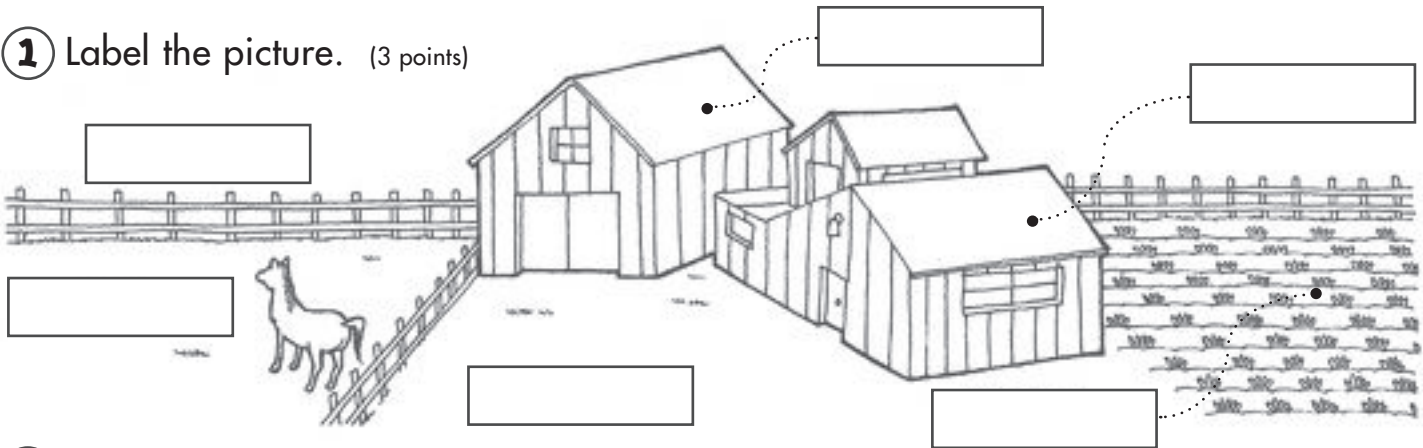
By train and bus.

5. _____ did you come home?

To summer camp.

○ Match the questions with the answers. (1 point)

① Label the picture. (3 points)



② Look and answer the questions. (4 points)

once twice three times

day week month



Fix the fence—one Saturday every month
Water the vegetable garden—every morning
Clean the barn—Wednesdays, Fridays and Sundays
Go to the market—two Saturdays every month
Milk the cows—every morning and every evening

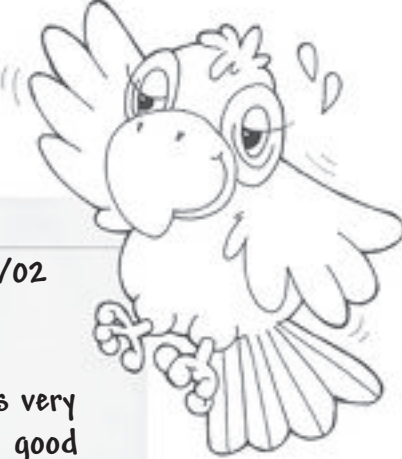
1. How often does Jack clean the barn? He cleans the barn three times a week.
2. How often does he water the vegetable garden? _____
3. How often does he fix the fence? _____
4. How often does he go to the market? _____
5. How often does he milk the cows? _____

③ Write the number words and the ordinals. (4 points)

1
one
1st
first

① 2 ③ 4 ⑤ 6 7 8 9 10 ⑪ 12 13 14 15 16 17 18 19 20 ⑲

4 Look and complete the sentences. (4 points)



Name: Chatterbox
Date of birth: 19/02/02
Weight: 450 grams
Price: €150
Notes: Chatterbox is very friendly. He needs a good home with a young family.



Name: Claws
Date of birth: 20/06/03
Weight: 700 grams
Price: €300
Notes: Claws can be dangerous. He needs a home on a farm with lots of open space.

1. Chatterbox _____ is lighter than _____ Claws. (light)
2. Chatterbox _____ Claws. (old)
3. Claws _____ Chatterbox. (dangerous)
4. Chatterbox _____ Claws. (cheap)
5. Claws _____ Chatterbox. (heavy)
6. _____ is more beautiful than _____.
7. _____ is friendlier than _____.
8. _____ is younger than _____.
9. _____ is more expensive than _____.

o Complete the rules. (3 points)

1. Add "er" to _____.
2. Double the consonant and add "er" to _____.
3. Change the "y" to an "i" and add "er" to _____.
4. Write more in front of _____.
5. _____ and _____ are irregular comparatives.

interesting

good

big

happy

bad

old

5 Write the times. (2 points)

6:30 It's _____.

10:00 _____

11:15 _____

8:45 _____

1 Circle ten verbs in the past tense. (2 points)

B U I L T H A S
M W B N O A M S
A O L R O D E L
D R A N K A T E
E E W E N T S P

Present	Past	Present	Past
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- Complete the table with verbs from the puzzle. (2 points)

2 Read the answers and write the questions. (4 points)

What When Who Where How far

- | | |
|------------------------------------|-------------------------------|
| 1. _____ did you go to the forest? | I went to the forest in 2002. |
| 2. _____ did you walk? | I walked for 200 kilometres. |
| 3. _____ did you take? | I took a tent. |
| 4. _____ did you see? | I saw lots of wild animals. |
| 5. _____ did you sleep? | I slept in the woods. |
| 6. _____ did you meet? | I met a very old man. |
| 7. _____ did he live? | He lived by a waterfall. |
| 8. _____ did he build his house? | He built his house in 1950. |

Victoria is a famous traveller. Last year she explored an enormous forest.



3 Complete the sentences. (3 points)







was were a some



In Victoria's rucksack,...

- | | |
|-----------------------|-------------------------|
| 1. There _____ pots. | 4. There _____ candles. |
| 2. There _____ knife. | 5. There _____ soap. |
| 3. There _____ water. | 6. There _____ spoon. |

④ Complete and answer the questions. (3 points)

1. ____ there any  ____?
2. ____ there a  ____?
3. ____ there any  ____?
4. ____ there any  ____?
5. ____ there a  ____?
6. ____ there any  ____?



⑤ Correct the mistakes. (3 points)

The old man in the forest

Tom *arrive* in the forest in the 1950s. arrived

At first he *didn't had* a house and he slept in a tent. _____

Then he *build* his house by the waterfall. _____

It only *having* one room. _____

Today, Tom *lived* in a house with three rooms. _____

Now he *grew* food in his vegetable garden. _____

Tom *haven't got* electricity. _____



⑥ Circle the correct options and answer the questions. (3 points)

1. *Did / Do* you go to the park yesterday? _____
2. *Did / Do* you see your best friend yesterday? _____
3. *Did / Do* you make your bed every morning? _____
4. *Did / Do* you wear a uniform to school? _____
5. *Did / Do* you go to the beach last August? _____
6. *Did / Do* you like apples? _____

1 Read and complete the table. (4 points)

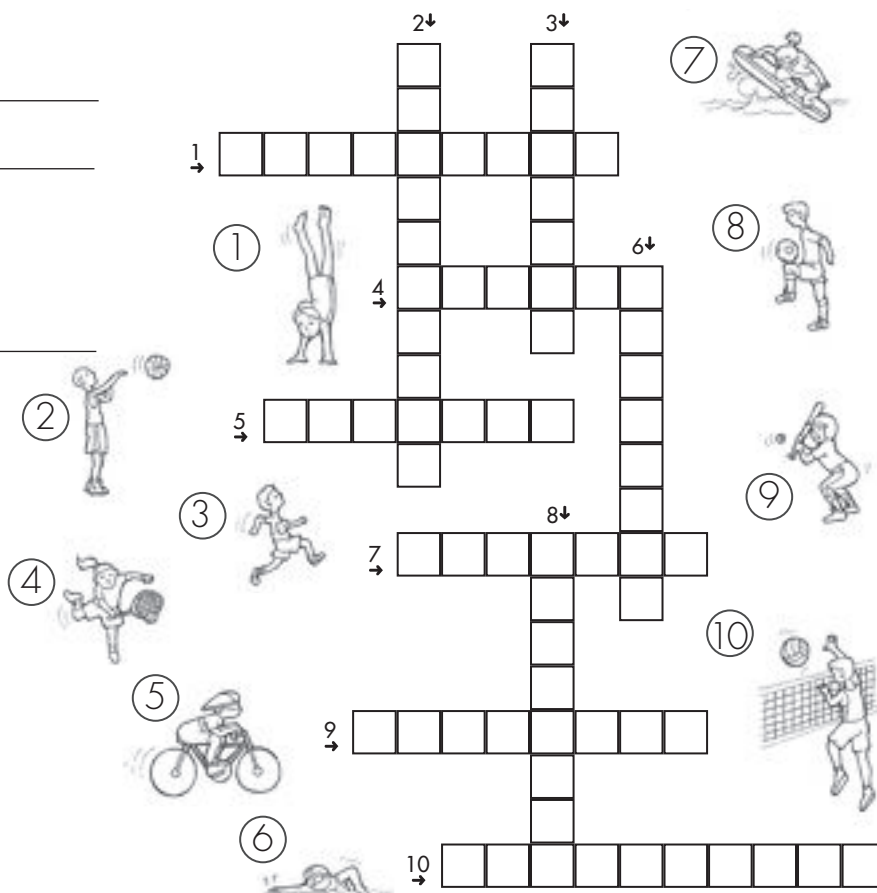
All the children can do three things. Meg can ski, but she can't dive or do a handstand. Dave can skate, but he can't do a handstand. Fiona can do a handstand but she can't skate. Ken can't ride a bicycle or skate, but he can do a cartwheel. Meg and Dave can skate. Three children can ride a bicycle. Three children can dive. Two children can do a handstand. One child can do a cartwheel. One child can ski.

	ski	skate	ride a bicycle	dive	do a handstand	do a cartwheel
Meg	✓			X		
Fiona						
Ken						
Dave						

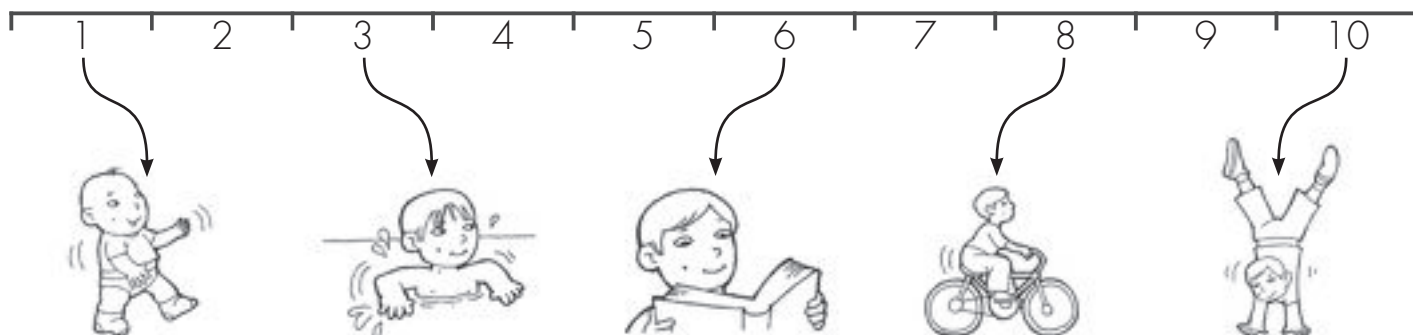
Answer the questions. (3 points)

- Can Meg skate? _____
- Can Meg do a cartwheel? _____
- Can Fiona ride a bicycle? _____
- Can Ken ski? _____
- Can Ken dive? _____
- Can Dave do a cartwheel? _____

2 Complete the crossword. (5 points)



3 Look at Al's timeline and complete the sentences. (4 points)



1. When Al was one, he could walk but he couldn't _____.
2. When he was three, he could _____ but he couldn't _____.
3. When he was six, he could _____ but he couldn't _____.
4. When he was eight, he could _____ but he couldn't _____.
5. When he was ten, he could _____.

4 Read and colour the judo belts. (2 points)



The thinnest woman is wearing a brown belt. The strongest woman is wearing an orange belt. The shortest woman is wearing a blue belt. The most beautiful woman in the group is wearing a black belt.

- Complete the questions. (2 points)

strong tall fat old sad

1. Who's the strongest woman? The woman wearing the orange belt.
2. Who's the _____ woman? The woman wearing the black belt.
3. Who's the _____ woman? The woman wearing the blue belt.
4. Who's the _____ woman? The woman wearing the brown belt.
5. Who's the _____ woman? The woman wearing the blue belt.























1 Read and match the text with the correct wash bag. (1 point)

There is a toothbrush and some toothpaste. There is a comb, some shampoo and some soap. There aren't any nail scissors and there isn't a sponge.



Describe the other wash bag. (2 points)

2 Look at the chart and write sentences. (4 points)

						
 Mel						
 Muddy						
 Whiffer						

- Mel loves having a shower.
- Muddy hates _____ his teeth.
- Whiffer _____.
- Muddy _____.
- Mel _____.
- Muddy _____.
- Mel and Whiffer _____.
- Muddy and Mel _____.
- Muddy and Whiffer _____.

③ Complete the sentences. (3 points)

myself yourself himself herself itself themselves

1. The children hurt _____ in the garden.
2. Skunk hates washing _____.
3. I cut _____ with a knife.
4. Mel looked at _____ in the mirror.
5. The dog cut _____ on some broken glass.
6. "Mary, don't burn _____ with that hot dish!"



④ Complete the text with *should* or *shouldn't*. (4 points)

Road safety rules

You should always use the zebra crossing and you _____ wait for the green light.
You _____ cross when the light is red and you _____ run across a busy road.
Before you cross the road, you _____ always look left and right. If you are on a
bicycle, you have a light on your bike and you _____ always wear a helmet. You
_____ take sweets from strangers and you _____ play near a busy road.

⑤ Match the speech bubbles. (3 points)

- I cut myself.
- I feel hot! I've got a fever.
- My tooth hurts.
- I can't see the board.
- I've got a rash on my leg.
- Ouch! I think I've got a broken arm.













- You should see the optician.
- You should take your temperature.
- You should get an X-ray.
- You should put a plaster on it.
- You should visit the dentist.
- You should use some ointment.

⑥ Write the complete forms. (3 points)

1. who's _____
2. don't _____
3. shouldn't _____
4. they're _____
5. weren't _____
6. doesn't _____

1 Look and write the subjects. (3 points)

Exam timetable

	Luke's exams	Lucy's exams
9:30	_____ 	_____ 
10:15	_____ 	_____ 
12:00	_____ 	_____ 
2:05	History _____ 	_____ 
2:50	_____ 	_____ 
3:20	_____ 	History _____ 

Complete the questions and write the answers. (3 points)

- When is Luke going to have his English Exam? At half past nine.
- When is he _____ his Art exam? _____
- When is Lucy _____ her History exam? _____
- When _____ she _____ her Geography exam? _____
- When _____ her Computer Science exam? _____
- When are they _____ their Maths exam? _____
- When are _____ their Science exam? _____

2 Circle the answers. (3 points)

- Is Luke going to have exams next week?
- Is Luke going to play football next week?
- Are Luke and Lucy going to have a party?
- Are they going to work hard?
- Are you going to come to school tomorrow?
- Are you going to go to China next week?

Yes, he does. / Yes, he is.

No, he isn't. / No, he doesn't.

No, they don't. / No, they aren't.

Yes, they are. / Yes, they do.

Yes, I am. / No, I'm not.

Yes, I am. / No, I'm not.

③ Follow the maze and complete the sentences. (4 points)

Tomorrow...



1. Jim is going to read a book. He isn't _____ ride his bicycle.
2. Jim is _____ go shopping.
3. Kim is _____ walk the dog. She isn't _____ eat a sandwich.
4. Sam _____ his bicycle. He _____ read a book.
5. Pam _____ a sandwich. She _____ walk the dog.
6. Kim and Pam aren't _____ read a book.
7. Kim and Pam _____ tennis.
8. Kim and Pam _____ shopping.

④ Classify the time expressions. (3 points)

tomorrow

yesterday

now

at the moment

next year

last year

last weekend

Past	Present	Future

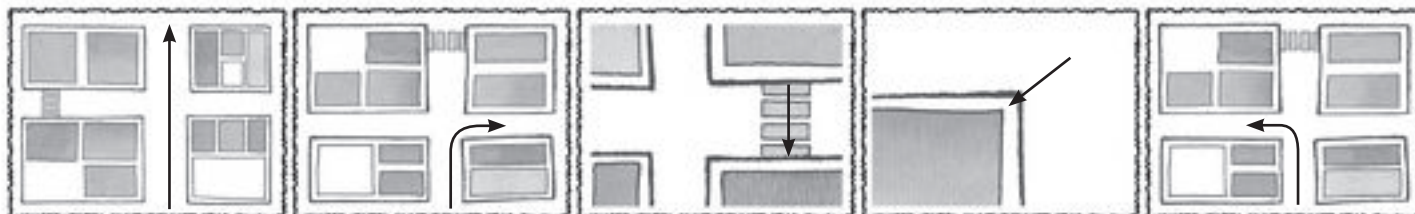
next month

right now

⑤ Write the professions. (4 points)

<p>g r i s n e</p> <p>_____</p>	<p>t o d c r o</p> <p>_____</p>	<p>a c o t a</p> <p>b _____</p>	<p>f r r a e</p> <p>m _____</p>
<p>i a m s u n</p> <p>c _____</p>	<p>a r d e</p> <p>n c _____</p>	<p>d e s t i</p> <p>n t _____</p>	<p>a c t o</p> <p>r _____</p>

1 Match the pictures with the directions. (2 points)



Turn left.

Turn right.

Go straight ahead.

The shop is on the corner.

Cross the road.

2 Read and label the picture. (4 points)

This is the Main Street in Bellville. The cinema is opposite the shopping centre. The toy shop is between the cinema and the library. The petrol station is next to the cinema and opposite the church. The police station is between the shopping centre and the flower shop. The gym is next to the petrol station and the chemist is opposite the gym.

		Shopping centre		
--	--	-----------------	--	--



				Library
--	--	--	--	---------

3 Read the police notes and complete the report. (3 points)

Last night there was a robbery at the Body Factory Gym on Main Street.

Police notes

7:15: walk on Main Street

7:30: wait outside the cinema

8:00: talk to a woman with long hair

8:30: watch a film

Police report

Name of suspect: Al Loft

At quarter past seven, the suspect was _____

_____. At half past seven, he _____

4 Complete the sentences with was or were. (2 points)

Officer: What _____ you doing at 8:00?

Al: I _____ waiting outside the cinema.

Officer: Who were you talking to?

Al: I _____ talking to my girlfriend Kim.

Officer: At 8:30, you _____ climbing through the window of the gym. You _____ robbing the gym.

Al: No, I _____!

Officer: So what _____ you doing at 8:30?

Al: I _____ watching a film.



- Read the description and circle the suspect. (2 points)

The suspect, Al Loft has got long, curly black hair. He has got a big nose. He has got a beard but hasn't got a moustache. He is very tall and thin with big ears. He sometimes wears glasses.



- Choose and describe another suspect. (3 points)

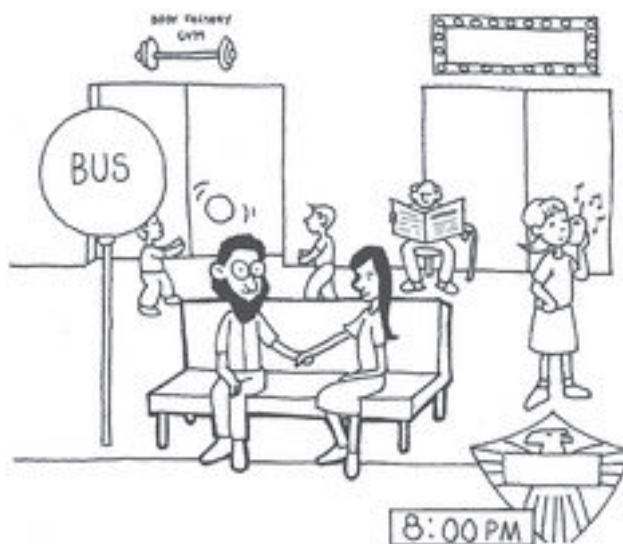
5 Look and answer the questions. (4 points)

1. What was the old man reading?

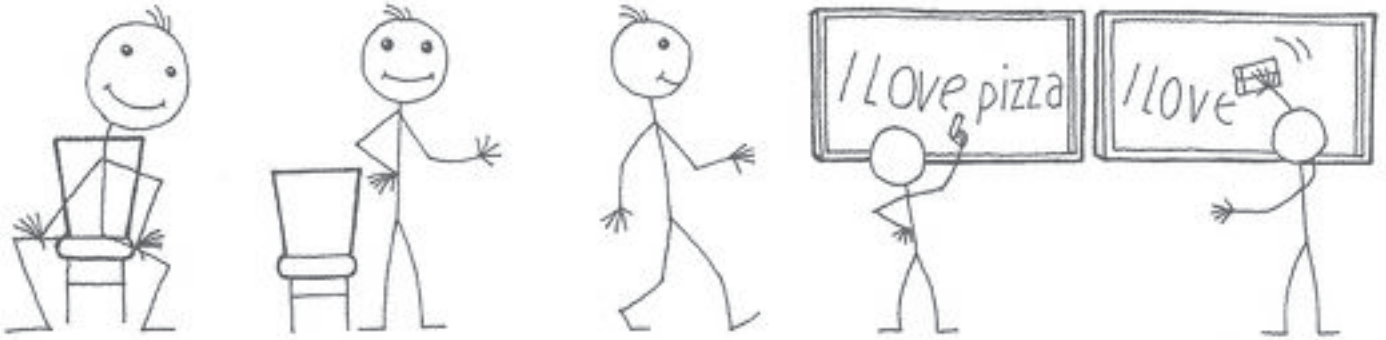
2. What were Al and Kim doing?

3. What were the boys doing?

4. What was the girl doing?



1 Look and circle the correct options. (4 points)



1. Eddie stood up **before** / **after** he walked to the board.
2. He wrote on the board **before** / **after** he stood up.
3. He walked to the board **before** / **after** he cleaned the board.
4. He cleaned the board **before** / **after** he wrote on the board.

2 Complete the tasks. (3 points)

Today is Tuesday, May 16th.

Colour yesterday yellow.

Colour the day before yesterday red.

Colour tomorrow green.

Colour the day after tomorrow blue.

Colour the Friday before today orange.

Colour the Sunday after tomorrow pink.

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	28	30	31			

3 Complete the table and the sentences. (6 points)

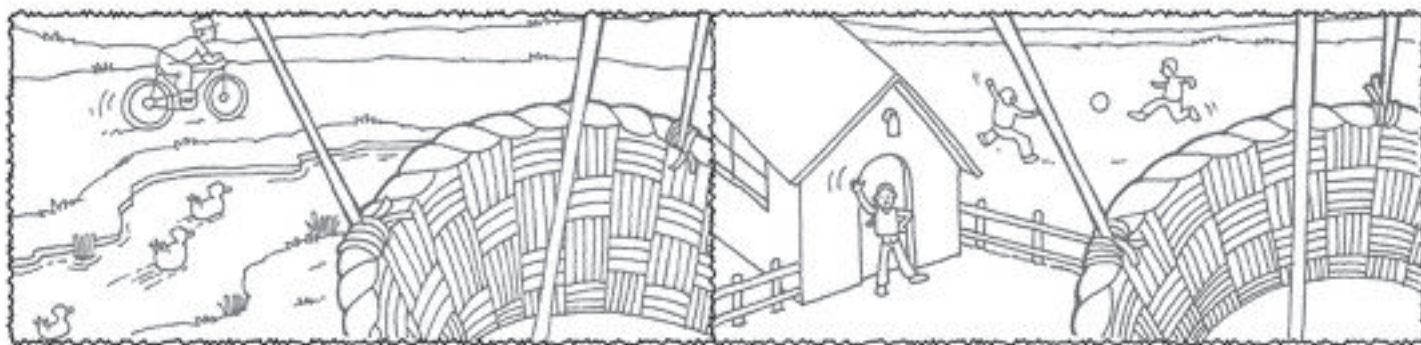
	plastic	glass	wood	paper	metal	rubber
window						
lightbulb						
skateboard						



1. The window is made of _____ and _____.
2. The _____ is made of _____.
3. The _____ is made of _____.

4 Describe the trip in the hot-air balloon. (4 points)

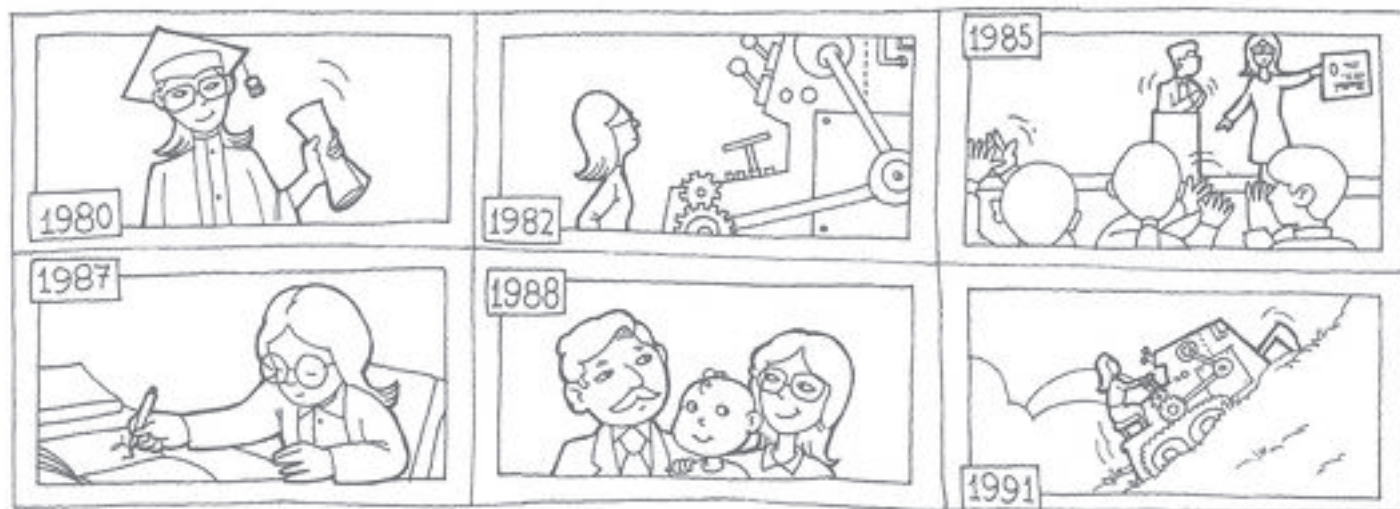
river was were riding waving house swimming playing



First I saw a _____. Some ducks were _____ in the river and a boy was _____ his bicycle.

Then I saw a _____. A girl _____ at us and two boys _____ football.

5 Answer the questions. (3 points)



1. When did Dr Brains go to university? _____ years ago.
2. When did she invent her amazing machine? _____ years ago.
3. When did she win the prize? _____ years ago.
4. When did she write her book? _____ years ago.
5. When did she have a baby? _____ years ago.
6. When did she climb the mountain? _____ years ago.

1 Complete with the correct form of the verbs. (3 points)

1. A long time ago, people carefully _____ the sky at night. (*observe*)
2. Tomorrow she _____ a film about stars. (*see*)
3. In 1957, Laika _____ the first animal in space. (*be*)
4. When I grow up, I _____ an astronaut. (*be*)
5. Neil Armstrong _____ on the moon for the first time in 1969. (*walk*)

2 Read and write T (True) or F (False). (3 points)

1. The moon orbits the sun. _____
2. A constellation is a collection of stars. _____
3. The sun is a star. _____
4. A galaxy is a collection of moons. _____
5. Comets and asteroids are smaller than planets. _____

- Write the names of the planets in our solar system. (1 point)

Mercury _____

3 Complete the chart. (2 points)

176	
	one thousand nine hundred
11,000	
	fifty-six thousand
88,000	
	two hundred thousand
3,000,000	
	four million six hundred thousand

4 Look at the chart and compare the three planets. (3 points)



	Diameter	Distance from the sun	Temperature	Length of day	Length of year
Venus	12,104	108 m km	464°C	2,802 hours	288 days
Earth	12,756	150 m km	15°C	24 hours	365 days
Mars	6,794	228 m km	-65°C	25 hours	687 days

1. _____ is nearer to the sun than Earth.

2. _____ is colder than Earth.

3. _____ is bigger than Venus.

4. _____ has got the shortest day.

5. _____ has got the shortest year.

6. _____ is the furthest from the sun.

○ Complete the sentences with the correct form of the adjectives. (3 points)

1. Venus is _____ than Earth. (*hot*)

2. Mars is _____ than Earth. (*small*)

3. Earth has got the _____ diameter. (*big*)

○ Answer the questions. (2 points)

1. How far is the earth from the sun? _____

2. What is the temperature on Mars? _____

3. How long is a day on Venus? _____

4. How long is a year on Mars? _____

5 Write the past tense of the verbs. (3 points)

see _____ send _____ go _____

work _____ receive _____ have _____

believe _____ play _____ travel _____

Answer key to the assessments

Assessment 1

- ① 2, 1, 3
- ② *Past*: watched, had, cried, took; *Present*: do, eat, see, go
- ③ were, was, were, were, weren't, was, were, was
- ④ 1. bus, a lake, a swimsuit, swimming; 2 travelled by train. He went to the river. He took sunglasses. He went sailing.
3. travelled by plane. He went to a mountain. He took walking boots. He went canoeing. 4. travelled by boat. She went to an island. She took a camera. She went horse-riding.
- ⑤ 1. Where-To summer camp. 2. By train and bus. 3. Who-With my brother and my sister. 4. What-I went sailing and canoeing. 5. When-Last week.

Assessment 2

- ① *From top to bottom, left to right*: fence, barn, farmhouse, field, farmyard, vegetable garden
- ② 2. He waters the vegetable garden every day. 3. He fixes the fence once a month. 4. He goes to the market twice a month. 5. He milks the cows twice a day.
- ③ 3, three, 3rd, third; 5, five, 5th, fifth; 11, eleven, 11th, eleventh; 21, twenty-one, 21st, twenty-first
- ④ 2. is older than; 3. is more dangerous than; 4. is cheaper than; 5. is heavier than; 6. Chatterbox, Claws; 7. Chatterbox, Claws; 8. Claws, Chatterbox; 9. Claws, Chatterbox
1. old; 2. big; 3. happy; 4. interesting; 5. bad, good
- ⑤ 6:30-half past six. 11:15-It's quarter past eleven. 10:00-It's ten o'clock. 8:45-It's quarter to nine.

Assessment 3

- ① drink, drank; eat, ate; make, made; go, went; have, had; build, built; ride, rode; wear, wore; take, took; meet, met
- ② 1. When; 2. How far; 3. What; 4. What; 5. Where; 6. Who; 7. Where; 8. When
- ③ 1. were some; 2. was a; 3. was some; 4. were some; 5. was some; 6. was a
- ④ 1. Are, pots; Yes, there are. 2. is, bucket; Yes, there is. 3. Are, spoons; Yes, there are. 4. Are, forks; yes, there are. 5. Is, spade; No, there isn't. 6. Are, candles; No, there aren't.
- ⑤ have, built, had, lives, grows, has got
- ⑥ 1. Did; 2. Did; 3. Do; 4. Do; 5. Did; 6. Do

Assessment 4

- | | | | | | | | |
|---|-------|---|---|---|---|---|---|
| ① | Meg | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ |
| | Fiona | ✗ | ✗ | ✓ | ✓ | ✓ | ✗ |
| | Ken | ✗ | ✗ | ✗ | ✓ | ✓ | ✓ |
| | Dave | ✗ | ✓ | ✓ | ✓ | ✗ | ✗ |
1. Yes, she can. 2. No, she can't. 3. Yes, she can. 4. No, he can't. 5. Yes, he can. 6. No, he can't.
- ② 1 handstand; 2 basketball; 3 running; 4 tennis; 5 cycling; 6 swimming; 7 surfing; 8 football; 9 baseball; 10 volleyball
- ③ 1 swim; 2. swim, read; 3. read, ride a bike; 4. ride a bike, do a handstand; 6 do a handstand
- ④ a-black; b-brown; c-orange; d-blue
2. tallest; 3. saddest; 4. oldest; 5 fattest

Assessment 5

- ① There is a hairbrush, a sponge and a toothbrush. There is some soap and some toothpaste. There are some nail scissors. There isn't any shampoo. There aren't any combs.
- ② 2. brushing. 7. hate cutting their nails. 8. love combing their hair. 9 hate washing their hair.
- ③ 1. themselves; 2. himself; 3. myself; 4. herself; 5. itself; 6. yourself
- ④ should, shouldn't, shouldn't, should, should, should, shouldn't, shouldn't
- ⑤ I cut myself–You should put a plaster on it.; I feel hot! I've got a fever.–You should take your temperature.; My tooth hurts.–You should visit the dentist.; I can't see the board. –You should see the optician; I've got a rash on my leg. –You should use some ointment.; Ouch! I think I've got a broken arm.– You should get an X-ray.
- ⑥ 1. who is; 2. do not; 3. should not; 4. they are; 5. were not; 6. does not

Assessment 6

- ① Luke's exams: 9:30–English; 10:15–Science; 12:00–Maths; 2:50–Art; 3:20–Geography
Lucy's exams: 9:30–English; 10:15–Science; 12:00–Maths; 2:05–Geography; 2:50–Computer Science
2. going to have; At ten to three. 3. going to have; At twenty past three. 4. is, going to have; At five past two. 5. is she going to have; At ten to three. 6. going to have; At twelve o'clock. 7. they are going to have; At quarter past ten.
- ② 1. Yes, he is. 2. No, he isn't. 3. No, they aren't. 4. Yes, they are.
- ③ 1. going to; 2. going to; 3. going to, going to; 4. is going to ride, isn't going to; 5. is going to eat, isn't going to; 6. going to; 7. are going to play; 8. aren't going to go
- ④ *Past*: yesterday, last weekend, last year; *Present*: now, at the moment, right now; *Future*: tomorrow, next year, next month
- ⑤ *From left to right*: singer, doctor, acrobat, farmer, musician, dancer, dentist, actor

Assessment 7

- ② chemist, church, shopping centre, police station, flower shop, gym, petrol station, cinema, toy shop, library
- ③ walking on Main Street; was waiting outside the cinema. At eight o'clock he was talking to a woman with long hair. At half past eight he was watching a film.
- ④ were, was, was, were, were, wasn't, were, was
- ⑤ 1. He was reading the newspaper. 2. They were waiting for the bus. 3. They were playing with a ball. 4. She was listening to the radio.

Assessment 8

- ① 1. before; 2. after; 3. before; 4. after
- ② Fri 12–orange; Sun 14–red; Mon 15–yellow; Wed 17–green; Th 18–blue; Sun 21–pink
- ③ 1. window–glass, wood; 2. lightbulb–glass and metal; 3. skateboard–plastic and rubber
- ④ river, swimming, riding, house, was waving, were playing
- ⑤ 1. 27; 2. 25; 3. 22; 4. 20; 5. 19; 6. 16

Assessment 9

- ① 1. observed; 2. is going to see; 3. was; 4. 'm going to be; 5. walked
- ② 1. F; 2. T; 3. T; 4. F; 5. T
Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus,
- ③ one hundred and seventy-six; 1,900; eleven thousand; 56,000; eighty-eight thousand; 200,000; three million; 4,600,000
- ④ 1. Venus; 2. Mars; 3. Earth; 4. Earth; 5. Venus. 6. Mars
1. hotter; 2. smaller; 3. biggest
1. 150 km; 2. –65°C; 3. 2,802 hours; 4. 687 days
- ⑤ see-saw; send-sent; go-went; work-worked;
receive-received; have-had; believe-believed; play-played;
travel-travelled

English Print 4

Class CD 1 - Time: 55:53



Content

- 1 Track 1 Listen and number the pictures.
- 2 Track 2 Listen and number the places.
- 3 Track 3 Story: The secret of the painting, part 1
- 4 Track 4 Story: The secret of the painting, part 2
- 5 Track 5 Listen and sing the song: When the circus came to town
- 6 Track 6 Listen and number the places.
- 7 Track 7 Listen and check your answers.
- 8 Track 8 Listen and sing the song: Robin's farm
- 9 Track 9 Listen and tick the list.
- 10 Track 10 Story: A faithful friend, part 1
- 11 Track 11 Story: A faithful friend, part 2
- 12 Track 12 Listen and sing the song: The animals on the farm
- 13 Track 13 Listen and write the times.
- 14 Track 14 Listen and complete.
- 15 Track 15 Listen and number the pictures.
- 16 Track 16 Listen and join in.
- 17 Track 17 Story: The journey west to Oregon, part 1
- 18 Track 18 Story: The journey west to Oregon, part 2
- 19 Track 19 Listen and tick or cross the pictures.



Content

- 20 Track 20 Listen and complete the table.
- 21 Track 21 Listen and complete the poem.
- 22 Track 22 Listen and tick or cross the chart for Jill.
- 23 Track 23 Listen and complete the song: Getting big!
- 24 Track 24 Story: The skateboard kid, part 1
- 25 Track 25 Story: The skateboard kid, part 2
- 26 Track 26 Listen and match the children with their favourite sports.
- 27 Track 27 Listen and complete the table.
- 28 Track 28 Listen and act out the chant: The cheerleaders' chant
- 29 Track 29 Listen and sing the song: Nice and clean
- 30 Track 30 Listen and tick the chart.
- 31 Track 31 Story: The smelly gang, part 1
- 32 Track 32 Story: The smelly gang, part 2
- 33 Track 33 Listen and number the pictures.
- 34 Track 34 Listen and circle the correct options.
- 35 Track 35 Listen and label the lines.
- 36 Track 36 Listen and draw the line for Ella.
- 37 Track 37 Listen and sing the song: Cuts and burns

Class CD 2 - Time: 47:46



Content

- 1 Track 38 Listen and write the days of the week.
- 2 Track 39 Listen and number the pictures.
- 3 Track 40 Story: The talent contest, part 1
- 4 Track 41 Story: The talent contest, part 2
- 5 Track 42 Listen and number the clocks.
- 6 Track 43 Listen and write AM or PM.
- 7 Track 44 Listen and write the names in the boxes.
- 8 Track 45 Listen and number the places.
- 9 Track 46 Story: Super school detectives, part 1
- 10 Track 47 Story: Super school detectives, part 2
- 11 Track 48 Listen and follow the route.
- 12 Track 49 Listen and say the numbers of the suspects.
- 13 Track 50 Play alibi.
- 14 Track 51 Listen and number.
- 15 Track 52 Listen and complete the song with before or after.
- 16 Track 53 Story: The first hot air balloon, part 1
- 17 Track 54 Story: The first hot air balloon, part 2
- 18 Track 55 Listen and number the pictures.



Content

- 19 Track 56 Listen and circle the correct options.
- 20 Track 57 Listen and check your answer.
- 21 Track 58 Listen and complete the dialogue.
- 22 Track 59 Listen and circle the correct options.
- 23 Track 60 Listen and sing the song: The planet song
- 24 Track 61 Listen and circle the correct options.
- 25 Track 62 Story: The SOC45 Team, part 1
- 26 Track 63 Story: The SOC45 Team, part 2
- 27 Track 64 Listen and check your answers.
- 28 Track 65 Listen and match the words with the definitions.
- 29 Track 66 Listen and number.
- 30 Track 67 Listen and complete the poem: Kevin the Alien
- 31 Track 68 Listen and sing the song: The Santa song
- 32 Track 69 Listen and sing the song: Valentine's Day song
- 33 Track 70 Do the Easter dance and sing: Easter line dance
- 34 Track 71 Learn the Mother's Day poem.
- 35 Track 72 Learn the Father's Day poem.



4

Print is a dynamic six-level English course for primary school children. It offers a variety of fun and interactive activities, including songs, stories and hands-on projects. Print clearly presents language structures and vocabulary and follows a well-structured syllabus.

Special features:

- * Integrates the communicative approach with a clearly structured grammar syllabus.
- * Includes a literacy element that develops students' reading and writing skills through phonetics, reading strategies and process writing.
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