



English

**STUDENT'S
BOOK**

Journey

HAMILTON HOUSE

Aligned with the CEFR & Cambridge Primary English Curriculum

2

Pre-A1



HAMILTON HOUSE
ENGLISH LANGUAGE TEACHING

English Journey 2 Teacher's Book

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Oxford
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Text, design, artwork and characters © Hamilton House Publishers, 2023

ISBN: 978-9925-31-755-4 Teacher's Book

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Recording at GFS-PRO

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Introduction

About the course

Toys come alive in **English Journey 1 and 2**, the first two levels of a multi-level course for students who have little or no previous knowledge of English. As children follow the exciting and humorous adventures of Robbie the robot, Fifi the fairy, Pete the pirate, Katie the kangaroo and Jimmy the jeep, they are gently introduced to the English language.

English Journey 2 is suitable for beginners as well as students who have already completed another early primary course. **English Journey 2** has been designed to meet the specific needs of students in primary classes with an emphasis on very young beginners. It is based on a structural-lexical syllabus and takes account of the methodology and popular teaching practices usually employed at early primary EFL classes.

English Journey 2 will thrill young students thanks to its colourful cartoon stories, lively songs and playful activities. The language is always presented in context and students are given the opportunity to use it in a pleasant and motivating atmosphere. In this way, they develop their ability to communicate, which in turn improves their self-esteem and general education. Unit topics are introduced through exciting visuals and playful activities that capture the students' imagination. Language skills are gradually developed through the carefully graded syllabus, clear and user-friendly lesson organisation. Language is also practised in an engaging but also carefully controlled environment that includes a variety of simple tasks and activities. There is also a fully graded recycling scheme for key grammar and lexis running through the core lessons of the Student's and Workbooks. Special *Kids' planet* sections connect language with real world experiences through children's perspective, while extra CLIL sections expand the students' understanding of language thanks to a gentle subject-based approach. Separate Revision lessons offer ample opportunity for reviewing and remedial work at key junction points during the course.

Each level of the course, with its range of components, offers sufficient material for one year of tuition.

Course components

English Journey 2 consists of the following components:

- Student's Book
- Workbook in full colour
- Teacher's Book
- Test Book
- Class Audio
- Flashcard Pack
- Interactive e-book
- Interactive Whiteboard Software

Student's Book

English Journey 2 consists of a Hello unit, eight core units, four Revision lessons and special craft pages with finger puppets of the main course characters. Attached are also pages of colour stickers for students to use in the specially designed sticker activities.

The Hello unit serves as an introduction to the course. Here the students will get to know the main characters and some basic vocabulary before starting the main part of the book.

Every one of the eight core units consists of:

- a Unit Profile page,
- three core lessons (Lesson a, Lesson b and Lesson c with *Kids' planet*),
- a CLIL page and
- a two-page Revision (after every even unit).

This clear organisation makes it easy for teachers to plan their teaching time across the year and provides students with systematic and careful progression through each unit, as well as from one unit to the next.

Unit Profile

Each of the eight core units starts with a Unit Profile page. This is an interactive introduction of the unit topic through an engaging activity-based environment. It is consistently organised in all units so that young students know what to expect and become at ease with the new material in the subsequent lessons.

The Profile page includes:

- an exciting, imaginative picture that relates to the forthcoming lessons in the unit through topic areas that are familiar and appealing to students.

- *My Zone*, a fun painting, colouring and tracing activity that gives students an opportunity to personalise and express themselves freely while introducing the topic area of the unit.

Suggestions:

- Give students time to look at the central images individually, in pairs or as a whole class.
- Allow students to read out or just say the photo caption. Use this opportunity to build their confidence in saying the short sentence which leads into the subsequent lesson.
- In *My Zone*, allow students to express their creative ideas and make the drawing a positive experience. You may also connect the drawing/painting/tracing activity with the key vocabulary item it illustrates, as a gentle introduction to the next lesson.

Lesson a

Lesson a always begins with a story featuring the main **English Journey 2** characters (Fifi, Robbie, Katie, Pete and Jimmy) and guest characters (e.g. Sam the octopus, Lenny the lizard, etc.). These stories are self-contained episodes and help students to develop a positive attitude towards language learning and understand the new language in an enjoyable and fun context. Apart from the visual representation of the stories in familiar cartoon style in the book, all stories are also animated in the e-book and on the Interactive Whiteboard Software. The story text is also recorded in general Received Pronunciation British English to offer another means of presentation and as an opportunity for listening skills development.

The target language for each lesson is always clearly labelled on the Student's Book page. The new lexical items that students will encounter in the story are usually illustrated in a special vocabulary strip so that students can focus on them easily. It is advisable that these words are pre-taught before presenting the story. Each cartoon story is followed by a simple comprehension or vocabulary practice exercise. This ensures that the learners have grasped the main concept of the story and familiarised themselves with the target lexis of the lesson which they will practise further on.

The grammar box on the following page presents the grammar structure(s), giving examples of the grammar forms and highlighting the target structure(s). The rest of the lesson provides practice of both the grammar and new lexis through writing,

listening and speaking activities.

The activities are appropriate for the conceptual and cognitive development of students of the target age group. Structures are constantly recycled with different lexical sets in different contexts. All four skills (listening, speaking, reading and writing) are employed in the range of practice activities. Priority is given to receptive activities with emphasis on listening and verbal communication. Reading and writing are also introduced in a controlled way. All the activities are easy to set up and carry out. Care has been taken so that it is possible for children to carry out most activities at their desks and interaction between students is usually suggested in the form of pairwork.

Lesson b

Lesson b is structured in the same way as Lesson a. Lesson b begins with a story featuring the main **English Journey 2** characters and any guest characters. The new vocabulary items are again illustrated at the top of the second page of the lesson and could be pre-taught to enable young students to follow the cartoon story more easily. The grammar box presents the target language structure(s) and the rest of the lesson consists of writing, listening and speaking activities that practise the new language.

Each unit also includes a short pronunciation chant that focuses on a particular sound. These chants have been recorded as simple songs so that students can easily memorise and repeat in class and at home so as to improve on their pronunciation.

Lesson c

Lesson c introduces a lexical set (e.g. the weather, animals, household objects, etc.). These vocabulary items are again illustrated at the top left of the first page and can be presented or taught in advance.

The new key lexical items are then practised through a song, chant or game. The original songs included on the Class Audio as well as on the e-book and the Interactive Whiteboard Software have been recorded so that they are easy to sing along to. Further practice is provided using stickers; students are invited to go to the special sticker pages found at the back of the Student's Book and identify items. The mechanical activity of peeling off and attaching the stickers helps memorise and internalise lexical items as part of a physical

Introduction

process. Further on, the sticker task may lead to a game or speaking activity to build on the acquired new language.

The second part of Lesson c is called *Kids' planet* and focuses on reading and writing. It extends on the unit language in the context of the children's own world and experience. It helps develop a positive attitude towards people from other countries and cultures. The topics of the reading texts are linked to the language introduced in Lessons a, b and c. These topics have been carefully selected to reflect the age and interests of very young students. In **English Journey 2**, the topics are centred round the students and their immediate world and daily experience. There is always a reading comprehension activity and a simple writing practice task at the end of the section. For the writing practice task, a model is provided for young students.

CLIL section

'CLIL' stands for Content and Language Integrated Learning, and refers to teaching students a subject, such as Maths or Science, through a foreign language with the dual aim of learning the foreign language by studying a content-based subject. CLIL lessons also develop receptive and productive skills through cooperative tasks that foster learner confidence through relevant subject matter.

In **English Journey 2**, there is a CLIL section at the end of every unit. The CLIL section is content-led and caters for the cross curricular aspect of the course, exploiting topics that are connected with parts of school subjects already familiar to students. The subject of the CLIL section is clearly marked on the subtitle.

The CLIL section includes a number of activities (usually 2 or 3), each of which is designed to engage students in the subject, allow them to experiment or put their subject knowledge to use – and to do so while using English in a controlled language environment. Answering questions is done through selecting, matching, colouring, etc., and using language to guess should be encouraged so that the whole class or group achieves an understanding of the subject through discovery.

It is important for students to use the CLIL section as an opportunity for exposure to interesting subject matter in the target language rather than try to focus on any new language, e.g. vocabulary items or structures that they may encounter in this section.

Values is a special feature at the end of each CLIL

section in the Student's Book. This section is an opportunity for teacher and students to embrace a positive life outlook for themselves and to become actively responsible in a healthy social model. Discussion areas include expressing feelings towards others, being responsible towards friends, family and pets, keeping healthy, etc.

Revision lessons

After every two units, there is a Revision lesson which reviews the language of the previous two units. There is always a simple writing task at the end of the Revision lesson. The Revision lessons can be used in class and/or at home, as an opportunity for students to consolidate key language as well as a diagnostic tool to identify areas where students may be in need of further support. Tests are also best administered after students have gone through a Revision lesson.

Interactive e-book

The **English Journey 2** Interactive e-book offers the opportunity to use the **English Journey 2** Student's Book in a digital environment.

The e-book includes the complete Student's Book in full digital form that can be accessed on any personal computer. The e-book is fully interactive, i.e. all the Student's Book activities can be viewed and answered by students directly within the e-book.

The **English Journey 2** e-book includes animated versions of all the cartoon stories in the Student's Book units, as well as the listening material of the presentations of each unit, along with all the pronunciation exercises and chants and all the songs in the Student's Book.

The **English Journey 2** e-book also includes a range of language games that students can engage in on their own or in a class computer set-up. Games are a fundamental part of learning because they are naturally motivating and they provide context for language learning which makes the process of learning meaningful. Games facilitate language acquisition, especially for younger students whose concentration span is lower than adult learners and who need constant encouragement and motivation. Games help focus students' attention on specific lexis and structures without being perceived as 'formal instruction'. Finally, games involve the same degree of participation from all kinds of learners who

are involved in them voluntarily at home or in class. They are, therefore, an ideal method for reinforcement, review and enrichment of the new language content.

The e-book is ideal for home use, revision and remedial/extensive learning, where access to the activities and sound recordings can be of great importance in helping the students assimilate new language. Having access to the **English Journey 2** e-book at home, students can revise and consolidate the language presented in class, while also repeating activities as many times as they wish at their own convenience. Teachers can also encourage students to use the e-book for extra exposure when studying on their own. This is especially motivating to those students who are more responsive to audio-visual stimuli or more inclined towards modern technology.

The e-book software has been engineered so that it is very simple and safe to use for even inexperienced young students at home. The e-book activities offer unlimited on-the-spot practice without restrictions on time, number of attempts or scoring.

Workbook

The Workbook is a write-in practice book that provides lesson-by-lesson consolidation of the structures and vocabulary presented and practised in the Student's Book. For each lesson in the Student's Book, there is a corresponding lesson in the Workbook, making it easy for teachers to identify which activities can be used when and which activities can be allocated for homework, and for students to work through the exercises independently.

The Workbook contains fun activities that focus on the new language. The tasks provide extra practice in word recognition and spelling. There are enjoyable language games and sticker activities to enhance students' sense of achievement. The activities are carefully constructed so that students can work through the book either in class or for homework. The Workbook also includes additional Revision lessons that coincide with the Revision lessons in the Student's Book.

The use of the Workbook is best initiated at the end of each Student's Book lesson. A recommended procedure would be that the teacher explains through example and then checks that students know how to do each activity before leaving them

on their own to do them. Teachers can make time to check students' Workbooks and use their Workbook to check any areas of difficulty and to plan any necessary remedial work. However, the Workbook has been prepared so that it does not present any language or task type not already familiar to the students; in this way, it can be used by students without extensive support from the teacher, especially after the first few introductory weeks of the course.

An answer key for the Workbook is provided at the back of the Teacher's Book.

Test Book

There is a Test Book for **English Journey 2**. The Test Book contains eight one-page tests for use after the main Student's Book units. Each test is made up of exercises that test the key vocabulary and new structures of the unit. There are also two two-page term tests for each level. Term Test 1 can be used after Unit 4 and Term Test 2 can be used after Unit 8. The Term Tests review and test students' understanding of the vocabulary and structures of the four preceding units.

All Unit Tests carry twenty marks whereas all Term Tests carry forty marks so that teachers can easily keep score records and compare students' performance throughout the school year.

The Answer Keys for the Unit and Term Tests can be found at the back of the Teacher's Book.

Teacher's Book

The Teacher's Book contains step-by-step teaching notes for all the activities. Each double page in the Teacher's Book corresponds with one lesson from the Student's Book with reduced colour pages from the Student's Book for easy reference.

The Teacher's Book gives ideas for presentation of vocabulary and structures, as well as suggestions for extra review and extension games and activities. Each Teacher's Book unit starts with a list of the lesson objectives and describes the materials (flashcards, real objects, etc.) that teachers will need or can additionally use for the lesson in question. It also suggests ways of checking the homework and gives ideas about how to review language from previous lessons. There is detailed guidance about how to present new vocabulary, how to exploit stories and how to deal with the Read and learn boxes. Suggestions are also made about allocating

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homework from the Student's Book and Workbook.

The Teacher's Book contains the answers to all Student's Book exercises and the audioscript for all the listening activities. Answer keys for all Workbook and Test Book exercises can also be found at the back of the Teacher's Book.

Flashcard Pack

There is a pack of colour Flashcards for key lexical items of **English Journey 2**, with a picture on one side and the illustrated lexical item printed on the other side. The teaching notes in the Teacher's Book offer suggestions for using the flashcards to present the new lexis, practise it through games and review language from previous lessons before moving to a new lesson.

Digital versions of the same flashcards can also be accessed on the Interactive Whiteboard Software.

There is information in the Teacher's Book under Materials about which flashcards can be used in each lesson.

Class Audio

The Audio is designed to be used along with the Student's Book and contains the audio material for the Listen and read presentations, the Kids' planet presentations, songs and chants.

Interactive Whiteboard Software

Designed especially for young learners, the **English Journey 2** Interactive Whiteboard Software (IWB) engages students' attention effectively and brings lessons to life.

The **English Journey 2** IWB includes all of the Student's Book and the Workbook in interactive format. All the Student's Book presentations and songs are animated and can also be played each frame at a time or each speech bubble at a time, to help young students focus on each word or utterance. All the exercises in the Student's Book and Workbook are also interactive, while the listening exercises are directly playable from the IWB. The grammar is also presented separately with its own animation and reference.

Also included are fun games and extra activities for each lesson. These games and activities practise the vocabulary and grammar taught in the lesson and can be done in a fun way with the class working in teams.

The **English Journey 2** IWB also contains a 'look up' wordlist feature. This is a special function that enables students to look up words from the course easily. When students find the word they are looking for, they are then presented with an image of that item as well as the audio pronunciation of the word.

The Flashcards from the Student's Book are also included in a separate section on the IWB in digital format.



Hello!

Lesson aims

- To introduce the characters in the Pupil's Book: Fifi the fairy, Pete the pirate, Robbie the robot, Katie the kangaroo, Jimmy the jeep
- To revise numbers 11-20 and 10-100
- To revise food words
- To revise the days of the week
- To revise family words
- To revise jobs
- To revise colours
- To revise musical instruments

Materials

- Flashcards: robot, fairy, kangaroo, jeep, pirate
- Flashcards: Robbie, Fifi, Katie, Jimmy, Pete
- Make word cards for numbers 11-20.
- Real objects: colour markers
- Make word cards for the days of the week.

1 Listen and read.

- Ask pupils to look at the picture and describe the characters and toys they see in L1.
- Play the audio. Hold up your book and point to Fifi when she introduces herself. Point to the other characters in turn as they introduce themselves.
- Say *Hello! I'm (your name)* and encourage pupils to say *Hello! I'm ...*
- Point to Fifi and say *Hello! I'm Fifi. I'm a fairy.* Say the word *fairy* and ask the whole class to repeat the word. Repeat the procedure to teach *pirate, robot, kangaroo, jeep* and *toy*.
- Practise the words *fairy, pirate, robot, kangaroo* and *jeep* by holding up the flashcards and asking individual pupils to say the words.
- Play the audio again, pausing after each character has introduced himself/herself and ask pupils to repeat.

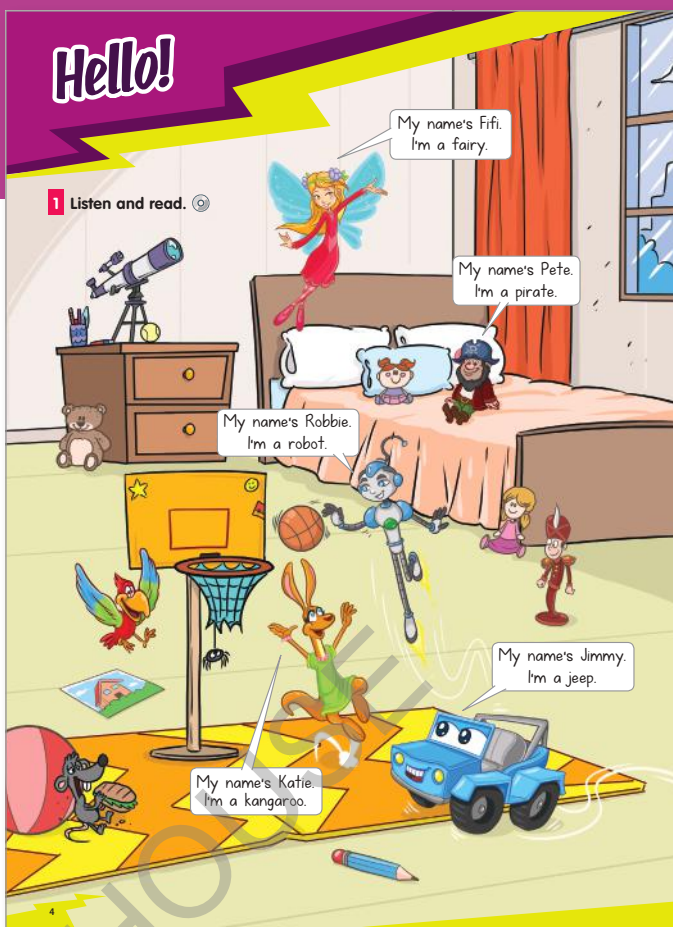
Optional activity

This exercise can be used to familiarise pupils with the characters in their books.

- Explain that the characters are toys that appear throughout the book.
- Hold up the character flashcards and ask individual pupils to identify the characters.
- Call out the name of a character. Ask pupils to leaf through their books and find the character in a few pages. Tell them to hold up their books and show the class where they found the character. Give pupils time to make comments or ask questions.
- Continue with the exercise until pupils have found all the characters.

Hello!

1 Listen and read.



2 Write.

- Draw pupils' attention to the example. Then ask them to write the numbers.
- Ask them to complete the numbers in their books.
- To check the spelling, stick the number word cards on the board.

Answers

| | | |
|---------------------|-------------|-------------|
| 11 eleven (example) | 12 twelve | 13 thirteen |
| 14 fourteen | 15 fifteen | 16 sixteen |
| 17 seventeen | 18 eighteen | 19 nineteen |
| 20 twenty | | |

Optional activity

- Count with the class to 20. Practise the pronunciation of the final syllable in *teen*.
- Stick the flashcards and word cards for numbers 11-20 on the board. Ask pupils to come to the front and write the number next to a card. Then ask them to say the number.

2 Write.

11 eleven

16 sixteen

12 twelve

17 seventeen

13 thirteen

18 eighteen

14 fourteen

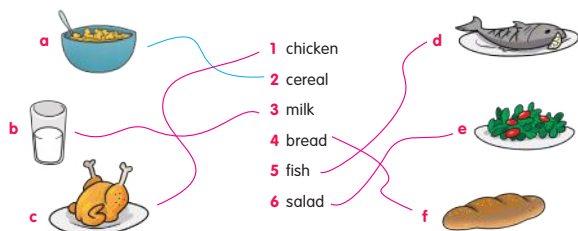
19 nineteen

15 fifteen

20 twenty



3 Match.



4 Write the days of the week.



3 Match.

- Draw pupils' attention to the example. Ask the class to match the food words to the pictures.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

a2 (example) b3 c1 d5 e6 f4

4 Write the days of the week.

- Stick the word cards for the days of the week on the board and say them chorally with the class. Then ask individual pupils to say the days of the week. Practise the pronunciation of *Wednesday* /æwenzdeɪ/.
- Play a spelling game with all the days of the week. Then take the word cards off the board.
- Draw pupils' attention to the example.
- Ask them to complete the exercise in their books.
- Stick the word cards back on the board for pupils to check the spelling in their books.

Answers

1 Monday (example) 2 Tuesday 3 Wednesday
4 Thursday 5 Friday 6 Saturday
7 Sunday

Hello!

5 Choose and write.

- Draw pupils' attention to the picture and the words in the box. Ask them to match the words with the characters in the picture.
- Ask them to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 family (example) 2 uncle 3 aunt 4 pet 5 cousin

6 Match.

- Draw pupils' attention to the example. Then ask them to match the jobs to the pictures.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

a2 (example) b3 c1 d6 e4 f5

7 Read and colour.

- Use colour markers to demonstrate *red, yellow, blue, black, white, green, brown*. Point to the markers and ask pupils to call out the colour.
- Ask pupils to point to yellow things in the classroom. Repeat the procedure with the rest of the colours.
- Play a spelling game with the colours. Say *W-H-I-T-E* and ask pupils to call out the colour.
- Draw pupils' attention to the example.
- Ask them to colour the pictures in their books.

8 Match.

- Draw pupils' attention to the example. Ask them to match the words to the musical instruments in the pictures.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

a2 (example) b5 c3 d1 e4

Hello!



5 Choose and write.

aunt uncle cousin pet family



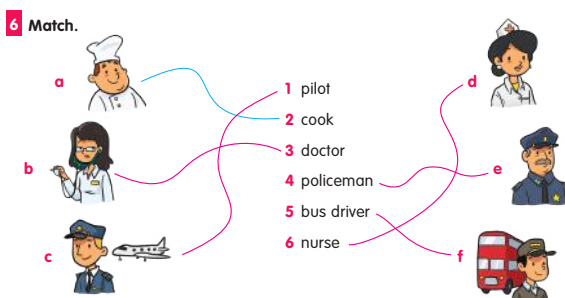
9 Write.

- Draw pupils' attention to the example. Then ask them to write the numbers.
- Ask them to complete the numbers in their books.
- To check the spelling, stick the number word cards on the board.

Answers

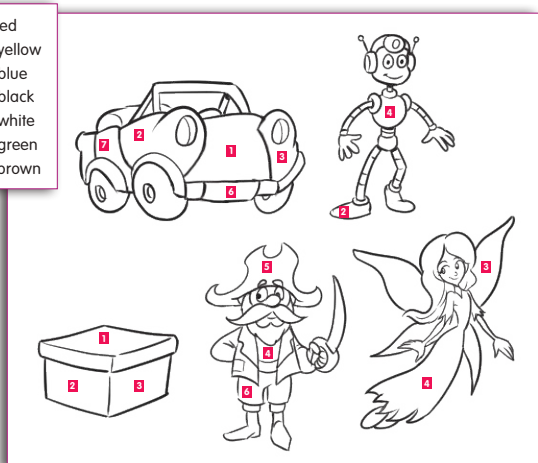
| | | |
|-----------------|-----------|-----------|
| 10 ten | 20 twenty | 30 thirty |
| 40 forty | 50 fifty | 60 sixty |
| 70 seventy | 80 eighty | 90 ninety |
| 100 one hundred | | |

6 Match.




7 Read and colour.

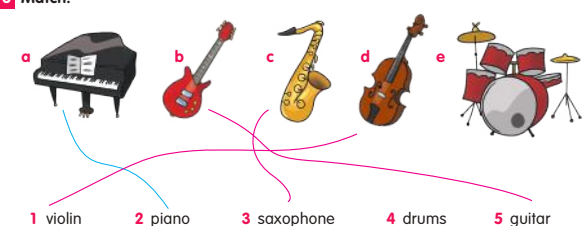
1 = red
2 = yellow
3 = blue
4 = black
5 = white
6 = green
7 = brown



Hello!



8 Match.



9 Match.

| | |
|----------------------------|---|
| 70 t <u>e</u> n | 20 tw <u>e</u> nty |
| 30 th <u>i</u> rty | 40 fo <u>r</u> ty |
| 50 fi <u>f</u> ty | 60 si <u>x</u> ty |
| 70 se <u>v</u> enty | 80 ei <u>g</u> hty |
| 90 ni <u>n</u> ety | 100 o <u>n</u> e hu <u>n</u> d <u>r</u> ed |

Activity Book

Pupils can now do the exercises in the Hello unit. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks. It might be necessary to check that pupils have done so correctly. It might also be necessary to help some of the slower pupils.

- Dictation: *robot, toy, fairy, kangaroo, jeep, pirate*
- Make a drawing of your favourite character from Pupil's Book page 4.

Lesson aims

- To learn the words *zoo, tiger, jungle, monkey, penguin, snow, camel, desert*
- To learn *I/You/We/They live in a small house.*
- To learn *He/She/It lives in the jungle.*

Materials

Make 2–3 sets of word cards for *play, get up, live, have, watch, climb* and *go*.

Profile page, page 9

Ask pupils to look at the photo on page 9. Draw their attention to the animal and ask 'What animal is this?' to elicit '(It's) a camel'. Have pupils read out the speech bubble. To make pupils familiar with the use of the verb in the present simple, you can also have the class come up with similar sentences using other animals as prompts, e.g. 'Tigers? Tigers live in the jungle.', etc.

My Zone

Trace and write.

This is a fun drawing activity. You may want to demonstrate how pupils should follow the number sequence with their pencils to complete the outline. Reward pupils on completion, and have them write out the word 'tiger'. You can also have pupils call out 'tigers live in the jungle' as a further lead-in to Lesson 1a.

Checking homework

- Check pupils' answers in the Activity Book, Hello! pages 4–7. The Answer Key is at the back of the Teacher's Book.

Review

- Play Bingo to review numbers 10–100.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Point to all the pictures and ask pupils *Where are the toys?* Teach *zoo* and ask pupils to repeat the word. Point to the *tiger* and say the word. Repeat the procedure to teach *monkey, penguin, camel, jungle, snow* and *desert*. You may have to explain that a desert is a large area of land that has very little water and very few plants growing on it.
- Practise the pronunciation of /dʒʌŋɡl/ in *jungle* and the word stress in *desert* /desə:t/.
- Practise the new words by pointing to a picture and asking individual pupils to say the word.

Optional activity

- Spell *M–O–N–K–E–Y* and ask pupils to point to the picture and say the word.

1 Listen and read.

- Ask pupils to look again at the story. Encourage them to describe what they see in each of the pictures using L1 and say what happens at the end. (Pete swings like a monkey and almost crashes into a tree.)
- Point to the new words at the top of page 11 and ask pupils to find them in the story.
- Play the audio and tell pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues and encourage them to imitate the intonation on the audio.

1 Listen and read.

1 Today the toys are at the zoo.



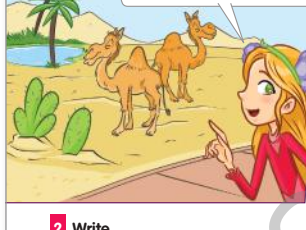
2

Those are penguins. Penguins live in the snow.



3

Look at the camels! Camels live in the desert.



4

I love this zoo!



2 Write.

Monkeys and (1) tigers live in the (2) jungle. (3) Penguins live in the (4) snow. (5) Camels live in the (6) desert.

Let's talk!
Come back!
Look out!

- Get pupils into groups of four and ask them to act out the story.

2 Write.

- Ask pupils to read the instructions and check that they have understood what they have to do. Then draw their attention to the example and gaps 2–6 and ask them to tell you the correct answers.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to read out the sentences and the answers they have written.

Answers

1 tigers (example) 2 jungle 3 Penguins
4 snow 5 Camels 6 desert

Let's talk!

- Point to Frame 4. Read out what Fifi and Robbie call out to Pete: *Come back! Look out!* Explain that we say this to warn somebody of a danger. Give the L1 equivalent if necessary.

3 Read and learn.

- Point to the picture of the tiger saying *Tigers live in the jungle* and write the sentence on the board. Point to the monkey saying *This monkey lives in the zoo* and write the sentence on the board, too. Ask pupils to read out both sentences and draw their attention to the third person singular s.
- Explain that we say this because it is always true, e.g. tigers always live in the jungle, camels always live in the desert because it is their 'home', or we talk about something that happens regularly, e.g. every Monday.
- Ask a pupil to read out the two sentences in the **Read and learn** box. Then ask pupils to find similar sentences in the story.

4 Read and circle.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books and to use the information in the **Read and learn** box for help.
- Check the exercise orally with the class.

zoo
 tiger
 jungle
 monkey
 penguin
 snow
 camel
 desert

3 Read and learn.

Present simple
Affirmative
 I/You/We/They live in a small house.
 He/She/It lives in the jungle.

5 Complete the sentences.

plays gets up lives play
 has watches climb goes

6 Talk to your friend.

Koko has milk for breakfast.
 Koko has bananas for breakfast.

Wrong!
 Right!

4 Read and circle.

1 Monkeys lives / live in the jungle.
 2 Lenny plays / play the saxophone.
 3 Camels lives / live in the desert.
 4 Pete has / have cheese and bread for breakfast.
 5 Katie and Fifi lives / live in the toy room.

Koko the monkey (1) lives in a tree house. Every morning Koko (2) gets up and he (3) has bananas for breakfast. Then Koko (4) goes to the park with his friends. They (5) climb trees and they (6) play games. Every Monday Koko (7) plays the violin and every Saturday he (8) watches TV with his friends.

7 Write about you. Write Yes or No.

1 I live in the jungle. _____
 2 I have cereal and milk for breakfast. _____
 3 I ride my bike to school. _____
 4 I watch TV every Sunday. _____
 5 I play with my friends every day. _____
 6 I like fish. _____

Pupils' own answer.

Answers

1 live (example) 2 plays 3 live 4 has 5 live

Now ask pupils to look at the **Read and learn** box again.

5 Complete the sentences.

- Tell pupils to cover the text and look at the picture. Tell them that it is about Koko the monkey. Ask them to name the things they can see in the picture (*a tree house, two monkeys, the jungle, trees*). Ask pupils to think about what monkeys do all day long. Write their ideas on the board.
- Now ask pupils to read the text about Koko and find out if their ideas were correct. Tell them not to complete the gaps at this point. Discuss briefly what they found out.
- Now draw their attention to the word box at the top of the exercise and ask them to read out the first sentence.
- Go through the rest of the sentences orally first and ask pupils to tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class, asking pupils to read out sentences.

Answers

1 lives (example) 2 gets up 3 has 4 goes
 5 climb 6 play 7 plays 8 watches

Now ask pupils to look at the **Read and learn** box again.

Optional activity

You need the word cards for this exercise.

- Place a set of cards face down on a table. Pick up a card and make a sentence about you, e.g. *I have an apple for breakfast*.
- Now ask pupils to pick up a card and make a sentence about them. Help them if necessary. Make sure each pupil has a turn.
- When pupils are confident, ask them to work in groups and give them a set of word cards. Monitor and help if necessary.

6 Talk to your friend.

- Tell the class that they are going to talk to each other about what they have just read about Koko the monkey.

Unit 1

- Tell them to cover the text in Exercise 5. Then say *Koko plays the saxophone* and invite pupils to say *Right!* or *Wrong!*
- Now ask two pupils to demonstrate the exercise by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the exercise. Monitor and help them if necessary.

7 Write about you. Write Yes or No.

- Ask pupils to read out the sentences and elicit their personal answers Yes or No.
- Tell them to complete the exercise in their books.
- Check the answers orally. If they answer No, ask them to say what they actually do, e.g. *I have bread and cheese for breakfast*.

Answers

Pupils' own answers.

Optional activity

- After having read out their individual answers in Exercise 7, go back to the No answers.
- Invite pupils to tell the class what they actually do, e.g. *I have bread and cheese for breakfast*. Help them with language they need to talk about themselves, e.g. *I walk to school*.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Complete.

Answers

1 live (example) 2 eat 3 helps
 4 sleeps 5 swim 6 likes

2 Read and match. Then write.

Answers

1 d (example) 2 f 3 a 4 e 5 b 6 c
 1 He watches TV every Sunday. (example)
 2 Monkeys live in the jungle.
 3 Katie has milk and cereal for breakfast.
 4 Pete wears red and white pyjamas.
 5 Robbie rides his scooter every morning.
 6 Camels live in the desert.

3 Write.

Answers

1 Tigers (example) 2 Penguins 3 Camels 4 Monkeys

Activity Book

Pupils can now do the exercises in Unit 1, Lesson 1a. You can set some or all of these exercises for homework.

Homework

- Write the homework on the board and allow enough time for pupils to copy it into their notebooks.
- Dictation: zoo, tiger, jungle, monkey, penguin, snow, camel, desert
- In your notebook, draw your favourite animal from the story. Write where it lives.

Lesson aims

- To learn the words *sheep, farm, cow, horse, tired, afternoon*
- To learn *I/We/You/They don't live in the zoo. He/She/It doesn't live in the zoo.*
- To learn *Do I/we/you/they run every day? Yes, I do/No, we don't. Does he/she/it run every day? Yes he does/No, she doesn't.*
- To learn *don't = do not, doesn't = does not*

Materials

Make word cards for *sheep, farm, cow, horse, tired* and *afternoon*.

Review

- Ask groups of pupils to read out the story on page 10 of the Pupil's Book (Unit 1, Lesson 1a).
- Invite pupils to show the class their drawings that they did for homework. Ask pupils to point to their drawings and make sentences, *The monkey lives in the jungle.*

Checking homework

- Check pupils' answers in the Activity Book, Unit 1, Lesson 1a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Introduce the animals by pointing to Frame 1 saying *This is a cow*, and ask pupils to repeat the word. Follow the same procedure to teach *sheep* and *horse*. Say the words *cow, sheep* and *horse* again and ask pupils to repeat.
- Point to all the pictures and say *Cows live on a farm*. Ask pupils to repeat the word *farm*.
- Point to Pete in Frame 2 and to Shirley the sheep in Frame 4 and say *She's tired*. Ask pupils to repeat *tired*. Say the word *afternoon* and ask pupils to repeat. Explain the meaning in L1.
- Hold up the cards, say the new words and ask pupils to repeat.
- Practise the long /i:/ sound in *sheep*.
- Practise the vocabulary by pointing to a picture and asking individual pupils to say the word.

1 Listen and read.

- Tell pupils to look again at the story. Point to the cow and ask *What's her name?* Ask again to elicit the names of the sheep and the horse.
- Point to the new words at the top of page 15 and ask pupils to find them in the story.
- Play the audio and tell pupils to follow in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the narratives and the dialogues and encourage them to imitate the intonation on the audio.
- Read out sentences from the story and ask pupils to tell you who says them, e.g. *No, I don't. I'm very tired.* (Pete and Katie) *Do you run every morning?* (Pete)
- Ask pupils to act out the story.

2 Write.

- Ask pupils to look at the drawings and ask them to try and remember the words without going back to the story.
- Draw pupils' attention to the example and tell them to complete the exercise in their books and to check the spelling with the words at the top of page 15.

1 Listen and read.

- 1 Shirley's a sheep. She lives on a farm with her friends, Annabel and Harvey. Annabel is a cow and Harvey is a horse.



- 2 Do you run every morning, Shirley? Yes, I do. Do you run every morning?



- 3 In the afternoon, Shirley doesn't run. She dances with Annabel and Harvey.



- 4 Does Shirley watch TV every night? No, she doesn't. She's very tired!



2 Write.

- 1 s h e e p 2 c o w
3 h o r s e 4 f a r m

- Check the answers orally with the class.

Answers

1 sheep (example) 2 cow 3 horse 4 farm

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Point to the animals in the story and say *The animals live on a farm*. Then say *They don't live in a zoo* stressing *don't*. Write the sentence on the board and ask pupils to repeat. Now say *Shirley doesn't live in a zoo* stressing *doesn't*. Write the sentence on the board and ask pupils to repeat.
- Ask pupils to read out the negative sentences in the **Read and learn** box.
- Point to the **LOOK!** box. Explain that *don't* is the short form of *do not* and *doesn't* is the short form of *does not* and that it is easier to say *he doesn't* than *he does not*.

4 Read and circle.

- Draw pupils' attention to the example.
- Tell pupils to complete the answers in their books.
- Check the exercise orally with the class.

Answers

1 don't (example) 2 doesn't 3 don't
4 doesn't 5 don't

Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Ask *Do you run every day?* Elicit *Yes* or *No* answers.
- Then point to the sheep and ask *Does Shirley run every morning?* and elicit the short answer *Yes, she does*. Write both on the board and ask pupils to repeat.
- Now point to Katie in Frame 3 and ask *Does Katie dance every afternoon?* and elicit the short answer *No, she doesn't*. Write both on the board and ask pupils to repeat.
- Ask pupils to read the questions and short answers in the **Read and learn** box. Then ask them to find similar questions and short answers in the story.



sheep farm cow horse tired afternoon

Unit 1

3 Read and learn.

Present simple

Negative

I/We/You/They **don't** live in the zoo.
He/She/It **doesn't** live in the zoo.

Questions

Do I/we/you/they **run** every day?
Does he/she/it **run** every day?

Short answers

Yes, I do. Yes, he does.
No, we don't. No, she doesn't.

LOOK! don't = do not
doesn't = does not

6 Listen and ✓.



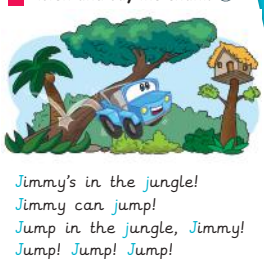
4 Read and circle.

- 1 Cows **doesn't** / **don't** live in the jungle.
- 2 Katie **doesn't** / **don't** run every day.
- 3 You **doesn't** / **don't** like chicken.
- 4 My dad **doesn't** / **don't** play the guitar.
- 5 Pete and Katie **doesn't** / **don't** dance every day.

5 Complete the answers.

- 1 Does Robbie live in the jungle?
No, he doesn't.
- 2 Does Fifi live in the toy room?
Yes, she does.
- 3 Do penguins live in the jungle?
No, they don't.
- 4 Do camels live in the desert?
Yes, they do.

7 Listen and say the chant.



5 Complete the answers.

- Draw pupils' attention to the example.
- Tell pupils to complete the answers in their books.
- Check the exercise orally with the class.

Answers

- 1 he doesn't (example)
- 2 she does
- 3 they don't
- 4 they do

Now ask pupils to look at the **Read and learn** box again.

6 Listen and ✓.

- Ask pupils to look at the pictures in 1–4 and name the items, e.g. *It's a bike/a scooter*.
- Play the audio, pausing after number one and ask them what they heard.
- Play the audio from the beginning, but this time do not stop. Pupils tick the correct pictures.
- Play the audio again for pupils to check their answers.
- Check the exercise orally with the class. Ask about each picture in L1 *What did you hear?*

Answers

- 1 b (example)
- 2 b
- 3 a
- 4 b

Audioscript

- 1 Katie: Robbie?
Robbie: Yes, Katie?
Katie: Do you ride your bike every day?
Robbie: No, I don't.
Katie: Do you ride your scooter every day?
Robbie: Yes, I do.
- 2 Katie: Fifi?
Fifi: Yes, Katie?
Katie: Do you sleep in a bed?
Fifi: No, I don't! I'm a fairy.
Katie: Do you sleep in a flower?
Fifi: Yes, I do.

- 3 Fifi: Lenny?
Lenny: Yes, Fifi?
Fifi: Do you like orange juice?
Lenny: No, I don't.
Fifi: Do you like lemon juice?
Lenny: Yes, I do. I love lemon juice.

- 4 Jimmy: Katie?
Katie: Yes, Jimmy?
Jimmy: Do you watch TV every night?
Katie: No, I don't.
Jimmy: Do you read a book every night?
Katie: Yes, I do.

7 Listen and say the chant.

- Ask pupils to describe the picture, e.g. *Jimmy's in the jungle*.
- Play the audio and ask pupils to follow the chant in their books.
- Say the chant, one line at a time, and ask pupils to repeat after you.
- Play the audio again and get pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write the questions.

Answers

- 1 Does he like fish? (example)
- 2 Do they live in London?
- 3 Does she wear pink pyjamas?
- 4 Do you run every morning?
- 5 Does he dance every day?
- 6 Do you walk to school?

2 Write the answers.

Answers

- 1 No, he doesn't. (example)
- 2 No, she doesn't.
- 3 Yes, they do.
- 4 Yes, they do.
- 5 No, he doesn't.
- 6 No, they don't.

3 Circle.

Answers

- 1 AFTERNOON (example)
- 2 TIRED (across)
- 3 NIGHT (across)
- 4 BREAKFAST (across)
- 5 MORNING (across)
- 6 CEREAL (down)
- 7 EVENING (down)

Activity Book

Pupils can now do the exercises in Unit 1, Lesson 1b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *sheep, farm, cow, horse, tired, afternoon*

Lesson aims

- To learn the words *whale, shark, dolphin, seahorse, turtle, seal*
- To learn the expression *My favourite animal is ...*
- To develop reading skills
- To develop writing skills

Materials

- Flashcards: *whale, shark, dolphin, seahorse, turtle, seal*
- Pictures of sea animals from magazines
- A large piece of paper or cardboard for a class poster

Checking homework

- Check pupils' answers in the Activity Book, Unit 1, Lesson 1b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Ask groups of pupils to read out the story on page 14 of the Pupil's Book (Unit 1, Lesson 1b).
- Say the chant from Unit 1, Lesson 1b.

Vocabulary presentation

You can use magazine pictures to teach the animal words. Alternatively, you can use the pictures at the top left of page 18 of the Pupil's Book or flashcards to teach the new words.

- Point to the picture of a *whale* and say the word. Ask pupils to repeat the word. Repeat the procedure to teach the words *shark, dolphin, turtle, seahorse* and *seal*. Practise the /ɜ:/ sound in *turtle*, the /ɑ:/ sound in *shark* and the long vowel sound in *seal* /i:/.
- To practise the vocabulary, ask individual pupils to point to the animals and ask the class to call out the words. Give each pupil a turn.

1 Listen and sing.

- Tell pupils to cover the text. Then ask them to look at the picture and tell you what they see, e.g. *There's a whale. There are two turtles.*
- Now point to the animal words at the top left of page 18 and ask pupils to find them in the song.
- Play the audio and ask pupils to follow the song in their books.
- Say the song, one line at a time, and ask pupils to repeat after you. As they do so, they should point to the animals in the picture.
- Play the audio again and ask pupils to sing along.

2 Complete the sentences.

- Draw pupils' attention to the example and the words in the box and ask them to match them with the pictures in the exercise. Then ask them to read out the short sentences, e.g. *I'm a shark.*
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | | |
|-------------------|------------|---------|
| 1 shark (example) | 2 dolphin | 3 whale |
| 4 turtle | 5 seahorse | 6 seal |

1 Listen and sing.

*I'm a whale. I live in the sea.
And that's a shark. That's a shark.
That's a shark. He chases me.
Those are dolphins. They live here too.
They play and play and play, they play all day.*

*We all live in the sea.
We all live in the blue, blue sea.
I love the seahorse. He swims all day.
And I love and I love and I love the turtles and the seals.
I play with the dolphins, the turtles and the seals.
We play and play and play, we play all day.*

2 Complete the sentences.

seal turtle seahorse
dolphin shark whale

1 I'm a shark.

2 I'm a dolphin.

3 I'm a whale.

4 I'm a turtle.

5 I'm a seahorse.

6 I'm a seal.

3 Read and find the stickers.

| | |
|-------------|---------------|
| 1 tigers | 2 penguins |
| 3 sharks | 4 camels |

4 Write.

1 Tigers live in the jungle.

2 Penguins live in the snow.

3 Sharks live in the sea.

4 Camels live in the desert.

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 1 at the back of the Pupil's Book. Once they have done so, ask them to make sentences about the stickers, e.g. *Tigers live in the jungle.*
- Ask a pupil to read out the word in Square 1. Now tell pupils to find the sticker with the tigers and stick it on Square 1.
- Ask pupils to read the words in Squares 2–4 and tell you which sticker belongs in each square.
- Tell pupils to put the stickers in the right square in their books.

4 Write.

- Point to the example, drawing pupils' attention to *Tigers live in the jungle*. Explain that the sentences are about the pictures in Exercise 3.
- Now ask pupils to tell you what they have to write for items 2–4. Tell them that if they need help with the spelling, they can look at the lessons in Unit 1.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | |
|-------------------------|-----------------|
| 1 Tigers live (example) | 2 Penguins live |
| 3 Sharks live | 4 Camels live |

Kids' planet

1 Read.

If you have brought in pictures of sea animals, stick them on the board. Alternatively, stick the flashcards on the board.

- Ask pupils to tell you what they know about these animals. Give them time to talk about them and about their experiences (from films and documentaries or a real life experience).

Animals in danger!

1 Read.

Look at this beautiful whale. It's a blue whale. Blue whales live for about sixty years. Whales live in groups and two whales usually swim together.

Look at these turtles. Turtles usually live for seventy years but some turtles live for two hundred years!

Look at the baby seals. They live next to the sea and they catch fish. Seals can swim under the water for twenty minutes.

Whales, turtles and seals are very special animals, but they are in danger. We must protect them!

2 Complete the sentences.

- 1 Whales live in groups.
- 2 Some turtles live for two hundred years.
- 3 Seals can swim under the water for twenty minutes.
- 4 Blue whales live for about sixty years.
- 5 Whales, turtles and seals are in danger.

3 Read, draw and write.

My favourite animal is the tiger. It is orange and black. It lives in the jungle. It runs very fast.



- Point to the heading *Animals in danger!*, explain the meaning if necessary and find out what they know about endangered animals. Write their ideas below the pictures or flashcards on the board.
- Play the audio and tell pupils to follow the texts in their books. Ask them to match the descriptions with the photos.
- Play the audio again and stop after each description. Ask questions *How long do whales live? What do they eat?* Tell pupils to compare the information with their ideas on the board. Follow the same procedure to read the rest of the text.
- Use gestures to demonstrate the meaning of *together* and *under*. Translate *protect*.
- Play the audio again, stopping after each sentence. Then practise reading by asking individual pupils to read out the sentences.

2 Complete the sentences.

- Draw pupils' attention to the example. Tell them that the sentences are in the text.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | | |
|--------------------|-----------|---------|
| 1 Whales (example) | 2 turtles | 3 Seals |
| 4 whales | 5 seals | |

Optional activity: A sea animal collage

You need magazine pictures with a variety of pictures of sea animals. Alternatively, you can ask pupils to draw their favourite sea animals. You will also need a large piece of cardboard.

- Tell pupils that they are going to make a collage of sea animals. Explain what a collage is (a picture made by sticking a number of pieces of coloured paper, drawings or photographs onto a single piece of cardboard).

Unit 1

- Ask pupils to tell you about the sea animals they like and write the words on the board. You should be prepared to provide pupils with the names of animals they have not yet learned, e.g. crab, starfish, squid, shells.
- Ask pupils to cut out animals from magazine pictures and stick them on the cardboard. You can also ask them to draw their favourite sea animals.

3 Read, draw and write.

- Ask pupils to look at the picture and read the description.
- Tell them that they are going to draw a picture of their favourite animal and write a description. Explain that they can base their description on the one in the Pupil's Book.
- Monitor pupils while they are writing and help them to correct any mistakes they make.
- Once they have finished, ask pupils to draw their animal in its environment. You can set this part of the task for homework.

Activity Book

Pupils can now do the exercises in Unit 1, Lesson 1c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *whale, shark, dolphin, seahorse, turtle, seal*
- Copy the sentences you wrote for **Kids' planet**, Exercise 3, on the piece of paper with the drawing.

CLIL, page 20

Social sciences (animals)

1 Which animals are in danger? Look and ✓.

Ask pupils to look at the photos and read the names of the animals. Most of the animal words are recycled from previous lessons so pupils should be familiar with them already. Remind pupils of the phrase 'in danger' from **Kid's planet** on page 19. Have exchanges with pupils about each animal, e.g. 'Are blue whales in danger? Yes, they are.' Continue similarly with the rest, ticking off tiger, panda and African elephant.

2 Read these amazing animal facts. Which TWO facts are not true?

Have pupils read silently on their own and then read out as a class or in groups. Check that they understand each sentence. Make brief comments about each fact to ensure pupils can appreciate it, e.g. '1, That's a lot of water to drink at once!' Ask, 'Is this true?' and accept all replies. Give pupils the correct answers: only 5 and 8 are not true (seven sea turtle species are in danger; seals can stay underwater for 30 minutes approximately).

Values

Remind pupils of the **Kid's planet** text on page 19. Discuss what they think people should do to protect animals in danger of extinction. Use the endangered animals in Exercise 1 on this page (e.g. the blue whale) to start a discussion in L1 of how they can be protected (e.g. by prohibiting hunting and fishing, by reducing the amount of plastic waste in the sea). Draw pupils' attention to the photo of the World Rhino Day and discuss how having such institutions can help protect endangered animal species.

Lesson aims

- To learn the words *cinema*, *movie*, *scary*, *buy*, *popcorn*, *home*
- To learn *Let's go to the cinema*.

Materials

- Pictures/stills from different kinds of current movies that are popular with children, e.g. adventure, science fiction.
- Three sets of word cards for:
 - go, paint, make, eat, climb, play, watch, buy, see
 - to the cinema, the walls, a snowman, a sandwich, an ice cream, a tree, basketball, tennis, TV, popcorn, a scary movie, home

Profile page, page 21

Ask pupils to look at the photo on page 21. Ask pupils to read the speech bubble, 'Let's see a movie!' and ask them if they like watching movies and whether they prefer to do so at home or at the cinema. Pupils can also role-play in pairs or groups by using ideas from **My Zone** below, e.g. 'Let's go to the cinema', 'Let's have some popcorn', etc. Emphasise the use of 'let's' followed by bare infinitive as pupils make their own sentences. Link this directly to Lesson 2a.

My Zone

Look, read and match.

Draw pupils' attention to the three photos and ask 'What is number 1?' to elicit 'It's b, a TV.' To continue from the previous activity, you can expand by asking them to make a suggestion, e.g. 'Good. Let's watch TV.' Continue similarly for 2 – c, and 3 – a. Use this as an introduction to Lesson 2a that follows.

Checking homework

- Check pupils' answers in the Activity Book, Unit 1, Lesson 1c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Ask pupils to read the texts about *Animals in danger!* on page 19 of the Pupil's Book (Unit 1, Lesson 1c).
- Invite pupils to show the class the drawing of their favourite animal and read out the description they wrote. Display their work on the classroom walls.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Point to the pictures and ask the class *Where are the toys?* Point to Frame 3 and say *They're at the cinema*. Ask them to repeat the word *cinema*. Then ask individual pupils to say the word. Point to Katie and Pete in Frame 4 and teach *scary movie*. Ask pupils to guess the meaning from the picture. Point to Frame 3 and ask *What can you buy at the cinema?* Say *popcorn* and ask pupils to repeat.
- Practise the vocabulary by saying the words and asking pupils to point to the pictures.

Optional activity

- Spell the new words, e.g. *M-O-V-I-E*, and ask pupils to point to the right picture at the top of page 23 in the Pupil's Book and say the word.
- Ask individual pupils to spell one of the new words. The other pupils point to the right picture and say the word. Give each pupil a chance to spell a word.

1 Listen and read.

- Ask pupils to look again at the story. Encourage them to describe what they see in each of the pictures using L1

2a Let's go to the cinema!

1 Listen and read.



2 Read and match.

- | | |
|---------------|------------------|
| 1 Let's go to | a popcorn. |
| 2 Let's buy | b a scary movie. |
| 3 Let's see | c the cinema. |



22

and say what is happening. (The toys are at the cinema. They're watching a movie, but Pete and Katie are scared.)

- Point to the new words at the top of page 23 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the dialogues and encourage them to imitate the intonation on the audio.
- Practise the pronunciation of *movie* /u:/ and *scary* /eə/.
- Ask pupils to act out the story.

2 Read and match.

- Tell pupils to read the instructions and check that they have understood what they have to do. Ask them to tell you which parts of the sentences belong together.
- Ask pupils to look at the example and then complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 c (example) 2 a 3 b

Let's talk!

- Point to Frame 3. Read out what Pete says: *That's a good idea!* Explain that we say this when we agree with a suggestion somebody has just made. Ask pupils what they would say in their own language.
- Make suggestions *Let's sing a song!* / *Let's listen to the story again!* Practise saying *That's a good idea!*

3 Read and learn.

- Draw pupils' attention to the **Read and learn** box. Ask individual pupils to read out the sentences.
- Elicit the meaning of the use of *Let's ...* (Pupils should remember from **Let's talk!**)
- Ask pupils to find similar sentences in the story. Now ask pupils to look at the **Read and learn** box again.

Optional activity

For this exercise, you need the sets of word cards.

- Divide pupils into two teams. Give each group a set of verb cards and a set of word cards with the phrases.








3 Read and learn.

Let's go to the cinema.
Let's see a scary movie.
Let's buy popcorn.
Let's have a picnic.
Let's make a snowman.

4 Read and match.

1 Let's play a TV.
2 Let's make b basketball.
3 Let's have c a picnic.
4 Let's go to d a cake.
5 Let's watch e the zoo.

5 Complete the sentences. Use Let's.

paint have watch
play go climb

1 Let's climb that tree!
2 Let's have dinner now!
3 Let's paint the walls!
4 Let's play tennis!
5 Let's go to the cinema!
6 Let's watch TV!

6 Listen and ✓.

1  a  b ✓
2  a ✓  b ✓
3  a  b ✓
4  a ✓  b ✓

7 Talk to your friend.

make a sandwich
cook spaghetti
buy an ice cream
make a pizza

I'm hungry!
That's a good idea!
Let's make a sandwich!

Unit 2

Allow the teams some time to match the cards, e.g. go + to the cinema/home.

- Ask the teams to take turns reading out a verb, e.g. Let's go The other team has to choose a phrase that completes the sentence, e.g. to the cinema/home. Monitor and help out if necessary.

4 Read and match.

- Draw pupils' attention to the example.
- Go through the exercise orally asking pupils to tell you which parts of sentences they have to match.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 b (example) 2 d 3 c 4 e 5 a

5 Complete the sentences. Use Let's.

- Draw pupils' attention to the word box at the top of the exercise and to the example. Then ask pupils to read the sentences for items 2–6 and tell you what verb they have to write in order to complete the answer.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 Let's climb (example) 2 Let's have 3 Let's paint
4 Let's play 5 Let's go 6 Let's watch

6 Listen and ✓.

- Ask pupils to look at the pairs of pictures and name each item.
- Play the audio, pausing after number one and ask them what they heard.
- Play the audio from the beginning, but this time do not stop. Pupils listen and tick the answers.
- Play the audio again and ask pupils to check their answers.
- Check the exercise orally with the class.

Answers

1 b (example) 2 a 3 b 4 a

Audioscript

- 1 Pete: Robbie?
Robbie: Yes, Pete?
Pete: I'm hungry! Let's have fish for dinner!
Robbie: That's a good idea. I like fish!
- 2 Robbie: Fifi?
Fifi: Yes, Robbie?
Robbie: Let's play tennis!
Fifi: That's a good idea! I love tennis!
- 3 Pete: Jimmy?
Jimmy: Yes?
Pete: Let's go to the swimming pool!
Jimmy: I'm a jeep! I can't swim.
Pete: Let's go to the zoo!
Jimmy: Yes! Let's go to the zoo!
- 4 Katie: Fifi?
Fifi: Yes?
Katie: Let's play the drums!
Fifi: I'm a fairy. I'm very small. I can't play the drums!
Katie: Let's play the piano!
Fifi: Yes! Let's play the piano!

7 Talk to your friend.

- Ask two pupils to demonstrate the exercise by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the exercise.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Complete. Use Let's.

Answers

1 Let's buy (example) 2 Let's play 3 Let's go
4 Let's see 5 Let's make 6 Let's climb

2 Write sentences.

Answers

1 Let's take a photo. (example) 2 Let's go to the park.
3 Let's cook spaghetti. 4 Let's make a sandwich.
5 Let's have a picnic. 6 Let's play a game.

3 Look and write sentences with Let's.

Answers

1 Let's go to the cinema. (example) 2 Let's see a movie.
3 Let's buy (some) popcorn. 4 Let's play tennis.
5 Let's go to the zoo.

Activity Book

Pupils can now do the exercises in Unit 2, Lesson 2a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: cinema, movie, scary, buy, popcorn, home
- Draw a picture from a movie you like.

2b You must stop!

Lesson aims

- To learn the words *restaurant, supermarket, go straight on, stop, turn left, turn right, closed*
- To learn *I/He/She/It/We/You/They must turn left.*
- To learn *I/He/She/It/We/You/They mustn't turn left.*

Materials

Make word cards for *restaurant, supermarket, go straight on, stop, turn left, turn right* and *close*.

Review

- Ask groups of pupils to read out the story on page 22 of the Pupil's Book (Unit 2, Lesson 2a).

Checking homework

- Check pupils' answers in the Activity Book, Unit 2, Lesson 2a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

- Before teaching the new words, give pupils time to look at the pictures in the story. Alternatively, you can use word cards.
- Point to the word *restaurant* at the top of page 27 and say it. Ask the whole class to repeat the word. Then ask individual pupils to say the word. Elicit the meaning. Point to the picture of the *supermarket* in Frame 4 and say the word. Point to Frame 4 to teach *closed*. Alternatively, you can demonstrate the word.
 - Demonstrate *go straight on, stop, turn left* and *turn right*.

Optional activity

- To practise giving directions, ask three pupils to come to the front of the class.
- Demonstrate the exercise by reading out a word card. The three pupils have to follow your directions.
- Give each pupil a word card. The pupils now take turns giving each other directions. Make sure that each pupil has a turn at giving as well as following directions. Monitor carefully and keep the exercise short.

1 Listen and read.

- Ask pupils to look again at the story. Encourage them to describe what they see in each of the pictures using L1 and say what happens at the end. (All the toys give different directions to get to the pizza restaurant. When the toys finally get there, they're very disappointed to find out that it's closed.)
- Point to the new words at the top of page 27 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues and encourage them to imitate the intonation on the audio.
- Put pupils into groups of four and ask them to act out the story.

2b You must stop!

1 Listen and read.

1 The toys are hungry. They like pizza!

There's a new pizza restaurant next to the supermarket.

Come on, Jimmy! Let's go!

2

You mustn't go straight on! You must stop!

3

Now we must turn left.

No, we mustn't turn left! We must turn right!

The train! You must stop!

4

Good! The pizza restaurant is here!

Oh, no! It's closed!

2 Read and write the number.

1 Go straight on.

2 Stop.

3 Turn left.

4 Turn right.

2 Read and write the number.

- Ask pupils to read the first instruction. Then ask them to look at the four pictures and match the instruction with the picture.
- Tell pupils to look at the example and then complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answers in the story.

Answers

1 d (example) 2 a 3 b 4 c

3 Read and learn.

- Write on the board *We must turn left*. Read out the sentences and ask pupils to repeat. Pay attention to the fact that *must* is not stressed. Then point to Frame 3 and ask them to read out what Pete says. Explain that we use *must* when we want to say that something is the right thing to do, it is good for you or it is a rule.
- Ask pupils to read the affirmative sentences in the **Read and learn** box.
- Now write on the board *We mustn't turn left!* Read out the sentence and ask pupils to repeat. Pay attention to the fact that *mustn't* is stressed. Then point to Frame 3 and ask pupils to read out what Katie says. Explain that we use *mustn't* when we want to say that something is not the right thing to do or is not allowed (often because it is dangerous or bad for you).
- Ask pupils to read the negative sentences in the **Read and learn** box. Then ask pupils to find similar sentences in the story.

Optional activity

- Draw two columns on the board and write the headings *must* and *mustn't*.
- Ask pupils to tell you what kind of things they *must* or *mustn't* do at home, at school or when they are outside.



Unit 2

3 Read and learn.

Must

Affirmative

I/He/She/It/We/You/They **must**

turn left.

Negative

I/He/She/It/We/You/They **mustn't**

turn left.

Look! **mustn't = must not**

4 Read and circle.

1 You **must** / **mustn't** drive very fast!

2 You **must** / **mustn't** drink water every day.

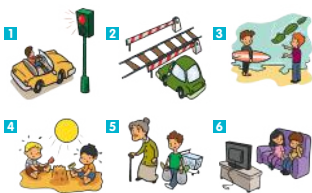
3 You **must** / **mustn't** wear a helmet on a bike.

4 You **must** / **mustn't** watch TV all day.

5 You **must** / **mustn't** help your mum.

5 Write must or mustn't.

- 1 He must stop.
- 2 She mustn't go straight on.
- 3 You mustn't surf.
- 4 We must wear hats.
- 5 I must help my grandma.
- 6 They mustn't watch TV all day.



6 Talk to your friend.

drive fast eat fish
wear a helmet watch TV all day
drink milk go to the dentist

We **mustn't**
drive fast.

We **must** wear
a helmet.



7 Listen and say the chant.



Hi! Hi! Hi!
I'm Guy and I can fly!
Bye! Bye!

For each idea, ask them to tell you in which column it belongs. Write pupils' ideas in the appropriate columns on the board. Provide any vocabulary they need.

- Ask pupils to make sentences using **must** or **mustn't**.

4 Read and circle.

- Draw pupils' attention to the example.
- Then tell them to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | | |
|---------------------|--------|--------|
| 1 mustn't (example) | 2 must | 3 must |
| 4 mustn't | 5 must | |

5 Write must or mustn't.

- Ask pupils to look at the pictures and tell you what they think matches each situation, **must** or **mustn't**. If they need help, ask them in L1 *Is it the right thing to do? Is it good for you? Is it dangerous/bad for you? Is it a rule? Is it not allowed?*
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. For each answer, ask pupils the questions above again.

Answers

- | | | |
|------------------|-----------|-----------|
| 1 must (example) | 2 mustn't | 3 mustn't |
| 4 must | 5 must | 6 mustn't |

Now ask pupils to look at the **Read and learn** box again.

6 Talk to your friend.

- Tell pupils to cover the dialogue and read the phrases above. For each phrase, e.g. *drive fast*, ask *Is it the right thing to do? Is it dangerous/bad for you? Is it a rule? Is it not allowed?*

- Ask two pupils to demonstrate the exercise by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the exercise. Monitor and help them if necessary.

7 Listen and say the chant.

- Ask pupils to describe the picture, e.g. *There's a boy. He's in a plane.*
- Point to the chant and draw pupils' attention to the highlighted letters and the different spelling for the same sound /aɪ/.
- Play the audio and ask pupils to follow the chant in their books.
- Say the chant, one sentence at a time, and encourage pupils to repeat after you.
- Play the audio again and ask pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write the negative.

Answers

- 1 You **mustn't** turn left. (example)
- 2 They **mustn't** stop here.
- 3 She **mustn't** go straight on.
- 4 We **mustn't** buy that camera.
- 5 He **mustn't** climb that tree.
- 6 They **mustn't** drive fast.

2 Write sentences with must or mustn't.

Answers

- 1 You **must** help your dad. (example)
- 2 You **mustn't** drive fast.
- 3 You **must** wear a helmet.
- 4 You **mustn't** watch TV all evening.
- 5 You **mustn't** sleep all day.
- 6 You **must** protect animals.

3 Write the words.

Answers

- | | | |
|-----------------|---------------|--------------|
| 1 zoo (example) | 2 farm | 3 cinema |
| 4 home/house | 5 supermarket | 6 restaurant |

Activity Book

Pupils can now do the exercises in Unit 2, Lesson 2b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow time for pupils to copy it into their notebooks.

- Dictation: *restaurant, supermarket, go straight on, stop, turn left, turn right, closed*

Lesson aims

- To learn telling the time: *one o'clock, five o'clock, half past two, half past ten, What's the time? It's ...*
- To develop reading skills
- To develop writing skills

Materials

Bring a clock (preferably a big kitchen clock). Alternatively, you can make a clock from cardboard with movable hands.

Checking homework

- Check pupils' answers in the Activity Book, Unit 2, Lesson 2b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Ask groups of pupils to read out the story on page 26 of the Pupil's Book (Unit 2, Lesson 2b).
- Play the chant on page 27 of the Pupil's Book.

Vocabulary presentation

You can use the pictures at the top left of page 30 of the Pupil's Book to teach the time. Alternatively, you can use a real clock or a clock made of cardboard.

- Show *one o'clock* on the clock and say the phrase. Ask the class to repeat the phrase. Then ask individual pupils to say the phrase. Repeat the procedure to teach the full hours.
- Show *half past two* on the real clock and say the phrase. Ask the class to repeat after you. Then ask individual pupils to say the phrase. Repeat the procedure to teach the half hours. Then draw their attention to the written form of the new phrases.
- Practise the sound in *half* /ha:f/ and draw pupils' attention to the silent *l*.

1 Listen and chant.

- Ask pupils to cover the text and to look at the picture. Invite them to make sentences about the boy and the room.
- Point to the clock and teach *What's the time?* Elicit the answer *It's seven o'clock*. Review phrases like *get up, have breakfast, go to school, go to bed*. Ask pupils about their own daily schedule, e.g. *What time do you get up?*
- Play the audio and ask pupils to follow the chant in their books.
- Say the chant, one sentence at a time, and encourage pupils to repeat after you.
- Play the audio again and ask pupils to chant along rhythmically.

Optional activity

Use a clock to practise saying the time. Keep in mind that there may be some pupils who haven't learned how to tell the time in their own language yet.

- Hold up the clock and show the full hours first. Ask *What's the time?* Pupils call out the time, *It's ten o'clock*. Repeat the procedure with *half past*.
- Pay careful attention to the correct pronunciation of *half*.

2 Write.

- Draw pupils' attention to the pictures and ask *What's the time?* pointing to each clock. Elicit the answers. Then draw their attention to the example.



one o'clock



five o'clock



half past two



half past ten

1 Listen and chant.

What's the time? It's seven o'clock.
Seven o'clock? I must get up now!
What's the time? It's half past seven.
Half past seven? I must have breakfast now!
What's the time? It's eight o'clock.
Eight o'clock? I must go to school now!
What's the time? It's half past nine.
Half past nine? I must go to bed now!
Goodnight!

2 Write.



1 It's half past nine.



2 It's eleven o'clock.



3 It's half past three.



4 It's six o'clock.

3 Read and find the stickers.



4 Write.

1 She gets up at seven o'clock.

2 She has breakfast at half past seven.

3 She goes to school at eight o'clock.

4 She plays the violin at nine o'clock.

- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 It's half past nine. (example)
- 2 It's eleven o'clock.
- 3 It's half past three.
- 4 It's six o'clock.

3 Read and find the stickers.

- Tell the class to find the stickers for Unit 2 at the back of the Pupil's Book. Once they have done so, help them to tell the time, e.g. *She gets up at seven o'clock*.
- Ask a pupil to read out the phrase in Square 1. Then ask the class to find the correct sticker for that square. Repeat the procedure for Squares 2–4. Do not let pupils put the stickers in their books yet.
- Tell pupils to put the stickers in the correct square in their books. Monitor and help them if necessary.

4 Write.

- Point to the example, drawing pupils' attention to *She gets up at seven o'clock*. Remind them of the third person singular *s*. Explain that the sentences are about the pictures in Exercise 3.
- Now ask pupils to tell you what they have to write for items 2–4. Tell them that if they need help with the spelling, they can ask you for help.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 She gets up at seven o'clock. (example)
- 2 She has breakfast at half past seven.
- 3 She goes to school at eight o'clock.
- 4 She plays the violin at nine o'clock.

1 Read.

Dear Peter,
Can you meet me on Saturday afternoon?
Let's go to the cinema! Let's see a scary movie! I like scary movies.
Let's meet at the Star Cinema. It's my favourite cinema! It's next to the pizza restaurant. We can go for pizza after the movie!
See you there!
John

2 Read and circle the correct answer.

- 1 John can meet Peter on
A Saturday morning.
B Saturday afternoon.
- 2 John likes
A scary movies.
B funny movies.
- 3 The Star Cinema is next to
A the park.
B the pizza restaurant.

3 Read and write. Pupils' own answer.

Dear _____,
Can you meet me on _____?
Let's go to _____. Let's meet at _____. It's _____.
See you there!

31

Kids' planet

1 Read.

- Tell pupils to look at the picture and ask *Where is the boy? What is he doing?*
- Now ask pupils to look at the text. Ask *What's this?* to elicit the answer *It's an email*. Find out if pupils are used to writing emails to their friends and give them time to talk about their experiences.
- Play the audio and tell pupils to follow the text in their books.
- Now ask pupils to read the text again. To check comprehension, ask *Who is writing the email?* (John) *Who is he writing to?* (Peter) *Why is he writing?* (to suggest meeting on Saturday and going to the cinema) *What kind of movies does he suggest they see?* (a scary movie) *Where does he suggest they meet?* (at the Star Cinema) *Where is the cinema?* (next to the pizza restaurant) Explain *next to*.
- Play the audio again, pausing after each sentence. Practise reading by asking individual pupils to read out parts of the text.

2 Read and circle the correct answer.

- Draw pupils' attention to the first sentence and find out if they remember the answer without looking at the text.
- Repeat the same procedure for items 2 and 3.
- Tell pupils to complete the exercise in their books and to check their answers in the text.
- Check the exercise orally with the class.

Answers

1 B (example) 2 A 3 B

3 Read and write.

- Explain to pupils that they are going to write their own email to a friend and make suggestions, e.g. *when and where to meet, what to do, where it is*.

- Ask them to read the email. Stop at each gap and elicit from pupils what they would like to write. Tell them to pencil in their ideas.
- Monitor pupils while they are writing and help them to correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Unit 2, Lesson 2c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *It's one o'clock, five o'clock, half past two, half past ten, What's the time?*

CLIL, page 32

Social sciences (time)

1 Trace and read.

This is an extension to the introduction in basic time-telling from Lesson 2c on page 30. Have pupils trace the key words around the clock face given, making sure they recognise and understand each value, e.g. 'Quarter past means fifteen minutes after the hour.' After tracing is complete, you can use a paper clock or draw a clock face on the board to go over the basic terms with pupils. Set a random hour, e.g. 10, and have pupils use the terms they just traced to tell the time, e.g. 'It's 10 o'clock. It's quarter past 10. It's half past 10. It's quarter to 10.' Give each pupil several opportunities until they are confident.

2 Match.

Point to item 1 and ask pupils to first identify whether this is 'o'clock, half or quarter', then whether it's 'past or to'. When these two steps are completed, point to the correct answer on the clock face and on the digital clock. Have pupils repeat in the same way for the rest of the items, (1 – quarter to five – b; 2 – eight o'clock – e; 3 – quarter past five – a; 4 half past ten – d; 5 – three o'clock – c) giving each pupil several opportunities to try as this is a particularly difficult concept for young learners.

3 Look and circle.

This exercise is an extension to Exercise 2. Have pupils look at example question 1 and ask them to see the correct answer given. Then ask them to tell the time orally, reminding them they can always check back on Exercise 1, so they can produce 'It's (a) quarter past 12.' Repeat similarly for the rest of the questions (2, 2:15; 3, 9:15; 4, 7:15; 5, 5:45; 6, 11:45). For further practice in class, draw a clock face on the board and ask pupils to tell the time focusing only on the basic terms introduced in Exercise 1.

Values

Ask pupils if they are ever late? Discuss why it is important to be on time for all activities that involve groups of people. Give examples where being on time is important, e.g. at school, at sports practice, at the train station, meeting friends at the cinema, etc. Explore with pupils how others might feel when someone is late.

Revision 1

Lesson aims

To revise the language in Units 1–2, including:

- Vocabulary
 - animals
 - story words
 - directions
 - time
- Grammar
 - Present simple affirmative, negative, questions and short answers
 - Let's ...
 - must affirmative and negative

Materials

- Flashcards/word cards:
 - zoo, tiger, jungle, desert, snow, monkey, penguin, camel, sheep, farm, cow, horse, whale, shark, dolphin, seahorse, turtle, seal
 - live, get up, play, ride (a bike), watch TV, like, eat, run, dance, love
 - go straight on, stop, turn left, turn right
 - cinema, scary movie, restaurant, supermarket
- A real clock (or one made of cardboard)

Checking homework

- Check pupils' answers in the Activity Book, Unit 2, Lesson 2c. The Answer Key is at the back of the Teacher's Book.
 - Give dictation from the previous lesson.
- Explain to pupils that this lesson reviews the language they have learned so far in Units 1 and 2.
- For all the exercises, encourage pupils to read out the instructions and tell you what they have to do. Guide them gently if they have difficulties understanding. The ability to understand instructions will gradually develop pupils' independence as learners and boost their confidence.

1 Write.

- Use the flashcards for the animals pupils have learned in Lesson 1c on page 18 of the Pupil's Book. Hold up a flashcard and say the word. Then ask them to spell or write the word on the board.
- Draw pupils' attention to the example and the word *whale*. Then ask pupils to look at the pictures for items 2–6 and tell you the words for the pictures.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class, asking pupils to spell the words they have written.

Answers

- | | | |
|-------------------|-----------|------------|
| 1 whale (example) | 2 dolphin | 3 seal |
| 4 shark | 5 turtle | 6 seahorse |

2 Read and circle.

- Draw pupils' attention to the example. Then find out if they remember when we add an s to the verb and when we use *doesn't*. Go through sentences 2–6 orally first.

Revision 1

3 Complete the questions and answers. Use the **present simple**.

1 Write.



- 1 w hale 4 s hark



- 2 d olphin 5 t urtle



- 3 s eal 6 s ea horse

2 Read and circle.

- 1 I live / lives in a small house.
 2 My cousins play / plays in the park every day.
 3 We get up / gets up at half past eight.
 4 I don't / doesn't ride my bike to school.
 5 My mum don't / doesn't watch TV every night.
 6 My friend don't / doesn't like fish.

- 1 Do penguins live (live) in the jungle? No, they don't.



- 2 Does Shirley run (run) every morning? Yes, she does.



- 3 Do monkeys eat (eat) bananas? Yes, they do.



- 4 Does Katie dance (dance) every afternoon? No, she doesn't.



- 5 Do Robbie and Pete like (like) pizza? No, they don't.



- 6 Does Shirley watch (watch) TV every night? Yes, she does.



- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on pages 11 and 15 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- | | | |
|------------------|-----------|-----------|
| 1 live (example) | 2 play | 3 get up |
| 4 don't | 5 doesn't | 6 doesn't |

3 Complete the questions and answers. Use the **present simple**.

- Ask pupils *Do monkeys live in the desert? Do cows live in the jungle?* and elicit short answers.
- Draw pupils' attention to the example. Then ask them to read items 2–6 and tell you what they have to write.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 15 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- | | |
|-----------------------------|------------------------|
| 1 Do, live, don't (example) | 2 Does, run, does |
| 3 Do, eat, do | 4 Does, dance, doesn't |
| 5 Do, like, don't | 6 Does, watch, does |

4 Complete the sentences. Use **Let's**.

- To revise *Let's*, do the Optional activity on page 23 (Lesson 2a) in the Teacher's Book.
- Draw pupils' attention to the example. Then ask pupils to tell you what they have to write for items 2–6.

Revision 1

4 Complete the sentences. Use **Let's**.







play buy have
see turn go

- 1 **Let's see** a scary movie!
- 2 **Let's buy** popcorn!
- 3 **Let's go** to the cinema!
- 4 **Let's play** football!
- 5 **Let's have** a picnic!
- 6 **Let's turn** left!

5 Write **must** or **mustn't**.

- 1  You **must** stop.
- 2  He **mustn't** go.
- 3  He **must** wear a helmet.
- 4  They **mustn't** swim here.

6 Write.

- 1  What's the time?
It's **half past ten**.
- 2  What's the time?
It's **one o'clock**.
- 3  What's the time?
It's **five o'clock**.
- 4  What's the time?
It's **half past two**.
- 5  What's the time?
It's **half past nine**.
- 6  What's the time?
It's **six o'clock**.

7 Write about you.

I get up at half past seven.
I have breakfast at eight
o'clock. I go to school at
half past eight.

Pupils' own answer.

Revision 1

Answers

- | | |
|---------------------------|-----------------|
| 1 half past ten (example) | 2 one o'clock |
| 3 five o'clock | 4 half past two |
| 5 half past nine | 6 six o'clock |

7 Write about you.

- Tell pupils that they are going to write about themselves. Ask them to read the model text and highlight the words they have to change when they write about themselves.
- Monitor pupils while they are writing and help them correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Revision 1. You can set some or all of these exercises for homework.

- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 23 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 Let's see (example)
- 2 Let's buy
- 3 Let's go
- 4 Let's play
- 5 Let's have
- 6 Let's turn

5 Write **must** or **mustn't**.

- To revise *must* and *mustn't* do the Optional activity on page 24 (Lesson 2b) of the Teacher's Book.
- Draw pupils' attention to the example and picture. Go through items 2–4 orally first.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 27 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 must (example)
- 2 mustn't
- 3 must
- 4 mustn't

6 Write.

- To revise the time, use the real clock (or the cardboard clock). Hold it up and show full as well as half hours asking *What's the time?*
- Draw pupils' attention to the example and the time on the clock. Then go through items 2–6 orally.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Lesson aims

- To learn the words *haunted, house, ghost, curtain, sofa, attic*
- To learn *There's a sofa/There are ghosts.*
- To learn the short forms *There's – There is*
- To learn *in, on, behind, next to, under the box*

Materials

- Classroom objects
- A medium size box or bag

Profile page, page 35

Ask pupils to look at the photo on page 35. Have pupils read the speech bubble and ask pupils to repeat individually and/or in groups. For an introduction to 'there is/are', you can describe the photo to pupils, e.g. 'There is a doll's house in the picture.'

My Zone

Spot the difference.

Ask pupils to look at the two illustrations of the bedroom carefully. Draw pupils' attention to the cat and ask them to tell the difference, e.g. 'There's a black cat in picture A.' Draw their attention to the toy cars, to elicit 'There are two cars in picture A.' For support with 'there is/are', link directly to Lesson 3a.

Checking homework

- Check pupils' answers in the Activity Book, Revision 1. The Answer Key is at the back of the Teacher's Book.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Point to the *ghosts* in frames 1, 2 and 4 and say the word. Ask pupils to repeat.
- Ask in L1 *Where do ghosts live?* Teach *haunted house* together.
- Use the picture of the house in Exercise 2 to teach *attic*. Teach *sofa* and *curtain* in the same way.
- Practise the pronunciation of *ghost* /gəʊst/, *haunted* /'hɔ:ntɪd/ and *curtain* /'kɜ:tn/.
- Practise the new words by pointing to the pictures and asking pupils to call them out.

1 Listen and read.

- Ask pupils to look at the story again and say what is happening. (Robbie and Katie pretend they are ghosts. But when the toys go up to the attic, there are real ghosts.)
- Point to the new words at the top of page 37 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the dialogues and encourage them to imitate the intonation on the audio.
- Ask pupils to act out the story.

2 Write.

- Explain to pupils that they have to label the picture. Draw pupils' attention to the example.
- Now ask pupils to tell you what they have to write for items 2–4. Tell them that if they need help with the spelling, they can ask you for help.

3a The haunted house

1 Listen and read.

1 Today the toys are in a haunted house.

There's a ghost behind the curtain!

That isn't a ghost. That's Robbie.

2 There's a ghost on the sofa!

Don't worry! That isn't a ghost. That's Katie.

3 There's an attic in this house. Let's go!

4 There are ghosts in the attic, too!

Let's get out of here!

2 Write.

1 haunted house 2 attic

3 curtain 4 ghost

5 sofa

Let's talk!
Don't worry!

- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 house (example) 2 attic 3 curtain 4 ghost 5 sofa

Let's talk!

- Point to Frame 2 and say *Don't worry!* Explain that we say this when we want to tell somebody that there is no reason to be upset about or afraid of something. Say that we always say this in a friendly tone.
- Ask pupils to think about a similar expression they use in their own language.
- Practise saying *Don't worry!*

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Read out the first sentence in the **Read and learn** box (*There's a sofa*). Write the sentence on the board highlighting *There's a ...*. Point to a desk and say *There's a desk*.
- Point to **LOOK!** Explain that *There's* is the short form of *There is* and that it is easier to say the short forms.
- Practise the new language with other classroom words, e.g. *board, chair, school bag, door, window*.
- Read out the second sentence in the **Read and learn** box (*There are ghosts in the attic*). Write the sentence on the board highlighting *There are* and the plural *s* in *ghosts*.
- Place different objects on your desk, e.g. *pencils, erasers, pencil cases*.
- Now practise sentences with *There's a* and *There are*. Point in turn to classroom objects and encourage pupils to make sentences.

4 Write *There's* or *There are*.

- Draw pupils' attention to the example and ask them to read the sentence. Point to the number word *two* and the plural *s* in *chairs*. Then ask pupils to tell you what they have to write for items 2–5.
- Tell pupils to complete the exercise in their books.



haunted house



ghost



curtain



sofa



attic

3 Read and learn.**There's / There are**

There's a sofa
in the room.



There are ghosts
in the attic.

Look! There's = There is

Prepositions

There's a ghost in the box.



There's a ghost on the box.



There's a ghost behind the box.



There's a ghost next to the box.






There's a ghost under the box.

4 Write There's or There are.

- 1 There are two chairs in the living room.
- 2 There are three pictures on the wall.
- 3 There's a TV in the living room.
- 4 There are two pens in my pencil case.
- 5 There's a cat under my bed.

5 Complete the sentences.

- 1  There's a monkey on the sofa.
- 2  There's a ghost behind the curtain.
- 3  There's a sheep next to the desk.
- 4  There are two turtles under the chair.

6 Listen and write A or B.

A



B



Is it room A or B? It's room B.

- Check the exercise orally with the class.

Answers

- 1 There are (example) 2 There are 3 There's
4 There are 5 There's

Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Read out the first sentence in the **Read and learn** box (*There's a ghost in the box*). Place a box on a desk and put a pencil or an eraser inside, saying *There's a pencil/eraser in the box*. Ask pupils to repeat the sentence.
- Follow the same procedure to teach the rest of the prepositions of place.
- Practise the prepositions by putting classroom objects *in*, *on*, *behind*, *next to* or *under* the box. Make sure that each pupil has at least a chance to make a sentence.

5 Complete the sentences.

- Draw pupils' attention to the first picture and ask them to make a sentence. Then ask them to read the example. Ask them to look at the other pictures and to tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 on the sofa (example) 2 behind the curtain
3 next to the desk 4 under the chair

Now ask pupils to look at the **Read and learn** box again.

6 Listen and write A or B.

- Draw pupils' attention to the two rooms and ask them to make sentences, e.g. *There's a cat under the sofa*. Then ask them to find the differences between room A and room B.
- Play the audio without pausing. Then ask pupils to say which picture Robbie is describing. Encourage them to tell you what they heard, e.g. *a cat on the sofa, television, train*. Avoid giving the correct answer at this point.

Unit 3

- Play the audio again and ask pupils to check their answers.
- Check the exercise orally with the class.

Answers

It's room B.

Audioscript

Robbie: Katie?
Katie: Yes, Robbie?
Robbie: In this room there's small sofa.
Katie: A small sofa?
Robbie: Yes. There's a cat *on the sofa* and there's a lamp *next to the sofa*.
Katie: Is there a TV *in the room*?
Robbie: Yes, there is. And there are *curtains behind the TV*.
Katie: Are there any trains in the room?
Robbie: Yes, there are. There are two trains *on the floor*!

Optional activity: Game

Tell pupils that they are going to play a game.

- Explain in L1 to the pupils in the classroom that the pupil outside will have to guess where the object is. If he/she guesses a place near the object, then they must help him/her by shouting *Hot!* If he/she guesses a place far from the object, then they must shout *Cold!*
- Ask a pupil to leave the classroom for a minute. Hide a classroom object *in/on/under/next to/behind* something, e.g. hide an eraser under a chair.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write There's or There are.**Answers**

- 1 There are (example) 2 There's 3 There are
4 There's 5 There's 6 There are

2 Look and write.**Answers**

- 1 in the box (example) 2 on the box
3 next to the box 4 under the box
5 behind the box

3 Match.**Answers**

- 1 a (example) 2 b 3 c 4 e 5 d

Activity Book

Pupils can now do the exercises in Unit 3, Lesson 3a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *haunted, house, ghost, curtain, sofa, attic*
- Draw a haunted house in your notebook. Label your picture with *haunted house, ghost, curtain, sofa* and *attic*.

3b

The treasure chest

Lesson aims

- To learn the words *key*, *treasure chest*, *coin*, *diamond*, *silver*, *gold*, *mask*
- To learn *There are some coins. Are there any coins? There aren't any coins.*
- To learn *How many diamonds are there? How much gold is there?*

Materials

Make word cards for *key*, *treasure chest*, *coin*, *diamond*, *silver*, *gold* and *mask*.

Review

- Ask groups of pupils to read out the story on page 36 of the Pupil's Book (Unit 3, Lesson 3a).
- Invite pupils to show the class their drawing of the haunted house.

Checking homework

- Check pupils' answers in the Activity Book, Unit 3, Lesson 3a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Hold up the word card for *key* and say the word. Ask the class to repeat. Demonstrate using a real key. Then point to the *treasure chest* in Frame 1 and say the word. Say the word a few times to give pupils the time to hear it before you ask them to repeat it. Help them with the pronunciation *treasure* /ˈtreʒə/ and *chest* /tʃest/.
- Repeat the procedure to teach *gold* and *silver*. If anyone is wearing jewellery made of *gold* or *silver*, explain that it is made of gold or silver.
- Practise the new words by pointing at them in the story/holding up the word cards and asking pupils to say the words.

Optional activity

- Spell the new words, e.g. D-I-A-M-O-N-D, and ask pupils to point to the right picture at the top of page 41 in their Pupil's Book and say the word.
- Ask individual pupils to spell one of the new words. The other pupils point to the right picture and say the word. Give each pupil a chance to spell a word.

1 Listen and read.

- Ask pupils to look at the story again. Encourage them to say what happens at the end. (Robbie and Katie are wearing some masks they have found in the treasure chest and Pete is scared.)
- Point to the new words at the top of page 41 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Then play the audio again, pausing after each picture. Ask pupils to repeat the dialogues and encourage them to imitate the intonation on the audio.
- Read out sentences from the story and ask pupils to tell you who says them, e.g. *No, there isn't. But there's some gold.* – Pete.
- Put pupils into groups of three and ask them to act out the story.

2 Write Yes or No.

- Draw pupils' attention to the first sentence. Ask pupils

3b

The treasure chest

1 Listen and read.

1 The toys are in the attic. They've got a key for a treasure chest.

Are there any coins?

No, there aren't. But there are some diamonds!

2 How many diamonds are there?

There are two diamonds.

3 Is there any silver?

No, there isn't. But there's some gold!

2 Write Yes or No.

- | | |
|--|-----|
| 1 There are three diamonds in the chest. | No |
| 2 There's gold in the treasure chest. | Yes |
| 3 There's silver in the treasure chest. | No |
| 4 There are coins in the chest. | No |
| 5 There are some masks in the chest. | Yes |

4 There are some beautiful masks in the treasure chest, too.

Monsters! Help!

We aren't monsters! We're wearing masks!

to read it and find the answer in the story. Go through items 2–5 orally first.

- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answers in the story.

Answers

1 No (example) 2 Yes 3 No 4 No 5 Yes

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Put a few coins, pens and erasers on the desk in front of you. Draw three columns on the board and write the words in the first one.
- Put a ✓ next to *coins* and say *There are some coins on the desk*. Ask pupils to repeat the sentence. Then write the sentence in the first column. Repeat the procedure with *pens* and *erasers*.
- Then point to the table and ask *Are there any books on the table? Are there any coins on the table?* and ask pupils to repeat. Write a question in the second column.
- Write *apples*, *masks* and *bananas* in the third column. Put an X next to *apples* and say *There aren't any apples on the table*. Ask pupils to repeat the sentence. Write the sentence on the board. Repeat the procedure with *masks* and *bananas*. Explain that we use *any* in questions and negative (X) sentences.
- Ask pupils to read out the **Read and learn** box.

4 Write some or any.

- Draw pupils' attention to the example.
- Ask pupils to look at items 2–6 and tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 any (example) 2 some 3 some
4 any 5 any 6 some

Now ask pupils to look at the **Read and learn** box again.



key treasure chest coin diamond silver gold mask

Unit 3

3 Read and learn.

Some / Any

There are **some** coins in the treasure chest.
Are there **any** coins in the treasure chest?
There aren't **any** coins in the treasure chest.

How much / How many

How many diamonds are there in the treasure chest?
How much gold is there in the treasure chest?

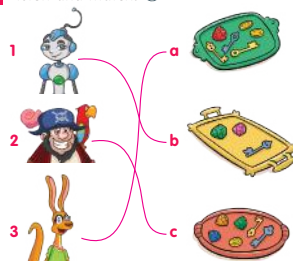
4 Write some or any.

- 1 Have you got any sisters?
- 2 I've got some new pens.
- 3 Look! There are some bananas on the table.
- 4 There aren't any apples on the table.
- 5 I haven't got any brothers.
- 6 There are some rings in the treasure chest.

5 Write How much or How many.

- 1 How many sisters have you got?
- 2 How much juice can you drink?
- 3 How many chairs are there in the classroom?
- 4 How much gold is there in the treasure chest?
- 5 How many bananas can you eat?
- 6 How much cheese have we got?

6 Listen and match.



7 Listen and say the chant.



3 Read and learn. (Stage 2)

- Read out the first sentence in the **Read and learn** box (*How many diamonds are there in the treasure chest?*). Ask pupils to find the answer in the story (two diamonds). Ask them *Can you count diamonds?* (Yes).
- Read out the second sentence in the **Read and learn** box (*How much gold is there in the treasure chest?*). Ask them *Can you count gold?* (No).
- To check their understanding, write some countable as well as uncountable nouns on the board, e.g. classroom objects and food words. For each word, ask *Can you count pencils/juice/coins/cheese?*
- Explain that when we ask *How many ...?*, we answer with a number, e.g. *There are two diamonds.*

5 Write How much or How many.

- Draw pupils' attention to the example.
- Ask pupils to look at items 2–6 and tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | |
|----------------------|------------|
| 1 How many (example) | 2 How much |
| 3 How many | 4 How much |
| 5 How many | 6 How much |

Now ask pupils to look at the **Read and learn** box again.

6 Listen and match.

- Ask pupils to look at the pictures. Encourage them to make sentences about each tray, e.g. *There are three keys, two coins.*
- Play the audio right through and ask pupils to match the trays to the right character.
- Play the audio again and tell pupils to check their answers.
- Check the exercise orally with the class.

Answers

- 1 b 2 c 3 a

Audioscript

- 1 Jimmy: Has Robbie got any keys?
Fifi: Yes, he has. He's got *one key*.
Jimmy: How many diamonds has he got?
Fifi: He's got *two diamonds*.
Jimmy: Has Robbie got any coins?
Fifi: No, he hasn't!
- 2 Jimmy: How many diamonds has Pete got?
Fifi: He's got *three diamonds* and *two keys*!
Jimmy: Has he got any coins?
Fifi: Yes, he has. He's got *one coin*!
- 3 Jimmy: And Katie? Has Katie got any coins?
Fifi: Yes, she has. She's got *two coins*!
Jimmy: Has Katie got any keys?
Fifi: Yes, she has. She's got *three keys*.
Jimmy: Has she got any diamonds?
Fifi: Yes, she has. She's got *one diamond*.

7 Listen and say the chant.

- Introduce pupils to Stan and the ghost.
- Play the audio and ask pupils to follow the chant in their books.
- Practise the pronunciation of the consonant sound *st /st/*, especially in *must stop*.
- Ask pupils to read the chant before you play the audio again.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write some or any.

Answers

- | | | |
|------------------|--------|--------|
| 1 some (example) | 2 any | 3 some |
| 4 any | 5 some | 6 any |
| 7 some | 8 any | |

2 Write How much or How many.

Answers

- | | |
|----------------------|------------|
| 1 How many (example) | 2 How many |
| 3 How much | 4 How much |
| 5 How much | 6 How many |

3 Look and circle.

Answers

- | | | | |
|------------------|---------|----------|------------|
| 1 mask (example) | 2 chest | 3 gold | 4 diamonds |
| 5 coin | 6 key | 7 silver | |

Activity Book

Pupils can now do the exercises in Unit 3, Lesson 3b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow time for pupils to copy it into their notebooks.

- Dictation: *key, treasure chest, coin, diamond, silver, gold, mask*

Lesson aims

- To learn the words *cupboard*, *mirror*, *shelf*, *armchair*
- To develop reading skills
- To develop writing skills

Materials

- Flashcards: *cupboard*, *mirror*, *shelf*, *armchair*
- Classroom objects: coins, keys, etc. and tablecloth
- Make word cards for *bedroom*, *living room*, *kitchen* and *bathroom*.

Checking homework

- Check pupils' answers in the Activity Book, Unit 3, Lesson 3b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- To review *some/any*, put some objects on a desk, e.g. pens, erasers, coins. Give the class one minute to study them before you cover them with a tablecloth. Ask pupils to say *There are some/There aren't any ...*
- Ask groups of pupils to read out the story on page 40 of the Pupil's Book (Unit 3, Lesson 3b).

Vocabulary presentation

You can use the pictures at the top left of page 44 of the Pupil's Book to teach the new words. Alternatively, you can use flashcards.

- Point to the *cupboard* or hold up the flashcard and say the word. Ask the class to repeat. Practise carefully the pronunciation with the silent *p*. Then ask individual pupils to say the word. Follow the same procedure to teach *mirror* /'mɪrə/, *shelf* /ʃelf/ and *armchair* /'ɑːmtʃeə/.
- To practise the new words, hold up flashcards and ask pupils to say the words.
- Spell a word, e.g. M-I-R-R-O-R and ask pupils to call out the word.

1 Look, read and circle.

- Tell pupils to look at the pictures and cover the texts. Ask them to make sentences about the things/objects they can see, e.g. *There's a treasure chest.*
- To practise the prepositions of place, ask *Where's the clock?*
- Draw their attention to the example and ask them to check the answer in the picture.
- Go through the exercise orally first and encourage pupils to tell you what they have to circle in items 2–4.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 shelf (example) 2 armchair
3 cupboard 4 mirror

2 Look at Exercise 1. Then complete the sentences.

- Draw pupils' attention to the example. Then ask pupils to find the blue diamonds on the shelf.



cupboard



mirror



shelf



armchair

1 Look, read and circle.

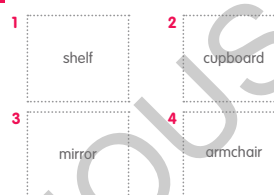


- 1 There's a clock on the shelf / armchair.
2 There's a table next to the sofa / armchair.
3 There's a picture next to the shelf / cupboard.
4 There's a treasure chest under the mirror / cupboard.

2 Look at Exercise 1. Then complete the sentences.

- 1 There are blue diamonds on the shelf.
2 There are green diamonds under the mirror.
3 There are red diamonds in the cupboard.
4 There are yellow diamonds on the armchair.

3 Read and find the stickers.



4 Write.

- 1 There's a monkey on the shelf.
2 There are two cats in the cupboard.
3 There are two birds on the mirror.
4 There's an elephant next to the armchair.

- Ask pupils to read the sentences for items 2–4 and find the red, green and yellow diamonds in the picture.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 shelf (example) 2 mirror
3 cupboard 4 armchair

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 3 at the back of the Pupil's Book. Once they have done so, ask them to describe the stickers, e.g. *There's a monkey on the shelf.*
- Ask pupils to read the sentences in the squares and tell you which sticker belongs in each square.
- Tell pupils to put the stickers in the right square in their books.

4 Write.

- Point to the example, drawing pupils' attention to *There's a monkey on the shelf*. Explain that the sentences are about the pictures in Exercise 3.
- Now ask pupils to tell you what they have to write for items 2–4. Tell them that if they need help with the spelling, they can ask you for help.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 There's a monkey on the shelf. (example)
2 There are two cats in the cupboard.
3 There are two birds on the mirror.
4 There's an elephant next to the armchair.

1 Read.

Hi, I'm Ellie. This is my doll's house. It's white and pink. There is one bedroom, one living room, one bathroom and one kitchen in my doll's house. My favourite room is the children's room at the top. I love this doll's house!



Hi, I'm Tony. This is my toy castle. The king and queen live here. There are three red flags and one blue flag on my castle. There are four big towers and many small windows. On Saturdays my brother and I play with the castle. It's our favourite toy. What's your favourite toy?



2 Write H for doll's house or C for castle.

- 1 There are four flags. C
- 2 There is one bedroom. H
- 3 There are four towers. C
- 4 The windows aren't big. C
- 5 It's white and pink. H

3 Read, draw and write.

This is my doll's house. There are two bedrooms and one living room. There are four windows, too. It's my favourite toy.



Kids' planet

1 Read.

- Ask pupils to look at the picture of Ellie's doll's house. Play the audio and tell pupils to follow the texts in their books. Pause after the first text and stick the word cards for *bedroom*, *living room*, *kitchen* and *bathroom* on the board. Point to the bedroom and say *There is one bedroom in the doll's house*. Then ask them to repeat the word. Follow the same procedure to teach *living room*, *kitchen* and *bathroom*.
- Play the audio and tell pupils to follow the texts about Tony's castle in their books. Point to the towers and say the word. Then ask pupils to repeat the word.
- Ask questions: *Who lives in the castle?* *How many towers are there?* *Are the windows big?* *How many flags are there?*
- Play the audio again, pausing after each text. Practise reading by asking individual pupils to read out parts of the texts.

2 Write H for doll's house or C for castle.

- Draw pupils' attention to the example and ask them to find the answer in the texts. Ask them to read items 2–5 and to tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 C (example) 2 H 3 C 4 C 5 H

3 Read, draw and write.

- Tell pupils that they're going to draw their own doll's house or castle.
- Ask a pupil to read the short text. Then ask them to highlight the information they have to change in the text in order to write about their drawing.
- Tell pupils to write three sentences about their doll's house or castle. Explain that they can base their

sentences on the ones in the Pupil's Book but that they have to replace the highlighted parts.

- Monitor pupils while they are writing.

Activity Book

Pupils can now do the exercises in Unit 3, Lesson 3c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *cupboard*, *mirror*, *shelf*, *armchair*
- Copy the sentences you wrote for **Kids' planet**, Exercise 3 on a piece of paper and stick on your drawing.

CLIL, page 46

Social sciences (food safety)

1 Look and trace.

Have pupils look at each photo and read out the word underneath. Make sure the pupils are clear about what each object is, though they do not need to memorise the words. Have pupils trace the words to help them recall. You can also ask pupils to point to objects and say the words once they have finished tracing.

2 Where do we keep our food? Write C (cupboard) or F (fridge).

Point to the photos of the fridge and cupboard, and then draw pupils' attention to the bottle of fresh milk in item 1. Ask pupils 'Where do we keep milk?' to elicit 'F – in the fridge'. Repeat similarly for each item. Point out the importance of keeping 2 (butter), 4 (cheese) and 5 (chicken) in the fridge so that they do not go bad.

3 Look at the picture. Circle three things you mustn't do.

Draw pupils' attention to the illustration and point out that there are three things we mustn't do in this picture. Make sure you give all pupils the opportunity to guess. Have pupils use their colour pencils to circle the bottle of milk (say e.g. 'We mustn't keep milk out of the fridge.'). Similarly, have pupils circle the girl's hands (say e.g. 'We mustn't eat with dirty hands.'). and the fridge door (say e.g. 'We mustn't leave the fridge door open.').

Values

Ask pupils to look at the image of the young boy washing his hands. Ask them if they wash their hands before a meal. Point out the importance of washing their hands before they eat a meal or touch any food. Link back to Exercise 3. Discuss the importance of personal hygiene before meals.

4a The funfair

Lesson aims

- To learn the words *funfair*, *carousel*, *horse*, *noisy*
- To learn *I/He/She/It was happy. We/You/They were happy.*
- To learn *There was a funfair. There were noisy cars.*

Materials

Make word cards for *funfair*, *carousel*, *horse* and *noisy*.

Profile page, page 47

Ask pupils to look at the photo on page 47. Read the speech bubble and ask pupils to repeat in pairs or in groups. Spend some time to ensure pupils understand the concept of 'yesterday' as opposed to 'today'. Use examples to contrast with today, e.g. 'Today we are in class. Yesterday, we were at the park.' Make sure pupils can read and use 'were' naturally in this context. Use this as an introduction to Lesson 8a.

My Zone

Trace and colour.

This is a fun colouring activity. Point out to pupils that this is an illustration of a carousel. Carousels traditionally have vivid colours, so encourage pupils to colour in the outlines as they like. If pupils have not seen a carousel before, they can also see the photo on page 57. As they do the colouring, elicit from pupils 'Yesterday, we were on a carousel.'

Review

- Invite pupils to show the class their drawings of doll's houses or castles and read the descriptions.

Checking homework

- Check pupils' answers in the Activity Book, Unit 3, Lesson 3c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Point to the frames and ask *Where are they?* Teach *funfair*. Ask the class to repeat. Practise carefully the word stress and sound in *funfair*. Then ask individual pupils to say the word. Invite them to tell you about funfairs they have been to.
- Repeat the procedure to teach *carousel* and revise *horse*. To teach *noisy*, put both hands on your ears pretending there is a lot of noise.
- To practise the new words, point to the pictures, hold up a word card and ask pupils to call out the word.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (They went on the big wheel, the carousel and the fast cars. Jimmy enjoyed the cars very much.)
- Point to the new words at the top of page 49 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the dialogues and encourage them to imitate the intonation on the audio.

4a The funfair

1 Listen and read.

1 Yesterday there was a funfair at the park. The toys were at the funfair.

2 There was a carousel at the funfair. The horses were gold and red. Pete and Robbie were very happy.

3 There were fast cars at the funfair. They were very noisy!

4 There were slow cars at the funfair.

2 Write Yes or No.

| | |
|--|-----|
| 1 The toys were at the cinema yesterday. | No |
| 2 There was a carousel at the funfair. | Yes |
| 3 Pete and Robbie were happy. | Yes |
| 4 There were slow cars at the funfair. | No |
| 5 Jimmy was sad. | No |

Let's talk!
This is cool!
That was great!

- Ask pupils to act out the story.

2 Write Yes or No.

- Tell pupils to cover the story. Then ask them to read items 1–5 and try to answer from memory.
- Ask them to tell you what they think the correct answers are.
- Tell pupils to look at the example and then complete the exercise in their books. Then ask them to check their answers in the story.
- Check the exercise orally with the class.

Answers

1 No (example) 2 Yes 3 Yes 4 No 5 No

Let's talk!

- Point to Frame 2 and read out what Pete says: *This is cool!* Explain that we say this when we find something really great. Give the L1 equivalent if necessary.
- Point to Frame 4 and read out what Jimmy says: *That was great!* Explain that we say this when we enjoyed something very much.
- Ask pupils to practise saying the expressions.

3 Read and learn. (Stage 1)

- Tell pupils to look at the story again and ask in L1 *When were the toys at the funfair?* Write *yesterday* on the board.
- Point to Pete saying *He was happy* and write the sentence on the board. Ask pupils to repeat. Now point to Jimmy and help pupils to make similar sentences. Follow the same procedure to present *I/She/It was happy*.
- Now point to Pete and Robbie saying *They were happy* and write the sentence on the board. Ask pupils to repeat. Repeat the procedure to present *We/You were happy*.
- Explain that we use *was* to talk about one person or thing about yesterday/the past. We use *were* to talk about two or more people/things about yesterday/the past.
- Ask pupils to find similar sentences in the story.



funfair



carousel



horse



noisy

3 Read and learn.**Was / Were****Affirmative**

I/He/She/It **was** happy.
We/You/They **were** happy.

There was / There were

There **was** a funfair at the park.
There **were** noisy cars at the funfair.

4 Read and circle.

- There **was** / **were** noisy cars at the funfair.
- There **was** / **were** a spider in the bath!
- The toys **was** / **were** at the cinema yesterday.
- Robbie **was** / **were** very hungry.
- His grandpa **was** / **were** a cook.
- There **was** / **were** coins in the treasure chest.

5 Write was or were.

- Yesterday Katie **was** at the park.
- Jimmy **was** at the zoo.
- Robbie and Pete **were** at home.
- Lenny **was** at the pizza restaurant.
- Fifi **was** at the cinema.
- Shirley and Harvey **were** at the supermarket.

6 Write was or were.

Yesterday there (1) **was** a funfair at the park. It (2) **was** fantastic! There (3) **was** a big carousel. The horses (4) **were** red and gold. There (5) **were** cars, too. My car (6) **was** the blue car. It (7) **was** very fast! My friends (8) **were** very happy.

7 Talk with your friend.

Yesterday I was at the zoo! What about you?



I was at the cinema.

3 Read and learn. (Stage 2)

- Point to all the pictures saying *There was a funfair at the park*. Ask pupils to repeat and write the sentence on the board, highlighting *was*. Point to the *carousel/horse* and help pupils make similar sentences, e.g. *There was a carousel*.
- Now point to the cars saying *There were noisy cars at the funfair*. Ask pupils to repeat and write the sentence on the board, highlighting *were* and the plural *s*.
- Explain that *There was* is the past form of *There's* and *There were* the past form of *There are*.
- Ask pupils to find similar sentences in the story.

4 Read and circle.

- Draw pupils' attention to the example and the circled word. Ask them to read items 2–6 and to tell you which words they have to circle.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | | |
|------------------|-------|--------|
| 1 were (example) | 2 was | 3 were |
| 4 was | 5 was | 6 were |

Now ask pupils to look at the **Read and learn** box again.

5 Write was or were.

- Draw pupils' attention to the example. Ask them to read the sentence and ask them to tell you why *was* is the correct answer.
- Go through items 2–6 orally first and ask pupils to tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | | |
|-----------------|-------|--------|
| 1 was (example) | 2 was | 3 were |
| 4 was | 5 was | 6 were |

Now ask pupils to look at the **Read and learn** box again.

6 Write was or were.

- Tell pupils to cover the text and look at the picture. Point to the word *yesterday* on the board and help them make sentences, e.g. *They were at the funfair*.
- Now tell pupils to look at the text and ask them to read the first sentence.
- Ask them to read the text and to tell you what they have to write in the gaps.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | | | |
|-----------------|-------|-------|--------|
| 1 was (example) | 2 was | 3 was | 4 were |
| 5 were | 6 was | 7 was | 8 were |

7 Talk with your friend.

- Ask pupils to tell the class where they were yesterday/last weekend. Give them time to talk about themselves. Provide vocabulary if necessary, e.g. *cinema, theatre, beach, village*, and write their ideas on the board.
- Tell the class that they are going to ask each other about where they were yesterday/last weekend.
- Ask two pupils to read out the dialogue. Then put pupils in pairs and ask them to do the exercise.
- Monitor the class and help where necessary. Put early finishers in new pairs and continue the exercise.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write was or were.**Answers**

- | | | |
|-----------------|--------|--------|
| 1 was (example) | 2 was | 3 was |
| 4 were | 5 were | 6 was |
| 7 was | 8 was | 9 were |
| 10 was | | |

2 Read and circle.**Answers**

- | | | |
|------------------|--------|-------|
| 1 were (example) | 2 was | 3 was |
| 4 were | 5 were | 6 was |

3 Look and write.**Answers**

- | | |
|---------------------|------------|
| 1 funfair (example) | 2 noisy |
| 3 horse | 4 carousel |

Activity Book

Pupils can now do the exercises in Unit 4, Lesson 4a. You can set some or all of these exercises for homework.

Homework

- Write the homework on the board and allow time for pupils to copy it into their notebooks.
- Dictation: *funfair, carousel, horse, noisy*
- Draw a picture of a *funfair* and write two sentences about it.

Unit 4

4b The circus

Lesson aims

- To learn the words *circus, fantastic, acrobat, juggler, angry, magician, trick*
- To learn *I/He/She/It wasn't good. We/You/They weren't good.*
- To learn *Was I/he/she/it angry?/Were we/you/they angry? Yes, I was/Yes, we were/No, he wasn't/No, they weren't.*
- To learn *wasn't = was not, weren't = were not*
- To learn *yesterday, last Monday*

Materials

Make two sets of word cards for *at the cinema, at the zoo, at the pizza restaurant, at the funfair, at the park, at the circus and at home.*

Review

- Ask groups of pupils to read out the story on page 48 of the Pupil's Book (Unit 4, Lesson 4a).
- Invite pupils to show the class the drawing of a funfair in their notebooks and read out the description.

Checking homework

- Check pupils' answers in the Activity Book, Unit 4, Lesson 4a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Point to the frames illustrating *circus* and say the word. Ask pupils to repeat the word. Teach *juggler* and *magician* in the same way. Teach *acrobat* and explain in L1 what an acrobat does.
- Pay careful attention to the pronunciation of the word stress and sounds in *circus, acrobat, juggler* and *magician*.
- Teach *fantastic* and ask pupils to tell you the meaning (they may recognise it from their own language). Point to the clown in Frame 2 and teach *angry*. Ask pupils to repeat the word and make an angry face.

1 Listen and read.

- Ask pupils to look at the story again. Encourage them to say what happens at the end. (The rabbit changes the magician into a mouse.)
- Point to the new words at the top of page 53 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat and encourage them to imitate the intonation on the audio. Point to Frame 4 and ask pupils what they think *trick* means.

2 Read and match.

- Draw pupils' attention to the example and give them time to read silently. Find out how much they remember without looking at the story.
- Tell pupils to complete the exercise in their books and to check their answers in the story.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answers in the story.

4b The circus

1 Listen and read.

1 Last Saturday the toys were at the circus. It was fantastic. The acrobats were very good!



2 The juggler wasn't good and the clown was angry!



3 The magician was good but the rabbit wasn't happy!



4 That was a very good trick!



2 Read and match.

- | | |
|----------------|-------------------------------------|
| 1 The toys | a were very good. |
| 2 The acrobats | b was angry. |
| 3 The juggler | c were at the circus last Saturday. |
| 4 The rabbit | d wasn't happy. |
| 5 The clown | e wasn't good. |

Answers

1 c (example) 2 a 3 e 4 d 5 b

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Write the word *yesterday* on the board. Point to the juggler in the story and, shaking your head say *He wasn't good*. Write the sentence on the board and ask pupils to repeat. Now point to the rabbit and help pupils make a similar sentence.
- Then say *The toys weren't at the zoo*.
- Use the word cards to practise negative sentences. Hold up a card and ask pupils to make a sentence, e.g. *I wasn't at the zoo/We weren't at the cinema*.
- Ask pupils to read the sentences in the **Read and learn** box.
- Point to **LOOK!** Explain that *wasn't* is the short form of *was not*, *weren't* is the short form of *were not* and that it is easier to say the short forms.

3 Read and learn. (Stage 2)

- Point to the clown in the story and ask *Was he angry?* Elicit *Yes, he was*. Ask pupils to repeat the question and short answer. Use the same procedure to teach the rest of the questions and short answers.
- Use the word cards to practise questions and short answers.
- Ask pupils to read the questions and short answers in the **Read and learn** box.
- Point to **LOOK!** Read out the sentences and explain that we say *Yesterday* and *Last Monday* to talk about the past.

4 Write **wasn't** or **weren't**.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.



circus fantastic acrobat juggler angry magician trick

Unit 4

3 Read and learn.

Was / Were

Negative

I/He/She/It **wasn't** good.
We/You/They **weren't** good.

Questions

Was I/he/she/it angry?
Were we/you/they angry?

Short answers

Yes, I **was**.
Yes, we **were**.
No, he **wasn't**.
No, they **weren't**.



wasn't = was **not**
weren't = were **not**

Yesterday I was at home.
Last Monday Fifi was at the circus.

4 Write **wasn't** or **weren't**.

- 1 They **weren't** at home yesterday.
- 2 The toys **weren't** at the zoo last Friday.
- 3 The juggler **wasn't** very good.
- 4 My friends **weren't** at school yesterday.
- 5 Robbie **wasn't** at the circus last Sunday.

5 Listen and circle.

- 1 Pete was at the **cinema** / **zoo** last Saturday.
- 2 Katie was at the **funfair** / **circus** last Monday.
- 3 Robbie and Jimmy were at the **zoo** / **park** last Tuesday.
- 4 Fifi was at the **pizza restaurant** / **funfair** last Friday.

7 Listen and say the chant.



There were thirteen dirty girls,
In dirty shirts and skirts!

6 Look at Exercise 5. Then write the answers.

- 1 Was Pete at the cinema last Saturday? **No, he wasn't.**
- 2 Was Katie at the funfair last Monday? **Yes, she was.**
- 3 Were Jimmy and Robbie at the park last Tuesday? **Yes, they were.**
- 4 Was Fifi at the funfair last Friday? **No, she wasn't.**

- 4 Pete: Fifi?
Fifi: Yes?
Pete: Were you at the funfair last Friday?
Fifi: Um, the funfair? No, I wasn't. I was at the pizza restaurant last Friday. I was very hungry!

6 Look at Exercise 5. Then write the answers.

- Draw pupils' attention to the example and ask them to compare the answers with Exercise 5.
- Ask two pupils to read items 2–4 and to tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 No, he wasn't. (example)
- 2 Yes, she was.
- 3 Yes, they were.
- 4 No, she wasn't.

Now ask pupils to look at the **Read and learn** box again.

7 Listen and say the chant.

- Draw pupils' attention to the picture.
- Play the audio and ask pupils to follow the chant in their books.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

Answers

- 1 weren't (example)
- 2 weren't
- 3 wasn't
- 4 weren't
- 5 wasn't

Now ask pupils to look at the **Read and learn** box again.

5 Listen and circle.

- Play the audio, pausing after number one and ask pupils what they heard.
- Play the audio again. Pupils listen and circle the answers.
- Pupils check their answers.
- Check the exercise orally with the class. Ask pupils if their guesses were correct.

Answers

- 1 zoo (example)
- 2 funfair
- 3 park
- 4 pizza restaurant

Audioscript

- 1 Fifi: Pete?
Pete: Yes?
Fifi: Were you at the cinema last Saturday?
Pete: Um, the cinema? No, I wasn't. I was at the zoo last Saturday. It was great!
- 2 Fifi: Katie?
Katie: Yes?
Fifi: Were you at the circus last Monday?
Katie: Um, the circus? No, I wasn't. I was at the funfair last Monday.
Fifi: Was it good?
Katie: Yes, it was. The carousel was fantastic!
- 3 Fifi: Robbie?
Robbie: Yes?
Fifi: Were you and Jimmy at the zoo last Tuesday?
Robbie: Um, the zoo? No, we weren't. We were at the park last Tuesday! It was fun!

1 Write questions.

Answers

- 1 Was Robbie at the zoo? (example)
- 2 Were the toys at the funfair?
- 3 Were you angry?
- 4 Was she at the cinema?
- 5 Were the hippos hungry?
- 6 Was he at the circus?

2 Look, read and write.

Answers

- 1 Were (example), were
- 2 Were, were
- 3 Was, wasn't
- 4 Was, was
- 5 Was, was
- 6 Was, wasn't
- 7 Was, was

3 Circle.

Answers

Across: juggler, acrobat
Down: trick, circus, magician

Activity Book

Pupils can now do the exercises in Unit 4, Lesson 4b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow time for pupils to copy it into their notebooks.

- Dictation: circus, fantastic, acrobat, juggler, angry, magician, trick

Lesson aims

- To learn the words *windy, hot, cloudy, cold, sunny, weather*
- To develop reading skills
- To develop writing skills

Materials

- Flashcards: *windy, hot, cloudy, cold, sunny, weather*
- Make 2–3 sets of cards with weather symbols for *windy, hot, cloudy, cold* and *sunny*.
 - Find 2–3 newspaper weather reports, cut out the symbols for *windy, hot, cloudy* and *sunny* and stick them on cards.
- Word cards from Lesson 8b: *at the cinema, at the zoo, at the pizza restaurant, at the funfair, at the park, at the circus, at home*

Checking homework

- Check pupils' answers in the Activity Book, Unit 4, Lesson 4b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Use the word cards from Unit 4, Lesson 4b to practise negative sentences, questions and short answers with *was* and *were*.
- Ask groups of pupils to read out the story on page 52 of the Pupil's Book (Unit 4, Lesson 4b).

Vocabulary presentation

You can use the pictures at the top left of page 56 of the Pupil's Book to teach the new words. Alternatively, you can flashcards/word cards with weather symbols.

- Point to the picture illustrating the word *windy* or hold up the flashcard and say the word. Ask the whole class to repeat. For each word, show them the matching weather symbol.
- Repeat the procedure to teach the rest of the new words. When teaching *weather*, give them the L1 word.
- To practise the new words, hold up the flashcards or symbols and ask pupils to say the words.

1 Listen and sing.

- Tell pupils to cover the words of the song. Hold up your Pupil's Book and point to the weather pictures and ask them to make sentences, e.g. *It was sunny*.
- Ask pupils to find the weather words in the song.
- Play the audio and ask pupils to follow the words of the song.
- Read out the song one line at a time, asking pupils to repeat after you.
- Play the audio again and ask pupils to sing along.

2 Listen again. Then complete the sentences.

- Draw pupils' attention to the example and read out the sentence. Ask pupils to find the answer in the song. Encourage them to highlight *windy*.

4c

1 Listen and sing.

2 Listen again. Then complete the sentences.

- 1 Last Monday it was windy.
- 2 Last Tuesday it was hot.
- 3 Last Wednesday it was cloudy.
- 4 Last Thursday it was cold.
- 5 Last Friday it was hot and sunny.

3 Read and find the stickers.

| | |
|-----------------|----------------|
| Monday | Tuesday |
| windy and sunny | hot and sunny |
| Wednesday | Thursday |
| cloudy and cold | cloudy and hot |

4 Write.

- 1 Last Monday it was windy and sunny.
- 2 Last Tuesday it was hot and sunny.
- 3 Last Wednesday it was cloudy and cold.
- 4 Last Thursday it was cloudy and hot.

Answers

1 windy (example) 2 hot 3 cloudy 4 cold 5 hot, sunny

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 4 at the back of the Pupil's Book. Once they have done so, ask them to make sentences about each sticker, e.g. *Last Monday it was windy and sunny*.
- Ask pupils to read the words in the squares and decide where each sticker belongs.
- Tell pupils to put the stickers on the right square in their books. Monitor and help them if necessary.

4 Write.

- Point to the example, drawing pupils' attention to *Last Monday it was windy and sunny*. Explain that the sentences are about the pictures in Exercise 3.
- Now ask pupils to tell you what they have to write for items 2–4. Tell them that if they need help with the spelling of the days of the week, they can ask you for help.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 Last Monday it was windy and sunny. (example)
 2 Last Tuesday it was hot and sunny.
 3 Last Wednesday it was cloudy and cold.
 4 Last Thursday it was cloudy and hot.

1 Read.

A Hi! My name's Ben. I live in Italy. Last Saturday there was a funfair in our town. The weather was very good! It was hot and sunny. There was a carousel at the funfair. It was fantastic! The horses were beautiful. They were very fast, but I wasn't scared!

B My name's Penny. I live in Canada. Last Friday there was a big snow festival in my town. The weather was cold and sunny. A lot of people were at the festival. It was very busy. There was loud music, too. It was great. Can you see our snowman? It was very big!

2 Write Yes or No.

| | |
|--|------------|
| 1 There was a funfair in Ben's town last Sunday. | <u>No</u> |
| 2 The horses were very fast. | <u>Yes</u> |
| 3 Ben was scared. | <u>No</u> |
| 4 There was a snow festival in Penny's town last Thursday. | <u>No</u> |
| 5 There was loud music at the festival. | <u>Yes</u> |
| 6 Penny's snowman was big. | <u>Yes</u> |

3 Read and write.

Last Sunday I was at the circus with my cousins. It was fantastic! The acrobats were good but the juggler was very bad!

- Ask a pupil to read out the model text.
- Explain to pupils that they can base their text on the one in the Pupil's Book but that they have to replace some of the words with information that is true for them. Encourage them to highlight the words they have to change.
- Monitor pupils while they are writing. Help them to correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Unit 4, Lesson 4c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *windy, hot, cloudy, cold, sunny, weather*
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a piece of paper.

CLIL, page 58

Geography

1 Match.

The aim of this CLIL page is to expose pupils to countries and continents and introduce the concept of geography in the target language. Pupils are not required to already have specific knowledge of these countries and continents to engage in this lesson. Indeed, it is recommended that there is a map of the world or atlas available so that the class can look for the answers themselves individually or in groups. In this first exercise, ask pupils to decide if the countries are in Europe or Africa (Europe: France, Greece, Italy, Russia, Sweden; Africa: Egypt, Kenya, Nigeria).

2 Trace and write.

Use your hands to point to north and south and ensure that pupils are aware of the function of the compass. You can ask simple questions about landmarks or pupils' homes to elicit east, west, etc. When pupils are confident with the concept and words, ask them to trace them on the given outlines. Encourage pupils to read the words out loud as they trace.

3 Look and circle.

Draw pupils' attention to the map of South America and introduce each country in the exercise, e.g. 'Where is Colombia? Let's find it on the map.' Then do the same for the second country in each sentence, e.g. 'Now, let's find Venezuela on the map.' Then ask pupils to refer back to the compass in Exercise 2 and decide on the correct answers, 2 – north, 3 – east. Assist as necessary.

Values

If a world map or atlas is available, ask pupils to locate their own country. Ask pupils how they feel about their homeland and discuss the feeling of love and pride we all have for our own country. Draw a comparison between the love of one's home and one's country.

Kids' planet

1 Read.

- Ask pupils to cover the text and make sentences about picture A, e.g. *It's a funfair*. Tell them that they can use sentences from Unit 4, Lesson 4a to help them. Let them use L1 to talk about picture B.
- Play the audio, pausing after the first text and ask pupils to follow in their books. Ask questions, e.g. *What's the boy's name? Was the funfair on Friday? Was it windy? Were there horses?*
- Play the audio and ask pupils to follow in their books. Ask questions *Where does Penny live? Was the snow festival last Sunday? Was it hot and sunny?* Explain *It was very busy* and *There was loud music*.
- Read out sentences from the texts and ask pupils to call out the names, e.g. *The weather was very good.* – A, *Can you see our snowman?* – B. Ask individual pupils if some pupils are having problems keeping up.
- Play the audio again, pausing after each text. Practise reading around the class.

2 Write Yes or No.

- Draw pupils' attention to the example and ask them to underline the answer in the text.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you in which text they found the information.

Answers

1 No (example) 2 Yes 3 No 4 No 5 Yes 6 Yes

3 Read and write.

- Tell pupils that they are going to write about where they were last Saturday or Sunday. Give them time to tell you about their last weekend, stick the word cards on the board and add any new words if necessary.

Revision 2

Lesson aims

To revise the language in Units 3–4, including:

- Vocabulary
 - story words
 - house
 - weather
- Grammar
 - *There's/There are*
 - Prepositions of place
 - *some/any*
 - *How much/How many*
 - Past simple: *was/were* affirmative, negative, questions and short answers

Materials

- Flashcards: *armchair, mirror, shelf, cupboard*
- Flashcards: *windy, hot, cloudy, cold, sunny, weather*
- A weather map from a newspaper

Review

Invite pupils to show the class the picture they drew and read out the sentences they wrote for homework. Praise them for their effort. Display their work on the classroom walls.

Checking homework

- Check pupils' answers in the Activity Book, Unit 4, Lesson 4c. The Answer Key is at the back of the Teacher's Book.
 - Give dictation from the previous lesson.
- Explain to pupils that this lesson reviews the language they have learned so far in Units 3 and 4. For all the exercises, encourage pupils to read out the instructions and tell you what they have to do. Guide them gently if they have difficulties understanding. The ability to understand instructions will gradually develop pupils' independence as learners and boost their confidence.

1 Write.

- Stick the flashcards for *cupboard, armchair, shelf, mirror* on the board.
- Spell a word, e.g. *S-H-E-L-F*, and ask pupils to point to the flashcard and say the word.
- Give each pupil a chance to spell a word. Then take the flashcards off the board.
- Draw pupils' attention to the example and the word *cupboard*. Then ask pupils to look at the pictures for items 2–4 and tell you the words for the pieces of furniture.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class, asking pupils to spell the words they have written. You can stick the flashcards back on the board.

Answers

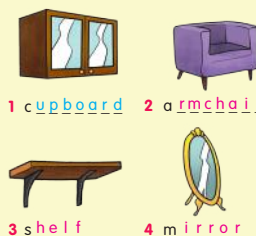
- 1 cupboard (example) 2 armchair
3 shelf 4 mirror

Revision 2

3 Complete the sentences.

in on next to behind under

1 Write.



2 Read and circle.

- 1 There's / There are a ghost behind the sofa.
- 2 There's / There are two treasure chests in the attic.
- 3 There's / There are many spiders in the haunted house.
- 4 There's / There are a mirror next to the window.
- 5 There's / There are an armchair next to the cupboard.
- 6 There's / There are two diamonds in the treasure chest.



- 1 There's a mask in the treasure chest.
- 2 There's a treasure chest next to the armchair.
- 3 There's a ghost behind the sofa.
- 4 There's a cat under the armchair.
- 5 There are three mirrors on the wall.

2 Read and circle.

- To revise the language, put a pencil case, a book, two pencils and two erasers on a table. Point to the pencil case and say *There's a pencil case on the table. There are two pencils on the table*. Repeat the procedure with the other objects.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 37 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 There's (example) 2 There are
3 There are 4 There's
5 There's 6 There are

3 Complete the sentences.

- To revise prepositions of place, put a bag or a box on a table. Now use a book to revise *in, on, under, behind* and *next to*.
- Tell pupils to look at the picture. Then ask them to make sentences using the words in the box, e.g. *There's a cat under the armchair*.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 37 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 in (example) 2 next to 3 behind
4 under 5 on

Revision 2

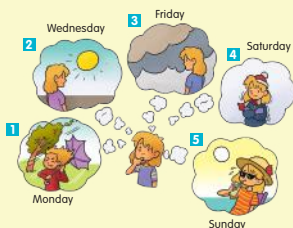
4 Write **some** or **any**.

- Are there any keys on the table?
- There aren't any ghosts in the haunted house.
- There are some rings in the treasure chest.
- Are there any ghosts in the attic?
- There are some coins in the box.
- Are there any pictures on the wall?

5 Write **How much** or **How many**.

- How many diamonds are there in the treasure chest?
- How much milk can you drink?
- How many apples are there in the cupboard?
- How many pictures can you see?
- How much gold is there in the treasure chest?
- How many cousins have you got?

6 Complete the questions and answers.



- Was it cold last Monday?
No, it wasn't.
- Was it windy last Wednesday?
No, it wasn't.
- Was it cloudy last Friday?
Yes, it was.
- Was it cold last Saturday?
Yes, it was.
- Was it windy last Sunday?
No, it wasn't.

7 Write about you.

Last Saturday it was windy.
Last Sunday it was hot.

Pupils' own answer.

4 Write **some** or **any**.

- To revise *some* and *any*, put some *keys*, *coins*, *pencils* and *erasers* on a table and write the words on the board. Then add some more words, e.g. *diamonds*, *apples*, *rings*, *ghosts* to the list on the board.
- Point to a word on the board and ask e.g. *Are there any rings on the table?* Now point to other words and encourage pupils to ask questions.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 41 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 any (example) 2 any 3 some
4 any 5 some 6 any

5 Write **How much** or **How many**.

- Draw two columns on the board and write *How much* in one and *How many* in the other. Write the words *gold*, *coins*, *juice*, *apples*, *pencils*, *silver*, *milk*, *diamond* and *water* on the board. Ask pupils to tell you in which column they belong. If they are not sure, ask *Can you count ...?*
- Now help them ask questions e.g. *How many diamonds are there in the treasure chest?* *How much gold is there in the treasure chest?*
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 41 of the Pupil's Book.
- Check the exercise orally with the class.

Revision 2

Answers

- How many (example)
- How much
- How many
- How many
- How much
- How many

6 Complete the questions and answers.

- To review weather words, stick a weather map on the board and write a date from the previous week above it, e.g. *Saturday, 10th January*. Point to the symbols showing *windy*, *cloudy*, *cold* and *sunny*, and ask *Was it cold last Saturday?* Elicit the answer *Yes, it was/No, it wasn't*.
- Draw pupils' attention to the pictures and ask pupils to make sentences about them, e.g. *It was sunny last Sunday*. Then ask them to read the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 53 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- Was, it wasn't (example)
- Was, it wasn't
- Was, it was
- Was, it was
- Was, it wasn't

7 Write about you.

- Tell pupils that they have to write about the weather last Saturday. Ask them to read the model text first. Then give them time to write their own text.
- Monitor them while they are writing and help them correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Revision 2. You can set some or all of these exercises for homework.

Lesson aims

- To learn the words *visit, shop, open, bear, talk, close*
- To learn *I/He/She/It/We/You/They played all day.*
- To learn *open – opened, watch – watched, like – liked, close – closed*

Materials

Make three sets of word cards for *open, watch, like, close, play, visit, dance and cook.*

Profile page, page 61

Ask pupils to look at the photo on page 61. Read the speech bubble and ask pupils to repeat individually so they all become confident they can express actions in the past. To reinforce, you can suggest other places for pupils to make sentences with, e.g. 'Funfair! I visited a funfair last Sunday. Restaurant! I visited a restaurant with my Mum last Friday.' Use this as an introduction to the past simple of regular verbs presented in Lesson 5a.

My Zone

Read and draw.

Draw pupils' attention to the clock faces and the times given below. Ask pupils to read the times carefully and check their understanding. You may revisit CLIL on page 32 or Exercise 6 on page 34. When pupils are confident they can tell the time, have them draw clock hands in the right positions. Point out that the hour hand should be much smaller than the minute hand so they don't get confused. This exercise links forward to further work on time-telling in Lesson 5a.

Checking homework

- Check pupils' answers in the Activity Book, Revision 2. The Answer Key is at the back of the Teacher's Book.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Point to all the pictures and ask in L1 *Where were the toys yesterday?* Say *They were in a **shop*** and ask the class to repeat. Then point to the *bear* and teach the word in the same way.
- Teach *visit* and ask pupils to repeat. Explain the meaning in L1. Demonstrate the meaning of *open, close* and *talk* through mime. Ask the class to repeat. Then ask individual pupils to say the words and mime the actions.
- Draw pupils' attention to the silent *l* in *talk* /tɔ:k/.
- Practise the new words by asking individual pupils to point to the pictures and say or mime the words while the rest of the pupils point to the pictures and mime the actions.

1 Listen and read.

- Ask pupils to look at the story again. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (The toys are/were in a toy shop and they are/were having a good time.) Don't expect them to use past simple at this point.

5a The toy shop

1 Listen and read.

- 1 Yesterday the toys visited a toy shop. The shop opened at nine o'clock.



- 3 Robbie talked to the robots.



2 Complete the sentences.

- 1 The toys visited a toy shop.
- 2 Pete played football.
- 3 Fifi watched the game.
- 4 Katie chased a toy bear.
- 5 Robbie talked to the robots.

- 2 Pete played football with a pirate. Fifi watched the game. Katie chased a toy bear.



- 4 The shop closed at five o'clock.



Let's talk!
Bye! See you again!

- Point to the new words at the top of page 63 and ask pupils to find them in the story. They will have to look carefully because the form of the verbs at the top of the page is different from the form in the story. At this point, it is enough to say that we use *visited* to talk about yesterday/the past and that they are going to learn this in the **Read and learn** section on the next page.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the text/narrative. Encourage pupils to imitate the intonation and stress on the audio.
- Put pupils in pairs and tell them to take turns in reading the story to each other.

2 Complete the sentences.

- Draw pupils' attention to the example. Ask pupils to find the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you how they found the answers.

Answers

- 1 toy shop (example) 2 football 3 game
4 toy bear 5 robots

Let's talk!

- Point to Frame 4 and read out what the pirate says: *Bye! See you again!* Tell them what they would say in L1.
- Put pupils into pairs and ask them to practise the short dialogue.

3 Read and learn.

- Read the first sentence in the **Read and learn** box and ask pupils to repeat. Then ask pupils to look at the story again and ask in L1 *When were the toys at the toy shop?* Write *Yesterday* on the board and below *They played all day.*

visit

shop

open

bear

talk

close

3 Read and learn.

Past simple (regular verbs)
Affirmative
 I/He/She/It/We/You/They **played** all day.

Look!

open – opened
 watch – watched
 like – liked
 close – closed

4 Complete the sentences. Use the past simple.

- The restaurant opened (open) at nine o'clock.
- The toy shop closed (close) at five o'clock.
- I played (play) basketball with my friends yesterday.
- They visited (visit) their grandma yesterday.
- We watched (watch) a scary movie last Friday.

5 Complete the sentences. Use the past simple.

close watch visit cook dance play

- They cooked spaghetti for dinner yesterday.
- We visited the zoo last Monday.
- I watched TV with my sister last night.
- They danced at the party last Sunday.
- The shop closed at nine o'clock.
- We played football in the park yesterday.

6 Write.

- The toy shop opened at half past nine.
- The toy shop closed at eight o'clock.
- The supermarket opened at half past seven.
- The supermarket closed at nine o'clock.

7 Play the game.

It closed at nine o'clock.

The supermarket.

- Write 9 o'clock on the board and ask pupils to tell you what happened then (*The shop opened*). Write the sentence on the board.
- Ask pupils to find similar sentences in the story.
- Point to **LOOK!** Read out the verbs and explain that we usually add -ed to a verb to talk about the past. Say that if the verb ends in -e, we only add -d.
- Practise the pronunciation of the -ed endings in *opened* /d/, *liked* /t/ and *visited* /id/.

4 Complete the sentences. Use the past simple.

- Draw pupils' attention to the example.
- Ask them to read items 2–5 and to tell you what they have to write.
- Tell pupils to complete the exercise in their books and to check their answers in the **LOOK!** box.
- Check the exercise orally with the class.

Answers

- opened (example)
- closed
- played
- visited
- watched

Now ask pupils to look at the **Read and learn** box again.

5 Complete the sentences. Use the past simple.

- Ask pupils to look at the pictures and to read the example. Draw their attention to the verbs in the box.
- Now ask pupils to look at the other pictures and to tell you which verb matches in each case.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- cooked (example)
- visited
- watched
- danced
- closed
- played

6 Write.

- Draw pupils' attention to the example and the clock in the first picture.
- Ask them to read items 2–4 and tell the time on the clocks. Elicit that while pictures 1 and 3 show *opening* times, pictures 2 and 4 show *closing* times.
- Ask pupils to tell you what they have to write in each sentence.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- opened at half past nine (example)
- closed at eight o'clock
- opened at half past seven
- closed at nine o'clock

7 Play the game.

- Tell the class to cover the sentences and the pictures in Exercise 6.
- Write on the board *Right* ✓ and *Wrong* ✗. Then make sentences about the opening and closing time of the shops (see Exercise 6). Ask pupils to answer *Right* or *Wrong*.
- Ask two pupils to demonstrate the exercise by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the exercise. Monitor and help them if necessary.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Read and match.

Answers

- c (example)
- a
- e
- b
- d

2 Write.

Answers

- it closed (example)
- we watched
- she danced
- they visited
- he played
- you cooked

3 Look and write.

Answers

- bear (example)
- open
- talk
- shop
- visit
- close

Activity Book

Pupils can now do the exercises in Unit 5, Lesson 5a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *visit – visited, shop, open – opened, bear, talk – talked, close – closed*
- Draw a picture of a shop with your favourite toys in it.

5b

The chocolate cake

Lesson aims

- To learn the words *fridge*, *want*, *chocolate*, *enjoy*, *drop*, *grass*
- To learn *I/He/She/It/We/You/they didn't play tennis*.
- To learn *Did I/he/she/it/we/you/they play tennis?*
- To learn *Yes, I did/Yes, we did. No, she didn't/No, they didn't*.
- To learn *didn't = did not*

Materials

- Make name cards for Robbie, Fifi, Pete, Jimmy and Katie.
- Make cards with the phrases *want chocolate cake*, *want tomatoes*, *enjoy the chocolate cake*, *drop the cake*, *chase Fifi and Pete*, *watch TV*, *play tennis*, *visit the zoo* and *walk to school*.

Review

- Ask groups of pupils to read out the story on page 62 of the Pupil's Book (Unit 5, Lesson 5a).

Checking homework

- Check pupils' answers in the Activity Book, Unit 5, Lesson 5a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Point to the picture illustrating *fridge* first, say the word and ask pupils to repeat. Point to Frame 2 to teach *chocolate*. Pay careful attention to the pronunciation of the word stress and final syllable /ləit/. Point to Frame 4 to teach *grass* and ask pupils to repeat it. Then ask pupils what they think happened and teach *drop*.
- Go back to Frame 1 to teach *want* and give the L1 word. Teach *enjoy* in the same way.
- To practise the new words, hold up word cards and ask pupils to call out the words and to point to the pictures where appropriate.

1 Listen and read.

- Ask pupils to look at the story again. Encourage them to say what happened *last night*. (Fifi and Pete wanted chocolate cake. They took it outside, away from the cat, but Pete dropped the cake on the grass and they couldn't eat it.)
- Point to the new words at the top of page 67 and ask pupils to find them in the story. They will have to look carefully because the form of the verbs at the top of page 67 is different from the form in the story.
- Practise the sentence stress: *They wanted chocolate cake. They didn't want tomatoes.* (Negative words are always stressed.)
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the narratives and dialogues and encourage them to imitate the intonation on the audio.
- Read out sentences from the story and ask pupils to tell you who says them, e.g. *Did the cat chase you?* – Robbie.
- Ask pupils to act out the story.

2 Read and match.

- Tell pupils to cover the parts of the sentences on the right side. Then ask them to read the first parts and to find the answers in the text.

5b

The chocolate cake

1 Listen and read.

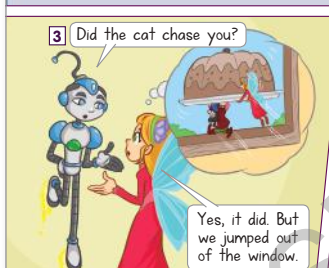
- 1 Last night Fifi and Pete opened the fridge. They wanted chocolate cake. They didn't want tomatoes.



- 2 Pete looked at the chocolate cake on the table. There was a big hungry cat in the kitchen, too.



- 3 Did the cat chase you?



- 4 Did you enjoy the chocolate cake?



2 Read and match.

- | | |
|------------------------|-----------------------------|
| 1 Pete and Fifi opened | a the cake on the grass. |
| 2 Pete and Fifi wanted | b the fridge. |
| 3 There was | c Pete and Fifi. |
| 4 The cat chased | d chocolate cake. |
| 5 Pete dropped | e a big cat in the kitchen. |

- Now tell them to uncover the second parts of the sentences and ask them to tell you how to match them.
- Tell pupils to look at the example and then match the sentences in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answer in the story.

Answers

1 b (example) 2 d 3 e 4 c 5 a

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Ask pupils in L1 *When did the story happen?* Write *Last night* on the board. Then point to Frame 1 of the story and read out *They wanted chocolate cake* and write it on the board with a ✓ next to it. Then read out *They didn't want tomatoes* and write it on the board with a ✗ next to it. Explain that we use *didn't* and the base form of the verb in negative sentences (✗).
- Read out the sentences in the **Read and learn** box and ask pupils to repeat.
- Point to **LOOK!** Explain that *didn't* is the short form of *did not* and that it is easier to say *didn't*.

Optional activity







- Use the word cards to practise negative sentences.
- Make sure each pupil has at least a turn.

4 Write the negative.

- Draw pupils' attention to the example and the changes to the verb.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 She didn't visit the zoo yesterday. (example)
 2 My dad didn't watch TV last night.
 3 I didn't walk to school yesterday.
 4 We didn't enjoy the movie.

 fridge
  want
  chocolate
  enjoy
  drop
  grass


3 Read and learn.

Past simple (regular verbs)

Negative
I/He/She/It/We/You/They didn't play tennis.

Questions
Did I/he/she/it/we/you/they play tennis?

Short answers
Yes, I did. Yes, we did.
No, she didn't. No, they didn't.

Look!  didn't = did not

4 Write the negative.


1 She visited the zoo yesterday.
She didn't visit the zoo yesterday.


2 My dad watched TV last night.
My dad didn't watch TV last night.


3 I walked to school yesterday.
I didn't walk to school yesterday.


4 We enjoyed the movie.
We didn't enjoy the movie.


5 Listen and ✓.


 a

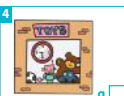
 b ✓


 a ✓

 b

 a ✓

 b

 a

 b ✓

6 Look at Exercise 5. Then complete the questions and answers.

1 Did Pete watch (watch) a scary movie? No, he didn't.

2 Did Robbie paint (paint) a treasure chest? Yes, he did.

3 Did Fifi play (play) tennis yesterday? Yes, she did.

4 Did Katie and Jimmy visit (visit) the toy shop? No, they didn't.

7 Listen and say the chant.

Noisy boys and noisy toys!
Noisy toys and noisy boys!

Now ask pupils to look at the **Read and learn** box again.

- 3 Read and Learn. (Stage 2)**
- Write on the board *Did you play tennis?* asking pupils the question. Pupils answer *Yes, I did/No, I didn't*.
 - Use the name cards and the phrase cards to practise past simple questions and short answers.

- 5 Listen and ✓.**
- Draw pupils' attention to the pictures and the example.
 - Play the audio, pausing after number one. Ask pupils to tell you what they heard.
 - Play the audio for items 2–4. Pupils listen and tick the correct picture.
 - Play the audio again. Pupils check their answers.
 - Check the exercise orally with the class.

Answers

1 b (example) 2 a 3 a 4 b

Audioscript

- 1** Robbie: Pete?
Pete: Yes, Robbie?
Robbie: Did you watch a scary movie last night?
Pete: No, I didn't. I watched a *football game*.
- 2** Kate: Robbie?
Robbie: Yes, Katie?
Kate: Did you paint a picture yesterday?
Robbie: Yes, I did.
Kate: Did you paint a house?
Robbie: No, I didn't. I painted a *treasure chest* with gold.
- 3** Pete: Fifi?
Fifi: Yes, Pete?
Pete: Did you play basketball yesterday?
Fifi: No, I didn't. I played *tennis*.

Unit 5

- 4** Fifi: Katie?
Katie: Yes, Fifi?
Fifi: Did you visit the toy shop with Jimmy last night?
Katie: No, we didn't. We visited *the zoo*!

6 Look at Exercise 5. Then complete the questions and answers.

- Draw pupils' attention to the example. Explain that the questions are about what they heard in Exercise 5.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 Did, watch, didn't (example) 2 Did, paint, did
3 Did, play, did 4 Did, visit, didn't

Now ask pupils to look at the **Read and learn** box again.

7 Listen and say the chant.

- Play the audio and ask pupils to follow the chant in their books.
- Say the chant, one line at a time, and encourage pupils to repeat after you.
- Play the audio again and ask pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write the negative.

Answers

1 They didn't want chocolate cake. (example)
2 He didn't drop his ice cream on the floor.
3 The cat didn't chase him.
4 We didn't watch a football game last night.
5 She didn't play tennis after school.
6 The toy shop didn't close at eight o'clock.

2 Look and write.

Answers

1 A: Did, play (example) 3 A: Did, visit
B: didn't, played B: didn't, visited
2 A: Did, paint 4 A: Did, watch
B: didn't, painted B: didn't, watched

3 Look and write.

Answers

1 chocolate (example) 2 grass 3 drop
4 enjoy 5 fridge

Activity Book

Pupils can now do the exercises in Unit 5, Lesson 5b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow time for pupils to copy it into their notebooks.

- Dictation: *fridge, want, chocolate, enjoy, drop, grass*

Lesson aims

- To learn the words *gallery*, *library*, *museum*, *sports centre*
- To develop reading skills
- To develop writing skills

Materials

- Flashcards: *gallery*, *library*, *museum*, *sports centre*
- Word cards from Lesson 9b
- Leaflets from local galleries, libraries, museums, sports centres that pupils are familiar with
- Write on an A5 piece of paper *I visited ... last There was/were I liked* Make a copy for each pupil.

Checking homework

- Check pupils' answers in the Activity Book, Unit 5, Lesson 5b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Ask groups of pupils to read out the story on page 66 of the Pupil's Book (Unit 5, Lesson 5b).
- Say the chant on page 67 of the Pupil's Book (Unit 5, Lesson 5b).

Vocabulary presentation

You can use the pictures at the top left of page 70 of the Pupil's Book to teach the new words. Alternatively, you can use flashcards or leaflets.

- Point to the picture of the *gallery* or hold up the flashcard and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach *library*, *museum* and *sports centre*. Ask pupils to tell you about similar places they have visited in their own country.
- Practise the pronunciation of *gallery*, *library* and *museum*.
- To practise the new words, spell a word, e.g. G-A-L-L-E-R-Y and ask pupils to call out the word.

1 Listen and chant.

- Tell pupils to cover the text and to look at the picture. Ask *Where is the boy?* (In a gallery.) Then ask them to find the new words in the chant.
- Play the audio and ask them to follow the chant in their books.
- Read out the chant one line at a time and ask pupils to repeat.
- Give them enough time to read the chant silently. Ask them *Where did the boy go?* (To a gallery, a museum, a sports centre and a library.) *What time did the sports centre close?*
- Play the audio again and ask pupils to chant along.

2 Listen again. Then complete the sentences.

- Draw pupils' attention to the example and ask them to check the answer in the chant. Then ask them to read items 2–4 highlighting *opened* and *closed*.
- Tell pupils to cover the chant. Then play the audio and ask them to complete the sentences.

1 Listen and chant.

Last Monday I was very busy.
The gallery opened at half past nine.
I liked the paintings. They were fine.
I liked the paintings. They were fine.
I visited a museum. It was great,
But it closed at half past eight.
I visited a sports centre.
It opened at seven and closed at eleven.
I visited the library, too!
The library closed at half past two.
What about you? What about you?
Did you visit the library, too?

2 Listen again. Then complete the sentences.

- 1 The gallery opened at half past nine.
- 2 The museum closed at half past eight.
- 3 The sports centre opened at seven o'clock.
- 4 The library closed at half past two.

3 Read and find the stickers.

| Monday | Tuesday |
|------------------|------------------------|
| 1 <u>gallery</u> | 2 <u>library</u> |
| Wednesday | Thursday |
| 3 <u>museum</u> | 4 <u>sports centre</u> |

4 Write.

- 1 Last Monday Katie visited the gallery.
- 2 Last Tuesday Fifi visited the library.
- 3 Last Wednesday Pete visited the museum.
- 4 Last Thursday Robbie visited the sports centre.

Answers

- 1 gallery (example)
- 2 museum
- 3 sports centre
- 4 library

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 5 at the back of the Pupil's Book. Once they have done so, ask them to describe what they see, e.g. *Katie visited a gallery*.
- Ask pupils to read the days and the words in Squares 1–4. Tell them to put the stickers in the right square in their books.
- Monitor the class and help out if necessary.

4 Write.

- Point to the example, drawing pupils' attention to *Last Monday Katie visited the gallery*.
- Now ask pupils to tell you what they have to write for items 2–4.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 Katie visited the gallery. (example)
- 2 Fifi visited the library.
- 3 Pete visited the museum.
- 4 Robbie visited the sports centre.

Kids' planet

1 Read.

- Ask pupils to look at the pictures and say what places they show (a museum, a library, a sports centre). Don't tell them anything yet about the first picture.

1 Read.

2 Hello, I'm Jenny. Yesterday I visited a children's library with my cousin Tom. The library opened at nine o'clock. We stayed at the library for two hours! It was fun!

1 Hi I'm Maria. Last Monday my class visited the Natural History Museum. There were a lot of dinosaurs at the museum. They were very big!

2 Read and circle.

1 Maria visited a museum / a library.
 2 Tom and Jenny visited a sports centre / a library.
 3 The library opened at eight o'clock / nine o'clock.
 4 Steven visited the sports centre last Friday / last Monday.

3 Read and write.

Last week my class visited a zoo. I liked the monkeys. They were very funny.

3 Hi, My name's Steven. Last Friday my friends and I visited our new sports centre. I liked the swimming pool. The water in the swimming pool wasn't cold. It was great! We stayed at the sports centre all day!

Optional activity

- Write the past simple question form and short answers on the board so that pupils can refer to it for help during the exercise.
- Give each pupil a copy of the gapped sentences (see Materials) and ask them to complete the sentences with information about them.
- Ask a pupil *Did you visit a sports centre?* The pupils should answer *Yes, I did/No, I didn't*. Ask more questions: *Was there/Were there ...?/Did you like/Did you see ...?*
- If pupils are quite confident, put them in pairs and tell them to ask other questions.

Activity Book

Pupils can now do the exercises in Unit 5, Lesson 5c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *gallery, library, museum, sports centre*
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a piece of paper and draw a picture of something you liked at the museum, gallery, library or sports centre.

CLIL, page 72

Social sciences (museums)

1 Look and read.

Point out to pupils that this section is about museums, following on from Lesson 5c **Kid's planet**. Explain that there are many different kinds of museums and ask pupils to look at the photos in Exercise 1 to identify them. Give pupils further support if they are unclear about any of the museums pictured. Further clarification through examples is given in the following exercise.

2 Read and circle. Where are you?

Ask pupils to imagine they are visiting these museums and they are admiring the exhibits by saying the sentences given. Point out the example in question 1, and explain further, e.g. 'You can see dinosaurs in a natural history museum.' Repeat similarly for question 2, toy museum; 3, fashion museum; 4 transport museum; 5, science museum; and 6, wax museum.

3 Tick ✓ about yourself.

Have pupils look at the photo of the young boy considering what museum he'd prefer to visit and explain they can express their own preferences in this exercise using the same sentence as a model. Pupils can refer back to Exercises 1 and 2 on this page to check their understanding of each museum type. Allow pupils to use L1 and express their likes freely, perhaps also allowing them to explain why (e.g. 'I want to go to the fashion museum. I like dresses and accessories!').

Values

Following on from Exercise 3, ask pupils if they would like to organise a visit to their favourite museum with one or more friends. Ask them to plan their day, what they can see and do during their visit, etc. Ask pupils if they have ever done this with a friend, school class or member of the family. Pupils can use their knowledge of the past simple to describe a past experience at a museum.

- Ask pupils to read the texts to find out what places the children write about. Invite pupils to talk about their own experiences. (Picture 1: Natural History Museum, Picture 2: children's library, Picture 3: sports centre)
- Play the audio and tell pupils to follow the texts in their books.
- Play the audio again pausing after each text. Practise reading around the class.
- Read out sentences from the texts and ask pupils to call out the names, e.g. *There were a lot of dinosaurs at the museum.* – Maria. *The library opened at nine o'clock.* – Jenny.

2 Read and circle.

- Draw pupils' attention to the example. Ask them to underline the answer in the text.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to explain how they found the answers.

Answers

- 1 a museum (example) 2 a library
 3 nine o'clock 4 last Friday

3 Read and write.

- Draw four columns on the board and write *museum, gallery, library* and *sports centre* in each.
- Ask a pupil to tell about a place they visited with their family or school and invite them to talk about the things they saw and liked. Write their ideas under the relevant headings on the board.
- Ask a pupil to read out the model text.
- Explain to pupils that they can base their text on the one in the Pupil's Book but that they have to replace some of the words with information that is true for them. Encourage them to highlight the words they have to change.
- Monitor pupils while they are writing. Help them to correct any mistakes they make.

6a

We saw the Pyramids!

Lesson aims

- To learn the words *suitcase*, *winter*, *summer*, *photo*, *autumn*, *souvenir*, *spring*
- To learn *go* – *went*, *see* – *saw*, *have* – *had*, *ride* – *rode*, *buy* – *bought*, *take* – *took*

Materials

- Make word cards for the irregular verbs *go*, *see*, *have*, *ride*, *buy* and *take*. (Write the present form on one side and the past simple form on the back of the cards.)
- Make a poster with the irregular verbs (to be displayed on the classroom walls).
- Pictures from magazines representing spring, summer, autumn and winter
- Pictures with characteristic features of Paris, London, Athens and Egypt (optional)
- Souvenirs from different countries (optional)
- Make two sets of word cards for *He/ride/a bike*, *They/buy/souvenirs*, *We/go/to London*, *You/see/the Pyramids*, *I/take/photos*, *She/have/fun* and *They/ride/a camel*.

Profile page, page 73

Ask pupils to look at the photo on page 73. Draw their attention to the background, where they can see Big Ben. Ask pupils to read the speech bubble and repeat individually or in pairs. If needed, explain the meaning of 'went' as the past of 'go' so pupils can clearly understand. Focus on 'winter' and introduce the words for the four seasons. To offer further practice, ask pupils if they have been to other places and invite them to make sentences, e.g. 'Last summer we went to Milan. It was amazing!' Use this as an introduction to the past simple of irregular verbs presented in Lesson 6a.

My Zone

Match.

Draw pupils' attention to the four illustrations of the tree. Ask them to guess the time of the year. Point to the example given, tree 1, matched to the image for spring. Refer to the photo above as an example of winter. Ask pupils to find the winter image of the tree, 4, and match it to the image for winter, c. Help pupils by providing essential vocabulary, *autumn* and *summer*. Help pupils match tree image 2 to the image of summer, a and tree image 3 to the image of autumn, d.

Checking homework

- Check pupils' answers in the Activity Book, Unit 5, Lesson 5c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.
- Invite pupils to show the class the picture they drew and read out the sentences they wrote for homework. Praise them for their effort.

Review

- Practise the chant on page 70 or ask groups of pupils to read out the texts on page 71 of the Pupil's Book (Unit 5, Lesson 5c).

Vocabulary presentation

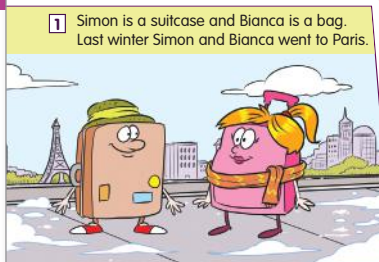
- Before teaching the new words, give pupils time to look at the pictures in the story. Alternatively, you can use pictures from magazines.
- Point to Simon the *suitcase* in the story and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Explain the difference between a suitcase and a bag.
- Hold up a *souvenir* and say the word. Ask the class to repeat. Then ask individual pupils to say the word.

6a

We saw the Pyramids!

1 Listen and read.

- 1 Simon is a suitcase and Bianca is a bag. Last winter Simon and Bianca went to Paris.



- 2 Last summer they went to London. They took photos and they visited museums.



- 3 Last autumn they went to Athens. They visited the Acropolis and they bought souvenirs.



- 4 Last spring they went to Egypt. They saw the Pyramids and they rode a camel, too! They had a great time!



2 Complete the sentences.

- 1 Simon and Bianca went to Paris last winter.
 2 They went to London last summer.
 3 They went to Athens last autumn.
 4 They went to Egypt last spring.

Let's talk!

This is amazing!
This is fun!

Explain that souvenirs are objects we buy to remind us of places we have travelled to. Alternatively, you could show them some souvenirs you brought with you and tell them where you bought them.

- Practise the /u:/ sound in *suitcase* and *souvenir*.
- Use magazine pictures to present *spring*, *summer*, *autumn* and *winter* and ask pupils to say the words. Practise the pronunciation of *autumn* /'ɒ:təm/.
- Practise the new words by asking pupils to point to a picture while the rest of the pupils call out the word.

1 Listen and read.

- If you have found pictures from Paris, London, Athens and Egypt, stick them on the board. Alternatively, point to the landmarks in the story and ask pupils if they know where these places are. Then ask them to compare the places with the pictures in the story.
- Point to the new words at the top of page 75 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the text in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the narratives and encourage them to imitate the intonation on the audio.

2 Complete the sentences.

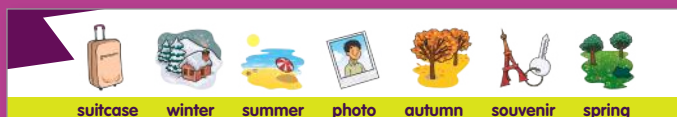
- Draw pupils' attention to the example and ask pupils to underline the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answers.

Answers

- 1 winter (example) 2 summer 3 autumn 4 spring

Let's talk!

- Point to Frame 3. Using the right intonation, read out what Simon says: *Wow! This is amazing!* Explain that we say this when we are deeply impressed by what we see. Tell pupils what they would say in L1.
- Point to Frame 4 and read out what Simon says: *This is fun!* Explain that we say this when we are enjoying ourselves a lot. Tell them what they say in L1.
- Ask pupils to practise these expressions.



Unit 6

3 Read and learn.

Past simple (irregular verbs)

Affirmative
I/He/She/It/We/You/They **went**
to Athens.

go – **went** ride – **rode**
see – **saw** buy – **bought**
have – **had** take – **took**

4 Read and match.

- 1 Last summer we went
2 Yesterday I rode
3 Last night I had
4 Last Saturday my dad bought
5 Yesterday I saw
- a my bike to school.
b to Paris.
c Mark at the supermarket.
d fish and salad for dinner.
e a new car.

5 Complete the sentences. Use the past simple.

- Yesterday ...
1 Robbie **rode** (ride) his skateboard in the park.
2 Jimmy and Pete **went** (go) to the funfair.
3 Bianca and Simon **bought** (buy) souvenirs.
4 We **saw** (see) a funny clown at the circus.

6 Complete the sentences.

had took went saw rode



Yesterday I (1) **went** to the park with my family. We (2) **had** a picnic. I (3) **rode** my bike. We (4) **saw** a big balloon. My dad (5) **took** photos. It was amazing!

7 Talk with your friend.

summer – Paris autumn – Athens
winter – London spring – Egypt



Last summer Simon went to London.
Wrong! Last summer Simon went to Paris.



3 Read and learn.

- Point to Frame 3 in the story reading out *They went to Athens and write the sentence on the board. They bought souvenirs. They rode a camel.* Write the sentences on the board.
- Draw pupils' attention to the irregular verbs in the **Read and learn** box. Explain that when we talk about the past, go changes into went. Tell pupils to read out the other irregular verbs and ask them to find sentences with these verbs in the story.
- Write them on the board and practise the pronunciation of the irregular forms see – saw, ride – rode, buy – bought, take – took, have – had. To make them more memorable, you could chant the irregular verbs rhythmically.

Optional activity

- Use the word cards for *He/ride/a bike, They/buy/souvenirs, We/go/to London, You/see/the Pyramids, I/take/photos, She/have/fun, They/ride/a camel.*
- To demonstrate the exercise, hold up a card and ask pupils to make a sentence using the past form of the verbs, e.g. *He rode a bike.*
- Now give each pupil one or two cards and ask them to hold them up in turn, while the class has to make sentences. Continue with this exercise until pupils can use the irregular verbs quite confidently.
- It is a good idea to put the irregular verbs on a poster and stick it on the classroom walls.

4 Read and match.

- Draw pupils' attention to the example.
- Tell pupils to match the sentences in their books.
- Check the exercise orally with the class.

Answers

1 b (example) 2 a 3 d 4 e 5 c

5 Complete the sentences. Use the past simple.

- Draw pupils' attention to the example and the changes of the verb form.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 rode (example) 2 went 3 bought 4 saw

Now ask pupils to look at the **Read and learn** box again.

6 Complete the sentences.

- Tell pupils to cover the text and to look at the picture. Write *Yesterday* on the board. Then help them to make sentences using the irregular verbs from the **Read and learn** box, e.g. *The boy rode a bike.*
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 went (example) 2 had 3 rode 4 saw 5 took

Now ask pupils to look at the **Read and learn** box again.

7 Talk with your friend.

- Tell pupils to look at the picture of Simon the suitcase and Bianca the bag. Ask them to make sentences about them without looking at the story, e.g. *Simon went to Paris last summer.*
- Draw pupils' attention to the exercise. Then ask two pupils to read out the dialogue in order to demonstrate the exercise.
- Ask pupils to do the exercise in pairs.
- Monitor the class and help out where necessary.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Complete.

Answers

1 went (example) 2 rode 3 had
4 bought 5 saw 6 had

2 Complete.

Answers

1 went (example) 2 took 3 visited
4 saw 5 rode 6 had

3 Look and write.

Answers

1 winter, went, had a great time (example)
2 summer, went, took photos
3 autumn, went, bought souvenirs
4 spring, went, rode a camel

Activity Book

Pupils can now do the exercises in Unit 6, Lesson 6a. You can set some or all of these exercises for homework.

Homework

- Write the homework on the board and allow enough time for pupils to copy it into their notebooks.
- Dictation: *suitcase, winter, summer, autumn, souvenir, spring*
- Learn the irregular verbs by heart: *go – went, see – saw, have – had, ride – rode, buy – bought, take – took.*

6b

They went to the mountains!

Lesson aims

- To learn the words *mountain, village, lake, city*
- To learn *I/He/She/It/We/You/They didn't go.*
- To learn *Did I/he/she/it/we/you/they go?*
- To learn *Yes, I did/Yes, we did. No, she didn't/No, they didn't.*

Materials

- Make word cards for the irregular verbs *fly, swim* and *go*. (Write the present form on one side and the past simple form on the back of the cards.)
- Pictures from magazines with geographical features: mountains, village, lake city
- Make word cards with *you/take/photos?, you/swim/in the lake?, Bianca/buy/an umbrella?, they/go/to a big city?*

Review

- Ask groups of pupils to read out the story on page 74 of the Pupil's Book (Unit 6, Lesson 6a).
- Use the word cards from Lesson 6a to review the irregular verbs. Alternatively, you can do the Optional activity from Lesson 6a.

Checking homework

- Check pupils' answers in the Activity Book, Unit 6, Lesson 6a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

You can use the pictures in the story to teach the new words. Alternatively, you can use pictures from magazines.

- If you have pictures with geographical features, stick them on the board. Alternatively, point to the *mountains* and say the word. Ask the class to repeat. Follow the same procedure to teach the rest of the words.
- To practise the new words, ask pupils to point to the magazine pictures. Ask the class to call out the words.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say where Simon and Bianca went.
- Point to the new words at the top of page 79 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the narrative and the dialogues and encourage them to imitate the intonation on the audio.
- Ask pupils to read out the story.

2 Write Yes or No.

- Draw pupils' attention to the example and ask pupils to underline the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answer in the story.

Answers

1 Yes (example) 2 Yes 3 No 4 No 5 Yes

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box

6b

They went to the mountains!

1 Listen and read.

1 Last autumn Simon and Bianca went to the mountains.

Did you take any photos?

Yes, we did. We took many photos. Look!

2 Simon and Bianca went to a beautiful village.

Did you swim in the lake?

No, we didn't. It was very cold.

3 They went to a big city, too. Bianca bought a new hat. Simon didn't buy a hat. He bought an umbrella. That was a very good idea!

2 Write Yes or No.

- | | |
|---|-----|
| 1 Simon and Bianca went to the mountains. | Yes |
| 2 They took photos. | Yes |
| 3 They swam in the lake. | No |
| 4 Bianca bought a new dress. | No |
| 5 Simon bought an umbrella. | Yes |

in two stages.

- Write *Last winter* on the board. Write *Bianca bought a new hat* below with a ✓ next to it. Then write *Simon didn't buy a hat* on the board with an X next to it.
- Draw pupils' attention to the verbs in the sentences. Explain that we use *didn't* and the base form of the verb in negative sentences (X).
- Read out the sentences in the **Read and learn** box and ask pupils to repeat. Draw their attention to the stress on the negative word, e.g. *Simon didn't buy a hat*.
- Point to **LOOK!** Read out the irregular forms of the verbs.
- Use the word cards to practise saying the irregular verbs. Add them on the poster.

4 Write the negative.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 My sister didn't buy a dress. (example)
- 2 They didn't swim in the pool.
- 3 I didn't ride my bike in the park.
- 4 She didn't go to London.

Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Point to Frame 1 in the story and read out *Did you take any photos?* Write the question on the board and add the short answer. Now point to Frame 2 and read out *Did you swim in the lake?* Explain that we use *did* and the base form of the verb in questions.
- Ask pupils to read the questions in the **Read and learn** box. Then ask them to find similar sentences in the story.

Optional activity

- Use the word cards (*you/take/photos?*, etc.) to demonstrate the exercise: hold up a card and ask pupils to make a question, e.g. *Did you take a photo?* Elicit a short answer.



mountain



village



lake



city

Unit 6

3 Read and learn.

Past simple (irregular verbs)

Negative

I/He/She/It/We/You/They didn't go.

Questions

Did I/he/she/it/we/you/they go?

Short answers

Yes, I did.

Yes, she did.

No, he didn't.

No, they didn't.

Look! swim – swam

4 Write the negative.

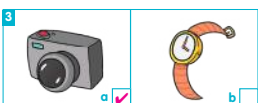
1 My sister bought a dress.
My sister didn't buy a dress.

2 They swam in the pool.
They didn't swim in the pool.

3 I rode my bike in the park.
I didn't ride my bike in the park.

4 She went to London.
She didn't go to London.

5 Listen and ✓.



6 Look at Exercise 5. Then complete the questions and answers.

1 Did Pete have (have) eggs for breakfast? No, he didn't.

2 Did Robbie ride (ride) his bike? No, he didn't.

3 Did Fifi buy (buy) a new camera? Yes, she did.

4 Did Fifi and Jimmy go (go) to the village? No, they didn't.

7 Listen and say the chant.



Wally wears white in winter.
Wendy wears white in winter.

- Now give each pupil one or two cards and ask them to hold them up in turn, while the class has to make sentences. Continue with this exercise until pupils use the questions and short answers quite confidently.

5 Listen and ✓.

- Draw pupils' attention to the pictures and name the things.
- Play the audio, pausing after number one. Ask pupils to tell you what they heard and to compare with the answer.
- Play the audio for items 2–4. Pupils listen and tick.
- Play the audio again. Pupils check their answers.
- Check the exercise orally with the class.

Answers

1 b (example) 2 a 3 a 4 a

Audioscript

- 1 Katie: Pete?
Pete: Yes, Katie?
Katie: Did you have eggs for breakfast yesterday?
Pete: No, I didn't. I had *milk* and *cereal*. It was yummy!
- 2 Jimmy: Robbie?
Robbie: Yes, Jimmy?
Jimmy: Did you ride your bike in the park yesterday?
Robbie: No, I didn't. I rode my new *skateboard*. It was amazing!
- 3 Robbie: Fifi?
Fifi: Yes, Robbie?
Robbie: Did you buy a new watch yesterday?
Fifi: No, I didn't. I bought a new *camera*. Look!
Robbie: Wow! That camera is fantastic!
- 4 Katie: Pete?
Pete: Yes, Katie?
Katie: Did Fifi and Jimmy go to a village last week?
Pete: No, they didn't. They went to a *big city*! They had a great time.

6 Look at Exercise 5. Then complete the questions and answers.

- Draw pupils' attention to the example. Explain that the questions are about what they heard in Exercise 5.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 Did, have, didn't (example) 2 Did, ride, didn't
3 Did, buy, did 4 Did, go, didn't

7 Listen and say the chant.

- Ask pupils to look at the picture, and introduce Wally and Wendy.
- Play the audio and ask pupils to follow the chant in their books.
- Say the chant and ask pupils to repeat after you.
- Play the audio again and ask pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write the negative.

Answers

1 They didn't swim in the lake. (example)
2 He didn't buy a new car.
3 We didn't go to Egypt last summer.
4 They didn't take photos.
5 I didn't have eggs for breakfast.
6 We didn't ride our bikes in the park.

2 Complete the questions.

Answers

1 Did they swim (example) 2 Did he ride
3 Did she work 4 Did they go
5 Did she have 6 Did he buy

3 Look, read and complete.

Answers

1 mountains (example) 2 took 3 village
4 lake 5 city 6 bought
7 umbrella 8 idea

Activity Book

Pupils can now do the exercises in Unit 6, Lesson 6b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow time for pupils to copy it into their notebooks.

- Dictation: *mountain, village, lake, city*
- Learn the irregular verbs: *fly – flew, swim – swam, go – went, see – saw, have – had, ride – rode, buy – bought, take – took*.
- Bring a postcard or photo from a place you visited.

Lesson aims

- To learn the months *January, February, March, April, May, June, July, August, September, October, November, December*
- To develop reading skills
- To develop writing skills

Materials

Make word cards for the months of the year.

Checking homework

- Check pupils' answers in the Activity Book, Unit 6, Lesson 6b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Revise irregular verbs pupils have learned so far.
- Ask groups of pupils to read the story on page 78 of the Pupil's Book (Unit 6, Lesson 6b).

Vocabulary presentation

You can use the words at the top left of page 82 of the Pupil's Book to teach the months. Alternatively, use word cards.

- Point to *January* at the left of page 82 or hold up the *January* word card and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Follow the same procedure to teach all the months.
- Practise the pronunciation of the months focussing on word stress and sounds.
- To practise the months, give a word card to each pupil. Tell them to hold them up in turns and ask the class to call out the months.

1 Listen and sing.

- Point to the months at the top left of page 82 and ask pupils to find them in the song. Then tell them to find words for the seasons.
- Play the audio and ask pupils to follow the words of the song.
- Read out the song, one line at a time, and ask pupils to repeat after you. Give them time to read the song silently and practise some passages they might find difficult e.g. *August, October, we went to school.*
- Play the audio again and ask pupils to sing along.

2 Listen again. Then complete the sentences.

- Draw pupils' attention to the example and ask them to check the answer in the song.
- Play the audio and tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 June 2 August 3 May 4 September

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

1 Listen and sing.

January, February, March and April,
May, June, July and August,
September, October, November, December.
These are the months,
The months of the year.
In May we rode our bike.
In June we bought a kite.
In August we swam in the pool.
In September we went to school.

2 Listen again. Then complete the sentences.

- Simon and Bianca bought a kite in June.
- They swam in the pool in August.
- They rode their bike in May.
- They went to school in September.

3 Read and find the stickers.

| | |
|-----------|---------|
| February | October |
| big city | village |
| May | July |
| mountains | beach |

4 Write.

- Last February she went to a big city.
- Last October she went to the village.
- Last May she went to the mountains.
- Last July she went to the beach.

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 6 at the back of the Pupil's Book. Once they have done so, ask them questions about each square, e.g. *Where did she go last October?* Elicit *She went to the village.*
- Ask pupils to tell you where each sticker belongs.
- Tell pupils to put the stickers on the right square in their books. Monitor and help them if necessary.

4 Write.

- Point to the example, drawing pupils' attention to *Last February she went to a big city.*
- Now ask pupils to tell you what they have to write for items 2–4.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- Last February she went to a big city. (example)
- Last October she went to the village.
- Last May she went to the mountains.
- Last July she went to the beach.

Kids' planet

1 Read.

- Draw pupils' attention to the pictures and the texts and elicit/explain that these are postcards.
- Ask pupils to cover the texts and look at the pictures. Ask them if they know where these places are. Then ask them to read the postcards silently and to find out about the places (Sydney, Australia; a village in the mountains).
- Ask pupils to look at the postcards again and ask *Who is writing the card about Sydney/the village? Who are they writing to?* Explain what a forest is.

1 Read.



Dear Sarah,
How are you? We are in Sydney today. It's a beautiful city. It's summer and the weather is hot and sunny. Yesterday I went to the beach and I swam in the sea. I had a great time! See you soon!
Michael

2

Dear Nick,
How are you? This is a picture of my village. It's in the mountains. It isn't very cold now. It's spring and the weather is sunny. Yesterday we had a picnic in the forest. It was fun! See you soon!
John



2 Write M for Michael and J for John.

- | | |
|----------------------------------|---|
| 1 He went to his village. | J |
| 2 He visited a big city. | M |
| 3 He swam in the sea. | M |
| 4 He had a picnic in the forest. | J |

3 Read and write.

Dear Steve,
How are you? I went to the beach today. The sea was very nice. See you soon!
Joe

- Play the audio and ask pupils to follow the texts in their books.
- Read out sentences from the postcards, e.g. *I swam in the sea*, and ask pupils to tell you in which text it is.
- Ask pupils to read the cards silently.
- Play the audio again, pausing after each text. Practise reading around the class.

2 Write M for Michael and J for John.

- Ask pupils to cover the postcards and to read items 1–4. Tell them that they should try to answer from memory.
- Tell pupils to look at the example and then complete the exercise in their books. Then encourage them to check their answers in the texts.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answer.

Answers

1 J (example) 2 M 3 M 4 J

3 Read and write.

- Ask pupils to show the class their postcard and give them time to talk about the places they visited.
- Ask pupils to read the model text and underline the words they have to change when they write their own postcards.
- Monitor pupils while they are writing. Help them to correct any mistakes they make.
- Those pupils who haven't got postcards can draw a picture of a place they went to (a village, a city, a mountain).

Activity Book

Pupils can now do the exercises in Unit 6, Lesson 6c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *January, February, March, April, May, June, July, August, September, October, November, December*
- Copy the text you wrote for **Kids' planet**, Exercise 3 on your postcard or drawing.

CLIL, page 84

Geography

1 Look, read and match.

Ask pupils to look at the illustrations of different geographical features. Pupils may already be familiar with some of these either as part of their own experience or through geography/geology lessons at school. Draw their attention to the list of words given, call out 1, *mountain*, and point out that it's been matched to picture b as an example. Ask pupils to contribute any match that they feel confident about in any order, and go through all the items by allowing pupils to correct their peers until the group is satisfied with the answers, as follows: 2 g; 3 e; 4 f; 5 h; 6 c; 7 a; 8 d.

2 Look and write.

Refer pupils back to Exercise 1 and make sure they are confident about the meaning of the words. Ask them to look at the photos given and now write the words over the correct photos, as follows: 2 mountain; 3 volcano; 4 lake; 5 ocean; 6 island. Point out the distinction between each row of words, i.e. that the first three are geographical features of land whereas the second row are features of water. Encourage pupils to say the words out loud, assisting them with correct pronunciation as needed.

3 Write about your country.

This is an open-ended activity that enables pupils to write their own sentences about their own country, or any country they choose to write about. If pupils are not sure they have sufficient information to fill out all three questions, offer help or allow the class to use reference in the form of a map, atlas, encyclopaedia or relevant online resources.

Values

Ask pairs or groups of pupils to use L1 and exchange information openly about places in their own country that they think are the most beautiful. Preferences are entirely personal and pupils should be encouraged to express them freely. Each pupil can learn from their peers. You can make a list of the places suggested by the class or group to share with other classes or groups and then ask pupils to collect and bring relevant photos to create a class poster.

Revision 3

Lesson aims

To revise the language in Units 5–6, including:

- Vocabulary
 - story words
 - places in town
 - seasons
 - geographical features
 - months of the year
- Grammar
 - Past simple: regular verbs affirmative, negative, questions and short answers
 - Past simple: irregular verbs affirmative, negative, questions and short answers

Materials

- Flashcards: *gallery, library, museum, sports centre*
- Word cards: months of the year
- Word cards for regular verbs: *visit, open, close, talk, play, watch, cook, dance, want, enjoy, drop*
- Word cards for irregular verbs: *go, went, see, saw, have, had, ride, rode, buy, bought, fly, flew, swim, swam, take, took*

Review

Invite pupils to show the class the postcard they wrote for homework. Praise them for their effort. Display their work on the classroom walls.

Checking homework

- Check pupils' answers in the Activity Book, Unit 6, Lesson 6c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Explain to pupils that this lesson reviews the language they have learned so far in Units 5 and 6. For all the exercises, encourage pupils to read out the instructions and tell you what they have to do. Guide them gently if they have difficulties understanding. The ability to understand instructions will gradually develop pupils' independence as learners and boost their confidence.

1 Write.

- Stick the flashcards for *gallery, sports centre, library and museum* on the board.
- Spell a word, e.g. *M-U-S-E-U-M* and ask pupils to point to the flashcard and say the word.
- Give each pupil a chance to spell a word.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class, asking pupils to spell the words they have written.

Answers

- 1 village (example) 2 city 3 gallery
4 sports centre 5 library 6 museum

Revision 3

2 Complete the sentences. Use the past simple.



- 1 The supermarket closed (close) at nine o'clock.



- 2 They played (play) football last Friday.



- 3 The toy shop opened (open) at half past nine.



- 4 He watched (watch) TV with his sister last night.

1 Write.



1 village



4 sports centre



2 city



5 library



3 gallery



6 museum

3 Complete the sentences. Use the past simple.

- 1 Simon and Bianca went (go) to London.
2 He rode (ride) his bike to school.
3 They took (take) photos of the Acropolis.
4 My sister bought (buy) a new coat.
5 We saw (see) a scary movie.
6 I had (have) fish for dinner.

2 Complete the sentences. Use the past simple.

- Tell pupils to cover the text and ask them to name the place and tell the time the clock shows.
- Draw pupils' attention to the example and to the -ed ending of the verbs.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 63 of the Pupil's Book.
- Check the exercise orally with the class. Ask them to read out the answers and pay attention to the pronunciation of the -ed endings.

Answers

- 1 closed (example) 2 played
3 opened 4 watched

3 Complete the sentences. Use the past simple.

- To revise the irregular verbs, use the word cards. Spread them face down on a table and call pupils to come to the front. Pick up a card, read out the verb and ask pupils to call out the matching form, e.g. *go – went*.
- Draw pupils' attention to the example. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 75 of the Pupil's Book.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 went (example) 2 rode 3 took
4 bought 5 saw 6 had

Revision 3

4 Complete the questions and answers. Use the **past simple**.

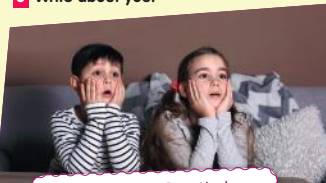


- 1 Did the girl visit (visit) a village? No, she didn't.
- 2 Did Fifi buy (buy) a new watch? Yes, she did.
- 3 Did the boys go (go) to the museum last Monday? No, they didn't.
- 4 Did the toy shop close (close) at nine o'clock? Yes, it did.
- 5 Did Simon and Bianca ride (ride) a camel? Yes, they did.
- 6 Did Robbie have (have) eggs for breakfast? No, he didn't.

5 Write the negative.

- 1 The museum closed at five o'clock.
The museum didn't close at five o'clock.
- 2 Fifi bought a new dress.
Fifi didn't buy a new dress.
- 3 Pete went to the cinema.
Pete didn't go to the cinema.
- 4 The toys visited the museum.
The toys didn't visit the museum.

6 Write about you.



Last Saturday I visited my cousins. We played football and we watched TV.

Pupils' own answer.

Revision 3

6 Write about you.

- Tell pupils to write about what they did last Saturday or Sunday. Ask them to read the model text and highlight the words they have to change to write about themselves.
- Monitor them while they are writing and help them correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Revision 3. You can set some or all of these exercises for homework.

4 Complete the questions and answers. Use the **past simple**.

- Draw pupils' attention to the example and the picture of the girl. Go through items 2–6 orally first.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** boxes on pages 67 and 79 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- | | |
|--------------------------------|---------------------|
| 1 Did, visit, didn't (example) | 2 Did, buy, did |
| 3 Did, go, didn't | 4 Did, close, did |
| 5 Did, ride, did | 6 Did, have, didn't |

5 Write the negative.

- Write on the board *The sports centre **closed** at 10 o'clock.* Then ask pupils to tell you the negative form and write it on the board below the first sentence, e.g. *The sports centre **didn't close** at 10 o'clock.* Draw their attention to the changes they have to make to the verbs.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** boxes on pages 67 and 79 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 The museum didn't close at five o'clock. (example)
- 2 Fifi didn't buy a new dress.
- 3 Pete didn't go to the cinema.
- 4 The toys didn't visit the museum.

Lesson aims

- To learn the words *race, helicopter, motorbike, lorry, winner*
- To learn *The helicopter is faster than the bike.*
- To learn *fast – faster, small – smaller, noisy – noisier, dirty – dirtier, big – bigger, good – better, bad – worse*

Materials

- Make word cards for *fast – faster, small – smaller, noisy – noisier, dirty – dirtier, big – bigger, good – better, bad – worse*. Write each word on a separate card.
- Make a poster: write *Comparatives* at the top. Draw four boxes and write the adjectives (box 1: *fast – faster, small – smaller*; box 2: *noisy – noisier, dirty – dirtier*; box 3: *big – bigger*; box 4: *good – better, bad – worse*)

Profile page, page 87

Ask pupils to look at the photo of the F1 cars on page 87. Ask them to read the speech bubble and repeat it, emphasising correct pronunciation where needed. Focus on the use of 'the fastest' and ensure meaning is clearly comprehended by pupils, as this links to subsequent Lessons 7a and 7b on adjective comparatives.

My Zone

Match.

This is a fun matching activity that also links forward to Lesson 7a. Draw pupils' attention to the various vehicles and their silhouettes, and ask them to match them (1 e; 2 a; 3 f; 4 b; 5 c; 6 d). You can extend on the use of the comparative and superlative by making statements for pupils to correct, e.g. 'I think number 2 is the fastest.' 'No, it isn't. Number 4 is the fastest.'

Checking homework

- Check pupils' answers in the Activity Book, Revision 3. The Answer Key is at the back of the Teacher's Book.

Vocabulary presentation

You can use the pictures in the story to teach the new words.

- Point to the story and ask pupils to tell you what they think is happening. Say the word *race* and ask pupils to repeat. Ask pupils to tell you about other kinds of races in order to establish the meaning (a competition between people, animals, vehicles, etc. to see which one is the faster or fastest). Now point to the helicopter in Frame 3 and say *He's the winner*. Ask pupils to repeat. Ask pupils to name people who were winners, e.g. in a race, the Olympic Games or Champions League.
- Point to the picture and say the word *helicopter*. Ask the class to repeat. Then ask individual pupils to say the word. Follow the same procedure to teach *motorbike* and *lorry*.
- Practise the new words by pointing to a picture and asking pupils to call out the words.

1 Listen and read.

- Ask pupils to look at the story again. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (Jimmy is racing against a lorry, a motorbike and a helicopter. Harry the helicopter is the winner.)
- Point to the new words at the top of page 89 and ask pupils to find them in the story.

1 Listen and read.

- 1 Today there's a big race in the garden. Jimmy's in the race.



- 2 The lorry is noisier and bigger than Jimmy.



- 3 It's a fantastic race. The motorbike is good, but the helicopter is better.



2 Write Yes or No.

- 1 There's a big race in the garden today.
- 2 The helicopter is faster than the motorbike.
- 3 Jimmy is bigger than the lorry.
- 4 The helicopter is better than the lorry.
- 5 The motorbike is the winner.

Yes
Yes
No
Yes
No



- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the narratives and the dialogues.
- Read out sentences from the story and ask pupils to tell you who says them, e.g. *The helicopter is faster than the motorbike.* – Katie.
- Ask pupils to act out the story.

2 Write Yes or No.

- Draw pupils' attention to number one. Ask pupils to look at the example and then find the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answers.

Answers

1 Yes (example) 2 Yes 3 No 4 Yes 5 No

Let's talk!

- Point to Frame 3. Using the right intonation read out what Katie shouts: *Congratulations, Harry!* Explain that we say this when we are happy about somebody's good luck or success. Ask pupils what they say in L1.
- Ask pupils to practise the expression.

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Write the word *motorbike* on the board. Ask pupils to tell you how fast a motorbike can be and write 140 km/ph below the picture. Repeat the procedure with *helicopter* and write 150 km/ph below the word.
- Now point to the story again and ask pupils *Why is the helicopter the winner?*
- Write on the board *The helicopter is faster than the bike.*
- Ask pupils to read the sentence in the **Read and learn** box. Then ask them to find similar sentences in the story. Explain that we say *faster than, noisier than, bigger than, better than* when we compare (two) things that are different.



race



helicopter



motorbike



lorry



winner

3 Read and learn.

Comparative

The helicopter is **faster** than the bike.

fast – **faster**
small – **smaller**

big – **bigger**

noisy – **noisier**
dirty – **dirtier**

good – **better**
bad – **worse**

4 Write the comparative.

- The jeep is **faster** (fast) than the lorry.
- The bike is **smaller** (small) than the lorry.
- The helicopter is **noisier** (noisy) than the motorbike.
- The jeep is **bigger** (big) than the motorbike.

5 Read and circle.

- The car is **faster** / **slower** than the motorbike.
- The king is **older** / **younger** than the pirate.
- The train is **bigger** / **smaller** than the bus.
- The rabbit is **fatter** / **thinner** than the cat.
- The boy is **taller** / **shorter** than the girl.
- The boy is **better** / **worse** than the man.



6 Look at Exercise 5. Then complete the sentences.

younger worse slower
taller fatter smaller

- The motorbike is **slower than** the car.
- The pirate is **younger than** the king.
- The bus is **smaller than** the train.
- The cat is **fatter than** the rabbit.
- The girl is **taller than** the boy.
- The man is **worse than** the boy.

7 Ask your friend.

Is the cat **thinner** than the rabbit?

No, it isn't. It's **fatter** than the rabbit.



3 Read and learn. (Stage 2)

- Draw pupils' attention to the adjectives in the **Read and learn** box.
- Point to the changes in spelling in the three different groups (-er, -ier and double consonant + -er). Explain that *good* and *bad* are irregular and change completely.
- It is a good idea to put the adjectives on a poster and stick it on the classroom walls for pupils to refer to.
- To make the comparative forms more memorable, ask pupils to chant them rhythmically.

Optional activity

Use the word cards to play *pelmanism* (a game in which players must remember cards that they have seen).

- Shuffle a set of cards and spread them face down on a table.
- To demonstrate the game, ask a pupil to pick up two cards. If they form a pair, e.g. *fast/faster* the pupil can keep the cards. If the cards are different, the pupil has to put them down again. Then another pupil gets a turn at picking up two cards.
- If pupils are confident enough, put the class in groups of three and give them a set of cards. Invite them to play the game. Otherwise continue the game with the whole class.

4 Write the comparative.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 faster (example) 2 smaller 3 noisier 4 bigger

Now ask pupils to look at the **Read and learn** box again.

5 Read and circle.

- Ask pupils to look at the pictures and tell you what they see. If necessary, briefly review *old/young*, *fat/thin* and *tall/short*.

- Then draw their attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 faster (example) 2 older 3 bigger
4 thinner 5 shorter 6 better

Now ask pupils to look at the **Read and learn** box again. Then ask pupils to tell you where each adjective belongs on the poster.

6 Look at Exercise 5. Then complete the sentences.

- Draw pupils' attention to the example and ask them to check the answer in Exercise 5. Show them the changes that they have to make in the sentences.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 slower than (example) 2 younger than
3 smaller than 4 fatter than
5 taller than 6 worse than

7 Ask your friend.

- Tell the class that they are going to ask each other questions about Exercises 5 and 6, e.g. *Is the king older than the pirate?*
- Ask two pupils to demonstrate the exercise by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the exercise. Monitor and help them if necessary.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Look, read and write.

Answers

1 younger (example) 2 faster 3 smaller
4 taller 5 better 6 thinner

2 Read and write.

Answers

1 smaller (example) 2 faster 3 bigger 4 taller
5 noisier 6 better 7 worse

3 Complete. Then do the puzzle.

Answers

1 motorbike (example) 2 race 3 helicopter
4 lorry 5 winner

Activity Book

Pupils can now do the exercises in Unit 7, Lesson 7a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *race, helicopter, motorbike, lorry, winner*

Unit 7

Lesson aims

- To learn the words *prince*, *world*, *princess*, *rider*
- To learn *I'm the tallest prince in the world. She's the prettiest princess in the world.*
- To learn *fast – the fastest, pretty – the prettiest, happy – the happiest, big – the biggest, good – the best, bad – the worst*

Materials

- Make three sets of word cards for *fast – the fastest, happy – the happiest, big – the biggest, good – the best, bad – the worst*. Write each word on a separate card.
- Make a poster: write *Superlative* at the top. Draw four boxes and write the adjectives: box 1: *fast – the fastest*; box 2: *, happy – the happiest*; box 3: *big – the biggest*; box 4: *good – the best, bad – the worst*.

Review

- Ask groups of pupils to read out the story on page 88 of the Pupil's Book (Unit 7, Lesson 7a).
- Invite pupils to read out the sentences they wrote for homework.

Checking homework

- Check pupils' answers in the Activity Book, Unit 7, Lesson 7a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

You can use the pictures in the story to teach the new words.

- Point to the *prince* in Frame 1 and say the word. Ask the class to repeat. Repeat the procedure to teach *princess* and *rider*.
- Point to the princess again and say *She's pretty*. Ask the class to repeat. Ask students if they remember the meaning. Find out if they remember *ugly*. Now say the word *world* and ask pupils to repeat. Explain the meaning in L1.
- Practise the pronunciation of *princess*, *pretty* and *world*.
- To practise the new words, point to the words at the top of page 93 and ask pupils to call them out and point to the pictures where appropriate.

1 Listen and read.

- Ask pupils to look at the story again. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (There is a prince and a princess in the toy room. The prince shows off a lot, but in the end he falls off his horse.)
- Point to the new words at the top of page 93 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues and encourage them to imitate the prince's and Katie's intonation on the audio.
- Ask pupils to act out the story.

1 Listen and read.

1 There are some new toys in the toy room today.

I'm a prince. I'm the tallest and bravest prince in the world.

2 This is a princess. She's the prettiest princess in the world.

3 This is my horse. It's the best horse in the world.

4 And you are the worst rider in the world!

2 Write the answers.

- | | |
|-------------------------------|----------------|
| 1 Is the prince brave? | Yes, he is. |
| 2 Is the prince tall? | Yes, he is. |
| 3 Is the princess ugly? | No, she isn't. |
| 4 Is the prince a good rider? | No, he isn't. |

2 Write the answers.

- Draw pupils' attention to the example. Ask pupils to find the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answer in the story.

Answers

- | | |
|-------------------------|-----------------|
| 1 Yes, he is. (example) | 2 Yes, he is. |
| 3 No, she isn't. | 4 No, he isn't. |





3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Point to the prince in Frame 1. Read out *I'm the tallest prince in the world* and write the sentence on the board. Ask pupils to repeat the sentence. Repeat the procedure for *She's the prettiest princess in the world*.
- Explain in L1 that we use *the tallest* or *the prettiest* when we want to say that no other princess is prettier than her. Give an example in their own language.
- Tell pupils to read the sentences in the **Read and learn** box. Ask them to find similar sentences in the story.

3 Read and learn. (Stage 2)

- Draw pupils' attention to the adjectives in the **Read and learn** box.
- Explain the changes in spelling in the three different groups (*-est*, *-iest*, and double consonant + *-est*). Explain that *good* and *bad* are irregular and change completely.
- It is a good idea to put the adjectives on a poster and stick it on the classroom walls for pupils to refer to.
- To make the superlative forms more memorable, ask pupils to chant them rhythmically.

prince world princess rider


3 Read and learn.

Superlative
 I'm **the tallest** prince in the world.
 She's **the prettiest** princess in the world.
 fast – **the fastest**
 pretty – **the prettiest**
 happy – **the happiest**
 big – **the biggest**
 good – **the best**
 bad – **the worst**

4 Write the superlative.


1 The blue lorry is **the fastest** (fast).
 2 The red bus is **the biggest** (big).
 3 Your helicopter is **the smallest** (small).
 4 That princess is **the prettiest** (pretty).
 5 My skateboard is **the best** (good)!

5 Read and circle.




1 Orlando is the **tallest** / **shortest** prince.
 2 James is the **thinnest** / **fattest** prince.
 3 Arthur is the **tallest** / **shortest** prince.
 4 Tina is the **fattest** / **thinnest** princess.
 5 Linda is the **ugliest** / **prettiest** princess.
 6 Mary is the **prettiest** / **ugliest** princess.

6 Ask your friend.



7 Listen and say the chant.



There's a **tree** on a **train**
 and a **train** on the **tree**.

Unit 7

Then ask pupils to tell you where each adjective belongs on the poster.

6 Ask your friend.

- Tell the class that they are going to ask each other questions about the people in Exercise 5.
- Encourage pupils to ask questions and ask the class to answer them.
- Ask two pupils to demonstrate the exercise by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the exercise. Monitor and help them if necessary.

7 Listen and say the chant.

- Point to the train and the tree and help pupils to make a sentence, e.g. *There's a tree on a train.*
- Play the audio and ask pupils to follow the chant in their books.
- Draw pupils' attention to the highlighted letters *tr*. Practise the pronunciation of the words *train* and *tree*. You can help them produce the correct sound by demonstrating that all they have to do is to curl their tongue slightly upwards.
- Say the chant and ask pupils to repeat after you.
- Play the audio again and ask pupils to chant along rhythmically.

Optional activity

Use the word cards to play *pelmanism* (see Optional activity in Lesson 7a).

4 Write the superlative.

- Draw pupils' attention to the example.
- Check the exercise orally with the class making sure that they haven't forgotten to write the article.

Answers

- 1 the fastest (example)
- 2 the biggest
- 3 the smallest
- 4 the prettiest
- 5 the best

Now ask pupils to look at the **Read and learn** box again.

5 Read and circle.

- Ask pupils to look at the pictures and help them make sentences about the princes and princesses, e.g. *Tina is the ... princess.*
- Then draw their attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 tallest (example)
- 2 fattest
- 3 shortest
- 4 thinnest
- 5 prettiest
- 6 ugliest

Now ask pupils to look at the **Read and learn** box again.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Complete.

Answers

- | | | |
|---------------------|-----------|------------|
| 1 fattest (example) | 2 biggest | 3 thinnest |
| 4 best | 5 worst | 6 fastest |

2 Read and circle.

Answers

- | | | |
|--------------------|------------|-----------|
| 1 taller (example) | 2 youngest | 3 shorter |
| 4 tallest | 5 younger | 6 oldest |

3 Look and write.

Answers

- 1 prince (example)
- 2 world
- 3 princess
- 4 worst

Activity Book

Pupils can now do the exercises in Unit 7, Lesson 7b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow time for pupils to copy it into their notebooks.

- Dictation: *prince, world, princess, rider*

Lesson aims

- To learn the words *fountain, stadium, building, statue*
- To develop reading skills
- To develop writing skills

Materials

- Flashcards: *fountain, stadium, building, statue*
- Word cards from Lessons 7a and 7b
- Pictures from magazines with a *fountain, stadium, building* and a *statue* (optional)
- A poster-size piece of paper. Write the beginning of the sentences of the text on page 97 on it, e.g. *The noisiest animal in the world is ...*

Checking homework

- Check pupils' answers in the Activity Book, Unit 7, Lesson 7b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Ask groups of pupils to read out the story on page 92 of the Pupil's Book (Unit 7, Lesson 7b).
- Play a game of pelmanism (see Optional activity, Lessons 7a and 7b).

Vocabulary presentation


- You can use the pictures at the top left of page 96 of the Pupil's Book to teach the new words. Alternatively, you can use flashcards or pictures from magazines.
- Point to the picture of the *fountain* and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Ask pupils to tell you where they have seen fountains. Follow the same procedure to teach the rest of the new words.
 - To practise the new words, point to a flashcard and ask pupils to call out the word.

1 Listen and chant.

- Tell pupils to cover the chant and to look at the picture. Ask them to make sentences, e.g. *There are three fountains.*
- Say *Where's the biggest fountain?* and ask pupils to point to it. Ask questions about all the items.
- Ask pupils to find the new words in the chant.
- Play the audio and ask pupils to follow in their books.
- Read out the chant one line at a time and ask pupils to repeat after you.
- Play the audio again and ask pupils to chant along rhythmically.

2 Look at Exercise 1. Then complete the sentences.

- Draw pupils' attention to the example.
- Ask pupils to tell you what they have to write in each answer.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.



fountain

stadium

building

statue

1 Listen and chant.

Look at the fountains!
Look at the stadiums!
Look at the buildings!
Look at the statues!
Play the game!
Play the game!
Where's the biggest?
Where's the smallest?
Do you know the answers?
Are you the best?

| | A | B | C |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

2 Look at Exercise 1. Then complete the sentences.

1 Where's the tallest building?
It's in 1C.

2 Where's the biggest statue?
It's in 3C.

3 Where's the smallest statue?
It's in 4A.

4 Where's the biggest stadium?
It's in 2C.

5 Where's the smallest fountain?
It's in 1B.

6 Where's the shortest building?
It's in 2B.

3 Read and find the stickers.

| | |
|----------------|----------------|
| 1 stadiums | 2 statues |
| 3 buildings | 4 fountains |

4 Complete the sentences.

1 The brown stadium is bigger than
the white stadium.

2 The white statue is smaller than
the grey statue.

3 The yellow building is taller than
the green building.

4 The blue fountain is smaller than
the red fountain.

Answers

1 1C (example) 2 3C 3 4A 4 2C 5 1B 6 2B

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 7 at the back of the Pupil's Book. Once they have done so, help them to make sentences about each square, e.g. *The brown stadium is bigger than the white stadium.*
- Ask pupils to tell you where each sticker belongs.
- Tell pupils to put the stickers on the right square in their books. Monitor and help them if necessary.

4 Complete the sentences.

- Point to the example, drawing pupils' attention to *The brown stadium is bigger than the white stadium*. Explain that the sentences are about the pictures in Exercise 3.
- Now ask pupils to tell you what they have to write for items 2–4.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 is bigger than the white stadium (example)
2 is smaller than the grey statue
3 is taller than the green building
4 is smaller than the red fountain

Kids' planet

Optional activity

Before you ask pupils to look at the pictures and read the texts, you could play a mini quiz with the class.

- Put the poster with the beginning of the sentences on the board. Find out what pupils know about each topic and write their ideas on the poster. Tell them that they will read the answers later.

Kids' planet

1 Read.

DID YOU KNOW?

The **noisiest** animal in the world is the blue whale.

The **biggest** city in Europe is London. Thirteen million people live in London.

The **fastest** animal in the world is the cheetah. The cheetah can run at 110 kilometres per hour.

The **longest** river in the world is the Nile. It's in Africa and it's one thousand kilometres long.

The **tallest** mountain in the world is Mount Everest. It's in Asia and it's eight thousand metres tall.

2 Complete the sentences.

1 The blue whale is the noisiest animal in the world.

2 London is the biggest city in Europe.

3 The Nile is the longest river in the world.

4 Mount Everest is the tallest mountain in the world.

5 The cheetah is the fastest animal in the world.

3 Read and write.

London is the biggest city in Britain.

The Eiffel Tower is the tallest building in Paris.

1 Read.

- If you have done the optional activity, pupils will now be ready to read the texts and find out whether their ideas were correct or not. Tell them that at this point they should not worry if they find words that they don't know yet, e.g. *river*, *mount*.
- Now ask pupils to help you complete the sentences on the board.
- Tell pupils to find the words *million* and *thousand*. Find out if they can work out the meaning of the words. Alternatively, explain the words briefly.
- Play the audio and ask pupils to follow the texts in their books.
- Play the audio again, pausing after each text. Practise reading around the class.

2 Complete the sentences.

- Draw pupils' attention to the example and ask them to try and complete the gaps from memory first.
- Tell pupils to complete the exercise in their books and to check their answers in the texts.
- Check the exercise orally with the class.

Answers

- | | |
|--------------------------|---------------|
| 1 the noisiest (example) | 2 the biggest |
| 3 the longest | 4 the tallest |
| 5 the fastest | |

3 Read and write.

- Tell pupils that they are going to write about cities, buildings, etc. in their country or another country that they know about. Write on the board the beginning of sentences, e.g. *London is the biggest ...* Write more sentences with *mountain/river/lake*, etc. Ask pupils to tell you how they would complete the sentences and write their ideas on the board.

Unit 7

- Ask a pupil to read out the model text.
- Explain to pupils that they can base their text on the one in the Pupil's Book but that they have to replace some of the words with new information. Encourage them to highlight the words they have to change.
- Monitor pupils while they are writing. Help them to correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Unit 7, Lesson 7c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *fountain*, *stadium*, *building*, *statue*
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a piece of paper and find a magazine picture for your text.

CLIL, page 98

Social sciences (map reading)

1 Look at the map and the map key. Point to the swings.

This is an introductory identification task. Draw pupils' attention to the map and point out that maps have separate keys (or indices). Ask pupils to go through the map key and notice the various symbols, then ask them to locate the swings (bottom, middle right) and show the class.

2 Look at the map and answer.

Ask pupils to keep referring to the map and key from Exercise 1 above, and then read each question in Exercise 2. Make sure pupils are clear about the questions. This task can be assigned to pairs or small groups too. Have pupils call out the answers (1, there are three picnic tables and 4, there are two slides) and invite peer correction. Check that pupils have drawn a circle round the swings and a triangle round the two stop signs.

3 Look at the map and map key. Then complete.

Ask pupils to look at the new map and then read the map key carefully. Remind pupils that they already know the items in the key, which are all recycled from previous lessons. Point out the example and ask pupils to complete the rest of the questions in the same way. Pupils can answer on their own or in pairs, and share answers with the class: 2, There are three houses. 3, There are four trees. 4, There is one fountain. 5 There are four swings.

Values

Ask pupils if they have ever seen a map of their own city, perhaps at a bus or train station. If possible, bring a local map or map of any town available to show the pupils. Explain what a useful skill it is to know your way around your city. Suggest that pupils first learn their way around their immediate environment, e.g. their neighbourhood. Ask if they can describe key places, landmarks, etc. in their neighbourhood. You can also start a project where pupils map their area or prepare a map key of places on a given local map.

Lesson aims

- To learn the words *surprise, party, decorate, balloon, bring, music player*
- To learn *I'm going to dance. He/She/It's going to dance.*
- To learn *I'm not going to dance. He/She/It isn't going to dance.*
- To learn *Am I going to dance? Is he/she/it going to dance?*
- To learn *Yes, I am/No I'm not. Yes, it is/No, it isn't. Yes, you are/No, you aren't.*

Materials

- Make word cards for *bring, decorate, buy, have* and *dance*.
- Party balloons: blow up a few before the lesson.

Profile page, page 99

Ask pupils to look at the photo on page 99. Ask pupils to describe what they can see in the photo and read the speech bubble. You can also ask pupils about their forthcoming birthdays, e.g. 'Are you going to have a party on your birthday?' This will function as an introduction to the use of 'going to' which is presented in the subsequent lesson, 8a.

My Zone

Trace and colour.

This is a fun activity of tracing the letters on a Happy Birthday banner. Pupils can then use their favourite colour pencils to colour freely. This links to the theme of the birthday party in the next lesson, 8a. To foreshadow the next lesson, you can ask pupils 'How old are you going to be next year?' to elicit 'I'm going to be ... years old.'

Review

- Ask groups of pupils to read the chant on page 96 of the Pupil's Book (Unit 7, Lesson 7c).
- Invite pupils to show the class the magazine pictures and read out the sentences they wrote about their country. Praise them for their effort.

Checking homework

- Check pupils' answers in the Activity Book, Unit 7, Lesson 7c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

- You can use the pictures in the story to teach the new words.
- Read out the heading of this lesson and ask pupils if they know what a *surprise party* is. If they don't know, point to Frame 4 and ask them if they think the toys want Robbie to know about the party. Then say again *surprise party* and ask pupils to repeat. Then ask individual pupils to repeat.
 - Hold up a *balloon* and say the word. Ask pupils to repeat the word. Then ask pupils to help you stick the balloons on the walls and teach the word *decorate*. Ask the class to repeat the word.
 - Teach the word *bring* and explain the meaning in L1. Ask pupils to repeat.
 - Practise the pronunciation of the new words in *party* /'pɑ:ti/ and *balloon* /bə'lu:n/.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (The toys are planning a surprise party for Robbie's birthday.)
- Point to the new words at the top of page 101 and ask pupils to find them in the story.

1 Listen and read.

- 1 Next Saturday Robbie is going to be ten years old. The toys are going to have a surprise party for Robbie.



- 2 Are you going to decorate the toy room?



- 3 Are you going to bring your music player?



- 4 Be quiet! Robbie's coming!



2 Read and match.

- | | |
|---------------------|------------------------------------|
| 1 Robbie's | a going to bring his music player. |
| 2 Fifi and Pete are | b going to be ten next Saturday. |
| 3 Jimmy's | c going to dance all night. |
| 4 The toys are | d going to decorate the toy room. |



- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the narrative and the dialogues.
- Read out sentences from the story and ask pupils to tell you who says them, e.g. *Are you going to decorate the toy room?* – Katie.
- Ask pupils to act out the story.

2 Read and match.

- Encourage pupils to remember what each of the toys is going to do to prepare the party. Then ask them to look at the example and then match the sentences.
- Tell pupils to complete the exercise in their books and check their answers in the story.
- Check the exercise orally with the class. Ask pupils to tell you how they found the answers.

Answers

1 b (example) 2 d 3 a 4 c

Let's talk!

- Point to Frame 4 and using the right intonation read out what Katie whispers: *Be quiet!* Explain that Katie says this because she doesn't want Robbie to overhear the toys' plan.
- Ask pupils to practise the expression.

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Ask pupils *When is Robbie's birthday?* Write on the board *Next Saturday*. Now ask *What are the toys' plans for the surprise party?* Then write on the board *They're going to dance*. Ask pupils to repeat the sentence. Explain that we use *going to* when we are talking about a plan (for the future).
- Tell pupils to read out the sentences in the **Read and learn** box. Then ask them to find similar sentences in the story.
- Now write on the board *I'm not going to dance*. Explain that this is the negative form.
- Ask pupils to read the negative sentences in the **Read and learn** box.



Unit 8

3 Read and learn.

Going to

Affirmative

I'm **going to** dance.
He/She/It's **going to** dance.
You/We/They're **going to** dance.

Negative

I'm **not going to** dance.
He/She/It **isn't going to** dance.
We/You/They **aren't going to** dance.

Questions

Am I **going to** dance?
Is he/she/it **going to** dance?
Are we/you/they **going to** dance?

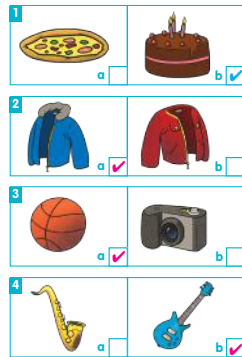
Short answers

Yes, I **am**. No, I'm **not**.
Yes, it **is**. No, it **isn't**.
Yes, we **are**. No, we **aren't**.

4 Complete the sentences. Use **going to**.

- Pete **is going to buy** (buy) a present for Robbie.
- Jimmy **is going to bring** (bring) his camera.
- Katie **is going to make** (make) sandwiches and cakes.
- Pete and Fifi **are going to decorate** (decorate) the toy room.

5 Listen and ✓.



6 Look at Exercise 5. Then complete the questions and answers.

- Is** Bianca **going to make** (make) a pizza? No, she **isn't**.
She **'s going to make** (make) a cake.
- Is** Katie **going to wear** (wear) her red jacket? No, she **isn't**.
She **'s going to wear** (wear) her blue jacket.
- Are** Fifi and Pete **going to buy** (buy) a camera for Robbie? No, they **aren't**. They **'re going to buy** (buy) a basketball.
- Is** Lenny **going to bring** (bring) his saxophone? No, he **isn't**. He **'s going to bring** (bring) his guitar.

4 Complete the sentences. Use **going to**.

- Draw pupils' attention to the example and ask a pupil to read out the sentence.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- is going to buy (example)
- is going to bring
- is going to make
- are going to decorate

Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Ask pupils *Are they going to dance?* Write the question on the board and add *Yes, they are*. Ask pupils to repeat the question and short answer. Now ask *Are they going to have a picnic?* Elicit the short answer *No, they aren't*.
- Practise questions and short answers with the word cards.
- Ask pupils to read out the questions and short answers in the **Read and learn** box. Ask them to find similar sentences in the story.

5 Listen and ✓.

- Ask pupils to look at the pairs of pictures and name the items, e.g. *a pizza, a cake*.
- Play the audio, pausing after number one. Ask pupils to tell you what they heard.
- Play the audio from the beginning, but this time do not stop. Pupils listen and tick the correct picture.
- Play the audio again. Pupils check their answers.
- Check the exercise orally with the class.

Answers

- b (example)
- a
- a
- b

Audioscript

- Katie: Jimmy?
Jimmy: Yes, Katie?
Katie: Is Bianca going to make a pizza?
Jimmy: No, she isn't. She's going to make a cake.
Katie: Yummy!

- Fifi: Katie?
Katie: Yes, Fifi?
Fifi: Are you going to wear your red jacket?
Katie: No, I'm not. I'm going to wear my *blue jacket*!
- Katie: Pete?
Pete: Yes, Katie?
Katie: Are you and Fifi going to buy a camera for Robbie?
Pete: No, we aren't. We're going to buy a *basketball*.
Katie: That's a good idea!
- Jimmy: Lenny?
Lenny: Yes, Jimmy?
Jimmy: Are you going to bring your saxophone?
Lenny: No, I'm not. I'm going to bring my *guitar*.
Jimmy: Great!

6 Look at Exercise 5. Then complete the questions and answers.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- Is, going to make, isn't, 's going to make (example)
- Is, going to wear, isn't, 's going to wear
- Are, going to buy, aren't, 're going to buy
- Is, going to bring, isn't, 's going to bring

Now ask pupils to look at the **Read and learn** box again.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Complete. Use **going to**.

Answers

- is going to play (example)
- am going to decorate
- are going to dance
- is going to buy
- are going to make
- is going to wear

2 Write the negative.

Answers

- He isn't going to buy a camera. (example)
- We aren't going to visit the zoo.
- She isn't going to wear her new coat.
- I'm not going to swim in the pool.
- They aren't going to go to the library.
- You aren't going to bring your music player.

3 Look, read and complete.

Answers

- Next (example)
- surprise
- decorate
- balloons
- player
- dance
- quiet

Activity Book

Pupils can now do the exercises in Unit 8, Lesson 8a.

Homework

- Dictation: *surprise, party, decorate, balloon, bring, music player*

Lesson aims

- To learn the words *invite, biscuit, sweet, clean*
- To learn *I/He/She/It/We/You/They'll come.*
- To learn *I/He/She/It/We/You/They won't come.*
- To learn *Will I/he/she/it/we/you/they come?*
- To learn *Yes, I will. No, he won't.*
- To learn the short form *I'll – I will, won't – will not*

Materials

- Make word cards for the phrases *buy a present, buy biscuits, clean the toy room, play the guitar, invite all the toys and bring the music player.*
- Make name cards for *Pete, Katie, Lenny, Jimmy, Robbie, Simon and Bianca.*

Review

- Ask groups of pupils to read out the story on page 100 of the Pupil's Book (Unit 8, Lesson 8a).

Checking homework

- Check pupils' answers in the Activity Book, Unit 8, Lesson 8a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

You can use the pictures in the story to teach the new words.

- Point to Frame 1 to teach *invite* and say the words. Ask the class to repeat. Explain the meaning in L1 if necessary. Repeat the procedure to teach the rest of the words.
- Practise the pronunciation of the short /ɪ/ sound in *biscuits* and the long vowel sound in *sweets* /i:/.
- To practise the new words, point to the pictures or mime the actions and ask pupils to call out the words.

1 Listen and read.

- Ask pupils to look again at the story. Encourage them to describe what they see in each picture using L1 and say what is happening. (All the toy offers to help with the preparations for the party. When Robbie arrives at the party, they all call out *Surprise!*)
- Point to the new words at the top of page 105 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the dialogues.
- Read out sentences from the story and ask pupils to tell you who says them, e.g. *I'll clean the toy room.* – Bianca.
- Ask pupils to act out the story.

2 Write the names.

- Draw pupils' attention to the example. Ask pupils to underline the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answers.

1 Listen and read.

1 It's Robbie's party next Saturday.

I'll invite all the toys!

2



Great! I'll play the saxophone!

3 I'll buy some biscuits and sweets for the party!

I'll clean the toy room!



Surprise!

2 Write the names.

- 1 Pete will invite all the toys.
- 2 Lenny will play the saxophone.
- 3 Simon will buy biscuits and sweets.
- 4 Bianca will clean the toy room.

104

Answers

1 Pete (example) 2 Lenny 3 Simon 4 Bianca

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Take a sentence from Exercise 2 and write it on the board, e.g. *Pete will invite all the toys*. Ask pupils to repeat the sentence. Explain that we use *will* when we offer or promise to do something. (Here Pete offers/promises to take on this part of the preparation for the party.)
- Ask pupils to read the affirmative sentences in the **Read and learn** box. Then ask them to find similar sentences in the story.
- Write on the board *Simon won't make a pizza*. Explain that this is the negative form. Ask pupils to repeat.
- Ask pupils to read the negative sentences in the **Read and learn** box.
- Point to the **LOOK!** box. Explain that *I'll* is the short form of *I will* and *won't* is the short form of *will not*. Tell them that it is easier to say *I'll* and *won't*.

4 Complete the sentences. Use **will**.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | |
|----------------------|--------------|
| 1 will buy (example) | 2 will play |
| 3 will make | 4 will clean |

Now ask pupils to look at the **Read and learn** box again.



invite



biscuit



sweet



clean

3 Read and learn.**Will****Affirmative**I/He/She/It/We/You/They **will come**.**Negative**I/He/She/It/We/You/They **won't come**.**Questions****Will** I/he/she/it/we/you/they **come**?**Short answers**Yes, I **will**. Yes, it **will**.No, he **won't**. No, they **won't**.**LOOK!** I'll = I will
won't = will not**4 Complete the sentences. Use will.**1 Simon will buy (buy)

biscuits and sweets.

2 Lenny will play (play)

the saxophone.

3 Katie will make (make)

a cake.

4 Bianca will clean (clean)

the toy room.



Katie's birthday party

- buy sweets **X**
- make a pizza **✓**
- invite the toys **✓**
- bring my music player **X**

5 Write the answers.

1 Will Fifi buy sweets?

No, she won't.

2 Will Fifi make a pizza?

Yes, she will.

3 Will Fifi invite the toys?

Yes, she will.

4 Will Fifi bring her music player?

No, she won't.**6 Talk with your friend.**

Will Fifi buy sweets?

No, she won't.

**7 Listen and say the chant.**

There's a bear
on the chair
and a fairy
in my hair.

Unit 8**6 Talk with your friend.**

- Tell the class that they are going to ask each other about what Fifi will do to prepare Katie's party.
- Ask two pupils to demonstrate the exercise by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the exercise. Monitor and help them if necessary.

7 Listen and say the chant.

- Ask pupils to look at the picture and to name the things, e.g. *chair, bear*.
- Play the audio and ask pupils to follow the chant in their books.
- Draw pupils' attention to the highlighted letters *ear* and *air*. Then practise the pronunciation of *bear* /beər/, *chair* /tʃeər/, *fairy* /feəri/ and *hair* /heər/.
- Say the chant and encourage pupils to repeat after you.
- Play the audio again and ask pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write the short form.**Answers**

- 1 I'll come to your party. (example)
- 2 She won't clean the room.
- 3 They'll visit the zoo.
- 4 We won't have dinner.
- 5 He won't go to the sports centre.
- 6 You won't buy biscuits and sweets.

2 Write questions.**Answers**

- 1 Will they decorate the toy room? (example)
- 2 Will you invite your friends?
- 3 Will he bring his music player?
- 4 Will she make a birthday cake?

3 Look, read and write.**Answers**

- | | | |
|-----------------------|-------------|--------------|
| 1 they will (example) | 2 he won't | 3 they will |
| 4 they won't | 5 they will | 6 they won't |
| 7 they will | | |

Activity Book

Pupils can now do the exercises in Unit 8, Lesson 8b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *invite, biscuit, sweet, clean*

3 Read and learn. (Stage 2)

- Write on the board *Will Bianca clean the toy room? Yes, she will.* Read out the question and short answer and ask pupils to repeat. Then write *Will Bianca buy the biscuits? No, she won't.* and ask pupils to repeat.
- Ask pupils to read the questions and short answers in the **Read and learn** box.

Optional activity

For this exercise, you need the word cards for *buy a present, buy biscuits, clean the toy room, play the guitar, invite all the toys, bring the music player* and the cards with the toys' names.

- Place the word and the name cards face down in two piles on a table. Pick up a card from each pile and ask pupils to ask a question, e.g. *Will Pete play the saxophone?* The other pupils should answer *No, he won't*.
- Continue with the exercise until each pupil has had at least one turn at asking and answering.

5 Write the answers.

- Ask pupils to look at the picture and explain that Fifi is planning a birthday party for Katie. Draw pupils' attention to the list of things to do. Elicit the meaning of a ✓ (Fifi will do this) and an X (Fifi won't do this) next to each item.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | |
|----------------------------|------------------|
| 1 No, she won't. (example) | 2 Yes, she will. |
| 3 Yes, she will. | 4 No, she won't. |

Lesson aims

- To learn the words *plate*, *cup*, *banner*, *invitation*
- To develop reading skills
- To develop writing skills

Materials

Flashcard: *invitation*

Real objects: *plate*, *cup*, *banner*, *invitation*

Checking homework

- Check pupils' answers in the Activity Book, Unit 8, Lesson 8b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Ask groups of pupils to read out the story on page 104 of the Pupil's Book (Unit 8, Lesson 8b).

Vocabulary presentation

You can use the pictures at the top left of page 108 of the Pupil's Book to teach the new words. Alternatively, you can use real objects.

- Hold up a *plate* and say the word. Ask pupils to repeat it. Follow the same procedure to teach the rest of the new words.
- Practise the pronunciation, especially in *cup* /ʌ/ and *invitation* /ei/.

1 Listen and sing.

- Tell pupils to cover the text and to look at the picture of the party. Help them to make sentences, e.g. *There are some plates/cups.*
- Tell pupils to read the song quickly and find the new words.
- Play the audio and ask pupils to follow the song in their books.
- Say the song, one line at a time, and encourage pupils to repeat after you.
- Play the audio again and ask pupils to sing along.

2 Write.

- Draw pupils' attention to the words in the box and the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 cup (example) 2 plate 3 banner 4 invitation

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 8 at the back of the Pupil's Book. Once they have done so, ask them to name the items and to decide where each sticker belongs.
- Tell pupils to put the stickers on the right square in their books. Monitor and help them if necessary.

1 Listen and sing.

Next Saturday my brother will be ten.
We're going to have a party.
It's going to start at ten.
Birthday banners and birthday cups,
Birthday invitations and birthday hats!
We're going to buy birthday plates.
We're going to make a cake.
Isn't that great?

2 Write.

plate invitation cup banner

1 This is a birthday cup .
2 This is a birthday plate .
3 This is a birthday banner .
4 This is a birthday invitation .

3 Read and find the stickers.

| | |
|---------------|-----------|
| Tom | Joe |
| 1 invitations | 2 cups |
| Fiona | Anna |
| 3 plates | 4 banners |

4 Write.

1 Tom is going to buy birthday invitations.
2 Joe is going to buy birthday cups.
3 Fiona is going to buy birthday plates.
4 Anna is going to buy birthday banners.

4 Write.

- Point to the example, drawing pupils' attention to *Tom* and *invitations*.
- Now ask pupils to tell you what they have to write for items 2–4.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 Tom is going to buy birthday invitations. (example)
2 Joe is going to buy birthday cups.
3 Fiona is going to buy birthday plates.
4 Anna is going to buy birthday banners.

Kids' planet

1 Read.

- Ask pupils what they can see in the picture. A girl is writing a party invitation.
- Hold up the flashcard for *invitation* and ask pupils what information an invitation usually includes. Write their ideas on the board, e.g. day and date, time, place and address.
- Play the audio and ask pupils to follow in their books. Then give them time to read the invitation silently.
- Now ask questions about the information you have written on the board *Whose party is it? Where is it going to be? When is it going to be?*
- Play the audio again. Practise reading around the class.

1 Read.



2 Write Yes or No.

- 1 Wendy is going to be ten next week. No
- 2 Her party is going to be next Saturday. Yes
- 3 It's going to start at half past eight. No
- 4 They're going to play games at the party. Yes
- 5 Wendy has got a music player. No

3 Read, draw and write.

Next Sunday I'm going to have a party. It's going to start at six o'clock. Can you come? Mary

2 Write Yes or No.

- Draw pupils' attention to the example and ask them to find the answer in the text.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where in the text they found the information.

Answers

1 No (example) 2 Yes 3 No 4 Yes 5 No

3 Read, draw and write.

- Ask pupils to describe a party they have had themselves, or one they have been to. Invite them to imagine that they are going to have their own party.
- Ask a pupil to read the model text. Then ask them to highlight what they have to change in the text in order to make the invitation about them.
- Tell pupils to write three sentences for their invitation. Explain that they can base their invitation on the model in the Pupil's Book but that they have to replace the highlighted parts.
- Monitor pupils while they are writing.
- When they have finished, they can decorate their invitations.

Activity Book

Pupils can now do the exercises in Unit 8, Lesson 8c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *plate, cup, banner, invitation*
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a blank card and draw party things on your card.

CLIL, page 110

Social sciences (celebrations)

1 Look and read.

Point out to pupils that there are many special days that are celebrated throughout the world every year. Draw their attention to the photo and ask them to read the caption. Explain that 5th October is a day dedicated to teachers. Point to the list of other global celebrations and ask them if they know any. Ask pupils if they would like to participate in any of these special days and what their favourite celebration is from the ones listed.

2 Match the images with the celebrations in Exercise 1.

Ask pupils to look at Exercise 1 and read the list of celebrations again. Ask them to look at the photos in Exercise 2 and guess which celebration each photo depicts. This can be done in small groups or as a whole class activity. Accept any answer and invite peer correction until the correct answers are given: b 1; c 3; d 5; e 2.

3 Answer the questions about you.

This is an open exercise where pupils are invited to give personal preferences. Allow any answer. To raise the confidence of pupils who may not have formed answers or preferences, you can also have this done in small groups where one pupil can report back on the group's answers.

Values

Discuss the importance of book reading with the pupils. Explain how it helps people develop their understanding of the world and of others, increases our intelligence, and is incredibly entertaining as it frees our imagination in ways that we didn't know were possible. Suggest that pupils bring their favourite books to share with others in class, start a mini reading club at school or just share amazing information or stories that pupils may have picked up from books they have read.

Revision 4

Lesson aims

To revise the language in Units 7–8, including:

- Vocabulary
 - story words
 - city
 - parties
 - places in town
- Grammar
 - Comparative
 - Superlative
 - *going to*: affirmative, negative, questions and short answers
 - *will*: affirmative, negative, questions and short answers

Materials

- Flashcards for *fountain*, *stadium*, *building*, *statue*
- Make word cards for *fast*, *slow*, *small*, *big*, *noisy*, *dirty*, *good*, *bad*, *old*, *young*, *thin*, *fat*, *tall*, *short*, *pretty*, *ugly*, *happy*, *decorate*, *bring*, *invite*, *clean*, *make*, *buy* and *have*.

Review

Invite pupils to show the class the picture they drew and the sentences they wrote for homework. Praise them for their effort. Display their work on the classroom walls.

Checking homework

- Check pupils' answers in the Activity Book, Unit 8, Lesson 8c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Explain to pupils that this lesson reviews the language they have learnt in Units 7 and 8.

For all the exercises, encourage pupils to read out the instructions and tell you what they have to do. Guide them gently if they have difficulties understanding. The ability to understand instructions will gradually develop pupils' independence as learners and boost their confidence.

1 Write.

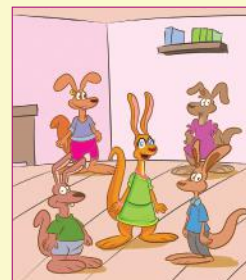
- Stick the flashcards for *fountain*, *building*, *statue* and *stadium* on the board. Spell a word, e.g. B–U–I–L–D–I–N–G and ask pupils to point to the word card and say the word. Now ask individual pupils to spell a word while the class points to the word card and calls out the word.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class, asking pupils to spell the words they have written.

Answers

1 fountain (example) 2 building 3 statue 4 stadium

Revision 4

3 Write the superlative.



1 Write.



1 fountain



2 building



3 statue



4 stadium

2 Write the comparative.



- 1 Robbie is taller (tall) than Fifi.
- 2 The lorry is noisier (noisy) than the jeep.
- 3 The helicopter is faster (fast) than the motorbike.
- 4 Katie is younger (young) than Robbie.
- 5 Your bike is better (good) than my bike.
- 6 Pete is older (old) than Fifi.

- 1 Katie is the tallest (tall) kangaroo in the toy room.
- 2 The prince is the worst (bad) rider in the world.
- 3 My uncle is the funniest (funny) person in our family.
- 4 This statue is the biggest (big) statue in the museum.
- 5 Jimmy is the fastest (fast) jeep in the toy room.
- 6 This is the best (good) toy shop in the city.

2 Write the comparative.

- Write *helicopter* and *motorbike* on the board. Hold up the word card *fast*. Point to *helicopter* and *fast* and ask pupils to make sentences e.g. *The helicopter is faster than the motorbike*. Draw their attention to the spelling. Repeat the procedure with more adjectives.
- Now stick the word cards for *good* and *bad* on the board and ask pupils to tell you the comparative forms.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 89 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

1 taller (example) 2 noisier 3 faster
4 younger 5 better 6 older

3 Write the superlative.

- Write *princess* on the board. Stick the word cards *pretty*, *bad* and *good* on the board. Point to the *princess* and *pretty* and ask pupils to make sentences e.g. *The princess is the prettiest princess (in the world)*. Repeat the procedure with the rest of the nouns and adjectives.
- Now stick the rest of the adjective word cards on the board and ask pupils to tell you the superlative forms. Include the irregular forms for *good* and *bad*. Draw their attention to the use of *the* and the spelling.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 93 of the Pupil's Book.
- Check the exercise orally with the class.

Revision 4

4 Complete the sentences. Use **going to**.

- Next week the toys are going to have (have) a party.
- Katie is going to invite (invite) Simon and Bianca.
- Pete and Fifi are going to buy (buy) birthday cups and plates.
- Lenny is going to bring (bring) biscuits and sweets.
- The princess is going to make (make) a big cake.
- The toys are going to dance (dance) all night.

5 Complete the questions and answers. Use **going to**.

buy invite bring decorate play

- Are you going to bring your camera? Yes, I am.
- Is Katie going to invite the king? Yes, she is.
- Are Robbie and Pete going to buy a dress for Fifi? No, they aren't.
- Is Lenny going to play his saxophone? Yes, he is.
- Are Simon and Bianca going to decorate the toy room? Yes, they are.

6 Write 'll or won't.

- I'm thirsty. I 'll drink some orange juice.
- It's very cold! I 'll close the window.
- It's very hot today. I won't wear my coat.
- I'm not hungry. I won't have dinner now.
- I'm very tired. I won't play basketball today.
- My bike is dirty. I 'll clean it.

7 Write about you.

Next Saturday I'm going to visit my grandma. We're going to see a movie and we're going to have a picnic in the park.

Pupil's own answer

Answers

- 1 the tallest (example) 2 the worst 3 the funniest
4 the biggest 5 the fastest 6 the best

4 Complete the sentences. Use **going to**.

- Stick the word cards for *decorate, bring, invite, clean, make, buy, have* on the board. Then write *Next week the toys ...* and ask pupils to complete the sentence. Choose other cards and encourage pupils to make more sentences, e.g. *bring/sweets, clean/the toy room*.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 101 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 are going to have (example)
2 is going to invite
3 are going to buy
4 is going to bring
5 is going to make
6 are going to dance

5 Complete the questions and answers. Use **going to**.

- Draw pupils' attention to the example and ask a pupil to read out the sentence.

Revision 4

- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 101 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 Are, going to bring, am (example)
2 Is, going to invite, is
3 Are, going to buy, aren't
4 Is, going to play, is
5 Are, going to decorate, are

6 Write 'll or won't.

- Draw pupils' attention to the example and ask two pupils to read out the question and short answer.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 105 of the Pupil's Book.

Answers

- 1 'll (example) 2 'll 3 won't
4 won't 5 won't 6 'll

7 Write about you.

- Tell pupils that they have to write about what they are going to do next Saturday or Sunday. Ask them to read the model text and highlight the words they have to change in order to write about themselves.
- Monitor them while they are writing and help them correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Revision 4. You can set some or all of these exercises for homework.

Key to Tests

Unit 1 Test

- 1
1 Penguins, snow (example)
2 Camels, desert
3 Cows, farm
4 Seals, sea
5 Tigers, jungle
6 Whales, sea
- 2
1 live (example); 2 dances; 3 don't live;
4 eats; 5 doesn't; 6 watches
- 3
1 Does, she doesn't (example)
2 Do, they don't
3 do, we don't
4 Do, I/we don't
5 Does, he doesn't
6 Does, he/she doesn't

Unit 2 Test

- 1
1 mustn't, watch (example);
2 must, help; 3 must, turn;
4 must, wear; 5 mustn't, surf
6 mustn't, go
- 2
1 b (example); 2 d; 3 f; 4 a; 5 c; 6 e
- 3
1 d (example); 2 e; 3 c; 4 b; 5 a; 6 f

Unit 3 Test

- 1
1 cupboard (example); 2 mirror;
3 shelf; 4 armchair; 5 attic;
6 curtains
- 2
1 behind (example); 2 in; 3 on;
4 next to; 5 under; 6 behind
- 3
1 There aren't any (example)
2 There are some
3 There are some
4 there aren't any
5 There are some
6 There aren't any

Unit 4 Test

- 1
1 weren't (example); 2 was (example);
3 were; 4 wasn't; 5 were; 6 was;
7 weren't
- 2
1 Was, Yes, was (example)
2 Were, No, weren't
3 Was, Yes, was
4 Were, Yes, were
5 Was, No, wasn't
6 Was, No, he wasn't
- 3
1 cold (example) 4 windy
2 sunny 5 hot
3 cloudy 6 cold

Unit 5 Test

- 1
1 toy shop 4 library
(example) 5 museum
2 sports centre 6 park
3 gallery

2

- 1 visited (example); 2 didn't play
(example); 3 cooked; 4 opened;
5 didn't watch; 6 danced;
7 didn't close

3

- 1 Did, watch, Yes, did (example)
2 Did, visit, No, didn't
3 Did, go, No, didn't
4 Did, play, Yes, did
5 Did, paint, No, didn't
6 Did, enjoy, Yes, did

Unit 6 Test

- 1
1 March (example), April (example),
May
2 June, July, August
3 September, October, November
4 December, January, February
- 2
1 went (example) 4 bought
2 saw 5 had
3 rode 6 took
- 3
1 Did they have, Yes, did (example)
2 Did he fly, No, didn't
3 Did they see, No, didn't
4 Did she swim, Yes, did
5 Did they go, No, didn't
6 Did they buy, Yes, did

Unit 7 Test

- 1
1 worse than (example); 2 taller than;
3 thinner than; 4 faster than;
5 smaller than; 6 younger than
- 2
1 the dirtiest (example)
2 the best
3 the prettiest
4 the ugliest
5 the noisiest
6 the happiest
- 3
Please check pupils have coloured in
correctly.

Unit 8 Test

- 1
1 Are, going to wear (example)
2 Is, going to make
3 Is, going to take
4 Are, going to clean
5 Are, going to buy
6 Is, going to play
- 2
1 b (example) 4 a
2 d 5 c
3 f 6 e
- 3
1 No, she won't. (example)
2 Yes, she will.
3 No, she won't.
4 Yes, she will.
5 Yes, she will.
6 No, she won't.

Term Test 1 (Units 1–4)

- 1
1 shark (example) 4 seahorse
2 turtle 5 cow
3 seal 6 dolphin
- 2
1 Do, No, they don't. (example)
2 Do, No, they don't.
3 Does, Yes, it does.
4 Do, Yes, they do.
5 Does, No, it doesn't.
6 Do, Yes, they do.
- 3
Please check pupils have drawn the
correct time on the clocks.
- 4
1 g (example); 2 d; 3 f; 4 b;
5 c; 6 e; 7 a
- 5
1 How much 4 How many
(example) 5 some
2 some 6 any
3 any
- 6
1 Were, they were (example)
2 Was, it wasn't
3 Was, she wasn't
4 Was, it was
5 Were, they were

Term Test 2 (Units 5–8)

- 1
1 fountain 4 city
(example) 5 statue
2 gallery 6 library
3 building
- 2
1 went (example); 2 bought; 3 rode
4 saw; 5 took; 6 had
- 3
1 Did, close, No, it didn't. (example)
2 Did, dance, Yes, they did.
3 Did, visit, No, I/we didn't.
4 Did, go, Yes, he did.
5 Did, buy, No, he didn't.
6 Did, visit, Yes, they did.
- 4
1 older (example)
2 noisier
3 faster
4 bigger
5 taller
- 5
1 funniest (example)
2 worst
3 prettiest
4 youngest
5 best
- 6
1 Is, going to decorate (example)
2 Are, going to have
3 Is, going to make
4 Are, going to play
5 Are, going to invite
- 7
1 will (example) 4 will
2 won't 5 won't
3 won't

Key to Workbook

Hello!

Pages 4–5

- 1** fairy, pirate, robot, jeep, kangaroo
- 2** 1 family (example); 2 pet; 3 cousin; 4 uncle; 5 aunt
- 3** 11 c – eleven; 12 a – twelve; 13 f – thirteen; 14 e – fourteen; 18 b – eighteen; 20 d – twenty
- 4**
- | | |
|-------------------|----------|
| 1 skirt (example) | 4 scarf |
| 2 coat | 5 boots |
| 3 snowman | 6 gloves |

Pages 6–7

- 5**
- | | |
|--------------------|-------------|
| 1 doctor (example) | 3 policeman |
| 2 cook | 4 nurse |
| | 5 pilot |
- 6** a 4 – cereal (example); b 1 – chicken; c 5 – milk; d 2 – salad; e 6 – bread
- 7** 1 Monday; 2 Tuesday; 3 Wednesday; 4 Thursday; 5 Friday; 6 Saturday; 7 Sunday

Unit 1a

- 1** 1 zoo, jungle; 2 snow; 3 desert; 4 monkey
- 2** 1 live; 2 likes; 3 sleep; 4 has; 5 play; 6 ride
- 3** 1 swims; 2 sleeps; 3 live; 4 eats; 5 help; 6 likes
- 4** 1 She watches TV every day. 2 Tigers live in the jungle. 3 Our friends wear green pyjamas. 4 I have milk for breakfast. 5 Penguins eat fish. 6 His cousins play tennis every day.
- 5** Pupils' own answers.

Unit 1b

- 1** 1 sheep; 2 farm; 3 cow; 4 horse
- 2** 1 doesn't; 2 don't; 3 doesn't; 4 don't; 5 don't; 6 doesn't
- 3** 1 don't; 2 doesn't; 3 doesn't; 4 don't; 5 doesn't; 6 don't
- 4** 1 Does he live in Athens? 2 Do your friends play the guitar? 3 Do you run every morning? 4 Does your sister like milk?

5

- 1 Does it like ice cream? Yes, it does. 2 Does she dance every afternoon? No, she doesn't. 3 Do they run every morning? No, they don't. 4 Do they play the drums every day? Yes, they do. 5 Does he ride his bike to school? Yes, he does. 6 Do you like fish? No, I/we don't.

Unit 1c

- 1** a 2, b 6, c 1, d 4, e 5, f 3
- 2** 1 an elephant; 2 an elephant; 3 a dolphin; 4 an elephant; 5 a dolphin; 6 a dolphin
- 4** 1 Monkeys live in the jungle. 2 Whales live in the sea. 3 Seahorses live in the sea. 4 Tigers live in the jungle.
- 5** 1 elephant; 2 jungle; 3 ears; 4 leaves
- 6** Pupils' own answers.

Unit 2a

- 1** 1 cinema; 2 movie, scary; 3 buy; 4 go
- 2** 1 c; 2 d; 3 e; 4 a; 5 b
- 3** 1 Let's go; 2 Let's climb; 3 Let's play; 4 Let's go; 5 Let's buy; 6 Let's watch
- 4** 1 Let's play; 2 Let's make; 3 Let's fly; 4 Let's buy; 5 Let's have; 6 Let's hide

Unit 2b

- 1** a 2, b 4, c 1, d 3
- 2** 1 mustn't; 2 must; 3 mustn't; 4 must; 5 mustn't; 6 must
- 3** 1 He mustn't turn left. 2 You mustn't go straight on. 3 She mustn't dive. 4 They mustn't stop.
- 4** 1 must; 2 mustn't; 3 mustn't; 4 must; 5 must; 6 mustn't
- 5** 1 My uncle must buy a new car. 2 You mustn't eat that. 3 They must wear their helmets. 4 He mustn't turn left.

6

- 1 must wear; 2 mustn't dive; 3 mustn't go; 4 must buy; 5 mustn't drink; 6 must go

Unit 2c

- 1** a 2, b 1, c 4, d 3
- 2** 1 It's eleven o'clock. 2 It's six o'clock. 3 It's half past nine. 4 It's half past three.
- 3** Check that pupils have drawn the correct time on the clocks.
- 5** 1 He gets up at eight o'clock. 2 He brushes his teeth at half past eight. 3 He goes to school at nine o'clock. 4 He plays basketball at two o'clock.
- 6** 1 seven o'clock; 2 half past seven; 3 eight o'clock; 4 three o'clock
- 7** Pupils' own answers.

Revision 1 Units 1–2

- 1** 1 seal; 2 sheep; 3 cow; 4 shark; 5 horse; 6 dolphin
- 2** 1 don't; 2 doesn't; 3 don't; 4 doesn't; 5 don't; 6 don't
- 3** 1 Does she run every morning? Yes, she does. 2 Do they live on a farm? No, they don't. 3 Do they like chicken? Yes, they do. 4 Does he brush his teeth every morning? Yes, he does. 5 Does he help his mum? No, he doesn't. 6 Does she walk to school every morning? No, she doesn't.
- 4** 1 It's half past eleven. 2 It's three o'clock. 3 It's seven o'clock. 4 It's half past nine.
- 5** 1 Let's cook; 2 Let's have; 3 Let's play; 4 Let's go; 5 Let's see; 6 Let's hide
- 6** 1 must stop; 2 mustn't dive; 3 must wear; 4 must buy; 5 mustn't watch; 6 must go
- Unit 3a**
- 1** 1 house, curtain, ghost; 2 sofa; 3 attic

Key to Workbook

- 2
1 There's; 2 There are; 3 There's;
4 There's
- 3
1 There's; 2 There are; 3 There are;
4 There's; 5 There are
- 4
1 in; 2 next to; 3 behind; 4 on;
5 under
- 5
1 There's a lamp on the desk.
2 There's a chair under the umbrella.
3 There are four children behind the tree.
4 There are two cats on the sofa.

Unit 3b

- 1
1 No; 2 Yes; 3 No; 4 Yes
- 2
1 treasure chest; 2 silver;
3 diamonds; 4 gold
- 3
1 some, any; 2 any, some; 3 some, any
- 4
1 There are some; 2 There are some;
3 There aren't any; 4 There aren't any;
5 There are some;
6 There are some
- 5
1 How many oranges are there?
2 How much milk is there?
3 How much juice is there?
4 How many apples are there?
5 How much cheese is there?
6 How many eggs are there?

Unit 3c

- 1
a 4, b 3, c 2, d 1
- 2
1 on; 2 in front of; 3 under; 4 behind;
5 next to
- 4
1 There's a mirror next to the bookcase.
2 There are two clocks on the shelf.
3 There are three diamonds in the cupboard.
4 There's a treasure chest under the armchair.
- 5
1 sofa; 2 armchair; 3 mirror;
4 shelf
- 6
Pupils' own answers.

Unit 4a

- 1
1 funfair; 2 carousel, horses;
3 noisy; 4 great
- 2
1 were; 2 were; 3 was; 4 was
- 3
1 was; 2 was; 3 was; 4 were;
5 were; 6 were

- 4
1 The women were at the restaurant.
2 The boy at the cinema.
3 The children were at the funfair.
4 The man was at the supermarket.

Unit 4b

- 1
1 were; 2 were; 3 wasn't; 4 were;
5 was; 6 wasn't
- 2
1 were; 2 was; 3 were; 4 were;
5 was; 6 were
- 3
1 She wasn't at the zoo all day.
2 We weren't at home last night.
3 The magician wasn't angry.
4 Pete and Robbie weren't happy.
5 I wasn't hungry.
- 4
1 Were the toys at the circus?
2 Was Fifi sad?
3 Was your brother angry?
4 Were you at the cinema last night?
- 5
1 Yes, he was. 2 No, she wasn't.
3 Yes, they were. 4 No, they weren't.
5 Yes, she was.
- 6
1 Was he good? Yes, he was.
2 Were they at the funfair?
Yes, they were.
3 Was she at the zoo yesterday?
No, she wasn't.
4 Was he happy? No, he wasn't.

Unit 4c

- 1
a 2, b 5, c 3, d 1, e 4
- 2
1 cloudy; 2 windy; 3 sunny, hot;
4 cold
- 4
1 Last Monday they were at the funfair.
2 Last Wednesday they were at the circus.
3 Last Thursday he was at the cinema.
4 Last Friday she was at the supermarket.
- 5
1 circus; 2 fantastic; 3 bad;
4 acrobat
- 6
Pupils' own answers.

Revision 2 Units 3–4

- 1
1 curtain; 2 shelf; 3 cupboard;
4 mirror; 5 sofa; 6 armchair

- 2
1 There are some
2 There are some
3 There aren't any
4 There aren't any
5 There are some
6 There are some
- 3
1 Were they at the funfair last Sunday? Yes, they were.
2 Was he at the cinema last night? Yes, he was.
3 Was she at the zoo yesterday? No, she wasn't.
4 Were they at the supermarket last night? No, they weren't.
- 4
1 Last Monday it was windy.
2 Last Tuesday it was hot.
3 Last Wednesday it was cloudy.
4 Last Thursday it was cold.
5 Last Friday it was sunny.

Unit 5a

- 1
1 visited, opened; 2 played, watched, chased;
3 talked; 4 closed
- 2
1 opened; 2 visited; 3 played;
4 watched; 5 chased
- 3
1 played; 2 watched; 3 opened;
4 visited; 5 closed; 6 climbed
- 4
1 The shop closed at nine o'clock.
2 The girls danced at the party last Sunday.
3 The boys visited the zoo last Monday.
4 I watched TV with my sister last night.

Unit 5b

- 1
a 4, b 3, c 2, d 1
- 2
1 didn't want; 2 didn't visit; 3 didn't play;
4 didn't open; 5 didn't watch;
6 didn't drop
- 3
1 didn't watch, watched
2 didn't paint, painted
3 didn't play, played
4 didn't visit, visited
- 4
1 Did your brother watch TV last night? 2 Did she visit her grandpa last Sunday? 3 Did his friends play football yesterday? 4 Did you dance at the party last night?

Unit 5c

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

- 2
1 library; 2 gallery; 3 sports centre;
4 museum

- 3
1 was; 2 visited; 3 opened; 4 liked;
5 were

- 5
1 She opened the fridge last night.
2 They dropped their ice creams on
the floor.
3 He visited the museum last
Monday.
4 The shop closed at nine o'clock.

- 6
1 visited; 2 opened; 3 were; 4
closed

- 7
Pupils' own answers.

Unit 6a

- 1
1 went; 2 took; 3 bought; 4 saw,
had

- 2
1 went; 2 had; 3 bought; 4 saw;
5 rode

- 3
1 They had lunch at one o'clock.
2 They took photos at three o'clock.
3 They rode camels at four o'clock.
4 They went to the museum at six
o'clock.

- 4
1 went; 2 was; 3 had; 4 saw;
5 rode; 6 took

Unit 6b

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

- 2
1 They didn't go to Athens last
summer.
2 We didn't fly our kites in the park.
3 They didn't swim in the lake.
4 She didn't see a scary movie.
5 He didn't buy a new camera.
6 I didn't have milk and cereal for
breakfast.

- 3
1 Did she go to the zoo?
2 Did they buy souvenirs?
3 Did you see a scary movie?
4 Did he ride his scooter?

- 4
1 Did they go to a city?
2 Did he buy a new scooter?
3 Did she ride her bike to school?
4 Did they see a scary movie?
5 Did he fly his kite in the park?
6 Did she swim in the river?

Unit 6c

- 1
1 January; 2 February; 3 March;

- 4 April; 5 May; 6 June; 7 July;
8 August; 9 September; 10 October;
11 November; 12 December

- 2
Spring: April; Summer: July, August;
Autumn: September, October; Winter:
January

- 4
1 Last spring she went to Athens.
2 Last autumn she went to Paris.
3 Last summer she went to Egypt.
4 Last winter she went to London.

- 5
1 went; 2 was; 3 rode; 4 took;
5 had

- 6
Pupils' own answers.

Revision 3 Units 5-6

- 1
1 sports centre; 2 gallery;
3 museum; 4 library; 5 village;
6 city

- 2
1 visited; 2 went; 3 had; 4 opened;
5 bought; 6 watched

- 3
1 The restaurant didn't close at ten
o'clock.
2 She didn't swim in the pool.
3 They didn't buy a new scooter.
4 I didn't visit the sports centre.
5 They didn't go to a big city.
6 He didn't have fish for dinner.

- 4
1 Did they go to the village?
2 Did they take photos?
3 Did they visit the zoo?
4 Did they buy souvenirs?

- 5
1 Yes, he did. 2 No, they didn't.
3 No, she didn't. 4 Yes, they did.
5 No, he didn't. 6 Yes, she did.

- 6
1 Summer; 2 Winter; 3 Autumn;
4 Spring

Unit 7a

- 1
1 race, faster; 2 bigger; 3 better,
winner

- 2
1 faster; 2 bigger; 3 slower;
4 smaller; 5 taller

- 3
1 faster; 2 bigger; 3 smaller;
4 slower; 5 taller; 6 shorter

- 4
1 fatter than; 2 worse than;
3 shorter than; 4 faster than;
5 bigger than; 6 older than

- 5
1 younger than; 2 taller than;
3 shorter than; 4 thinner than;
5 smaller than

Unit 7b

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

- 2
1 the dirtiest; 2 the best;
3 the noisiest; 4 the prettiest;
5 the smallest

- 3
1 the ugliest; 2 the thinnest;
3 the prettiest; 4 the fattest;
5 the shortest; 6 the tallest

- 4
1 taller than; 2 shorter than;
3 the shortest; 4 older than;
5 younger than; 6 the youngest

Unit 7c

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

- 2
1 fountain; 2 building; 3 fountain;
4 statue; 5 stadium; 6 building

- 3
Please check pupils have coloured the
pictures correctly.

- 5
1 fatter than; 2 taller than; 3 faster
than; 4 bigger than

- 6
1 older; 2 taller; 3 thinner; 4 than

- 7
Pupils' own answers.

Unit 8a

- 1
1 going to be
2 going to decorate, going to buy
3 going to bring, going to dance

- 2
1 are going to
2 are going to
3 is going to
4 is going to
5 are going to

- 3
1 is going to dance
2 am going to have
3 are going to bring
4 are going to play
5 is going to buy
6 is going to paint

- 4
1 He is going to buy a new car.
2 She is going to buy a new watch.
3 They are going to buy a new
scooter.
4 They are going to buy new dresses.
5 He is going to buy a new camera.

- 5
Pupils' own answers.

Key to Workbook

Unit 8b

- 1** 1 invite; 2 clean; 3 buy; 4 play
- 2** 1 b, 2 d, 3 c, 4 e, 5 a
- 3** 1 He won't buy a new car.
2 They'll clean the living room.
3 We won't play tennis after school.
4 She'll buy sweets for the party.
5 He won't bring his music player.
- 4** 1 will buy
2 will not buy
3 will not buy
4 will buy
- 5** 1 Will your brother go to the cinema?
2 Will they clean the living room?
3 Will you play football after school?
4 Will his aunt buy a new car?
- 6** 1 No, he won't. 2 Yes, he will.
3 No, he won't. 4 Yes, he will.

Unit 8c

- 1** a 4, b 3, c 1, d 2
- 2** 1 invitation; 2 banner; 3 plate;
4 cup

- 3** 1 plates; 2 banner; 3 cups;
4 invitations
- 5** 1 They are going to decorate the room.
2 She is going to make a cake.
3 He is going to buy sweets.
4 They are going to clean the room.

- 6** 1 be; 2 have; 3 invite; 4 make;
5 bring; 6 sing

- 7** Pupils' own answers.

Revision 4 Units 7-8

- 1** 1 cup; 2 banner; 3 plate; 4 invitation
- 2** 1 faster than
2 taller than
3 younger than
4 bigger than
5 better than
6 thinner than
- 3** 1 the fattest
2 the funniest
3 the best
4 the worst
5 the prettiest
6 the longest

- 4** 1 are going to play
2 is going to buy
3 am going to paint
4 are going to have
5 are going to decorate
6 is going to visit
- 5** 1 Are they going to
2 Is she going to
3 Is he going to
4 Are they going to
- 6** 1 won't; 2 'll; 3 'll; 4 won't;
5 won't; 6 'll