



English

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**Eating round
the world**



Eating round the world

Lesson objectives

- To understand a magazine feature
- To learn or revise vocabulary related to cooking
- To revise and use punctuation marks (.,?) and capital letters correctly
- To write about a special meal

Language

We sometimes use spoons.

Look! I'm using chopsticks.

When your bowl is empty, someone gives you more food.

New vocabulary: *fry, steam, chopsticks, serving dish, reach, napkin*

Other vocabulary: *rice, noodles, vegetables, meat, knife (knives), fork, spoon, bowl, glass, cup, portion, rude, polite, empty, full, waiter, menu, customer*

More words: *oven, oven gloves, oven dish, saucepan, frying pan*

Presentation and pre-reading (page 4)

- Ask the children to open their books at page 4. Tell them to look at the unit title and all the pictures on the page, and ask them what they think the unit is about. Accept simple answers. Explain that in this context, *round the world* means 'in different countries'.
- Ask the children to tell you as many words as they can think of for things that you find on a dining table (e.g. *knife, fork, spoon, plate, bowl, glass, cup, etc.*).
- Point to the pictures in the vocabulary panel and say the words. Ask the children to identify the verbs (*fry, steam, reach*) and the nouns (*chopsticks, serving dish, napkin*). Explain if necessary that *steaming* is a healthy way of cooking vegetables (over, not in, a pan of boiling water or in a special machine called a steamer), and that *frying* means cooking in oil.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the photos in the reading text and tell you what things they can see.
- Ask them for ideas about what kind of text it is. Explain that it is a feature in a magazine.

Reading (page 4)

1 Read and listen. 🎧 01

- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *Where is Lin from? In China, is it rude to reach across the table? Is it rude to take the last piece of food? Do Chinese people use chopsticks/spoons/napkins?*
- Play the recording again. Then ask the children to find and read out phrases that contain the adverbs of frequency *usually* or *sometimes* (*people don't usually eat with knives*

and forks; we sometimes use spoons; We usually eat from big serving dishes; we sometimes serve portions of rice in small bowls; we usually clean our hands with hot towels). Make sure the children understand the meanings of these phrases.

Comprehension (page 5)

2 Read and tick (✓) or cross (✗).

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

KEY

1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗

3 Match. Write the number.

- The children read the sentences, decide which sentence goes with which picture, and write the correct number next to each picture. You might want to let them do this in pairs. Tell them to read all the sentences before they write anything.
- Check the answers as a class.

KEY

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

4 Read and write *Yes, they do.* or *No, they don't.*

- If necessary, ask some questions to practise the short answers as a class. Ask *Do people in China put their chopsticks on top of their bowls when they finish eating?* Give them some time to find the answer in the text, and to reply *No, they don't*. Repeat with this question: *Do Chinese people usually use chopsticks?* (*Yes, they do.*)
- The children look at Exercise 4 and ask and answer in pairs. Then they work individually to write the answers. Check the answers as a class, by asking volunteers to ask and answer the questions.

KEY

1 No, they don't. 2 Yes, they do. 3 Yes, they do.
4 No, they don't.

Vocabulary (page 6)

5 Complete the sentences with the words in the box.

- The children work in pairs to read the sentences and decide which word from the box goes in each gap. Tell them to read all the sentences before they write anything.
- They then work individually to complete the sentences.
- Check the answers as a class.

KEY

1 chopsticks 2 serving dish 3 steam 4 reach
5 napkin 6 fry 7 waiter 8 menu 9 empty 10 polite

6 Circle.

- The children look at the picture and read the text then choose and circle the correct word in each sentence.
- Let the children work individually, then check their answers in pairs. Check the answers as a class.

KEY

1 chopsticks 2 bowl 3 cup 4 serving dish 5 menu
6 napkin 7 reaching

More words (page 44)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 44 and look at the pictures in the vocabulary panel. Model and drill the new words. Then say the words in a different order and let the children point to the pictures.

Complete the sentences.

- The children write the correct word in each gap. Tell them to read all the sentences before they write anything (as there is more than one possibility for sentence 1).
- Let the children complete the exercise individually, and check their answers in pairs. Then check the answers as a class.

KEY

1 oven dish 2 saucepan 3 oven 4 frying pan
5 oven gloves

Writing (page 7)

- Ask the children to look at the three photos next to the model text. Say *Here are three children. What are their names?* The children scan through the text to find their names (in bold type). Ask *Where is Maria from?* etc.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *What do Japanese/Spanish/Greek people eat at New Year? Why do Spanish people eat twelve grapes? What do Greek people put in the cake? What does the coin mean?*
- Look at the punctuation rules in the box under the model text. As you read each rule, look at the example on the right, then ask the children to find one or more examples of the punctuation mark in the text. (Note that there is only one example of an apostrophe: in *I'm* at the beginning of the second text.)

7 Rewrite the sentences with punctuation.

- Look at the example together, and ask the children to tell you what punctuation marks and capital letters have been used. Make sure they understand why each one has been used.
- Write the following phrases on the board: *at New Year, on New Year's Eve, on New Year's Day*. Explain the meanings of the phrases if necessary, and draw the children's attention to the prepositions and capital letters.
- The children complete the exercise individually. Monitor the activity, making sure children are confident in their use of capitals and punctuation.

- Check the answers as a class. Write the sentences on the board without punctuation, and ask volunteers to come to the front of the class and correct them.

KEY

- 1 It's New Year's Day tomorrow.
- 2 I'm from Australia.
- 3 We usually eat fish, vegetables and fruit.
- 4 Does Maria live in Italy?
- 5 Mike, Sam and Lisa are from the USA.
- 6 What do you eat on New Year's Eve?

8 Write about what you eat at New Year in your notebook.

- Talk about New Year traditions in your country, using English where possible. Help the children to formulate sentences using the prompts in the box in Exercise 8.
- Write any useful vocabulary on the board. Then ask the children to write a short paragraph about New Year traditions in your country. Monitor and help as necessary.
- When the children have finished, ask them to look back at their writing and check that they have used punctuation marks and capital letters correctly.
- Fast finishers could draw a picture of any traditional food or activities.
- Ask volunteers to read out what they have written. The rest of the class listen to see if they agree with the descriptions of the traditions.

Vocabulary (optional extension activity)

- Ask the children to work in pairs to write a list of all the kitchen utensils and equipment they can think of. They should start by writing all the appropriate words from this unit (including the *More words* section, if they have done it), then try to think of more. You might want to make dictionaries available for this activity.

2

Making music

Lesson objectives

- To understand a biographical article
- To review and extend vocabulary related to music
- To use the linking words *as*, *when* and *and*
- To write a short biography

Language

Mozart travelled around Europe.
As a young boy, Pavarotti listened to singers on the radio.
New vocabulary: *piano, flute, orchestra, composer, conductor, opera*
Other vocabulary: *musician, violin, royal family, ill, married, drum, audience, play (noun), trumpet, guitar, stage*
More words: *microphone, speakers, electric guitar, keyboard, drum sticks*

Presentation and pre-reading (page 8)

- Ask the children to tell you what they know about Mozart. Accept simple answers, and recast their answers in English where appropriate (e.g. *Yes, that's right, he was a musician/composer.*) If the children don't know Mozart, tell them he was a famous musician who wrote and played classical music that is still played today.
- Ask the children to open their books at page 8. Tell them to look at the unit title and all the pictures on the page, and ask them what they think the unit is about.
- Ask the children to tell you as many musical instruments as they can in English.
- Point to the pictures in the vocabulary panel and say the words. Explain the words if necessary. Ask the class *Do you play the piano/flute? What instruments do you play?*
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask them for ideas about what kind of text it is. Explain that it is a biographical article, i.e. a piece of writing about someone's life.

Reading (page 8)

1 Read and listen. 🎧 02

- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *Where/When was Mozart born? How old was he when he learned to play the piano? How old was he when he started to write music? Did he make a lot of money? How old was he when he died?* Explain any vocabulary as necessary.
- Play the recording again.

Comprehension (page 9)

2 Complete the factfile.

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

KEY

1 Mozart 2 Austria 3 violin 4 Europe 5 orchestra
6 Leopold 7 The Magic Flute 8 two sons 9 thirty-five

3 Number the pictures in the correct order.

- Play the first part of the recording again, pausing after these sentences: *Leopold was Mozart's music teacher. Mozart learned to play the piano when he was only four years old.* Ask the children to look at Exercise 3, and ask *Which picture is it?* Point out the example answer 1 next to picture d.
- Continue playing the recording, pausing after certain sentences (see Key below). The children find the correct picture each time, and write the number next to it.

KEY

- 2 He played the violin, too. (picture f)
- 3 He played music for some very important people. (picture a)
- 4 After that he wrote music for a whole orchestra. (picture b)
- 5 He was a great composer, musician and conductor. (picture c)
- 6 He was often ill and it was difficult for him to work. (picture e)

4 Correct the words in bold.

- Read the example and ask the children to find the sentence in the text that tells them the answer.
- The children use the reading text to help them correct the remaining sentences.

KEY

1 piano 2 music 3 played 4 orchestra
5 music/operas 6 difficult

Vocabulary (page 10)

5 Match the definitions with the words in the box.

- The children work in pairs to read the definitions and decide which word from the box goes with each one. Tell them to read all the definitions before they write anything. You might want to make dictionaries available for this exercise.
- They then work individually to write the words.
- Check the answers as a class by asking volunteers to read out the definitions and the words.

KEY

1 flute 2 orchestra 3 composer 4 drums 5 conductor
6 opera 7 audience 8 violin

3

My favourite sport

Lesson objectives

- To understand a simple playscript
- To review and extend vocabulary related to sport
- To identify adverbs and adjectives
- To write about their favourite sport

Language

Football is more exciting than basketball.

I like volleyball because it's exciting.

The players move very fast.

New vocabulary: *pitch, goalposts, goalkeeper, kit, fans, hoop*

Other vocabulary: *football, basketball, kick, throw, bounce, player, court*

More words: *football boots, hockey stick, tennis racket, swimming costume, ski goggles*

Presentation and pre-reading (page 12)

- Ask the children to open their books at page 12. Tell them to look at the unit title and all the pictures on the page, and ask them what they think the unit is about.
- Ask the children to tell you as many sports as they can in English.
- Point to the pictures in the vocabulary panel and say the words. Ask the children what sports the pictures relate to (football and basketball).
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text and tell you what kind of text it is (a dialogue between two people, set out like a play – it's a playscript).

Reading (page 12)

1 Read and listen. 03

- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *Where are Tom and Emma? What does Tom want to do? Does Emma think football is easy or difficult? What is Emma good at?*
- Play the recording again.
- Ask the children to identify the lines that aren't spoken by Tom or Emma. Explain that the play needs a narrator to explain what's happening as well as two actors.
- Let the children practise reading the dialogue in pairs. One of the children in each pair can also say the narrator's lines.

Comprehension (page 13)

2 Write Tom or Emma.

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

KEY

1 Tom 2 Tom 3 Emma 4 Emma 5 Tom 6 Emma

3 Copy the sentences into the table.

- Let the children work in pairs to read each sentence and decide which sport it relates to. They then write the sentences in the table. (Note that they won't be able to find all the information in the reading text; they need to use their general knowledge of these sports.)
- Check the answers as a class.

KEY

In basketball...	In football...
All the players can throw the ball.	The goalkeeper can throw the ball.
There are two hoops.	There are four goalposts.
You must be good at throwing.	You can kick the ball.

4 Answer the questions with Yes, he/she does. or No, he/she doesn't.

- Let the children ask and answer the questions in pairs. Encourage them to use the reading text to help them. They then work individually to write the answers.
- Check the answers as a class by letting volunteers ask and answer the questions.

KEY

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

Vocabulary (page 14)

5 Complete the sentences with the words in the box.

- The children look at the pictures and write the correct word in each gap.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 players 2 fans 3 ball 4 team 5 pitch
6 goalkeeper

6 What do you know about football and basketball? Complete with the words in the box.

- This exercise is quite challenging. You might like to start by collecting information on the two sports in a table. Write the headings and the questions, and let the children help you to write the answers. Explain that basketball is played on a *court*, not on a *pitch*.

	basketball	football
Where do you play it?	on a court	on a pitch
How many players in a team?	5	11
How long does a game last?	48 minutes	90 minutes
What can the players do?	throw the ball bounce the ball	kick the ball
How do you score?	throw the ball through a hoop	kick the ball between the goalposts

- The children use the table to help them complete the text, using the words from the box. Let them do the exercise orally before they write anything.

KEY

1 pitch 2 team 3 goalkeeper 4 goal 5 heads/feet
6 heads/feet 7 ninety 8 court 9 five 10 hands
11 kick 12 hoop 13 forty-eight

More words (page 45)

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

Complete the sentences.

- The children write the correct word in each gap. Tell them to read all the sentences before they write anything.

KEY

1 hockey stick 2 football boots 3 tennis racket
4 swimming costume 5 ski goggles

Writing (page 15)

- Ask the children to look at the photo next to the model text. Ask *What sport is this?*
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *Do you play volleyball on a pitch or a court? How many players are there on a team? When do teams score points? Why does the writer like volleyball?*

7 Circle the adjectives and underline the adverbs.

- Look at the box under the model text and read the rules with the children. Ask them to find two adjectives and two adverbs in the model text (adjectives: *great, exciting*; adverbs: *fast, hard*).
- Ask the children to look at Exercise 7 and read the examples with them. The children work in pairs to identify the adjectives and adverbs in the sentences, and circle or underline them as appropriate. With a weaker class, do the rest of the exercise orally before they start. Remind the children to think about whether the word is describing a noun or a verb.
- Check the answers as a class.

KEY

- The fans cheered loudly when the team scored a goal.
- I think football is very exciting.
- The children laughed happily when they saw their friends.
- John can run very fast.
- Do you like my new football kit?
- Please play your music quietly.
- These trainers are very expensive.
- Why are you walking so slowly?

8 Write about your favourite sport in your notebook.

- Ask *What's your favourite sport?* and elicit several different answers.
- Talk about the sports that children have mentioned, using as much English as possible. Help the children to formulate sentences using the prompts in the box in Exercise 8.
- When you think the children are ready, tell them to write a short paragraph about their chosen sport. They may need help with specific sport vocabulary, e.g. In badminton, you hit a *shuttlecock* over a net.

Vocabulary (optional extension activity)

- Copy this table on the board, and ask the children to help you complete it:

Sport	Where do you play?	What do you need?
Football	on a football pitch	football, goalposts
Basketball	on a basketball court	basketball, hoops
Tennis	on a tennis court	tennis ball, rackets, net

- Tell the children to copy the table. Then let them work in pairs to add more sports to the table (e.g. volleyball, hockey, ice hockey, badminton). You might want to make dictionaries available for this activity.

4

Future inventions

Lesson objectives

- To understand a magazine feature
- To review and extend vocabulary related to museum visits
- To use the comparative expressions *be like* and *look like*
- To write about an imaginary future invention

Language

There will be escalators and glass lifts.

Will the museum be small? No, it won't.

New vocabulary: *escalator, lift, walkway, audio guide, laboratory, display*

Other vocabulary: *invent, inventor, machine, model, gift shop, games console, watch, collection, design, trainers, roller skates*

More words: *light, button, plug, wire, handle*

Presentation and pre-reading (page 16)

- Ask the children to open their books at page 16. Draw their attention to the unit title and explain what it means. Talk in L1 about inventions: ask the children to tell you some important inventions that have changed people's lives, and ask them if they have any ideas for things that might be invented in the future.
- Point to the pictures in the vocabulary panel and say the words. Ask the children where they might find all these things (in a museum, but they might find individual things like an escalator elsewhere, like a shopping mall or an airport).
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text and tell you what kind of text it is. Explain that it is a magazine feature.

Reading (page 16)

1 Read and listen. 🎧 04

- Play the recording while the children follow the text in their books. When you have finished, ask the children to tell you briefly in L1 what it is about. Ask them whether they think the article is written for adults or children, and how they know.
- You may want to point out that although plans for the museum are real, the article is not real, and that they can't really get a Future Inventor T-shirt!
- Play the recording again. Then ask some questions to check understanding, e.g. *Where will the museum be? What will there be in the museum?* (the children list some of the things mentioned in the text).

Comprehension (page 17)

2 Read and tick (✓) or cross (✗).

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

KEY

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✗ 6 ✗ 7 ✓

3 Write a sentence from the text for each picture.

- Let the children work in pairs to re-read the text on page 16 and find an appropriate sentence for each picture.
- Check the answers as a class.

KEY

- Visitors will move through the museum on moving walkways.
- Some of the robots will talk to you.
- Children will make their own future inventions in the laboratory.
- We will send you a Future Inventor T-shirt.

4 Answer the questions.

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

KEY

- Near London.
- Yes.
- No.
- On moving walkways.
- To find out about the things in the museum.
- In the laboratory.
- Like a watch.
- In your ears.

Vocabulary (page 18)

5 Read the definitions and circle.

- The children read the sentences and circle the correct word in each one. You might want to let them do this in pairs. First teach or revise the phrase *games console*.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 lift 2 escalator 3 display 4 audio guide 5 walkway
6 inventor 7 laboratory 8 invention 9 games console

6 Complete the text with the words in the box.

- Ask the children to look at the pictures above the text. Explain that these are photos taken on a family visit to a museum. If necessary, teach or revise the word *housework*.
- They use the words in the box to complete the text.
- Check the answers as a class by asking volunteers to read out sentences.

KEY

1 spaceship 2 planets 3 display 4 audio guide
5 inventor 6 laboratory 7 robots 8 housework

More words (page 45)

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

Complete the text.

- The children write the correct word in each gap. Tell them to read the whole text before they write anything, and explain that they will need to use the plural form of at least one of the words.

KEY

1 handle 2 buttons 3 lights 4 wire 5 plug

Writing (page 19)

- Ask the children to look at the picture next to the model text. Ask *What are these?*
- Read the text while the children follow it in their books. Ask volunteers to explain in L1 what the text is about. Make sure the children understand that it shows one child's predictions about the future. Explain if necessary the use of *will/won't* + infinitive for predictions.
- Ask some questions to check understanding, e.g. *Will children be able to wear the shoes? Will the shoes have wheels/wings? Will they be good or bad for the environment?*

7 Write like, looks like or look like.

- Write these sentences on the board:
I've got brown hair, like my sister.
You look like your brother.
That dog looks like a horse!
- Explain that the phrases *like* and *look(s) like* are both used to talk about similarities between things or people. *Look(s) like* is used to talk about similarities in appearance. *Like* on its own can be used after a statement and a comma, to show a general similarity to something else.
- Do the first two sentences with the children, asking them to find the relevant sentences in the text. Make sure they understand the meaning of *look like* and *like*.
- Let the children complete the exercise individually or in pairs, then check the answers as a class by asking volunteers to read out the sentences.

KEY

1 look like 2 like 3 looks like 4 like 5 looks like
6 like 7 look like

8 Write about a future invention in your notebook. Use the notes below or imagine your own invention.

- Tell the children to look at the pictures in Exercise 8. Read the notes around the pictures and ask the children to translate them into future sentences with *will*, e.g. *It will be cool in hot weather. It will be a raincoat in wet weather.* Explain that the future of *can* is *will be able to* (e.g. *It will be able to change colour.*)
- Ask the children in L1 if they agree with the predictions made in the model text and at the bottom of the page. Ask them to think of some future inventions of their own, and give them some time to talk in pairs in L1. You might like to prompt them by suggesting categories of invention, e.g. housework, travel, entertainment, clothes. Encourage them to be imaginative!
- Ask volunteers to say sentences in English about their predicted inventions. You might like to put some prompts on the board to help them, e.g.
I think we will have...
They will have...
They will be...
They will look like...
- The children draw a picture of their predicted invention, and write sentences about it.

Writing (optional extension activity)

- Ask the children to imagine what schools will be like in the future. Write these phrases on the board:
There will be
There won't be
Schools will have/be (etc)
Children will have/use/learn/sit/wear (etc)
- Ask volunteers to make predictions about the future, by making sentences with *will*. They can use the prompts on the board if they wish. Encourage the children to be imaginative; their ideas don't need to be entirely serious!
- When you think the children are ready, tell them to write a few sentences about schools in the future. Fast finishers can illustrate their work.

5

Happy holidays

Lesson objectives

- To understand a holiday brochure
- To learn or revise vocabulary related to holiday activities
- To use a variety of descriptive structures
- To write about a dream hotel

Language

- How many decks are there on the ship?*
There's a swimming pool and there's a climbing wall.
You can play mini-golf.
- New vocabulary: *deck, shopping mall, ice rink, whirlpool, climbing wall, gym*
- Other vocabulary: *passenger ship, passengers, café, roof, relax, keep fit, do exercise, skate, journey, passport, arrivals, departures, luggage*
- More words: *porthole, anchor, flag, harbour, lighthouse*

Presentation and pre-reading (page 20)

- With books closed, tell the children in L1 that they are going to read about the biggest passenger ship in the world. Ask them to imagine that they are going on a cruise on this ship. Ask them what kinds of places they think there will be on board, and what activities they think they will be able to do.
- Tell the children to open their books at page 20 and look at all the pictures on the page. Ask them if the pictures show any activities that they didn't think of.
- Point to the pictures in the vocabulary panel and say the words. Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask them what kind of text they think it is (a brochure).

NOTE The phrase *the deck* usually means the outdoor area of a ship (e.g. *I'm going for a walk on the deck*), but when we talk about different decks we mean levels or floors (e.g. *The ship has got lots of decks. The cinema is on the top deck.*).

Reading (page 20)

1 Read and listen. 🎧 05

- Play the recording while the children follow the text in their books.
- Play the recording again. Then ask some questions to check understanding, e.g. *What is the Royal Promenade? How can you keep fit on the ship? What is in Central Park/the Pool Zone/the Entertainment Place? What sports can you do in the Sports Zone?*

Comprehension (page 21)

2 Answer the questions.

- Do the example together, asking children to show you where to find the information in the text.
- The children do the rest of the exercise individually, then check their answers in pairs. Tell them to answer with complete sentences.

KEY

- There are sixteen decks.
- There are four pools.
- There are two theatres.
- There are ten whirlpools.

3 Copy the sentences into the table.

- Let the children work in pairs to read the sentences and decide which box to write them in. Tell them to use the reading text to help them.
- Check the answers as a class.

KEY

In the Youth Zone... Children can relax. Children can learn about art.	In the Sports Zone... You can play basketball. You can play mini-golf.
In the Pool Zone... You can find whirlpools. You can swim.	In Central Park... There isn't a roof. There are lots of trees and plants.

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

- Let the children ask and answer in pairs before they write anything, taking turns to ask the questions. They should use the reading text to help them answer. They then write the answers.
- Check the answers as a class by letting volunteers ask and answer the questions. (Note that cars aren't mentioned in the text, so it should be assumed that there aren't any!)

KEY

- Yes, there are.
- No, there aren't.
- Yes, there are.
- No, there aren't.
- Yes, there are.
- No, there aren't.

Vocabulary (page 22)

5 Complete the sentences with the words in the box.

- The children read the sentences and write the correct word or phrase in each box. You might want to let them do this in pairs.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

- shopping mall
- whirlpool
- ice rink
- gym
- climbing wall
- deck

6 Circle.

- The children work in pairs, taking turns to read a sentence, choosing the appropriate word or phrase where appropriate. Explain any new vocabulary before they start (e.g. *journey, passport, luggage*). Briefly explain that we use the words *arrivals* and *departures* as names for the appropriate areas in airports and sea ports, and elicit the equivalent words in L1.
- Alternatively, you might want to read the text with the whole class, asking volunteers to tell you each correct word or phrase.
- When they have read the whole text, they circle the correct answers.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 journey 2 magazines 3 airport 4 arrivals 5 luggage
6 passengers 7 hotel 8 pool 9 exercise 10 café

More words (page 46)

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

Match. Find the words and circle.

- The children find and circle the hidden word in each line of letters, and draw a joining line to the corresponding picture.

KEY

1 harbour (b) 2 anchor (a) 3 porthole (f) 4 deck (c)
5 lighthouse (d) 6 flag (e)

Writing (page 23)

- Ask the children to look at the picture next to the model text. Ask *What's this? What can you see?*
- Read the text while the children follow it in their books. Make sure the children understand that the hotel that is being described is fictional, that the expression 'dream hotel' means your ideal hotel, and that this description is just one child's idea of the ideal, or perfect hotel.
- Ask some questions to check understanding, e.g. *Is the hotel big or small? Is there a swimming pool/tennis court/restaurant/football pitch?*

7 Use the words to write sentences about a hotel.

- The children add the missing words to complete the sentences about an imaginary hotel. Tell them to use the model text to help them (there are similar or identical sentences in the text).
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

- 1 My dream hotel is very big.
- 2 It's got two restaurants and it's got a shop too.
- 3 You can do lots of exercise because there's a gym.
- 4 It's got a swimming pool and a climbing wall.
- 5 There's a café in the hotel too.
- 6 You can buy ice cream and cakes there.
- 7 This hotel is a great place to relax.

8 Write about your dream hotel in your notebook.

- Ask the children to help you think of places and facilities that you might find in a hotel. Do this as quickly as possible, writing a list on the board. Help them with any vocabulary as necessary.
- Now ask the children to imagine their dream hotel. They should decide which of the things on the board their hotel has got. Go round the class asking *Is there a...?* and *Has it got a...?* The children answer with the correct short answers: *Yes, there is/No, there isn't/Yes, it has/No, it hasn't*. Encourage stronger pupils to expand their answers, e.g. *Yes, there is. I love swimming!* or *No, it hasn't. But it's got a gym.*
- Ask the children to write a short paragraph about their dream hotel. Tell them to use the model text and their answers to Exercise 7 to help them.

Writing (optional extension activity)

- Ask the children to imagine they have spent a day on a massive cruise ship, like the one featured in the reading text on page 20. Explain that they are going to write an account of their day.
- Tell the children that you want them to write about their day in chronological order. They should use time phrases to structure their writing (e.g. *First, Next, Then, After that, At six o'clock*). Write these phrases on the board.
- Explain to the children that their writing must be in the past tense. Ask them to help you to think of some verbs that they might want to use, and write their past forms on the board (e.g. *went, played, visited, had (meals/fun), ate, drank, relaxed, swam, climbed, skated, learned, watched*).
- Give the children a time limit to do their writing. When they have finished, let a few children read out their work to the class.

6

Watching wildlife

Lesson objectives

- To understand a magazine article
- To learn or revise some vocabulary related to wildlife conservation
- To recognize and understand the *un-* prefix
- To write about an animal and its characteristics

Language

The mothers go to the sea to find food for their chicks.

Chameleons are unusual animals because...

How long...? / How old...? / How far...? / How many...?

New vocabulary: *cameraman, lay eggs, balance, hatch, chick, feed*

Other vocabulary: *film (verb), look after, ice, famous, documentary, TV show, hole, programme, channel, male, female, (un)friendly, (un)usual, (un)popular, (un)funny, (un)comfortable, (un)lucky, (un)interesting, (un)important, elephant, trunk*

More words: *gorilla, dolphin, wolf, bear, polar bear*

Presentation and pre-reading (page 24)

- With books closed, ask the children to tell you in L1 what they know about penguins. Ask them if they have ever seen any TV programmes or films about real penguins. What did they find out?
- Tell the children to open their books at page 24. Draw their attention to the unit title and explain the meaning.
- Point to the pictures in the vocabulary panel and say the words. Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children what kind of text they think it is (a magazine article).

Reading (page 24)

1 Read and listen. 06

- Play the recording while the children follow the text in their books. Then ask some questions in L1 to check understanding (encouraging all the children to look for the answers in the text), e.g. Where did the cameramen come from? Why do the penguins walk more than one hundred kilometres? Who looks after the eggs? How long do the fathers wait with the eggs? What do the mothers do after two months? How old are the chicks when their parents leave them?
- Play the recording again.

Comprehension (page 25)

2 Complete the sentences with the words in the box.

- Do the example together, asking children to show you where to find the information in the text.
- The children do the rest of the exercise in pairs. Tell them to do the whole exercise orally before they write anything, making sure they agree on the answers. Check the answers as a class.

KEY

1 film 2 walk 3 wait 4 find 5 feed 6 leave

3 Write a sentence from Exercise 2 for each picture.

- Let the children work in pairs. Give them a few minutes to read the sentences in Exercise 2 again, and choose an appropriate sentence for each picture in Exercise 3. When they agree, they should write the sentences under the pictures.
- Check the answers as a class.

KEY

- The fathers wait sixty-four days for the eggs to hatch.
- The mothers go to the sea to find food for the chicks.
- The mothers return from the sea and feed the chicks.

4 Match the questions and the answers.

- Let the children ask and answer in pairs before they write anything, taking turns to ask the questions. They should use the reading text to help them answer. They then draw lines to match the questions and answers.
- Check the answers as a class by letting volunteers ask and answer the questions.

KEY

1 Two. 2 One hundred kilometres. 3 Sixty-four days.
4 Two months. 5 Four months.

Vocabulary (page 26)

5 Complete the definitions with the words in the box.

- The children read the sentences and write the correct word or phrase in each gap. You might want to let them do this in pairs.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 hatches 2 lay 3 feed 4 balance 5 Cameramen
6 chick 7 documentary 8 journey

6 Complete the text with the words in the box.

- Tell the children to work individually or in pairs, choosing the correct word for each gap from the box. Explain any vocabulary if necessary before they start (e.g. *TV show, hole, programme, channel, cartoon*).
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 wildlife 2 documentary 3 birds 4 mother 5 lay
6 fathers 7 night 8 hatch 9 chicks 10 channel
11 cartoon

More words (page 46)

- In a stronger class, use the *More words* section to learn or revise some words for animals.
- Ask the class to turn to page 46 and look at the pictures in the vocabulary panel. Model and drill the new words. Then say the words in a different order and let the children point to the pictures.

Answer the questions.

- The children read each description and write the name of the animal next to it. Tell them to read all the descriptions before they write anything, and make sure there is one for each animal, as the descriptions may apply to more than one animal!

KEY

1 bear 2 polar bear 3 gorilla 4 wolf 5 dolphin

Writing (page 27)

- Ask the children to look at the photo next to the model text. Ask *What's this?*
- Read the first two sentences of the model text while the children follow it in their books. Point out the use of *saw* as an alternative to *watched*.
- Read the rest of the text. Then ask some questions to check understanding, e.g. *Do male elephants stay with the family? Who cares for the baby elephants? Why are elephants unusual animals?* (Explain if necessary that *care for* means the same as *look after*.)

7 Read the sentences and circle.

- Ask the children to find two adjectives in the model text that begin with the negative prefix *-un* (*unfriendly, unusual*). Ask them to tell you the opposite (positive) form of each adjective (*friendly, usual*). Make sure they understand what adding *-un* does to the meaning of an adjective.
- The children read the sentences and circle the correct word in each one. Point out the meaning of *in danger* in sentence 9 (*animals in danger are at risk of disappearing due to hunting or loss of their habitat; it does not mean the same as 'dangerous'*).
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 unusual 2 popular 3 unfunny 4 unhappy
5 uncomfortable 6 unfriendly 7 lucky 8 interesting
9 important

8 Write about a film or a book about animals in your notebook. Use these facts about gorillas or write about your favourite animal.

- Tell the children in L1 to imagine that they once saw a documentary/film or read a book about gorillas, and that they are going to tell you about it. Ask them how they would start (refer them to the beginning of the model text if necessary).
- Ask the children to help you to transform the notes in Exercise 8 into whole sentences. Do this orally, without writing anything down. Encourage the children to use the words and phrases in the box to help them.
- The children now use the notes to write a short paragraph about gorillas, starting by explaining that they once saw a documentary/film or read a book about them. Alternatively, they could write about a real book that they have read or a documentary about animals that they have seen.

KEY

Example text about gorillas:

I once read a book/saw a documentary about gorillas. It was very interesting. I learned that gorillas look unfriendly, but they are usually very gentle. They live in family groups, and the strongest male looks after the group. Gorillas are clever. We know this because they learn things easily. They are unusual animals because they use sticks and rocks to do different jobs.

Writing (optional extension activity)

- Write the following on the board:
Elephants are very unusual animals because...
Chameleons are unusual animals because...
- Ask the children to find these sentence starters on page 27 and tell you how the sentences end.
- Point out that lots of animals are unusual, for different reasons. Ask the children to suggest other reasons why various animals may be considered to be unusual, and say sentences in English, e.g.
Zebras are unusual animals because they have got black and white stripes.
Penguins are unusual birds because they can't fly.
Frogs are unusual animals because they live in the water and on land.
- Ask the children to write similar sentences about several animals of their choice.

7

Survival tips

Lesson objectives

- To understand a text from a survival handbook
- To learn or revise some vocabulary related to survival
- To recognize and use structures for giving advice
- To write some travel advice

Language

Have you ever been in the jungle?

It's very important to travel with a friend.

It's a good idea to drink lots of water.

You will need a map.

New vocabulary: *hill, branch, boil, insects, insect repellent, happy thoughts*

Other vocabulary: *camp (noun and verb), bite, sting, run out of, cheerful, worry, steam, rainforest, volcano, map, torch, suncream*

More words: *camel, sand dunes, water bottle, oasis, scorpion*

Presentation and pre-reading (page 28)

- Ask the children to open their books at page 28. Ask them to look at all the pictures on the page and tell you what they think this unit is about. Draw their attention to the unit title and explain the meaning (*tips* in this context means suggestions or ideas).
- Point to the pictures in the vocabulary panel and say the words. Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children what kind of text they think it is. Explain that it is a page from a survival handbook. (*A handbook is a small book that provides advice or information about a particular subject, or how to use something.*)

Reading (page 28)

1 Read and listen. 🎧 07

- Tell the children to cover the text, and ask them for ideas on how to be safe in the jungle. Let them tell you their ideas in L1.
- Play the recording while the children follow the text in their books. Then ask some questions in L1 to check understanding (encouraging all the children to look for the answers in the text), e.g. When and why should you find a hill? Why shouldn't you camp very near trees? Why should you always look in your shoes before you put them on? Why are the sun and stars useful? (*They can tell you which direction to go, e.g. if the sun is setting, you know that direction is west.*)
- Play the recording again.

Comprehension (page 29)

2 Read and tick (✓) or cross (✗).

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

KEY

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗

3 Match. Write the number.

- The children read the sentences and match them to the pictures below, by writing the appropriate number next to each picture. You might like to let them do this in pairs.
- Check the answers as a class.

KEY

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

4 Circle the correct answers.

- Let the children ask and answer in pairs before they write anything, taking turns to ask the questions. They should use the reading text to help them answer. They then circle the correct answers.
- Check the answers as a class by letting volunteers ask and answer the questions.

KEY

1 Yes, you can. 2 No, it isn't. 3 Yes, they do. 4 Yes, it can. 5 Yes, it is.

Vocabulary (page 30)

5 Match the definitions with the words in the box.

- The children work in pairs to read the definitions and write the correct word or phrase next to each one. You might want to make dictionaries available for this exercise. You may need to explain the meaning of *lava*.
- Check the answers as a class by asking volunteers to read out the definitions and the words/phrases.

KEY

1 run out 2 branch 3 boil 4 insects 5 insect repellent
6 cheerful 7 jungle 8 hill 9 volcano 10 camp

6 Complete the sentences. Match.

- Tell the children to work individually or in pairs, choosing the correct word for each gap from the box. They then match the sentences to the pictures above by writing the appropriate number next to each picture.
- Check the answers as a class by asking volunteers to read out the sentences and describe the pictures they match.

KEY

1 jungle 2 river 3 mountains 4 volcano 5 island
6 desert

Pictures numbered from left to right: 6, 2, 4, 1, 5, 3

More words (page 47)

- In a stronger class, use the *More words* section to learn or revise some words for survival in the desert.
- Ask the class to turn to page 47 and look at the pictures in the vocabulary panel. Model and drill the new words. Then say the words in a different order and let the children point to the pictures.

Write and match.

- The children complete each sentence with a word from the vocabulary panel, so that it makes sense. They then match the sentence to the appropriate picture by drawing a line.

KEY

- 1 sand dunes (b) 2 camel (d) 3 scorpion (c)
4 water bottle (e) 5 oasis (a)

Writing (page 31)

- Read the title of the model text. Ask the children to cover the text, and tell you what things they think it is important to do in order to be safe in the mountains.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *What should you take with you? What should you do before you go?*

7 Complete the advice with the words in the box.

- Look at the table with the children. Explain that the left hand column has useful phrases for giving advice. Complete the phrases orally with the children, using the words from the box. Alternatively, you might like to let them do this in pairs. They then write the words.
- Explain that the phrases in the left hand box can be used with the phrases in the corresponding box on the right, or other similar phrases. Working orally with the class, make sentences beginning with the phrases on the left, first about the desert (using their answers to this exercise), then about the mountains (using the text above).

KEY

- It's a good idea...
It's very important...
You will need...
Make sure you have...
Read a book about...

8 Write tips for survival in the desert in your notebook.

- Tell the children they are going to write a text about surviving in the desert, using the text about mountains as a model. They should follow the same format, changing words as appropriate, and using the information in Exercise 7 to help them. You might like to do the exercise orally as a class before they write anything.

KEY

Example text:

1 Have you told someone about your trip?

It's a good idea to leave a map of your trip with a friend or relative.

(OR 1 Have you invited a friend?

It is a good idea to travel with a friend.)

2 Have you packed the right things?

Think carefully about what to take. Make sure you have suncream and lots of water.

3 Have you chosen the right clothes?

It's very hot in the desert, so you will need light clothes and a sun hat.

4 Have you read some desert survival tips?

Read a book about desert survival tips. Then you will know what to do in an emergency.

Vocabulary (optional extension activity)

- Ask the children to make lists of things that they would need to take with them on holidays of different kinds, e.g. a beach holiday, a skiing holiday, a camping holiday.
- You could make this into a game. Put the children into small groups and challenge them to see how many things they can come up with for each type of holiday. Make sure the groups are matched in ability, to make the game fair.
- Give the children a time limit. When the limit is up, ask the groups to read out their lists, and allocate one point for each item. Other groups can challenge words if they don't feel the items are necessary for that type of holiday. Award a point if the group that wrote the word can justify (in L1) why they have included it.

8

Growing things

Lesson objectives

- To understand a text giving gardening advice
- To learn or revise some vocabulary related to gardening
- To understand sentences with *because* and *so*
- To write some advice on growing sunflowers

Language

You should plant vegetables in a sunny place.

You shouldn't plant the seeds close together.

New vocabulary: *soil, seeds, bulbs, rake, dig, pots*

Other vocabulary: *tomatoes, onions, corn, beans, plants, water (verb), pots, pick, spade*

More words: *greenhouse, watering can, seedlings, trowel, fork*

Presentation and pre-reading (page 32)

- Ask the children to open their books at page 32. Ask them to look at the unit title and all the pictures on the page and tell you what they think this unit is about.
- Talk to the children in L1 about gardening. Have they ever grown anything, at home or in a garden? What did they grow? Did they enjoy it? If the children don't have gardens, you could ask them about house plants, or plants they have on a balcony.
- Point to the pictures in the vocabulary panel and say the words. Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children what kind of text they think it is. Explain that it is a text giving some simple advice about gardening.

Reading (page 32)

1 Read and listen. 🎧 08

- Play the recording while the children follow the text in their books. Then ask some questions to check understanding (encouraging all the children to look for the answers in the text), e.g. Where should you plant vegetables? Why shouldn't you plant vegetables outside when the weather is cold? Why should you draw a picture of your vegetable garden? Do you need a big garden to grow vegetables?
- Play the recording again.

Comprehension (page 33)

2 Read and tick (✓) or cross (✗).

- Do the example together, asking children to show you where to find the information in the text.
- If your class require more support, do the rest of the exercise orally, with pencils down.

- The children do the exercise individually. Let them check their answers in pairs before checking as a class.

KEY

1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓

3 Write a sentence from the text for each picture.

- The children look at the pictures and find a piece of advice from the text to go with each one. They write the appropriate sentence next to each picture. (The sentences can be shortened if necessary.)
- Check the answers as a class.

KEY

- 1 We should all eat lots of vegetables to be healthy.
- 2 You shouldn't plant vegetables outside when the weather is cold, (because they won't grow).
- 3 You should rake and water the soil (and dig some small holes).
- 4 You could also grow them in big pots.

4 Match the questions and answers.

- Let the children ask and answer in pairs before they write anything, taking turns to ask the questions. They should use the reading text to help them answer. They then draw lines matching each question with the correct answer.
- Check the answers as a class by letting volunteers ask and answer the questions.

KEY

- 1 Because it's healthy.
- 2 Tomatoes, onions, corns and beans.
- 3 In a sunny place.
- 4 Because they won't grow.
- 5 The best time is in the morning.

Vocabulary (page 34)

5 Read the definitions and circle.

- The children work in pairs to read the definitions and circle the correct word in each one. You might want to make dictionaries available for this exercise. Alternatively, you could do the whole exercise orally as a class, as it is quite challenging. Teach or revise any vocabulary as necessary before you start, e.g. *spade* – they need to know the meaning of this to do the exercise.
- Check the answers as a class by asking volunteers to read out the definitions.

KEY

1 pot 2 bulb 3 seeds 4 dig 5 healthy 6 pick

9

Heroes

Lesson objectives

- To understand news stories
- To learn or revise some vocabulary related to heroic exploits
- To use commas around 'extra information' relative clauses
- To write about a personal hero

Language

Jake, who lives next door to us, is...

We've known him since we moved to this street.

New vocabulary: *dive, drag, trapped, escape, rescue, put out (a fire)*

Other vocabulary: *brave, drown, breathe, earthquake, bin, on fire, garden hose, fire brigade*

More words: *firefighter, fire engine, ambulance, paramedics, stretcher*

Presentation and pre-reading (page 36)

- Ask the children to open their books at page 36. Ask them to look at the unit title and the pictures at the top of the page and tell you what they think this unit is about.
- Point to the pictures in the vocabulary panel and say the words. Explain the meaning as necessary, and point out that they are all verbs except for *trapped* (which is a participle used as an adjective).
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children what kind of text they think it is (*there are three separate newspaper articles*).

Reading (page 36)

1 Read and listen. 🎧 09

- Play the recording while the children follow the text in their books. Stop after each article and ask some questions to check understanding (encouraging all the children to look for the answers in the text), e.g. (1st article) *Where is Haden from? Who did he rescue?* (2nd article) *How old is Lin Hao? Where was he when the earthquake happened? Who did he rescue?* (3rd article) *What was on fire? What did Kiah do first? Who put out the fire?*
- Point out that these children were brave, but there are safety issues; see Note below.
- Play the recording again.

NOTE The (fictional) children in the articles were very brave and were able to save people's lives/property, but it should be stressed to children that it is not safe to attempt such rescues. They may not be able to help and they may end up being seriously hurt themselves. If a dangerous situation arises (e.g. a fire or a potential drowning), children can call for help but they should keep themselves safe and wait for adults to arrive on the scene.

Comprehension (page 37)

2 Tick (✓) the correct sentences.

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

KEY

1 a 2 b 3 b 4 a 5 a 6 a 7 b

3 Match the sentences to the people who said them.

- Point out the use of speech marks to show which words are spoken in the newspaper articles. Ask volunteers to read out the words that are spoken.
- Tell the children to imagine that various people have been interviewed by journalists about the situations that are described in the newspaper articles. Some of the things they said are written in Exercise 3. Explain that the children should use the reading texts to help them decide who said each thing. You might like to let them do this in pairs. Tell them to read all of the quotes before they do the matching, and to make sure they agree on the answers.
- Check the answers as a class.

KEY

- said Lin Hao's friend.
- said Haden's grandmother.
- said Kiah's neighbour.
- said Josiah.
- said Lin Hao's teacher.
- said Lin Hao.

Vocabulary (page 38)

4 Circle.

- The children circle the word or phrase that makes sense in each sentence. You might like to let them work in pairs.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 put out 2 escape 3 dive 4 rescued 5 drag
6 trapped

5 Complete the texts with the words in the boxes.

- The children read the texts and choose the correct word for each gap from the boxes. Tell them to read each complete text before they write anything. They should use the pictures to help them.
- Check the answers as a class by asking volunteers to read out the sentences.
- Ask the children in L1 if they think the children were heroes or not. Did they behave sensibly or irresponsibly? Explain that diving into a river to rescue a toy car is not sensible behaviour, because Tom risked drowning. Kelly's

behaviour was not as irresponsible as Tom's, but it would have been better to ask an adult to help her because she risked falling.

KEY

- 1 called 2 fell 3 dived 4 pulled 5 arrived 6 noise
7 trapped 8 escape 9 climb 10 rescue

More words (page 48)

- In a stronger class, use the *More words* section to learn or revise some more words related to emergencies.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Model and drill the new words. Then say the words in a different order and let the children point to the pictures.

Complete the puzzle.

- The children complete the puzzle, using the pictures as clues.

KEY

p											f					
a											i					
r											r	s				
a	m	b	u	l	a	n	c	e	t							
m											e	r				
e											n	e				
d						f	i	r	e	f	i	g	h	t	e	r
i											i	c				
c											n	h				
s						r	e	s	c	u	e	e	r			

Writing (page 39)

- Read the title of the model text and look at the picture. Ask the children to tell you in L1 what they think the 'hero' did in this situation.
- Read the text while the children follow it in their books. Ask questions to check understanding, e.g. *What is Jake's job? What was the problem? How did Jake help?*

6 Rewrite the sentences with commas.

- Look again at the second sentence in the model text and write it on the board. Read the part outside the commas (*Jake ... is a taxi driver*). Explain that this is the main part of the sentence. Then read the part between the commas (*who lives next door to us*). Explain that the commas are used to show that this is extra information.
- Tell the children to add commas to the sentences in Exercise 6 around the extra information. You might like to let them do this in pairs. Explain that they can check their answers by reading the main part of the sentence, i.e. the part outside the commas. If this makes sense, they have probably put the commas in the right places!

- Check the answers as a class by asking volunteers to read out the sentences, pausing wherever there is a comma. For each sentence, ask another volunteer to read out the part outside the commas.

KEY

- 1 Mike, who lives next door, is my best friend.
- 2 Their house, which is near the park, is very big.
- 3 The children, who were walking to school, called for help.
- 4 Ben's dad, who is a firefighter, saved the family.
- 5 This building, which is very old, is going to fall down.

7 Write about your hero in your notebook.

- Ask the children to think of someone they admire, either because of what they are like or because of something heroic or helpful that they have done. Talk about their ideas in L1.
- Look at the phrase *I've known him/her since...* Ask the children to find a similar phrase in the model text and read out the sentence (*We've known him since the family moved to this street five years ago*). Make sure the children understand that we use this structure to talk about someone who we know now.
- Ask a volunteer to talk about his/her hero, using the prompts in the box. Repeat with one or more volunteers.
- When you think the children are ready, ask them to write a short text about their hero, using the prompts in the box.

NOTE You might also like to introduce the phrase *I've known him/her for...* and explain that we use *for* when we are talking about a period of time. Compare these sentences:
I've known her since we started school.
I've known her for five years.

Writing (optional extension activity)

- Use this activity to practise 'extra information' relative clauses.
- Write several simple sentences on the board, e.g.
My uncle has got black hair.
The toy shop is very old.
My brother is wearing a red jumper.
The teacher's coat is very long.
- Ask the children to make the sentences more interesting by adding 'extra information' clauses. Remind them to put commas around the clauses. Explain if necessary that they should use *which* for things and *who* for people. You might want to let them work in pairs.
- Monitor and help as necessary. If the children find this activity difficult, you could prompt them by suggesting *who is...*, *who has got...*, *which is...*, *which has got...*, etc. Example sentences:
My uncle, who is fifty, has got black hair.
The toy shop, which is next to my house, is very old.
My brother, who is very funny, is wearing a red jumper.
The teacher's coat, which is brown, is very long.

Lesson objectives

- To understand a fictional story, including dialogue
- To learn or revise a selection of vocabulary from a story
- To punctuate dialogue correctly
- To write a simple story with dialogue

Language

Anna and Jack were staying at their Grandpa's house.

When Grandpa went shopping, Jack had an idea.

"It's a great bike," Jack said.

New vocabulary: *shed, broken, mend, drawer, polish, shiny*

Other vocabulary: *fall off, find, tools, voice, amazed, pleased, excited, worried, fix, wheel*

More words: *think, whisper, ask, laugh, shout*

Presentation and pre-reading (page 40)

- Ask the children to open their books at page 40. Ask them to look at the unit title and the rest of the page and tell you what kind of text they think they are going to read today (a story), and what they think it is going to be about.
- Point to the pictures in the vocabulary panel and say the words. Explain the meanings if necessary.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.

Reading (page 40)**1 Read and listen.**  10

- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *Who was in the photo? What did Anna and Jack do to the bike? Where was Grandpa? What did they do in the afternoon?* Play the recording again.
- If you like, you could let the children read the story aloud in groups of four (each playing a part: narrator, Jack, Anna, Grandpa). Before you start, draw their attention to the use of speech marks to show the words that are spoken, and make sure they understand that the narrator should read all the words outside the speech marks.

Comprehension (page 41)**2 Complete the sentences with the words in the box.**

- Write the following verbs on the board: *mend, have, show, find, hear, ride*. Ask the children to tell you the past form of each verb.
- The children work individually to complete the sentences. Check answers in pairs then as a class.

KEY

- 1 showed 2 had 3 found 4 mended 5 heard
6 rode

3 Match the sentence halves.

- The children draw lines to match the sentence halves, using the story text to help them. Explain that the seven sentences together will make a summary of the story. Tell them to read all of the sentence halves before they draw any lines.
- Check the answers as a class.

KEY

- Anna and Jack were staying at Grandpa's house when they found a photo.
- Jack had an idea while Grandpa was out.
- When they looked in the shed they found Grandpa's old bike.
- When Grandpa came back from shopping, Anna and Jack were in the shed.
- When Grandpa saw his old bike he was amazed.
- The bike looked shiny and new because Anna and Jack cleaned it.
- They were all very happy when they rode their bikes to the park.

4 Correct the words in bold.

- The children use the text to help them correct the bold word in each sentence. Let them do this individually, then check their answers in pairs. Explain that there may be more than one correct answer.
- Finally, check the answers as a class.

KEY

- 1 photos 2 laughed 3 old 4 voice
5 amazed/happy/pleased/excited 6 sunshine/park

Vocabulary (page 42)**5 Complete the sentences.**

- The children write the correct word next to each picture.
- Check the answers as a class by asking volunteers to read out sentences.

KEY

- 1 shed 2 house 3 broken 4 mend 5 polished
6 shiny 7 drawer

6 Complete the definitions with the words in the box.

- The children read the sentences and choose the correct word for each gap from the box to complete them.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

- 1 Amazed 2 tools 3 shiny 4 broken 5 wheels
6 mend 7 shed 8 voice 9 drawer 10 cupboard

More words (page 48)

- In a stronger class, use the *More words* section to learn or revise some verbs that can be used as alternatives to *said*.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Model and drill the new words. Then say the words in a different order and let the children point to the pictures.

Complete the sentences with the words in the box.

- Say each word from the vocabulary panel again and ask the children to find the corresponding past form in the box below.
- Look at the incomplete sentences and draw the children's attention to the speech marks. Explain that we sometimes use single speech marks like this, but it is more usual to use double speech marks in stories.
- The children write the correct past form in each gap. Tell them to read all the sentences before they write anything, as they should only use each verb once. They can use the pictures in the vocabulary panel to help them decide.

KEY

- 1 whispered 2 laughed 3 thought 4 asked
5 shouted

Writing (page 43)

- Explain that you are going to read another story.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *What is Mum's/Ben's safe place? What did Mum find under Ben's bed?* See if the children can explain in L1 why Mum laughs.

7 Rewrite the sentences with punctuation.

- Explain that each piece of dialogue needs some punctuation at the end of it, before the closing speech marks. (If it is a question, it needs a question mark; if it is the end of the sentence, it needs a full stop; otherwise it needs a comma.) Look for examples in the text.
- The children rewrite the sentences, adding all the necessary punctuation (including apostrophes and full stops).
- Write the correct sentences on the board and let the children check their own work.

KEY

- 1 "I want you to tidy your bedroom," Mum said.
2 "There's someone in the garden," he said.
3 "This is our new house," they said.
4 "Where are you going?" she asked.

8 Write a story in your notebook.

- Ask the children to work in pairs to think of a simple story. Let them discuss their ideas in L1. The story can be very simple; the important thing is to describe at least one event in the past. It can be true or imaginary (children may find it easier to describe a true event).
- Look at the prompts in the box with the children. Then do some oral preparation for the story writing by asking

children to tell you how they will start. Encourage the rest of the class to offer feedback and ideas.

- When you think the children are ready, tell them to write their stories, thinking carefully about punctuation and making sure they use the past simple and continuous. Monitor and help as necessary.
- When they have finished writing, ask them to swap books and check each others' work. You might also want to let volunteers read out their stories.

Writing (optional extension activity)

- Explain that you are going to practise writing dialogue.
- Ask a confident volunteer to come to the front of the class, and improvise a dialogue with him/her. To make it more interesting, you could imagine a scenario and make it a role play.
- Repeat with another volunteer.
- Now ask the children to write a dialogue, several lines long, in their books. They can imagine their own, or use ideas from the improvised dialogues. Remind them to use speech marks, and *said* (or alternative verbs such as *whispered*, *shouted*, *asked*). Write a few example lines on the board to help them, e.g.

"Hello," said the teacher.

"Hello," said Ben.

"Where are you going?" asked the teacher.

"I'm going swimming," said Ben.