

Young 6 Achievers

Teacher's Book



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Achieving goals with Young Achievers!

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

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

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

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

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

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

Take a tour of the Student's Book

Lesson 1

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

Unit 1 High adventure

Lesson 1

1 Listen and number the pictures.

Hi everyone,
This is the best holiday ever! I'm staying with my Uncle Alan on his farm in Kenya. Yesterday we went on a balloon trip! We had to start really early in the morning. We saw a beautiful sunrise and lots of wild animals before we got stuck in a tree! Have a look at my amazing pictures!

Nathan

Grammar
We were descending when the balloon got stuck in a tree.

1. Uncle Alan was blowing up the balloon.
2. I was taking pictures of some zebras.
3. We were floating over a river.
4. We were descending.
5. We were climbing down the tree.

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Lesson 2

Unit 1 Lesson 2

1 Listen and complete the chart.

Running on the top of the world

The North Pole Marathon	
Temperature	
Entry fee	

2 Read and tick (✓) or cross (✗).

A true life story

One of this year's runners is Ted Jackson. Ted is a 36-year-old athlete from Great Britain. He has had a very interesting life! He has worked as a house builder and has taught English. And, believe it or not, Ted is also an opera singer! He hasn't recorded a CD yet, but he has sung with the Royal Philharmonic Concert Orchestra in London. Ted has already run in the London and New York marathons, although he hasn't won a race yet. He has cycled the 'Tour de France' race, and he has also swum across the English Channel, from England to France! To prepare for the North Pole Marathon, Ted ran inside a huge freezer in a meat shop!

1 recorded a CD

2 built a house

3 cycled in France

4 swam across the English Channel

5 won a race

3 Guess the answers.

1. Has Ted parachuted from a plane yet?

2. Has he written his autobiography yet?

3. Has he built his own house yet?

4. Has he ridden an elephant yet?

Grammar
Ted has already run in London. He hasn't recorded a CD yet.

4 Listen and check. Tick (✓) or cross (✗).

5 Role-play an interview with Ted.

Have you won a race yet? No, I haven't.

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Children are presented with a variety of **skills activities** which contextualise the **grammar** and **vocabulary** in each unit.

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

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

Activity Book

Unit 1 High adventure

Lesson 1

1 Match the pictures and write the sentence with the correct form of the verbs.

1. There's a hole in the sky when it's a storm or a plane.

2. She is late in the month when she is a pilot.

3. He had a very interesting life when he was a student.

4. Some people have a hobby of flying a hot air balloon.

2 Complete Nathan's blog with the correct form of the verbs.

1. I had a great time (fly) _____ with my Uncle Alan on his farm in Kenya. We had to start really early in the morning. We saw a beautiful sunrise and lots of wild animals before we got stuck in a tree! Have a look at my amazing pictures!

2. We were descending when the balloon got stuck in a tree.

3. I was taking pictures of some zebras.

4. We were floating over a river.

5. We were climbing down the tree.

3 Complete the table about yourself using the present perfect.

My goals and achievements

1. I have already _____

2. I have _____

3. I have _____

4. I have _____

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Lesson 3

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

A variety of **listening activities** give children the opportunity to hear the language in use. Then children have opportunities to practise the language, to **gain confidence when speaking and writing**.

Unit 1 Lesson 3

1 Listen and match the questions and answers.

- Have you ever run in a marathon?
- When did you start running?
- How did you prepare for the cold weather today?
- How long did today's marathon take you?
- What was the worst moment?
- Have you made friends with any of the other runners?
- Have you decided about next year's marathon?
- How do you feel now?

Answers:

- Oh yes, I _____ good friends with three other runners.
- Well, I _____ just _____ the world's coldest marathon, so I feel cold and tired.
- Yes, I _____ I'm definitely coming back!
- About five years ago, I _____ in a marathon in New York.
- Yes, I _____ In fact, I _____ in a marathon last January.
- Eighteen and a half hours. I think I _____ in last!
- Well, at one point, I _____ I saw a polar bear!
- I _____ on three layers of thick clothes! But I'm still cold!

Grammar
Have you ever won a marathon? Yes, I have. / No, I haven't. / Not yet. When did you win it? Last year.

Ethan Byrd, Runner

2 Listen again and complete the answers.

3 Interview a classmate.

Have you ever...

- run a marathon?
- eaten insects?
- stayed up all night?
- swum in cold water?
- slept in a tent?
- climbed a tree?
- ridden a horse?
- won a prize?

4 Choose a question and get more information from your classmate.

When...? Where...? How...?

5 Present your findings to the class.

Angie has eaten insects. She ate some crickets last year in Mexico.

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Lesson 4

Throughout each unit, children are presented with a **range of text types** which act as **models** to guide children in freer activities.

Unit 1 Lesson 4

1 Read and add the questions.

How does Geocaching work? What do you do when you find it? How do you make a cache? How do you start? What is GPS?

GEOCACHING Explore your own neighbourhood

You don't have to climb mountains to have adventures. You can discover things in your own back garden with geocaching! The word geocaching comes from 'geo' (the earth) and 'cache' (a safe place). So a geocache is something that is hidden somewhere on the Earth.

(1) _____?

Geocaching is like a treasure hunt. You hide the cache outside and use a GPS receiver to record the coordinates. Then you post the coordinates on a website so people know where to **look for** (_____) the cache. You can add clues, too. With geocaching you can **find out** about (_____) new places and have fun at the same time!

(2) _____?

GPS **stands for** (_____) Global Positioning System. A GPS receiver is like a car satellite navigation system. It uses 24 satellites that are orbiting the Earth. When you enter the coordinates in your GPS, it **works out** (_____) the location.

(3) _____?

It's easy! Many schools **set up** (_____) geocaching activities, or you can do it with your family or friends. You can find out where local geocaches are on the internet.

(4) _____?

To make a cache you put together a collection of small things such as toys, key rings, coins, messages or photos and place them in a waterproof container. You should include a logbook and a pencil, and maybe a disposable camera.

(5) _____?

When you find a cache, you must **fill out** (_____) the logbook and write your name or code name, the date and the time. If there is a camera, you take a photo of yourself. You can also **take away** (_____) something. But if you do that, you must leave a new item behind!

Grammar
Many schools set up geocaching activities.

2 Complete the meaning of the phrasal verbs in bold.

calculate complete discover mean organise remove search for

3 Match and complete the sentences with the correct tense of the verbs.

find out stand for take away look for

- He wasn't listening, so his teacher _____ his mobile phone.
- I'm _____ my glasses. I can't find them anywhere!
- Guess what? I _____ that my great-grandfather was a pirate!
- What does www _____?

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Activity Book

Unit 1 Lesson 3

1 Find and tick the words in the questions and write the answers.

1. How long did today's marathon take you?
2. How do you feel now?
3. How did you prepare for the cold weather today?
4. How long did today's marathon take you?
5. What was the worst moment?
6. Have you made friends with any of the other runners?
7. Have you decided about next year's marathon?
8. How do you feel now?

Unit 1 Lesson 4

1 Find and tick the words in the questions and write the answers.

1. How does Geocaching work?
2. What do you do when you find it?
3. How do you make a cache?
4. How do you start?
5. What is GPS?

2 Complete the meaning of the phrasal verbs in bold.

calculate complete discover mean organise remove search for

3 Match and complete the sentences with the correct tense of the verbs.

find out stand for take away look for

- He wasn't listening, so his teacher _____ his mobile phone.
- I'm _____ my glasses. I can't find them anywhere!
- Guess what? I _____ that my great-grandfather was a pirate!
- What does www _____?

Lessons 5 and 6

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

Unit 1
Lesson 5
Part 1

The Visitors

My name is Melau. This is the story of what happened to me when I was 13 and my life changed forever.

I live in Tanzania in East Africa. Have you ever heard of Mount Kilimanjaro or Lake Victoria, Africa's largest lake? Well, they're in my country. My grandparents were Masai tribesmen. They used to wander freely with their animals all over the wide plains of Tanzania, but times have changed for my family. Now our home is in a small village, and we don't travel very often. However, when I was 13, my little sister Naipaipai and I still kept up the tradition of travelling! Every day we had to walk twenty kilometres... twice! Why? To go to school! You might find this difficult to believe, but I love school. And I've always loved studying English. In fact, I've written this story in English!

One day our mother woke us up, as usual, before dawn. By the time we got up, breakfast was already on the table. We ate in silence – who wants to talk at four o'clock in the morning? – then put our lunch in our bags. When we left home, the moon was shining and the sky was crowded with stars.

On the long walk to school, I always carried my sister's bag. Sometimes, when she got too hot and tired, I carried her, too! We used to meet friends from other villages along the way and tell jokes or sing. That morning, Naipaipai was sitting on my shoulders when she said, 'Shhhh!'

We stopped suddenly. The only sound was our breathing. Then we heard a howl. Hyenas! There




were three of them. They looked hungry, and they were coming closer. But we knew what to do. Without a word, we picked up stones and threw them at the hyenas. I made a direct hit! The hyenas ran away. We got to school at eight o'clock that morning, but immediately I sensed something was different. There were three strangers there, two men and a woman. They were talking to our teachers and looking around. I felt nervous. In fact, they made me more nervous than the hyenas! What did they want? And what were they doing at our school?

The three visitors were standing in front of the school with our teacher, Mr Nairiamu. They were wearing

Unit 1
Lesson 6

city clothes, and my first impression was that they were European or American. One of the men was holding some kind of map. They were all looking at it, then pointing here, there, everywhere. Mr Nairiamu was nodding. But what did those nods mean?

Then Mr Nairiamu looked at us and said, 'Come on children, don't just stand around. It's time for your lessons.' He walked into one of the classrooms, and my sister and friends followed him. But I held back. I was sure these strangers had big plans, and I was worried. I walked up to the woman – my heart was

The visitors were from an international foundation, and even though I doubted them at first, they were true to their word. A month later work started. They worked with us, and together we built three dormitories – one for the boys, another for the girls, and even one for the teachers. And they helped us build a kitchen, too, where we ate our meals. Maybe you don't like the idea of living away from home, but for us, it was like staying in a five-star hotel. We could start the day without feeling tired. It was fantastic! And we still went home at weekends.

Six months later, we got some news from the visitors.






in my mouth! – and I said, 'Please don't take our school away.'

She looked at me in surprise. 'Hey, you speak English very well,' she said. I ignored her compliment. 'Our school is important to us. We want to learn. You can't survive in this world without an education!' She smiled. I didn't trust her smile, but the woman said, 'We don't want to take away your school. In fact, we want to make it better. And make it easier for you to study.'

A TV crew was coming all the way from the United States! They wanted to film the school. And Mr Nairiamu said they wanted to interview me!

The night before the interview, I was so excited that I couldn't sleep. But early the next morning, before the film crew arrived, Mr Nairiamu came into the dormitory to talk to me. 'Are you awake, Melau?' 'Yes, sir.'

'Then get up now. You have to go home. Your mother is very sick.'

1. Read or listen to the story again.
2. Read and write who or what the words in **bold** refer to.
 1. **They** were wearing city clothes. _____
 2. They were all looking at **it**... _____
 3. Then Mr Nairiamu looked at **us**... _____
 4. She looked at **me** in surprise. _____
 5. I ignored **her** compliment. _____
 6. **They** wanted to film the school. _____

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

Activity Book

Unit 1
Lesson 5

1. Match the pictures with the pictures. Then write what the numbers refer to.

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

3. Answer the questions.

Unit 1
Lesson 6

1. Read about the visitors and complete the chart about them.

2. Read and match.

3. Circle the words and complete the sentences.

Lesson 7

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

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

Unit 1 Lesson 7

1 Look and tick (✓) your favourite imaginary trip.



A jungle adventure in Costa Rica



A scientific trip to Antarctica



A camping trip to Australia

2 Complete the table with four exciting events which happened during your trip.

Day / Time	1	2	3	4
Place				
Event				

3 Draw the four events.

4 Write a description of your trip.

I had a wonderful trip to Costa Rica, but I was ready to go home! I was walking along the road to the airport when suddenly a giant snake bit me! I started to cry and yell...

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Lesson 8 - Phonics

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

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 sing.

Hopping for the girl

I've always dreamed about a girl.
Her name is Ann Marie.
I've entered the school sack race,
Because I want her to notice me.

I've decided I have to win the race,
So I've worked hard for many days.
I've jumped and stretched and trained.
I've lifted weights a hundred ways.

Now the day of the race has arrived,
And I'm ready to begin.
Ann Marie is hopping next to me,
So I have to let her win!

They've all applauded Ann Marie,
But oh, what do I see?
Her happy, shining, pretty face,
Smiling just at me!



2 Underline the past participles and classify.

worked /t/	dreamed /d/	decided /d/

3 Listen and classify the past participles - t, d, id.



Excuse me, has the race started yet?



I've just cycled 100 kilometres!



No, I haven't!



Er... not yet



Have you finished your homework yet?



Have you washed the car yet?

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Activity Book

Unit 1 Lesson 7

1 Complete the table (copy the activities about Ben's learning).

Activity	Place	Time
Ben is reading his book.		
Ben is climbing the ladder.		
Ben is building from the pavement.		
Ben is walking through the park.		

2 Draw pictures and write.

3 In your notebook, write Ben's story. He was a bit bored but then one day a dragon got his book to bring an orange. The orange was so big that it fell from the book.

Unit 1 Lesson 8

1 Complete the poem with the past participles from the box.

Ben is on the grass. He is his clothes.
He is and the sky is blue.
He is his camera. He is a table.
He is a great film. He is a table.
He is his camera. He is a table.
He is his camera. He is a table.

2 Listen and classify the past participles.

3 Read the text and colour the computer screen.

4 Add more past participles to each computer screen.

Lesson 9 - CLIL

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

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

Unit 1 Lesson 9 Achieve!

1. Look at the pictures and discuss with a classmate.

- How many of these places can you name?
- Where are they?
- What else can you say about them?

2. Read and complete the sentences.

Amazing places

Have you heard of any of the following places: The Grand Canyon, Stonehenge, Machu Picchu, The Great Barrier Reef, the Taj Mahal or the Great Wall of China? These amazing places are unique and they all belong to the peoples of the world. They are UNESCO World Heritage sites. UNESCO protects them for future generations to explore and enjoy. The World Heritage emblem represents its values. The square symbolizes the creations of humankind and the circle represents the gifts of nature. The emblem is also round, like the world, and this shows that our global heritage should be protected for everyone. The words around the circle are in English, French and Spanish.

There are 890 World Heritage sites around the world. Italy, with 44 sites, has more than any other country, and there are 29 sites in Mexico, including Mexico City centre and the whale sanctuary in Baja California. One of the first World Heritage sites was the Galapagos Islands. These islands are located 1,000 kilometres off the coast of Ecuador, and they are very isolated. This led to the development of unusual animal life, including the giant tortoise and the land iguana, which were studied by Charles Darwin on his famous trip in 1835.

One of the most recent sites is the Tower of Hercules in Spain. This lighthouse, originally built by the Romans, has been a landmark for nearly 2,000 years!

- The World Heritage sites belong _____
- The square and circle in the emblem represent _____
- The words that surround the circle are in _____
- One of the first World Heritage sites was _____
- The isolation of the Galapagos islands led to _____
- The Tower of Hercules in Spain has been _____

18 **Activities extend page 118**

Lesson 10 - Culture

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

Unit 1 Lesson 10 New Zealand Culture

1. Listen and answer the questions.

- In which ocean is New Zealand?
- What is Aoraki?
- What does the Maori phrase kia ora mean?
- What is the capital of New Zealand?
- What kind of animal is a giant weta?
- How many sheep are there in New Zealand?

2. Read and label the adventure sports.

Extreme New Zealand!

- Bungee jumping** is one of New Zealand's most popular activities. Jump off a cliff or a bridge headfirst with an elastic rope tied to your feet!
- Whitewater rafting** is an exhilarating ride. Travel along calm rivers in an open rubber boat, then hold on tight as the rivers turn into rapids and you drop over waterfalls!
- Blackwater rafting** is a sport that started in New Zealand. Climb down into caves and then float along underground rivers on a rubber ring to see the glow worms.
- Try zorbing**, a fun experience where you roll down a hill inside a huge plastic ball up to 50 mph.
- Helihiking** is a great way to discover nature. Take a helicopter ride to the high point of a glacier and then have a guided walking tour down to see the beautiful ice formations.
- Visit a **thermal park** where you can see boiling mud pools, geysers and hot springs.

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Unit 1 Lesson 9 Achieve!

1. Read and watch.

2. Answer the questions and write the numbers.

Where are you?

- (1) In Mexico
- (2) In Mexico
- (3) In Mexico
- (4) In Mexico
- (5) In Mexico
- (6) In Mexico
- (7) In Mexico
- (8) In Mexico
- (9) In Mexico
- (10) In Mexico
- (11) In Mexico
- (12) In Mexico
- (13) In Mexico
- (14) In Mexico
- (15) In Mexico
- (16) In Mexico
- (17) In Mexico
- (18) In Mexico
- (19) In Mexico
- (20) In Mexico

Unit 1 Lesson 10 New Zealand

1. Read and label the map.

2. Read and label the adventure sports.

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Unit Review

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

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

Unit 1 Review

1 Listen and tick (✓) the correct picture.

2 Tick and say what they have and haven't done. Use already and yet.

	Chloe's school festival	Seen in the Adventure Zone	Walk on the Great Wall of China	Climbing in the Alps' s Creek
Jake	✓		✓	✓
Natalie	✓	✓	✓	✓
Chloe & Jim	✓	✓	✓	✓

3 Read and complete with the correct plural verb.

4 Write what Oliver has done in his life.

5 Write about what you have done in your life.

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

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

Activity Book

Unit 1 Review

1 Listen and tick (✓) or cross (✗).

2 Tick or cross about what you did in New York. Use already or yet.

3 Read and complete with the correct form of the verbs.

4 Match the phrases with the meanings.

5 Complete the sentences with the correct form of the verbs.

Language Fun!

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

Activity Book

Language fun!

1 Match the words to the pictures.

2 Complete the words in the questions and answer them about yourself.

3 Find a color and maze through the adventure trail. Then only about your favourite!

4 Write what happened.

5 Draw a picture.

Language fun!

1 Listen and number the pictures in order.

2 Match the collocations. Then listen again and check.

3 Ask and answer with a classmate.

4 Talk about the pictures using already or yet.

5 Invent and write in your notebook six more sentences about the trip.

6 Play what happened next?

For the Teacher

Teacher's Book

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

Language and Skills objectives are clearly listed.

Unit 1 High adventure

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Past simple and Past continuous • Present perfect and Past simple 	<ul style="list-style-type: none"> • Adventure: camping, gear, GPS, jungle, mountain, postcard, scientific, top • Phrasal verbs: find out, fit out, set up, stand for, take away, work out 	<ul style="list-style-type: none"> • Phrasal verbs: find out, fit out, set up, stand for, take away, work out • Pronunciation of -ed endings: /t/, /d/, /ɪd/ • Pronunciation of /-ed endings: /t/, /d/, /ɪd/ 	<ul style="list-style-type: none"> • Past continuous • Past simple • Interrupted past • Present perfect

Language objectives	
Grammar <ul style="list-style-type: none"> • To learn how to use Past continuous and Past simple in the same sentence • To review the use of Present perfect • To use Present perfect with already and yet • To review the use of Present perfect and Past simple to talk about life experiences 	Functions <ul style="list-style-type: none"> • To describe a sequence of events • To talk about experiences
Vocabulary <ul style="list-style-type: none"> • To use vocabulary in a more confident way • To consolidate vocabulary already learnt • To learn extreme sports • To learn phrasal verbs 	Pronunciation <ul style="list-style-type: none"> • To highlight and practise the -ed endings of regular past and past participle verbs • To differentiate between alternative pronunciations of -ed, t, d and /ɪd/

Skills objectives	
Speaking <ul style="list-style-type: none"> • To discuss answers • To relay a story in a review • To use different tenses to ask classmates about their experiences • To give a report about a classroom • To join in a song • To discuss famous sites • To say what people have already done and not done yet 	Reading <ul style="list-style-type: none"> • To read for specific information • To show understanding by matching questions with answers • To understand a story • To understand the main features of a story • To understand text and react to it photos • To select the correct phrasal verb
Listening <ul style="list-style-type: none"> • To listen to a text and number pictures in order • To show understanding by matching text • To listen out for specific words • To understand a story • To follow the lyrics to a song • To listen for answers to questions • To listen and choose which picture is being described 	Writing <ul style="list-style-type: none"> • To make a story map • To complete a chart and write a description of an imaginary trip • To write answers to questions • To write about life experiences

Overview

Assessment criteria

- Check children can identify, understand and produce Past simple, Past continuous and Present perfect.
- Check children can identify, understand and produce vocabulary for activities like go digital verbs.
- Check children can talk about experiences and describe a trip.

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material (available on Richmond website)
- Grammar worksheet Unit 1, pages 4-5; Lesson 6
- Vocabulary worksheet Unit 1, pages 26-27; Lesson 3
- Reading worksheet Unit 1, page 48; Lesson 8
- Writing worksheet Unit 1, page 82; Lesson 7
- Speaking worksheet Unit 1, page 74; Lesson 8
- Listening worksheet Unit 1, page 64; Lesson 4
- Test Unit 1, pages 11-13; Unit 1 Review
- Handouts Unit 1 (available on Richmond website)

Go digital!

Digital Book

Complete the activities with the children on the IWB.

More practice

There are 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.

Key competences

- Linguistic competence**
 Children develop listening, speaking, reading and writing skills. Children learn to talk about experiences, to describe a trip and to write a report about a special trip. Children learn grammar rules, vocabulary and phrasal verbs for pronunciation. (SB pp 10, 11, 12, 13, 15, 16 & 17)
- Social and civic competence**
 Children learn to participate in social life in an effective and cooperative way. Children learn about the Olympics (C4) and amazing places in the world. (SB pp 11, 12, 15 & 18)
- Cultural awareness and expression**
 Children learn to use and appreciate ways of expressing ideas, experiences and emotions and to understand their own culture and diversity in the world. (SB pp 16, 17 & 19)
- Competence in learning to learn**
 Children develop strategies to improve the learning process and to become confident over their own learning. (SB pp 12, 13, 14, 18 & 20)
- Sense of initiative and entrepreneurship**
 Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 12 & 21)

Assessment guidance in every lesson.

The support material is referenced in every unit and lesson.

The Key Competences are listed for each unit.

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

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

Unit 0 Lesson 1 - SB Page 4

Objectives

1 Children play the memory game with a classmate.

Answers: (teacher's own answer)

Optional extra: Adapt some of the questions to extend the game and award more points for correct answers and spelling, for example: 1. Name 10 countries in Europe. 2. Write 10 verbs. 3. Write three numbers in words. 4. Name 2 adjectives of being in a big city. 5. Write six names of 6 different items for cold weather. Alternatively, let children think up some further questions to ask each other.

Fast finishers: These children write more answers for questions 1, 2, 8 and 12.

Wrap up: Divide the class into small teams. Write the following categories on the board: country, animal, verb, adjective. Children write for the headings, and when you call out a letter, they write a word for each category. They score a point for each correct word and another point if no other team has the same word.

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

At home: Activity Book - page 4
Answers: 1. (teacher's own answer)

Lesson 2 - SB Page 5

Objectives

1 Children play the memory game with a classmate.

Answers: (teacher's own answer)

Optional extra: Adapt some of the questions to extend the game and award more points for correct answers and spelling, for example: 1. Name 10 countries in Europe. 2. Write 10 verbs. 3. Write three numbers in words. 4. Name 2 adjectives of being in a big city. 5. Write six names of 6 different items for cold weather. Alternatively, let children think up some further questions to ask each other.

Fast finishers: These children write more answers for questions 1, 2, 8 and 12.

Wrap up: Divide the class into small teams. Write the following categories on the board: country, animal, verb, adjective. Children write for the headings, and when you call out a letter, they write a word for each category. They score a point for each correct word and another point if no other team has the same word.

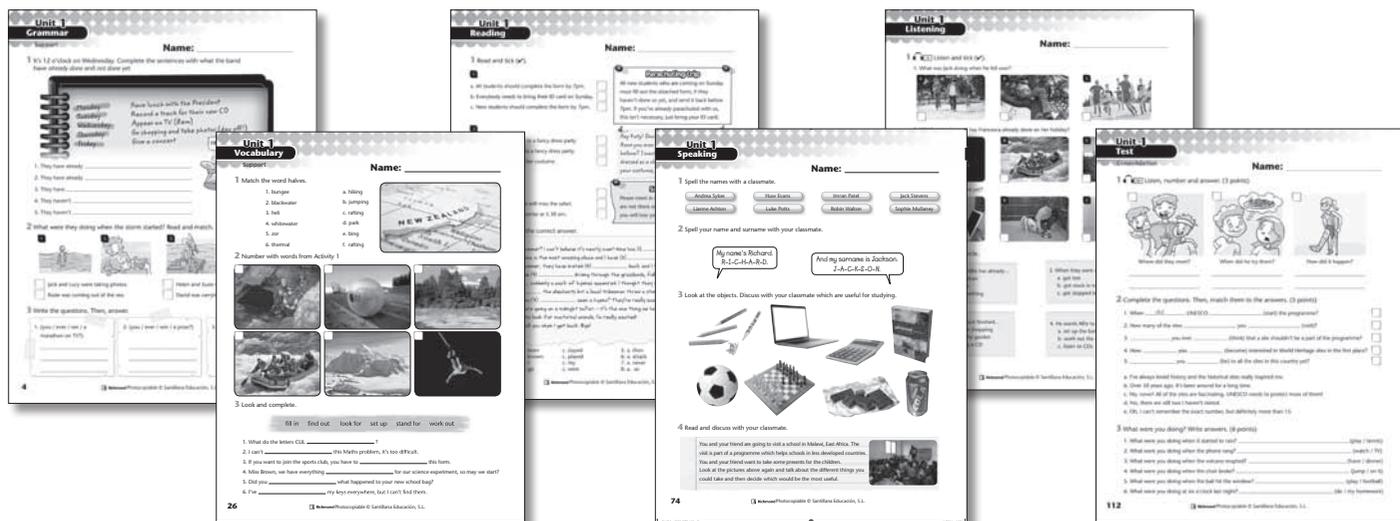
Initial evaluation: Ask each child individually to answer one or two of the questions depending on their ability.

At home: Activity Book - page 4
Answers: 1. (teacher's own answer)

The Activity Book answers are available at the end of each lesson. Activity book transcripts are available at the end of the Teacher's 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 **Grammar, Vocabulary, 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 **two levels** to suit different abilities within the class. There are also suggestions for the ideal moment to use each worksheet.



Teacher's Audio Material

The pack includes 2 audio CDs:

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



Flashcards and Word Cards

61 photo **flashcards** each with an accompanying **word card** are available on the website for you to print out. You can also make them yourself with your students' help out of magazine cut-outs. They are ideal for presenting, reinforcing and reviewing vocabulary. There are also games suggestions in the **Activity Bank** on page 16 of the Teacher's Book. The flashcards are reproduced in the **Picture Dictionary** in the Activity Book.



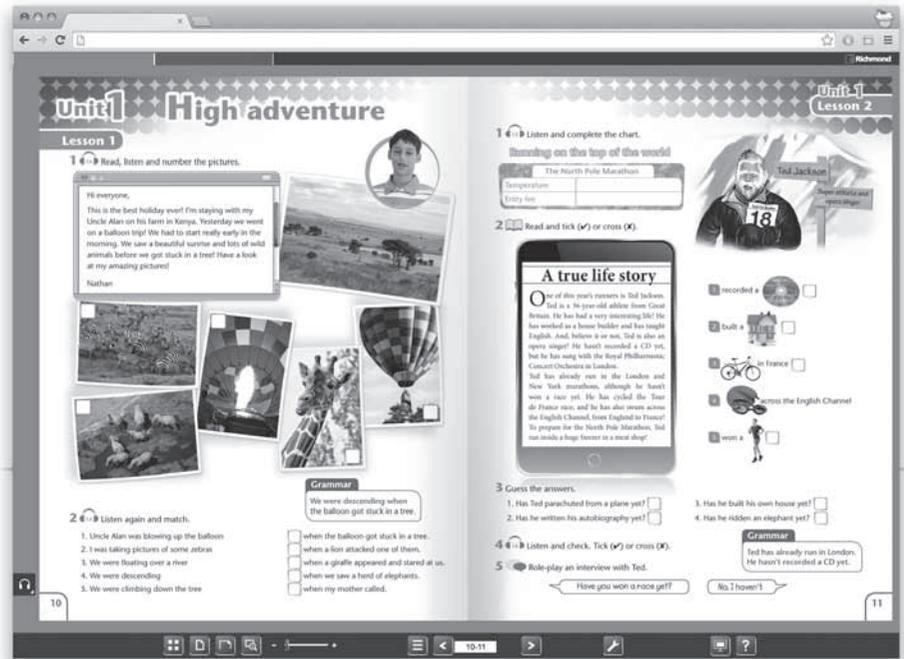
bungee jumping

Go Digital!

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

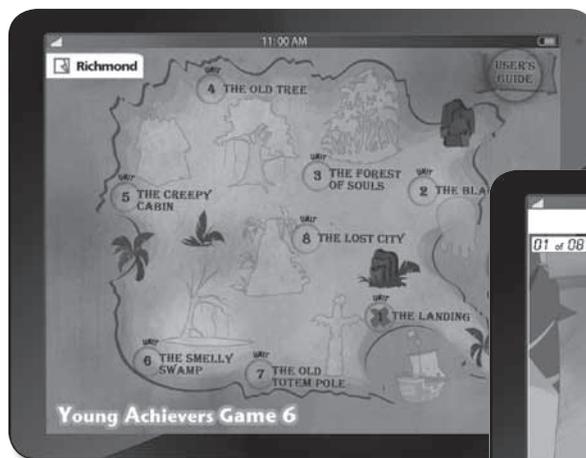
Digital Book

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

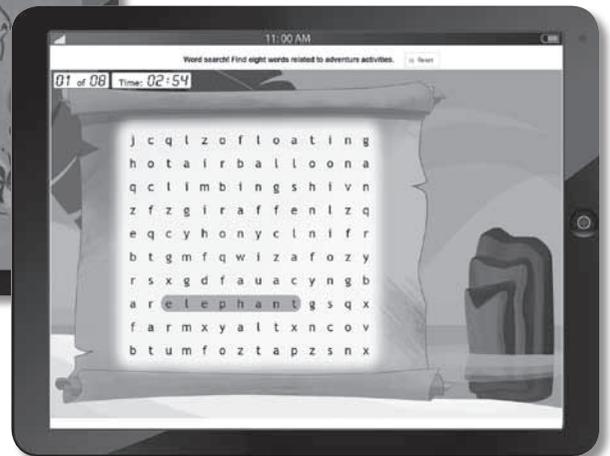


The Young Achievers Game

The solution for your children to learn and have fun. Available on the website, the **Treasure Island** game is ideal for fast finishers, as wrap-up activities or homework. The game encourages children to get the best results to unlock the next unit.



It also includes the **Webquest** challenge.



Key Competences for Lifelong Learning

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

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

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

LC



Linguistic competence

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

MST



Mathematical competence and basic competences in Science and Technology

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

DC



Digital competence

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

SCC



Social and Civic competences

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

CAE



Cultural awareness and expression

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

LL



Learning to learn

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

IE



Sense of initiative and entrepreneurship

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

Activity Bank

Classroom Dynamics

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 the children 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.

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 is a good idea to keep a birthday chart on the classroom wall. Make sure not to forget those children whose birthdays are in the holidays or on non-school days.

Your voice

This is your most powerful teaching tool. How you use your voice is key to getting the children's 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.

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 children.

Grouping

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

Roles and responsibilities

Most children are willing to be given responsibility, this can be as simple as handing out pencils. These roles show that you trust the child to act responsibly. Although assigning tasks can be seen as a reward, it is important to make sure that all the children get the chance to do so. Additionally, It is always a good idea to insist that EVERYBODY tidies up. That way each child will build up a sense of belonging to the classroom.

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.

Classroom display

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



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 do not respect each other or the space they are sharing. It is also a good reference point throughout the year and can be pointed out at any moment.

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

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. 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. 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, how about preparing a questionnaire about the activities that help children learn new words? *I learn new words by ...*

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

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

Making the most of the register

Rather than just reading out the names to elicit a *Yes* or *Here* from children, try asking them to answer a question when their name is said. For example, *Today, I want everyone to say a TV programme you like or Today, tell me about your favourite sport.* You can get to know more about your pupils and their lives, but also find out who can give more extended answers.

Attention to Diversity

Thinking time

To include everyone when answering questions, tell 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 pick out 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 classmate. For other activities, it can be more productive to join stronger

children together while you give more attention to a weaker group. Try to avoid having an identifiable group where weaker children are always together.

Accessible learning

Make instructions and tasks accessible to all the children. 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 an image or put up flashcards.

Fast finishers

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

Flashcards Games

Mime game

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



Pelmanism on the board

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

Read my lips!

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

What's the word?

Hold a flashcard so that children cannot see it. Describe the word for the class to guess. For example, *It's an animal. It can't fly. It's long. It hasn't got any legs. (A snake)*

Easy maths

Stick the flashcards to the board and write a number under each one. Say a sum, cycling plus tennis. Children add the numbers and say the word they add up to, *swimming*. This game can be played with addition (*cycling plus tennis*) or subtraction (*basketball take away football*).

Vocabulary Games

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 vocabulary 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.

Word tennis

Divide the class into two teams. Choose a category (*transport*) and ask Team A to say a transport word. Team B 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.

Mr Green likes

Write 'Mr Green likes _?_' on the board. Invite the class to ask you questions to find out what Mr Green likes: *Does Mr Green like cheese? (Yes), Does Mr Green like Maths? (No), Does Mr Green like books? (Yes)*. The aim is to find out what all the things Mr Green likes have in common: they're all words with double letters.

12 Letters

Divide the class into teams and write 12 letters on the board (including at least three vowels). Give the teams five minutes to make as many words as they can with the letters. The team with most words is the winner.

Change places

Ask children to sit in a circle of chairs. Say *Change places if you like Maths* and encourage children to change seats. Repeat with other sentences: *Change places if you've got a cat*, *Change places if you're wearing jeans*, etc.

Basketball

Divide the class into two teams. Ask Team A a question (*Say six ocean animals*). If they answer correctly, they score a point. Invite a volunteer from the team to the front and give him/her a ball. Ask them to try and throw the ball into a basket or bin three or four metres away. The team scores a second point if the volunteer gets the ball in the basket.

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, Sport, Verbs*. Say a letter (G) and ask the teams to write a word for each category on their piece of paper (*Grapes, Giraffe, Golf, Go*). The first team to write four words, calls out *Stop the Bus!* and wins a point.

Grammar Games

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 slip. Tell the teams to hold up their paper slips and give points to teams with the correct word.

Throw the ball

Ask the class to stand in a circle. Throw a ball to a child and ask a question. *What time do you get up?* The child answers and then takes a turn to throw the ball and ask a question. This game can be played with *What time do you ... ? Did you ... yesterday? or Have you got ... ?* questions.



20 Questions

Ask a volunteer to the front and ask her/him to think of a famous person. Children ask the volunteer yes/no questions to find out who he/she is: *Are you a man? Are you a woman? Have you got long hair? Are you a singer?* Children have 20 questions to try to guess who the famous person is. As a variation, the volunteer can think of someone in the class.

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.*

Can you remember?

Ask children to sit in a circle. Say *I played tennis yesterday* and ask the first child in the circle to repeat the sentence and extend the sentence, for example: *I played tennis and I read a comic*. Then, the next child repeats the sentence and extends further, and so on.

Songs and Chants

Actions

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

Clap the rhythm

Read out a line from the song. Then read it again but this time clap with each syllable. Encourage children to join in. Then clap the rhythm without saying the lines. Repeat this for each line of the song. You can get children to clap lines without singing and have the others guess the line. This works best in songs where there is more rhythmic variation between individual lines. As a variation, you can divide the class into two groups and have the groups take turns singing the song while the other group claps the rhythm.

Echoes

Read out, or sing lines of the song and get children to repeat back to you. This activity can be made quite sophisticated by insisting that children mimic accent and intonation. By varying these features each time you can really get children to focus on minute detail and develop listening skills.

Extra words

This activity helps children to focus on the lyrics while they are learning the song. Once they have been through the song once or twice, read out lines from the song, but add in extra words. Choose volunteers to tell you what the extra words are. This will also work by eliminating individual words from the lines.

Answer back

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

Correct the mistakes

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

Disappearing lyrics

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

Extra verses

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

Match the rhymes

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

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 children 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 their team who write it down. The first team with the most correct version of

the lyrics wins. Although the activity is called 'running' dictation, the idea is *not* to run but to train children to move quietly and carefully around or in and out of the classroom. It also gets them to think about how dangerous it is to leave bags lying around on the floor! Make sure that you penalise noisy groups or those who do not respect each other and the space.

Transitions

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

What comes next?

Once children are familiar with a song, play the track, stop at key points and ask them to tell you the word or line that comes next.

Showtime!

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



Narratives

Making mistakes

Check the children's memory of a story by reading it out with deliberate mistakes. You can get them to call out when they hear a mistake or try and count the number of mistakes they hear in the story.

Story quiz

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

Who am I?

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

What if... ?

You can really encourage children to be creative by getting them to think up alternative endings. This gets them to think about how stories work and also empowers them to make stories their own.

Character profiles

Encourage children to think around a story more. Let them choose someone from a story and write a character profile. Get them to start with all the information they can deduce from the story and then ask them to invent information where there is a gap. The new information should be based on what they already know of the character. This is a very good exercise to prepare them for writing their own original stories.

Before and after

Here is another exercise to encourage thinking outside a story. Divide the class into small groups or pairs and ask them to think about what might have happened before the story started or what will happen after the story finishes.

Unit	Vocabulary	Grammar
0 Welcome! page 4	Countries Adjectives Large numbers The weather Chores at home Experiences Question words Processes	Future plans with <i>going to</i> Present perfect with <i>already, yet, for and since</i> Comparatives and superlatives Present and past passive Zero conditional First conditional Review of tenses: present simple, present continuous, past simple
1 High adventure page 10	Adventure: <i>athlete, bungee jumping, helihiking, hot-air balloon, blackwater rafting, marathon, parachute, safari, thermal park, whitewater rafting, zorbing</i> Phrasal verbs: <i>fill out, find out, look for, set up, stand for, take away, work out</i>	Past simple and past continuous Present perfect and past simple
2 Now and then page 22	Now and then: <i>ballroom, city, clock, compass, computer, electricity, farm, knight, mobile phone, money, plane, storyteller, TV</i>	<i>used to</i> <i>I wish...</i> Functional language: <i>What do you think? Are you sure? How do you know? If... then, because..., so...</i>
page 34	Language fun! Units 0-2	
3 Staying well page 36	Health: <i>calcium, carbohydrates, fats, fibre, illness, junk food, minerals, protein, sugar, vitamins</i> Fruits and vegetables: <i>apple, beetroot, broccoli, carrot, cucumber, grape, grapefruit, kiwi, mango, orange, papaya, pear, pineapple, spinach, strawberry</i> Food: <i>butter, cereal, cheese, chicken, ice cream, lentils, milk, noodles, rice, soft drinks, turkey, yoghurt</i>	First conditional Second conditional <i>I wish...</i> Giving advice: <i>If I were you, I ...</i>
4 Show business page 48	Drama and cinema: <i>act, actor, actress, costume, scene, Dracula, film, Little Red Riding Hood, play, plot, review, set, soundtrack, special effects, star, stunt, title</i>	Collocations: <i>good at, interested in, scared of, bad at</i> Reported speech: present simple to past simple Reported speech: present continuous to past continuous Indefinite pronouns: <i>-body, -thing, -where</i>
5 Amazing stories page 60	Verbs: <i>act, carry, close, cross, dance, drink, eat, fight, join, move, open, pick up, play, run, scratch, shake, sing, stand, stay, take, talk, touch</i> Telling stories: <i>article, conclusion, film, headline, lead paragraph, news, newspaper, novel, novelist, plot, publish, report, reporter, screenplay, writer</i>	Reported commands Reported questions and requests Question words: <i>how, what, when, where, which, who, why</i>
page 72	Language fun! Units 0-5	
6 Crime investigation page 74	Crime investigation: <i>binoculars, burglar, clue, crime scene, criminal, CSI, deduction, detective, DNA, evidence, fingerprints, logic, magnifying glass, observation, record, report, Sherlock Holmes, sketch, solve, suspect, thief, torch</i> Phrasal verbs: <i>get back, give up, grow up, keep on, look for, set out, set up, take up</i>	Determiners: <i>both, neither of, all, none of</i> Modal verbs: <i>must, might, can't</i> Defining relative clauses Defining relative pronouns: <i>where, who, that</i>
7 Our planet at risk page 86	Ecology: <i>ban, destroy, environment, global warming, The Great Garbage Patch, landfill, nonrenewable resource, oil, plastic, pollution, recycling, reuse, rubbish bin</i> Natural disasters: <i>damage, flood, hero, hurricane, rescue, save, survivor</i>	Present passive Past passive Quantifiers: <i>not enough, too many, too much</i>
8 A better future page 98	Human rights: <i>apartheid, dark-haired, education, fair hair, freedom, Gandhi, identity, inequality, majority, Martin Luther King Jr., minority, Nelson Mandela, prison, privilege, race, South Africa, underdeveloped, water fountain</i>	Second conditional Past obligation and prohibition: <i>had to, were / weren't allowed to</i> Past passive Predictions: <i>will, won't, might</i>
page 110	Language fun! Units 0-8	
page 112	Achieve more! Units 1-8	

Functions	Phonics for pronunciation	Achieve!
		Culture
<p>Talking about experiences: <i>I haven't acted in a film yet. I have already eaten Japanese food. I have been in this school for five years. Have you ever stayed awake all night? When did you do it?</i></p> <p>Making plans: <i>I'm going to ride my bike on Saturday.</i></p> <p>Making predictions: <i>If it rains, I will stay at home.</i></p> <p>Making comparisons: <i>Jamaica is not as cold as Canada.</i></p> <p>Describing passive events and processes in the present and the past: <i>The manuscript is written by the author. Light bulbs were invented by Thomas Edison.</i></p>		
<p>Talking about experiences: <i>Have you ever eaten insects? When did you eat them? I have already slept in a tent.</i></p> <p>Describing a trip: <i>I was walking along the road when a snake bit me.</i></p>	<p>Past participles: -t / -d / -id</p>	<p>CLIL: UNESCO World Heritage sites</p> <p>New Zealand</p>
<p>Describing past habits: <i>I used to go to school by car, but now I go by bus. People used to tell stories at night.</i></p> <p>Talking about regrets: <i>I wish I could sing.</i></p>	<p>Homophones</p>	<p>CLIL: Multiple intelligences</p> <p>Text speak</p>
<p>Talking about specific possible situations: <i>If you eat food with calcium, it will help strengthen your bones.</i></p> <p>Talking about possibilities: <i>If I found some money in the street, I would give it to the police.</i></p> <p>Asking for and giving advice: <i>I wish I got good marks in Maths. What can I do? If I were you, I'd study more.</i></p>	<p>-augh / -ough</p>	<p>CLIL: Vitamins: Your body needs them!</p> <p>Proverbs and sayings</p>
<p>Talking about one's abilities, interests and fears: <i>I'm good at English. I'm interested in science. I'm scared of snakes. I'd like to be a doctor.</i></p> <p>Writing the end of a play and reporting speech: <i>He said he was coming on Friday.</i></p> <p>Writing a film review</p>	<p>oo</p>	<p>CLIL: William Shakespeare, man of words</p> <p>Romeo and Juliet</p>
<p>Reporting commands: <i>The police officer told me not to play in the street.</i></p> <p>Reporting questions and requests: <i>The teacher asked me to open the door.</i></p> <p>Writing an interview report: <i>I asked if she was rich. She said she wasn't. She asked where he was going to work.</i></p> <p>Writing a short newspaper article (headline, lead paragraph, main events, conclusion)</p>	<p>Minimal pairs</p>	<p>CLIL: Newspapers past and present</p> <p>Jokes and riddles</p>
<p>Determining quantity: <i>Both of the boys are wearing sunglasses. None of them is wearing shoes.</i></p> <p>Deducting and speculating: <i>He might be on holiday. They can't be at the zoo because those are farm animals. They must be in the countryside.</i></p> <p>Defining people and objects: <i>A burglar is a person who breaks into houses and steals things.</i></p>	<p>str- / scr-</p>	<p>CLIL: How science fights crime: Fingerprints</p> <p>Conan Doyle</p>
<p>Describing passive events in the present and the past: <i>Plastic is made from petroleum. New Orleans was hit by Hurricane Katrina.</i></p> <p>Describing one's neighbourhood: <i>There aren't enough trees. There is too much rubbish on the pavements.</i></p> <p>Reasoning: <i>introduction, pros, cons, conclusion</i></p>	<p>-tion / -sion</p>	<p>CLIL: Global warming</p> <p>Rubbish: a problem we can solve</p>
<p>Talking about possibilities (second conditional): <i>If nobody wanted to be my friend, I'd feel depressed.</i></p> <p>Writing an e-mail: <i>Black people weren't allowed to get married to white people.</i></p> <p>Role-playing an interview: <i>When were you born?</i></p> <p>Making predictions: <i>I will get married. I might be famous. I won't have any children.</i></p> <p>Writing a biography: <i>He was awarded the Nobel Peace Prize in 1964.</i></p>	<p>f / ff / ph / v</p>	<p>CLIL: The rights of the child</p> <p>Alfred Nobel</p>

Unit 0

Welcome!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Future plans with <i>going to</i> • Present perfect with <i>already, yet, for and since</i> • Comparatives and superlatives • Present and Past passive • Zero and First conditional • Comparing Present simple, Present continuous, Past simple and Present perfect 	<ul style="list-style-type: none"> • Countries • Adjectives • Large numbers • The weather • Chores at home • Experiences • Question words • Processes 		

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To review the use of Present perfect • To review the use of future with <i>going to</i> • To review the use of Zero and First conditional • To review Comparatives and Superlatives • To review the use of Present and Past passive voice • To review the difference between different tenses 	<ul style="list-style-type: none"> • To review the language items taught in previous years • To remind children of the language they know in a fun way • To talk about life experiences • To talk about plans for the coming weekend • To compare countries • To describe events and processes in the present and the past • To make predictions
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To review common nouns and verbs • To review lexical items from the previous years 	

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To say various lists of words • To ask and answer questions using different tenses • To talk about future plans • To describe a process using Passive voice 	<ul style="list-style-type: none"> • To read and understand instructions • To show understanding by matching sentence halves • To differentiate between word options • To choose the correct verb tense to complete a sentence
Listening	Writing
<ul style="list-style-type: none"> • To demonstrate comprehension by completing activities • To listen for missing words 	<ul style="list-style-type: none"> • To write lists of words from memory • To write about life experiences • To write a comparison of different countries

Assessment criteria

- Check children can identify, understand and produce future plans with *going to*, Present perfect with *already, yet, for* and *since*, Comparatives and Superlatives, Present and Past passive, Zero and First conditional and a range of tenses: Present simple, Present continuous, Past simple.
- Check children can identify, understand and produce vocabulary for countries, adjectives, large numbers, the weather, chores at home, experiences, question words and processes.
- Check children can talk about experiences, make plans, make predictions, make comparisons and describe events and processes in the present and the past.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
Diagnostic test pages 110-111: Lesson 6
- **Extra**
Strips of paper
Map of the world

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to talk about experiences and make plans and predictions. Children learn to make comparisons. Children learn to describe events and processes in the present and past. (SB pp 5, 6, 8 & 9)



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. (SB p 8)



Social and civic competence

Children learn to participate in an effective and constructive way in social life. (SB pp 5 & 7)



Cultural awareness and expression

Children learn to use and appreciate ways of expressing ideas, experiences and emotions to understand their own culture and diversity in the world. (SB pp 7 & 8)



Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning. (SB pp 4, 6, 7 & 9)



Sense of initiative and entrepreneurship

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

Lesson 1 - SB Page 4

Objectives

Language

Grammar

- Imperatives

Vocabulary

- Review: countries, numbers, the weather, chores at home, experiences

Functions

- Review the language items taught in previous years in a fun way

Skills

Speaking

- Say various lists of words

Reading

- Read and understand instructions

Writing

- Write lists of words from memory

Materials

- Digital Book

Assessment criteria

The quiz is designed to be a fun revision activity to switch the children's brains back on to English after the holidays. Divide children into small teams to play, pair up weaker children with stronger ones so that everyone can participate and feel successful.

Warmer

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

Lead-in

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

1 Children play the memory game with a classmate.

Answers *Child's own answers*

Optional extra: Adapt some of the questions to extend the quiz and award more points for correct answers and spelling, for example: 1. *Name 10 countries in Europe.* 2. *Write 10 verbs.* 3. *Write those numbers in words.* 4. *Name 5 advantages of living in a big city.* 5. *Write the names of 8 clothing items for cold weather.*

Alternatively, let children think up some further questions to ask each other.

Fast finishers

These children write more answers for questions 1, 2, 8 and 12.

Wrap up

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

Initial evaluation

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

At home

Activity Book - page 4

Answers

1 *Child's own answers*

Lesson 2 - SB Page 5

Objectives

Language

Grammar

- Present perfect with *already, yet, for* and *since*
- Past simple

Functions

- Talk about one's life experiences

Skills**Speaking**

- Ask and answer questions using Present perfect and Past simple

Writing

- Write sentences in Present perfect

Materials

- Digital Book

Attention to diversity

Let children make pairs based on friendships, but then swap the pairs around to let them practise speaking to other children and also to mix different abilities.

Warmer

Ask children questions: (*David*), *have you ever eaten Japanese food?* (*Sara*), *have you ever slept over at a friend's house?* Encourage children to ask further questions if the answer is affirmative.

Lead-in

Write the words *already* and *yet* on the board and ask children to suggest sentences using them. If they have trouble, remind them to use Present perfect and give them examples: *I have already had my breakfast. I haven't had my lunch yet.*

1 Children write what they have already done and not done yet.

Answers *Child's own answers*

Optional extra: Divide children into small groups to read out their sentences. Whenever someone says they have already done one of the activities, the others must ask questions to find out more information.

2 Children answer the questions using for or since.

Answers *Child's own answers*

Optional extra: Call out time phrases and get children to shout out *for* or *since*, for example: *last year (since)*, *6 months (for)*, *2 days (for)*, *three o'clock (since)*, *5 minutes (for)*, *2012 (since)*, *a year (for)*, *this morning (since)*.

3 Children ask and answer with a classmate.

Optional extra: Children take turns pretending to be a famous person and an interviewer. Encourage them

to exaggerate their experiences and make them sound very exciting.

Wrap up

Write three experiences on the board, for example: *eat Mexican food*, *ride a horse*, *visit Paris*. Ask children to move around the class and find people who have had the same experiences as them: *I have already eaten Mexican food and ridden a horse, I haven't visited Paris yet.*

Continuous assessment

Check the children's sentences from activity 1.

At home

Activity Book - page 5

Answers

- Child's own answers*
- 1 for 2 since 3 since 4 for 5 since 6 for 7 for 8 since 9 for 10 for 11 since 12 since
- 1 ride a camel? 2 did you ride a camel? 3 film did you see 4 *Child's own answers*

Lesson 3 - SB Page 6**Objectives****Language****Grammar**

- Future with *going to*
- Zero and First conditional

Functions

- Talk about consequences

Skills**Speaking**

- Talk about weekend plans
- Talk about consequences

Listening

- Show understanding by completing an activity

Materials

- Digital Book
- Audio CD 1
- A strip of paper per child

Attention to diversity

The lesson reviews Zero and First conditionals. It is a good idea to keep some example sentences on the wall for children to refer to if necessary.

Warmer

Brainstorm fun weekend activities and write them on the board. Get children to ask each other questions about the weekend: *Are you going to (watch a football match) this weekend?*

Lead-in

Ask children to think about the weekend again and write on the board: *If it rains*, and *If it's sunny*. Ask volunteers to complete the sentences with suggestions:

If it rains, I'll stay at home and do my homework. If it's sunny, I'll meet my friends in the park.

1 Children listen and tick (✓) what Jenny is definitely going to do.

Answers ✓: 3, 5, 6

Audio CD 1



Amy: Hi Jenny! What are you doing this weekend? Have you got any plans?

Jenny: Hi Amy! Well, I've got a few things going on.

A: Have you?

J: Yes. On Friday night I'm going to my cousin's house and we are having a film night. We're going to watch as many films as possible before we fall asleep!

A: That sounds like fun! What else are you doing?

J: On Saturday morning I'm taking my dog to a pet show. Then in the afternoon I might go shopping or I might go skateboarding. It depends on how I feel.

A: Oh, good luck with your dog!

J: Thanks! Then on Sunday I'm doing my homework, and in the afternoon I might practise the piano or I might go out on my bike.

A: What a busy weekend!

2 Children talk about their weekend plans.

Answers *Child's own answers*

Optional extra: Write down six activities. Divide children into four teams. Tell the teams they have to take turns guessing your weekend activities. If they guess correctly, show them that you have it written down and award a point.

3 Children read and match.

Answers 1 they study them. 2 if you don't study. 3 he'll be tired in the morning. 4 you'll love the new restaurant round the corner. 5 if we don't recycle. 6 if you exercise regularly.

Optional extra: Divide the class into two halves. Have one half read out the first part of the phrase in chorus and the other half call out the second part. See how fast they can get at it.

4 Children read and circle the correct option.

Answers 1 heat 2 helps 3 will be 4 learn 5 will do; eat

Optional extra: Ask children to answer this question: Which tenses are used in conditional sentences type 1?

5 Children say what will happen.

Answers 1 will make green. 2 you will feel sick. 3 *Child's own answers*

Optional extra: Encourage children to make chain sentences: *If you eat them, you will feel sick. If you feel sick, you won't be able to do your homework. If you don't do your homework, your teacher will be angry. If your teacher is angry, you won't play games in the lesson.*

Wrap up

Give each child a strip of paper and get them to write a conditional sentence on it, for example: *If you work hard, you'll do well at school. If you like pizza, you'll love this pizzeria.* Then children cut their sentences in half and get into groups of six. They put the sentences together with different endings and try to find the funniest one: *If you work hard, you'll love this pizzeria. / If you like pizza, you'll do well at school.* Groups read out their funniest sentences.

Continuous assessment

Ask children to write out complete sentences for activity 5.

At home

Activity Book - page 6

Answers

1 *Child's own answers*

2 1 You will get fit if you play a lot of sports. 2 If it's sunny, she'll go to the beach. 3 You will be tired if you go to bed late. 4 When you smile, the world smiles with you.

3 *Child's own answers*

Lesson 4 - SB Page 7

Objectives

Language

Grammar

- Comparatives and Superlatives

Functions

- Compare countries and cities

Skills

Speaking

Ask and answer questions using Comparatives and Superlatives

Listening

- Listen for the correct answers

Reading

- Compare two places
- Differentiate between word options

Writing

- Compare two places

Materials

- Digital Book
- Audio CD 1
- Map of the world

Attention to diversity

In activity 3 children share their opinions. Encourage them to agree or disagree with each other in a friendly way and to provide full answers in order to reinforce the Present perfect form as much as possible.

Warmer

Display the map of the world. Divide the class into teams. Each team sends a member to the map. Call out a country and the first child to find it scores a point for their team.

Lead-in

Review Comparatives and Superlatives using familiar examples: *My hair is shorter than Vicky's hair. Juan is not as tall as Jessica. Daniel is the tallest boy in the class.* Get children to make similar sentences.

- 1**  **1.2** Children read and circle the correct answer. Then they listen and check.

Answers 1 Venezuela 2 Mexico City 3 Madrid
4 Scotland 5 Dublin 6 Tokyo

Audio CD 1



1.2

- 1 Egypt is smaller than Argentina but larger than Venezuela.
- 2 Some world cities are very polluted, for example Mexico City, which is more polluted than London. Some cities like Melbourne are not as polluted.
- 3 European cities tend to be very crowded. Madrid is more crowded than Rome.
- 4 A: Which is further north: Iceland, Greenland or Scotland?
B: Well, Greenland is furthest north, then Iceland and then Scotland.
- 5 Dublin is the oldest city of the three and Montreal is the newest.
- 6 Tokyo is more populated than New York or Beijing.

Optional extra: Before children listen to the correct answers, do a survey of the answers to see how many of them get the right answer. Make a note on the board.

2 Children read and make comparisons.

Answers *Child's own answers*

Optional extra: Children compare their country with either Canada or Jamaica. If the Internet is available, they can research reliable data.

3 Children ask and answer with a classmate.

Answers *Child's own answers*

Optional extra: In pairs, children write three more questions. Then pairs join up with another pair to ask their questions.

Wrap up

Using the world map, children take turns to say a statement about the world: *France is not as big as Russia.* The rest of the class say whether the statement is true or false.

Continuous assessment

Children write answers to the questions in activity 3.

At home

Activity Book - page 7

Answers

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

Objectives

Language

Grammar

- Present and Past passive voice

Functions

- Describe a process

Skills

Speaking

- Describe the process of the making of a textbook

Listening

- Listen for missing words

Reading

- Choose the correct verb to complete a sentence
- Match sentence halves

Materials

- Digital Book
- Audio CD 1

Warmer

Talk with children about inventors. Ask them to tell you if they know the names of any and what they invented.

Lead-in

On the board write: *Facebook* _____ by Mark Zuckerberg. Ask children to say what is missing from the sentence (*was created*). Write other sentences and ask children to complete them:

America _____ *Columbus*.

The Simpsons _____ *Matt Groening*.

The Pyramids _____ *the Egyptians*.

Romeo and Juliet _____ *William Shakespeare*.

1 Children listen and complete the sentences with the correct form of the verbs.

Answers 1 were invented 2 was designed 3 was written 4 were built 5 was mapped 6 was discovered

Optional extra: In groups, children think of more discoveries or inventions to talk about: *The Colosseum was built by the Romans. The Eiffel Tower was designed by Mr Eiffel. My house was built by my grandfather.*

2 Children read, match and say with a classmate.

Answers 1 was written by J. K. Rowling. 2 was invented by Tim Berners-Lee. 3 were built by the Ancient Egyptians. 4 were used by the Ancient Chinese. 5 were watched by the Ancient Romans.

Optional extra: Get children to practise turning the sentences around. Have one half of the class read out a sentence from the book in chorus: *Harry Potter was written by J.K. Rowling.* The other half of the class turns it around and says it in the active voice: *J. K. Rowling wrote Harry Potter.*

3 Children say the process with the correct form of the verbs.

Answers 1 is written 2 is checked 3 are ordered 4 is laid 5 are corrected 6 are printed

Optional extra: In groups, children describe what they imagine the process is of putting their favourite TV show on.

Wrap up

Divide the class into two teams and make sure everyone closes their book. Do a quiz about the information on the page. Award points for each correct answer. Example questions: *When was Neptune discovered? Who watched chariot races? What did Ada Lovelace write? The first parachute was designed by...? What did women wear in the past? The Internet was invented by...? Who helped to discover DNA?*

Continuous assessment

Children write out the process of making a textbook.

At home

Activity Book - page 8

Answers

- 1 *Child's own answers*
- 2 1 are picked 2 are processed 3 are transported 4 are ground 5 is added 6 is mixed 7 is poured 8 are wrapped 9 are sent

Lesson 6 - SB Page 9

Objectives

Language

Grammar

- Present simple, Present continuous, Past simple, Present perfect

Functions

- Recognise the correct use of different tenses

Skills

Reading

- Select the correct verb tense from context

Writing

- Complete sentences in different tenses

Materials

- Digital Book
- Teacher's Resource Material
- Strips of paper (four per child)

Attention to diversity

The lesson is a good way to review and practise basic tenses. Encourage children to invent other sentences using each tense. Elicit form and function.

Warmer

Ask children questions about the present and past: *What did you eat yesterday? Could you swim when you were five? What are you doing now? What is your mother doing now? Have you ever drunk tea?* Encourage them to answer with full answers.

Lead-in

Draw four columns on the board with the headings: *Present simple, Present continuous, Past simple, Present perfect.* Under *Present simple* write: *I drink water.* Ask a child to tell you how to write this in the other tenses and write it down. Repeat with other sentences, for example: *I don't fly. He lives in America. They speak German.*

1 Children look and circle the correct form of the verbs.

Answers 1 have eaten 2 read 3 wrote 4 has gone 5 spoke 6 have seen

Optional extra: For each sentence children suggest a correct sentence for the other verb tenses: *I eat Mexican food at weekends. I ate Mexican food yesterday.*

2 Children read and match.

Answers 1 after school every day. 2 in the Mediterranean Sea last summer. 3 in the Thames. 4 now – look at me! 5 in the school choir on Tuesdays. 6 in Belgium last week. 7 in front of the Queen. 8 in a concert tonight.

Optional extra: Give each child four strips of paper. Children choose a verb and write four sentences, one on each strip, using different tenses. Then they cut the sentences in half after the verb. Children get into pairs and try to put each other's sentences back together.

3 Children complete the conversation. They practise with a classmate.

Answers *Child's own answers*

Optional extra: Volunteers model the dialogue in front of the class.

Wrap up

Choose four verbs and write them on the board. Review how they are formed for different tenses. Children then write down six forms of those verbs. Play *Tenses Bingo*. Call out a verb, *is sitting*, and children cross it off if they have it. The first child to cross out all six calls *Bingo*.

Final evaluation

Teacher's Resource Material: Diagnostic test

Optional extra: Write various forms of a verb on the board, for example, *play, played, playing, have played*. Ask children to write a sentence using each one.

At home

Activity Book - page 9

Answers

1

a	j	b	o	u	g	h	t	l	i	m	d
g	u	f	z	b	u	k	w	a	r	r	v
s	o	k	d	f	z	b	u	d	a	o	e
n	j	s	r	i	d	d	e	n	e	f	k
a	g	j	p	e	n	q	k	i	w	g	a
g	e	p	y	a	l	d	r	g	s	o	m
e	d	a	m	f	n	r	o	w	a	s	w
b	w	k	e	b	h	p	e	l	k	m	o
z	e	x	t	h	g	u	o	b	r	j	g
u	d	k	g	i	l	x	j	m	k	y	o
f	o	c	n	p	m	e	b	e	g	u	n
d	r	u	n	k	a	f	j	m	t	f	e

begin-began-begun; buy-bought-bought; drink-drank-drunk; go-went-gone; make-made-made; ride-rode-ridden; wear-wore-worn

2 *Child's own answers*

Unit 1

High adventure

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Past simple and Past continuous • Present perfect and Past simple 	<ul style="list-style-type: none"> • Adventure: <i>camping, geocache, GPS, jungle, marathon, parachute, scientific, trip</i> • Phrasal verbs: <i>find out, fill out, look for, set up, stand for, take away, work out</i> 	<ul style="list-style-type: none"> • Phonics: Pronunciation of <i>-ed</i> endings: <i>t worked, d dreamed, id decided</i> 	<ul style="list-style-type: none"> • Past continuous • Past simple • Interrupted past • Present perfect

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To learn how to use Past continuous and Past simple in the same sentence • To review the use of Present perfect • To use Present perfect with <i>already</i> and <i>yet</i> • To review the use of Present perfect and Past simple to talk about life experiences 	<ul style="list-style-type: none"> • To describe a sequence of events • To talk about experiences
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in a more confident way • To consolidate vocabulary already learnt • To learn extreme sports • To learn phrasal verbs 	<ul style="list-style-type: none"> • To highlight and practise the <i>-ed</i> endings of regular past and past participle verbs • To differentiate between alternative pronunciations of <i>-ed</i>: <i>t, d</i> and <i>id</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To discuss answers • To role-play an interview • To use different tenses to ask classmates about their experiences • To give a report about a classmate • To join in a song • To discuss famous sites • To say what people have already done and not done yet 	<ul style="list-style-type: none"> • To read for specific information • To show understanding by matching questions with answers • To understand a story • To understand the main features of a story • To understand text and match it to photos • To select the correct phrasal verb
Listening	Writing
<ul style="list-style-type: none"> • To listen to a text and number pictures in order • To show understanding by matching text • To listen out for specific words • To understand a story • To follow the lyrics to a song • To listen for answers to questions • To listen and choose which picture is being described 	<ul style="list-style-type: none"> • To make a story map • To complete a chart and write a description of an imaginary trip • To write answers to questions • To write about life experiences

Assessment criteria

- Check children can identify, understand and produce Past simple, Past continuous and Present perfect.
- Check children can identify, understand and produce vocabulary for adventure and phrasal verbs.
- Check children can talk about experiences and describe a trip.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 1, pages 4-5: Lesson 4
 - Vocabulary worksheet Unit 1, pages 26-27: Lesson 3
 - Reading worksheet Unit 1, page 48: Lesson 6
 - Writing worksheet Unit 1, page 62: Lesson 7
 - Speaking worksheet Unit 1, page 74: Lesson 8
 - Listening worksheet Unit 1, page 84: Lesson 4
 - Test Unit 1, pages 112-115: Unit 1 Review
- **Flashcards** Unit 1 (available on Richmond website)
- **Extra**

Political map of Africa	World map
Photos of Kenya,	Printed out
Tanzania and the	pictures of Costa Rica,
Serengeti National Park	Antarctica and Australia

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to talk about experiences, to describe a trip and to write a report about a special trip. Children learn grammar rules, vocabulary and phonics for pronunciation.

(SB pp 10, 11, 12, 13, 15, 16 & 17)



Mathematical competence and basic competences in Science and Technology

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

(SB pp 10, 11, 13 & 16)



Digital competence

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



Social and civic competence

Children learn to participate in social life in an effective and constructive way. Children learn about the UNESCO (CLIL) and amazing places in the world. (SB pp 11, 14, 15 & 18)



Cultural awareness and expression

Children learn to use and appreciate ways of expressing ideas, experiences and emotions and to understand their own culture and diversity in the world. (SB pp 16, 17 & 19)



Competence in learning to learn

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

(SB pp 12, 13, 14, 18 & 20)



Sense of initiative and entrepreneurship

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

(SB pp 12 & 21)

Unit 1

Lesson 1 - SB Page 10

Objectives

Language

Grammar

- Interrupted past (Past continuous + Past simple)

Vocabulary

- *balloon trip, best, sunrise*

Functions

- Describe a sequence of events

Skills

Listening

- Listen to a text and order the pictures

Reading

- Understand a text

Materials

- Digital Book
- Audio CD 1
- Political map of Africa
- Photos of Kenya, Tanzania and the Serengeti National Park

Warmer

Ask children to guess the place you describe: *The grass around me is tall and brown. The sun is bright and hot. I can see herds of zebras and elephants. I can hear the distant roar of a lion. Where am I?*

Display a political map of Africa and get children to locate Kenya, Tanzania and the Serengeti National Park. Show photos and talk about the animals, the climate and the plants in these places in Africa.

Lead-in

Children open their books and describe each photo. Supply them with unfamiliar vocabulary: *a herd (of elephants/zebras), to blow up a hot-air balloon, to get stuck in a tree.*

1 Children read, listen and number the pictures.

Answers 1 *blowing up balloon* 2 *zebras* 3 *elephants*
4 *balloon stuck in a tree* 5 *giraffe*

Audio CD 1



Our balloon trip was great! We got up at four o'clock in the morning. Uncle Alan was blowing up the balloon with hot air when my mobile phone rang. It was my mother calling from the UK! She wished us a safe trip. When we took off, it was still dark. We were eating sandwiches for breakfast in the balloon when we saw the sunrise! A little later, we flew over some zebras. I was taking pictures of them when a lion attacked one of them! It was very violent, so I didn't take a picture of that! About an hour later, we were floating over a river when we saw a herd of elephants. They were washing themselves. I took a great picture of them from above. Then the craziest thing happened. We were descending when suddenly the balloon got stuck in a tree! We couldn't get ourselves free, so my uncle called his friend Chuck on his mobile phone. Chuck came to help us and took a picture of the balloon stuck in the tree. Then the funniest thing happened. We were climbing down the tree when a giraffe appeared! It was very curious and it was staring at us, so I took a picture of it!

Optional extra: Ask comprehension questions: *Where is Nathan? Who's he staying with? What sort of place is it? What did they do yesterday? When did they set off? What did they see? What happened at the end?*

2 Children listen again and match.

Answers 1 when my mother called. 2 when a lion attacked one of them 3 when we saw a herd of elephants. 4 when the balloon got stuck in a tree. 5 when a giraffe appeared and stared at us.

Optional extra: Discuss what happened in the story as they give their answers. Ask children to read the Grammar box and underline the verbs in the sentence halves. Elicit or explain that background actions are expressed by *was/were* and the verb in the *-ing* form, while actions or events that interrupt are expressed by verbs in Past simple.

Wrap up

Ask children to finish the following sentence in a funny way: *Last night I was eating dinner when...*
Elicit more interruptions for more actions: *I was washing my hair when...*

In groups of four, children make up one sentence stories using the interrupted past. Go around the class helping with vocabulary. Allow groups to practise acting out their sentences. Then let several groups perform for the class to describe the scene.

Initial evaluation

Write some sentence prompts on the board and ask children to copy and complete them:
walk to my house / see a strange light in the sky
watch TV / the lights go out
play football / start to snow

At home

Activity Book - page 10

Answers

- 1** 1 David was walking his dog when it jumped into a pond. 2 We were hiking in the woods when we saw a bear. 3 My dad was reading the newspaper when I broke the window. 4 Gina was playing tennis when a dog took her ball.
 Pictures from left to right: 3, 4, 2, 1
- 2** 1 was eating 2 looked 3 was clearing 4 fell 5 was looking 6 put 7 was walking 8 slipped 9 were watching 10 went out

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

- Present perfect with *already* and *yet*

Vocabulary

- *autobiography, entry fee, freezer, house builder, marathon, opera singer, parachute, temperature*
- Past participles

Functions

- Say what people have already done and haven't done yet in their lives

Skills**Speaking**

- Discuss answers
- Role-play an interview

Listening

- Listen for specific information

Reading

- Read for specific information

Materials

- Digital Book
- Audio CD 1
- A world map

Attention to diversity

During the role-play activity, organise children in mixed ability pairs.

Warmer

Display a world map. Ask volunteers to find the North Pole, New York, Great Britain, France and the English Channel.

Lead-in

Direct the children's attention to the picture of Ted Jackson on page 11, and ask what it tells us about him. *Why does he have his face covered in white, and why is he wearing big gloves? How far is a marathon? (42 km)*

- 1**  1.5 Children listen and complete the chart.

Answers Temperature: -36 °C; Entry fee: (£) 9,000

Audio CD 1

Hello there and welcome to the North Pole Marathon. The temperature is minus 36 degrees! That's extremely cold! This marathon is unique because the runners will run on the frozen water of the Arctic Sea. The runners are getting ready for the race now. They will run 42 kilometres on the ice! The entry fee for this marathon is very expensive. It costs over 9,000 pounds! Now let's meet one of the runners...

- 2** Children read and tick (✓) or cross (X).

Answers Tick: 2, 3, 4 Cross: 1, 5

- 3** Children guess the answers.

Answers *Child's own answers*

- 4**  1.6 Children listen and check. They tick (✓) or cross (X).

Answers Tick: 1, 4 Cross: 2, 3

Unit 1

Audio CD 1



- 1 Ted has already parachuted from a plane.
- 2 He hasn't written his autobiography yet.
- 3 Ted hasn't built his own house yet.
- 4 He has already ridden an elephant.

5 Children role-play an interview with Ted.

Optional extra: Tell children that they have two minutes to memorise the information about Ted Jackson. Then four volunteers go to the front without their books and play the role of Ted. The class asks four questions in turn. If anyone hesitates or answers incorrectly, he/she is an imposter and must sit down. The 'real' Ted is the last person on their feet.

Wrap up

Brainstorm a list of things children have done recently and some things that they need to do, such as finish a project. Encourage them to use *already* and *yet* and to write the sentences in their notebooks.

Continuous assessment

Tell each child to think about someone they know well or a famous person and to write a brief description of things they have done and haven't done yet.

At home

Activity Book - page 11

Answers

- 1 swim swam swum, run ran run, sing sang sung, teach taught taught, win won won, see saw seen, build built built, get got got, ride rode ridden, write wrote written
- 2 1 Have; sung 2 have 3 climbed; yet 4 haven't 5 already run 6 Have; swum; yet 7 Yes; have 8 won; yet 9 haven't ridden; yet
- 3 Child's own answers

Lesson 3 - SB Page 12

Objectives

Language

Grammar

- Present perfect and Past simple

Vocabulary

- *make friends, marathon, prepare, runner, win*
- Past participles

Skills

Speaking

- Use tenses appropriately to ask classmates about their experiences
- Give a report about a classmate

Listening

- Show understanding by matching text
- Listen out for specific words

Materials

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

Attention to diversity

The form of questions in Past simple can be quite difficult. Give children lots of practice and write example questions on the board for them to refer to.

Warmer

Display images of the activities in this lesson and ask children questions: *Have you ever been (bungee jumping)?*

Lead-in

Ask children what they imagine running the North Pole Marathon would be like, supplying vocabulary when necessary. Write their ideas on the board in a mind map.

- 1 Children listen and match the questions and answers.

Answers (top to bottom) 6, 8, 1, 2, 7, 4, 5, 3

Audio CD 1



Journalist: I'm standing next to Ethan Byrd. He's covered in snow and ice, and he looks exhausted. But he has just completed the North Pole Marathon! Congratulations, Ethan!

Ethan Byrd: Thank you very much.

J: Have you ever run in a marathon?

E.B.: Yes, I have. In fact, I ran in a marathon last January.

J: When did you start running?

E.B.: About five years ago. I ran in a marathon in New York. It was very exciting.

J: How did you prepare for the cold weather today?

E.B.: I put on three layers of thick clothes! But I'm still cold!

J: How long did today's marathon take you?

E.B.: Eighteen and a half hours. I think I came in last!

J: What was the worst moment?

E.B.: Well, at one point, I thought I saw a polar bear.

J: What did you do?

E.B.: I screamed!

J: And was it a polar bear?

E.B.: No. It was just a big pile of snow. But there was ice on my goggles, so I couldn't see very well.

J: Have you made friends with any of the other runners?

E.B.: Oh yes, I've become good friends with three other runners. We're going to keep in touch.

J: Have you decided about next year's marathon?

E.B.: Yes, I have. I'm definitely coming back!

J: How do you feel now?

E.B.: Well, I've just finished the world's coldest marathon, so I feel cold and tired. But I feel great, too!

2 Children listen again and complete the answers.

Answers 1 have ran 2 ran 3 put on 4 came 5 thought 6 've become 7 have 8 've finished

3 Children interview a classmate.

Answers Child's own answers

4 Children choose a question and get more information from their classmate.

5 Children present their findings to the class.

Wrap up

Display the images you showed in the Warmer again and describe one of the people in them. Ask children to point to the correct picture.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 1

Optional extra: Children write three facts they have learnt about their classmates' experiences.

At home

Activity Book - page 12

Answers

- 1** 1 Q: When did you start your world tour?
A: I started my world tour three months ago.
- 2 Q: Which countries have you visited?
A: I have visited Russia, China, Australia and the USA.
- 3 Q: Have you ever been to the Great Wall of China?
A: Yes, I have.
- 4 Q: Have you made friends in other countries?
A: Yes, I made friends with a Chinese girl.
- 5 Q: Have you ever got lost?
A: Yes, I have.
- 6 Q: Where did you get lost?
A: I got lost in Red square in Moscow.
- 2** 1 has been 2 have visited 3 left 4 have seen 5 have ever done

Lesson 4 - SB Page 13

Objectives

Language

Grammar

- Phrasal verbs

Vocabulary

- fill out, find out, look for, set up, stand for, take away, work out; cache, GPS, treasure hunt

Functions

- Choose alternative words or phrases

Skills

Reading

- Show understanding by matching questions with answers

Writing

- Write phrasal verbs in the correct tense

Unit 1

Materials

- Digital Book
- Teacher's Resource Material
- Phrasal verb concentration cards: Divide a sheet of paper into 14 squares. Write the seven phrasal verbs from the text on one half and their meanings on the other half. Make photocopies so that each pair receives a sheet.

Attention to diversity

Phrasal verbs can be difficult. It is advisable to learn them in context. Provide lots of exposure and practice.

Warmer

Ask children if they know what a GPS is and what the letters stand for (Global Positioning System). Explain that it uses satellites to navigate and locate. Ask if they have one in their car or in their phone.

Lead-in

Write *Geocache* on the board and ask children if they know anything about treasure hunts and geocaching. Explain that geocaching is an outdoor activity that uses GPS coordinates to find a cache or treasure.

1 Children read and add the questions.

Answers 1 How does Geocaching work? 2 What is GPS? 3 How do you start? 4 How do you make a cache? 5 What do you do when you find it?

2 Children complete the meaning of the phrasal verbs in bold.

Answers search for; discover; mean; calculate; organise; complete; remove

3 Children match and complete the sentences with the correct tense of the verbs.

Answers 1 took away 2 looking for 3 've found out 4 stand for

Wrap up

Divide the class into pairs. Give each pair a sheet of paper (see Materials). They cut out all the cards, shuffle them and place them face down on a desk. Children take turns turning over two cards. If the cards match, the child keeps them. They continue playing until all the cards have been taken. The child with the most cards at the end of the game is the winner.

Continuous assessment

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

At home

Activity Book - page 13

Answers

1

c	x	f	i	n	d	o	u	t	x	s	b
l	r	i	w	l	e	d	q	b	z	e	l
o	n	l	o	l	r	c	f	d	m	t	w
o	a	l	r	t	j	y	z	l	p	u	a
k	l	o	k	t	f	t	o	r	w	p	l
f	b	u	o	s	t	a	n	d	f	o	r
o	x	t	u	t	a	k	e	a	w	a	y
r	p	u	t	t	o	g	e	t	h	e	r
q	i	m	c	o	m	e	f	r	o	m	n

2 1 to find out 2 looking for 3 work out 4 set up 5 stand for

3 Child's own answers

Lesson 5 - SB Page 14

Objectives

Language

Vocabulary

- character, plot, setting
- dawn, hyenas, plains, strangers, tribesmen, wander

Skills

Listening

- Understand the story

Reading

- Understand the story
- Understand the main features of a story

Writing

- Make a story map

Materials

- Digital Book
- Audio CD 1
- Map of Africa

Attention to diversity

There will be some unfamiliar vocabulary in the story. Encourage children to get the meaning from context whenever possible.

Warmer

Display the map of Africa. Elicit any information children may know about African countries. Tell them that the story they are going to read is about people in Tanzania. Ask them to locate Tanzania, Mount Kilimanjaro and Lake Victoria on the map.

Lead-in

Ask children questions about their school day routine: *How do you get to school? What time do you get up? Who do you go to school with? What do you do on your way to school? How far is it?*

1 1.8 Children read and listen to the story.

Values: Discuss why Melau always carries his sister's bag and sometimes also her. It's a long way to school so he must get tired, yet he still helps her. Ask children if they help anyone who is younger than them, what they do and why.

Optional extra: Ask children the questions from the Lead-in activity. Children answer as if they were Melau.

Hot spots: wander - howl. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and make a story map.

Answers Characters: Melau - He is intelligent. He is kind and a good brother. He is brave. **Setting:** In Tanzania. When Melau was 13. **Plot:** Melau and his sister live with their family in a small village. They walk 20 km to school twice every day. One day some visitors come to the school. The visitors want to make the school better. Together, the visitors and the children build a school with three dormitories. The children sleep at the school and they don't have to start the day feeling tired. Six months later they get some news. A TV crew is coming to the school and they want to interview Melau. Melau is excited about the interview, but then Melau's teacher tells Melau his mother is very sick.

Optional extra: Tell children that general scenes are narrated in the Past continuous and that single events are expressed in the Past simple. Children underline the Past continuous verbs and the Past simple verbs in different colours. They also circle the phrasal verbs in the episode: *keep up, get up, pick up, run away, look around.*

Wrap up

Divide the class into groups of five. Children share information about their morning journeys. Using their

notebooks, each group writes five differences between the start of their school day and Melau's. Groups take turns explaining the differences to the class.

Continuous assessment

Children draw a scene from the story and write a description of what is happening.

At home

Activity Book - page 14

Answers

- 1 (top row) 4, 3
(bottom row) 2, 1
- 2 4; 8 o'clock was when they arrived at school
1; 4 o'clock is when they had breakfast
3; 3 hyenas
2; 20 km – distance to school
- 3 1 F 2 T 3 F 4 F 5 F 6 T 7 F 8 F
- 4 1 To give aid to improve facilities in the school.
2 Melau was nervous because he thought the strangers were there to close the school.

Lesson 6 - SB Page 15

Objectives

Language

Vocabulary

- *dormitories, first impression, nod, true to their word, trust*

Skills

Listening

- Understand the story

Reading

- Understand the story

Materials

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

Warmer

Guide children to retell the story so far.

Unit 1

Lead-in

Review some of the vocabulary and structures taught in the unit so far by asking about the story: *Have Melau's family always lived in a village? Did his grandparents use to go to school? Why is Melau talking to the people? What do you think they want?*

1 Children read or listen to the story again.

Optional extra: Ask comprehension questions: *What did Melau think about the people? What were the people doing? Why did Melau decide to talk to the people? What was he afraid of? What does he think of education? Where were the people from? What did they do? What changed for the children and the school? What happened six months later? What did the film crew want to do? How was Melau involved? What happened to Melau? How do you think he felt? What do you think will happen next?*

2 Children read and write who or what the words in bold refer to.

Answers 1 The visitors 2 The map 3 The children
4 Melau 5 The woman visitor 6 The TV crew

Optional extra: Divide the class into groups of four. Write these headings on the board: *Physical movement, Feelings, Countries and nationalities, People (not names)*. Tell children to skim through this part of the story and write down words for each category.

Wrap up

Let children discuss what they would like to do to improve their school.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 1

At home

Activity Book - page 15

Answers

- Nationality: Tanzanian
Family members: mother and sister
Home: small village in Tanzania
School: 20-km-walk from his village
His special talents: writes stories and speaks English very well, knows how to keep hyenas away.
Words to describe his personality: studious, brave, caring.
- 1 e 2 f 3 d 4 g 5 h 6 a 7 b 8 c
- 1 map 2 visitor 3 education 4 dormitories 5 kitchen
6 hotel 7 weekends 8 film 9 interview 10 well

Lesson 7 - SB Page 16

Objectives

Language

Grammar

- Interrupted past

Vocabulary

- camping, jungle, scientific, trip; Antarctica, Australia, Costa Rica*

Skills

Writing

- Complete a chart and write a description of an imaginary trip

Materials

- Digital Book
- Teacher's Resource Material
- Map of the world
- Pictures of Costa Rica, Antarctica and Australia

Attention to diversity

Some children will not have ideas for the trips. It is always a good idea to brainstorm suggestions to help less imaginative children.

Warmer

Display the world map and ask children to locate Costa Rica, Antarctica and Australia. Show children pictures of these places.

Lead-in

Write the three places as headings on the board. Then ask children to imagine each place at a time. Ask questions to help them imagine it: *What animals might you see? What sort of activities would you do? What's the weather like? What are the dangers?* Write their answers on the board to create mind maps.

1 Children look and tick (✓) their favourite imaginary trip.

Answers *Child's own answers*

Optional extra: Ask children to explain why they have chosen a particular trip. Find out which one is the most popular.

2 Children complete the table with four exciting events which happened during their trip.

Answers *Child's own writing*

Optional extra: Children get into groups and tell each other about their events.

3 Children draw the four events.

Answers *Child's own drawings*

Optional extra: Children take turns to draw one of their events on the board. The rest of the class guess what it is and where it is.

4 Children write a description of their trip.

Answers *Child's own writing*

Optional extra: Children get into small groups, choose one of their events and mime it for the group to guess.

Wrap up

Children read their stories to the class. The class vote on the best story for each of the following categories: the funniest, the most imaginative and the scariest.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 1

At home

Activity Book - page 16

Answers

- 1 1 a crocodile jumped out. 2 a bucket of paint fell on his head. 3 he saw a thief running away.
- 2 *Child's own writing*
- 3 *Child's own writing*

Lesson 8 - SB Page 17

Objectives

Language

Vocabulary

- *arrived, cycled, dreamed, entered, trained; applauded, decided, lifted, started; finished, jumped, stretched, washed, worked*

Pronunciation

- Phonics: Pronunciation of *ed* endings

Skills

Speaking

- Join in the song

Listening

- Follow the lyrics to the song

Reading

- Read words with the same end spelling but different pronunciation

Writing

- Classify the correct pronunciation of regular past and past participle verbs

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- *-ed* word cards: Write the words *played, arrived; watched, worked; wanted, studied* on paper. Photocopy enough times so that each child has one word. Cut out the words.

Attention to diversity

The pronunciation of regular verbs is best achieved by listening and trying to copy. Children may have a tendency to mispronounce the *ed* ending. Tell them to focus on these words as they hear them and to try to repeat.

Warmer

Write *-ed* in the middle of the board, at the top. Ask for a few examples of sentences using verbs ending in *-ed*, but do not write them on the board.

Lead-in

Say various *-ed* words and ask children to listen closely to the pronunciation. Let them identify the sounds *t*, *d* and *id*.

Unit 1

1 Children listen and sing.

Optional extra: Play the track but pause it after each *-ed* word for children to repeat and say which sound they hear.

2 Children underline the past participles and classify.

Answers *t*: jumped, stretched *d*: entered, trained, arrived *id*: lifted, applauded

Optional extra: Write the three sounds on the board (*t*, *d* and *id*) and pronounce them several times. Ask children to touch their throats with their fingers as they repeat after you. Point out that *t* is voiceless (the vocal chords do not vibrate), while *d* and *id* are voiced (the vocal chords vibrate).

3 Children listen and classify the past participles - *t*, *d*, *id*.

Answers *t*: washed, finished *d*: cycled *id*: started

Optional extra: Give each child a word card (see Materials). Children memorise their word, and then they walk around the room to find other people with the same word. When they do, they link arms and keep searching until they have linked arms with everyone with the same word. Then they link up with the other group that has the same final sound as their group.

Wrap up

Redistribute the word cards. Write the three sounds as headings at the top of the board: *t*, *d* and *id*. Children come to the board and place their word in the correct column, saying it aloud in chorus.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 1

At home

Activity Book - page 17

Answers

- 1 talked 2 washed 3 lifted 4 planted 5 painted 6 cooked 7 knitted 8 baked 9 played 10 watched 11 cycled 12 brewed
- 2 *id*: lifted, planted, painted, knitted
d: played, cycled, brewed
t: talked, washed, cooked, baked, watched
- 3 *id*: green *d*: red *t*: blue
- 4 *Child's own answers*

Lesson 9 - SB Page 18

Objectives

Language

Vocabulary

- emblem, heritage, humankind, landmark, symbolizes

Functions

- Learn about UNESCO World Heritage sites

Skills

Speaking

- Discuss famous sites

Reading

- Read and complete a summary of the text

Writing

- Write answers to questions

Materials

- Digital Book
- World map

Warmer

Display the world map. Ask children to tell you countries they have been to and point them out on the map.

Lead-in

Write the acronym UNESCO on the board and ask children if they have ever heard of it. Explain what it stands for: United Nations Educational, Scientific and Cultural Organization.

1 Children look at the pictures and discuss with a classmate.

Answers *Child's own answers*

2 Children read and complete the sentences.

Answers 1 to the people of the world 2 the creations of humankind and the gifts of nature 3 English, French and Spanish 4 the Galapagos Islands 5 the development of unusual animal life 6 a landmark for nearly 2,000 years

Wrap up

Children write a five-question quiz about the World Heritage sites on the page. Have children close their books and put them away. Divide the class into two teams. The teams ask each other the questions. Award a point for every correct question and answer. The team with the highest score is the winner.

Continuous assessment

Ask children to write about anything that they have learnt in the lesson.

At home

Activity Book - page 18

Answers

- 1** 1 Picture 3 2 Picture 1 3 Picture 2
2 1 Yellowstone National Park 2 Dinosaur Provincial Park 3 Dinosaur Provincial Park 4 Dinosaur Provincial Park 5 The Pyramids 6 Yellowstone National Park

Lesson 10 - SB Page 19**Objectives****Language****Vocabulary**

- *giant weta, Maori; blackwater rafting, bungee jumping, helihiking, thermal park, whitewater rafting, zorbing*

Skills**Listening**

- Listen for answers to questions

Reading

Understand text and match it to photos

Writing

- Write answers to questions

Materials

- Digital Book
- Flashcards Unit 1
- Audio CD 1
- World map

Warmer

Display images of the activities in this lesson. Ask children to name the activities they know.

Lead-in

Display the map of the world and ask children to locate New Zealand. Ask them to tell you whatever they know about it.

- 1**  **Children listen and answer the questions.**

Answers 1 the Pacific Ocean 2 the highest mountain 3 hello 4 Wellington 5 a huge cricket 6 30 million

Audio CD 1

1

New Zealand is a beautiful country in the southern hemisphere, in the Pacific Ocean. It has two main islands, North Island and South Island.

2

The country has a range of landscapes and weather. North Island has over 50 volcanoes and some of them are active. It also has boiling mud pools, hot springs and geysers. South Island has a snow-covered mountain chain called the southern Alps and also various glaciers. The highest mountain is Mount Cook, also called Aoraki. It is 3,700 metres high.

3

Maori are the indigenous people of New Zealand. They have lived there for over 1,000 years. They still speak the Maori language and most New Zealanders understand common phrases, for example, *kia ora*, which means hello! The Maori name for New Zealand is *Aotearoa*, which means long white cloud.

4

Only about four million people live in New Zealand. The largest cities are Auckland and Christchurch. The capital city is Wellington.

5

New Zealand is full of unusual wildlife not seen anywhere else in the world. Nearly all the land animals are birds and the most famous is the kiwi bird. There are many insects, for example, the giant weta, which is like a huge cricket. It weighs about 70 grams – three times more than a mouse!

6

Farming is an important industry in New Zealand. Europeans introduced farm animals and now there are over 30 million sheep. That's about eight sheep per person!

Optional extra: Children listen again and write down other interesting information about New Zealand. Then they share with their classmates.

2 Children read and label the adventure sports.

Answers (Top row, left to right) 6, 3, 1 (Bottom row, left to right) 5, 4, 2

Optional extra: Children choose which New Zealand extreme sport experience they would like to try and give reasons.

Unit 1

Fast finishers

If the Internet is available, these children find videos of each of the mentioned experiences.

Wrap up

Divide the class into nine groups. Give each group a unit 1 **Flashcard**. Together they imagine when and where they have tried this experience and what it was like. The groups then mix and talk about their extreme experience with others, taking turns to ask and answer questions about it.

Continuous assessment

Children describe one of the extreme experiences.

At home

Activity Book - page 19

Answers

- 1 Auckland 2 North Island 3 South Island
4 Wellington 5 Christchurch 6 Stewart Island
7 Helihiking 8 Whitewater rafting 9 Bungee jumping

Review - SB Pages 20 & 21

Objectives

Language

Grammar

- Interrupted past (Past continuous + Past simple)
- Present perfect with *already* and *yet*
- Phrasal verbs

Functions

- Review the target language of the unit

Skills

Speaking

- Say what people have already done and have not done yet

Listening

- Listen and choose which picture is being described

Reading

- Review the target vocabulary and grammar
- Select the correct phrasal verb

Writing

- Write about life experiences

Materials

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

Warmer

Display the unit 1 **Flashcards**. Invite volunteers to come and point out what people are doing. Ask children if they have ever tried any of the activities. If anyone answers yes, then continue to ask questions for more details.

Lead-in

Divide children into groups and hand out the unit 1 **Flashcards**. Ask children to imagine they were doing that activity when something happened. Let them be imaginative. Groups share their experiences with the rest of the class. They could even make it into a short sketch.

- 1  Children listen and tick (✓) the correct picture.

Answers 1 second picture 2 first picture 3 third picture 4 third picture

Audio CD 1



- 1 Boy: John and I were riding our bikes when it started to rain.
- 2 Girl: I was doing my homework when the lights went out.
- 3 Girl: We were walking to school when suddenly we saw two cars crash.
- 4 Boy: My mum was driving to work when her car broke down.

Optional extra: Challenge the children's memory and ask them to write down the four sentences they have just heard. Then they compare with a partner and improve their own sentences if necessary.

- 2 Children look and say what they have and haven't done. They use *already* and *yet*.

Optional extra: In pairs children play a guessing game. Demonstrate by saying: *This person has already walked on the Great Wall of China but hasn't swum in the Amazon River yet.*

3 Children read and complete with the correct phrasal verb.

Answers 1 find out 2 stands for 3 fill out 4 set up 5 look for 6 took away

Optional extra: Divide children into small mixed ability groups. Each group writes a new sentence using a phrasal verb. They give three options like in the activity. The groups swap sentences and then select the answer. The groups return the sentences to the writers, who then check the answer and read out the correct sentence.

4 Children write what Oliver has done in his life.

Answers 1 Oliver broke his leg in 2009. 2 Oliver slept in a tent last week. 3 Oliver acted in a play last June. 4 Oliver won a prize two years ago.

Optional extra: Pair children up. One of them is Oliver and the other an interviewer. They role-play an interview. Ask pairs of children to perform the interview in front of the class.

5 Children write about what they have done in their life.

Answers *Child's own writing*

Wrap up

Divide the class into groups of four. Shuffle the unit 1 **Flashcards** and place them face down in a pile at the front of the room. Explain that they are going to invent a story based on the flashcards. Invite the first group of four to come up, turn over a card and begin the story.

We were camping in the mountains. We were sleeping in a tent.

Encourage the other groups to ask for details: *Why were you camping? How many people were there? Was it in the summer or in the winter?*

Invite the next group to come up, turn over a card and continue the story. The new events must connect with what has already been told.

Continue until every group has had a turn.

Children write the story from memory for homework, including as many details as possible.

Final evaluation

Teacher's Resource Material: Test Unit 1

At home

Activity Book - pages 20 & 21

Answers

1 Noah: X, X, ✓, ✓, X, X, ✓

Lily: ✓, X, ✓, X, X, ✓, ✓

2 2 Noah hasn't visited the Empire State Building yet. Lily has already visited it. 3 Noah and Lily haven't climbed the Statue of Liberty yet. 4 Noah and Lily have already crossed Brooklyn Bridge. 5 Noah has already eaten in Chinatown. Lily hasn't eaten there yet. 6 Noah and Lily haven't walked along Broadway yet. 7 Noah hasn't visited the Metropolitan Museum yet. Lily has already visited it. 8 Noah and Lily have already been shopping.

3 1 woke up; was staring 2 was practising; got 3 were talking; dropped; broke

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

5 1 made 2 travelled 3 has been 4 has built
Child's own answers

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

Now and then

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Used to: <i>Ava used to ride a horse but now she rides a bike.</i> • Didn't use to: <i>People didn't use to have TVs.</i> • Subjunctive: <i>I wish I were taller.</i> • Language for discussion: <i>What do you think? Are you sure? How do you know? If ... so ... because</i> 	<ul style="list-style-type: none"> • Now and then: <i>ballroom, city, clock, compass, computer, electricity, farm, knight, mobile phone, money, plane, storyteller, TV</i> 	<ul style="list-style-type: none"> • Phonics: Homophones <i>sun, son, ate, eight, by, buy</i> 	<ul style="list-style-type: none"> • Past simple

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use <i>used to</i> and <i>didn't use to</i> to describe past habits • To use the subjunctive to talk about regrets 	<ul style="list-style-type: none"> • To compare past and present lifestyles • To learn about storytellers • To express regrets • To learn about text speak
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known • To learn lexical items to describe past lifestyles • To use expressions to hold a discussion and give opinions 	<ul style="list-style-type: none"> • To understand homophones; words which sound the same but are spelled differently

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To compare one's life in the past and now • To discuss how people did things in the past • To use the subjunctive <i>I wish</i> to express regrets • To interact to solve a puzzle • To talk about life in the past 	<ul style="list-style-type: none"> • To read a text and find mistakes • To read a text to solve a puzzle • To understand a story • To sequence events in chronological order • To read words which sound the same but have different spellings • To read and match activities with descriptions • To develop reading comprehension skills • To read and understand abbreviated text speak
Listening	Writing
<ul style="list-style-type: none"> • To listen for specific words missing from a text • To understand a story • To read and find the missing words • To follow the lines to a poem • To listen to find mistakes • To listen out for specific information 	<ul style="list-style-type: none"> • To write sentences using picture prompts • To write sentences using <i>used to</i> and <i>didn't use to</i> • To complete sentences about one's regrets • To write an article about life in the past • To write abbreviated text as in social networks • To write speech bubbles • To complete a conversation

Assessment criteria

- Check children can use *used to* and *didn't use to* correctly.
- Check children can use the subjunctive correctly.
- Check children participate in class and use the language to discuss, give opinions and share their ideas.
- Check children are progressing in their ability to write correctly.
- Check children can follow the story and get meaning from context.

Materials

- **Digital Book**
- **Audio CD 1**
Teacher's Resource Material (available on Richmond website)
Grammar worksheet Unit 2, pages 6-7: Lesson 4
Vocabulary worksheet Unit 2, pages 28-29: Lesson 3
Reading worksheet Unit 2, page 49: Lesson 6
Writing worksheet Unit 2, page 63: Lesson 7
Speaking worksheet Unit 2, page 75: Lesson 8
Listening worksheet Unit 2, page 85: Lesson 4 Test
Unit 2, pages 116-119: Unit 2 Review
- **Extra**
Old magazines
Poster paper

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to describe past habits and to talk about regrets. (SB pp 23, 24, 25, 28, 29 & 31)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about multiple intelligences (CLIL). (SB pp 22, 25 & 28)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB pp 31 & 33)



Social and civic competence

Children learn to participate in an effective and constructive way in social life. (SB pp 26, 27 & 30)



Cultural awareness and expression

Children learn to use and appreciate all the creative expressions of ideas, experiences and emotions and to understand their own culture and diversity in the world. (SB pp 22 & 23)



Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning. (SB pp 23, 25, 26, 27, 28, 29 & 32)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 30 & 33)

Unit 2

Lesson 1 - SB Page 22

Objectives

Language

Grammar

- *Used to*

Functions

- Compare past and present lifestyles

Skills

Speaking

- Compare one's life in the past and now

Writing

- Write sentences using picture prompts
- Complete sentences

Materials

- Digital Book

Attention to diversity

Help children to pronounce *used to* as if it were one word in order to sound natural.

Warmer

Ask children to think about themselves when they were five and to identify in what ways they are different now.

Lead-in

Tell children something about how your life has changed and write it on the board: *I used to eat meat but now I'm a vegetarian.* Underline the expression *used to* and explain that it expresses a habit in the past. Challenge children to produce a sentence about themselves using *used to*.

1 Children look and complete the sentences.

Answers 1 ride a horse, ride a bicycle/bike 2 get up at half past four, get up at seven o'clock 3 swim in a pond, swim in a swimming pool 4 play table tennis, play basketball

Optional extra: Write *In the Past* and *Now* on the board. Tell children to look at the pairs of pictures. Elicit the names of the activities that Ava did in the past on the farm and the names of the activities that she does now. Name an activity, for example, Get up at 7 o'clock, and ask if it is in the past or now.

2 Children complete the sentences about themselves.

Answers *Child's own answers*

Optional extra: Ask a volunteer to read the example in the Grammar box aloud. Explain that we use *used to* before a verb to talk about a habit in the past that we do not do in the present. Elicit some examples from children: *I used to play with cars/dolls. I used to live in a different town.* Explain that *used to* does not change form when we talk about other people: *She used to play with dolls. They used to live in a different neighborhood.*

3 Children compare with a classmate.

Optional extra: Write the name of a familiar character on the board, for example: *Harry Potter*. Also write *I used to... but now I...* Elicit sentences as if children were the character: *I used to live under the stairs but now I live at Hogwarts.*

Wrap up

Pair children up and get them to write sentences about a famous person in their notebooks. Then they read their sentences aloud for the class to guess the person.

Initial evaluation

Children write sentences comparing their life in the past and now.

At home

Activity Book - page 22

Answers

- 1 ride a horse. Now he rides a bike.
2 He used to play football. Now he plays basketball. 3 He used to read comics. Now he reads books. 4 He used to play the piano. Now he plays the guitar.
- 2 *Child's own answers*
- 3 *Child's own writing*

Lesson 2 - SB Page 23

Objectives

Language

Grammar

- *Used to, didn't use to*

Vocabulary

- *audience, court, entertainers, historians, improvise, minstrels, orally, recite, storytellers*

Functions

Learn about storytellers

Skills**Speaking**

- Discuss how people did things in the past

Reading

- Read the text and find mistakes

Writing

- Write sentences using *used to* and *didn't use to*

Materials

- **Digital Book**

Warmer

Remind children of the expression *used to*. Elicit example of things they used to do in the past. Display an image of school life 50 years ago and invite volunteers to make sentences about it.

Lead-in

Write the word *storytellers* on the board. Ask children who they think they were. Accept all the suggestions about them.

1 Children read the text and underline the mistakes in the sentences below.

Answers 1 didn't travel 2 read stories from books
3 weren't important 4 the same stories

Optional extra: Get children to ask each other comprehension questions about the text. Give some examples: *Could most people read in the past? Did storytellers use to read the stories? Did people like storytellers?*

2 Children rewrite the sentences with *used to* or *didn't use to*.

Answers 1 Ancient storytellers used to travel a lot.
2 Storytellers didn't use to read stories from books.
3 They used to be important in their societies.
4 They didn't use to tell the same stories.

Optional extra: In teams, children write as many sentences using *used to* and *didn't use to* as they can about storytellers. The team with the most grammatically and factually correct sentences wins the game.

3 Children discuss the answers in small groups.

Optional extra: Divide children into small groups. Challenge them to imagine they lived 200 or more years ago. Ask them to make a presentation about their life, where they lived, if they went to school, how they entertained themselves and so on. If the Internet is available, let them do some research.

Fast finishers

If the Internet is available, these children research the answers to the history quiz.

Wrap up

In small groups, ask children to imagine they are storytellers or minstrels. Give them time to think about a recent event, something at school or in the news. They are going to present the information to the class in the form of a story or even a song! Encourage them to resort to sound effects, customised voices, etc to make the story more entertaining and keep everyone interested. Groups take turns telling their story.

Continuous assessment

Children write a short paragraph about what they used to and didn't use to do when they were little.

At home

Activity Book - page 23

Answers

- 1** 1 pyramids 2 head 3 dentist 4 teeth
2 Red: 1 write on scrolls 2 listen to storytellers
 3 write letters 4 ride horses 5 use candles or oil lamps
 Blue: 1 write on computers 2 watch TV 3 write emails 4 travel on planes 5 have electric light bulbs
3 2 used to listen to storytellers. didn't use to watch TV.
 3 used to write letters. didn't use to write e-mails.
 4 used to ride horses. didn't use to travel on planes.
 5 used to light candles or oil lamps. didn't use to have light bulbs.

Unit 2

Lesson 3 - SB Page 24

Objectives

Language

Grammar

- Subjunctive: *I wish*

Functions

- Express regrets

Skills

Speaking

- Use the subjunctive *I wish* to express regrets

Reading

- Match sentence endings with pictures

Writing

- Complete sentences about one's regrets

Materials

- Digital Book
- Teacher's Resource Material
- Old magazines

Warmer

Ask children if any of them can speak a language other than their native one and English. If someone can, say: *You can speak (French). I wish I could speak French.* Repeat with musical instruments: *I wish I could play the guitar.* Write the sentences on the board. Get children to suggest things they wish they could do.

Lead-in

On the board write two unfinished sentences: *I wish I had... I wish I were...* Give examples for each one: *I wish I had long hair (I'm sorry I had my hair cut last week!)* *I wish I were taller (but I'm an adult and I won't grow up!)* Let children make suggestions too.

1 Children look and complete the sentences.

Answers Top left: *I wish I spoke English.* Top right: *I wish I were faster.* Bottom left: *I wish I were taller.* Bottom right: *I wish I had talent.*

Optional extra: Children look through magazines, cut out a picture of a person, glue it and draw a thought bubble with a sentence expressing a regret. Display the pictures and vote on the funniest ones.

2 Children complete the sentences about themselves.

Answers *Child's own answers*

Optional extra: Focus the children's attention on the Grammar box. Explain that after *I wish* we use the verb in the past tense, but the verb *to be* is different. We do not say *I wish I was* but rather we use *were*. Explain that they might well hear native speakers using *I wish I was/wasn't* but that it is not strictly correct.

3 Children compare their regrets with a classmate.

Optional extra: Invite pairs to come to the front and share their regrets.

Wrap up

Ask children to think of fairy characters and express their regrets, e.g. *Cinderella: I wish I could go to the party. Shrek: I wish Fiona married me.*

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 2

Optional extra: Use the children's sentences in activity 2 to assess their grasp of the grammatical structure.

At home

Activity Book - page 24

Answers

- 1 1 had 2 were 3 had 4 had 5 slept 6 could
- 2 *Child's own answers*
- 3 *Child's own answers*

Lesson 4 - SB Page 25

Objectives

Language

Grammar

- Language for discussing

Vocabulary

- *because, how do you know, if, so, sure*

Functions

- Solve a puzzle with other people

Skills**Speaking**

- Interact to solve a puzzle

Listening

- Listen for specific words missing from the text

Reading

- Read the text to solve a puzzle
- Match parts of sentences

Materials

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

Warmer

Ask children if they like solving puzzles and riddles. Find out which types of puzzle are their favourites.

Lead-in

You can create a puzzle at <http://www.jigsawplanet.com/> and invite children to solve it. This tool allows you to upload your own image, select the number of pieces and their shape.

1 Children try to solve the puzzle with their classmates.

Answers Father and daughter

2 Children complete the dialogue. They then listen and check.

Answers What, because, think, sure, then, How, So

Optional extra: Divide children into pairs. Ask them to rehearse the dialogue focussing on correct pronunciation and intonation.

3 Children read and match.

Answers 1 I agree! But let's keep trying to solve it. 2 I have no idea. Read it again. 3 Yes, I am. It must be the answer. 4 Because I checked the answer key. 5 then, we'll solve it quickly. 6 So he must be short!

Optional extra: Give children a riddle to solve: *A robber walks into a bank and tells the bank manager to open the safe. The manager says, "The code for the safe is different every day, and if you hurt me you'll never get the code". The robber then opens the safe and takes all the money. How did he do it? (The answer is: The code is the word different. The manager told him.)*

Wrap up

Divide the class into groups of four. Each group designs and writes the clues for a crossword puzzle. Groups exchange crosswords and solve the puzzles. Encourage children to use expressions related to problem solving as they do the puzzles.

Continuous assessment

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

At home

Activity Book - page 25

Answers

- 1** 1 think; then 2 How; Because 3 So; sure
4 understand
- 2** 1 b 2 e 3 d 4 a 5 f 6 c

Lesson 5 - SB Page 26**Objectives****Language****Vocabulary**

- *broth, damp, fever, jeep, malaria, scold, shiver, sweat*

Skills**Listening**

- Understand the story

Reading

- Understand the story
- Be able to answer comprehension questions

Materials

- Digital Book
- Audio CD 1

Attention to diversity

There will be quite a lot of unfamiliar vocabulary in the story. Encourage children to get the meaning from context. Provide definitions and/or examples if necessary. Children could keep a vocabulary book for the new words they come across.

Unit 2

Warmer

Ask children what they remember about Part 1 of *The Visitors*. Ask them to describe Melau and his life.

Lead-in

Remind children that at the end of the last part of the story Melau had to go home because his mother was sick on the night before the interview. Let children suggest what they think is going to happen in the story now. Let them look at the picture and predict who the people might be.

1 Children read and listen to the story.

Optional extra: Play the audio track and encourage children to read along with the track.

Hot spots: *shivering - damp - hesitate*. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and answer the questions.

Answers 1 His mother is lying in bed and the doctor is with her. 2 When she scolded him for being silly. 3 A film crew. He was sitting outside his house reading a book in English. 4 Because they want to interview Melau. 5 She thinks that he is going to be a star. 6 *Child's own writing*.

Optional extra: Ask children to underline all the regular past tense verbs in red and the irregular ones in green.

Fast finishers

These children look through the story so far and write three facts about Melau.

Wrap up

Give each child a piece of paper. Slowly retell the encounter of Melau and his sick mother for children to draw the scene: *I found her lying in bed in a dark room*. Children can ask questions about details: *What was the doctor wearing? Was he tall or short?* Set a time limit and then they share their drawings, finding the ones that are most similar to and most different from their own.

Continuous assessment

Ask children to write what they think is going to happen next.

At home

Activity Book - page 26

Answers

1 1 sick / fever / malaria / medicine 2 film / crew / camera / recording equipment / programme

2 1 because she was sick. 2 he didn't want Melau's mother to hear. 3 she was laughing and calling him silly. 4 there was a film crew. 5 they wanted to make a programme about his school. 6 he was going to be on TV.

3 1 a 2 b 3 a 4 a 5 b 6 a

Lesson 6 - SB Page 27

Objectives

Language

Vocabulary

- *charity, choir, rehearse, suit, video diary*

Skills

Listening

- Understand the story

Reading

- Understand the story
- Sequence events in order

Materials

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

Warmer

Invite several volunteers to come to the front. Assign the roles of Melau, his mother, the doctor and Jake. Play Track 1.14 and tell the children to act out their roles as they listen.

Lead-in

Ask children to look at the picture and predict what they think might happen next.

1 Children read the story again.

Optional extra: Ask children to tell you some of the main events that happened in the story, they do not have to be in any order. Write them on the board. Together, put the sentences in order. Ask comprehension questions: *What did the film crew ask Melau to do? Was he happy to do it? What was the school choir? What did the TV producers say? Where did Melau go? What was the exciting invitation?*

2 Children put the events in chronological order.

Answers 1 filmed his friends in the choir 2 wrote his own scripts 3 got an unexpected parcel 4 got permission from his teacher 5 met Jake's family 6 was invited to perform at a charity concert 7 told his friends all about New York

Optional extra 1: Divide children into groups of about six to act out the whole story. Give them time to rehearse and then invite each group to perform for the rest of the class.

Optional extra 2: Encourage children to carry out a mini filming project. In groups, each person has a role (director, camera man, actor/actress, writer, editor) and they will have to film a brief sketch and then present it to the rest of the class.

Wrap up

Discuss Melau, the choir and Jake, saying what these characters are good at, interested in and scared of, and what they would like: *Is Jake interested in Melau's video diary? Is Melau good or bad at filming? Would the choir like to perform at Carnegie Hall and be on TV? Would Melau like to live in New York? Why or why not?*

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 2

Optional extra: Children give an oral summary of the story.

At home

Activity Book - page 27

Answers

- 1 1 Melau 2 Jake 3 Melau's mother 4 A big man in a dark suit 5 Jake 6 Mr Nairiamu 7 A big man in a dark suit
- 2 write; wrote - think; thought - perform; performed - explain; explained - know; knew - become; became - tell; told - sing; sang - receive; received - smile; smiled - want; wanted
- 3 *Child's own writing*

Lesson 7 - SB Page 28

Objectives

Language

Grammar

- *Used to, didn't use to*

Skills

Listening

- Read and find the missing words

Writing

- Complete a chart
- Write an article about life in the past

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

There will be some children who do not have grandparents or do not live near them. Encourage them to consider speaking to an elderly neighbour or relative.

Warmer

Ask children about their grandparents: *How often do they see them? What activities do they do together? What do their grandparents do differently from their parents?*

Lead-in

Ask children to think about all the things they have and ask them which ones they think their grandparents had at their age too and which ones they didn't have. What did their grandparents do for fun?

1 Children read and complete the article.

Answers walk, train, holidays, computer, love, dance

Optional extra: Get children to draw and present their family tree.

2 Children complete the chart.

Answers *Child's own answers*

Optional extra: If the Internet is available, watch some short videos of young people from the 1950s/60s. Play some of the music to give children an idea of what life was

Unit 2

like. Let them see clips from TV programmes of that time too and research toys and transport.

3 Children use the information in 2 to write an article for their blog.

Answers *Child's own writing*

Optional extra: Divide children into groups and ask them to read their articles aloud. Encourage them to ask their partners questions.

Wrap up

Tell children to imagine that they are travelling in a time machine to the year 2100. While they are in the future they write a paragraph comparing life in the 21st and 22nd centuries. They should write from the perspective of the future time traveller: *In the past, people used to drive cars. Now, they fly. They used to get sick from many diseases. They didn't use to live for 250 years. There used to be polar bears and lions. Now, there aren't any polar bears and lions.* Invite some volunteers to read their paragraphs aloud.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 2

Optional extra: Use the children's article in activity 3 for assessment.

At home

Activity Book - page 28

Answers

- 1 be 2 used 3 used 4 used to 5 couldn't 6 use 7 worked 8 prefers
- 2 *Child's own answers*
- 3 *Child's own writing*

Lesson 8 - SB Page 29

Objectives

Language

Pronunciation

- Phonics: Homophones

Skills

Listening

- Follow the lines to a poem

Reading

- Read words which sound the same but have different spellings

Writing

- Choose the correct spelling for words which sound the same but have different meanings

Materials

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

Attention to diversity

Children will probably know most of the words and their spelling. Allot them some time to put spelling and meaning together.

Warmer

Write these words on the board: *I, to, hear, tail, eye, two, here, too, tale.* Point to each word and read it aloud for the class to repeat in chorus. Circle *I*. Then invite the class to say the word that sounds the same as *I*: *eye*. Repeat with *to, tail* and *here*. Explain that these words are all homophones, they are words that sound the same as other words.

Lead-in

Ask children to suggest other homophones, for example *right* and *write, red* and *read*.

1 1.15 Children listen and read.

Optional extra: Children practise saying the rhyme. Divide them into three groups and give them a verse each. They rehearse and recite their verse.

2 Children find and underline 12 pairs of homophones, e.g. *I* or *eye*.

Answers two, to; knight, night ; for, four; see, sea; blue, blew; sun, son; our, hour; meat, meet; pair, pear; wood, would; there, their; knew, new

Optional extra: Divide the class into teams. Invite a member of each team to the front. Say one of the homophones and ask them to write the two (or three)

versions on the board. Award a point for correct spelling and another point if somebody from their team can use each one in meaningful sentences.

3 Children read the riddles and write the words.

Answers 1 one 2 won 3 sun 4 son 5 ate 6 eight 7 week 8 weak 9 hear 10 here

Optional extra: In pairs, children choose other homophones and write a pair of riddles for the class to guess.

4 Children choose the correct word for each sentence.

Answers 1 where 2 buy 3 write 4 rode 5 wear 6 right 7 road 8 by

Optional extra: Divide children into groups and challenge them to invent fun sentences using homophones. For example, *He ate eight pears and a pair of apples.*

Wrap up

Give children a dictation which includes lots of homophones, for example: *The knight and his son rode all night along the dark road until the sun came up. They ate meat for breakfast and at eight o'clock they continued riding until four.*

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 2

Optional extra: Children write pairs of sentences demonstrating the meaning of at least three homophones.

At home

Activity Book - page 29

Answers

- 1 1 write 2 there 3 witch 4 too 5 pear 6 by 7 read 8 know
- 2 1 hair 2 weak 3 Which 4 dear; flu
- 3 1 your (image 3) 2 bee (image 5) 3 hour (image 4) 4 rap (image 1) 5 hole (image 6) 6 flower (image 2)

Lesson 9 - SB Page 30

Objectives

Language

Vocabulary

- *bodily-kinesthetic, interpersonal, intrapersonal, logical-mathematical, musical, naturalistic, verbal-linguistic, visual-spatial*

Functions

- Learn about multiple intelligences

Skills

Reading

- Read and match activities with descriptions
- Develop reading comprehension

Materials

- Digital Book

Attention to diversity

This is a good lesson to promote the idea that we are all different and we all have different talents, everyone is good at something.

Warmer

Ask children what they like doing, what their favourite free-time activities are and which school subjects they like best. Tell them to make a note of their interests.

Lead-in

Ask children to think about what they are good at, whether it be a school subject or other skill. Maybe Maths, Art, Music, dancing, helping others and so on. Remind them that we are all good at something.

1 Children tick (✓) the free-time activities that interest them most.

Answers *Child's own answers*

Values: Discuss why it is important to learn to work together as a team: we all have different strengths that can complement one another. Write *TEAM* vertically on the board. Explain that the word *TEAM* is an acronym and write the words horizontally using the letters on the board: *Together Everyone Achieves More*. Children get into groups of five and discuss their strengths and weaknesses and how they might help each other to achieve a goal.

Unit 2

Optional extra: Call out the activities one by one and mark on the board the number of votes for each one. Discover which are the most popular ones.

2 Children read and match the activities with the intelligences and discover theirs.

Answers Verbal-Linguistic: practising English; Logical-Mathematical: solving puzzles; Visual-Spatial: drawing and painting; Musical: playing a musical instrument; Bodily-Kinesthetic: doing sports or dancing; Interpersonal: talking on the phone; Intrapersonal: keeping a diary; Naturalistic: hiking in the countryside

Optional extra: Write a summary chart of the different intelligences on the board with your pupils' help. For example:

Intelligence	Skills, activities and interests
Verbal-Linguistic	reading, writing, telling stories; good memory for names, places, dates; good at languages

Wrap up

Explain that while we may have one or more types of intelligences more developed than others, it is advisable to pay attention to all of them. Children get into groups of three. Each member of the group chooses an intelligence they do not believe they have. Members help each other think of ways they can develop that particular intelligence. Volunteer groups share their ideas.

Continuous assessment

Children write about the kind of learner they are and say what things they enjoy and are good at as an explanation.

At home

Activity Book - page 30

Answers

- (top to bottom) 6, 1, 4, 2, 8, 5, 3, 7
- Child's own writing

Lesson 10 - SB Page 31

Objectives

Language

Functions

- Learn about text speak

Skills

Listening

- Listen to find mistakes

Reading

- Read and understand abbreviated text speak
- Put a conversation in order

Writing

- Write abbreviated text as social networks

Materials

- Digital Book
- Audio CD 1

Attention to diversity

Some children may find the text speak challenging. Encourage them to say the abbreviations out loud to hear the words they are saying.

Warmer

Ask children if they use a mobile phone to send whatsapp messages or chat functions on a computer or tablet. Ask them if they simplify any words when they do this and write them on the board, both the shortened word and the full version. Explain that this is very common in English too.

Lead-in

Write these letters on the board: *c, r, u*. Read each one with children and ask them what words they sound like: *c* = see, *r* = are, *u* = you. Remind them of the homophones in the Phonics lesson. Ask which numbers between one and ten also sound like words. 2 = to, too, 4 = for, 8 = ate.

-  1.16 Children listen and circle the incorrect information. Then they write the correction.

Answers 1 Circle: 'Happy Birthday'. It said 'Happy Christmas'. 2 Circle: 20. Most people in the UK send about 50 text messages a week. 3 Circle: a month,

Teenagers send about 190 texts every week. **4** Circle: Better, worse/Academics are worried that children have problems with spelling and grammar because of text messages. **5** Circle: only Text speak is not only used on mobile phones, but on social networks and other messaging services.

Optional extra: Draw the children's attention to the title: GR8 TXT Facts. Help them to read and understand why GR8 means great. If the Internet is available, look up how many texts are sent in their country.

2 Children read the dialogue and number the sentences in order.

Answers 1 We just received a text message from Billy. **2** What does it say? **3** I'm not sure! It says 'How RU?' Oh! It means 'How are you?', right? **4** Yes, I think so. Then he says, 'Look at this' and some strange symbols. **5** Let me see... Oh look, it's Homer Simpson! What does 'LOL' mean? **6** It's 'Laugh out loud'! Then he says, 'See you tomorrow' and 'BFN'. What's that? **7** It means 'Bye for now'. And then, 'Love, Billy'.

3 Children write the text speak in real English.

Answers 1 Is anyone free today? **2** See you later! **3** You are great! **4** Please come about 6 tonight. **5** I need to be at home before 9.

Optional extra: Divide children into small groups. Let them write a short message in text speak. Then groups swap their messages with another group to decipher. If computers are available they can send messages to different groups.

Wrap up

Ask children how many emoticons they know. If computers are available let them demonstrate and teach each other.

Continuous assessment

Use activity 3 to assess the children's grasp of text speak.

At home

Activity Book - page 31

Answers

- 1** 1 skating 2 looks; Hi to you, too 3 Why 4 must 5 like; please 6 mean
2 1 I luv u! 2 Me 2! How r u? 3 Gr8. C u l8r.

Review - SB Pages 32 & 33

Objectives

Language

Grammar

- Used to, didn't use to
- Subjunctive I wish

Vocabulary

- Actions

Functions

- Review the target language of the unit

Skills

Speaking

- Talk about life in the past

Listening

- Listen out for specific information

Reading

- Review the grammatical structures in the unit

Writing

- Write speech bubbles
- Complete a conversation

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Old magazines
- Poster paper

Warmer

Brainstorm life 200 years ago with the class. Ask children to think of things people didn't use to have or do, for example, *people didn't use to watch TV. People used to travel by horse or on foot. Children used to work, they didn't use to play with computer games.*

Lead-in

Ask children to think about people they know, famous or friends and family. Let them think of how that person's life used to be different. For example, maybe a footballer used to play for a different team, a singer used to have a different job, a family member used to live in a different country. Children share their pieces of information.

Unit 2

1 Children listen and tick (✓ = used to) or cross (X = didn't use to).

Answers Tick (✓): ink pot, comic, roller skates, radio
Cross (X): telephone, skateboard, mobile phone, MP3 player, game controller

Audio CD 1



Jenny: Are you ready for the interview, Grandma?
Grandma: Yes, but don't ask me anything too difficult!
J: Don't worry, I won't. So, when you were a girl, did you use to play computer games?
G: No, I didn't. Nobody had computers back then.
J: No computers? So how did you do your homework?
G: I used to use an ink pen and my notebook, and then I used to go to the library to find information.
J: What did you use to do in the evenings?
G: I used to read a lot because we didn't have a TV. I used to love reading comics.
J: Did you use to call your friends a lot?
G: No, not really. We didn't use to have mobile phones and lots of my friends didn't even use to have phones in their houses.
J: How did you use to listen to music?
G: Well, we used to listen to the radio or to a record player. We didn't use to have MP3 players so we used to sit in the living room to listen to music.
J: Did you use to go skateboarding?
G: No, I didn't. There weren't any skateboards but I did use to go roller-skating.
J: OK, thanks Grandma, that was great!

Optional extra: Draw a large Venn diagram on the board. Give the circles the titles: *Now, 1960*. Discuss each item in activity 1 and decide which space to write them in, or if they belong to both, for example roller skates, comic and radio. Add other objects to the diagram.

2 Children complete with *used to* or *didn't use to*.

Answers 1 People didn't use to send text messages. 2 People used to write letters. 3 Children didn't use to play computer games. 4 Children used to write with ink pens.

Optional extra: Divide the class into small groups and distribute poster paper and magazines. Tell children to choose a date and title their poster paper

In 2000/1900/200 BC... Then get them to draw a line dividing their poster in half and label one side *People used to...* and the other *People didn't use to...* Next, get them to draw or glue pictures of activities on each side. Finally, groups present their collages to the class.

3 Children ask and answer about the pictures.

Optional extra: Invite volunteers to demonstrate their questions and answers at the front of the class.

4 Children look and write what the people are thinking.

Answers 2 I wish I could sing. 3 I wish it were sunny. 4 I wish I had a bike. 5 I wish I had no homework. 6 I wish I were on holiday.

Optional extra: Divide children into small groups. They think of a situation and act out a short sketch where they use the phrase *I/we wish...* They can use the examples in the book if they struggle to think of a new one.

5 Children read the conversation and choose words to fill in the gaps.

Answers 1 think 2 idea 3 think 4 sure 5 know 6 because 7 so

Optional extra: Pair children up to act out the scene. Let them change the discovery of a coin to whatever they want.

Wrap up

Challenge children to solve a puzzle using <http://www.jigsawplanet.com/> or any other similar tool. Encourage children to interact as they put the pieces together.

Final evaluation

Teacher's Resource Material: Test Unit 2

At home

Activity Book - pages 32 & 33

Answers

- 1** 1 used to 2 used to 3 used to 4 didn't use to
5 used to 6 didn't use to
- 2** 1 used to 2 didn't use to 3 used to 4 used to
5 used to
- 3** *Child's own writing*
- 4** 1 think 2 sure 3 know 4 right 5 luck 6 agree

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

Objectives

Language

Grammar

- Review, *used to* and *didn't use to*

Functions

- Describe habits in the past

Skills

Speaking

- Ask and answer questions about an imaginary superhero

Listening

- Listen to order pictures
- Use the audio track to check answers

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Units 1 and 2
- Pictures of Buenos Aires in the 1800s

Warmer

Display an image of life in Buenos Aires in the 1800s. Elicit what life was like in those years, e.g. *Women used to sew and knit at home. They didn't use to hang out. Men and women used to dance minué, etc.*

Lead-in

Display all the **Flashcards** from units 1 and 2. Ask children to memorise them. Then they close their eyes as you remove one and rearrange the others. Children guess which one is missing.

1 Children listen and number the pictures in order.

Answers 1 – dog, 2 – cat, 3 – tree, 4 – stone, 5 – monster, 6 – fire, 7 – eagle

Audio CD 1



Hello, I'm Proteus! I'm an old sea god. When I was younger, I used to have a very special power. I could change my shape! Unfortunately, I'm thousands of years old, and I can't change my shape like I used to.

When I was a dog, I used to bark in the middle of the night. I used to wake everyone up! That really annoyed my family and friends!

When I was a cat, I didn't use to obey my master. I used to catch mice and birds and put them on the kitchen table when nobody was looking!

I loved being a tree! When I was a tree, I used to give shelter to hundreds of birds. I used to listen to their singing all day.

When I was a stone, I didn't use to move or make any noise. Being a stone was quite boring, actually.

It was a lot more fun being a monster. When I was a monster, I used to terrify my enemies.

When I was a fire, I used to burn day and night. I never felt cold! It was wonderful being a fire, especially in the winter.

I almost forgot! I used to change into an eagle! When I was an eagle, I used to fly high in the sky! I used to enjoy flying above the land and sea far, far below. It was beautiful!

Optional extra: In groups, children imagine someone like Proteus today, what would be a good thing to change into?

2 Children match the columns. Then they listen again and check.

Answers 1 bark in the middle of the night. 2 obey my master. 3 give shelter to hundreds of birds. 4 move or make any noise. 5 terrify my enemies. 6 burn day and night. 7 fly high in the sky

Optional extra: Children choose one of Proteus' shapes and write other things that they used to do or didn't use to do: *When I was a dog I used to bite my enemies. I didn't use to live in the sea.*

3 Children ask and answer with a classmate.

Answers *Child's own writing*

Optional extra: Children draw a picture of themselves as a superhero. They say their name and their powers.

Continuous assessment

Ask children to write a short paragraph about their life as a superhero using the questions they answered in activity 3 as guidance.

4 Children talk about the pictures using *already* or *yet*.

Optional extra: Divide the class into small groups. One person plays Alexandra and the others are journalists who interview her. Children role-play the scene. Invite volunteers to show their sketch to the class.

5 Children invent and write in their notebook six more sentences about the trip.

Answers *Child's own answers*

Optional extra: Divide children in groups. They take turns reading out their sentences. If anyone in the group has the same sentence they give each other a high five hand slap.

6 Children play *What happened next?*

Answers *Child's own answers*

Optional extra: Divide the class into five groups and give each one the first half of a sentence. The group brainstorms possible endings and then choose the funniest one. The groups read out their sentence.

Wrap up

Divide the class into teams and give each team a piece of paper. Write category headings on the board: *Verbs, Adjectives, Nouns*. Say a letter (*P*) and ask the teams to write a word for each category on their paper. The first team to write three words, calls *Stop the Bus!* and if they are all correct, scores a point.

Continuous assessment

Teacher's Resource Material: End of Term 1 Test

Optional extra: Ask each child 2 questions from the game to answer orally.

At home

Activity Book - pages 34 & 35

Answers

- 1** 2 used to drive; didn't use to take 3 used to play; didn't use to play 4 used to ride; didn't use to ride 5 used to run; didn't use to walk in 6 used to dance; didn't use to stay
- 2** 1 Did you use to wear a school uniform?
Child's own answer
2 Did you use to ride a bike to school?
Child's own answer
3 Did you use to have lunch at school?
Child's own answer
- 3** *Child's own writing*
- 4** 1 jumped on the table. 2 She was reading when she spilt the milk. 3 He was walking to work when it started raining.

Unit 3 Staying well

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • First conditional: <i>If you exercise, it will help you sleep better.</i> • Second conditional: <i>If I took up a sport, I would play football. What would you do if you found a lot of money?</i> • Subjunctive: <i>I wish I weren't nervous about my exams.</i> • Advice: <i>If I were you, I'd take extra classes.</i> 	<ul style="list-style-type: none"> • Health: <i>calcium, carbohydrates, fats, fibre, healthy, illness, junk food, minerals, protein, sugar, vitamins</i> • Fruit and vegetables: <i>apple, beetroot, broccoli, carrot, cucumber, grapefruit, grapes, kiwi, mango, orange, papaya, pear, pineapple, spinach, strawberry</i> • Food: <i>butter, cereal, cheese, chicken, ice cream, lentils, milk, noodles, rice, soft drinks, turkey, yoghurt</i> 	<ul style="list-style-type: none"> • Phonics: Pronunciation of <i>ough</i> and <i>ough</i> <i>bought, cough, enough laugh, taught</i> 	<ul style="list-style-type: none"> • Food • Subjunctive: <i>I wish</i> • First conditional

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use First conditional sentences • To use Second conditional sentences • To express regrets and give advice using the Subjunctive mood 	<ul style="list-style-type: none"> • To order food and drinks in a café • To recognise aspects of a healthy lifestyle • To speculate about real and possible situations and possibilities • To express regrets • To appreciate facts in true life stories • To give advice
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known • To learn lexical items to discuss healthy options 	<ul style="list-style-type: none"> • To highlight and practise the different pronunciations of <i>ough</i> and <i>ough</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To ask and answer questions about a healthy lifestyle • To say what one would do in certain circumstances • To answer questions using Second conditional sentences • To express regrets and give advice using the Subjunctive mood • To retell a story • To sing a rap • To give advice about problems 	<ul style="list-style-type: none"> • To understand a factual account • To read letters asking for and giving advice • To read words with the same spellings but different pronunciation • To understand a text and answer comprehension questions • To understand proverbs and sayings • To read and match sentences
Listening	Writing
<ul style="list-style-type: none"> • To listen for specific pieces of information • To listen and match sentence halves • To listen to a rap • To listen and choose from multiple choice answers 	<ul style="list-style-type: none"> • To write a food diary • To write sentences using Second conditional sentences • To write a reply about a problem

Assessment criteria

- Check children can use First and Second conditional sentences.
- Check children can express regrets and give advice using *I wish...* and *If I were you, I'd...*
- Check children can recognise a healthy lifestyle.
- Check children participate in class and work well with a partner or in a group.
- Check children are progressing in their ability to write correctly.
- Check children can understand a story and get meaning from context.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 3, pages 8-9: Lesson 4
 - Vocabulary worksheet Unit 3, pages 30-31: Lesson 3
 - Reading worksheet Unit 3, page 50: Lesson 6
 - Writing worksheet Unit 3, page 64: Lesson 7
 - Speaking worksheet Unit 3, page 76: Lesson 8
 - Listening worksheet Unit 3, page 86: Lesson 4 Test
 - Unit 3, pages 120-123 : Unit 3 Review
- **Flashcards** Unit 3 (available on Richmond website)
- **Extra**

5 pieces of poster paper	famous living people
Magazines with pictures of food	A food package
Photos and biographical information about	Large pieces of poster paper

Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to talk about specific possible situations. (SB pp 36, 38, 39, 40, 43 & 45)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about vitamins (CLIL). (SB pp 36, 37 & 44)



Digital competence

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



Social and civic competence

Children learn to participate in an effective and constructive way in social life. (SB pp 37 & 39)



Cultural awareness and expression

Children learn to use and appreciate all the creative expressions of ideas, experiences and emotions and to understand their own culture and diversity in the world. (SB p 45)



Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning. (SB pp 37, 39, 41, 42 & 46)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 38, 45 & 47)

Unit 3

Lesson 1 - SB Page 36

Objectives

Language

Grammar

- Target language for ordering in a café

Vocabulary

- *apple, beetroot, carrot, cucumber, grapefruit, kiwi, mango, orange, papaya, pear, pineapple, spinach, strawberry*

Functions

- Order food and drink in a café
- Recognise healthy options

Skills

Listening

- Listen for specific pieces of information
- Comprehend a conversation

Reading

- Recognise fruit and vegetables
- Order sentences in a conversation

Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 3

Warmer

Display the fruit and vegetable **Flashcards**. Ask: *Do you know the names of these fruits and vegetables? Which are your favourites? Which do you eat regularly?* Write a table with two headings: *fruit, vegetables*. Ask children to classify the fruits and vegetables from the flashcards and to brainstorm more examples. Elicit or explain why fruits and vegetables are good for you.

Lead-in

Ask children if they like milk shakes and smoothies. Discuss their favourites. Ask: *Where do you have them? Are there juice bars near you? Do you have fresh juice at home every day, or do you have it more in cafés or at outdoor stands?*

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

Answers 1 T 2 T 3 F 4 F

Audio CD 1



Lola: I love juice!

Connor: Grrr

L: So have you looked at the menu? What are you going to have?

C: I don't know. I don't like fruit. Do they have any soft drinks?

L: You're so unhealthy, Connor. Juice is a lot better for you than soft drinks.

C: I like soft drinks!

L: But fruit and vegetables have vitamins and fibre. They protect your body from illness. And a soft drink has a lot of sugar, about seven and a half teaspoons!

C: Yeah, well soft drinks taste better. And I want some sweets, too. Is there any chocolate on this menu? I love chocolate bars.

L: Are you joking? A chocolate bar has about six teaspoons of sugar and 17 grams of fat! That is terrible for you!

C: Uh oh. Here comes the waitress.

L: You'd better decide what to order – fast!

Optional extra: Children suggest smoothies or juice combining the fruits and vegetables that they would like to try or have had.

2 Children listen and order.

Answers 5, 8, 3, 11, 2, 4, 12, 6, 1, 10, 7, 9

Audio CD 1



Jane: Hi! My name's Jane. What would you like?

Lola: Could I have a carrot and orange juice please?

J: Of course. Small, medium or large?

L: Medium, please.

J: Great. And what about you?

Connor: I don't know...

L: Why don't you have a smoothie?

C: I'm not sure.

J: How about trying papaya? It's very good for you, and it's delicious.

C: OK. I'd like a papaya and mango smoothie, please. A large one!

J: Wow! An excellent choice. Anything else?

L: No, thanks.

J: OK. I'll go and get your drinks.

Optional extra: Get children to act out the dialogue in groups of three. Volunteer groups perform their dialogue for the class.

3 Children write C (Connor), L (Lola) or J (Jane).

Answers 2 L 3 J 4 L 5 J 6 C 7 L 8 C 9 J 10 C 11 J 12 L

Optional extra: Look at the dialogue and get children to underline the different ways of giving suggestions or advice: *Why don't you have...? How about trying...?*

Wrap up

Divide the class into groups of four. Each group prepares and performs a short TV commercial for Jane's Juice Bar. Encourage children to use expressions for ordering, making suggestions, and accepting and refusing advice. Go around helping with vocabulary. Invite several groups to perform their commercials in front of the class.

Initial evaluation

Ask children questions about the dialogue.

At home

Activity Book - page 36

Answers

- 1** 1 spinach 2 mango 3 cucumber 4 strawberry
5 pear 6 papaya 7 grapefruit 8 kiwi
Pictures: 2; 8; 6 - 3; 4 - 5; 7; 1
- 2** 1 watching 2 meet 3 playing 4 go
- 3** 2; 3; 4; 1
- 4** *Child's own answers*

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

- First conditional

Vocabulary

- **Food:** *broccoli, butter, cereal, cheese, chicken, grapes, ice cream, lentils, milk, noodles, rice, soft drinks, spinach, strawberries, turkey, yoghurt*
- **Health:** *calcium, carbohydrates, fats, fibre, healthy, illness, junk food, minerals, protein, sugar, vitamins*

Functions

- Recognise aspects of a healthy lifestyle

Skills**Speaking**

- Ask and answer questions about a healthy lifestyle

Reading

- Classify words into food groups

Writing

- Write a food diary

Materials

- **Digital Book**
- **Flashcards** Unit 3
- 5 pieces of poster paper
- Magazines with pictures of food

Warmer

Display the **Flashcards**. Put the word cards on the board and hand out the flashcards. Invite children to come to the front and stick their card next to the corresponding word.

Lead-in

Display an image of a supermarket news bulletin. Help children to identify all the foods. Discuss which food is the healthiest and ask why.

1 Children classify the foods and add more examples.

Answers Carbohydrates: noodles, rice. Vitamins & Minerals: broccoli, cereal, grapes, lentils, spinach, strawberries. Calcium: cheese, milk, yoghurt. Protein: chicken, turkey. Fats & Sugar: butter, ice cream, soft drinks.

2 Children list and classify what they ate yesterday.

Answers *Child's own writing*

3 Children do the quiz with a classmate.

Answers *Child's own writing*

Optional extra: Ask a volunteer to read the examples in the Grammar box. Write the examples on the board and underline the verbs in each part of the sentence. Ask: *Are these situations probable or improbable? (Probable.) What verb tense comes after If? (Present simple.) What verb tense comes in the main clause? (Future with will.)*

Unit 3

Wrap up

Divide the class into five groups. Assign each group a nutritional category and distribute some poster paper and magazines. Explain that each group has to design a poster for their category.

Continuous assessment

Show children a flashcard and ask them to tell you if the food is healthy or unhealthy.

At home

Activity Book - page 37

Answers

- Down: 1 minerals 2 teeth 3 fat 4 bones 5 muscles 7 vitamins 9 calcium
Across: 6 heart 8 carbohydrates 10 sugar 11 skin
- 1 h 2 d 3 f 4 c 5 b 6 g 7 a 8 e
- Child's own answers

Lesson 3 - SB Page 38

Objectives

Language

Grammar

- Second conditional

Functions

- Speculate about possible situations

Skills

Speaking

- Say what one would do in certain circumstances

Listening

- Listen for answers to questions
- Listen and match sentence halves

Writing

- Write sentences using Second conditional

Materials

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

Warmer

Bring in a photo of an unhappy, overweight teenage boy. Introduce the teenager, give him a name that no one in class has. Say: *This is (Pedro). He isn't healthy. He isn't fit. He doesn't get to school on time. He doesn't do his homework. He gets bad grades. He's lonely. He's bored. He feels tired.* Elicit advice for Pedro. As children give ideas, write them on the board. Build up advice using Second conditional: *If he exercised, he would get fit.* Continue eliciting advice and writing Second conditional sentences for the rest of Pedro's problems.

Lead-in

Underline the verbs in the Second conditional sentences on the board. Elicit or explain that the Past simple verb is not a true past, but it is used to indicate that the situation is not likely to happen.

1 Children listen and answer the questions with a classmate.

Answers 1 He feels tired all the time. / He wishes he didn't feel tired all the time. / He wishes he had more energy. 2 He doesn't get enough exercise. 3 He plays a lot of computer games. / He likes watching TV.

Audio CD 1



Lola: What's the matter, Connor?

Connor: I'm so tired. I wish I didn't feel tired all the time. I wish I had more energy.

L: Well, I think you need to be more active.

C: What do you mean?

L: What do you do in your free time?

C: I play a lot of computer games.

L: I mean real games! You don't get enough exercise.

That's your problem, Connor! If I were you,

I wouldn't spend so much time on the computer.

You know, you should exercise at least one hour every day. If you exercised, you'd feel a lot better.

C: One hour? Every day? I never have enough time.

I always have to do my homework or help out with the chores at home or, I don't know...

L: So what else do you do in your free time?

C: I like watching TV.

L: If you didn't watch so much TV, you wouldn't feel so tired! Tell me, what sports would you play if you had time?

C: If I took up a sport, I suppose I'd play football. I like football... well, watching it on TV.

L: Connor! How do you get to school?

C: My dad drives me.

L: But you don't live far away from school! If you walked to school, you'd feel more awake in the morning. And do you ever run?

C: I run when I'm late for class!
L: Oh, Connor!

2 Children listen again and match.

Answers 1 I wouldn't spend so much time on the computer. 2 you'd feel a lot better. 3 you wouldn't feel so tired. 4 I suppose I'd play football. 5 you'd feel more awake in the morning.

3 Children look at the situations and say what they would do.

Answers *Child's own ideas*

4 Children choose three situations and write in their notebook what they would do in each one.

Answers *Child's own writing*

Optional extra: In pairs, get children to make chain sentences using the ideas in their book. For example, *If I ate five doughnuts I would feel sick. If I felt sick I wouldn't come to school.*

Wrap up

Ask children to imagine that they have tomorrow free to do whatever they want to. *If I had a free day tomorrow, first I would...*

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 3

At home

Activity Book - page 38

Answers

- 1 *Child's own answers*
- 2 2 would you do if you were a football player?
3 would you do if you had a chocolate factory?
4 would you do if you were rich?
- 3 *Child's own answers*

Lesson 4 - SB Page 39

Objectives

Language

Grammar

- Second conditional
- Subjunctive mood

Functions

- Express regrets
- Give advice

Skills

Speaking

- Answer questions using Second conditional sentences
- Express regrets and give advice using the Subjunctive mood

Reading

- Choose a question word according to context

Writing

- Answer questions using Second conditional sentences

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

To give advice, encourage children to learn the phrase, *If I were you, I'd...* as a block.

Warmer

Review Second conditional from last lesson. Ask children: *What would you do if you found some money?* Encourage them to give a long answer: *If I found some money, I would...*

Lead-in

Write some Second conditional sentences on the board and review the structure.

1 Children read and complete the questionnaire.

Answers 1 How 2 who 3 what 4 where 5 how 6 where 7 where

2 Children answer the questions. Then they compare with a classmate.

Answers *Child's own writing*

Unit 3

3 Children number the pictures and write the people's regrets.

Answers (Top row, left to right) 5 I wish I didn't always lose my things. 6 I wish I had (some) friends. (Bottom row, left to right) 1 I wish I got good marks in Maths. 4 I wish I were tall. 2 I wish I could dance.

4 With a classmate, children role-play the problems and give advice.

Optional extra: Volunteers come to the front to act out one of the scenes.

Wrap up

In pairs, children use their own ideas to invent and write problems and advice using *I wish* and *If I were you*. Pairs then perform their exchanges.

Continuous assessment

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

At home

Activity Book - page 39

Answers

- 1 2 would you travel? *Child's own answers*
 - 3 would you live? *Child's own answers*
 - 4 would you like to be? *Child's own answers*
 - 5 would you visit? *Child's own answers*
 - 6 would you do? *Child's own answers*
- 2 1 I wish I were a famous singer. 2 I wish I could sing at the Grammy Awards. 3 I wish all my friends came to see me singing. 4 I wish I didn't have an English test tomorrow. 5 I wish I could concentrate better.

Lesson 5 - SB Page 40

Objectives

Language

Vocabulary

- charitable organisation, converted railway arches, ethnic, homeless, privileged support, teenagers therapy, volunteers

Functions

- Appreciate facts in true life stories

Skills

Listening

- Understand the factual account

Reading

- Understand the factual account
- Be able to choose headings which summarise a paragraph

Materials

- Digital Book
- Audio CD 1

Attention to diversity

There will be some unfamiliar vocabulary in the article. Encourage children to get the meaning from context.

Warmer

Ask children to imagine living on the street, not going to school, having no money, no home, or having a dirty, empty home with nobody to care for them regularly. Say: *Imagine living without these things: meals (breakfast, lunch and dinner); something in the fridge when you're hungry; money for treats; clean clothes; a nice bed to sleep in; someone to ask you about school; someone who takes you to school; someone who takes care of you when you're sick, tired or upset; someone who cares about your education.* Elicit reactions: *It would be scary, sad and difficult. I wouldn't want to go home. I probably wouldn't get very good grades.*

Lead-in

Discuss the fact that in every country in the world, there are young people who do not have a good home life. Ask: *What are some ways to help young people with problems?*

1 Children read and listen to the story.

Optional extra: Ask comprehension questions: Paragraph 1: *Where can young people go in London? Why do they go there? How many children get help? What happens at Christmas?*

Paragraph 2: *When did Kids Company start? Where did it start? What's it like now? What can you do there?*

Paragraph 3: *How old was Kie when she started going to Kids Company? How did it help her? What is she planning to do with her life? What about Peter?*

Paragraph 4: *What does Camila try to give the young people in Kids Company?*

Hot spots: support - homeless - charitable - drop in.

Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children choose the best heading for each paragraph.

Answers 1 a 2 b 3 b 4 b

Wrap up

Ask the class: *What do you think of Kids Company? How does it help young people? What would you ask Camila if you met her?*

Continuous assessment

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

At home

Activity Book - page 40

Answers

1 Kie

Home problems / with father
Studying film / TV production
Make documentaries

Peter

homeless / trouble with the police
happy
Go to University

2 1 T 2 T 3 F 4 T 5 F 6 F 7 T

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

Lesson 6 - SB Page 41

Objectives

Language

Vocabulary

- charitable organisation, converted railway arches, ethnic, homeless, privileged support, teenagers therapy, volunteers

Functions

- Appreciate facts in true life stories

Skills

Listening

- Understand the factual account

Reading

- Understand the factual account
- Show comprehension by completing sentences

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Photos and biographical information about famous living people

Warmer

Ask children to look at the photo of Camila and describe her. Ask them to make predictions about Camila and her life: *Can you describe her personality? What are her skills and interests? What does she do every day? Where does she go on holiday? What's her background?*

Lead-in

Write the following headings on the board: *Physical description, Family background, Childhood years, From 11 years old, Her ambition as a young girl, Her problems, Her lifestyle, What satisfies her about her life.* Ask children to copy the headings and then to read the article and make notes about Camila. Find out how many of their predictions from the Warmer activity were correct.

1 Children read the story again.

Optional extra: Write the following sentence starters on the board for children to find in audio track 1.22:

She spent ___ years of her life in ___

She was the child of ___

Her grandfather was ___

Her father ___

She came from ___

She was only 9 when she ___

When she was ___, she went ___

When she was ___, she decided ___

Ask: *What verb tenses do we normally use to talk about someone's life? (Past tenses.)*

2 Children complete the sentences.

Answers 1 she always wears a brightly coloured turban and exotic ethnic clothes. / she sews pieces of cloth together to make her clothes. 2 she was the child of a rich Iranian family. 3 Camilla organised a self-help group so they could give each other support. 4 she could give love, kindness and care to children who didn't have those things. 5 she has dyslexia. 6 she is too busy helping children.

Optional extra: Bring in photos and biographical information about famous living people who have done something good for other people or for a charity. Children choose one of the famous people and write a simple biography. To conclude children should say why they admire the person. Children use photos to illustrate the biography. Display the biographies in the classroom for everybody to read.

Unit 3

Wrap up

Get children to write five questions about the text. They ask and answer their questions in pairs.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 3

At home

Activity Book - page 41

Answers

- 1 Where she was born: Iran
Her grandparents: Multimillionaire grandfather
Her parents: her father owned a sports centre
Her education: private school for girls
Her learning problems: dyslexia
Her appearance today: always wears bright turbans and ethnic clothes
Her life today: doesn't use a computer, doesn't drive, never cooks, rarely watches TV or goes to the cinema
- 2 (top to bottom) 2, 1, 6, 5, 3, 4
- 3 *Child's own writing*

Lesson 7 - SB Page 42

Objectives

Language

Vocabulary

- *disappointing, stress buster*

Functions

- Give advice

Skills

Reading

- Read an agony aunt style letter and answer

Writing

- Complete the chart
- Write a reply to a problem

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

In activity 3, some of the children may not have any ideas of what advice to give so brainstorm suggestions to help them.

Warmer

Review the different structures to give advice. Elicit the patterns and write them on the board: *You should/ shouldn't... Why don't you...? If I were you... You must... You mustn't...*

Lead-in

Elicit advice from the class by describing 'problems' and asking for help: *I want to buy a new car, but I don't have enough money. I need to get some exercise. My back yard is very messy. I would like to eat a healthy diet.*

1 Children read, brainstorm advice and complete the chart.

Answers Don't think about failing. Imagine you are going to be a success. If you study in the evening, you shouldn't go to bed straight away. Listen to some relaxing music or read a book.

Optional extra: Ask children to expand the imperatives in the chart using the structures of giving advice that they have learnt. Go around monitoring the correct use of verb forms and expressions.

2 Children read and answer the questions.

Answers *Child's own ideas*

3 Children read and write a reply.

Answers *Child's own writing*

Optional extra: In groups children brainstorm advice in the form of a mind map. Monitor discussions, helping with vocabulary. Invite several groups to share their advice for Michael. Individually, children write a letter to Michael.

Wrap up

Explain to children that they are going to invent a 'problem' and write a letter to Dr Stress Buster. Encourage children to write under an assumed name and to be imaginative, for example, they may choose to be a famous character from a book or film, such as *Harry Potter, Cinderella or Jack Sparrow*. Collect the letters and redistribute them around the class. In pairs, children read the letters and brainstorm advice. Then, individually, they write a reply. Display the letters and the replies in the classroom. Have the class read the letters and share their favourites.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 3

Optional extra: Use the children's reply from activity 3 to assess their writing skills.

At home

Activity Book - page 42

Answers

- 1 (top to bottom) 2, 4, 1, 3
- 2 1 So why don't you take some time to tidy your room? 2 I would make a list of all the important things. 3 You shouldn't do what other people do. 4 You should go to bed earlier.
- 3 *Child's own writing*

Lesson 8 - SB Page 43

Objectives

Language

Pronunciation

- Phonics: *ough* and *ough* spellings with alternative pronunciations

Skills

Speaking

- Retell the story

Listening

- Understand the story
- Use the audio track to check answers

Reading

- Read words with the same spellings but different pronunciation

Materials

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

Attention to diversity

Make sure children try to copy the pronunciation of the words on the audio tracks.

Warmer

Write the words *cough*, *bought*, *laugh* and *enough* on the board. Underline the letters *ough* or *ough* in each word. Practise pronouncing the words and let children notice that each time the *ough/ough* is pronounced differently (*off*, *or*, *aff*, *uff*).

Lead-in

Children think of other words with these spellings and try to pronounce them accurately

- 1  **Children listen and number the pictures.**

Answers 3, 1, 2

Audio CD 1



'I've been reading this new book. It says that fish is very healthy,' said Millie. 'We ought to eat more fish!' 'Great idea!' said Mickey. 'I'll go fishing! I bought a new fishing rod last week.' 'Can I go fishing with you?' asked Millie. 'Don't be silly. Girls can't fish,' said Mickey. 'Of course girls can fish!' said Millie. 'OK. You can use my old fishing rod, but fishing is tough! You'll see!' They walked to the river and sat down on the riverbank. Mickey taught Millie how to use the fishing rod. Then they started fishing. The ground was cold and rough. Mickey wasn't wearing a jacket, and he felt chilled. After a few minutes, Millie caught a fish. 'That was lucky!' said Mickey. Millie thought fishing was easy. She caught another fish. And another one. When Millie caught her fifth fish, she asked, 'Haven't we got enough fish?' 'No. We can't stop yet,' said Mickey. He wasn't very happy. Then he started to cough. 'we've got enough fish now.' 'No, we haven't,' said Mickey grumpily. He was coughing and coughing. He couldn't stop! Millie laughed. They walked home and Mickey went to bed. The only thing he caught that day was a cold!

- 2  **Children complete the story. Then they listen again and check.**

Answers ought, bought, tough, taught, rough, caught, thought, enough, cough, laughed

- 3 **Children look at the pictures and retell the story with a classmate.**

Optional extra: In small groups children invent another short story or dialogue, trying to use as many *ough/ough* words as possible. They present it to the class.

Unit 3

Wrap up

Divide the class into two teams. One member from each team goes to the board. Choose an *ough/augh* word and spell it out loud. Players are not allowed to write until you have finished spelling. The first player to finish writing has the chance to pronounce the word and get a point for their team. Repeat the procedure with new players and words.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 3

Optional extra: Dictate several words for children to write: *bought, caught, taught, laugh, enough, fought, cough.*

At home

Activity Book - page 43

Answers

- 1 caught 2 laugh 3 rough 4 ought 5 thought
6 tough 7 bought 8 enough 9 cough 10 taught
- 2 Rhymes with *thought*: bought, caught, ought, and taught
Rhymes with *stuff*: enough, rough, tough
Rhymes with *calf*: laugh
Rhymes with *off*: cough

Lesson 9 - SB Page 44

Objectives

Language

Vocabulary

- disorders, dizzy, infection, scurvy, voyages

Functions

- Talk about vitamins and why we need them

Skills

Reading

- Understand the text and answer comprehension questions
- Scan for relevant information

Writing

- Complete the chart with information from a text

Materials

- Digital Book
- A food package
(Bring 1 package for every 3 or 4 children.)

Warmer

Discuss vitamins with the class. Ask the following questions: *What do vitamins do to your health? Your eyesight? Your bones? Your skin and muscles? Can you see vitamins? What happened before we knew about vitamins? Why do we need them? Do you know the names of any vitamins? How do we get vitamins? Do we need to take vitamin pills? Is the excess of vitamins harmful?*

Lead-in

Divide the class into groups of three or four and distribute one food package to each group. On the board, write *Vitamin A, Vitamin B, Vitamin C* and *Vitamin D* as headings. Tell children to work out which of the foods has the most vitamin A by looking at the nutritional labels. Write the name of the food under the heading. Continue with vitamins B, C and D. Elicit other foods with a high content of each vitamin.

Optional extra: Ask children to identify other products where they can find each vitamin. Notice that foods can include more than one vitamin. They can also identify the main benefits of these vitamins.

1 Children read the text and answer the questions.

Answers 1 Because they did not eat enough citrus fruits. They got a disease called scurvy. 2 They help convert food into energy. 3 They are provided by a normal varied diet.

Optional extra: Ask children more comprehension questions about the text. *What were the symptoms of scurvy? What vitamin did the sailors lack? Where could they find this vitamin? How does vitamin C help our bodies? What's special about coloured fruit?*

2 Children read again and complete the fact file.

Answers Vitamin A: orange fruits and vegetables and green vegetables (carrots, papaya, spinach), keep your eyes strong. **Vitamin C:** Citrus fruits (lemons, oranges), tomatoes, broccoli, keeps your gums and muscles in good condition, helps your body resist infection. **Vitamin D:** milk, eggs and fish, sunlight, keeps your bones and teeth strong.

Optional extra: Ask children to underline words related to health. Then provide simple definitions and have the class

guess the word: *This is a disease you have when you don't get enough vitamin C. (Scurvy.)* Encourage more confident children to define health words for the class to identify.

Wrap up

Divide the class into groups of five. Each group must design a crossword puzzle, writing ten clues about vitamins and foods based on the article or what they have learnt in class. Encourage groups to use First conditional. Groups then exchange and solve each other's crosswords.

Continuous assessment

Ask children to write four things they have learnt about vitamins.

At home

Activity Book - page 44

Answers

- 1** 1 True 2 False 3 True 4 False 5 False 6 True
2 1 B / E / K 2 B / E 3 A / B / C / K 4 C 5 B / K
 6 B / E / K 7 B / E / K

Lesson 10 - SB Page 45

Objectives

Language

Functions

- Use proverbs and sayings to give advice on healthy living

Skills

Speaking

- Explain the meaning of sayings
- Sing the rap

Listening

- Listen to the rap

Reading

- Understand proverbs and sayings

Materials

- Digital Book
- Audio CD 1
- Large pieces of poster paper

Warmer

Ask children if they know any proverbs in their mother tongue. Explain that they are short sentences that have been passed down for many years and that they usually give advice or a warning.

Lead-in

Ask children if they have ever heard any proverbs or sayings in English, for example, *Better late than never.* Let them share any they know and explain the meanings.

1 Children read and match the proverbs and their meanings.

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

Optional extra: Divide the class into five groups and give each group a proverb. Tell them to invent a short sketch using their proverb. The groups take turns to perform their sketch and the rest of the class cheer when they hear the proverb.

2 Children read and say the meanings of the health sayings.

Answers (from left to right) Someone who gets enough sleep and starts work early will have a successful life. / Being healthy is more important than being rich. / It is important to eat good food to be healthy and fit. / It is better to stop something bad from happening than it is to deal with it after it has happened.

3 Children read, listen and sing.

Answers It means you will be healthy if you eat fruit everyday.

Optional extra: Divide the class into groups to practise the rap. Groups then perform their rap, adding actions, dancing and backing sounds if they like.

Wrap up

Divide children into pairs. Give each pair a large piece of card. Children make posters with a proverb of their choice on and the meaning too. They can decorate posters to help others understand. Display the posters.

Continuous assessment

Ask children to tell you a proverb and its meaning.

Unit 3

At home

Activity Book - page 45

Answers

- 1 b 2 a 3 a 4 b 5 a 6 a
- 2 Child's own writing

Review - SB Pages 46 & 47

Objectives

Language

Grammar

- First and Second conditional sentences

Functions

- Review the target language of the unit

Skills

Speaking

- Give advice to problems

Listening

- Listen and choose from multiple choice answers

Reading

- Read and match sentences

Writing

- Complete sentences using First and Second conditional

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Flashcards Unit 3

Warmer

Have a spelling bee with *ough* and *augh* words.

Lead-in

Display the **Flashcards** and review the food words. Split the class into two teams. Call out a category and give them 1 minute to write down as many words as they can. For example, *fruit, proteins, carbohydrates, junk food, vegetables, healthy food*.

1  1.25 Children listen and circle the correct answer.

Answers 1 c 2 c 3 a 4 b 5 a

Audio CD 1



1

Lily: Hi Vicky! What would you like to drink?

Vicky: Oh, I'm not sure.

L: Why don't you have a smoothie? They're delicious here.

V: OK, I'll have a mango and strawberry smoothie.

L: Good choice, I'm having an apple one.

2

Mike: Could I have a spinach and beetroot juice, please?

Sally: Of course! Small, medium or large?

M: Oh, I don't know.

S: That juice is great. It's full of vitamins and minerals.

M: Well, I think I'll have a large one then.

3

Man: You shouldn't eat so much junk food.

Girl: Why not? It's tasty.

M: It's not good for you. It has too many fats and sugars in.

G: I don't like fruit or vegetables.

M: You should try having them in a juice or smoothie.

They are really good for you and full of vitamins and minerals. You would feel much healthier if you ate them.

G: OK, well, I'll try.

4

Teacher: Did you complete your nutrition diary?

Boy: Yes, it was very interesting to do.

T: What did you find out?

B: Well, on Monday I ate quite a balanced diet.

On Tuesday I had another good day with lots of vitamins and minerals. On Wednesday I went to a party and I had a lot of sugary food. So generally my diet was healthy.

5

Jack: I want to start doing some exercise to get fit.

Sam: That's a great idea. What do you want to do?

J: Well, if I were taller I'd play basketball. I like swimming, too, but I'm not very good at it.

S: How about trying football? Or tennis?

J: No, I'm not very good at them either. I like riding my bike.

S: Well, if I were you, I'd join a cycling club.

J: Oh, what a fantastic idea! Thanks.

Optional extra: Get children to write a brief summary of a healthy lifestyle.

2 Children look at these people and suggest what they can do to solve their problems.

Optional extra: Ask children about their real problems and let others make suggestions of how to solve them.

3 Children complete with the words below and *will* or *won't*.

Answers 1 eat, will feel 2 drink, won't be 3 practise, will win

Optional extra: Children describe each scene. In small groups they act out the scenes.

4 Children write what they would do in each case.

Answers *Child's own writing*

Optional extra: In groups children discuss their sentences. The group decides which is the best ending for each sentence and reads them out.

5 Children read and match the sentences.

Answers 1 you will put on weight. 2 you will feel better. 3 you would feel sick. 4 you would feel great.

Wrap up

In pairs, children write five scrambled words related to foods in their notebooks for their partners to unscramble.

Final evaluation

Teacher's Resource Material: Test Unit 3

At home

Activity Book - pages 46 & 47

Answers

- 1** 1 I wish I were healthy 2 If you do sport regularly, you will feel better. 3 I should ride my bike more 4 Why don't you try eating more fruit and vegetables? 5 And if I were you, I'd stop drinking fizzy drinks.
- 2** 1 I'll stay in bed 2 he goes to Leeds 3 our teacher forgets to assign some 4 I won't go to school 5 there isn't a good play on 6 I'll share with a classmate
- 3** 1 *Child's own answer* 2 *Child's own answer* 3 169 4 45 weeks
- 4** *Child's own answers*
- 5** 1 I had a bigger car. 2 I had an umbrella. 3 I could fly.
- 6** *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

Show business

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Good at / Interested in / Scared of • Reported speech: <i>He said he played Dracula. He said he was driving his car.</i> • Indefinite pronouns: <i>Did you hear anything? There's nobody else here. It won't take long to search everywhere.</i> 	<ul style="list-style-type: none"> • Drama and Cinema: <i>costumes, Dracula, make-up, play, princess, scene, set, soundtrack, special effects, stunt</i> 	<ul style="list-style-type: none"> • Phonics: Pronunciation of the letters oo: <i>good, room, blood</i> 	<ul style="list-style-type: none"> • Indefinite pronouns • Present simple • Present continuous

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use Indefinite pronouns accurately • To report Direct speech in Present simple and Present continuous 	<ul style="list-style-type: none"> • To talk about personal traits • To use Indefinite pronouns correctly • To report Direct speech • To learn about different aspects of a film • To learn about William Shakespeare • To learn about <i>Romeo and Juliet</i> • To review the target language of the unit
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known • To learn vocabulary to describe the theatre and films 	<ul style="list-style-type: none"> • To highlight and practise the pronunciation of the letters oo

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To describe one's personal traits • To act out a scene • To discuss quotes from Shakespeare • To discuss aspects of the play <i>Romeo and Juliet</i> • To tell a well-known fairy tale 	<ul style="list-style-type: none"> • To read a multiple choice questionnaire • To understand a play script • To comprehend a story • To read words with oo • To read and answer comprehension questions • To read a text • To read a summary of <i>Romeo and Juliet</i> • To sequence the main events in a story
Listening	Writing
<ul style="list-style-type: none"> • To listen to check the correct answers • To match Direct speech to people • To answer questions • To understand a story • To understand an advertisement • To select a word based on pronunciation • To select the correct ending to a story 	<ul style="list-style-type: none"> • To write about one's personal traits • To complete speech bubbles with the correct word • To convert Direct speech into Reported speech • To write a final scene of a short play • To write similes • To complete a table • To complete a chart about a film • To write a film review • To report Direct speech

Assessment criteria

- Check children can use Indefinite pronouns correctly.
- Check children can change Direct speech in Present simple and continuous into Reported speech.
- Check children can change Reported speech in Past simple and continuous into Direct speech.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 4, pages 10-11: Lesson 4
 - Vocabulary worksheet Unit 4, pages 32-33: Lesson 3
 - Reading worksheet Unit 4, page 51: Lesson 6
 - Writing worksheet Unit 4, page 65: Lesson 7
 - Speaking worksheet Unit 4, page 77: Lesson 8
 - Listening worksheet Unit 4, page 87: Lesson 4
 - Test Unit 4, pages 124-127: Unit 4 Review
- **Flashcards** Unit 4 (available on Richmond website)
- **Extra**

Photos of scenes from famous children's films such as <i>Snow White</i> , <i>Shrek</i> , <i>Mary Poppins</i> , <i>The Lion King</i> , <i>The Wizard of Oz</i>	Pictures of William Shakespeare, Stratford-upon-Avon, the Globe theatre and Queen Elizabeth I A bag
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Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to talk about their abilities, interests and fears. (SB pp 48, 49, 50, 51, 52, 53, 55 & 56)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and reflect on the natural world.



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. Children use the interactive whiteboard material and ICT to research information. (SB p 59)



Social and civic competence

Children learn all forms of behaviour: personal, interpersonal and intercultural to participate in an effective and constructive way in social life. (SB pp 51, 52 & 53)



Cultural awareness and expression

Children learn to use and appreciate creative expressions of ideas and to understand their own culture and the diversity in the world. (SB pp 49, 54, 56 & 57)



Competence in learning to learn

Children develop strategies to improve the learning process and assume control over their own learning. (SB pp 49, 50, 56, 57, 58 & 59)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB p 48)

Objectives

Language

Grammar

- Good at, Interested in, Scared of

Vocabulary

- criminal, detective, princess, role, scientist, witch/wizard

Functions

- Talk about personal traits

Skills

Speaking

- Describe one's personal traits

Reading

- Read the multiple choice questionnaire

Writing

- Write about one's personal traits

Materials

- Digital Book
- Photos of scenes from famous children's films such as *Snow White*, *Shrek*, *Mary Poppins*, *The Lion King*, *The Wizard of Oz*
- A bag

Warmer

Show children the photos from famous films. Ask them if they recognise the characters. Get children to identify the types of characters in each photo, such as hero/heroine, villain, criminal, detective, king, prince, princess, witch, wizard, mad scientist or monster.

Lead-in

Ask children to look at the photograph in the questionnaire and identify the roles each person is playing in the school play. Elicit or explain the meaning of role: *a part that you act in a play or in a film*. Ask: *What do you think are the most interesting roles? Why?*

1 Children read and underline the answers.

Answers *Child's own answers*

Optional extra: Children discuss the reasons for their choices in question 4. Discuss the advantages and disadvantages of each animal.

2 Children report their answers to the class.

Answers *Child's own answers*

Optional extra: Report your own answers to the class: *I'm good at running. I'm most scared of insects. I'm most interested in mysteries. I'd most like to be an eagle. I'd most like to spend a day in a library*. Ask: *Which role is best for me?* Have the class identify your role: *detective*.

3 Children complete the sentences about them. They make one of them false!

Answers *Child's own writing*

Optional extra: Complete the sentences as well. Read out all your seven sentences to the class and let them decide in groups which is false.

4 Children swap books with a classmate and guess the false statement.

Optional extra: Give each child a slip of paper and ask them to write one sentence about a skill (*I'm good / bad at*). Put the sentences in the bag. Children take turns going to the front, picking a sentence out and miming it for the class to guess.

Wrap up

Divide the class into groups of five. Each member should play one of the five roles from the questionnaire. The groups write a short film scene that includes each role. Groups practise their roles before performing for the class.

Initial evaluation

Ask children to read out their answers to activity 3 to assess their language development.

At home

Activity Book - page 48

Answers

1 1 at 2 of 3 in 4 at 5 of 6 in
Pictures: (top row) 6, 1, 2
(bottom row) 4, 5, 3

2 1 False 2 True 3 False 4 False 5 True 6 False

3 *Child's own answers*

Lesson 2 - SB Page 49

Objectives

Language

Grammar

- Indefinite pronouns: *any, every, no, some + body, thing, where*

Functions

- Use Indefinite pronouns correctly

Skills

Listening

- Listen to check the correct answers

Reading

- Select a word based on the context

Writing

- Complete speech bubbles with the correct word

Materials

- Digital Book
- Audio CD 1

Attention to diversity

A common mistake among English learners is to use the word *no* with a negative instead of *any*. (*I didn't see nothing* rather than *I didn't see anything*.)

Warmer

Write a table on the board. Elicit the Indefinite pronouns for the headings and write them under each one:

Some	Any	Every	No

Lead-in

Tell children to close their eyes. Rub out one of the pronouns from the table. When children open their eyes they should say the missing pronoun. Repeat the procedure, adding difficulty by rubbing out two or three pronouns at a time. Get children to say all the missing pronouns each time by pointing to the spaces where the words were written.

1 Children read and circle.

Answers something, somebody, nobody, somewhere, everywhere, anything, something, anything, nothing, something

Optional extra: Divide the class into pairs to recite the scene. Ask volunteers to read it for the class.

2 Children listen and check their answers.

Audio CD 1



Emma: Did you hear anything?
 Anna: No. E: I'm sure I heard something... Listen.
 There's somebody in the house!
 A: Don't be silly. There's nobody else here. It was just the wind.
 E: I'm sure I heard a noise somewhere...
 A: OK, let's take a look. It won't take long to search everywhere.
 E: Hey, look! There's a box on the table!
 A: A box? How did that get there?
 E: I don't know. It's weird.
 A: I didn't hear anything.
 E: I told you I heard something. Pick it up.
 A: It's very light.
 E: Open it. Is there anything inside?
 A: No... there's nothing.
 E: Are you sure?
 A: Of course I'm sure. Hang on. There is something.
 E: What is it?
 A: I don't believe it...
 E: Anna? Tell me. What is it?

Optional extra: Ask questions about the children's lives and school routines using Indefinite pronouns: *Somebody is absent today. Who is it? Did anybody watch a (TV programme/sports game/etc.) last night? What's a (TV show/film) that nobody in the class likes? What's one that everybody likes?*

3 Children look and complete.

Answers 1 everywhere 2 nothing 3 somebody

Optional extra: Children write three sentences with blanks for a partner to complete with Indefinite pronouns. Invite several children to write their sentences on the board for the class to complete.

Wrap up

Display an image of a street scene, a birthday party, etc. Encourage children to speculate on what is happening in each scene. They express their ideas using Indefinite pronouns: *Someone is fighting. They are getting married and there is nobody else there. The girl is eating something.*

Unit 4

Continuous assessment

Write six Indefinite pronouns on the board and ask children to use them in meaningful sentences.

At home

Activity Book - page 49

Answers

- 1 Anybody / something / anything / somebody / everybody / somewhere / nobody / anywhere
- 2 1 something 2 nobody 3 anything 4 everybody
- 3 Anybody / anything / anything / somebody / everybody / somewhere
Nobody / anywhere

Lesson 3 - SB Page 50

Objectives

Language

Grammar

- Reported speech of Present simple

Functions

- Report Direct speech

Skills

Reading

- Recognise factual mistakes in the text

Listening

- Match Direct speech to people

Writing

- Convert Direct speech into Reported speech

Materials

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

Attention to diversity

Learning Reported speech can be difficult. Give children lots of practice and keep examples on the wall for them to refer to.

Warmer

Resort to a well-known TV programme to provide this example: *In yesterday's programme, (Marcelo Tinelli) said they had an international guest.* Ask children what his actual words were: *'Tonight we have an international guest'.* Write these words in a speech bubble and also write the example you said before.

Lead-in

Invite volunteers to underline the verbs in both the Direct and Reported speech on the board. Comment on the change in tense and pronoun.

1 Children listen and match.

Answers **Angela:** I play a princess named Emma. I live in a huge dark castle. I'm very lonely.

Robert: I play Dracula. I drink two cups of blood for breakfast. I write love letters to the princess. I live in the basement of the castle. I wear white make-up on my face and paint my lips black.

Audio CD 1



Host: Hello, everyone, and welcome! We are here with Robert and Angela. They both act in the new hit play *A Mysterious Castle*.

Hello, Robert and Angela. Can you tell us about the play?

Angela: Well, I play a princess named Emma. I live in a huge dark castle and I'm very lonely. I've got two pet rabbits that keep me company.

H: How sad! How about you, Robert?

Robert: I play Dracula. I wear white make-up on my face and I paint my lips black. I'm in love with the princess, of course! Ha, ha, ha! I live in the basement of the castle and I come out very early every morning for a long walk. I drink two cups of blood for breakfast. Then I write love letters to the princess. I always leave a letter next to her door.

H: Well, the play sounds very interesting!

Optional extra: Before listening, children guess which actor says which quotes.

2 Children read and circle the mistakes.

Answers Circle: *witch, small, happy, hamsters, a detective, black, red, hamsters, kitchen, milk.*

3 Children use the quotes to write sentences.

Answers Angela said that she played a princess named Emma. Angela/She said she was very lonely. Robert said

that he played Dracula. Robert/He said that he drank two cups of blood for breakfast. Robert/He said that he wrote love letters to the princess. Robert/He said that he lived in the basement of the castle. He said that he wore white make-up on his face and painted his lips black.

Optional extra: Children check their answers in groups.

Wrap up

Divide the class into two teams and tell them they are going to play *Noughts and Crosses*. Divide the board into a 3x3 grid and write a speech bubble with a cartoon character quote in each box, e.g. *'What is essential is invisible to the eye'*, *Little Prince*. *'The past can hurt'*, *King Lion*. *'You are the one who can fill the world with sunshine'*, *Snow white*, etc. In order to 'win' the box, the teams should report the quote in it.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 4

Optional extra: Children copy the text from activity 2 but write it with the correct information.

At home

Activity Book - page 50

Answers

- 1** 1 jumped 2 was 3 climbed 4 went 5 wanted
6 were
- 2** 1 I get really nervous on stage. 2 I want to go home. 3 Chemistry is really fun. 4 Onions make me cry. 5 I come from a different planet.
6 We love fish.

Lesson 4 - SB Page 51

Objectives

Language

Grammar

- Reported speech of Present continuous

Functions

- Report speech

Skills

Speaking

- Act out a scene

Listening

- Answer questions

Reading

- Comprehend the play script

Writing

- Write a final scene to the short play

Materials

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

Attention to diversity

Letting children crack the code for a structure themselves can be very satisfying and also help them to learn it better.

Warmer

Ask different children: *How are you feeling today?* Elicit and review words to describe feelings and write them on the board: *sad, happy, tired, annoyed, nervous, upset, excited, disappointed, angry, terrified, frightened.*

Lead-in

Tell children that you live in a block of flats and there was a power cut at home yesterday evening. Since you were rather bored you decided to eavesdrop your neighbours and you wrote what they said. Show children some speech bubbles and challenge children to report what your neighbours said, e.g. *'I'm not cooking tonight'*, *'I'm going downstairs to wait for Mat, mum'*, *'I'm not taking the dog out tonight'*, etc. Provide an example: *One of my neighbours said she was not cooking yesterday evening'.*

1 Children listen and answer.

Answers 1 She feels nervous and scared. 2 She thinks she is joking. 3 He plans to go to Emma's house.

Audio CD 1



Narrator: Princess Emma is sitting in the living-room when her friend Anna comes in.

Anna: Hi, Emma! How are you? You look pale. Are you feeling OK?

Emma: I'm not. I'm nervous. Today is Friday!

Anna: What's wrong about it?

Unit 4

Emma: Don't you remember Count Dracula's phone call last Monday?
Anna: I don't. Did Count Dracula phone you? Come on, Emma. You must be joking.
Emma: I'm not. He said he was coming on Friday!
Anna: Don't be silly, Emma! I'm sure it was your brother playing a joke on you.
Emma: No, it wasn't my brother! It wasn't his voice!
Anna: Ha ha... Really? Let's see... What did Count Dracula say?
Emma: He said he was driving his car to Transylvania the next day. He was visiting his family. He was planning to stay with them for two days.
Anna: Um... That's interesting. What else did he say?
Emma: He said he was seeing his dentist on Thursday at 8:00 p.m. He was planning to sharpen his teeth... And on Friday he was coming here!
Anna: Let's see... Why did he say he was coming here?
Emma: Because he was feeling really angry with me!
Anna: That can't be true! Don't be childish, Emma! (The doorbell rings)
Emma: Oh, no, I'm scared to death! (whispering)
Anna: (whispering) Don't worry! Leave this to me... (clearing her throat) Who's that?
Count Dracula: (in a penetrating voice) It's me, Count Dracula. Open the door immediately!
(Emma and Anna scream)

Optional extra: Ask comprehension questions about the scene. *Where were Emma and Anna? What vehicle was Count Dracula in? Where was he going?*

2 Children write what Count Dracula said to Emma.

Answers 'm visiting my family, 'm planning to stay with them for two days, 'm seeing my dentist on Thursday at 8:00 p.m., 'm planning to sharpen my teeth, 'm going there on Friday, I'm going there because I'm very angry with you

Optional extra: Play Track 1.28 again, pausing after each line for children to repeat. Encourage them to read dramatically.

3 Children write the rest of the scene.

Answers *Child's own writing*

Optional extra: Discuss possible answers to the questions with the whole class. Write them on the board to guide children's writing.

4 Children act out the scene.

Optional extra: Get children to write sentences from each other's scenes in Reported speech.

Wrap up

Choose a volunteer to play the role of Dracula. The volunteer stands behind you and mimes an activity. Have the class ask in chorus: *What are you doing now?* Dracula answers: *I'm having a shower.* Pretend not to have heard: *What did Dracula say?* Choose someone or have the class report the statement chorally: *He said he was having a shower.* Continue with new Draculas.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 4, Listening worksheet Unit 4

Optional extra: Write various sentences on the board in Direct and Reported speech for children to convert.

At home

Activity Book - page 51

Answers

- 1 was sitting 2 were baking biscuits.
3 was cleaning 4 was hiking.
- 2 was making a film about dolphin communication. He said he was also writing a screenplay about a mission to Mars. He said he was living in London at that moment. They were thinking about selling their mansion. They were hoping to buy a mansion in York.

Lesson 5 - SB Page 52

Objectives

Language

Grammar

- global warming, heat wave

Functions

- Discover similes

Skills

Listening

- Understand the story

Reading

- Understand the story
- Understand similes

Writing

- Write similes

Materials

- Digital Book
- Audio CD 1
- Poster paper

Attention to diversity

There will be some unfamiliar vocabulary in the story, including some similes. Encourage children to get meaning from context. Learning similes is a good way to enrich the children's language.

Warmer

Divide children into small groups, tell them to mime passing a box to each other. As they pass it round, describe the changing state of the box. Say: *Now the box is as cold as ice.* They pass it around miming the sensation it creates. *Now it is as hot as fire. It is as heavy as ten bricks. It is as light as a feather. It is as big as a chair.*

Lead-in

Tell children to look at the picture of the girl in the tree, discuss who she might be and why she is in the tree. Read the title and ask them what they think the story is about.

1 Children read and listen to the story.

Optional extra: Play the track, pausing after each paragraph to ask questions: Paragraph 1: *What was the weather like? What do you feel like when it is very hot?* Paragraph 2: *Where did Isabella go? Why did she like it?* Paragraph 3: *What did she do there? Who joined her?* Paragraph 4 (until *garden*): *What will the garage mean for Isabella?* Paragraph 5 (until *down*): *Why won't her mother look at her? What are Isabella's arguments against the plan?* Paragraph 6: *Why did Isabella get red? Where did she go? What do you think is going to happen next?*

Hot spots: floating - rope ladder. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and complete the sentences. Then they find two more similes.

Answers 1 a heavy blanket. 2 thick (as) soup. 3 red (as) a chilli pepper. 4 an oven.

Extra similies: as fast as lightning, like floating on a boat in the sky.

Optional extra: Explain that *similes* are expressions where you compare two things using the words *like* or *as*. Teach some common expressions by asking children to guess how each one would end: *as strong as... (an ox), as busy as... (a bee), as stubborn as... (a mule), as wise as... (an owl), as quiet as... (a mouse), as gentle as... (a lamb), as brave as...*

(a lion), as hard as... (a rock), as black as... (night), as pale as... (a ghost), as red as... (a tomato), as white as... (snow), fly like... (a bird), eat like... (a pig), swim like... (a fish), eyes like... (a hawk), sleep like... (a baby).

3 Children invent more similes for the story.

Answers *Child's own writing*

Optional extra: Divide the class into groups of four. Groups play in pairs. One pair shows a member of the opposite team a simile. That player has one minute to draw the simile for his/her partner to guess. If the partner guesses correctly, they win a point and choose a simile for the other pair to draw and guess.

Wrap up

Divide the class into groups of four and distribute some poster paper to each group. Explain that groups will design a poster illustrating some of the common similes they have learnt. Groups take turns calling out the similes they want to illustrate until every group has three or four different ones. Display the posters in the classroom.

Continuous assessment

Children use some of similes that they have learnt in meaningful sentences.

At home

Activity Book - page 52

Answers

- 1 Isabel 2 Isabel's dad 3 Isabel's mum 4 Isabel's brother 5 Isabel's dad 6 Isabel's cat
- 2 wise, white, hard, strong, blind, quiet, dark, busy
Similes:
1 strong 2 busy 3 blind 4 dark 5 hard 6 wise
7 quiet 8 white
- 3 1 Because he needed to park his taxi. 2 Because it was dead on the inside. 3 Because she was angry and she wanted to go to her tree house.

Lesson 6 - SB Page 53

Objectives

Language

Vocabulary

- *envious, negotiation*

Unit 4

Skills

Listening

- Understand the story

Reading

- Comprehend the story

Writing

- Complete the table

Materials

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

Warmer

Recall information about the story: *What is the name of the girl, her brother and her cat? What does she do? Why does her dad want to cut the tree down?*

Lead-in

Write the following words on the board: *angry, sad, hungry, silly, envious, worried, healthy, sorry, silent, bored*. Ask children to find the words in the story and elicit their meanings. Tell them to try to get meaning from context if they do not know the words.

1 Children read the story again.

Optional extra: Ask comprehension questions. *Why didn't Isabella think her tree should come down? What did her brother say? What did he think? Who talked to her next? What were his two arguments? What were her family doing? What did she do? Why? What did her mother do? Why? Why was Isabella sad?*

2 Children read and complete the table. Then they report to the class and discuss.

Answers Problem: Isabel's dad says her tree has to come down. **Isabel's arguments:** It's the oldest tree in the village. It's so beautiful. **Dad's arguments:** There is nowhere to park and he has to park his taxi somewhere. He needs a garage at the end of the garden. The tree is old and dead on the inside. It's getting dangerous. His car is important for his work. He is worried about the tree. It isn't healthy.

Optional extra: Discuss with the class who they think will win and why. Ask: *What will happen next? Can Isabella win? Should she win? Is her dad right? Will he change his mind? Is there a compromise between Isabella and her dad?*

Wrap up

Ask children to find and underline the following verbs in the text: *cut down, go back, walk back, come down, climb down, come over, bring with you, throw (something) up*. Ask: *What do these expressions have in common? (They all consist of a verb and a particle. They are phrasal verbs.)* Point out that the particles in these examples all give information about direction or movement of the verb. Ask: *Where are you if you have climbed up a tree? (In the tree.) And if you have climbed down a tree? (On the ground.)*

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 4

Optional extra: Children write what they think will happen next.

At home

Activity Book - page 53

Answers

- 1 Dad 2 Mum 3 Isabel 4 Dad 5 Tom 6 Dad
- 1 angry - hungry 2 brain - mind 3 happy - envious
4 up - down 5 pillow - blanket 6 sweetly - sadly
- 3 *Child's own answers*

Lesson 7 - SB Page 54

Objectives

Language

Vocabulary

- *costume, set, soundtrack, special effects, stunts*

Functions

- Learn about different aspects of a film

Skills

Writing

- Complete the chart about a film
- Write a film review

Materials

- Digital Book
- Teacher's Resource Material

Warmer

Do a survey of the children's favourite films. Ask them what kind of film they like: *comedy, drama, cartoon, musical*, etc.

Lead-in

Copy the table in activity 1 on the board and work through it as a class with an example film. Help with unfamiliar vocabulary as you complete it. If the Internet is available, show clips from the film.

1 Children choose a film and complete the table.

Answers *Child's own writing*

Optional extra: If the Internet is available, let children research information about their film.

2 Children write a film review.

Answers *Child's own writing*

Optional extra: Ask a volunteer to read the example text: *Film Review: The Great Race*. Ask: *What tenses are used? (Present simple and continuous.)* Point out that, in English, present tenses are usually used when talking about films and books. Children write a first review and exchange it with a partner to check grammar and spelling. Then they write a final version and add pictures to illustrate.

Wrap up

In groups, children read their partners' reviews. They vote on the film that they would most like to see. Ask: *Are there any films that got bad reviews but that you would like to see anyway?*

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 4

Optional extra: Use the children's film reviews to assess their language development.

At home

Activity Book - page 54

Answers

- 1** 1 The Robot's Feelings 2 Get Me Out of Here!
3 Nightmare in Rio
- 2** 1 animation 2 action 3 horror
- 3** *Child's own answers*

Lesson 8 - SB Page 55**Objectives****Language****Vocabulary**

- *blood, flood*
- *book, foot, good, hook, look, neighbourhood, wood*
- *afternoon, broom, cool, drool, groom, moon, school*

Pronunciation

- Phonics: The pronunciation of the letters *oo*

Skills**Listening**

- Understand the advertisement
- Select a word based on pronunciation

Reading

- Read words with *oo*

Materials

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

Attention to diversity

The pronunciations of *oo* are very similar and can be difficult to distinguish. Let children listen to and copy the audio tracks as much as necessary.

Warmer

Write these words on the board: *good, hood, moon, foot*. Encourage children to spot the word that doesn't belong: *moon*. Repeat with: *blood, cool, flood*.

Lead-in

Explain to children that you are focussing on the letters *oo*. Look at the words on the board and elicit that these are three different pronunciations.

1  Children listen to the advertisement and tick (✓) the product.

Answers Tick (✓): Super Broom

Optional extra: Play the track several times and get children to join in, focussing on correct pronunciation. Divide the board into three columns and write *good, school* and *blood* as headings. Ask children to pronounce each word in turn, noticing how their mouths change for the three sounds. For *good*, the lips should be relaxed and

Unit 4

the oo sound should come from the back of the mouth. For *school*, the lips are more rounded and the oo sound comes from the middle of the mouth. For *blood*, the oo sound comes from the front of the mouth, and it is short. Add words into each column.

2  **Children listen and circle the words with a different sound.**

Answers 1 hook 2 drool 3 groom

Optional extra: Children create their own word list so that a partner can find the odd word out.

Wrap up

Write various oo words at random on the board. Say each word aloud and use mime, gestures or drawings on the board to reinforce the meaning. Children repeat the words chorally and then individually. Correct pronunciation whenever necessary. Divide the class into two teams. Invite one member from each team to the board. Give them each a paper 'bat'. Make one of the oo sounds, repeating it several times. The first player to slap a word with that same sound wins the chance to say it correctly and to score a point for their team. If the player chooses the wrong word or says it incorrectly, the other player gets the chance to score.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 4

Optional extra: Children read out words with oo trying to use the correct pronunciation.

At home

Activity Book - page 55

Answers

- 1** 1 a book on a hook 2 a groom at a school
3 a spoon on the Moon 4 a foot on some wood
- 2** 1 hood 2 pool 3 broom 4 flood 5 fool 6 drool
7 blood 8 cook
- 3** Book: cook, hood
Broom: pool, drool
Blood: flood

Lesson 9 - SB Page 56

Objectives

Language

Vocabulary

- *Elizabethan, fascinating, influence, inspire*
- *Jobs: actor, butcher, coachman, gardener, moneylender, playwright, soldier*

Functions

- Learn about William Shakespeare

Skills

Speaking

- Discuss quotes from Shakespeare

Reading

- Read and answer comprehension questions
- Read the text

Materials

Digital Book

- Pictures of William Shakespeare, Stratford-upon-Avon, the Globe theatre and Queen Elizabeth I
- Paper

Warmer

Write on the board 1500–1600. Elicit what children know about their country at that time. Explain that the same period in Britain is called the Elizabethan period, because Elizabeth I was Queen of England during that time (1558–1603). Share pictures of her.

Lead-in

Write the name *William Shakespeare* on the board and elicit what children know about him. Write their suggestions as a spidergram on the board.

1 Children skim the text and answer.

Answers b

Optional extra: Show children pictures of Stratford-upon-Avon and Shakespeare's house. Talk about the town and its theatres. Show pictures of the Globe Theatre in London. If possible use the Internet to see more.

2 Children read and answer the questions with a classmate.

Answers 1 c 2 Yes. Because he was like a psychologist.
3 Because his plays show a deep understanding of human

emotions such as love, hatred, envy and jealousy.
 4 He probably had many jobs, including schoolteacher, moneylender, sailor, gardener, coachman, soldier and butcher. 5 No, women were not allowed to act in Elizabethan times.

Optional extra: Ask further questions about the text:
When was Shakespeare born? When did he get married? What was his wife's name? When did he move to London? Was life in London easy? How many plays did he write? What are some of his famous works? Where were the plays performed? What time of the day were the performances?

3 Children read, match and discuss the quotes from Shakespeare.

Answers 1 container 2 shines 3 your 4 relatives

Optional extra: Tell children that many famous sayings in English originally come from Shakespeare. Explain that even though Shakespeare used 'Modern English', language is always changing, and we often need help to understand what he wrote!

Fast finishers

These children look up the names of other Shakespeare plays.

Wrap up

Write sentences from the text on different slips of paper. Cut each of them in two and play *Memo test*. Children can play this game in groups, in which case you will need several copies of each sentences; or in two big teams, in which case you will need to write the sentences on big sheets of paper.

Continuous assessment

Children write facts that they have learnt about Shakespeare.

At home

Activity Book - page 56

Answers

- 1** 1 True 2 False 3 False 4 True 5 False 6 False
2 1 flag 2 gallery 3 stage 4 courtyard 5 props
 6 balcony

Lesson 10 - SB Page 57

Objectives

Language

Vocabulary

- bright, dark, light, inspiration

Functions

- Learn about Romeo and Juliet

Skills

Speaking

- Discuss aspects of the play *Romeo and Juliet*

Reading

- Read the summary of *Romeo and Juliet*
- Sequence the main events in the story

Materials

- Digital Book

Warmer

Ask children if they have ever heard of the play *Romeo and Juliet*. If they have, ask them what they know about it and who wrote it.

Lead-in

Explain that Shakespeare wrote various kinds of plays: *comedies*, *tragedies* and *historical plays*. Ask them to define what they think each genre consists of. Comedies were funny and made you laugh, for example *A Midsummer Night's Dream*. Tragedies had a sad end, usually with the death of the protagonists, for example *Macbeth*. Historical plays were based on historical figures, for example *Richard III*.

1 Children answer the questions with a classmate.

Answers *Child's own answers*

2 Children read and check their answers.

Answers 1 In the Italian city of Verona. 2 Their families hate each other. 3 Tragedy

Optional extra: Ask comprehension questions about the play: *What are Romeo and Juliet's surnames? Where do Romeo and Juliet meet for the first time? Why do they get married in secret? Why does Romeo kill Tybalt? Why does Romeo run away? Why does Romeo think Juliet is dead? Is she really dead? Why does Romeo take poison? Why does Juliet kill herself?*

Unit 4

3 Children number the events in order.

Answers 1 The families hate each other. 2 The Capulets have a party. 3 Romeo and Juliet meet. 4 Romeo goes to Juliet's garden. 5 They get married. 6 Romeo kills Juliet's cousin. 7 Romeo kills himself. 8 Juliet kills herself.

Optional extra: Children summarise the story by putting the events in order and expanding on them. Divide the class into two groups to act out the play. The main roles are Romeo, Juliet, Mercutio, Tybalt and the Friar. The other children can play friends and family of the protagonists. Children can invent the lines or even act it as a mime with no words. They can use the main events from the activity to sequence their story.

Wrap up

Display images of different versions or editions of the book covers of the play *Romeo and Juliet* throughout time. Challenge children to compare the pictures and choose their favourite one. They should be ready to account for their choice.

Continuous assessment

Ask children to write some things they have learnt about *Romeo and Juliet*.

At home

Activity Book - page 57

Answers

- 1 1 Juliet 2 Romeo 3 Romeo 4 Juliet 5 Romeo 6 Juliet
- 2 1 Shakespeare 2 Capulet 3 Montague 4 hated 5 married 6 kills 7 poison 8 dagger
- 3 1 Fiction 2 Fact 3 Fact 4 Fiction 5 Fact 6 Fiction 7 Fact 8 Fiction

Review - SB Pages 58 & 59

Objectives

Language

Grammar

- Reported speech from Present simple and continuous
- Indefinite pronouns

Functions

- Review the target language of the unit

Skills

Speaking

- Tell a well-known fairy tale

Listening

- Select the correct ending to the story

Reading

- Follow the story and find differences between it and another version
- Answer personal questions

Writing

- Report Direct speech

Materials

- Digital Book
- Audio CD 1

Warmer

Tell children they work for the gossip column of a well-known magazine. Ask them to report some gossip they have heard of.

Lead-in

Ask children which fairy tales they know the name of in English.

1 Children tell the story of *Little Red Riding Hood* with a classmate.

Optional extra: As a class retell the story of *Little Red Riding Hood*.

2 Children read and find differences between the original story and this version.

Answers Red/Little Red Riding Hood; Red jacket/cloak and hood; Backpack/basket; Red hands the bag to the wolf./The wolf tells Little Red Riding Hood to pick some flowers for her Granny. Then he races to Granny's house. Red called Granny on her mobile phone and tells her a big, bad wolf is coming to see her./Little Red Riding Hood goes to Granny's house and the wolf has eaten Granny.'Let's play a trick on him./The wolf plays a trick on Little Red Riding Hood. He pretends to be Granny.

Optional extra: Discuss the two versions of the story and ask children which version they prefer and why.

3 Children listen and tick (✓) the ending.

Answers They embarrassed the wolf.

Audio CD 1



When the wolf got to the cottage, he couldn't find Granny anywhere, so he decided to surprise Red and eat her instead. He put on Granny's pink flowery pyjamas and got into bed. He waited and waited for Red to arrive. Finally, he fell asleep. Then, a big crowd arrived at Granny's cottage. Red and Granny had called all their family and friends. Everybody ran into Granny's bedroom and took photos of the wolf wearing Granny's pyjamas. Then they sent the photos of the wolf to all their friends on the Internet. The wolf was so embarrassed that he ran into the woods. Nobody ever saw him again.

Optional extra: Divide the class into groups to rehearse the story. Ask volunteers to act out the new version.

4 Children decide who is speaking and write what they said.

Answers 1 Red said she could take the cake to Granny. 2 Red said she was wearing her new red jacket. 3 The wolf said he could carry her bag for her. 4 Red said there was a wolf coming to her house. 5 Granny said she wasn't scared of wolves. She said they were silly.

Optional extra: In pairs children read through the story and rewrite it without any Direct speech; they must turn it all to Reported speech. Volunteers read out their story.

5 Children write what the actors said.

Answers 1 he was rehearsing a new play. 2 her rehearsal started at 8 o'clock. 3 he loved acting. 4 she was not learning any more lines that day.

Optional extra: Choose four volunteers to write the answers on the board. The rest of the class decides if they are correct or not, and if they are not, corrects them.

6 Children look and complete the sentences.

Answers 1 nobody 2 something 3 everything 4 somewhere

Optional extra: Ask children to write two more sentences using Indefinite pronouns.

7 Children read and answer.

Answers *Child's own answers*

Optional extra: Discuss question 3 as a class. Write the jobs on the board and find out which is the most popular choice.

Wrap up

Play *Sentence hangman*. Write spaces on the board for the letters of each word in a sentence containing grammar and vocabulary from the unit: *She said she liked acting*. Show apostrophes and punctuation. Divide the class into two teams. Have teams call out letters in turn. Teams get a point for every letter they guess correctly, for the number of times the letter appears and for finishing a word or the sentence. At the end of the game, the team with the highest score is the winner.

Final evaluation

Teacher's Resource Material: Test Unit 4

At home

Activity Book - pages 58 & 59

Answers

- 1 1 I love football! 2 I'm taking swimming lessons. 3 We are going to play tennis. 4 I'm good at climbing.
- 2 1 He said he loved football! 2 She said she was taking swimming lessons. 3 They said they were going to play tennis. 4 He said he was good at climbing.
- 3 (top row) 6, 1, 5 (bottom row) 2, 3, 4
- 4 1 nobody 2 somewhere 3 Everybody 4 something 5 anywhere 6 nowhere
- 5 1 Robert and Angela Stardust were in New York that day. 2 She said they were meeting their fans. 3 She said Robert was signing autographs. 4 She said Angela had lots of copies of her new book! 5 She said Angela was smiling and she looked very happy that day. 6 She said Robert was talking about their next performance on Broadway.
- 6 1 elbow hurt. 2 she was good at Maths. 3 said he knew the answer. 4 said she wasn't interested in what they were saying. 5 said he wasn't very good at that.

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

Amazing stories

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Reported commands: <i>She told us (not) to talk.</i> • Reported requests: <i>She asked us to be quiet.</i> • Reported questions: <i>I asked if Holly had a routine.</i> • Questions words: <i>How, What, When, Where, Which, Who, Why</i> 	<ul style="list-style-type: none"> • Verbs: <i>act, carry, close, cross, dance, drink, eat, fight, join, move, open, pick up, play, run, scratch, shake, sing, stand, stay, take, talk, touch</i> • Telling stories: <i>article, conclusion, film, headline, lead paragraph, news, newspaper, novel, novelist, plot, publish, report, reporter, screenplay, writer</i> 	<ul style="list-style-type: none"> • Minimal pairs: <i>er</i> and <i>or</i> sounds: <i>heard, bird, fur story, four, sore</i> 	<ul style="list-style-type: none"> • Imperatives • Question words

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use Reported speech to report commands and requests • To report questions 	<ul style="list-style-type: none"> • To report commands • To report requests • To learn about the history of newspapers • To learn about jokes and how to tell them • To review the target language of the unit
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known • To use language related to telling stories 	<ul style="list-style-type: none"> • To highlight and practise the <i>er</i> and <i>or</i> sounds • To differentiate between alternative spellings for both sounds • To differentiate between the two sounds

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To report commands • To role-play an interview • To ask and answer questions • To discuss the meaning of a famous quote • To tell <i>Knock knock jokes</i> • To report an interview 	<ul style="list-style-type: none"> • To understand a story • To be able to answer comprehension questions • To match a newspaper headline with a text • To differentiate two sounds with various spelling alternatives • To show comprehension of a text by answering questions and matching pictures • To match jokes with their punch lines • To understand a text and complete an interview • To read an article
Listening	Writing
<ul style="list-style-type: none"> • To identify commands • To differentiate requests from commands and match them to pictures • To listen for the answers to questions • To understand a story • To follow the lyrics to a chant • To listen to riddles and match them with pictures • To listen for specific words 	<ul style="list-style-type: none"> • To write reported questions • To complete sentences with reported questions • To report an interview • To write questions • To write a paragraph of a newspaper article • To write a newspaper article • To write reported commands and questions

Assessment criteria

- Check children can change Direct speech in Present simple and continuous into Reported speech.
- Check children can report both affirmative and negative commands.
- Check children can turn questions in Present simple and continuous into Reported speech.
- Check children participate in class and work collaboratively with their partners.
- Check children can comprehend a story and get meaning from context.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 5, pages 12-13: Lesson 4
 - Vocabulary worksheet Unit 5, pages 34-35: Lesson 3
 - Reading worksheet Unit 5, page 52: Lesson 6
 - Writing worksheet Unit 5, page 66: Lesson 7
 - Speaking worksheet Unit 5, page 78: Lesson 8
 - Listening worksheet Unit 5, page 88: Lesson 4
 - Test Unit 5, pages 128-131: Unit 5 Review
- **Flashcards** Unit 5 (available on Richmond website)
- **Extra**
 - English language newspapers

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to report commands, questions and requests. (SB pp 60, 61, 62, 63, 64, 65, 66, 67 & 69)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and reflect on the natural world. (SB p 68)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB p 71)



Social and civic competence

Children learn all forms of behaviour: personal, interpersonal and intercultural to participate in an effective and constructive way in social life. (SB pp 60, 61, 63 & 65)



Cultural awareness and expression

Children learn to use and appreciate creative expressions of ideas which broaden their understanding of their own culture and the diversity in the world. (SB pp 62, 63, 67 & 68)



Competence in learning to learn

Children develop strategies to improve the learning process and assume control over their own learning. (SB pp 60, 62, 64, 66, 67, 70 & 71)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB p 68)

Objectives

Language

Grammar

- Imperatives
- Reported commands

Functions

- Report commands

Skills

Speaking

- Report commands

Listening

- Identify commands

Reading

- Choose the correct imperatives according to photos

Materials

- Digital Book
- Audio CD 2

Attention to diversity

Reporting commands, especially in the negative, can be difficult. Give children lots of exposure and practice.

Warmer

Review Reported speech. Ask children to recall some phrases you said the previous class, e.g. *Unit 4 is over*. *What did I say?* Challenge children to report the phrase: *You said unit 4 was over*. Repeat with other phrases.

Lead-in

Play a few rounds of *Simon says*. Make the commands fairly easy: *Simon says touch your nose*. *Stand on one foot*.

1 Children listen, tick (✓) and perform the commands.

Answers Tick (✓): Stand up! Don't talk. Close your eyes. Move very slowly. Open your eyes. Act like a parrot. Scratch your head. Dance!

Audio CD 2



We're going to play some games today to help you relax and have some fun!

First, everybody stand up. Shhh! Don't talk!

Now, close your eyes. Move very slowly. Very, very slowly. You can move in any direction, but very slowly.

Good! Now open your eyes. Act like a parrot! Good.

Now scratch your head. Scratch, scratch, scratch.

Now dance! Imagine the music. Dance, dance, dance!

Very good.

Optional extra: Tell children to close their books and to tell you the commands they remember. Write a positive command and a negative one on the board and show children how to write them as Reported speech: *She told us to stand up*. *She told us not to talk*.

2 Children report the commands with a classmate.

Optional extra: When children have had a chance to practise saying all the commands, get them to close their books and report them. See if as a class they can remember them all.

3 Children read and complete the speech bubbles with two commands each.

Answers Teacher: Open your books. Don't eat in the library. **Doctor:** Take these pills. Stay in bed. **Police officer:** Don't play in the street. Don't cross the road. **Mother:** Don't fight with your brother. Drink your milk.

4 Children report what they each said.

Optional extra: Divide children into groups of four and assign the roles of the people in the book. They take turns giving one of their commands and the rest of the group reports them. Ask volunteers to model in front of the class.

Wrap up

Divide the class into groups of six and ask them to play *Chinese Whispers*. The first person in the team must whisper to the child next to him a command somebody has given him, e.g. *My mum told me to tidy up my room*. The message should be passed on from child to child till the end and then check if the message has been changed in any way.

Initial evaluation

Ask children to write two commands from the game in their notebooks. Encourage them to write affirmative and negative commands.

At home**Activity Book** - page 60**Answers**

- 1** (top to bottom) 4, 2, 1, 3
- 2** 1 Don't touch my dog. 2 Walk your dog.
3 Keep your dog off the grass. 4 Don't bring your dog to school.
- 3** 1 cut the grass, but he cut the roses. 2 wash the car, but he washed the dog. 3 eat the ice cream, but he gave it to the dog. 4 feed the fish, but he fed the cat with the fish.

Lesson 2 - SB Page 61**Objectives****Language****Grammar**

- Reported requests
- Reported commands

Functions

- Report commands and requests

Skills**Listening**

- Identify requests and commands and match them to pictures

Reading

- Match sentences to pictures

Writing

- Report commands and requests

Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 5

Attention to diversity

The difference between *ask* and *tell* can be quite subtle sometimes. It is clearer if children focus on intonation or function to select whether to use *say* or *tell*. For example, *Can you...* is reported as *asked*.

Warmer

Ask children to think about things that teachers ask and tell them to do. Focus on the difference between ask and tell. For example, a teacher might ask you to close the door or to take a message. They tell you to stop talking or to do your homework.

Lead-in

Let children look at the pictures in their books and guess what the teacher is saying in each one. Is she asking or telling?

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

Answers Top row: 6, 1, 4 Bottom row: 2, 3, 5

Audio CD 2

- 1**
Teacher: OK, everyone, please stand up.
- 2**
Teacher: Now, pay attention! Be quiet, please. Thank you.
- 3**
Teacher: Let's all shake hands. That's right. Shake hands!
- 4**
Teacher: Oh, Dylan.
Dylan: Yes, Ms. Torrey?
T: Can you carry my bag, please?
D: Yes, of course.
T: Thanks.
- 5**
Teacher: Dylan, can you please close the window?
Dylan: OK.
- 6**
Teacher: OK, children, it's time for your break. You only have 15 minutes. Don't be late!

2 Children read, look and match.

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

3 Children report the commands.

Answers 1 told me not to talk on my mobile phone. 2 She asked me to open the door. 3 She asked us/me to sing. 4 She told us/me not to run in the corridor. 5 She told us to join hands. 6 She asked us to pick up the props.

Unit 5

Wrap up

Divide the class into nine groups and give each one a **Flashcard**. Get them to practise both giving each other commands and making requests using their verb. Children report what they were asked and told to do.

Continuous assessment

Use the wrap up activity to assess how children report requests and commands.

At home

Activity Book - page 61

Answers

- 1** 1 Image 3 2 Image 2 3 Image 6 4 Image 5
5 Image 1 6 Image 4
- 2** 1 told 2 told 3 asked 4 told 5 asked 6 asked

Lesson 3 - SB Page 62

Objectives

Language

Grammar

- Ask questions and report them

Vocabulary

- *novel, novelist, plot, publish, screenplay*

Skills

Speaking

- Role-play the interview

Listening

- Listen for the answers to questions

Reading

- Choose missing words according to context

Writing

- Write reported questions

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Attention to diversity

Use mixed ability pairs for the role-play in order to give less able children some peer support.

Warmer

Discuss reading with the class. Ask: *What do you like reading? What's your favorite story? Who's your favorite author? Is there a film of your favorite book?* Make a class list of their top ten books.

Lead-in

Children keep their books closed. Read the introduction aloud quite slowly, and then read it again at a natural reading pace. Then brainstorm what children remember of the introduction.

- 1**  **Children read, listen and circle Y for yes or N for no.**

Answers 1 Y 2 Y 3 Y 4 N 5 N 6 Y 7 Y 8 N

Audio CD 2



Kat: Hi there! We report on the young people who are making the news! This week, Theo is talking to the 13-year-old novelist Holly Lewis. Her first novel, *The Star Child*, has already sold more than one million copies. What are the secrets of her amazing success? What is she planning to do next? Let's find out!

Theo: Hi, Holly. It's great to meet you.

Holly: Hi, Theo. It's good to meet you, too.

T: OK, I have some questions here for you.

H: I hope I can answer them!

T: Are you enjoying the success of your novel?

H: Yes, I am. This is a dream come true.

T: Do you like being a writer?

H: It's great. I write about the things I like.

T: Do you have a routine?

H: Yes, I do. I write for two hours every evening, and sometimes I work at the weekend, too. But not always!

T: Is it easy to get a book published?

H: No, it isn't. In fact, it is very difficult. I sent my book to many different publishers. It took a lot of patience!

T: Are you writing a screenplay of the novel?

H: Not yet!

T: Do you have plans to write for the films?

H: Yes, I do. Maybe next year.

T: Are you writing a novel at the moment?

H: Of course! It's a sequel to *The Star Child*.

T: Does anybody know the plot?
 H: No, nobody! It's top secret!
 T: Thanks for talking to us today.
 H: Thanks, Theo. I really enjoyed it.

Optional extra: Before listening, children predict the answers to the questions.

2 Children read and complete the speech.

Answers If she liked, had, was, knew

Optional extra: Choose a volunteer to read the example in the Grammar box. Point out what happens to the word order after the word *if*. Remind them of the tense change.

3 Children report the other questions.

Answers I asked if she was enjoying the success of her novel. I asked if it was easy to get a book published. I asked if she was writing the screenplay of the novel. I asked if she had any plans to write for the films.

4 Children write three more questions for Holly.

Answers *Child's own writing*

Optional extra: In pairs, children choose a celebrity that they would like to interview. They prepare five questions to ask their celebrity.

5 Children role-play in pairs.

Optional extra: Children imagine the interview with their celebrity and what they would answer. Then they report the famous person's replies to the class.

Wrap up

Select two children and tell the class that these two say that they are twins but we are not sure. Send the two children out of class to agree on aspects of their life – family members, where they grew up and so on. Divide the rest of the class into two groups and ask them agree on five questions they can ask the twins. The two children come back in and each one goes to a group. The groups interview the twins. Then they report back the answers to their questions. If the answers coincide they are telling the truth, if not they are faking the class out!

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 5

At home

Activity Book - page 62

Answers

- 1** 1 people recognized him in the street. 2 he liked being a world record holder. 3 if he was training to break any more records. 4 if he liked eating beans.
2 2 I got to school on time. 3 I did my homework every evening. 4 English was my favourite subject. 5 I was listening to music at that moment.
Child's own answers

Lesson 4 - SB Page 63

Objectives

Language

Grammar

- Question words
- Reported questions

Vocabulary

- *How, What, When, Where, Which, Who, Why*

Skills

Reading

- Write question words based on context

Writing

- Complete sentences with reported questions
- Report the interview

Materials

- Digital Book
- Teacher's Resource Material

Warmer

Review the names of jobs by asking questions: *Who works outside? Who wears a uniform? Who works at night? Who writes? Who sells things? Who cuts hair? Who drives things? Who teaches? Who works with animals?* Brainstorm the names of workplaces: *office, hospital, school, farm, garden, airport, train station, TV studio, theatre, factory*

Lead-in

In pairs children ask each other: *What do you want to be when you are older? Why would you like to do that job?* Make a list of the five most popular jobs.

Unit 5

1 Children read and write the question words.

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

2 Children read and complete the questions.

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

Optional extra: Divide the class into pairs to role-play the interview between Luke and Kat.

3 Children read and complete.

Answers 1 when, took 2 why, was 3 what, did

Optional extra: Ask a volunteer to read the examples in the Grammar box. Review the formation of reported questions; note that in these cases the question word is used.

Wrap up

Challenge children to report the question in the interview in activity 2 in a chain game. Don't let them read their books! The game should go on until somebody makes a mistake.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 5, Listening worksheet Unit 5

Optional extra: Use the children's oral work in the wrap up to assess their grasp of reported questions.

At home

Activity Book - page 63

Answers

- 1 how 2 when 3 why 4 what 5 where
- 2 2 What 3 Where 4 What
- 3 1 how 2 what 3 did 4 where 5 lived 6 what 7 were

Lesson 5 - SB Page 64

Objectives

Language

Vocabulary

- barked, hooted, meowed, comfortable, nightmare, tray, uncomfortable

Skills

Listening

- Understand the story

Reading

- Understand the story
- Be able to answer comprehension questions

Materials

- Digital Book
- Audio CD 2

Attention to diversity

There will be some unfamiliar vocabulary in the story. Encourage children to get meaning from context. If there are still unknown words act the meaning out, exemplify them yourself or have children look them up.

Warmer

Remind children of Part 1 of the story and ask questions about what happened. Play track 1.29 to listen to the first part again if necessary.

Lead-in

Brainstorm the children's predictions about what might happen next and write them on the board. Ask: *Will Isabel stay up in the tree? How long will she stay there?*

1 2.4 Children read and listen to the story.

Optional extra: Ask questions to check comprehension.

Paragraph 1: *Who was with Isabel? Why was it uncomfortable? What did she dream about? Why was Pizza annoyed?* Paragraph 2: *Did Isabel have a good night's sleep? What did she hear? What regrets did Isabel have? What did she think her family was doing? Do you think it was true?* Paragraphs 3 and 4: *Who was asleep? Why were her parents awake? What were they doing? What was the dark shape? What were the noises that the two animals made? Why did Pizza leave Isabel? Would you like to sleep outside all night?* Paragraphs 5–8: *Why was Isabel's back aching? What did Tom bring her? What did he think she looked like? What did he want to do? What did Isabel hear? What did it sound like?*

Hot spots: curl up - skyscraper - hoot - annoyed. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and answer the questions.

Answers 1 Because she was sleeping in the treehouse and she heard noises she doesn't hear in the house. 2 Because she felt lonely and uncomfortable. 3 Because she was awake and everybody else was inside sleeping

on comfortable beds. **4** Because they were worried about Isabel. **5** A storm./Child's own writing.

Optional extra: For each question get children to underline evidence in the text. Let them compare answers in small groups.

Wrap up

Ask children to write a short summary of the story. Get them to draw a scene from the story. Suggest scenes to draw, such as the house at night with Mum, Dad and Tom, Tom at the bottom of the tree or the owl and Isabel.

Continuous assessment

Ask children to read a paragraph aloud from the story and explain what is happening in their own words to assess their reading, speaking and comprehension skills.

At home

Activity Book - page 64

Answers

- 1** 1 Isabel was long and uncomfortable. 2 Pizza meowed. 3 The owl hooted. 4 Isabel was annoyed. 5 Tom carried a tray with breakfast on it. 6 Tom wanted to play with Isabel. 7 Isabel looked like a captain on a ship. 8 A dog in the distance barked.
- 2** 1 Isabel had a nightmare. 2 Isabel was uncomfortable in the treehouse. 3 Pizza climbed down the tree because he wanted a good night's sleep. 4 Isabel's parents were awake. 5 Tom wanted to play pirates in the treehouse.
- 3** *Child's own answers*

Lesson 6 - SB Page 65

Objectives

Language

Vocabulary

- grumpy, noon, rope ladder

Functions

- Understand the main parts of the story

Skills

Speaking

- Ask and answer questions

Listening

- Understand the story

Reading

- Understand the story

Writing

- Write questions

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Attention to diversity

There will be some unfamiliar vocabulary in the story. Encourage children to get meaning from context. If there are still unknown words, act them out or ask children to look them up in a dictionary.

Warmer

Ask children what has happened so far in the story. Ask them to predict how it will end.

Lead-in

Go over the names of the characters and ask children who they are and what they remember about their actions.

1 Children read the story again.

Optional extra: Ask questions to check comprehension. Paragraph 1: *What was the weather like? What did Isabel say she was going to do? Did she mean it?* Paragraphs 2 to 6: *What was the weather like? What was the noise like a giant? What would you do in that situation?* After reading to the end of the story, ask: *What did her parents do when the storm started? Why did Isabel fall? What did the tree doctor do? Why? What did Isabel do to replace the tree? Do you think Isabel did the right thing when she stayed in the tree?*

2 Children read and choose the best summary for this part of the story.

Answers 2

Optional extra: Get children to discuss each summary and to justify their decision. Let them listen to audio track 2.4 again if necessary.

3 Children write the questions. Then they ask and answer with a partner.

Unit 5

Answers 1 Who examined the old tree? A tree doctor examined the old tree. 2 Why was the old tree cut down? Because it was dead and dangerous. 3 When was the garage built? Two months later. 4 Where were the young trees planted? In the garden.

Optional extra: Focus on the Direct speech in the story and get children to underline the utterances and then report them.

Wrap up

Divide the class into groups of four. Groups write, rehearse and perform a role-play of the story. Go around the class helping with pronunciation and lines. Volunteer groups perform for the class.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 5

Optional extra: Children write a short summary of the story.

At home

Activity Book - page 65

Answers

- 1 1 Image 5 2 Image 2 3 Image 1 4 Image 4 5 Image 3
- 2 Image 1: Her parents ran out to the tree when the storm started.
Image 2: Isabel heard a noise and a raindrop hit her in the eye.
Image 3: They planted two new trees in the garden.
Image 4: The tree was struck by lightning and she started to fall.
Image 1: Isabel's parents tried to talk to her.
- 3 1 stamping 2 cracked 3 grumpy 4 noon 5 invisible 6 tapping

Lesson 7 - SB Page 66

Objectives

Language

Grammar

- Question words

Vocabulary

- *article, headline, lead paragraph, newspaper*

Skills

Reading

- Match a newspaper headline with the text

Writing

- Write a paragraph of a newspaper article
- Write a newspaper article

Materials

- **Digital Book**
- **Teacher's Resource Material**
- English language newspapers

Warmer

Show children different newspapers. Write the word *headline* on the board and ask them to read out headlines from the newspapers. Ask them if they or their parents read newspapers and if they read printed or online versions.

Lead-in

Remind children of the types of questions reporters ask to create an article. Write the question words on the board.

1 Children read the text. They choose and write the headline.

Answers Police Arrest Parrot

Values: Focus on the headline: *Grandad saves swimmer lost at sea*. Explain that senior citizens have a lot to teach us and there is a lot to learn from older generations. Get children to prepare questions to ask a senior citizen they know. Then they prepare a timeline of main events in that person's life.

Optional extra: Ask children about national or international events that are in the news at the moment. Ask them to think of headlines might be for some of them.

2 Children choose another headline and write a lead paragraph.

Answers *Child's own writing*

Optional extra: Children invent headlines for events at school. For example: *Headmaster declares a new holiday. Class 3 win art competition.*

3 Children make notes to write a short article.

Answers *Child's own writing*

Optional extra: Divide the class into groups according to the headline they have chosen and ask them to brainstorm ideas for the notes section.

4 Children write a short article in their notebook.

Answers *Child's own writing*

Optional extra: Pair children up and let them combine their best ideas into one story and then rewrite a final version. Volunteers present their article to the class.

Wrap up

Pairs use their newspaper article to prepare a short TV report of the story. Pairs present their TV reports to the class. The class votes on the most interesting, most unusual and most professional TV reports.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 5

Optional extra: Use the children's articles to assess their writing development.

At home

Activity Book - page 66

Answers

- 1 1 British man and a police officer. 2 New Zealand. 3 He was fined for speeding by the same policeman who had stopped him two years earlier in the UK.
- 2 (left to right) 3, 1, 2, 4
- 3 *Child's own writing*

Lesson 8 - SB Page 67

Objectives

Language

Vocabulary

- *bird, bored, floor, for, four, heard, oar, sore, story word, worked*

Pronunciation

- Compare the sounds *er* and *or*

Skills

Listening

- Follow the lyrics to the chant
- Choose the correct word

Reading

- Differentiate two sounds with various spelling alternatives

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Attention to diversity

These two sounds are easily confused because they are very similar. The variety of alternative spellings also makes learning them quite difficult. Children need to practise as much as possible.

Warmer

Write *bird* and *bored* on the board and model the pronunciation. Get children to feel how their lips move differently for the two sounds.

Lead-in

Get the class to suggest other words that sound like *bird*, with the *er* sound, regardless of spelling, (*girl, heard, word, skirt, fur...*). Then do the same with *bored* and the *or* sound (*four, door, wore, saw, story...*).

1 2.5 Children listen and number.

Answers From top to bottom, left to right: 2, 4, 3, 5, 1

Optional extra: Play the chant but pause it at the end of each line for children to repeat.

2 2.5 Children listen again and say the chant.

Optional extra: Ask children to say which column on the board the words in red belong to; either to the *bird* column or *bored* column.

3 2.6 Children listen and circle the correct word.

Answers 1 burn 2 ward 3 torn 4 fur 5 worm 6 sir
7 bored 8 short

Audio CD 2



- 1 Careful! Don't burn the toast.
- 2 She's just had a baby. She is in the maternity ward.
- 3 I have to fix my trousers. They are torn.
- 4 That poor dog hasn't got any fur!
- 5 Uh... it's a big, fat worm!
- 6 Could you tell me where the petrol station is, sir?
- 7 There's nothing interesting on TV. I'm bored!
- 8 He can't play basketball. He is too short!

Unit 5

Optional extra: Do a phonics dictation. Tell children to write the numbers 1-10 in their notebooks. For each number, read a word with *er* or *or*. Read each word twice. To check, invite volunteers to say and spell the words out.

4 Children practise saying the words with a classmate.

Optional extra: In pairs children choose four of the pairs of words. They invent sentences using both words. For example, *Sir Richard fell off his horse and his arm was sore. The worm likes summer because he is warm.*

Wrap up

Divide the class into four groups, assign two or three lines of the chant to each group. The group rehearses their lines and decides on actions to go with it. The class then performs the chant all the way through with each group saying their lines and miming the corresponding actions.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 5

Optional extra: Children list all the *er* and *or* words from the lesson in two columns in their notebooks.

At home

Activity Book - page 67

Answers

- 1 born 2 ward 3 bird 4 worm 5 burn 6 bored 7 fur 8 short 9 torn 10 heard
- 2 Burn: bird, worm, fur, heard, shirt, turn
Born: ward, bored, short, torn, warm, hoard

Lesson 9 - SB Page 68

Objectives

Language

Vocabulary

- *criticism, journalist, printing press, reporters, scribes*

Functions

- Learn about the history of newspapers

Skills

Speaking

- Discuss the meaning of a famous quote

Reading

- Show comprehension of the text by answering questions and matching pictures

Materials

- **Digital Book**
- English language newspapers

Warmer

Brainstorm the names of local, national and international newspapers. Ask children if they know when the first newspapers were published and where. Ask them who Johannes Gutenberg was. (Inventor of the printing press in 1447).

Lead-in

Hand out the newspapers and ask children to identify the headlines, the captions, the advertisements, the weather forecast, the TV schedule, the sports section, the crossword, the cartoons.

1 Children discuss the saying with a partner.

Answers A news story arousing interest because of its bizarre or unexpected nature.

Optional extra: Choose pairs to explain why one is news and the other is not. Elicit or share more strange headlines and discuss the possible stories with the class: *Cat drives car. Butterfly steals honey. Squirrel vandalizes cars.*

2 Children read and answer the questions.

Answers 1 The Romans produced the first newspaper. 2 Scribes had to write them by hand. 3 It made the modern newspaper possible. It wasn't as expensive or slow to produce newspapers. 4 Journalists could gather information about events in different parts of the world and write about them the same day.

Optional extra: Ask additional questions: *How did past civilizations share information? What new type of newspaper appeared in the 1990s?*

3 Children read and match.

Answers Pictures, left to right: 1447, 1605, 1844, AD 713

Optional extra: Ask children to use the timeline to make a short summary of the article. Tell them to add the 1990s to the timeline too. Children swap their articles with a partner to proofread. They compare their work.

Wrap up

Tell the class that they are going to prepare an English-language newspaper about their school. Show the newspapers from the Warmer activity and vote on which sections to include and which to leave out. The photos can be drawn. Divide the class into groups of four and distribute a writing assignment to each one. Groups submit a final version after proofreading each other's work. Fold the pages together to form a newspaper.

Optional extra: Children prepare an online version of their newspaper. They can use <https://es.calameo.com/> or any other similar web tool.

Continuous assessment

Children write three things they have learnt about newspapers.

At home

Activity Book - page 68

Answers

- 1** 1 False 2 False 3 True 4 True 5 False 6 False
2 1 d 2 h 3 f 4 g 5 a 6 i 7 c 8 e 9 b

Lesson 10 - SB Page 69**Objectives****Language****Vocabulary**

- jokes

Functions

- Learn about jokes and how to tell them

Skills**Speaking**

- Tell *Knock knock* jokes

Listening

- Listen to riddles and match them with pictures

Reading

- Match jokes with their punch lines

Materials

- Digital Book
- Audio CD 2

Attention to diversity

Some of the jokes rely on how words sound and / or on puns, for example, *Avenue* sounds like *Haven't you*. Encourage children to read the jokes aloud in groups and try to spot which words sound like others. It might be necessary to explain the jokes but also encourage children to infer the fun side of jokes.

Warmer

Ask children if they know any jokes. Let them tell them in their own language.

Lead-in

Ask children if they know any jokes or riddles in English. Write some of these on the board without the answers and see if they get them. Help them to understand them if necessary.

What gets wetter the more it dries? A towel.

What's the difference between a piano and a fish? You can't tuna fish! (You can't tune a fish)

What is the most hardworking part of the eye? The pupil!

Why did the computer go to the doctor? Because it had a virus!

What is the best day to go to the beach? Sunday!

What do you call a deer with no eyes? No idea!

1  Children listen, find and number.

Answers Top row: 5, 6, 1 Bottom row: 4, 2, 3

Audio CD 2

- 1 What's black and white and read all over?
- 2 What has one head, one foot and four legs?
- 3 What has two hands and a round face but no legs?
- 4 What goes up, but never comes down?
- 5 What is full of holes but can still hold water?
- 6 What gets bigger and bigger as you take more away from it?

Optional extra: Tell children to choose one of the riddles and write it down. Play the audio track again if necessary. Children write the riddle on a piece of paper including the answer in small handwriting at the bottom. Make a display of the riddles.

2 Children read and match the columns.

Answers **1** A starfish! **2** B! **3** It waves! **4** All of them!
5 When it's full! **6** 2nd place! **7** V! **8** Two!

Optional extra: Pair children up to practise saying the jokes and the answers. Make sure they make a pause

Unit 5

between joke and answer because timing is also important when telling jokes.

3 Children say the *Knock knock* jokes with a partner.

Answers (top row, from left to right) I need to borrow a pencil. Have you ever heard this joke before? (bottom row, from left to right) Thank you? You're welcome. No bell. Don't ask, it's a secret!

Optional extra: Volunteers perform the jokes for the class. Encourage them to tell them from memory and to focus on pronunciation and timing.

Wrap up

Divide the class into small groups. If the Internet is available, let them look up more jokes (search for 'jokes for children' or 'cracker jokes'). When they understand one, they write it down. When they have several they practise saying them and then perform the best ones for the class.

Continuous assessment

Ask children to tell a joke.

At home

Activity Book - page 69

Answers

- 1 Since I was an egg! 2 Because it's too far to walk! 3 The outside! 4 A happy lion! 5 You certainly do. This is a shoe shop! 6 give you a sweet if you open this door! 7 Hamsterdam! 8 It gets wet!
- 2 *Child's own answers*

Review - SB Pages 70 & 71

Objectives

Language

Grammar

- Reported questions
- Question words

Functions

- Review the target language of the unit

Skills

Speaking

- Report the interview

Listening

- Listen for specific words

Reading

- Understand the story and find the main information
- Answer personal questions

Writing

- Report Direct speech

Materials

- Digital Book
- Audio CD2
- Teacher's Resource Material
- Flashcards Unit 5

Warmer

Tell children you have fallen behind with the latest gossip about celebrities. Ask them to report them to you, e.g. *Justin Bieber said he was about to cancel his next tour.*

Lead-in

Remind children of all question words they know (*how, what, when, where, which, who, why*). Ask them to suggest questions to ask classmates using the different words.

1 Children read and complete the interview.

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

Optional extra: After each question, ask children to explain how they know they have chosen the correct question word.

2 Children listen and circle the words.

Answers March, famous, mysterious, Scotland, castles, two

Optional extra: Children write a short summary of what Lucy Powell is going to do in the near future. *Lucy Powell is going to start filming her new film in...*

3 Children report what questions were asked with a classmate.

Answers The reporter asked her when they were going to make the film. He also asked who else was in the film with her. He asked her what it was about. He asked her where they were going to film it. He asked her why they

were going to Scotland. He also asked her how long it was going to take to film.

Optional extra: Divide the class into two groups. One group reports the questions and the other group reports the answers. They practise how to say them together in their groups and then say them out loud in chorus.

4 Children read the article and find the main information.

Answers Who? 12-year-old Samantha Bailey; What? Saves her family from their burning house; Where? Edinburgh; When? 2 o'clock last night

Optional extra: Pair children up and ask them to role-play an interview between a TV reporter and Samantha Bailey. They rehearse the dialogue and volunteers perform for the class.

5 Children report the commands.

Answers 1 her brother not to use her MP3 player. 2 Mr Taylor told us to stop talking. 3 Mum told my sister not to use the computer. 4 A police officer told the criminal to put his hands behind his back.

Optional extra: Hold up a **Flashcard** and get children to suggest a command for it. They then report the command. Repeat with the other flashcards.

6 Children read the article and report the headmaster's questions to the pilot.

Answers 1 if he was hurt. 2 if I could help him. 3 if he wanted me to call an ambulance. 4 where the passengers were.

Optional extra: If the Internet is available, children look up interviews with famous people they like. They report two things that their celebrity said in the interview.

7 Children report the students' comments. They answer which of them could be true.

Answers 1 the helicopter was flying past his classroom window. 2 said two teachers were pulling the pilot out of the helicopter. 3 said she heard a loud crash. 4 said the helicopter was on fire. 5 said the pilot was hurt.

Wrap up

Challenge children to expand on the comments in activity 7. Let them add details, descriptions, assumptions, etc.

At home

Activity Book - pages 70 & 71

Answers

- 1 1 Please be quiet! 2 Do you like being famous? 3 Don't be late! 4 Where is she going?
- 2 1 asked me to be quiet. 2 asked me if I liked being famous. 3 He told me not to be late. 4 He asked her where she was going.
- 3 1 it was a robbery. 2 He told me to fill up his bag with money! 3 to turn off the alarm. 4 He asked me my phone number.
- 4 1 What 2 Who 3 How 4 Where 5 How much
- 5 1 was floating out to sea 2 was with her. 3 where they were. 4 were about 500 metres from the shore. 5 how much she had to eat. 6 her to stay calm.

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.

Final evaluation

Teacher's Resource Material: Test Unit 5

SB Pages 72 & 73

Objectives

Language

Grammar

- Review First and Second conditional and Question words

Skills

Speaking

- Describe what to do with a million pounds
- Ask and answer personal questions

Materials

- Digital Book
- Flashcards Units 1-5
- dice

Warmer

Divide the class into teams. Show the **Flashcards** from Units 1 to 5 in random order. The first team to make a sentence using the word correctly wins the card. The team with the most flashcards at the end of the game is the winner.

Lead-in

Open the Student's Book at any page from units 0-5. Describe three things you can see on the page, for example: *On this page I can see a photograph of a grandmother and her granddaughter. There is also a cell phone and an old-fashioned red phone.* (Page 32) Give children 20 seconds to try to find the images and shout out the page number. The first child to do so, then takes a turn to describe a page.

1 Children complete the sentences with their ideas.

Answers *Child's own answers*

Optional extra: Focus on questions 6 and 7. Get children to explain where they would live and what period of time they would travel to and ask them to explain their choices.

2 Children make a digital poster and present it to the class.

You may suggest using <http://popplet.com/>, <https://padlet.com/> or any other similar tool.

Answers *Child's own answers*

Optional extra: Before making the poster, divide children into groups to brainstorm possible things they could do in their place in the world.

3 Children read and match.

Answers (top to bottom) 2, 3, 7, 1, 5, 4, 6

4 Children ask and answer with a classmate.

Optional extra: Challenge children to add three more questions to the ones in activity 3 and then role-play the interview. Volunteers may act out for the class.

5 Children play *Snakes and ladders* with reporting verbs.

Rules of the boardgame: Children take it in turns to roll the dice. They move their counter forward the number of spaces shown on the dice. If the counter lands at the bottom of a ladder, they can move up to the top of the ladder. If the counter lands on the head of a snake, they have to slide down to the bottom of the snake. If they make a mistake when they report a sentence they miss a turn.

Optional extra: Interview with a member of staff. Divide children into small groups and tell them to write five questions to ask a member of staff – another teacher, the Head, the secretary, a member of the kitchen staff. (Check with staff if they are happy with this.) Ask children to carry out the interview, maybe at break time, and then to report back their answers. They could even make a poster with a photo of the interviewer and the answers to their questions. The poster could be digital, in which case they could use <http://en.linoit.com/> or any other similar tool. You can also link or upload the poster to the school blog.

Wrap up

Display at least ten images, either from the book and/ or from celebrities and play a version of *I spy: I can hear someone say...* Choose a person and report what you think they might be saying, for example, *He said he was sad because his girlfriend was dead.* (Romeo from Unit 4) Children have to guess who you are talking about. A child then takes your role. Play so that all the students have the chance to report a comment. Tell them the people on the screen can utter more than one comment. Warn them to be on the alert!

Continuous assessment

Teacher's Resource Material: End of Term 2 Test

At home**Activity Book** - pages 72 & 73

Answers

- 1** *Child's own writing*
- 2** *Child's own writing*
- 3** 'Peace begins with a smile.' 2
'Romeo, where are you?' 5
'We are all stars, and we deserve to twinkle.' 7
'That's one small step for man, one giant leap for mankind.' 3
'I want to go to the ball.' 4
'I am your father.' 6
'Nobody can hurt me without my permission.' 1
- 1** Gandhi said nobody could hurt him without his permission.
- 2** Mother Theresa said peace began with a smile.
- 3** Neil Armstrong said it was one small step for man, one giant leap for mankind.
- 4** Juliet asked where Romeo was.
- 5** Darth Vader told Luke that he was his father.
- 6** Marilyn Monroe said we were all stars, and we deserved to twinkle.

Unit 6 Crime investigation

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Determiners: <i>They were both hungry. Neither of the boys is smart. They are all true. None of these has been invented.</i> • Speculation: <i>She might be a thief. The thief must have small feet. He can't be tall.</i> • Defining relative clauses: <i>The place where the crime has taken place. Clothing that protects evidence. The first people who arrive are police officers.</i> 	<ul style="list-style-type: none"> • Crime: <i>analysis, arrest, break into, burglars, clue, crime scene, criminal, CSI, detective, district attorney, DNA, evidence, fingerprints, footprints, forensic scientists, investigators, magnifying glass, search warrant, search warrant, steal, suspect, suspicious, thief</i> • Phrasal verbs: <i>get back, give up, grow up, keep on, look for, set out, set up, take up</i> 	<ul style="list-style-type: none"> • Phonics: Comparing words with <i>str</i> and <i>scr</i>: street, scratch 	<ul style="list-style-type: none"> • Phrasal verbs

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To describe people using the Determiners <i>all, both, neither</i> and <i>none</i> • To use the modal verbs <i>might, must</i> and <i>can't</i> to speculate about people or scenes • To use Defining relative clauses to describe people, places and things • To use Phrasal verbs in a natural way 	<ul style="list-style-type: none"> • To talk about possible explanations • To speculate and deduce information from pieces of evidence • To learn about the people involved in crime investigation • To learn about an art thief • To learn about a fraudster • To describe what people are doing or are going to do • To learn about fingerprints and crime • To learn about Sir Arthur Conan Doyle • To review the target language of the unit
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To learn vocabulary related to crime and detection • To learn and use Phrasal verbs 	<ul style="list-style-type: none"> • To highlight and practise the <i>str</i> and <i>scr</i> consonant blends • To differentiate between the two sounds

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To describe a picture using the target language • To suggest possible explanations for certain situations • To listen to clues and make deductions • To discuss what is happening in a scene • To sing a rap • To discuss evidence that police use to solve crimes • To use Phrasal verbs to talk about one's life 	<ul style="list-style-type: none"> • To show comprehension by answering questions • To be able to match headings to paragraphs • To comprehend a story • To differentiate between two similar spellings • To match Phrasal verbs with their meaning • To select the correct Phrasal verb based on context
Listening	Writing
<ul style="list-style-type: none"> • To listen to choose the correct word in a sentence • To listen and complete a crime report • To follow and understand a factual text • To follow the lyrics to a rap 	<ul style="list-style-type: none"> • To write a description of a scene using a model as a guide • To complete sentences using the target language from the unit

Assessment criteria

- Check children can use Determiners correctly.
- Check children can use *might*, *must* and *can't* to speculate about people or scenes.
- Check children can use Phrasal verbs correctly.
- Check children can use Defining relative clauses.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 6, pages 14-15: Lesson 4
 - Vocabulary worksheet Unit 6, pages 36-37: Lesson 3
 - Reading worksheet Unit 6, page 53: Lesson 6
 - Writing worksheet Unit 6, page 67: Lesson 7
 - Speaking worksheet Unit 6, page 79: Lesson 8
 - Listening worksheet Unit 6, page 89: Lesson 4
 - Test Unit 6, pages 132-135: Unit 6 Review
- **Flashcards** Unit 6 (available on Richmond website)
- **Extra**
 - Pictures of famous works of art and their current value

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences

LC



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to express and determine quantity. (SB pp74, 75, 77, 78, 79, 80, 81 & 83)

MST



Mathematical competence and basic competence in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about quantities. (SB pp 75, 76 & 82)

DC



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. Children use ICT to obtain and research information. (SB p 85)

SCC



Social and civic competence

Children learn about forms of behaviour - personal, interpersonal and intercultural, to participate in an effective and constructive way in social life. (SB pp 74 & 77)

CAE



Cultural awareness and expression

Children learn to use and appreciate all creative expressions of ideas, experiences and emotions to understand their own culture and diversity in the world. (SB pp 78, 79 & 83)

LL



Competence in learning to learn

Children develop strategies to improve the learning process and help them to assume control over their own learning. (SB pp 76, 80, 81 & 84)

IE



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 82 & 85)

Objectives

Language

Grammar

- Determiners

Vocabulary

- *all, both, neither, none; bright, stupid, useless; surveillance cameras, thieves*

Skills

Speaking

- Describe a picture using the target language

Listening

- Associate the text with illustrations
- Listen to choose the correct word in a sentence

Materials

- Digital Book
- Audio CD 2

Attention to diversity

There is a temptation after *neither of* and *none of* to use the plural, but make sure children notice that they use the singular form of the verb.

Warmer

Write the word *crime* on the board and brainstorm vocabulary. Ask children if they watch any crime shows or series on TV.

Lead-in

Look at the pictures and ask the class to speculate about what is happening in each one. Present unfamiliar vocabulary, such as *surveillance camera*. Discuss the introduction. Ask: *What do the criminals in the stories have in common? (They're all stupid.) What do the stories have in common? (They're all true.)*

- 1  Children listen and order. They cross (X) the extra picture.

Answers Top row: 3, 2 Bottom row: X, 1

Audio CD 2



Welcome to our new radio show - Stupid Criminals! All of these criminals have one thing in common - they aren't very bright! Though it's hard to believe, none of these stories has been invented. They are all absolutely true! We've got three amazing stories for you this week. The first story involves Tyrone and Harvey from London. Neither of these boys is very smart. And neither of them is lucky! They tried to steal a large black van. It looked like the perfect vehicle to steal! But when they opened up the back, they discovered that the martial arts team from London University was inside! None of the athletes was happy. They all jumped out of the van and pushed Tyrone and Harvey to the ground. Our stupid criminals are now sitting in the police station. They both feel very sore! Our second story involves Candy Bonds. She tried to rob a laptop from a CCTV surveillance shop. It was pretty stupid because there were eight separate security cameras in the shop. All the cameras filmed Candy stealing the laptop! The owners of the shop, Larry and Mandy Clarkson, said they thought Candy was extremely foolish to try and steal from a CCTV shop. But they weren't upset about the robbery. They both said the publicity was good for business! And finally, our third story this week features two very stupid criminals, Jake Malone and Vicki Carter. They stole a lorry full of soft drinks and sweets. Neither of them had eaten lunch. They were both very hungry! The police followed a trail of empty soft drink cans and sweet wrappers that led from the crashed lorry. Jake and Vicki were sitting by the side of the road. They both had a very bad stomach ache! Do you know any stupid criminal stories? Just give us a call, and we'll tell your stories!

Optional extra: Ask comprehension questions.

Story 1: *Where were the boys from? What did they try to steal? What was inside the van? What happened to the boys?* Story 2: *What was the criminal's name? What did she try to steal? Why was it a bad idea? Were the shop owners upset? Why not?* Story 3: *What did Jake and Vicki steal? How did the police find them? What were they doing?*

- 2  Children listen again and circle the correct words.

Answers Story 1: Neither, None Story 2: All, Both Story 3: Neither, both

Optional extra: Get a volunteer to read the sentences in the Grammar box. Ask: *How many people or things are we talking about when we use both and neither? (Two.) How many people or things are we talking about when we*

use all and none? (Three or more.) How are these words used? (Both and all indicate affirmative characteristics in common; neither and none indicate negative characteristics in common.)

3 Children describe the picture with a classmate.

Answers *Child's own answers*

Optional extra: In pairs, children invent a story about two useless criminals, using the stories from the lesson as examples. Pairs make notes about their stories, draw a picture and tell their story to the class. The class votes on the most original criminal story and on the one that they think is most likely to be true.

Wrap up

Children compare themselves with a good friend and write at least five sentences with *both* and *neither*. Then they compare themselves with another pair and write five sentences with *all* and *none*. Monitor discussions, helping with vocabulary and grammar.

Initial evaluation

Use the wrap up activity to assess the children's understanding of the target language.

At home

Activity Book - page 74

Answers

- 1** 1 both 2 both 3 both 4 neither
2 1 all 2 all 3 All 4 none 5 both 6 none 7 Both
 8 neither 9 none 10 both

Lesson 2 - SB Page 75

Objectives

Language

Grammar

- Speculation

Vocabulary

- *binoculars, clues, crime scene, detective, fingerprints, magnifying glass, suspect*

Functions

- Talk about possible explanations

Skills

Speaking

- Suggest possible explanations for certain situations

Reading

- Show comprehension by answering questions

Materials

- Digital Book

Attention to diversity

Encourage children to try and understand the text and to get meaning from context rather than worry about words in isolation.

Warmer

Write the word *detective* on the board. Ask children if they know the name of any famous fictional detectives (*Sherlock Holmes, Hercule Poirot, Miss Marple, etc.*)

Lead-in

Write these words on the board: *torch, magnifying glass, pair of binoculars, gloves, microscope, plastic bag, camera, sketch book, notebook, video camera*. Discuss what these objects can be used for, and in what jobs they might be necessary. Ask if children have ever watched a crime programme on TV and what skills the crime scene investigators need.

1 Children read and answer the questions.

Answers 1 torch, magnifying glass, pair of binoculars, camera 2 Pick up the glass with a piece of tissue paper or wear gloves. Don't wipe away any fingerprints. 3 Hide behind a newspaper. Cut two small holes in it and pretend to read while watching the suspect.

Optional extra: Have children read through the article quickly to find out how many of the detection tools on the board are also mentioned in the text. Ask them what four main things they have to do to be a good detective.

2 Children think of possible explanations for the following situations with a classmate.

Answers *Child's own ideas*

Optional extra: Get children to read the example in the Grammar box. Ask if it means we are sure or not sure about something? (Not sure.) Is it speculating about a present or a past situation? (Present.) Children underline other sentences in the text with the word *might*.

Unit 6

Fast Finishers

These children write new situations and possible explanations.

Wrap up

Write the following words from the article on the board: *observe, collect, discover, crime, detect*. Divide children into small groups and ask them to write other words derived from them. For example; *observation, collection, discovery, criminology, detecting*. Volunteers share their answers with the class, writing their examples on the board.

Continuous assessment

Children write their answers from activity 2.

At home

Activity Book - page 75

Answers

1

m	s	q	n	i	e	c	t	l	d	p
a	f	e	v	i	d	e	n	c	e	z
g	t	q	a	q	z	f	w	t	c	r
n	h	e	r	o	t	m	i	b	e	r
i	m	s	j	y	c	l	n	h	c	t
f	g	r	u	b	l	o	g	h	t	i
y	u	j	k	i	u	p	e	j	i	m
i	n	e	d	s	e	r	r	e	v	s
n	l	h	t	k	p	t	p	t	e	c
g	l	o	v	e	s	e	r	p	l	e
g	y	l	e	t	r	w	i	v	p	n
l	s	o	b	c	e	n	n	d	t	e
a	w	n	d	h	c	m	t	a	f	a
s	r	a	l	u	c	o	n	i	b	j
s	q	r	m	p	v	u	s	j	d	b

2 (top to bottom) 3, 5, 1, 2, 4

Lesson 3 - SB Page 76

Objectives

Language

Grammar

- Speculation

Vocabulary

- *deduce, DNA, fingerprints, thief*

Functions

- Speculate and deduce information from pieces of evidence

Skills

Speaking

- Listen to clues and make deductions

Listening

- Check the correct answers

Reading

- Match the text to pictures

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Warmer

Ask children if they know the name of Sherlock Holmes' assistant (Dr Watson). Ask them if they have read any of the books, seen a film or TV series with these characters. If the Internet is available, show them images of Sherlock Holmes.

Lead-in

Let children look at the cartoons and describe what they see. Ask: *Who's in the pictures? (Sherlock Holmes and Dr Watson.) What has happened? (There's been a crime.)*

- 1  2.10 Children read and match. Then they listen and check.

Answers Top row: c, a Bottom row: d, b

Audio CD 2



Narrator: One

Holmes: The thief must have small feet.

Watson: How can you tell, Holmes?

H: Look at these footprints.

N: Two

H: He can't be tall.

W: How do you know, Holmes?

H: He used a chair to remove the painting.

N: Three

H: He can't be a member of the family.

W: Really, Holmes? How can you tell?

H: He needed a map to find the house.

N: Four

H: Did you hear that noise, Watson?

W: Yes, I did, Holmes.

H: Someone must be hiding behind the sofa! It might be the thief!

Optional extra: Write *must* and *can't* on the board as headings. In pairs, children underline all the sentences where these words are used in the dialogue. Ask: *In which sentences is Holmes saying that something is true? (The sentences with must.) In which is he saying that something is impossible? (The sentences with can't.) How would he say that something is possible? (He would use might.)*

2 Children listen and deduce where Sherlock Holmes and Watson are.

Answers (countryside, swimming pool, restaurant, city street, library, shower)

Audio CD 2



- 1 Countryside
- 2 Swimming pool
- 3 Restaurant
- 4 City street
- 5 Library

Holmes: May I look at this book on poisons?

Librarian: Yes, of course.

H: That's it! I know who the murderer is!

Several people: Ssssshhhhh!

- 6 Shower

Optional extra: Ask children to get into small groups. Let them decide on a place where they are hiding. They can write three clues to help the others guess where they are, or even make sound effects!

Wrap up

Get children to choose an object from the story and write clues for the rest of the class to guess which object they've chosen. This activity could be done in teams, with each team both writing clues and guessing the clues of other teams.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 6

Optional extra: Write *must*, *can't* and *might* on the board. Children write a sentence with each word about either the cartoons or they can come up with their own examples.

At home

Activity Book - page 76

Answers

- 1 1 ? 2 X 3 ✓ 4 ✓ 5 X

- 2 1 can't 2 must 3 must 4 can't 5 can't 6 must
7 can't 8 must

- 3 Child's own drawing

Lesson 4 - SB Page 77

Objectives

Language

Grammar

- Defining relative clauses

Vocabulary

- *analysis, arrest, break into, burglars, crime scene, CSI, district attorney, DNA, evidence, fingerprints, forensic laboratory, investigators, search warrants*

Functions

- Learn about the people involved in crime investigation

Skills

Listening

- Listen and complete the crime report

Reading

- Show comprehension by answering questions
- Select the correct word based on context

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Attention to diversity

Children may be disappointed with their results in the quiz if it becomes competitive. Point out that the main goal of this competition is to have fun.

Warmer

Ask children what they would do if they saw a crime and discuss the kinds of questions a detective asks someone who reports a crime.

Lead-in

Ask children to look at the crime report. For each row, elicit the questions that the detectives will ask.

Unit 6

1 Children listen and complete the crime report.

Answers Caller's name: Sam Marlow Phone number: 415 590 8058 **What happened?** Some burglars have broken into somebody's house. **Where?** 137 Wood Avenue, Clarkstown **Injuries:** No, Sam doesn't think so. **Suspects:** Two or three men.

Audio CD 2



Madison: Police department. Madison speaking.
Can you give me your name, please?
Sam: It's Sam Marlow.
M: Is that M-A-R-L-O-W?
S: That's right.
M: And what number are you calling from?
S: It's my mobile phone. It's 415 590 8058.
M: 415 590 8058?
S: That's correct.
M: And what crime are you reporting?
S: I think it's a break-in. I think some burglars have broken into somebody's house.
M: OK, Sam, now where are you? Where is this taking place?
S: I'm... er... I'm outside... I'm in the road... But I can see a broken window, and there's a torch moving around inside the house. It's really scary!
M: Do you know the address of the house where the crime is taking place?
S: Oh yeah, sorry, it's... it's 137 Wood Avenue... Clarkstown.
M: 137 Wood Avenue... Clarkstown. Good. Is anybody injured?
S: No, I don't think so. I don't think anybody was at home. But I'm not completely sure.
M: Can you tell me anything about the suspects?
S: I think there are two men inside. Maybe three.

Optional extra: In pairs children role-play being a witness and being a detective. They take turns completing a similar crime report. Ask volunteers to role-play for the class.

2 Children read and answer the questions.

Answers 1 A place where a crime has taken place.
2 They must seal off the area and protect the evidence.
3 They wear protective clothing to protect the evidence.

Optional extra: Ask children to find and underline the examples of sentences with *who*, *where* and *that* in the text and elicit the differences in use of each. Children close their books. Say the following sentences for the class to finish: *The crime scene is a place where... They wear special*

clothing that... The first people who arrive are... The CSI are the specialists who... The district attorney is the person who...

3 Children read and circle. There is more than one correct answer in some sentences.

Answers 1 who / that 2 who / that 3 where 4 who / that 5 that 6 that

Wrap up

Brainstorm a list of jobs and write them at random on the board. Define one of them: *A hairdresser is a person who cuts hair.* Divide the class into pairs and get them to take turns defining jobs to their partners. Ask a volunteer to come to the board. Say one of the jobs, and they define it. If they are correct, they rub out the job and choose the next child to come over. If not, the teacher chooses the next child to come over.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 6, Listening worksheet Unit 6

Optional extra: Ask children to write three sentences with Defining relative clauses.

At home

Activity Book - page 77

Answers

- 1 who 2 where 3 that 4 who 5 that
- 2 Torquay is the town where Agatha Christie was born. 3 And Then There Were None is a Christie novel that has sold over 100 million copies. 4 Eden Philpotts was a family friend who encouraged Christie to write and find publishers.

Lesson 5 - SB Page 78

Objectives

Language

Vocabulary
artworks, works of art

Functions

- Learn about an art thief

Skills

Listening

- Understand the factual text

Reading

- Comprehend a true story
- Be able to match headings with paragraphs

Materials

- Digital Book
- Audio CD 2
- Pictures of famous works of art and their current value

Attention to diversity

There will be some unfamiliar vocabulary in the article. Encourage children to get meaning from context. If they are still in doubt, challenge them to look the unknown words up in the dictionary.

Warmer

Show children images of famous works of art and ask them to estimate their value.

Lead-in

Ask why children think people might steal works of art.

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

Optional extra: Ask comprehension questions: Paragraph 1: *Where are valuable paintings and works of art kept?* Paragraph 2: *What was Stephane's job?* Paragraph 3: *What did he do with the works of art?* Paragraph 4: *Where did he steal his first painting? And his first object?* Paragraph 5: *What did Stephane's mother do?*

Hot spots: steal - masterpiece - wealthiest - nail.

Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and match the descriptions with the paragraphs.

Answers ...describes how Stephane's mother tried to cover up his crimes. 5 ...describes the beginning and the end of Stephane's criminal career. 4 ...describes the extraordinary criminal activities of one man. 2 ...compares private and public art collections. 1 ...describes Stephane's motivation. 3

Optional extra: Write *People, Places, Periods* and *Objects* as headings on the board. Children search the article to find vocabulary related to art to place under each category.

Fast finishers

These children write questions about the article to quiz the rest of the class on.

Wrap up

Ask children some ethical questions: *What do you think of Stephane's crimes? Why did he commit the crimes? Did he harm anyone? Is it OK to commit a crime if no one is hurt? Who helped him? What do you think of the actions of Stephane's girlfriend and mother? Who should receive the worst punishment?*

Continuous assessment

Children write a short article about Stephane Breitweiser.

At home

Activity Book - page 78

Answers

- 1 painting 2 museum 3 galleries 4 artworks
5 jewellery 6 statue 7 frame 8 collection
9 masterpiece 10 portrait 11 artifact
- 1 collection 2 artworks 3 museums 4 portrait
5 artifacts 6 jewellery
- Child's own answers

Lesson 6 - SB Page 79**Objectives****Language****Vocabulary**

- cash cheques, confidence trickster, fraud, fraudulent, one step ahead; doctor, FBI agent, lawyer, pilot, prison inspector, stock broker, university professor

Functions

- Learn about a fraudster

Skills**Listening**

- Understand the factual text

Reading

- Comprehend the true story
- Be able to answer comprehension questions
- Scan the text for information

Writing

- Answer questions

Unit 6

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Attention to diversity

There will be some unfamiliar vocabulary in the article. Encourage children to get meaning from context. If there are still unknown words they should ask or look them up.

Warmer

Get children to discuss the following questions in groups: *When is it OK to pretend to be someone else? (Acting, role-playing, parties, etc.) When is it wrong? What do we call people who draw up false documents or pretend to be someone else? (Forgers, identity thieves.) When does this commonly happen? (The Internet, e-mail scams.) Has it happened to anyone you know?*

Lead-in

Explain that they are going to read about an imposter called Frank Abagnale who managed to get very rich from pretending to be something he wasn't. If possible, show a scene from the film *Catch Me If You Can*.

1 Children read the story again.

Optional extra: Ask comprehension questions. Let them listen to the audio track 2.13 if necessary. *What does Frank Abagnale do now? What did he do when he was younger? When and how was Frank arrested? What has he done since? What does he say has changed his life?*

2 Children read and complete the sentences with *who* or *that* and their own ideas.

Answers 1 *who / that, child's own writing* 2 *that, child's own writing* 3 *who / that, child's own writing* 4 *who / that, child's own writing* 5 *that, child's own writing* 6 *that, child's own writing*

Optional extra: Children discuss and research how to stay safe from scams. Remind them that it is important not to trust strangers or believe everything they read. For example, if someone calls to tell them they have won a competition and they have not participated in any, then it is a scam.

Wrap up

Challenge the class to use the article to name the following: *An organization that investigates crimes (the FBI). A company that owned and flew airplanes (Pan American). A person who directs a film (a director). The person who directed*

Catch Me If You Can (Steven Spielberg). An institution where you study after secondary school (a college or a university). Three countries where Frank Abagnale spent time in prison (France, Sweden, the USA). Two words that mean 'incredible' (remarkable, extraordinary). In pairs, children challenge other pairs to name similar people, places and things.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 6
Optional extra: Children write a short summary about Frank Abagnale.

At home

Activity Book - page 79

Answers

- 1 e 2 c/d 3 a/h 4 a/h 5 f 6 g 7 b 8 c/d
- 2 1 DK 2 T 3 F 4 F 5 T
- 3 1 Frank Abagnale 2 1.6 million pounds
3 In the bank 4 At Harvard University 5 Yes, I have.
6 No, I haven't 7 I knew it could have been fatal.
8 Yes, I am.

Lesson 7 - SB Page 80

Objectives

Language

Grammar

- Speculation

Vocabulary

- *background, foreground, centre, left, right*

Functions

- Describe what people are doing or are going to do

Skills

Reading

- Discuss what is happening or about to happen in the scene

Writing

- Write a description of the scene using a model as a guide

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

Pair children up to work on the writing piece in order to give them some peer support.

Warmer

Get children to describe what they can see at the school door every morning and remind them to use *might*, *must* and *can't*, e.g. *I can see children walking quietly to school. They can't be late. I can also see children rushing into school. They might be late, etc.*

Lead-in

Let children look at the picture in their books and say what they can see.

1 Children look and discuss with a classmate.

Optional extra: Ask children questions to help them describe the picture: *What are the police officers doing? What are the two men with yellow jackets carrying? What's going to happen to the bank robber? What does the little girl want? Where are the musicians from?* Then ask them to close their books and continue to ask them questions to see what they can remember: *How many children are playing chess? What has the child stolen from the fruit stall? How many musicians are there? How many people are dancing? What is the girl in the foreground at the right doing? Where is the ice cream stall, on the left or on the right?*

2 Children write a detailed description in their notebook.

Answers *Child's own writing*

Optional extra: Get children to exchange their description with a classmate to check and proofread, before they write their final version.

Wrap up

Children draw a picture with several things happening simultaneously. Then they sit back to back with a partner and describe their picture, while their partner draws it. When they have finished they compare the pictures.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 6

Optional extra: Children write five sentences describing the picture.

At home

Activity Book - page 80

Answers

- 1 *Child's own answers*
- 2 *Child's own answers.* Possible sentences:
In the foreground there is a man speaking on the phone. In the background there is a boy being chased. In the centre there is a cat. On the left there is a woman taking something out of someone's purse. There is a woman who is being robbed. He / She / They must be a thief / thieves.

Lesson 8 - SB Page 81**Objectives****Language****Vocabulary**

- *destruction, instruction, stranger, stream, street, string, stripe, strong*
- *scram, scrapbook, scrape, scratch, screen, scroll*

Pronunciation

- Compare words with *str* and *scr*

Skills**Speaking**

- Sing the rap

Listening

- Follow the lyrics to the rap
- Choose the correct word

Reading

- Differentiate between two similar spellings

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Attention to diversity

Children may be tempted to pronounce an *e* sound before the letter *s*. Make sure they pronounce words starting with *s* correctly.

Unit 6

Warmer

On the board write *stream* and *scream*. Get children to pronounce each word. Underline the first three letters of each word. Make sure children pronounce a clear *s* at the beginning.

Lead-in

Let children look at the picture of the man and speculate about what kind of person he is. Ask them about the pictures which replace words in the rap.

- 1**  **Children read and complete the rap. Then they listen and check.**

Answers mouse, screw, ice, brick, light

Optional extra: Remind children of similes and ask them to find them in the rap. Get them to mime actions for the rap.

- 2**  **Children listen, circle *str* or *scr* and write the word.**

Answers 1 scr 2 str 3 str 4 scr 5 str 6 scr

Audio CD 2



- 1 There's a funny picture on my computer screen.
- 2 It's the Master Criminal's ball of string!
- 3 The fish are jumping in the stream.
- 4 Look! It's an ancient scroll.
- 5 That rug has got a lot of stripes!
- 6 Dad is going to be very angry! The cat just scratched his armchair.

Optional extra: Divide the class into teams. Give them word definitions and get them to write down the words. For example: *This is a person who you do not know. It is a word that means the opposite of weak. It is an object that is part of your computer or phone. A tiger or a zebra has these on its body.* At the end, the teams write the words on the board. Award points for correct spelling.

Fast finishers

These children think of other words with *str* or *scr*.

Wrap up

Play *Bingo!* With the *str* and *scr* words from the lesson.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 6

Optional extra: Children list all the *str* and *scr* words from the lesson in two columns in their notebooks.

At home

Activity Book - page 81

Answers

- 1** 1 stranger 2 describe 3 scream 4 screw
5 instructions 6 scam
- 2** 1 skyscraper 2 strong 3 scratch 4 scrapbook
5 street 6 stress
Pictures (left to right) 5, 4, 6, 2, 1, 3

Lesson 9 - SB Page 82

Objectives

Language

Vocabulary

- fingerprints; arch, loop, whorl

Functions

- Learn about fingerprints and crime

Skills

Speaking

- Discuss evidence that police use to solve crimes

Reading

- Recognise if statements about a text are true or false

Materials

- Digital Book

Warmer

Divide the class into groups of four. Ask groups to guess or discuss the answers to the following questions: *Why are fingerprints used in criminal investigations? When were they first discovered to be unique? How many main types of fingerprints are there? When was the first person convicted of a crime by his/her fingerprints? How do we leave fingerprints? How many fingerprint records can you find in one computer system? How many searches can a computer do in one second? Are identical-twin fingerprints different from each other?*

Lead-in

Get children to look at their own fingerprints and those of their classmates, are they similar or very different?

- 1 Children discuss with a classmate.**

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

Answers 1 F 2 T 3 F 4 F 5 T

Optional extra: Ask additional questions: *Who was William Herschel? Who was Harry Jackson? What are the three main types of fingerprints called? What type of fingerprints do you have?* Ask children to write a heading for each paragraph in their notebooks.

Fast finishers

These children write some true and some false statements based on the article.

Wrap up

On the board, write these collocations related to crime and detection, but jumble them up: *fine powder, crime scene, criminal records, DNA sample, identification system*. Get children to match the collocations as they appear in the text. Then get them to think of other collocations using the same words: *fine ridges, talcum powder, crime wave*, etc.

Continuous assessment

Children talk about what they have learnt about crime solving.

At home

Activity Book - page 82

Answers

- 1** 1 plant/pollen 2 fibres 3 hair 4 dirt and dust
5 paint
- 2** 1 paint 2 hair 3 fibres 4 plants and pollen

Lesson 10 - SB Page 83

Objectives

Language

Grammar

- Phrasal verbs

Vocabulary

- *get back, give up, grow up, keep on, look for, set out, set up, take up*

Functions

- Learn about Sir Arthur Conan Doyle

Skills

Reading

- Order the paragraphs of the text
- Match Phrasal verbs with their meaning

Materials

- Digital Book

Attention to diversity

Phrasal verbs are usually difficult for children. It is better for children to learn them in a natural way, hearing and using them, rather than learning lists.

Warmer

Remind children of Sherlock Holmes – *What was his job? Who was his assistant? Where did he live? Was he a real person?* If the Internet is available, look at some images of Sherlock Holmes or clips from films.

Lead-in

Explain that Holmes was a fictional character. Find out if anyone knows who the author of the books was: Sir Arthur Conan Doyle.

1 Children read and order the paragraphs.

Answers 1 Conan Doyle was born... 2 When he was 17... 3 Conan Doyle took up writing... 4 Conan Doyle wrote his first... 5 Conan Doyle wanted to write... 6 Conan Doyle did many things in his life...

Optional extra: Ask comprehension questions: *Where was Conan Doyle born? When was he born? Where did he grow up? What did he study at university? Who was the model for Sherlock Holmes? What did he do after university? What did he do when he got back? When did Conan Doyle write his first Holmes story? What did Conan Doyle write in 1894? What else did he do in his life? When did he die? Why will we remember him?*

2 Children read again and match.

Answers 1 establish 2 stop or quit 3 change from being a child to an adult 4 return 5 start an activity 6 begin a trip 7 try to find something 8 continue

Optional extra: Get children to write a personalised sentence for each Phrasal verb in their notebooks.

Fast finishers

Children draw a time line of Conan Doyle's life. You can use <https://www.timetoast.com/> or any other similar tool.

Unit 6

Wrap up

Read the following sentences. Children fill in the blanks with a Phrasal verb.

1. Sherlock Holmes _____ in the English countryside with his brother Mycroft.
2. He _____ amateur detective work when he was a student.
3. He never _____ fame; he only wanted to be successful.
4. When he _____ his work, he went to live in the countryside again.

Continuous assessment

With their books closed, ask children to talk about or write what they now know about Sir Arthur Conan Doyle.

At home

Activity Book - page 83

Answers

- 1 1 grow up 2 try on 3 take away 4 keep on
5 find out 6 fill out 7 look for 8 take up 9 pick up
10 pay back
- 2 1 set out 2 looked for 3 give up 4 kept on
5 set up 6 put on 7 woke up 8 took away

Review - SB Pages 84 & 85

Objectives

Language

Grammar

- both, all, neither, none
- Phrasal verbs
- Speculation
- Defining relative clauses

Vocabulary

- get back, give up, grow up, keep on, look for, set up

Functions

- Review the target language of the unit

Skills

Speaking

- Use Phrasal verbs to talk about one's life
- Match Phrasal verbs with their meaning

Listening

- Listen and complete pictures

Reading

- Select the correct Phrasal verb based on context

Writing

Complete sentences using structures from the unit

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Flashcards Unit 6

Warmer

Display the **Flashcards**. Get children to say what each one is and how it is related to crime or detection.

Lead-in

Invite four children to the front, two girls and two boys. Invite volunteers to make comparisons. For example, *All of them are wearing black shoes. Both girls have long hair. Neither of the boys has blue eyes. None of them is wearing a hat.*

- 1  2.16 Children listen and draw to complete the picture.

Answers *Child's own drawing*

Audio CD 2



Both of the women are wearing hats.
One of the men is wearing a hat.
All of the men are wearing sunglasses.
Neither of the women is wearing glasses.
They are all wearing gloves.
None of them is carrying an umbrella.
Both of the women have got a mobile phone.
None of the men have got a mobile phone.

Optional extra: Children describe the picture.

- 2 Children read and complete the sentences with the correct tense of the verbs.

Answers 1 grew up 2 look for 3 gave up 4 set up
5 kept on 6 got back

Optional extra: In pairs, children write sentences with other phrasal verbs.

3 Children use the phrasal verbs to talk about themselves and their family.

Optional extra: Invite volunteers to read out their sentences.

4 Children read and circle.

Answers 1 must 2 can't 3 might 4 can't

Optional extra: Challenge children to expand on the pictures. What happened before? What is going to happen next?

5 Children write the words in the boxes.

Answers 1 lie detector 2 pickpocket 3 clue 4 shoplifter
5 DNA 6 imposter 7 crime scene 8 murderer

Optional extra: Children take turns to mime the words from the activity for others to guess.

6 Children complete the definitions with *who, that or where*.

Answers 1 that 2 who 3 that 4 who 5 that 6 who
7 where 8 who

Optional extra: Children write definitions of people, places or things for their classmates to guess. For example, *It's a place where doctors and nurses work. It's a person who studies DNA samples. It's a thing that you use to see things bigger.*

Wrap up

In groups, children create a crime scene in an area of the classroom. Groups place five clues in the crime scene. Groups then investigate each other's crime scenes. Investigators make detailed sketches and take notes on important evidence. Groups compare results with each other and speculate as to what the crime was and who committed it. Finally, groups reveal the answers to the crime scenes they created.

Final evaluation

Teacher's Resource Material: Test Unit 6

At home

Activity Book - pages 84 & 85

Answers

1 Tom: ✓, ✓, X, ✓
Fred: ✓, ✓, X, ✓
Maggie: ✓, X, ✓, ✓
Sally: ✓, X, ✓, ✓

2 1 Neither 2 None 3 all 4 Both

3 1 Mickey Marlow is a detective who solved the crime. 2 That's the room where the robbery took place. 3 This is the brick that the thief used to break the window. 4 This is the safe where the jewels were kept.

4 1 both 2 look for 3 set out 4 must 5 that 6 both
7 who 8 keep on

5 1 grew up 2 took up 3 looked for 4 find out
5 wrote down 6 gave up

6 *Child's own answers*

7 1 must 2 can't 3 must 4 can't 5 must

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 Our planet at risk

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Present simple passive: <i>Plastic isn't destroyed by sunlight. Plastic bags are banned by law.</i> • Past simple passive: <i>Was rubbish produced on the boat? Most of the population was evacuated. Nearly 2,000 people weren't rescued. Where was he found?</i> • too and enough: <i>There is too much plastic in the world. There won't be enough oil to make plastic.</i> 	<ul style="list-style-type: none"> • Ecology: <i>composted, dumped, garbage patch, landfill, environmentalist, non-renewable resource, pollution, recycle, reused, solar power, waste materials, wind power, wind turbines</i> • Natural disasters: <i>damage, flood, hurricane, rescue, save, survivor</i> 	<ul style="list-style-type: none"> • Phonics: Stress in words. Alternative spellings for the final sound <i>shun, pollution, confusion, ocean</i> 	<ul style="list-style-type: none"> • Passive voice

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use passive voice in Present and Past simple • To understand when and why Passive voice is used • To use <i>too much/many</i> and <i>enough</i> correctly 	<ul style="list-style-type: none"> • To compare the pros and cons of plastic • To learn about an environmentalist • To learn about the destruction caused by Hurricane Katrina • To learn about The Great Garbage Patch in the Pacific Ocean • To learn about the greenhouse effect • To learn about the pros and cons of packaging • To review the target language of the unit
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known 	<ul style="list-style-type: none"> • To highlight and practise word stress • To differentiate the spellings of the same sound

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To name items made of plastic • To discuss the pros and cons of plastic and packaging • To discuss questions about a short text • To ask and answer questions about life experiences • To sing a rap • To discuss environmental questions • To ask and answer questions using Passive voice 	<ul style="list-style-type: none"> • To read and understand a short article • To read and match sentence halves • To comprehend a story • To read and decide if statements are right or wrong • To decide if a paragraph is highlighting a pro or a con of an argument • To read sentences and choose the correct tense based on context
Listening	Writing
<ul style="list-style-type: none"> • To listen for numbers • To listen for answers to questions • To comprehend a story • To follow the lyrics to a rap • To hear the stress in specific words • To listen for specific information to match with photos 	<ul style="list-style-type: none"> • To write numbers • To write questions in Passive voice • To complete sentences • To write about the local area using specific grammatical structures • To write and answer questions

Assessment criteria

- Check children can use Present simple passive and Past simple passive correctly.
- Check children can use *too* and *enough* correctly.
- Check children can talk about environmental issues.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 7, pages 16-17: Lesson 4
 - Vocabulary worksheet Unit 7, pages 38-39: Lesson 3
 - Reading worksheet Unit 7, page 54: Lesson 6
 - Writing worksheet Unit 7, page 68: Lesson 7
 - Speaking worksheet Unit 7, page 80: Lesson 8
 - Listening worksheet Unit 7, page 90: Lesson 4
 - Test Unit 7, pages 136-139: Unit 7 Review
- **Flashcards** Unit 7 (available on Richmond website)
- **Extra**

A variety of everyday plastic items (bags, bottle, comb, etc)	Different kinds of music to dance
A map of the USA	Various types of packaging including glass bottles, tin cans, plastic, card, Styrofoam
A map of the children's local area, a world map	food wrappings
Slips of paper	
A bag	

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to describe processes in the present and past. (SB pp 86, 87, 88, 89, 91, 92, 93, 94 & 95)



Mathematical competence and basic competence in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about global warming (CLIL). (SB pp 86, 87, 88, 92 & 94)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB p 97)



Social and civic competence

Children learn about forms of behaviour: personal, interpersonal and intercultural, to participate in an effective and constructive way in social life. (SB pp 86, 87, 89, 92, 93 & 95)



Cultural awareness and expression

Children learn to appreciate all the creative expressions of ideas, experiences and emotions and develop an understanding of their own culture and diversity in the world.



Competence in learning to learn

Children develop the use of strategies to improve the learning process and to help them to assume control over their own learning. (SB pp 90 & 96)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 91, 94 & 97)

Objectives

Language

Grammar

- Present simple passive

Vocabulary

- *cheap, durable, light, fantastic, problematic; cons, pros*

Functions

- Compare the pros and cons of plastic

Skills

Speaking

- Name items made of plastic
- Discuss the pros and cons of plastic

Listening

- Answer true or false to statements

Reading

- Choose verbs based on context

Materials

- Digital Book
- Audio CD 2

Warmer

Divide the class into teams, each with a secretary. Read out infinitives and the teams write the past participles. The team with the most correct answers is the winner.

Lead-in

Brainstorm materials on the board: *plastic, metal, cotton*, etc. Get children to name the materials they see in the classroom.

1 Children name all the plastic objects in their classroom with a classmate.

Optional extra: Do the activity in teams and with a time limit of three minutes. The team with the longest and most accurate list is the winner.

2 Children read, discuss and complete the chart.

Answers Pros: convenient, practical, durable, light, cheap, fun colours, unbreakable, waterproof, many different kinds, many different uses, can be any shape, can be recycled **Cons:** difficult to get rid of, takes centuries to break down, made of petroleum - a finite resource full of

chemicals, polluting to produce, may be bad for humans, damages the environment, harms animals

Optional extra: Ask about local rules for plastic recycling.

3 Children read and complete the sentences.

Answers 1 is made 2 isn't destroyed 3 are killed 4 aren't recycled 5 is given 6 are made 7 are banned 8 are used

Optional extra: Ask a volunteer to read the examples in the Grammar box. Explain the form and uses of Passive voice. Write active and passive examples on the board and highlight similarities and differences.

4 Children write true (T) or false (F). Then they listen and check their answers.

Answers 1 T 2 F 3 T 4 T 5 F 6 T 7 T 8 T

Optional extra: Ask comprehension questions: *What do we use to make plastic? What isn't plastic destroyed by? What can plastic do to sea animals? Where do most plastic bottles end up?* Ask children which information they find amazing, interesting, strange or sad.

Fast finishers

These children make a list of the pros and cons of other materials.

Wrap up

Pair children up and ask them to write five questions using Present simple passive voice. Encourage them to focus on where things are made, where languages are spoken and where sports are played.

Initial evaluation

Ask children to tell you their answers from activity 3.

At home

Activity Book - page 86

Answers

- 1 are not wasted 2 are collected 3 are taken 4 are sorted 5 are squashed 6 is chopped 7 are cleaned 8 are melted down
- 1 is made 2 is eaten 3 isn't drunk
- 2 It is sold all over the world. 3 It isn't biodegradable. 4 It is not allowed in many schools.

Lesson 2 - SB Page 87

Objectives

Language

Grammar

- Past passive voice questions

Vocabulary

- *environmentalist, the Great Garbage Patch, reused, waste materials*

Functions

- Learn about an environmentalist

Skills

Speaking

- Discuss questions about a short text

Reading

- Read and understand a short article
- Match questions with answers

Materials

- **Digital Book**
- A variety of everyday plastic items (bags, bottle, comb, etc)

Warmer

Get children to write a profile of something they have in their school bag by answering the following questions: *What's it made of? Where's it made? What's it used for?* Children take turns reading their profiles to the class for them to guess.

Lead-in

Show the class the plastic items you brought in, and ask them if they also use them. Discuss what they do with plastic when they do not need it anymore.

1 Children look at the questions and discuss. Then they read and check their answers.

Answers 1 A boat made of recycled materials. **2** Plastic rubbish is floating in the sea.

Optional extra: Discuss the following questions: *Who's planning a journey? How long will the journey take? How long is the boat? Where is the Great Garbage Patch? How big is it? Do you agree that plastic is foolish? Why is his boat unusual?*

2 Children read and match the questions with the answers.

Answers 1 What was the boat made of? **2** Why was the boat called Plastiki? **3** What did the crew eat? **4** Was rubbish produced on the boat? **5** How was energy generated?

Optional extra: Ask children to classify the questions in the activity into passive and active (question 3). Get children to identify and underline passive expressions in the answers.

3 Children read and complete.

Answers 1 Which **2** Where **3** What **4** How much

Optional extra: Play 20 Questions. Think of an object, such as a pen. The class try to discover what it is by asking up to twenty *yes/no* questions: *Is it used for writing? Is it made of plastic? etc.* Continue with different objects.

4 Children ask and answer the questions with a classmate.

Optional extra: Get one child to give the answer and the other to remember the question.

Fast finishers

If the Internet is available they look up more information about the *Kon-tiki* and the *Plastiki* as well as *the Great Garbage Patch*.

Wrap up

In groups of four, get children to design a boat made of rubbish. For example, they can use things such as plastic bottles, plastic bags, wooden objects and metal objects. Ask groups to give their boat a name and present their boat to the class. The class votes on the most original design.

Continuous assessment

Children write the answers for activity 3.

At home

Activity Book - page 87

Answers

- 1** 1 When did this project start? **2** What things were used by Year 6? **3** How much rubbish was collected? **4** Where was paper taken to? **5** Why were the children encouraged to reduce?
- 2** 2 many engines were used to power Crusher's claws? **3** were the huge magnets found? **4** was stored in Crusher's stomach? **5** was used to protect Crusher's computer brain? **6** litres of oil were pumped around Crusher's body every minute?

Objectives

Language

Grammar

- Past simple passive

Vocabulary

- *evacuate, flood, global warming, rescue*

Functions

- Learn about the impact of Hurricane Katrina

Skills

Speaking

- Ask and answer questions about life experiences

Listening

- Listen for numbers

Reading

- Read and match sentence halves

Writing

- Write numbers

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- A map of the USA
- Images of natural disasters

Attention to diversity

Children tend to confuse some numbers such as hundred and thousand, 6 and 7, 12 and 20.

Warmer

Display images of natural disasters. Encourage children to describe the problems.

Lead-in

Display the map of the USA. Ask two children to come up and find New Orleans, and ask if they have heard about Hurricane Katrina.

- 1**  **Children read and match. Then they listen and check.**

Answers 2 were recorded 3 were killed 4 was flooded 5 were destroyed

Audio CD 2



We know that global warming is causing more and more extreme weather events. One such event in recent years was Katrina, one of the most powerful hurricanes to hit the United States. It was a storm that changed the city and the people of New Orleans forever. On the 29th August 2005, New Orleans was hit by Hurricane Katrina. Winds of more than 200 kph were recorded. 1,836 people were killed. By the 31st August, 80 percent of the city was flooded. Two bridges in southern Louisiana were destroyed. Katrina is a hurricane that won't be easily forgotten by the people of New Orleans!

Optional extra: Ask children to close their books, then ask questions to see how well they remember the text.

- 2**  **Children listen again and write the numbers.**

Answers 1 29th 2 200 3 1836 4 80 5 Two

Optional extra: Get children to rewrite the sentences in activity 1 in active voice, and discuss why Passive voice was used.

- 3** **Children read and write the verbs in passive voice.**

Answers 1 were saved 2 was flooded 3 were trapped 4 were carried 5 were rescued 6 was made

Optional extra: Divide the class into groups of five or six. Groups prepare, rehearse and perform a story about John Keller's actions during Hurricane Katrina.

Wrap up

Divide the class into groups and ask them to plan a hurricane survival kit with the 10 most important items. Get groups to present their answers for the class to vote on the final top 10 objects, such as torches and batteries, a portable battery-operated radio, a first aid kit, emergency food and water, essential medicines and cash.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 7

Optional extra: Write various active voice sentences on the board and ask children to write them in Passive voice, for example: *Some people vandalised the children's park.*

At home

Activity Book - page 88

Answers

- 1** 1 was designed / was made 2 were attached / were used 3 was fixed 4 was replaced
5 was made / designed
Pictures (left to right) 4, 2, 3, 1, 5
- 2** 1 was played 2 was worn 3 was eaten 4 were used
5 was sold
- 3** 1 beaten 2 broken 3 grown 4 hidden 5 written

Lesson 4 - SB Page 89

Objectives

Language

Grammar

- Past simple passive

Vocabulary

- *damaged, destroyed, flooded*

Skills

Listening

- Listen for answers to questions

Writing

- Write questions to answers using Passive voice

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Warmer

Review Hurricane Katrina from the previous lesson. Ask children when and where it hit.

Lead-in

Pair children up and ask them to imagine they were in their house in New Orleans when Hurricane Katrina hit. Ask them to imagine what happened, who they were with and how they were rescued. Invite volunteer pairs to the front to tell their story while the rest of the class asks them questions. Vote on the best story.

1  **2.19** Children listen and answer the questions with a classmate.

Answers 1 At home in a two-storey house in the suburbs. **2** She and her mum collected as much food as they could from the kitchen. **3** They were lifted off the roof into a helicopter.

Audio CD 2



Radio News: This week on Radio News 33.3 FM, we feature an interview with Emily Ann Lee, who survived Hurricane Katrina in her own home. Emily Ann, where were you when Hurricane Katrina hit New Orleans?
Emily Ann: I was at home. I live in a two-storey house in the suburbs with my family.

RN: Was your home damaged?

EA: Yes, my home was badly damaged. In fact, the ground floor was completely flooded. We lost all our furniture and, of course, most of the food.

RN: Who was left in your house?

EA: It was just me, my mum and Lucky, my cat.

RN: How did you get food?

EA: It wasn't easy! But we collected as much food as we could from the kitchen and took it upstairs. We had a little camping stove, and my mum cooked the food on the camping stove.

RN: Were you helped by anybody during this time?

EA: Yes, we were. In fact, we were helped by people I didn't know. They had a boat, and they brought us bottles of water from a supermarket, and stuff like chocolate. They were incredibly kind.

RN: When were you rescued?

EA: Well, we were very lucky. We were rescued after three days.

RN: How were you rescued?

EA: We were lifted off the roof into a helicopter! I was very relieved, but my cat was terrified! He didn't want to fly in the helicopter.

RN: Where were you taken?

EA: We were taken to a nearby sports arena. There was a camp set up with lots of tents. There was food and medical supplies as well.

RN: Thank you, Emily Ann. That was very interesting.

EA: Thank you.

Optional extra: Before listening children guess the answers to the questions. Write their guesses on the board. After listening, see if their predictions were right.

2  **2.19** Children listen again, read and circle.

Answers 1 b 2 b 3 c 4 b 5 a 6 c

Unit 7

Optional extra: Elicit the pattern for Past simple passive questions and write it on the board: (*wh-*) + *was/were* + *subject* + *past participle*. Get volunteers to read the examples in the Grammar box.

3 Children write questions for the answers.

Answers 1 When was Larry/he rescued? 2 Who was Larry/he saved by? 3 Where was Larry/he taken? 4 Why was he interviewed on TV?

Optional extra: In pairs, children role-play the interview. They take turns playing the roles of Larry and a TV reporter in an interview about the rescue. Encourage pairs to prepare questions with *who*, *what*, *where*, *when*, *why* and *how long*. They should invent details and use their own ideas to make their interviews more interesting. Invite several pairs to role-play their interviews for the class.

Wrap up

Pair children up with a different partner and prepare a similar role play of the interview with Emily Ann. Pairs may base their role plays on activity 1 but must not read from the book. Pairs get together into groups of four and perform their role plays.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 7, Listening worksheet Unit 7

Optional extra: Check the questions children write in activity 3 to assess their grasp of Passive voice questions.

At home

Activity Book - page 89

Answers

- 1 1 was painted by Pablo Picasso.
2 was built by The Ancient Romans.
3 was discovered by Alexander Fleming.
4 was first climbed by Edmund Hillary and Tenzing Norgay.
- 2 1 When was John Lennon born? John Lennon was born in 1940. 2 When was the first hot air balloon flown by the Montgolfier brothers? The first hot air balloon was flown in 1783 by the Montgolfier brothers. 3 When was The Titanic launched? The Titanic was launched in 1911. 4 When was the Rocket steam engine built in England? The Rocket steam engine was built in 1829 in England.

Lesson 5 - SB Page 90

Objectives

Language

Vocabulary

- *speeding, roared, thundered, gigantic*

Skills

Listening

- Comprehend the story

Reading

- Understand the story

Writing

- Complete the mind maps with vocabulary items

Materials

- Digital Book
- Audio CD 2
- Slips of paper
- A bag

Attention to diversity

There will be some unfamiliar vocabulary in the story. Encourage children to get meaning from context. If there are still unknown words they should ask or look them up.

Warmer

Discuss computer games with the class. Ask children whether they play on a game console or online. *Which games do you like? Why do you like them? What do you enjoy most about computer games?*

Lead-in

Ask children to look at the pictures and say what they think is happening.

1 Children read and listen to the story.

Optional extra: Play the story to the bottom of page 90 and ask comprehension questions: *Where are Nathan and Holly? What's the game like? Why did Nathan's dad want them to turn off the computer? Why didn't they stop playing? What happened to the remote controls? And to the computer screen? What happened to Nathan? What do you think is going to happen next?*

Hot spots: *alley - speeding - stood on end - teasing*. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children make three mind maps in their notebook.

Answers **Light:** lightning, shining, sun **Sound:** screaming, cheered, thundered, voice, noise, hear
Computer: remote control, monitor

Optional extra: Get children to copy and complete these expressions from the story with their own ideas on a slip of paper: *The most fun I've ever had is _____.*
_____ makes my hair stand on end. Then they put the slips in a bag. Ask volunteers to take a slip of paper from the bag and report it to the class: *This student said that the most fun she or he has ever had was going to the beach with her or his friends.* Have the class guess who wrote each sentence.

Wrap up

Discuss with the class: *Do you think Nathan and Holly are disobedient because they didn't do what their dad told them to do right away? What do your parents ask you to do again and again? Why do they have to keep asking?*

Continuous assessment

Children choose one of the mind maps and write sentences using the words in it.

At home

Activity Book - page 90

Answers

- 1** Top row: 4, 1, 2 Bottom row: 5, 3
- 2** 1 Nathan's father 2 Two cars 3 The sky 4 The remote controls 5 The computer screen 6 Holly 7 Holly 8 Nathan
- 3** Red: lightning, attic, darkness, monitor, storm
Green: expanding, flashed, roared, speeding, cheered
Blue: invisible, gigantic, nervous, exciting, narrow

Lesson 6 - SB Page 91

Objectives

Language

Vocabulary

- *skidded, grabbed, knots, fade*

Skills

Listening

- Comprehend the story

Reading

- Understand the story
- Answer comprehension questions

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Attention to diversity

There will be some unfamiliar vocabulary in the story. Encourage children to get meaning from context. If there are still unknown words they should ask or look them up.

Warmer

Discuss with the class what happened in the story so far. Resort to track 2.20 if necessary.

Lead-in

Let children look at the picture. Ask: *What has Holly done to the forks? Why? How?* Ask them to describe the expressions on the children's faces and to say why they look that way.

1 Children read the story again.

Optional extra: Ask: *What did Holly do to the sofa? Why do they ask each other the same question? Why does Nathan's dad call out again? Why didn't the friends see each other at first? What did they do after class? Why does Nathan think it might have been a dream? What do you think? Was it a dream? What happened to the forks? What do they think made it happen? What does Nathan try again? What do the friends decide has happened to them? What would you do if you had these powers?*

Hot spots: *skidded - grabbed - knots - fade.* Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and answer the questions.

Answers 1 Nathan can become invisible and Holly is very strong. 2 *Child's own answers.* 3 They felt nervous and Holly was scared and shocked. Now they think it is cool because they are like superheroes. *Child's own answers.* 4 *Child's own answers.*

Unit 7

Optional extra: Ask children to find the following phrasal verbs in the story: *stand up, look up, go past, turn off, call up, jump back, turn back, take out, swing around*. Get them to write a new sentence with each verb. Go around helping with vocabulary and grammar. In groups of four, children read out their sentences to their group members, leaving a blank where the phrasal verb is for the others to guess which verb it is.

Wrap up

Ask children to imagine that they could be given a special power. What ability or power would they choose to have? They invent their special power and write a paragraph describing it and what they would do with it. Let them illustrate their power. Display the paragraphs for the class to read and choose which powers they like most.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 7

Optional extra: Children write a short summary of the story so far.

At home

Activity Book - page 91

Answers

- 1 1 b 2 c 3 c 4 a 5 c
- 2 1 called up 2 looked up 3 went past 4 would turn off 5 stood up 6 jumped back 7 took out 8 swung around
- 2 *Child's own writing*

Lesson 7 - SB Page 92

Objectives

Language

Grammar

- *too* and *enough*

Vocabulary

- *biodegradable, currents, decompose, plankton, pollution, rubbish*

Functions

- Learn about the Great Garbage Patch in the Pacific Ocean

Skills

Reading

- Read the article and decide if the statements are right or wrong

Writing

- Complete sentences
- Write about the local area using the target language

Materials

- **Digital Book**
- **Teacher's Resource Material**
- A map of the children's local area, a world map

Attention to diversity

The use of *much* and *many* can be difficult for some children. Remind them to use *much* with uncountable and *many* with plural nouns.

Warmer

Elicit the reasons why it is important to respect the environment and ask how we can help to protect our planet. Remind children of the *Plastiki* and the *Great Garbage Patch*. Ask them questions to see what they can remember.

Lead-in

Display the map and demonstrate the size of a square kilometre. Then, together with the class, work out the area of 3,000 square kilometres on the map. Get children to draw a square of that size (about 55 kilometres by 55 kilometres), covering your school and the adjacent area.

1 Children read and tick (✓) or cross (X).

Answers 1 X 2 X 3 X 4 ✓

Optional extra: Ask comprehension questions: *How many pieces of plastic are there in an average square kilometre of the ocean? How big is the Great Garbage Patch?* Display the world map and get children to find the Pacific Ocean around Hawaii, explaining that near this area is where the *Great Garbage Patch* is located. Discuss ocean currents and how they move the rubbish. Point out that in the Atlantic Ocean, another garbage patch was recently discovered!

2 Children complete with *not enough, too much* or *too many*.

Answers too many, too much, not enough

Optional extra: Get children to underline examples of *not enough*, *too much* and *too many* in the article. Elicit or explain that *too much* is used before uncountable nouns (*too much rubbish*), *too many* is used before countable nouns (*too many plastic bottles*) and *not enough* is used before both countable and uncountable nouns (*not enough trees*; *not enough action*).

3 In their notebooks children write about their neighbourhood.

Answers *Child's own writing*

Optional extra: Divide the class into groups of six and have them discuss their neighbourhoods using the prompts. They discuss both positive and negative aspects of their neighbourhoods and solutions to the problems.

Wrap up

In groups children discuss any problems in their school using *too* and *enough*. Wherever possible, encourage them to focus on environmental problems, for example: *There are not enough recycling bins around school. We use too much paper.*

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 7

Optional extra: Children provide examples using *too* and *enough*.

At home

Activity Book - page 92

Answers

- 1 1 affected 2 plankton 3 seabirds 4 biodegradable
5 decomposed 6 organisms 7 contaminated
- 2 1 too many / enough 2 too many / enough
3 watches too much / doesn't read enough
4 plays too many / doesn't do enough

Lesson 8 - SB Page 93

Objectives

Language

Vocabulary

- *decoration, destruction, devastation, generations, hesitation, information, inspiration, instruction, pollution, solution; conclusion, confusion, illusion, mansion; oceans*

Pronunciation

- Focus on word stress
- Learn alternative spellings for similar sounds

Skills

Speaking

- Sing the rap

Listening

- Follow the lyrics to the rap
- Hear the stress in specific words

Reading

- Differentiate between different spellings for similar sounds

Writing

- Choose the correct spelling for words

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Attention to diversity

Children may find the *-tion* and *-sion* endings hard to pronounce. Make sure they pronounce the *sh* sound correctly and that they know which words have a voiced *sh* (*conclusion, confusion, illusion*).

Warmer

Let children look at the picture and discuss why the Earth is depicted with a thermometer. Ask: *What makes the Earth sick?*

Lead-in

Write *action* and *television* on the board. Underline *tion* and *sion*, explain that they have similar sounds. Ask children to suggest other words that end with the sound *shun* and to spell them.

1 Children listen and circle.

Answers *solution, hesitation, situation, confusion, illusion, destruction, instruction, inspiration, devastation, oceans, generations*

Optional extra: Divide the class into three groups. Each group learns a verse from the eco rap by heart and practises performing it. To practise their parts, have each group move to a separate area of the classroom. Then have the class perform the rap as if they were participating in a music video. The class decides whether to perform a serious version of the rap or a silly one.

Unit 7

2  Children listen again and underline the stressed syllables.

Answers solution, hesitation, situation, confusion, illusion, destruction, instruction, inspiration, devastation, oceans, generations

Optional extra: Let children compare their answers in pairs and ask them if they notice any pattern – the stress falls on the syllable immediately before *-tion* or *-sion*.

3  Children listen and number. Then they complete with *tion* or *sion*.

Answers 1 mansion 2 destruction 3 information 4 pollution 5 decoration 6 conclusion

Audio CD 2



- 1
Woman: Wow! Did you see that mansion? It's huge! The owner must be a millionaire.
- 2
Man: Did you hear the news? Yesterday there was a tornado. There was so much destruction! It was terrible.
- 3
Woman: Can I help you, sir?
M: Yes. I need some information. Can you please tell me where there's a cheap hotel around here?
W: Of course. There's one next to the bus station.
- 4
Boy: Do you like Los Angeles?
Girl: No, I don't. There's too much pollution there.
B: I agree!
- 5
Girl: Look! I made a decoration for the Christmas tree!
Boy: It's very nice!
- 6
Detective: Ah ha! I've found it! A footprint! At last! I can finally reach a conclusion about this case.

Optional extra: Compare the answers as a class before giving children the correct spellings.

Wrap up

Divide the class into pairs. They all choose and write a line from the rap, but they omit all the vowels. They swap notebooks with their partner and complete the lines without looking at the book.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 7

Optional extra: Children list as many *-tion* and *-sion* words as they can.

At home

Activity Book - page 93

Answers

- 1** 1 illusion 2 competition 3 revision 4 exploration
5 addition, subtraction and division 6 population
- 2** 1 confusion 2 pollution 3 destruction 4 instruction
5 ocean 6 inspiration

Lesson 9 - SB Page 94

Objectives

Language

Vocabulary

- *atmosphere, climate change, emissions, extinct, fossil fuels, global warming, greenhouse gases, the greenhouse effect, the polar ice caps; carbon dioxide, methane, nitrous oxide, water vapour; droughts, floods, hurricanes*

Functions

- Learn about the greenhouse effect

Skills

Reading

- Show comprehension

Speaking

- Discuss environmental questions

Materials

- **Digital Book**
- Different kinds of music to dance

Warmer

Pair children up and ask them to list as many environmental problems as they can. The pair with the most correct answers is the winner.

Lead-in

Refer children back to the picture of the Earth in lesson 8, and ask if they remember what problem the thermometer represents (*global warming*). Ask them the causes of global warming, and elicit that the main cause is undoubtedly the greenhouse effect.

1 Children read and number the diagram.

Answers 1 Sun's ray 2 atmosphere 3 space

Optional extra: Ask children the meaning of the greenhouse effect. Get them to compare the way it works to the way the greenhouse effect works as shown in the diagram.

2 Children discuss the questions below. Then they read the text and answer them.

Answers 1 Because of the dramatic increase of greenhouse gases in the atmosphere. 2 Hurricanes, droughts and floods are more frequent. 3 Polar ice caps are melting and ecosystems are changing. 4 We can help by using less electricity, buying locally grown products, driving our cars less and walking more.

Optional extra: Organise children in large groups. Have groups read and discuss the questions in the book, as well as the following ones: *What are greenhouse gases? How do they cause problems? What has caused greenhouse gases to increase? What problems does global warming bring about? What's being done about the greenhouse effect? What can we do?*

3 Children circle the best title for the text.

Answers The greenhouse effect. ('Global warming' is a bit too general, as it can refer to warming caused by other factors, including natural ones. 'Different gases' could refer to greenhouse gasses, but it is vague and only covers part of the text.)

Optional extra: Ask children to circle in the article all the words related to science, the environment and natural disasters.

Fast finishers

These children write a summary of the article.

Wrap up

Make Global Warming posters. Divide the class into groups of four. Groups brainstorm topics to display in their posters, such as wind power, solar power, clean energy, fossil fuels or the negative effects of global warming. Make sure that a variety of topics are covered by the class. Check their work before groups create the final version of their posters. Display the posters.

Continuous assessment

Children write three things they have learnt about environmental problems.

At home

Activity Book - page 94

Answers

- 1** Wave power - Wind power - Water power - Solar power
2 1 Solar power 2 Wind power 3 Water power
 4 Wave power 5 Wind power 6 Solar power
 7 Wave power 8 Water power

Lesson 10 - SB Page 95**Objectives****Language****Vocabulary**

- *container, decompose, packaging, rubbish*

Functions

- Learn about the pros and cons of packaging

Skills**Speaking**

- Discuss the pros and cons of packaging

Reading

- Put paragraphs in order
- Decide if a paragraph is highlighting a pro or a con of an argument

Materials

- **Digital Book**
- Various types of packaging including glass bottles, tin cans, plastic, card, styrofoam food wrappings

Warmer

Remind children of the words *pros* and *cons*. Ask them for alternative words: *advantages* and *disadvantages*. Brainstorm some of the pros and cons of plastic.

Lead-in

Show packaging and ask what the problems are: it is a waste of resources, it creates more rubbish and it

Unit 7

pollutes the environment. Ask the class how packaging problems could be improved. Is it necessary to wrap things up so much?

1 Children ask and answer with a classmate.

Optional extra: Get children to read the questions and brainstorm answers as a class. Write their ideas for each question as a mind map on the board.

2 Children read and order the paragraphs.

Answers 1 Every day... 2 On the one hand...
3 On the other hand... 4 Although the amount...

Optional extra: Copy this table on the board and ask children to underline the words in the article:

PURPOSE	EXPRESSIONS
Putting ideas in order	first, second, finally
Giving both sides of argument	on the one hand, on the other hand, although
Giving reasons	because, so, thus
Adding information	also, for example
Giving evidence	in fact

3 Children read and label the paragraphs.

Answers 1 Introduction 2 Pros 3 Cons 4 Conclusions

Optional extra: Divide the class into groups of four. Ask groups to brainstorm the pros and cons of the following topics: *the car, mobile phones, technology in the classroom*. Have groups choose one topic and plan an essay, using linking expressions and following the article on rubbish as a model. Each member is responsible for one of the paragraphs. The groups then put their paragraphs together and write a final version of their essay.

Wrap up

Get children to write as much as they can about packaging in three minutes. Invite volunteers to read out their pieces.

Continuous assessment

Children make a chart with the pros and cons of packaging.

At home

Activity Book - page 95

Answers

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

Review - SB Pages 96 & 97

Objectives

Language

Grammar

- *too, enough*
- Passive voice

Functions

- Review the target language of the unit

Skills

Speaking

- Ask and answer questions using Passive voice

Listening

- Listen for specific information which matches photos

Reading

- Read sentences and choose the correct verb form based on context

Writing

- Write verbs in the correct verb form
- Write and answer questions

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Flashcards Unit 7

Warmer

Display the **Flashcards**. Review what the words mean and how they affect our lives. Have children guess an object by giving clues using Present simple passive: *This is made of plastic. It's used for writing on paper. (A pen.)*

Lead-in

Brainstorm a list of problems which are affecting our planet.

- 1  **Children listen and write *too much, too many or not enough.***

Answers 1 too much 2 not enough 3 too much
4 not enough 5 too many 6 not enough

Audio CD 2



Our beautiful planet Earth is suffering; it has a serious health problem. The problem has been caused by us, humans. For a start, there are just too many people living on Earth now. This leads to all kinds of other problems. It means there isn't enough clean water for everyone and there is not enough food to feed us all. The next problem is that we are dirty. We create too much rubbish that gets piled up and takes years to decompose. We should recycle but we don't; not enough people recycle waste materials. We destroy our land and our lovely oceans. Too much waste gets put into the sea, so it becomes very polluted. We should love and care for our planet, not kill it.

Optional extra: Play the first part of the audio track again and pause after each sentence. Children write it as a dictation. Then they take turns to write the sentences on the board to correct as a class.

2 Children ask and answer the questions.

Optional extra: Go through the possible questions and answers as a class. There may be several possibilities for each prompt.

3 Children look and complete the sentences.

Answers 1 are cut down 2 are transported 3 are cut 4 are boiled 5 is spread 6 (is) rolled

Optional extra: Ask children to describe the process of making paper in groups. They can use their books for some help.

4 Children read and write questions. Then they write the answers.

Answers 1 Q: How was the Great Fire of London started? A: It was started by a baker's oven 2 Q: What were the houses made of? A: The houses were made of wood. 3 Q: How many homes were destroyed? A: 13,200 homes were destroyed. 4 Q: Why were so many buildings burnt? A: So many buildings were burnt because they were (built) too close together.

Wrap up

Together with the class, brainstorm possible processes that children can describe and write them on the board: *how plastic is recycled, how a dress is made, how a pie is baked, how a cup of coffee or tea is made and so on.* In pairs, children choose a process and break it down into steps, using activity 3 as a model. Go around helping

with vocabulary and grammar. Pairs take turns reading the steps in their process for another pair to identify the process described.

Final evaluation

Teacher's Resource Material: Test Unit 7

At home

Activity Book - pages 96 & 97

Answers

- 1 1 False 2 True 3 True 4 False 5 False 6 True
- 2 2 are picked 3 are taken 4 are dried 5 is sorted 6 are flavoured 7 is used 8 is chosen 9 is packed 10 is sent
- 3 1 Baseball isn't played in China. Where is baseball played? 2 Mobile phones are not made of wood. What are mobile phones made of? 3 English isn't spoken in Haiti. What is spoken in Haiti? 4 Polar bears are not found in the Antarctic. Where are polar bears found? 5 Grapes are not grown in Canada. Where are grapes grown?
- 4 1 Central bank was robbed. 2 The thief was trapped in a revolving door. 3 Micky Malone was arrested. 4 Alex was given a reward. 5 He was sent to prison for 10 years.
- 5 Where was the mobile phone invented? Where was the purse found? Who was this picture painted by? Who was the book written by? Where was this photo taken?
- 6 1 too much 2 too much 3 too many 4 doesn't have enough 5 too many 6 too many

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

A better future

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Second conditional: <i>If I lost my computer, I'd feel depressed.</i> • had to, not allowed to: <i>They had to live in poor areas. They weren't allowed to go to the same beaches.</i> • Past simple passive: <i>He was sent to prison in 1962.</i> • Future: <i>I'll see my grandma. It might snow. I won't get a haircut.</i> 	<ul style="list-style-type: none"> • Human rights: <i>apartheid, minority, multicultural, privileges, races</i> 	<ul style="list-style-type: none"> • Phonics: Comparing the spellings of the sound <i>f</i> and comparing the sounds <i>f</i> and <i>v</i>: <i>family</i> <i>philosophy</i> <i>have</i> 	<ul style="list-style-type: none"> • Second conditional • Past simple passive • Future

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To review the use of Second conditional sentences • To review Past simple passive voice • To review the use of Future simple • To use <i>had to</i> and <i>not allowed to</i> correctly 	<ul style="list-style-type: none"> • To learn about discrimination • To learn about apartheid in South Africa • To learn about Nelson Mandela • To make predictions about the future • To learn about Alfred Nobel and Dr. Martin Luther King Jr. • To review the target language of the unit
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To learn vocabulary related to Human Rights • To use vocabulary in an ever more confident way • To build and expand on the vocabulary already known 	<ul style="list-style-type: none"> • To highlight and practise the <i>f</i> sound • To differentiate between the sounds <i>f</i> and <i>v</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To discuss hypothetical situations • To talk about predictions • To discuss about Martin Luther King Jr. • To sing a rap • To express personal ideas about children's rights • To ask and answer questions • To ask and answer hypothetical questions • To ask and answer questions about the future 	<ul style="list-style-type: none"> • To read and understand hypothetical situations • To read an article and show comprehension • To understand a story • To read biographical information and categorise it • To differentiate two sounds with various spelling alternatives • To read and classify sentences
Listening	Writing
<ul style="list-style-type: none"> • To listen for specific information • To listen for dates to complete a timeline • To listen for key pieces of biographical information • To listen for specific pieces of information • To understand a story • To follow the lyrics to a rap • To listen for specific information 	<ul style="list-style-type: none"> • To write an e-mail • To write a biographical summary of Nelson Mandela's life • To write predictions about the future • To write a biography of Martin Luther King Jr. • To write about the future

Assessment criteria

- Check children can use Second conditional sentences and Past simple passive voice correctly.
- Check children can talk about past obligation and prohibition.
- Check children can talk about future probabilities and possibilities.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 8, pages 18-19: Lesson 4
 - Vocabulary worksheet Unit 8, pages 40-41: Lesson 3
 - Reading worksheet Unit 8, page 55: Lesson 6
 - Writing worksheet Unit 8, page 69: Lesson 7
 - Speaking worksheet Unit 8, page 81: Lesson 8
 - Listening worksheet Unit 8, page 91: Lesson 4 Test
 - Unit 8, pages 140-143: Unit 8 Review
- **Flashcards** Unit 8 (available on Richmond website)
- **Extra**

Map, flag and photos of South Africa	Pictures from magazines or the Internet
Photos of Nelson Mandela during different stages of his life	representing things we want and things we need
Poster paper, magazines	Biographical information and Internet printouts
Pictures of Martin Luther King Jr.	about Nobel Peace Prize winners

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to talk about possibilities. Children learn to write an e-mail and a biography. (SB pp 98, 99, 100, 101, 102, 103 & 105)



Mathematical competence and basic competence 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. (SB pp 104 & 109)



Social and civic competence

Children learn all forms of behaviour, personal, interpersonal and intercultural to participate in an effective and constructive way in social life. (SB pp 98, 99, 101, 103, 104, 106 & 107)



Cultural awareness and expression

Children learn to appreciate all the creative expressions of ideas, experiences and emotions and to understand their own culture and diversity in the world. They learn about Alfred Nobel. (SB pp 98, 100 & 107)



Competence in learning to learn

Children develop strategies to improve the learning process and to help them to assume control over their own learning. (SB pp 104, 105, 106, 107 & 108)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 100, 106 & 109)

Objectives

Language

Grammar

- Second conditional sentences

Vocabulary

- *dark-haired, fair-haired*

Functions

- Learn about discrimination

Skills

Speaking

- Discuss hypothetical situations

Listening

- Listen for specific information

Reading

- Read about hypothetical situations

Materials

- Digital Book
- Audio CD 2

Attention to diversity

Use mixed-ability pairings to give children peer support.

Warmer

Elicit adjectives for feelings and mood. Write *Positive* and *Negative* on the board and get children to help you classify them.

Lead-in

Ask questions like those in activity 1: *How would you feel if it rained on your birthday / I gave you top marks in your exam* etc.

1 Children ask a classmate and complete the questionnaire.

Answers *Child's own answers*

2 Children talk about what they would do in each situation with a classmate.

Optional extra: Discuss the different solutions with the class and find out the most common.

3 2.24 Children listen to the advertisement and complete the table.

Answers **Geography:** Island in the Pacific **Population:** 100,000 people **Dark-haired people:** 10% of the population **Privileges:** Dark-haired people can bathe at the most beautiful beaches, eat in the finest restaurants and stay at the best hotels. They can enter exclusive cinemas for dark-haired people only. There are special buses and trains reserved for dark-haired people.

Audio CD 2



This is a question for all the dark-haired people in the world. If you wanted the holiday of a lifetime, where would you go? Would you go to a beautiful tropical island in the Pacific? Then why not come to the island of Oscuro? Only 100,000 people live on Oscuro, and here dark-haired people are just 10 percent of the population. But people with dark hair have a higher status and enjoy special privileges. They can bath at the most beautiful beaches, eat in the finest restaurants and stay at the best hotels. They can enter exclusive cinemas for dark-haired people only. And there are special buses and trains reserved for dark-haired people! If you've got dark hair, everyone in Oscuro will treat you with a smile. So if you've got dark hair, come to Oscuro. It's the perfect place for you!

4 Children read and answer the questions with a classmate.

Answers *Child's own answers*

Wrap up

Write some situations on the board, for example: *What would happen if we could read people's minds? What would you do if you became invisible? How would you make friends if you moved to a new country?* Divide the class into groups of four. Set a time limit for children to brainstorm and write as many answers for each situation as possible.

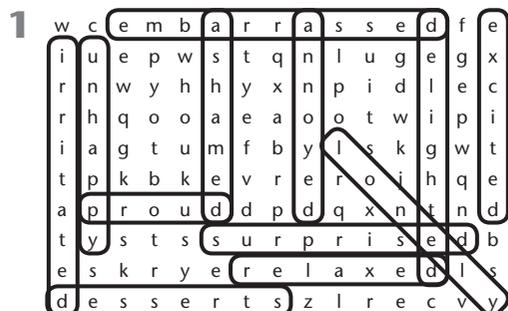
Initial evaluation

Ask children to write full answers to two questions in activity 1.

At home

Activity Book - page 98

Answers



- 2 1 embarrassed 2 angry 3 shocked 4 upset
5 frightened
- 3 1 would see / lived 2 could run / would get
3 was / would you ask 4 would you feel / took
5 would you do / found 6 found / wouldn't be

Lesson 2 - SB Page 99

Objectives

Language

Grammar

- *had to, not allowed to*

Vocabulary

- *apartheid, inequality, majority, minority, multicultural, privileges, races*

Functions

- Learn about apartheid in South Africa

Skills

Reading

- Read the article and show comprehension

Writing

- Write an e-mail

Materials

- Digital Book
- Map of South Africa, the South African flag, photos of South Africa – the people, animals, landscapes and so on

Warmer

Display the flag of South Africa and get children to guess which country it belongs to. Ask children what they know about South Africa. Show the map and encourage them to find places on it. If the Internet is available, show them clips of modern day South Africa and clips from the World Cup held there in 2010.

Lead-in

Write the word *apartheid* on the board. Draw a large circle on the board and write *black South Africans* in it. On top draw a much smaller circle and write *white South Africans* in it. Explain that there were many more black people in South Africa than whites but that the white people had all the power and ruled the country.

1 Children read the article and circle the correct options.

Answers 1 worse 2 majority 3 white

Optional extra: Ask comprehension questions about the article: *What happened in 2010? And in 1948? What did this system do? Why was this system unfair?*

2 Children complete the sentences with *had to* or *weren't allowed to*.

Answers 1 weren't allowed to 2 had to 3 weren't allowed to

Optional extra: Ask a volunteer to read the examples in the Grammar box. Ask: *Are these sentences about past or present situations? (Past.) What are had to and weren't allowed to followed by? (The infinitive.) Which term expresses obligations in the past? (Had to.) Which term expresses past prohibitions? (Weren't allowed to.)*

3 Children write an e-mail from South Africa.

Answers *Child's own writing*

Wrap up

Ask children to remember things they had to do, and things they weren't allowed to do when they were five years old. They write at least five sentences in their notebooks. Then they get into pairs and read the second half of their sentences to their partners. Listeners decide whether their partners were / weren't allowed to do the action or had to do it.

Continuous assessment

Use the children's writing piece in activity 3 to assess their progress in written English.

At home

Activity Book - page 99

Answers

- 1 Robert had to...
drive a fire engine
wear firefighting gear
clean and repair the equipment
practise firefighting skills, and exercise to keep fit
He wasn't allowed to...
wear normal clothes
watch TV for the first year
He was allowed to...
have two days off
- 2 1 wasn't allowed to 2 had to 3 had to
4 wasn't allowed to
- 3 *Child's own answers*

Lesson 3 - SB Page 100

Objectives

Language

Grammar

- Past simple passive voice

Vocabulary

- *awarded, elected, released*

Functions

- Learn about the life of Nelson Mandela

Skills

Listening

- Listen for dates to complete a timeline
- Listen for key pieces of biographical information

Writing

- Write a biographical summary of Nelson Mandela's life

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Photos of Nelson Mandela during different stages of his life

Warmer

Write the name *Nelson Mandela* on the board. Elicit what children know about him. If possible, watch some footage of him delivering a speech.

Lead-in

Remind children about apartheid in South Africa. Explain that Nelson Mandela was a very important person who struggled against apartheid, consequently he spent many years in prison. Eventually he became the President of South Africa.

1 Children complete the quote with their own idea.

Answers *Child's own answers*

2 Children listen and check the quote. They then listen again and complete the timeline.

Answers Quote: Education

2013 – died, 1994 – elected president, 1993 – awarded Nobel Peace Prize, 1990 – released from prison, 1962 – sent to prison – given a British name, 1918 - born

Audio CD 2



Hello! I'm going to talk to you today about my hero – Nelson Mandela. I want to begin by reading a famous quote of his. Nelson Mandela said, 'Education is the most powerful weapon which you can use to change the world.' I definitely agree with this idea!
Nelson Mandela was born in a small South African village in 1918. At that time, he was given the African name of Rolihlahla. In 1925, when he was only seven years old, he went to a British school and was given a British name – Nelson. When he went to university, he studied law. As a student, he experienced the effects of apartheid, which is the policy of segregating or separating black and white people. Nelson believed in racial equality. He joined the African National Congress, a political party that opposed the system of apartheid and demanded justice and democracy for all the people of South Africa. After he graduated from university, he became a lawyer. He defended black people against the government's unfair policies. In 1962 he was arrested and sent to prison. During his time in prison, Nelson Mandela refused to give up his beliefs. He became famous around the world as a symbol of the struggle for freedom in South Africa. Pop stars, film stars and political leaders all called for him to be set free. Finally, after 27 years, Nelson Mandela was released from prison in 1990. His hope, energy and enthusiasm made

him loved throughout the world. He was awarded the Nobel Peace Prize in 1993. The following year, in 1994, he was elected president of South Africa. He was the first black person to become South Africa's president. His election signalled the true end of the era of apartheid. Nelson Mandela died in 2013, aged 95.

3 Children listen again and take down notes in their notebook.

Answers *Child's own answers*

4 Children write a summary of Nelson Mandela's life.

Answers *Child's own writing*

Optional extra: Children compare their summaries in small groups.

5 Children role-play an interview with Nelson Mandela.

Optional extra: Invite pairs to perform their role-plays for the class.

Wrap up

Tell the class about Mandela Day, which is held on 18 July every year. Explain that the day is not a holiday, but people are asked to spend 67 minutes doing something for others to represent the 67 years Mandela gave in the struggle for social justice. Divide the class into groups of four and have them discuss what they would do. Invite groups to share their ideas.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 8

At home

Activity Book - page 100

Answers

- 1 2 a 3 c 4 b 5 d
 - 1 On 4th September 1882
 - 2 Thomas Alva Edison
 - 3 Film cameras, the radio, the telephone and more
 - 4 Electric power
 - 5 People didn't have electricity
- 2 1 was stolen 2 was chased 3 was found
4 was sent 5 were given
- 3 *Child's own answers*

Lesson 4 - SB Page 101

Objectives

Language

Grammar

- Future

Vocabulary

- *might, will, won't*

Functions

- Make predictions about the future

Skills

Speaking

- Talk about predictions

Listening

- Listen for specific pieces of information

Writing

- Write predictions about the future

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Poster paper, magazines

Warmer

Ask children to name people who predict the future: weather forecasters, financial forecasters and fortune-tellers. Ask your pupils to make predictions about their futures.

Lead-in

Ask children to look at the picture in activity 1 and challenge them to say what the fortune-teller is predicting.

1 Children write predictions and share them with their classmates.

Answers *Child's own answers*

2 Children listen and write the answers.

Answers 1 Become a doctor. 2 Become a teacher. 3 Become a pop star. 4 Become a scientist.

Audio CD 2



Chloe: Hi there. My name's Chloe Luck. And this week on Kids Radio we're asking the questions: What will you do in the future? How will you make the world a better place? I have Charlie on the line. Hello, Charlie.

Charlie: Hi, Chloe.

Chl: So what will you do, Charlie?

Cha: Well... I'm not sure, but I might become a doctor. I'm very interested in medicine, and I think helping ill people get better is important.

Chl: That's very true, Charlie. But why aren't you sure?

Cha: Because I'd like to be a professional football player, too!

Chl: OK, thanks, Charlie. And who is the next call from?

Julia: Hi, I'm Julia.

Chl: Hello, Julia. Tell me what you'll do.

J: I'll become a teacher one day. Definitely.

Chl: Really?

J: Absolutely. Education is the most important thing in the world.

Chl: Thank you, Julia. And now we have Ricky on the line. Hi, Ricky!

Ricky: Hi, Chloe! I know what I'll do when I'm older! I'll become a pop star!

Chl: A pop star? Is that good for the world?

R: It sure is! Music makes people happy! And I want to make them smile!

Chl: That's very nice Ricky. Do we have any more calls? Yes, here's another caller.

Emily: Hi there. My name's Emily.

Chl: Hello, Emily. How will you make the world a better place?

E: Well, um, I might become a scientist. I'm interested in studying how we can make sure that everyone in the world has access to clean drinking water.

Chl: But you aren't absolutely sure?

E: No, I'm not. Science can be very difficult... but I want to try!

Chl: That's great. Thanks, Emily! OK, let's listen to some music now...

Optional extra: Ask a volunteer to read the predictions in the Grammar box, and elicit the differences between the modal verbs.



3 Children listen again and write ✓ (definitely) or ? (maybe) in the boxes above.

Answers 1 ? 2 ✓ 3 ✓ 4 ?

4 Children talk about their ideas for the future with a classmate.

Optional extra: Divide the class into groups. Give out some poster paper and magazines. Ask groups to create "Helping to Make a Better World" posters by writing their ideas and illustrating them with drawings or cut outs from the magazines.

Wrap up

Ask children to present the posters they designed in activity 4. The class votes for their favourite poster and accounts for their choice.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 8, Listening worksheet Unit 8

At home

Activity Book - page 101

Answers

- 1 1 will 2 might 3 will 4 might 5 will 6 won't
- 2 *Child's own answers*

Lesson 5 - SB Page 102

Objectives

Language

Vocabulary

- *bully, dizzy, steel beams, thieves*

Skills

Listening

- Understand the story

Reading

- Comprehend the story
- Be able to explain parts of the story

Materials

- Digital Book
- Audio CD 2

Attention to diversity

There will be some unfamiliar vocabulary in the story. Encourage children to get meaning from context. If there are still unknown words they should look them up.

Warmer

Recall information about the story: *What are the names of the children? What happened to them? What are their powers?*

Lead-in

Write the following information as a table on the board: *Characters: an elderly woman, a tall man, a short man, the police; Objects: a bag, a mobile phone, a chair, a key; Places: the street, an alleyway, a building, a room; Events: a flash of lightning, a theft.* Elicit or explain unfamiliar vocabulary. Divide the class into groups and ask them to make up the continuation of the story using the information in the table. Groups brainstorm a possible chain of events and share their ideas with the class.

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

Optional extra: Ask children a few comprehension questions.

Hot spots: **dizzy - crept - bullying - weird.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 **Children read and give reasons for the following.**

Answers 1 All superheroes have nicknames. **2** Because Holly and Nathan are only children. **3** The two thieves have stolen lots of people's bags and purses. **4** Lightning makes Nathan dizzy. **5** The tall thief locks the door/turns the key in the door.

Wrap up

Ask children to get into groups of four and predict the end of the story.

Continuous assessment

Children write advice for Nathan.

At home

Activity Book - page 102

Answers

1 (top to bottom) 2, 8, 3, 10, 4, 6, 1, 7, 9, 5

2 The tall man: tall, thin, slim, big nose, brown hair, brown eyes.
The short man: short, fat, bald.
Accept any other valid answers.

3 ✓: 3, 4, 7, 8

Lesson 6 - SB Page 103**Objectives****Language****Vocabulary**

• *alleyway, disbelief, lightning, oil, thieves*

Skills**Listening**

• Comprehend the story

Reading

• Understand the story
• Identify the problems and the solutions in the story

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Attention to diversity

Some children may be shy to mime scenes from the story. Gently encourage everyone to participate unless a child is very uncomfortable, in which case you could allow them to guess the actions without taking part in the miming.

Warmer

Children recall the story so far.

Lead-in

Write the following expressions in random order on the board: *felt strange, shook her head, kicked (it) hard, hopped on one foot, stared (at him) in disbelief, made a terrifying scream, lifted the lid, poured the oil, skidded across the ground, crashed into a brick wall, looked in amazement.* Challenge children to guess who does the actions.

Unit 8

1 Children read the story again.

Optional extra: Ask some comprehension questions for this part of the story. You may choose to let children listen to the story and pause the track at the end of each paragraph to ask questions.

Hot spots: skidded - stared - disbelief - slipped. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and complete the chart.

Answers Problem Nathan: Nathan was inside the room with the thieves and he wasn't invisible anymore.

Solution Nathan: He made a terrifying scream and climbed through the window. **Problem Holly:** She kicked the door and hurt her foot. She couldn't run. **Solution Holly:** She poured oil on the step outside the door and the thieves slipped in the oil.

Optional extra: Discuss with the class: *What would you do if you were trapped in a room with thieves? How would you escape if you couldn't run?*

Wrap up

Divide the class into groups of seven. Each group prepares a one-page play based on the story. Set a time limit for groups to rehearse before performing their plays.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 8

Optional extra: Children write a short summary of the story.

At home

Activity Book - page 103

Answers

- 1 1 Nathan 2 Holly 3 Nathan 4 The short man
5 The elderly woman 6 The elderly woman
7 The police officer 8 Holly
- 2 1 gulp 2 skid 3 creep 4 pour 5 yell 6 crash 7 slip
8 hop
- 3 5 poured 6 slipped 3 gulped 2 hopped 4 yelled
8 crashed 1 crept 7 skidded
- 4 *Child's own writing*

Lesson 7 - SB Page 104

Objectives

Language

Grammar

- Making suggestions and giving opinions

Vocabulary

- *boycott, civil rights, gunman, speech*
- *awarded, inspired, received, led*

Functions

- Learn about Dr. Martin Luther King Jr.

Skills

Speaking

- Discuss about Martin Luther King Jr.

Reading

- Read biographical information and categorise it
- Research information

Writing

- Write a biography of Martin Luther King Jr.

Materials

- Digital Book
- Teacher's Resource Material
- Pictures of Martin Luther King Jr.

Attention to diversity

When children do research on the Internet it is advisable for them to do a search for children, for example they type in *Martin Luther King for kids*. This way the material will be easier to understand and is more likely to be safe.

Warmer

Write *I have a dream* on the board. Ask children if they know who said these famous words, in which country and why.

Lead-in

Review what happened during apartheid in South Africa. Then explain that segregation existed in the USA, too. Until the 1960s, many areas, especially in the southern states, had separate schools, restaurant counters and even bus seats for whites and blacks. Show children the pictures you brought in of Martin Luther King Jr.

1 Children look at the images and answer the questions with a classmate.

Answers *Child's own answers*

Optional extra: If possible, show children footage of Martin Luther King Jr. giving his *I have a dream* speech.

2 In their notebook children copy the mind map and classify the notes.

Answers Family and childhood: 3, 9 Education and work: 5, 7, 10 Major events or achievements: 1, 8, 11, 12, 13 Famous quotes and last years: 2, 4, 6

3 Children do research on the Internet and add notes to their mind map.

Answers *Child's own answers*

Optional extra: Divide children into groups to find information. Ask them to read out any extra information they have added to their mind map.

4 Children write a biography of Dr. Martin Luther King Jr.

Answers *Child's own writing*

Optional extra: Ask children to use their maps to write their biographies, and to write a paragraph for each heading.

Wrap up

Divide the class into groups of four. Ask children to design a mural about the life of Martin Luther King Jr using <http://en.linoit.com/> or any other similar tool. Ask groups to present their murals to the class and link them to the school blog.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 8

At home

Activity Book - page 104

Answers

- Ronaldo Luiz Nazario de Lima was born in Rio de Janeiro, Brazil, on 18th September 1976. When he was 4 he watched his father play football and played football on a small field at the age of 12. His dream was to play for Brazil. As a teenager he was more interested in sport than school. He played football as a junior for Social Ramos Club when he was 12,

for Cruzeiro at 17, Inter Milan from 21 to 26, Real Madrid from 26 to 31 and he was FIFA Player of the Year three times. He also played for Brazil 97 times and scored 62 goals. He played for the Brazil national teams that won the World Cup in 1994 and 2002.

2 *Child's own answers*

3 *Child's own writing*

Lesson 8 - SB Page 105

Objectives

Language

Vocabulary

- brave, difficult, of, fabulous, faith, family, fan, fantastic, feeling, flower, for, free, funniest, future, have, hopeful, live, love, never, phenomenal, philosophy, phone, photo, physician, trophy*

Functions

- Compare the sounds *f* and *v*
- Focus on alternative spellings

Skills

Speaking

- Sing the rap

Listening

- Follow the lyrics to the rap

Reading

- Differentiate two sounds with various spelling alternatives

Writing

- Choose the correct spelling

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Attention to diversity

The two sounds are very similar and can be quite hard to distinguish. The spellings are also quite ambiguous as both sounds can be written with different spellings. Exposure to the sounds and lots of practice will help children to acquire the difference.

Unit 8

Warmer

Divide the class into groups of four. Give groups two minutes to come up with as many words as they can that contain the sound *f*. Remind them that the words may not necessarily be spelled with an *f*.

Lead-in

Write *f* and *v* on the board as headings. Under *f*, write *f*, *ph*, *gh* and *ff* as subheadings. Under *v* write *v* and *f*. Elicit examples of words with the *f* sound using the different spellings. Leave these on the board for the wrap up activity. Show children the word *have*. This is pronounced with the *v* sound when saying *I have got a dog*, but with the *f* sound when saying *I have to do my homework*.

1  **Children listen and complete. Then they sing and dance the rap.**

Answers live, philosophy, love, future, family, never, brave

Audio CD 2



The world I want to live in has to be free,
With peace and understanding for you and for me.
That is the heart of my philosophy!
I believe in love. I don't believe in hatred.
I know our future is going to be great,
So let's make it happen! Let's not hesitate!
I have faith in family. I have faith in friends.
If I am ever in need, I know that they will lend.
So I never lose hope! We'll get there in the end.
I know the road to world peace is going to be long,
But I'm feeling brave and hopeful. Yes, I'm feeling strong!
When something feels so right, you know it can't be wrong!

Optional extra: Divide the class into four groups. Assign each group three lines of the rap. Groups rehearse their lines and invent some choreography. Then have the class perform their rap, first accompanying the track and then with no music.

2 **Children read and complete the words with *f*, *ff* or *ph*.**

Answers Ph, f, ph, f, ph, ph, f, Ff, ph, f, ph, f, f, ph, ph

3  **Children listen and check their answers. Then they act out the dialogue.**

Optional extra: Explain that alliteration is a group of words which begin with the same sound. Give examples of *adjective + noun* combinations and elicit more: *a friendly*

frog, violet violins, a phenomenal farm. Children write three phrases using words that repeat *f* or *v* sounds and share it with their partner

Wrap up

Children take turns to choose one of the *f* or *v* words from the board and mime it. When someone guesses the word they must spell the word out.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 8

Optional extra: Dictate some common words with the *f* and *v* sounds: *have, difficult, phone, phenomenal, fantastic, live, philosophy*.

At home

Activity Book - page 105

Answers

- 1** 1 coffee/muffin/afford 2 Frank/Fiona/afraid/for/ family/traffic/officer 3 difficult/unfair/phone 4 foot/feels/philosophy/physician
- 2** 1 flag 2 elephant 3 funny 4 trophy 5 graffiti 6 giraffe

Lesson 9 - SB Page 106

Objectives

Language

Functions

- Learn about Children's Rights

Skills

Speaking

- Express ideas about children's rights

Reading

- Classify vocabulary items
- Complete the text

Materials

- Digital Book
- Pictures from magazines or the Internet representing things we want and things we need: *house, school, water, TV, computer, game, mobile phone, ice cream*,

- bread, sweets, beans, family, bed, table, skateboard, football, doctor, hospital, cinema, car, designer clothes, card, magazines
- Poster paper

Warmer

Write the word *rights* on the board and ask children what they are. Write all their comments on the board.

Lead-in

Write *Things We Want* and *Things We Need* as headings on the board. Show the pictures you have brought in. Ask: *Which things do we want, and which do we really need?* Give the pictures around the class and ask children to place the pictures under one of the headings on the board.

1 Children classify the items.

Answers Things I need: a place to live, school books, nutritious food, clean drinking water, a name, an education, a family **Things I want:** ice cream, a TV, a mobile phone, a skateboard, computer games

2 Children add their own ideas.

Answers *Child's own answers*

3 Children read and complete.

Answers 1 family 2 healthy 3 education 4 play 5 help 6 identity 7 parents 8 water 9 home

Optional extra: Ask: *When did the UN recognise the Convention on the Rights of the Child? What do the rights guarantee?* Discuss how governments help children get their rights: by making school compulsory, by organising vaccination campaigns and by passing laws protecting children from working.

Wrap up

Distribute poster paper and pictures from magazines or printouts. In groups children design a poster illustrating one of the rights of the child. Make sure that each group chooses a different right. Groups illustrate their posters using pictures from magazines or printouts from the Internet.

Continuous assessment

Children write what they have learnt about their rights.

At home

Activity Book - page 106

Answers

- 1 Because there aren't enough schools, or there is a war, or girls are discriminated against.
- 2 Name and age: Amrita, 12
Home: city of Dhaka in Bangladesh
Family: her parents, three sisters and four brothers
Daily life – morning: she looks for bits of plastic and paper.
Daily life – afternoon: goes to school
- 3 *Child's own answers*

Lesson 10 - SB Page 107

Objectives

Language

Vocabulary

- chemistry, dynamite, explosives, military equipment, outstanding achievements

Functions

- Learn about Alfred Nobel

Skills

Speaking

- Ask and answer questions

Reading

- Read and show comprehension by ordering the paragraphs
- Match parts of a sentence

Materials

- **Digital Book**
- Biographical information and Internet printouts about Nobel Peace Prize winners

Warmer

Ask children what they think Nelson Mandela, Martin Luther King Jr. and the European Union have in common. Explain that they have all won the Nobel Peace Prize. Ask them if they have ever heard of the Nobel prizes and explain to them that it is an internationally recognised and very prestigious award.

Unit 8

Lead-in

Ask children what the Nobel prizes and dynamite have in common. Challenge children to skim the text and confirm or correct their predictions.

1 Children read and order the paragraphs.

Answers 1 Alfred Nobel was born... 2 Alfred left Russia... 3 In 1859, the family... 4 Alfred was worried... 5 The first Nobel Peace Prize...

Optional extra: The children create a timeline based on the main events of Nobel's life using a web tool such as www.timetoast.com or any other similar one.

2 Children read and match.

Answers 1 dynamite. 2 the Nobel prizes. 3 chemistry. 4 a lot of money.

3 Children answer the questions with a classmate.

Answers *Child's own answers*

Wrap up

Divide the class into groups of four and let them choose a Nobel Peace Prize recipient. Groups do research and prepare a mind map on their candidate, using the mind map on Martin Luther King Jr. as a model. Then groups write the biography of the Nobel Peace Prize candidate. Finally the class can vote for the ideal candidate.

Continuous assessment

Children say what they have learnt about Alfred Nobel.

At home

Activity Book - page 107

Answers

1 1 False 2 False 3 True 4 True 5 True 6 True 7 False 8 False

2 1 English, French, German and Russian.
2 Chemistry in Paris. 3 armaments 4 dynamite
5 physics, chemistry, physiology or medicine, literature and peace 6 who contribute to these areas of society.

3 *Child's own writing*

Review - SB Pages 108 & 109

Objectives

Language

Grammar

- Past simple passive
- Second conditional
- Future simple
- *had to, not allowed to*

Functions

- Review the target language of the unit

Skills

Speaking

- Ask and answer hypothetical questions
- Ask and answer questions about the future

Listening

- Listen for specific information

Reading

- Read and classify sentences

Writing

- Write about the future

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 8

Warmer

Ask children to recall the important and influential people who have tried to improve the lives of those who were suffering inequality: *Martin Luther King Jr. and Nelson Mandela*. Ask them if they know of another famous man who helped to change people's lives in India: *Gandhi*.

Lead-in

Display the unit 8 **Flashcards**. Ask children to suggest sentences using each word, encourage them to use grammar structures from the unit, for example: *The thief was arrested. When I am older, I might get arrested. If I were arrested I would escape from the police!*

1 2.30 Children listen and complete the timeline with the correct form of the verbs.

Answers 1869 - was born, 1883 - were married, 1888 - was sent, 1893 - was offered, 1908 - was sent, 1930 - was arrested, 1947 - was given, 1948 - was shot

Audio CD 2



Mohandas Gandhi was born in Porbandar in India. When he was thirteen, he and Kasturba Makhanji were married; this was traditional at the time. In September 1888, he was sent to London where he studied law. In April 1893, Gandhi was offered a job in South Africa and he was shocked by the racial discrimination he saw there. He started to persuade fellow Indians to protest peacefully. The government was not happy with him and eventually he was sent to prison in 1908. Gandhi returned to India in 1915, where he began to push for Indian independence from Britain. In 1930, one of his peaceful protests was against a salt law; he was arrested and sent to prison. Finally, in 1947, India was given independence from the British, thanks largely to Gandhi's efforts. Unfortunately, Gandhi was shot in 1948 in Delhi.

2 Children ask and answer with a classmate.

Answers *Child's own answers*

Optional extra: Children share their answers and vote on the funniest or most original ones.

3 Children answer the questionnaire. They use will or might.

Answers *Child's own answers*

4 Children ask and answer with a classmate.**5 Children read, classify and colour blue or red.**

Answers Blue: go on different buses..., pay more taxes..., go to their own beaches, sit on different benches..., live in the poorest..., use separate swimming pools, have a special permit... **Red:** use the same toilets..., enter a cinema..., vote, be South African citizens, eat in restaurants...

Wrap up

Children prepare an imaginary timeline of their own lives as if they were famous Nobel Peace Prize winners. Encourage them to resort to the biographical information about the people from the unit as a model.

Final evaluation

Teacher's Resource Material: Test Unit 8

At home

Activity Book - pages 108 & 109

Answers

- 1** 3 If I saw someone screaming for help, I would call the police. 2 If I saw someone dropping litter, I would ask them to pick it up. 1 If my mum asked me to be quiet, I would stop making a noise.
4 If I were a chess champion, I would travel the world!
- 2** 1 would be 2 would you do / broke
3 saw / would ask 4 didn't study / wouldn't see
- 3** *Child's own answers*
- 4** 2 The wall was built by a very short man.
3 That book was written by a very young girl.
4 A large pizza was eaten by a very tall woman.
5 The thief was discovered by a very old man.
- 5** 1 had to 2 weren't allowed to 3 wasn't allowed to
4 Were you allowed 5 had to 6 had to
- 6** 1 won't 2 won't 3 might 4 might 5 might / will
6 will
- 7** 1 saw / would say 2 will be 3 were built
4 wasn't allowed to stay up

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 & 111

Objectives

Language

Grammar

- Review Passive voice, Second conditional and regrets
- Review the use of *who*, *that* and *where*

Functions

- Practise asking and answering questions

Skills

Speaking

- Ask and answer questions with different tenses
- Express hypothesis

Writing

- Write three regrets

Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Units 1-8
- Images of *Where's Wally?* or similars

Warmer

Display an image of *Where's Wally?* or any similar one. Play *I spy*. Say something you can see: *I spy a person who is learning to drive*. The first child to spot the picture, points to it and then has a go. Keep the game going for some minutes.

Lead-in

Ask children questions using Passive voice: *When were you born? When was this school built? Who was this book written by?*

1 Children write the questions.

Answers

- 1 Q: Who is/was it sung by? A: *Child's own answers*
 2 Q: When was he/she born? A: *Child's own answers*
 3 Q: What gifts were you given? A: *Child's own answers*
 4 Q: When was it built? A: *Child's own answers*
 5 Q: Who was it written by? A: *Child's own answers*

Optional extra: In pairs, children pretend to be a TV interviewer and famous person. They should practise the interview and then a few pairs can perform their role-play for the rest of the class.

2 Children ask a classmate and write down his or her answers in 1.

Answers *Child's own answers*

3 Children play *Picture race!*

Optional extra: In pairs, children use the picture to write as many sentences as possible using *who*, *that* or *where*. Set a time limit. When time is up, the pair with the most correct sentences wins the race. Monitor the activity and check grammar and vocabulary.

4 In groups, children take turns telling a chain story.

Optional extra: Groups write their favourite chain story and illustrate it. Groups present their story for the class to vote on the funniest one.

5 Children ask and answer questions.

Optional extra: Divide the class into eight groups and assign a unit to each group. Children look through their books and write true or false statements about their unit. Teams take turns reading out a statement and the rest of the class decide if it is true or false. Don't let children peep through the book at this stage of the activity!

6 Children write three regrets.

Answers *Child's own answers*

Optional extra: Volunteers share their sentences with the class and support their regrets with solid arguments.

Wrap up

Give each child a unit 1-8 **Flashcard**. Divide children into four groups. They take turns displaying their flashcard and making as many sentences using different tenses as possible.

Continuous assessment

Teacher's Resource Material: End of Term 3 Test, End of Year Test

Optional extra: Children say a complete sentence from each of the activities to demonstrate their grasp of the different grammar points.

At home

Activity Book - pages 110 & 111

Answers

- 1** 2 The Nobel prizes were created by Alfred Nobel.
 - 3 Martin Luther King was killed by a gunman in 1968.
 - 4 Hurricane Katrina hit New Orleans in 2005.
 - 5 Stephane Breitweiser stole many works of art.
- 2** *Child's own answers*
 - 3** *Child's own answers*

Unit 1 - SB Page 112

Objectives

Language

Grammar

- Present simple

Vocabulary

- Review adjectives

Functions

- Learn about Machu Picchu

Skills

Speaking

- Make a presentation

Reading

- Read the text and spot the adjectives

Materials

- **Digital Book**
- A list of World Heritage sites and information about them

Warmer

Review adjectives. In groups give children two minutes to brainstorm all the adjectives they can.

Lead-in

Ask children if they have ever heard of Machu Picchu. *What three questions about Machu Picchu would you like to ask?* Have children write the questions in their notebooks. Elicit examples: *When was it built? Who built it? Who lived there?*

1 Children think of adjectives to describe each picture.

Answers *Child's own answers*

Optional extra: Elicit the answers and write them on the board.

2 Children read the text and circle the adjectives.

Answers mysterious, remote, middle, sacred, ancient, amazing, fantastic, fascinating

Optional extra: On the board, copy the following: *1983 2,430 1460 100 Peru 1,200 200 rainforest 500 Machu Picchu Incas.* Have children complete the following table and then compare answers in pairs.

Country / Where / When built / Who built it / How many lived there / How many buildings / What type

3 Children make a World Heritage site infographic using a web tool.

Children can create their infographic at <https://www.easel.ly/>, www.thinglink.com or at any other similar tool.

Optional extra: Divide the class into groups of three. Explain that they are going to make an infographic of a World Heritage site of their choice. Have them do research on the Internet or in encyclopaedias. Have groups brainstorm ideas about how to create their infographic and how to present the most interesting facts. Walk around the room helping groups with the organisation of ideas and the use of web tools. Have groups present their work to the class and explain why their classmates should visit the site. Encourage them to use adjectives from activity 1 during their presentations.

Wrap up

The class make a list of the 10 World Heritage sites that they would like to visit. Write their names on the board. Describe one of the sites, using adjectives and giving general facts about it. The first child who guesses the site begins describing another one for their classmates to guess.

Continuous assessment

Ask each child to do further research on their favourite site and write a short report as if they have visited it. They should include photos and/or illustrations of their chosen site. They present their reports to the class.

Unit 2 - SB Page 113

Objectives

Language

Grammar

- Past simple

Functions

- Learn about Mozart

Skills

Reading

- Read for specific information

Materials

- Digital Book
- Recordings of music by Mozart
- Transparent tape, newspapers, chocolate bars

Warmer

Ask children what they know about classical music. Do they know the names of any composers or musicians? Do they play a musical instrument? Would they recognise or be able to hum any famous piece of classical music?

Lead-in

Play the recordings of music by Mozart to the class. Ask children to write what they feel about the music pieces as they listen. Ask: *What does it make you think of? What pictures do you see in your mind's eye? What different instruments can you hear?*

1 Children read and complete the table. Then they add their own ideas.

Answers Advantages: didn't suffer stage fright, famous, astonishing understanding of music, good memory. *Child's own answers*

Disadvantages: made to work hard, didn't go home for three years. *Child's own answers*

Optional extra: Ask these questions: *Where was he from? When was he born? What was his father's name? How many musical pieces did he compose? How old was he when he wrote his first compositions? When did he go on a musical tour around Europe for the first time? What did he do after listening to Miserere?* Ask children to look up the answers to the questions they cannot find in the text.

2 Children do a bridge-building experiment in teams.

Optional extra: Divide the class into groups of four and explain that they must work against the clock to come up with the best solution to a problem. Everyone in the group must participate. Go over the instructions carefully, answering any questions. Before distributing any materials, groups discuss possibilities. Go around the class monitoring that groups are using English to discuss their ideas. Groups present their ideas to the class, which votes on the idea that is most likely to work. Distribute the materials and have groups construct their bridges within a set time limit. Award a prize to the winning group, such as allowing them to eat their chocolate bars in class.

Wrap up

Individually, children write a report in their notebooks on how they found a solution to the bridge-building activity. They report on what worked successfully, as well as on things that did not.

Continuous assessment

Children write four things they have learnt about Mozart.

Unit 3 - SB Page 114

Objectives

Language

Vocabulary

- Minerals: *calcium, copper, fluorine, iron, magnesium, metals, sodium, zinc*
- Body: *anaemia, bones, blood vessels, heart, hormone, intestines, kidneys, liver, lungs, muscles, nerves, pain, stomach*
- Food: *chicken, dairy products, fish, leafy vegetables, nuts, red meat*
- Adjectives: *abundant, dark, important, inorganic, major, out of breath, tired, trace, strong, weak*
- Adverbs: *normally, properly*

Functions

- Talk about nutrition
- Carry out a science experiment

Skills

Reading

- Find information in the text
- Follow the instructions to carry out an experiment

Materials

- Digital Book
- Plastic food bags
- Iron-fortified cereal
- Water
- Magnets

Warmer

Display an image of the human body and ask children to point to parts of their body as you mention them. Start with obvious ones such as *arm, eye* and *foot*, then others: *heart, bones, nerves, kidneys, muscles, blood vessels, liver, stomach, intestines, lungs* and *brain*. As you find them on the poster, ask questions: *What does your heart do? What do you find in the blood vessels? What are there billions of in your body? (Cells.) How do we get energy?*

Lead-in

Elicit examples of things made of metal. Ask if anyone in the class has ever been through a metal detector. Ask: *What do you have to remove before you are checked? (Belts, keys, mobile phones, coins, jewellery.)* Children get into groups of five and list metal objects in the classroom, such as legs of desks, window frames, scissors and lamps. Have groups include anything they are wearing that is made of or contains metal. Finally, ask groups if they think they have forgotten anything. Explain that 4 percent of our body consists of minerals! Ask the groups to guess where the minerals are, eliciting that most are invisible particles in our cells, but that we can also see where minerals are concentrated: in our bones, nails and teeth. Ask: *Have you ever sucked a cut? What did it taste like?* Elicit or explain that there is iron in our blood, which is what gives it its metallic taste.

1 Children read and complete.

Answers 1 the soil or water 2 sodium, calcium and magnesium 3 calcium 4 It helps build our bones and helps the kidneys remove waste. 5 red meat, chicken and fish 6 anaemia

Optional extra: Ask additional questions: *How much do we need of the major minerals? And of trace minerals? Why are minerals important?* Get children to look at the pictures from the periodic table. Explain that each mineral has its own abbreviation. Ask if children can guess what *Fe* stands for. (Iron.) If possible, show the periodic table on the Internet.

2 Children do a science experiment.

Optional extra: Engage children in a discussion about the importance of eating healthily and having a balanced diet.

Wrap up

Get children to copy and complete a fact file in their notebooks. If possible, have them research and include other minerals.

Mineral	Food it is in	What it does	Calcium
Phosphorus			

Continuous assessment

Children write a report about the experiment.

Unit 4 - SB Page 115

Objectives

Language

Grammar

- *What's it made of*

Vocabulary

- materials

Functions

- Describe what objects are made of

Skills

Reading

- Choose the correct pieces of information based on a photo

Materials

Digital Book

- Prepare a list of 16th and 17th century writers in English and of writers in the children's first language. Print out and bring in articles about the authors if necessary.

Warmer

Elicit how we protect ourselves against colds and the flu: *cleanliness and hygiene, a healthy lifestyle, vaccines, antibiotics and other treatments.* Ask: *What can happen if a large number of people don't have protection against a virus? (An epidemic or a pandemic.)*

Lead-in

Explain that in Shakespeare's time, people didn't understand what diseases were or how they spread. Ask: *What do you think people believed about diseases in Shakespeare's time?* Elicit ideas and write them on the board.

1 Children read and match the titles with the paragraphs.

Answers 1 Health 2 The plague 3 Smelly homes 4 Manners 5 Entertainment

Optional extra: Ask questions about the text: *What did doctors believe caused disease in the 16th century? What did people do to protect themselves? What happened to Hamnet? Why did Queen Elizabeth I move a lot? What did people do to keep their homes smelling nicely? What do we do now? What was the difference between what rich people did and what poor people did?*

2 Children research and create a poster.

Children can use en.linoit.com, <https://www.easel.ly/> or any other similar web tool.

Answers *Child's own writing and pictures*

Optional extra: Brainstorm famous 16th century writers, or write the list you have prepared (see Materials) on the board. In pairs, children choose a writer and begin their research. Remind pairs to summarise and write simple information, instead of copying long passages. Write questions on the board to identify the details each poster should include: *When was the writer born? When did he/she die? Where did he/she live? Where did he/she travel? Who did he/she marry? Did the writer have any children? What did he/she write? Why is the writer famous? What are some of his/her quotes?* Pairs illustrate their reports by drawing or downloading a picture of the writer.

3 Children present their posters to the class.

Optional extra: Link the posters to the school blog. Have a class vote on the best poster and award a prize to the winner.

Wrap up

Ask children if they have ever had to choose between their health and an activity they really wanted to do. Discuss the steps to take if a friend gets sick or has an accident and needs your help.

Continuous assessment

Check the children's biographies of their writers.

Unit 5 - SB Page 116

Objectives

Language

Grammar

- Present perfect

Functions

- Learn about reporting news

Skills

Reading

- Read to find specific information

Writing

- Write a news report

Materials

- Digital Book

Warmer

Write the following terms on the board and ask children to explain the differences between them: *e-mails, twitter / tweet messages / tweets, text messages*. Ask them which they use most to communicate and why.

Lead-in

Write common text abbreviations on the board and elicit or explain their meanings: *lol (laughing out loud), rofl (rolling on the floor laughing), wup (What's up?), fyi (for your information), asap (as soon as possible), b4 (before), cos (because), l8r (later), thx (thanks), cya (see you), btw (by the way), bff (best friends forever), jk (just kidding), xoxo (hugs and kisses), hand (Have a nice day!), wdyr (What do you mean?), hbu (How about you?)* Divide the class into pairs and have them write a short text message to each other using some of the abbreviations.

1 Children discuss the questions with a classmate. Then they read the article.

Answers 1 e-mails, Twitter messages, text messages, photos and video images via the Internet, TV, radio, newspapers, online newspapers 2 Online newspapers can show video reports, interviews and trailers from films, printed newspapers make money from selling ads, people can get news more quickly from online newspapers. 3 *Child's own answers*

Optional extra: Ask children to look at the pictures. Ask: *What kind of news can you find on the Internet? Does anyone in your family use the Internet to get news? Do they use their computer or their mobile phone?* Ask additional questions about the text: *What messages did people send after the crash? How soon was the first tweet sent? What did it say? How much time had elapsed between the first tweet and TV and radio getting the news? Why are online newspapers popular? Why are newspapers disappearing?*

2 Children make the front page of a historical newspaper using a web tool.

Children can use <https://es.calameo.com/> or any other similar tool.

Answers *Child's own writing and pictures*

Optional extra: Ask the class to imagine that they were witnesses to important or interesting events in their country history or in world history. Brainstorm events and write them on the board. Divide the class into groups of four. Make sure that each group chooses a different historical event before planning the front page

of a newspaper about it. Members choose a name for their newspaper, write the headlines for the main stories, design the pictures and advertisements, and decide on the layout of the front page. Groups produce the front page for their newspaper and write the main story. Display the front pages in the classroom or project them on the board.

Wrap up

Children read all of the front pages and then they hold a secret vote on the best front pages.

Continuous assessment

Children describe their news event.

Unit 6 - SB Page 117

Objectives

Language

Functions

- Learn about DNA in crime solving

Skills

Reading

- Skim the text to complete the chart

Materials

- Digital Book

Warmer

Ask children what forensic scientists look for at crime scenes. Elicit and write the evidence on the board: *fingerprints, fibres, blood, footprints, mud, pollen, insects, dust, sand, things that are dropped, DNA.*

Lead-in

Ask children what they know about DNA and how it helps solve crimes.

1 Children read and complete the chart.

Answers DNA stands for... deoxyribonucleic acid.

DNA is found in... every cell in the body.

DNA is not unique in... identical twins.

DNA is useful in old criminal cases because... it can provide new information and evidence.

The advantages of DNA over fingerprints... a tiny sample

of skin, blood, saliva or a single hair provides investigators with DNA. Convicted people have been found to be innocent with DNA. Criminal cases that took place before DNA profiling can be solved with DNA.

Optional extra: After each paragraph, ask questions:
Paragraph 1: *What does DNA stand for? What is it? Where do you find it? How much do criminal investigators need?*
Paragraph 2: *Where do they get DNA samples from? What do they do to it? Why does DNA identify a person?*
Paragraph 3: *What's DNA being used for apart from new crimes? What can happen to people when DNA evidence is examined?*
Paragraph 4: *What's an animal detective? Why do they use DNA? How many cases do they cover in a year?*

2 Children do a mural about a famous criminal using a web tool.

Children can use <http://popplet.com/> or any other similar tool.

Answers *Child's own writing and pictures*

Optional extra: Divide the class into groups of four. Explain to children that they will create a mural about a well-known criminal. Encourage them to look up information about criminals throughout time, choose one of them and design a mural about him or her. Groups present their mural to the class.

Wrap up

Describe the situations to the class: *Romeo and Juliet are lying dead on the floor in the living room. There is broken glass and water on the floor. The window is open. What happened?* Children ask only yes/no questions and receive no clues to reach the solution: *Romeo and Juliet are goldfish. The wind blew their bowl on the floor and it broke.* Share more situations: • *A man is listening to the radio. He walks up some stairs, turns on the light and then shoots himself. (Solution: He was a lighthouse guard. Listening to the radio, he heard that a ship had sunk, killing many people, because the light in the lighthouse was not on. He felt terrible and, after turning on the light, he shot himself.)*

• *A dead man is lying in a field, near a mountain. He is holding a straw in his hand. (Solution: Three men were in a hot-air balloon. When they reached a mountain, they couldn't lift the balloon high enough. Instead of them all getting killed, they drew three straws. The one with the shortest straw had to jump off.)*

Continuous assessment

Ask children to explain what they have learnt about DNA.

Unit 7 - SB Page 118

Objectives

Language

Functions

- Learn about energy waste

Skills

Speaking

- Talk about what things waste energy

Materials

- Digital Book
- Clear glass or plastic jar, food colouring, drinking straw, transparent tape, small piece of modelling clay, permanent marker

Warmer

Discuss the ways in which we use energy each day, brainstorm ideas and write them on the board: *lights, water, transportation, cooking, mobile phones, computers, air conditioning, heating*. Remind children that energy is also used to produce, transport or sell things we consume, such as packaged food, books, paper, appliances, furniture and clothes.

Lead-in

Divide the class into pairs and have them think of how much energy they have already used in their day: They've already used the shower, made a hot drink, eaten some food, watched TV, used transportation, used lights at home and at school. Invite pairs to share their ideas with the class.

1 Children circle and describe the activities that waste energy.

Answers The garage light is on and it is day. There is nobody in the bedroom, but the light, the radio and the computer are on. There is nobody in the kitchen, but the radio, the television and the lights are on, the kettle is boiling and the dishwasher door is open. The boy/girl is going to dry the clothes in a dryer instead of hanging the clothes to dry in the garden.

Optional extra: In their notebooks children write a description of the energy-wasting activities.

2 Children make a list of other energy-wasting activities with a classmate.

Answers *Child's own answers*

Optional extra: In pairs, children write a list of more activities that waste energy in the house, such as leaving appliances on standby, leaving lights on, using standard light bulbs instead of energy-saving ones, leaving the water running while brushing your teeth, wasting paper or keeping the air conditioning on when it isn't necessary. Pairs share their answers with the class.

3 Children make their own barometer.

Optional extra: Read the text with the class. Ask: *What are some examples of extreme weather? (Hurricanes, tornadoes, tropical storms.) Have you or anyone you know ever experienced these types of weather?* Elicit or explain the purpose of a barometer: *to measure the changes in air pressure, which can tell us if wet or dry weather is coming.* Explain the simple mechanics of the barometer: when air pressure changes, the level of the water in the straw rises and falls. Rising pressure (an increase in the level of water in the straw) usually indicates dry, gentle weather, whereas falling pressure (a decrease in the level of water in the straw) might indicate rain or a storm. To interpret a rise and fall, the level is measured every so often, such as once or twice a day. A ruler can be used to do this. The level and the time of day are recorded. For best results, barometers must be kept in a place that is neither too hot nor too cold.

Wrap up

Get children to write an explanation in their notebooks of how barometers are used.

Continuous assessment

Children describe how they made the barometer.

Unit 8 - SB Page 119

Objectives

Language

Functions

- Learn about children's rights

Skills

Reading

- Read an article and discuss the information

Materials

- Digital Book

Warmer

Remind children about the Rights of the Child. What do children need and how do governments help?

Lead-in

Look at the photos in activity 1 and speculate about the lives of each of the people. Ask: *Where do you think they are from? Where do they live? What sort of family do they have? How old are they? What are their hobbies and interests?*

1 Children read and discuss the children's rights with a classmate.

Optional extra: In their notebooks, children write the names of the children, leaving space to take down notes. Ask them to read for answers to the following questions: *Where do they live? Do they have any brothers or sisters? What are their problems or challenges? Ask: Which right of the child is being neglected in each case?*

2 Children design a *Rights of the child* brochure using a web tool.

Children can design their brochure at <https://es.calameo.com/> or at any other similar tool.

Answers *Child's own writing and pictures*

Optional extra: Divide the class into nine groups. Explain that they are going to create a brochure stating the rights of the child. Read the instructions together. Assign each group one of the rights and have them discuss the messages, the illustrations and an icon to use to represent each right.

Wrap up

Ask groups to brainstorm the rights of other groups of people, such as the elderly or the disabled. Groups present the rights to the class.

Continuous assessment

Children discuss how the children's lives could be improved.

1 AB Page 14

See pages 14-15 of the **Student's Book** for the transcript.

2 AB Page 17

- 1 talked, talked
- 2 washed, washed
- 3 lifted, lifted
- 4 planted, planted
- 5 painted, painted
- 6 cooked, cooked
- 7 knitted, knitted
- 8 baked, baked
- 9 played, played
- 10 watched, watched
- 11 cycled, cycled
- 12 brewed, brewed

3 AB Page 20

Narrator: Noah and Lily have only 24 hours in New York! It's 1 pm. What have they done? What haven't they done?

Noah: Hi Lily! Are you having a good time in New York?

Lily: Hi Noah! I'm having a great time! I love New York! Though there are several things that I haven't done yet. For example, I haven't toured Central Park yet. Have you?

N: Yes, I have. It's huge! But I haven't visited the Empire State Building and I haven't climbed the Statue of Liberty. Have you?

L: Well, I have already visited the Empire State Building, but I haven't climbed the Statue of Liberty yet. So if you haven't done it either, maybe we can go together this afternoon.

N: Yes, that would be great! Have you crossed Brooklyn Bridge? I have already crossed it. It's so long!

L: Yes, I have already crossed it, too. But I haven't eaten in Chinatown, and I'd like to have lunch there.

N: I have already eaten in Chinatown... mmm... delicious! But I haven't walked along Broadway... Have you?

L: No, I haven't walked along Broadway. We should do that! Have you visited the Metropolitan

Museum? I have already visited it, and I loved it!

N: No, I haven't visited the Metropolitan Museum yet... Well, at least I have already bought some souvenirs for my friends.

L: Me too! I have already been shopping... Oh, there are so many things to do in New York!

4 AB Page 26

See pages 26-27 of the **Student's Book** for the transcript.

5 AB Page 29

- 1 I need to write a story in English.
- 2 Look over there!
- 3 She is dressed like a witch.
- 4 I love swimming too!
- 5 Do you want an apple or a pear?
- 6 I'm going to buy an ice cream.
- 7 I read a good book last week.
- 8 Do you know what time it is?

6 AB Page 32

My life now isn't very different, but some things have changed. I used to start school at quarter to nine. Now I start at half past nine. I didn't use to eat a big lunch, I just used to eat a sandwich and a piece of fruit. In school, I used to have one teacher for everything and we didn't use to learn another language.

In the evening I used to have my dinner at six o'clock and I didn't use to have so much homework!

7 AB Page 41

See pages 41-42 of the **Student's Book** for the transcript.

8 AB Page 43

- 1 Jonny has caught a terrible cold!
- 2 That women's laugh is very loud!
- 3 The sea is really rough today!
- 4 He ought to study more.
- 5 He thought it was a fancy dress party!
- 6 I can't eat this meat. It's too tough.
- 7 Lizzie bought lots of things!
- 8 He's had enough food.
- 9 Harry has a very bad cough.
- 10 I taught him how to fish.

9 AB Page 46

Jane: I feel tired all the time. I wish I were healthy!

Harry: If you want to get healthy, it's important to get lots of exercise. If you do sport regularly, you will feel better and you won't feel so tired.

Jane: Yes, that's true. I should ride my bike more.

Harry: It's also really important to eat healthily.

Jane: I know, but I love burgers so much!

Harry: You need to have a good balance in what you eat. Why don't you try eating more fruit and vegetables and less fast food?

Jane: That's a good idea.

Harry: And if I were you, I'd stop drinking fizzy drinks and just drink water.

Jane: OK, I'll try that. Thanks Harry!

10 AB Page 53

See pages 52-53 of the **Student's Book** for the transcript.

11 AB Page 55

- 1 a book on a hook
- 2 a groom at a school
- 3 a spoon on the Moon
- 4 a foot on some wood

12 AB Page 58

- 1 I love football!
- 2 I'm taking swimming lessons.
- 3 We're going to play tennis.
- 4 I'm good at climbing.

13 AB Page 65

See pages 64-65 of the **Student's Book** for the transcript.

14 AB Page 67

Fred: My name's Fred. I've had an amazing life! I was born 80 years ago. It wasn't in a hospital ward, it was on a deserted island! My parents were the only survivors of a shipwreck, so they lived on the island and learnt how to survive. Sadly, they died when I was still a boy, so I had to live all by myself! My best friend was a little bird called Gloop. I used to give him a worm for breakfast every morning. Then I would cook my own breakfast, usually fish! Sometimes when the fire was too hot, I would accidentally burn the fish. As a boy, I loved playing with Gloop, climbing trees, fishing and hunting. I loved my island, and I was never bored! When I was 75 years old, I met another human being for the first time! One day a visitor arrived on the island in a canoe. He was shocked when he saw me. I was wearing a vest made of fur. I also had trousers that were too short. I was wearing my father's hat, too. It was very old and torn. The man who found me was a reporter. When he heard my story, he decided to write a book about my life. He made me famous!

15 AB Page 70

- 1 Please be quiet!
- 2 Do you like being famous?
- 3 Don't be late!
- 4 Where is she going?

16 AB Page 79

See pages 78-79 of the **Student's Book** for the transcript.

17 AB Page 81

- 1
Burglar 1: There's a man in the room!
Burglar 2: Do you know him?
B 1: No. He's a stranger.
- 2
B 2: Can you describe him?
B 1: He's tall. He's very white. He isn't wearing any clothes and he hasn't got any arms.
- 3
B 2: You're blind! That isn't a man!
It's a statue!
B 1: Ouch!
B 2: What's wrong? Why did you scream?
- 4
B 1: I just stepped on something!
B 2: What is it?
B 1: It's a screw!
- 5
B 2: What's wrong now?
B 1: I can't follow the instructions.
- 6
B 2: Did you hear that?
B 1: It's a police siren!
B 2: Let's scam!

18 AB Page 84

Tom, Fred, Maggie and Sally are criminals. Tom and Fred like robbing banks, but Maggie and Sally like stealing cars. They love driving fast cars! Tom and Fred don't steal cars because they can't drive. The four criminals want to change their lives. They want to become famous film stars!

19 AB Page 91

See pages 90-91 of the **Student's Book** for the transcript.

20 AB Page 93

- 1 He saw a pool of water but it was just an illusion.
- 2 Sara entered a competition in a magazine.
- 3 Tom has an exam tomorrow so he's doing some revision.
- 4 They went on a voyage of exploration.
- 5 Alice is good at addition, subtraction and division.
- 6 The world's population is getting bigger.

21 AB Page 96

Plastic is everywhere around us; we use it for many things in our lives. It's possible that your pencil case, school bag or shoes are made of plastic. Maybe your clothes are made of plastic - nylon, acrylic or Lycra? What is the chair you are sitting on made of? The first ever plastic was invented in 1905. It was called Bakelite. Now there are lots of different plastics and they have different uses, for example, Teflon is used in frying pans. Acrylic is used in paints and clothes. Polypropylene is used to make plastic bottles, carpets, and plastic furniture. Kevlar is a popular type of plastic which is extremely strong, light and durable. It was invented by Stephanie Kwolek in 1966. Bulletproof vests, skis and space vehicles are made from Kevlar.

22 AB Page 103

See pages 102-103 of the **Student's Book** for the transcript.

23 AB Page 105

- 1
Man: I'd like a coffee and a muffin. But I can't afford them!
- 2
Fiona: Hi, Frank!
Frank: Hi, Fiona. I'm afraid I'm going to be late.

Fi: But I'm making dinner for all the family!

Fr: I'm stuck in traffic. And a police officer wants to talk with me.

3

Woman: Can you call me later?

Man: That will be a bit difficult.

W: That is so unfair! Why not?

M: I don't have a phone!

4

Girl: Excuse me, are you a doctor?

Doctor: Yes, I am.

G: Could you look at my foot? It feels sore!

D: But I'm a doctor of philosophy, not a physician!

24 AB Page 108

1

Girl: What would you do if you were making lots of noise and your mum asked you to be quiet?

Boy: If my mum asked me to be quiet, I would stop making a noise.

G: Really?!

B: Of course!

2

B: Ok, what would you do if you saw someone dropping litter?

G: If I saw someone dropping litter, I would ask them to pick it up.

B: Me too!

3

G: What would you do if you saw someone screaming for help?

B: If I saw someone screaming for help, I would call the police.

4

B: What would you do if you were a chess champion?

G: Oh, I love chess, so if I were a chess champion, I would travel the world!

B: That would be cool!

25 AB Page 112

blackwater rafting

bungee jumping

heli-hiking

marathon

parachute

safari

thermal park

whitewater rafting
zorb-ing

26 AB Page 113

ballroom

city

clock

farm

knight

mobile phone

money

plane

27 AB Page 114

beetroot

broccoli

cereal

cheese

chicken

grape

junk food

kiwi

lentils

mango

noodles

papaya

rice

28 AB Page 115

actor

actress

costume

film

make-up

play

29 AB Page 116

drink

eat

fight

open

pick up

scratch

shake

sing

stand

30 AB Page 117

binoculars

burglar

detective

fingerprints

magnifying glass

sketch

31 AB Page 118

landfill

oil

plastic

rubbish bin

flood

hurricane

32 AB Page 119

arrest

born

marry

vote

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