1 Summer school

Lesson objectives
To understand part of a prospectus about a summer school
To review and extend vocabulary for summer school activities
To understand when to use capital letters
To write a letter

Language
He/She likes (kayaking).
He/She doesn't like (painting).
I like (doing pottery).
Yes, she does./No, he doesn't.
New vocabulary: *kayak, do pottery, trampoline, play table tennis, camp, cook outside*
Other vocabulary: *play basketball, paint, do gymnastics, play football, tent*
More words: *do jigsaws, make cakes, play frisbee, make models, collect stamps*

Presentation and pre-reading (page 4)

- Ask the children to open their books at page 4. Draw their attention to the unit title and ask them what they think it means. See note below.
- Point to the pictures in the vocabulary panel at the top of the page, and explain that these are activities that you might do at a summer school. Say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Explain that all the vocabulary words and phrases are verbs. Hold up your book and point to each picture in turn, asking *What's he/she doing?* or *What are they doing?* Help the children to answer in the present continuous, e.g. *She's kayaking*, and practise these sentences.
- Ask the children to look at the photos in the reading text and tell you what the children are doing (*He's kayaking. She's trampolining. They're camping.*).
- Ask them for ideas about what kind of text it is. Explain that it is part of a prospectus from a summer school.

NOTE In Britain, summer schools are available for children of all ages, starting from about six years old. Some children may come from other countries in order to study English. Other children go to a summer school to learn performing arts or sports, or to experience a range of outdoor activities.

Reading (page 4)

1 Read and listen. 01

- Play the recording while the children follow the text in their books. Then say *Point to Vadim/Alice/Rada/Luis.* Ask some questions to check understanding, e.g. *Does (Luis) like (playing basketball)? Where is (Rada) from?*
- Play the recording again. Draw the children's attention to the target structures. Ask volunteers to find and read out a sentence with *likes*, then do the same for *doesn't like*.

Comprehension (page 5)

2 Complete the sentences.

- Do the example together, asking children to show you where to find the information in the text.
- If your class require more support, do the rest of the exercise orally, with pencils down.
- Then children do the exercise individually. Let them check their answers in pairs before checking as a class.

KEY

1 Alice is from the USA.
2 She is eight years old.
3 Vadim is from Russia.
4 He is ten years old.
5 Rada is from Russia too.
6 She is nine years old.
7 Rada is Vadim's sister.
8 Luis is from Brazil.
9 He is nine years old.

3 Write *likes* or *doesn't like*.

- The children use the reading text to help them to complete the sentences. Explain that they should use this activity to help them practise 'scan reading' (i.e. quickly looking through a text, searching for key words or ideas). They should not have to read through the whole text again or look for every sentence.

KEY

1 doesn't like 2 likes 3 doesn't like 4 likes 5 likes
6 doesn't like 7 likes

4 Write *Yes, he/she does.* or *No, he/she doesn't*.

- If necessary, ask some questions to practise the short answers as a class. Ask *Does Vadim like kayaking?* The children answer *Yes, he does.* Repeat with these questions: *Does Rada like playing table tennis? (Yes, she does.) Does Vadim like playing football? (No, he doesn't.) Does Alice like playing tennis? (No, she doesn't.)*
- The children look at Exercise 4 and ask and answer in pairs. Then they work individually to write the answers. Check the answers as a class, by asking volunteers to ask and answer the questions.

KEY

1 Yes, she does. 2 Yes, he does. 3 No, he doesn't.
4 Yes, she does. 5 Yes, he does. 6 Yes, he does.
7 No, she doesn't.

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Vocabulary (page 6)

5 Read and write the letters.

- Tell the children to look at the picture. Read the sentences (or ask volunteers to read them) while the children point to the appropriate people in the picture.
- Point out the example answer. The children work individually to read the sentences and write the letters.
- The children compare answers in pairs before checking them as a class.

KEY

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

6 Look and write.

- First look at the pictures with the children. Make sure they understand that the children are thinking about activities that they like and don't like; their faces show whether or not they like or don't like them. Ask some questions to check understanding, e.g. *Does Frank like trampolining? Does Nina like camping?*
- Read the example answer and ask the children to help you complete the sentence (with the word *camping*). Make sure they understand that they need to use the *-ing* form of the verbs to complete the sentences.
- The children work individually to complete the sentences, then check their answers in pairs. Check the answers as a class.

KEY

1 Nina likes playing basketball and camping.
2 Frank likes camping and doing pottery.
3 Nina doesn't like playing football or playing table tennis.
4 Frank doesn't like trampolining or kayaking.
5 Nina and Frank like camping.

7 Write about you. What do you like doing?

- The children write a sentence that is true for them, starting with *I like*. Remind them to use the *-ing* form of the verb.

More words (page 44)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 44 and look at the pictures in the vocabulary panel. Model and drill the new words.
- When children are confident with the pronunciation, ask *What's he/she doing?* about each of the pictures. The children answer *He's doing jigsaws*, etc.

Write.

- The children use the prompts to help them to write complete sentences. Do the first sentence with them as an example. Point out if necessary that the appropriate verbs are missing from the prompts.
- Let the children complete the exercise individually, and check their answers in pairs. Then check the answers as a class.

KEY

1 Frank likes doing jigsaws.
2 Nina doesn't like making cakes.
3 Frank doesn't like collecting stamps.
4 Nina likes playing frisbee.
5 Frank likes making models.
6 Nina doesn't like doing jigsaws.

Writing (page 7)

- Ask the children to look quickly at the model text and tell you what kind of text they think it is (a letter). Ask them how they know this (it starts with *Dear* and ends with *from…*).
- Read the text while the children follow it in their books. Ask some questions to check understanding, e.g. *What is the boy's name? Where's he from? How old is he? Does he like playing table tennis/camping/painting?*

8 Which words need capital letters? Correct the sentences.

- Look at the example together, and ask the children how many capital letters have been used. Ask them when we use capital letters (the most important times are at the beginning of a sentence, for people's names, place names, days of the week, months; and the pronoun *I* is always written as a capital). If children can't formulate the rules in L1, encourage them to look through the model text and find capital letters.
- The children complete the exercise individually. Monitor the activity, making sure children are confident in their use of capitals.
- Check the answers as a class. For each sentence, ask *Which words need capital letters?*

KEY

1 My name is Jerry and I'm from the USA.
2 My friend's birthday is in April.
3 He's seven and he's from Egypt.
4 I'm from Russia and my name is Anna.
5 My birthday is in December and I'm nine.

9 Write a letter to Edward in your notebook. Answer his questions.

- Ask the children to look back at the model text and tell you the questions that Edward asks. See if they can find the phrase in the box in Exercise 9 that will help them to answer each question. Ask them how the letter should start (*Dear Edward,*).
- The children write their letters. When they have finished, ask one or two volunteers to read them out to the class. The rest of the class listen, and then tell you whether they like or dislike any of the same things.

Writing (optional extension activity)

- Ask the children to imagine that they are going to a summer school, and to think of three or four activities that they are going to do there. Tell them to draw a picture of themselves, wearing or carrying all the things they will need in order to do their chosen activities.

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- The children then write sentences with *I've got*… and *because I like*…, e.g.
  I've got a football because I like playing football.
  I've got a tent because I like camping.
- If you like, you can make this activity into a game. Put all the finished pieces of writing on tables around the classroom. Collect the children's pictures and distribute them to different children. The children then walk around the class, reading the sentences on the tables, until they find the description that matches their picture. Let them do this in pairs. When both children in the pair have found their pictures, they sit down.

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2 Our things

Lesson objectives
To understand a simple cartoon story
To learn or revise vocabulary for some personal possessions
To use commas (for lists) and full stops
To write a description of a room

Language
Can we borrow your (laptop), please?
I've got (an Mp3 player).
He's/She's/They've got (a camera).
What's he/she got?/What have they got?
Yes, they have./No, they haven't.
New vocabulary: *alarm clock, umbrella, suitcase, helmet, laptop, calculator*
Other vocabulary: *borrow, torch, spaceship, camera, CD player, Mp3 player, watch*
More words: *purse, keys, lock, lamp, mirror*

Presentation and pre-reading (page 8)

- Ask the children to open their books at page 8. Draw their attention to the unit title and explain the meaning if necessary.
- Point to the pictures in the vocabulary panel at the top of the page and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask individual children *Have you got an alarm clock?* etc. They answer *Yes, I have* or *No, I haven't*.
- Ask the children to look at the story. Ask them to name the objects in the pictures.

Reading (page 8)

1 Read and listen. 02

- Play the recording while the children follow the text in their books. Ask the children to tell you in L1 what happens in the story. Ask them to list the things that the twins borrow. Make sure they understand the meaning of *borrow*.
- Play the recording again. Then put the children into groups of four and let them read the story like a play. (One child in each group can take the part of both twins, as they always speak together.)

Comprehension (page 9)

2 Choose and circle.

- The children read the sentences and circle the correct word or phrase in each one. Encourage them to use the text to help them.
- Let the children check their answers in pairs, then check them as a class by asking volunteers to read out the sentences.

KEY

1 can 2 has 3 working 4 calculator 5 living room 6 spaceship

3 Write *Yes, they have.* or *No, they haven't.*

- Revise *camera* if necessary.
- Tell the children to look at the picture and ask and answer in pairs. They then work individually to write the answers.

KEY

1 Yes, they have. 2 No, they haven't. 3 Yes, they have. 4 No, they haven't. 5 Yes, they have. 6 Yes, they have.

4 Complete the sentences.

- Let the children work in pairs to complete the sentences, using the text to help them do so.
- Check the answers as a class.

KEY

1 torch; alarm clock 2 suitcase; umbrella; helmet 3 laptop 4 calculator 5 spaceship

Vocabulary (page 10)

5 Write about you. Use *I've got* / *I haven't got*.

- Say *Number one. What's this?* The children say *A calculator.* Repeat with the other items.
- The children write true sentences about themselves using *I've got* or *I haven't got*.
- Let volunteers take turns to read out a sentence about themselves.

6 Look and write.

- Do the activity orally, with pencils down, before the children write anything. Choose volunteers to ask and answer the questions. Teach or revise *CD player, Mp3 player* and *watch* if necessary.
- The children then work individually to write the answers to the questions.

KEY

1 He's got an Mp3 player and an umbrella.
2 She's got a suitcase and a watch.
3 He's got a camera and a helmet.
4 She's got a laptop and a CD player.

More words (page 44)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 44 and look at the pictures in the vocabulary panel. Model and drill the new words.
- When children are confident with the pronunciation, let them ask and answer in pairs: *Have you got a purse?* etc.

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Match and write.

- Do the first word as an example. Say *Look at the first 'word'. There are many missing letters. Which word is this?* Tell the children to look at the pictures and find something that begins with a *t* (*torch*). They draw a joining line between the picture of the torch and the first word. Then they write the missing letters on the dashes to spell out *torch*.
- Let the children complete the exercise individually, and check their answers in pairs. Then check the answers as a class.

KEY

1 torch **2** lock **3** purse **4** keys **5** mirror **6** lamp

Writing (page 11)

- Ask the children to look at the picture next to the model text and ask *What's this?* (*a bedroom*). See how many things they can name in the picture.
- Read the text while the children follow it in their books. Ask some questions to check understanding, e.g. *What does Sally like? Has she got a DVD player?*

7 Write the punctuation marks, full stop (.) or comma (,).

- Write the following sentence on the board: *My dream room is blue, purple, yellow, green and white.* Ask the children to count the punctuation marks. Remind the children that we need a full stop at the end of the sentence. Then explain if necessary that we use commas to separate things in a list. Ask the children to count the colour adjectives. Point out that we don't need to use a comma before the word *and* (although it would not actually be wrong to do so).
- Look at the example together, and ask the children how many items there are in this list (three), and how many commas (one).
- The children complete the exercise individually, then check their answers in pairs.
- Check the answers as a class. Ask the children to tell you which words should have commas after them.

KEY

1 I've got a computer**,** a DVD player and a TV**.**
2 I collect badges**,** stickers and shells**.**
3 I love reading**,** writing and watching TV**.**
4 My room is yellow**,** red and orange**.**
5 I read comics**,** books and emails**.**

8 Imagine your dream room. Draw and write about it in your notebook.

- Tell the children to draw a picture of their dream room. Explain that this means their ideal room, if they could have any room they wanted. They should think about the things they like doing, and make sure their room contains lots of things to do. They should also choose the colours and furniture carefully.
- Go around the class asking each child to say one sentence about their room. Prompt them if necessary by giving them the beginning of a sentence (see the prompts in the box in Exercise 8). Encourage more able children to say a sentence that includes a list of three or more items.
- The children write a short paragraph about their dream room, using the model text and Exercise 7 to help them. Monitor and help as necessary. If there is time, they should draw a picture of their dream room as well. You could display the drawings and writing texts on the wall.

Reading (optional extension activity)

- Before the lesson, write a description of a room (including the prepositions *in*, *on*, *under* and *next to* as appropriate), e.g.

  In this bedroom, there is a blue bed with orange pillows. Next to the bed, there is a bookcase with lots of books. There is a green alarm clock on the bookcase. There are lots of pictures on the wall. There is a big table and two chairs. On the table, there is a computer and a CD player. There is a rug on the floor. It is blue and orange.
- Write the description on the board, or photocopy and distribute it, so that each child has a copy. The children then read the description and draw a picture of the room.
- When the children have finished, let them compare their pictures.

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3 A safe place

Lesson objectives
To understand a simple information leaflet
To learn or revise vocabulary related to jungles
To form and use present participles
To write a diary entry about a day out

Language
He is (taking photos).
They are (cutting down trees).
New vocabulary: *jungle, cut down, orang-utan, ranger, visitors, rhino*
Other vocabulary: *polluted, safe, dangerous, bears, holiday, giraffes, watermelon*
More words: *binoculars, gorilla, hippo, chimpanzee, jeep*

Presentation and pre-reading (page 12)

- Ask the children to open their books at page 12. Ask them to look at the pictures and tell you what they think the unit is about. Draw their attention to the unit title and explain what *safe* means if necessary. Elicit their ideas about why the unit is called that.
- Point to the pictures in the vocabulary panel at the top of the page and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text. Explain that it is part of an information leaflet.

Reading (page 12)

1 Read and listen. 03

- Play the recording while the children follow the text in their books. Explain the words *polluted* and *dangerous* if necessary. Ask some questions to check understanding, e.g. *Which animals live in Sepilok Park? How many orang-utans are there? What are people doing in the jungle?* Explain the meaning of *free* in this context (the animals can go where they like; they are not in cages).
- Play the recording again.

Comprehension (page 13)

2 Read and tick (✔) or cross (✘).

- Look at the example answer with the children, and help them to find a sentence in the text that tells us that this sentence is false (*The animals are not safe.*).
- The children read each sentence, decide whether it is true or false, and put a tick or cross as appropriate.
- Let the children check their answers in pairs, then check them as a class. For each sentence, ask the children to find one or two sentences in the text that tell them whether the sentence in the exercise is true or false (see answers below).

KEY

1 ✘ (The animals are not safe.)
2 ✔ (They are safe here.)
3 ✘ (Eighty orang-utans are living free in this park.)
4 ✘ (The rangers give them food.)
5 ✔ (Visitors can go to the park to see the orang-utans.)
6 ✔ (Rhinos and bears are not safe in the jungle. They are living free in Sepilok Park, too.)

3 Choose and write.

- Let the children work in pairs to complete the text, choosing words from the box. Tell them to do the entire exercise orally before they write anything down. (Alternatively, in a weaker class, you could do the exercise orally with the class.)
- Check the answers by asking volunteers to read out sentences.

KEY

1 jungle 2 beautiful 3 trees 4 dangerous 5 safe
6 free 7 live 8 Visitors

4 Match the questions and the answers.

- Let the children work in pairs to complete the exercise, making sure they agree on all the answers before they write anything.
- Check the answers as a class.

KEY

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

Vocabulary (page 14)

5 Complete the puzzle.

- The children write the words in the puzzle. (The words are all taken from the vocabulary panel on page 12.)

KEY

1 c							2 v		
u				3 j			i		4 r
t				u			s		h
d		5 r		n			i		i
6 o	r	a	n	g	-	u	t	a	n
w		n		l			o		o
n		g		e			r		
		e					s		
		r							

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6 Unscramble the words to complete the sentences.

- This activity is quite challenging. Stronger pupils should manage once you use the example to explain how to 'unscramble' words. If you think your class need help, write the following words on the board before you start: *safe, orang-utans, animals, jungle, rhino, visitors, cutting down, rangers.*
- Look at the example answer with the children. Explain that they should unscramble the words, or change the order of the letters to spell a word they have learned in their reading text to complete this text. Alternatively, show them the unscrambled words on the board.
- The children work individually to complete the text. Check their answers by asking volunteers to read out sentences.

KEY

1 animals **2** rhino **3** rangers **4** jungle **5** safe
6 cutting down **7** visitors **8** orang-utans

More words (page 45)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 45 and look at the pictures in the vocabulary panel. Model and drill the new words. Then say the words in a different order while the children point at the pictures.

Read and tick (✔) or cross (✘).

- The children put a tick or a cross as appropriate. This is quite tricky! Explain that they are expected to look carefully for differences between the three primates they have learned the words for (*orang-utan, chimpanzee, gorilla*).

KEY

1 ✔ **2** ✔ **3** ✘ **4** ✔ **5** ✔ **6** ✘

Writing (page 15)

- Ask the children to look at the picture next to the model text and ask them what kind of picture it is meant to be (a photo). Ask *What animals can you see?* and revise the word *giraffes* if necessary.
- Read the text while the children follow it in their books. Ask some questions to check understanding, e.g. *Where is the park? What is Mum/Dad doing? What is the giraffe doing?*
- Ask the children to find and read out present continuous sentences from the text. Ask them to tell you how the present continuous is formed (the correct form of the verb *be* + present participle). Identify the present participles used in the text.
- Ask them when the present continuous is used (when we describe what's happening now).

7 Choose and write the correct form of the verbs.

- Ask the children to look at Exercise 7. Explain that the children should choose a word from the box for each gap, but that the sentences describe what is happening now, so they need to use the present participle, or *-ing* form.
- If necessary, remind the children how to form the present participle of a verb that ends in a silent *e*. Write the words *write* and *take* on the board, and ask the children to find the present participles of these verbs in the model text. Show them how the *e* has been removed from each verb.
- Look at the example answer with the children. If you think they need more support, do one or two more examples with them.
- The children complete the exercise individually, then check their answers in pairs.

KEY

1 diving **2** eating **3** taking **4** playing **5** writing
6 climbing **7** visiting **8** making

8 Imagine a day out with your family. Write about it in your notebook.

- Explain that the children are going to imagine they are having a day out with their family, and write what is happening.
- Ask the children to think of a place they would like to visit and to imagine that they are there. Ask *Where are you?* and let individual children answer the question (e.g. *at the zoo, at a playground, at the beach*).
- Do the same thing with the other questions in the box in Exercise 8, letting different children answer each time. Tell the children to listen carefully, as other people's answers may help them to think of ideas for their own writing.
- The children write a short paragraph in the present continuous, describing what is happening on their day out.
- When they have finished their writing, they can draw a picture. Tell them to imagine that it is a photograph, taken at the moment that they are describing.

Vocabulary (optional extension activity)

- If the children have studied animal habitats, ask them to draw a picture of a habitat or ecosystem that they are familiar with (e.g. rainforest, desert, arctic, savannah), including some of the animals that live there. (If they are not very familiar with different animal habitats, you might want to do some research as a class.)
- They then label the animals in their picture in English. You might want to make dictionaries available to them so that they can look up any vocabulary they don't know.

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4 Life in space

Lesson objectives
To understand a simple magazine feature
To learn or revise vocabulary related to space
To order present simple sentences
To write about someone's day using time phrases

Language
He (gets up early).
They (live in space for months).
New vocabulary: *astronaut, planet, sleeping bag, float, telescope, space station*
Other vocabulary: *lie down, spacewalking*
More words: *crater, satellite, land, take off, space suit*

Presentation and pre-reading (page 16)

- With books closed, tell the children what the unit title is (*Life in space*), and explain the meaning if necessary. Ask them to tell you as many words as possible related to space travel. They will probably have to do most of this in L1, but encourage them to use as much English as possible.
- Ask the children to open their books at page 16. Point to the pictures in the vocabulary panel at the top of the page and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text. Explain that it is a feature in a magazine. Talk about the photos in L1: ask the children to tell you what they can see, and what is happening.

Reading (page 16)

1 Read and listen. 04

- Play the recording while the children follow the text in their books. Explain the verb *float* if necessary.
- Ask some questions to check understanding, e.g. *Where is Michael from? Where do the astronauts sleep? What happens when they eat? What do the astronauts do after work?*
- Play the recording again. Ask the children if they have found out anything from the text that they didn't know before, or that they found interesting.

Comprehension (page 17)

2 Correct one word in each sentence.

- Look at the example answer with the children. The children then use the text to help them to correct the remaining sentences.
- Let the children check their answers in pairs, then check them as a class.

KEY

1 Michael is an astronaut.
2 The astronauts live in space for months.
3 They learn about the planets.
4 Eating in space is funny.
5 The astronauts write emails after work.

3 Read page 16. Put the pictures in order.

- Let the children work in pairs, with pencils down, to re-read the text and decide on the order of the pictures. When they have done this orally, they number the pictures in order.
- Check the answers as a class. For each one, ask a volunteer to read out the sentence from the text that goes with the picture (see answers below).

KEY

1 d (The alarm clock rings early and the astronauts get up.)
2 b (They get dressed and they have breakfast.)
3 f (After breakfast they brush their teeth…)
4 a (…and start work.)
5 c (After work, the astronauts write emails or they exercise.)
6 e (Then they have dinner and watch DVDs.)

4 Match the two parts of the sentences.

- Let the children work in pairs to complete the exercise, making sure they agree on all the answers before they write anything.
- Check the answers as a class.

KEY

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

Vocabulary (page 18)

5 Read and tick (✔) the correct sentence.

- The children read each pair of sentences, and tick the correct one. Look at the example answer with them before they start. Explain that sentences 1–3 are about the first picture, and sentences 4–6 are about the second picture.
- Check the answers as a class. Ask volunteers to read out the correct sentences.

KEY

1 This astronaut is in space.
2 He is using his telescope.
3 He is looking at some planets.
4 They are in the space station.
5 He is exercising.
6 She is floating.

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6 Complete the sentences.

- The children complete each sentence with the correct word from the box.
- Check the answers as a class, asking volunteers to read out the sentences.

KEY

1 astronaut 2 space station 3 space 4 planets
5 telescope

More words (page 45)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 45 and look at the pictures in the vocabulary panel. Say the words, and ask the children to tell you which of the words/phrases are verbs (*land* and *take off*). Show the meaning of these words if necessary by saying *The spaceship is taking off* (as you raise your hand) and *The spaceship is landing* (as you lower your hand again).
- Model and drill the new words. Then say the words in a different order while the children point at the pictures.

Choose and circle.

- The children circle the correct word/phrase in each sentence.

KEY

1 space suits 2 landing 3 craters 4 taking off
5 satellites

Writing (page 19)

- Ask the children to look at the photo next to the model text and ask them to tell you in L1 what they can see. If necessary, remind the children of the meaning of *My hero*.
- Read the text while the children follow it in their books. Make sure they understand that most of the text is fictional. Ask some questions to check understanding, e.g. *Where is Lewis Hamilton from? What's his job? What does he eat for breakfast? What does he do in the morning/ afternoon? What does he do after dinner?*
- Draw the children's attention to the time phrases in the text: *early in the morning, every day, in the morning, in the afternoon, in the evening*. Explain that they are going to use similar time phrases in their own writing.

7 Write the words in the correct order.

- Ask the children to look at Exercise 7. Explain that they have to write the words/phrases in the correct order. Remind them if necessary that each sentence should start with a capital letter and end with a full stop. Look at the example answer with them.
- The children complete the exercise individually, then check their answers in pairs.
- Check the answers as a class.

KEY

1 My hero gets up at half past seven.
2 First, he has a shower and brushes his teeth.
3 Next, he gets dressed and brushes his hair.
4 In the afternoon, he paints pictures.
5 He dances and sings every day.

8 Imagine your hero's day. Write about it in your notebook.

- Tell the children to choose a 'hero' to write about. Explain that they are going to imagine their hero's day and write about it.
- Ask individual children *What is your hero's name? Where is he/she from? What is his/her job?* If any of the children can't think of a person to write about, make some suggestions, or prompt them by suggesting jobs (e.g. actor, writer, footballer).
- Ask individual children to make a sentence about their chosen hero using *In the morning, In the afternoon* or *In the evening*. Remind them that it doesn't matter if they don't know what their hero really does, they are just imagining.
- The children write a short paragraph about their chosen hero, using the prompts in the box in Exercise 8.

Vocabulary (optional extension activity)

- Tell the children to work in pairs to see how many English words they can think of that are related to space and space travel. Ask them to make a list. You might want to make dictionaries available for this task.

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5 At the museum

Lesson objectives
To understand an advertisement
To learn or revise some adjectives
To use a variety of time expressions
To write about after school activities

Language
They always (want to come again).
I sometimes (go swimming) on (Thursday).
New vocabulary: *dark, scary, amazing, boring, comfortable, exciting*
Other vocabulary: *sleep-over, torch, quiz, prizes, mask, sleeping bags, wake up, gallery, library*
More words: *lonely, sleepy, grumpy, busy, uncomfortable*

Presentation and pre-reading (page 20)

- Ask the children to open their books at page 20, and point out the unit title. Ask children if they've visited a museum before and what they did there. Then ask the children to look at the photo within the reading text, without reading any of the text. Ask them what they can see, and elicit ideas about what the text might be about. Explain that it is an advertisement, perhaps in a magazine.
- Point to the pictures in the vocabulary panel at the top of the page and say the words. Explain the meanings if necessary. See if the children can tell you what kind of words they are (adjectives).
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- If you like, you could do a simple mime for each of the adjectives and let the children guess which one you are miming.

Reading (page 20)

1 Read and listen. 05

- Play the recording while the children follow the text in their books. Explain the meaning of *sleep-over*. See Note below.
- Ask some questions to check understanding, e.g. *What is the Big Night? What do the children need to bring? What do they do at eight o'clock? What time do they have breakfast?*
- Play the recording again. Ask the children if they think they would enjoy taking part in the Big Night.

NOTE Sleep-overs are a popular weekend activity amongst young children in Britain. Children will invite a good friend to their home, usually for dinner and then to stay over night. Sometimes children, especially girls, choose to have a sleep-over party for their birthday: several friends bring their pyjamas and sleeping bags and stay for the night, eating party food and perhaps watching a DVD film or playing games.

Sleep-overs at museums have become popular in recent years. Children take part in various activities during the evening, and enjoy the 'scary', but exciting experience of sleeping in the museum! Parents must always accompany the children.

Comprehension (page 21)

2 Look and write the times.

- Write the following digital times on the board: *5:00, 9:30*. Point to each one and ask *What time is this?* Write the phrases *half past* and *o'clock* on the board.
- Look at the example answer with the children. See if they can find the sentence in the text that gives them the answer (*The Big Night starts at 6.30 in the evening.*). The children then use the text to help them to find the times for the remaining activities.
- Let the children check their answers in pairs, then check them as a class.

KEY
1 half past six 2 seven o'clock 3 half past seven
4 eight o'clock 5 nine o'clock 6 ten o'clock

3 Read and tick (✔) or cross (✘).

- Look at the example answer with the children, and help them to find the part of the text that tells us that this sentence is true (*It's dark in the museum at night. Is it scary? No.*).
- The children read each sentence, decide whether it is true or false, and put a tick or cross as appropriate.
- Let the children check their answers in pairs, then check them as a class. For each sentence, ask the children to tell you where in the text they found the answer, and let them correct the false sentences.

KEY
1 ✔ (It's dark in the museum at night. Is it scary? No.)
2 ✔ (In the day you can visit the museum – and at night you can sleep there!)
3 ✘ (7.00 Egypt quiz)
4 ✘ (7.30 Dinner in the café in the museum)
5 ✘ (10.00 Bedtime – get into your sleeping bags…)
6 ✔ (Children always want to come again!)

4 Match the questions and the answers.

- Let the children work in pairs to complete the exercise, making sure they agree on all the answers before they write anything.
- Check the answers as a class.

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

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Vocabulary (page 22)

5 Choose and write.

- The children look at the pictures and choose the appropriate adjective for each one. Tell them to look at the faces of the children in the pictures!
- Check the answers as a class.

KEY

1 exciting 2 boring 3 scary 4 comfortable 5 dark 6 amazing

6 Match.

- The children work individually or in pairs to match the sentences (or sentence halves), making sure that the completed answer makes sense.
- Check the answers as a class, asking volunteers to read out the complete sentence or pair of sentences for each one.

KEY

1 They're scary.
2 There are comfortable sofas there.
3 but my mum loves it.
4 It's got lots of swings.
5 It's too dark at night.
6 We can learn interesting things there.

7 Choose and circle.

- Ask the children to look at the photo and read the caption, *The London Eye*. Give the children some information about this famous London landmark (see Note below).
- Let the children work in pairs to read the text and choose the correct words. Tell them to do this orally before they write anything.
- Check the answers as a class, asking volunteers to read out sentences.

KEY

1 scary 2 amazing 3 interesting 4 exciting 5 dark

NOTE The London Eye is a big wheel that was built in the centre of London to commemorate the new millennium. It opened in March 2000, and quickly became the UK's most visited paid-for tourist attraction, with around 3.5 million visitors per year. People enter one of the 'capsules' or small compartments made of glass and steel – about 25 people fit into a capsule. Then, the wheel rotates around, taking about 30 minutes to complete the cycle. The views from the top of the wheel are fantastic: on a clear day, you can see up to 40 km in all directions.

More words (page 46)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 46 and look at the pictures in the vocabulary panel. Say the words, and explain their meanings.
- Model and drill the new adjectives. Then say the words in a different order while the children point at the pictures.

Choose and circle.

- The children circle the correct word/phrase in each sentence.

KEY

1 busy 2 lonely 3 uncomfortable 4 grumpy
5 comfortable 6 sleepy 7 amazing 8 grumpy

Writing (page 23)

- Ask the children to look at the photo next to the model text and ask them to tell you in L1 what they can see. What do they think the boy is doing? (*He is doing pottery*).
- Read the text while the children follow it in their books. Ask some questions to check understanding, e.g. *What is Sam's favourite club? When is Reading Club? Where is Swimming Club?*
- Ask the children to find and read the sentences containing these adverbs of frequency: *sometimes, never, always*. Make sure the children understand what these adverbs mean, and draw their attention to their position within the sentence. Explain that they are going to use some of these adverbs of frequency in their own writing.

8 Choose and write.

- Ask the children to look back at the text and find phrases that contain the prepositions *in, on, at* and *to*. As they read out the phrases, write them on the board, in four lists, like this:

At our school *at the sports centre* *at the swimming pool* *at four o'clock* *at half past three* *at five o'clock*	*in the library* *in winter* *in the art room*
go to Music Club *give them to my mum*	*on Monday* *on Tuesday* (etc)

- Look at the lists with the children and help them to formulate some basic rules for when each preposition is used. The rules are complicated, so only attempt to do this in very basic terms. (Note that we usually use *at* for places, but *in* for rooms. The preposition *to* usually indicates direction.)
- The children complete the exercise individually, using the lists on the board to help them if necessary. Then let them check their answers in pairs.
- Check the answers as a class.

KEY

1 in 2 on 3 at 4 to 5 in 6 on 7 At

9 Write in your notebook about your activities after school.

- Write these time phrases on the board: *sometimes, always, every day, on Monday*.
- Ask individual children *What do you do after school?* Encourage each child to answer with one full sentence, containing one of the time expressions (changing the day of the week as necessary), e.g. *I do my homework every day, I go to swimming lessons on Thursday, I sometimes watch TV, I always read comics*) and help them with any vocabulary.

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- Tell the children to write about two or three after school activities, using the language in the box in Exercise 9. Encourage them to use the model text and Exercise 8 to help them too. They should start by naming the activity, then add information about it, e.g.

  On Tuesday I always go to Football Club. It's at the sports centre at four o'clock.
  My favourite activity is Art Club. It's on Monday at half past five. I sometimes do pottery at Art Club.
- Monitor and help as necessary. When the children have finished, let volunteers read out their finished texts.

Writing (optional extension activity)

- Before the lesson, think of some important landmarks and tourist destinations in your country (e.g. tall buildings or statues, museums, theme parks).
- Look again at the text about the London Eye on page 22.
- Ask the children to tell you the names of some famous landmarks/places in your country. Elicit some facts about each one, and make notes on the board. Add some information yourself.
- Tell the children to choose one of the landmarks and to write a short paragraph about it. Encourage them to include the structure *You can*…, as in the text about the London Eye.

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6 Australia

Lesson objectives
To understand a factual text about a country
To learn or revise some vocabulary relating to Australia
To use capital letters for proper nouns
To write about their country

Language
the biggest (city)
the highest (mountain)
the longest (river)
the tallest (building)
New vocabulary: *island, coast, city, desert, koala, emu*
Other vocabulary: *country, bridge, mountain, river, lake, ocean, building, space, kangaroo, crocodile, snake*
More words: *cliff, valley, volcano, cave, canal*

Presentation and pre-reading (page 24)

- Ask the children to tell you in L1 what they know about Australia. Prompt them if necessary by asking questions, e.g. Where is it? What is it like? What special animals live there?
- Tell the children to open their books at page 24. Point to the pictures in the vocabulary panel at the top of the page and say the words. Explain the meanings if necessary.
- You might like to draw a very simple outline map of your country. Point and say *This is the coast. These are cities* (and say their names). *This is an island.*
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.

Reading (page 24)

1 Read and listen. 06

- Write the following words on the board: *coast, mountain, river, desert, space, sea*. Ask the children to scan quickly through the text and tell you which of these things they are going to read about.
- Play the recording while the children follow the text in their books.
- Ask some questions to check understanding, e.g. *What language do Australians speak? What is the biggest city called? What can you do on Mount Kosciuszko in winter? Can emus fly?*
- Play the recording again. Ask the children to find the superlatives in the text. Revise these if necessary or give a few examples to start them off (*biggest island, biggest city, highest mountain, biggest desert*).

Comprehension (page 25)

2 Choose and circle.

- The children use the text to help them choose the correct word in each sentence. Look at the example answer with them before they start. Revise the words *waterfall* and *lake* if necessary.
- Let the children check their answers in pairs, then check them as a class. Ask the children to tell you the parts of the text that told them the answers.

KEY

1 coast 2 island 3 mountain 4 desert 5 kangaroos
6 biggest

3 Correct the sentences.

- Look at the example answer with the children, and help them to find the part of the text that gives us the answer. Explain that each sentence has one wrong word. Teach or revise the word *ocean* if necessary.
- The children read each sentence, decide which word is wrong, and write the correct sentence underneath.
- Let the children check their answers in pairs, then check them as a class. For each sentence, ask the children to tell you which part of the text gave them the answer.

KEY

1 Crocodiles and snakes are dangerous animals.
2 Australia is the biggest island in the world.
3 The highest mountain in Australia is Mount Kosciuszko.
4 The Great Victoria is a big desert.
5 There is a big bridge in Sydney.

4 Answer the questions.

- Let the children work in pairs to complete the exercise, making sure they agree on all the answers before they write anything. Explain that they don't need to answer in full sentences.
- Check the answers as a class.

KEY

1 Mount Kosciuszko
2 surfing and going to the beach
3 Sydney
4 crocodiles and snakes
5 a desert / the biggest desert in Australia
6 three metres
7 Oz
8 yes

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Vocabulary (page 26)

5 Find and circle. Write.

- The children find and circle the words in the grid and write them next to the appropriate pictures.

KEY

1 emu 2 desert 3 coast 4 city 5 island 6 koala

a	s	t	c	i	t	y
c	d	o	n	s	t	a
o	e	m	u	l	k	e
a	s	k	o	a	l	a
s	e	l	t	n	e	l
t	r	a	m	d	y	o
s	t	y	e	r	j	v

6 Circle the odd-one-out.

- Look at the example answer with the children and see if they can explain in L1 why emu is the odd-one-out. Explain that odd-one-out refers to the one word which belongs to a different category or group, so here emu is the odd-one-out because it isn't a geographical feature, or because it is the only animal.
- The children work individually or in pairs to find the word in each row that doesn't belong to the same category as the others.
- Check the answers as a class, asking volunteers to explain in L1 why each word is the odd-one-out. Accept any answers that the children can explain!

KEY

1 emu (because it isn't a geographical feature)
2 island (because it isn't an animal)
3 river (because it isn't man-made, or it's a natural feature)
4 crocodile (because it isn't a geographical feature)
5 Sydney (because it isn't a continent)

7 Choose and write.

- Let the children work in pairs to read the text and choose the correct words. Tell them to do this orally before they write anything.
- Check the answers as a class, asking volunteers to read out sentences.

KEY

1 island 2 coast 3 desert 4 emu 5 koala 6 city

More words (page 46)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 46 and look at the pictures in the panel. Say the words, and explain their meanings.
- Model and drill the new words. Then say the words in a different order while the children point at the pictures.

Circle four words and write.

- Explain that the children have to find four words in each line and circle them, then write the words on the line, with commas between them. Note that words from pages 24 to 26 are included.

KEY

1 cave, cliff, valley, canal
2 volcano, cliff, desert, valley
3 island, cave, volcano, canal
4 cave, cliff, valley, coast
5 canal, desert, city, cave
6 desert, cliff, island, valley

Writing (page 27)

- Ask the children to look at the photo next to the model text and ask them to tell you in L1 what they can see.
- Read the text while the children follow it in their books. Ask some questions to check understanding, e.g. *What is the biggest city / longest river / highest mountain in the USA?*
- Ask the children to find and read the sentences containing superlatives. Explain that they are going to use superlatives in their own writing.

8 Complete the table. Write the proper nouns with capital letters.

- Ask the children to look back at the text and find the words that begin with a capital letter (not including words at the beginning of sentences). Remind them that proper nouns (names of people, countries, cities, rivers, etc) always begin with capital letters. (Point out that all the letters in USA are capitals because these are initials, standing for *the United States of America*. Note also that for names of rivers, we usually include *the*, but without a capital *T*, e.g. *the Mississippi, the Amazon, the Thames*.)
- Tell the children to write each word from the box in the correct place in the table, changing lower case letters to capitals as appropriate. Monitor and help as necessary.
- Let the children check their answers in pairs, then check them as a class by reading each line of the table in turn, and asking the children which words should begin with a capital letter.

KEY

Noun	Proper noun
country	Egypt
city	New York
lake	Lake Baikal
mountain	Mount Everest
river	the Nile
ocean	Pacific Ocean

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9 Complete the fact file about your country. Write sentences about your country in your notebook.

- Help the children to complete the table. *Ask What's the (biggest city) in (*your country*)?* and see if the children can answer the questions. Tell them the answers if necessary, and write the words on the board if they are difficult to spell.
- Tell the children to use the table to help them to write sentences about their country. Encourage them to use the model text to help them too. You might want to do one or two examples with them before they start. With a weaker class, do the whole activity orally before the children write anything.

Vocabulary (optional extension activity)

- Draw the following table on the board:

Country	Adjective
Australia	Australian
England	English

- Ask the children to help you add more examples to the table. Remind them if necessary that we always use capital letters for both the country names and the nationality adjectives.
- Tell the children to copy the table. Then let them work in pairs to see how many more examples they can add. You might want to make dictionaries available for this activity.
- Check the children's knowledge of country names and nationality adjectives by saying *I'm (French). I live in*… or *I live in (Scotland). I'm*… and letting the children finish the sentence.

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7 Let's play 'Boatman'!

Lesson objectives
To understand a text explaining the rules of a game
To learn or revise some prepositions (and verbs)
To use the conjunctions (linkers) *and* and *or*
To write about their favourite game

Language
You must (run).
You mustn't (walk).
New vocabulary: *at the side of, in front of, across, past, beside, in the middle of*
Other vocabulary: *playground, stand, stay, catch, choose*
More words: *skip, hop, crawl, swing, hide*

Presentation and pre-reading (page 28)

- Tell the children they are going to learn how to play a game. Ask them to open their books at page 28 and to look at the pictures within the reading text. Without reading any of the text, can they tell you anything (in L1) about the game? (e.g. it is played by a group of children in the playground, and they start at the side of the playground).
- Point to the pictures in the vocabulary panel at the top of the page and say the words. Explain the meanings if necessary.
- Model the words again for the children and drill pronunciation.
- Say complete sentences describing the pictures, but in a different order, and ask children to point at the right picture, e.g. *She's running past the tree. She's in the middle of the square. He's at the side of the square. He's beside the girl. He's in front of the school. He's running across the square.*
- Give the children some instructions to follow, e.g. *Stand beside your desk. Put your pencil in the middle of your desk. Stand in front of your desk. Walk past the board. Stand at the side of the classroom. Walk across the classroom.*

Reading (page 28)

1 Read and listen. 07

- Play the recording while the children follow the text in their books. Then ask the children to tell you in L1 what they understand of the rules.
- Play the recording again, this time pausing the CD where appropriate as you set up and demonstrate the game in the classroom, using a few volunteers (do this at walking pace, as a demonstration only).
- Play the recording again.
- If you have enough space, and time to do so, play the game as a class making sure to use English only. If possible, take the class outside to play!

Comprehension (page 29)

2 Choose and write.

- This exercise is quite challenging; the children will manage it more easily if they have some experience of playing the 'Boatman' game.
- Let the children work in pairs, completing the whole exercise orally before they write anything. Encourage them to look back at the text to help them.
- Check the answers as a class.

KEY

From left to right:
I'm the Boatman. Can we go across the river?
You can go across, if you're wearing blue. We can walk.
I must run. Now you must help me.

3 Correct one word in each sentence.

- The children need to look carefully at the reading text in order to identify the word that is wrong.
- Check the answers as a class by asking volunteers to read out the correct sentences.

KEY

1 The Boatman stands in front of the other children.
2 The children say, 'Boatman, can we go across the river?'
3 The Boatman chooses a colour.
4 Some of the children can walk.
5 The Boatman tries to catch the children.

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

- Let the children work in pairs to complete the exercise, making sure they agree on all the answers before they write anything.
- Check the answers as a class.

KEY

1 must 2 must 3 mustn't; must 4 must 5 must

Vocabulary (page 30)

5 Choose and write.

- Ask the children to look at the picture in Exercise 5. Hold up your book and point to each of the children (or groups of children) in turn. Ask *What's he/she doing?* or *What are they doing?* Tell the children to look in the box at the top of the page, and let volunteers answer you with full sentences, e.g. *She's trampolining, They're doing gymnastics.*
- Ask *Who is shouting?* (the boy who is running). Revise the word *shouting* if necessary.
- The children read and complete the sentences, choosing the correct words from the box.

KEY

1 playing basketball 2 trampolining 3 reading a comic
4 shouting 5 doing gymnastics 6 running

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6 Where's the elephant? Look and write.

- The children complete the sentences using the correct prepositions from the box.

KEY

1 at the side of 2 across 3 past 4 in the middle of
5 beside 6 in front of

More words (page 47)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 47 and look at the pictures in the vocabulary panel. Say the words, and explain their meanings if necessary.
- Model and drill the new words. Then say the words in a different order while the children point at the pictures.
- Do a simple mime for each of the verbs, and let the children say the words. Then say the words without doing the mimes, and let the children do the mimes.

Answer *Yes, he/she is.* or *No, he/she isn't*.

- The children answer the questions by writing the correct short answer. More able children can add a sentence after each negative answer.

KEY

1 No, he isn't. (He's crawling.)
2 Yes, she is.
3 No, he isn't. (He's hiding.)
4 Yes, he is.
5 Yes, she is.
6 No, he isn't. (He's hopping.)

Writing (page 31)

- Ask the children to look at the photo next to the model text. Ask *What are they doing?* (*They're playing football.*)
- Read the text while the children follow it in their books. Ask some questions to check understanding, e.g. *What games does Alex play at school? What is his favourite game? Who does Alex play with at home? Do they play Boatman? What games do they play in the evening?*

7 Write *and* or *or*.

- Ask the children to find examples of sentences containing *and* and *or* in the model text. (Note that there is only one example with *or*.) Write this sentence on the board: *We don't play volleyball or baseball*. Ask the children why *or* has been used here, instead of *and* (because it is a negative sentence).
- The children complete the sentences with *and* or *or*.
- Let them check their answers in pairs before checking them as a class. Explain the two possible answers for sentence 6 *('and' if they are played with at the same time, 'or' if they are played with separately)*.

KEY

1 or 2 and 3 and 4 or 5 and 6 and/or

8 Write in your notebook about your favourite game.

- Ask the children *What's your favourite game?* and elicit several different answers.
- Choose a confident child and ask him/her the rest of the questions in the box in Exercise 8. Help him/her to formulate answers using complete sentences.
- Repeat with one or two more volunteers. Then tell the children to write a short paragraph about their favourite game. Make sure they understand that they shouldn't write questions and answers; the questions in the box are there just to prompt them.
- When the children have finished writing, invite a volunteer to read out his/her text, omitting the name of the game. The rest of the class must guess the game. Make sure before you start that the game is one that is likely to be known by the rest of the class!

Writing (optional extension activity)

- Use this activity to practise the present continuous and prepositions.
- Look again at Exercise 5 on page 30. Ask the children to draw their own playground scene, with several children doing different activities.
- They then write present continuous sentences about their pictures, using the sentences in Exercise 5 as a model.

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8 New York in 1900

Lesson objectives
To understand a magazine article written in the past tense
To learn or revise the names of some important inventions
To use the conjunctions (linkers) *and*, *or* and *but*
To write about their town in the past

Language
They had (cookers).
They didn't have (TVs).
There wasn't (an airport).
There were (candles).
New vocabulary: *electric light, candle, microwave, cooker, carriage, underground train*
Other vocabulary: *skyscraper, statue, harbour, phone, theatre, cinema, taxi, plane, rocket*
More words: *street light, tram, dishwasher, hoover, kettle*

Presentation and pre-reading (page 32)

- Ask the children to open their books at page 32 and to look at the photos within the reading text. Ask them (L1) if the photos are old or new, and how they know (e.g. they are old; we know this because they are in black and white, and because the things in them look old).
- Explain that you are going to read a text about the past. Ask the children to scan through the text and find the name of a city (New York). Draw the children's attention to the unit title. Say *We are going to read about New York in nineteen hundred*.
- First teach or revise the vocabulary. Point to the pictures in the vocabulary panel and say the words. Model the words again for the children and drill pronunciation.
- Ask the children to tell you which of the objects we often use nowadays, and which are never or rarely used.

Reading (page 32)

1 Read and listen. 08

- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *How many people lived in New York in 1900? Did everyone have electric lights? Were there any skyscrapers/phones/cinemas/buses?*
- Give the children some brief information about the Statue of Liberty (see Note below).
- Play the recording again, pausing after each thing is mentioned. Ask the children to tell you the things that New York had in 1900, according to the text: *big buildings, the Statue of Liberty, electric lights, candles, phones, big cookers, theatres, books, horses and carriages, cars, taxis, buses, underground trains, boats*. See whether the children can identify the picture of the old telephone and ask them *What do you think this is?*
- Explain the meaning of *even* in the sentence *There were taxis in New York in 1900, and buses and even underground trains.*

NOTE 'New York' in the text refers to the city, not the state. Americans usually call the city New York City, to avoid confusion.

The Statue of Liberty was given to the USA by France, as a celebration of the friendship between the two countries. It represents a woman wearing a crown, holding up a torch in her right hand. The statue is 46 metres tall, or 93 metres including the pedestal and foundations. Tourists can climb up inside the statue and look out through the windows in the crown for a fantastic view of the city.

Comprehension (page 33)

2 Tick (✔) the things that New York had in 1900.

- Point to each of the pictures in turn, asking *What's this?* The children answer *It's a (plane)*. Make sure they realize that the second picture shows an old car and the last picture shows an old bus – they are probably different from cars and buses that they are familiar with!
- The children look back at the text to find out which of the things New York had in 1900, and put a tick next to the pictures as appropriate.
- Check the answers as a class. Ask individual children to say sentences, e.g. *They didn't have planes. They had cars.*

KEY
The following pictures should be ticked: b (car), c (electric light), e (phone), f (horse and carriage), h (bus)

3 Read and tick (✔) or cross (✘).

- The children read each sentence and put a tick or a cross as appropriate. Encourage them to look back at the text in order to find the answers.
- Check the answers as a class. Ask volunteers to correct the false sentences.

KEY
1 ✔
2 ✔
3 ✘ (There wasn't an airport.)
4 ✘ (There weren't any computers or TVs.)
5 ✔
6 ✔

4 Write *There was/were* or *There wasn't/weren't.*

- Let the children work in pairs to complete the exercise, making sure they agree on all the answers before they write anything.
- Check the answers as a class.

KEY
1 There were 2 There were 3 There wasn't
4 There weren't 5 There were

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Vocabulary (page 34)

5 Find five mistakes in the picture. Write.

- Ask the children to look at the picture in Exercise 5. Explain that this is a picture of a house in 1900. Ask the children to tell you what things should not have been included in the picture. Revise the word *rocket* if necessary.
- The children write each word from the box in the correct place, to make the sentences true.

KEY

In 1900 they had… books, cookers, candles
In 1900 they didn't have… planes, microwaves, rockets, computers, TVs

6 Complete the sentences.

- The children complete the text using the appropriate words. Remind them if necessary to use the plural forms. Explain that they will have to look back at the reading text on page 32 to find out how to spell two of the words (*theatres* and *cinemas*).
- Check the answers by asking volunteers to read out sentences.

KEY

1 microwaves 2 cookers 3 cars 4 (horses and) carriages
5 underground trains 6 theatres 7 cinemas
8 electric lights 9 candles

More words (page 47)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 47 and look at the pictures in the vocabulary panel. Model and drill the new words. Then say the words in a different order while the children point at the pictures.

Match and write.

- If necessary, do the first word as an example. Say *Look at number one. What's this?* Tell the children to look at the vocabulary panel and find a word with a double t in it (kettle). They draw a joining line between the picture of the kettle and the first word. Then they write the missing letters on the dashes to spell out *kettle*.
- Let the children complete the exercise individually. Check the answers as a class.

KEY

1 kettle 2 dishwasher 3 hoover 4 street light 5 tram

Writing (page 35)

- Ask the children to look at the old photo next to the model text. Ask *What can you see?* (e.g. houses, a road, a bike, a person, two cars). Ask the children to look at the first sentence of the model text and tell you when the photo was taken (1948).
- Read the text while the children follow it in their books. Pause if necessary at the beginning of the second paragraph, and explain the meaning of *There weren't many cars*. Compare with *There weren't any cars* and make sure the children understand the difference (*There weren't many means there were some, but very few).*
- Ask some questions to check understanding, e.g. *What is the name of the village? Was it big or small? Did people have (cookers)? Was there a theatre/cinema? Were there any cars?*
- Draw the children's attention to the list of words at the left hand side of the model text. Explain that the child who wrote the text started by making this list, but that it isn't complete. Ask the children to look back at the text and tell you some things that they could add to the list (e.g. cars ✔, planes ✘, telephones ✔, electric lights ✔, candles ✔, cookers ✔, microwaves ✘, TVs ✔, books ✔).

7 Write *and, or* or *but*.

- Ask the children to find examples of sentences containing *and*, *or* and *but* in the model text.
- The children complete the sentences with *and*, *or* or *but*. Remind the children if necessary that we use *but* when we are contrasting two statements.
- Let them check their answers in pairs before checking them as a class.

KEY

1 or 2 and 3 but 4 or 5 but 6 and

8 Find a picture of your town in the past. Look and tick (✔) or cross (✘). Write about it in your notebook.

- For this activity, you will need copies of an old photo of your town. It doesn't need to be a black and white photo, but it should be old enough that it looks definitely different to the city now.
- Read the list of words with the children. For each one, ask *Was there a…?* or *Were there any…?* Tell them to put a tick or cross next to each word as appropriate.
- Ask the children to look closely at the photo, and tell you more things they could add to the list. Write the list on the board, and tick and cross as before.
- Look at the writing framework with the children. Ask volunteers to tell you sentences about the town in the past, using the lists and the prompts to help them.
- When the children are ready, ask them to write a short paragraph about the town in the past, using sentences like the ones they have been practising.

Writing (optional extension activity)

- Use this activity to practise *There was/were/wasn't/weren't*.
- Put some familiar classroom objects on a table, e.g. two books, three pencils, a bag, a ruler, a pencil sharpener. Ask the children to gather round and to look closely at the objects. Explain that you are going to remove the objects and then they must try to remember what was there. Give them a minute or two to look and memorize what they see.
- Remove all the objects and put them out of sight. Write the following on the board:

  There was
  There were
  There wasn't
  There weren't any

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- Ask *What was there on the table?* and invite the children to tell you sentences beginning with the phrases on the board, e.g. *There was a bag. There were two books. There wasn't a rubber. There weren't any pens.* Don't write the sentences down; do this as an oral activity.
- Put another selection of objects on the table and tell the children to commit them to memory as before. Then remove the objects.
- The children go back to their desks and write sentences about what was on the table.
- When they have finished, ask volunteers to read out sentences. The rest of the class listen and decide whether or not the sentences are true.

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9 The Aztecs

Lesson objectives
To understand a text in the style of a reference book
To learn or revise vocabulary related to ancient civilizations
To organize information into paragraphs
To write paragraphs for a school project

Language
They didn't (write words).
They (used pictures).
New vocabulary: *plant* (verb), *tools, hunt, sew, beads, feathers*
Other vocabulary: *wood, stone, palace, fish* (verb), *look after, play* (noun), *poem, beautiful, ugly, sell, flat* (noun), *fountain*
More words: *rings, bracelet, necklace, bowl, vase*

Presentation and pre-reading (page 36)

- If your children have studied the Aztecs, ask them to tell you in L1 what they know about them. Otherwise, explain that the Aztecs were an ancient civilization in Mexico, and that you are going to read about them. Check if children know where the modern country of Mexico is, looking at a map or globe if available.
- Ask the children to open their books at page 36 and to look at the photos within the reading text. Ask them (in L1) what they can see. You may need to provide them with the word *pyramid* to describe the stone monument pictured.
- Point to the pictures in the vocabulary panel at the top of the page and say the words. Model the words again for the children and drill pronunciation.
- Ask the children to tell you which of the words are nouns (objects), and which are verbs (actions). Explain that *plant* is both, but that here it is meant as a verb.
- Say sentences containing the new vocabulary, and let the children point to the pictures, e.g. *These beads are very colourful. Here are some tools. Look, she's sewing. He's planting vegetables. I can see four feathers. That man is hunting.*

Reading (page 36)

1 Read and listen. 09

- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *When/Where did the Aztecs live? Were the houses made of stone? Did they have farms? Did girls go to school? Did the Aztecs have theatres?*
- Ask the children how many paragraphs the text has got (four). Write the following words on the board: *buildings and farms, clothes, school, free time*. Ask the children to look back at the text and to decide in pairs which paragraph tells them about which subject on the board. Explain that they don't need to read every word; encourage them to scan quickly through the text looking for important words.
- Play the recording again.

Comprehension (page 37)

2 Match. Number the pictures.

- The children first match the sentences / sentence halves then they match the sentences to the pictures. Let them work in pairs to do this, and encourage them to look back at the text to help them. Tell them to complete the activity orally before they do the matching with a pencil.
- Check the answers as a class. For each one, ask the children to tell you the part of the text that told them the answer.

KEY

1 c 2 a 3 e 4 b 5 d

The pictures should be numbered in this order, from left to right: 5, 1, 4, 3, 2

3 Read and write *Yes, they did.* or *No, they didn't.*

- Tell the children to ask and answer in pairs, with pencils down. They should make sure they agree on all the answers. Then let them write their answers down. Explain the meaning of *ugly* if necessary.
- Check the answers as a class. Ask volunteers to ask and answer the questions.

KEY

1 Yes, they did. 2 No, they didn't. 3 Yes, they did.
4 No, they didn't. 5 No, they didn't. 6 Yes, they did.

4 Correct one word in each sentence.

- For this exercise, the children will need to look carefully at the reading text in order to identify the word that is wrong. You might like to let them work in pairs.
- Check the answers as a class by asking volunteers to read out the correct sentences.

KEY

1 The Aztecs lived in Mexico about <u>700</u> years ago.
2 They had farms <u>around</u> the city.
3 The <u>boys</u> learned to read and write.
4 The Aztecs <u>liked</u> songs and plays.
5 There were feathers on their <u>hats</u>.
6 <u>Girls</u> learned to cook and sew.
7 Children started school when they were <u>fourteen</u>.

Vocabulary (page 38)

5 Choose and circle.

- Point to the pictures and explain that they show Aztecs doing everyday things. Ask the children to look at the first picture. Ask *How many men/women/children?* Explain if necessary that the person who is sitting down is a woman. You may also need to explain that Aztec men had long hair and wore short white tunics (long shirts).

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- If necessary, teach or revise the words *sell* and *jewellery*.
- The children read the texts and circle the correct words. You might like to let them do this in pairs.
- Check the answers as a class by asking volunteers to read out the correct sentences.

KEY

1 women **2** man **3** tools **4** beads **5** selling **6** feathers **7** working **8** two **9** sewing **10** hunting **11** vegetables

6 Choose and write.

- The children work individually to complete the sentences using the appropriate words. Encourage them to look back at the reading text to help them. Tell them to read through the whole exercise before they write anything.
- Let the children check their answers in pairs, then check them as a class by asking volunteers to read out sentences.

KEY

1 lived **2** planted **3** hunted **4** tools **5** pictures **6** amazing **7** sewed **8** feathers

More words (page 48)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Ask the children where we can see these objects today (in museums).
- Model and drill the new words. Then say the words in a different order while the children point at the pictures.

Read and tick (✔) or cross (✘).

- The children put a tick or a cross as appropriate.

KEY

1 ✔ **2** ✔ **3** ✘ **4** ✔ **5** ✘ **6** ✔

Writing (page 39)

- Ask the children to look at the picture next to the model text, and talk about it in L1. If they have studied the Romans, they may recognize that this is a Roman scene; ask them to tell you what they know about the Romans. Otherwise, explain that the Romans were another ancient civilization, and that at one time they controlled most of Europe, and many parts of north Africa and the middle east.
- Say *Let's find out about the Romans!* and read the text while the children follow it in their books.
- When you have finished, ask the children what kind of text they think it is. Explain that it is part of a school project written by a girl called Jenny.
- Ask some questions to check understanding, e.g. *Did most Romans live in big houses? Did all Romans have bathrooms?*

7 Read and copy the facts into the topic boxes.

- Explain that Jenny wrote notes to help her write her school project. Read the notes in the table, under the heading *Houses*. For each note, ask the children to read out the corresponding part of the model text.
- Explain that the children are going to organize the rest of Jenny's notes about the Romans into two categories, then write paragraphs about them. Tell them to write the remaining notes in the correct columns in the table.
- Let them check their answers in pairs before checking them as a class.

KEY

School	Free time
girls learned music and art boys learned maths and history girls learned at home boys started school at 7 years old	loved music and dancing had theatres in towns played ball games and liked running liked sport too

8 Continue Jenny's project about the Romans. Write two more paragraphs with these headings: *School* and *Free time*.

- The children turn the notes into two short paragraphs. Tell them to pay attention to sentences, making sure each sentence makes sense, begins with a capital letter and ends with a full stop.

KEY

Example text:

School

In Roman times, girls didn't go to school but they learned at home. Boys started school at 7 years old. Girls learned music and art, but boys learned maths and history.

Free time

The Ancient Romans loved music and dancing and they sometimes went to theatres in towns. They liked sport too. They played ball games and they liked running.

Writing (optional extension activity)

- If the children have studied an ancient civilization (e.g. the ancient Egyptians, Aztecs or Romans), help them to write some sentences about it in English.
- Write some headings on the board, e.g. *Houses, School, Free time, Food, Writing*. Look at each heading in turn and ask the children what they can tell you about the topic. Help them to formulate sentences in English beginning with *They*. Do this orally, but you might want to make notes on the board under the appropriate headings.
- Draw the children's attention to the past tense verbs that you are using, e.g. *lived, studied, ate, used*.
- The children use the headings and notes on the board to help them to write some sentences about the ancient civilization that you have been talking about.

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10 Let's help the hospital

Lesson objectives
To understand an information leaflet
To learn or revise vocabulary related to camping
To be familiar with some phrases commonly used in letters
To write a letter

Language
We're going to (collect money).
I'm going to (take a sleeping bag).
Are they going to (walk ten miles)?
Yes, they are./ No, they aren't.
New vocabulary: *campsite, tent, torch, walking boots, anorak, water bottle*
Other vocabulary: *sponsored walk, sponsor, charity, hospital, collect, boat ride, paintings, swimming pool*
More words: *path, fence, signpost, map, flask*

Presentation and pre-reading (page 40)

- Ask the children to open their books at page 40 and to look at the photos within the reading text. Ask *What are the children doing?* (*They are walking/eating/camping*).
- Point to the pictures in the vocabulary panel at the top of the page and say the words. Model the words again for the children and drill pronunciation.
- Ask the children to tell you which of the items they can see in the photos.

Reading (page 40)

1 Read and listen. 10

- Play the recording while the children follow the text in their books.
- Ask *What are the children going to do?* Make sure they understand what a *sponsored walk* is. Re-read the explanation in the second paragraph, and see Note below.
- Ask more questions to check understanding, e.g. *Are the teachers going to do the walk? How far are they going to walk? What things must they take? What are they going to buy with the money?*
- Play the recording again.

NOTE Sponsored walks are a very common way to raise money for charity in Britain. There are very large organized walks to raise money for research into various illnesses, such as cancer and diabetes, or for charities that help people in poverty. People of all ages take part, and there are often shorter walks so children can participate – they do not usually involve camping as the one in this text does, but take a few hours.

Comprehension (page 41)

2 Put the pictures in order.

- Explain that the children should put the pictures in chronological order – the order in which the events will happen, and not necessarily the order in which the things are mentioned in the text.

KEY

1 I'm going to take a sleeping bag and a torch.
2 We're going to sleep in tents.
3 After the walk, people are going to give us money.
4 We're going to give toys and books to the hospital.

3 Match the questions and the answers.

- Let the children work in pairs to complete the exercise, making sure they agree on all the answers before they do the matching with a pencil.
- Check the answers as a class.

KEY

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

4 Read and write *Yes, they are.* and *No, they aren't.*

- Tell the children to ask and answer in pairs, taking turns to ask the questions. They then work individually to write the short answers.
- Check the answers as class, by asking volunteers to ask and answer the questions.

KEY

1 Yes, they are. 2 No, they aren't. 3 Yes, they are.
4 No, they aren't. 5 Yes, they are.

Vocabulary (page 42)

5 What has Jim got? Complete the list.

- Ask the children to look at the pictures and the ticks and crosses. Ask a few questions, e.g. *Has Jim got walking boots/a tent/some chocolate?*
- The children write all the phrases from the box in the appropriate column. Then check the answers as a class.
- Ask *What is Jim going to do? Is he going to go camping? Is he going to go walking?* Prompt the children by telling them to look at the things that Jim has and hasn't got.

KEY

Jim has got…	Jim hasn't got…
some chocolate	a sleeping bag
walking boots	an anorak
a water bottle	a tent
some sun cream	a torch

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6 Complete the sentences.

- The children work individually to complete the text using the appropriate words. Explain that they will have to look back at the reading text on page 40 to find two of the words (*lake* and *money*).
- Check the answers as a class by asking volunteers to read out sentences.

KEY

1 tent 2 sleeping bag 3 walking boots 4 lake
5 anorak 6 torch 7 chocolate 8 water bottle
9 money

More words (page 48)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Say the words.
- Model and drill the new words. Then say the words in a different order while the children point at the pictures.
- Ask the children when and where they would see or use all of these things (on a walk in the countryside).

Choose and circle.

- The children read the sentences carefully and circle the correct word in each one.

KEY

1 fence 2 signpost 3 flask 4 map 5 path 6 fence

Writing (page 43)

- Ask the children to look at the photo next to the model text. If the children recognize the Eiffel Tower, ask *What's this?* and *Where is it?* Then ask them to look at the reading text and tell you what kind of text it is (a letter).
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *Who wrote the letter? Where is he? What is he going to do tonight? How high is the Eiffel Tower? What is he going to do tomorrow/on Friday?*

7 Complete the letters.

- Let the children work individually or in pairs to complete the letters, with pencils down. Then tell them to write the words in the correct places.
- Check the answers as a class by asking volunteers to read out the complete letters.
- Tell the children to close their books, and ask them if they can remember any of the useful phrases from the letters (e.g. *Hi Edward, How are you? Please write soon. Dear Jenny, Thanks for your email. Take care.*).

KEY

1 How 2 write 3 Dear 4 Thanks for 5 Take care.

8 Imagine you are on holiday. Write a letter to Edward in your notebook.

- Look at the box in Exercise 8 with the children, and see if there are any useful phrases here that they haven't mentioned.
- Tell the children to imagine that they are on holiday, and that they have just received the above letter from Edward. Tell them to write a reply to him, using the useful phrases from the box. (Note that they will need to be used in a different order.)
- Before they start, you might like to help them to think of ideas by asking individual children *Where are you?* and *What are you going to do?*

Vocabulary (optional extension activity)

- Tell the children to work in pairs to see how many English words they can think of that are related to going on holiday. Ask them to make a list. You might want to make dictionaries available for this task.
- If you like, the children can use their lists to play a memory game in small groups. Demonstrate the game to the class first. The first child starts by saying *I went on holiday and I took (some sun cream)*. The next child says *I went camping and I took (some sun cream) and (a suitcase)*. The game continues in this way, with each child adding one more item, until someone can't remember the whole list of items. Then the game begins again.

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