



# Young 3 Achievers

Teacher's Book

# Young 3 Achievers

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## Achieving goals with Young Achievers!

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

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

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

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

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

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



# Take a tour of the Student's Book

## Lesson 1

Each unit opens with a **cartoon** featuring a group of school children which introduces the topics and themes of the unit.



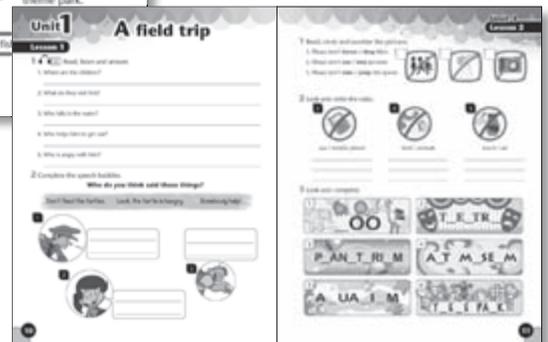
## Lesson 2

Throughout the Student's Book, **vocabulary** is presented using **illustrations** and **photos** in order to provide children with a visual record.



**Grammar** is integrated into every lesson through model texts. Children then move towards independent use of the language.

## Activity Book



# Lesson 3

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

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

**Unit 1 Lesson 3**

**1** Read the letter and answer the questions.

**SUNNYVILLE SCHOOL**  
Valley road, Sunnyville.

Dear Parents,  
Tomorrow is Class 3's trip to the zoo. Remember to give your child a packed lunch and they can bring a camera too. Your child can bring some money to spend in the gift shop. Unfortunately, we can't feed or touch the animals, so please remind your child. Yours faithfully,  
*Mrs. Taylor*

**Yes, you can. No, you can't**

 1. Can I take my camera? \_\_\_\_\_  
2. Can we bring food? \_\_\_\_\_  
3. Can we touch the animals? \_\_\_\_\_  
4. Can we go to the gift shop? \_\_\_\_\_  
5. Can I feed the animals? \_\_\_\_\_

**2** Order and write the questions.

1. snack / I / can / buy / a \_\_\_\_\_?  
2. we / touch / the / can / monkey \_\_\_\_\_?  
3. take / can / we / pictures \_\_\_\_\_?  
4. I / to / go / can / toilet / the \_\_\_\_\_?  
5. can / have / I / apple / an \_\_\_\_\_?

**3** Look and number.

**Grammar**  
Can we take pictures?  
Yes, you can. No, you can't.

**12**

# Lesson 4

**Songs and chants** feature in every unit. Fun lyrics and catchy tunes motivate children to participate and become more confident.

**Unit 1 Lesson 4**

**1** Listen, complete and chant.

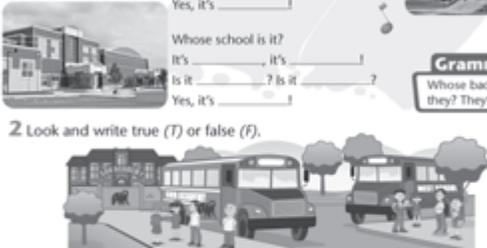
hers his mine ours (2) theirs (2) yours

**Whose school is it?**  
Whose school is it?  
It's \_\_\_\_\_, it's \_\_\_\_\_.  
Is it \_\_\_\_\_? Is it \_\_\_\_\_?  
Yes, it's \_\_\_\_\_!

**Whose school is it?**  
Whose school is it?  
It's \_\_\_\_\_, it's \_\_\_\_\_.  
Is it \_\_\_\_\_? Is it \_\_\_\_\_?  
Yes, it's \_\_\_\_\_!

**Grammar**  
Whose backpacks are they? They're ours.

**2** Look and write true (T) or false (F).



1. Whose bus is it?  It's ours. \_\_\_\_\_

2. Whose uniforms are they?  They're theirs. \_\_\_\_\_

3. Whose backpack is it?  It's hers. \_\_\_\_\_

4. Whose school is it?  It's ours. \_\_\_\_\_

5. Whose tennis shoes are they?  They're mine. \_\_\_\_\_

6. Whose mascot is it?  It's ours. \_\_\_\_\_

**13**

## Activity Book

**Activity Book**

**Lesson 3**

**1** Decide and write the questions.

1. Can I take my camera?  
2. Can we bring food?  
3. Can we touch the animals?  
4. Can we go to the gift shop?  
5. Can I feed the animals?

**2** Look and number.

**3** Look and write true (T) or false (F).

**Lesson 4**

**1** Listen, complete and chant.

Whose school is it?  
It's \_\_\_\_\_, it's \_\_\_\_\_.  
Is it \_\_\_\_\_? Is it \_\_\_\_\_?  
Yes, it's \_\_\_\_\_!

**2** Look and write true (T) or false (F).

1. Whose bus is it? \_\_\_\_\_  
2. Whose uniforms are they? \_\_\_\_\_  
3. Whose backpack is it? \_\_\_\_\_  
4. Whose school is it? \_\_\_\_\_  
5. Whose tennis shoes are they? \_\_\_\_\_  
6. Whose mascot is it? \_\_\_\_\_

# Lessons 5 and 6

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

**Unit 1 Lesson 5**

## The magic clean-up book

**Part 1**

Megan and Paul live in Summertown. They are worried because their town is very dirty and untidy. There is litter on the streets, graffiti on the walls and the lake hasn't got any fish any more. Today, Megan and Paul are at a book fair. There are many stands and tents full of books. There's a blue tent with coloured lights that looks really interesting.

'Can I help you?' asks a voice. Megan and Paul turn around and see a thin old man with thick glasses. He isn't wearing any shoes, just yellow and orange socks.

'Can I help you find a particular book?' the strange man asks. 'Um, yes,' Paul replies, 'we're looking for a book about how to clean up a town.'

'Follow me, I have just the book you need,' says the old man as he opens a secret door of the tent. The children follow him. There are a lot of big, colourful books.

The man takes a heavy old book and gives it to Paul. It is called *The magic clean-up book*. Paul and Megan say 'Thank you,' but the old man has disappeared!

Paul opens the big old book and a purple light shines out of the pages. Suddenly, the children are flying high in the air on the back of a purple dragon! Below them they see rivers, lakes, towns and forests.



**1** Read and listen to the story.

**2** Read and match.

1. What's the problem in Summertown?  Yellow and orange socks.
2. What are Paul and Megan looking for?  A thin old man.
3. Who speaks to them?  It's very dirty and untidy.
4. What's the old man wearing?  A purple dragon.
5. What does the man give them?  A book about cleaning a town.
6. What are the children riding?  A heavy old book.

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**Unit 1 Lesson 6**



The dragon is flying over a town with green fields, a clean lake full of fish, clean streets and gardens with fruit and vegetables growing in them. 'Welcome to our town,' says the dragon. The dragon lands in a field next to a big house. 'This is a beautiful house,' says Megan. 'Whose house is it? Can we go in?' 'It's the king's house,' says the dragon. 'Go through that wooden door.'

The children open the heavy door and see a man wearing elegant robes and a gold crown. 'It's the old man from the book fair!' Megan whispers to Paul.

'Come in, children. Let me show you my house!' says the king.

They follow the king down a long corridor. On the walls there are hundreds of clocks. Each clock has the name of a place under it. Paul points to the Summertown clock. 'Look, that's ours! But why aren't the hands moving?' 'Because you are here in Greentown,' says the king.

They continue walking around the king's house until they come to the dining room. There is a long wooden table in the middle of the room. The air is full of delicious smells – soup, bread, homemade apple pie. The children are hungry! 'Let's eat!' says the king. They sit down to eat and musicians come into the room to sing and entertain them.

**1** Read and listen to the story.

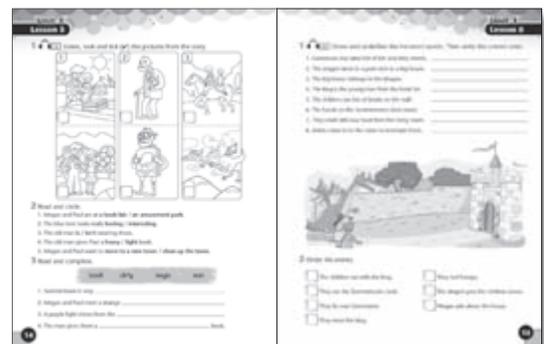
**2** Read and complete the sentences.

1. Greentown looks like Summertown except much \_\_\_\_\_.
2. The dragon lands in a field \_\_\_\_\_ a big house.
3. The king is wearing \_\_\_\_\_ robes.
4. Paul and Megan see a lot of \_\_\_\_\_ on the walls.
5. The food smells \_\_\_\_\_.
6. \_\_\_\_\_ entertain them as they eat.

**15**

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

## Activity Book



The activity book pages contain various exercises including matching, reading comprehension, and sequencing tasks. The first page shows a grid of illustrations for a sequencing exercise. The second page has a list of questions and a matching exercise.

# Lesson 7

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

The children have opportunities to practise the language, to **gain confidence in speaking** and using English.

**Unit 1 Lesson 7**

1 Listen and number.

**Grammar**  
Is she looking for souvenirs?  
Yes, she is. / No, she isn't.

2 Read, look and circle.

1. Is she looking for souvenirs?	Yes, she is. / No, she isn't.
2. Are they listening to the guide?	Yes, they are. / No, they aren't.
3. Is she taking a picture?	Yes, she is. / No, she isn't.
4. Are they watching a performance?	Yes, they are. / No, they aren't.
5. Is he eating a snack?	Yes, he is. / No, he isn't.
6. Is he buying a souvenir?	Yes, he is. / No, he isn't.
7. Is it posing for a picture?	Yes, it is. / No, it isn't.
8. Is she explaining the exhibit?	Yes, she is. / No, she isn't.

3 Correct the negative statements with a classmate.

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# Lesson 8 - Phonics

Children develop their **pronunciation** through **Phonics** by focusing on specific sounds and letters. In the early levels the focus is on initial sounds, but as their skills develop children move on to work with silent letters, minimal pairs and consonant clusters.

**Unit 1 Lesson 8 Phonics**

1 Listen and say the poem.

**The Funny King**  
This is a funny king.  
He wears a ruby(ring).  
He likes to sing a song,  
When he plays(ring) pong.  
His gold isn't in the bank,  
It's in the fish tank!  
His jewels are in the sink.  
Except his crown, which is pink!

2 Listen and colour the objects in the picture.

3 Listen, circle and repeat.

1  sing / sink	2  sing / sink	3  wing / wink
4  wing / wink	5  bank / bang	6  bank / bang
7  sting / stink	8  sting / stink	9  ring / wrong
		10  ring / wrong

17

## Activity Book

# Lesson 9 - CLIL

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

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

**Unit 1 Lesson 9 Achieve!**

1 Read and number.

welcome to the insect museum!

**1. Ants**  
They live in colonies. There are worker ants and queen ants in a colony. Queen ants lay eggs. The worker ants feed the queen. Ants communicate through chemicals. When a worker ant finds food, it leaves a chemical trail. Other worker ants smell the chemical and can find the food. A worker ant lives for one to three years, but a queen ant can live for thirty years!

**2. Dragonflies**  
They have long bodies and four transparent wings. They can fly in six directions: up, down, forward, backward and side to side. Dragonflies lay their eggs in the water and young dragonflies live in the water. They leave the water when they are adults. They eat flies, ants, mosquitoes and butterflies.

**3. Fireflies**  
They live in hot and humid places and are active at night. Their bodies are brown but they can produce red, green and yellow light. Fireflies make light from special chemicals in their abdomens. They use the light to find other fireflies at night.

**4. Crickets**  
They have long antennae, wings and thick back legs. They can jump and fly. Male crickets can also sing or chirp. They chirp to attract female crickets. To make this sound, they rub their wings together. When it is hot in the summer, crickets chirp louder. In Japan, some people keep crickets as pets!

2 Read and complete.

ant (a) crickets (a2) dragonflies (a3) fireflies (a4)

1. \_\_\_\_\_ can fly in six directions. 5. \_\_\_\_\_ are pets in Japan.  
2. \_\_\_\_\_ can produce light. 6. The workers feed the queen \_\_\_\_\_.  
3. Males chirp to attract female \_\_\_\_\_. 7. \_\_\_\_\_ are active at night.  
4. \_\_\_\_\_ communicate through chemicals. 8. \_\_\_\_\_ eat flies and mosquitoes.

18 **Achieve more!**

# Lesson 10 - Culture

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

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

**Unit 1 Lesson 10 The London Eye**

1 Read and answer the questions with a classmate.

A trip to London is always exciting. There is so much to see and do in this famous historic city. The big wheel, called the London Eye, is a popular tourist attraction - more than 3 million people visit it every year!

As it turns round, you can see lots of other famous buildings and parks, up to 40 km away! It has 32 capsules and each one can carry 25 people, that means 800 passengers at a time, the same as 11 London buses!

The wheel moves slowly and the trip from start to finish takes about 30 minutes. It doesn't stop for people to get on and off. It is so slow you can simply walk on and off.

The whole London Eye weighs 2,100 tonnes, or the same as 1,272 London taxis!

The London Eye is 135 m high. That's like 64 telephone boxes on top of each other!

1. Why do you think it's called the London Eye?  
2. How many people can travel on the London Eye at one time?  
3. If you get on at 11 o'clock, what time do you get off?  
4. What colour are London buses?  
5. Do you want to go on it?

2 Complete with numbers.

1. From the top you can see up to \_\_\_\_\_ km away.  
2. The London Eye has \_\_\_\_\_ capsules on it.  
3. It takes \_\_\_\_\_ minutes to complete a circle.  
4. \_\_\_\_\_ million people visit it each year.

3 Tell a classmate about an interesting place to visit where you live.

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**Unit 1 Lesson 9 Achieve!**

1 Order and number.

2 Order the insects.

3 Read and write the names of the insects.

1. They can fly in six directions.  
2. They can produce light.  
3. They are active at night.  
4. They eat flies and mosquitoes.

**Unit 1 Lesson 10 The London Eye**

1 Match the parts of the sentences.

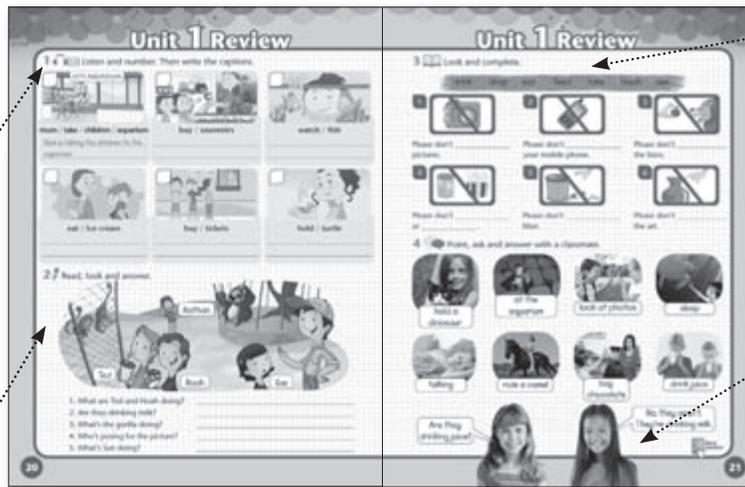
2 Order the sentences.

3 Write your own interesting place to visit where you live.

# Unit Review

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

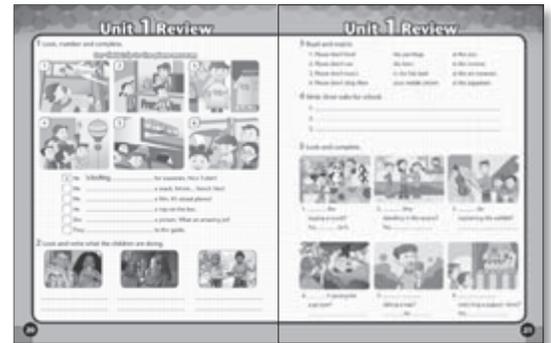
The review **writing task** provides children with the opportunity to bring together all the elements of the unit and personalise them.



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

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

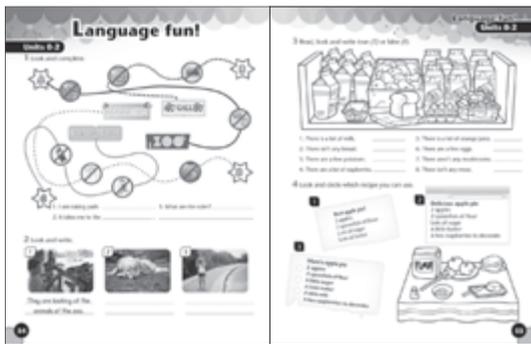
## Activity Book



# Language Fun!

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

## Activity Book



# For the Teacher

## Teacher's Book

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

Language and Skills objectives are clearly listed.

The image shows two pages from the Teacher's Book. The left page is titled 'Unit 1 A field trip' and contains sections for Grammar, Vocabulary, Pronunciation, Recycled language, Language objectives, Skills objectives, and Assessment criteria. The right page is titled 'Unit 1 Overview' and contains sections for Assessment criteria, Materials, Go digital, Key competences, and Social and civic competence. Arrows point from the text on the left to the 'Language objectives' and 'Skills objectives' sections on the left page, and from the text on the right to the 'Assessment criteria' and 'Key competences' sections on the right page.

Assessment guidance in every lesson.

The support material is referenced in every unit and lesson.

The Key competences are listed for each unit.

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

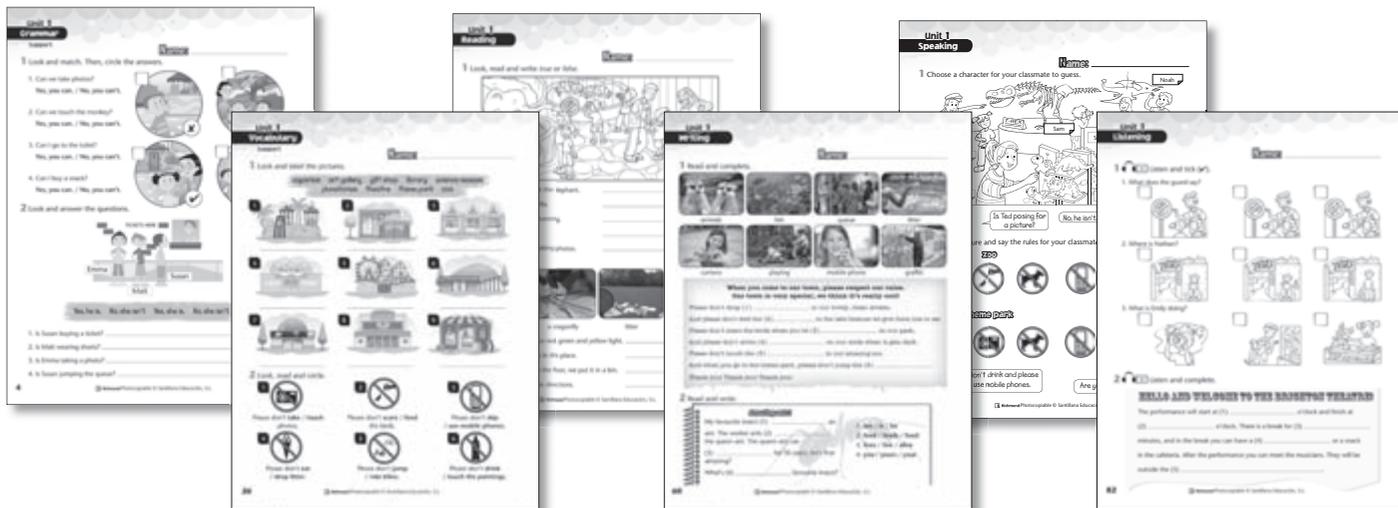
Clear, concise lesson instructions make lesson planning easy. Extra suggestions to enhance the Student's Book activities are included.

The image shows two pages from the Teacher's Book. The left page is titled 'Unit 1 Lesson 1 - SB Page 10' and contains sections for Language objectives, Skills objectives, Materials, Attention to diversity, Warmer, Lead in, 1. Children read and listen, Values, Optional extra, Fast finishers, and Wrap up. The right page is titled 'Unit 1 Lesson 2 - SB Page 11' and contains sections for Initial evaluation, At home, Lesson 2 - SB Page 11, Language objectives, Skills objectives, and Materials. Arrows point from the text on the left to the 'Attention to diversity' section on the left page, and from the text on the right to the 'At home' section on the right page.

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

## Teacher's Resource Material

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



## Teacher's Audio Material

The pack includes 2 audio CDs:

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



## Flashcards and Word Cards

82 photo **flashcards** each with an accompanying **word card** are available on the website for you to print. You can also make them yourself with your students' help out of magazine cut-outs. They are ideal for presenting, reinforcing and reviewing vocabulary. There are also games suggestions in the **Activity Bank** on page 15 of the Teacher's Book. The flashcards are reproduced in the **Picture Dictionary** in the Activity Book.

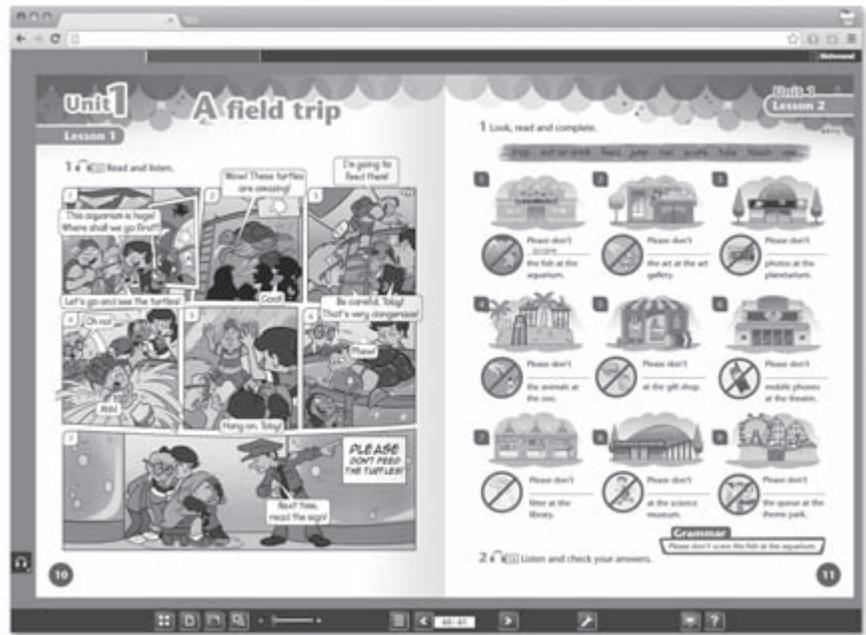


# Go Digital!

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

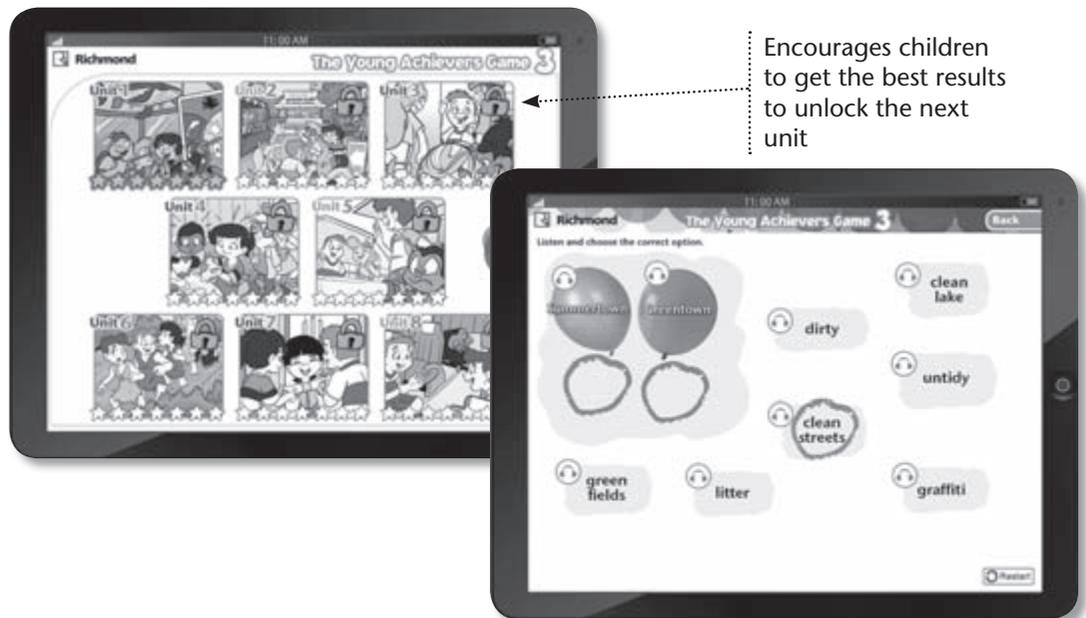
## Digital Book

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



## The Young Achievers Game

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



# Key Competences for Lifelong Learning

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

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

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

LC



## Linguistic competence

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

MST



## Mathematical competence and basic competences in Science and Technology

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

DC



## Digital competence

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

SCC



## Social and Civic competences

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

CAE



## Cultural awareness and expression

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

LL



## Learning to learn

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

IE



## Sense of initiative and entrepreneurship

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

# Activity Bank

## Classroom Dynamics

### Birthdays

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

### Classroom display

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

### Choice

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

### Humour

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

### It costs nothing to be polite

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

### Names

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

### Roles and responsibilities

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

### Start as you mean to go on

The beginning of the class is a key time for promoting a caring dynamic in your class. Have a mini conversation with a couple of students while the rest of the class are listening, ask about their family, likes and dislikes and so

on. This allows everyone to learn more about each other and as you show a genuine interest in each child you will raise their status in the eyes of the whole class.

### Your voice

This is your most powerful teaching tool. How you use your voice is key to getting the students attention and holding their interest but it also gives strong messages about how you feel about them as a class and as individuals. Every time you talk to your class or the individuals in it, you are providing a model of how you want them to talk to each other.

### Teacher as model

Children look to the teacher to set the tone for the class. It is important that we clearly model the kind of behaviour we want to encourage. If they see us being kind, patient and compassionate, they will be likely to copy that in their dealings with each other. Also, if they see that we won't tolerate name-calling, unkindness or any bullying behaviour, they will be more likely to do likewise too.

### Grouping

Have a flexible approach to grouping. Although it's sometimes a good idea to group more able or less able children together so they can work at their level, it can be really demotivating if they feel they are in the less able group. Try to vary groups and pairs of students as much as possible. Always be conscious of dynamics within groups too. If children aren't happy together, this can seriously impede their learning.

### Class rules

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

## Assessment

### Observation

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

Alternatively, choose a specific area of language learning to observe each week.

### Portfolios

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

### Self-assessment

Self-assessment activities can give teachers useful information about how children learn best, how they feel about their progress and what they enjoy about learning English. Self-assessment can take many different forms. To look at learning strategies, why not prepare a questionnaire about the activities that help the children learn new words?

*I learn new words by ...*

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

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

## Attention to Diversity

### Thinking time

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

### Praise

Praise all children, not just for the standard of their work, but for making an effort, showing improvements or

helping others. Be enthusiastic and try to give helpful feedback too. For example, *That's great! Your writing is very clear and neat, it helps me to read it.*

### Working in pairs and groups

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

### Accessible learning

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

### Fast finishers

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

## Flashcards Games

You can print the **Flashcards** provided on the website or make your own with the help of your students out of magazine cut-outs. It will provide lots of fun and an opportunity to engage in some arts and crafts activities. If you wish, you can also prepare them at home and bring them ready to class.

### Can you remember?

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

### Letter by letter

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

### Look and point

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

### Mime games

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

### Pelmanism on the board

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

### Read my lips!

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

### Repeating game

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

### Slow show

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

### What's missing?

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

## Vocabulary Games

### Air writing

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

### Can you remember?

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

### Letter race

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

### Noughts and crosses

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

### Sentence Hangman

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

### Stop the bus!

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

### Word tennis

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

## Grammar Games

### Have you got it?

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

### Odd word out

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

### Sentence Pictionary

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

### What's the missing word?

Divide the class into teams and give each team some pieces of paper. Write a sentence on the board with a missing word: *My sister ... like cheese*. Give the teams 20

seconds to decide the missing word and write it on the paper. Tell the teams to hold up their papers and give points to teams with the correct word.

### Who am I?

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

## Songs and Chants

### Disappearing lyrics

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

### Match the rhymes

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

### Make a recording

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

### Missing words

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

### Predictions

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

### Running dictation

Print the words of a new song and pin it up outside the

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

### Showtime!

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

### Transitions

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

## Narratives

### Making mistakes

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

### Stories that teach

There is an enormous wealth of children's books and stories that deal with a whole range of moral and social issues. If you don't have access to a library, why not start your own collection of edifying children's stories. If you include these in your lessons, you will give your children a much richer education and provide reference points when dealing with some of the issues that may come up.

### Story quiz

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

### Who said that?

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

Unit	Vocabulary	Grammar
<b>0</b> Welcome! page 4	<b>Physical descriptions</b> <b>Animal</b> <b>Seasons</b>  <b>Clothes</b> <b>Rooms and furniture</b>	<b>Questions:</b> <i>when, what</i> <i>have got</i> <b>Ability:</b> <i>can/can't</i> <b>Prepositions of place:</b> <i>in, on, under, behind, in front of, next to</i>
<b>1</b> A field trip page 10	<b>Verbs:</b> <i>drink, drop, eat, feed, jump, run, scare, skip, take, touch, use</i> <b>Entertainment places:</b> <i>aquarium, art gallery, gift shop, library, planetarium, science museum, theatre, theme park, zoo</i>	<b>Imperatives</b> <b>Can for permission:</b> affirmative, negative and interrogative <b>Possessive pronouns:</b> affirmative, negative and interrogative <b>Present continuous:</b> affirmative, negative and interrogative
<b>2</b> Farmers' market page 22	<b>Food:</b> <i>apple, bacon, banana, butter, cheese, egg, fish, honey, jam, meat, milk, mushroom, peanut butter, popcorn, potato, raspberry, sweet corn, sugar, tomato, yoghurt</i>	<b>Countable and uncountable nouns</b> <b>There is/are:</b> affirmative, negative and interrogative <b>Quantifiers:</b> <i>some, a lot, a few, isn't/aren't any, a little</i> <b>How many/much...?</b>
page 34	Language fun! Units 0-2	
<b>3</b> My time page 36	<b>Hobbies and activities:</b> <i>cook, chat online, do gymnastics, go to ballet class, go roller skating, have singing lessons, have swimming lessons, have violin lessons, learn karate, listen to music, play computer games, play football, play in the school band, take pictures</i> <b>Feelings:</b> <i>angry, bored, calm, confused, excited, happy, nervous, sad</i>	<b>like / love / don't like / hate + gerund:</b> affirmative, negative and interrogative <b>How often...? and adverbial phrases:</b> <i>every day, every week, every month, every year</i> <b>Describing abilities:</b> <i>good at, not good at</i>
<b>4</b> A healthy body page 48	<b>Symptoms and illnesses:</b> <i>chicken pox, cough, cut finger, earache, fever, headache, insect bite, runny nose, something in eye, stomach ache, sunburn, toothache</i> <b>Prevention and treatment:</b> <i>blow your nose, call the doctor, drink some water, drink tea and honey, have a nap, have a snack, sit in the shade, wear a warm coat</i> <b>Adjectives:</b> <i>cold, hot, hungry, thirsty, tired</i> <b>Periods of time:</b> <i>day, month, week, year</i>	<b>have got:</b> affirmative, negative and interrogative <b>should for advice:</b> affirmative and negative <b>How often...? and adverbial phrases:</b> <i>once a week, twice a month, three times a year</i>
<b>5</b> Project Earth page 60	<b>Environment:</b> <i>air, bears, bridges, deer, factories, noise, park, pollution, railway, rivers, rubbish, smoke, traffic, trees, water</i> <b>Verbs:</b> <i>die, clean up, pollute, produce, protect, recycle, save, waste</i>	<b>Past simple be:</b> affirmative, negative and interrogative <b>Past simple:</b> regular verbs
page 72	Language fun! Units 0-5	
<b>6</b> Prehistoric times page 74	<b>Verbs:</b> <i>burn, carve, cook, crash, eat, erupt, have, hunt, live, make, measure, paint, shake, sleep, swim, walk, wear</i> <b>Parts of animals:</b> <i>armour, claw, feather, fin, head, leg, neck, shell, spike, tail, teeth, wing</i>	<b>Past simple:</b> regular and irregular verbs <b>Past simple questions</b>
<b>7</b> Ancient China page 86	<b>Personality:</b> <i>brave, clever, confident, creative, dishonest, hardworking, honest, independent, kind, lazy, loyal, lucky, organised, popular, sensitive, shy, sociable, stubborn, vain</i> <b>Inventions:</b> <i>blue jeans, chess, chopsticks, compass, electric guitar, fortune cookie, glasses, gum, metric system, noodles, paper, pencil, screwdriver, telescope</i>	<b>be and adjectives</b> <b>Past simple subject and object questions</b> <b>Past simple:</b> affirmative, negative and interrogative <b>Past abilities:</b> <i>could, couldn't</i>
<b>8</b> Ocean adventure page 98	<b>Activities:</b> <i>eat, fly, fish, scuba dive, play basketball, play football, read, run races, shop, sleep, swim, take painting lessons, travel, visit a water park, walk, watch cartoons, watch films</i> <b>countries, nationalities and languages:</b> <i>Argentina, Australia, Brazil, Canada, Egypt, Ireland, Japan, Switzerland, Arabic, English, French, German, Irish, Italian, Japanese, Portuguese, Romansh, Spanish</i>	<b>Future with going to:</b> affirmative, negative and interrogative <b>Questions:</b> Countries, nationalities, languages
page 110	Language fun! Units 0-8	
page 112	Achieve more! Units 1-8	

Functions	Phonics for pronunciation	Achieve! Culture
<b>Describing people:</b> physique, age, family, likes and dislikes <b>Describing animals:</b> body parts, abilities <b>Locating people and objects:</b> <i>The hat is on the table. The boy is climbing a tree.</i>		
<b>Following instructions:</b> <i>Please don't scare the fish at the aquarium.</i> <b>Asking and giving permission:</b> <i>Can we take pictures? Yes, you can.</i> <b>Asking about and expressing possession:</b> <i>Whose backpacks are they? They're ours.</i> <b>Asking about what someone is doing:</b> <i>Is she looking for souvenirs? No, she isn't.</i>	-ng or -nk	CLIL: Insect museum <b>The London Eye:</b> Describing places to visit
<b>Asking about and stating quantities:</b> <i>Is there any meat? Yes, there is. How many bananas are there? There are a lot. How much sweet corn is there? There is a little.</i>	Third person 's': /s/, /z/, /ɪz/	CLIL: Comparing city and country living <b>Arcimboldo:</b> Describing a painting
<b>Asking about likes and dislikes:</b> <i>Do you like doing gymnastics? No, I don't. I hate doing gymnastics.</i> <b>Asking how often something is done:</b> <i>How often do you take a test? I take a test every week.</i> <b>Talking about abilities:</b> <i>I'm good at playing the flute.</i>	Hard and soft -g	CLIL: Describing feelings in art <b>School in Britain:</b> A typical school day
<b>Asking about illnesses:</b> <i>Have you got a toothache? Yes, I have.</i> <b>Giving advice:</b> <i>You should do exercise. He should have a snack.</i> <b>Asking how often something is done:</b> <i>How often do you go on a plane? Twice a year.</i>	st-	CLIL: Healthy and unhealthy habits <b>Flying doctors:</b> The Royal Flying Doctor Service in Australia
<b>Describing places in the past:</b> <i>There was rubbish. There wasn't any pollution. There were factories. There weren't any fish.</i> <b>Describing situations in the past:</b> <i>The animals died. They saved water.</i> <b>Asking about places in the past:</b> <i>Was there a park? Yes, there was.</i>	Past simple –ed endings: /d/, /t/, /ɪd/	CLIL: The water cycle <b>Let's recycle:</b> recycling rubbish at home
<b>Describing situations in the past:</b> <i>They made tools.</i> <b>Describing prehistoric animals:</b> <i>It lived in rivers and lakes.</i> <b>Asking about prehistoric animals:</b> <i>Did it eat plants? Yes, It did. How long was it? It was 26 metres long.</i>	-nch or -tch	CLIL: Plate tectonics <b>Dinosaurs:</b> facts and figures
<b>Describing personality traits:</b> <i>He's intelligent. She's sensitive.</i> <b>Asking about past inventions:</b> <i>Who invented paper? The Chinese.</i> <b>Asking about the past:</b> <i>Where was it? How many were there? How tall were they?</i> <b>Talking about past abilities:</b> <i>He could speak English. He couldn't write Chinese.</i>	-gh	CLIL: The Great Wall of China <b>About China:</b> facts and figures
<b>Talking about future plan:</b> <i>I'm going to play all day. She isn't going to go scuba diving.</i> <b>Asking and answer questions about future plans:</b> <i>What is he going to do? He's going to go fishing.</i> <b>Talking about countries, nationalities and languages:</b> <i>He's from Argentina. He speaks Spanish.</i>	Silent letters	CLIL: Coral reefs <b>A seaside holiday:</b> A traditional British seaside holiday.

# Unit 0

# Welcome!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>have got:</b> affirmative, negative and interrogative</li> <li>• <b>Present continuous:</b> affirmative, negative and interrogative</li> <li>• <b>Prepositions of place:</b> <i>in, on, under, behind, in front of, next to</i></li> <li>• <b>There is / there are</b></li> <li>• <b>Past simple be</b></li> <li>• <b>Questions:</b> <i>what, where, when, how many</i></li> <li>• <b>Ability:</b> <i>can/can't</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physical descriptions</b></li> <li>• <b>Animals</b></li> <li>• <b>Seasons</b></li> <li>• <b>Clothes</b></li> <li>• <b>Rooms and furniture</b></li> </ul>		

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To review <i>have got</i></li> <li>• To review prepositions of place and question <i>Where's...?</i></li> <li>• To review the Present and Past simple forms of the verb <i>to be</i></li> <li>• To review modals of ability <i>can/can't</i></li> <li>• To review questions in the Present continuous</li> </ul>	<ul style="list-style-type: none"> <li>• To give personal information</li> <li>• To ask and answer questions about physique, age, family, likes and dislikes</li> <li>• To describe animals</li> <li>• To describe location of people and objects</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To review physical descriptions</li> <li>• To review language to describe age, family, likes and dislikes</li> <li>• To review common nouns related to school and classroom objects</li> <li>• To review vocabulary items related to clothes, animals, seasons and months</li> <li>• To review rooms and furniture in a house</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight falling intonation at the end of questions</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To introduce oneself</li> <li>• To ask and answer questions about age, appearance, family, routine, likes and dislikes</li> <li>• To ask and answer questions using the Present continuous</li> <li>• To describe the location of people and objects</li> <li>• To ask and answer questions using a variety of structures and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the target language in the context of a story</li> <li>• To read and follow a simple story</li> <li>• To read and demonstrate understanding by completing activities</li> <li>• To interpret and respond to questions including target language</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To understand audio in order to complete activities</li> <li>• To follow a simple story</li> <li>• To identify target language in order to complete the task</li> </ul>	<ul style="list-style-type: none"> <li>• To copy and write target vocabulary and structures</li> <li>• To write simple sentences describing oneself and classmates</li> <li>• To describe objects and their location</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce questions, *have got*, ability using *can* and *can't* and prepositions of place.
- Check children can identify, understand and produce vocabulary related to physical descriptions, animals, seasons, clothes, rooms and furniture.
- Check children can describe people and animals and locate people and objects.

## Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**  
Diagnostic test, pages 108-109: Lesson 6
- **Extra**  
Slips of paper  
Poster paper  
Colours  
Stuffed toy  
Stopwatch/Timer

## Go digital!

### Digital book

Complete the activities with the children on the IWB.

### More practice

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

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to describe people and animals. Children learn to locate people and objects. Children learn grammar rules, vocabulary and phonics for pronunciation.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about animals. Children learn about weather and the four seasons. Children learn to describe location and place.

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition and use the video, the interactive whiteboard material and ICT to obtain and research information.

SCC



### Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens; they work in pairs and play games. Children learn about communities and cities.

CAE



### Cultural awareness and expression

Children develop drawing, colouring skills and creativity, enjoy saying a chant, singing a song and reciting a poem. Children appreciate cultural expressions and artists. Children learn about cultural diversity.

LL



### Competence in learning to learn

Children develop using strategies to improve the learning process and help them to assume control over their own learning.

IE



### Sense of initiative and entrepreneurship

Children develop abilities and capacities like critical reflection, decision-making and independent action.

# Unit 0

## Lesson 1 - SB Page 4

### Language objectives

#### Vocabulary

- *canteen, classroom, computer room, gym, Headmaster's office, library*

### Skills objectives

#### Speaking

- Introduce oneself

#### Listening

- Follow the story

#### Reading

- Recognise the target language in the context of a story
- Read and follow the story

### Materials

- Digital Book
- Audio CD 1
- Slips of paper

### Attention to diversity

Over the summer holidays many children will have had no contact with English and will have forgotten lots of things they learnt. The overall purpose of this unit is to review and consolidate language seen previously.

### Warmer

Introduce yourself. Write your name on the board. Ask individual children: *What's your name?* Respond: *Hello (Maria). Nice to meet you.* Children mingle and introduce themselves. Distribute slips of paper, one for each child. Allow children to create their own name tags adding drawings if they wish.

### Lead-in

Give children one minute to write down as many objects as they can see in the classroom. Children swap their lists. Elicit all the objects to ensure they are correct. The child with the most correct words is the winner.

### 1 Children read and listen.

**Values:** Remind children of the importance of respect and co-operation in the classroom. Elicit class rules and write them on the board. Once agreed on, write the rules on a poster to be signed by each child in the following class and displayed on the wall.

**Optional extra:** Ask questions about the story to check comprehension.

### Fast finishers

Children read the story again quietly.

### Wrap up

Play track 1 again with boys and girls reading alternative lines out loud in unison. Divide the class into groups of four. Children practise and then role-play the story in their groups. More confident groups can perform their role-plays for the class. Encourage children to do the role-play without their books; they should speak, not read.

### Initial evaluation

Children draw a rough outline of their school in their notebooks and label the following areas: *canteen, computer room, classroom, Headmaster's office, library and gym.*



### At home

**Activity Book** - page 4

Answer key:

1. gym - library, 2. computer room - canteen, 3. Headmaster's office - classroom
2. 1. was, 2. was - was, 3. is, 4. is, 5. is - is - was
3. 1. library, 2. gym, 3. canteen, 4. computer room, 5. classroom, 6. head's office

- **Optional extra:** Children draw and label their favourite scene from the story.

## Lesson 2 - SB Page 5

### Language objectives

#### Grammar

- Review: *have got*
- *yes/no* and *wh-* questions

#### Vocabulary

- Physical descriptions

#### Functions

- Describe people: physique, age, family, likes

## Skills objectives

### Speaking

- Ask and answer questions using a variety of vocabulary and structures.

### Listening

- Identify target language

### Writing

- Write key vocabulary

## Materials

- **Digital Book**                      • Poster paper
- **Audio CD 1**                        • Colours

## Attention to diversity

It is important to take time to listen to children and familiarise yourself with their likes and dislikes.

### Warmer

Children whisper their name, age and favourite colour to their partner. Go around the class, asking volunteers to introduce their classmate.

### Lead-in

Write the following on the board:

*How old \_\_\_ you? What time \_\_\_ you \_\_\_?*

*What colour eyes \_\_\_ you \_\_\_?*

*What \_\_\_ your favourite food?*

In pairs, children race to order the questions.

## 1 Children listen and complete.

**Answer key:** Alice Robinson: 3<sup>rd</sup> June, 19, green, cheese, dogs, 8 o'clock. Michael Taylor: 21<sup>st</sup> March, 22, brown, fish and chips, red, 10.30 p.m.

## 2 Children read and answer for themselves.

**Answer key:** Child's own answers.

**Optional extra:** Describe a child in the class without saying their name. Continue describing until someone guesses who it is.

## 3 Children interview a classmate and write four facts about them.

**Answer key:** Child's own answers.

### Wrap up

Children tell the rest of the class about their classmate.

## Audio CD 1



Presenter: Hello everyone! Here we have singer Alice Robinson! So Alice, when is your birthday?

Alice: It's the 3<sup>rd</sup> June.

P: And how old are you?

A: I'm 19.

P: What colour are your eyes?

A: They're green.

P: And you have got lovely brown hair.

A: Thank you!

P: What's your favourite food?

A: Ummmm... I love cheese.

P: And your favourite animal?

A: I like all animals but my favourite are dogs.

P: And last question. What time do you get up in the morning?

A: I get up at 8 o'clock.

P: My next guest is footballer Michael Taylor.

Michael, when is your birthday?

Michael: It's the 21<sup>st</sup> March.

P: And how old are you now?

M: I'm 22.

P: What colour are your eyes?

M: They're brown.

P: What's your favourite food?

M: I eat everything but my favourite is fish and chips!

P: And your favourite colour?

M: Red of course!

P: Before we finish, Michael, what time do you go to bed?

M: I go to bed at about half past 10.

## Continuous assessment

Children design a poster about themselves.



## At home

**Activity Book** - page 5

**Answer key:**

**1** Child's own writing.

**2** 1. Ben, 2. Josh, 3. George, 4. Harry

## Lesson 3 - SB Page 6

### Language objectives

#### Vocabulary

- *bird, frog, monkey, penguin, shark, snake, whale*

#### Functions

- Describe animals: body parts, abilities

### Skills objectives

#### Speaking

- Answer questions in order to reinforce target language

#### Writing

- Copy and write target language

### Materials

- Digital Book
- Slips of paper

### Warmer

Divide the children into pairs. The child who starts serves an imaginary ball and says a word from the chosen lexical set, in this case *animals*. Their partner pretends to hit the ball back and says another word from the same set. Pairs continue until they can't think of any more words.

### Lead-in

Elicit the names of ten animals from the children and write them on the board. Children draw a 10x10 grid in their notebooks and write seven animal words from the board in the word search grid, filling in the remaining spaces with letters. Children draw clues for their animals under the word search before swapping them with a partner. Their partner must then find the words and write them next to the clues.

### 1 Children look and name the animals with a classmate.

**Answer key:** 1. shark, 2. penguin, 3. whale, 4. frog, 5. monkey, 6. snake, 7. bird

**Optional extra:** In pairs, children choose an animal from activity 1 and describe it. Their partner listens and draws the corresponding image.

### 2 Children do the animal quiz.

**Answer key:** 1. bird, 2. penguin, 3. monkey, 4. frog, 5. shark, 6. whale, 7. snake

**Optional extra:** Say the following sentences:

1. *Monkeys have got feathers.*
2. *Birds can swim underwater.*
3. *Snakes have got legs.*
4. *Whales can climb trees.*
5. *Frogs have got big teeth.*
6. *Sharks live in the sea.*
7. *Penguins can't swim underwater.*

Children respond by keeping still if true or by raising both hands in the air and offering the correct answer if false.

### Fast finishers

Children draw a picture of their favourite animal in their notebooks and write three short facts underneath.

### Wrap up

Hand out seven slips of paper to each child. Give the children a minute to memorise the animals from activity 1. After a minute, children work in groups of three and write down the words they can remember on the pieces of paper. When finished, children arrange the words in alphabetical order.

### Continuous assessment

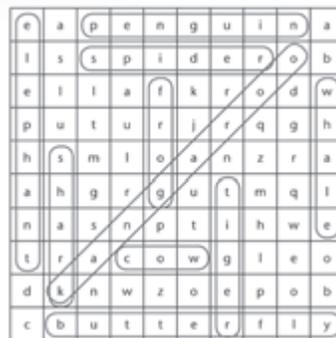
Write *shark, penguin, whale, frog, monkey, snake, bird* on the board. Hand out a slip of paper to each child. Children use the language from activity 2 to help them to write definitions for two of the words on a slip of paper. Collect the definitions. Read the definition aloud and children guess what the animal is.

### At home

#### Activity Book - page 6

**Answer key:**

**1**



1. penguin, 2. elephant, 3. cow, 4. whale,
5. spider, 6. tiger, 7. butterfly, 8. kangaroo

**2** 1. shark - child's own writing, 2. frog - child's own writing

- **Optional extra:** Children draw and colour a picture of a zoo and label the animals included.

## Lesson 4 - SB Page 7

### Language objectives

#### Grammar

- Review: Present continuous
- Review: *have got*

#### Vocabulary

- Seasons: *autumn, spring, summer, winter*
- Clothes: *boots, dress, gloves, hat, jumper, sandals, shorts, skirt, trousers, T-shirt*

### Skills objectives

#### Speaking

- Describe physical appearance

#### Listening

- Understand and recognise target language in order to complete an activity

### Materials

- Digital Book
- Audio CD 1

### Attention to diversity

Some of the group work included in this lesson may prove difficult for more reticent learners. Provide plenty of encouragement to ensure participation from all children.

### Warmer

Children choose five animal words from the previous lesson. In pairs, they take turns to dictate the words to each other.

### Lead-in

Write the following anagrams on the board:

*inwter* (*winter*)                      *aym* (*May*)

*ummers* (*summer*)                    *unej* (*June*)

*emberdec* (*December*)

In pairs, children race to order the words. Elicit correct answers and drill the vocabulary.

### 1 Children listen and write the seasons and the months.

**Answer key:** 1. spring: September, October, November; 2. summer: December, January, February; 3. autumn: March, April, May; 4. winter: June, July, August

**Optional extra:** Children write *Spring, Summer, Autumn* and *Winter* in their notebooks on separate pages and draw and label a picture, writing the months underneath.

### 2 Children label the clothes.

**Answer key:** 1. hat, 2. sandals, 3. trousers, 4. boots, 5. gloves, 6. skirt, 7. jumper, 8. dress, 9. shorts, 10. T-shirt

**Optional extra:** Children draw a 2x2 grid in their notebooks and choose four items of clothing from activity 2 and write them in the squares. Call out items from the activity and play *Bingo!*

### Wrap up

Children write a description of a classmate in their notebooks. Invite volunteers to the front of the class to read their descriptions aloud while the class listen carefully and guess the identity of the classmate.

### Audio CD 1



Spring starts in September and lasts until about November. Then we have summer which lasts from December until about February. Autumn starts in March until May. From June until August it's winter. Then spring starts again!

### Continuous assessment

Divide the children into groups of five. Say a name of a lexical set, e.g. *clothes, months, seasons, animals*. Give the children one minute to write as many words as they can think of. Ask each group to say their words in turn. The group with the most words wins a point. Repeat the procedure with other categories.



### At home

**Activity Book** - page 7

**Answer key:**

1. spring, 2. summer, 3. autumn, 4. winter
2. 1. winter, 2. autumn, 3. spring, 4. summer
3. Child's own drawing and writing.

## Lesson 5 - SB Page 8

### Language objectives

#### Grammar

- Review: prepositions of place and *there is / there are*
- Review: Present and Past simple of the verb *be*

#### Vocabulary

- Prepositions of place: *in, on, under, behind, in front of, next to*
- Classroom objects: *book, bin, chair, school bag, walls, book, computer, bag, table*

#### Functions

- Describe the location of objects

### Skills objectives

#### Speaking

- Describe a picture and express differences using *there is / there are*

#### Writing

- Describe a picture using the target structure

### Materials

- Digital Book
- Stuffed toy
- Stopwatch/Timer

### Attention to diversity

Children may find items included in the lesson such as prepositions of place difficult to produce correctly at first and will need plenty of practice.

### Warmer

Place a stuffed toy on the table and ask children, *Where's the toy?* Elicit: *It's on the table.* Repeat procedure with different prepositions of place.

### Lead-in

In pairs, children write six sentences about their classroom using *there is/are*. Model some example sentences first: *In the classroom there is a door. In the classroom, there are ten chairs.*

## 1 Children look and describe the picture.

**Answer key:** There are three tables. There is a bin. There is a computer. There are two windows. There is a book. There is a school bag. There is a hat.

**Optional extra:** In pairs, children make statements about the picture for their partner to say *true* or *false*.

## 2 Children look at the two pictures and circle things that are different.

**Answer key:** **Circled:** the three chairs, the bin, the school bag, the hat, the walls

**Optional extra:** Draw a bed, a table and a chair in a bedroom. Give the children instructions to add things to the picture: *There's a bag on the table. There is a monkey under the bed. There is a jumper on the floor.*

## 3 Children look, read and complete.

**Answer key:** 2. was, 3. is, 4. are, 5. is, 6. was

**Optional extra:** In pairs, children take turns to describe their imaginary house while their partners listen and draw: *In my house, there are ten bedrooms and three kitchens.* Set a time limit for this.

### Fast finishers

Children write four more sentences about the pictures in activity 1 and 2.

### Wrap up

Make statements about the classroom using both the Past and Present simple of the verb *to be*. Children listen carefully. If the answer is true children put their hands on their head. If it is false they fold their arms.

### Continuous assessment

Children play *Pictionary* with words seen so far in the unit. In groups of three, one child begins to draw and the others guess what they are drawing. The child who guesses correctly takes the next turn to draw.



### At home

#### Activity Book - page 8

**Answer key:**

**1**



## 2 Child's own writing.

- **Optional extra:** Children draw a picture of their bedroom and write six sentences underneath using *there is / there are*.

## Lesson 6 - SB Page 9

### Language objectives

#### Grammar

- Review: *can* and *can't*
- Review: question formation using *when*, *what*, *where*, *how many*
- Review: questions in the Present continuous

#### Functions

- Describe ability
- Describe location of people and objects

### Skills objectives

#### Speaking

- Ask and answer questions using a variety of structures and vocabulary

#### Listening

- Identify and understand target language in order to complete the activity

### Materials

- Digital Book
- Audio CD 1

### Attention to diversity

Some children may need help with forming questions in activity 2. Model lots of examples beforehand.

### Warmer

Children write five Present simple sentences about themselves. Three sentences must be true and the other two must be false. In pairs, children read each other's sentences and decide which ones are false.

### Lead-in

Focus children's attention on the picture in activity 1 and ask the following questions:

1. *What's behind the green car? (a pink car)*
2. *What can you see under the bench? (a cat)*
3. *What's next to the green car? (a clock)*

### 1 Children listen, find and circle.

**Answer key: Circled:** the doctor, the three children riding bikes, a man wearing red trousers, a man playing the guitar, the grapes, tomatoes and apples next to the pineapple, a lion, a cat under a bench, the number 48 in the pink car

**Optional extra:** Divide the children into three groups and ask more questions about the picture using the Present continuous. Award one point for each correct answer.

### 2 Children ask and answer questions.

**Answer key:** Child's own answers.

**Optional extra:** The children think of three more questions to ask their partner.

### Wrap up

Explain to children that you are going to tell them about your best friend and that you want the children to put their hands up and ask as many relevant questions as possible while you are telling the story, e.g. (T) *My best friend lives in the city.* (C) *What's her name?* (T) *Laura.* (C) *How old is she?* (T) *She's 29.* (C) *What's her favourite colour?* (T) *Her favourite colour is blue,* etc.

### Audio CD 1



Can you see the doctor?

How many children are riding bikes?

Find a man wearing red trousers.

Can you see someone playing the guitar?

What is next to the pineapple?

Find a lion.

Can you see a cat under something?

Can you see the number 48?

### Final evaluation

**Teacher's Resource Material:** Diagnostic test



### At home

**Activity Book** - page 9

**Answer key:**

- 1 2. They are drinking, 3. She is playing tennis, 4. She is playing the guitar, 5. They are eating.
- 2 1. It's March, 2. It's autumn, 3. They're brown, 4. It's brown, 5. She's at work, 6. He's at school, 7. It was 22<sup>nd</sup> October, 8. It's 17<sup>th</sup> April, 9. I'm nine, 10. She's five.
- 3 Child's own writing.

# Unit 1

# A field trip

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Imperatives</b></li> <li>• <b>Can for permission:</b> affirmative, negative and interrogative</li> <li>• <b>Possessive pronouns:</b> affirmative, negative and interrogative</li> <li>• <b>Present continuous:</b> affirmative, negative and interrogative</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Verbs:</b> <i>drink, drop, eat, feed, jump, run, scare, skip, take, touch, use</i></li> <li>• <b>Entertainment places:</b> <i>aquarium, art gallery, gift shop, library, planetarium, science museum, theatre, theme park, zoo</i></li> <li>• <b>Other:</b> <i>ant, backpack, bus, cocoon, cricket, dragonfly, exhibit, firefly, guide, mascot, school, snack, souvenir, tennis shoes, uniform</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>-ng or -nk</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Present continuous</b></li> <li>• <b>Modal can</b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To use the polite form of the imperative with <i>please</i></li> <li>• To practise questions and short answers using <i>can</i></li> <li>• To practise possessive pronouns in questions and answers</li> <li>• To practise the Present continuous in the affirmative, negative, interrogative form and short answers</li> </ul>	<ul style="list-style-type: none"> <li>• To express prohibition using the imperative form</li> <li>• To ask for permission using the modal verb <i>can</i></li> <li>• To describe a place of interest in your town/city</li> <li>• To talk about belongings using possessive pronouns</li> <li>• To describe insects</li> <li>• To express rules</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify verb and noun collocations in imperative sentences related to entertainment places</li> <li>• To understand common nouns found in entertainment places</li> <li>• To understand common nouns related to school</li> <li>• To identify and understand incidental vocabulary in stories</li> <li>• To understand and use vocabulary items related to tourist attractions</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and differentiate between the consonant sounds: <i>-ng</i> and <i>-nk</i></li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To use a chant to practise possessive pronouns</li> <li>• To use a text to act out dialogues in stories</li> <li>• To ask and answer questions using the Present continuous</li> <li>• To ask and answer questions about a place of interest</li> <li>• To recite a poem</li> <li>• To identify and produce consonant sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To understand a story</li> <li>• To interpret and respond to questions using the target language</li> <li>• To use reading strategies to demonstrate comprehension</li> <li>• To give a personal response to a text</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify characters in a story</li> <li>• To follow a story</li> <li>• To identify possessive pronouns in a chant</li> <li>• To identify common activities in a space museum</li> <li>• To recognise consonant sounds: <i>-ng</i> and <i>-nk</i></li> </ul>	<ul style="list-style-type: none"> <li>• To write words in order to make questions using the target grammar</li> <li>• To write clues about a place using the target language</li> <li>• To write a sign for an entertainment place using the imperative form</li> <li>• To practise creative writing based on the stories</li> <li>• To write about your favourite insect</li> <li>• To write a description about a place of interest</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce imperatives, *can* for permission, possessive pronouns and Present continuous.
- Check children can identify, understand and produce everyday verbs and places of entertainment.
- Check children can follow instructions, give permission, express possession and ask what someone is doing.

## Materials

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

Stopwatch/Timer	Scrap paper
Word cards with pronouns: <i>mine, his, hers, ours, yours, theirs</i>	A KWL chart for each of the four insects
Strips of paper with actions for charades	A photo or picture of the insects
A bag	A marker

## Go digital!

### Digital book

Complete the activities with the children on the IWB.

### More practice

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

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences



LC

### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to follow instructions, give permission, express possession, and ask about what someone is doing. Children practise grammar, vocabulary and phonics for pronunciation.



MST

### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and learn about the world around them.



DC

### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition and use the video, the interactive whiteboard material and ICT to obtain and research information.



SCC

### Social and civic competence

Children learn basic social interaction patterns and social conventions by working in pairs, playing games and acting out stories.



CAE

### Cultural awareness and expression

Children develop drawing, colouring skills and practise creativity, participate in chants, songs and poems. Children learn about a museum and the London Eye.



LL

### Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning.



IE

### Sense of initiative and entrepreneurship

Children develop abilities and capacities like critical reflection, decision-making, and independent action.

# Unit 1

## Lesson 1 - SB Page 10

### Language objectives

#### Vocabulary

- *aquarium, amazing, careful, dangerous, feed, field trip, hang on, huge, sign, turtles*

### Skills objectives

#### Listening

- Listen and follow the story

#### Reading

- Read and follow the story

### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 1
- Stopwatch/Timer

### Attention to diversity

Some items in the story might make it difficult for children to follow the story. Pre-teach and use concept check questions to ensure complete understanding.

### Warmer

Draw a turtle on the board. Draw a line at a time and invite children to tell you what they think it is.

### Lead-in

Ask children to look at page 10. Tell them to work in pairs and write down as many things as they can see on the page.

### 1 Children read and listen.

**Values:** Remind the children of the importance of good manners. Write *manners* on the board and explain that this refers to social conduct. Ask children if they go to the cinema. Elicit good manners in a cinema. Write their responses on the board. Introduce other places and repeat the procedure.

**Optional extra:** Ask comprehension questions about the story.

### Fast finishers

Children quietly mumble the story to themselves.

### Wrap up

Put the unit 1 **Flashcards** of the items seen in the lesson on the board. Tell the children to look at them for a

minute and then close their eyes and count to ten. Swap the position of two cards. When the children open their eyes, they must tell you which cards have changed places.

### Initial evaluation

Show the unit 1 **Flashcards** from Lesson 1 and ask the children to write the words down.



### At home

#### Activity Book - page 10

Answer key:

**1** 1. The aquarium, 2. The turtles, 3. Toby, 4. Leo, 5. Security guard

**2** 1. Don't feed the turtles, 2. Somebody help! 3. Look, the turtle is hungry.

- **Optional extra:** Children choose three new words from the story and write them in their notebooks with a picture.

## Lesson 2 - SB Page 11

### Language objectives

#### Grammar

- Imperatives

#### Vocabulary

- *drop, eat, feed, gift shop, jump, litter, queue, run, scare, take, touch, use*

#### Functions

- Express prohibition

### Skills objectives

#### Listening

- Listen in order to check answers

#### Reading

- Complete signs with the correct verbs

### Materials

- Digital Book
- Audio CD 1

**Attention to diversity**

Some children might find it difficult to complete the signs if they don't know the verbs in the activity. Encourage peer teaching and pair work.

**Warmer**

Invite a volunteer to tell the class where Toby and his friends were in the story. Elicit other typical places for a field trip. Try and elicit some of the places that come up in activity 1.

**Lead-in**

Write anagrams of the following words from activity 1:

<i>llagery</i> (gallery)	<i>heatter</i> (theatre)
<i>miuratenalp</i> (planetarium)	<i>birraly</i> (library)
<i>ozo</i> (zoo)	<i>summeu</i> (museum)
<i>fitg hops</i> (gift shop)	

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

**Answer key:** 2. touch, 3. take, 4. feed, 5. eat or drink, 6. use, 7. drop, 8. run, 9. jump

**Optional extra:** Say the rules and tell children to do the actions.

**2  1.6 Children listen and check their answers.**

**Optional extra:** Dictate the places and children say the rule.

**Fast finishers**

Children make up their own anagrams of the verbs from Lesson 2.

**Wrap up**

Play *Pictionary* in two teams. A volunteer from each team comes to the board and draws one of the signs and their team members must construct the respective imperative correctly in order to win a point.

**Audio CD 1**

- 1 Please don't scare the fish at the aquarium.
- 2 Please don't touch the art at the art gallery.
- 3 Please don't take photos at the planetarium.
- 4 Please don't feed the animals at the zoo.
- 5 Please don't eat or drink at the gift shop.
- 6 Please don't use mobile phones at the theatre.
- 7 Please don't drop litter at the library.
- 8 Please don't run at the science museum.
- 9 Please don't jump the queue at the theme park.

**Continuous assessment**

Write the sentences from activity 1 on the board but omit the imperative. Children complete the sentence with the correct imperative without looking in their books.

**At home****Activity Book** - page 11

**Answer key:**

- 1** 1. drop, 2. take, 3. jump  
Pictures from left to right: 3, 1, 2
  - 2** 1. Please, don't use mobile phones, 2. Please, don't feed the animals, 3. Please, don't touch the art.
  - 3** 1. zoo, 2. theatre, 3. planetarium, 4. art museum, 5. aquarium, 6. theme park
- **Optional extra:** Children draw a sign for another place of their choice, e.g. *museum, zoo, theatre* and next to it write an imperative.

**Lesson 3 - SB Page 12****Language objectives****Grammar**

- *can* for permission: affirmative, negative and interrogative

**Vocabulary**

- *bring, packed lunch, spend money*

**Functions**

- Ask for permission using *can*

**Skills objectives****Reading**

- Show understanding of key vocabulary by answering questions with the target grammar

**Writing**

- Write words in order to make questions using the target grammar

**Materials**

- **Digital Book**
- **Flashcards** Unit 1

# Unit 1

## Warmer

Hold one of the unit 1 **Flashcards** of the places from Lesson 2. Children say the imperative.

## Lead-in

Tell the children that they are going to the zoo. Elicit rules that we must obey at the zoo, for example *Don't feed or touch the animals.*

### 1 Children read the letter and answer the questions.

**Answer key:** 1. Yes, you can, 2. Yes, you can, 3. No, you can't, 4. Yes, you can, 5. No, you can't.

**Optional extra:** Dictate the letter again but say *beep* instead of *can/can't*. Ask children what the words were in place of *beep*. Having elicited *can/can't*, children tell you situations in which it would be appropriate to use this modal, e.g. to ask for/give permission, to express prohibition.

### 2 Children order and write the questions.

**Answer key:** 1. Can I buy a snack?, 2. Can we touch the monkey?, 3. Can we take pictures?, 4. Can I go to the toilet?, 5. Can I have an apple?

**Optional extra:** Draw a *Noughts and Crosses* grid on the board with nine squares (numbered one to nine). In each square write a symbol and a word:

<i>We / ? / drink</i>	<i>We / - / photos</i>
<i>They / - / eat</i>	<i>She / + / toilet</i>
<i>He / + / run</i>	<i>You / - / mobile phones</i>
<i>I / ? / photos</i>	<i>I / ? / food</i>
<i>She / ? / animals</i>	

Divide the class into two teams: X and O. A child from team X chooses a number. The team write the full form and a child from the group comes to the board and writes it in the respective square. If correct, draw a X in the space. Repeat with team O. The first team to get three X's or three O's in a row horizontally, vertically or diagonally, wins.

### 3 Children look and number.

**Answer key:** 3, 1, 4, 5, 2

**Optional extra:** Play *Where am I?* Ask a volunteer to come to the front of the class and whisper one of the places from Lesson 2. The rest of the class must ask questions to determine where the volunteer is. The first child to correctly guess the place comes to the front of the class. Repeat procedure with all the places.

## Wrap up

Children work in pairs. One child points to the pictures in activity 3 and the other asks the corresponding questions. Children swap roles and repeat.

## Continuous assessment

Children write a sentence with *can* in the affirmative, negative and interrogative referring to a place of their choice.



## At home

**Activity Book** - page 12

**Answer key:**

1. Can we buy a snack, 2. Can I bring my camera, 3. Can I use my mobile phone?
  - 2 From left to right: 3, 2, 1
  - 3 1. I - a picture, 2. I - dog, 3. we - toilet, 4. I - snack
- **Optional extra:** Children write three clues for a place using *can/can't*.

## Lesson 4 - SB Page 13

### Language objectives

#### Grammar

- Possessive pronouns: *Whose*

#### Vocabulary

- *bus, backpack, mascot, school, tennis shoes, uniform*

#### Functions

- Talk about belongings

### Skills objectives

#### Listening

- Understand key vocabulary and possessive pronouns in a song

#### Reading

- Identify pronouns correctly

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 1**
- Word cards with pronouns: *mine, his, hers, ours, yours, theirs*

### Attention to diversity

Some children might find it difficult to keep up with the song. Let them join in with the parts they can.

**Warmer**

Make a mind map with *our school* as a heading. Include subcategories: *subjects, objects, activities, places* and *classroom*. Elicit items from children and when finished, children copy the mind map into their notebooks.

**Lead-in**

Pick up children's belongings randomly and ask the question *Whose is...?* At this stage, children can simply say the name.

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

**Answer key:** ours, ours; yours, mine; ours; theirs, theirs; his, hers; theirs

**Optional extra:** Listen again. This time children whisper the chant and click their fingers. Repeat the procedure several times, gradually getting louder each time and then reverse the process.

**2** **Children look and write true (T) or false (F).**

**Answer key:** 1. T, 2. F, 3. T, 4. T, 5. F, 6. F

**Optional extra:** Hold up word cards with the pronouns *mine, his, hers, ours, yours, theirs*. Point to various objects in the classroom and say *Whose is the...?* The child with the corresponding item stands up and says *It's mine*. The rest of the class respond *It's hers/his/theirs*. Choose collective items, for example the whiteboard, to practise plural possessive pronouns.

**Wrap up**

Create a new chant with a new possession and pronoun based on the previous activity. For example:

*Whose rubber is it?  
It's hers, it's hers,  
Is it hers? Is it hers?  
Yes, it's hers.*

**Fast finishers**

Children write down their own chant in their notebooks.

**Continuous assessment**

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

**Optional extra:** Children write the list of possessive pronouns in their notebooks, with a translation.

 **At home****Activity Book** - page 13

**Answer key:**

**1** 1. ours, 2. theirs, 3. mine, 4. his

**2**



1. It's my dog. 6. It's theirs.

2. It's your dog. 4. It's hers.

3. It's his dog. 1. It's mine.

4. It's her dog. 5. It's ours.

5. It's our dog. 3. It's his.

6. It's their dog. 2. It's yours.

• **Optional extra:** Children draw five items from the classroom/classmates and write a sentence underneath with a possessive pronoun.

**Lesson 5 - SB Page 14****Language objectives****Vocabulary**

- *book fair, clean up, colourful, dirty, disappeared, forests, graffiti, heavy, lake, rivers, shines, stands, tent, thick, thin, town, turn around, untidy, worried*

**Skills objectives****Listening**

- Identify characters in a story
- Follow the story

**Reading**

- Understand a narrative text
- Demonstrate comprehension

**Materials**

- **Digital Book**
- **Audio CD 1**

**Attention to diversity**

Children read at different speeds. Put the children into pairs or small groups to read together. Let stronger readers help weaker ones.

# Unit 1

## Warmer

Ask children to write down three words to describe their town/city. Share ideas as a class.

## Lead-in

Children open their books and look at the pictures in the story on page 14. Encourage them to predict what the story is about. Ask questions about the pictures. Explain that this story is about two children who don't like their dirty town and want to do something about it.

## 1 1.8 Children read and listen to the story.

**Optional extra:** Ask children to tell you their favourite part of the story. Write these details on the board.

## 2 Children read and match.

**Answer key:** 1. It's very dirty and untidy, 2. A book about cleaning a town, 3. A thin old man, 4. Yellow and orange socks, 5. A heavy, old book, 6. A purple dragon.

**Optional extra:** Individually, children make their own matching activity with three sentences from the story. Then in pairs, children swap papers and do each other's activity. Once finished, they swap back and check they have matched the questions and answers correctly.

## Fast finishers

Children can read the story to themselves quietly.

## Wrap up

In groups of three, children role-play the conversation between the magician and the children. Construct the dialogue on the board first:

*M: Can I help you? Can I help you find a particular book?*

*P: Um, yes, we're looking for a book about how to clean up a town.*

*M: Follow me, I have just the book you need.*

*P and M: Thank you.*

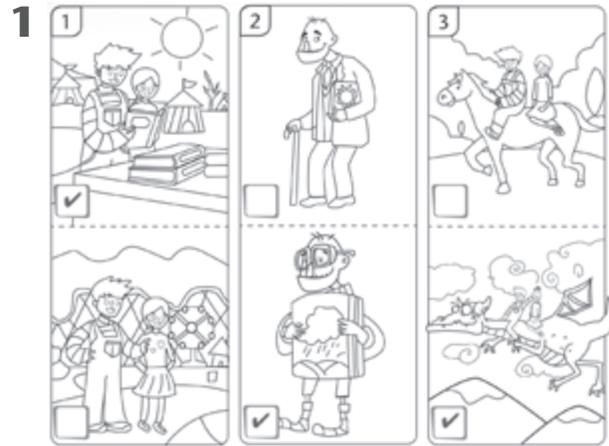
## Continuous assessment

Read the first sentence of the story out loud. Ask a small group of children to read it out loud after you. Continue with the rest of the story and other children.

## At home

### Activity Book - page 14

Answer key:



2 1. a book fair, 2. interesting, 3. isn't, 4. heavy, 5. clean up the town

2 1. dirty, 2. man, 3. book, 4. magic

• **Optional extra:** Children write a short sentence as the next instalment of the story.

## Lesson 6 - SB Page 15

### Language objectives

#### Vocabulary

- apple pie, clean, corridor, crown, dragon, entertain, fields, heavy, land, robe, whisper, wooden

### Skills objectives

#### Speaking

- Use the text to act out the story

#### Listening

- Follow the story

#### Reading

- Understand a narrative text
- Demonstrate comprehension by completing a gapfill

### Materials

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

**Attention to diversity**

Don't push shy children if they are resistant to acting out the story. Some children may have more difficulty in reproducing the script orally. Be attentive in your monitoring to assist with pronunciation.

**Warmer**

On the board write *Summertown* and *Greentown*. In pairs, give children one minute to write down words associated with each town. Ask children to call out their words and write them in two columns on the board.

**Lead-in**

Ask the children to stand up. Tell them you are going to say some sentences about the story. If the sentences are true, they clap. If they are false, they sit down.

**1  Children read and listen to the story.**

**Optional extra:** Read and listen to the story again, but pause at different points to allow children say the next word in the story.

**2 Children read and complete the sentences.**

**Answer key:** 1. cleaner, 2. next to, 3. elegant, 4. clocks, 5. delicious, 6. Musicians

**Optional extra:** Children read the story on their own and underline the words they don't understand. Monitor carefully and select eight items to teach. Draw simple pictures on the board for each unknown item and ask children to match them up with their underlined words to help convey meaning.

**Fast finishers**

Children can read the story to themselves quietly.

**Wrap up**

Do a 'dialogue build' with the conversation between the dragon, the king and the children. Give each child a role. They should just concentrate on their part of their dialogue. Construct the dialogue on the board first and read it out loud. Each time you read, rub more words out until the class has memorised their part and can read the exchange without prompts:

*D: Welcome to our town.*

*M: This is a beautiful house. Whose house is it?  
Can we go in?*

*D: It's the King's house, go through that wooden door.*

*M: It's the old man from the book fair!*

*K: Come in. Let me show you my house!*

*P: Look, that's ours! But why aren't the hands moving?*

*K: Because you are here in Greentown.*

**Continuous assessment**

**Teacher's Resource Material:** Reading worksheet Unit 1

**Optional extra:** Read out each of the unknown items of vocabulary previously taught and children draw a picture beside it in their notebooks.

**At home**

**Activity Book** - page 15

**Answer key:**

**1** 1. dirty - clean, 2. park - field, 3. dragon - king, 4. young - old, 5. books - clocks, 6. move - don't move, 7. living - dining, 8. Artists - Musicians

**2** From top to bottom, left to right: 7, 5, 1, 4, 6, 2, 3

**Lesson 7 - SB Page 16****Language objectives****Grammar**

- Present continuous: affirmative, negative and interrogative

**Vocabulary**

- *buy, exhibit, explain, guide, listen, look, performance, pose, snack, souvenir, take (a picture), watch*

**Skills objectives****Speaking**

- Use the Present continuous to correct sentences

**Listening**

- Show understanding of key vocabulary

**Materials**

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 1**
- Strips of paper with actions for charades
- A bag

**Attention to diversity**

This lesson requires a 'grammar assistant'. Use confident children, who enjoy being at the front of the class, for this role.

# Unit 1

## Warmer

Write simple actions that are easy to act out on strips of paper. Place the strips of paper in a bag. Invite a volunteer to choose an action. The child acts out for the rest of the class to guess.

## Lead-in

Write *Space Museum* on the board. Elicit what one might find in a space museum.

### 1 Children listen and number.

**Answer key:** From left top to bottom: 1, 6, 3, 7, 4, 8, 5, 2

### 2 Children read, look and circle.

**Answer key:** 1. Yes, she is, 2. No, they aren't, 3. Yes, she is, 4. Yes, they are, 5. No, he isn't, 6. No, he isn't, 7. Yes, it is, 8. Yes, she is.

**Optional extra:** Invite a 'grammar assistant' to the board. Write some examples of the present continuous. Ask your 'assistant' to highlight the auxiliary verb *be* and the use of the *-ing* form of the verb to the class.

### 3 Children correct the negative statements with a classmate.

**Answer key:** 2. They're buying a snack, 5. He's listening to the guide, 6. He's having a nap.

**Optional extra:** Children look back at the picture in activity 1 and take turns to make more incorrect sentences for their partner to correct.

## Audio CD 1



- 1 Man: Look at the girl with the blue dress. What's she doing?  
Woman: She's looking for souvenirs.
- 2 M: Look at the boys with yellow T-shirts. What are they doing?  
W: They're buying a snack.
- 3 M: Look at the girl with grey trousers. What's she doing?  
W: She's taking a picture.
- 4 M: Look at the children with white caps. What are they doing?  
W: They're watching a performance.
- 5 M: Look at the boy with the green jacket. What's he doing?  
W: He's listening to the guide.
- 6 M: Look at the boy with the black T-shirt. What's he doing?  
W: He's having a nap.

7 M: Look at the dog in the orange space suit! What's it doing?

W: It's posing for a picture.

8 M: Look at the guide in the red dress. What's she doing?

W: She's explaining the exhibit.

## Continuous assessment

**Teacher's Resource Material:** Grammar worksheet Unit 1, Vocabulary worksheet Unit 1



## At home

**Activity Book** - page 16

**Answer key:**

1 1. Ben, 2. Andy, 3. Meg, 4. Chris and Stuart, 5. Anne, 6. Sadie, 7. Tony, 8. Elephant

2 From left to right: 4, 3, 2, 1  
1. is throwing, 2. is dancing, 3. are listening, 4. is shouting

## Lesson 8 - SB Page 17

### Language objectives

#### Vocabulary

- fish tank, funny, gold, jewels, ping pong, ring, ruby, sink

#### Pronunciation

- Phonics: review of the consonant sound *-ng*, *-nk*

### Skills objectives

#### Speaking

- Identify and distinguish between the *-ng* and *-nk* sound

#### Listening

- Reproduce target sounds in a poem
- Identify the sounds in isolated words

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Scrap paper for children to write *-ng* and *-nk* on each

**Attention to diversity**

Though this is a review of consonant sounds, some children may have difficulty differentiating between *-ng* and *-nk*. Give them plenty of practice with these sounds.

**Warmer**

Write *-ng* and *-nk* across the top of the board. Model the sounds as you point to each letter and ask children to repeat. Ask the children to suggest one short word for each sound, for example, *pink*, *ping pong*.

**Lead-in**

Children open their books and look at the pictures on page 17. Ask them to cover the poem with their hand and name the objects in the pictures.

**1**  **Children listen and say the poem.**

**Optional extra:** Divide the class into two groups and assign each group a sound *-ng/-nk*. Children say the poem again but only say the corresponding part with their sound. Swap sounds and repeat.

**2**  **Children listen and colour the objects in the picture.**

**Answer key:** Colour the crown pink and the ring red.

**Optional extra:** In pairs, children take turns giving an object and their partner gives the colour.

**3**  **Children listen, circle and repeat.**

**Answer key:** 1. sing, 2. sink, 3. wink, 4. wing, 5. bank, 6. bang, 7. stink, 8. sting, 9. wrong, 10. ring

**Optional extra:** Do a gesture for the words in activity 3 and children say the word with the correct sound. Children can repeat the procedure in pairs.

**Fast finishers**

Children can make up another verse for the poem using the words from the activities. It can be silly or nonsensical.

**Wrap up**

Distribute scrap paper for children to write *-ng* and *-nk* on each piece. Say the word *sink* and prompt children to hold up the paper with *-nk* written on it. Invite volunteers to come up and say other words from today's words.

**Audio CD 1**

1 sing, sing	5 bank, bank	9 wrong, wrong
2 sink, sink	6 bang, bang	10 ring, ring
3 wink, wink	7 stink, stink	
4 wing, wing	8 sting, sting	

**Continuous assessment**

**Teacher's Resource Material:** Speaking worksheet Unit 1

**Optional extra:** Dictate more words with the sounds *-ng/-nk* and children write down the corresponding sound.

 **At home**

**Activity Book** - page 17

**Answer key:**

- 1 pink - sink, king - ring, ping pong - song, bank - tank
- 2 From top to bottom: king, ring, song, ping pong, bank, tank, sink, pink
- 3 1. sink, 2. wing, 3. long, 4. wink, 5. young, 6. drink, 7. wrong, 8. think

• **Optional extra:** Children write a different word containing each sound and draw a picture next to it.

**Lesson 9 - SB Page 18****Language objectives****Vocabulary**

- *abdomen, ant, antennae, backward, butterfly, chirp, cricket, dragonfly, firefly, forward, humid, lay eggs, mosquito, trail*

**Functions**

- Describe insects

**Skills objectives****Reading**

- Understand descriptions of insects
- Demonstrate comprehension
- Notice the gaps in their knowledge

# Unit 1

## Materials

- Digital Book
- A KWL chart for each of the four insects
- A photo or picture of the insects
- A marker

## Attention to diversity

Some children may be interested in the topic of insects more than others. Inspire interest by highlighting how much they will learn about a new area in today's class.

## Warmer

### KWL Charts

Display the KWL charts:

Ants		
What I want to know about ants.	What I want to learn about ants.	What I learned about ants.

Display one chart on each of the four walls of the classroom. Read the names of the insects together. Children think about what they already know about these insects. Divide the class into four groups. Each group starts at one of the four KWL charts. Children use a marker to record statements about the insect in the *What I Know* column. After several minutes, children move to the next chart in a clockwise manner. Repeat until each group has written two or three statements in the *What I Know* column of each chart. Children repeat the activity, this time writing one or two questions in the *What I Want* column of each chart. Save the charts for later use.

## Lead-in

Children open their books and look at the pictures in activity 1. Name the insects before they start reading.

## 1 Children read and number.

Answer key: 4, 3, 2, 1

**Optional extra:** Put a word pool on the board with the following items: *ants, dragonflies, fireflies, crickets, colony, eggs, pets, light, transparent wings, thirty years, jump*. Match the words with the insects according to what the children read in the descriptions.

## 2 Children read and complete.

Answer key: 1. Dragonflies, 2. Fireflies, 3. crickets, 4. Ants, 5. Crickets, 6. ant, 7. Fireflies, 8. Dragonflies

**Optional extra:** Children write down the four insects in their notebooks in order of preference.

## Wrap up

Display the KWL charts from the Warmer. Read the questions that children wrote in the *What I Want* column and discuss whether they were able to answer them after reading the text in their book. Record children's answers in the *What I Learned* column. Ask children to share other facts they learned about the insects and record their responses on the charts.

## Continuous assessment

Ask children follow-up questions:

*Which insect lives in colonies? (ants)*

*Which insect makes a singing noise? (crickets)*

*Which insect lives in water as children? (dragonflies)*

*Which insect lives in warm climates? (fireflies)*

## At home

Activity Book - page 18

Answer key:

1 1. firefly, 2. dragonfly, 3. cricket, 4. ant

2 Child's own colouring.

3 1. dragonfly, 2. firefly, 3. ant, 4. cricket

- **Optional extra:** Children write 50 words about the following heading: *My favourite insect is ... because...*

# Lesson 10 - SB Page 19

## Language objectives

### Vocabulary

- *big wheel, capsule, exciting, high, passenger, ton, tourist attraction, trip, weigh*

### Functions

- Describe places of interest
- Review: Numbers 1-10, school objects, colours

## Skills objectives

### Speaking

- Describe an interesting place

### Reading

- Understand and follow descriptions of a place
- Demonstrate comprehension

**Materials**

- Digital Book
- Stopwatch/Timer

**Warmer**

Tell the children you are going to describe a place but they have to guess which place you're describing (London). They can stop you at any time but they are only allowed three guesses as a group.

**Lead-in**

Children write down all the places of interest they know in London. Write them up on the board and add *the London Eye* if it doesn't come up. Ask children if they know about this tourist attraction.

**1 Children read and answer the questions with a classmate.**

**Answer key:** 1. Because you can see lots of other famous buildings and parks from the London Eye, 2. 800, 3. 11.30, 4. Red, 5. Child's own answers.

**Optional extra:** Write the following numbers from the text on the board (excluding the numbers which come in the next exercise): 25 / 800 / 11 / 2,100 / 1,272 / 135 / 64.

In pairs, children have one minute to find out what these numbers refer to. After the time limit, quiz children on the numbers.

**2 Children complete with numbers.**

**Answer key:** 1. 40, 2. 32, 3. 30, 4. 3

**Optional extra:** Children underline six useful, 'tourist' words that they can use in a description of a place of interest for them.

**3 Children tell a classmate about an interesting place to visit where they live.**

**Answer key:** Child's own answers.

**Optional extra:** Swap pairs around and children tell their new partner about the place their previous partner has described. Repeat as many times as you like.

**Fast finishers**

Children can write a sentence about what they would like to see in London and why.

**Wrap up**

Feedback on all of the places of interest described in activity 3 and make a class vote on the most interesting place.

**Continuous assessment**

Ask children to tell you everything they know about London. Use prompts as necessary.

**At home****Activity Book - page 19**

**Answer key:**

1. ...32 capsules, 2. ...3 million people visit it every year, 3. ...30 minutes, 4. ...800 people at a time, 5. ...25 people, 6. ...2,100 tonnes.
  2. 1. There is lots to see in London, 2. The London Eye is a big wheel, 3. It doesn't stop for people to get in, 4. It turns round very slowly, 5. You can see up to 40km away.
  3. Child's own drawing.
- **Optional extra:** Children write 50 words about an interesting place to visit. They must include three facts with numbers.

**Review  
SB Pages 20 & 21****Language objectives****Grammar**

- Present continuous
- Imperatives

**Vocabulary**

- Entertainment places and activities

**Functions**

- Describe activities
- Express rules

**Skills objectives****Speaking**

- Ask and answer questions using the target vocabulary and grammar

**Listening**

- Review the target vocabulary and grammar
- Demonstrate comprehension

**Reading**

- Demonstrate comprehension

# Unit 1

## Materials

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

## Attention to diversity

There are a lot of collocations for children to assimilate. Recycling items sporadically will reinforce vocabulary and grammatical structures.

## Warmer

Display the unit 1 Flashcards and elicit what they represent: different places. Then tell students they will have to provide different actions they can carry out in those places. Next, write the following headings on the board: Actions and Places.

Divide the class into small groups. Let them work together to think of and write as many words as they can for each category. Make sure to check spelling.

## Lead-in

Do the gesture for an activity from the Review for children to guess. Insist on the full structure, for example, *You are eating ice cream.*

## 1 Children listen and number. Then write the captions.

**Answer key:** 5. They are buying souvenirs, 3. She is watching the fish, 6. They are eating ice cream. 2. They/ The children are buying tickets, 4. She is holding a turtle.

**Optional extra:** Divide the class into pairs. The children take turns pointing to each caption and asking the question: *What's he/she/they doing?* for their partner to answer.

## 2 Children read, look and answer.

**Answer key:** 1. Ted and Noah are drinking. / Ted and Noah are watching the monkeys, 2. No, they aren't, 3. The gorilla is taking a picture, 4. Nathan is posing for the picture, 5. Sue is listening to the man/the guide.

**Optional extra:** Write the following incomplete sentences on the board:

*Ted and Noah are \_\_\_\_\_.*

*No, they \_\_\_\_\_.*

*The gorilla is \_\_\_\_\_.*

*Nathan is \_\_\_\_\_.*

*Sue is \_\_\_\_\_.*

Children complete the sentences from memory without looking back at their books.

## Audio CD 1



- 1 Mum is taking the children to the aquarium.
- 2 The children are buying tickets.
- 3 She is watching the fish.
- 4 She is holding a turtle.
- 5 They are buying souvenirs.
- 6 They are eating ice cream.

## 3 Children look and complete.

**Answer key:** 1. take, 2. use, 3. feed, 4. eat - drink, 5. drop, 6. touch

**Optional extra:** Hold up the unit 1 **Flashcards** for the entertainment places one at a time. For each one, children give the corresponding imperative. E.g. Teacher holds up a flashcard of a zoo and children say *Please don't feed the lions.*

## 4 Children point, ask and answer questions with a classmate.

**Answer key:** Child's own answers.

**Optional extra:** In open pairs, children repeat the activity by asking each other questions across the room. They should address a learner by their name whilst pointing to a picture.

## Fast finishers

Children make their own sign with a corresponding imperative.

## Wrap up

Ask children to think about what they have learnt in this unit. In their notebooks, they copy the following questions and answer:

1. *What did you learn?*
2. *What did you enjoy learning?*
3. *What was difficult for you to learn?*
4. *What was easy for you to learn?*

## Final evaluation

**Teacher's Resource Material:** Test Unit 1

**At home****Activity Book** - pages 20-21

Answer key:

- 1** From top to bottom: 2 - 're buying, 5 - 're watching, 6 - 's taking, 1 - 's taking, 4 - 're listening
- 2** From left to right: They are having a snack, They are listening to music, They are riding their bikes.
- 3** 1. ...the lions at the zoo, 2. ...your mobile phone in the cinema, 3. ...the paintings at the art museum, 4. ...in the fish tank at the aquarium.
- 4** Child's own writing.
- 5** 1. Is - she, 2. Are - they are, 3. Is - Yes, he is, 4. Is - Yes, it is, 5. Is he - No, he isn't, 6. Are they - they are

**Activity Book** - page 112

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

**More practice**

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

# Unit 2 Farmers' market

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Countable and uncountable nouns</b></li> <li>• <b>There is / There are:</b> affirmative, negative and interrogative</li> <li>• <b>Quantifiers:</b> <i>some, a little, a few, a lot, not any</i></li> <li>• <b>How many/much...?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Food:</b> <i>apple, bacon, banana, butter, cheese, egg, fish, honey, jam, meat, milk, mushroom, peanut butter, popcorn, potato, raspberry, sugar, sweet corn, tomato, yoghurt</i></li> <li>• <b>Other:</b> <i>beautiful, bike, block of flats, bus, chickens, clean, dirty, farm, goats, hormones, litter, pesticides, pet cow, pet dog, pigs, pumpkins, rubbish, signs, ugly, vegetables, walls</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> third person 's': <i>s, z, iz</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Present continuous</b></li> <li>• <b>Entertainment places</b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To distinguish between Countable/Uncountable nouns</li> <li>• To practise using <i>there is / there are</i> in questions and answers</li> <li>• To practise using quantifiers in questions and answers</li> <li>• To practise the Present continuous</li> <li>• To apply the spelling rules for the third person plural verb form</li> </ul>	<ul style="list-style-type: none"> <li>• To ask about quantities</li> <li>• To state quantities</li> <li>• To compare city and country living</li> <li>• To describe a painting</li> <li>• To distinguish between Countable and Uncountable nouns</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To understand common nouns related to food</li> <li>• To identify and understand incidental vocabulary</li> <li>• To understand vocabulary related to city/country</li> <li>• To understand selected verbs containing the <i>s, z, iz</i> sounds in the third person plural</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and distinguish the sounds of the third person <i>s: s, z, iz</i> in sets of words</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To use the text to act out dialogues in stories</li> <li>• To ask and answer questions using <i>there is / there are</i></li> <li>• To ask and answer questions using quantifiers</li> <li>• To use a chant to practise verbs containing the <i>s, z, iz</i> sounds in the third person plural</li> <li>• To demonstrate understanding of key vocabulary</li> <li>• To discuss the positive and negative aspects of city/country</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow a story</li> <li>• To interpret and answer questions using the target language</li> <li>• To use reading skills to correctly answer true or false statements about the text</li> <li>• To identify the target language in order to complete a comprehension task</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify characters in a story</li> <li>• To follow a story</li> <li>• To match words and pictures.</li> <li>• To identify the <i>s, z, iz</i> sounds in the third person plural</li> </ul>	<ul style="list-style-type: none"> <li>• To write full sentences using the target language</li> <li>• To write a diary entry for a character from the story</li> <li>• To write about the country/city</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce Countable and Uncountable nouns, *There is/are*, quantifiers and *How many/much*.
- Check children can identify, understand and produce food vocabulary.
- Check children can ask about and state quantities.

## Materials

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

Stopwatch/Timer	Three baskets
Slips of paper	Some countable
Poster paper	objects
A soft ball	
Pictures of the	
Farmers' market	

## Go digital!

### Digital book

Complete the activities with the children on the IWB.

### More practice

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

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn grammar rules, vocabulary and phonics for pronunciation.



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world.



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition and use the video, the interactive whiteboard material and ICT to obtain and research information.



### Social and civic competence

Children learn basic social interaction patterns and social conventions by working in pairs and playing games.



### Cultural awareness and expression

Children develop drawing and colouring skills, and participate in chants, songs and poems. Children appreciate cultural expressions and artists.



### Competence in learning to learn

Children develop strategies to improve the learning process and assume control over their own learning.



### Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making, and independent action.

# Unit 2

## Lesson 1 - SB Page 22

### Language objectives

#### Vocabulary

- *apricots, banana yoghurt, cheese, cousin, farmers' market, milkshake, strawberries, to sell*

### Skills objectives

#### Listening

- Listen and follow a story

#### Reading

- Read and follow a story

### Materials

- Digital Book
- Audio CD 1
- Slips of paper
- Poster paper

### Attention to diversity

Certain vocabulary items in the narrative may impede comprehension. Use concept check questions to foster understanding and pre-teach and personalise key language.

### Warmer

Ask children if they do the shopping with their parents and elicit what kind of things they would expect to find at a supermarket or food store..

### Lead-in

Write *cheese, apricots, milkshake, strawberries* and *banana yoghurt* on the board. Focus children's attention on the images from the story in activity 1. Holding up the book, point to and drill the words, chorally and individually. Children copy the words in their notebooks in order of preference.

### 1 1.15 Children read and listen.

**Values:** Write the word *tolerance* on the board. Explain to children that this means *to accept each other's differences*. Talk about the importance of being tolerant and accepting different ideas.

**Optional extra:** Ask questions about the narrative text to check comprehension: *Where are the children? What does Frank sell? What food can they see? What's in the milkshake? What does George like?*

### Fast finishers

Children quietly read the story to themselves.

### Wrap up

Divide the children into groups of five. Hand out five slips of paper to each child. Elicit the food and drink heard in the story and write them on the board. In their groups, children label and decorate their word cards. Assign each child a character from the story. Play the story again, pausing after each frame. Children use the word cards as props while acting out the story.

### Initial evaluation

Divide children into pairs. Hand out a large piece of paper to each group. Decide on the story ends, adding illustrations and dialogue.



### At home

#### Activity Book - page 22

Answer key:

1. The farmer's market, 2. Organic dairy products, 3. Yes, they do, 4. He is Leo's cousin, 5. Strawberry, 6. Banana yoghurt.
- 2 Dairy products: cheese, milkshake, yoghurt  
Fruit: apricots, strawberries, banana
- 3 Child's own writing.

- **Optional extra:** Children choose five new words from the story and write them in their notebooks with a picture.

## Lesson 2 - SB Page 23

### Language objectives

#### Grammar

- Countable and Uncountable nouns: *egg/eggs, milk*

#### Vocabulary

- *butter, cheese, egg, honey, meat, milk, mushroom, potato, raspberry, yoghurt*

#### Functions

- Distinguish between Countable and Uncountable nouns

## Skills objectives

### Speaking

- Spell target language correctly

### Writing

- Copy and write key vocabulary

## Materials

- **Digital Book**
  - Slips of paper
- **Flashcards** Unit 2
  - A soft ball

## Warmer

In pairs, give children two minutes to write down as many food words as they can from the Farmers' market from the previous lesson: *cheese, apricots, milkshake, strawberries, banana yoghurt*. If they can't remember the word, they may draw the picture. When they finish, pairs swap their lists. Elicit items to check if they are correct. Award two points for every word spelled correctly and one point for pictures. The pair with the most points is the winner.

## Lead-in

Display the unit 2 **Flashcards** for the items in activity 1. Elicit the names from the children. Drill chorally and individually, paying particular attention to the short *i* sound in *milk* and the *u* sound in *butter*. Ask children to close their eyes. Remove one of the flashcards. Children open their eyes and name the missing flashcard. Repeat the procedure several times.

## 1 Children look and write.

**Answer key:** 1. potato, 2. meat, 3. yoghurt, 4. milk, 5. raspberry, 6. butter, 7. cheese, 8. honey, 9. egg, 10. mushroom

**Optional extra:** Hand out two slips of paper to each child. On one, children draw a smiley face and on the other a sad face. Ask the children, *Do you like butter?* Those who do, hold up the smiley face and say, *Yes we do*. Those who don't, hold up the sad face and say *No we don't*. Model with a stronger child first.

## 2 Children look and classify.

**Answer key: Countable:** potato, raspberry, egg, mushroom. **Uncountable:** meat, yoghurt, milk, butter, cheese, honey

**Optional extra:** Explain to children that nouns like *eggs* are countable: we can count them and use them in singular and plural form. Nouns like *milk* have no plural form and are uncountable. We cannot use Uncountable nouns with *a/an*. In pairs, children look at their answers to activity 2 again and make any necessary changes before correcting as a group.

## Fast finishers

Children copy target language from activity 1 in their notebooks and draw a corresponding picture.

## Wrap up

Throw a soft ball to a child and say a word from activity 1. The child then spells the word aloud. If the child answers correctly, he or she throws the ball to another child and chooses another word. If not, the ball should be returned.

## Continuous assessment

Practise the target vocabulary using a chain game.

Tell children: *I went to the farmers' market and I bought eggs*. Encourage a volunteer to add to the chain: *I went to the farmers' market and I bought eggs and cheese*.

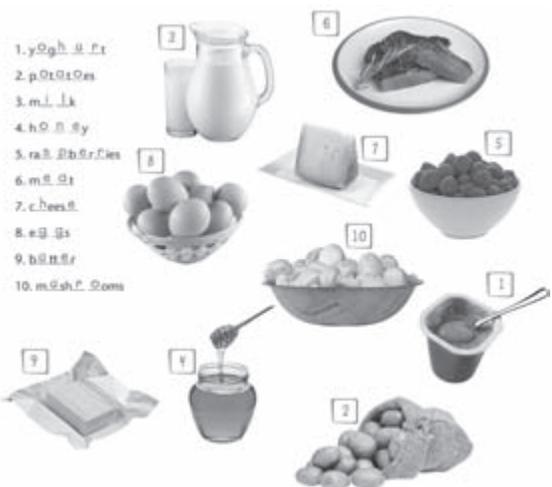
## At home

### Activity Book - page 23

**Answer key:**

- 1** 1. yoghurt, 2. potatoes, 3. milk, 4. honey, 5. raspberries, 6. meat, 7. cheese, 8. eggs, 9. butter, 10. mushrooms

**2**



- 3** I can count: eggs, raspberries, mushrooms, potatoes  
I can't count: milk, meat, cheese, butter, honey, yoghurt

# Unit 2

## Lesson 3 - SB Page 24

### Language objectives

#### Grammar

- *There is/are*: affirmative, negative and interrogative

#### Vocabulary

- *cheese, eggs, honey, meat, milk, raspberries, yoghurt*

#### Functions

- Ask about and state quantities

### Skills objectives

#### Speaking

- Ask and answer questions using target structure

#### Listening

- Identify target language

#### Writing

- Answer questions with the target grammar

### Materials

- **Digital Book**
- **Audio CD 1**
- Stopwatch/Timer
- Pictures of the *Farmers' market*

### Attention to diversity

A guided discovery approach is used in this lesson as children are more likely to remember a rule and apply it if they have discovered the rule themselves.

### Warmer

Play *Pictionary* in two teams. Invite a volunteer from each team to come to the board and draw one of the food items from the previous lesson.

### Lead-in

Focus children's attention on the image from activity 1 and elicit what they can see.

### 1 Children listen, look and circle the correct word.

**Answer key:** 1. are, 2. is, 3. is, 4. isn't, 5. are, 6. isn't

**Optional extra:** In pairs, children read the correct sentences from activity 1 again and see if they can work out the rule for when we use *there is/are* before nouns and when we use *some* and *any*.

### 2 Children read, look and answer.

**Answer key:** 1. Yes, there is, 2. Yes, there are, 3. No, there isn't.

### 3 Children look, ask and answer with a classmate.

**Answer key:** Child's own answers.

### Wrap up

Using their pictures of the *Farmers' market*, children work in pairs asking and answering questions.

### Audio CD 1



Woman: Welcome to the farmers' market!

Girl: Look over there! There are some raspberries. They're so red and juicy.

Boy: There is some honey over here. It's brown and very sweet.

Girl: Mmm! There's some milk and some yoghurt. It's so fresh and creamy.

Boy: There isn't any cheese. What a shame, I love cheese!

Girl: But there are some eggs. They look very fresh. Mmm...

Boy: Oh no! There isn't any meat!

### Continuous assessment

Write the following sentences on the board:

1. *There aren't any meat.*
2. *There are some butter.*
3. *There is some eggs.*
4. *There aren't any milk.*

In pairs, children correct the sentences in their notebooks.



### At home

**Activity Book** - page 24

**Answer key:**

- 1 Child's own drawing.
2. Is - No, there isn't, 3. Are - No, there aren't, 4. Is - Yes, there is, 5. Is - Yes, there is, 6. Are - Yes, there are, 7. Is - Yes, there is, 8. Is - No, there isn't.

## Lesson 4 - SB Page 25

### Language objectives

#### Grammar

- Quantifiers: *a few, a lot, not any*
- Questions: *How many...? How many green peppers are there?*

#### Vocabulary

- *apples, green peppers, mushrooms, potatoes, tomatoes*

#### Functions

- Ask about and state quantities

### Skills objectives

#### Listening

- Identify target structure

#### Reading

- Understand target language

#### Writing

- Copy and write target language

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- Three baskets
- Some countable objects
- Slips of paper

### Attention to diversity

Some children might struggle with concepts in the lesson. Allow for plenty of repetition and consolidation work to facilitate understanding.

#### Warmer

Write on the board *bananas, fish, meat, mushrooms, cheese, eggs, chocolate, ice cream*. Ask children to make up sentences with these words and write them down in their notebooks.

#### Lead-in

Display three baskets at the front of the room. Fill the first basket with a countable object. Place a few items of that same object in the second basket. Leave the last basket empty. Point to each basket and drill chorally and individually: *How many ... are there? There are a lot. There are a few. There are none.*

### 1 Children look and write.

**Answer key:** There are a few, There aren't any, There are a lot.

**Optional extra:** Elicit from children whether the foods they can see on the page are countable or uncountable. Make statements about those nouns. If true, children put their hands in the air and repeat the utterance. If false, children fold their arms and remain silent.

### 2 Children read and draw.

**Answer key:** Child's own drawings.

**Optional extra:** Hand out a slip of paper to each child. Dictate the following: *There are a lot of bananas*. Children draw a simple sketch to illustrate the sentences. Repeat the procedure with other sentences.

### 3 Children read, look and complete.

**Answer key:** 1. a few, 2. a lot, 3. any, 4. a lot

#### Fast finishers

Children write three more sentences about the food they have at home and draw a corresponding picture.

#### Wrap up

Children ask and answer questions about the items in their pencil case: *How many pens are there? There aren't any.*

### Continuous assessment

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

### At home

**Activity Book** - page 25

**Answer key:**

- 1** 1. There are a few, 2. There aren't any, 3. There are a lot, 4. There are a lot, 5. There are a lot, 6. There aren't any.
- 2** 1. There are a lot, 2. There are a few, 3. There aren't any.

# Unit 2

## Lesson 5 - SB Page 26

### Language objectives

#### Grammar

- Present continuous: affirmative and questions

#### Vocabulary

- *beautiful, clean, dirty, litter, signs, ugly*

### Skills objectives

#### Listening

- Identify characters in a story
- Follow a story

#### Reading

- Understand and follow a narrative text
- Demonstrate comprehension by circling the correct answers

### Materials

- Digital Book
- Audio CD1

### Attention to diversity

Some children may struggle with the text due to its density. Convey meaning through gesture and realia. Promote peer teaching. Encourage children to ask questions.

### Warmer

Focus children's attention on the illustrations on the page. Elicit the names of the main characters. Encourage children to tell you what the story has been about so far.

### Lead-in

On the board write *litter, beautiful, clean, dirty, ugly, signs* and elicit meaning. Children copy the vocabulary in their notebooks and draw a picture. Ask children to predict what they think will happen in the story based on the vocabulary from the text.

### 1 Children read and listen to the story.

**Optional extra:** Retell the story to the children in your own words. Instead of saying the words *litter, beautiful, clean, dirty, ugly, signs* clap your hands and encourage children to supply the missing word: *In Summertown there is a lot of (litter).*

### 2 Children read and circle the correct answers.

**Answer key:** 1. Greentown, 2. dirty, 3. to the town, 4. signs, 5. the dragon, 6. make changes

#### Optional extra: Who am I?

Write the following clues on the board:

1. *This person says the food tastes good.*
2. *This person thinks their town is dirty and ugly.*
3. *This person asks the king a question.*
4. *This person takes the children around the town.*
5. *This person says it is time to make changes.*

Children reread the story in order to find the answers and write them in their notebooks. When finished, feedback correct answers as a group.

### Fast finishers

Children can read the story to themselves quietly.

### Wrap up

Ask a child to come to the front of the class. Explain that you are going to make a 'talking statue' of a character from the narrative. Move him in such a way that he looks like one of the characters in the story and whisper a line into his ear for him to repeat aloud: Ask the group: *Who's this? Encourage children to guess: It's the King! What's he doing? He's talking to the children!*

### Continuous assessment

Tell children to think about the meal Paul and Megan ate with the king in the story. In their notebooks, children draw a picture of the scene and write five sentences underneath to describe the meal: *There is a lot of meat. There aren't any eggs.*



### At home

#### Activity Book - page 26

**Answer key:**

1. Paul, 2. the king, 3. the king, 4. Megan, 5. Megan, 6. the king, 7. the king, 8. Paul
2. 1. fish in the lake, 2. gardens, 3. pretty parks, 4. rubbish in the streets, 5. graffiti on the walls, 6. fish in the lake, 7. graffiti on the walls, 8. signs on the walls, 9. rubbish in the streets

- **Optional extra:** Children write a sentence in their notebooks for each new word learnt in the lesson: *litter, beautiful, clean, dirty, ugly, signs*

## Lesson 6 - SB Page 27

### Language objectives

#### Vocabulary

- *drop, fish, flying, rubbish, smile, walls*

### Skills objectives

#### Speaking

- Act out the story using a dialogue

#### Listening

- Follow a story

#### Reading

- Understand and follow a narrative text
- Demonstrate comprehension by deciding if statements are true or false

### Materials

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

### Attention to diversity

Allow more reticent children to choose whether they would like to perform in front of the class. Encourage and reward participation.

### Warmer

Write the following on the board:

<i>fhis (fish)</i>	<i>llwas (walls)</i>
<i>ishrubb (rubbish)</i>	<i>yingfl (flying)</i>
<i>ropd (drop)</i>	<i>miles (smile)</i>

In pairs, children race to find the words in the text and write the correct form in their notebooks. Elicit meaning and encourage peer teaching. Clear up any doubts by using pictures and giving examples.

### Lead-in

Focus children's attention on the illustration and ask them to predict what they are going to read about.

## 1 Children read and listen to the story.

**Optional extra:** Ask children questions to check comprehension.

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

**Answer key:** 1. F, 2. T, 3. F, 4. F, 5. T, 6. T

**Optional extra:** Ask to imagine what Summertown looked like before Paul and Megan met the king and how it looked after. Tell children to draw a before and after picture of Summertown.

### Fast finishers

Children draw a corresponding picture to match the new language seen in the warmer.

### Wrap up

Remind children of the signs in Summertown. Divide the children into pairs and hand out a larger sheet of paper to each. Together, children design a sign for their town, reminding people to keep it clean. Display children's work around the classroom walls.

### Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 2

**Optional extra:** Hand out a slip of paper to each child. Children write a true or false statement about the story. Divide the board into two sections, *true* and *false*. Invite children to come to the front of the class and read their sentences aloud. The group must listen carefully and decide if the sentence is true or false. Children then attach the sentence to the corresponding part of the board.

### At home

**Activity Book** - page 27

**Answer key:**

- 1 Child's own drawing.
- 2 Child's own drawing.
- 3 You can change the world with your thoughts and actions!

- **Optional extra:** Children write a diary entry for Paul or Megan based on the events of the story. Set a word limit of 50 words.

# Unit 2

## Lesson 7 - SB Page 28

### Language objectives

#### Grammar

- Quantifiers: *a little, a lot, not any*
- Questions: *How much...? How much sweet corn is there?*

#### Vocabulary

- *bacon, butter, cheese, fish, ham, honey, jam, milk, peanut butter, popcorn, sugar, sweet corn*

### Skills objectives

#### Speaking

- Ask and answer questions using the target language

#### Reading

- Show understanding of key vocabulary

#### Writing

- Copy and write target language

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Flashcards Unit 2**

### Attention to diversity

This lesson contains a lot of new vocabulary. Use the flashcards to convey meaning and allow for peer teaching. Encourage children to use mime and gesture to aid retention.

### Warmer

Display the unit 2 **Flashcards** in a line on the board. Elicit the names from the children. Drill the selection rhythmically and allow children to add actions if they wish. Remove the flashcards one by one. Children continue the chant as if they were still there.

### Lead-in

Focus children's attention on the food items in the lesson and elicit whether they are countable or uncountable (uncountable).

## 1 Children look and match.

**Answer key:** There is a lot: 2, 6; There is a little: 3, 4; There isn't any: 1, 5

## 2 Children look and circle the correct answers.

**Answer key:** 1. Yes, there is, 2. No, there isn't, 3. Yes, there are, 4. Yes, there is.

**Optional extra:** Write the following sentences on the board:

1. *popcorn Is any there?*
2. *Is butter there any?*
3. *any Are oranges there?*
4. *jam there any Is?*

Children race to order the questions. Check correct answers as a group. In pairs, children take turns asking and answering questions.

## 3 Children look and classify.

**Answer key:** There is a lot: peanut butter, popcorn, sugar, sweet corn; There is a little: bacon, butter, jam, milk; There isn't any: cheese, fish, ham, honey

### Wrap up

Dictate *bacon, cheese, ham, milk, sweet corn, yoghurt, green pepper* and *apple*. Tell children to match the words that are from the same food groups.

### Continuous assessment

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

**Optional extra:** Children work in pairs. Child A selects a food from the unit and child B decides if it is countable or uncountable and if *how much* or *how many* can be used with it.



### At home

#### Activity Book - page 28

**Answer key:**

1



2



3



4



5



6



- 2 1. There is a lot of cheese, 2. There is a little butter, 3. There is a little sugar, 4. There is a lot of bread, 5. Yes, there is, 6. No, there isn't, 7. Yes, there is.

## Lesson 8 - SB Page 29

### Language objectives

#### Grammar

- Present simple: third person singular verb form

#### Vocabulary

- *brushes, buys, cleans, collects, cuts, dances, dries, feeds, fixes, goes, harvests, lives, makes, milks, pats, plays, rides, takes, washes, watches, wishes, works*

#### Pronunciation

- Phonics: the sound of the third person *s*: *s*, *z*, *iz*

### Skills objectives

#### Speaking

- Practise target phonics through a chant

#### Listening

- Recognise and distinguish the sounds in sets of words

### Materials

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

### Attention to diversity

Make sure children can see the position of your mouth and tongue when drilling.

### Warmer

Write *works, lives, dances* on the board and the corresponding symbols *s*, *z* and *iz*. Drill the words and elicit more examples.

### Lead-in

Write *Farmer Bob* on the board. Elicit where he lives and what kind of jobs he does on the farm.

### 1 1.19 Children listen and complete.

**Answer key:** milks, feeds, makes, buys, harvests, collects, fixes, sheers, washes, dries, cuts, cleans, rides, pats, watches, goes

**Optional extra:** Play the track again if necessary. Invite children to the board to write the correct answers.

### 2 1.20 Children listen and sing.

**Optional extra:** Play the song again. Children sing along, this time with accompanying actions.

### 3 1.21 Children listen, classify the verbs and check their answers.

**Answer key:** /s/: milks, makes, harvests, collects, cuts, pats; /z/: feeds, buys, sheers, dries, cleans, rides, goes; /iz/: fixes, brushes, washes, watches

**Optional extra:** Drill the words chorally and individually.

### 4 Children complete the table.

**Answer key:** rule 1: gives, makes, rides, uses; rule 3: flies, tries, dries; rule 2: goes; rule 1: cuts, cleans, picks, pats, sheers

**Optional extra:** Children start off by whispering the chant and miming the corresponding actions. Repeat procedure several times, gradually getting louder each time.

### Wrap up

Hand out three slips of paper to each child. Children write *s*, *z* and *iz* on each paper respectively. Play the song again. Children hold up the corresponding symbol when they hear a word containing the sound.

### Audio CD 1



Sounds like *s*: milks, makes, harvests, collects, cuts, pats

Sounds like *z*: feeds, buys, sheers, dries, cleans, rides, goes

Sounds like *iz*: fixes, brushes, washes, watches

### Continuous assessment

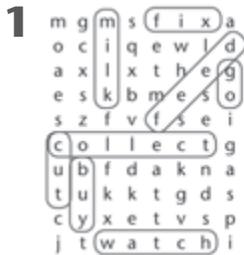
**Teacher's Resource Material:** Speaking worksheet Unit 2

**Optional extra:** Children write a short story about a farmer using as many of the verbs as possible. When they finish, children underline the words with an *s* sound in red, the words with a *z* sound in blue and the words with a *iz* sound in green pencil.

## At home

### Activity Book - page 29

Answer key:



1. Farmer Bob o u t s the hay.
2. He f i x e s the tractor.
3. He c o l l e c t s the eggs.
4. He f e e d s the pigs.
5. He b u y s the seeds.
6. He m i l k s the cows.
7. He w a t c h e s the sunset.
8. He g o e s to bed.

1. cuts, 2. fixes, 3. collects, 4. feeds, 5. buys, 6. milks, 7. watches, 8. goes

2 /s/: milks, cuts, collects; /z/: feeds, buys, goes; /iz/: watches, fixes

3 2. dries, 3. picks, 4. flies, 5. rides

4 2. rule 3, 3. rule 1, 4. rule 3, 5. rule 1

## Lesson 9 - SB Page 30

### Language objectives

#### Vocabulary

- bike, block of flats, bus, chickens, farm, goats, hormones, pesticides, pet cow, pet dog, pigs, pumpkins, vegetables

#### Functions

- Compare city and country living

### Skills objectives

#### Listening

- Identify the target language

#### Speaking

- Discuss the positive and negative aspects of city and country living

### Materials

- Digital Book
- Audio CD 1
- Stopwatch/Timer

### Attention to diversity

Monitor carefully during oral activities and provide language assistance where necessary.

### Warmer

On the board write *City* and *Country*. Divide the children into groups of four. Give the children one minute to write as many 'city' and 'country' words as they can think of.

### Lead-in

Children open their books and look at the pictures in activity 1. Say the names of the objects in the pictures aloud and children point.

### 1 Children look and write Emily (E) or Tom (T).

Answer key: 1. E, 2. T, 3. E, 4. T, 5. E, 6. T

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

Answer key: 1. F, 2. T, 3. T, 4. F, 5. F, 6. F

**Optional extra:** In pairs, children write three true/false statements about the city or the country. Invite pairs to the front of the class to read their sentences aloud. Children listen and say *true!* or *false!*

### 3 Children tell a classmate the positive and negative things about living in the city or the country.

**Optional extra:** Divide the board into two sections, *city* and *country*. Children report back on the positive and negative factors they have just discussed. Have a class vote on the preferred place to live.

### Wrap up

Tell children to close their eyes and imagine living in the city or in the country. Children describe the scene to a classmate.

### Audio CD 1



Emily: Hi, my name's Emily.

Tom: My name's Tom. Nice to meet you.

E: Where do you live?

T: I live on an organic farm in Somerset.

E: What's an organic farm?

T: It's a special type of farm. We take care of the environment!

E: What animals do you have?

T: We have cows, goats and chickens. We take good care of them. We never give hormones to our animals.

E: What are hormones?

T: Hormones are chemicals. They make the animals grow very big. We don't use them. We feed our animals a lot of healthy food that makes them strong.

E: Oh! And what do you produce on your farm?  
 T: Well, we make fresh milk, cream and butter. And the chickens lay a lot of eggs!  
 E: Mmm... I love eggs!  
 T: We also grow a lot of vegetables. We grow lettuce, green beans and potatoes. But we never use pesticides!  
 E: What are pesticides?  
 T: Pesticides are chemicals that kill insects. They are toxic, so we don't use them.  
 E: Great! Thank you, Tom.

## Continuous assessment

Tell children to write about the positive and negative aspects of the places where they live in their notebooks.

## At home

**Activity Book** - page 20

Answer key:

1. These toxic chemicals kill insects, 2. These objects make electricity from the wind, 3. This energy doesn't pollute the environment, 4. These substances make animals grow, 5. This place looks after animals, plants and the environment.
2. 1. pesticides, 2. turbines, 3. wind energy, 4. hormones, 5. organic farm

## Lesson 10 - SB Page 31

### Language objectives

#### Vocabulary

- cherries, grapes

#### Functions

- Describe a painting

### Skills objectives

#### Reading

- Understand and follow a narrative text

#### Writing

- Demonstrate comprehension by answering questions

### Materials

- Digital Book
- Audio CD 1

### Warmer

Draw the following table on the board for children to copy in their notebooks:

s	z	iz

Dictate *works, lives, wishes, dances, plays, takes, makes* and *fixes*. Children listen and write the word in the corresponding column. Check answers as a class. In pairs, children take turns saying the infinitive form of the verbs while their partner responds with the third person singular form.

### Lead-in

Describe your favourite meal to the children. Children close their eyes and visualise your description. Tell the children to think about their favourite meal. In pairs, children take turns describing and drawing.

### 1 Children read and listen.

**Optional extra:** Ask questions to check comprehension: *What did Giuseppe Arcimoboldo do? When was he born? What did he use in his portraits?* Focus children's attention on the painting and elicit what they can see.

### 2 Children look at the painting and answer the question.

**Answer key:** 1. A pear, 2. Yes, I can, 3. Yes, there are, 4. Cherries and green beans, 5. Apples, cherries, grapes, onions, pumpkins, carrots, green beans, courgettes, sweet corn.

**Optional extra:** Children write five sentences describing Arcimboldo's face using *there is/are*: *There are a lot of grapes. There is a few pears.* Children share their sentences with a partner.

### 3 Children make an Arcimboldo face.

**Answer key:** Child's own drawing.

**Optional extra:** Children compare their pieces and ask each other questions. *How many apples are there? There are a lot. Is there any sweet corn? Yes, there is!*

### 4 Children find out more about Arcimboldo and his paintings on the Internet.

**Optional extra:** Children check their facts and find extra information. If children have access to a computer room, they can search for information there. Alternatively, information can be found by the teacher and shared out among the groups. In class, children design a project page in groups of four. Ensure each member of the group contributes something to the page.

# Unit 2

## Wrap up

Display the projects around the classroom walls. Encourage children to walk around and read each other's work.

## Continuous assessment

Tell children you are going to give them a quiz about the text. Children write the number of the statement in their notebooks and then write *true* or *false*.

1. *Giuseppe Arcimboldo was a farmer.* (F)
2. *He was born in 1527.* (T)
3. *He was very creative.* (T)
4. *He wasn't famous.* (F)
5. *He painted portraits.* (T)

6. *Rodolf II was not happy with his portrait.* (F)

Children compare answers in groups. Read the statements again if necessary. Groups swap answers for correction. Check as a class. Award one point for each correct answer.



## At home

Activity Book - page 31

Answer key:

- 1 Child's own drawing.
  - 2 Child's own writing.
  - 3 1. He was from Italy, 2. He was born in 1527, 3. He painted fruit, vegetables and flowers, 4. He was an important emperor and king in Europe, 5. Vertumnus was the Roman god of the seasons, 6. Yes, he did.
- **Optional extra:** Children draw a portrait of a friend/family member and write five sentences to describe their appearance.

## Review

## SB Pages 32 & 33

## Language objectives

### Grammar

- Quantifiers: *a little, a few, a lot, not any*
- Questions: *How much/many...?*
- *There is / There are:* affirmative, negative and interrogative

### Vocabulary

- Food

### Functions

- Ask about and state quantities

## Skills objectives

### Speaking

- Ask and answer questions using the target vocabulary and grammar

### Listening

- Review the target vocabulary and grammar
- Identify target language in a matching activity

### Reading

- Demonstrate comprehension by drawing

### Writing

- Copy and write sentences using the target language

## Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Flashcards Unit 2
- Stopwatch/Timer
- Slips of paper

## Attention to diversity

Some children may struggle to remember structures and vocabulary. Pair stronger children with weaker learners to allow for peer teaching and don't rush weaker children but rather allow them enough time to finish activities and have extra activities ready for early finishers.

## Warmer

Divide the children into two groups. Invite a member from each team to the front of the class. Choose an item at random from page 32. Say the word and instruct the children to spell the word alternating letters. If a child makes a mistake, the opposing team get a point. If the word is spelled correctly both teams are awarded a point.

## Lead-in

On the board, write ten vocabulary words that you would like to review from the unit. Children choose five of them and write them down. Read definitions of the words out loud in any particular order. Children cross off the words as their definitions are read. The first child to shout *Bingo!* is the winner.

## 1 Children listen and number.

Answer key: 2, 5, 6, 4, 3, 1

**Optional extra:** Write the following incorrect sentences on the board:

1. *There is a lot of eggs.*
2. *There are a little apples.*

3. *There is a few milk.*
4. *There are a lot of sugar.*
5. *There aren't any cheese.*
6. *There isn't any tomatoes.*

Children copy the correct sentence in their notebooks. When finished, children swap notebooks and correct each other's work.

## 2 Children look, ask and answer with a classmate.

**Answer key:** Child's own answers.

**Optional extra:** Children study the picture from activity 2. After a minute, divide children into pairs. Children A close their books. Children B ask questions about the picture: *Are there any eggs?* while children B answer from memory. Swap roles and repeat the procedure.

### Audio CD 1



- 1 There are a lot of eggs.
- 2 There are a few eggs.
- 3 There is a little honey.
- 4 There aren't any eggs.
- 5 There is a lot of honey.
- 6 There isn't any honey.

## 3 Children read and draw.

**Answer key:** Child's own drawing.

**Optional extra:** Hand out a slip of paper to each child. Draw a fridge on the board and have children copy the drawing on the piece of paper. Invite volunteers to ask you questions about the contents of your fridge: *How much better is there? How many lemons are there?* Children draw the corresponding quantity according to your answers. When finished, children hold up their slips of paper to check their work.

## 4 Children look and complete.

**Answer key:** a lot, a few, aren't, any, is, isn't, any, are a few mushrooms and a lot of honey

**Optional extra:** Place three of the Unit 2 **Flashcards** in a bag. Tell children that this is your magic lunchbox and they must guess the contents by asking yes or no questions. Children take turns asking questions in order to guess: *Is it a fruit? Is it green? Does it grow on a farm? It's an apple!* Repeat the procedure several times with other flashcards.

## Fast finishers

Children rank their favourite foods in their notebooks from 1-5.

## Wrap up

Write the following categories on the board: *fruit, vegetables, entertainment places, rooms and furniture and animals.* Divide the children into teams of four. In their notebooks, children draw five columns and write the categories as headings. Ask a volunteer to say the alphabet silently. When you say stop, they say the letter aloud. In pairs, children write words beginning with the letter for each of the categories. Compare answers as a class. Award one point for each word spelled correctly. Repeat procedure several times. The pair with the most points is the winner and receives a small prize.

## Final evaluation

**Teacher's Resource Material:** Test Unit 2



## At home

**Activity Book** - pages 32 & 33

**Answer key:**

- 1** 1. are some, 2. is some, 3. isn't any, 4. is some, 5. is some, 6. aren't any
- 2** 1. a few, 2. a lot, 3. a little, 4. a lot
- 3** 1. Yes, there is a lot, 2. Yes, there is a little, 3. Yes, there are a lot.
- 4** Child's own drawings.
- 5** 1. green beans, 2. green peppers, 3. tomatoes, 4. apples
- 6** 1. green beans - a few, 2. green peppers - are a lot, 3. tomatoes - a lot, 4. apples - aren't any

**Activity Book** - page 113

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



## More practice

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

## SB Pages 34 & 35

### Language objectives

#### Grammar

- Review: language to express rules: *Please don't take pictures.*
- Review: Present simple and Present continuous
- Review: *there is/are*
- Review: *how much/many*
- Review: quantifiers: *a lot, a little, few, some, any*

#### Vocabulary

- Food, places of entertainment

#### Functions

- Design a field trip rules poster
- Communicate in order to play a game

### Skills objectives

#### Speaking

- Make affirmative sentences using the Present continuous in a game
- Ask and answer questions using *there is/are* and quantifiers in a game

#### Writing

- Design a field trip rules poster

### Materials

- **Digital Book**
- **Audio CD** (to review songs and chants)
- **Teacher's Resource Material**
- **Flashcards** Units 1-2
- Poster paper
- Dice

### Warmer

Review the songs and chants from units 0, 1 and 2 by asking children to choose their favourite. In pairs, children prepare some appropriate movements as they sing or chant along. Confident pairs can then come up and present their chant.

### Lead-in

Tell children to look at the pictures in activity 2 on page 34 and ask them to describe the action in each of them. For example: *The boy is buying snacks; The girl is taking pictures, etc.*

### 1 Children make a *Field trip rules* poster.

**Answer key:** Child's own answers.

**Optional extra:** Display the posters around the room. Children choose a place and discretely write a sentence with *Please don't...* Then in pairs, children take turns to say their sentence and their partner guesses the place.

### 2 Children play *Roll three times and say*.

**Answer key:** Child's own answers.

**Optional extra:** Children write down as many sentences from the game that they remember.

### 3 Children play *How much? How many?* with their classmates.

**Answer key:** Child's own answers.

**Optional extra:** Ask children to draw the outline of a fridge. Dictate some sentences and children draw the corresponding picture in their fridges.

E.g. *There are a few tomatoes.*

*There isn't any butter.*

*There is a little milk.*

### Wrap up

Divide the class into two teams: X and O. Draw a noughts and crosses grid on the board. Tell the class to look at page 35 and ask a question using one of the language structures taught in the unit: *How many apples are there?* The team that correctly answers the question first gets to place their letter on the grid. The first team to get three of their letters on the grid in a row wins.

### Continuous assessment

**Teacher's Resource Material:** End of Term 1 Test

**Optional extra:** Listen to the children as they do the fridge activity to evaluate their progress.



## At home

**Activity Book** - pages 34 & 35

Answer key:

**1** Child's own writing.

**2** 2. The dog is sleeping,  
3. The girl is taking a picture.

**3** 1. T, 2. F, 3. F, 4. F, 5. T, 6. T, 7. F, 8. T

**4** Recipe 2

- **Optional extra:** Children think of a place from the unit and design a poster with the caption:  
*Please don't...*

# Unit 3

# My time

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <i>like/love/don't like/hate</i> + <b>gerund</b>: affirmative, negative, interrogative</li> <li>• <b>How often...? and adverbial phrases</b>: <i>every day, every week, every month, every year</i></li> <li>• <b>Describing abilities</b>: <i>good at, not good at</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hobbies and activities</b>: <i>cook, chat online, do gymnastics, go roller skating, go to ballet class, have singing lessons, have violin lessons, learn karate, listen to music, play computer games, play football, play in the school band, take pictures</i></li> <li>• <b>Feelings</b>: <i>angry, bored, calm, confused, excited, happy, nervous, sad</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics</b>: hard and soft <i>g</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Food</b></li> <li>• <b>Entertainment places</b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To use the present form of <i>like</i></li> <li>• To practise questions using <i>How often...?</i></li> <li>• To use the Present simple: <i>I'm good at + verb with -ing</i></li> </ul>	<ul style="list-style-type: none"> <li>• To express likes/dislikes</li> <li>• To ask and answer questions about likes</li> <li>• To talk about how often you do something</li> <li>• To describe abilities</li> <li>• To describe and share feelings</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To use leisure activities to talk about likes/dislikes</li> <li>• To use time expressions</li> <li>• To understand common nouns related to school</li> <li>• To understand incidental vocabulary in stories</li> <li>• To use items to describe and interpret feelings</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and differentiate between the hard and soft <i>g</i></li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To ask and answer questions about likes</li> <li>• To ask and answer questions using <i>How often...?</i></li> <li>• To play a guessing game using leisure activities</li> <li>• To use the text to act out dialogues in stories</li> <li>• To identify and produce consonant sounds</li> <li>• To discuss strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow a story</li> <li>• To show comprehension</li> <li>• To use reading strategies, such as prediction</li> <li>• To give a personal response to a text</li> <li>• To classify activities according to one's habits</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To follow a story</li> <li>• To listen in order to check collocations</li> <li>• To reproduce target sounds in a song</li> <li>• To identify sounds in isolated words</li> </ul>	<ul style="list-style-type: none"> <li>• To write about one's abilities</li> <li>• To write a profile</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce *like/love/don't like/hate + gerund, How often...?* and adverbial phrases, and abilities.
- Check children can identify, understand and produce vocabulary related to hobbies, activities and feelings.
- Check children can ask about likes and dislikes, how often something is done and talk about abilities.

## Materials

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

Stopwatch/Timer	A soft ball
Strips of paper	Word cards with hard 'g' and soft 'g'. Ten per pair.
Sheets of paper	Word cards with the words from Lesson 8
A calendar for the classroom	

## Go digital!

### Digital book

Complete the activities with the children on the IWB.

### More practice

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

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn grammar, vocabulary and phonics for pronunciation.



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn to express frequency.



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition and use the video, the interactive whiteboard material and ICT to obtain and research information.



### Social and civic competence

Children learn basic social interaction patterns and social conventions by working in pairs and playing games.



### Cultural awareness and expression

Children develop drawing, colouring skills and creativity and participate in chants, songs and poems. Children appreciate cultural and artistic expressions.



### Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning.



### Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making, and independent action.

# Unit 3

## Lesson 1 - SB Page 36

### Language objectives

#### Vocabulary

- *bored, fun, helmet, roller skating*

### Skills objectives

#### Listening

- Listen and follow the story

#### Reading

- Read and follow a simple story

### Materials

- Digital Book
- Audio CD 1
- Strips of paper

### Attention to diversity

Some items in the story might make it difficult for children to follow the story. Pre-teach and use concept check questions to ensure complete understanding.

### Warmer

Distribute strips of paper. Write *I love...* on the board and children copy and complete the sentence frame with their own ideas. Take the papers in. Hand them out and each child guesses who wrote it. E.g. *Pablo loves football.*

### Lead-in

Children write down as many words as they know from previous lessons. Write *free time* in the middle of the board and create a mind map. Invite children to call out the words they brainstormed.

### 1 Children read and listen.

#### Values: Sharing

Discuss the importance of sharing. Ask children to brainstorm a list of ways they can share with others: *I can share my toys when I play. I can share my pencil in class. I can share my books if someone forgets his/hers. I can share my lunch when someone is hungry.* Children refer back to the story and discuss the ways in which the children in the Gang shared with one another. Remind children that sharing is an important part of being a kind person. Have them think about ways in which they can share more with their friends.

**Optional extra:** Drill the following phrases from the story strip stressing the underlined words and exaggerating pronunciation:

*There's nothing to do.  
I'm so bored.*

*I love roller skating.*

Split the class into three groups: Toby, Boy 1, Boy 2. Repeat the story with children saying their corresponding part aloud, stressing where necessary.

### Fast finishers

Children quietly mumble the story to themselves, practising stress.

### Wrap up

Write the dialogue from the story on the board in jumbled order. In pairs, children race to put it in the correct order.

### Initial evaluation

Give three statements with three options and children choose the correct answer:

1. *Toby is...* a. *happy* b. *bored* c. *sad*.
2. *Toby is with...* a. *his friends* b. *his brother* c. *his cousins*.
3. *They go...* a. *ice skating* b. *roller skating* c. *swimming*.



### At home

#### Activity Book - page 36

Answer key:

- 1 1. F, 2. T, 3. F, 4. F, 5. T, 6. F, 7. F, 8. T
- 2 Toby: 1, 4, 6, 8  
Lily: 2, 3, 5, 7

- **Optional extra:** Children choose five new words from the story and write them in their notebooks with a picture.

## Lesson 2 - SB Page 37

### Language objectives

#### Grammar

- *like / don't like / do you like + -ing*: short answers

#### Vocabulary

- *chat online, do gymnastics, go roller skating, have swimming lessons, have violin lessons, learn karate, play computer games, play in a band*

#### Functions

- Express likes/dislikes

## Skills objectives

### Speaking

- Ask and answer questions using *Do you like...?*

### Listening

- Listen in order to check collocations from the listening task

## Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 2

### Warmer

Mime some of the activities from Lesson 2: *karate, roller skating, violin lessons, playing in a band, ballet, gymnastics*. Try and elicit some of the words from the children. Children make a thumbs up gesture if they like these activities.

### Lead-in

Draw happy faces on the board for the following words: *love*: ☺☺☺ / *like*: ☺☺ / *don't like*: ☹ / *hate*: ☹☹☹. Elicit the verb from the children and give them first letters if they struggle. Use the unit 2 **Flashcards** to practise. For example, hold up the flashcard with bacon and a child says *I like bacon*.

## 1 Children look, listen and write.

**Answer key:** 1. like, 2. love, 3. love, 4. hate, 5. don't like, 6. like, 7. don't like, 8. love, 9. don't like

**Optional extra:** In their notebooks, children draw a table with four columns with the following words in each column: *love*: ☺☺☺ / *like*: ☺☺ / *don't like*: ☹ / *hate*: ☹☹☹. Children then write the activities from activity 1 under the headings according to how they feel about the activities.

## 2 Children ask and answer questions with a classmate.

**Answer key:** Child's own answers.

**Optional extra:** Describe a child in the class without saying their name. Continue describing until someone guesses who it is.

### Fast finishers

Children complete more questions with the structure *Do you like...?*

### Wrap up

Write the following frames on the board *I love... / like... / I don't like... / I hate....* Children complete the sentences

with their own ideas. In pairs children read their sentences out to compare.

## Audio CD 1



- 1 I like learning karate.
- 2 I love going roller skating.
- 3 I love playing computer games.
- 4 I hate having violin lessons.
- 5 I don't like playing in the school band.
- 6 I like chatting online with friends.
- 7 I don't like going to ballet lessons.
- 8 I love having swimming lessons.
- 9 I don't like doing gymnastics.

## Continuous assessment

Children write down the activities from Lesson 2 in their notebooks in order of preference. Next to the activities, they write the translation.

## At home

**Activity Book** - page 37

**Answer key:**

- 1 1. love - doing, 2. don't like - going, 3. like - chatting, 4. hate - playing, 5. like - having, 6. love - speaking
- 2 From left to right: 3, 2, 1  
Child's own writing.
- 3 Child's own drawing.

## Lesson 3 - SB Page 38

### Language objectives

#### Grammar

- *like* in the interrogative in the third person and short answers

#### Vocabulary

- *ballet, chat, singing, swimming, take photos*

#### Functions

- Ask and answer questions about likes

# Unit 3

## Skills objectives

### Speaking

- Ask and answer questions using *Do you like...?*

### Reading

- Match key vocabulary with pictures

### Writing

- Complete questions using the target grammar

## Materials

- Digital Book
- Sheets of paper

## Warmer

Explain that you are going to choose a secret letter of the alphabet and children should ask you questions to find out what it is, e.g. if you choose 'a':

C1: *Do you like cake?*

T: *Yes, I do.*

C1: *Do you like biscuits?*

T: *No, I don't.*

C1: *Do you like apples?*

T: *Yes, I do.*

C1: *Do you like coffee?*

T: *No, I don't. (You only like the things that have an 'a'.)*

The child who finds out the secret letter comes to the front of the class and has the next turn.

## Lead-in

Children copy the alphabet in their notebooks. Give a few words for some of the words, e.g. k-karate. In pairs, children write a leisure word/activity next to each letter of the alphabet.

## 1 Children look, read and match.

**Answer key:** 1. Amy and Jen, 2. Sarah, 3. John, 4. Mark and James

**Optional extra:** Hands up if you... love ballet, don't like swimming, like singing, hate playing football. Give the above instructions and children put their hands up accordingly.

## 2 Children read and circle the answers.

**Answer key:** 1. Yes, they do, 2. No, she doesn't, 3. Yes, he does, 4. No, they don't.

**Optional extra:** Children write three questions about their partners' likes, e.g. *Does he/she like ballet?* Children read them out and the class has to answer with *Yes, he/she does* or *No, he/she doesn't*.

## 3 Children complete the questions with the correct form of the verbs.

**Answer key:** 1. playing, 2. chatting, 3. taking, 4. learning, 5. listening

**Optional extra:** Invite a 'grammar assistant' to the board. Write some examples of *like* in the affirmative, negative and interrogative. Ask your 'assistant' to highlight the auxiliary verb *do*, the *-ing* form and the difference in word order for the class.

## 4 Children ask and answer questions with a classmate.

**Answer key:** Child's own answers.

**Optional extra:** Have the children change pairs and tell their new partner about their previous partner's likes/dislikes.

## Fast finishers

Children can write sentences about what their partner likes/dislikes.

## Wrap up

Children work with their partners from activity 4. Distribute paper and children draw two overlapping circles, each with one of their names in it. Children then complete the Venn diagram with sentences from activity 4. *We both like playing computer games. Maria likes chatting online, but I don't, etc.*

## Continuous assessment

Dictate the following sentences to the class:

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1. <i>I like watch TV.</i>      | 5. <i>Do you like having photos?</i> |
| 2. <i>Does you like ballet?</i> | 6. <i>I love chatting online.</i>    |
| 3. <i>No, I don't.</i>          |                                      |
| 4. <i>Are you like singing?</i> |                                      |

The children write the sentences in their notebooks and correct the sentences which are formed incorrectly.



## At home

**Activity Book** - page 38

**Answer key:**

- 1** 1. Does - Yes, he does, 2. Does - No, he doesn't, 3. Does he like cooking, 4. Does he like listening to music
- 2** 1. Yes, he does, 2. Do Tory and Pete like going roller skating? Yes, they do, 3. Does Cathy like playing in the school band? No, she doesn't, 4. Do you like painting? Child's own answer.

## Lesson 4 - SB Page 39

### Language objectives

#### Grammar

- Present simple with *How often...?*

#### Vocabulary

- *brush your teeth, celebrate Christmas, eat breakfast, feed your pet, go swimming, go to a museum, go to the park, make your bed, open birthday presents, ride an elephant, take a test, every day, week, month, year, never*

#### Functions

- Talk about how often you do something

### Skills objectives

#### Speaking

- Ask and answer questions using *How often...?* with activities

#### Reading

- Classify activities according to one's habits

### Materials

- Digital Book
- Teacher's Resource Material
- Stopwatch/Timer
- A calendar for the classroom
- A soft ball

### Attention to diversity

Some children might quickly lose interest in the game from activity 3 *How often do you...?* Monitor carefully to ensure all children are on task and participating.

#### Warmer

Revise the days of weeks by eliciting today's date and ask children to write the other days of the week in the correct order in their notebooks.

#### Lead-in

Ask children *What do you do on Mondays?* Call on volunteers to answer the question, *I ride my bike on Mondays.* Repeat the activity with other days of the week/months.

### 1 Children read, look and number.

**Answer key:** 2; 3; 4; 1

**Optional extra:** Post a calendar on one of the walls in the classroom. Children tell you their birthdays and mark their names on the corresponding day.

### 2 Children classify the activities.

**Answer key:** Child's own answers.

**Optional extra:** Children add three of their own activities to the table.

### 3 Children play *How often do you...?* with a classmate.

**Answer key:** Child's own answers.

**Optional extra:** In front of the group, children race to ask and answer as many questions as possible from memory in one minute. The winning pair is the pair to ask the most questions.

*C1: How often do you make your bed?*

*C2: Every day. How often do you open presents?*

*C1: Every year. How often do you...? etc.*

#### Fast finishers

Children can write sentences about how often their partner does the activities from activity 3.

#### Wrap up

Elicit the activities from the lesson and write them on the board. Choose an activity from the list, toss a ball to a child and ask the question: *How often do you (go swimming)?* The child answers the question and asks another child a different question. Continue until everyone has a turn.

### Continuous assessment

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

### At home

#### Activity Book - page 39

**Answer key:**

**1** 1. Mary, 2. Allen, 3. Greg, 4. Greg, 5. Allen, 6. Mary

**2** 1. How often do you watch TV? 2. How often do you visit your grandparents? 3. How often do you ride a bike? 4. How often do you eat ice cream? 5. How often do you go to the beach?

**3** Child's own answers.

- **Optional extra:** Children use the following frame to complete with own ideas: *I love XX because XX. I do it every XX with my XX.*

# Unit 3

## Lesson 5 - SB Page 40

### Language objectives

#### Vocabulary

- *angry, boring, exciting, field, funny, interesting, joke, laugh, mountain, sheep, shout, silly, take turns, village, wolf*

### Skills objectives

#### Listening

- Follow the story

#### Reading

- Understand and follow a narrative text
- Show comprehension by completing sentences

### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 3

### Attention to diversity

Children read at different speeds. Put the children into pairs or small groups to read together. Let stronger readers help weaker ones.

### Warmer

Use the unit 3 **Flashcards** to preteach the words from the story: *angry, bored* and *confused*. To reinforce meaning, ask children to write the words down with something that provokes these feelings, e.g. *angry – when my sister takes my things without asking*.

### Lead-in

Write ten key words from the story, e.g. *mountains, sheep, watch over, boring, idea, wolf, help, laugh, joke, angry*. Encourage them to predict what the story is about. Share ideas as a group.

### 1 Children read and listen to the story.

**Optional extra:** Ask children to tell you which of their predictions were accurate.

### 2 Children read and complete the sentences.

**Answer key:** 1. village, 2. turn, 3. very boring, 4. funny, 5. angry

**Optional extra:** Retell the story but instead of saying key vocabulary, hum and children must supply the missing items. Repeat and omit longer chunks of the story.

### Fast finishers

Children can write what they think the moral of the story is.

### Wrap up

In pairs, children retell the story using the prompts from the lead-in to help them.

### Continuous assessment

Retell the story but include mistakes, e.g. *Peter lives in a city but at the weekend he looks after wolves in the mountains. It's very exciting and he loves it*. Children must stop you and correct the mistake. Children write the correct version in their notebooks.



### At home

#### Activity Book - page 40

Answer key:

1. Picture 1, 2. Picture 3, 3. Picture 2
2. 1. ...help each other, 2. ...adventure, 3. ...eat all day, 4. ...run up the mountain, 5. ...silly, 6. ...laughs

## Lesson 6 - SB Page 41

### Language objectives

#### Vocabulary

- *believe, cry, fall asleep, fast, fine, grass, hard, huge, make a noise, suddenly, trick, turn away*

### Skills objectives

#### Listening

- Follow a story

#### Reading

- Use predictive skills to facilitate reading tasks
- Understand and follow a narrative text
- Show comprehension by answering questions

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Strips of paper with actions from the story

**Attention to diversity**

Some children may be shy to mime parts of the story. Some children may have more fluency when retelling the story. Monitor and assist carefully during these stages of pair work.

**Warmer**

Individually children write five facts they remember from the first part of the story. Children then compare in pairs. Conduct plenary feedback on the key points.

**Lead-in**

Ask children to predict what will happen in the next part of the story. Provide the model sentence on the board for children to complete: *I think Peter will...* Go round the class asking children to read out their prediction.

**1**  **Children read and listen to the story.**

**Optional extra:** Read and listen to the story to check their predictions.

**2** **Children read and answer the questions.**

**Answer key:** 1. He decides he wants to trick the villagers again, 2. The people find the sheep are all fine, 3. They are very angry with Peter for wasting their time, 4. They don't believe Peter, 5. Peter is sad, 6. We mustn't tell lies. If we tell lies then people won't believe us even when we tell the truth.

**Optional extra:** Children use the answers from activity 2 to summarise the story in pairs.

**Fast finishers**

Children can read the story to themselves quietly.

**Wrap up**

Take out actions from the story and write them on strips of paper: 1. *He runs into the village shouting 'wolf' 'wolf'.* 2. *The villagers run up the mountain again.* 3. *The sheep are eating grass.* 4. *Peter falls on the floor laughing.* 5. *Peter falls asleep.* 6. *Peter shouts and cries.* 7. *Peter goes back to the mountains but there are no sheep.*

**Continuous assessment**

**Teacher's Resource Material:** Reading worksheet Unit 3

**Optional extra:** *Response to the story.* Provide the following prompts for children to complete:

Title of the story:

The story is about:

Peter is a boy who:

I like the part when:

I don't like the part when:

The morale of the story is:

**At home**

**Activity Book** - page 41

**Answer key:**

**1** From left to right, top to bottom: 5, 2, 1, 8, 3, 6, 7, 4

**2** 1. bored, 2. sad, 3. angry, 4. confused

**3** Nobody believes a liar even when they say the truth.

• **Optional extra:** Children write 50 words about the following headings:

My favourite character is X because...

My favourite scene is X because...

**Lesson 7 - SB Page 42****Language objectives****Grammar**

• Present simple: *I'm good at + verb with -ing*

**Vocabulary**

• *bowling, cooking, play the trumpet*

**Functions**

• Describe abilities

**Skills objectives****Speaking**

• Play a guessing game using the target grammar and vocabulary

**Listening**

• Show understanding of key vocabulary

**Writing**

• Write the target vocabulary in order to describe your own abilities

**Materials**

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

**Attention to diversity**

In the communicative task in activity 4 some children might be slower to formulate sentences than others. Pair strong learners with weaker ones in order to ensure the task is successful.

# Unit 3

## Warmer

In their notebooks children draw a table with *Me* and *Not me* in either column. Dictate the following items and children write them in the corresponding column according to likes/abilities: *fish, popcorn, sugar, yoghurt, aquarium, art gallery, science museum, theatre, theme park, karate, roller skating, computer games.*

## Lead-in

*What am I doing?* Mime the action words from activity 1 and children tell you what you're doing.

## 1 Children look and complete.

**Answer key:** 1. cooking, 2. playing the trumpet, 3. playing basketball, 4. reading, 5. bowling, 6. running

**Optional extra:** Children make their own sentence in the positive and negative about themselves.

## 2 Children listen and circle.

**Answer key:** 1. not good at, 2. not good at, 3. good at, 4. good at, 5. not good at, 6. good at

**Optional extra:** Dictate five sentences about your abilities, including one false one. Children write and decide which is false.

## 3 Children look at the Jackson sisters and play a guessing game.

**Answer key:** Child's own answers.

**Optional extra:** Children repeat the guessing game in pairs but this time, they make sentences about their classmates.

## 4 Children complete the chart for themselves.

**Answer key:** Child's own answers.

**Optional extra:** In pairs, children find one similarity and difference in their abilities.

## Audio CD 1



- 1 I'm not good at cooking.
- 2 I'm not good at playing the trumpet.
- 3 I'm good at playing basketball.
- 4 I'm good at reading.
- 5 I'm not good at bowling.
- 6 I'm good at running.

## Continuous assessment

**Teacher's Resource Material:** Grammar worksheet Unit 3, Vocabulary worksheet Unit 3



## At home

**Activity Book** - page 42

**Answer key:**

1. playing the flute, 2. dancing, 3. arts and crafts, 4. singing, 5. painting, 6. cooking
- 2 Child's own writing.

## Lesson 8 - SB Page 43

### Language objectives

#### Vocabulary

- *frog, game, gas, generous, germ, giant, glove, goat, great, grow, gym, jam, jet, jungle*

#### Pronunciation

- Phonics: review of the hard *g* and soft *g*

### Skills objectives

#### Speaking

- Identify and distinguish between the hard and soft *g* sound

#### Listening

- Reproduce target sounds in a song
- Identify the sounds in isolated words

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Stopwatch/Timer
- Word cards with hard *g* and soft *g*

### Attention to diversity

Though this is a review of consonant sounds, some children may have difficulty producing the hard and soft *g* sound. Give them plenty of practice with these sounds. A physical demonstration will be necessary for children to imitate and produce these sounds.

**Warmer**

Write *g* at the top of the board. Model the sounds (hard and soft) and children write down as many words containing the sound as possible in one minute.

**Lead-in**

Write *get/jet* on the board and elicit the difference between the hard and soft *g* sound.

**1**  **Children listen and write.**

**Answer key:** **Hard *g* sound:** gas, girl, glove, goat, grass, green, grow, guitar; **Soft *g* sound:** generous, germ, giant, gym, jam, jet, joke, jungle

**Optional extra:** Children add one more word of their own to the list.

**2**  **Children listen and underline six soft *g* sounds.**

**Answer key:** Geraldine, Jagombs, Giraffes, jag, giant, giraffe's

**Optional extra:** In pairs, children take turns to say one of the words from activity 1 and their partner must say 'hard' or 'soft' according to the sounds.

**3**  **Children listen and sing.**

**Optional extra:** Give out ten cards with hard *g* and soft *g* to each pair of children. Play the song again. In pairs, children, race to grab the sound as and when they hear it. The child with the most sound cards wins.

**4**  **Children listen and colour.**

**Answer key:** Coloured in blue: frog, grandpa, great, tiger, game. Coloured in yellow: orange, page, vegetable, magic, large

**Optional extra:** Write on the board *Gerry Giraffe is large and loves his vegetables*. Children count the number of soft *g* sounds that appear (4). In pairs, children make a new sentence containing as many soft *g* sounds as possible. Repeat with the hard *g* sound. The sentences must make sense to count.

**Wrap up**

*Bingo!* Children draw a grid of six squares in their notebooks and write in six items from page 43. Say each of the words and children tick them off. The first to get a 'house' shouts *Bingo!* and reads out the words.

**Continuous assessment**

**Teacher's Resource Material:** Speaking worksheet Unit 3

**Optional extra: Matching Game**

You need some *hard g* and *soft g* word cards (1 set per pair). Divide the class into pairs. Distribute one set of *hard g* and *soft g* word cards to each pair. Children mix up their cards and place them face down on a desk. They take turns choosing two cards and reading the words. If both words contain the same *g* sound, they keep the cards and take another turn. If not, they replace the cards and the next child takes a turn. Repeat until all of the cards have been taken. The player with the most cards wins the game.

 **At home**

**Activity Book** - page 43

**Answer key:**

**1** Blue: frog, pig, girl, grandpa, big, guitar, angry, hungry, bag, goat, grapes, go, gorilla, game, gas  
Yellow: giant, job, vegetable, orange, huge, jam, juice, generous, jungle, germ, page, gym, joy, gem, joke

**2** 1. A gorilla, 2. A giraffe

**3** 1. j, 2. g, 3. g, 4. j, 5. g, 6. g, 7. j, 8. g

**Lesson 9 - SB Page 44****Language objectives****Vocabulary**

- *angry, bored, calm, confused, excited, happy, nervous, sad*

**Functions**

- Describe and share feelings

**Skills objectives****Speaking**

- Share feelings in response to a painting

**Reading**

- Understand words in order to draw a picture

# Unit 3

## Materials

- Digital Book
- Flashcards Unit 3
- Strips of paper (one per child)

## Attention to diversity

Some children may be more open than others when sharing their feelings. Be sensitive to shyer learners who might be more reserved in this respect.

## Warmer

Tell children how you are feeling today: *bored, tired*, etc. Children draw a picture to represent how they are feeling. Use the unit 3 **Flashcards** to elicit the words for each feeling. Teach unknown items and drill. Display the flashcards and children write down the adjective which best describes their mood today.

## Lead-in

Children complete the sentence *I feel happy when...* Give an example: *I feel happy when I'm swimming in the sea.* Elicit more ideas before children write their own sentence.

## 1 Children read and draw.

**Answer key:** Child's own drawing.

**Optional extra:** In pairs, children pull a face showing one of the feelings from activity 1. Their partner must guess the feeling by saying *You're angry, bored, calm, confused, excited, happy, nervous, sad*, etc.

## 2 Children look and describe their feelings to a classmate.

**Answer key:** Child's own answers.

**Optional extra:** Children choose one of the pictures and write a sentence about how the picture makes them feel. In pairs, they take turns to read out their sentences in order to guess the picture.

## 3 Children choose a feeling and make a painting to represent it.

**Answer key:** Child's own drawing.

**Optional extra:** Post the paintings up around the room and children walk around the classroom and say how the painting makes them feel. Provide the structure: *It makes me feel...*

## Wrap up

### Feelings poem

In groups of four children write a poem. Give the starter line: *I feel happy when...* Each child in the group is given

a strip of paper on which they write the starter line and complete it with something true for them. Children read their sentences in their groups and order the lines so as to make a poem. Children can add lines to improve the poem. Invite groups to read out their poems.

## Continuous assessment

Write the target language in L1 and children copy into their notebooks with the English translation. They should write the words alphabetically (*angry, bored, calm, confused, excited, happy, nervous, sad*).



## At home

**Activity Book** - page 44

**Answer key:**

**1** 1. calm, 2. happy, 3. excited, 4. angry, 5. bored, 6. nervous, 7. confused, 8. sad

**2** Child's own answers.

- **Optional extra:** Children write each feeling with a sentence as in the lead-in.  
*I feel angry, bored, calm, confused, excited, happy, nervous, sad when...*

# Lesson 10 - SB Page 45

## Language objectives

### Vocabulary

- *after-school club, collect, dress, gardening, meals, packed lunch, play time, primary school, registration, shorts, subject, tie, uniform*

## Skills objectives

### Reading

- Show understanding by answering true or false

## Materials

- Digital Book
- Stopwatch/Timer

## Warmer

Children write all the school subjects they remember from the mindmap in unit 1. They then put the subjects in order of preference; 1 their most favourite and 10 their least favourite.

**Lead-in**

On the board write *School in Britain*. Ask children if they think school is different in the UK. Invite suggestions.

**1 Children read and answer true (T) or false (F).**

**Answer key:** 1. F, 2. T, 3. F, 4. F, 5. T, 6. F

**Optional extra:** Children find three similarities and differences in their country's school system and that of the UK. E.g. Children can eat at school / children wear a uniform, etc.

**2 Children complete the table with three activities or subjects.**

**Answer key:** **Lily loves:** Maths: History, Music, Science; **Lily likes:** playing with her friends, PE, French, Design & Technology, cooking, reading, playing games, gardening; **Lily doesn't like:** Art, Music, Drama

**Optional extra:** Children copy the table from Lesson 10 into their notebooks but write their name in place of *Lily*. They then complete the table according to their likes/dislikes. They then compare with their partner.

**Fast finishers**

Children can write the first stage of their school routine using the text about Lily as a model.

**Wrap up****Quiz: School in Britain**

Divide the class into teams of four. Ask the questions below and children have one minute to consult their team members. Take an answer from each team before moving onto the next question. For each round of questions, start with a different team.

1. What time does school start? (9 o'clock)
2. What is the first thing children have to do when they arrive at school? (register)
3. What do boys and girls have to wear? (tie)
4. What do the children have at 11.00? (play time)
5. What time is lunch? (12.30)
6. What time does school finish? (15.30)

**Continuous assessment**

Read definitions of the items from the text and children write down the word:

1. Something children wear to school. (uniform)
2. A period of time in the morning when children relax. (play time)
3. 'History' is an example of a...? (subject)
4. Food you take to school in a tupper ware. (packed lunch)
5. A place you can go to do extra activities. (after-school club)

**At home****Activity Book - page 45**

Answer key:

**1** Child's own writing.**2**

Child's own answers	Lily	Me
1. Lily starts school at 9 o'clock. I start school at _____		
2. Lily has playtime at 11 o'clock. I have playtime at _____		
3. Lily has lunch at half past 12. I have lunch at _____		
4. Lily finishes school at half past three. I finish school at _____		

- **Optional extra:** Children write 100 words about their school using similar information found in Lesson 10. Provide the following prompts:

*Start time?*

*Subjects (that you like/don't like)*

*Uniform*

*Breaks/lunchtime/finish time*

*After-school clubs*

**Review  
SB Pages 46 & 47****Language objectives****Grammar**

- Structures with *I'm good at, I like / don't like / love*

**Vocabulary**

- After-school activities

**Functions**

- Describe likes/dislikes
- Describe strengths/weaknesses

# Unit 3

## Skills objectives

### Speaking

- Tell each other about likes/dislikes, strengths/weaknesses

### Listening

- Review the target vocabulary and grammar
- Demonstrate comprehension

### Reading

- Demonstrate comprehension

### Writing

- Review the target vocabulary and grammar by composing a profile

## Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Flashcards Unit 3

## Attention to diversity

There are a lot of collocations for children to assimilate. Recycling items sporadically will reinforce vocabulary and grammatical structures.

### Warmer

Display the unit 3 **Flashcards** of feelings and elicit the words. Divide the class into two teams. Have a volunteer from each team come to the front of the room. Quietly tell the volunteers the name of one of the feelings, and have them act it out for their team. The first team to correctly guess the activity wins a point.

### Lead-in

Ask children to look at page 46 and play *I spy with my little eye* with items they can see in the picture.

## 1 Children listen and complete.

**Answer key:** 1. likes, 2. loves, 3. loves, 4. doesn't like, 5. hates, 6. doesn't like

### Optional extra: Guess the club

In pairs, children take turns to secretly choose a club. They then describe the activities you do there for their partner to answer. E.g. *In this club you can go walking...* (outdoor club).

## 2 Children complete the sentences about themselves. They tell a classmate.

**Answer key:** Child's own answers.

**Optional extra:** In pairs, children compose five new sentences based on what they have written in activity 2. E.g. *Lucas likes running but I like swimming.*

## 3 Children read and draw.

**Answer key:** (homework) ☹, (reading) ☺, (tidying up) ☹, (skating) ☺, (violin) ☹, (ballet) ☺☺

**Optional extra:** Children cover up the text about Amy. In pairs and referring to the pictures and emoticons they tell each other about Amy.

## 4 Children write their own profile.

**Answer key:** Child's own answers.

**Optional extra:** Read a learner's profile, without saying the name. Ask the class to guess whose profile it is. Repeat with the rest of children's profiles. Ask children if they were surprised by any of the information in the profiles, or if they learnt anything new about any of their classmates.

### Wrap up

Ask children to think about what they have learnt in this unit. In their notebooks, they copy the following questions:

1. *What did you learn about your classmates?*
2. *What did you enjoy learning?*
3. *What was difficult for you to learn?*
4. *What was easy for you to learn?*

## Final evaluation

**Teacher's Resource Material:** Test Unit 3

**At home**

**Activity Book** - pages 46 & 47

Answer key:

- 1** 1. F, 2. T, 3. T
- 2** Child's own writing.
- 3** 1. Does - Yes, she does, 2. Do - No, they don't, 3. Does - No, he doesn't.
- 4** Pictures from left to right: 3, 1, 2  
1. swimming, 2. cooking, 3. play the piano
- 5** 1. Durham, 2. cooking, 3. reading, 4. painting, 5. swimming, 6. swimming, 7. singing, 8. playing the violin, 9. basketball
- 6** Child's own writing.
- 7** Child's own writing.

**Activity Book** - page 114

The **Picture Dictionary** on page 114 gives children an illustrated reference of the main vocabulary in Unit 3 with extra listening practice.

**More practice**

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

# Unit 4 A healthy body

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>have got:</b> affirmative, negative and interrogative</li> <li>• <b>should for advice:</b> affirmative and negative</li> <li>• <b>How often...? and adverbial phrases:</b> <i>once a week, twice a month, three times a year</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Symptoms and illnesses:</b> <i>chicken pox, cough, cut finger, earache, fever, germs, headache, insect bite, runny nose, stomach ache, sunburn, toothache</i></li> <li>• <b>Prevention and treatment:</b> <i>blow your nose, call the doctor, drink some water/tea and honey, have a nap/a snack, sit in the shade, wear a warm coat</i></li> <li>• <b>Adjectives:</b> <i>cold, hot, hungry, thirsty, tired</i></li> <li>• <b>Periods of time:</b> <i>day, month, week, year</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>st, str</i> sounds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How often...? and adverbial phrases:</b> <i>every day/week/month/year</i></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To use the affirmative and negative form of the modal <i>should</i></li> <li>• To practise questions and short answers using <i>have got</i></li> <li>• To practise questions using <i>How often...?</i></li> <li>• To talk about frequency using adverbial phrases</li> </ul>	<ul style="list-style-type: none"> <li>• To ask about illnesses and symptoms</li> <li>• To give advice using the modal verb <i>should</i></li> <li>• To talk about prevention and treatment</li> <li>• To describe and discuss facts about Australia</li> <li>• To talk about how often something is done</li> <li>• To describe habits and routines</li> <li>• To talk about healthy and unhealthy habits</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify verb and noun collocations related to illnesses and prevention</li> <li>• To understand common nouns related to symptoms and treatment</li> <li>• To understand and use vocabulary related to healthy and unhealthy habits</li> <li>• To understand and use vocabulary items related to Australia</li> </ul>	<ul style="list-style-type: none"> <li>• To differentiate between the sounds <i>st</i> and <i>str</i></li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To ask and answer questions using <i>have got</i></li> <li>• To talk about healthy and unhealthy habits</li> <li>• To ask and answer questions about illnesses and symptoms</li> <li>• To ask and answer questions about habits and routines</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow the story</li> <li>• To use reading strategies to show comprehension</li> <li>• To show comprehension by finding information in a text</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify characters in a story</li> <li>• To identify target language in a song</li> <li>• To identify target sounds in isolated words</li> </ul>	<ul style="list-style-type: none"> <li>• To write questions using the target grammar</li> <li>• To write a response to a story in the form of a diary entry</li> <li>• To write about flying doctors in Australia</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce *have got*, *should* for advice, *How often...?* and adverbial phrases.
- Check children can identify, understand and produce vocabulary related to symptoms and illnesses, prevention and treatment, adjectives and periods of time.
- Check children can ask about illnesses, give advice and ask how often something is done.

## Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**
  - Grammar worksheet Unit 4, pages 10-11: Lesson 7
  - Vocabulary worksheet Unit 4, pages 32-33: Lesson 7
  - Reading worksheet Unit 4, page 51: Lesson 6
  - Writing worksheet Unit 4, page 63: Lesson 4
  - Speaking worksheet Unit 4, page 75: Lesson 8
  - Listening worksheet Unit 4, page 85: Lesson 4
  - Test Unit 4, pages 122-125: Unit 4 Review
- **Flashcards Unit 4**
- **Extra**

Stopwatch/Timer	Sheets of paper with gapped sentences
Poster paper	A bag
Colours	Word cards for <i>fish tank</i> , <i>funny</i> , <i>gold</i> , <i>jewels</i> , <i>ping pong</i> , <i>ring</i> , <i>ruby</i> , <i>sink</i>
A soft ball	Magazine or reference books about Australia
Blank booklets	
Strips of paper	
Slips of paper	
Stickers for each child	

## Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

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

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills, as well as grammar rules, vocabulary and phonics for pronunciation. Children learn to ask about illnesses and to give advice. Children learn to ask how often something is done.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about illnesses and healthy and unhealthy habits.

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition and use video, interactive whiteboard material and ICT to obtain and research information.

SCC



### Social and civic competence

Children learn basic social interaction working in pairs. Children learn about a special medical service.

CAE



### Cultural awareness and expression

Children develop their artistic expression making a poster and singing a song.

LL



### Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning.

IE



### Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and independent action.

# Unit 4

## Lesson 1 - SB Page 48

### Language objectives

#### Vocabulary

- germs, rubbish, wash your hands

### Skills objectives

#### Listening

- Read and follow the story

#### Reading

- Listen and follow the story

### Materials

- Digital Book
- Audio CD 1
- Poster paper
- Colours

### Attention to diversity

Some items in the story might make it difficult for children to follow the story. Use concept check questions to ensure complete understanding and encourage children to ask a lot of questions. Ensure they feel comfortable asking questions about language as this is a very important reading skill.

### Warmer

Write the following sequence on the board: *art gallery, gift shop, library, cheese*. Ask children to identify the odd one out and say why, e.g. *Cheese because it is a type of food*. Divide children into pairs and dictate several more sequences, using vocabulary seen in previous units. Children copy the words and then work together to find the odd word out.

### Lead-in

Pre-teach *washing your hands* and write it on the board. Ask children when they do this and if it is a healthy or unhealthy habit. Elicit from the children some things they do after school and write their responses on the board. Divide the board into two columns. Label one column *healthy activities* and the second *unhealthy activities*. Children copy the table in their notebooks and evaluate the activities in pairs, writing it in the corresponding column. Feedback responses from children as a group, drawing a star next to each healthy activity and crossing out any unhealthy activities.

### 1 Children read and listen.

**Values:** Write the words *personal hygiene* on the board. Explain the concept and elicit from children examples such as *washing your hands, brushing your teeth and having a shower*. Remind children of the importance of doing these activities every day in order to promote good personal hygiene and to keep their bodies strong and healthy.

**Optional extra:** Ask questions about the story to check comprehension: *What does Mum ask Trish to do? What are the children eating? What do they have to do before they eat? Why do they have to wash their hands? What can make you ill?* Check that children understand the words *ill* and *germs* by asking questions: *Maria, when was the last time you were ill?*

### Fast finishers

Children quietly read the story to themselves.

### Wrap up

Divide the children into groups of four. Assign each child a scene in the story and give them time to practise saying the lines quietly to themselves. Children listen again, this time shadow reading their parts of text aloud. Repeat the procedure, this time children read aloud in their groups without the assistance of the audio.

### Initial evaluation

Hand out poster paper and colours to each child. Children create a chart for the following daily activities that promote good personal hygiene: *wash my hands, clean my teeth, brush my hair, have a shower* and any other additional activities suggested by the group. Children display the charts on their bedroom walls at home and use them to keep track of how often they do each of the activities.

### At home

#### Activity Book - page 48

#### Answer key:

1. take out the rubbish, 2. sandwiches, 3. wash her hands, 4. germs, 5. on Trish's hands, 6. before you eat.
2. 1. a, 2. b, 3. c
3. Child's own drawing.

- **Optional extra:** Children choose four new words from the story and write them in their notebooks with a picture.

## Lesson 2 - SB Page 49

### Language objectives

#### Grammar

- *have got*: affirmative, negative and interrogative

#### Vocabulary

- *cough, earache, fever, headache, runny nose, sore throat, stomach ache, toothache*

#### Functions

- Ask about illnesses and symptoms

### Skills objectives

#### Speaking

- Ask and answer questions about illnesses and symptoms

#### Listening

- Show understanding of target language by correctly numbering pictures
- Identify and copy target language

### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 4

### Warmer

Choose a child and describe them for the class to guess: *She's got long, brown hair and blue eyes. She's wearing a skirt and a red jumper. She's smiling. It's Marta!* In pairs, children take turns describing their classmate and guessing their identity.

### Lead-in

Ask the class what they notice about the children in activity 1: *They are ill.* Display the unit 4 **Flashcards** on the board. Drill the new vocabulary, paying particular attention to the stress in the compound nouns. Add actions and encourage children to join in.

### 1 Children listen and number.

**Answer key:** from left top to right: 6, 3, 8, 2, 1, 4, 7, 5

### 2 Children listen and write.

**Answer key:** 1. sore throat, 2. headache, 3. toothache, 4. fever, 5. cough, 6. runny nose, 7. stomach ache, 8. earache

### 3 Children play *Charades* with a classmate.

**Optional extra:** Divide the class into two teams and play *Charades* as a class.

### Wrap up

#### Anagram race

Write anagrams of the illnesses on the board. In pairs, children race to unscramble the words. The first pair to spell all the words correctly wins.

### Audio CD 1



- 1 Do you see the girl with the red hair? She's got a sore throat.
- 2 Do you see the boy with glasses? He's got a headache.
- 3 Do you see the girl with long blond hair? She's got a toothache.
- 4 Do you see the boy with the blanket? He's got a fever.
- 5 Do you see the girl with the grey scarf? She's got a cough.
- 6 Do you see the tall boy? He's got a runny nose.
- 7 Do you see the girl with black curly hair? She's got a stomach ache.
- 8 Do you see the boy with the baseball cap? He's got an earache.

### Continuous assessment

Children choose three new items of language from Lessons 1 and 2 and write their own anagrams in their notebooks. In pairs, children swap notebooks and order the words.

### At home

#### Activity Book - page 49

**Answer key:**

- 1 1. stomach ache, 2. runny nose, 3. fever, 4. earache, 5. toothache, 6. sore throat, 7. headache, 8. cough  
From left to right, top to bottom: 6, 3, 1, 7, 4, 2, 8, 5
- 2 1. No, I haven't, 2. Yes, I have, 3. Yes, I have, 4. No, I haven't.

• **Optional extra:** Write *I have got* on the board. Children choose three new vocabulary items from activity 2 and draw the corresponding picture.

# Unit 4

## Lesson 3 - SB Page 50

### Language objectives

#### Grammar

- Modal *should* for advice: affirmative and negative

#### Vocabulary

- *chicken pox, cut finger, insect bite, sunburn*

#### Functions

- Give advice
- Talk about prevention and treatment

### Skills objectives

#### Speaking

- Talk about illnesses and treatments

#### Reading

- Show understanding of target grammar by circling the correct response
- Show understanding of key vocabulary by matching words and pictures

#### Writing

- Copy and write target language

### Materials

- Digital Book
- Flashcards Unit 4
- Stopwatch/Timer
- Pre-made blank booklets (one per child)

### Warmer

Display the unit 4 **Flashcards** on the board. Point to one and invite a volunteer to spell the word aloud and do the corresponding mime. If the child answers correctly, he or she nominates another child and the child repeats the process.

### Lead-in

Adopt a sad expression and point to your throat. Invite volunteers to ask you questions in order to identify the problem: *Have you got a sore throat? Yes, I have.* Write *You should...* on the board. Ask children for advice, allow L1 if necessary and reformulate their responses using *You should...* Explain that we use *should/shouldn't* to give advice.

## 1 Children read and circle.

**Answer key:** 1. shouldn't, 2. should, 3. should, 4. shouldn't, 5. should

**Optional extra:** Write the following sentences on the board:

1. *She should do exercise.*
2. *He should to go to the doctor.*
3. *I shouldn't eating a hamburger.*
4. *You don't should blow*

*your nose.* Individually children write the correct sentences and then compare them with a partner. Correct as a group, drilling the correct sentences paying attention to the contracted form *shouldn't*.

## 2 Children look and write.

**Answer key:** 1. sunburn, 2. insect bite, 3. chicken pox, 4. cut finger

**Optional extra:** Children compare answers in pairs.

Feedback answers as a group and drill the new language, both chorally and individually.

## 3 Children ask for advice.

**Optional extra:** Feedback ideas from the class. Write any emergent vocabulary on the board.

### Wrap up

Write the following sentences on the board: *Children should go to bed at 7 p.m. Children should wash their hands before eating. Children should do exercise every day. Children shouldn't watch television every day.* Ask children to read the statements and write a number (1, 2 or 3) according to their opinion. Explain that 3=agree, 2=don't agree or disagree, 1=disagree. Divide children into pairs. They take turns telling their partner whether they agree or disagree and giving reasons for their answer: *I agree that children should wash their hands before eating because it's healthy and kills germs.*

### Continuous assessment

Hand out pre-made blank booklets to each child. On the front cover, children write *Health Advice*. On each page, children write the structure *I've got (a cough)* at the top of the page. Underneath each illness, children write two pieces of advice: *You should rest. You should go to the doctor.*



### At home

#### Activity Book - page 50

**Answer key:**

1. She's got a headache, 2. She's got an insect bite, 3. They've got a toothache, 4. He's got a fever, 5. They've got a cold, 6. He's got chicken pox.
2. 1. She should rest. - Good advice, 2. She should scratch it - Bad advice, 3. They shouldn't eat any sweets. - Good advice, 4. He should take some medicine. - Good advice, 5. They shouldn't play outside. - Good advice, 6. He should go to school. - Bad advice.
3. She shouldn't scratch it. He shouldn't go to school.

• **Optional extra:** Children decorate their booklets with pictures related to the topic.

## Lesson 4 - SB Page 51

### Language objectives

#### Grammar

- Modal *should* for advice: affirmative and negative

#### Vocabulary

- *cold, drink some water, have a nap, have a snack, hot, hungry, sit in the shade, thirsty, tired, wear a warm coat*

#### Functions

- Talk about preventions and symptoms

### Skills objectives

#### Reading

- Show understanding of target grammar by matching ideas

#### Writing

- Copy and write target vocabulary

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Flashcards** Unit 4
- A bag
- Slips of paper (to make labels)

### Attention to diversity

Whenever possible, model what you want children to do before having them complete an activity or project. This enables children to see what is expected of them, so that they can complete activities and projects more confidently and successfully..

### Warmer

Place the unit 4 **Flashcards** in a bag. Invite a volunteer to the front of the room to choose a word card. The volunteer then reads the ailment aloud. Children raise their hands and suggest what the child should or shouldn't do. Repeat the activity with other children.

### Lead-in

Mime the following states for the group and encourage children to guess: *cold, hot, hungry, thirsty, tired*. Drill the adjectives and encourage children to copy your gestures. In pairs, children take turns miming and guessing.

## 1 Children read and match.

**Answer key:** 2. They should sit in the shade. (third picture), 3. She should wear a warm coat. (fifth picture),

4. He should have a snack. (second picture), 5. She should drink some water. (first picture)

**Optional extra:** Say *I'm thirsty, what should I do?* Children reply with advice: *You should drink some water!* Repeat with other adjectives from activity 2. Encourage children to mime.

## 2 Children look, read and complete.

**Answer key:** 1. tired - have a nap, 2. cold - wear a warm coat, 3. hungry - have a snack, 4. hot - sit in the shade, 5. thirsty - drink some water

**Optional extra:** Make a label for each of the adjectives seen in activity 1 and stick one to each child's back. Children walk around the class giving clues about their classmates' adjectives. Children have to guess which adjective is theirs using the clues: *You should sit in the shade! (I'm hot!)* Once a student has guessed, they may sit down. Continue until every child has guessed his/her adjective.

### Wrap up

Divide the class into threes. Assign the role of *doctor* to one child and explain that the others are *patients*. The patients say what is wrong with them for the doctor to give advice: *I've got a fever. (You should get plenty of rest.)* Children repeat the activity until each member in the group has had the opportunity to be the doctor. Model the activity with a stronger student first.

### Continuous assessment

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

**Optional extra:** Children think about their habits and how to make healthier choices. Write prompts on the board: *diet, health care, exercise, sleep*. Children write four sentences in their notebooks using *should/shouldn't*.



### At home

**Activity Book** - page 51

**Answer key:**

**1** Child's own drawing and writing.

- **Optional extra:** Children interview a family member about his/her diet, exercise and sleep routines in their L1. Children write five sentences about their findings in their notebooks.

# Unit 4

## Lesson 5 - SB Page 52

### Language objectives

#### Vocabulary

- deaf, empty, neighbours, new job, sign language, translate

### Skills objectives

#### Speaking

- Act out a learner-generated dialogue based on the story

#### Listening

- Identify characters in a story
- Follow the story

#### Reading

- Follow a narrative text
- Show comprehension by identifying the speaker

### Materials

- Digital Book
- Audio CD 1

### Attention to diversity

Allow children time to process as the text is quite dense. Have extra tasks at hand for fast finishers to ensure that every child has sufficient time to finish the reading. Including personalised examples of the subject matter will promote engagement with the text.

### Warmer

Play *Hangman* with the word *neighbours* on the board. Elicit from children that neighbours are people who live near you. Model an example for children and tell them about your neighbours. Use real life pictures if possible. Invite children to ask you questions: *Who are your neighbours? Do you play with your neighbours? How often do you go to their house?* In pairs, children tell each other about their neighbours.

### Lead-in

Write a selection of key vocabulary from the story on the board: *empty house, new job, neighbours, deaf, sign language, translate*. Elicit meaning, use pictures to illustrate words if necessary and consolidate through examples. Children copy the vocabulary in their notebooks. In pairs, they predict what they think will happen next in the story based on the vocabulary from the text.

### 1 Children read and listen to the story.

**Optional extra:** Tell children you are going to retell the

story but pretend that you can't remember it very well. Ask the children to help you by raising their hand and correcting you every time they hear a mistake.

T: *Lindsay just moved from Spain.*

C: *That's wrong! Lindsay is from London.*

### 2 Children read and write *Matt, Lindsay, Ben or Lindsay's mum*.

**Answer key:** 1. Lindsay, 2. Lindsay's mum, 3. Matt, 4. Matt, 5. Ben, 6. Lindsay

**Optional extra:** Write the following clues on the board: 1. *This person is from London.* 2. *This person is sporty and rides a skateboard.* 3. *This person loves chocolate biscuits.* 4. *This person's son is deaf.* 5. *This person likes Matt's jumper.* Children reread the story in order to find the answers and write them in their notebooks. Feedback correct answers as a group.

### Fast finishers

Children read the story to themselves quietly.

### Wrap up

Tell children that they are going to act out the next scene in the story between Lindsay and Matt. Create a dialogue built on the board by taking the role of Matt and asking children to respond as Lindsay. Write question stems *Do you like...?* and *Have you got...?* on the board as prompts. Encourage mime, gesture and facial expression where possible. Record the conversation on the board and practise it several times before dividing children into pairs to practise. Invite confident pairs to come to the front of the class to act out the role-play for the whole group.

### Continuous assessment

Read the first sentence of the story out loud. Ask a small group of children to read it out loud after you. Continue with the rest of the story and other children.



### At home

#### Activity Book - page 52

**Answer key:**

**1** 1. T, 2. T, 3. T, 4. F, 5. F

**2** 1. lorry, 2. woman, 3. loves, 4. an older, 5. likes, 6. his birthday

**3** 1. What's your name? 2. How old are you?  
Child's own answers.

- **Optional extra:** Children write 50 words in the form of a diary entry describing the events of the day for either Lindsay or Matt.

## Lesson 6 - SB Page 53

### Language objectives

#### Vocabulary

- biscuits, brother, deaf, empty, jumper, neighbour, skateboard, translate

### Skills objectives

#### Speaking

- Reconstruct a story using target language

#### Listening

- Follow the story

#### Reading

- Follow a narrative text
- Show comprehension by circling the correct options

### Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Sheets of paper with gapped sentences written on them
- Strips of paper with sentences written on them
- Slips of paper

### Attention to diversity

Some children may have more difficulty reading aloud. Be attentive in your monitoring to assist with any problems which may arise.

### Warmer

Write the following sentences on individual sheets of paper, leaving a blank space for the words in brackets, and display them on the board: 1. Next to Matt's house, there was an e(mpty) house. 2. Matt's dad had got a new j(job). 3. Lindsay rides a s(kateboard). 4. Matt and Lindsay are n(eighbours). 5. Ben is Lindsay's b(rother) and he is d(eaf). 6. Lindsay's mum gives Matt some b(iscuits). 7. Lindsay t(ranslates) Matt's words into sign language. In pairs, children copy in their notebooks and fill in the gaps.

### Lead-in

Focus children's attention on the illustration and ask what they can remember about the story.

### 1 Children read and listen to the story.

**Optional extra:** Children listen again, this time reading aloud in time with the audio. Ask them questions to check comprehension. Then ask if they think there is a message

in the story. Elicit that it is important to accept people who are different.

### 2 Children read and circle the correct options.

**Answer key:** 1. friends, 2. Ben and Lindsay, 3. sign language, 4. with their hands, 5. a skateboard, 6. learn sign language

**Optional extra:** Prepare the following sentences on strips of paper: *Matt sees Lindsay and Ben at the shopping centre. Ben says that he can teach Brian, Charlie and Matt sign language. Brian and Charlie laugh at Ben. Lindsay says she wants to buy a new skateboard. Matt goes to the shopping centre with Charlie and Brian. Charlie says he thinks Lindsay and Ben look strange.* Divide children into groups of three. Give a set of sentences to each group. Children race to order the story on their desks. Check by asking different groups to read the sentences aloud in order.

### Fast finishers

Children draw pictures to illustrate the new language seen in the warmer.

### Wrap up

Write the following stages of the story on the board: *Lindsay introduces herself to Matt. Matt meets Ben. Matt's friends Charlie and Brian meet Ben and Lindsay at the shopping centre.* Divide the class into three groups and assign each group a stage. In groups, children draw a picture for their assigned stage in the story. Mix children up into groups of three, each child with a different picture. Children put the pictures in order and use the drawings to retell the story in the groups. Encourage them to use key language from the story.

### Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 4

**Optional extra:** Hand out a slip of paper to each child. Children write a true or false statement about the story. In groups of six, children read their sentence aloud. The group must listen carefully and decide if the sentence is true or false.

### At home

**Activity Book** - page 53

**Answer key:**

- 1 From top to bottom: 2, 10, 4, 5, 7, 8, 9, 3, 1, 6
- 2 Making new friends is fun, You shouldn't laugh at people, It's OK to be different, There are different ways for people to communicate.

# Unit 4

## Lesson 7 - SB Page 54

### Language objectives

#### Grammar

- *How often...?* and adverbial phrases

#### Vocabulary

- *once, twice, three times, a day, a week, a month, brush your teeth, drink juice, do exercise, eat fruit, go to the dentist, go on a plane*

### Skills objectives

#### Speaking

- Ask and answer questions about habits and routines
- Talk about how often something is done

#### Reading

- Show understanding of key vocabulary

### Materials

- Digital Book
- Teacher's Resource Material
- A soft ball

### Attention to diversity

This lesson includes activities which focus on children's productive skills. Encourage more reticent children and reward participation.

### Warmer

Children stand in a circle and toss a small soft ball. The 'thrower' chooses a classmate and proposes a challenge. The challenge may be to spell a word from the unit or answer a question using the structure *Have you got...?* If the child answers correctly, he/she throws the ball to another classmate and sets another challenge.

### Lead-in

Check meaning of the terms: *once, twice, three times* with children by using total physical response. Say *clap your hands twice*, and children respond to the statement through movement. Repeat the activity with the following actions: *Jump three times! Touch your nose once! Touch your toes twice!*

### 1 Children look and complete.

**Answer key:** 1. once a year, 2. three times a day, 3. twice a day, 4. twice a week, 5. three times a week, 6. once a month

**Optional extra:** Ask volunteers questions to promote understanding: *How often do you drink juice? How often do*

*you go to the dentist?* Children write the sentences in their notebooks: *I brush my teeth once a day.* In pairs, children compare answers.

### 2 Children ask and answer.

**Optional extra:** Children use the chart to interview their partner. Feedback answers as a group, eliciting what they have learnt about their classmates. Insist on complete sentences: *Ruben watches TV every day.*

### Fast finishers

Children write three things that they have learnt about their partner in their notebooks.

### Wrap up

Write the following sentences on the board: *I exercise... I eat vegetables... I go to the library... I go to the park... I eat sweets... I read books...* Children write how often they do these activities in their notebooks. When finished, they ask each other questions about the activities: *How often do you eat vegetables? I eat vegetables twice a week.*

### Continuous assessment

**Teacher's Resource Material:** Grammar worksheet Unit 4, Vocabulary worksheet Unit 4

**Optional extra:** Write the question stem *How often...?* on the board. Children write their own questions. In pairs, they take turns asking and answering.



### At home

**Activity Book** - page 54

**Answer key:**

**1** Child's own colouring.

**2** Child's own writing.

- **Optional extra:** Children write five sentences about a friend's routines and habits using the target language.

## Lesson 8 - SB Page 55

### Language objectives

#### Vocabulary

- *step, sticky, stone, strawberry, stream, street, strong, stuck*

#### Pronunciation

- Sounds *st* and *str*

## Skills objectives

### Speaking

- Identify and distinguish between the *st* and *str* sounds

### Listening

- Reproduce target sounds in a song
- Identify the sounds in isolated words

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Word cards for *fish tank, funny, gold, jewels, ping pong, ring, ruby, sink* (one set for each group)

## Attention to diversity

Ensure physical demonstrations of target sounds are clearly visible to allow children to correctly imitate and produce them.

### Warmer

Elicit from children some examples of the consonant sounds *-ng* and *-nk* as seen in the previous unit. Prepare a set of word cards for each group containing the following words: *fish tank, funny, gold, jewels, ping pong, ring, ruby, sink*. Divide children into groups of three. In their groups, they race to classify the words into the correct sound group.

### Lead-in

Write *step* and *stream* on the board. Drill pronunciation, highlighting the *st* and *str* sounds. Then focus children's attention on the *st* and *str* words from activity 1 and drill pronunciation.

### 1 1.40 Children listen, complete and number.

**Answer key:** 1. street - step, 2. stream - stone, 3. sticky - stuck

**Optional extra:** Play the track again. Children check their answers in pairs before checking answers as a class.

### 2 1.41 Children listen and sing.

**Optional extra:** Run through the song, eliciting the key vocabulary from the children. As they supply the word, use gesture to convey meaning and consolidate the new language. Play the song again. Children sing along, this time with accompanying actions. Boys and girls sing alternate lines.

### 3 1.42 Children listen and write.

**Answer key:** 1. star, 2. stone, 3. stuck, 4. sticky, 5. strawberry, 6. strong, 7. stream, 8. street

**Optional extra:** Children practise the sounds through a learner driven chant. Write the chant on the board first and elicit suggestions from children, for example: *I (step) on a (stone) in the (stream) and I'm (sticky)!* Encourage actions and mime, and drill chorally and individually. Repeat the procedure several times with different combinations.

### Fast finishers

Children copy four new words from the lesson in their notebooks.

### Wrap up

Write on the board: *\_\_ar, \_\_one, \_\_uck, \_\_icky, \_\_awberry, \_\_ong, \_\_eam, \_\_ong*. In pairs, children add *st* or *str* to the word stem. Encourage them to say the words aloud if they need to. Invite volunteers to the board to write the word and allow the rest of the group to check spelling.

## Continuous assessment

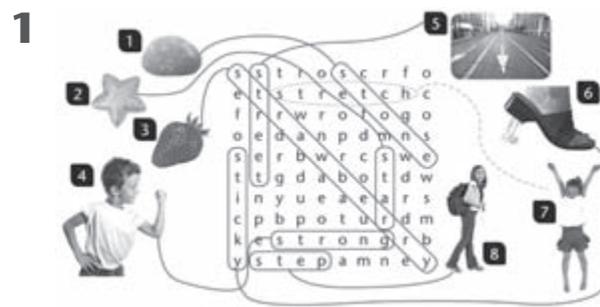
**Teacher's Resource Material:** Speaking worksheet Unit 4

**Optional extra:** Children choose five words from the lesson. In pairs, they dictate their words to each other to be written down. Pairs swap and check each other's work. Elicit the words they chose.

## At home

**Activity Book** - page 55

**Answer key:**



**2** str - st - st - str - st - st - str

**3** Sad Stephanie: stops by a stream, walks away a bit sadder, stubs her toe on a stone  
Silly Stewart: is very stick, loves strawberry, is stuck to a chair

• **Optional extra:** Children write a different word containing each sound and draw a picture next to it.

# Unit 4

## Lesson 9 - SB Page 56

### Language objectives

#### Vocabulary

- *breakfast, do exercise, fizzy drinks, habits, healthy, sweets, unhealthy*

#### Functions

- Talk about healthy and unhealthy habits

### Skills objectives

#### Listening

- Follow an informative text

#### Reading

- Show comprehension by categorising information

#### Writing

- Copy and write target language

### Materials

- Digital Book
- Audio CD 1
- Slips of paper
- Poster paper
- Colours

### Warmer

Write on the board: *How often do you...?* and then some verb phrases from the unit. Ask children to write answers for themselves, and then to ask their partner the questions to see how many answers they have in common.

### Lead-in

Hand out two slips of paper to each child. They write *should* on one piece and *shouldn't* on the other. Then mention a series of good and bad habits, e.g. *do exercise, drink fizzy drinks*, etc. Children hold up *should* and stamp their feet or hold up *shouldn't* and frown to indicate whether or not they should do that particular activity.

### 1 Children read, listen and answer the questions.

**Optional extra:** Write verb phrases from the text on the board: *drinks a lot of water every day, does exercise every week*, etc. and ask the children to copy them into their notebooks. Children then walk around the class, find a classmate for each phrase and write their name next to it. Elicit the questions they will need to ask. Children report their findings at the end of the activity.

### 2 Children circle the healthy choice in green and the unhealthy choice in red.

**Answer key:** From left to right: In green: the first, second, fourth and sixth pictures; In red: third and fifth

**Optional extra:** Elicit the names of the activities from children. Invite volunteers to the front to mime the activities while the rest of the group tries to guess: *He's eating vegetables!*

### 3 Children write healthy and unhealthy habits.

**Answer key:** Child's own answers.

### Fast finishers

Children add more examples to the table from activity 3.

### Wrap up

Write the following on the board:

*Dear class,*

*I want to be healthy. What should I eat? What should I drink? What activities are important? I need your advice.*

*Your friend,*

*Matt*

Ask children to work in pairs, and hand out two slips of paper to each pair. They write two sentences about what Matt should and shouldn't do. Elicit ideas and stick them on the board.

### Continuous assessment

Divide children into pairs and give poster paper and colours to each pair. Divide the class into two groups: *healthy habits* and *unhealthy habits*. Each pair chooses one example and designs a poster to illustrate their piece of advice: *You shouldn't eat a lot of sweets*. Ensure each pair has a different example. Display their work around the classroom.

### At home

#### Activity Book - page 56

**Answer key:**

- 1 1. unhealthy diet, 2. healthy breakfast, 3. healthy diet, 4. healthy drink, 5. unhealthy breakfast, 6. unhealthy drink



- **Optional extra:** Children write a full letter to Matt. Set a word limit of 50 words.

## Lesson 10 - SB Page 57

### Language objectives

#### Vocabulary

- *capital, enormous, flying doctor, money*

#### Functions

- Describe and discuss facts about Australia

### Skills objectives

#### Speaking

- Describe and discuss a place of interest

#### Reading

- Understand descriptions of Australia
- Show comprehension by completing a gap fill and circling the correct option

### Materials

- Digital Book
- Audio CD 1
- Magazines or reference books about Australia
- Stickers for each child

### Attention to diversity

Some children may be more interested in the topic of Australia than others. Inspire interest by highlighting how much they will learn about a new area and using visuals.

### Warmer

Show a visual of Australia or write the word on the board. Elicit from children what they know about the country. Encourage them to think about *food, language, animals* and *weather*. Write their ideas on the board.

### Lead-in

Draw the KWL chart below on the board for children to copy in their notebooks:

What I already know	What I want to find out	What I've learnt

In groups of five, children brainstorm what they already know about Australia, making notes in the chart. Then they think of four questions or topics they want to find out

about and write these in the second column. Elicit ideas from groups as they work through the chart. If you have access to the Internet, children can work in their groups researching their topics on selected sites. Alternatively, reference books and magazines can be used in class.

### 1 Children listen, read and complete.

**Answer key:** 1. 31, 2. outback, 3. doctor, 4. accident, 5. plane, 6. 1928, 7. the moon, 8. nurses

**Optional extra:** Ask children further questions to check comprehension: *Is Australia a small country? Is it smaller than the UK? How does the flying doctor arrive? How many planes does the service have?*

### 2 Children read and circle.

**Answer key:** 1. Canberra, 2. Australian dollar, 3. English, 4. Aborigines, 5. tiger

**Optional extra:** Children close their books and take turns testing each other by saying the first part of the sentence while their partner supplies the answer: *The capital of Australia is... Canberra!*

### 3 Children find out about flying doctors or air ambulances in other countries and make a poster.

**Optional extra:** Children walk around the room in pairs, commenting on each other's work.

### Fast finishers

Children write a sentence about what they would like to see in Australia and why.

### Wrap up

Children refer back to their KWL charts, individually noting down what they have learnt. In different groups, children share interesting facts about Australia.

### Continuous assessment

Tell children you are going to give them a quiz about the text. Divide children into pairs and assign each child a sticker: *true* or *false*. Dictate the following sentences: 1. *Australia is a small country.* (False) 2. *In Australia they speak English.* (True) 3. *The capital of Australia is Sydney.* (False) 4. *The flying doctors arrive by car.* (False) 5. *The money in Australia is the Australian dollar.* (True)

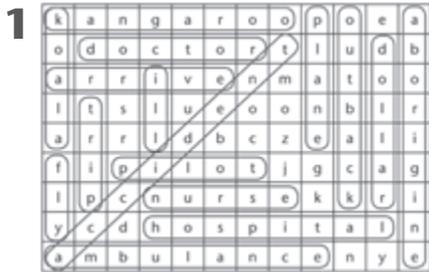
Children with true stickers copy the statement if true whereas children with false stickers only copy if the statement is incorrect. They compare answers in groups of four. Check as a class. Award one point for each correct answer.

# Unit 4

## At home

### Activity Book - page 57

Answer key:



Travel: pilot, trip, plane, fly, arrive  
 Health: ambulance, doctor, hospital, accident, ill, nurse  
 Australia: kangaroo, koala, outback, aborigine, dollar

**2** 1. Darwin, 2. Adelaide, 3. Perth, 4. Hobart, 5. Brisbane, 6. Sydney, 7. Canberra, 8. Melbourne

• **Optional extra:** Children write 50 words about Australia. They must include three facts with numbers.

## Review SB Pages 58 & 59

### Language objectives

#### Grammar

- *have got:* affirmative, negative and interrogative
- *should* for advice: affirmative and negative
- *How often...?* and adverbial phrases

#### Vocabulary

- Illnesses, symptoms, prevention and treatment, time adverbials

#### Functions

- Ask about illnesses and symptoms
- Give advice using the modal verb *should*
- Talk about prevention and treatment

### Skills objectives

#### Speaking

- Ask and answer questions using the target vocabulary and grammar
- Give advice using the target language

#### Listening

- Review the target vocabulary and grammar
- Show comprehension by completing a matching task

#### Reading

- Show comprehension by finding key information in a text

### Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Flashcards Unit 4
- Stopwatch/Timer
- A soft ball

### Attention to diversity

This unit contains quite a lot of new language items to assimilate. Aid retention and facilitate recall by recycling as much as possible during the lesson and in the lesson to follow.

#### Warmer

Ask children to think of the words they learnt in Unit 4 and write as many words as they remember in one minute. Divide children into groups of five. Children compare words and check spelling. Invite volunteers from each group to call out their lists. Award one point for each correctly spelt one and two for words that no other team has.

#### Lead-in

Display the unit 4 **Flashcards** on the board. Elicit the names of the different ailments. Tell children: *I've got a (sore throat)* and have them point to the part of the body affected by the illness. Repeat with the rest of the flashcards.

### 1 Children listen and match.

**Answer key:** From top left to right: 5, 3, 2, 4, 1

**Optional extra:** Elicit the names of the activities from children. Invite them to ask you how often you do these activities. In pairs, children close their books and ask each other from memory.

### 2 Children read and write three things you should do in the sun.

**Answer key:** 1. You should wear a hat to protect your head, 2. You should drink lots of water, 3. You should put sun cream on your skin.

**Optional extra:** Children read the text and report back on what you shouldn't do in the sun.

### Audio CD 1



You should go to the dentist twice a year for a check-up.  
How often do you go to the beach? Once a year.  
I go to the cinema about once a month.  
How often do you play tennis? I play twice a week.  
You should brush your teeth three times a day.

### 3 Children look and complete the conversation.

**Answer key:** 1. got - fever, 2. Have you got - I've got a sore throat, 3. Have you got - I haven't. I've got a stomach ache, 4. Have you got - I haven't. I've got a sore throat.

**Optional extra:** Elicit from children other symptoms and illnesses which came up in the unit. Divide children into pairs. They take turns drawing the words while their partner tries to guess: *You've got chicken pox!*

### 4 Children look at the people and give them advice.

**Optional extra:** In pairs, children take turns miming illnesses while their partner gives them advice: *You've got a fever. You should rest and drink a lot of water!*

#### Fast finishers

Children write sentences about themselves using the adjectives in activity 4.

#### Wrap up

Children stand in a circle. Toss a soft ball to a student and name the lexical set *illnesses*. The child calls out a word from the set and tosses the ball to another child, who in turn says another word from the set and so on.

If a child drops the ball or can't remember a related word, the game starts again. Repeat several times with different vocabulary sets from previous units such as *food* and *entertainment places*.

### Final evaluation

Teacher's Resource Material: Test Unit 4



### At home

**Activity Book** - pages 58 & 59

Answer key:

- 1 1. three times a week, 2. once a year, 3. twice a day
- 2 1. I've got an insect bite, 2. I've cut my hand, 3. I've got sunburn, 4. I've got something in my eye.  
1. You shouldn't scratch it, 2. You should wash it with soap and water, 3. You should sit in the shade, 4. You shouldn't rub it.
- 3 1. headache, 2. fever, 3. sore throat, 4. runny nose, 5. earache, 6. toothache
- 4 1. cold - He should wear a warm coat, 2. tired - She should take a nap, 3. hungry - They should eat a snack, 4. thirsty - It should drink some water.

**Activity Book** - page 115

The **Picture Dictionary** on page 115 gives children an illustrated reference of the main vocabulary in Unit 4 with extra listening practice.



### More practice

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

# Unit 5

# Project Earth

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Past simple <i>be</i>:</b> affirmative, negative, interrogative</li> <li>• <b>Past simple:</b> regular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Environment:</b> <i>air, bears, bridges, deer, factories, noise, park, pollution, railway, rivers, rubbish, smoke, traffic, trees, water</i></li> <li>• <b>Verbs:</b> <i>die, clean up, pollute, produce, protect, recycle, save, waste</i></li> <li>• <b>Transportation:</b> <i>bicycle, canoe, car, railroad</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> past simple -<i>ed</i> endings: <i>d, t, id</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals</b></li> <li>• <i>There is/are</i></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To practise questions with <i>there was / there wasn't</i></li> <li>• To identify the correct form of <i>was/wasn't/were/weren't</i> in a text</li> <li>• To practise writing the regular form of verbs in the past</li> <li>• To practise using the verb <i>be</i> in the past form in interrogative and short answers</li> </ul>	<ul style="list-style-type: none"> <li>• To describe places in the past</li> <li>• To compare the past and the present</li> <li>• To discuss water as a resource</li> <li>• To talk about the water cycle</li> <li>• To talk about past actions</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To use environmental words to play a memory game and compare the past with today</li> <li>• To learn verb/noun collocations to describe the environmental situation in the past</li> <li>• To identify and understand incidental vocabulary in stories</li> <li>• To categorise verbs according to their -<i>ed</i> endings</li> <li>• To learn items used to describe the water cycle</li> <li>• To learn words for recyclable products</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and differentiate between the -<i>ed</i> endings: <i>d, t</i> and <i>id</i></li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To play a memory game using target grammar</li> <li>• To compare places in the past and present using target grammar: <i>there was/wasn't</i></li> <li>• To use the text to act out dialogues in stories</li> <li>• To identify and produce the three -<i>ed</i> endings in past regular verbs</li> <li>• To develop fluency through discussing questions about recycling</li> </ul>	<ul style="list-style-type: none"> <li>• To follow the narrative of a story</li> <li>• To read a text in order to complete it with the correct form of the verbs in the past</li> <li>• To show understanding of key grammar by completing a text</li> <li>• To use reading strategies such as prediction to facilitate comprehension</li> <li>• To give a personal response to a text</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To follow the narrative of a story</li> <li>• To listen in order to check collocations</li> <li>• To listen to a song in order to complete it with <i>was/were</i></li> <li>• To notice past irregular verbs in context</li> <li>• To understand words in order to match them with a picture</li> </ul>	<ul style="list-style-type: none"> <li>• To complete questions using the target grammar</li> <li>• To write a response to the stories in the unit</li> <li>• To write about your bedroom: past and present</li> <li>• To write up results from a survey about a town in the past</li> <li>• To design a conservation poster</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce the Past simple of *be* and regular verbs.
- Check children can identify, understand and produce vocabulary related to environment and transportation.
- Check children can describe and ask about places and situations in the past.

## Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**
  - Grammar worksheet Unit 5, pages 12-13: Lesson 7
  - Vocabulary worksheet Unit 5, pages 34-35: Lesson 7
  - Reading worksheet Unit 5, page 52: Lesson 6
  - Writing worksheet Unit 5, page 64: Lesson 4
  - Speaking worksheet Unit 5, page 76: Lesson 8
  - Listening worksheet Unit 5, page 86: Lesson 4
  - Test Unit 5, pages 126-129: Unit 5 Review
- **Flashcards Unit 5**
- **Extra**

Stopwatch/Timer	Word cards with <i>-ed</i>
A picture of the children's hometown in the past	endings ( <i>t, d, id</i> )
Sheets of paper	Scrap paper
Strips of paper	Picture of a Native American

## Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

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

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to describe and ask about places and situations in the past. Children learn grammar rules, vocabulary and phonics for pronunciation.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and learn about the natural world. Children learn about the water cycle and about recycling at home.

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition and use the video, the interactive whiteboard material and ICT to obtain and research information.

SCC



### Social and civic competence

Children learn basic social interaction working in pairs. Children learn about our responsibility to recycle.

CAE



### Cultural awareness and expression

Children develop their creativity by making a poster and participating in chants and songs. Children learn about cultural diversity.

LL



### Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning.

IE



### Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and independent action.

# Unit 5

## Lesson 1 - SB Page 60

### Language objectives

#### Vocabulary

- careful, drain, turn off, waste, water the garden

### Skills objectives

#### Listening

- Listen and follow the narrative of a story

#### Reading

- Read and follow the narrative of a story

### Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 5

### Attention to diversity

Some items in the story might make it difficult for children to follow. Pre-teach and use concept check questions to ensure complete understanding.

### Warmer

Write the title of the unit on the board: *Project Earth*. Teach the word project and elicit ideas of what an Earth project might involve.

### Lead-in

Ask children to look at page 60 for two minutes. Then tell them to close their books and write down all the words and details they remember.

### 1 Children read and listen.

**Values:** Talk about the importance of using resources, such as water and paper, responsibly. Point out the idea of wasting water in the story. Discuss ways to avoid wasting resources, for example, by using both sides of a sheet of paper.

### Fast finishers

Children quietly read the story to themselves, practising the stress.

### Wrap up

Say these sentences to the class and ask children who they think says each sentence: *Let's water the garden.*  
*We're going to water the garden. Don't waste water.*  
*Turn off the water.*

### Initial evaluation

Ask children to complete a summary of the story: *We should be \_\_\_\_\_ when we use water. We shouldn't let water go down the \_\_\_\_\_. Water is very important on Earth so we shouldn't \_\_\_\_\_ it.* (careful, drain, waste)



### At home

#### Activity Book - page 60

Answer key:

**1** 1. George and Peter, 2. Lily, 3. George, 4. Down the drain, 5. George and Peter are wasting water, 6. We should use less water.

**2** Peter: 3, 5, 6, 8  
Lily: 1, 2, 4, 7

- **Optional extra:** Children choose three new words from the story and write them in their notebooks with a picture.

## Lesson 2 - SB Page 61

### Language objectives

#### Grammar

- *There was* + uncountable nouns
- *There were* + plural nouns

#### Vocabulary

- air pollution, bear, bridge, canoe, deer, factory, railroad, rubbish, traffic

#### Functions

- Describe places in the past

### Skills objectives

#### Speaking

- Play a memory game using target vocabulary and grammar

#### Reading

- Read to complete information with dates

### Materials

- Digital Book
- Flashcards Unit 5
- Stopwatch/Timer
- A picture of children's hometown/city in the past

**Warmer**

Show the unit 5 **Flashcards** individually and elicit the words. Put flashcards on the board. Tell the children to close their eyes and count to ten quietly. Remove a flashcard. When the children open their eyes, they must tell you which of the flashcards is missing.

**Lead-in**

With their partner, children list all the words from the warmer but use the full structure *There was/were...*

**1 Children read, look and write the year.**

**Answer key:** 2. 1940, 3. 1610, 4. 1940, 5. 1940, 6. 1610, 7. 1940, 8. 1610

**2 Children play a memory game with a classmate.****Fast finishers**

Children draw a sketch of what they think their town/city looked like in 1940.

**Wrap up**

Hold up the unit 5 **Flashcards** and children volunteer sentences based on what they remember about Riverville.

**Continuous assessment**

Write on the board: *cars, canoes, railroad, traffic, bridges*. Children write a sentence in their notebooks with each word that describes one of the pictures of Riverville: *In Riverville in 1610, there weren't any cars*. Call on several volunteers to read their sentences out loud.

**At home****Activity Book** - page 61

Answer key:

- 1** From left to right, top to bottom: ✓ - trees, rubbish, pollution, ✓ - bridges, ✓ - factories, traffic, ✓ - railway, ✓ - bears, clean water
- 2** 1. clean water, 2. railway, 3. rubbish - pollution - traffic, 4. trees - bridges, 5. factories - bears

**Lesson 3 - SB Page 62****Language objectives****Grammar**

- Comparing past and present

**Vocabulary**

- *cough, factory, flower, noise, park, pollution, recycling, rubbish, smoke, sneeze, traffic, tree*

**Skills objectives****Speaking**

- Understanding a song
- Compare places in the past and present

**Listening**

- Complete a song with target grammar

**Materials**

- **Digital Book**
- **Audio CD 2**
- A picture of the children's hometown in the past
- Sheets of paper

**Warmer**

Write the following anagrams on the board: *cytorfa (factory), mokes (smoke), fractif (traffic), grideb (bridge), raint rackt (train track), virer (river)*. In pairs, children race to order the words.

**Lead-in**

Show the children a picture of their town from the previous century and elicit the differences between present and past.

**1**  **2.2** Children listen and complete.

**Answer key:** were, was, wasn't, weren't, was, was

**Optional extra:** Children write their own song about their town. They copy the frame of the song in Lesson 3, changing details accordingly. Invite children to read their songs out.

**2**  **2.3** Children listen and sing.

**Optional extra:** Play the song again. Boys take the even lines and girls the odd lines. Children sing their respective parts.

**3 Children look and compare Riverville's past and present.**

**Optional extra:** Children compare their town's past and present using their homework as reference.

**Fast finishers**

Children write sentences about Riverville's past and present.

**Wrap up**

Children work in pairs. Write key words on the board:

# Unit 5

flowers, rubbish, smoke, pollution, noise, traffic, factories, dirty, fresh air. Children take turns to make sentences in the present or past using the words as prompts and referring to where they live, e.g. *There is a lot of pollution. This morning there was a lot of traffic.*

## Continuous assessment

Children correct the errors in the following: 1. *There was lots of factories. (were)* 2. *The city were dirty. (was)* 3. *There was a park or any fresh air! (wasn't)* 4. *There were any flowers. (weren't)* 5. *There were a lot of pollution. (was)* 6. *The rivers was full of rubbish. (were)*



## At home

Activity Book - page 62

Answer key:

1. was, 2. wasn't, 3. were, 4. were, 5. was, 6. weren't, 7. was, 8. were, 9. weren't
- 2 Child's own writing.

## Lesson 4 - SB Page 63

### Language objectives

#### Grammar

- Past simple regular verbs

#### Vocabulary

- air, bottles, cans, change, die, environment, lakes, pollute, recycle, rivers, save, waste

### Skills objectives

#### Listening

- Listen in order to complete statements with the correct verb

#### Reading

- Read a text in order to complete it with the correct form of the verbs in the past

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

## Attention to diversity

Some children might have more awareness of environmental issues than others. Monitor carefully to ensure all children are contributing ideas and participating.

### Warmer

Draw a globe slowly on the board. Children guess what you're drawing. Invite them to ask questions, e.g. *Is it an orange? Say It's planet Earth.* Ask children if they think we live in a happy or unhappy planet. Why?

### Lead-in

Write on the board: *waste water, recycle bottles and cans, clean up rubbish, throw rubbish on the ground, plant a tree, produce pollution, save energy.* Read the phrases out loud and talk about what they mean. Draw a happy face next to each of the phrases that describe something good for the planet, and cross out those that describe something bad. Ask children if they can think of any other actions that are good for the Earth.

### 1 Children listen and complete.

**Answer key:** 1. produced, 2. recycled, 3. polluted, 4. cleaned up, 5. died, 6. protected, 7. wasted, 8. saved

**Optional extra:** Read the sentences in the grammar box out loud together and ask children what the verbs have in common: *They end in -ed.* Direct their attention to the sentences in activity 1. Have them highlight all the verbs and circle the *-ed* at the end of each one. Tell them that the *-ed* ending indicates that a verb is in the past tense. Write the words *protect* and *live* on the board. Demonstrate how to change these present tense verbs to the past tense by adding *-ed*. Point out that we often just add *-ed* to the end of the word. However, if a word already has an *-e* at the end, we just add *-d*.

### 2 Children read and complete with the past simple form of the verbs.

**Answer key:** 1. moved, 2. wasted, 3. polluted, 4. decided, 5. stopped, 6. used, 7. saved, 8. changed

### Wrap up

Children draw a T-chart in their notebooks with the headings *Present* and *Past*. Write the following verbs on the board: *wasted, produce, live, move, stopped, save, change, used.* Children copy the verbs in the correct column.

## Continuous assessment

**Teacher's Resource Material:** Writing worksheet Unit 5, Listening worksheet Unit 5

**Optional extra:** Dictate the infinitives of the verbs from Lesson 4 and children write the past form in their notebooks.

**At home****Activity Book** - page 63

Answer key:

- 1** 1. used, 2. saved, 3. lived, 4. killed, 5. wasted, 6. dumped, 7. filled up, 8. produced, 9. polluted, 10. changed
- 2** Save the Earth

**Lesson 5 - SB Page 64****Language objectives****Vocabulary**

- base camp, climbers, dangerous, equipment, mountain, survivals, top, western, yell

**Skills objectives****Listening**

- Follow the narrative of a story

**Reading**

- Follow a narrative
- Develop reading strategies

**Materials**

- Digital Book
- Audio CD 2

**Attention to diversity**

Children read at different speeds. Put the children into pairs or small groups to read together. Let stronger readers help weaker ones.

**Warmer**

Read the title out loud together. Children look at the picture. Ask: *Where are they? What are they doing? What's the weather like?* Ask them what they think the story will be about.

**Lead-in**

Write ten key words from the story: *base camp, climbers, climb, dangerous, equipment, mountain, survivals, top, western, yell*. Use drawings/action to elicit the meaning and ask children how these words could relate to the story.

- 1** **Children read and listen to the story.**

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

Answer key: 1. F, 2. F, 3. T, 4. F, 5. F, 6. T

**Fast finishers**

Children correct the false sentences.

**Wrap up**

Draw six story frames on the board (rectangular boxes). Explain that each frame represents a key episode in the story. Identify the first one together: *The friends climbed Siula Grande*. Write it in the box. In pairs, children complete the other five boxes with a line to summarise the episode.

**Continuous assessment**

Children write the following incomplete sentences in their notebooks and complete the gaps:

1. *Joe Simpson and Simon Yates were best friends and \_\_\_\_\_.* (expert climbers)
2. *After a long, \_\_\_\_\_ day, they finally reached the top.* (tiring)
3. *There was a lot of ice, and soon it started \_\_\_\_\_ hard.* (snowing)
4. *Joe's leg and \_\_\_\_\_ were broken!* (knee)
5. *Simon attached himself to a rock and lowered Joe with his \_\_\_\_\_.* (rope)

**At home****Activity Book** - page 64

Answer key:

- 1** From left to right, top to bottom: 6, 3, 2, 1, 4, 5
- 2** From top to bottom: 6 - started, 4 - landed, 2 - reached, 3 - descended, 5 - lowered
- **Optional extra:** Children choose one of the characters, Joe or Simon, and write 50 words expressing what they were thinking in the story.

**Lesson 6 - SB Page 65****Language objectives****Vocabulary**

- alive, amazing, cliff, crawl, cut, dead, glacier, hole, hurt, ice, save, tent, tunnel

# Unit 5

## Skills objectives

### Listening

- Follow the narrative of a story

### Reading

- Follow a narrative
- Develop reading strategies
- Understand the sequence of events in a story

## Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Strips of paper

## Attention to diversity

Some children may feel too shy to mime parts of the story. Monitor and assist carefully during these stages of pair work.

## Warmer

Children close their books and recall as much information as possible about the story. Record their responses on the board.

## Lead-in

Ask children to look at the illustrations on pages 64-65 and describe what's happening. They can refer to their notes from homework if they want.

### 1 Children read and listen to the story.

**Optional extra:** Read and listen to the story to check their predictions.

### 2 Children read and order.

**Answer key:** 1. Simon thought Joe was dead...  
2. Simon cut the rope, 3. Joe fell into a hole in the ice,  
4. Joe climbed through an ice tunnel, 5. Joe was crawling towards Simon.

## Fast finishers

Children read the story to themselves quietly.

## Wrap up

Make a list of the key scenes from the story on the board, e.g. *Joe fell into a hole in the ice. Simon cut the rope. Joe was crawling towards Simon. Simon thought Joe was dead and needed to save his own life. Joe climbed through an ice tunnel. The best friends found each other.* Give each pair a scene (some will be duplicated) and they prepare a still image of the scene. Pairs come up in turn, present their scene and their classmates must guess the part of the story it represents.

## Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 5

**Optional extra:** Provide the following prompts for children to complete:

*Title of the story:*

*The story is about:*

*The characters are:*

*I like the part when:*

*I don't like the part when:*

*The ending:*



## At home

**Activity Book** - page 65

**Answer key:**

1. Joe and Simon reached the top,
2. They descended the mountain,
3. Joe fell and broke his leg,
4. Joe was hanging in the air,
5. Simon cut the rope and Joe fell,
6. Joe woke up inside a glacier,
7. Joe survived and returned to base camp,
8. A helicopter rescued the climbers.

# Lesson 7 - SB Page 66

## Language objectives

### Grammar

- *be* in the past form: interrogative, short answers

### Vocabulary

- *fresh air, recycling centres, underground*

### Functions

- Describe places in the past

## Skills objectives

### Speaking

- Practise speaking outside the classroom

### Listening

- Recognise the correct form of *was/were*

### Reading

- Show understanding of key grammar

## Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Flashcards Unit 5
- Stopwatch/Timer



# Unit 5

the square with the corresponding verb, e.g. *to keep the environment (save, pollute)*. When they have crossed out all the words in their grid, they say *Bingo!*

## Lead-in

Write *eco-hero* on the board and elicit ideas about what an eco-hero does. Give an example: *An eco-hero recycles plastic bottles*. Elicit more examples.

### 1 2.8 Children listen and underline the verbs in the past tense.

**Answer key:** lived, wanted, walked, picked up, saved, protected

### 2 2.9 Children listen and match the underlined verbs with the categories.

**Answer key:** Sounds like *-d*: lived, saved; Sounds like *-t*: walked, picked up; Sounds like *-id*: wanted, protected

### 3 2.10 Children listen and chant.

### 4 2.11 Children listen and classify the verbs.

**Answer key:** Sounds like *-d*: studied, learned, climbed; Sounds like *-t*: brushed, washed, marched; Sounds like *-id*: waited, painted, chatted

## Wrap up

Children prepare sound cards with *-d*, *-t*, *-id* on each. Tell a story about what you did yesterday. Children hold up the corresponding card when they hear a verb in the past with that ending.

## Audio CD 2



George had a very busy day.  
He brushed his teeth. Brushed.  
He washed his face. Washed.  
He waited for the bus. Waited.  
He studied English. Studied.  
He learned karate. Learned.  
He painted a picture. Painted.  
He marched in the band. Marched.  
He climbed a tree. Climbed.  
He chatted online with friends. Chatted.

## Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 5

**Optional extra:** Children write a chart in their notebooks with the three sounds. Dictate the verbs from the Warmer in the infinitive; children say the

word under their breath in the past and write it in the corresponding part of the table.

## At home

### Activity Book - page 67

**Answer key:**

- 1 From left to right: walked, washed, played, watched, studied, kicked, chatted, painted, waited, brushed, scored
- 2 *-d*: played, studied, scored  
*-id*: chatted, waited, painted  
*-t*: walked, washed, watched, kicked, brushed
- 3 1. waited, 2. studied, 3. painted, 4. played, 5. kicked, 6. scored, 7. walked, 8. watched, 9. chatted, 10. brushed, 11. washed

## Lesson 9 - SB Page 68

### Language objectives

#### Vocabulary

- *cloud, collect, condense, evaporate, flush the toilet, ground, lake, leak, rainbow, raindrop, sink, turn off*

#### Functions

- Talk about the water cycle and conserving water

### Skills objectives

#### Listening

- Understand words in order to match them with a picture

#### Reading

- Understand sentences in order to give a personal response

#### Writing

- Design one's own conservation poster

### Materials

- Digital Book
- Audio CD 2

### Attention to diversity

Some children may be more artistic and creative than others when designing their conservation poster. Give plenty of encouragement and guidance during activity 3.

## Warmer

Write *Water Cycle* on the board. Ask children to write down some key words they associate with this natural process. If they don't know the word in English, ask them to put their hand up and provide the word.

## Lead-in

Dictate the words in bold from the poem: *raindrops, ground, lake, sea, evaporates, clouds, rainbow*. Children draw a picture for each word. They can leave a blank space for any unknown items. Children compare what they have drawn with their partner.

**1**  **Children listen, number and say the poem.**

**Answer key:** From top left to bottom: 1, 6, 7, 5, 2, 3, 4

**2** **Children read and tick (✓) or cross (X) about them and their families.**

**Answer key:** Child's own answers.

**Optional extra:** Children compare with their partner and report back on similarities and differences between them and their families. Teach them the frame: *We both take five-minute showers...*

## Wrap up

Children copy and complete the following chart:

	Mon	Tues	Wed	Thurs	Fri
<i>Take five-minute showers</i>					
<i>Turn off the water when I brush my teeth</i>					
<i>Collect rainwater for plants</i>					
<i>Flush the toilet only when necessary</i>					

Children take the chart home and mark with a tick each time they conserve water in one of the ways listed. Children return their charts after one week and discuss the ways they conserved water at home.

## Continuous assessment

Children put the stages in order:

1. *Flow down to the sea*
  2. *Sea evaporates*
  3. *Fall to the ground*
  4. *Raindrops in the lake*
  5. *Rainbow*
  6. *Raindrops in the clouds*
  7. *Condensate into the clouds*
- (6, 3, 4, 1, 2, 7, 5)



## At home

**Activity Book** - page 68

**Answer key:**

**1** 1. raindrops, 2. clouds, 3. rainbow, 4. lake, 5. ground, 6. sea, 7. river

**1** From left to right: 2, 4, 3, 1  
5. evaporates, 6. condenses

- **Optional extra:** Children create a slogan for a poster about one of the following environmental issues: *Pollution/Recycling/Public transport.*

## Lesson 10 - SB Page 69

### Language objectives

#### Vocabulary

- *backpack, bottle, bucket, can, carpet, egg carton, frisbee, furniture, glass, jar, road surfaces, tile*

### Skills objectives

#### Speaking

- Develop fluency through discussing questions about recycling

#### Listening

- Identify key words through a classifying activity

#### Reading

- Demonstrate comprehension through a matching activity

### Materials

- **Digital Book**
- **Audio CD 2**
- Stopwatch/Timer
- Scrap paper for word cards

## Warmer

Give each child some scrap paper and they make their own word cards (ten per child) by tearing the paper into ten pieces. On each piece of paper they write a word from Lesson 9. In pairs, they mix their word cards together and put them face down on their desk. They take turns to define a word for their partner to guess. Give them a time limit of five minutes. At the end of the activity explain the concept of recycling vocabulary.

## Lead-in

Write *recycling* on the board. Individually, children write their own definition for the word and an example of something that can be recycled.

# Unit 5

**1** Children ask and answer questions with a classmate.

**2** Children read and match using the corresponding colour.

**Answer key:** blue arrow - paper towels, yellow arrow - cars, planes, green arrow - tiles, bottles, red arrow - carpets, jackets

**3**  **2.13** Children put the products into the correct place. Then they listen and check.

**Answer key:** **Paper:** egg cartons; **Food cans:** bike parts; **Glass:** road surfaces; **Plastic:** backpacks, buckets, garden furniture

## Fast finishers

Children add more products which can be recycled to the recycling table.

## Wrap up

Divide the class into pairs. Children write questions for their own survey to establish how much their classmates use in their household. Questions could be:

1. How many plastic bottles do you throw away every week?
2. How many cans do you throw away every week?

## Audio CD 2



Buckets can be made from plastic detergent bottles.  
Garden furniture can be made from recycled plastic milk bottles.  
Backpacks can be made from plastic drink bottles.  
Bike parts can be made from metal food cans.  
Egg cartons can be made from recycled newspapers.  
Road surfaces can be made from recycled glass.

## Continuous assessment

In their notebooks children make a grid with *Paper*, *Food cans*, *Glass* and *Plastic* at the top. Dictate words from the lesson for children to write under the corresponding heading.



## At home

**Activity Book** - page 69

**Answer key:**

- 1 Clockwise: 1, 4, 5, 6, 3, 2
- 2 Child's own writing.

**3** Child's own colouring.

- **Optional extra:** Children write 50 words about the importance of recycling.

# Review

## SB Pages 70 & 71

### Language objectives

#### Grammar

- *be* in the past: affirmative, negative, interrogative
- Regular verbs in the Past simple

#### Vocabulary

- *bottle, can, electricity, herd of bison, pollution, recycle, rubbish dump, save, waste*

### Skills objectives

#### Speaking

- Ask and answer questions using *was/were* and short answers

#### Listening

- Review the target vocabulary and grammar

#### Reading

- Complete a text using the correct past form of *be*
- Complete a text using regular verbs in the past

#### Writing

- Order words to write questions and answer them using the target grammar

### Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**
- **Flashcards** Unit 5
- Picture of a Native American

### Attention to diversity

There is a lot of grammar for children to assimilate. Recycling items sporadically will reinforce vocabulary and grammatical structures.

### Warmer

Display the unit 5 **Flashcards** and elicit the words. Stick them to the corresponding places in the unit 5 **Poster**. Divide the class into two teams. Have a volunteer from each team come to the front of the room. Quietly tell the volunteers an item from one of the flashcards, and have

them draw it for their team. The first team to correctly guess the activity wins a point.

### Lead-in

Ask children what they know about *Native Americans*. Display a picture to prompt ideas. Ask some questions: *Where did they live? What did they eat? What did they do? Were animals important to the Native Americans? Which animals?*

### 1 2.14 Children listen and tick (✓) or cross (X)

**Answer key:** 1. ✓, 2. ✓, 3. ✓, 4. X, 5. ✓ 6. X

**Optional extra:** Children tell each other about North America using *was/wasn't/were/weren't*, e.g. *There were a lot of Native Americans.*

### 2 2.15 Children complete the sentences.

**Answer key:** 1. There were, 2. There were, 3. There was, 4. There weren't, 5. There were, 6. There wasn't

**Optional extra:** Write a jumbled sentence from activity 2: *Americans Native of there were lot a.* Children jumble the other sentences up for their partner to rearrange.

### 3 Children read and circle the correct option.

**Answer key:** wasn't, was, were, were, were, weren't

**Optional extra:** Children visualise the scene that the text in activity 3 describes and draw a picture to illustrate life for the Chinook Indians.

### Audio CD 2



A long time ago in North America, life was very different!

- 1 There were a lot of Native Americans.
- 2 There were many languages.
- 3 There was a big herd of bison.
- 4 There weren't any horses.
- 5 There were giant trees.
- 6 There wasn't a rubbish dump.

### 4 Children order the questions and write the answers.

**Answer key:** 1. Were there any trees? No, there weren't, 2. Was there any rubbish? No, there wasn't, 3. Was there a factory? No, there wasn't, 4. Were there any teepees? Yes, there were.

### 5 Children look, ask and answer.

**Answer key:** Child's own answers.

### 6 Children read and complete with the past tense form of the verb.

**Answer key:** 1. moved, 2. recycled, 3. wasted, 4. started, 5. saved

**Optional extra:** Tell children that like Emma, they want to make some changes to help the environment. Give the following prompt for children to copy down and complete: *I promise to..., e.g. I promise to recycle all paper.*

### Wrap up

Ask children to think about what they have learnt in this unit. In their notebooks, they copy the following questions:

1. *What did you learn about your classmates?*
2. *What was the value of the unit?*
3. *What did you enjoy learning?*
4. *What was difficult for you to learn?*
5. *What was easy for you to learn?*

### Final evaluation

**Teacher's Resource Material:** Test Unit 5

### At home

**Activity Book** - pages 70 & 71

**Answer key:**

- 1 1. were, 2. wasn't, 3. was, 4. weren't, 5. weren't, 6. were, 7. wasn't, 8. were
- 2 1. There wasn't a railway, 2. There was fresh air, 3. There were igloos, 4. There were rivers, 5. There wasn't any rubbish, 6. There were seals.
- 3 2. Was there any pollution? Yes, there was, 3. Was there an underground? No, there wasn't, 4. Were there a lot of cars? Yes, there were, 5. Was there a park? Yes, there was, 6. Were there a lot of factories? No, there weren't.
- 4 1. recycled, 2. polluted, 3. wasted

**Activity Book** - page 116

The **Picture Dictionary** on page 116 gives children an illustrated reference of the main vocabulary in Unit 5 with extra listening practice.

### More practice

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

## SB Pages 72 & 73

### Language objectives

#### Grammar

- Review: *I'm good at.../I love.../I like...*
- Review: *how often*, interrogative form
- Review: adverbs of frequency
- Review: questions in the past form

#### Vocabulary

- Recreational activities, illnesses

#### Functions

- Talk about likes/dislikes/interests/strengths and weaknesses
- Interview someone about their past
- Communicate in order to play a game

### Skills objectives

#### Speaking

- Ask and answer questions in the context of a game

#### Writing

- Use key vocabulary
- Write questions and answers in the past

### Materials

- Digital Book
- Audio CDs 1 and 2
- Teacher's Resource Material
- Flashcards Units 1-5
- Card to make a giant die
- Strips of paper

### Warmer

Review the songs and chants from units 0-5. Divide the class into groups and assign a song or chant to each one. Each group performs their song to the class. Encourage children to make appropriate movements as they sing or chant along. The class can vote for the best performance.

### Lead-in

Mix up the units 1-5 **Flashcards** and give one to each child. Tell them to go around the class saying their word until they find someone with a flashcard from the same group. They then hold hands and go in search of others.

### 1 Children make a giant die.

**Optional extra:** Children write sentences about their partner by completing the following:

*He/She likes...*  
*He/She doesn't like...*  
*He/She loves...*  
*He/She hates...*  
*He's/She's good at...*  
*He's/She's not good at...*

### 2 Children play Roll and say Bingo.

**Optional extra:** Before you play the game, draw a three-column chart on the board for children to copy into their notebooks. In each column write *do*, *go* and *play*. Dictate the following words for children to classify in their chart: *cooking, karate, swimming, ballet, the guitar, the computer, roller-blading, football, camping and bowling.*

### 3 Children complete the chart about themselves.

**Answer key:** Child's own answers.

**Optional extra:** Mime the ailments from activity 3 and elicit the words.

### 4 Children ask two friends and complete the chart.

**Answer key:** Child's own answers.

**Optional extra:** Children report back to the class on their findings. Give them the following model to refer to: *Laura gets a cold once a year, but Pablo never gets a cold.*

### 5 Children write four more questions and ask an older person about the past.

**Answer key:** Child's own answers.

**Optional extra:** Brainstorm other things that we have now but didn't have in the past, e.g. *mobile phones, laptops.*

### Wrap up

Have children reflect back on the first four units. Distribute one piece of paper to each child. Children draw two intersecting lines through the middle of the page to create four boxes. Copy the sample on the board for children to use as a model:

I want to...	I'm good at...
I like...	When I'm..., I should...

In each box, children complete the sentence and draw a picture. They present their work orally.

### Continuous assessment

**Teacher's Resource Material:** End of Term 2 Test

**Optional extra:** Children order the questions/ sentences:

1. How get often you do a headache?
2. there mobile phones when Were were you young?
3. you good Are at drawing?
4. you like Do swimming?
5. do I ballet a twice week.
6. hate I and camping cooking.
7. like don't I karate doing.



### At home

**Activity Book** - pages 72 & 73

Answer key:

- 1** 1. I'm good at Maths, 2. I don't like Maths, 3. I'm bad at Maths, 4. I like Maths.
- 2** 2. In the past there was a railway, 3. In the past there was a lot of rubbish, 4. In the past there were a lot of factories, 5. In the past there wasn't a park.

**3**

s	t	o	m	a	c	h	a	c	h	e
i	n	s	e	c	t	b	i	t	e	a
c	h	i	c	k	e	n	p	o	x	r
a	a	b	p	h	m	n	w	r	i	a
c	s	v	g	d	r	n	r	h	s	c
u	b	u	v	u	c	e	r	q	z	h
m	o	f	b	w	v	u	x	u	e	e
c	g	n	h	e	a	d	a	c	h	e
t	u	x	f	o	o	p	d	j	y	k
s	o	r	e	t	h	r	o	a	t	l

- 4** 1. helped, 2. wasted, 3. walked, 4. picked, 5. polluted, 6. coughed, 7. sneezed, 8. recycled

# Unit 6 Prehistoric times

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Past simple regular and irregular verbs:</b> affirmative, negative</li> <li>• <b>Past simple questions and short answers</b></li> <li>• <b>Question words:</b> <i>How long, how tall, what colour, when</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Verbs:</b> <i>burn, carve, cook, crash, eat, erupt, have, hunt, live, make, measure, paint, shake, sleep, swim, walk, wear</i></li> <li>• <b>Parts of animals:</b> <i>armour, claw, feather, fin, head, leg, neck, shell, spike, tail, teeth, wing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>-nch</i> or <i>-tch</i> sounds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Past simple <i>be</i>:</b> affirmative, negative, interrogative</li> <li>• <b>Past simple:</b> regular verbs</li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To distinguish between regular and irregular verbs in the Past</li> <li>• To practise the Past simple in the interrogative, affirmative, negative and short answers</li> <li>• To practise forming questions using question words in the Past simple</li> </ul>	<ul style="list-style-type: none"> <li>• To describe situations in the past</li> <li>• To describe and ask about prehistoric animals</li> <li>• To talk about how the Earth was formed</li> <li>• To distinguish between dinosaurs and present facts and figures about their chosen prehistoric animal</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To understand common nouns related to animals and prehistoric animals</li> <li>• To understand and use vocabulary items related to the habitat, diet, features, movement and size of prehistoric animals</li> <li>• To understand selected items related to plate tectonics</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and distinguish <i>-nch</i> or <i>-tch</i> sounds in sets of words</li> <li>• To highlight contracted form in short answers in the Past simple</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To make statements about the past using Past simple regular and irregular verbs</li> <li>• To describe how people lived in prehistoric times</li> <li>• To ask and answer questions using the Past simple</li> <li>• To ask and answer questions about prehistoric animals</li> <li>• To use a chant to practise verbs and the target phonics</li> <li>• To talk about how the Earth was formed</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow a story</li> <li>• To interpret and answer questions using the target language</li> <li>• To show comprehension by completing a gap fill task and by matching sentence stems</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify characters in a story</li> <li>• To follow the story</li> <li>• To use listening skills to match words and pictures</li> <li>• To recognise and distinguish target sounds in sets of words</li> <li>• To identify target language in order to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>• To use target language using the correct punctuation</li> <li>• To write a description of a prehistoric creature using information from a text</li> <li>• To write questions and full sentences using target language</li> <li>• To write words with target phonics</li> <li>• To write a diary entry for a character from the story</li> <li>• To write about their chosen continent</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce the Past simple affirmative and question forms.
- Check children can identify, understand and produce vocabulary related to parts of animals and verbs.
- Check children can describe and ask about situations in the past and prehistoric animals.

## Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**
  - Grammar worksheet Unit 6, pages 14-15: Lesson 7
  - Vocabulary worksheet Unit 6, pages 36-37: Lesson 7
  - Reading worksheet Unit 6, page 53: Lesson 6
  - Writing worksheet Unit 6, page 65: Lesson 4
  - Speaking worksheet Unit 6, page 77: Lesson 8
  - Listening worksheet Unit 6, page 87: Lesson 4
  - Test Unit 6, pages 130-133: Unit 6 Review
- **Flashcards** Unit 6
- **Extra**

Stopwatch/Timer	Word cards for sentences in the past
A bag	Poster paper with outline of a map of the world
A soft ball	Booklets for Dino Fact
Colours	Files
Sheets of paper	
Slips of paper	
Word cards for key vocabulary	

## Go digital!

### Digital book

Complete the activities with the children on the IWB.

### More practice

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

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to describe and ask about situations in the past and prehistoric animals. Children learn grammar rules, vocabulary and phonics for pronunciation.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about prehistoric animals and plate tectonics.

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition and use the video, the interactive whiteboard material and ICT to obtain and research information.

SCC



### Social and civic competence

Children learn basic social interaction patterns and social conventions working in pairs and playing games.

CAE



### Cultural awareness and expression

Children develop drawing, colouring skills and creativity and participate in chants, songs and poems. Children appreciate cultural and artistic expressions.

LL



### Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning.

IE



### Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making, and independent action.

# Unit 6

## Lesson 1 - SB Page 74

### Language objectives

#### Vocabulary

- *adorable, dangerous, noise, roar, sabre-toothed kitten/ cat, scared, sweet*

#### Verbs

- *burn, carve, cook, eat, paint, sleep, swim, walk*

### Skills objectives

#### Listening

- Listen and follow the story

#### Reading

- Read and follow a simple story

### Materials

- **Digital Book**
- **Audio CD 2**
- Word cards for *sabre-toothed kitten, mother cat, roar, run*
- Sheets of paper

### Attention to diversity

Certain vocabulary items in the narrative may impede comprehension. Use concept check questions to aid understanding and personalise key language.

### Warmer

Ask the class to look at page 75. Elicit from children what the people are doing: *burning wood, carving, cooking, eating, painting, sleeping, hunting, walking, etc.* Write prehistoric times on the board. Tell children that in this unit they will be learning about things that happened long ago.

### Lead-in

Create a *mammal* mind map on the board by asking children to give examples of mammals and writing responses on the board. Children copy the map and brainstorm how much they know about these animals in pairs, e.g. *What do + they eat? What noises do + they make?*, etc. When finished, ask children to report back on their findings and write suggestions on the board. Tell them that they will be learning about mammals that lived long ago.

### 1 Children read and listen.

Values: **Respecting wildlife**

Elicit places where you can see wildlife first hand, e.g. *zoos, aquariums and forests.* Children talk about their own

experiences visiting places such as these. Remind them that it is important to respect wildlife, not touching or feeding wild animals and always leaving their habitats clean and undisturbed.

**Optional extra:** Ask questions about the story to check comprehension: *Where are the children? What animal did they find? Is the kitten dangerous? Are the children scared? Is the kitten adorable? What noise does the mother sabre-toothed cat make?*

### Wrap up

Divide the children into groups of four. Write *sabre-toothed kitten, mother cat, roar, meow* and *run* on the board. In their groups, children label and decorate the word cards. Assign each child a character from the story and children join in unison for the words *meow* and *roar*. Play the story again, pausing after each frame. Children use the word cards as props while acting out the story.

### Initial evaluation

Write the following sentences on the board in jumbled order: 1. *The children heard a sabre-toothed kitten.* 2. *Leo told the children to be careful.* 3. *The children found the sabre-toothed kitten.* 4. *The mother came to protect her kitten.*

Elicit the order of the story from the children.

Hand out a sheet of paper to each child. Have them fold their sheets into four sections and write the sentences in sequence. They may also add illustrations to each box. In pairs, children use their comic strips to retell the story.



### At home

#### Activity Book - page 74

Answer key:

1. Yes, she does, 2. The children want a pet, 3. Because the mother stays near her kitten, 4. They hear a roar, 5. The children run away.
2. 1. Yes, we did, 2. Yes, we did, 3. No, we didn't, 4. No, we didn't, 5. Yes, we did, 6. No, we didn't.
3. Child's own drawing.

- **Optional extra:** Children choose five new words from the story and write them in their notebooks with a picture.

## Lesson 2 - SB Page 75

### Language objectives

#### Grammar

- Past simple irregular verbs
- Review: Past simple regular verbs

#### Vocabulary

- *cave, fire, tents, tools, wolves*

#### Functions

- Describe situations in the past

### Skills objectives

#### Speaking

- Describe how people lived in prehistoric times

#### Listening

- Identify target vocabulary items and match them to the corresponding pictures

#### Writing

- Order sentences correctly using target language

### Materials

- Digital Book
- Audio CD 2
- Word cards with the following verbs: *cook, eat, make, paint, sleep, wear, walk, live, have*
- Stopwatch/Timer

### Attention to diversity

This lesson contains a lot of new language. Aid meaning through visuals and gestures, and recycle language as much as possible throughout the lesson.

### Warmer

Play a chain game with children to practise Past simple regular verbs. Say: *Yesterday I talked to my sister.* Ask a child to repeat the statement and add one of their own. The next child then repeats the process and adds another sentence. Repeat with several children. In small groups, children then make their own chains.

### Lead-in

Focus children's attention on the pictures in activity 1. Elicit what people are doing: *cooking, sleeping in caves, hunting, eating, painting, making tools.*

### 1 2.17 Children listen and number.

**Answer key:** From top left to right: 6, 3, 8, 2, 5, 1, 4, 7

### 2 Children read and complete with the correct verb.

**Answer key:** 1. cooked, 2. slept, 3. hunted, 4. ate, 5. made, 6. painted, 7. had, 8. wore

**Optional extra:** Divide the group into two teams. Invite a member of one team to come to the front, choose a word card and read the verb aloud. Members of the opposing team say whether the verb is regular or irregular and say and spell the past form of the verb. If the child is correct, their team wins one point. If not, the card is placed back in the pile.

### 3 Children match and make more sentences about the picture.

**Optional extra:** Children write their sentences in their notebooks and draw the corresponding picture.

### Wrap up

Play *Pictionary* in two teams. Invite a volunteer from each team to come to the board and draw one of the vocabulary items from the lesson. Their team must guess correctly in order to win a point. Set a time limit of twenty seconds. Allow the opposing team to guess if the team fail to answer.

### Audio CD 2



- |                             |                         |
|-----------------------------|-------------------------|
| 1. People cooked with fire. | 4. They ate meat.       |
| 2. They slept in tents.     | 5. They made tools.     |
| 3. They hunted in groups.   | 6. They painted caves.  |
|                             | 7. They had pet wolves. |
|                             | 8. They wore clothes.   |

### Continuous assessment

Write on the board \_ \_ \_ \_ (*tent*). Children guess the letters to make a word from the unit. Repeat with *fire, meat, tools, caves, wolves, clothes.*



### At home

#### Activity Book - page 75

**Answer key:**

1. had, 2. carved, 3. wore, 4. lived, 5. cooked, 6. made, 7. ate, 8. watched, 9. hunted
- 2 Red: 2, 4, 5, 8, 9  
Orange: 1, 3, 6, 7
- 3 Child's own writing.

## Lesson 3 - SB Page 76

### Language objectives

#### Grammar

- Past simple regular and irregular verbs

#### Vocabulary

- *armour, claws, lakes, land, legs, measure, plants, river, shell, spike, tail, teeth*

#### Functions

- Describe prehistoric animals

### Skills objectives

#### Reading

- Show comprehension by completing a gap fill task

#### Writing

- Write a description of a prehistoric creature using information from a text

### Materials

- **Digital Book**
- Word cards for the following sentences: *They lived in villages. They hunted mammoths. They wore jewellery. They had oil lamps. They painted in caves.*

### Attention to diversity

Some children may struggle with the grammar rules. Provide plenty of examples and have them search through the text to find examples of the target structure in context.

### Warmer

Divide children into groups of three or four. Hand out the word cards (see materials). In their groups, children come to the front of the class and arrange themselves in a line to make a sentence, holding up their word cards to show to the rest of the class.

### Lead-in

Focus children's attention on the picture in activity 1. Ask if anyone has ever seen a scorpion and explain that this is a prehistoric animal. Focus their attention on the Past simple verbs and elicit which are regular and which are irregular. Say the infinitive and children reply with the past form.

## 1 Children complete the text.

**Answer key:** 1. measured, 2. lived, 3. had, 4. have, 5. walk, 6. swam, 7. ate

**Optional extra:** In the text, children find examples of regular and irregular verbs in the Past simple affirmative and negative.

## 2 Children read and complete with information about Eurypterids.

**Answer key:** **Features:** giant claws, hard armour; **Habitat:** rivers, lakes; **Size:** 2.5 metres long; **Diet:** fish, sea scorpion; **Movement:** swam

**Optional extra:** Children write three questions about their partners' likes, e.g. *Does he/she like ballet?* Children read them out and the class has to answer with *Yes, he/she does* or *No, he/she doesn't*.

## 3 Children write a description of one of these prehistoric creatures.

### Wrap up

Write the following sentences on the board: 1. *It didn't have giant claws.* 2. *It had a soft armour.* 3. *It walked on land.* 4. *It ate meat.* 5. *It flew.* 6. *It was 5.5 metres long.* Children rewrite the correct sentences about eurypterids in their notebooks, changing the statement to positive or negative.

### Continuous assessment

Write the following sentences on the board: *Yesterday I eat a hamburger. Then I swim in the pool and walk in the park. I have a great day.* Individually children rewrite the sentences with the verbs in the past form in their notebooks.



### At home

#### Activity Book - page 76

**Answer key:**

1. Features, 2. Movement, 3. Habitat, 4. Diet, 5. Size
- 2 From top to bottom: It lived in rivers, lakes and in the sea, It was three metres long, It had fur, a lot of big teeth and a long tail, It ate other animals, It crawled on land and swam in water.

## Lesson 4 - SB Page 77

### Language objectives

#### Grammar

- Past simple questions and short answers

#### Vocabulary

- *desert, feathers, fins, fly, meat, neck, sea, tail*

#### Functions

- Ask about prehistoric animals

### Skills objectives

#### Speaking

- Ask and answer questions using target structure

#### Listening

- Identify target structure to complete an activity

### Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Unit 6
- Audio CD 2
- Slips of paper

### Warmer

Children make true and false statements about what they did yesterday. They must guess if they are correct.

### Lead-in

Display the corresponding unit 6 **Flashcards**. Elicit meaning and drill chorally and individually.

### 1 2.17 Children listen and complete.

**Answer key:** 1. desert, tail, feathers, fly, meat,  
2. sea, neck, swam, fish

### 2 Children circle the correct answers.

**Answer key:** 1. No, it didn't, 2. Yes, it did,  
3. No, it didn't, 4. Yes, it did, 5. No, it didn't,  
6. Yes, it did, 7. Yes, it did, 8. No, it didn't.

### 3 Children play a guessing game.

### Wrap up

Hand out two slips of paper to each child. Have them write on each slip: *Yes, it did.* / *No, it didn't.* Point to the animals on page 77 and ask questions for children to hold up the corresponding sign.

### Audio CD 2



1 Museum Guide: This dinosaur was a velociraptor.

Boy: How do you spell that?

MG: It's spelled V-E-L-O-C-I-R-A-P-T-O-R.

Girl: Where did it live?

MG: It lived in Asia, in the desert.

B: What was the velociraptor like?

MG: The velociraptor was a small dinosaur. It was the size of a dog, but a bit longer! It had feathers and a long tail.

G: Feathers?! Did it fly?

MG: No, it didn't fly. It used its feathers like a coat, to stay warm.

B: Did it eat meat?

MG: Yes, it did. In fact, it killed and ate other dinosaurs!

2 MG: This dinosaur was a mauisaurus.

G: Can you spell that, please?

MG: Sure. It's spelled M-A-U-I-S-A-U-R-U-S.

B: The mauisaurus was really big!

MG: Yes, it was more than 20 metres long, and it had a very long neck.

G: Did it eat velociraptors?

MG: No, it lived in the sea. It ate fish.

B: Did it swim fast?

MG: Yes, it did.

### Continuous assessment

**Teacher's Resource Material:** Writing worksheet  
Unit 6, Listening worksheet Unit 6



### At home

#### Activity Book - page 77

**Answer key:**

**1** Clockwise: teeth, head, neck, wing, claw, leg, tail

**2** 1. Did it live in the sea? No, it didn't, 2. Did it have fins? No, it didn't, 3. Did it have feathers? Yes, it did, 4. Did it fly? No, it didn't, 5. Did it swim? No, it didn't, 6. Did it run fast? Yes, it did, 7. Did it eat plants? No, it didn't.

## Lesson 5 - SB Page 78

### Language objectives

#### Vocabulary

- *argument, best friends, disappear, hide, idea, plan, rain, rainbow, sad, sun, surprise party*

### Skills objectives

#### Reading

- Follow a narrative
- Show comprehension by matching sentence halves

#### Listening

- Identify characters in a story
- Follow a story

### Materials

- Digital Book
- Audio CD 2

### Attention to diversity

Some children may struggle with the text due to its density. Convey meaning through gesture and realia. Promote peer teaching. Encourage children to ask questions.

### Warmer

Divide the group into two teams. Choose a vocabulary item from the previous lesson: *claw, desert, feather, fin, fish, meat, neck, sea*. Invite one member from each team to the board to spell the word. The first child to spell the word correctly wins a point for their team.

### Lead-in

Write a selection of key vocabulary from the second part of the story on the board: *argument, best friends, hide, idea, rain, sad, sun, surprise party*. Elicit meaning and use pictures to illustrate words. Children copy the vocabulary in their notebooks and draw a corresponding picture. They open their books and race to find the words in the story.

### 1 Children read and listen to the story.

**Optional extra:** Write the following sentences on the board: 1. *The sun and the rain didn't have an argument.* 2. *The sky, all the animals, the plants, rivers and mountains were happy.* 3. *The sky, all the animals, the plants, rivers and mountains didn't want the sun and rain to be friends.* 4. *They didn't plan a surprise party.* 5. *The insects said it*

*wasn't a great idea.* Children reread the story in order to find the answers and write the true sentences in their notebooks.

### 2 Children read and match.

**Answer key:** 1. best friends, 2. an argument, 3. sad, 4. an idea, 5. be friends again, 6. plan the party.

**Optional extra:** In pairs, children find three examples of regular past simple verbs (*stopped, disappeared, continued, wanted, decided, needed, asked, started, suggested*) and three examples of irregular past simple verbs (*were, had, came, saw, said*) in the text, copy them in their notebooks and write one sentence for each.

### Fast finishers

Children read the story to themselves quietly.

### Wrap up

Write statements about the story on the board: 1. *The sun disappeared.* 2. *The sun and the rain hid from each other for many years.* 3. *The animals planned a party.* Children work in pairs to change the statements into questions: *Did the sun disappear? Did the sun and the rain hide from each other for many years? Did the animals plan a party?*

### Continuous assessment

Divide children into two teams. Team A write a diary entry for the sun in their notebooks. Set a word and time limit for this. Team B write a diary entry for the rain. Teams swap and read each other's work.

### At home

#### Activity Book - page 78

**Answer key:**

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

**2** 1. The sun and rain were best friends, 2. The rain didn't want to be the sun's friend, 3. The birds didn't tell the sun and rain about the party.

**3** From top to bottom: 2, 5, 6, 3, 1, 4

• **Optional extra:** Children write a sentence in their notebooks for each new word learnt in the lesson: *argument, best friends, hide, idea, plan a party, rain, sad, sun, surprise party.*

## Lesson 6 - SB Page 79

### Language objectives

#### Vocabulary

- rain, rainbow, spectacular, success

### Skills objectives

#### Speaking

- Act out the story using a dialogue

#### Listening

- Follow a story

#### Reading

- Follow a narrative text
- Show comprehension by answering questions on the text

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

### Attention to diversity

Monitor carefully during speaking activities and provide language assistance when necessary. Children may need help with the flow chart activity. Provide models to ensure they are aware of what they have to do and the language they have to use.

### Warmer

Draw the sun and the rain on the board. Encourage children to tell you in their own words what happened in the story. Encourage them to use Past simple regular and irregular verbs.

### Lead-in

Focus children's attention on the illustrations and ask them what they can remember about the story.

### 1 2:20 Children read and listen to the story.

**Optional extra:** Children listen again, following the text with their finger and reading aloud. Then tell them that you are going to retell the story but you can't remember it very well. Every time children hear a mistake they must call out: *That's not right!* and correct the mistake.

### 2 Children read and answer the questions.

**Answer key:** 1. No, they didn't, 2. Yes, they did, 3. Yes, they did, 4. Yes, it did, 5. Yes, it was, 6. No, it isn't.

**Optional extra:** Encourage children to think about when the sun and the rain became friends again. Build a short dialogue on the board by asking children to make suggestions about what the characters might have said. Divide children into pairs and give each child a role. They should just concentrate on their part of the dialogue. Swap roles and repeat procedure. Invite more confident groups to perform in front of the class.

### Fast finishers

Children find examples of Past simple verbs in the text.

### Wrap up

Draw the following chart on the board:

Opening
Conflict
Events
Resolution
Ending

Children copy the chart in their notebooks. Elicit the events of the story step by step, writing prompts next to the stages on the board and constructing a flow chart. Children copy the prompts and use them to act out the story in pairs. Model the activity first with a stronger learner.

### Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 6

### At home

**Activity Book** - page 79

**Answer key:**

1. At two o'clock it was time to decorate the sky, 2. The flowers lined up in colour order, 3. The flowers threw their colours up into the sky, 4. The sun and rain came out, 5. The sun and rain started talking to each other, 6. The sun went to bed.
1. The flowers throw their colours up into the sky, 2. The flowers celebrate how happy they are that the sun and rain are friends again.
- 3 Child's own writing.

• **Optional extra:** Children write a diary entry for the sun or the rain based on the events of the story in Lesson 6. Set a limit of 50 words.

# Unit 6

## Lesson 7 - SB Page 80

### Language objectives

#### Grammar

- Past simple questions with question words

#### Vocabulary

- *carnivore, herbivore, height, horns, long, tall, tusks, weight*

#### Functions

- Ask about prehistoric animals

### Skills objectives

#### Speaking

- Ask and answer questions using the target language

#### Reading

- Show understanding of key vocabulary

#### Writing

- Form questions in the Past simple

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**
- **Flashcards Unit 6**
- Stopwatch/Timer
- Sheets of paper (one for each child)

### Attention to diversity

This lesson contains a lot of new vocabulary. Use the flashcards to convey meaning and allow for peer teaching. Encourage children to use mime and gesture to aid retention.

### Warmer

Display the unit 6 **Flashcards** for the following words in a line on the board: *claw, feather, fin, shell, tail, teeth, wing*. Elicit the names from the children. Drill the selection rhythmically and allow children to add actions if they wish. Remove the flashcards one by one. Children continue the chant without them.

### Lead-in

Hand out a sheet of paper to each child. Say: *I'm thinking of a dinosaur*. Give several clues about what the dinosaur looked like: *It had short legs. It had claws. It had spikes on its tail!* Children listen and draw a picture of the dinosaur.

### 1 2.21 Children listen and complete.

**Answer key:** 1. What, 2. How tall, 3. How long, 4. What colour, 5. When

**Optional extra:** Write the following scrambled sentences on the board: 1. *was it What?* 2. *was it How tall?* 3. *colour What was it?* 4. *How was long it?* 5. *was it alive When?* Children race to order the questions. Check correct answers as a group. In pairs, children take turns asking and answering questions about the *Apatosaurus*.

### 2 Children read the information. They ask and answer with a classmate.

**Optional extra:** Write the following in a column on the board: *Herbivore, Omnivore, Teeth: 28 cm long, Height: 4 metres tall, Tusks, Horns*. Divide children into teams of five. In their groups, they identify an animal that the information relates to and write out a full sentence using the Past simple: *The extinct camel was a herbivore*. Divide the board into five sections. Members from teams come to the board and write out their sentences. Award one point for each correctly identified animal and two points for each correctly written sentence.

### Wrap up

Write the following chant on the board: *Apatosaurus, Apatosaurus! Apatosaurus was a dino and lived long ago. Apatosaurus, Apatosaurus! It was 5 metres tall. Apatosaurus, Apatosaurus! It was 26 metres long. Apatosaurus, Apatosaurus! What colour? We don't know! But it lived 150 million years ago. Apatosaurus!* Children clap or slap their knees as they follow the rhythm and repeat each line after you. Start off by whispering the chant and miming the corresponding actions. Repeat several times, gradually getting louder each time.

### Continuous assessment

**Teacher's Resource Material:** Grammar worksheet Unit 6, Vocabulary worksheet Unit 6



### At home

**Activity Book** - page 80

**Answer key:**

**1** 1. was it, 2. What colour, 3. tall was it, 4. How long was it, 5. What was

**2** Child's own answers.

**3** Child's own drawing.

**4** Child's own writing.

• **Optional extra:** Children choose their favourite prehistoric animal and draw a picture in their notebooks, writing three full sentences using the past simple: *The ground sloth was a herbivore*.

## Lesson 8 - SB Page 81

### Language objectives

#### Vocabulary

- *branch, bunch, catch, French, lunch, match, patch, scratch, watch*

#### Pronunciation

- Phonics: *-nch* or *-tch* sounds

### Skills objectives

#### Speaking

- Practise the target phonics through a song

#### Listening

- Recognise and distinguish target sounds in sets of words

#### Writing

- Write words with target phonics

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**
- Word cards with the following words: *branch, bunch, catch, crunch, French, lunch, match, patch, scratch, watch*
- A bag

### Attention to diversity

Children may have problems distinguishing between the two sounds. Make sure they can see the position of your mouth and tongue when drilling. Provide plenty of examples and opportunities to practise.

### Warmer

Dictate *neck, leg, tail, head, wing, feather, fin, spike, claw*. Children write and check answers with a partner. Invite volunteers to spell the words on the board. In their notebooks, children sketch the dinosaur with all of the appropriate body parts. Then encourage them to colour it in and draw its surroundings. Finally, children name their dinosaurs and compare with a partner: *My dinosaur has got big teeth*.

### Lead-in

Write *Dino dilemma* on the board. Elicit meaning of *dilemma* and encourage children to look at the pictures and predict what the chant will be about. Ask them to point out the words in the box: *lunch, scratch, patch, bunch* in the pictures. Drill the words chorally and individually, highlighting the *-tch* and *-nch* sounds.

### 1 2.22 Children listen and complete.

**Answer key:** From top to bottom: bunch, lunch, patch, scratch

### 2 2.23 Children say the chant.

**Optional extra:** Run through the song again orally, eliciting the key vocabulary from the children. They chant along, boys and girls singing alternate lines, this time with accompanying actions.

### 3 2.24 Children listen and number.

**Answer key:** From top left to right: 4, 3, 6, 2, 1, 5

### 4 Children look and complete with *-tch* or *-nch*.

**Answer key:** From top left to right: branch, lunch, French, watch, match, catch

**Optional extra:** Place the bag of *-tch* and *-nch* word cards (see Materials) on your desk. Divide the class into two teams. Invite one member from each group to the front. Take a word card from the bag and show it to both children without letting the rest of the class see. Say *Go!* and children draw a picture of the word on the board. The team that guesses the word first wins a point. Repeat until all the word cards have been used.

### Audio CD 2



1 match, 2 watch, 3 lunch, 4 branch, 5 catch, 6 French

### Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 6



### At home

**Activity Book** - page 81

**Answer key:**

- 1 From left top to bottom: 6, 2, 7, 10, 1, 3, 8, 9, 4, 5
- 2 1. lunch, 2. French, 3. match, 4. catch, 5. branch, 6. scratch

# Unit 6

## Lesson 9 - SB Page 82

### Language objectives

#### Vocabulary

- ash, continents, crash, earthquakes, gas, lava, plate tectonics, shake, supercontinents, volcano

#### Functions

- Talk about how the world was formed

### Skills objectives

#### Speaking

- Practise the target phonics through a song

#### Listening

- Identify the target language in an ordering task

#### Reading

- Identify target language in a matching task

### Materials

- Digital Book
- Audio CD 2
- Poster paper with outline of a world map
- Colours

### Attention to diversity

Allow more reticent children to choose whether they would like to perform in front of the class. Encourage and reward participation.

### Warmer

Individually children choose an animal and write three clues about it in their notebooks: *It ate meat. It had a long neck. It was very heavy.* In pairs, children read their clues aloud while their partner tries to guess the animal. Invite volunteers to the front of the class to read clues aloud for the whole group to guess.

### Lead-in

Focus children's attention on target language in activity 1. Clarify any unfamiliar language through pictures and examples.

### 1 Children read and match.

**Answer key:** 1. large areas of land separated by the sea, 2. movement of the Earth's surface, 3. study of the movement of the Earth's surface, 4. an extra large area of land

**Optional extra:** Children copy the definitions in their notebooks using full sentences: *Earthquakes are the movement of the Earth's surface.*

### 2 Children listen, order and sing.

**Answer key:** 1. Feel the ground shake! 2. The continents are moving, 3. Shake! Shake! Shake! 4. Mountain of fire! 5. Lava, gas and ash, 6. Crash! Crash! Crash!

### Fast finishers

Children choose three new words from the lesson and write a sentence in the past simple for each.

### Wrap up

Hand out the blank map and colours to each child. Children colour the land green and the water blue. They label the continents and locate and write the name of their hometown on the map. They may add any other features they like to their maps. Display the maps around the classroom walls and use them to review the continents throughout the rest of the unit.

### Continuous assessment

Write the following anagrams on the board: *vocalnose* (volcanoes), *tinentscon* (continents), *thearquakes* (earthquakes), *etpla ectnoics* (plate tectonics), *persutinentcon* (supercontinent). In pairs, children race to order the words. Individually, children choose two words from the lesson and make their own anagrams before swapping their notebooks with their partner for them to guess.



### At home

#### Activity Book - page 82

**Answer key:**

**1** From left to right, top to bottom: 4, 2, 3, 1, 6, 5

**2** From top to bottom: 2, 1, 3

- **Optional extra:** Children write 50 words about their chosen continent.

## Lesson 10 - SB Page 83

### Language objectives

#### Vocabulary

- adapt, die out, extinct, gigantic, theories

#### Functions

- Discuss dinosaurs, facts and figures

## Skills objectives

### Speaking

- Predict the answers to a text before reading

### Reading

- Understand and interpret a text in order to answer comprehension questions

## Materials

- Digital Book
- Flashcards Unit 6 (50-56)
- Booklets for Dino Fact Files

## Warmer

Draw the following table on the board for children to copy in their notebooks:

-tch	-nch

Dictate *branch, brunch, catch, French, lunch, match, watch, match*. Children listen and write the word in the corresponding column. Check answers as a class.

## Lead-in

Display the unit 6 **Flashcards** (50-56) on the board. Children look back through the unit and say which body part each animal has got: *The Velociraptor has got feathers.*

## 1 Children answer these questions before they read.

**Answer key:** Child's own answers.

**Optional extra:** In pairs, children compare ideas. Write children's predictions on the board before they read the text.

## 2 Children read and check their answers.

**Answer key:** 1. Child's own answers, 2. 700, 3. 'terrible lizard' in Greek, 4. 65 million years ago, 5. paleontologists, 6. We don't know.

**Optional extra:** Ask questions to check comprehension: *Where did dinosaurs live? How many types of dinosaur were there? When did they die out? Why did they become extinct?*

## Wrap up

Hand out the pre-made booklets to children. They write *Dino Fact File* on the front page and add illustrations. At the top of each respective page, children write *types of dinosaur, physical features of dinosaurs, where dinosaurs lived, when dinosaurs lived, why they became extinct*. Using information from the lesson and previous lessons in the unit, children write at least two facts under each heading,

adding pictures if they wish. In pairs, children swap booklets and compare.

## Continuous assessment

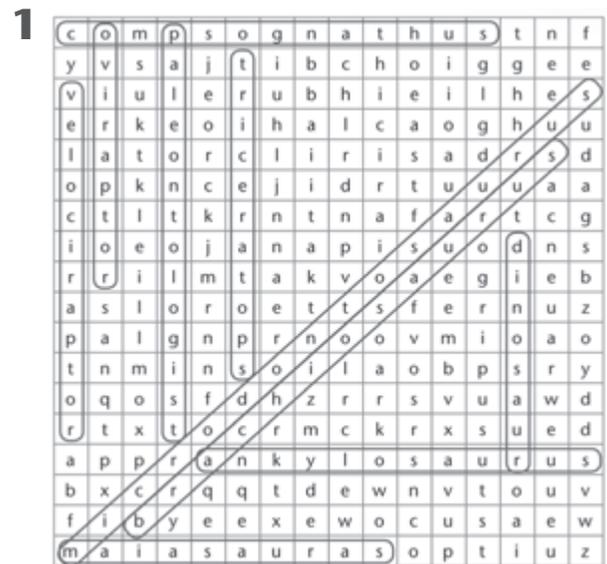
Children write the number of the statement in their notebooks and then write *true* or *false*: 1. *There were 850 types of dinosaur.* (F) 2. *Some dinosaurs were very fast and very small.* (T) 3. *They died out about 65 million years ago.* (T) 4. *Dinosaurs lived on every continent.* (T) 5. *The name 'dinosaur' means 'terrible lizard' in Greek.* (T) 6. *Some dinosaurs walked on four legs.* (T) Children compare answers in groups. Check as a class. Award one point for each correct answer.



## At home

### Activity Book - page 83

**Answer key:**



1. velociraptor, 2. triceratops,
3. microdontosaurus, 4. brachiosaurus,
5. ankylosaurus, 6. compsoognathus, 7. oviraptor,
8. maiasaura, 9. dinosaur, 10. paleontologist

- **Optional extra:** Children research more information about dinosaurs at home and add more facts to their file.

## Review

### SB Pages 84 & 85

#### Language objectives

##### Grammar

- Past simple regular and irregular verbs: affirmative, negative
- Past simple questions and short answers

##### Vocabulary

- Parts of animals

##### Functions

- Describe situations in the past
- Describe prehistoric animals
- Ask about prehistoric animals

#### Skills objectives

##### Speaking

- Ask and answer questions using target language
- Formulate sentences using the Past simple in order to play a game

##### Listening

- Review target vocabulary and grammar
- Identify target language in a matching activity

##### Reading

- Demonstrate comprehension by numbering the correct image

##### Writing

- Write target language using correct punctuation

#### Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Stopwatch/Timer
- Slips of paper
- A soft ball

#### Attention to diversity

Some children may struggle to remember structures and vocabulary. Pair stronger children with weaker ones to allow for peer teaching and allow weaker children adequate time to finish activities. Provide additional practice of question formation in the Past simple if needed.

#### Warmer

Display the unit 6 **Poster**. Divide the children into two groups. Invite a member from each team to the front. Choose an item at random from the unit. Say the word and instruct the children to spell the letters of the word alternatively. If a child makes a mistake, the opposing team get a point. If the word is spelt correctly both teams are awarded a point.

**Optional extra:** Encourage the children to memorise what prehistoric people are doing in the poster and use the shade to cover it. They say as many sentences as they can remember. Then show the poster again and check their answers.

#### Lead-in

On the board, write ten vocabulary items that you would like to review from the unit. Children choose five of them and write them down. Read definitions of the words out loud in any particular order. Children cross off the words as their definitions are read. The first child to shout *Bingo!* is the winner.

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

**Answer key:** 1. a giant dragonfly, 2. 75 centimetres long, 3. 300 million years ago, 4. insects, frogs and lizards, 5. swamps

#### 2 Children order the questions.

**Answer key:** 1. What was it? 2. How long was it? 3. How heavy was it? 4. Did it live in the sea? 5. Did it eat fish?

#### 3 Children look and answer the questions.

**Answer key:** 1. It was a duck-billed dinosaur, 2. It was 12 metres long, 3. It weighed 3,000 kilogrammes, 4. No, it lived in swamps, 5. No, it ate plants.

**Optional extra:** Children study the picture from activity 3. After a minute, divide children into pairs. Child A closes their book. Child B asks questions about the picture: *Did it eat fish?* while child A answers from memory. Swap roles and repeat the procedure.

#### 4 Children read and number.

**Answer key:** 2, 5, 1, 6, 3, 4

**Optional extra:** Divide children into groups of five. Write five-word sentences from the unit on slips of paper: *It didn't have giant claws.* Cut the slips so that each part only contains one word. Keep the words together using a paper clip. Give each group a scrambled sentence. Set a time limit and children race to put the words in order. When they finish, have them exchange sentences and repeat the activity.

## 5 Children play *T-Rex Tracks*.

**Optional extra:** Children change partners and play again. Stress that sentences will be either affirmative or negative. Monitor for correct pronunciation of regular and irregular verbs in the Past simple.

### Fast finishers

Children rank their favourite dinosaurs in their notebooks from 1-5.

### Wrap up

Throw a large soft ball to a child and set a challenge. The challenge can be to spell a word, to name the Past simple form of a verb, to use a word in a sentence, to define a word from the unit or to ask a question in the Past simple. If the child answers correctly, he or she throws the ball to another child and sets another challenge. If not, the ball should be returned.

## Final evaluation

**Teacher's Resource Material:** Test Unit 6



## At home

**Activity Book** - pages 84 & 85

Answer key:

- 1** Triceratops: had, didn't have, lived, ate, didn't eat  
Microraptor: had, had, was, wasn't, flew, didn't swim
- 2** 1. What was it, 2. When did it live, 3. How long was it, 4. How many legs did it have, 5. Did it run, 6. Where did it live, 7. What did it eat
- 3** 1. Australia, 2. Chile, 3. Alaska, 4. Indonesia, 5. On Mars
- 4** 1. tail, teeth, claws, wings, 2. neck, tail, head, teeth, legs

**Activity Book** - page 117

The **Picture Dictionary** on page 117 gives children an illustrated reference of the main vocabulary in Unit 6 with extra listening practice.



## More practice

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

# Unit 7

# Ancient China

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <i>be</i> and adjectives</li> <li>• Past simple subject and object questions</li> <li>• Past simple: affirmative, negative, interrogative</li> <li>• Past abilities: <i>could</i>, <i>couldn't</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personality:</b> <i>brave, clever, confident, creative, (dis)honest, hardworking, independent, kind, lazy, loyal, lucky, organised, popular, sensitive, shy, sociable, stubborn, vain</i></li> <li>• <b>Inventions:</b> <i>blue jeans, chess, chopsticks, compass, electric guitar, fortune cookie, glasses, gum, metric system, noodles, paper, pencil, screwdriver, telescope</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> silent <i>gh</i> sound and <i>gh</i> as <i>f</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals</b></li> <li>• <i>There is / There are</i></li> <li>• <i>to be good at</i></li> <li>• Past simple</li> <li>• <i>can</i> for ability</li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To use the third person singular of <i>be</i> to talk about character</li> <li>• To practise Past simple subject questions</li> <li>• To practise writing Past simple questions with <i>be</i></li> <li>• To distinguish between <i>can/could</i> for present/past ability</li> </ul>	<ul style="list-style-type: none"> <li>• To describe personality traits</li> <li>• To describe people, places and animals</li> <li>• To talk/ask about the past</li> <li>• To describe abilities</li> <li>• To compare the past and the present</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To describe personality using character adjectives</li> <li>• To learn items related to the topic of inventions</li> <li>• To categorise words according to their <i>gh</i> sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and differentiate between the silent <i>gh</i> and <i>f</i> sounds in items</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To play a guessing game about inventions using subject questions</li> <li>• To reproduce target sounds in a song</li> <li>• To ask and answer questions using the Past simple and Present simple in the affirmative form</li> </ul>	<ul style="list-style-type: none"> <li>• To understand a factual piece of writing by answering comprehension questions</li> <li>• To learn rules for capital letters with common and proper nouns through a reading</li> <li>• To use reading strategies such as prediction to facilitate comprehension</li> <li>• To give a personal response to a text</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To listen to identify personality traits in the Chinese horoscope</li> <li>• To match inventions with the nationalities who discovered them</li> <li>• To listen to answer questions about Chinese culture</li> <li>• To identify and distinguish between the silent <i>gh</i> sound and <i>gh</i> as <i>f</i></li> <li>• To understand the chronology of historical events by putting pictures in order</li> </ul>	<ul style="list-style-type: none"> <li>• To organise character adjectives into positive and negative traits</li> <li>• To write a description of oneself and classmates</li> <li>• To complete sentences with <i>can</i>, <i>can't</i>, <i>could</i> or <i>couldn't</i></li> <li>• To write a factual text about their country</li> <li>• To write about a well-known festival</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce sentences with *be* with adjectives, Past simple subject and object questions, Past simple and past abilities.
- Check children can identify, understand and produce vocabulary related to personality and inventions.
- Check children can describe personality traits, ask about past inventions, ask about the past and talk about past abilities.

## Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**
  - Grammar worksheet Unit 7, pages 16-17: Lesson 7
  - Vocabulary worksheet Unit 7, pages 38-39: Lesson 7
  - Reading worksheet Unit 7, page 54: Lesson 6
  - Writing worksheet Unit 7, page 66: Lesson 4
  - Speaking worksheet Unit 7, page 78: Lesson 8
  - Listening worksheet Unit 7, page 88: Lesson 4
  - Test Unit 7, pages 134-137: Unit 7 Review
- **Flashcards** Unit 7
- **Extra**

World map	Scrap card to make word cards
Stopwatch/Timer	Sheets of construction paper
An envelope	Sheets of paper
Strips of paper	Picture of the Great Wall of China

## Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

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

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to describe personality traits, talk about past inventions, past abilities and the past. Children learn grammar rules, vocabulary and phonics for pronunciation.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world.

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition and use video, interactive whiteboard material and ICT to obtain and research information.

SCC



### Social and civic competence

Children learn basic social interaction patterns and social conventions.

CAE



### Cultural awareness and expression

Children develop artistic skills and creativity. Children appreciate cultural and artistic expression and learn about cultural diversity.

LL



### Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning.

IE



### Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and independent action.

# Unit 7

## Lesson 1 - SB Page 86

### Language objectives

#### Vocabulary

- chopsticks, fork, gift, invite, worry

### Skills objectives

#### Listening

- Listen to and follow the story

#### Reading

- Read and follow a simple dialogue

### Materials

- Digital Book
- Audio CD 2
- World map

### Attention to diversity

Some items in the story might make it difficult for children to follow. Pre-teach and use concept check questions to ensure understanding.

### Warmer

Write the title of the unit on the board: *Ancient China*. Elicit which topics the children will learn about in this unit: *geography, food, customs, monuments, etc.*

### Lead-in

Point out the location and borders of China on the world map (see Materials). Elicit the capital, major cities, geographical features and anything else the class knows about the country. Pre-teach *chopsticks* for the next activity.

### 1 Children read and listen.

**Values:** Talk about the importance of learning and taking an interest in other countries and cultures. Discuss reasons why this is important, for example because having world knowledge makes people interesting and more accepting of differences, which makes for a harmonious world.

**Trying new things:** Remind children that it can be exciting and fun to experience new things. Remind them that the children in the story were nervous about using chopsticks. Ask children: *Have you ever used chopsticks? Was it difficult?* Ask them about a time they tried something else new.

**Optional extra:** Split the class into groups of three. In each group, children take the roles of the children in the story. They practise the story saying their corresponding part aloud.

### Fast finishers

Children quietly read the story to themselves.

### Wrap up

Write the following on the board: *Do you like Chinese food?* Substitute with other types of food such as Mexican, American, Indian, French, Italian, etc. In pairs, children take turns to answer the questions using short answers.

### Initial evaluation

Ask children to answer true or false: 1. *Chang invited his friends for dinner.* (True) 2. *Chang's family always uses chopsticks.* (False) 3. *Chang received a present from his friends.* (True) 4. *Chang's friends don't like Chinese food.* (False) 5. *Chang hates burgers.* (False)



### At home

#### Activity Book - page 86

Answer key:

1. Chang, 2. Chang, 3. Because she can't use chopsticks, 4. Because they don't need them to eat hamburgers, 5. Just their hands.
2. 1. Trish, 2. Chang, 3. Chang, 4. Chang, 5. Toby, 6. Chang, 7. Trish

- **Optional extra:** Children write five things they would like to learn about China.

## Lesson 2 - SB Page 87

### Language objectives

#### Grammar

- Third person singular of *be*

#### Vocabulary

- Personality adjectives

#### Functions

- Describe character

### Skills objectives

#### Listening

- Identify personality traits

#### Writing

- Classify adjectives into positive and negative
- Write a description of oneself and one's classmates

## Materials

- Digital Book
- Flashcards Unit 7
- Audio CD 2
- Stopwatch/Timer
- Sheets of paper (one per child)

## Attention to diversity

When writing about other people in the group, ensure that the descriptions are positive.

### Warmer

In pairs, children write the alphabet in their notebooks and write the name of an animal which begins with each letter. Set a time limit of three minutes. The winning pair is that with the most animals.

### Lead-in

Use the unit 7 **Flashcards** to introduce the new vocabulary. Children look at the list of animals and choose an adjective to describe each one.

### 1 Children listen and tick (✓).

**Answer key:** **snake:** intelligent, dishonest; **horse:** energetic, popular; **sheep:** shy, creative; **monkey:** clever, sociable; **rooster:** vain, hardworking; **dog:** honest, loyal; **pig:** sensitive, lazy; **rat:** confident, organised; **ox:** hardworking, stubborn; **tiger:** brave, independent; **rabbit:** kind, shy; **dragon:** lucky, sensitive

### 2 Children copy and complete the table with the adjectives.

**Answer key:** **Positive:** intelligent, energetic, popular, creative, clever, sociable, hardworking, honest, loyal, sensitive, confident, organised, brave, independent, kind, lucky; **Negative:** shy, dishonest, lazy, vain, stubborn

### 3 Children write a description of themselves and two other people.

### Wrap up

Hold up the flashcards and children say the word, putting their hands up if they think it is an adjective which describes their personality.

## Audio CD 2



Each animal in the Chinese horoscope has a different personality. If you're a snake, you're intelligent, but you're dishonest. If you're a horse, you're popular and you're energetic. If you're a sheep, you're creative. But you're shy. If you're a monkey, you're very clever and sociable. If you're a rooster, you're hardworking, but you're vain. If you're a dog, you're honest and you're loyal. If you're a pig, you're sensitive. But you're lazy, too. If you're a rat, you're confident and you're organised. If you're an ox, you're stubborn. You always work very hard too. If you're a tiger, you're brave and you're independent. If you're a rabbit, you're kind, but you're shy. If you're a dragon, you're lucky and strong, but you're sensitive.

## Continuous assessment

Dictate definitions and children write down the corresponding adjective: *Someone who...* 1. ...sits on the sofa all day. (lazy) 2. ...is always there for their friends. (loyal) 3. ...doesn't like talking in big groups. (shy) 4. ...likes looking in the mirror. (vain) 5. ...is very good at everything at school. (clever) 6. ...has lots of friends. (popular)

## At home

### Activity Book - page 87

Answer key:

1 Positive adjectives: 1, 2, 3, 4, 6, 7, 8

2



3 Child's own writing.

## Lesson 3 - SB Page 88

### Language objectives

#### Grammar

- Past simple subject questions

#### Vocabulary

- *calculator, chess, chopsticks, compass, fortune cookie, gum, screwdriver; Americans, Chinese, French, Germans, Greeks, Indians, Italians*

### Skills objectives

#### Speaking

- Play a guessing game about inventions using subject questions

#### Listening

- Match the inventions with the nationalities of their discoverers

### Materials

- Digital Book
- Word cards Unit 7
- Audio CD 2

### Attention to diversity

The difference in form between subject and object questions might be challenging. Provide examples rather than giving detailed grammar instructions.

### Warmer

Write the word *Inventions* on the board. Elicit the meaning: a new process or device. Ask for examples and write them on the board.

### Lead-in

Children draw a T-chart in their notebooks. At the top of one column, they write *I know* and in the other they write *I don't know*. Dictate the words from activity 1, spelling them. Children write the word in the corresponding column. They compare them in pairs and peer teach if possible.

- 1**  **Children look and guess which are Chinese inventions. Then they listen and write.**

**Answer key:** 1. The Chinese, 2. The Ancient Greeks, 3. The Chinese, 4. The Germans, 5. The French, 6. The Chinese, 7. The Italians, 8. The Indians, 9. The Americans

### 2 Children ask and guess the answer.

**Optional extra:** Children look at the inventions on page 88 and write down the three they consider most important. Conduct feedback and ask children to justify their choices.

### Wrap up

Divide the class into two teams. Each team chooses a captain. Show a unit 7 invention **word card** and ask: *What is it and who invented it?* Teams discuss their answers and once they have agreed on them, the team captain should raise a hand. The team receives a point if the captain correctly says what the object is, and another point if he or she can say who invented it.

### Audio CD 2



- 1 Who invented the compass? The Chinese.
- 2 Who invented gum? The Ancient Greeks.
- 3 Who invented paper? The Chinese.
- 4 Who invented the screwdriver? The Germans.
- 5 Who invented the calculator? The French.
- 6 Who invented chopsticks? The Chinese.
- 7 Who invented the pencil? The Italians.
- 8 Who invented chess? The Indians.
- 9 Who invented the fortune cookie? The Americans invented the fortune cookie, not the Chinese!

### Continuous assessment

Children write the questions and answers based on activity 2:

1. *Who invented blue jeans? The Italians.*
2. *Who invented the metric system? The French.*
3. *Who invented noodles? The Chinese.* 4. *Who invented the telescope? The Dutch.* 5. *Who invented the electric guitar? The Americans.* 6. *Who invented glasses? The Italians.*



### At home

**Activity Book** - page 88

**Answer key:**

- 1** 1. invented, 2. introduced, 3. designed, 4. designed, 5. invented, 6. invented
- 2** 1. Italian, 2. The USA, 3. Russian, 4. Scottish, 5. China, 6. Ancient Greeks

## Lesson 4 - SB Page 89

### Language objectives

#### Grammar

- Past simple questions with *be*

#### Vocabulary

- *acrobat, army, clay, discover, material, musician, soldier, statue, well*

### Skills objectives

#### Listening

- Listen to answer questions about Chinese culture

#### Reading

- Read a text to answer questions about the Terracotta Army

### Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Stopwatch/Timer
- Strips of paper
- An envelope

### Warmer

Write on the board:

1. \_\_\_\_\_ is your name? (*What*)
2. \_\_\_\_\_ do you live? (*Where*)
3. \_\_\_\_\_ do you wake up? (*When*)
4. \_\_\_\_\_ brothers and sisters do you have? (*How many*).

Children work in small groups and determine which question word is missing from each sentence. Call on volunteers to share their answers and complete the questions on the board. Review the meanings of the different question words.

### Lead-in

Dictate the text from page 89 and pause after *Inside the room, there was...* Children work in small groups and guess what the Chinese farmers found. Conduct feedback on possible discoveries.

### 1 2:30 Children read, listen and complete.

**Answer key:** **Where?** near the city of Xi'an, **How many?** 8,000, **What material?** Terracotta clay, **How tall?** 2 metres tall, **What were they?** Soldiers, musicians, acrobats and horses

### 2 2:31 Children listen and complete the questions.

**Answer key:** 1. Where was the room of statues? 2. How many statues were there? 3. What material were the statues? 4. How tall were the statues? 5. What were they?

### 3 Children read and circle the correct answers.

**Answer key:** 1. a, 2. b, 3. a, 4. c, 5. c

### Wrap up

Write words from the lesson on separate strips of paper: *acrobat, build, dig, discover, farmer, horse, musician, soldier, statue*. Place the words in an envelope. Divide the class into two teams. The teams take turns sending a volunteer to the front. Show the volunteer a word from the lesson to mime for the team. If after one minute the team hasn't guessed the word, allow the other team to join in. Award a point for each word guessed.

### Audio CD 2



Where was the room of statues? It was near the city of Xi'an. A long time ago, Xi'an was the capital of China.

How many statues were there? There were 6,000 in the room. Later, archaeologists found 2,000 more statues near the room. That's a total of 8,000 statues!

What material were the statues? They were terracotta clay.

How tall were the statues? They were 2 metres tall. And they weighed 300 kilogrammes each!

What were they? Some were soldiers. Others were musicians or acrobats. There were also horses.

### Continuous assessment

**Teacher's Resource Material:** Writing worksheet Unit 7, Listening worksheet Unit 7



## At home

### Activity Book - page 89

Answer key:

1. When did the Silk Road start? Over 2,000 years ago, 2. How long was the Silk Road? It was around 6,500 kilometres, 3. How did merchants travel at sea? They travelled by ship, 4. What transportation did they use on land? On land, they travelled on camels, donkeys or horses, 5. Where did the merchants come from? They came from China, India, Egypt, Greece and Rome, 6. What goods did the merchants take to China? Glass, linen and gold, 7. What else did the Silk Road spread? It spread culture, knowledge, ideas and even diseases, 8. Where did the Silk Road end? It ended in Xi'an, China.

## Lesson 5 - SB Page 90

### Language objectives

#### Vocabulary

- angry, bamboo, bruise, flock, flute, landlord, lucky, market, money, rabbit, sheep, shepherd, village

### Skills objectives

#### Listening

- Follow the story

#### Reading

- Follow a narrative text
- Develop reading strategies

### Materials

- Digital Book
- Audio CD 2

### Attention to diversity

Children read at different speeds. Put them in pairs or small groups to read together. Let stronger readers help weaker ones. As there is a moral to the story, it is important that children understand the gist of the reading. If they don't see the moral, guide them with probing questions.

### Warmer

Write *folk tale* on the board. Ask children if they know what a folk tale is: a story told from generation to generation that usually contains a lesson or moral. Provide several examples of traditional folk tales that are familiar to the children. Elicit more folk tales from their own country.

### Lead-in

Write *Aniz, the shepherd boy* on the board. Draw the children's attention to the pictures. Invite them to tell you what the story could be about. Pre-teach the key words: *flute, landlord, village, bruise, market, bamboo, rabbit, lucky, money and rabbit*. Make further predictions about the story.

### 1 2.32 Children read and listen to the story.

**Optional extra:** Ask children to tell you which of their predictions were accurate.

### 2 Children read and answer the questions.

**Answer key:** 1. He played his flute for his flock of sheep, 2. The powerful landlord broke Aniz's flute, 3. A kind old man helped Aniz, 4. He saw a beautiful white rabbit, 5. He told his sons to catch the rabbit.

**Optional extra:** Children write two headings in their notebooks: *Aniz* and *The landlord*. Dictate the following personality traits: *kind, mean, musical, powerful*. Children decide which character each personality trait describes and write it under the appropriate heading. Have them find evidence in the text to support their answers and make sentences: *Aniz is musical because he is good at playing the flute*.

### Fast finishers

Children read the text again quietly to themselves.

### Wrap up

Discuss how the story will evolve. Ask the following questions to prompt the children: *What will happen to...? Aniz / The shepherd / The three sons / The angry landlord*

### Continuous assessment

Remind children that the events of a story make up the plot. Ask them to recall the main events in the story. Record their responses on the board. Then children number the events in order. Help them rewrite the events on chart paper in the order they occurred in the story. Save the list of events for the next lesson.

**At home****Activity Book** - page 90

Answer key:

- 1** From left to right, top to bottom: 2, 6, 4, 5, 3, 1
  - 2** 2. king, 3. guitar, 4. violin, 5. kind old man, 6. black - white
  - 3** 1. Aniz was a shepherd, 2. A powerful landlord lived in Aniz's village, 3. The landlord broke Aniz's flute, 4. A kind old man made Aniz a new flute, 5. The powerful landlord had a strange dream, 6. The rabbit was white with a black spot on its head.
- **Optional extra:** Children draw a picture and write one sentence in their notebooks about the story.

**Lesson 6 - SB Page 91****Language objectives****Vocabulary**

- *angry, bear, escape, forest, generous, hungry, kind, landlord, rabbit, shadow, tiger, village, wolf*

**Skills objectives****Listening**

- Follow the story

**Reading**

- Follow a narrative text
- Develop reading strategies
- Understand the sequence of events in a story

**Materials**

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**

**Attention to diversity**

Children may struggle to recall the story. In order to understand the text from this lesson, children will need to review the characters and events from the story.

**Warmer**

Review the story. Write the following statements on the board: *The landlord beat Aniz. The landlord asked his sons to find the rabbit. Aniz was playing his flute for the sheep.*

*The old man made Aniz a new flute.*

*The landlord had a dream about a rabbit.* Ask children to use the text to number the statements in the correct order. They could also refer to their charts from the previous lesson.

**Lead-in**

Ask children if they remember what kind of animal sheep and rabbits are in the Chinese horoscope (sheep: creative, shy; rabbits: kind, shy). Ask what they think the landlord's dream means.

**1**  **Children read and listen to the story.****2** **Children read and circle the answers.**

**Answer key:** 1. a special rabbit, 2. Aniz, 3. the music played, 4. dangerous animals, 5. The landlord

**Optional extra:** Read the story again, but pause before key words and have children provide the missing word, e.g. *The landlord's oldest son went to the ... (forest).*

**Fast finishers**

Children read the text again and write down the moral/lesson of the story.

**Wrap up**

Discuss the moral/lesson of the story. Elicit that the lesson is to treat others the way you want to be treated. Children design a poster of ways we can be kind to each other.

**Optional extra:** Once the activity is completed, ask the children to choose a character and use the information provided to say or write a paragraph about the character. Encourage them to use full correct sentences.

**Continuous assessment**

**Teacher's Resource Material:** Reading worksheet Unit 7

**Optional extra:** Provide the following prompts for children to complete: *Title of the story, The story is about..., The characters are..., I like the part when..., I don't like the part when..., The ending.*

**At home****Activity Book** - page 91

Answer key:

- 1** 1. the kind old man, 2. Aniz, 3. the three sons, 4. the landlord
- 2** 1. helpful - mysterious, 2. talented - poor, 3. obedient - unlucky, 4. powerful - angry

- 3** 1. played his flute, 2. bags, 3. the rabbit, 4. dangerous, 5. fell asleep, 6. kind and generous
- **Optional extra:** Children write 50 words about the moral/lesson of the story. Give them the framework to complete: *The story shows us the importance of...*

## Lesson 7 - SB Page 92

### Language objectives

#### Grammar

- *Could* for past ability

#### Vocabulary

- *calendar, colourful, cousin, festivals, move*

#### Functions

- Describe abilities

### Skills objectives

#### Reading

- Show understanding of key grammar by answering true or false

#### Writing

- Complete sentences with *can, can't, could* or *couldn't*

### Materials

- Digital Book
- Teacher's Resource Material

### Attention to diversity

New grammar is always disconcerting at first, so always review old grammar before introducing new items. This way children build on what they know.

### Warmer

Write the following on the board: *ride a bike, jump rope, use chopsticks, drive a car, read a book*. Children copy the phrases in a column in their notebooks and place a tick to indicate if they can do the activity, or a cross if they can't. They make statements about what they can and can't do.

### Lead-in

Ask children to look at page 92 and elicit some of the similarities and differences between the children's country and China.

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

**Answer key:** 1. F, 2. T, 3. T, 4. F

**Optional extra:** Write some of the sentences from activity 1 on the board. Underline *can* and *could* and ask: *Which is past and which is present? What form of a verb comes after these words? (The infinitive without 'to').*

### 2 Children complete with *can, can't, could, couldn't*.

**Answer key:** 1. can, 2. can't, 3. couldn't, 4. could, 5. can, 6. couldn't

### Wrap up

Children write about what they could and couldn't do when they were babies. Then they write sentences about what they can and can't do now. In pairs, children share their sentences.

### Continuous assessment

**Teacher's Resource Material:** Grammar worksheet Unit 7, Vocabulary worksheet Unit 7

**Optional extra:** Children correct the errors: 1. *When I was younger I could to do ballet.* 2. *I don't can use these chopsticks.* 3. *Do you can speak French?* 4. *My dad cans play the saxophone.* 5. *They can't not open the door.* 6. *Can you to sing?*



### At home

**Activity Book** - page 92

**Answer key:**

- 1 From left to right, top to bottom: 6, 2, 8, 4, 5, 1, 7, 3
- 2 Child's own writing.

• **Optional extra:** Children write the following questions in their notebooks: 1. *What could you do when you were a baby?* 2. *What couldn't you do when you were a baby?* 3. *What can you do now?* 4. *What can't you do now?* Children ask a friend or family member these questions and write the answers in their notebooks. They share the results of their interviews in class.

## Lesson 8 - SB Page 93

### Language objectives

#### Vocabulary

- *bright, brought, caught, cough, daughter, eight, enough, fight, high, laugh, light, might, neighbour, night, right, rough, sigh, taught, thigh, thought, tight, tough, weigh*

#### Pronunciation

- Silent *gh* and *gh* pronounced as *f*

### Skills objectives

#### Speaking

- Reproduce target sounds in a song

#### Listening

- Identify and distinguish between the silent *gh* sound and *gh* as *f*
- Identify the *gh* sounds in isolated words

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Scrap card to make word cards

### Attention to diversity

The discrepancy between the written and spoken word causes confusion in terms of spelling and pronunciation. Noticing and categorising activities will help raise awareness, and individual and choral drilling will help children produce the sounds.

### Warmer

Children copy a T-chart in their notebooks with *-nch, -tch*. Dictate these words for children to write in the correct columns in their notebooks: *lunch, scratch, patch, bunch, branch, French, catch, match, ranch*. Write the words on the board in the appropriate columns for children to check their answers.

### Lead-in

Check the meaning of the missing words from the song by asking the following questions: 1. Which words are verbs in the past simple? (*brought, taught, thought, caught*) 2. What word means the opposite of day? (*night*) 3. What word means the opposite of wrong? (*right*) 4. What do you do when you are angry with someone? (*fight*)

### 1 Children listen and complete.

**Answer key:** fight, right, night, taught, brought, thought, caught

**Optional extra:** Ask children to complete the song with the words in pencil before listening to check.

### 2 Children listen and sing.

### 3 Children listen and repeat. Then they colour the boxes with silent *-gh* words blue.

**Answer key:** Boxes coloured: 1, 2, 3, 6, 8, 9, 10, 12, 14, 15, 16

**Optional extra:** In pairs, children take turns spelling the words from activity 3.

### Wrap up

Children are given scrap card and make word cards for the 16 words in activity 3. Then they shuffle them and distribute eight to each player. Children play snap by taking turns to put a card down. If the two cards laid have the same *gh* sound they say *Snap!* and take the cards. The winner is the player with the most cards.

### Continuous assessment

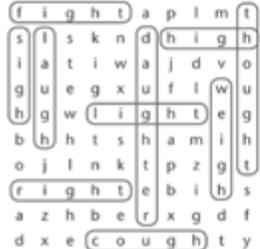
**Teacher's Resource Material:** Speaking worksheet Unit 7

**Optional extra:** Children spread the *gh* word cards facing up on their desks. Say a word. They race to find the word and hold it up. Call on the first child to hold up the word to use it in a sentence: *I might go to the beach on Saturday*. Repeat with the rest of the words.

### At home

#### Activity Book - page 93

**Answer key:**

<b>1</b>		<ol style="list-style-type: none"> <li>1. _____ fight</li> <li>2. _____ high</li> <li>3. _____ light</li> <li>4. _____ right</li> <li>5. _____ cough</li> <li>6. _____ sigh</li> <li>7. _____ laugh</li> <li>8. _____ daughter</li> <li>9. _____ weigh</li> <li>10. _____ thought</li> </ol>
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**2** 1. cough, 2. fight, 3. light, 4. laugh, 5. right, 6. daughter

**3** Picture 2, 3, 5, 6

• **Optional extra:** Children write the words in alphabetical order in their notebooks in separate columns according to the *gh* sound.

# Unit 7

## Lesson 9 - SB Page 94

### Language objectives

#### Vocabulary

- *attack, build, country, extend, invade, nomad, protect, region, repair, tourist, tribe, uncover, unify, village*

### Skills objectives

#### Listening

- Understand the chronology of historical events by putting pictures in order

#### Reading

- Understand a factual piece of writing by answering comprehension questions

### Materials

- Digital Book
- Audio CD 2
- Picture of the Great Wall of China

### Warmer

Play *Hangman* with *the Great Wall of China*. Before you play, tell students that the missing words make up a famous monument in Asia.

### Lead-in

Tell children that this text tells the history of the Great Wall of China. Elicit what children already know and record their responses on the board. As prompts you could use the pictures from Lesson 9.

### 1 Children read, listen and order the pictures.

Answer key: 2, 3, 4, 1

**Optional extra:** Children read again and underline three things they don't understand about the text and three things they find surprising. Conduct plenary feedback.

### 2 Children answer the questions.

Answer key: 1. More than 2,500 years ago, 2. Emperor Qin Shi Huang, 3. Around 1440, 4. 6,700 kilometres

**Optional extra:** Dictate the following numbers for children to write down: 2,500, 1440, 6,700, 200. In pairs and from memory, children write down what these numbers referred to, e.g. 2,500: *when China was a region*.

### Fast finishers

Children read the text again and circle the verbs in the past tense.

### Wrap up

Write these verbs from the lesson on the board: *attack, build, invade, repair, extend, protect, cover*. Briefly review the meanings of the words. Then children rewrite the verbs in the Past simple in their notebooks and write a full sentence used in the text from memory: *Tribes of nomads attacked the villages*.

### Continuous assessment

Children put the events in the correct order:

1. *Archaeologists are uncovering parts of the wall.*
2. *The wind covered parts of the wall.*
3. *Nomads attacked Chinese towns.*
4. *Emperor Qin Shi Huang became China's first emperor.*
5. *Qin Shi Huang built a wall made of earth.*
6. *The wall is now a popular attraction for tourists.* (3, 4, 5, 2, 1, 6)



### At home

Activity Book - page 94

Answer key:

1. were many, 2. attacked villages, 3. built a wall, 4. didn't use, 5. didn't need

- 2 Child's own writing.

- **Optional extra:** Children choose a place of interest in their village/town/city and write five sentences to describe its history using the verbs from the text of the Wrap up.

## Lesson 10 - SB Page 95

### Language objectives

#### Vocabulary

- *camel, cotton, farm, fur, palace, sea level, sea port, Silk Road, temple, trade*

#### Functions

- Describe places

### Skills objectives

#### Reading

- Show comprehension by completing a crossword

#### Writing

- Write a factual text about their country

## Materials

- Digital Book
- Audio CD 2

### Warmer

Draw two columns on the board with the headings *Desert* and *Ocean*. Elicit the meanings of the headings. List these words beside the columns: *hot, cool, wet, dry, camel, boat, water, sand*. Read the words out loud and children decide whether each word is associated with the desert or ocean. They copy the headings in their notebooks and write the words in the appropriate column. Call on volunteers to share their answers. Brainstorm other words to add to each column.

### Lead-in

Write a sign for the four cardinal points (North, South, East, West) and children tell you about the geographical features of each in their country, e.g., *In the south there is the famous Patagonia. In the north, there is the Puna.*

### 1 2:38 Children read, listen and complete the crossword puzzle.

**Answer key:** 1. Cotton, 2. Tibetan Plateau, 3. Beijing, 4. Marco Polo, 5. Shanghai, 6. Gobi

**Optional extra:** Divide children into four groups. Give each group a cardinal point. In pairs, children write 50 words about that region of their country. They read their descriptions.

### Fast finishers

Children read the text again and underline the three most interesting facts.

### Wrap up

Divide children into teams of four. Tell them you are going to give them a quiz about the text. Divide children into pairs and dictate the following questions: 1. *What is the capital of China?* (Beijing) 2. *What happened in Beijing in 2008?* (The Olympic games) 3. *Shanghai has the largest \_\_\_\_.* (port) 4. *Who visited the north of China in 1275 AD?* (Marco Polo) 5. *Which animal do you find in the North?* (camel) 6. *What's the famous mountain range in the South?* (Himalayan) 7. *What do people grow in the West?* (cotton, apples, grapes). Children compare answers in groups of four. Award one point for each correct answer.

## Continuous assessment

In their notebooks children write a sign for the four cardinal points (North, South, East, West). Dictate ten words from the text and children write them under each cardinal point: *the Gobi desert (N), the Olympics (E), Uyghur (W), the Himalayas (S), port (E), camels (N), Marco Polo (N), Beijing (E), the Tibetan Plateau (S), the Silk Road (W).*



## At home

**Activity Book** - page 95

**Answer key:**

1. North, 2. Lhasa, 3. Beijing, 4. Shanghai, 5. Gobi Desert, 6. Tibetan Plateau
1. became, 2. didn't go - took, 3. didn't become, 4. discovered

- **Optional extra:** Children find out one more fact about the North, South, East, West of China.

## Review SB Pages 96 & 97

### Language objectives

#### Grammar

- Past simple: affirmative, negative, interrogative

#### Vocabulary

- *common, fireworks, lantern, proper noun*

### Skills objectives

#### Speaking

- Ask and answer questions using the Past simple and Present simple in the affirmative form

#### Listening

- Review the target vocabulary and grammar

#### Reading

- Learn rules for capital letters with common and proper nouns through a reading text

#### Writing

- Write about a festival

# Unit 7

## Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Flashcards Unit 7
- Stopwatch/Timer
- Sheets of construction paper

## Attention to diversity

There is a lot of grammar for children to assimilate. Recycling items sporadically will reinforce vocabulary and grammatical structures.

### Warmer

Display the unit 7 **Flashcards** and elicit the words.

### Lead-in

Ask children to tell you as many facts as they remember about China.

### 1 Children listen and order.

**Answer key:** 1. What was it? 2. Who built it? 3. When did they build it? 4. Who lived there?

**Optional extra:** Children write three more questions with the question words *where*, *when* and *why*, i.e., *Where did they build it? When did they build it? Why did they build it?* Children research the Forbidden City for homework in order to answer the questions.

### 2 Children listen and number the answers.

**Answer key:** 1. It was a Chinese palace, 2. One million workers built it, 3. They started building it in 1406, 4. Twenty-four emperors lived there.

**Optional extra:** In pairs, children take turns to ask and answer the questions about the Forbidden City without looking at their books. Ask children if they would like to visit the Forbidden City. Why/why not?

### 3 Children look and say with a friend.

**Optional extra:** Children add three more things to the table from their imagination.

### 4 Children look and complete the table for themselves.

**Answer key:** Child's own answers.

**Optional extra:** Children compare past and present facts with their partner and find similarities/differences. They

then report the results back to the class, e.g., *We didn't speak English but we both speak English now.*

## Audio CD 2



- 1 What was it? It was a Chinese palace.
- 2 Who built it? One million workers built it.
- 3 When did they build it? They started building it in 1406.
- 4 Who lived there? Twenty-four emperors lived there.

## 5 Children read and underline the mistakes.

**Answer key:** Hi, my name is bao yu lee. Every year, my family celebrated the chinese new year. It's a festival that lasts 15 days! We decorated our apartment in beijing, china. We also visited grandma and grandpa and their dog, chu, in pinggu. pinggu is a small city near beijing. We eat together and give presents. There are special dances and fireworks. On the final night of the celebration, we have the lantern festival. People display beautiful lanterns.

**Optional extra:** Elicit a definition for a noun. Write the definition up on the board and some examples of categories of nouns: *people, places, things, ideas*.

## 6 Children write about a festival they have celebrated.

**Optional extra:** Before children write, dictate a list of familiar places around your town. Include both proper and common nouns. For example, include words like *park* and *school*, but also include the names of locations that children are familiar with (the name of their school or of a local restaurant). Children write the words correctly in their notebooks. Remind them to capitalise the proper nouns. Write the words on the board correctly so that children can check their answers. Ask them if they can name any other places in town. Add these words to the list and discuss whether they are common or proper nouns.

### Wrap up

Write *holidays* on the board. Elicit holidays that children celebrate throughout the year and record the responses on the board. Write the name of each holiday at the top of a sheet of construction paper. Tape the sheets to the classroom walls. Divide the class into small groups. Have each group start at one of the papers stuck on the wall. Give them one minute to write as many words as they can think of associated with the holiday on the construction paper. Then have them stop and move to the next holiday paper. Give them one minute to add words to the list created by the previous group. Encourage them not to

repeat words. Repeat until all groups have had a chance to add words to each piece of paper. Collect all the sheets and share the word lists that children created. Tape the word lists to the board.

## Final evaluation

Teacher's Resource Material: Test Unit 7



## At home

**Activity Book** - pages 96 & 97

Answer key:

- 1** 1. What, 2. Who, 3. Where, 4. How many
  - 2** 1. They're old coins, 2. Archaeologist found them, 3. They found them in China, 4. They found hundreds.
  - 3** 2. I couldn't dance, 3. I ate insects, 4. I can fly, 5. I can dance, 6. I don't live in the city.
  - 4** **Common nouns:** pencil, shirt, giraffe, house  
**Proper nouns:** China, London, May, Halloween, Thursday, Karen
  - 5** Child's own writing.
  - 6** Yu-wen, Sydney, Australia, Chinese, Chinese New Year, February, March, Gao Tai, Chinese New Year
- **Optional extra:** Children find the answers to the three questions prepared in class about the Forbidden City.

**Activity Book** - page 118

The **Picture Dictionary** on page 118 gives children an illustrated reference of the main vocabulary in Unit 7 with extra listening practice.



## More practice

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

# Unit 8 Ocean adventure

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Future with <i>going to</i>:</b> affirmative, negative, interrogative</li> <li>• <b>Questions:</b> Countries, nationalities, languages</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activities:</b> <i>build sandcastles, climb, dive, fly, fish, play, read, ride a bike, run races, scuba dive, shop, sleep, surf, swim, take painting lessons, travel, visit a water park, walk in the mountains, watch cartoons/films</i></li> <li>• <b>Countries, nationalities and languages:</b> <i>Argentina, Australia, Brazil, Canada, Egypt, Ireland, Japan, Switzerland; Arabic, English, French, German, Irish, Italian, Japanese, Portuguese, Romansh, Spanish</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> Silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Past simple:</b> regular and irregular verbs</li> <li>• <b><i>should</i> for advice</b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To practise affirmative, negative and interrogative forms of <i>going to</i></li> <li>• To practise questions in the Present simple</li> <li>• To practise regular and irregular verbs in the Past simple</li> <li>• To practise the modal <i>should</i> for advice</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about future plans</li> <li>• To ask and answer questions about future plans</li> <li>• To talk about countries, nationalities and languages</li> <li>• To describe coral reefs and sea animals</li> <li>• To describe a seaside holiday</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify verb and noun collocations related to activities</li> <li>• To identify proper and common nouns, and adjectives related to countries, nationalities and languages</li> <li>• To use vocabulary related to holiday activities and coral reefs</li> <li>• To practise language related to seaside holidays</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight pronunciation and spelling of words with silent letters</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To talk about future plans using <i>going to</i></li> <li>• To ask and answer questions about future plans using <i>going to</i></li> <li>• To talk about holiday activities</li> <li>• To ask and answer questions about countries, nationalities and languages</li> <li>• To talk about seaside places and ocean life</li> </ul>	<ul style="list-style-type: none"> <li>• To show comprehension by ordering the events of a story</li> <li>• To understand a description of coral reefs and a seaside place</li> <li>• To show comprehension by completing a table with information from the text</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify target language in a chant</li> <li>• To identify target vocabulary and match information to the correct speaker</li> <li>• To identify and spell a word phonetically</li> </ul>	<ul style="list-style-type: none"> <li>• To write an e-mail to a friend telling him/her about their plans for the summer</li> <li>• To write full sentences about future plans</li> <li>• To write about one's favourite sea animal</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce sentences using 'going to'.
- Check children can identify, understand and produce vocabulary related to activities, countries, nationalities and languages.
- Check children can talk about future plans, ask and answer questions about future plans and talk about countries, nationalities and languages.

## Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**
  - Grammar worksheet Unit 8, pages 18-19: Lesson 7
  - Vocabulary worksheet Unit 8, pages 40-41: Lesson 7
  - Reading worksheet Unit 8, page 55: Lesson 6
  - Writing worksheet Unit 8, page 67: Lesson 4
  - Speaking worksheet Unit 8, page 79: Lesson 8
  - Listening worksheet Unit 8, page 89: Lesson 4
  - Test Unit 8, pages 138-141: Unit 8 Review
- **Flashcards** Unit 8
- **Extra**

Stopwatch/Timer	Slips of paper
A soft ball	Strips of paper
Colours	World map
Poster paper	Blank stickers
Sheets of paper	Blank 5-page booklet

## Go digital!

### Digital book

Complete the activities with the children on the IWB.

### More practice

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

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to talk about future plans, countries, nationalities and languages. Children learn grammar rules, vocabulary and phonics for pronunciation.



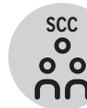
### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explore the natural world. Children learn about coral reefs.



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition and use video, interactive whiteboard material and ICT to obtain and research information.



### Social and civic competence

Children learn basic social interaction patterns and social conventions.



### Cultural awareness and expression

Children develop artistic skills and creativity. Children appreciate cultural and artistic expression and learn about a traditional British seaside holiday.



### Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning.



### Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and independent action.

# Unit 8

## Lesson 1 - SB Page 98

### Language objectives

#### Grammar

- Future plans with *going to*
- *should* for advice

#### Vocabulary

- *dive, diving board, holidays, scuba dive, shark, splash, surf, swimming lesson*

### Skills objectives

#### Listening

- Listen to and follow the story

#### Reading

- Read and follow the story

### Materials

- **Digital Book**
- **Audio CD 2**
- Stopwatch/Timer
- Poster paper
- Colours

### Attention to diversity

Some language items in the story may impede comprehension. Use concept check questions, give contextualised examples and personalise language to aid meaning and later production.

### Warmer

Ask children to look at page 98. In pairs, children make a list of all the activities they can see. Set a time limit. The pair with the most activities is the winner. Elicit suggestions from children and write them on the board.

### Lead-in

Pre-teach or check *dive, scuba dive, surf* and *swim* through visuals and examples and write them on the board. Ask children if they do these activities. Write the word *holidays* on the board. In their notebooks, children write three sentences about things they did on their last holiday using Past simple regular and irregular verbs: *Last summer, I went to England and visited lots of museums.*

### 1 Children read and listen.

**Values:** Write *Water safety* on the board. Remind children that it is important to be safe when playing in or near the water. Elicit ways to stay safe: *Never swim alone, have swimming lessons, wear a life jacket,* etc.

**Optional extra:** Ask questions about the narrative text to check comprehension: *Who's going to make a big splash?*

*Who wants to go scuba diving with sharks? Can the boys swim very well? Should they have swimming lessons?*

### Fast finishers

Children quietly read the story to themselves.

### Wrap up

Write *water sports* on the board. Elicit from children the names of the water sports they have seen so far in the lesson: *dive, scuba dive, surf* and *swim*. Elicit other water activities: *jet ski, wakeboard,* etc. Children copy the language in their notebooks in order of preference. In pairs, they compare lists and give reasons for their choices. Feedback responses from children as a group and have the class vote on the most popular water activity.

### Initial evaluation

Remind children of the water safety advice they looked at earlier in the lesson. Hand out poster paper and colours to each child. Children create a chart containing five pieces of water safety advice using the modal *should*: *You should have swimming lessons.* Display the children's charts around the classroom walls.



### At home

#### Activity Book - page 98

Answer key:

1. Toby, 2. Peter, 3. Toby, 4. Peter, 5. Toby, 6. Toby and Peter
  2. I'm going to watch TV, 3. I'm going to play tennis, 4. I'm going to read a book, 5. I'm going to go camping, 6. I'm going to go canoeing.
- **Optional extra:** Children choose four new words from the story and write them in their notebooks with a picture.

## Lesson 2 - SB Page 99

### Language objectives

#### Grammar

- Future with *going to*: affirmative

#### Vocabulary

- *eat, play basketball/football, run races, summer holidays, swim, travel, walk, watch cartoons*

#### Functions

- Talk about future plans

## Skills objectives

### Listening

- Identify and circle target language
- Show understanding of target language by correctly numbering pictures

## Materials

- Digital Book
- Audio CD 2
- Stopwatch/Timer
- Slips of paper

## Attention to diversity

Weaker children may find it difficult to listen and match vocabulary items at the same time. Play audio more than once if necessary and pair stronger children with weaker ones to facilitate peer teaching.

### Warmer

Write on the board: *winter* and *summer*. Children copy the words in their notebooks and write five examples of activities for each season. In pairs, they share activities that they do during these seasons.

### Lead-in

Focus children's attention on the pictures in activity 1 and elicit what the child in the pictures is doing: *He's reading*, *He's swimming*, etc.

### 1 2.42 Children listen and circle.

**Answer key:** 1. read, 2. swim, 3. play basketball, 4. watch films, 5. travel

**Optional extra:** Read the examples in the grammar box with the children. Ask: *When is he going to read?* (During summer holidays). Tell them that *going to* is used for future plans. Elicit the form *be + going to + infinitive*. Drill the structure: (*swim*) *I'm going to swim*.

### 2 2.43 Children listen and number.

**Answer key:** From top to bottom: 2, 1, 5, 4, 3

### 3 2.44 Children listen and sing.

### 4 2.45 Children listen and number.

**Answer key:** 1. Sam, 2. Renee, 3. Marissa, 4. Kevin, 5. Miss Wilson, 6. Jack

## Wrap up

Draw a T-chart on the board. Name one column *Objects* and the other *Activities*. In the *Objects* column write: *paintbrush*, *wallet*, *bathing suit*, *sun cream*, *football* and *computer*. In the *Activities* column write: *have painting classes*, *go shopping*, *go swimming*, *go to the beach*, *play football* and *play video games*. Children copy and match the activities and objects in pairs. Invite volunteers to the board to match items.

## Audio CD 2



Sam is going to have painting classes. Renee is going to go shopping. Marissa is going to go to the beach. Kevin is going to play football. Miss Wilson is going to go swimming. Jack is going to play video games.

## Continuous assessment

Hand out a word card to each child and have them write an action on the piece of paper, e.g. *play basketball*. Collect the slips of paper. Divide the class into two teams. Invite team members to come to the front and mime their action for their team to guess. Set a time limit. Insist on full sentences. If their team fails to answer correctly, the opposing team may guess.



## At home

### Activity Book - page 99

**Answer key:**

1. play basketball, 2. go swimming, 3. go shopping, 4. read books, 5. watch films, 6. go camping
- 2 Child's own writing.

## Lesson 3 - SB Page 100

### Language objectives

#### Grammar

- Future with *going to*: interrogative

#### Vocabulary

- *build sandcastles*, *collect seashells*, *go fishing*, *ride a bike*, *take painting lessons*

#### Functions

- Ask and answer questions about future plans

# Unit 8

## Skills objectives

### Speaking

- Ask and answer questions about future plans

### Reading

- Show understanding of key vocabulary by matching words and pictures

### Writing

- Copy and write sentences using target language
- Write full sentences about future plans

## Materials

- Digital Book
- Slips of paper (one per child)
- A soft ball

## Warmer

Hand out a slip of paper to each child. They write an activity from the previous lesson: *play basketball*. Toss a soft ball to a child and ask: *What are you going to do this summer?* Children look at their activities and answer the question. Insist on full answers: *I'm going to play basketball next summer*. Repeat until all children have had a turn.

## Lead-in

Write on the board: *go fishing, build sandcastles, learn to ride a bike, have fun at the beach, collect seashells, go swimming, take painting lessons*. Clear up any problems with meaning through visuals, mime and personalised examples.

## 1 Children read and write Nick (N) or Tara (T).

Answer key: 1. T, 2. N, 3. N, 4. T

**Optional extra:** In pairs, children take it in turns to read sentences from either Nick's or Tara's text. Their partner says *You're Nick* or *You're Tara*.

## 2 Children ask and answer with a classmate.

**Optional extra:** Children close their books and take turns asking and answering the questions from memory.

## 3 Children write three things they are going to do this summer. Then they ask a classmate.

**Optional extra:** Children swap partners and report their findings about their original partner: *What is Peter going to do this summer? He is going to go fishing.*

## Wrap up

Ask children questions about the previous exercise: *What is Juan going to do this summer? He is going to go camping with his family.* Each child will answer questions about his / her partner.

## Continuous assessment

Write the word *goals* on the board and ask children if they think it is important to set goals. Tell children about some of your own personal goals, e.g. *I'm going to learn to speak Chinese*. In their notebooks, children write a sentence using the structure *going to* to describe their goals for the future: *I'm going to have painting classes and learn how to paint really well.*



## At home

### Activity Book - page 100

Answer key:

- 1** 1. go swimming, 2. ride a bike, 3. go fishing, 4. take painting lessons, 5. build sandcastles, 6. collect seashells

- 2** Green: 2, 3, 5  
Purple: 1, 4, 6

- 3** 1. going to - fishing, 2. is - go swimming, 3. is - build sandcastles, 4. is - going to

- **Optional extra:** Children draw a corresponding picture next to each goal.

# Lesson 4 - SB Page 101

## Language objectives

### Grammar

- Future with *going to*: negative

### Vocabulary

- *do water activities, eat, fly in a plane, go fishing / scuba diving, read, visit a water park, watch films*

### Functions

- Talk about future plans

## Skills objectives

### Speaking

- Find out about classmates' future plans

### Listening

- Identify target language and match activities to the correct speakers

### Reading

- Show understanding of target grammar by circling the correct form of the verb

**Materials**

- Digital Book
- Teacher's Resource Material
- Audio CD 2

**Attention to diversity**

This lesson involves group interaction. Monitor carefully to ensure children are using the target language and speaking English during the task.

**Warmer**

Children write three sentences in their notebooks about their plans this summer. Two of the sentences should be true and one false. In pairs, children ask each other questions in order to guess which sentence is false.

**Lead-in**

Mime the activities from activity 1 for the children to guess: *You're going to go scuba diving.*

**1**  2:46 **Children listen and tick (✓) or cross (X).**

**Answer key:** go scuba diving: Jane (X), Michelle (X); go fishing: John (✓), Luke (✓); go swimming: Michelle (✓); go shopping: John (X), Jane (✓), Luke (X)

**2 Children read and circle.**

**Answer key:** 1. isn't, 2. isn't, 3. is, 4. are, 5. aren't

**3 Children play Find someone who is going to... this summer.****4 Children report their findings to the class.****Wrap up**

Tell children they have won a trip to an English-speaking country (Australia, England or the United States) to take a course (swimming, painting or scuba diving) during the summer (November, December and January) and may choose between the options. They note their preferred option in secret. In threes, children ask each other questions in order to guess which trip their partners have chosen: *Where are you going to go? When are you going to go? What are you going to do?*

**Audio CD 2**

John and Luke are going to go fishing. They aren't going to go shopping. Jane is going to go shopping. She isn't going to go scuba diving. Michelle isn't going to go scuba diving. She's going to go swimming.

**Continuous assessment**

**Teacher's Resource Material:** Writing worksheet Unit 8, Listening worksheet Unit 8

**At home**

**Activity Book** - page 101

**Answer key:**

- 1 Molly:** go swimming, go scuba diving, go shopping, go fishing  
**John:** go swimming, go fishing, go shopping, go camping.
- 2.** going to go scuba diving, **3.** is going to go fishing, **4.** going to go shopping, **5.** isn't going to go fishing, **6.** isn't going to go camping
- 3** Child's own writing.

**Lesson 5 - SB Page 102****Language objectives****Vocabulary**

- dig, egg, hatch, island, legend, ocean, sand, turtle, wisdom

**Skills objectives****Speaking**

- Recreate a story with visual aids

**Listening**

- Identify characters in a story
- Follow the story

**Reading**

- Follow a narrative text
- Demonstrate comprehension by completing a gap fill

**Materials**

- Digital Book
- Audio CD 2
- Map of the world
- Strips of paper

# Unit 8

## Attention to diversity

Allow children time to process the text as it is quite dense. Have extra tasks at hand for fast finishers to ensure that every child has enough time to finish reading the text.

### Warmer

Display a map of the world and point out the location of the Hawaiian Islands. Elicit things that can be found on tropical islands: *palm trees, sandy beaches, big waves, sharks*. Ask them if they have ever been to any tropical islands and have them share their experiences with the class.

### Lead-in

Write a selection of key vocabulary from the story on the board: *ocean, islands, turtle, sand, hatch, legend, nest, egg, wisdom, dig and hole*. Elicit meaning, use pictures to illustrate words if necessary and consolidate through examples. Children race to find the words in the text. In pairs, they predict what they think will happen in the story based on the vocabulary from the text.

### 1 Children read and listen to the story.

**Optional extra:** Tell children you are going to retell the story but pretend that you can't remember it very well. Ask the children to help you by raising their hand and correcting you every time they hear a mistake: (T) *Hawaii is in the Atlantic Ocean*. (C) *That's wrong! Hawaii is in the Pacific Ocean*.

### 2 Children read and complete.

**Answer key:** 1. turtles, 2. one, 3. sand, 4. hole, 5. water, 6. sea

**Optional extra:** Play the audio again for children to listen. Stop the audio before key words and elicit the language from children: *Hawaii is a chain of 132... (islands)*.

### Fast finishers

Children read the story to themselves quietly.

### Wrap up

Children write two sentences about the story on separate strips of paper; one must be true and the other false. Collect the sentences and read them aloud one at a time. Children raise their hands in the air and say *true* or stamp their feet and say *false*.

## Continuous assessment

Children close their eyes as you read the story again. Encourage them to visualise the scenes as you read. Individually, children choose a scene from the story and draw it in their notebooks. Underneath the pictures, they write a short description. In pairs, children compare their work.



## At home

**Activity Book** - page 102

**Answer key:**

**1** From left to right, top to bottom: Honupo'okea looked at the small brown egg, The two turtles returned to the sea, The Great Mother Turtle climbed out of the sea, The turtles made a fresh pool of water, The Great Father Turtle waited in the water, Honupo'okea covered the egg with sand.

**2** From left to right, top to bottom: 3, 6, 1, 5, 2, 4

- **Optional extra:** Children write one sentence summarising the story.

## Lesson 6 - SB Page 103

### Language objectives

#### Vocabulary

- *appear, flipper, rest, whisper*

### Skills objectives

#### Speaking

- Reconstruct a story

#### Listening

- Follow a story

#### Reading

- Follow a narrative text
- Show comprehension by ordering the events of a story

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**

### Attention to diversity

Some children may have more difficulty reading the text than others. Monitor to assist them with any problems which may arise.

### Warmer

Ask the children to tell you what they remember of the story.

**Lead-in**

Ask the children to look at the pictures from lessons 5 and 6, and ask them if they explain the similarity between the pattern on the turtles shell and the girl dress.

**1**  **Children read and listen to the story.**

**Optional extra:** Children listen again, this time reading aloud in time with the audio. Ask them questions to check comprehension and key vocabulary: *What did the mother turtle do to the egg? (She whispered 'Kauila') What appeared? (A tiny green flipper appeared)*

**2 Children read and order.**

**Answer key:** 1. The baby turtle grew in the egg, 2. Honupo'okea came to the egg, 3. Kauila crawled out of the egg, 4. The turtles rested, 5. Honupo'okea taught Kauila many things, 6. Honupo'okea returned to the sea, 7. Kauila became a human girl.

**Optional extra:** Children draw pictures to illustrate the sentences in their notebooks in the correct order. In pairs, they use the pictures to retell the story.

**3 Children discuss the question with a classmate.**

**Optional extra:** Ask children if they think there is a message in the story. Elicit from children that it is important to respect our natural environment and that we may learn many things from the world that surrounds us.

**Fast finishers**

Children choose three new vocabulary items of vocabulary from the story and write them in their notebooks and draw a picture to illustrate them.

**Wrap up**

Tell the children that an updated version of the Hawaiian legend is going to be made into a film. Write the following on the board: *title, location, main characters, plot changes*, and children copy in their notebooks. In groups of four, they brainstorm ideas for their updated version of the legend and take notes.

**Continuous assessment**

**Teacher's Resource Material:** Reading worksheet Unit 8

**Optional extra:** Invite groups to the front of the class to present their ideas: *We are going to call our film... The main characters are going to be...* Encourage children to speak from memory rather than read their notes aloud.

**At home**

**Activity Book** - page 103

**Answer key:**

**1** 1. T, 2. F, 3. T, 4. F, 5. T

**2** **Things you can hear:** Children laughing, 'Aloha!' she called, the splashing of the waves, she whispered, 'Kauila'.

**Things you feel:** a gentle breeze, warm sunlight, soft sand, a smooth round egg

**3** air - salty, tiny green - flipper, deep - hole, experience - amazing, bright - stars

• **Optional extra:** Children design the poster for their film. Display their artwork around the classroom walls.

**Lesson 7 - SB Page 104****Language objectives****Vocabulary**

- *Argentina, Australia, Brazil, Canada, Egypt, Ireland, Japan, Switzerland; Arabic, English, French, German, Irish, Italian, Japanese, Portuguese, Romansh, Spanish*

**Functions**

- Talk about countries, nationalities and languages

**Skills objectives****Speaking**

- Ask and answer questions about countries, nationalities and languages

**Listening**

- Follow the text

**Writing**

- Copy and order key vocabulary

**Materials**

- **Digital Book**
- **Teacher's Resource Material**
- **Flashcards** Unit 8
- Blank stickers
- World map
- Slips of paper

# Unit 8

## Attention to diversity

Promote diversity within the classroom, ensuring that children from other countries and cultures are included on the map, and, if possible, encourage them to share information about their backgrounds.

### Warmer

Display a map of the world and have children identify the countries they know. Invite volunteers to come to the front and mark their country with a sticker. Ask children if they have visited any other countries. If so, they too mark these with stickers. Repeat the procedure until every child has their name on the map.

### Lead-in

Display the unit 8 **Flashcards** one by one. Drill the countries both chorally and individually with children, paying particular attention to where the stress falls.

### 1 Children look and write.

**Answer key:** 1. Canada, 2. Brazil, 3. Argentina, 4. Ireland, 5. Switzerland, 6. Egypt, 7. Australia, 8. Japan

### 2 Children order the nationalities and match.

**Answer key:** 1. Canadian – English and French, 2. Argentinian – Spanish, 3. Swiss – French, German, Italian and Romansh, 4. Australian – English, 5. Japanese – Japanese, 6. Irish – Irish and English, 7. Brazilian – Portuguese, 8. Egyptian – Arabic

### 3 Ask and answer with a classmate.

**Optional extra:** Divide children into pairs. Give them eight slips of paper each to make word cards. Child A writes the names of the countries from activity 1 while child B writes the corresponding nationalities. They shuffle the cards and spread them out face down on the desk. Child A turns over two cards. If the country and the nationality correspond, the child keeps the cards. If not, they place them face down again. Children continue playing until they have matched all the cards.

### Wrap up

Write the following table on the board:

Country	Nationality	Language
	Argentinian	
Brazil		Portuguese
	Australian	
Canada		English and French
Egypt		
	Irish	

Divide the children into five teams. Teams confer before sending a member to the board to fill in a square. Award one point for each correct answer.

## Continuous assessment

**Teacher's Resource Material:** Grammar worksheet Unit 8, Vocabulary worksheet Unit 8



## At home

**Activity Book** - page 104

**Answer key:**

1

Country	Nationality	Languages
Brazil	Brazilian	Portuguese
Egypt	Egyptian	Arabic
Argentina	Argentinian	Spanish
Japan	Japanese	Japanese
Switzerland	Swiss	French, German, Italian, Romansh
Australia	Australian	English
Canada	Canadian	English, French

1. Australia - Australian - English, 2. Argentina - Argentinian - Spanish, 3. Egypt - Egyptian - Arabic
- 3 Child's own writing.

## Lesson 8 - SB Page 105

### Language objectives

#### Vocabulary

- *build, climb, island, science, sign, thumb, walk, wheel*

#### Pronunciation

- Phonics: silent letters

### Skills objectives

#### Listening

- Identify and spell a word phonetically

#### Writing

- Spell words with silent letters

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 8

**Attention to diversity**

Incorporate as much choral and individual drilling as is needed by the group to ensure they do not pronounce silent letters.

**Warmer**

Divide the children into groups of three. Display the unit 8 **Flashcards** on the board one by one. Children confer on the nationality and language of the country and write them in their notebooks. When finished, they say *Stop!* Invite members of the team who finish first to write their answers on the board next to the flashcard. Award one point for each correctly spelt nationality and two for language.

**Lead-in**

Remind children that they studied the silent *gh* in unit 7. Divide children into two teams. Invite a member from each team to the board. Say *brought*. Children race to spell the word correctly. Award one point to the first child to correctly spell the word. Repeat the procedure with: *brought, thought, night, taught, right, fight, caught*.

**1**  **Children listen and chant.**

**Optional extra:** Play the audio again and encourage children to chant along. Ask children what the red letters have in common (they are silent). Elicit a synonym for *ought to (should)*.

**2**  **Children listen, look and guess the spelling.**

**Answer key:** Child's own answers.

**3**  **Children listen and check their spelling.**

**Answer key:** 2. sign, 3. wheel, 4. climb, 5. thumb, 6. island, 7. science, 8. walk

**Optional extra:** Invite volunteers to write the words on the board so that children can check their spelling. Elicit which letters are silent. As they identify the silent letters, circle them in the words on the board.

**4** **Children find and write three more words with silent letters.**

**Answer key:** Child's own answers.

**Optional extra:** Write suggestions on the board. Drill any difficult items such as *ought to* chorally and individually.

**Wrap up**

Children write the words from activity 2 in their notebooks in alphabetical order and draw a corresponding picture. They write a sentence including the word next to the picture before sharing their work with a partner.

**Optional extra:** Once the activity is completed, drill the words individually and chorally.

**Continuous assessment**

**Teacher's Resource Material:** Speaking worksheet Unit 8

**Optional extra:** Play the audio again and children chant along, with boys and girls chanting alternate lines. Repeat the chant without the audio. Start off by whispering the chant and miming the corresponding actions. Repeat procedure several times, gradually getting louder each time.

 **At home**

**Activity Book** - page 105

**Answer key:**

- 1** Lisen, ryme, you'l, leters, yu, Wen, tak, rite, no, Wher, ot
- 2** Listen to me read this rhyme.  
I know you'll have a fun time!  
What letters don't you hear me say  
When you hear me talk this way?  
When you write, you have to know  
Where silent letters ought to go.
- 3** 1. b, 2. l, 3. b, 4. u, 5. s, 6. g, 7. h, 8. c

**Lesson 9 - SB Page 106****Language objectives****Vocabulary**

- *algae, breathe, colonies, coral reefs, crabs, ecosystem, glow, jellyfish, poisonous, seahorses, sea turtles, shrimp*

**Pronunciation**

- Describe coral reefs and sea animals

**Skills objectives****Listening**

- Follow a text

**Reading**

- Understand descriptions of coral reefs
- Show comprehension by completing a table with information from the text

# Unit 8

## Materials

- Digital Book
- Audio CD 2
- Blank 5-page booklet (one for each child)

## Attention to diversity

Some children may be interested in the topic of coral reefs and sea animals more than others. Inspire interest by highlighting how much they will learn about a new area in today's class.

## Warmer

Remind children that they learnt about words with silent letters in the previous unit. Say the word *build* and elicit the silent letter from the children. Dictate words with silent letters from Lesson 8. Children write the words and underline the silent letters in their notebooks. They swap notebooks and correct each other's work.

## Lead-in

Write the words *coral reef*, *seahorse*, *jellyfish* and *sea turtle* on the board. Elicit what children know about these things and create a mind map on the board. Children copy the mind map in their notebooks.

## 1 Children answer the questions with a classmate.

**Optional extra:** Elicit ideas from children and write them on the board.

## 2 Children read, listen and check their answers.

**Answer key:** 1. An ecosystem formed from tiny animals called coral polyps, 2. Because they are home to thousands of animals, 3. Animals.

**Optional extra:** Children circle two words that they do not understand from the text. Get them to ask their classmates if they don't know what their words mean. Write any leftover words on the board, and explain meaning through visuals, gesture and examples.

## 3 Children read and complete the table.

**Answer key:**

Animal	Diet	Colour	Special characteristics
coral polyp	algae	many different colours	When they die, they leave behind a hard structure called coral.
sea horse	shrimp	light brown	The male carries its babies in its stomach.

jellyfish	fish	many colours	They have poisonous tentacles. Some jellyfish glow in the dark.
sea turtle	grass on the sea floor and meat	green or brown	They have to go to the surface to breathe air.

**Optional extra:** In pairs, children compare their favourite four sea animals, giving reasons for their choice.

## Wrap up

Write the following words on the board: *feer rocal* (*coral reef*), *ishfellyj* (*jellyfish*), *urttel eas* (*sea turtle*), *fsih* (*fish*), *brac* (*crab*), *oreshaes* (*seahorse*). Children race to order the words and write them in their notebooks. When finished, they draw a picture next to each one and write a sentence beneath.

## Continuous assessment

Hand out a premade booklet to each child. They label the cover page *The sea* and add illustrations. On the following pages, children add the headings: *Coral reefs*, *Seahorses*, *Jellyfish* and *Sea turtles*. They draw pictures and add information about the animals. In small groups, children compare their booklets.



## At home

**Activity Book** - page 106

**Answer key:**

1. sea turtle, 2. coral reef, 3. seahorse, 4. jellyfish, 5. coral  
Clockwise: 2, 4, 5, 1, 3
- 2 From left to right, top to bottom: 3, 2, 1, 4

- **Optional extra:** Children write 50 words starting *My favourite sea animal is \_\_\_\_\_ because...*

# Lesson 10 - SB Page 107

## Language objectives

### Vocabulary

- *cabin, candyfloss, funfair, pier, rock pool, spiral slide, tide*

### Functions

- Describe a seaside holiday

## Skills objectives

### Speaking

- Describe an interesting place

### Reading

- Understand descriptions of a place
- Find key vocabulary in the text and match words with corresponding pictures

## Materials

- Digital Book
- Poster paper
- Audio CD 2
- Colours

### Warmer

Draw a mind map on the board under the topic *Seaside holidays*. Ask children to copy it in their notebooks and complete it.

### Lead-in

Invite children to ask you questions about your plans this summer: *Where are you going to go? What are you going to do?*

## 1 Children answer the questions with a classmate.

**Optional extra:** Children underline six useful words or phrases that they can use in a description of a seaside place: *pier, funfair, natural aquariums*, etc.

## 2 Children read and label the photos.

**Answer key:** From top to bottom: rock pool, pier, 99, beach huts

**Optional extra:** Draw an outline of a 99 (ice cream) on the board for the children to guess. In groups of four, children take turns drawing key vocabulary from activities 1 and 2 while their partners try to guess.

## 3 Children guess and match. Then they listen and check.

**Answer key:** 1. is sweet, pink sugar on a stick! 2. is a funfair, 3. is a kind of long, hard sweet, 4. is a spiral slide.

**Optional extra:** Children copy the following chart in their notebooks:

I see	I hear	I smell	I taste

Children close their eyes and imagine they are on a British beach. Elicit from children examples of things you can see (*wooden cabins*), hear (*seagulls*), smell (*candy floss*), taste (*rock*) at the beach. In groups of four, children brainstorm ideas and add them to the list before reporting their findings to the class.

### Fast finishers

Children write three sentences about what they are going to do at the beach.

### Wrap up

Elicit some activities children can do at their summer holidays: *scuba diving, eating in a restaurant, shopping*, etc. Hand out poster paper to each child and tell them to draw a picture of their dream seaside holiday. They can use the poster for inspiration. Underneath children write 50 words about their seaside holiday.

## Continuous assessment

Ask children to tell you everything they know about a British seaside holiday. Use prompts as necessary.



### At home

**Activity Book** - page 107

**Answer key:**

1. helter skelter, 2. pleasure beach, 3. pier, 4. rock pool, 5. beach hut, 6. 99, 7. candy floss
- 2 Child's own drawing and writing.

- Optional extra:** Children choose six new words from the text and write a sentence for each in their notebooks.

## Review

## SB Pages 108 & 109

### Language objectives

#### Grammar

- Future with *going to*: affirmative, negative, interrogative
- Questions: countries, nationalities, language

#### Vocabulary

- Activities, countries, nationalities and languages

#### Functions

- Ask, answer and talk about future plans

## Skills objectives

### Speaking

- Ask and answer questions using target language

### Listening

- Review target language
- Show comprehension by matching words and pictures

### Reading

- Show understanding by answering comprehension questions

### Writing

- Write full sentences using target language

## Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Flashcards Unit 8
- A soft ball

## Attention to diversity

There is a lot of new language in this unit for children to assimilate. Constantly recycling items and providing opportunities for practice will reinforce vocabulary and grammatical structures.

### Warmer

Display the unit 8 **Flashcards**. Write the following headings on the board: *Activities*, *Countries* and *Nationalities*. Divide the class into small groups. Let them work together to think of and write as many words as they can for each category. Set a time limit for this. Go over the answers with the whole class. Award one point for each correctly spelt word/phrase and two points for items that no other team thought of. The team with the most points at the end of the game is the winner.

### Lead-in

Focus children's attention on the pictures in activity 1 and elicit what they can see: *fly*, *read*, *go fishing*, etc. In pairs, children take turns miming and guessing their future plans: (Child 1) *This summer, I'm going to (child mimes the action)*, (Child 2) *Go fishing!*

**Optional extra:** Ask the children to say the name of a country where Spanish is spoken, a country where they could go scuba diving, play football, etc.

**1**  **Children listen and tick (✓) the activities that Josh is going to do.**

**Answer key:** 1, 2, 3, 5, 7, 8, 9

**Optional extra:** Children copy the activities in alphabetical order in their notebooks.

**2 Children look at the photos and write what Sarah is going to do.**

**Answer key:** Sarah is going to play tennis / ride her bike / read a book / eat popcorn / go surfing / go swimming.

**Optional extra:** Individually, children think about their favourite and least favourite activities from activities 1 and 2 before comparing with a partner and giving reasons for their choices.

**3 Children write and draw what they are going to do this summer.**

**Answer key:** Child's own answers and drawing.

**Optional extra:** Children copy their plans in their notebooks in list format and draw a small box next to each activity. Encourage them to add more to the list and remind them of the goals they set earlier in the unit. At the top of the page, they write: *My summer list*. Children can decorate their lists with stickers and illustrations. They share their lists in groups. Tell them to keep their lists at home and tick the corresponding box every time they complete an activity.

**4 Children read and answer the questions.**

**Answer key:** 1. She is going to the summer camp in July, 2. Yes, she is, 3. She is going to sleep in a cabin, 4. Horse riding, canoeing, painting, 5. They are going to play sports and swim, 6. They are going to have a camp fire and a disco.

**5 Children look and describe.**

**Answer key:** Sara's from Spain. She speaks Spanish. Barbara's from Portugal. She speaks Portuguese. Felipe's from Argentina. He speaks Spanish. Calvin's from Canada. He speaks French and English. Beatrice's from Switzerland. She speaks German, French and Italian.

**Optional extra:** Children stand in a circle. Throw a soft ball to a child, who says two words from the vocabulary set *Activities* and tosses the ball to another child, who in turn says another two words from the set *Countries*. If a child drops the ball or cannot say a related word, the game starts again. Repeat the activity with other sets from previous units: *Environment*, *Parts of animals*, *Personality adjectives*, *Illnesses*, etc.

### Fast finishers

Children write the name of their country and draw their flag beside it in their notebooks.

**Wrap up**

Ask children to think about what they have learnt in this and previous units. In their notebooks, they copy the following questions: 1. *What did you enjoy learning?* 2. *What was difficult for you to learn?*

**Audio CD 2**

This summer I'm going to Florida with my family. We are going to fly there. It's eight hours on the plane so I'm going to take a book with me.

We are going to do so many things! We are going to go to the beach and build sandcastles. We are going to swim with dolphins and go scuba diving. We are going to go to a water park but we aren't going to go to an attraction park. We aren't going to go fishing but we are going to go on a boat trip. My mum and sister are going to go shopping but I'm not. I don't like it!

**Final evaluation**

Teacher's Resource Material: Test Unit 8

**At home**

**Activity Book** - pages 108 & 109

Answer key:

**1** 1



My big camping trip!

2



3



4



**2** Child's own writing.

**3** Child's own writing.

**4** 1. Japanese - Japan, 2. Brazil - Portuguese, 3. Irish - Ireland

**5** Child's own writing.

**6** Child's own writing.

- **Optional extra:** Children write an e-mail to their friend telling them about their plans for the summer holidays.

**Activity Book** - page 119

The **Picture Dictionary** on page 119 gives children an illustrated reference of the main vocabulary in Unit 8 with extra listening practice.

**More practice**

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

## SB Pages 110 &amp; 111

## Language objectives

## Grammar

- Review: Present simple in the affirmative
- *Going to* for future plans

## Vocabulary

- Personality adjectives, recreational activities/places

## Functions

- Ask and answer questions using *going to*
- Communicate in order to play a game

## Skills objectives

## Speaking

- Ask and answer questions in the context of a game

## Writing

- Write a story about a fictional character

## Materials

- Digital Book
- Audio CDs 1 and 2
- Teacher's Resource Material
- Flashcards Units 1-8
- Stopwatch/Timer
- Sheets of paper
- 20-30 word cards with vocabulary from the course

## Warmer

Get the children to think back and recall what they have learnt this year. Encourage them to flip through their Student's Books. After a few minutes, distribute paper. Ask them to choose their favourite unit or topic and draw a picture related to it. Then invite children to the front, one at a time, and have them describe their picture.

## Lead-in

Divide the class into four groups. Mix up the units 1-8 Flashcards and give a pile of cards to each group. Ask them to divide them into units, talk to members of other groups and ask if they have the flashcards they need to complete their set.

1 Children play *Adjective Charades*.

**Optional extra:** Children draw a sun with six rays on their notebooks. In the middle they draw a picture of themselves and write six different sentences about their good points and strengths using the adjectives of personality on or by the rays, e.g. *I always do my homework. I'm very hardworking. I'm very kind to my friends.*

## 2 Children circle a character. Then they choose and tick (✓) five questions.

**Answer key:** Child's own answers.

**Optional extra:** In pairs, children read each other their questions and their partner helps them think of possible answers.

## 3 Children answer the questions and write a story in their notebooks.

**Answer key:** Child's own answers.

**Optional extra:** In groups of four, children take turns to read out their stories. Confident children can come to the front and read their stories to the class. Children can ask questions as they tell their stories.

4 Children play *A Trip Around the World*.

**Optional extra:** In their notebooks, children write down as many things as they remember about their trip around the world, e.g. *I went on a trip around the world. First, I went to Brazil and I saw a Brazilian football player. Pablo went to Canada and studied French, etc.*

5 Children play *Describe and Guess* with a classmate.

## 6 Children imagine that a classmate is in the scene. They ask and find out his/her location.

**Optional extra:** In open pairs, children repeat the activity. This time, time the activity for one minute and keep count of how many questions children manage to ask and answer in this time frame, e.g.: Child 1: *Are you going to watch a film?* Child 2: *No, I'm not. Are you going to go swimming?* Child 1: *No, I'm not. Are you...?*

## Wrap up

Play *Charades*. Write 20-30 vocabulary words from all the units on index cards. Divide the class into two teams. One person from each team comes up to act. Show them both one of the index cards. When you say *Go!*, both children start to act out the word. The first team to correctly guess wins a point. Rotate team members and index cards until all the cards have been used.

### Continuous assessment

**Teacher's Resource Material:** End of Term 2 Test

**Optional extra:** Children order the questions/sentences:

1. How get often you do a headache?
2. there mobile phones when Were were you young?
3. you good Are at drawing?
4. you like Do swimming?
5. do I ba



### At home

**Activity Book** - pages 110 & 111

Answer key:

- 1** 1. sleep, 2. play football, 3. travel, 4. watch films, 5. ride a bike, 6. go shopping, 7. eat ice cream, 8. go swimming, 9. read books
- 2** Child's own writing.
- 3** Child's own writing.

## Unit 1 - SB Page 112

### Language objectives

#### Vocabulary

- butterfly, caterpillar, cocoon, cockroach, egg, leaf, wings

#### Functions

- Describe insects

### Skills objectives

#### Speaking

- Talk about an exhibit

#### Writing

- Listen to put in order the phases of a caterpillar's life

### Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 1
- Paper plates (2 per child)
- Sheets of paper
- Fasteners (1 per child)
- Paper clips (1 per child)
- Construction paper (1–2 sheets per child)
- Green paint
- Rocks, leaves, twigs, cotton balls

### Warmer

Say the following riddle: *They live in colonies. They work together to find food. What are they? (Ants)*

### Lead-in

Display the unit 1 **Flashcards** and elicit the names of the places. Then say the following statements: *I want to see some paintings. (art gallery) I want to read more. (library) I want to see lots of fish. (aquarium) I want to watch a play. (theatre) I want to see some insect exhibits. (science museum).* Children tell you where to go.

### 1 2.55 Children listen, read and number.

**Answer key:** From top left to right: 1, 5, 3, 4, 2

**Optional extra:** Looking at the pictures only, in pairs, children reconstruct the life cycle of a caterpillar. Build it up on the board in plenary feedback.

### 2 Children make an insect exhibit.

**Optional extra:** First brainstorm all the things we need to create a habitat fit for an insect. Children use rocks, leaves, twigs, cotton balls and so on, to create the nonliving objects found in their habitats.

### 3 Children present their exhibit to the class.

**Optional extra:** Before children start, provide the following prompt: *Interesting facts: colour/food/general appearance.*

### Fast finishers

Children who finish designing their exhibits can help their classmates.

### Wrap up

Write ten words from various units on the board with the letters in different order. Put the children in pairs to order them.

### Continuous assessment

Evaluate the presentation of the exhibit using the following criteria:

*Use of grammar (20 points)*

*Use of vocabulary (20 points)*

*Task completion (20 points)*

*Pronunciation (20 points)*

*Presentation of exhibit (20 points)*

Give each a child a percentage or point, e.g., 60% or 6.



### At home

- Children do more research about their insect and write some sentences to accompany their exhibits.

## Unit 2 - SB Page 113

### Language objectives

#### Vocabulary

- bacon, British, butter, cream, eggs, hamburger, honey, leather, wax, wool

#### Functions

- Explain where products come from

### Skills objectives

#### Speaking

- Talk about products using target language

#### Reading

- Understand a short text about local products

#### Writing

- Copy and write target language

## Materials

- Digital Book
- Flashcards Unit 2
- Stopwatch/Timer
- A soft ball
- Poster paper
- Colours
- Magazines
- Scissors
- Slips of paper for word cards (8 per child)

## Warmer

Write *clothes* and *food* on the board and elicit suggestions about other products that children use. Add their ideas to the board. In pairs, they categorise them into *Man-made, Grown, Animal products*.

## Lead-in

Display the unit 2 **Flashcards** one by one. Reveal the pictures and children call out the words. Attach the flashcards to the board. Children memorise the words. Turn the flashcards over. In pairs, they write the words in their notebook.

## 1 Children label and match the products with the animals.

**Answer key:** 1. leather (cow), 2. wax (bee), 3. cream (cow, sheep), 4. honey (bee), 5. butter (cow), 6. wool (sheep), 7. eggs (hen), 8. hamburger (cow, pig), 9. bacon (pig)

**Optional extra:** Children draw pictures of the animals in their notebooks and include and label the corresponding products underneath.

## 2 Children talk about the products with a classmate.

**Optional extra:** Toss a soft ball to a child and ask: *What animal do we get wool from?* If the child answers correctly, they throw the ball to another child and ask a question using the target language. If not, the ball is returned and another child is asked. Repeat until every child has had a turn.

## 3 Children read, brainstorm and make a class bulletin board.

**Optional extra:** Divide the class into four groups and assign each group a different product: *local products, local cheese and milk, local vegetables and local fruit*. Children make posters to promote these products in their groups. Hand out magazines and encourage children to decorate their posters with pictures and illustrations. Display the posters on the bulletin board.

## Fast finishers

Children write one interesting fact they learned in the lesson in their notebooks.

## Wrap up

Divide the group into teams of five. Write the following categories on the board: *Animals, Dairy, Fruit, Meat, Vegetables*. Children divide a page in their notebooks into five columns and copy the headings on the board. Call out a letter of the alphabet. Children write a word beginning with that letter for each of the categories. Set a time limit. In pairs, children compare and share their answers. Each correct word is worth one point. Each unrepeatable word is worth two. Repeat the procedure with other letters. The pair with the most points at the end of the game wins.

## Continuous assessment

Hand out eight blank word cards to each child. Children write four animal products from activity 1 on the cards and the corresponding animals on the remaining word cards. In pairs, they mix up their cards and place them face down on the table. Children take turns turning over two cards at a time. If the cards match, children may keep the pair. Encourage them to produce full sentences: *Eggs do not come from sheep!*



## At home

- Children do more research for their bulletin board and write the information in their notebooks.

## Unit 3 - SB Page 114

### Language objectives

#### Grammar

- *Do you like...?* to talk about hobbies

#### Vocabulary

- *painting, playing an instrument, singing, taking pictures, writing poems*

#### Functions

- Talk about art

### Skills objectives

#### Speaking

- Ask and answer questions about hobbies

#### Reading

- Respond to a text about types of art

# Achieve more!

## Materials

- Digital Book
- Stopwatch/Timer
- Slips of paper

### Warmer

Write on the board: *make, write, take* and *dance*. Remind children that sometimes it is necessary to change the spelling of a word when adding *-ing*. Explain that a silent *e* is dropped when adding *-ing*. Demonstrate how to drop the silent *e* and add *-ing* to correctly change *make* into *making*. Children drop the silent *e* and add *-ing* to the rest of the verbs to spell them correctly in their notebooks. Write each word on the board so that they can check the spelling.

### Lead-in

Ask children to look at page 114 and ask them to study it for one minute before turning it over. In pairs, they race to write down all the activities they remember. After checking any activities they missed, children rank them in order of preference.

## 1 Children read and circle the arts they like.

**Answer key:** Child's own answers.

**Optional extra:** In pairs, children play Pictionary with the activities from activity 1. They take turns to think of an activity and sketch it for their partner to guess.

## 2 Children tick (✓) or cross (X) the chart for them and their friends.

**Answer key:** Child's own answers.

## 3 Children report their group's results.

**Optional extra:** Create a simple bar graph on the board that includes the names of the activities from the lesson. Children choose their favourite art activity and colour one square on the bar of the graph to represent it. When the graph is complete, analyse the results together: *Four students like cooking. Nobody likes singing.*

### Fast finishers

Children add more activities to the chart.

### Wrap up

Play *Pictionary* with the activities from activity 1. Give each pair of children eight slips of paper. Each child writes four activities, each one on a separate slip of paper. They put the slips of paper face down on their desk and take turns to take one at a time to draw for their partner to guess.

## Continuous assessment

Draw a Noughts and Crosses grid on the board with nine squares (numbered one to nine). Mime an activity from activity 1. Divide the class into two teams: X and O. A child from team X chooses a number. If the team guesses the activity, draw an X in the space. Repeat with team O. The first team to get three X's or three O's in a row horizontally, vertically or diagonally, wins. Children then write nine questions with the activities and the verb *like*:

1. *Do you like writing poems?*



## At home

- Children write 50 words about their favourite artistic activity. Provide the following prompts: *When you do the activity, How often you do the activity, Who you do the activity with, What you have to be good at in order to do the activity well.*

# Unit 4 - SB Page 115

## Language objectives

### Vocabulary

- *breakfast, chips, chocolate chip biscuits, doughnuts, fizzy drinks, lentils, lunch, nuts, snack, sweets*

### Functions

- Talk about healthy and unhealthy food choices

## Skills objectives

### Reading

- Demonstrate understanding of target language by ticking the healthy options
- Check the correct answers in a text

## Materials

- Digital Book
- Paper plates (one per child)
- Colours

### Warmer

Elicit the different illnesses that children learnt about in the unit and write them on the board. In pairs, they copy the words and write the corresponding prevention or treatment: *Chicken pox – call the doctor!*

## Lead-in

Write *breakfast, lunch, dinner* and *snack* on the board. Children copy the headings in their notebooks and write a log of the food they ate yesterday. They share the information in their food log in groups.

### 1 Children read and tick (✓) the healthy options.

**Answer key:** Child's own answers.

**Optional extra:** Children compare answers with a partner and make any necessary changes.

### 2 Children read and check their answers.

**Answer key:** **Breakfast:** toast, eggs, fruit with natural yoghurt, orange juice; **Snacks:** apples, fruit smoothie, bananas, brown bread and cheese, nuts; **Lunch:** chicken, salad, lentils, fish, vegetables, rice, pasta

**Optional extra:** Children check their food logs from the lead-in activity and tick any healthy choices they included.

### 3 Children make a chart of their choices for a week.

**Answer key:** Child's own answers.

**Optional extra:** Draw a T-chart on the board with the headings *Healthy choices* and *Unhealthy choices* for children to copy in their notebooks. Dictate the following activities: *eat vegetables, do exercise, drink fizzy drinks, eat a lot of sweets, sleep for eight hours, play video games every day, spend weekends watching TV.* Children decide whether it is a healthy or unhealthy choice and write it in the appropriate column. Write the activities in the correct column on the board so that children can check their answers. Call on volunteers to add more sentences to the chart.

## Fast finishers

Children add more healthy/unhealthy choices to the list from activity 1.

## Wrap up

Write the following prompts on the board: *diet, exercise, hygiene, sleep.* In groups of three, children discuss ways to improve their daily habits in order to make healthier choices. Children write their suggestions in their notebooks, using the modal *should*: *We should eat five portions of fruit and vegetables a day. We should wash our hands before eating.*

## Continuous assessment

Write the following headings on the board: *Meat, Vegetables, Grains, Fruits, Dairy.* In pairs, children think of examples of each food group and write them in their notebooks. Remind them that eating healthily involves eating a balance of the food groups.

Hand out a paper plate to each child. Children draw and label a balanced meal that they would like to eat for lunch before sharing their work in small groups.



## At home

- Children hang their charts on their bedroom wall and use it to keep track of the food choices. They report their results in a later class.

## Unit 5 - SB Page 116

### Language objectives

#### Vocabulary

- *bubble baths, Earth, fresh water, germs, lake, ocean, resource, water, well*

#### Functions

- Discuss water as a resource

### Skills objectives

#### Reading

- Read a text about water in order to match pictures with texts and answer true or false.

### Materials

- Digital Book

## Warmer

Write on the board: *Natural resources.* Explain that these are things from nature that we use every day to meet our needs. Elicit a list of natural resources and ask children how we use each of them.

## Lead-in

Ask children to look at page 116 and tell you in which ways these people manage to have water.

### 1 Children read and number the pictures.

**Answer key:** 3, 2, 4, 1

**Optional extra:** In pairs, children do a *Describe and Draw* activity with a picture from page 116. Put children into pairs A/B. Child A turns to his/her book and describes a picture of his/her choice for child B to draw.

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

**Answer key:** 1. T, 2. F, 3. T, 4. F

## Achieve more!

**Optional extra:** Ask children more comprehension questions:

1. *Why does Joel heat the water?* (to kill the germs)
2. *What's a well?* (a deep hole in the ground that contains water)
3. *Where does Amanda get her water?* (from the supermarket, in bottles)
4. *Where does Lucas get his water?* (from the rain)

### Wrap up

Ask children who has the quickest and easiest access to water (Amanda). Talk about the value of water in society.

### Continuous assessment

Children write 25 words about how water is acquired and used in their country, using the model in the unit as an example.



### At home

- Children write five words from the lesson in their notebooks and draw a corresponding picture for each one.

## Unit 6 - SB Page 117

### Language objectives

#### Vocabulary

- *ash, earthquake, eruption, flood, island, temperature, tsunami, volcano, weather*

#### Functions

- Talk about natural disasters

### Skills objectives

#### Reading

- Read a text about volcanoes and demonstrate comprehension by answering true or false

#### Writing

- Write about volcanoes using target language

### Materials

- Digital Book
- Stopwatch/Timer

### Warmer

Ask children to think about animal body parts and in pairs, race to write down as many as possible: *claw, feather, fin, etc.*

Set a time limit for this. The pair with the most correctly spelt words is the winner.

### Lead-in

Write these words on the board: *tsunami, earthquake, flood, and volcano*. Elicit or explain their meanings with examples, pictures and gestures. Children talk about what they already know about these natural disasters.

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

**Answer key:** 1. F, 2. F, 3. T, 4. F

**Optional extra:** Ask children questions to check comprehension:

1. *When did the volcano erupt?* (August 1883)
2. *What did the eruption cause?* (a tsunami)
3. *What happened to the volcano and the island?* (they disappeared)
4. *What were the effects of the volcano?* (it reduced the temperature and changed weather patterns)

### 2 Children write two true/false sentences for a classmate to check.

**Answer key:** Child's own answers.

**Optional extra:** Invite volunteers to read their sentences aloud. Children listen and raise their hands if they think the sentence is true.

### 3 Children investigate an active volcano and complete the chart.

**Answer key:** Child's own answers.

**Optional extra:** Before beginning the task, write the following active volcanoes on the board: Mount St. Helens, Mount Etna, Popocatepetl, Mount Fuji, Mount Erebus. Ask children if they know where they are, and assign children different volcanoes to research in groups.

### 4 Children make a poster about their volcano and present it to the class.

**Optional extra:** Children listen carefully to their classmates' presentations. Allow children to ask the presenters questions about their poster.

### Wrap up

Write the following sentences on the board in jumbled order:

1. *In August 1883, the volcano erupted.*
2. *The eruption caused a terrible tsunami and killed thousands of people.*
3. *The volcano and the island disappeared.*
4. *The eruption caused reduced temperatures and changed weather patterns for five years.*
5. *In 1930, a new island called Anak Krakatau appeared.*

In pairs, children order the sentences, copying the order in which the information appears in the text.

## Continuous assessment

Children write 50 words about their chosen active volcano.



## At home

- Children choose five new words from the text and write them in their notebooks with an accompanying sentence.

# Unit 7 - SB Page 118

## Language objectives

### Vocabulary

- graze, herder, nomad, prayer, wish, yak

### Functions

- Talk about life on the Tibetan Plateau

## Skills objectives

### Listening

- Show comprehension by ordering pictures
- Identify and match target language

## Materials

- Digital Book
- Audio CD 2

## Warmer

Tell children: *I'm thinking of an adjective. Can you guess? You use it to describe a person who works very hard.* Children raise their hands when they know the answer: *Hardworking!* Repeat the procedure with *brave, clever, confident, lazy, popular, shy, stubborn* and *vain*.

## Lead-in

Focus children's attention on the pictures in activity 1. Elicit from children what they can see. Tell them that the man in the images is a herder and he is taking care of yaks. Explain that yaks provide milk to drink and to make butter and cheese, hair for clothes and tents, and meat for food.



## Children listen and order.

**Answer key:** 4, 1, 6, 3, 2, 5



## Children listen and match.

**Answer key:** 1. a person who moves around and lives in different places, 2. an animal like a cow with a lot of hair, 3. eat grass in a field, 4. a person who takes care of groups of animals

**Optional extra:** Children copy the target language in their notebooks, draw a corresponding picture and write a sentence for each new word.

## 3 Children make Tibetan prayer flags and write their wishes for the world.

**Optional extra:** Children walk around the room and examine their classmates' work.

## Wrap up

Choose a word from the lesson and give clues until children guess it: *I'm thinking of an animal. It lives on the Tibetan Plateau. It provides meat to eat and milk to drink. It also provides hair to make clothes. (A yak).* Children listen and put up their hands if they know the correct answer.

## Audio CD 2



Hi! My name is Adol and this is a picture of my family. That's my mother, my father, my baby sister, my dog Jampo and me! We live here on the Tibetan Plateau. We're nomads – that means we don't always live in the same place. This is a picture of our home. It's a big tent, and it's made of yak hair. There are some yaks next to the tent. They're like big, hairy cows. We're yak herders. That means that we take care of yaks, and they take care of us. Yaks are very important to our way of life! In the morning, my mum milks the yaks. Here is a picture of my mother milking a yak. My baby sister is on her back! After my mum milks the yaks, my dad takes the yaks to the valley to graze – graze means to eat grass. My father is a herder. Here is a picture of my father, Jampo the dog and the yaks! During the day, we prepare food like bread, yak yoghurt, yak meat and yak butter. Here is a picture of me with my mother. We are making bread! In the evening, we all eat a delicious dinner together. Here is a picture of my family eating noodles for dinner. Mmm... I love noodles!

## Continuous assessment

Write the following paragraph on the board, leaving a blank space for the words in brackets: *Adol lives with her family on the (Tibetan Plateau). They live in a (tent) made out of (yak) hair. Adol's father is a yak (herder). Her mother (milks) the yaks and her father takes them to the valley to (graze). During the day, they prepare food such as (bread) and yak (meat/butter/yoghurt). In the evening, they eat (noodles).* In pairs, children

## Achieve more!

copy and work together to construct the text from memory. When finished, write the words in brackets in jumbled order on the board for children to check their work and make any necessary changes. Finally, play the audio again for children to check their work.



### At home

- Children write 50 words about life on the Tibetan Plateau.

## Unit 8 - SB Page 119

### Language objectives

#### Vocabulary

- *climate change, coral reef, danger, pollution, recycle, rubbish*

#### Functions

- Talk about dangers to coral reefs

### Skills objectives

#### Reading

- Demonstrate comprehension by completing a matching task and answering a question

### Materials

- Digital Book
- Flashcards Unit 8
- Poster paper
- Shells, sand, pebbles and pictures of marine life
- Colours
- Glue
- Scissors

### Warmer

Display the unit 8 **Flashcards** on the board. Elicit the names of the countries and the language spoken there. Divide children into two teams, boys and girls. Ask them questions about the nationality and language of the countries on the board: *What language do they speak in Brazil? They speak Portuguese in Brazil!* If the girls know the answer, they must raise their hand and say *Beep!* and supply the correct answer. If the boys know the answer, they must cross their arms and say *Buzz!*

### Lead-in

Write *beach* on the board. Brainstorm beach activities with children: *I build sandcastles. I collect seashells*, and write their suggestions on the board.

### 1 Children read and match.

**Answer key:** From top to bottom: 2, 1, 3

**Optional extra:** Ask the class what the children in the reading activity have in common (*they all want to help the environment*). Elicit other ways to take care of the world: *recycle, save energy*, etc.

### 2 Children read and answer the question.

**Answer key:** That animals can't live there; many people depend on the fish, so if there's no fish anymore, people can't live there.

**Optional extra:** Children write the answers in their notebooks in bullet point format.

### 3 Children make a coral reef collage.

**Optional extra:** Before starting the activity, hand out a sheet of poster paper to each child. Children paint the background of their coral reefs blue. Provide objects for children to attach to their collage such as shells, sand, pebbles and pictures of underwater life. Display the children's work on the class bulletin board.

### Fast finishers

Children read the text from activity 1 quietly to themselves.

### Wrap up

Children write a paragraph describing their coral reef collages. They should include facts about coral reefs, as well as ideas about how to protect them. In pairs, children swap paragraphs and read each other's work. They attach their paragraph next to their collage on their class bulletin board.

### Continuous assessment

Children choose five words from the lesson and write them in their notebooks. In pairs, they take turns dictating the vocabulary to each other. Children exchange notebooks and correct each other's work.



### At home

- Children research more information on how to protect coral reefs and the natural world around us, and write three simple sentences about their ideas.

## 1 **AB Page 4**

See page 4 of the **Student's Book** for the transcript.

## 2 **AB Page 10**

See page 10 of the **Student's Book** for the transcript.

## 3 **AB Page 14**

See pages 14-15 of the **Student's Book** for the transcript.

## 4 **AB Page 15**

See pages 14-15 of the **Student's Book** for the transcript.

## 5 **AB Page 17**

This is a funny king,  
He wears a ruby ring.  
He likes to sing a song,  
When he plays ping pong.  
His gold isn't in the bank,  
It's in the fish tank!  
His jewels are in the sink,  
Except his crown, which is pink!

## 6 **AB Page 22**

See page 22 of the **Student's Book** for the transcript.

## 7 **AB Page 26**

See pages 26-27 of the **Student's Book** for the transcript.

## 8 **AB Page 29**

- 1 Mum washes the clothes.
- 2 The sun dries the clothes.
- 3 Lily picks strawberries.
- 4 A bird flies in the sky.
- 5 Jack rides his horse.

## 9 **AB Page 36**

See page 36 of the **Student's Book** for the transcript.

## 10 **AB Page 40**

See pages 40-41 of the **Student's Book** for the transcript.

## 11 **AB Page 41**

See pages 40-41 of the **Student's Book** for the transcript.

## 12 **AB Page 43**

- 1 juice, juice
- 2 giant, giant
- 3 generous, generous
- 4 joke, joke
- 5 vegetables, vegetables
- 6 orange, orange
- 7 jam, jam
- 8 magic, magic

## 13 **AB Page 48**

See page 48 of the **Student's Book** for the transcript.

## 14 **AB Page 52**

See pages 52-53 of the **Student's Book** for the transcript.

## 15 **AB Page 53**

See pages 52-53 of the **Student's Book** for the transcript.

## 16 17 **AB Page 55**

See page 55 of the **Student's Book** for the transcript.

## 18 **AB Page 60**

See page 60 of the **Student's Book** for the transcript.

## 19 **AB Page 64**

See pages 64-65 of the **Student's Book** for the transcript.

## 20 **AB Page 65**

See pages 64-65 of the **Student's Book** for the transcript.

## 21 **AB Page 67**

walked, walked  
washed, washed  
played, played  
watched, watched  
studied, studied  
kicked, kicked  
chatted, chatted  
painted, painted  
waited, waited  
brushed, brushed  
scored, scored

## 22 **AB Page 74**

See page 74 of the **Student's Book** for the transcript.

## 23 **AB Page 78**

See pages 78-79 of the **Student's Book** for the transcript.

## 24 **AB Page 79**

See pages 78-79 of the **Student's Book** for the transcript.

## 25 **AB Page 81**

See page 81 of the **Student's Book** for the transcript.

## 26 **AB Page 86**

See page 86 of the **Student's Book** for the transcript.

## 27 **AB Page 90**

See pages 90-91 of the **Student's Book** for the transcript.

## 28 **AB Page 91**

See pages 90-91 of the **Student's Book** for the transcript.

## 29 **AB Page 93**

- 1 cough
- 2 fight
- 3 light
- 4 laugh
- 5 right
- 6 daughter

## 30 **AB Page 98**

See page 98 of the **Student's Book** for the transcript.

## 31 **AB Page 102**

See pages 102-103 of the **Student's Book** for the transcript.

## 32 **AB Page 103**

See pages 102-103 of the **Student's Book** for the transcript.

## 33 **AB Page 105**

- 1 thumb
- 2 walk
- 3 climb
- 4 build
- 5 island
- 6 sign
- 7 wheel
- 8 science

## 34 **AB Page 112**

aquarium  
art gallery  
gift shop  
library  
planetarium  
science museum  
theatre  
theme park  
zoo

## 35 **AB Page 113**

bacon  
butter  
fish  
honey  
jam  
meat  
peanut  
popcorn  
sugar  
yoghurt

## 36 **AB Page 114**

angry  
bored  
calm  
confused  
excited  
happy  
nervous  
sad

## 37 **AB Page 115**

chicken pox  
cough  
cut finger  
earache  
fever  
headache  
insect bite  
stomach ache  
sunburn  
toothache

## 38 **AB Page 116**

bridge  
factory

park  
pollution  
railway  
river  
rubbish  
smoke  
traffic

## 39 **AB Page 117**

cave  
fossil  
volcano  
claw  
feather  
fin  
shell  
tail  
teeth  
wing

## 40 **AB Page 118**

brave  
clever  
creative  
dishonest  
hardworking  
independent  
kind  
lazy  
loyal  
organised  
popular  
shy  
vain

## 41 **AB Page 119**

Argentina  
Australia  
Brazil  
Canada  
France  
Germany  
Ireland  
Italy  
Japan  
Spain  
Switzerland  
United Kingdom

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2.35	Unit 7 Lesson 8	93

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This Teacher's Book includes Audio CDs.

# Young 3 Achievers

**Young Achievers** will challenge and motivate. A blend of **skills**, a **fast-paced grammar** syllabus and **phonics** provides children with a strong foundation. This, combined with a **cross-curricular** and **cultural focus** gives primary children all the confidence they need.

Throughout the course, children are presented with integrated external exam practice for both **Trinity GESE** and **Cambridge Language Assessment** to give them the tools they need for success.

**Young Achievers** aims to provide children with the support they need to achieve all their language goals.

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*The Young Achievers Games*

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