

Ministerul Educației și Cercetării Științifice

Limba modernă - engleză

Clasa a IV-a
Semestrul al II-lea

Teacher's Book

Jenny Dooley – Virginia Evans



Express Publishing

UniScan
educațional

Uniscan Grup Educațional

Acest manual este proprietatea Ministerului Educației și Cercetării Științifice.

Manualul școlar a fost aprobat prin Ordinul Ministrului Educației Naționale și Cercetării Științifice (OMENCȘ) nr. 5134 din 05.09.2016, în urma evaluării, și este realizat în conformitate cu programa școlară aprobată prin Ordinul Ministrului Educației Naționale nr. 5003 din 02.12.2014.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând cu anul școlar 2016 - 2017.

Inspectoratul școlar

Școala / Colegiul / Liceul

ACEST MANUAL A FOST FOLOSIT:

| Anul | Numele elevului | Clasa | Anul școlar | Aspectul manualului* | | | |
|------|-----------------|-------|-------------|----------------------|------------|----------------|------------|
| | | | | format tipărit | | format digital | |
| | | | | la primire | la predare | la primire | la predare |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: **nou**, **bun**, **îngrijit**, **neîngrijit**, **deteriorat**.

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

Ministerul Educației și Cercetării Științifice

Limba modernă - engleză

Clasa a IV-a
Semestrul al II-lea

Teacher's Book

Jenny Dooley – Virginia Evans

Programa școlară pentru disciplina LIMBA MODERNĂ Clasele a III-a – a IV-a,
aprobată prin Anexa nr. 2 la ordinul ministrului educației naționale nr. 5003/02.12.2014

Siguranța copiilor pe Internet



031.80.80.000
www.helpline.sigur.info

80 pagini

116.111 - numărul de telefon european de asistență pentru copii

Contents

Introduction p. IV
 Programme (Contents & Syllabus) p. XII

Module 4

Module 5

| | Competences | Vocabulary | Structures | Project |
|---|---|---|--|--|
| Starter Unit (pp. 4-7) Let's start! | 2.1 Request and provide information on home, family, address, people, hobbies, habits. 4.2 Write simple messages about oneself and others. | <ul style="list-style-type: none"> • revision • habits | revision | |
| Unit 7 (pp. 8-13) 7a Animal elections 7b The new president 7c Animal homes | 1.1 Identify details of clearly articulated simple messages in known contexts. 1.3 Develop interest and general comprehension of a variety of simple oral messages (films, songs for children) 2.1 Request and provide information on home, family, address, people, hobbies, habits. 3.1 Identify information in simple texts. | <ul style="list-style-type: none"> • animals • habitats | <ul style="list-style-type: none"> • comparisons | Write about your country |
| Unit 8 (pp. 14-23) 8a A little green man 8b Who was it? 8c Just the other day Troll Tales! 4 Go Green! 4 Our World Checkpoint (Units 7 - 8) | 1.1 Identify details of clearly articulated simple messages in known contexts. 1.3 Develop interest and general comprehension of a variety of simple oral messages (films, songs for children) 2.1 Request and provide information on home, family, address, people, hobbies, habits. 2.3 Describe objects or houses. 3.1 Identify information in simple texts. 4.1 Fill in a form with personal information. | <ul style="list-style-type: none"> • feelings • adjectives • buildings | <ul style="list-style-type: none"> • was/were | Write about what you were like as a baby |
| Unit 9 (pp. 24-29) 9a Knights and castles 9b It kicked me! 9c A knight for a day! | 1.1 Identify details of clearly articulated simple messages in known contexts. 1.3 Develop interest and general comprehension of a variety of simple oral messages (films, songs for children). 2.1 Request and provide information on home, family, address, people, hobbies, habits. 2.2 Identify and present everyday activities. 2.3 Describe objects or houses. 3.1 Identify information in simple texts. | <ul style="list-style-type: none"> • knights • castles • kings • queens | <ul style="list-style-type: none"> • present simple • present continuous | Write what you did last weekend (★ optional) |
| Unit 10 (pp. 30-39) 10a Willow's story 10b I love this tree! 10c A better place Troll Tales! 5 Go Green! 5 Our World Checkpoint (Units 9 - 10) | 1.1 Identify details of clearly articulated simple messages in known contexts. 1.3 Develop interest and general comprehension of a variety of simple oral messages (films, songs for children). 2.1 Request and provide information on home, family, address, people, hobbies, habits. 2.2 Identify and present everyday activities. 3.1 Identify information in simple texts. | <ul style="list-style-type: none"> • verbs • jobs • famous people | <ul style="list-style-type: none"> • present simple | Write about a famous person |

Competences

Vocabulary

Structures

Project

| | | | | |
|--|---|---|--|---|
| <p>Unit 11 (pp. 40-45)</p> <p>11a The fairy garden 11b Helping Erlina 11c The wishing well</p> | <p>1.1 Identify details of clearly articulated simple messages in known contexts. 1.3 Develop interest and general comprehension of a variety of simple oral messages (films, songs for children)</p> <p>2.1 Request and provide information on home, family, address, people, hobbies, habits. 2.3 Describe objects or houses. 3.1 Identify information in simple texts.</p> | <ul style="list-style-type: none"> • fairy animals • months • ordinals | <ul style="list-style-type: none"> • question words • will (🌟optional) | <p>Write what life will be like in the future (🌟optional)</p> |
| <p>Unit 12 (pp. 46-55)</p> <p>12a We're going to fly 12b Port Fairy 12c Fly away!</p> <p>Troll Tales! 6 Go Green! 6 Our World Checkpoint (Units 11 - 12)</p> | <p>1.1 Identify details of clearly articulated simple messages in known contexts. 1.3 Develop interest and general comprehension of a variety of simple oral messages (films, songs for children)</p> <p>2.1 Request and provide information on home, family, address, people, hobbies, habits. 2.2 Identify and present everyday activities. 2.3 Describe objects or houses. 3.1 Identify information in simple texts. 4.1 Fill in a form with personal information.</p> | <ul style="list-style-type: none"> • holidays • things to take on holiday • holiday activities | <ul style="list-style-type: none"> • be going to | <p>Write about your holiday plans</p> |
| <p>Our School (pp. 56-58)</p> | <p>2.1 Request and provide information on home, family, address, people, hobbies, habits. 2.2 Identify and present everyday activities. 3.1 Identify information in simple texts. 4.1 Fill in a form with personal information.</p> | | | |
| <p>Round-up (pp. 59-61)</p> | <p>3.1 Identify information in simple texts. 4.1 Fill in a form with personal information.</p> | | | |
| <p>Happy Easter! (pp. 62-63)</p> | <p>1.2 Follow simple guided instructions in order to achieve an objective. 2.3 Describe objects or houses. 3.1 Identify information in simple texts.</p> | | | |
| <p>Father's Day (pp. 64-65)</p> | <p>1.1 Identify details of clearly articulated simple messages in known contexts. 2.1 Request and provide information on home, family, address, people, hobbies, habits.</p> | | | |
| <p>Fun Time (pp. 66-79)</p> | <p>1.2 Follow simple guided instructions in order to achieve an objective. 2.3 Describe objects or houses. 3.1 Identify information in simple texts. 3.2 Identify important information in texts that present events. 4.1 Fill in a form with personal information. 4.2 Write simple messages about oneself and others.</p> | | | |
| <p>Evaluation (p. 80)</p> | | | | |

Round-up/Fun Time Key & Tapescripts Instruments for Evaluation p. 81(T)
p. 84(T)

Activity Book Key & Instructions

p. 89(T)

Introduction to the Teacher

- This course is specially designed to introduce young learners to the English language. The syllabus is based on graded structures and vocabulary enabling pupils to use English effectively and ensuring that they enjoy themselves while learning. All four skills (*listening, speaking, reading and writing*) are developed through a variety of communicative tasks and key language is recycled regularly. It is ideal for young learners as it encourages **active, holistic** and **humanistic** learning, thus developing a keen interest in the English language.
- The course comprises three modules. Each module consists of two units. It is aimed at pupils who come under the category of A1, Basic User.

★ A1 Basic Users

Pupils in this category can understand and use some basic vocabulary and expressions related to their own personal, concrete world. They can communicate in simple exchanges, introduce themselves and ask and answer questions in a simple, repetitive way. Simple interaction is feasible, provided the other person speaks clearly and slowly and is prepared to assist.

★ Components

• Pupil's Book

The **Pupil's Book** has been designed to appeal to, as well as involve, the pupils in language learning. New words and structures are presented in a clear and effective way by means of chants, songs and picture word association. New language is presented in context through lively dialogues. A variety of functional exercises, songs and games help pupils practise the key language in a memorable and enjoyable way.

The course is modularised; therefore, in each module the pupils are thoroughly exposed to the new language and achieve competency in the target language at a faster pace. Each module has its individual aims, and at the end of the module the pupils, with the help of their

teacher, can record their progress in English. The teacher has the opportunity to recycle and further consolidate any language items upon completion of the *Checkpoint* section. In addition, through the *Pupil's Self-Assessment Forms* (found in the *Teacher's Book*), the pupils can assess their progress and develop their language awareness and independence. (See *Instruments for Evaluation*, p. VI.)

It contains the following modules and their objectives:

Module 4: *animals, habitats, feelings, buildings, personal qualities;*

Module 5: *knights, castles, kings, queens, famous people;*

Module 6: *fairy animals and flowers, months, ordinals, holidays, things to take on a holiday and holiday activities.*

The **Pupil's Book** also incorporates a variety of appealing additions: **Troll Tales** is a series of episodes in a cartoon story aimed at providing real language input and reading for pleasure. In addition, through the **Go Green!** section the pupils are given the opportunity to learn about the environment and become more aware of various environmental issues in a fun and creative way. The pupils are also familiarised with the culture and way of life in other countries through the **OUR WORLD** section at the end of each module. Dialogues, texts, songs, chants and other listening activities are on the CDs.

The **Pupil's Book** also includes:

I Special Days (Happy Easter! Father's Day)

There are two optional units at the back of the book, containing activities for Easter and Father's Day, which should be covered as a lead-up to the respective special days.

II Our school

This section presents *cross-curricular* material. The pupils use English to complete tasks related to other subject areas, e.g. *Geography, Maths and Science*. This reinforces their language learning, and promotes learner independence and peer cooperation.

• Activity Book

The **Activity Book** is in full-colour and consists of six modules of twelve pages each. The **Activity Book** can be used either in class or for homework, upon completion of each corresponding unit in the *Pupil's Book*. It aims to consolidate the language that appears in the *Pupil's Book* through various exercises incorporating all four skills.

The **Activity Book** also includes:

I Stickers

Stickers are an excellent way to involve the tactile/kinaesthetic learners and it helps pupils retain the vocabulary in their long-term memory, as they are not simply exposed to the new words, but they have to do something with them. Young learners love using their hands and this trait should be part of the learning process. There are some exercises with **stickers** in the *Activity Book*. The type and aim of these exercises vary to give pupils the chance to practise the new language in a motivating and appealing way. There are also some reward stickers to give a sense of achievement and satisfaction which can be used upon completion of the *Modular Revision and Assessment* section and throughout the course whenever the teacher feels that the pupils should be praised, which is all the time!

II Modular Revision and Assessment

Do a quick revision before the pupils complete the tasks. While you are going through the examples in each category, you can elicit meanings of words, sentences with the target structures, etc.

Go through each exercise and explain to the pupils what they have to do. Then, pupils can:

- a do the exercises as written homework.
- b do some exercises in class and the rest as written homework.
- c do all the exercises in class.

The important thing is to have the pupils work on their own so that they are able to assess their progress thus far. In this way, the teacher facilitates the pupils' autonomy.

The pupils then fill in the *Pupil's Self-Assessment Form* and file it in their *Junior Language Portfolio*. (See *Instruments for Evaluation*.)

III Board Games

There are six **board games**, one per module. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt. They can be used before or after the *Checkpoint* sections (as further revision) or after the corresponding *Module Test* (as a reward).

How to play the Board Games

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc as a marker and place it on the **Start** sign. Teams or pairs take it in turns to select a number by throwing a dice, spinning a spinner, etc, and then move along the board according to the number. The pupils must answer the question in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on a trap square, they must go back to the beginning.

IV My Pictionary

This section presents the main vocabulary of the *Pupil's Book* in themes. The pupils have the chance to revise the key vocabulary of each module through fun activities. *My Pictionary* consists of six two-page sections (one per unit), each of which can be completed by the pupils upon completion of the respective unit/module.

V Plays

The last section of the *Activity Book* consists of six plays that aim to consolidate the language of the modules.

VI Characters' Cutouts

There are seven full-body cutouts of the characters in the book, for pupils to use while acting out the dialogues, playing games or in any other communicative activity the teacher wishes to include in the lesson.

- **My Junior Language Portfolio**

My Junior Language Portfolio is used to contain material that the pupils use, along with any extra material given by the teacher throughout the course. *My Junior Language Portfolio* has been designed to stimulate and support the learning of the English Language. Its purpose is to help the pupils reflect on, realise their progress in and improve their language learning.

The *Junior Language Portfolio* is the pupils' property. It is a tool to accompany the pupils' language learning throughout their school life and is suitable for documenting their learning both inside and outside the classroom.

In practice, *Language Portfolios* may include project work or other examples of written work, memory sticks (with work or drawings completed inside or outside the class), DVDs (with the pupils' favourite story or with performances of songs, school plays, etc), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of material that the learners want to keep as evidence of their learning. The main emphasis is on the process of learning. As a result, while compiling their *Junior Language Portfolios*, pupils learn how to work independently.

How to make a Junior Language Portfolio

During the first lesson, explain to the pupils that they should bring in a dossier, which they will have with them at all times and in which they will keep their *Junior Language Portfolio*. For the next lesson, bring in self-adhesive labels, write *My Junior Language Portfolio* on them and help your learners stick them onto their dossiers. Demonstrate how to store their material in their *Junior Language Portfolio* and make sure they update it regularly.

- **Teacher's Book**

The **Teacher's Book** provides interleaved step-by-step lesson plans, as well as the answers to the exercises in both the *Pupil's Book* and the *Activity Book*. It also contains extra ideas on how to present new words and language patterns, additional activities and games, as well as transcripts for the listening activities. Each

module begins by setting out the targets and objectives of each unit in a clear and concise way. At the beginning of the *Teacher's Book* the teacher can find the *Programme*, an analytical chart of the targets and objectives of the modules.

The **Teacher's Book** also includes:

I Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of the material being used.

In the **Instruments for Evaluation**, the teacher can find:

- *Formative Evaluation Chart*: The teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code.
- *Pupil's Self-Assessment Forms*: The pupils give their personal opinion about their own results upon completion of each *Checkpoint*. They file these forms in their *Junior Language Portfolio*.
- *Progress Report Cards*: The teacher completes them, one per pupil, upon completion of **each module**, taking into consideration the pupil's performance and progress throughout the module as well as the mark received in the corresponding Module Test. The pupils file their *Progress Report Cards* in their *Junior Language Portfolio*.

- **Fairyland B Teacher's Resource Pack**

The **Teacher's Resource Pack** provides the teacher with additional material which may be used in the classroom for further exploitation of the language learnt.

Fairyland B Teacher's Resource Pack is divided into the following sections:

I Reinforcement and Extension Activities

These activities are in the form of projects which pupils can do on their own or in groups. The pupils can then file their projects in their *Junior Language Portfolios*.

II Holiday Activities

These activities are designed for Christmas, Easter and Carnival holidays and the teachers can use some or all of them before the corresponding celebrations.

III **Templates** for the craftwork activities in the *Pupil's Book*.

IV **Picture Word Cards** for the practice of the English alphabet.

V Progress Tests

There is one test for each unit.

VI Module Tests

There are six tests in two versions, one for each module, as well as an end-of-year *Exit Test*. The *Exit Test* can also be used as a placement test for the next level.

• Picture Flashcards

The **Picture Flashcards** illustrate the new vocabulary items and can be used for presentation, revision, additional practice and memory games. Flashcards enable the pupils to make the connection between the visual prompt and the spoken word and help teachers avoid the use of translation or lengthy explanations.

• Posters

There are double-sided **posters** accompanying the course, which include the vocabulary of the modules in **thematic areas**. In the *Teacher's Book* there are helpful guidelines as to when and how the posters can be used to present and/or consolidate the new language.

• Class CDs

The **Class CDs** include all the recordings for the listening activities in the *Pupil's Book*, *Activity Book* and the *Module Tests*. The teacher can also find the recordings for the *Fairyland Alphabet Book* should he decide to use it.

• Digital Book

The **Digital Book** is the electronic version of the *Pupil's Book*.

★ Characters

The series follows the adventures of a group of loveable and exciting characters. The pupils have the opportunity to find themselves in a magical world, where they meet a group of friends: *Harry*, *Mona*, *Emma* and *Lee*, whose characters have been carefully selected to correspond to the multi-ethnic communities within our societies. These four friends, along with their magical friends, *Erlina* (the fairy), *Willow* (a wise tree) and *Alvin* (the leprechaun), explore the world around them, and the pupils follow them in their exciting adventures. *Erlina* possesses magical powers. She opens the door to the characters' as well as the pupils' imagination, while *Alvin* adds the humorous element to the story by being mischievous and clumsy. The pupil's imagination is also catered for by the cartoon characters *Pog*, *Trog* and *Popsie*, two trolls (Pog and Trog) up against one tricky pixie (Popsie)!

★ Typical layout of a module

Each module consists of two units and a revision section (*Checkpoint*), in sixteen pages altogether.

• Key features of a unit

I Presentation of the new language

The new language is presented by first listening to the new vocabulary. In each lesson plan the teacher will find detailed guidance on how to vary the presentation of new vocabulary, as well as further reinforcement and extension activities.

Introduction

II Dialogues

All the dialogues cover areas of interest within the pupils' knowledge. They are always followed by a reading comprehension task, which the pupils have to complete after reading and listening to the dialogue. In this way, the pupils not only familiarise themselves with the dialogue, but also practise reading strategies (reading for a specific purpose) and thus enhancing their reading comprehension skills.

III Grammar and Vocabulary Activities

There is a great variety of activities catering for all types of learners and learning styles: pair and group work, matching, games, etc. In this way, the pupils use the new language in a meaningful context.

IV Games, Chants & Songs

Pupils at this level need a lot of opportunities to play and explore their surroundings. Playing games and singing songs/chants provides a necessary outlet and ensures that the pupils are learning while having fun. It is also a way of ensuring that the lesson always ends on a high note. In every unit there are songs, chants and games that add a creative and enjoyable element to the language classroom.

V Development of reading skills

The pupils are introduced to short texts and dialogues aimed at gradually improving their reading skills through enjoyable activities. In this way, the pupils gain an appreciation of reading and are not intimidated by the written word. Reading for pleasure is fostered through the *Troll Tales!* episodes, which are designed to make reading an enjoyable and rewarding experience.

VI Gradual progression in writing

Every unit includes short texts which can be used as a model for the pupils' own writing.

VII Pronunciation

These are exercises to help the pupils distinguish between different sounds in spoken English. They are accompanied by humorous illustrations,

adding fun to the activity and lowering the pupils' inhibitions.

VIII Troll Tales!

After every module there is an episode of *Troll Tales!*, promoting reading for pleasure.

IX Go Green!

After every module there is also a *Go Green!* section, which promotes an affinity with nature and makes the pupils more aware of the environment we live in.

X OUR WORLD

At the end of every module, the pupils have the opportunity to read short texts about aspects of life in other countries.

XI OUR SCHOOL

In the *OUR SCHOOL* section, which can be found at the back of the *Pupil's Book*, the pupils explore other fields of study (e.g. *Art, Maths, Science, etc*) through English. In this way, the pupils learn how to use English as a vehicle to approach other subject matters.

XII Checkpoint

This section includes exercises consolidating the module as well as preparing the pupils for the test, which can be found in the *Teacher's Resource Pack*.

Upon completion of the *Checkpoint* section, the pupils read the *Now I can* table, thus keeping a mental record of their progress.

Basic Principles of the series

The modularised approach of the series caters for the holistic development of the pupils. It enables the pupils to work on a theme from different angles and employ different learning styles. The pupils are asked to engage in a variety of activities, including listening, role-play, TPR, matching, selecting, giving personal information and opinions, etc. In this way, the language learning process involves the pupils' body, mind, emotions and spirit.

The activities are also aimed at meeting the needs of all types of learners (visual, auditory, tactile/ kinaesthetic) and aim at developing the pupils' *linguistic, learning-to-learn* and *social skills*.

• Linguistic Skills

The pupils can do the following upon completion of each module:

- 1 associate pictures with new vocabulary with the aid of illustrations in their books as well as through the use of the picture flashcards or posters;
- 2 produce the sounds, pronunciation and intonation of the target language;
- 3 communicate with their peers in English, exchanging basic information about everyday matters such as introducing themselves, describing a house, talking about animals, etc;
- 4 comprehend dialogues, short exchanges, etc on tape and use the set patterns in multi-sensory tasks; and
- 5 achieve oral competency through the reproduction of short exchanges, songs and chants.

• Learning-to-learn skills

Upon completion of each module, the pupils will be able to:

- 1 concentrate better and longer, as they are trained to listen to dialogues in order to perform a task;
- 2 skim and scan texts and dialogues to locate the necessary information;
- 3 develop their writing skills;
- 4 empathise with aspects of life in other countries; and
- 5 record and assess their progress through the *Checkpoint* and *Pupil's Self-Assessment Forms*, thus developing autonomy.

• Social Skills

Upon completion of each module, the pupils will:

- 1 be motivated to read English, encouraged by the enjoyable adventures of Pog, Trog and Popsie;
- 2 experience being part of a group and obeying rules through the games;
- 3 become more responsible by keeping and updating their *Junior Language Portfolio*;

- 4 have a good understanding of the culture and traditions of other countries; and
- 5 have some understanding of the way of life in other countries.

★ Classroom Management

Creating a pleasant environment in the classroom should be one of the teacher's very first goals. It is a good idea for the teacher to arrive a few minutes early to welcome the pupils and have something interesting for the early comers to do. They can listen to the song from the previous lesson, watch the video again or play with the picture flashcards, identifying the book's characters as well as the vocabulary items already presented.

The teacher should establish his/her policies from the start. Remind pupils to:

- come to class on time,
- bring their Pupil's Book, etc,
- raise their hands when they want to ask a question, and
- wait for their classmates to answer the teacher's questions before they raise their hand to give their answer.

The teacher should empower his/her learners by:

- teaching **classroom language**, i.e. the Teacher's instructions, such as *open your books, close your books, work in pairs, etc*, the Pupils' instructions, i.e. the rubrics, and the pupils' questions and answers to the teacher. Classroom language is the language of communication between teacher and pupils in the classroom and needs to be taught from day one.
- giving brief and clear oral or written instructions. The teacher should give or read the instructions. S/He reads them at a slower pace, providing examples and eliciting examples from the pupils so s/he can be sure that they know what to do.
- assigning homework ten minutes before the end of the lesson, so s/he can:
 - a read the instructions,
 - b give adequate examples,
 - c elicit examples from the pupils, and
 - d ask them if they have any questions.

Introduction

By following this procedure we can ensure that the pupils know how to do their homework. Explain to the parents how important it is for the pupils to do their homework alone as this will eventually reinforce self-confidence and self-assessment.

★ Songs in the Language Classroom

Songs are of great value in language learning. They are vivid examples of how the language taught is used in a real context and highlight both pronunciation and intonation. Furthermore, their rhythm enables the pupils to remember the newly acquired language and stimulates learning.

There are numerous ways to use songs in the language classroom. You can play the CD and invite the pupils to move and clap to the rhythm or hum to the melody. If there are lyrics frequently repeated, children will soon start joining in.

Here are some ways to animate the songs:

- a Total Physical Response (TPR) Activities:** Have the pupils stand in a circle and play the song once. Sing and demonstrate the actions, encouraging the pupils to imitate you. Play the song again, this time asking the pupils to listen to the song and repeat after you while doing the actions. Play the song a third time and lead the singing while the pupils join in.
- b Using props:** Bring visuals, realia or word cards to class. Hand out these props to your pupils and ask them to hold up the prop as soon as they hear the equivalent word in the song.
- c Song dramatisations:** Having interesting plots and characters, songs frequently offer themselves for further exploitation through drama. The teacher can dramatise the songs into short sketches, thus motivating his/her pupils. Assign roles and have the pupils sing their lines. Simple costumes and props can be prepared and used to make the performance more realistic.

These are just a few suggestions on how to use the songs in the language classroom. Be as inventive as you can, since pupils love performing.

★ Checking Pupils' Progress

- a Homework:** At the end of each unit or lesson, the pupils should be given some homework. The *Teacher's Book* provides some suggestions on what to assign for homework and how to check it in the next lesson.
- b Progress Report Cards:** After completing each module and taking the corresponding test, photocopy the respective *Progress Report Card* from the *Teacher's Book* and fill it in, one per pupil. The pupils are to keep these cards in their *Junior Language Portfolio* for future reference.
- c Pupil's Self-Assessment Forms:** After the pupils have completed the *Checkpoint* section of each module, as well as the *Modular Revision and Assessment* in the *Activity Book*, they are to fill out the *Self-Assessment Form* by themselves. This learning-to-learn technique enables the pupils to develop awareness of their progress. The *Self-Assessment Form* should be kept in their *Junior Language Portfolio* for future reference. The *Pupil's Self-Assessment Forms* can also be found in the *Teacher's Book*.

★ Types of learning styles

Over the years, teachers have noticed that some of their pupils learn by listening to new information, some pupils prefer to read about it, while others need to do something with the new information. There are many different learning styles. Consequently, a coursebook should offer a variety of exercises and material to stimulate all learning styles and help pupils learn in the way that suits them best.

• What are the types of learning styles?

- Visual Learners

These learners need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays including: diagrams, illustrations, transparencies, videos, flashcards and handouts.

- **Auditory Learners**

These learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tape recorder.

- **Tactile/Kinaesthetic Learners**

Tactile/Kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and usually hand-eye coordination. By interacting with the space around them, they are able to remember and process information. They have to do things on their own to be able to learn the new language.

Programme (Contents & Syllabus)

▶▶ Starter Unit

- In this unit pupils will ...
 - revise basic vocabulary and structures
 - learn/revise requesting/giving personal information
 - revise habits/hobbies

▶▶ Module 4 (Units 7-8)

- In this module pupils will ...
 - read about ...**
 - the animals voting for a new president
 - Taipei 101, Yorkshire terriers and the Sahara Desert
 - Alvin's dad frightening Mona's grandma
 - Harry when he was a child
 - Popsie making Pog and Trog's things disappear

listen to ...

- the animal elections
- a comparison of different animals
- a song presenting animal habitats
- Mona's grandma being scared of a little green man
- an eyewitness giving a statement
- a song practising feelings
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- make comparisons
- talk about animal habitats
- pronounce the sounds /h/, /θ/ and /f/
- talk about feelings
- talk about where they were

practise ... (DESCRIPTORS)

Lexical Areas

- animals
- animal habitats
- feelings
- places
- character adjectives

Grammar Focus

- adjectives
- comparisons
- superlatives
- was/were

write about ...

- their country
- when they were a child

Go Green! 4 Help me, please!

Pupils will ...

- talk about what can harm penguins and other animals
- make an advertisement in order to help an animal find a home

Our World

Pupils will ...

- read about famous cities
- write about a city in their country

Our School

Pupils will ...

- measure length, size, strength and speed

►► Module 5 (Units 9-10)

• In this module pupils will ...

read about ...

- the characters visiting a castle
- Alvin dressing up as a knight
- a king's diary
- what Tina did last Friday
- Willow's accident
- how the characters met Willow, Alvin and Erlina
- how Willow saved Emma's dad's life
- famous people
- Pog and Trog looking for their lost items

listen to ...

- the characters' visit to a castle
- people talking about the preparation for a party
- the characters' experience in a castle
- a boy talking about what they did the night before
- a song about knights
- how the children met Willow, Alvin and Erlina
- Willow describing his accident
- what Lizzie did the day before
- how Willow met Emma's dad
- a song about jobs
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- talk about the past
- identify the silent letters *gh* and pronounce the sound /əʳ/
- talk about people from the past

practise ... (DESCRIPTORS)

Lexical Areas

- life in a castle
- activities
- accidents
- jobs

Grammar Focus

- present simple (regular verbs)

write about ...

- what they did last weekend
- famous people from the past

Go Green! 5 Tree Detectives!

Pupils will ...

- read about different types of trees
- do a puzzle

Our World

Pupils will ...

- read about famous castles
- write about a castle or an old building in their country

Our School

Pupils will ...

- read about King Arthur and Excalibur
- write about a legend from their country

Programme (Contents & Syllabus)

►► Module 6 (Units 11-12)

• In this module pupils will ...

read about ...

- Erlina getting her garden ready for Fairy Day
- the characters helping Erlina prepare her garden for Fairy Day
- life in the future
- the characters flying to Port Fairy
- Alvin swimming with the dolphins
- Danny's camping trip
- Pog and Trog finding a baby dragon

listen to ...

- the characters spending the day in Erlina's garden
- the characters helping Erlina
- a group of friends organising a picnic
- a song about fairy flowers and fairy animals
- the characters boarding a plane to Port Fairy
- Harry, Lee, Emma and Mona talking about the things they are going to take with them on holiday
- the characters' first day at Port Fairy
- a song about holiday activities
- an episode of *Troll Tales!*

learn how to ... (COMPETENCES)

- ask questions
- talk about life in the future
- distinguish between and pronounce the sounds /g/, /dʒ/ and /y/
- talk about plans and intentions

practise ... (DESCRIPTORS)

Lexical Areas

- months
- fairy animals and flowers
- facial features
- holiday items
- free-time activities

Grammar Focus

- question words
- ordinals
- will
- be going to

write about ...

- life in the future
- their plans for the weekend

Go Green! 6 Earth Day

Pupils will ...

- read about Earth Day
- sing a song about our planet
- do craftwork with rocks

Our World

Pupils will ...

- read about popular holiday destinations
- write about a famous holiday destination in their country

Our School

Pupils will ...

- talk about the temperatures in various cities
- write about what to pack for a specific holiday destination

Happy Easter!

- **In this unit pupils will ...**
- read about the Easter Bunny
- make a painted egg

Father's Day

- **In this unit pupils will ...**
- read about Father's Day
- complete sentences about their father
- make a Father's Day card



Let's Start!

1 Answer Erlina's questions. Then use the questions to interview your friend.

Hello, I'm **Erlina**.
What's your name?

How old are you?

What's your friend's name?
What's he/she like?

Where do you live?

What are your **father's** and **mother's** names? How old are they? What is their job?

What do you like doing in your free time?



2 **All about me!** Read and complete in your notebook.

All about me!

This is me
by ...

My name is ... and I am ... years old.
I come from ... and I live in
My mother's name is ... and my father's name is
I go to ... school and my teacher's name is
My best friend's name is We have a lot of fun together.
Our favourite game is ...! What about you?

Post a comment



Starter Unit

- **Aims:** to revise basic structures and vocabulary from the previous levels
- **Vocabulary:** family words (mummy, daddy, brother, sister), colours (green, blue, white, yellow, red, orange, purple, black)
- **Language focus**
Structures: the verb 'to be', the verb 'have got'
Language in use: What's your name? How old are you? This is my family.
- **Extra materials:** Theme poster

BEGINNING THE LESSON

(Activities to meet the pupils.)

Wait by the door and greet the pupils as they arrive. Say: *Welcome!* During this stage, play the theme song.

When everyone is seated, write your name on the board and introduce yourself to the class. Point to your name on the board and say: *Hello, I'm (Miss Taylor).* Encourage pupils to greet back.

Ask pupils to go around the class and greet at least five pupils. Allow the pupils some time to do so. Then ask pupils to name the pupils they have greeted.

e.g. Pupil 1: *Hello, I'm Rose.*

Pupil 2: *Hello, I'm Sara. etc*

Rose: *This is Sara. This is ... etc*

(Activities to reunite the pupils with the characters.)

Play the theme song again. Ask the pupils to listen to the song and tell you the names of the characters they hear (*Erlina, Alvin, Willow, Emma, Mona, Lee, Harry*). Ask them to tell you what they remember about the characters from the previous year, i.e. what they look like, if they have got a pet, etc. If you wish, you can pin up the *Theme* poster from the previous year on the board during this stage.

PRACTICE

(Activities for the pupils to practise talking about themselves, their family and their friends.)

1 Answer Erlina's questions. Then use the questions to interview your friend.

Pupils' books open. Ask pupils to open their books at page four. Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Ask some pupils to report back to the class.

(Suggested answers)

My name's Mark.

I'm ten years old.

I can't sing, but I can dance.

My friend's name is Jack. He's got dark hair and blue eyes.

In pairs, the pupils use the questions and interview their partner.

e.g. Pupil A: *How old are you?*

Pupil B: *10. What's your father's name?*

Pupil A: *Jim. etc*

Go around the class providing any necessary help.

2 All about me! Read and complete in your notebook.

Read the instructions and explain the task. Go through the incomplete text and stop before each gap. Elicit possible answers. Allow the pupils some time to complete the task in their notebooks. Ask some pupils to read out the text to the class. As an extension, you can ask pupils to draw in/stick a picture of themselves (and their friend) in the square provided.

(Suggested answer)

This is me

by **Alex**

My name is **Alex** and I am **ten** years old. I come from **England** and I live in **London**.

My mother's name is **Sue** and my father's name is **Jack**. I go to **Hillside Primary** school and my teacher's name is **Miss Taylor**. My best friend's name is **Tom**. We have a lot of fun together. Our favourite game is **football!** What about you?

★ 3 Magic Numbers!

(An activity to revise numbers 1-50.)

Pupils' books open. Revise numbers 1-50. Write a number on the board, e.g. 18. Ask a pupil to say the number. Read the instructions and explain any unknown words. Do the example with the pupils. Ask the pupils to do the same with a number of their choice. What's the final number? (3) Ask them to try again with a new number. Again the final number is three. Magic!

★ 4 Find the word. Write and match in your notebook.

Refer pupils to the picture and elicit the items. Read the instructions and explain the task. Allow the pupils some time to unscramble the letters, write and match the words to the items in their notebooks. Check their answers.

- | | |
|--------------|------------------|
| 1 d | 5 grapes - e |
| 2 violin - b | 6 skateboard - h |
| 3 sweets - c | 7 scarf - a |
| 4 jumper - f | 8 pyjamas - g |



3 Magic Numbers!

| | Example |
|--|---------|
| Choose a number | 20 |
| Add (+) 5 | 25 |
| Multiply (x) the number by 2 | 50 |
| Take away (-) 4 | 46 |
| Divide (÷) the number by 2 | 23 |
| Take away (-) the first number and the number is | 3 |

4 Find the word. Write and match in your notebook.

- zzpia
pizza
- vliion
- wesets
- juperm
- gpraes
- atskearbod
- srfca
- yjpasam



5

Is it healthy or not? Decide with your friend and choose  or . Tell the class.

My Habits

1  a  b 

walk to school

5  a  b 

exercise every day

7  a  b 

get up early every day

2  a  b 

go to bed late

6  a  b 

drink cola

8  a  b 

eat fruit and vegetables

3  a  b 

play sports

It is healthy to

4  a  b 

watch TV all the time

It isn't healthy to



5 Is it healthy or not? Decide with your friend and choose 😊 or ☹️. Tell the class.

Refer the pupils to the pictures and the phrases. Read the phrases aloud. Have a class discussion on healthy and unhealthy activities. In pairs, the pupils discuss and choose the right answer. Allow the pupils some time to complete the task. Then have pairs tell the class. Ask the rest of the class for verification.

- | | | | |
|-----|-----|-----|-----|
| 1 a | 3 a | 5 a | 7 a |
| 2 b | 4 b | 6 b | 8 a |

- 1 It is healthy to walk to school.
- 2 It isn't healthy to go to bed late.
- 3 It is healthy to play sports.
- 4 It isn't healthy to watch TV all the time.
- 5 It is healthy to exercise every day.
- 6 It isn't healthy to drink cola.
- 7 It is healthy to get up early every day.
- 8 It is healthy to eat fruit and vegetables.

★ Let's play!

(An activity to revise vocabulary.)

Tell the pupils they are going to play a game. Refer pupils to the pictures and elicit the words. Read out the example and explain the game. The pupils, in pairs, play the game. One pupil names a picture and the other has to say the number and the letter that corresponds to that picture. Then they swap roles and the game continues.

*e.g. Pupil 1: onion
Pupil 2: 3B!
Pupil 1: strawberry
Pupil 2: 4E! etc*

As an alternative one pupil says the letter and number of a box, and the other has to say what it is.

*e.g. Pupil 1: 1E
Pupil 2: Bank!
Pupil 1: 4D
Pupil 2: Slippers! etc*

Variation

Divide the class into teams and give a point every time one of the members of the team gives a correct answer.

ENDING THE LESSON

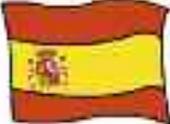
I spy with my little eye!

Explain the game. Think of an item in *Let's play!*, e.g. *gloves*. Say: *I spy with my little eye something beginning with g*. Invite guesses as to which item it is.

Activity Book (Optional)

Assign Lesson 2 from the Starter Unit of the *Activity Book* as written H/W. If this is the case, make sure you do it orally in class first.

Let's play!

| | A | B | C | D | E |
|---|---|---|---|--|---|
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |



Spain!

2A



vote

1 Listen and read.

1 Welcome, friends! It's time to choose a new president.

2 I'm taller than anyone else. Vote for me!

Thank you, Mr Giraffe. Your turn, Miss Elephant.

3 I'm bigger than anyone else. Vote for me!

But I'm faster than you!

And I live longer than you!

4 Quiet, everyone! It's time to vote.

5 Listen now! We have a new president...

2 Read and match in your notebook.

- | | |
|-------------------|----------------------------|
| 1 The giraffe is | a faster than anyone else. |
| 2 The elephant is | b taller than anyone else. |
| 3 The cheetah is | c bigger than anyone else. |

Unit 7a

- **Aims:** to talk about animals, to compare animals and people
- **Vocabulary:** vote, cheetah, tortoise, parrot, lizard, tiger, panda, weak, president
- **Language focus**
Structures: comparative forms
Language in use: I'm taller than anyone else. I'm bigger than anyone else. But I'm faster than you!
- **Extra materials:** *Animals & Habitats* poster, flashcards (54-55), piece of paper with the sentence *A grey elephant on a desk* written on it and sealed in an envelope (*My Magic Files!*)

BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive. Welcome the class and introduce yourself.

Ask the pupils various questions about themselves. Pupils take turns and answer your questions.

e.g. *Teacher: What's your name?*

Pupil 1: Mark.

Teacher: How old are you?

Pupil 2: Ten. etc

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER/FLASHCARDS (54-55)

Pupils' books closed. Put the *Animals & Habitats* poster on the board. Point to the animals and say the word(s). The pupils listen and repeat. Point to the pictures and ask individual pupils to say the words. Put the flashcards on the board. Point to each one, write the word underneath and say the corresponding words. The pupils listen and repeat. Point to each flashcard and ask individual pupils to say the words. Ask the rest of the class for verification.

Pupils' books open. Ask the pupils to open their books at page eight. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

★ 1 Listen and read.

Read the instructions. Explain/Elicit the meaning of the phrase *Animal elections*. Use L1 if necessary. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: How many animals can you see in the first picture?*

Pupils: Ten.

Teacher: What's this? (pointing to picture 1)

Pupils: A giraffe. etc

Write on the board: *And I live _____ than you!*

The pupils listen and find the answer.

Answer: longer

★ 2 Read and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to complete the exercise in their notebooks. Check their answers.

1 b 2 c 3 a

Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. *Teacher: It's time to choose a new ...*

Class: president. etc

Note: If you wish, have the pupils close their books during this activity.

★ 3 Look, read and choose. Write the words in your notebook.

(Activities to present and practise comparative forms.)

Pupils' books closed. Say, then write: *Cheetahs are **faster than** tigers.* Underline the words in bold. The pupils listen and repeat. Explain that when we compare two animals, people or things, we add **-er** to the adjective. Write the following on the board and elicit the spelling rules: *tall - taller, weak - weaker, big - bigger, happy - happier.* Then, say and write: *Julie*

Animal elections

is **good** at Maths, but Ian is **better** than her. Explain that the comparative form of **good** is **better** and the comparative form of **bad** is **worse**.

Pupils' books open. Read the sentences in the grammar box. Explain the task. Elicit the animals. Allow the pupils time to complete the task. Check their answers.

- 1 faster 3 taller 5 fatter
2 bigger 4 longer

★ 4 Listen and write yes or no in your notebook. Then say.

Read the instructions and explain the task. Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

- 2 no 3 yes 4 yes

TAPESCRIPT

- 1 The green panda is taller than the pink panda.
- 2 The yellow parrot is smaller than the orange parrot.
- 3 The purple tortoise is older than the green tortoise.
- 4 The blue lizard has got a longer tail than the red lizard.

Refer the pupils to the pictures once more. The pupils make sentences orally in class, as in the example.

(Suggested answers)

- 2 The yellow parrot isn't smaller than the orange parrot. etc

★ 5 Work with your friend.

Explain the task. Go through the questions and elicit their meaning. The pupils, in pairs, ask and answer questions in order to fill in the questionnaire. Allow the pupils some time to complete the task. Then the pupils report back to the class.

(Suggested answers)

- 1 I've got bigger feet than my friend.
- 2 My friend is taller than me.
- 3 I'm better at Maths than my friend.
- 4 My friend has got shorter hair than me.
- 5 My friend has got longer arms than me.

★ My Magic Files!

Before going into class

Write on a piece of paper (with an illustration if you wish!) *A grey elephant on a desk*, place the paper in an envelope and seal it.

Before you begin the trick, spend some time familiarising the pupils with additions, subtractions, etc. Write a number on the board, e.g. 5. Say: *Double the number*. Write: 10. Explain what *double* means. Repeat with one more number. Follow the same procedure with the rest of the calculations.

Tell the class that you are going to do an amazing mind-reading trick! Ask each pupil in the classroom to think of a number between 1 and 10, then tell them to do the following (*using a pencil and paper, and without showing their results to anyone else*):

- Double the number. Add 8 to the result.
- Divide the result by 2. Subtract the original number.
- Convert this number into a letter of the alphabet (1 = A, 2 = B, 3 = C, 4 = D, etc.).
- Think of something in the class which starts with this letter.
- Think of an animal whose name starts with the item's second letter.
- Think of the colour of that animal.

Then, tell the class you can read minds and that you know what everyone has written. Say the magic word *Shazam!* and open the envelope dramatically. Show them what is written on the paper. If all goes well, they should all (or most) have written *desk, elephant, grey!*

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Brainstorm names of animals and write them on the board. Divide the class into two teams, A and B. The teams take turns saying a sentence about any animal they like. The other team has to find another animal that can be compared to the animal chosen by the previous team. Each correct comparison wins one point. The team with the most points wins.

e.g. Team A Pupil 1: *Hippos are fat!*

Team B Pupil 1: *Elephants are fatter than hippos!*

Teacher: *One point for Team B. etc*

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 7a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



cheetah



tortoise



parrot



lizard



tiger



panda



weak



A giraffe is **taller than** a horse. A cheetah is **faster than** a lion.

tall – taller

big – bigger

good – better

fast – faster

happy – happier

bad – worse

3 Look, read and choose. Write the words in your notebook.

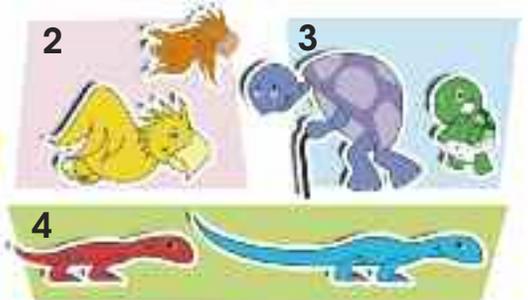


- 1 The cheetah is **faster/slower** than the lion.
- 2 The elephant is **bigger/smaller** than the hippo.
- 3 The giraffe is **shorter/taller** than the zebra.
- 4 The lizard has got a **shorter/longer** tail than the tortoise.
- 5 The panda is **fatter/slimmer** than the monkey.

4 Listen and write **yes** or **no** in your notebook. Then say.

1 **no** 2 ... 3 ... 4 ...

The green panda isn't taller than the pink panda.



5 Work with your friend.

Who ...

| | Me | My friend |
|-------------------------|----|-----------|
| 1 has got bigger feet? | ? | ? |
| 2 is taller? | ? | ? |
| 3 is better at Maths? | ? | ? |
| 4 has got shorter hair? | ? | ? |
| 5 has got longer arms? | ? | ? |

My Magic Files!
my Magic Trick

The new president



1 Listen and read.

The animal with the most votes is Mr Ant!

Yes, but he's the hardest worker!

Mr Ant? But he's the smallest!

Thank you, everyone. This is the best day of my life!

Hip! Hip! Hurray!

I promise to do my best for all of you!

Mr President, can I have the first dance?

2 Read and complete in your notebook.

Mr Ant is the new **1) p...** . He is the **2) s...**, but he's the **3) h...** worker. This is the **4) b...** day of Mr Ant's life.

Unit 7b

- **Aims:** to compare animals and people
- **Vocabulary:** bear, snail, kangaroo, river, mountain, lake
- **Language focus**
Structures: superlatives
Language in use: The animal with the most votes is Mr Ant! But he's the smallest! I promise to do my best for all of you!
- **Extra materials:** *Animals & Habitats* poster, blank sheets of paper and an empty tissue box (Ex. 5)

BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive.

(Activities to revise the language of Unit 7a.)

Write a list of animals (**A**) (*tortoise, giraffe, etc*) and a list of adjectives (**B**) (*big, fast, etc*) on the board. Invite individual pupils to come to the board and compare two animals of their choice from list A, using one of the adjectives from list B. Repeat the procedure as many times as you think is necessary.

e.g. *Pupil 1: A giraffe is faster than a tortoise. etc*

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *Animals & Habitats* poster on the board. Point to the pictures (*bear, snail, kangaroo, river, mountain, lake*), one at a time, and say the corresponding word(s). The pupils listen and repeat chorally and/or individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 10 on the board and

ask the pupils to open their books at page ten. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Read the instructions. Explain/Elicit the meaning of the phrase *The new president*. Use L1 if necessary. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: (pointing to picture 1) Which animal can you see on the Willow branch?*

Pupils: An ant.

Teacher: Who do you think is the new president?

Pupils: The ant. etc

Write on the board:

- | | |
|-----------------------------------|------------|
| 1 Mr Ant? But he's the | a hardest |
| 2 Yes, but he's the worker! | b smallest |

Explain to the pupils that they will listen to the dialogue and find the correct word. Play the recording. The pupils listen, follow along and complete the task.

- | | |
|-----|-----|
| 1 b | 2 a |
|-----|-----|

2 Read and complete in your notebook.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to complete the exercise in their notebooks. Check their answers and write them on the board.

- | | |
|-------------|-----------|
| 1 president | 3 hardest |
| 2 smallest | 4 best |

Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out the sentences spoken by a character in the dialogue. Ask individual pupils to tell you who said each sentence.

The new president

e.g. Teacher: *I promise to do my best for all of you!*
Class: *Mr Ant! etc*

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise superlatives.)

3 Read and write A, B or C in your notebook.

Pupils' books closed. Say, then write on the board: *The snail is the **smallest** of all.* Underline the **-est**. The pupils repeat, chorally and individually. Explain the form and the use of the superlative. Explain that we form superlatives by adding **-est** to the adjective and that we use the superlative to compare one person/animal/thing with more than two others. Revise the spelling rules. Write these adjectives on the board: **big**, **happy**. Show how the superlative is formed in these cases. Write the following sentences on the board: *Jimmy is the **best** student in the class. This is the **worst** painting of all.* Elicit that **best** is the superlative form of **good** and that **worst** is the superlative form of **bad**. Finally, explain to the pupils that we use **in** to show place/location (*in the world, in class, etc*), whereas we use **of** to say what is being compared.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Refer the pupils to the pictures and the sentences. Allow the pupils time to write the correct letter (A, B or C). Check their answers.

1 C 2 A 3 A 4 B

4 Look and complete in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them if they know the cartoon characters presented. Ask them which one they like most. Read the example and allow the pupils time to complete the rest of the sentences in their notebooks. Check their answers.

2 the biggest 4 the biggest
3 the smallest 5 the longest

5 Let's play!

Before going into class

Have blank sheets of paper and an empty tissue box ready to use.

Refer the pupils to the picture. Read the example and explain the game. Tell the pupils that they are going to vote for a class president. Put the empty tissue box on the table, where the whole class can see it. Give each pupil one blank sheet of paper and tell them to write the name of the pupil they would like to be the Class President. One by one the pupils stand up, show their vote to the class and explain why they choose this particular pupil to be the class president (e.g. *Thomas is the best student of all.*). Then they put their vote into the ballot box. When all the pupils have voted, take the votes (one by one) out of the ballot box, count them and announce the new class president.

Alternative activity

You may want to carry out various voting procedures with your pupils, each time voting for a different reason (e.g. voting for the best pupil in class, the most popular pupil, the most friendly pupil, etc).

ENDING THE LESSON

(An activity to consolidate the language taught in the unit.)

Divide the pupils into two teams, A and B. Choose a pupil from each team and give them an adjective. The pupil answers by giving the superlative form of that adjective. Each correct answer gets a point.

e.g. Teacher: *bad*
Team A Pupil 1: *the worst etc*

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 7b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



snail



kangaroo



river



mountain



lake



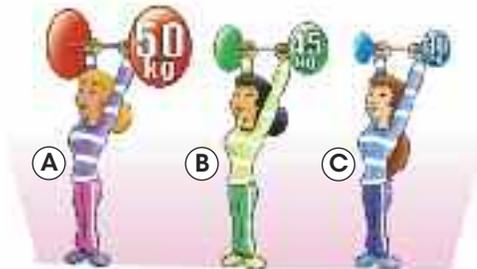
The ant is **the hardest** worker **of** all.
 The cheetah is **the fastest** animal **in** the world.

hard – **the hardest** big – **the biggest** good – **the best**
 fast – **the fastest** happy – **the happiest** bad – **the worst**

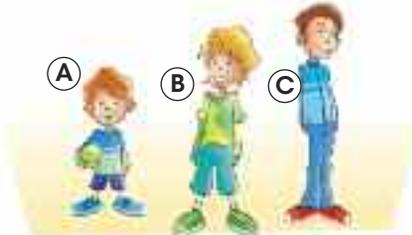
3 Read and write **A, B** or **C** in your notebook.



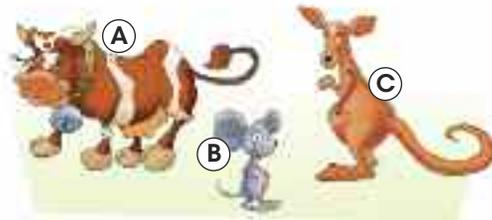
1 It's the smallest animal.



2 She's the strongest woman.



3 He's the youngest boy.



4 It's got the shortest tail.

4 Look and complete in your notebook.



- 1 Mumble has got **the shortest (short)** legs.
- 2 Dumbo has got ... **(big)** ears.
- 3 Tweety is ... **(small)** of all.
- 4 Tasmanian Devil has got ... **(big)** mouth.
- 5 Scrat has got ... **(long)** tail.

5 **Let's Play!**





Animal homes



grassland

1 Listen and write where they live in your notebook.

The cheetah in the grassland -
Faster than a man!

The cheetah in the grassland -
The fastest in the land!

The camel in the desert -
Stronger than a man!

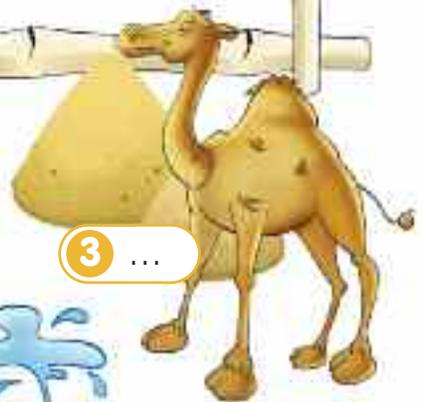
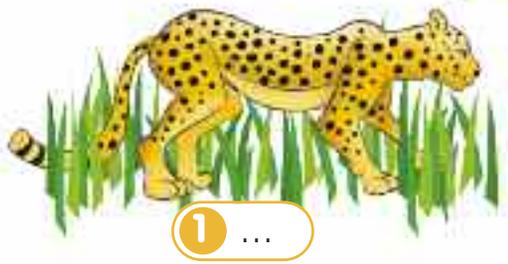
The camel in the desert -
The strongest in the land!

The python in the rainforest -
Longer than a man!

The python in the rainforest -
The longest in the land!

The whale in the ocean -
Larger than a man!

The whale in the ocean -
The largest in the land!



Now sing along!

2 Let's Play!

I'm yellow and brown. I'm the fastest animal in the world. I live in the grassland.



Unit 7c

- **Aims:** to talk about animals, animal habitats and famous places, to develop the pupils' listening and writing skills
- **Vocabulary:** grassland, python, rainforest, camel, desert, whale, ocean, gorilla, jungle
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** stressed and silent h
- **Extra materials:** *Animals & Habitats* poster

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 7b.)



POSTER

Put the *Animals & Habitats* poster on the board. Write the first and the last letter of each vocabulary item from the previous two units on the board. Ask pupils to come to the board, complete the words and check the spelling against the poster. Demonstrate this yourself first.

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

★ Listen, point and repeat.



POSTER

Pupils' books closed. Put the *Animals & Habitats* poster on the board. Point to the items (*grassland, python, rainforest, camel, desert, whale, ocean, gorilla, jungle*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the words in random order. Pupils say the words individually. Ask the rest of the class for verification.

Pupils' books open. Write a big 12 on the board and ask the pupils to open their books at page twelve. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

★ 1 Listen and write where they live in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think the song is about (*animal homes*). Play the song. The pupils listen and complete the task in their notebooks. Check their answers.

- | | |
|--------------|----------|
| 1 grassland | 3 desert |
| 2 rainforest | 4 ocean |

★ Now sing along!

Play the recording. The pupils listen and follow along. Play the recording again. The pupils listen and sing along.

★ 2 Let's play!

Refer the pupils to the picture. Read the example. Brainstorm for ideas and write them on the board. Ask a pupil to come to the front of the classroom and describe an animal of his/her choice. The rest of the class guesses what it is. Whoever guesses correctly comes to the front of the classroom and describes the animal of his/her choice.

e.g. Pupil 1: *I'm brown. I live in the desert.*

Pupil 2: *You're a camel!*

Pupil 1: *Yes. etc*

(Suggested answers)

- I'm brown. I live in the desert. (camel)
- I'm blue and grey. I'm the biggest animal in the world. I live in the ocean. (whale)
- I'm green. I've got a very long tail. I live in the rainforest. (python)
- I'm black. I've got a lot of hair on my body. I live in the jungle. (gorilla)
- I'm grey. I'm the biggest animal on land. I live in the jungle. (elephant)

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and complete in your notebook. Then listen and read.

Read the instructions and explain the task. Refer the pupils to the pictures and draw their attention to the adjectives in the middle. Allow the pupils time to read the texts and complete the task in their notebooks. Play the recording. The pupils listen, follow along, and check their answers. Individual pupils read out from the texts.

2 fastest 3 smallest 4 biggest

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them what they can see in the picture (*a river, trees, a house*).

Ask the pupils to write a text about a city in their country. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw their picture in their notebooks. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

(Suggested answer)

Paris is the biggest city in my country. The Loire River is the longest river.

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the stressed and silent h sound. Ask individual pupils to read out the sentence. Correct their pronunciation if necessary.

Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

whale, help, hair, what, why, horse, helmet, where, happy, when

| hurry | cheetah |
|-------|---------|
| | |
| | |
| | |
| | |
| | |

ENDING THE LESSON

(An activity to consolidate the language taught in the unit.)

Ask the pupils to write one more verse for the song about another animal. Have the pupils include drawings of their animals. Make sure you display their work somewhere in the class.

Activity Book (Optional)

Assign some of the activities from Unit 7c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.



rainforest

python



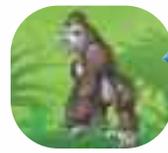
desert

camel



ocean

whale



jungle

gorilla



3



Read and complete in your notebook.
Then listen and read.



Taipei 101 in Taiwan is the 1) **tallest** building in the world. It's got 101 floors! It's also got the 2) ... lifts in the world - you can get from the main floor to the top in about 40 seconds!



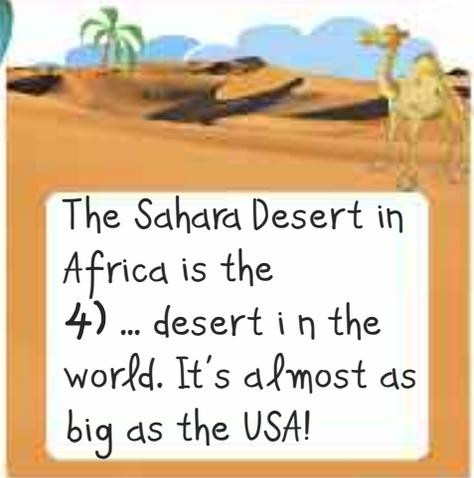
Yorkshire terriers are one of the 3) ... dogs in the world. Would you like a puppy in a cup?

small

fast

big

tall



The Sahara Desert in Africa is the 4) ... desert in the world. It's almost as big as the USA!

4



Draw and write in your notebook.



London is the biggest city in my country.
The river Severn is the longest river.

5



Listen and say. Then read.



Hurry! The cheetah and the whale need our help!



late

1 Listen and read.

1 Harry! You're late. We were worried!

Sorry! I was with my dad.

2 Ooh! My favourite game!

We were ready to play without you!

3 I'm hungry!

Don't worry. Gran's making popcorn.

4 What's the matter?

There was a little green man out there!

5 Poor Gran!

A little green man?

Yes! I was really scared - and angry, too!

6 I'm sure it was Alvin!

2 Read and choose. Write **A** or **B** in your notebook.

1 We were worried!

A Emma B Mona

2 I was with my dad.

A Harry B Lee

3 I was really scared!

A Gran B Harry

Unit 8a

- **Aims:** to talk about feelings
- **Vocabulary:** late, worried, scared, tired, bored, angry, hungry, thirsty
- **Language focus**
Structures: past simple of the verb 'to be' (affirmative)
Language in use: We were worried. I was with my dad. There was a little green man out there!
- **Extra materials:** *The way I was* poster, coffee filter circle, black marker pen, saucer (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 7.)

Ask the pupils to talk about an animal they learnt about in the previous unit. (e.g. *Whales live in the ocean. They're the biggest animals in the world.*)

Play the song *Animal homes* from Unit 7c, encouraging the pupils to sing along.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *The way I was* poster on the board. Point to the items (*late, worried, scared, tired, bored, angry, hungry, thirsty*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the words in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

Mime an adjective. The pupils say which adjective it is.

Pupils' books open. Write a big 14 on the board and ask the pupils to open their books at page fourteen. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and

repeat, chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

★ 1 Listen and read.

Read the instructions. Explain/Elicit the meaning of the phrase *A little green man*. Use L1 if necessary. Ask the pupils who they think the little green man is. Do not say if they are right or wrong. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: (pointing to picture 1) Where are the children?*

Pupils: In Mona's house.

Teacher: (pointing to picture 4) Does Mona's grandma look happy?

Pupils: No, she doesn't. etc

Write on the board: *Don't worry. Gran's making*

Ask the pupils to listen to the dialogue and complete the sentence. Play the recording. The pupils listen, follow along and complete the task.

Answer: popcorn

★ 2 Read and choose. Write A or B in your notebook.

Read the instructions and the sentences. Refer the pupils to the dialogue and allow them time to choose the correct name and write A or B in their notebooks. Check their answers.

1 B 2 A 3 A

Extension

Play the recording again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. *Teacher: Ooh! My favourite ...!*

Class: game etc

Note: If you wish, have the pupils close their books during this activity.

A little green man

(Activities to present and practise feelings and the past simple of the verb 'to be' in the affirmative.)

3 Read and choose. Then act out.

Pupils' books closed. Say, then write: *I **was** hungry **yesterday**.* Underline the words in bold. The pupils repeat after you. Then write: *You **were** tired **last night**.* Underline the words in bold. The pupils repeat after you. Follow the same procedure and present the other persons in the affirmative. Explain to the pupils that we use the past simple to talk about actions that happened in the past, and that is why we use expressions such as *yesterday* and *last night*. Say, then write the following sentences:

***There is** a boy in the garden **today**.*

***There was** a boy in the garden **yesterday**.*

***There are** two cars in the street **today**.*

***There were** three cars in the street **last night**.*

Underline the words in bold and have the pupils repeat after you. Explain to the pupils that we use *there is* and *there are* to talk about the present and *there was* and *there were* to talk about the past.

Drill your pupils:

e.g. Teacher: *I was bored yesterday.*

You ...

Pupil 1: *You were bored yesterday.*

Teacher: *Sally ...*

Pupil 2: *Sally was bored yesterday. etc*

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Refer the pupils to the pictures and the sentences. Allow the pupils time to choose the correct word. Check their answers.

1 happy

3 angry

2 bored

4 scared

Read sentences 1-4 one at a time, and ask individual pupils to act out the sentences.

4 Listen and choose. Then say.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them questions.

e.g. Teacher: *What can you see in Picture A?*

Pupil 1: *I can see a bank, two cars, one lorry, and a boy on a blue bike.*

Teacher: *What can you see in Picture B?*

Pupil 2: *I can see a bank, two cars and a boy on a green bike. etc*

Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

Answer: picture A

TAPESCRIPT

I was opposite the bank at 10 o'clock. There were two cars outside. There was a man in the black car. There was a boy on a blue bike. There was a big red lorry, too.

5 Look, read and complete in your notebook.

Allow the pupils some time to complete the task in their notebooks. Check their answers and write them on the board.

2 was 3 was 4 were 5 was

★ My Magic Files!

Before going into class

Bring a coffee filter circle, a black marker pen and a saucer to class.

Use the black marker pen to draw a spot in the centre of the coffee filter. Ask the class to tell you what colour it is. Then tell the pupils that you can magically transform the black into other colours! Put the filter on the saucer, and put a few drops of water on the spot. Say the magic word *Shazam!* In a few minutes, rings of colour will seep from the centre of the circle to the edges. Say: *It was black, but now how many colours can you see? Magic!*

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Mime how you felt yesterday, e.g. *worried*. Ask the pupils to guess the feeling. Repeat with a pupil. The class tries to guess the word. Repeat the activity for as long as you think is necessary.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 8a of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.



worried



scared



tired



bored



angry



hungry



thirsty



I **was** really scared!

He/She/It **was** very thirsty.

We/You/They **were** very tired.

There was a car in the street **last** night.

There were two boys in the garden **yesterday**.

3 Read and choose. Then act out.



1

All my friends were at my party. I was very **sad/happy**!

I was alone all day. I was very **worried/bored**!



3

There was a film about ghosts on TV. I was really **scared/thirsty**!



2

The bus was late. I was very **hungry/angry**!



4

4 Listen and choose. Then say.



A



B

There were two cars outside the bank.

5 Look, read and complete in your notebook.

Last Sunday, Danny **1) was** in his room. He **2) ...** on his bed. His dog, Spot, **3) ...** on the carpet next to the bed. Danny's computer games **4) ...** on his desk. There **5) ...** a cartoon on TV.



My Magic Files!
my Magic Trick



funfair

1 Listen and read.

1 Were you in my garden last night?

No, I wasn't!

2 I was at the funfair with Erlina!

Oh, yes! It was great!

3 If it wasn't you, who was it then?

4 Look, it's my dad!

Your dad?

5 Where were you last night?

At the hospital! Look at my head!

2 Read and complete in your notebook.

Alvin wasn't in Mona's **1) g...** yesterday. He was at the **2) f...** with Erlina. Alvin's **3) d...** was at the **4) h...** last night.

Unit 8b

- **Aims:** to talk about buildings/places, to say where they were yesterday
- **Vocabulary:** funfair, hospital, station, museum, café, theatre, library
- **Language focus**
Structures: past simple of the verb 'to be' (interrogative, negative and short answers)
Language in use: Were you in my garden last night? No, I wasn't! If it wasn't you, who was it then? Where were you last night?
- **Extra materials:** flashcards (56-62), blank sheets of paper (Ex. 5)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 8a.)

Think of a feeling, e.g. *worried*, and write on the board: w _ _ _ _ _ . Mime the word and ask the pupils to guess it. The pupil who guesses the word first has to come to the board and fill in the rest of the word. Then, it is his/her turn to think of a feeling and repeat the same procedure. Repeat as many times as you think is necessary.

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



FLASHCARDS (56-62)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard, write the word underneath, and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

Mime an action connected with one of the buildings, e.g. *reading a book*. Ask the pupils to say where you were yesterday, e.g. *You were at the library*.

Pupils' books open. Write a big 16 on the board and ask the pupils to open their books at page sixteen. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Read the instructions. Ask the pupils to tell you, in L1 if necessary, what happened in the previous lesson. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Who do you think the little green man next to Alvin in picture 4 is?*

Pupils: Alvin's dad. etc

Write on the board: *If it wasn't you, who was it then?*

Ask the pupils to listen to the dialogue and say which picture this sentence was taken from. Play the recording. The pupils listen, follow along and complete the task.

Answer: picture 3

2 Read and complete in your notebook.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to complete the exercise in their notebooks. Check their answers and write them on the board.

- | | |
|-----------|------------|
| 1 garden | 3 dad |
| 2 funfair | 4 hospital |

Extension

Play the recording again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out the sentences spoken by a character in the dialogue. Ask individual pupils to tell you who said each sentence.

e.g. *Teacher: Look, it's my dad!*

Class: Alvin! etc

Note: If you wish, have the pupils close their books during this activity.

Who was it?

(Activities to present and practise the past simple of the verb 'to be'.)

3 Ask and answer.

Pupils' books closed. Say and write on the board: *I was not (wasn't) at the museum yesterday.* Underline the words in bold. The pupils repeat after you. Then write: *You were not (weren't) at the café last night.* Underline the words in bold. The pupils repeat after you. Explain how the negative form (full/short) is formed. Say, then write: *Was I at the theatre yesterday?* Underline the words in bold. The pupils repeat after you. Write under the sentence: **Yes, I was.** Underline the words in bold. Explain how the interrogative form and positive short answer is formed. Then write: *Were Tina and Linda at the station last night?* Underline the word in bold. The pupils repeat after you. Write under the sentence: **No, they weren't.** Explain how the negative short answer is formed.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the instructions and explain the task. Refer the pupils to the pictures and to the example, and ask a pair to read it out. The pupils, in pairs, ask and answer as in the example.

A: *Where was Emma last Saturday?*

B: *She was at the funfair.*

A: *Where was Lee last Saturday?*

B: *He was at the library.*

A: *Where was Mona last Saturday?*

B: *She was at the café.*

A: *Where were Erlina and Alvin last Saturday?*

B: *They were at the theatre.*

4 There was a robbery at Mr Frog's house. Take roles and act out.

Read the instructions, refer the pupils to the table and the pictures, and explain the task. Explain the use of **Mr** for men and **Mrs** for women. Assign each pupil a role (*detective, Mrs Bear, Mr Rabbit, Mr Frog, Mrs Mouse and Mr Tortoise*) and explain that the detective has to ask questions in order to find out where the rest of the characters were at 8 and 9 o'clock. Ask a pair of pupils to read out the example, and allow the pupils time to have a look at the table. The pupils act out the dialogues.

e.g. *Detective (Pupil 1): Were you in the kitchen at 8 o'clock, Mrs Bear?*

Mrs Bear (Pupil 2): Yes, I was. etc

5 Who was the robber? Read and say.

Read the instructions and explain the task. Tell the pupils that they are going to read the text and, based on these clues as well as the table in Ex. 4, they will try to find out who the robber was. Allow the pupils time to read the text and complete the task.

(Suggested answer)

The robber was... Mrs Mouse!

5 Let's play!

Before going into class

Have blank sheets of paper ready to use.

Refer the pupils to the picture, read the example, and explain the game. Give each pupil one blank sheet of paper and tell them to draw a place of their choice without letting their partner see it. The pupils, in pairs, turn their backs to each other and ask and answer questions in order to find out where their partner was.

e.g. *Pupil 1: Were you at the cinema yesterday?*

Pupil 2: No, I wasn't! Were you at the hospital yesterday?

Pupil 1: Yes, I was. Look! etc

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Write the days of the week on the board. Next to them, write the places you were (e.g. *Monday: café*). Then say: *On Monday, I was at the café.* Ask the pupils to make a similar weekly chart in their notebooks. Then, they present it to the class. Provide any necessary help.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 8b of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.



hospital



station



museum



café



theatre



library



I **was not** (**wasn't**) at school yesterday.
They **were not** (**weren't**) at the café.

Were you in my garden yesterday?
Yes, I **was**./No, I **wasn't**.

3 Ask and answer.

A: *Where was Harry last Saturday?*

B: *He was at the museum.*



4 There was a robbery at Mr Frog's house. Take roles and act out.

| | 8 o'clock | 9 o'clock |
|-------------|-----------|-----------|
| KITCHEN | | |
| LIVING ROOM | | |
| GARDEN | | |



Who was the robber? Read and say.

The robber wasn't in the garden at 8 o'clock. The robber was with Mr Frog in the living room at 8 o'clock. But at 9 o'clock the robber was in the garden. The robber was ...

5 Let's play!



Just the other day

1  Listen and write in your notebook.



Just the other day
I was really **bored**,
I was all alone,
I was on my own!
And when I'm **bored**,
This is what I do -
You can do it, too ...
Haagh, Aagh, Uugh!
Feels good!

1 **bored**

2 **?**

3 **?**

★ Now sing and do!

★ Talk with your friend.

How do you feel when ...

- you see a spider?
- you smell fresh bread?
- your team wins?
- you go to the park?
- you break a toy?
- you have a birthday party?
- you lose your money?



I feel scared when I see a spider. How about you?

I feel scared, too!

Unit 8c

- **Aims:** to talk about feelings and personal qualities, to develop the pupils' listening and writing skills
- **Vocabulary:** noisy, shy, naughty, quiet, win, fresh, lose
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /θ/ and /f/
- **Extra materials:** *The way I was* poster, flashcard (63)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 8b.)

Write the places (*funfair, hospital, station, museum, café, theatre, library*) on the board. Let the pupils look at the words for one minute, then ask them to close their eyes. Erase one word. Ask the pupils to tell you which word is missing. Repeat the procedure as many times as you think is necessary.

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

★ Listen, point and repeat.



POSTER/FLASHCARD (63)

Pupils' books closed. Put the *The way I was* poster on the board. Point to the items (*noisy, shy, naughty, quiet*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the words in random order. Pupils say the words individually. Ask the rest of the class for verification. Show the *win* flashcard. Say: *win*. The pupils repeat after you.

Pupils' books open. Write a big 18 on the board and ask the pupils to open their books at page eighteen. Read the title of the song and have pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

★ 1 Listen and write in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think the song is about (*feelings*). Play the song. The pupils listen and complete the task in their notebooks. Check their answers.

2 angry

3 sad

★ Now sing and do!

Play the recording. The pupils listen and follow along. Play the recording again. The pupils listen and sing along.

Extension

Demonstrate the following miming actions and encourage the pupils to imitate you. Play the song. The pupils listen and do the miming.

Just the other day (*look bored*)

I was really bored,

I was all alone,

I was on my own!

And when I'm bored,

This is what I do -

You can do it, too ...

Haagh, Aagh, Uugh! (*stretch and yawn*)

Feels good!

angry - Argh, Ohh, Ugh! (*wave fists, stamp feet*)

sad - Ooh-hoo, Ooh-hoo, Ooh-hoo! (*rub eyes, head down*)

★ 2 Talk with your friend.

Read the instructions and explain the task. Refer the pupils to the list of questions and the picture, and read the example. Elicit/Explain any unknown words. The pupils, in pairs, act out dialogues similar to the one in the example. Go around the classroom monitoring the activity. Ask some pupils to report back to the class.

e.g. A: *I feel hungry when I smell fresh bread. How about you?*

B: *I feel hungry, too! etc*

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and complete in your notebook. Then listen and read.

Tell the pupils to look at Ex. 3. Refer them to the pictures and ask them who they think the young child is (*Harry, when he was very young*). Then, read the instructions and explain the task. Ask the pupils to read the texts and complete the missing information about Harry's favourite food, animal and thing when he was young. Allow the pupils time to complete the task in their notebooks. Play the recording for the pupils to listen, follow the lines and check their answers.

favourite food: carrots

favourite animal: cat

favourite thing: bike

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them what they can see in the picture (*a drawing of a little girl, a ball and a doll*).

Ask the pupils to write a text about what they were like when they were young. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw their picture in their notebooks. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

(Suggested answer)

This is a photo of me when I was young. I was really shy!

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /θ/ and /f/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

feel, favourite, three, birthday, fresh, thirsty, frog, funfair, thirty, thanks

| three | favourite |
|-------|-----------|
| | |
| | |
| | |
| | |
| | |

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to draw where their friend was yesterday. They present their drawings to the class.

e.g. *This is my friend, Paul. He was at the park yesterday.*

Note: For the next lesson, the pupils should be able to talk about feelings and personal qualities.

Activity Book (Optional)

Assign some of the activities from Unit 8c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.



noisy



shy



naughty



quiet



win



3



Read and complete in your notebook. Then listen and read.



This is a photo of me when I was young. I was really noisy!



My favourite food was carrots. I still love carrots!



My favourite animal was my cat, Fluffy. Fluffy and I are the same age.



But the best thing of all was ... my bike! It was really cool!



4



Draw and write in your notebook.

5



Listen and say. Then read.



This is a photo of me when I was young. I was really quiet!



My **th**ree favourite **f**riends were at the **th**eatre on **F**riday.



Troll Tales!



Episode 4: Listen and read.

1 Hey, where's the table?

I don't know! It was there an hour ago!

2 Huh! Where's the armchair?

3 Trog, there was a vase on that table, wasn't there?

Yes, there was! That's really strange!

Grr! Popsie!

4 Shh! Look!

Aha! So it was Popsie!

5 Where are our things?

Grr! You little monster!

6 Happy cleaning, boys! Hee, hee!

• Now take roles and read.

Episode 4

- **Aims:** to read for pleasure
- **Vocabulary:** strange, cleaning, monster
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils if they remember any of the previous episodes from last year (*Popsie drew red spots on Pog and Trog's faces and made them think it was because they ate too many sweets, etc*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (e.g. *You shouldn't eat so many sweets! You've got red spots! You should stay in bed today!*).

PRESENTATION & PRACTICE

Episode 4: Listen and read.

(Activities to promote reading for pleasure.)

Refer the pupils to the dialogue. Ask them to look at the pictures and guess what the episode is going to be about (e.g. *Popsie makes Pog and Trog's things disappear*).

Play the recording. The pupils listen and follow along. Play the recording again and with pauses for the pupils to listen and repeat chorally.

★ Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode, cut out the frames and tippex out the words *table, armchair* and *vase*. Photocopy one set per group of pupils.

Hand out one set of frames per group. Ask the pupils to work together and write the missing words. You can help them by playing the episode again while they are completing the task.

Go Green! 4: Help me, please!

- **Aims:** to raise the pupils' environmental awareness, to talk about pollution and other factors that can harm animals
- **Vocabulary:** penguin, rubbish, fishing, chemicals, plants, oil, ocean
- **Extra materials:** pictures of different sea animals, polluted seas, chemicals, oil spills, fishing nets, etc (from magazines, etc) (Exs 1 and 2), blank sheets of paper, glue (Ex. 3)

BEGINNING THE LESSON

Ask the pupils to name some animals that are in danger due to pollution, hunting, over-fishing, etc. Tell them that they are going to learn about one such animal, the penguin and the reasons why this animal is in danger today.

PRESENTATION & PRACTICE

1 Why is the penguin unhappy? Read and answer.

Pupils' books closed. Present the new vocabulary (*penguin, rubbish, fishing, chemicals, plants, oil*) by using pictures/photos. Put the pictures on the board, point to each one and say the word. The pupils repeat, chorally and individually.

Pupils' books open. Write a big 21 on the board and ask the pupils to open their books at page twenty-one. Read through the title and look at the frames. Set the scene by asking questions.

e.g. *Teacher: Where is the penguin?*

Pupil 1: It's in the sea.

Teacher: Does it look happy?

Pupil 2: No, it doesn't. etc

Read the instructions and explain the task. Allow the pupils time to read the story and answer the question.

Answer: The penguin is unhappy because the sea is full of rubbish.

2 What can harm sea animals? Read and choose. Write in your notebook.

Read the instructions and explain the task. Use L1 to explain to the pupils that many sea animals, such as seals, whales, etc, are in danger because people

pollute the sea in many different ways. Ask them if they can think of the different ways in which people pollute the sea. Elicit answers.

Allow the pupils time to do the exercise. Ask individual pupils to answer and write their answers on the board. Discuss with the pupils, in L1 if necessary, how each of these factors can harm sea animals (*e.g. sea animals are caught in fishing nets, factory chemicals that are poured into the sea poison the water, oil spills poison the sea and destroy animal habitats, etc*).

Answer: fishing, chemicals, oil, cars

3 Portfolio: Help an animal find a home.

Read the instructions and explain the task. Refer the pupils to the picture and the advertisement. Tell the pupils to think of an animal of their choice and produce a similar advertisement. Provide any necessary help with vocabulary. Allow them time to do their advertisement. When the pupils finish, ask them to come to the board and present their advertisements to the class.

You can also ask the pupils to do their own ad at home as part of their homework and add it to their *Junior Language Portfolios*.

(Suggested answer)

WANTED

A safe jungle in Africa.
Must have a lot of plants.
No hunters, please!
contact: Gorli the Gorilla

ENDING THE LESSON

Brainstorm for ideas with the pupils and make a list on the board of things they can do to protect the environment.

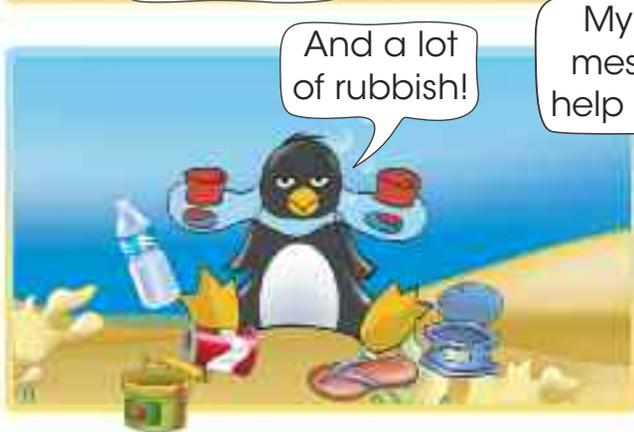
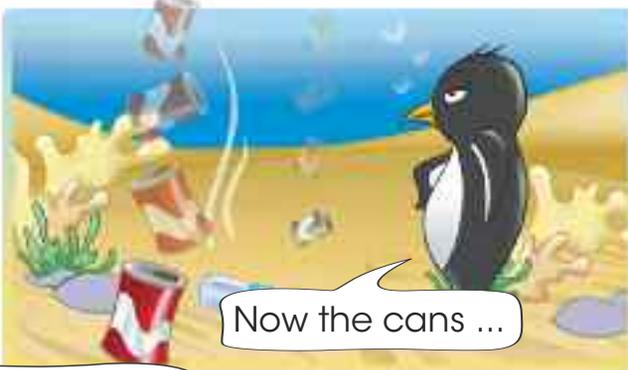
- recycle paper, plastic or bottles
- walk to school or ride a bike
- don't drop litter
- don't waste paper
- turn off the lights
- plant a tree etc

Go Green! 4



Help me, please!

1 Why is the penguin unhappy? Read and answer.



2 What can harm sea animals? Read and choose. Write in your notebook.

fishing

cars

oil

chemicals

plants

3 Portfolio: Help an animal find a home.



WANTED

A clean ocean in Antarctica.
Must have a lot of fresh fish.
No rubbish, please!

contact: **Pedro the Penguin**

OUR WORLD

1 Read and complete in your notebook.
Use: **oldest, cleanest, busiest.**

London in the UK is one of the **1)** ... cities in the world. Thousands of people visit this city every year. It is THE capital to visit if you want some fun!



Varanasi, on the banks of the river Ganges in India, is one of the **2)** ... cities in the world. It is thousands of years old and is home to poets, writers and musicians. It is called the cultural capital of India.

Singapore, in south-east Asia, is a large modern city. It is one of the **3)** ... cities in the world - you can't drop litter or chew gum in this city!



2 Write about a city in your country. Use some of these words: **hottest, biggest, smallest, nicest, cleanest, coolest, oldest.** You can find information on the Internet.

- **Aims:** to talk about cities
- **Vocabulary:** busy, city, capital, poet, writer, musician, modern, chew gum, cool
- **Extra materials:** magazines with pictures of cities from around the world, large sheets of thick paper (*Ending the Lesson*)

BEGINNING THE LESSON

Write the following city names on the board: *London, Varanasi, Singapore*. Ask the pupils if they have ever been to any of these cities and if they know/have heard of where they are (*UK, India, South-East Asia*).

PRESENTATION & PRACTICE

1 Read and complete in your notebook. Use: *oldest, cleanest, busiest*.

Read the instructions and explain the task. Refer the pupils to the pictures and the texts. Allow the pupils time to read the texts and complete the task in their notebooks. Check their answers.

1 busiest 2 oldest 3 cleanest

Read the texts again and elicit/explain the meaning of any unknown words. Individual pupils read out from the texts.

2 Write about a city in your country. Use some of these words: *hottest, biggest, smallest, nicest, cleanest, coolest, oldest*. You can find information on the Internet.

Read the instructions and explain the task. Ask the pupils to write a short paragraph in their notebooks about a city in their country. Tell them that they can use the texts in Ex. 1 as models. You can also ask pupils to stick a photo (*if they have one available*) of the city of their choice.

You can also ask the pupils to prepare a presentation at home and talk about it in the next lesson.

(Suggested answer)

Oxford is the oldest University city in the UK. It is home to 39 colleges and to the second largest library in the country. Today, many visitors come to Oxford to see where they filmed the *Harry Potter* films.

ENDING THE LESSON

Divide the class into three groups. Ask the pupils, in groups, to look through magazines and make a collage of cities from around the world. Once they finish their collages, they present them to the class. You can display their work somewhere in the classroom.

It is advised you do 'Our School' during this lesson or the next.

Checkpoint: Units 7 - 8

- **Aims:** to consolidate Module 4, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: Is an elephant smaller than an ant?*

Pupil 1: No, it isn't. An elephant is bigger than an ant.

Teacher: Who is the tallest pupil in the class?

Pupil 2: (Mary)

Teacher: Where were you at 10 o'clock yesterday?

Pupil 3: I was at school. etc

Note: It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

★ 1 Look and choose. Write A or B in your notebook.

The pupils look at the pictures, choose the correct word and write A or B in their notebooks.

1 A 2 A 3 A 4 A

★ 2 Read and choose. Write in your notebook.

Read the instructions and explain the task. The pupils read the sentences and write the correct word in their notebooks.

1 bigger 4 the fastest
2 longer 5 stronger
3 the tallest 6 the largest

★ 3 Read and complete. Write in your notebook.

Refer the pupils to the dialogue and the picture. Explain the task. The pupils read and complete the dialogue in their notebooks with the correct form of the past simple of the verb 'to be'.

1 were 5 were
2 was 6 Was
3 Were 7 wasn't
4 weren't

★ 4 Read and complete. Write in your notebook.

Refer the pupils to the dialogue and the pictures. Explain the task. The pupils read and complete the sentences in their notebooks. Write an appropriate adjective.

1 naughty 2 noisy

Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the pupils to the *Now I can* box and read through it with them.

Note: Pupils can now do *Modular Revision and Assessment 4* in their *Activity Books*.

Note: If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

1 Look and choose. Write **A** or **B** in your notebook.



1 **A** happy
B sad

2 **A** hungry
B thirsty



3 **A** scared
B tired



4 **A** bored
B late

2 Read and choose. Write in your notebook.

- 1** An elephant is **bigger/the biggest** than a rhino.
- 2** A lizard's got a **longer/the longest** tail than a tortoise.
- 3** The giraffe is **taller/the tallest** animal in the world.

- 4** The cheetah is **faster/the fastest** animal in the world.
- 5** A bear is **stronger/the strongest** than a kangaroo.
- 6** The whale is **larger/the largest** animal in the world.

3 Read and complete. Write in your notebook.

- A:** Where **1)** ... you yesterday, Tina?
- B:** I **2)** ... at the cinema.
- A:** **3)** ... the children with you?
- B:** No, they **4)** They **5)** ... at the funfair.
- A:** **6)** ... it a good film?
- B:** No, it **7)** I was really bored!

4 Read and complete. Write in your notebook.

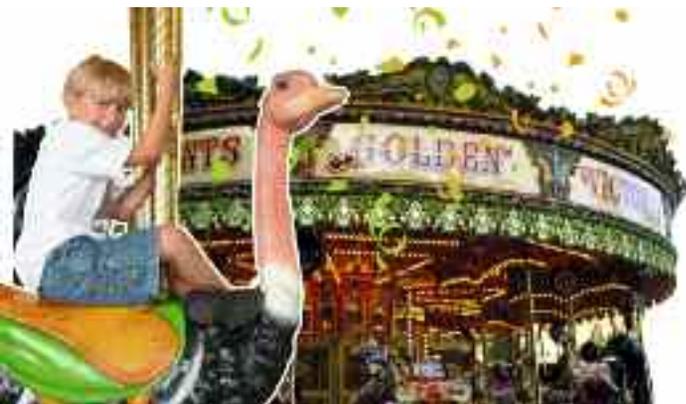
- A:** What were you like when you were young?
- B:** I was **1)** How about you?
- A:** I was really **2)** ... !



Now I can

- compare animals and people
- talk about animal homes
- talk about feelings
- say where people were
- say what I was like when I was young

in English





1 Listen and read.



2 Read and complete in your notebook.

1 Kings and queens ... ago. 2 They ... all night. 3 The knights ... armour.

Unit 9a

- **Aims:** to talk about knights, castles, kings and queens
- **Vocabulary:** knight, suit of armour, castle, king, queen, hunt, bake, oven, butler, carry
- **Language focus**
Structures: present simple affirmative (regular verbs)
Language in use: Kings and queens lived here a long time ago. They listened to music and danced all night. The knights dressed in suits of armour.
- **Extra materials:** completed *Progress Report Cards*, *Knights and Castles* poster

BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive.

(Activities to revise the language of Unit 8c.)

Play the song *Just the other day* from Unit 8c. Invite the pupils to sing along.

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Language Portfolios*.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *Knights and Castles* poster on the board. Point to the items (*knight, suit of armour, castle, king, queen, hunt, bake, oven, butler, carry*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 24 on the board and ask the pupils to open their books at page twenty-four. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Read the instructions. Explain/Elicit the meaning of the phrase *Knights and castles*. Use L1 if necessary. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher:* (pointing to picture 1) *Where are the children?*

Pupils: *At a castle.*

Teacher: *Who else is there?*

Pupils: *Their teacher/Miss Dee. etc*

Write on the board:

- | | |
|--------------------------|--------------------|
| 1 They lived like | a suits of armour. |
| 2 The knights dressed in | b film stars! |

Ask the pupils to listen to the dialogue and match the sentences. Play the recording. The pupils listen, follow along and complete the task.

- | | |
|-----|-----|
| 1 b | 2 a |
|-----|-----|

2 Read and complete in your notebook.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to complete the exercise in their notebooks. Check their answers.

- lived here a long time
- listened to music and danced
- dressed in suits of

Extension

Play the recording again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out phrases from the dialogue. Ask individual pupils to tell the class who said each sentence.

e.g. *Teacher:* *There's the castle! Wow!*

Class: *Harry! etc*

Note: If you wish, have the pupils close their books during this activity.

Knights and castles

(Activities to present and practise the affirmative form of the past simple – regular verbs.)

3 Look, read and match in your notebook.

Pupils' books closed. (optional activity) Say, then write: *I **listened** to music **last night**.* Underline the words in bold. The pupils listen and repeat, chorally and/or individually. Explain to the pupils that this is the past simple and that we use this tense to talk about things that happened in the past at a specific time. Explain that we add **-ed** at the end of the verb. Present the rest of the persons in the same way. Write the following verbs on the board and elicit the spelling rules: *listen – **listened**, live – **lived**, stop – **stopped**, study – **studied**.* Then write on the board: *Queens **lived** here a long time ago.* Explain to the pupils the position of **ago** in a sentence.

Drill your pupils.

e.g. Teacher: *hunt*

Pupil 1: *hunted*

Teacher: *bake*

Pupil 2: *baked etc*

Suggested prompts: hunt, bake, jump, dance, talk, hop, mop, wash, clean, listen, carry, etc.

Pupils' books open. Ask the pupils to read the sentence and the verbs in the grammar box. Read the instructions and explain the task. Refer the pupils to the pictures (A-D) and the sentences (1-4) and explain any unknown words. If you wish, have a class discussion (in L1 if necessary) about feasts and life in castles. The pupils read the sentences and match them to the corresponding pictures. Allow the pupils time to complete the task in their notebooks. Check their answers.

1 D 2 A 3 B 4 C

4 Listen and match in your notebook.

Read the instructions and explain the task. Tell the pupils that they will hear four sentences related to what the children did last weekend to help organise a school party. The pupils match the names (1-4) to the actions (a-d). Play the recording, twice if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

1 a 2 d 3 c 4 b

TAPESCRIPT

Narrator: *Last weekend there was a party at school and all the children helped. Harry carried tables and chairs outside.*

Narrator: *Emma painted some pictures.*

Narrator: *Lee played the guitar at the party.*

Narrator: *Mona baked a big chocolate cake.*

Read the sentence about Harry and ask the pupils to say what Emma, Lee and Mona did for the party.

- 1 Harry carried tables and chairs.
- 2 Emma painted some pictures.
- 3 Lee played the guitar at the party.
- 4 Mona baked a big chocolate cake.

5 Let's play!

Read the example and explain the game. Brainstorm for ideas and write them on the board. A pupil starts by saying what he/she played yesterday. The next pupil repeats what the previous pupil said and adds his/her own. The pupil who forgets what the previous pupils said, loses and has to pay a forfeit (e.g. name a flashcard, sing a song, etc).

e.g. Pupil 1: *Yesterday, I played football.*

Pupil 2: *Yesterday, I played football and the guitar.*

Pupil 3: *Yesterday, I played football, the guitar and volleyball. etc*

Suggested cues: football, volleyball, tennis, table tennis, badminton, hockey, baseball, the piano, the violin, the drums, computer/video games, etc.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

The pupils think of one of the people in Ex. 3. They say a sentence. The rest of the class guesses which person it is.

e.g. Pupil: *I hunted birds and other animals.*

Class: *hunter etc*

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 9a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



★ Kings **lived** here a long time **ago**. listen – listened live – lived
 stop – stopped study – studied

3 Look, read and match in your notebook.

**A feast was a very special meal.
 Everyone in the castle worked hard to prepare for it:**

- 1 The hunters hunted birds and other animals.
- 2 The cooks worked in the kitchen all day long. They baked bread in big ovens.
- 3 The butlers carried the food to the Great Hall.
- 4 At the feast, the knights and the ladies danced all night long!



4 Listen and match in your notebook.

5 Let's play!

A PARTY AT SCHOOL

| | | |
|---------|---|----------------------------|
| 1 Harry | a | carried tables and chairs. |
| 2 Emma | b | baked a chocolate cake. |
| 3 Lee | c | played the guitar. |
| 4 Mona | d | played some pictures. |





kick

1 Listen and read.

Harry, what happened?



2 Read and choose. Write **A** or **B** in your notebook.

1 Let's pick it up!

A Harry

B Mona

2 Be careful!

A the knight

B Lee

3 What's wrong?

A Alvin

B Emma

Unit 9b

- **Aims:** to talk about actions
- **Vocabulary:** kick, pick up, chess, sail, palace, deer
- **Language focus**
Structures: present simple interrogative, negative, short answers (regular verbs)
Language in use: It kicked me! No, it didn't! Did the knight talk? Sorry! I didn't want to scare you!
- **Extra materials:** *Knights and Castles* poster, flashcards (64-69), photocopies of the king and frame template from the *Teacher's Resource Pack (My Magic Files!)*

BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive.

(Activities to revise the language of Unit 9a.)



POSTER

Put the *Knights and Castles* poster on the board. Point to a picture, hiding the word with your hand. Ask a pupil to come to the board and write the word. Reveal the word so that the pupil can check the spelling. Repeat with as many pupils as you think is necessary.

The pupils, in pairs, act out the exchanges from Ex. 1. If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



FLASHCARDS (64-69)

Pupils' books closed. Put the flashcards on the board. Point to each flashcard, write the word underneath and say the word. The pupils listen and repeat. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification. Remove the flashcards and hand them out in random order. The pupils come to the board, put them above the corresponding words and say the words. Ask the rest of the class for verification.

Pupils' books open. Ask the pupils to open their books at page twenty-six. Read the title of the unit and have

the pupils repeat after you. Play the recording. The pupils listen and repeat. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

★ 1 Listen and read.

Explain/Elicit the meaning of the phrase *It kicked me!* Ask the pupils to tell you what happened in the previous lesson (*a knight kicked Harry*). Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: How many knights are there in picture 1?*

Pupils: Two.

Teacher: Who is in the suit of armour in picture 4?

Pupils: Alvin. etc

Write on the board: *That knight m _____ and t _____!*

The pupils listen and find the answer. Play the recording. The pupils listen, follow the dialogue and complete the task.

Answer: moved, talked

★ 2 Read and choose. Write A or B in your notebook.

Explain the task. Refer the pupils to the dialogue and allow them time to complete the task in their notebooks. Check their answers.

1 B

2 A

3 B

Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

(Activities to present and practise interrogative, negative and short answers in the past simple.)

★ 3 What did Brainy do last night? Listen and write yes or no in your notebook.

Pupils' books closed. (optional) Ask, then write on the board: *Did you **play** chess last night?* Underline the words in bold. The pupils repeat, chorally and individually. Elicit the formation of questions in the past simple. Read the question again and answer: *I **didn't** play chess last night.* Underline the words in bold. The

It kicked me!

pupils repeat after you. Elicit the formation of the negative (short and long form) in the past simple. Draw the pupils' attention to the fact that in the interrogative and negative form of the past simple the main verb remains in the original form (i.e. does **not** take **-ed**). Present the short answers: *Did you listen to music yesterday?* Nod, then say and write: **Yes, I did.** Ask again, shake your head and answer: **No, I didn't.** Underline the words in bold. The pupils repeat after you.

Pupils' books open. Read the instructions and explain the task. Refer the pupils to the pictures and elicit the actions shown (*play football, play chess, play video games, listen to music, watch TV, study*). Play the recording, twice if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

- | | | |
|-------|-------|-------|
| 1 no | 3 yes | 5 yes |
| 2 yes | 4 no | 6 yes |

TAPESCRIPT

- A:** *Hi, Brainy. What did you do last night? Did you play football?*
B: *No, I didn't. I played chess with my father.*
A: *Chess? Really?*
B: *Yes, and then I played my new video game for a while.*
A: *Did you listen to music at all?*
B: *No, I didn't. But I watched TV. There was a great programme on the History Channel.*
A: *The History Channel? Oh! Did you study last night too?*
B: *Of course. I study every night.*
A: *Can I have a look at your Maths homework?*

4 A king for a week! Complete in your notebook. Choose A or B.

Read the instructions and explain the task. Refer the pupils to the king's diary entries and ask individual pupils to read them out. Then refer the pupils to the questionnaire and ask them to complete the task in their notebooks. Check their answers.

- | | |
|-----------------|-----------------|
| 1 A | 3 Does...play/B |
| 2 Does...sail/B | 4 Does...hunt/A |

5 Talk with your friend.

Explain the task. Refer the pupils to the pictures and to the dialogue, and ask a pair to read it out. The pupils, in pairs, ask and answer questions as in the example. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

(Suggested answers)

- A:** What do you do on Saturday?
B: I play football. What do you do on Monday?
A: I play tennis with a friend. etc

★ My Magic Files!

Before going into class

Photocopy the portrait of the king and the frame from the *Teacher's Resource Pack*, one per pupil.

Hand out a photocopy of the template to each pupil. Then tell them to do the following: Carefully cut along the dotted lines. Stick the picture of the king onto the pencil (*about half way down*) with the picture facing them. Stick the picture of the frame, facing out, on the other side of the pencil so that the pictures are back to back. Hold the pencil between your two palms. Spin the pencil quickly between your hands. Encourage the pupils to observe what happens (*the king looks as though he's inside the frame*).

If you wish, you can encourage the pupils to design some other 'magical' pairs, e.g. a fish and a goldfish bowl, a bird and a cage. The important thing to remember is to line up the two images accurately to create the desired effect.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask a pupil to come to the front of the class. Tell him/her to choose one of the activities in Ex. 3 and whisper it to you. The rest of the class tries to guess what he/she likes doing. Whoever guesses correctly, comes to the front of the class and the game continues.

- e.g. Pupil 1: (*thinks of playing chess*)
Pupil 2: *Do you like listening to music?*
Pupil 1: *No, I don't.*
Pupil 3: *Do you like playing chess?*
Pupil 1: *Yes, I do. etc*

Note: For the next lesson, the pupils should know the new words, an exchange from the dialogue (Ex. 1), and the pattern in Ex. 5.

Activity Book (Optional)

Assign some of the activities from Unit 9b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



pick up



chess



sail



palace



deer



3



What did Brainy do last night? Listen and write **yes** or **no** in your notebook.



4

A king for a week! Complete in your notebook. Choose **A** or **B**.

5

Talk with your friend.

MONDAY: I play music all morning.

WEDNESDAY: I sail down the River Thames to my summer palace.

FRIDAY: I play tennis. It is fun!

SUNDAY: I hunt deer in the park near my palace.



A: What do you like doing every day?

B: I like playing computer games. What about you?

A: I like playing chess.

1 **Does** he **play** music on Monday?

A Yes, he does.

B No, he doesn't.

2 ... he ... down the river on Friday?

A Yes, he does.

B No, he doesn't.

3 ... he tennis on Monday?

A Yes, he does.

B No, he doesn't.

4 ... he ... deer on Sunday?

A Yes, he does.

B No, he doesn't.

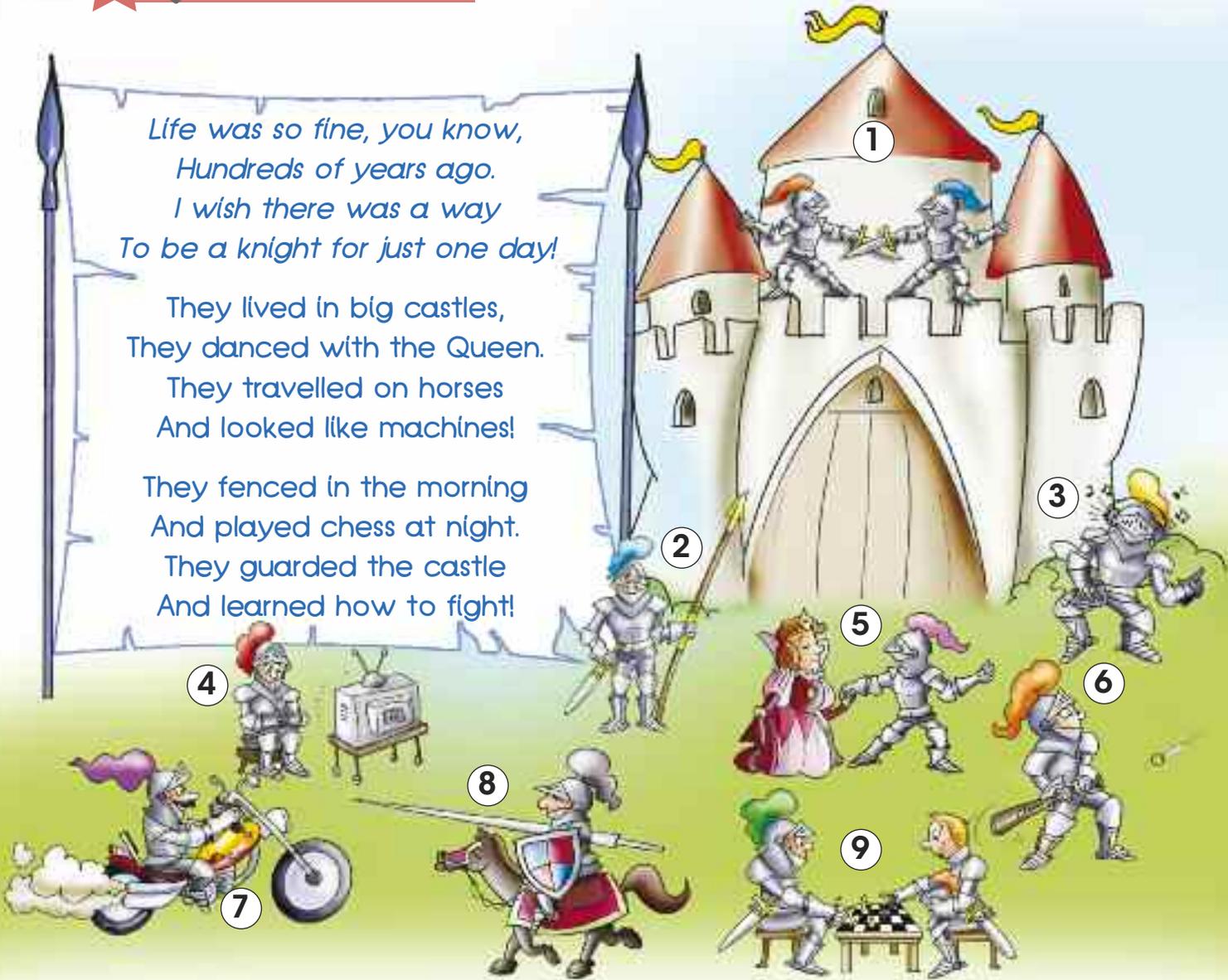


1 Listen and read.

*Life was so fine, you know,
Hundreds of years ago.
I wish there was a way
To be a knight for just one day!*

They lived in big castles,
They danced with the Queen.
They travelled on horses
And looked like machines!

They fenced in the morning
And played chess at night.
They guarded the castle
And learned how to fight!



★ Now sing along!

2 Talk with your friend.

1 **A:** *One! What are the knights doing?*

B: *They're fencing.*

Unit 9c

- **Aims:** to develop the pupils' listening and writing skills
- **Vocabulary:** travel, machine, fence, guard, fight, motorbike
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** silent *gh*
- **Extra materials:** flashcards (64-75)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 9b.)



FLASHCARDS (64-69)

Hand out the flashcards to different pupils, and say the words. Ask the pupil who has the corresponding flashcard to stand up and show the flashcard to the rest of the class. Encourage the pupils to say/repeat the words after you. Then ask them to pass the flashcards on to different pupils and repeat the procedure.

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 5.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

★ Listen, point and repeat.



FLASHCARDS (70-75)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard, write the word underneath and say the corresponding word. The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 28 on the board and ask the pupils to open their books at page twenty-eight. Read the title of the unit and have pupils repeat after

you. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

★ 1 Listen and read.

Read the instructions and explain the task. Refer the pupils to the picture and have a picture discussion.

e.g. *Teacher:* (pointing to the knights fencing) *What are they doing?*

Pupil: *They're fencing. etc*

Play the song on the recording. The pupils listen and follow the lines.

★ Now sing along!

Play the recording again. The pupils listen and sing along. Alternatively, ask the pupils to perform the following actions:

Life was so fine, you know, (boys bow, girls curtsy)
Hundreds of years ago.

I wish there was a way (hands together, look upwards, as though wishing/praying)

To be a knight for just one day!

They lived in big castles,

They danced with the Queen. (do the waltz with a partner)

They travelled on horses (mime riding a horse)

And looked like machines! (strike the pose of a 'machine')

They fenced in the morning (mime fencing)

And played chess at night. (mime playing chess)

They guarded the castle (mime guarding)

And learned how to fight! (strike the pose of a strong man)

★ 2 Talk with your friend.

Read the instructions and explain the task. Refer the pupils to the picture in Ex. 1. Tell them that there are some mistakes in the picture regarding what knights did hundreds of years ago, and that they have to spot these mistakes.

Answers: the knight watching TV, the knight travelling on a motorbike, the knight listening to music, the knight playing baseball

Now refer the pupils to the dialogue and read it aloud. Ask the pupils, in pairs, to ask and answer questions and say what the knights are doing. Go

A knight for a day!

around the classroom monitoring the activity. Ask some pairs to report back to the class.

e.g. Pupil 1: Two! What is the knight doing?

Pupil 2: He's guarding the castle.

Three! What is the knight doing?

Pupil 1: He's listening to music. etc

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and complete in your notebook. Then listen and read.

Read the instructions and explain the task. Refer the pupils to the letter and the pictures. Read the text and elicit the missing words. Allow the pupils time to read the text and complete the task in their notebooks. Play the recording. The pupils listen and check their answers. Individual pupils read out from the text.

- | | | |
|---------|-----------|--------|
| 2 bus | 4 clothes | 6 café |
| 3 music | 5 knights | |

4 Portfolio: Draw and write in your notebook. (optional activity)

Ask the pupils to look at the picture and read the short letter. Ask them what they can see in the picture (a family on a train).

Ask the pupils to write a short letter about what they did last weekend. Tell them to use the text in Ex. 4 as a model.

Allow the pupils time to write the short letter and draw their picture. Alternatively, you can ask the pupils to write the short letter and draw their picture as part of their homework.

(Suggested answer)

Dear Grandma,

Last weekend I visited the zoo with my mum and dad. It was great fun!

Love,

Ivy

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the silent letters **gh**. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils, in groups, to read the letter in Ex. 3 again and write down as many questions as they can think of. Then the groups exchange the questions and answer them.

(Suggested answers)

- 1 When did Tina visit the castle? (last Friday)
- 2 What did they play on the school bus? (games)
- 3 What did they look at in the castle? (paintings and clothes)
- 4 What did they watch? (a film)
- 5 Did she like the film? (Yes)
- 6 Where did they stop on their way home? (at a café)

Activity Book (Optional)

Assign some of the activities from Unit 9c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.



machine



fence



guard



fight



motorbike



3  **Read and complete in your notebook. Then listen and read.**

Dear Aunt Sara,

Here are some photos of the **1)**  **castle** we visited last Friday. It was great!

We all travelled on the school **2)**  ... It was a long journey, but we all played games and listened to **3)**  ... It was great fun! At the

castle we looked at some paintings and some **4)**  ... They were really cool! Then we watched a film about **5)**  ...

We liked it a lot! On the way home we stopped at a big **6)**  ... We played on the game machines.

It was a fantastic day! I hope you like the photos.

Love and kisses,

Tina

4  **Portfolio:**  **Draw and write in your notebook.**

5  **Listen and say. Then read.**



Dear Uncle George,
Last weekend I travelled to London with my mum and dad. It was great fun!

Love,
Donna



The knight with the light was in a fight last night.

1  Listen and read.



1 Willow, what's this?

Oh, it's a long story!

2 Well, it was a long time ago ...

Oh, tell us. What happened?

3 A young boy came into the forest. He climbed up to my top branch!

He sat and looked around. He was very happy. He could see the whole forest.

4 Suddenly, it started to rain. My branches got very wet!

5 And then what?

He stood up, but then he slipped and fell.

2 Read and correct in your notebook.

- 1 **An old man** came into the forest. 3 Suddenly, it started to **snow**.
- 2 He was very **sad**. 4 The **children** were wet.

Unit 10a

- **Aims:** to tell stories
- **Vocabulary:** top branch, slip, fall
- **Language focus**
Structures: present simple
Language in use: Harry, Mona and Emma go for a picnic. Suddenly, it starts to rain.
- **Extra materials:** flashcards (76-78), piece of paper, envelope (*My Magic Files!*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 9c.)

Play the song *A knight for a day!* from Unit 9c, encouraging the pupils to sing along.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



FLASHCARDS (76-78)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard, write the word(s) underneath and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 30 on the board and ask the pupils to open their books at page thirty. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

★ 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher:* (pointing to picture 1) *Where are the children?*

Pupils: *In the Magic Forest.*

Teacher: *Who are they talking to?*

Pupils: *Willow. etc*

Write on the board: *My branches got very wet!*

Ask the pupils to listen to the dialogue and say which picture this sentence was taken from. Play the recording. The pupils listen, follow the lines and complete the task.

Answer: picture 4

★ 2 Read and correct in your notebook.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to read and complete the task in their notebooks. Check their answers.

1 A young boy

3 rain

2 happy

4 branches

Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. *Teacher:* *Oh, it's a long ...*

Class: *story! etc*

Note: If you wish, have the pupils close their books during this activity.

Willow's story

(Activities to present and practise the affirmative form of the past simple – irregular verbs.)

3 Read, choose and complete in your notebook.

Read the instructions and explain the task. Read the example and allow the pupils time to complete the task in their notebooks. Explain/Elicit any unknown words.

- 2 sit 4 go 6 come
3 eat 5 stand

4 Listen and number in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them what they see in each one. Play the recording, twice if necessary. The pupils listen and number the pictures. Check their answers.

- a 2 b 5 c 1 d 4 e 3

TAPESCRIPT

Last Saturday, Lizzie went to the park. She sat under a tree. Suddenly, a little dog came and stood next to her. Lizzy was hungry. She got two hot dogs, one for her and one for the dog. They ate them together.

5 Act out Lizzie's story.

Read the instructions and explain the task. Ask pupils to look at the pictures and act out Lizzie's story.

★ My Magic Files!

Before going into class

Write the number 4032 (or whatever the present year is $\times 2$, e.g. $2016 \times 2 = 4032$) on a piece of paper, place the paper in an envelope and seal it.

Tell the class that you are going to do another mind-reading trick! Ask the pupils to take a pencil and a piece of paper and do the following:

Ask the pupils to write down the year they were born. Then, they write down the year of an important event in their lives (e.g. first day at school, first party. etc). Then, they write down the age they are THIS year – i.e. if they've had a birthday this year already, write down that age – if not, write down the age they will

be on their forthcoming birthday. Then, they write down the number of years that have passed since the important event (stress that they must get the maths right!). Add up the four numbers.

Now, take your envelope, say the magic word *Shazam!* and open it dramatically. If all goes well, everyone's number will be (4032)!

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask individual pupils to tell the class a short story about what happened to them last Saturday (e.g. where they went, what they did, what they ate, etc). The story can be true or imaginary, so ask the pupils to be as imaginative as possible! Allow them some time to think about their story. Once the pupils finish telling their stories, ask the class to vote on the one they liked best.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 10a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



top branch



slip



fall



3 Read, choose and complete in your notebook.

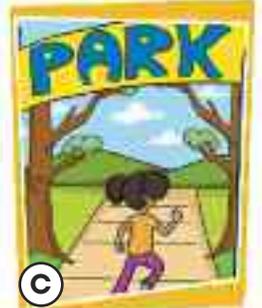
4  Listen and number in your notebook.

•go •stand •come
•eat •sit

Harry, Mona and Emma **1)** go for a picnic in the forest. They **2)** ... near a big tree and **3)** ... their sandwiches. Suddenly, it starts to rain so they **4)** ... and **5)** ... under the big tree. They hear a voice, "Welcome to the Magic Forest." It is Willow! Then Alvin and Erlina **6)** ... to say *hello*. The children are very happy to meet their new friends!



a



c



b



d



e

5 Act out Lizzie's story.

Lizzie is at the park.



I love this tree!



get hurt

1 Listen and read.

1 Did the boy get hurt?

2 He landed on another branch and it broke.

3 But he didn't get hurt, thanks to Erlina.

4 Where's the young boy now?

5 Emma! There you are!

6 Yes, Dad. So do we!

He's a man now. And you all know him.

This tree saved my life when I was young. I love this tree!

2 Read and choose. Write **a** or **b** in your notebook.

- 1 *Where's the young boy now?* 2 *He's a man now.* 3 *I love this tree!*
 a Harry b Mona a Lee b Willow a Dad b Lee

Unit 10b

- **Aims:** to talk about daily activities
- **Vocabulary:** get hurt, land, break, lose, save
- **Language focus**
Structures: present simple, usually, never
Language in use: Where's the young boy now?
 My friend Sam usually goes to the park, but he never rides his bike.
- **Extra materials:** flashcards (79-83)

BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive.

(Activities to revise the language of Unit 10a.)

Divide the class into two teams, A and B. Point to a pupil in Team A and say a verb, e.g. *go*. The pupil has to make a sentence using the verb. Continue with a pupil from Team B. Each correct answer gets one point. The team with the most points is the winner.

e.g. *Teacher: go*
Team A Pupil 1: Harry and Emma go to the park.
Teacher: Good! One point.
sit
Team B Pupil 1: They sit under a tree. etc

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



FLASHCARDS (79-83)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard, write the word underneath and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 32 on the board and ask the pupils to open their books at page thirty-two.

Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Read the instructions and explain the task. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Who helped the little boy in picture 3?*
Pupils: Erlina.
Teacher: Who do you think the man is in picture 5?
Pupils: The little boy! etc

Write on the board: *The boy didn't get hurt, thanks to Alvin.*

Explain to the pupils that they will listen to the dialogue and decide whether the sentence is *True* or *False*. Play the recording. The pupils listen, follow the dialogue and complete the task.

Answer: False (*The boy didn't get hurt, thanks to Erlina.*)

2 Read and choose. Write a or b in your notebook.

Read the instructions and the sentences and explain the task. Allow the pupils some time to complete the task in their notebooks. Check their answers.

1 a 2 b 3 a

Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. *Teacher: He landed on another branch and it ...*
Class: broke. etc

Note: If you wish, have the pupils close their books during this activity.

I love this tree!

(Activities to present and practise the interrogative, negative and short answer forms of the past simple – irregular verbs.)

3 Look, read and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them if they know which fairy tales the pictures depict (1 – Cinderella, 2 – Pinocchio, 3 – Snow White, 4 – Jack and the Beanstalk, 5 – Alice in Wonderland, 6 – Puss in Boots). Read out the sentences and explain any unknown words. Allow the pupils time to complete the task in their notebooks. Check their answers.

- | | | |
|-----|-----|-----|
| 1 C | 3 F | 5 E |
| 2 B | 4 D | 6 A |

4 Interview your friend. Write yes or no in your notebook.

Read the instructions and explain the task. The pupils, in pairs, interview each other and write *yes* or *no* next to the questions.

(Suggested answers)

- A:** Do you usually go to the park at the weekend?
B: Yes, I do.
- A:** Do you usually ride your bike?
B: No, I don't.
- A:** Do you usually play with your friends?
B: Yes, I do.
- A:** Do you usually watch TV?
B: Yes, I do.
- A:** Do you usually do your homework at the weekend?
B: No, I don't.
- A:** Do you usually go to bed early?
B: No, I don't.

5 Now tell the class.

Read the instructions and explain the task. Read out the example. Individual pupils report back to the class.

(Suggested answer)

Sam usually goes to the park but he never rides his bike. He usually plays with his friends, but he doesn't watch TV. He does his homework, but he never goes to bed early.

6 Let's play!

Refer the pupils to the picture and read the example. Explain the game. One pupil comes to the board and writes three sentences, two true and one false. The rest of the class tries to guess which is the false one. Whoever guesses correctly, comes to the board and the game continues.

e.g.

*I go to the cinema.
I play football.
I go to the theatre.*

False answer: *You don't go to the theatre. etc*

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Pupils mime an action connected with one of the stories in Ex. 3. The rest of the class tries to guess which story it is.

e.g. *Pupil 1: (mimes losing a shoe while running)
Class: Cinderella. etc*

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 10b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



3 Look, read and match in your notebook.

1



She loses her shoe.

4



They see a beanstalk.

2



He makes a puppet.

5



She reads a book.

3



She gives her an apple.

6



The cat wears a hat and boots.

- A Puss in Boots
- B Pinocchio
- C Cinderella

- D Jack and the Beanstalk
- E Alice in Wonderland
- F Snow White

4 Interview your friend. Write **yes** or **no** in your notebook.

What do you usually do at the weekend?

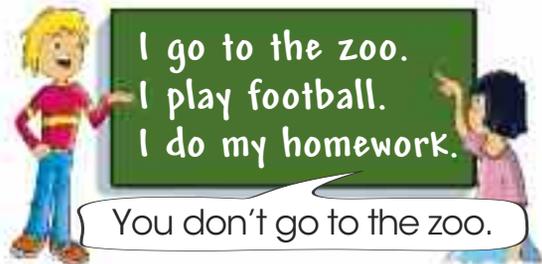
- 1 go to the park?
- 2 ride your bike?
- 3 play with your friends?
- 4 watch TV?
- 5 do your homework?
- 6 go to bed early?



5 Now tell the class.

My friend Sam usually goes to the park, but he never rides his bike.

6 Let's play!





nurse



writer

1



What were they? Write in your notebook.
Then listen and point.

Astronauts and doctors,
Nurses, writers, teachers -
They made the world a better place,
They did it for the human race!

*They did what they did,
They gave it their best!
And now it is up to us
To try and do the rest!*

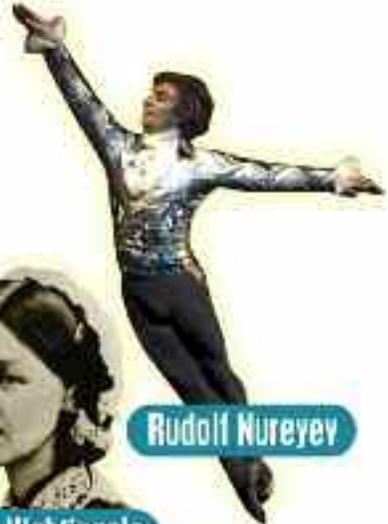
Artists and composers,
Athletes, actors, dancers -
They made the world a better place,
They did it for the human race!



Charles Dickens



Florence Nightingale



Rudolf Nureyev



Antonio Vivaldi



Leonardo da Vinci



Yuri Gagarin



Now sing along!

2

Let's play!



Who was a painter?

Leonardo da Vinci.

Unit 10c

- **Aims:** to talk about jobs and people from the past, to develop the pupils' listening and writing skills
- **Vocabulary:** nurse, writer, artist, composer, athlete, actor, actress
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /əʃ/
- **Extra materials:** *People at work* poster, slips of paper with the irregular verbs of the previous lesson in the present form (*Beginning the Lesson*)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 10b.)

Before going into class

Prepare slips of paper with the verbs the pupils have learnt in the previous unit.

Hand out the slips of paper you have prepared in random order. The pupils read their slips of paper, come to the board and write a sentence using the verb shown on their paper. Demonstrate this yourself first.

e.g. Teacher: (*reads lose*) *I never lose my keys. etc*

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

★ Listen, point and repeat.



POSTER

Pupils' books closed. Put the *People at work* poster on the board. Point to the items (*nurse, writer, artist, composer, athlete, actor, actress*), one at a time, and say the corresponding word. The pupils listen and

repeat, chorally and/or individually. Point to the words in random order. The pupils say the words individually. Ask the rest of the class for verification.

Pupils' books open. Write a big 34 on the board and ask the pupils to open their books at page thirty-four. Read the title of the unit and have pupils repeat after you. Elicit/Explain what the title means. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

★ 1 What were they? Write in your notebook. Then listen and point.

Read the instructions and explain the task. Refer the pupils to the pictures and read out each person's name. The pupils repeat after you. Ask the pupils to tell you if they know/have heard of these people and what their job was. Ask them to choose among the words in bold and write what they think each person in the pictures was. Allow them time to complete the task. Check their answers.

Rudolf Nureyev – dancer (He was a famous Russian ballet dancer.)

Florence Nightingale – nurse (She was a nurse who took care of injured soldiers.)

Charles Dickens – writer (He wrote famous stories, such as 'David Copperfield' and 'Oliver Twist'.)

Antonio Vivaldi – composer (He composed 'The Four Seasons' and many other symphonies.)

Leonardo da Vinci – artist (He painted the Mona Lisa.)

Yuri Gagarin – astronaut (He was the first man in space.)

Tell them that they are going to listen to the recording and that they will have to point to the correct picture whenever they hear one of the jobs in bold. Play the song. The pupils listen to the song and point to the correct person each time.

★ Now sing along!

Play the recording again. The pupils listen and sing along.

★ 2 Let's play!

Refer the pupils to the picture and read the example. Explain the game. In pairs, the pupils ask and answer questions about the people in Ex. 1, as in the example(s).

e.g. Pupil A: *Who was Yuri Gagarin?*
Pupil B: *He was an astronaut.*

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and match in your notebook. Then listen and read.

Read the instructions and explain the task. Refer the pupils to the people (A-C) and ask them if they know who they were. Allow them some time to read the texts (1-3) and match them to the pictures in their notebooks. Play the recording for the pupils to listen. Check their answers. Explain/Elicit any unknown words. Individual pupils read out from the text.

A 2 B 3 C 1

4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text.

Ask the pupils to write a short text about a famous person and stick or draw a picture. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw their picture. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

(Suggested answer)

Usain Bolt is a famous athlete. He can run very fast.

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /ə/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Kim's game

Write the jobs on the board, one next to the other. Ask the pupils to look at them for one minute and then close their eyes. Erase a word. Ask the class to tell you which word is missing.

Activity Book (Optional)

Assign some of the activities from Unit 10c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.



artist



composer



athlete



actor



actress



3 **Read and match in your notebook. Then listen and read.**

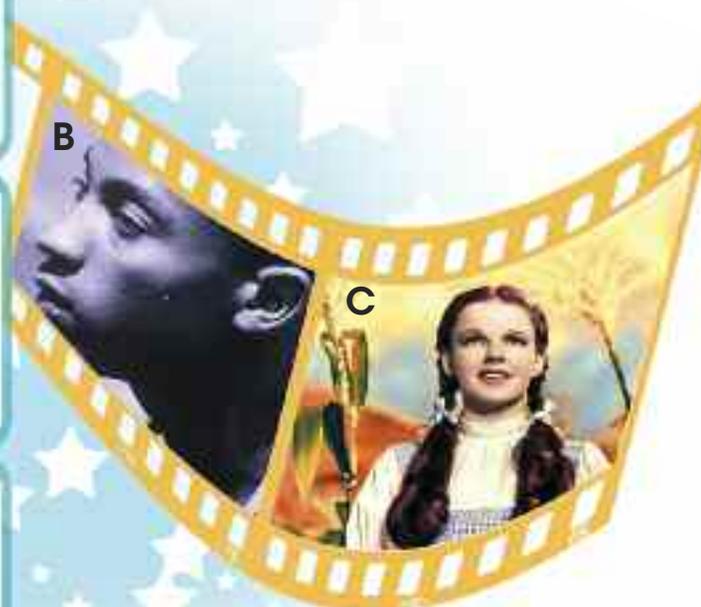


A

Judy Garland was a famous singer and actress. She started singing when she was just a child. As a young girl, she played the part of Dorothy in the *Wizard of Oz*.

Charlie Chaplin was a famous actor. Everyone loved his films because they were very funny. They called him *The Little Tramp*.

Jesse Owens was a famous athlete. He won four gold medals in the 1936 Olympics - the first American in history to do this.



B

C

4 **Draw and write in your notebook.**

Taylor Swift is a famous singer. My favourite song is *Wonderland*.



5 **Listen and say. Then read.**



The doctor wanted to be an actor and a dancer!



Troll Tales!



Episode 5: Listen and read.

1 Popsie, did you take my glasses?
No, I didn't!

2 Popsie, did you take my shoes?
No, I didn't!

3 Well, if it wasn't Popsie, who was it then?

4 It was me! I cleaned your glasses, I washed your shoes and I made popcorn for everyone!
Huh?

5 Ha, ha, that's funny!
We don't believe in ghosts, Popsie!

6 Ghosts? AAAhhhhhhh! Help!
AAAhhhhhhh!!!!!!

• Now take roles and read.

Episode 5

- **Aims:** to read for pleasure
- **Vocabulary:** take, believe
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils to try and remember what the previous episode was about (*Popsie moving all of Pog and Trog's furniture.*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (e.g. *Hey, where's the table? I don't know! It was there an hour ago! That's really strange! Where are our things? Happy cleaning, boys!*).

PRESENTATION & PRACTICE

Episode 5: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 36 on the board and ask the pupils to open their books at page thirty-six. Refer the pupils to the episode. Ask them to look at the pictures and guess what it is going to be about (e.g. *Pog, Trog and Popsie seeing a ghost.*).

Play the recording. The pupils listen and follow along. Play the recording again and with pauses for the pupils to listen and repeat, chorally and individually.

★ Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode and tippex out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode and the speech bubbles sheet, one per pair.

The pupils work in pairs. Hand out the episode and the speech bubbles to each pair. The pupils, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

Go Green! 5: Tree Detectives!

- **Aims:** to raise the pupils' environmental awareness, to talk about different types of trees and tree leaves
- **Vocabulary:** leaf, rowan, birch, hazel, elder, holly, yew
- **Extra materials:** pictures of the tree leaves presented in the unit (*Beginning and Ending the Lesson*)

BEGINNING THE LESSON

Pupils' books closed. Put the pictures of the leaves onto the board. Explain to the pupils that these leaves come from different trees and show them how they vary in size and shape. Say the names of the trees the leaves come from. The pupils repeat after you.

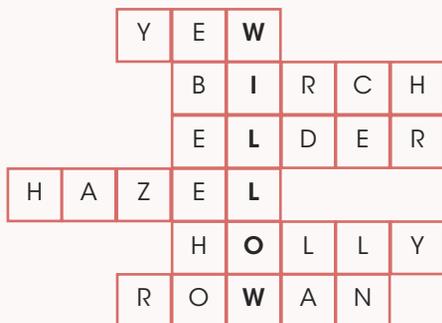
Pupils' books open. Write a big 37 on the board and ask the pupils to open their books at page thirty-seven. Read through the title (*Tree Detectives*) and explain/ elicit what it means. Refer the pupils to the text and the pictures. Allow them time to read the text. Then, individual pupils read out from the text.

PRESENTATION & PRACTICE



1 Be a Tree Detective!
Do the puzzle in your notebook and find the missing word!

Read the instructions and explain the task. The pupils use the names of the trees and do the crossword puzzle. Tell them that the coloured squares form a word, which they will be able to see upon completion of the puzzle. Allow them time to do the crossword puzzle in their notebooks. Check their answers.



Answer: Willow

Refer the pupils to the picture of the elephant behind the tree and read out the question. Allow the pupils some time to think of an answer to the question. Then provide the correct answer.

Answer: Both elephants and trees have got *trunks*.

ENDING THE LESSON

Hand out the pictures of the leaves you have brought with you, one per pupil. Call out different tree names. The pupils with the corresponding pictures stand up and show the pictures to the class.

Go Green!



Tree Detectives!

There are many different types of trees in the world. How can you tell what type of tree it is? Easy! Just look at its leaves - each tree has got leaves that are different in shape and size. Here's an example:



Rowan



Birch



Hazel



Elder



Holly

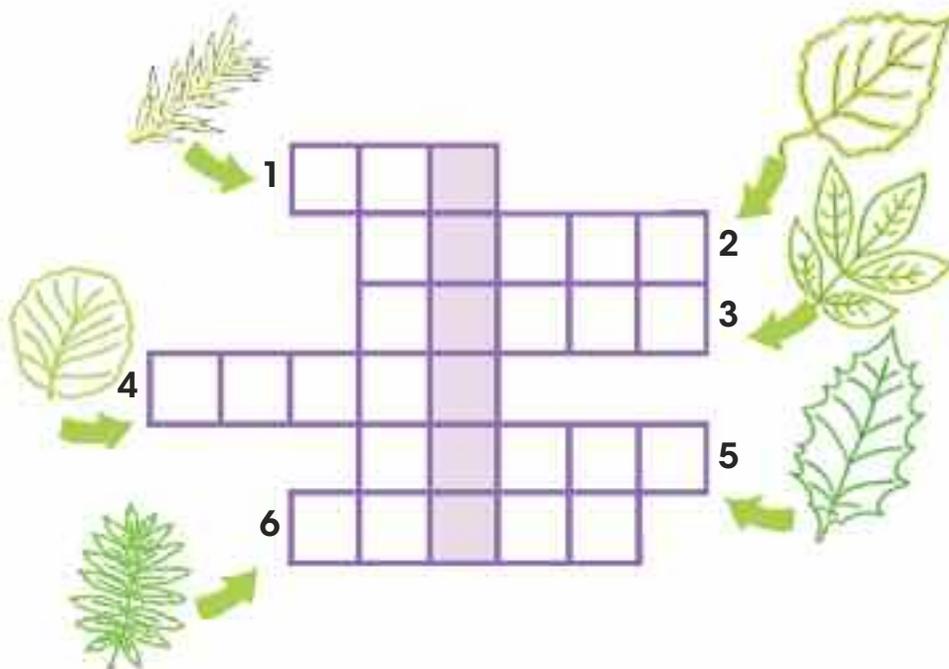


Yew

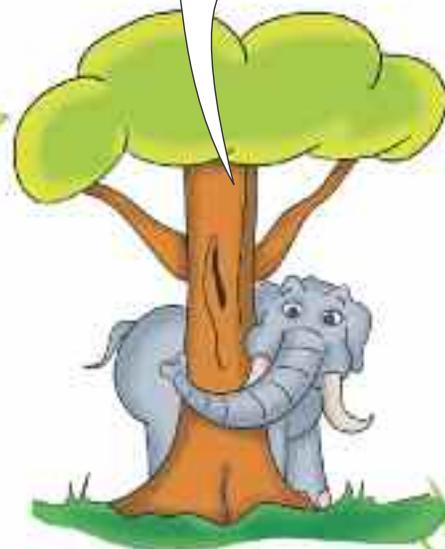


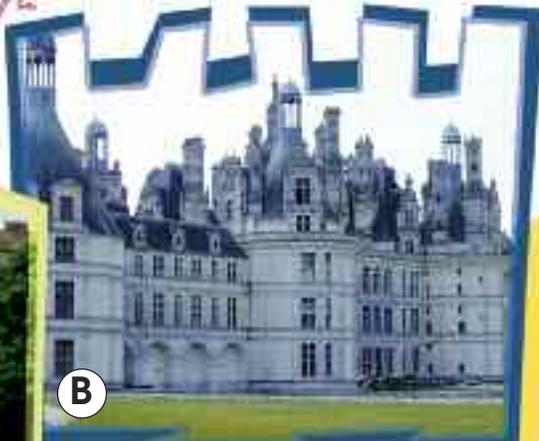
Be a Tree Detective!

Do the puzzle in your notebook and find the missing word!



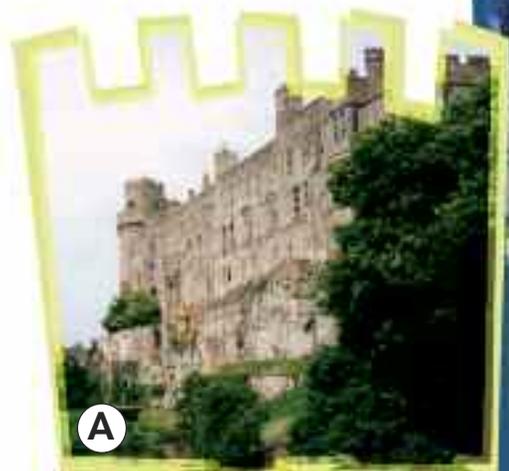
Why are trees and elephants the same?





B

Chambord Castle is in France. It is one of the most beautiful castles in France - it looks like something out of a fairy tale! Drew Barrymore made a film called "Ever After" in this castle.



A

Warwick Castle is one of the most famous castles in England. Queen Elizabeth I visited the castle and Queen Victoria had lunch there. Today, you can visit the castle and have lunch there, too!



C

Dublin Castle is in Ireland. The tower is 800 years old! The tower was a prison, but now it's a museum! There is also a gift shop where you can buy souvenirs.

1 Which castle? Read and write **A**, **B** or **C** in your notebook.

- 1 It is in France.
- 2 The tower was a prison but now it's a museum.
- 3 You can have lunch there.

2 **Portfolio:** Write about a castle or an old building in your country. You can find information on the Internet.

- **Aims:** to talk about famous castles
- **Vocabulary:** tower, prison, gift shop
- **Extra materials:** none

BEGINNING THE LESSON

Write the word *castle* on the board. Ask the pupils if there are any castles in their country.

PRESENTATION & PRACTICE

1 Which castle? Read and write **A, B** or **C** in your notebook.

Write a big 38 on the board and ask the pupils to open their books at page thirty-eight. Read the instructions and explain the task. Allow the pupils time to read the texts and complete the task in their notebooks. Explain/Elicit any unknown words. Check their answers. Individual pupils read out from the texts.

1 B 2 C 3 A

2 Portfolio: Write about a castle or an old building in your country. You can find information on the Internet.

Read the instructions and explain the task. Ask the pupils to write about a famous castle or building in their country and stick or draw a picture. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project. Then ask individual pupils to present their project to the class.

Alternatively, you can ask the pupils to do the project as part of their homework.

(Suggested answer)

The Tower of London is in London, England. William the Conqueror built the first part of the tower in 1078. The tower was a prison and a palace. Today, the Tower of London is home to the Crown Jewels.

Note: Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the pupils to read the texts in Ex. 1 for a couple of minutes and then close their books. Ask them comprehension questions:

- e.g. *In which castle can you have lunch? (Warwick Castle.)*
Where is Chambord Castle? (In France.)
Which famous actress made a film in Chambord Castle? (Drew Barrymore.)
Where is Dublin Castle? (In Ireland.)
What was Dublin Castle's tower? (A prison.)
What can you buy at Dublin Castle? (Souvenirs.)

It is advised you do 'Our School' during this lesson or the next.

Checkpoint: Units 9 - 10

- **Aims:** to consolidate Module 5, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: Where did kings and queens live a long time ago?*

Pupil 1: In castles.

Teacher: Who was Antonio Vivaldi?

Pupil 2: He was a famous composer.

Teacher: What do you usually do on Saturday?

*Pupil 3: I usually go to the park on Saturday.
etc*

Note: It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

★ 1 Look and write in your notebook.

The pupils look at the pictures and fill in the missing letters to form full words.

- | | | |
|------------|-----------|---------|
| 1 writer | 3 artist | 5 actor |
| 2 composer | 4 athlete | |

★ 2 Look, read and complete in your notebook.

Read the instructions and explain the task. Read out the example. The pupils look at the pictures and the sentences (1-6) and write the correct word in their notebooks.

- | | | |
|----------|-------------|--------------|
| 2 castle | 4 sail | 6 top branch |
| 3 bake | 5 motorbike | |

★ 3 Read and choose. Write in your notebook.

Refer the pupils to the sentences (1-5) and explain the task. The pupils read the sentences and write the correct form of the verb in their notebooks.

- | | | |
|---------|--------|------------|
| 1 doing | 3 Does | 5 climbing |
| 2 play | 4 goes | |

★ 4 Read and number in your notebook.

Refer the pupils to the sentences of the dialogue and explain the task. The pupils put the sentences in the correct order.

- 1 **A:** What do you do at the weekend?
- 2 **B:** I go to the cinema. What about you?
- 3 **A:** I play with my friends.

Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the pupils to the *Now I can* box and read through it with them.

Note: Pupils can now do *Modular Revision and Assessment 5* in their *Activity Books*.

Note: If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

1 Look and write in your notebook.



1 w...



2 c...



3 a...



4 a...



5 a...

2 Look, read and complete in your notebook.

1 I want to be a  **knight** for a day.

2 He lives in a  ...!

3 My mum can  ... a cake for us!

4 Let's  ... down the river!

5 My big brother has got a 

6 Can you see the nest on the  ...?

3 Read and choose. Write in your notebook.

- 1 What do you like **do/doing** every day?
- 2 I **play/playing** tennis every day.
- 3 **Do/Does** he play chess on Monday?
- 4 Emma **go/goes** for a picnic at the weekend.
- 5 Why are you **climb/climbing** up the tree?

4 Read and number in your notebook.

- A:** What do you do at the weekend?
A: I play with my friends.
B: I go to the cinema. What about you?

Now I can

- talk about life in the past.
- talk about things that we do/like doing every day/at the weekend
- tell a story

in English



1 Listen and read.



2 Read and complete in your notebook.

- 1 Erlina is getting her ... ready for Fairy day.
- 2 Fairy Day is on 24th
- 3 There are fairy armadillos, fairy flowers and fairy ...!
- 4 Faye and Fifi are Fairy ...!

Unit 11a

- **Aims:** to talk about fairy animals and learn how to ask and respond to questions
- **Vocabulary:** months of the year, ordinals
- **Language focus**
Structures: question words
Language in use: Why are you so happy today, Erlina? I'm getting my garden ready for Fairy Day. When's Fairy Day? On 24th June.
- **Extra materials:** completed *Progress Report Cards*, *The months of the year* poster, blank slips of paper, two empty tissue boxes

BEGINNING THE LESSON

(Activities to revise the language of Unit 10.)

Play the song *A better place* from Unit 10c.

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Language Portfolios*.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *The months of the year* poster on the board. Ask: *What month is it?* Then, point to the month on the poster and say: (*April*). The pupils repeat after you. Repeat the same procedure and present the rest of the months.

Pupils' books open. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat chorally and individually.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Explain/Elicit the meaning of the phrase *The fairy garden*. Explain that in this unit they will learn about fairy animals. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher:* (pointing to picture 1) *Where are the children?*

Pupils: *In Erlina's garden. etc*

Write on the board: *What are the names of the fairy penguins?* The pupils listen to the dialogue and find the answer. Play the recording. The pupils listen and complete the task.

Answer: Faye and Fifi

Note: If you wish, you can give some background information about Fairy Day and fairy animals.

- **Fairy Day:** Fairy Day is on 24th June. People celebrate fairies and nature. Some of the events include: fairy tea (flower-cut sandwiches, fruit and vegetables, etc), fairy fashion parade (children dressed like fairies), fairy garden viewing (walking around gardens), etc.
- **Fairy penguins:** They are about 35 centimetres (14 inches) in height and one kilogram (about two pounds) in weight. They live in Australia.
- **Pink fairy armadillos:** They are the smallest armadillo, about 90-115 mm (3½-4½") long excluding the tail, and are pale rose or pink in colour. They live in central Argentina.

2 Read and complete in your notebook.

Explain the task. Refer the pupils to the dialogue and allow them time to complete the sentences. Check their answers and write them on the board.

1 garden 2 June 3 fish 4 penguins

Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

(Activities to present and practise question words.)

3 Complete in your notebook. Then answer.

Pupils' books closed. Write the following questions on the board:

Who is that girl?

She's my sister.

What is that?

It's a **fairy fish**.

Where's my book?

It's in your **bag**.

When's your birthday?

On 17th April.

Why are you angry?

Because my dog ate my sandwich.

How old is Mary?

She's **eleven years old**.

The fairy garden

Underline the words in bold and read out the questions and the answers. The pupils repeat after you chorally and individually. Explain/Elicit what each question word means and when we use it.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Read the example and explain the task. Allow the pupils time to complete the task in their notebooks. Check their answers.

- 2 Who 3 When 4 How

Now, ask the pupils to write their answers next to the questions. Check their answers.

(Suggested answers)

- 1 (My favourite colour is) red.
- 2 John (is my best friend).
- 3 (My birthday is on) 24th March.
- 4 K-A-T-E.

★ 4 Match in your notebook.

Pupils' books closed. Say, then write on the board: "When's your birthday?" "On the **fifteenth** of January." Underline the words in bold. The pupils repeat, chorally and/or individually. Explain to the pupils how the ordinal numbers are formed and how they are used. Draw their attention to the numbers with spelling difficulties (*first, second, third, fifth, ninth, twelfth, twentieth, thirtieth, etc*). Show the pupils how the ordinal numbers are formed after number twenty (*twenty-first, twenty-second, etc*).

Drill your pupils: e.g. Teacher: one
Pupil 1: first etc

Pupils' books open. Read the instructions and explain the task. The pupils match the numbers to the correct words. Check their answers.

Answers: 1 – first, 2 – second, 3 – third, 4 – fourth, 5 – fifth, 9 – ninth, 12 – twelfth, 21 – twenty-first

★ Now listen, point and repeat.

Play the recording. The pupils listen, point to and repeat both the cardinal and the ordinal numbers.

★ 5 Read and write in your notebook.

Read the instructions and explain the task. Allow the pupils time to complete the task in their notebooks. Check their answers.

- 1 third 3 first 5 second
2 fourth 4 twelfth

★ 6 Let's play!

Before going into class

Have the blank slips of paper and two containers such as empty tissue boxes ready to use.

Divide the pupils into two teams (A and B) and hand each team some blank slips of paper. Each pupil from Team A has to write a question on the piece of paper provided. Tell the pupils they can write questions about anything they like, provided they begin with **Why** (e.g. *Why are you happy? Why do you like chocolate? etc*). Now tell each pupil from Team B to write an answer on the piece of paper. They can write answers about anything they like, provided they begin with **Because** (e.g. *Because I was hungry. etc*). After they finish writing, both teams fold their pieces of paper and put them in the empty tissue boxes (the questions in one box and the answers in the other box). Invite a pair of pupils (one pupil from each team) to come to the front of the class. Pupil 1 picks a paper from the Questions box and Pupil 2 from the Answers box. Pupil 1 reads the question and Pupil 2 reads the answer. Pupils should find the game amusing as they read the absurd answers to the questions.

e.g. Pupil 1 Team A: *Why did you go to bed early last night?*

Pupil 2 Team B: *Because I saw a fairy fish. etc*

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Say: *This month is before August, but after June. Which month is it?* Elicit: *July*. Ask pupils to take your role and repeat the activity.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 11a of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.



Who is Mike?

He's my cousin.

What are these?

They're **fairy armadillos**.

When's Fairy Day?

On 24th June.

Where's Tracy?

She's **at the cinema**.

Why are you so tired?

Because I went to bed late.

How old are you?

I'm **ten years old**.

3 Complete in your notebook. Then answer.

1 **What's** your favourite colour?

2 ...'s your best friend?

3 ...'s your birthday?

4 ... do you spell your name?

4 Match in your notebook.

1 2 3 4
5 9 12 21

twelfth ninth fourth
first twenty-first
second fifth third

Now listen, point and repeat.

5 Read and write in your notebook.

1 **C** is the ... letter of the alphabet.

2 **April** is the ... month of the year.

3 **May Day** is on the ... of May.

4 **L** is the ... letter of the alphabet.

5 **Monday** is the ... day of the week.

6 Let's play!

Why can't elephants fly?





well

1 Listen and read.

1 Will you help me with my garden?

Oh, yes!

2 Thank you! Who will get some water from the well?

We will!

3 And who will feed Faye and Fifi?

We'll feed them!

4 Will you give them a bath, too?

Of course!

5 The garden is ready for Fairy Day!

I hope it won't rain.

6 Bye, Erlina. We'll see you next week.

2 Read and say **yes** or **no**.

- 1 Lee and Harry can get water from the well.
- 2 Alvin can feed Faye and Fifi.
- 3 Emma and Mona can give Faye and Fifi a bath.

Unit 11b

- **Aims:** to talk about the future, to offer to help
- **Vocabulary:** well, beard, moustache, CD player, blanket, feed
- **Language focus**
Structures: future simple tense (will/won't)
Language in use: Will you help me with my garden? Who will get some water from the well? We will! I hope it won't rain. We'll see you next week.
- **Extra materials:** flashcards (84-87), three dice (*My Magic Files!*)

BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive.

(Activities to revise the language of Unit 11a.)

Kim's game

Write the months on the board. Ask the pupils to look at the months for one minute before they close their eyes. Erase a month. Ask the class to tell you which month is missing.

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



FLASHCARDS (84-87)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard, write the word underneath, then say the word. The pupils listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 42 on the board and ask the pupils to open their books at page forty-two. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and

repeat, chorally and/or individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1★ Listen and read.

Read the instructions. Ask the pupils if they remember where the children are (*at Erlina's garden*). Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Who's with Erlina in picture 2?*

Pupils: Lee and Harry!

Teacher: Why is Alvin angry in picture 5?

Pupils: Because he's wet! etc

Write on the board: *Who will get some from the?*

Ask the pupils to listen to the dialogue and complete the sentence. Play the recording. The pupils listen, follow along and complete the task.

Answer: water, well

2★ Read and say yes or no.

Read the instructions and explain the task. Refer the pupils to the dialogue. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes 2 no 3 yes

Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out the sentences spoken by a character in the dialogue. Ask individual pupils to tell you who said each sentence.

e.g. *Teacher: And who will feed Faye and Fifi?*

Class: Erlina! etc

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise the future simple tense.)

★ 3 Look, read and write yes or no in your notebook.

Pupils' books closed. (optional) Say, then write on the board: *I **will go** to Italy in the summer.* Underline the words in bold. The pupils repeat, chorally and individually. Explain that this is the future simple tense. Explain that the future simple is formed with **will** and the base form of the verb, and that we use it to talk about future actions.

Draw the pupils' attention to the short form of **will** (i.e. 'll). Present the negative and interrogative forms in the same way as the affirmative. Present the **short answers** by asking the pupils and writing on the board: *Will you go to (Italy) in the summer?* Elicit answers and write them on the board: **Yes, I will./No, I won't.** Underline the words in bold. The pupils repeat after you.

Pupils' books open. Ask the pupils to read the sentences in the grammar box (optional). Read the instructions and explain the task. Refer the pupils to the pictures. Ask the pupils questions about the picture showing the boy (e.g. *What is he wearing? What's he holding? etc*). Then refer them to the picture of the grown man in 2030. Explain that this is the boy in the future. Ask them questions about the pictures (e.g. *Where is the man? Who is with him? etc*). Allow the pupils time to look at the pictures, read the sentences and complete the task in their notebooks. Check their answers.

- | | | | | | |
|---|-----|---|-----|---|-----|
| 1 | yes | 3 | yes | 5 | no |
| 2 | no | 4 | no | 6 | yes |

★ 4 Listen and match in your notebook.

Read the instructions and explain the task. Play the recording, twice if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | b | 2 | a | 3 | d | 4 | c |
|---|---|---|---|---|---|---|---|

TAPESCRIPT

- A:** *Let's organise our picnic for next Sunday. Michael, will you make a cake?*
- Michael:** *Yes, of course.*
- A:** *Thanks, Michael. Robert, will you bring a CD player?*

Robert: *Sorry. My CD player isn't working. I'll buy the cola.*

A: *OK, Robert will buy the cola. But what about the CD player?*

Helen: *It's OK. I'll bring a CD player.*

A: *Thanks, Helen. Katy, will you bring a blanket, please?*

Katy: *Of course.*

A: *Right, we seem to have everything ...*

★ My Magic Files!

Before going into class

Bring in three dice to class.

Tell the class that you are going to do yet another one of your amazing mind-reading tricks! Turn your back and ask someone to roll the three dice (e.g. 3, 1, 5). Then ask them to do the following:

- 1 Add up the scores of the three dice (e.g. $3 + 1 + 5 = 9$).
- 2 Pick up any one of the dice and add the bottom face to the total (e.g. *the bottom face of 5 is 2; $9 + 2 = 11$*).
- 3 Roll that same dice and add its new score to the previous total (e.g. $11 + 4 = 15$). (Tell them to remember this total, i.e. 15.)

Then, turn around, look at the three dice (e.g. 3, 1, 4), add seven to the scores that are showing, and make a dramatic gesture of being able to read the person's mind. Tell them that their total is (15). Magic!

ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Explain to the pupils that they will go on a picnic and that they have to decide who will do what. Tell them that they can use the ideas from Ex. 4 and/or their own. Divide the pupils into groups. The pupils decide who will do what and report back to the class.

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 11b of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.



beard



moustache



CD player



blanket



3 Look, read and write **yes** or **no** in your notebook.



- 1 He'll have a big house.
- 2 He'll wear glasses.
- 3 He'll have a beard and a moustache.
- 4 He'll ride a motorbike.
- 5 He'll have a dog.
- 6 He'll have two children.

★ I **will** (I'll) have a big car.
I **will not** (**won't**) have a big house.



4  Listen and match in your notebook.

- | | | |
|-----------|---|-------------------------|
| 1 Michael | a | will buy the cola. |
| 2 Robert | b | will make a cake. |
| 3 Helen | c | will bring a blanket. |
| 4 Katy | d | will bring a CD player. |



The wishing well

1



Listen and choose the best title. Write **A**, **B** or **C** in your notebook.

Fairy flowers and fairy fish -
Will you help us make a wish?
Fairy bluebird, fairy wren,
Close your eyes and count to ten!

*In the Magic Garden
We'll make a magic spell.
We'll throw a silver coin
In the wishing well!*

Fairy flowers and fairy fish -
Will you help us make a wish?
Fairy penguin, fairy bell,
We'll see you by the wishing well!

A. THE MAGIC GARDEN

B. The Silver Coin

C. The Fairy Animals



Now sing along!



Throw a coin in the wishing well and make a wish. What will you ask for?

★ an **A** in my test

★ curly hair

★ a present for my mum

★ a new bike ★ a ball for my dog

★ a new coat for my gran



Compare your answers with your friend.

Can I have
a  ?



Unit 11c

- **Aims:** to talk about the future, to make wishes, to develop the pupils' listening and writing skills
- **Vocabulary:** bluebird, throw, silver coin, fairy bell
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /g/, /dʒ/
- **Extra materials:** flashcards (84-91)

BEGINNING THE LESSON

(Activities to revise the language of Unit 11b.)



FLASHCARDS (84-87)

Take out the flashcards from the previous lesson. Stick them on the board and write the word under each one. The pupils say the words. Remove the flashcards, shuffle them and pass them out to the pupils. The pupils stick their flashcards next to the appropriate word.

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

★ Listen, point and repeat.



FLASHCARDS (88-91)

Pupils' books closed. Put the flashcards on the board. Point to each one and write the word(s) underneath. Say the word(s). The pupils listen and repeat. Point to the flashcards and ask individual pupils to say the words. Ask the rest of the class for verification.

Pupils' books open. Ask the pupils to open their books at page forty-four. Read the title of the unit. Explain/Elicit what a *wishing well* is (a well in which people throw a coin and make a wish). Play the recording. The pupils listen and repeat. Check their pronunciation and intonation.

1 Listen and choose the best title.
Write **A**, **B** or **C** in your notebook.

Explain the task. Ask the pupils what they can see in

the picture (a boy throwing a coin in the wishing well, fairy fish, etc). Read out the titles A-C. The pupils listen to the song and decide which title is appropriate for the song. Play the song. The pupils listen and decide on the best title for the song.

Answer: A

★ Now sing along!

Play the recording again. The pupils listen and sing along. Alternatively, ask the pupils to perform the following actions:

Fairy flowers and fairy fish – (cross fingers and sway from side to side)

Will you help us make a wish?

Fairy bluebird, fairy wren,

Close your eyes and count to ten! (close eyes as though wishing)

In the Magic Garden (wave a pretend wand in the air)

We'll make a magic spell.

We'll throw a silver coin (mime throwing a coin in the well)

In the wishing well!

Fairy flowers and fairy fish – (cross fingers and sway from side to side)

Will you help us make a wish?

Fairy penguin, fairy bell,

We'll see you by the wishing well! (close eyes as though wishing)

2 Throw a coin in the wishing well and make a wish. What will you ask for?

Explain the task. Refer the pupils to the picture and read out the example (elicit the word *camera*). Refer them to the prompts and ask individual pupils to read them out. Explain/Elicit any unknown words. The pupils think for a while and decide what they will ask for. They can use one of the ideas in Ex. 2 or anything else they like.

(Suggested answer)

I will ask for a new laptop.

★ Compare your answers with your friend.

Ask pupils, in pairs, to say what they will ask/wish for. If you wish, the pupils can take turns coming to the front of the classroom, making their wish and mime throwing a coin into a wishing well.

e.g. A: I'll ask for an A on my test. What about you?

B: I'll ask for a new doll. etc

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

3 Read and complete in your notebook. Then listen and read.

Read the instructions and explain the task. Read the title and refer the pupils to the pictures and the texts. Tell the pupils that all three texts are predictions about what life will be like in the future. Elicit/Explain the words *energy*, *electricity* and *chip*. Allow the pupils time to read the texts and complete the task in their notebooks. Play the recording. The pupils listen and check their answers. Individual pupils read out from the texts.

- | | |
|--------------------------|--------------------------|
| 1 'll go on holiday to | 3 'll wear shoes that |
| 2 'll get all our energy | 4 'll wear T-shirts with |

Extension

Ask the pupils whether they agree with the predictions mentioned in the texts. Invite them to make their own predictions.

e.g. *Pupil 1: In the future we won't go on holiday to the moon. We'll go on holiday to Mars. etc*

4 Portfolio: Draw and write in your notebook. (optional activity)

Ask the pupils to look at the picture and read the text. Ask them what they can see in the picture (*a robot doing some homework*).

Ask the pupils to write a short text about what they think life will be in the future and stick up or draw a picture. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write their text and draw their picture. Alternatively, you can ask the pupils to write their text and draw their picture as part of their homework.

(Suggested answer)

In the future we'll have bicycles that can fly.

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /g/ and /dʒ/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

magic, energy, garden, girl, orange, give, age, strange, August, game

| green | giant |
|-------|-------|
| | |
| | |

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Write the following on the board:

| | |
|--------------------------------|------------------------------|
| <i>become an artist</i> | <i>have a lot of friends</i> |
| <i>be rich</i> | <i>have a big house</i> |
| <i>have a lot of children</i> | <i>study History</i> |
| <i>travel around the world</i> | <i>become a singer</i> |
| <i>have long hair</i> | <i>live in a castle</i> |
| <i>study English</i> | <i>travel into space</i> |

Ask individual pupils to come to the board and say one thing they'll do and one thing they won't do in the future/when they grow up.

e.g. *Pupil 1: In the future I'll travel around the world. I won't become an artist. etc*

Activity Book (Optional)

Assign some of the activities from Unit 11c of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.



bluebird



throw



silver coin



fairy bell



3



Read and complete in your notebook. Then listen and read.

Life in the Future



In the future we'll go on holiday to the moon. We'll get all our energy from the sun - we won't need electricity!

Beth Williams, 9

In the future we'll wear shoes that can fly. We'll travel by air everywhere!

Mark James, 7



In the future we'll wear T-shirts with computers on them. Phones will be a small chip on our finger.

Simon Morris, 10

In the future ...

1 we ... the moon.

2 we ... from the sun.

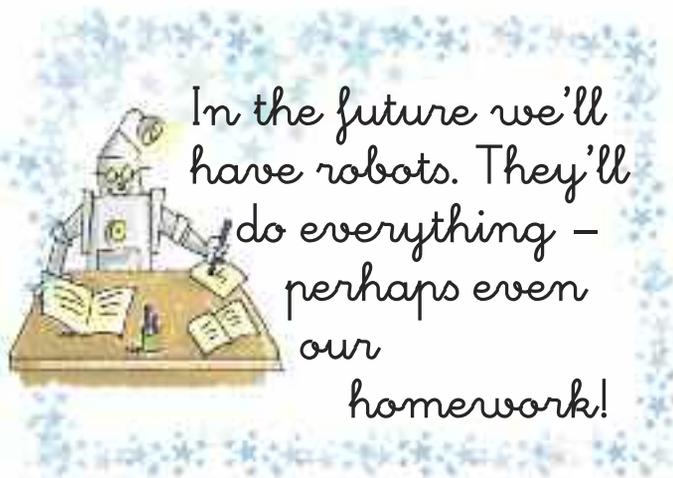
3 we ... can fly.

4 we ... computers on them.

4



Draw and write in your notebook.



In the future we'll have robots. They'll do everything - perhaps even our homework!

5



Listen and say. Then read.



A green giant guards the magic garden!



suitcase

1 Listen and read.

1 Look!

We're going to go on that plane to Port Fairy!

2 Your suitcase is very big, Harry!

Well, I'm going to need a lot of things!

3 Oh, no! My swimming trunks!

Ugh! There's sun cream on everything!

4 I'm going to miss Alvin!

Don't worry. Look!

5 Alvin and Erlina are going to come, too.

6 Now we're ALL going to fly!

2 Read and choose. Write **A** or **B** in your notebook.

- 1 Your suitcase is very big! 2 I'm going to miss Alvin! 3 We're ALL going to fly!
 A Harry B Lee A Harry B Mona A Alvin B Erlina

Unit 12a

- **Aims:** to talk about holidays and things to take on a holiday
- **Vocabulary:** suitcase, swimming trunks, swimsuit, sun cream, sunglasses, sleeping bag, sandals, miss
- **Language focus**
Structures: be going to (affirmative)
Language in use: We're going to go on that plane to Port Fairy! I'm going to need a lot of things! I'm going to miss Alvin! Alvin and Erlina are going to come, too.
- **Extra materials:** *On holiday* poster, photocopies of the sentence from the *Teacher's Resource Pack (My Magic Files!)*

BEGINNING THE LESSON

(Activities to revise the language of Unit 11c.)

Play the song *The magic garden* from Unit 11c, encouraging the pupils to sing along.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *On holiday* poster on the board. Point to the items (*suitcase, swimming trunks, swimsuit, sun cream, etc*) and say the word(s). The pupils listen and repeat. Point to the words and ask individual pupils to say the words.

Pupils' books open. Ask the pupils to open their books at page forty-six. Read the title of the unit. Play the recording. The pupils listen and repeat.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: What are the children carrying in picture 1?*

Pupils: Suitcases. etc

Explain to the pupils that *Port Fairy* is a town in Victoria, Australia. Captain James Wishart named the area after his ship '*The Fairy*'.

Write on the board: *suitcase, swimming trunks, swimsuit, sunglasses, sandals, sun cream, sleeping bag*. Explain to the pupils that they will listen to the dialogue and say which of the items are heard. Play the recording. The pupils listen and complete the task.

Answer: suitcase, swimming trunks, sun cream

2 Read and choose. Write A or B in your notebook.

Read the instructions and the sentences. The pupils read the dialogue and complete the task in their notebooks. Check their answers.

1 B 2 A 3 B

Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

(Activities to present and practise 'be going to' in the affirmative form.)

3 What are Pog and Trog going to do next week? Look and say. Then write in your notebook.

Pupils' books closed. Say, then write on the board: *I am going to play chess tonight*. Underline the words in bold. The pupils repeat after you. Explain that we use **be going to** to talk about future plans and intentions for the future. Show the pupils how the affirmative is formed. Present all the other persons of the affirmative in the same way.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Explain the task. Refer the pupils to

We're going to fly

Pog and Trog's calendar for next week and to the example. Explain that we can use **next** Monday, Tuesday, etc./month/year when we refer to the future. Allow the pupils time to complete the task. Check their answers.

- 2 are going to see 4 are going to go
3 are going to play

★ What about you? Tell your friend.

Explain the task. The pupils, in pairs, tell their partner what they are going to do next week. Go around the class providing assistance where necessary. Ask some pairs to report back to the class.

e.g. Pupil 1: I'm going to visit my grandma next Monday. What about you?

Pupil 2: I'm going to play tennis next Monday. etc

★ 4 Listen and write the names in your notebook. Then draw the missing items.

Explain the task. Refer the pupils to the suitcases (1-4) and ask them what they see in each one. Play the recording, twice if necessary. The pupils listen and write the names in their notebooks. Check their answers.

- 2 Lee 3 Emma 4 Mona

Play the recording again. The pupils listen and draw the missing item in their notebooks. Check their answers.

- 2 T-shirt 3 book 4 hat

TAPESCRIPT

Alvin: Hey, Harry! What are you going to take on holiday with you?

Harry: Oh...I'm going to take my sandals, of course ... and a T-shirt ... and I'm going to take a camera and umm ... oh, yes! ... my shorts!

Alvin: And you, Lee?

Lee: Oh, I'm going to take my sandals, a camera, some sun cream and ... umm ... a T-shirt. Yes. I'm going to take a T-shirt, too!

Alvin: Cool! What about you, Emma?

Emma: Well ... I'm going to take my sunglasses. And I'm going to take my shorts and my swimsuit and ... umm, ... what else? I know! I'm going to take a book!

Alvin: And you, Mona?

Mona: I'm going to take my camera ... and my sunglasses. And I'm going to take some sun cream and my hat.

Alvin: You're all going to have a great time!

★ 5 Now look and say.

Explain the task. Refer the pupils to the example and ask individual pupils to say what Harry, Emma, Lee and Mona are going to take with them on holiday.

e.g. Pupil: Harry is going to take his shorts, a camera, his sandals and a T-shirt. etc

★ My Magic Files!

Before going into class

Photocopy the sentence from the *Teacher's Resource Pack*.

The trick is an optical illusion. When someone is reading it, they usually don't read the second *the* in the sentence.

Photocopy the template and show it to the class. Ask someone to read it. Ask a few pupils in turn to read it and then ask: *Does everyone agree that it reads 'I'm going to go swimming in the summer'?* Then, point to the words one by one and ask them to repeat! They will see that there is one extra **the**. Tell them to try this out at home on their friends and family!

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask individual pupils to tell the rest of the class about their holiday plans (real or imaginary). Demonstrate this yourself first.

e.g. Pupil 1: I am going to go to London. I am going to go shopping there! etc

Note: For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 12a of the *Activity Book* as written H/W. If this is the case, make sure you do them orally in class first.



swimming trunks



swimsuit



sun cream



sunglasses



sleeping bag



sandals



I'm going to need a sleeping bag.
We're going to go on that plane.

He's going to come with us.
They're going to visit the museum.

3 What are Pog and Trog going to do next week? Look and say. Then write in your notebook.

4 Listen and write the names in your notebook. Then draw the missing items.

Monday: visit Mog
 Wednesday: dentist
 Thursday: play football
 Saturday: Popsie's party

Harry

1

2

3

4

- 1 Pog and Trog are going to visit Mog next Monday.
- 2 They ... the dentist next Wednesday.
- 3 They ... football next Thursday.
- 4 They ... to Popsie's party.

5 Now look and say.

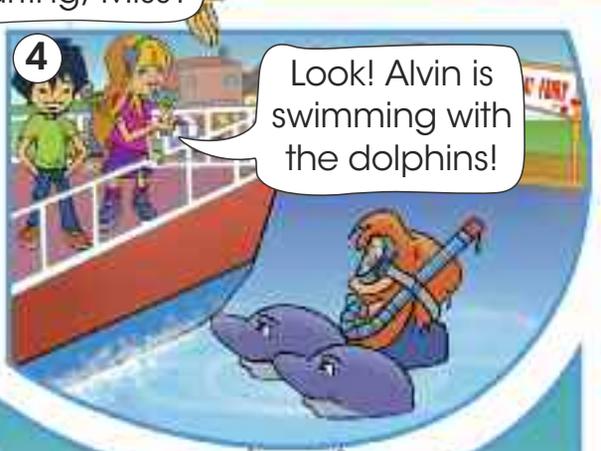
Harry is going to take his shorts, ...

What about you? Tell your friend.





1 Listen and read.



2 Read and say **yes** or **no**.

- 1 The children are at Port Mary.
- 2 They're going to go sailing.
- 3 Alvin's wearing a wetsuit.
- 4 He's swimming with the dolphins.

Unit 12b

- **Aims:** to talk about holiday activities
- **Vocabulary:** surf, wetsuit, dive, camp, souvenir, rucksack, map, tent
- **Language focus**
Structures: be going to (negative, interrogative, short answers)
Language in use: What are we going to do today? Are we going to go surfing, Miss? No, we aren't. But we're going to go sailing. I'm going to go diving! We're going to have a great summer!
- **Extra materials:** *On holiday poster*

BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive.

(Activities to revise the language of Unit 12a.)



POSTER

Pin up the *On holiday poster*. Write the words (*sunglasses, sandals, sun cream, suitcase, swimsuit, sleeping bag, swimming trunks*) in random order on the board. Ask a pupil to come to the board, read a word, and point to the corresponding item on the poster. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



POSTER

Pupils' books closed. Put the *On holiday poster* on the board. Point to the items (*surf, wetsuit, dive, camp, souvenir, rucksack, map, tent*), one at a time, and say the corresponding word. The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

Pupils' books open. Write a big 48 on the board and ask the pupils to open their books at page forty-eight. Play the recording. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

★ 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher:* (pointing to picture 1) *Where are the children?*

Pupils: *They're at Port Fairy.*

Teacher: (pointing to picture 3) *What's Alvin wearing?*

Pupils: *A wetsuit. etc*

Write on the board:

- | | | | |
|---|-------------------------------|---|--------------------------|
| 1 | <i>Are we going to ...</i> | a | <i>go diving!</i> |
| 2 | <i>But we're going to ...</i> | b | <i>go surfing, Miss?</i> |
| 3 | <i>I'm going to ...</i> | c | <i>go sailing.</i> |

Ask the pupils to listen to the dialogue and match the sentences. Play the recording. The pupils listen, follow along and complete the task.

- | | | | | | |
|---|---|---|---|---|---|
| 1 | b | 2 | c | 3 | a |
|---|---|---|---|---|---|

★ 2 Read and say yes or no.

Read the instructions and explain the task. Refer the pupils to the dialogue. Ask individual pupils to answer. Ask the rest of the class for verification.

- | | | | | | | | |
|---|----|---|-----|---|-----|---|-----|
| 1 | no | 2 | yes | 3 | yes | 4 | yes |
|---|----|---|-----|---|-----|---|-----|

Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read out sentences from the dialogue. Ask individual pupils to tell the class who said each sentence.

e.g. *Teacher:* *Port Fairy is so cool!*

Pupil 1: *Mona! etc*

Note: If you wish, have the pupils close their books during this activity.

(Activities to present and practise the interrogative, negative and short answer forms of 'be going to'.)

★ 3 It's Nature Day tomorrow. What are they going to do? Ask and answer.

Pupils' books closed. Say, then write on the board: *I am*

not going to go diving this summer. Underline the words in bold. The pupils repeat after you. Show the pupils how the negative is formed. Write: **I'm not going to go diving this summer.** Underline the words in bold and explain that this is the short form. Present all the other persons of the negative in the same way. Say, then write on the board: **Are you going to go camping this summer?** Underline the words in bold. The pupils repeat after you.

Show the pupils how the interrogative is formed. Present all the other persons of the interrogative in the same way. Present the **short answers** by asking the pupils and writing on the board: *Are you going to go camping this summer?* Elicit answers and write them on the board: **Yes, I am./No, I'm not.** Underline the words in bold. The pupils repeat after you.

Pupils' books open. Ask the pupils to read the sentences in the grammar box. Explain the task and what Nature Day is (*a day when people celebrate nature by doing outdoor activities*). Ask individual pupils to read out the activities and the example. In pairs, the pupils ask and answer questions. Ask some pairs to report back to the class.

Pupil 1: Is Jake going to buy a map?

Pupil 2: No, he isn't. Is Jilly going to buy a map?

Pupil 1: Yes, she is.

Pupil 1: Is Jake going to go camping?

Pupil 2: Yes, he is. Is Jilly going to go camping?

Pupil 1: Yes, she is.

Pupil 1: Is Jake going to buy souvenirs?

Pupil 2: No, he isn't. Is Jilly going to buy souvenirs?

Pupil 1: No, she isn't.

Pupil 1: Is Jake going to go diving?

Pupil 2: Yes, he is. Is Jilly going to go diving?

Pupil 1: No, she isn't.

Pupil 1: Is Jake going to go surfing?

Pupil 2: No, he isn't. Is Jilly going to go surfing?

Pupil 1: Yes, she is.

★ 4 Read and answer.

Explain the task. The pupils answer the questions.

(Suggested answers)

- 1 I'm going to go camping in Snowdonia.
- 2 I'm going to go with my family.
- 3 I'm going to get there by car.
- 4 I'm going to take a tent, a rucksack, etc.
- 5 I'm going to go mountain biking.

★ Compare your answers with your friend.

Explain the task and read the example. The pupils talk with their partner and report back to the class.

(Suggested answers)

I'm going to go camping in Snowdonia.

My friend is going to go to Black Rock.

I'm going to go with my family.

My friend is going to go with his family, too. etc

★ 5 Complete in your notebook. Then sing along!

Read the instructions and explain the task. The pupils complete the song in their notebooks. Play the recording, twice if necessary. The pupils listen and check their answers.

2 blue 3 eat 4 tent 5 bear

Play the recording again. The pupils listen and sing along.

★ 6 Let's play!

The pupils read the example. Brainstorm jobs and write them on the board. Explain the game. A pupil comes to the front and mimes a job. The rest of the class guesses what it is. Whoever guesses correctly comes to the front and the game continues.

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

The pupils imagine they are at Port Fairy and write a short letter to a friend. Explain that they can use some of the ideas from the dialogue.

e.g. *Dear Scott,*

I'm having a great time here in Port Fairy. I'm going to go sailing in the afternoon. Tomorrow I'm going to go swimming.

See you soon.

Carl

Note: For the next lesson, the pupils should know the new words, and an exchange of their/your choice from the dialogue (Ex. 1).

Activity Book (Optional)

Assign some of the activities from Unit 12b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



dive



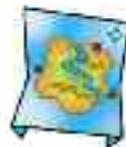
camp



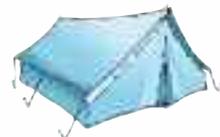
souvenir



rucksack



map



tent



I'm **not going to** go camping.
Are we **going to** go surfing?
 Yes, we **are**./No, we **aren't**.

3 It's Nature Day tomorrow.
 What are they going to do? Ask and answer.

JAKE JILLY

| | | |
|-----------------|---|---|
| pack a rucksack | ✓ | ✗ |
| buy a map | ✗ | ✓ |
| go camping | ✓ | ✓ |
| buy souvenirs | ✗ | ✗ |
| go diving | ✓ | ✗ |
| go surfing | ✗ | ✓ |

A: Is Jake going to pack a rucksack?

B: Yes, he is. Is Jilly going to pack a rucksack?

A: No, she isn't.

4 Read and answer.

Imagine you're going to go camping.

- 1 Where are you going to go?
- 2 Who are you going to go with?
- 3 How are you going to get there?
- 4 What are you going to take with you?
- 5 What are you going to do when you get there?

Compare your answers with your friend.

I'm going to go camping in Snowdonia. My friend is going to go to Black Rock.

5



Complete in your notebook. Then sing along!

I'm going to **1)**  **swim!**

I'm going to swim!

I'm going to swim in the sea so

2)  ...!

Be careful! Be careful!

A big white shark

Is going to **3)**  ... you!

I'm going to camp! I'm going to camp!

I'm going to camp in a **4)** 

... for two!

Be careful! Be careful!

A big black **5)**  ...

Is going to come, too!

6

Let's play!



Yes, I am.



Are you going to be a singer?

1



Read and complete in your notebook.
Then listen and check.



We are going to fly to the sky,
We are going on holiday!
Yes, we're going to fly on the wings of a 1) dove
Singing Polly - Wolly - Doodle all the day!

Fly away!

Fly away!

We are going to fly away!

We are going away on a 2) ...

Singing Polly - Wolly - Doodle all the day!

We are going to fly to the sky,
We are going on holiday!
Yes, we're going to send you lots of 3) ...
Singing Polly - Wolly - Doodle all the day!

holiday
love
dove



Now sing along!

2

I am you! Imagine you are your friend. Complete
in your notebook.

- My favourite colour is
- My lucky number is
- I like
- I don't like
- This evening I'm going to
- When I grow up I'm going to

Compare your answers with your friend.

Unit 12c

- **Aims:** to talk about holidays, to develop the pupils' listening and writing skills
- **Vocabulary:** dove, wing, sky, wave, handbag, snowy
- **Language focus**
Structures: consolidation
Language in use: consolidation
- **Pronunciation:** /y/
- **Extra materials:** flashcards (92-95)

BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 12b.)

Chinese Whispers

Tell the pupils they are going to play a game. Explain the rules. Start by whispering a holiday item taught in Unit 12b to a pupil. Ask him/her to whisper the same word to his/her partner, who then whispers it to the next pupil, etc. Ask the last pupil to call out the word and check if it is the correct one. Repeat the procedure as many times as you think is necessary.

Ask the pupils, in pairs, to act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

★ Listen, point and repeat.



FLASHCARDS (92-95)

Pupils' books closed. Put the flashcards on the board, one at a time. Point to each flashcard, write the word(s) underneath and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

Pupils' books open. Write a big 50 on the board and ask the pupils to open their books at page fifty. Read the title of the unit and have pupils repeat after you. Elicit/Explain

what the title means. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

★ 1 Read and complete in your notebook. Then listen and check.

Read the instructions and explain the task. Refer the pupils to the picture and ask them what they see (*Harry, Emma, Mona, Lee and Alvin flying on a dove.*). Refer the pupils to the song and the words on the right. Allow them time to complete the task in their notebooks. Play the song. The pupils listen and check their answers.

2 holiday 3 love

★ Now sing along!

Play the recording again. The pupils listen and sing along. Alternatively, ask the pupils to perform the following actions:

We are going to fly into the sky, (*mime flying*)

We are going on holiday!

Yes, we're going to fly on the wings of a dove

Singing Polly - Wolly - Doodle all the day! (*wave both hands*)

Fly away! (*flap imaginary wings*)

Fly away!

We are going to fly away!

We are going away on a holiday

Singing Polly - Wolly - Doodle all the day! (*wave both hands*)

We are going to fly into the sky, (*mime flying*)

We are going on holiday!

Yes, we're going to send you lots of love (*blow kisses*)

Singing Polly - Wolly - Doodle all the day! (*wave both hands*)

★ 2 I am you! Imagine you are your friend. Complete in your notebook.

Read the instructions and explain the task. Ask the pupils if they think they know their friends really well! Allow the pupils time to complete the sentences about their friend in their notebooks.

(Suggested answers)

- My favourite colour is **red**.
- My lucky number is **4**.
- I like **singing and dancing**.
- I don't like **doing my homework**.
- This evening I'm going to **watch a film on TV**.
- When I grow up I'm going to **be a doctor**.

★ Compare your answers with your friend.

Ask the pupils to compare their answers with those of their friend and see how well they know each other!

READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

★ 3 Read and choose. Write the words in your notebook. Then listen and check.

Read the instructions and explain the task. Ask the pupils to look at the letter and the pictures and have a picture discussion as to what they can see (*a boy, a tent, a river, the sun, etc*). Ask the pupils to read the letter and write the correct word in their notebooks. Play the recording. The pupils listen and check their answers. Individual pupils read out from the letter.

- 1 camping 3 sunny 5 next
2 tent 4 cook

★ 4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the letter. Ask them what they can see in the picture (*A boy surfing*).

Ask the pupils to write a letter to a friend about what they are going to do next weekend, and stick or draw a picture. Tell them to use the letters in Exs 3 and 4 as models and draw their attention to the letter format.

Allow the pupils time to write the letter and draw their picture. Alternatively, you can ask the pupils to write the letter and draw their picture as part of their homework.

(Suggested answer)

Hi Sally!
I'm going to go swimming next week. I hope it's going to be very hot!
What are you going to do next weekend?
Love,
Karen

Note: Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

★ 5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /y/ sound. Ask individual pupils to read out the sentence and correct their pronunciation.

Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

snowy, party, sky, worry, funny, my, July, boy

| holiday | fly |
|---------|-----|
| | |
| | |
| | |
| | |
| | |
| | |

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Demonstrate the following dialogue with a pupil:

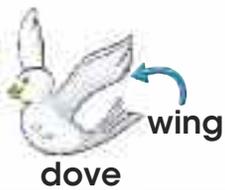
Teacher: Where are you going to go on holiday?
Pupil: I'm going to go to Mexico.
Teacher: Have a nice holiday!
Pupil: Thank you!

The pupils, in pairs, act out similar exchanges.

Activity Book (Optional)

Assign some of the activities from Unit 12c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

Note: For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.



dove



sky



wave



handbag



3



Read and choose. Write the words in your notebook. Then listen and check.

Hi Ben!

I'm going to go 1) **camping** with my dad next weekend. We're going to take a big 2) **house tent** and camp by a river. We're going to go fishing! I hope it's going to be 3) **snowy** because I want to go swimming, too! My dad and I are going to make a big fire and 4) **cook** our own food.

It's going to be great!

What are you going to do 5) **next last** weekend?

See you soon.

Love,

Danny



4

Portfolio: Draw and write in your notebook.

Hi Julie!

I'm going to go surfing next weekend. I hope it's going to be sunny.

What are you going to do next weekend?

Love,

Alex



5



Listen and say. Then read.



I'm going on holiday to fly and play in the sky!



Troll Tales!



Episode 6: Listen and read.

1 We'll get you, Popsie!

2 Ouch!

3 What's that, Pog?

4 Hmm! One day it'll be a big dragon, and it'll be our best friend!

5 Look. It's got wings and claws!

6 Be careful! It's a baby dragon!

Oh, it's so cute! Can we keep it?

Mama!

Oops!

Ha, ha. Nice dragon!

• Now take roles and read.

Episode 6

- **Aims:** to read for pleasure
- **Vocabulary:** wings, claws, dragon, cute
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

BEGINNING THE LESSON

Ask the pupils if they remember what the previous episode was about (*Pog, Trog and Popsie seeing a ghost.*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (*e.g. Popsie, did you take my glasses? No, I didn't! Popsie, did you take my shoes? It was me! I cleaned your glasses, I washed your shoes and I made popcorn for everyone! We don't believe in ghosts, Popsie!*).

PRESENTATION & PRACTICE

Episode 6: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 52 on the board and ask the pupils to open their books at page fifty-two. Refer the pupils to the episode. Ask them to look at the pictures and guess what the episode is going to be about (*e.g. Pog and Trog finding a baby dragon.*).

Play the recording. The pupils listen and follow along. Play the recording again and with pauses for the pupils to listen and repeat chorally.

★ Now take roles and read.

The pupils take roles and read the episode.

ENDING THE LESSON

Before going into class

Photocopy the episode, cut out the frames and erase the numbers. Photocopy one set per group of pupils.

Hand out one set of frames per group. Ask the pupils to work together and put the frames in the correct order. You can help them by playing the episode again while they're completing the task. Go around the classroom monitoring the activity.

Go Green! 6: Earth Day

- **Aims:** to raise the pupils' environmental awareness, to talk about Earth Day
- **Vocabulary:** consolidation
- **Extra materials:** thick paper (*Ending the Lesson*)

BEGINNING THE LESSON

Write the words *Earth Day* on the board. Ask the pupils if they know anything about this day (e.g. *When do we celebrate it? Why do we celebrate it? What do people do on that day? etc*) and elicit responses.

PRESENTATION & PRACTICE

★ Read and answer.

Write a big 53 on the board and ask the pupils to open their books at page fifty-three. Explain the task. Refer the pupils to the text and to questions 1-3. Allow them time to read the text and answer the questions in their notebooks. Then, individual pupils read out from the text. Alternatively, pupils answer the questions orally in class.

- 1 (It was) on 22nd April, 1970.
- 2 174 countries.
- 3 They plant trees and collect glass, paper and plastic to recycle.

★ Let's sing!

Refer the pupils to the song. Ask individual pupils to read it out. Play the song. The pupils listen to the song and sing along, each time substituting the word *planet* in the first verse with the words *flowers*, *rivers* and *animals*.

★ Think of your own verse for the song!

Explain the activity to the pupils and allow them time to think of their own verse for the song and write it down. Individual pupils can sing their verse to the rest of the class.

e.g. *Pupil 1: We've got the mountains in our hands! ...
Understand ... in our hands! etc*

★ 3 Craftwork.

Explain the craftwork activity. Tell the pupils that you are going to organise an art exhibition about Earth Day! Ask the pupils to find some small rocks or pebbles and paint them. This can be done at home. Then they bring them to class and have a class exhibition.

ENDING THE LESSON

Ask the pupils, in pairs or in groups, to make a poster for Earth Day and decorate it with drawings, stickers, ribbons, etc. Once the pupils finish their posters, you can display them somewhere in the classroom.

Go Green!



Earth Day



Earth Day is the day we celebrate that the Earth is beautiful and we need to take care of it! The first Earth Day was on 22nd April, 1970. Today, people from 174 countries celebrate Earth Day. It is a day when everyone tries to look after the planet. People plant trees and collect glass, paper and plastic to recycle.

1 Read and answer.

- 1 When was the first Earth Day?
- 2 How many countries celebrate Earth Day?
- 3 What do people do on Earth Day?

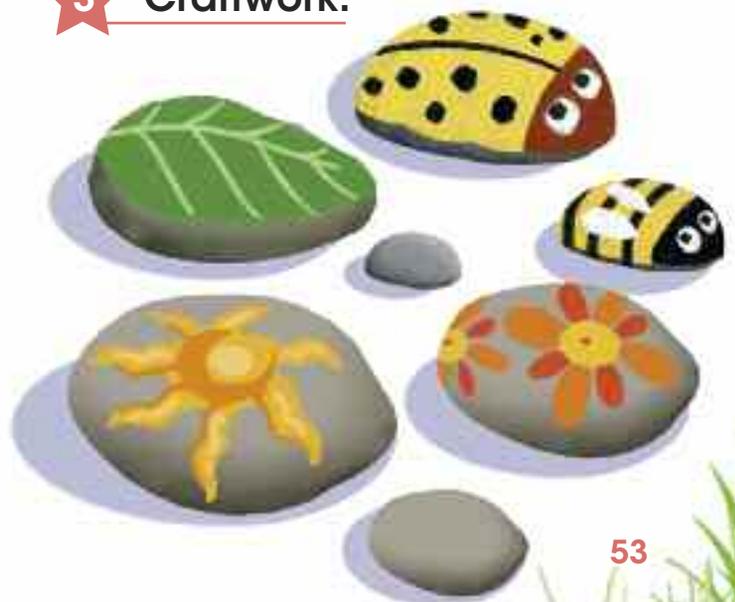
2 Let's sing!

We've got the planet in our hands!
We've got the planet in our hands!
We've got the planet in our hands!
Understand ... in our hands!

- *We've got the flowers in our hands!*
- *We've got the rivers in our hands!*
- *We've got the animals in our hands!*

Think of your own verse for the song!

3 Craftwork.



1 Choose the best holiday for each family. Write: **Banff**, **Corfu** or **Blackpool** in your notebook.



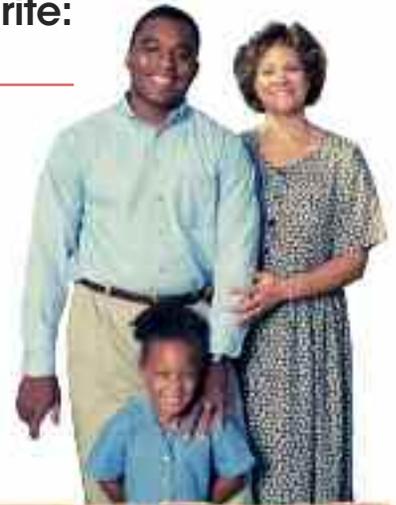
1 The Bartons

Like: dancing and funfairs!



2 The Taylors

Like: shopping and swimming!



3 The Deans

Like: sports and animals!

Banff, Canada

Banff is a great place to visit. You can go skiing in the Rocky Mountains. You can even ride a snowmobile! There are some amazing animals here, too. Come and see!

Corfu, Greece

Come to sunny Corfu. There are lots of great beaches where you can swim in the beautiful blue sea. Visit the museums and do some shopping in Corfu Town!

Blackpool, England

Blackpool is a fun place to go! You can go dancing in the music hall or go for a walk in one of the parks. There is a big funfair with some amazing roller coasters, too!

2 Portfolio: Write about a famous holiday resort in your country. You can find information on the Internet.

- **Aims:** to talk about family holidays
- **Vocabulary:** snowmobile, music hall, roller coaster
- **Extra materials:** none

BEGINNING THE LESSON

Write *holiday resort* on the board and explain/ elicit what it means. Ask the pupils if they know any holiday resorts in their country and if they have ever been there. Ask them what kind of activities families usually do there (e.g. *swimming, waterskiing, skiing, etc*).

PRESENTATION & PRACTICE

1 Choose the best holiday for each family. Write: *Banff, Corfu or Blackpool* in your notebook.

Write a big 54 on the board and ask the pupils to open their books at page fifty-four. Read the instructions and explain the task. Refer the pupils to the family pictures and read out the family name and what they like (1-3). Point to the holiday destinations below and tell the pupils to choose the best holiday destination according to what each family likes. Allow the pupils time to read the texts and complete the task in their notebooks. Check their answers. Individual pupils read out from the texts.

1 Blackpool 2 Corfu 3 Banff

2 Portfolio: Write about a famous holiday resort in your country. You can find information on the Internet.

Read the instructions and explain the task. Ask the pupils to write about a famous holiday resort in their country and stick or draw a picture. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project. You can ask individual pupils to present their project to the class.

Alternatively, you can ask the pupils to do the project as part of their homework.

(Suggested answer)

Cornwall, UK

Cornwall is a great place for a family holiday. You can swim or surf, go horse riding or sailing. It's the perfect holiday for all the family.

Note: Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the pupils, in pairs or in groups, to draw a picture of an ideal holiday resort. You can display their work somewhere in the classroom.

It is advised you do 'Our School' during this lesson or the next.

Checkpoint: Units 11 - 12

- **Aims:** to consolidate Module 6, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: When is your birthday?*

Pupil 1: On 15th August.

Teacher: Will you buy a motorbike when you grow up?

Pupil 2: Yes, I will.

Teacher: Are you going to go to Italy in the summer?

Pupil 3: No, I'm not. etc

Note: It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

★ 1 Look, read and match in your notebook.

The pupils read the words and match them to the pictures.

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

★ 2 Read and choose. Write the words in your notebook.

Refer the pupils to the sentences (1-6) and explain the task. The pupils read and write the correct word in their notebooks.

- | | | |
|----------|---------|----------|
| 1 second | 3 third | 5 twelve |
| 2 thirty | 4 ninth | 6 sixty |

★ 3 Read and match in your notebook.

Refer the pupils to the sentences (1-6) and (a-f) and explain the task. The pupils match the sentences in their notebooks.

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

★ 4 Read and answer.

Refer the pupils to the questions (1-4) and explain the task. The pupils answer the questions.

(Suggested answers)

- 1 (My last name is) Norris.
- 2 (I'm from) London.
- 3 (My birthday is on) 4th June.
- 4 (My favourite singer is) Lady Gaga.

Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the pupils to the *Now I can* box and read through it with them.

Note: Pupils can now do *Modular Revision and Assessment 6* in their *Activity Books*.

Note: If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

1 Look, read and match in your notebook.

- | | |
|-------------|------------|
| 1 sun cream | 4 map |
| 2 wetsuit | 5 sandals |
| 3 rucksack | 6 souvenir |



2 Read and choose. Write the word in your notebook.

- | | |
|--|--|
| 1 February is the two/second month of the year. | 4 My birthday is on the nine/ninth of May. |
| 2 There are thirty/thirteen days in June. | 5 There are twelve/twelfth months in the year. |
| 3 Earth is the three/third planet from the sun. | 6 There are sixty/sixtieth seconds in a minute. |

3 Read and match in your notebook.

- | | |
|-----------------------------|------------------------------------|
| 1 It's sunny. | a He's going to be late. |
| 2 Mum's in the kitchen. | b I'm going to go to bed. |
| 3 I'm thirsty. | c She's going to buy a new one. |
| 4 I feel tired. | d She's going to make lunch. |
| 5 It's already six o'clock. | e It's going to be hot today. |
| 6 She lost her phone. | f I'm going to have some lemonade. |

4 Read and answer.

- 1 What's your last name?
- 2 Where are you from?
- 3 When is your birthday?
- 4 Who's your favourite singer?

Now I can

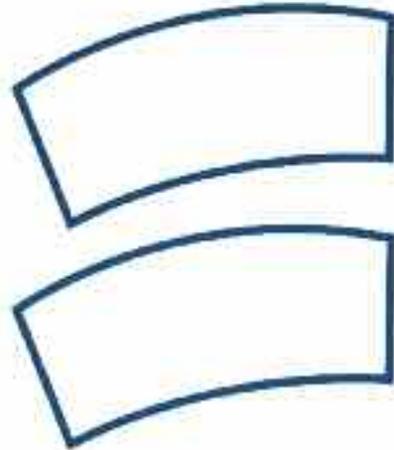
- ask and answer questions
- say the months
- talk about life in the future
- talk about my plans

in English

1 Which line is longer? Guess. Then measure.



2 Which is bigger? Guess. Then measure.



3 Which man is the strongest?



4 Which car is the fastest?



• **THINK:** What is bigger when new, but gets smaller with use?

Maths

- **Aims:** to make comparisons, to do calculations
- **Vocabulary:** long, big, strong, fast
- **Language focus**
Language in use: consolidation
- **Extra materials:** rulers (*Exs 1, 2*)

BEGINNING THE LESSON

Choose three pupils to come to the front of the classroom and conduct a class survey using comparisons and superlatives.

e.g. Bob is taller than Mary.

Peter is the tallest of all. etc

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with drawing comparisons.)

1 Which line is longer? Guess. Then measure.

Write a big 56 on the board and ask the pupils to open their books at page fifty-six. Refer the pupils to the lines, read the instructions and explain the task. Ask the pupils to tell you (without measuring) which line they think is longer. It is very likely that all the pupils will say that the bottom line is longer than the top one. Tell them to use their rulers to measure both lines. The pupils will be surprised to find out that both lines are of the same length. Explain to your pupils that this is an optical illusion, and that it's the position of the two circles that makes one line look longer and the other line look shorter.

2 Which is bigger? Guess. Then measure.

Refer the pupils to both shapes. Ask the pupils to tell you (without measuring) which shape is bigger. It is very likely that the pupils will say that the second shape is bigger than the first. Tell them to use their rulers to measure both shapes. The pupils will be surprised to find out that both shapes are of the same size. Explain to your pupils that this, too, is an optical illusion, and that it's the position of the two shapes that makes one look bigger and the other look smaller.

3 Which man is the strongest?

Read the instructions and explain the task. Refer the pupils to the pictures (1-3) and ask them to tell you which man is the strongest, based on the sum of the weight each one is lifting. Allow the pupils time to add up the kilos for each man and give you the answer.

Answer: Number 3 ($6\text{kg} + 7\text{kg} = 13\text{kg}$)

4 Which car is the fastest?

Refer the pupils to the cars (1-3) and ask them to read the information in the box and tell you which car is the fastest. Allow the pupils time to look at the information, do the subtractions and find the answer.

Answer: Number 2 ($11:30 - 8:30 = 3$ hours)

Read out the riddle for the pupils to solve. Allow the pupils time to find the answer.

Answer: a rubber

ENDING THE LESSON

Ask the pupils to write a riddle similar to the one in their books. When they finish, they read their riddles aloud for their classmates to solve.

History

- **Aims:** to talk about the legend of King Arthur
- **Vocabulary:** stone, market place, sword, pull, tournament
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

BEGINNING THE LESSON (optional activity)

Write on the board: *King Arthur and Excalibur*. Ask the pupils to tell you, in L1 if necessary, if they know/have heard of the legend of King Arthur. Ask them what they think Excalibur was (*a sword*). Ask the pupils if they know/have heard of any legends from their country.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with the legend of King Arthur and Excalibur.)

★ 1 Look, read and match in your notebook.

Write a big 57 on the board and ask the pupils to open their books at page fifty-seven. Read the instructions and explain the task. Refer the pupils to the paragraphs (1-5) in the text and to the pictures (a-e). Ask the pupils to read the paragraphs and match them to the correct picture. Allow the pupils time to complete the task in their notebooks. Check their answers. Individual pupils read out from the text.

1 b 2 e 3 d 4 a 5 c

★ 2 Portfolio: In groups, write about a legend from your country. Draw or stick pictures. (optional activity)

Ask the pupils to write about a legend from their country and stick/draw pictures. Tell them to use the text in Ex. 1 as a model. Allow the pupils time to write about the legend and stick/draw pictures. You can ask the pupils to do this at home, as part of their homework. Provide any necessary help with the vocabulary.

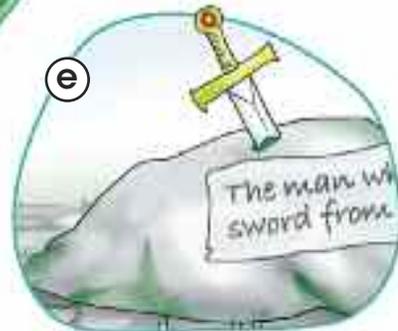
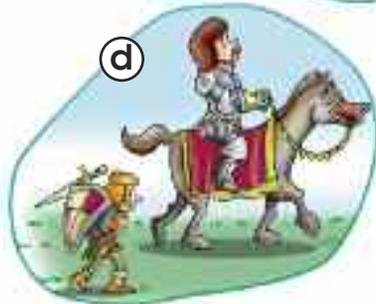
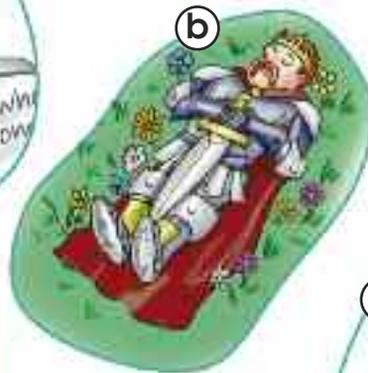
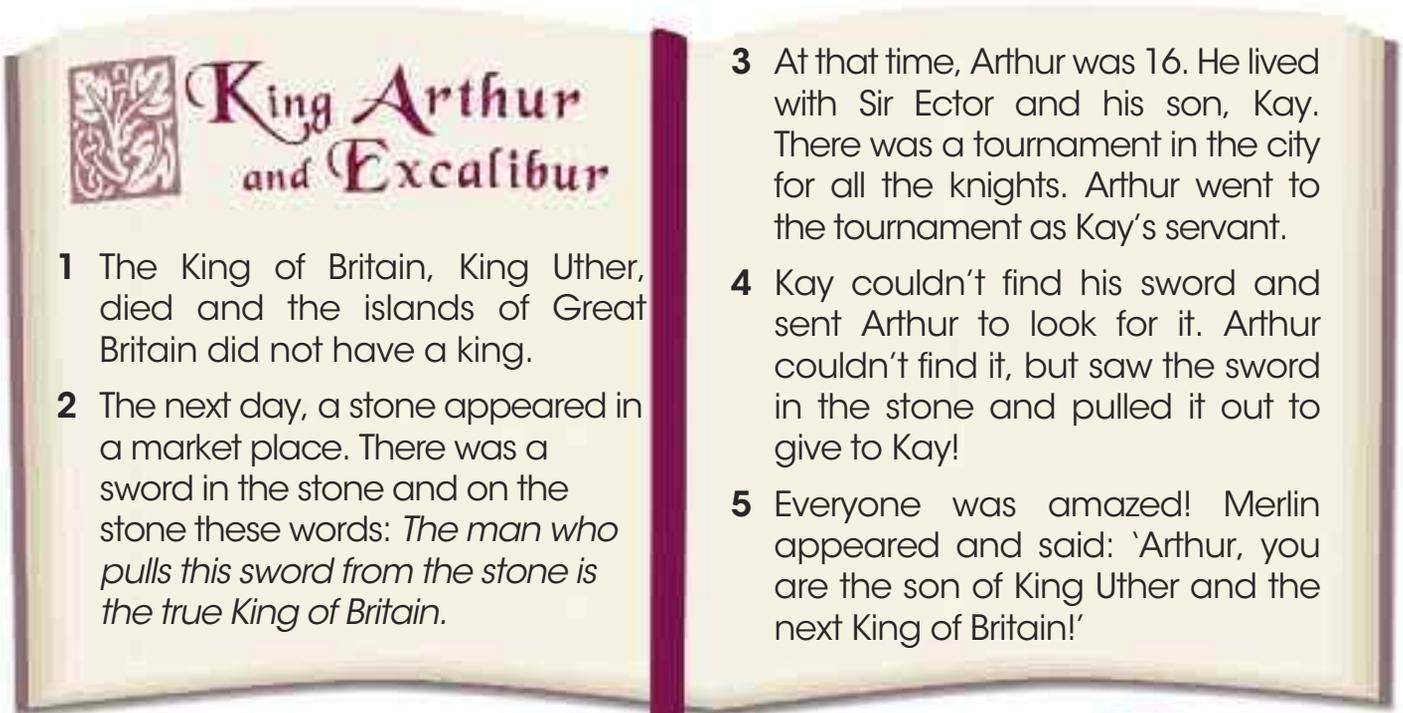
ENDING THE LESSON

Ask the pupils to read the text in Ex. 1 for a couple of minutes and close their books. Ask them some comprehension questions:

- e.g. *What was there in the stone? (A sword.)*
How old was Arthur when he went to the market? (16)
Who told Arthur he was the son of King Uther? (Merlin.)



1 ★ Look, read and match in your notebook.



2 ★ Portfolio: ★ In groups, write about a legend from your country. Draw or stick pictures.

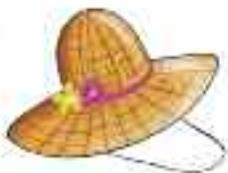
1 Look and talk with your friend.

| City | °C | °F | Temperatures in July |
|--------------------|----|----|----------------------|
| Cairo (Egypt) | 36 | 96 | boiling hot |
| Acapulco (Mexico) | 31 | 89 | very hot |
| Tokyo (Japan) | 29 | 84 | quite hot |
| Moscow (Russia) | 24 | 76 | very warm |
| Dublin (Ireland) | 19 | 67 | warm |
| Sydney (Australia) | 16 | 62 | quite cool |

A: What's the weather like in Cairo in July?

B: It's boiling hot. It's about 36 degrees Celsius!

2 Choose one of the cities to visit. Decide what to pack and write a list in your notebook.



Now tell your friend.

I'm going to go to Acapulco. I'm going to take ...

Geography

- **Aims:** to talk about temperatures and holiday destinations
- **Vocabulary:** Cairo/Egypt, Acapulco/Mexico, Tokyo/Japan, Moscow/Russia, Dublin/Ireland, Sydney/Australia, temperature, degree, Celsius, Fahrenheit, boiling hot
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Write the following words on the board: *Celsius*, *Fahrenheit*. Explain to the pupils that these are two different scales for measuring temperature and that we use the symbol °C for Celsius and °F for Fahrenheit. Ask them which scale they use for measuring temperature in their country. Explain that temperature is read like this: $31^{\circ}\text{C} = 31 \text{ degrees Celsius}$, $89^{\circ}\text{F} = 89 \text{ degrees Fahrenheit}$.

PRESENTATION & PRACTICE

(Activities to familiarise the pupils with talking about temperatures.)

1 Look and talk with your friend.

Pupils' books closed. Say, then write the following cities on the board: *Cairo*, *Acapulco*, *Tokyo*, *Moscow*, *Dublin*, *Sydney*. The pupils repeat after you. Ask the pupils if they know/have heard of these cities and say/ elicit where they are (*Cairo – Egypt*, *Acapulco – Mexico*, *Tokyo – Japan*, *Moscow – Russia*, *Dublin – Ireland*, *Sydney – Australia*).

Pupils' books open. Read the instructions and explain the task. Refer the pupils to the table and have them look at the cities, as well as the temperatures in these cities in July. Ask a pair of pupils to read out the example. Tell the pupils, in pairs, to ask and answer questions, as in the example. Go around the classroom monitoring the activity and providing assistance where necessary.

(Suggested answers)

- A:** What's the weather like in Acapulco in July?
B: It's very hot. It's about 31 degrees Celsius.
- A:** What's the weather like in Tokyo in July?
B: It's quite hot. It's about 29 degrees Celsius.

- A:** What's the weather like in Moscow in July?
B: It's very warm. It's about 24 degrees Celsius.

- A:** What's the weather like in Dublin in July?
B: It's warm. It's about 19 degrees Celsius.

- A:** What's the weather like in Sydney in July?
B: It's quite cool. It's about 16 degrees Celsius.

2 Choose one of the cities to visit. Decide what to pack and write a list in your notebook.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to choose one of the cities (in Ex. 1) to visit. Then ask them to write a list of things to take with them. Tell them they can use some of the clothes/items shown in the pictures, or add some more based on what they have learnt.

(Suggested answers)

swimsuit
hat
slippers
sun cream
sunglasses

Now tell your friend.

Read the instructions and explain the task. Refer the pupils to the example and tell them to work in pairs, and tell their partner where they're going to go and what they're going to take with them, as in the example. Go around the classroom monitoring the activity and providing assistance when necessary.

(Suggested answer)

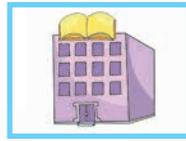
I'm going to go to Acapulco. I'm going to take my swimsuit, hat, slippers, sunglasses and sun cream.

ENDING THE LESSON

Ask the pupils, in pairs or in groups, to imagine they are going to go on holiday to a place of their choice and draw a picture of a suitcase with things they are going to take with them. Ask the pairs/groups to present their drawings to the rest of the class. You can display their work somewhere in the classroom.

Round-up

1 Where are they? Read and write in your notebook.



Can I have a glass of **orange juice**, please?

Have you got **Peter Pan**?

Look at that **dinosaur**! Wow!

1



2



3



4



Excuse me, where's **Dr Smith**?

(See Round-up Key)

2 Find six adjectives. Write them in your notebook.

h
a
w
o
r
r
i
e
d
b
i
a
n
g
r
y
o
n
t
h
i
r
s
t
y
b
a
n
o
i
s
y
s
h
y
n
k
n
a
u
g
h
t
y
u
m
q
u
a
t

3 Match in your notebook.

- | | | |
|-----------------------------|--|-----------------------|
| 1 When I'm cold , | | a I eat something. |
| 2 When I'm tired , | | b I drink some water. |
| 3 When I'm bored , | | c I put on a jumper. |
| 4 When I'm thirsty , | | d I go to bed. |
| 5 When I'm hungry , | | e I read a book. |

Round-up

4 Read, choose and complete. Write the words in your notebook.

sea tired writer king bear
grassland sun cream funfair moustache fall

| | | | | |
|----|------------------|------------------|-------------|------------------|
| 1 | mountain | river | sea | lake |
| 2 | bear | tiger | cheetah | lion |
| 3 | rainforest | grassland | desert | jungle |
| 4 | angry | tired | worried | scared |
| 5 | funfair | museum | theatre | library |
| 6 | knight | castle | king | queen |
| 7 | slip | fall | break | get hurt |
| 8 | nurse | writer | artist | actor |
| 9 | sun cream | swimsuit | sunglasses | sandals |
| 10 | eyes | ears | beard | moustache |

5 Complete in your notebook.

Australia and New Guinea

panda

grass

China

kangaroo

bamboo and fruit

a long tail

black and white



Name: ...

A

Where it lives: ...

What it looks like: ...

What it eats: ...



Name: ...

B

Where it lives: ...

What it looks like: ...

What it eats: ...

(See Round-up Key)

Round-up

6 Make questions in your notebook. Then answer them.

1



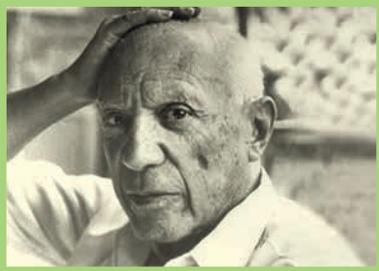
Ludwig/Who/was/Beethoven?

3



Florence/was/Nightingale?/Who

2



Picasso?/was/Who/Pablo

4



Who/Owens?/Jesse/was

(See Round-up Key)

7 What aren't they wearing? Look, choose and write in your notebook.

1



skirt
jumper
hat
socks

3



boots
coat
dress
jumper

2



sunglasses
sandals
coat
swimming trunks

4



trousers
shirt
shoes
swimsuit

Happy Easter!

1 Read and match in your notebook.

The Story of the Easter Bunny

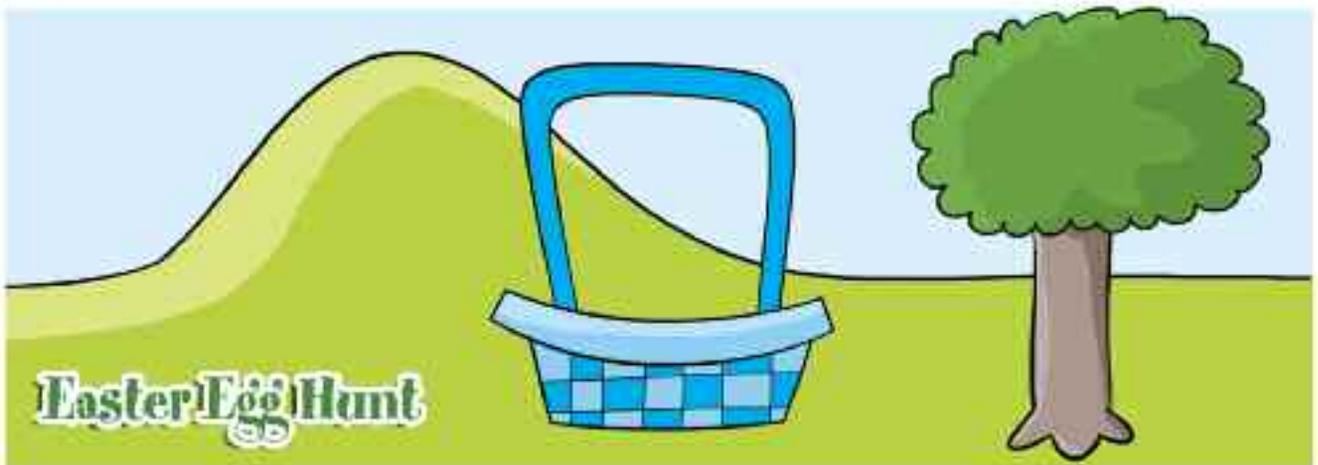
Easter is a popular holiday with children. One of the things they like about Easter is the Easter Bunny. Just like Santa bringing presents at Christmas, young children believe that the Easter Bunny brings them chocolate eggs when they are good!

The story of the Easter Bunny bringing eggs comes from Germany. In the story, the Easter Bunny brought coloured eggs to children's homes. The children made 'nests' for the Easter Bunny with their caps and bonnets. Sometimes the Easter Bunny hid the eggs, so the children had to look for them on Easter morning. This is where the tradition of the Easter Egg Hunt comes from.



- | | |
|--|--------------------------------|
| 1 Children believe that Easter Bunnies | a in the morning. |
| 2 The story of the Easter Bunny comes from | b with their caps and bonnets. |
| 3 The children made nests | c bring them chocolate eggs. |
| 4 The children look for their eggs | d Germany. |

2  Copy the picture in your notebook. Then listen and complete it.



Optional Unit

- **Aims:** to talk about Easter
- **Vocabulary:** consolidation
- **Language focus**
Language in use: Easter is a popular holiday with children. Where is my egg?
- **Extra materials:** (optional) a boiled egg, paints, markers (Ex. 5)

This unit is optional. It is designed to be taught just before Easter.

BEGINNING THE LESSON

Greet the pupils as they arrive with *Happy Easter!*

PRESENTATION & PRACTICE

(Activities to get the pupils talking about Easter.)

Pupils' books closed. Write on the board the date Easter is on and say: *It's Easter! Happy Easter, everyone!* Have the pupils wish one another a Happy Easter. Have a discussion, in L1 if necessary, as to what Easter means to them and what they usually do at Easter. Pre-teach the notion of Easter bunny (*a rabbit character who brings gifts and sweets to children on the Easter holiday*) and Easter basket (*a basket with Easter eggs*). Ask the pupils if they have similar characters/traditions in their country.

1 Read and match in your notebook.

Ask the pupils to open their books at page sixty-two. Point to the picture and ask the pupils what they can see (an Easter bunny, an Easter basket, Easter eggs). Allow the pupils some time to read the text and complete the task in their notebooks. Check their answers. Individual pupils read out from the text.

1 c 2 d 3 b 4 a

2 Copy the picture in your notebook. Then listen and complete it.

Explain the activity. The pupils copy the picture in their notebooks. Then, they listen, follow the instructions they hear and complete the picture. Play the recording for the pupils to listen. Play the recording again, pausing so the pupils can draw and complete their pictures. Go around the class monitoring and helping where needed. When the pupils have completed the task, put up their pictures somewhere in the classroom.

TAPESCRIPT

Draw a big chocolate egg in the blue basket. Draw a basket under the tree. Draw four flowers next to the basket. Draw three eggs in the basket. Draw one chocolate egg in the tree.

3 Where are the chocolate eggs? Complete the clues to help Messy Melvin find them! Write in your notebook.

Refer the pupils to the picture and ask them what they can see (dishes, cake, sink, clothes, washing machine, fridge, etc). Read the clues out loud, one at a time, paying particular attention to the words in bold. Explain the task. Allow the pupils some time to read the sentences and complete the task in their notebooks. Ask individual pupils to read the sentences aloud.

- | | |
|--------------------------|---------------|
| 1 dishes | 3 cake |
| 2 washing machine | 4 sink |

4 Let's play!

Read out the example. Explain the game. Pupils play in pairs. One pupil thinks of a place where their egg is hidden. The other pupil has to guess where it is, as in the example.

- e.g. Pupil A: *Where is my egg?*
Pupil B: *Give me a clue!*
Pupil A: *It's with my scarf!*
Pupil B: *It's on the table! etc*

5 Let's make a painted egg!

Bring in boiled eggs, one per pupil or ask the pupils to bring their own. Explain that they will use paints or markers and decorate their eggs anyway they like. Display their eggs somewhere in the class.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Provide a large piece of paper for pairs/groups of pupils and ask them to make an Easter poster by drawing pictures of what Easter means for them. Once the pupils have finished, make sure you display their work somewhere in the class.

3 Where are the chocolate eggs? Complete the clues to help Messy Melvin find them! Write in your notebook.

cake



sink



dishes



washing machine



- 1** The first chocolate egg is where we wash the We send you lots of Easter **wishes!**
- 2** The second chocolate egg is very **clean** because it's in the ...!
- 3** The third chocolate egg is easy for you to **take**. It's where my mother bakes a ...!
- 4** Where's the fourth one? What do you **think**? It's in the cupboard under the ...!

4 Let's play!

A: Where is my egg?

A: It's with the cheese!

B: Give me a clue!

B: It's in the fridge!

5 Let's make a painted egg!

- 1** Boil an egg and let it cool.
- 2** Use paints, markers, etc, to colour your egg.
- 3** Display your egg in class.



Father's Day

We celebrate **Father's Day** on the third Sunday in June.

On that day, children show their fathers how much they love them.

1 **My dad!** Read and complete in your notebook. Then, tell the class.

My dad is ... years old.

He is ... tall.

His hair is ...

and his eyes are

My dad loves

He likes wearing

His favourite TV show is

His favourite song is

He feels happy when I



2 **Let's make a Father's Day card!**



Optional Unit

- **Aims:** to talk about Father's Day
- **Vocabulary:** consolidation
- **Language focus**
Language in use: We celebrate Father's Day on the third Sunday in June.
- **Extra materials:** sheets of white paper, crayons (Ex. 2)

This unit is optional. It is designed to be taught just before Father's Day.

BEGINNING THE LESSON

Before going into class

Prepare a Father's Day card.

Show the pupils the Father's Day card that you have prepared. Ask pupils if they know what the card is for. Elicit pupils' answers (*Father's Day*). Write *Father's Day* on the board.

PRESENTATION & PRACTICE

(Activities to get the pupils talking about Father's Day.)

Pupils' books closed. Have a class discussion about what we usually do when we celebrate Father's Day and what comes to mind when they hear the words *Father's Day*. Ask the pupils to tell you how they spend their Father's Day.

1 My dad! Read and complete in your notebook. Then, tell the class.

Pupils' books open. Write a big 64 on the board and ask the pupils to open their books at page sixty-four. Refer the pupils to the sentences in Ex. 1. Explain that they are all sentences that refer to *Dad*. Read the instructions and explain the task. Allow the pupils some time to read the sentences and complete the task in their notebooks. Check the pupils' answers. Then, have pupils read out their sentences to the rest of the class.

(Suggested answers)

My dad is **40** years old.

He is **180 cm/very** tall.

His hair is **brown** and his eyes are **blue**.

My dad loves **football and cars**.

He likes wearing **T-shirts and jeans**.

His favourite TV show is '**Dancing with the Stars**'.

His favourite song is '**Thriller**'.

He feels happy when I **am happy**.

2 Let's make a Father's Day card!

Explain to the pupils that they are going to make a Father's Day card similar to the one that you showed them at the beginning of the lesson. Give each pupil a sheet of paper and give them enough time to write and colour their cards. Write a few Father's Day wishes on the board that the pupils can copy in their cards. Possible suggestions:

Dear Dad,
You are the greatest dad in the world!
Happy Father's Day!
Love,
.....

Dear Dad,
Thank you for all the wonderful things that you do for me!
Happy Father's Day!
Love,
.....

3 Read and choose. Write the word in your notebook. Then listen and check.

Explain the task. Allow the pupils some time to read the phrases and complete the task in their notebooks. Play the recording. The pupils listen and check their answers. Ask individual pupils to read the phrases aloud.

- | | | |
|----------|--------|------------|
| 1 with | 3 car | 5 watching |
| 2 caring | 4 sick | 6 night |

★ Now write your own poem!

Read the instructions and explain the task. Brainstorm for words or ideas and write them on the board, i.e. fun, kind, caring, easy-going, funny, happy, tall, etc. Allow the pupils some time to write a small poem (phrases) about their father. Go around the class offering help where needed. Have individual pupils read their poem aloud.

(Suggested answer)

Funny and smart
Always gentle and kind
Takes me to the park
Helps me with my homework
Easy-going and fun
Remembers my lunch when I forget.

4 Read and match in your notebook. Then fill in the other two coupons.

Read the instructions and explain the task. Explain to the pupils that these are coupons promising things they can do for their dad. Allow them some time to read the coupons and complete the task in their notebooks. Check their answers.

- 1 d
- 2 a
- 3 One game of chess. (suggested answer)
- 4 c
- 5 b
- 6 One night at the cinema. (suggested answer)

ENDING THE LESSON

Ask the pupils to read their Father's Day wishes aloud to the rest of the class.

3  **Read and choose. Write the word in your notebook. Then listen and check.**

Fun to be **1) for/with**

Always kind and **2) crying/caring**

Takes me to school in his **3) cap/car**

Hugs me when I'm **4) sick/six**

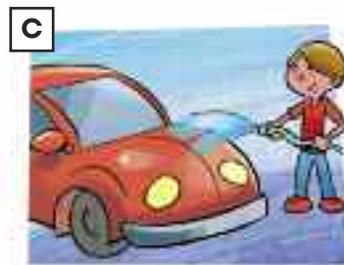
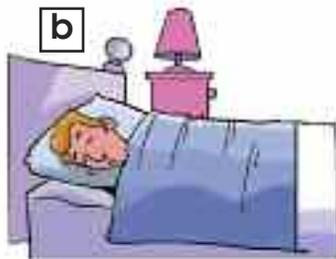
Enjoys **5) watching/seeing** football and eating pizza

Reads stories to me at **6) morning/night!**



Now write your own poem!

4 **Read and match in your notebook. Then fill in the other two coupons.**



1 **FOR YOU, DAD!**
One breakfast in bed

4 **FOR YOU, DAD!**
One car wash

2 **FOR YOU, DAD!**
One big hug

5 **FOR YOU, DAD!**
One hour of rest

3 **FOR YOU, DAD!**
...

6 **FOR YOU, DAD!**
...

Fun Time Starter

1 Read and complete in your notebook.



(See Fun Time Key)

2 Look, read and say **yes** or **no**.



Bedroom in Arles,
Vincent Van Gogh

- 1 There is a bed.
- 2 There are three chairs.
- 3 There is a table.
- 4 There are some pictures on the wall.
- 5 There are two windows.

(See Fun Time Key)

3 Draw a picture of your room. Present it to the class.

Starter★

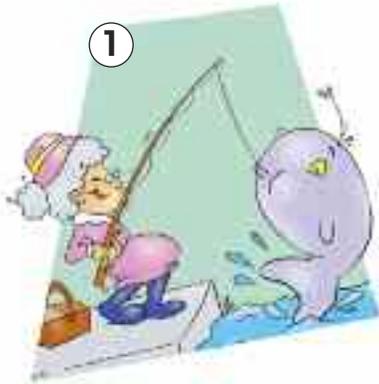
4 Read and complete in your notebook.

ride fly stay
wash go play
watch climb

My grandma is a super gran! On Sundays she **1) rides** an elephant in the park. On Mondays she **2) ...** tennis with Superman. On Tuesdays she **3) ...** Mount Everest. On Wednesdays she **4) ...** to the moon. On Thursdays she **5) ...** fishing. On Fridays she **6) ...** the hippos at the zoo. On Saturdays she **7) ...** at home and **8) ...** her favourite film. My gran is a lot of fun!

★ Now write the days in your notebook.

(See Fun Time Key)



Sunday

(See Fun Time Key)

Fun Time 7

1 Look, read and choose. Write the word in your notebook.



Mumble is a penguin/monkey.



Tweety is a bird/tiger.



Winnie the Pooh is a bear/panda.



Dumbo is a(n) cheetah/elephant.



Verne is a tortoise/lizard.



Roo is a kangaroo/parrot.



Tigger is a tiger/lion.



Kaa is a python/parrot.

2 Read and write in your notebook.

1  I'm fast! I'm faster than you!

2  I'm tall! ...

3  I've got a long tail! ...

4  I'm slow! ...

5  I'm fat! ...

(See Fun Time Key)

3 Read and complete in your notebook. Then match.

- | | |
|---|------------------------|
| 1 Which is the fastest (fast) animal in the world? | a Mount Everest |
| 2 Which is the longest (long) river? | b a cheetah |
| 3 Which is the highest (high) mountain? | c the Nile |
| 4 Which is the biggest (big) country in the world? | d Victoria |
| 5 Which is the largest (large) lake in Africa? | e Russia |

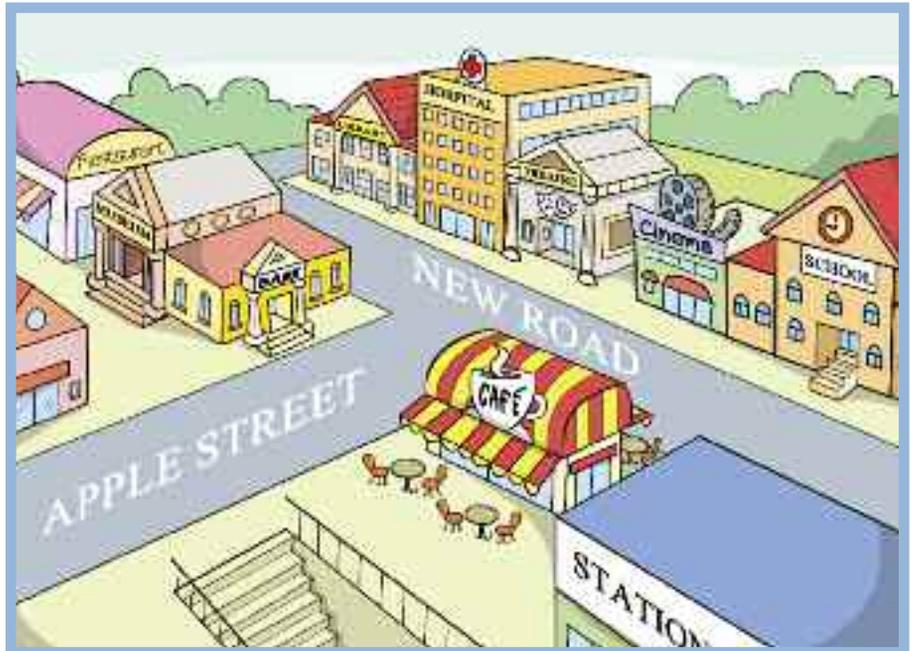
Fun Time 8

1 Listen and choose. Write **A** or **B** in your notebook.



Turn left Turn right

- 1 A café
B cinema
- 2 A school
B station
- 3 A bank
B museum
- 4 A museum
B restaurant



(See Fun Time Key)

2 Read and write the names in your notebook.

Mike: Mum, what was I like when I was a baby? Was I naughty?

Mum: No, Mike, you weren't. You were a very quiet baby. But your brother was!

Mike: Steve or Peter?

Mum: Steve was very naughty. Peter was noisy.

Mike: Noisy? Wow! What about Martha? What was she like?

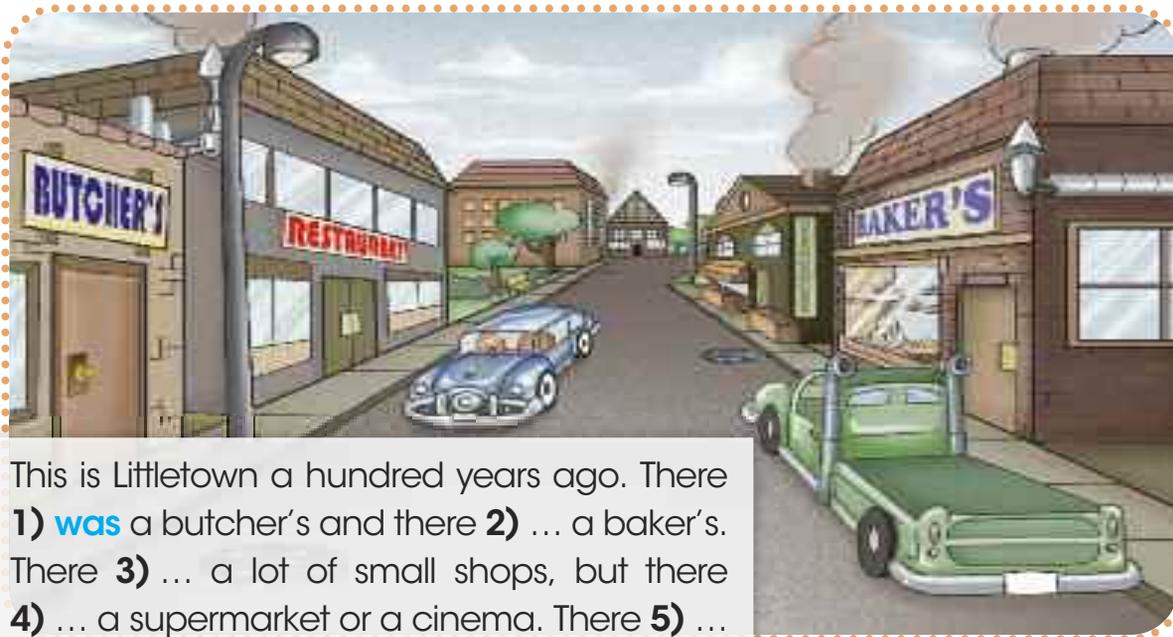
Mum: Martha was very shy. But you were all very cute!



Mike

(See Fun Time Key)

- 3 Look and write in your notebook. Use: **was, were, wasn't** or **weren't**.



This is Littletown a hundred years ago. There
1) was a butcher's and there **2) ...** a baker's.
 There **3) ...** a lot of small shops, but there
4) ... a supermarket or a cinema. There **5) ...**
 many cars either. Littletown was very quiet!

(See Fun Time Key)

- 4 Talk with your friend.

Pupil A

JOHN MARTIN IN CONCERT

Saturday, 1st November 8:00 pm
 Green Stadium



Tickets: £30

Pupil B

SCHOOL FOOTBALL GAMES

Hillfields School **VS** Park View School

Sunday, 2nd November 5:00 pm
 _____ Highton Stadium _____

Tickets: £3

- Where/Saturday?
- What time?
- Where?
- How much/tickets?

A: *Where were you on Saturday?*
B: *I was at a football game.
 Where were you?*

(See Fun Time Key)

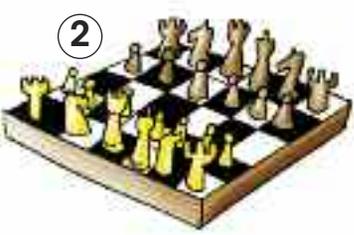
Fun Time 9

1 Read and match in your notebook. Then find the secret word.

| | | | |
|----------|---|---|---|
| 1 knight |  |  |  |
| 2 palace | (e) | (c) | (s) |
| 3 king |  |  |  |
| 4 queen | (l) | (a) | (t) |
| 5 hunt | The secret word is ? ! | | |
| 6 fence | 3 5 6 2 4 1 | | |

(See Fun Time Key)

2 Look, read and choose. Write **A** or **B** in your notebook.

| | | |
|---|---|---|
| <p>① </p> <p><input type="radio"/> A queen <input type="radio"/> B king</p> | <p>③ </p> <p><input type="radio"/> A bake <input type="radio"/> B carry</p> | <p>⑤ </p> <p><input type="radio"/> A kick <input checked="" type="radio"/> B sail</p> |
| <p>② </p> <p><input type="radio"/> A chess <input type="radio"/> B deer</p> | <p>④ </p> <p><input type="radio"/> A travel <input type="radio"/> B fight</p> | <p>⑥ </p> <p><input type="radio"/> A guard <input type="radio"/> B pick up</p> |

3 In my dream! Read and match in your notebook.

In my dream I was a knight.
I lived in a big castle and
danced with the ladies in
the Great Hall!

1

In my dream I was a queen.
I dressed in expensive clothes
and lived like a film star!

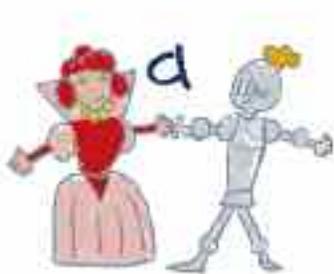
2

In my dream I was a king.
I sailed down the river
to my palace!

3

In my dream I was a knight.
I guarded the King and
Queen. I was very strong!

4



a



b



c



d

(See Fun Time Key)

4 Read and complete the blog in your notebook.

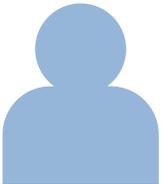
←
→

Nick's Blog

Hello! My name's Nick and I'm from the UK. Let me tell you about my weekends.

Saturday is a busy day. I **1** ... **(get up)** early. My mum **2** ... **(drive)** me to school. I **3** ... **(have)** tennis practice for three hours. In the afternoon, I am very tired. I **4** ... **(play)** computer games or I **5** ... **(listen)** to music.

On Sundays my grandma **6** ... **(visit)** us and we **7** ... **(spend)** the day together. What about you?



Post a comment

(See Fun Time Key)

Now write a blog entry about your weekends.

(See Fun Time Key)



Fun Time 10

1 Look, read and write the words in your notebook.



(See Fun Time Key)

2 Write the words in your notebook. Then match.



1 a o t r c

2 i a t t s r

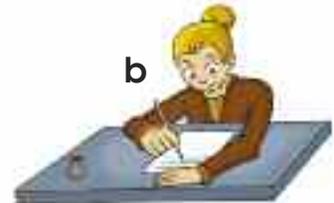
3 c o o r p s m e

4 r n e u s

5 s a t r c e s

6 t a l h e e t

7 i t e r r w



(See Fun Time Key)

3 Look, read and correct in your notebook.

- 1 Alvin gets a magic **skateboard**.
He doesn't get a magic skateboard.
He gets a magic mirror.
- 2 The children go to **Andy's** concert in space.
- 3 Alvin dresses like a **clown**.
- 4 Willow breaks his **nose**.



(See Fun Time Key)

4 Complete the joke in your notebook.
Tell it to a friend.

One day, a man 1) **sees** (**see**) a boy across the street. The boy 2) ... (**be**) very small and he cannot reach the doorbell. The man 3) ... (**walk**) across and 4) ... (**stand**) next to the boy. "Don't worry," the man 5) ... (**say**) and he 6) ... (**press**) the doorbell. "Now, what?" the man 7) ... (**ask**) and the boy 8) ... (**answer**): "Now, we run!"



(See Fun Time Key)

Fun Time 11

1 Read and put a **tick** (✓) or a **cross** (x) in your notebook. Then correct the mistakes.

- | | | |
|---|---|----------------------|
| 1 Alvin's birthday is on the fourth of July. | ✓ | |
| 2 Fairy Day is on the twenty-four of June. | x | twenty-fourth |
| 3 C is the three letter of the alphabet. | x | third |
| 4 They've got ten cats! | ✓ | |
| 5 He was sixth in the race. | ✓ | |
| 6 September is the nine month of the year. | x | ninth |
| 7 Who was the one president of the USA? | x | first |
| 8 When is the twelfth of May? | ✓ | |

2 Read and choose. Write in your notebook. Then match.

- | | |
|--|----------------------------------|
| 1 <u>Why/When</u> are you so sad? | a It's Fairy Day! |
| 2 <u>When/What</u> is on 24 th June? | b It's on 16 th June. |
| 3 <u>Why/What</u> are Faye and Fifi? | c I'll get there by bus. |
| 4 <u>Where/Who</u> will help me with the chores? | d Because I lost my new watch. |
| 5 <u>When/Where</u> is my new camera? | e They're Fairy penguins. |
| 6 <u>How/What</u> will you get to school tomorrow? | f We will! |
| 7 <u>When/Why</u> is your birthday? | g It's in the cupboard. |

3 What's the season? Look, read and match in your notebook.

1 2 3 4

a summer
b spring
c winter
d autumn

4 What is the weather like today? Look, read and write **yes** or **no** in your notebook.

cold sunny hot snowy windy rainy

London Madrid Mexico City New York Paris Singapore

- | | | | |
|-------------------------------|------------|-----------------------------|------------|
| 1 It is cold in London. | yes | 4 It is windy in Paris. | yes |
| 2 It is windy in Madrid. | no | 5 It is rainy in Singapore. | yes |
| 3 It is snowy in Mexico City. | no | 6 It is hot in New York. | no |

What's the weather usually like in your country? Tell the class.

In spring it's usually ...

(See Fun Time Key)

Fun Time 12

1 Tim's holiday. Read and complete in your notebook.

Tim is a student. He studies hard every day. At the weekend he works at a café and goes to the cinema with his friends. In his free time, he likes going to the gym and reading books. But next week he is going to go on holiday to Greece with his friends.

←
→

search

Next week I am going to  1) ... in Greece! I am going to  2) ... and  3) I am going to  4) ... with the dolphins, too! I'm sure I'm going to have a great holiday!



Post a comment

(See Fun Time Key)

2 Talk with your friend.

Pupil A: You are a tourist. Copy the table in your notebook. Use it to answer Pupil B's questions.

Pupil B: You work at a hotel. Copy the table in your notebook. Ask Pupil A questions to complete it.

Pupil A

Five Star Hotel

First Name: ...

Last Name: ...

Telephone Number: ...

email address: ...

Room type: Single Room/
Double Room ...

Pupil B

- what/first name?
- what/last name?
- what/telephone number?
- what/email address?
- what/kind of room/need?

Pupil A: Hello. I'd like a room, please.

Pupil B: Yes, of course. What is your first name?

(See Fun Time Key)

3 What is Clara Loft going to do next year? Look and say.

January: travel to Varanasi, India

February: go surfing in Australia

March: camp in the jungle

April: fly to Hong Kong

May: sail across the Atlantic Ocean

June: visit the King and Queen of Spain

July: buy new clothes in Milan

August: go to Corfu on holiday

September: go hunting in Africa

October: have a big birthday party

November: make a film with Tim Cross

December: spend the holidays with her family



Clara Loft is going to travel to Varanasi, India in January.

(See Fun Time Key)

★ Now look again and write in your notebook.

- 1 **She's going to travel to Varanasi, India** in January.
- 2 **She's going to camp in the jungle** in March.
- 3 **She's going to sail across the Atlantic Ocean** in May.
- 4 **She's going to buy new clothes in Milan** in July.
- 5 **She's going to go hunting in Africa** in September.
- 6 **She's going to make a film with Tim Cross** in November.



Evaluation

1 Look, read and say **yes** or **no**.

1  This is a tortoise.

2  This is a restaurant.

3  This is a guard.

4  This is a nurse.

5  This is a swimsuit.

(See Fun Time Key)

2 Choose the odd one out. Write in your notebook.

1 funfair - tent - museum - theatre

2 cheetah - river - tiger - lion

3 shoes - boots - sandals - handbag

4 map - dove - bluebird - deer

5 king - queen - knight - sail

3 Read and choose. Write in your notebook.

1 Mark is ... at English than I am.

A better **B** best

2 I ... at the funfair yesterday.

A was **B** were

3 ... you play football every day?

A Do **B** Are

4 ... is your birthday?

A Who **B** When

5 When I ..., I will travel around the world.

A grow up **B** am growing up

4 Read and choose. Write in your notebook.

1 **A:** Where were you yesterday?

B: **a)** I'm at the funfair.

b) I was at the funfair.

2 **A:** What were you like when you were a baby?

B: **a)** I was at home.

b) I was cute and quiet.

3 **A:** What are you doing?

B: **a)** I am playing football.

b) I play football.

4 **A:** Why are you crying?

B: **a)** Because I can't find my ruler.

b) On 4th July.

5 **A:** What are you going to do next week?

B: **a)** It's Saturday.

b) I'm going to go on holiday.



Round-up

Ex. 1, p. 59

- | | |
|------------|-----------|
| 1 café | 3 library |
| 2 hospital | 4 museum |

Ex. 5, p. 60

- A Name:** kangaroo
Where it lives: Australia and New Guinea
What it looks like: a long tail
What it eats: grass
- B Name:** panda
Where it lives: China
What it looks like: black and white
What it eats: bamboo and fruit

Ex. 6, p. 61

- 1 **A:** Who was Ludwig Beethoven?
B: A composer.
- 2 **A:** Who was Pablo Picasso?
B: An artist.
- 3 **A:** Who was Florence Nightingale?
B: A nurse.
- 4 **A:** Who was Jesse Owens?
B: An athlete.

Fun Time Starter

Ex. 1, p. 66

- | | |
|-------------|---------------|
| 2 butcher's | 4 baker's |
| 3 toyshop | 5 supermarket |

Ex. 2, p. 66

- | | | |
|-------|-------|------|
| 1 yes | 3 yes | 5 no |
| 2 no | 4 yes | |

Ex. 4, p. 67

- | | | |
|----------|----------|-----------|
| 2 plays | 5 goes | 8 watches |
| 3 climbs | 6 washes | |
| 4 flies | 7 stays | |

- | | |
|-------------|------------|
| 1 Thursday | 4 Tuesday |
| 2 Wednesday | 5 Saturday |
| 3 Friday | 6 Monday |

Fun Time 7

Ex. 2, p. 69

- 2 I'm taller than you!
3 I've got a longer tail than you!
4 I'm slower than you!
5 I'm fatter than you!

Fun Time 8

Ex. 1, p. 70

- 1 A 2 A 3 A 4 A

Tapescript

- 1 Go along New Road. Turn left into Apple Street. It's next to the station. What is it?
- 2 Go along Apple Street. Turn right into New Road. It's next to the cinema, opposite the station. What is it?
- 3 Go along New Road. Turn left into Apple Street. It's opposite the café. What is it?
- 4 Go along Apple Street. Turn left into New Road. It's opposite the library and between the bank and the restaurant. What is it?

Fun Time Key & Tapescripts

Ex. 2, p. 70

- 2 Martha 3 Peter 4 Steve

Ex. 3, p. 71

- 2 was 4 wasn't
3 were 5 weren't

Ex. 4, p. 71

(Suggested answer)

- A:** Where were you on Saturday?
B: I was at the football game. Where were you?
A: I was at a concert. What time was the football game?
B: It was at 5 pm. What time was the concert?
A: It was at 8 pm. Where was the football game?
B: It was at Highton Stadium. Where was the concert?
A: It was at Green Stadium. How much were the football tickets?
B: The football tickets were £3 each. How much were the concert tickets?
A: The concert tickets were £30 each.

Fun Time 9

Ex. 1, p. 72

- 1 e 3 c 5 a
2 t 4 l 6 s

The secret word is **castle!**

Ex. 3, p. 73

- 1 a 2 d 3 b 4 c

Ex. 4, p. 73

- 1 get up 4 play 7 spend
2 drives 5 listen
3 have 6 visits

(Suggested answer)

Hello! My name is Steve and I'm from Australia. Let me tell you about my weekends.

Saturday is a busy day. I get up early. My mum drives me to school. I have football practice for two hours. In the afternoon, I play computer games or meet my friends in the park.

On Sundays, we usually visit my grandparents. My grandmother makes us lunch and we spend the day together. What about you?

Fun Time 10

Ex. 1, p. 74

- 1 slip 3 break 5 lose
2 land 4 fall 6 save

Ex. 2, p. 74

- a actress - 5
b writer - 7
c nurse - 4
d composer - 3
e artist - 2
f actor - 1
g athlete - 6

Ex. 3, p. 75

- 2 The children don't go to Andy's concert in space. They go to XL's concert.
3 Alvin doesn't dress like a clown. He dresses like a knight.
4 Willow doesn't break his nose. He breaks his branch.

Ex. 4, p. 75

- 2 is 5 says 8 answers
3 walks 6 presses
4 stands 7 asks

Fun Time 11

Ex. 4, p. 77

(Suggested answer)

In spring it's usually **windy and rainy in my city.**
In winter it's **cold and snowy.** etc

Fun Time 12

Ex. 1, p. 78

- 1 go on holiday 3 diving
2 go sailing 4 go swimming

Ex. 2, p. 78

(Suggested answer)

Pupil A: Hello. I'd like a room, please.

Pupil B: Yes, of course. What is your first name?

Pupil A: Mandy

Pupil B: What is your last name?

Pupil A: Jones

Pupil B: What is your telephone number, please?

Pupil A: 537-2891

Pupil B: And your email address?

Pupil A: Mjones@mail.com

Pupil B: What kind of room do you need?

Pupil A: A double room, please.

Ex. 3, p. 79

Clara Loft is going to go surfing in Australia in February.

Clara Loft is going to camp in the jungle in March.

Clara Loft is going to fly to Hong Kong in April.

Clara Loft is going to sail across the Atlantic Ocean in May.

Clara Loft is going to visit the King and Queen of Spain in June.

Clara Loft is going to buy new clothes in Milan in July.

Clara Loft is going to go to Corfu on holiday in August.

Clara Loft is going to go hunting in Africa in September.

Clara Loft is going to have a big birthday party in October.

Clara Loft is going to make a film with Tim Cross in November.

Clara Loft is going to spend the holidays with her family in December.

Evaluation

Ex. 1, p. 80

1 yes

3 no

5 no

2 no

4 no

Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners realise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial* evaluation at the beginning of the course, *formative* evaluation, which is done on a daily basis, and *cumulative* evaluation upon finishing a Module.

Initial Evaluation

This evaluation centres mainly on the pupils' reports from the previous school year. The teacher can assess the pupils' level, work already covered, work needed to be covered, strengths, weaknesses, etc.

Formative Evaluation

Any exercise a pupil does can be used for this type of evaluation. The results are then recorded on the pupils' *Formative Evaluation Chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (*e.g. the dialogues, songs, craft activities, and so on*) and write the marks obtained with the help of the following code (*using colours if you wish*):

c (*competence – green*): the pupil has a full understanding of the task and responds appropriately

w (*working on – yellow*): the pupil has an understanding of the task but the response is not fully accurate

n (*non-competence – red*): the pupil does not understand the task and is unable to respond appropriately

Cumulative Evaluation

In order to obtain reliable information, the cumulative evaluation takes into account the work the pupils have done throughout the module as well as their participation and attitude. The course is accompanied by two forms of cumulative evaluation:

- *Pupil's Self-Assessment Forms*
The pupils give their personal opinion about their own results upon completion of each *Modular Revision and Assessment* section. They file these forms in their *Language Portfolios*.
- *Progress Report Cards*
The teacher completes them, one per pupil, after each test and they are given to the pupils to file in their *Language Portfolios*.

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

| Pupils' name: | Mark and comments |
|---------------|-------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

- Pupil's Self-Assessment Forms

Pupil's Self-Assessment Form

| Name: | | | | | | | Module 4 | | |
|--|-----------|----|---------------|-----------|----|---------------|----------------|----|---------------|
| I can ... | remember | | | say | | | read and write | | |
| | very well | OK | not very well | very well | OK | not very well | very well | OK | not very well |
| • The green panda isn't taller than the pink panda. | | | | | | | | | |
| • Jill is the cleverest student of all. | | | | | | | | | |
| • The whale lives in the ocean. | | | | | | | | | |
| • Were you at the café yesterday? No, I wasn't. | | | | | | | | | |
| • I feel scared when I see a spider. How about you? I feel scared, too. | | | | | | | | | |
| • This is a photo of me when I was young. I was really quiet. | | | | | | | | | |
| Draw how you feel!  | | | | | | | | | |

Pupil's Self-Assessment Form

| Name: | | | | | | | Module 5 | | |
|--|-----------|----|---------------|-----------|----|---------------|----------------|----|---------------|
| I can ... | remember | | | say | | | read and write | | |
| | very well | OK | not very well | very well | OK | not very well | very well | OK | not very well |
| • What did you do yesterday? I played a computer game. | | | | | | | | | |
| • Did the knights live in big castles? Yes, they did. | | | | | | | | | |
| • Last Saturday, Lizzie went to the park. | | | | | | | | | |
| Draw how you feel!    | | | | | | | | | |

Pupil's Self-Assessment Form

| Name: | | | | | | | Module 6 | | |
|--|-----------|----|---------------|-----------|----|---------------|----------------|----|---------------|
| I can ... | remember | | | say | | | read and write | | |
| | very well | OK | not very well | very well | OK | not very well | very well | OK | not very well |
| • What's your favourite colour? Brown. | | | | | | | | | |
| • In the future we'll have robots. | | | | | | | | | |
| • I am going to visit the museum. | | | | | | | | | |
| Draw how you feel!    | | | | | | | | | |

Cumulative Evaluation

• Progress Report Cards

Progress Report Card

| (name) can: | | Module 4 | |
|--|-----------|----------|---------------|
| | very well | OK | not very well |
| compare animals and people | | | |
| talk about animal homes | | | |
| write about his/her country | | | |
| say where people were | | | |
| talk about feelings | | | |
| say what he/she was like when he/she was young | | | |
| write about when he/she was a child | | | |

Progress Report Card

| (name) can: | | Module 5 | |
|---|-----------|----------|---------------|
| | very well | OK | not very well |
| talk about things that happened in the past | | | |
| talk about life in the past | | | |
| write about what he/she did last weekend | | | |
| tell a story | | | |
| talk about people from the past | | | |
| write about famous people from the past | | | |

Progress Report Card

| (name) can: | | Module 6 | |
|---|-----------|----------|---------------|
| | very well | OK | not very well |
| ask and answer questions | | | |
| say the months | | | |
| talk about life in the future | | | |
| write about life in the future | | | |
| talk about holiday plans | | | |
| write about his/her plans for the weekend | | | |

MODULE 4

Unit 7a – Animal elections

1 Write. Then find the stickers!

Read the instructions and explain the task. Ask the pupils to unscramble the letters and write the correct words. Then, ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

2 tortoise 4 lizard 6 panda
3 parrot 5 tiger

2 Read and colour.

Read the instructions and explain the task. Refer the pupils to the picture, point out the different items and elicit the words. Allow them time to colour the pictures. Check their answers.

the old jeans – **blue**
the new jeans – **black**
the tall flower – **pink**
the short flower – **purple**
the big skateboard – **brown**
the small skateboard – **orange**
the fat teddy bear – **green**
the thin teddy bear – **brown**

3 Guess who! Talk with your friend.

Read the instructions and explain the task. Refer the pupils to the pictures and the names of children who are with Harry. Elicit the adjectives *tall/short, young/old, strong/weak* and *fast/slow*. Have a pair of pupils read out the example and ask the pupils, in pairs, to play the game. Pupil A compares a boy to Harry based on the adjectives shown, and Pupil B has to guess who the boy is. The pupils, in pairs, take turns to ask and answer questions. Go around the classroom monitoring the activity.

(Suggested answers)

A: He's older than Harry. He's faster than Harry.
B: Is it Bill?
A: Yes, it is.
A: He's shorter than Harry. He's slower than Harry.
B: Is it Sam?
A: No, it isn't. He's older than Harry.

B: Is it Nick?
A: Yes, it is. etc

Unit 7b – The new president

1 Read and number.

Read the instructions and explain the task. Refer the pupils to the words (1-5) and the pictures (a-e) and allow them time to match the words to the pictures. Check their answers.

b 2 c 1 d 3 e 5

2 Make sentences.

Read the instructions and explain the task. The pupils reorder the words to make sentences. Allow the pupils time to complete the task. Check their answers.

2 Which animal is the fastest in the world?
3 He's taller than our teacher.
4 A giraffe is taller than a horse.
5 She's the cleverest pupil in the class.

3 Read and answer.

Read the instructions and explain the task. Refer the pupils to questions 1-6 and allow them time to read and answer them. Check their answers and ask individual pupils to report back to the class.

(Suggested answers)

1 My sister is the youngest in my family.
2 My grandpa is the oldest in my family.
3 A dog is the best pet for me.
4 Paul is the tallest in my class.
5 H&M is the largest shop in my town.
6 The Severn is the longest river in my country.

4 Write. Then answer.

Read the instructions and explain the task. Allow them time to read and write the correct form of the adjectives in brackets as well as answer the questions. Check their answers.

1 Tony 3 oldest, Jill's
slowest, Bill youngest, Lucy's
2 longest, Kim
shortest, Sue

Unit 7c – Animal homes

1 Listen and fill in.

Ask the pupils to read the sentences. Tell them they have to listen carefully and fill in the correct information according to what they hear. Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

- | | |
|------------|-----------|
| 1 bears | 3 parrots |
| 2 cheetahs | 4 45 |

TAPESCRIPT

Woman: Hello, Welcome to Wild Animal Park!

Man: Oh, hello!

Woman: Is it your first time here?

Man: Yes, it is! Could you tell me what's in Area 1, please?

Woman: Of course. In Area 1 you can see the bears. It's almost feeding time and if you go now, you can watch the bears having lunch.

Man: Oh, wonderful. What about Area 2? What's there?

Woman: Well in Area 2 you can watch the tigers and the cheetahs!

Man: The tigers and the cheetahs? Wow! That sounds good.

Woman: And don't forget Area 3! You can look at the different kinds of parrots from all over the world.

Man: Excellent.

Woman: The ticket only costs 45 pounds.

Man: Forty-five pounds, OK. Here you are.

Woman: Thank you...

2 Look and correct.

Revise animal habitats. Read the instructions and explain the task. Refer the pupils to pictures 1-4 and read out the example. Allow them time to look at the pictures and write similar sentences about what is wrong in each picture. Check their answers.

- Camels don't live in the jungle. They live in the desert.
- Gorillas don't live in grasslands. They live in the jungle.
- Cheetahs don't live in the ocean. They live in the grasslands.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No Yes

4 Read and write yes or no.

Read the instructions and explain the task. Refer the pupils to the text about gorillas and sentences 1-6. Allow them time to read the text and write yes or no next to the sentences. Check their answers.

- | | | |
|-------|-------|-------|
| 2 yes | 4 yes | 6 yes |
| 3 no | 5 no | |

Unit 8a – A little green man

1 At the party yesterday! Look, read and tick (✓).

Read the instructions and explain the task. Refer the pupils to the picture and sentences 1-6. Read out the example, and allow the pupils time to look at the picture and tick the correct adjective in the sentences.

- | | | |
|----------|-----------|-------|
| 2 late | 4 thirsty | 6 sad |
| 3 scared | 5 hungry | |

2 Read and match.

Revise the past simple of the verb 'to be'. Read the instructions and explain the task. Refer the pupils to sentences 1-4 and a-d and read out the example. Allow them time to match the sentences. Check their answers.

- | | | |
|-----|-----|-----|
| 2 d | 3 a | 4 b |
|-----|-----|-----|

3 In the kitchen yesterday! Look, read and write yes or no.

Read the instructions and explain the task. Refer the pupils to the picture and to sentences 1-4. Allow the pupils time to read the sentences and write yes or no. Check their answers.

- | | | |
|------|-------|-------|
| 2 no | 3 yes | 4 yes |
|------|-------|-------|

Unit 8b – Who was it?

1 Circle the odd one out. Then write.

Read the instructions and explain the task. Refer the pupils to the sets of pictures and elicit what places they depict. Allow them time to circle the odd one out. Then refer the pupils to the sentences underneath and allow them time to write where the people were. Check their answers.

The pupils circle:

2 funfair 3 café 4 station

- 2 She **was at the funfair**.
- 3 They **were at the café**.
- 4 He **was at the station**.

2 Be a detective. Find the bank robber. Listen and tick (✓).

Read the instructions and explain the task. Tell them they have to listen carefully and find the bank robber. Play the recording, twice if necessary, and allow the pupils time to complete the exercise. Check their answers.

Answer: Harry

As an extension, you can assign the roles of detective, Bob, Rick and Harry to pupils. The pupils act out the dialogue. If you decide to do so, play the recording again to help the pupils note down any information they need.

TAPESCRIPT

Police officer: *One of you three was at the bank this morning. Now tell me the truth. Bob, where were you?*

Bob: *Well, I wasn't at the bank. I was at the museum with my sister. I'm not a robber. It wasn't me!*

Police officer: *And what about you, Rick?*

Rick: *It wasn't me. I was in the park with my dog! I wasn't at the bank, honestly!*

Police officer: *Hmm. And Harry? What's your story?*

Harry: *Well, I was at the theatre this morning.*

Police officer: *The theatre?*

Harry: *Yes, I was there with my friend Robert.*

Police officer: *But the theatre wasn't open this morning.*

Harry: *Oh, ...wasn't it?*

Police officer: *No, Harry, the theatre wasn't open this morning. You were at the bank, right? Come with me Harry.*

Harry: *Oh, all right!*

3 Look and answer the questions.

Read the instructions and explain the task. Refer the pupils to the pictures and elicit the places. Read out the example and allow the pupils time to answer the rest of the questions. Check their answers.

- 2 No, they weren't.
- 3 No, he wasn't.
- 4 Yes, they were.

4 Ask your friend and complete. Then write.

Read the instructions and explain the task. The pupils, in pairs, ask and answer questions and complete the missing information about their partner. Allow them time to complete the task. Check their answers.

(Suggested answers)

A: Where were you at nine o'clock last night?

B: I was at the cinema.

A: Where were you at five o'clock on Saturday afternoon?

B: I was at the supermarket.

A: Where were you this time last Sunday?

B: I was at the park.

At nine o'clock last night, my friend was at the cinema.

At five o'clock on Saturday afternoon, my friend was at the supermarket.

This time last Sunday, my friend was at the park.

Unit 8c – Just the other day

1 Look, read and find the stickers!

Read the instructions and explain the task. Ask the pupils to read the sentences about the Dawson and the Warren brothers 10 years ago. Tell them to find the corresponding stickers and show them to you for verification before sticking them on the page.

2 Read. Then talk with your friend.

Read the instructions and explain the task. Ask a pair of pupils to read out the exchange. Refer the pupils to the pictures and ask them, in pairs, to act out similar exchanges with their partner. Go around the class monitoring and providing assistance where necessary. Ask some pairs to report back to the class.

(Suggested answers)

A: How was the museum yesterday?

B: It was great, thanks.

A: What was the best thing about it?

B: Oh – definitely the paintings!

A: How was the circus yesterday?

B: It was great, thanks.

A: What was the best thing about it?

B: Oh – definitely the clowns!

A: How was the theatre yesterday?

B: It was great, thanks.

A: What was the best thing about it?

B: Oh – definitely the costumes!

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No Yes

4 Look, read and complete.

Read the instructions and explain the task. Refer the pupils to texts A and B and allow them time to read them. Ask them to fill in the gaps with the correct words. Check their answers.

- | | | |
|--------------|----------|----------|
| 2 food | 4 ghosts | 6 cinema |
| 3 restaurant | 5 scared | |

Modular Revision and Assessment 4

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 62 and 63 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 4 and help them to complete it. Now, the pupils are ready to take *Module Test 4* in the *Teacher's Resource Pack*.

1 Look, read and put a tick (✓) or a cross (X).

- 1 X 2 ✓ 3 X 4 ✓ 5 ✓

2 Look, read and complete.

- | | |
|-----------|----------|
| 1 worried | 3 scared |
| 2 tired | 4 bored |

3 Read and choose.

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 B | 5 C | 7 B |
| 2 C | 4 A | 6 B | 8 B |

4 Tim and Pat are talking about their holiday last year. Read and write: was, were, wasn't or weren't.

- | | | |
|-----------|----------|----------|
| 1 weren't | 3 wasn't | 5 wasn't |
| 2 were | 4 was | 6 was |

5 Listen and draw lines.

Jane: at the baker's **Charlie:** at the café
Victor: at the library **Betty:** at the museum

TAPESCRIPT

Man: Look at the picture. Now listen to the example. Listen and look.

Woman: Where was Tim yesterday morning?

Boy: Tim? Oh he was at the hospital.

Man: This is an example. Can you see the line? Now listen and draw lines.

Woman: What about Jane? Where was Jane?

Boy: Jane was at the baker's.

Woman: Was Charlie at the library?

Boy: No, Victor was at the library.

Woman: Where was Charlie then?

Boy: Charlie was at the café.

Woman: And where was Betty?

Boy: Betty was at the museum.

6 Complete.

- 1 I was so sad today.
- 2 It was Tina's last day at school.

7 Read and write.

- 1 snail 2 snake 3 fly 4 fruit

Answer: parrot

MODULE 5

Unit 9a – Knights and castles

1 Look and write. Then find the secret word.

Read the instructions and explain the task. Allow the pupils some time to complete the task and check their answers.

- | | |
|------------------|----------|
| 1 BAKE | 4 KING |
| 2 QUEEN | 5 HUNT |
| 3 SUIT OF ARMOUR | 6 BUTLER |

Secret word: KNIGHT

2 Write the verbs in the right place.

Read the verbs and elicit their meanings. Revise the spelling rules for the past simple. Allow the pupils some time to write the verbs in the correct column. Check the pupils' answers.

| | | | |
|--------|--------|---------|---------|
| walked | danced | dropped | tidied |
| looked | loved | mopped | carried |
| helped | closed | hopped | |

3 What did they do last week? Look and write.

Look at the pictures and elicit what the characters did last week. Read the example and explain the

task. Allow some time for the pupils to complete the task. Check their answers.

- | | | |
|----------|----------|-----------|
| 2 played | 4 stayed | 6 watched |
| 3 baked | 5 worked | |

4 What about you? Complete.

Ask individual pupils to tell you what they did last week.

e.g. Teacher: What did you do last week?

Pupil: I watched TV. etc

The pupils then read through the sentences and write their answers in the spaces provided.

(Suggested answers)

- 1 I visited **the zoo**.
- 2 I played **basketball**.
- 3 I watched **a film on TV**.

Unit 9b – It kicked me!

1 Read and tick (✓).

Read the instructions and explain the task. The pupils read the word and tick the correct picture. Check their answers.

- | | |
|---------------------------|---------------------------|
| 2 2 nd picture | 4 1 st picture |
| 3 2 nd picture | |

2 Read and complete.

Read the example and explain the task. The pupils complete the sentences with the negative forms of the verbs. Check their answers.

- | | |
|----------------|---------------|
| 2 didn't visit | 4 didn't play |
| 3 didn't study | 5 didn't rain |

3 Read and complete.

Read the example and explain the task. Allow the pupils some time to read the text and complete the task. Check the pupils' answers.

- | | |
|-----------|-----------|
| 2 helped | 7 climbed |
| 3 carried | 8 laughed |
| 4 watched | 9 looked |
| 5 learned | 10 stayed |
| 6 started | |

Activity Book (Key & Instructions)

4 Now read again and answer the questions.

Read the example and explain the task. Ask the pupils to read the text again and allow them some time to answer the questions. Check their answers.

- 2 Yes, they did. 4 Yes, they did.
3 No, he didn't. 5 Yes, they did.

• Now tell the story to the class.

Ask individual pupils to tell the story to the class.

Unit 9c – A knight for a day!

1 Read and number.

Read the instructions and explain the task. Refer the pupils to the pictures and allow them time to complete the exercise. Check their answers.

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

2 Listen and put a tick (✓) or a cross (X).

Go through the pictures and elicit the vocabulary for each picture. Explain the task. The pupils listen and put a tick or a cross in the spaces provided. Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

- 1 ✓ 2 X 3 ✓ 4 ✓

TAPESCRIPT

Mum: Hello, girls. How was the school trip to France?

Girl 1: Oh, Mum, it was great! We visited a big water park. It was fantastic!

Girl 2: Yeah, it was great!

Mum: Did you climb the Eiffel Tower?

Girl 1: No, we didn't. We wanted to, but it wasn't open.

Mum: Oh, that's a shame!

Girl 2: I know. But we visited a farm and we helped the farmer with her goats.

Mum: Really? Wow! What else did you do?

Girl 2: We visited Disneyland. We've got something for you.

Mum: For me? Oh, lovely ...

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example and allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: Yes No

4 Read and find the stickers!

Read the instructions and explain the task. Ask the pupils to read the text and find the corresponding stickers. Have them show you the stickers for verification before sticking them on the page. Go around the classroom, providing any necessary help.

• Now read again and tick (✓) the best title.

Direct the pupils' attention to the titles. Ask them to read the text again and tick the best title for the story. Have them justify their answers.

Answer: A great day!

Unit 10a – Willow's story

1 Complete.

Read the example and explain the task. Allow the pupils some time to complete the missing letters and check their answers.

- 2 went / station
3 came / café
4 ate / pasta

• Now make sentences.

Read the instructions and explain the task. The pupils make sentences using the words as in the example. Allow the pupils some time to complete the task and check their answers.

- 2 He went to the station yesterday.
3 He came to the café yesterday.
4 He ate pasta yesterday.

2 Read and match.

Read the incomplete sentences (1-5) and (a-e). Focus the pupils' attention on the example and explain the task. Allow them some time to

complete the task by drawing lines to make sentences. Check their answers.

2 a 3 e 4 c 5 b

3 What did Laura do last Saturday? Put the pictures in the right order. Then write.

Look at the pictures and elicit what Laura did last Saturday. Point to the clocks and revise the time. Read the example and explain the task. Allow some time for the pupils to put the pictures in the correct order. Check their answers.

Answers: 7, 5, 6, 4, 2, 3

Then the pupils write sentences, as in the example.

- 2 She **ate breakfast at half past nine.**
- 3 She **wrote an email at eleven o'clock.**
- 4 She **went to the funfair at one o'clock.**
- 5 She **won a teddy bear at half past one.**
- 6 She **went home at six o'clock.**

4 What did you do last Saturday? Draw. Present it to the class.

Direct the pupils' attention to the clocks and the empty boxes. Tell them to draw pictures depicting what they did last Saturday in the spaces provided and complete the clocks by indicating the times. Allow the pupils some time to finish the activity. Then have individual pupils present their drawings to the class.

(Suggested answers)

I got up at nine o'clock last Saturday.
I went to the park at eleven o'clock.
I went to the cinema at six o'clock.
I went to bed at ten o'clock.

Unit 10b – I love this tree!

1 Look and complete.

Point to each picture in turn and elicit the correct word. Explain the task. Allow the pupils some time to complete the missing letters. Check their answers.

break lost save

2 Read and write.

Read through the sentences and pause for the pupils to fill in the gaps orally. Then allow them some time to write the past simple form of the verb in brackets. Check their answers.

- 2 had
- 3 Did he do
- 4 didn't hear
- 5 Did you make
- 6 didn't lose

3 Listen and write a letter in the boxes.

Go through the pictures and elicit the vocabulary for each picture. Explain the task. The pupils listen and match the names to the places by writing the correct letter in the boxes. Play the recording, twice if necessary. The pupils listen and complete the task. Check the pupils' answers.

1 A 2 F 3 C 4 E

TAPESCRIPT

Narrator: Listen and look. There is one example. What did they do last week?

Man: John went to the cinema last Sunday. He saw a film about whales. It was great!

Narrator: Can you see the letter B? Now you listen and write a letter in each box.

Man: Donna had a good time, too! She went to a concert.

Man: Frank and Carol went to the funfair. They had a great day out!

Man: William went roller skating in the park last Sunday. He had a wonderful time!

Man: Patrick went to the zoo last Sunday. He saw a lot of different animals from Africa! It was fantastic!

4 Find the stickers! Then talk with your friend.

Read the instructions and explain the task. Ask the pupils to look at the characters and the corresponding thought bubbles. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page. Upon completion of the task,

Activity Book (Key & Instructions)

refer the pupils to the sample exchange at the bottom and ask a pair to read it out loud. The pupils, in pairs, ask and answer questions about the characters, as in the example.

(Suggested answers)

Pupil 1: He wrote an email.

Pupil 2: Alan.

Pupil 1: No. He wrote an email and he went shopping.

Pupil 2: Frank!

Pupil 1: He made a cake.

Pupil 2: Sam.

Pupil 1: No. He made a cake and got up at 7:30.

Pupil 2: Alan!

Pupil 1: He went to the cinema.

Pupil 2: John.

Pupil 1: No. He went to the cinema and ate a sandwich.

Pupil 2: Tony! etc

Unit 10c – A better place

1 Look and write.

Read the instructions and explain the task. Refer the pupils to the pictures and allow them time to complete the exercise. Check their answers.

- | | |
|----------|------------|
| 2 writer | 4 composer |
| 3 artist | 5 athlete |

2 Look and say.

Point to the clocks and ask the pupils to tell you the times. Read the example and have individual pupils repeat the activity with the remaining items.

- Emily went to school before Katie went to school.
- Troy came home before Eric came home.
- Amy did her homework before Nia did her homework.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No Yes

4 Read and match.

Read the texts and explain/ elicit any unknown words. Read the example and explain the task. The pupils read the texts and match them to the pictures. Allow them some time to complete the task and check their answers.

- | | | |
|-----|-----|-----|
| 2 c | 3 b | 4 d |
|-----|-----|-----|

• Now read again and write *M* for monkey or *Z* for zebra.

Read the questions and the example, and explain the task. Allow the pupils some time to read the text again silently and answer the questions. Check their answers.

- | | | |
|-----|-----|-----|
| 2 M | 3 Z | 4 Z |
|-----|-----|-----|

Modular Revision and Assessment 5

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 76 and 77 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 5 and help them to complete it. Now, the pupils are ready to take *Module Test 5* in the *Teacher's Resource Pack*.

1 Look, read and match.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 c | 2 f | 3 d | 4 b | 5 e |
|-----|-----|-----|-----|-----|

2 Read and underline.

- | | | |
|-----------|---------|----------|
| 1 watched | 3 visit | 5 listen |
| 2 sailed | 4 want | |

3 What happened yesterday? Look and complete.

- | | | | |
|-------|--------|-------|--------|
| 1 had | 2 fell | 3 won | 4 lost |
|-------|--------|-------|--------|

4 Read and fill in.

- 1 didn't like
- 2 did you do
- 3 I went

5 What did Helen do last week? Listen and write the correct day.

Wednesday (went sailing)
Friday (planted flowers)
Monday (helped with the chores)
Saturday (played tennis)
Tuesday (went to the museum)
Sunday (listened to CDs)

TAPESCRIPT

Narrator: What did Helen do last week? Listen and write the day. Listen and look. There is one example.

A: What did you do on Saturday, Helen?

Helen: On Saturday? Oh...I played tennis with my friend Sarah. We always play tennis on Saturday.

Narrator: Can you see the word Saturday? On Saturday Helen played tennis. Now you listen and write the days.

A: What about Tuesday? What did you do on Tuesday?

Helen: I visited a museum with my class. It was very interesting!

A: And Friday? What did you do then?

Helen: On Friday...ermmm...oh, yes! On Friday I helped my grandma. We planted some flowers!

A: You planted some flowers? That's nice.

A: So what about Wednesday?

Helen: Well on Wednesday I went sailing with my dad.

A: Sailing? Wow!

A: What did you do on Monday?

Helen: Let me see... on Monday I helped my mum with the chores!

A: Good for you. We should always help in the house.

A: And on Sunday?

Helen: I was at Ann's house. We listened to her new CDs!

A: Wow...what a busy week!

Helen: Yes, I know!

6 Look, read and answer.

- 1 A funny film.
- 2 9 o'clock.
- 3 Pizza.
- 4 They listened to CDs.

MODULE 6

Unit 11a - The fairy garden

1 Complete.

Revise months. Read the instructions and explain the task. Ask the pupils to complete the words. Check their answers.

- | | |
|------------|-------------|
| 2 February | 8 August |
| 3 March | 9 September |
| 4 April | 10 October |
| 5 May | 11 November |
| 6 June | 12 December |
| 7 July | |

2 Read and find the stickers!

Revise ordinal numbers. Read the instructions and explain the task. Ask the pupils to read the information in the box and look at the pictures. The pupils find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

3 Read and complete.

Read the instructions and explain the task. Give the pupils time to fill in the gaps with the correct words. Check their answers.

- | | | |
|---------|---------|--------------|
| 3 fifth | 5 ten | 7 thirteen |
| 4 five | 6 tenth | 8 thirteenth |

4 Read and match.

Revise question words. Read the instructions and explain the task. Refer the pupils to the questions (1-6) and the answers (a-f), and read out the example. Ask them to match the sentences and check their answers.

- 2 e 3 f 4 a 5 c 6 b

5 Paul is interviewing Tom Tones, a famous singer. Read and complete the interview.

Read the instructions and explain the task. Refer the pupils to the interview and the information card, and read out the example. Ask them to write an appropriate question for each answer. Check their answers. Then individual pupils act out the interview.

As an extension, you can ask the pupils to act out similar dialogues about themselves in pairs.

- 2 How old are you
- 3 When is your birthday
- 4 Where do you live
- 5 What is your favourite colour
- 6 What do you like doing

Unit 11b - Helping Erlina

1 Look, read and write A or B.

Read the instructions and explain the task. Refer the pupils to pictures A and B and to sentences 1-6 and read out the example. Allow them time to write A or B next to the sentences, according to what they see in the pictures. Check their answers.

- 2 A 3 A 4 B 5 A 6 B

2 Write will or won't.

Read the instructions and explain the task. Ask the pupils to complete the sentences with *will* or *won't* and check their answers.

- 2 won't 4 will 6 will
3 will 5 won't

3 Read and match.

Read the instructions and explain the task. Refer the pupils to pictures 1-4 and speech bubbles a-d and read out the example. Allow them time to match the pictures to the speech bubbles and check their answers.

- 2 a 3 b 4 d

4 Look, read and complete.

Read the instructions and explain the task. Refer

the pupils to the pictures and the speech bubbles and read out the example. Allow them time to complete the task. Check their answers.

- 2 Will it rain 4 'll/will use
3 won't rain

Unit 11c - The wishing well

1 Draw lines to match.

Ask the pupils to look at the picture and the words. Read the instructions and explain the task. Allow the pupils time to draw lines to match the words to the pictures. Check their answers.

2 Listen and write a name or a number.

Read the instructions and explain the task. Ask the pupils to look at the pictures and read the questions. Tell them they have to listen carefully and write the correct name or number next to each question. Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

- 1 Betty 3 Peter 5 Spot
2 10 (ten) 4 4 (four)

TAPESCRIPT

- A:** Hello. Are you the boy in the picture?
B: Yes. My name's Carl.
A: Carl. How do you spell that?
B: C-A-R-L.
A: And how old are you, Carl?
B: I'm eight years old.
A: Eight?
B: Yes.

Narrator: Can you see the answers? Now you listen and write a name or a number.

Narrator: One.

- A:** Who's that girl in the picture? Is she your sister?
B: Yes. She's my sister, Betty.
A: How do you spell your sister's name?
B: B-E-T-T-Y.

Narrator: Two.

- A:** And how old is Betty?
B: She's ten.

Activity Book (Key & Instructions)

A: I'm sorry. How old?

B: She's ten years old.

Narrator: Three.

A: Have you got any brothers Carl?

B: Yes, I have.

A: What's your brother's name?

B: His name is Peter.

A: How do you spell that?

B: P-E-T-E-R.

A: Thank you.

Narrator: Four.

A: Have you got any pets in your house?

B: Yes. We've got four dogs.

A: How many dogs?

B: Four. We've got four cute dogs.

Narrator: Five.

A: Which is your favourite dog?

B: That's easy. My favourite is Spot. He's lovely.

A: How do you spell Spot?

B: S-P-O-T.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: Yes No

4 Read and match the pictures to the people.

Read the instructions and explain the task. Refer the pupils to texts 1-3 and to pictures a-c. Allow them time to read the texts and match the people to the pictures. Check their answers. Then individual pupils read out from the texts.

1 c 2 a 3 b

• What about you? Write and draw. Present it to the class.

Read the instructions and explain the task. Ask the pupils to write a short paragraph about what they will be when they grow up and draw a picture. Once the task is completed, individual pupils present their project to the class.

(Suggested answer)

When I grow up, I'll be a writer. I'll write many books and many people will read them. I'll live in a house with a big garden and I'll have three dogs and a cat.

Unit 12a - We're going to fly

1 Find the stickers!

Read the instructions and explain the task. Ask the pupils to look at the picture and read the words. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

2 Read and match.

Read the instructions and explain the task. Read out the example. Allow the pupils time to match the parts in order to form full sentences. Check their answers.

2 c 3 e 4 a 5 b

3 What is Mandy going to do next week? Look, read and complete.

Read the instructions and the example, and explain the task. Allow the pupils time to complete the task. Check their answers.

- 2 She's going to phone
- 3 She's going to go
- 4 She's going to pack
- 5 She's going to take

4 What are you going to do next week? Draw and write.

Read the instructions and explain the task. Refer the pupils to the agenda and ask them to draw and write about their schedule for next week, using Ex. 3 as a model. Ask individual pupils to report back to the class.

(Suggested answers)

I'm going to go to a football game next Monday.
I'm going to buy a new computer game next Tuesday.

I'm going to study for a Maths test next Wednesday.

Activity Book (Key & Instructions)

I'm going to play basketball next Thursday.
I'm going to go to the cinema next Friday.
I'm going to visit my grandparents next Saturday.
I'm going to go to the park next Sunday.

Unit 12b – Port Fairy

1 Read and write.

Read the instructions and explain the task. Refer the pupils to the pictures and elicit the words. Allow the pupils time to write the correct word next to each definition and check their answers.

- 2 tent 4 rucksack 6 souvenir
3 surfing 5 wetsuit

2 Look and write.

Read the instructions and explain the task. Ask the pupils to look at pictures 1-6, refer them to the sentences and read out the examples. Allow them some time to complete the exercise and check their answers.

- 3 No, they aren't. They're going to go surfing.
4 No, she isn't. She's going to go diving.
5 That's right.
6 That's right.

3 Look, ask and answer.

Read the instructions and explain the task. Refer the pupils to the picture and elicit what the characters are going to do. Read out the example and allow the pupils time to complete the questions and the answers. Check their answers.

- 2 **Are** Emma and Lee **going to play** tennis?
No, **they aren't**.
3 **Is** Harry **going to dive**? Yes, **he is**.
4 **Is** Alvin **going to go** sailing? No, **he isn't**.
5 **Is** Erlina **going to eat** an apple? No, **she isn't**.

4 Anna is from Poland. She's going to stay in London for a week. Ask her some questions.

Read the instructions and explain the task. Refer the pupils to the prompts in the box and the verbs in brackets, and read out the example. Allow them time to complete the task. Check their answers.

- 2 Are you going to visit the British Museum?
3 Are you going to take an umbrella?
4 Are you going to see a play?
5 Are you going to eat fish and chips?
6 Are you going to go swimming?

Unit 12c – Fly away

1 Listen and put a tick (✓) or a cross (X).

Read the instructions and explain the task. Elicit the items. Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

- 2 ✓ 4 X 6 ✓ 8 ✓
3 ✓ 5 X 7 X

TAPESCRIPT

- A:** Hello, Alan. Where are you going?
Alan: I'm going to the shops. I need some things for my holiday.
A: Oh? What are you going to buy?
Alan: Well, I'm going to buy some sunglasses, of course! It's sunny in Greece, you know!
A: Greece! How lovely!
Alan: Yes, and I'm going to buy a new pair of swimming trunks – oh, and sun cream, too!
A: Are you going to buy a rucksack and a sleeping bag?
Alan: No, I'm not. But I'm going to buy a wetsuit. I love water-skiing!
A: What about a tent?
Alan: No, I'm not going to buy a tent. I've got one. But I'm going to buy a pair of sandals.
A: That's lovely. Well, have a nice holiday.
Alan: Thanks. See you.

2 Look at the map and decide:

Read the instructions and explain the task. Refer the pupils to the map and tell them to read the sentences and decide who they are going to go with, where they are going to stay and what they are going to do there. Allow them some time to think and decide.

• Now tell the class.

Read the instructions and explain the task. Ask individual pupils to tell the rest of the class about what they decided to do, based on the previous task.

(Suggested answer)

I'm going to go with my family. We're going to stay in a castle. I'm going to go sailing and surfing.

3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: Yes No

4 Read, choose and complete.

Read the instructions and explain the task. Refer the pupils to the text and the words around it. Allow them time to read the text and fill in the gaps with the appropriate words. Check their answers.

2 car 4 lake 6 fire
3 tent 5 fishing

• Now choose the best title.

Refer the pupils to the titles and ask them to choose the best one for the text in Ex. 4.

Answer: My plans for next summer!

Modular Revision and Assessment 6

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 90 and 91 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 6 and help them to complete it. Now, the pupils are ready to take *Module Test 6* in the *Teacher's Resource Pack*.

1 Look, read and write.

1 e 3 a 5 d
2 f 4 c

2 Read and complete.

1 Where 3 When
2 Whose 4 Who

3 Read and choose.

1 A 3 B 5 B
2 B 4 A 6 A

4 Ask and answer. Then write.

1 first of May
2 (seventeenth of April)
3 thirty-first of October

5 Listen and tick (✓) the right box.

1 C 2 B 3 A 4 B

TAPESCRIPT

Narrator: Listen and tick the box. There is one example. Look at the pictures. Listen to the example.

Narrator: What is Michael going to have for lunch?

A: Do you want a sandwich, Michael?

B: No, thanks. What about some pasta?

A: There isn't any.

B: Can I have a fruit salad, then?

A: OK.

Narrator: Can you see the tick? Michael is going to have a fruit salad for lunch. Now you listen and tick the box.

Narrator: What will the weather be like tomorrow?

A: What will the weather be like tomorrow? Will it snow?

B: No, it won't.

A: Will it rain?

B: No, but it'll be very cold.

Narrator: What is Jill going to do after school?

A: Can I go to the park?

B: All right. Do you want to take your bike?

Activity Book (Key & Instructions)

A: No. And I can't take my skateboard either. I'm going to play basketball with my friends.

B: Have fun!

Narrator: Where is David going to go this summer?

A: David, are you going to go to Italy this summer?

B: No, I went to Italy and Spain last summer.

A: Where are you going to go then?

B: I'm going to go to Mexico this summer.

Narrator: What is Paul going to take with him?

A: Are you going to take your swimming trunks with you, Paul?

B: No, Mum. I'm not going to go swimming.

A: How about this map? I'm sure you'll need it.

B: No, but I do need my sunglasses. Thanks, Mum.

6 Write a letter to your friend Sue and answer her questions. Write 20-25 words.

(Suggested answer)

Dear Sue,

I'm very happy, too! I'm going to go on holiday next month. I'm going to go to Italy and I'm going to spend all day sailing and surfing.

See you,

Luke

Fairy fun!

ON THE BEACH!

Colour!

The pupils colour the picture.

OUR WORLD!

Read and tick (✓).

The pupils read the sentences and tick the correct box, according to what they have learnt in the *Our*

World sections in the book. If you wish, you can ask the pupils to have their Pupil's Books open and go through the corresponding sections while completing the task.

- | | | |
|---------|---------|----------|
| 1 False | 5 True | 9 True |
| 2 True | 6 False | 10 False |
| 3 True | 7 True | |
| 4 False | 8 False | |

THE YOU-FILE!

Read and answer.

The pupils answer the questions about themselves.

(Suggested answers)

- (I'm from) the UK.
- (My birthday is on) 24th March.
- (The name of my street is) Hill Street.
- (I'm) 160 cm (tall).
- (My eyes are) green.
- (I usually wear) jeans and T-shirts.
- (I have) one brother and one sister.
- Yes, I have. (My dog's name is) Archie and (my cat's name is) Fluffy.
- (The name of my school is) St. Andrew's Primary School.
- (I want to be) a teacher.
- (My favourite subject is) Science.
- Kate (is my best friend.)
- Umbrella* (is my favourite song.)
- Pizza (is my favourite food.)
- (My hair is) brown.
- (My favourite programme is) *Dancing with the Stars*.
- (I usually go to bed at) 10 o'clock.
- (I like) listening to music (in my free time.)
- (I'm really good at) Maths.
- (I went to) Spain (on holiday last summer.)

MEGA SEARCH!

Circle the words. What's the secret message?

The pupils find and circle the words in the grid. The remaining words make up the secret message.

Answer: Bye! Have a wonderful summer!

Activity Book (Key & Instructions)

Board Game 4

- 1 river
- 2 hardest
- 3 Pupil sings the song.
- 4 Pupil goes back to Start.
- 5 desert
- 6 were
- 7 Pupil goes back to Start.
- 8 than
- 9 hungry
- 10 No
- 11 suggested answers: cheetah, tiger, lizard, bear
- 12 Pupil goes back to Start.
- 13 lizard
- 14 Pupil sings the song.
- 15 suggested answers: worried, tired, angry, bored
- 16 Pupil goes back to Start.
- 17 was
- 18 cheetah

Board Game 5

- 1 fall
- 2 suggested answers: nurse, composer, actor, artist
- 3 went
- 4 Pupil goes back to Start.
- 5 castle
- 6 Pupil sings the song.
- 7 Pupil goes back to Start.
- 8 played
- 9 motorbike
- 10 talk
- 11 Pupil goes back to Start.
- 12 suggested answers: king, queen, butler, suit of armour
- 13 chess
- 14 ate
- 15 Pupil's own answer.
- 16 break
- 17 Pupil goes back to Start.
- 18 Pupil sings the song.
- 19 got

Board Game 6

- 1 sky
- 2 What
- 3 Pupil's own answer.
- 4 Pupil sings the song.
- 5 Pupil goes back to Start.
- 6 Pupil sings the song.
- 7 blanket
- 8 Why
- 9 Pupil goes back to Start.
- 10 CD player
- 11 Who
- 12 Pupil goes back to Start.
- 13 am
- 14 tent
- 15 won't
- 16 January, February, March, April, May, June, July, August, September, October, November, December
- 17 Pupil goes back to Start.
- 18 rucksack
- 19 suggested answers: suitcase, sun cream, sunglasses, swimsuit

Plays

Suggestions on how to teach the plays

Each play can be covered in approximately two to three lessons including the performance.

In the first lesson, present or revise the language and songs to be used, and the setting of the scene, as suggested in the *Before The Play* section.

In the second lesson, play the recording of the whole play while the pupils follow the lines in their books. Ask the pupils questions to see if they understood the plot of the story. Play the recording again, pausing at the end of each line to allow the pupils to repeat. This will help the pupils to practise intonation and pronunciation. Allocate roles and ask the pupils to read the play aloud in class. Repeat this step until every pupil has had an opportunity to read. At the end of the lesson, assign each pupil a role to learn for homework. Give the same role to more than one pupil. All pupils must have roles.

In the third lesson, split the class into two groups. Make sure that each group has at least one complete cast of characters needed to perform the play. Ask them to rehearse their lines within their groups. The pupils who are not taking character roles in this final rehearsal can be the audience. Select a group to perform the play. You can perform the play as many times as the pupils like. Good luck!

Play 4 - The Animal Elections!

★ Outline:

The animals gather together to decide on a new president. Each animal tries to persuade the others to vote for them.

★ Characters:

| | |
|---------------|-------------|
| Willow | Mr Ant |
| Mr Giraffe | Mr Tortoise |
| Miss Elephant | Audience |
| Mr Cheetah | |

★ Structures/Functions:

Making comparisons:

- I'm faster than he is.
- He's the hardest worker.

Useful phrases:

- How are you?
- I'm fine.
- Tell me about it!
- Vote for me!
- I promise to do my best!
- Your turn.

★ Vocabulary:

- fast
- tall
- vote
- president
- big
- small
- grassland
- ocean
- bored
- angry
- sad
- alone
- desert
- rainforest

★ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Prepare slips of paper with the name of an animal on each.

- 1 Place the slips of paper in a container. Divide the class into two teams. As a class, decide on an adjective e.g. *fast*. Ask a pupil from team A to come to the front and take a slip of paper. Then a pupil from team B does the same.

e.g. *Team A, Pupil 1: (pupil selects 'cheetah')*

Team B, Pupil 1: (pupil selects 'ant')

Teacher: Who's (the fastest), the cheetah or the ant?

Team A, Pupil 2: The cheetah!

*Teacher: Yes! A point to Team A!
etc.*

- 2 Show the backdrop. Have a class discussion about the animals.

e.g. *Teacher: (pointing to the backdrop)
Where are the animals?*

Pupil 1: In the forest!

Teacher: Who's this? (pointing to Mr Giraffe)

Pupil 2: Mr Giraffe! etc.

- 3 Play *Vote!* with the class: ask the pupils to sit in a circle. Ask a volunteer to come to the centre and blindfold him/her. Spin them around, then ask them to point to someone in the circle. Whoever they point to must stand up and persuade the others to vote for them! Then, they take their place in the centre and continue the game.

e.g. *(volunteer points to pupil 1)*

Pupil 1: I'm the (fastest) in the class!

Vote for me! etc.

(Activities to familiarise the pupils with the lyrics of the song.)

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Just the other day (look bored)

*I was really **bored**,*

I was all alone,

I was on my own!

*And when I'm **bored**,*

This is what I do –

You can do it, too ...

***Haagh, Aagh, Uugh!** (stretch and yawn)*

Feels good!

***angry – Argh, Ohh, Ugh!** (wave fists, stamp feet)*

***sad – Ooh-hoo, Ooh-hoo, Ooh-hoo!** (rub eyes, head down)*

Play 4 - The Animal Elections!

5 The cheetah in the grassland – (*mime running like a cheetah*)

Faster than a man!

The cheetah in the grassland –

The fastest in the land!

The python in the rainforest – (*mime writhing like a python*)

Longer than a man!

The python in the rainforest –

The longest in the land!

The camel in the desert – (*mime walking like a camel*)

Stronger than a man!

The camel in the desert –

The strongest in the land!

The whale in the ocean – (*mime surfacing and blowing water through blowhole*)

Larger than a man!

The whale in the ocean –

The largest in the land.

Script & Stage Directions

The Animal Elections!

Scene 1

(*Willow is centre stage. The animals start arriving. He welcomes them.*)

Willow: (*welcoming the animals*)

Welcome, friends. How are you?

Mr Giraffe: I'm fine today, but the other day I was really bored!

Mr Cheetah: I'm fine today, but the other day I was really angry!

Miss Elephant: I'm fine today, but the other day I was really sad!

Willow: Really? Tell me about it!

Miss Elephant: (*addresses the audience*) Do you want to sing, too?

Audience: YES!

Mr Cheetah: Come on, everybody!

Just the other day
I was really **bored**,
I was all alone,
I was on my own!
And when I'm **bored**,
This is what I do –
You can do it, too ...

Haagh, Aagh, Uugh!

Feels good!

(*angry – Argh, Ohh, Ugh!*)

(*sad – Ooh-hoo, Ooh-hoo, Ooh-hoo!*)

Willow: It's time to choose a new president, now!

Mr Giraffe: (*the giraffe takes centre stage – he addresses the audience*)

Hello!

Audience: Hello, Mr Giraffe!

Mr Giraffe: I'm taller than anyone else. Vote for me!

Willow: Thank you, Mr Giraffe. Your turn, Miss Elephant.

Miss Elephant: (*the elephant takes centre stage – she addresses the audience*)

Hello!

Audience: Hello, Miss Elephant!

Miss Elephant: I'm bigger than anyone else. Vote for me!

Mr Cheetah: (*the cheetah moves forward*) But I'm faster than you!

Mr Tortoise: (*moving forward*) And I live longer than you!

Willow: Quiet, everyone. It's time to vote!
(*the animals pass in front of the ballot box, as though placing their vote, then exit*)

Play 4 - The Animal Elections!

Scene 2

(Willow is standing centre stage, ready to announce the new president.)

Willow: Let's look at the votes. Who's the new president? *(addressing the audience)*
Is it Mr Giraffe?

Audience: No!

Willow: Is it Miss Elephant?

Audience: No!

Willow: Is it Mr Cheetah?

Audience: No!

Willow: Is it Mr Tortoise?

Audience: No!

Willow: Who is it, then?

Audience: Mr Ant!

Elephant: Mr Ant? But, he's the smallest!

Willow: Yes, but he's the hardest worker!

Mr Ant: Thank you, everyone. This is the best day of my life!

Willow: *(to audience)* Hip, hip, hooray for Mr Ant!

Audience: Hip, hip, hooray!!

Mr Ant: *(turns to animals)* I promise to do my best for all of you!
(to audience) Come on, sing and dance with me!

The cheetah in the grassland –
Faster than a man!

The cheetah in the grassland –
The fastest in the land!

The python in the rainforest –
Longer than a man!

The python in the rainforest –
The longest in the land!

The camel in the desert –
Stronger than a man!

The camel in the desert –
The strongest in the land!

The whale in the ocean –
Larger than a man!

The whale in the ocean –
The largest in the land.

Play 5 - Crow Castle!

★ Outline:

The characters visit Crow Castle, where they meet Carl the Crow and find out about life in the past. Alvin decides to play a trick on everyone!

★ Characters:

| | |
|-------|-------------------------|
| Mona | Alvin |
| Emma | Carl the Crow |
| Harry | Suit of armour (knight) |
| Lee | Erlina |

★ Structures/Functions:

Talking about the past:

- Did they dress in expensive clothes?
- Yes, they did.

- He painted pictures.
- They made the world a better place.

Useful phrases:

- Welcome!
- It's only me!
- Sorry!
- That's a good idea!
- Cool!
- Bye for now!

★ Vocabulary:

- castle
- knight
- king
- queen
- suit of armour
- noise
- scared
- guardian
- painter
- composer
- writer

★ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Prepare slips of paper with the name of a (now dead) famous person on each one – make sure your pupils will know who they are!

- 1 Stick a slip of paper on each pupil's forehead, (they must not see the name they are given). Tell the pupils that they were all famous people in their former lives! The aim of the game is for the pupils to find out who they were by moving around the classroom and asking each of their classmates one question about themselves.

e.g. Pupil 1: (has 'Mozart' on his/her forehead) Was I a man?

Pupil 2: Yes!

Pupil 1: Was I a composer?

Pupil 3: Yes!

Pupil 1: Was I Mozart?

Pupil 4: Yes! etc.

- 2 Show the backdrop. Have a class discussion about the castle.

Teacher: (pointing to the backdrop) What is this place?

Pupil 1: Crow Castle!

Teacher: Who's this? (pointing to portrait of king)

Pupil 2: A king! etc.

- 3 Play *Castles!* with the class. The pupils find a space in the room and practise responding to the following cues:

All hail! = boys bow and girls curtsey

Sir Lancelot! = mime riding a horse

Cannon balls! = crouch in a ball

Let's dance! = find a partner and do the waltz

Michelangelo! = strike a pose (as if posing for a painting!)

Guard! = stand to attention like a guard

Touché = mime fencing

Then, play some music and ask the pupils to move around the room. Stop the music and give them one of the cues. Anyone not responding correctly is out of the game.

(Activities to familiarise the pupils with the lyrics of the song.)

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Play 5 - Crow Castle!

(Have pupils sway from side to side, in time with the music.)

Astronauts and doctors,
Nurses, writers, teachers –

They made the world a better place, *(stretch right arm to the side, then left)*

They did it for the human race! *(keep both arms outstretched as though beseeching)*

They did what they did, *(make a victory pose – like 'Goal!')*

They gave it their best!

And now it is up to us *(point to yourself)*

To try and do the rest! *(stretch right arm to the side, then left)*

(Have pupils sway from side to side, in time with the music.)

Artists and composers,
Athletes, actors, dancers –

They made the world a better place, *(stretch right arm to the side, then left)*

They did it for the human race! *(keep both arms outstretched as though beseeching)*

5 Life was so fine, you know, *(boys bow, girls curtsey)*

Hundreds of years ago.

I wish there was a way *(hands together, look upwards, as though wishing/praying)*

To be a knight for just one day!

They lived in big castles,

They danced with the Queen. *(do the waltz with a partner)*

They travelled on horses *(mime riding a horse)*

And looked like machines! *(strike the pose of a 'machine')*

They fenced in the morning *(mime fencing)*

And played chess at night. *(mime playing chess)*

They guarded the castle, *(mime guarding)*

And learned how to fight! *(strike the pose of a strong man)*

Play 5 - Crow Castle!

Script & Stage Directions

Crow Castle!

Scene 1

(Carl the Crow enters and addresses the audience.)

Carl: Hello!

Audience: Hello!

Carl: My name's Carl the Crow. I'm the guardian of Crow Castle.
(SFX noises off stage)

Carl: Ah! The children are here. Bye for now!

Audience: Bye!

(Lee, Erlina, Mona, Harry and Emma arrive)

Carl: Welcome to the castle!

Lee: *(looking around)* Wow! This is amazing!

Emma: *(pointing at portraits)* Look at the King! Look at the Queen!

Mona: Did they dress in expensive clothes?

Carl: *(addresses the audience)* Did they?

Audience: Yes, they did!

Carl: Yes. They dressed in expensive clothes!

Harry: Did they listen to music?

Carl: *(addresses the audience)* Did they?

Audience: Yes, they did!

Carl: Yes. They listened to music!

Lee: Did they dance, too?

Carl: *(addresses the audience)* Did they?

Audience: Yes, they did!

Carl: Yes. They danced all night!

Emma: Who's that? *(Emma points to the painting of the Composer)*

Carl: That's a famous composer. He played the violin for the King and Queen! *(Carl speaks, pointing to the painting of the composer and then to the king and queen)*

Mona: And who's that? *(Mona points to the painting of the painter)*

Carl: That's a famous painter. He painted pictures of the King and Queen. *(Carl speaks, pointing to the painting of the painter and then to the king and queen)*

Harry: Who's that? *(Harry points to the painting of the writer)*

Carl: That's a famous writer. He wrote plays about the King and Queen! *(Carl speaks, pointing to the painting of the writer and then to the king and queen)*

Lee: They were clever!

Carl: Oh, yes! They made the world a better place. *(addresses the audience)*
Everybody sing!

Astronauts and doctors,
Nurses, writers, teachers –
They made the world a better place,
They did it for the human race!

They did what they did,
They gave it their best!
And now it is up to us
To try and do the rest!

Artists and composers,
Athletes, actors, dancers –
They made the world a better place,
They did it for the human race!

Carl: Come with me. Let me show you the rest of the castle! *(they all exit)*

Scene 2

(The children enter. They are looking at the suit of armour.)

Harry: What's this?

Carl: It's a suit of armour. The knights dressed like that!

Lee: Cool! Did they walk around like that, too?

Carl: Oh, yes!

Harry: *(saying hello to the suit)* Hello!

Alvin: *(Alvin speaks from inside the suit of armour)* Hello!

Harry: That knight talked!!

Lee: *(addresses the audience)* Oh, no, it didn't!

Audience: Oh, yes, it did!

Emma: Let's go! I'm scared! *(they begin to walk, Alvin dressed as a knight, walks behind them, following Harry)*

Harry: What's that noise? I can hear something! *(he turns around, sees the suit of armour behind him and screams. The others all look round and scream, too)*

All: Aargh!

Alvin: *(identifying himself)* It's OK. It's only me!

Mona: Alvin! You scared us!

Alvin: Sorry! I wanted to be a knight for a day!

Carl: A knight for a day? That's a good idea! Let's all sing a song! *(addresses the audience)*

Audience: Yes!

Carl: Come on, join in:

Life was so fine, you know,
Hundreds of years ago.
I wish there was a way
To be a knight for just one day!

They lived in big castles,
They danced with the Queen.
They travelled on horses
And looked like machines!

They fenced in the morning
And played chess at night.
They guarded the castle
And learned how to fight.

Carl: *(to audience)* Did you have a good time?

Audience: YES!

Carl: Well, thank you for coming. Goodbye.

All: Goodbye!

Play 6 - A holiday in Port Fairy!

★ Outline:

The characters go on summer holiday to Port Fairy! They meet Peggy the Penguin and explore her fairy garden.

★ Characters:

| | |
|-------|-------------------|
| Mona | Alvin |
| Emma | Peggy the Penguin |
| Harry | Erlina |
| Lee | |

★ Structures/Functions:

Making comparisons:

- We're going to go on holiday.
- You'll have a nice surprise.
- Are we going to go swimming?

Useful phrases:

- I've got a surprise for you!
- Make a wish!
- Wait and see!
- I'm having a great time.
- You're on holiday!
- Have a nice holiday!

★ Vocabulary:

- | | |
|---------------|--------------|
| • fairy | • dive |
| • penguin | • go sailing |
| • fish | • swim |
| • flower | • games |
| • armadillo | • ice cream |
| • take photos | |

★ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

Before going into class

Bring in blank sheets of paper.

- 1 Distribute the sheets of paper. The pupils draw a quick sketch (stress that it needs only to be a stick figure and shouldn't be anything fancy) for their classmates to guess what they are going to do on holiday. Give a time limit of two or three minutes. To make things more difficult (and more fun!), the pupils can cover the picture, and slowly uncover it for their classmate to guess.

e.g. Pupil 1: (pupil holds up sketch of swimming) *What am I going to do on holiday?*

Pupil 2: *Are you going to sleep?*

Pupil 1: *No!*

Pupil 3: *Are you going to swim?*

Pupil 1: *Yes! etc.*

(Now pupil 3 takes a turn and asks pupil 4, and so the game continues.)

- 2 Show the backdrop. Have a class discussion about Port Fairy.

e.g. Teacher: (pointing to the backdrop) *Where is this place?*

Pupil 1: *Port Fairy!*

Teacher: *What's this? (pointing to wishing well)*

Pupil 2: *A wishing well! etc.*

- 3 Play *Wishing Well!* with the class. The pupils form a circle. Appoint two pupils to be the wishing well. They stand in the centre, facing each other and holding both hands. Choose a pupil to go to the wishing well and make a wish. Whatever he/she wishes for, the other two (the wishing well pupils) must assist him/her in any way!

e.g. Pupil 1: (closes eyes and throws an imaginary coin into the wishing well) *I want to be famous! etc.*

The *wishing well* pupils must now spring into action – taking a picture, asking for an autograph, clapping, cheering etc. This can be a very amusing and rewarding activity if you encourage the pupils to be as creative as they want. There are no wrong answers and no one loses!

Now, pupil 1 takes the place of one of the wishing well pupils and the game continues with another pupil from the circle.

Play 6 - A holiday in Port Fairy!

(Activities to familiarise the pupils with the lyrics of the song.)

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Fairy flowers and fairy fish *(cross fingers and sway from side to side)*

Will you help us make a wish?

Fairy bluebird, fairy wren,

Close your eyes and count to ten! *(close eyes as though wishing)*

In the Magic Garden *(wave a pretend wand in the air)*

We'll make a magic spell.

We'll throw a silver coin *(mime throwing a coin in the well)*

In the wishing well!

Fairy flowers and fairy fish *(cross fingers and sway from side to side)*

Will you help us make a wish?

Fairy penguin, fairy bell,

We'll see you by the wishing well! *(close eyes as though wishing)*

- 5 We are going to fly into the sky, *(mime flying)*
We are going on holiday!
Yes, we're going to fly on the wings of a dove
Singing Polly - Wolly - Doodle all the day!
(wave both hands)

Fly away! *(flap imaginary wings)*

Fly away!

We are going to fly away!

We are going away on a holiday

Singing Polly - Wolly - Doodle all the day!

(wave both hands)

We are going to fly into the sky, *(mime flying)*

We are going on holiday!

Yes, we're going to send you lots of love *(blow kisses)*

Singing Polly - Wolly - Doodle all the day!

(wave both hands)

Play 6 - A holiday in Port Fairy!

Script & Stage Directions

A holiday in Port Fairy!

Scene 1

(Enter stage left: Lee, Harry, Emma, Mona, Alvin and Erlina.)

Emma: Port Fairy is so cool! We're going to have a great holiday!

Erlina: I've got a surprise for you!

Harry: What is it, Erlina?

Erlina: Do you like fairies?

All: Yes!

Erlina: *(addressing audience)* Do **you** like fairies?

Audience: Yes!

Erlina: Do you want to meet my special friend?

All: Yes

Erlina: *(addressing audience)* Do **you** want to meet my special friend?

Audience: Yes!

(enter Peggy, the fairy penguin)

Erlina: This is Peggy, the fairy penguin!

Peggy: Hello, everyone!

All: Hello, Peggy!

Peggy: *(addressing audience)* Hello!

Audience: Hello, Peggy!

Peggy: *(beckoning the children)* Come with me! I'll show you around my fairy garden. *(moves to the right of the stage)* Look, here it is!

Erlina: Wow! Fairy flowers, fairy fish and fairy armadillos!

All: Ooh!

Peggy: Do you like my fairy garden?

Audience: Yes!

Peggy: Do you want to make a wish?

Audience: Yes!

Peggy: We'll all make a wish. What will you ask for, children?

Harry: I'll ask for an A in my test!

Mona: I'll ask for a ball for Missy!

Lee: I'll ask for a new bike!

Emma: I'll ask for my own fairy garden!

Erlina: *(to audience)* Let's all sing!

Fairy flowers and fairy fish –
Will you help us make a wish?
Fairy bluebird, fairy wren,
Close your eyes and count to ten!

In the Magic Garden
We'll make a magic spell.
We'll throw a silver coin
In the wishing well!

Fairy flowers and fairy fish –
Will you help us make a wish?
Fairy penguin, fairy bell,
We'll see you by the wishing well!

Harry: I'm having a great time here!

Lee: What are we going to do next?

Peggy: Wait and see! You'll have a nice surprise!

Play 6 - A holiday in Port Fairy!

Scene 2

(The characters are all on stage, in front of the ship.)

Harry: Are we going to go sailing?

Peggy: Of course! You're on holiday!

Alvin: I'm going to swim with the dolphins!

Emma: I'm going to dive in the sea!

Mona: I'm going take lots of photos!

Harry: I'm going to eat a big ice cream!

Lee: I'm going to play games all day!

Erlina: *(to audience)* Do you want to go on holiday, too?

Audience: Yes!

Erlina: Are you going to dive in the sea?

Audience: Yes!

Erlina: Are you going to take photos?

Audience: Yes!

Erlina: Are you going to eat ice cream?

Audience: Yes!

Erlina: Are you going to play lots of games?

Audience: Yes!

Erlina: Alright, then! Come fly with me! Let's sing, everyone!

We are going to fly into the sky,

We are going on holiday!

Yes, we're going to fly on the wings of a dove

Singing Polly - Wolly - Doodle all the day!

Fly away!

Fly away!

We are going to fly away!

We are going away on a holiday

Singing Polly - Wolly - Doodle all the day!

We are going to fly into the sky,

We are going on holiday!

Yes, we're going send you lots of love

Singing Polly - Wolly - Doodle all the day!

All: Bye! Have a nice holiday, everyone!

Notes

Notes

Notes

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Jenny Dooley - Virginia Evans, 2016

Colour Illustrations: © Express Publishing, 2016

Illustrated by Simon Andrews, Alexandra Lewis, Alan Shephard, Stone, Terry Wilson © Express Publishing, 2016

First published 2016

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, photocopying or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-5192-5

Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Meryl Philips (Editor in Chief), Julie Rich (senior editor); Alex Barton (senior production controller) and the Express Publishing design team; and Emily Newton, Kevin Harris, Daniel Parker, Erica Thompson and Timothy Forster. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book. Special thanks to Bridget, Chris, Georgina, Anna, Dennis, George and Jackie who took part in the recording.

Digital Book software developed by Infomedia Pro.

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

This course is specifically designed for young learners of English. Pupils follow the adventures of four children and their friends from the *Magic Forest*.

Components

- Pupil's Book
- Digital Book
- Activity Book
- Teacher's Book
- Picture Flashcards
- Posters
- Teacher's Resource Pack



Express Publishing