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Super Minds

Teacher's Book 4

Melanie Williams with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones

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Map of the course

Well done, Ben and Lucy! (pages 4–9)

Vocabulary	Grammar	Story Phonics
At town events: *big wheel, rollercoaster, roundabout, mayor, dodgem cars, microphone, band, photographer, journalist*	*Do you like / Does Lucy like (reading books)?* *When do you start (school)?* *Are you brave?* *What was in (the book)? How did you find the book?*	*The map* Rhyming words

Song: The Explorers

1 In the museum (pages 10–21)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Knights and queens: *queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword*	*I must (wear a helmet).* *I mustn't (swim here).* *Give me / him / her / us / them (the book), please.*	*The knight* The letter sound *ow*	• Reading and listening for specific information • Listening for detail YLE • Applying what you know	• Using one's imagination • Paying attention to visual details	**History:** Discover museums **Project:** Make a collage for a time capsule

Song: It's midnight **Creativity** **Revision**

2 The world around us (pages 22–33)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
The countryside: *mountain, forest, village, lake, island, field, river, path*	*but, and, because, so* *I could / couldn't (run 20 kilometres).* *Could you (swim for 10 hours)?*	*At the restaurant* Silent consonants	• Reading for detail YLE • Listening for specific information YLE • Writing a description • Making time for the family	• Finding alternative ideas • Time sequencing • Sequencing pictures	**Art:** Life in art **Project:** Make a *My world* collage

Song: Walking with Mum **Creativity** **Revision**

3 Danger! (pages 34–45)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Emergencies: *fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic*	*I was (climbing a tree).* *We were (playing tennis).* *What was she / were they doing?* *Was he (playing)? Yes, he was. / No, he wasn't.* *Were we playing? Yes, we were. / No, we weren't.*	*The man in the car* The sound /aɪ/	• Reading and listening for specific information • Writing a postcard • Reading for detail YLE • Interactive speaking • Responding to emergencies	• Finding alternative ideas • Developing deduction skills	**Human health and safety:** Fire safety **Project:** Make an escape plan for your school

Song: Yesterday at half past nine **Creativity** **Revision**

4 Two return tickets (pages 46–57)

Vocabulary	Grammar	Story Phonics	Skills	Thinking skills	English for school and value
At the train station: *station, platform, escalator, ticket office, train driver, stairs, rucksack, suitcase, a cup of coffee / tea*	*in (September), at (eight o'clock), on (Sunday), in the (morning)*	*The tunnel* The sound /eə/	• Reading for detail YLE • Listening for specific information YLE • Speaking about pictures	• Interpreting sentences • Time sequencing • Developing research skills • Judging the value of information	**Science:** Forces **Project:** Do experiments to measure friction Using force carefully

Song: Mr Knocks **Creativity** **Revision**

5 Police! (pages 58–69)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Hair and face: *dark, blonde, fair, moustache, curly, beard, scar, straight*	*He used to (be a police officer).* *We had to (be really careful).*	*The Mysterious H* The sounds /ɑː/ and /ɔː/	• Reading and listening for specific information • Writing a story • Being honest	• Paying attention to visual details • Processing information	**Literature:** Crime fiction **Project:** Plan a crime story

Song: Who are you? **Creativity** **Revision**

6 Mythical beasts (pages 70–81)

Vocabulary	Grammar	Story Phonics	Skills	Thinking skills	English for school and value
Animal bodies: *tail, horn, back, scales, wing, neck, feathers, tongue*	*longer / more dangerous than* *better / worse than* *the biggest / heaviest / most dangerous* *the best / worst* *What does (a unicorn) look like?* *It looks like (a horse), but it's got (a big horn).*	*The secret door* The letter sound *ea*	• Listening for specific information YLE • Telling a story • Writing a story • Reading for detail YLE	• Logical thinking, categorising • Thinking creatively • Developing information processing skills • Time sequencing • Developing reasoning skills	**Science:** Protection **Project:** Find out about an animal Appreciating nature

Song: The most beautiful dinosaur **Creativity** **Revision**

7 Orchestra practice (pages 82–93)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Instruments: *tambourine, triangle, trumpet, trombone, drums, harp, saxophone, keyboard, violin*	*mine / yours / his / hers / ours / theirs* *Connor's the boy who plays the recorder.* *The instrument which Vicky plays is the (trumpet).* *The house where Mark lives is (green).*	*At the concert hall* The sounds /ɜː/ and /ɔː/	• Reading and listening for specific information • Speaking about feelings • Writing a story • Reading for detail YLE • Enjoying being different	• Summarising • Reasoning • Empathising • Making hypotheses	**Science in Music:** How we make sounds **Project:** Make a wind chime

Song: Chaos in the classroom **Creativity** **Revision**

8 In the planetarium (pages 94–105)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Space: *planet, rocket, UFO, star, comet, telescope, astronaut, moon, space station*	*What will you be when you grow up?* *I'll be a (police officer).* *angrily, badly, beautifully, carefully, dangerously, happily, loudly, quickly, quietly, slowly*	*The trap* Word stress and the sound /ə/	• Listening for detail YLE • Reading for detail YLE • Speaking about pictures YLE • Writing a postcard • Writing a story • Respecting your elders	• Observation and deduction • Analysing data	**Science:** The solar system **Project:** Find out about moons in our solar system

Song: One day I'll be an astronaut **Creativity** **Revision**

9 At the campsite (pages 106–117)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Holiday activities: *sail a boat, swing on a rope, dive into the water, row a boat, dry your clothes, make a raft, put up a tent, make a fire, collect wood*	*some cheese,* *some tomatoes,* *a loaf / two loaves of bread,* *a piece of cheese,* *a packet of crisps,* *a bottle of milk,* *a can of lemonade,* *How much cheese do we need?* *How many bottles of water do we need?*	*The last line* Unstressed words	• Reading and listening for specific information • Reading for detail • Telling a story • Writing a story • Listening for specific information YLE • Protecting wildlife	• Identifying relevant information • Developing visual–spatial thinking • Applying knowledge and reference skills	**Geography:** Map reading **Project:** Make a map of your neighbourhood

Song: We're going on a picnic **Creativity** **Revision**

Introduction

About *Super Minds*

What is *Super Minds*?

Super Minds is a seven-level course for primary age students, with a Starter level underpinning *Super Minds 1*. By building solid foundations, expanding young minds, kindling the imagination and fostering positive values, *Super Minds* encourages students to become smarter as they develop in the widest educational sense.

A flexible approach

Super Minds offers maximum flexibility:

- *Super Minds* gives the option of an oral–aural introduction to English by using the Starter level, whereas some schools may prefer to begin with *Super Minds 1*. This re-introduces all the language from the Starter level in different contexts, developing all four skills.
- All seven levels of *Super Minds* have been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. This is explained in the **Tour of a unit** (see pages x–xii).

Building solid foundations

Super Minds 4 is appropriate for students who have had three years of reading and writing in English. The solid language syllabus is carefully structured to cater for those preparing for the YLE exams, with the YLE Movers syllabus covered by the end of this level.

Students at this stage are just beginning to notice patterns in language. A Grammar focus section at the back of the Student's Book increases their awareness of these patterns and offers written consolidation.

Alongside development in reading and listening skills, *Super Minds 4* builds on the students' early years of English by offering more extensive productive skills work in specific speaking and writing features at the end of each unit.

Expanding young minds

Super Minds begins from the premise that the students are not just language learners but explorers in every aspect of their educational development. The course enables students to become smart in three ways:

- Think! The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve students' memory and concentration skills.

In *Super Minds 4*, specific activities develop a range of skills from the visual skills of focusing on details to thinking skills such as problem solving, logical deduction, sequencing and making hypotheses.

Kindling the imagination



Super Minds 4 begins with a continuation of the storyline from *Super Minds 3*, at the museum to which Ben and Lucy have donated the statue that they found. Any students who have not studied the previous level will meet Ben and Lucy, the Explorers, together with Ben's dog Buster, in the opening unit. The students join them in their exciting adventure as they look for the lines of a rhyme which will lead them to some treasure, trying to keep one step ahead of the 'baddies', Horax and Zelda.

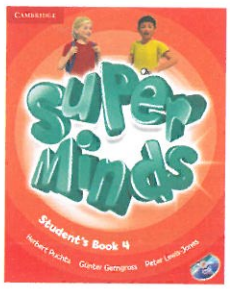
The students' imagination and creativity is also exercised through role play and writing activities.

Fostering positive values

Super Minds 4 uses the extended *Story time* narratives and other topics in both the Student's Book and Workbook as a vehicle for the illustration and discussion of values. The students are encouraged through discussion and specific Workbook activities to think about the deeper meaning of the stories, such as responding to emergencies, honesty and protecting wildlife.

Super Minds 4 components

Student's Book



The Student's Book contains:

- An introductory *Well done, Ben and Lucy!* unit (6 pages)
- 9 core units (12 pages) with an easy-to-use single-page lesson format rounding off with revision
- A Grammar focus section which provides an opportunity for language presentation and written practice

Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- A game to practise the core vocabulary
- 2 grammar lessons with varied presentation and practice activities including targeted oral production of the new language in a Grammar focus feature
- An engaging song with a while-listening task for further practice
- A story featuring The Explorers, leading into a phonics focus on specific sounds and spelling patterns
- Think! Activities to develop a range of thinking skills
- 2 lessons alternating between **Story time** narratives for extended reading and the discussion of values in Units 1, 3, 5, 7 and 9 and topic-based **Skills** activities in Units 2, 4, 6 and 8 combining work on Reading, Listening, Speaking and Writing.

Learn and think

- Cross curricular **English for school** lessons, broadening the unit topic in the context of other school subjects, encouraging the students to learn and then apply knowledge, and offering an accessible follow-up project
- A **Communication** or **Creativity** lesson featuring either:

Find out a whole-class or group survey activity

or:

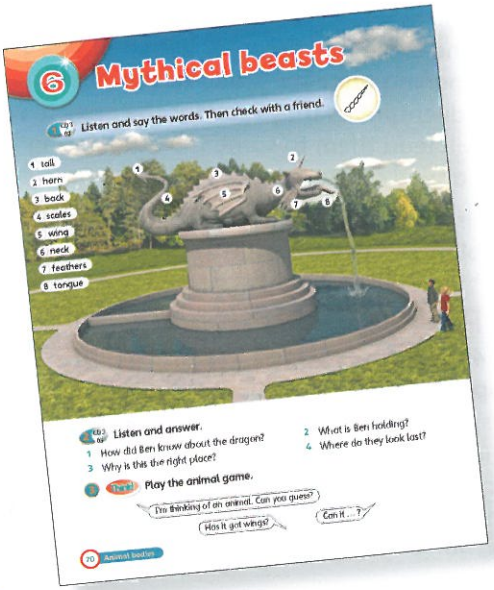
Act out a topic-based role play in pairs

- A **My scrapbook** revision lesson leading to a piece of personalised writing that students can keep in a separate scrapbook

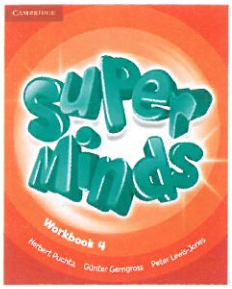
Interactive DVD-ROM

This complementary component is included with the Student's Book, for students to use at home or in school computer rooms, and with the Classware CD-ROM, for teachers to use in the classroom with a computer and a projector. Offering language reinforcement and consolidation while the students also have fun, it contains:

- Interactive games and activities
- The Student's Book stories brought to life with high-quality animation
- The Student's Book songs with karaoke versions for the students to record and play back their own voice
- Videoke activities featuring real-life clips, with the option for students to record themselves speaking one or both roles







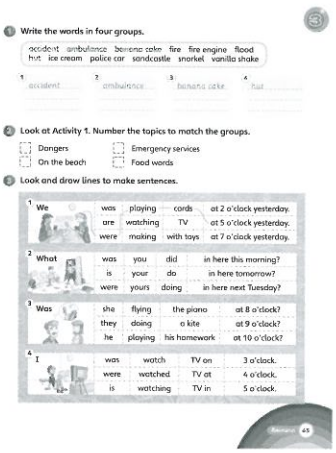
Workbook

This reinforces the core vocabulary and grammar and consolidates the students' skills development by offering:

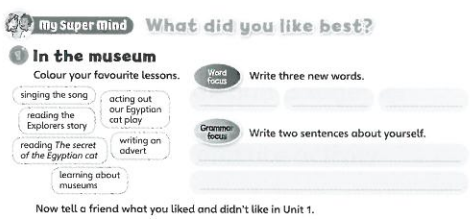
- Vocabulary puzzles, written grammar practice at sentence level and reading, listening and writing activities
- A values activity for each unit drawn from the message in the Story time narrative or other topics from the Skills or English for School lessons
- A functions focus for each unit drawing on idiomatic language from The Explorers story

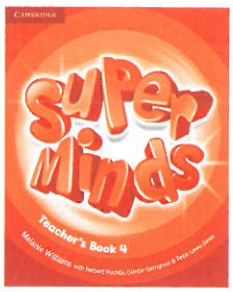


- A revision page for each unit with vocabulary categorisation and grammar puzzles that guide the students to construct sentences using the two structures presented in the unit



- A record of learning for each unit in the **My Super Mind** feature at the back of the book, which the students personalise by indicating their preferences, choosing new words to record and writing at sentence level





Teacher's Book

This Teacher's Book is interleaved with the Student's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the students will achieve
- Concise and clear instructions together with answers for all the Student's Book and Workbook activities
- Additional lesson stages in coloured boxes:
  Warm-up: ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
  Ending the lesson: simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
  Extension activities: optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box

The **Tapescript** for listening activities in both the Student's Book and the Workbook is on pages 118–123 of the Teacher's Book.

Class CDs

The 4 Class CDs contain all the recorded material for the Student's Book and Workbook, including the songs, karaoke versions and stories.

Classware CD-ROM

This whiteboard software features:

- The Student's Book pages
- The audio material

It is also packaged together with the Interactive DVD-ROM, which provides interactive activities and games for classroom use.

Teacher's Resource Book (with CD)

As well as a CD of the recorded material for the listening tests, this component contains the following flexible photocopiable resources for **each unit**:

- Three worksheets to reinforce the core vocabulary and structures through extra practice, without introducing unfamiliar language
- One cross-curricular extension worksheet
- Teaching notes with suggestions for exploitation and optional follow-up activities
- An End-of-unit progress test evaluating the core vocabulary and structures with reading, writing and listening activities

Tour of a unit

Super Minds 4 begins with an introductory 6-page *Well done, Ben and Lucy!* unit in both the Student's Book and the Workbook. This presents Ben and Lucy, The Explorers, together with revision of a range of different question forms in both the simple present and the simple past.

There are then nine main units, each with twelve lessons. Each page in the Student's Book constitutes a lesson, together with its corresponding Workbook page.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practise new core language, as well as including a song and an episode of the on-going story with its follow-up activities.
- Lessons 7–12 focus on skills work and the use of English for school, together with creativity, communication and revision.

Classes with **fewer than 5 hours** of English per week therefore have the option to miss out some or all of Lessons 7–12, whilst still covering the vocabulary and grammar syllabus.

Using all the material in the Student's Book and Workbook provides enough material for **classes with up to 10 hours per week**.

Classes with **more than 10 hours** per week can extend the material by using the worksheets in the Teacher's Resource Book.

Lesson 1

Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the episode of the story later in the unit.

- The students listen and find the new vocabulary in the picture. They then cover the list of new words on the left as they test each other using the numbered items in the picture.
- The students then hear a dialogue which establishes the context of The Explorers episode in the unit, followed by a short comprehension activity.
- Having then heard the vocabulary in context, the students practise it further in a game.
- The Workbook offers a wide variety of practice activities, most of which are suitable for homework if necessary.

Lesson 2

Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

- In most cases the students hear and read short presentation texts containing the new language before doing a receptive activity such as matching or numbering.
- 

There is then a specific oral focus on the new language which can be used for presentation and discussion.
- This is followed by a practice activity to use the language, often in a game.
- The practice activities in the Workbook focus on written production at sentence level, sometimes including personalisation.

Lesson 3

Song

The vocabulary and usually the first grammar point of the unit are combined in a song for students to join in and sing.

- A while-listening task such as numbering pictures or completing gaps helps to focus the students as they listen to the song for the first time.
- The students join in and sing the song, using either the full version or the karaoke version, which is the next track on the CD.
- There is then a follow-up game using language from the song.
- The practice activities in the Workbook are varied and do not generally require the use of the CD. However, the students will find it motivating to listen and check their answers once they have worked on the topic-based poems in Units 4 and 5.

Lesson 4

Grammar 2

Lesson 4 introduces the second grammar point for the unit.

The range of presentation and practice activities is similar to Lesson 2, including **Grammar focus.**

Lesson 5

Story and values

This lesson features an episode of The Explorers story, following on from the opening scene and dialogue in Lesson 1, bringing the unit context, vocabulary and structures together.

- The teaching notes first suggest eliciting what students remember about the story so far and, in particular, about the opening scene of this episode in Lesson 1.
- The students then read and listen to the story, which uses dramatic artwork and sound effects to help them follow the action.
- After discussing the story, the students turn to varied practice activities in the Workbook. These include:

  – Think! Thinking activities, working on skills such as sequencing or inferring meaning

  – Activities summarising events in the story, including recounting events from Horax's point of view
- The **Ending the lesson** activity in Lesson 5 is always a role play in groups to practise the story.

Lesson 6

Story follow-up, functions and phonics

Lesson 6 exploits the story in more depth and features a phonics focus.

- A follow-up comprehension activity in the Student's Book reminds the students of the story.
- The students practise natural idiomatic language from the story in a functions focus in the Workbook, hearing and completing two mini-dialogues with target phrases and then practising them in pairs.
- The lesson ends with a **Phonics focus** where students learn to recognize English sound–spelling relationships. The students first look for objects in the story which exemplify target sounds. They then practise a new sentence or rhyme featuring further examples of the sounds or spelling patterns. A memorable cartoon helps the students to associate the sentence or rhyme visually with its meaning. The Workbook brings together other known examples of the target sound and spelling pattern in a practice activity.

Lessons 7 and 8

Skills work

These two lessons offer topic-based skills work consolidating the language of the unit.

Story time and values



Units 1, 3, 5, 7 and 9 feature an extended **Story time** narrative, allowing students to practise working with a longer text and to develop their vocabulary.

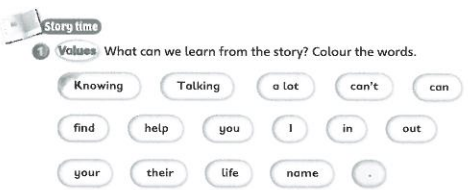
- A range of pre-reading tasks are used to train the students in scanning a text or to present essential vocabulary.
- The students then read and listen to the story, which is also a vehicle for the discussion of values.

The follow-up tasks encompass other language skills and include:

- Think! Thinking activities, such as finding alternative ideas, imaginative responses and empathising
- Speaking activities
- Story-writing

The **Story time** page in the Workbook includes:

- Comprehension activities
- Values A sentence construction task guiding the students to express the value demonstrated in the story





Skills

Units 2, 4, 6 and 8 feature topic-based activities developing all four skills, with the particular skills focus clearly identified at the foot of each page.

The varied activities include:

- Think! Thinking activities
- Tasks in the style of the YLE tests in both the Student's Book and the Workbook as a gentle introduction to the exam
- An opportunity to personalise the language or to use it imaginatively

Lessons 9 and 10

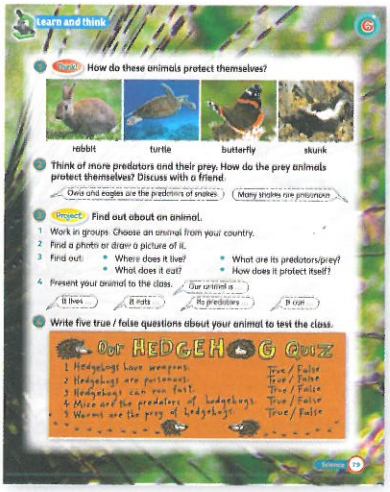
Learn and think **English for school**

These two lessons introduce a topic from another area of the primary school curriculum which is related to the overall unit topic. They are designed to encourage the students to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

- The first lesson usually introduces the topic and presents words which the students use actively but which are not core vocabulary.



- The second English for school lesson provides opportunities for the students to apply the knowledge from the previous lesson, developing their thinking skills.
- A creative or simple research project, to be done in groups, pairs or individually, rounds off the work on the topic.



- The corresponding pages in the Workbook consolidate the work on the topic through a wide variety of activities.

Lesson 11

Communication and Creativity

This lesson brings together the topic and language of the unit in creative ways to encourage fluency in both everyday communication and imaginative expression.

Class survey

Find out

- The students usually work first in groups, asking questions as a preparatory stage for a class survey.
- Where relevant, the results for the whole class are then pooled and the students talk or write about the survey results.
- The Workbook page features a dialogue question and answer matching activity. The students then complete or correct the information in a report of this dialogue, which acts as a model for a piece of personalised writing.

Role play

Act out

- In pairs, the students choose roles and read the corresponding role card.
- A **Useful language** section provides plenty of support for the students to plan their dialogue with appropriate question and answer structures.
- They practise their dialogue and then perform it for the class as time allows.
- The Workbook page features a dialogue for the student to put in the correct order before listening and checking. This dialogue then acts as a model for students to write their own.

My scrapbook **Lesson 12**

Revision

The last lesson rounds up the topic and language of the unit and develops writing skills.

- The students are encouraged in Unit 1 to make a scrapbook to keep their work from these pages.
- In each unit there are guided activities, including writing sub-skills such as punctuation and the use of adjectives and connectors, working with model texts. These then support the students in writing a short piece of personalised writing or research, which they keep in their scrapbook.
- The Workbook revision pages round up the unit vocabulary and grammar in puzzles.
- Students can then complete the **My Super Mind** feature at the back of the book, choosing their own examples of the unit language as a record of learning and discussing what they like about the unit.

Teaching with *Super Minds 4*

Encouraging fluency

Handling speaking activities

Super Minds 4 is carefully structured to include regular opportunities for students to practise speaking. The course encourages fluency through playing games in pairs, acting out in pairs and whole class activities. These will be discussed in more detail in this section, but here are some general suggestions applicable to all speaking activities.

Monitoring speaking activities

- While the students are working, walk around the class listening with interest, but try not to interrupt the students. If you hear minor errors, you can note them discreetly on a piece of paper and mention them in the feedback stage without naming the students.
- If you hear a lot of students making the same error, a quick solution is to stop the task briefly, draw students' attention to the problem and ask everyone to repeat the word or structure correctly before carrying on.

Feedback after speaking activities

Allow appropriate time for a feedback stage after any speaking activity to give the task purpose and to ensure that the students stay focused. Congratulate the students for working independently and focus on any errors that you noted. Then ask as many students as possible to report back.

- Where an activity requires more everyday communication such as talking about personal preferences, this feedback can just be a show of hands, but remember to phrase the question so that students are responding about what their partner has said, not their own preference.
- With more imaginative tasks, you can invite students to give their ideas and vote as a class for the funniest or strangest idea.

Playing games in pairs

All new vocabulary and grammar in *Super Minds 4* is consolidated with a speaking game, making oral work a natural part of the learning process. While earlier levels of the course worked more often with whole class games, students at this level now have the maturity to work in pairs for these games most of the time. This gives them greater independence and, of course, allows more students to practise at the same time.

Suggestions for making the most of these games:

- The model in the book is an essential tool for setting up the activity, but bear in mind that most students also need to see an example of what language they need to change when they come to do the activity themselves. It is therefore best to model the activity once more yourself using slightly different language with a stronger student, or to ask two confident students to make up a new example.
- Depending on the task, give clear instructions before the students start about whether they are to take it in turns or whether you will signal to the class when it's time to change roles.
- If you have an odd number of children in the class, ask a group of three to work together in these vocabulary and grammar games as this will usually be easy enough for them to manage.

Acting out in pairs

The **Act out** feature in Lesson 11 of *Super Minds 4* combines the new vocabulary and structures of the unit in an extended role play which is specifically designed to encourage fluency.

Suggestions for making the most of this feature:

- If you have an odd number of children in the class, you may need to help a group of three students to divide up one of the roles.
- Once the pairs are established, invite the students to choose their roles. Ask all Student As to raise their hands, then Student Bs, and, as a final check, ask anyone who is unsure to raise their hand. This ensures that everyone is ready to start together.
- Make sure that students understand the objective (often the last point on the role card) and that you will be asking about this in the feedback stage.
- The teaching notes suggest inviting the class to fill out the **Useful language** section examples to make full sentences. However, it is important to make it clear that these are only examples and that the students are free to use any relevant language.
- Set the students a time limit to practise their role play. You may also like to establish a signal that you will use if the noise level becomes too high.
- Whether everyone can perform for the class will depend very much on your class size, but you could keep a record of who has acted out for the class and ensure that everyone has a chance during the year.
- You may also want to choose some particularly successful role plays for a show for parents (see 'Involving parents' on page xv).

Whole class speaking activities

Bringing together the new vocabulary and structures of the unit, the **Find out** feature in Lesson II is specifically designed to foster fluency through social interaction in the whole class.

In the *Super Minds 4* survey activities, the students produce an oral or written report of their findings, either at group or class level, providing a satisfying outcome.

Suggestions for making the most of this feature:

- For accurate findings, a whole class survey needs a preparatory group stage so that each person only responds to each question once. Where necessary, this is clearly established in the **Find out** activities. Allow plenty of time for this stage.
- If the students need to move to form their groups, check whether they need any specific materials and ensure that they take these with them.
- Explain the activity once the students are sitting in their groups.
- Before students begin, ensure that roles within the groups are clearly assigned, such as taking notes, and which questions each person will ask.

Encouraging writing

Writing is often considered the most difficult skill for younger children, which is why it is thoroughly supported in *Super Minds 4* with more controlled passive activities and models leading to the students' more extended output.

Supported practice

Sentence level

- At sentence level, passive tasks include ordering words within a sentence and the revision page puzzles in the Workbook, giving the students clear parameters to construct sentences in a supported way.
- By the time they come to write unsupported personalised sentences in the **My Super Mind** feature at the back of the Workbook, they have had plenty of practice, although you can still steer weaker students to the examples in the Grammar focus boxes and encourage them to change only one or two words.

Paragraph level

- Passive tasks include ordering lines from a summary and underlining incorrect information.
- In the **My scrapbook** feature, students are also introduced to writing sub-skills such as punctuation and the use of adjectives and connectors to make their work more interesting to read.
- Students then need a clear model for their own work, whether this is factual research, such as writing about an animal, or a personalised piece of work about a favourite band or singer.

Drafting and rewriting



The use of a separate scrapbook provides an ideal opportunity to train students in drafting and rewriting skills. If students take pride in personalising their scrapbook at the start of the year, it will encourage them to create neat pieces of finished work to include in it.

On each scrapbook page, the students first work on preparatory tasks. Ask them to use their ordinary exercise books and to continue in the same place as they draft the final output task.

While the students are working on a rough draft, you can take the opportunity to correct their work in a private and individual way:

- Praise an aspect of the work (the picture, the handwriting, the ideas, the use of new words).
- If there are serious problems with the writing, ask the student to read what he/she has written. You can then check that the students have understood the task and confirm *OK, great. So you love the old jewellery in the museum.* Then continue *Remember that we write it like this* and write any problem words for the student to copy.
- For small mistakes, it may be enough to point to the handwritten word and then find and point to the word written correctly in the Student's Book or Workbook.

When you have seen rough drafts, the students can then copy the work out neatly for sticking into their scrapbook together with any pictures that they have drawn. Discuss the finished work with the students, praising any improvements made between their draft and final versions.

Assessment

Assessment in listening and speaking skills will largely be an on-going process of observation in whole class work. However, there is a listening element to the tests in the *Super Minds Teacher's Resource Book* and you could also consider using the YLE listening and speaking activities in Units 2, 4, 6 and 8 as a more formal means of assessment.

Now that the students are developing their reading and writing skills, you may wish to carry out a more formal evaluation of their written work. In addition to the YLE activities in Units 2, 4, 6 and 8, the *Super Minds Teacher's Resource Book* provides an end-of-unit test which evaluates the core vocabulary and structures with listening, reading and writing activities.

My Super Mind

Workbook pages 118–120

This feature, whilst ostensibly a record of learning, can also be used for informal assessment.

A possible system would be to grade the vocabulary and sentences that students produce on this page as follows:

- Shows awareness of new vocabulary
- Writes new vocabulary accurately
- Uses vocabulary and both core structures from the unit but with some spelling errors
- Uses new vocabulary and both core structures accurately

Using the *Super Minds* songs

The songs in *Super Minds 4* include a while-listening task to focus the students as they listen for the first time. For this task to be most effective, it is best only to focus on the pictures as a general lead-in to the song, resisting the temptation to explain the song lyrics from the page.

The class will find it easier to concentrate on the task if you ask students not to try and sing along the first time through. Explain that this is a listening activity but that they will be able to join in and sing the song later in the lesson.

You can help to focus purely on listening like this:

- It may sometimes be possible, as on Student's Book pages 60, 96 and 108, to ask the students to cover the lyrics while they do the first task.
- On page 108, the students could draw small food pictures and then do the listening task with their Student's Books closed.

Other listening tasks that you can do with any song while the students keep their books closed include:

- Writing key words from the song on the board for students to copy and number as they hear them
- Writing a list of random words, some that feature in the song and others that don't, on the board for students to copy and tick if they hear them

There are karaoke versions of the songs after the main recording. These are best used once the class are confident enough to sing without their books.

Using The Explorers stories

As each new episode unfolds, the teaching notes suggest summarising the story so far, which will be most effective if you involve the students as much as possible. The Student's Book and Workbook follow-up tasks provide an instant resource which you can use to make this interactive.

To make the most of the stories:

- Establish an agreement with the class at the beginning of the year that story time is special and that there are to be no interruptions.
- Some teachers ask their students to read and prepare a text before class, but with a continuing storyline this risks weakening the dramatic impact. The students will find the episode much more exciting if they hear it for the first time acted out and with the added drama of the sound effects.
- Give students a chance to ask any questions before you play the story and ask them to put all their pens and pencils down so that there are no distractions.

Involving parents

You could consider putting on a show for parents, using the songs and stories. If you have a large class and would like more students to be involved, you could also use the **Act out** dialogues. Together with the students' scrapbooks and craft projects displayed around the room, this is a very visual demonstration of the work done during the year and is highly motivating for the students.

To involve as many students as possible in acting:

- You could have red and yellow T-shirts or a rucksack each for Ben and Lucy, a coat or glasses for Horax and a red top for Zelda, which different children could put on in order to represent the characters in different episodes.
- Other children could read summary sentences explaining the action before the characters say their lines. The Student's Book or Workbook comprehension follow-up activities often provide sentences that are suitable for this purpose.
  For example, Unit 2 Frame I could begin:
  Narrator *Ben and Lucy show the map to Grandpa.*
  Lucy *What a nice restaurant!*

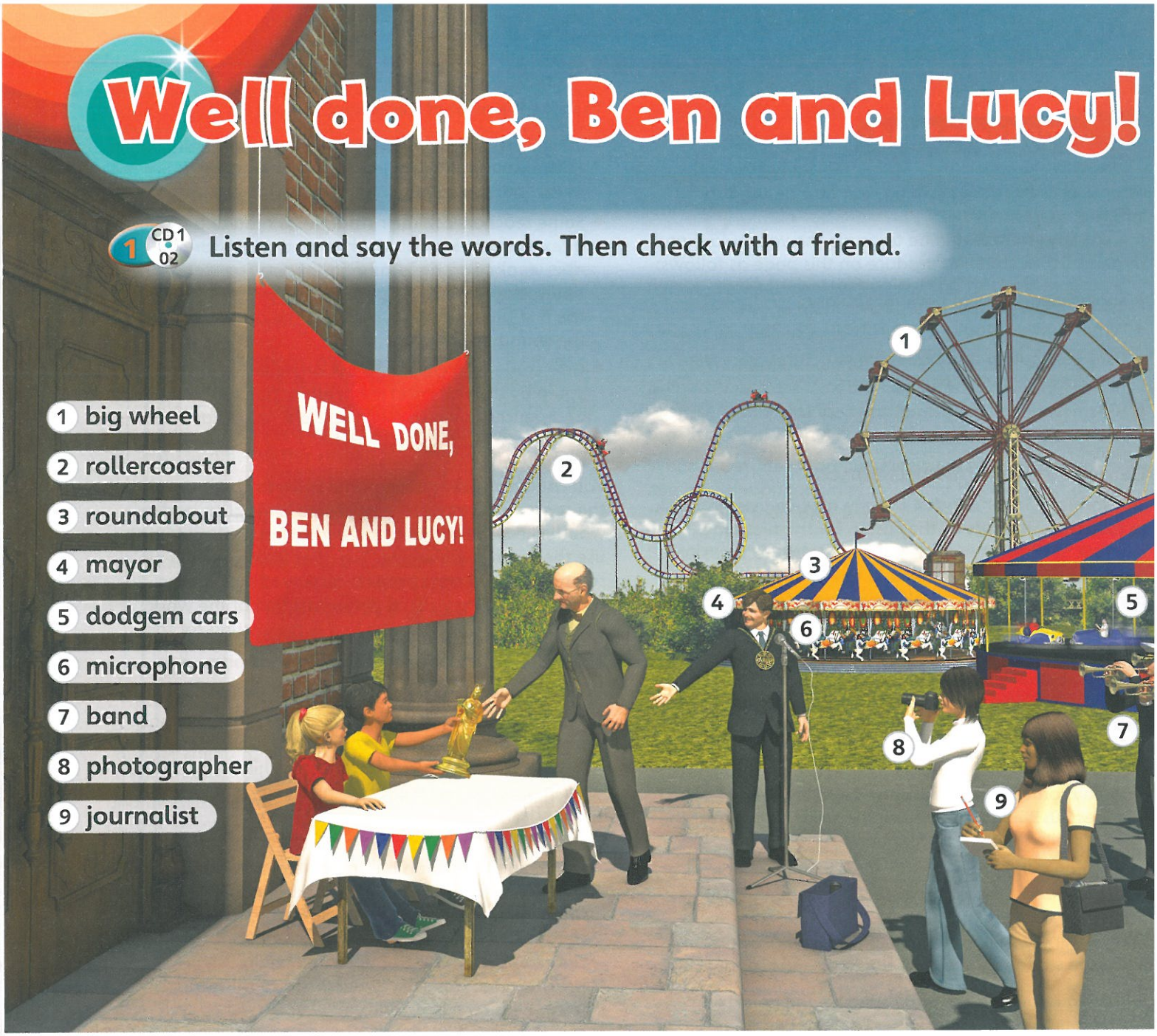
Students who are more self-conscious about performing in public can be involved in other ways:

- Writing invitations, 'tickets' or programmes
- Decorating the invitations/'tickets'
- Making props for the stories or dialogues
- Greeting the parents in English and showing them to their seats, using language such as *Hello. Nice to see you. Thank you for coming. Please sit here.*
  Even if the parents don't speak English, they will be delighted to hear their children using it and the context makes the meaning obvious.

If you involve the whole class in different ways as above, be sure to acknowledge everyone's contribution in public so that it isn't just the actors who are clapped at the end.

Well done, Ben and Lucy!

1 CD 1 02 Listen and say the words. Then check with a friend.



1 big wheel
2 rollercoaster
3 roundabout
4 mayor
5 dodgem cars
6 microphone
7 band
8 photographer
9 journalist

2 CD 1 03 **Listen and answer.**

1 Where are Ben and Lucy?
2 Why are they there?
3 Who wants to talk to Ben and Lucy?
4 What does Lucy want to do first?

3 **Play the secret word game.**

My secret word works for a newspaper.

A journalist!

You speak into my secret word.

A microphone!

Aims:

- to present and practise vocabulary for town events
- to introduce/reintroduce the characters and the context of the story

New language: *big wheel, rollercoaster, roundabout, mayor, dodgem cars, microphone, band, photographer, journalist, well done, try out*

Recycled language: language from previous levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about town events.

Warm-up

Aim: to review the story

- Write the names *Ben* and *Lucy* on the board.
- If some or all of the class studied *Super Minds Level 3*, elicit what they remember about the characters and the story.
- If the class didn't study *Super Minds Level 3*, create a word map on the board about the characters using key words, e.g. *explorers, lost treasure, give it back to museums, Buster, found a golden statue.*

Presentation

Aim: to present town event vocabulary

- Use the picture in the Student's Book to present the town vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words, e.g. *mayor, journalist.*
- Elicit what students think is happening in the picture. Check understanding of *Well done.*

1 CD1 02 SB p4 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Students look at the words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words so that they cannot see them.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students uncover the list of words to check.

2 CD1 03 SB p4 **Listen and answer.**

Aim: to practise listening

- Read the questions aloud with the class.
- Students predict answers to the questions.
- Play the recording. Students listen to find the answers.
- They check all their answers in pairs.
- Play the recording again. Check with the class.

CD1 Track 03

For tapescript see TB page 118.

Key: 1 They are at the town museum. 2 Ben and Lucy are giving the statue to the museum. 3 The journalist wants to talk to them. 4 She wants to try out the rollercoaster, the big wheel and the roundabout.

3 SB p4 **Play the secret word game.**

Aim: to give students practice with the new vocabulary

- Demonstrate the game, using the examples.
- They give definitions and say *My secret word* instead of the word.
- Students play the game in groups of four.
- Students close the book flap and try to remember the words.
- Check using open pairs.

1 WB p4 **Look at the pictures and letters. Write the words.**

Aim: to practise writing the new vocabulary

Key: 2 journalist, 3 microphone, 4 band, 5 dodgem cars, 6 rollercoaster, 7 big wheel, 8 roundabout, 9 mayor

2 WB p4 **Read and write the words.**

Aim: to give further practice with understanding definitions

Key: 2 mayor, 3 photographer, 4 band, 5 microphone, 6 dodgem cars, rollercoaster, big wheel, roundabout

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the *Super Mind* game again from SB Activity 3 to review the new vocabulary.
- When students give the word, ask them to spell it.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books. They write short definitions.

Aims:
- to present and practise simple present questions
- to review question forms

New language: *brave*

Recycled language: adjectives, time, free time activities, town events

Materials: CD

Language competences: Your students will be able to ask about personal information.

Warm-up

Aim: to review town events

- Write the nine new items with the letters in scrambled order on the board, e.g. *raymo*.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

Presentation

Aim: to present simple present questions

- Say *Ben and Lucy like going on adventures*.
- Elicit the question *Do you like going on adventures?*
- Students ask and answer around the class. Prompt / supply the short answers.
- Ask *Does (student name) like going on adventures?* and have students practise this question and the short answers in the same way.
- Write both questions and all four short answers on the board. Underline *Do / Does / like* using a colour.
- Elicit from students what they notice about the questions and the answers (*do/does*).

1 CD1 04 SB p5 **Listen and circle.**

Aim: to practise simple present questions and short answers, and to review other question forms

- Students look at the pictures in their Student's Book.
- Elicit what they can see (a journalist is asking Ben some questions).
- Students take turns to read out the questions.
- Students individually predict Ben's answers and then compare ideas in pairs.
- Play the recording. Students check their predictions.
- Play the recording again. Check with the class.
- Students work in pairs, taking turns to be the journalist. They answer about themselves.

CD1 Track 04

For tapescript see TB page 118.

Key: 1 a, 2 b, 3 a, 4 b, 5 a, 6 a

2 CD1 05 SB p5 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the questions and answers in pairs.
- Students turn to the Grammar focus section on page 118 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 Are, 2 Does, 3 do, 4 Does, 5 Is

3 SB p5 **Interview a friend. Find out four new things.**

Aim: to consolidate grammatical form

- Brainstorm questions students could ask each other.
- Write the new question heads on the board, e.g. *Do you like ... ?*
- In pairs, students take turns to ask questions until they find out four new things about their friend.
- Students report back to the class at the end. They say one thing that they found out about their partner.

1 WB p5 **Match the questions with the answers.**

Aim: to review question forms

Key: 2 d, 3 f, 4 h, 5 b, 6 c, 7 e, 8 a

2 WB p5 **Read and complete the questions.**

Aim: to give further practice with the new language

Key: 2 Where, 3 Have, 4 Is, 5 Has, 6 What, 7 How, 8 Do

3 WB p5 **Answer the questions from Activity 2 about yourself.**

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Say sentences about characters from the lesson, e.g. *Ben likes reading*.
- If it is true, students clap their hands. If it is false, students shake their heads.

Extension activity

Aim: to consolidate information

- In pairs, students draw a chart for Ben and Lucy and note down all the information they found out about them in the lesson, e.g. *best friend Ben*.

1 CD 1 04 Listen and circle.



1	Do you like going on adventures?	a Yes, I love it.	b No, I hate it.
2	Do you want to be famous?	a Yes, I do.	b No, I don't.
3	What do you want to be when you're older?	a An explorer.	b A librarian.
4	What do you like doing in your free time?	a Playing computer games.	b Reading books.
5	Is Lucy your best friend?	a Yes, she is.	b No, she isn't.
6	Does Lucy like Buster?	a Yes, she does.	b No, she doesn't.

2 CD 1 05 Grammar focus Listen and say.



Do you like going to school?

Does Lucy like reading books?

Are you brave?

Where do you live?

When do you start school?

Is your life exciting?

3 Interview a friend. Find out four new things.

Do you want to be famous?

What colour are the walls in your room?

What time do you … ?

What's your favourite … ?

1 CD 1 06 Listen and tick (✓).

Ben	Lucy	
		likes adventure.
		likes exploring.
		isn't scared of anything.
		finds lots of treasure.
		like excitement.

The Explorers.
Here they come.
Lucy and Ben. Adventure and fun.
The Explorers.
Here they are.
Ben and Lucy. Action stars.

Does Ben like adventure?
Yes, he does.
He loves exploring things
Just like us.

The Explorers ...

Is Lucy scared of anything?
No, she's not.
Does she find much treasure?
Yes, a lot.

The Explorers ...

Do they like excitement?
Yes, they do.
Here's their next adventure.
You can join in too!

The Explorers ...



2 CD 1 07 Listen and sing.

3 What do you like or love doing? Tell a friend.

I like having fun with my friends.

I love walking in the mountains.

Aims:

- to consolidate simple present question forms
- to sing a song with the class

New language: *excitement, explore, just like (us), anything*

Recycled language: language about the characters

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review information about Ben and Lucy

- Call out ten pieces of information about Ben and Lucy from the previous lesson, e.g. *likes blue.*
- Students write *L* or *B* in their notebooks.
- Students compare all their answers in pairs.
- Call out the information again for students to check/ discuss their answers.
- Elicit the correct answers from the class.

1 CD1 06 SB p6 **Listen and tick (✓).**

Aim: to give students practice with prediction and listening

- Elicit what and who students can see in the picture in their Student's Book (Lucy, Ben and Buster).
- Students cover the lyrics of the song and try to predict answers about Lucy and Ben. They make ticks in pencil.
- Students uncover the song.
- Play the recording. Students listen and check.
- Check with the class. Focus students on the two short ways of saying the negative (*she's not / she isn't*) and tell them that they mean the same.

Key: Ben likes adventure. Ben likes exploring. Lucy isn't scared of anything. Lucy finds lots of treasure. Ben and Lucy like excitement.

2 CD1 06 07 SB p6 **Listen and sing.**

Aim: to sing a song with the class

- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- Make sure students don't try to rhyme *does* with *us*.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in four groups.

3 SB p6 **What do you like or love doing? Tell a friend.**

Aim: to enable students to personalise the language

- Check students know what to do.
- Brainstorm some ideas with the class if necessary.
- Students work in pairs and take turns to tell each other something they like or love doing.
- Pairs report to the class about one thing their partner likes or loves doing.

1 WB p6 **Remember the song. Write the words in order.**

Aim: to activate memory skills and raise awareness of rhyme

Key: (The Explorers.)
Here they come.
Lucy and Ben. Adventure and fun.
The Explorers.
Here they are.
Ben and Lucy. Action stars.

2 WB p6 **Is it Ben or Lucy in the song? Write the sentences on the T-shirts.**

Aim: to give practice with writing the simple present third person singular

Key: Lucy: I find a lot of treasure. Lucy: I'm not scared of anything. Ben: I like adventure. Ben: I love exploring things.

3 WB p6 **Answer the questions.**

Aim: to personalise the language

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to personalise the language

- Students write in their notebooks the information about themselves and their friend from SB Activity 3.

Aims:

- to present and practise simple past questions
- to review information about the story

New language: *castle, code, clue, 'baddies', shocked, guess*

Recycled language: language from the story, verbs

Materials: CD

Language competences: Your students will be able to ask about events and actions in the past.

Warm-up

Aim: to review simple past forms

- Play a clapping game.
- Write 12 known verbs on the board, e.g. *start, want, find, help, see, go, have.*
- Make circles with seven students. Everyone claps twice. Say a simple verb form, e.g. *start.* Everyone claps twice and the student to the left says the past simple form, e.g. *started.* Continue like this.

Presentation

Aim: to present simple past questions and short answers

- Say *Ben and Lucy found a statue.*
- Elicit the question *Did Lucy and Ben find a statue?*
- Prompt another question, e.g. *Ben / spoke / mayor.* (*Did Ben speak to the mayor?*)
- Prompt / supply the short answers (*No, he didn't / Yes, he did*).
- Write the question and short answers on the board. Underline *Did / speak* using a colour.
- Elicit from students what they notice about the questions and the answers (*did*).

1 CD1 08 SB p7 **Complete the interview. Listen and check.**

Aim: to practise simple past questions

- Students look at the picture in their Student's Book.
- Elicit what they can see (a journalist is talking to Lucy).
- Tell the class she is asking Lucy about their adventure.
- Students work individually. They quickly read the interview and try to fill in the gaps.
- They compare answers in pairs.
- Play the recording. Students check their predictions.
- Play the recording again. Check with the class.
- Students work in pairs and role play the interview. They take turns to be Lucy and the journalist.

Key: 1 statue, 2 clues, 3 door, 4 castle, 5 librarian, 6 school

2 CD1 09 SB p7 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students practise the sentences in pairs.
- Students turn to the Grammar focus section on page 118 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

Key: 1 Did they win the match? 2 Was the lesson interesting? 3 Did you do your homework? 4 Where did you buy that jumper?

3 SB p7 **Play the guessing game.**

Aim: to give students further practice with simple past questions

- In pairs, students play the game. Student A thinks of something he/she did in the holidays and writes it secretly in their notebook. Student B guesses.

1 CD1 10 WB p7 **What did Emma do at the party? Listen and tick (✓).**

Aim: to practise listening skills

CD1 Track 10

For tapescript see TB page 118

Key: 4th picture (had a big hot dog), 1st picture (went on the dodgems)

2 WB p7 **Read and complete the questions.**

Aim: to give further practice with the form of simple past questions

Key: 2 Was, 3 Did, 4 Was, 5 Did, 6 Were

3 WB p7 **Write questions for the answers.**

Aim: to consolidate question forms

Key: 2 What did you watch? 3 Was it a good film? 4 Did you watch the football match? 5 Did you do your homework? 6 When did you go to bed?

Ending the lesson

Aim: to review the story from the lesson

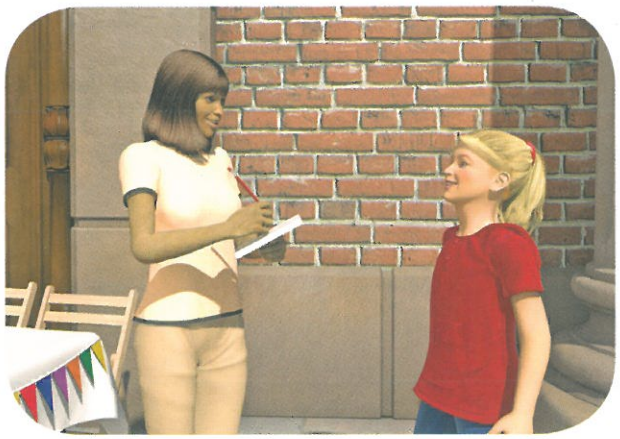
- Say a statement about the story, e.g. *Horax was a journalist.*
- Students call out *True* or *False* and correct the false statements.

Extension activity

Aim: to consolidate understanding

- In pairs, students ask and answer the questions from WB Activity 3.

1 CD 1 08 Complete the interview. Listen and check.



school clues castle
door statue librarian

Journalist: So, Lucy, tell me about your adventure. How did you find the (1) _____ ?

Lucy: It all started when we found an old book in the castle.

Journalist: What was in the book?

Lucy: It had a secret code. We needed to break the code and then we used it to read the clues.

Journalist: What did the (2) _____ do?

Lucy: They helped us to find letters.

Journalist: And what did the letters do?

Lucy: We used the letters to make a word. With this word we opened a (3) _____ in the (4) _____ and found the treasure.

Journalist: Was it dangerous?

Lucy: Yes, it was. There were two 'baddies': a man called Horax and a woman called Zelda.

Journalist: Did they want the book?

Lucy: Yes, they wanted the book to find the treasure. They wanted to keep it and we found out later that Horax was our school (5) _____ , Mr Williams. We were shocked.

Journalist: Oh no! Does he still work at your (6) _____ ?

Lucy: No, he doesn't. We don't know where he is now.

2 CD 1 09 Grammar focus Listen and say.



Was it dangerous?
What was in the book?
Were you scared?
How did you find the statue?
Did they want the book?

3 Play the guessing game.

Guess what I did in the holidays.

Did you do a lot of sports?

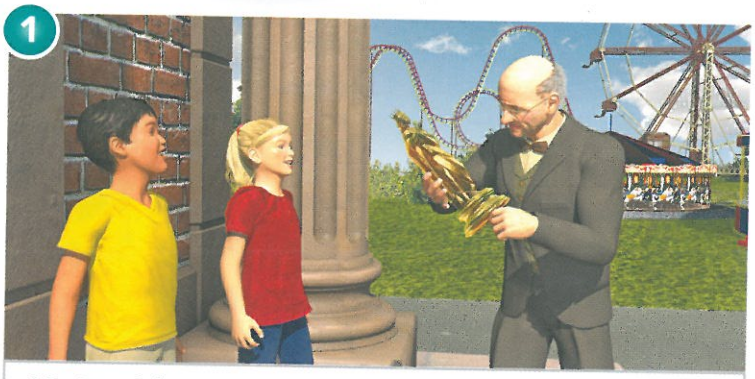
No, I didn't.

Did you go to the beach a lot?

1 CD 1 11 The Explorers

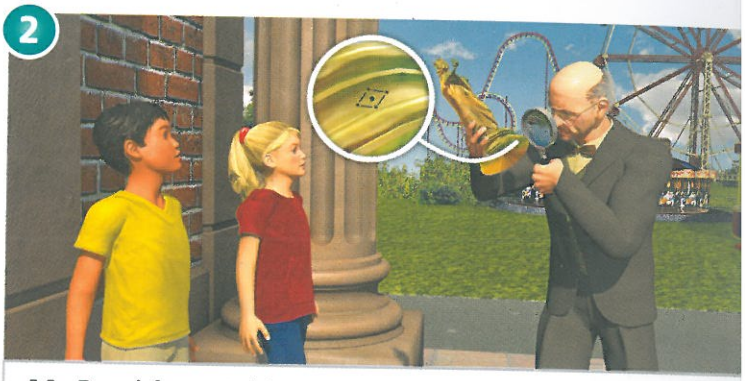
The map

1



Mr Davidson: Mmm, it really is a beautiful statue. It's very, very old.
Lucy: We had an amazing adventure to find it.
Ben: It was exciting and quite dangerous too.

2



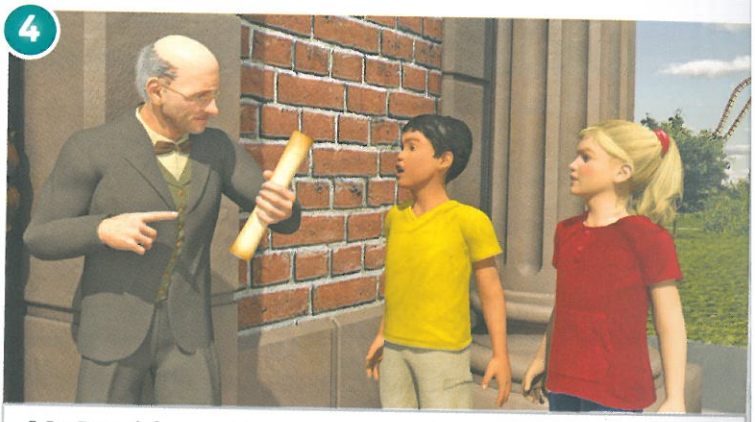
Mr Davidson: This symbol here … I know this …
Lucy: What is it?
Mr Davidson: That's it! Now I remember. Wait here a moment.

3



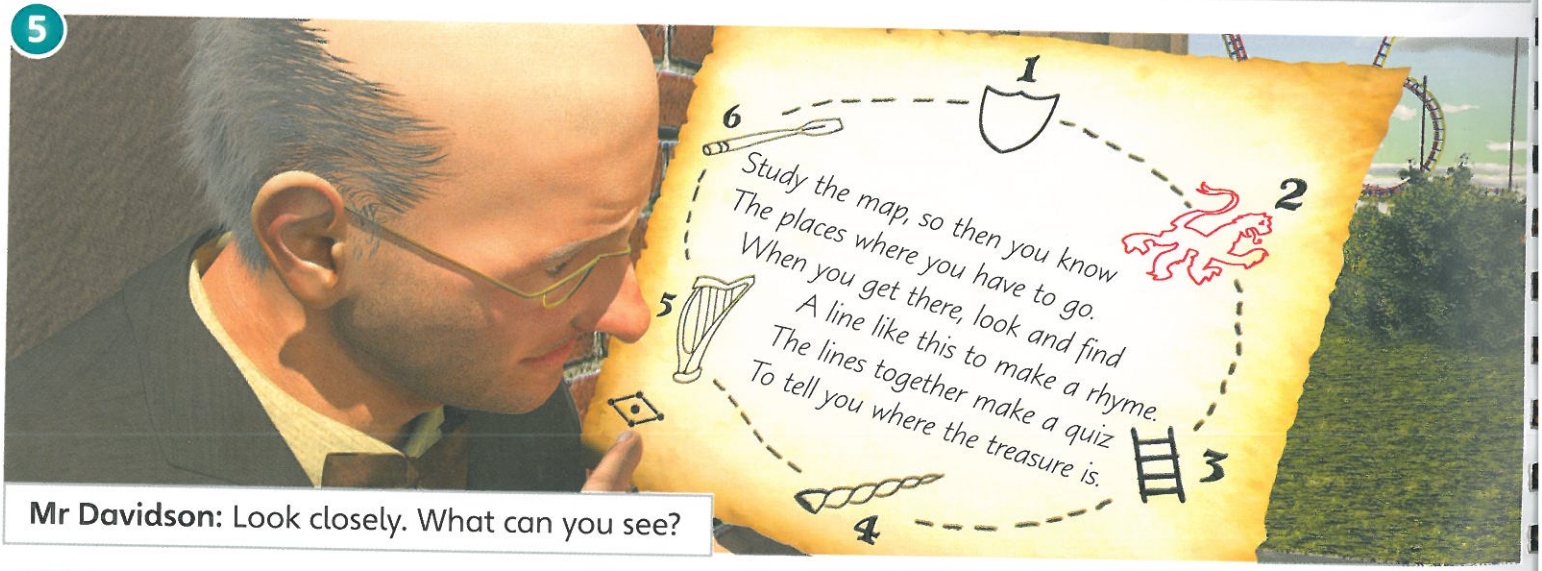
Ben: Very strange. *What* does he remember?
Lucy: And where did he go? Into the museum?
Ben: I think so. But what's that symbol?

4



Mr Davidson: Here you are. Look at this.
Lucy: What is it?
Mr Davidson: A map from the museum.

5



Mr Davidson: Look closely. What can you see?

Aims:

- to present a picture story
- to review language from the unit

New language: *map, amazing, symbol, closely, diamond*

Recycled language: characters and language from the story, town events

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben*, *Lucy* and *Buster* (the dog) on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *met the mayor and Mr Davidson from the museum, gave the golden statue to Mr Davidson for the museum, did an interview with a journalist.*

1 CD1 11 SB pp8–9 **The map**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit who the friends are talking to in Frame 1 (Mr Davidson).
- Pre-teach *symbol, diamond, map.*
- Play the recording. Students listen for what Mr Davidson brings to show them (a map) and what they can find with it (an old English king's treasure).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit who was watching the children and saw the treasure map (Horax).

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of the last words (*before they do*) and supply the full sentence if necessary (*before they find the treasure*).

1 Think! WB p8 **Remember the story. Put the sentences in order.**

Aim: to check comprehension

Thinking skill: sequencing using memorised information

Key: 5, (1), 3, 2, 6, 4

2 WB p8 **Read and write the words.**

Aim: to check understanding of the story and to practise rhyme

Key: 2 go, 3 find, 4 rhyme, 5 quiz, 6 is

3 Think! WB p8 **The pictures on the map tell Ben and Lucy where to look. Look, guess and write sentences. Use words from the box.**

Aim: to review vocabulary

Thinking skills: creative thinking, making associations

Key (possible answers)**:** 2 They have to find a restaurant. 3 They have to find a station. 4 They have to find a statue. 5 They have to find a concert hall. 6 They have to find a lake.

Note: There are no 'right' answers for this exercise. Encourage your students to think creatively.

Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Students draw a map of the area around their school or around their homes.
- They label at least six places on the map, e.g. *shop, bus stop.*

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to show how rhyming words can help us with pronunciation

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to identify rhyming words with the following sounds: ai /eɪ/, oi /ɔɪ/, oo /u:/, ie /aɪ/.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends?* (Outside the museum.) *What did Mr Davidson show them?* (A symbol on the statue.) *What did he go and get?* (A map with the symbol on it.) *Who was watching?* (Horax.)

2 SB p9 **Answer the questions.**

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They look at the story and answer the questions.
- They compare their answers in pairs.
- Check with the class.

Key: 1 A symbol. 2 Into the museum. 3 A map. 4 A quiz. 5 Horax. 6 They are going to follow them and find the treasure first.

3 SB p9 **Find the tr*ain* and the pl*ane* in the story.**

Aim: to present rhyming words with the ai phoneme

- Read out the instruction for students, making sure they hear the **ai** sound correctly.
- Students find the things in the story.
- Elicit the different spellings for this sound (**ai** and *a_e*).

Key: Train: Frame 7, Plane: Frame 7

4 CD1 12 SB p9 **Listen and say.**

Aim: to practise rhyming words with oi / oy and ue / oo phonemes

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.
- Play the recording again. Students listen and repeat.
- Elicit what the rhyming words are (boys/noise, Sue/too).
- Focus students on the different spellings of the sounds.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 WB p9 **Match the rhyming words.**

Aim: to give students further practice with rhyming words

Key: 2 d, 3 e, 4 b, 5 a

2 CD1 13 WB p9 **Listen, say and check your answers.**

Aim: to give students listening practice

3 Think! WB p9 **Which one is different in each group? Read, think and circle.**

Aim: to practise classification

Thinking skill: identifying similarities and differences

Note: Accept different answers if students are able to give reasons for them.

Key: 2 treasure, 3 rollercoaster, 4 had, 5 reading

4 WB p9 **Colour the bricks to make sentences. Write in the missing words.**

Aim: to review grammatical form

Key: 2 Do your parents speak Spanish? 3 Where did you go on holiday last summer? 4 Did you watch TV yesterday? 5 What did you do at the weekend?

Ending the lesson

Aim: to review rhyming words

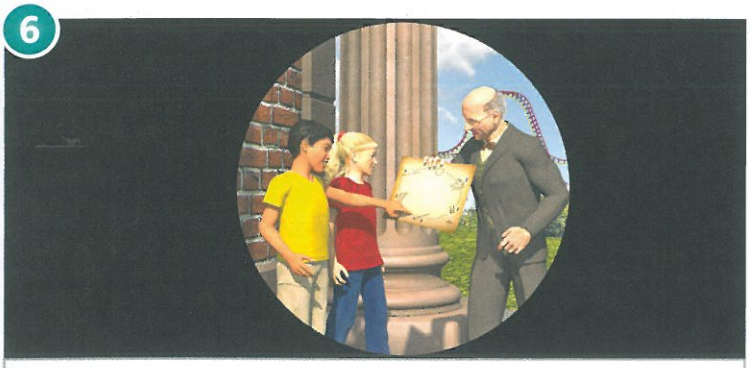
- Write one word from the pairs of rhyming words in the lesson on the board.
- Students work in pairs. They write the other word from the lesson and try to think of at least one more with the same sound.
- Elicit and check as a class.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 4 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

6



Ben: The symbol! It's the same as on the statue.
Mr Davidson: This diamond is the symbol of an old English king. With this map you can find more of the king's treasure.

7



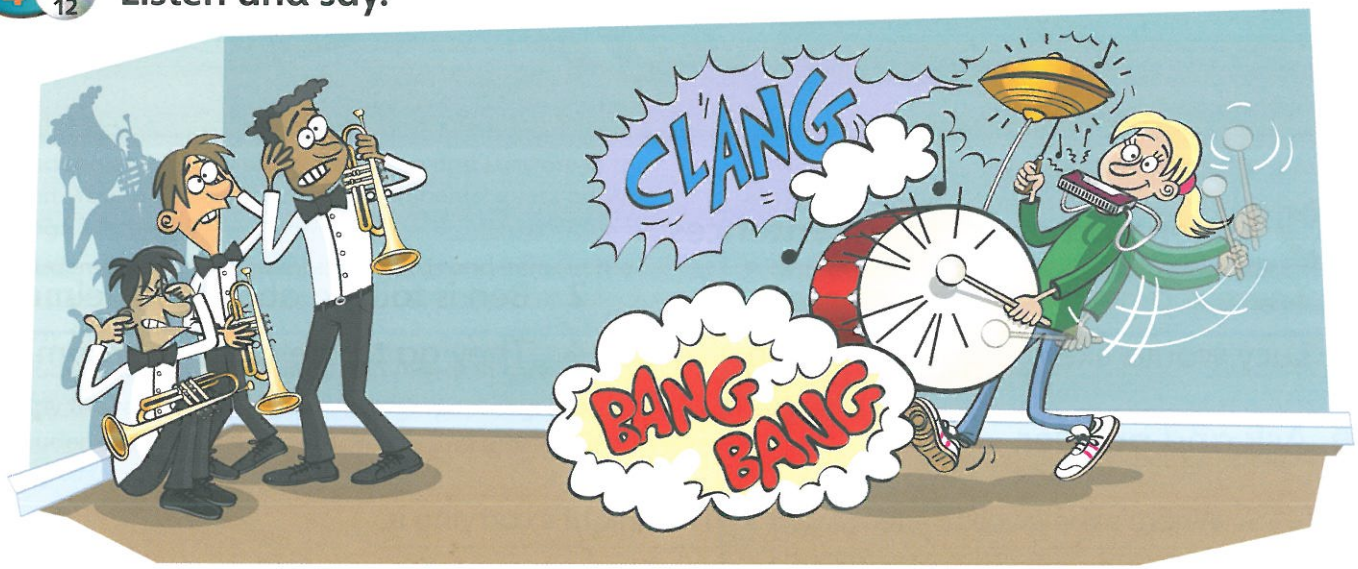
Horax: Zelda, it's me. The kids have got a treasure map.
Zelda: We have to follow them and find the treasure before they do.

2 Answer the questions.

1 What does Mr Davidson find on the statue?
2 Where does he go?
3 What does he get?
4 What do Ben and Lucy have to make to find the treasure?
5 Who is watching them?
6 What are Horax and Zelda going to do?

3 Find the train and the plane in the story.

4 CD 1 12 Listen and say.



The boys can make noise, but Sue can too!

1 In the museum

1 CD 1 14 Listen and say the words. Then check with a friend.



2 CD 1 15 **Listen and correct the sentences.**

1 There is a helmet on the map.

2 Ben is talking about the helmet.

3 Lucy would like the queen's crown.

4 They go to the dinosaur room.

3 **Ask and answer.**

Where's the sword?

The knight's carrying it.

Where's the bracelet?

The queen's wearing it.

Aims:

- to present and practise vocabulary for knights and queens
- to give students listening practice
- to review the present continuous

New language: *queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword, dinosaur*

Recycled language: language from the Welcome Unit, *Egypt, Egyptian, skeleton*

Materials: CD

Language competences: Your students will be able to talk about knights and queens.

Warm-up

Aim: to review clothes

- Write *Clothes* on the board. Brainstorm clothes words with the students.
- Start with clothes they are wearing and then elicit others they remember.

Presentation

Aim: to present knights and queens vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students don't try to say the silent letters in *knight* and *sword*. Check for correct pronunciation of *bow and arrow* (*bow n arrow*).
- Elicit what students think is happening in the picture.

1 CD1 14 SB p10 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Draw students' attention to the symbol from the map and the unit title. Discuss where Ben and Lucy are in this unit. You could refer back to the students' guess on WB page 7 Activity 3.
- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in groups.
- Students cover the list of new words and practise them in pairs.

2 CD1 15 SB p10 **Listen and correct the sentences.**

Aim: to practise listening

- Read the statements aloud with the class.
- Encourage students to try to predict what the corrections might be.
- Play the recording. Students listen and correct.
- They check in pairs.
- Play the recording again. Check with the class.

CD1 Track 15

For tapescript see TB page 118.

Key: 1 There is a shield on the map. 2 Ben is talking about the sword and the bow and arrow. 3 Lucy would like the queen's bracelet. 4 They go to the Egyptian room.

3 SB p10 **Ask and answer.**

Aim: to give students practice with the new vocabulary

- Check students understand the difference between *wear* and *carry*. Elicit some examples using the new words.
- Demonstrate the activity using the examples.
- Students practise asking and answering about the picture in pairs.
- They try to do the activity with the book flap closed.
- Check using open pairs.

1 WB p10 **Complete the words. Then draw lines.**

Aim: to practise writing the new vocabulary

Key: 2 h helmet, 3 a shield, 4 g bow and arrow, 5 b knight, 6 d necklace, 7 i crown, 8 c belt, 9 j queen, 10 f bracelet

2 WB p10 **Look, read and number the sentences.**

Aim: to give further practice with the new vocabulary

Key: b 4, c 6, d 3, e 1, f 5

Ending the lesson

Aim: to review vocabulary from the lesson

- Mime one of the new words for students to guess.
- The student who guesses correctly mimes another word.
- Repeat with other students for all the words.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. *A knight wears a helmet and carries a bow and arrow.*

Aim:

- to present and practise *must, mustn't* for obligation and prohibition

New language: *sign, lead* (n), *cloakroom, touch*

Recycled language: knights and queens, verbs, chores and routines

Materials: CD

Language competences: Your students will be able to express obligation and prohibition.

Warm-up

Aim: to review knights and queens vocabulary

- Write the ten new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly. Repeat.
- Elicit which are the silent letters.

Presentation

Aim: to present *must* and *mustn't*

- Give/elicit one of the school rules, e.g. *Is it OK to use your phone in the classroom?* (No.) *So we say: You mustn't use your phone in the classroom.*
- Say the sentence again for students to repeat and then write it on the board. Write *mustn't* in a different colour.
- Give/elicit another school rule, e.g. *Can you choose to do homework?* (No.) *So we say: You must do your homework.*
- Say the sentence again for students to repeat and then write it on the board. Write *must* in a different colour.
- Elicit other rules with *must/mustn't*.

1 SB p11 **Look, read and number the sentences.**

Aim: to practise *must* and *mustn't*

- Students look at the picture in their Student's Book. Pre-teach *sign* and *cloakroom*.
- Students work individually. They silently read the sentences and match them with the pictures.
- They compare answers in pairs.
- Check with the class. Elicit the sentences and check correct pronunciation of *must* and *mustn't*.

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

2 CD1 16 SB p11 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 must, 2 must, 3 mustn't, 4 must, 5 mustn't

3 SB p11 **Play the *mustn't forget* game.**

Aim: to consolidate grammatical form

- Revise chores and daily routines, e.g. *What do you do at home to help your mum and dad?*
- Pre-teach *forget*.
- Demonstrate the game using the example. Mime an action, e.g. *washing up*. The students guess the action and you say, e.g. *That's right. I mustn't forget to wash up.*
- Demonstrate with another example, e.g. *clean the windows*.
- In pairs, students take turns to mime and guess.
- Check using open pairs.

1 WB p11 **Write the sentences under the pictures.**

Aim: to review *must* and *mustn't*

Key: 2 I must do my homework. 3 I must drink more water. 4 I mustn't eat too much ice cream. 5 I must take off my shoes in the house. 6 I mustn't touch my sister's CDs.

2 WB p11 **Read and write *must* or *mustn't* and a word from the box.**

Aim: to give further practice with the new language

Key: 2 mustn't shout, 3 mustn't drink, 4 must keep, 5 mustn't buy, 6 mustn't use

3 WB p11 **What must or mustn't you do at home or at school? Write four sentences: two with *must* and two with *mustn't*.**

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Elicit the things the boy must and mustn't do in the museum from SB Activity 1.

Extension activity

Aim: to consolidate information

- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same/different.

1 Look, read and number the sentences.



a I must buy a ticket. ☐

b I must put my dog on a lead. ☐

c I must leave my coat in the cloakroom. ☐

d I must speak quietly. ☐

e I mustn't shout. ☐

f I mustn't run. ☐

g I mustn't touch anything. ☐

h I mustn't take photos. ☐

2 CD 1 16 Grammar focus Listen and say.



3 Play the *mustn't forget* game.



1 CD 1 17 Listen to the song. Number the pictures.

It's a museum ... I mustn't dance, I mustn't fight,
I mustn't shout ... but at midnight ...

It's midnight. It's midnight.
Take a look at the clock.
Come on, let's rock!
Come on, let's rock!

Bracelets, crowns are flying round,
Necklaces are on the ground.
Here comes our dinosaur.
There are kings and queens and more.
It's midnight ...

Statues dance and lions roar.
Crash! The vase is on the floor.
The swords then shout, 'Come on, let's fight!
Let's fight all night until it's light.'
It's midnight ...

Yeah!



2 CD 1 18 Listen and sing.

3 Make word chains.

g r o u n d i n o s a u r o a r

Aims:
- to consolidate *must* and *mustn't*
- to sing a song with the class
- to review the present continuous

New language: *midnight, vase, ground, roar, until*

Recycled language: knights and queens, verbs

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review *must* and *mustn't*

- Say *Must or mustn't?*
- Say six actions one by one, e.g. *I shout in the classroom.*
- Students write a sentence in their notebooks using *must* or *mustn't*, e.g. *I mustn't shout in the classroom.*
- Students compare answers. Elicit and check.

1 CD1 17 SB p12 **Listen to the song. Number the pictures.**

Aim: to give students practice with listening and matching

- Elicit what and who students can see in the picture in their Student's Book. Pre-teach *midnight*, *vase* and *roar*.
- Students cover the lyrics of the song and try to sequence the pictures in the order of the song just by listening.
- Students uncover the song.
- Play the recording again. Students listen and check.

Key: midnight 1, bracelet 2, crown 3, necklace 4, dinosaur 5, king 6, queen 7, statue 8, lion 9, vase 10, swords 11

2 CD1 17 18 SB p12 **Listen and sing.**

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

3 SB p12 **Make word chains.**

Aim: to enable students to review spelling

- Demonstrate the game. Each student writes a word chain as in the example (the next word starting with the last letter of the word before it).
- Set a time limit, e.g. two minutes. Students write as many words as they can in the time.
- The first time students play the game, they use words from the song.
- The second time, students can use words from the unit or the book, or any words.

1 WB p12 **What does the knight say? What mustn't he do in the museum? Look and write sentences.**

Aim: to activate memory skills

Key: 1 I mustn't dance. 2 I mustn't fight. 3 I mustn't shout.

2 WB p12 **Remember the song. Correct the sentences.**

Aim: to give practice with memory skills

Key: 2 The necklaces are on the ground. 3 The crowns are flying around. 4 The swords are shouting. 5 The vase is on the floor. 6 The lions are roaring.

3 WB p12 **Describe the scene at the museum.**

Aim: to give students further practice with the present continuous

Key: The king is drinking. The queen is riding a bike. The lion is playing football. The dinosaur is taking photos.

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with spelling

- Students play the game from SB Activity 3 in two teams. Teams line up at the back of the class.
- The first student in each team comes to the board and writes a word.
- He/she goes back to the rest of the team.
- Then the next student from the team comes to the board and writes a word beginning with the last letter of the word before.
- When all students in a team have written a word, stop the game. Count which team has the most correctly spelt words. That team is the winner.

Aims:

- to present and practise verbs with direct and indirect objects
- to review imperatives

Recycled language: verbs, nouns, object pronouns

Materials: CD

Language competences: Your students will be able to use verbs with direct and indirect objects.

Warm-up

Aim: to review imperatives

- Play a game. Give a command, e.g. *Stand up.* Students stand up. Follow this with other positive or negative commands.
- Students do or don't do the action, e.g. *Don't sit down.* Students don't sit down.

Presentation

Aim: to present direct and indirect objects

- Say, e.g. *(Name), give me your pencil, please.* Support meaning with gestures.
- Write the command on the board, without the student's name. Say the command for students to repeat.
- Elicit another way we can say this. Write the sentence underneath: *Give your pencil to me.*
- Give another example, e.g. *(Name), show (name) your book. Show her your book.* Support meaning with gestures.
- Write the command on the board, without either of the students' names. Say the command for students to repeat.
- Elicit another way we can say this. Write the sentence underneath: *Show your book to her.*
- Elicit what students notice about the two versions of each command (the order of the direct and indirect objects).

1 CD1 19 SB p13 **Complete the sentences. Listen and check.**

Aim: to practise direct and indirect objects

- Students look at the pictures in their Student's Book.
- Check they know what to do. Remind them to use the words in the box.
- Students work individually. They read the sentences and try to fill in the gaps.
- They compare answers in pairs.
- Play the recording. Students check their answers.
- Play the recording again. Check with the class.

Key: 1 coats, 2 shield, 3 crown, 4 necklace, 5 swords

2 CD1 20 SB p13 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 Give Rex his ball. 2 Show me your picture. 3 Dad made me this skateboard. 4 Let's take Grandma some flowers. 5 Grandpa tells them great stories.

3 SB p13 **Play the *Show me* game.**

Aim: to give students further practice with direct and indirect objects

- Students look at the pictures and memorise the positions.
- Then they take it in turns to close their eyes.
- Student A says, e.g. *Show me the sword.* Student B tries to remember where it is and puts his/her finger on it.

1 WB p13 **Read and circle.**

Aim: to give further practice with the new language

Key: 2 her, 3 us, 4 them, 5 her, 6 him

2 WB p13 **Change the sentences.**

Aim: to give further writing practice with the new language

Key: 2 Don't show the letter to them. 3 Don't give any money to him. 4 Don't take them! 5 Please don't shout at us. 6 Don't give any bananas to her.

Ending the lesson

Aim: to review the new language

- Play the 'Show me' game in open pairs. Use objects in the classroom. Students don't close their eyes.
- A student says a sentence, e.g. *Show me the board, (name).* Student B then touches the board.
- Student B then gives a command for another student to carry out. Continue like this.

Extension activity

Aim: to consolidate understanding

- Students write some of the commands from Ending the lesson in their notebooks. For each one they write an alternative, e.g. *Show the board to me.*

1 CD 1 19 Complete the sentences. Listen and check.

necklace coats crown swords shield

1 

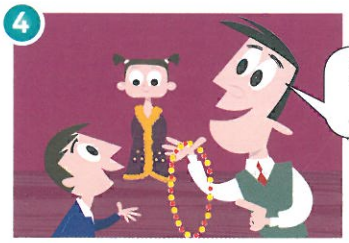
Give us the _____, please.

2 

Give him the _____, please.

3 

Give me the _____, please.

4 

Give her the _____, please.

5 

Give them the _____, please.

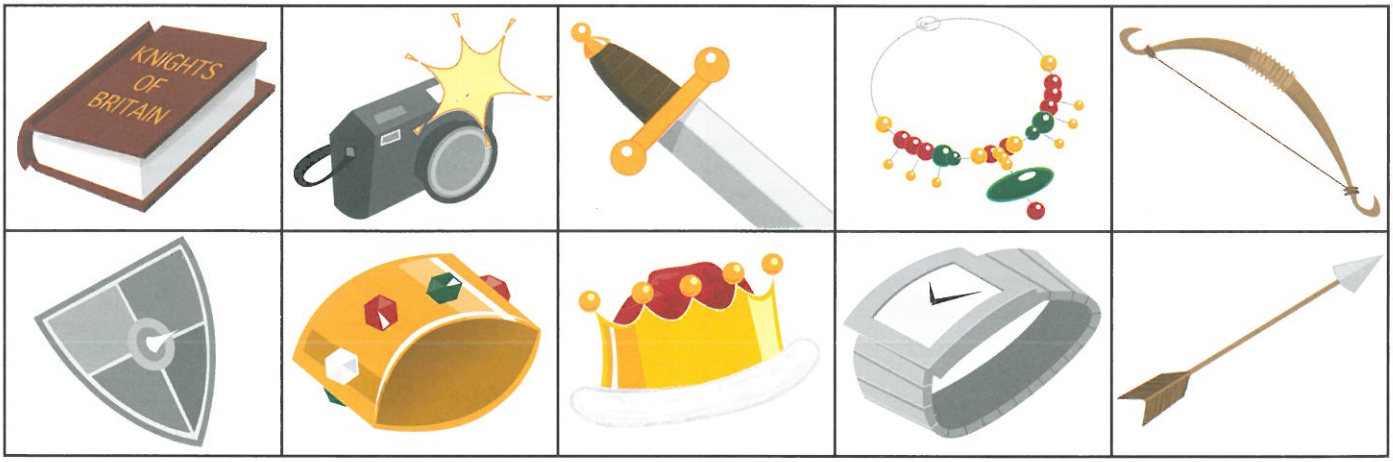
2 CD 1 20 Grammar focus Listen and say.



Give me the book, please.
Give him the camera, please.
Give them the sandwiches, please.
Give her the apple, please.
Give us the pencils, please.

3 Play the *Show me* game.

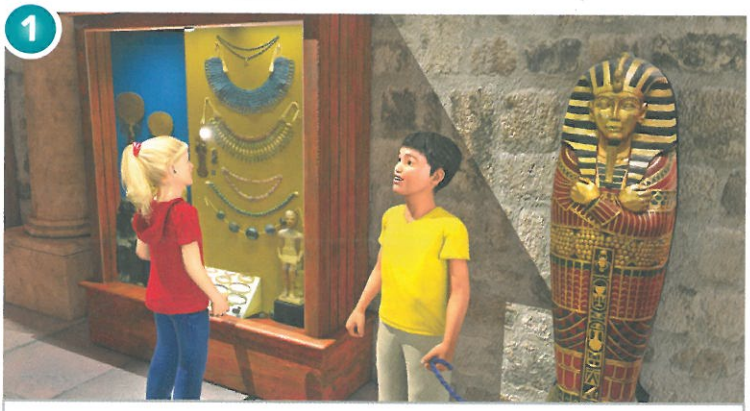
Show me the necklace.



1 CD 1 21 The Explorers

The knight

1



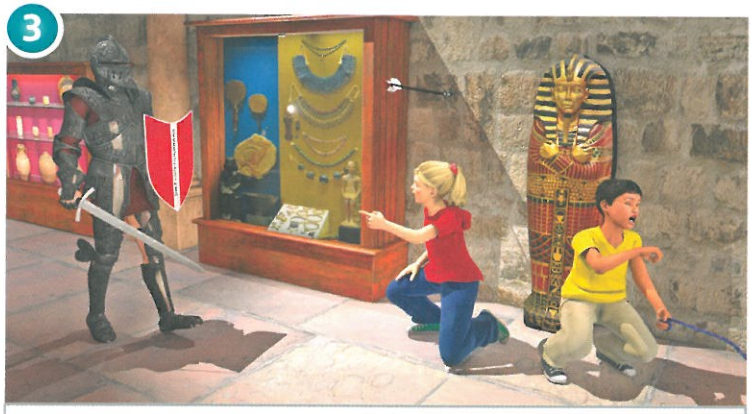
Lucy: Now, let's look for the first line of the rhyme.
Ben: I really hope we can find it here.

2



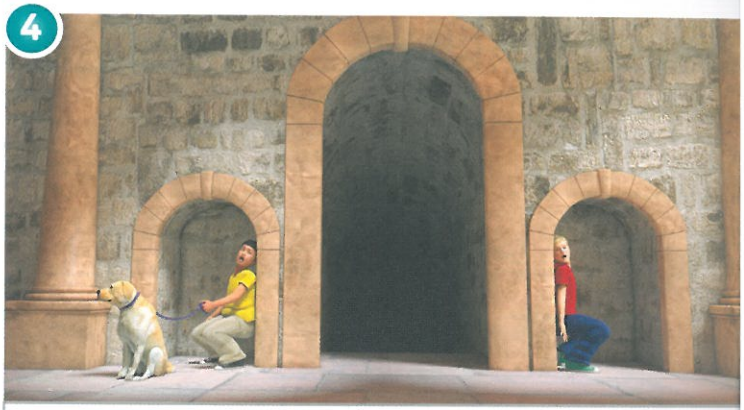
Ben: Help! That was close!
Lucy: Where did it come from?
Ben: I don't know, but someone is trying to hurt us.

3



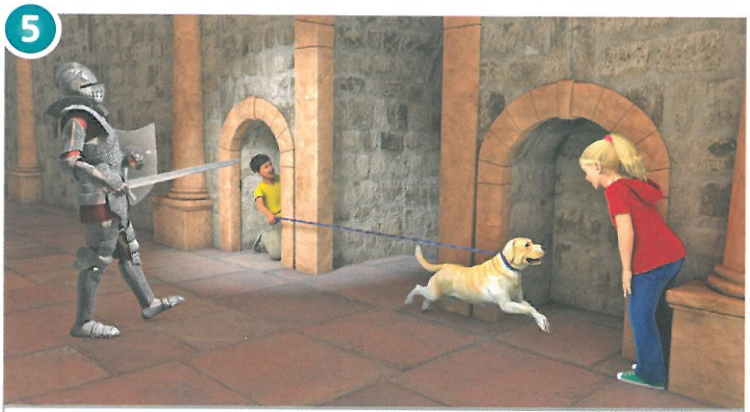
Ben: I can't see anyone.
Lucy: Look, there's a knight with a sword. He's coming after us. Let's run.

4



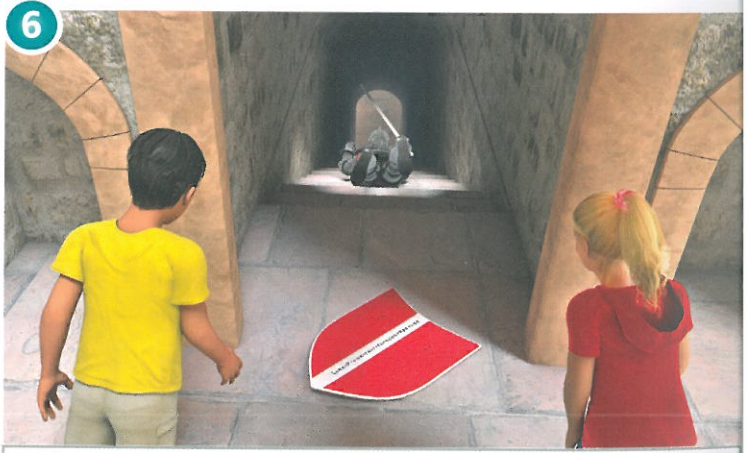
Ben: Look, this is a good place to hide.
Lucy: I hope the knight doesn't find us.
Ben: Shhh. We mustn't make a noise.

5



Lucy: I've got an idea. Hold the lead. Buster, come here!
Ben: That's it, Buster! Good dog!

6



Ben: That was a brilliant idea.
Lucy: I'm glad it worked. I was very scared.

Aims:
- to present a picture story
- to review language from the unit

New language: *hide, brilliant, I'm glad it worked*

Recycled language: characters and language from the story, knights and queens

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben*, *Lucy* and *Buster* on the board.
- Elicit what students remember about them from the Welcome Unit, and Level 3 if appropriate.
- Give prompts if necessary, e.g. *Mr Davidson found a symbol on the statue. It was the same symbol as on the map. It was a diamond shape. They wanted to find the old English king's treasure. They went to the museum first.*

1 CD1 21 SB pp14–15 The knight

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (in the Egyptian room of the museum).
- Pre-teach *hide*.
- Play the recording. Students listen for who comes after them (a knight) and what they find on the knight's shield (the first line of the rhyme).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit who the knight really was (Horax).

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of *brilliant idea* and *I'm glad it worked*.

1 WB p14 Remember the story. Read and write *t* (true) or *f* (false).

Aim: to check comprehension

Key: 2 t, 3 f, 4 t, 5 f, 6 f

2 WB p14 Read and write the words.

Aim: to check understanding of the story

Key: 2 knight, 3 children, 4 going, 5 chase, 6 queen

3 Think! WB p14 Draw lines and complete the sentences.

Aim: to activate students' knowledge of the world

Thinking skill: classifying

Key: 2 The owl is from the Nature Museum. 3 The motorbike is from the Science Museum. 4 The shield is from the History Museum. 5 The plane is from the Science Museum. 6 The knight is from the History Museum.

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Students draw a picture of a knight in their notebooks and label it.
- Supply any other words they need, e.g. *armour.*

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present the two pronunciations of the **ow** phoneme

New language: *crowd, clown*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to recognise the two pronunciations of the **ow** phoneme /aʊ/ and /əʊ/.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends?* (In the Egyptian room at the museum.) *Who chased them?* (A knight.) *What did they find on the shield?* (The first line of the rhyme.) *Where were Horax and Zelda?* (In the museum too.)

2 SB p15 **Answer the questions.**

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They look at the story and answer the questions.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Lucy, 2 Ben, 3 Buster, 4 Lucy, 5 Ben, 6 Horax

3 SB p15 **Find the *crown* and the *arrow* in the story.**

Aim: to present the two pronunciations of the **ow** sound

- Read out the two pronunciations of the **ow** sound: *crown* (rhymes with *down*) and *arrow* (rhymes with *show*).
- Students find the objects in the story.

Key: Crown: Frame 8, Arrow: Frames 2 and 3

4 CD1 22 SB p15 **Listen and say.**

Aim: to practise pronunciations of **ow**

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit what the rhyming words are (crowd/clown, show/window).
- Focus students on the spelling of the sounds (it is the same).
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 CD1 23 WB p15 **Listen and write the missing words. Then say with a friend.**

Aim: to give students listening practice

Key: 1 That was close, 2 I've got an idea

2 WB p15 **Colour the squares yellow or brown.**

Aim: to give further practice of the two **ow** sounds

Key: Yellow, bow and arrow, know, window, show, snow
Brown, crown, how, town, now, flower

3 CD1 24 WB p15 **Listen, say and check your answers.**

Aim: to give focused listening practice

Ending the lesson

Aim: to review rhyming words

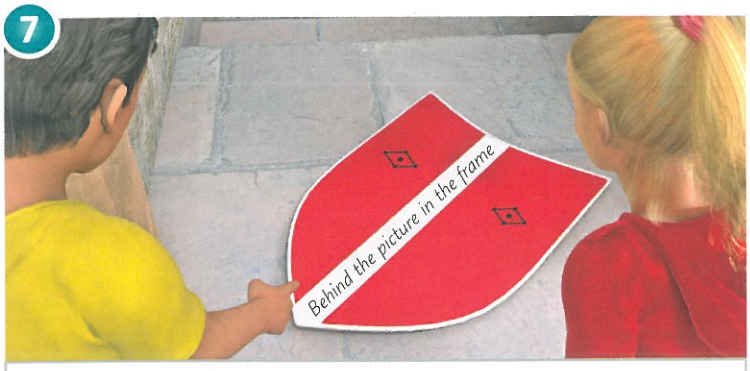
- Write one of the words from the lesson, e.g. *crowd*, on the board. Elicit a word with the same *ow* sound.
- Elicit another word with the *ow* spelling but where the sound is different (*show*). Elicit a word with the same sound.
- Students work in pairs. They try to think of more words for each sound.
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*tree, fell, birthday*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Ben: Look! The knight's shield! It's the first symbol! And there's the line of the rhyme.
Lucy: Let me see. 'Behind the picture in the frame.' We must write it down.

8



Zelda: Poor Horax. How do you feel?
Horax: Terrible! I'm going to get those children.
Zelda: And their map.

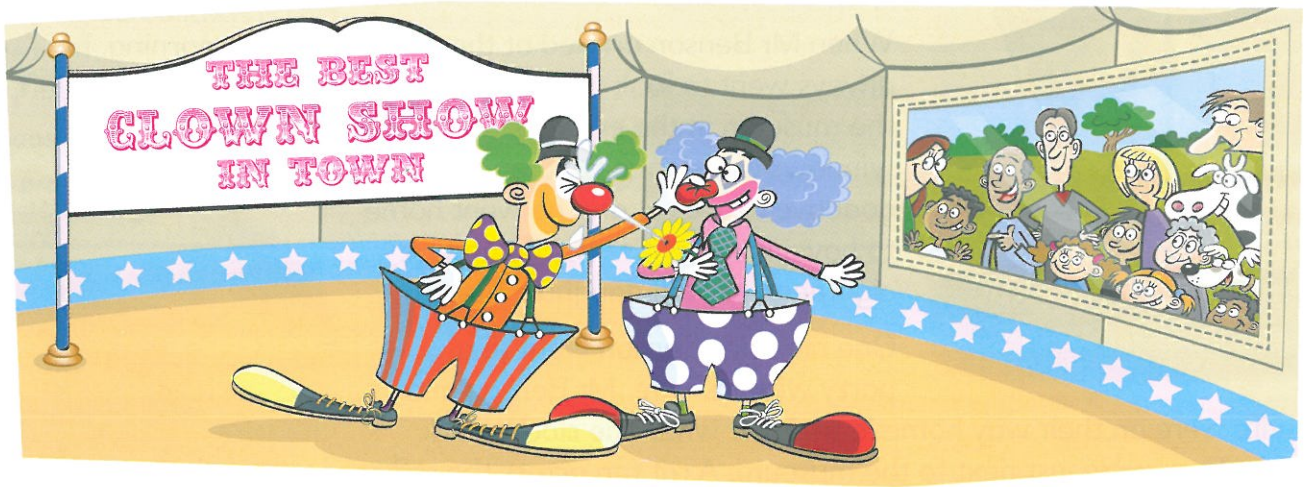
2 Answer the questions.

Who …

1 sees the knight first? _____
2 finds a place to hide? _____
3 is on a lead? _____
4 has a brilliant idea? _____
5 sees the shield? _____
6 doesn't feel very well? _____

3 Find the crown and the arrow in the story.

4 CD 1 22 Listen and say.



A crowd watched the clown show from the window.

Story time

1 Read the story quickly. Who knows the secret?

2 CD 1 25 Read and listen. Check your answer.

The secret of the Egyptian cat





Mr Benson was the director of a small museum in a town in England. He loved his museum. When groups of children visited, he took them around and showed them all the things in the museum. He told them interesting stories and the children enjoyed visiting his museum.

There was one object that Mr Benson loved more than the others. It was a statue of a gold cat from Egypt. It was his best piece and it was very, very old. It was in a glass case and, of course, there was an alarm.

When Mr Benson arrived at the museum in the morning, he always went to look at the statue of the gold cat. When he left the museum in the evening, Mr Benson locked all the windows and doors. He then said goodbye to the cat and he went home to have dinner with his wife and his eighteen-year-old daughter, Cleo.



One night Mr Benson went to a party with his wife. Mr Benson and his wife were on their way home in their car when the clock struck twelve. They were just next to the museum. A cat ran across the street and Mr Benson stopped the car quickly. 'That was close,' he said.

Aim:

- to practise reading and listening skills

Skills:

- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: *director, gold, alarm, lock* (v), *report, spend the night, case*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to listen for specific information.

Value: applying what you know

Warm-up

Aim: to encourage prediction skills

- Tell the students they are going to read a story about a museum and that it is called *The secret of the Egyptian cat.*
- Elicit students' predictions on what the story is about. Write key words from their guesses on the board.

1 SB p16 **Read the story quickly. Who knows the secret?**

Aim: to practise scanning and skimming skills

- Focus the students on the Activity 1 instructions. Check students know what to do.
- Tell students to read quickly and quietly to find the answer.
- Give them a time limit, e.g. two minutes.
- Students compare answers in pairs.

Key: Cleo

2 CD1 25 SB p16 **Read and listen. Check your answer.**

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Check with the class.
- Check understanding of *director, gold, alarm, lock* (v), *report, spend the night* and *case.*

1 Values WB p16 **What can we learn from the story? Colour the words.**

Aim: to focus students on the value of appreciating learning and history

Key: Knowing a lot can help you in your life.

2 WB p16 **Read and write the words.**

Aim: to practise summarising skills

Key: 2 piece, 3 case, 4 locked, 5 daughter, 6 key, 7 checked, 8 torch

3 Think! WB p16 **Draw the missing symbol in Box 3.**

Aim: to practise systematic thinking

Thinking skill: noticing patterns

Key: 4

Ending the lesson

Aim: to review the story

- Focus students on the words from the Warm-up.
- Elicit which words were in the story and if their predictions were correct.
- Elicit other key words from the story.

Extension activity

Aim: to discuss the value of applying what you know

- Focus on how the story shows the value of applying what you know.
- Elicit why this value is important and examples of how students do this.

Note: Some of this discussion may need to take place in L1.

Aim:
- to practise reading and listening skills

Skills:
- reading for detail
- listening for detail

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to read for detail.

Your students will be able to listen for detail.

Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Ask students if they use their imagination like Cleo did.

3 SB p17 **Answer the questions.**

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do.
- Students work individually and then compare answers in pairs.
- Check with the class.

Key: 1 He was the director of a museum. 2 They went to a party. 3 Because a cat ran across the street. 4 Because there was a window open. 5 He found that the gold cat was not in the glass case. 6 She opened the window.

4 Think! SB p17 **Work in pairs. What do you think the cat did?**

Aim: to activate students' knowledge and experience

Thinking skill: using one's imagination

- Check students know what to do.
- They work in pairs and think of as many ideas as they can.
- Elicit their ideas and, as a class, decide which are the best ideas.

1 CD1 26 WB p17 **Listen and draw a line from the day to the correct picture.**

Aim: to practise listening for detail YLE

CD1 Track 26

For tapescript see TB page 118

Key: Tuesday – teacher and 'Egyptians' on board, Monday – children watching film, Thursday – Mum and Peter looking on the Internet, Friday – finding a book in the library, Sunday – making cakes, Saturday – playing football

Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part of the story they liked best.
- Ask them why.

Extension activity

Aim: to encourage personalisation

- Tell students to close their eyes for a moment and put their heads on their desks.
- Tell them to imagine they are the gold cat in the case. They lived in Ancient Egypt and now they are in a museum, in a glass case. The window is open and they can go outside. Where do they want to go? What can they see? How is it different from Ancient Egypt? Are they in a city or in the country?
- Students open their eyes and exchange information with a partner about what they imagined.

At that moment his wife said, 'Look, there's a window open at the museum.' 'That's strange, I must go and close it,' said Mr Benson. They went home quickly, he got the key, went back to the museum and closed the window. And then he saw that the statue of the gold cat was not in the glass case any more. He checked the alarm, but it was fine. He called the police and they came to the museum. Mr Benson told them all about the cat and he wrote a report.



The next morning, he told Cleo about the missing statue of the gold cat and also about the cat in the street near the museum. Cleo went with her dad to the museum and checked the glass case again. There was no gold cat. The alarm was still on.

'Which window was open?' Cleo asked. Her dad showed her the window.



'Let me stay at the museum tonight,' Cleo said to her dad. 'I've got an idea. I read a book about the secrets of Egyptian cats.'

Her dad wasn't happy about Cleo spending the night in the museum, but he said yes. In the evening Cleo went to the museum with a torch. Just before midnight she opened the same window and waited. She couldn't see anything but she heard a little noise. She waited a minute and then switched on the torch. Yes – the case was empty! An hour after midnight she heard a noise again. She waited a minute and then she switched on the torch. The gold cat was in the glass case. Cleo closed the window and went to the glass case.

'I hope you had some fun outside,' she said to the gold cat. 'Dad isn't going to forget to close a window again.'

3 Answer the questions.

1 Who was Mr Benson?
2 What did Mr Benson and his wife do one night?
3 Why did Mr Benson stop the car on their way home?
4 Why did Mr Benson go back to the museum?
5 What did he find?
6 What did Cleo do before midnight?

4 Think! Work in pairs. What do you think the cat did?

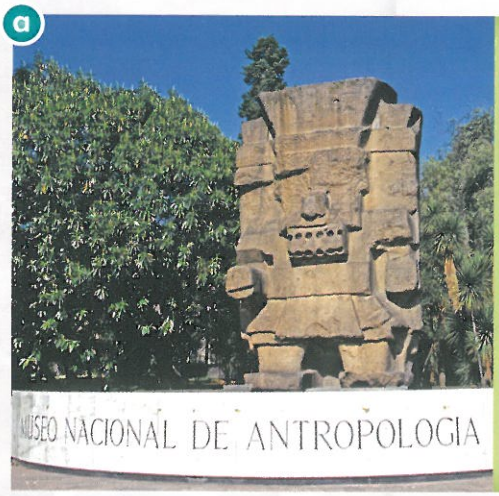
He went to visit his friend in another museum.

Then he went fishing.

Discover museums

1 **Read about two museums. Which is the oldest thing in the text?**

a



The National Museum of Anthropology in Mexico City has the largest collection of ancient Mexican pieces in the world, in 23 galleries. In the museum you can find wonderful exhibits of Aztec culture. The Aztecs lived in central Mexico and ruled a great part of it in the 14th, 15th and 16th centuries. One of the most famous exhibits in the museum is the Sun Stone. It was the calendar of the Aztecs. Another important exhibit is the mask of the Zapotecs. They lived in the south of Mexico and this mask is about 2,000 years old.

b

The Egyptian Museum in Cairo is the most famous museum in Egypt. It has a huge collection of more than 120,000 exhibits and there is a Royal Mummy Room with 27 mummies. When an important person died in ancient Egypt, people treated the body with chemicals and wrapped it in bandages. The Egyptians also put food and jewels with their mummies to give the dead people something to eat and wear in their next life. The most important exhibit in the museum is the gold mask of the Egyptian king Tutankhamun, who lived about 2,700 years ago.



2 **Match the photos with the museums. Write *A* or *B*.**

1



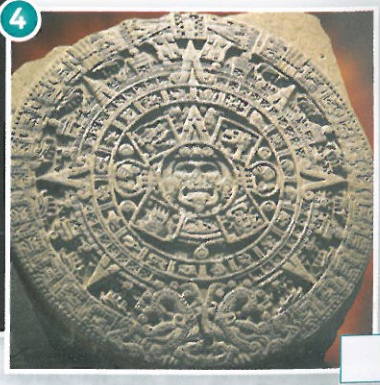
2



3



4



Aim:

- to integrate other areas of the curriculum through English: History (museums)

New language: *National Museum, Anthropology, Mexico, collection, gallery, exhibit, rule* (v), *calendar, mask, huge, treat* (v), *chemical, wrap, bandage, mummy*

Recycled language: language from the unit

Language competences: Your students will be able to use known language to talk about History in English.

Value: learning from history

Warm-up

Aim: to introduce the topic of History

- Elicit what the story was about in the previous lesson (a cat in a museum).
- Ask students if they have visited museums, and which ones they found interesting and why.
- Tell students they are going to read about two of the world's most famous museums.

1 SB p18 **Read about two museums. Which is the oldest thing in the text?**

Aim: to extend students' understanding of History and museums

- Tell students to look quickly at the texts and find the names and cities of the two museums (The National Museum of Anthropology in Mexico City and The Egyptian Museum in Cairo).
- Elicit if any of the students have visited these museums.
- Read the activity instructions with the class. Check students know what to do.
- Students read the texts quickly and quietly to find the information.
- They check in pairs. Check with the class.

Key: The gold mask of Tutankhamun.

2 SB p18 **Match the photos with the museums. Write *A* or *B*.**

Aim: to practise close reading skills

- Check students know what to do.
- They re-read the texts quietly, but more slowly, to enable them to match the pictures with the texts.
- In pairs, they compare the words in the text which gave them the answers.
- Check with the class.
- Check detailed understanding of the two texts and of the vocabulary.

Key: 1 B, 2 A, 3 B, 4 A

1 WB p18 **Read and write the words.**

Aim: to give students further practice with History vocabulary

Key: 2 exhibits, 3 collection, 4 galleries

2 Values WB p18 **Read the story. What can we learn from it? Tick (✓).**

Aim: to activate students' knowledge and experience

Key: We can learn a lot from history.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit what students learnt about today, e.g. *two famous museums and their famous exhibits.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work individually.
- They write about a visit they made to a museum and what they saw there.
- Students check each other's drafts in pairs and give at least two suggestions for improvement.
- Students then write a final version of their texts in their notebooks.

Aims:

- to extend the focus on History through English
- to enable students to complete a project

New language: *location, culture, time capsule, collage*

Recycled language: History and museums

Materials: CO, magazines, scissors, glue, poster paper, coloured pens

Language competences: Your students will be able to talk about History in English.

Your students will be able to complete a project.

Warm-up

Aim: to review History and museums

- Elicit where the two museums were in the previous lesson and what their famous exhibits are.
- Elicit other things students remember about the two museums.

1 SB p19 **Complete the table about the museums on page 18.**

Aim: to enable students to transfer information

- Read through the phrases on the left side of the table.
- Check understanding and that they know what to do.
- Students do the activity individually and check in pairs.
- Check with the class.

Key: 1 The National Museum of Anthropology, 2 Mexico City, Mexico, 3 Ancient Mexican pieces, 4 Aztec, 5 the Sun Stone, the mask of the Zapotecs, 6 The Egyptian Museum, 7 Cairo, Egypt, 8 Royal Mummy Room, 9 Egyptian, 10 the gold mask of Tutankhamun

2 SB p19 **Work in groups. Ask and answer. Make notes.**

Aim: to personalise the topic

- Students draw a table in their notebooks.
- Check that they know what to do. They don't fill in the table for themselves – they fill it in for the other students in their group.
- Monitor groups as they are working and help and make suggestions as appropriate.

3 SB p19 **Tell the class.**

Aim: to practise speaking skills

- Ask one student from each group to report back on another student, using the information from their tables.
- Repeat with a different student.

4 Project SB p19 **Make a collage for a time capsule.**

Aim: to enable students to follow instructions and to make a collage

- Talk about the project with students and make sure they understand what a time capsule is.
- Students write their lists for the time capsule first.
- Go around checking what students have written.
- Supply each student with the materials they need.
- Monitor and help students as they make their collages.
- Students display their collages in the classroom.

1 CD1 27 Think! WB p19 **Archaeologists found these objects. What did people use them for? Listen and number the pictures.**

Aim: to enable students to extend their knowledge and understanding

Thinking skill: developing reasoning skills

CD1 Track 27

For tapescript see TB page 118

Key: a 3 for making fire, b 4 as money, c 6 as a spear for catching animals, d (1) for catching fish, e 5 for making a tent, f 2 for making clothes

2 WB p19 **Look, read and write the words.**

Aim: to practise reading and association skills

Key: 1 big, 2 gardening / didn't, 3 know / fruit, 4 loved / Germany

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've …*
- Elicit what students did today, e.g. *found out which museums my friends like, told the class about them and made a time capsule collage.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop speaking skills

- In groups or as a class, students take turns to talk about their collages.
- Each student explains why they chose their five things and how they can tell people in the future about now.

Learn and think

1 **Complete the table about the museums on page 18.**

Name of museum:	A: (1)	B: (6)
Location (City/Country):	(2)	(7)
Famous collection which you can find there:	(3)	(8)
Has exhibits about this ancient culture:	(4)	(9)
Famous exhibits which you can see there:	(5)	(10)

2 **Work in groups. Ask and answer. Make notes.**

Do you know a museum? Where is it? What's your favourite exhibit?

	museum	city	favourite exhibit(s)
Lucía	Interactive Science Museum	Buenos Aires	Music gallery

3 **Tell the class.**

Lucía knows the Interactive Science Museum in Buenos Aires. Her favourite exhibits are in the Music gallery.

4 **Project** **Make a collage for a time capsule.**

1 A time capsule contains interesting objects which tell people in the **future** about life in the **past**. Imagine you are making a time capsule. Write a list of four things.

2 Make a collage with photos or drawings.



Act out

A visit from the cat

1 Choose a role card. Read and plan.

STUDENT A

You are the Egyptian cat statue from the story. One night your friend comes to see you at the museum. Talk to him / her about:

- your friends at the museum
- Mr Benson
- what you do in the museum
- your favourite exhibits

STUDENT B

You are a cat living near the museum. One night you go to visit your friend at the museum. Ask her questions about her life there. You want her to:

- tell you about her friends at the museum
- tell you about Mr Benson
- tell you what she does
- show you her favourite exhibits

Useful language

Friend	**Cat**
Who are your friends at the museum?	My best friends are …
Is Mr Benson nice?	He's …
What do you do … ?	At night I …
Show me your favourite exhibit. What is it?	My favourite exhibit …

2 Act out your play.



Aims:
- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading and writing skills

Recycled language: language from the unit, knights and queens vocabulary

Materials: (Optional: cat masks)

Language competences: Your students will be able to plan and perform a short play.

Warm-up

Aim: to review knights and queens vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 10.
- They close the flap so that they cannot see the words.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.

1 SB p20 **Choose a role card. Read and plan.**

Aim: to prepare and plan for a role play

- Tell students they are going to do a short play between two cats.
- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language.
- Make sure pairs know what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text. They can wear cat masks if you have them.

2 SB p20 **Act out your play.**

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class.

1 WB p20 **Match the questions with the answers.**

Aim: to practise interactional language

Key: 2 d, 3 a, 4 f, 5 e, 6 b

2 WB p20 **Look at Activity 1. Underline the mistakes. Then write the correct sentences.**

Aim: to practise reading and writing skills

Key: a dog – a(nother) cat, door was locked – window was closed, two nights later – the next night

3 WB p20 **Imagine that a different exhibit escaped. Write what happened.**

Aim: to stimulate creativity and writing skills

Ending the lesson

Aim: to review spelling of knights and queens vocabulary

- Write the knights and queens words with the letters in scrambled order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise the dialogue from WB Activity 1.
- The more confident students perform it for the class.

Aim:

- to consolidate language from the unit

New language: *scrapbook, advert*

Recycled language: language from the unit

Materials: museum leaflets, the Internet, a new scrapbook for each student, coloured paper, stickers, cloth, etc. for decoration

Language competences: Your students will be able to use language from the unit to make a new scrapbook and a page for their scrapbooks.

Warm-up

Aim: to introduce the topic of scrapbooks

- Write *scrapbook* on the board and elicit if any students keep one, or kept one last year.
- Find out what kinds of things students put in their scrapbooks.
- Tell students they are going to start a scrapbook for *Super Minds Level 4*.

Note: If students kept one for *Super Minds Level 3*, they start a new one for this level.

1 SB p21 **Start a new scrapbook for this year. Write your profile.**

Aim: to enable students to make a personal account of their learning

- Hand out the new scrapbooks.
- Read the instructions for Activity 1 with the class.
- Monitor as students write their profile on the first page of their scrapbooks.

2 SB p21 **You are going to make an advert. Visit a museum or find out about it on the Internet. Make notes.**

Aim: to review language for museums

- Discuss with students what they are going to do.
- Hand out museum leaflets or information about relevant internet sites.
- In pairs or small groups, students make notes about the museum in their notebooks.
- Go around the class and check the students' information and that they are making appropriate notes.
- Then tell them to write the notes in their scrapbook.

3 SB p21 **Read the advert. What makes it boring? How could you make it better?**

Aim: to develop students' writing skills

- Read the two questions with the class.
- They read the text silently to answer the first question.
- In pairs, they discuss answers for the second question.
- Elicit and discuss as a class.

Key: 'Interesting' appears five times. Possible alternatives to 'interesting': old, fascinating, very attractive, lovely, wonderful.

4 SB p21 **Make your advert. How many adjectives are there in it?**

Aim: to practise writing an advert from a model

- Check students know what to do and that they can use the text in Activity 3 as a model.
- Remind them that their texts are adverts.
- They organise their information, plan their text and then write a first draft.
- Go around the class, commenting on students' work.
- Students write a final version of their adverts in their scrapbooks.

1 WB p21 **Write the words in three groups.**

Aim: to practise classification

Key: 1 collection, exhibits, galleries; 2 bracelet, crown, necklace; 3 helmet, shield, sword

2 WB p21 **Look at Activity 1. Number the topics to match the groups.**

Aim: to review word families

Key: 3 For fighting, 1 Museum words, 2 For wearing

3 WB p21 **Look and draw lines to make sentences.**

Aim: to review grammatical form

Key: 2 You mustn't take photos in the museum. 3 You must brush your teeth before bed. 4 The dog is thirsty. Give him some water, please.

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students turn to the My Super Mind self-evaluation activity on page 118 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for In the museum.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 10 and use the book flap to review the new words from the unit.

My scrapbook

A museum advert

1 Start a new scrapbook for this year. Write your profile.



My name:
My class:
My teacher's name:
People in my family:
My favourite sport:
My favourite music:
My favourite food and drink:

2 You are going to make an advert. Visit a museum or find out about it on the Internet. Make notes.

Name of museum:	Museum in the Park
What you can learn:	History of Woodville
Exhibits	Old photos, ancient jewellery
Opening hours:	Mon–Fri 9 a.m. – 4 p.m.
Other facts:	Café, shop (books, key rings, postcards, posters)

3 Read the advert. What makes it boring? How could you make it better?

Come to Woodville and visit our interesting museum

It's called the Museum in the Park. Come here to learn interesting things about the history of our town. There are lots of interesting photos in the museum. They show life in our town a long time ago. The most important exhibit is an interesting collection of ancient jewellery. The Museum in the Park is open from 9 a.m. to 4 p.m. There is also a nice café and a shop where you can buy interesting books, key rings, postcards and posters.

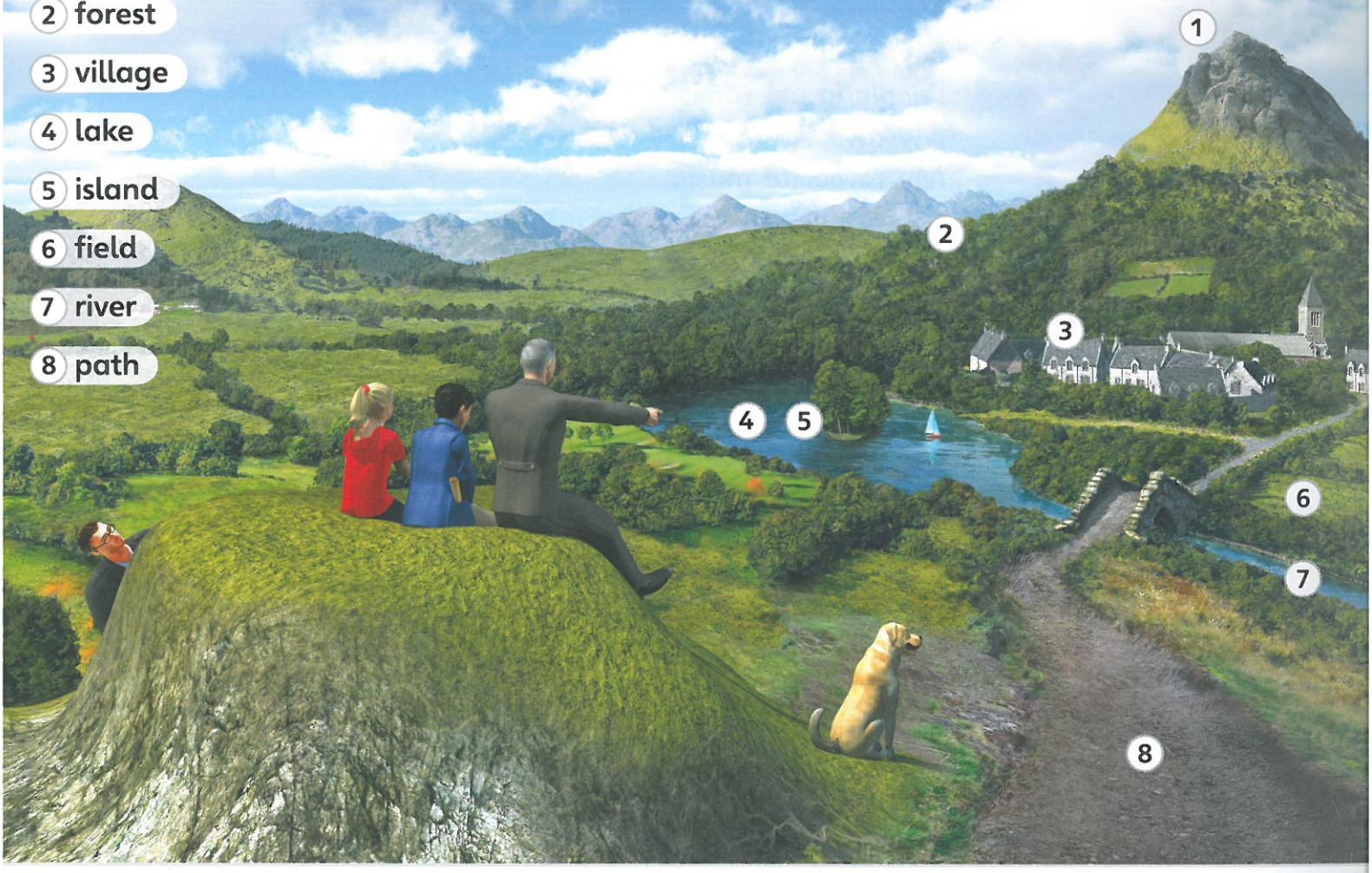


4 Make your advert. How many adjectives are there in it?

2 The world around us

1 CD 1 28 Listen and say the words. Then check with a friend.

1 mountain
2 forest
3 village
4 lake
5 island
6 field
7 river
8 path



2 CD 1 29 Listen and answer.

1 Why isn't Ben ready to walk?
2 Why is Buster barking?
3 Where are they going next?
4 How long will it take?

3 Think! Play *I spy*.

I spy, with my little eye, something with a 't' in it.

Is it 'path'?

Aims:
- to present and practise vocabulary for the countryside
- to give students listening practice

New language: *mountain, forest, village, lake, island, field, river, path, still a bit, spy* (v), *your turn*

Recycled language: language from the story, adjectives, *village, restaurant*

Materials: CD

Language competences: Your students will be able to talk about the countryside.

Warm-up

Aim: to review countryside vocabulary

- Write *Country* on the board. Brainstorm words associated with the topic, e.g. *cows, trees*.
- Elicit if any students or members of their family live in the country. Ask them to describe it.

Presentation

Aim: to present countryside vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students don't try to say the silent letter in *island*.
- Elicit what students think is happening in the picture, where the friends are and who they are with (Ben's grandpa).

1 CD1 28 SB p22 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

2 CD1 29 SB p22 **Listen and answer.**

Aim: to practise listening

- Read the questions aloud with the class.
- Encourage students to try to predict what the answers might be.
- Play the recording. Students listen and answer.
- They check in pairs.
- Play the recording again. Check with the class.

CD1 Track 29

For tapescript see TB page 119

Key: 1 He's still a bit tired. 2 He's hungry. 3 They are going to a small village. 4 It will take about an hour.

3 Think! SB p22 **Play *I spy*.**

Aim: to give students practice with the new vocabulary

Thinking skill: visualising the spelling of new words

- Elicit the word Grandpa was thinking of in the recording (island).
- Check students know what to do and understand that *spy* means *see*. They play using things they can see in the picture.
- Demonstrate the game with the class.
- Students then play the game in pairs. They take turns.
- They try to do the activity with the book flap closed.
- Check using open pairs.

1 WB p22 **Find and write eight words. Look →, ↓ and ↘.**

Aim: to practise writing the new vocabulary

Key: 2 forest, 3 island, 4 lake, 5 mountain, 6 path, 7 river, 8 village

2 WB p22 **Read and write words from Activity 1.**

Aim: to give further practice with the new vocabulary

Key: 2 village, 3 path, 4 river, 5 forest

Ending the lesson

Aim: to review vocabulary from the lesson

- Give a definition of one of the new words for students to guess, e.g. *This is a place with lots of trees* (forest).
- Repeat for the other new words.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the eight new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. *A path is a small road in the countryside. People usually walk on it.*

Aims:

- to present and practise connectors *because, and, so, but*
- to revise the simple past

New language: *picnic, win*

Recycled language: the countryside, action verbs, adjectives, *fish*

Materials: CD

Language competences: Your students will be able to connect ideas in a story.

Warm-up

Aim: to review countryside vocabulary

- Write the ten new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.
- Elicit which is the silent letter.

Presentation

Aim: to present connectors

- Write the following gapped sentences on the board: *I'm hungry _____ I didn't have any breakfast. I was tired _____ I went to bed early. I sat down _____ watched the film. I wanted to buy a new T-shirt _____ I didn't have any money.*
- Write the four connectors in a box next to the sentences (*and, but, because, so*).
- Tell students to choose the right word for each sentence.
- They work in pairs. Elicit their answers.
- Ask students to give simple reasons for their answers.
- Tell students that these words are called *connectors*.

1 CD1 30 SB p23 **Listen, read and write *yes* or *no*.**

Aim: to practise connectors with the simple past YLE

- Students look at the picture in their Student's Book.
- Tell students they are going to listen to a girl's story.
- Play the recording.
- Students listen and read. Then they write *yes* or *no* for each statement. They correct the *no* statements.

Key: 1 no, 2 yes, 3 no, 4 no

2 CD1 31 SB p23 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat the four sentences in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 120 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 because, 2 so, 3 and, 4 but, 5 but, so, 6 so, because

3 Think! SB p23 **Make sentences.**

Aim: to consolidate grammatical form

Thinking skill: looking for alternative ideas

- Elicit ideas for sentences from different students. Remind students that sentences must make sense.
- Students then do the activity in pairs, taking turns.
- Check using open pairs.

1 WB p23 **Find and write four sentences.**

Aim: to review connectors

Key: 2 All their family loved swimming in the lake because the water was warm. 3 They walked through the fields but then it started to rain. 4 They ran to the car and their dad took them home.

2 WB p23 **Join the sentences with *and, but, so* and *because*.**

Aim: to give further practice with the new language

Key: 2 It started to rain, so we went home. 3 John went to the USA and he stayed in Chicago. 4 Kate liked visiting her uncle but it took two hours by car. 5 The film was boring, so we left the cinema. 6 Don't go across that old bridge because it's dangerous.

3 WB p23 **Write four sentences about you. Use *and, but, so* and *because*.**

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Elicit some of the things Sophie did and didn't do on her picnic from SB Activity 1.
- Write them on the board. Students join some of the ideas with *and, but, so* or *because*.

Extension activity

Aim: to consolidate information

- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same and how many are different.
- Elicit from groups. Students report back, e.g. *(Name) likes going swimming, but he doesn't like playing football.*

1 CD 1 30 Listen, read and write *yes* or *no*.

Ryan: Tell me your story about Sunday.
Sophie: Well, it was a sunny day so we went to Otter Lake and we had a picnic.
Ryan: And?
Sophie: Then after the picnic I went swimming because the water was warm.
Ryan: You had a picnic and went swimming. What happened then?
Sophie: Well, Billy was scared of the fish in the lake, so he didn't go in.
Ryan: I see. Billy didn't go in, but you did because you weren't afraid.
Sophie: That's right. But … a fish bit me.
Ryan: No!
Sophie: Yes. I jumped out of the water. I wasn't afraid, but I was angry because everyone laughed when I told them about the fish. They didn't believe me!
Ryan: Was the fish big?
Sophie: I didn't see it, but I think it was really big.



1 Sophie and her family had a picnic in the forest. _____
2 Sophie went swimming in the lake. _____
3 Billy went swimming with Sophie. _____
4 Sophie jumped out of the water because it was cold. _____

2 CD 1 31 Grammar focus Listen and say.



I looked into the water, but I didn't see the fish.
We went to a lake and we had a picnic there.
I went swimming because the water was warm.
We were hungry, so we went to a restaurant.

3 Think! Make sentences.

I had a sandwich
I didn't go to the party
We didn't win
I went to bed early

because …
so …
and …
but …

I went to bed early and I read a book.

I went to bed early because …

1 CD 1 32 Listen and tick (✓) the correct pictures.

Walking with Mum
Is so much fun.
Walking with Mum
In the morning sun.

We got up very early.
What a lovely day!
We walked through some villages,
Singing all the way.

'Let's sit here,' said Mum
And pointed to some trees.
'We can have a picnic –
I've got some bread and cheese.'
Walking with Mum ...

We walked through the fields,
But that was a mistake.
Mum didn't see the path
And fell into the lake!

The water was so cold,
Mum's face was blue
And so she caught a cold.
Atchoo! Atchoo!
Walking with Mum ...



2 CD 1 33 Listen and sing.

3 Correct the sentences.

1 The weather wasn't good.
2 They walked through the forest.
3 They ate eggs and tomatoes.
4 A child fell into the water.

Aims:
- to consolidate connectors
- to sing a song with the class

New language: *mistake*

Recycled language: countryside, verbs in the simple past

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review connectors

- Write the four connectors on the board (*and, but, so, because*).
- Ask students to think of a sentence about yesterday using one of these words.
- They tell their partner.
- Elicit some sentences from students.

1 CD1 32 SB p24 **Listen and tick (✓) the correct pictures.**

Aim: to give students practice with listening and matching

- Elicit what and who students can see in the pictures in their Student's Book.
- Pre-teach / check understanding of *mistake*.
- Check students know what to do.
- Play the recording. Students listen and tick.
- They compare answers in pairs. Play the recording again.
- Check with the class. Check understanding of vocabulary.

Key: 2, 3, 5

2 CD1 32 33 SB p24 **Listen and sing.**

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

3 SB p24 **Correct the sentences.**

Aim: to check comprehension of the song

- Check students know what to do.
- Students re-read the song silently and correct the sentences.
- They compare answers in pairs.
- Check with the class. Elicit the correct sentences.

Key: 1 The weather was good. 2 They walked through some villages. 3 They ate bread and cheese. 4 Mum fell into the water.

1 WB p24 **Remember the song. Complete the lines.**

Aim: to activate memory skills

Key: 2 sun, 3 day, 4 way, 5 trees, 6 cheese, 7 mistake, 8 lake, 9 blue, 10 Atchoo

2 WB p24 **Complete Mum's email to her friend Sally.**

Aim: to give practice with writing skills

Key (sample answer):

Dear Sally
Yesterday the children wanted to go walking with me. We got up early. It was a lovely day and we walked through some villages, singing all the time. I saw some trees. It was a good place for a picnic. We sat there and ate our bread and cheese. After lunch we walked through the fields but it was a mistake! I didn't see the path and I fell into the lake! The water was very cold and when I got out my face was blue. Now I've got a cold.

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with comprehension

- Students work in pairs.
- Each pair writes two more sentences about the song for their classmates to correct.
- Monitor pairs as they are working and help if necessary.
- Pairs swap sentences with other pairs for correction.

Aim:
- to present and practise *could, couldn't*

New language: *without (stopping), no problem, awake*

Recycled language: action verbs, comparative and superlative adjectives, *dream*

Materials: CD

Language competences: Your students will be able to use *could* and *couldn't* to talk about past ability.

Warm-up

Aim: to review *can* for ability

- Mime an action, e.g. *swim*.
- Elicit the word. Ask, e.g. *Can you swim?*
- Mime other actions, e.g. *climb, run, dance*, and ask *Can you ... ?* of the class each time.
- Say the actions as positive or negative imperatives, e.g. *Don't sit down*. Students do or don't do the action, e.g. students don't sit down.

Presentation

Aim: to present *could, couldn't* for ability

- Say, e.g. *(Name), you can swim now. How about when you were two years old? Could you swim then?*
- Prompt/elicit the answer *Yes, I could swim when I was two. / No, I couldn't swim when I was two.*
- Write the question and both answers on the board.
- Underline *could* and *couldn't* in a colour.
- Repeat for some of the other action verbs.

1 CD1 34 SB p25 **Listen and number the pictures.**

Aim: to practise *could* and *couldn't*

- Students look at the pictures in their Student's Book.
- Elicit what the actions in the pictures are.
- Play the recording. Students compare their answers.
- Play the recording again. Check with the class.
- Check understanding of *dreaming* and *awake*.

CD1 Track 34

For tapescript see TB page 119

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

2 CD1 35 SB p25 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 120 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 couldn't, 2 couldn't, 3 could, 4 could, 5 could

3 SB p25 **Tell stories about your grandpa or grandma.**

Aim: to give students further practice with *could, couldn't*

- Demonstrate the activity for the class, using the speech bubbles as examples.
- In pairs, students take turns to say a sentence about one of their grandparents.
- Elicit sentences from different pairs to check.

1 WB p25 **Look at Superman and Superwoman's photo album. What could they do 40 years ago? Write sentences. Use the words from the box.**

Aim: to give further practice with the new language

Key: 2 40 years ago, Superwoman could jump from a plane. 3 40 years ago, Superman could climb a tower / tall building. 4 40 years ago, Superman could lift up a car. 5 40 years ago, Superwoman could ride on a lion. 6 40 years ago, Superman could run faster than a horse. 7 40 years ago, Superwoman could run faster than a (racing) car. 8 40 years ago, Superwoman could lift up an elephant.

2 WB p25 **What can you do now that you couldn't do when you were younger? Write sentences.**

Aim: to give further writing practice with the new language

Ending the lesson

Aim: to review the new language

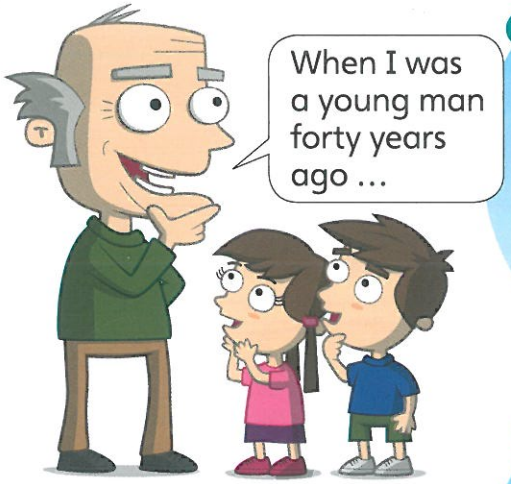
- Students close their Student's Books.
- Elicit what they can remember about the grandpa's story in SB Activity 1. What could he do in his dreams?

Extension activity

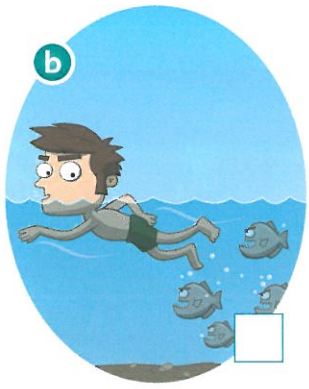
Aim: to consolidate understanding

- In groups, students compare the sentences they wrote for WB Activity 2.
- Students report back to the class about other students in their group, e.g. *(Name) could swim when he was three years old, but I couldn't.*

1 CD 1 34 Listen and number the pictures.



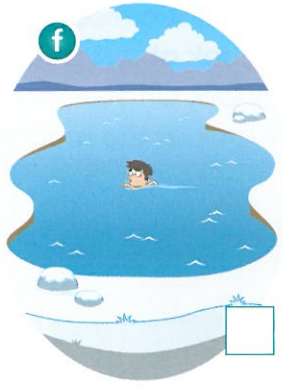












2 CD 1 35 Grammar focus Listen and say.



When I was young 40 years ago I could jump higher than a tree.
Could you swim for 10 hours?
I couldn't run 20 kilometres.

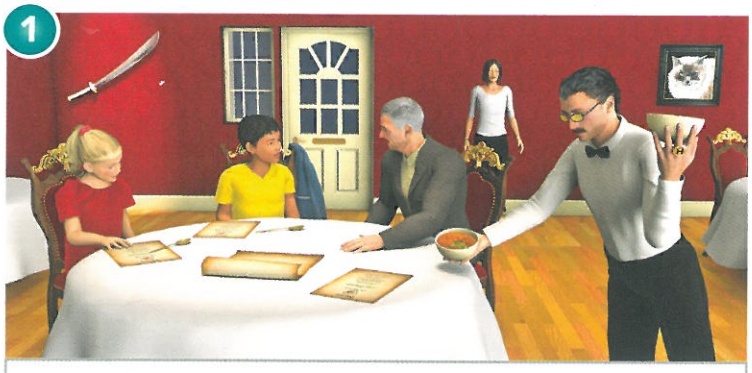
3 Tell stories about your grandpa or grandma.



1 CD 1 • 36 The Explorers

At the restaurant

1



Lucy: What a nice restaurant!
Ben: Look at our treasure map, Grandpa.
Grandpa: Oh yes! Ah, but here's our soup. Let's look at the map after lunch.

2



Grandpa: So, it's a treasure map. What are you looking for?
Lucy: There are pictures on the map. We have to find these pictures and the lines of a rhyme.

3



Waiter: Here's your bread.
Lucy: The next picture on the map is a lion. Maybe the next line is at the zoo.
Ben: But you don't find *red* lions at the zoo!

4



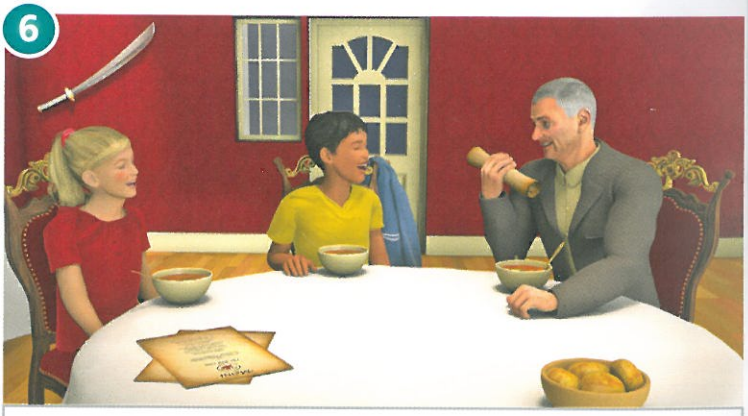
Ben: Oh no! The map!
Lucy: What is it?
Ben: It isn't in my pocket and it isn't on the floor.

5



Grandpa: Ben, Lucy … did you want this?
Ben: But where … how did you get that?
Grandpa: You must be more careful!

6



Grandpa: There was something strange about that waiter. I put a menu in your pocket and kept the map. The waiter took the menu.

Aims:
- to present a picture story
- to review language from the unit

New language: *soup, waiter, careful, stairs*

Recycled language: characters and language from the story

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben*, *Lucy* and *Buster* on the board.
- Elicit what students remember about the story in Unit 1 and the beginning of Unit 2.
- Give prompts if necessary, e.g. *They went to the Egyptian room in the museum. The knight chased them. They found the first line of the rhyme on the knight's shield. They went for a walk in the country with Ben's grandpa. Ben was hungry.*

1 CD1 36 SB pp26–27 **At the restaurant**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (at a restaurant) and who is in the picture (Ben, Lucy, Ben's grandpa, the waiter and a woman). Check understanding of *waiter*.
- Play the recording. Students listen for what the next picture on the map is (a red lion), who has the map (Ben's grandpa), what the name of the restaurant is (The Red Lion) and what they see on the menu (the symbol and a line of the rhyme).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of the rhyme.

1 WB p26 **Remember the story. Read and write the words.**

Aim: to check comprehension

Key: 2 hungry, 3 village, 4 was, 5 saw, 6 waiter, 7 pocket, 8 missing, 9 menu, 10 helped

2 Think! WB p26 **Make words with the letters of *restaurant*.**

Aim: to practise spelling

Thinking skill: sorting letter sequences

Key (possible answers)**:** eat, eats, ate, sat, runs, a, an, sun, rat, nest, star

3 Think! WB p26 **Complete the waiter's diary entry.**

Aim: to stimulate students' creativity

Thinking skill: narrating from another character's perspective

Key (possible answers)**:** 2 children, 3 came to my restaurant / had soup, 4 a/the treasure map, 5 (some) bread, 6 a lion, 7 red lions at the zoo, 8 was a menu, not a map, 9 in the boy's pocket, 10 angry

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Students design a menu for The Red Lion Restaurant. They work in pairs and display their menus for the class.

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present and practise words with silent consonants

New language: *consonant, rhino, rescue, sign*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to identify silent consonants in words.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends?* (In a restaurant.) *What did they order?* (Soup.) *What did Grandpa have in his pocket?* (The map.) *Where did they find the next line of the rhyme?* (On the menu.)

2 Think! SB p27 **Put the story in order.**

Aim: to focus students on the order of events in the story

Thinking skill: time sequencing

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They read the sentences and put them in the order of events in the story.
- They compare their answers in pairs.
- Check with the class.

Key: 1, 2, 5, 3, 6, 4

3 SB p27 **Find the sword in the story.**

Aim: to present and practise words with silent consonants

- Read out the instruction for students, making sure they realise which letter is silent (*w* in *sword*).
- Students find the sword in the story.

Key: Frames 1, 2, 3, 4, 5, 6 and 7

4 CD1 37 SB p27 **Listen and say.**

Aim: to practise words with silent consonants

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.
- Play the recording again. Students listen and repeat.
- Elicit what the silent letters are (*h* in *rhino*, *w* in *writing*, *g* in *sign*, *s* in *island*).
- Check understanding of vocabulary.
- Repeat the caption together as a class a few times.
- Students practise in pairs.

1 CD1 38 WB p27 **Listen and write the missing words. Then say with a friend.**

Aim: to give students listening practice

Key: 1 What a nice, 2 There was something strange about

2 WB p27 **Make sentences. Then circle the silent consonants.**

Aim: to give further practice with silent consonants

Key: 2 e, w in write, h in rhyme; 3 a, c in scientist, k and w in knows; 4 f, h in rhinos, s in island; 5 b, w in wrong, w in answer; 6 d, h in school, t in listen

3 CD1 39 WB p27 **Listen, say and check your answers.**

Aim: to give focused listening practice

Note: Letters that help make vowel and diphthong sounds, such as *gh* in *knight* or *w* in *know*, are still called silent consonants because they don't make a consonant sound.

Ending the lesson

Aim: to review words with silent consonants

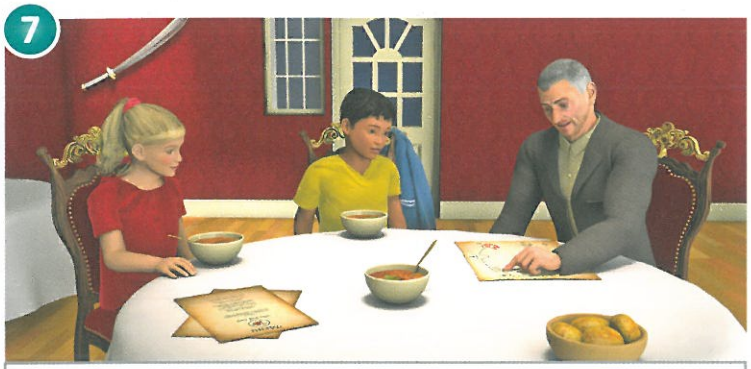
- Students work in pairs with Student's Books and Workbooks closed.
- Give them two minutes to write all the words with silent consonants from the lesson.
- They then put them in alphabetical order.
- Elicit the words from the class.

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (names, *house*, *plant*, *men*, *car*, *them*, *T-shirt*, *shorts*, *big winter coat*, *boots*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Grandpa: Hmm, that waiter looked like a man that I knew a long time ago. I can tell you later, but first I want to talk about this picture of the red lion.

8



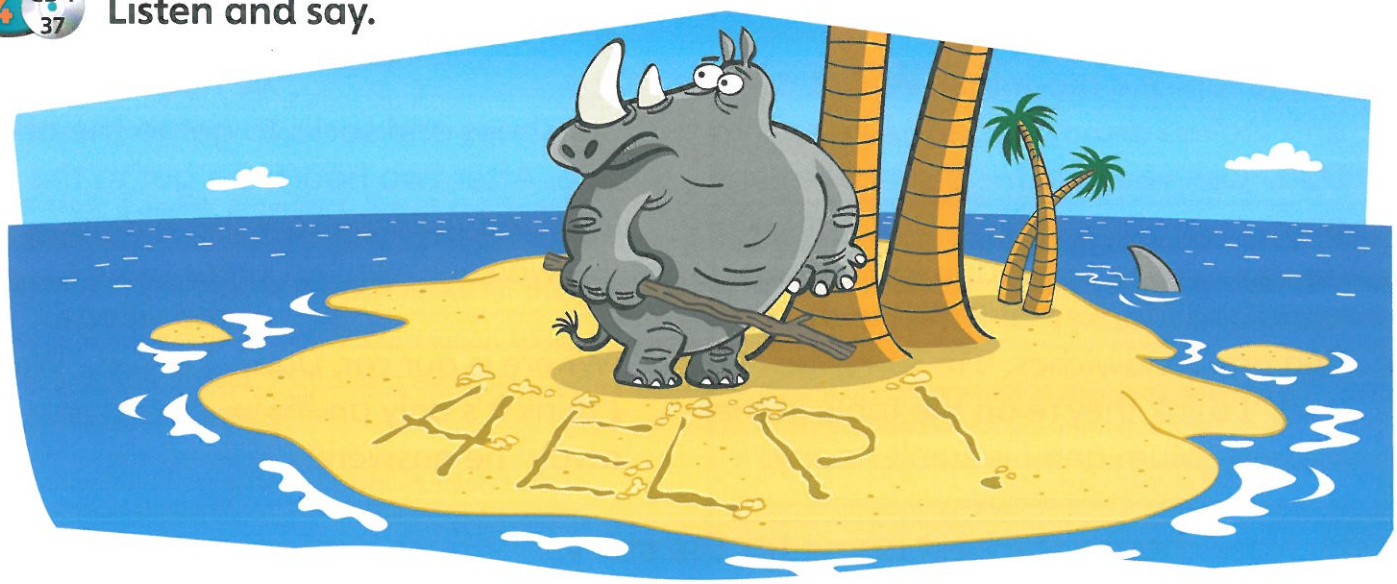
Lucy: The Red Lion! It's this restaurant!
Grandpa: Yes, and now look at the menu.
Ben: It's the symbol and the line! It says: 'Lots of stairs. Climb thirty-three!'

2 Think! Put the story in order.

- ☐ Ben and Lucy show the map to Grandpa.
- ☐ Grandpa asks the children about the map.
- ☐ Grandpa shows Ben and Lucy the map.
- ☐ The waiter brings the bread.
- ☐ Grandpa helps them to find the line.
- ☐ Ben can't find the map.

3 Find the sword in the story.

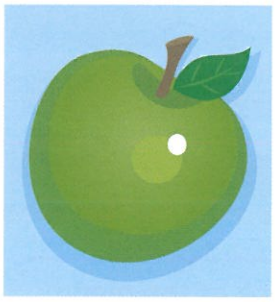
4 CD 1 37 Listen and say.

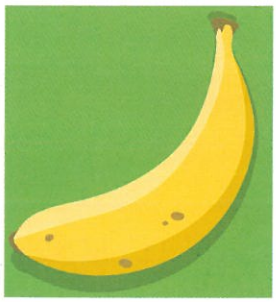


A rhino writing a rescue sign on an island

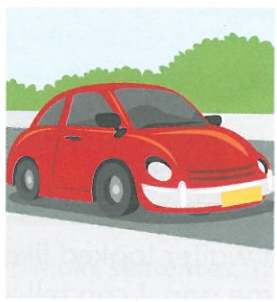

Skills

1 **Read the story. Choose a word from the box. Write the correct word next to numbers 1–6.**


apple


banana

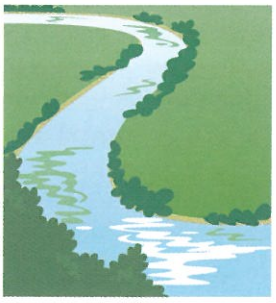

bus


car



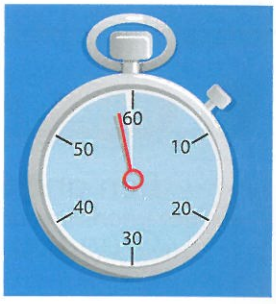
hour


house


river


forest


restaurant



minute

Last month my parents and I went for a walk. First we drove for an hour and then we parked the (1) _____ . Next we walked through a (2) _____ and saw nothing but trees for two hours. Then we walked another hour to the top of a mountain. We sat down and looked around. Then Mum said to Dad, 'Can you give me a sandwich and an (3) _____ ?' Dad put his hand in the rucksack and looked sad. Mum and I looked at Dad. He couldn't find any sandwiches. 'I'm sorry,' he said, 'I think they're on the table in the kitchen.' Mum and I weren't happy.

We were very hungry. 'I've got an idea,' Dad said. 'We'll go down a different way, to the lake. Near the lake there's a village and there's a good restaurant there.' We stood up and started to go down. When we came to a small (4) _____ , we had to take off our shoes and socks to get to the other side. After two hours, we got to the lake and then we saw the village. We walked over, but there wasn't a (5) _____ in the village. 'Where is our car, Dad?' I asked. 'Well, I think it's only an (6) _____ away.' he answered.

2 **Now choose the best name for the story.**

☐ A mountain walk ☐ A day without food ☐ The village without a restaurant

Aim:
- to practise reading and listening skills

Skills:
- reading for detail
- listening for specific information

Thinking skills: interpreting the values in a story

New language: *saw nothing but trees*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to listen for specific information.

Warm-up

Aim: to review countryside vocabulary

- Write the eight countryside words on the board with the letters in scrambled order.
- Students come to the board in turn and write the words correctly.
- Elicit a simple definition of each one, e.g. *A path is a small road you can walk on in the country.*

1 SB p28 **Read the story. Choose a word from the box. Write the correct word next to numbers 1–6.**

Aim: to practise reading for detail YLE

- Focus the students on the pictures and on the Activity 1 instructions. Check students know what to do.
- Make sure they realise they don't use all the words.
- Tell students to read the text silently and write the words in the gaps.
- Students compare answers in pairs.
- Check with the class. Elicit what students had to do to find the right answers (read around the gaps).
- Elicit what happens in the story.

Key: 1 car, 2 forest, 3 apple, 4 river, 5 restaurant, 6 hour

2 SB p28 **Now choose the best name for the story.**

Aim: to practise reading and interpretation skills

- Students work in pairs. They discuss each title in turn and decide if it is good or not.
- In pairs, they choose the best one.
- Elicit the titles from different pairs. Students have to justify their choice.

Key: A day without food

1 CD1 40 WB p28 **Listen and write *t* (true) or *f* (false).**

Aim: to practise listening skills

CD1 Track 40

For tapescript see TB page 119

Key: 2 t, 3 f, 4 t, 5 f, 6 t

2 WB p28 **Write the story. Use the pictures and the sentences from Activity 1 to help you.**

Aim: to practise narrating

Key (sample answer):

It was Kate's birthday. She invited her friend Lisa to the party. She invited two other friends too. Kate had a lovely big cake and she got great presents. She got some roller skates, a book about butterflies and a pencil case. The pencil case was her favourite present. At half past nine in the evening, Kate and her three friends got into her dad's car. He drove to the forest and then they all got out. 'We're going on a night walk,' he said. It was dark but they could see because they all had their torches. They walked through the forest, looking for night animals. Suddenly Kate's uncle jumped out from behind a tree. The children jumped. They were scared. 'You frightened us,' said Kate. 'That was a horrible trick.' 'Sorry,' said Kate's dad. 'Let's look for some real animals in the forest now.'

3 Values WB p28 **What can we learn from the story? Tick (✓).**

Aim: to practise interpretation

Key: Spending time with your friends and family is important.

Ending the lesson

Aim: to review the story

- In groups of four, students read each other's stories from WB Activity 2.
- Elicit and discuss how similar and different the stories were.

Extension activity

Aim: to discuss story interpretations

- Focus on WB Activity 3. Discuss each of these values in turn.
- Decide as a class which of these values are more important and which are less important.
- Elicit examples from students to back up their ideas.

Note: Some of this discussion may need to take place in L1.

Aim:
- to practise listening, writing and reading skills

Skills:
- listening for detail
- writing a description
- reading for detail

New language: *hike, place, table tennis*

Recycled language: countryside vocabulary

Materials: CD

Language competences: Your students will be able to listen for detail.

Your students will be able to write a description.

Your students will be able to read for detail.

Warm-up

Aim: to review nouns and adjectives

- Play a clapping game.
- Demonstrate the game. Stand in a circle of six students.
- Clap twice. Say a countryside word, e.g. *Path*. Clap twice.
- The student on your left says an adjective which they associate with the word, e.g. *Small/Dark*.
- Clap twice. The next student to the left around the circle says another countryside word.
- Clap twice. The next student to the left says an adjective which they associate with that word.
- Continue like this, going around the circle several times. Students cannot repeat adjectives.
- Students play the game in their own circles.

1 CD1 41 SB p29 **Listen and write the names under the pictures.**

Aim: to give students practice in listening for detail

- Focus students on the pictures and elicit what they can see in each one.
- Check students know what to do.
- Play the recording. Students listen and write the first letter of the name (or first two letters in the cases of *Jack* and *John*) under the relevant picture.
- They compare answers in pairs.
- Play the recording again. Students write the full names.
- Check with the class.

CD1 Track 41

For tapescript see TB page 119

Key: 1 Mary, 2 John, 3 Vicky, 4 Jack, 5 Sally

2 CD1 42 SB p29 **Listen again and write *yes* or *no*.**

Aim: to give students further listening practice YLE

- Students read the six statements silently.
- Play the recording again. They write *yes* or *no*.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.

Key: 1 yes, 2 yes, 3 no, 4 yes, 5 no, 6 yes

3 SB p29 **Write about your favourite place.**

Aim: to practise writing skills

- Write *Favourite places* on the board in a circle.
- Elicit the students' favourite places. Create a word map.
- Read out the model answer in the Student's Book.
- Elicit where the information is for the three prompt questions (Where? Why? What do you do there?).
- Students write a first draft in their notebooks.
- Go around the class to support and check. Students write their final versions.

1 WB p29 **Look and read. Write 1, 2 or 3 words to complete the sentences about the story.**

Aim: to practise reading for detail YLE

Key: 2 grandpa, 3 hide and seek, 4 ten minutes, 5 Grandpa was, 6 thirty, 7 someone snoring, 8 most comfortable bed

Ending the lesson

Aim: to review question forms

- Play a version of 'Hide and seek' with the class.
- One student goes out of the room.
- Hide an object, e.g. a pencil.
- The student comes back into the room.
- The student walks around the room. As he/she gets close to the object, the students say *You're getting warmer*. As the student gets further from the object, the students say *You're getting cooler*.
- The student can ask five questions to find the object, e.g. *Is it under the bookcase?*
- When the student finds the object or has asked all the questions, it is the turn of another student.

Extension activity

Aim: to encourage personalisation

- Make groups of six.
- Students read about each other's favourite places.
- Elicit what places students wrote about.

1 CD 1 41 Listen and write the names under the pictures.

Jack Vicky John Mary Sally











2 CD 1 42 Listen again and write *yes* or *no*.

1 Mary has got a pony. _____
2 Sally likes swimming. _____
3 Jack likes football and table tennis. _____
4 Vicky likes picnics. _____
5 John lives in a village. _____
6 Jack likes hiking. _____

3 Write about your favourite place.

Where? Why? What do you do there?

My favourite place is the beach near my house because it's quiet. I like watching the birds and sometimes I take food for them.

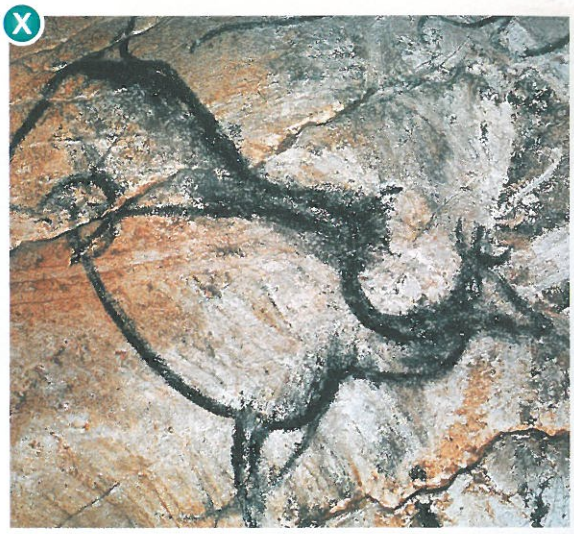
LIFE IN ART

1 Think! Look at the paintings. Number them from the oldest (1) to the most recent (4).

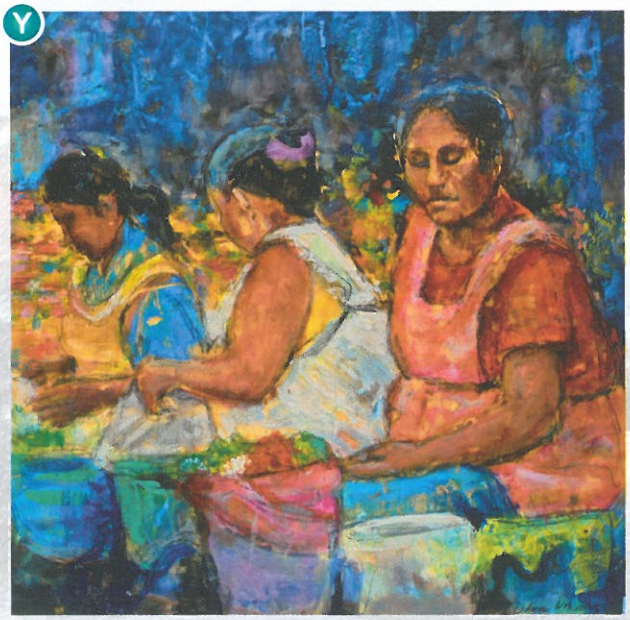
W



X



Y



Z



2 Number the topics to match the paintings.

Work ☐ Animals ☐ Nature ☐ Free time ☐

Aim:

- to integrate other areas of the curriculum through English: Art

New language: *recent, nature, free time*

Recycled language: language from the unit

Language competences: Your students will be able to use known language to talk about Art in English.

Warm-up

Aim: to introduce the topic of Art

- Elicit what painters or paintings students know and like.
- Give them some prompts if necessary.
- Ask them if they have seen any of these paintings/ painters in museums or galleries they have been to.

1 Think! SB p30 **Look at the paintings. Number them from the oldest (1) to the most recent (4).**

Aim: to extend students' understanding of Art

Thinking skill: sequencing pictures chronologically

- Focus students on the four pictures in the Student's Book. Elicit what they can see in each one and discuss each one in turn, e.g. Do they like it? Have they seen it before?
- Read the activity instructions with the class and check students know what to do. Check understanding of *most recent*.
- Students decide their sequence individually and then discuss their ideas in pairs.
- Elicit their ideas as a class and provide students with the correct information.

Key: W 3, X 1, Y 4, Z 2

2 SB p30 **Number the topics to match the paintings.**

Aim: to practise matching and interpretation skills

- Check students know what to do.
- They do the task individually.
- In groups of four they compare, discuss and justify their answers.
- Discuss as a whole class.

Key: Work 4, Animals 1, Nature 2, Free time 3

1 WB p30 **Look at the paintings. Write five sentences. Use the words from the box or your own ideas.**

Aim: to give students further practice with Art vocabulary

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit what students learnt about today, e.g. *Art, discussed old and recent pictures and written my opinion of different paintings.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work individually.
- They think of a picture they know and like and find a reproduction of it on the Internet. They print out a copy and write about it.
- Students display their text and pictures on the walls.

Aims:

- to extend the focus on Art through English
- to enable students to complete a project

New language: *foreground, background, dark (colours), bright (colours), realistically, sunshine, parasols, environment*

Recycled language: Art and paintings

Materials: poster paper, photos, paper, coloured pens, paints, glue

Language competences: Your students will be able to talk about Art in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Art and paintings

- Elicit what students remember about the paintings from the previous lesson, e.g. descriptions, artists' names, the age of the paintings.
- Elicit which painting(s) students liked best.

1 SB p31 **Read and write *t* (true) or *f* (false).**

Aim: to review and extend students' understanding of paintings

- Pre-teach *foreground, background, dark, bright.*
- Check students realise that the descriptions are of the paintings on SB page 30.
- Read the four sentences aloud with the class and check understanding.
- Students read the text silently and answer *true* or *false* for the statements.
- They compare their answers in pairs.
- Read the text aloud around the class.
- Check answers as a class.

Key: 1 t, 2 f, 3 f, 4 t

2 Project SB p31 **Make a *My world* collage.**

Aim: to enable students to follow instructions and to make a collage

- Talk about the project with students.
- Brainstorm the topic with students first to help them with ideas.
- Students collect the materials for their collage.
- Go around the class, checking what students have chosen before they stick it on the paper.
- They create the collage and then write a short note about each part.
- Students display their collages in the classroom.

3 SB p31 **Present your collage to the class.**

Aim: to enable students to share their work

- Read the example aloud for the class.
- Students volunteer to talk about their collages to the class using the model.
- In large classes, presentations can be done in groups.

1 Think! WB p31 **Read Danny's text and think. Which picture is he describing?**

Aim: to give students further practice with Art vocabulary

Thinking skill: making inferences

Key: 1

2 Think! WB p31 **Look and imagine. What do you see? Write about the other picture from Activity 1.**

Aim: to practise writing skills

Thinking skill: applying imagination

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've …*
- Elicit what students did today, e.g. *learnt how to write about a painting, written a description of a painting and made a My world collage.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop speaking skills

- In groups or as a class, students take turns to talk about their favourite painting from SB pages 30 and 31.
- They describe it and say why they like it.

1 Read and write *t* (true) or *f* (false).

Painting W is by Georges Seurat. He painted the picture in 1886. It is a wonderful day near a river in France. The people are outside to enjoy the sunshine. Some of the ladies have parasols because they don't want to get too much sun.

Painting X is from a cave in France. The painters did the painting about 20,000 years ago. They painted the animals which they hunted.

Painting Y is *El Mercado*. It is a modern painting from Mexico. Three women are selling flowers or vegetables at a market. The colours are very bright.

Painting Z is a landscape painting by Joris van der Haagen. He lived in Holland and painted it in about the year 1650. In the foreground there are darker colours. The background with the clouds and the sky is bright. The trees and the river are very realistically painted.

1 The oldest painting shows animals. ☐

2 The painter who did the painting with the quiet river and the trees lived in France. ☐

3 Georges Seurat lives in England. ☐

4 The modern painting is from Mexico. ☐

2 Project Make a *My world* collage.

1 Think of your environment: your family and friends, free time and school.

2 Find photos, draw a picture or create artwork for each item.

3 Write a note for each item on your collage.



3 Present your collage to the class.

My collage shows my house and the river near it, my pets, my friend …

Find out

How we spend our free time

1 **How many students in your class prefer being ...**
... outdoors? ... in town? ... at home?

Outdoors	In town	At home
✓✓✓✓✓✓✓	✓✓✓✓✓	✓✓✓

2 **Work in groups (outdoors, town and home). Ask about favourite activities. Make a chart.**

What do you like to do outdoors?

What do you like to do in town?

What do you like to do at home?

Outdoors	In town	At home
Ride bike ✓✓✓	Museum ✓	Computer ✓✓
Walk ✓✓	Shopping ✓✓✓	TV ✓

3 **Tell the class about your group.**

In the outdoors group, three students like riding their bike ...

4 **Write a report.**

My classmates and their free time

Today we asked what the students in our class prefer doing in their free time. The results were very interesting.

There are 16 students in the class. Half of them (8 students) say that they love being outdoors in their free time. They love riding their bikes (3), going for walks (2) and playing football (3).

5 students (4 girls and 1 boy) prefer hanging out in town. They love going to museums, shopping and going to the cinema.

2 of our classmates spend all their free time in front of computers.

Aims:
- to consolidate language from the unit
- to promote student–student cooperation

New language: *outdoors, classmates, prefer doing, half, hang out*

Recycled language: language from the unit

Materials: poster paper, note paper

Language competences: Your students will be able to complete a survey about what they do in their free time.

Warm-up

Aim: to review activities

- Brainstorm with the class all the things they did the previous weekend.
- Write the activities on the board, e.g. *ride my bike, go to the park.*
- Leave the vocabulary on the board for the next activity.

1 SB p32 **How many students in your class prefer being ... outdoors? ... in town? ... at home?**

Aim: to review language from the unit

- Focus students on the question for SB Activity 1 and check understanding of *prefer* and *outdoors*.
- Tell students that they are going to do a survey to find out this information about the class.
- Elicit examples of things students do at home, outdoors and in town. Use the words on the board from the Warm-up to start the discussion.
- Make a chart on the board, elicit how many students prefer being in these three places and write the results as in the Student's Book.

2 SB p32 **Work in groups (outdoors, town and home). Ask about favourite activities. Make a chart.**

Aim: to practise questions and answers

- Students make groups according to the results in Activity 1. If any groups are very large, split them into two.
- Check students know what to do.
- They ask and answer in their groups and make a chart of the activities and the number of people who like doing them.
- Hand out note paper and poster paper to each group for recording this information.
- Go around the groups, helping and checking as appropriate.

3 SB p32 **Tell the class about your group.**

Aim: to practise speaking skills

- Groups take turns to talk about their results to the class.
- Tell them to think of what they are going to say first. They report about the different activities and the numbers of students who like doing them.
- Make sure all the students in the group take an active part in the presentations.

4 SB p32 **Write a report.**

Aim: to practise report writing skills

- Read the model report through with the class.
- Focus students on the structure of the report and check understanding of vocabulary, e.g. *half, hanging out.*
- Students individually write a first draft of their reports, using the information from Activity 2.
- Go around the class checking and giving feedback.
- Students then write a final version of their reports in their notebooks.

1 WB p32 **Match the questions with the answers.**

Aim: to practise questions and answers

Key: 2 a, 3 d, 4 c, 5 b, 6 e

2 WB p32 **Look at Activity 1. Underline the mistakes. Then write the correct sentences.**

Aim: to practise close reading skills

Key: listening to birds – watching birds, sleeping in the garden – helping in the garden, being at home – being outdoors, she watches a lot of TV – she never watches TV, she never uses a computer – she uses a computer every day, she doesn't send emails – she writes emails, too many people – too many cars

3 WB p32 **Write about your free time.**

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the lesson

- Play a quick hands-up game.
- Call out questions one after another, e.g. *Who likes being outdoors?* Students put up their hands each time.

Extension activity

Aim: to enable students to share information

- Put students into groups of four.
- They take turns to read the text they wrote for WB Activity 3. When they read the text, they make one mistake (as in WB Activity 2).
- The other students guess what the mistake was.

Aim:

- to consolidate language from the unit

Recycled language: language from the unit, *scrapbook*

Materials: students' scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit.
- Students look at each other's scrapbooks and compare their work.

1 SB p33 **Read Joshua's description and answer the questions.**

Aim: to practise reading skills

- Focus students on the text and the picture in Activity 1.
- Elicit what they can see in the picture. Tell students this boy's name is Joshua.
- Students read silently and answer the questions.
- They compare answers in pairs.
- Check and discuss answers as a class.

Key: 1 His grandma's garden. 2 There are lots of trees and flowers and it's very quiet. 3 He listens to the birds. 4 She's very noisy so the birds fly away.

2 SB p33 **Underline *and*, *because*, *but* and *so* in Joshua's text.**

Aim: to review connectors

- Students underline the words and check in pairs.
- Ask different students to read out the sentences, including the underlined words.
- Discuss how these words make the text better.

3 SB p33 **Join the sentences.**

Aim: to practise use of connectors

- Remind students to think carefully about the meaning of the sentences.
- They work individually and put the sentences together.
- They compare answers in pairs. Check with the class.

Key: 1 I like the river because I love watching the fish in it. 2 On Sundays my mum and I often go to the forest and we have a picnic. 3 My best friend lives near a lake, so I go swimming with his family in the summer. 4 I like the park very much, but on Sundays there are too many people there.

4 SB p33 **Write about your favourite outdoor place. Use the words from Activity 3.**

Aim: to practise writing a text from a model

- Check students know what to do and that they should use the connectors in their texts.
- Students use the questions as prompts.
- They write notes, organise their information, plan their text and then write a first draft.
- Go around the class. Read and comment on students' work.
- Students write a final version of their texts in their scrapbooks.

1 Think! WB p33 **Which one is different in each group? Look, think and circle.**

Aim: to practise classification

Thinking skill: identifying similarities and differences

Note: Accept different answers if students are able to give reasons for them.

Key: 2 restaurant, 3 village

2 WB p33 **Colour the bricks to make sentences. Write in the missing words.**

Aim: to review grammatical form

Key: 2 They were scared because they saw a snake. 3 When Grandma was young she could run really fast. 4 When I was two I couldn't write. 5 She was tired so she went to bed.

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for The world around us on page 118 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 22 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

My scrapbook

My favourite outdoor place

1 **Read Joshua's description and answer the questions.**

My favourite outdoor place is my grandma's garden. I like it because there are lots of trees and flowers. It's a very quiet garden. I often sit under my favourite apple tree and listen to the birds. My little sister likes the garden too, but she's very noisy so the birds fly away.



1 Where is Joshua's favourite outdoor place?
2 Why does he like it so much?
3 What does he do when he sits under his favourite tree?
4 Why is his little sister a problem in the garden?

2 **Underline *and*, *because*, *but* and *so* in Joshua's text.**

3 **Join the sentences.**

1 I like the river — I love watching the fish in it. — so
2 On Sundays my mum and I often go to the forest — we have a picnic. — because
3 My best friend lives near a lake — I go swimming with his family in the summer. — but
4 I like the park very much — on Sundays there are too many people there. — and

4 **Write about your favourite outdoor place. Use the words from Activity 3.**

- Where's your favourite outdoor place?
- Why do you like it?
- What do you like so much about it?
- What do you do there?

3 Danger!

1 CD 2 02 **Listen and say the words. Then check with a friend.**

1 fire
2 flood
3 emergency services
4 police car
5 police officer
6 fire engine
7 firefighter
8 ambulance
9 paramedic



2 CD 2 03 **Listen and correct the sentences.**

1 The children know Grandpa's story.
2 Grandpa has an accident.
3 A woman's car is on fire.
4 Lucy phones the emergency services.

3 **Make short dialogues. Use the words from Activity 1.**

999. Emergency Services. How can I help you?

There's a flood in Green Street. Can you send a boat …

Aims:

- to present and practise vocabulary for emergencies
- to give students listening practice
- to review language for short dialogues

New language: *danger, fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic, accident, on their way*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to talk about emergencies.

Warm-up

Aim: to introduce the topic of emergencies

- Elicit what students do if there is a fire or someone is hurt. Elicit what number they call.
- Write *Emergencies* on the board.

Presentation

Aim: to present emergencies vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check for correct pronunciation of *flood*.
- Elicit what students think is happening in the picture and who is in the car with Ben and Lucy (Ben's grandpa).
- Remind students that they are on their way back from the restaurant.

1 CD2 02 SB p34 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

2 CD2 03 SB p34 **Listen and correct the sentences.**

Aim: to practise listening

- Read the statements aloud with the class. Check understanding of *accident*.
- Encourage students to try to predict the corrections.
- Play the recording. Students listen and correct.
- They check in pairs.
- Play the recording again. Check with the class.

CD2 Track 03

For tapescript see TB page 120

Key: 1 The children don't know Grandpa's story. 2 Another car has an accident. 3 A man's car is on fire. 4 Ben's grandpa phones the emergency services.

3 SB p34 **Make short dialogues. Use the words from Activity 1.**

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class.
- Tell students that 999 is the emergency number in the UK.
- Practise two or three short dialogues in open pairs.
- Students practise other short dialogues in pairs, taking turns to make the call.
- Some pairs perform their short dialogues for the class.

1 WB p34 **Complete the words.**

Aim: to practise writing the new vocabulary

Key: 2 ambulance, 3 flood, 4 police car, 5 paramedic, 6 firefighter, 7 police officer, 8 fire engine, 9 emergency services

2 WB p34 **Complete the diagram with the words from Activity 1.**

Aim: to give further practice with the new vocabulary

Key: People: paramedic, firefighter, police officer; Vehicles: ambulance, police car, fire engine; Dangers: flood

3 WB p34 **Read and complete the text. Use the words from Activity 2.**

Aim: to consolidate understanding of the new vocabulary in context

Key: 2 fire engine, 3 firefighters, 4 fire, 5 flood, 6 ambulance, 7 paramedics, 8 police officers, 9 police car

Ending the lesson

Aim: to review vocabulary from the lesson

- Have pairs of students perform some of their dialogues from SB Activity 3.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. *A firefighter is a person who helps to put out a fire.*

Aim:
- to present and practise the past continuous

New language: *fall out of, hurt, stretcher*

Recycled language: emergencies vocabulary, verbs

Materials: CD

Language competences: Your students will be able to talk about background actions in the past.

Warm-up

Aim: to review emergencies vocabulary

- Write the nine new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

Presentation

Aim: to present the past continuous

- Say, e.g. *I came into the classroom at 9.30 today. You were sitting in your chairs. You were talking to your friends. (Student name) was drawing a picture.*
- Write *At 9.30* on the board and then write the past continuous sentences. Underline the past continuous using a colour.
- Check/elicit that these things were happening at 9.30 when you came into the room.
- Draw a timeline to show that the past continuous actions continued over a period of time.

Note: The past continuous and simple past are dealt with more actively in Unit 4.

1 CD2 04 SB p35 **Guess the picture for each sentence. Listen and check.**

Aim: to practise the past continuous

- Students look at the pictures in their Student's Book. Elicit the injury/situation in each one (broken leg, hurt arm, on a stretcher, cut head).
- Check students know what to do and explain that they are just guessing at this stage.
- Students work individually. They silently read the sentences and match them with the pictures.
- They compare answers in pairs.
- Play the recording. Students check their ideas.
- Play the recording again and then check with the class.

CD2 Track 04

For tapescript see TB page 120

Key: a 4, b 3, c 1, d 2

2 CD2 05 SB p35 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 121 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 was, 2 was, 3 was, 4 were

3 SB p35 **Complete the sentences.**

Aim: to consolidate grammatical form

- Check students know what to do.
- Elicit a sentence for each one, e.g. *When the phone rang, Ella was reading.*
- Students write the sentences in their notebooks.

Key: 1 Ella was reading. 2 Jack was doing his homework. 3 Holly was drying the dishes. 4 Charlie was sweeping the floor.

1 WB p35 **Write *was* or *were*.**

Aim: to review the past continuous

Key: 2 was, 3 were, 4 was, 5 was, 6 were

2 WB p35 **Describe the picture. Use the words from the box.**

Aim: to give further practice with the new language

Key: 2 was singing, 3 was talking on the phone, 4 were fighting, 5 was trying

Ending the lesson

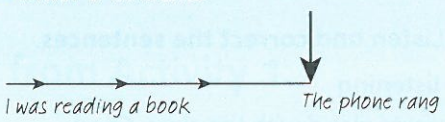
Aim: to practise key language from the lesson

- Elicit the things the people were doing when they had their accidents from SB Activity 1.
- Elicit some other endings for the sentence stems, e.g. *I was climbing a tree when my mum called me.*

Extension activity

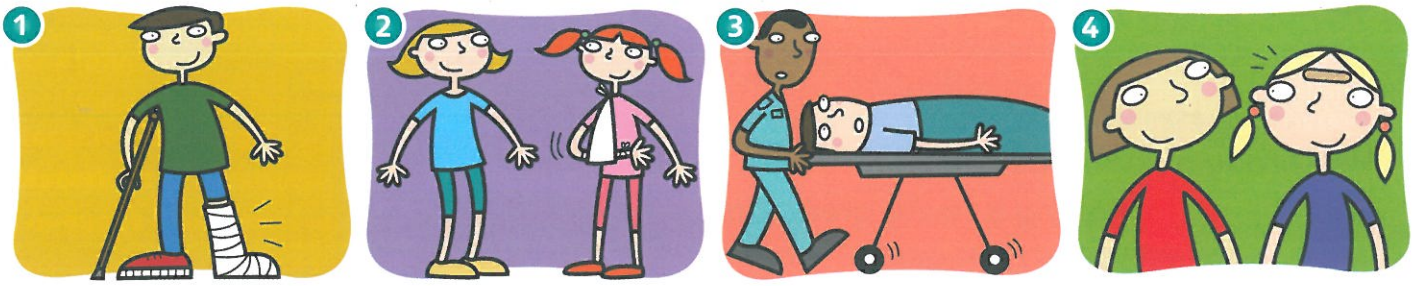
Aim: to preview past continuous interrupted action

- Draw a timeline:



- Students then draw four timelines for the situations in SB Activity 3.

1 CD 2 04 Guess the picture for each sentence. Listen and check.



a We were running around the swimming pool. ☐

b I was driving very fast. ☐

c I was climbing a tree. ☐

d We were riding our bikes. ☐

2 CD 2 05 Grammar focus Listen and say.



I was climbing a tree.
My friend was swimming in the pool.
You were reading a book.
He was driving very fast.
We were playing tennis.
They were riding bikes.

3 Complete the sentences.

When the phone rang,

1 Ella …



2 Jack …



3 Holly …



4 Charlie …



1 CD2 06 Listen and complete the song with *was* and *were*.

Yesterday at half past nine
We (1) _____ having a really great time.
All of my family were at home –
It was fun and we were fine.

Mum (2) _____ feeling very hungry.
She (3) _____ eating a banana cake.
My sister Emily was thirsty, so
She (4) _____ drinking a vanilla shake.

I've got a telescope in my room.
I (5) _____ looking at a big, bright star.
My brother Jonathan was in the hall.
He (6) _____ playing with his new red car.

But just then at half past ten ...
BANG! And all the lights went out.
'Just a little accident,' said my dad,
But everybody started to shout.

'My banana cake!' 'My vanilla shake!'
'Hey, where's Dad?' 'Dad, where are you?'
'Ouch, my telescope!' 'Ow, my car!'
'Here I am!' 'Dad ... was that you?'



2 CD2 07 Listen and sing.

3 Make sentences.

At half past nine Emily was drinking a vanilla shake.

Mum ...

Jonathan ...

I ...

Dad ...

Aims:
- to consolidate the past continuous
- to sing a song with the class

New language: *vanilla shake, telescope, bright, star, hall, go out*

Recycled language: food, actions, adjectives

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review the past continuous

- Write *7 o'clock* on the board.
- Say, e.g. *At seven o'clock this morning I was eating my breakfast. (Name), how about you?*
- Prompt other students to make a sentence saying what they were doing then.
- Repeat for, e.g. eight o'clock the previous evening.

1 CD2 06 SB p36 **Listen and complete the song with *was* and *were*.**

Aim: to give students listening practice

- Elicit what and who students can see in the pictures in their Student's Book. Pre-teach/check vocabulary, e.g. *telescope, star, vanilla shake.*
- Students read the song and try to complete the text with *was/were*.
- Play the recording. They listen and check.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Elicit which pictures go with which verses.
- Check with the class. Check understanding of vocabulary and of what happens in the song.

Key: 1 were, 2 was, 3 was, 4 was, 5 was, 6 was

2 CD2 06 07 SB p36 **Listen and sing.**

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

3 SB p36 **Make sentences.**

Aim: to enable students to review the song

- Students cover the text and pictures with a piece of paper.
- Demonstrate the activity. Elicit one more sentence, e.g. *Mum was eating a banana cake.*
- Students work in pairs and say a sentence for each person.
- They look at the song and pictures to check.
- Elicit from the class. Check for use of the weak form of *was*.

Key: Mum was eating a banana cake. I was looking at a big, bright star. Jonathon was playing with his new red car. Dad was fixing the lights.

1 WB p36 **Remember the song. Look and number the objects.**

Aim: to activate memory skills

Key: 2 a, 3 c, 4 d, 5 b

2 WB p36 **Complete the sentences.**

Aim: to consolidate the past continuous

Key: 2 drinking (a vanilla shake), 3 playing with his (new red) car, 4 looking at a (big, bright) star, 5 eating (a banana cake)

3 Think! WB p36 **What were these people doing? Imagine and write sentences.**

Aim: to give students further practice with the present continuous

Thinking skill: applying imagination

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with the past continuous

- Students each choose a time yesterday evening or from the previous weekend.
- They write what the people in their family were doing then.
- Go around the class to help with vocabulary and spelling.
- Students write their sentences in their notebooks. They write the header, e.g. *At 10 o'clock last Saturday morning …*

Aims:
- to present and practise past continuous questions
- to review telling the time

Recycled language: verbs, nouns

Materials: CD

Language competences: Your students will be able to ask questions using the past continuous.

Warm-up

Aim: to review action verbs

- Mime an action, e.g. *cooking*. Students try to guess.
- The student who guesses comes up to mime.
- Repeat with other students and other action verbs.

Presentation

Aim: to present past continuous questions

- Say, e.g. *Yesterday at 6 o'clock I was walking my dog. (Name), what were you doing at 6 o'clock?*
- The student answers, e.g. *I was doing my homework.*
- Elicit the question from the class and write it on the board: *What were you doing?*
- Ask *What was (name) doing?* The class replies, e.g. *She was doing her homework.*
- Elicit and write the question on the board.

1 CD2 08 SB p37 **Look, read and number the dialogues. Listen and check.**

Aim: to practise past continuous questions

- Students look at the pictures in their Student's Book.
- Students work individually. They read the sentences and match them with the pictures.
- They compare answers in pairs.
- Play the recording. Students check their answers.
- Play the recording again. Check with the class.

Key: a 4, b 3, c 1, d 2

2 CD2 09 SB p37 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the questions and answers in pairs.
- Students turn to the Grammar focus section on page 121 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 Were, was, 2 Was, wasn't, 3 Were, were, 4 was, was 5 were, was

3 SB p37 **Ask and answer about yesterday.**

Aim: to give students further practice with past continuous questions

- Demonstrate the activity for the class using open pairs.
- Students ask about 4 o'clock the day before.
- Students take turns to ask and answer in pairs.

1 WB p37 **Match the questions with the answers.**

Aim: to give further practice with the new language

Key: 2 e, 3 d, 4 f, 5 a, 6 c

2 WB p37 **Look and write questions for the answers.**

Aim: to give further writing practice with the new language

Key: 2 What were you doing, 3 What were Nathan and Jacob doing, 4 What was Dad doing

3 WB p37 **Read the questions and answers. Answer the questions about yourself.**

Aim: to personalise the language

Ending the lesson

Aim: to review the new language

- Students ask and answer the questions from WB Activity 3 in open pairs around the class.

Extension activity

Aim: to consolidate understanding

- Put students into groups of four. They all start the game with five points.
- Students have their answers with them from WB Activity 3, but they keep them secret.
- Students take turns to ask each other one of the questions, e.g. *What were you doing at 8 o'clock? What was your sister doing at 6 o'clock?*
- The student answers, giving either a true answer or a false answer.
- The rest of the group guesses if the answer is true or false. If they guess correctly, the student who answers loses a point. If they guess incorrectly, the student who answers gets a point.
- Play continues around the circle.

1 CD 2 08 Look, read and number the dialogues. Listen and check.



a 'What were you doing yesterday afternoon?'
'I was taking the dog for a walk.' ☐

b 'What was she doing at four?' 'She was reading a book.' ☐

c 'Was he watching TV yesterday evening?' 'Yes, he was.' ☐

d 'Were they listening to mp3 players?' 'No, they weren't.' ☐

2 CD 2 09 Grammar focus Listen and say.



What were you doing yesterday?	**I was watching TV.**
Were they playing table tennis?	**Yes, they were.**
Were they singing?	**No, they weren't.**
What was he doing at 4 o'clock?	**He was reading a book.**
Was she listening to music?	**No, she wasn't.**
Was he watching a film?	**Yes, he was.**

3 Ask and answer about yesterday.

What were you doing at 4 o'clock? — I was doing my homework.

Were you doing your English homework? — Yes, I was.

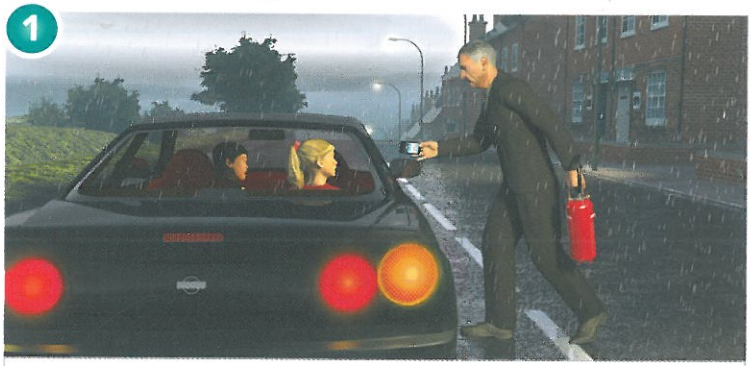
Was your brother playing football at 4 o'clock? — No, he wasn't.

What was he doing? — He was watching TV.

1 CD 2 • 10 The Explorers

The man in the car

1



Grandpa: Take the phone, Lucy. I'm going to help that man.
Ben: Can I come with you, Grandpa?
Grandpa: No way. Stay in the car, please.

2



Lucy: My friend's grandpa has got a fire extinguisher and he's going to help the man in the car.
Operator: Good, but *you* mustn't get out, OK?

3



Operator: Now, Mill Road is a long road. Can you see the number on a house from the car?
Lucy: Yes, I can. We're in front of number 92.

4



Operator: All right. Just wait a few more minutes for the ambulance and the fire engine.
Lucy: I think I can hear the ambulance now!

5



Ben: Wow! Look at Grandpa!
Lucy: He's fantastic!

6



Grandpa: Quick! We must get you out.
Man: Agh, my leg!

Aims:
- to present a picture story
- to review language from the unit

New language: *extinguisher, operator*

Recycled language: characters and language from the story, emergencies, *must, mustn't*

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben, Lucy, Buster* and *Grandpa* on the board.
- Elicit what students remember about the story in Unit 2 and the beginning of Unit 3.
- Give prompts if necessary, e.g. *They were in a restaurant. The waiter tried to steal the map. They found a line of the rhyme on the menu in the restaurant. They were driving home when they saw an accident.*

1 CD2 10 SB pp38–39 **The man in the car**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (at the scene of an accident) and who/what they can see in the picture (Ben, Lucy, Ben's grandpa, a car, a mobile phone, a fire extinguisher). Pre-teach *fire extinguisher*.
- Play the recording. Students listen for who speaks to the emergency services (Lucy), the name of the road (Mill Road), who gets the man out of the car (Grandpa) and why Grandpa doesn't tell his story (he's tired).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit what students think Grandpa means by *It's him again* (in Frame 7).

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)



1 Think! WB p38 **Remember the story. Read and circle.**

Aim: to check comprehension

Thinking skill: choosing between two options

Key: 2 B, 3 B, 4 A

2 Think! WB p38 **How useful are these people? Write *2*, *1* or *0*.**

Aim: to activate students' knowledge of the world

Thinking skill: evaluating actions for purpose

Key: b 2, c 1, d 0

Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Discuss with students other situations when they can be useful, using WB Activity 2 as a starting point.
- Discuss with the class why d is not useful.
- Elicit situations from the class when they have been useful and helpful in an emergency.

Note: Some of this discussion may need to take place in L1. This topic may also need to be treated with sensitivity.

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present the pronunciation of the **igh** phoneme as in n**igh**t

New language: *tights, candlelight*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to identify different ways of spelling the **ie** /aɪ/sound (**igh, i_e, y and ie**).

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends?* (In the car.) *What did they see?* (An accident.) *What did Lucy do?* (She phoned the emergency services.) *What did Grandpa do?* (He got the man out of the car.)

2 SB p39 **Read and make sentences.**

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They match the sentence halves about the story.
- They compare their answers in pairs.
- Check with the class.

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

3 SB p39 **Find the motor *bi*ke and the *ligh*t in the story.**

Aim: to present the pronunciation of **i_e** and **igh** words

- Read out the instructions for students, making sure they hear the **ie** sound correctly in the words.
- Students find the things in the story.

Key: Bike: Frame3, Light (on ambulance): Frames4, 6and8

Note: Students may also point out the car headlights in Frame 1 and the streetlights in Frames 1, 2, 4, 5, 6, 7 and 8.

4 CD2 11 SB p39 **Listen and say.**

Aim: to practise saying words with the **igh / i_e** sound

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sound, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with alternative spellings of the **ie** sound (*knight, bright, tights, writes, rhymes, by, candlelight*).
- Focus students on the different ways of spelling the sound.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 CD2 12 WB p39 **Listen and write the missing words. Then say with a friend.**

Aim: to give students listening practice

Key: 1 Can I come with you, 2 suddenly there was this

2 WB p39 **Complete the words.**

Aim: to practise alternative spellings **igh** and **i_e**

Key: 2 white, 3 lightning, 4 midnight, 5 firefighter, 6 kite

3 CD2 13 WB p39 **Listen, say and check your answers.**

Aim: to give focused listening practice

Ending the lesson

Aim: to review alternative spellings **ie, igh** and **i_e**

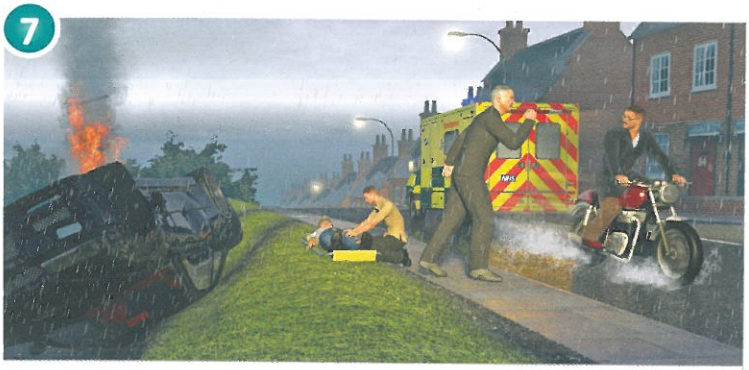
- Write one of the words from the lesson, e.g. *knight*, on the board. Elicit another word with this sound but with a different spelling.
- Students work in pairs writing words with the same sound.
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*planet, watching TV, ran, window, saw two cars, police, No, I didn't because ...*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Man: I wasn't driving very fast, but suddenly there was this flood …
Grandpa: Hey, you on the motorbike! Don't go so fast! (*He thinks*) Hmm. It's him again.

8



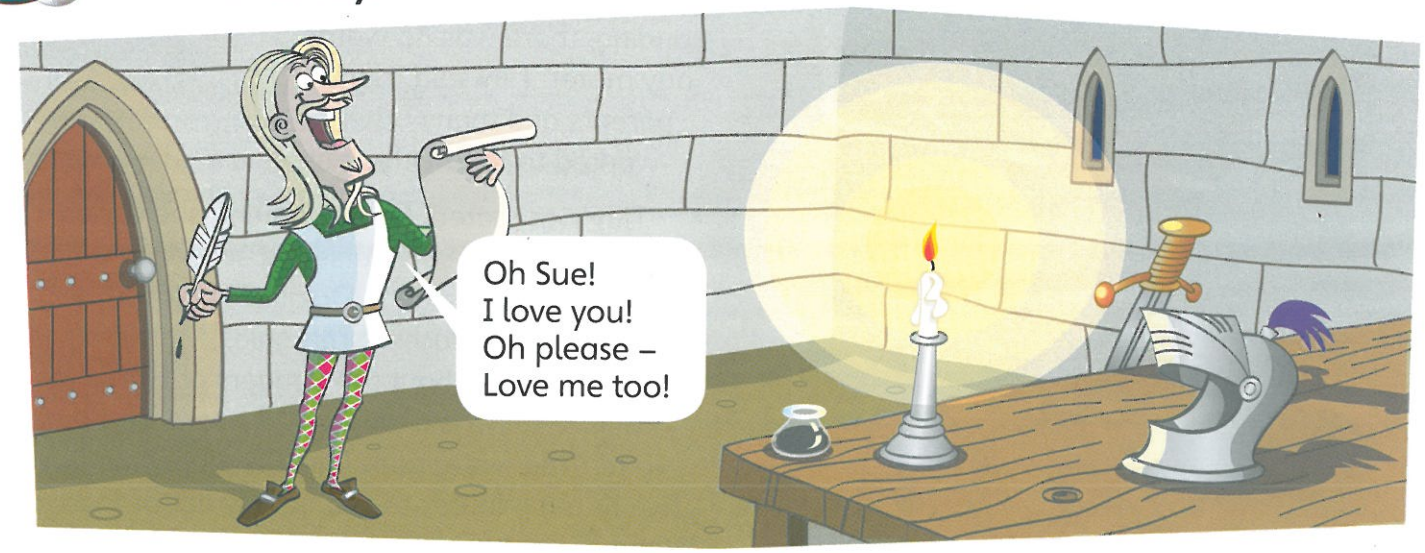
Lucy: You were fantastic. You saved the man's life!
Ben: And now tell us the story, Grandpa!
Grandpa: Another time. I'm too tired now.

2 Read and make sentences.

1	Ben's grandpa and the children	a	and the car was on fire.
2	Suddenly they saw	b	because he was too tired.
3	A man was in the car	c	were driving in the rain.
4	Grandpa and Lucy talked to	d	to get out of the car.
5	Grandpa helped the man	e	an accident.
6	Grandpa couldn't tell them the story	f	the emergency services.

3 Find the bike and the lights in the story.

4 CD 2 • 11 Listen and say.



A knight in bright tights writes rhymes by candlelight.

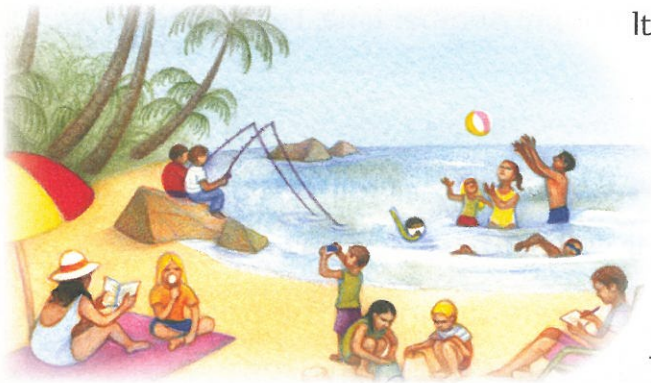
Story time

1 **Read the text quickly and try to find the answers.**

1 What's the name of the girl?
2 Where was she with her parents?
3 Why was she scared?

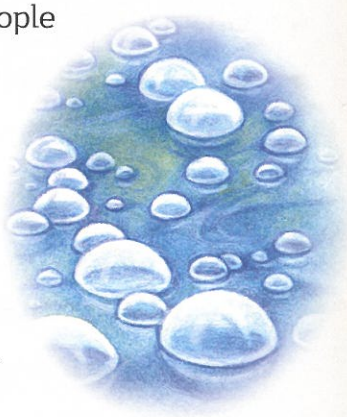
2 CD2 • 14 **Read and listen. Check your answers.**

The day the sea went out

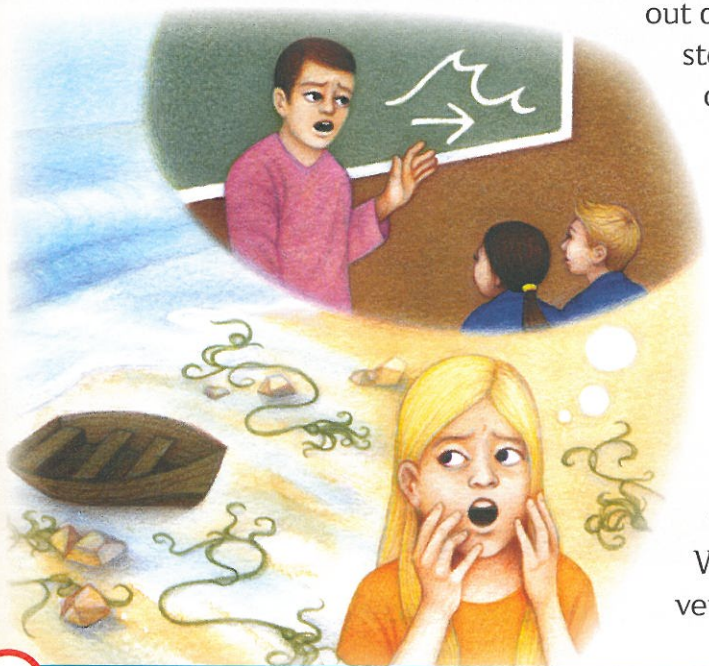


It was December 26th, 2004. Tilly Smith, a ten-year-old girl from England, was on holiday in Thailand with her parents. Together with her parents and hundreds of other tourists, she was enjoying the sea and the sun on the beautiful Maikhao Beach near Phuket in the south of Thailand.

It was eight o'clock in the morning. Tilly and her parents were in the water, playing with a ball. Tilly looked around. Lots of people were at the beach and they were having fun. Some were swimming and snorkelling. Two boys were trying to catch fish. A boy and a girl were building a sandcastle. Other people were reading, eating ice cream, writing postcards and taking holiday photos.



Suddenly something strange happened. 'The sea began to bubble first. Then it was gone! All the water rushed out and where we were standing, there was no water any more!' Tilly said. Her parents and many other people wanted to follow the water.



Tilly was scared. For a moment, she closed her eyes. She saw herself at school, in a Geography lesson in October or November. 'I heard my teacher,' Tilly said, 'Mr Kearney, talking to us about the dangers of tsunamis. "Before there is a tsunami," I heard Mr Kearney's voice, "the water goes back. Then people have five or ten minutes to run quickly out of the water. When the water comes back, it comes back very, very fast and high and it's really dangerous."

Aim:
- to practise reading, listening and writing skills

Skills:
- reading for specific information
- listening for specific information
- writing a postcard

Thinking skills: interpreting the values in a story

New language: *tourist, bubble* (v), *rush, tsunami, react*

Recycled language: language from the unit, holidays

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to listen for specific information.

Your students will be able to write a postcard.

Value: responding to emergencies

Warm-up

Aim: to encourage prediction skills

- Tell the students they are going to read a story about an emergency on holiday.
- Elicit some of their predictions about the story and write them on the board as key words.

1 SB pp40–41 **Read the text quickly and try to find the answers.**

Aim: to practise scanning and skimming skills

- Focus the students on the Activity 1 instructions and on the three questions. Check students know what to do.
- Tell students to read quickly and quietly to find the answers.
- Give them a time limit, e.g. two minutes.
- Students compare answers in pairs.

Key: 1 Tilly (Smith). 2 In Thailand. 3 Because the sea began to bubble and then rushed out.

2 CD2 14 SB pp40–41 **Read and listen. Check your answers.**

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Check with the class.
- Check understanding of *bubble, tsunami, rush* and *react*.

1 Values WB p40 **What can we learn from the story? Colour the words.**

Aim: to focus students on the value of responding to emergencies

Key: Quick thinking can help to save people.

2 WB p40 **Answer the questions. Use your imagination.**
Now use your answers to complete Tilly's postcard.

Aim: to stimulate students' imaginations

3 WB p40 **Write another postcard from Tilly on 28 December 2004.**

Aim: to practise writing skills

Ending the lesson

Aim: to review the story

- Focus students on their predictions about the story from the Warm-up.
- Elicit which ideas were close to the story and which predictions were correct.
- Elicit other key words from the real story.

Extension activity

Aim: to discuss the value of responding to emergencies

- Focus on how the story shows the value of knowing what to do in an emergency.
- Elicit why this value is important and examples of when students have reacted in the right way in an emergency.

Note: Some of this discussion may need to take place in L1. This topic may also need to be treated with sensitivity.

Aim:
- to practise reading and speaking skills

Skills:
- reading for detail
- interactive speaking

New language: *reporter*

Recycled language: language from the story

Language competences: Your students will be able to read for detail.

Your students will be able to role play an interview.

Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Ask students what Tilly did to save the people on the beach and where she learnt about tsunamis.

3 Think! SB p41 **Work in pairs. How many different endings can you find for these sentences?**

Aim: to give students practice in reading for detail

Thinking skill: finding alternative ideas

- Play the recording of the story again. Students follow in their Student's Books.
- Students work in pairs. They re-read the story and find different endings for the sentences.
- Check and elicit their different sentence endings.

Key (possible answers): 1 Tilly was happy in Thailand because she liked the beach. 2 Tilly was on the beach. She looked around and saw the sea bubbling. 3 When Tilly saw that the water rushed out, she was scared. 4 The other people followed Tilly and her parents. 5 Tilly saved many lives because she remembered her Geography lesson.

4 SB p41 **Work in pairs. Choose a role: the reporter or Tilly. Plan and act out an interview.**

Aim: to activate students' knowledge and experience

- Check students know what they are going to do.
- Make two groups: A (reporters) and B (Tilly).
- Divide the As into groups of four. They write out the questions they are going to ask.
- Divide the Bs into groups of four. Together they summarise Tilly's story.
- Make A–B pairs. Students role play their interviews.
- More confident students can role play their interviews for the class.

1 WB p41 **Look and read. Choose the correct words and write them on the lines.**

Aim: to practise matching words and definitions YLE

Key: 2 an ice cream, 3 a snorkel, 4 a tsunami, 5 a hut, 6 a sandcastle, 7 a tourist

2 WB p41 **Find six differences. Write sentences.**

Aim: to practise writing skills

Key: In Picture A the sandcastle is smaller (than in Picture B).

In Picture A there are two girls in the sea. In Picture B there are three girls in the sea.
In Picture A the two boys are playing volleyball. In Picture B the two boys are playing football.

In Picture A the man is reading (the newspaper). In Picture B the man is sleeping.

In Picture A the two girls have got snorkels / were snorkelling. In Picture B they haven't got snorkels / weren't snorkelling.

In Picture A there are three birds (in the sky). In Picture B there aren't any birds.

Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part of the story they liked best.
- Ask them why.

Extension activity

Aim: to practise definitions

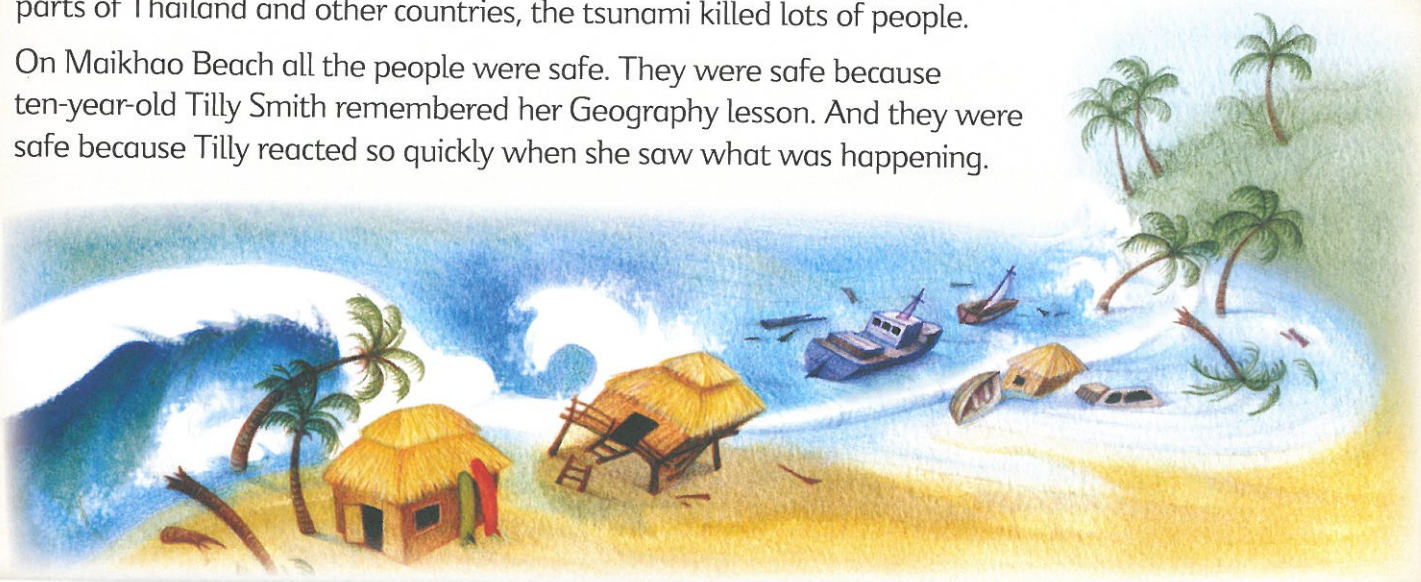
- Students work in pairs. They choose four new words from this unit and write definitions for them on paper. They write the answers next to the definitions.
- Collect the papers from each pair.
- Make two teams, A and B, and play a game of 'Tic-tac-toe'.
- Draw a 3 x 3 grid on the board. The aim of the game is for one team to get a row of three noughts (A team) or three crosses (B team) in a line (diagonal, horizontal or vertical).
- Count how many students there are in each team, e.g. 15. Tell students to number themselves 1–15 at random in each team.
- Team A starts. Call out a number at random, e.g. *Eight*. Say one of the definitions to the student who is number eight. If he/she answers correctly, he/she chooses where to put a nought on the grid.
- Do the same for Team B. If students don't answer correctly, play moves to the next team.



'Mummy, we must get off the beach now! I think there's going to be a tsunami!' Tilly shouted. At first, her parents didn't understand. 'Mum! Dad! A big wave! It's dangerous! Let's run!' Tilly shouted. When people heard that, they started to shout, 'Off the beach. Run! A dangerous wave is coming!' Tilly and her parents ran away from the beach. They ran back to the hotel and went up to higher floors. All the other people ran away from the beach too. They followed Tilly and her family.

Then the water came back. It was very high and fast and there was a lot of noise. The water broke trees, huts and small houses. In many parts of Thailand and other countries, the tsunami killed lots of people.

On Maikhao Beach all the people were safe. They were safe because ten-year-old Tilly Smith remembered her Geography lesson. And they were safe because Tilly reacted so quickly when she saw what was happening.



3 Think! **Work in pairs. How many different endings can you find for these sentences?**

1 Tilly was happy in Thailand because …
2 Tilly was on the beach. She looked around and saw …
3 When Tilly saw that the water rushed out, she …
4 The other people …
5 Tilly saved many lives because …

4 **Work in pairs. Choose a role: the reporter or Tilly. Plan and act out an interview.**

Where were you … ?

Who did you go with?

What were you doing when … ?

How did you know … ?

What did you do?

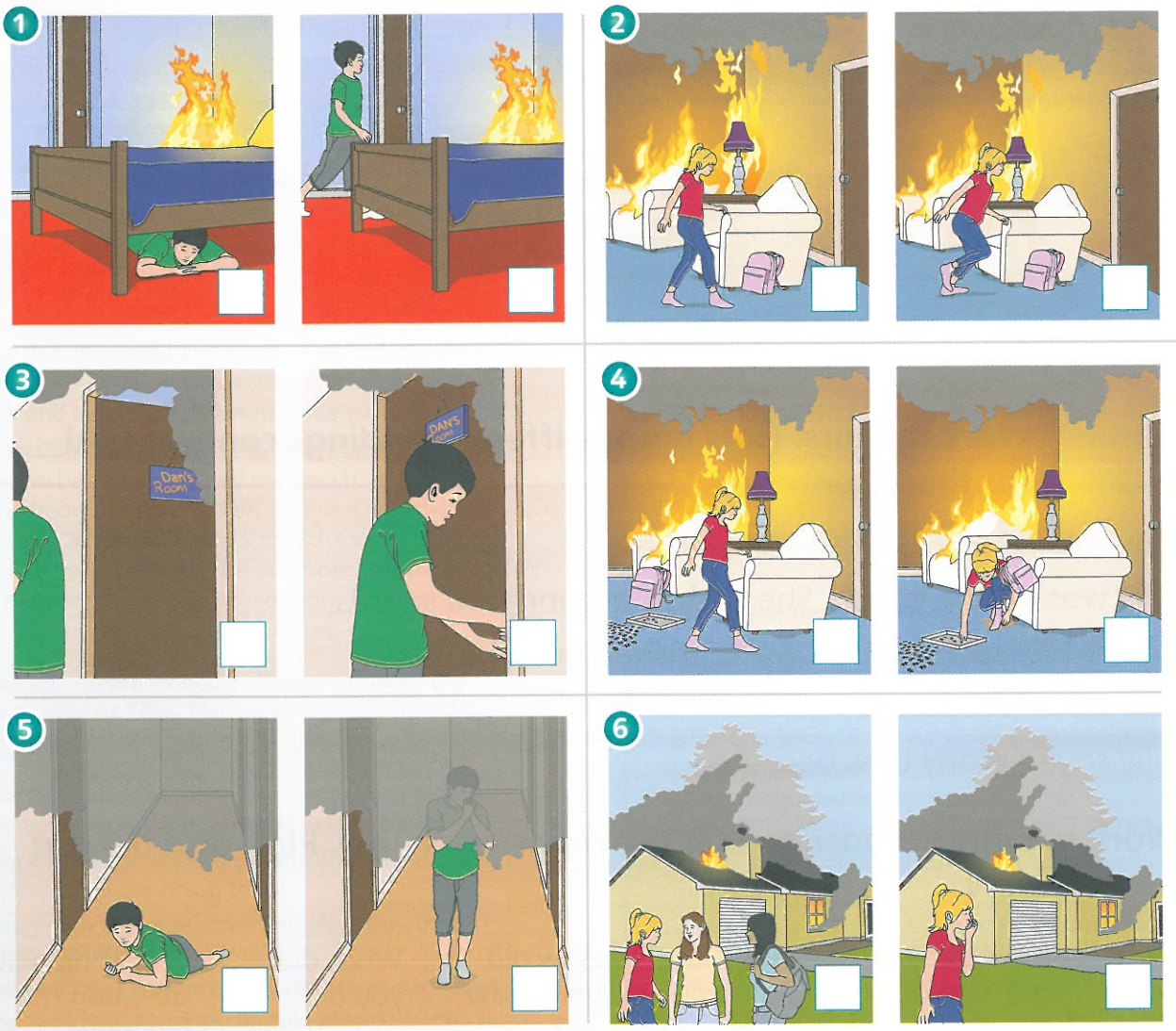
Where did you go when the big wave … ?

FIRE SAFETY

1 What should you do? Read and tick (✓) the correct picture.

In case of fire in the house

1. Never hide in your wardrobe or under beds. You need to leave the room.
2. Leave the house quickly, but don't run.
3. Close doors behind you.
4. Don't look for things to take with you.
5. When there is smoke, crawl on the floor. The air is safest near the floor.
6. Ring the emergency services.



Aim:

- to integrate other areas of the curriculum through English: Human health and safety

Thinking skill: interpreting the values in a story

New language: *health, in case of, wardrobe, crawl*

Recycled language: language from the unit, imperatives

Materials: copies of the school fire drill

Language competences: Your students will be able to use known language to talk about Human health and safety in English.

Warm-up

Aim: to introduce the topic of Human health and safety

- Point to the fire exit sign and/or the fire extinguisher in the classroom.
- Elicit what these are for (in case of fire). Pre-teach *in case of*.
- Elicit what students do in the school when they hear the fire bell.

1 SB p42 **What should you do? Read and tick (✓) the correct picture.**

Aim: to extend students' understanding of Human health and safety

- Tell students to look at the set of fire instructions in the Student's Book and at the pictures. Pre-teach *crawl*.
- Check they know what to do.
- Ask different students to read each instruction aloud. Students quietly tick the correct pictures.
- After students have read all six instructions and ticked the pictures, they compare their answers in pairs.
- Check with the class.
- Discuss each instruction in turn and elicit / tell students why it is important.

Key: 1 2nd picture, 2 1st picture, 3 2nd picture, 4 1st picture, 5 1st picture, 6 2nd picture

1 Values WB p42 **Read the story. What can we learn from it? Tick (✓).**

Aim: to activate students' knowledge and experience

Key: Knowing what to do in a fire can save lives.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit what students learnt about today, e.g. *what to do in case of a fire, and read a story about Matt and Tara and how Matt saved his sister.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Hand out copies of the school fire drill.
- Talk it through with the class and elicit/give the English for as many of the instructions as possible.

Aims:

- to extend the focus on Human health and safety through English
- to enable students to complete a project

New language: *escape, toilets, store room, staff room, assembly hall, main entrance, gymnasium, floor plan, fire drill, escape route*

Recycled language: Human health and safety

Materials: large sheets of paper

Language competences: Your students will be able to talk about Human health and safety in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Human health and safety

- Elicit the six instructions about a fire from the previous lesson.

1 Think! SB p43 **Look at the school plan. Draw the safest escape route.**

Aim: to enable students to apply what they have learnt

Thinking skill: developing deduction skills

- Focus students on the plan of the school. Pre-teach vocabulary, e.g. *store room, staff room, assembly hall, main entrance, gymnasium, escape route.*
- Demonstrate the activity with the students. Tell them they are in classroom 5 and the fire is in the toilets. Tell them to choose exit A, B or C or the main entrance (they should choose C). They draw the best escape route using green. Elicit why they take this route.
- Students work in pairs. They find the best routes for the other situations and draw the route in the right colour.
- Pairs check with pairs.
- Check with the class, eliciting the reasons each time.

Key: Green: C, Blue: A, Orange: main entrance

2 Project SB p43 **Work in groups. Make an escape plan for your school.**

Aim: to enable students to follow instructions and to make a plan

- Talk about the project with students and make sure they understand what to do.
- Students work in groups of four.
- Go around the class, checking their plans are correct. Tell them where the fire exits are.
- Groups complete their plans and draw in escape routes.
- Elicit the escape routes and decide as a class which routes are the quickest and safest.
- If you work in a large school, several escape routes may be possible.
- Sometime in the next two weeks, do a practice fire drill with the class on each of the quickest and safest routes. Review with the class which is the best and why.
- Students write their reports.

1 WB p43 **Read and draw the escape routes.**

Aim: to apply what they have learnt about the topic

2 Think! WB p43 **Draw escape plans for your house.**

Aim: to enable students to personalise what they have learnt

Thinking skill: logical planning

3 WB p43 **Write escape plans from: your bedroom, the kitchen, the living room.**

Aim: to enable students to further apply their knowledge

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've …*
- Elicit what students did today, e.g. *drawn escape routes on a school plan, made a plan of my school, done a fire drill, written about it and drawn escape plans from parts of my home.*
- Write it on the board. Students copy it into their notebooks.

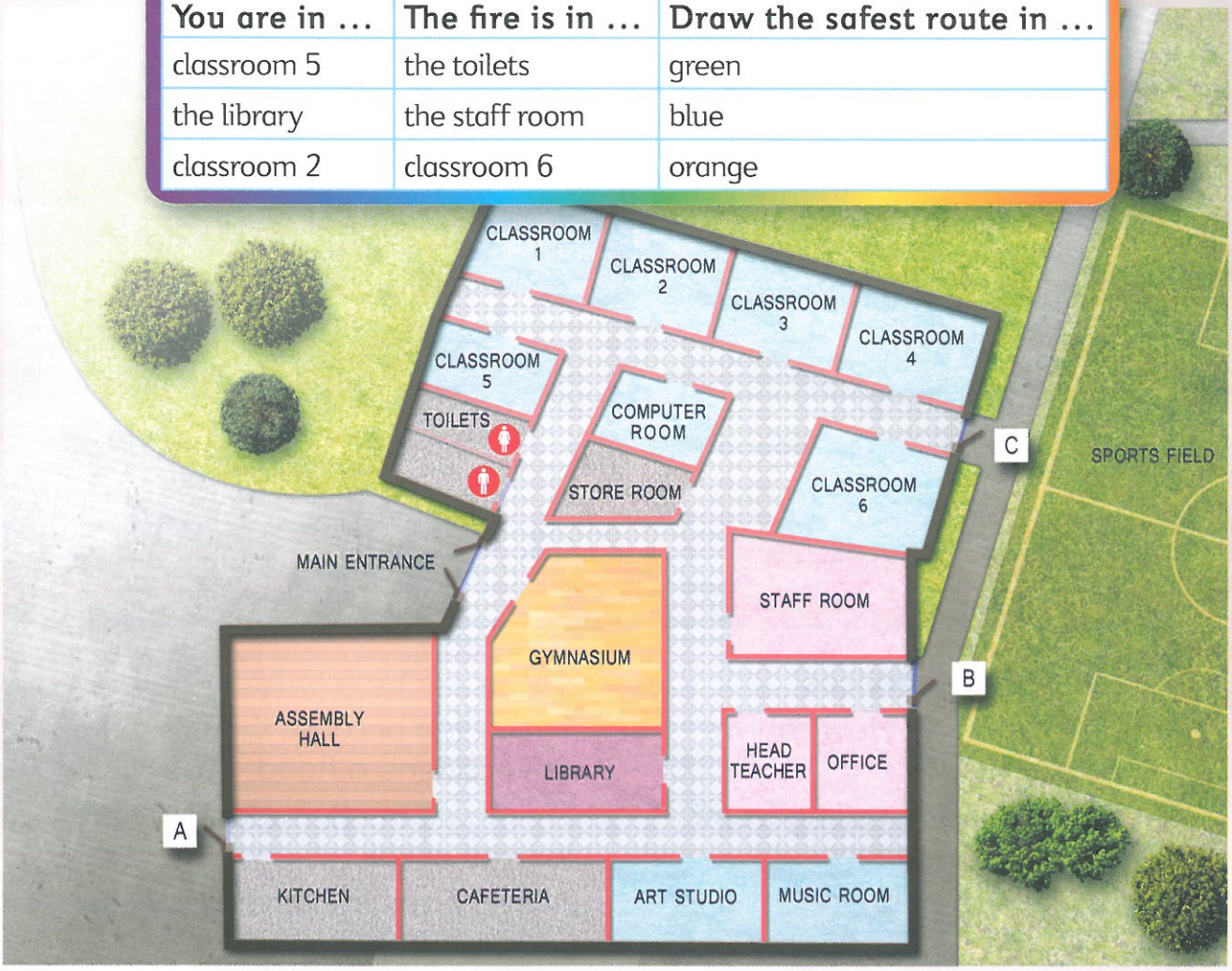
Extension activity

Aim: to develop speaking skills

- In groups or as a class, students take turns to talk about their fire drills.
- They say how they can improve the instructions and where extra signs can be put up in the corridors to make sure students leave by the right routes.

1 Think! Look at the school plan. Draw the safest escape route.

You are in ...	The fire is in ...	Draw the safest route in ...
classroom 5	the toilets	green
the library	the staff room	blue
classroom 2	classroom 6	orange



2 Project Work in groups. Make an escape plan for your school.

1 Make a floor plan of your school.
2 Draw in escape routes.
3 Have a practice fire drill.
4 Write a report of the fire drill.

On Wednesday we did a practice fire drill. It worked well. We got to our meeting place in two minutes, but there were some problems. Two students tried to take their bags. One boy lost a shoe. When he picked it up, a girl fell over him.

Act out

Emergency!

1 Choose a role card. Read and plan.

STUDENT A

Imagine there is an emergency situation. You want to call the emergency services. Before you do so, think about the following:

- What is the emergency?
- Where are you?
- Who needs help?
- Who is with you?

STUDENT B

Imagine you work for the emergency services.

- Find out what the problem is.
- Ask where the caller is.
- Find out who needs help.
- Find out who the caller is with.

Useful language

Emergency services

Hello, this is … How can we help you?
Where are you calling from?
Who needs help?
Who is with you?
Are you safe?
OK. Don't worry. The police / an ambulance / a fire engine / will be there in …

Caller

I'm calling because there is a fire (an accident, a flood, …)
I'm in … (Street), opposite / near / in front of the …
A child / man / woman. He / She can't …
He/She is in pain …
I'm on my own. / There is a …
Yes, I am. / No, I'm not because …
Thanks very much.

2 Act out your play.



Aims:

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

New language: *in pain*

Recycled language: language from the unit, emergencies vocabulary

Materials: CD

Language competences: Your students will be able to plan and perform a short play.

Warm-up

Aim: to review emergencies vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 34.
- They close the flap so that they cannot see the words.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.

1 SB p44 **Choose a role card. Read and plan.**

Aim: to prepare and plan for a role play

- Tell students they are going to do a short play between a member of the emergency services and a member of the public.
- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language. Tell students this is an extension of the dialogues they did on SB page 34.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 SB p44 **Act out your play.**

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class.

1 CD2 15 WB p44 **Put the dialogue in order. Then listen and check.**

Aim: to practise interactional language and listening skills

Key: 10, 7, 4, (1), 6, 9, 2, 11, 3, 8, 5

2 WB p44 **Look and write a dialogue. Use language from Activity 1.**

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of emergencies vocabulary

- Write the emergencies words with the letters in scrambled order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.

Aim:
- to consolidate language from the unit

New language: *blood*

Recycled language: language from the unit

Materials: scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit.
- Students look at each other's scrapbooks and compare their work.

1 SB p45 **Read Amy's stories about the same accident. Underline the words and sentences in Text B that are not in Text A. Which text is better? Why?**

Aim: to practise reading skills

- Focus students on the two texts and the picture in Activity 1.
- Elicit what they can see in the picture (a boy falling off his bike).
- Check students know what to do.
- They read silently and underline words and sentences in Text B.
- They compare answers in pairs.
- Check and discuss answers as a class.
- Ask them which text they think is better / more interesting and elicit their reasons.

Key: Text B because it has direct speech, nouns and adjectives are varied, and sentences are longer.

2 SB p45 **Read Joel's story. Make it more interesting.**

Aim: to practise writing skills

- Read Joel's story with the class.
- Focus on each sentence in turn and elicit alternatives to make it more interesting to read.
- Write the improved text on the board and discuss with students how they made it more interesting.

Key (sample answer): It was warm and sunny last weekend. 'Let's go and visit Granny and Grandpa in the country!' I said. 'What a good idea!' my mum said. When we were in the car, we saw a horrible accident. 'Wait here,' Mum said to me. She got out of the car and phoned the emergency services. They came very quickly. Luckily no one was badly hurt. We got to Granny and Grandpa's in time for lunch!

3 SB p45 **Now write a story about an accident. It can be a true story or you can imagine it.**

Aim: to practise writing a text from a model

- Check students know what to do and that they should make sure their texts are interesting.
- Students use the questions at the bottom of the page as prompts.
- They write notes, organise their information, plan their text and then write a first draft.
- Go around, commenting on students' work.
- Students write a final version in their scrapbooks.
- They draw a picture under their texts.

1 WB p45 **Write the words in four groups.**

Aim: to practise classification

Key: 1 fire, flood; 2 fire engine, police car; 3 ice cream, vanilla shake; 4 sandcastle, snorkel

2 WB p45 **Look at Activity 1. Number the topics to match the groups.**

Aim: to review word families

Key: 1 Dangers, 2 Emergency services, 4 On the beach, 3 Food words

3 WB p45 **Look and draw lines to make sentences.**

Aim: to review grammatical form

Key: 2 What were you doing in here this morning? 3 Was she playing the piano at 10 o'clock? 4 I was watching TV at 3 o'clock.

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for Danger! on page 118 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 34 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

My scrapbook

Story telling

1 **Read Amy's stories about the same accident. Underline the words and sentences in Text B that are not in Text A. Which text is better? Why?**

A

It was last May. We were on our bikes. One of my friends, Adrian, took a bottle of water out of his rucksack and started to drink. He fell.
Amy

B

It was a beautiful day last May. 'Let's ride our bikes!' my friends shouted. 'Great!' I said. We had lots of fun! It was sunny and warm. Then one of my friends, Adrian, took a bottle of water out of his rucksack and started to drink. Suddenly he fell. 'Ouch!' he shouted. There was blood on his knees. Poor Adrian!
Amy



2 **Read Joel's story. Make it more interesting.**

It was last weekend. My mum and I wanted to visit my grandparents. We were in the car. We saw an accident. Mum phoned the ambulance. Mum phoned the police. They came ten minutes later.
Joel

3 **Now write a story about an accident. It can be a true story or you can imagine it.**

1 Use some of the underlined words and sentences from Activity 1 and from your version of Joel's story to make it interesting.

2 Draw a picture.

- When did it happen?
- Who were you with?
- What were you doing?
- What happened?
- Who was hurt?

4 Two return tickets

1 CD2 16 Listen and say the words. Then check with a friend.



station
platform
escalator
ticket office
train driver
stairs
rucksack
suitcase
a cup of coffee
a cup of tea

2 CD2 17 **Listen and answer.**

1 Where do Ben and Lucy decide to go?
2 How much are the tickets?
3 When does their train leave?
4 What do they do before they leave?

3 **Play the prices game.**

Two return tickets to London, please.

OK.

How much is it?

That's £42.

Aims:
- to present and practise vocabulary for the train station
- to give students listening practice

New language: *station, platform, escalator, ticket office, train driver, stairs, rucksack, suitcase, a cup of coffee, a cup of tea, train track, London, Cambridge, Oxford, Hull, Blackhill, just kidding, return ticket, How much is it?*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to talk about the train station.

Warm-up

Aim: to review ways of travelling

- Write *Travel* on the board. Brainstorm different ways of travelling, e.g. *On foot, by car, on horseback, by taxi, by bike.*
- Elicit which the students like best and why.

Presentation

Aim: to present train station vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word/phrase for students to repeat. Check understanding.
- Make sure students pronounce *suitcase* correctly.
- Elicit what students think is happening in the picture, where the friends are and where they are going.

1 CD2 16 SB p46 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Students look at the numbered words/phrases and items in the picture.
- Play the recording.
- Students listen to each word/phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words/phrases and practise them in pairs.

2 CD2 17 SB p46 **Listen and answer.**

Aim: to practise listening

- Read the questions aloud with the class.
- Check understanding and check students know what to do.
- Encourage students to try to predict what the answers might be.
- Play the recording. Students listen and answer.
- They check in pairs.
- Play the recording again. Check with the class.

CD2 Track 17

For tapescript see TB page 120

Key: 1 They decide to go to Blackhill. 2 The tickets are twenty-eight pounds. 3 The train leaves at half past eleven. 4 They go to get some drinks.

3 SB p46 **Play the prices game.**

Aim: to give students practice with the new vocabulary

- Refer students to the prices board above the escalator in the picture in Activity 1 and check pronunciation of the cities.
- Demonstrate the game for the class.
- They study the places and the prices and then take it in turns to be the customer and the clerk in the ticket office.
- Students play the game in pairs. For each correct price given, the student gets a point.

1 WB p46 **Match and write the words.**

Aim: to practise writing the new vocabulary

Key: 1 station, 3 ticket office, 4 a cup of tea, 5 stairs, 6 escalator, 7 rucksack, 8 suitcase, 9 a cup of coffee, 10 train driver

2 WB p46 **Read and write the words.**

Aim: to give further practice with the new vocabulary

Key: 2 station, 3 rucksack, 4 stairs, 5 suitcase, 6 escalator, 7 ticket office, 8 platform

Ending the lesson

Aim: to review vocabulary from the lesson

- Say one of the words from the lesson and elicit a definition from students.
- They do this with Workbooks closed.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. *I can buy tickets for trains or buses at the ticket office.*

Aims:

- to present and practise prepositions *at, in, on*
- to revise verb tenses

Recycled language: train station vocabulary, times, days of the week, months of the year

Materials: CD

Language competences: Your students will be able to use prepositions of time *in, at, on*.

Warm-up

Aim: to review train station vocabulary

- Write the ten new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

Presentation

Aim: to present prepositions *at, in, on*

- Ask different students *When's your birthday?*
- Write the dates on the board using *in, at* and *on*, e.g. *in April, on 21 May.*
- Elicit what day students have, e.g. Maths. Write, e.g. *On Monday*, on the board.
- Elicit when the lesson finishes. Write, e.g. *At two thirty*, on the board.
- Develop a table on the board which shows which expressions are used with *in, at* and *on*.
- Add the exceptions: *in the morning/afternoon/evening / at night / at Christmas*.

1 CD2 18 SB p47 **Match the questions with the answers. Listen and check.**

Aim: to practise prepositions of time

- Students look at the questions and answers in their Student's Book.
- Check students know what to do.
- They try to match them and then compare their answers in pairs.
- Play the recording.
- Students listen and check.
- Check with the class. Elicit the question from one student and the answer from another.

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

2 CD2 19 SB p47 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat the sentences in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 122 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 in, 2 at, 3 in, 4 in, 5 on

3 SB p47 **Play the true or false game.**

Aim: to consolidate grammatical form

- Demonstrate the activity with the class.
- Students each write down three sentences about themselves following the examples on the page. One sentence they write is false and the others are true.
- Students play the game in groups of four.
- Each student reads their three sentences aloud. The others guess which sentence is false.

1 WB p47 **Read and circle.**

Aim: to review prepositions of time

Key: 2 at, 3 in, 4 on, 5 in, 6 in

2 WB p47 **Write *at, in* or *on*.**

Aim: to give further practice with the new language

Key: 2 at, 3 in, 4 on, 5 in, 6 in, 7 on, 8 at, 9 in, 10 in, 11 at, 12 in

3 WB p47 **Write sentences about yourself.**

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Call out a word/phrase, e.g. *night*.
- Students repeat it with the correct preposition, e.g. *At night*.

Extension activity

Aim: to consolidate information

- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same and how many are different.
- Elicit from groups. Students report back about one of the other people in their group, e.g. *(Name) does his homework in the morning.*

1 CD2 18 Match the questions with the answers. Listen and check.

1. When does the train leave?
2. When are you going to eat next?
3. When's your birthday?
4. When did you get this watch?
5. When are you going to give me my present?
6. When are we going to play football?

a. In the afternoon. We're going to meet in the park at three.
b. I'm not sure. In 2011, I think.
c. At dinnertime.
d. On your birthday.
e. At eight o'clock from platform 2.
f. It's in May.

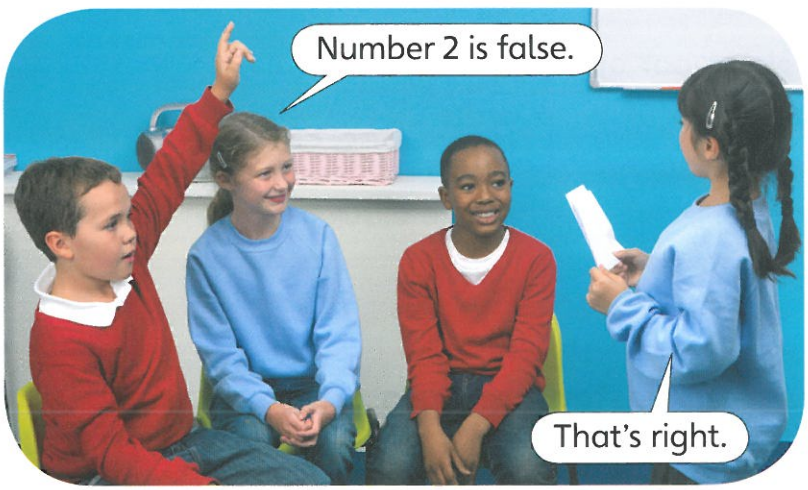
2 CD2 19 Grammar focus Listen and say.



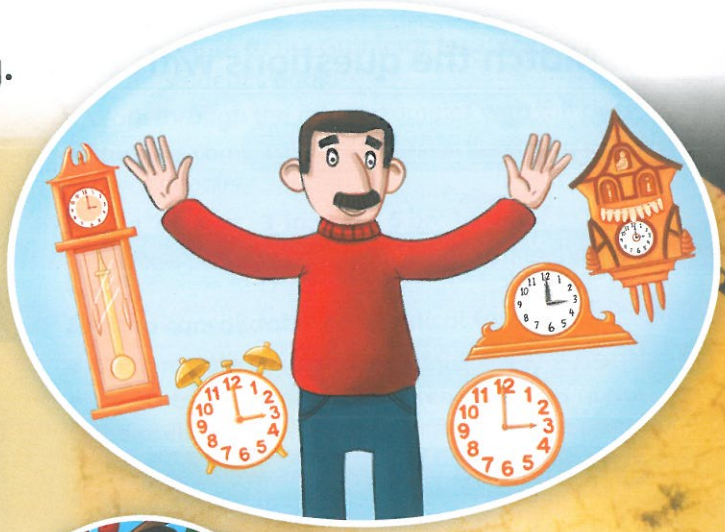
My birthday is in September.
The train leaves at eight o'clock.
Let's have the party on Sunday.
My grandparents visited us in the morning.
I like reading outside in summer.

3 Play the true or false game.

1 My birthday is in December.
2 This year it's on a Sunday.
3 I always watch TV at seven o'clock.



1 CD2 20 Listen and complete the song.



Mr Knocks, Mr Knocks.
He's got five big orange clocks.
Tick tock, tick tock,
Tick tock, tick tock.

(1) _____ Monday (2) _____ three,
He always climbs the apple tree.
(3) _____ Tuesday (4) _____ six,
He always goes and buys some bricks.
(5) _____ Wednesday (6) _____ two,
He always sails his red canoe.
(7) _____ Thursday (8) _____ four,
He always paints his garage door.
(9) _____ Friday (10) _____ five,
He always goes out for a drive.
(11) _____ Saturday and Sunday,
He only sits and waits for Monday.

Tick, tock ...

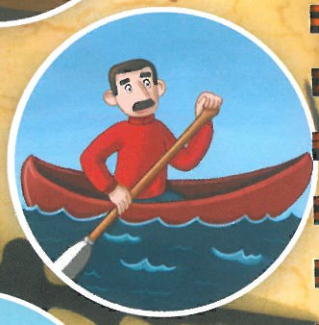
Mr Knocks, Mr Knocks
With his five big orange clocks.
But (12) _____ a Monday (13) _____ June,
He flew off up to the moon!

Now poor old Mr Knocks
Hasn't got his orange clocks.
Mr Knocks, Mr Knocks
Hasn't got any orange clocks! Oh no!













2 CD2 21 Listen and sing.

3 Play the miming game.

Aims:
- to consolidate prepositions of time
- to review adverbs of frequency
- to sing a song with the class

New language: *brick, sail, canoe, drive* (n), *moon*

Recycled language: verbs in the simple present, days of the week

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review prepositions of time

- Write some phrases on the board, e.g. *10 o'clock, August, 2012, 2 February 2006, night, the afternoon.*
- Elicit which prepositions students use with each one.

1 CD2 20 SB p48 **Listen and complete the song.**

Aim: to give students practice with listening for detail

- Elicit what students can see in the pictures in their Student's Book. Tell the class the man's name is *Mr Knocks*.
- Pre-teach / check understanding of *brick, canoe, moon*.
- Students read the song and try to fill in the prepositions.
- They compare ideas in pairs.
- Play the recording. Students listen and check.
- They compare answers again. Play the recording a second time.
- Check with the class and check understanding of vocabulary.

Key: 1 On, 2 at, 3 On, 4 at, 5 On, 6 at, 7 On, 8 at, 9 On, 10 at, 11 On, 12 on, 13 in

2 CD2 20 21 SB p48 **Listen and sing.**

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

3 SB p48 **Play the miming game.**

Aim: to check comprehension of the song

- Demonstrate the activity using open pairs.
- Students work with Student's Books closed.
- One student mimes an action from the song.
- Another tries to remember the time and says, e.g. *It's two o'clock.*
- Students take turns to mime and say the time in their pairs.

1 WB p48 **Remember the song. Correct the sentences.**

Aim: to activate memory skills

Key: 2 On Tuesday at six he buys bricks. 3 On Wednesday at two he sails his red canoe. 4 On Thursday at four he paints his garage door. 5 On Friday at five he goes out for a drive. 6 On Saturday and Sunday he sits and waits for Monday.

2 WB p48 **Look at the pictures. Complete the poem.**

Aim: to practise rhyme

Key: 2 three, 3 drank, 4 box, 5 socks, 6 clocks, 7 Friday, 8 door

3 CD2 22 WB p48 **Listen and check. Say the poem.**

Aim: to practise listening and speaking skills

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with comprehension

- Students work in groups of eight.
- Each group practises saying the poem from WB Activity 2, miming the actions as they say it.
- Groups take turns to perform the poem for the class.

Aim:

- to present and practise the past continuous and the simple past

Recycled language: train station vocabulary, verbs

Materials: CD

Language competences: Your students will be able to talk about the past using the past continuous and the simple past.

Warm-up

Aim: to review train station vocabulary

- Write the train station words on the board in scrambled letter order.
- Students come to the board in turn and write one of the items correctly.
- Elicit from the class a simple definition, e.g. *You wait for the train here* (platform).

Presentation

Aim: to present the past continuous and simple past

- Say, e.g. *When I came into the classroom at 2 o'clock today, what were you doing?*
- Elicit answers from different students, e.g. *I was sitting at my desk. I was drawing a picture. We were talking.*
- Write, e.g. *When I came into the classroom at 2 o'clock, (name) was sitting at his desk, (name) was drawing a picture and (name) and (name) were talking.*
- Underline the past continuous using one colour and the simple past using another.
- Draw a timeline to show that simple past action interrupted the past continuous actions.

1 SB p49 **Read and tick (✓) the correct sentences.**

Aim: to practise the past continuous and simple past

- Students look at the picture in their Student's Book.
- Elicit where the people are (the train station) and some of the actions.
- They silently read the sentences and tick the ones that are correct.
- Students compare their answers in pairs.
- Check with the class. Elicit the incorrect sentence (Two girls with rucksacks were waiting on the platform).

Key: 1, 3, 4, 5

2 CD2 23 SB p49 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 122 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 was waiting, saw, 2 started, were walking, 3 was playing, arrived, 4 was tidying, found

3 Think! SB p49 **Work with a friend. Think of sentences.**

Aim: to give students further practice with the past continuous and simple past

Thinking skill: interpreting and completing sentences

- Demonstrate the activity using open pairs.
- Students play the game in pairs, taking turns to say a number and to complete the sentence.
- Students cannot repeat a verb.
- Elicit sentences from different pairs to check.

1 WB p49 **Write *was* or *were*.**

Aim: to give further practice with the past continuous

Key: 2 were, 3 was, 4 were, 5 was, 6 was

2 WB p49 **Write sentences. Use the words from the box.**

Aim: to give further writing practice with the new language

Key: 2 he was riding his bike, 3 she was sitting in the garden, 4 they were building a tree house

3 WB p49 **Write the verbs to complete the sentences.**

Aim: to consolidate the new language

Key: 2 was doing / phoned, 3 left / were dancing, 4 was listening / called

Ending the lesson

Aim: to review the new language

- Students close their Student's Books.
- Elicit what they can remember about the train station scene from SB Activity 1.

Extension activity

Aim: to consolidate understanding

- In groups, students write sentences in their notebooks for SB Activity 3.
- They underline the past continuous verbs in one colour and the simple past verbs in another, as in the Presentation.

1 Read and tick (✓) the correct sentences.



1 When the train arrived, a man was reading a paper. ☐
2 Two girls with rucksacks were waiting on the platform. ☐
3 A man was cleaning the windows of the ticket office. ☐
4 Two dogs were playing with a ball. ☐
5 A boy was eating a pizza and two men were eating hot dogs. ☐

2 CD2 23 Grammar focus Listen and say.



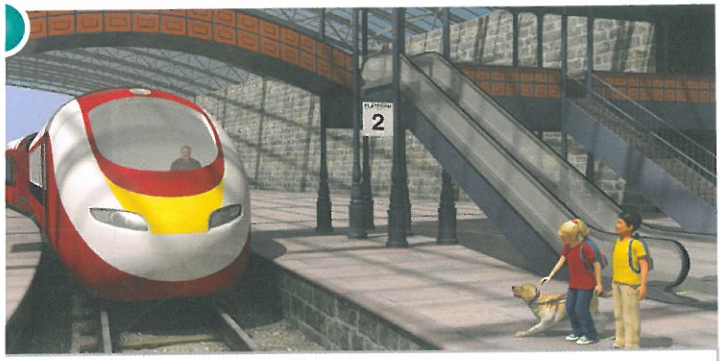
I was having dinner when you phoned me.
When I arrived at the party, my friends were dancing.
A boy was eating an ice cream when the train arrived.
When the train arrived, two men were eating hot dogs.

3 Think! Work with a friend. Think of sentences.

1 When I came home from school, our dog …
2 My dad … when I came into the living room.
3 When my parents came home, my big brother and I …
4 When I came into the garden, my friends …
5 My teacher … when I arrived at school.
6 When I started my homework, my sister …

1 CD2 24 The Explorers

The tunnel



Lucy: I'm still thinking of your grandpa's story. When is he going to tell us?
Ben: I don't know, but I hope it's good!
Lucy: Our train is coming now. Quiet, Buster!

2



Ben: What stop is this?
Lucy: Let's see. It's Broom. … Oh no! Horax and Zelda! I hope they can't see us.
Ben: Get away from the window!



Horax: Ha! You can't escape! Where's the map?
Lucy: We haven't got it here.
Horax: Open your rucksacks.

4



Horax: Zelda, check the book. Maybe they put the map in there.
Ben: Look! We're going into a tunnel. Now's our chance!



Ben: Buster, good dog. Say hello!
Horax: Yuck! Get down! Stop that dog! Zelda, stand near the door! Those kids mustn't escape!

6



Conductor: Tickets, please … thank you.
Horax: Hey, our tickets! I put them in my hat.
Zelda: Oh no! Our tickets disappeared when we were going through the tunnel.

Aims:

- to present a picture story
- to review language from the unit

New language: *tunnel, still, stop* (n), *escape, now's our chance, conductor, disappear, off you go*

Recycled language: characters and language from the story

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben, Lucy* and *Buster* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *They saw an accident. Grandpa phoned the police and helped the man out of the car. Grandpa didn't tell them his story because he was tired. Lucy and Ben went to the train station to catch a train to Blackhill.*

1 CD2 24 SB pp50–51 **The tunnel**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (on the platform) and where they are going (Blackhill). Pre-teach *tunnel, conductor.*
- Play the recording. Students listen for who gets onto the train with them (Horax and Zelda), what they want (the map), why Zelda and Horax get off the train (they haven't got their tickets) and what Ben sees on a poster (the line they are looking for).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit what students think happened to the tickets.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of the rhyme.

1 WB p50 **Remember the story. Complete the sentences.**

Aim: to check comprehension

Key: 2 get away from the window, 3 take the map, 4 going into a tunnel, 5 find their tickets, 6 get off the train (at the next station)

2 WB p50 **Write sentences. Use the words from the box.**

Aim: to review 's

Key: 2 This is Horax's hat. 3 This is Lucy's rucksack. 4 These are Horax and Zelda's tickets. 5 This is Ben and Lucy's map.

3 WB p50 **What happened in the tunnel? Complete the story. Use the verbs from the box and other words.**

Aim: to stimulate students' creativity

Key (possible answer)**:** When they went through the tunnel, Ben stood up. He took the tickets out of Horax's hat and he put them in his pocket.

Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Students work in groups of four.
- They compare their stories about what happened in the tunnel (WB Activity 3) and vote for the best one in their group.
- The student whose story is chosen in each group reads it to the class.
- The class votes for the best one.

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present the sound found in *stairs*, *pear* and *there*

New language: *pear, bear, hairy*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to identify ways of saying the /eə/ sound.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends?* (On the train.) *Who did they meet?* (Horax and Zelda.) *What happened in the tunnel?* (Ben took Zelda and Horax's tickets.) *Where did they see the rhyme?* (On a poster in a station.)

2 Think! SB p51 **Put the story in order.**

Aim: to focus students on the order of events in the story

Thinking skill: time sequencing

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They read the sentences and put them in the order of events in the story.
- They compare their answers in pairs.
- Check with the class.

Key: 7, 4, 8, 2, 1, 5, 3, 6

3 SB p51 **Find the *st<u>air</u>s* and the *p<u>ear</u>* in the story.**

Aim: to present different spellings of the **air** sound

- Read out the instruction for students, making sure they hear the **air** sound correctly.
- Students find the objects in the story.

Key: Stairs: Frame 1, Pear: Frame 2

4 CD2 25 SB p51 **Listen and say.**

Aim: to practise saying words with the **air** sound

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sound, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the **air** sound (*b<u>ear</u>s*, *st<u>air</u>s*, *ch<u>air</u>s*, *h<u>air</u>y*, *everyw<u>here</u>*).
- Focus students on the different ways of spelling the sound.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 CD2 26 WB p51 **Listen and write the missing words. Then say with a friend.**

Aim: to give students listening practice

Key: 1 Now's our chance, 2 Look over there

2 WB p51 **Look, read and write the words.**

Aim: to give further practice of saying and spelling the **air** sound

Key: 2 hair, 3 pear, 4 stairs, 5 wearing, 6 chair

3 CD2 27 WB p51 **Listen, say and check your answers.**

Aim: to give focused listening practice

Ending the lesson

Aim: to review words with different spellings of the **air** sound

- Write one of the words from the lesson, e.g. *chair*, on the board. Elicit another word with this sound but with a different spelling.
- Students work in pairs writing words with the same sound.
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (names, *working*, *garden*, *crisps*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Conductor: You must get off the train at the next station.
Horax: But I had the tickets.
Conductor: Here's the station now. Off you go.

8



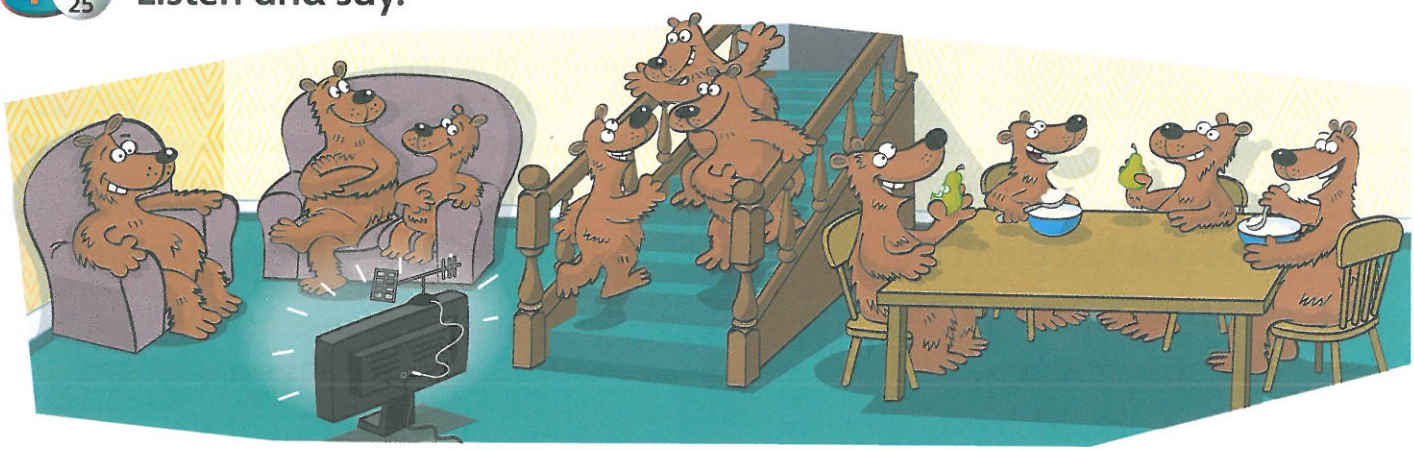
Lucy: That trick of yours was great. Look at Horax and Zelda. They don't look very happy!
Ben: Lucy, look over there! I don't believe it. It's the line: 'Climb more stairs and look out west'.

2 Think! Put the story in order.

- ☐ Horax and Zelda have to get off the train.
- ☐ In the tunnel Ben takes Horax and Zelda's tickets.
- ☐ Ben sees the line of the rhyme.
- ☐ At Broom station Lucy sees Horax and Zelda.
- ☐ Lucy and Ben get on the train.
- ☐ The conductor wants to see the tickets.
- ☐ Horax looks for the map in Ben's rucksack.
- ☐ Horax can't find their tickets.

3 Find the stairs and the pear in the story.

4 CD2 25 Listen and say.



Bears on stairs, bears on chairs, hairy bears are everywhere!


Skills

1 **Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.**

Last weekend Jim, his mum and his dad wanted to go to a museum in another town. On Saturday morning Jim woke up late, so they had to hurry to the train station. At the station Jim saw a cap in a shop window. He wanted to have it. He asked his dad, but his dad first said no. 'Dad, please, this cap looks so cool. I haven't got a cap and it's hot and sunny today. Can I have it?' Finally his dad said yes. Now Jim was hungry and thirsty and wanted to go to a restaurant, but at that moment their train arrived and they got on it.





At the next station a woman got on and sat down opposite Jim and his parents. Jim was very hungry now. After half an hour the train stopped. 'There was an accident with a car,' the conductor said. 'We have to wait for the emergency services.' The woman opened her bag and took out a sandwich and an apple. Jim looked at her. When she looked up, he quickly looked away. The woman smiled and asked Jim's parents, 'Can I give him something to eat?' 'That's kind,' they answered. The woman put her hand in her bag and gave Jim a sandwich and an orange. Jim thanked her. He was very happy.

1 Jim and _____ wanted to go to a museum.
2 Jim's dad first didn't want _____ a cap for Jim.
3 The train arrived so they couldn't _____ restaurant.
4 The train stopped _____ there was an accident.
5 The woman could see that Jim _____ .
6 She _____ a sandwich and an orange.

Aim:
- to practise reading and listening skills

Skills:
- reading for detail
- listening for specific information

Thinking skills: interpreting the values in a story

New language: *cap*

Recycled language: language from the unit, emergency vocabulary

Materials: CD, (optional: computers and printers)

Language competences: Your students will be able to read for specific information.

Your students will be able to listen for specific information.

Warm-up

Aim: to review emergencies vocabulary

- Students close their Student's Books.
- Write *Emergencies* on the board.
- Elicit the emergency words and their spellings and write them as a word map.

1 SB p52 **Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.**

Aim: to practise reading for detail YLE

- Focus the students on the pictures. Elicit what they can see.
- Tell students to read the text quickly and silently and to underline all the emergency words they can find (*accident, emergency services*).
- They check in pairs.
- Read the Activity 1 instructions with the class and check students know what to do.
- Make sure they realise they can only write one, two or three words for their answers.
- Students read the text silently and write their answers.
- They compare answers in pairs.
- Check with the class and elicit where they found the answers. Check understanding of vocabulary.

Key: 1 his parents, 2 to buy/get, 3 go to a, 4 because, 5 was hungry, 6 gave him/Jim

1 CD2 28 WB p52 **Listen and tick (✓) the box.**

Aim: to practise listening skills

CD2 Track 28

For tapescript see TB page 120

Key: 2 B, 3 C, 4 A, 5 C

Ending the lesson

Aim: to review the story

- Elicit the main points of the story from the Student's Book. Elicit adjectives to describe the woman, e.g. *kind, generous*.
- Ask students if this kind of situation has happened to them (someone has offered them something they need). Ask them to describe it to the class.

Note: Some of this discussion may need to take place in L1.

Extension activity

Aim: to stimulate creativity

- Students work in pairs. They use the first paragraph of the story from the Student's Book and then write a different ending.
- Students write the stories on computers if possible and then print them for the class.
- Go around the pairs and help as necessary.

Aim:
- to practise listening, speaking, reading and writing skills

Skills:
- listening for detail
- speaking about pictures

Recycled language: times, place names

Materials: CD, a map of the UK

Language competences: Your students will be able to listen for detail.

Your students will be able to speak about pictures.

Warm-up

Aim: to review times

- Students draw six circles in their notebooks.
- Say six times. Students draw them on their clocks.
- Check with the class.

1 CD2 29 SB p53 **Listen and tick (✓) the correct time.**

Aim: to give students practice in listening for detail YLE

- Focus students on the clocks. In pairs, they check that they know what all the times are.
- Check students know what to do.
- Play the recording. Students listen and choose the correct clock.
- They compare answers in pairs.
- Play the recording again.
- Check with the class.

CD2 Track 29

For tapescript see TB page 120

Key: 1 B, 2 A, 3 B, 4 A, 5 C, 6 C

2 SB p53 **Work in pairs. Look at the pictures. Make sentences.**

Aim: to give students practice with past continuous and simple past

- Demonstrate the activity for the students so they realise they need to use the past continuous and simple past.
- Each sentence begins with *When I went into the park …*
- Students work in pairs. They take turns to say the sentences.
- Check with the class using open pairs.

Key: 2 a girl was writing, 3 a girl was eating an apple, 4 a boy was walking a dog, 5 a girl was feeding the birds, 6 a girl was listening to music, 7 a girl and a boy were playing football, 8 a boy was running, 9 a girl was riding a bike, 10 a boy was skateboarding

1 WB p53 **Read and write the correct prices.**

Aim: to practise reading and writing prices

Key: 2 £5.20, 3 £7.60, 4 £12.40, 5 £26.00, 6 £19.70

2 WB p53 **Write sentences with *o'clock*, *half past* or *quarter to / past*.**

Aim: to review times

Key: 2 The train for Newcastle leaves at half past three. 3 The train for London leaves at quarter past seven. 4 The train for Oxford leaves at quarter past two. 5 The train for Bristol leaves at half past four. 6 The train for Hull leaves at quarter to eight.

Ending the lesson

Aim: to review places

- Show students where all the places named in the lesson are on the map of the UK.
- Elicit if any students have been to these places.

Extension activity

Aim: to consolidate use of the past continuous and simple past

- Students write sentences in their notebooks for SB Activity 2.

Skills

1 CD2 29 **Listen and tick (✓) the correct time.**

1



A ☐ B ☐ C ☐

2



A ☐ B ☐ C ☐

3



A ☐ B ☐ C ☐

4



A ☐ B ☐ C ☐

5



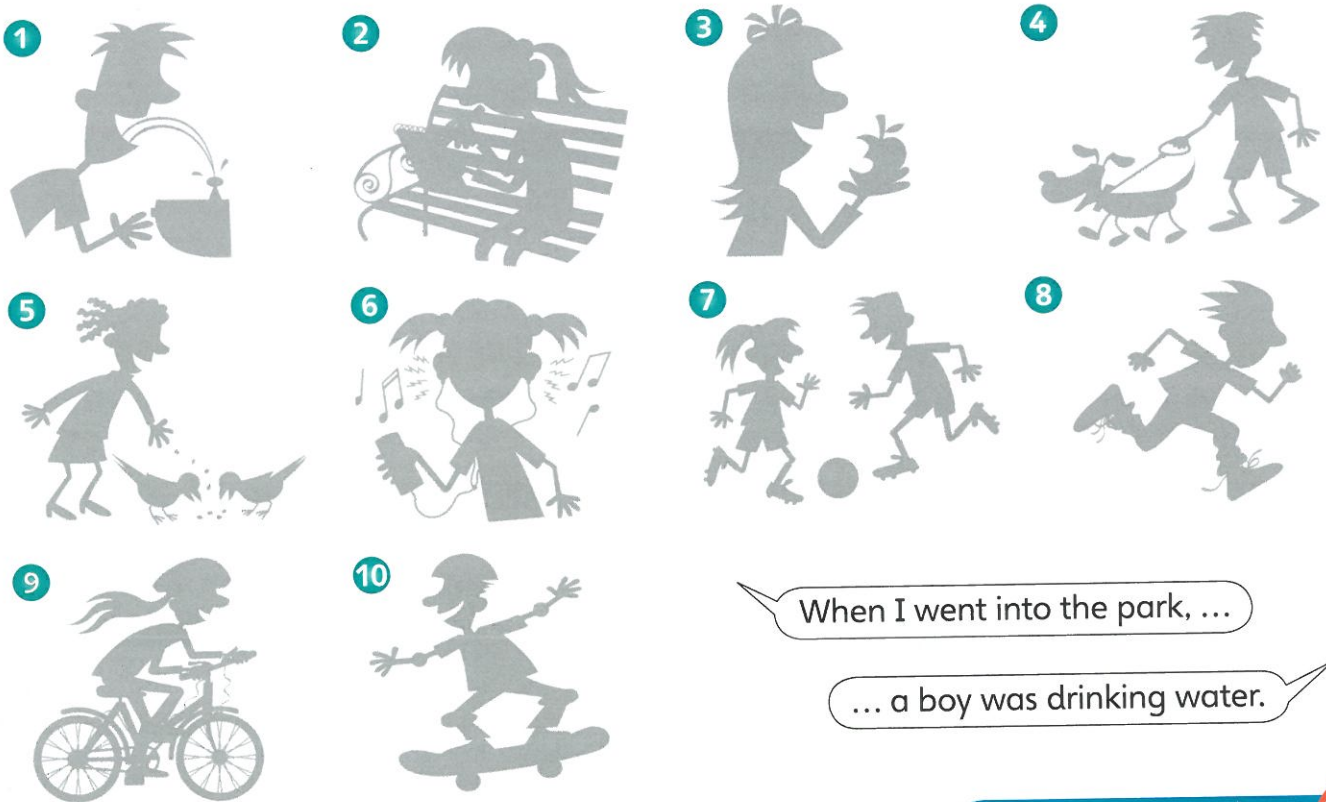
A ☐ B ☐ C ☐

6



A ☐ B ☐ C ☐

2 **Work in pairs. Look at the pictures. Make sentences.**



When I went into the park, …

… a boy was drinking water.

Learn and think

FORCES

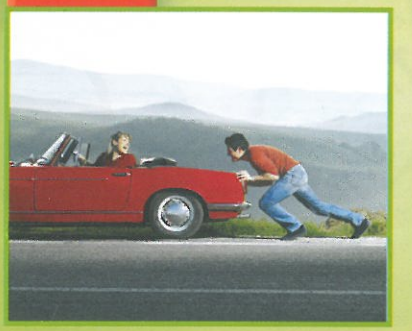
1 Read and circle.

1 A push is a force **away from / towards** the centre of the force.

2 A pull is a force **away from / towards** the centre of the force.

Pushes and pulls are forces. Forces make things move.

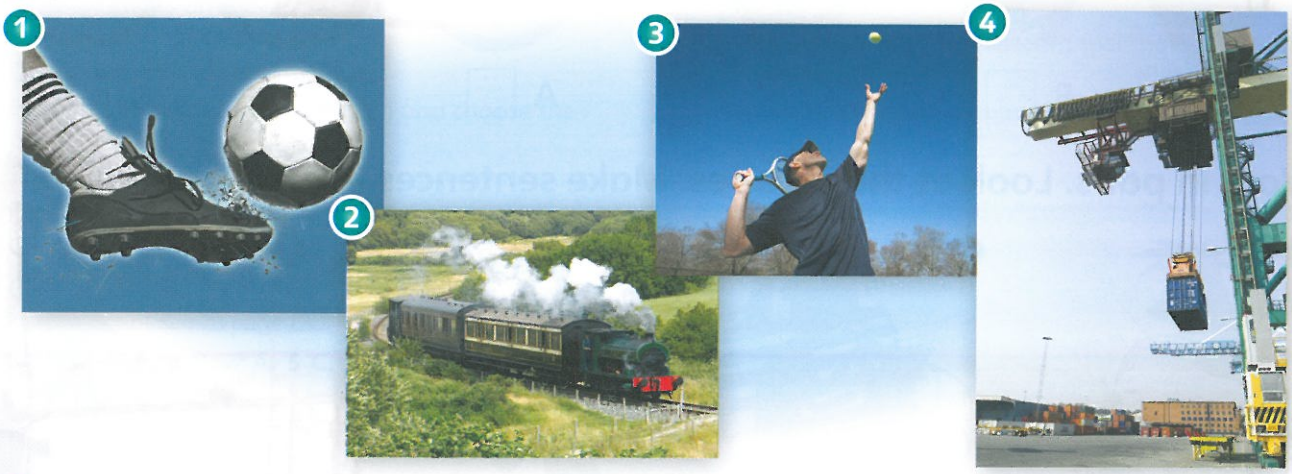
Push



Pull



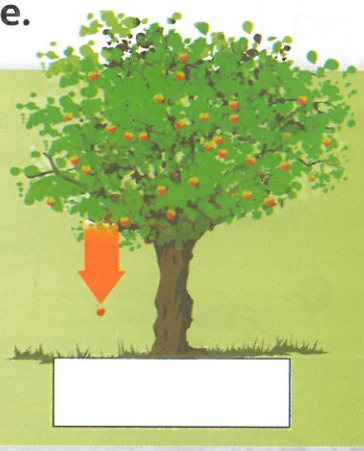
2 Look at the pictures. Which show a 'push'? Which show a 'pull'?



3 Read and write the name of the force in the picture.

Forces around us

Why does an apple fall to the ground when it drops from a tree? Why don't people float about in the air? The answer to both these questions is a very important force. It's called gravity. Gravity pulls objects towards Earth. Without it, we would all fly off into space.



Aim:

- to integrate other areas of the curriculum through English: Science

Thinking skills: interpreting the values in situations

New language: *force, push, pull, centre, away from, towards, drop, float, gravity, space*

Recycled language: language from the unit

Language competences: Your students will be able to use known language to talk about Science in English.

Warm-up

Aim: to introduce the topic of Science

- Hold up an eraser (or something light like a scarf) and let it go.
- Elicit if students know why it falls to the ground.
- Tell them that today they are going to learn about *forces* and *gravity*.
- Draw two doors on the board, one with *PULL* written on the handle, the other with *PUSH* written on the handle.
- Demonstrate the action for each one.
- Ask students to come to the front in turn and demonstrate *push* and *pull*.

1 SB p54 **Read and circle.**

Aim: to extend students' understanding of forces

- Focus students on the two pictures in the Student's Book and on the text.
- Have two students read the two sentences aloud.
- Students choose the correct word and check in pairs.
- Check with the class.
- Elicit other things we push and pull.

Key: 1 away from, 2 towards

2 SB p54 **Look at the pictures. Which show a 'push'? Which show a 'pull'?**

Aim: to consolidate understanding of forces

- Check students know what to do.
- They do the task individually.
- In groups of four, they compare, discuss and justify their answers.
- Discuss as a whole class.

Key: 1 push, 2 pull, 3 push, 4 pull

3 SB p54 **Read and write the name of the force in the picture.**

Aim: to introduce the concept of gravity

- Elicit what students can see in the picture (an apple falling from a tree).
- Ask students if they know the name of this force.
- Students read the text quickly to find the name (gravity).
- Read the text with the class, checking understanding of vocabulary and of the concept of gravity.

Key: Gravity

1 WB p54 **Look and write the words.**

Aim: to give students further practice with forces

Key: 2 drop, 3 pull, 4 push, 5 smooth, 6 rough

2 Values WB p54 **Read and tick (✓) the correct picture.**

Aim: to introduce and discuss the value of using force carefully

Key: 1 a, 2 b

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit what students learnt about today, e.g. *Science and different forces, push and pull and gravity.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in pairs.
- They think of at least two more examples of pushes and pulls.
- Make groups of six (three pairs).
- They share and discuss their ideas.

Aims:

- to extend the focus on Science through English
- to enable students to complete a project

New language: *smooth, rough, slide* (n), *friction, experiment, foil, sandpaper, surface*

Recycled language: Science and forces

Materials: books, foil, classroom objects that won't roll, such as pencil sharpeners, rubbers, highlighters

Language competences: Your students will be able to talk about Science in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Science and forces

- Call out *Push!* Students demonstrate pushing.
- Call out *Pull!* Students demonstrate pulling.
- Elicit what these are called (forces) and which other force students learnt about in the previous lesson (gravity).
- Elicit what gravity is.

1 SB p55 **Read and write *rough* and *smooth* under the pictures.**

Aim: to review and extend students' understanding of forces

- Review *smooth, rough*. Pre-teach *slide*.
- Check students understand what to do.
- They read the text silently and decide which picture is *smooth* and which *rough*.
- They compare their answers in pairs.
- Read the text aloud around the class and check students' answers.
- Elicit what the new force is called (friction).
- Elicit examples of things in the classroom which are rough and smooth.

Key: 1st picture: smooth, 2nd picture: rough

2 Project SB p55 **Do experiments to measure friction.**

Aim: to enable students to follow instructions and to do experiments

- Talk about the project with students and make sure they understand what to do.
- Students collect the materials they need for their experiments.
- Draw the following table on the board for students to copy. They use it to record their experiments.

Our friction experiments

Surface	*Height*
Foil	..... *cm*
Towel	..... *cm*
Sandpaper	..... *cm*

- Check students are doing the experiments in the right sequence and recording the information.
- Students compare outcomes across groups.

3 Think! SB p55 **What do you notice? Read and circle.**

Aim: to enable students to share their work

Thinking skill: developing research skills

- Read the two sentences with the class.
- Students individually decide which is the correct word in each sentence.
- Remind them to use the results of their experiments to help them with the answers.
- Check and discuss as a class.

Key: earlier, later

1 WB p55 **Read and write the words.**

Aim: to give students further practice with forces and friction vocabulary

Key: 2 stop, 3 rough, 4 smooth, faster

2 Think! WB p55 **Read and write *1, 2* or *3*.**

Aim: to give further practice with forces and friction

Thinking skill: applying scientific knowledge

Key: a 2, b 3, c 1

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit what students did today, e.g. *learnt about friction and how you go faster on smooth surfaces and more slowly on rough surfaces, and done experiments to measure friction.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop speaking skills

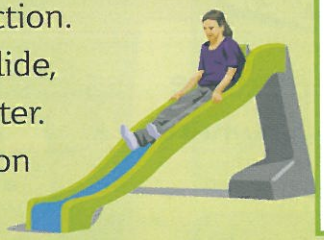
- In groups or as a class, students take turns to talk about the experiments they did for the project.
- They discuss which things surprised them and what other things they learnt from doing the experiments.
- Students write a report about the experiments.

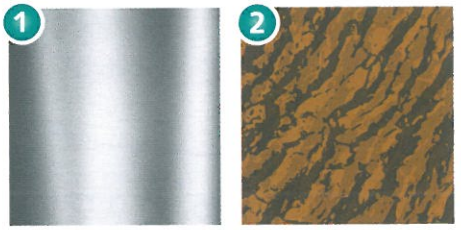
1 Read and write *rough* and *smooth* under the pictures.

When you go down a slide, gravity pulls you to the bottom, but there is also a force trying to stop you. It is called friction.

If a surface is smooth, like a slide, the friction is smaller. You go faster.

If a surface is rough, the friction is bigger. You go more slowly.





2 Project Do experiments to measure friction.



1 Take a book and cover it with foil. Put an object at one end.



2 Slowly lift up the end of the book with the object on it.



3 When the object starts sliding, stop lifting. Measure the height of the book above the desk.



4 Repeat the experiment, covering the book in a towel and then in sandpaper.

3 Think! What do you notice? Read and circle.

On a smooth surface, the object starts sliding **earlier / later**.

On a rough surface, the object starts sliding **earlier / later**.

Act out

At the train station

1 Choose a role card. Read and plan.

STUDENT A

You want to go on a train trip. At the ticket office you tell the person where you want to go. You ask about:

- the price of a single ticket
- the price of a return ticket
- the time when the next train leaves
- the platform number
- the time when it arrives

STUDENT B

You work at the ticket office. You tell the tourist:

- the price of a single ticket
- the price of a return ticket
- the time when the next train leaves
- the platform number
- the time when it arrives

Useful language

Tourist	Ticket office assistant
I want to go to …	
How much is a single ticket?	A single ticket is …
How much is a return ticket?	A return ticket is …
When does the train leave?	At …
When does it arrive?	At …
What platform number is it?	Platform …
Thank you very much.	You're welcome.

2 Act out your play.



Aims:
- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

New language: *single*

Recycled language: language from the unit, train station vocabulary, *return*

Materials: CD, (Optional: a cap, a train ticket)

Language competences: Your students will be able to plan and perform a short play.

Warm-up

Aim: to review train station vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 46.
- They close the flap so that they cannot see the words.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.

1 SB p56 **Choose a role card. Read and plan.**

Aim: to prepare and plan for a role play

- Tell students they are going to do a short play at a train station between a clerk and a passenger.
- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language and check understanding of vocabulary, e.g. *single*, *return*.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 SB p56 **Act out your play.**

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class. The clerk can wear a cap and hold a train ticket if you have them.

1 CD2 30 WB p56 **Put the dialogue in order. Then listen and check.**

Aim: to practise interactional language and listening skills

Key: 3, 10, 7, 6, (1), 12, 9, 8, 11, 2, 13, 4, 5

2 WB p56 **Look and write a dialogue. Use language from Activity 1.**

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of train station vocabulary

- Write the train station words in scrambled letter order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.

Aim:

- to consolidate language from the unit

New language: *notice* (n), *checklist, school trip, per person, meeting point, cost*

Recycled language: language from the unit

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit.
- Students look at each other's scrapbooks and compare their work.

1 SB p57 **Read this notice from a school board. Tick (✓) the checklist and underline the information.**

Aim: to practise reading skills

- Focus students on the notice and the checklist in Activity 1.
- Elicit what they are and what the topic is (a school trip).
- Read the notice and the checklist through with the class and check understanding of vocabulary, e.g. *trip, per person, meeting point*.
- Check students know what to do.
- They read silently, underline words and complete the task.
- They compare answers in pairs.
- Check and discuss answers as a class.

Key: Information underlined: Brighton, 2nd September, outside the station, 8.30 a.m., £7.50 per person, 5.30 p.m.

2 Think! SB p57 **Read these three notices. What information is missing from each one? Use the checklist to help you.**

Aim: to practise close reading skills

Thinking skill: judging the value of information

- Read the activity instructions and check students understand what to do.
- They do the activity individually and then compare their answers in pairs.
- Check and discuss as a class.

Key: School trip: where you're going to go, date, meeting time; Join us!: cost; London visit: return time

3 SB p57 **Write a notice for your school board. Use the checklist to help you.**

Aim: to practise writing a text from a model

- Brainstorm with students what kinds of notices they find on their school board.
- Check students know what to do and that they need to include all the information from their checklist in their notice.
- They plan their text and then write a first draft.
- Go around the class. Read and comment on students' work.
- Students write a final version of their texts in their scrapbooks.

1 Think! WB p57 **Which one is different in each group? Look, think and circle.**

Aim: to practise classification

Thinking skill: identifying similarities and differences

Note: Accept different answers if students are able to give reasons for them, e.g. suitcase for question 2.

Key: 2 pencil, 3 scooter

2 WB p57 **Colour the bricks to make sentences. Write in the missing words.**

Aim: to review grammatical form

Key: 2 My birthday party is on Saturday. 3 I was watching TV when you phoned me. 4 We're going on holiday in August for two weeks. 5 Paul was driving too fast when he had an accident.

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for Two return tickets on page 119 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 46 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

My scrapbook

A school notice

4

1 **Read this notice from a school board. Tick (✓) the checklist and <u>underline</u> the information.**

School trip

We're going to visit Brighton on 2nd September.
Travel by train.
Meet outside the station at 8.30 a.m.
£7.50 per person (return).
The return train arrives at 5.30 p.m.

Checklist

Information to put in a notice about a school trip:

- where you're going to go ☐
- date ☐
- meeting point ☐
- meeting time ☐
- cost ☐
- return time ☐

2 Think! **Read these three notices. What information is missing from each one? Use the checklist to help you.**

School trip

Join our trip.
Meet in front of the school. Bring warm clothes and good shoes.
Cost per person £12.50.
Return to school at 4.30.

Join us!

We're organising a trip to the Blue Lake. Meet at the bus stop in Green Lane at 9 o'clock on 5th October. Return to school at 5 o'clock.

We're going to visit London on 15th November.
Meet on platform 2 at the train station at 8 o'clock.
Price per person £9.

3 **Write a notice for your school board. Use the checklist to help you.**

5 Police!

1 CD2 31 **Listen and say the words. Then check with a friend.**

dark
blonde
fair
moustache
curly
beard
scar
straight



2 CD2 32 **Listen and correct the sentences.**

1 Grandpa was a teacher.
2 He chased a criminal for 30 years.
3 The criminal was very stupid.
4 Grandpa knows the criminal's name.

3 **Play the describing game.**

She's got short hair. It's curly and it's dark.

It's Ana.

Aims:
- to present and practise vocabulary for hair and face
- to give students listening practice

New language: *dark, blonde, fair, moustache, curly, beard, scar, straight, criminal, stupid, policeman, mysterious, terrible, cheek*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to talk about hair and faces.

Warm-up

Aim: to review parts of the body

- Play a 'Ben says' game.
- Say, e.g. *Ben says touch your nose.* Students touch their noses.
- Say, e.g. *Point to your face.* Students don't point to their faces.
- Review other known body vocabulary in the same way.

Presentation

Aim: to present hair and face vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check for correct pronunciation of *beard* and make sure students know which words are nouns and which adjectives.
- Elicit what students think is happening in the picture and who the photos are of.

1 CD2 31 SB p58 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.
- Elicit why the photos are of the same man (there is a small scar on his cheek).

2 CD2 32 SB p58 **Listen and correct the sentences.**

Aim: to practise listening

- Read the statements aloud with the class. Check understanding of *criminal.*
- Students try to predict the corrections.
- Play the recording. Students listen and correct.
- They check in pairs.
- Play the recording again. Check with the class.

CD2 Track 32

For tapescript see TB page 121

Key: 1 Grandpa was a policeman. 2 He chased a criminal for 20 years. 3 The criminal was very clever. 4 Grandpa doesn't know the criminal's name.

3 SB p58 **Play the describing game.**

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class.
- Describe a student in the class using *She's/He's got ...* Students try to guess who it is.
- The student who guesses correctly gets a point. Students lose a point for wrong guesses.
- Students take turns to describe other classmates using the new words. They can also describe their clothes.

1 WB p58 **Look, read and number the sentences.**

Aim: to practise the new vocabulary

Key: a 3, b 2, c 1

2 WB p58 **Read and draw Danni's face.**

Aim: to give further practice with the new vocabulary

3 WB p58 **Write and draw a *Wanted* poster.**

Aim: to give students writing practice

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the describing game again from SB Activity 3.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the eight new vocabulary items in their vocabulary books.
- They write short example sentences, e.g. *I've got dark curly hair. My dad's got a beard and a moustache.*

Aim:
- to present and practise *used to*

New language: *uniform, teddy bear, walkie-talkie*

Recycled language: hair and face vocabulary, verbs

Materials: CD

Language competences: Your students will be able to talk about actions and states in the past which are not true now.

Warm-up

Aim: to review hair and face vocabulary

- Write the eight new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

Presentation

Aim: to present *used to*

- Draw a stick picture of a small toddler on the board. Say, e.g. *This is me when I was a baby. I drank lots of milk when I was a baby. I don't drink milk now.*
- Write on the board *I drank lots of milk when I was a baby. I don't drink milk now.* Put brackets around it. Underneath write *I used to drink lots of milk.*
- Elicit other things students did when they were little. Ask them if they are true now. If they are not, make a sentence with *used to* for students to repeat.
- Write all the *used to* sentences on the board.
- Check the concept, e.g. *Is this true now? Was this true in the past?*

1 SB p59 **Look, read and number the sentences.**

Aim: to practise *used to*

- Students look at the pictures in their Student's Book. Elicit that the police officer is Ben's grandpa many years ago.
- Students work individually. They silently read the sentences and match them with the pictures.
- They compare answers in pairs.
- Check with the class.

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

2 CD2 33 SB p59 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 Mum used to love ice cream. 2 We used to have two hamsters. 3 My sister used to have long hair. 4 My parents used to live in America. 5 Grandpa used to be a police officer.

3 SB p59 **Are any of these sentences true for you? Tick (✓) them. Write two more.**

Aim: to consolidate grammatical form

- Check students know what to do.
- They read the sentences and tick the true ones.
- Go around the class as they are writing their two sentences. Help as necessary.
- Elicit some of the students' sentences and find out if other students agree.

1 WB p59 **Look at the pictures. Read and write *t* (true) or *f* (false).**

Aim: to review *used to*

Key: 2 f, 3 f, 4 t, 5 f, 6 t

2 WB p59 **Complete the sentences. Use the words from the box.**

Aim: to give further practice with the new language

Key: 2 used to cry, 3 used to sleep, 4 used to eat, 5 used to crawl, 6 used to play

3 WB p59 **Write sentences about you.**

Aim: to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Elicit the things Ben's grandpa used to do when he was a police officer.
- Elicit other things they think he did when he was a police officer, e.g. *He used to get up early.*

Extension activity

Aim: to enable students to share information

- Students work in groups of four.
- They take turns to read the three sentences they wrote for WB Activity 3.
- The student reading the sentences makes a note of how many other students had the same experience.
- Ask students from different groups to report back, e.g. *Three of us used to visit our grandmas when we were four.*

1 Look, read and number the sentences.



a Many years ago Ben's grandpa used to be a police officer. ☐
b He used to drive a fast car. ☐
c He used to carry a walkie-talkie. ☐
d He used to chase dangerous criminals. ☐
e He used to catch dangerous criminals. ☐
f Now he isn't a police officer. His life is much quieter. ☐

2 CD 2 33 Grammar focus Listen and say.

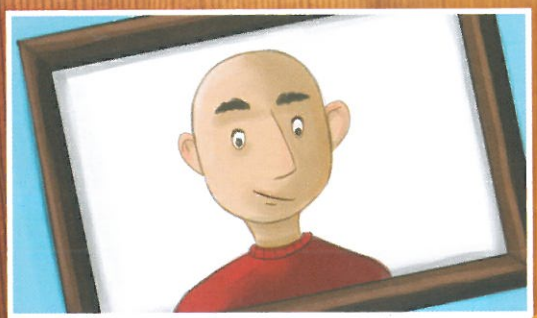


He used to be a police officer. (But he isn't now.)
He used to work all night. (But he doesn't now.)
He used to wear a uniform. (But he doesn't now.)

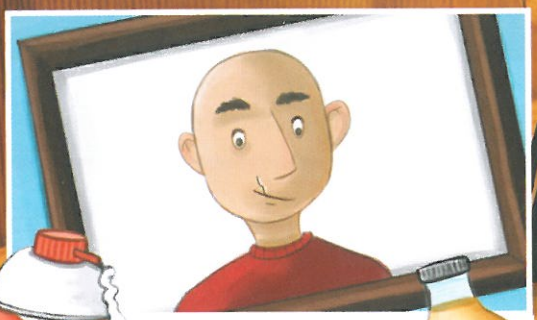
3 Are any of these sentences true for you? Tick (✓) them. Write two more.

1 I used to walk to school with Mum but now I walk with my friends. ☐
2 I used to have curly hair but now it's straight. ☐
3 I used to watch cartoons on TV but now I watch sport. ☐
4 I used to have one brother but now I've got two. ☐
5 I used to have a teddy bear but I haven't got one now. ☐
6 I used to like milk but I don't like it now. ☐

1 CD2 34 Listen to the song. Draw how Dad's hair used to be.



Dad before



Dad now

Dad: I used to have some curly hair.
It was long and I dyed it fair.
I went down to the hairdresser's
And now there's nothing there.

Son: Who are you?
Dad: Take a look.
I'm your dad.
Son: No, you are NOT!

Dad: I used to have a big moustache,
Thick and dark – like a real rock star.
And then I tried to cut it off
And now there's just a scar.
Who are you?

Dad: I used to have a long black beard,
But now it's in the bin.
I shaved it off the other day
And now there's just my chin.
Who are you?

2 CD2 35 Listen and sing.

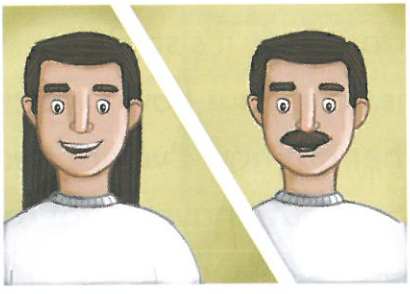
3 Think! Look at the pictures. How are the people different now?

Aunt Mary



before after

Uncle John



before after

Cousin Dave



before after

Aunt Mary used to have …

Aims:
- to consolidate *used to*
- to sing a song with the class

New language: *hairdresser's, real, rock star, bin, chin*

Recycled language: hair and face vocabulary, *glasses*

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review *used to*

- Write *Baby* on the board.
- Elicit things students used to do/have when they were babies which are not true now.
- When students give you a sentence, check by asking *Is this true now?* If students say it is, then remind them we can't use *used to*.

1 CD2 34 SB p60 **Listen to the song. Draw how Dad's hair used to be.**

Aim: to give students listening practice

- Elicit who students can see in the pictures in their Student's Book (Dad before and now).
- Pre-teach/check vocabulary, e.g. *hairdresser's, real, rock star, bin.*
- Check students know what to do.
- Play the recording. They draw Dad's hair in the picture 'Dad before'.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Check understanding of vocabulary.

Key: Students draw long, fair, curly hair, a big, thick, dark moustache and a long black beard.

2 CD2 34 35 SB p60 **Listen and sing.**

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

3 Think! SB p60 **Look at the pictures. How are the people different now?**

Aim: to give students further practice with *used to*

Thinking skill: paying attention to visual details

- Demonstrate the activity with the students.
- Elicit descriptions of Aunt Mary. Supply students with the negative, e.g. *Aunt Mary didn't use to wear glasses.*
- Students work in pairs and talk about the other people.
- Elicit sentences from pairs and check as a class.

Key: Aunt Mary didn't use to wear glasses but now she wears glasses. Uncle John didn't use to have a moustache but now he has got a moustache. Uncle John used to have long hair but now he's got short hair. Cousin Dave didn't use to have a beard but now he has got a beard. Cousin Dave used to have dark hair but now he's got fair hair.

1 WB p60 **Remember the song. What did Dad use to look like? Tick (✓) the correct pictures.**

Aim: to activate memory skills

Key: 1 A, 2 C, 3 B

2 WB p60 **Write four sentences about Mum.**

Aim: to consolidate *used to*

Key: Mum used to have long hair. Mum used to have curly hair. Mum used to have fair hair.

3 WB p60 **Read and write the words.**

Aim: to give students further practice with rhyming words

Key: 2 curly, 3 week, 4 early, 5 time, 6 anything, 7 me, 8 sing

4 CD2 36 WB p60 **Listen and check. Say the poem.**

Aim: listening for detail, speaking rhythmically

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with *used to*

- Students bring an old photo of their mum or dad (or another adult relation) into the class.
- They write about what the person used to look like.
- They stick the picture under the text.

Aims:
- to present and practise *had to*
- to review adjectives

New language: *police camp*

Recycled language: language from the unit, *can't*

Materials: CD

Language competences: Your students will be able to talk about obligation in the past using *had to*.

Warm-up

Aim: to review *have to*

- Write *School rules* on the board.
- Write the first one, e.g. *You have to do homework twice a week.*
- Elicit other school or class rules with *have to*.
- Write them on the board.

Presentation

Aim: to present *had to*

- Choose one of the school rules. Say, e.g. *When I was at school, years ago, I had to do homework every day.*
- Write the sentence on the board. Underline *had to* in a colour.
- Elicit the difference between *have to* and *had to* (now / the past).

1 CD2 37 SB p61 **Listen, read and circle.**

Aim: to practise *had to*

- Students look at the picture in their Student's Book.
- Read through the sentences with the class and check understanding of vocabulary.
- Students try to predict the answers before they listen.
- Play the recording. Students compare their answers in pairs.
- Play the recording again. Check with the class.

CD2 Track 37

For tapescript see TB page 121

Key: 1 there were lots of dangerous criminals, 2 he had to keep things secret, 3 week, 4 his clothes are often dirty

2 CD2 38 SB p61 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the questions and answers in pairs.

- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 had to get up, 2 had to tidy, 3 had to run, 4 had to do

3 SB p61 **Look at the pictures. Ben's grandpa went to police camp for six months. What did he have to do?**

Aim: to give students further practice with *had to*

- Demonstrate the activity for the class.
- Students work in pairs and take turns to say a sentence about each picture.
- Elicit sentences from pairs.
- Elicit ideas for other things he had to do when he was there.

Key: 2 He had to wash the windows. 3 He had to sweep the floor. 4 He had to cook. 5 He had to feed the dog. 6 He had to take the dog for a walk.

1 WB p61 **Read and write the words.**

Aim: to give further practice with the new language

Key: 2 wear, 3 learn, 4 do, 5 help

2 WB p61 **Write sentences.**

Aim: to give further writing practice with the new language

Key: 2 I had to do the washing up. 3 I had to sweep the floor. 4 I had to dry the dishes. 5 I had to cook. 6 I had to walk the dog.

Ending the lesson

Aim: to review the new language

- With Student's Books closed, elicit things Ben's grandpa had to do when he was at police camp.

Extension activity

Aim: to consolidate understanding

- Students write sentences about things they had to do when they were younger which they don't do any more.
- Brainstorm ideas first.
- Students then write three sentences about themselves.
- In groups of four, they take turns to read their sentences.
- The student reading the sentences makes a note of how many other students had to do the same thing.
- Ask students from different groups to report back, e.g. *Three of us had to go to bed at seven o'clock.*

1 CD2 37 Listen, read and circle.



1 Grandpa had to be careful because **there were lots of dangerous criminals / he had a dangerous dog.**

2 He didn't tell his wife anything because **he had to keep things secret / she wasn't interested.**

3 He had to wash his uniform every **week / day.**

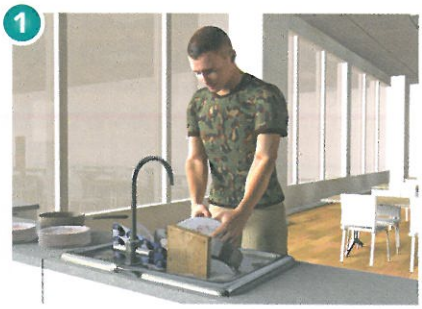
4 Ben can't be a police officer because **his clothes are often dirty / he's too small.**

2 CD2 38 Grammar focus Listen and say.



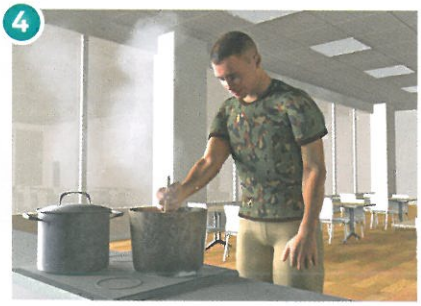
We **had to be** really careful.
We **had to keep** everything secret.
We **had to wear** a uniform.
We **had to wash** our uniform every week.

3 Look at the pictures. Ben's grandpa went to police camp for six months. What did he have to do?

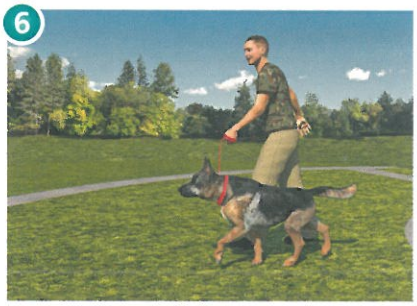












He had to do the washing up.

1 CD 2 39 The Explorers The Mysterious H

1



Grandpa: The Mysterious H started robbing jewellers. He used to steal necklaces, bracelets and watches. There wasn't a shop in London which was safe.

2



Grandpa: His next plans were cleverer. He stole famous paintings and works of art from museums all over the world.

3



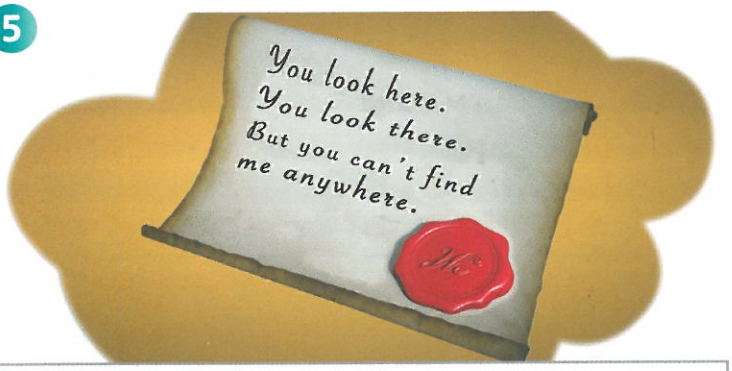
Grandpa: Then he stole the Queen's crown. The story was in all the papers. I had to find this man quickly.

4



Grandpa: He went to Paris and stole the top of the Eiffel Tower too!
Lucy: What!

5



Ben: But Grandpa, how did you know it was the same man?
Grandpa: He used to leave us a note. It always had the same symbol on it – the letter *H*.

6



Lucy: Did you catch him?
Grandpa: No. We almost caught him once, but he escaped.

Aims:

- to present a picture story
- to review language from the unit

New language: *rob, jeweller, bracelet, plan, steal, Eiffel Tower, symbol, almost, connection*

Recycled language: characters and language from the story, simple past

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben, Lucy, Buster* and *Grandpa* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben, Lucy and Buster were on the train. Zelda and Horax got on. They wanted the map. The train went into a tunnel and Ben took their tickets. The conductor told them to get off the train. Grandpa used to be a police officer and he told them about a terrible criminal he chased then: The Mysterious H.*

1 CD2 39 SB pp62–63 **The Mysterious H**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit that the first six frames are Grandpa's story.
- Pre-teach / check understanding of *rob, jeweller, plan* and *stole*.
- Play the recording. Students listen for three things The Mysterious H stole (necklaces, bracelets, watches, paintings, works of art, the Queen's crown, the top of the Eiffel Tower) and why Grandpa told Ben and Lucy the story now (because the waiter's ring had the same letter *H* as was on The Mysterious H's notes).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit why students think the waiter was wearing the same ring.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)

1 WB p62 **Remember the story. Complete the sentences.**

Aim: to check comprehension

Key: 2 world, 3 papers, 4 Tower, 5 note, 6 waiter

2 WB p62 **Remember The Mysterious H's rhyme. Write the words in order.**

Aim: to practise word order

Key: You look here. You look there.
But you can't find me anywhere.

3 WB p62 **Where did The Mysterious H steal these things from? Draw lines and write sentences.**

Aim: to check understanding of the story

Key: 2 He stole the necklace from a jeweller's shop. 3 He stole the top of the Eiffel Tower from Paris. 4 He stole the crown from the castle. 5 He stole the dinosaur skeleton from a museum.

Ending the lesson

Aim: to practise the story

- Put students into groups of three.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Write *rob* and *steal* on the board. Around them scatter these words: *a bank, a jeweller, a house, a shop, paintings, money, necklaces, a TV.*
- Start word maps with one word around *rob* and one around *steal*, e.g. *bank (rob)* and *money (steal)*.
- Tell students to think about the other words.
- In pairs, they decide which words go with *rob* (*a bank, a jeweller, a house, a shop*) *and* which with *steal* (*paintings, money, necklaces, a TV*).
- Elicit and discuss as a class.
- Elicit a correct sentence for each word.

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present and contrast **ar** and **or** sounds and some alternative spellings

New language: *cart*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to identify ways of spelling the **ar** /ɑː/ and **or** /ɔː/ sounds.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Who was The Mysterious H?* (A criminal.) *What did he do?* (He stole things from people.) *Did the police catch him?* (No.) *Why did Grandpa think of him now?* (Because the waiter in the restaurant had a ring with an 'H' on it.)

2 SB p63 **Write *t* (true) or *f* (false).**

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They mark the sentences true or false.
- They compare their answers in pairs.
- Check with the class.

Key: 1 t, 2 f, 3 f, 4 t, 5 t, 6 f

3 SB p63 **Find the *car* and the *horse* in the story.**

Aim: to contrast the **ar** and **or** sounds

- Read out the instructions for students, making sure they hear the **ar** and **or** sounds correctly.
- Students find the objects in the story.

Key: Car: Frame 1, Horse: Frame 2

4 CD2 40 SB p63 **Listen and say.**

Aim: to practise ways of spelling the **ar** and **or** phonemes

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the **ar** (*Martha, farmer, art, cart*) and **or** (*drawing, horse*) sounds.
- Focus students on the alternative spelling of **or** (**aw**) shown here.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 CD2 41 WB p63 **Listen and write the missing words. Then say with a friend.**

Aim: to give students listening practice

Key: 1 You're in all the papers, 2 I almost caught it

2 WB p63 **Look, read and number the sentences.**

Aim: to give further practice of **ar** and **or** sounds, including alternative spellings of **or** (*Paul, walking, saw, quarter, four*)

Key: 2 a, 3 d, 4 c

3 CD2 42 WB p63 **Listen, say and check your answers.**

Aim: to give focused listening practice

Ending the lesson

Aim: to review and practise saying words with the **ar** and **or** sounds

- Write two of the words from the lesson, e.g. *cart, draw,* on the board. Elicit another word with these sounds.
- Students work in pairs writing words with the same sounds, e.g. *scar, dark, answer, force, story, floor.*
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*famous, hair, It*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Ben: It's a great story, but I don't understand. What's the connection with the waiter at the restaurant?

8



Grandpa: Ah, the waiter was wearing a ring with the letter *H* … the same *H* that was on the notes … that The Mysterious H used to leave.
Ben and Lucy: Wow!

2 Write *t* (true) or *f* (false).

1 The Mysterious H robbed jewellers all over London. ☐
2 He only robbed places in England. ☐
3 He stole the Queen's ring. ☐
4 The Mysterious H went to Paris. ☐
5 He always left the police a note. ☐
6 The waiter in the restaurant had an *M* on his ring. ☐

3 Find the car and the horse in the story.

4 CD2 40 Listen and say.



Martha the farmer's doing art – drawing on her horse and cart!

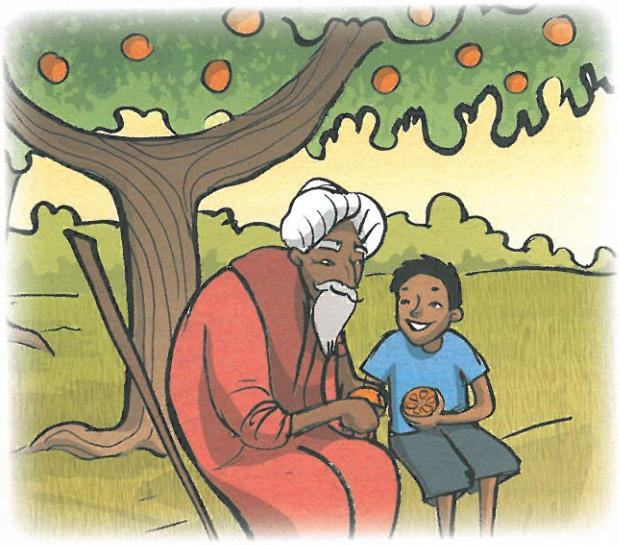
Story time

1 **Look at the pictures. Find someone who looks:**

happy scared sad angry

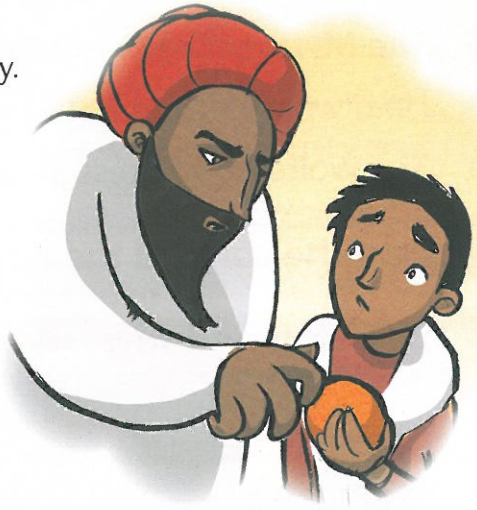
2 CD 2 43 **Read and listen. Check your answers.**

Yatin and the orange tree

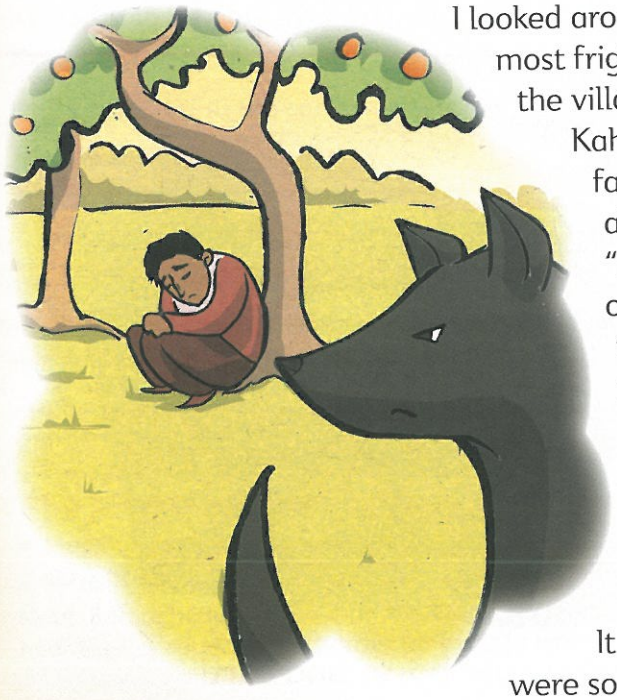


Yatin Indra sat under the orange tree with his grandson. He stood up and picked an orange from the tree. He cut it into two pieces and gave half of it to his grandson to eat. He watched the little boy eat the fruit and smiled. 'Did I ever tell you my story about this tree?' Yatin asked. 'No,' his grandson said. 'Well, let me tell you,' and Yatin began his story.

'It was a hot sunny day. I was a little boy like you and I sat under an orange tree to keep cool from the sun. I looked up and saw a big juicy orange. I knew it was wrong because it wasn't our tree, but I was so thirsty. I picked the fruit and ate it. It was delicious. I looked back at the tree and picked another.'



'Then I felt a big hand on my shoulder. I looked around and saw the most frightening man in the village. It was Gautam Kahn, the meanest farmer and enemy of all the children.



"I'm sorry," I said. "It's just one orange," but Kahn didn't want to listen. He told me to wait and left his dog to watch me. "Let's see what the police officer has to say," he said. "You stay here. I'm going to get him."

'I didn't know what to do. The police officer was coming. I was in trouble. I couldn't go anywhere, not with that dog there. I thought about my parents. They would be angry. I thought about the oranges. It was bad to take them. I knew it was wrong but they were so delicious.'

Aim:
- to practise reading and listening skills

Skills:
- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: *juicy, delicious, frightening, meanest, enemy, in trouble, the rest of the day, seed, grow out of, honest*

Recycled language: language from the unit, fruit, superlative adjectives, simple past

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to listen for specific information.

Value: being honest

Warm-up

Aim: to encourage prediction skills

- Tell the students they are going to read a story about an orange tree.
- Elicit some of their predictions about the story and write them on the board as key words.

1 SB pp64–65 **Look at the pictures. Find someone who looks: happy, scared, sad, angry.**

Aim: to activate empathy

- Focus the students on the Activity 1 instructions.
- Check they know what to do.
- Students check their ideas in pairs.
- Discuss as a class.

Key: happy: man and boy in first picture; scared: boy in second picture (with man); sad: boy in third picture (with dog); angry: man in second picture and in first picture on page 65

2 CD2 43 SB pp64–65 **Read and listen. Check your answers.**

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Check with the class.
- Check understanding of *juicy, delicious, frightening, meanest, enemy, in trouble, the rest of the day, seed* and *grow out of.*



1 Values WB p64 **What can we learn from the story? Colour the words.**

Aim: to focus students on the value of being honest

Key: Don't take other people's things.

2 WB p64 **Look and write the words.**

Aim: to review words from the story

Key: 2 a juicy orange, 3 my enemy, 4 a seed, 5 a shoulder, 6 a farmer

3 WB p64 **Put the story in order.**

Aim: to practise summarising skills

Key: 5, (1), 8, 4, 2, 7, 3, 6

Ending the lesson

Aim: to review the story

- Focus students on their predictions about the story from the Warm-up.
- Elicit which ideas were close to the story and which predictions were correct.
- Elicit other key words from the real story.

Extension activity

Aim: to discuss the value of being honest

- Focus on how the story shows the value of being honest.
- Elicit why this value is important and examples of when students have been honest themselves, even though they might have got into trouble.

Note: Some of this discussion may need to take place in L1.

Aim:
- to practise reading and writing skills

Skills:
- reading for detail
- writing a story

Recycled language: language from the story

Language competences: Your students will be able to read for detail.

Your students will be able to write a story.

Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Ask students what Yatin's reward was for being honest (seeds of the orange tree).

3 SB p65 **Answer the questions.**

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow it in their Student's Books.
- Check students know what to do.
- Students work individually. They re-read the story and answer the questions.
- Give early finishers additional questions: *What did Yatin feel when he stole the orange?* (He knew it was wrong.) *Why did he take another orange?* (Because the first one was delicious.) *What did Gautam Kahn want Yatin to do?* (Work for him for a day.)
- Check with the class.

Key: 1 Because he was thirsty. 2 Because he was the meanest farmer and enemy of all the children. 3 He went to get the police officer. 4 Because there was a dog. 5 Some orange tree seeds. 6 He thinks about Gautam Kahn and the lesson he learnt.

4 SB p65 **Complete the story.**

Aim: to review the story

- Check students know what to do.
- They complete the summary of the text individually and then check in pairs.
- Elicit each sentence and check as a class.

Key: 1 orange, 2 tree, 3 farmer, 4 police officer, 5 dog, 6 police officer, 7 police station, 8 farmer, 9 work, 10 farmer, 11 seeds, 12 orange tree

1 WB p65 **Look at the pictures. Write the story.**

Aim: to practise writing skills

Key (sample answer): One day a boy was in a shop. He saw some lollies and wanted to buy one. But he didn't have any money. So he put a lolly in his pocket. The shop keeper caught the boy and said, 'You are a thief. I am calling the police.' When the police arrived, the boy said he was very sorry. The police officer said he couldn't take the boy to the police station. He was too young. The police officer said, 'Are you really sorry?' The boy said that he was. The shop keeper said, 'OK, you can stay and clean my shop for me.' The boy cleaned the shop and the shop keeper was very pleased. 'Here's a bag of sweets for you.' 'Thank you,' said the boy. 'I won't steal anything again.'

Note: This activity could also be done as a speaking activity. You could do oral story telling around the class and then students could write up the story for homework.

Ending the lesson

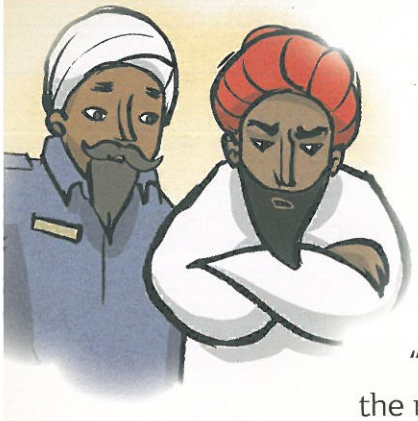
Aim: to encourage students to give personal responses to the story

- Elicit from different students which part of the story they liked best.
- Ask them why.

Extension activity

Aim: to practise definitions

- Students work in pairs. They choose four new words from this unit and write definitions for them on paper. They write the answers next to the definitions.
- Collect the papers from each pair.
- Make two teams, A and B, and play a game of 'Tic-tac-toe'.
- Draw a 3 x 3 grid on the board. The aim of the game is for one team to get a row of three noughts (A team) or three crosses (B team) in a line (diagonal, horizontal or vertical).
- Count how many students there are in each team, e.g. 15. Tell students to number themselves 1–15 at random in each team.
- Team A starts. Call out a number at random, e.g. *Eight.* Say one of the definitions to the student who is number eight. If he/she answers correctly, he/she chooses where to put a nought on the grid.
- Do the same for Team B. If students don't answer correctly, play moves to the other team.



'Then Gautam Kahn returned. He had the police officer with him. "This is the boy," he said and pointed at me. "He stole my oranges." "Is it true?" the police officer asked. "Yes, it is," I said. "I know it was wrong," I added, "but it is so hot and the oranges were so juicy." The police officer looked at Gautam Kahn. "Do you really want me to take this boy to the police station?" he asked. "The boy is sorry."

Gautam Kahn looked at me. He wasn't so angry. "Well," he said, "the boy could work for me for the rest of the day."

"What do you think?" the police officer asked me. "Yes," I said, "of course."

'I worked all day for Gautam Kahn. I was tired but I wasn't sad. At the end of the day, the farmer came to me. He was happy now. "Thank you," he said. Then he gave me a little bag. "In this bag there are some orange tree seeds," he said. "Plant them and you will never again have to take fruit from other people's trees." Then he told me to go home.'

Yatin Indra looked at his grandson. His story was finished. He pointed up at the orange tree behind them. 'And this, my dear, is the tree which grew out of my seeds. Every time I eat an orange from it, I think about Gautam Kahn and the lesson that I learnt.'



3 Answer the questions.

1 Why did the young boy Yatin take an orange? _____

2 Why was Yatin scared of Gautam Kahn? _____

3 Where did Gautam Kahn go? _____

4 Why couldn't Yatin run away? _____

5 What did Gautam Kahn give Yatin? _____

6 What does Yatin think when he looks at the tree? _____

4 Complete the story.

Yatin took an (1) _____ from a (2) _____. The (3) _____ caught him. The farmer went to get the (4) _____. He left his (5) _____ to watch Yatin. The (6) _____ didn't want to take Yatin to the (7) _____. Then the (8) _____ asked Yatin to (9) _____ for him. Yatin worked hard. The (10) _____ gave Yatin a bag of (11) _____ to say thank you. Yatin grew his own (12) _____.

Learn and think

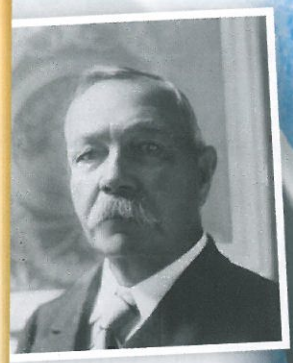
CRIME FICTION

1 Think! **Read and decide which of these people are real.**

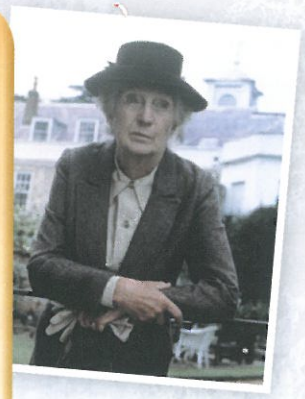


Agatha Christie (1890–1976) was an English crime writer. In her most famous books, the reader must guess who did the crime and why. Her novels are still popular all over the world. In the 1930s she was in a real life mystery when she disappeared for 10 days. Nobody knows where she went.

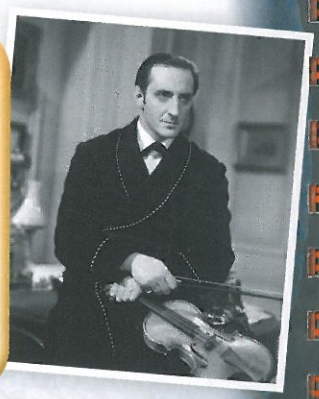
Sir Arthur Conan Doyle (1859–1930) was a Scottish writer. He created the world's most famous detective, Sherlock Holmes. He was one of the first people to make crime novels very popular. Many people say that he is the father of crime fiction. He also wrote science fiction and historical novels.



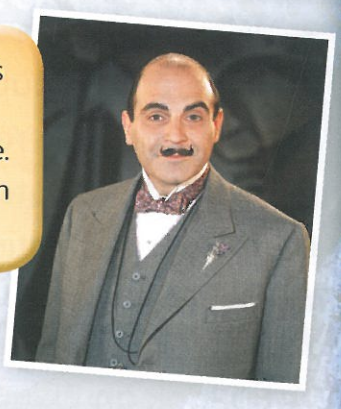
Jane Marple is one of Agatha Christie's most famous detectives. She is an elderly woman who never married. She enjoys watching people and sees everything. She always finds the murderer. She first appeared in 1930 in *Murder at the Vicarage* and then appeared in 11 more novels.



Sherlock Holmes is a detective who Conan Doyle created. Holmes is famous because he always thinks a lot to solve crimes. His friend Dr Watson usually helps him. Holmes often has his best ideas when he is relaxing and playing the violin.



Hercule Poirot is another of Agatha Christie's detectives, famous for his moustache! He is from Belgium and solves crimes all over Europe. He first appeared in 1920 and then appeared in 32 more novels and 51 short stories.



2 **Work in groups. Ask and answer.**

1 Do you know these TV and film detectives?
2 What other famous detectives on TV or in films do you know?
3 Do you like crime stories? Why (not)?

I like crime stories because they are exciting.

I don't like crime stories because they are boring.

Aim:

- to integrate other areas of the curriculum through English: Literature

New language: *Agatha Christie, crime writer, novel, Jane Marple, detective, elderly, marry, murderer, murder, vicarage, Sir Arthur Conan Doyle, Scottish, create, Sherlock Holmes, science fiction, historical, solve, relax, violin, Hercule Poirot, short stories*

Recycled language: language from the unit

Language competences: Your students will be able to use known language to talk about Literature in English.

Warm-up

Aim: to introduce the topic of Literature

- Elicit what books students like to read (in English or L1).
- As they give you the names, write the genres on the board.
- Tell students that today they are going to learn more about Literature.

1 Think! SB p66 **Read and decide which of these people are real.**

Aim: to activate students' knowledge

Thinking skill: processing information

- Tell students to look at the five texts and the five pictures.
- Tell them to find the names of the people. Elicit if they have heard of any of them before.
- Check understanding of the word *real*. Ask for examples of authors and characters from the literature of the students' own country/countries.
- They read the texts silently and find out which people are real.
- Students compare their opinions in pairs.
- Check with the class. Students read each text aloud around the class.
- Check understanding of vocabulary.
- Find out if any of the students have read books about these characters.

Key: Agatha Christie, Sir Arthur Conan Doyle

2 SB p66 **Work in groups. Ask and answer.**

Aim: to activate students' knowledge and experience

- Students share their ideas in groups.
- Monitor the groups. Remind them to make notes of their answers.
- Elicit information from groups and discuss as a class.

1 WB p66 **Correct the sentences.**

Aim: to practise close reading skills

Key: **2** She disappeared in the 1930s for 10 days. **3** Conan Doyle was 71 when he died. **4** He also wrote science fiction and historical novels. **5** Miss Marple appeared in 12 novels. **6** Sherlock Holmes' friend was called Dr Watson. **7** Sherlock Holmes used to play the violin. **8** Hercule Poirot was from Belgium.

2 WB p66 **Read and write the name from Activity 1.**

Aim: to review vocabulary

Key: Conan Doyle

3 WB p66 **Write a description of photo B.**

Aim: to practise writing a description

Key: He has got dark hair. It's straight. He's got a dark moustache.

4 WB p66 **Write *A* and *B*.**

Aim: to practise close reading skills

Key: B, A

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit what students learnt about today, e.g. *two British writers and their detectives, and talked about TV and film detectives I know and like.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students write about a famous TV or book detective that they like.

Aims:

- to extend the focus on Literature through English
- to enable students to complete a project

New language: *Orient Express, noise, dead body, compartment, investigate*

Recycled language: Literature

Materials: CD

Language competences: Your students will be able to talk about Literature in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Literature

- Elicit the writers and the detectives students learnt about in the previous lesson.

1 CD2 44 SB p67 **Listen, read and match.**

Aim: to practise reading skills

- Tell students they are going to read and listen to the beginning of a story about Hercule Poirot.
- Pre-teach / check understanding of *Orient Express, noise, dead body, compartment, investigate.*
- Check students know what to do.
- Play the recording. Students read, listen and draw lines between the words under the text.
- They compare answers in pairs.
- Play the recording again.
- Read the text with the class and check their answers.

Key: Detective – Hercule Poirot, Place – Train, Crime – Murder, Suspects – People on the train

2 SB p67 Project **Plan a crime story.**

Aim: to enable students to write a story

- Talk about the project with students and make sure they understand what to do.
- Students work individually.
- They copy the table and complete it with notes.
- Go around the class, helping as appropriate.
- Read the summary with the class. Check understanding of *take place.*
- Students write their stories, using the summary as a model.
- Go around the class and help students as appropriate.

1 WB p67 **Remember the story. Number the pictures.**

Aim: to enable students to review the sequence of events in the story

Key: a 2, b (1), c (4), d 5, e 3

2 WB p67 **Write two cases for Sherlock Holmes. Use ideas from the box or your own ideas.**

Aim: to stimulate students' imagination

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit what students did today, e.g. *read a story about Hercule Poirot, written a detective story of my own and written two cases for Sherlock Holmes.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop speaking skills

- In groups of four, students read each other's story summaries from SB Activity 2. They choose one and write a play or a story.
- They perform this for the class.

1 CD2 44 Listen, read and match.

Murder on the Orient Express

Hercule Poirot is travelling on the Orient Express. On his second night on the train, he wakes up because there are strange noises. The next morning someone finds a dead body in the compartment next to his. Poirot investigates and finds out that the dead man was also a murderer. Poirot also thinks that other people on the train are happy because the man is dead. But who killed him and has Poirot got enough time to solve the murder before the train arrives?



Detective | Place | Crime | Suspects

Murder | People on the train | Hercule Poirot | Train

2 Project Plan a crime story.

1 Copy and complete the table with notes for your own crime story.

Detective	Inspector Thinly
Place	A hotel in Scotland
Crime	Murder of a man
Suspect	The woman in room 12A

2 Write a summary.

Inspector Thinly is from Scotland. This story takes place in a hotel. A cook finds a dead man in the garden. One of the people in the hotel heard a shout in the night. It came from room 12A. The woman in 12A is missing in the morning ...

Find out

Reading habits

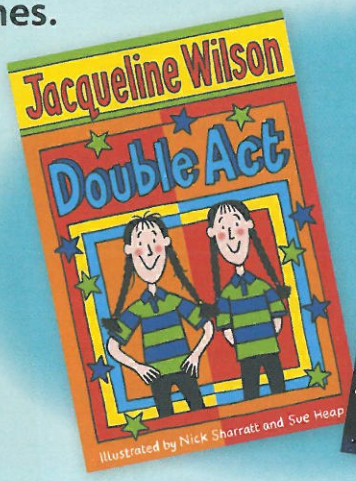
1 Ask questions and write names.

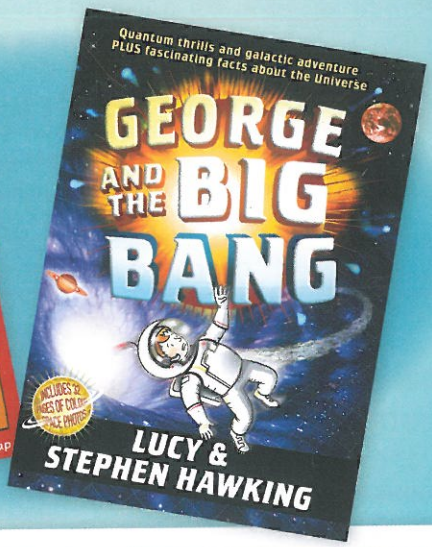
David, do you read more than one book a week?

No, I don't.

Elena, do you read in bed?

Yes, I do.





Name:	This person ...
Pedro	reads more than one book a week.
Elena	reads in bed.
	likes adventure stories.
	likes funny stories.
	reads comics.
	doesn't like crime stories.
	's parents have got books in other languages at home.
	doesn't use a library outside school.
	hasn't got a book of poems.
	prefers reading to computer games.

2 Work in groups. Talk about what you found out.



Aims:
- to consolidate language from the unit
- to promote student–student cooperation

New language: *adventure, funny, comics, poems*

Recycled language: language from the unit

Materials: poster paper

Language competences: Your students will be able to complete a survey about reading habits.

Warm-up

Aim: to review activities

- Brainstorm the books students like to read and the genres.
- Write the genres on the board, e.g. *crime, science fiction, adventure.*
- Leave the vocabulary on the board for the next activity.

1 SB p68 **Ask questions and write names.**

Aim: to review question forms

- Focus students on Activity 1 and tell them they are going to ask their classmates about their reading habits.
- Focus students on the *This person …* section of the page.
- Elicit a question for each one to make sure students remember how to form the questions, e.g. *Do you read more than one book a week? Have you got a book of poems?*
- Make sure students know what to do. They go around the class asking questions and writing one (different) name on each line.
- Students do the mingling activity. Monitor to check they are asking different people and are asking the full questions.

2 SB p68 **Work in groups. Talk about what you found out.**

Aim: to practise speaking skills

- Demonstrate the activity before students work in groups.
- Elicit one piece of information from a student, e.g. *(Name) likes adventure stories.*
- Students work in groups of four. They take turns to tell the others what they found out for each question.
- Monitor the groups to check they are exchanging information about their findings.
- Students can transfer the information they found out onto a bar chart for display. They don't write the names of the students on the chart. They just draw ticks to show numbers.

1 WB p68 **Match the questions with the answers.**

Aim: to practise questions and answers

Key: 2 d, 3 b, 4 e, 5 f, 6 a

2 WB p68 **Look at Activity 1. Underline the mistakes. Then write the correct sentences.**

Aim: to practise close reading skills

Key: on the sofa – in bed, more than three books – about two books, science fiction stories – crime stories, historical novels – love stories, magazines – her dad's newspaper

3 WB p68 **Write about your reading habits.**

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the lesson

- Play a quick hands-up game.
- Call out questions one after another, e.g. *Who likes reading in bed?* Students put up their hands.

Extension activity

Aim: to enable students to share information

- Groups take turns to talk about the results from SB Activity 2 to the class.
- Tell them to think of what they are going to say first. They report about the different activities and the numbers of students who like doing them.
- Make sure all the students in the group take an active part in the presentations.

Aim:
- to consolidate language from the unit

New language: *book review, true friend*

Recycled language: language from the unit

Materials: scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit.
- Students look at each other's scrapbooks and compare their work.

1 SB p69 **Read the two book reviews. Which one is better? Why?**

Aim: to practise reading skills

- Focus students on the two texts.
- Pre-teach *book review*.
- Check students know what to do. Elicit what is meant by *better* (gives a clearer idea of what the book is like and about).
- Students read silently and decide which review is better and why.
- They discuss their opinions in pairs.
- Check with the class. Ask students to read aloud parts of the reviews they thought were good.

Key: B. Because it gives a clearer idea of the story and tells us why the reader liked it.

2 SB p69 **Use the notes to write a review.**

Aim: to practise writing skills

- Read through the notes with the class and elicit what the name of the book is (*The clown*) and who wrote it (Robert Wise).
- Focus students on how the information is sequenced in the Activity 1 B review.
- Students work individually and write the review.
- They swap reviews with a partner and make at least two suggestions for improvement.
- Students then write their improved review in their scrapbooks.

3 SB p69 **Think of a book and make notes.**

Aim: to practise planning a piece of writing

- Brainstorm books students have read recently.
- Help students to fill out the information chart.
- Students use the plan from Activity 2 to help them.
- They write notes and plan their texts.

4 SB p69 **Write a review. Draw the cover.**

Aim: to practise writing a text from a model

- Students write a first draft of their reviews on paper.
- Go around the class, commenting on students' work.
- Students write a final version of their texts in their scrapbooks.

1 WB p69 **Write the words in four groups.**

Aim: to practise classification

Key: 1 moustache, scar, 2 dark, light, 3 short, straight, 4 orange, seed

2 WB p69 **Look at Activity 1. Number the topics to match the groups.**

Aim: to review word families

Key: 2 Hair colour, 1 Face, 4 Story words, 3 Hair style

3 WB p69 **Look and draw lines to make sentences.**

Aim: to review grammatical form

Key: 2 I have to tidy my bedroom now. 3 My mum used to be an actress before I was born. 4 My dad had to help his dad in the shop.

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for Police! on page 119 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 58 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

My scrapbook

A book review

5

1 **Read the two book reviews. Which one is better? Why?**

a

Book review

'A true friend' by RJ Glass.
This book is about Erin.
She hasn't got any friends.
Then she gets some
friends. I liked this book.

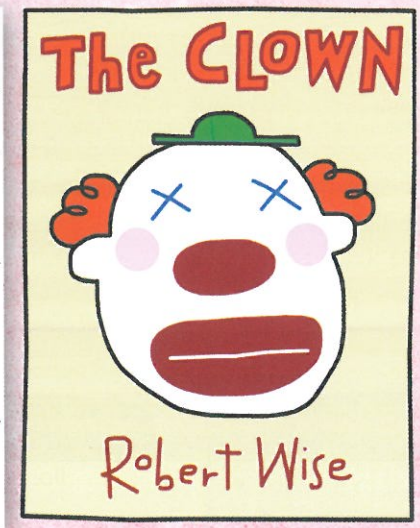
b

Book review

'A true friend' by RJ Glass.
This book is about a girl called Erin. Erin hasn't got many friends because she is shy. One day a new student arrives at Erin's school and her life is never the same again. I liked this book because it was very exciting.

2 **Use the notes to write a review.**

Book:	The Clown
Author:	Robert Wise
Main character:	Jim / popular / very funny
What happens?	forgets how to laugh / loses his friends
What did I think?	good / funny



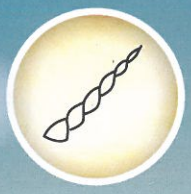
3 **Think of a book and make notes.**

4 **Write a review. Draw the cover.**

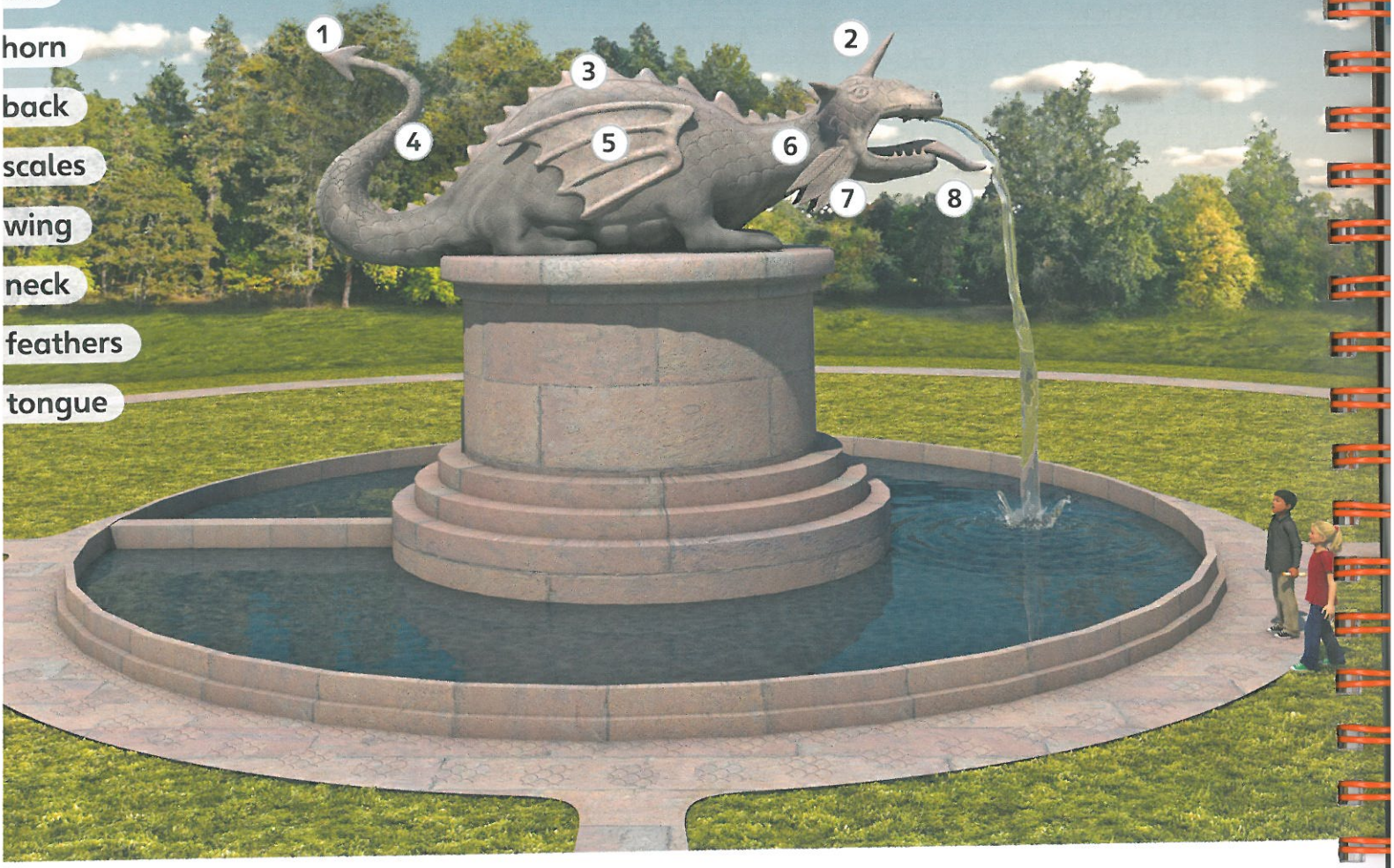
Book:
Author:
Main character:
What happens?
What did I think?

6 Mythical beasts

1 CD 3 02 Listen and say the words. Then check with a friend.



tail
horn
back
scales
wing
neck
feathers
tongue



2 CD 3 03 **Listen and answer.**

1 How did Ben know about the dragon?
2 What is Ben holding?
3 Why is this the right place?
4 Where do they look last?

3 Think! **Play the animal game.**

I'm thinking of an animal. Can you guess?

Has it got wings?

Can it … ?

Aims:
- to present and practise vocabulary for animal bodies
- to give students listening practice

New language: *mythical beast, tail, horn, back, scales, wing, neck, feathers, tongue, dragon*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to talk about animal bodies.

Warm-up

Aim: to review parts of the body

- Say known parts of the body.
- Students point to them on their bodies in turn.
- Say them quickly one after another to make the activity more fun.

Presentation

Aim: to present animal bodies vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students pronounce *tongue* correctly.
- Pre-teach *mythical beast*. Elicit what students think this beast might be called (a dragon).

1 CD3 02 SB p70 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

2 CD3 03 SB p70 **Listen and answer.**

Aim: to practise listening

- Read the questions aloud with the class.
- Check students know what to do.
- Encourage students to try to predict the answers.
- Play the recording. Students listen and answer.
- They check in pairs.
- Play the recording again. Check with the class.

CD3 Track 03

For tapescript see TB page 121

Key: 1 He used to come here with his grandpa. 2 The map. 3 Because the dragon's got a horn on the map too. 4 The tongue.

3 Think! SB p70 **Play the animal game.**

Aim: to give students practice with the new vocabulary

Thinking skills: logical thinking, categorising

- Demonstrate the game for the class.
- Students ask *yes/no* questions to try to find out what the animal is. They can also ask, e.g. *Does it ... ? / Is it a ... ?*
- Students can ask ten questions and then they have to guess.
- Play the game as a class with different students thinking of an animal in turn.

Note: Students may not know the animal names in English. Supply the English if necessary after the class have guessed.

1 WB p70 **Look and complete the words.**

Aim: to practise writing the new vocabulary

Key: 2 tongue, 3 neck, 4 feathers, 5 wing, 6 back, 7 tail, 8 scales

2 WB p70 **Look, read and number the texts.**

Aim: to give further practice with the new vocabulary

Key: a 2, b 4, c 1

3 WB p70 **Write about the other dragon from Activity 2.**

Aim: to practise writing skills.

Key (sample answer): This dragon has got wings. The feathers on the wings are beautiful. They've got black and white patterns. The dragon's neck is long and it's got scales. There are also scales on its back and there are feathers on its back too. It's got two horns, a short tongue and a short tail.

Ending the lesson

Aim: to review vocabulary from the lesson

- Say one of the words from the lesson.
- A student points to their body and/or mimes the word, e.g. stroking their arm for feathers.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the eight new vocabulary items in their vocabulary books.
- They draw a picture of a dragon and label it.

Aims:

- to present and practise comparative and superlative adjectives
- to revise language of description

New language: *dinosaur, myth, km/h, kilo, best, worst, meat-eater, plant-eater*

Recycled language: animal bodies vocabulary, adjectives

Materials: CD, Internet, reference books

Language competences: Your students will be able to compare animals.

Warm-up

Aim: to review animal bodies vocabulary

- Write the nine new items (include *dragon*) with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

Presentation

Aim: to present comparative and superlative adjectives

- Elicit two animals students know, e.g. *tiger, bear.*
- Write adjectives, e.g. *big, dangerous*, on the board.
- Elicit comparative sentences, e.g. *A bear is bigger and more dangerous than a tiger.*
- Add another animal, e.g. *snake*, and other known adjectives, e.g. *long, heavy.*
- Elicit superlative sentences, e.g. *The snake is the longest. The bear is the heaviest. The snake is the most dangerous.*

1 CD3 04 SB p71 **Read and write *t* (true) or *f* (false). Then listen and check.**

Aim: to practise comparative and superlative adjectives

- Elicit what students can see in the picture for Activity 1 (a dinosaur). Pre-teach *dino* and *myth*.
- Students look at the statements in their Student's Book.
- Read each one through with the class.
- Students work in pairs and mark the sentences true or false in pencil.
- Play the recording.
- Students listen and check.
- Check with the class.

CD3 Track 04

For tapescript see TB page 121

Key: 1 t, 2 t, 3 t, 4 t, 5 f, 6 t

2 CD3 05 SB p71 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat the sentences and the question in chorus. Repeat.
- Students practise the sentences in pairs.
- Students turn to the Grammar focus section on page 124.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

Key: 1 worse than, 2 the silliest, 3 the best, 4 older than, 5 the most exciting

3 Think! SB p71 **Work in groups. Write six sentences for an animal quiz.**

Aim: to consolidate grammatical form

Thinking skill: thinking creatively

- Students work in groups of four and write six true/false sentences, using comparative and superlative adjectives, e.g. *Cheetahs are the fastest land animals.* Students must know the answers.
- Tell students they will get extra points for creative sentences other groups do not have.
- Groups read their sentences in turn. If other groups have the same sentence, each group with the sentence gets 1 point. If other groups don't have it, the group gets 3 points.
- The winning group is the one with the most creative sentences.

1 WB p71 **Read and write *t* (true) or *f* (false).**

Aim: to review comparative and superlative adjectives

Key: 2 f, 3 f, 4 t, 5 f

2 WB p71 **Write sentences.**

Aim: to give further practice with the new language

Key: 2 Hippos are more dangerous than lions.
3 Corncrakes are the worst singers in the world.
4 Dwarf crocodiles are smaller than saltwater crocodiles.

Ending the lesson

Aim: to practise key language from the lesson

- Call out one or two animals.
- Students make a superlative or a comparative sentence.

Extension activity

Aim: to develop research skills

- Students individually research one animal and write a short text using WB Activity 1 as a model.

1 CD 3 04 **Read and write *t* (true) or *f* (false). Then listen and check.**



Dino facts – or dino myths?

1. The biggest dinosaur was longer than ten cars. ☐
2. The fastest dinosaurs could run at 60 km/h. ☐
3. T-rex was one of the most dangerous dinosaurs. ☐
4. The heaviest dinosaur was more than 80,000 kilos. ☐
5. The best dinosaur film is called *Planet of Dinosaurs*. ☐
6. The worst dinosaur film is called *Legend of the Dinosaurs*. ☐

2 CD 3 05 **Grammar focus** **Listen and say.**



The **biggest** dinosaur was **longer than** 10 cars.
The **heaviest** dinosaur was more than 80,000 kilos.
Meat-eaters were **more dangerous than** plant-eaters.
T-rex was one of **the most dangerous** dinosaurs.
This book is good but there's a **better** dinosaur book in the library.
Is *Jurassic Park* **the best** dinosaur film of all time?
The special effects are **worse** in old dinosaur films.
Which is **the worst** dinosaur film?

3 **Think!** **Work in groups. Write six sentences for an animal quiz.**

A correct sentence = 1 point

Only **your** group writes this sentence = 3 points

African elephants are bigger than Indian elephants. True / False
Cats are friendlier than dogs. True / False

1 CD 3 06 Listen to the song. Read and circle.

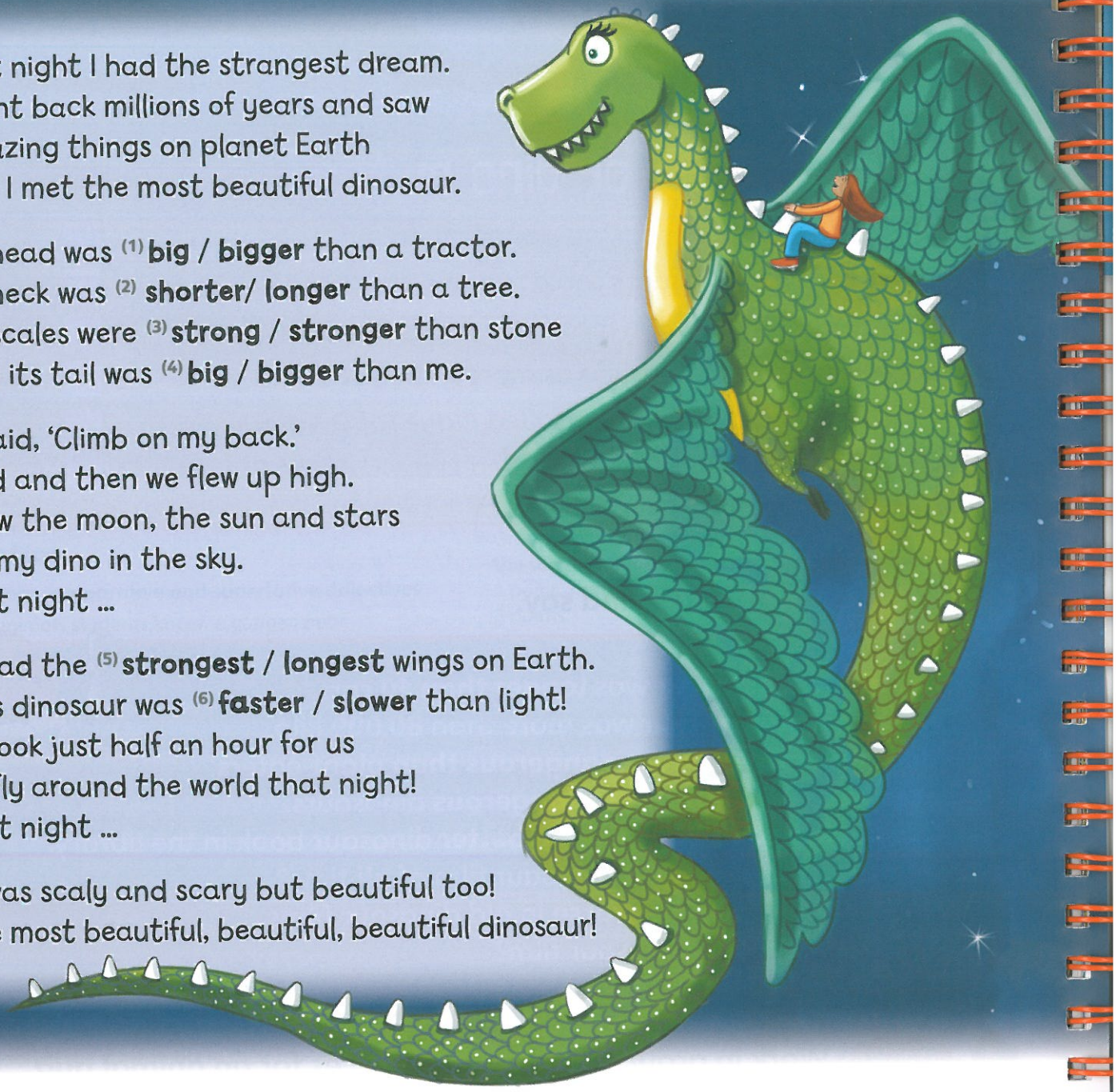
Last night I had the strangest dream.
I went back millions of years and saw
Amazing things on planet Earth
And I met the most beautiful dinosaur.

Its head was (1) **big / bigger** than a tractor.
Its neck was (2) **shorter/ longer** than a tree.
Its scales were (3) **strong / stronger** than stone
And its tail was (4) **big / bigger** than me.

It said, 'Climb on my back.'
I did and then we flew up high.
I saw the moon, the sun and stars
On my dino in the sky.
Last night ...

It had the (5) **strongest / longest** wings on Earth.
This dinosaur was (6) **faster / slower** than light!
It took just half an hour for us
To fly around the world that night!
Last night ...

It was scaly and scary but beautiful too!
The most beautiful, beautiful, beautiful dinosaur!



2 CD 3 07 Listen and sing.

3 Think! Write sentences for a friend to read.

THEDINOSAURINMYDREAMWASBIGGERTHANMYHOUSE

MYDINOSAURWASTHEFASTESTANIMALINTHEWORLD

Aims:
- to consolidate comparative and superlative adjectives
- to review the simple past
- to sing a song with the class

New language: *strange, million, Earth, tractor, stone, take (half an hour)*

Recycled language: animal bodies vocabulary, verbs in the simple past

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review animal bodies vocabulary

- Start drawing a strange animal on the board. Stop after you have drawn, e.g. the tail. Students say *Tail.*
- Draw the whole of the animal to review the new vocabulary.

1 CD3 06 SB p72 **Listen to the song. Read and circle.**

Aim: to give students practice with listening for detail

- Elicit what students can see in the picture (a dinosaur with a child on its back).
- Pre-teach / check understanding of *strange, million, Earth, tractor, stone.*
- Students read the song and circle the words they think are correct.
- They compare ideas in pairs.
- Play the recording. Students listen and check.
- They compare answers again. Play the recording a second time.
- Check with the class. Check understanding of vocabulary.

Key: 1 bigger, 2 longer, 3 stronger, 4 bigger, 5 strongest, 6 faster

2 CD3 06 07 SB p72 **Listen and sing.**

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

3 Think! SB p72 **Write sentences for a friend to read.**

Aim: to stimulate creativity

Thinking skill: information processing

- Demonstrate the activity with the class.
- Remind students to use comparative and superlative adjectives in their sentences.
- Students write three or four sentences and then swap them with their partner.
- They take turns to read their partner's sentences aloud.
- Elicit some of the sentences from students.

1 WB p72 **Remember the song. Correct the sentences.**

Aim: to activate memory skills

Key: 2 Its head was bigger than a tractor. 3 Its neck was longer than a tree. 4 Its scales were stronger than stone. 5 Its tail was bigger than me. 6 It had the strongest wings on Earth.

2 WB p72 **Write adjectives to complete the sentences.**

Aim: to practise comparatives and superlatives

Key: 2 sharper than, 3 longer than, 4 the strongest, 5 the fastest, 6 the best

3 WB p72 **Imagine a dragon or a dinosaur. Draw and write about it.**

Aim: to practise writing skills

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with comparative and superlative adjectives

- Students work in groups of four.
- They put their texts and pictures from WB Activity 3 on the desk so that they can all see.
- They take turns to talk about their pictures using comparatives and superlatives, e.g. *Your dinosaur is taller than mine. Mine has got the biggest teeth!*

Aim:
- to present and practise *looks like*

New language: *Pegasus, the Sphinx, mermaid, unicorn, the Phoenix, centaur, human*

Recycled language: animal bodies vocabulary, animals

Materials: CD

Language competences: Your students will be able to give descriptions using *looks like*.

Warm-up

Aim: to review animal bodies vocabulary

- Write the animal bodies vocabulary on the board in jumbled letter order.
- Students come to the board in turn and write one of the items correctly.

Presentation

Aim: to present *looks like*

- Draw a strange mixed-up animal on the board.
- Give it a strange name, e.g. *Hipposaur.* Tell students that it is, e.g. *half hippo and half dinosaur.*
- Say, e.g. *Its body looks like a dinosaur and its head looks like a hippo!*
- Write the sentence on the board and underline *looks like.*
- Ask, e.g. *Is it a dinosaur? Is it a hippo?* Students answer *No.*
- Say, e.g. *It looks like a dinosaur and it looks like a hippo. But it's really a hipposaur!*

1 CD3 08 SB p73 **Look at the beasts. Write the names under the pictures. Listen and check.**

Aim: to practise *looks like*

- Students look at the pictures in their Student's Book.
- Elicit if they know the names of any of these mythical beasts. Read the names out for students to repeat.
- Read the *Did you know?* text with the class and check understanding of *human.*
- Check students know what to do.
- They try to match the pictures with the names and then compare their answers in pairs.
- Play the recording. Students compare answers again.
- Play the recording a second time and check with the class.

CD3 Track 08
For tapescript see TB page 121

Key: 1 a centaur, 2 Pegasus, 3 the Sphinx, 4 the Phoenix, 5 a mermaid, 6 a unicorn

2 CD3 09 SB p73 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 What do pandas look like? 2 What does the Phoenix look like? 3 What does your best friend look like?

3 SB p73 **Take it in turns to close your book. Ask and answer.**

Aim: to give students further practice with *looks like*

- Demonstrate the activity using open pairs and the examples.
- Students do the activity in pairs.
- Go around the pairs and check correct use of *looks like.*

1 WB p73 **Write questions for the answers. Use the words from the box.**

Aim: to give further practice with *look like*

Key: 2 What does a mermaid look like? 3 What does the Phoenix look like? 4 What does Pegasus look like? 5 What does a unicorn look like? 6 What does the Sphinx look like?

2 Think! WB p73 **Read the dialogue. Write *1, 2, 3* or *4*.**

Write dialogues about the other pictures.

Aim: to give writing practice with the new language

Thinking skills: developing creative thinking skills, applying imagination

Key: 3

Ending the lesson

Aim: to review the new language

- With books closed, elicit names and descriptions of the mythical beasts from SB Activity 1.

Extension activity

Aim: to consolidate understanding

- In pairs, students practise some of the dialogues they wrote for WB Activity 2.

1 CD 3 08 **Look at the beasts. Write the names under the pictures. Listen and check.**

Pegasus the Sphinx a mermaid a unicorn the Phoenix a centaur

Did you know?

Around the world there are lots of stories about mythical beasts. These beasts often look like animals, but sometimes they are half animal and half human.

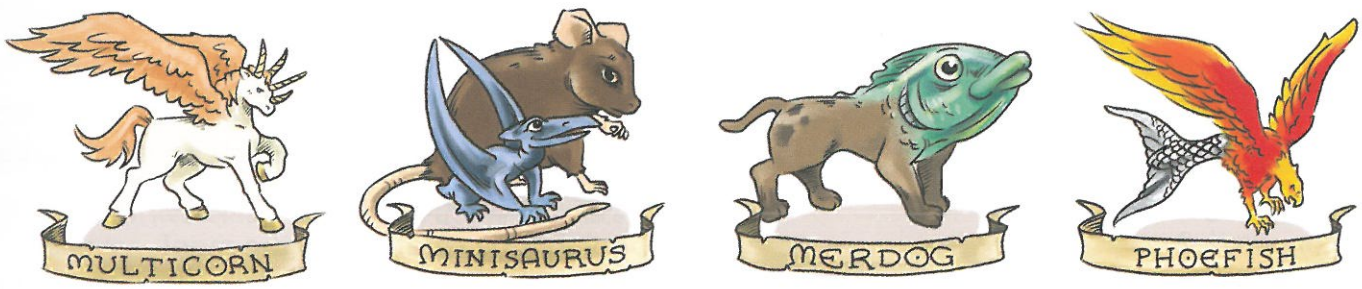


2 CD 3 09 **Grammar focus** **Listen and say.**

What does a unicorn look like?
It looks like a white horse, but it's got a big horn.
What does a centaur look like?
It's half horse and half human.



3 **Take it in turns to close your book. Ask and answer.**

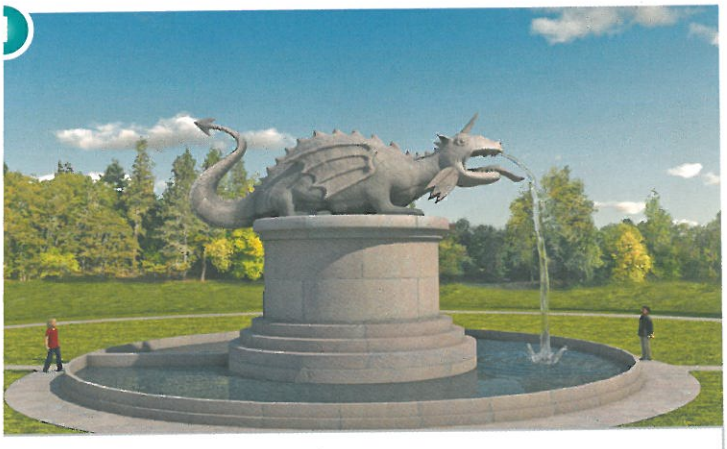


What does the multicorn look like?

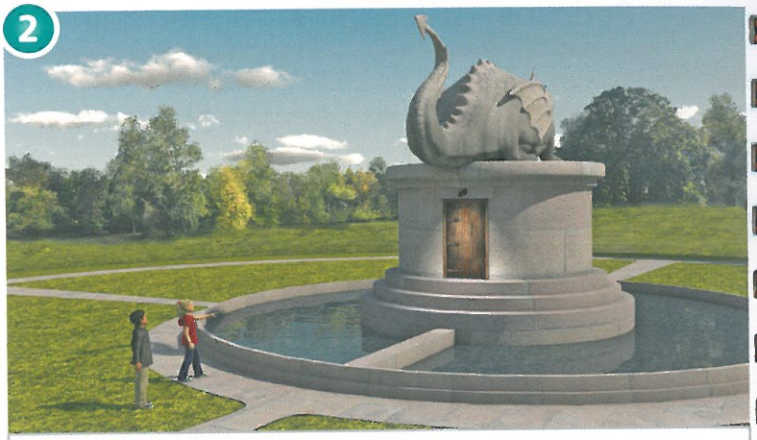
It looks like Pegasus, but it has got …

1 CD 3 10 The Explorers

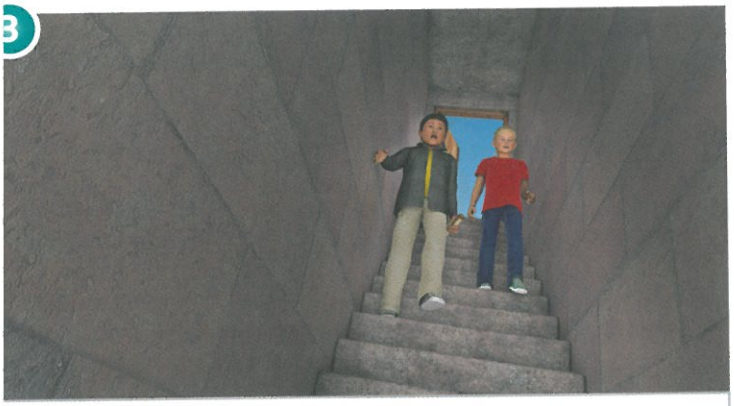
The secret door



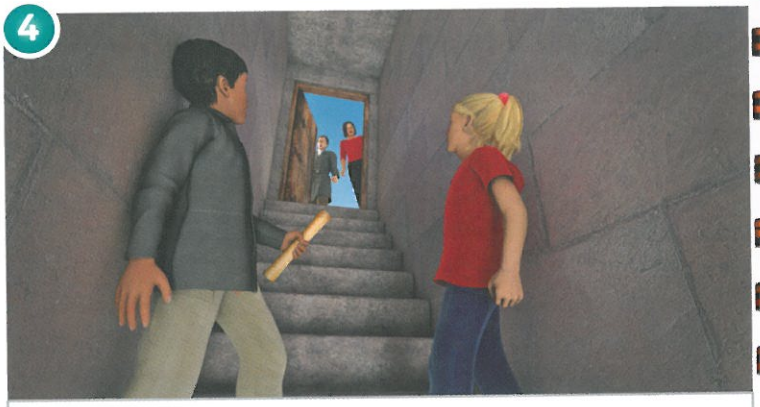
Lucy: Ben, come over here.
Ben: What is it?



Lucy: Look. There's a little door. Let's open it.
Ben: Good idea. Let's see what's inside.



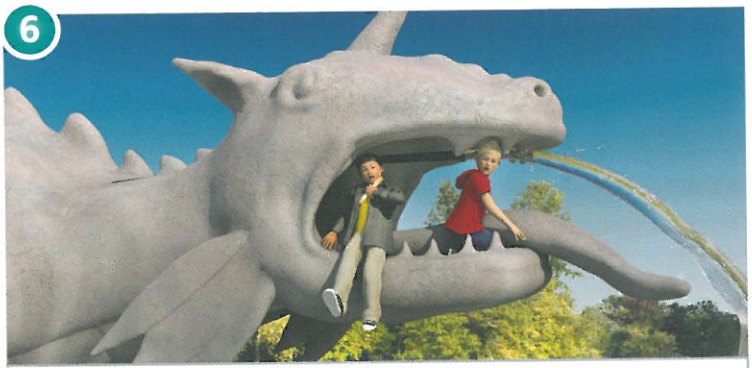
Ben: I hope it's not a trap!
Lucy: Me too! Now, let's start looking for that line.



Horax: Now we've got you! (*He laughs.*) Give us the map or you have to stay in there forever!



Ben: We can't get out of that door. What can we do?
Lucy: Hmm, look! There's a ladder. Maybe it's a way out. It's our best chance!



Lucy: We can get out here. Let's jump into the pool, but be careful with the map!
Ben: It's in my jacket. I just hope that Horax and Zelda aren't looking.

Aims:
- to present a picture story
- to review language from the unit

New language: *trap, forever, ladder, pool, jacket, treasure chest*

Recycled language: characters and language from the story

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben*, *Lucy* and *Buster* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben's grandpa told them about The Mysterious H. He told them that he saw an 'H' on the waiter's ring. Ben and Lucy go to the park to look at the mythical beasts.*

1 CD3 10 SB pp74–75 **The secret door**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of *trap, forever, ladder, pool, jacket* and *treasure chest*.
- Play the recording. Students listen for how the friends get inside the building (through a little door), why they climb the ladder (because Horax and Zelda are there too), where the map is (in Ben's jacket), where they see the next line (on the side of the pool), what the line says (Look down and find the treasure chest).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of the rhyme.

1 WB p74 **Remember the story. Put the sentences in order.**

Aim: to check comprehension

Key: 4, (1), 6, 5, 2, 3

2 Think! WB p74 **Read and circle.**

Aim: to check deeper understanding of the story

Thinking skill: inferring meaning

Key: 1 C, 2 A, 3 B

3 Think! WB p74 **Complete Horax's diary entry.**

Aim: to stimulate students' creativity

Thinking skill: narrative from another character's perspective

Key (possible answers): **2** Ben and Lucy / the children, **3** (a statue of) a dragon, **4** was on the dragon, **5** a door (in the dragon), **6** they went down some stairs, **7** closed the door, **8** came out of the dragon's mouth, **9** escaped, **10** angry

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Students work in groups of four.
- They compare their diary entries for Horax and choose the best one in their group.
- The student whose entry is chosen in each group reads it to the class.
- The class votes for the best one.

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present two pronunciations **ea** (e as in *head* and ee as in *beast*)

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will identify words with the **ea** spelling pronounced as /e/ and /i:/.

Note: This spelling can have other pronunciations (e.g. *idea, great, bear*).

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *What were the friends looking at?* (The dragon.) *Who did they see inside?* (Horax and Zelda.) *Why did they jump into the pool?* (Because it was the only way out.) *Where did they see the next line?* (On the side of the pool.) *What did it say?* (Look down and find the treasure chest.)

2 SB p75 **Read and make sentences.**

Aim: to focus students on the events in the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They read and make sentences.
- They compare their answers in pairs.
- Check with the class.

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

3 SB p75 **Find the feathers on the beast in the story.**

Aim: to contrast the ee and e sounds in these words

- Read out the instructions for students, making sure they hear the **ee** and **e** sounds in beast and feathers.
- Students find the feathers in the story.

Key: They are on the animal's neck.

4 CD3 11 SB p75 **Listen and say.**

Aim: to practise two pronunciations of words with the ea spelling

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the **ee** sound (Dean, beans) and contrast them with the **e** sounds in Heather, treasure and feathers.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 CD3 12 WB p75 **Listen and write the missing words. Then say with a friend.**

Aim: to give students listening practice

Key: 1 That's our best chance, 2 We're going to get you

2 WB p75 **Complete the table with the words from the box.**

Aim: to give practice with different ways of saying ea words

Key: beast: eat, team, beans, meat;
treasure: (weather), feather, bread, head

3 CD3 13 WB p75 **Listen, say and check your answers.**

Aim: to give focused listening practice

Ending the lesson

Aim: to review how to say some words with ea spelling

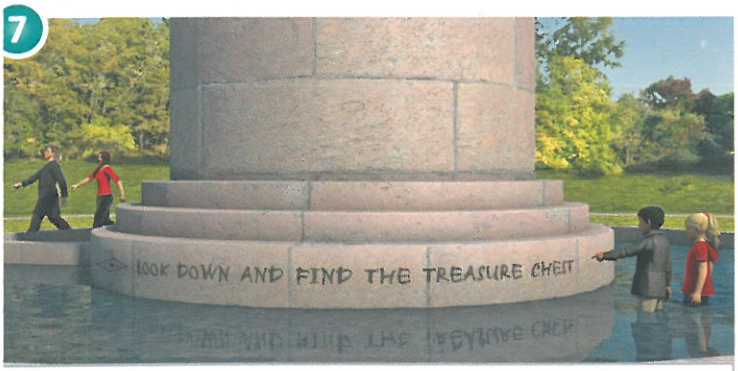
- Write one of the words from the lesson, e.g. *meat*, on the board. Elicit another word with this sound and spelling, e.g. *mean*.
- Elicit an ea word with the **e** sound, e.g. *feather*.
- Show students that some words with this spelling sound different: *great* and *break* rhyme with *wait* and *lake* while *bear* and *wear* rhyme with *chair* (see Unit 4 Phonics focus).

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*ball, tree, climb, dad's ladder*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Lucy: They're still there! But they can't see us.
Ben: Hey, look here – on the side of the pool!
Lucy: It's the next line: 'Look down and find the treasure chest'. Great! Now let's go. Hurry up!

8



Ben: Lucy, run!
Zelda: Oh no, look!
Horax: Stop, you two! We're going to get you!

2 Read and make sentences.

1	Lucy finds	a	when they go down the stairs.
2	They leave the door open	b	because it's in Ben's jacket.
3	When Horax closes the door,	c	shut the door.
4	Lucy has an idea how	d	a way into the dragon.
5	Horax and Zelda	e	he is sure he is going to get the map.
6	The map doesn't get wet	f	to get out of the dragon.

3 Find the feathers on the beast in the story.

4 CD 3 11 Listen and say.



King Dean's got gold beans, but Heather's treasure is feathers.

Skills

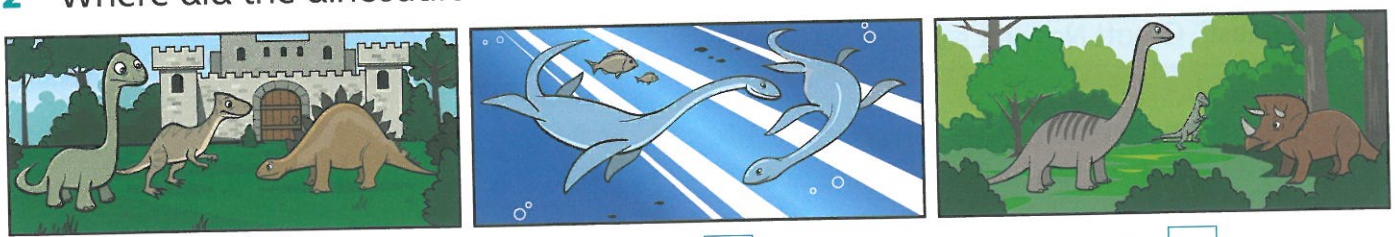
1 CD3 14 Listen and tick (✓) the box.

1 Where did Paul find the book?



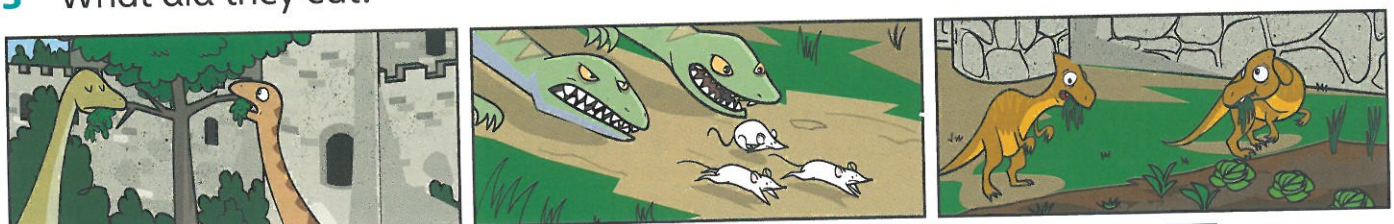
A ☐ B ☐ C ☐

2 Where did the dinosaurs in the book live?



A ☐ B ☐ C ☐

3 What did they eat?



A ☐ B ☐ C ☐

4 What happened to the book?



A ☐ B ☐ C ☐

5 What did Paul give his sister?



A ☐ B ☐ C ☐

Aim:
- to practise listening, reading and writing skills

Skills:
- listening for specific information
- reading for detail
- writing a story

New language: *cellar*

Recycled language: language from the unit, simple past, *dinosaur, cap*

Materials: CD

Language competences: Your students will be able to listen for specific information.

Your students will be able to read for detail.

Your students will be able to write a story.

Warm-up

Aim: to review animal bodies and habit vocabulary

- Students close their Student's Books.
- Ask a student to describe an imaginary animal, e.g. *It looks like a lion, but it's got a giraffe's head.*
- Elicit from the class where they imagine it lives, what it eats and so on to set the scene for the listening in the lesson.

1 CD3 14 SB p76 **Listen and tick (✓) the box.**

Aim: to practise listening for specific information YLE

- Focus the students on the pictures. Elicit what they can see. Tell them the boy's name is Paul.
- Tell students to read the questions and to look at the pictures.
- Check they know what to do.
- Play the recording. Students listen and tick.
- They compare their answers in pairs.
- Play the recording again. Check answers with the class.
- Play sections of the recording again if necessary.

CD3 Track 14

For tapescript see TB page 121

Key: 1 B, 2 A, 3 C, 4 B, 5 C

1 WB p76 **Remember Paul's dinosaur book in the Student's Book. Read and write the words.**

Aim: to check comprehension

Key: 2 a castle, 3 mice, 4 trees, 5 vegetables

2 WB p76 **Make sentences.**

Aim: to practise word order in sentences

Key: 2 The name of the book was *Unicornia*. 3 The unicorn lived in a fantastic forest. 4 There were lots of colourful trees. 5 The unicorn didn't eat grass or plants. 6 It only wanted to eat purple trees. 7 I liked the book very much because it was really interesting.

3 WB p76 **Imagine that you found a book about a mythical beast. Write about it.**

Aim: to practise writing skills

Ending the lesson

Aim: to review the story

- Elicit the main points of the story from the Student's Book listening activity.
- Ask students if they have found a special book somewhere, or if they have a book which is really special for them.
- Volunteers tell the class.

Extension activity

Aim: to stimulate creativity

- Students work in groups of four.
- They swap the texts they wrote for WB Activity 3 and read each other's.
- In their groups, students choose the best mythical beast.
- Groups tell the rest of the class about it.

Aim:
- to practise speaking, writing and reading skills

Skills:
- story telling
- writing a story
- reading for detail

New language: *hatch*

Recycled language: animal bodies, simple past and past continuous

Language competences: Your students will be able to tell a story.

Your students will be able to write a story.

Your students will be able to read for detail.

Warm-up

Aim: to review past tenses

- Ask students what they did at the weekend, e.g. *Where were you on Saturday afternoon? What were you doing? What did you do next?*
- Ask several students to review use of narrative tenses.

1 SB p77 **Work in pairs. Make a list of words for each picture.**

Aim: to give students practice in preparing to tell a story

- Focus students on the pictures. Elicit general points about the story first.
- Read the activity instructions with the class.
- Start the story as a class. Elicit some words for picture 1 and write them on the board, e.g. *park, play football, children, trees, egg.*
- Pre-teach *hatch*.
- Check students know what to do.
- In pairs, they note down vocabulary for the other pictures.
- Go around the pairs to monitor and help.

2 SB p77 **Tell the story with a friend.**

Aim: to give students practice with telling a story

- Demonstrate the activity for the students, using the words on the board.
- Start with the sentence in the Student's Book.
- Prompt students to give you other sentences to include the words on the board.
- Remind them to make the story interesting and to use past tenses.
- Students continue their stories in pairs.
- Monitor and help as appropriate.

3 SB p77 **Now write the story.**

Aim: to give students story-writing practice

- Students work individually.
- They write a first draft of their stories.
- They swap with their partner and check each other's work.
- Students give their partner at least three pieces of advice.
- Students then write a final version of their stories.

Key (sample answer): One day Shelly and her friends were in the park. They were playing football. Shelly saw something under a tree. 'Look at this big egg!' she said to her friends. She picked the egg up carefully and took it home. She put it in a box next to her bed. In the morning she opened her eyes and looked at the egg. She could hear a strange noise. Suddenly the egg cracked open and a baby bird came out. Shelly looked at it closely. It didn't look like a bird. It had big feet, wings and arms. 'You look like a dragon!' Shelly said. A week later Shelly took the dragon to the park to show her friends.

1 WB p77 **Read and write *yes* or *no*.**

Aim: to practise reading skills YLE

Key: 2 no, 3 yes, 4 yes, 5 no, 6 no, 7 no, 8 yes

Ending the lesson

Aim: to review story telling

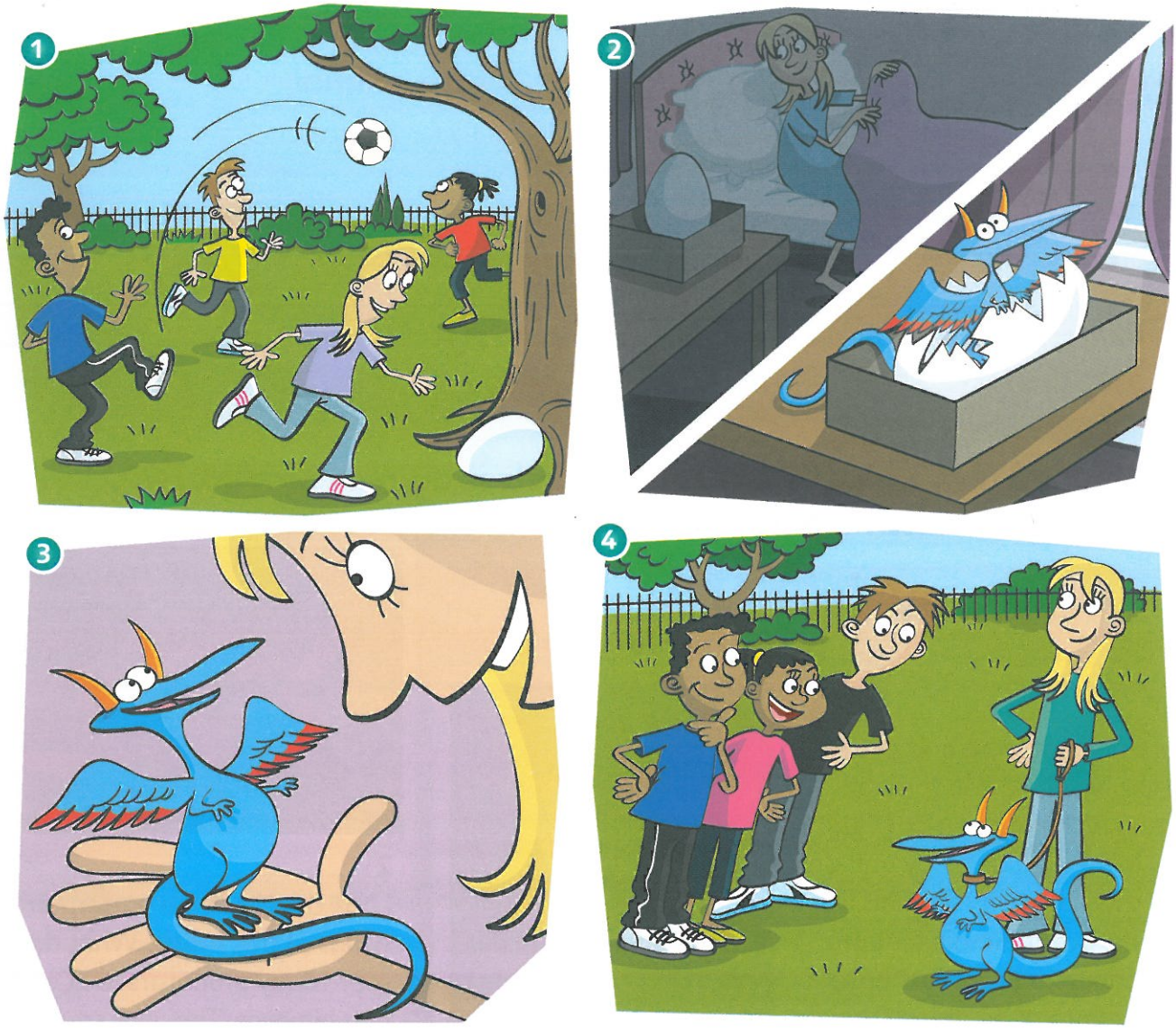
- Elicit the oral story for picture 1 in SB Activity 2 from one pair.
- Then elicit the story for picture 2 from another pair.
- Continue for pictures 3 and 4.
- Elicit if it was a good story and, if it didn't work, what the problems were.

Extension activity

Aim: to practise memorisation

- Students look at the picture in WB Activity 1 for 30 seconds.
- They close their books.
- In pairs, they try to remember the picture. They take turns to say something they can remember.

1 Work in pairs. Make a list of words for each picture.



2 Tell the story with a friend.

One day Shelly and her friends were in the park. They …

3 Now write the story.

One day Shelly and her friends were …
Shelly … She …
In the morning …
It had …
A week later …

Protection

1 Think! **Read and look at the photo. Which animal is the predator? Which is the prey?**



All animals must eat. Animals which eat other animals are called *predators*. They are always looking for their next meal. Their *prey* (the animals which they like to eat) must try not to be that next meal. Animals have different tricks to survive. These tricks are very important.

2 **How do prey animals protect themselves against predators? Read and match the titles with the text.**

Poison Looks Weapons Speed

1 _____

You are an **antelope** and you see a big cat watching you through the grass. What do you do? Run! Speed is the simplest way and one that is used by many animals, fish and birds. Prey animals that are faster than their predators have a good chance of escaping. They can't eat prey that they can't catch!





2 _____

Look closely at the pattern on the wings of this **moth**. What do you see? Many predators look and see two big eyes. They are scared of the animal. They think it is a much bigger animal, so they go away and look for something smaller.

3 _____

Some animals have weapons that make them very difficult to eat. Look at this **porcupine**, for example. The spikes are very hard and can hurt a predator.





4 _____

Other animals produce chemicals from their body. This **dart frog**, for example, has got poison in its skin. The bright colours tell the predators, 'I'm poisonous. You mustn't eat me.'

Aim:

- to integrate other areas of the curriculum through English: Science

New language: *protection, predator, prey, survive, poison, weapon, speed, porcupine, spike, chemicals, dart frog, skin, poisonous*

Recycled language: language from the unit

Language competences: Your students will be able to use known language to talk about Science in English.

Warm-up

Aim: to introduce the topic of Science

- Write *Animals* on the board and draw a circle around it.
- Elicit some real animals.
- Focus on the animals in turn and elicit what they eat. Develop a spidergram by drawing a line from each animal and writing, e.g. *meat, grass,* depending on what they eat.
- Draw circles around the meat-eaters.
- Introduce the words and concepts of *predator* and *prey.*

1 Think! SB p78 **Read and look at the photo. Which animal is the predator? Which is the prey?**

Aim: to extend students' understanding of key language

Thinking skill: developing information-processing skills

- Focus students on the picture in the Student's Book and on the text.
- Read the activity instructions aloud.
- Have students read the text aloud around the class.
- Students check their answers to the questions in pairs.
- Check with the class.

Key: predator: shark, prey: seal

2 SB p78 **How do prey animals protect themselves against predators? Read and match the titles with the paragraphs.**

Aim: to consolidate understanding of protection

- Elicit which animals students can see in the pictures (antelope, moth, porcupine, frog).
- Pre-teach *poison, weapon, speed.* Check *looks.*
- Read the activity instructions with the class. Check students know what to do.
- They do the task individually.
- In groups of four, they compare and discuss their answers.
- Check and discuss as a whole class.

Key: 1 Speed, 2 Looks, 3 Weapons, 4 Poison

1 WB p78 **Look and write the words.**

Aim: to give students further practice with animal names

Key: 2 eagles, 3 fish, 4 lions, 5 spiders, 6 snakes, 7 seals, 8 moths

2 WB p78 **Write the animals from Activity 1 in two groups. Can any of the animals be in both groups?**

Aim: to activate students' knowledge and experience

Key: predators: snakes, seals, spiders, eagles, fish, lions; prey: snakes, seals, spiders, moths, fish

3 WB p78 **Write about three of the animals.**

Aim: to practise writing skills

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit what students learnt about today, e.g. *predators and prey, and how animals protect themselves with poison, looks, weapons and speed.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in pairs.
- They think of at least two more examples of animals for the groups in Student's Book Activity 2.
- Make groups of six (three pairs).
- They share their ideas.
- Elicit, discuss and check as a class.

Aims:

- to extend the focus on Science through English
- to enable students to complete a project

Values: interpreting values in situations

New language: *owl, eagle, hedgehog, mice*

Recycled language: Science and protection

Materials: poster paper, the Internet, reference books, photos from animal magazines, coloured pens

Language competences: Your students will be able to talk about Science in English.

Your students will be able to complete a project.

Value: appreciating nature

Warm-up

Aim: to review Science and protection

- Write *predator* and *prey* on the board.
- Use these words to review what students learnt in the previous lesson.

1 Think! SB p79 **How do these animals protect themselves?**

Aim: to review and extend students' understanding of protection

Thinking skill: developing reasoning skills

- Check students understand what to do.
- Encourage students to look for ways of expressing the information in the text, going beyond the four key words.
- They discuss their ideas in pairs.
- Elicit and discuss as a class.
- Supply vocabulary as necessary.

Key: 1 Speed. 2 It's got a shell. It makes it difficult to eat. 3 Looks. 4 It produces chemicals from its body.

2 SB p79 **Think of more predators and their prey. How do the prey animals protect themselves? Discuss with a friend.**

Aim: to extend students' understanding of predators and prey

- Check students understand the activity instructions and know what to do.
- Brainstorm animals for the activity if necessary.
- They discuss their ideas in pairs.
- Elicit some ideas from each pair and discuss as a class.
- Help students if they are unsure about some of the information.

3 Project SB p79 **Find out about an animal.**

Aim: to enable students to follow instructions and to complete a project

- Read through each section of the project.
- Put students into groups of four. Give access to reference materials.
- Students put all their information on a poster.
- They rehearse their presentations.
- Groups take turns to present their animals to the class.

4 SB p79 **Write five true / false questions about your animal to test the class.**

Aim: to practise writing skills

- Students write the statements in their groups.
- Then students put up their posters around the class and place their true / false statements under the posters.
- Students mingle around the class, reading the posters and answering the statements in their notebooks.

1 WB p79 **Read and write *predators* or *prey*.**

Aim: to give students further practice with predators and prey vocabulary

Key: 2 prey, 3 predators, 4 predators, 5 prey, 6 prey, 7 predators, 8 predators, 9 predators

2 Values WB p79 **Read the dialogue. What can we learn from it? Tick (✓).**

Aim: to focus students on the value of appreciating nature

Key: We need to protect nature. Animals mustn't die out.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've …*
- Elicit what students did today, e.g. *learnt more about predators and prey, and found out about an animal and presented the information to the class.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing skills

- Students write in their notebooks three things they learnt about animals from listening to the presentations.

1 Think! How do these animals protect themselves?


rabbit


turtle


butterfly


skunk

2 Think of more predators and their prey. How do the prey animals protect themselves? Discuss with a friend.

Owls and eagles are the predators of snakes.

Many snakes are poisonous.

3 Project Find out about an animal.

1 Work in groups. Choose an animal from your country.

2 Find a photo or draw a picture of it.

3 Find out:
- Where does it live?
- What does it eat?
- What are its predators/prey?
- How does it protect itself?

4 Present your animal to the class.

Our animal is …

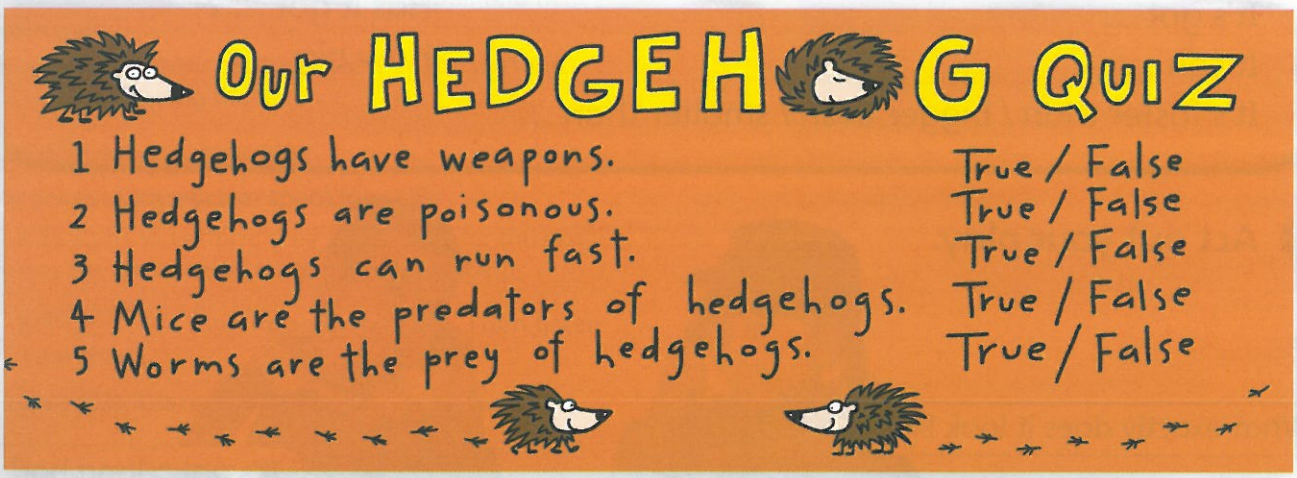
It lives …

It eats …

Its predators …

It can …

4 Write five true / false questions about your animal to test the class.



Act out

Finding an unusual animal

1 Choose a role card. Read and plan.

STUDENT A

You are in the park and you see a very unusual animal. Think about the following:

- What does it look like?
- Has it got wings (fur / claws …)?
- Can it swim (fly / run very fast …)?

Now phone the zoo. Tell the director about the animal and ask what you should do.

STUDENT B

You are the zoo director. Someone is going to phone you to tell you about an unusual animal. Think about what you want to know:

- Looks?
- What can it do?

Make a decision about what to do.

Useful language

Finder

Hello, am I talking to the director of the zoo?
I've got a strange animal.
It looks like …
It's got …
It can …
It's faster than / bigger than / smaller than …

Director

What exactly does it look like?
What colour is it?
Has it got … ?
How big … ?

2 Act out your play.



Aims:
- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

New language: *unusual, fur, claw, decision*

Recycled language: language from the unit, animal bodies vocabulary

Materials: CD, (Optional: two phones and a cap)

Language competences: Your students will be able to plan and perform a short play.

Warm-up

Aim: to review animal bodies vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 70.
- They close the flap so that they cannot see the words.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.
- Pre-teach *fur, claw.*

1 SB p80 **Choose a role card. Read and plan.**

Aim: to prepare and plan for a role play

- Tell students they are going to do a short role play between a child in the park and a zoo director.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and know what to do.
- Elicit full examples of the Useful language.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 SB p80 **Act out your play.**

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class. They can use phones and a cap if you have them.

1 CD3 15 WB p80 **Put the dialogue in order. Then listen and check.**

Aim: to practise interactional language and listening skills

Key: 6, 9, 4, (1), 10, 5, 2, 7, 8, 3

2 WB p80 **Look and write a dialogue. Use language from Activity 1.**

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of animal bodies vocabulary

- Write the animal bodies words in scrambled letter order on the board. Include *dragon, fur* and *claw.*
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.

Aims:
- to consolidate language from the unit
- to raise awareness of full stops and capital letters

New language: *full stop, capital letter*

Recycled language: language from the unit

Materials: scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit.
- Students look at each other's scrapbooks and compare their work.

1 SB p81 **Read Ryan's text. Add eight full stops.**

Aim: to practise punctuation

- Focus students on the picture and tell students that this is a *unicornix* and that they are going to read about it.
- They read silently and mark the full stops in pencil.
- Check and discuss answers as a class.

Key: This was the unicornix. It lived a million years ago and it was the heaviest animal in those days. It was pink and it looked like a horse. It had a big horn on its head. It also had wings with lots of beautiful feathers. They were green and gold. The unicornix could fly and it was faster than the fastest bird. It could also swim and run and it was one of the most dangerous animals in the world.

2 SB p81 **Read the text aloud to check. Pause after each full stop.**

Aim: to practise reading aloud

- Students read the text aloud in pairs, taking turns to read sentences and to pause at each full stop.
- Read and check as a class.
- Students write the correct text in their scrapbooks.

3 SB p81 **Read Tammy's text. Add capital letters and seven full stops.**

Aim: to give students further practice with punctuation

- Elicit when students need to use capital letters.
- Check students know what to do.
- They mark the capital letters and full stops on the text in pencil.
- Then they compare answers in pairs.
- Check with the class. Elicit and write the text on the board.

Key: The minirex was the smallest dinosaur in the world. It was smaller than a mouse. It was half dinosaur and half bird and it also looked like a fish. It had horns and wings. The wings had feathers. Its tail was long and full of scales. It was the fastest animal under water.

4 SB p81 **Imagine and draw a mythical beast. Write about it.**

Aim: to practise writing skills

- Read through all the questions with the class.
- Remind them to use the two texts with full stops and capital letters as models.
- They plan their texts and then write a first draft.
- Go around the class and comment on students' work.
- Students write a final version of their texts in their scrapbooks.

1 Think! WB p81 **Which one is different in each group? Look, think and circle.**

Aim: to practise classification

Thinking skill: identifying similarities and differences

Note: Accept different answers if students are able to give reasons for them.

Key: 2 seal, 3 horse, 4 bear

2 WB p81 **Colour the bricks to make sentences. Write in the missing words.**

Aim: to review grammatical form

Key: 2 You're the best sister in the world! 3 What do mermaids look like? 4 That's the ugliest dog in the world! 5 My aunt is taller than my mum.

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have leant

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for Mythical beasts on page 119 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 70 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

My scrapbook

My beast

6

1 Read Ryan's text. Add eight full stops.

● full stop



This was the unicornix It lived a million years ago and it was the heaviest animal in those days It was pink and it looked like a horse It had a big horn on its head It also had wings with lots of beautiful feathers They were green and gold The unicornix could fly and it was faster than the fastest bird It could also swim and run and it was one of the most dangerous animals in the world

2 Read the text aloud to check. Pause after each full stop.

3 Read Tammy's text. Add capital letters and seven full stops.



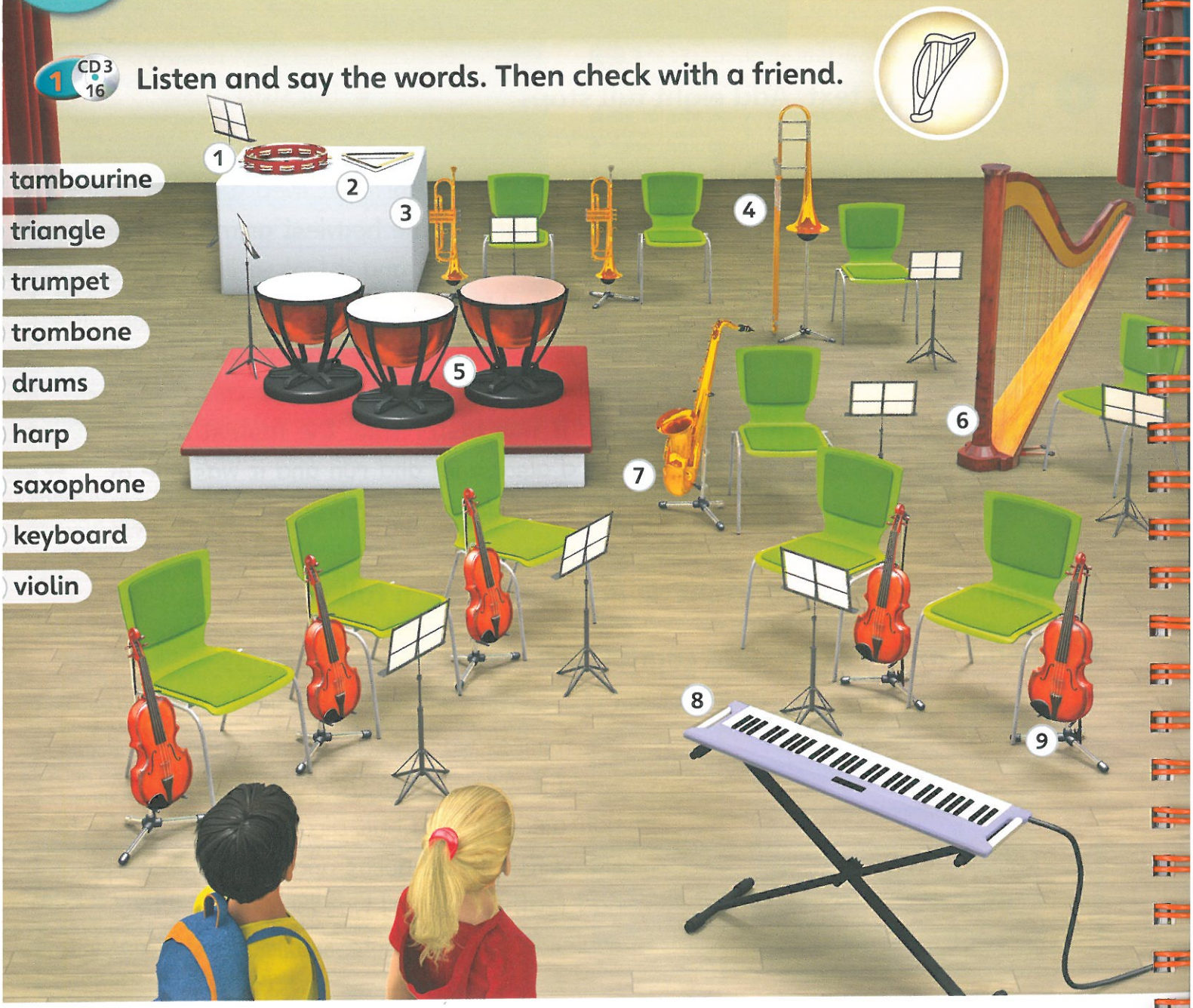
the minirex was the smallest dinosaur in the world it was smaller than a mouse it was half dinosaur and half bird and it also looked like a fish it had horns and wings the wings had feathers its tail was long and full of scales it was the fastest animal under water

4 Imagine and draw a mythical beast. Write about it.

- What was its name?
- When did it live?
- What did it look like? (Another animal? Did it have horns / wings / feathers / a tail / scales … ?)
- Was it heavier or smaller than other animals? Was it the biggest, the fastest … ?
- What could it do? (Fly? Swim? Run very fast … ?)

7 Orchestra practice

1 CD 3 16 **Listen and say the words. Then check with a friend.**



2 CD 3 17 **Listen and correct the sentences.**

1 Lucy and Ben arrive last.

2 Ben knows other musical places.

3 They check six instruments.

4 They can look again at lunchtime.

3 **Play the miming game. Ask and answer.**

Are you playing the violin?

Yes, I am.

Aims:
- to present and practise vocabulary for instruments
- to give students listening practice

New language: *orchestra, tambourine, triangle, trumpet, trombone, drums, harp, saxophone, keyboard, violin, instrument, musical, break* (n)

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to talk about instruments.

Warm-up

Aim: to review instruments vocabulary

- Write *Instruments* on the board.
- Elicit instruments students know and write them on the board.
- Elicit if anyone plays an instrument and if anyone is in an orchestra.

Presentation

Aim: to present instrument vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Elicit where students think Ben and Lucy are.

1 CD3 16 SB p82 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

2 CD3 17 SB p82 **Listen and correct the sentences.**

Aim: to practise listening

- Read the statements aloud with the class.
- Check understanding and that students know what to do.
- Encourage students to try to predict what the corrections might be.
- Pre-teach *break*.
- Play the recording. Students listen and correct.
- They check in pairs.
- Play the recording again. Check with the class.
- Elicit where Ben and Lucy are (at their orchestra practice at school).

CD3 Track 17

For tapescript see TB page 122

Key: 1 Lucy and Ben arrive first. 2 Ben can't think of any other musical places. 3 They check five instruments. 4 They can look again in the break.

3 SB p82 **Play the miming game. Ask and answer.**

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class.
- Mime playing an instrument.
- Students guess by asking questions.
- Students play the game in pairs, taking turns to mime and to guess.

1 CD3 18 WB p82 **Listen and circle.**

Aim: to practise the new vocabulary

Key: 2 trumpet, 3 drums, 4 keyboard, 5 saxophone, 6 harp, 7 triangle, 8 trombone, 9 tambourine

2 WB p82 **Find the triangles and write sentences.**

Aim: to give further practice with the new vocabulary and to review prepositions

Key: There's a triangle between the violins. There's a triangle on the drum. There's a triangle behind the harp. There's a triangle on the keyboard. There's a triangle behind the recorder.

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the miming game again from SB Activity 3.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and label it.

Aim:
- to present and practise possessive pronouns

Recycled language: instruments vocabulary, possessive *'s*, *guitar*, *whose*

Materials: CD

Language competences: Your students will be able to talk about possession using possessive pronouns.

Warm-up

Aim: to review instruments vocabulary

- Write the nine new items in scrambled letter order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

Presentation

Aim: to present possessive pronouns

- Hold up a pen of yours. Say *This is my pen. It's mine.*
- Write *It's mine.* on the board. Underline or write *mine* in a colour.
- Take, e.g. a book, from a student and say, e.g. *This is (name)'s book. It's his.*
- Write *It's his.* on the board under *It's mine.* Underline or write *his* in a colour.
- Repeat for *hers*, *yours*, *ours*, *theirs*.
- Tell students that these are called *possessive pronouns*.
- Say each sentence, e.g. *It's mine*, for students to repeat.

1 CD3 19 SB p83 **Listen and write the names.**

Aim: to practise possessive pronouns

- Students look at the pictures in their Student's Book. Elicit what instruments they can see and make sure they notice the numbers.
- Say the names and check students know what to do.
- Play the recording. Students listen and write the names.
- They compare answers in pairs.
- Play the recording again.
- Check with the class.

CD3 Track 19
For tapescript see TB page 122

Key: 1 Tom, 2 Theo, 3 Rosy, 4 Jade, 5 Hannah

2 CD3 20 SB p83 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 125 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 ours, 2 yours, 3 hers, 4 mine, 5 theirs

3 SB p83 **Play the *Whose is it?* game.**

Aim: to consolidate grammatical form

- Students play in groups. Each student puts two objects on a table.
- Students take turns to pick up an object (not their own) and ask the question.
- Students claim their objects as in the example.

1 WB p83 **Read and write the words.**

Aim: to review possessive pronouns

Key: 2 his, 3 yours, 4 hers, 5 ours, 6 theirs

2 WB p83 **Change the sentences.**

Aim: to give further practice with the new language

Key: 2 hers, 3 theirs, 4 ours, 5 his, 6 yours

Note: In sentence 3, *'s* is only used after the second name.

3 WB p83 **Look and write sentences.**

Aim: to consolidate the new language

Key: 2 It's hers. 3 It's ours. 4 It's theirs. 5 It's his.

Ending the lesson

Aim: to practise key language from the lesson

- Go around the room, picking up objects and asking students to talk about them.
- Prompt other students to make sentences, e.g. hold up one student's pen and ask another student *Whose is it?*

Extension activity

Aim: to enable students to personalise the new language

- Students draw pictures of four objects. One is theirs and the others belong to three of their friends.
- They write sentences about each of the objects, e.g. *This blue and white bag is (name)'s. It's his.*

1 CD 3 19 Listen and write the names.

Theo Jade Rosy Tom Hannah



2 CD 3 20 Grammar focus Listen and say.



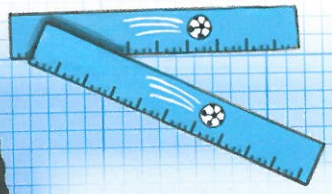
It's my guitar. = It's mine.
It's your guitar. = It's yours.
It's his guitar. = It's his.
It's her guitar. = It's hers.
It's our guitar. = It's ours.
It's their guitar. = It's theirs.

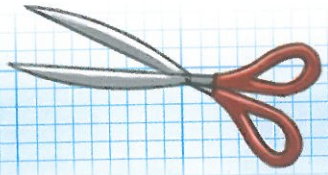
3 Play the *Whose is it?* game.



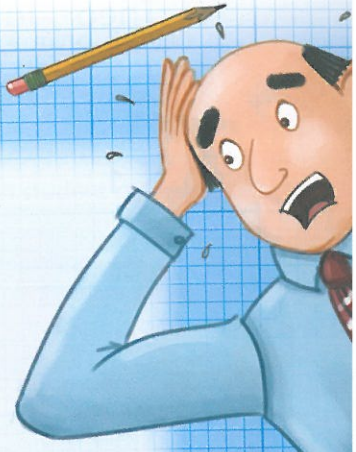
1 CD 3 21 Listen and complete the song.











Children: Today there's chaos in the classroom.
No-one can find their stuff.
There's chaos in the classroom.

Teacher: Let's tidy up. Enough's enough!

Children: Whose is this pen, the silver pen?
Hey, Sandra, is it (1) _____ ?

Sandra: Let's see. It really isn't (2) _____ .
Ask Sue, I think it's (3) _____ .

Today there's chaos ...

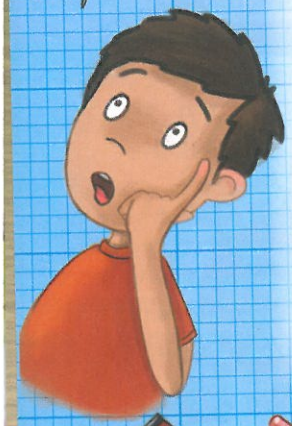
Children: Tim and Nick, look over there.
Are those green rulers (4) _____ ?

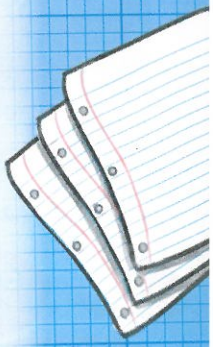
Tim and Nick: Oh no, they aren't – (5) _____ are blue!

Teacher: So tell me, whose are they?

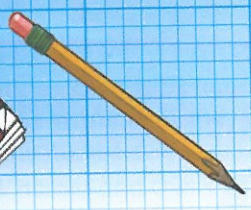
Today there's chaos ...

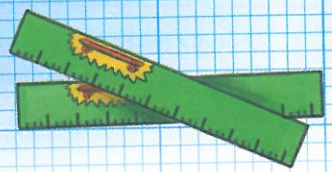




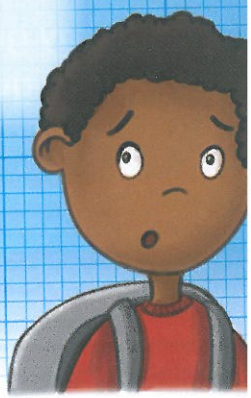












2 CD 3 22 Listen and sing.

3 Write and sing your own verse.



Whose is this car, the orange car?
Hey, Horax, is it yours?
Let's see. It really isn't mine.
Ask Zelda, I think it's hers.

Aims:
- to consolidate possessive pronouns
- to sing a song with the class

New language: *chaos, stuff, Enough's enough*

Recycled language: classroom vocabulary

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review possessive pronouns

- Hand back students' books and pretend to make mistakes, i.e. hand them to the wrong students.
- Say *OK, (name), this book's yours.*
- Prompt the student to answer, e.g. *No, it isn't mine. It's (name)'s. It's hers, not mine.*
- Say *Oh, sorry!* And hand it to another wrong student.
- Say *OK, (name), this book's yours.*
- Prompt the student to answer, e.g. *No, it isn't mine. It's (name)'s. It's hers, not mine.*
- Say *Oh, sorry!* And hand it to the right student.
- Repeat with other books and other students.

1 CD3 21 SB p84 **Listen and complete the song.**

Aim: to give students listening practice

- Elicit who and what students can see in the pictures in their Student's Book.
- Pre-teach *chaos, stuff* and *Enough's enough.*
- Check students know what to do.
- Play the recording.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Check understanding of vocabulary.

Key: 1 yours, 2 mine, 3 hers, 4 yours, 5 ours

2 CD3 21 22 SB p84 **Listen and sing.**

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

3 SB p84 **Write and sing your own verse.**

Aim: to give students further practice with possessive pronouns

- Check students know what to do.
- Brainstorm one-syllable words they can use in their songs, e.g. *bin, book.*
- Write *Whose is this pen, the silver pen?* on the board.
- Tell students that if they use colours with one syllable, e.g. *blue, red, green,* then they need to use an object with two syllables, e.g. *ruler,* to make the line scan.
- Elicit a few examples.
- Students work in groups and write their own verses.
- Go around the class and help as necessary.
- Play the karaoke version of the song for students to sing their verses.

1 WB p84 **Remember the song. Tick (✓) or cross (x) and write sentences.**

Aim: to activate memory skills

Key: 2 ✓ The silver pen is hers. 3 x The green rulers aren't theirs. 4 ✓ The blue rulers are theirs.

2 WB p84 **Follow the lines. Answer the questions.**

Aim: to consolidate possessive pronouns

Key: 2 No, it isn't hers. It's Olivia's. 3 No, it isn't his. It's Luke's. 4 No, it isn't theirs. It's George and Ella's. 5 No, it isn't hers. It's Harry's. 6 No, it isn't his. It's Mia's.

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups, adding their own verses.

Extension activity

Aim: to stimulate creativity

- Students work in pairs.
- They draw pictures of people's faces with names (or just write names) and objects and join them with lines as in WB Activity 2.
- They then swap their pictures with another pair.
- In their new pairs, they talk about the picture, moving from left to right for people and things. They use the language in WB Activity 2 as a model.

Aim:

- to present and practise the relative pronouns *who, which, where*

Recycled language: language from the unit, instruments vocabulary

Materials: CD

Language competences: Your students will be able to use relative pronouns to give more information about people, objects and places.

Warm-up

Aim: to review instruments vocabulary

- Write the instruments in scrambled letter order on the board.
- Students unscramble them and then put them in alphabetical order.

Presentation

Aim: to present the relative pronouns *who, which, where*

- Draw a stick figure of a girl on the board.
- Write two sentences about her on the board, e.g. *This is Jane. She wants to be a police officer.*
- Say *We can join it with 'who'.* Write *This is the girl who wants to be a police officer.* on the board.
- Underline *girl who* in a colour and write *person* next to the sentence in the same colour.
- Repeat the procedure for *which* (object) and *where* (place). Use different colours for each pronoun.

1 CD3 23 SB p85 **Listen and match the children with the instruments and the houses.**

Aim: to practise relative pronouns

- Elicit what instruments students can see.
- Read the children's names aloud for the class.
- Play the recording. Students listen and match. They compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit sentences with relative pronouns.

CD3 Track 23

For tapescript see TB page 122

Key: Vicky – trumpet, Christina – pink house, Claire – drums, Connor – recorder, Josh – saxophone, Mark – green house

2 CD3 24 SB p85 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- They take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 125 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 who, 2 where, 3 which, 4 who, 5 which, 6 where

3 SB p85 **Look at the pictures. Follow the lines and make sentences.**

Aim: to give students further practice with relative pronouns

- Demonstrate the activity for the class.
- Give/elicit full examples of each type of sentence (*which, where* and *who*).
- Students work in pairs and take turns to make sentences.

Key: The instrument which Shona plays is the drums. The house where Harry lives is grey. Liam is the boy who plays the recorder. Anna is the girl who plays the guitar. The instrument which James plays is the trumpet. The house where Katy lives is orange.

1 WB p85 **Read and circle.**

Aim: to give further practice with the new language

Key: 2 where, 3 which, 4 who, 5 which, 6 where

2 WB p85 **Read and write *who, which* or *where*.**

Aim: to give further writing practice with the new language

Key: 2 which, 3 where, 4 who, 5 which, 6 where

3 WB p85 **Look and write four more sentences with *who* or *which*.**

Aim: to consolidate the new language

Key (possible answers): The boy who is watching television is Tom. The drums which are under the window are Tom's. The girl who is listening to music is Lily. The violin which is on the armchair is Lily's.

Ending the lesson

Aim: to review the new language

- Play a clapping game. Clap twice with the class.
- Call out a name, a place or an object, e.g. *Farm.*
- Clap twice. Students call out *where.*
- Continue.

Extension activity

Aim: to consolidate understanding

- Students write sentences for SB Activity 3 in their notebooks.

1 CD 3 23 Listen and match the children with the instruments and the houses.

Vicky Christina Claire Connor Josh Mark

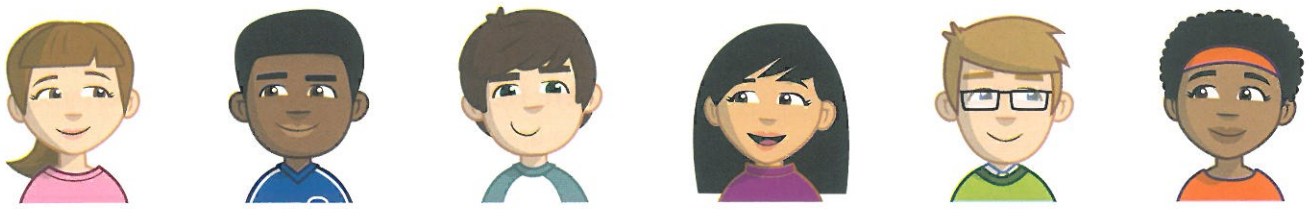


2 CD 3 24 Grammar focus Listen and say.



Connor's the boy **who** plays the recorder.
The instrument **which** Vicky plays is the trumpet.
The house **where** Mark lives is green.

3 Look at the pictures. Follow the lines and make sentences.



Shona Harry Liam Anna James Katy



The instrument which Shona plays is …

The house where …

1 CD 3 • 25 The Explorers

At the concert hall

1



Conductor: OK, time for a break. You can all go to the café now and have a drink and a snack.
Ben: Shall we stay here and look for the line?

2



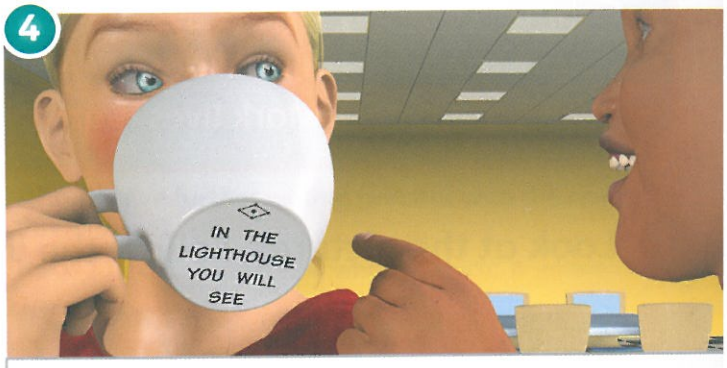
Lucy: Let's go for a drink first. I'm thirsty.
Ben: I'm hungry too. We can look later.
Lucy: Good idea.

3



Ben: Orange juice and an apple, please.
Lucy: And hot chocolate and a banana for me, please.
Assistant: Here you are.

4



Ben: Hey, I can see something which you can't … the line! It's on your cup!
Lucy: Is it? Well spotted! What does it say?
Ben: 'In the lighthouse you will see.'

5



Horax: Ha! Here's the map which is going to make me rich and famous. I knew it! Very nice of you, kids. Thank you.

6



Conductor: What are you doing in here? It's the junior orchestra. You shouldn't be here.
Horax: Erm … I'm sorry, I'm so sorry.
Conductor: Leave now! Before I call the police.

Aims:
- to present a picture story
- to review language from the unit

New language: *concert, conductor, snack, well spotted, lighthouse, kids, junior*

Recycled language: characters and language from the story, *shouldn't*

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben, Lucy, Buster* and *Grandpa* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben and Lucy were inside the building with the dragon on top. They climbed the ladder and jumped into the pool. They found the line on the side of the pool. Then they went to orchestra practice. They were looking for the next line there because the next clue was a harp.*

1 CD3 25 SB pp86–87 **At the concert hall**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of *concert, conductor, snack, well spotted, lighthouse, kids* and *junior.*
- Check students understand the difference between a train conductor and the conductor of an orchestra.
- Play the recording. Students listen for what Lucy has to drink and eat (a hot chocolate and a banana), where Ben sees the next line (on the bottom of Lucy's cup), what the line is (In the lighthouse you will see) and what happens to the map (Horax takes it and then hides it in a trumpet).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)

1 WB p86 **Remember the story. Read and write the words.**

Aim: to check comprehension

Key: 2 apple, 3 banana, 4 line, 5 cup, 6 takes, 7 to, 8 hides, 9 open, 10 starts

2 Think! WB p86 **Read and write *t* (true) or *f* (false).**

Aim: to check detailed understanding of the story

Thinking skill: making inferences

Key: 2 t, 3 f, 4 t, 5 f, 6 t

3 WB p86 **Look and answer the questions.**

Aim: to check understanding of the story and review possessive pronouns

Key: 2 No, it isn't hers. It's Ben's. 3 No, it isn't his. It's Lucy's. 4 No, it isn't his. It's Horax's.

Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review vocabulary

- Students close their books.
- Give them one minute to write down all the food words from the story.
- They swap lists with another pair.
- Elicit the words and their spelling. Write them on the board.
- The pair with the most correctly spelt food words is the winner.

Key (possible answers): drink, snack, thirsty, hungry, orange juice, apple, hot chocolate, banana

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present the **or** and **er** sounds and their alternative spellings

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to say and identify ways of spelling the /ɜː/ and /ɔː/ sounds.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were Ben and Lucy?* (At orchestra practice.) *Where did Ben see the line?* (On the bottom of Lucy's cup.) *Where did Horax find the map?* (In Ben's rucksack.) *Where did he hide it?* (In a trumpet.) *What did the line say?* (In the lighthouse you will see.)

2 Think! SB p87 **Cover the story. Complete the sentences.**

Aim: to focus students on the content of the story

Thinking skill: summarising

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do. They cover the story.
- They complete the sentences and compare their ideas in pairs.
- Check with the class.

Key (possible answers): 1 an orchestra. 2 the drums, the trombone. 3 go for a drink and some food. 4 the line on Lucy's cup. 5 find Ben's rucksack open. 6 comes out of the trumpet.

3 SB p87 **Find the *g*irl with short *c*urly hair in the *o*rchestra.**

Aim: to present **or** and **er** sounds and some alternative spellings

- Read out the instructions for students, making sure they hear the **er** (g<u>ir</u>l, c<u>ur</u>ly) and **or** (sh<u>or</u>t, <u>or</u>chestra) sounds.
- Students find the girl in the story.

Key: Frames 1, 2, 7 and 8

4 CD3 26 SB p87 **Listen and say.**

Aim: to practise saying **or** and **er** sounds and present some alternative spellings

- Elicit what students can see in the picture.
- Play the recording. Students silently read the captions.

Note: Before hearing the Sound sentences, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the **er** (*F<u>er</u>n*, *b<u>ir</u>ds*, *B<u>er</u>t*, *w<u>or</u>ds*) and **or** (t<u>all</u>, sh<u>or</u>t) sounds.
- Focus on the different ways of spelling the sound.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 CD3 27 WB p87 **Listen and write the missing words. Then say with a friend.**

Aim: to give students listening practice

Key: 1 I'm so sorry, 2 Well spotted

2 WB p87 **Write the words from the box in the *shirt* or the *door*.**

Aim: to give further practice **or** and **er** sounds and some alternative spellings

Key: Shirt: bird, work, thirsty, curly, her, first, purple; Door: floor, call, orchestra, keyboard, horn, sword, four, talk

3 CD3 28 WB p87 **Listen, say and check your answers.**

Aim: to give focused listening practice

Ending the lesson

Aim: to review words with the **or** and **er** sounds

- Write two words from the lesson, e.g. *f<u>ir</u>st*, *c<u>a</u>ll*, on the board. Elicit another word with these sounds.
- Students work in pairs. Dictate these words in random order for students to write in columns: p<u>er</u>son, w<u>or</u>ld, p<u>ur</u>ple, c<u>ir</u>cle; c<u>a</u>ll, <u>aw</u>ful, b<u>oa</u>rd, h<u>or</u>se.

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*plates*, *people*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Lucy: Oh no! Look! Your rucksack's open.
Ben: The map! Where is it? Horax! He was *here*!
Lucy: Oh no! We can't do anything now. We have to play.

8



Lucy: Hey, there's the map!
Ben: Cool!

2 Think! **Cover the story. Complete the sentences.**

1 Lucy and Ben play in …
2 Lucy plays … and Ben plays …
3 During the break they …
4 In the café they find …
5 When they come back, they …
6 The map …

3 **Find the girl with short curly hair in the orchestra.**

4 CD 3 • 26 **Listen and say.**



Fern is tall. She's feeding birds. Bert is short. He's reading words.

Story time

1 CD 3 • 29 **Think!** **Listen. Which animal is it?**


bear


wolf


woodpecker


deer


boar

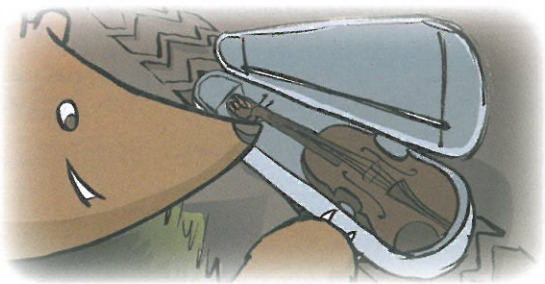
2 CD 3 • 30 **Read and listen.**

The bear's dream



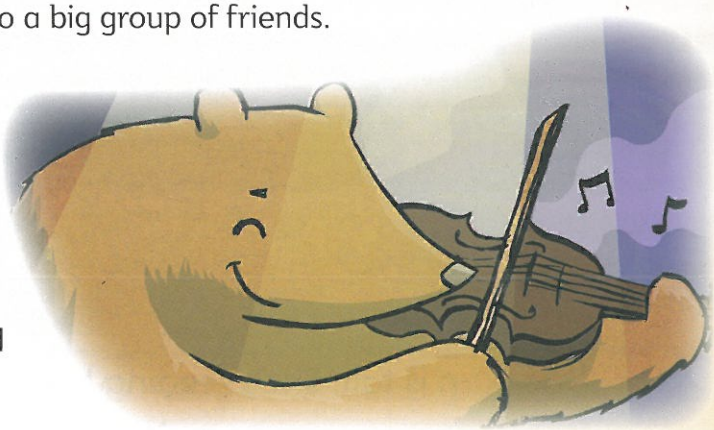
The bear was a friendly animal and had many friends. In the morning, the bear and his friends used to play games by the river and in the evening, they used to sit in the sunset. The bear loved listening to his friends' stories. He could also tell very good stories himself.

One day, when the bear was walking down to the river, he saw a car. It was going very fast and suddenly a big bag fell off the car roof. The driver didn't stop. The bear looked into the bag and it made him very happy. In the bag there was the most beautiful violin in the whole wide world.



From that moment on, the bear had a dream. He wanted to be a violin player. He played his violin in the morning, he played it at lunchtime and he played it in the evening. At night, when he was tired from all the playing, he dreamt of his violin. He dreamt that he was a violin player and, in his favourite dream, he dreamt that he was giving a concert to a big group of friends.

One day, the bear went to see his friends. 'I am now a violin player,' he said, 'and I'd like to invite you to my concert on Sunday at seven o'clock by the river.' His friends thanked him.



When it was Sunday, everybody was excited. The bear waited for his friends to sit down. Then he closed his eyes and he started to play. He played for two hours and he didn't stop for one minute.

Aim:
- to practise reading, listening and writing skills

Skills:
- reading for specific information
- listening for specific information
- writing a story

Thinking skills: interpreting the values in a story

New language: *wolf, woodpecker, deer, boar, sunset, whole wide world, invite, clap, alone*

Recycled language: language from the unit, animals, narrative tenses

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to listen for specific information.

Your students will be able to write a story.

Value: enjoying being different

Warm-up

Aim: to encourage prediction skills

- Tell the students they are going to read a story about a bear's dream.
- Elicit some of their predictions about the story and write them on the board as key words.

1 CD3 29 Think! SB p88 **Listen. Which animal is it?**

Aim: to activate knowledge of the world

Thinking skill: reasoning

- Focus the students on the Activity 1 pictures and say the animal names for them to repeat.
- Play the recording. Students listen and decide which animals they can hear.
- They compare ideas in pairs.
- Play the recording again. Check with the class.

CD3 Track 29

For tapescript see TB page 122

Key: 1 deer, 2 wolf, 3 boar, 4 woodpecker, 5 bear

2 CD3 30 SB p88–89 **Read and listen.**

Aim: to practise listening and reading for specific information

- Tell students to listen to find out if any of their predictions from the Warm-up are correct.
- Play the recording for students to listen, read and check.
- Check understanding of *sunset, whole wide world, invite, clap* and *alone*.
- Play the recording again.
- Discuss the story with the class.

1 Values WB p88 **What can we learn from the story? Colour the words.**

Aim: to focus students on the value of enjoying being different

Key: It's sometimes important to be different from your friends.

2 WB p88 **Read and write the words.**

Aim: to review words from the story

Key: 2 beautiful, 3 day, 4 invite, 5 silent, 6 laughed

3 WB p88 **Look at the pictures. Write the story.**

Aim: to practise writing skills

Key (sample answer): One day the elephant saw a trumpet. It was the most beautiful trumpet in the world. He picked it up and started to play. From that day the elephant had a dream. He wanted to be a trumpet player. He played his trumpet in the morning, at lunchtime and in the evening. Soon he was very good. He invited his friends to a concert. They were all very excited. The elephant closed his eyes and started to play. The animals loved the music and they all started to dance. The elephant played for two hours and his friends danced for two hours. At the end, everyone clapped and clapped. The elephant was very happy.

Ending the lesson

Aim: to review the stories

- Put students into groups of four.
- They read each other their stories from WB Activity 3.
- They work together to create a group story, using the best parts of each student's story.

Extension activity

Aim: to discuss the value of enjoying being different

- Focus on how the story shows the value of enjoying being different.
- Elicit why this value is important and examples of when students have enjoyed being different.

Note: Some of this discussion may need to take place in L1.

Aim:

- to practise reading and speaking skills

Skills:

- reading for detail
- speaking about feelings

Recycled language: language from the story

Language competences: Your students will be able to read for detail.

Your students will be able to talk about imaginary feelings.

Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Ask students what happened to the bear in the end (he played the violin and was happy, but none of his friends came to hear him).

3 SB p89 **Answer the questions.**

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow it in their Student's Books.
- Check students know what to do.
- Students work individually. They re-read the story and answer the questions.
- Check with the class.

Key (possible answers): **1** Because he was a friendly animal and he told good stories. **2** He saw it fall off a car roof. **3** Because he wanted to become a violin player. **4** To give a concert to a big group of friends. **5** No, they didn't. **6** No, he thought the wolf was wrong.

4 Think! SB p89 **Imagine you are the bear. How do you feel when the wolf talks to you after the concert?**

Aim: to activate students' personal responses to the story

Thinking skill: empathising

- Check students understand the task.
- Elicit responses from students using the prompts.
- Students work in groups and share their ideas.
- Discuss their responses as a class.

1 WB p89 **Read the text. Choose the right words and write them on the lines.**

Aim: to practise reading skills YLE

Key: **2** were, **3** but, **4** with, **5** for, **6** run

Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part of the story they liked best.
- Ask them why.

Extension activity

Aim: to practise definitions

- Students work in pairs. They choose four new words from this unit and write definitions for them on paper. Remind them to use *who*, *which* and *where* in their definitions if they can.
- Students write the answers next to the definitions.
- Collect the papers from each pair.
- Make two teams, A and B, and play a game of 'Tic-tac-toe'.
- Draw a 3 x 3 grid on the board. The aim of the game is for one team to get a row of three noughts (A team) or three crosses (B team) in a line (diagonal, horizontal or vertical).
- Count how many students there are in each team, e.g. 15. Tell students to number themselves 1–15 at random in each team.
- Team A starts. Call out a number at random, e.g. *Eight*. Say one of the definitions to the student who is number eight. If he/she answers correctly, he/she chooses where to put a nought on the grid.
- Do the same for Team B. If students don't answer correctly, play moves to the next team.

When he finished, he turned and he looked at his friends and waited.

His friends were silent. They didn't shout 'Hooray!' They didn't clap their hands and they didn't say a word. They were silent for a long time. Then the wolf began to speak. 'Dear bear!' she said. 'We love you very much, but you're a bear and **not** a violin player!' The animals laughed and a minute later they all left.





The bear was now alone. He looked at the sun. The sun was going down. The bear started to think. 'I think the wolf is wrong!' he thought. 'I **am** a violin player!'

The bear didn't forget his friends. He still played with them and went to their parties, but the bear didn't invite his friends to hear him play the violin any more. He played his violin every day for many hours. He played it in the morning, he played it at lunchtime and he played it in the evening. He played and played and played and played because he loved it … and the forest birds loved it too.

3 Answer the questions.

1 Why did the bear have a lot of friends? _____

2 How did the bear find the violin? _____

3 Why did the bear play the violin all the time? _____

4 What did the bear want most? _____

5 Did his friends like his music? _____

6 Was the bear sad about what the wolf said? _____

4 Think! Imagine you are the bear. How do you feel when the wolf talks to you after the concert?

I feel …

I want to …

I love …

Learn and think

How we make sounds

1 CD 3 31 **Listen to these sounds. Answer the questions.**

1 Which sound is louder: 1 or 2?

2 Which sound is higher: 3 or 4?

2 CD 3 32 **Listen again and number the photos.**

a



b



c



d



3 **Look at the photos in Activity 2. Answer the questions.**

1 In which photo is the rubber band shorter?

2 In which photo is the rubber band longer?

3 In which photo is the bang on the drum louder?

Aim:
- to integrate other areas of the curriculum through English: Science in Music

New language: *sound, loud, quiet, high, low, rubber band, bang*

Recycled language: language from the unit, comparative and superlative adjectives

Materials: CD, rubber bands

Language competences: Your students will be able to use known language to talk in English about Science in Music.

Warm-up

Aim: to introduce the topic of Science in Music

- Elicit the names of instruments students know. Write them on the board.
- Ask students what kind of sounds the instruments make, e.g. *loud, quiet, high, low.*
- Elicit which instrument(s) they like to listen to best and why.

1 CD3 31 SB p90 **Listen to these sounds. Answer the questions.**

Aim: to extend students' understanding of instrument sounds

- Read the two questions aloud. Review what they talked about in the Warm-up.
- Play the recording. Students listen and write a number.
- Students compare their answers in pairs.
- Play the recording again and check with the class after each sound.

CD3 Track 31
For tapescript see TB page 122

Key: 1 2 is louder, 2 3 is higher

2 CD3 32 SB p90 **Listen again and number the photos.**

Aim: to extend students' awareness of how sounds are made

- Focus students on the pictures. Pre-teach *rubber band.*
- In pairs, students try to remember which sound matches which picture.
- Play the recording for them to listen and check. Students hear the same sounds again, but with scientific explanations.
- Students compare answers in pairs.
- Play each sound and elicit which picture it is.

CD3 Track 32
For tapescript see TB page 122

Key: a 3, b 1, c 2, d 4

3 SB p90 **Look at the photos in Activity 2. Answer the questions.**

Aim: to consolidate students' understanding of how sounds are made

- Elicit and discuss the answer to each question with the class.
- Play the recording for Activity 2 again if students need help with question 3.
- Discuss with students why the sounds are higher/lower/louder/quieter.

Key: 1 d, 2 a, 3 c

1 WB p90 **Look at the pictures. Read and write *t* (true) or *f* (false).**

Aim: to consolidate understanding

Key: 2 f, 3 t, 4 t, 5 f

2 WB p90 **Look at the pictures. Complete the sentences. Use the words from the box once or more times.**

Aim: to review vocabulary

Key: 2 lower than, 3 higher than, 4 higher than, 5 the highest, 6 the lowest

Note: *higher* and *lower* are used twice.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit what students learnt about today, e.g. *musical sounds and why some sounds are lower and some sounds are higher.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Hand out rubber bands to pairs of students so that they can try making the sounds themselves.

Aims:

- to extend the focus on Science in Music through English
- to enable students to complete a project

New language: *cymbals, wind chime, metal spoon*

Recycled language: Science in Music

Materials: rulers or sticks, string, scissors, metal spoons

Language competences: Your students will be able to talk in English about Science in Music.

Your students will be able to complete a project.

Warm-up

Aim: to review Science in Music

- Elicit what students learnt about different sounds in the previous lesson.
- Revise *quiet*.

1 Think! SB p91 **Look and think. Make true sentences with *louder, quieter, higher* and *lower*.**

Aim: to extend students' understanding of sounds

Thinking skill: making hypotheses

- Focus students on the pictures and pre-teach *cymbals*.
- Read the activity instructions with the class and check they know what to do.
- Remind them to use the structure as in the example, with *going to*.
- Students work in groups of four and discuss each picture, making sentences using the words.
- Elicit and discuss as a class. Elicit why they think the sounds are *louder, quieter, higher* and *lower*.

Key: The girl's cymbals are going to make a louder sound than the boy's cymbals.

The boy's cymbals are going to make a quieter sound than the girl's cymbals.

The boy's guitar is going to make a higher sound than the girl's guitar.

The girl's guitar is going to make a lower sound than the boy's guitar.

2 Project SB p91 **Work in pairs or groups. Make a wind chime.**

Aim: to enable students to complete a project

- Pre-teach *wind chime*. Ask students if any of them have wind chimes at home. Ask what they are made of.
- Talk about the project with students and make sure they understand what to do.
- Put students into pairs or groups of three or four.
- Groups come and collect the materials they need.
- Go around the class, helping students as appropriate. Check each stage of their wind chimes before they go on to the next stage.
- When all the wind chimes are finished, ask groups to blow their wind chimes in turn.
- Elicit if they all make the same sounds, and if they don't, elicit the reason.

1 WB p91 **Draw lines to match the opposites.**

Aim: to review vocabulary

Note: Students finish the example here.

Key: high – low, loud – quiet, short – long

2 WB p91 **What sound do these instruments make? Number the photos 1 (the lowest) to 3 (the highest).**

Aim: to activate students' knowledge of the world

Key: 1 a (clarinet) 2, b (flute) 3, c (bassoon) 1;
2 a (violin) 3, b (double bass) 1, c (cello) 2;
3 a (trombone) 1, b (French hom) 2, c (trumpet) 3

Ending the lesson

Aim: to review what students have learnt in the lesson

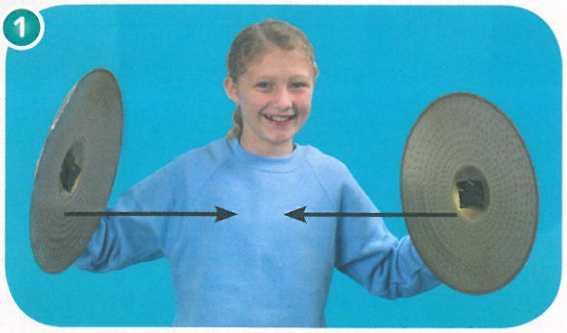
- Write the following prompt on the board: *Today I've …*
- Elicit what students did today, e.g. *learnt more about different sounds, which instruments make them and made a wind chime.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop musical awareness

- Hang all the wind chimes in the classroom or outside.
- Students blow them gently and listen to the sounds they make.
- They hang the wind chimes in sequence from highest to lowest sound.

1 Think! Look and think. Make true sentences with *louder*, *quieter*, *higher* and *lower*.



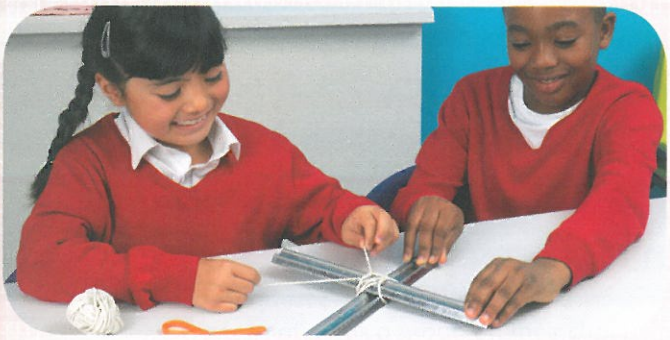






The girl's cymbals are going to make a …

2 Project Work in pairs or groups. Make a wind chime.



1 Make an X with two rulers or sticks and tie them together.



2 Tie short lengths of string onto metal spoons of different lengths.



3 Tie the strings onto the rulers.



4 Blow to make the wind chime sound.

Aims:
- to consolidate language from the unit
- to raise awareness of contracted forms

New language: *fall asleep, successful, MP3*

Recycled language: language from the unit

Materials: scrapbooks, (Optional: photos of students' favourite bands and singers)

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit.
- Students look at each other's scrapbooks and compare their work.

1 SB p93 **Read Shannan's text. Look at the words in colour. Write the short forms.**

Aim: to practise reading skills

- Focus students on the text.
- Check understanding of *short form*. Tell students that we sometimes call these *contractions*.
- Make sure students realise that both short and long forms are correct grammar. Tell them that in more formal writing, e.g. reports, long forms are better.
- Check students know what to do. Pre-teach *fall asleep*.
- Students read silently and write the short forms.
- They discuss their answers in pairs.
- Check with the class. Ask students to read the text aloud around the class saying the short forms.
- Ask students what they notice about the contractions for 2 and 5 (they look the same).

Key: 1 singer's, 2 She's, 3 she's, 4 song's, 5 She's, 6 It's, 7 Laura's, 8 don't, 9 it's

2 SB p93 **Write Tyler's text again. Use short forms.**

Aim: to practise writing skills

- Pre-teach *successful* and *MP3*.
- Students work individually and rewrite the text.
- They compare texts with a partner.
- Students then write their text in their scrapbooks.

Key: I haven't got a favourite singer, but I've got a favourite band. They're called 4by4. Nick's the drummer. Sharon and Richard play the guitar. Keith plays the trumpet. Their most successful song's 'Dancing in the sunset'. I love it because the words are really cool. The music's good too. My sister's got all their songs on MP3.

3 SB p93 **Think of your favourite band or singer. Write a text using short forms. Add photos or drawings.**

Aim: to practise writing a text from a model

- Focus students on the information they need to include in their texts. Brainstorm ideas if appropriate.
- They write notes and plan their texts.
- Students write a first draft on paper.
- Go around and comment on students' work.
- Students write a final version in their scrapbooks.
- They add photos and/or drawings.

1 WB p93 **Write the words in four groups.**

Aim: to practise classification

Key: 1 tambourine, triangle, 2 harp, violin, 3 low, loud, 4 trombone, trumpet

2 WB p93 **Look at Activity 1. Number the topics to match the groups.**

Aim: to review word families

Key: 2 Stringed instruments, 3 Sound words, 4 Wind instruments, 1 Percussion instruments

3 WB p93 **Look and draw lines to make sentences.**

Aim: to review grammatical form

Key: 2 The recorders which are on the sofa are ours. 3 I think this ball is yours. 4 The girl who is sitting next to the tree is my sister.

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for Orchestra practice on page 120 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 82 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

My scrapbook

My music review

7

1 **Read Shannan's text. Look at the words in colour. Write the short forms.**

I love music. My favourite (1) singer is Laura Gold. (2) She is 24 years old and (3) she is an excellent singer. My favourite Laura Gold (4) song is 'Goodbye'. I often listen to it before I fall asleep. (5) She has also got a song called 'Paper flowers'. (6) It is fantastic. Now (7) Laura has got a new song, 'Sweet dreams'. (8) I do not think (9) it is very good because she sings without a band.

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____
(7) _____
(8) _____
(9) _____

2 **Write Tyler's text again. Use short forms.**

I have not got a favourite singer, but I have got a favourite band. They are called 4by4. Nick is the drummer. Sharon and Rick play the guitar. Keith plays the trumpet. Their most successful song is 'Dancing in the sunset'. I love it because the words are really cool. The music is good too. My sister has got all their songs on MP3.



3 **Think of your favourite band or singer. Write a text using short forms. Add photos or drawings.**

- name
- favourite song(s)
- why you like him / her / them
- why you like it / them

8 In the planetarium

1 CD 4 02 Listen and say the words. Then check with a friend.



2 CD 4 03 **Listen and answer.**

1 Who is Ben calling?

2 Is Grandpa at the planetarium?

3 What question does Ben answer?

4 Where is the telescope?

3 **Describe and guess.**

It's something which you use to look at the stars.

A telescope!

It's someone who …

Aims:
- to present and practise vocabulary for space
- to give students listening practice

New language: *planetarium, planet, rocket, UFO, star, comet, telescope, astronaut, moon, space station, something, someone*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to talk about space.

Warm-up

Aim: to review the story

- Elicit what happened in the story in Unit 7 and what the line said (In the lighthouse you will see).
- Tell students that Ben and Lucy are in the lighthouse and it is called a *planetarium*.
- Check understanding of *planetarium* and elicit what people can see there.
- Ask if any students have visited a planetarium.

Presentation

Aim: to present space vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.

Note: *UFO* stands for *Unidentified Flying Object*.

1 CD4 02 SB p94 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

2 CD4 03 SB p94 **Listen and answer.**

Aim: to practise listening

- Read the questions aloud with the class.
- Check understanding and that students know what to do.
- Encourage students to try to predict what the answers might be.
- Play the recording. Students listen and answer.
- They check in pairs.
- Play the recording again. Check with the class.
- Elicit what students notice about Ben talking to his grandpa (he talks very loudly because he knows Horax and Zelda are there).
- Tell students to check back to SB page 8. Can they find anything about the planets? (No, because it's a trick by Ben, Lucy and Grandpa.)

CD4 Track 03

For tapescript see TB page 123

Key: 1 His grandpa. 2 No, he's at home. 3 Are Horax and Zelda there? 4 Next to the ticket office.

3 SB p94 **Describe and guess.**

Aim: to give students practice with the new vocabulary

- Demonstrate the game for the class.
- Remind students to use *who* with *someone* and *which* with *something*. Students can also say, e.g. *It's somewhere where ...*
- Students play the game in pairs.

1 WB p94 **Read the sentences. Do the puzzle. Find the secret word.**

Aim: to practise writing the new vocabulary

Key: 2 astronaut, 3 planet, 4 comet, 5 space station, 6 stars, 7 rocket, 8 UFO, 9 moon
Secret word: planetarium

2 WB p94 **Look at Activity 1. Number the pictures.**

Aim: to give further practice with the new vocabulary

Key: a 9, b 8, c 7, d 3, e 4, f 6, (g 1), h 2, i 5

Ending the lesson

Aim: to review vocabulary from the lesson

- Say one of the words from the lesson.
- A student gives a definition as in SB Activity 3.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. *A comet is something which flies through the sky and has got a tail.*

Aim:
- to present and practise *will* for predictions

New language: *ambulance driver, zoo keeper, grow up*

Recycled language: space vocabulary, jobs

Materials: CD

Language competences: Your students will be able to make predictions using *will*.

Warm-up

Aim: to review job vocabulary

- Write *astronaut* on the board and elicit that it is a job.
- Students come to the front in turn and mime a job for the class to guess.
- Write the new jobs on the board.

Presentation

Aim: to present *will* for predictions

- Focus students on the jobs and ask *When you are an adult, when you grow up, what will you be?*
- Elicit their ideas and prompt *I'll be …*
- Write some example sentences on the board, e.g. *When I grow up, I'll be a police officer.*
- Underline *I'll* in a colour and write *I will* above in brackets. Tell students that this is the long form.
- Ask some concept questions, e.g. *Are you sure about this job? Is it an idea? Are you doing the job now?*

1 CD4 04 SB p95 **Make sentences. Listen and check.**

Aim: to practise *will* for predictions

- Elicit the jobs which students can see in the pictures for Activity 1.
- Pre-teach/check *ambulance driver.*
- Check students know what to do. Do an example first for the class.
- Students match the sentences individually and then compare answers in pairs.
- Play the recording.
- Students listen and check.
- Play the recording again.
- Check with the class.

Key: 1 b, 2 c, 3 e, 4 d, 5 a

2 CD4 05 SB p95 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat the sentences in chorus. Repeat.
- Focus students on the verb used with *when* (present simple and not *will*).
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 126 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 I'll be a teacher. 2 They'll be very happy. 3 It'll rain next week. 4 He'll be an actor. 5 We'll visit other planets.

3 SB p95 **Ask and answer.**

Aim: to consolidate grammatical form

- Demonstrate the activity with the class.
- Students work in pairs and take turns to ask and answer.
- Alternatively, do this as a mingling activity.

1 WB p95 **Follow the lines. Write the names and the sentences.**

Aim: to review *will* for predictions

Key: Ana: I'll be a teacher. Lucia: I'll be a firefighter. Kyle: I'll be a conductor. Adam: I'll be a police officer.

2 WB p95 **Write five sentences about yourself.**

Aim: to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Call out a job, e.g. *Doctor.*
- A student who wants to do this as an adult puts up his/her hand and says *When I grow up, I'll be a doctor because …*
- Elicit other reasons from other students.
- Repeat for other jobs.

Extension activity

Aim: to share information

- Students work in groups of four. They take turns to read aloud what they wrote for WB Activity 2.
- Elicit information from the groups. Students report about another student in their group.

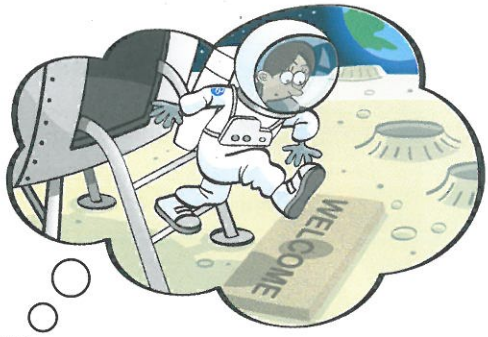
1 CD 4 04 Make sentences. Listen and check.
What do you think? What will you be when you grow up?



1 I'll be a teacher ... ☐



2 I'll be a photographer ... ☐



3 I'll be an astronaut ... ☐



4 I'll be an ambulance driver ... ☐



5 I'll be a police officer ... ☐

a and I'll catch dangerous criminals.
b and I'll work with children like me!
c and I'll take pictures of lots of different cities.
d and I'll go really fast.
e and I'll visit the moon.

2 CD 4 05 Grammar focus Listen and say.

What will you be when you grow up?
I'll be an astronaut and I'll visit the moon.



3 Ask and answer.

What will you be when you grow up?

I'll be a zoo keeper. I'll look after the lions.

1 CD 4 06 Listen to the song and number the pictures.

a



b



c



One day I'll be an astronaut
And I'll fly through space.
I'll live in a space station
In a far away place.

I'll climb inside a rocket
And fly up to the moon.
I'll whizz about in outer space
And not come back too soon.
One day ...



I'll ride on a comet
And hold on to its tail.
I'll whizz about in outer space
And look back at our trail.
One day ...

I'll meet some friendly aliens
On Jupiter and Mars.
I'll whizz about in outer space
And visit all the stars.
One day ...
... In a far away place.

2 CD 4 07 Listen and sing.

3 Imagine you are an astronaut. What will you do?

I'll meet ...

1



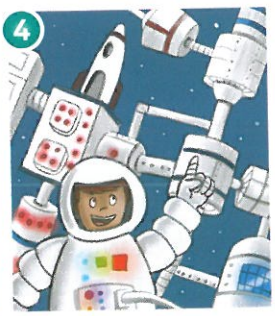
2



3



4



5



Aims:
- to consolidate *will* for predictions
- to sing a song with the class

New language: *far away, whizz, outer space, trail, alien*

Recycled language: space vocabulary, verbs

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review space vocabulary

- Write the space vocabulary in scrambled letter order on the board.
- Students work in pairs to unscramble them.
- In turn, pairs come to the board and write the words correctly.
- Elicit a simple definition of each word, e.g. *This is a thing which ... / a person who ... / a place where ...*

1 CD4 06 SB p96 **Listen to the song and number the pictures.**

Aim: to give students practice with listening for detail

- Elicit what students can see in the pictures (a girl in space).
- Pre-teach / check understanding of *far away, whizz, outer space, trail* and *alien*.
- Students read the song and try to number the pictures.
- They compare ideas in pairs.
- Play the recording. Students listen and check.
- They compare answers again. Play the recording a second time.
- Check with the class. Check understanding of vocabulary.

Key: a 2, b 3, c 1

2 CD4 06 07 SB p96 **Listen and sing.**

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

3 SB p96 **Imagine you are an astronaut. What will you do?**

Aim: to stimulate creativity and practise form

- Elicit what is happening in the pictures. Students use the pictures to help them with ideas.
- Students work in pairs and take turns to say a sentence with one idea.
- Elicit some of the sentences from students.

Key: 1 I'll meet a friendly alien. 2 I'll walk on the moon. 3 I'll ride on a comet. 4 I'll live in a space station. 5 I'll play tennis with an alien.

1 WB p96 **Remember the song. Correct the sentences.**

Aim: to activate memory skills

Key: 2 No, she'll fly to the moon in the rocket. 3 No, she'll ride on a comet and hold on to its tail. 4 No, she'll meet some aliens on Jupiter and Mars. 5 No, she'll visit all the stars.

2 WB p96 **What will you do when you're an astronaut? Write sentences.**

Aim: to practise *will* for prediction

Key: 2 I'll build a space station. 3 I'll fly to the moon. 4 I'll tidy up the rocket / space station.

3 WB p96 **Imagine you meet aliens on Earth. Write four sentences.**

Aim: to practise writing skills

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with *will* for predictions

- Students work in groups of four.
- They put their sentences from WB Activity 3 on the desk so that they can all see.
- They read them all and choose the ten sentences they all agree on.
- Monitor the groups and help with language as appropriate, e.g. *I think this is better: 'I'll talk to them.' I like this sentence. It's a good idea.*

Aim:
- to present and practise regular adverbs of manner

New language: *carefully, quietly, slowly, badly, quickly*

Recycled language: space vocabulary, imperatives, present continuous

Materials: CD

Language competences: Your students will be able to use adverbs of manner.

Warm-up

Aim: to review imperatives

- Give simple instructions for students to follow, e.g. *Stand up. Put your right hand on your head. Turn around three times. Sit down.*

Presentation

Aim: to present regular adverbs of manner

- Give an instruction to a student, e.g. *Open the window.*
- Repeat the instruction with an adverb, e.g. *Open the window slowly.*
- If the student doesn't understand, mime the action. Say the word *slowly* and do the action slowly at the same time.
- Write the sentences on the board. Next to them write *slow – slowly.* Underline *slowly* in a colour.
- Repeat with other commands and other sentences, e.g. *You are working carefully today.*
- Point to the adjective and ask what it is called (*adjective*). Write this above the column of adjectives.
- Elicit/teach the word *adverb* and write this above the column of adverbs.
- Focus students on how the adverbs are formed from the adjectives.
- Focus students on where the adverb comes in a sentence (after the verb) and that it tells us more about the verb: it answers the question *How … ?*

1 SB p97 **Look, read and number the sentences.**

Aim: to practise adverbs of manner

- Students look at the pictures in their Student's Book. Elicit who they can see (astronauts) and where they are (in the space station).
- Check students know what to do.
- They match the pictures with the sentences and then compare their answers in pairs.
- Check with the class. Ask a student to demonstrate the adverb in a simple action, e.g. *Close the door …*

Key: a 4, b 1, c 3, d 2

2 CD4 08 SB p97 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 126 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 quickly, 2 beautifully, 3 happily, 4 quietly, 5 dangerously

3 SB p97 **Give a friend instructions with adverbs.**

Aim: to give students further practice with adverbs

- Demonstrate the activity using open pairs and the examples.
- Elicit other adverbs of manner. Write them on the board.
- Students do the activity in pairs.

1 WB p97 **Write adverbs to complete the sentences.**

Aim: to give further practice with adverbs

Key: 2 beautifully, 3 dangerously, 4 quickly, 5 happily, 6 quietly

2 WB p97 **Write sentences. Make adverbs with the adjectives from the box.**

Aim: to give further writing practice with the new language

Key: 2 They're playing badly. 3 She's playing drums loudly. 4 He's walking quietly. 5 She's dancing beautifully. 6 They're riding bikes dangerously.

Ending the lesson

Aim: to review the new language

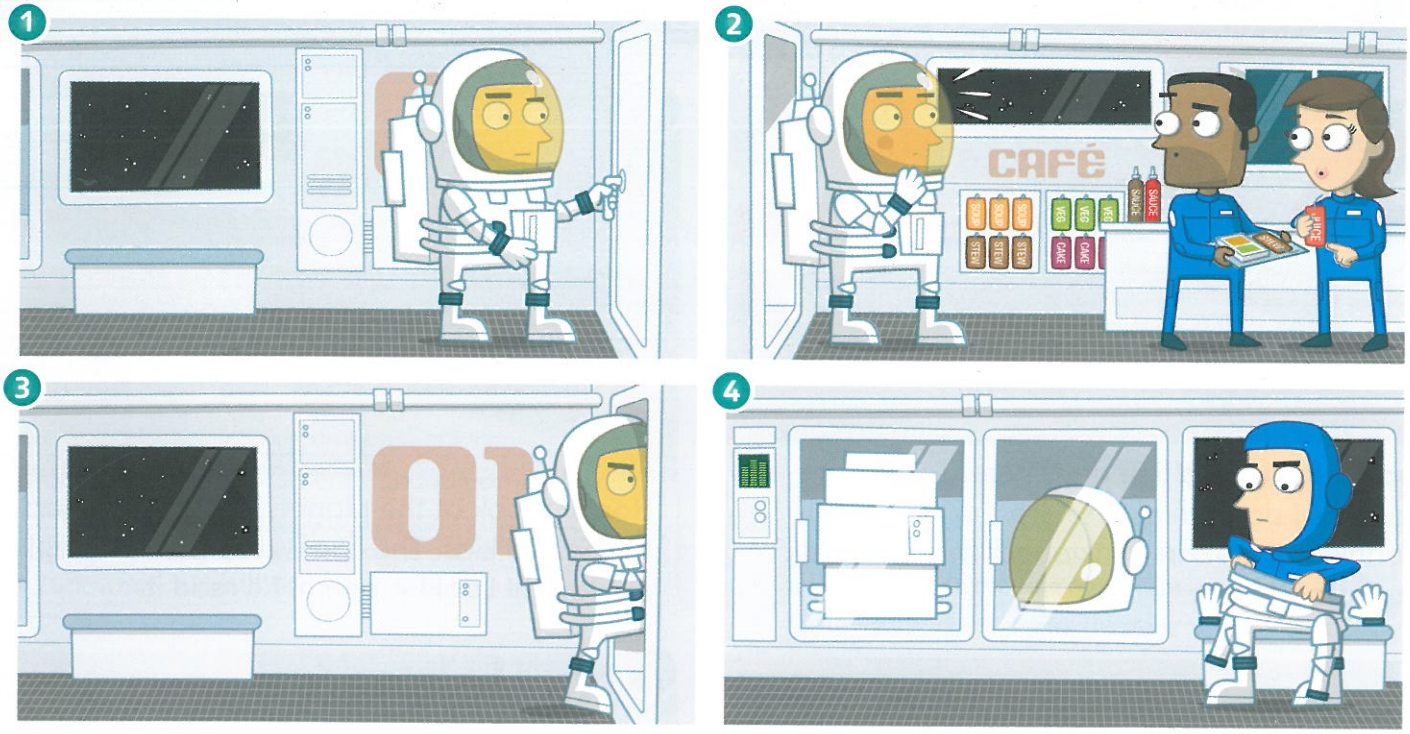
- Students take turns to come to the front and mime an action and an adverb.
- The students guess, e.g. *You're writing slowly.*

Extension activity

Aim: to consolidate understanding

- Students write what they do when they get up in the morning, using adverbs, e.g. *In the morning, I get up slowly. I eat my breakfast quickly and brush my teeth carefully.*

1 Look, read and number the sentences.



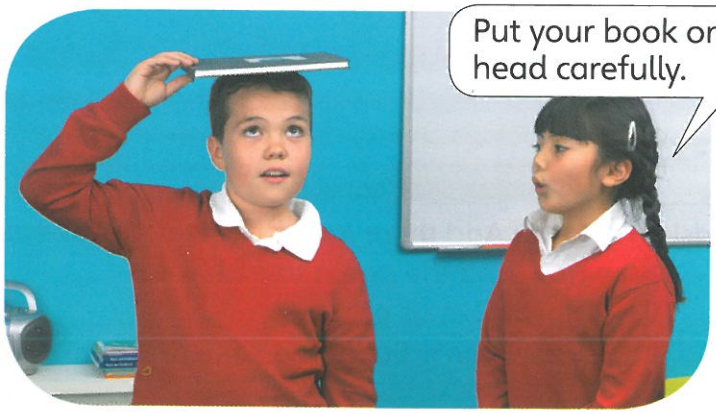
a The astronaut put on his spacesuit carefully. ☐
b He opened the space station door slowly. ☐
c He stepped through the door quietly. ☐
d Whoops! Wrong door! ☐

1 CD 4 08 Grammar focus Listen and say.

He hurt his head **badly**.
She left the house **quickly**.
We did our homework **carefully**.
They walked home **slowly**.



3 Give a friend instructions with adverbs.



Walk to the door slowly.

Sing a song quietly.

Touch your nose quickly three times.

1 CD 4 09 The Explorers

The trap

1



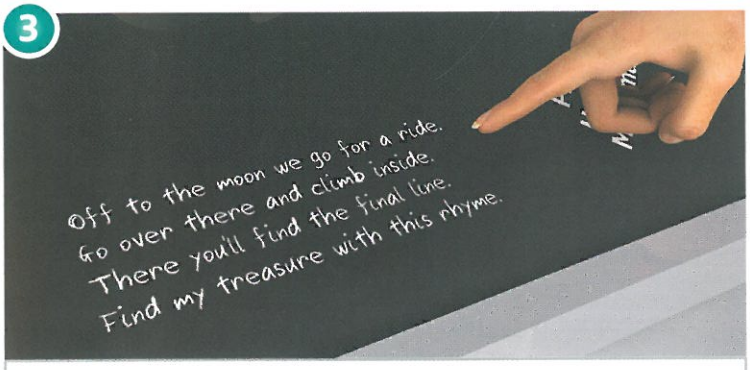
Lucy: I can't see a line anywhere.
Ben: No. I don't think it's here. Let's go for a drink and we can think about it.
Lucy: Good idea.

2



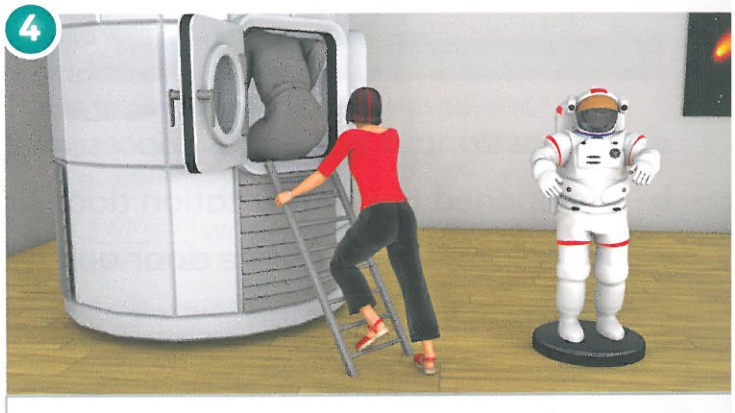
Horax: 'Look at the planets, look at the stars.' Ha! Stupid kids. The line will be on this map!
Zelda: Ah! Look! A poem! I'll read it.

3



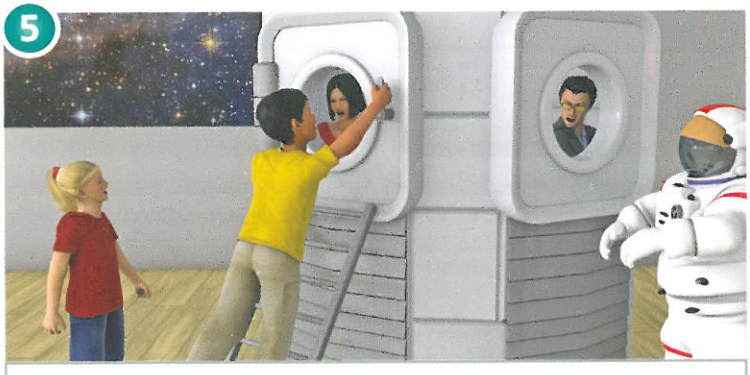
Zelda: 'Off to the moon we go for a ride.
Go over there and climb inside.
There you'll find the final line.
Find my treasure with this rhyme.'

4



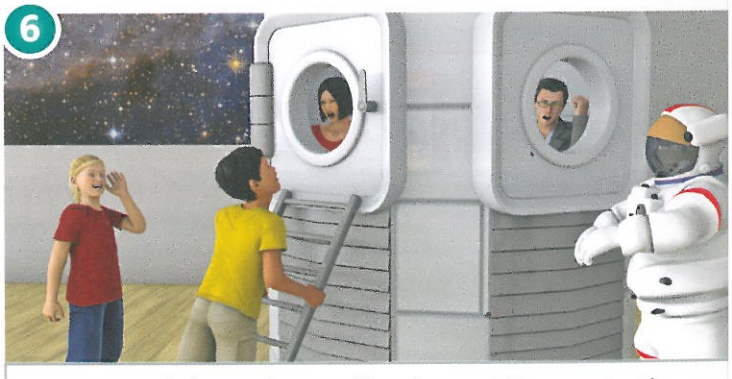
Horax: That's easy. It's inside the rocket!
Come on! Let's look carefully.
Zelda: The treasure is almost ours!

5



Horax: Hey, what's happening? ... Oh, those kids!
Lucy: It was a trick. We knew you were here!
Ben: And I knew you were listening to my phone call. There *isn't* a planet on the map.

6



Lucy: And there *isn't* a line here. We wrote the note and the poem to trick you!
Horax: Let us out!
Ben: I can't. But here's someone who can.

Aims:
- to present a picture story
- to review language from the unit

Thinking skills: interpreting the values in a story

New language: *poem, trick, let us out, trouble*

Recycled language: characters and language from the story, *trap*

Materials: CD

Language competences: Your students will be able to listen to and read a picture story. Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben*, *Lucy* and *Buster* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben and Lucy were at orchestra practice. Ben saw the next line on Lucy's cup. It said 'In the lighthouse you will see'. Ben and Lucy went to the planetarium but it was a trick for Horax and Zelda.*

1 CD4 09 SB pp98–99 **The trap**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of *poem*, *let us out* and *trouble*.
- Play the recording. Students listen for what Lucy and Ben decide to do (go for a drink), what Zelda and Horax see (a poem), where they think the treasure is (in the rocket), what the trick was (Ben and Lucy wrote the line and the poem because there isn't a planet picture on the map) and who comes to let them out (a police officer).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)

1 Think! WB p98 **Remember the story. Put the sentences in order.**

Aim: to check comprehension

Key: 2, 4, 5, (1), 6, 3

2 Values WB p98 **Read the story. What can we learn from it? Tick (✓).**

Aim: to focus students on the value of respecting your elders

Key: Older people can teach us things.

Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to discuss the value of respecting your elders

- Focus on WB Activity 2. Discuss the value of the story.
- Discuss the trick that Grandpa played on Horax and Zelda. Elicit if students think this was fair or not.

Note: Some of this discussion may need to take place in L1.

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present the weak form of the **er** sound /ə/ in twosyllable words

New language: *surfer, snake charmer*

Recycled language: language from the story, jobs

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to recognise and say the /ə/ sound at the end of words like *farmer* and *bigger*.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends?* (At the planetarium.) *What did Zelda and Horax find?* (A poem.) *What did they do next?* (They got into the rocket.) *Who did Grandpa bring with him?* (A police officer.) *What are Ben and Lucy going to do at the end of the story?* (They are going to find the last line.)

2 SB p99 **Answer the questions.**

Aim: to focus students on the events in the story

- Play the recording of the story again. Students follow in their Student's Books.
- They read and answer the questions.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Yes, they did. 2 On the map of the planets. 3 Lucy and Ben. 4 The treasure. 5 They are going to ask Horax and Zelda a lot of questions. 6 Students' own ideas

3 SB p99 **Find the ladder in the story.**

Aim: to present and practise the weak **er** sound /ə/

- Read out the instructions for students, making sure they hear the schwa /ə/ sound in *ladder* clearly.
- Students find the ladder in the story.

Key: Frames 2, 4, 5, 6, 7 and 8

4 CD4 10 SB p99 **Listen and say.**

Aim: to practise words with the weak sound /ə/

- Elicit what students can see in the picture.
- Pre-teach *surfer* and *snake charmer*.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit words with the /ə/ sound (*surfer, charmer, dancer, farmer*).
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 CD4 11 WB p99 **Listen and write the missing words. Then say with a friend.**

Aim: to give students listening practice

Key: 1 Your plan worked perfectly, 2 let's look carefully

2 WB p99 **Look and write the words.**

Aim: to practise saying words ending in the weak **er** /ə/ sound

Key: 2 taller, 3 driver, 4 waiter, 5 river, 6 clever, 7 farmer, 8 smaller

3 CD4 12 WB p99 **Listen, say and check your answers.**

Aim: to give focused listening practice

Ending the lesson

Aim: to provide more practice of word stress

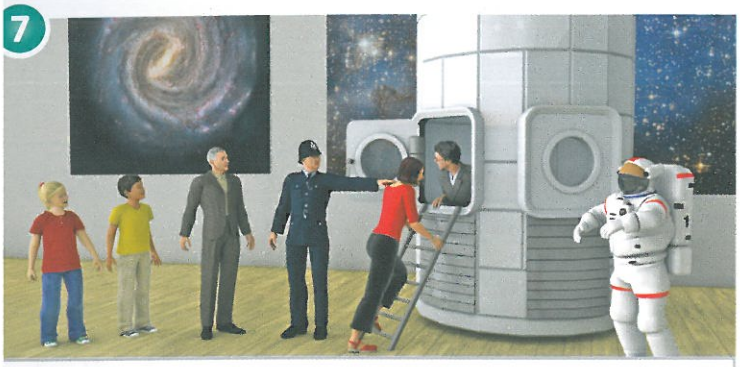
- Write one of the words from the lesson, e.g. *surfer*, on the board. Elicit another word with this sound in it, e.g. *officer*.
- Students work in pairs. They write five words they can think of that end in er and then read their list (e.g. *clever, bigger*). Check that they're stressing the correct syllable and their pronunciation of the /ə/.

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*ball, astronaut, confusing, where we are, where we need to go*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Ben: Grandpa! Your plan worked perfectly.
Grandpa: I knew it! My friend is going to take Horax and Zelda to the police station. He's got a lot of questions for them.

8



Ben: Now we can find the last line with no more trouble.
Grandpa: And maybe I will find the answer to a mystery of my own.

2 Answer the questions.

1 Did Ben and Lucy know that Horax and Zelda were there? _____
2 Where does Zelda find a poem? _____
3 Who wrote the poem? _____
4 What do Horax and Zelda want to find in the rocket? _____
5 What are the police going to do at the police station? _____
6 What is Grandpa's mystery? What do you think? _____

3 Find the *ladder* in the story.

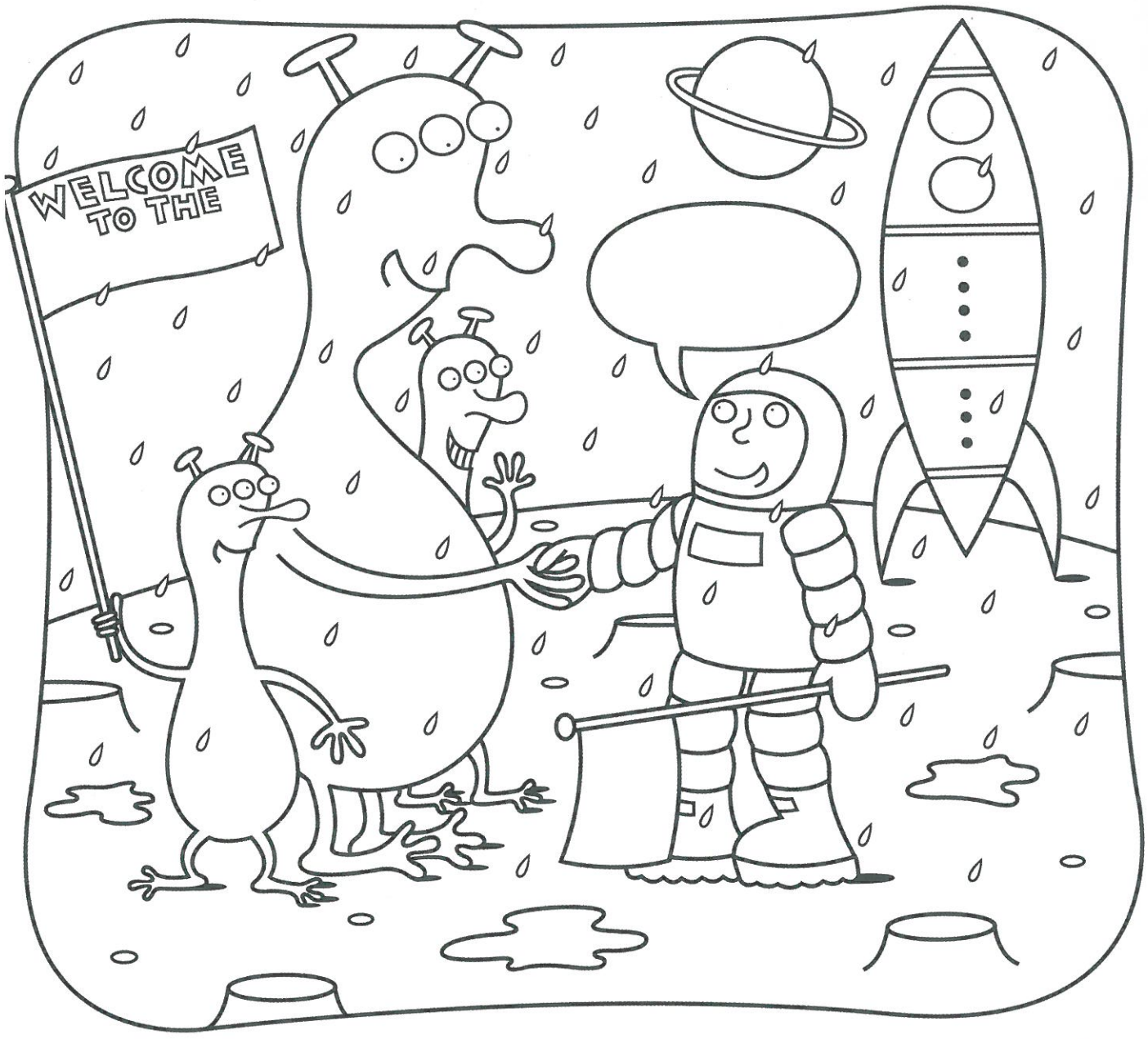
4 CD 4 10 Listen and say.



A surf*er* saves a snake charm*er*, a danc*er* and a farm*er*!

Skills

1 CD 4 • 13 **Listen, colour and write.**



2 **Look at the picture in Activity 1 and read. Write *yes* or *no*.**

1 There are three windows in the rocket. _____
2 The aliens have got three eyes. _____
3 The astronaut is scared. _____
4 It is raining and the aliens are holding an umbrella. _____
5 The astronaut has got a flag in both hands. _____
6 The astronaut is shaking hands with the fattest alien. _____

Aim:
- to practise listening and reading skills

Skills:
- listening for detail
- reading for detail

New language: *flag, banner, umbrella, both, shake hands*

Recycled language: language from the unit, colours

Materials: CD

Language competences: Your students will be able to listen for detail.
Your students will be able to read for detail.

Warm-up

Aim: to review colours

- Play 'I spy'.
- Say, e.g. *I spy something in this classroom which is yellow.*
- Students try to guess, e.g. *Is it a bag?*
- Repeat for other colours.

1 CD4 13 SB p100 **Listen, colour and write.**

Aim: to practise listening for detail YLE

- Focus the students on the picture. Elicit what they can see.
- Tell them they are going to do some colouring and some writing on the picture.
- Check they know what to do.
- Play the recording. Students listen, colour and write.
- They compare their answers in pairs.
- Play the recording again. Check answers with the class.

Note: You could explain to students that it doesn't actually rain on the moon.

CD4 Track 13
For tapescript see TB page 123

Key: astronaut's flag = yellow, rocket = red and green, smallest alien's banner = 'MOON', smallest alien = blue, astronaut's speech bubble = 'Hello'

2 SB p100 **Look at the picture in Activity 1 and read. Write *yes* or *no*.**

Aim: to practise reading for specific information YLE

- Focus students on the statements and check they know what to do.
- Pre-teach/check *umbrella, both* and *shake hands*.
- They read the statements silently and write one word on the line (*yes* or *no*).
- Students compare their answers in pairs and think again about any answers which are different from their partner's.
- Check with the class.

Key: 1 no, 2 yes, 3 no, 4 no, 5 no, 6 yes

1 WB p100 **Read the text and choose the best answer. Lucas is talking to an alien.**

Aim: to practise questions and answers

Key: 2 B, 3 C, 4 B, 5 C, 6 A

Ending the lesson

Aim: to review the story

- Elicit what is happening in the picture in SB Activity 1.
- Say to students *Imagine you meet an alien. What will you say?*
- Students respond with their ideas, e.g. *I'll say hello and invite the alien to my house.*

Extension activity

Aim: to stimulate creativity

- Students draw a picture of an alien and colour and label it.
- They write a short text about it.
- Students talk about their alien to the class.

Aim:
- to practise speaking, writing and reading skills

Skills:
- talking about pictures
- writing a postcard
- reading for detail
- writing a story

New language: *odd one out, postcard*

Recycled language: space vocabulary, simple past and past continuous

Materials: (Optional: blank postcards)

Language competences: Your students will be able to write a postcard.
Your students will be able to read for detail.
Your students will be able to tell a story.
Your students will be able to write a story.

Warm-up

Aim: to review past tenses

- Ask students what they did on their last holiday, e.g. *Where were you last summer / in July / in February? What were you doing?*
- Ask several students to review use of narrative tenses.

1 Think! SB p101 **Talk about the pictures. Find the odd one out.**

Aim: to give students practice in describing similarities and differences YLE

Thinking skills: observation and deduction

- Focus students on the pictures. Check they know what to do.
- Students work in pairs and discuss the pictures.
- They agree on an odd one out in each line and why it is different.
- Elicit and discuss as a class.

Key: 1 c The moon is below the planet. 2 b The rocket has the British flag. 3 b The comet has a short tail. / The comet's tail is shorter. 4 c The alien has three eyes.

2 SB p101 **Read Leo's postcard. Then complete his parents' conversation.**

Aim: to give students practice with reading skills

- Elicit / check understanding of *postcard*. Ask if students ever send postcards.
- Ask students to look at the postcard and quickly find out who wrote it (Leo) and who he wrote it to (his mum and dad).
- Focus students on the conversation. Make sure students notice that they have to write questions.
- Students read the postcard silently and try to complete the conversation in pairs.
- If necessary, do the first one as an example, reminding students to look at the sentences before and after the gap.
- Check as a class.

Key: 1 Where is he? 2 How long was the journey? 3 Does he like the space station? 4 Is the food good? 5 When will he be home?

3 SB p101 **Imagine you're on the moon. Write a postcard to your parents.**

Aim: to give students writing practice

- Brainstorm ideas about what the moon is like to help students with ideas.
- Students work individually.
- They write a first draft of their postcards.
- They swap with their partner and check each other's work.
- Students give their partner at least three pieces of advice.
- Students then write a final version of their postcards.

1 WB p101 **Read the story. Number the pictures.**

Aim: to practise reading skills

Key: a 2, b 4, c 3

2 WB p101 **Look at the pictures. Write the story.**

Aim: to practise story-writing skills

Key (sample answer): One day we were walking in the mountains. Suddenly, my mum shouted, 'Look! There's an alien.' We were all very excited. The alien was frightened and ran away. We took off our heavy rucksacks and put them on some rocks. We ran after the alien. We followed it to a river. The alien jumped into the river. We walked back to the rocks to get our rucksacks, but our rucksacks weren't there. We didn't know what to do.

Ending the lesson

Aim: to review story telling

- Review the story from WB Activity 1 orally.
- Ask one student to start the story with a sentence and then another to repeat the first sentence and add another. Continue like this.

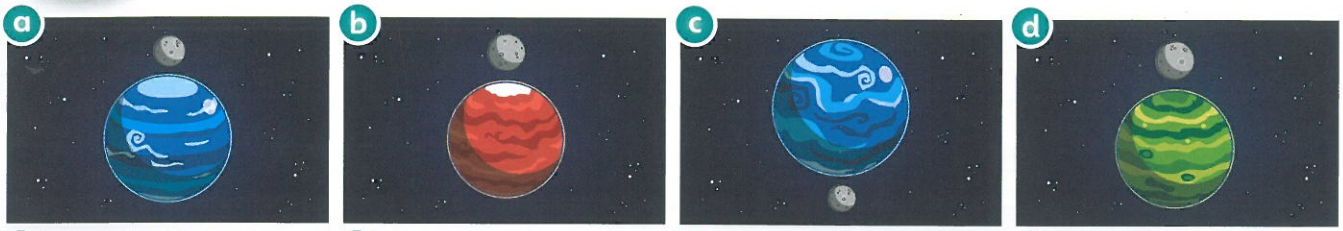
Extension activity

Aim: to practise memorisation

- Students look at the pictures in WB Activity 1 for 30 seconds.
- They close their books.
- In pairs, they try to remember the pictures. They take turns to say something they can remember.

1 Think! Talk about the pictures. Find the odd one out.

1



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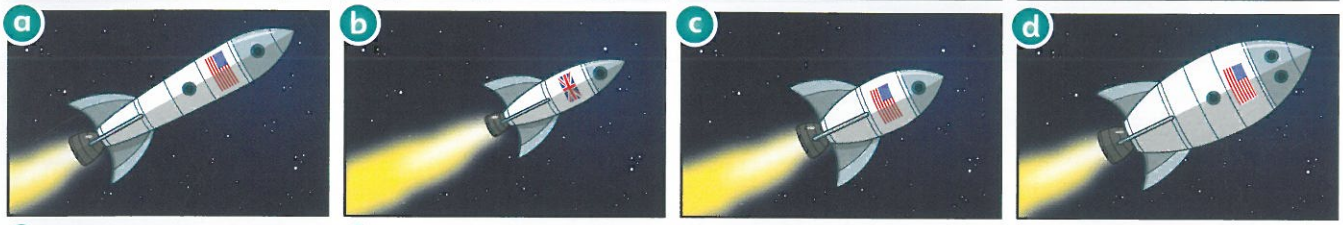

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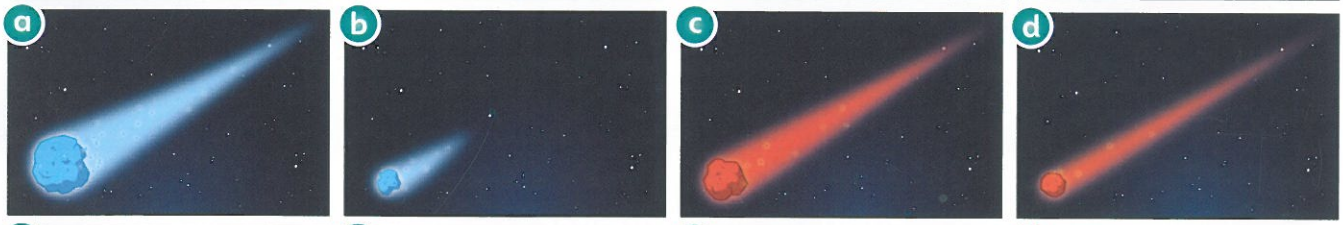

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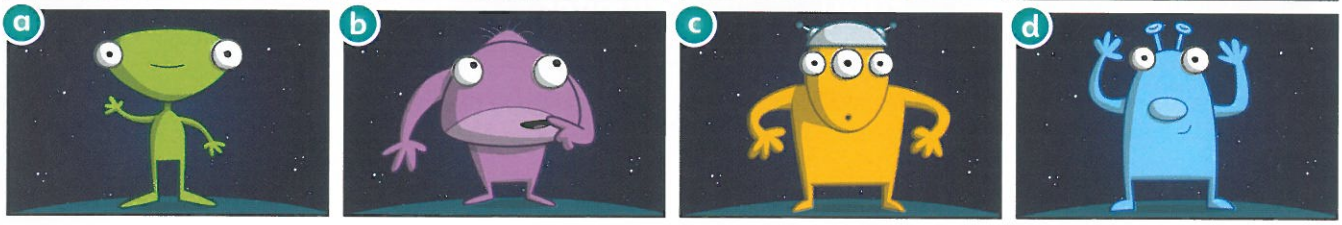


2 Read Leo's postcard. Then complete his parents' conversation.

Dear Mum and Dad,
I'm having a wonderful time here on the moon. The journey here was quite long. It was about two days but I slept most of the way. I like the space station. It's really big and there's lots to do. The only thing which isn't very good is the food.
I'll be home in a month.

Lots of love,
Leo

Mum: We've got a postcard from Leo!
Dad: (1) _____ ?
Mum: On the moon. Don't you remember?
Dad: Oh yes! (2) _____ ?
Mum: About two days.
Dad: (3) _____ ?
Mum: Yes, he does. It's big and there's lots to do.
Dad: (4) _____ ?
Mum: No, it isn't. It isn't very good at all!
Dad: (5) _____ ?
Mum: In a month.

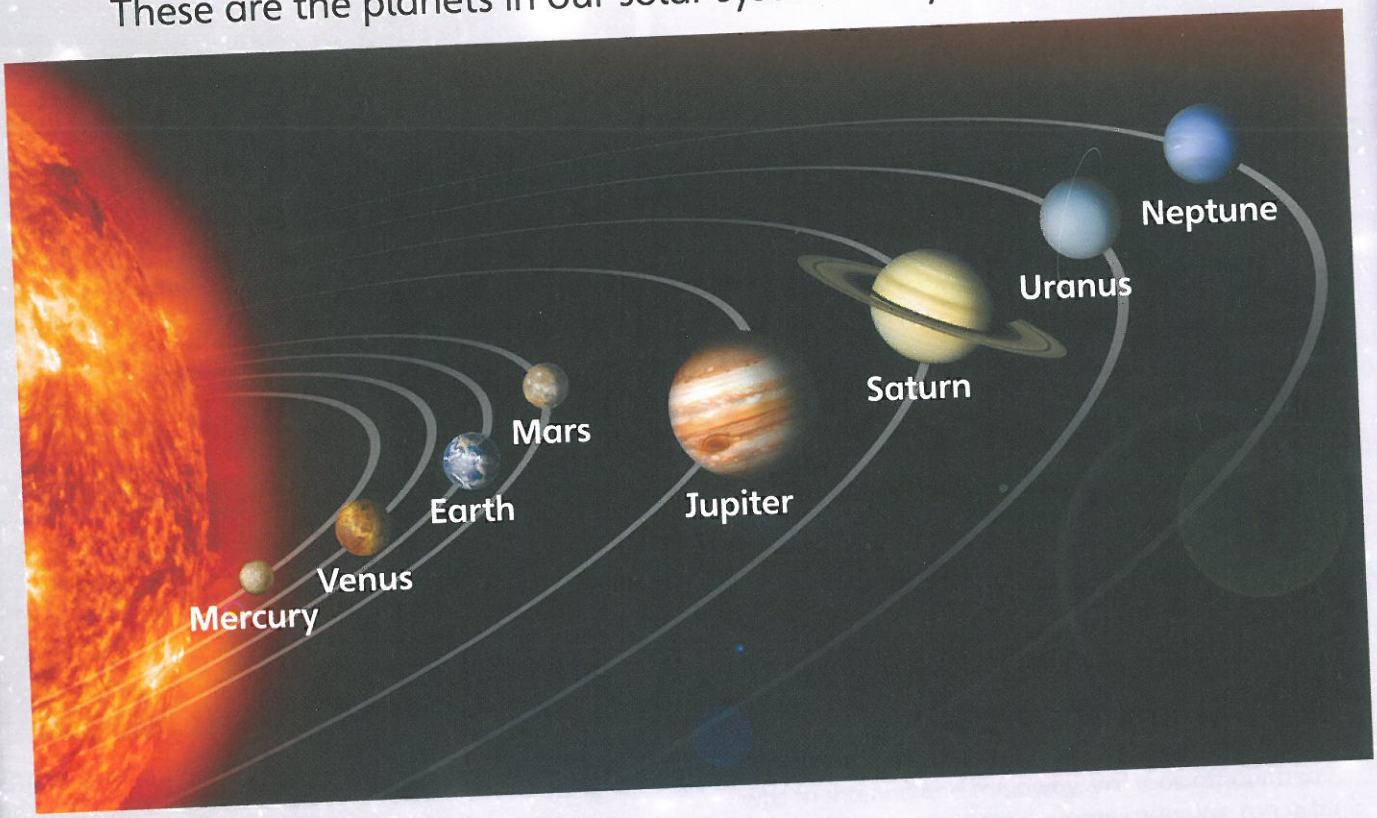
3 Imagine you're on the moon. Write a postcard to your parents.

Learn and think

The Solar System

1 CD 4 14 **Listen and point to the planets.**

These are the planets in our solar system. They all orbit our sun.



2 **Read the text. What is the sun?**

Our solar system has 8 planets. The word *solar* means 'of the sun' and at the centre of our solar system is the sun. All the planets go around the sun. We say they *orbit* the sun. Each time a planet makes one orbit of the sun, it completes a year, but these 'years' are not all the same as ours. Planets that are not far from the sun have shorter years; planets that are further from the sun have longer years. On Earth, a year is 365 days, but the planet that is furthest from the sun takes 60,000 Earth days to orbit it (about 165 Earth years).

The sun is not a planet. It is a star. It is the only star which we can see in the daytime. The sun's diameter (the distance from one side to the other side through the centre) is more than 1,000,000 kilometres! The sun is so big that you could put a million Earths inside it.

Many of the planets have a moon. This is a smaller object that orbits a planet. Earth has 1 moon but some planets have more than 50.

Aim:
- to integrate other areas of the curriculum through English: Science (the solar system)

New language: *Neptune, Mercury, Venus, Jupiter, Saturn, Earth, Mars, Uranus, solar system, orbit, far, further, furthest, diameter, distance, object*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to use known language to talk about Science in English.

Warm-up

Aim: to introduce the topic of Science: the solar system

- Write *Planets* on the board and draw a circle around it.
- Elicit names of the planets and write them on the board.
- Elicit any information students know about the planets.
- Tell the class that they are going to learn about the planets and the solar system in English.
- Pre-teach/check *solar system*.

1 CD4 14 SB p102 **Listen and point to the planets.**

Aim: to extend students' understanding of key concepts

- Focus students on the picture in the Student's Book and elicit what these are (planets).
- Read the activity instructions aloud and check understanding. Pre-teach *orbit*.
- Play the recording. Students listen and point.
- Play the recording again.
- Elicit the names of the planets from the class, starting with the nearest to the sun.

Note: Pluto is not a planet. It is a Plutoid.

2 SB p102 **Read the text. What is the sun?**

Aim: to consolidate understanding of the solar system

- Using classroom objects, pre-teach *far, further, furthest*.
- Students look at the picture for Activity 1. Elicit which planet is furthest from the sun (Neptune). Read the activity instructions with the class.
- Students predict answers. Write them on the board.
- Students read the text quickly to find the answer.
- Read the text again with the class.
- Check understanding of concepts and vocabulary.

Key: A star

1 WB p102 **Write the names of the planets.**

Aim: to give students further practice with vocabulary

Key: Venus, Jupiter, Neptune, Earth, Mars, Saturn, Uranus

2 WB p102 **Read the text on the solar system in the Student's Book again. Complete the sentences.**

Aim: to practise reading skills

Key: 2 sun, 3 diameter, 4 orbit, 5 365, 6 moons

3 WB p102 **Make sentences.**

Aim: to check comprehension

Key: 2 f, 3 a, 4 e, 5 b, 6 c

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit what students learnt about today, e.g. *the planets, their names and information about the solar system.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students draw the solar system (the planets and the sun) in their notebooks and label it.

Aims:
- to extend the focus on Science through English
- to enable students to complete a project

Recycled language: topic of Science and the solar system, numbers

Materials: the Internet or reference books

Language competences: Your students will be able to talk about Science in English.
Your students will be able to complete a project.

Warm-up

Aim: to review Science and the solar system

- Write *The solar system* on the board.
- Review what students remember from the previous lesson.
- Write the following numbers on the board and elicit/teach how we say them: *60,000, –123, 12, 104, 350°C.*

1 Think! SB p103 **Look at the table. Then read and write *t* (true) or *f* (false).**

Aim: to review and extend students' understanding of the solar system

Thinking skill: analysing data

- Look at the table with the class.
- Discuss some of the data and make sure students understand the information, e.g. minus temperatures, degrees Celsius.
- Read the statements with the class and check understanding of vocabulary.
- Students look at the table and write *t* or *f* for the statements.
- They discuss their ideas in pairs.
- Elicit and discuss as a class.

Key: 1 f, 2 t, 3 t, 4 f, 5 t, 6 t

2 SB p103 **Write four sentences to test a friend.**

Aim: to extend students' understanding of the solar system

- Check students understand the activity instructions and know what to do.
- Some students might need to work in pairs to do this activity.
- They write the statements on one side of the paper and the answers on the other.
- Students swap statements with another pair and try to answer them.
- Elicit some statements and discuss as a class.

3 Project SB p103 **Find out about moons in our solar system.**

Aim: to enable students to follow instructions and to complete a project

- Talk about the project with students.
- Read through each section.
- Put students into groups of four. Give access to reference materials.
- Groups answer the questions and find the interesting information.
- They make detailed notes of what they find out.
- Read through the model report with the class.
- They start with the same sentence and then write the information they found out.
- Students work individually (groups use the same data) and write a draft of their reports.
- Go around the class and check their work.
- Remind students to use long forms in their reports.
- Then students write a final version of their report.

1 WB p103 **Read the text. Write questions for the answers.**

Aim: to practise reading skills and question forms

Key: 2 What's the temperature? 3 Is Saturn the coldest planet? 4 What are its rings? 5 When did Pioneer 11 visit Saturn? 6 How many moons has it got?

2 WB p103 **Read, draw and colour. Write the names of the three moons.**

Aim: to practise reading skills

Key: Fe, Fi, Fo

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've …*
- Elicit what students did today, e.g. *learnt more about the solar system and completed a project about moons in the solar system.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

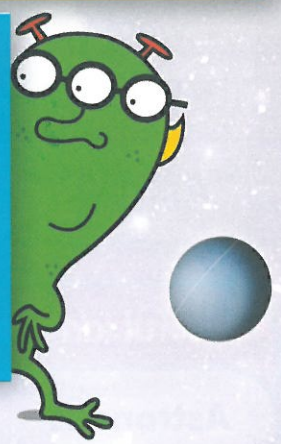
Aim: to develop speaking skills

- Make new groups.
- Students take turns to tell the others in their group about their project findings.
- Each student finds out one piece of new information to report back to their original project group.

1 Think! Look at the table. Then read and write *t* (true) or *f* (false).

	Diameter (km)	Day temperature (°C)	Distance from the sun (million km)	Length of year (Earth days)
Mercury	4,880	350	58	88
Venus	12,104	480	108	225
Earth	12,756	22	150	365
Mars	6,792	–55	228	687
Jupiter	142,984	–123	778	4,332
Saturn	120,536	–180	1,429	10,750
Uranus	51,118	–214	2,875	30,707
Neptune	49,532	–220	4,504	60,202

1 Saturn is the biggest planet in our solar system. ☐
2 Neptune is further from the sun than Mars. ☐
3 Mercury has the shortest year. ☐
4 Jupiter is the furthest planet from the sun. ☐
5 Venus is the hottest planet in our solar system. ☐
6 Earth is further from Mars than it is from Venus. ☐



2 Write four sentences to test a friend.

3 Project Find out about moons in our solar system.



1 Work in groups. Use the Internet or a library to find out:
- Which planets in the solar system have got one or more moons?
- Which planets in the solar system haven't got any moons?
- Interesting information about the moon(s), e.g. name(s), size(s), etc.

2 Write a report.

This is what we have found out about moons in the solar system.
... planets have no moon at all.
The planet with the most moons is ... It has got ...
There are ... with one moon.

Act out

Interview an alien

1 Choose a role card. Read and plan.

STUDENT A

You are an astronaut. You are going to talk to an alien on the planet Og. Think of questions to ask:

- his / her name and age
- what he / she does
- his / her family
- what Og is like
- other things which you want to know (How … ? Why … ?)

Ask and answer questions.

STUDENT B

You are an alien who lives on planet Og. You are going to talk to an astronaut from Earth. Think about:

- your name and age
- what you do
- your family
- what Og is like
- other things which you want to tell the astronaut

Ask and answer questions.

Useful language

Astronaut

Is this Og?
What do you do … ?
Can you tell me about your family?
What is Og like?
How (do you travel on Og)?
Why (have you got three heads)?

Alien

Yes, it is. Welcome to my planet!
I'm a …
Yes, I've got …
It's very …
We (have flying cars).
Because (we use …)

2 Act out your play.



Aims:
- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

Recycled language: language from the unit, space vocabulary

Materials: CD, (Optional: masks of an astronaut and an alien)

Language competences: Your students will be able to plan and perform a short play.

Warm-up

Aim: to review space vocabulary

- Students work in pairs. They use the book flap to review the words on SB page 94.
- They close the flap so that they cannot see the words.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.

1 SB p104 **Choose a role card. Read and plan.**

Aim: to prepare and plan for a role play

- Tell students they are going to do a short role play between an alien and an astronaut.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and know what to do.
- Elicit full examples of the Useful language. Elicit other questions that they can ask, e.g. *What does your planet look like? How far is your planet from Earth? Why did you come here?*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 SB p104 **Act out your play.**

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class. They can wear masks if you have them.

1 CD4 15 WB p104 **Put the dialogue in order. Then listen and check.**

Aim: to practise interactional language and listening skills

Key: 5, 8, (1), 4, 3, 10, 7, 2, 9, 6

2 WB p104 **Look and write a dialogue. Use language from Activity 1.**

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of space vocabulary

- Write the space words in scrambled letter order on the board. Include *alien*.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.

Aims:
- to consolidate language from the unit
- to raise awareness of connectors in writing

New language: *first, then, after that, finally, spacesuit, spaceship*

Recycled language: language from the unit, *diary*

Materials: scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks
- Elicit what students did in their scrapbooks for the previous unit.
- Students look at each other's scrapbooks and compare their work.

1 SB p105 **Read the space diary entry. Number the pictures in order.**

Aim: to raise awareness of connectors in writing
- Focus students on the pictures. Elicit what they can see.
- Read the activity instructions and check students know what to do.
- They read the diary silently and sequence the pictures.
- They compare answers in pairs.
- Check and discuss answers as a class.
- Focus students on the connectors in red and how they link to the events shown in the pictures.

Key: a 3, b 1, c 4, d 2

2 SB p105 **Complete this diary entry with the red words from Activity 1.**

Aim: to practise connectors
- Read the activity instructions and check students understand what to do.
- They read the diary and complete it with the connectors.
- Check by asking students to read the text aloud around the class.
- Students write the full text in their scrapbooks. They write the connectors in red.

Key: 1 First, 2 Then, 3 After that, 4 Finally

3 SB p105 **Copy and complete the notes about Thursday. Use your own ideas.**

Aim: to give students further practice with connectors
- Check students know what to do.
- They complete the notes.
- Go around the class to check and help as necessary.

4 SB p105 **Write Thursday's diary entry. Use the red words from Activity 1.**

Aim: to practise writing skills
- Remind students to use the two texts with connectors as models.
- They plan their texts and then write a first draft.
- Students write a final version in their scrapbooks.

1 WB p105 **Write the words in four groups.**

Aim: to practise classification

Key: 1 rocket, space station, 2 moon, star, 3 Mercury, Venus, 4 Saturn, Uranus

2 WB p105 **Look at Activity 1. Number the topics to match the groups.**

Aim: to review word families

Key: 4 Colder planets, 1 Humans in space, 3 Hotter planets, 2 The night sky

3 WB p105 **Colour some of the stars to find a planet. Write the word under the puzzle.**

Aim: to review vocabulary

Key: Jupiter

4 WB p105 **Colour the bricks to make sentences. Write in the missing words and letters.**

Aim: to review grammatical form

Key: 2 She spoke very quietly so I couldn't hear her. 3 I'll be famous one day. 4 What will you be when you grow up? 5 Please clean the old vase carefully.

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt
- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for In the planetarium on page 120 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit
- Students turn to SB page 94 and use the book flap to review the new words from the unit.
- They close the flap so they cannot see the words.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order. They then write the words.
- Students open the flap to check.

My scrapbook

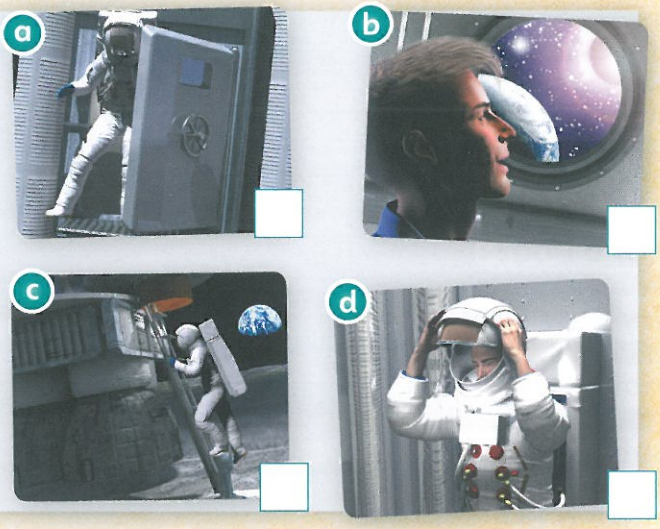
A diary entry

8

1 Read the space diary entry. Number the pictures in order.

Friday, 12th March

Today we landed on the moon. **First** we looked carefully out of the window. There were no monsters waiting for us. **Then** we put on our spacesuits. **After that** we opened the door of the spaceship. **Finally** we walked down the ladder to the moon.



2 Complete this diary entry with the red words from Activity 1.

Wednesday, 7th June

Today we went on a long trip. (1) _____ we flew quickly from Planet XR3 into outer space. It was a fantastic journey and we saw a beautiful comet. (2) _____ we explored the centre of a very big solar system called Galaxy 17. There we met with our friends from Jupiter. (3) _____ we went round Galaxy 17. (4) _____ we returned to Earth. Where will we go tomorrow?

3 Copy and complete the notes about Thursday. Use your own ideas.

flew to	I saw: a new solar system, lots of
explored	
met	

4 Write Thursday's diary entry. Use the red words from Activity 1.

9 At the campsite

1 CD 4 16 Listen and say the words. Then check with a friend.



1 sail a boat
2 swing on a rope
3 dive into the water
4 row a boat
5 dry your clothes
6 make a raft
7 put up a tent
8 make a fire
9 collect wood

2 CD 4 17 Listen and correct the sentences.

1 Lucy wants to make a fire.
2 They are going to sail a boat.
3 Horax and Zelda are there.
4 Zelda is the Mysterious H.

3 Play the drawing game.

What was I doing at 5 o'clock?

Were you putting up a tent?

Aims:
- to present and practise vocabulary for holiday activities
- to give students listening practice

New language: *campsite, sail a boat, swing on a rope, dive into the water, row a boat, dry your clothes, make a raft, put up a tent, make a fire, collect wood, oar, hire, in prison*

Recycled language: language from the story, verb tenses, *must*

Materials: CD

Language competences: Your students will be able to talk about holiday activities.

Warm-up

Aim: to review holidays

- Write *Holidays* on the board. Draw a circle around it.
- Elicit activities students like to do on their holidays.
- Write them on the board around *Holidays* to make a word map.

Presentation

Aim: to present holiday activities vocabulary

- Pre-teach *campsite*.
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check pronunciation of *row*.
- Elicit where Ben and Lucy are (at the campsite).

1 CD4 16 SB p106 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary

- Students look at the numbered phrases in the picture.
- Play the recording.
- Students listen to each phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new phrases and practise them in pairs.

2 CD4 17 SB p106 **Listen and correct the sentences.**

Aim: to practise listening

- Read the statements aloud with the class.
- Check understanding and that students know what to do.
- Encourage students to try to predict what the corrections might be.
- Pre-teach *oar, hire* and *in prison*.
- Play the recording. Students listen and correct.
- They check in pairs.
- Play the recording again. Check with the class.

CD4 Track 17

For tapescript see TB page 123

Key: 1 Lucy wants to sail a boat or make a raft. 2 They are going to hire a rowing boat. 3 Horax and Zelda aren't there. 4 Horax is the son of The Mysterious H.

3 SB p106 **Play the drawing game.**

Aim: to give students practice with the new vocabulary

- Review the past continuous and demonstrate the activity.
- Ask students, e.g. *Where were you at 6 o'clock yesterday? What were you doing? Were you sleeping?*
- Play the game as a class first. Decide a time, e.g. *6 o'clock yesterday*. One student draws a picture clue on the board, e.g. *oar*, and then mimes what they were doing at that time, e.g. *rowing*. The rest of the class try to guess, e.g. *Were you rowing a boat?*
- Students play the game in pairs, taking turns to draw, mime and guess.

1 WB p106 **Draw lines to make holiday activities.**

Aim: to practise the new vocabulary

Key: 2 e, 3 i, 4 b, 5 f/h, 6 h/f, 7 d, 8 a, 9 g

2 WB p106 **Look and write sentences.**

Aim: to give further practice with the new vocabulary and to review the present continuous

Key: 2 She's rowing a boat. 3 He's putting up a tent. 4 She's collecting wood. 5 He's making a raft. 6 She's making a fire. 7 He's swinging on a rope. 8 She's diving into the water. 9 He's drying his clothes.

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the drawing game again from SB Activity 3.
- Play it as a class.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items plus *campsite* in their vocabulary books.
- They make a sentence for each one to show its meaning, e.g. *A campsite is a place where there are lots of tents.*

Aim:
- to present and practise expressions of quantity

New language: *a loaf of, a can of, a piece of, a bottle of, a packet of, a carton of*

Recycled language: food, countable and uncountable nouns

Materials: CD

Language competences: Your students will be able to talk about expressions of quantity.

Warm-up

Aim: to review food vocabulary

- Play a clapping game. Make circles of six to eight students.
- Clap twice. One student says an item of food, e.g. *orange*.
- Clap twice. The student to his/her left says another item of food.
- The game continues around the circle. If a student cannot think of anything, they are out.
- Food items cannot be repeated.

Presentation

Aim: to present expressions of quantity

- Draw the following on the board: a carton of milk, a bottle of juice, a loaf of bread, a piece of pizza, a packet of biscuits and a can of drink.
- Elicit what the food is, e.g. *milk*.
- Elicit what the container is. Prompt/give *a carton of milk*. Write it on the board.
- Do the same for the other items.
- Elicit other things students find in cartons, bottles, cans or packets and what they might have pieces of (cake, cheese).
- Tell the class we only use *loaf* for bread.

1 CD4 18 SB p107 **Look, read and number the sentences. Listen and check.**

Aim: to practise expressions of quantity

- Students look at the pictures in their Student's Book. Elicit what foods they can see.
- Read the speech bubbles aloud with the class.
- Students match the speech bubbles with the pictures.
- They compare answers in pairs.
- Play the recording. Students listen and check.
- They compare answers in pairs.
- Play the recording again. Then check with the class.
- Discuss the difference in meaning between, e.g. *some crisps* and *a packet of crisps*.

Key: a 6, b 10, c 5, d 7, e 8, f 3, g 2, h 9, i 4, j 1

2 CD4 19 SB p107 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 127 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 piece, 2 packet, 3 bottle, 4 can

3 SB p107 **Work in groups. Organise a picnic.**

Aim: to consolidate grammatical form

- Demonstrate the activity first by brainstorming ideas.
- Remind students to use the prompts, e.g. *Let's ... We need ...* They can also say, e.g. *No, I don't think that's a good idea. I don't like them. X would be better.*
- Make groups of four. Students plan the food for their picnics. They write a list of what they decide. Set a limit for the food and drink, e.g. six items of food and four of drink.
- Elicit the picnic lists from each group.
- The class decides which is the nicest picnic.

1 WB p107 **Look and complete the phrases.**

Aim: to review expressions of quantity

Key: 3 some, 4 a carton of, 5 a can of, 6 some, 7 some, 8 a loaf of

2 WB p107 **Look and complete the dialogues.**

Aim: to give further practice with the new language

Key: 2 bottle of lemonade, 3 some cheese, 4 piece of cake, 5 loaves of bread

Ending the lesson

Aim: to practise key language from the lesson

- Ask different pairs to say the dialogues from WB Activity 2. They can change the foods.

Extension activity

Aim: to enable students to personalise the new language

- Students draw pictures of different foods to show the new expressions, e.g. *carton, can*.
- They write a sentence under each item, e.g. *This is a carton of apple juice*.

1 CD 4 18 Look, read and number the sentences. Listen and check.



a Let's get some cheese. ☐

b There's some water in that glass. ☐

c We must get some bread. ☐

d There's a loaf of bread on the table. ☐

e Let's get some lemonade. ☐

f Can I have this can of lemonade, please? ☐

g That's a big piece of cheese! ☐

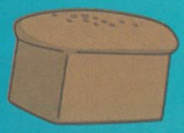
h Can you get three bottles of water, please? ☐

i Open that packet of crisps carefully, please. ☐

j Let's buy some crisps for the party. ☐

2 CD 4 19 Grammar focus Listen and say.

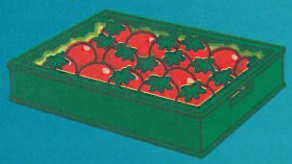
Here's **a loaf of** bread.



Let's buy **a big loaf of** bread or maybe two **loaves**.



Let's buy **some** tomatoes.



A can of tomatoes, please.



Here's **a bottle of** milk.



Let's buy **a packet of** sweets.



Let's get **some** cheese.

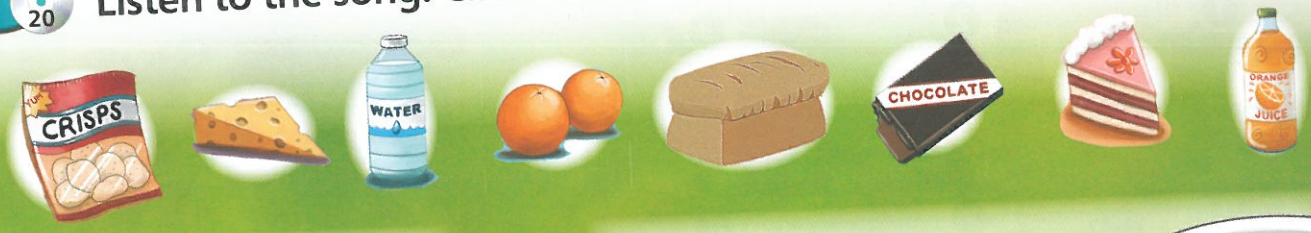


That's **a big piece of** cheese.

3 Work in groups. Organise a picnic.

Let's get some crisps. OK, I can bring three packets. We need …

1 CD 4 20 Listen to the song. Circle the food.



We're going on a picnic
With our picnic basket.
Mum put a piece of cheese
In our picnic basket.

We're going on a picnic
With our picnic basket.
Mum put a loaf of bread
And a piece of cheese
In our picnic basket.

We're going on a picnic
With our picnic basket.
Mum put a bottle of juice,
A loaf of bread
And a piece of cheese
In our picnic basket.

We're going on a picnic
With our picnic basket.
Mum put a packet of crisps,
A bottle of juice, a loaf of bread
And a piece of cheese
In our picnic basket.

We're going on a picnic
With our picnic basket.
Mum put a bar of chocolate,
A packet of crisps, a bottle of juice,
A loaf of bread and a piece of cheese
In our picnic basket.

And so we ate and ate and ate and ate
And ate and ate until ...

We ate all the picnic
In our picnic basket.
We had a bar of chocolate,
A packet of crisps,
A bottle of juice, a loaf of bread
And a piece of cheese, so there's
Nothing in our basket! Oh!

2 CD 4 21 Listen and sing.

3 Draw a picture. Play the picnic basket game.

Is there a piece of cheese in your picnic basket?

No, there isn't.

Are there any bottles of lemonade?

Yes, there are two bottles.

Aims:
- to consolidate expressions of quantity
- to sing a song with the class

New language: *picnic basket, a bar of*

Recycled language: food vocabulary

Materials: CD (Optional: ten empty packets, empty cans, chocolate wrappers, empty crisp packets)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review expressions of quantity

- Call out ten items one after another, e.g. *A small piece of cake, a bottle of orange juice, some cheese, …*
- Students draw them in their notebooks.
- They check in pairs.
- Check with the class and have students come and draw the items on the board.

1 CD4 20 SB p108 **Listen to the song. Circle the food.**

Aim: to give students listening practice

- Elicit what students can see in the little pictures around the song in their Student's Book.
- Pre-teach *picnic basket* and *a bar of.*
- Check students know what to do.
- Play the recording. They circle the small pictures of food if they hear them on the recording.
- They compare answers in pairs.
- Play the recording again and check with the class.

Key: a piece of cheese, a loaf of bread, a bottle, of juice, a packet of crisps, a bar of chocolate

2 CD4 20 21 SB p108 **Listen and sing.**

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version. Practise it with the whole class.
- Students sing in groups with the karaoke version.

3 SB p108 **Draw a picture. Play the picnic basket game.**

Aim: to give students further practice with expressions of quantity

- Draw a big picnic basket on the board for students to copy.
- Students each draw two picnic baskets. They secretly draw ten things in one of the baskets.
- In pairs, they take turns to ask what is in their partner's basket and draw it in their empty basket.
- When both students have said what is in the baskets, they look and check.

1 WB p108 **Remember the song. Number the food.**

Aim: to activate memory skills

Key: 3, 4, 5, 2, (1)

2 WB p108 **What's missing? Write sentences.**

Aim: to consolidate expressions of quantity

Key: **2** The packet of crisps is missing. **3** The bottle of juice is missing. **4** The loaf of bread is missing.

3 Think! WB p108 **What's the problem? Read and draw lines.**

Aim: to activate knowledge of the world

Thinking skill: logical thinking

Key: a can of fruit – no can opener (they can't open it), some ice cream – the sun (melts it), some eggs – no saucepan (they can't cook them)

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups, adding their own verses.

Extension activity

Aim: to practise memorisation skills

- Put on a desk at the front of the class, where students can see them, empty packets, empty cans, chocolate wrappers and empty crisp packets.
- Elicit what they are.
- A pair of students goes out of the room. Remove one or two items.
- The students come in and say what's missing using language from the song if possible, e.g. *You ate the crisps!*
- Repeat with other pairs of students.

Aim:
- to present and practise *How much? / How many?*

New language: *prepare*

Recycled language: language from the unit, food

Materials: CD

Language competences: Your students will be able to ask about quantity using *How much? / How many?*

Warm-up

Aim: to review food

- Write *Food* on the board and draw a circle around it.
- Elicit different foods, e.g. *potatoes*, *meat*, and write them on the board around *Food* to develop a word map.
- Write the countable nouns in one colour and the uncountable nouns in another.

Presentation

Aim: to present *How much? / How many?*

- Focus students on the word map on the board.
- Ask them to think what the colours mean.
- Remind students that we call, e.g. *potatoes*, countable nouns because we can count them and, e.g. *meat*, uncountable because we cannot count it.
- Write on the board the question words *How much? / How many?* using the colours.
- Tell students that when they say, e.g. *a bar of chocolate*, they use *How many?* because *bars* is countable.

1 CD4 22 SB p109 **Listen, find and write numbers in the table.**

Aim: to practise *How much? / How many?*

- Students look at the pictures in their Student's Book. Elicit what foods they can see.
- Play the recording. Students listen and write numbers.
- They compare their answers in pairs.
- Play the recording again. Check with the class.

CD4 Track 22

For tapescript see TB page 123

Key: eggs: 8, juice: 3, cheese: 2, bread: 2, crisps: 4, chocolate: 2, tomatoes: 4

2 CD4 23 SB p109 **Listen and say.**

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the questions in pairs.
- Students turn to the Grammar focus section on page 127 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 many, 2 much, 3 many, 4 many, 5 many

3 SB p109 **Take it in turns to close your book. Play the memory game.**

Aim: to give students further practice with *How much?* and *How many?*

- Demonstrate the activity for the class.
- Students look at the picture in their Student's Books for one minute.
- They close their books.
- Ask some questions around the class for students to answer.
- Students play the game in pairs.

1 WB p109 **Write *much* or *many*, *is* or *are*.**

Aim: to give further practice with the new language

Key: 2 many / are, 3 many / are, 4 much / is, 5 much / is, 6 many / are

2 WB p109 **Look at the picture. Answer the questions from Activity 1.**

Aim: to give further writing practice with the new language

Key: 2 There are six eggs. 3 There are five apples. 4 There is one carton of milk. 5 There are two loaves of bread. 6 There are three bottles of water.

3 WB p109 **What else is in the fridge? Write dialogues.**

Aim: to consolidate the new language

Key: How many bottles of juice are there? There is one bottle of juice. How many bananas are there? There are four bananas. How many carrots are there? There are two carrots.

Ending the lesson

Aim: to review the new language

- Play a clapping game. Clap twice with the class.
- Call out a food word, e.g. *crisps*.
- Clap twice. Students call out *How many?*
- Continue like this.

Extension activity

Aim: to consolidate understanding

- Students practise their dialogues from WB Activity 3 in pairs.
- Pairs then perform them for the class.

1 CD 4 22 **Listen, find and write numbers in the table.**

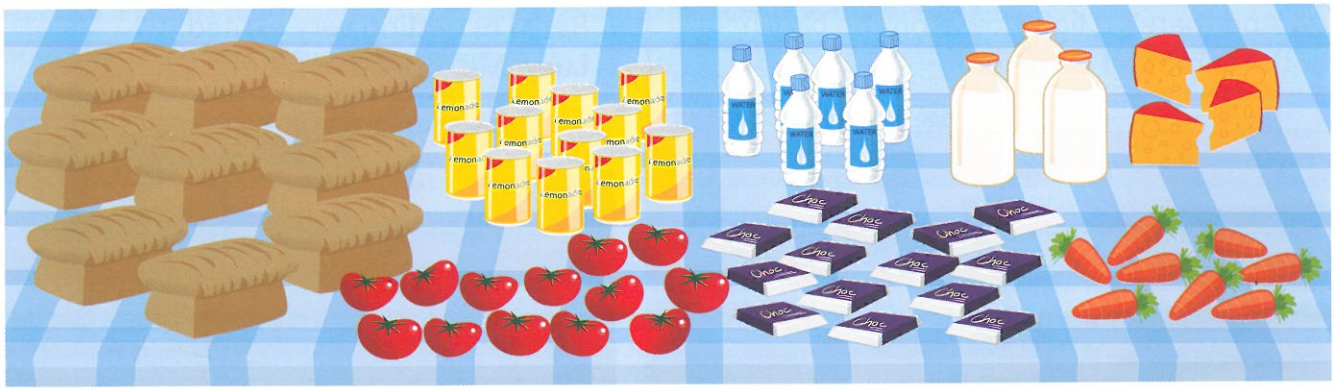
						

2 CD 4 23 **Grammar focus** **Listen and say.**

How many bottles of water do we need?
How much cheese do we need?
How much bread do we need?
How much bars of chocolate do we need?



3 **Take it in turns to close your book. Play the memory game.**



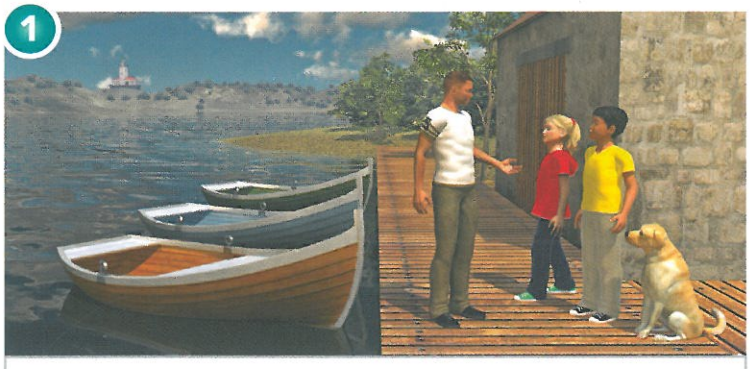
How much bread is there?

I think there are nine loaves.

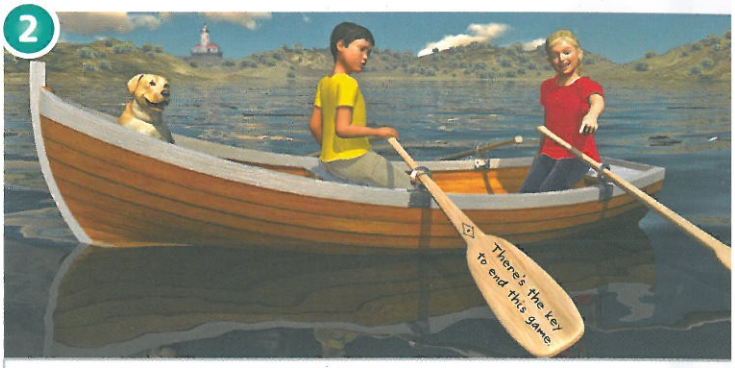
How many carrots are there?

I think there are …

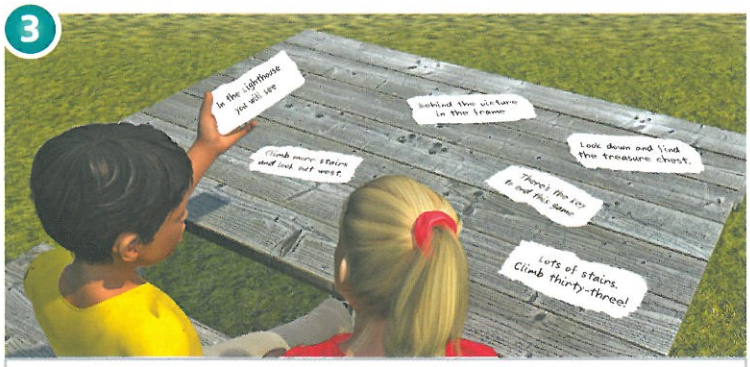
1 CD 4 24 The Explorers The last line



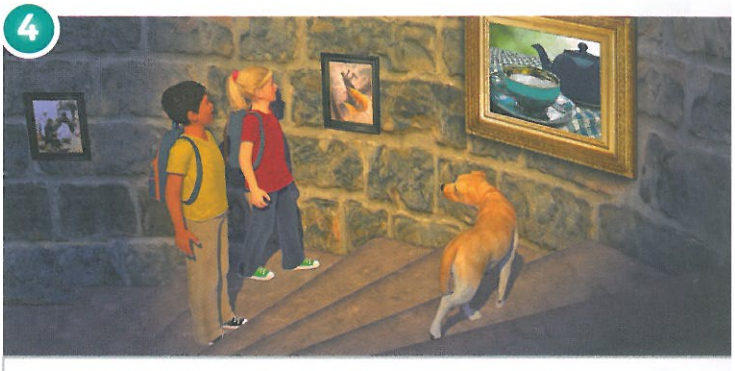
Lucy: We'd like to hire a rowing boat, please.
Assistant: How long do you want it for?
Ben: An hour, please.
Assistant: OK, that's £5.



Ben: Oh, where's the line? I'm getting very tired.
Lucy: Hey, look – on the oar! It's the last line!
Ben: You're right. 'There's the key to end this game.' Great, we've got all six lines!



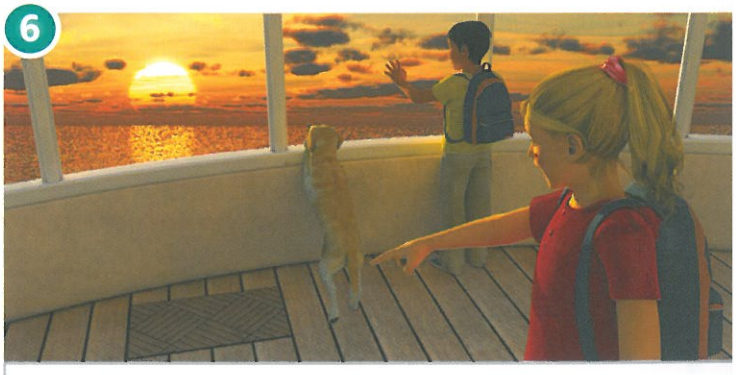
Ben: OK, let's put the rhyme in order. I think this is the first line: 'In the lighthouse you will see'.
Lucy: And there's a lighthouse on the beach near the campsite! Come on!



Ben: Well, this is stair 33.
Lucy: And there's the picture.
Ben: I'm getting very excited.
Lucy: Me too.



Ben: Look, the key! Now we have to find the chest which this key opens.
Lucy: We have to climb more stairs first. I think we have to go to the top.



Ben: 'Climb more stairs and look out west.'
Lucy: Which way is that?
Ben: The sun sets in the west. It's over there.
Lucy: And look at the floor down here!

Aims:
- to present a picture story
- to review language from the unit

New language: *put in order, west, set* (v), *fit*

Recycled language: characters and language from the story

Materials: CD

Language competences: Your students will be able to listen to and read a picture story. Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben, Lucy, Buster* and *Grandpa* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben, Lucy and Grandpa played a trick on Horax and Zelda. They wrote the poem in the planetarium. There wasn't a planet picture on the map. The police took Horax and Zelda to the police station. Ben and Lucy went to the campsite to look for the last line of the rhyme.*
- Elicit the five lines of the rhyme and write them on the board. Students can look back in their Student's Books: *Behind the picture in the frame / Lots of stairs. Climb thirty-three! / Climb more stairs and look out west. / Look down and find the treasure chest. / In the lighthouse you will see.*

1 CD4 24 SB pp110–111 **The last line**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of *put in order, sun sets, west* and *fit*.
- Play the recording. Students listen for where Lucy and Ben see the last line (on an oar), what the line says (There's the key to end this game), where the lighthouse is (on the beach near the campsite), what they find (a chest full of treasure), and what happens to the treasure (they give it to the museum).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Elicit and add the last line to the lines on the board.

1 WB p110 **Remember the story. Make sentences.**

Aim: to check comprehension

Key: 2 a, 3 e, 4 b, 5 d, 6 c

2 WB p110 **Complete Ben and Lucy's story. Use two words from the box in each sentence.**

Aim: to review the whole story

Key: 2 the map in the restaurant, 3 an accident in his/a car, 4 the train is in / goes into the tunnel, 5 man ... a ring, 6 trap ... in the dragon, 7 the conductor ... in the trumpet, 8 the door of the rocket, 9 the treasure in the lighthouse

Note: *Trap* can be used as a verb as well as a noun.

3 WB p110 **Write the lines of the rhyme in order.**

Aim: to review the story and practise rhyming words

Key: (In the lighthouse you will see) / Lots of stairs. Climb thirty-three! / Behind the picture in the frame / There's the key to end this game. / Climb more stairs and look out west. / Look down and find the treasure chest.

Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review the story

- Students work in nine groups.
- Each group focuses on one episode of the story.
- Groups write three comprehension questions about their episode. They write the answers under the questions.
- Collect the questions.
- Make four teams.
- Students give themselves random numbers in their teams, e.g. there are seven in a team and they number themselves at random 1–7.
- Call out a number, e.g. *Three*. Only the number 3s in the team can answer.
- Read out a question at random. The student who gives the right answer first wins a point for their team.
- Continue with another random number and another random question.

Aims:
- to talk about the meaning of the story
- to review language from the story and the unit
- to present and practise unstressed words in phrases

New language: *how long*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to say phrases such as *a (cup) of (tea)* and recognise the unstressed words *a* /ə/ and *of* /əv/.

Warm-up

Aim: to review the story

- With books closed, elicit from the class all six lines of the rhyme.
- Students put it in the correct order.

2 SB p111 **Answer the questions.**

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They answer the questions and compare answers in pairs.
- Check with the class.

Key: **1** They hire a boat for an hour. **2** They find the last line on one of the oars. **3** The lighthouse is on the beach near the campsite. **4** They find the key behind the picture. **5** Because the sun sets in the west and the sun is setting. **6** She thinks that they are stupid.

3 SB p111 **Find *a cup of tea* in the story.**

Aim: to present and practise unstressed words

- Read out the instructions for students, making sure they hear the schwa /ə/ in *a* and *of* clearly.
- Students find the cup of tea in the story.

Key: Frame 4

4 CD4 25 SB p111 **Listen and say.**

Aim: to practise saying words with the weak sound /ə/

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentences.

Note: Before hearing the Sound sentences, students will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Students listen and repeat.
- Elicit which words are unstressed (*A, of, a, of, the, just, and*).
- Focus students on how the unstressed words sound, compared with when they are stressed.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 CD4 26 WB p111 **Listen and write the missing words. Then say with a friend.**

Aim: to give students listening practice

Key: **1** it fits, **2** which way

2 WB p111 **Look and write the words once or more times.**

Aim: to give further practice with unstressed words and expressions of quantity

Key: **2** packet, **3** loaf, **4** piece, **5** can, **6** piece, **7** can, **8** packet, **9** bottle

3 CD4 27 WB p111 **Listen, say and check your answers.**

Aim: to give focused listening practice

Ending the lesson

Aim: to review unstressed words in phrases

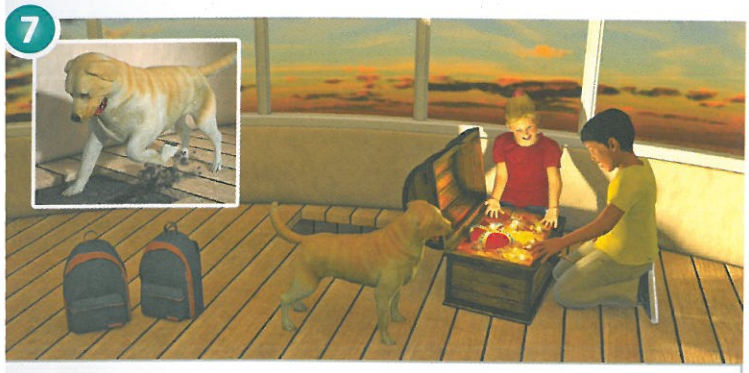
- Write two of the words from the lesson in their phrases, e.g. *a cup of tea, on the lake*. Elicit how we say the unstressed words.
- Students work in pairs. They try to think of other short phrases where *the, and* or *of* are unstressed.
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*nice, horrible, I'm not sure, quite close*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Lucy: That's it, Buster! Find the chest!
Ben: Here's the key. Look, it fits!
Lucy: Wow! This treasure is beautiful!
Ben: And now we can take it to the museum.

8



Horax: Why did I wear that ring? How stupid!
Zelda: No, it's the children who are stupid. They gave that treasure to the museum.
Horax: Again? Oh no!

2 Answer the questions.

1 For how long do Ben and Lucy hire a boat? _____
2 Where do they find the last line? _____
3 Where is the lighthouse? _____
4 Where do they find the key? _____
5 How does Ben know which way is west? _____
6 What does Zelda think of the children? _____

3 Find *a cup of tea* in the story.

4 CD 4 25 Listen and say.



A piece of cake, a cup of tea. On the lake – just you and me.

Story time

1 Think! **Read the story quickly and try to find the answers.**

1 What are the names of the children?
2 Where are the children going?
3 They find an animal. What is it?



2 CD 4 28 **Read and listen. Check your answers.**

The snares in the forest

'What are we going to do tomorrow?' asked Jane. 'The weather isn't good enough to swim.'

'We could sail a boat or make a raft,' said Tom. Jane didn't like those ideas. 'It'll rain and then we'll need to dry our clothes.' 'What about going into the forest?' suggested Jack. 'Great idea,' said Sue, 'maybe we'll find some mushrooms.'



'Do you know which mushrooms are safe to eat?' asked Jane. 'Yes, I do. I used to pick mushrooms with my grandma,' said Sue, 'and we can cook them over the fire in the evening.' The next morning, Jane, Sue, Jack and Tom walked up the hill behind the campsite and into the forest.



They didn't find any mushrooms, but they found a snare. In it there was a young rabbit. The snare was around one of its legs. The children carefully removed the snare and picked up the rabbit. Luckily it wasn't hurt and it ran away. 'Snares are bad,' said Sue angrily. The children looked around and found two more of them.



They took sticks and poked the two snares until they pulled tight. Then they put the snares safely in their rucksacks. 'Don't forget the one which caught the rabbit,' Jane said. 'No, let's leave that one here,' Jack answered, 'because I've got an idea.'

'What's that?' asked Jane. 'I'll tell you later,' said Jack. 'Let's go back to the campsite and have our dinner.'



After dinner Jack told the others his plan. Before it got dark, the four children walked up the hill and into the forest again. They arrived at the place where they found the little rabbit and put an old hat into the snare. Then they tied white T-shirts onto sticks and hid behind some trees. They waited until it was dark. After half an hour they heard two people talking.

Aim:
- to practise reading, listening and writing skills

Skills:
- reading for specific information
- listening for specific information
- writing a story

Thinking skills: interpreting the values in a story

New language: *snare, mushroom, remove, stick, poke, right, tie* (v), *shine, ghost, as fast as they could, won't, set (a snare)*

Recycled language: language from the unit, animals, narrative tenses

Materials: CD

Language competences: Your students will be able to read for specific information.
Your students will be able to listen for specific information.
Your students will be able to write a story.

Value: protecting wildlife

Warm-up

Aim: to review holiday activities vocabulary

- With Student's Books closed, write *Holiday activities* on the board and elicit the activities from the first page of the unit.
- Tell students they are going to read a story about two children on holiday.
- They predict which activities are going to be mentioned in the story. Underline them.

1 Think! SB p112 **Read the story quickly and try to find the answers.**

Aim: to practise skimming and scanning skills

Thinking skill: identifying relevant information

- Focus the students on the picture and elicit what they can see (young people sitting around a camp fire).
- Read the three questions with the class.
- They read quickly and quietly to find the answers.
- Give them a time limit, e.g. two minutes.
- Students compare answers in pairs.

Key: 1 Jane, Tom, Jack and Sue. 2 They are going into the forest to pick mushrooms. 3 A rabbit.

2 CD4 28 SB p112 **Read and listen. Check your answers.**

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Check with the class.
- Discuss the story with the class.
- Check understanding of *snare, mushroom, remove, stick, poke, right, tie* (v), *shine, ghost, as fast as they could, won't* and *set (a snare)*.
- Elicit which predictions of activities are correct from the Warm-up.

1 Values WB p112 **What can we learn from the story? Colour the words.**

Aim: to focus students on the value of protecting wildlife

Key: Don't do bad things to animals.

2 WB p112 **Look at the pictures and the letters in the box. Write the words.**

Aim: to review words from the story

Key: 1 mushroom, 2 snare, 3 ghost

3 WB p112 **Look at the pictures. Write the story.**

Aim: to practise writing skills

Key (sample answer): One day Rosy went into the forest. She had a rucksack on her back and she was carrying her digital camera. She also had a short stick. Rosy sat down in the forest. She took a carrot and some string from her rucksack and she tied the carrot onto the stick. Then she hid behind a tree and she waited. After half an hour, she saw a rabbit. It was hungry and it started to eat the carrot! Rosy took lots of photos. When she got home, she put the photos on her computer. When Rosy's friends came to her house, she showed them the photos of the rabbit and the carrot. They all laughed.

Ending the lesson

Aim: to review the stories

- Put students into groups of four.
- They read each other their stories from WB Activity 3.
- They decide which stories they like best.
- Elicit ideas for attracting other animals, e.g. What could students use to attract deer or birds?

Extension activity

Aim: to discuss the value of protecting wildlife

- Focus on how the SB story shows the value of protecting wildlife.
- Elicit why this value is important and examples of when students have protected wildlife.

Note: Some of this discussion may need to take place in L1.

Aim:
- to practise reading, speaking and listening skills

Skills:
- reading for detail
- telling a story
- listening for specific information

New language: *scare* (v)

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to read for detail.
Your students will be able to tell a story.
Your students will be able to listen for specific information.

Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Leave these on the board.

3 SB p113 **Read and make sentences.**

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow it in their Student's Books.
- Students work individually. They re-read the story and match the sentence halves.
- They compare answers in pairs.
- Check with the class.

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

4 SB p113 **Look at the pictures. Use the words to tell the story.**

Aim: to practise oral story telling

- Tell students that the aim is to practise story telling and that they don't need to tell the story exactly as it is written.
- Students use the prompts on the board from the Warm-up to help them, as well as the words in the Student's Book.
- Start the story with the class.
- Then students work in groups of four and take turns to add sentences to complete the story.
- Go around the groups and help/prompt as appropriate.

1 CD4 29 WB p113 **Listen and draw lines.**

Aim: to practise listening skills YLE

CD4 Track 29

For tapescript see TB page 123

Key: Vicky – drying her T-shirt, Fred – making the fire, Jack – putting up the tent, Sally – diving, Jane – swimming

Note: Paul is an extra name, not mentioned in the tapescript.

Ending the lesson

Aim: to encourage students to give personal responses to the story

- Ask students if they liked the story about the snare.
- Elicit what they liked about it / didn't like about it and why.
- Ask students if they have ever snared animals or seen an animal in a snare.

Extension activity

Aim: to practise memorisation

- Students look at the picture in WB Activity 1 for 30 seconds.
- They close their Workbooks.
- In pairs, they try to remember the picture. They take turns to say something they can remember.

The voices were coming closer very quickly. Then they saw two of the oldest boys from the camp. 'It's here,' said one of them. 'Look, there's a rabbit in the snare,' the other boy said. 'Let's take it, set the snare and go back. I don't like it when the forest is so dark.' The boy went to pick up the snare. At that moment, Jack shone the torch at the T-shirts. The others made horrible noises. 'Ghosts!' one boy shouted. 'Let's run!' The two boys ran away as fast as they could. Jack, Jane, Tom and Sue looked at each other and laughed. 'Those two boys won't set snares any more,' Jack said.

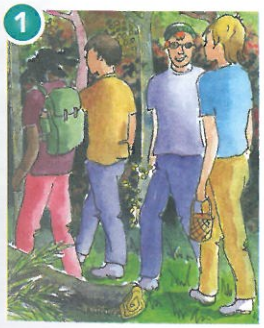


3 Read and make sentences.

1	Tom wanted to make	a	find some mushrooms.
2	The next morning the children	b	two snares and left one.
3	They wanted to	c	the forest and hid.
4	They found a	d	who came to find their snare.
5	The children took	e	a raft.
6	Later they went back into	f	white T-shirts to sticks.
7	They also tied	g	small rabbit in a snare.
8	They scared the older boys	h	walked into the forest.

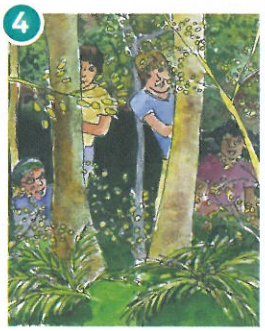
4 Look at the pictures. Use the words to tell the story.

forest mushroom snare rabbit plan rucksack T-shirt stick ghost scare







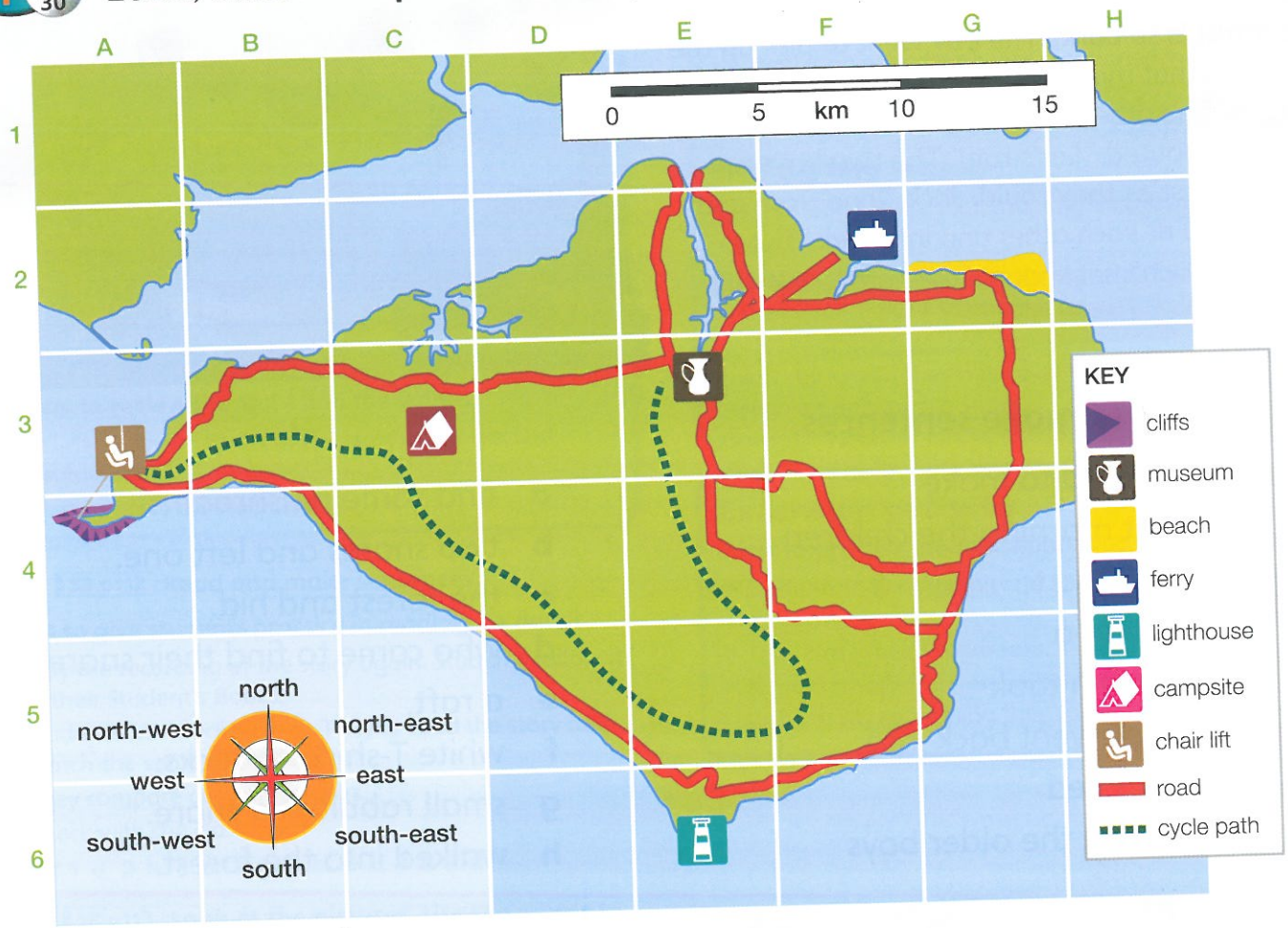




Learn and think

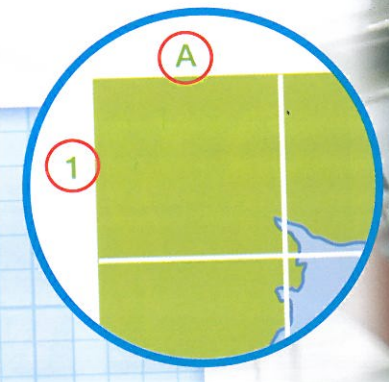
Map reading

1 CD 4 30 **Look, listen and point to the symbols on the map.**



2 **Work with a friend.** Point to the north-west.

3 Think! **Read and find on the map.**



Grid references

A **grid reference** on this map has a letter and a number.
The grid reference for the campsite is C3.

Look at the map. Tick (✓) or correct the grid references.

1 lighthouse E6 _____
2 museum G3 _____
3 ferry A3 _____
4 cliffs A4 _____

Aim:
- to integrate other areas of the curriculum through English: Geography

New language: *compass, grid reference, cliff, ferry, cycle path, chair lift, key*

Recycled language: language from the unit, countryside, compass points

Materials: CD

Language competences: Your students will be able to use known language to talk about Geography in English.

Warm-up

Aim: to introduce the topic of Geography

- Draw a simple compass on the board.
- Say *The sun sets in the west. (Remember the story?) Which is west?*
- Elicit from the class and mark *west* on the compass.
- Elicit/teach the other compass points (*east, north, south*).
- Tell students to think about what we call the point between, e.g. north and west.
- Encourage them to guess / translate from the L1. Supply *north-west* and mark it on the compass.
- Do the same for *north-east, south-west* and *south-east.*
- Elicit the word *compass.*

1 CD4 30 SB p114 **Look, listen and point to the symbols on the map.**

Aim: to extend students' understanding of map reading

- Focus students on the map and on the symbols.
- Check/pre-teach the vocabulary.
- Check students know what to do.
- Play the recording. Students point and they check their partner is pointing to an appropriate place.

Note: Students can point to more than one place on the map for, e.g. *road.*

- Play the recording again and check with the class.

CD4 Track 30

For tapescript see TB page 123

2 SB p114 **Work with a friend.**

Aim: to extend students' awareness of grid referencing

- Focus students on the speech bubble for the activity.
- Demonstrate the activity with the class.
- Students take turns to give instructions and to point. They don't point to the small compass in the picture. They point to the island.
- Draw a rough shape of the island on the board.
- Check the activity using open pairs. One student gives an instruction and another comes and points to the appropriate part of the island on the board.

3 Think! SB p114 **Read and find on the map.**

Aim: to develop students' understanding of grid referencing

Thinking skills: developing visual–spatial thinking, learning orientation on a map

- Focus students on SB Activity 3 and read the first two lines to the class.
- Write the grid reference for the campsite on the board (C3).
- Draw a square and square it up like a grid with numbers and letters.
- Show students how grid referencing works, using the square on the board.
- Students work in pairs. They either tick or correct the four grid references.
- Check as a class.

Key: 1 ✓, 2 E3, 3 F2, 4 ✓

1 WB p114 **Look and write the words.**

Aim: to consolidate understanding

Key: 2 cycle path, 3 a chair lift, 4 cliffs

2 WB p114 **Read the text. Look at the key and draw on the map.**

Aim: to practise reading skills and grid referencing

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit what they learnt about today, e.g. *compass points and symbols on maps, and how to understand and write grid references.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students use the map in WB Activity 2 as a model.
- They draw a simple island map, a key and a compass.
- Students can include new things in their keys.
- Students add things from their keys to their maps.
- Then they write a short, e.g. four-sentence, description of the island.

Aims:

- to extend the focus on Geography through English
- to enable students to complete a project

New language: *scale, neighbourhood*

Recycled language: Geography, places in a town

Materials: squared paper, rulers

Language competences: Your students will be able to talk about Geography in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Geography

- Elicit what students learnt about map reading and grid referencing in the previous lesson.
- Draw a compass on the board and elicit the compass points.

1 Think! SB p115 **Read and measure on the map on page 114.**

Aim: to extend students' understanding of map reading

Thinking skill: estimating

- Pre-teach *scale* (noting it is different from *animal scales*).
- Focus students on Activity 1 and read the introduction.
- In pairs, they measure the four distances and check the measurements and the scale.

Key: 1 ✓, 2 x, 3 ✓, 4 x

2 Think! SB p115 **What scale would you use for these maps?**

Aim: to activate students' knowledge and experience

Thinking skills: applying knowledge and reference skills learnt

- Discuss with students why it is necessary to use different scales for different maps. Give them an extreme example: the classroom / the world.
- In pairs students discuss possible scales for the four maps.
- Elicit and discuss as a class. Accept different answers as long as they are appropriate.

3 Project SB p115 **Work with a friend. Make a map of your neighbourhood.**

Aim: to enable students to follow instructions and complete a project

- Read through each section of the project.
- Remind students that the list they write will be their key and not to make it too long – about eight items.
- Students create their symbols and keys.
- Go around the pairs to check and make suggestions.
- Tell students that they only need to estimate the distances between the things in real life.
- Give them some help if they need it.
- Hand out the squared paper.
- Tell students to think about the distances on the map and the size of the paper. This will help them decide on the scale.
- They draw the outline of their maps on the squared paper and add the grid references along each axis.
- Students add the symbols and the key and finish off their maps.
- Students display their maps.

4 SB p115 **Present your map to the class.**

Aim: to practise speaking skills

- In their pairs, students present their maps to the class.
- Remind them to use the prompts and to take turns to speak.
- In large classes, presentations can be done in groups.

1 WB p115 **Look at Mia's map. Read, draw, measure and answer.**

Aim: to develop students' understanding of scale

Key: 2 1,250 m, 3 950 m, 4 750 m, 5 550 m

Note: You could go through the example with students as follows:

10 cm + 4 cm + 5 cm = 19 cm

19 × 50 = 950

2 WB p115 **Read and write *t* (true) or *f* (false).**

Aim: to check students' understanding of scale

Key: 2 t, 3 t, 4 f, 5 f

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've …*
- Elicit what students did today, e.g. *learnt more about grid referencing and drawn a map of my neighbourhood to scale.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

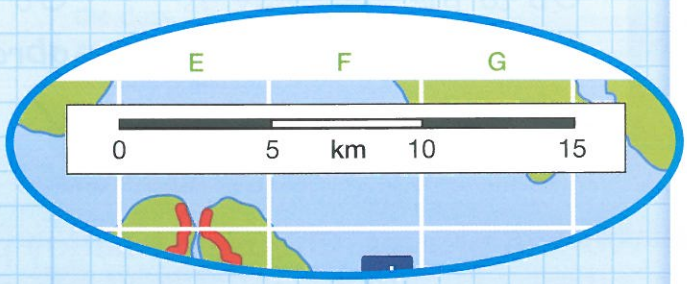
Aim: to practise report-writing skills

- Students write a report of their project.

1 Think! Read and measure on the map on page 114.

Scale

We use the **scale** of a map to find out about distance. The scale of this map is 2 cm = 5 km. This means that 2 centimetres on the map is the same as 5 kilometres on the ground.



Are these distances correct? Tick (✓) or cross (✗).

1. To get from the beach to the lighthouse, you have to drive more than 15 km. ☐
2. To get from the museum to the ferry, you have to drive about 3 km. ☐
3. To get from the chair lift to the campsite, you have to cycle about 10 km. ☐
4. The cycle path is longer than 90 km. ☐

2 Think! What scale would you use for these maps?

1. a map of your classroom
2. a map of your school
3. a map of your village, town or city
4. a map of your country

3 Project Work with a friend. Make a map of your neighbourhood.

1. Write a list of what you want to include on your map.
2. Create your own symbols and a key.
3. Guess the distances between these things in real life.
4. Decide on a scale. Draw the outline of your map with grid references.
5. Add the symbols from your key.

4 Present your map to the class.

This is a map of …

The scale is: 1 centimetre equals …

On our map you can see …

Find out

Holiday plans

1 Make a class list of holiday plans on the board.

Go to the beach	Stay at home	Go abroad	Do a holiday club	Go camping
✓✓✓✓	✓✓✓✓✓	✓	✓✓	✓✓✓✓

2 Work in groups. Choose a holiday plan. Ask and answer. Make a poster.

What are you going to do on the beach?

I'm going to read lots of books.



3 Tell the class about your poster.

Four children are going to go to the beach. Bruno is going to learn to surf.

Paulo is going to read lots of books on the beach.

Ana is going to fly her kite.

Lucía is going to eat lots of ice cream and build a big sandcastle.

Aims:
- to consolidate language from the unit
- to promote student–student cooperation

New language: *abroad*

Recycled language: language from the units, *going to*

Materials: poster paper, paints and brushes, coloured paper, material, scissors, glue

Language competences: Your students will be able to complete a survey about holiday plans.

Warm-up

Aim: to review holiday activities vocabulary

- Students work in pairs. They use the book flap to review the phrases on SB page 106.
- They close the flap so that they cannot see the phrases.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.

1 SB p116 **Make a class list of holiday plans on the board.**

Aim: to activate students' knowledge

- Tell students that they are going to do a survey to find out about holiday plans.
- Focus students on the Activity 1 examples.
- Elicit what students' holiday plans are and write each activity on the board, e.g. *stay at home.*
- Write each activity at the top of a column.
- Do a show of hands around the class for each one and put the appropriate number of ticks in the column.

2 SB p116 **Work in groups. Choose a holiday plan. Ask and answer. Make a poster.**

Aim: to further practise questions and answers, to develop creativity and teamwork

- Demonstrate the question part of the activity using the prompts. Elicit why students use *going to* (because they are talking about future plans).
- Put students into groups of four. They agree on a holiday plan, e.g. *go camping.*
- Check each group's work before they move on to the next step.
- In their groups, students ask and answer about what they are going to do and make notes about the answers. They don't have to say who is going to do what.
- Students design their posters, using the one in the Student's Book as a model.

3 SB p116 **Tell the class about your poster.**

Aim: to practise speaking skills

- Focus students on Activity 3 and on the speech bubbles.
- Tell them to prepare statements like these about their posters.
- Groups take it in turns to talk about their posters to the class.
- At the end, the class votes for the best poster and holiday plan.

1 WB p116 **Match the questions with the answers.**

Aim: to practise questions and answers

Key: 2 e, 3 f, 4 c, 5 a, 6 d

2 WB p116 **Look at Activity 1. Underline the mistakes. Then write the correct sentences.**

Aim: to practise close reading skills

Key: hotel in Spain – farm in Ireland, look after the cows – look after the dogs and the pony, she is going to France with her brother – she is going to France with her parents, she is going to build sandcastles all day – she is going to learn to surf, stay at a hotel – stay at a campsite

3 WB p116 **Write about your holiday plans.**

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the lesson

- Play a quick hands-up game.
- Call out questions one after another, e.g. *Who's going to go to the beach?*
- Students put up their hands each time. They answer truthfully (not about their posters).

Extension activity

Aim: to enable students to share information

- Put students into groups of four.
- They take turns to read the text they wrote for WB Activity 3. When they read the text, they make one mistake (as in WB Activity 2).
- The other students in the group have to guess what the mistake was.

Aim:
- to consolidate language from the unit

New language: *leaflet, fascinating, holiday camp, imaginary, prices, weekend*

Recycled language: language from the unit

Materials: paper, coloured pens

Language competences: Your students will be able to use language from the unit to make a holiday leaflet for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit.
- Students look at each other's scrapbooks and compare their work.

1 SB p117 **Read the leaflet. What do you like about this campsite?**

Aim: to practise reading skills, to enable students to talk about preferences

- Focus students on the texts and pre-teach *leaflet*.
- Elicit the name of the campsite (*Haverigg Campsite*) and what it looks like in the pictures.
- Read the leaflet through as a class.
- In pairs, students discuss what they like about the campsite.
- Elicit and discuss ideas as a class.
- Encourage students to say what they like and why.
- Focus students on how the information is presented (questions and answers, use of pictures, useful and interesting information).
- Brainstorm with the class what information is included in the leaflet: where it is, how to get there, what to do there, pictures, why it's a nice place to visit, prices, etc.

2 SB p117 **Plan a leaflet for a campsite or holiday camp.**

Aim: to practise planning skills

- Pre-teach *holiday camp* and *imaginary*.
- Read through the activity steps with the class and check they understand what to do.
- Remind students to use the points from the brainstorm in Activity 1 and to make their leaflets as attractive and interesting as possible.
- Tell students to leave the back of the leaflet blank as this will be where they stick it into their scrapbooks.
- Monitor students as they plan and lay out their leaflets and write the drafts of their texts.

3 SB p117 **Check your text.**

Aim: to practise editing skills

- Read through the three points with the class.
- Students either check their own text for these points or swap with a partner and make suggestions about their friend's text.
- Go around the class and check students' drafts.

4 SB p117 **Make your leaflet.**

Aim: to practise writing skills

- Students work individually.
- They rewrite the text and assemble their leaflets.
- Display the leaflets in the classroom before students stick them into their scrapbooks.

1 Think! WB p117 **Which one is different in each group? Look, think and circle.**

Aim: to practise classification

Thinking skill: identifying similarities and differences

Note: Accept different answers if students are able to give reasons for them.

Key: 2 ski lift, 3 eggs

2 WB p117 **Look and draw lines to make sentences.**

Aim: to review grammatical form

Key: 2 Would you like a packet of crisps? 3 How much milk is there in the fridge? 4 Can I have a can of lemonade, please?

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learnt

- Ask students what their favourite song or game is from the book.
- Do the song or game again with the class.
- Now students complete the My Super Mind section for At the campsite on page 120 of the Workbook.

Extension activity

Aim: to review key vocabulary from the units

- Students work in pairs.
- They choose one of the units and review the vocabulary on the first page of the unit.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.

My scrapbook

A holiday leaflet

9

1 Read the leaflet. What do you like about this campsite?

Come to Haverigg Campsite!



Where is it?

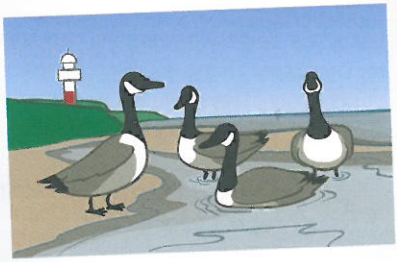
This beautiful campsite is near the beach. You can come by train from Barrow (45 minutes) or by bus from Millom (5 minutes).

What can you do here?



You can learn to surf and sail a boat here because there is a water sports centre.

Where can you visit?



There's a lake near the campsite where you can see lots of different birds. The lighthouse in Haverigg is very old, so it's a fascinating place to visit.

2 Plan a leaflet for a campsite or holiday camp.

1. Fold a piece of paper for your leaflet.
2. Choose a real or imaginary place.
3. Find or draw pictures of the correct size.
4. Write texts in pencil on small pieces of paper.
5. Arrange your pictures and texts.

3 Check your text.

1. Does your leaflet give useful information?
2. Are there any interesting adjectives?
3. Can you make longer sentences with:
   - *and*, *because*, *so* or *but*?
   - *who*, *which* or *where*?

4 Make your leaflet.

What has the campsite got?



We have got everything! This campsite has got shops and a café (with Internet).

Prices:
Small tent £30 (1 night), £50 (weekend), £120 (a week)
Big tent £45 (1 night), £75 (weekend), £150 (a week)

apescript

Well done, Ben and Lucy!

CD1 Track 03
Student's Book p. 4, Act 2

Mayor: Welcome to the town museum, everyone! Now, please welcome Mr Davidson from the museum. The children would like to give you the golden statue that they found.
Ben: We wanted this statue in a museum.
Lucy: Yes, and then everyone can see it.
Mr Davidson: Thank you, Ben. Thank you, Lucy. This really is a beautiful statue. The photographer wants to take a photo and the journalist wants to talk to you later. She wants to write about your adventure in the newspaper.
Mayor: And now, it's food and drink for everyone.
Ben: Let's have some hot dogs and some orange juice.
Lucy: No, let's try out the rollercoaster, the big wheel and the roundabout first.
Ben: OK, let's do that. Come on!
Lucy: Great!

CD1 Track 04
Student's Book p. 5, Act 1

Journalist: Hi, Ben. Can I ask you a few questions?
Ben: Sure. What do you want to know?
Journalist: Do you like going on adventures?
Ben: Yes, I do. It's amazing!
Journalist: Do you want to be famous?
Ben: No, I don't. That isn't important for me.
Journalist: What do you want to be when you're older?
Ben: That's easy. I want to be an explorer.
Journalist: Oh! What do you like doing in your free time?
Ben: I like reading books - books about treasure and adventure.
Journalist: What about Lucy? Is she your best friend?
Ben: Yes, she is. We go everywhere together. Buster likes her too!
Journalist: Erm, Buster? Who's that?
Ben: He's my dog. Lucy really likes Buster. She thinks that he's very clever.
Journalist: Ah! Does Buster help you?
Ben: Oh yes! Buster's very important in all our adventures.

CD1 Track 10
Workbook p. 7, Act 1

Dad: Hi, Emma. What was the party like?
Emma: It was great. I loved it.
Dad: Was there a band?
Emma: Yes, there was. It was a really good band. Four girls from our school. I listened to them for a long time.
Dad: Did you dance?
Emma: No, I didn't. I don't like dancing!
Dad: Was there a barbeque?
Emma: Yes, there was. And I had a big hot dog.
Dad: So did you have a lot of fun?
Emma: Yes, I did, but I didn't go on the rollercoaster. I was too scared!
Dad: A rollercoaster. Wow! Were there dodgems too?
Emma: Yes, there were. I went on them for a long time!

In the museum

CD1 Track 15
Student's Book p. 10, Act 2

Lucy: Do you really think the first line is in the museum?
Ben: The map shows a shield. Where do you find shields? In a museum.
Lucy: Well, I hope you're right.
Ben: Look at the sword, Lucy.
Lucy: Where is it?
Ben: The knight's carrying it. I'd really like to have it. And the bow and arrow.
Lucy: Yeah, it looks great. Ben, look at the queen. I'd like to have her bracelet.
Ben: What about the line from the rhyme? Where shall we look? I'd like to see things from Egypt. But the museum is so big.
Lucy: Let's ask someone.
Ben: Excuse me. Where are the things from Egypt?
Man: The Egyptian room is on the second floor. It's next to the room with a dinosaur skeleton in it.
Lucy: Thank you. Let's go, Ben. Come on, Buster.

CD1 Track 26
Workbook p. 17, Act 1

Woman: Tell me about your week, Peter.
Peter: Well, on Wednesday Grandpa took me to the museum in the city after school.
Woman: Why?
Peter: To find some information about Egyptians and their food.
Woman: Egyptians and their food?
Peter: Yes. Oh, I forgot to say that on Tuesday our teacher asked us to do projects on the Egyptians. I chose Egyptians and their food.
Woman: So are you learning about the Egyptians at school?
Peter: Yes, we started on Monday. Our teacher showed us a film at school. It was really interesting.
Woman: And you spent the rest of the week looking for information?
Peter: That's right. I saw some things at the museum, but I needed more information about them so on Thursday evening Mum and I looked on the Internet.
Woman: Did you find much?
Peter: No, not really, so on Friday I went to the school library and there I found a book all about Ancient Egyptian recipes. It's perfect!
Woman: Did you try any?
Peter: Yes. Mum sometimes makes a cake on Sundays, so today we made some Egyptian cakes! They were OK.
Woman: So your whole week was about Egypt?
Peter: Er, no, not all of it. I played football on Saturday.
Woman: Yesterday?
Peter: Yes, that's right. I didn't think about Egypt all day.

CD1 Track 27
Workbook p. 19, Act 1

Audio guide: Welcome to the early human gallery. The exhibits in this gallery are very old.
Number 1 is very interesting. It's bone, but archaeologists think people used it for catching fish.
How about number 2? These look very different from your clothes, but we think early humans made clothes from these animal skins.
Number 3 was very important for early humans. They cut this type of stone and used it for making fire.
Archaeologists think that number 4 is a very early form of money. Later, people put pictures of people on their coins, like we have today, but this coin is much older.
And number 5? How did they use these sticks? When archaeologists looked at these sticks in the ground,

they thought that people used them for making a tent, for sleeping in or for keeping warm. They put animal skins round the sticks.
And finally, number 6. Again, this was very important. Early humans needed to eat. We think they used a spear like this for catching animals, for food. The spear has a rope, or line, with it. Early humans threw the spear and this line made it easier to find.
We now move on to the Egyptian gallery ...

The world around us

CD1 Track 29
Student's Book p. 22, Act 2

Lucy: It's great that your grandpa took us on this lovely walk.
Ben: Yes, but I'm still thinking about the map.
Lucy: Me too. This next clue is a real puzzle.
Grandpa: OK, kids. Are you ready?
Ben: In a minute, Grandpa. I'm still a bit tired.
Lucy: Where are we going next?
Grandpa: We're going to follow the path down to the river and then to the lake.
Ben: Grandpa, I'm very hungry.
Buster: Woof, woof, woof!
Grandpa: Ah, Buster is also hungry. OK. Look at the field. Can you see the small village?
Ben: Yes, I can.
Grandpa: There's a very nice restaurant there.
Ben: Great! And how long will it take us to get there?
Grandpa: About an hour.
Ben: Oh no!
Grandpa: We can play a game as we walk. I spy with my little eye something with the letter 'l' in it.
Ben: Is it 'village'?
Grandpa: No, it isn't.
Lucy: Is it 'island'?
Grandpa: Yes, it is. Well done, Lucy. Your turn.

CD1 Track 34
Student's Book p. 25, Act 1

Grandpa: When I was a young man, 40 years ago, I could climb the highest mountains.
Grandson: Could you really do that?
Grandpa: Yeah, and I could run up mountains with a big rucksack on my back.
Grandson: Wow! Could you run fast?
Grandpa: Yes, of course, and I could run 20 kilometres without stopping.
Granddaughter: You're the best.
Grandpa: I could jump higher than a tree.
Granddaughter: Fantastic!
Grandpa: I could swim for ten hours in a cold lake - no problem.
Grandson: That's amazing!
Grandpa: I could swim in rivers full of dangerous fish, but ...
Grandchildren: But what?
Grandpa: But only when I was dreaming. I couldn't do it when I was awake!

CD1 Track 40
Workbook p. 28, Act 1

Boy: Hi, Kate. Did you have a good time on your birthday? Sorry I couldn't be there! Did you have a big party?
Kate: It wasn't very big, but we had lots of fun. There was my friend Lisa and then of course my sister.
Boy: Nice presents?
Kate: Yes, thanks, and an amazing cake! I got lots of birthday cards and great presents ... Erm ... a book about butterflies, a new pencil case and roller skates.
Boy: Sounds excellent. So it was a good birthday?
Kate: Yes, but my favourite present was the night walk.
Boy: The night walk?
Kate: Yes. Dad took us all out for a walk when it was dark. At half past nine, he drove us to the car park behind the stadium, and then we started to walk into the forest.
Boy: Into the forest? Wasn't it scary?
Kate: Well, it was a bit scary, but it was also very exciting. There was some wind, so the trees were moving and they looked like ghosts.
Boy: I'm not sure I'd like that.
Kate: Well, the next bit was really scary.
Boy: Why? What happened?
Kate: My Uncle Tom was waiting behind a tree. He jumped out and went 'Boo!' We were so scared and then we really laughed. My dad told Uncle Tom about the walk and asked him to do it.
Boy: That's brilliant! Your dad's great!
Kate: Yes, he is. Anyway, then Uncle Tom gave me a book about ghosts and he came home with us for some birthday cake. We had a really great time.

CD1 Track 41
Student's Book p. 29, Act 1

Interviewer: Jack, what's your favourite place?
Jack: My favourite place. Let me think ... I know. It's a mountain. I sometimes hike up it with my parents. I like it up there. It's a wonderful place to watch birds.
Interviewer: Vicky, what's your favourite place?
Vicky: Well, I don't like mountains. My favourite place is an island in Beaver Lake. We go there by boat. I love having picnics there. Sometimes my dad catches fish there too.
Interviewer: John, what about you? What's your favourite place?
John: It's the small village where my grandma lives. I live in a big city, but I know all the children in the village and I've got lots of friends there. We play football, table tennis and other games.
Interviewer: Mary, what's your favourite place?
Mary: It's our farm. I like feeding the animals. My favourite animal is my pony. I ride him every day when I have time.
Interviewer: Sally, what's your favourite place?
Sally: It's the big river near our village. It's a great place for swimming and we often go there. The water isn't very warm, but that's OK.

CD2 Track 03
Student's Book p. 34, Act 2

Ben: That was a great day, Grandpa.
Grandpa: Well, I had a good time too. It's always good to see you and your friends, Ben.
Lucy: Wow! Look at the lightning.
Grandpa: Yes, the weather's awful.
Ben: So can you tell us your story, Grandpa, please?
Lucy: Yes, please tell us.
Grandpa: OK ... What's that?
Lucy: An accident! Oh no!
Grandpa: I'm calling 999. ... Hello.
Emergency services: How can I help you?
Grandpa: There's a fire in a car on Mill Road and there's a man in the car. He can't get out. Please send a fire engine and an ambulance.
Emergency services: Right, an ambulance is on its way. And I'm sending a fire engine as quickly as possible.

Danger!

CD2 Track 04
Student's Book p. 35, Act 1

1 **Boy:** I was climbing a tree at my grandma's house. I fell out of the tree and broke my leg.
2 **Girl:** We were in the park. We were riding our bikes. I fell off and I hurt my arm.
3 **Man:** I was driving very fast. I wanted to get home. I didn't see the tree on the road. I couldn't walk after the accident, so they put me on a stretcher to bring me to hospital.
4 **Girl:** I was with my friends. We were running around the swimming pool. The floor was wet. I fell and I hit my head.

Two return tickets

CD2 Track 17
Student's Book p. 46, Act 2

Ben: Well, here we are. The station. The next symbol on the map is a piece of train track, so let's look for the next line here.
Lucy: In the station? No, let's get on a train!
Ben: OK! Where shall we go?
Lucy: Hmm. 'London, Cambridge, Oxford, Hull, Blackhill.' Yes! I've got an aunt in Blackhill. Let's go there!
Ben: Right. Where's the ticket office?
Lucy: It's over there. Let's get our tickets.
Ben: And then we can get something to drink. I'm thirsty. Yes, let's have a cup of coffee.
Lucy: Coffee? I don't like coffee.
Ben: A cup of tea, then? Just kidding.
Lucy: Right. First the tickets, then the drinks.
Ben: Two return tickets to Blackhill, please.
Ticket office clerk: Two return tickets to Blackhill. OK.
Lucy: How much is it?
Clerk: That's £28.
Ben: Here you are. When does the next train leave?
Clerk: At half past eleven from platform 2.
Ben: Thank you. Come on, Buster, we're going to get a drink and a bowl of water for you.
Lucy: Let's take the escalator.
Ben: Oh dear. Buster doesn't like escalators. Sorry, Buster, but the stairs are on the other side. Come on, boy.

CD2 Track 28
Workbook p. 52, Act 1

1 **Who was on the platform?**
Woman: Tell me, Max, how was your train journey?
Max: It was really exciting.
Woman: Oh? Tell me more!
Max: Well, I was waiting at the platform. There was this old lady with a big suitcase. Next to her were two men and one of the men had a small suitcase.
2 **Who was on the train?**
Woman: I see. And then did you get on the same train as the old lady?
Max: Yes. I helped her with her suitcase. And guess what? The two men from the platform were also in our compartment.
Woman: So there was the old lady, the two men and you.
Max: That's right.
3 **What happened after the tunnel?**
Woman: So ... what happened?
Max: Well, a few minutes later there was a tunnel and after the tunnel there was only one man in the compartment. And I saw that the old lady's big suitcase wasn't there any more, so I told her.
Woman: I can't believe it! And was the other man there?
Max: Yes, he was.
Woman: What about the small suitcase?
Max: Yes, that was there too.
4 **What happened at the station?**
Woman: So did someone call the police?
Max: Yes. When I said the suitcase was missing, the man phoned the police, so at the next station the police officers were waiting for the man with the big suitcase.
Woman: Did the old lady get her suitcase back?
Max: Yes. One police officer took the suitcase and gave it back to the old lady on the train. The other police officer stayed on the platform with the thief.
5 **What did the old lady do?**
Woman: Was the old lady happy?
Max: Yes, of course. She opened her suitcase and gave both the man and me a box of chocolates!
Woman: Fantastic! What a story!

CD2 Track 29
Student's Book p. 53, Act 1

1 When's the next train to London, please? / At quarter to six. / Thank you. / You're welcome.
2 When's the next train to Cambridge, please? / At eight o'clock. / Thank you very much.
3 When's the next train to Hull, please? / At half past nine. / At half past five? / No. At half past nine.
4 When's the next train to Bristol, please? / At quarter past four. / Thank you. / You're welcome.
5 When's the next train to Oxford, please? / At quarter to eleven. / At quarter to eleven? / Yes, that's right.
6 When's the next train to Newcastle, please? / At half past seven. / Thank you very much.

Police!

CD2 Track 32
Student's Book p. 58, Act 2

Ben: So come on, Grandpa. Tell us the story. Why did you know the man in the restaurant?
Grandpa: OK. A long, long time ago, I was a police officer.
Ben: Yes, we know that.
Grandpa: Well, for 20 years I chased after a criminal. He was very, very clever.
Lucy: Who was he?
Grandpa: Look at these photos. This was the man.
Lucy: But there are three different men in these photos. Look, this man's got short hair. It's blonde and curly. And he's got a beard.
Ben: Yes, and this man's got long hair. It's dark and curly and he's got a moustache.
Grandpa: I know. But I promise these men are all the same. They are all photos of a man who we called 'The Mysterious H'.
Ben: But what was his real name?
Grandpa: We didn't find out. But let me tell you more about this terrible criminal.
Ben: Great! We want to know everything.

CD2 Track 37
Student's Book p. 61, Act 1

Ben: So, Grandpa, what was it like being a police officer?
Grandpa: It was fun, but it was difficult too.
Ben: Why?
Grandpa: Well, we had to be really careful. We were chasing some really dangerous criminals.
Ben: Like The Mysterious H?
Grandpa: Yes, and we had to keep everything secret. I couldn't even tell your grandmother.
Ben: Wow! Did you wear a uniform?
Grandpa: Yes, we had to wear a uniform. And we had to wash our uniform every week. We couldn't be messy.
Ben: Oh no. I couldn't be a police officer!

Mythical beasts

CD3 Track 03
Student's Book p. 70, Act 2

Lucy: What are we doing here?
Ben: We're looking for the next symbol. Look! There's the dragon which I was thinking of. I used to come to this park with Grandpa.
Lucy: But the next symbol is a horn, not a dragon.
Ben: I know, but this dragon's got a horn. Look! And now look at the horn on the map, here.
Lucy: Oh yes. It's the same one! This is the right place. Brilliant! Now, let's find the line of the rhyme.
Ben: Hmm. Let me see. It isn't on the neck ... the back ... or the tail. No, I can't see a line here.
Lucy: On the tongue, maybe?
Ben: Let's have a look.

CD3 Track 04
Student's Book p. 71, Act 1

Quiz show host: Question number 1: The biggest dinosaur was longer than ten cars. This is ... true. It was Argentinosaurus, a dinosaur with a very long neck and was about 35-40 metres long. The biggest dinosaurs were plant-eaters ... because they couldn't run!
Question number 2: The fastest dinosaurs could run at 60 km/h. This is true. Scientists think that these dinosaurs looked like big birds.
60 km/h is fast, but this would not be the fastest animal on land today. The cheetah is faster. It can run at more than 100 km/h.
Question 3: T-Rex, or Tyrannosaurus Rex, was one of the most dangerous dinosaurs. This is true. T-Rex had very sharp teeth and it was a meat-eater. We used to think it was the biggest meat-eater, but scientists found a bigger dinosaur in Argentina, the Giganotosaurus, that's Gi-ga-no-to-saurus.
Question 4: The heaviest dinosaur was more than 80,000 kilos. This is ... true. 80,000 kilos, or 80 tons, is more than 17 African elephants. And what was it? Argentinosaurus, of course - the biggest and heaviest dinosaur.
And now the questions that you answered. You called and you gave us your answer.
Question 5: The best dinosaur film is called 'Planet of Dinosaurs'. This is ... false. Some people say that 'Planet of Dinosaurs' was a good film, but 'Jurassic Park' was better. Most people said 'Jurassic Park' is the best dinosaur film, so the answer is ... false.
Question 6: The worst dinosaur film ever made was 'Legend of the Dinosaurs'. This is what many people said, so we say ... the answer's true!

CD3 Track 08
Student's Book p. 73, Act 1

1 A centaur is half horse and half human. It's got the body of a horse, and the head and chest of a man.
2 Pegasus has got the body of a horse, but it's got wings and can fly very fast.
3 The Sphinx is a mythical creature that looks like a lion with a human head.
4 The Phoenix is a mythical bird. It's got very big wings and beautiful red and golden feathers.
5 A mermaid is half human and half fish. She's got the head of a woman and a fish's tail, and she's got lots of scales.
6 A unicorn looks like a white horse, but it's got a long horn in the middle of its head.

CD3 Track 14
Student's Book p. 76, Act 1

1 Where did Paul find the book?
Paul: Listen. I've got a great book about dinosaurs. It's fantastic!
Girl: Did you get it from the library?
Paul: No. I found it.
Girl: You found it? In the street?
Paul: No. I was in the cellar and there was this box. I opened it - and there it was!
Girl: Wow! Fantastic!
2 Where did the dinosaurs in the book live?
Paul: I really loved the book. It was about dinosaurs.
Girl: Yes. You said so.
Paul: Guess where they lived?
Girl: In a forest?
Paul: No, they didn't. It's a funny book, really. The dinosaurs didn't live in a forest.
Girl: Ah, I know. They lived under water, in a lake?
Paul: No, they didn't live under water. They lived in an old castle.

3 What did they eat?

Girl: The dinosaurs lived in a castle. What kind of food did they eat there?

Paul: Well, what do you think?

Girl: They ate all the trees near the castle.

Paul: No, they didn't.

Girl: Oh, really. So they ate mice and other small animals.

Paul: No, they didn't. They loved the vegetables in the garden.

4 What happened to the book?

Girl: So are you still reading the book?

Paul: No, I'm not. I finished it on Monday.

Girl: So can you give it to me, please?

Paul: No, sorry, I can't.

Girl: Come on. What's that book under your bed?

Paul: It's another book. From the library.

Girl: I see. Did you give it to your sister for her birthday?

Paul: No, I didn't. I took it to school, but when I came home it wasn't in my bag any more.

5 What did Paul give his sister?

Girl: So you didn't give Sarah a book?

Paul: No, I didn't. She doesn't like books very much.

Girl: What does she like?

Paul: She loves sports.

Girl: Oh, really. So did you give her a skateboard?

Paul: No, I didn't. Skateboards are very expensive.

Girl: So, tell me, what did you give her?

Paul: I gave her a cap.

Girl: A cap?

Paul: Yes. She sometimes plays tennis, and she can wear it when she plays tennis.

Girl: That's a good idea.

Orchestra practice

CD3 Track 17
Student's Book p. 82, Act 2

Lucy: Maybe the next line's here - at our orchestra practice. And we're the first ones here so let's have a look around.

Ben: Good idea. The map shows a harp and I can't think of any other musical places in town. Do you think it's on one of the instruments maybe?

Lucy: I don't really know. Let's check.

Ben: Let me see. It isn't on the violin, or the trumpet, or the triangle.

Lucy: And it isn't on the keyboard or the drums either.

Ben: Ah, here are the others. We must stop looking now.

Lucy: OK. We can look for the line again in the break.

Ben: Yeah, let's do that.

CD3 Track 19
Student's Book p. 83, Act 1

Tom and Theo: Hello, Mr Parker.

Mr Parker: Hello, Tom, Theo. Can I help you?

Tom: We can't find our guitars.

Mr Parker: Your guitars? Hmm. Let me see. Now, Tom, is this yours?

Tom: No. Mine isn't brown. Mine's red. I think the brown guitar is Rosy's. Yes, that's hers.

Mr Parker: So that red guitar over there in the corner ... is that yours?

Tom: Yes, that's mine. Thank you!

Mr Parker: And now Theo. What about this blue guitar?

Tom: Yes, that's his. Theo, that's yours, isn't it?

Theo: This one here? Oh yes. Sorry, Mr Parker!

Mr Parker: Hello, Jade. Hi, Hannah. Can I help you?

Jade: We can't find our recorders.

Mr Parker: Just a moment. Are those recorders yours?

Hannah: No, they aren't ours. You see those two girls in Year 6? The recorders in the green cases are theirs.

Jade: Ours are in blue cases.

Mr Parker: Blue cases ... Ah, I think I saw them. Yes, here you are. Let's have a look. Are these yours, girls?

Jade: Yes, that's right. Thank you. Mine is black and white and Hannah, yours is brown, yes?

Hannah: That's it. Thanks, Mr Parker.

CD3 Track 23
Student's Book p. 85, Act 1

Claire's the girl who plays the drums.
Vicky's the girl who plays the trumpet.
The instrument which Josh plays is the saxophone.
The instrument which Connor plays is the recorder.
The house where Mark lives is green.
The house where Christina lives is pink.

CD3 Track 29
Student's Book p. 88, Act 1

1 [Sound of deer] These are deer fighting.
2 [Sound of wolf] This is a wolf howling.
3 [Sound of boar] This is a boar looking for food.
4 [Sound of woodpecker] This is a woodpecker pecking a tree.
5 [Sound of bear] This is a bear growling.

CD3 Track 31
Student's Book p. 90, Act 1

1 [Sound of gentle bangs on a drum]
2 [Sound of loud bangs on a drum]
3 [Sound of someone plucking a rubber band, making a high sound]
4 [Sound of someone plucking a rubber band, making a low sound]

CD3 Track 32
Student's Book p. 90, Act 2

Sound is a form of energy. Sound with lots of energy is loud, like this. Sound with a little energy is ... ssshhh ... quiet, like this. Movements in the air carry the energy. We call these 'vibrations'.
[Sound of vibrations]
When these movements, or vibrations, are fast, you hear a high note.
[Sound of high vibrations]
When they are slow, you hear a low note.
[Sound of low vibrations]
1 [Sound of gentle bangs on a drum]
When the stick is lower, nearer the drum, you can't hit the drum with very much energy. That makes the sound quieter.
Which photo is it?
2 [Sound of loud bangs on a drum]
When the stick is higher, you can hit the drum harder, with more energy. That makes the sound louder.
Which photo is it?
3 [Sound of someone plucking a rubber band, making a high sound]
When the rubber band is longer, it is tighter. When it is tighter, it moves - or vibrates - faster. Faster vibrations make a higher note.
Which photo is it?
4 [Sound of someone plucking a rubber band, making a low sound]
When the rubber band is shorter, it is looser. When it is loose, it moves - or vibrates - more slowly. Slower vibrations make a lower note.
Which photo is it?

In the planetarium

CD4 Track 03

Student's Book p. 94, Act 2

Lucy: The planetarium, of course! Good thinking, Ben!

Ben: Well, it was my grandpa who had the idea. I'm going to phone him at home now to tell him that we're here. ... Hi, Grandpa. It's Ben. We're at the planetarium. I'm sure you're right about the next line. ... No, Horax and Zelda aren't here. Just us, oh and an astronaut! Bye.

Lucy: Now, does the map say anything about planets?

Ben: Let me see. It says:
'Look at the planets,
Look at the stars.
Find the line which you need
In the place where you are.'

Lucy: Look at the planets. Hmm.

Ben: What about on the telescope? There's one next to the ticket office.

Lucy: That's a good idea. Let's go and check.

CD4 Track 13

Student's Book p. 100, Act 1

1 **Man:** Can you see the astronaut?

Boy: Yes, I can.

Man: See the flag he is holding? I want you to colour that flag.

Boy: What colour?

Man: What colour would you like to do it?

Boy: How about yellow?

Man: Lovely. A yellow flag.

2 **Man:** Now find the rocket.

Boy: Got it.

Man: Let's colour this two colours. Red and ...

Boy: Green.

Man: OK, red and green. That will look good.

3 **Man:** Look at the smallest alien, the one holding a banner.

Boy: A banner? Oh, where it says 'Welcome to the ... '?

Man: That's right. A banner is a big message for people to read. On the banner I want you to write 'moon'. Can you do that?

Boy: Sure. Now it says 'Welcome to the moon'.

4 **Man:** And now let's colour the smallest alien.

Boy: OK. What colour?

Man: Colour him blue.

Boy: Not green?

Man: No. Let's have a blue alien for a change.

5 **Man:** OK, last one. Can you see the speech bubble?

Boy: Coming from the astronaut's mouth?

Man: Yes. What shall we write in that?

Boy: What about 'Hello'?

Man: OK, 'Hello'. Write that.

Boy: Finished.

Man: Fantastic! What a lovely picture!

Boy: Thank you.

At the campsite

CD4 Track 17

Student's Book p. 106, Act 2

Ben: So here we are at the campsite.

Lucy: Yes, it looks great. We can really have fun here. We can sail a boat or make a raft.

Ben: But we aren't here to have fun. First we must put up our tent. I must dry some of my clothes. Then we must find the last line from the rhyme. Where shall we look?

Lucy: The map shows an oar. Let's go to the rowing boats.

Ben: OK. Let's hire a boat and have a look around.

Lucy: I'm so happy that Horax and Zelda aren't here any more.

Ben: Yes. They can't do anything now that they are both in prison.

Lucy: And I still can't believe your grandpa's news.

Ben: Yes. Horax is the son of The Mysterious H. It's amazing!

CD4 Track 22

Student's Book p. 109, Act 1

Girl: What are you doing?

Mum: I'm preparing food for our camping trip.

Girl: Can I help you?

Mum: Yes, of course.

Girl: How much bread do we need?

Mum: Two loaves, I think.

Girl: And how many eggs?

Mum: Eggs? Eight. But we have to boil them first.

Girl: How much cheese do we need?

Mum: Two big pieces.

Girl: How many tomatoes do we need?

Mum: Four, I think.

Girl: What about juice? How much juice do we need?

Mum: Hmm. We need three bottles of juice.

Girl: Mum, what about chocolate and crisps?

Mum: Do we need chocolate and crisps?

Girl: Well ... I'd like to take some!

Mum: OK. How much chocolate do we need?

Girl: Erm, I think we need two bars of chocolate!

Mum: OK then. And crisps?

Girl: Maybe four packets?

Mum: Four packets of crisps! OK. Put them over there.

CD4 Track 29

Workbook p. 113, Act 1

Boy: Hey, Liam, what's that picture?

Liam: It's the summer camp where I went last year.

Boy: Cool. Let's have a look. So who's that sailing the boat?

Liam: That's Daisy. She's one of my best friends.

Boy: She looks good at it.

Liam: Yes, she is. Not like Vicky. Vicky wasn't very good at sailing, so she was often in the water!

Boy: Is Vicky in the picture?

Liam: Yes, she's the girl who's drying her T-shirt. She had to dry her clothes every day because she was in the water so often!

Boy: Poor Vicky!

Liam: She didn't mind. She liked Fred, our group leader, and she wanted Fred to make fires for her!

Boy: So is that Fred who's making the fire in this picture?

Liam: Yes, that's right. And look at Vicky. She's really happy, isn't she?

Boy: Hmm, very clever! And who's trying to put up their tent?

Liam: Let me see. Oh yes, that's Jack, of course. Every morning he had to put up his tent because every night it fell down!

Boy: And the girls in the water, who are they?

Liam: That's Sally diving in.

Boy: Wow! I can't dive. And who's the girl who's swimming?

Liam: I think that's Jane who's swimming. It's difficult to see, but I know Jane loves swimming so it's probably her. She spent most of the week in the water!

Boy: Like Vicky!

CD4 Track 30

Student's Book p. 114, Act 1

Beach, campsite, chair lift, cliffs, cycle path, ferry, lighthouse, museum, road

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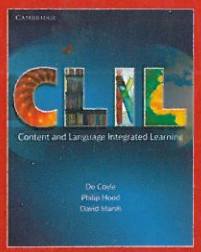

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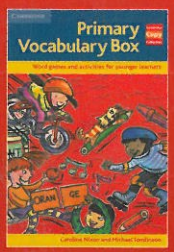

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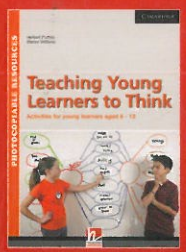

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