



Young 5 Achievers

Teacher's Book



Richmond



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Achieving goals with Young Achievers!

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

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

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

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

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

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

Lesson 3


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

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

Unit 2 Lesson 3

1 Read the text and answer the question with a classmate.
 • How do you think the Sami people's lifestyle is similar or different from yours?

Sami: People of the North
 The Sami people live in the north of Europe - in Norway, Sweden, Finland and Russia - where snow covers the ground for half of the year. They used to travel with their reindeer all year round and live in kotas - tents made of branches and reindeer skins. Today, things have changed. The Sami people live in modern homes and use snowmobiles and motorbikes to look after their reindeer. Even so, they still try to keep their traditional lifestyle alive.




2 Read and match the questions and answers.

1. What languages can you speak?
2. What are your plans for the summer?
3. Will your traditional lifestyle change?
4. What do you do at Christmas?
5. What is the weather like today?

Hi there! My name's Mikku! Let's chat!

- I always look for Father Christmas on Christmas Eve. One day I may see him!
- It's really cold today. It's -15°C! Tomorrow it might be warmer. You can't trust the weather forecasts!
- I hope not! I love travelling with the reindeer. But the situation could change because of global warming.
- I can speak English, Swedish and Sami. Next year, I might study Spanish. Sami is an interesting language. We have 10 words to describe snow and 400 words to describe reindeer!
- I might stay with my grandparents or just stay at home. I don't know!



Grammar
 I might study Spanish. I may see him. The situation could change.

3 Imagine you are going to stay with Mikku. Act out the conversation with a classmate.

What / eat? What / wear? Where / stay? What / do? What / play? How / travel?

What are you going to eat? I might eat fish.


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Lesson 4

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

Unit 2 Lesson 4

1 Listen and match the columns.



What are you going to do at the weekend?

1. Tilda	<input type="checkbox"/> go cross-country skiing	<input type="checkbox"/> on Saturday afternoon
2. Otto	<input type="checkbox"/> go fishing	<input type="checkbox"/> on Saturday
3. Heidi	<input type="checkbox"/> ride on a reindeer sleigh	<input type="checkbox"/> on Sunday afternoon
4. Siiggur	<input type="checkbox"/> buy some new trainers	<input type="checkbox"/> on Sunday
5. Nina	<input type="checkbox"/> sleep in a kota	<input type="checkbox"/> on Saturday morning
6. Joel	<input type="checkbox"/> watch a DVD	<input type="checkbox"/> on Saturday night

2 Listen again and tick (✓ = definite) or write (? = possible).

3 Write sentences about Mikku's friends' weekend plans.

1. Tilda _____
2. Otto _____
3. Heidi _____
4. Siiggur _____
5. Nina _____
6. Joel _____

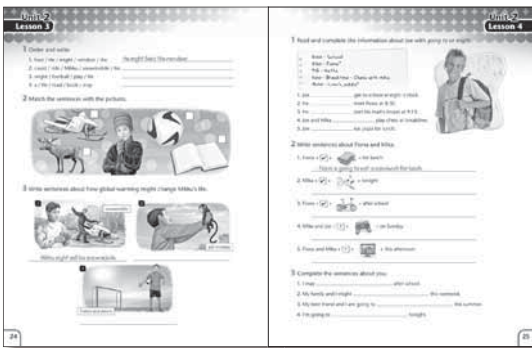
4 Talk about your plans with a classmate.

Grammar
 I might go fishing on Saturday. I'm going to buy some new shoes on Sunday.

What are you going to do tomorrow morning?
 Me, too!
 I'm not sure. I might get up late.

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Activity Book



The activity book contains exercises for Lesson 3 and Lesson 4. Lesson 3 exercises include: 1. Listen and write (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z); 2. Match the sentences with the pictures; 3. Write sentences about how global warming might change Mikku's life. Lesson 4 exercises include: 1. Read and complete the information about the people going to or from; 2. Write sentences about Tilda and Otto; 3. Complete the sentences about you; 4. Write sentences about your plans.

Lesson 7

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

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

Unit 2 Lesson 7

1 Listen and classify the cities.

Weather around the world

It's **freezing** in Stockholm, and the **snow's** coming down. The sun's **shining** in New York, but there's **frost** on the ground. So be careful on the pavements, it's **icy** all around. It's the weather around the world.

In Mexico City, **black clouds** are coming out to play. It's not **raining** yet, but there's a **storm** on the way. It's also **hot** and **humid**, but it's like that most days. It's the weather around the world.

This is the weather around the world, The weather around the world.

In Beijing, from the mountains, **cold winds** blow. It's getting quite **foggy**, and **visibility** is low. It's **chilly** out so stay indoors if you have nowhere to go. It's the weather around the world.

There's a thick **fog** in London, you can't see much at all. There's a **thunderstorm** in Moscow, be careful not to fall. And it's **sunny** in Dublin, good weather for us all. It's the weather around the world.

That was the weather around the world, The weather around the world.

Grammar
rain, rainy, raining

4 Add the weather words in bold in the song to the mind maps.

4 Add these weather words and phrases to the mind maps.

ice It's snowing. cloudy rain windy stormy frosty snowy It's raining. humidity rainy

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Lesson 8 - Phonics

Children develop their **pronunciation** through **Phonics** by focusing on specific sounds and letters. In the early levels the focus is on initial sounds, but as their skills develop children move on to work with silent letters, minimal pairs and consonant clusters.

Unit 2 Lesson 8

Phonics

1 Listen and order the pictures.

There was once in Peru a young llama
Who felt his life was a bit of a drama.
The climate was chilly,
And the landscape too hilly.
So he flew to the lovely Bahamas.

When Dracula gave a big smile,
The photographer ran for a mile!
Then later that night,
Milly caught the first flight,
And now she sells boats on the Nile.

2 Listen again and say the limericks.

3 Listen and say the tongue twisters.

Could I have some yellow jelly on a clean black plate?

I have a really pretty bottle with a silly little label.

Larry loves red lollipops, but Linda likes blue ones.

I paid eleven million dollars for a frilly woolly collar.

4 Write your own tongue twisters with a classmate. Use some of the words below.

all ball balloon call fall fill finally follow ill millionaire sell small
smell still swallow tall tell pill umbrella usually wall well will

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Activity Book

Unit 2 Lesson 7

1 Listen and order the pictures.

2 Look and order the pictures with words from the wordbank.

Unit 2 Lesson 8

1 Listen, read and complete the text with 'ar'.

2 Order the letters and label the pictures.

3 Colour the pictures.

Lesson 9 - CLIL

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

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

Lesson 10 - Culture

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

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

Unit Review

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

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

Unit 2 Review

1 Listen and complete with must, mustn't, have to or don't have to.

2 Discuss with a classmate what you must, mustn't, have to or don't have to do in each of the places.

3 Read the messages and mark definite (✓) or possible (?).

4 Read and answer the questions.

5 Look at Sam's diary. Write sentences with going to and might.

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

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

Activity Book

Unit 2 Review

1 Listen and tick who has to do the things.

2 Listen again and complete the sentences.

3 Complete some advice with don't have to, must or mustn't.

4 Look at the pictures and complete the weather forecast.

5 Complete the predictions using going to and might.

6 Answer the questions about yourself using may, might or could.

Language Fun!

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

Activity Book

Language fun!

Units 0-2

1 Prepare interview questions.

2 Role-play being a time traveller.

3 Play Solve the Roman mystery!

4 Complete the sentences.

5 Design an earthquake digital safety poster.

6 Play What do you have to do?

Language fun!

Units 0-2

1 Prepare you look the best machines. Choose and write.

2 Follow the clues and finish the sentences. Then complete the diary.

3 Look at these signs and write their meaning.

4 Invent and draw signs.

For the Teacher

Teacher's Book

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

Language and Skills objectives are clearly listed.

Unit 1 Rome

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> Question words: How, What, Where, When, Who, Why Fast simple with after and before Interrupted past with while and when Fast simple with questions Defining relative clauses: who, that, where 	<ul style="list-style-type: none"> Ancient Rome: aqueduct, arch, architect, colosseum, civilization, Colosseum, democracy, dome, empire, founding, Latin, legend, gladiator, map, Rome, Roman, she-wolf, stadium Sequences: first, after, after that, finally, first, while Other: basket, citizen, government, legend 	<ul style="list-style-type: none"> Phonics: or and oi sounds 	<ul style="list-style-type: none"> Fast simple and Past continuous

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> To use regular and irregular Past simple forms with before and after To describe interrupted past using while and when To practice narrative tenses using Past simple and Past continuous and sequencers To practice using relative pronouns who, that and where to define people, places and things 	<ul style="list-style-type: none"> To tell a story To write a tourist brochure for a town or city To write a report about a special trip, excursion, visit or weekend To describe a terrible day

Vocabulary	Pronunciation
<ul style="list-style-type: none"> To identify verb and noun collocations To identify and understand incidental vocabulary in stories To understand and produce language related to a trip to a museum, a memorable trip, a day in the countryside, a visit to the zoo or a special weekend 	<ul style="list-style-type: none"> To highlight and practice the pronunciation and spelling of words containing or and oi

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> To retell a story using pictures as a guide To invent a legend/narrative using the target language To take part in a role-play with a partner To describe similarities between modern day civilization and ancient Rome 	<ul style="list-style-type: none"> To read and follow a simple story and text To demonstrate comprehension by identifying correct options, answering questions and ordering the events of a story To demonstrate comprehension by completing definitions with information from the text

Listening	Writing
<ul style="list-style-type: none"> To demonstrate comprehension by underlining the incorrect information and completing gaps To follow a narrative To identify target language in a dialogue and correct spelling 	<ul style="list-style-type: none"> To use the target language to write a brochure about a city or town To use target language to write a report To write a diary entry

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

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

Unit 1 Lesson 1 - SB Page 10

Objectives

Language

Grammar

- Fast simple with after and before

Vocabulary

- Artist, fight, legend, ruler, shepherd, she-wolf, shoe, twin boys

Skills

Speaking

- Retell a story using pictures as a guide
- Invent a legend using the target language

Reading

- Read and follow a simple story
- Put the story in order
- Demonstrate comprehension by circling the correct option

Materials

- Digital Book
- Audio CD 1
- A soft ball

Attention to diversity

Pre-teach key vocabulary, give contextualized examples to convey meaning.

Warmer

Write ROMAN on the board and ask children to provide words/phrases related to Rome. Get them down and come back to them at the end of the lesson.

Lead-in

Pre-teach or check familiar, fight, ruler, shepherd, shoe, twin boys and she-wolf and write them on the board.

1 Children look, read and order.

Value: Tell children that they are going to learn about ancient Rome in this unit. Highlight the value of studying and learning about our past and the importance of history in our lives.

Answers: 1 A prince called Romulus... 2 Her uncle discovered... 3 The boys lived with... 4 The young man returned... 5 They had a big argument... 6 Romulus named the city.

Lesson 2 - SB Page 11

Objectives

Language

Grammar

- Interrupted Past simple and continuous with while and when

Vocabulary

- Colosseum, fight, net, gladiator, sign, autograph, shield, stadium, sword, water to the crowd

Functions

- Tell a story

Overview

Assessment criteria

- Check children can identify, understand and produce question words with after and before, interrupted past with while and when, and simple with questions and defining relative clauses
- Check children can identify, understand and produce Ancient Rome vocabulary and sequences
- Check children can tell stories, write a tourist brochure about their town or city and write a report about a trip, excursion, visit or weekend.

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material (available on Richmond website)
- Grammar worksheet Unit 1, pages 4-5; Lesson 3
- Vocabulary worksheet Unit 1, pages 26-27; Lesson 3
- Reading worksheet Unit 1, page 48; Lesson 6
- Writing worksheet Unit 1, page 62; Lesson 7
- Speaking worksheet Unit 1, page 74; Lesson 8
- Listening worksheet Unit 1, page 84; Lesson 4
- Test Unit 1, pages 112-113; Unit 1 Review
- Flashcards Unit 1 (available on Richmond website)
- Sheets of paper
- A soft ball

Go digital!

Digital book

Complete the activities with the children on the RWB.

Extra practice

Provide extra interactive practice which can be used at the end of the lesson in class or as homework. There are seven activities in total.

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

Key competences

- Linguistic competence**
Children develop listening, speaking, reading and writing skills. Children learn to tell stories and learn to write a travel brochure and a report. Children learn and practice grammar rules, vocabulary and phonics for pronunciation. (SB pp 11, 12, 13, 14, 15, 16 & 17)
- Mathematical competence and basic competences in Science and Technology**
Children develop and apply mathematical thinking and explain the natural world. (SB pp 10, 12, 14, 17, 18 & 19)
- Digital competence**
Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB p 21)
- Social and civic competence**
Children learn to participate in an effective and constructive way in their life. (SB p 14)
- Cultural awareness and expression**
Children learn to use and appreciate ways of expressing ideas, experiences and opinions, and an understanding of one's own culture and identity in the world. (SB pp 10, 12, 14, 17, 18 & 19)
- Competence in learning to learn**
Children develop strategies to improve the learning process and to assume control over their own learning. (SB pp 10, 11, 15, 16, 18 & 20)
- Sense of initiative and entrepreneurship**
Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 10, 12, 13, 19 & 21)

Assessment guidance in every lesson.

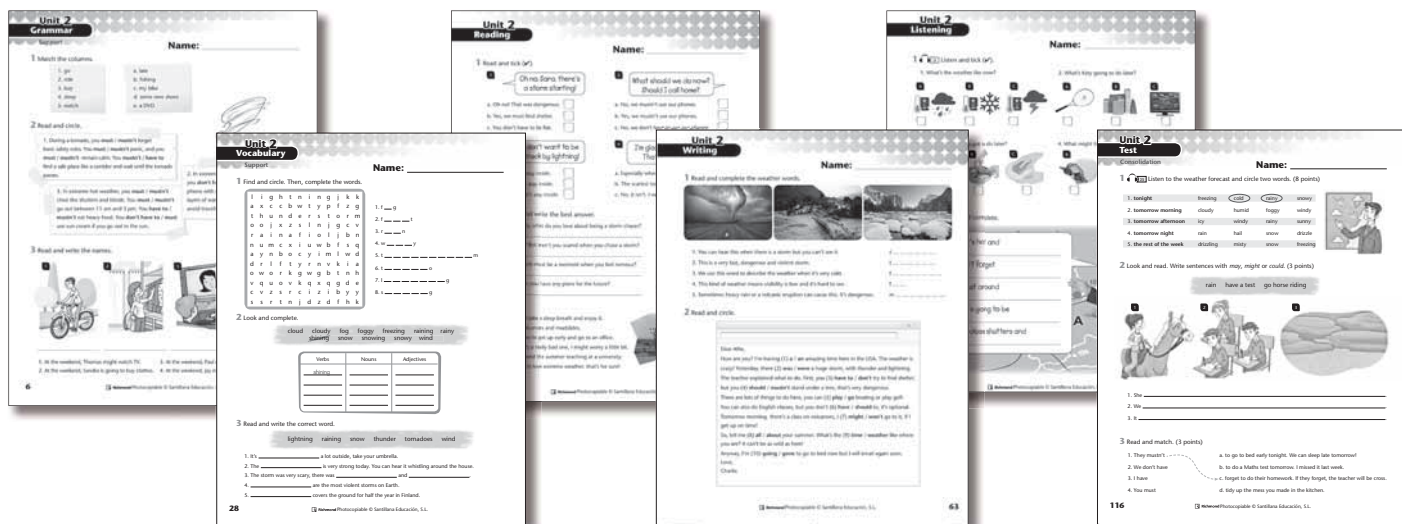
The support material is referenced in every unit and lesson.

The Key Competences are listed for each unit.

The Activity Book answers are available at the end of each lesson. Activity book transcripts are available at the end of the Teacher's Book.

Teacher's Resource Material

The **Teacher's Resource Material** provides a wealth of photocopiable resources which supplements the **language and skills** covered in the Student's Book and is available on the website. It includes **Grammar, Vocabulary, Reading, Writing, Speaking and Listening worksheets** for every unit, three **Festival worksheets** and **Tests** (Diagnostic, Unit, End of term and End of year). Both the Language worksheets and Tests are presented at **two levels** to suit different abilities within the class. There are also suggestions for the ideal moment to use each worksheet.



Teacher's Audio Material

The pack includes 2 audio CDs:

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



Flashcards and Word Cards

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

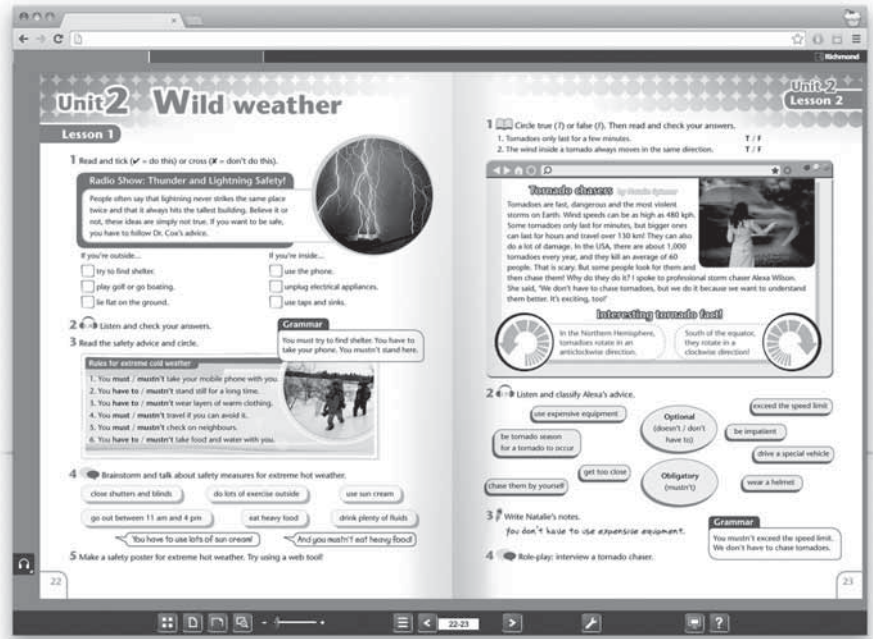


Go Digital!

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

Digital Book

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

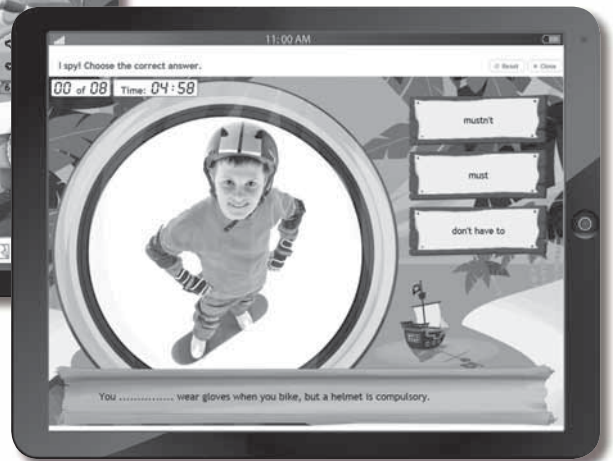


The Young Achievers Game

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



It also includes the **Webquest** challenge.



Key Competences for Lifelong Learning

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

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

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

LC



Linguistic competence

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

MST



Mathematical competence and basic competences in Science and Technology

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

DC



Digital competence

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

SCC



Social and Civic competences

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

CAE



Cultural awareness and expression

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

LL



Learning to learn

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

IE



Sense of initiative and entrepreneurship

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

Activity Bank

Classroom Dynamics

Start as you mean to go on

The beginning of the class is a key time for promoting a caring environment in your class. Have a mini conversation with a couple of children while the rest of the class are listening, ask about their family, likes and dislikes and so on. This allows everyone to learn more about each other and as you show a genuine interest in each child you will establish immediate rapport with all the children.

Birthdays

This is often the most important event in a child's calendar and offers a great opportunity to show that we value them. It is a good idea to keep a birthday chart on the classroom wall. Make sure not to forget those children whose birthdays are in the holidays or on non-school days.

Your voice

This is your most powerful teaching tool. How you use your voice is key to getting the children's attention and holding their interest but it also gives strong messages about how you feel about them as a class and as individuals. Every time you talk to your class or the individuals in it, you are providing a model of how you want them to talk to each other.

It costs nothing to be polite

Hello, goodbye, please and thank you are so easy to learn and are important markers of respect. If you insist on using these conventions you will promote mutual respect among your students.

Humour

Noticing the funny side of things and encouraging shared laughter (not at anyone's expense) will help create a much happier classroom environment.

Grouping

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

Roles and responsibilities

Most children value being given responsibility, this can be as simple as handing out pencils. These roles show that you trust the child to act responsibly. Although assigning tasks can be seen as a reward, it is important to make sure that all the children get the chance to step up as helpers.

Choice

Offer children choices wherever possible as it will give them a greater sense of ownership in the class and it also helps establish a culture of negotiation. For young learners, this can be as simple as choosing the song or story, but can be built on throughout the course to promote more autonomous learning.



Classroom display

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

Class Rules

Your children are more likely to abide by class rules if they feel some ownership of them. They will be well aware of how they should behave in class. Drawing up a list of class rules is a great way to bring the class together and to get them to think about how it affects them as individuals when others do not respect each other or the space they are sharing. It is also a good reference point throughout the year and can be pointed out at any point.

Stories that teach

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

Assessment

Observation

Observing children in class and making regular notes on their development can complement more formal assessment techniques, and help build a more complete picture of each child. Keep on-going notes in a notebook with a page (or pages) for each child. It is hard to observe all the children on a regular basis, so try focusing on two or three children each lesson or week. Alternatively, choose a specific area of language learning to observe each week.

Portfolios

A portfolio is a collection of each child's work from over the course of a term or school year. It is useful as an assessment tool as we can observe a child's progress in their written work throughout the year. It can also be a starting point for one-to-one interviews with children to talk about their learning and progress.

Self-assessment

Self-assessment activities can give teachers useful information about how children learn best, how they feel

about their progress and what they enjoy about learning English. Self-assessment can take many different forms. To look at learning strategies, how about preparing a questionnaire about the activities that help children learn new words?

I learn new words by ...

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

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

Making the most of the register

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

Attention to Diversity

Thinking time

To include everyone when answering questions, tell children to stay quiet and put up their hands when they have an answer so everyone has time to think. Alternatively, have a pot of name cards and take names at random to answer questions so that all the children have a turn.

Praise

Praise all the children, not just for the standard of their work, but for making an effort, showing improvements or helping others. Be enthusiastic and try to give helpful feedback too. For example, *That's great! Your writing is very clear and neat, it helps me to read it.*

Working in pairs and groups

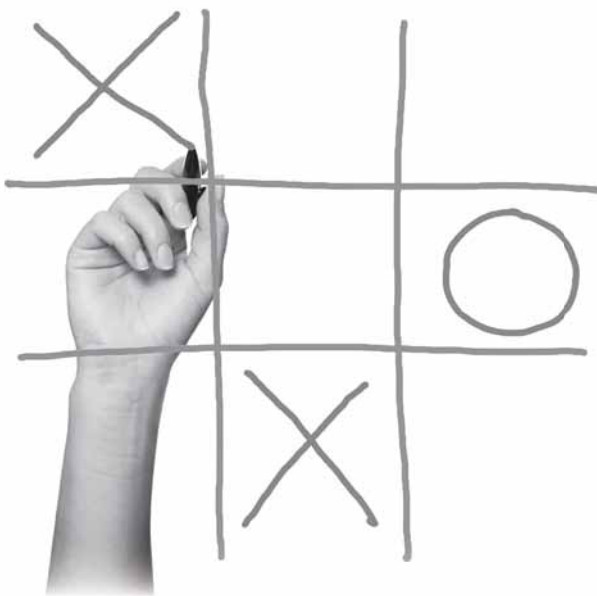
Organise groups in a variety of ways depending on the activity. Mixed-ability groups work well, for example, while playing a game and remember weaker children can often learn more from a fellow classmate. For other activities, it can be more productive to group stronger children together while you give more attention to a weaker group. Try to avoid having an identifiable group where weaker children are always together.

Accessible learning

Make instructions and tasks accessible to all the children. Some children benefit if you accompany instructions with gestures or pictures or if you show them a finished example. Demonstrate tasks as much as possible and provide visual references, for example, display a poster or put up flashcards.

Fast finishers

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



Flashcards Games

Mime game

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

Pelmanism on the board

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

Read my lips!

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

What's the word?

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

Easy maths

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

Vocabulary Games

Noughts and crosses

Draw a three-by-three grid on the board. Divide the class into two teams and assign noughts to Team A and crosses to Team B. Ask Team A a vocabulary question, if they answer correctly they draw a nought in a square. Then Team B has a turn. The winner is the first to draw three noughts or crosses in a row.

Word tennis

Divide the class into two teams. Choose a category (*transport*) and ask Team A to say a transport word. Team B have five seconds to say a different word, then Team A have five seconds to say another word and so on. If they cannot think of a word in five seconds or if they repeat a word, then the other team win the point.

Mr Green likes

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

12 Letters

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

Change places

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

Basketball

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

Stop the bus!

Divide the class into teams and give each team a piece of paper. Write these category headings on the board: *Food, Animals, Sport, Verbs*. Say a letter (G) and ask the teams to write a word for each category on their piece of paper (*Grapes, Giraffe, Golf, Go*). The first team to write four words, calls Stop the Bus! and wins a point.

Grammar Games

Sentence Pictionary

Write some sentences on pieces of paper: *I don't like spiders*. Divide the class into teams and invite a volunteer to the front. Give the volunteer a sentence and ask them to draw a picture of it. The teams try to guess the sentence for a point.

What's the missing word?

Divide the class into teams and give each team some pieces of paper. Write a sentence on the board with a missing word: *My sister ... like cheese*. Give the teams 20 seconds to decide the missing word and write it on the paper. Tell the teams to hold up their paper slips and give points to teams with the correct word.

Throw the ball

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

20 Questions

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



Odd word out

Divide the class into teams. Say four words: *eagle, parrot, ostrich, owl*. Ask each team to choose the odd word out and give a reason to win a point: *Ostrich, because ostriches can't fly. Owl, because owls wake up at night.*

Can you remember?

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

Songs and Chants

Actions

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

Clap the rhythm

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

Echoes

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

Extra words

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

Answer back

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

Correct the mistakes

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

Disappearing lyrics

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

Extra verses

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

Match the rhymes

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

Predictions

As a lead-in to the song or chant, and with books closed, write up a few key words from the lyrics on the board and ask children to predict what the song is about. Also get them to suggest other words that might be in the song. Finally, listen to the song to see which predictions were correct.

Running dictation

Print the words of a new song and pin it up outside the room or in a part of the room where it can't be easily accessed. Divide the class into groups. For each group, there are 'runners' who go up to the sheet of paper and memorise the first line (or as much as they can). They come back and whisper it to the rest of their team who write it down. The first team with the most correct version of the lyrics wins. Although the activity is called 'running' dictation, the idea is *not* to run but to train children to move quietly and carefully around or in and out of the classroom. It also gets them to think about how dangerous it is to leave bags lying around on the floor! Make sure that you penalise groups that are too noisy or do not respect each other or the space.

Transitions

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

What comes next?

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

Showtime!

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

Narratives

Making mistakes

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

Story quiz

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

Who am I?

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

What if... ?

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

Character profiles

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

Before and after

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



Unit	Vocabulary	Grammar
0 Welcome! page 4	Jobs Question words Countries and cities Food Planets	Ability: <i>can, can't, could, couldn't</i> Advice: <i>should, shouldn't</i> Present simple and continuous Past simple and continuous Present perfect Comparatives and superlatives Predictions: <i>will, won't</i> Obligation: <i>must, mustn't</i> Indefinite pronouns: <i>-body, -thing, -where</i>
1 Rome page 10	Ancient Rome: <i>aqueduct, arch, architect, ceiling, chariot, civilisation, Colosseum, democracy, dome, emperor, founding, Latin, legend, gladiator, pipe, race, Remus, Romulus, she-wolf, stadium</i> Sequencers: <i>before, after, after that, finally, first, while</i>	Question words: <i>how, what, when, where, who, why</i> Past simple with <i>after</i> and <i>before</i> Interrupted past with <i>while</i> and <i>when</i> Past simple <i>Wh-</i> questions Defining relative clauses: <i>who, that, where</i>
2 Wild weather page 22	Weather: <i>chase, fog, freeze, frost, icy, lightning, shelter, thunder, thunderstorm, tornado, visibility</i> Word formation: <i>rain, rainy, raining</i> Planets	Obligation, lack of obligation and prohibition: <i>must, not have to, mustn't</i> Speculation: <i>might, may, could</i> Future plans with <i>going to</i>
page 34	Language fun! Units 0-2	
3 Space travel! page 36	Space: <i>astronaut, diameter, Earth, gravity, Jupiter, Mars, Mercury, meteor, Moon, Neptune, Saturn, spaceship, stars, Sun, Venus</i> Large numbers: <i>twelve thousand, seven hundred and fifty-six; seven hundred and seventy-eight million</i>	Predictions with <i>will, won't</i> and <i>might</i> Future plans with <i>will</i> and <i>going to</i> Present continuous for arrangements Punctuation
4 We can do it! page 48	Experiences: <i>climb, direct, eat, find, fly, go, learn, plant, raise, ride, visit, watch, win</i> Adjectives: <i>aggressive, annoyed, bored, calm, energetic, excited, happy, proud, sad</i> Types of music: <i>blues, classical, country, hip-hop, jazz, rock</i> The circus: <i>clown, juggle, make-up, stilts, swing, tightrope, trapeze, unicycle</i>	Present perfect and past simple Present perfect with <i>since</i> and <i>for</i> Present perfect with <i>already, yet</i> and <i>just</i>
5 Super cities page 60	Large numbers Countries and cities Buildings: <i>height, length, location, storey</i> Adjectives: <i>bad, beautiful, cheap, clean, cold, expensive, fast, good, high, large, noisy, old, polluted, quiet, short, spectacular, strong, tall</i>	Comparatives and superlatives Quantifiers: <i>enough, a little, a few, a lot of, many, much</i> <i>There is / There are</i>
page 72	Language fun! Units 0-5	
6 Cool technology! page 74	Adjectives: <i>big, ecological, expensive, heavy, hot, noisy, portable, tall, useful, wide</i> Technology and inventions: <i>bicycle, computer, electricity, film, hot-air balloon, Internet, keyboard, mobile phone, paper, radio, recycling, robot, satellite, steam train, toothbrush, underground, wheel</i> Sequencers: <i>first, then, next, after that, finally</i>	Questions with <i>How</i> + adjectives Present and past passive
7 Time detectives page 86	Archaeology: <i>bone, CAT scan, cave, chemistry, DNA, drawings, paintings, palace, ruins, site, treasure, X-rays</i> Egyptology: <i>curse, hieroglyphic, mummy, pharaoh, tomb</i>	Zero conditional First conditional
8 Telling tales page 98	Myths, legends and fairy tales: <i>beast, beauty, character, chariot, Cinderella, clever, creation, dove, dwarf, Emperor, fairy, helmet, monster, race, Snow White, thieves, trick, UFO, vampire, werewolf, Wicked Queen, wings</i> Gods and goddesses of Ancient Rome and Greece: <i>Apollo, Deucalion, Jupiter, Mercury, Minerva, Pyrrha, Venus, Zeus</i>	Reported speech with <i>say</i> Reported commands with <i>tell</i>
page 110	Language fun! Units 0-8	
page 112	Achieve more! Units 1-8	

Functions	Phonics for pronunciation	Achieve!
		Culture
Asking and answering about the holidays Describing what people were doing in the past Asking and answering about experiences: <i>Have you visited another country? Where did you go?</i> Making comparisons Making predictions and agreeing or disagreeing with them		
Telling stories: <i>I was sitting in the stadium when I fell asleep. Then...</i> Writing a tourist pamphlet for your town or city Writing a report about a special trip, excursion, visit or weekend	<i>ie / ei</i>	CLIL: Roman civilisation Michelangelo
Talking about safety measures: <i>You have to use lots of sun cream! And you must wear sunglasses! You mustn't stand still for a long time.</i> Talking about future plans: <i>What are you going to do tomorrow morning? I'm not sure. I might get up late.</i>	<i>I / ll</i>	CLIL: Volcanoes The wettest place on Earth
Making predictions: <i>They will radio for help. They won't run. They might stand still and wait.</i> Making plans: <i>I'm going to India in the summer. I won't go to the party tonight. I'll help you with your homework.</i> Making arrangements: <i>What are you doing on Saturday afternoon? I'm watching the Robot Races. Me too! We can go there together.</i> Writing an e-mail	<i>r / rr</i>	CLIL: The Bedouin Space tourism
Talking about experiences: <i>Have you ever acted in a play? What play did you act in? I've already won a chess game. I haven't written a novel yet. I have just learnt to juggle balls.</i> Expressing the duration of experiences: <i>I've played the piano since 2007. I've had my MP3 player for eight months.</i> Writing an e-mail	<i>oy / oi</i>	CLIL: Classical music: Changing lives Surviving at sea
Making comparisons and agreeing or disagreeing with them: <i>The Great Wall of China is the oldest structure. I think that The Great Wall of China is more spectacular than Burj Khalifa.</i> Describing problems about a place and suggesting solutions: <i>There's too much rubbish in our neighbourhood. There should be more rubbish bins in the streets.</i>	<i>eer / ear / ier / ere</i>	CLIL: The history of cities Super cities of the future
Asking about the characteristics of an object: <i>How heavy is it?</i> Describing events and processes in the present and the past: <i>Then air is blown into the glass. The first ever robot was invented by the Ancient Greeks. Where was the first underground built?</i>	<i>s / z</i>	CLIL: Nikola Tesla Recycling
Talking about general truths or facts: <i>When they dig, they don't do it quickly.</i> Making predictions about specific possible situations: <i>What will happen if you go to bed late? I won't wake up in the morning.</i> Making a tourist brochure	<i>s / ss / ce / z / zz</i>	CLIL: The mystery of the Tollund man The Rosetta Stone
Inventing a mythological god or goddess: <i>She said she was the goddess of peace.</i> Giving and reporting commands: <i>David told me to say the alphabet backwards.</i> Identifying the characters, plot, conflict and climax of a story Writing a fairy tale Inventing a modern myth	<i>im / in</i>	CLIL: Myths: Explaining our world Modern-day myths and legends

Unit 0

Welcome!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Ability: <i>can, can't, could, couldn't</i> • Advice: <i>should, shouldn't</i> • Present simple and continuous • Past simple and continuous • Present perfect • Comparatives and Superlatives • Predictions: <i>will, won't</i> • Obligation: <i>must, mustn't</i> 	<ul style="list-style-type: none"> • Jobs • Question words • Countries and cities • Food • Planets • Holiday activities • Indefinite pronouns 		

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To review Present perfect • To review Past simple • To review Past continuous • To review Comparative and Superlative adjectives • To review <i>will/won't</i> for predictions • To review modals for ability: <i>can, can't, could, couldn't</i> and advice: <i>should, shouldn't</i> • To review modals for obligation: <i>must, mustn't</i> 	<ul style="list-style-type: none"> • To discuss holiday activities • To describe past experiences • To discuss past experiences • To make comparisons • To make predictions
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To review jobs, countries, cities, food, planets • To review holiday activities • To review adjectives • To review indefinite pronouns: <i>-body, -thing, -where</i> 	

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To introduce oneself • To ask and answer questions using a variety of structures in order to find out information about a classmate • To talk about age, likes/dislikes, family, routine • To describe different items using Comparatives and Superlatives • To make predictions based on personal opinions 	<ul style="list-style-type: none"> • To identify and understand target language in order to select the correct words
Listening	Writing
<ul style="list-style-type: none"> • To understand and recognise target language in order to complete an activity • To identify future predictions based on the pictures provided 	<ul style="list-style-type: none"> • To write and answer questions using the target grammar • To write a description about your partner's experiences using Present perfect

Assessment criteria

- Check children can identify, understand and produce language for ability, advice, Present simple and continuous, Past simple and continuous, Present perfect, Comparatives and Superlatives, predictions, obligation and indefinite pronouns.
- Check children can identify, understand and produce jobs, question words, countries and cities, food and planets.
- Check children can ask and answer about the holidays, describe and discuss past experiences, make comparisons, make predictions and agree or disagree on them.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
Diagnostic test, pages 110-111: Lesson 6
- **Extra**
Poster paper Slips of paper for name tags
Sheets of paper Dice

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to ask and answer questions about the holidays and to describe what people were doing in the past. Children learn to make comparisons, to make predictions and to agree or disagree about them. (SB pp 5, 6, 7, 8 & 9)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. (SB pp 7 & 8)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition.



Social and civic competence

Children learn to participate in an effective and constructive way in social life.



Cultural awareness and expression

Children learn to use and appreciate ways of expressing ideas, experiences and emotions and to understand their own culture and diversity in the world. (SB pp 5 & 6)



Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning. (SB p 4)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and independence. (SB p 8)

Unit 0

Lesson 1 - SB Page 4

Objectives

Language

Grammar

- Review: question formation, past modal of *can*, Present perfect

Functions

- Review: jobs, countries, cities, food, planets

Skills

Speaking

- Do a quiz

Materials

- Digital Book
- Slips of paper for name tags

Assessment criteria

The overall purpose of this unit is to review and consolidate language seen previously. Monitor carefully and incorporate as much repetition and drilling as necessary.

Warmer

Introduce yourself: *Hello, my name's... and I love...* Write your name on the board. Ask individual children: *What's your name?* Respond: *Hello (Maria). Nice to meet you.* Children mingle and introduce each other: *Hello, my name's Marcus. I love football. Nice to meet you. What's your name?* Distribute slips of paper, one for each child. Allow children to create their own name tags, adding drawings if they wish.

Lead-in

On the board create a mind map with all the topics covered in Book 4. Elicit the following: *jobs, countries, cities, food, planets* and elicit an example of each.

1 Children read and answer.

Answers *Child's own answers*

Optional extra: Divide the class into teams and do the quiz as a class competition. For each 'round' dictate the instruction and allocate one minute for children to write down the answers in their team. Monitor and check children's answers for accurate spelling and grammar. For each question ask the winning teams to call out their answers whilst the others copy down any items they did not get.

Wrap up

Children copy the mind map from the lead-in in their notebooks and complete the categories with the words from activity 1.

Initial evaluation

Monitor carefully during activity 1 to gauge how well children handle grammar and vocabulary.

At home

Activity Book - page 4

Answers

- 1 Jobs: explorer, magician, athlete; *Child's own writing*
Animals: camel, alligator, whale; *Child's own writing*
Food: spices, popcorn, hot dog; *Child's own writing*
Clothes: helmet, uniform, pads; *Child's own writing*
- 2 *Child's own writing*

Lesson 2 - SB Page 5

Objectives

Language

Grammar

- Review: Past simple and Past continuous

Vocabulary

- Holiday activities

Functions

- Discuss holidays in the past

Skills

Speaking

- Ask and answer questions using a variety of structures in order to find out information about a classmate
- Talk about age, likes/dislikes, family, routine
- Discuss holidays in the past

Writing

- Write and answer questions using the target grammar

Materials

- Digital Book

Attention to diversity

This lesson relies on children's knowledge of question formation. It also deals with the Past simple and continuous. You may remind children of the difference between the two tenses in terms of use and form.

Warmer

Create a holiday mind map on the board with the following categories: *places/accommodation/transport/activities*. Elicit items for each category, for example, *places: beach; accommodation: campsite; transport: plane; activities: go swimming*.

Lead-in

Use the mind map to elicit statements about the children's summer holidays, e.g. *I went to the beach*.

1 Children read the answers and write the questions.

Answers 2 Who did you go with? 3 Did you go by plane/Did you go by train? 4 Did you speak Portuguese? 5 Where did you stay? 6 Did you have fun?

Optional extra: For question 6, write on the board *Did you...?* and tell children to ask five more questions about their partners' holidays.

2 Children ask and answer with a partner about their summer holidays.

Optional extra: Children write notes about what their partner tells them about their holidays and use their notes to report their findings, e.g. *Patricia went to a beach in Brazil. She went with her parents and sister, etc.*

3 Children answer the questions.

Answers *Child's own writing*

Optional extra: Elicit the two tenses in the unit: Past simple/Past continuous. Elicit the differences in use.

4 Children ask and answer about what they were doing yesterday at 5 o'clock.

Answers *Child's own answers*

Optional extra: Individually children draw three more pictures of activities and in pairs they take turns to ask and answer questions: *What was (s)he/were they doing...?*

Wrap up

Draw up a class poll on children's holidays. Draw a table on the board:

car/bus/train/ plane	beach/mountain	hotel/campsite/ other	swimming/ sightseeing/ other
car: 111	beach: 111		
train: 111	mountain: 111		

Get the results from the questionnaire done in activity 2 and tally up the number of communal activities in the table. Then, summarise the results as a class, e.g. *Two people went to the beach*.

Continuous assessment

Write the following sentences on the board and ask children to choose the correct form:

1. This time last week I *was swimming / swam* in the sea.
2. We *didn't go / weren't going* to the cinema last night.
3. When I was three, I *wasn't speaking / couldn't speak* French.
4. I *slept / was sleeping* when you called.

At home

Activity Book - page 5

Answers

1 *Child's own writing*

2 1 He was in a taxi. 2 He was working. 3 He was alone. 4 He was celebrating a friend's birthday at a restaurant. 5 *Child's own answer*

- **Optional extra:** Children write six sentences about the results from the class poll.

Lesson 3 - SB Page 6

Objectives

Language

Grammar

- Review: Present perfect
- Present perfect and Past simple

Vocabulary

- *go parachuting, climb a mountain, ride an elephant, build a tree house, sleep outside, go waterskiing, go canoeing*

Functions

- Talk about past experiences

Skills

Speaking

- Ask and answer questions in order to reinforce target language

Writing

- Write a description about your partner's experiences using Present perfect

Materials

- Digital Book
- Audio CD 1
- Sheets of paper

Warmer

Write five sentences using Present perfect about your past experiences on the board. One should be false. Include some of the vocabulary from Lesson 3, e.g.:

1. *I have ridden on the back of a Harley Davidson.*
2. *I have eaten frog legs.*

Children decide in pairs which one is false.

Lead-in

Children do a *Describe and Draw* activity with the pictures from page 6. Divide children into pairs: A and B. Child A describes a picture from the book for child B to draw in their notebook. Pre-teach any unknown items, e.g. *treehouse, water ski, canoe, parachute.*

1 Children listen and tick (✓) what Rebecca has done.

Answers pictures 1, 3, 6, 7, 8

Audio CD 1



Interviewer: I'm here with Rebecca Palmer. She's only 18 but has already had a very exciting life. Hi Rebecca.

Rebecca: Hello.

I: I know you have done lots of interesting things.

R: That's right. I have done all kinds of fun things.

I think it's important to enjoy your life.

I: So tell me. Have you ever been parachuting?

R: Yes I have. I have done it about 12 times!

I: Wow! Have you ever climbed a mountain?

R: No I haven't but I am going to climb Mount Kilimanjaro next year.

I: That's great. And what else have you done?

R: Well, I have ridden an elephant; I did that in India. That was fun!

I: Have you been to any other countries?

R: No, I haven't. But I want to travel the world.

I: Have you ever slept outside?

R: Yes, lots of times! I have built a tree house in my garden, so I can sleep in a tree!

I: What other exciting things have you done?

R: Well, I've been water skiing and canoeing lots of times.

I: Amazing. You do like to have fun!

Optional extra: In pairs, children say which activities they have done from activity 1 and which activities they would like to do.

2 Children ask and answer the questions with a classmate.

Answers *Child's own answers*

Optional extra: Tell children to think of 3 more questions to ask their partners, who should, in turn, answer them.

3 Children complete the information about their partner.

Answers *Child's own writing*

Optional extra: Ask volunteers to read their descriptions to the rest of the class, but not to say the name. The rest of the class must guess who is being described.

Fast finishers

These children write activity 3 about themselves.

Wrap up

Draw a *Noughts and Crosses* grid on the board with nine squares (numbered one to nine). In each square, write the following clues:

1. *swim / Present perfect / ?*
2. *go / Past simple / +*
3. *win / Present perfect / -*
4. *ride / Past simple / ?*
5. *visit / Present perfect / +*
6. *see / Past simple / -*
7. *eat / Present perfect / +*
8. *dive / Present perfect / -*
9. *climb / Past simple / ?*

Divide the class into two teams: X and O. A child from team X chooses a number. The team write the full form and a child from the group comes to the board and writes the sentence in the correct square. If correct, draw an X in the space. Repeat with team O. The first team to get three X's or three O's in a row vertically, diagonally or horizontally wins.

Continuous assessment

Read the children's descriptions in activity 3 to check how they use of the target grammatical items.

At home

Activity Book - page 6

Answers

- 1 1 Yes, she has. 2 She ate at Vicky's house on Friday.
3 Yes, she has. 4 She went horse riding with her dad.
5 Yes, she has. 6 She went to the cinema with her mum.
- 2 Child's own writing

Lesson 4 - SB Page 7

Objectives

Language

Grammar

- Review: Comparative and Superlative forms

Functions

- Adjectives: *bad, dangerous, delicious, fast, good, healthy, interesting, scary, tall, young*

Skills

Speaking

- Describe different items using Comparatives and Superlatives

Listening

- Understand and recognise target language in order to complete an activity

Materials

- Digital Book
- Audio CD 1

Attention to diversity


The Comparative and Superlative structures are often confused in terms of form. Allow for plenty of written as well as oral practice to ensure children can use the structures accurately.

Warmer

Children write a list of categories they learnt the previous academic year. On the board, write out the alphabet and elicit a topic for each letter, e.g. A: *animals*.

Lead-in

Play *Hangman* with the following superheroes: *Superguy* and *Wondergirl*. Elicit the special powers they have and brainstorm more superheroes and their individual powers.

1  Children listen and circle.

Answers **Superguy:** Height: 2 m, Age: 35, Run: 60 kph, Fly: 130 kph **Wondergirl:** Height: 1.90 m, Age: 31, Run: 70 kph, Fly: 100 kph **Captain Power:** Height: 1.80 m, Age: 33, Run: 80 kph, Fly: 120 kph

Audio CD 1



Superguy is the tallest of the three. Wondergirl is taller than Captain Power.
Wondergirl is the youngest. Superguy is the oldest.
Wondergirl can run faster than Superguy but Captain Power is the fastest.
Superguy can fly faster than the other two. Captain Power can fly faster than Wondergirl.

2 Children look and compare the pictures.

Answers Child's own answers

Optional extra: Elicit the categories of words from activity 2: *animals, food, school subjects*. Individually, children think of three more items for each of the categories. Then they swap the words with their partner and their partner writes three sentences using Comparatives/Superlatives.

Fast finishers

These children write more sentences in the Comparative/Superlative form using their own ideas/words.

Wrap up

Individually children create a name for a superhero. They write information under the headings: **height/age/run/fly** as in activity 1. With their partner they compare their superheroes and report back to the class, e.g. *Waterman is faster than Airman*.

Continuous assessment

Ask children to write five sentences comparing their superheroes in the wrap up activity. Then they exchange their writing piece with another pair and check for mistakes.

At home

Activity Book - page 7

Answers

- 1 (left to right) 6, 3, 5, 4, 2, 1
2 1 b 2 a 3 c 4 c 5 a 6 b
3 Child's own writing

Objectives

Language

Grammar

- Review: *will/won't* for predictions

Vocabulary

- *extinct, insert, rising sea levels*

Functions

- Make predictions

Skills

Speaking

- Make predictions based on personal opinions

Listening

- Identify future predictions based on the pictures provided

Reading

- Make sentences about future predictions

Materials


- Digital Book
- Audio CD 1
- Poster paper

Warmer

Brainstorm areas for predictions: *animals, the environment, space/planet, technology, homes, economy, sports, transport, etc.*

Lead-in

Elicit some examples of predictions based on the topics brainstormed in the warmer, e.g. *People will travel to the Moon on holiday.*

- 1**  **1.3** Children listen and tick (✓) what will happen in the future.

Answers wedding, car, money, football team

Audio CD 1



I can see an interesting future for you. You are very lucky. You will play football for a top team for many years, and you will be very famous. You will drive beautiful cars, but you won't drive motorbikes. You are a very good person. When you stop playing, you will give away lots of money and you will help other people. You will get married, but you won't have any children.

Optional extra: In pairs, children make predictions about their futures.

- 2** Children read and match the predictions for the year 2100.

Answers 1 on Mars. 2 much warmer. 3 extinct. 4 electric cars. 5 inserted in our brains. 6 to the future. 7 at home. 8 rise.

Optional extra: Individually, children rank these predictions in order of probability. Number 1 will be what they consider most likely. Children then compare their ideas with their partner.

- 3** Children agree or disagree about the predictions for 2100.

Answers *Child's own answers*

Optional extra: Summarise the results from activity 3 on the board. Count the number of children who agree on each prediction. The most popular prediction can be written on a poster and displayed in the classroom.

Wrap up

With books closed, write up the following key words on the board: *extinct, electric cars, at home, on Mars, warmer, rise, inserted in our brains*. Elicit some examples of full sentences and substitute with new items, e.g. *Elephants will become extinct.*

Continuous assessment

Children play *Pictionary* with words seen so far in the unit. Each child chooses three words in secret and writes them in their notebook. In groups of three, one child begins to draw and the others guess what they are drawing. The child who guesses correctly takes the next turn to draw. Set a time limit for this game.

At home

Activity Book - page 8

Answers

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

• **Optional extra:** Children write 50 words to summarise the predictions they made in activity 3.

Lesson 6 - SB Page 9

Objectives

Language

Grammar

- Review modals for ability: *can, can't, could, couldn't* and advice: *should, shouldn't*
- Review modals for obligation: *must, mustn't*
- Review tenses

Vocabulary

- Indefinite pronouns: *-body, -thing, -where*

Skills

Reading

- Identify and understand target language in order to select the correct words

Materials

- Digital Book
- Teacher's Resource Material
- Dice

Attention to diversity

This lesson covers different types of modals and tenses. As there is a lot to revise, assess the children's knowledge of these grammatical areas and re-teach them in future lessons for further consolidation.

Warmer

Write prompts on the board:

Every Saturday I... *I have never...*
I usually... *Last weekend...*
At the moment I'm... *At school, you mustn't...*

Children complete the sentences about themselves.

Lead-in

Elicit the school rules and write them on the board. Write the following example: You *must / mustn't* run in the corridor. Ask children which modal is more suitable. Elicit other examples with previously brainstormed items.

1 Children read and circle the correct words.

Answers 1 can, couldn't, can 2 mustn't, shouldn't, must, should 3 anything, somewhere, everybody

Optional extra: Ask children to write something for each of the following:

- Something you couldn't do when you were two.
- Something you can do very well now.

- Something you mustn't do in a museum.
 - Something you should do when you have a new classmate.
 - Somewhere you would like to go to this weekend.
- Children compare what they have written with a classmate.

2 Children read and complete the sentences.

Answers 1 eating 2 ate 3 eat 4 played 5 played 6 playing 7 writes 8 written 9 wrote

Optional extra: Elicit the tenses and write them on the board: *Present simple, Present continuous, Present perfect, Past simple*. Children copy the tenses down in their notebooks with the examples from activity 2, e.g. *present simple: I don't usually eat chocolate. My mum writes e-mails at the weekends.*

Wrap up

Give each pair of children a die. On the board write:

- Routine
- Action now
- Definite past action
- Experience
- can/can't
- must/mustn't

Children take turns to throw the die and make a sentence according to the number of the die, for example if they roll a 5 they make a sentence using *can/can't*.

Final evaluation

Teacher's Resource Material: Diagnostic test

At home

Activity Book - page 9

Answers

1

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

2 could 3 should 4 shouldn't 5 mustn't 6 must 7 everybody 8 anywhere 9 nothing 10 anything 11 eat 12 eating 13 ate 14 eaten

Unit 1

Rome

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Question words: <i>How, What, When, Where, Who, Why</i> • Past simple with <i>after</i> and <i>before</i> • Interrupted past with <i>while</i> and <i>when</i> • Past simple <i>Wh-</i> questions • Defining relative clauses: <i>who, that, where</i> 	<ul style="list-style-type: none"> • Ancient Rome: <i>aqueduct, arch, architect, ceiling, chariot, civilisation, Colosseum, democracy, dome, emperor, founding, Latin, legend, gladiator, race, Remus, Romulus, she-wolf, stadium</i> • Sequencers: <i>before, after, after that, finally, first, while</i> • Other: <i>basket, citizen, government, legend</i> 	<ul style="list-style-type: none"> • Phonics: <i>ie</i> and <i>ei</i> sounds 	<ul style="list-style-type: none"> • Past simple and Past continuous

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use regular and irregular Past simple forms with <i>before</i> and <i>after</i> • To describe interrupted past using <i>while</i> and <i>when</i> • To practise narrative tenses using Past simple and Past continuous and sequencers • To practise using relative pronouns <i>who, that</i> and <i>where</i> to define people, places and things 	<ul style="list-style-type: none"> • To tell a story • To write a touristic brochure for a town or city • To write a report about a special trip, excursion, visit or weekend • To describe a terrible day
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify verb and noun collocations • To identify and understand incidental vocabulary in stories • To understand and produce language related to a trip to a museum, a memorable trip, a day in the countryside, a visit to the zoo or a special weekend 	<ul style="list-style-type: none"> • To highlight and practise the pronunciation and spelling of words containing <i>ie</i> and <i>ei</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To retell a story using pictures as a guide • To invent a legend/narrative using the target language • To take part in a role-play with a partner • To describe similarities between modern day civilisation and ancient Rome 	<ul style="list-style-type: none"> • To read and follow a simple story and text • To demonstrate comprehension by identifying correct options, answering questions and ordering the events of a story • To demonstrate comprehension by completing definitions with information from the text
Listening	Writing
<ul style="list-style-type: none"> • To demonstrate comprehension by underlining the incorrect information and completing gaps • To follow a narrative • To identify the target language in a dialogue and correct spelling 	<ul style="list-style-type: none"> • To use the target language to write a brochure about a city or town • To use target language to write a report • To write a diary entry

Assessment criteria

- Check children can identify, understand and produce question words, past simple with *after* and *before*, interrupted past with *while* and *when*, past simple *Wh-* questions and defining relative clauses.
- Check children can identify, understand and produce Ancient Rome vocabulary and sequencers.
- Check children can tell stories, write a touristic brochure about their town or city and write a report about a special trip, excursion, visit or weekend.

Materials

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

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



LC

Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to tell stories and learn to write a travel brochure and a report. Children learn and practise grammar rules, vocabulary and phonics for pronunciation. (SB pp 11, 12, 13, 14, 15, 16 & 17)



MST

Mathematical competence and basic competences in Science and Technology

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



DC

Digital competence

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



SCC

Social and civic competence

Children learn to participate in an effective and constructive way in social life. (SB p 14)



CAE

Cultural awareness and expression

Children learn to use and appreciate ways of expressing ideas, experiences and emotions and to understand their own culture and diversity in the world. (SB pp 10, 12, 16, 17, 18 & 19)



LL

Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning. (SB pp 10, 11, 15, 16, 18 & 20)



IE

Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 10, 12, 13, 19 & 21)

Unit 1

Lesson 1 - SB Page 10

Objectives

Language

Grammar

- Past simple with *after* and *before*

Vocabulary

- *basket, fight, legend, ruler, shepherd, she-wolf, shore, twin boys*

Skills

Speaking

- Retell a story using pictures as a guide
- Invent a legend using the target language

Reading

- Read and follow a simple story
- Put the story in order
- Demonstrate comprehension by circling the correct option

Materials

- Digital Book
- Audio CD 1
- A soft ball

Attention to diversity

Pre-teach key vocabulary, give contextualised examples to convey meaning.

Warmer

Write *ROME* on the board and ask children to provide words/ideas related to Rome. Jot them down and come back to them at the end of the lesson.

Lead-in

Pre-teach or check *basket, fight, ruler, shepherd, shore, twin boys* and *she-wolf* and write them on the board.

1 Children look, read and order.

Values: Tell children that they are going to learn about ancient Rome in this unit. Highlight the value of studying and learning about our past and the importance of history in our lives.

Answers 1 A princess called Rhea... 2 Her uncle discovered... 3 The boys lived with... 4 The young men returned... 5 They had a big argument... 6 Romulus named the city...

2 Children read and circle.

Answers 1 after 2 before 3 after 4 after 5 after

3 Children invent a legend about the founding of another city.

Answers *Child's own answers*

Fast finishers

These children retell the legend of Romulus and Remus using the pictures in the book as a guide.

Wrap up

Children write six sentences in their notebooks about activities they did yesterday, using *before* and *after*.

Initial evaluation

Children prepare a short role play depicting the founding of their own city. Invite groups to the front of the class to act out their role plays for the class.

At home

Activity Book - page 10

Answers

- 1 find; found - throw; threw - decide; decided - live; lived - become; became - kill; killed - discover; discovered - die; died - float; floated - walk; walked - name; named - draw; drew - marry; married - grow; grew
- 2 1 After; washed 2 After; made 3 After; went 4 Before; got, met 5 After; entered; worked

Lesson 2 - SB Page 11

Objectives

Language

Grammar

- Interrupted Past simple and continuous with *while* and *when*

Vocabulary

- *Colosseum, fight, net, gladiator, sign autographs, shield, stadium, sword, wave to the crowd*

Functions

- Tell a story

Skills**Speaking**

- Invent a narrative using the target grammar

Writing

- Demonstrate comprehension by matching sentence stems correctly

Materials

- Digital Book
- Flashcards Unit 1

Attention to diversity

Allow for plenty of consolidation work and pair stronger learners with weaker ones to facilitate peer teaching.

Warmer

Display the corresponding unit 1 **Flashcards** to the pictures in activity 1 and drill *colosseum, gladiator* and *stadium*. Tell children that they are going to learn about entertainment in ancient Rome.

Lead-in

Ask children to say what the gladiators are doing in the picture in activity 1: *waving to the crowd, fighting with swords and shields, signing autographs, etc.*

1 Children look and write the numbers.

Answers Gladiator 1, Gladiator 3, Gladiator 2, Gladiator 5, Gladiator 4

2 Children complete the sentences above.

Answers Gladiator 1: he was waving to the crowd. Gladiator 3: he saw the crocodile. Gladiator 2: he tripped and fell. Gladiator 5: Lucius dropped his shield. Gladiator 4: Aurelius was signing autographs

3 Children play *You won't believe it!*

Invite a volunteer to read out a sentence stem, and you complete the story. Children then take turns reading out the sentence stems and finishing the story.

Fast finishers

These children write three sentences about themselves using the target structures.

Wrap up

Draw a T-chart on the board. Name one column *Objects* and the other *Activities*. Children copy the chart in their notebooks. Dictate *shield, sign autographs, wave to the crowd, sword, net, fight with a crocodile*. Children copy in the correct column. Invite volunteers to the board to write the objects/activities in the correct column.

Continuous assessment

Divide children in small groups to mime a gladiator scene for the others to guess.

At home

Activity Book - page 11

Answers

- 1** 1 a bear escaped 2 he was fighting the bear
3 Marcus took their weapons
- 2** 1 was talking 2 were walking 3 were having
4 was cleaning 5 was sitting 6 was writing

Lesson 3 - SB Page 12**Objectives****Language****Grammar**

- Past simple: affirmative and negative sentences
- Past simple *Wh-* questions

Vocabulary

- *acrobats, chariot, charioteer, cheer, race, spectators*

Functions

- Ask and answer questions using the Past simple

Skills**Speaking**

- Take part in a role play with a partner

Listening

- Identify the target language in order to complete a gap fill
- Demonstrate comprehension by underlining the incorrect information

Reading

- Demonstrate understanding by answering comprehension questions

Unit 1

Materials

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

Warmer

Ask children to have a look at the advertisement in activity 1 and elicit information as to the date, time and place.

Lead-in

Write on the board and pre-teach: *acrobats, chariot, race, spectators* and *Circus Maximus*. Explain that the *Circus Maximus* was a large race track for horse and chariot races.

1 Children look at the advertisement and answer the questions.

Answers 1 You could see exciting chariot races.
2 12 chariots in every race 3 It didn't cost anything. / Entrance was free.

2 Children listen and complete Leo's questions to Faustus.

Answers 1 Where 2 Why 3 When 4 What 5 Where 6 What

Audio CD 1



Leo: Congratulations on your victory today!
Faustus: Thank you. I had a very good race. My horses were superb.
L: May I ask you some questions about today's race and your background? My readers want to know all about you, Faustus. You're a superstar!
F: OK! Go ahead.
L: Where were you born?
F: I was born in Athens, Greece.
L: Why did you come to Rome?
F: I wanted to be famous. I wanted to be the best charioteer in the world.
L: When did you compete in your first race?
F: Oh, not long ago. I competed in my first race in May last year.
L: What time did your race start today?
F: It started at six o'clock in the evening. So I had a very relaxing morning.
L: Your horses are beautiful animals. Where did your horses come from?
F: They came from Spain, Greece and North Africa!
L: What did the Emperor give you after the race?
F: He gave me the palm leaf of victory and a bag of gold!
L: Thank you for your time, Faustus.
F: You're welcome!

3 Children listen again and underline the mistakes in Leo's notes.

Answers 1 France 2 rich 3 April 4 morning 5 America 6 silver

4 Children role-play an interview with a classmate.

Optional extra: Invite volunteers to the front of the classroom to present their gladiator. The class vote on their favourite.

Fast finishers

These children add more questions to their interview list from activity 4.

Wrap up

Divide children into pairs and have them write three more questions about the advertisement. Write question words on the board to use as prompts: *What, Where, Who, Why, How, What time*.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 1

Optional extra: Invite two volunteers to come to the front of the classroom and sit with their backs to the board. Write a question using the Past simple on the board: *What did you do last summer?* Have the group think about a sentence in answer to the question. The volunteers at the front point to different children and listen to their answers as they try to guess the question.

At home

Activity Book - page 12

Answers

- 1 did you visit the Chariot Show 2 was the show 3 did you see 4 did the emperor buy the chariot
- 2 1 get; d 2 see; c 3 start; b 4 go; a
- 3 *Child's own writing*

Lesson 4 - SB Page 13

Objectives

Language

Grammar

- Defining relative clauses: *who, that, where*

Functions

- Write a touristic brochure for a town or city

Skills**Reading**

- Show understanding of target grammar by numbering the questions

Writing

- Use the target language to write a brochure for a city or town

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

Monitor activity 3 carefully and provide language assistance where necessary.

Warmer

Individually, children write three sentences in their notebooks about last summer, two true and one false. In pairs, children ask each other questions in order to guess which sentence is false.

Lead-in

Write *Tourist* on the board. Create a mind map on the board by eliciting words and phrases children associate with the word. Children copy the mind map in their notebooks.

1 Children read and number the questions.

Answers (left, top to bottom) 6, 4, 1
(right, top to bottom) 5, 3, 2

Optional extra: Focus children's attention on the Grammar box and explain that the word in bold is a relative pronoun which we use to add information about a place. Point out that we can also use *who* or *that* to add information about a person and *which* or *that* to add information about a thing.

2 Children complete the sentences with *who, that* or *where*.

Answers 1 where 2 who/that 3 that

3 Children write a digital *Tips for tourists* brochure for their town or city.

Answers Child's own writing

Optional extra: In pairs, children plan and write their tips in their notebooks. Challenge them to use <https://issuu.com/> or any other similar tool. Children design their *Tips for tourists* brochure, adding their tips and decorating it as they wish. Invite children to vote on the best brochure.

Wrap up

In pairs, children take turns to define people, places or things using *who/that/where* for their partner to guess: *It is a sheet of cloth that you wrap around your body (toga).*

Continuous assessment

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

Optional extra: Divide children into five teams and have them stand in lines at the board. Say a question word: *Who*. The first child in each group writes a question about the past using the question word and then moves to the back of the line. Set a time limit and award one point for each correct question. The team with the most points at the end of the game wins.

At home

Activity Book - page 13

Answers

- 1** Across 5 torch 6 gym
Down 1 Latin 2 bearer 4 bath 5 toga
- 2** 1 that 2 who 3 where
- 3** 2 Hadrian was a Roman Emperor who/that built a wall across England. 3 A litter was a kind of taxi that transported rich and powerful people. 4 Trajan's market was a shopping centre where Romans bought all they needed.

Lesson 5 - SB Page 14**Objectives****Language****Vocabulary**

- *argue, businessman, charioteer, marble, villa, wolf*

Skills**Speaking**

- Predict a story using key language
- Use target language to recreate a scene from the story with visual aids

Unit 1

Listening

- Follow a narrative

Reading

- Demonstrate comprehension by ordering the events of a story
- Identify characters in a story

Materials

- Digital Book
- Audio CD 1

Attention to diversity

The narrative in this lesson is quite dense. Encourage children to infer meaning from context or ask a friend if they think the word looks useful or important. Remind children that it is not necessary to worry about every single word.

Warmer

Ask children to describe the picture in this lesson and encourage them to imagine what the story is about.

Lead-in

Write a selection of key vocabulary from the story on the board: *argue, businessman, cake, charioteer, cook, dinner party, lock, marble statue, mysterious shape, villa, wolf*. Elicit meaning, use pictures to illustrate words if necessary and consolidate through examples. Children race to find the words in the text. In pairs, children predict what they think will happen in the story based on the vocabulary from the text.

1 1.5 Children read and listen to the story.

Optional extra: Tell children you are going to retell the story but pretend that you can't remember the story very well. Ask children to help you by raising their hands and correcting you every time they hear a mistake.

Hot spots: businessman - pocket money. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and order the events.

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

Fast finishers

These children can read the story to themselves quietly.

Wrap up

Write the names of the characters in the story on the board. In pairs, children discuss what they know about each character.

Continuous assessment

Children close their eyes as you read the story again. Encourage them to visualise the scenes as you read. Individually, children choose a scene from the story and draw it in their notebooks. Underneath the pictures, children write a short description of the picture using the past simple and past continuous.

At home

Activity Book - page 14

Answers

- 1 Livia: Crispus and Cornelia's daughter; *Child's own writing*
Marius: Livia's brother; *Child's own writing*
Crispus: Cornelia's husband; *Child's own writing*
Cornelia: Livia and Marius's mother; *Child's own writing*
Salvia: A cook; *Child's own writing*
Petronius: Lives in a large villa; *Child's own writing*
- 2 1 Marius 2 Crispus; Cornelia 3 Petronius 4 Livia
5 Salvia 6 Livia

Lesson 6 - SB Page 15

Objectives

Language

Vocabulary

- *businessman, Latin, master, pocket money, run away, safe, slave, trust*

Skills

Speaking

- Reconstruct narrative threads orally

Listening

- Follow a narrative story

Reading

- Understand and follow a narrative

Materials

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

Attention to diversity

Allow children time to process the text, as it is quite dense. Have extra tasks at hand for fast finishers to ensure that every child has sufficient time to finish reading. Including personalised examples of the subject matter will promote engagement with the text.

Warmer

Divide children into groups of four and divide each group into pairs. Children look back at previous lessons from the unit and choose five words or expressions they have learned so far. Pairs take turns to draw a picture in their notebooks to help their partners guess the word.

Lead-in

Focus children's attention on the illustration and ask them what they remember about the story.

1 1.5 Children read or listen to the story again.

Optional extra: Children listen again, this time reading aloud in time with the audio. Ask children questions to check comprehension and key vocabulary.

2 Children read and explain the situations.

Answers 1 Livia remembered the white shape she saw the night before. There were small pieces of cake on the ground around the tree. 2 The marks were from metal chains. The boy was a slave. 3 The boy was afraid because he had escaped from his master. 4 Livia's father was going to buy the boy from Petronius. The boy was going to be safe.

Optional extra: Children write a paragraph to describe the ending of the story. Ask children questions to challenge their imagination.

Fast finishers

These children choose five new items of vocabulary from the story and write them in their notebooks with a corresponding picture.

Wrap up

Write the following prompts on the board:

Who are the main characters?

What are they like?

What is the problem?

What happens?

What's the resolution?

How does the story end?

In pairs, children use the prompts to create their own short story.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 1

Optional extra: Divide children into groups and have them act out the story, scripting their own short dialogues.

Invite volunteers to the front of the class to role-play the stories for the class.

At home

Activity Book - page 15

Answers

1 1 Flann; d 2 Livia; a 3 Petronius; c 4 Crispus; b

2 study; slaves; red; dining; cake; pocket money; garden; nodded; smiled

3 1 garden 2 red 3 cake 4 study 5 slaves 6 pocket money 7 nodded; smiled 8 dining

- **Optional extra:** Children write a diary entry for Flann or Livia describing the events of the story.

Lesson 7 - SB Page 16

Objectives

Language

Grammar

- Sequencers: *before, after, after that, finally, first, while*
- *cloakroom, countryside, exhibit, fountain, masks, memorable, museum, textiles*

Functions

- Write a report about a special trip, excursion, visit or weekend

Skills

Reading

- Show understanding of key vocabulary by matching to the corresponding picture

Writing

- Copy and order target language
- Use target language to write a report

Unit 1

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

Promote diversity within the classroom and ensure that children's likes and dislikes are taken into account. If some learners do not like anthropology, elicit what kind of museums they would like to go to. Show children that learning about the past is informative and fun!

Warmer

Write the word *museum* on the board. Elicit what children know about museums/types of museums and encourage them to share their experiences.

Lead-in

Focus children's attention on the pictures from activity 1 and elicit what they can see.

1 Children read and number the pictures.

Answers (Pictures from left to right) Top row: 7, 3, 5, 1
Bottom row: 6, 8, 4, 2

Optional extra: Refer to the words in the box in activity 2 and explain that all these words help us understand the sequence of events. Use examples to clear up any doubts about meaning.

2 Children complete the sentences above with these words.

Answers 2 Before 3 First 4 After that 5 While 7 After 8 Finally

3 Children choose a topic and write a report for an e-newsletter.

They may use <https://issuu.com/> or any other similar tool.

Answers *Child's own writing*

Optional extra: When finished, children exchange work with a partner, read their report and ask questions. Combine pairs to make larger groups and have children describe their report in their own words while the group listens and asks questions.

Wrap up

Invite children to take part in a memory game. Select content sentences from their reports and read them aloud. Encourage them to guess which report each sentence belongs to.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 1
Optional extra: Ask children to write a short paragraph about what they did yesterday. Tell them to use as many of the sequencers as possible.

At home

Activity Book - page 16

Answers

- 1 Before 2 After 3 First 4 After that 5 After 6 Finally
 - 2 (top to bottom) 5, 1, 6, 2, 4, 3
 - 3 *Child's own writing*
- **Optional extra:** Children choose a different topic from activity 3 and write 50 words about it. Remind children to use past tenses.

Lesson 8 - SB Page 17

Objectives

Language

Vocabulary

- *ancient, ceiling, chief, deceive, deity, field, leisure, neighbour, piece, reign, thief*

Pronunciation

- Highlight and practise the pronunciation and spelling of words containing *ie* and *ei*

Skills

Listening

- Identify target language in a dialogue and correct spelling

Writing

- Raise awareness of the spelling of words containing *ie* and *ei*

Materials

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

Attention to diversity

Incorporate as much choral and individual drill as is needed by the group to ensure children are not pronouncing silent letters.

Warmer

Write *ei* and *ie* in separate columns on the board. Ask children to think of words containing those letters (neighbour, chief, etc.) and write them in the correct column.

Lead-in

Focus children's attention on the words from activity 1. Clear up any doubt about meaning through visuals, definitions and examples. Point out that all the words contain *ie* or *ei*, but the pronunciation is not always the same. Drill the words both chorally and individually.

1 1.6 Children listen and complete. Then they act out the dialogue.

Answers chief, ancient, field, deity, neighbour, piece

Audio CD 1



Olga: Hi! My name is Olga. I'm the chief of a foreign tribe. Who are you?
 Maximus: Hello! My name is Maximus. I'm an ancient Roman soldier.
 O: I like your shield, Maximus. Where did you get it?
 M: I found it in a field. Then I drew a picture of Mars on it.
 O: Who's he?
 M: He's a Roman deity.
 O: Your hat's a bit weird. Where did you get it?
 M: It's from my neighbour. It was in her kitchen.
 O: Does it weigh a lot?
 M: Yes, it does! I want to take it off!
 O: OK, let's get a piece of cake and sit down.

Optional extra: Invite volunteers to the front of the class to act out the dialogue for the group.

2 1.7 Children listen and complete the words with *ei* or *ie*.

Answers reigned, leisure, receive, ceiling, thief, friend, deceived, society

Optional extra: Elicit a word in activity 1 and 2 with a similar sound to *chief*: *piece*, *thief*, *receive*, *ceiling*, *deceive*, etc. In pairs, children find more similar sounding words in the text and write them in the column from the lead-in activity. Children then find words with a sound like *ei* in neighbour and group them together: *reign*, *weigh*, etc.

Fast finishers

These children add two more lines of dialogue to the conversation in activity 2.

Wrap up

Children practise saying the words aloud using the table on the board as a guide. In pairs, children take turns to say a word from the table aloud and their partner spells it out.

Continuous assessment

Teacher's Resource Material: Listening worksheet Unit 1

Optional extra: Divide children into two teams. Invite a member from each team to the board. Say *reign*. Children race to spell the word correctly. Award one point to the first child who spells the word correctly. Repeat the procedure with: *ancient*, *ceiling*, *chief*, *deity*, *field*, *piece*, *neighbour*, *thief*, *receive* and *society*.

At home

Activity Book - page 17

Answers

- 1 received
 piece; Chief
 eight
 foreign; ancient; reign
 weird
 neighbour; audience
 married; believe; thief
- 2 *ie*: audience, believe, *Child's own writing*
ei after *c*: perceive, receive, *Child's own writing*
ei sounds like *day*: sleigh, weigh, *Child's own writing*
 exceptions: their, weird, *Child's own writing*
- Optional extra:** Children write eight new words from the lesson in their notebooks and write a sentence for each word.

Lesson 9 - SB Page 18

Objectives

Language

- aqueduct*, *arch*, *brick*, *builder*, *citizen*, *clay*, *concrete*, *dome*, *fountain*, *government*, *network*, *pipe*, *puddle*, *senator*, *surface*, *tile*, *viaduct*, *waste*

Functions

- Describe features and aspects of Roman civilisation
- Describe similarities between modern day civilisation and ancient Rome

Unit 1

Skills

Speaking

- Describe similarities between modern day civilisation and ancient Rome

Reading

- Understand and follow descriptions of Roman civilisation
- Demonstrate comprehension by completing definitions with information from the text

Materials

- Digital Book
- Flashcards Unit 1

Warmer

Divide children into pairs. Give each pair the unit 1 **Flashcards** and write *people, places* and *things* on the board. Children discuss what they can see and put the cards into the appropriate categories.

Lead-in

Focus children's attention on the paragraph titles from activity 1 and check understanding of any difficult vocabulary.

1 Children read and number the paragraphs.

Answers 1 paragraph 5 2 paragraph 2 3 paragraph 4 4 paragraph 3 5 paragraph 1

Optional extra: Ask questions to check comprehension.

2 Children read again and complete the definitions.

Answers 1 aqueduct 2 concrete 3 pipe 4 convex 5 democracy

3 Children think of ways that our lives are similar to the ancient Romans'.

Answers *Child's own answers*

Optional extra: Feed back ideas as a group and write any interesting ideas on the board.

Wrap up

Write the words on the board for children to unscramble:

- | | |
|-------------------------------|-------------------------------------|
| 1. iavduct (<i>viaduct</i>) | 5. overngment (<i>government</i>) |
| 2. dbuiler (<i>builder</i>) | 6. natorse (<i>senator</i>) |
| 3. uddlep (<i>puddle</i>) | 7. inkgs (<i>kings</i>) |
| 4. ipep (<i>pipe</i>) | 8. rickb (<i>brick</i>) |

Continuous assessment

In pairs, children make a poster about ancient Rome: *entertainment, lifestyle, buildings* and *traditions*. Children draw pictures and add information to the poster.

At home

Activity Book - page 18

Answers

- 1 described 2 poured 3 eating 4 mouse 5 serving 6 made 7 mixed 8 covered
- 2 1 An unforgettable dinner 2 Local ingredients are best 3 Fast food Roman style
- 3 1 a 2 a 3 c 4 b

Lesson 10 - SB Page 19

Objectives

Language

Vocabulary

- *architect, biography, dome, engineer, genius, marble, sculptor*

Skills

Listening

- Identify key language in order to check answers

Reading

- Understand and follow descriptions of an artist
- Use key vocabulary to complete a poem

Materials

- Digital Book
- Audio CD 1
- Sheets of paper

Attention to diversity

Some children may be interested in the topic of art and Michelangelo more than others. Inspire interest by highlighting how much they will learn about a new area in today's class.

Warmer

Write the word *Art* on the board. In their notebooks, children copy the word and circle it. Children then draw

lines extending out from the circle at the end of which they write a word or phrase that they associate with art. Children share their work in pairs.

Lead-in

Write *Michelangelo* on the board. Tell children that they are going to read about this very famous artist. In pairs, children race to form as many words of two letters or more as possible from his name. Set a time limit for this. The winning pair will be the one with the most correctly spelt words.

1 Children read and complete the poem.

Answers architect, dome, marble, David, ceiling, paint, name, Leonardo da Vinci

Optional extra: Children underline six useful words or phrases that they can use to describe Michelangelo and his work: *famous works, genius, marble statue, etc.*

2 1.8 Children listen and check.

Audio CD 1



Michelangelo, Michelangelo,
He lived in Rome.
He worked as an architect,
He designed St Peter's dome.
He sculpted in marble.
He was a great sculptor,
His David in Florence,
Is a modern world marvel.
The Sistine needed an artist,
So in 1508,
He started on the ceiling,
Though he said he couldn't paint.
He was the greatest living artist,
Everyone knew his name.
But Leonardo da Vinci,
Didn't think the same!

Optional extra: Children say the poem aloud, with boys and girls taking alternate lines. Children start off quietly whispering, gradually getting louder towards the end. Encourage children to add the corresponding mimes and gestures.

Fast finishers

These children read the text again, quietly to themselves.

Wrap up

Divide children into two teams: A and B. Give each team a sheet of paper and have team A draw a crocodile and team B a bear on their sheet. Have teams name their animal and add some details to it. Draw two lines running

across the length of the board and place the two animal cut-outs at the start line. Say a word or expression from the unit out loud and have a member of each team race to spell the word/s on the board. The winning child then has the opportunity to move their animal. The team whose animal crosses the line first is the winner.

Continuous assessment

Ask children to tell you everything they know about Michelangelo. Use prompts as necessary.

At home

Activity Book - page 19

Answers

- 1** 1 painter 2 poet 3 Italy 4 1475 5 mother 6 paint
7 school 8 thirteen 9 human body 10 bones
- 2** 1 an architect 2 stone 3 artist 4 about bones and muscles 5 with a painter
- **Optional extra:** Children write a paragraph about Michelangelo in their notebooks.

Review - SB Pages 20 & 21

Objectives

Language

Grammar

- Narrative tenses: Past simple and continuous
- Interrupted Past simple and continuous with *when* and *while*
- Past simple: *Wh-* questions
- Defining relative clauses: *who, that, where*

Vocabulary

- Ancient Rome

Functions

- Tell a story and describe a terrible day

Skills

Speaking

- Ask and answer questions using the target vocabulary and grammar

Listening

- Identify and write target information

Reading

- Show understanding by circling the correct option

Unit 1

- Demonstrate understanding by answering comprehension questions
- Review the target vocabulary and grammar

Writing

- Write a diary entry

Materials

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

Attention to diversity

There is a lot of new language in this unit for learners to acquire. Recycling items and providing opportunities for practice will reinforce vocabulary and grammatical structures.

Warmer

Write the following headings on the board: *Activities*, *People* and *Objects*. Divide the class into small groups. Let them work together to think of and write as many words as they can for each category.

Lead-in

Invite children to the board to write words and expressions they learnt in the unit. Have children circle the verbs and draw rectangles around the nouns. Encourage peer teaching and use visuals and gesture to clear up any problems with meaning. Have children record the words in mind maps in their notebooks. Encourage them to draw pictures or write definitions to help them to recall the new lexical items.

1 Children read and circle the correct word.

Answers 1 that 2 where 3 who 4 where 5 who 6 that

Optional extra: Feed back answers as a group eliciting from children when we use *who*, *that* and *where*.

2 Children answer the questions with a classmate.

Answers *Child's own answers*

Optional extra: Divide children into teams of five. Children write five more quiz questions about the unit, similar to those in activity 1. Allow children to use their books for reference.

3 1.9 Children listen, check and write down extra information.

Answers See transcript for answers

Audio CD 1



1

John: Wow, Ancient Rome was an exciting place!

Emma: And dangerous, especially if you were a gladiator. Did you know that gladiators fought lions, tigers, bears, elephants and rhinos!

J: That's amazing!

E: Some animals in Europe became extinct because they were caught to fight against the gladiators.

2

E: Imagine what holidays were like in Roman times... I wonder where they went.

J: Romans liked to holiday by the sea. Ostia was a very popular holiday. But rich Romans often travelled to Greece and Egypt.

3

J: Can you remember the name of the brothers in the legend of Rome?

E: Hmm, Romulus and... Remus. They both wanted to rule the city they had built. They fought and Romulus killed Remus!

4

E: John, what's the Circus Maximus?

J: It's where chariots raced in Rome. It was very big and could fit thousands of spectators.

5

J: Aeneid is the most famous poem in Latin. It was written by Virgil. It's about a Trojan who became an ancestor of the Romans.

E: Wow, do you know the poem?

J: Erm... no.

6

E: Unus, duo, tres...

J: What are you doing?

E: I'm counting in Latin. It was the main language in Rome. Some people also spoke Greek too.

Optional extra: Divide children into teams and have them take turns reading their quiz questions aloud while opposing teams try to answer.

4 Children read and complete with the correct form of the verbs.

Answers 1 was 2 were having 3 arrived 4 brought 5 was walking 6 got 7 was shining 8 arrived 9 played 10 was playing 11 threw 12 hit 13 wasn't

Optional extra: In pairs, children take turns testing each other on the irregular Past simple verb forms in the passage.

5 Children read and answer the questions.

Answers 1 She was having breakfast. 2 Her teacher wrote the letter. 3 Fiona was walking to school. 4 No, the sun was shining when she arrived at school. 5 Fiona was playing basketball with her friends. 6 Fiona hit her teacher with the ball.

Optional extra: Invite children to the board to write out the correct answer for the rest of the group to check.

6 Children complete the table about a terrible day. Then they write a diary entry for them.

Optional extra: Children retell their dairy entries in pairs. Encourage children to use their own words and not to read directly from their notebooks. Their partner listens and asks two questions using past tenses. Children then swap roles and repeat the procedure.

Wrap up

Ask children to think about units 0 and 1. On the board, copy the following questions: *What did you enjoy learning? What was difficult for you to learn?* and encourage children to answer them orally.

Final evaluation

Teacher's Resource Material: Test Unit 1

At home

Activity Book - pages 20 & 21

Answers

- 1 2 The unctorium was the room where slaves poured oil over their masters. 3 This is the strigil that Romans used to clean inside their ears. 4 This is one of the musicians who sang songs while Romans bathed.
- 2 1 who 2 who 3 where 4 where 5 that 6 who 7 that 8 that 9 that
- 3 1 killed Remus. 2 fought animals. 3 people watched gladiators. 4 they had chariot races. 5 they wore. 6 wrote poetry. 7 people carried you in. 8 people spoke. 9 they invented.
- 4 1 was walking 2 passed 3 was 4 were 5 stopped 6 looked 7 didn't believe 8 were playing 9 were watching

5 1 Who 2 When 3 Where 4 Why 5 What

6 *Child's own writing*

- **Optional extra:** Children write up to 60 words in the form of a diary entry describing their day. Encourage children to add regular updates in English to practise their productive skills.

Activity Book - page 112

The **Picture Dictionary** on page 112 gives children an illustrated reference of the main vocabulary in Unit 1 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 2

Wild weather

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Modal verbs of obligation, lack of obligation and prohibition • Modal verbs of speculation • Definite future plans with <i>going to</i> • Possible future plans with <i>might</i> 	<ul style="list-style-type: none"> • Natural disasters: <i>avalanche, drought, heat wave, hurricane, mudslide, starvation, tornado, tsunami</i> • Weather: <i>chilly, foggy, freezing, frosty, hail, hailstone, humidity, icy, mist, pressure, rainy, thunderstorm, visibility</i> • Word formation 	<ul style="list-style-type: none"> • Phonics: The / sound and word/sentence stress in limericks 	<ul style="list-style-type: none"> • Entertainment places • Items from the story in Unit 1: <i>businessman, charioteer, cook, gladiator, Latin, marks, master, pieces of cakes, pocket money, run away, safe, slave, villa</i>

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To distinguish between modals of obligation, lack of obligation and prohibition: <i>must, mustn't, have to, don't have to</i> • To contrast two ways of expressing the future: <i>going to</i> and <i>might</i> • To practise word formation • To express speculation with <i>might, may, could</i> 	<ul style="list-style-type: none"> • To interview a tornado chaser • To discuss rules in different places • To discuss definite and possible plans for the future
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To understand common nouns related to natural disaster • To expand on weather/climatic vocabulary • To understand and decode meaning of new words in texts/stories 	<ul style="list-style-type: none"> • To recognise word and sentence stress in limericks • To produce the / sound correctly

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To discuss safety measures for hot weather • To ask and answer questions using <i>might/may/could</i> • To speak about future plans using the target structures • To practise the target phonics and word/sentence stress through a limerick • To do some collaborative research about the driest place on Earth • To discuss what one <i>must/mustn't</i> do in different places 	<ul style="list-style-type: none"> • To read in order to select the most appropriate modal of obligation • To read and check predictions • To read in order to respond and compare a different lifestyle to your own • To understand and follow a narrative • To demonstrate comprehension by answering questions • To identify the structures used to express a possible or definite future plan
Listening	Writing
<ul style="list-style-type: none"> • To listen to a radio show and identify advice • To listen to an interview in order to classify advice • To follow the narrative of a story • To recognise and distinguish the sounds in sets of words • To identify target language in a gap fill exercise 	<ul style="list-style-type: none"> • To write full sentences using the target language • To produce a mind map using the target language • To write words with the target phonics • To write sentences using <i>going to/might</i> based on a diary entry

Assessment criteria

- Check children can identify, understand and produce language related to obligation, lack of obligation and prohibition, speculation and future plans with *going to*.
- Check children can identify, understand and produce vocabulary related to the weather and word formation.
- Check children can talk about safety measures and about future plans.

Materials

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

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to talk about safety measures and about future plans. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 23, 24, 25, 26 & 29)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about the weather, extreme conditions, volcanoes and the wettest place on Earth. (SB pp 22, 23, 28, 30 & 31)



Digital competence

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



Social and civic competence

Children learn about forms of behaviour, personal, interpersonal and intercultural to participate in an effective and constructive way in social life. (SB pp 22, 25 & 27)



Cultural awareness and expression

Children learn to appreciate the creative expressions of ideas, experiences and emotions to understand their own culture and diversity in the world. (SB pp 24 & 29)



Competence in learning to learn

Children develop different strategies to improve the learning process like observing, linking, matching, etc. and to help them to assume control over their own learning. (SB pp 22, 25, 26, 27, 28, 29 & 32)



Sense of initiative and entrepreneurship

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

Unit 2

Lesson 1 - SB Page 22

Objectives

Language

Grammar

- Modal verbs of obligation and prohibition: *must*, *mustn't* and *have to*

Vocabulary

- *appliance, avoid, blinds, boating, building, layers, lightning, safety, shelter, shutters, sunscreen, taps and sinks, thunder, unplug*

Skills

Speaking

- Discuss safety measures for hot weather using the target language

Listening

- Listen to a radio show and identify advice

Reading

- Read in order to select the most appropriate modal of obligation

Writing

- Design a poster for hot weather

Materials

- Digital Book
- Audio CD 1
- A weather map

Attention to diversity

Encourage quick finishers to help their classmates. Monitor carefully and encourage all the children as much as possible.

Warmer

Display a weather map of your town or country. Elicit weather words using the symbols on the map as guidance. Write new words on the board and drill individually and chorally.

Lead-in

Values: Being Prepared

Ask children if they have ever been in bad weather or a natural disaster and discuss the different ways that they can affect our lives. Encourage children to say how they can prepare themselves for different natural disasters and severe weather conditions, and what to do in the event of them.

1 Children read and tick (✓ = do this) or cross (X = don't do this).

Optional extra: Before looking at the book, write the title on the board: *Thunder and Lightning Safety*. Elicit things one *should/shouldn't* do in a storm.

2 Children listen and check their answers.

Answers (tick): try to find shelter, unplug electrical appliances; **(cross):** play golf or go boating, lie flat on the ground, use the phone, use taps and sinks

Audio CD 1



Interviewer: Today we're talking to Doctor Andy Cox. He's a meteorologist, and he knows everything about thunder and lightning! Hello, Doctor Cox.

Dr Cox: Hello. Please call me Andy.

I: OK! Now Andy, I'm not a scientific person, but I do know that lightning never strikes the same place twice, and it always hits the tallest building.

D.C.: I'm afraid both of those statements are false.

I: Really?

D.C.: Absolutely!

I: Well, this is the season for thunderstorms. So what advice do you have for our listeners?

D.C.: OK, well, if you're outside, you must try to find shelter. It's much safer under a shelter than out in the open. And remember, lightning can strike up to 13 kilometres from the centre of the storm. You mustn't play golf or go boating on a lake. These are both dangerous activities because you are very exposed.

I: What do you do if you can't find a shelter?

D.C.: You have to make yourself as small as possible. Touch as little of the ground as possible. You mustn't lie flat on the ground.

I: OK, that's outside the home. What do you do if you're inside?

D.C.: You mustn't use the phone. Telephone lines can conduct electricity. So you have to unplug all electrical appliances, such as TVs. And finally, you mustn't use sinks or have a shower. Once again, metal pipes can conduct electricity, and that isn't safe!

I: Thank you for your advice, Andy. Let's hope for some nice sunny weather!

3 Children read safety advice and circle the correct modal verbs.

Answers 1 must 2 mustn't 3 have to 4 mustn't 5 must 6 have to

4 Children brainstorm and talk about safety measures for extreme hot weather.

5 Children make a safety poster for extreme hot weather.

They may use <http://en.linoit.com/> or any other similar tool.

Wrap up

Create a mind map around the word *weather* on the board with all the words learnt in today's lesson.

Initial evaluation

Write some key words from the lesson on the board:
 1. *shelter* 2. *lie flat* 3. *play golf* 4. *phones* 5. *taps/sinks*
 6. *layers of clothes* 7. *sun cream* 8. *drink water*
 Children write full sentences in their notebooks, e.g.
You must find shelter in a storm.

At home

Activity Book - page 22

Answers

- 1** Michael: Take food to the basement
 Paul: Check on the neighbours
 Eva: Close the shutters; Take food to the basement
- 2** 1 mustn't stay 2 must close 3 mustn't ride
 4 must carry 5 mustn't fly

Lesson 2 - SB Page 23

Objectives

Language

Grammar

- Obligation and lack of obligation: *mustn't* and *don't have to*

Vocabulary

- anticlockwise, average, chase, clockwise, damage, equipment, exceed, speed limit, rotate*

Functions

- Interview a tornado chaser

Skills

Speaking

- To take part in an interview

Listening

- Listen to an interview in order to classify advice under categories of obligation

Reading

- Read and check predictions

Writing

- Copy and write sentences with the target language

Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 2
- Photos of natural disasters

Warmer


In pairs, give children two minutes to write down a list of natural disasters.

Lead-in

Display the unit 2 **Flashcards**. Elicit the names from the children. Drill chorally and individually, *fog, frost, icy, lightning, tornado*.

1 Children circle true (T) or false (F). Then they read and check their answers.

Answers 1 F 2 T

2  Children listen and classify Alexa's advice.

Answers

Optional: use expensive equipment, be tornado season for a tornado to occur, drive a special vehicle, wear a helmet; **Obligatory:** get too close, chase them by yourself, exceed the speed limit, be impatient

Audio CD 1



Nathan: Hello, Alexa.

Alexa: Hi there, Nathan.

N: Thanks for finding time to talk to me today. Can you give me some advice about chasing tornadoes?

A: Yes, of course!

N: OK, first of all, where and when can you see a tornado?

A: In the United States, we get tornadoes from the Rocky Mountains to the Atlantic coast. Tornadoes are more common during tornado season, which is from April to June. However, it doesn't have to be tornado season for a tornado to occur.

If you want to chase a tornado, you mustn't be impatient. Sometimes, we wait all day, and we don't see one! So it can be a bit frustrating!

N: Is storm chasing expensive?

A: No, it isn't. You don't have to use expensive equipment. I just carry my mobile phone along with a camera and a laptop computer. And you don't have to drive a special vehicle. However, road safety is important - very important! You mustn't exceed the speed limit. And you mustn't get too close to a tornado. You should always keep a safe distance of several kilometres because if you get too close, the tornado can carry you and your car away! Another thing about driving is that you mustn't chase tornadoes by yourself. If you're looking for tornadoes, you need another person to drive the car and be watching the road!

N: OK, finally, do you wear any special clothes when you're storm chasing?

A: Well, I usually wear waterproof clothes - you know, being near a storm with the car window open, it can get very wet! But you don't have to wear a helmet or anything like that.

N: Thanks, Alexa. And good luck with the storm chasing!

A: Thank you!

3 Children write Natalie's notes.

Answers It doesn't have to be tornado season for a tornado to occur. You mustn't get too close. You shouldn't chase them by yourself. You mustn't exceed the speed limit. You shouldn't be impatient. You don't have to drive a special vehicle. You don't have to wear a helmet.

4 Children role-play an interview with a tornado chaser.

Optional extra: Divide the class into two groups: interviewers and tornado chasers. In their pairs (interviewers together and chasers together), children prepare questions or answers.

Wrap up

Display photographs of natural disasters from newspapers or magazines. Elicit the situation in each scene. Ask children to discuss advice and rules for the people in each scene: *They must go to a safe place.* Invite volunteers to share their answers with the class.

Continuous assessment

Assess the sentences children have written in activity 3 by monitoring closely and checking for accuracy in form.

At home

Activity Book - page 23

Answers

- 1 2 Firefighters don't have to work in an office.
3 Bus drivers don't have to put out fires.
4 Doctors don't have to wear a helmet.
5 Musicians don't have to treat injuries.
6 Police officers don't have to play the violin.
- 2 1 don't have to 2 mustn't 3 mustn't
4 don't have to 5 don't have to 6 mustn't

Lesson 3 - SB Page 24

Objectives

Language

Grammar

- Modal verbs: *might/may/could*

Vocabulary

- *branch, forecast, global warming, ground, lifestyle, motorbike, reindeer, tent, warm*

Skills

Speaking

- Ask and answer questions using *might/may/could*

Reading

- Read in order to respond and compare a different lifestyle to your own
- Read in order to match questions with answers

Materials

- Digital Book
- Teacher's Resource Material
- A world map

Attention to diversity

Learners tend to overuse *will* to describe the future when in fact the modal verb *might* is a more common way of expressing the future. Encourage children to see the different functions of this modal in order to make their output sound more natural.

Warmer

Write *cold weather* on the board in a circle. Invite children to suggest words related to cold weather: *coat, snow, boots, hat*. Write them on the board as a word spider. Encourage children to mention places that they think are cold as well: *Antarctica, the North Pole, Canada, Russia*. Use a world map to point to the coldest countries in the world

Lead-in

Children describe the pictures on page 24 orally. You may guide the description through a few questions.

1 Children read the text and answer the question with a classmate.

Answers *Child's own answers*

2 Children read and match the questions and answers.

Answers 1 I can speak English, Swedish and Sami (...). 2 I might stay with my grandparents or just stay at home (...). 3 I hope not! (...) 4 I always look for Father Christmas on Christmas Eve (...). 5 It's really cold today. It's -15°C (...)!

3 Children act out the conversation with a classmate.

Optional extra: Focus children's attention on the Grammar box and read the examples with *might/may/could*.

Wrap up

As a class, brainstorm more facts they would like to learn about Mikku and her people.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 2

Optional extra: Children write a letter to Mikku with information based on the questions in activity 2.

At home

Activity Book - page 24

Answers

- 1** 2 Mikku could ride his snowmobile. 3 He might play football. 4 He may read a book
2 1 (bottom left) 2 (top left) 3 (top right)
 4 (bottom right)
3 2 Mikku might get/buy/have a pet monkey.
 3 Mikku might wear a T-shirt and shorts.

Lesson 4 - SB Page 25**Objectives****Language****Grammar**

- Contrast two ways of expressing the future: *going to* and *might*

Vocabulary

- *cross-country skiing, fishing, sleigh*

Skills**Speaking**

- Speak about your future plans using the target structures

Listening

- Understand the target language in order to do a matching task

Writing

- Write sentences using the target language

Materials

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

Attention to diversity

Some children might be shier during the communicative stages of the lesson. Monitor carefully to ensure they are working and using English at all times.

Warmer

Write some key items with missing letters and elicit the words. These can serve as prompts. Review facts and vocabulary about the Sami people that children read about in Lesson 3.

r__nd__r (reindeer)


k_t_s (kotas)

sn_wm_b_l_s (snowmobiles)

m_t_rb_k_s (motorbikes)

Lead-in

Invite several volunteers to write their favourite winter weekend activities on the board. When they finish, ask some other children to do the same. Decide what the most popular winter weekend activity is in the class.

- 1**  1.12 **Children listen and match the columns.**

Unit 2

Answers 1 Tilda – go fishing on Sunday 2 Otto – buy some new trainers on Saturday 3 Heidi – watch a DVD on Sunday afternoon 4 Siiggur – sleep in a *kota* on Saturday night 5 Nina – ride on a reindeer sleigh on Saturday afternoon 6 Joel – go cross-country skiing on Saturday morning

Audio CD 1



- 1
Mikku: Hi, Tilda.
Tilda: Oh, hi Mikku.
M: What are you going to do this weekend?
T: Hmm, I'm not sure. I might go fishing on Sunday with my cousins. They love fishing on the ice! But it's so cold at the moment!
- 2
Mikku: Hello, Otto!
Otto: Hi, Mikku. How are you?
M: I'm fine, thanks. Otto, what are you going to do at the weekend?
O: It's my birthday this weekend. So I'm going to buy some new trainers on Saturday.
M: Really? Enjoy your birthday!
O: Thanks!
- 3
Mikku: Hello, Heidi.
Heidi: Hi, Mikku.
M: What are your plans for the weekend?
H: Well, I feel very lazy. I might watch a DVD on Sunday afternoon. I don't know.
- 4
Mikku: Hello, Siiggur. What are you going to do at the weekend?
Siiggur: I'm going to visit my grandparents. And we're all going to sleep in a *kota* on Saturday night! I can't wait!
- 5
Mikku: Hi, Nina.
Nina: Hi, Mikku.
M: Do you have plans for the weekend?
N: Oh, I don't know. I might go for a ride on a reindeer sleigh on Saturday afternoon. It depends.
- 6
Mikku: Hello, Joel. What are you going to do at the weekend?
Joel: I'm going to go cross-country skiing on Saturday morning.
M: That's cool!
J: Do you want to come?
M: Yes please! That's a great idea.

2 **Children listen again and tick (✓ = definite) or write (? = possible).**

Answers 1 ? 2 ✓ 3 ? 4 ✓ 5 ? 6 ✓

3 **Children write sentences about Mikku's friends' weekend plans.**

Answers 1 Tilda might go fishing on Sunday. 2 Otto is going to buy some new trainers on Saturday. 3 Heidi might watch a DVD on Sunday afternoon. 4 Siiggur is going to sleep in a *kota* on Saturday night. 5 Nina might go for a ride on a reindeer sleigh on Saturday afternoon. 6 Joel is going to go cross country skiing on Saturday morning.

4 **Children talk about their plans with a classmate.**

Optional extra: Children make notes on their partner's plans. Regroup children so that they work with a different classmate. Children tell their new partner about their previous partner's plans for the weekend.

Wrap up

Divide the class into two groups and choose three volunteers from each group. Volunteers write three sentences in their notebooks about their plans. One sentence must be false and the others must be true. The three children read their sentences out to their group. The group guesses which sentence is false for each volunteer.

Continuous assessment

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

At home

Activity Book - page 25

Answers

- 1 is going to 2 might 3 is going to 4 are going to 5 might
- 2 Mika is going to listen to music tonight. 3 Mika is going to ride her bike after school. 4 Mika and Joe might play video games on Sunday. 5 Fiona and Mika might watch television this afternoon.
- 3 *Child's own writing*

Lesson 5 - SB Page 26

Objectives

Language

Vocabulary

- cook, gladiator, missing, olive tree, pirates, pretend, rocky, slave market, wild

Skills

Listening

- Identify characters in a story
- Follow the narrative of a story

Reading

- Understand and follow a narrative
- Demonstrate comprehension by answering question

Materials

- Digital Book
- Audio CD 1

Attention to diversity

Some children may struggle with the text due to its density. Convey meaning through gesture and realia. Promote peer teaching. Encourage children to ask questions.

Warmer

Elicit the names of the main characters from the story in unit 1: *Petronius, Flann, Livia, Marius, Salvia, Crispus* and *Cornelia*. Encourage children to tell you who the characters are and what they have done in the story so far.

Lead-in

Write a selection of key vocabulary from the next instalment of the story on the board: *distant island, pirates, slave market, strange dream, men's voices, missing*. Elicit meaning, use pictures to illustrate words if necessary and consolidate through examples. Ask children to predict what they think will happen next in the story based on the key vocabulary on the board.

1 Children read and listen to the story.

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

2 Children read and answer the questions.

Answers 1 They spent time in the garden. 2 Flann's homeland was a distant island in the middle of the sea. It was a rocky place where the weather was always changing, but it was green all year round and the air smelled like honey. 3 The worst day of Flann's life was the day pirates attacked his village and took Flann prisoner. 4 *Child's own writing.*

Optional extra: Write the following clues on the board:

1. *This person makes delicious food.* (the cook)
 2. *This person was captured by cruel men.* (Flann)
 3. *This person doesn't speak Latin very well.* (Flann)
 4. *This person has a nightmare.* (Livia)
 5. *This person thinks Flann had gone back to the villa.* (Marius)
 6. *This person heard strange noises whilst asleep.* (Livia)
- Children reread the story in order to find the answers.

Fast finishers

These children can read the story to themselves quietly.

Wrap up

Mime the following actions for children to guess the sentence from the story:

They loved pretending to be gladiators.

Invite a volunteer to mime the actions for the following passages:

They loved climbing trees.

They liked sitting in the shade and talking.

The island was a rocky and wild place.

Pirates attacked Flann's village and took him as prisoner.

The children fell asleep in the shade and Livia had a strange dream.

Continuous assessment

Children write a 50-word-summary of the story so far.

At home

Activity Book - page 26

Answers

1 (top row, left to right) 2, 3, 5
(bottom row, left to right) 1, 4

2 1 garden 2 shade 3 asleep 4 dream 5 heart
6 bedroom

- **Optional extra:** Children write five key words from the story with a picture.

Objectives

Language

Vocabulary

- *cave, embarrassed, grumpy, look after, note, rescue, silly, wagon*

Skills

Speaking

- Act out the story

Reading

- Understand and follow a narrative
- Demonstrate comprehension by correcting statements

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Slips of paper

Attention to diversity

Allow shy learners to choose whether they would like to perform in front of the class. Encourage and reward participation.

Warmer

Build up a drawing of the island where Flann lived. Draw pictures for *rocky, wild, changing weather* and elicit the words as you draw. Elicit the sequence of events with more drawings, for example, when the pirates attack Flann's village.

Lead-in

Ask children to discuss in pairs what happened to Flann. Pool the ideas and jot them down on the board. Children read or listen to the story again.

Optional extra: Children check and comment on their predictions. Who was right?

1 Children read, underline the mistakes and correct the sentences.

Answers 1 Marius – Livia decided to go to Petronius's village. 2 Petronius's servant – Livia screamed loudly.

3 some food – Flann had left a note in his room.

4 unhappy – Flann left because he was scared. 5 Livia – Salvia held Flann's hand the whole way back to Rome.

Optional extra: Ask children to circle all the words used to describe the feelings and attitudes of the characters: *grumpy, sad, lonely, embarrassed, happy, scared*. Elicit why the characters feel this way, e.g. *The servant is grumpy because he doesn't like his job or his master.*

Wrap up

Divide children into groups of five. Each member plays one of the characters from the story: *Marius, Livia, grumpy servant, Crispus* and *Flann*. Children rehearse the two scenes: when Livia goes to Petronius's house and when the children discover Flann.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 2

Optional extra: Hand out a slip of paper to each child. Children write a true or false statement about the story. Divide the board into two sections, *true* and *false*. Invite children to come to the front of the class and read their sentences aloud. The group must listen carefully and decide if the sentence is true or false. Children then attach the sentence to the corresponding part of the board.

At home

Activity Book - page 27

Answers

- 1 Livia: 'I went to Petronius's villa to look for Flann.'
The servant: 'I told Livia to go away.'
Petronius: 'I drove Livia home.'
Marius: 'I didn't go with Livia to speak to Petronius.'
Crispus: 'I told Livia to apologise.'
 - 2 1 Petronius sold Flann to Crispus and got a lot of money for him. 2 because she thought he had captured Flann. 3 food was missing from the kitchen and Marius found a goodbye note.
 - 3 1 sad 2 morning 3 summer 4 brother 5 wolves 6 lake 7 clear 8 lunch 9 human 10 small
- **Optional extra:** Children write a 50-word-diary entry for Livia or Flann based on the events of the narrative.

Lesson 7 - SB Page 28

Objectives

Language

Grammar

- Word formation: verbs, nouns and adjectives

Vocabulary

- *chilly, cloud, distance, fog, freeze, frost, humidity, icy, shine, storm, thunderstorm, visibility, warm, wind*

Skills

Speaking

- Sing along using the target vocabulary

Reading

- Read along to a song in order to do a classifying activity

Writing

- Write the target language in a mind map

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 2

Attention to diversity

This lesson contains a lot of new vocabulary. Use the flashcards to convey meaning and allow for peer teaching. Encourage children to use mime and gesture to aid retention of lexical items.

Warmer

Write *spring, summer, autumn, winter* on the board. Elicit weather words that children already know next to the corresponding season: *warm, hot, cold, freezing*.

Lead-in

Show children the weather **Flashcards** one at a time. Elicit the word and drill individually and chorally.

1 Children listen and classify the cities.

Answers Cold: Stockholm, New York, Beijing, London, Moscow; **Sunny:** New York, Dublin; **Poor visibility:** Mexico City, Beijing, London, Moscow

2 Children listen and sing.

Optional extra: Focus on the Grammar box and word formation. Ask children which word in the box is a noun (*rain*), which word is a verb (*raining*) and which one is an adjective (*rainy*).

3 Children add the weather words in bold in the song to the mind maps.

Answers Nouns: frost, clouds, storm, winds, visibility, fog, thunderstorm; **Verbs:** shining, raining; **Adjectives:** hot, humid, cold, foggy, chilly, sunny

4 Children add the words and phrases to their mind maps.

Answers Nouns: ice, rain, humidity; **Verbs:** It's snowing. It's raining. **Adjectives:** cloudy, windy, stormy, frosty, snowy, rainy

Wrap up

Ask children which cities they would like to visit and why. Ask them what kind of weather they would expect to find there.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 2

At home

Activity Book - page 28

Answers

1

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

2 It's windy. 3 It's foggy. 4 It's cold. 5 It's raining. 6 It's frosty.

Unit 2

Lesson 8 - SB Page 29

Objectives

Language

Vocabulary

- *chilly, hilly, limerick, lovely, pill, swallow*

Pronunciation

- Phonics: the / sound and sentence stress

Skills

Speaking

- Practise target phonics and word/sentence stress through a limerick

Listening

- Recognise and distinguish the sounds in sets of words

Writing

- Write words with the target phonics

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Strips of paper

Attention to diversity

Children may have problems producing the correct rhythm of the limerick. Give them the opportunity to repeat a few times and give plenty of praise and encouragement.

Warmer

Write the word *limerick* on the board and provide a definition: it is five-line-poem with a very strong rhythm and rhyme pattern. Give one example on the board:

*There was an old man from Devizes
Whose ears were of different sizes,
The one that was small,
Was of no use at all,
But the other won several prizes.*


Lead-in

Write the weather words from the previous lesson with the letter / missing: c_oudy chi_y visibi_ity
Elicit the complete word and drill focussing on the / sound.


- 1**  **1.15** Children listen and order the pictures.

Answers (from left to right) 1 Picture 1 2 Picture 2
3 Picture 2 4 Picture 1

Optional extra: Play the track again and encourage children to beat the stress and tap along to the rhythm.

- 2**  **1.15** Children listen again and say the limericks.

Optional extra: Run through the song again orally, eliciting the key vocabulary from children. As they supply the word, use gesture to convey meaning and consolidate new language.

- 3**  **1.16** Children listen and say the tongue twisters.

Optional extra: In pairs children race to say the tongue twisters as fast as possible.

- 4** Children write their own tongue twisters with a classmate.

Optional extra: Children write one tongue twister on a strip of paper. Take them all in and distribute the tongue twisters that children have written randomly. Children repeat their new tongue twisters in pairs.

Wrap up

Challenge children to read out the words in activity 4 as they snap their fingers when they pronounce the stressed syllables.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 2

At home

Activity Book - page 29

Answers

- 1** 1 Holly 2 tell 3 tale 4 full 5 millionaire 6 collection
7 follow 8 leaves 9 until 10 only 11 likes 12 yellow
13 always 14 black 15 clothes 16 all 17 purple
18 eleven 19 criminal
- 2** 1 balloon 2 hill 3 umbrella 4 ball 5 plate 6 bottle
- 3** yellow: balloon, hill, umbrella, ball
blue: plate, bottle

Lesson 9 - SB Page 30

Objectives

Language

Vocabulary

- *ash, basalt, block, collapse, danger zone, edge, granite, heat, kill, melt, mudslide, poisonous, uncontrollable, uninhabited*

Skills**Speaking**

- Test classmates on words from the reading passages

Reading

- Skim read in order to find specific information

Materials

- Digital Book

Attention to diversity

Some children may struggle with the texts due to the content of unknown items. Convey meaning through gestures and pictures. Promote peer teaching. Encourage children to ask questions.

Warmer

Draw a volcano slowly on the board. Children guess what you are drawing. Invite them to ask questions, e.g., *Is it a place? Say It's a volcano.* Ask children what they know about volcanoes.

Lead-in

Pre-teach vocabulary from the texts using the photograph in the lesson. Elicit different words we associate with volcanoes: *active, eruption, rocks, ash, lava, hot/poisonous gases.*

1 Children read and note what the numbers refer to.

Answers **1,500**: the number of active volcanoes around the world; **1,250**: the temperature of volcanic lava; **65 million**: the number of years ago toxic volcanic gas caused the extinction of dinosaurs; **36,000**: the number of people killed when Mount Krakatoa erupted; **500 million**: the number of people that live within the danger zone of a volcano; **90,000**: the number of people killed in the biggest volcanic eruption in 1815, Mount Tambora; **130**: the number of active volcanoes in Indonesia

Optional extra: Children highlight five interesting/surprising facts. Children share the facts they have highlighted.

2 Children choose six words to test their classmates.

Optional extra: Write on the board:

Find the words in the text:

1. the opposite of boring (exciting)
2. the verb to express a volcano opens (erupts)
3. the name for the fluid rock that comes out of a volcano (lava)
4. another word for catastrophe (disaster)
5. the powder after burning (ash)

Wrap up

Brainstorm the positive and negative features of volcanoes and write them on the board.

Positive

Ash makes soil fertile. Volcanic rocks make good building materials. The heat can be used as an energy source. They can be good for tourism.

Negative

They're extremely dangerous. Eruptions kill people and destroy homes. They can emit toxic gases. They cause mudslides and tsunamis. Ash clouds block sunlight, disrupt travel and can change the world's climate.

Continuous assessment

Write the following questions for children to answer in their notebooks: 1. *Where are most of the world's volcanoes located? (Pacific Ocean)* 2. *Where was the biggest volcanic eruption? (On Martinique)* 3. *When did it happen? (1902)* 4. *Why is lava so dangerous? (It starts fires.)* 5. *What happened in Cameroon in 1986? (Carbon dioxide from Lake Nyos, a volcanic crater, killed 1,700 people and 3,500 animals.)*

At home

Activity Book - page 30

Answers

- 1 Paragraph 1: Types of volcanoes
Paragraph 2: Recent eruptions
Paragraph 3: A volcanic eruption in America
Paragraph 4: Possible climate change
- 2 1 is 2 ash 3 are 4 can 5 decrease

Lesson 10 - SB Page 31**Objectives****Language****Vocabulary**

- *bridge, care, double-decker, grow, monsoon, networks, rainfall, rivers, roots, stronger*

Skills**Speaking**

- Do some collaborative research about the driest place on Earth

Listening

- Complete an open cloze task

Unit 2

Materials

- Digital Book
- Audio CD 1
- A world map


Warmer

Elicit today's weather and draw the appropriate symbols on the board. Draw more symbols for other weather conditions, e.g. *cloudy, rainy, wet, sunny, foggy, snowy* and elicit the words.

Lead-in

Show a map of the world and elicit what the weather would be like today in the five continents. On the board, write *The wettest place on Earth* and ask children to decide where this could be using the map as reference.

Optional extra: For further practice, ask questions related to the weather in different parts of the world: *Is the weather in North America colder or hotter than in South America? What's the weather like in Antarctica? Can you point to Greenland on the map? Is the weather hot or cold in Greenland?*

1  Children read and complete. Then they listen and check.

Answers 1 India 2 summer 3 rainy 4 natural 5 grow 6 roots 7 500 8 care 9 stronger 10 15 11 clouds 12 rivers

Optional extra: Elicit and write the different parts of speech on the board: *adjective, noun (place, person or object), verb*. Children look at the spaces in the text and decide what part of speech goes in the gap, e.g. number 1 is a noun (place). *India*.

2 Children research and write facts about the driest place on Earth.

Suggest using <https://issuu.com/> or any other similar web tool.

Wrap up

Ask children to show their newsletter and comment on them.

Continuous assessment

Tell children you are going to give them a quiz about the text. Children write the number of the statement in their notebooks and then write *true* or *false*.

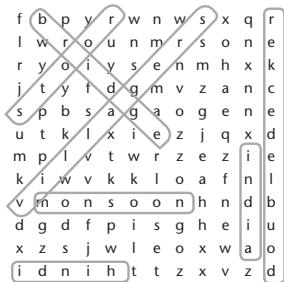
1. *Meghalaya is in Asia.* (true) 2. *In Meghalaya, It rains most in October.* (false-summer) 3. *The villagers of Meghalaya use boats to get around.* (false-they use bridges) 4. *Trees are used to make the bridges.* (true-the roots) 5. *The people of Meghalaya don't look after their bridges.* (false) 6. *Meghalaya means the home of rain.* (false- the home of clouds)

Children compare answers in groups. Read the statements again if necessary. Groups swap answers for correction. Check as a class. Award one point for each correct answer.

At home

Activity Book - page 31

Answers

1  **1** India **2** Monsoon **3** bridge **4** roots **5** double decker **6** villagers **7** Hindi

2 1 USA 2 Ethiopia 3 Russia 4 Antarctica 5 Ecuador 6 Singapore

Review - SB Pages 32 & 33

Objectives

Language

Grammar

- Modals: *must, mustn't, have to, don't have, to going to/might* for definite or possible future plans

Vocabulary

- Places

Functions

- Discuss rules in different places

Skills

Speaking

- Discuss what one must/mustn't do in various places

Listening

- Review the target vocabulary and grammar
- Identify the target language in a gap fill exercise

Reading

- Identify the structures used to express a possible or definite future plan

Writing

- Write sentences using *going to/might* based on a diary entry

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Flashcards Unit 2
- Slips of paper

Attention to diversity

Pair up stronger children with weaker learners to allow for peer teaching.

Warmer

Have children play *Noughts and crosses* using modal verbs and lexical items in this unit. See **Vocabulary Games** in For the Teacher section at the beginning of this book.

Lead-in

On the board, write ten vocabulary words that you would like to review from the unit. Children choose five of them and write them down. Read definitions of the words out in any particular order. Children cross off the words as their definitions are read. The first child to shout *Bingo!* is the winner.

1 Children listen and complete with *must, mustn't, have to or don't have to*.

Answers 1 don't have to 2 mustn't 3 must 4 don't have to 5 have to 6 mustn't

Optional extra: Ask children to imagine that a tornado is coming. Write prompts on the board for children to create sentences using *have to, must, mustn't or don't have to: chase it/go near windows/take cover*. Children write similar prompts about another type of severe weather or natural disaster to exchange in pairs. They should not write what the weather or disaster is. Then children guess the type of weather or disaster that the rules refer to. Invite some volunteers to read their rules out for the class to guess.

2 Children discuss with a classmate what you *must, mustn't, have to or don't have to do in each of the places*.

Answers *Child's own writing*

3 Children read the messages and mark definite (✓) or possible (?).

Answers 1 ? 2 ✓ 3 ? 4 ✓ 5 ?

4 Children read and answer the questions.

Answers 1 It might rain next week in Seattle. 2 Julie is going to visit the Space Needle. 3 She likes hot dogs. 4 Next week she's going to see Mount Rainier. 5 She may not see Mount Rainier because it's often covered in clouds.

Optional extra: Children choose a city and write a short e-mail using the target language.

5 Children look at Sam's diary. They write sentences with *going to* and *might*.

Answers 1 On Monday he's going swimming after school. 2 On Tuesday he might watch a film with Kyle. 3 On Wednesday he might go shopping for boots. 4 On Thursday he's going to phone his Grandma. 5 On Friday he might help Mum cut Muffy's nails. 6 On Saturday he's going to football practice. 7 On Saturday he might take Muffy to a dog show.

Wrap up

Write natural disaster words on the board with the letters scrambled: *incrrhau* (*hurricane*), *loofd* (*flood*), *eeaaquthkr* (*earthquake*), *canvocnil pertuion* (*volcanic eruption*), *rotnoda* (*tornado*), *miastnu* (*tsunami*), *gordhut* (*drought*). Children unscramble the words in their notebooks. Check by getting volunteers to write the words on the board.

Final evaluation

Teacher's Resource Material: Test Unit 2

At home

Activity Book - pages 32 & 33

Answers

- 1 2 Tom, Daisy 3 Daisy 4 Tom, Daisy
- 2 1 you have to clean your room 2 you have to do your homework 3 you have to go to bed early 4 you have to wash the dishes 5 you have to water the plants
- 3 1 don't have to 2 mustn't 3 don't have to, mustn't 4 mustn't 5 mustn't, mustn't 6 don't have to 7 must
- 4 1 foggy 2 cold 3 windy 4 stormy 5 snow
- 5 1 might visit another country 2 You are going to pass your exams. 3 You might find some money. 4 You are going to make a new friend.
- 6 *Child's own writing*

Activity Book - page 113

The **Picture Dictionary** on page 113 gives children an illustrated reference of the main vocabulary in Unit 2 with extra listening practice.

More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

SB Pages 34 & 35

Objectives

Language

Grammar

- Review: questions and affirmative sentences in the Past simple and Past continuous
- Review: modals of obligation in a game

Vocabulary

- Review: activities to describe daily routines

Functions

- Design an earthquake digital safety poster
- Communicate whilst playing a game in order to practise modals of obligation

Skills

Speaking

- Make questions and affirmative sentences using the Past simple
- Make deductions about Roman mysteries
- Use modals of deduction in a game

Writing

- Design an earthquake digital safety poster

Materials

- Digital Book
- Teacher's Resource Material
- Dice

Warmer

Invite children to play a guessing game. Provide utterances such as: *This is a place where there are natural bridges (India)*. Then you can ask volunteers to provide their own sentences for their partners to guess.

Lead-in

Dictate some different periods of history and ask children to put them in order of preference in terms of which period they would most like to visit. Before you start elicit some characteristics of each period.

Ancient Rome

The Renaissance

Middle Ages

Industrial Revolution

Viking age

1 Children prepare interview questions.

Answers Why did you choose that period? What did you eat? What did you see? Who did you meet? What date and year did you arrive? How did you feel? How did people treat you? Where did you sleep? Where did you go? What clothes did people wear?

Optional extra: Write on the board, *The amazing time machine*. Ask: *Do you like the idea of travelling back in time? Which period of time would you like to visit? Why?* Ask children to imagine they met someone who has travelled in a time machine. Elicit what they would like to ask them.

2 Children role-play being a time traveller.

Optional extra: Swap pairs and report what their previous partner told them about their experience travelling in time, e.g. *Juan went to Ancient Rome and saw gladiators fighting...*

3 Children play *Solve the Roman mysteries!*
Give as many explanations as possible.

Optional extra: Divide the class into teams of three. Each team must write as many explanations as possible for each picture, within a set time limit. Monitor work, making sure that all team members contribute ideas. The team with the most correct sentences for a picture wins. Then elicit all the sentences and children vote on the most original.

4 Children complete the sentences.

Answers *Child's own writing*

Optional extra: Before doing activity 4, write the following anagram for children to solve: *rainecurh*. Then do a true or false quiz with some facts about hurricanes:

1. *Hurricanes are large tropical storms. (true)*
2. *There are many hurricanes in the US. (true)*
3. *Hurricanes are not dangerous. (false)*
4. *One famous hurricane which hit America was called Kate. (false-Katrina)*
5. *There is often rain with hurricanes. (true)*

Go on to discuss the dangers of hurricanes through this question: *What might happen during a hurricane? (The lights go out because trees fall on power lines. The wind blows down trees and signs. The wind damages houses and flooding occurs.)*

5 Children design an earthquake digital safety poster.

You may suggest using <http://popplet.com/> or any other similar tool.

Answers *Child's own writing and drawing*

Optional extra: Write *natural disasters* in the middle of the board and create a spidergram with natural disasters coming from it, e.g. *hurricane*. Elicit *earthquake* and ask children what happens in earthquakes. Discuss earthquake safety and refer to earthquakes which have featured in the news.

6 Children play *What do you have to do?*

Optional extra: Mix up the collocations from the game for children to rearrange:

Take loud music
Get up the table
Play rubbish
Do my shower
Have homework
Make my cat
Lay early
Feed my bed
Practise an teeth
Brush my instrument

Wrap up

Children choose a new destination as time travellers: *Ancient Rome*. They write new answers for the interview questions in activity 1. Divide the class into pairs. Children take turns to read their answers for their partners to guess the questions: *Togas and sandals! (What did people wear?)*

Continuous assessment

Teacher's Resource Material: End of Term 1 Test
Optional extra: Listen to children as they do the time travelling role-play and the game in activity 6 to assess their progress.

At home

Activity Book - pages 34 & 35

Answers

- 1 *Child's own writing*
- 2 *Child's own writing*
- 3 *(left to right)*
 You mustn't swim/dive.
 You must wear a helmet.
 You mustn't use a mobile phone.

4 *Child's own drawing*

- **Optional extra:** Children write about an imaginary trip to a time in history. They can resort to the prompts in activity 1 for ideas.

Unit 3

Space travel!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Predictions with <i>will</i>, <i>won't</i> and <i>might</i> • Future plans with <i>will</i> and <i>going to</i> • Present continuous for arrangements • Punctuation 	<ul style="list-style-type: none"> • Space: <i>astronaut, diameter, Earth, flight suits, gravity, Jupiter, Mars, Martian, Mercury, meteor, Moon, Neptune, Saturn, spaceship, stars, Sun, Venus, weightlessness</i> • Large numbers: <i>twelve thousand, seven hundred and fifty-six</i> 	<ul style="list-style-type: none"> • Phonics: <i>r / rr</i> 	<ul style="list-style-type: none"> • Future plans with <i>going to</i>

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To practise making predictions using modal verbs <i>will</i>, <i>won't</i> and <i>might</i> • To describe future plans using <i>will</i> and <i>going to</i> • To talk about future arrangements using the Present continuous • To practise features of punctuation 	<ul style="list-style-type: none"> • To make predictions • To make plans for the future • To make arrangements • To write an e-mail about a special holiday • To describe features and aspects of the Bedouin • To write a postcard about a stay with the Bedouin • To ask and answer questions about space tourism • To describe desert life • To describe a future house
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify verb and noun collocations related to space and space travel • To understand and use large numbers in both written and numeric form • To understand proper nouns, common nouns and adjectives related to space and space travel • To understand and use vocabulary items related to desert life and the Bedouin • To understand and produce language related to holiday destinations and activities 	<ul style="list-style-type: none"> • To highlight and practise the pronunciation and spelling of words containing <i>r</i> and <i>rr</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To plan a weekend and exchange information with a classmate using the target language • To role play an interview • To describe life in the desert • To discuss space travel with a classmate 	<ul style="list-style-type: none"> • To understand and follow an article • To understand and follow descriptions of the Bedouin • To demonstrate comprehension by writing sentences with information from the text • To understand and follow descriptions of space tourism • To show understanding by completing a table
Listening	Writing
<ul style="list-style-type: none"> • To demonstrate comprehension of the target structures • To understand and follow an article • To follow the thread of an informative piece • To identify the target language in a dialogue and complete a gap fill 	<ul style="list-style-type: none"> • To write out large numbers in word form • To write a diary entry • To rewrite an e-mail focusing on correct punctuation • To use the target language to write an e-mail • To write a description of a future house

Assessment criteria

- Check children can identify, understand and produce language related to predictions with *will*, *won't* and *might*, future plans with *will* and *going to*, Present continuous for arrangements and punctuation.
- Check children can identify, understand and produce vocabulary related to space and large numbers.
- Check children can make predictions, make plans, make arrangements and write an e-mail.

Materials

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

Poster paper	Colours
Slips of paper	Board pens
A5 paper for postcards	Word cards (numbers)
Coloured card	The Internet

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to make predictions, plans and arrangements. Children learn to write a postcard and an e-mail. Children learn grammar, vocabulary and phonics for pronunciation. (SB pp 36, 37, 38, 39, 40, 42 & 43)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about space tourism. (SB pp 36, 37, 40 & 45)



Digital competence

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



Social and civic competence

Children learn all forms of behaviour, personal, interpersonal and intercultural to participate in an effective and constructive way in social life. Children learn about space tourism.



Cultural awareness and expression

Children learn to use and appreciate creative expressions of ideas, experiences and emotions and to understand their own culture and diversity in the world. Children learn about the Bedouin. (SB p 44)



Competence in learning to learn

Children develop strategies, such as observing, linking, matching, etc., to improve the learning process (SB pp 37, 38, 39, 41, 43, 44 & 46)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 42, 45 & 47)

Objectives

Language

Vocabulary

- Large numbers
- *distance, hurricane, length, moon, size, wind speed*

Skills

Listening

- Identify the target language in order to check answers

Reading

- Demonstrate comprehension by completing a gap fill

Writing

- Complete an open cloze
- Write out large numbers in word form

Materials

- Digital Book
- Audio CD 1
- A picture of the solar system

Attention to diversity

Some language items in the lesson, such as large numbers, may require a lot of drilling, repetition and recycling to foster acquisition.

Warmer

Write the title of the unit on the board: *Space travel!*
Children close their eyes and imagine what life would be like in outer space. Ask children questions to challenge their imagination: *What can you see? What can you hear? Can you smell anything? What colours can you see?*

Lead-in

Display a picture of the solar system. Elicit what children know about it by asking questions: *How many planets are there? What are their names?* Write the following on the board:

reath (Earth) turnsa (Saturn)
sunev (Venus) iertpuj (Jupiter)

In pairs, children race to unscramble the names of the planets. Drill the words both chorally and individually paying particular attention to stress.

1 Children make a guess and complete the fact files using these numbers.

Answers Earth facts: Length of year: 365; Average surface temperature: 22

Jupiter facts: Distance from the Sun: 778,000,000; Number of moons: 63; Length of a year: 4,331; Size: 142,000

2 Children listen and check their answers. Were they right?

Audio CD 1



Earth facts: Earth is 152,000,000 kilometres from the Sun. It has one moon. The length of an Earth year is 365 days. Earth has a diameter of 12,756 kilometres. The average temperature on its surface is 22 degrees Celsius. The temperature at its core is 4,500 degrees Celsius. The maximum wind speed on Earth is 408 kilometres per hour. The biggest hurricane on Earth was 960 kilometres wide.

Jupiter Facts: Jupiter is 778,000,000 kilometres from the Sun. It has 63 moons. The length of a Jupiter year is 4,331 days. It has a diameter of 142,000 kilometres. The average temperature on its surface is -150 degrees Celsius. The temperature at its core is 20,000 degrees Celsius. The maximum wind speed on Jupiter is 620 kilometres per hour. The biggest hurricane on Jupiter, known as the Great Red Spot, was 24,780 kilometres wide.

3 Children write out the numbers.

Answers Venus facts: Distance from the Sun: One hundred and eight million, two hundred thousand. Size: Twelve thousand, one hundred and four. Length of a year: Two hundred and twenty-five.

Saturn facts: Distance from the Sun: One thousand, five hundred and fourteen million, five hundred thousand. Size: One hundred and twenty thousand, five hundred and forty. Length of a year: Ten thousand, seven hundred and fifty-nine.

Wrap up

Divide children into five teams and have them stand in lines at the board. Read a number from the lesson aloud, reading longer numbers twice if necessary, while the children at the front of each line race to write the number on the board: *20,000*. The first child to write the number correctly scores a point. Repeat the procedure until every child has had a turn.

Initial evaluation

Divide children in groups of three. They take turns reading a number from activities 1 and 3 for the others to identify what it describes: (C1) *One!* (C2) *The number of moons on the Earth!*

At home

Activity Book - page 36

Answers

- 1** 1 F 2 T 3 F 4 F
- 2** 2 Neptune's diameter is forty-nine thousand, five hundred and twenty eight kilometres.
 3 The maximum wind speed on Neptune is two thousand, one hundred kilometres per hour.
 4 The average surface temperature is minus two hundred Celsius.

Lesson 2 - SB Page 37

Objectives

Language

Grammar

- Predictions with *will*, *won't* and *might*

Vocabulary

- *Earth, Jupiter, Mars, Mercury, meteor, Moon, Neptune, planet, Saturn, spaceship, stars, Sun, Venus*
- Large numbers

Functions

- Make predictions

Skills

Speaking

- Predict how a story ends

Listening

- Identify target structures and match them to the correct image

Reading

- Demonstrate understanding by circling the correct answer

Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 3
- Word cards (225/365/4,331/12, 104/20,000/24, 780/120, 540/142,000/ 778,000,000/ 108,200,000)
- Poster paper
- Coloured card
- Coloured pencils
- The Internet

Attention to diversity

Allow for plenty of consolidation work and pair stronger learners with weaker ones to facilitate peer teaching. Allot children extra time to prepare their stories in activity 3 if necessary.

Warmer

Hand out the word cards, five per child. In pairs, children take turns dictating the numbers for their partner to write in numeric form.

Lead-in

Display the unit 3 **Flashcards** on the board and drill the words chorally and individually: *Earth, Jupiter, Mars, Mercury, meteor, Moon, Neptune, Saturn, stars, Sun, Venus*. Remove the flashcards one by one. Point to where they were and challenge children to continue the drill as if the cards were still there.

1  Children listen and write.

Answers will: Sun, Moon, stars, Earth; **might:** Jupiter, Venus; **won't:** Saturn, Mars, Mercury

Audio CD 1



There's a lot to see as we travel through space,
 The universe is such a wonderful place.
 We'll leave the Earth at a quarter to two,
 Then travel around and admire the view.
 We'll see the Sun, we'll see the Moon,
 But we won't see Saturn or Neptune.
 We might see Jupiter, we will see the stars,
 We might see Venus but we won't see Mars.
 We won't see Mercury – it's too close to the Sun,
 Then we'll come back to Earth after all that fun!
 There's a lot to see as we travel through space,
 The universe is such a wonderful place.

2 Children read and circle their predictions.

Answers *Child's own writing*

3 Children predict how the story ends.

Wrap up

Tell children that they are going on a camping trip... *in space!* Elicit things which may be useful and write suggestions on the board. Explain to children that they can only take eight items. In pairs, children work together and decide on the most important things.

Unit 3

Continuous assessment

Hand out poster paper, coloured card and coloured pencils to each child. Children design poster for an imaginary planet, adding illustrations and facts about it. In small groups, children present their posters. Display children's work on the bulletin board.

At home

Activity Book - page 37

Answers

- 1 Sun 2 Saturn 3 Neptune 4 Jupiter 5 Venus
6 Mars 7 Mercury 8 Earth
- 2 Child's own writing

Lesson 3 - SB Page 38

Objectives

Language

Grammar

- Future plans with *will* and *going to*

Vocabulary

- *last-minute plans, possible, unknown*

Functions

- Make plans

Skills

Speaking

- Use the target language to interview a classmate

Reading

- Demonstrate understanding by choosing the correct function of the target structures

Materials

- Digital Book
- Audio CD 1
- Coloured pencils: green, red and blue

Warmer

Write on the board: *What are your plans for the summer?* Invite children to ask you about your plans and use modals *will* and *might* when answering. In pairs, have children ask and answer questions, using the target structures to predict future plans: *I might go to the countryside.* Change

pairs and have children report their findings to their new partner: *Mark might go to the beach!*

Lead-in

Refer children to the Grammar box and read the examples aloud. Tell children that *going to* and *will* are used to talk about future plans. Write *definite* and *possible* on the board. Elicit which example describes a definite plan: *I'm going to do my project.* Remind children that *be going to* changes to show agreement with the subject. Write the following sentence stems on the board: *have a shower, clean my room, do my homework, have dinner with my family, go to the park, watch TV, wash the dishes and play with my friends.* In pairs, children discuss their plans for tomorrow using the target structures and the information on the board: *I'm going to do my homework. I think I'll watch TV.*

1 Children read and colour.

Answers Organised/green: I'm going on holiday to Greece next year. I'm going to a party next weekend. I'm going to India in the summer. I'm not going to come to school next week. **Unknown/red:** I'll help you with your project if you want. I think I'll have three children when I'm older. I think I'll visit my grandma on Sunday. **Last-minute/blue:** I've got lots of homework, so I won't watch any television tonight.

2 Children talk about their future plans with a classmate.

Answers Child's own answers

Optional extra: Invite volunteers to role play their discussion.

Fast finishers

These children write sentences about their future plans using the target structures.

Wrap up

Write *When I grow up, I...* on the board. Divide children into groups and have them take turns to finish the sentence with a possible plan and a certain plan. Monitor and help as needed.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 3

Optional extra: Divide children into groups of three and have them write three sentences in their notebooks about their plans. One sentence must be a lie and the others must be true. Children read their sentences aloud while the group listens carefully and tries to guess which sentence is a lie.

At home

Activity Book - page 38

Answers

- 1** 1 are going to 2 will 3 is going to 4 will 5 are going to 6 will
- 2** 2 organised plan 3 last minute decision 4 last minute decision 5 organised plan 6 possible plan
- 3** 1 c 2 a 3 b
- **Optional extra:** Children write 50 words about their plans for the summer in their notebooks.

Lesson 4 - SB Page 39

Objectives

Language

Grammar

Present continuous for arrangements

Vocabulary

- antique, dine, float in the air, scary

Functions

- Make arrangements

Skills

Speaking

- Plan a weekend and exchange information with a classmate using target grammar

Listening

- Demonstrate comprehension of the target structures by completing a gap fill

Reading

- Show understanding by completing a matching task

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Slips of paper

Attention to diversity

This lesson requires some creativity. Allow children to work together to foster imagination and promote the sharing of ideas.

Warmer


Divide children into two teams and tell them they are going to mime future plans using *going to*. Write a number of actions on slips of paper, e.g. *go to the cinema*. Invite a member of a team to the front of the class to act it out. Members of their team try to guess. The winner will be the team with the most correct answers.

Lead-in

Write *City of Galaxia* on the board. Tell children they are going to read about a city in the future. Create a mind map on the board by eliciting words and phrases related to the activities children might do there: *visit the zoo*, *go to a restaurant*, etc. Use the pictures from the lesson as visual aids.

1 Children read the poster and match the information.

Answers 1 Dine at Pluto's Pizza & Burger Bar. 2 Ride the Central Park Ferris Wheel. 3 Visit the Museum of the 21st Century. 4 Take a yellow taxi. 5 Go up the new Babel Tower. 6 Watch the robot races. 7 Visit Galaxia Zoo. 8 Shop at Toys 4 U. 9 Visit the Zero Gravity Dome. 10 Climb the Ice Wall.

2  Children listen and complete Jada's agenda with the activities in the poster.

Answers Saturday Morning: Go up the New Babel Tower. Saturday Afternoon: Visit the Zero Gravity Dome. Saturday Evening: Dine at Pluto's Pizza & Burger Bar. Sunday Morning: Take a yellow taxi. Sunday Afternoon: Climb the Ice Wall. Sunday Evening: Watch the robot races.

Audio CD 1



Gabriel: Hi, Jada!

Jada: Oh, hello Gabriel.

G: What are you doing this weekend?

J: I'm going to Galaxia with my parents!

G: Wow! That's cool!

J: I'm really excited. I can't wait!

G: So what are your plans?

J: Well, on Saturday morning, we're going up the New Babel Tower. You can get amazing views from up there. Then in the afternoon, we're visiting the Zero-Gravity Dome!

G: You'll have fun floating around in there. What are you doing in the evening?

J: We're dining at Pluto's Pizza and Burger Bar. They say it has the best food in the universe!

G: What are you doing on Sunday?

Unit 3

J: In the morning, we're taking a yellow taxi for a guided tour of the city. I've heard that the taxis fly really fast.

G: Are you going to ride the Central Park Ferris Wheel?

J: I don't think so. I don't think we'll have enough time. In the afternoon, we're climbing the Ice Wall! Then in the evening, we're going to the stadium to watch the robot races.

G: Wow! That sounds like a busy weekend. But a fun one, too!

3 Children plan their weekend in Galaxia and exchange information with a classmate.

Wrap up

Tell children about your perfect weekend: *This weekend I'm going camping with my friends. We're staying in a new camp-site.* In pairs, children plan their perfect weekend together.

Continuous assessment

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

Optional extra: Children write an e-mail to a friend describing their plans for their weekend in Galaxia.

At home

Activity Book - page 39

Answers

1 2 is visiting the museum 3 is going to the theatre
4 is shopping for souvenirs 5 is going skateboarding
6 is watching a basketball game
7 is going up the Statue of Liberty

2 (Top row, left to right) 4, 7, 5
(Bottom row, left to right) 2, 3, 1

3 *Child's own writing*

Lesson 5 - SB Page 40

Objectives

Language

Vocabulary

- *astronauts, crew members, flight suits, float, headaches, International Space Station, muscles, personal hygiene, weightlessness*

Skills

Speaking

- Role play an interview

Listening

- Understand and follow an article

Reading

- Demonstrate comprehension by deciding on validity of statements about the article

Writing

- Write a diary entry

Materials

- Digital Book
- Audio CD 1

Attention to diversity

The article may prove challenging for some learners. Encourage children to infer meaning from context.

Warmer

Display the picture of the solar system you used in lesson 1. Children choose a planet and write a sentence about it. In pairs, they read their descriptions aloud for their partner to guess: C1: *A planet that has a diameter of 12,104 km.* C2: *Venus!*

Lead-in

Write *The International Space Station* on the board. Tell children they are going to read about the most expensive object ever built and about the astronauts who live there. Write *living together, weightlessness, personal hygiene and clothes* on the board. In pairs, children predict what life is like on the station using the headings as a guide.

1 Children read and listen to the article.

Optional extra: Ask questions to check comprehension: *How long do astronauts generally spend there? (Six months) Do astronauts speak the same language? (No, they speak different languages) Can astronauts walk everywhere? (No, they float) How do they clean themselves? (With a wet soapy cloth) Why do they wear special suits outside? (To protect them from the dangers of space)*

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

2 Children read and write *True, False or Don't know.*

Answers 1 True 2 False 3 Don't know/False 4 False 5 False /Don't know

Optional extra: In pairs, children role play an interview between an astronaut from The International Space Station and a reporter. Invite volunteers to the front of the classroom to act out for the class.

Fast finishers

These children can read the story to themselves quietly.

Wrap up

Children write 50 words in the form of a diary entry as if they were one of the astronauts from The International Space Station.

Continuous assessment

Children close their eyes as you read the article again. Encourage children to visualise the scenes as you read. Individually, children choose a section from the article and draw it in their notebooks, writing a short description underneath using their own words.

At home

Activity Book - page 40

Answers

- 1** 1 Between three and six astronauts live on the ISS. 2 Because there is no up or down. 3 Some water is recycled from the air, but most of it has to be brought from Earth. 4 Space vehicles travel to the ISS./ The shuttle transports them to the ISS. 5 The astronauts share cleaning. 6 They spend up to six months there.
- 2** 1 astronaut 2 flight suit 3 shuttle 4 gravity 5 weightlessness 6 crew 7 laboratory

Lesson 6 - SB Page 41

Objectives

Language

Vocabulary

- *bedtime, carry out experiments, gravity, household jobs, laboratory, mealtimes, rubbish, snacks, tie down*

Skills

Listening

Follow the thread of an informative piece

Reading

- Understand and follow an article

- Demonstrate understanding by answering comprehension questions

Writing

- Predict content based on information in the text

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**
- Slips of paper

Attention to diversity

As this piece is quite long allow plenty of time for processing and have tasks at hand for quick finishers.

Warmer

Divide the class into two teams. Write some of the key vocabulary from the unit in large letters on slips of paper. Underneath, write three or four related words:

Astronaut

space suit weightlessness train very hard

Children must try to get the members of their group to guess the word in bold without saying any of the other words in a minute. If they are unable to guess the word within the given time limit, the other team may join in. Award a point for each word guessed correctly.

Lead-in

Focus children's attention on the headings in the story and ask them to predict what they will read about.

1 Children read again and answer.

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

Answers 1 The astronauts have to keep the ISS clean and they need to do repairs. 2 At bedtime they have to tie themselves down so they don't float around.

3 *Child's own writing*

Optional extra: Children compare their answers in groups of three and agree on a list of ten things to bring on their journey, giving reasons for their answers: *I'm going to bring my camera because I love taking pictures!*

Wrap up

Children draw a T chart in their notebooks and write *An astronaut's life* and *My life* at the top of each column. Individually children compare their lives and that of an astronaut using the headings as guidance: *mealtimes, household jobs, work, etc.*

Unit 3

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 3

At home

Activity Book - page 41

Answers

- 1** Name 3 household jobs they have to do: **1** They have to wipe the walls and floors with detergent. **2** They have to store the rubbish. **3** They have to do repairs. Name 2 ways they can exercise: **1** They have exercise bikes. **2** They have a running machine. Name 2 things they can do in their working day: Possible answers: They carry out experiments. They carry out research in a weightless environment. They have a meeting with mission control. They test the possibility of living on the moon or Mars. Name 3 ways they can relax: Possible answers: They can read. They can listen to music. They can watch DVDs. They can chat to their families. They can send e-mails.
- 2** Child's own writing
- 3** Child's own writing

Lesson 7 - SB Page 42

Objectives

Language

Grammar

- Punctuation

Vocabulary

- crater, dear, kitten, Martian, puppet show, sunny, warm, windy

Functions

- Write an e-mail

Skills

Reading

- Show understanding of key vocabulary

Writing

- Rewrite an e-mail focusing on correct punctuation
- Use the target language to write an e-mail

Materials

- Digital Book
- Teacher's Resource Material
- Poster paper

Attention to diversity

Make sure that children notice and record useful language/structures for their e-mail in the lead-in activity and resort to them when writing the final product.

Warmer

Write the word *summer holidays* on the board. Elicit what plans children have for the summer and encourage them to use the target structures: *I think I'll go to the beach with my family.*

Lead-in

Write the following words on the board as headings: *country, food, sights, cities, tourist activities, language.* With the class, brainstorm ideas for each category for Japan - *sushi, Mount Fuji, Tokyo, take pictures, Japanese.* Repeat with other countries.

1 Children read the e-mail and circle the punctuation using the key.

Answers

Dear Maria,
Are you enjoying your summer holiday? We're having a fabulous time here in Japan. It's sunny and warm. Since we arrived in Tokyo, we've visited three temples, a museum and an aquarium. Have you ever eaten sushi? I love it! We're eating it again tonight! This time tomorrow I'll be in Osaka. We're going to see a famous castle and we might watch a traditional puppet show. Next week, we're going to see Mount Fuji. It's Japan's tallest mountain. We might not see it because it's often covered in clouds! I have learnt how to say 'Hello' and 'Goodbye' in Japanese.
See you soon! Sayonara!
Jasmine

2 Children rewrite Simon's e-mail with correct punctuation.

Answers

Dear Mum and Dad,
How are you? I'm fine! We're having a great time here on Mars, but the weather is terrible! Yesterday it was very windy. We're in Voyagertown at the moment, but tomorrow we're going to see Olympus Mons. I hope it doesn't erupt!
We've been on a bike ride in Victoria Crater and enjoyed the great views of Earth. We're going to a national park on

Saturday and we might see a Martian! I'm looking forward to seeing you in two weeks. How is my kitten? Karen says hi to you both.

Love,
Simon

3 Children choose a holiday destination. Then they write an e-mail to a friend.

Wrap up

Distribute poster paper and have children rewrite the final draft of their e-mail, adding illustrations and activities.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 3

At home

Activity Book - page 42

Answers

1 Capital letter: A - Apostrophe: ' -
Quotation marks: " " - Full stop: . -
Exclamation mark: ! - Comma: , - Question mark: ?

2 Hi Charly,
How are you? I hope you're well. I'm having a great time here with my grandparents. We eat the biggest breakfasts in the whole world! I have cereal, bacon, eggs, grilled tomatoes, beans and orange juice. My Grandpa's car's 30 years old, but he doesn't want to change it. My Grandma says that my Grandpa's very hardheaded! Tomorrow we're going to visit the Grand Canyon. I'm attaching photos of the area we are going to visit. Write soon and tell me all your news!
Olivia

- **Optional extra:** Children write an e-mail to their family from Mars in 50 words or more.

Lesson 8 - SB Page 43

Objectives

Language

Vocabulary

- *advert, brain, embarrassed, groceries, horrifying, memory, powerful, slogan, worry*

Pronunciation

- Practise the spellings of the *r* sound

Skills

Listening

- Identify the target language in a dialogue and complete a gap fill

Writing

- Raise awareness of spelling

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Poster paper
- Board pens

Attention to diversity

Weaker learners may struggle with the advert. Monitor carefully and provide language input and correction where needed.

Warmer

Write the word *advert* on the board. Elicit or provide the definition: *a picture, film, song or text that tries to persuade you to buy something*. Define the term *slogan*: *a short phrase in an ad*. Point out that slogans are often designed to be easy to remember. Encourage children to say slogans that they know from popular adverts.

Lead-in

Focus the children's attention on the words from activity 1. Clear up any doubt about meaning through visuals, definitions and examples. Write the words on the board and circle the *r* and *rr* in each word. Explain that they have the same pronunciation and double *r* indicates a new syllable.

1 Children listen and complete the TV advert.

Answers rooms, horrifying, tomorrow, trees, powerful, future

Optional extra: Play the track but pause it before each word for children to call out the word.

2 Children listen to the slogans. Then they complete the words with *r* or *rr*.

Answers 1 worry, afraid, brand, car 2 sorry, computer, terrible, try, great 3 cream, cream, Shirley, strawberry, syrup 4 wrong, right, embarrassed, memory, Brain 5 carry, groceries, robots 6 Barry, burger, world

Optional extra: In pairs, children discuss the most effective slogan and when finished, class vote on the best one.

Unit 3

3 Children invent a slogan and write an advert. Then they present it to the class.

Optional extra: You may suggest writing the advert using a web tool such as <http://en.linoit.com/> or any other similar one.

Fast finishers

These children make a list of slogans they know and the product they represent, e.g. *Just do it (Nike)*. Allow for some use of the children's native language.

Wrap up

In pairs, children take turns to say a word from the lesson aloud while the partner spells it.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 3

Optional extra: Divide children into five teams and have them stand in lines at the board. Say *future*. Children race to spell the word correctly. The first child writes the first letter of the word and gives the board pen to the next child. They continue in the same way until they have spelt the word correctly. The team with the most points at the end wins. Repeat the procedure with: *burgers, carry, horrifying, ice cream, powerful, robots, terrible, tomorrow, world, worry*.

At home

Activity Book - page 43

Answers

- 1 better, pirate, aren't, terrified, hurricanes, storms, rolls, tree, growing, garden, roof, bedroom rocket, travel, universe, cream, burgers, drink, strawberry, worry, bored, Every, different
- 2 r as in *car*
are, future, summer, word
r as in *crash*
borrow, carry, horrified, right, run, wrong
- 3 1 r as in *car*
better, aren't, storms, garden, universe, burgers, bored
r as in *crash*
pirate, terrified, hurricanes, rolls, tree, growing, roof, bedroom, rocket, travel, cream, drink, strawberry, worry, every, different
- 4 between - vowel

Lesson 9 - SB Page 44

Objectives

Language

Vocabulary

- *cloth, hospitality, hunting, tents, wander, weaving*

Functions

- Describe features and aspects of the Bedouin

Skills

Speaking

Describe life in the desert

Reading

- Understand and follow descriptions of the Bedouin
- Demonstrate comprehension by writing sentences with information from the text

Materials

- **Digital Book**
- A5 paper for postcards
- Slips of paper

Warmer

Write the word *desert* on the board. Circle it and draw lines extending out from the circle, at the end of which you will write a word or phrase that children associate with deserts.

Lead-in

Ask children to look at the photos from the lesson. Ask: *Where do these people live? (In the desert) What are they wearing and why? (Garments to protect them from the heat) What animals can you see? (Camels and goats) Why do you think they keep these animals? (For transport, milk, meat and wool)*

Optional extra: Individually children choose just three key things they associate with the desert from the mind map you did on the board in the warmer and take turns to explain their choices.

1 Children imagine they have to live in a desert. They discuss the questions with a classmate.

Answers *Child's own answers*

Optional extra: Preteach the following vocabulary from the text: *hunting, special cloth, tents, wander, weaving* through examples, definitions and visuals. In pairs, children predict what desert life is like for the Bedouin using the key vocabulary and headings in the text.

2 Children read and highlight sentences about how the Bedouin adapt to desert life.

Answers Women weave animal hair into a special cloth for tents to provide shade from the sun and protection against the wind and rain. The Bedouin use a lot of dry foods that are easy to carry and last a long time. The Bedouin keep camels to carry their belongings because they are well adapted to the harsh conditions of the desert. Men wear a cloth wrapped around their heads to protect them against the sun.

Wrap up

Children write five sentences about the Bedouin in their notebooks: *Tents are the centre of Bedouin life.* Distribute five slips of paper to each child. Write the sentences on the paper slips with one word missing. In place of the word, they should draw a line: _____ are the centre of Bedouin life. In pairs, children complete their partners' sentences using the text as reference.

Continuous assessment

Tell children to imagine they are spending a week with a traditional Bedouin family in the desert. Ask questions to help the students imagine their time together: *What activities did you do? Did you see any animals? Where did you sleep? What was the weather like? What clothes did you wear? What did you eat and drink? How was life in the desert different from your life at home?*

Children write a postcard (not an e-mail with the Bedouin!) about their visit to their family and draw a picture of an activity they did with the family. Display the postcards around the classroom walls.

At home

Activity Book - page 44

Answers

- 1** 1 desert 2 years 3 tent 4 fruit 5 kangaroos 6 hunting
- 2** 2 Origins 4 Home 3 Food 1 Weapons
- 3** 1 They lived in the desert of central Australia.
2 It means that people move from place to place.
3 Boomerang.

Lesson 10 - SB Page 45

Objectives

Language

Vocabulary

- *cost, one-way trip, ride, space tourism, spaceport, travel, volunteer, weightlessness*

Skills

Speaking

- Discuss space travel with a classmate

Reading

- Understand and follow descriptions of space tourism
- Demonstrate understanding by answering comprehension questions

Materials

- **Digital Book**
- **Audio CD 1**
- Poster paper
- **Flashcards Unit 3**

Attention to diversity

Make lessons as effective as possible by managing time well. Set time limits when necessary such as in activity 1 and monitor closely to ensure children are on task.

Warmer

Display the unit 3 **Flashcards**. Children take turns to say a word aloud while their partner writes it in their notebook. Children swap notebooks and correct each other's work.

Lead-in

Write *Space tourism* on the board. Encourage children to close their eyes and imagine themselves on holiday in space. In pairs, they discuss what it would be like to holiday in this farfetched place and brainstorm activities they might do there. Write children's suggestions on the board: *We might wear a space suit and experience weightlessness.*

1 Children read the passage and answer the questions.

Answers 1 People would think about spending their holidays in space because they have travelled all over the world. 2 Because they will ride into space. 3 Tourists will get to see Earth from inner space and experience weightlessness. 4 The trip to space will take about an hour. 5 The trip will be too expensive for most people. 6 The trip to Mars is one way because there won't be any rockets to take the people home again.

Optional extra: Children underline six useful words or phrases that they can use to describe space tourism: *try lots of exciting activities, an amazing, unique experience, a one-way trip, etc.*

Optional extra: In pairs, children design their space travel package to Mars. Tell them to think about *food, sights, tourist activities* and *cost of flight*. Hand out poster paper and allow children to design an advert for their package. Invite volunteers to the front of the class to present their work and have class vote on the best one.

Unit 3

Wrap up

Prepare a list of essential and nonessential items for survival if you are stranded in space: *a mobile, a tent, matches, a space suit*, etc. Divide the class into groups of five. Children work in their groups to come up with a list of the five most essential items. Explain that they all have to agree on the items on the list.

Continuous assessment

Individually, children create an alphabetical list of the target vocabulary from the unit. They may use their books as reference. Choose a child to say any word on their list: *astronaut*. The next child must say a word beginning with the last letter of the word: *tent*. The third child then says a word beginning with *t*, and so on. If a child is unable to think of a word, their turn passes to another child. Play until one child is left.

At home

Activity Book - page 45

Answers

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

2 Child's own drawing

- **Optional extra:** Children write a paragraph about space tourism in their notebooks.

Review - SB Pages 46 & 47

Objectives

Language

Grammar

- Predictions with *will, won't* and *might*

Vocabulary

- Space and space travel
- Large numbers
- House and furniture

Functions

- Describe a future house

Skills

Speaking

- Ask and answer questions using the target vocabulary and grammar

Listening

- Identify and write target information

Reading

- Show understanding by completing a table
- Review the target vocabulary and grammar

Writing

- Write out large numbers in word form
- Write a description of a future house

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Poster paper
- Coloured pencils

Attention to diversity

There is a lot of new language in this unit for children to acquire. Incorporating regular opportunities for practice into the lesson plan will reinforce vocabulary and grammatical structures.

Warmer

Divide the class into five teams. Make ten statements about the unit, e.g. *The Earth is next to Venus*. Children write *true* or *false* in their notebooks (they can't look up in their books!). Award one point for each correct answer. Award two points for the correct version of the sentence if the statement is false. The team with the most points at the end of the game is the winner.

Lead-in

Children look through the unit and write five words or expressions they learned in their notebooks. In pairs, children describe the word or phrase to their partner for their partner to guess.

1 1.25 Children listen and complete the information.

Answers (Sun) 1 1,400,000 km 2 150,000,000 km 3 5,800 degrees Celsius 4 Can't be measured because it doesn't orbit anything
(Mars) 5 6,800 km 6 225,000,000 km 7 -63 degrees Celsius 8 687 days

Audio CD 1



The sun has a diameter of 1,400,000 kilometres. It is 150,000,000 kilometres from the Earth. The average temperature on its surface is 5,800 degrees Celsius. A year on the Sun cannot be measured because it doesn't orbit around anything.

Mars has a diameter of 6,800 kilometres. It is 225,000,000 kilometres from the Earth because sometimes Mars is on the opposite side of the Sun. The average temperature on its surface is -63 degrees Celsius. The length of a year on Mars is 687 days.

2 Children write out the numbers.

Answers 1 One million, four hundred thousand 2 One hundred and fifty million 3 Five thousand, eight hundred 4-5 Six thousand, eight hundred 6 Two hundred and twenty-five million 7 Minus sixty-three 8 Six hundred and eighty-seven

3 Children write five big numbers that mean something to them. Their classmates must guess what they are.

Answers *Child's own writing*

4 Children read and complete the table.

Answers (airship) will: Will be 100% environmentally friendly. Will have gardens and fields. Holidaymakers will stay in high-tech hotels. Airships will be able to travel around the world in record times. The airships will need massive airports. **might:** By 2030 families might be travelling in giant airships. We might be able to travel without leaving a carbon footprint. We might be able to fly from London to Sydney in ninety minutes. **won't:** The airships won't be able to fly if there is a storm.

(hotel) will: The bathrooms will recycle all the water and the bedrooms will have special windows. Electricity for lights and heating will be produced by wind and solar power. **won't:** Curtains and air conditioning won't be necessary.

(airport) will: Some airports will be destinations too. **might:** We might spend our summer holidays at airports.

Optional extra: Write *airship*, *hotel* and *airport* on the board and tell children to image themselves as the designers. In pairs, children brainstorm an extra feature/service for each one using the target language: *In the future, airships will serve pizza for dinner every day!*

5 Children plan a house of the future and complete the table with ideas. Then they write a description.

Answers *Child's own writing*

Optional extra: Divide children into groups of four and distribute poster paper and coloured pencils. Groups brainstorm ideas for their dream classroom using the target structures and design their poster, adding information and illustrations. Finally, invite volunteers to present their posters to the class and children vote on their favourite classroom.

Wrap up

Ask children to think about what they have learnt in this and the previous unit: 1. *What did you enjoy learning?* 2. *What was difficult for you to learn?* 3. *What would you like to learn more about?*

Final evaluation

Teacher's Resource Material: Test Unit 3

At home

Activity Book - pages 46 & 47

Answers

1 1 1,000 2 100 3 10,000 4 100,000 5 1,000,000

2 1 e 2 d 3 b 4 a 5 c

3 Forty thousand and eight kilometres, three hundred and eighty-four thousand, four hundred and three kilometres

4 will, will, won't, might, will, will, won't, might, won't, might, won't

5 *Child's own writing*

• **Optional extra:** Children write up to 60 words describing their dream holiday using the target structures.

Activity Book - page 114

The **Picture Dictionary** on page 114 gives children an illustrated reference of the main vocabulary in Unit 3 with extra listening practice.

**More practice**

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 4 We can do it!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Present perfect and Past simple • Present perfect with <i>since</i> and <i>for</i> • Present perfect with <i>already, yet, just</i> 	<ul style="list-style-type: none"> • Experiences: <i>climb, direct, eat, find, fly, go, learn, plant, raise, ride, visit, watch, win</i> • Adjectives: <i>aggressive, annoyed, bored, calm, depressed, energetic, excited, frustrated, happy, proud, sad</i> • Types of music: <i>blues, classical, country, hip-hop, jazz, rock</i> • The circus: <i>clown, juggle, make-up, stilts, swing, tightrope, trapeze, unicycle</i> 	<ul style="list-style-type: none"> • Phonics: the <i>oi</i> sound and the two spellings: <i>oi</i> and <i>oy</i> 	<ul style="list-style-type: none"> • Past simple: questions, affirmative, negative • Adjectives for feelings

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To contrast and use Present perfect and Past simple • To use <i>for</i> and <i>since</i> with Present perfect • To use Present perfect with <i>just, yet, already</i> 	<ul style="list-style-type: none"> • To discuss experiences • To discuss genres of music and describe how they make you feel • To express the duration of experiences
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To learn different genres of music • To describe moods using adjectives for feelings • To learn new items related to the circus • To learn and use party-related expressions 	<ul style="list-style-type: none"> • To recognise the <i>oi</i> sound in different words which have different spelling • To produce the <i>oi</i> sound correctly

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To discuss past experiences using Present perfect with <i>just, yet and already</i> • To discuss music tastes and experiences with music • To discuss social problems and brainstorm possible solutions • To do a collaborative task to decide on skills/objects necessary for surviving a sailing trip 	<ul style="list-style-type: none"> • To read and choose a headline for articles • To answer comprehension questions • To follow a narrative • To demonstrate comprehension of a text by ordering events and correcting statements • To read an e-mail to identify and compare <i>already, just</i> and <i>yet</i>
Listening	Writing
<ul style="list-style-type: none"> • To listen to a conversation to identify the target language • To listen to genres of music and match them with types of music and adjectives • To listen to circus activities and see the target language in context • To recognise and distinguish the sounds in conjunction with the spelling of the <i>oi</i> sound 	<ul style="list-style-type: none"> • To write questions using Present perfect • To write an e-mail using <i>just, yet</i> and <i>already</i>, and circus vocabulary • To write words with the target phonics and focus on the two ways of spelling the <i>oi</i> sound • To write sentences using <i>already</i> and <i>yet</i> • To write a short summary and/or a diary entry for a character from the story

Assessment criteria

- Check children can identify, understand and produce Present perfect and Past simple, Present perfect with *since* and *for*, and Present perfect with *already*, *yet* and *just*.
- Check children can identify, understand and produce vocabulary related to experiences, adjectives for feelings, types of music and the circus.
- Check children can talk about experiences and their duration.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 4, pages 10-11: Lesson 4
 - Vocabulary worksheet Unit 4, pages 32-33: Lesson 3
 - Reading worksheet Unit 4, page 51: Lesson 6
 - Writing worksheet Unit 4, page 65: Lesson 7
 - Speaking worksheet Unit 4, page 77: Lesson 8
 - Listening worksheet Unit 4, page 87: Lesson 4
 - Test Unit 4, pages 124-127: Unit 4 Review
- **Flashcards** Unit 4 (available on Richmond website)
- **Word cards** Unit 4 (available on Richmond website)
- **Extra**

Blindfolds or sleep masks	A bag
Sheets of paper	Recorded music
Strips of paper	CD of classical music
Picture of a wheelchair	Dictionaries
Coloured pencils	The Internet

Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children talk about experiences and express their duration. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 48, 49, 51, 52, 53, 54 & 55)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about how to survive in the sea. (SB pp 48, 53 & 57)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB p 59)



Social and civic competence

Children learn basic social interaction patterns and social conventions. Children learn how music can change life. (SB pp 50, 54 & 56)



Cultural awareness and expression

Children develop artistic skills and creativity. Children appreciate cultural and artistic expressions and learn about cultural diversity. Children learn about classical music. (SB pp 50 & 57)



Competence in learning to learn

Children develop strategies such as observing, linking, matching, etc. to improve the learning process and to assume control over their own learning. (SB pp 50, 51, 52, 54, 58 & 59)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and independence. (SB p 56)

Unit 4

Lesson 1 - SB Page 48

Objectives

Language

Grammar

- Present perfect and past simple questions

Vocabulary

- Collocations: *win a prize, do research*

Functions

- Discuss experiences

Skills

Speaking

- Discuss past experiences using Present perfect

Listening

- Listen to a conversation to identify the target language

Writing

- Write questions using Present perfect

Materials

- Digital Book
- Audio CD 1

Attention to diversity

This lesson is very communicative so encourage quieter children to feel confident in speaking tasks.

Warmer

Write the word *Music* on the board. Elicit different genres of music and create a mind map. Drill individually and chorally. Ask children *Have you ever been to a concert?* Challenge them to share their experience: *What kind of concert was it? Who did you go with?*, etc.

Lead-in

Play Past participle *Noughts and Crosses*. Draw a grid on the board with nine numbered squares. In each square, write the infinitives: 1. *see* 2. *read* (*insist on correct pronunciation to win the square*) 3. *win* 4. *write* 5. *learn* 6. *do* 7. *eat* 8. *go* 9. *have*. Divide the class into two teams: X and O. A child from team X chooses a number. The team say the Past participle and a child from the group comes to the board and writes it in the respective square. If correct, draw a X in the space. Repeat with team O. The first team to get three X's or three O's in a row horizontally, vertically or diagonally, wins.

- 1  1.26 Children listen and tick the correct answer.

Answers 1 Yes, I have. 2 Kung Fu Panda 3 3 Six months ago 4 I loved it!

Audio CD 1



Have you ever watched a film? Yes, I have.
What film did you watch? Kung Fu Panda 3.
Mr Ping's in it!
When did you see it? Six months ago.
Did you enjoy it? I loved it! It's my favourite film.

Optional extra: Do a 'dialogue build' from activity 1. Construct the dialogue on the board first and then read it out. Divide children into groups: A and B. Each time you read, rub more words out until the class has memorised their part and can say the exchange without prompts. Then children make up their own dialogue based on films they have seen.

2 Children add two more questions. Then they interview a classmate and complete the chart.

Optional extra: Before doing activity 2, ask children to read the two questions from the Grammar box and see if they can discover the rule about when we use Past simple and Present perfect. Elicit rules from children or just examples if this proves difficult.

Fast finishers

These children add more questions for the chart in activity 2.

Wrap up

Children use the information from activities 1 and 2 to write a short report about the experiences of a classmate. Make sure they use Present perfect to refer to the experience and Past simple to give details about it. Children take turns reading the report, leaving out their classmate's name for everyone to guess whose experience is being described.

Initial evaluation

Monitor children during activity 2 to ensure children are producing the target language accurately.

At home

Activity Book - page 48

Answers

- 1 1 see; d 2 enjoy; e 3 fly; g 4 do; i 5 read; c 6 act; j 7 learn; l 8 write; k 9 speak; b 10 make; f 11 find; h 12 bring; a

- 2** 1 have; eaten 2 have; had 3 have; tried 4 have; cooked 5 did; cook 6 thought 7 went 8 have; been 9 have; visited 10 have; been 11 did; go 12 flew 13 have; visited 14 went 15 was

Lesson 2 - SB Page 49

Objectives

Language

Grammar

- Present perfect simple and Past simple

Vocabulary

- *charity, contest, direct, disabled, gardening, headline, performance, raise money, script, star in a film, take place, thoughts, together*

Skills

Reading

- Read in order to choose a headline for articles
- Answer comprehension questions

Materials

- Digital Book

Attention to diversity

Present perfect and Past simple are commonly confused. Provide plenty of models from the texts and further personalised examples as necessary.

Warmer

Values: Discuss the importance of helping people in need and point out that there are fun ways of raising money. Brainstorm different types of charities.

Lead-in

Explain the idea of doing things to raise money. Give the example of any charitable activity the school may be engaged in. Elicit others and write them on the board.

1 Children read and circle the best headline for each article.

Answers 1 A fun charity weekend 2 Three young filmmakers 3 Maggie is the top musician

Optional extra: Children compare the ideas they brainstormed in the Lead-in and tick the ones that appear in the articles. Discuss which ideas they like/dislike.

2 Children answer the questions with a classmate.

Answers 1 They raised money last weekend. 2 They have raised £320. 3 The three friends have made a film. 4 They filmed it after school and at the weekends last term. 5 She has won the Young Musicians' Competition. 6 It took place on Saturday.

Wrap up

Focus on the Grammar box and read the examples aloud. Elicit the tenses used in each sentence. Then ask children to underline examples of Present perfect and Past simple in the three articles, e.g. *Children from Class 2C have raised £320 for their charity! Last weekend, they did their neighbour's gardening.* Use this example to highlight the time reference *last weekend* as an indicator that we need to use Past simple. Children highlight other examples of time references in the text: *last term, on Saturday.*

Continuous assessment

Write the following sentences on the board and children correct the sentences with mistakes:

1. *Yesterday I have been to the cinema.*

(Yesterday I went to the cinema.)

2. *This morning I felt sick.*

(Correct)

3. *Have you liked the film?*

(Did you like the film?)

4. *Did you ever win a prize?*

(Have you ever won a prize?)

5. *I have always read in English.*

(Correct)

6. *Did you enjoy the film? I have loved it.*

(Did you enjoy the film? I loved it.)

7. *I've written three e-mails today.*

(Correct)

At home

Activity Book - page 49

Answers

1 1 have had, made, were, shot, haven't, Did, has been 2 eaten, asked, bought, have died 3 decided, has done, discovered, thought, hasn't found

2 1 They shot their film last week. 2 Millions of sharks have died for their fins. 3 Duchien started his research in 1993.

- **Optional extra:** Children write a headline and an accompanying short article about events in their school. Provide the following prompts to give them ideas: *Renovations, Upcoming holidays, Festivals or fetes.*

Objectives

Language

Grammar

- Present perfect with *since* and *for*

Vocabulary

- *aggressive, annoyed, bored, calm, energetic, excited, proud, blues, classical, country, hip-hop, jazz, rock*

Skills

Speaking

- Discuss music tastes and experiences with music

Listening

- Listen to genres of music to match with types of music and adjectives

Reading

- Read in order to match with titles

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- Sheet of paper

Attention to diversity


Children may have varying degrees of interest in music. Personalise as much as possible and show interest in children's tastes and preferences.

Warmer

Write *Music genres* on the board and elicit an example. In pairs, children have one minute to brainstorm and write down as many other genres of music as possible.

Lead-in

Display a picture of a concert and elicit adjectives to describe the people in the show. Write the words on the board and drill individually and chorally.


- 1  Children listen and say how the pieces of music make them feel.

Optional extra: Children compare their answers in pairs. Conduct plenary feedback to see if everyone in the class associated the pieces of music with the same adjectives.

Audio CD 1



- 1 Sample of country music
- 2 Sample of blues music
- 3 Sample of jazz music
- 4 Sample of classical music
- 5 Sample of hip-hop music
- 6 Sample of rock music

- 2  Children listen again and number the types of music.

Answers 1 country 2 blues 3 jazz 4 classical 5 hip-hop 6 rock

- 3 Children read the text and circle the best title.

Answers Get well with music

- 4 Children complete the sentences and circle. Then they tell a classmate.

Answers Child's own writing

Optional extra: Children report back on their partner's sentences, e.g. *Marta has played the piano for three years.*

Wrap up

Divide children into groups and ask them to draw a T-chart on a sheet of paper with *for* and *since* in each column. Dictate the following time references at random and ask groups to write them down in the corresponding column:
For: *an hour, a long time, 5 minutes, three weeks, half an hour;* **Since:** *July, yesterday, Christmas, last weekend, Monday.*

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 4

At home

Activity Book - page 50

Answers

- 1 (Top row, left to right) country, blues, jazz
(Bottom row, left to right) classical, rock, hip-hop
- 2 For: a month, three hours, five minutes, six months
Since: Wednesday, last year, 2013, three o'clock, June, Christmas, yesterday
- 3 1 since 2 since 3 since 4 for 5 since 6 for

Lesson 4 - SB Page 51

Objectives

Language

Grammar

- Present perfect with *already* and *yet*

Vocabulary

- *fly a kite, plant a tree, white water rafting*

Skills

Speaking

- Interview each other using the target language

Listening

- Identify the target language to complete a task

Writing

- Write activities for a speaking task

Materials

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

Attention to diversity


The position of *yet* and *already* in a sentence may be challenging for children, so allow for plenty of controlled practice and stimulate interest by personalising.

Warmer

Ask children what their dreams and ambitions for the future are: *Do you hope to go to university? Do you want to learn something, such as a musical instrument, a language or a sport?*

Lead-in

Play a chain game with the activities in 1. You start with: *learn how to play a musical instrument*. The first child repeats your collocation and adds the second one: *learn how to swim*, etc. You can challenge children to accompany the collocations with some mimicry, which will help them fix phrase with meaning. You can go further and ask children to keep the game going without looking at their books. It can be great fun!

- 1  1.28 Children listen and tick (✓ = have already done) or cross (X = haven't done yet).

Answers Tick: 2, 3, 5, 6, 8; Cross: 1, 4, 7, 9, 10

Audio CD 1



Girl: Ten things to do before I'm 16. Wow! Have you already done all these things on the list?
 Boy: No, not yet. But I've done some of them.
 G: Have you learnt how to play a musical instrument?
 B: I love music! But I haven't learnt to play an instrument yet. But I've already learnt how to swim. And I've won a chess game. Remember? I beat you last week!
 G: You were just lucky! Have you written a novel?
 B: No! I haven't written a novel yet. But I've already made and flown a kite. I flew it last month at the fair!
 G: You've already planted a tree, haven't you?
 B: That's right. We both planted a tree on Earth Day, remember?
 G: Yeah, it was cool!
 B: I'm really interested in Tokyo, but I haven't visited it yet.
 G: You've already slept under the stars on the beach!
 B: That's right. We did that last summer. Let's see... I haven't learnt to speak two foreign languages yet.
 G: What about white water rafting?
 B: No, I haven't done that yet. I want to but...
 G: What's the problem?
 B: I'm a bit scared!

Optional extra: Children pick out three things they would like to try and compare with their partner. Conduct plenary feedback on the task.

2 Children report their findings about Dave's experiences.

Answers He hasn't learnt how to play a musical instrument yet. He has already learnt how to swim. He has already won a chess game. He has already made and flown a kite. He has already planted a tree. He hasn't written a novel yet. He hasn't visited Tokyo yet. He has already slept under the stars on a beach. He hasn't learnt to speak two foreign languages yet. He hasn't gone white water rafting yet.

3 Children role-play the conversation.

Optional extra: Play the track 28 again for children to listen to the rhythm and intonation of the conversation. Divide the class into pairs. Children role-play the conversation between the boy and girl. Finally, invite a pair of volunteers to act out the conversation for the class.

4 Children add five more things to do to the list. Then they ask a classmate.

Optional extra: Children make notes on their partner's experiences. Regroup so they work with a different

Unit 4

classmate. Children tell their new partner about their previous partner's experiences.

Wrap up

Children write down one thing that they are going to do before turning 16. In pairs, quiz and give each other ideas/advice on how to reach that goal.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 4, Listening worksheet Unit 4

At home

Activity Book - page 51

Answers

- 1** **2** found the tent in the garage yet. **3** has already checked the map again. **4** He has already put new batteries in a torch. **5** He has already been shopping for food. **6** He hasn't cleaned the plates and cups yet.
- 2** Child's own writing
- 3** Child's own writing

Lesson 5 - SB Page 52

Objectives

Language

Vocabulary

- asylum, blind, Braille, campaign, deaf, dots, miracle, sight, sign, improve, recognise, recover, restore

Skills

Listening

- Follow the narrative of a story

Reading

- Understand and follow a story
- Demonstrate comprehension by ordering events

Materials

- Digital Book
- Audio CD 1
- Blindfolds or sleep masks
- The Internet

Warmer

Elicit the five senses and write them on the board: sight, smell, hearing, touch, taste. Ask: *Which do you think we use the most in our everyday lives?* Divide the class into groups of three and distribute blindfolds or sleep masks. Children take turns being blindfolded while the other two members carry out a simple action. The blindfolded child must guess what the simple action is: snapping their fingers, playing a game, making a phone call. Ask: *What sense did you use more when you couldn't use your sight?*

Lead-in

Read the title of the article aloud. Elicit or explain the meaning of disabilities: physical or mental conditions that restrict a person's movement, senses or activities. Children look at the pictures and guess what they will read about.

1 Children read and listen to the story.

Optional extra: Ask the following comprehension questions: *When was Helen Keller born? What special things did she do? What were her disabilities?* Continue and ask the following questions after paragraph 2: *Where and when was Helen born? Was she born with her disabilities? What happened to her when she was 19 months old?* Continue the track. After the fourth paragraph, ask: *How did Helen feel? What did her parents do to help her? Who was Anne Sullivan? What did she teach Helen? How did Anne teach Helen the sign for 'water'?* Play the rest of the track and ask: *How did Helen learn to speak? What did she do in 1900? What did she do while she was there? What did Helen do for the rest of her life?*

2 Children read and order.

Answers **1** Helen lost her sight and hearing because of an illness. **2** Anne Sullivan became her teacher. **3** Helen learnt to speak. **4** Helen learnt to read four other languages. **5** Helen wrote the story of her life. **6** Helen campaigned to give blind people a better life.

Optional extra: In pairs, children reconstruct the story orally. Give prompts on the board to guide them: *100 years ago, fever, blind, deaf, Anne Sullivan, alphabet, water pump, French, The story of my life.*

Wrap up

Ask children to write five interview questions they would like to ask Helen and Anne. Divide the class into groups of four and have them compare their questions, choosing and writing a final list of five. Monitor discussions and help with grammar and spelling.

Continuous assessment

Children write a timeline of Helen's life.

At home

Activity Book - page 52

Answers

- 1** 1 T 2 F 3 F 4 T 5 F 6 T 7 F 8 T 9 F
- 2** 1 d 2 e 3 f 4 g 5 h 6 a 7 b 8 c
- 3** **2** How old she was when she died. **3** The number of US presidents she met. **4** How old she was when she learnt to read French, German, Greek and Latin in Braille. **5** The number of countries she travelled to. **6** The number of books she wrote. **7** The number of months old she was when she became blind and deaf. **8** The year she died. **9** The number of signs for new words she learnt (on her way home/the day she learnt her first word). **10** The year she went to Radcliffe College.
- **Optional extra:** Children do some research on the Internet to find the answers to their questions from the Wrap up activity.

Attention to diversity

Some children may struggle with the text due to new vocabulary. Convey meaning through gesture and examples. Promote peer teaching. Encourage children to ask questions.

Warmer

Show children the photo or printout of a wheelchair. Explain that there are many reasons why a person might need a wheelchair. Encourage children to comment on what it would be like to need a wheelchair. Ask them what activities people in a wheelchair are able to do: *You can still go to school and have a job.*

Lead-in

Explain to children that they are going to read about a person who uses a wheelchair and who has achieved many things in his life. Point out the picture of the person. Encourage children to say who he is: *Stephen Hawking.*

1 Children read and listen to the story again.

Optional extra: Children create a time line of Hawking's life. You can provide the first and last event on the board to get them started. *Possible sequence:* 1. Born in Oxford in 1942. 2. He went to school where he was called 'Einstein'. 3. He studied cosmology at University. 4. He was diagnosed with a motor neuron disease. 5. He experienced zero gravity. 6. He became a grandfather. 7. He wrote *George's Secret Key to the Universe* with his daughter.

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

2 Children read and answer.

Answers **1** When he was a child, Stephen liked building models and seeing how things worked. **2** He needs 24-hour nursing care, he can only move the muscles in his face and speaks with the help of a computer synthesiser. **3** Because it took him one step closer to his dream of one day travelling to outer space. **4** He says there is only one problem with his voice synthesiser – it gives him an American accent.

Optional extra: Ask children to write two more comprehension questions based on the text. They should write the questions down and give them to their partner to answer. Monitor to ensure the questions make sense.

Wrap up

Divide children into pairs: the journalist and Hawking. Children role-play an interview between Hawking and a journalist based on what they have read in the text.

Lesson 6 - SB Page 53

Objectives

Language

Vocabulary

- *courage, deal with, death, determination, earn, genius, neuron, nursing care, synthesiser, thinker, vast, wheelchair*

Skills

Speaking

- Carry out an interview

Listening

- Follow a narrative of a story

Reading

- Understand and follow a story
- Demonstrate comprehension by correcting statements

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Photo or printout of a wheelchair

Unit 4

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 4

At home

Activity Book - page 53

Answers

- 1** (Top row, left to right) 3, 6, 8 (Middle row, left to right) 7, 5 (Bottom row, left to right) 1, 4, 2
- 2** **7** He experienced zero gravity on a flight over the Atlantic. **8** He wrote a children's book with his daughter Lucy. **5** Doctors told him he had motor neuron disease. **4** He got a degree in physics. **1** He was born in Oxford in 1942. **3** His classmates gave him the nickname 'Einstein'. **2** He enjoyed building models when he was little. **6** Stephen became a world-famous scientist.

Lesson 7 - SB Page 54

Objectives

Language

Grammar

- Present perfect with *just*

Vocabulary

- *circus, clown, cool, helmet, juggle, rings, scared, stilts, swing, tightrope, trapeze, unicycle*

Skills

Listening

- Listen in order to identify circus activities and see the target language in context

Reading

- Read an e-mail to identify and compare *already, just* and *yet*

Writing

- Write sentences using the target language

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 4
- Strips of paper
- A bag

Attention to diversity

This lesson contains a lot of circus vocabulary. Use gestures/mime and flashcards to convey meaning and allow for peer teaching. The grammar words *just, yet* and *already* can be confusing in terms of use and meaning. Give plenty of models.

Warmer

Show the unit 4 **Flashcards** and ask children where they would find these things/people/activities: the circus. Ask the following questions: *Have you ever been to the circus? What circus acts do you know? What's your favourite act?*

Lead-in

Mime the following circus acts and say the phrases simultaneously. *Act like a clown, walk on a tightrope, juggle balls, juggle rings of fire, walk on stilts, swing on a trapeze, ride on a unicycle.*

1 Children read, listen and number.

Answers (From left to right) 5, 4, 1, 6, 3, 2

2 Children read the e-mail and underline with the correct colour.

Answers Red: juggled rings, swung on a trapeze, ridden a unicycle; **Blue:** walked on stilts, walked on a tightrope; **Green:** had a class to learn how to be a clown, learnt how to put on clown make-up

Optional extra: Write the following examples from the e-mail on the board: 1. I've **just** had a class to learn how to be a clown! 2. I've **already** juggled rings. 3. I haven't walked on stilts **yet**. Write the following rules and gap some key words in order to elicit the complete rules: a. **just** is for recent events. It comes between the auxiliary and the main verb. b. **already** is for things you have done. It comes between the auxiliary and the main verb. c. **yet** is for things you haven't done and plan to do. It comes at the end of the sentence and is used with the negative form of the present perfect.

3 Children write what they have just done.

Answers 1 They have just found an ancient helmet. **2** They have just won first prize. **3** He has just climbed a mountain.

Wrap up

Distribute the strips of paper. Children imagine that it is Saturday morning. Tell them to write a sentence on each strip of paper, saying three things they have just done: *I've just watched (SpongeBob SquarePants)*. On the back of the strips of paper, they write their names. Make sure they keep both name and sentences secret. Collect the strips in a bag. Take one out and read the sentence aloud. Children guess who wrote it. The child who guesses correctly chooses and reads the next strip of paper.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 4

At home

Activity Book - page 54

Answers

- 1** 1 has lost 2 has fallen 3 has opened 4 has found
5 has climbed
- 2** 1 She has just cut the grass. 2 He has just bought the newspaper. 3 They have just taken the dog for a walk. 4 They have just started to mend the roof.

Lesson 8 - SB Page 55

Objectives

Language

Vocabulary

- annoy, boil, coin, destroy, employ, join, noise, oil, poison, spoilt, toy, voice

Pronunciation

- Phonics: the *oi* sound

Skills

Speaking

- Practise the target phonic through repetition

Listening

- Recognise and distinguish the *oi* sound

Writing

- Write words with the target phonic and focus on the two ways of spelling the *oi* sound

Materials

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

Attention to diversity


Children may have problems producing the *oi* sound. Give them the opportunity to repeat a few times and give plenty of praise and encouragement.

Warmer

Revise long and short vowel sounds and words from previous lessons. Children draw a grid of nine squares and write a word of their choice in each square. Dictate long and short vowel sounds in random order and children cross out the words which contain the sound. The first child to cross out three words in a horizontal, vertical or diagonal line shouts *Line!*


Lead-in

Do a *Describe and draw* activity with the image of Mum and Dad in bed. Divide children into pairs. Tell A's to turn to page 55 and describe the picture for B's to draw. Ask them to predict what has *just* happened.

- 1**  **Children read and complete the dialogue. Then they listen and check.**

Answers noise, voices, joining, spoilt, toys, destroy, annoy

Optional extra: Write *annoy* and *noise* as headings on the board. Underline *oy* and *oi*, and make the sound the letters represent. Point out that when this sound comes at the end of a word, it is normally spelt *oy*. If the sound comes at the beginning or in the middle of a word, it is normally spelt *oi*.

- 2**  **Children complete the words with -oy or -oi. Then they listen and repeat.**

Answers 1 oil, boiling **2** enjoying, poison **3** pointing, coin **4** choice, employ

Wrap up

Divide the class into groups and tell them to write as many words as they can using the *oi* sound. Encourage them to go through the alphabet, trying as many consonants as possible at the beginning and end of the word: *boy, foil, joy, loyal*, etc. Then they can check in the dictionary to see if they have spelled the words correctly.

Unit 4

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 4

Optional extra: Dictate words from activities 1 and 2. Start by slowly dictating letters for each word and children say the word before you finish spelling it. They write the words down and exchange notebooks for peer correction.

At home

Activity Book - page 55

Answers

- 1 1 coins 2 noisy 3 cowboy 4 poison 5 coyote 6 boys
- 2 Ray: oy; oy Liz: oi Ray: oi Daisy: oy Theo: oy; oi Theo: oy

Lesson 9 - SB Page 56

Objectives

Language

Vocabulary

- armed robbery, clarinet, composer, hope, living proof, perform, potential, pride, prison, set up, soloist, violence

Functions

- Learn about materials used in sculptures

Skills

Speaking

- Discuss social problems and brainstorm possible solutions

Reading

- Skim read in order to find specific information

Materials

- Digital Book
- Poster paper
- Recorded music
- CD of classical music
- Sheets of paper
- Coloured pencils

Attention to diversity

Pair children up carefully for activity 2 to ensure they are working together and participating equally in order to maximise fluency practice.

Warmer

Play a piece of music or song and tell children why you like it. Ask them what kinds of music they listen to. Encourage them to say why they like that type of music. Ask them when they listen to music and why: *to relax, to concentrate, to dance, to exercise, etc.*

Lead-in

Display pictures of people playing music. Challenge children to guess the types of music that is being played, e.g. *classical music because the musicians are wearing formal clothes and are playing the violin and the cello.*

1 Children read and complete the fact file.

Answers **What is it?** An organisation that sets up music schools in old buildings and prisons. **Where did it start?** It started in Venezuela. **Who started it?** José Antonio Abreu. **When did it start?** In 1975. **How many children participate today?** 300, 000 young Venezuelans.

2 With a classmate, children list some problems they have in their country. They think of a project to help the situation.

Optional extra: Provide poster paper for children to write down their proposals for the project. They come to the front of the class and give a talk on their ideas. Write *Applause* on the board and encourage children to clap after each presentation.

Wrap up

Divide the class into small groups and hand out some paper and coloured pencils. Begin playing one of the chosen classical music pieces. Children listen and draw a picture of what the piece makes them imagine. Encourage them to use colours that depict their feelings about the piece of music. Play the next excerpt and children draw on another sheet of paper. Finally, ask the class to share their feelings about each piece of music. Display children's work around the class.

Continuous assessment

Ask children why José Antonio Abreu created *El Sistema*: *to give poor children access to music, in order to change their lives.* Discuss Abreu's beliefs with the class and ask if they agree.

At home

Activity Book - page 56

Answers

- 1** 1 sing; started; been; recorded 2 instruments; exactly 3 written; conducted; world; operas
- 2** 1 Singing in the choir 2 Old-fashioned orchestra
3 A musical prodigy
- 3** 1 b 2 b 3 b

Lesson 10 - SB Page 57

Objectives

Language

Vocabulary

- *adrift, damaged, drift, fishing boat, raw, rubber dinghy, sailing, sinking, skills, sore, sunburn, supplies, survive, whale, yacht*

Skills

Speaking

- Do a collaborative task in order to decide on skills/objects necessary for a sailing trip

Reading

- Understand and follow a narrative
- Demonstrate comprehension by correcting statements
- Use predictive strategies to aid comprehension

Writing

- Children write a short summary and/or a diary entry

Materials

- Digital Book

Warmer

Draw a sailing boat on the board. Children provide words they associate with this activity. Feedback and comment on the dangers of sailing.

Lead-in

Write on board: *yacht, sailing, whale, supplies, rubber dinghy, sore, sunburn, fishing boat, sinking, damaged, raw, turtles, shark*. Children have thirty seconds to memorize the words. Rub the words off and children write the words they remember in their notebook. Feedback on

the number of words remembered and check meaning of unknown items with drawings/mime or definitions.

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

Answers 1 F 2 T 3 F 4 T 5 F

2 Children imagine they are going to go sailing for three months. They tell a classmate.

Optional extra: Brainstorm things that would be useful for a three-month sailing trip, e.g. *penknife, string, canned food, torch, sun cream*. Individually children put the objects in order of importance and compare with their partner. Finally they rank the objects collaboratively.

Fast finishers

These children read the story to themselves quietly and underline the most surprising fact.

Wrap up

Using the words from the lead-in, children reconstruct the story in pairs.

Continuous assessment

Children complete the following gapped sentences from the text:

1. Maralyn and Maurice Bailey set off in their _____. (*yacht*)
2. The yacht was hit by a _____. (*whale*)
3. They put as many _____ as they could into their rubber dinghy. (*supplies*)
4. They drank rainwater and caught _____ and _____. (*fish, turtles*)
5. They suffered badly from _____. (*sunburn*)
6. Maralyn helped Maurice to stay _____. (*positive*)
7. They were rescued by a _____ (*Korean fishing boat*)
8. They took up _____. (*mountain climbing*)

Children compare answers in groups. Read the statements again if necessary. Groups swap answers for correction. Check as a class. Award one point for each correct answer.

Unit 4

At home

Activity Book - page 57

Answers

- 1 (top to bottom) 7, 1, 4, 8, 2, 3, 5, 6
 - 2 1 They drank rain water. 2 They ate fish and turtles. 3 They suffered from sunburn and sores. 4 Child's own answers
 - 3 Child's own answers
- **Optional extra:** Children write a diary entry for Maralyn or Maurice.

Review - SB Pages 58 & 59

Objectives

Language

Grammar

- Present perfect with *just*, *yet* and *already*

Vocabulary

- *blow up balloons*, *buy a present*, *decorate the house*, *make a cake*, *send invitations*, *sign a card*

Skills

Speaking

- Make sentences using Present perfect and *just*

Listening

- Identify and review the target language

Reading

- Match questions and answer which contain the target language

Writing

- Write sentences using *already* and *yet*

Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
- A picture of a camp-site

Attention to diversity


Some children may struggle to remember structures and vocabulary. Pair stronger children with weaker learners to allow for peer teaching. Don't rush weaker children but rather grant them adequate time to finish exercises and have tasks prepared for early finishers.

Warmer

Display a picture of a camp-site. In pairs, children imagine they are going camping. They must plan their trip and write a list of tasks before sharing them, e.g. *buy some canned food*, *etc.* Then, individually, they make sentences in Present perfect to say what they have already done or not done yet. They take turns to ask each other questions using the structure *Have you (bought some food) yet?*

Lead-in

On the board, brainstorm things people do when preparing a birthday party, e.g. *make a cake*.

- 1  1.33 Children listen and tick (✓) what the children have already done and cross (X) the things they haven't done yet.

Answers Tick: blow up balloons, make a cake, buy a present; **Cross:** clean the living room, send invitations, sign the card, order the pizzas, decorate the house

Audio CD 1



Julie: OK, Olivia will be home soon. Let's check the list of things to do. OK, balloons?
Sam: I've already blown up the balloons.
J: Is the living room clean, Paul?
Paul: I haven't cleaned it yet.
J: Oh no, Paul! Do it quickly! We need to decorate the house and we haven't started yet.
David: Who has organised the food?
S: Olivia's mum has already made the cake but I haven't ordered the pizzas yet.
J: That's OK, we can do that later.
S: Look, I've already bought the present – I hope she likes it. But where's the card? We haven't signed it yet.
P: I have the card and a pen.
D: This is very strange. Where are all our friends? And where is Olivia?
J: Oh no! I haven't sent the invitations yet!
Everybody: JULIE!
J: And I forgot to tell Olivia!
E: JULIE!

2 Children write sentences about the plan using *already* and *yet*.

Answers 2 I haven't cleaned the living room yet. 3 I haven't sent the invitations yet. 4 I have already made a cake. 5 I have already bought a present. 6 I haven't signed the card yet. 7 I haven't ordered the pizzas yet. 8 I haven't decorated the house yet.

Optional extra: Children compete in pairs in a writing race. Dictate the numbers 1-8 and children race to write the corresponding sentence from activity 2 in their notebook. The child to finish first with accurate grammar and spelling is the winner.

3 Children look and say what has *just* happened with a classmate.

Answers *Child's own answers*

Optional extra: Pull appropriate faces to express the following feelings and children provide the words: *sad, happy, upset, angry, scared, confused*. Brainstorm a situation which could provoke each of these moods.

4 Children read and match the questions and answers.

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

Optional extra: Children discuss questions 2, 3, 4, 5 in pairs. Write a new version of question 6 on the board: *Have you prepared everything for your next birthday?* Children discuss this question as well and report their comments.

5 Children plan a birthday holiday and write an e-mail. They use *for*, *since*, *just*, *already*, *yet*.

Answers *Child's own writing*

Wrap up

Brainstorm a list of things children have done recently and some things that they need to do such as finish a project, have dinner, study a page in the book and so on. Divide the class into groups and have them discuss their activities. Encourage children to use *just*, *already* and *yet*.

Final evaluation

Teacher's Resource Material: Test Unit 4

At home

Activity Book - pages 58 & 59

Answers

1 2 I haven't learnt a new language yet. 3 I have already got to the top of my class in English. 4 I have already taken music lessons. 5 I haven't made ten new friends yet. 6 I have already read twelve books.

2 *Child's own answers*

3 1 themselves 2 herself 3 myself

4 *Child's own answers*

5 *Child's own answers*

6 1 for 2 since 3 since 4 for 5 since

7 *Child's own answers*

Activity Book - page 115

The **Picture Dictionary** on page 115 gives children an illustrated reference of the main vocabulary in Unit 4 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 5

Super cities

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Comparatives and Superlatives • Comparative structures • Quantifiers: <i>enough, a little, a few, a lot of, many, much</i> • <i>There is / There are</i> 	<ul style="list-style-type: none"> • Large numbers • Countries and cities • Buildings: <i>height, length, location, storey</i> • Adjectives: <i>bad, beautiful, cheap, clean, cold, dirty, expensive, fast, good, high, hot, large, noisy, old, polluted, quiet, short, slow, spectacular, strong, tall, weak, young</i> 	<ul style="list-style-type: none"> • Phonics: pronunciation and spellings of <i>eer / ear / ier / ere</i> endings 	<ul style="list-style-type: none"> • Large numbers

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use comparative and superlative adjectives • To practise comparative structures: <i>as + adjective + as</i> and <i>less + adjective + than</i> • To use quantifiers: <i>enough, a little, a few, a lot of, too many, too much</i> • To use <i>there is / there are</i> with quantifying expressions 	<ul style="list-style-type: none"> • To make comparisons and to agree or disagree about them • To describe problems about a place and suggest solutions • To invent a super city or mega building • To write a composition comparing country and city life • To talk about the advantages and disadvantages of living in a mega city
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use comparative and superlative forms • To use vocabulary related to buildings • To use collocations related to city living • To produce language related to problems in cities and possible solutions • To use vocabulary related to cities of the future 	<ul style="list-style-type: none"> • To highlight pronunciation and spelling of words with <i>eer / ear / ier / ere</i> endings

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To ask and answers questions about cities • To talk about problems in cities and solutions • To talk about the advantages and disadvantages of life in the city and life in the country • To highlight and consolidate pronunciation of words with <i>eer / ear / ier / ere</i> endings • To predict the structure of cities in the future • To describe a super city or a mega building 	<ul style="list-style-type: none"> • To demonstrate comprehension by completing a gap fill and answering comprehension questions • To show understanding of key vocabulary by matching questions to corresponding answers • To follow a narrative • To follow descriptions of megacities and mega buildings • To use reading strategies such as prediction to demonstrate comprehension
Listening	Writing
<ul style="list-style-type: none"> • To write the target language to complete a gap fill • To identify the target language to check answers • To follow the narrative of a story • To identify the target sounds and write the word correctly • To demonstrate comprehension by matching the target language with the correct image 	<ul style="list-style-type: none"> • To write about cities using the target language • To demonstrate comprehension by completing a gap fill with the target language • To write a composition comparing country and city life • To spell words with <i>eer / ear / ier / ere</i> endings correctly • To complete comparative sentences • To write full sentences using quantifiers

Assessment criteria

- Check children can identify, understand and produce Comparatives and Superlatives, Quantifiers and *there is / there are*.
- Check children can identify, understand and produce vocabulary related to large numbers, countries and cities, buildings and adjectives.
- Check children can make comparisons and agree or disagree about them, describe problems of a place and suggest solutions.

Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 5, pages 12-13: Lesson 4
 - Vocabulary worksheet Unit 5, pages 34-35: Lesson 3
 - Reading worksheet Unit 5, page 52: Lesson 6
 - Writing worksheet Unit 5, page 66: Lesson 7
 - Speaking worksheet Unit 5, page 78: Lesson 8
 - Listening worksheet Unit 5, page 88: Lesson 4
 - Test Unit 5, pages 128-131: Unit 5 Review
- **Flashcards** Unit 5 (available on Richmond website)
- **Extra**

Poster paper	Coloured pencils
Slips of paper	World map
Word cards (animal nouns, names of cities, <i>eer / ear / ier / ere</i> words)	Magazines
	The Internet

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to make comparisons, agree or disagree about them, describe problems of a place and suggest solutions. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 61, 63, 64, 66, 67 & 68)



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn to compare and learn about quantities. (SB pp 60, 62 & 66)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB p 71)



Social and civic competence

Children learn basic social interaction patterns and social conventions. (SB pp 63, 65, 66, 67 & 68)



Cultural awareness and expression

Children develop artistic skills and creativity. Children appreciate cultural and artistic expressions and learn about cultural diversity. Children learn about the history of cities and the cities of the future. (SB pp 60, 62 & 69)



Competence in learning to learn

Children develop strategies such as observing, linking, matching, etc. to improve the learning process and to assume control over their own learning. (SB pp 60, 61, 64, 69, 70 & 71)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 63 & 69)

Objectives

Language

Grammar

- Comparatives and Superlatives

Vocabulary

- *height, length, location, storeys, structure; fast, old, short, spectacular, tall*

Functions

- Make comparisons and agree or disagree about them

Skills

Listening

- Identify and write the target language to complete a gap fill

Reading

- Demonstrate comprehension by completing a gap fill

Writing

- Complete sentences using the target language

Materials


- Digital Book
- Audio CD 2
- Photo of a city
- Flashcards Unit 5

Warmer

Display a photograph of a city, e.g. Mexico City and write the title of the unit on the board: *Super cities*. Elicit any differences or similarities children can see between their town/city and the elements of city living displayed in the photograph: *In my city there is a lot of pollution and traffic, too!*

Lead-in

Write the names of the locations from activity 1 on the board. Invite children to share what they know about these places and create a mind map on the board. In pairs, children rank the locations in order of preference.

- 1**  **Children read and complete with a classmate. Then they listen and check.**

Answers **The Empire State Building:** Started: 1930, Height: 381 m; **The Eiffel Tower:** Finished: 1889; **Burj Khalifa:** Height: 828 m; **The Great Pyramid:** Started: 2660; **The Great Wall of China:** Finished: 1640, Height: 7.6 m

Audio CD 2



Here are some astonishing facts about the great buildings on the planet!

The construction of The Great Pyramid was started in about 2660 BC.

The Great Wall of China was finished around 1640 and is about 7.6 metres high.

The Eiffel Tower took two years to build and was finished in 1889.

Construction was started on the Empire State Building in 1930 and, amazingly, it was finished one year later. It's 381 metres tall!

But the Burj Khalifa in the United Arab Emirates is much taller than the Empire State Building. In fact, it's 828 metres tall!

Optional extra: Focus on the Grammar box and read the examples aloud. Write the following words on the board: *old-older-the oldest, beautiful-more beautiful-the most beautiful*. In pairs, children try to figure out the rule: *For short adjectives, we add -er for Comparatives and -est for Superlatives. For long adjectives, we use more or the most before the adjective.*

2 Children complete with the comparative or the superlative form of the adjectives.

Answers 1 oldest 2 tallest 3 older 4 taller 5 shorter 6 more spectacular 7 fastest

Optional extra: Display the unit 5 **Flashcards** on the board. Drill the adjectives both chorally and individually. Write the words *city* and *village* on the board. In pairs, children choose one example of each in their country and compare them using the adjectives: *X is bigger and more exciting than Y*. They feedback their answers as a group and invite others to say whether they agree or disagree.

Wrap up

Write the following words on the board: *pizza-chocolate, football-swimming, summer-winter, The Eiffel Tower-The Great Wall of China*. Divide the class into five teams. The first team to utter a correct comparative sentence scores a point. The winner is the team with the highest score.

Initial evaluation

Write six adjectives on the board, e.g. *interesting*. Children use them to write questions in their notebooks: *What is the most interesting subject at school?* They take turns to ask and answer in pairs.

At home

Activity Book - page 60

Answers

- 1** Down: **1** longest **2** shorter **3** most spectacular
5 faster **6** oldest **7** fastest **8** older
 Across: **4** more beautiful **9** shortest
10 more spectacular **11** tallest
- 2** Child's own answers

Lesson 2 - SB Page 61

Objectives

Language

Grammar

- Comparative structures

Vocabulary

- *crowded, darkness, polluted*

Functions

- Make comparisons and agree or disagree about them

Skills

Speaking

- Ask and answers questions about cities

Listening

- Identify the target language to check answers

Writing

- Write about cities using the target language

Materials

- Digital Book
- Audio CD 2
- 2 sets of five word cards per pair (animal nouns and names of cities)

Attention to diversity

Weaker learners may find it difficult to identify the target language in activity 2. Repeat audio if necessary and pair stronger learners with weaker ones to facilitate peer teaching.

Warmer

Write the following landmarks on the board: *The Eiffel Tower – Burj Khalifa, The Great Wall of China – The Great*

Pyramid, The Empire State Building – Burj Khalifa. Children write three comparative sentences in their notebooks, one for each pair. Two of the sentences should be true and the other false. In pairs, they take turns to read their sentences aloud and their partner should spot the false one.

Lead-in

Write the word *Reykjavik* on the board and ask where it is. In pairs, children race to make as many words as possible from it. The winning pair is the one with the most correctly spelt words within the time limit.

1 Children do the quiz with a classmate. They circle true (T) or false (F).

Optional extra: Compare answers as a group before listening to check.

2 Children listen and check their answers.

Answers 1 F 2 T 3 T 4 T 5 T 6 F 7 T 8 T 9 F 10 F

Audio CD 2



John: Welcome to Quiz Time with me, John Davis.

Today's contestants will be answering questions on incredible cities. So, contestants, Jill and Max are you ready?

Jill & Max: Yes, John!

Jo: Great. Let's get started with the true or false round.

Remember, if you're incorrect your opponent automatically gets the point. Number one. In population, Mexico City is as large as Beijing.

Ji: False.

Jo: That's correct. Well done. Now, number two.

Reykjavik is further north than Beijing.

M: False.

Jo: I'm afraid that is the wrong answer. The answer is true. Reykjavik is further north than Beijing. OK, number three. Reykjavik is less populated than Beijing.

M: True.

Jo: Correct! Great. Number four. Reykjavik is the least polluted city.

Ji: True.

Jo: Correct. Number five. Beijing covers a larger area than Mexico City.

Ji: Now this one must be true!

Jo: Yes, well done! Now, number six. In the winter, Beijing is not as cold as Reykjavik.

M: False.

Jo: That's right! Now, number seven. Mexico City is less crowded than Beijing.

M: True.

Jo: Correct! OK. Three more to go. Number eight.
Beijing is not as high as Mexico City.
M: False.
Jo: I'm afraid that is incorrect. Number nine. Reykjavik is not as old as Mexico City.
Ji: False.
Jo: Great! Right, time for the final one, number ten. In the winter, Beijing has the most hours of darkness.
Ji: False.
Jo: Correct! Well done both of you. You did very well. Let's have a look at the scores. Max, you got three answers correct and two wrong. Jill, you got four answers correct and one wrong. Jill, you are the winner of this round. Congratulations!

3 Children write five statements about three cities in their country.

Answers *Child's own writing*

4 Children exchange quizzes with a classmate and answer. Then, they check who's got more correct answers.

Wrap up

Divide children into pairs. Hand out the word cards, giving the cities set to child A and the animals set to child B. Each child shuffles their cards and places them face down in front of them. They take turns choosing two cards from their set, placing them face up and making as many comparisons as possible in thirty seconds: *Mexico City is less polluted than Beijing*. The child with the most grammatically correct comparisons wins the game.

Continuous assessment

Children choose a city from activity 1 and write five sentences about it in their notebook.

At home

Activity Book - page 61

Answers

- 1 1 older than 2 more expensive than 3 is bigger than 4 as expensive as 5 isn't as attractive as 6 the tallest 7 the newest
- 2 1 shorter than Amelie / as tall as Iris 2 taller than James and Iris 3 shorter than Amelie / as tall as James

Lesson 3 - SB Page 62

Objectives

Language

Grammar

- Quantifiers: *enough, a little, a few, a lot of, many, much*

Vocabulary

- *bearbaiting, chamber pot, complexion, smile, subjects, rubbish*

Skills

Reading

- Show understanding by matching questions to the corresponding answers

Materials

- Digital Book
- Audio CD 2
- Poster paper
- Coloured pencils

Warmer

Display a picture of life in the city 200 years ago. Individually, children compare the city in the past to the city nowadays. They race to write as many comparative sentences as possible. Set a time limit for this. In pairs, children compare their answers.

Lead-in

Write *Life in a big city 500 years ago* on the board. Ask children to imagine they are in a time machine and they can travel to any time in the past. In pairs, children share their ideas. Tell the class they are going to take a trip back to the past in London. Ask them to imagine what London was like in 1500. Focus the children's attention on the questions from activity 1. In pairs, they predict the answers.

1 Children read and match the questions and answers.

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

Optional extra: Focus the children's attention on the target structures in activity 2. Explain that *many* and *a lot of* refer to a large quantity, but *many* can only be used with things you can count. Encourage children to explain why *many rubbish* is not correct: *Rubbish is uncountable*. Point out that we do not usually use *much* in affirmative sentences, but we often use it in questions and negative

sentences: *There isn't much water.* Explain that *a few* and *a little* refer to a small quantity. Add that we use *a few* to talk about countable nouns: *a few subjects.* We use *a little* to talk about things we cannot count: *a little water.* Focus on the Grammar box and read the examples aloud.

2 Children read and circle the correct words.

Answers Not **many**! Queen Elizabeth wanted to set a good example for her subjects. So she had one bath a month! She thought one bath was **enough**! When women wanted to improve their skin, they put a **little** dog's urine on it. How disgusting! Because people only had a **few** teeth! (...) By boat! They were like today's taxis, and there were **many** boats on the River Thames. The roads were terrible because there was a **lot of** mud in the streets. No, they didn't drink **much** water at all! (...) Yes, there was a **lot of** rubbish! (...)

Optional extra: Children compare answers in pairs, explaining why each answer is correct: *They didn't drink much water (because water is uncountable).*

Wrap up

Ask children to imagine their own town or city in 1800. Divide children into groups and have them write sentences to describe the scene using the target language: *There were a lot of animals. There wasn't much pollution.* Hand out poster paper and coloured pencils and children illustrate their scene, writing the sentences at the bottom of the picture. Display children's work around the room.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 5

At home

Activity Book - page 62

Answers

- 1** 2 a little 3 a lot of 4 enough 5 a little 6 much
7 a lot of 8 a lot of 9 a lot of
- 2** 1 so we used a little breakfast cereal 2 so we added a lot of sweets 3 so we poured in a little orange juice 4 but we put a lot in because we like them 5 because we used a little jam 6 but we did find a lot of jelly
- **Optional extra:** Children write 50 words about their town/city in the present using the target language from the lesson.

Lesson 4 - SB Page 63

Objectives

Language

Grammar

- *There is / There are*
- Quantifiers

Vocabulary

- *complaints, litter, lorries, noise*

Functions

- Describe problems of a place and suggest solutions

Skills

Speaking

- Talk about problems in cities and possible solutions

Listening

- Show understanding of the target language by circling the correct option

Writing

- Complete a gap fill with the target language

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Slips of paper

Attention to diversity

Monitor carefully to ensure children are using the target language and speaking English. Encourage participation from quieter children and allow them to report findings in small groups.

Warmer

Display a photograph of the children's home city. Elicit the positive and negative aspects of city life, e.g. *There is a lot of traffic. There are a lot of shops.*


Lead-in

Draw a T-chart on the board and brainstorm more positive and negative aspects and write the children's ideas in the chart.

1 Children look, read and number the sentences.

Answers (from top to bottom) 4, 2, 3, 1

Unit 5

2  Children listen and circle the correct words.

Answers 4 isn't 2 aren't 3 are 1 is

Audio CD 2



Hello there, and welcome to the show Our City! This week I'm asking people, 'What's wrong with our city?' But to start off, here are some of the problems with our city that I see every day. First of all, there are too many cars and lorries on our streets. All of that traffic is creating a lot of pollution! So now there isn't enough clean air for us to breathe! Another problem is that there aren't enough things for teenagers to do. Too many teenagers who live in the city just hang around their neighbourhoods and cause trouble, which leads me to the next problem. There's too much graffiti on our walls. We definitely need to take care of our city and clean it up!

Optional extra: Focus the children's attention on the Grammar box. Explain that *too many/much* mean that a quantity is more than what we want. We use *enough* to show that a quantity is sufficient.

3 Children complete more complaints about the city.

Answers enough, much, many, enough

4 Children brainstorm problems about where they live with a classmate. Then they suggest solutions.

Optional extra: Divide children into groups of four. Monitor closely and provide language input when necessary.

5 Children present their ideas to the class.

Optional extra: In pairs, children rank the top three problems from the most to the least serious.

Wrap up

Write several problems on slips of paper: *too much graffiti*, *too many lorries*, etc. Divide children into groups of five and tell them to role-play a city council meeting. Choose a mayor for each group and hand out the problems, ensuring each child in the group has a different one. Explain they must complain about the problem on their slip and the group must find a solution. When finished, they report back on their decisions to the class.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 5, Listening worksheet Unit 5

At home

Activity Book - page 63

Answers

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

2 Child's own answers

3 Child's own answers

Lesson 5 - SB Page 64

Objectives

Language

Vocabulary

- dark, fresh, investigate, neat, press a button, surroundings, time machine

Skills

Listening

- Identify characters in a story
- Follow the narrative of a story

Reading

- Understand a story
- Demonstrate understanding by answering comprehension questions

Materials

- Digital Book
- Audio CD 2

Attention to diversity

Some language items in the narrative may impede comprehension. Use concept check questions, give contextualised examples and personalise language to provide meaning and later production.

Warmer

In pairs, children think of five cities or towns in their country and rank them in order of preference. They account for their decision.

Lead-in

Write a selection of key vocabulary from the story on the board: *noisy, dark, strange old car, pressed button, investigate, surroundings, neat, fresh, time machine, future*. Elicit meaning, use pictures to illustrate words if necessary and consolidate through examples. Children race to find the words in the text.

1  **2.4 Children read and listen to the story.**

Optional extra: Ask questions to check comprehension: *Where did the children live? (In the centre of a huge city) Was it a nice city? (No, it was dark and dirty.) What did the children find? (They found a strange, old car.) What happened when they pressed the button? (The car started to shake and there was a flash of light.) What was the new city like? (It was lovely and fresh, much nicer than their city.) What did the children realise? (They realised that the car was a time machine and it had taken them to the future!)*

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

2 Children read and answer.

Answers 1 It is very busy and extremely noisy all the time, the streets are dirty and it's very dark. **2** They pretend to drive it. **3** The new city is much quieter, much cleaner and much more beautiful. **4** The children prefer the new city because there is no rubbish, no graffiti and no pollution.

Optional extra: Tell children you are going to retell the story but pretend that you can't remember it very well. Ask them to help you by raising their hand and correcting you every time they hear a mistake:
(T) *The children travelled to the past.*
(C) *That's wrong! The children travelled to the future!*

Fast finishers

These children read the story to themselves quietly.

Wrap up

Ask children to compare themselves to Gema, Nick and William. Children describe their personality and appearance using comparative and superlative forms: *I am not as adventurous as Gema*. Invite volunteers to read their answers to the class.

Continuous assessment

Children close their eyes as you read the story again. Encourage them to visualise the scenes as you read. Individually, they choose a scene from the story and draw it in their notebooks. Underneath the pictures, children write a short description. In pairs, they compare their work.

At home

Activity Book - page 64

Answers

1 The children's city: dirty, dark, graffiti, noisy, busy, 2020
The new city: green, quiet, parks, fresh air, neat, 2120

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

3 *Child's own answers*

- **Optional extra:** Children write 50 words in the form of a diary entry for one of the characters in the story.

Lesson 6 - SB Page 65**Objectives****Language****Vocabulary**

- *glass tube, plaque, statue, suggestions*

Skills**Listening**

- Follow the narrative of a story

Reading

- Understand a story
- Demonstrate comprehension by circling true or false

Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**
- **Poster paper**

Attention to diversity

Grant children time to read the text. Have extra tasks at hand for fast finishers to ensure that every child has sufficient time to understand the story. Including personalised examples of the subject matter will promote engagement with the text.

Warmer

Write the following questions on the board: *What happened to the children? Where did they travel to? What date in the future is it?*

Unit 5

Lead-in

Focus children's attention on the illustrations and ask them questions about the story.

1 2.4 Children read or listen to the story again.

Optional extra: Children listen again, this time reading aloud in time with the audio. Ask questions to check comprehension and key vocabulary: *What did Gema point to in the sky? (A glass tube.) Where did the lift take them? (To the train station.) What was the city like? (It was much cleaner and greener than their city.) Who was the plaque in honour of? (Gema, Nick and William, the founding heroes of the city.) Why did the children have to travel back to their time? (So they could start making changes.)*

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

2 Children read and circle true (T) or false (F).

Answers 1 F 2 T 3 T 4 F 5 T

Optional extra: Children rewrite the false sentences and write the correct sentences in their notebooks.

Wrap up

In pairs, children predict what they think is going to happen next in the story. They write 50 words based on their predictions.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 5

Optional extra: In groups of three, children brainstorm possible solutions the children might suggest. Hand out poster paper to each group and together they draw up a contract between the children and the Town Hall: *We will use public transport more often in order to make the air much cleaner!* Tell children they need to include at least eight suggestions. Display their work around the classroom walls.

At home

Activity Book - page 65

Answers

- 1 They play in a car. 2 They travel forward in time. 3 They explore the new place. 4 They take a train. 5 They go to the city centre. 6 They go to the historic centre. 7 They find a statue. 8 They discover that they make the clean-up happen. 9 They travel back to their city. 10 They go to their Town Hall.

2 1 parks 2 noise 3 fresh air 4 green spaces 5 buildings

3 Title: The most beautiful city
Main characters: Gemma, Nick and William
Where are they at the start of the story: They are in their city.
In the middle of the story: They are in the new city.
At the end of the story: They are in their city.
This is the story of three children who live in a very big, dirty, noisy city. One day they find a strange, old car. They travel to the future. They go to a beautiful, clean, neat city. After a while they realise that this is their city. They see a statue of themselves.

- **Optional extra:** Children design a poster for a cleaner city campaign using <http://en.linoit.com/> or any other similar tool.

Lesson 7 - SB Page 66

Objectives

Language

Vocabulary

- *advantages, better, crime rates, disadvantages, high, landscapes, low, medical care*

Functions

- Write a composition comparing life in the countryside to life in the city

Skills

Speaking

- Talk about the advantages and disadvantages of life in the city and life in the country

Writing

- Write a composition comparing life in the countryside to life in the city

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

Monitor closely and provide plenty of assistance while children attempt activity 4 as the productive skill of writing may not be as fully developed in some children as in others. Ensure they notice the provided structure and useful language in the lesson and apply them in activity 4.

Warmer

Divide children into two groups. Group A brainstorm advantages of living in the city while group B brainstorm advantages of living in the countryside. Pair children off A/B and have them compare ideas to decide on their favourite place to live in.

Lead-in

Write city and countryside on the board and encourage children to compare them: *The air in the country is cleaner than the air in the city.*

1 Children look and compare the scenes with a classmate.

Optional extra: Copy the *Advantages and Disadvantages* chart on the board. Write the word *noisy* on the board. Elicit whether it describes the city or the countryside and whether it expresses positive aspects (advantages) or negative aspects (disadvantages). Check any unfamiliar vocabulary with concept check questions: *Who commits a crime? Criminals!*

2 Children copy the chart in their notebook and classify the ideas.

Answers Life in the countryside: Advantages: beautiful landscapes, grow your own food, quiet, low crime rates, clean air, you know your neighbours, cheap to live in; **Disadvantages:** few things to do, long trips to go places

Life in the city: Advantages: good transportation, job opportunities, a lot of things to do, better medical care, variety of shops; **Disadvantages:** noisy, expensive, polluted, a lot of traffic, high crime rates, you don't know your neighbours, too many people

3 Children add their own ideas to the chart.

Answers *Child's own writing*

Optional extra: Divide children into groups of five and have them share, discuss and add more ideas to the chart. Elicit ideas from children and add their suggestions to the table on the board.

4 Children write a composition comparing life in the countryside to life in the city.

Answers *Child's own writing*

Wrap up

Tell children to imagine that a visitor is coming to their town/city for three days and they want children to suggest how they can spend their time. Draw the following chart on the board and have them copy it in their notebooks:

Day	Places to go	Things to do	What to see
Day 1			
Day 2			
Day 3			

In pairs, children plan the day out and fill in the chart with their ideas.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 5

At home

Activity Book - page 66

Answers

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

Lesson 8 - SB Page 67

Objectives

Language

Vocabulary

- *career, cheer, clear, deer, disappear, fear, frontier, hear, near, pioneer, tear, volunteer*

Pronunciation

- Pronunciation and spellings of *eer / ear / ier / ere* endings

Skills

Speaking

- Highlight and consolidate pronunciation of words with *eer / ear / ier / ere* endings

Listening

- Identify the target sounds and write the words correctly

Writing

- Spell words with *eer / ear / ier / ere* endings correctly

Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**
- **Flashcards Unit 5**
- **Word cards** (*career, cheer, clear, deer, disappear, fear, frontier, hear, near, pioneer, tear, volunteer*)

Unit 5

Attention to diversity

Engage children in as much choral and individual drilling as is needed by the group.

Warmer

Divide children into groups of three. Display the unit 5 **Flashcards** on the board one by one. Children confer on the opposites and write them in their notebooks. When finished, they say *Stop!* Invite members of the team who have finished first to write their answers on the board next to the flashcard. Award one point for each correctly spelt word.

Lead-in

Write the word *volunteer* on the board, elicit the meaning from children and drill both chorally and individually. Ask children if they would like to work as a volunteer and what they imagine the experience would be like.

1 Children listen and chant.

Optional extra: Check the meaning of *career*, *cheer*, *fear* and *frontier* by using concept check questions. Play the audio track again and encourage children to chant in time with boys and girls chanting alternate lines. Repeat the chant without the audio track. Start off by whispering the chant and miming the corresponding actions. Repeat procedure several times, gradually getting louder each time.

2 Children complete the rhymes with *-eer*, *-ear*, *-ier* or *-ere*. Then they listen and repeat.

Answers 1 hear, deer, sphere 2 near, pier, disappeared 3 spear, rear, charioteer's, gear 4 sincere, engineer, clear

Optional extra: Invite volunteers to write the words on the board so that children can check their spelling.

Wrap up

Have children say the chant again without the CD. Tell them to touch their ears instead of saying the key words in bold. Each time a child says one of the words by mistake, start again from the beginning. Continue until the class has recited the entire poem in this way.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 5

Optional extra: Divide children into pairs and hand out word cards (see Materials), one set per pair. Children place the cards in a pile face down on their desk and take turns choosing a card and reading the word aloud while their partner writes it in their notebook. They exchange notebooks and correct each other's work.

At home

Activity Book - page 67

Answers

- 1 pioneer; ear 2 deer 3 near 4 here; pier; engineer
- 2 Dear; Shakespeare; years; career; hear; charioteer; frontier; disappears; clear; sincerely

Lesson 9 - SB Page 68

Objectives

Language

Vocabulary

- *crowds, disease, manufacturing, megacity, noise, nomadic, traffic*

Functions

- Talk about the advantages and disadvantages of living in a megacity

Skills

Reading

- Understand descriptions of megacities
- Demonstrate understanding by answering comprehension questions

Materials

- Digital Book
- Slips of paper
- Word cards from Lesson 8
- World map
- The Internet

Attention to diversity

Some children may be interested in the topic of megacities more than others. Arouse interest by highlighting how much they will learn about a new area in today's class.

Warmer

Divide children into pairs and hand out slips of paper to each pair. Choose two word cards and write the words on the board. Children race to write two sentences, each containing a word from the board. Set a time limit of one minute. When the time is up, children hold up their slips of paper containing the sentences. Pairs with

grammatically correct sentences score a point. Repeat the procedure several times. The team with the highest score at the end of the game is the winner.

Lead-in

Write *What is a megacity?* on the board. Children read the first paragraph quickly to find the answer: *A megacity is a city with a population of over ten million people.*

1 Children read, underline the megacities and name the countries they are in.

Answers Tokyo (Japan), Mexico City (Mexico), New York City (USA), Sao Paulo (Brazil), Mumbai (India), Moscow (Russia), Tehran (Iran), Buenos Aires (Argentina), Beijing (China), London (UK) and Cairo (Egypt)

Note: Buenos Aires is a megacity considering the population of both Buenos Aires City and Greater Buenos Aires.

Optional extra: Children read the text again and circle three words or phrases that they do not understand. Encourage them to share their words and write them on the board. Explain meaning through visuals, gesture and examples.

2 Children read and answer the questions.

Answers 1 Because once humans began to farm, they started to live in small communities. 2 In places that were central, easy to defend, on sacred sites and on trade routes. 3 Like: Ancient cities were dirty and crowded like modern cities. There were buildings, squares, streets and religious centres. Different: Cities were surrounded by huge walls and people had to pass through giant gates. It is never dark in modern cities.

Optional extra: Display the world map. Invite children to come to the map and point to places with big cities. Write the names of the cities and the countries on the board for children to locate clearly. Elicit the name of neighbouring countries.

3 Children think of the advantages and disadvantages of living in a megacity with a classmate.

Optional extra: Children write their ideas in their notebooks. Monitor and provide language input as needed.

Wrap up

In pairs, children write five questions about the text in their notebooks, writing the answers on a separate page. When finished, combine pairs and children quiz each other on the text.

Continuous assessment

Invite children to create a digital magazine about a megacity in pairs. They may use <http://es.calameo.com/> or any other similar tool. Encourage children to look up information about the city, pictures, maps, etc. Let their imagination fly to organise their magazine the way they like best. Later they can link their magazines to the school blog.

At home

Activity Book - page 68

Answers

- 1 river; wrote; inhabitants; terraces; ancient; destroyed
- 2 (top to bottom) 3, 2, 1, 4
- 3 1 b 2 c 3 a

Lesson 10 - SB Page 69

Objectives

Language

Vocabulary

- cement, inhabitants, man-made objects, materials, mega building, pyramid, reality

Functions

- Invent a super city or mega building

Skills

Speaking

- Predict the form of cities of the future
- Describe a super city or mega building using the target language

Reading

- Understand descriptions of mega buildings
- Demonstrate understanding by answering comprehension questions

Materials

- Digital Book
- Coloured pencils
- Poster paper
- Magazines

Unit 5

Warmer

Have children stand in a circle. Call out a vocabulary word from the unit: *pollution*. Have the first child repeat the word, and then the first letter. The child to their left says the second letter, and so on until the word has been spelt out correctly. If a child makes a mistake, he or she has to sit down. The last child has to pronounce the word in order to remain standing. The last child standing is the winner.

Lead-in

Write *Super cities of the future* on the board. Elicit words and expressions to describe what children imagine these cities would be like and create a mind map on the board.

1 Children answer the questions with a classmate.

Optional extra: Children write six comparative sentences about modern-day cities and the super cities of the future in their notebooks.

2 Children read and answer the questions.

Answers 1 Because we don't have materials which are strong enough. **2** Because it would have houses, offices, schools and shops inside the same building.

3 Child's own writing **4** Child's own writing

Optional extra: Children underline six useful words or phrases that they can use in a description of a mega building or super city: *man-made objects*.

3 Children invent a super city or mega building of the future with a classmate.

Optional extra: Hand out poster paper, magazine clippings and coloured pencils, and have children design a poster to promote their super city or mega building. Invite volunteers to the front of the class to present their ideas and have the class vote on the most original one.

Wrap up

Children write 50 words about the super city or mega building they invented in activity 3.

Continuous assessment

Ask children to tell you everything they learnt about the super cities of the future. Use prompts as necessary.

At home

Activity Book - page 69

Answers

1 (clockwise from top) Tokyo Tower; Ryogoku Kokugikan; Tokyo National Museum; Tokyo Imperial Palace; Mount Fuji

2 1 T 2 T 3 F 4 T

- **Optional extra:** Children choose six new words from the text and highlight them.

Review - SB Pages 70 & 71

Objectives

Language

Grammar

- Comparatives and Superlatives
- Comparative structures (*as + adjective + as*)
- Quantifiers

Vocabulary

- Comparative adjectives

Functions

- Make comparisons and agree or disagree about them

Skills

Speaking

- Ask and answer questions using the target language

Listening

- Review the target vocabulary and grammar
- Demonstrate comprehension by matching the target language with the correct image

Reading

- Demonstrate understanding by completing a gap fill using the target language

Writing

- Complete comparative sentences using the target grammar
- Write full sentences using quantifiers

Materials

- Digital Book
- Audio CD2
- Teacher's Resource Material
- Flashcards Unit 5
- Slips of paper

Attention to diversity

There is a lot of new language to acquire in this unit. Continuous recycling and lots of opportunities for practice will reinforce vocabulary and grammatical structures.

Warmer

Write the following headings on the board: *positive aspects of city living* and *negative aspects of city living*. Divide the class into small groups. Let them work together to think of and write as many words/expressions as they can for each category. Set a time limit for this. Go over the answers with the whole class. Award one point for each correctly spelt word/phrase and two points for items that no other team thought of. The team with the highest score at the end of the game is the winner.

Lead-in

Children look back through the unit, choose five new words or phrases they have learnt and write them in their notebooks. In pairs, children define the words/expressions for their partner to guess.

1 Children listen and complete the information.

Answers Nick: 14, 400 m, 2, 10, 250; Noah: 13, 1.50, 2, 30, 800

Optional extra: Children write their own facts files in their notebooks similar to those in activity 1.

2 Children look and complete the sentences.

Answers 1 Noah, Nick 2 Nick, Noah 3 Nick, Noah 4 Nick, Noah 5 Noah, Nick 6 Nick, Noah

Optional extra: Children share with a partner the fact files they completed in optional extra 1 and write five comparative sentences to describe themselves and their partner.

3 Children look and compare the subjects with a partner.

Optional extra: Join pairs to make groups of four. Children rank the subjects in order of preference using the target language and agreeing or disagreeing if necessary. Have a class vote on the most popular subject.

4 Children read and complete the sports trivia with superlatives.

Answers 1 tallest 2 most expensive 3 heaviest 4 youngest 5 oldest 6 most successful

Optional extra: Divide the class into teams of four and have children stand in lines at the board. Say an adjective, e.g. *interesting*. The first student to write the comparative and superlative forms correctly wins a point for their team. The child then goes to the back of the line. Repeat the procedure until every child has had their turn.

5 Children look and write sentences using the adjectives and *too* or *not enough*.

Answers 1 He is too tall. 2 He isn't strong enough. 3 She is too old. 4 It isn't cold enough. 5 She isn't tall enough. 6 It's too expensive.

Optional extra: In pairs, children write their own trivia question in 30 words or less. They may choose any subject they like, e.g. *music*. Invite pairs to the front of the class to read their questions aloud for the group to guess. Encourage children to use *too* or *enough*.

Wrap up

Divide children into pairs. Display the unit 5 **Flashcards** on the board. Give children nine slips of paper each to make word cards. Child A writes adjectives from the flashcards while child B writes the corresponding opposites. Children shuffle the cards and spread them out face down on the desk. Child A turns over two cards. If the antonyms match, the child keeps the cards. If not, they place them face down again. Children continue playing until they have matched all the cards.

Final evaluation

Teacher's Resource Material: Test Unit 5

At home

Activity Book - pages 70 & 71

Answers

- 1 2 the longest; a 3 taller; a 4 the most interesting; *Child's own answer* 5 the biggest; c 6 the older; b
- 2 1 not as crazy as 2 not as tall as 3 more beautiful than 4 not as happy as 5 angrier than 6 thinner than
- 3 1 a lot of 2 enough 3 too much 4 not many 5 enough 6 a little 7 a few
- 4 1 too much 2 enough 3 many 4 enough 5 enough 6 too many
- 5 (top row, left to right) 3, 2, 4
(bottom row, left to right) 6, 1, 5

Activity Book - page 116

The **Picture Dictionary** on page 116 gives children an illustrated reference of the main vocabulary in Unit 5 with extra listening practice.

**More practice**

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

SB Pages 72 & 73

Objectives

Language

Grammar

- Present perfect and Past simple: affirmative, negative and interrogative
- Superlative structures
- Quantifiers: *enough, a lot of, too much, any, a few, some, a little, not enough, too many*

Skills

Speaking

- Ask and answer questions using the target language
- Play a board game using the target structures
- Complete a questionnaire using the target language

Materials

- Digital Book
- Teacher's Resource Material
- Counters and dice
- Poster paper
- Slips of paper
- Printing paper

Warmer

In their notebooks, children write A to Z vertically along the left-hand side of a page. Give students five minutes to create an alphabetical list of the target vocabulary. Choose from any of the areas studied in these units: *Ancient Rome, the weather, space*, etc. Then ask a child to say a word in their list. The next child must say a word beginning with the last letter of the word and so on. If a child is unable to think of a word, their turn then passes to the next child.

Lead-in

Review different adjectives with the class and list them on the board. For each one ask volunteers to make a comparative or a superlative sentence. They can state real facts or make fun sentences.

1 Children play Noughts and crosses with a classmate.

Optional extra: Practise the structures with a chain game. Say: *I went to the supermarket and I bought a few apples.* Invite a volunteer to repeat the sentence and add one of their own using the target structures: *I went to the supermarket and I bought a few apples and a lot of bananas.* If a child fails to remember the order, their turn then

passes to the next child. Repeat the procedure until every child has had a turn.

2 Children complete the questionnaire with more questions.

Optional extra: If possible, arrange the chairs in a circle. Encourage children to ask you their questions and, in that way to model the task in activity 3. Allow children to ask follow-up questions if they wish to find out more information about their teacher.

3 Children answer the questions. Then they interview a classmate and complete the chart.

Optional extra: Encourage children to ask at least one more question based on their partner's answer in order to find out as much information as possible and to take notes: *(Child 1) I think the park is the most beautiful place in my town. (Child 2) What kind of things do you do in the park? How often do you go?* When finished, children write 50 words about what they have learned about their partner.

4 Children play Have you ever...?

Optional extra: Draw a simple outline of a board game template on the board, with 12 squares between *Start* and *Finish*. Divide children into groups of four. Hand out some poster paper to each group and have them copy the outline. Elicit possible things to include in the game such as a square that says: *Go back two spaces* or *Free question*. Children fill in the remaining blank squares with Present perfect questions. Set a time limit for this. Groups exchange their boards and play the game.

Fast finishers

These children add more questions to the questionnaire from activity 2.

Wrap up

Write ten vocabulary words with jumbled letters on the board. Pair children up and ask them to unscramble them.

Continuous assessment

Teacher's Resource Material: End of Term 2 Test

Optional extra: Divide children into teams of five. Read out ten questions, giving children one minute to discuss in their groups and write the answer in their notebooks: *What is the highest mountain in the world? (Mt Everest)* Award one point for each correct answer. In the second round, children write their own quiz questions on slips of paper and read them aloud for the other teams to guess.

At home

Activity Book - pages 72 & 73

Answers

1 *Child's own answers*

2 *Child's own answers*

3 *Child's own answers*

- **Optional extra:** Children revise words and expressions they learned in the units and create a word cloud using <http://www.tagxedo.com/> or any other similar tool. You can even print out the word clouds and pin them up in the classroom walls.

SB Pages 72 & 73

Objectives

Language

Grammar

- Present perfect and Past simple: affirmative, negative and interrogative
- Superlative structures
- Quantifiers: *enough, a lot of, too much, any, a few, some, a little, not enough, too many*

Skills

Speaking

- Ask and answer questions using the target language
- Play a board game using the target structures
- Complete a questionnaire using the target language

Materials

- Digital Book
- Teacher's Resource Material
- Counters and dice
- Poster paper
- Slips of paper
- Printing paper

Warmer

In their notebooks, children write A to Z vertically along the left-hand side of a page. Give students five minutes to create an alphabetical list of the target vocabulary. Choose from any of the areas studied in these units: *Ancient Rome, the weather, space*, etc. Then ask a child to say a word in their list. The next child must say a word beginning with the last letter of the word and so on. If a child is unable to think of a word, their turn then passes to the next child.

Lead-in

Review different adjectives with the class and list them on the board. For each one ask volunteers to make a comparative or a superlative sentence. They can state real facts or make fun sentences.

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passes to the next child. Repeat the procedure until every child has had a turn.

2 Children complete the questionnaire with more questions.

Optional extra: If possible, arrange the chairs in a circle. Encourage children to ask you their questions and, in that way to model the task in activity 3. Allow children to ask follow-up questions if they wish to find out more information about their teacher.

3 Children answer the questions. Then they interview a classmate and complete the chart.

Optional extra: Encourage children to ask at least one more question based on their partner's answer in order to find out as much information as possible and to take notes: *(Child 1) I think the park is the most beautiful place in my town. (Child 2) What kind of things do you do in the park? How often do you go?* When finished, children write 50 words about what they have learned about their partner.

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Fast finishers

These children add more questions to the questionnaire from activity 2.

Wrap up

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Continuous assessment

Teacher's Resource Material: End of Term 2 Test

Optional extra: Divide children into teams of five. Read out ten questions, giving children one minute to discuss in their groups and write the answer in their notebooks: *What is the highest mountain in the world? (Mt Everest)* Award one point for each correct answer. In the second round, children write their own quiz questions on slips of paper and read them aloud for the other teams to guess.

At home

Activity Book - pages 72 & 73

Answers

1 *Child's own answers*

2 *Child's own answers*

3 *Child's own answers*

- **Optional extra:** Children revise words and expressions they learned in the units and create a word cloud using <http://www.tagxedo.com/> or any other similar tool. You can even print out the word clouds and pin them up in the classroom walls.

Unit 6 Cool technology!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Questions with <i>How</i> + adjectives • Passive voice in Present and Past simple • Passive voice questions 	<ul style="list-style-type: none"> • Adjectives: <i>big, ecological, expensive, heavy, hot, noisy, portable, tall, useful, wide</i> • Technology and inventions: <i>bicycle, computer, electricity, film, hot-air balloon, Internet, keyboard, mobile phone, paper, radio, recycling, robot, satellite, steam train, toothbrush, underground, wheel</i> • Sequencers: <i>first, then, next, after that, finally</i> 	<ul style="list-style-type: none"> • Phonics: <i>s and z sounds</i> 	<ul style="list-style-type: none"> • Questions with <i>How</i>? • Regular and irregular participles • Comparatives

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To ask questions with the structure <i>How</i> + adjectives • To use passive voice in the interrogative, affirmative and negative • To use sequencers to describe a process 	<ul style="list-style-type: none"> • To ask about the characteristics of an object • To describe events and processes in the present and the past • To use sequencers to describe a process
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To learn items related to inventions and technology • To learn specific items to understand different processes, e.g. making wax figures or sending an e-mail 	<ul style="list-style-type: none"> • To recognise the <i>z / s</i> sounds in different words • To produce the <i>z / s</i> sounds correctly

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To play a guessing game using the structure <i>How</i> + adjective • To role play a dialogue between the characters in the story • To use the target language to describe pictures • To practise the target phonics through repetition • To answer questions about a scientific text • To discuss a favourite painting or book using Past passive voice 	<ul style="list-style-type: none"> • To read and put the steps of clay modelling and animation film-making in order • To read and match the descriptions of inventions with the pictures • To demonstrate comprehension by answering questions • To follow a story and correct false information about it • To read the steps involved in the process of sending an e-mail and see how sequencers are used
Listening	Writing
<ul style="list-style-type: none"> • To listen to identify questions with <i>How</i> + adjective • To listen to descriptions of different inventions and put them in order • To listen to answer questions to a general knowledge quiz • To follow a story • To recognise the <i>z / s</i> sounds 	<ul style="list-style-type: none"> • To write questions using <i>How</i> and the target vocabulary • To write the past participles to complete questions • To write full sentences using sequencers and the passive structure to describe the process of making glass bottles • To write the <i>z / s</i> sounds in discrete items • To write about a process using Passive voice

Assessment criteria

- Check children can identify, understand and produce questions with *How* + adjectives, Present and Past passive.
- Check children can identify, understand and produce vocabulary related to technology and inventions, adjectives and sequencers.
- Check children can ask about the characteristics of an object and describe events and processes in the present and in the past using Passive voice.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 6, pages 14-15: Lesson 4
 - Vocabulary worksheet Unit 6, pages 36-37: Lesson 3
 - Reading worksheet Unit 6, page 53: Lesson 6
 - Writing worksheet Unit 6, page 67: Lesson 7
 - Speaking worksheet Unit 6, page 79: Lesson 8
 - Listening worksheet Unit 6, page 89: Lesson 4
 - Test Unit 6, pages 132-135: Unit 6 Review
- **Flashcards** Unit 6 (available on Richmond website)
- **Extra**
 - Sheets of paper
 - Pieces of paper
 - Card for index cards
 - Map of the Mayan area
 - The Internet

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to talk about the characteristics of an object and to describe events and processes in the present and the past. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 74, 75, 76, 77, 78, 79, 81 & 82)



Mathematical competence and basic competence in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn about technology, about Tesla and other engineering experiments and about recycling and technology. (SB pp 74, 77, 80, 82 & 83)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB p 85)



Social and civic competence

Children learn basic social interaction patterns and social conventions. Children learn and reflect about recycling. (SB p 83)



Cultural awareness and expression

Children develop artistic skills and creativity. Children appreciate cultural and artistic expressions and learn about cultural diversity. Children learn about a famous inventor, Nikola Tesla. (SB pp 75, 76, 78, 79 & 83)



Competence in learning to learn

Children develop strategies such as observing, linking, matching, etc. to improve the learning process and to assume control over their own learning. (SB pp 76, 81, 83 & 84)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB p 85)

Objectives

Language

Grammar

- Questions with *How* + adjective?

Vocabulary

- *heavy, noisy, portable, useful; broom, hair dryer, hammer, key, light bulb, vacuum cleaner*

Skills

Speaking

- Play a guessing game using the target language

Listening

- Listen to identify questions with *How*?

Writing

- Write questions using *How* and the target vocabulary

Materials

- Digital Book
- Audio CD 2
- Card for index cards

Attention to diversity

Activity 4 requires children to work in pairs to play a guessing game using the target language, so encourage introverted children to join in.

Warmer

Write the word *Technology* on the board and elicit appliances children associate with this word, e.g. scanner. Ask children to write them down in order of usefulness in their notebook. Then they compare with their partner.

Lead-in

Ask children if they think they are careful observers. Put them to the test by having everyone close their eyes and answer questions about objects in the room. Then get them to open their eyes and check their answers.

1 2.8 Children read, listen and colour the questions they hear.

Answers How big is it? How heavy is it? How expensive is it? How hot is it? What is it made of? Does it use electricity? How noisy is it?

Audio CD 2



Boy 1: Let's start with our mystery object for today!
It's something you can find in the house. You have one minute to ask questions starting... now!

Girl: How big is it?

B 1: It isn't very big. It's smaller than a loaf of bread.

B 2: How heavy is it?

B 1: It's very light. It isn't as heavy as an orange!

B 2: OK. So it's small... and it isn't heavy.

G: How expensive is it?

B 1: Oh, it's cheap! It costs less than one pound.

B 2: How hot is it?

B 1: That's a good question. It can be cold. But it can also get very hot.

B 2: Hmm... that's interesting.

G: What's it made of?

B 1: It's made of glass and metal.

G: Does it use electricity?

B 1: Yes, it does. Any more questions?

B 2: How noisy is it?

B 1: It's not noisy at all! The time is up! Now you have a few minutes to think about it and guess what today's mystery object is.

Optional extra: Write the questions with *How*? from the listening on the board with the first letter of the adjective only, e.g. *How b__ is it?* (*How big is it?*) Elicit and drill the questions paying attention to the intonation.

2 2.9 Children circle the mystery object with a classmate. Then they listen and check.

Answers the light bulb

Audio CD 2



Boy 1: OK, you've had some time to consider your answer. Have you worked out the answer?

Girl: Well, we think we have.

B 1: Excellent! So, in your opinion, what is today's mystery object?

G: Well, we think you can find this object in every room in the house. Is that correct?

B 1: Yes, it is.

B 2: And we also think it's very useful when it starts to get dark in the evening.

B 1: I think you know the answer.

G: We think it's a light bulb!

B 1: You're right! A light bulb is today's mystery object. Well done!

Optional extra: Before listening, elicit and write on the board what each pair thinks the mystery object is.

3 Children rewrite the questions using *How* and the words in the box.

Answers 1 How expensive is it? 2 How heavy is it?
3 How portable is it? 4 How big is it? 5 How ecological is it?

4 Children look around the classroom and play *What's the mystery object?* with a classmate.

Wrap up

Distribute one index card to each child in the class. Ask them to write the name of one object on their card. To make this easier, specify a category such as *School objects*. Collect the cards and shuffle them. Invite a volunteer to choose a card. Have the rest of the class ask questions in order to identify the object: *How big is it?* The child who guesses the object first chooses the next card. Play several times.

Initial evaluation

Monitor children during activity 4 to ensure they are producing the target language accurately.

At home

Activity Book - page 74

Answers

- 1** Across: 1 expensive 5 hot 6 heavy 8 long 10 wide
11 tall
Down: 2 portable 3 noisy 4 ecological 7 cold 9 big
- 2** 1 c 2 d 3 b 4 a
- 3** (left to right) 1, 3, 4, 2

Lesson 2 - SB Page 75

Objectives

Language

Grammar

- Passive voice in Present simple

Vocabulary

- add, attach, clay, cool, measurements, mould, poor, strand of hair, wax*

Skills

Reading

- Read and put the steps of the clay modelling process in order

Materials

- Digital Book
- Card for new flashcards

Attention to diversity

A lot of new items may make comprehension of texts challenging for children. Pre-teach crucial items to lead to successful tasks.

Warmer

Write a list of verbs from the unit in the infinitive. Call out verbs from the list and elicit the Past simple and Past participle forms. Elicit that we use Past participles with the Present perfect. Explain that we can use the Past participle with another structure in this lesson.

Lead-in

Children look at the pictures. Read a brief history of Madame Tussaud's Museum to the class: *Madame Tussaud was a Frenchwoman who lived from 1761 to 1850. She learned to model wax figures from the doctor she worked for. After the French Revolution, she moved to Great Britain and opened a travelling exhibition displaying lifelike figures of heroes, criminals and royalty of the time. Her exhibition was opened as a permanent museum in London in 1835. Nowadays, there are over fifteen Madame Tussaud's Museums around the world.* Ask children if they have ever visited a wax museum.

1 Children look, read and number the steps in the process.

Answers 2, 4, 1; 3, 6, 5

2 Children underline the past participle of the following verbs.

Answers added, attached, done, inserted, left, made, needed, painted, poured, taken

Optional extra: Tell children to colour the irregular verbs in red. They take turns to test each other on the verbs. Child 1 says the verb in the infinitive and child 2 says the Past participle.

Wrap up

Write the following prompts on the board: *Measurements (take) / A metal skeleton (make) / Hot wax (pour) / mould*

Unit 6

(leave) / teeth and eyes (insert), figure (paint) / hair (attach).
In pairs, children describe the process using the prompts but without looking at the book.

Continuous assessment

Write the following sentence on the board:
First, measurements and photos are _____.
The first child to guess correctly writes in the answer (taken). Divide children into groups. Tell them to choose a sentence in passive voice from Lesson 2 and write it in their notebook. They should draw a line in place of the Past participle. Have them exchange notebooks and complete the sentences.

At home

Activity Book - page 75

Answers

- 1 are picked 2 is removed 3 are sorted 4 are roasted 5 are crushed 6 are mashed 7 are added 8 is heated 9 (is) cooled 10 is packaged
- 2 (top row, left to right) 6, 7, 5, 4
(bottom row, left to right) 2, 1, 3
- 3 1 are used by companies to do jobs faster and more efficiently 2 are performed by robots 3 are shared by humans and robots 4 are built by robots 5 is always done by humans

Lesson 3 - SB Page 76

Objectives

Language

Grammar

- Passive voice in Past simple

Vocabulary

- brass, death, keyboard, keys, matchstick, oxygen, passenger, typewriter

Skills

Listening

- Listen to descriptions of different inventions and put them in order

Reading

- Read to match the descriptions of inventions with the pictures

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 6

Warmer

Ask children questions about the pictures in activity 1, e.g. *Which picture is black and white? In which picture can you see animals? Which pictures have people in them?*

Lead-in

Ask children to focus on the pictures in activity 1 and guess what the objects are.

1 Children listen and number.

Answers (top row, left to right) 3, 4, 1; (bottom row, left to right) 2, 6, 5

Audio CD 2



- 1 The first animated film was made in 1899. The characters were made of matchsticks!
- 2 The bicycle was designed by Leonardo da Vinci, but it didn't work! The first bicycle was ridden in Germany about 200 years ago!
- 3 Oxygen was first identified in 1774, but it wasn't called oxygen. It was called dephlogisticated air. That wasn't very easy to say!
- 4 Have you ever wondered why the letter keys on your keyboard are in such funny positions? They were first put in these positions on typewriters to stop people from typing too quickly and jamming the machine!
- 5 The first hot-air balloon was made in 1783 by the Montgolfier brothers. A sheep, a duck and a chicken were its first passengers!
- 6 The first ever robot was invented by the Ancient Greeks. Well, it wasn't actually built by them, but they described it in their myths. It was made of brass. Its body would heat up, and then it hugged intruders to death!

2 Children read, look and match.

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

3 Children complete the sentences with *was*, *wasn't*, *were* or *weren't*.

Answers (top to bottom) 1 was, were 2 was, wasn't, was 3 was, was 4 was 5 was, wasn't, was 6 were

Optional extra: Use the unit 6 **Flashcards** to elicit the words and drill them individually and chorally. Divide children into groups and give out a set of flashcards to each group. They should race to put them in chronological order. (oldest to the most recent): 1. *wheel (3200 BC)* 2. *steam train (1698)* 3. *hot-air balloon (1783)* 4. *keyboard (1868)* 5. *underground (1890)* 6. *radio (1896)* 7. *toothbrush (1938)* 8. *satellite (1957)* 9. *mobile phone (1973)*. Conduct feedback and insist that children use the structure, e.g. *I think the steam train was invented before the underground.*

Wrap up

In pairs, children write scrambled Past passive sentences from activity 1 for their partners to unscramble in their notebooks.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 6

Optional extra: Monitor throughout the activities and assess the use and accuracy of the target language.

At home

Activity Book - page 76

Answers

- 1** 1 wasn't painted 2 was composed 3 was invented
4 wasn't written
- 2** 1 were stolen 2 were chased 3 wasn't caught
4 were hidden 5 wasn't watched 6 were given
- 3** (top row, left to right) 4, 5, 1
(bottom row, left to right) 2, 6, 3

Lesson 4 - SB Page 77

Objectives

Language

Grammar

- Passive voice questions in Past simple

Vocabulary

- *genius, pigeon, steam, subway, toothbrush, wheel*

Skills

Speaking

- Discuss answers in a quiz

Listening

- Listen to answer questions to a general knowledge quiz

Reading

- Read in order to complete a quiz

Writing

- Write the Past participles to complete questions

Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**
- **Flashcards Unit 6**
- **The Internet**

Attention to diversity

Children may be disappointed with their results in the quiz if it becomes competitive. Point out that the main goal of this competition is to have fun.

Warmer

Put the unit 6 **Flashcards** on the board. Children play a guessing game in pairs. They take turns to choose an item displayed on the board and answer yes/no questions. For example, child 1: *Is it made from plastic?* Child 2: *No, it isn't.*

Lead-in


Write the following question words on the board for children to unscramble: *woh (how or who)*, *nehw (when)*, *twah (what)*, *ohw ynam (how many)*, *erhwe (where)*, *hyw (why)*.

- 1** Children complete the questions with the correct form of the verbs in brackets.

Answers 1 invented 2 called 3 made 4 used 5 built 6 invented 7 sent 8 launched 9 spoken 10 hit

Optional extra: Focus the children's attention on the Grammar box and read the questions. Elicit the structure used. Tell them that all the questions in the quiz are in Past Passive voice.

- 2** Children answer the questions with a classmate.

- 3**  **2.11** Children listen and check their answers.

Answers 1 Tim Berners-Lee 2 Analytical Engine 3 China 4 5,000 5 London 6 the toothbrush 7 a radio message 8 1957 9 'Wait a minute!' 10 an apple

Unit 6

Wrap up

In their notebooks, children write down the most interesting fact they have learnt from the quiz. Then they compare with their partner.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 6, Listening worksheet Unit 6

At home

Activity Book - page 77

Answers

- 2 were ice skates invented? Ice skates were invented in the 14th century by the Dutch. 3 was toothpaste invented? Toothpaste was invented in Egypt 3,000 years ago. 4 invented ketchup? Ketchup was invented by Heinz in 1876. 5 was penicillin invented? Penicillin was invented in London in 1929.
 - 1 Where was the Statue of Liberty made? T 2 Who was the Sistine Chapel painted by? T 3 Where was chocolate first drunk? T 4 Who were the Harry Potter books written by? F 5 Who was Velcro invented by? F
- Optional extra:** Children use the Internet or other resources to find the correct answers for their quiz.

Lesson 5 - SB Page 78

Objectives

Language

Vocabulary

- *entrance, guidebook, path, ruins, stone, top, view*

Skills

Reading

- Develop reading strategies
- Follow a story
- Demonstrate comprehension by answering questions

Materials

- Digital Book
- Audio CD 2
- Map of the Mayan area

Attention to diversity

Some children may struggle with the text due to its density. Convey meaning through gesture and realia. Promote peer teaching as this will boost children's confidence and help them to become more autonomous in their learning.

Warmer

Show the map of the Mayan area and ask children to name the present-day countries it overlaps: *Mexico, Guatemala, Belize, El Salvador, Honduras*. Elicit vocabulary related to the Mayan ruins: *temple, pyramid, steps, path, jungle, ruins, snake*. Draw pictures if necessary as you elicit the items.

Lead-in

Read the title of the story aloud. Children look at the pictures and guess what the story will be about.

1 Children read and listen to the story.

Optional extra: Children read the story again and choose ten key words to help them remember the storyline. In pairs, they compare their words and peer teach when necessary.

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

2 Children read and answer the questions.

Answers 1 The story is set in an old Mayan city. 2 Josh and Melanie. Josh is interested in books and Melanie is great at sports. Josh is more nervous than Melanie and he is quieter. 3 Because Josh is reading a book. 4 They are lost.

Optional extra: Draw six story frames on the board (rectangular boxes). Explain that each frame represents a key event in the story. Identify the first one together: *The friends set off on their adventure*. Write it in the box. In pairs, complete the other five boxes with a line to summarise the chain of events. Conduct plenary feedback and accept variations.

Fast finishers

These children can read the story to themselves quietly and select words they would like to look up in the dictionary.

Wrap up

Make a statement about the story and ask children to identify it as true or false: *Josh is younger than Melanie. (False. He is two years older.)* Children work in pairs and write five true or false statements about the story. Then have pairs exchange statements with another pair to answer. Encourage them to try to answer without looking back at the text. When they finish, get them to check the answers with the pair who wrote the statements. Monitor and help if necessary.

Continuous assessment

Provide the following prompts for children to complete:

1. My own title of the story...
2. The story is about...
3. The characters are...
4. I like the part when...
5. I don't like the part when...
6. My prediction for the next part...

At home

Activity Book - page 78

Answers

- 1** 1 Mum said 'Don't go far!' 2 Josh was more interested in books than sport. 3 Melanie was more interested in looking around than reading. 4 Melanie said 'Hey, look at the time!' 5 Josh said 'That's the pyramid over there.'
- 2** 1 Josh 2 pyramid 3 jungle 4 ruins 5 stone 6 guidebook
- 3** Age of the city: 1,200 years old
Population: 45,000 people
- **Optional extra:** Ask children to compare themselves to Melanie and Josh. They should write a description of their personality and appearance: *I am not as adventurous as Melanie.*

Lesson 6 - SB Page 79

Objectives

Language

Vocabulary

- alley, carvings, glittering, ground, hole, maze, sore, step, torch, way

Skills

Speaking

- Role-play a dialogue between the characters

Listening

- Follow the story

Writing

- Correct false information about the story

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Attention to diversity

Some children may struggle with new vocabulary in the text. Convey meaning through gesture and examples, promote peer teaching and encourage children to ask questions.

Warmer

In pairs, children discuss what happened in the first part of the story using the illustration on page 78 (or the story frames they made in Lesson 5) as a prompt. Children look at the illustration in Lesson 6. Ask: *Who are they? Where are they? What are they doing?*

Lead-in

Write the last paragraph from the first part of the story: *Unfortunately, when they climbed to the top, they saw an unfamiliar _____. They couldn't see the white stone _____. And they couldn't see Melanie's _____.*
Elicit the missing words: *landscape, path, parents.*

1 Children read the story again.

Optional extra: Play the track again, pausing to ask questions after '*...broken bones*': *Did Josh want to go into the tunnel? Why not? Why did he go? What did Melanie hurt? And Josh?* Continue and pause after '*... Josh explained*'. Ask: *Could they see very well? Why not? How did they feel? Where were they, according to Josh? How did he know? At the end of the story, ask: Did they know where they were going? What could they see while they were walking? How were they feeling? What did they hear? What was it?*

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

2 Children agree or disagree with the statements. They give reasons for their answers.

Answers *Child's own writing*

Fast finishers

These children read the story to themselves quietly and underline new vocabulary.

Wrap up

Children role-play the dialogue between Melanie and Josh when they fall into the underground city. They may volunteer to perform their scene in front of the class.

Unit 6

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 6
Optional extra: Children write a summary of 60 words using the key words provided: *maze, tunnel, falling, broken bones, archaeologists, carvings, snake.*

At home

Activity Book - page 79

Answers

1 (*top row, left to right*) Josh had a torch in his bag. (✓)
They climbed the pyramid. They fell into a dark hole. (✓)
(*bottom row, left to right*) They looked at the monkeys. They walked into the jungle. (✓) They used their mobile phones.

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

Lesson 7 - SB Page 80

Objectives

Language

Grammar

- Sequence words and Passive voice

Vocabulary

- *channel, click, conveyor belt, cool, crack, electronic mailbox, glass, mould, oven, powerful, satellite, server*

Skills

Speaking

- Use the target language to describe other processes

Reading

- Read the steps involved in the process of sending an e-mail and see how sequencers are used

Writing

- Write full sentences using sequencers and the passive structure to describe the process of making glass bottles

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

This lesson contains some low frequency words which will be new to children. Use illustrations and realia to convey meaning.

Warmer

Ask children about the types of messages they send and which social networking sites, if any, they use: *How often do you send messages? Who do you send them to? What do you normally write messages about? What forms of technology do you use to send messages?*

Lead-in

Ask children how they think messages arrive across continents. Accept all ideas and write them on the board for later reference.

1 Children look, read and order the sentences.

Answers (*top to bottom*) 4, 5, 2, 3, 1

Optional extra: Ask children to underline the sequencers in activity 1: *First, Then, Next, After that, Finally.* Explain that sequence words are often combined with passive voice to describe a process.

2 Children look and write in their notebook how glass bottles are made.

Answers 1 First, soft glass is dropped into a metal mould. **2** Then air is blown into the glass. **3** Next, the bottles are put in another mould and more air is blown in to make the final shape. **4** After that, the bottles are removed from the mould and they (the bottles) are put on a moving conveyor belt. **5** Finally, the bottles are passed through an oven so they cool slowly and don't crack.

Wrap up

Divide children into groups. Write the clues about the paper making process at random on the board. *Cut down trees / remove bark / wood chips / mix with water / cook to a paste / bleach / add chemicals / squeeze out water / dry out the paste / cut into small sheets.* Challenge children to put the clues in order. Conduct general feedback and encourage the use of sequencers as children report their answers.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 6
Optional extra: Without looking back at activity 1, children write down the steps they remember about the journey of an e-mail. Provide the participles as prompts: *written, sent to a server, passed, sent and opened.*

At home

Activity Book - page 80

Answers

1 (top to bottom) 5, 2, 1, 4, 3

Lesson 8 - SB Page 81

Objectives

Language

Vocabulary

- blizzard, brain, frozen, jar, poison, red-nosed, sneeze, squeeze, wizard

Pronunciation

- Phonics: sounds using s and z

Skills

Speaking

- Practise the target phonics through repetition

Listening

- Recognise z / s sounds

Writing

- Write the z / s sounds in discrete items

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Card to write words

Attention to diversity


Children may have problems recognising and producing the z sound. Give them the opportunity to repeat a few times and give plenty of praise and encouragement.

Warmer

Write z on the board. Underneath the symbol, draw a small bee. Explain that the symbol represents a sound that is often made by bees when they fly. Make the sound, inviting children to imitate you. Ask: *Is the sound voiced or unvoiced? (Voiced.)* Children confirm this by touching their throats to notice the vibration of their vocal cords as they make the sound.


Lead-in

Write on the board *The Museum of Amazing Machines* and elicit what types of machines they might find in such a museum.

1  2.13 Children listen and number the pictures in order.

Answers (left to right) 2, 4, 1, 3

Optional extra: Play the track again and encourage children to read aloud with the ringmaster. Play the track a third time and tell children to underline the words with z sounds. Point out that some words spelt with the letter s have z sound. Elicit the words and ask volunteers to write them on the board. Encourage the class to guess when the letter s usually sounds like z: *at the end of words where the previous sound is a voiced sound and between two vowel sounds.* Finally, divide the class into pairs and have them read the text aloud to each other, listening for the correct pronunciation of z.

2  2.14 Children listen and complete with s or z. Then they number the pictures.

Answers 1 wasn't, was, poison 2 zoo, closes, hours, opens 3 Those, jars, frozen, brains 4 nosed, wizard, was, blizzard, sneezing
(left to right, top to bottom) 4, 2, 1, 3

Wrap up

Distribute card for children to write words on. In pairs, children write the words from Lesson 8 containing the z sound. They shuffle their cards and place them face down on a desk. Children now work in groups of four: one pair competing against the other. Children take turns to draw a word from the other pair's pile without showing it to their partner. They have one minute to draw the item on a sheet of paper without using words or numbers for their partner to guess. Pairs receive points for correct guesses and a bonus point for spelling the word correctly. Play several times. The pair with the most points at the end of the game is the winner.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 6

Optional extra: Dictate words from activities 1 and 2. Start by slowly dictating letter by letter and challenge children say the word before you finish spelling it. They write the words down and exchange notebooks before correcting as a group.

At home

Activity Book - page 81

Answers

- 1 2 cheese 3 leaves 4 boys 5 nose 6 zebra
- 2 1 Chinese plate spinners perform in a blizzard!
2 Magician goes 16 days without sleep. 3 Woman loses a million dollars in a maze.

Lesson 9 - SB Page 82

Objectives

Language

Vocabulary

- *current, earn, engineer, fluorescent lights, machine, patent, phonograph, pigeons, power station, rival, success, supply, trade fair*

Skills

Speaking

- Answer questions about the text

Reading

- Read in order to find specific information

Materials

- Digital Book

Attention to diversity

The text in Lesson 9 is quite long so children might get distracted easily. Monitor and encourage them as they read.

Warmer

Tell children five things you couldn't live without, e.g. *mobile phone, books, chocolate, family and friends*. Individually children write five things they couldn't live without and write them down in their notebooks. In pairs, they compare what they have written.

Lead-in

Write a jumbled version of *invention* on the board: *ionventin*. Children unscramble it and write down all the parts of speech in their notebook: *invent, invented,*

inventor. Then individually they make three questions containing each part of speech, e.g.

1. *Can you name a famous inventor?*
2. *Who invented the telephone?*
3. *What do you think is the most important invention?*

In pairs, children take turns to ask each other the questions.

1 Children answer the question with a classmate.

Optional extra: After children have brainstormed ideas in pairs, get an idea from each pair and write it on the board. Then, as a group, decide on the top three differences between the past and now.

2 Children read and say what happened in 1856, 1884, 1893 and 1943.

Answers In 1856, Nikola Tesla was born in Croatia. In 1884, Tesla went by ship to New York. In 1893, the Chicago Trade Fair was illuminated with AC. In 1943, Nikola Tesla died a poor man.

Optional extra: Children create a timeline with the main events in Tesla's life. Challenge children to use <https://www.timetoast.com/> or any other similar tool.

Fast finishers

These children write down all the inventions mentioned in the text in order of importance, e.g. *light bulb, fluorescent lights, radio, remote control, radar, X-rays, robot*.

Wrap up

Invite children to name twenty different objects that people use on a daily basis. Write them on the board. Ask: *How many of these objects need electricity?* Ask children what they would do if they didn't have electricity for more than 24 hours.

Continuous assessment

Ask children additional questions: *Where was Tesla born? What was special about the night he was born? Who was his employer after he argued with Thomas Edison? How many patents for inventions did he have?*

At home

Activity Book - page 82

Answers

- 1 c A parachute
- 2 1 filled; remembered; called 2 obsessed; developed, 3 blamed 4 watched
- 3 3 Let's go higher! 2 Failed experiments 4 A sudden end 1 Known and unknown

Lesson 10 - SB Page 83

Objectives

Language

Vocabulary

- allow, aluminium, amazing, bottles, cardboard, cool, furniture, glass, magnet, recycling facility

Skills

Listening

- Sing along to the song, paying attention to the rhythm and stress

Reading

- Match questions and answers in order to understand the article

Materials

- Digital Book
- Audio CD 2

Warmer

Play *Hangman* with the word *technology* and in pairs children make a list of types of technology at home and at school, e.g. *washing machine, computer*.

Lead-in

Children write a list of letters from the alphabet in their notebook and, in pairs, think of a recyclable item for each letter. Ask them what they recycle at home.

1  Children listen and sing.

Optional extra: Play the track again and children listen to the rhythm and the stressed words. As they listen, they can tap their feet to the rhythm and punch the air when the words are stressed.

2 Children think of examples of technology for the red lines in the song with a classmate.

Answers They warm us up (*heater*), they cool us down (*air conditioning*), They light the night, from town to town (*light bulb*), They allow us to travel far away (*plane*), But still talk to friends day after day (*telephone*). We can learn things we never knew (*the Internet*), Play games, chat, do homework, too (*computer*). Machines can keep us nice and clean (*washing machine*), Recycle our waste (*recycling facilities*); it's good to be green!

Optional extra: As a class, discuss what life would be like without these different machines. Ask children what they

think people did without these various machines, e.g. *Before washing machines, people washed clothes by hand.*

3 Children read and write the questions in the article.

Answers 1 Where are recyclable materials taken? 2 Are they separated by people? 3 What is removed first? 4 What is removed next? 5 How are metal cans removed? 6 What about aluminium? That isn't magnetic! 7 What happens at the end of the process?

Fast finishers

These children read the article to themselves quietly and underline the most interesting fact.

Wrap up

Divide children into four groups. Each group is given a verse from the song in activity 1. They learn their verse by heart before playing the song for children to sing along.

Continuous assessment

Write the questions from activity 3 on the board and children write the answers in their notebook without looking in their books:

- Are recyclable materials separated by people?
- How are metal cans removed?
- Where are the recyclable materials taken?
- What about aluminium?
- What is removed first?
- What happens at the end of the process?

Invite volunteers to read out their answers. Children then check the answers in the book.

At home

Activity Book - page 83

Answers

- 1 are; are surrounded; are made
- 2 1 First, the bottles are collected. 2 Then the bottles are taken to a recycling centre. 3 Next/After that, the bottles are washed. 4 Then/Next/After that, the bottles are turned into fibres. 5 Then/Next/After that, the fibres are made into cloth. 6 Then/Next/After that, the cloth is dyed in different colours. 7 Then/Next/After that, the cloth is cut into pieces. 8 Finally, the pieces are stitched together to make T-shirts.
- 3 (top row, left to right) 6, 3, 8, 5
(bottom row, left to right) 2, 7, 1, 4

Review - SB Pages 84 & 85

Objectives

Language

Grammar

- Passive voice: present and past affirmative, negative and question forms

Vocabulary

- *designer, develop, record, script, shots, storyboard, synchronise*

Skills

Speaking

- Discuss a favourite painting or book using Past Passive voice

Listening

- Review and practise writing Passive voice

Reading

- Order the process of animation film-making in order to review Passive voice

Writing

- Write about a process using Passive voice

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- The Internet
- Pieces of paper

Attention to diversity

Some children may struggle to remember structures and vocabulary. Do not rush weaker children, but rather grant them adequate time to finish activities. Have extra tasks prepared for early finishers.

Warmer

Divide children into pairs and secretly give each pair an invention/discovery. Pairs should prepare a one-minute presentation about the discovery. They can look up ideas in their books or use the Internet for further information. Pairs come to the front of the class and present their ideas to the rest of the group.

Lead-in

On the board, brainstorm all the processes they have learnt about in unit 6 so far: *making wax figures, making glass bottles, making paper, sending e-mails and recycling*. Ask children what they think was the most interesting and why.

1 Children complete the questions.

Answers 1 Where was the photo taken? 2 When was it taken? 3 Who was it taken by?

Optional extra: Ask volunteers to write the questions on the board.

2 2.16 Children listen and write the answers.

Answers 1 It was taken in Japan. 2 It was taken in 2012. 3 It was taken by Natalie Cox.

Audio CD 2



- 1 Where was the photo taken?
It was taken in Japan.
- 2 When was it taken?
It was taken in 2012.
- 3 Who was it taken by?
It was taken by Natalie Cox.

Optional extra: Ask children to bring their favourite photo to class. Give examples: a holiday, a birthday, a party, etc. They work in pairs and exchange their pictures. Children take turns to ask and answer the questions from activity 1.

3 Children ask and answer questions with a classmate about their favourite painting or book.

Optional extra: Children report back on their partner's favourite book or painting, e.g. *Marta loves Harry Potter. It was written by J.K. Rowling.*

4 Children complete the sentences with the correct form of the verbs.

Answers 1 was created 2 was invented 3 was built 4 were written 5 was spoken 6 were filmed

Optional extra: Before looking at activity 4, give children the nouns: *Mickey Mouse, the Internet, first car, Harry Potter books, Latin, The Lord of the Rings films* and elicit the verb which could be used with them, e.g. *Mickey Mouse (create)*.

5 Children read and match the information.

Answers 1 by Walt Disney. 2 by Tim Berners-Lee. 3 by Karl Benz. 4 by J.K. Rowling. 5 by the ancient Romans. 6 in New Zealand.

6 Children read and complete the questions.

Answers 1 big is it 2 expensive is it 3 it use electricity
4 loud is it 5 fast can it go 6 is it made of

Optional extra: In pairs, children make their own sentences for a mystery object using the adjectives in activity 6.

7 Children guess the mystery object with a classmate.

Answers A yacht

8 Children read and order the steps in the process.

Answers 1 First, the script... 2 Then the storyboard...
3 Next, the voices... 4 After that, digital models...
5 Finally, sound effects...

Optional extra: Children write down their top three animation films and write a sentence to specify why. They compare with their partner.

9 Children write about a process they know.

Answers *Child's own writing*

Optional extra: Before doing activity 9, children decide on the process they are going to describe. They write it on a piece of paper and exchange with their partner. Their partner writes three questions to ask in relation to the process, e.g. *developing a photo*. Question: *How is the photo printed?*

Wrap up

In pairs, children make their own Science Quiz. They write six questions with three possible answers, like in Lesson 4. In new groups of four, children take turns to read out their questions. They should keep a note of their opponents' score.

Final evaluation

Teacher's Resource Material: Test Unit 6

At home

Activity Book - pages 84 & 85

Answers

- 1** 1 were invented 2 were taken 3 was built
4 was painted 5 was written
- 2** was thought (think), were invented (invent),
were developed (develop), were known (know),
was given (give), were sent (send), were brought
(bring), were called (call)
- 3** 1 The Coca-Cola formula was invented by Dr.
Pemberton in 1886. 2 The first stick of chewing
gum was sold by John B. Curtis in 1850. 3 Candy
floss was created by William Morrison and John
Wharton in 1897.
- 4** 1 big is your uncle's car? 2 heavy is that clock?
3 hot is this swimming pool? 4 expensive is the
necklace?
- 5** 1 are the beans grown 2 are the beans dried
3 are the ripe beans picked 4 are the beans
transported 5 are the beans roasted 6 is the coffee
exported
- 6** 5 In a roasting machine. 4 In trucks. 3 By hand.
2 In the sun. 6 All over the world. 1 In Colombia.

Activity Book - page 117

The **Picture Dictionary** on page 117 gives children an illustrated reference of the main vocabulary in Unit 6 with extra listening practice.

**More practice**

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 7 Time detectives

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Zero conditional • First conditional 	<ul style="list-style-type: none"> • Archaeology: <i>bone, CAT scan, cave, chemistry, DNA, drawings, paintings, palace, ruins, site, treasure, X-rays</i> • Egyptology: <i>curse, hieroglyphic, mummy, pharaoh, tomb</i> 	<ul style="list-style-type: none"> • Phonics: <i>s / ss / ce / z / zz sounds</i> 	<ul style="list-style-type: none"> • Making predictions

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use the Zero conditional with <i>if</i> and <i>when</i> • To make predictions about specific possible situations using the First conditional • To practise asking questions using the First conditional • To practise using adjectives to write a persuasive piece 	<ul style="list-style-type: none"> • To talk about general truths or facts • To make predictions about specific possible situations • To make a tourist brochure • To write an e-mail to a friend • To discuss the mystery of the Tollund man
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify verb and nouns collocations related to archaeology • To understand and use proper nouns, common nouns and adjectives related to Egyptology • To understand and use vocabulary items related to the discovery of the Tollund man and the Rosetta Stone • To understand and produce language related to tourist sites 	<ul style="list-style-type: none"> • To highlight and practise the pronunciation and spelling of words containing the target sounds

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To discuss the meaning behind a quote • To describe what an archaeologist does • To use the target language in order to take part in a role-play • To ask and answer questions using the target language • To discuss the mystery of the Tollund man 	<ul style="list-style-type: none"> • To show understanding of the target language by answering comprehension questions and matching sentence stems • To follow a story and order the events chronologically • To show understanding of a text by labelling paragraphs • To understand descriptions of the Rosetta Stone and the Tollund man • To review the target grammar in an e-mail
Listening	Writing
<ul style="list-style-type: none"> • To identify and write the target language • To demonstrate comprehension by putting phrases in order • To follow a story • To identify and match the target language with the target sounds in a dialogue 	<ul style="list-style-type: none"> • To complete sentence stems using the target language • To write complex sentences using the target grammar • To plan, draft and write a tourist brochure • To invent a mystery word and code • To write an e-mail to a friend • To write a booklet and/or a mural

Assessment criteria

- Check children can identify, understand and produce Zero conditional and First conditional sentences.
- Check children can identify, understand and produce vocabulary related to archaeology and Egyptology.
- Check children can talk about general truths or facts, make predictions about specific possible situations and make a tourist brochure.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 7, pages 16-17: Lesson 4
 - Vocabulary worksheet Unit 7, pages 38-39: Lesson 3
 - Reading worksheet Unit 7, page 54: Lesson 6
 - Writing worksheet Unit 7, page 68: Lesson 7
 - Speaking worksheet Unit 7, page 80: Lesson 8
 - Listening worksheet Unit 7, page 90: Lesson 4
 - Test Unit 7, pages 136-139: Unit 7 Review
- **Flashcards** Unit 7 (available on Richmond website)
- **Extra**

Sheets of paper	Travel brochures
Poster paper	Markers
Coloured pencils	Scissors - Glue
Pre-made booklet	Word cards
A soft ball	(s / ss / ce / z / zz sounds)
Pictures of famous discoveries	Word cards (archaeology and Egyptology)
Magazines	The Internet

Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

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

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

Key competences



Linguistic competence

Children develop language skills. Children learn to express general truths or facts and to make predictions about specific possible situations. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 84, 90, 91, 93 & 94)



Mathematical competence and basic competence in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. (SB pp 91 & 94)



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB pp 92 & 97)



Social and civic competence

Children learn basic social interaction patterns and social conventions. (SB p 87)



Cultural awareness and expression

Children develop artistic skills and creativity, appreciate cultural and artistic expressions and learn about cultural diversity: history, archaeology and famous sites. Children learn about Tutankhamen, the mystery of the Tollund man and the Rosetta Stone. (SB pp 86, 88, 89, 93 & 95)



Competence in learning to learn

Children develop strategies such as observing, linking, matching, etc. to improve the learning process and to assume control over their own learning. (SB pp 97, 90, 92, 94 & 96)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 89, 95 & 97)

Objectives

Language

Grammar

- Zero conditional

Vocabulary

- *army, cave, discoveries, gigantic floor drawings, prehistoric*

Skills

Speaking

- Discuss the meaning behind a quote

Listening

- Demonstrate comprehension by putting phrases in order

Writing

- Complete sentence stems using the target language
- Write complex sentences using the target language

Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 7
- Pictures of famous discoveries

Attention to diversity

Bring in pictures of the famous discoveries from activity 3 in order to promote engagement with the topic and to stimulate the children's imagination when writing sentences in activity 4.

Warmer

Write *Archaeology* on the board. Explain that this is the study of past cultures and the way people lived based on the things they left behind. Elicit from children words and phrases they associate with the subject and build up a mind map on the board: *archaeologist, discovery*, etc.

Lead-in

Hold up the unit 7 **Flashcards** and say the words, writing them on the board. Drill the words both chorally and individually.

1 Children read and say what they think the quote means with a classmate.

Values: Talk to children about the importance of preserving archaeological discoveries like those mentioned

in activity 3 and about the need to be respectful when visiting these places, e.g. *don't litter, don't touch the monuments*, etc.

2 Children listen and order.

Answers (left column) 3, 2; (right column) 4, 1

Optional extra: Repeat the audio track several times with boys and girls chanting alternate lines.

3 Children look at the photos and do the Archaeology Quiz.

Answers 1 Altamira Caves, Spain 2 Nazca Lines, Peru 3 Palace of Knossos, Crete 4 China and see the Terracotta Army

Optional extra: In pairs, children choose a site to visit and give reasons for their choice.

4 Children write four more sentences.

Optional extra: Focus the children's attention on the Grammar box. Read the example aloud. Elicit the tenses used in both parts of the sentence. In pairs, children write about the sites which have not been written in activity 3.

Wrap up

Write the following sentence stems on the board:

1. *If you want to find out more about the past, ...*
2. *If you want to improve your English language skills, ...*
3. *If you want to be fit and healthy, ...*
4. *If you want to get good grades, ...*

Individually children complete the sentences using their own ideas before comparing with a partner.

Initial evaluation

In pairs, children write six more sentences about their hometown using the target structure: *If you want to see paintings, go to the museum of fine arts.*

At home

Activity Book - page 86

Answers

- 1 1 Crete 2 Peru 3 China 4 Italy 5 Spain 6 Easter Island
- 2 1 f 2 c 3 e 4 d 5 a 6 b
- 3 1 go to Paris/France. 2-6 *Child's own answers*

Lesson 2 - SB Page 87

Objectives

Language

Grammar

- Zero conditional

Vocabulary

- *archaeologists, bones, CAT scans, dig, discover, ignore, mummy, paintbrushes, site, X-rays*

Functions

- Talk about general truths or facts

Skills

Speaking

- Describe what an archaeologist does

Reading

- Demonstrate comprehension by matching corresponding information

Writing

- Complete a gap fill using the target language

Materials

- Digital Book

Attention to diversity

Children may struggle with activity 2 as it contains new lexical items. Pre-teach vocabulary and check instructions carefully beforehand.

Warmer

Children review the discoveries from the previous lesson and ask each other questions about them.

Lead-in

Ask children if they have ever seen a film or a TV programme about archaeologists. Ask: *What do archaeologists do?* Elicit the definition of an archaeologist (*someone who studies how people lived in the past*).

1 Children discuss the questions with a classmate. Then they read and check their ideas.

Optional extra: Check or pre-teach the verbs in the box through gesture and examples. Ask *Would you like to be an archeologist? Why? Why not?*

2 Children read and complete the sentences with the verbs.

Answers When they **fly** above a site... When they **dig**, they don't do it... When they **discover** objects at a site... When they find rubbish, they don't **ignore** it... When they find human bones, they **study** their DNA... And when they examine things like mummies, they **use** X-rays...

Optional extra: Focus the children's attention on the sentence in the Grammar box. Point out that we use *when* to specify a condition, which is followed by a consequence. Elicit other examples of the structure to help children understand the concept: *When I'm thirsty, I drink water*. Point out that we always use the Present simple to describe these regular situations.

3 Children read and match the information.

Answers (left column) 4, 5, 2 (right column) 6, 1, 3

Optional extra: Read the sentences from activity 2 aloud. Instead of saying the main verb, say *beep* and have children supply the correct verb: *When they (dig), they don't do it quickly!*

Wrap up

Children write 50 words about archaeologists and what they do. Tell them to include at least two examples of the target structure.

Continuous assessment

Children write five sentences about themselves using the target structure: *When I'm hungry, I eat a sandwich*. Invite volunteers to the front of the class to read their sentences aloud.

At home

Activity Book - page 87

Answers

1 2 When you put ice in water, it floats. **3** When it doesn't rain, grass doesn't grow. **4** When sugar gets wet, it dissolves. **5** When the sun shines through the rain, it creates a rainbow.

2 1 c 2 b 3 d 4 a

3 (left to right) 3, 1, 4, 2

4 Child's own answers

- **Optional extra:** Children research three more interesting facts about archaeologists and write them in their notebooks.

Unit 7

Lesson 3 - SB Page 88

Objectives

Language

Grammar

- First conditional

Vocabulary

- *coffin, coincidence, curse, expedition, fall ill, fund, sarcophagus, scared, superstitious, tomb, treasures*

Functions

- Make predictions about specific possible situations

Skills

Speaking

- Use the target language to take part in a role-play

Reading

- Show understanding by completing a gap fill
- Demonstrate understanding by sequencing the events of a story

Writing

- Write the target language

Materials

- Digital Book
- Flashcards Unit 7
- Teacher's Resource Material
- A soft ball

Warmer

Display the unit 7 **Flashcards** on the board and elicit the words. Remove the objects one by one. Point to where they were and ask children to repeat the words as if they were still there. When all the flashcards have been removed, invite volunteers to the front to write the words on the board.

Lead-in

Write *The curse of Tutankhamen* on the board and ask children if they know anything about the story. Invite them to guess what a curse is: *a wish for bad things to happen to a person*. Ask: *What is the curse of Tutankhamen?* Children read the article quickly to find out.

1 Children read and complete.

Answers If I search some more, we'll find King Tut's tomb!, If we open the tomb, we will die, We won't die

Optional extra: Focus the children's attention on the Grammar box and have a volunteer read the sentence aloud. Explain that we use the First conditional to express predictions about conditions that have not happened yet.

Point out that we use *will* to express the consequence because it describes a possible future event. Have children find and underline all the First conditional sentences in the text and compare answers in pairs. Elicit an example that begins with *if* and an example with *if* in the middle of the sentence. Point out that when *if* starts the sentence, we can use a comma before the second part of the sentence. When *if* is in the middle, there is no comma.

2 Children read and order the pictures.

Answers (left to right) 3, 4, 1, 2

Optional extra: In pairs, children use the pictures to retell the story of Tutankhamen's curse. Invite volunteers to retell parts of the story to the class to check the answers.

Wrap up

Have children stand in a circle. Say: *Howard Carter searched for Tutankhamen's tomb without success for five years*. Pass the ball to a stronger learner and encourage them to continue the story in their own words. The child then passes the ball to the next child, who adds a sentence. Prompt children if necessary by asking questions: *When did he begin searching again?* Continue until the end of the story. Repeat procedure several times, until every child has had a turn.

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 7

At home

Activity Book - page 88

Answers

1 1 b 2 d 3 c 4 a

2 (left to right) 3, 4, 2, 1

3 1 be 2 will improve 3 don't; won't 4 will get

4 *Child's own answers*

- **Optional extra:** Children write 50 words about Tutankhamen in their notebook.

Lesson 4 - SB Page 89

Objectives

Language

Grammar

- First conditional: affirmative, negative, interrogative

Vocabulary

- embalmers, heaven, ostrich, pharaoh, preserve, sarcophagus, servants, statues, trumpet

Functions

- Make predictions about specific possible situations

Skills**Speaking**

- Ask and answer questions with a classmate using the target structure

Reading

- Show understanding of the target language by matching the questions to the answers

Writing

- Demonstrate comprehension of the target structures by completing sentence stems

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

Attention to diversity

Model activity 4 beforehand with a stronger learner. Monitor carefully to ensure they are using the target structure correctly. Pair stronger learners with weaker ones to encourage peer teaching and language scaffolding.

Warmer

Engage children in a chain game. Provide the first sentence and encourage them to go on: *If you eat too much popcorn, you will feel sick. If you feel sick, you won't go to school. If you don't go to school...*


Lead-in

Have children describe the picture in activity 1. Explain that the boy is asking his father questions about the Pharaoh's plans for his afterlife in his tomb. Pre-teach or check *soul, servants, ostrich feathers, trumpet, embalmers* and *sarcophagus* through visuals and definitions.

1 Children read and match the questions to the answers.

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

Optional extra: Focus the children's attention on the Grammar box and explain that the order of the clauses can vary, but the question word always goes with the main clause with *will*.

2  **2.18** Children listen and check their answers. Then they act out the dialogue with a classmate.**Audio CD 2**

2.18

Girl: Can I ask you some questions, Dad?

Dad: Of course!

1

G: What will happen to the Pharaoh's body when he dies?

D: Embalmers will preserve his body. Then they will put it in a stone sarcophagus.

2

G: Where will the two parts of his soul go?

D: During the day, Ka will fly to heaven, and Ba will look after his living family. At night, they will both return to the tomb to rest and prepare for the next day.

3

G: What will he do if he wants to remember his past life?

D: He will look at paintings on the walls of his tomb. They will show scenes from his past life.

4

G: If the Pharaoh feels hungry, what will he eat?

D: There will be food in the tomb for him to eat.

5

G: If he feels hot inside the tomb, what will he do?

D: He will use a fan of ostrich feathers to cool himself.

6

G: Who will he talk to if he's lonely?

D: He will talk to his servants! There will be statues of them in his tomb.

7

G: If the Pharaoh gets bored, what will he do?

D: There will be games inside the tomb, and a trumpet, too!

3 Children complete the sentences about them.

Answers *Child's own writing*

4 Children compare their answers with a classmate.

Optional extra: Swap pairs and have children report their findings about their original partner to their new partner: *If Mark goes to bed late, he won't wake up in the morning!*

Wrap up

Have children rewrite the questions and answers from activity 1 as First conditional sentences: *When the Pharaoh dies, embalmers will preserve his body and (they will) put it in a stone sarcophagus.* Invite volunteers to write their answers on the board.

Unit 7

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 7, Listening worksheet Unit 7

At home

Activity Book - page 89

Answers

- 2 will you do if you miss the school bus? 3 will you do if you forget to do your homework? 4 will you do if you have a toothache? 5 will you do if you lose your English book?
- 3 I'll bring it the next day. 4 My mum will take me to the dentist. 1 We'll have a substitute teacher. 5 I'll share with a classmate. 2 I won't get to school on time.
- Child's own answers
- (left to right) 2, 3, 1

Lesson 5 - SB Page 90

Objectives

Language

Vocabulary

- ancient paintings and jewels, collapse, dust, grow weaker, lit up, masks, moonlight, torch, turn back, underground city, worth a fortune

Skills

Listening

- Follow the story

Reading

- Demonstrate understanding by answering comprehension questions

Materials

- Digital Book
- Audio CD 2
- Sheets of paper

Attention to diversity

Monitor carefully and clear up any doubts about language or the development of the story.

Warmer

Write the following categories on the board for children to complete with information from the previous part of the story in Unit 6: *Characters (Melanie, Josh), Places (the jungle, a Mayan city, an underground city), Objects (a watch, a pyramid, a snake)*. Allow children to refer to the previous unit if necessary. Finally, pair children up and get them to retell the story in their own words.

Lead-in

Write a selection of key vocabulary from the story on the board: *turn back, grow weaker, metal box, ancient painting and jewels, masks, worth a fortune, collapse, dust, moonlight, lit up*. Elicit meaning, use pictures to illustrate words if necessary and consolidate through examples. Children skim the text to find the words.

1 Children read and listen to the story.

Optional extra: Tell children you are going to retell the story with some mistakes. Ask children to raise their hand and correct you whenever they hear a mistake.

(T) Josh and Melanie found a metal cup in the small room.

(C) That's wrong! Josh and Melanie found a metal box!

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

2 Children read and answer the questions.

Answers 1 She threw her shoe to scare the snake. 2 She made a fire because the light from Josh's torch was growing weaker. 3 He was excited because the things in the box were worth a fortune. 4 Melanie told Josh to look at the fire because water was dripping down through the roof. 5 Josh told Melanie to get out of the way because the ceiling was going to collapse. 6 They stood in the rain to have a shower and to wash away the dirt and dust.

Optional extra: Play the audio track again for children to listen. Pause the track before key words and elicit the lexical items: *'We can't (turn back)', said Melanie calmly.*

Wrap up

Write quotes from the story in a jumbled sequence on the board. Encourage children to try to remember who said them.

Continuous assessment

Individually children choose four words or expressions from the text and write them in their notebooks. Divide children into pairs and distribute some paper. They take turns drawing vocabulary terms from the text for their partners to guess.

At home

Activity Book - page 90

Answers

1 1 b 2 b 3 b 4 b 5 a**2** circled: metal, gold, dry, hard, small, heavy, strange, ancient
1 hard 2 dry 3 small 4 metal 5 ancient 6 gold 7 strange 8 heavy**3** 1 F 2 T 3 F 4 T 5 T 6 F 7 T 8 T

- **Optional extra:** Children write a paragraph as the next instalment of the story.

Lesson 6 - SB Page 91

Objectives

Language

Vocabulary

- *beam, chamber, labyrinth, lasso, maze, rope, search party, strands, string, survival, thick, unravel*

Skills

Listening

- Follow the story

Reading

- Follow the story
- Order the events in the story

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Attention to diversity

Allow sufficient processing time as the text is quite long. Ensure children feel comfortable enough to ask questions about vocabulary they feel is key to the development of the narrative and encourage them to record new words in their notebooks.

Warmer

Ask questions about the story: *What happened to Melanie and Josh? Where were they? How did they escape from the underground city?*

Lead-in

In pairs, children take notes of the events in the story. Write ideas on the board.

1 Children read the story again.

Optional extra: Ask children questions to check comprehension and key vocabulary: *What did Melanie make? (A lasso.) How did they escape from the underground city? (They climbed up the rope.) What did they do to escape from the maze? (They unravelled the rope to make a long string so they wouldn't walk in circles.) What did the archaeologists find when they followed the trail of string? (Mayan ruins.)*

2 Children read and order.

Answers (left column) 3, 2, 4 (right column) 6, 5, 1

Optional extra: Divide children into groups of three/four and have them prepare a role-play based on Josh and Melanie's adventure and the archaeologists. Assign the roles as follows: child A: *Melanie*; child B: *Josh*; child C/D: *archaeologist*. Invite volunteers to the front of the class to perform for the group.

Wrap up

Children write the story in the form of a newspaper article with the following title: *Children make amazing discovery and are crowned survival heroes!* Set a time and word limit, monitor carefully and provide language input when needed.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 7

Optional extra: Have children underline eight verbs in the story and classify them as regular or irregular in their notebooks. They write the infinitive, past simple and past participle forms of the irregular verbs they find. Have them compare answers in groups of five.

At home

Activity Book - page 91

Answers

1 1 a rope 2 Melanie 3 Theseus 4 a labyrinth 5 They did the same as Theseus. 6 The Mayan ruins. 7 Melanie and Josh

2 1 We climbed out through a hole with a rope. 2 We unravelled the rope and made a long string. 3 Josh had the idea. 4 From a Greek legend about Theseus. 5 We met them on the road when we got out of the jungle. 6 *Child's own answer*

- **Optional extra:** Children write a diary entry for Josh or Melanie describing the events of the story.

Objectives

Language

Vocabulary

- brochure, castles, fantastic, magnificent views, mysterious, palace, tourist site

Functions

- Make a tourist brochure

Skills

Reading

- Show understanding of the text by labelling the paragraphs correctly
- Find suitable adjectives in the text

Writing

- Plan, draft and write a tourist brochure

Materials

- Digital Book
- Teacher's Resource Material
- Pre-made booklets
- Magazines/Travel brochures
- Markers
- Scissors
- Glue

Attention to diversity

Ensure children notice the useful, descriptive language in the article and use it later on when writing their travel brochures. Highlight the importance of planning and drafting when writing and tell them that this process should be followed every time they write.

Warmer

Write *tourist sites* on the board. Elicit what children know about places to visit in their country. In pairs, they compile a list of the top five places to visit in their country. Conduct class feedback and write the top five places on the board to resort to in activity 3.

Lead-in

Focus the children's attention on the pictures from activity 1 and elicit what they can see.

1 Children read the tourist brochure and label the paragraphs.

Answers (left to right, top row) 3, 1, 2

2 Children read and underline the adjectives.

Answers ancient, southern, high, magnificent, red, outer, mysterious, simple, fantastic, intricate, colourful, Arabic, geometrical, beautiful, entire, magical

Optional extra: Elicit what an adjective is: *a word that describes a noun (a person, place, thing or idea)*. Ask children why the brochure contains so many adjectives: *They describe and offer positive opinions of the place*. Ask them why there are not any negative adjectives in this text: *The writer wants to encourage readers to visit the place*.

3 Children think of another tourist site in their country and make three mind maps.

Answers *Child's own writing*

Optional extra: Hand out magazines and travel brochures and allow children to check/add information to their maps. In their notebooks, they write a first draft of their brochure using their findings and ideas from the mind maps. Remind them to use positive adjectives whenever possible. Hand out the pre-made booklets, markers, scissors and glue for children to create and decorate a final version of their brochure. In pairs, they compare their work and ask each other questions.

4 Children research and check their ideas. Then they make a tourist brochure.

Optional extra: In small groups, children present their tourist brochure to their classmates.

Wrap up

Explain that the class must vote on two destinations for a school trip. In pairs, they present their brochures to the class, explaining why their site would be the best choice. The class votes on their favourite destination. Display the children's work around the classroom.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 7

At home

Activity Book - page 92

Answers

1 10th century / Darmstadt, Germany / The alchemist Lord Konrad Dippel von Frankenstein / It inspired the famous novel Frankenstein / It is in ruins / It has two towers, a chapel and some walls / There's a popular monster show at Halloween / It served as a fortress and refuge / The colour Prussian blue was created here.

2 *Child's own answers*

Lesson 8 - SB Page 93

Objectives

Language

Vocabulary

- bus, buzz, fleas, fleece, museum, niece, noise, peace, peas, please, police, price, prize, raise, said, thousand

Pronunciation

- Highlight and practise the pronunciation and spelling of words containing the target sounds

Skills

Listening

- Identify and match the target language with the target sounds in a dialogue

Writing

- Raise awareness of the spelling of words containing the target phonics

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Word cards (peace, peas, zoo, face, rice, rise, police, please, zip, sip, price, prize, fleece, fleas)

Attention to diversity


Play the audio track in activity 3 several times to allow children to assimilate the target sounds and give plenty of opportunities to practise the target phonics throughout the lesson.

Warmer

Draw two columns on the board and write *s* and *z* as headings. Write *police* and *buzz* in the corresponding column and read the words aloud for the class to repeat. Add that words with *z* always have a *z* sound and words with *-ce* always have a *s* sound. Words with *s* can have *s* or *z* sound: *niece/noise*.

Lead-in

Focus the children's attention on the words from activity 1. Clear up any doubt about meaning through visuals, definitions and examples. Invite volunteers to the board to write the words in the correct column. Drill the words both chorally and individually.


1  Children listen and complete the dialogue.

Answers museum, mummy's, raise, thousand, niece, noise, said

Optional extra: Ask children to identify the problem in the dialogue: *The mummy talked!* Invite volunteers to call out the answers and drill chorally with the group paying particular attention to the pronunciation of the target sounds.

2 Children act out the dialogue with a classmate.

Optional extra: Invite volunteers to the front of the class to act out the dialogue for the group.

3  Children listen and circle the words they hear.

Answers 1 police 2 prize 3 fleas 4 bus 5 sip 6 dose

Audio CD 2



- 1 That man took my bag. Quick! Call the police!
- 2 I don't believe it! I've won the first prize!
- 3 My dog is scratching a lot. I think he's got fleas.
- 4 I'm sorry I'm late. I missed the bus.
- 5 That hot chocolate looks delicious! Can I have a sip?
- 6 Here is the cough medicine. What is the correct dose?

4 Children write sentences using the words below in their notebook.

Answers *Child's own writing*

5 Children read their sentences to a classmate.

Optional extra: Divide children into pairs. One child reads their sentences aloud and the other listens carefully and writes the sentences in their notebook. Pairs swap roles and repeat the procedure. Children compare sentences to see if they are the same.

Wrap up

Divide the class into groups of four. Place the word cards face down on the table for each group. Children take turns drawing a card and giving clues for the other members to guess the word. Play continues until all the words have been guessed.

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 7

At home

Activity Book - page 93

Answers

- 1 1 museum 2 voice 3 Excuse 4 standing 5 peas
6 nice 7 smiled 8 see 9 bus
- 2 red: police, dose, mice, sing, bus
blue: buzz, please, rise, maze, flies

Lesson 9 - SB Page 94

Objectives

Language

Vocabulary

- acid, carbon dating, corpse, decay, grains, hanging, heat, leather, peat, porridge, sacrifice, seeds, shovel, well preserved, wool

Functions

- Speculate on the content of the text based on pictures

Skills

Speaking

- Discuss the mystery of the Tollund man

Reading

- Read in order to check predictions
- Demonstrate understanding by answering comprehension questions

Writing

- Write a booklet and/or a mural

Materials

- Digital Book
- Word cards (*bone, cave, ruins, treasure, X-rays, hieroglyphic, mummy, pharaoh, tomb*)
- Pre-made booklets
- Magazines/Books for research
- The Internet

Warmer

Invite children to write words and expressions they learnt in the unit. Have them circle the verbs and draw rectangles around the nouns. Encourage children to provide definitions and/or use gestures to convey meaning

Lead-in

Divide children into groups of four. Give each group a set of cards and place them face down on the table. In pairs, children take turns to draw a card and give clues for the other pairs to guess the word. Set a time limit for this. If the opposing pair fails to guess, the card is returned to the pile.

1 Children look at the photos and discuss the questions with a classmate.

Optional extra: Engage children in a discussion and note down on the board what has happened to the man and how his body was preserved.

2 Children read the article and find the answers to the questions above.

Answers 1 The man was 40 years old. 2 He died over 2,000 years ago. 3 He died by hanging. 4 The lack of oxygen and acid in the peat had prevented the body from decaying.

Optional extra: Children read the text again and circle two words or phrases that they do not understand. Encourage them to share their words and write them on the board. Explain meaning through visuals, gesture and examples.

3 Children answer the questions with a classmate.

Answers 1 Because they were digging up peat and uncovered a human face. Because the police couldn't determine the time of the man's death. 2 By examining the man's teeth and by examining his stomach and intestines.

Optional extra: Children underline the answers in the text. Feedback ideas as a group and write the ideas on the board.

Wrap up

Divide children into groups of five. They take turns to say numbers from the article for the other children in the group to say what they mean: 400 (*When the Tollund man died.*)

Continuous assessment

Hand out a pre-made booklet to each child. They label the cover page: *Famous Archaeological discoveries* and add illustrations. Bring in magazines and books and allow children to use them to research their topic. Alternatively, they may use the Internet to search selected sites for information. In small groups, children write the booklet about a discovery of their choice. Then compare their booklets. You can also ask children to create a mural about an archaeological discovery at <http://en.linoit.com/> or at any other similar tool.

At home

Activity Book - page 94

Answers

- 1** 1, 5, 3, 4, 2
2 1 F 2 T 3 F 4 T 5 T
3 1 a 2 a 3 c 4 b

- **Optional extra:** Children research a few more facts about famous discoveries and add them to their booklet or mural.

Lesson 10 - SB Page 95**Objectives****Language****Vocabulary**

- *break the code, carved, decode, hieroglyphics, scripts, work out*

Skills**Reading**

- Understand descriptions of the Rosetta Stone
- Demonstrate comprehension by ordering the events of the text

Writing

- Invent a mystery word and code

Materials

- **Digital Book**
- Sheets of paper
- Poster paper
- Coloured pencils

Attention to diversity

Arouse children's interest in the topic by highlighting how much they will learn about a famous mystery.

Warmer

Write the word *Ancient Egypt* on the board. In their notebooks, children copy the phrase and circle it. They draw lines extending out from the circle at the end of which they write words or phrases that they associate with the topic. Then children provide definitions for the class to guess the words: *It is a place where they buried the Pharaoh. (A tomb)*

Lead-in

Write *Rosetta Stone* on the board and explain to children that it is an important relic discovered in Egypt in 1799 and that in this lesson they will find out why it is such an important discovery.

1 Children read and order the events.

Answers 1 The stone was carved. 2 The stone was lost. 3 Some French soldiers found the stone. 4 A Frenchman studied the stone. 5 The stone was taken to a museum in London.

2 Children invent an ancient language with a classmate.

Optional extra: Display children's mystery words and codes around the walls of the classroom. In pairs, they walk around the room and try to work out the words.

Wrap up

Divide children into two teams. Give each team a sheet of paper and have them draw a pharaoh on their sheet. Have teams name their pharaoh and add some details to it. Draw two lines running across the length of the board and place the two cut-outs at the start line. Say a word or expression from the unit out loud and have a member of each team race to spell the word/s on the board. The winning child then has the opportunity to move their pharaoh. The team whose pharaoh crosses the line first is the winner.

Continuous assessment

Tell students to invent a name for an Egyptian character using their invented ancient language. Tell them they must imagine the life of their character. Ask: *Was the person a servant, a worker, a priest or a member of the royal family?* Hand out poster paper and coloured pencils. Children draw their character and write a short paragraph describing their job, routine and lifestyle. Invite volunteers to present their characters to the class.

At home

Activity Book - page 95

Answers

- 1** 1 1799 2 Egyptian and Greek 3 Jean- François Champollion 4 The British Museum
2 hello; Egyptian; English; stone
2 *Child's own answers*

Review - SB Pages 96 & 97

Objectives

Language

Grammar

- Zero conditional
- First conditional

Functions

- Talk about general truths or facts
- Make predictions about specific possible situations

Skills

Speaking

- Ask and answer questions using the target language

Listening

- Identify the target language to check exchanges

Reading

- Show understanding by deciding if a statement is true or false
- Demonstrate understanding by matching sentence stems
- Review the target grammar in an e-mail

Writing

- Complete a gap fill with the correct form of the target grammar
- Write an e-mail to a friend

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Attention to diversity

Monitor carefully to ensure children are on task and to help anyone still struggling with the target structures. Have tasks at hand for Fast finishers to ensure every child gets adequate time to process the language and complete the activities.

Warmer

Encourage children to think about what they do on Saturdays. Individually, they draw a picture, including three scenes of possible activities they may do. Underneath the pictures, children write a conditional sentence to describe the consequence: *If I go to the park on Saturday, I will meet my friends.*

Lead-in

Write *Ancient Egypt* on the board. In their notebooks, have children write A to Z, vertically, along the left-hand side. In pairs, give children five minutes to create an alphabetical list of words or phrases from the lexical set. Ask a pair to say any word on their page: *tomb*. The next pair must say a word beginning with the last letter of the word: *break a code*, and so on. If children are unable to think of a word, they are eliminated from the game. Play until one pair is left. Repeat with other vocabulary sets from other units.

1 Children complete the questions with *will* and the correct form of the verbs.

Answers 1 will happen, get 2 will happen, eat 3 will happen, go 4 will happen, don't pass 5 will, do, phones 6 will happen, snows

2 Children listen and write the answers.

Answers 1 my teacher will be very angry with me. 2 eat a whole cake, I will get stomachache. 3 If I go out next weekend, I will have fun with my friends. 4 If I don't pass my exams, I will have to study during the holidays. 5 If my friend phones me this afternoon, I will tell her about my day. 6 If it snows, I will make a snowman.

Audio CD 2



1
 Boy: What will happen if you get to school late?
 Girl: If I get to school late, my teacher will be very angry with me.

2
 G: What will happen if you eat the whole cake?
 B: If I eat a whole cake, I will get stomachache.

3

B: What will happen if you go out next weekend?

G: If I go out next weekend, I will have fun with my friends.

4

G: What will happen if you don't pass your exams?

B: If I don't pass my exams, I will have to study during the holidays.

5

B: What will you do if your best friend phones you this afternoon?

G: If my best friend phones me this afternoon, I'll tell her about my day.

6

G: What will happen if it snows?

B: If it snows, I will make a snowman!

3 Children ask and answer with a classmate.**Optional extra:** Swap pairs and repeat it with a new partner.**4 Children read and match the phrases.****Answers** 1 my dad will buy me a mobile phone.

2 I'll lend you my MP3 player. 3 if you feel hungry.

4 if it's sunny tomorrow. 5 he won't pass his exams.

6 if they don't exercise. 7 I'll buy you a present.

5 Children read and circle true (T) or false (F).**Answers** 1 F 2 F 3 T 4 F 5 F 6 T**6 Children correct the false sentences with a classmate.****Answers** 1 When you go out in the rain, you get wet.

2 When you heat water, it boils. 4 When you recycle plastic, it helps the environment. 5 When you mix yellow and blue, you get green.

Optional extra: Start a sentence chain. Say: *When you go out, you get wet.* Invite a child to repeat your utterance and add a conditional sentence of their own. Continue until every child has had a turn.**7 Children read Laura's e-mail.****Optional extra:** Children take turns to ask each other questions on the e-mail in pairs: *What will happen if she goes to the party? If she goes to the party, she'll have fun.***8 Children write a similar e-mail to a friend, starting with one of the following situations.****Answers** *Child's own writing***Wrap up**Ask children to think about what they have learnt in this and the previous unit. In their notebook, they copy the following questions: *What did you enjoy learning? What would you like to learn more about?***Final evaluation****Teacher's Resource Material:** Test Unit 7**At home****Activity Book** - pages 96 & 97**Answers****1** 1 if you eat too many sweets **2** when you mix the colour yellow with the colour red **3** when you do exercise often **4** if you study hard**2** 1 If I am hungry, I will eat something. **2** If my mum needs milk, she will go to the supermarket.**3** We'll take an umbrella if it's raining. **4** I'll go to bed if I am tired. **5** He'll ride his bike if it is sunny.**3** 1 go; will see **2** will learn; study **3** visits; will see **4** will understand; read**4** *Child's own answers***5** 1 he goes to bed **2** she eats/has a sandwich **3** he recycles it**6** 2 fall; will hurt **3** eats; will be**Activity Book** - page 118The **Picture Dictionary** on page 118 gives children an illustrated reference of the main vocabulary in Unit 7 with extra listening practice.**More practice**Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Unit 8

Telling tales

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> Reported speech with <i>say</i> Reported commands with <i>tell</i> 	<ul style="list-style-type: none"> Myths, legends and fairy tales: <i>beast, beauty, character, chariot, Cinderella, clever, creation, dove, dwarf, Emperor, fairy, helmet, monster, race, Snow White, thieves, trick, UFO, vampire, werewolf, Wicked Queen, wings</i> Gods and goddesses of Ancient Rome and Greece: <i>Apollo, Deucalion, Jupiter, Mercury, Minerva, Pyrrha, Venus, Zeus</i> 	<ul style="list-style-type: none"> Phonics: <i>im</i> and <i>in</i> sounds 	<ul style="list-style-type: none"> Past simple Past continuous Comparatives and Superlatives

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> To report from direct speech: oral and written form To produce verb patterns in Reported speech To recognise and produce narrative tenses in storytelling: Past simple and Past continuous 	<ul style="list-style-type: none"> To report commands To tell stories: orally and written
Vocabulary	Pronunciation
<ul style="list-style-type: none"> To learn items related to Greek mythology To learn items commonly found in fairy tales To understand and decode meaning of new words in texts and stories 	<ul style="list-style-type: none"> To recognise the <i>im</i> and <i>in</i> sounds in different words

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> To give a presentation on an invented god or goddess To give commands and report To discuss theories about natural phenomena To research myths about stars and seasons To practise Reported speech based on what the superheroes said 	<ul style="list-style-type: none"> To follow a story To demonstrate comprehension by ordering sequences in a story To interpret the moral of a story To analyse pronouns to have a better understanding of discourse To read in order to complete a dialogue
Listening	Writing
<ul style="list-style-type: none"> To listen and complete a gap fill about gods and goddesses To follow a story To recognise and distinguish the <i>im</i> and <i>in</i> sounds To sing along to a rap To produce direct speech from understanding Reported speech 	<ul style="list-style-type: none"> To make a profile of an invented god or goddess To write full sentences using Reported speech To write the <i>im</i> and <i>in</i> sounds in discrete items To practise creative writing To report a conversation

Assessment criteria

- Check children can identify, understand and produce Reported speech with *say* and reported commands with *tell*.
- Check children can identify, understand and produce vocabulary related to myths, legends, fairy tales, gods and goddesses of Ancient Rome and Greece.
- Check children can invent a mythological god or goddess, give and report commands, identify the characters, plot, conflict and climax of a story, write a fairy tale and invent a modern myth.

Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material** (available on Richmond website)
 - Grammar worksheet Unit 8, pages 18-19: Lesson 4
 - Vocabulary worksheet Unit 8, pages 40-41: Lesson 3
 - Reading worksheet Unit 8, page 55: Lesson 6
 - Writing worksheet Unit 8, page 69: Lesson 7
 - Speaking worksheet Unit 8, page 81: Lesson 8
 - Listening worksheet Unit 8, page 91: Lesson 4 Test
 - Unit 8, pages 140-143: Unit 8 Review
- **Flashcards** Unit 8 (available on Richmond website)
- **Extra**

Card for flashcards	Sheets of paper
Cards for word cards	An apple
Coloured pencils: red, blue, green, orange and brown	The Internet
	Books about myths

Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

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

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

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to give and report commands and to write a fairy tale. Children learn grammar rules, vocabulary and phonics for pronunciation. (SB pp 99, 101, 102, 103, 104, 105 & 107)



Mathematical competence and basic competence in Science and Technology

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



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. (SB p 109)



Social and civic competence

Children learn basic social interaction patterns and social conventions.



Cultural awareness and expression

Children develop artistic skills and creativity, appreciate cultural and artistic expressions and learn about cultural diversity: mythology. Children learn to identify the characters, plot, conflict and climax of a story. Children learn about modern-day myths and legends. (SB pp 98, 99, 100, 101, 103, 104, 105, 106 & 107)



Competence in learning to learn

Children develop strategies such as observing, linking, matching, etc. to improve the learning process and to assume control over their own learning. (SB pp 100, 104, 106 & 108)



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and autonomy. (SB pp 98, 103 & 109)

Unit 8

Lesson 1 - SB Page 98

Objectives

Language

Grammar

- Reported speech with *say*

Vocabulary

- *doves, features, god, goddess, lyre, merchant, sandals, swans, thieves, wand, wisdom*

Skills

Speaking

- Give a presentation on an invented god or goddess

Listening

- Listen to complete a gap fill about gods and goddesses

Writing

- Make a profile of an invented god or goddess

Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 8

Attention to diversity

As grammar becomes more advanced, it is increasingly necessary to help children understand concepts as well as form. With Reported speech, they need to notice the shift in perspective from speaker to observer. Remember that explanation is only one way to teach a concept. Body language, role-play and props can be useful as well.

Warmer

Ask children to read the name of the unit and elicit the topic (tales). Encourage them to say the names of the fairy tales. Ask children which stories they like/have read.

Lead-in

Explain that when the Romans came to power, they adapted many of the Greek myths to their own culture and changed the names of the gods and goddesses: Hermes became Mercury, Zeus became Jupiter, Aphrodite became Venus and Athena became Minerva.

1 2.23 Children listen and complete the profiles.

Answers Mercury: merchants, magic wand; Venus: love, swans; Apollo: music, chariot; Minerva: wisdom, snake

Audio CD 2



I'm Mercury. I'm the god of thieves and merchants.
I'm not always honest. I've got wings on my helmet and sandals. I've got a magic wand!
I'm Venus. I'm the goddess of love and beauty.
I've got doves and swans.
I'm Apollo. I'm the god of medicine and music.
I haven't got a wooden chariot. I've got a chariot of fire! I've got a golden lyre, too.
I'm Minerva. I'm the goddess of wisdom and learning.
I've got a very clever owl. I've got a snake, too!

2 2.23 Children listen again and write the names.

Answers 1 Minerva 2 Apollo 3 Mercury 4 Venus
5 Apollo 6 Mercury

Optional extra: Before doing activity 2, show the unit 8 **Flashcards** of *dove, helmet, thief, wings*. Elicit and drill the words before asking children which god(s) or goddess(es) the words refer to. Then focus on the Grammar box. Read the example aloud and elicit the tense used in the sentence.

3 Children invent a mythological god or goddess and make a profile using a digital tool.

Children may use <http://en.linoit.com/> or any other similar tool.

Optional extra: In pairs, children interview each other about their invented gods/goddesses and they can also describe them in detail for their partner to draw.

4 Children present their god or goddess to the class.

As children present their gods/goddesses, the other children listen and make notes on each profile. Write the prompts on the board: *Name, God/Goddess of, Features*.

Wrap up

In pairs, children comment on their favourite god/goddess and account for their choice.

Initial evaluation

Write the following gapped sentences: 1. *Minerva said she _____ a very clever owl. (was)* 2. *Mercury said he _____ wings on his sandals. (had)* 3. *Venus said she _____ the goddess of beauty. (was)* 4. *Apollo said he _____ have a wooden chariot. (didn't)* 5. *Mercury said he _____ always honest. (wasn't)*

At home

Activity Book - page 98

Answers

- 1** 2 Venus said she had beautiful doves. 3 Apollo said he didn't have his wooden lyre. 4 Minerva said her snake wasn't dangerous. 5 Jupiter said he was the strongest of all the gods.
- 2** (left to right) 3, 1, 2
- 3** 1 'I am the strongest god.' 'It's true, but I am the most intelligent.' 2 'My horses are the fastest beings in Olympus.' 'It isn't true, because my sandals help me run faster.' 3 'Your chariot isn't good for hunting.' 'It's true, but I have a powerful bow to shoot arrows.'

Lesson 2 - SB Page 99

Objectives

Language

Grammar

- Reported speech with *tell*

Vocabulary

- chest, creation, flood, human race, peak, powerful, pray, punish, throw, wooden*

Functions

- Report classmates' orders

Skills

Speaking

- Give commands

Reading

- Heighten awareness of direct and Reported speech through a text

Writing

- Practise writing in Reported speech

Materials

- Digital Book
- Card for flashcards
- Coloured pencils: red, blue, green, orange and brown

Warmer

Write *Ancient Greece* in a circle on the board and ask children what they know about this period of history. Explain that it has had a large influence on our culture today. *Democracy* is a Greek word and a Greek invention. The ancient Greeks also observed and wrote about science, maths, philosophy, law and medicine. Some of their findings are still useful today.

Lead-in

Write the title on the board and elicit children's theories about how the world was created. Write the word *stone* on the board and ask children how this could have led to the creation of the human race. They write down their theory for later reference.

1 Children read the myth and label the characters.

Answers 1 Zeus 2 Deucalion 3 Pyrrha

Optional extra: Children compare their prediction with the story. Were they right?

2 Children read and underline in the story with coloured pencils what Zeus said.

Answers 1 in red: 'Turn around' 2 in blue: 'Throw the stones over your shoulders.' 3 in green: 'look at the stones.' 4 in orange: 'Pick up some stones' (he said to Pyrrha.) 5 in brown: 'Pick up some stones' (he said to Deucalion.)

Optional extra: Have a volunteer read the example in the Grammar box aloud. Elicit the corresponding direct speech: "...look at the stones." Explain that we use *told* to report what a person said in the past. It is common to use it with commands. Point out that we use *told* when we specify who we are talking to.

3 Children take turns giving commands with a classmate.

4 Children write what their classmate told them to do in their notebook.

Optional extra: Ask children to read out their sentences. Volunteers put their hands up if they want to attempt the challenge.

Unit 8

Wrap up

Play this variation of *Simon says*. For commands without *Simon says*, children perform the action. For commands with *Simon says*, children only report the action. If they do the action when they should not or speak when they should do the action, they sit down. The last child to keep standing is the winner.

Continuous assessment

Write the direct quotes from the story on the board: 'Pick up some stones.' 'Look at the stones.' 'Turn around.' Children write the Reported speech with the verb *tell*: *He told them to pick up some stones.*

At home

Activity Book - page 99

Answers

- 1 look after his horse 2 fill his bag with money
3 told the sheriff to go to the bank quickly 4 told the robber to put his hands up 5 told the boy to open the door to the cell
- 2 1 'Hand in your homework.' 2 'Help me get my homework.' 3 'Put your homework on the pile.'

Lesson 3 - SB Page 100

Objectives

Language

Grammar

- Reported speech with the verb *say*

Vocabulary

- play tricks, powerful*

Functions

- Report classmates' orders

Skills

Writing

- Write full sentences using Reported speech
- Practise writing direct speech from the reported structure
- Practise creative writing

Materials

- Digital Book
- Audio CD 2

Warmer

Elicit the names of the gods/goddesses from the previous lessons. Children write their names in bubbles in their notebook, brainstorm and write all the features they remember about these mythical characters.

Lead-in

Write a model sentence from Lesson 1 and ask children to complete it. They check with their partner when finished:

1. *Minerva said she _____ a very clever _____.*
2. *Apollo said he _____ the god of _____.*
3. *Mercury said he _____ wings on his _____.*

1 Children look and complete the reported speech in their notebook.

Answers 1 was the most powerful god. 2 didn't feel very hungry that day. 3 his golden lyre was lost. 4 he loved playing tricks on his friends.

Optional extra: Children take out their profile of gods from Lesson 1 and write sentences in direct speech with the stems from activity 1: *I love... I don't feel... I'm the most...* Children swap notebooks with their partner and complete the reported version of their partner's sentences.

2 Children write the conversation in the speech bubbles.

Answers 1 (Franky) 'I love parties.' (Melissa) 'I don't like them.' 2 (F) 'You are the most beautiful person in the room.' (M) 'It's very late.' 3 (F) 'I love you.' (M) 'I'm going home.'

Optional extra: Children work in pairs and invent a new dialogue between either Fabulous Franky or Melissa and another person at the party. Tell them to write the dialogue in speech bubbles in their notebooks. Then combine pairs and have them describe their new dialogue using Reported speech. Finally, invite a pair to act out their new dialogue for the class.

Wrap up

Write the following stems on the board for children to complete about themselves: *I love... I'm the most... I don't feel...* In pairs, children compare sentences and memorise their partner's sentences. Change pairs and children use Reported speech to tell their new partner about their previous classmate, e.g. *Fran said he loved playing football on Saturdays.*

Continuous assessment

Teacher's Resource Material: Vocabulary worksheet Unit 8

Optional extra: Write the following on the board for children to transform into direct or Reported speech:

1. He told me he didn't like the rain. I _____ rain. (don't) Answer: I don't like the rain.
2. You're very clever! He _____ very clever. (told) Answer: He told me I was very clever.
3. I love your sandals! She _____ my sandals. (told) Answer: She told me she loved my sandals.

At home

Activity Book - page 100

Answers

- 1 (left to right) 4, 2, 1, 3
 - 2 1 to get out of bed at that moment 2 John to let his drink cool down 3 Anna to go to the dentist 4 Liz to wash her hands
 - 3 1 is 2 has got 3 have got
 - 4 1 was 2 had got 3 had got
- **Optional extra:** Children research a god/goddess from Lesson 3 or a different mythical character and write 100 words about him/her.

Lesson 4 - SB Page 101

Objectives

Language

Grammar

- Reported speech with *say*: Present continuous to Past continuous

Vocabulary

- *drown, fig, greedy, mango, sweet, taste, trick*

Skills

Reading

- Read to order a sequence of frames in a story

Writing

- Rewrite utterances using Reported speech

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

Children may have difficulties with tense shift in Reported speech. Monitor closely and pair strong learners with weaker ones. In addition, activity 2 also requires children to use the correct verb pattern following *say* and *tell*.

Warmer

Start drawing a monkey and a crocodile slowly on the board. Children try to guess what animals you are drawing before you finish doing so.

Lead-in

Show children the picture in the book, but make sure they do not start reading the texts. Using the picture, ask children to discuss in pairs what they think will happen to the animals in the story.

1 Children read and order.

Answers 1 Once there was... 2 So the crocodile swam... 3 The monkey was greedy... 4 'I know. I'm going to... 5 When they got back...

Optional extra: Children check their predictions from the lead-in. Whose prediction was the closest?

2 Children report the sentences.

Answers 2 The monkey said he couldn't swim. 3 The monkey said his heart was inside him. 4 The crocodile told the monkey to come down. 5 The crocodile told the monkey to hold on tight. 6 The monkey told the crocodile to take him to his tree.

Optional extra: Give each child a role: the crocodile or the monkey. Children underline their respective lines from the text and memorise as much as possible. In pairs, they role play the conversation between the crocodile and monkey. Encourage them to say their lines with feeling. Confident pairs can present their conversation to the class. Then focus the children's attention on the Grammar box and read the example aloud.

3 Children write who they think said these things.

Answers 1 monkey 2 monkey 3 crocodile 4 monkey 5 crocodile

Unit 8

Optional extra: In pairs, children decide on the moral of the story and write it down.

Fast finishers

These children summarise the story in a flow chart.

Wrap up

Start an oral chain story with: *Once there was a monkey...*
Ask for a volunteer to continue with the next instalment:
...he lived in a fig tree... Ask volunteers to continue the chain.

Continuous assessment

Teacher's Resource Material: Grammar worksheet Unit 8, Listening worksheet Unit 8

Optional extra: Ask children to complete a chart in their notebook of the tense shifts with the simple and continuous forms: Present simple → (*Past simple*) Present continuous → (*Past continuous*) Modal can → (*could*).

At home

Activity Book - page 101

Answers

- 1 1 'I'm going to take you to get mangoes.' (A)
2 'I can't swim!' (B) 3 'I'm going to kill you.' (A)
4 'You're not cleverer than me.' (B) 5 'Come up here and get me if you can.' (B) 6 'You have tricked me!' (A)
- 2 1 'I'm going to eat figs today.' 2 'I love mangoes.'
3 'I want to find a new tree.' 4 'I'm going to trust you.'
5 'I don't like water.' 6 'I'm going to sit on your back.'

Lesson 5 - SB Page 102

Objectives

Language

Vocabulary

- *beak, brains, chief, clever, compliment, crow, cunning, deer fat, gulp, jokers, rumbling, sneaky, swallow, trick, trickster, voice, wise, yell*

Skills

Listening

- Identify characters in the story
- Follow the story

Reading

- Follow the story
- Demonstrate comprehension by ordering sequences in the story

Materials

- **Digital Book**
- **Audio CD 2**

Attention to diversity

Some children may struggle with the text due to the volume of descriptive language. Convey meaning through gesture and realia. Promote peer teaching as this will boost children's confidence and help them to become more autonomous in their learning.

Warmer

Brainstorm and make a list of all the types of animal heroes they can think of from stories, books and films, such as *Goldilocks and the Three Bears*, *The Three Little Pigs* or any animal cartoon characters. Ask: *Why do you think there are so many talking animals in stories?*

Lead-in

Read the title of the stories aloud and let children look at the pictures. Ask them to identify the characters and predict what the stories are about. Accept all answers.

1 Children read and listen to the story.

Optional extra: Pause the track after the introductory paragraph and ask: *What does cunning mean? (Very clever or smart.) What are practical jokers? (People or characters who play tricks on others.) What animal is a trickster in Japanese mythology? (The fox.) Which culture has the coyote as a trickster hero? (Native American culture.)* After the story, ask: *What was Coyote's problem? (He hadn't eaten for over a week.) What did he want? (Crow's ball of deer fat.) How did he get it? (He tricked Crow. He asked him to sing and Crow dropped the deer fat.)*

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

2 Children read and order.

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

Optional extra: Children underline all the verbs related to touching, smelling, tasting, hearing and seeing (*touching: touch, hold; smelling: sniff, smell; tasting: taste, gulp, swallow; hearing: rumbling, yell; seeing: stare*). Elicit their answers and write them on the board. Explain that using these verbs makes the story more powerful and more memorable.

Fast finishers

These children record the words related to touching, smelling, tasting, hearing and seeing in their notebook.

Wrap up

Ask children to get into groups of three and discuss the story of *Coyote and the Crow*. Ask: *Why did Coyote say nice things about Crow's voice? Did Crow believe him? How did Coyote really feel about Crow? What does the storyteller want the listener to learn?*

Continuous assessment

Provide the following prompts for children to complete:

1. *My own title of the story...*
2. *The story is about...*
3. *The characters are...*
4. *I like the part when...*
5. *I don't like the part when...*

At home

Activity Book - page 102

Answers

- 1 T T T T T T T T T T
- 2 He wants the big ball of deer fat.
He wants it because he is very hungry.
Crow has the ball of fat and he is high up in a tree.
He tricks Crow to open his beak and the ball of fat falls out.
- 3 2 hungry - Coyote 3 delicious - the deer fat
4 incredible - Crow 5 happy - Crow 6 sneaky - Coyote
7 wide - Crow 8 loud - Crow 9 wise - Coyote
10 terrible - Crow

Lesson 6 - SB Page 103**Objectives****Language**

Vocabulary

- *blanket, deeds, fair, generous, grab, news, ground, path, regret, selfish*

Skills

Listening

- Follow the story

Reading

- Interpret the moral of the story
- Analyse pronouns in order to have a better understanding of discourse

Materials

- Digital Book
- Teacher's Resource Material
- Sheets of paper

Attention to diversity

Some children may be shy to mime scenes from the story. Gently push everyone to participate unless a child is very uncomfortable, in which case you could allow them to guess the actions without taking part in the miming.

Warmer

Elicit Coyote's personality traits: *clever, dishonest, intelligent*. Ask children to think of traits associated with other animals. Teach some common comparisons, such as: *as gentle as a lamb, as clever as a fox, as strong as an ox, as stubborn as a mule*.

Lead-in

Invite the class to play hangman on the board. Use these two words: *blanket, rock*. Once children have guessed the words ask them to predict what will happen in the story.

1 Children read and say what the pronouns refer to.

Answers 1 he = Coyote, them = his teeth 2 you = Coyote, me = Iya 3 him = the rock 4 it = the noise, them = Coyote and Iktome

Optional extra: Before doing activity 1, write the following sentences on the board: *Coyote is clever. Coyote and Iktome are friends. Coyote gave a blanket to Iya*. Ask: *What can we use to replace the nouns in these sentences? (Pronouns.)* Ask children to rewrite the sentences in their notebooks, using the correct pronouns: *He is clever. They are friends. He gave it to him*.

2 Children read and choose the best moral for the story.

Answers 1 If you give something as a gift, you give it forever.

Optional extra: Children write their own moral. Pool ideas and conduct a class vote on the best moral of the story.

Unit 8

Wrap up

Divide children into pairs. Ask them to take turns to mime a moment in the story for their partners to guess. Invite volunteers to mime parts of the story for the class to guess.

Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 8
Optional extra: Children write a 60-word-summary of the story.

At home

Activity Book - page 103

Answers

- 1** 2 Coyote felt very cold in the cave. 3 Iktome asked Iya for the blanket. 4 Coyote was annoyed and took the blanket from Iya. 5 Coyote and Iktome heard a noise while they were eating dinner. 6 Coyote lay on the ground as flat as a blanket.
 - 2** (top row, left to right) 4, 2, 5
(bottom row, left to right) 6, 3, 1
 - 3** Child's own answers
- **Optional extra:** Tell children to choose a moment in the story to illustrate and write a caption for the picture. Display the drawings around the classroom.

Lesson 7 - SB Page 104

Objectives

Language

Grammar

- Narrative tenses: Past simple and continuous

Vocabulary

- *beast, disguise, dwarfs, glass slippers, homesick, luxury, midnight, unfit, weavers*

Functions

- Practise writing stories using narrative tenses

Skills

Reading

- Read extracts from stories to identify the fairy tale

Writing

- Develop creative writing skills

Materials

- Digital Book
- Teacher's Resource Material

Attention to diversity

Creative writing may be daunting for some children so ensure you monitor and provide language to maximise output. Praise children's ideas and imagination.

Warmer

Write *fairy tales* on the board and elicit examples. Ask children to guess the fairy tale in which an apple features. (*Snow White*) If possible, children tell you what happened with the apple in the story (*The wicked stepmother gave Snow White a poisoned apple*).

Lead-in

Divide the class into two teams. They take turns to send a volunteer to the front. Whisper one of the fairy tales from Lesson 7. Children mime each word for the team to guess the fairy tale. If after one minute the team hasn't guessed, allow the other team to join in. Award a point for each correct answer.

1 Children match the pictures with the titles of the fairy tales.

Answers 1 Beauty and the Beast 2 Cinderella 3 Snow White and the Seven Dwarfs 4 The Emperor's New Clothes

Optional extra: In pairs, children discuss the story of each fairy tale and write three key words for each one in their notebooks.

2 Children choose one of the fairy tales and complete the chart in their notebook.

Answers Child's own writing

Optional extra: Children work in pairs and give a mini presentation about their fairy tale without naming it. Their partner guesses the tale.

3 Children read and tick (✓) the text that belongs to the fairy tale they chose.

Optional extra: Draw attention to the Grammar box. Ask children to identify the two tenses: Past simple and continuous. Write on the board: a) for specific moments in the story, b) for background information / to set the scene. Children match the tense with the function: a) Past simple, b) Past continuous. Tell them to remember this when they write their story.

4 Children write the remainder of the fairy tale in their notebook.

Wrap up

Tell children that you are a fairy tale character. Allow the class to ask twenty yes/no questions in order to guess your identity, e.g. *Are you a girl? Do you live in a castle?* Later children can play in pairs.

Continuous assessment

Teacher's Resource Material: Writing worksheet Unit 8

At home

Activity Book - page 104

Answers

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

Lesson 8 - SB Page 105

Objectives

Language

Vocabulary

- *imagination, imitation, immature, immigrant, immediate, immense, immobile, impatient, impolite, incredible, infinite, inmates, invincible*

Pronunciation

- Phonics: the sounds of the prefixes *im* and *in*

Skills

Listening

- Recognise and distinguish the *im* and *in* sounds

Writing

- Write the *im* and *in* sounds in discrete items

Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Cards for word cards

Attention to diversity

Children may have problems distinguishing and producing the *im* and *in* sounds. Exaggerate the sounds and hum in order to highlight how the lips are touching for the *im* sound.

Warmer

Write *possible* on the board and elicit its meaning. Invite children to suggest a word that means the opposite: *impossible*. Do not write it on the board yet. Write *in* and *im*. Say the word *impossible* again and children vote on the sound that they hear at the beginning of the word. Finally, write the word. Explain that *in* and *im* are prefixes that often make a word mean its opposite.

Lead-in

Write on the board *Satya, the storyteller* and elicit what a storyteller does: *tells stories*. Ask children if they like telling stories.

1 Children listen and order.

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

Optional extra: Read out some sentences about the story, some true and others false. If children think they are true, they nod their head and if false, they shake their head: 1. *Satya didn't like telling stories.* (false) 2. *Satya lived in a big city.* (false – on a distant island) 3. *Satya was a native from the island.* (false – he was an immigrant) 4. *People liked Satya's stories.* (true) 5. *Satya was invited to a TV programme.* (false)

2 Children listen and order the endings.

Answers (left to right) 2, 1

Optional extra: In pairs, children look at the pictures and guess what happens in the end. Then they listen to check.

3 Children listen again and complete the words with *-im* or *-in*.

Answers 1 immediately, impossible, infinite, immobile, impatient 2 imitations, Internet, impolite, immature, immediately, imitating, inmates

Wrap up

Distribute card for children to write words on. In pairs, one child writes the words with an *in* prefix but without the prefix, e.g. *-vitation*. Their partner does the same with words with the prefix *im*. They shuffle the cards and take half each. Each child takes turn to place a word down. If they think the words share the same prefix, they say *Snap!* and collect the cards. The winner is the child with the most cards at the end of the game.

Unit 8

Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 8

Optional extra: Draw a *Noughts and Crosses* grid on the board with nine numbered squares. In each square, write a word: 1. possible 2. finite 3. patient 4. mobile 5. polite 6. mates 7. credible 8. mature 9. polite. Divide the class into two teams: X and O. A child from team X chooses a number. The team say the prefix with the correct pronunciation. If correct, draw a X in the space. Repeat with team O. The first team to get three X's or O's in a row horizontally, vertically or diagonally, wins the game.

At home

Activity Book - page 105

Answers

- 1 1 interview 2 Internet 3 interesting 4 immature 5 imagined 6 impossible 7 invisible
- 2 information, impatient, inaccurate, immortal, incredible, immune

Lesson 9 - SB Page 106

Objectives

Language

Vocabulary

- ancestors, cave, explanation, fire-breathing, heat, human beings, mankind, mystery, pain, punish, spirits, stream, supernatural, woods

Skills

Speaking

- Discuss theories about natural phenomena
- Research myths about stars and seasons

Reading

- Skim-read in order to find specific information

Materials

- Digital Book
- The Internet
- Books about myths

Attention to diversity

In any activity where research is required, the teacher will need to advise children where to look for information.

Warmer

Start a discussion with the class using the following questions: *What do you think life was like 3,000 years ago? How did people get news about events? How did they understand the world around them? Could people read and write? Did they believe in magic? What scientific facts were unknown at that time?*

Lead-in

Divide the class into pairs. Ask them to read and imagine how people 3,000 years ago would answer the questions. Invite volunteers to share their explanations with the class.

1 Children answer the questions with a classmate.

Optional extra: Before doing activity 1 dictate some key words and children match them to the questions: *beautiful, bright, lights, glow, sun (Why are there stars in the sky?) rotate, Earth, winter, summer, warm, cold (Why do seasons change?) chemical reaction, gases, heat, light, fuel, oxygen (Where does fire come from?).* Check meaning of the items dictated before doing activity 1.

2 Children read the article and label the pictures.

Answers (top to bottom) South Pacific myth, Ancient Greek myth, Native American myth

Optional extra: Children compare their theory on where fire comes from with the theory according to Greek mythology. Which one is more believable?

3 With a classmate, children research myths about stars and seasons.

They design a mural using a web tool such as <http://en.linoit.com/>

Optional extra: Divide the class into two groups: A (stars) and B (seasons). Within the same group and working in pairs, children research their topic and make notes. If they have access to the Internet and books, give them a time limit. Then children pair up again so that a member of group A is working with a child from group B. They discuss each other's findings. They should ask a follow-up question that their partner must research for homework.

Fast finishers

These children highlight five key words from the text to help them remember the story.

Wrap up

Children write the list of mythical figures they have seen so far in the lesson and what they are known for:

Zeus: most important god (the god of sky)

Prometheus: a friend to mankind, who stole the fire from Zeus to give it to man

Coyote: the hero of practical jokes

Children tell you about their favourite figure so far.

Continuous assessment

On the board write the three headings: *Ancient Greek myth, Native American myth, South Pacific myth.*

Children write where fire came from according to these myths.

At home

Activity Book - page 106

Answers

1 1 famous 2 strong 3 young 4 scared 5 brave
6 beautiful 7 terrible 8 hungry

2 1 F 2 T 3 F 4 T 5 F

- **Optional extra:** Children research the topic of stars or seasons in order to answer their partner's question.

Lesson 10 - SB Page 107**Objectives****Language****Vocabulary**

- *bigfoot, blood-sucking vampire, curse, fairy, howl, monster, sewer, UFO, werewolves, yeti*

Skills**Listening**

- Sing along to the rap

Reading

- Read along to the rap to introduce mythical creatures

Writing

- Practise creative writing

Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 8
- Sheets of paper

Attention to diversity

Children may find it difficult to simultaneously read and rap. Ensure you build up the rap slowly focusing on rhythm and intonation. Drill discrete items first which may impede children from rapping fluidly, e.g. *Tutankhamen, werewolf.*

Warmer

Display the unit 8 **Flashcards** of the fairy, monster, UFO, vampire and werewolf. Elicit the words and ask children to rank the characters from the scariest to the least scary.

Lead-in

Ask children the first question in the rap: *Have you heard of the monster in Loch Ness?* If not, give children some background information: *It is an unknown animal that lives in Loch Ness in the Scottish Highlands. 'Loch' is the Scottish Gaelic word for 'lake'.*

1  **Children read and rap.**

Optional extra: Divide the class into five groups and give each group a character: *fairy, monster, UFO, vampire and werewolf.* They must memorise the lines of the rap in which their creature features. Play the track and children say the corresponding lines.

2 **Children use the words in red to label the pictures.**

Answers 1 werewolves 2 fairies 3 UFOs 4 Loch Ness monster 5 Bigfoot 6 vampire 7 Tutankhamen

Optional extra: Books closed. Dictate each item from activity 2. Children sketch a quick picture next to the item. They then compare with their partner.

3 **Children invent a modern myth. They can rap!**

Answers *Child's own writing*

Optional extra: Divide children into groups of ten. Give each child a piece of paper. They write the following prompts downwards, leaving ample space between each one: *A friend of my dad said he saw a... (name a creature) It was... (describe the creature) At night, it... (describe what it did) One day I was... (what were you doing?) When suddenly... (what happened?) The creature said... (what did he say?) And I said... (what did you say?) In the end we...*

Unit 8

(*what happened?*) Tell children to fold the paper so they only see the first stem. Individually they complete the stem using their imagination. When finished, they fold the sheet again so they can only see the second stem. They pass the sheet to the person on the left. Everyone should have a new sheet. Now they complete the next stem without peeking at the previous instalment. Continue until all stems have been completed. Then each child opens up their chain story and reads it quietly to themselves. Ask volunteers to read out the final product.

Wrap up

Display the projects around the classroom walls. Encourage students to walk around and read each other's work.

Continuous assessment

Hold up the unit 8 **Flashcards** one at a time and children write down the word.

At home

Activity Book - page 107

Answers

- 1 1 Loch Ness Monster 2 vampire 3 UFO 4 werewolf 5 fairy 6 Tarzan
- 2 1 They were scared because they thought there was a curse. 2 They said he had died because of the curse. 3 No, he wasn't. 4 The lights in Cairo went out when Lord Carnarvon died and his pet dog died too. 5 *Child's own answer*

Review - SB Pages 108 & 109

Objectives

Language

Grammar

- Reported speech

Vocabulary

- *afraid, crowded, dangerous, polluted, tired*

Skills

Speaking

- Practise Reported speech based on what the superheroes said

Listening

- Produce direct speech from understanding Reported speech

Reading

- Read in order to complete a dialogue between Batman and Superman

Writing

- Report a conversation in Reported speech

Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

Attention to diversity


For activity 1 children will need to listen and write what the characters said. For some children listening and writing simultaneously may prove challenging. Pause the audio track if necessary.

Warmer

In pairs children choose a story to tell. Ask for volunteers to tell their stories to the group.

Lead-in

Write *Superfamily* on the board. Ask children to brainstorm differences between a superfamily and a real family. Provide prompts: *work, hobbies, cars, school, studies*. E.g. *A superdad or mum saves people from bad situations.*

- 1  2.28 Children listen and write what the superheroes said.

- Answers
- 1 Supermum: 'I'm going to the gym.'
 - 2 Superdad: 'I need a special key for the supermobile.'
 - 3 Supersister: 'I'm studying for my superexams.'
 - 4 Superbrother: 'I want to play with my supertoys.'

Audio CD 2



Let's see what the super family are doing today...
Supermum said she was going to the gym.
Supersister said she was studying for her superexams.
Superbrother said he wanted to play with his supertoys.
Superdad said he needed a special key for the supermobile.

Optional extra: Write the stems from the audio track and ask children to predict what is said: *Supermum said she was going to... Superdad said he needed a special key for...* Then children listen and check.

2 Children ask and answer with a classmate.

Optional extra: Write titles of fairy tales on the board, e.g. *Pinocchio*, *Shrek*, etc. Invite children take turns to say a direct quote from one of the stories, e.g. *I want to be a real boy!* Their partner must guess the character from the tale and respond in Reported speech, e.g. *Pinocchio said he wanted to be a real boy.*

3 Children read and complete the conversation.

Answers tired, holidays, hot, cold, dangerous, polluted, better

Optional extra: Children role play the dialogue between Batman and Superman. They should try to say the lines with feeling and imitate the superheroes' voices.

4 Children report the conversation.

Answers ...tired of saving the world. Superman told him to take some holidays. Batman said he didn't know where to go. Superman told him to go to the beach. Batman said he hated the beach. He said he didn't like hot weather. Superman told him to go to the mountains. Batman said he hated the mountains. He said he didn't like cold weather either. Superman told him to go to the jungle. Batman said he was afraid of the jungle. He said there were many dangerous animals in the jungle. Superman told him to go to the city. Batman said the city was too crowded and polluted. He said he needed to rest. Superman told him to stay at home then. Batman said he was right. He said it was better to stay at home.

Optional extra: In pairs children make up their own dialogue (of similar length) between Batman and Superman. Tell them to use the first and last line of the conversation. Both children must write the complete dialogue. Then they join another pair and perform their dialogue for them and vice versa. Finally, children report the dialogue they listened to.

Wrap up

Choose a story and mime it or sketch out pictures on the board. Challenge children to guess the name of the story.

Final evaluation

Teacher's Resource Material: Test Unit 8

At home

Activity Book - pages 108 & 109

Answers

- 1** (clockwise from top) 2, 4, 1, 5, 3
- 2** 1 'I'm hungry and unhappy.'
'I'm sorry, but we don't have any money for food.'
- 2 'You're careless.'
'I'm sorry, but I'm tired and hungry.'
- 3 'I think this is your axe.'
'My axe is an old iron axe.'
- 4 'I'm going to give you all the axes as a reward.'
- 5 'We're rich!'
'I'm very happy!'
- 3** 1 'I'm going to play the lyre.'
'I'm going to play the harp.'
- 2 'I'm going to eat them!'
'We need to run.'
- 3 'Take this string with you.'
'That's a good idea.'
- 4 'Come to the palace.'
'I'm going to take my birds with me.'
- 4** 1 said he was going to play the harp.
2 said it was going to eat them.
said they needed to run.
3 told Theseus to take the string with him.
said it was a good idea.
4 told Venus to come to the palace.
said she was going to take her birds with her.

Activity Book - page 119

The **Picture Dictionary** on page 119 gives children an illustrated reference of the main vocabulary in Unit 8 with extra listening practice.



More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

Objectives

Language

Vocabulary

- *amphitheatre, aqueduct, arch, classify, code, derived from, invention, law, medicine, victory*

Functions

- Research a Latin saying
- Make a Roman arch

Skills

Speaking

- Predict to speculate on the content of the text

Reading

- Demonstrate understanding by answering comprehension questions

Materials

- Digital Book
- Flashcards Unit 1
- Materials to make a Roman arch

Attention to diversity

Some of the more creative activities in the lesson, such as activity 3, may prove challenging for some children. Give clear instructions, provide a meaningful model and monitor closely to ensure children are on task.

Warmer

Write *welcome* on the board in Spanish, Italian, French and Portuguese: *bienvenido, benvenuti, bienvenu, bem-vindo*. Encourage children to guess the languages.

Lead-in

Divide children into groups of five. Have them draw a chart in their notebooks, dividing it into five sections (*English, Spanish, Italian, French, Portuguese*) and write the name of the members of the group, vertically, on the left side of the chart. In their groups, children interview each other in order to find out how many words their partner can say in the five languages, e.g. *goodbye, adios, addio, au revoir, adeus*. Feedback findings as a group and rank the most widely-known words in other languages in a list on the board.

1 Children discuss the questions with a classmate.

Optional extra: Elicit suggestions from children. Write their ideas on the board before asking them to read the text to check if their answers are correct.

2 Children read and check their answers.

Answers 1 Spanish, Italian, French and Portuguese all come from Latin. 2 Latin is used in biology, botany, medicine and law.

Optional extra: Ask children questions to check comprehension: *What percent of Spanish words come from Latin? (75%) What words in English are similar to the words ancient Romans used? (The months of the year such as April, July and August.) What letters didn't the ancient Romans have? (W, Y, J, U) Is Latin spoken or written today? (No, it isn't.) Where is Latin used today? (In biology, botany, medicine and law.)*

3 Children find the words in English that come from these Latin words.

Answers (*top row, left to right*) urban, April, justice, crocodile, July, victory; (*bottom row, left to right*) medicine, god, August, architect, library

4 Children research a Latin saying and make a Roman arch.

Optional extra: Invite volunteers to come to the front of the class and present their Roman arch and Latin saying. Encourage children to explain the reasons for their choice: *I chose this Latin saying because...*

Wrap up

Write the following words from the unit 1 **Flashcards** on the board: 1. *tcudeuqa* (aqueduct) 2. *hrca* (arch) 3. *chraiect* (architect) 4. *eilcing* (ceiling) 5. *hariotc* (chariot) 6. *olocuumss* (Colosseum) 7. *omed* (dome) 8. *ladgatiior* (gladiator) 9. *cera* (race) 10. *tadsuim* (stadium). In pairs, children race to order the anagrams. Display the unit 1 **Flashcards** on the board if necessary. The first pair to order all the words correctly, wins the competition.

Continuous assessment

Teach students some common Latin prefixes: *pre-, inter-, re-,* etc. Divide children into groups of three and ask them to list English words where these prefixes appear: *prepare, international, review,* etc. Allow children to use dictionaries if possible. Make groups of six and have them compare lists.

At home

- **Optional extra:** Children write 50 words about Latin and how it is used today.

Unit 2 - SB Page 113

Objectives

Language

Vocabulary

- *ash, avalanche, blast, erupt, explode, floods, gases, ice age, lava, magma, mudslide, starvation, temperature drop, tsunami*

Functions

- Make a weather vane and a compass
- Predict weather conditions

Skills

Reading

- Demonstrate understanding by matching quotes to sections of the text

Materials

- Digital Book
- Materials to make a weather vane and a compass

Warmer

Have children make a table in their notebooks and draw a positive and a negative symbol in each column as headings. In pairs, children brainstorm weather conditions they learnt in the unit and write them under the corresponding symbol in their notebooks: *cloudy, hot, sunny*.

Lead-in

Write *volcanoes* on the board and create a mind map. Accept the children's suggestions and use it as an opportunity to revise language from the unit. Pre-teach or check the following items through visuals, definitions and examples: *ash, avalanche, blast, erupt, explode, floods, gases, ice age, lava, magma, mudslide, starvation, temperature drop, tsunami*.

1 Children look and order.

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

2 Children read and say which volcanoes the quotes describe.

Answers 1 Volcano Eyjafjallajokull 2 Mount Pinatubo 3 Mount Galunggung 4 Mount Ruiz

Optional extra: Children choose five words from activity 2 and write clues for their partner to guess: *1 Lava under the ground. (Magma!)*

3 Children make a weather vane and a compass.

Optional extra: Bring children outside and have them take their compasses and weather vanes and make observations.

Wrap up

Children write simple weather predictions based on their observations in their notebook. Encourage them to use modals of speculation (*may, might, could*): *The air is cool and wet. It might start to rain.*

Continuous assessment

Write *verbs, nouns, adjectives* on the board. Draw a circle around *verbs*, a square around *nouns* and a triangle around *adjectives*. In pairs, children race to remember/find as many weather-related words as possible and write them under the corresponding category. They may consult their books if necessary: *to snow, rain, icy*.

At home

- **Optional extra:** Children use their weather vane again at home and record their predictions for the following day in their notebook, using modals of speculation.

Unit 3 - SB Page 114

Objectives

Language

Vocabulary

- *belongings, droughts, floods, pests, prehistoric times, stilts, tornado, undesired, water level*

Functions

- Design a house of the future for global climate change

Skills

Speaking

- Discuss plans for a house of the future and present the design to the group

Reading

- Demonstrate understanding by circling true or false

Materials

- Digital Book

Warmer

Review the pronunciation of large numbers: *twelve thousand, seven hundred and fifty-six*, etc. Divide children into pairs and join two sets of pairs together to make groups of four. Pairs take turns saying numbers from Unit 3 aloud for the opposing pair to find. Set a time limit for this. Pairs get a point for each correct answer.

Lead-in

Focus the children's attention on the image from activity 1 and encourage them to predict why houses are built this way. Write the children's suggestions on the board before they read the text to check their answers.

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

Answers 1 F 2 F 3 T 4 F 5 T

Optional extra: Children underline three new words or phrases in the text and write a sentence with each one: *stilts* – *Some houses are built on stilts in order to stay above the water level.*

2 Children design a house of the future for global climate change.

Optional extra: In pairs, children interview each other about their design, discussing the environmental problem they have chosen, where they want to build the house and if they would like to live in it. Swap pairs and repeat the procedure several times.

Wrap up

In pairs, children rank the environmental problems from activity 2, from the most likely to the least likely to occur in their country. Feedback answers as a group.

Continuous assessment

Divide children into groups of three and have them write three sentences in their notebooks about the article in activity 1. One sentence must be false and the others must be true. Children read their sentences aloud while the group listens carefully and tries to spot which sentence is false.

At home

- **Optional extra:** Children write 50 words about their house of the future in their notebooks.

Unit 4 - SB Page 115

Objectives

Language

Vocabulary

- *bassoon, cello, clarinet, cymbals, double bass, flute, French horn, harp, trombone, trumpet, tuba, xylophone*

Functions

- Research and design an infographic on a classical composer

Skills

Speaking

- Present findings and a report to the class

Listening

- Demonstrate comprehension by classifying musical instruments

Writing

- Write a report about a classical composer

Materials

- Digital Book
- Audio CD 2
- Slips of paper
- Recorded music

Attention to diversity

This lesson requires creativity, and some children might find it more difficult than others. Allow them to work together to foster imagination and promote the sharing of ideas. Promote engagement in the lesson, but don't pressure more reticent children to present their findings if they find it too daunting.

Warmer

Review the types of music that children learnt about in the unit: *classical, blues, jazz, rock, country, hip-hop*. Play a selection of tracks from the genres of music and have children guess the genres.

Lead-in

On the board, draw a simple picture of a musical instrument from the selection in activity 1. Encourage children to identify the instrument, e.g. *violin*. Repeat with other instruments children may recognise.

1 Children look at the orchestra and number the instruments.

Answers (top row, left to right) 1, 10, 8, 9; (second row from the top, left to right) 6, 5, 12, 15; (third row from the top, left to right) 7, 4, 3, 13, 11; (bottom row, left to right) 2, 14

Unit 5 - SB Page 116

2 Children use the key to classify the instruments.

Answers (top row, left to right) P, P, P, P; (second row from the top, left to right) W, W, W, W; (third row from the top, left to right) S, W, W, W, S; (bottom row, left to right) S, S

3  Children listen and identify the group of instruments.

Answers 1 percussion 2 wind 3 string

4 Children do research and design an infographic about a classical composer using a web tool.

Children may use <https://infogr.am/> or <https://www.easel.ly/>.

Optional extra: Remind children to listen carefully to their classmates during the presentations as they will be quizzed on the information later in the class. When finished, hand out a slip of paper to each child. Individually, they write one quiz question about their composer, noting the answer underneath: *Who wrote The Nutcracker Suite? (Tchaikovsky)*. Collect the slips of paper and divide children into groups of five. Read the questions aloud and have them discuss in groups and write the answer in their notebook. Award one point for each correct answer.

Wrap up

Write *drums, tuba, triangle* on the board. Elicit the word that does not belong. Encourage children to give reasons: *tuba because it is a wind instrument*. Individually, children write three sets of word groups in their notebooks. Tell them that the set must contain two instruments from the same category and one that does not belong. In pairs, children take turns reading their word groups aloud and their partner tries to guess the odd one out. Encourage them to give reasons for their answers.

Continuous assessment

In groups of three, children take turns drawing an instrument from activity 1 while group members try to guess. If a child guesses correctly, they are awarded one point. If they spell the instrument correctly, they are awarded two.

At home

• **Optional extra:** Children use the information in the infographic in activity 4 and write a report about a classical composer.

Objectives**Language****Functions**

- Develop a proposal to improve a city

Skills**Speaking**

- Develop a proposal with a classmate
- Present ideas to the group

Reading

- Demonstrate comprehension by completing a matching activity

Materials

- Digital Book
- World map
- Pre-made fact sheets
- The Internet

Attention to diversity

Ensure every child participates in group activities. Pair stronger learners with weaker ones to foster peer teaching and scaffolding.

Warmer

Ask children to list positive and negative points of city living, using words and expressions they learnt in the unit. In pairs, children compare ideas and shortlist them.

Lead-in

Display a map of the world. Children come to the front and point to the countries from activity 1 on the map. Assign each child a city from activity 1 and have them look up the population of each city to share the information the next class.

1 Children match the capital cities with the countries.

Answers 1 Israel 2 Kenya 3 USA 4 Brazil 5 Italy 6 Australia 7 Japan 8 Bolivia 9 Pakistan 10 Canada

Optional extra: Ask questions to check answers: *What is the capital of Bolivia? La Paz!* In pairs, children take turns testing each other on the capital cities.

2 Children find and number the cities on the map.

Achieve more!

Answers America (clockwise starting in Bolivia) 8, 3, 10, 4
Starting in Europe (clockwise) 5, 1, 9, 7, 6, 2

Optional extra: Children copy the countries and their capital cities in their notebooks.

3 With a classmate, children brainstorm and develop a proposal to improve their city.

Optional extra: Allow children to ask questions when pairs have finished presenting their plan. Have a class vote on the best proposal. Display children's work around the classroom walls.

Wrap up

Children write 50 words in their notebooks explaining the reasons behind the suggested changes made in their proposals: *We decided to build more parks in the area because there wasn't enough space for children to play!*

Continuous assessment

Children choose a city from activity 1 and research more information in order to complete a fact sheet. Hand out a pre-made fact sheet to each child and give them supervised access to certain websites. When they have finished completing their fact sheet, they compare their work in groups.

At home

• **Optional extra:** Children research and add more information to their fact sheet.

Unit 6 - SB Page 117

Objectives

Language

Vocabulary

• *convert, electrons, light bulb, marble, terminal, thick cables, thin wires*

Functions

• Design an invention

Skills

Reading

• Understand an article
• Demonstrate understanding by labelling diagrams

Writing

• Note the disadvantages of DC and the advantages of AC based on the text

Materials

• **Digital Book** • Poster paper
• Slips of paper

Attention to diversity

As this text is quite dense, allot enough time for the reading activity and have tasks at hand for quick finishers.

Warmer

Divide the class into two teams. Write some of the key inventions from the unit in large letters on slips of paper. Underneath, write three or four related words:

MOBILE PHONE; *to call, ring tone, to answer.*

Children must try to get the members of their group to guess the invention without saying any of the words in the slip in one minute. If they are unable to guess the word within the time limit, the other team may have a turn. Award a point for each correct guess.

Lead-in

Ask children how much time they spend using technology such as watching TV or playing video games and elicit some healthy technology habits and some unhealthy ones. In pairs, children make a list of fun activities that do not involve technology or electricity: *go swimming, play football, go to the beach, paint a picture, etc.*

1 Children read and label the diagrams DC or AC.

Answers 1 DC 2 AC

Optional extra: Ask children questions to check comprehension and key vocabulary: *Who invented the light bulb? (Thomas Edison.) What system did he develop? (The AC system.) What were the problems with this system? (It was expensive to run and needed thick cables for transmission.) Why was the AC system more efficient? (It could transmit electricity over long distances through thin wires.) How do electrons move in a DC electrical circuit? (In one direction only, from a negative to a positive terminal.) How do electrons move in an AC electrical circuit? (In one direction and then the other.)*

2 Children write the disadvantages of DC and the advantages of AC in their notebook.

Answers *Child's own writing*

Optional extra: Children write a short paragraph about either Edison or Tesla and their inventions in their notebooks.

3 Children do a class project and hold a Young Inventors Competition.

Optional extra: Explain to children that electricity is very helpful in many ways but also very dangerous. Encourage them to suggest safety rules. Write them on the board: *Don't put objects into electrical sockets. Don't use electrical appliances near water. Stay away from power lines.*

Wrap up

Children write a paragraph describing their invention. Pairs swap notebooks and read each other's work. Display posters around the classroom walls.

Continuous assessment

Hand out a slip of paper to each child. They write a quiz question about the unit and they also answer it, using the book as reference: *Who invented the light bulb? Thomas Edison.* Collect the slips of paper and divide children into teams of five. Read the questions aloud and award a point for each correct answer.

At home

• **Optional extra:** Children reread the text from activity 1 and underline three unfamiliar words. They can look them up in the dictionary.

Unit 7 - SB Page 118

Objectives

Language

Vocabulary

- *cartouche, dried out, embalmers, hieroglyphs, embalming, mummy, padding, sarcophagus, shroud, tombs*

Functions

- Design a cartouche

Skills

Reading

- Show understanding by finding relevant information in the text

Writing

- Design a cartouche

Materials

- Digital Book
- Poster paper

Attention to diversity

Ensure that children notice and record useful language/structures in order to help them when describing their ancient Egyptian character.

Warmer

Write the word *mummy* on the board and create a mind map based on the children's suggestions. Focus their attention on the photos from activity 1. Tell children that in today's lesson they will learn more about the art of making mummies.

Lead-in

Focus the children's attention on the statements from activity 1 and encourage them to predict the reasons behind the statements. Write their suggestions on the board: *Salt was applied to the body to help preserve the mummy.*

1 Children read the text and find reasons behind the following statements.

Answers 1 They believed that only a perfectly preserved body could guarantee eternal life for the soul. **2** They thought the heart was the thinking organ. **3** Salt absorbed the remaining moisture. **4** The soul would only return to a perfect body.

Optional extra: Ask questions to check comprehension: *Who prepared the corpse for the afterlife? (Embalmers.) How long did the process take? (Up to 70 days.) Which organ was left in the body?(The heart.) Why did they wash the body in wine? (To kill bacteria.) What happened to the body after 40days? (It became black and shrivelled.) What was the mummy then covered in? (A sheet called a shroud.) Where was the body placed next? (In a stone coffin called a sarcophagus.)*

2 Children invent an ancient Egyptian character and design a cartouche for him/her.

Optional extra: In pairs, children describe their character to their partner. Combine pairs, making groups of four and have them take turns describing their ancient Egyptian character and asking questions.

Wrap up

Children read the text from activity 1 again and underline words related to ancient Egypt. Create a list on the board based on the children's suggestions. Read simple definitions aloud for children to guess the words: *People who prepared the mummy for its journey into the afterlife. (Embalmers)*

Continuous assessment

Children choose five classmates and write their names in hieroglyphs in their notebooks, creating a cartouche. In pairs, they swap notebooks and race to decipher the names.

At home

- **Optional extra:** Children write 50 words about the art of making mummies in their notebooks.

Unit 8 - SB Page 119

Objectives

Language

Vocabulary

- *bark, famous work, inanimate, myth, radioactive, sculptor, stripes, transformed*

Functions

- Invent a myth

Skills

Speaking

- Talk about superheroes with a partner
- Brainstorm a myth and its key vocabulary
- Sequence a story and present it to the class

Reading

- Demonstrate comprehension by circling true or false

Materials

- **Digital Book**
- Slips of paper
- Poster paper
- A bag

Attention to diversity

Ensure every child has the opportunity to express preferences and monitor closely to allow for equal participation during group work.

Warmer

Write *superheroes* on the board. In groups of three, children brainstorm names of superheroes. Set a time limit for this. Feedback their suggestions as a group and write them on the board: *Batman, Superman, The Hulk, Spider-Man, Superwoman*.

Lead-in

Hand out a slip of paper to each child and have children write the name of their favourite superhero. Collect the slips of paper and place them in a bag. Divide children into two teams. Invite one of them to the front to draw a slip of paper and mime the character for their team to guess. Set a time limit for this. Award a point for each correct guess within the time limit. If team members fail to guess, the opposing team may have a turn.

1 Children discuss the questions.

Optional extra: In small groups, children discuss the questions. Get feedback from each group.

2 Children read the text and circle true or false.

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

3 Children invent a myth.

They can create a word cloud using <http://www.tagxedo.com/> or any other similar tool.

Optional extra: In groups of five, children vote on the best myth, giving reasons for their choices. Feedback answers as a group and award a prize for the most popular myth.

Wrap up

Individually, children choose a different question from activity 3 and write 50 words about the myth. In pairs, they read each other's passages and ask questions about their partner's myth.

Continuous assessment

Hand out poster paper to each child. Individually, children create their own superhero, write a short paragraph about their feats and special abilities and add illustrations. Monitor carefully and provide language input as needed. Display children's work around the walls of the classroom. In pairs, they stand up and discuss their classmates' work.

At home

- **Optional extra:** Children choose a different question from activity 3 and draw a meaningful picture.

1 AB Page 4

helmet	athlete
camel	spices
explorer	uniform
pads	popcorn
magician	whale
alligator	hot dog

2 AB Page 7

- 1 This is the loudest animal in the world.
- 2 This animal can run faster than a horse.
- 3 This is the smallest bird in the world.
- 4 This animal lives longer than people.
- 5 This animal kills the most people.
- 6 This animal can jump higher than most.

3 AB Page 14

See pages 14-15 of the **Student's Book** for the transcript.

4 AB Page 17

- Julius: I came as soon as I received your message, Caius. What's the problem?
- Caius: A very valuable piece of jewellery is missing, Chief Inspector Julius, a golden brooch!
- J: When did you last see the brooch?
- C: Let me think... about eight days ago.
- J: Hmm. It doesn't look Roman.
- C: That's right, Inspector. I bought it when I was on holiday in a foreign country. It's very old. In fact, it's ancient! It was made during the reign of Emperor Claudius.
- J: This is very weird, Caius, but I think I saw this brooch last night.
- C: Really? Where?
- J: At the theatre. Silvia, your neighbour, was in the audience and I'm sure she was wearing it.
- C: Impossible! Silvia's my fiancée. We're going to get married soon. I can't believe she's a thief!

5 AB Page 19

Michelangelo di Lodovico Buonarroti Simoni was a talented painter, sculptor, architect and poet. He is one of the greatest artists of the Italian Renaissance. He was born in Italy on March 6, 1475. When he was a child, his mother became very ill and couldn't look after him, so he was sent to live with a stonemason and his wife. His mother died when he was six. As a child all Michelangelo wanted to do was paint and be an artist. His father, a local government official, wanted Michelangelo to go to school, but he didn't want to go. At the age of thirteen he was apprenticed to a painter and artist. Michelangelo spent years studying the human body. He even looked at dead bodies so he could learn the way the muscles and bones were attached and how arms and legs moved.

6 AB Page 20

- 1 Romulus was the person who killed Remus.
- 2 Gladiators were men who fought animals.
- 3 The Colosseum is the place where people watched gladiators.
- 4 The Circus Maximus was where they had chariot races.
- 5 A toga was something that they wore.
- 6 Virgil was a man who wrote poetry.
- 7 A litter was something that people carried you in.
- 8 Latin is the language that people spoke.
- 9 Concrete is something that they invented.

7 AB Page 27

See pages 26-27 of the **Student's Book** for the transcript.

8 AB Page 29

Hi! This is Holly again. In my last post I told you I'm a detective. Many of you have asked me to tell you an interesting tale about my job. Well, it is full of unusual experiences, and it's very demanding, too. At the moment I'm investigating a millionaire who has an enormous art collection. I have to follow him from when he leaves his mansion in the morning until he gets back at night. He's a strange guy. He only likes yellow sweets, he always wears black clothes and all of his cars are purple – he has eleven of them! He might be weird, but I don't think he's a criminal.

9 AB Page 32

Tom, you have to clean your room. Tom and Daisy, you have to do your homework. Daisy, you have to go to bed early. Tom and Daisy, you have to wash the dishes. Tom, you have to water the plants.

10 AB Page 37

There's a lot to see as we travel through space, The universe is such a wonderful place. We'll leave the Earth at a quarter to two, Then travel around and admire the view. We'll see the Sun, we'll see the moon, But we won't see Saturn or Neptune. We might see Jupiter, we will see the stars, We might see Venus but we won't see Mars. We won't see Mercury - it's too close to the Sun, Then we'll come back to Earth after all that fun! There's a lot to see as we travel through space, The universe is such a wonderful place.

11 AB Page 43

There's no better place than our home! We live in a pirate ship! We aren't terrified of hurricanes or storms, because our home rolls with the biggest waves! There is a tree growing in our garden on the roof of our bedroom! We live in a rocket. We travel across the universe faster than the speed of light! We can buy ice cream on Soth X3, we can eat burgers on Mangorf 3000 or we can just stay at home and drink strawberry smoothies! We never worry about being bored. Every day is different!

12 AB Page 47

The idea of space travel is fascinating and I'm sure that in the future we will travel much more. In 50 years time people will fly to Mars but they won't be coming back to Earth! We might have an international space base on the moon but we will only have that if countries work together. It will be very common for people to have trips into space but there won't be hotels on any planets. There might be beds on the spaceships but people won't stay for more than a few days. We might find life on another planet but it won't be the typical alien we all imagine!

13 AB Page 52

See pages 52-53 of the **Student's Book** for the transcript.

14 AB Page 55

1
Ray: I've just received some good news! I've been employed as a chef by the Royal family.
Liz: But you can't even boil an egg!
R: Don't worry. They like everything fried in olive oil. I can learn how to do that!

2
Daisy: You look annoyed. What's wrong?

Theo: I can't find my toy soldiers. I put them in this box but now it's empty. What are you pointing at?

D: Look over there. The cat took your soldiers.

T: Hey, he's enjoying himself!

15 AB Page 59

- 1 Have you learnt to drive?
- 2 Have you ever been to London?
- 3 Have you ever put a video on the Internet?
- 4 Have you ever made a film?

16 AB Page 64

See pages 64-65 of the **Student's Book** for the transcript.

17 AB Page 67

Dear Mister Shakespeare,
I've lived in London for three years now and I want a career in the theatre. I hear you are a very good writer, so I'd like to know your opinion. I've written a play about an ancient Roman charioteer who works as a taxi driver. One day he drives to the frontier of his country. The next day he disappears. Unfortunately, the rest of the story isn't very clear. Can you give me any advice?
Yours sincerely,
Peter the Poet

18 AB Page 71

- 1 There was too much cake and I couldn't eat it.
- 2 There weren't enough chairs so I shared one with Ricky.
- 3 There wasn't enough cake, so I didn't have any.
- 4 There were too many chairs.
- 5 I didn't have enough money to buy any sweets.
- 6 I bought too many sweets and felt sick.

19 AB Page 78

See pages 78-79 of the **Student's Book** for the transcript.

20 AB Page 81

Sam: Those bananas are really tasty.

Dave: Would you like some cheese?

S: No, thanks, I'm enjoying these leaves.

D: The food is excellent here. I love this zoo.

S: Me too. I love looking at all the humans too.

D: They're interesting. Look, those boys are eating chips.

S: Oh yes! That man next to them has a very red nose. Maybe he has got a cold.

D: Hey! What was that noise?

S: The zebra just sneezed! Maybe he has got a cold, too!

21 AB Page 85

- 1 Where are the beans grown?
- 2 Where are the beans dried?
- 3 How are the ripe beans picked?
- 4 How are the beans transported?
- 5 Where are the beans roasted?
- 6 Where is the coffee exported?

22 AB Page 90

See pages 90-91 of the **Student's Book** for the transcript.

23 AB Page 93

One evening in December, Susan the archaeologist was walking home from the museum. It was getting dark. There was nobody on the street. Suddenly she heard a strange voice behind her. 'Excuse me, miss.' Susan turned around. A man and a woman were standing just a couple of metres away. They were wearing big hats and she couldn't see their faces. 'Is there a restaurant near here?' asked the man. 'I'd like some

rice and peas,' said the woman. 'And a nice bloody steak,' said the man. He smiled. He had very long pointed teeth. 'I'm thirsty, too,' said the woman. 'I'd like a sip of... um... water.' 'And is there a zoo in the area? We'd like to see the bats,' explained the man. 'There's a nice restaurant just around the corner, and you'll have to catch a bus to get to the zoo,' said Susan. She looked up the street and pointed. 'There's the bus stop.' Susan turned to continue walking home. 'Thank you, miss,' she heard the woman calling. Susan looked back, but there was nobody there...

24 AB Page 96

- 1
What happens if you eat too many sweets?
You feel really sick.
- 2
What happens when you mix the colour yellow with the colour red?
You get the colour orange.
- 3
What happens when you do exercise often?
You feel fit and healthy.
- 4
What happens if you study hard?
You get good marks at school.

25 AB Page 101

The crocodile said he was going to take the monkey to get mangoes. The monkey said he couldn't swim. The crocodile said he was going to kill the monkey. The monkey said the crocodile wasn't cleverer than him. The monkey told the crocodile to go up there and get him if he could. The crocodile said that the monkey had tricked him.

26 AB Page 105

- 1
John: I don't understand this information!
Tom: Don't be so impatient.
J: But these dials are inaccurate!
- 2
Sam: This rat is immortal.
Emma: That's incredible!
S: Yes, it's immune to every illness!

27 AB Page 108

- 1
Wife: I'm hungry and unhappy.
Woodcutter: I'm sorry but we don't have any money for food.
- 2
God of the river: You're careless.
Woodcutter: I'm sorry, but I'm tired and hungry.
- 3
God of the river: I think this is your axe.
Woodcutter: My axe is an old iron axe.
- 4
God of the river: I'm going to give you all the axes as a reward.
- 5
Woodcutter: We're rich!
Wife: I'm very happy!

28 AB Page 112

- | | |
|-----------|-----------|
| aqueduct | gladiator |
| arch | race |
| ceiling | stadium |
| chariot | toga |
| Colosseum | torch |

29 AB Page 113

- | | |
|-------|-----------|
| fog | lightning |
| frost | tornado |
| icy | |

30 AB Page 114

- | | |
|-----------|---------|
| astronaut | Neptune |
| Earth | Saturn |
| Jupiter | stars |
| Mars | Sun |
| Mercury | Uranus |
| Moon | Venus |

31 AB Page 115

- | | |
|---------|-----------|
| clown | swing |
| juggle | tightrope |
| make-up | trapeze |
| stilts | unicycle |

32 AB Page 116

- | |
|-------------------|
| bad / good |
| clean / dirty |
| cold / hot |
| cheap / expensive |
| fast / slow |
| noisy / quiet |
| old / young |
| short / tall |
| strong / weak |

33 AB Page 117

- | | |
|-----------------|-------------|
| hot-air balloon | steam train |
| keyboard | toothbrush |
| mobile phone | underground |
| radio | wheel |
| satellite | |

34 AB Page 118

- | | |
|--------------|----------|
| bone | ruins |
| cave | tomb |
| hieroglyphic | treasure |
| mummy | X-ray |
| pharaoh | |

35 AB Page 119

- | | |
|---------|----------|
| dove | UFO |
| fairy | vampire |
| helmet | werewolf |
| monster | wings |
| thief | |

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