

Tracks



Tracks is an engaging, story-based course with delightful characters, giving young learners a stimulating learning experience. The exciting stories spark pupils' imagination and act as a springboard for language acquisition.

- Pupil's Book
- Teacher's Book
- Activity Book
- Class CD
- DVD
- Posters
- Flashcards
- CD-Rom

Tracks Teacher's Book 4

Tracks

Teacher's Book



Steve Marsland and Gabriella Lazzeri with Patricia Mugglestone

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Tracks

Teacher's Book Level 4

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To the teacher

Tracks is a fresh and innovative English course for primary school pupils aged between 6 and 11.

Throughout its six levels, the approach is child-centred and focuses on the individual cognitive, social and emotional needs of the young learner. Language is introduced and practised primarily by means of stories which enable children to learn through play. At the same time, the children also practise new language in a way that is relevant to themselves in their own lives through personalisation activities.

All the activities in *Tracks* are designed to be motivating and fun, drawing on children's natural love of stories, play, songs and games.

Course aims

The aims of *Tracks* are:

- ▶ to develop a positive attitude to the English language through the use of fun activities and cognitive challenges;
- ▶ to develop competence in the four skills of reading, writing, listening and speaking;
- ▶ to encourage learners to take responsibility for their own learning and monitor their own progress;
- ▶ to provide a solid base knowledge of English to prepare children for later learning challenges.

Methodology

1 Storytelling

Tracks uses a **multi-narrative approach** to language learning. Children are introduced to the new language through a wide range of engaging stories. Stories are used at different stages of each unit to present, practise, consolidate and revise the target language.

Stories are a natural medium for children's learning. In creative play, children invent their own stories. They move effortlessly backwards and forwards between fantasy and reality, exploring possibilities, potentials and ideas. Fantasy-play helps children to feel comfortable with a large range of human experiences, in a context that is non-threatening, social and fun. By entering the child's world, *Tracks* provides a relaxed and stimulating learning environment that is familiar to the young learner.

The stories in *Tracks* help to secure the pupils' attention and provide an ideal context for the presentation of new language. They also provide entertaining scenarios for practising and reviewing language structures and key words in a cyclical manner.

Each level of *Tracks* has a main story within the core units. The plot of the story in each unit fits with the unit theme (see below) to present an exciting and dynamic introduction to the target language. Through the story, the pupils meet and get to know a number of fun and engaging characters and accompany them in many adventures and amusing situations. As they immerse themselves in the characters' fantasy world, they learn and practise both new and recycled language.

In addition to the story in the core units, each level of *Tracks* also offers an adventure story in episodes at the end of every second unit. This provides a fresh point of interest for the pupils as they recycle and review what they have learnt. Each episode

ends with a cliffhanger, stimulating the pupils' curiosity to know what happens next.

Using the multi-narrative approach in this way, *Tracks* develops the learning needs of the whole child; by stimulating linguistic ability alongside their wider cognitive, social and emotional development.

In the **main story** at Level 4, the pupils are introduced to a lively group of friends, *Leo, Kim, Amir* and *Lucy*. These children are part of a secret club called *The Blue Owls Club*. The children have adventures together and inadvertently discover the plans of *Miss Todd* and *Nick*, who are both involved in animal trafficking.

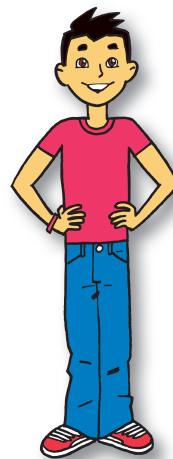
Main characters:



LEO is the leader of the secret Blue Owls Club and is funny and cheeky. He is nine years old, loves sport and has curly, red hair. He wears a light blue club wristband.



KIM is ten years old and has long, blonde hair and blue eyes. She is friendly, talkative, likes art and wears an orange club wristband.



AMIR is the newcomer in the group. He is a tall boy with dark hair and eyes. He has a gentle manner and has a quiet personality. He is nine years old. He wears a red club wristband.



LUCY is the smallest and youngest of the group. She is just nine years old and has short brown hair and brown eyes. She is friendly, kind, loves music and wears a green club wristband.

The Level 4 **adventure story** is called *The Secret Door*. It is told in episodes (see *Course structure* page 6), and takes place in a desert. It follows the adventures of *Mandy*, the daughter of two archaeologists, and a local boy *Kalim* and his pet cat *Mitzy*, who come across a stone key and must work out the code to open the secret door they find in the desert.

Main characters:

MANDY is British and is the daughter of two archeologists working on a site in the desert. She is ten years old and is a bit of a rebel. She is always looking for adventure but is very friendly and has a cheeky smile.



KALIM is North African and is the son of one of the excavation staff. He has a friendly manner, although he is a little shy. He loves to play outside and can often be seen with his pet cat, *Mitzy*.



MITZY is Kalim's pet cat. She is friendly, intelligent and mischievous. She loves to play and loves to eat fish!

2 Themes

Each unit in *Tracks* is arranged around a theme. The themes are chosen to reflect the world of the child, their school and home life, activities and interests. It is known that children find it easier to learn words when they are organised into word groups or lexical sets, for example, colour words or animal words.

The themes in Level 4 are: *talking about yourself, telling the time, days of the week, months, seasons, daily routines, free time activities, animals, and giving directions.*

Great emphasis is placed on **cross-curricular themes** in Level 4. There are three *Look at the world* lessons, which deal with the topics of penfriends, seasons on the farm and rainforest animals in danger. Furthermore, there are four classroom posters with supporting lessons on different people, the weather, the alphabet and the pupils' hometown.

3 Songs and chants

In *Tracks*, all new lexical sets are first practised with a chant. The language from the units is then brought together in the *Backtrack* lessons with a song. Singing these songs helps the pupils to build confidence in using language and enables them to practise language in a joyful, communal context.

4 Games

Every unit of *Tracks* contains a number of games through which the pupils can practise their language skills. Some of the games involve movement and physical activity. Others are quieter activities that make use of board games, card games and puzzles.

5 Personalisation and self-evaluation

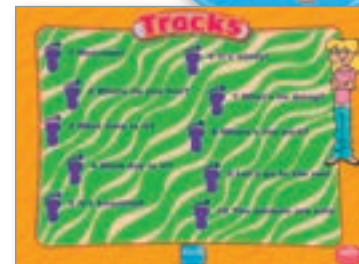
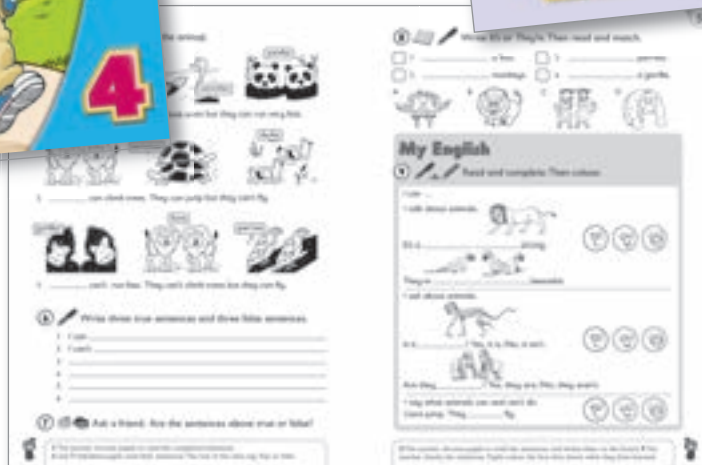
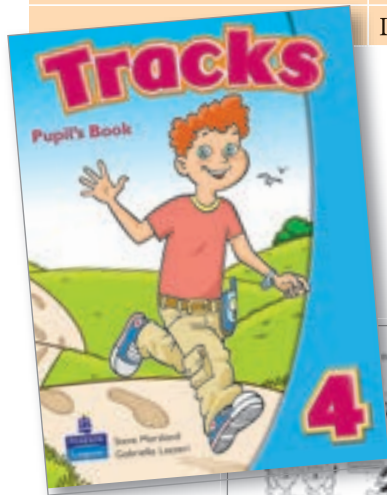
Although it is important for children to embrace the world of fantasy, it is also important for them to relate what they have learnt to their lives in the real world. For this reason, *Tracks* includes personalisation activities that allow the pupils to use their initiative to relate the target language to their own lives.

In Level 4 Pupil's Book, the final page in each unit includes an *I can do it in English!* activity. Through a writing task combined with a drawing or photo, the pupils have the opportunity to use the language they have learnt to talk about themselves. In this way, the pupils gradually assemble a personal record of their learning and progress. They then keep their work in their own Secret Club folder which can be made from two sheets of A4 card, and individually decorated.

In the Activity Book, each unit finishes with a communicative self-evaluation activity. In pairs, the pupils read the questions and answers, and then, either talking about themselves, or using the pictures in their books, they make their own sentences. They then colour the face that they decide best represents their effort. The aim is for them to learn to assess and take responsibility for their own learning. This activity also provides a useful indication to the teacher of areas that may need additional work. (See *Evaluation* page 7.)

Course components

For the pupil	For the teacher
Pupil's Book	Teacher's Book
Activity Book	Class CD
Interactive CD-ROM	Flashcards
	Posters
	DVD



Pupil's components

- ▶ The **Pupil's Book** is a core component of *Tracks*. It presents, practises and revises the target language.
- ▶ Each page of the Pupil's Book, combined with Activity Book material, represents one teaching lesson.
- ▶ The Pupil's Book is divided into ten units, each exploring a theme relevant to the world of the child. There are five review sections called *Backtrack* (located after Units 2, 4, 6, 8 and 10) and six episodes of an adventure story, *The Secret Door* (located after Units 1, 3, 5, 7, 9 and 10). At the end of the Pupil's Book, there are two *Festivals* lessons and three cross-curricular *Look at the world* lessons: *Penfriends*, *Seasons on the farm* and *Rainforest animals in danger*.
- ▶ At Level 4 the written word is further consolidated and the key language of the lesson is listed at the bottom of each page in a lesson reference bar.
- ▶ The **Activity Book** is an integral part of the course; it provides additional practice and reinforcement of the language covered, and at Level 4

provides further written consolidation.

- ▶ In the core units there are generally two activities on the page. The first activity provides an essential practice stage of each lesson, and is designed to be completed in class, after finishing the Pupil's Book material. The second activity, however, can either be completed in the class, or set as homework.
- ▶ In the *Backtrack* sections a *Question maker* activity helps the pupils focus on question formation.
- ▶ There is a **picture dictionary** activity and a self-assessment activity at the end of each unit.
- ▶ At the back of the Activity Book, there are five pages of colourful **cut-out** materials. These are used for a variety of games and fun activities: pair work, group work and whole class communicative activities. There's also a progress certificate for the pupils to complete.
- ▶ The **CD-ROM** can be used both in the classroom and at home.
- ▶ It follows the same structure as the Pupil's Book, i.e. ten core units, six

story episodes, and five *Backtrack* revision sessions.

- ▶ It practises the language of each unit through interactive fun activities and games.
- ▶ At Level 4 the activities include word recognition through matching and labelling pictures and simple spelling completion games.
- ▶ Pronunciation is addressed through record and playback activities.
- ▶ It also includes all of the songs and chants featured in the Pupil's Book.
- ▶ In addition, there is a mini picture dictionary with the vocabulary featured in the units. The pupils can either view the words unit by unit or alphabetically.
- ▶ After completing all the activities in one unit, the pupil is rewarded with an end-of-unit certificate.
- ▶ The CD-ROM can be used after completing each unit in the Pupil's Book for consolidation purposes, or at the end of the year to revise the language of the entire level.



Teacher's components

- ▶ The **Teacher's Book** provides step-by-step teaching instructions for each lesson.
- ▶ Each page of the Teacher's Book notes contains a reduced colour page of the relevant Pupil's Book for easy reference.
- ▶ Lesson notes open with a colour coded lesson box summarising all the key language and the materials needed for the lesson. The lesson notes include all lesson procedures, including warmers, ending-the-lesson activities and ideas for extra activities. Tapescripts are cross-referenced and included in a separate section.
- ▶ At the back of the Teacher's Book, there are four cross-curricular poster lessons, a DVD section with photocopiable worksheets, and a section on evaluation with ten photocopiable tests, one for each unit, followed by a photocopiable progress certificate (page 119). After completing each end-of-unit test, the pupils colour the appropriate footprint on their certificate, to record their progress.
- ▶ The **Class CDs** feature high-quality audio material for classroom use. This includes the core unit story as well as the adventure story in episodes. It also contains all the songs and chants, dialogues and pronunciation work.
- ▶ There are 48 **flashcards** per level for use in presenting and practising all the key vocabulary. They are also used in classroom games, either as a part of the main teaching lesson or suggested in the extra activity.
- ▶ *Tracks* includes four classroom **posters** per level, one of which is a games poster. These posters focus on cross-curricular themes that are linked to and extend the topics in the Pupil's Book. They can be used flexibly for presentation as well as consolidation purposes.
- ▶ *Tracks* offers one **DVD** every two levels of the course. DVD 2 covers Level 3 and Level 4. Episodes 4 and 5 are specifically for Level 4.
- ▶ The DVD recycles key language in new situations. It also provides opportunities for pupils to extend the language they learn in the classroom.
- ▶ The episodes follow an English family who own a 'magic bus' that can take them around the world, and even back in time!
- ▶ Each episode features fun activities and games with the family on board the bus. Songs are also included and the pupils are encouraged to sing along.
- ▶ There is also a *Window on the World* section, which introduces pupils to real elements of the English-speaking world.
- ▶ At the back of the Teacher's Book, there is a separate section dedicated to the DVD work, including suggestions for using each episode in the classroom. Two photocopiable worksheets for the pupils are also included for Level 4.

Course structure

Each level of *Tracks* is divided into a series of teaching units, arranged around a specific theme.

Each of the ten units at Level 4 contains four pages, one per lesson. These follow a clear pattern and prepare the pupils for the personalisation activity on the last page of each unit of the Pupil's Book, and the self-assessment activity on the last page of the unit in the Activity Book. A summary of target language is provided at the bottom of each Pupil's Book page.

At Level 4, the Activity Book is an integral part of the course. The Pupil's Book is non-write in; the Activity Book therefore provides all the pen to paper stages of the lesson. There is an Activity Book page for each page of every unit in the Pupil's Book (and one for each story and review spread).

Unit structure

The image displays four pages from a Pupil's Book unit, labeled A, B, C, and D. Page A is titled '3 What time is it?' and features a mini-story with a clock. Page B shows a clock and a dialogue. Page C shows a dialogue and a list of activities. Page D shows a dialogue and a writing prompt.

1 Main presentation and practice

- ▶ The first page (A) of each unit in the Pupil's Book presents the theme of the unit through a mini-story, and introduces the key language (words and/or structure). The target language for the lesson is then focussed on and practised with a simple chant. This gives the pupils the opportunity to listen and repeat in a motivating, fun way.
- ▶ The corresponding Activity Book page provides further written practice of the target language. At the bottom of each page there are brief prompts for the teacher (or parent) on how to operate or check the activity.

2 Second presentation and practice

- ▶ The next opposite page (B) either introduces additional, related vocabulary (e.g. adjectives and numbers) or presents the unit structure with vocabulary from the previous lesson.
- ▶ The lesson includes a task-based listening or reading activity and a further practice activity or a game to promote production of the new language covered so far in the unit.
- ▶ The Activity Book provides written practice of new vocabulary and further practice of the unit structure.

3 Extension/Consolidation

- ▶ On this page (C) the language for the unit theme is extended, for example with the introduction of question forms for the unit structure.
- ▶ This language is presented by means of a listening activity frequently featuring the main story characters.
- ▶ This is followed by a simple speaking practice activity, linked to the activity.
- ▶ The Activity Book provides practice of any additional new language.

Every two units of Level 4 material constitutes a teaching block and is followed by a review section called *Backtrack*. There are five *Backtrack* spreads and these are located after Units 2, 4, 6, 8 and 10.

Each episode of the review story, *The Secret Door*, is found at the end of Units 1, 3, 5, 7, 9 with the final episode coming after Unit 10.

At the end of the book, there are two *Festivals* pages. At Level 4, these are about Christmas and Festivals in Britain. These pages should be used at the appropriate times of year, and can form part of a series of cross-curricular lessons based around a seasonal theme.

In addition, at Level 4, there are three cross-cultural *Look at the world* pages, on the topics of penfriends, seasons on the farm and rainforest animals in danger. These provide background information and activities related to different cultural topics from around the world.

4 Round up

- ▶ This page (D) concludes the unit. It includes a consolidation game and a personalisation activity. These summarise the communicative aim of the unit, link the unit language together and personalise the language for the pupils.
- ▶ In the Activity Book there is usually firstly a reading and completion activity.
- ▶ The picture dictionary activity (E) provides additional practice for the pupils' literacy skills in English as well as consolidating vocabulary learnt in the unit. There is provision for this in the Teacher's Notes for the unit.
- ▶ There is also a communicative, personalised, self-assessment activity (F), in which the pupils evaluate their own progress, while revising all the core unit language.

E



F

Skills and language syllabus

Each unit in *Tracks* has a very clear communicative aim: the pupils not only learn the relevant words and structures, but also have opportunities to use them and relate them to their own lives.

At Level 4, while maintaining a focus on **listening** and **speaking** skills, there is a systematic emphasis on the further development of **reading** and **writing** skills. For example, the 'I can do it in English!' activity at the end of every unit, provides pupils with model sentences for them to adapt to write about their own experiences. The *Picture Dictionary* at this level features the written word as opposed to stickers. Additionally, the *Question maker* activity on the *Backtrack* pages in the Activity Book encourages the pupils to read and copy while reflecting on question formation.

1 Vocabulary

The pupils learn between 10 and 15 new words in each unit, arranged around the unit topic. For example, in Unit 6 they learn the following words for weather and seasons: *hot, cold, windy, cloudy, sunny, raining, snowing, spring, summer, autumn, winter*.

2 Structures

At Level 4 the pupils learn to talk about their routines and to ask and answer questions using continuous forms such as *What are you doing? I'm (reading a book)*. They learn to talk about their hobbies and other free time activities using structures such as *I like (swimming)*. *Do you like (playing computer games)?*

3 Receptive language

The pupils are also exposed to a limited range of in-context receptive language in each lesson. An overview can be found in the *Scope and sequence* chart on pages 12 and 13.

4 Review

All language is reviewed and recycled every two units in the *Backtrack* spread (see *Course structure* page 6). Language is also consolidated in fresh contexts in the adventure story, *The Secret Door* (after Units 1, 3, 5, 7, 9 and 10).

At Level 4, in *Backtrack* lessons, there is a song, a game, a pronunciation rhyme and a *Question maker*, all of which serve to link and recycle language from the two previous units.

Evaluation

Tracks Level 4 evaluates the pupils' progress in three ways:

1 Formative

In this form of evaluation, the teacher monitors and checks on the pupils' progress during the classroom activities on an on-going basis. We recommend that teachers use a photocopiable evaluation chart to record classroom activities (see page 106).

2 Summative

This form of evaluation is through structured testing. Ten photocopiable tests, one per unit, are located at the end of this Teacher's Book, along with a test record sheet and marking criteria (see page 107).

To provide additional motivation for the pupils, a *progress certificate* is provided in the Activity Book. (There is also a photocopiable version on page 119 of the Teacher's Book.) The certificate has 'footprints' for the pupils to colour, representing successful completion of the corresponding end-of-unit test. By the end of the year, each pupil will have ten coloured footprints, representing their learning path and achievements in the school year.

3 Self-evaluation

At the end of each Activity Book unit, the pupils are invited to evaluate the effort that they have put into their participation and study during the unit's activities. In this way, they are encouraged to take responsibility for their own learning and develop a realistic awareness of their learning goals.

There are individual lesson notes in the Teacher's Book on how to carry out the self-assessment activities.

Practical tips and techniques in the primary classroom



Maintaining motivation

It is extremely important to maintain the pupils' motivation and involvement during every lesson. When children are motivated, they learn more quickly and more actively. You are also less likely to encounter problems with discipline and challenging behaviour.

Here are some suggestions for promoting classroom motivation:

- 1 Make the classroom a fun and exciting environment. If you are relaxed and lighthearted in your approach, your pupils will follow your example and many barriers to learning will be broken down. A happy, positive classroom environment will stimulate the pupils' creativity and willingness to participate and learn.
- 2 Praise and encourage the pupils when they suggest their own ideas. For example, when you are presenting a new story episode, encourage the pupils to guess and talk about what they think is going to happen. All suggestions should be valued and acknowledged. Similarly, encourage the pupils to think of alternative ways of carrying out activities and games and if they are feasible, try to put their suggestions into action.
- 3 Success is the biggest motivator of all. So try to make every pupil feel successful and praise their attempts lavishly. Every pupil should be familiar with expressions such as: *Good boy/girl; Good work; Well done! Excellent try! You did that very well*, etc.
- 4 Errors need to be corrected, but in order for this not to jeopardise classroom motivation, try to apply a positive and tactful means of correcting errors. Avoid using words such as *No* or *That's wrong* as these can create negative associations to learning. Instead, say, *Good try! Try again ...* Then model the correct answer for the pupil to repeat. When the pupil repeats it correctly, praise their work with *That's right. Well done!*
- 5 Remember that pupils vary considerably in their levels of social confidence. Some pupils will be happy to come to the front and speak out in front of the class. Others will be much more inhibited and shy. These pupils may lose motivation quickly if they are frequently put into situations that they find awkward or embarrassing. They may feel more comfortable speaking as part of a group and can be slowly encouraged to speak alone when they are ready. Be careful not to only ask the confident, extrovert pupils for answers and try to find tactful ways to include and praise the quieter ones.

The well managed classroom

A motivated and relaxed class involves maintaining a well managed and well ordered classroom. The pupils need to be clear about what is expected of them and what will not be tolerated.

- 1 *Classroom routine* It is useful to create a consistent lesson routine, so that the pupils know what to expect and what you expect from them. You could play some music that the pupils come to associate with English while giving out the books. You may like to start the class with some simple stretching exercises to prepare the pupils for learning. Whatever routine you choose, ritualise it so that it becomes a trigger for the behaviour you expect from the pupils.
- 2 *Classroom rules* Establish a clear and consistent set of classroom rules and ensure that all the pupils know what to expect. Use hand gestures to reinforce your instructions, such as placing a finger to your ear for *Listen*, placing a finger on your lips for *Be quiet* and raising or lowering your hand for *Stand up* and *Sit down*. Praise the students for following your rules. Try to avoid enforcing the rules in a negative way. So instead of saying, *Don't talk to your friend*, you could say, *Please pay attention to me*. Then praise them when they behave as you expect.
- 3 To create a sense of order, ensure that you are well prepared for every lesson. Read the lesson notes and prepare any materials you will need before the lesson. The pupils will quickly lose interest if they are made to wait while you find the correct flashcards or look for photocopies or crayons.
- 4 *Behaviour* Even a well-motivated and well-managed class can occasionally present some problems with discipline. Extremely hot weather, hunger, illness and tiredness can affect behaviour adversely. You will need some flexibility in your lesson planning to address these issues. If the pupils are not engaging with your planned activity, add a fun element to try to regain their attention. On other occasions, the activity you propose may not be appropriate to the mood of the class. If this is the case, change it and ask the pupils to sing a song or chant instead.

With challenging individuals, it often helps to isolate them from their classmates so that they do not infect the rest of the class with an attitude of non-cooperation. Often moving them away from their friends and placing them at the front of the class, near to you, is sufficient. If it is not, you could consider asking the child to sit alone for a little while on a special chair until they are ready to cooperate and rejoin the class.

Always praise good behaviour so that bad behaviour does not become a means of gaining your attention.

Procedure for presenting a story

Help the pupils to understand that they are going to have a story lesson by using certain routines. Here are some ideas:

- 1 Make sure the pupils are sitting quietly and can all see clearly. Use cross-over movements to help concentration. Show the pupils how they should cross their feet, and place their right hand on their left knee, and their left hand on their right knee. Ask them to breathe in, slowly and deeply, three times.
- 2 Play some music the pupils will associate with story time, or wear an item of clothing associated with one of the characters, such as a hat and say *It's time for a story*.
- 3 Set the scene for the story by giving the pupils some time to look carefully at the pictures in their books. Encourage them to talk about what they can see; the atmosphere, the scene and the characters. Create a sense of expectation and allow the pupils to use their imaginations and make predictions.
- 4 Play the story recording once. The pupils listen carefully to get the gist of the story. They show understanding by pointing to the pictures with their fingers. Explain that the 'ping' sound tells them when to move on to the next picture. Pause after each 'ping' sound to check that the children understand.
- 5 Then play the recording again. This time, the pupils listen for detail. Ask specific questions to make sure that the pupils have understood these details, for example, *What does he want? Is he happy? What is she doing?*

Acting out stories

In *The Secret Door* the pupils are encouraged to act out the story, imitating the characters' voices. To facilitate this you can do the following:

- 1 Prepare the pupils for acting by playing the recording again, so that they can memorise the key phrases and expressions. Pause the recording just before each line so that the pupils can guess what comes next. Take things slowly and make sure that all the pupils are involved and trying to remember the lines.
- 2 Prepare a set in which the pupils will act out the story. Simple elements are sufficient, for example, some desks or chairs arranged to represent the truck or the tunnel and the site of the excavation, a piece of yellow cloth for the sand, and a large piece of paper or card attached to the door or a piece of cloth hung up within the classroom for the entrance to the inner chamber.
- 3 Take in clothes to represent the characters, such as shorts, hats and boots, and some props such as binoculars and notebooks.
- 4 Assign the roles. The main characters are Mandy, Kalim, Mandy's mum and dad, Kalim's father Ahmed, and Mitzy the cat. Some pupils can play the part of the statues, and some can play the spiders or the snakes in Episodes 3 and 4. Other pupils can play other workers on the excavation. Try to ensure that each pupil takes part in the acting at least once, repeating the episodes if necessary with different pupils taking part.
- 5 Play the musical introduction to the story and let the 'actors' express themselves freely. They can look at the story pictures (examples shown here) for ideas on how to act the different characters.
- 6 Praise their attempts and encourage the whole class to clap at the end.

Introducing songs and chants

The songs and chants in *Tracks* are motivating and help the pupils to both learn and practise the new language. Help the pupils anticipate that they are going to learn a new song by using a ritual. For example, you could gain their attention by playing a special sequence of sounds on a musical instrument.

- 1 Play the song or the chant to the class. The pupils listen.
- 2 Repeat the song, encouraging them to clap the rhythm.
- 3 Recite the words of the song with the class, without the music or recording. Say each line and ask the pupils to repeat.
- 4 Now recite the words again, this time using the rhythm of the song or the chant. Again, the pupils follow your example.
- 5 Now sing the song with the class, using the recording, a number of times.

To reinforce the meaning and further aid language learning, encourage the pupils to perform actions while they sing. They can also hold up corresponding objects or point to things in the classroom.

Play the songs from *Tracks* as background music while the pupils are carrying out desk-based activities. By hearing the songs a number of times, they will quickly learn them.





Playing games

Games are an important feature of *Tracks* and a wide range of games are presented. Some are whole class games, others are played in groups or pairs and some are played alone by individuals. *Tracks* contains a number of board games, memory games and games using the flashcards and other materials. Many are based on popular children's games such as board races, card games and guessing games. The lesson notes give detailed guidance on how to play each game, but the following general points should be considered:

- 1 Before introducing any new game, be absolutely sure that you understand the rules. It is very de-motivating for the pupils if you suddenly change the rules due to a misunderstanding. You may need to read the lesson notes about the game a number of times to be sure of what you expect the pupils to do.
- 2 Be absolutely sure that you have all the materials needed for the game to hand. You will need the correct number of counters, dice, photocopied sheets, etc. for your class.
- 3 Ask the pupils to look carefully at the pictures in their books and to try to guess the rules of the game as best they can. This will develop their skills of deduction as well as incite their interest in the game itself.
- 4 Explain the rules carefully, drawing on the pupils' own suggestions. You may need to do this a number of times. Check comprehension by asking the pupils questions about the rules.
- 5 Demonstrate the game with the whole class. You may need to do this a number of times until you are sure that everyone knows what to do.
- 6 Divide the class into groups or pairs. Allow them to enjoy playing the game freely. Move around the class while they are playing to monitor their progress, offer help and note down any difficulties.
- 7 Announce the winner from each group or pair and write their names on the board.

When you play the game again, make sure that different pupils are used as 'leaders' so that as many pupils as possible have the opportunity to lead the games.

Managing TPR

Many of the activities in *Tracks* use physical movement to show understanding of the target language. This is called *Total Physical Response*, or TPR. This is based on the idea that pupils learn better when they use movement to engage their whole bodies in learning. In *Tracks*, many of the TPR activities are in the form of action games. Others are movement activities to accompany songs, chants or other activities. Detailed guidance is provided in individual lesson notes. However, the following points should be considered:

- 1 Be very clear about the aim of the activity or game and explain it to the class.
- 2 Explain exactly what the movement is to represent, for example, an animal, a feeling or a particular action. Invite the children to offer their own suggestions on which movements can represent this. Encourage them to use their imagination to come up with ideas for the movements.
- 3 Demonstrate an action to the class and call on volunteers to come to the front to demonstrate their ideas. In the case of a game, demonstrate the game and its rules as a whole class activity.
- 4 Participate in the activity along with the class.
- 5 Repeat the activity a number of times so that every pupil has the chance to participate or 'lead' it, if appropriate.

Using flashcards

The flashcards provided with *Tracks* are a valuable resource to use during the lessons for both introducing and practising new words. They provide a clear visual cue to the pupils, who quickly learn to associate each picture with the corresponding word.

Flashcards for presenting new words

- 1 You could create a classroom routine around presenting new words with your flashcards. For example, cover the flashcards, either with paper, the back of a different flashcard, or put them in a large envelope. Gradually reveal parts of the flashcard, eliciting the word.
- 2 Hold up pairs of flashcards. Say a word. The pupils point to the correct card and/or say the word.

Flashcards for practice

- 1 Play memory games. Display a number of cards. Give the pupils a few seconds to look at them, then cover the cards with a 'magic sheet'. Remove a card without the pupils seeing. The pupils say which card is missing.
- 2 Display a card and cover it with a sheet of paper. Slowly reveal the card. The pupils have to guess the picture on the card and say the word.
- 3 Card drilling. Display the cards in a sequence. The children chant the words. Change the order of the cards, add or remove them. The pupils adapt their chanting accordingly.
- 4 Place cards in different parts of the classroom. Say a word. The pupils point to or race to touch the card.
- 5 Show a card. The pupils perform a corresponding action.

Using the Picture Dictionary

The Picture Dictionary is both a fun way for the pupils to review the words they have learnt, and it also serves as an attractive reference tool. At Level 4, the emphasis is on providing written consolidation, and the pupils label the pictures. A Picture Dictionary activity occurs at the end of most units, with guidance given in the Teacher's Notes.

Follow the procedure below to use the Picture Dictionary in class.

- ▷ Show the pupils the Picture Dictionary pages in their Activity Book, ask them to look at the pictures for the unit, and point to, identify, and name the pictures.
- ▷ Ask the pupils to label the pictures.
- ▷ Move around the room while they are working to offer praise and encouragement.
- ▷ You can ask the pupils to cover up the words in the Picture Dictionary, either using their hands, or with little slips of paper. In pairs, Pupil A points to the pictures, Pupil B tries to remember the words. The pupils then swap roles.

Using cross-curricular materials

You can use *Tracks* cross-curricular materials at regular intervals during Level 4, or choose a suitable time during the year when they are particularly appropriate. The following guidelines indicate where they fit in the language learning programme.

The *Look at the world* lessons (on pages 66–71 of the Pupil's Book) can be used at any point during the school year, but they have been designed for use as follows:

Look at the world 1 Penfriends, after Unit 1;
Look at the world 2 Seasons on the farm, during or after Unit 4;
Look at the world 3 Rainforest animals in danger, during or after Unit 5.

The four posters at Level 4 can be used as part of a normal lesson or as the basis for a separate lesson. Teaching notes for poster lessons can be found on pages 90 to 93 and the lessons can be introduced as follows:

Poster 1 *Everyone's different*, during or after Unit 2;
 Poster 2 *Measure the weather*, during or after Unit 6;
 Poster 3 *Alphabet game*, after Unit 5;
 Poster 4 *My hometown*, during or after Unit 8.

Encouraging parental involvement

Establishing clear communication with parents allows them to share their concerns with you. It also promotes their support in encouraging the pupils to learn more and faster. It is therefore important to keep parents informed about what their children are learning and about their progress.

- ▷ *Tracks* supports parental involvement by providing a reference bar at the foot of every Pupil's Book and Activity Book page. In this way, parents can clearly see what language their children are learning at a particular time, and can appreciate the required outcomes of activities from the Activity Book, which may be set as homework.
- ▷ Parents will receive a progress certificate containing coloured spaces, following each end-of-unit test (see *Evaluation*, page 7).

You may like to also consider the following ideas:

- 1 You could send home regular newsletters to talk about the activities you are doing in the English class and what the pupils are learning about.
- 2 You could hold 'open days' when parents can come into the classroom to look at displays of the pupils' work and talk to you about their children's work.
- 3 You could invite parents to the school to hear the pupils perform the songs from the course.
- 4 You could invite parents to an end of course theatre performance of the adventure story.

Tracks Level 4: Scope and sequence

Unit	New structures	New vocabulary	Recycled language	Receptive language
1 Welcome!	<p><i>Who's this?</i> <i>What's his/her name?</i> <i>His/Her name's ...</i> <i>What's his/her favourite colour?</i> <i>How old is he/she?</i> <i>He's/She's (ten).</i></p>	<p>Character names: <i>Leo, Amir, Lucy, Kim</i></p> <p><i>owl, TV, curly (hair)</i></p>	<p><i>What's your name?</i> <i>How old are you? I'm (ten).</i> <i>This is (my friend).</i> <i>What's your favourite colour?</i> <i>He's/She's got (brown hair and brown eyes).</i> <i>He's/She's wearing...</i> <i>There's a (pencil) in/on/under/behind the (door).</i> <i>There are (two beds).</i> <i>Where's the (cat)? It's (under) the (chair).</i> <i>Where are the (pencils)? They're (on) the (sofa).</i> Physical descriptions, Colours, Clothes, Furniture, Pets, Food</p>	<p><i>Welcome to the Blue Owls Club!</i> <i>together, forever, clubhouse</i></p> <p>Club names from page 5 (<i>The Black Spiders, Eagles, Supergirls, The Blue Stars, The Banana Gang, The Red Dragons, Shadows, Yellow Fire, Black Eagle, Star</i>) <i>code name, member</i></p>
Story Time The Secret Door 1			<p><i>How old are you?</i> <i>He/She likes...</i> <i>What's your name?</i> <i>There are...</i> <i>It's (big)</i> <i>Can you...?</i> <i>Goodbye!</i> <i>See you tomorrow</i></p>	<i>Act out.</i>
2 Where do you live?	<p><i>Where do you live?</i> <i>What's your telephone number?</i> <i>Have you got brothers or sisters?</i> <i>He/She can/can't (play the recorder) (very well).</i> <i>He/She likes (apples), but he/she doesn't like (bananas).</i> <i>Go away!</i></p>	<p><i>address, age, telephone number</i></p> <p><i>play basketball, box (n)</i></p> <p>Character name: <i>Miss Todd</i></p>	<p><i>How old are you? I'm</i> <i>Have you got ...? Yes, I have./No, I haven't.</i> <i>He/She likes (art).</i> <i>His/Her favourite food is (pizza).</i> <i>I like/don't like (pizza).</i> <i>Do you like (sport)?</i> <i>Yes, I do./No, I don't.</i> <i>Can you (play football)?</i> <i>play football, play the recorder, draw, paint, rollerskate</i></p> <p>Food, Family, Animals, School subjects</p>	<p><i>Street, Road, (+ names) near, Miss Todd's house, there, a lot of, Go away!, Sorry, Find someone who ..., survey</i></p>
Backtrack 1	Revision of Units 1 and 2	Sound hound: /æ/ <i>hat</i> and /eə/ <i>hair(y)</i>		
3 What time is it?	<p><i>What time is it?</i> <i>It's (six) o' clock.</i> <i>It's half/quarter past/to (ten).</i> <i>I (get up) at (half past seven).</i> <i>Me too!</i> <i>Please write soon.</i></p>	<p>Daily routines: <i>get up, have breakfast, go to school, have a break, have lunch, go home, have dinner, go to bed</i></p>	<p>Numbers 1 to 12</p>	<p><i>Wow! What's in it?</i> <i>Come on!</i> <i>clock, hands (for a clock), sports team</i></p>
Story Time The Secret Door 2			<p><i>What time ...?</i> <i>I get up at ...</i> <i>I have breakfast at ...</i> <i>Where are you?</i></p>	<p><i>What does it mean?</i> <i>It's a tunnel!</i> <i>Help!</i></p>

Unit	New structures	New vocabulary	Recycled language	Receptive language
4 What day is it?	<i>What day is it?</i> <i>It's (Friday).</i> <i>I (go swimming) on (Sundays).</i> <i>Do you (play football) on (Tuesdays)?</i> <i>I (play football) on (Tuesdays) at (four o'clock).</i> <i>I (have a music lesson) on (Thursdays).</i>	Days of the week: <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i> Hobbies: <i>have music lessons, play outside, go swimming, do gymnastics, play computer games, play football</i>	<i>How many (boxes on Tuesday)?</i>	<i>next week's watch, meeting, timetable, cross the river</i> abbreviations for days of the week: <i>Mon, Tue, Wed, Thur, Fri, Sat, Sun.</i>
Backtrack 2	Revision of Units 3 and 4		Sound hound: /t/ time and /θ/ thing	
5 It's beautiful!	<i>They're (lions).</i> <i>They're (thin).</i> <i>Are they (lions/thin)?</i> <i>Yes, they are./No, they aren't.</i> <i>They/(Cats) can (climb trees) but they can't (fly).</i> <i>They've got (long legs) and (small heads).</i> <i>They like (bamboo).</i> <i>These animals are (big and grey).</i>	Animals: <i>gorilla, lion, monkey, panda, parrot</i> Adjectives: <i>thin, fat, beautiful</i> Verbs: <i>climb trees, run, fly</i>	<i>It's (strong). Is it a/an (gorilla)? Is it (strong)?</i> <i>Yes, it is./No, it isn't.</i> <i>bread, swim, jump</i> Animals: <i>ostrich, tortoise, elephant, rat, bear, fish, duck, tiger</i> Adjectives <i>big, small, strong, fast, slow, thirsty, hungry</i> Colours	<i>bamboo, soft fur</i> Character names: <i>Nick</i>
Story Time The Secret Door 3			<i>It's beautiful</i> <i>Have you got.....?</i> Days of the week Animals	<i>It's a code.</i> <i>Click!</i> <i>Touch...</i> <i>Whoosh!</i> <i>Help!</i>
6 It's windy!	<i>What's the weather like?</i> <i>It's (cold).</i> <i>I like (swimming).</i> <i>What do you like doing?</i> <i>Do you like (playing computer games)?</i>	Weather: <i>cold, hot, windy, cloudy, sunny, raining, snowing</i> Seasons: <i>spring, summer, autumn, winter</i> Free time activities: <i>flying a kite, playing (computer games), skating, going for a walk, riding a bike, building a snowman, swimming</i>	<i>Is it...? Yes it is./No, it isn't.</i> <i>Do you like...?</i> <i>I like...</i>	<i>Hurry up!</i>
Backtrack 3	Revision of Units 5 and 6		Sound hound: /v/ very and /w/ what	
7 What's he doing?	<i>What's he/she doing?</i> <i>He's/She's (talking to) (Nick).</i> <i>Are you (taking photos)?</i> <i>Yes, I am./No, I'm not.</i> <i>What are you doing?</i> <i>I'm (going to the police station).</i>	<i>talking to, looking at, buying, writing (an email), playing (basketball/a computer game/the piano), riding (a horse/a bike), reading (a book), watching (TV/the house), going to (the police station)</i>	<i>I'm/He's wearing... riding my bike</i> Colours, Clothes	

Unit	New structures	New vocabulary	Recycled language	Receptive language
Story Time The Secret Door 4			<i>It's windy/cold/raining.</i> <i>What's the weather like?</i> Seasons <i>What are you doing?</i>	<i>How can we cross?</i> <i>Wow!</i> <i>It's a bridge.</i> <i>She's taking (the treasure).</i>
8 Where's the park?	<i>There isn't a (police station).</i> <i>The (cinema) is opposite/next to the (police station).</i> <i>The (cinema) is between the (park) and the (swimming pool).</i> <i>Go straight on.</i> <i>Turn left.</i> <i>Turn right.</i> <i>Stop at the (parking sign).</i>	Places in town: <i>street, library, cinema, park, zoo, swimming pool, café, parking sign</i> <i>opposite, next to, between</i>	<i>There's a (school).</i> <i>Where's the...?</i> <i>road</i>	<i>Give directions.</i>
Backtrack 4	Revision of Units 7 and 8	Sound hound: /s/ <i>supermarket</i> and /ʃ/ <i>shop</i>		
9 Let's go to the zoo!	<i>What shall we do?</i> <i>Let's (go to the zoo).</i> <i>Good idea!</i> <i>What do you want to do?</i> <i>I want to (buy a new computer).</i> <i>Do you want to (go to the beach)?</i>	<i>Congratulations!</i> <i>help (the gorilla),</i> <i>open (the door),</i> <i>go to (the police station),</i> <i>go to the beach,</i> <i>go for a bike ride,</i> <i>go for a walk,</i> <i>go on holiday,</i> <i>watch a DVD,</i> <i>play volleyball,</i> <i>play a board game,</i> <i>make a cake,</i> <i>have a party</i>	<i>zoo, cinema,</i> <i>police station,</i> <i>swimming pool</i>	<i>mend the roof,</i> <i>decide where to go.</i> <i>make dialogues,</i> <i>reward</i>
Story Time The Secret Door 5			<i>What shall we do?</i> <i>Go straight on. Turn left.</i> <i>Turn right/ behind</i> <i>What do you want to do?</i>	<i>Give the treasure back.</i> <i>Wow!</i> <i>escape</i>
10 The animals are safe	-	<i>safe (adj)</i>	Course structures Course vocabulary	
Backtrack 5	Revision of Units 1 to 10			
Story Time The Secret Door 6			<i>What's the time?</i> <i>He can...</i> <i>I want to...</i>	<i>Great!</i> <i>pull the lever.</i> <i>stairs</i>
Christmas		<i>reindeer, robin, angel, gift tag</i>	<i>Christmas tree,</i> <i>snowman,</i> <i>Father Christmas</i>	<i>ribbon</i> <i>thank you letter</i>

Unit	New structures	New vocabulary	Recycled language	Receptive language
Festivals in Britain		<i>Harvest festival, Mother's Day, Father's Day, Valentine's Day, New Year's Day, May Day, Bonfire Night</i>	Months of the year, Seasons, <i>Christmas, Halloween</i>	
Look at the world 1 Penfriends		Countries: <i>Egypt, Brazil, Australia, India</i> Homes: <i>(sheep) farm, flat, (house) boat</i> <i>city, village, penfriend</i>	<i>I've got... My name's... I live in... I like... There is/are... Furniture</i>	<i>design (v) unusual mobile home</i>
Look at the world 2 Seasons on the farm		Fruit and vegetables: <i>sweetcorn, beans, pumpkin, cabbage, sprouts, plums, strawberries,</i> <i>seeds</i>	<i>cold, snowy, sunny, warm</i> <i>What's your favourite...?</i> Seasons, Food	<i>(tomato) plant lantern</i>
Look at the world 3 Rainforest animals in danger		<i>squirrel monkey</i>	<i>dog, duck, goldfish, monkey, parrot, hamster</i> Pets	<i>Find out! Save the (tiger/ rainforests)! wild, choose, disappearing</i>

Unit 1

Lesson 1

LESSON AIMS asking for and giving personal information about other people, saying a chant

TARGET LANGUAGE *Leo, Amir, Lucy, Kim, owl. Who's this? This is (my friend/ Amir). What's his/her name? His/Her name's (Kim). How old is he/she? He's/ She's ten. What's his/her favourite colour?*

RECEPTIVE LANGUAGE *Welcome to the Blue Owls Club! together, forever*

MATERIALS Pupil's Book title page and page 2, Activity Book page 2, Class CD, character flashcards (*Leo, Amir, Lucy, Kim*)

Warmer

- ▷ Greet individual pupils. Say *Hello, I'm (name). What's your name?* Elicit *Hello, my name's (name).*
- ▷ In small groups, the pupils greet each other in turn.
- ▷ Tell the pupils they are going to meet new characters. Show the character flashcards (1-4) one by one. Say *Look, this is (Leo)* and point to (Leo). Using L1 as needed, briefly describe their personalities (see *Introduction* page 2). Ask the pupils if they know anyone similar.

Pupil's Book title page

- ▷ Help the pupils to find the title page in their books. Say *Open your books.*
- ▷ Call out the character names, and ask the pupils to point to them in their books.

Pupil's Book page 2

1 Listen and read.

- ▷ Show the pupils the first picture on page 2. Ask them to talk about what they can see: the atmosphere, the scene and the characters. Encourage them to guess what is happening.
- ▷ Tell the pupils they will hear a 'ping' sound when they need to move to another picture. Say *Listen and read.* Play the recording (page 86). The pupils listen and point to the pictures, following the speech bubbles if they want to.
- ▷ Elicit what is happening in the story – Leo, Kim and Lucy have a secret club (the Blue Owls Club). Leo introduces his friend, Amir, to the others. Amir joins the club. Kim gives him a red club wristband.
- ▷ Play the recording again. The pupils listen for the names of the characters and point to the characters as they are mentioned. Ask the pupils to repeat the characters' names after you.

2 Listen and say the Blue Owls chant.

- ▷ Play the chant and point to the coloured wristbands in Picture 5 as the colours are mentioned.
- ▷ Play the chant again, pausing after each line for the pupils to chant and clap the rhythm.
- ▷ Check that pupils understand *together and forever.*

3 Ask and answer.

- ▷ Ask the pupils to repeat the example questions and answers after you.
- ▷ Demonstrate with a pupil. Hold up your book and point to a character. Ask *What's his/her name?*
- ▷ The pupils then work in pairs.

Activity Book page 2

1 Answer the questions about the Blue Owls.

- ▷ Show the character flashcards and elicit their names. Ask for volunteers to write the names on the board.

- ▷ Ask the pupils to open their Activity Book at page 2. Read aloud the questions and answers for Pictures 1 and 2 with the class.
- ▷ The pupils read the questions and write the answers for Amir and Kim.
- ▷ Write the answers on the board. Answers: *He's ten. His favourite colour is red. Her name's Kim. She's ten. Her favourite colour is orange.*

2 Draw your friends or family. Write sentences.

- ▷ Ask the pupils to choose two friends or family members.
- ▷ The pupils draw their pictures and write their sentences.
- ▷ The pupils read their descriptions to their partner.

Ending the lesson

- ▷ Hold up the character flashcards. Ask the pupils to describe each character (name, age, favourite colour).

1 Welcome!

1

2 Listen and read.

3

4

5

2

3 Listen and say the Blue Owls chant.

3

Ask and answer.

What's her name? Her name's Kim.

What's her favourite colour? Orange.

2

Who's this? What's his/her name? His/Her name's (Kim).
How old is he/she? He's/She's (ten).

LESSON AIMS describing people's physical appearance

TARGET LANGUAGE physical descriptions, clothes, colours. *His/Her favourite colour is (red). He's/She's got (curly hair). He's/She's wearing ...*

MATERIALS Pupil's Book page 3, Activity Book page 3, Class CD, character flashcards (1-4), drawing paper, crayons or colouring pencils

Warmer

- ▷ Place the character flashcards (1-4) around the room. Ask pairs of pupils to stand next to a flashcard and answer your questions *What's his/her name? What's his/her favourite colour?* The rest of the class can help if the pair can't answer a question.
- ▷ Revise colours. Ask the pupils to hold up or point to classroom objects or clothes of different colours, e.g. *brown, black, green, yellow, red, blue, purple, orange.*

Pupil's Book page 3

4   **Listen, read and say the name.**

- ▷ Revise the vocabulary for this activity. Ask the pupils to *Point to your eyes/hair.*
- ▷ Ask the pupils to look at the pictures and point to *shoes, a skirt, a T-shirt, jeans, trainers, trousers.*
- ▷ Play the recording (page 86) and pause after each sentence for the pupils to listen and repeat.
- ▷ Play the recording again for the pupils to match the sentences with the correct picture and say the name of the character.

5  **Now describe Amir.**

- ▷ Ask the pupils to look at the picture of Amir. Elicit the colours and clothes vocabulary the pupils need for their description.
- ▷ In pairs, pupils make sentences to describe Amir.
- ▷ Check with the whole class.

6  **Describe a friend and guess.**

- ▷ Ask the pupils to listen and repeat the sentences after you.
- ▷ Demonstrate the activity by describing a pupil in the class. The pupils guess who it is.
- ▷ In pairs, the pupils take turns to describe a friend in the class and guess who it is.

Activity Book page 3

3  **Read and match. Then draw and colour.**



- ▷ Ask the pupils to look at the drawings and say if they recognise the outlines. The pupils write each character's name in the space provided.
- ▷ Ask the pupils to look at the sentences. Explain that they have to match each sentence with the correct picture and draw a line to link them. Elicit the answers to the first two or three sentences. If necessary, draw attention to the use of *he/she* and *his/her* in the sentences. The pupils complete the activity, working individually or in pairs. Check answers.
Answers: Kim – sentences 1, 4, 5, 7 ; Leo – sentences 2, 3, 6, 8
- ▷ The pupils then draw and colour in the hair and clothes of each of the characters to match the information in the sentences.
- ▷ In pairs or groups of three, the pupils show each other their pictures.

4  **Complete the sentences. Use the words in the box.**

- ▷ Ask the pupils to look at the picture of the boy. Read aloud the words in the box with the pupils.
- ▷ Ask one of the pupils to read aloud the example sentence.
- ▷ Tell pupils to refer to the sentences in Activity 3 as a model. Elicit the answer to sentence 2 from the class. Pupils then complete the activity.
- ▷ Check answers by asking individuals to read aloud the sentences.
Answers: 2 *short hair* 3 *eleven* 4 *a jumper* 5 *yellow*

Ending the lesson

- ▷ Give the pupils time to read the sentences in Activity 3 again. The pupils then cover the sentences. Show the flashcards of Leo and Kim to the class and elicit the sentences. The pupils then work in pairs or groups of three and see how many sentences they can remember about Kim and Leo.
- ▷ Each group in turn says a sentence to the class.

4   **Listen, read and say the name.**




1 She's nine. She's got brown hair and brown eyes. She's wearing black shoes, a green skirt and a yellow and green T-shirt. Her favourite colour is green. *Who's this? It's ...*

2 He's nine. He's got curly red hair and green eyes. He's wearing jeans, trainers and a yellow T-shirt. His favourite colour is blue. *Who's this? It's ...*

3 She's ten. She's got long blonde hair and blue eyes. She's wearing black trousers and an orange T-shirt. Her favourite colour is orange. *Who's this? It's ...*

5  **Now describe Amir.**

6  **Describe a friend and guess.**

Who's this? He's ten. He's got dark hair and blue eyes. He's wearing black trousers and a grey jumper.



His/Her favourite colour is (red).

LESSON AIMS saying where things are in a room

TARGET LANGUAGE furniture (TV), pets (cat), food (sandwich). *There's a (pencil) in/on/under/behind the (door). There are (two beds). Where's the (cat)? It's (under) the (chair). Where are the (pencils)? They're (on) the (sofa).*

RECEPTIVE LANGUAGE *clubhouse*

MATERIALS Pupil's Book page 4, Activity Book page 4, Class CD, crayons or colouring pencils, 5 or 6 pre-prepared word cards labelled with items of classroom furniture e.g. *door, window, cupboard, chair, desk, table*

Warmer

- ▷ Revise furniture words. Give pairs of pupils one of the prepared cards. Each pair stands by the item of furniture in the classroom and holds up their card. The rest of the class decide if the pairs are standing in the correct places.

Pupil's Book page 4

7 Listen and repeat.

- ▷ The pupils point to each picture as they listen and repeat the words.

8 Look at the picture. Read and say True or False.

- ▷ Read aloud the title (*Leo and Amir are in the clubhouse*). Check that the pupils understand *clubhouse*. Ask them to name some of the things in the picture.
- ▷ Read aloud the sentences. Elicit the answer for the first sentence.
- ▷ Working individually, the pupils read the sentences again and decide if each sentence is *true* or *false*.
- ▷ Check answers as a class. Ask individuals to read aloud a sentence and say if it is *true* or *false*.
Answers: 1, 5, 6, 7 and 8 are false.

9 Look at the picture of the clubhouse. Ask and answer.

- ▷ Ask two pupils to read aloud the example questions and answers.
- ▷ Elicit two or three more questions and answers from the class, e.g. about the computer game, the sandwiches and the jumper.
- ▷ In pairs, the pupils take turns to ask and answer questions.

Activity Book page 4

5 Listen and circle the extra item.

- ▷ Ask the pupils to name the items in the pictures. Point out that some items are singular (*a door*) and some are plural (*two windows*).
- ▷ Tell the pupils that they are going to listen to four descriptions of clubhouses. There is one picture in each row that is not in the description. The pupils have to circle this extra item. Point out that the pictures of furniture are not in the same order as on the recording.
- ▷ Play number 1 on the recording (page 86) for the pupils to listen and look at the pictures in the first row. The chair is the extra item.
- ▷ Play the remaining descriptions, pausing after each one for the pupils to circle the extra item in the row.
- ▷ The pupils can compare their answers in pairs before checking.
Answers: 2 a bed 3 a table 4 a sofa

The pupils then work in pairs, taking turns to describe a picture for their partner to point to, for example: *There are two chairs.*

6 Look at the clubhouse. Write four more sentences.

- ▷ Ask the pupils to look at the picture and read the sentences. Elicit one or two more sentences from the class.
- ▷ The pupils write four more sentences.
- ▷ Ask them to read out their sentences. Write these on the board.

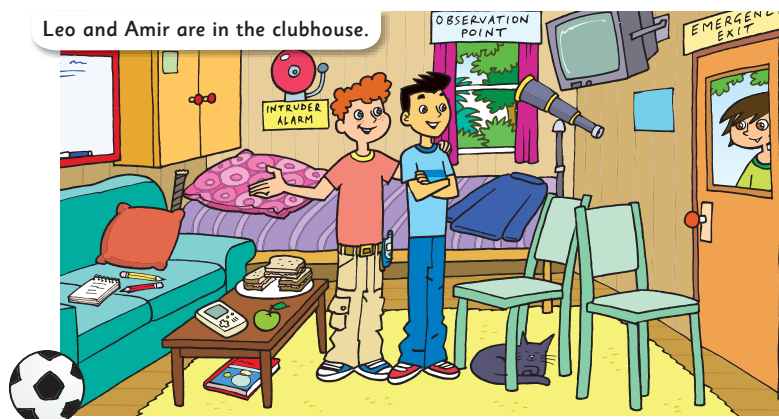
Ending the lesson

- ▷ Tell the pupils they are going to describe their classroom. Elicit one or two sentences, e.g. *There are three windows. There's a green cupboard.*
- ▷ In pairs, the pupils look round the classroom and make four or five sentences. The pairs tell the class their sentences. They can see how many sentences they have thought of.

7 Listen and repeat.



8 Look at the picture. Read and say True or False.



- 1 There's a green door.
- 2 There's an apple on the table.
- 3 Lucy is behind the door.
- 4 There are two chairs.
- 5 Amir is on the sofa.
- 6 There's a bird under the cupboard.
- 7 There are two beds.
- 8 There's a cat under the table.

9 Look at the picture of the clubhouse. Ask and answer.



Furniture items, *in, on, under, behind*
There's a/There are ... (on) the ... Where's the ... ?Where are the ... ?

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress

REVIEW physical appearance, clothes, furniture. *This is (Sam). He's (nine). He's/She's got (black hair). His/Her favourite colour is (red).*

RECEPTIVE LANGUAGE club names (*The Black Spiders, Eagles, The Blue Stars, The Red Dragons, Yellow Fire, Black Eagles, Star*), *code name, member*

MATERIALS Pupil's Book page 5, Activity Book page 5, character flashcards, adhesive putty, 1 sheet of A4 paper or card per pupil, coloured paper, glue, crayons or colouring pencils

Warmer

- ▷ Write on the board *The Blue Owls Club*. Stick the character flashcards on the board. The pupils work in small groups, saying what they remember about the characters, the club and the clubhouse.
- ▷ The groups give feedback to the class.

Pupil's Book page 5

10 ✂️ **Make a secret club. Describe your secret club.**

- 1 Choose a name for your club.**
 - ▷ Ask the pupils to look at the wrist bands and repeat the names of the clubs after you. Present any new vocabulary.
 - ▷ Each pupil chooses a name for his/her club.
- 2 Make a club card.**
 - ▷ Ask the class to look at the picture of the club card. Ask the pupils to repeat the sentences after you.
 - ▷ Each pupil needs an A4 sheet of paper or card, folded to A5 size like a greetings card. Pupils work individually, drawing and colouring their picture for their own club. The pupils write their club name and two sentences about their club.
- 3 Choose your code name.**
 - ▷ Check that pupils understand *code name*. Ask one of the pupils to read aloud the sentence in the picture.

- ▷ Elicit four or five suggestions of code names from the class. Write them on the board.
 - ▷ Each pupil draws a picture of himself/herself on the inside page of their club card and writes their code name. Ask them to check the spelling of any new code names with you first.
- 11** ✂️ **Write about the members of your club. Draw pictures.**
- ▷ Ask the pupils to look at the pictures of the two members of *The Red Dragons* club. Ask individuals to read aloud the sentences about Sam and Emma.
 - ▷ Ask the pupils to choose one boy and one girl from their club and draw their pictures.
 - ▷ Ask them to write a draft of their sentences for you to check before they copy them on to their card.
 - ▷ In pairs or small groups, the pupils read each other's cards.
 - ▷ Ask the pupils to stick their club card on coloured paper and save it in their Secret Club folder, which they can make or you can provide for them. (See *Introduction*, page 3.) Encourage them to use their secret folder throughout the course to keep their work in.

10 ✂️ **Make a secret club. Describe your secret club.**

- 1 Choose a name for your club.**
- 2 Make a club card.**
- 3 Choose your code name.**




I can do it in English!

11 ✂️ **Write about the members of your club. Draw pictures.**

Her name's Emma. She's in my club. Her code name is Star. She's eight. She's got blonde hair and blue eyes. Her favourite colour is pink.



This is Sam. He's in my club. His code name is Black Eagle. He's nine. He's got black hair and brown eyes. His favourite colour is red.



Activity Book page 5

- 7** ✂️ **Read and complete.**
- ▷ Elicit the first sentence about Leo from the class. Pupils complete the sentences individually. Check answers by asking individuals to read aloud the sentences. Answers: 1 *His/He* 2 *His* 3 *Her/She* 4 *Her*
- 8** ✂️ **Complete or circle. Then colour.**
- ▷ Elicit suggestions from the class to complete the first two sentences. Ask the pupils to circle the word they need in the second sentence (either *He* or *She*). The pupils complete the sentences and then read them to a partner.
 - ▷ Each pupil colours the face that they decide best represents their effort.
 - ▷ The pupils read and complete the sentences about their bedroom and then read them to a partner.
 - ▷ Each pupil colours the face that they decide best represents their effort.

Ending the lesson

- ▷ The pupils draw a sketch of their bedroom and label the furniture and other things in it.
- ▷ The pupils show their pictures to a partner.
- ▷ *Picture Dictionary* Help the pupils to complete the words for this unit. Check their spelling by asking them to write the words on the board.

Story Time

The Secret Door 1

LESSON AIMS following and reading a story in English, revising language from Unit 1

TARGET LANGUAGE *a door, a book, a stone, an eye, a hand, spiders, snakes, hungry, big, heavy. What's your name? I'm (Kalim). How old are you? I'm (ten). Who's this? Her name's (Mitzy). She likes (fish). There is/are, a lot of, this/that, Can (you read it)? Hello. Goodbye, Come home now. See you tomorrow.*

RECEPTIVE LANGUAGE *archaeologists, desert (n)*

MATERIALS Pupil's Book pages 6 and 7, Activity Book page 6, Class CD, pictures of famous archaeological sites (if available), crayons or colouring pencils, props (a soft toy cat or a picture of a cat, a big stone, a sandwich, a box of books, a small statue/figure on a tray) to act out the story (optional). Keep all the props for future Story Time lessons, especially Story Time 6 when the pupils act out the whole story.

Warmer

- ▶ Help the pupils to relax and get ready for the story. Make sure they are sitting quietly and comfortably. If possible, play some music (e.g. some quiet exotic-sounding instrumental music) that the pupils will associate with story time. Do this at the start of each of the Story Time lessons.
- ▶ Help the pupils to concentrate by putting their hands on their knees and breathing in and out deeply and slowly three times.
- ▶ If you have pictures of famous archaeological sites, show these to the class. Ask the pupils if they know where these places are and why they are famous. Ask them (using L1) if they know what people do on an archaeological site. Don't give them any answers at this stage; the aim is to enlarge the pupils' knowledge and to stimulate their curiosity.

Pupil's Book pages 6 and 7

7 Listen and read.

- ▶ Set the scene for the story lesson (see Introduction pages 3 and 9 for information).
- ▶ Hold up your copy of the book. Point to a picture of each character as you introduce them to the class, saying *This is (Mandy/Mandy's father)*. Ask the pupils to point to the characters in their book and repeat the names with you.

- ▶ Ask the pupils to look at the pictures on page 6 in their books. Explain the context of the story, using the pictures to teach *desert* and *archaeologist*. Ask the pupils to say (in L1) what archaeologists do.
- ▶ Remind the pupils they will hear a 'ping' sound after each frame of the story. Play the recording (page 86) once.
- ▶ Point to each corresponding picture as the pupils listen and follow the story.
- ▶ Continue to explain the context of the story. Mandy's parents are archaeologists and are working in the desert. They have found a lot of old objects and old books. They find a secret door, but they can't open it. Mandy meets Kalim and his pet cat, Mitzy. Kalim is the son of one of the local workers on the archaeological site. Mandy and Kalim are looking at an old book and a big stone. The stone has got pictures on it. Mandy asks Kalim if he can read what the pictures mean. Mandy's mum calls her to come home.

Mandy and Kalim say 'Goodbye' and 'See you tomorrow'.

- ▶ Play the recording again. This time, pause after each picture. Ask the pupils to follow the text with their finger and point to the characters who are talking or making a sound. Check new vocabulary.
- ▶ Ask the pupils to work in pairs and share a copy of the Pupil's Book. Ask them to look at the pictures on pages 6 and 7 and point to these things: a door, a fish, an old book, a stone, a picture of an eye, a picture of a hand, a picture of spiders, a picture of snakes.

7 Then listen and act out.

- ▶ Prepare the pupils for acting out the story as they listen to the recording (see Introduction page 9 *Acting out stories*). Play the recording again, pausing after each frame and demonstrating the actions of the characters. The pupils act what you show them. Play the recording without pausing.
- ▶ Help the pupils to learn the key language in the story as they act it out

The Secret Door 1

7 Listen and read. Then listen and act out.

1 Look! It's a door!
How do we open it?
I'm hungry.
Mandy is with her mother and father. They're archaeologists. They're in a desert.

2 Hi, I'm Kalim. What's your name?
I'm Mandy. How old are you?
I'm ten.

3 Who's this?
Her name's Mitzy and she likes fish!

4 There we are!
Wow! There are a lot of books.
Yes.



(see Introduction page 9 *Acting out stories*). Play the recording, pausing after each sentence for the pupils to repeat and imitate the characters' voices. Take things slowly and ensure that all the pupils are involved and trying to remember the lines.

Activity Book page 6

1 Correct the mistakes. Then colour the pictures.

- ▶ The pupils read the sentences and correct the mistakes in the sentences. They can compare answers in pairs before checking answers as a class.
- ▶ Tell the pupils to colour the characters in these pictures in the same colours as in the Pupil's Book on pages 6 and 7.
- ▶ Check the answers by asking individuals to say what the mistakes are and then read out the correct sentences.

Answers: Her name's Mandy. She's got blonde hair. She's wearing blue trousers.

His name's Kalim. He's got *black* hair. He's *ten* years old. Her name's Mitzy. She likes *fish*.

2 Tick the right stone. Then complete the description.

- ▶ Tell the pupils to look back at the information about the stone in the story in the Pupil's Book and choose which is the right stone (Picture 3). The pupils work individually, reading and completing the description.
- ▶ Monitor and check the pupils' answers. Then ask individuals to read out the correct sentences. Answers: There's an *eye* and a *hand*. There *are* some spiders and *snakes*.

3 Write about one of the other stones.

- ▶ Pupils work individually, choosing one of the other stones in Exercise 2 to describe. Tell them to use *There is/ are* in their sentences. Monitor and check their sentences.

- ▶ Choose two pupils who have chosen different stones to describe. The pupils read out their sentences to the class.

Ending the lesson

- ▶ The pupils can act out the story in groups. Assign the roles of Mandy's mother, Mandy's father, Mandy and Kalim. Another pupil can hold the toy cat (or the picture of a cat) and act Mitzy's part. (Mandy and Kalim are the biggest roles.) Play the recording of the story without pausing to remind the class of the actions and the key phrases.
- ▶ Prepare a set at the front of the classroom in which the pupils will act out the story, e.g. one area is where Mandy's parents are looking at the door. (The door can be part of the wall or the board.) Another area is the tent where Mandy and Kalim are looking at the book and the stone. If you have brought them, use props to help the pupils with their acting and to make the story come alive.
- ▶ Demonstrate with a group of pupils at the front of the class. Distribute the props appropriately. Play the musical introduction to the story and let the 'actors' express themselves freely. Do this before each group acts out the story.
- ▶ In turn, each group acts out the story. Make sure that every pupil takes part in the acting at least once. Praise their efforts and encourage the rest of the class to clap at the end of each 'performance'.

Extra activity

- ▶ Ask the pupils to draw an archaeological find such as the stone in the story.
- ▶ Explain that they are going to roleplay a short interview between a reporter and an archaeologist. The pupils take turns to be the reporter and the archaeologist. Explain that the reporter asks questions about the archaeological find. Elicit some questions, e.g. What's your name? What colour is (the stone)? The archaeologist then answers, using the information in their drawing.
- ▶ Monitor and help the pairs if necessary.
- ▶ The pairs then act out their interviews and the class can vote for the most original stone.



Unit 2

Lesson 1

LESSON AIMS learning to give personal details, asking and responding to *Where do you live?*

TARGET LANGUAGE *name, age, address, telephone number, brother, sister, pet. Where do you live? What's your telephone number? Have you got brothers or sisters? Yes, I have. / No, I haven't. I've got ...*

RECEPTIVE LANGUAGE *Street, Road (+ names West Street, River Road)*

MATERIALS Pupil's Book page 8, Activity Book page 7, Class CD, character flashcards (*Amir, Kim*)

Warmer

- ▶ Show the flashcards of Amir and Kim. Elicit what the pupils remember from Unit 1 about the two characters, e.g. age, favourite colour. Ask the pupils what they remember about the Blue Owls Club and the clubhouse.

Pupil's Book page 8

1 Listen and read.

- ▶ Ask the pupils to look at the picture and the computer membership form. Explain that Kim is filling in the form for Amir to join the club. Ask the pupils what questions they think Kim is asking.
- ▶ Play the recording (page 86) for the pupils to listen and read the conversation. The pupils can see which of their questions Kim asks.
- ▶ Focus attention on how a phone number is said, i.e. a single digit at a time and the use of *double*. Point out that 0 can be read as *zero* or *oh*.
- ▶ Play the recording for the pupils to listen and repeat. Divide the class into two groups, one to repeat Kim's questions and the other to repeat Amir's answers. The groups then change roles.

2 Listen to Kim and Amir again. Say True or False.

- ▶ Give the pupils time to look at the form on the computer screen and read the information about Amir.
- ▶ Play the recording, pausing it after each of Amir's answers for the pupils to say *True* or *False*.
Answers: 1 false 2 false 3 true 4 false 5 true
- ▶ Play the recording again, pausing after each 'false' answer for the pupils to look at the computer form and say the 'true' answer.

3 Ask and answer. Say True or False.

- ▶ Ask two pupils to read aloud the example dialogue.
- ▶ Demonstrate the activity. One of the pupils asks you questions from the dialogue. Give some true and some false answers. The class guess which are true or false.
- ▶ The pupils work in pairs, taking turns to ask and answer and guess which of their partner's answers are true or false.

Activity Book page 7

1 Read and match.

- ▶ The pupils complete the activity, working individually or in pairs. Read aloud each question and ask one of the pupils to read aloud the answer.
Answers: 2E 3D 4B 5A 6F
- ▶ The pupils then work in pairs, taking turns to ask and answer the six questions, giving their own answers.

2 Complete the form with information about you.

- ▶ The pupils complete the form with their own information. Alternatively, the pupils can work in pairs, one pupil asking the questions and filling in the form for his/her partner.

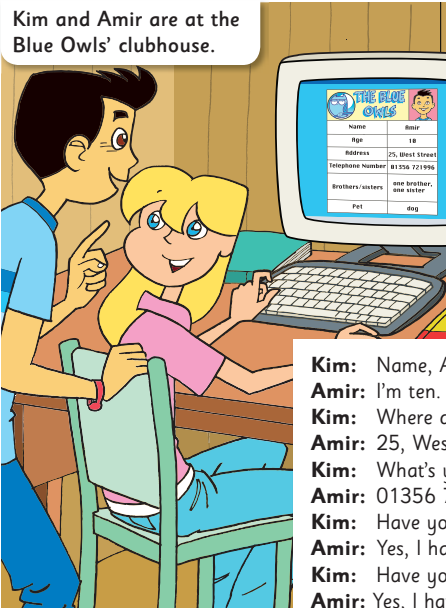
Ending the lesson

- ▶ Look at the picture on page 8 of the Pupil's Book. Explain that the pupils are going to 'join' the Blue Owls Club.
- ▶ Write the key headings on the board: Name / Age / Address / Telephone number / Brothers and Sisters / Pet.
- ▶ Ask a group of pupils to come to the front of the classroom. One pupil 'interviews' the others. The other pupils in turn answer the questions.
- ▶ Repeat the activity with different groups of pupils until all of them have taken part.

2 Where do you live?

1 Listen and read.

Kim and Amir are at the Blue Owls' clubhouse.




THE BLUE OWLS	
Name	Amir
Age	10
Address	25, West Street
Telephone Number	01356 721996
Brothers/sisters	one brother, one sister
Pet	dog

Kim: Name, Amir. Age ... How old are you?
Amir: I'm ten.
Kim: Where do you live?
Amir: 25, West Street.
Kim: What's your telephone number?
Amir: 01356 721996.
Kim: Have you got brothers or sisters?
Amir: Yes, I have. I've got a brother and a sister.
Kim: Have you got a pet?
Amir: Yes, I have. I've got a dog.

2 Listen to Kim and Amir again. Say True or False.

3 Ask and answer. Say True or False.

Where do you live?



15, River Road.

False!

8 name, age, address, telephone number, pet
 Where do you live? What's your telephone number?

Unit 2

Lesson 2

LESSON AIMS talking about ability using *can/can't*, talking about likes and dislikes

TARGET LANGUAGE *play basketball/football, play the recorder, draw, paint, rollerskate, food, pizza, fruit, apples, bananas, grapes. He/She can/can't play the recorder very well. Can you (play football)? Yes, I can. / No, I can't. He/She likes (art). He/She doesn't like (bananas). I like/don't like (pizza). Do you like sport? ? Yes, I do. / No, I don't. His/Her favourite food is (pizza).*

MATERIALS Pupil's Book page 9, Activity Book page 8, Class CD, Activities flashcards 5–8 (*play football, play the recorder, play basketball, play the piano*), character flashcards 1–4, pupils' notebooks

Warmer

- ▶ Show flashcards 5–8 one at a time to the class. Ask the pupils to repeat the activities after you (*play football, play*

the recorder, play basketball, play the piano).

- ▶ Use the flashcards to revise questions and answers with *can*, e.g. *Can you (play football)? Yes, I can. / No I can't.*

Pupil's Book page 9

4 Read and say the name.

- ▶ Ask the pupils to look at the picture of the noticeboard in the Blue Owls clubhouse. Ask the pupils to name the characters in the photos (*Leo, Kim, Lucy*) and the activities, e.g. *play the recorder*. Use the pictures on the noticeboard to present new vocabulary.
- ▶ Read aloud the sentences in the three texts. The pupils listen and follow the sentences. The pupils then say the name of the person the sentences are describing.
Answers: 1 *Leo* 2 *Lucy* 3 *Kim*
- ▶ After checking the answers, ask individuals to read aloud the sentences in the three texts.

5 Write questions. Then ask a friend.

- ▶ Ask two pupils to read aloud the example question and answer.
- ▶ Then, ask different pairs of pupils to ask and answer the remaining questions.
- ▶ Students copy the questions into their notebooks.
- ▶ In pairs, pupils ask and answer their questions.

Activity Book page 8

3 Look and write about Amir. Use the words in the box.

- ▶ Ask the pupils to look at the pictures and name the objects (e.g. *cake*) and the activities (e.g. *playing the piano*).
- ▶ The pupils complete the sentences about Amir using the words in the box.
- ▶ Check answers by asking individuals to read aloud the sentences.
Answers: 2 *He can't draw.*
3 *He can play the piano.*
4 *He likes cake.*

4 Write questions. Use the words in the box.

- ▶ Ask the pupils to repeat the words in the box after you.
- ▶ Ask the pupils to look at the pictures and name the food and activities.
- ▶ Ask two pupils to read aloud the example questions and answers.
- ▶ Pupils write the remaining questions.
- ▶ Check answers by asking pairs of pupils to read aloud the questions and answers.
Answers: 3 *Can you paint?* 4 *Do you like pizza?* 5 *Can you sing?* 6 *Do you like cheese?*
- ▶ Pupils then work in pairs, taking turns to ask the same questions and give their own answers.

Ending the lesson

- ▶ Put flashcards 5–8 face downwards on your table. Ask four pupils to come to your table. In turn, each of them picks up a flashcard, shows it to the class and chooses two pupils to ask and answer a question, e.g. *Can you play basketball?* *No, I can't.*
- ▶ The activity can be repeated with different groups of four pupils showing the flashcards to the class.

4 Read and say the name.

- 1 He likes sport. He can play football. He likes food too. His favourite food is pizza.
- 2 She likes music. She can play the recorder well. Her favourite food is fruit. She likes apples and bananas. And she likes grapes.
- 3 She likes art. She can draw and paint very well. She likes football. She can't rollerskate.



5 Write questions. Then ask a friend.



Can you play basketball?

No, I can't.



Revision: asking about and describing likes and dislikes and abilities.



Unit 2

Lesson 3

LESSON AIMS Talking about likes and dislikes, revising animals

TARGET LANGUAGE *box (n), Miss Todd, animals (cat, dog, bird, snake, rabbit, horse, rat, giraffe, tiger, spider, frog). I like/don't like ... He/She likes/doesn't like ...*

RECEPTIVE LANGUAGE *near, Miss Todd's house, there, a lot of. Go away! Sorry*

MATERIALS Pupil's Book page 10, Activity Book page 9, Class CD, crayons or colouring pencils, pupils' notebooks or sheets of paper

Warmer

- ▶ Revise *I like/don't like*. Write on the board:
I like (singing) but I don't like (drawing).
- ▶ Ask the pupils to make a sentence about activities or food. In turn, each pupil says their sentence.

Pupil's Book page 10

6 Listen and read.

- ▶ Ask the pupils to look at the pictures and say what is happening. Use the pictures to revise vocabulary (*cats, dog, house*) and present new words (*Miss Todd, box*).
- ▶ Play the recording (page 86). Ask the pupils point to each picture as they listen. Encourage them to guess the meaning of *Go away!* and *Sorry*.
- ▶ Ask the pupils to guess what the boxes are used for. Accept all their suggestions.
- ▶ Say these sentences and ask the class to say if each sentence is true or false:
 - 1 Miss Todd likes cats. (*true*)
 - 2 Amir has got a dog. (*true*)
 - 3 The dog likes cats. (*false*)
 - 4 Miss Todd has got a lot of dogs. (*false*)
 - 5 Miss Todd has got a lot of boxes. (*true*)

7 Look and say.

- ▶ Use the pictures to revise the animal words before starting the activity.
- ▶ Ask one of the pupils to read aloud the sentences about Sam.
- ▶ Elicit sentences about the animals Emma likes and doesn't like. Do the same for Alex. Try to ensure that each pupil says a sentence.
- ▶ The pupils work in pairs, taking turns to point to a picture for their partner to say a sentence about Sam, Emma or Alex.

8 What animals do you like? Talk to your friend.

- ▶ Ask each pupil to think of at least two animals they like and at least one animal they don't like.
- ▶ In pairs, the pupils talk about the animals they like and don't like.

Activity Book page 9

5 Listen and draw the animals the children like.

- ▶ Ask the pupils to look at the pictures of the boy and girl and guess which animals they like.
- ▶ Play the recording about the boy (page 86) and ask the pupils which animals he likes (*rabbits, cats*).
- ▶ Play the recording about the girl and ask the pupils which animals she likes (*dogs, birds*). The pupils then draw their pictures and colour them.
- ▶ Play the recording again. Ask the pupils which animals the boy doesn't like

(*dogs, birds*) and which animals the girl doesn't like (*cats, rabbits*).

- ▶ Ask the pupils which of these animals they like and don't like (*I like ... / I don't like ...*)

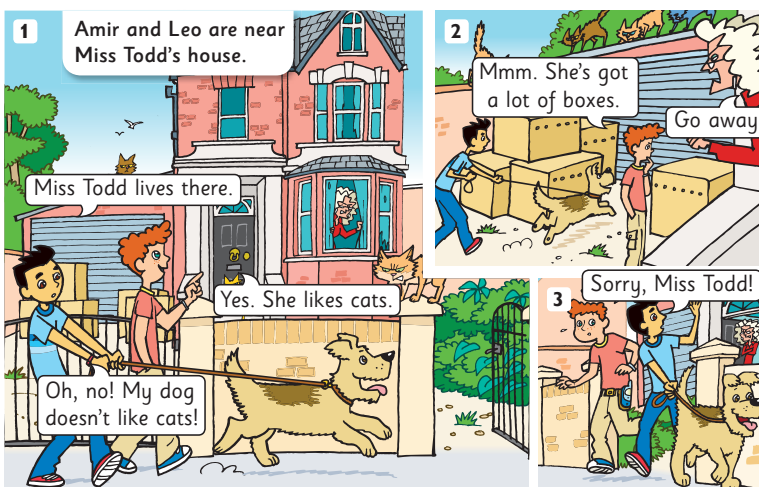
6 Complete the table. Then write sentences.

- ▶ Ask the pupils to look at Amir's ticks and crosses in the table.
- ▶ Pupils work in pairs, completing the table with ticks and crosses for 'Me' and for 'My friend'.
- ▶ Read aloud the sentences about Amir. Point out the use of *but* to join two different ideas in one sentence, e.g. *Amir likes dogs but he doesn't like cats.*
- ▶ The pupils write their sentences, and read them out to the class.

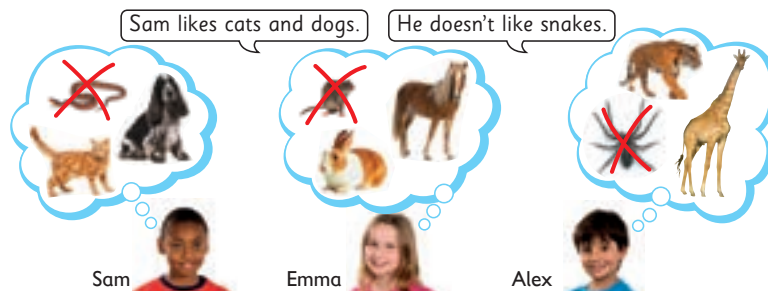
Ending the lesson

- ▶ Ask the pupils to choose an animal from this lesson and draw and colour a picture of it. Each pupil shows his/her picture to the class and says *His/Her name is ...* Pictures can be kept in their Secret Club folders.

6 Listen and read.



7 Look and say.



8 What animals do you like? Talk to your friend.

I like rabbits. I don't like frogs.



Revision: likes and dislikes, animals

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate your own progress, writing about your class

REVIEW activities, food, *has got, can/ can't, like/don't like*

RECEPTIVE LANGUAGE *Find someone who ..., survey*

MATERIALS Pupil's Book page 11, Activity Book page 10, activities flashcards (5–8), two sheets of A4 paper for each pupil, coloured paper, glue, crayons or colouring pencils, photocopies of survey from page 92 (one per pupil)

Warmer

- ▶ Hold up flashcards 5–8, one at a time. Elicit sentences from the pupils, using *can/can't*, e.g. *I can play football. My brother can't play the recorder.* Ensure that each pupil says at least one sentence.

Pupil's Book page 11

9  **Copy the survey. Then ask and answer.**

- ▶ Ask the pupils to look at the survey at the top of the page. Read through the prompts (*likes snakes, likes fruit, etc.*) with the class.
- ▶ Ask the class to look at the photos of the children. Ask pairs of pupils to read aloud the questions and answers. Tell the pupils that they need to write down the name of only one person for each prompt.
- ▶ Elicit the questions for all the prompts from the class, e.g. *Do you like (cats)? Can you (play the recorder)? Have you got (two sisters)? Where do you live?*
- ▶ Distribute the photocopied survey (page 92). The pupils complete this in small groups or as a class activity, walking round and asking the questions.
- ▶ The pupils tell the class some of their survey results. Encourage them to make sentences such as *(Mark) likes snakes. (Julia) doesn't like cats.*

10  **Write about your class. Draw pictures.**

- ▶ Ask the pupils to look at the pictures. Ask individuals to read aloud the sentences about Lee and Emily.
- ▶ Tell the pupils to choose two pupils (a boy and a girl) from their class. Explain that pupils can use information they already know about the two pupils (e.g. name, age) and information they found out in the *Find someone who* survey. They can also ask for other information, such as their address and a made-up telephone number.
- ▶ Tell the pupils to write a draft of their sentences for you to check. The pupils then copy the sentences on to their A4 paper and draw and colour pictures of the two pupils.
- ▶ In small groups, the pupils look at each other's pictures and read the sentences.
- ▶ They then save their work in their Secret Club folder.

Activity Book page 10

7  **Read and complete.**

- ▶ Read through the words in the box with the pupils. Ask them to look at the picture. Elicit the first sentence about *rats*.
- ▶ Pupils complete the sentences, working individually.
- ▶ Check answers by asking individuals to read aloud the sentences. Write the sentences on the board. Answers: 1 *He doesn't like rats.* 2 *He likes rabbits.*

8  **Complete and colour.**

- ▶ Ask the pupils to look at the pictures of the boy and girl from Activity 7. The pupils then complete the sentences.
- ▶ Ask two pupils to read aloud the sentences.
- ▶ Ask the pupils to look at the picture of the boy and girl rollerskating. Elicit the complete sentences from the pupils.
- ▶ Ask the pupils to complete the questions (*Do you like ... / Can you ...?*)
- ▶ Check the answers by asking pairs of pupils to ask and answer the questions.
- ▶ Each pupil colours the face that they decide best represents their efforts.

Ending the lesson

- ▶ Elicit activities that pupils know in English and write them on the board, e.g. *playing basketball, playing the piano, singing.*
- ▶ Ask for volunteers to mime an activity for the rest of the class to guess.
- ▶ *Picture Dictionary* Help the pupils to complete the words for this unit. Check their spelling by asking them to write the words on the board.

9  **Copy the survey. Then ask and answer.**

Find someone who ...

- likes snakes
- likes fruit
- doesn't like cats
- can play the recorder
- can't play basketball
- has got two sisters
- has got a rabbit
- lives in your street


Do you like snakes?

No, I don't.

Do you like snakes?

Yes, I do.

I can do it in English!

10  **Write about your class. Draw pictures.**

This is Lee. He's nine. He lives in Park Road. He's got a black dog. He can rollerskate but he can't play basketball. He doesn't like cats but he likes snakes.



This is Emily. She's ten. Her phone number is 0245 376543. She's got two sisters. She can dance and play the recorder. She likes fruit but she doesn't like bananas.



Backtrack 1

Lesson 1

LESSON AIMS revising language from Units 1 and 2, playing a game, practising the sounds /æ/ and /eə/

TARGET LANGUAGE question forms

RECEPTIVE LANGUAGE *busy bees, odd (word), group*

MATERIALS Pupil's Book page 12, Activity Book page 11, Class CD, a die and two counters per pair of pupils

Warmer

- ▶ The pupils play a memory game. Ask three or four pupils to stand at the front of the class. The rest of the class say five things that they remember from Units 1 and 2 about each of the pupils, e.g. favourite colour, what he/she likes or doesn't like, what he/she can or can't do. After each sentence, the pupil says if the information is true or false.

Pupil's Book page 12

A Play Busy Bees.

- ▶ Each pair of pupils needs a die and counters. Explain and demonstrate the game with the class before pupils play it in pairs. Pupils take turns to throw the die and move a counter on the game board. When they land on a question, their partner makes the question and they answer it. If they answer correctly, they get a point and move their counter up one layer in the honey pot. The first pupil in the pair to get six questions right, 'fills the honey pot' and wins the game.
- ▶ Monitor the game and make a note of any language problems to go over with the class afterwards.

B Listen and say.

- ▶ This activity helps to practise the sounds /æ/ and /eə/.
- ▶ Ask what the pupils can see in the picture. Present the word *hairy*.
- ▶ Play the recording (page 86) several times for the pupils to listen and repeat.
- ▶ Then say the sentence with the pupils several times, each time saying it faster, encouraging the pupils to speed up with you.

Activity Book page 11

1 Circle the odd word. Write it in the correct group.

- ▶ Read through the words with the class. Elicit the first answer. (*Trainers* is the odd word. It belongs in the next group – clothes words.)

- ▶ The pupils work individually. Check the answers with the class. Answers: *trainers, sofa, horse, pizza, brown.* (Each odd word belongs in the next group.)
- ▶ The pupils work in pairs, suggesting more words. Check the extra words with the class.

2 Read and match. Then write the questions and answers.

- ▶ Check that the pupils have matched the parts of the questions correctly before they answer them.
- ▶ Ask individuals to read out their questions and answers. Answers: 1 *Where do you live?* 2 *Have you got a pet?* 3 *Can you swim?* 4 *What's your telephone number?* 5 *Do you like sport?*

Ending the lesson

- ▶ Write on the board:
1 A: *How old is Henry?* B: *He's a hundred.*
2 A: *Has Hazel got a horse?* B: *Yes. She's got a hairy horse.*
Ask for volunteers to draw a picture of Henry and a picture of Hazel's horse on the board. The drawings don't have to be good. They can be stick drawings or cartoon drawings.
- ▶ The pupils listen and repeat the questions and answers after you.
- ▶ Point to each drawing in turn and ask pairs of pupils to ask and answer the question. Gradually rub out the questions and answers and leave the drawings on the board. The pupils can see how well they remember the questions and answers. Ensure that each pupil asks and answers at least once.



Backtrack 1

A  Play Busy Bees.

Throw the dice and answer the questions.
Fill the honey pot.

1  your name?

2  old are you?

3  do you live?

4  your phone number?

5  your favourite colour?

6  you got blonde hair?

7  you got brown eyes?

8  you got a pet?

9  you like sport?

10  you like animals?

11  you play football?

12  you swim?

B   Listen and say.

Harry's hat is a hairy hat.

 12

Revision: question forms

Backtrack 1

Lesson 2

LESSON AIMS revising language from Units 1 and 2, singing a song, writing about a friend

TARGET LANGUAGE *Who's this? His/Her name's ...* describing appearance, likes/dislikes and abilities

RECEPTIVE LANGUAGE *through the keyhole*

MATERIALS Pupil's Book page 13, Class CD, drawing paper or pre-prepared photocopies of a large outline drawing of a keyhole (one per pupil), crayons or colouring pencils

Warmer

- ▷ Revise language describing appearance. Ask the class: *Who's got (long/short/brown hair/blue eyes)? Who's wearing (black shoes/a white shirt/red socks)?* Those pupils who can give a positive answer stand up and say *I have./I am.*

The rest of the class look at them and check.

Pupil's Book page 13

C Listen and sing.

- ▷ Ask the pupils to look at the two pictures and name the colours and the animals that they can see.
- ▷ Play the song about Clare once for the pupils to listen and point to the animals as they hear the words (*dogs, cats, snakes, rats*). Then play the song about Mike for the pupils to read and listen.
- ▷ Teach the two songs, line by line. Sing along with the class several times.
- ▷ Divide the class into two groups. Play the songs again. One group sings the song about Clare and the other group sings the song about Mike.
- ▷ Repeat the activity, reversing the parts.

D Who is through the keyhole? Read and say.

- ▷ The pupils look at the picture and read the text silently. Ask them *Who is through the keyhole? (Leo.)*

- ▷ Ask individual pupils to read aloud the sentences about Leo.
- ▷ Ask the class to choose another character from the book (Kim, Amir or Lucy). Elicit sentences to describe the character and write them on the board. Tell the pupils to look back at Units 1 and 2 if they want to check the information.

E Draw a keyhole picture and write about a friend.

- ▷ Tell the pupils they can choose a friend in their class or another friend. The pupils draw and colour the keyhole picture of their friend and write about him/her. They can use the sentences in Activity D and the sentences on the board as a model.
- ▷ Monitor and check the pupils' writing.
- ▷ In groups of three or four, the pupils show each other their pictures and read their texts.

Ending the lesson

- ▷ Play the songs from Activity C for the class to listen and sing.
- ▷ Give the pupils one minute to read the songs and try and remember them.
- ▷ The pupils cover the words. Play the songs for the class to listen and sing and see if they can remember the songs.

Extra activity

- ▷ Write on the board:
*Who's this? Her name's Clare.
She's got _____ and _____ hair.
She likes _____ and she likes cats.
But she doesn't like _____ or _____ rats.
Clare. Clare. Her name's Clare.*
- ▷ Tell the pupils they are going to make a new song about Clare. Elicit two or three suggestions for each of the missing words and write them on the board, e.g.
*She's got (green eyes) and (curly red) hair.
She likes (frogs) and she likes cats
But she doesn't like (owls) or (big white) rats.*
- ▷ In groups of three or four, the pupils decide which new words they want to use and write out their own song. Monitor and help as necessary.
- ▷ Each group then sings their song to the class.

C   Listen and sing.

*Who's this? Her name's Clare.
She's got blue eyes and long brown hair.
She likes dogs and she likes cats.
But she doesn't like snakes or big brown rats!
Clare, Clare. Her name's Clare.*

*Who's this? His name's Mike.
He can run and ride a bike.
He can count to ninety-two
And his favourite colour's blue!
Mike, Mike. His name's Mike.*

D  Who is through the keyhole? Read and say.



*He's nine years old. He's got red hair and blue eyes. He can play football and basketball. His favourite colour is blue. He's wearing an orange T-shirt. He likes dogs. He doesn't like Miss Todd.
His name's ...*

E  Draw a keyhole picture and write about a friend.

Revision: *Who's this? His/Her name's ...*, describing appearance, likes and dislikes and abilities



Unit 3

Lesson 1

LESSON AIMS learning to give the time, saying a chant

TARGET LANGUAGE numbers 1–12. *What time is it? It's (five) o'clock.*

RECEPTIVE LANGUAGE *Where are they? Wow! That's another box. A very big box. What's in it? Come on! clock*

MATERIALS Pupil's Book page 14, Activity Book page 12, Class CD

Warmer

- ▶ Revise numbers 1–12. Count with the class from 1 to 12, then count backwards. Do this several times, keeping a steady rhythm, then get faster and faster.

Pupil's Book page 14

1 Listen and read.

- ▶ Ask the pupils to look at the first picture and say what they remember about Miss Todd and her house. Ask them if they think she is happy or angry.
- ▶ Play the recording (page 86) two or three times for the pupils to listen and follow the story. Elicit what is happening in the story and explain any new words. Encourage the pupils to guess what is in the big box and where Leo has to go at 6 o'clock. Accept all their suggestions.
- ▶ Play the recording, pausing it after each sentence for the class to listen and repeat. Then divide the class into five groups. Play the recording again for each group to repeat the part of one of the characters (Miss Todd, Workman 1, Workman 2, Leo and Amir).

2 Chant. Listen and say.

- ▶ Play the chant (page 87) for the pupils to listen and point to the clock faces (in order).
- ▶ Then play the chant several times for pupils to chant and point.

3 Listen to the second part of the chant and point.

- ▶ Tell the pupils that this time they will hear the last part of the chant again. Stop the recording after each line at first so that the pupils have time to point to the clocks. Then, make the activity more challenging by stopping the recording less often.

Activity Book page 12

1 Listen and draw the times.

- ▶ Play the recording (page 87) for the pupils to listen and draw the times. Remind them that the minute hand on the clock is longer than the hour hand.
- ▶ Check answers. Ask individuals to draw the clocks and the times on the board. Answers: 1 *four o'clock* 2 *seven o'clock* 3 *eleven o'clock* 4 *It's three o'clock.*

2 Work in pairs. Draw two times. Tell your partner.

- ▶ Ask the pupils to draw two different times in the row of clocks.
- ▶ In pairs, the pupils take it in turns to say the two times they have drawn for their partner, e.g. *It's (nine) o'clock*. The partner draws the times in the other two clocks in the row. When they have finished, the pairs compare their drawings to see if the times are the same.

3 Look and match. Write the number then the times.

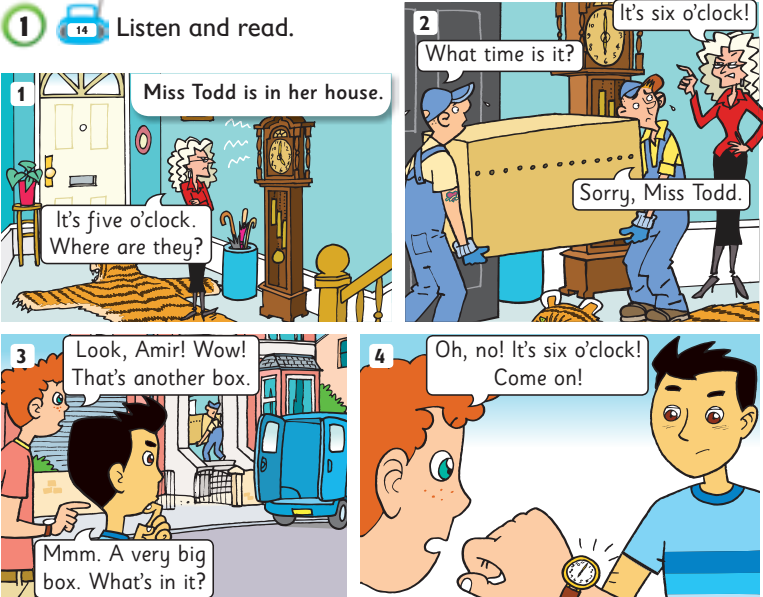
- ▶ Tell the pupils that the boy does these things at the times shown, but the clocks are not in the right order. Look at the example answer with the class.
- ▶ Pupils work individually or in pairs, looking at each activity then choosing and writing the correct time.
- ▶ Check answers by pointing to the pictures and asking individuals *What time is it? It's (nine) o'clock*. Answers: 2 *It's nine o'clock.* 3 *It's twelve o'clock.* 4 *It's three o'clock.* 5 *It's six o'clock.*

Ending the lesson

- ▶ Repeat the chant from Activity 2. Encourage the pupils to remember the chant and say it without looking at their books.

3 What time is it?

1 Listen and read.



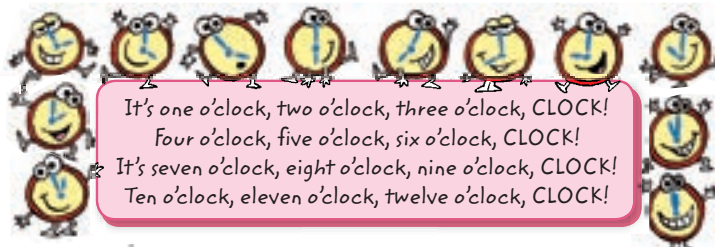
1 Miss Todd is in her house. It's five o'clock. Where are they?

2 What time is it? It's six o'clock! Sorry, Miss Todd.

3 Look, Amir! Wow! That's another box. Mmm. A very big box. What's in it?

4 Oh, no! It's six o'clock! Come on!

2 Chant. Listen and say.



It's one o'clock, two o'clock, three o'clock, CLOCK!
 Four o'clock, five o'clock, six o'clock, CLOCK!
 It's seven o'clock, eight o'clock, nine o'clock, CLOCK!
 Ten o'clock, eleven o'clock, twelve o'clock, CLOCK!

3 Listen to the second part of the chant and point.

14 What time is it? It's (five) o'clock.

LESSON AIMS listening to and setting the time, asking and giving the time, playing a game

TARGET LANGUAGE *What time is it? It's half/quarter past (ten). It's quarter to (eleven).*

RECEPTIVE LANGUAGE *hands* (of a clock)

MATERIALS Pupil's Book page 15, Activity Book page 13, Class CD, scissors (for pupils to cut out the clock and hands from AB page 63), adhesive, putty, 12 pre-prepared 'number' cards (with the numbers *one* to *twelve* written in words), pupils' notebooks

Warmer

- ▷ Fix the twelve 'number' cards in random order on the board (or write the numbers on the board).
- ▷ Say the numbers (1-12) in sequence and ask individual pupils to write each number next to the correct word.

Pupil's Book page 15

4 **Listen and read.**

- ▷ Ask the pupils to look at the picture and focus on the clocks. If necessary, explain that some of the clocks are very old and so don't work properly. Play the recording (page 87) for the pupils to listen to the dialogue and point to the clocks to match the times they hear on the recording.

19 **Then listen and repeat.**

- ▷ Play the recording of the 'listen and repeat' stage. The pupils listen and repeat as a class and then individually.
- ▷ Write several times on the board for the class to say, e.g. 6.45; 7.15; 12.30; 11.00; 1.30; 4.00; 3.15; 5.45.

5 **AB page 63** **20** **Make a clock. Listen and set the time.**

- ▷ Pupils make the clock hands by cutting them out of the Activity Book (page 63) or by drawing them onto paper.

- ▷ Play the recording for pupils to listen and set the time by placing the hands on the clock face. (They do not need to stick the hands onto the page.)
Answers: 1 *half past seven* 2 *quarter past seven* 3 *quarter to seven* 4 *half past six* 5 *quarter past nine* 6 *quarter past five* 7 *quarter to six*

6 **Play and say.**

- ▷ Ask the class to look at the picture of the two pupils playing the game. Ask two pupils to read aloud the example question and answer.
- ▷ Pupils work in pairs with a book propped up between them. In turn, one pupil sets the time by placing the hands on his/her cut-out clock face. His/her partner asks the time and sets the time on his/her clock face. The pupils then compare clock faces and see if they are the same.

Activity Book page 13

4 **Read and match.**

- ▷ The pupils work individually, matching the clocks and the times. They can compare answers in pairs before checking answers as a class.

5 **Look at the clocks. Draw the next time and write.**

- ▷ Ask the pupils to look at the clocks in the example item. Check that they understand what to do. They need to write the next time in the sequence.
- ▷ Pupils complete the activity, working individually or in pairs.
- ▷ Check answers by asking individuals to draw each clock on the board and write and say the time. Answers: 2 *It's nine o'clock.* 3 *It's half past nine.* 4 *It's quarter to seven.*

Ending the lesson

- ▷ Explain that the pupils are going to use Activity 5 in their Activity Book as a model and make their own puzzles in their notebooks. In pairs, the pupils draw two or three sequences of clocks, leaving the last clock in each sequence empty. Tell them to use *quarter past*, *half past*, *quarter two* and *o'clock* times only.
- ▷ The pairs then form groups of four (made of two pairs) and exchange notebooks. Each pair draws the next time in each sequence and writes the time. The groups of four then check their answers.

4 **18-19** Listen and read. Then listen and repeat.



5 **AB page 63** **20** Make a clock. Listen and set the time.



6 **Play and say.**



What time is it? It's (quarter) past/to (nine). It's half past (eight).

Unit 3

Lesson 3

LESSON AIMS talking about routines, practising saying the time, reading about times and routines

TARGET LANGUAGE daily routine: *get up, have breakfast, go to school, have a break, have lunch, go home, have dinner, go to bed. I (get up) at (half past seven).*

RECEPTIVE LANGUAGE *This is my day.*

MATERIALS Pupil's Book page 16, Activity Book page 14, Class CD, daily routine flashcards (9–16), one sheet of A4 paper for each pupil or pupils' notebooks, crayons or colouring pencils

Warmer

- Use three or four of the daily routine flashcards to teach phrases for this lesson, e.g. flashcards 9 (*get up*), 10 (*have breakfast*), 11 (*go to school*) and 14 (*go to bed*). Show the flashcards one at a time. Ask the class to repeat the phrases after you. Do this several times. Then show each flashcard and see if the pupils can remember the phrases.

Pupil's Book page 16

7 Listen and point.

- Revise saying the time. Point to each picture and ask the class *What time is it?*
- Play the recording (page 87) and ask the pupils to point to each picture as they listen. Encourage them to guess the meaning of any new words, e.g. *have a break*.

22 Then listen and repeat.

- Play the recording for the class to listen and repeat.

8 Read about Billy's day. Say True or False.

- Give the pupils time to read the sentences and compare the times in the sentences with the pictures in Activity 7 to find the true and false sentences.
- Read aloud each sentence for the class to say *true* or *false*. Ask the pupils to correct the false sentences.
Answers: 1 *false* (eight o'clock) 2 *false* (half past eight) 3 *true* 4 *false* (half past ten) 5 *true* 6 *false* (quarter to four) 7 *false* (six o'clock) 8 *true*

9 Talk to your friend. Say True or False.

- Ask the class to look at the picture of the two children. Explain that they are playing a game where they sometimes say the wrong time for an activity that they do. Their friend listens and guesses if the time is true or false. Ask

two pupils to read aloud the example conversation.

- Demonstrate the activity by saying some sentences about your routine for the class to say *true* or *false*, e.g. *I get up at ten o'clock. (False.) I go to bed at quarter to eight. (False.)* For each sentence, tell the pupils if they guessed correctly (*Right/Wrong*).
- The pupils work in pairs, using the sentences in Activity 8 as a model.

Activity Book page 14

6 Number the things Holly does every day in order.

- Ask the pupils to read through all the sentences silently first. Elicit the first sentence from the class. The pupils complete the activity working individually.
- Check answers by asking individuals to read aloud the sentences in the correct order. Answers: 2 *I have breakfast.* 3 *I go to school.* 4 *I have a break.* 5 *I have lunch.* 6 *I go home.* 7 *I have dinner.* 8 *I go to bed.*

7 Write Holly's sentences. Use the times in the box.

- Ask the class to look at the six pictures. Elicit Holly's activity for each picture, e.g. *I get up, I have breakfast.*
- Read aloud the example answer. The pupils complete the activity, writing the sentences and using the times in the box.
- Check answers by asking individuals to read aloud the sentences,
Answers: 1 *I have breakfast at half past seven.* 2 *I go to school at quarter to eight.* 3 *I go home at four o'clock.* 4 *I have breakfast at half past seven.* 5 *I have lunch at half past twelve.* 6 *I go to bed at nine o'clock.*

Ending the lesson

- Show the daily routine flashcards (9–16), one at a time in random order, for pupils to identify the activity.

7

📻


Listen and point. Then listen and repeat.

1




get up

2



have breakfast

3




go to school

4




have a break

5




have lunch

6




go home

7



have dinner

8



go to bed

8

📖

Read about Billy's day. Say True or False.

1 I get up at half past seven.

2 I have breakfast at eight o'clock.

3 I go to school at quarter to nine.

4 I have a break at ten o'clock.

5 I have lunch at half past twelve.

6 I go home at three o'clock.

7 I have dinner at half past six.

8 I go to bed at nine o'clock.

9

👥

Talk to your friend. Say True or False.

I get up at ten to eight.



True!

I have breakfast at nine o'clock.



False!

👣

I (get up) at (seven o'clock).

30

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress, writing an email about your day

REVIEW saying the time, daily routine, *have got, can*

RECEPTIVE LANGUAGE *email, sports team. Me too! I don't! Please write soon.*

MATERIALS Pupil's Book page 17, Activity Book page 15, daily routine flashcards (9–16), one sheet of A4 paper for each pupil, coloured paper, glue

Warmer

- ▷ Place flashcards 9–16 in random order face downwards on your table. In turn, groups of pupils come to the front. Each pupil takes a flashcard, looks at the picture, holds it up for the class to see and says a sentence to match the picture, e.g. *I have a break at ten o'clock*. Ensure that each pupil says at least one sentence.

Pupil's Book page 17

10 **Talk to three friends about your day. Count how many times they say 'Me too!'**

- ▷ Pre-teach *Me too!* by saying a sentence that will be the same for many of the pupils, e.g. *I go home at (two o'clock)*.
- ▷ Ask the class to look at the pictures of the boy and girl. Ask two pupils to read aloud the conversation.
- ▷ The pupils play the game in groups of four or as a class, walking round and talking to three other pupils. Tell them to write in their notebooks how many times their friends say *Me too!* Pupils get a point for every *Me too!*

11 **Write an email about you and your day.**

- ▷ Ask the pupils if they write emails; who to and how often?
- ▷ Read aloud Alex's email. Then ask individual pupils to read aloud a sentence each.

- ▷ Point out how the email is divided into sections: Alex's age and family, Alex's day, Alex's activities. Pupils write a draft of their email for you to check. They then copy the email on to their A4 paper.
- ▷ In pairs, the pupils exchange and read each other's email. They then save their work in their Secret Club folder.

Activity Book page 15

8 **Read and draw the times.**

- ▷ The pupils read the sentences and draw the times on the clocks.
- ▷ Check answers by asking individuals to come to the board and draw the correct times.

9 **Complete and colour.**

- ▷ The pupils work individually, reading and completing the sentences.
- ▷ Check answers by asking individuals to read aloud the sentences.
- ▷ Each pupil colours the face that they decide best represents their effort.

Ending the lesson

- ▷ Tell the class you are going to say some sentences from Unit 3 of the Pupil's Book. In pairs, the pupils look through the lessons in Unit 3 quickly to find each sentence or group of sentences. When they have found the sentence(s), they put up their hand. When most of the class have put their hands up, ask one of the pupils to say the page number and read out the sentence(s). Suggested sentences to read aloud:
 - 1 *It's seven o'clock, eight o'clock, nine o'clock. CLOCK!* (page 14 chant)
 - 2 *I've got a sister. Her name's Lola.* (page 17 Alex's email)
 - 3 *I go to school at quarter to nine.* (page 16 a 'true' sentence about Billy)
 - 4 *It's five o'clock. Where are they?* (page 14 Picture 1 Miss Todd)
 - 5 *It's nine o'clock. No, it's half past eight. No, it's quarter past eight.* (page 15 Leo, Lucy and Amir)
- ▷ *Picture Dictionary* Help the pupils to complete the words for this unit. Check their spelling by asking them to write the words on the board.

Extra activity

- ▷ Pupils write about their day saying what time they do different activities. Monitor as you go round.

10 **Talk to three friends about your day. Count how many times they say 'Me too!'.**



I can do it in English!

11 **Write an email about you and your day.**

Hello!

My name's Alex. I'm nine years old. I've got a sister. Her name's Lola.

I get up at seven o'clock and I have breakfast at quarter past seven. I go to school at eight o'clock. I have a break at half past ten and I have lunch at half past twelve. I go home at three o'clock.

I can play football and I can swim. My favourite sports team is Manchester United.

Please write soon.

Alex

Story Time

The Secret Door 2

LESSON AIMS following and reading a story in English, revising language from Units 2 and 3

TARGET LANGUAGE *key, truck. What time? I get up/ have breakfast at ..., Where are you?*

RECEPTIVE LANGUAGE *What does it mean? Come here! It's a tunnel! Help!*

MATERIALS Pupil's Book pages 18 and 19, Activity Book page 16, Class CD, props (a soft toy cat or a picture of a cat, a big stone, a big reference book, a biscuit) to act out the story (optional). Keep all the props for future Story Time lessons, especially Story Time 6 when the pupils act out the whole story.

Warmer

- ▶ Help the pupils to relax and get ready for the story.
- ▶ Find out how much the pupils remember about the story from Episode 1. Show the class the pictures on pages 6 and 7 in your book. Point to each character and ask *Who's this?* Point to important objects (e.g. the door, the stone, the books) and ask *What's this?* Elicit as much information as possible about the characters and the objects.
- ▶ Draw the pupils' attention to the title of the story. Write it on the board and ask them to think why the story may be called *The Secret Door*. Elicit some ideas about the door in Episode 1. Don't give them any answers at this stage; the aim is to engage the pupils and to encourage them to predict where the story may take them.

Pupil's Book pages 18 and 19

23 Listen and read.

- ▶ Ask the pupils to look at the pictures on pages 18 and 19. Ask them to point to and name the characters and objects they recognise from the first part of the story.
- ▶ Play the recording (page 87) once. The pupils point to each corresponding picture as they listen and follow the story.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions. Explain to the class or elicit that this is the day after the first part of the story. Mandy and Kalim are looking at the pictures on the stone. Kalim has found out what some of this old writing means. It means 'the key to the door'. They

don't know which door this is. They arrange to meet at Mandy's house the next day to look at some old books there. Perhaps they can find out what the other pictures mean. Mandy offers Mitzy a biscuit but Mitzy doesn't like biscuits. She runs off and jumps into the truck. Mandy and Kalim follow her into the truck. The archaeologists close the door of the truck and drive it away. Kalim, Mandy and Mitzy jump out of the truck while it is moving and fall into a tunnel.

- ▶ Play the recording again. This time, pause after each picture. Ask the pupils to follow the text with their finger and point to the characters who are talking or making a sound. Check new vocabulary.
- ▶ Ask the class *What does the 'writing' on the stone mean? (It means 'the key to the door'.) Has Mandy got some more books at home? (Yes.) Does Kalim get up at half past nine? (No. He gets up at eight o'clock.) What time can Kalim go to Mandy's house tomorrow? (At ten o'clock.) Does Mitzy like biscuits? (No.)*

Where does Mitzy go? (In the truck.) Do Mitzy, Mandy and Kalim jump out of the truck? (Yes.) Where are they now? (In a tunnel.)

23 Then listen and act out.

- ▶ Prepare the pupils for acting out the story as they listen to the recording. Play the recording again, pausing after each frame and demonstrating the actions of the characters. The pupils act what you show them. Play the recording without pausing. The class act out the story together.
- ▶ Help the pupils to learn the key language in the story as they act it out. Play the recording, pausing after each sentence for the pupils to repeat and imitate the characters' voices. Take things slowly and ensure that all the pupils are involved and trying to remember the lines.

The Secret Door 2

23 Listen and read. Then listen and act out.

1 Mandy and Kalim have got the stone.
What does it mean, Kalim?
This means 'the key to the door'. What door?

2 Have you got some more books at home?
Yes. Can you come to my house tomorrow?
Yes.

3 What time? Half past nine?
I get up at eight o'clock, I have breakfast ...
Is ten o'clock OK?
Yes, good.

4 Mitzy! Come here!
Sorry, Mandy!
It's OK. I like animals.

5 Here, Mitzy! It's a biscuit.
Sorry! She doesn't like biscuits.

Activity Book page 16

1 Number the pictures in the correct order.

- ▶ The pupils work in pairs, looking at the pictures and putting them in the correct order.
- ▶ Check the answers by asking the pupils to write the correct order of the pictures on the board.
Answers: 4, 3, 6, 1, 5, 2
- ▶ After checking the answers, ask each pair of pupils to choose one of the pictures. Tell them to describe their picture to the class, saying who and what they can see in the picture and what is happening. The rest of the class listen, identify the picture and say if the description is correct.

2 Read and match to the pictures above.

- ▶ The pupils work individually, reading the sentences and matching them to the pictures in Activity 1. They can compare answers in pairs before checking answers as a class.
- ▶ Check the answers by asking individuals to come to the board and write the sentences in the correct order. The pupils can then read out all the sentences in the correct order.
Answers: A6, B1, C2, D5, E4, F3

Ending the lesson

- ▶ The pupils can act out the story in groups. Assign the roles of Mandy, Kalim, two archaeologists (one of the archaeologists is also the truck driver). One pupil can hold the toy cat or picture of a cat and take the part of Mitzy.
- ▶ Play the recording of the story without pausing to remind the class of the actions and the key phrases.
- ▶ Prepare a set at the front of the classroom in which the pupils will act out the story, e.g. one area is the tent, four chairs positioned in a square are the 'truck', another area is a tunnel. If you have brought them, use props to make the story come alive.
- ▶ Demonstrate with a group of pupils at the front of the class.
- ▶ In turn, each group acts out the story. Make sure that every pupil takes part in the acting at least once. Praise their efforts and encourage the rest of the class to clap at the end of each 'performance'.

Extra activity

- ▶ Explain to the pupils that they are going to write some questions for a quick quiz on the story so far.
- ▶ The pupils write their questions in pairs e.g. *Who has got a cat? What's its name? Who are the friends in the story? Who has got the stone? Who doesn't like biscuits? Where are Mandy and Kalim?* Give help as necessary.
- ▶ Choose one pair and divide the rest of the class into two teams. They read out their questions and the first team to answer correctly gets a point.
- ▶ Repeat with other pairs.



Unit 4

Lesson 1

LESSON AIMS learning to say the days of the week, saying a chant

TARGET LANGUAGE days of the week. *What day is it? It's (Monday). (Three boxes) on (Saturday). How many boxes on (Tuesday)?*

RECEPTIVE LANGUAGE *outside Miss Todd's house, another box, thanks. That's (eight boxes). next week's watch, meeting*

MATERIALS Pupil's Book page 20, Activity Book page 17, Class CD, daily routine flashcards (9–16)

Warmer

- ▶ Revise daily routines and the time (o'clock, quarter/half past and quarter to). Show the daily routine flashcards in random order to the class for pupils to make sentences, e.g. *I have a break at quarter past ten.*
- ▶ Ensure that each pupil says at least one sentence. Encourage them to cooperate and help each other if they made any language mistake in their sentences.

Pupil's Book page 20

1 Listen and read.

- ▶ Encourage the class to say what they remember about Miss Todd and her house. Then ask the pupils to look at the pictures on page 20 and say what is happening. If necessary, point out that the Blue Owls have become suspicious about the boxes and are watching Miss Todd's house.
- ▶ Play the recording (page 87) for the pupils to listen and point to the pictures. Check that the pupils understand the days of the week and any other new words.
- ▶ Play the recording again, pausing it after each sentence for the class to listen and repeat. Then divide the class into four groups. Play the recording again for each group to repeat the part of one of the characters (Lucy, Leo, Kim, Amir).

2 Chant. Say what day it is today.

- ▶ Play the chant several times for pupils to chant as a whole class and then in small groups.
- ▶ In a chant round the class, individual pupils say a day each. Tell them to try and keep the rhythm of the chant going.

3 Look at picture 3 in the story again. Ask and answer.

- ▶ Ask the pupils to look at Picture 3 and to repeat the example question and answer after you. Elicit the questions

and answers for all the days of the week from the class. Check the pupils' pronunciation of *boxes*.

- ▶ The pupils then work in pairs, taking turns to ask and answer questions about Picture 3.

Activity Book page 17

1 Listen and write the names next to the days.

- ▶ Explain that the Blue Owls are watching Miss Todd. Explain or encourage the pupils to guess the meaning of *Next week's watch*. Play the recording (page 87) for the pupils to listen and find out how many days each child can watch Miss Todd.
- ▶ Play the recording again for the pupils to listen and fill in the chart. Pause the recording appropriately to give them time to write the names.
- ▶ Check answers by asking *Who's on (Monday)?* Answers: *Monday/Amir, Tuesday/Kim, Wednesday/Amir,*

Thursday/Kim, Friday/Lucy, Saturday/Lucy, Sunday/Leo, meeting – Sunday

2 Complete the days. Then write them in the correct order.

- ▶ Tell the pupils they can look back at Activity 1 to check their spelling of the days before they write them in the correct order.
- ▶ Check answers by asking seven pupils to write a day each on the board in the correct order.

Ending the lesson

- ▶ Repeat the chant from Activity 2. Encourage the pupils to say the chant without looking at their books.

Extra activity

- ▶ Check that the pupils understand the meaning of *before* and *after*. Ask questions about the days of the week, e.g. *What day is the day after (Tuesday)? (Wednesday) What day is the day before (Saturday)? (Friday)*

4 What day is it?

1 Listen and read.

1 OK. Thanks, Lucy!

It's Sunday. Lucy is outside Miss Todd's house.

Blue Owls! It's five o'clock. Another box!

2 Chant. Say what day it is today.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

What day is it? It's...

3 MYSTERY BOXES THIS WEEK

Monday	1 box
Tuesday	1 box
Wednesday	0 boxes
Thursday	2 boxes
Friday	3 boxes
Saturday	3 boxes
Sunday	1 box

Kim: OK. Monday one box. Tuesday one box. Wednesday no boxes.

Amir: Two boxes on Thursday. Friday no boxes. Three boxes on Saturday.

Leo: And Sunday one box. That's eight boxes! Hmm.

3 Look at picture 3 in the story again. Ask and answer.

How many boxes on Tuesday?

One box.

20 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
 What day is it? It's (Sunday). How many boxes on (Tuesday)?

LESSON AIMS listening to a conversation about free time activities, talking about different free time activities and days of the week

TARGET LANGUAGE hobbies (*have music lessons, play outside, go swimming, do gymnastics, play computer games, play football*). *I (go swimming) on (Sundays).*

RECEPTIVE LANGUAGE *diary*

MATERIALS Pupil's Book page 21, Activity Book page 18, Class CD, hobbies flashcards (17–21), crayons or colouring pencils, slips of paper for each pupil to write a sentence

Warmer

- ▶ Show each hobby flashcard in turn and ask the pupils to put up their hand if this is one of their hobbies. The pupils can see how many of them do each hobby. Explain that they are going to learn the English words for these hobbies.

Pupil's Book page 21

4 Listen and repeat.

- ▶ Ask the pupils to look at the photos. Play the recording (page 87) for the pupils to listen and repeat.
- ▶ Hold up flashcards 17–21 one at a time for the class to say the hobby.

5 Listen to the Blue Owls' meeting. Who says what?

- ▶ First, ask the pupils to look at Leo's chart (Activity Book, page 17 Activity 1) to see which days Leo gave each child.
- ▶ Play the recording (page 87) once for the pupils to listen for general understanding. Ask *Is Leo's chart good for all the children?* (No.)
- ▶ Play the recording again for the pupils to match the sentences with the children. Answers: I have a music lesson on Fridays (*Lucy*). I go swimming on Mondays (*Amir*). I do gymnastics on Thursdays (*Kim*). I play football on Tuesdays (*Kim*).

- ▶ Ask the pupils to repeat the four sentences in the speech bubbles after you.
- ▶ Ask the pupils to make similar sentences and say when they do one of their hobbies, e.g. *I (go swimming) on (Saturdays).*

6 Look at the diary and read. Say True or False.

- ▶ Ask the class to look at the diary and read the sentences silently.
- ▶ Read aloud the sentences for the pupils to say *true* or *false*. Ask the pupils to correct the false sentences. Answers: 1 *true* 2 *false* (*I play basketball on Tuesdays.*) 3 *true* 4 *false* (*I have a music lesson on Wednesdays.*) 5 *true*

Activity Book page 18

3 Read and match.

- ▶ Explain that these pictures show the hobbies of Shelley, Hannah and Alex. The pupils work individually, reading the sentences and writing the name of the child. Answers: 1 *Alex* 2 *Shelley* 3 *Hannah*
- ▶ After checking the answers, ask the pupils to read aloud the sentences.

4 Write about your week. Draw the things you use.

- ▶ Tell the pupils they are going to write about what they usually do. They can use the sentences in Activity 3 as a model. If any of the pupils ask about the position of the day in the sentence, tell them that the day usually goes at the end of the sentence, although in one of Hannah's sentences it comes at the beginning (*On Sundays I play computer games*).
- ▶ Check pupils' sentences. The pupils then draw and colour pictures of themselves and the things they use in their hobbies.
- ▶ In small groups, the pupils read aloud their sentences and show their pictures.

Ending the lesson

- ▶ Ask the pupils to look back at the sentences in Activity 6 in the Pupil's Book. Each pupil writes a sentence of their own on a slip of paper, e.g. *I play outside on Saturdays.*
- ▶ Put all the papers in a box. Ask one pupil to take a paper from the box and mime what is written. The other pupils guess what she or he is miming. The first pupil to guess correctly comes and takes another paper and the game continues.

4 Listen and repeat.



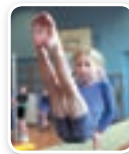
have a music lesson



play outside



go swimming



do gymnastics



play computer games

5 Listen to the Blue Owls' meeting. Who says what?



I go swimming on Mondays.

I have a music lesson on Fridays.

I play football on Tuesdays.

I do gymnastics on Thursdays.

6 Look at the diary and read. Say True or False.



1 I go swimming on Fridays.

2 I play football on Tuesdays.

3 I play computer games on Saturdays.

4 I have a music lesson on Thursdays.

5 I play outside on Sundays.

I (play football) on (Tuesdays).

LESSON AIMS listening to children playing a game, asking and answering questions about routines

TARGET LANGUAGE verb-noun collocation, e.g. *play (football), go (swimming) have (English lessons)*. Do you *(play football) on Tuesdays?* Yes, I do. / No, I don't.

MATERIALS hobbies flashcards (17–21), Pupil's Book page 22, Activity Book page 19, Class CD

Warmer

- ▶ Show each hobby flashcard in turn for the class to identify the hobby. Then elicit sentences from the pupils, e.g. *I (go swimming) on (Mondays)*.

Pupil's Book page 22

7 Listen to two children playing a game. Follow the lines.

- ▶ Give the pupils time to look at and become familiar with the diagram. Point out that the green lines always have *Yes, I do*. The red lines always have *No, I don't*. Ask the pupils to trace the lines leading to each of the four children (Amir, Kim, Lucy and Leo).
- ▶ Play the recording (page 87) several times if necessary. Pause it for the pupils to listen and follow the lines through the game to the picture of Kim.
- ▶ Divide the class into two groups. Repeat the recording, pausing it after each sentence for one group to repeat the girls' questions and the other to repeat the boys' answers. Play the recording again for the groups to change roles.

8 Which character are you? Ask and answer.

- ▶ Ask two pupils to read aloud the example questions and answers. Tell the class to follow the boy's answers on the diagram in Activity 7. Complete this dialogue with the class by eliciting the next question (*Do you do gymnastics on Thursdays?*). Elicit the answer *Yes, I do* (leading to Kim) and then elicit the answer *No, I don't* (leading to Lucy). Demonstrate the activity with the class first. The class ask you questions to find out which character you are. (It will be helpful if you choose to be either Amir or Leo.)
- ▶ Pupils play the game in pairs, taking turns to choose to be a character. Monitor the activity and help the pairs if necessary.

Activity Book page 19

5 Put the words in the box in the correct column.

- ▶ Look at the example answer with the class. Elicit an answer for the 'go' column and an answer for the 'have' column.
- ▶ The pupils then complete the activity. They can compare answers in pairs before checking answers as a class.
- ▶ Write the column headings on the board. Check the answers by asking individual pupils to write the words in the correct column. Answers: *play outside/computer games, go to school/swimming, have music lessons/English lessons, do gymnastics*

6 Reorder the words to make questions.

- ▶ Ask the pupils to read the first group of words and make the question. Check the answer and write the question on the board.
- ▶ The pupils write the other two questions.
- ▶ Check answers by asking individuals to read aloud the questions. Write the questions on the board.

Ending the lesson

- ▶ Revise questions forms. Write three or four jumbled questions on the board for the pupils to reorder, e.g.
 - 1 it What is time?
 - 2 basketball you play Can ?
 - 3 brothers Have two got you ?
 - 4 Do Tuesdays you lessons English have on ?

7 Listen to two children playing a game. Follow the lines.

8 Which character are you? Ask and answer.

22 Do you (play football) on (Tuesdays)? Yes, I do./No, I don't.

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress, writing about your week

REVIEW the time, days of the week, hobbies, *I (play football) on (Tuesdays) at (four o'clock).*

RECEPTIVE LANGUAGE *cross the river, timetable, abbreviations for days of the week (Mon, Tue, Wed, Thur, Fri, Sat, Sun)*

MATERIALS Pupil's Book page 23, Activity Book page 20, Class CD, flashcards 5–21 (activities, daily routine, hobbies), one sheet of A4 paper for each pupil, coloured paper, glue

Warmer

- ▷ Play the 'days of the week' chant (track 25) from Pupil's Book page 20. Pupils say the chant with the recording.
- ▷ Then ask groups of pupils to say the chant without the recording. Encourage them to keep the rhythm of the chant.

Pupil's Book page 23

9 **Play Cross the River.**

- ▷ Pre-teach abbreviations for days of the week. Write them on the board for the pupils to say the days.
- ▷ Ask the pupils to look at the picture of the river and the stepping stones. Explain the meaning of *Cross the River*.
- ▷ Ask the class to look at the stepping stones in each row. Elicit the hobbies (Row 1), the days (Row 2) and the times (Row 3).
- ▷ Demonstrate the game. Hold up your book with one hand so that the class can see the game on the page. Say one or two sentences slowly while you 'walk' with two fingers of your other hand across the appropriate stepping stones, e.g. *I play football on Fridays at quarter to three*. Write an example sentence on the board for the pupils to refer to. Remind them that we say *on* with days (*on Fridays*) and *at* with the time (*at quarter to three*).

- ▷ The pupils play the game in pairs, taking turns to say a sentence and 'walk' on the stepping stones across the river. If the sentence is correct, the pupil has crossed the river. If not, the pupil 'drowns' or is eaten by crocodiles. Monitor the activity but try not to interrupt the pupils' fluency. Tell the pairs to ask you if they are not sure whether a sentence is correct.

10 **Write about your week. Draw a timetable.**

- ▷ Ask the pupils to look at the example timetable. Read aloud the sentences.
- ▷ The pupils make their own timetable on an A4 piece of paper and write sentences about their week. Monitor and help them correct any errors.
- ▷ The pupils stick their timetable and text on coloured paper and save it in their Secret Club folder.

Activity Book page 20

7 **Read and complete.**

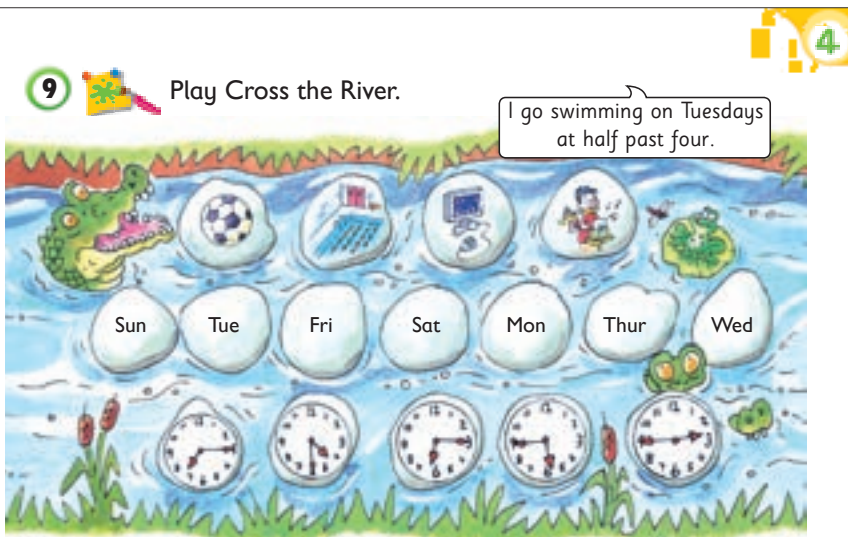
- ▷ The pupils look at the diary and complete the sentences.
- ▷ Check answers by asking individuals to read aloud the sentences. Write them on the board. Answers: *Mondays, play football, do gymnastics, Sundays*

8 **Complete or circle. Then colour.**

- ▷ The pupils complete the days. Ask individuals to write the missing days on the board.
- ▷ The pupils complete the sentences saying what they do on different days. Check their sentences. Each pupil reads aloud one of his/her sentences to the class.
- ▷ In pairs, the pupils ask and answer questions about different days and circle their answers.
- ▷ Each pupil colours the face that they decide best represents their effort.

Ending the lesson

- ▷ As a revision activity, place flashcards 5–21 in random order face downwards in a pile on your table. In turn, pupils come and take the top flashcard from the pile. The pupil looks at the picture, shows it to the class and says a sentence to match the picture, e.g. *I can play the recorder*.
- ▷ *Picture Dictionary* Help the pupils to complete the words for this unit. Check their spelling by asking them to write the words on the board.



I can do it in English!

10 **Write about your week. Draw a timetable.**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
football		music		swimming	play outside	computer
4.30		lesson 5.00		3.15	(Max)	games!

I play football on Mondays at half past four and
 I go swimming on Fridays at quarter past three.
 I have a music lesson on Wednesdays at five o'clock. I play the piano. On Saturdays, I play outside with my friend, Max.
 On Sundays, I play computer games.
 Do you like computer games?

Backtrack 2

Lesson 1

LESSON AIMS revising language from Units 3 and 4, playing a game, practising the sounds /t/ and /θ/

REVIEW giving the time and talking about daily routine: *It's half past seven. I (get up) at (half past seven).*

MATERIALS Pupil's Book page 24, Activity Book page 21, Class CD, small pieces of paper, a die and two counters per pair of pupils

Warmer

- ▶ Revise how to say the time. Write two sequences of times on the board. The pupils read aloud the times and complete each sequence:
1) A 9.00 B 8.00 C 7.00 D
Answer: *six o'clock*
2) A 12.00 B 12.15 C 12.30 D
Answer: *quarter to one*

Pupil's Book page 24

A Play Time Lotto.

- ▶ Explain and demonstrate the game with the class before the pupils play it in pairs. The pupils play the game by throwing the die and travelling round the board, collecting an appropriate time for each activity. When they land on a suitable time, they make a correct sentence, e.g. *I get up at half past seven* and cover the matching activity square with a small piece of paper. The first pupil to cover all six pictures then says the six correct sentences again and wins the game. Pupils can go round the board again if they reach the end and still haven't covered all six pictures.
- ▶ Monitor the game and make a note of any language problems to go over with the class afterwards.

B Listen and say.

- ▶ This activity helps to practise the sounds /t/ and /θ/.
- ▶ Ask the pupils to look at the clocks and say the times.
- ▶ Play the recording several times for the pupils to listen and repeat.
- ▶ Then say the lines with the pupils several times, each time saying them faster, encouraging the pupils to speed up with you.
- ▶ Write some words and numbers on the board for the pupils to read aloud and say which sound /t/ or /θ/ is in each word, e.g. a) *table* b) *time* c) *through* d) *thanks* e) *gymnastics* f) 2 g) 3 h) 10 i) 13

Activity Book page 21

1 Write the activities in the correct column.

- ▶ Read through the words and the example answers with the class. The pupils work individually, writing the activities in the correct column.
- ▶ Check the answers by asking *Who never (goes swimming)?* or *Who (goes swimming) every (week)?* If the pupils ask where to put *go to school*, tell them students usually go to school every week.

2 Reorder the words. Write questions and answer them.

- ▶ Check that the pupils have reordered the words correctly before they answer the questions.

- ▶ Ask individuals to read out their questions and answers. Answers:
1 *What day is it? It's ...* 2 *Do you go swimming on Saturdays? Yes, I do. / No, I don't.* 3 *What time is it? It's ...* 4 *Do you do gymnastics on Mondays? Yes, I do. / No, I don't.*

Ending the lesson

- ▶ Write the chant from Activity B on the board and add two extra lines:
Tuesday, two o'clock.
Thursday, three o'clock.
Saturday, ten o'clock.
Today, twelve o'clock.
- ▶ The pupils read and say the lines with you. Encourage them to tap a finger to keep the rhythm steady.
- ▶ Groups of pupils then say the lines, keeping a steady rhythm.



Backtrack 2 

A  Play Time Lotto.

It's half past seven.
I get up at half past seven.
Yes!

Throw the dice and match the times to the activities. Collect six times.

START

quarter to three, quarter past eight, half past seven, quarter past eight, nine o'clock, half past seven, twelve o'clock, half past ten, quarter to three, nine o'clock, twelve o'clock, half past ten

B  Listen and say.

 **Tuesday, two o'clock.**  **Thursday, three o'clock.**

24 Revision: telling the time and talking about daily routine: *It's (half past seven). I (get up) at (half past seven).*

Backtrack 2

Lesson 2

LESSON AIMS revising language from Units 3 and 4, singing a song, reading and writing about lifestyles

TARGET LANGUAGE *weekend, after, by car, days of the week, talking about daily routine and favourite food*

MATERIALS Pupil's Book page 25, Class CD

Warmer

- ▷ Revise days of the week by asking the class to say the days in order.
- ▷ Write gapped words on the board. Ask individual pupils to write the missing letters in the words on the board:
M _ N D A Y, T _ _ S D A Y,
W E _ _ E S D A Y, T H _ _ S D A Y,
F R _ D A Y, S A T _ _ D A Y,
S _ N D A Y.

Pupil's Book page 25

C Listen and sing.

- ▷ Play the song two or three times for the pupils to listen and read.
- ▷ Teach the song, line by line, and check any new vocabulary.
- ▷ Play the recording (page 87) and sing along with the class several times. Divide the class into five groups, to sing the lines about Monday (group 1), Tuesday (group 2), Wednesday (group 3), Thursday (group 4) and Friday (group 5). The whole class can sing the lines about the weekend.

D Who has got a healthy lifestyle? Read and say.

- ▷ The pupils look at the pictures. Ask them to talk about James and Dan, describing their appearance and what they are wearing.
- ▷ The pupils read the texts silently to find out who has got a healthy lifestyle. (*Dan.*)

- ▷ Look at the texts again with the class and ask individual pupils to read out the sentences. Check any new vocabulary.

E Have you got a healthy lifestyle? Write about your week.

- ▷ Tell the pupils to refer to the texts about James and Dan when writing about their own lifestyle. Read through the two texts with the class and write prompts on the board, e.g. *I get up, go to school, at school, after school, I go to bed, my favourite food*. Elicit one or two sentences for each prompt from the pupils about their own lifestyle.
- ▷ The pupils work individually, writing about their week. Monitor and help where necessary. Encourage the pupils to illustrate their texts with drawings of the activities they do, their favourite food and clock faces showing the time they get up and the time they go to bed.
- ▷ In pairs or groups of three, the pupils read their texts and look at the illustrations. The pupils decide if each of them has got a healthy lifestyle.

Ending the lesson

- ▷ Ask the pupils to read through the song and the texts on page 25 to find all the activities that are mentioned. e.g. *get up, swim, ride my bike*. Write the activities on the board.
- ▷ Divide the class into groups. Each group takes turns to mime an activity for the other pupils to guess. The group gets a point for each correct answer.

Extra activity

- ▷ In pairs, the pupils roleplay an interview between a reporter and either James or Dan from Activity D. The reporter is asking questions about the boy's lifestyle. Elicit two or three questions the reporter asks, e.g. *What time do you get up/go to bed? Do you like sport? What's your favourite food?* Tell the pupils they can invent information if they want to.
- ▷ Monitor and help the pairs if necessary.
- ▷ Some of the pairs act out their interview for the class.

C Listen and sing.



Monday, Monday,
Get up early!
Go to school! (Go to school!)
Tuesday, Tuesday,
I go swimming at the pool.
Wednesday, Wednesday,
It's half way day.
Thursday, Thursday,
We all go outside to play.
Friday, Friday,
In the evening, I can say
It's the weekend! Weekend!
I'm so happy when it's near.
The weekend! The weekend!
I'm so happy when I know
It's the weekend.

D Who has got a healthy lifestyle? Read and say.



I get up at eight o'clock. I go to school by car. I talk to my friends at school. After school, I go home. I play computer games and I have dinner. I go to bed at half past ten. My favourite food is pizza and chips.

I get up at seven o'clock. I ride my bike to school. I play football with my friends at school. I go swimming on Mondays and I do gymnastics on Fridays. On Saturdays I play basketball with my friends. I go to bed at nine o'clock. My favourite food is chicken and salad.



E Have you got a healthy lifestyle? Write about your week.

weekend, after, by car
Revision: days of the week, talking about daily routine and favourite food

Unit 5

Lesson 1

LESSON AIMS learning adjectives and animals, saying a chant

TARGET LANGUAGE animals (*gorilla, lion, monkey, panda, parrot*), adjectives (*thin, fat, beautiful, strong, thirsty, hungry*). *They're (lions). They're (thin). It's a/an (gorilla). It's (strong).*

RECEPTIVE LANGUAGE *Miss Todd's garden*

MATERIALS Pupil's Book page 26, Activity Book page 22, Class CD, animal flashcards (22–26), crayons or colouring pencils

Warmer

- ▶ Introduce the topic of animals. Ask the pupils about their pets. Encourage the pupils to say what animals need to have to be healthy and happy, e.g. food and drink, exercise, a clean place to live that isn't too hot or too cold for them.

Pupil's Book page 26

1 Listen and read.

- ▶ Pre-teach the names of the animals by using flashcards 22–26. Show each card in turn. Ask the class to repeat the words after you (*gorilla, panda, lion, monkey, parrot*).
- ▶ Encourage the pupils to say what they remember about Miss Todd and her house. Ask the pupils if the animals in the pictures on page 26 look happy. Elicit ideas about why they aren't happy. Explain that the man (Nick) is thinking of buying some of the animals.
- ▶ Play the recording (page 88) for the pupils to listen and point to the pictures. Check that the pupils understand the adjectives (*strong, thin, thirsty, fat, beautiful*). Use flashcards 22–26 to help. *strong* (22), *thin* (24), *thirsty* (25), *beautiful* (26).
- ▶ Play the recording again. Divide the class into two groups to listen and repeat the parts of Miss Todd and Nick and then change roles.

2 Chant. Listen and say.

- ▶ Play the chant several times for pupils to point to the pictures of the animals and chant. The second sentences (e.g. *It's strong*) are said louder on the recording. Encourage the pupils to do the same.

3 Listen to the rest of the chant and say the animals.

- ▶ Play the recording (page 88) for the class to listen and find the difference between the two versions of the chant. (In this second version, only the descriptions are given.)
- ▶ Repeat the recording for the pupils to chant the animal sentences only, e.g. *It's a gorilla.*

Activity Book page 22

1 Write sentences using the words in the box.

- ▶ Read aloud the words in the box and check that the pupils understand them.
- ▶ Explain that the pupils have to guess which animals are hiding and then describe them. Ask two pupils to read aloud the example sentences about the gorilla and the lion. Point out that adjectives (e.g. *fat*) have no plural form in English.

- ▶ Elicit the sentences orally from the pupils before they write them.
- ▶ Write the sentences on the board for the pupils to check their answers. Answers: 3 *They're pandas. They're strong.* 4 *They're monkeys. They're thirsty.* 5 *It's a parrot. It's beautiful.*

2 Complete the sentences. Draw pictures.

- ▶ The pupils read the gapped sentences and choose animals for the descriptions. Remind the pupils to draw and colour one animal for the singular sentences and two or more animals for the plural sentences. The pupils can draw comic animals if they wish.
- ▶ The pupils show their pictures and read their sentences to the class.

Ending the lesson

- ▶ Play the two versions of the chant from this lesson. Divide the class into two groups. One group says the first sentence in each chant and the other group says the second sentence.

5 It's beautiful!

1 Listen and read.

1 Blue Owls! There are animals in the boxes!

Kim is in Miss Todd's garden.

What? Animals?

2 Miss Todd is with her friend, Nick.

It's a gorilla.

Mmm. It's strong!

3 They're lions.

They're thin.

4 They're monkeys.

They're thirsty.

5 It's a panda.

It's fat.

6 Help!

It's a parrot.

Ah, yes. It's beautiful.

2 Chant. Listen and say.

It's a gorilla. It's strong! They're lions. They're thin!
They're monkeys. They're thirsty! It's a panda. It's fat!
It's a parrot. It's beautiful!

3 Listen to the rest of the chant and say the animals.

gorilla, lion, monkey, panda, parrot, strong, thin, thirsty, fat, beautiful
It's a (gorilla). It's (strong). They're (lions). They're (thin).

LESSON AIMS asking and answering questions using adjectives, playing a game

TARGET LANGUAGE animals (*ostrich, tortoise, elephant, mouse, bear, giraffe*), adjectives (*fast, slow, small, big, short, tall*). *Are they (lions/thin)? Yes, they are. / No, they aren't. Is it a/an (gorilla)? Is it (strong)? Yes, it is. / No, it isn't.*

MATERIALS Pupil's Book page 27, Activity Book page 23, Class CD, animal flashcards (22–26), drawing paper or pupils' notebooks, crayons or colouring pencils

Warmer

- Use the animal flashcards (22–26) to revise animal and adjective vocabulary from page 26. Show each flashcard in turn and elicit sentences, e.g. *It's a gorilla. It's strong.*

Pupil's Book page 27

4 **Listen and repeat.**

- The pupils look at the photos and identify the animals. Elicit what they know about these animals.
- Play the recording (page 88) for the class to listen and read the sentences. Ask the class if they notice anything different about the questions. Point out the word order. It may help to show comparisons on the board, e.g. *It is fat. They are thin. Is it fat? Are they thin?*
- Play the recording several times for the pupils to listen and repeat, then practise in pairs.

5 **Ask and answer. Use the words in the box.**

- Ask the class to repeat the adjectives in the box after you. Check that the pupils remember the meaning of the adjectives.
- Ask the pupils to identify the animals in the pictures. Teach any new words, e.g. *ostrich, mouse, bear.*

- Using the questions and answers in Activity 4 as a model, elicit an example question and answer for each of the six pictures. Explain that the pupils can ask more than one question about each picture and sometimes they may have to make up the answer, e.g. *Are they hungry? Yes, they are. / No, they aren't.*
- The pupils work in pairs, taking turns to ask and answer questions. Monitor and help the pairs as necessary.
- The pairs then say some of their questions and answers for the class to hear.

6 **Listen. Then play Guess the Animal.**

- Play the recording (page 88) once for the pupils to listen and read. Divide the class into two groups. Play the recording again for one group to repeat the questions and the other group to repeat the answers. The groups then change roles.
- The pupils then play the game in pairs or small groups. using the animals and adjectives they have learnt on pages 26–27.

Activity Book page 23

3 **Circle the answers.**

- Elicit the answers to items 1 and 2 from the class. The pupils then complete the activity, working individually.
- Check answers by asking pairs of pupils to ask and answer the questions.

4 **Look and write questions and answers.**

- Look at the pictures and the example questions and answers. Ask the pupils to write two more questions and a Yes and No answer for each picture. Monitor and help the pupils to correct any errors.
- Individual pupils read aloud some of their questions and answers to the class. The class can see how many different adjectives they used.

Ending the lesson

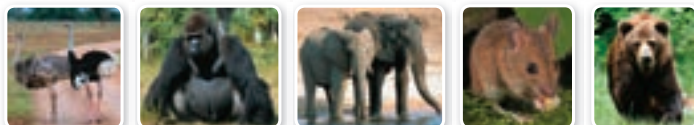
- Ask the pupils to draw and colour a picture of an animal and write three questions like the questions on page 27.
- In pairs, the pupils exchange papers and write the answers to their partner's questions. Monitor and check the questions and answers.

4 **Listen and repeat.**



5 **Ask and answer. Use the words in the box.**

fast slow big small hungry thirsty fat thin strong beautiful



6 **Listen. Then play Guess the Animal.**

Is it (beautiful)? Yes, it is./No, it isn't. Are they (strong)? Yes, they are./No, they aren't.

LESSON AIMS talking about what animals can do, reading about animals

TARGET LANGUAGE *bread, animals tiger, fish, duck, verbs climb, run fast, fly, jump, swim. (Cats) can (climb trees) but they can't (swim). They like (bamboo).*

RECEPTIVE LANGUAGE *bamboo, fur, soft*

MATERIALS Pupil's Book page 28, Activity Book page 24, Class CD, animal flashcards (22–26)

Warmer

- ▶ Show one of the animal flashcards (e.g. *panda*) to the class. Ask questions for the pupils to answer, e.g. *Is it small/strong/slow/fat/beautiful/brown/black and white?*
- ▶ Give the other four flashcards to four pairs of pupils. In turn, each pair shows the class their picture and asks questions for the class to answer.

Pupil's Book page 28

7 Listen and read.

- ▶ Ask the pupils to look at the pictures and identify the actions. Play the recording (page 88) for the pupils to listen and read the sentences.

38 Then listen and repeat.

- ▶ Play the recording (page 88) for the pupils to listen and repeat. Ask for 6–8 volunteers to mime one of actions for the class to guess (*climb trees, swim, run, fly, jump*).

8 Look and say. Use the words in the box.

- ▶ Read through the words in the box with the class. Ask the pupils to repeat the sentence after you.
- ▶ Ask the pupils to name the animals in the other pictures. Elicit one or two sentences from the class about each animal.
- ▶ Pupils work in pairs, saying what each animal *can* and *can't* do.

9 Read and say the animal from Activity 8.

- ▶ Ask the pupils to read through all the sentences quickly to check vocabulary. Encourage them to guess the meaning of new words, e.g. *bamboo, fur, bread*.
- ▶ The pupils then complete the activity, working individually or in pairs.
- ▶ Check answers. Ask individuals to read aloud the texts and say the name of the animals. Ask which animal is missing. Answers: 1 *ostriches* 2 *pandas* 3 *tigers* 4 *ducks* (missing: *monkeys*)

Activity Book page 24

5 Read and choose the animal.

- ▶ Look at the example item with the class. Check that the pupils understand what to do. Elicit the second answer from the class.
- ▶ The pupils then complete the activity working individually. They can compare answers in pairs before checking answers as a class.
- ▶ Check answers.
Answers: 2 *Lions* 3 *Parrots*

6 Write three true sentences and three false sentences.

- ▶ Elicit two or three example sentences from the class. Tell the pupils they can use verbs from earlier units too, e.g. Unit 2 *play football, play the piano* etc.
- ▶ Pupils work individually. Help them to correct any language errors in their sentences.


7 Ask a friend. Are the sentences above true or false?

- ▶ In pairs, the pupils take turns to read aloud their sentences for their partner to say *true* or *false*.


Ending the lesson

- ▶ Ask the class to look at Activity 9 in the Pupil's Book. Pupils work in pairs, using the texts in Activity 8 as a model to write 3–4 sentences about monkeys.
- ▶ The pairs then read aloud their sentences to the class and see how many different sentences they have made.

7 Listen and read. Then listen and repeat.



Cats can climb trees but they can't fly. Fish can swim but they can't run.




Parrots can't swim but they can fly.

8 Look and say. Use the words in the box.

run fast jump climb trees swim fly

Ducks can swim but they can't run fast.



9 Read and say the animal from Activity 8.

1 They're birds. They've got long legs and small heads. They can't fly but they can run fast.	2 They're big. They can climb trees but they can't run. They like bamboo.
3 They're beautiful. They've got soft fur. They can swim and they can climb trees. They like meat.	4 They can swim and they can fly. They've got two legs. They like bread.

28 climb trees, run fast, jump, swim, fly
(Cats) can (climb trees) but they can't (fly).

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress, writing about animals

REVIEW animals, adjectives, colours, verbs, *can/can't, have got. They're (lions/thin). Are they (lions/thin)? Yes, they are. / No, they aren't. These animals are (big and grey).*

MATERIALS Pupil's Book page 29, Activity Book pages 25 and 65 (Cut Out), scissors, magazine/computer pictures of animals (or pictures drawn by the pupils), one sheet of coloured A4 paper for each pupil, glue

Warmer

- ▷ The pupils work in small groups. Give them one minute to think of and make a list of all the animals they can remember. Elicit an animal from each group.

Pupil's Book page 29

10 **AB page 65** **Make cards. Then play and say.**

- ▷ Ask two pupils to read aloud the example sentences.
- ▷ The pupils cut out the animal cards from page 65 in the Activity Book.
- ▷ The pupils play the game in pairs or small groups. One pupil takes a card from the top of the pile and describes the animal. The others listen and try to guess which animal it is. The first pupil to guess the animal takes the next card.

11 **Write about animals. Find pictures.**

- ▷ The pupils collect (or draw and colour) three or four pictures of animals from magazines or from the Internet.
- ▷ Ask individual pupils to read aloud the sentences about the monkeys and the parrots.
- ▷ The pupils write a draft of five to six sentences about each animal. Encourage them to add a speech bubble

of what each animal might be saying, e.g. *I'm hungry/happy. I like bread.*

Check the pupils' sentences and help them correct any language errors.

- ▷ The pupils stick their pictures and copy their sentences onto coloured paper.
- ▷ In small groups, the pupils exchange and read each other's papers.

Activity Book page 25

8 **Write It's or They're. Then read and match.**

- ▷ First, the pupils complete the sentences with *It's* or *They're*. Check that pupils remember that plural nouns add 's'.
- ▷ Check the answers by asking individuals to read aloud the sentences.
- ▷ The pupils then match the sentences with the pictures. Answers: 1 *It's* (B) 2 *They're* (C) 3 *They're* (A) 4 *It's* (D)

9 **Read and complete. Then colour.**

- ▷ Ask the pupils to look at the sentences in the *talk about animals* section. Remind them that the first sentence names the animal(s) and the second sentence describes the animal(s). Pupils complete the sentences.
- ▷ Check the answers by asking individuals to read aloud the complete sentences. Write the sentences on the board. Answers 1 ... *lion. It's ...* 2 ... *parrots. They're ...*
- ▷ In the *ask about animals* section, explain that more than one adjective may be appropriate. For example, the question about the monkey could be *Is it thin/hungry/small? Yes, it is.*
- ▷ Go round and check the pupils' answers.
- ▷ The pupils complete the sentences describing what lions *can /can't* do. Check answers by asking individuals to read aloud the sentences. Answers: *can't*
- ▷ Each pupil colours the face that they decide best represents their efforts.

Ending the lesson

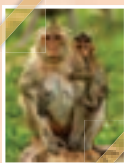
- ▷ Put a set of the cut-out animal pictures from the Activity Book on your desk, facing downwards. In turn, pupils come and take the top two cards from the pile and show them to the class. Elicit positive and negative sentences from the class about the animals on the two cards, e.g. sentences for a parrot and a duck could be: *They've got two legs. They can't run fast.*
- ▷ *Picture Dictionary* Help the pupils to complete the words for this unit. Check their spelling by asking them to write the words on the board.

10 **AB page 65** **Make cards. Then play and say.**



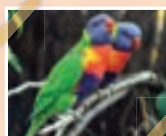
I can do it in English!

11 **Write about animals. Find pictures.**



Monkeys are brown and white. I like monkeys. They're strong and beautiful. They can run fast and they can climb trees but they can't swim. They like bananas.

Parrots are red, green and blue. They're beautiful. They've got two legs and long tails. They can fly but they can't swim. They can walk and jump. They can't run fast.



Story Time

The Secret Door 3

LESSON AIMS following and reading a story in English, revising language from Units 4 and 5

TARGET LANGUAGE animals, days of the week. *It's beautiful, Are they (snakes)? What are these? Have you got (the stone)? Yes, I have.*

RECEPTIVE LANGUAGE *touch, open, pocket. It's a code. Whoosh!*

MATERIALS Pupil's Book pages 30 and 31, Activity Book page 26, Class CD, crayons or colouring pencils, adhesive putty, 11 pieces of drawing paper (for the pupils to draw and colour pictures/symbols) to use when they act out the story (optional), props (a soft toy cat or picture of a cat, a big stone, a jacket for Kalim with pockets) to act out the story (optional). Keep all the props for future Story Time lessons, especially Story Time 6 when the pupils act out the whole story.

Pupil's Book pages 30 and 31

39 Listen and read.

- ▶ Ask the pupils to look at the pictures on pages 30 and 31. Ask them to point to and name the characters and objects they recognise from the first part of the story.
- ▶ Play the recording (page 88). The pupils point to each corresponding picture as they listen and follow the story.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions. Explain to the class or elicit that Mandy, Kalim and Mitzy are in a tunnel. They find a secret door. Kalim fits the stone into the door. It opens and they go into a beautiful room. On one of the walls, there are pictures and symbols. The children have to solve a code and press the correct day and animal stones. When they do this, the door opens. They go into the next room and escape from some advancing spiders.

- ▶ Play the recording again. This time, pause after each picture. Ask the pupils to follow the text with their finger and point to the characters who are talking or making a sound. Check any new vocabulary.

39 Then listen and act out.

- ▶ Ask the class: *Where is the stone in Picture 1? (In Kalim's pocket.) Does Mitzy see the spiders? (Yes.) Does she like them? (No.) What is Day One? (Monday.) What is a big cat? (A lion.)*
- ▶ Prepare the pupils for acting out the story as they listen to the recording. Play the recording, pausing after each frame and demonstrating the actions of the characters. The pupils act what you show them. Play the recording without pausing. The class act out the story together.
- ▶ Help the pupils to learn the key language in the story as they act it out. Play the recording, pausing after each sentence for the pupils to repeat and imitate the characters' voices.

Warmer

- ▶ Help the pupils to relax and get ready for the story.
- ▶ Ask the pupils how much they remember about the story. Show the previous story pictures from your book to elicit as much information as possible. Revise the character names and the important objects in the story so far. Ask the class *Where are Mandy, Kalim and Mitzy now? (In a tunnel.)*
- ▶ Draw the code that appears on frame 4 on the board and get them to guess what this means. Elicit how many shapes there are. Ask them what they think they are. Don't give them any answers at this stage; the aim is to encourage the pupils to predict what the code means and to stimulate their curiosity.

The Secret Door 3

39 Listen and read. Then listen and act out.



① **Look and answer the questions.**

- ▷ The pupils work individually or in pairs, looking at the pictures and answering the questions.
- ▷ Check the answers by asking pairs of pupils to ask and answer the questions. Check spelling where necessary.
 Answers: 1 *They're elephants. No, they aren't. (They're big.)* 2 *Yes, they are. Yes, they are/No, they aren't.* 3 *No, it isn't. (It's a lion.) No, it isn't (It's thin)* 4 *It's a bear. Yes, it is.*

② **Colour the symbols. Then write the days.**

- ▷ The pupils work individually, colouring the symbols in any colours they like.
- ▷ The pupils complete the sentences with the days of the week.
- ▷ Check the answers by asking individuals to read out the sentences and write the days on the board.
 Answers: *Day four is Thursday. Day one is Monday. Day two is Tuesday. Day seven is Sunday. Day five is Friday. Day six is Saturday.*

Ending the lesson

- ▷ If there is time in class or at home, involve the pupils in preparing the visual props of the symbols on the wall of the secret room. You will need eleven pieces of drawing paper to distribute among the pupils. The pupils work in pairs or small groups. Each pair or group draws and colours one of the pictures of the seven days of the week and the four animals (two elephants, a thin lion, three beautiful snakes, one strong bear).
- ▷ Play the recording of the story without pausing to remind the class of the actions and the key phrases.
- ▷ Prepare a set at the front of the classroom in which the pupils will act out the story, e.g. one area is in the 'tunnel' with the 'secret door', another area is the adjacent room where the children find the code.
- ▷ Stick the 11 drawings of the symbols on to a wall of the classroom (or on to the board). Arrange the drawings in the same order as in the picture in the Pupil's Book. If you have brought them, use the other suggested props to make the story come alive.
- ▷ In turn, the pupils act out the story in pairs, one pupil being Mandy and the other pupil being Kalim. Other pupils can be Mitzy and the spiders.
- ▷ First, demonstrate with a group of pupils at the front of the class. Make sure that every pupil takes part in the acting at least once. Praise their efforts and encourage the rest of the class to clap at the end of each 'performance'.



Extra activity

- ▷ Write down all the letters of the alphabet and ask individual pupils to come to the board and draw a symbol for each letter.
- ▷ Then ask the pupils to write a short word using using the symbols.
- ▷ The pupils work in pairs to decode their partner's secret word.

LESSON AIMS learning to ask about the weather, saying a chant

TARGET LANGUAGE weather (*cold, windy, cloudy, raining, hot, sunny*).
What's the weather like (now)? It's (cold).

MATERIALS Pupil's Book page 32, Activity Book page 27, Class CD, animal flashcards (22–26) weather flashcards (27–32)

Warmer

- ▶ Ask the class if they remember what animals Miss Todd has got in her house. Use the animal flashcards (22–26) to elicit the names of the animals and the adjectives to describe them.

Pupil's Book page 32

1 Listen and read.

- ▶ Read aloud the title of the Unit. Ask the class to look at the pictures and identify the people and the places.
- ▶ Use weather flashcards 27–32 (not 33) to present weather vocabulary (*cold, windy, cloudy, raining, hot, sunny*). Hold them up one at a time and ask the class to repeat after you *It's (cold)* etc.
- ▶ Play the recording (page 88) for the pupils to listen and read and point to the pictures.
- ▶ Play the recording again, pausing it after each sentence for the class to listen and repeat.
- ▶ Ask the class to look at the pictures of the clubhouse and say what problems there are when it's raining.

2 Chant. Listen and say.

- ▶ Play the first verse of the chant (page 88) for the class to listen and read. Ask the pupils to look at the weather symbols for the next three verses. Elicit the words (*cloudy, raining, sunny*).
- ▶ Then play the complete chant for the class to listen and say the chant.

3 What's the weather like today? Look and say.

- ▶ In pairs, the pupils practise asking and answering about the weather today where they are.
- ▶ Ask some of the pairs to say their question and answer for the class to hear. Check to see if all the pupils agree about the best word to describe the weather today.
- ▶ Ask the class to say the chant from Activity 2 again and say the word to describe today's weather in the last line of the chant.

Activity Book page 27

1 Listen and match.

- ▶ Read aloud the names of the cities. Encourage the pupils to say what they know about each of the cities.
- ▶ Elicit the weather word for each weather symbol.
- ▶ Tell the pupils they are going to hear the weather report for the cities. Play the recording (page 88) two or three times if necessary, for them to listen and draw a line between each city and its weather symbol.
- ▶ Check the answers. Play the recording and pause it after each item for pupils to say the name of the city and the weather word.

Answers: 1 Rome 2 Berlin 3 Warsaw
4 Paris 5 London 6 Madrid

2 Write sentences about Activity 1 using words in the box.

- ▶ Elicit the answer for sentence 1 from the class.
- ▶ The pupils complete the sentences working individually. They can compare answers in pairs before checking answers as a class.
- ▶ Check the answers by asking six pupils to write the sentences on the board and read them aloud.

Ending the lesson

- ▶ Play the chant again. Divide the class into four groups to say one verse each.

6 It's windy!

1 Listen and read.

2 Chant. Listen and say.

What's the weather like?
The weather like, the weather like?
What's the weather like?
Oh! It's *windy!*

windy

cloudy

raining

sunny

3 What's the weather like today? Look and say.

32 cold, windy, cloudy, raining, hot, sunny
What's the weather like (now)? It's (cold).

Unit 6

Lesson 2

LESSON AIMS reading and learning about the seasons, asking about the weather

TARGET LANGUAGE *snowing*, seasons (*season, spring, summer, autumn, winter*) *Look at (summer). Is it (hot)? Yes, it is. No, it isn't.*

RECEPTIVE LANGUAGE *today*

MATERIALS Pupil's Book page 33, Activity Book page 28, Class CD, weather flashcards (27–33), adhesive putty, crayons or colouring pencils, drawing paper or pupils' notebooks

Warmer

- ▷ Use flashcards (27–33) to revise weather words and to teach the new word *snowing* (Flashcard 33). Show each flashcard in turn and elicit sentences, e.g. *It's (raining).*

Pupil's Book page 33

4 Listen and read.

- ▷ Tell the pupils that they are going to learn the names of the four seasons. Ask them how many seasons there are in a year in their country and the names of the seasons.
- ▷ Ask the pupils to look at the pictures of the seasons on page 33. Play the recording (page 88) for the class to listen and read the texts and point to the pictures.
- ▷ Point out the 'snowing' symbol. Elicit *It's snowing* from the class.
- ▷ Play the recording again, pausing after each sentence for the pupils to listen and repeat.

5 Look at the pictures in Activity 4. Listen and say the season.

- ▷ Ask the pupils to look at the pictures in Activity 4. Ask them if scenes of the seasons in their country would be similar to these.

- ▷ Tell the pupils they are going to listen to sounds and guess the season. Play the recording (page 88) for the pupils to look at the pictures in Activity 4, listen to the sounds and say the season. Answers: 1 *summer* 2 *autumn* 3 *spring* 4 *winter*

6 Think of a season. Ask and answer.

- ▷ Ask the pupils to repeat the example conversation after you.
- ▷ Demonstrate the activity. Pupils ask you questions to guess the season you are thinking of.
- ▷ The pupils then work in pairs, taking turns to ask and answer questions. Monitor and help the pairs as necessary.

Activity Book page 28

3 Colour. Then complete the sentences.

- ▷ Ask the pupils to look at the four sections of the tree and identify the four seasons. Pupils colour each section of the tree to match the season and write the season in the label next to it.
- ▷ Ask the pupils to look at the gapped sentences and elicit suggestions for completing them.
- ▷ Pupils work individually, completing the sentences.
- ▷ In small groups or as a class, the pupils show their pictures and read their sentences.

4 Complete the sentences about your country.

- ▷ Stick the adjective weather flashcards (27–33) on the board. Ask the pupils to complete each sentence with one adjective from the flashcards. (They should describe the usual weather conditions only.) Pupils can colour the border when they have finished.
- ▷ Ask individual pupils to read aloud the sentences and write them on the board. Answers may vary, e.g. *It's summer. It's hot/sunny.*

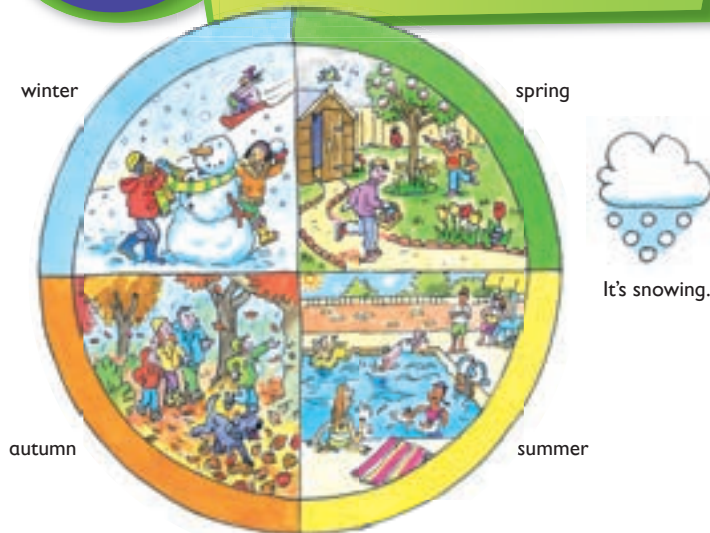
Ending the lesson

- ▷ Write sentences with gapped words on the board, e.g. *There are four s _ _ sons. In w _ _ ter it's cold. In su _ _ er it's hot. In aut _ _ _ it's windy. In s _ _ ing it's sunny.* In turn, pupils come to the board and write in a missing letter.

4 Listen and read.

The Seasons

There are four seasons in a year. Look at winter. It's cold and it's snowing. Look at spring. It's cloudy. Look at summer. It's hot and sunny. Look at autumn. It's windy and it's raining.



5 Look at the pictures in Activity 4. Listen and say the season.

6 Think of a season. Ask and answer.



season, spring, summer, autumn, winter, snowing
Look at (summer). Is it (hot)? Yes, it is./No, it isn't.

LESSON AIMS asking and answering questions about free time activities using *-ing* forms

TARGET LANGUAGE free time activities (*flying a kite, skating, going for a walk, riding a bike, building a snowman*). *I like (swimming). What do you like doing? Do you like (playing computer games)? Yes, I do. / No, I don't.*

MATERIALS Pupil's Book page 34, Activity Book page 29, Class CD, flashcards 5–8 and 17–21, drawing paper, crayons or colouring pencils

Warmer

- ▶ Introduce the topic of the lesson (free time activities). Show activities and hobbies flashcards (5–8 and 17–21) to elicit vocabulary the pupils already know. Distribute the cards among the pupils. In turn, each pupil with a card holds it up for the class to say the activity.
- ▶ Ask the pupils about their hobbies and what they do in their free time. If appropriate, introduce some of the new vocabulary for this lesson, e.g. *skating*.

Pupil's Book page 34

7 **45 Listen and point.**

- ▶ Ask the pupils to look at the pictures and identify the actions they already know. Ask the pupils to suggest what the boy is saying, (*I like ...*)
- ▶ Play the recording (page 88) for the pupils to listen and point. Check that they understand the new activities (*flying a kite, skating, going for a walk, building a snowman*).

46 **Then listen and repeat.**

- ▶ Play the recording again for the pupils to listen and repeat as a class and individually. Draw their attention to the form *I like -ing ...*

8 **Look at the photos in Activity 7. Ask and answer.**

- ▶ Ask two pupils to read aloud the example conversation. Elicit two or three more questions and answers from the class to continue the conversation.
- ▶ Pupils work in pairs, talking about the activities they like doing. They can include other activities they know, e.g. *playing the recorder, doing gymnastics*. Monitor and check that the pupils use the *-ing* form correctly.

Activity Book page 29

5 **Look and write. Use the words in the box.**

- ▶ Ask individual pupils to read aloud the words in the box. Ask the class to look at the first picture and repeat the sentence after you. Elicit the second answer from the class.
- ▶ The pupils complete the activity working individually. They can then compare answers in pairs before checking as a class.
- ▶ Check the answers by asking individuals *What is he/she saying?*

6 **Answer the questions about you. Write Yes, I do or No, I don't.**

- ▶ Pupils work individually, reading the questions and writing their answers.
- ▶ Check the answers by asking two or three pupils each question and find out who likes the activity and who doesn't.
- ▶ The pupils can then work in pairs or small groups, taking turns to ask and

answer the questions. They can find out if they like the same things.

Ending the lesson

- ▶ Ask for 6–8 volunteers to come out to the front and mime one of actions for the class to guess (*swimming, flying a kite, building a snowman*).

Extra activity

- ▶ Each pupil chooses two activities they like doing. Encourage them to choose activities they already know in English. Ask the pupils to draw and colour a picture of their two activities.
- ▶ Pupils then write a sentence under each picture, e.g. *I like (swimming)*.
- ▶ In turn, each pupil shows the class his/her pictures and reads aloud the sentences. The pupils can find out the favourite activities in their class.

7 **45-46 Listen and point. Then listen and repeat.**

I like ...

swimming

flying a kite

playing outside

ice-skating

playing football

building a snowman

playing computer games

riding my bike

going for a walk

8 **Look at the photos in Activity 7. Ask and answer.**

What do you like doing?

I like building a snowman.

Do you like playing computer games?

No, I don't.

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress, writing about your favourite season

REVIEW weather, seasons, free time activities. *It's (winter). What's the weather like? It's (windy). What do you like doing? I like (swimming). Do you like (playing football)? Yes, I do. / No, I don't.*

MATERIALS Pupil's Book page 35, Activity Book page 30, a die for each pair or group of four pupils, drawing paper, crayons or colouring pencils, one sheet of coloured A4 paper for each pupil, glue

Warmer

- ▷ Play the chant from page 32 (track 32). Ask the class to listen and say the chant.
- ▷ Ask a group of four pupils to listen and say the chant, each pupil saying a verse. Do the same with different groups of four pupils.

Pupil's Book page 29

9 **Play Weather Race**

- ▷ The game is played in pairs or groups of four. Ask the class to look at the chart. Explain how to play the game. Each player throws a die three times and says a sentence after each throw. In the left column there is the number on the die. The other three columns show what the number means for each of the three throws. The first column (for the first throw) is about seasons, the second column (for the second throw) is about the weather and the third column (for the third throw) is about free time activities. A picture of a star in a cell means the pupil can say any sentence they wish about any topic (seasons, weather or activities).
- ▷ Look at the example speech bubbles with the class. Work through the three throws and sentences with the class, referring to the chart for each sentence. Explain that the pupil gets a point if the three sentences are logical and make sense, i.e. the weather sentence

- is appropriate for the season and the activity is appropriate, too. If the three sentences don't make sense, the pupil gets no points. The player with the most points wins.
- ▷ Demonstrate the game. Ask one of the pupils to throw the die three times and say the number on the die for each throw. Ask the class to refer to the chart. Elicit sentences for each throw.
- ▷ The pupils play the game in pairs or groups of four. Try not to interfere with the pupils' fluency during the game.

10 **Write about your favourite season. Draw a picture.**

- ▷ Ask the pupils to look at the pictures. Read aloud the texts. Tell the pupils to use these texts as a model for their own sentences.
- ▷ The pupils draw and colour a picture of their favourite season. They write a draft of their sentences for you to check.
- ▷ The pupils stick their pictures and copy their sentences onto coloured paper.
- ▷ In small groups, the pupils show their pictures and read aloud their sentences. They then save their work in their Secret Club folder.

Activity Book page 30

7 **Look and complete.**

- ▷ The pupils work individually or in pairs, completing the sentences.
- ▷ Check the answers. Ask individuals to spell and write the complete words on the board and then read aloud the sentence.
Answers: *snowman, playing (computer) games, sunny, going (for a) walk*

8 **Complete and colour.**

- ▷ The pupils read and complete each section. Check their sentences.
- ▷ Each pupil colours the face that they decide best represents their efforts.

Ending the lesson

- ▷ Give the class 30 seconds to look at the game (Activity 9) then they close their books.
- ▷ Draw the chart outline on the board (3 columns across and 6 rows down). The pupils in turn fill in a cell of the chart on the board with the pictures, words and symbols that they remember.
- ▷ The class then compare the completed chart on the board with the one in their books.
- ▷ *Picture Dictionary* Help the pupils to complete the words for this unit. Check their spelling by asking them to write the words on the board.

9 **Play Weather Race.**

	first throw	second throw	third throw	

It's summer.

It's hot.

I like swimming.

I can do it in English!

10 **Write about your favourite season. Draw a picture.**

my favourite season is summer. It's hot and sunny. I like swimming and I like playing outside. I like playing football with my friends.



my favourite season is winter. It's cold. I like playing outside with my friends in the snow. I like building a snowman. I like ice-skating.

Backtrack 3

Lesson 1

LESSON AIMS revising language from Units 5 and 6, playing a game, practising the sounds /v/ and /w/

TARGET LANGUAGE animals, adjectives for animals, hobbies, weather and seasons. *Do you like (getting up early)? Are (parrots) strong? Can (pandas) fly?*

MATERIALS Pupil's Book page 36, Activity Book page 31, Class CD, two counters per pair of pupils, animal flashcards (22–26)

Warmer

- ▷ Divide the class into five groups. Give each group one of the animal flashcards (22–26). Each group talks about their animal, using adjectives to describe it and saying what it can and can't do.

Pupil's Book page 36

A Play Banana Race.

- ▷ Each pupil needs a counter. Explain and demonstrate the game with the class before pupils play it in pairs. Pupils start with their counters on 1 at the bottom of the palm tree. The aim of the game is to reach the bananas first. The pupils take it in turns to read the questions from the top of the list to the bottom (and so all questions are asked) and answer them honestly. If the answer is positive, e.g. *Yes, they are.* / *Yes, I do,* they move their counter two steps up the palm tree. If the answer is negative, e.g. *No, they can't.* / *No, I don't,* they move one step down. Their partner can challenge them if they think they are not telling the truth!
- ▷ After the game, ask pairs of pupils to ask and answer the questions.

B Listen and say.

- ▷ This activity practises the sounds /v/ and /w/. Ask the pupils to look at the pictures. Ask *What's the weather like?* (*It's windy/raining.*) Use the picture to teach *umbrella*.
- ▷ Play the recording (page 89) several times for the pupils to listen and repeat.
- ▷ Then say the phrase several times, each time saying it faster, encouraging the pupils to speed up with you.
- ▷ Draw a sketch of two girls on the board, labelled *Violet* and *Wendy*. Write: *What's Violet's favourite day? Her favourite day is Wednesday. What's Wendy's favourite activity? Her favourite activity is swimming.*

Ask individual pupils to underline the letters on the board that make /v/ and /w/, using a different colour for each sound.

- ▷ The pupils repeat the questions and answers after you, as a class, and then in pairs.

Activity Book page 31

1 Find five animals and five adjectives in the word puzzle.

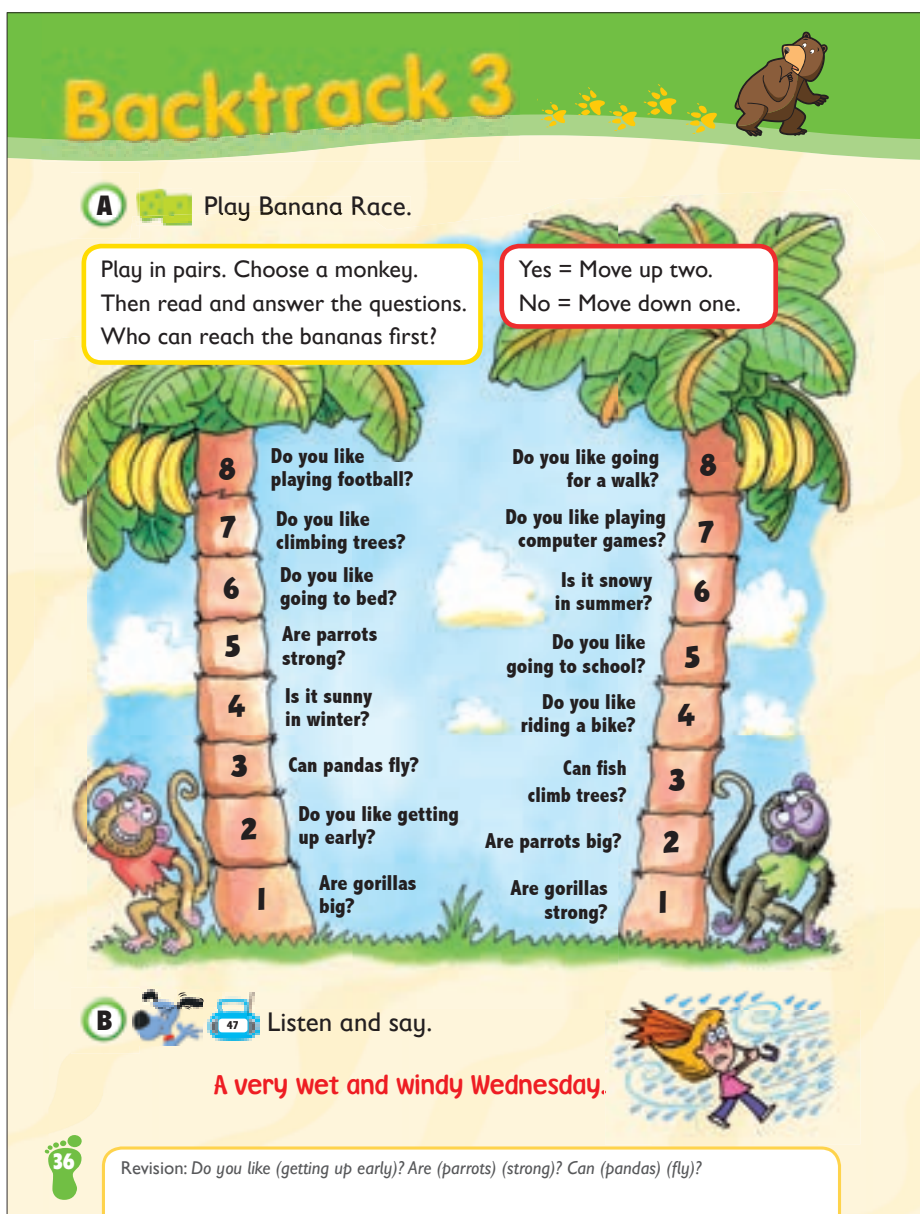
- ▷ The pupils work individually or in pairs, finding the words. Remind them to look across and down in the puzzle.
- ▷ Copy the columns on the board. Individual pupils write the words on the board.
Answers: animals (across) *panda, gorilla,* (down) *parrot, lion, monkey;* adjectives (across) *fat, thin,* (down) *strong, fast, beautiful*

2 Cross out the incorrect word. Answer the questions.


- ▷ Elicit the first question and answer from the class. The pupils complete the activity, working individually.
- ▷ Check the answers by asking individual pupils to write the questions on the board and say their answers.
Answers: 1 *What's the weather like today? It's (sunny).* 2 *Are lions strong? Yes, they are.* 3 *What's the weather like in winter? It's (cold).* 4 *Are parrots beautiful? Yes, they are.*

Ending the lesson

- ▷ Write gapped weather and season words on the board for the pupils to complete, e.g. 1 W _ _ D Y
2 C L _ _ D Y
3 S U _ _ Y
4 S _ _ I N G
5 S U _ _ E R
6 S N _ _ I N G
7 R _ _ N I N G
8 W I _ _ E R




Backtrack 3

A  Play Banana Race.

Play in pairs. Choose a monkey. Then read and answer the questions. Who can reach the bananas first?

Yes = Move up two.
No = Move down one.

8	Do you like playing football?	8	Do you like going for a walk?
7	Do you like climbing trees?	7	Do you like playing computer games?
6	Do you like going to bed?	6	Is it snowy in summer?
5	Are parrots strong?	5	Do you like going to school?
4	Is it sunny in winter?	4	Do you like riding a bike?
3	Can pandas fly?	3	Can fish climb trees?
2	Do you like getting up early?	2	Are parrots big?
1	Are gorillas big?	1	Are gorillas strong?

B  Listen and say.

A very wet and windy Wednesday.

36

Revision: *Do you like (getting up early)? Are (parrots) (strong)? Can (pandas) (fly)?*

Backtrack 3

Lesson 2

LESSON AIMS revising language from Units 5 and 6, singing a song, reading and writing a postcard

TARGET LANGUAGE *Dear, lots of, See you soon, From,* animals, adjectives, seasons, weather

MATERIALS Pupil's Book page 37, Class CD, pupils' notebooks

Warmer

- ▷ Revise animal vocabulary. Give the pupils one minute to work in small groups, listing all the animal words they know in English.
- ▷ The groups then give feedback to the class and see how many different animals they have thought of.

Pupil's Book page 37

C Listen and sing.

- ▷ Ask the pupils to look at the picture and identify and describe the two animals.
- ▷ Play the song two or three times for the pupils to listen and read.
- ▷ Teach the song, line by line, and check any new vocabulary.
- ▷ Play the recording again and sing along with the class several times.
- ▷ Divide the class into four groups, each group to sing one of the verses. The whole class sings the last two lines about each animal. (*Lions! Lions! That's why we love lions!* and *Snails! Snails! That's why we love snails!*)

D Read the postcard and match.

- ▷ The pupils work individually, reading the postcard and matching it to one of the pictures.
- ▷ Read the postcard to the class and check any new vocabulary. Point out

the expressions at the beginning of the postcard (*Dear Josh*) and at the end (*See you soon. From Dan*). Ask individual pupils to read out the sentences.

E Write a postcard to a friend.

- ▷ Ask the pupils to look at the postcards and talk about the place, the weather, the animals, etc. The pupils can use Dan's postcard in Activity D as a model for their own. Write prompts on the board, e.g. *I'm in (place). It's (season/ weather). There are ... They are ... They like ...*
- ▷ The pupils work individually, choosing and writing their postcard. Monitor and help where necessary.
- ▷ In pairs or groups of three, the pupils exchange and read their postcards.

Ending the lesson

- ▷ Ask the pupils to read through the song in Activity B again. Write on the board: (*Lions/Snails*) *are /aren't ... They can/ can't ... They like/don't like ... They have/don't have ...* If the pupils ask about *They have/don't have*, explain that it means the same as *They've got/ haven't got*.
- ▷ Elicit sentences from the class to describe monkeys, e.g. *They aren't big. They can climb trees. They have long arms. They like bananas.*
- ▷ In pairs or groups of three, the pupils write sentences about another animal. Tell them to begin the sentences with *They...* and not to give the name of the animal. Monitor and help as necessary.
- ▷ The pupils read out their sentences for the rest of the class to guess the animal.

Extra activity

- ▷ The pupils look again at the postcards in Activity D. In pairs, they draw a picture of a scene in their own country and write a postcard to send to a friend. Tell the pupils to begin their postcard: *Dear Dan, I'm in (name of their country)*
- ▷ Monitor and help the pairs if necessary.
- ▷ Each pair shows their picture to the class and reads out their postcard.

C Listen and sing.

**Lions are fast.
Lions are strong.
Lions have tails
That are very long.**

**Lions can jump
And climb a tree.
Lions can run
Much faster than me.**

**Lions! Lions!
That's why we love lions!**

**Snails aren't beautiful.
Snails aren't strong.
Snails don't have legs
That are very long.**

**Snails are slow
And snails can't run.
Snails like the rain
But they don't like the sun.**

**Snails! Snails!
That's why we love snails!**

D Read the postcard and match.

Dear Josh,
I'm in South Africa. It's summer here and it's hot and sunny. There is a monkey at the hotel. It is beautiful but it's very hungry. It likes eating my lunch!
See you soon.
From Dan

Josh
16 Chure

E Write a postcard to a friend.

Dear, lots of, See you soon, from
Revision: animals, seasons and weather

LESSON AIMS learning about actions in progress now

TARGET LANGUAGE *talking to, looking at, buying, writing. What's he/she doing? He's/She's (talking to) (Nick).*

MATERIALS Pupil's Book page 38, Activity Book page 32, Class CD, 'props' for acting out the story (a camera, two mobile phones, 'pretend' paper money) pupils' notebooks

Warmer

- ▶ Revise *What's your telephone number?* Write a telephone number on the board for the class to read aloud, e.g. 09347 – 665128. Check that the pupils remember to say *double (six)* and how to say 0.
- ▶ In small groups, the pupils ask for and say their telephone number.

Pupil's Book page 38

1 Listen and read.

- ▶ Elicit what the pupils remember about Miss Todd and Nick. Point out the walkie talkie and the camera in the pictures. Ask the class to guess why Amir is taking photos. Accept all their suggestions.
- ▶ Play the recording (page 89) for the pupils to listen, read and point to the pictures.
- ▶ Play the recording again, pausing it after each sentence for the class to listen and repeat.

2 Put Amir's photos in order. Then ask and answer.

- ▶ Ask the class to look at photo 2 and read the speech bubble.
- ▶ Pupils number the remaining three photos in the correct order for the story.
- ▶ Check the answers by asking one of the pupils to write the order on the board.
- ▶ Ask the class to cover the story in Activity 1 and look at the photos in Activity 2. Elicit what is happening in the photos in the correct order.
1 (photo 2) *Nick's talking to Miss Todd.*
2 (photo 4) *He's looking at the gorilla.*
3 (photo 3) *He's buying the gorilla.*
4 (photo 1) *He's writing his telephone number.*

Activity Book page 32

1 Read and number.

- ▶ Ask the pupils to look at the school scene. Explain that the sentences describe six of the children in the

scene. Ask the pupils to repeat the sentences after you.

- ▶ Ask the class to look at the example answer. The pupils then match the remaining sentences and children and write the numbers (1–6) in the boxes.
- ▶ Check the answers by asking individuals to say the number of the picture and read aloud the matching sentence. Answers: 2 *She's writing her name.* 3 *He's looking at books.* 4 *He's talking to the teacher.* 5 *She's looking at the teacher.* 6 *She's buying an apple.*

2 Look at the picture in Activity 1. Find and answer.

- ▶ Ask the class to look at the example picture and repeat after you.
- ▶ The pupils work individually or in pairs, looking at the pictures and writing the sentences.
- ▶ Check the answers by asking *What's he/she doing?* Individual pupils read aloud the answer. Write the answers on the board.
Answers: 2 *She's taking a photo.* 3 *He's looking at the cat.*

Ending the lesson

- ▶ Explain that the pupils are going to invent a dialogue between Miss Todd and Nick for one of the pictures on page 38. Elicit the beginning of a dialogue from the class, e.g.
Miss Todd: This is a gorilla.
Nick: Is he strong?
Miss Todd: Yes, he is.
Nick: What's his name?
Miss Todd:
- ▶ The pupils work in pairs, writing and reading a short dialogue of 6–10 lines in their notebooks. Monitor and help them correct any language errors.
- ▶ Each pair acts out their dialogue in front of the class. If possible use props, e.g. an upturned chair for the gorilla's cage, some 'pretend money' (for Nick to give Miss Todd), a pen and piece of paper for Nick to write down his phone number.

7 What's he doing?

1 Listen and read.

Lucy is talking to Leo. Amir is taking photos.

2 Put Amir's photos in order. Then ask and answer.

Number 2. What's he doing? He's talking to Miss Todd.

38 What's he/she doing? He's/She's (talking (to), looking (at), buying) ...

LESSON AIMS reading and talking about actions in progress now

TARGET LANGUAGE *What are you doing? I'm ... playing (basketball/ a computer game/the piano), riding (a horse/my bike), writing an email, watching TV, reading a book.*

MATERIALS Pupil's Book page 39, Activity Book page 33, Class CD, flashcards 5-8 and 20

Warmer

- ▶ Use flashcards 5-8 and 20 to revise activities. Ask a group of five pupils to come to the front of the class and take a flashcard each. In turn, each of the five pupils holds up a flashcard for the class to see. Ask the class *What's he/she doing? He's /She's (playing football).*

Pupil's Book page 39

3 **Listen and point.**

- ▶ Give the pupils time to look at the pictures. Ask them which activities in these pictures are the same as the activities on the flashcards they used in the Warmer (*playing basketball, playing the piano, playing a computer game*).
- ▶ Play the recording (page 89). The pupils to listen and point to the pictures.

51 **Then listen and repeat.**

- ▶ Play the next recording (page 89) for the pupils to listen and repeat as a class and individually.
- ▶ In pairs, the pupils take turns to point to a picture and their partner says the sentence, e.g. *I'm playing basketball*. Give help if necessary.

4 **Look at the pictures in Activity 3. Read and match.**

- ▶ Pupils work individually, reading the sentences and matching them

to the pictures in Activity 3. They can compare answers in pairs before checking the answers as a class.

Answers: 1F 2B 3E 4A 5D 6H 7G 8C

5 **Choose a character. Ask and answer.**

- ▶ Ask the class to repeat the example conversation after you.
- ▶ Demonstrate the activity. Pupils ask you questions to guess who you are.
- ▶ The pupils work in pairs, taking turns to ask and answer questions.

Activity Book page 33

3 **Read and match.**

- ▶ Ask the pupils to look at the example. Tell the pupils to read through all the phrases quickly before they continue matching them.
- ▶ Check the answers by asking individuals to read aloud the complete sentences.

Answers: 2 computer game 3 TV 4 horse 5 basketball 6 my bike

4 **Look and write. Use sentences from Activity 3.**

- ▶ Read the example answer with the pupils. Elicit the second answer from the class.
- ▶ The pupils complete the activity, working individually or in pairs.
- ▶ Check the answers by asking individual pupils to read aloud the sentences.
Answers: 2 *I'm riding a horse.* 3 *I'm watching TV.* 4 *I'm playing basketball.* 5 *I'm playing the piano.* 6 *I'm writing an email.*

Ending the lesson

- ▶ Write an outline telephone conversation on the board e.g.
Ann: *Hi (Tom)! It's (Ann). What are you doing?*
Tom: *I What are you doing?*
Ann: *I*
Ask the pupils to think of activities they are doing when the phone rings, e.g. *I'm playing a computer game/watching TV* etc. They can use appropriate activities from earlier lessons, e.g. *I'm having (breakfast).* / *I'm getting up.*
- ▶ In pairs, the pupils make telephone conversations.
- ▶ Each pair acts out a conversation in front of the class. They stand or sit so they can't see each other and mime their activity. When the phone 'rings' they act out their conversation, miming as necessary.

3 **Listen and point. Then listen and repeat.**



4 **Look at the pictures in Activity 3. Read and match.**

- | | |
|--------------------------------|---------------------------|
| A I'm riding my bike. | E I'm riding a horse. |
| B I'm playing the piano. | F I'm playing basketball. |
| C I'm writing an email. | G I'm watching TV. |
| D I'm playing a computer game. | H I'm reading a book. |

5 **Choose a character. Ask and answer.**



What are you doing? I'm (riding my bike).

Unit 7

Lesson 3

LESSON AIMS asking and answering questions about actions in progress now, playing a game

TARGET LANGUAGE *watching (the house), going to (the police station). Are you (taking photos)? Are you at (school)? Yes, I am. / No, I'm not. What are you doing? I'm (going to the police station).*

MATERIALS Pupil's Book page 40, Activity Book page 34, Class CD, Flashcard 45

Warmer

- ▶ The pupils look at Pupil's Book page 38 and refresh the story. Play recording 49.
- ▶ Encourage the class to speculate about what happens next. Do Miss Todd and Nick see Amir and Lucy? Does the gorilla escape? Do the children tell their parents? Accept all the suggestions.

Pupil's Book page 40

6 Listen and read.

- ▶ Play the recording (page 89) for the pupils to look at the pictures, listen and read the text. Use the flashcard to present *police station*. Ask the pupils to guess why Amir and Lucy are going there.
- ▶ Divide the class into two groups to be 'Amir' and 'Leo'. Play the recording, pausing after each sentence for the groups to repeat their part and then change roles.
- ▶ Point out the short answer form (*Yes, I am. / No, I'm not.*) rather than just the words *Yes* or *No* which can sound unfriendly.

7 Play a mime game.

- ▶ Ask the class to look at the photos. Ask two pupils to read aloud the example questions and answers.
- ▶ Demonstrate the game. Mime an action (e.g. playing a computer game) for the class to guess.
- ▶ The pupils play the game in pairs, taking turns to choose an activity to mime. Their partner has to guess what they are doing, using questions with short answers.

Activity Book page 34

5 Answer the questions. Write *Yes, I am* or *No, I'm not*.

- ▶ Ask the pupils to look at the first two pictures and example answers. Ask pairs of pupils to read aloud the questions and answers.

- ▶ The pupils complete the activity working individually. They can compare answers in pairs before checking answers as a class.
- ▶ To check, ask the questions for individual pupils to answer. Answers: 3 *Yes, I am.* 4 *Yes, I am.* 5 *No, I'm not.* 6 *Yes, I am.*

6 Answer the questions about what you are doing now.

- ▶ The pupils answer the questions truthfully, writing *Yes, I am* or *No, I'm not*.
- ▶ Check the answers by asking the questions for individual pupils to answer.
- ▶ The pupils then work in pairs, reading aloud the questions and answers.

Ending the lesson

- ▶ Ask the pupils to look at the questions in Activity 6 in the Activity Book. Elicit two or three more questions, e.g. *Are you having an English lesson/*

playing football? Each pupil writes two questions. Check their questions.

- ▶ In pairs, pupils take turns to ask and answer their questions,

Extra activity

- ▶ Explain that two pupils are going to guess what the other pupils are miming.
- ▶ Choose two pupils (or ask for volunteers) to go out of the room (or turn their backs). Each child in the rest of the class chooses an activity to mime.
- ▶ The two children then return and watch all the other pupils miming their activities for twenty seconds. Then the miming stops and the pupils 'freeze'.
- ▶ The two pupils work together, trying to identify all the actions. They can ask each child in turn one question only, e.g. *Are you (riding a horse)?* Give one point for each correct guess.

6 Listen and read.

7 Play a mime game.

Are you playing the piano? Are you writing?
No, I'm not. Yes, I am.

Are you at school? Yes, I am.

40 Are you (taking photos)? Are you at (school)? Yes, I am./No, I'm not. What are you doing?

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress, writing about a family member

REVIEW activities, clothes. *What's he/she doing? He's/She's (playing basketball). I'm wearing (jeans and a pink T-shirt). What are you doing? Are you (reading)? Yes, I am. / No, I'm not.*

MATERIALS Pupil's Book page 41, flashcards 5–8 and 34–37, Activity Book pages 35 and 67 (cut out cards); each pupil needs a photo (or drawing) of him/herself and a photo (or drawing) of a friend/family member, one sheet of writing paper and one sheet of coloured A4 paper, glue, scissors

Warmer

- ▷ Give eight pupils an activity flashcard each. Each pupil shows his/her flashcard to the class and says a sentence, e.g. *I'm playing football.* They then hide their flashcards.

- ▷ Point to the eight pupils, one by one, and ask *What's he/she doing?* The class tries to remember the flashcard. If their answer is correct, the pupil shows the flashcard.

Pupil's Book page 41

8  **AB page 67** **Make cards. Then play Memory Game.**

- ▷ Ask two pupils to read aloud the sentences.
- ▷ Check that the pupils understand the game. They put the cards face down, guess what activity is on each card and try and remember the pictures.
- ▷ The pupils cut out the cards from page 67 in the Activity Book. They play the game in pairs, taking turns to ask and answer questions (*What's he/she doing?*). Decide with the class if *he* or *she* is going to be used in the questions and answers. If the answer is correct, the pupil keeps the card. If not, the card is turned face down again. The game finishes when all the cards have been picked up.

- ▷ Monitor but try not to interfere with the pupils' fluency during the game.

9  **Write about you and a family member. Find photos.**

- ▷ Each pupil needs a photo (or a drawing) of themselves and a friend or another family member. Help by suggesting occasions when they and their family/friends did some of the activities in this Unit, e.g. on holiday, at school, at home.
- ▷ Read out the texts. The pupils can use these as a model for their own sentences.
- ▷ The pupils write a draft of their texts for you to check and then copy the corrected texts.
- ▷ The pupils stick their photos or drawings and texts onto coloured paper.
- ▷ In small groups, the pupils show their pictures and read out their texts. They then save their work in their Secret Club folder.

Activity Book page 35

7  **Read and complete.**


- ▷ The pupils work individually, completing the sentences.
- ▷ Ask individuals to read aloud the sentences.
Answers: 1 *reading* 2 *She's*
3 *watching* 4 *He's writing*

8  **Complete and colour.**

- ▷ The pupils read and complete each section. Check their sentences.
Answers: 1 *riding my/a bike* 2 *He's*
3 *She's* 4–6 (pupils' own answers)
- ▷ Each pupil colours the face that they decide best represents their efforts.


Ending the lesson

- ▷ In small groups, the pupils make a list of the activities they can remember from this unit. Give them a time limit of two minutes.
- ▷ The groups then give feedback to the class. Write the activities on the board. If the groups have missed out any activities, you can use mime or give hints to elicit the activities or ask the pupils to check in the lessons in Unit 7.
- ▷ *Picture Dictionary* Help the pupils to complete the words for this unit. Check their spelling by asking them to write the words on the board.

8  **AB page 67** **Make cards. Then play Memory Game.**



I can do it in English!

9  **Write about you and a family member. Find photos.**



This is a photo of my brother. His name's Daniel. He's 12. He's at school. He's playing the piano. He's wearing a white shirt and black trousers.

This is a photo of me. My name's Emma. I'm in my garden. I'm wearing a pink T-shirt. I'm talking to my friend and I'm taking a photo.



Story Time

The Secret Door 4

LESSON AIMS following and reading a story in English, revising language from Units 6 and 7

TARGET LANGUAGE weather, seasons, (We) can/can't (jump) I like (swimming). What's the weather like? It's (windy). What's she doing? She's taking (the treasure).

RECEPTIVE LANGUAGE cross (v), bridge, puzzle

MATERIALS Pupil's Book pages 42 and 43, Activity Book page 36, Class CD, crayons or colouring pencils, adhesive putty, 4 pieces of drawing paper to use when they act out the story (optional), props (a soft toy cat or picture of a cat, a shiny necklace, two model or toy lions) to act out the story (optional). Keep all the props for future Story Time lessons, especially Story Time 6 when the pupils act out the whole story.

Warmer

- ▶ Help the pupils to relax and get ready for the story.
- ▶ Ask the pupils how much they remember about the story. Show the previous story pictures from your book to elicit as much information as possible. Revise the character names and the important objects in the story so far.
- ▶ Ask the pupils (in L1) to predict what dangers Kalim and Mandy may encounter beyond the stone door. Elicit some ideas such as lions, more spiders, tigers. Ask them to imagine what it is like underground. Is it cold? Is it hot? Is it dark? Is it easy to walk? Are there rocks? Is there a treasure? Don't give them any answers at this stage; the purpose of the activity is to stimulate the pupils' curiosity about the next episode.

Pupil's Book pages 42 and 43

53 Listen and read.

- ▶ Ask the pupils to look at the pictures on pages 42 and 43. Play the recording (page 89). The pupils point to each corresponding picture as they listen and follow the story.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions. Explain to the class or elicit that Mandy, Kalim and Mitzy are in another room. They can't get across the room because there is a big pit full of snakes. They are looking at four stones with pictures on them. Mandy sees that the four pictures are of the four seasons. They put the four stones in the correct order on top of a stone slab. Suddenly, a bridge appears across the snake pit. Mandy, Kalim and Mitzy cross the bridge. On the other side of the room, they find a huge statue of an ancient figure and two statues of lions at either side. Mitzy climbs up the statue and steals the necklace. The whole room starts

crumbling, and the children and Mitzy are very frightened.

- ▶ Play the recording again. This time, pause after each picture. Ask the pupils to follow the text with their finger and point to the characters who are talking or making a sound. Check any new vocabulary.
- ▶ Ask the pupils to look at the pictures in their book and point to the things you say: 1 a picture of winter, 2 a lot of snakes, 3 a bridge, 4 a picture of summer, 5 a lion, 6 a picture of autumn, 7 a necklace, 8 a picture of spring.

The Secret Door 4

53 Listen and read. Then listen and act out.

1 Mandy and Kalim are in another room.
Oh, no! Snakes!
How can we cross?
We can't jump.

2 What's this?
Is it a puzzle?
Yes.

3 Look at this picture. It's windy.
What's the weather like in your picture?

4 It's hot. This is summer.
I like swimming in summer, too!

5 In this picture it's cold. This is winter.
And here it's raining.
It's spring.

Then listen and act out.

- ▶ Prepare the pupils for acting out the story as they listen to the recording. Play the recording, pausing after each frame and demonstrating the actions of the characters. The pupils act what you show them. Play the recording without pausing. The class act out the story together.
- ▶ Help the pupils to learn the key language in the story as they act it out. Play the recording, pausing after each sentence for the pupils to repeat and imitate the characters' voices. Make sure that all the pupils are involved and trying to remember the lines.

Activity Book page 36

1 Label the seasons below.

- ▶ The pupils work individually, labelling the seasons. They can compare answers in pairs.
- ▶ Check that the pupils have labelled the seasons correctly.
Answers: 1 *autumn* 2 *summer*
3 *winter* 4 *spring*

2 What's Mitsy doing? Read and match.

- ▶ The pupils work individually, reading the sentences and matching them to the pictures.
- ▶ Check the answers by asking individuals to read aloud the correct description for each picture.
Answers: 1 *She's looking at the snakes.*
2 *She's climbing the statue.* 3 *She's crossing the bridge.* 4 *She's taking the treasure.*

Ending the lesson

- ▶ If there is time in class or at home, involve some of the pupils who like drawing in the preparation of the pictures of the four seasons. You will need four pieces of drawing paper. Ask for volunteers to copy the pictures of the seasons from the Pupil's Book. The volunteers can work individually or in pairs, drawing and colouring one of the pictures.
- ▶ Play the recording of the story without pausing to remind the class of the actions and the key phrases.
- ▶ Prepare a set at the front of the classroom in which the pupils will act out the story, e.g. on one side of the area have a table with the four drawings of the seasons on it in jumbled order, in the middle of the area is the snake pit and on the other side of the area are the statues of the lions and the ancient figure, with the treasure (a necklace) round the figure's neck. If you have brought them, use the other suggested props to make the story come alive.
- ▶ In turn, the pupils act out the story in groups, taking the parts of Mandy, Kalim, Mitzy and the statues. First, demonstrate with a group of pupils at the front of the class. Make sure that every pupil takes part in the acting at least once. Praise their efforts and encourage the rest of the class to clap at the end of each 'performance'.



Extra activity

- ▶ Ask the pupils to write some sentences to describe a treasure. Tell them not to say what the treasure is. Give some sentences to demonstrate. *It's small. It's yellow and it's round.* Ask the pupils to guess what it is. (A coin.) Ask individual pupils to read out their sentences. The rest of the class then guess what their treasure is.

Unit 8

Lesson 1

LESSON AIMS learning the names of places, saying a chant

TARGET LANGUAGE town, road, street, library, cinema, school, park, zoo, swimming pool, toy shop, café, police station. *Where's the ...? I don't know. There's/There isn't a (police station). Yes, there is. It's in ... Road.*

RECEPTIVE LANGUAGE *They are looking for (the police station). Let's go!*

MATERIALS Pupil's Book page 44, Activity Book page 37, Class CD, flashcards of places (38–45)

Warmer

- ▶ Read aloud the title of the unit and ask the pupils what they think it will be about. Check that the pupils remember that Amir and Lucy are going to the police station.
- ▶ Use the flashcards (38–45) to elicit known vocabulary for places in town and to present new words.

Pupil's Book page 44

1 Listen and read.

- ▶ Ask the pupils what they remember about the photos that Amir took.
- ▶ Ask the class to look at the picture on page 44. Elicit that Amir and Lucy are looking at a town map. Play the recording (page 89) for the pupils to listen and try to identify which places are mentioned. Ask them to repeat the names of the places.
- ▶ Play the recording again, once for the pupils to listen and read the dialogue, and again, pausing it after each sentence, for the class to listen and repeat.
- ▶ Point out the use of *There is* (*There's*) and *There isn't*. Ask the pupils to make sentences about places in their town (e.g. a zoo, a cinema, a swimming pool) using *There's/There isn't a ... in my town*.

2 Chant. Listen and say.

- ▶ Play the chant for the pupils to listen and read.
- ▶ Play the chant again for the pupils to listen and say the chant. Ask them to tap out the rhythm quietly with a finger as they say it. This will help them follow the natural stress patterns.

3 Look at the map in Activity 1. Listen and say True or False.

- ▶ Ask the class to look at the town map and point to *East Street*, *London Road*, *River Road* and *Park Street*.
- ▶ Play the recording (page 89) once for the pupils to listen to the sentences and look at the map. Then play the recording again, pausing after each sentence for the pupils to say *True* or *False*.
Answers: 1 true 2 false 3 true 4 true 5 false

Activity Book page 37

1 Read and match.

- ▶ The pupils work individually or in pairs, reading the texts (1–3) and matching them with the pictures (A–C).
- ▶ Check the answers by asking individuals to read aloud the correct description for each picture.
Answers: 1C 2B 3A

2 What is there in town? Look and write.

- ▶ Read through the words in the box with the class and ask the pupils to look at the pictures of the places in the town. Ask two pupils to read aloud the two example sentences. Elicit the sentences about the *library* and the *zoo* from the class.
- ▶ The pupils complete the activity working individually. They can compare answers in pairs before checking answers as a class. Write all possible sentences on the board.
Answers: *There's a ... library/zoo/park/cinema/café. There isn't a school.*

Ending the lesson

- ▶ Give out the flashcards to eight pupils. In turn, each pupil holds up their flashcard and chooses a pupil to identify the place, e.g. Pupil A (showing flashcard 42): *What's this, (Maria)?* (Maria): *It's a zoo.*

8 Where's the park?

1 Listen and read.

Amir and Lucy are in town. They're looking for the police station. Amir has got the photos.

Amir: Where's the police station?
Lucy: I don't know. There's a library, a cinema and a school.
Amir: And there's a toy shop, a park and a zoo.
Lucy: There's a swimming pool and a café, but there isn't a police station.
Amir: Yes, there is! It's in London Road. Let's go!

2 Chant. Listen and say.

There isn't a zoo. Yes, there is!	There isn't a café. Yes, there is!
There isn't a park. Yes, there is!	There isn't a toy shop. Yes, there is!
There isn't a school. Yes, there is! Oh! Yes, there is!	There isn't a library. Yes, there is! Oh! Yes, there is!

3 Look at the map in Activity 1. Listen and say True or False.

44 Where's the (cinema)? I don't know. There's/There isn't a ... Yes, there is. It's in ... Road/Street.

LESSON AIMS talking about the location of places, playing a game

TARGET LANGUAGE *opposite, next to, between. The (cinema) is opposite/next to the (police station). The (cinema) is between the (park) and the (swimming pool). Where's the (swimming pool)? It's (next to) the (cinema).*

MATERIALS Pupil's Book page 45, flashcards 46–48 (prepositions), Activity Book pages 38 and 69 (cut outs), scissors and one sheet of A4 drawing paper for each pupil

Warmer

- ▷ Play the chant (track 55) from the previous lesson for the class to listen and say.
- ▷ Divide the class into two groups. One group says lines 1, 3 and 5 and the other group says lines 2, 6 and 8 of each verse. The groups then change parts.

Pupil's Book page 45

4 **Listen and repeat.**

- ▷ Use the flashcards (46–48) to present the prepositions *opposite, next to* and *between*. Use your classroom context to demonstrate, e.g. *(Anna) is between (Thomas) and (Theresa)*.
- ▷ The pupils look at the pictures on page 45. Elicit what places they can see, e.g. *There's a cinema*.
- ▷ Play the recording (page 89) for the pupils to listen and repeat the sentences.

5 **AB page 69** **Make a street. Then play and say.**

- ▷ Give the pupils time to look at the pictures and sentences in Activities 5 and 6. Explain that the two children are playing the game in Activity 5 and checking their answers in Activity 6.
- ▷ The pupils prepare the cut-out cards. Each pupil draws two parallel lines (a street) on a sheet of A4 paper.

- ▷ The pupils play the game in pairs with a screen (a book or folder) between them. Pupil A places his/her cards on both sides of his/her street. Pupil A starts from the left of his/her street and describes the street. Pupil B listens and places his/her cards on his/her street, according to Pupil A's description. When the pair have finished, they go on to Activity 6 and check their answers.

6 **Ask and answer. Check your street.**

- ▷ Ask two pupils to read aloud the example question and answer.
- ▷ In pairs, one pupil asks their partner where he/she has placed the cut-out cards. At the end of the game, the two pupils remove the screen and compare their two streets.

Activity Book page 38

3 **Read and label the picture.**

- ▷ Give the class time to look at the picture. Read aloud the first three sentences. Pupils work individually, reading the text and labelling the pictures. Ask individuals to write the answers on the board. Answers (left to right in picture): *police station, cinema, café, swimming pool, zoo*

4 **Look at the town in Activity 3. Correct the sentences.**

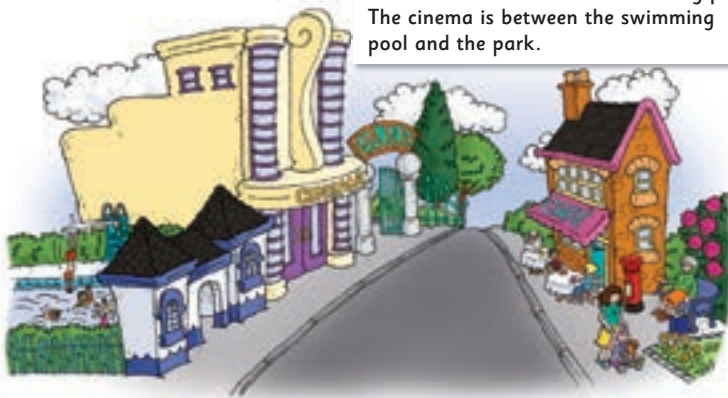
- ▷ Read through the two example answers with the pupils.
- ▷ The pupils complete the activity, referring to the picture of the town in Activity 3. Tell them that there may be more than one way of correcting the sentences.
- ▷ Check the answers by asking individuals to read aloud the sentences. Write them on the board.
Answers: 3 *The police station is next to the library/between the library and the park /opposite the café.* 4 *There isn't a school.* 5 *The cinema is next to the café/opposite the library.* 6 *The café is opposite the police station/between the cinema and the swimming pool/next to the cinema/ the swimming pool.*

Ending the lesson

- ▷ Ask 7–8 pupils to come to the front. Organise them to stand *opposite, next to* and *between* each other. The rest of the class make as many sentences as they can about the pupils, e.g. *(Kirsten) is next to (Mark)*.

4 **Listen and repeat.**

The cinema is opposite the café.
The cinema is next to the swimming pool.
The cinema is between the swimming pool and the park.



5 **AB page 69** **Make a street. Then play and say.**



The swimming pool is next to the cinema.

6 **Ask and answer. Check your street.**

Where's the swimming pool?

It's next to the cinema.

opposite, next to, between
Where's the (swimming pool)? It's (next to) the (cinema).

LESSON AIMS reading and giving directions and the location of places

TARGET LANGUAGE *parking sign. Go straight on. Turn left/right (onto Cog Street). Start/Stop at the (parking sign).*

RECEPTIVE LANGUAGE *Give directions.*

MATERIALS Pupil's Book page 46, Activity Book page 39, Class CD, flashcards 38–45

Warmer

- ▶ Show the flashcards (38–45) for the pupils to identify the places and talk about their town, e.g. *There's/There isn't a (zoo) in my town.*

Pupil's Book page 46

7 Listen and read.

- ▶ Explain that Amir and Lucy are now with the police on their way to Miss Todd's house. Play the recording (page 89) for the pupils to look at the pictures, listen and read the text. Check that the pupils understand any new words.
- ▶ Play the recording again, pausing after each sentence for the class to listen and repeat.
- ▶ Practise the target structures by playing a 'trust me' game. Ask a pupil to come to the front. Tell him/her to close their eyes (or blindfold them). Turn the pupil round slowly once or twice. Then give the pupil instructions so that he/she walks to their desk/to the door/ another pupil, avoiding any obstacles, e.g. *Turn right/left. Go straight on. Stop.* Play the game again, but with the class giving directions.

8 Read and find. Then give directions in pairs.

- ▶ Read through the sentences with the class. Check that the pupils understand *Start at (the cinema).* In pairs, the pupils read the directions and follow on the map. The pairs put up their hand when they have the answer. Wait until all of them have found the answer (*toy shop*) before checking it.
- ▶ The pupils work in pairs, taking turns to give directions to different places on the map for their partner to follow. Remind them to begin by saying *Start at (the cinema).* Monitor but try not to interrupt the pupils' fluency. Go over any general problems with the class afterwards.

Activity Book page 39

5 Listen and follow directions. Write where you arrive at.

- ▶ Give the pupils time to read the names of the places and look at the map.
- ▶ Play the recording of the first dialogue (page 89). The pupils listen and write the place they arrive at. Check the answer, then play the remaining dialogues.
- ▶ Check the answers by playing the recording, pausing after each one for the pupils to give the answer. Answers: 1 *café* 2 *park* 3 *swimming pool* 4 *cinema*

6 Look at the map above. Read and find the place.

- ▶ The pupils work individually, reading and following the directions on the map to find the place.
- ▶ Check the answer (*swimming pool*) by asking individuals to read aloud the directions while all the pupils follow with a finger on the map in their book.

7 Write directions to a place on the map.

- ▶ Tell the pupils to use the sentences in Activity 6 as a model. Remind them to begin with *Start at the ...* Monitor and help if necessary.
- ▶ Pupils read their directions to a partner who says the name of the place. If the pair disagree about the answer, ask them to work together, to see where the misunderstanding happened.

Ending the lesson

- ▶ In small groups of three or four, pupils draw a map showing the route from the school to a nearby place that they know. Monitor and give help as necessary.
- ▶ Draw a simple diagram of the school on the board, and ask two volunteers to draw a route from the school according to the directions that the first group say. When they have finished, the class guess what the place is.
- ▶ Repeat with the other groups.

7 Listen and read.

Amir and Lucy are in a police car. They're going to Miss Todd's house.

1 Go straight on.

2 Turn left.

3 Turn right.

4 Oh, no! Look!

OK. Stop at the parking sign.

8 Read and find. Then give directions in pairs.

Start at the cinema. Turn left. Turn right onto Holly Road. Go straight on and stop at the café. Turn left onto Eden Road. Go straight on. It's opposite the park. What is it?

46 Go straight on. Turn left/right (onto Cog Street). Start/Stop at the (parking sign).

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress, writing about your town

REVIEW places in a town, prepositions (*opposite, between, next to*), directions. *There is/ isn't ... There are ...*

RECEPTIVE LANGUAGE *place, map, poster*

MATERIALS Pupil's Book page 47, Activity Book page 40, flashcards 38–45, one photocopy of a pre-prepared simple street map and one small card for each pupil, adhesive putty, one sheet of white and coloured A4 paper per pupil, glue, crayons or colouring pencils

Warmer

- ▷ Write gapped words of places in town on the board. Individual pupils write in the missing letters:

1 LIB__RY 2 CIN__A
3 S__OOL4__OO
5 POL__ESTAT__N

Pupil's Book page 47

9 **Make a town poster. Then talk about where things are.**

- ▷ The pupils look at the street plan on the poster. Ask two pupils to read aloud the example questions and answers.
- ▷ Each pupil makes a poster, using the pre-prepared photocopies of a basic street map with street names on it. Then they put places on their map, drawing and colouring the places themselves. Tell them to put eight places on their map – police station, park, cinema, library, school, swimming pool, cafe and zoo. Each pupil also prepares a small card with *You are here* written on it. Monitor and help the pupils if necessary.
- ▷ In small groups, pupils look at their posters and talk about where places are.

10 **Use your poster to give directions to a friend.**

- ▷ Ask two pupils to read aloud the example question and answer. Remind the pupils to use street names when giving directions, e.g. *Turn right into (London Road)*. Tell the pupil to stick the *You are here* card on their poster so their partner knows where to start.
- ▷ Pupils work in pairs, taking turns to ask where places are and to give directions.

11 **Write about your town. Draw a map.**

- ▷ The pupils look at the map and follow the text as you read it aloud. Point out the use of *There are (two schools)* with plural nouns. The pupils can compare this town with their own. If appropriate, present vocabulary the pupils will need in their writing, e.g. *city, village, a lot of (cafés)*.
- ▷ The pupils draw a simple map of their town and write a draft of their text for you to check. They then stick their map and corrected text onto coloured paper.
- ▷ In small groups, the pupils show their maps and read out their texts. They then save their work in their Secret Club folder.

Activity Book page 40

8 **Label the picture.**

- ▷ The pupils look at the picture. They work individually or in pairs, labelling the places in the picture.
- ▷ Check the answers by asking individuals to point to the buildings and spell the words.
Answers: *swimming pool, park, cinema, supermarket, café*

9 **Complete and colour.**

- ▷ Check the pupils' sentences. The pupils can base their answers on the map they made of their own town. Each pupil colours the face that they decide best represents their effort.

Ending the lesson

- ▷ Show the flashcards fairly quickly, one at a time, for the class to look and say the places.
- ▷ Secretly remove one card. The pupils look and say the places on the remaining flashcards and say which flashcard is missing.
- ▷ *Picture Dictionary* Help the pupils to complete the words for this unit. Check their spelling by asking them to write the words on the board.

9 **Make a town poster. Then talk about where things are.**



10 **Use your poster to give directions to a friend.**

I'm at the library. Where's the cinema?
Go straight on. Turn right.

I can do it in English!

11 **Write about your town. Draw a map.**

I live in a small town. In my town there's a library and a park. There are two schools and three cafés. There isn't a swimming pool. I like my town. my favourite place is the zoo. It's opposite the park. my house is in New Street.



Backtrack 4

Lesson 1

LESSON AIMS revising language from Units 7 and 8, playing a game, practising the sounds /s/ and /ʃ/

TARGET LANGUAGE *What's he/she doing? He's/She's (swimming).*

MATERIALS Pupil's Book page 48, Activity Book page 41, Class CD, flashcards 5–8, 18–20 and 34–37, five small pieces of paper or card per pupil for Three in a Row

Warmer

- ▶ Revise the vocabulary of activities. Put the activity flashcards face downwards in a pile. In turn, the pupils take a flashcard, look at it, show it to the class and say what the activity is.

Pupil's Book page 48

A Play Three in a Row.

- ▶ The game is based on the popular 'noughts and crosses' game. The aim is to place three crosses or noughts in a line horizontally, vertically or diagonally. If necessary, demonstrate the game on the board before starting the activity.
- ▶ The pupils play in pairs using the puzzle grid on page 48. Pupil A writes 'O' (nought) on each of their pieces of paper and pupil B writes 'X' (cross) on theirs. Pupil A chooses where they would like to place their O and points to the square. Pupil B looks at the picture and asks an appropriate question, e.g. *What's he/she doing?* Pupil A answers, e.g. *He's/ She's (swimming).* If the answer is correct, Pupil A places one piece of paper in the square. The pupils take turns and the first pupil in the pair to get three in a row is the winner.
- ▶ Monitor and make a note of any common language problems to go over with the class afterwards.

B Listen and say.

- ▶ This activity helps to practise the sounds /s/ and /ʃ/.
- ▶ The pupils look at the pictures. They describe the appearance of the women and say where they are.
- ▶ Play the recording several times for the pupils to listen and repeat.

- ▶ Say the sentences with the pupils several times, each time saying them faster, encouraging the pupils to speed up with you.
- ▶ Draw sketches on the board for the pupils to name the object, saying which sound is in the word, e.g. *shoe, sofa, star, shirt, snake, spider, fish.*

Activity Book page 41

1 Where are they going? Write the place and match.

- ▶ The pupils work individually or in pairs, sorting the letters and writing the places. Then they match the places with the pictures.
- ▶ Check the answers by asking individuals to write the places on the board and say which picture matches each place.
Answers: 1 *swimming pool* 2 *library*
3 *cinema* 4 *school* 5 *police station*


2 Write the questions and answer them.

- ▶ Elicit the first question and answer from the class. The pupils then work individually, writing the questions and answering them.
- ▶ Check the answers by asking individuals to read out their questions and answers.
Answers: 1 *Are you riding a horse? No, I'm not.* 2 *Are you playing the piano? No, I'm not.* 3 *Are you writing? Yes, I am.*

Ending the lesson













- ▶ The pupils work as a class or in groups. In turn, pupils choose an activity to mime for the other pupils to guess.

Backtrack 4




A Play Three in a Row.


Play in pairs. Choose noughts or crosses.
Ask questions about the pictures.
Who can get three answers in a row first?


B Listen and say.



Sally's at the supermarket.



Sheila's at the shoe shop.

 48 Revision: *What's he/she doing? He's/She's (swimming).*

Backtrack 4

Lesson 2

LESSON AIMS revising language from Units 7 and 8, singing a song, reading and writing directions

TARGET LANGUAGE *night, morning, have a swim, watch a film, treasure, Meet me at the (cinema). I'm going to (the swimming pool).* places in town, directions, prepositions

RECEPTIVE LANGUAGE *follow the directions*

MATERIALS Pupil's Book page 49, Class CD, one piece of drawing paper for each pupil to draw a map and write directions

and see how many different places they have thought of.

Pupil's Book page 49

C Listen and sing.

- ▷ Play the song two or three times for the pupils to listen and read.
- ▷ Teach the song, line by line, and check any new vocabulary.
- ▷ Play the recording and sing along with the class several times.
- ▷ Divide the class into four groups. Each group sings one of the verses.

D Where is the treasure? Read and follow the directions.

- ▷ Look at the map and the places with the class. The pupils work in pairs, reading the directions and following them on the map to find where the treasure is. (*In the library.*)
- ▷ After checking the answer, ask individuals to read aloud the directions.

- ▷ In pairs, the pupils write down a different set of directions to find some more treasure. Tell them to start at a different place on the map, e.g. *Start at the (swimming pool)*. Monitor and help the pairs where necessary.

- ▷ Each pair reads out their directions to the class. The other pupils listen and follow the directions on their map and say where the treasure is.

E Hide some treasure. Write directions for a friend.

- ▷ Each pupil needs a piece of drawing paper. Pupils work individually, drawing their map and labelling the places in the town. Tell the pupils to draw a simple map like the one in Activity D.
- ▷ The pupils then write directions to find the treasure. Remind them to say where to start on the map. Monitor and help where necessary.
- ▷ In pairs, the pupils exchange maps. Each pupil reads and follows their partner's directions to find the treasure.

Ending the lesson

- ▷ Write on the board:
Meet me at the (cinema / swimming pool) and we can (watch a film / have a swim)
- ▷ Elicit one or two suggestions of other places in a town and what the people can do there, e.g. *Meet me at the park and we can ride our bikes.*
- ▷ In pairs, the pupils write three or four more sentences using different places in the town. Monitor and help as necessary.
- ▷ The pupils read out their sentences to the class.

Extra activity

- ▷ Ask 6–7 pupils to come to the front of the class. Give some of them a prop, e.g. a hat or a book. The rest of the class give instructions to the pupils in the group so that they make an interesting 'group picture'. Give two or three example sentences using suitable prepositions, e.g. (*Maria*), *stand next to/behind/ opposite/ between (Tomas), put your hat in your right hand/on your head.*
- ▷ The pupils take turns to give instructions to pupils in the group. The pupils in the group follow the instructions.

Warmer

- ▷ Revise places in the town. Give the pupils one minute to work in small groups, listing all the places in a town they know in English. The groups give feedback to the class

C Listen and sing.



**It's Saturday night.
I'm going to town.
I'm going to the cinema.**

**Turn right. Turn left.
Go straight ahead.
Meet me at the cinema,
The cinema, the cinema!
Meet me at the cinema
And we can watch a film.**

**It's Sunday morning.
I'm going to town.
I'm going to the swimming pool.**

**Turn right. Turn left.
Go straight ahead.
Meet me at the swimming pool,
The swimming pool, the swimming pool!
Meet me at the swimming pool
And we can have a swim.**



D Where is the treasure? Read and follow the directions.



Start at the cinema. Go straight on and turn right at the café. Be careful. The police station is opposite the café. Go straight on and stop at the school. The treasure is opposite the school. Where is it? It's in the ...

E Hide some treasure. Write directions for a friend.

*night, morning, have a swim, treasure, Meet me at the (cinema).
Revision: places in town, directions, prepositions.*

LESSON AIMS learning how to make suggestions, revising the names of places saying a chant

TARGET LANGUAGE *help the gorilla, open the door, go to (the police station). What shall we do? Let's (go to the zoo). Good idea! No, not the zoo.*

MATERIALS Pupil's Book page 50, Activity Book page 42, Class CD, flashcards 38–44

Warmer

- ▶ Give the class one minute to work in small groups, listing all the places in town they can remember. Each pupil tells their group their favourite place.
- ▶ The groups report back and find out which are the favourite places for their class.

Pupil's Book page 50

1 Listen and read.

- ▶ Check that the pupils remember where Amir and Lucy are (in the police car on their way to Miss Todd's house).
- ▶ Play the recording (page 90) for the pupils to look at the pictures, listen and read. Focus on the fact that the children see the van and box and have to decide what to do. Draw attention to the question *What shall we do?* and the answer *Let's (open the door).*
- ▶ Play the recording again, pausing it after each sentence for the class to listen and repeat.
- ▶ Check that the pupils understand any new words. Ask them *Where are Miss Todd and Nick going now? (To the police station.) Where is the gorilla going now? (To the zoo.)*

2 Listen and say. Then continue the chant.

- ▶ Play the chant for the pupils to listen and read. Then, play it for the class to listen and say the chant.
- ▶ Divide the class into two groups, to make the suggestions (*Let's ...*) and to respond (*No, not the (zoo)!/Good idea!*)
- ▶ Tell the pupils they are going to continue the chant, using other places in town. Use flashcards 38–44 (but omit flashcard 40 – school). Hold up two flashcards at a time, e.g.
- ▶ *Let's go to the library. No, not the library! Let's go to the park. Good idea!*

3 Work in a group. Decide where to go.

- ▶ Elicit an example conversation from the class, using the three cues (*Let's ... No, ... Good idea!*).
- ▶ Pupils work in small groups, making their own conversations. Monitor but don't interrupt the pupils' fluency. Make a note of any general problems to go over later.

Activity Book page 42

1 Number the sentences in the correct order.

- ▶ Ask the class to read through and decide which is the first sentence in the conversation. (*What shall we do?*)
- ▶ The pupils work individually. They can compare answers in pairs first.
- ▶ Check by asking pairs of pupils to read aloud the conversation in the correct order.

Answers: 1 *What shall we do?* 2 *Let's go to the park.* 3 *No, not the park.* 4 *Let's go to the cinema.* 5 *Good idea!*

2 What shall we do? Write a sentence from the box.

- ▶ Read aloud the sentences. Elicit the sentence to match the first picture.
- ▶ The pupils complete the activity individually.
- ▶ Check the answers by asking individual pupils *What shall we do?*
Answers: 1 *Let's go to the police station.* 2 *Let's go to the swimming pool.* 3 *Let's go to the cinema.* 4 *Let's go to the park.*

Ending the lesson

- ▶ Play the chant (track 63) for the class to listen and say it.
- ▶ Ask the pupils to work in pairs and prepare their own verse.
- ▶ In turn, each pair chants their verse while keeping the rhythm going.

9 Let's go to the zoo!

1 Listen and read.

2 Listen and say. Then continue the chant.

Let's go to the **zoo**.
No, not the **zoo**!
Let's go to the **cinema**.
Good idea!

Let's go to the **cinema**.
No, not the **cinema**!
Let's go to the **swimming pool**.
Good idea!

3 Work in a group. Decide where to go.

Let's ...

No, ...

Good idea!

4

50 help the gorilla, open the door, go to the (police station)
What shall we do? Let's ... No, not the ... Good idea!

Unit 9

Lesson 2

LESSON AIMS talking about free time activities, making suggestions, revising the weather

TARGET LANGUAGE *sunny/rainy days, play volleyball, go for a bike ride/a walk, go to the beach, play a board game, watch a DVD, make a cake*

MATERIALS Pupil's Book page 51, Activity Book page 43, Class CD, flashcards 27–33 (weather)

Warmer

- ▷ Show the weather flashcards, one at a time, and elicit the weather words.
- ▷ Ask the pupils what activities they do when it's raining/sunny. Present the expressions *rainy days* and *sunny days*.

Pupil's Book page 51

4 Listen and repeat.

- ▷ Point out the headings and ask the pupils to look at the pictures.

- ▷ Play the recording (page 90) for the pupils to listen and repeat the sentences. Check that the pupils understand the new words.
- ▷ Encourage the pupils to add more activities for 'sunny days' (e.g. play basketball/football, rollerskate, play outside, go to the park) and 'rainy days' (e.g. play computer games, write a letter/an email, listen to music, help mum, draw).

5 Read and match.

- ▷ The pupils work individually. They can compare answers in pairs before checking answers as a class.
- ▷ Ask different pairs of pupils to read aloud the dialogues.
Answers: 1B 2C 3A

6 Make more dialogues with a friend.

- ▷ The pupils use the dialogues from Activity 5 as a model. Tell them to begin each dialogue by saying what the weather is, e.g. *It's sunny./ It's raining.* If their partner's suggestion is appropriate

for the weather, they say *Good idea!* If not, they say *No, not ...* and make an alternative suggestion.

- ▷ In pairs, the pupils make their own dialogues, taking turns to start the dialogue. Monitor and help where necessary.
- ▷ Each pair then chooses one or two of their dialogues to say to the class.

Activity Book page 43

3 Put the words in the box in the correct column.

- ▷ Pupils work individually or in pairs.
- ▷ Write the verbs (*play, go, watch, make*) on the board. Check the answers by asking individual pupils to write the words in the correct column on the board.

Answers: *play a board game/tennis, go to the beach/for a walk/for a bike ride, watch TV/a DVD, make a cake*

- ▷ After checking the answers, ask pairs of pupils to make suggestions and respond to them, using some of the expressions in the three columns, e.g. A: *Let's play a board game.*
B: *No, not a board game. Let's watch a DVD.*

A: *Good idea!*

4 Complete the sentences. Use phrases from Activity 3.

- ▷ Ask the class to look at the first picture and complete the dialogue.
- ▷ The pupils work individually, completing the activity
- ▷ Check by asking pairs of pupils to read aloud the complete dialogues.
Answers: 1 *watch a DVD*
2 *play volleyball* 3 *play a board game*
4 *go for a walk*

Ending the lesson

- ▷ Ask each pupil to choose two activities to mime for the other pupils to guess. They can choose activities from this lesson and earlier lessons. Alternatively, assign two activities for each pupil to mime. Give the pupils several suggestions, e.g. *playing a board game, making a cake, flying a kite, building a snowman*, and encourage them to add more ideas.
- ▷ The pupils take turns to mime their activities for the class to guess.

4 Listen and repeat.

Sunny Days



go for a bike ride



play volleyball



go to the beach

Rainy Days



watch a DVD



play a board game



make a cake

5 Read and match.



A It's raining. What shall we do?
Let's play tennis.
No, not tennis. Let's watch a DVD.
Good idea!



B It's raining. What shall we do?
Let's make a cake.
Good idea!



C It's sunny. What shall we do?
Let's go for a walk.
No, not a walk. Let's go for a bike ride.
Good idea!

6 Make more dialogues with a friend.

sunny/rainy days, play volleyball, go for a bike ride, go to the beach, play a board game, watch a DVD, make a cake

LESSON AIMS asking *What do you want to do?* talking about free time activities

TARGET LANGUAGE *reward, go on holiday, have a party, mend the roof. What do you want to do? I want to (buy a new computer). Do you want to (go on holiday)? Yes, I do. / No, I don't.*

MATERIALS Pupil's Book page 52, Activity Book page 44, Class CD

Warmer

- ▶ Write on the board *Leo, Amir, Lucy, Kim, Miss Todd, Nick, the gorilla*. In pairs, the pupils choose two of the characters and say what they do in the story.
- ▶ Elicit sentences from the class about each of the characters and see how much the pupils remember.

Pupil's Book page 52

7 Listen and read.

- ▶ Ask the pupils to look at the scene. Check that they understand *Reward*. If necessary, explain that, as the children were responsible for catching the criminals, they will receive a reward. Encourage the class to suggest what reward they would like if they were the Blue Owls.
- ▶ Play the recording (page 90) for the pupils to look at the pictures, listen and read the text. Check that the pupils understand any new words. Ask the class what each member of the Blue Owls wants to do with the reward money. Ask why Leo wants a new roof.
- ▶ Play the recording again, pausing after each sentence for the class to listen and repeat.

8 Ask and answer.

- ▶ Read through the phrases in the box with the class. Ask two pairs of pupils to read aloud the example questions and answers. Remind the pupils to say *Good idea!* when they agree with the suggestion. Check that they remember the positive short answer (*Yes, I do.*).
- ▶ The pupils work in pairs, taking turns to ask and answer. Tell them to use the two questions (*What do you want to do?* and *Do you want to ...?*). They can use their own ideas as well as the words in the box. Monitor and help as necessary.

Activity Book page 44

5 Listen and tick.

- ▶ Explain that the children are at a theme park and are discussing what they want to do. Ask the class to read the headings in the table. Point out the example.
- ▶ Play the recording (page 90), several times if necessary, for the pupils to listen and tick the things each child wants to do.
- ▶ Copy the table onto the board and write the headings. Check the answers by asking individuals to put the ticks in the table on the board.
Answers: *Sam - zoo/swimming pool, Hannah - park/computer games, Emma - cinema/swimming pool, Alex - cinema/zoo/computer games*

6 Look at the table in Activity 5. Read and complete.

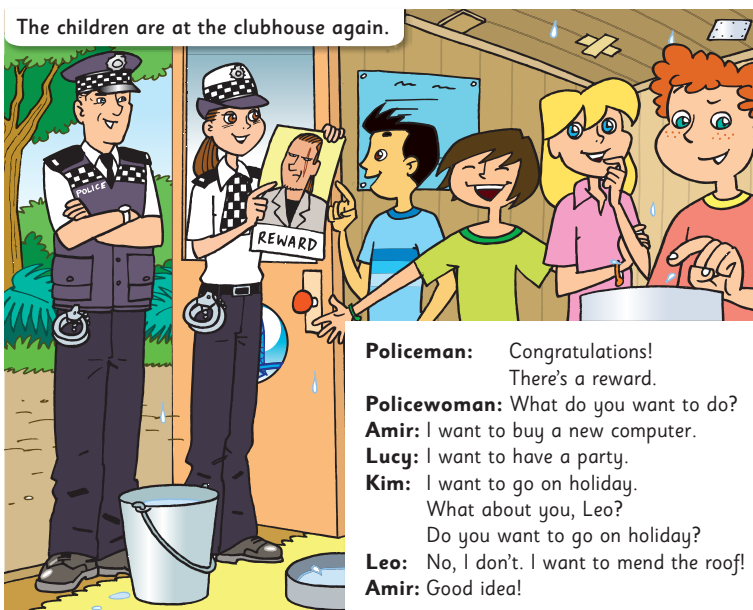
- ▶ Read through the words in the box with the class.
- ▶ The pupils work individually. Tell them to read through the whole conversation quickly first before they start completing the gaps.
- ▶ Check answers by asking individuals to read the sentences.
Answers: 1 *want* 2 *go* 3 *park* 4 *Do* 5 *play* 6 *don't* 7 *swimming pool* 8 *you*

Ending the lesson

- ▶ Ask the class to look at the table and conversation in Activities 5 and 6. In small groups, pupils make their own conversation, discussing what they want to do at the theme park.
- ▶ The groups act out their conversation for the class.

7 Listen and read.

The children are at the clubhouse again.

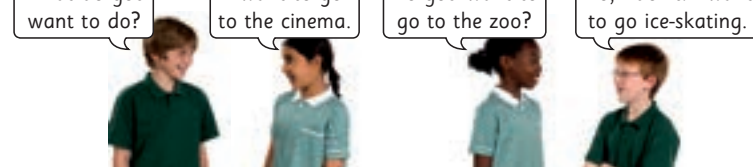


Policeman: Congratulations! There's a reward.
Policewoman: What do you want to do?
Amir: I want to buy a new computer.
Lucy: I want to have a party.
Kim: I want to go on holiday. What about you, Leo?
Leo: No, I don't. I want to mend the roof!
Amir: Good idea!

8 Ask and answer.

go to the zoo buy a new computer go on holiday have a party
 go for a bike ride play volleyball go ice-skating watch TV

What do you want to do? I want to go to the cinema. Do you want to go to the zoo? No, I don't. I want to go ice-skating.



LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress, writing about what you do on holiday

REVIEW free time activities, *sunny/rainy days*. *What shall we do? Let's (play volleyball). Good idea! Do you want to (play volleyball)? Yes, I do. / No, I don't. I want to (visit London).*

MATERIALS Pupil's Book page 53, Activity Book pages 45 and 71 (cut outs), scissors, one sheet of white A4 paper and one sheet of coloured A4 paper for each pupil, glue, crayons or colouring pencils

Warmer

- ▶ Tell the pupils it is Saturday morning and they are discussing what they want to do. Write on the board: *What shall we do today? Do you want to ...?*
- ▶ In small groups, the pupils make a conversation and decide what to do.

Pupil's Book page 53

9 AB page 71 **Make cards. Then play and say.**

- ▶ Ask three pupils to read the example sentences to the class. Check that the pupils understand how to play the game. Pupil A turns over an activity card and asks the other two *Do you want to (play tennis)?* Pupils B and C each pick up a card and respond *Yes, I do* for a ✓ card and *No, I don't* for a ✗ card. If the answers don't agree, Pupil B picks up an activity card and the game continues. When the pupils agree, they say *Let's (play football)*.
- ▶ The pupils cut out the cards from the Activity Book. They shuffle them and place them in the centre of the table. They play the game in groups of three or four.

10 **Write about what you do on holiday. Draw pictures.**

- ▶ Read through the example text with the pupils. Pupils can use the text as a model for their own writing.
- ▶ The pupils write a draft of their sentences for you to check. They copy the correct sentences on to an A4 sheet of paper. They draw and colour pictures to illustrate their text. The pupils stick their A4 paper on to coloured paper.
- ▶ In small groups, the pupils read each other's texts and look at the pictures. They then save their work in their Secret Club folder.

Activity Book page 45

7 **Reorder the words. Write the sentences.**

- ▶ Ask the pupils to look at the picture and guess what the boys are saying.
- ▶ Pupils work individually. They can compare their answers in pairs before checking answers as a class.
- ▶ Check the answers by asking individuals to read aloud. Write the dialogue on the board.
Answers: 1 *What shall we do today?* 2 *Do you want to play tennis?* 3 *No, I don't. I want to play football.* 4 *Good idea! Let's play football.*

8 **Complete and colour.**

- ▶ The pupils read and complete each section. Check their sentences.
- ▶ In small groups, pupils read aloud their sentences to each other.
- ▶ Each pupil colours the face that they decide best represents their efforts.

Ending the lesson

- ▶ The pupils play a memory chain game. In turn, round the class, each pupil says what they want to do after school. They have to remember, and add to the sentences of the previous speakers, e.g. Pupil 3: *I want to go for a ride on my bike, play football and write an email ... and so on.* The rest of the class can help, if necessary.
- ▶ **Picture Dictionary** Help the pupils to complete the words for this unit. Check their spelling by asking them to write the words on the board.

9 AB page 71 **Make cards. Then play and say.**



I can do it in English!

10 **Write about what you do on holiday. Draw pictures.**

Dear Hannah,

I'm on holiday in England. On rainy days I watch TV, read books or play computer games with my sister. On sunny days I play football or volleyball or I go for a ride on my bike. On Sundays I go for a walk with my family. I want to visit London and I want to go to London Zoo.

Bye for now!
Amber

Story Time

The Secret Door 5

LESSON AIMS following and reading a story in English, revising language from Units 8 and 9

TARGET LANGUAGE *give back, map, copy (v), statue, message, escape, prepositions of place, directions. What shall we do? Let's (give the treasure back). What do you want to do? I want to (copy the map). There's (a map).*

RECEPTIVE LANGUAGE *in trouble, labyrinth*

MATERIALS Pupil's Book pages 54 and 55, Activity Book page 46, Class CD, crayons or colouring pencils, adhesive putty, 1 large piece of drawing paper (for the map), 3 smaller pieces of drawing paper (for the three pictures representing the words 'escape', 'door' and 'jump'), props (a soft toy cat or picture of a cat, a shiny necklace, a notebook and pencil for Mandy, two model or toy lions) to act out the story (optional). Keep all the props for future Story Time lessons, especially Story Time 6 when the pupils act out the whole story.

Warmer

- ▶ Help the pupils to relax and get ready for the story.
- ▶ Ask the pupils how much they remember about the story. Show the previous story pictures from your book to elicit as much information as possible.
- ▶ Ask the pupils (L1) if they've ever been in a maze or a labyrinth. Ask them if it was easy or difficult to find the way out. Elicit some instructions that they can use to guide someone out of a labyrinth, e.g. *Turn right/left. Go straight.*
- ▶ In pairs, the pupils draw a labyrinth with three exits and give their partner instructions as to how to find the exit.

Pupil's Book pages 54 and 55

Listen and read.

- ▶ Ask the pupils to look at the pictures on pages 54 and 55. Play the recording (page 90). The pupils point to each corresponding picture as they listen and follow the story.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions.
- ▶ Explain to the class or elicit that Mandy, Kalim and Mitzy are in trouble because Mitzy took the necklace. When Kalim gives the necklace back the room becomes quiet again. Mandy and

Kalim see a map and a door behind the statue. Mandy copies the map into her notebook. Kalim slides the door open. They decide which way to go by following the map. But then they come to a ledge and don't know what to do. Kalim sees a message written in pictures on the wall. It says *Escape ... door... jump*. Mandy, Kalim and Mitzy jump off the ledge into the darkness.

- ▶ Ask the class what they think will happen in the next episode. Accept all their suggestions.
- ▶ Play the recording again. This time, pause after each picture. Ask the pupils to follow the text with their finger and point to the characters who are talking or making a sound. Check new vocabulary.
- ▶ Ask the pupils to answer your questions: 1 *Does Mandy take the map? (No, she doesn't. She copies it.)* 2 *They go through the door. Do they go straight on? (Yes, they do.)* 3 *Then, do they turn left or right? (They turn right.)* 4 *Is Mandy happy? (No she isn't. She wants to go home.)*

Then listen and act out.

- ▶ Prepare the pupils for acting out the story as they listen to the recording. Play the recording, pausing after each frame and demonstrating the actions of the characters. The pupils act what you show them. Play the recording without pausing. The class act out the story together.
- ▶ Help the pupils to learn the key language in the story as they act it out. Play the recording, pausing after each sentence for the pupils to repeat and imitate the characters' voices. Make sure that all the pupils are involved and trying to remember the lines.

The Secret Door 5

Listen and read. Then listen and act out.



54

1 Which animal do you find? Follow the directions.

- ▶ The pupils work individually or in pairs, reading and following the directions.
- ▶ Check the answer (*lion*) by asking individuals to read out the directions, one by one, for the class to follow as they trace their way through the labyrinth with their finger.

2 Choose another animal in the labyrinth. Write directions.

- ▶ The pupils work individually, writing directions to find the snake or the spider. Monitor and help as necessary.
- ▶ The pupils then work in pairs, taking turns to read out their directions for their partner to follow and find the animal. Tell the class it doesn't matter if both of the pupils in the pair have chosen the same animal. They can still give each other their directions.
- ▶ Monitor and make a note of one pupil who gives directions to the snake and one pupil who gives directions to the spider. Ask these two pupils to read out their directions to the class when you check the answers with the whole class.

Ending the lesson

- ▶ If there is time in class or at home, involve some of the pupils in the preparation of the map and the three pictures representing the words *escape*, *door* and *jump*. Ask for volunteers who like drawing to work individually or in pairs, drawing and colouring the map (on a large piece of drawing paper) and the three 'picture words' (on three smaller pieces of drawing paper).
- ▶ Play the recording of the story (track 67) without pausing, to remind the class of the actions and the key phrases.
- ▶ Prepare a set at the front of the classroom in which the pupils will act out the story. Keep the statue and the lions in the same area as in Story Time 4. Stick the map on a wall or board behind the statue. In the rest of the acting space, place several chairs or other objects to make the 'labyrinth' for the actors to walk straight ahead, turn left or right until they reach another wall of the classroom. Stick the three pictures on this wall for the actors to 'read' before they 'jump'. If you have brought them, use the other suggested props to make the story come alive.
- ▶ In turn, the pupils act out the story in groups, taking the parts of Mandy, Kalim, Mitzy and the statue. First, demonstrate with a group of pupils at the front of the class. Make sure that every pupil takes part in the acting at least once. Praise their efforts and encourage the rest of the class to clap at the end of each 'performance'.



Extra activity

- ▶ Ask the pupils to draw a map of a tunnel and to add doors, exits, statues and dangerous animals. Elicit some ideas and write them on the board, e.g. *There's a door. The door has a hand. There are spiders.*
- ▶ Ask pupils to write a description of their tunnel.

LESSON AIMS reviewing the language of the course (personal details, activities, places)

TARGET LANGUAGE *safe* (adj)

REVIEW asking for and giving personal information, talking about free time activities

RECEPTIVE LANGUAGE *gymnastics*

MATERIALS Pupil's Book page 56, Activity Book page 47, Class CD, flashcards 1–4, adhesive putty

Warmer

- ▶ Use the character flashcards (1–4) to ask the class what they remember about each child, e.g. name, age, appearance, favourite activities.

Pupil's Book page 56

1 Listen and read.

- ▶ Ask the pupils to look at the picture. Check that pupils remember what the children want to do with the reward money (mend the clubhouse roof).
- ▶ Introduce the topic of reporters and interviews. Ask the class what information reporters ask people in interviews (name, age, address, etc).
- ▶ Play the recording (page 90) for the pupils to listen and read. Check that the pupils understand the meaning of (*the animals are*) *safe*.
- ▶ Divide the class into five groups to be the reporter, Lucy, Amir, Kim and Leo. Play the recording again, pausing it after each sentence for the groups to listen and repeat their lines.
- ▶ Play the Blue Owls chant for the pupils to listen and say it. Then, ask the class to say the chant without the recording, tapping out the rhythm with a finger as they chant.

2 Look at Activity 1. Listen and say True or False.

- ▶ Play the recording the first time for the class to listen and find the information in Activity 1.
- ▶ Then, play the recording again, pausing after each item for the class to listen and say *true* or *false* after each sentence. Ask the pupils to correct the false information.
Answers: 1 *false* (Lucy is nine.) 2 *true*
3 *false* (Kim likes gymnastics.) 4 *true*
5 *false* (They are at the police station.)
6 *true*

Activity Book page 47

1 Listen and complete.

- ▶ Ask the class to read through the headings. Then play the recording, several times if necessary, for the pupils to listen and complete the form.
- ▶ Copy the table and headings on the board. Ask the pupils to write the answers on the board.
Answers: Name: *Anna* Age: *eight/8*
Address: *35 Long Street* Likes: *playing tennis*
Can: *play basketball* Can't: *swim*

2 Look at Activity 1. Complete the sentences.

- ▶ The pupils complete the sentences about Anna, using the information from Activity 1.
- ▶ Check the answers by asking individual pupils to read aloud the sentences.
Answers: 1 *Anna* 2 *eight*
3 *35 Long Street* 4 *playing tennis*
5 *play basketball* 6 *swim*

3 Read about Ricky and write sentences.

- ▶ Pupils can use their sentences about Anna in Activity 2 as a model. Remind them to change *she* to *he*.
- ▶ The pupils work individually.
- ▶ Ask pupils to read aloud the sentences and write them on the board.
Answers: *His name's Ricky. He's nine. He lives at 32 London Road. He likes basketball and football. He can rollerskate. He can't play the recorder.*

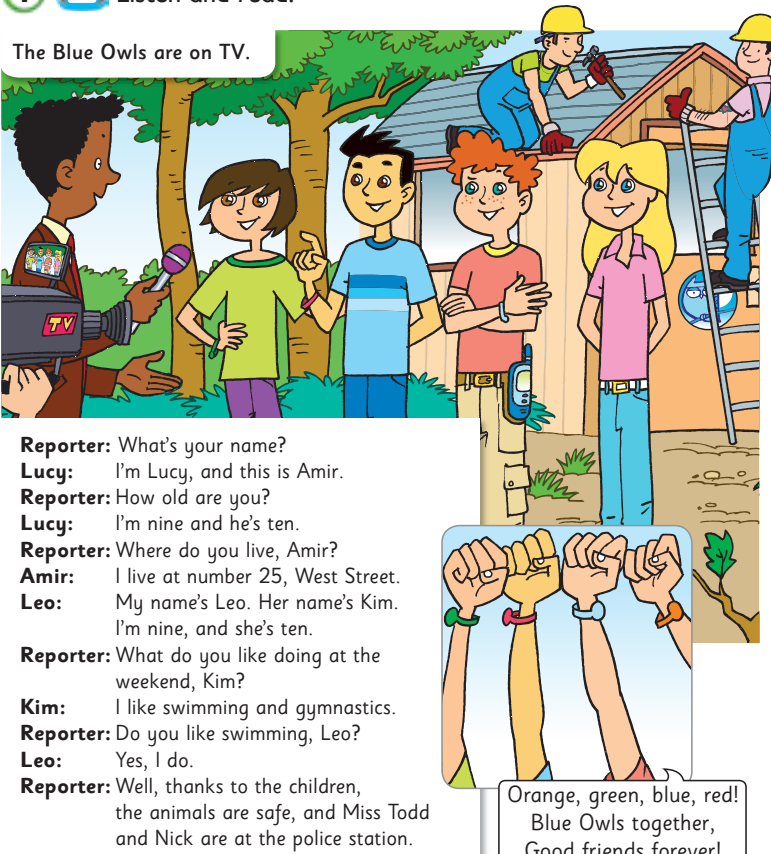
Ending the lesson

- ▶ Pupils work in groups of 3–4. One pupil is a reporter and he/she asks the same questions as in Pupil Book Activity 1. The other pupils in the group answer the questions about themselves.
- ▶ The groups prepare and practise their role play. Each group acts out their role play for the class.

10 The animals are safe

1 Listen and read.

The Blue Owls are on TV.



Reporter: What's your name?
Lucy: I'm Lucy, and this is Amir.
Reporter: How old are you?
Lucy: I'm nine and he's ten.
Reporter: Where do you live, Amir?
Amir: I live at number 25, West Street.
Leo: My name's Leo. Her name's Kim. I'm nine, and she's ten.
Reporter: What do you like doing at the weekend, Kim?
Kim: I like swimming and gymnastics.
Reporter: Do you like swimming, Leo?
Leo: Yes, I do.
Reporter: Well, thanks to the children, the animals are safe, and Miss Todd and Nick are at the police station.

Orange, green, blue, red!
Blue Owls together,
Good friends forever!

2 Look at Activity 1. Listen and say True or False.

56

Revision: asking for and giving personal information, talking about freetime activities

LESSON AIMS reviewing the language of the course (giving the time, free time activities, days of the week), writing questions

REVIEW asking for and giving personal information, talking about family, weekly and daily activities, talking about abilities

MATERIALS Pupil's Book page 57, Activity Book page 48, Class CD

Warmer

- ▷ Revise the time. Play the clock chant (track 15) for the class to listen and say.
- ▷ Write on the board: 10.15, 10.30, 10.45, and elicit the times from the class.

Pupil's Book page 57

3 Listen and say the name. Then ask and answer.

- ▷ Ask the pupils to look at the table and read the information. Explain that one of the children is being interviewed.

Play the recording (page 90), pausing for the pupils to listen and point to the correct places in the table. Ask the pupils to say the name of the child. Pupils check the answer (Alex) with a partner, then as a class.

- ▷ Divide the class into two groups to be Alex and the interviewer. Play the recording and pause it after each sentence for the groups to repeat their lines and then change parts.

4 Write more questions with a friend. Then ask your class.

- ▷ Ask individual pupils to read aloud the example questions. Elicit one or two answers for each question from the class.
- ▷ In pairs, pupils write four or five more questions. Tell both pupils to write down the questions because they will need them later. Monitor and check their questions.
- ▷ The pupils ask and answer their questions in new groups of 4–5 pupils.

Activity Book page 48

4 Read and match. Write the letters.

- ▷ The pupils read through all the sentences and look at all the pictures first.
- ▷ The pupils work individually, or in pairs, matching the questions and answers.
- ▷ Check the answers by reading aloud the questions for individual pupils to answer.
Answers: 1C 2D 3B 4E 5A 6F
- ▷ After checking the answers, the pupils work in pairs, taking turns to read aloud the questions and answers.

5 Answer the questions about you.

- ▷ Pupils write their own answers to the questions. They can refer to the answers in Activity 4 as a model. They then compare their answers in pairs.
- ▷ Check the answers by asking several pupils to answer each question.
- ▷ The pupils then work in pairs, taking turns to ask and answer the questions.

Ending the lesson

- ▷ Play the days of the week chant (track 31). The pupils listen and say the chant, first with the recording and then without it.

Extra activity

- ▷ The pupils work in pairs, choosing a famous person to interview, e.g. a sportsperson, a pop singer. The pairs practise their interview, asking and answering five or six questions, e.g. *How old are you? Where do you live? Can you (sing)? Have you got a pet? What time do you go to bed? What do you do on (Sundays)?*
- ▷ The pairs act out their roleplay for the class.

3 Listen and say the name. Then ask and answer.

	address	pet	play the recorder	Saturday activities	bedtime
Sam	London Road	dog	yes	go for a bike ride	8.00
Hannah	George Street	cat	no	do gymnastics	8.30
Alex	London Road	dog	yes	play with friends	9.00
Emma	West Street	dog	yes	go for a bike ride	8.30
Joshua	London Road	rabbit	no	play football	8.00

- Where do you live?
- Have you got a pet?
- Can you play the recorder?
- What time do you go to bed?
- What do you do on Saturdays?
- Are you ...?

4 Write more questions with a friend. Then ask your class.

- What do you do on Mondays?
- What time do you have lunch?
- Can you play the piano?
- Have you got a brother?

Revision: asking for and giving personal information, talking about family, weekly and daily activities, talking about abilities



LESSON AIMS reviewing the language of the course (talking about actions in progress), reading extracts and describing pictures

REVIEW present continuous, *have got*, *There is/are*, vocabulary from the story

MATERIALS Pupil's Book page 58, Activity Book page 49, Class CD

Warmer

- ▷ Focus on the Blue Owls story. Write four or five phrases on the board for the pupils to talk about, e.g. *a beautiful parrot*, *Miss Todd's house*, *Amir's photographs*, *the Blue Owls clubhouse*, *a gorilla*.
- ▷ The class can see how much they can remember.

Pupil's Book page 58

5 **Read and match. Then say the sentences in order.**

- ▷ Ask the class to look at the pictures and read the sentences. Explain that the pictures are in the correct order for the story but the sentences are not.
 - ▷ The pupils work in pairs, taking turns to point to a picture then finding and reading aloud the matching sentence.
 - ▷ Check the answers by asking individuals to read aloud the sentences in the correct order.
- Answers: A3 B7 C2 D6 E9 F1 G5 H8 I4

6 **Cover the pictures and describe them.**

- ▷ The pupils work in pairs with one book between them. Give them time to look at the pictures and sentences.
- ▷ The pairs cover the pictures and describe each scene in order. Ask them to remember the sentence that matches the picture and then add sentences of their own. Do the first picture with the class, e.g. *Amir, Leo, Lucy and Kim are in the Blue Owl Club. Kim is giving Amir a red wristband. He's very happy.* ...
- ▷ Monitor the pair activity but try not to interrupt the pupils' fluency. Make a note of any general problems for later.
- ▷ Ask different pairs of pupils to say their descriptions to the class.

Activity Book page 49

6 **Look at the picture. Read and answer.**

- ▷ Explain that the children are having a party after receiving their reward. Read through the questions with the pupils.
- ▷ The pupils work individually, looking at the pictures and answering the questions. They can compare answers in pairs before checking answers as a class.
- ▷ Check by asking individuals.
Answers: 1 No. (*They are inside.*)
2 *It's four o'clock.* 3 *He's taking a photo.*
4 *She's dancing.* 5 *Six.* 6 *It's on the sofa.*
7 *It's raining.* 8 *trousers, T-shirt (and rollerskates)* 9 *It's on the table.* 10 *Yes/No.*

7 **Write three questions. Ask a friend your questions.**

- ▷ Elicit one or two more questions about the picture from the class. The pupils work individually, writing three more questions. Remind them to make a

note of the answers to their questions. Monitor and help the pupils correct any language errors.

- ▷ In pairs, the pupils take turns to ask and answer their questions.
- ▷ Each pupil chooses one of their questions to ask the rest of the class.

Ending the lesson

- ▷ Ask the class to look at the pictures in Pupil's Book Activity 5 again. Explain that pupils, working in pairs, are going to roleplay a conversation between the characters in one of the pictures. Ask the pairs to choose a picture in which two characters could be talking, e.g. Picture B (Amir and Leo), Picture C (Kim and Lucy), Picture E (Nick and Miss Todd) or Picture F (Lucy and Amir).
- ▷ In pairs, the pupils practise their conversation. Each pair then acts out their conversation for the class.

5 **Read and match. Then say the sentences in order.**

- Amir and Lucy are going to the police station.
- The Blue Owls are watching Miss Todd's house.
- Amir, Leo, Lucy and Kim are in the Blue Owls club.
- The Blue Owls are on TV. The animals are safe.
- The gorilla has got Miss Todd and Nick.
- There are animals in Miss Todd's house.
- Miss Todd has got big boxes in her garden.
- The Blue Owls have got a reward.
- Nick is buying the gorilla.

6 **Cover the pictures and describe them.**

58 Revision: *have got*, *There is/are*, vocabulary from the story. (*Nick*) is buying (a gorilla).

Unit 10

Lesson 4

LESSON AIMS personalising and consolidating language from the course, learning to evaluate own progress, writing about one of the Blue Owls

REVIEW free time activities, *sunny/rainy days*. *What shall we do? Let's (play volleyball). Good idea! Do you want to (play volleyball)? Yes, I do. / No, I don't. I want to (visit London).*

MATERIALS Pupil's Book page 59, Activity Book page 50, a selection of flashcards from flashcards 5–45, one sheet of white A4 paper for each pupil, one sheet of coloured A4 paper for each pupil, glue, crayons or colouring pencils

Warmer

- Put a selection of shuffled flashcards face down in a pile. In turn, pupils come out and take a flashcard, look at it, show it to the class and say a sentence, e.g. (30) *It's raining.* (22) *Do*

you like gorillas? If a pupil can't think of a sentence, he/she can ask a friend to help.

Pupil's Book page 59

7 Do the Tracks quiz. Then check your score.

- This revision quiz can be done individually, in pairs, or in small groups. Give the pupils a time limit to find the answers to as many questions as possible by checking back in their books. Tell them to note the page number for each answer.
- To check, ask pairs of pupils to ask and answer the questions. If the pupils disagree about any answer, ask for the page number. Answers: 1 *ten/10* 2 *25 West Street 3 No, he hasn't. (He's got red hair.)* 4 *The gorilla.* 5 *Yes, there is.* 6 *Yes, she can.* 7 *She has a music lesson.* 8 *blue* 9 *a gorilla, lions, monkeys, a panda, a parrot, cats.* 10 *Amir*
- Elicit the Blue Owls chant (Pupil's Book page 2) from the pupils and see if they can remember all of it.

8 Write about one of the Blue Owls. Draw a picture.

- Read through the example text with the pupils. Pupils can use this as a model for their own writing.
- Tell the pupils to choose one of the Blue Owls (Leo, Kim or Lucy). Tell them they can look through their book (especially Units 2–4) or add new information using their imagination. Encourage them to utilise vocabulary they know, e.g. descriptions, hobbies, likes/dislikes. The pupils work individually, writing a draft of their sentences for you to check.
- They copy the correct sentences on to an A4 sheet of paper and draw and colour a picture of their character. The pupils stick their work onto coloured paper.
- In small groups, the pupils read each other's texts. They then save their work in their Secret Club folder.

Activity Book page 50

8 Circle the odd word. Add two more words to each group.

- Elicit the odd word out in the first column of words. The pupils then complete the activity individually or in pairs.
- Check the answers by asking individuals to say the odd word out. Elicit the extra words and write them in groups on the board.
Answers: 1 *spring* 2 *summer*
3 *snowman* 4 *computer* 5 *opposite*

9 Read and complete.

- Read through the prompts with the class. The pupils look through their books to find their favourite character, unit, etc. and complete the sentences.
- Pupils read their sentences to the class and see if they agree.

Ending the lesson

- Play the most popular song (or 'chant') for the pupils to listen and say.
- Picture Dictionary* Pupils can play a quiz, using the picture dictionary and the ideas in the *Introduction*, page 11.

7 Do the Tracks quiz. Then check your score.

10

Quiz

How old is Kim?

Where does Amir live?

Has Leo got black hair?

What animal does Nick want to buy?

Is there a police station in town?

Can Kim play football?

What does Lucy do on Fridays?

What's Leo's favourite colour?

What animals has Miss Todd got in her house?

Who is taking photos near Miss Todd's house?



Now check your score

10 Excellent!

6–9 Good!

0–5 Try again!

Bonus question

Can you say the Blue Owls chant?

I can do it in English!

8 Write about one of the Blue Owls. Draw a picture.

This is Amir. He's ten years old. He's got brown hair and brown eyes. His favourite colour is red. He lives at 25, West Street. He's got one brother and one sister. He's got a dog. He doesn't like cats. He can play the piano but he can't draw. He likes playing tennis and swimming. In this picture, he's in the park. It's summer. It's hot and sunny. He's going for a walk.



Backtrack 5

Lesson 1

LESSON AIMS revising language from the course, playing a game

REVIEW language from the course

RECEPTIVE LANGUAGE *miss a turn, move forward (three spaces), go back (to square 2)*

MATERIALS Pupil's Book page 60, Activity Book page 51, a die and two counters for each pair of pupils, all Level 4 flashcards

Warmer

- ▶ Shuffle the flashcards.
- ▶ Pupils form groups of three or four. Show one of the flashcards to group one and elicit the word or a sentence containing the word. If they answer correctly, give them the card. If not, give the card to the first group to answer correctly.
- ▶ Repeat until you have given out all the flashcards. The groups then count how many flashcards they have 'won'.

Pupil's Book page 60

A Play The Blue Owls Race.

- ▶ The aim of the game is to reach square 25 where the animals are 'safe'. The pupils play in pairs. Each pair needs a die and two counters.
- ▶ Read through the instructions on the board with the class. Check any new vocabulary, e.g. *Miss a turn*. Demonstrate the game with the class before the pupils play it in pairs. Monitor and make a note of any common language problems for later.

Activity Book page 51

1 Read and match.

- ▶ The pupils work individually. They can compare answers in pairs before checking as a class.
- ▶ Check by asking individuals to read out the expressions.
Answers: *write an email, have a music lesson, play basketball, go to the beach*
- ▶ Elicit three of four sentences containing the phrases, e.g. *Let's go to the beach on Saturday*. The pupils then work in pairs, writing a sentence for each of the four phrases. Monitor and check the sentences.

2 Look and complete the speech bubbles.

- ▶ The pupils work individually or in pairs.
- ▶ Check the answers by asking individuals to read out the speech bubbles.
Answers: 1 *ride my/a bike* 2 *have a party* 3 *I want to make a cake*. 4 *I want to play a (board) game/play chess*.

3 Cross out the incorrect word. Answer the questions.

- ▶ Check the questions before the pupils write their answers.
- ▶ Ask individuals to read out their questions and answers.
Answers: Do you want to *have* a party? Do you want to go *on* holiday? Do you want to go *to* the swimming pool? What *shall* we do?

Ending the lesson

- ▶ Write on the board:
1 *ride (a bike)* 2 *have (a party)* 3 *play (a board game)* 4 *go (to the park)* 5 *watch (a DVD)*
Elicit one more expression for each group and write them on the board. Remind the pupils to make any necessary grammatical changes, e.g. *play a board game, play tennis, play the recorder*.
- ▶ The pupils then work in groups of three or four, adding phrases to the groups. Give them a time limit of two minutes.
- ▶ Check the answers by asking individuals to write their phrases on the board in the five groups.



Backtrack 5

A  Play The Blue Owls Race.

Play in pairs. Throw a dice to move.
Read and follow the instructions.

1 You read a book in the library. Miss a turn.

2 You go swimming in the swimming pool. Miss a turn.

3 You ride a bike. Move forward three spaces.

4 You go for a walk in the park. Move to square 15.

5 You are hungry. Go back to square 13.

6 You want to fly a kite in the park. Go back to square 15.

7 You have lunch in the cafe. Miss a turn.

8 You find Miss Todd and Nick. Well done! The animals are safe.

9 You look at the animals in the zoo. Miss a turn.

10 You go to the police station. Move to square 18.

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60

Revision: language from the course

Backtrack 5

Lesson 2

LESSON AIMS revising language from the course, practising the sounds /p/ and /b/, singing a song, reading and writing a story

REVIEW *Do you want to go to the beach? What shall we do? Let's (go to the zoo).*

RECEPTIVE LANGUAGE *lovely, have fun, instead, all, both.*

MATERIALS Pupil's Book page 61, Class CD, character flashcards 1-4

Warmer

- ▶ Show the character flashcards (1-4). As a class or in groups, the pupils make as many sentences as they can about each character (Leo, Amir, Lucy and Kim).

Pupil's Book page 61

B Listen and say.

- ▶ This activity helps to practise the sounds /p/ and /b/.
- ▶ Ask what the pupils can see in the picture.
- ▶ Play the recording (page 90) several times for the pupils to listen and repeat.
- ▶ Then say the sentence with the pupils several times, each time saying it faster, encouraging the pupils to speed up with you.
- ▶ Hold up or point to objects in the classroom for the pupils to name, e.g. *a book, a pen, a pencil, a poster, the board, a box.* Ask what colour different objects are, e.g. *What colour is this? (It's pink, black, etc.)*

C Listen and sing.

- ▶ Ask the pupils to look at the pictures and guess where the children want to go.
- ▶ Play the song two or three times for the pupils to listen and read.

- ▶ Teach the song, line by line, and check any new vocabulary.
- ▶ Play the recording and sing along with the class several times.

D Read the story and find seven mistakes.

- ▶ The pupils work individually. They can compare answers in pairs before checking as a class.
- ▶ Check the answers by asking individuals to read aloud the sentences and say which words are wrong. Then ask the pupils to correct the mistakes. This will help to prepare them for writing the correct story in Activity E. Answers: Leo, Amir, Kim and Lucy are in the *Blue Owls club*. They are watching *Miss Todd*. She is selling *animals*. Nick wants to buy *a gorilla*. The *Blue Owls* want to help the *animals*. Amir and Lucy go to the *police station*. The police catch *Miss Todd and Nick*. The animals are safe.

E Write the correct version of the story.

- ▶ Pupils work individually, referring to the story in Activity D and writing the correct version. Tell them to correct the wrong facts in the story and add more information if they want to. Monitor and help where necessary.
- ▶ Individual pupils read out their story to the class.

Ending the lesson

- ▶ Play the song from Activity B again.
- ▶ Divide the class into two groups. Each group sings alternate verses of the song and then they change parts.

Extra activity

- ▶ Write two lines from the song in Activity B on the board:
*Do you want to go to (the zoo)?
We can (look at the animals).*
- ▶ Write five or six different places on the board, e.g. *cinema, park, swimming pool, library, café, shops*. The pupils see how many different things they can think of to do in each place.

B Listen and say.
A beautiful pig in a big pink box.

C Listen and sing.
Do you want to go to the beach?
It's a lovely sunny day.
Do you want to swim in the sea?
We can have fun and play.
No, not the beach!
I don't like the beach.
What shall we do instead?
What shall we do instead?
Do you want to go to the zoo?
Let's go to the zoo.
We can look at all the animals.
We both like doing that too.
Yes! Great! The zoo!
I like the zoo.
Let's go to the zoo instead.
Let's go to the zoo instead.

D Read the story and find seven mistakes.
Leo, Amir, Kim and Lucy are in the Red Owls club. They are watching Miss Cod. She is selling cakes. Nick wants to buy a lion. The Blue Snakes want to help the animals. Amir and Lucy go to the cinema. The police catch the Blue Owls. The animals are safe.

E Write the correct version of the story.
lovely, have fun, instead, all, both
Revision: Do you want to (go to the beach)? What shall we do? Let's (go to the zoo).

Story Time

The Secret Door 6

LESSON AIMS following and reading a story in English, revising language from the course

TARGET LANGUAGE prepositions of place *She's playing. I want to (go home). He can (open the door). What shall we do? Let's look inside.*

RECEPTIVE LANGUAGE *escape, stairs. Pull (the lever). Great!*

MATERIALS Pupil's Book pages 62 and 63, Activity Book page 52, Class CD, props (for episode 6) a magnifying glass and a small, soft brush for Mandy's mother, a bucket for Ahmed. When your class acts out the whole story, use all the props (see separate list on page 77).

Warmer

- ▶ Help the pupils to relax and get ready for the story.
- ▶ Ask the pupils how much they remember about the story.

Pupil's Book pages 62 and 63



74 Listen and read. Then listen and act out.

- ▶ Ask the pupils to look at the pictures on pages 62 and 63. Play the recording (page 91). The pupils point to each corresponding picture as they listen and follow the story.
- ▶ Encourage the pupils to retell the story using as much English as possible. Explain to the class or elicit that Mandy's parents are still working but they can't open the door. One of the workers, Ahmed, is very strong but he can't open the door, either. Mandy, Kalim and Mitzy climb a lot of stairs and reach the other side of the door. They see a lever and pull it. The door opens. Mandy's parents and the workers are very surprised to see them. They are going to have a party now.
- ▶ Play the recording again. This time, pause after each picture. Ask the pupils to follow the text with their finger and point to the characters who are talking or making a sound.

- ▶ If appropriate, use the pictures to present a *magnifying glass, a brush, a bucket, stairs, a lever*. Write the words on the board.
- ▶ Prepare the pupils for acting out the story as they listen to the recording. Play the recording, pausing after each frame and demonstrating the actions of the characters. The class act what you show them. Play the recording without pausing. The class act out the story together.
- ▶ Help the pupils to practise the key language in the story. Play the recording, pausing after each sentence for the pupils to repeat and imitate the characters' voices.
- ▶ If your plan is for the class to act out the complete story at the end of the lesson or the end of term, the pupils can act out this episode now. First, demonstrate with a group of pupils, using the props. The other groups in turn then act out Episode 6.

Activity Book page 52

1 Find and circle eight differences.

- ▶ The pupils work individually, finding and circling the eight differences. They can compare answers in pairs or groups of three.

2 Now write about the differences in picture 2.

- ▶ Read out the example answer. Remind the pupils to write about picture 2. Monitor and help as necessary.
- ▶ Check the answers by asking pupils to read out their sentences. Write them on the board.

Answers: In picture 2 *Mandy is wearing a skirt; Mitzy is eating a biscuit; they are playing basketball; Kalim has got a pet rabbit; Mandy's mum has got long hair; Ahmed is thin; there is one cup (on the table).*

The Secret Door 6



74 Listen and read. Then listen and act out.

1 Mandy's mum and dad are still looking at the door.

What's the time?
Where's Mandy?

She's playing with Kalim.

I want to open this door!

2 This is Ahmed. He's very strong.

He can open the door.

3 It isn't opening.

Oh, no! What shall we do?

4 Mandy and Kalim are near some stairs. They want to escape.

Are you OK, Mandy?

Yes, thanks. I'm fine.

Ending the lesson

- ▶ As an end-of-term activity, the pupils can act out the complete story of *The Secret Door*.
- ▶ Depending on the size of the class, divide the pupils into groups so that all the (speaking and non-speaking) roles in the story are covered. If appropriate, assign one scene for each of six groups to act out so that each main role is acted by different pupils. Ensure that every pupil has at least one speaking role. Those pupils who enjoy acting and miming can also take the non-speaking roles.
- ▶ Play the recording of the whole story to remind the class of the actions and the key phrases. Allow plenty of time to practise the story.
- ▶ The pupils act out the complete story for other classes and teachers and/or for parents. Use the props to make the story come alive. If possible, have some party food and drinks for the extra party scene.

- ▶ At the end of each scene, the audience can clap. At the end of the play, the whole cast takes a 'bow'.

Extra activity

- ▶ In pairs, the pupils roleplay an interview between a reporter and Mandy or Kalim. The pupils take turns to be the reporter and one of the characters.
- ▶ The reporter is asking questions about their experience in the tunnel. Elicit some questions, e.g. *What does the stone look like? What colour is it? What is the statue like?*
- ▶ Monitor and help as necessary, then ask the pupils to act out their interviews.

The Secret Door: roles, props and sets

Episode 1: Mandy, Kalim, Mitzy, Mandy's mum, Mandy's dad

Props: a soft toy cat or picture of a cat, stone, sandwich, books, small statue, tray

Set: one area where Mandy's parents are working, a second area for the tent

Episode 2: Mandy, Kalim, Mitzy, two workers (one is the truck driver)

Props: soft toy cat or picture of a cat, stone, big book, biscuit

Set: one area is the tent, four chairs for the truck, another area for the tunnel

Episode 3: Mandy, Kalim, Mitzy, spiders

Props: eleven pictures for the days and animals, soft toy cat (or picture), stone, Kalim's jacket

Set: one area is in the 'tunnel' with the 'secret door', a second area is the adjacent room with the 11 drawings of the symbols on a wall or the board

Episode 4: Mandy, Kalim, Mitzy, the statue, two lions

Props: four pictures of the seasons, soft toy cat (or picture), necklace, two toy lions

Set: on one side is a table and the 'seasons' pictures, in the middle is the snake pit, on the other side are the lions and the statue

Episode 5: Mandy, Kalim, Mitzy, the statue, two lions

Props: map, 3 picture words, soft toy cat (or picture), two toy lions, necklace, notebook, pencil

Set: the statue and the lions as for Episode 4. The map is on a wall or the board behind the statue. Several chairs make the 'labyrinth' leading to another wall of the classroom. Stick the three picture words on this wall.

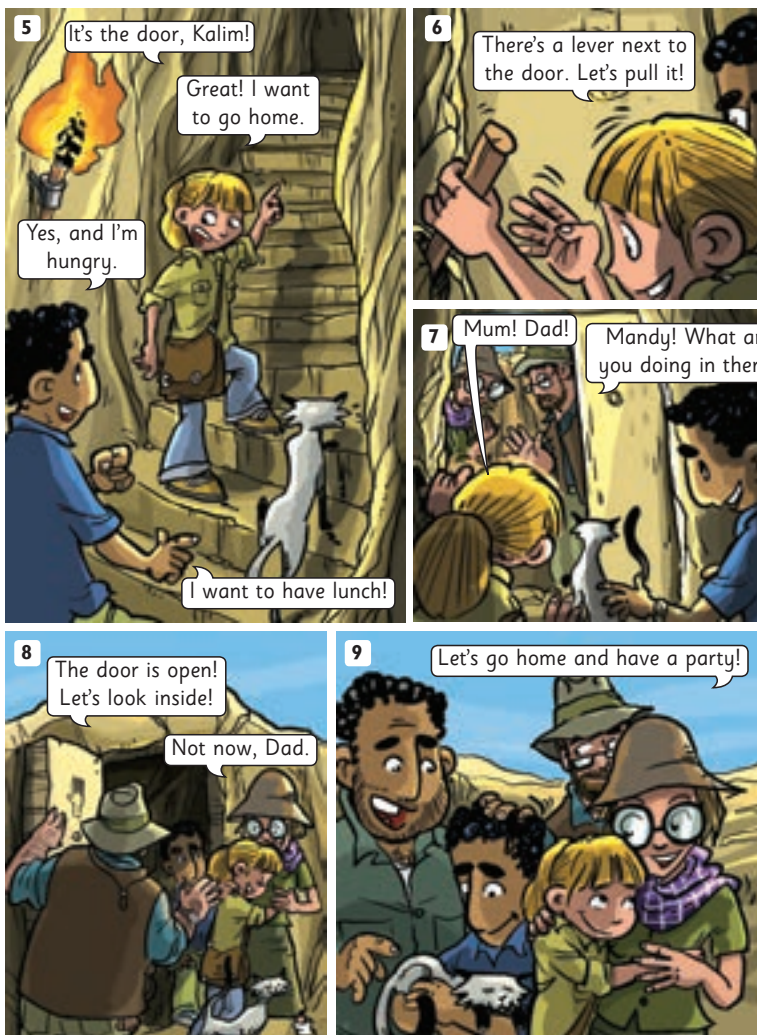
Episode 6: Mandy, Kalim, Mitzy, Mandy's mum, Mandy's dad, a worker, Ahmed

Props: magnifying glass, small brush, bucket

Set: a chair or screen is 'the secret door'. Mandy's parents and the workers are on one side of the door and Mandy, Kalim and Mitzy are on the other side.

The party: all the pupils take part in this extra final scene: Mandy, Kalim, Mitzy, Mandy's mum, Mandy's dad, the workers from Episodes 2 and 5, other archaeologists and workers (there is no maximum number of guests)

Set: a line of tables or desks with chairs at either side to make the party table.



Christmas

LESSON AIMS learning Christmas words and traditions, singing a song, making Christmas gift tags

TARGET LANGUAGE *Christmas tree, Father Christmas, reindeer, snowman, angel, robin, gift tag, put, present*

RECEPTIVE LANGUAGE *ribbon, thank you letter*

MATERIALS Pupil's Book page 64, Activity Book page 53, Class CD, one photocopiable gift tag (see page 93) per pupil, scissors, narrow ribbon for the gift tags, crayons or colouring pencils

Warmer

- ▶ Talk about Christmas with the class. Ask the pupils to describe their own customs. Explain that in Britain, Father Christmas (or 'Santa') leaves presents for children on Christmas Eve (24 December). He delivers the presents on a sleigh pulled by reindeer. Most families have a Christmas tree, decorated with lights and with an angel on top of it.

Pupil's Book page 64

1 Listen and sing.

- ▶ The pupils look at the pictures and repeat the words after you.
- ▶ Play the recording (page 91) for the pupils to read and listen. Check any new vocabulary.
- ▶ The class then listen and sing.

2 Make some Christmas gift tags.

- ▶ Ask the pupils to look at the tags and name the things in the pictures (Christmas tree, Father Christmas, snowman, reindeer, angel, robin). Tell the pupils that they are going to make the gift tags in class and then take them home to put on their presents for their family and friends.
- ▶ Distribute the photocopied gift tags (page 93). Help the pupils to cut them from the page if necessary.
- ▶ The pupils work individually, cutting out and colouring in the pictures. Elicit and write on the board one or two messages to write on the back of the tags, e.g. *Happy Christmas / Merry Christmas*
To ...
Love (Maria) xx
The pupils make a hole in the corner of each tag and thread a piece of ribbon through it. They can then tie the tag onto a present.

Activity Book page 53

1 Complete the puzzle to find the word going down.

- ▶ The pupils work individually, looking at the pictures and writing the words in the puzzle.
- ▶ Draw the puzzle on the board. Check the answers by asking individuals to complete the puzzle on the board.
Answers: (Across) 1 *tree*, 2 *snowman*, 3 *reindeer*, 4 *angel* (Down) 5 *robin*

2 Read and write the names on the gift tags.

- ▶ Explain that children in Britain often write letters to Santa saying what they would like for Christmas. Read through the letters with the class. Check new vocabulary. Point out that Joshua and Megan's letters are more polite because they use *please*.
- ▶ The pupils write the children's names on the gift tags to match the gifts.
- ▶ Check the answers by asking individuals to read out the names and messages on the gift tags.

Answers: 1 *Amy* 2 *Joshua* 3 *Megan*
4 *Harry*

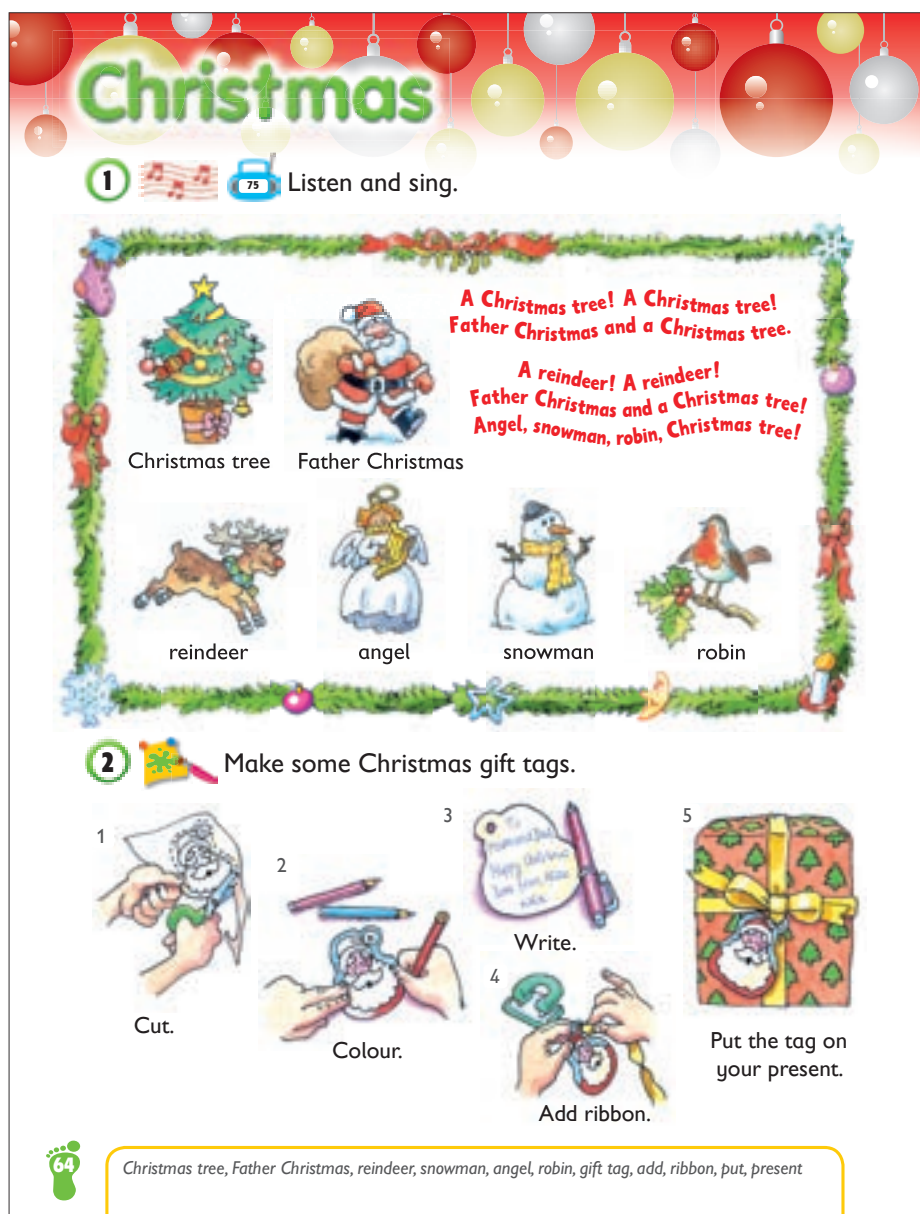
- ▶ Ask the pupils what they want for Christmas.

Choose a present and write a thank you letter.

- ▶ Elicit ideas for a thank you letter, and write it on the board:
*Dear Auntie Sue and Uncle Mike,
Thank you for my new scooter. It's great!
My favourite colour is red!*
Love
Liz xx
- ▶ The pupils work individually, using the letter on the board as a model. Monitor and check as necessary.
- ▶ In pairs, the pupils exchange and read each other's letters.

Ending the lesson

- ▶ Play the song from Activity 1 for the class to listen and sing.
- ▶ Divide the class into two groups. Each group sings one verse. The groups then change parts.



Christmas

1 Listen and sing.

A Christmas tree! A Christmas tree!
Father Christmas and a Christmas tree.

A reindeer! A reindeer!
Father Christmas and a Christmas tree!
Angel, snowman, robin, Christmas tree!

Christmas tree Father Christmas

reindeer angel snowman robin

2 Make some Christmas gift tags.

1 Cut. 2 Colour. 3 Write. 4 Add ribbon. 5 Put the tag on your present.

64
Christmas tree, Father Christmas, reindeer, snowman, angel, robin, gift tag, add, ribbon, put, present

Festivals in Britain

LESSON AIMS learning about British festivals, chanting the names of the month

TARGET LANGUAGE months of the year, seasons, names of British festivals, *When is (Halloween)? In (October). Birthday*

RECEPTIVE LANGUAGE *dress up, spooky costumes, trick or treat, (Easter Egg) hunt, guy, burn*

MATERIALS Pupil's Book page 65, Activity Book page 54, Class CD, drawing paper for each pupil, crayons or colouring pencils

Warmer

- ▶ If there has been a recent festival or if one is coming shortly, encourage the pupils to say what happens at these festivals. Tell the pupils if the same festivals happen in Britain and write the English names of these festivals on the board.

Pupil's Book page 65

1 **Listen and chant the names of the months.**

- ▶ Play the recording (page 91) several times for the pupils to listen and chant.

2 **Read. Then ask and answer.**

- ▶ Ask the pupils to repeat the names of the festivals in the calendar after you. Encourage them to look at the illustrations and name what they can see. Use the illustrations to present new vocabulary and explain any of the British traditions that are different from those in the pupils' country.
- ▶ One of the festivals (Bonfire night) is unique to the UK. Bonfire night commemorates an unsuccessful plot to kill King James 1 and blow up the Houses of Parliament on 5 November 1605. Guy Fawkes was one of the plotters.
- ▶ Ask individual pupils to read out the example questions and answers. Point

out the use of *in* with months, e.g. *Halloween is in October*. The pupils work in pairs, asking and answering questions about the festivals.

3 **Look at the calendar. Ask and answer.**

- ▶ The pupils work in pairs, asking and answering the questions.
- ▶ As a class, the pupils discuss their answers to questions 1–3. Check if they agree that June to August are summer months and December to February are winter months. Ask them which months are spring (March to May) and autumn (September to November).
- ▶ Each pupil tells the class which month their birthday is in.

Activity Book page 54

1 **Read and match.**

- ▶ The pupils work individually, reading the texts and matching them to the pictures. Encourage them to read for general understanding and not to worry about understanding every word. Answers: 4, 3, 2, 1
- ▶ After checking the answers, read through the texts with the class. Encourage the pupils to guess the meaning of new words and phrases, e.g. *dress up, spooky costumes, trick or treat, (Easter Egg) hunt, make a guy to burn*.

2 **Which is your favourite festival? Draw and write.**

- ▶ The pupils work individually, drawing and writing about their favourite festival. They can use the texts in Activity 1 as models for their writing.
- ▶ Check their texts and help with new vocabulary where necessary.
- ▶ In small groups, the pupils show their drawings and read out their text.

Ending the lesson

- ▶ Play the chant of the months from Activity 1. The pupils listen and chant.

Extra activity

- ▶ The pupils work individually and make a calendar for three months for their own country. They write the names of the festivals in these months and illustrate them.
- ▶ In groups, the pupils exchange and look at their calendars.

Festivals in Britain

1 **Listen and chant the names of the months.**

January • February • March • April • May • June • July
August • September • October • November • December

2 **Read. Then ask and answer.**

When is Christmas? In December. When is Halloween? In October.

JANUARY New Year's Day	FEBRUARY Valentine's Day	MARCH Mother's Day	APRIL Easter (sometimes in March)	MAY May Day	JUNE Father's Day
JULY Summer holidays	AUGUST Summer holidays	SEPTEMBER Harvest festival	OCTOBER Halloween	NOVEMBER Bonfire night	DECEMBER Christmas

3 **Look at the calendar. Ask and answer.**

- 1 Which of these festivals do you have in your country?
- 2 Which months are in summer?
- 3 Which months are in winter?
- 4 When is your birthday?

Months of the year, names of British festivals. *When is (Halloween)? In (October).*
Revision: seasons, birthday

Look at the world 1

Penfriends

LESSON AIMS learning about penfriends and children's lives in different parts of the world, learning furniture words

TARGET LANGUAGE *penfriend, countries (Egypt, Brazil, Australia, India) homes (flat, house, farm, boat) furniture (bed, chair, table, wardrobe, toilet). There is/are ...*

RECEPTIVE LANGUAGE *design (v), unusual, mobile home*

MATERIALS Pupil's Book pages 66 and 67, Class CD, a large world map, drawing paper, crayons or colouring pencils

Warmer

- ▶ Introduce the topic of penfriends. Ask the pupils *Have you got a penfriend? Where does he/she live? What's his/her name? Do you write letters or do you send emails to your penfriend?*

Pupil's Book page 66

1 Read and match the penfriends to the correct homes.

- ▶ Ask the class to look at the photos of the homes. Check the vocabulary for the different types of homes (*a flat, a house, a farm, a boat*).
- ▶ The pupils work in pairs, reading through the texts quickly to find information about each child's home and matching the penfriends to the homes. Tell the class not to worry at this stage about understanding every word in the texts.
Answers: 1C 2B 3A 4D
- ▶ If you have a large world map, display it for the pupils to find the countries (Egypt, Brazil, Australia and India).
- ▶ Read the texts with the class and check any new vocabulary. Ask the pupils why Jessica has lessons at home (because the farm is too far away from the nearest school). Tell the class that Aruna lives in the Kerala region in south-west India and a lot of people live on houseboats in that area.
- ▶ Ask the pupils which of these homes they would or wouldn't like to live in. Encourage them to give their reasons.

2 Who is speaking? Listen and say.

- ▶ Play the recording (page 91) for the class to listen and note who is speaking.
- ▶ Check the answers by playing the recording again, pausing after each

speaker for the pupils to say who it is.
Answers: 1 Jessica 2 Aruna 3 Joao 4 Shaban

- ▶ In small groups, the pupils discuss which of the four children they would like to have as a penfriend, giving their reasons. The groups then give feedback to the class.

3 Look and find. Then ask and answer.

- ▶ Ask the class *Whose house is this?* (Aruna's houseboat in India). Read through the words with the class. The pupils work in pairs, looking at the picture and finding the objects. Ask the pupils to point to each object in the picture when you say the word.
- ▶ Ask pairs of pupils to ask and answer the three questions.
Answers: *There's one bed. The table is inside. There isn't a door.*
- ▶ Elicit more furniture words from the class and write them on the board. The pupils work in pairs, taking turns to ask and answer questions using the words

in Activity 3 and on the board, e.g. *Is there a shower/TV/sofa?*

4 Design and write about an unusual home.

- ▶ Ask the class to look at the picture and name the things they can see. Ask them if they like this home – why (not)?
- ▶ Read the text with the class. Check that the pupils understand *mobile home*. Find out if any of them have lived in or had holidays in mobile homes or caravans.
- ▶ Elicit suggestions of unusual homes from the class, e.g. a lighthouse, a castle, a cave home. Give each pupil a piece of drawing paper to design, draw and colour their unusual home. The pupils then write a description of the home, using the text in Activity 4 as a model. Monitor and help as necessary.
- ▶ In turn, pupils show their picture to the class and read out their description. The class can vote for the most unusual home.

Look at the world

Penfriends

1 

Read and match the penfriends to the correct homes.

1

Hello!
My name's Shaban. I live in a flat in Cairo. Cairo is a big city in Egypt. I've got two sisters and two cats. I go to a big school in Cairo. I go to school at quarter past eight. I go home at quarter to three. I like football and tennis.



2

Hi!
My name's Jessica. I live in Australia. I've got one sister and a baby brother. We live on a sheep farm. We've got two dogs and lots of sheep. I don't go to school. I have lessons at home. I like music and animals.



3

Hi!
My name's Joao. I live in a small village in Brazil. I live in a small house. I've got two brothers. I've got two dogs and some hens. I go to a small school. I go to school by bus. My favourite sport is football.



4

Hello. My name's Aruna. I live in India. I live on a boat. My houseboat is very beautiful. I go to a small school but I like it. I go to school by boat. I like music and I like sport.



A



B



C



D



2  Who is speaking? Listen and say.

 flat, city, Egypt, village, Brazil, hens, Australia, baby, sheep farm, India, boat, houseboat

5 Find out!

- ▶ Ask individual pupils to read out the questions. Elicit three or four more questions from the class and write them on the board, e.g. *How old is your penfriend? Has he/she got any brothers/sisters/pets? What school subjects/sports does he/she like?*
- ▶ The pupils work in groups, asking and answering the questions. Try to ensure that there are at least two pupils in each group who have got a penfriend. If most of the pupils in your class have got a penfriend, they can work in groups of three. If quite a lot of the pupils haven't got penfriends, they should work in larger groups.
- ▶ If your pupils are interested in finding penfriends, you may like to direct them to reliable and approved organisations in your country that arrange penfriend contacts.

Ending the lesson

- ▶ Play a 'speed quiz'. The pupils look at the texts in Activity 1. They work in pairs to find the answers to your questions as quickly as possible, e.g.
 - 1 Who likes tennis? (Shaban)
 - 2 Who has got two dogs? (Jessica and Joao)
 - 3 Who goes to a big school? (Shaban)
 - 4 Who likes music? (Jessica and Aruna)
 - 5 Who has got two brothers? (Joao)
 - 6 Who goes to a small school? (Joao and Aruna)
 - 7 Who has got one brother? (Jessica)
 - 8 Who goes to school by bus? (Joao)
 - 9 Who has got two cats? (Shaban)
 - 10 Who doesn't go to school? (Jessica)

Extra activity

- ▶ Ask the pupils to write a letter to a new penfriend. Tell them to use the letters in Activity 1 as a model. Write prompts on the board, e.g. *My name ... I live in ... I've got ... (family) ... I go to ... (school) ... I like ...* The pupils work individually, writing their letters. Monitor and help as necessary.
- ▶ In pairs, the pupils exchange and read their letters.

3 Look and find. Then ask and answer.

bed chair table window



How many beds are there?



Where's the table?

Is there a door?

4 Design and write about an unusual home.

This is a mobile home.
There is a bed and a toilet.
There is a table. There are four chairs. There is a big TV and a computer. I can go on holiday in this home!



5 Find out!

Have you got a penfriend?
Where do they live?
Do they live in a house or a flat?
Do they live in an unusual home?



Look at the world 2

Seasons on the farm

LESSON AIMS learning about seasons on a farm in Britain, learning words for vegetables and fruit, sequencing pictures to describe how tomato plants grow from seed

TARGET LANGUAGE *lantern, lambs, plant (v), seed (n), vegetables (sweetcorn, sprouts, beans, pumpkin, cabbage, peas) fruit (tomatoes, strawberries, apples, pears)*

RECEPTIVE LANGUAGE *harvest, (put the pictures) in order*

MATERIALS Pupil's Book pages 68 and 69, Class CD, drawing paper, crayons or colouring pencils

Warmer

- ▶ Introduce the topic of the seasons and the weather. Elicit the names of the four seasons. Ask the pupils *Which is your favourite season? Why? What's the weather like in (winter/spring/summer/autumn)?*

Pupil's Book page 68

1 Listen, read and match.

- ▶ Revise the word *scrapbook* from previous levels. Ask the pupils if they keep a scrapbook. If they do, ask them what they put in their scrapbook. Tell them the girl in the photo, Grace, lives on a farm in Britain and this is her 'seasons scrapbook'.
- ▶ Play the recording (page 91) for the pupils to listen and read. Pupils match the texts (A-D) with the groups of pictures 1-4.
Answers: A Summer B Winter C Autumn D Spring
- ▶ After checking the answers, play the recording again for the pupils to listen and read. Check any new vocabulary. Point out that the full name for *sprout* is *Brussel sprout*. Check that the pupils remember when Halloween is (31 October) and that people make lanterns out of pumpkins then. (See Pupil's Book page 65 *Festivals in Britain*.)

2 Read and say True or False.

- ▶ The pupils read the text silently to find out if the sentences are true or false. Check the answers as a class and ask the pupils to correct the false sentences. Answers: 1 *true* 2 *true* 3 *false* (Strawberries grow in summer) 4 *true*
- ▶ After checking the answers, ask the pupils to look back at the texts in Activity 1. Play the recording again, pausing after each sentence for the pupils to listen and repeat. Tell the pupils to focus on pronunciation. Vary the type of repetition by using class, group and individual repetition.

3 Listen and repeat. Then ask and answer.

- ▶ Play the recording (page 91). The pupils look at the pictures on page 69 and repeat the words after you. Ask the class if these fruit and vegetables are grown in their country and, if so, which season they are ready to be bought and eaten. In the UK, locally-grown apples

and pears are available in the autumn, plums in the summer and autumn, cabbages in the spring and winter, and peas in the summer.

- ▶ Ask pairs of pupils to ask and answer the three questions. If some of the pupils need new words to talk about their favourite fruit and vegetables, teach the words and write them on the board.
- ▶ The pupils then work in pairs, asking and answering the questions.
- ▶ In turn, each pupil tells the class their partner's favourite fruit and vegetable, e.g. *(John)'s favourite fruit is (plums) and (his) favourite vegetable is (peas)*. The pupils can find out which fruit and vegetables are most popular in their class.

Look at the world

Seasons on the farm



1 Listen, read and match.

Grace lives on a small farm in Britain. This is her seasons scrapbook.



A It's warm and sunny. We grow sweetcorn, beans, strawberries and tomatoes.

B It's cold and snowy. Our animals live inside. We grow sprouts for our Christmas dinner!

C It's harvest time. We have apples, carrots, tomatoes and pumpkins. I like making a lantern for Halloween!

D This is my favourite season. There are baby lambs on the farm. They're beautiful! My family plants lots of seeds.



2 Read and say True or False.

1 Grace likes spring.

2 Summer is warm and sunny.

3 Strawberries grow in winter.

4 Pumpkins grow in autumn.

68 *scrapbook, warm, grow, sweetcorn, beans, strawberries, tomatoes, our, inside, sprouts, Christmas dinner, harvest, carrots, pumpkins, lantern, lambs, plant (v), seeds*

4  Put the pictures in order.

Ask the class to look at the pictures and repeat the words after you. Check that the pupils understand any new words.

- ▶ The pupils work in pairs, putting the pictures in order to describe how tomato plants grow from seeds. Answers: C, A, E, D, B
- ▶ Find out if any of the pupils (or their family) grow tomato plants. If they do, encourage them to tell the class and answer questions, e.g. *Where do you grow your tomatoes?* (in the garden/ on the balcony of the flat), *How many tomatoes are there?* *Are they small/big/ good to eat?*
- ▶ As a class activity, ask the pupils to look at the pictures and make sentences to describe how tomato plants grow. Point out the use of linkers such as *First*, *and then*, *After*, *Next* and write the sentences on the board, e.g. *First, we plant lots of tomato seeds. The seeds grow into small plants and then into big plants. After two or three weeks, lots of green tomatoes come.*

Next, the green tomatoes change into red tomatoes. We pick them and eat them!

5  Find out!


- ▶ Ask individual pupils to read out the questions. Elicit one or two answers for each question. Tell the pupils to think of fruit and vegetables that are grown locally, not imported, in each season when they answer the second question.
- ▶ Pupils work in small groups, asking and answering the questions. Tell them to make a note of their answers so that they can report back to the class. Monitor and help with any new words that the pupils need.
- ▶ The groups give feedback to the class and see how much general agreement there is.
- ▶ If appropriate for your class, widen the discussion by encouraging the pupils to discuss whether people in their country usually buy food that is in season or imported food that is available all year round.

Ending the lesson

- ▶ Give the pupils one minute to work in groups of three or four, listing all the fruit and vegetable words they can remember.
- ▶ The groups give feedback to the class. Write the words on the board. The class can see how many words they have remembered.


Extra activity

- ▶ Pupils make their own 'seasons scrapbook'. Ask them what foods they eat in each of the seasons. They can include special holiday /traditional food they eat at different times of the year.
- ▶ Monitor and help with any new words that the pupils need.
- ▶ In pairs, the pupils read each other's scrapbooks.

3  Listen and repeat. Then ask and answer.

apples pears plums cabbages peas

Do you like apples? What's your favourite fruit? What's your favourite vegetable?


4  Put the pictures in order.

A B C

A small plant. Red tomatoes. A seed.

D E

Green tomatoes. A big plant.

5  Find out!

Which fruit and vegetables do people grow in your country?
Which fruit and vegetables do you eat in spring, summer, autumn and winter?

Look at the world 3

Rainforest animals in danger

LESSON AIMS learning about rainforest animals in danger, learning words for endangered animals, making a poster to help animals in danger

TARGET LANGUAGE endangered animals (*mountain gorilla, parrot, orang-utan, tree kangaroo, squirrel monkey, tiger*), pets (*dog, hamster, goldfish, duck*), continents (*South America, Africa, Asia, Australia*), *rainforest, wild, in danger*

RECEPTIVE LANGUAGE *save*

MATERIALS Pupil's Book pages 70 and 71, Class CD, drawing paper, crayons or colouring pencils

Warmer

- ▶ Introduce the topic of animals. Give the pupils one and a half minutes to work in groups of 3–4, listing the animals they know in English.
- ▶ Elicit the answers on the board and see which group thought of the most.
- ▶ If you have any pupils from other countries in your class, encourage them to talk about the animals in their country.

Pupil's Book page 70

1 Listen, read and match the animals to the rainforests.

- ▶ Read out the title of the lesson to the class. Encourage the pupils to predict which animals might be included in this lesson.
- ▶ Look at the map with the class. Ask the pupils to repeat the names of the continents after you. Elicit the names of the other three continents (North America, Europe and Antarctica).
- ▶ Play the recording (page 91) for the pupils to listen and read. The pupils match the animals to the rainforests. Answers: *mountain gorillas–Africa, parrots–South America, orang-utans–Asia, tree kangaroos–Australia*
- ▶ After checking the answers, play the recording again for the pupils to listen and read. Check any new vocabulary. Point out that not all parrots and kangaroos are endangered but the types in the photos are endangered – the Hyacinth macaw parrot and the Lumholtz tree kangaroo.

2 Listen and say the name of the animal.

- ▶ Before playing the recording, revise the language for describing animals. Divide the class into four groups. Ask each group in turn to describe the appearance of one of the animals in the photos in Activity 1. Tell them to talk about the colour, the size of the animal, the size of its head, mouth, eyes, arms, legs and any other features, e.g. *Has it got a tail, is it strong/ beautiful?*
- ▶ Play the recording (page 91) for the class to listen and name the animals. Answers: 1 *tree kangaroo* 2 *mountain gorilla* 3 *orang-utan* 4 *parrot*

3 Which pets are animals in danger? Look and say.

- ▶ The pupils look at the pictures and repeat the words after you. In pairs, the pupils discuss which of these pets they think are in danger.
- ▶ The pairs give feedback to the class and see if there is general agreement.

4 Listen and check your answers to Activity 3.

- ▶ Play the recording for the pupils to check their answers to Activity 3. Answers: *the parrot and the squirrel monkey*

5 Make a poster to help animals in danger.

- ▶ Read through the sentences on the posters with the class. Point out the use of *Save/Help* (*the tiger/the rainforests*). Ask the pupils which poster they like best and encourage them to give their reasons.
- ▶ The pupils work individually or in pairs, choosing an animal in danger and making their poster. Allow time in class or at home for the pupils to find out information about their animals.
- ▶ The pupils design, draw and colour their poster. Tell them to write a draft of their sentences for you to check before they copy the sentences on to their poster.



Look at the world

Rainforest animals in danger

1 Listen, read and match the animals to the rainforests.



Rainforests are forests which are hot and rainy. Many plants and animals live there. But the rainforests are disappearing.

Mountain Gorillas live in the rainforests in Africa. They eat leaves and plants. Today there are only about four hundred wild Mountain Gorillas.



These parrots are from South America. They eat nuts, seeds and fruit. Some people buy parrots as pets.



Orang-utans live in the rainforests in Asia. Their favourite food is fruit. Some people sell baby orang-utans as pets.



Tree kangaroos live in the rainforests in Australia. They eat leaves, fruit and sweetcorn. These animals sleep during the day.



2 Listen and say the name of the animal.



rainforest, many, disappear, South America, Africa, Asia, Australia, only, about, four hundred, wild, some, people, sell, sleep, during

- ▷ The pupils then pass round their posters for the rest of the class to look at and read.


6 Find out!

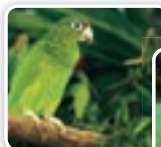
- ▷ Ask the class to choose an animal, for example the squirrel monkey. The pupils ask you the three questions. Tell them to make a note of your answers:
Pupils: *Where does it live?*
(You: *It lives in the rainforests in Central and South America.*)
Pupils: *What does it eat?*
(You: *It eats insects and fruit. It sometimes eats seeds and plants.*)
Pupils: *How many are there in the wild?*
(You: *There are about 3500 of the endangered types of squirrel monkey.*)
Ask the class to read out the answers. Check that they have noted the information correctly.
- ▷ If appropriate for your class, and if the pupils are interested, explain that not all types of squirrel monkey are in danger. The common squirrel monkey (*Saimiri sciureus*) is not in danger, but some other types are endangered.

- ▷ Allow time, in class or at home, for the pupils to choose and find out information about an animal in danger. Help them by referring them to reliable and up-to-date websites, e.g. www.worldwildlife.org/species/index.html
The pupils work individually or in pairs, finding the information, writing the answers to the questions and adding extra important information about their animal. Encourage them to attach a picture of the animal to their text. Monitor and help as necessary.
- ▷ The pupils pass round their pictures and texts for the rest of the class to look at and read.


Ending the lesson

- ▷ Find out what pets the pupils have got or would like to have. Write prompts on the board, e.g. *name, age, appearance, favourite food/drink, likes and dislikes*
Elicit suggestions of what a pet cat might like and dislike, e.g. *He likes playing with a toy mouse/sleeping under my bed. He doesn't like dogs/getting wet.*
- ▷ In small groups, the pupils ask and answer questions about their real or imaginary pets.


3  Which pets are animals in danger? Look and say.




parrot




dog




goldfish




duck




hamster





squirrel monkey





Don't buy animals in danger as pets.


4  Listen and check your answers to Activity 3.


5  Make a poster to help animals in danger.







6  Find out!



Choose an animal in danger.
Where does it live?
What does it eat?
How many are there in the wild?

71

Tapescripts

CD1 Unit 1 Lesson 1

Recording 2

(Picture 1)

LUCY: Hi, Leo!

KIM: Who's this?

LEO: This is my friend. His name's Amir.

(Picture 2)

LEO: Her name's Kim.

AMIR: Hi, Kim!

KIM: Hi!

(Picture 3)

AMIR: Hi! What's your name?

LUCY: I'm Lucy. How old are you?

AMIR: I'm ten.

(Picture 4)

KIM: Amir, what's your favourite colour?

AMIR: Red!

LUCY: Welcome to The Blue Owls Club!

(Picture 5)

KIM: Orange!

LUCY: Green!

LEO: Blue!

ALL (EXCEPT AMIR): Red for you!

ALL: Blue Owls together,

Good friends forever!

Recording 3

Orange, green, blue!

Red for you!

Blue Owls together,

Good friends forever!

Unit 1 Lesson 2

Recording 4

1 She's nine. She's got brown hair and brown eyes. She's wearing black shoes, a green skirt and a yellow and green T-shirt. Her favourite colour is green. Who's this? It's ...

2 He's nine. He's got curly red hair and green eyes. He's wearing jeans, trainers and a yellow T-shirt. His favourite colour is blue.

Who's this? It's ...

3 She's ten. She's got long blonde hair and blue eyes. She's wearing black trousers and an orange T-shirt. Her favourite colour is orange.

Who's this? It's ...

Unit 1 Lesson 3

Recording 5

chair
window
door
table
sofa
cupboard
bed
TV

Recording 6

1 This is my clubhouse. There's a table. There are two windows and there's a door.

2 This is my clubhouse. Look! There's a sofa. There are two chairs and there's a cupboard.

3 This is my clubhouse. There's a cupboard. There are two doors and there's a TV.

4 This is my clubhouse. There are two cupboards. There's a chair. There are two beds.

Story Time The Secret Door 1

Recording 7

(Picture 1)

Mandy is with her mother and father. They're archaeologists. They're in a desert.

MANDY'S MUM: Look! It's a door!

MANDY'S DAD: How do we open it?

MANDY: I'm hungry.

(Picture 2)

KALIM: Hi, I'm Kalim. What's your name?

MANDY: I'm Mandy. How old are you?

KALIM: I'm ten.

(Picture 3)

MANDY: Who's this?

KALIM: Her name's Mitzy and she likes fish!

(Picture 4)

KALIM: There we are!

MANDY: Wow! There are a lot of books.

KALIM: Yes.

(Picture 5)

KALIM: Look at this book, Mandy.

MANDY: It's very big and heavy!

(Picture 6)

MANDY: Oh! What's that?

KALIM: It's a stone.

(Picture 7)

KALIM: There's an eye and a hand.

MANDY: And there are some spiders and snakes. Can you read it?

KALIM: Hmm.

(Picture 8)

KALIM: Oh, hello!

MANDY'S MUM: Hello! Mandy, come home now.

(Picture 9)

MANDY: Goodbye, Kalim! See you tomorrow.

KALIM: OK, Mandy. Bye!

Unit 2 Lesson 1

Recording 8

KIM: Name, Amir. Age ... How old are you?

AMIR: I'm ten.

KIM: Where do you live?

AMIR: 25, West Street.

KIM: What's your telephone number?

AMIR: 01356 721996.

KIM: Have you got brothers or sisters?

AMIR: Yes, I have. I've got a brother and a sister.

KIM: Have you got a pet?

AMIR: Yes, I have. I've got a dog.

Recording 9

KIM: Name, Amir. Age ... How old are you?

AMIR: I'm eleven.

KIM: Where do you live?

AMIR: 25, North Street.

KIM: What's your telephone number?

AMIR: 01356 721996.

KIM: Have you got brothers or sisters?

AMIR: Yes, I have. I've got two brothers and a sister.

KIM: Have you got a pet?

AMIR: Yes, I have. I've got a dog.

Unit 2 Lesson 3

Recording 10

(Picture 1)

Amir and Leo are near Miss Todd's house.

AMIR: Miss Todd lives there.

LEO: Yes. She likes cats.

AMIR: Oh, no! My dog doesn't like cats!

(Picture 2)

LEO: Mmm. She's got a lot of boxes.

MISS TODD: Go away!

(Picture 3)

AMIR: Sorry, Miss Todd!

Recording 11

He likes rabbits. He doesn't like dogs.

He doesn't like birds. He likes cats.

She likes dogs. She doesn't like cats.

She doesn't like rabbits. She likes birds.

Backtrack 1 Lesson 1

Recording 12

Harry's hat is a hairy hat.

Harry's hat is a hairy hat.

Harry's hat is a hairy hat.

Recording 13

Who's this? Her name's Clare.

She's got blue eyes and long brown hair. She likes dogs and she likes cats.

But she doesn't like snakes or big brown rats!

Clare, Clare. Her name's Clare.

Who's this? His name's Mike.

He can run and ride a bike.

He can count to ninety-two

And his favourite colour's blue!

Mike, Mike. His name's Mike.

Unit 3 Lesson 1

Recording 14

(Picture 1)

Miss Todd is in her house.

MISS TODD: It's five o'clock. Where are they?

(Picture 2)

WORKMAN 1: What time is it?

MISS TODD: It's six o'clock!

WORKMAN 2: Sorry, Miss Todd.

(Picture 3)

LEO: Look Amir! Wow! That's another box.

AMIR: Mmm. A very big box. What's in it?

(Picture 4)

LEO: Oh, no! It's six o'clock! Come on!

Recording 15

It's one o'clock, two o'clock, three o'clock, CLOCK!

Four o'clock, five o'clock, six o'clock, CLOCK!

It's seven o'clock, eight o'clock, nine o'clock, CLOCK!

Ten o'clock, eleven o'clock, twelve o'clock, CLOCK!

Recording 16

It's one o'clock, two o'clock, three o'clock, CLOCK!

Four o'clock, five o'clock, six o'clock, CLOCK!

It's seven o'clock, eight o'clock, nine o'clock, CLOCK!

Ten o'clock, eleven o'clock, twelve o'clock, CLOCK!

Unit 3 Lesson 2

Recording 17

What time is it?

It's four o'clock.

What time is it?

It's seven o'clock.

What time is it?

It's eleven o'clock.

What time is it?

It's three o'clock.

Recording 18

LEO: It's nine o'clock.

LUCY: No, it's half past eight.

AMIR: No, it's quarter past eight.

KIM: No, it's quarter to nine.

ALL: Oh, no! What time is it?

Recording 19

It's nine o'clock.

It's half past eight.

It's quarter past eight.

It's quarter to nine.

What time is it?

Recording 20

It's half past seven.

It's quarter past seven.

It's quarter to seven.

It's half past six.

It's quarter past nine.

It's quarter past five.

It's quarter to six.

Unit 3 Lesson 3

Recording 21

Hi! My name's Billy. This is my day.

I get up at eight o'clock.

I have breakfast at half past eight.

I go to school at quarter to nine.

I have a break at half past ten.

I have lunch at half past twelve.

I go home at quarter to four.

I have dinner at six o'clock.

I go to bed at nine o'clock.

Recording 22

Hi! My name's Billy. This is my day.

I get up at eight o'clock.

I have breakfast at half past eight.

I go to school at quarter to nine.

I have a break at half past ten.

I have lunch at half past twelve.

I go home at quarter to four.

I have dinner at six o'clock.

I go to bed at nine o'clock.

Story Time The Secret Door 2

Recording 23

(Picture 1)

Mandy and Kalim have got the stone.

MANDY: What does it mean, Kalim?

KALIM: This means 'the key to the door'.
What door?

(Picture 2)

KALIM: Have you got some more books
at home?

MANDY: Yes. Can you come to my house
tomorrow?

KALIM: Yes.

(Picture 3)

MANDY: What time? Half past nine?

KALIM: I get up at eight o'clock. I have
breakfast. Is ten o'clock OK?

MANDY: Yes, good.

(Picture 4)

KALIM: Mitzy! Come here! Sorry, Mandy!

MANDY: It's OK. I like animals.

(Picture 5)

MANDY: Here, Mitzy. It's a biscuit!

KALIM: Sorry! She doesn't like biscuits.

(Picture 6)

KALIM: Mitzy! Come here!

MANDY: Oh, no! She's in the truck!

(Picture 7)

KALIM: Mitzy! Where are you?

MANDY: I can't see!

WORKER: OK! Let's go!

(Picture 8)

MANDY AND KALIM: Help!

(Picture 9)

MANDY: Can Mitzy jump, Kalim?

KALIM: Yes, she can. Let's go!

(Picture 10)

KALIM: Wow! It's a tunnel!

MANDY: Yes, and what's this?

Unit 4 Lesson 1

Recording 24

(Picture 1)

It's Sunday. Lucy is outside Miss Todd's
house.

LUCY: Blue Owls! It's five o'clock. Another
box!

(Picture 2)

LEO: OK. Thanks, Lucy!

(Picture 3)

KIM: OK. Monday one box. Tuesday one
box. Wednesday no boxes.

AMIR: Two boxes on Thursday. Friday no
boxes. Three boxes on Saturday.

LEO: And Sunday one box. That's ... eight
boxes. Hmm!

Recording 25

Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday.

What day is it? It's ...

Recording 26

LEO: OK. Let's see. Next week's watch.

Let's put Amir on Monday and
Wednesday, and Lucy on Friday and
Saturday. Now, Kim. Ah, yes! Kim on
Tuesday and Thursday. I can do it on
Sunday. Leo on Sunday. Then we have
our meeting on Sunday. OK. That's no
problem.

Unit 4 Lesson 2

Recording 27

have a music lesson

play outside

go swimming

do gymnastics

play computer games

Recording 28

LEO: OK, now. Miss Todd and the boxes.
This is the plan for the week.

Amir your day is Monday, and ...

AMIR: Oh, no! I go swimming on
Mondays.

LEO: Oh. OK. Tuesday, Kim, OK?

KIM: Er, no. I play football on Tuesdays.

LEO: Oh, no. OK. Kim, Thursday?

KIM: Sorry. I do gymnastics on
Thursdays.

LEO: Oh, no! Lucy, you're on Friday. OK?

LUCY: Er, well...I have a music lesson on
Fridays.

LEO: Oh. Fantastic.

Unit 4 Lesson 3

Recording 29

GIRL: Do you play football on Tuesdays?

BOY: Yes, I do.

GIRL: Do you go swimming on Mondays?

BOY: No, I don't.

GIRL: Do you do gymnastics on

Thursdays?

BOY: Yes, I do.

GIRL: You're Kim!

Backtrack 2 Lesson 1

Recording 30

Tuesday, two o'clock. Thursday, three
o'clock.

Tuesday, two o'clock. Thursday, three
o'clock.

Tuesday, two o'clock. Thursday, three
o'clock.

Backtrack 2 Lesson 2

Recording 31

Monday, Monday,

Get up early!

Go to school!

Tuesday, Tuesday,

I go swimming at the pool.
Wednesday, Wednesday,
It's half way day.
Thursday, Thursday,
We all go outside to play.
Friday, Friday,
In the evening, I can say
It's the weekend! Weekend!
I'm so happy when it's near.
The weekend! The weekend!
I'm so happy when I know
It's the weekend.

Unit 5 Lesson 1

Recording 32

(Picture 1)

Kim is in Miss Todd's garden.

KIM: Blue Owls! There are animals in the boxes!

LEO: What? Animals?

(Picture 2)

Miss Todd is with her friend, Nick.

MISS TODD: It's a gorilla.

NICK: Mmm. It's strong!

(Picture 3)

MISS TODD: They're lions.

NICK: They're thin.

(Picture 4)

MISS TODD: They're monkeys.

NICK: They're thirsty.

(Picture 5)

MISS TODD: It's a panda.

NICK: It's fat.

(Picture 6)

PARROT: Help!

MISS TODD: It's a parrot.

NICK: Ah, yes. It's beautiful.

Recording 33

It's a gorilla. It's strong!
They're lions. They're thin!
They're monkeys. They're thirsty!
It's a panda. It's fat!
It's a parrot. It's beautiful!

Recording 34

It's strong ...
They're thin ...
They're thirsty ...
It's fat ...
It's beautiful ...
It's strong ...
They're thin ...
They're thirsty ...
It's fat ...
It's beautiful ...

Unit 5 Lesson 2

Recording 35

Is it beautiful?

Yes, it is.

Is it fat?

No, it isn't.

Are they strong?

Yes, they are.

Are they thin?

No, they aren't.

Recording 36

Is it fat?

No, it isn't.

Is it fast?

Yes it is.

Is it an ostrich?

Yes, it is.

Unit 5 Lesson 3

Recording 37

Cats can climb trees but they can't fly.

Fish can swim but they can't run.

Parrots can't swim but they can fly.

Recording 38

Cats can climb trees but they can't fly.

Fish can swim but they can't run.

Parrots can't swim but they can fly.

Story Time The Secret Door 3

Recording 39

(Picture 1)

Mandy and Kalim are in a tunnel.

MANDY: Look, Kalim! It's the hand and the eye! Have you got the stone?

KALIM: Yes, I have. It's in my pocket.

(Picture 2)

Click!

(Picture 3)

MANDY: It's a secret door!

(Picture 4)

MANDY: Look, Kalim! It's beautiful!

KALIM: It's a code.

(Picture 5)

KALIM: These are the days of the week.

Monday, Tuesday, Wednesday,

Thursday ...

(Picture 6)

MANDY: And here's a dog and a lion.

What are these? Are they snakes?

KALIM: Yes.

(Picture 7)

KALIM: 'Touch day one. Touch a big cat.

Open the door.'

(Picture 8)

MANDY: Day one is Monday!

KALIM: And a big cat is a lion!

(Picture 9)

MANDY: Help!

Unit 6 Lesson 1

Recording 40

(Picture 1)

Kim and Leo are in Miss Todd's garden.

The weather is bad.

LEO: Oh! It's cold.

KIM: And it's windy. Let's go!

(Picture 2)

LEO: Look! Now it's cloudy.

KIM: Yes. Hurry up!

(Picture 3)

LEO: Oh, no! It's raining.

(Picture 4)

KIM: What's the weather like now?

AMIR: It's hot and sunny. Great!

Recording 41

What's the weather like?

The weather like, the weather like?

What's the weather like?

Oh! It's windy!

What's the weather like?

The weather like, the weather like?

What's the weather like?

Oh! It's cloudy.

What's the weather like?

The weather like, the weather like?

What's the weather like?

Oh! It's raining.

What's the weather like?

The weather like, the weather like?

What's the weather like?

Yes! It's sunny.

Recording 42

Good morning. Here's the weather report.

In Paris it's windy, today. In London

today it's cloudy, as you can see. In Rome

it's sunny. And what's the weather like

in Berlin? Well, it's raining. Today in

Warsaw it's cold. But in Madrid it's hot.

Unit 6 Lesson 2

Recording 43

The seasons

There are four seasons in a year. Look at

winter. It's cold and it's snowing. Look at

spring. It's cloudy. Look at summer. It's

hot and sunny. Look at autumn. It's windy

and it's raining.

Recording 44

1 It's ...

2 It's ...

3 It's ...

4 It's ...

Unit 6 Lesson 3

Recording 45

I like swimming.

I like flying a kite.

I like playing outside.

I like ice-skating.

I like playing football.

I like building a snowman.

I like playing computer games.

I like riding my bike.

I like going for a walk.

Recording 46

I like swimming.

I like flying a kite.

I like playing outside.

I like ice-skating.

I like playing football.

I like building a snowman.

I like playing computer games.

I like riding my bike.

I like going for a walk.

Backtrack 3 Lesson 1

Recording 47

A very wet and windy Wednesday.
A very wet and windy Wednesday.
A very wet and windy Wednesday.

Backtrack 3 Lesson 2

Recording 48

Lions are fast.
Lions are strong.
Lions have tails
That are very long.
Lions can jump
And climb a tree.
Lions can run
Much faster than me.
Lions! Lions!
That's why we love lions!
Snails aren't beautiful.
Snails aren't strong.
Snails don't have legs
That are very long.
Snails are slow
And snails can't run.
Snails like the rain
But they don't like the sun.
Snails! Snails!
That's why we love snails!

CD2 Unit 7 Lesson 1

Recording 49

(Picture 1)
Lucy is talking to Leo. Amir is taking photos.
LUCY: Nick is here again.
LEO: What's he doing?
LUCY: He's talking to Miss Todd.
(Picture 2)
LUCY: He's looking at the gorilla.
(Picture 3)
LUCY: He's buying the gorilla! Wow!
(Picture 4)
LUCY: He's writing his telephone number.

Unit 7 Lesson 2

Recording 50

1 I'm playing basketball.
2 I'm playing the piano.
3 I'm riding a horse.
4 I'm riding my bike.
5 I'm playing a computer game.
6 I'm reading a book.
7 I'm watching TV.
8 I'm writing an email.

Recording 51

1 I'm playing basketball.
2 I'm playing the piano.
3 I'm riding a horse.
4 I'm riding my bike.
5 I'm playing a computer game.
6 I'm reading a book.
7 I'm watching TV.
8 I'm writing an email.

Unit 7 Lesson 3

Recording 52

(Picture 1)
LEO: Amir! Are you taking photos?
AMIR: Yes, I am.
(Picture 2)
LEO: What are you doing now? Are you watching the house?
AMIR: No, I'm not.
(Picture 3)
LEO: Amir! What are you doing?
AMIR: I'm going to the police station.
Come on, Lucy.

Story Time The Secret Door 4

Recording 53

(Picture 1)
Mandy and Kalim are in another room.
KALIM: Oh, no! Snakes! How can we cross?
MANDY: We can't jump.
(Picture 2)
MANDY: What's this? Is it a puzzle?
KALIM: Yes.
(Picture 3)
MANDY: Look at this picture. It's windy.
What's the weather like in your picture?
(Picture 4)
KALIM: It's hot. This is summer.
MANDY: I like swimming in summer, too!
(Picture 5)
KALIM: In this picture it's cold. This is winter.
MANDY: And here it's raining. It's spring.
(Picture 6)
KALIM: What are you doing?
MANDY: It's the four seasons, Kalim!
Spring, summer, autumn and winter.
(Picture 7)
MANDY: Wow! What's happening?
KALIM: It's a bridge! Come on!
(Picture 8)
KALIM: What's she doing?
MANDY: She's taking the treasure!
KALIM: Mitzy! No! Come here!
(Picture 9)
MANDY: What's happening?

Unit 8 Lesson 1

Recording 54

Amir and Lucy are in town. They're looking for the police station. Amir has got the photos.
AMIR: Where's the police station?
LUCY: I don't know. There's a library, a cinema and a school.
AMIR: And there's a toy shop, a park and a zoo.
LUCY: There's a swimming pool and a café, but there isn't a police station.
AMIR: Yes, there is! It's in London Road.
Let's go!

Recording 55

There isn't a zoo.

Yes, there is!
There isn't a park.
Yes, there is!
There isn't a school.
Yes, there is! Oh, yes, there is!
There isn't a café.
Yes, there is!
There isn't a toy shop
Yes, there is!
There isn't a library.
Yes, there is! Oh, yes, there is!

Recording 56

1 There's a café in Nelson Road.
2 There's a school in River Road.
3 There's a police station in London Road.
4 There's a library in West Street.
5 There's a cinema in Park Street.

Unit 8 Lesson 2

Recording 57

The cinema is opposite the café.
The cinema is next to the swimming pool.
The cinema is between the swimming pool and the park.

Unit 8 Lesson 3

Recording 58

(Picture 1)
Amir and Lucy are in a police car. They're going to Miss Todd's house.
POLICEMAN: Go straight on.
(Picture 2)
POLICEMAN: Turn left.
(Picture 3)
POLICEMAN: Turn right.
(Picture 4)
POLICEMAN: Oh, no! Look!
POLICEMAN: OK. Stop at the parking sign.

Recording 59

1 Start at the cinema. Turn left into Cog Street. Turn right into Holly Road. Go straight on. Stop at the car park. Turn left. Where are you?
2 Start at the library. Turn right. Turn left into Eden Road. Stop at the toy shop. What's opposite you?
3 Start at the police station. Turn right into Tap Street. Turn left into Holly Road. Go straight on. Turn right into Oxford Road. Stop at the zoo. What's opposite you?
4 Start at the school. Turn left into Tap Street. Turn left into Holly Road. Stop at Cog Street. Turn left. Go straight on. It's next to the café. What is it?

Backtrack 4 Lesson 1

Recording 60

Sally's at the supermarket. Sheila's at the shoe shop.
Sally's at the supermarket. Sheila's at the shoe shop.
Sally's at the supermarket. Sheila's at the shoe shop.

Backtrack 4 Lesson 2

Recording 61

It's Saturday night.
I'm going to town.
I'm going to the cinema.
Turn right. Turn left.
Go straight ahead.
Meet me at the cinema,
The cinema, the cinema!
Meet me at the cinema
And we can watch a film.
It's Sunday morning
I'm going to town.
I'm going to the swimming pool.
Turn right. Turn left.
Go straight ahead.
Meet me at the swimming pool,
The swimming pool, the swimming pool!
Meet me at the swimming pool
And we can have a swim.

Unit 9 Lesson 1

Recording 62

(Picture 1)

KIM: Oh, no! What shall we do?
LEO: Let's help the gorilla!

(Picture 2)

KIM: What shall we do now?
LEO: Let's open the door.
KIM: Good idea!

(Picture 3)

MISS TODD: Aaagh! The gorilla! What shall we do?
NICK: Let's run!

(Picture 4)

POLICEMAN: Let's go to the police station.
POLICEWOMAN: Let's go to the zoo.

Recording 63

Let's go to the zoo.
No, not the zoo!
Let's go to the cinema.
Good idea!
Let's go to the cinema.
No, not the cinema!
Let's go to the swimming pool.
Good idea!

Unit 9 Lesson 2

Recording 64

play volleyball
go for a bike ride
go to the beach
play a board game
make a cake
watch a DVD

Unit 9 Lesson 3

Recording 65

The children are at the clubhouse again.
POLICEMAN: Congratulations! There's a reward.
POLICEWOMAN: What do you want to do?

AMIR: I want to buy a new computer.
LUCY: I want to have a party.
KIM: I want to go on holiday. What about you, Leo? Do you want to go on holiday?
LEO: No, I don't. I want to mend the roof!
KIM: Good idea!

Recording 66

HANNAH: Look, Sam. What do you want to do?
SAM: Wow! I want to go to the zoo and I want to go to the swimming pool. What about you, Hannah? What do you want to do?
HANNAH: Hmm. I want to go to the park and I want to play computer games.
ALEX: Do you want to play computer games, Emma?
EMMA: No, I don't. I want to go to the cinema and the swimming pool. And you, Alex? Do you want to go to the cinema?
ALEX: Yes, I do. And I want to go to the zoo. Oh! And I want to play computer games.
ALL: Let's go!

Story Time The Secret Door 5

Recording 67

(Picture 1)

Kalim and Mandy are in trouble.
MANDY: What shall we do?
KALIM: Let's give the treasure back! Mitzy!

(Picture 3)

KALIM: Wow! There's a map behind the statue. And it's a door. Let's go!
MANDY: No, wait!

(Picture 4)

KALIM: What do you want to do?
MANDY: I want to copy the map.

(Picture 5)

KALIM: What shall we do?
MANDY: Let's go straight on.

(Picture 6)

KALIM: Oh, no! What shall we do? Turn left!
MANDY: No. Let's turn right.

(Picture 7)

MANDY: I want to go home!
KALIM: It's OK, Mandy. There's a message here.

KALIM: Escape ... door ... jump.

(Picture 8)

MANDY: What do you want to do?
KALIM: Let's jump!

Unit 10 Lesson 1

Recording 68

The Blue Owls are on TV.
REPORTER: What's your name?
LUCY: I'm Lucy, and this is Amir.
REPORTER: How old are you?
LUCY: I'm nine and he's ten.
REPORTER: Where do you live, Amir?

AMIR: I live at number 25, West Street.
LEO: My name's Leo. Her name's Kim. I'm nine, and she's ten.
REPORTER: What do you like doing at the weekend, Kim?
KIM: I like swimming and gymnastics.
REPORTER: Do you like swimming, Leo?
LEO: Yes, I do.
REPORTER: Well, thanks to the children, the animals are safe, and Miss Todd and Nick are at the police station.
ALL: Orange! Green! Blue! Red! Blue Owls together! Good friends forever!

Recording 69

- 1 Lucy is ten.
- 2 Amir's address is 25, West Street.
- 3 Kim doesn't like gymnastics.
- 4 Leo likes swimming.
- 5 Miss Todd and Nick are at the zoo.
- 6 The Blue Owls have got a new roof.

Recording 70

GIRL 1: Hello. What's your name?
GIRL 2: My name's Anna.
GIRL 1: How old are you?
GIRL 2: I'm eight.
GIRL 1: Where do you live?
GIRL 2: I live at 35, Long Street.
GIRL 1: OK, 35 Long Street ... What do you like doing?
GIRL 2: I like playing tennis.
GIRL 1: Can you play basketball?
GIRL 2: Yes, I can.
GIRL 1: Can you swim?
GIRL 2: No, I can't.
GIRL 1: OK, thanks. Bye.
GIRL 2: Bye.

Unit 10 Lesson 2

Recording 71

WOMAN: Where do you live?
ALEX: I live in London Road.
WOMAN: Have you got a pet?
ALEX: Yes, I have. I've got a dog.
WOMAN: Can you play the recorder?
ALEX: Yes, I can.
WOMAN: What do you do on Saturdays?
ALEX: I play with my friends.
WOMAN: What time do you go to bed?
ALEX: At nine o'clock.

Backtrack 5 Lesson 2

Recording 72

A beautiful pig in a big pink box.
A beautiful pig in a big pink box.
A beautiful pig in a big pink box.

Recording 73

Do you want to go to the beach?
It's a lovely sunny day.
Do you want to swim in the sea?
We can have fun and play.
No, not the beach!
I don't like the beach.
What shall we do instead?
What shall we do instead?

Do you want to go to the zoo?
Let's go to the zoo.
We can look at all the animals.
We both like doing that too.
Yes! Great! The zoo!
I like the zoo.
Let's go to the zoo instead.
Let's go to the zoo instead.

Story Time The Secret Door 6

Recording 74

(Picture 1)

Mandy's mum and dad are still looking at the door.

MANDY'S MUM: What's the time? Where's Mandy?

MANDY'S DAD: She's playing with Kalim. I want to open this door!

(Picture 2)

WORKER: This is Ahmed. He's very strong. He can open the door.

(Picture 3)

MANDY'S DAD: It isn't opening!

MANDY'S MUM: Oh, no! What shall we do?

(Picture 4)

Mandy and Kalim are near some stairs. They want to escape.

KALIM: Are you OK, Mandy?

MANDY: Yes, thanks. I'm fine.

(Picture 5)

MANDY: It's the door, Kalim! Great! I want to go home.

KALIM: Yes, and I'm hungry. I want to have lunch.

(Picture 6)

MANDY: There's a lever next to the door. Let's pull it!

(Picture 1)

MANDY: Mum! Dad!

MANDY'S DAD: Mandy! What are you doing in there?

(Picture 8)

MANDY'S DAD: The door is open! Let's look inside!

MANDY: Not now, Dad.

(Picture 9)

MANDY'S MUM: Let's go home and have a party!

Christmas

Recording 75

A Christmas tree! A Christmas tree!
Father Christmas and a Christmas tree!
A Christmas tree! A Christmas tree!
Father Christmas and a Christmas tree!
A reindeer! A reindeer!
Father Christmas and a Christmas tree!
A reindeer! A reindeer!
Father Christmas and a Christmas tree!
Angel, snowman, robin, Christmas tree!
Angel, snowman, robin, Christmas tree!

Festivals in Britain

Recording 76

January, New Year's Day.
February, Valentines Day.
March and April, Easter Day.
The party's starting, sing hurray!

May and June, summer days.
July and August, holidays.
September, my birthday!
The party's starting, sing hurray!

October, Halloween.
November, Bonfire Night.
December, Christmas Day.
The party's starting, sing hurray!

Look at the world 1

Recording 77

GIRL 1: I live on a farm. I've got a baby brother.

GIRL 2: I like music. I live on a boat.

BOY 1: I like football. I live in a small house.

BOY 2: I live in a flat. I've got two cats.

Look at the world 2

Recording 78

Grace lives on a small farm in Britain. This is her seasons scrapbook.

A It's warm and sunny. We grow sweetcorn, beans, strawberries and tomatoes.

B It's cold and snowy. Our animals live inside. We grow sprouts for our Christmas dinner!

C It's harvest time. We have apples, carrots, tomatoes and pumpkins. I like making a lantern for Halloween!

D This is my favourite season. There are baby lambs on the farm. They're beautiful! My family plants lots of seeds.

Recording 79

apples
pears
plums
cabbages
peas

Look at the world 3

Recording 80

Rainforests are forests which are hot and rainy. Many plants and animals live there. But the rainforests are disappearing.

Mountain Gorillas live in the rainforests in Africa. They eat leaves and plants. Today there are only about 400 wild Mountain Gorillas.

These parrots are from South America. They eat nuts, seeds and fruit. Some people buy parrots as pets.

Orang-utans live in the rainforests in Asia. Their favourite food is fruit. Some people sell baby orang-utans as pets.

Tree kangaroos live in the rainforests in Australia. They eat leaves, fruit and sweetcorn. These animals sleep during the day.

Recording 81

1 This animal is small. It has got a black face. It has small eyes. It's got a long tail.

2 This animal is big and strong. It is black. It has long arms and legs. It has big teeth. It hasn't got a tail.

3 This animal has got long arms and long legs. It is orange. They have small eyes and a big mouth.

4 This animal is small and beautiful. It's got a long tail. It is blue. It's got yellow and black eyes.

Recording 82

The parrot and the squirrel monkey are animals in danger.

Recording 83

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

Recording 84

(The Alphabet Song)

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

Now you know your ABC,
You can sing along with me.
Sing!

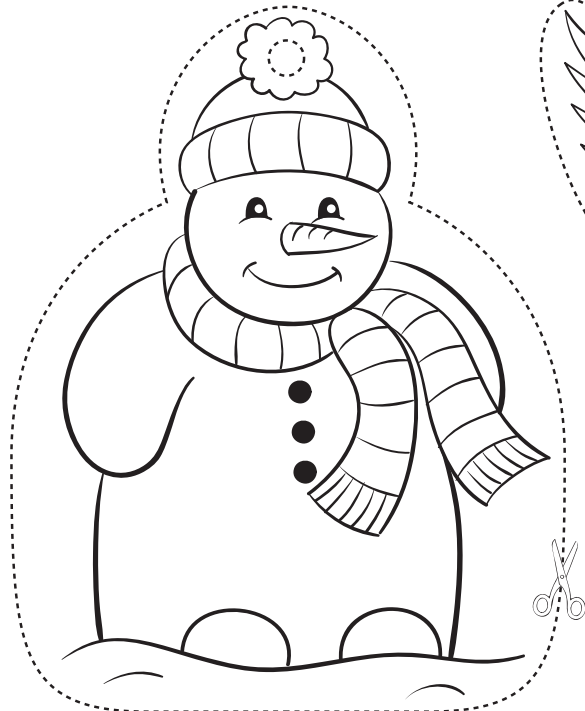
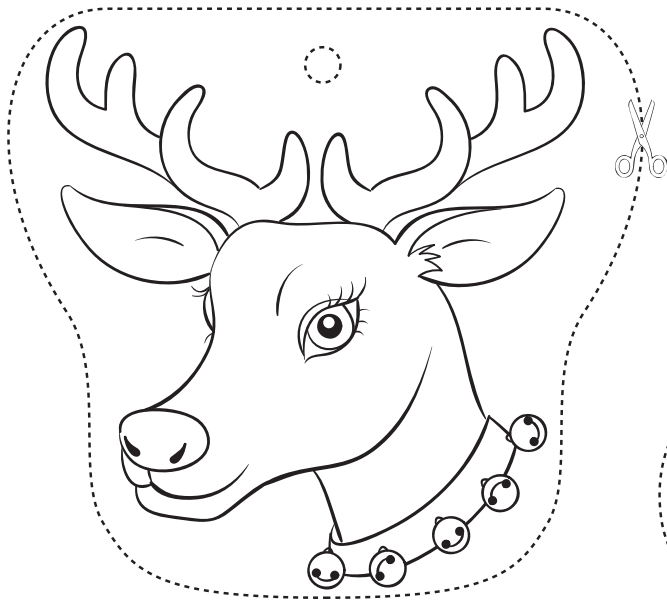
a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

Now you know your ABC,
You can sing along with me.

Find someone who...	Name
likes snakes	
doesn't like cats	
can play the recorder	
can't play basketball	
has got two sisters	
has got a rabbit	
lives in your street	



Find someone who...	Name
likes snakes	
doesn't like cats	
can play the recorder	
can't play basketball	
has got two sisters	
has got a rabbit	
lives in your street	



Poster 1

Everyone's different

LESSON AIMS (for use during or after Unit 2) describing people, their likes and dislikes, abilities and hobbies

CROSS-CURRICULAR LINK diversity

TARGET LANGUAGE *man, men, woman, women, girl, boy, tracksuit, He's/She's (tall). He's/She's (thirteen). He's/She's got (brown) hair. He's/She's wearing (trainers). He/She likes (dogs). He/She can (dance). Who's got (a dog)? Who's wearing (a dress)? Who likes (sport)? How many (women) are there?*

REVIEW *art, sports, music, adjectives, words for describing people, pets, clothing, abilities and hobbies*

MATERIALS pictures from magazines (or a video clip) featuring a variety of people (different ages, backgrounds etc.) and in different clothes

Introducing the poster

- ▶ Use this poster during or after Unit 2.
- ▶ Begin the lesson by showing the class the pictures of people. Ask the pupils to make as many sentences as they can about each person, e.g. *She's wearing jeans. She's got dark hair. She likes art. She can paint.*
- ▶ If you have a video clip (it doesn't have to be in English, as you can turn the volume down), play and pause the video at an appropriate point. Then ask pupils to describe the person.
- ▶ Show the poster to the pupils and talk about the title *Everyone's different*. Present the new words *man/men, woman/women, girl* and *boy*. Ask *How many (women) are there?*

1 Who is it?

- ▶ Ask questions about the poster with *Who*, e.g. *Who's wearing trousers? Who's got a cat? Who likes art? Who can play the piano? Who's got long hair?* The pupils answer with the numbers on the poster.
- ▶ Point to four or five of the people on the poster in turn and ask, *What's he/she wearing? What colour is his/her hair? Has he/she got a pet? Is he/she tall? Can he/she play football? Is he/she old?*

2 Describe and guess.

- ▶ Explain that you are thinking about one of the people on the poster. Say, e.g. *He's got brown hair*. Give them a chance to guess who it is. Continue with further clues until they guess the person.
- ▶ Pupils who guess correctly can choose a person to describe in the same way.
- ▶ Alternatively, choose a person on the poster and tell the pupils they have to guess who it is by asking you questions. They can only ask questions which can be answered *yes* or *no*.

3 Play a memory game.

- ▶ The pupils look at the poster for two minutes and try to remember as much as they can about the people. They then close their eyes, while you cover one person with a piece of thick paper or card.
- ▶ Elicit as many sentences as possible about the person and write them on the board (or invite pupils to the board to write). Do not correct the sentences at this stage.
- ▶ When you have at least five sentences on the board, uncover the person and check whether the sentences are factually correct or not.
- ▶ This could be played as a team game, with the teams writing their sentences separately on pieces of paper. The team with the most correct sentences wins.

Ending the lesson

- ▶ Ask the pupils to write a description of one of the people on the poster in the first person (*I'm a man. I'm 72.* etc.). Tell them to add extra imaginary details about the person (e.g. where they live, what their favourite food is). They can compare their descriptions in pairs or read them aloud for the class to guess the person.



Poster 2

Measure the weather

LESSON AIMS (for use during or after Unit 6, over a two-week period) carrying out a class project to measure the weather

CROSS-CURRICULAR LINK science and technology

TARGET LANGUAGE *temperature, rainfall, thermometer, rain gauge, degrees (centigrade), millimetres, measure, need, every day, empty, work out, average, calculator. What's the temperature? How much water is there? What's the weather like (today)?*

REVIEW numbers, days of the week, time, weather adjectives (*sunny, cloudy, hot, cold, rainy, windy, snowy*), seasons

MATERIALS outdoor thermometer, a homemade or shop-bought rain gauge, calculators, one copy of the Poster 2 worksheet (page 98) per pupil, camera

Introducing the poster

- ▷ Use this poster during or after Unit 6. If possible, choose a period when the weather is not completely dry.
- ▷ Tell the pupils that you are going to do a weather project over the next two weeks.
- ▷ Show the poster to the pupils and talk in L1 about what the children in the photographs are doing.
- ▷ Present the new key words for the project – *measure, temperature, thermometer, rain gauge* and *rainfall*. Ask the pupils *What's the temperature today?* Explain that in English temperatures are measured in *degrees*, for example, *(It's) twenty degrees*.

1 Set up the project.

- ▷ Put a thermometer outside, preferably near your classroom.
- ▷ Set up a rain gauge somewhere in the school grounds where there are no overhanging trees or plants. Make sure it is secure in the ground and won't blow away.
- ▷ *Note:* You can make a simple gauge from a plastic bottle with a flat bottom. Cut off the top section and turn it upside down to form a funnel. Push the funnel back into the bottle. Mark 5mm sections from the bottom of the bottle with a permanent marker pen, or attach a small plastic ruler.

2 Record the weather, temperature and rainfall.

- ▷ For each day of the project, ask the pupils *What's the weather like (today)?* When the class agrees on one or two adjectives, e.g. *cloudy* and *rainy*, choose a pupil to come to the front of the class and write them on the poster. The pupils can also write on their Poster 2 worksheet. (Keep these safely for the duration of the project.)
- ▷ If you do not see your class every day, ask the pupils *What was the weather like on (Tuesday)?* to keep the poster up to date. (Remember to keep a daily record yourself.)
- ▷ If possible, take the pupils outside to read the thermometer and the rain gauge. Ask *What's the temperature today? How much water is there in the rain gauge?* The pupils record the information on their worksheets and on the poster.
- ▷ Take photographs of your pupils doing the project and of the equipment you used, if possible, in order to make a class display when the project is finished.
- ▷ For any missed days, ask them to guess the temperature/rainfall, before giving them your record.

3 Work out averages.

- ▷ Read the sentences at the bottom of the worksheet/poster with the pupils.
- ▷ Discuss which was the most common type of weather. When the class have agreed on one or two adjectives (for example, *cloudy and cold*) tell them to complete the first sentence on their worksheets. One pupil completes the sentence on the poster.
- ▷ Elicit/explain how to calculate the averages – the pupils need to add all the temperature readings and then divide by the number of days (10) to get the average, then do the same for the rainfall.
- ▷ Give out calculators and let the pupils work out the averages and compare their answers in pairs. Move around the class and give help where necessary.
- ▷ The pupils complete the last two sentences on their worksheets. If the average values have a decimal point, explain how to say this in English, e.g. $18.5 = \text{eighteen point five}$.



Ending the lesson

- ▷ Discuss the results with the class. Was the weather typical? What would the results have been in a different season?
- ▷ If you live in an area where there are water shortages, this could lead on to a discussion about how to conserve water. If you live in an area where there is often flooding, you could have a brief discussion about the pupils' experiences of floods and how to prevent them.
- ▷ Make a class display of the results, using any photos you have taken and/or the pupils' drawings.

Poster 3

Alphabet game

LESSON AIMS (for use after Unit 5)
pronouncing the letters of the alphabet
in English, practising spelling and
revising vocabulary

CROSS-CURRICULAR LINK literacy

TARGET LANGUAGE *alphabet. It begins
with (m). How do you spell (monkey)?*

REVIEW vocabulary from the course

MATERIALS small sticker notes and a
die for each team of pupils, Class CD



Introducing the poster

- ▶ Use this poster at any point after Unit 5, when the pupils have learnt the new animal words (*gorilla, monkey, etc.*). Alternatively, use the alphabet game board at the beginning of the year and play the spelling games described below every few weeks, revising known vocabulary. Use the pictures on the poster after Unit 5.
- ▶ Read the title of the poster with the pupils. Tell them that you will play some games to practise saying the letter names and spelling words.
- ▶ Count the number of letters on the game board and discuss with the pupils any differences between the English and their L1 alphabet, e.g. number of vowels, etc.

1 83 Learn the letter names.

- ▶ Play recording 83 (page 00). Point at the letters on the poster as the pupils listen and repeat the letter names. You may wish to play the recording two or three times.

84 Now sing the song.

- ▶ Practise the alphabet by teaching the pupils the Alphabet Song (recording 84).

2 Play a game.

- ▶ Divide the class into two teams and ask each team to choose a name. Write the team name on a sticker note to act as a counter and stick this on the *Start* square.
- ▶ Choose one pupil from the first team to throw the die.
- ▶ A volunteer from the team has to say the name of the letter they have landed on and think of an English word beginning with the letter (they can look at the pictures around the game board to help them). To make the game more challenging, you can ask the pupils to spell the word, too.

- ▶ If the team member says the letter correctly and thinks of a word (it can be a noun, adjective or verb), the team gets a point and can stay on the square of the board. If the letter or word is incorrect, the team has to go back to where they were before the die was thrown.
- ▶ When a team lands on the *Finish* square the game ends. The winner is the team with the most points.
- ▶ If you are playing the more difficult version where pupils have to spell the words, remind them that a double vowel or consonant, e.g. *oo* or *bb* is pronounced *double o* or *double b* in English, but accept both versions for the game.
- ▶ If the pupils land on a letter square which has a star on it, the teacher chooses a different letter for them or gives them a word to spell (the pupils have not learned words beginning with *q, v* or *x*).

3 Practise spelling.

- ▶ The alphabet game board can be used for different spelling games, played in teams of three to six.
- ▶ *Game 1:* Focus on the small numbers next to the letters on the board and play a word value game. Give the teams a time limit (for example, three minutes) to make a word which is worth as much as possible (by using the letters which have the highest numbers). At the end of the specified time, compare the scores and check the pupils' spelling.
- ▶ *Game 2:* Give the teams a few minutes to look through their books and write a list of five words they can challenge the rest of the class to spell. They can use the pictures on the poster to help them. Each team chooses a team to challenge and must ask *How do you spell ...?* The team which has been challenged have some time to confer and then try to spell the word aloud. If they are correct they get a point. If they are not correct,

the team which challenged them has to spell the word. If the first team are correct, then they get the point. The winning team is the team with the most points.

- ▶ *Game 3:* Choose different pupils to throw a die ten times and move a counter along the board (either forwards or backwards). Write on the board each of the letters the pupils land on. The teams have five minutes to make as many words as they can out of the letters on the board. They can repeat letters if they want to. They should also try to make the longest word they can from the letters. The winning team is the team with the most correctly-spelt words. The longest word in the class counts as three points.

Ending the lesson

- ▶ Play a guessing game with the pictures on the poster to round up the lesson. Choose one of the pictures and say, for example, *It's an animal. It begins with 'g'.*
- ▶ The first pupil to raise his/her hand has to say the word (e.g. *gorilla*). If you wish, ask the pupil *How do you spell (gorilla)?*
- ▶ If the pupil guesses the word (and spells it correctly) he/she can choose the next word for the rest of the class to guess. Encourage the pupil to give a clue (e.g. *It's in the bedroom. It's a colour. or It's a number*) and say *It begins with ...* in the same way.
- ▶ When the pupils are confident playing this game with the poster, they can play it using all the words they know from the course.

Poster 4

My home town

LESSON AIMS (for use during or after Unit 8) reading about and discussing features in a British town and comparing with your town or city

CROSS-CURRICULAR LINK geography and history

TARGET LANGUAGE *home town, famous, cathedral, town centre, market, every, really, busy, High Street, shopping centre, There's a (market). There isn't a (hospital). Is there a (park)? The (swimming pool) is (next to) the (park). It's in (the High Street).*

REVIEW places in town, prepositions, talking about roads and streets, hobbies, days of the week

MATERIALS photos or postcards of famous features of the pupils' home town, including old photos if possible

Introducing the poster

- ▷ Use this poster during or after Unit 8.
- ▷ Ask the pupils if they have visited Britain and if so which towns or cities they have been to. What were the most important places in the town or city?
- ▷ Ask the pupils what the most famous places are in their nearest town or city. If a tourist was coming to visit, what should they see? Which are their favourite places which are not for tourists? Show any photos or postcards you have brought to revise the names of places in town from Unit 8.
- ▷ Show the poster to the class, read the title and the caption under the photo of the boy. Explain that the boy in the photograph has chosen his favourite places and written something about each one.

1 Read the captions.

- ▷ Point to each of the photographs and elicit the name of the place or building. Present the new places *cathedral, town centre, market, High Street* (the main street in a town or city) and *shopping centre*. Read the captions aloud, or choose a pupil to read each caption.
- ▷ Ask questions about the information in the captions, for example, *What day of the week is the market? Where is the boy's school? When does the boy play in the park? Where's the cathedral? When does the boy go to the cinema?*



- ▷ Make true/false sentences about the photographs and captions, e.g., *The cinema is in the High Street.* (False) *The park is next to the swimming pool.* (True)
- ▷ Ask the pupils to correct the false sentences.

2 Complete the sentences.

- ▷ Cover the poster and write some of the sentences from the captions on the board, but with words missing, e.g.
We _____ a _____ every Wednesday.
The _____ shop is very _____.
This is _____ home town. I _____ in King Street.
The _____ is _____ the shopping centre.
- ▷ Tell the pupils to copy the sentences and complete them from memory. Alternatively, call volunteers to the board to write the missing words. Uncover the poster so that the pupils can check their answers and spelling.
- ▷ With a more confident class, make word cards for some of the captions or write the sentences with words out of order on the board. Ask the pupils to reorder the sentences (with the poster covered) then let them check their answers by uncovering the poster again.

3 Talk about your home town.

- ▷ Show the postcards and photos of the pupils' home town you have brought to class again and ask the pupils how they think their town is similar to or different from the boy's home town. Are there similar places and shops? Is the town centre old or new? Are there any shopping centres? Is there a cathedral or important church? Is there a market? What day does it happen, or is it every day?

- ▷ If you have pictures of your home town from the past, show the class. Ask the pupils how they think their town has changed in the last fifty years. Are there any new places? Where did their grandparents used to shop? Is the town centre as important now as it was in the past? Did people have different hobbies or places to go in the past?
- ▷ If any pupils in your class have lived in other villages, towns or cities in your country or abroad, ask them about how they are similar or different to your pupils' home town. Encourage them to make sentences in English with *There's a ... There isn't a ...*

Ending the lesson

- ▷ Ask the pupils to write six sentences about their town or city. They should write about their favourite places or places they think tourists would like to see. Point out that the boy on the poster added some extra information about most of the places he wrote about. The pupils can work individually or in pairs or small groups.
- ▷ Elicit as many different sentences as possible from the class, writing the most interesting ones on the board.
- ▷ The pupils could make their own class poster using photos or hand-drawn pictures of their home town and the sentences they have written in a follow-up lesson or for homework.

Poster 2: Worksheet Measure the weather

	Weather	Temperature at o'clock	Rainfall in mm
Week 1			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Week 2			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Mostly the weather was _____.

The average temperature was _____ degrees.

The average rainfall was _____ millimetres.

DVD Levels 3 and 4

Episodes 1 to 3 for the DVD relate to Tracks Level 3. Episodes 4 and 5 relate to Tracks Level 4. Each episode recycles key language in new situations. It also provides opportunities for pupils to extend the language they are learning in class. New words and phrases are introduced for extension with clear references to show their meaning.

Episode	Target language
4 Animals	<p>Wild animals: <i>zebras, giraffes, lions, monkeys</i></p> <p>Describing animals: <i>long legs/neck, small ears</i></p> <p>Daily routines: <i>I/you sleep at night.</i> <i>He/she sleeps at night.</i> <i>Lions hunt at night.</i> <i>Get up, eat my breakfast, walk to school</i></p> <p>Times: <i>(seven) o'clock</i> <i>half past (eight)</i></p>
5 Seasons	<p>Weather: <i>It's hot, cold, snowy, windy</i></p> <p>Seasons: <i>summer, winter, spring, autumn</i></p> <p><i>I like/I love/I prefer</i></p>

DVD Level 4 language summary

Using the DVD episodes

The episodes follow an ordinary English family, Anna, Thomas and their mum and dad. But the family are not all that ordinary, they own a Magic Bus that can take them around the world, and even back in time!

Each episode in DVD Level 4 includes the following elements:

1 Fun activities with the family on board the bus. When the family play games together, they use carefully graded dialogue that pupils can later use to act out similar scenes in the classroom.

2 *Window on the World* This is a screen which the family watch inside the magic bus. It shows objects and animals outside the bus and introduces pupils to real elements of life in Britain, such as a visit to a safari park, and the changing seasons. It provides opportunities for discussion of cultural comparisons, as well as vocabulary extension.

The teaching notes provide detailed suggestions for using each episode in your class. In each episode, the suggestions are broken up into the following six steps.

Step 1 Before watching

Pupils revise key language before they watch the DVD.

Step 2 Watch

Pupils watch the episode from start to finish. Elicit any words that they remember hearing from the episode.

Step 3 Watch and do

Pupils watch the DVD in parts and are encouraged to become active watchers with a range of fun class activities. These activities will focus on key language and test comprehension.

Step 4 Worksheet activity

Pupils complete the worksheet for the episode.

Step 5 After watching (optional)

There is an optional follow up activity suggested after each episode. This might be a game to practise key language from the DVD, or an extension or project idea suggested by the DVD material.

Step 6 Window on the World (optional)

Each episode features a special *Window on the World* viewing screen that the characters watch inside the magic bus. This allows pupils to see elements of British life as well as other items outside the bus. In the episodes to be used with Tracks Level 4, this will show animals in a safari park, and seasons in Britain. There is a suggestion in each episode for ways to use these scenes to raise pupils' cross-cultural awareness.

Animals

SUMMARY The family visit a safari park and talk about wild animals and some of their habits. Anna and Thomas describe their own daily routines. When they get home they are worried that/ because a monkey has come back with them!

TARGET LANGUAGE wild animals
zebras, giraffes, lions, monkeys, long legs/neck, small ears, daily routines
I/You sleep at night. He/She sleeps at night. Lions hunt at night. get up, eat my breakfast, walk to school (at eight o'clock/ half past seven)

MATERIALS One copy of Worksheet 4 (page 102) per pupil

1 Before watching

- ▶ This episode should be watched after pupils have completed Unit 5 in the Pupil's Book.
- ▶ Revise wild animals with the class. Elicit any wild animals they know and write their suggestions on the board.
- ▶ Ask pupils to guess where the characters in the video might be going this time (the zoo, a safari park, Africa, etc.)

2 Watch

- ▶ Pupils watch the episode from start to finish.
- ▶ Ask where the characters go (*a safari park*) and elicit any animal words they hear (*zebras, giraffes, lions and monkeys*). If any of these are not already on the board, write them up.

3 Watch and do

- ▶ Play the first part of the episode again (up to where Dad says: *But lions hunt at night* and savages a cushion). Ask pupils to put their hands up when they hear an animal mentioned. Then ask questions about the animal, e.g. *What colour are the zebras? (Black and white.) Have the giraffes got short legs? (No.) Have the giraffes got small ears? (Yes.) What are the lions doing? (They're sleeping.) What do the lions do at night? (They hunt.)*
- ▶ Draw six clock outlines on the board. Read the following sentences aloud, and write one under each clock outline:
Thomas gets up.
Anna gets up.
Thomas has breakfast.
Anna has breakfast.
Thomas walks to school.
Anna runs to school.

- ▶ Play the second part of the episode again (up to just before we hear banging on the door. Dad says: *And Anna runs to school at half past eight.*) Pupils listen for the times that the characters do the activities on the board.
- ▶ The pupils can either copy the clock outlines into their notebooks and record the times on these, or pause the video as necessary and invite them to draw the correct times on the clock outlines on the board. Note that we are not given the exact times the children have breakfast.
Answers: Thomas gets up *at seven o'clock.*
Anna gets up *at half past seven.*
Thomas walks to school *at eight o'clock.*
Anna runs to school *at half past eight.*
- ▶ Ask *Who is always late in the morning? (Anna.)*
- ▶ Play the last part of the episode again. Pause the DVD after each set of banging, just before we find out who is at the door. Each time ask: *Who is banging on the door?*

4 Worksheet activity

- ▶ Hand out Worksheet 4.
- ▶ Activity 1: The pupils read each sentence and decide if they are describing the giraffe or lion. They then write the correct animal name on the line provided.
Answers: 1 *giraffes* 2 *lions* 3 *giraffes* 4 *lions* 5 *giraffes*
- ▶ Activity 2: Pupils draw the correct times on the clocks according to their own daily routine.
- ▶ Activity 3: Pupils write sentences about their daily routine.

5 After watching (optional)

- ▶ The pupils can play an animal mime game. Act out an animal for them to guess, e.g. a lion hunting and springing at its prey with a roar! The pupils can then take it in turns to act out animals for the rest of their class or their partner.
- ▶ The pupils can do an animal project. Divide the class into groups. They choose an animal to find out more about. They then write about it, including a physical description, what the animal eats, when it sleeps, where it comes from, etc.

6 Window on the World (optional)

- ▶ The *Window on the World* screen shows African animals which are kept in a safari park in the UK. It is quite common for the monkeys to jump on people's cars and remove bits of them! Ask pupils (L1) if they have been to a safari park in their own country. What animals did they see? Did they see monkeys? Did the monkeys jump on their car? Explain that the animals they see in the DVD come from Africa originally. Which wild animals live in their country? Which wild animals can be seen in zoos?
- ▶ The episode also shows Anna and Thomas describing their typical school day routine. Pupils can compare this to their own daily routine. What time do they get up? How do they get to school? What do they have for breakfast?

Seasons

SUMMARY It is summer and Anna is getting too hot on the bus. The bus takes them to a water park where they can all enjoy the hot weather. We see different seasons on the *Window on the World* screen.

TARGET LANGUAGE *It's hot, cold, snowy, windy, summer, winter, spring, autumn. I like/I love/I prefer ...*

MATERIALS Small cards with the words of the seasons written on them: *spring, summer, autumn, winter*; if necessary, handmade weather flashcards to revise weather types: *hot, sunny, cold, snowy, rainy, one copy of Worksheet 5 (page 103) per pupil*

1 Before watching

- ▷ This episode should be watched after pupils have completed Unit 6 in the Pupil's Book.
- ▷ Revise seasons and weather with the class. Ask the pupils *What's the weather like today? What season is it?* If necessary use the weather flashcards to revise weather.
- ▷ Ask the pupils which seasons they like: *Do you like summer?* etc. Read the season word cards with them and then attach these to the board. Leave the cards on the board as the pupils watch the episode.

2 Watch

- ▷ The pupils watch the episode from start to finish. Elicit any season and weather words that they remember hearing from the episode.

3 Watch and do

- ▷ Play the first part of the episode again (to where Thomas calls Anna over to the computer screen: *Come and look!*) Pause the DVD as necessary and ask questions: *What season is it now? (It's summer.) Does Mum like the summer? (Yes.) Does Anna like summer? (No.) What season does Thomas like? (Winter.)*
- ▷ Distribute the season word cards to four pupils in the class. Play the second part of the episode again (from where Anna, Mum and Thomas look at season pictures on screen, up to Mum saying *Here we are, everyone!*) Pupils put their hands up when they hear the season on their card mentioned. Ask questions about each season, e.g. *What season is it? What's the weather like? What can you see in the picture? Do you like (winter)?*

- ▷ Play the last part of the episode. Ask *Where are they now? (At a water park.) What's the weather like? (It's hot and sunny.) What can they do? (Go swimming.) What do they eat? (Ice-cream.) Does Anna like summer now? (Yes.)*

4 Worksheet activity

- ▷ Hand out Worksheet 5.
- ▷ Activity 1. Pupils choose and write the words associated with the different seasons in the DVD.
- ▷ Activity 2. Pupils complete Thomas's sentences about his favourite season, choosing words from the word bank.
- ▷ Activity 3. Pupils write about their favourite season using Thomas's speech bubble as a model.

5 After watching (optional)

- ▷ Make a seasons poster. Ask different pupils *What's your favourite season?* Divide pupils into four groups – those who like summer, spring, autumn and winter. Change the groups a bit so there are more or less equal numbers in each group.
- ▷ Each group draws or paints a picture of their season, including details of all the different things they like best about that season. They can also write a description of their picture to attach underneath. If you like, you could give a small prize for the best seasons picture.

6 Window on the World (optional)

- ▷ The *Window on the World* screen shows scenes from the different seasons of the year in the UK. Ask questions (L1) encouraging pupils to think about what the different seasons are like in their own country. Are there any differences between these and the seasons in the UK? What is their favourite season? What things do they associate with this season?
- ▷ The family are also shown visiting a water park. This has activities such as swimming, water slides, wave machines. Ask pupils if they have ever visited a water park like this. What are their favourite water activities?

1 Read and write giraffes or lions.

- 1 They eat leaves. _____
- 2 They eat meat. _____
- 3 They have long legs. _____
- 4 They hunt at night. _____
- 5 They have long necks. _____



2 What do you do every day? Draw the times in your day.







3 Now write about your day.

I get up at _____

1 Write the words in the correct season.

hot	sunny	snowy	windy	kite	leaves	flowers
baby animals	ice cream	sunhat	snowman	cold		

<p>Spring</p>  <p>_____</p> <p>_____</p>	<p>Summer</p>  <p>_____</p> <p>_____</p>
<p>Autumn</p>  <p>_____</p> <p>_____</p>	<p>Winter</p>  <p>_____</p> <p>_____</p>

2 Read and complete.

I like _____.

It's _____ and _____.

I can make a _____.



snowy	winter	snowman	cold
-------	--------	---------	------

3 Now write about your favourite season.

Evaluation and tests

Evaluation plays a key role in the teaching and learning process. It provides important information not only on the progress of the children, but also on the teaching methods and materials used. By monitoring pupils' progress systematically, teachers are able to reinforce any positive aspects and identify areas for improvement.

Tracks provides material for monitoring and evaluating pupils' progress in a number of ways:

Formative evaluation

We suggest that pupils' work and classroom activities are monitored on a regular basis. There is a photocopiable evaluation chart to record classroom activities (see page 107). This will enable the teacher to record which activities were a particular success, which materials were particularly popular and the strengths and weaknesses of the class as a whole.

Summative evaluation

There are ten photocopiable tests (see pages 109–118) to be completed by the pupils at the end of each unit. These are all based around activity types pupils are comfortable and confident with.

Encourage pupils to mark and correct their own tests to make them aware of their own learning. Each test has a total of ten marks, with suggestions made for the amount of marks to allocate to each activity.

There is a photocopiable record sheet for teachers to record the results of these evaluation sheets on page 108. Pupils can record their results using the 'Colour the footprints' feature at the bottom of each evaluation sheet.

Self-evaluation

A self evaluation stage is presented in the Activity Book at the end of Lesson 4 in each unit. Pupils are encouraged to rate their own performance by colouring the appropriate face. Congratulate them on their performance at the end of that unit and encourage them to appreciate what they have learned in that topic. If necessary, revisit any areas that need reinforcing.

At the end of the school year, pupils will receive a certificate (see page 119) for them to take home and show their parents.

Oral evaluation

As well as the more formal types of evaluation listed above, we suggest that you build informal evaluation into your lessons as a matter of course. Include oral evaluation by asking individuals or groups of pupils simple questions, or use flashcards to elicit vocabulary items that they should know.

Instructions for the tests

- ▶ Ask the pupils to write their name and class at the top of the page before they start the test.
- ▶ Make sure that they understand the instructions for each test activity.
- ▶ If possible, mark the test with the pupils before recording their score in the Test record sheet (page 108).

Test 1

① Look and write *he's, she's, his or her*. (4 marks)

- ▶ Pupils look at the pictures and read the sentences. They then complete the sentences with *he's, she's, his or her*.

Answers:

- 1 *His* name's Harry. 2 *Her* name's Emma.
- 3 *She's* got long hair. 4 *He's* wearing jeans and a T-shirt.

② Look and answer the questions. (4 marks)

- ▶ Pupils look at the picture and read the questions below.
- ▶ They then answer each question, choosing the correct preposition and item of furniture from each word bank.

Answers:

- 1 Where's the cat? It's *in* the *cupboard*.
- 2 Where's the dog? It's *behind* the *door*.
- 3 Where are the birds? They're *on* the *TV*.
- 4 Where are the shoes? They're *under* the *sofa*.

③ Look at Activity 2. Read and colour the furniture. (2 marks)

- ▶ Pupils will need green and blue colouring pencils.
- ▶ Pupils read the sentences and colour the chair green, and window blue in the picture in Activity 2.

Count your score and colour the footprints.

- ▶ Once you/the pupils have marked the test, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 2

① Look, read and write *likes or doesn't like*. (4 marks)

- ▶ Pupils look at the chart and work out which animal each character likes and doesn't like.
- ▶ They then read and complete the sentences, choosing between *likes* and *doesn't like*.

Answers:

- 1 Emma *likes* cats. 2 Harry *doesn't like* frogs.
- 3 Emma *doesn't like* snakes. 4 Harry *likes* dogs.

② Look at Activity 1. Read and complete two more questions for Emma and Harry. (2 marks)

- ▶ Pupils read the example question and answer and look at the chart in Activity 1 again.
- ▶ They then complete the next two questions, looking at the chart and choosing and writing an animal that matches the answer given by each character.

Answers: (Answers will vary.)

- 1 Do you like *dogs/cats/frogs*? Yes, I do.
- 2 Do you like *cats/frogs*? No, I don't.

③ Answer the questions. (4 marks)

- ▶ Pupils answer the questions from their own experience.
- Answers: (Answers will vary.)

- 1 *I live in East Avenue.* 2 *My telephone number is 987 6578.*
- 3 *No, I haven't.* 4 *Yes, I can.*

Count your score and colour the footprints.

- ▶ Follow the procedure for Test 1.

Test 3

1 Draw the times. (3 marks)

▷ Pupils read and then draw the correct times:

Answers:



2 Look and write. (4 marks)

▷ Pupils look at the pictures. They then read and complete the sentences in the speech bubble, choosing the verbs from the word bank.

Answers:

1 I *get up* at half past seven. 2 I *go to school* at quarter to nine. 3 I *have lunch* at twelve o'clock. 4 I *go home* at half past three.

3 Complete the sentences about your day. (3 marks)

▷ Pupils complete the sentences about their own daily routines, choosing and writing the correct time.

Answers: (Answers will vary.)

- 1 I have breakfast at *half past eight*.
- 2 I have dinner at *seven o'clock*.
- 3 I go to bed at *half past nine*.

Count your score and colour the footprints.

▷ Follow the procedure for Test 1.

Test 4

1 Write the days of the week. (4 marks)

▷ Pupils write the days of the week into the diary page in the correct order, choosing from the word bank.

Answers:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

2 Read and match. (4 marks)

▷ Pupils read and match the speech bubbles with the correct pictures, depending on what the children are doing.

Answers:

1 b, 2 d, 3 c, 4 a

3 Read and write Yes, I do or No, I don't. (2 marks)

▷ Pupils answer the questions based on their own weekly routines.

Answers: (Answers will vary.)

1 Yes, I do. 2 Yes, I do. / No, I don't.

Count your score and colour the footprints.

▷ Follow the procedure for Test 1.

Test 5

1 What animals are they? Look and write. (4 marks)

▷ Pupils look at the pictures and complete the sentences. They choose the animal word from the word bank and use it in the sentence in either the singular or plural form.

Answers:

- 1 It's a *lion*.
- 2 They're *pandas*.
- 3 It's a *gorilla*.
- 4 They're *parrots*.

2 Look at the animals in Activity 1. Read and answer the questions. (4 marks)

▷ Pupils read the questions and look at the animals in Activity 1 again. They then answer the questions, choosing the correct phrase from the word bank each time.

Answers:

- 1 No, it *isn't*.
- 2 No, they *aren't*.
- 3 Yes, it *is*.
- 4 Yes, they *are*.

3 Look and write two more sentences. Use can or can't. (2 marks)

▷ Pupils look at the three pictures showing what dogs can and can't do. They read the example sentence and then write two more sentences, choosing the verbs from the word bank and using *can* or *can't*.

Answers:

- 2 Dogs *can swim*.
- 3 Dogs *can't fly*.

Count your score and colour the footprints.

▷ Follow the procedure for Test 1.

Test 6

1 Choose and write the season words. (2 marks)

▷ Pupils label the pictures of spring and winter, choosing the words from the word bank. Note that they only use two of the season words in the word bank.

Answers:

- 1 *spring*
- 2 *winter*

2 Look and answer the questions. (4 marks)

▷ Pupils look at the pictures of summer and autumn and read the questions underneath each one about the weather. They complete the answers, choosing the weather types from the word bank.

Answers:

- 1 It's *hot* and *sunny*.
- 2 It's *cold* and *windy*.

3 What do they like doing? Look and write. (4 marks)

▷ Pupils look at the pictures of the children and complete their speech bubbles writing *I like* and a verb phrase from the word bank.

Answers:

- 1 I like *skating*.
- 2 I like *riding a bike*.
- 3 I like *playing football*.
- 4 I like *flying a kite*.

Count your score and colour the footprints.

▷ Follow the procedure for Test 1.

Test 7

1 What are they doing? Read, find and write the correct number. (4 marks)

- ▷ Pupils look at the picture and work out what each child numbered 1 to 4 is doing.
- ▷ They then read the sentences underneath and match them to the correct child in the picture. They write the correct number next to each sentence.

Answers:

a 4, b 3, c 1, d 2

2 What are they doing? Look and write. (3 marks)

- ▷ Pupils look at the pictures and complete each child's speech bubble, choosing a verb phrase from the word bank.

Answers:

1 *I'm reading a book.* 2 *I'm playing a computer game.*

3 *I'm riding a horse.*

3 Answer the questions with *Yes, I am*, or *No, I'm not*. (3 marks)

- ▷ Pupils answer the questions based on what they are doing at the moment.

Answers:

1 *No, I'm not.* 2 *No, I'm not.* 3 *Yes, I am.*

Count your score and colour the footprints.

- ▷ Follow the procedure for Test 1.

Test 9

1 Choose and write the words. (4 marks)

- ▷ Pupils complete the dialogue, choosing from the word bank each time.

Answers:

What *shall* we do?

Let's go for a bike ride.

No, not a bike ride. It's *raining*.

OK. Let's *make* a cake.

Good idea. I like cake.

2 What do they want to do? Look and write. (4 marks)

- ▷ Pupils look at the pictures of the children and complete their speech bubbles, choosing from the word bank each time.

Answers:

1 I want to *go skating*. 2 I want to *play a board game*.

3 I want to *go to the beach*. 4 I want to *have a party*.

3 Answer the questions with *Yes, I do* or *No, I don't*. (2 marks)

- ▷ Pupils read and answer the questions with *Yes, I do*, or *No, I don't*, depending on whether there is a smiling or frowning face next to the question.

Answers:

1 *Yes, I do.*

2 *No, I don't.*

Count your score and colour the footprints.

- ▷ Follow the procedure for Test 1.

Test 8

1 Label the buildings on the map. (3 marks)

- ▷ Pupils look at the street map and write labels on the three numbered buildings, choosing the words from the word bank.

Answers:

1 *park* 2 *cinema* 3 *swimming pool*

2 Look at the map in Activity 1 again. Read and write the words. (3 marks)

- ▷ Pupils look at the map in Activity 1 again. They then read and complete the sentences below, choosing the correct preposition from the word bank each time.

Answers:

1 The school is *between* the café and the police station.

2 The toy shop is *opposite* the library.

3 The cafe is *next to* the school.

3 Where's the library? Look at the map in Activity 1 and complete the directions. (4 marks)

- ▷ Pupils look at the map in Activity 1 again and complete the directions, choosing words from the word bank.

Answers:

Start at the police station. Turn *right*. Go *straight on*. The library is opposite the *swimming pool*.

Count your score and colour the footprints.

- ▷ Follow the procedure for Test 1.

Test 10

1 Read, choose and write. (6 marks)

- ▷ Pupils look at the picture of Lucy and read the gap-fill description underneath.

- ▷ Pupils complete the description, choosing each word from the wordbank.

Answers:

Her name's Lucy. She's nine years old. She's got *brown* hair and brown eyes. Her *favourite* colour is green. She *likes* music and she can play the *recorder*. She has a music lesson on Fridays. In this picture, she's *riding* her bike.

2 Answer the questions about you. (4 marks)

- ▷ Pupils read the questions and write true answers about themselves. If necessary, write some example answers on the board to help them.

Answers: (Answers will vary.)

1 *I like going to the cinema.* 2 *Yes, I do.*

3 *I go to bed at nine o'clock.* 4 *No I can't.*

Count your score and colour the footprints.

- ▷ Follow the procedure for Test 1.

Evaluation chart

Class: _____ Unit: _____ Lesson: _____

Objectives:

Activities and materials used:

Pupil's name	Comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

Test record sheet

Pupil's name	1	2	3	4	5	6	7	8
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								



1-3 = needs more work



4-6 = progressing well



7-10 = excellent!

Test **1** Name: _____

Class: _____

1 Look and write
he's, she's, his or her.



- 1 _____ name's Harry.
- 2 _____ name's Emma.
- 3 _____ got long hair.
- 4 _____ wearing jeans and a T-shirt.

2 Look and answer the questions.

on under behind in


sofa TV door cupboard



- 1 Where's the cat? It's _____ the _____ .
- 2 Where's the dog? It's _____ the _____ .
- 3 Where are the birds? They're _____ the _____ .
- 4 Where are the shoes? They're _____ the _____ .

3 Look at Activity 2. Read and colour the furniture.



- 1 The window is blue.
- 2 The chair is green.


Count your score and colour the footprints

Test **2** Name: _____

Class: _____

1 Look, read and write likes or doesn't like.

	dogs	cats	snakes	frogs
Harry 	✓	✗	✓	✗
Emma 	✓	✓	✗	✓

- 1 Emma _____ cats. 2 Harry _____ frogs.
3 Emma _____ snakes. 4 Harry _____ dogs.

2 Look at Activity 1. Read and complete two more questions for Emma and Harry.

1 Do you like snakes?

No, I don't.



2 Do you like _____?

Yes, I do.



3 Do you like _____?

No, I don't.



3 Answer the questions.

- 1 Where do you live? _____
2 What's your telephone number? _____
3 Have you got a pet? _____
4 Can you play basketball? _____



Count your score and colour the footprints

Test 3 Name: _____

Class: _____

1 Draw the times.



- 1 It's half past five.
- 2 It's eight o'clock.
- 3 It's quarter past ten.

2 Look and write.

go home have lunch get up go to school




- 1 _____ at _____ at half past seven.
- 2 _____ at _____ at quarter to nine.
- 3 _____ at _____ at twelve o'clock.
- 4 _____ at _____ at half past three.



3 Complete the sentences about your day.

- 1 I have breakfast at _____.
- 2 I have dinner at _____.
- 3 I go to bed at _____.


Count your score and colour the footprints

Test **4** Name: _____

Class: _____

1 Write the days of the week in order.

Sunday Wednesday Friday Tuesday

Monday _____ Thursday

_____ Saturday _____

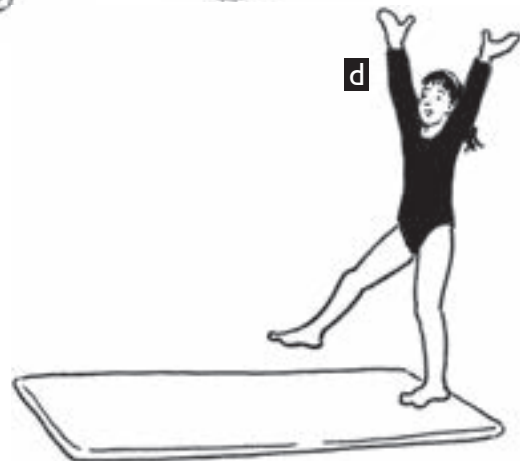
2 Read and match.

1 I play football on Tuesdays.

2 I do gymnastics on Saturdays.

3 I play computer games on Sundays.

4 I go swimming on Fridays.



3 Read and write Yes, I do or No, I don't.

1 Do you go to school on Tuesdays? _____

2 Do you play outside on Sundays? _____



Count your score and colour the footprints

Test 5 Name: _____

Class: _____

1 What animals are they? Look and write.

gorilla parrots pandas lion



It's a _____.



They're _____.

It's a _____.

They're _____.

2 Look at the animals in Activity 1. Read and answer the questions.

Yes, it is. No, it isn't. Yes, they are. No, they aren't.

- 1 Is it fat? _____
- 2 Are they thin? _____
- 3 Is it strong? _____
- 4 Are they beautiful? _____

3 Look and write two more sentences. Use *can* or *can't*.



fly climb trees swim

- 1 Dogs can't climb trees.
- 2 _____
- 3 _____

Count your score and colour the footprints

Test **6** Name: _____

Class: _____

1 Choose and write the season words.

spring summer autumn winter

1



2



2 Look and answer the questions.

hot cold sunny windy



1 What's the weather like in summer?
It's _____ and _____.



2 What's the weather like in autumn?
It's _____ and _____.

3 What do they like doing? Look and write.

1

I like _____
_____.



2

I like _____
_____.



3


I like _____
_____.



4

I like _____
_____.



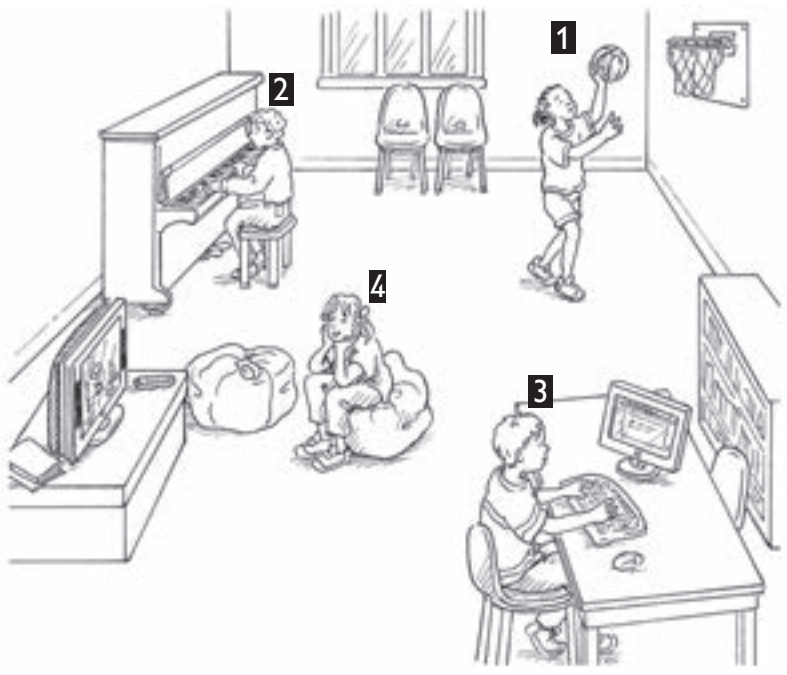

Count your score and colour the footprints

Test **7** Name: _____

Class: _____

1 What are they doing?
Read, find and write
the correct number.

- a** I'm watching TV.
- b** I'm writing an email.
- c** I'm playing basketball.
- d** I'm playing the piano.



2 What are they doing? Look and write.

reading a book riding a horse playing a computer game

I'm _____


I'm _____

I'm _____



3 Answer the questions with Yes, I am, or No, I'm not.

- 1 Are you riding your bike? _____.
- 2 Are you talking to your friend? _____.
- 3 Are you writing? _____.


Count your score and colour the footprints

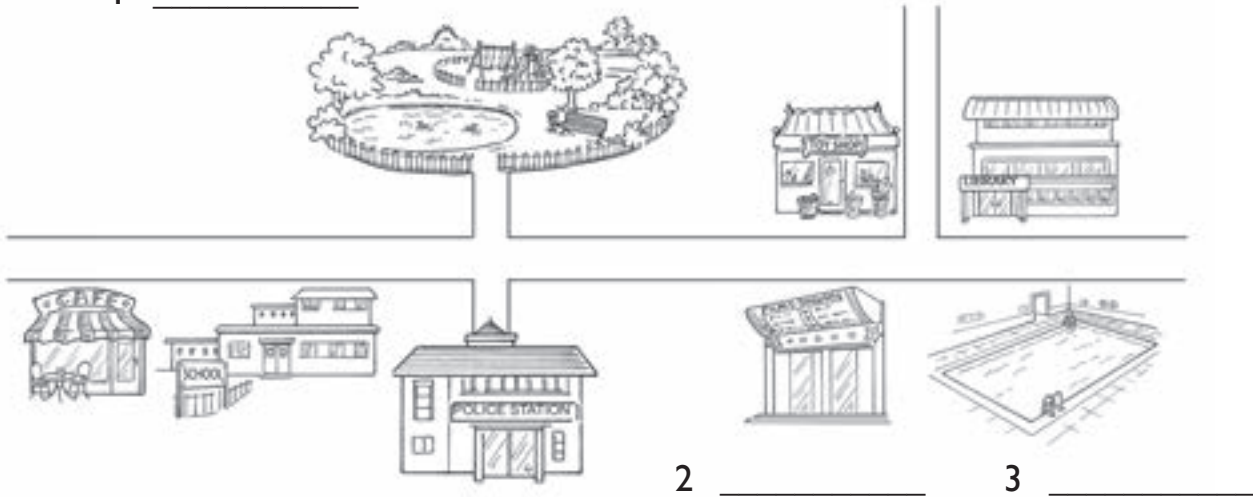
Test **8** Name: _____

Class: _____

1 Label the buildings on the map.

swimming pool cinema park

1 _____



2 _____

3 _____

2 Look at the map in Activity 1 again. Read and write the words.

opposite between next to

1 The school is _____ the café and the police station.

2 The toy shop is _____ the cinema.

3 The cafe is _____ the school.

3 Where's the library? Look at the map in Activity 1 and complete the directions.

right start
straight on
swimming pool

_____ at the police station. Turn _____. Go _____. The library is opposite the _____.



Test **9** Name: _____

Class: _____

1 Choose and write the words.

make raining shall Let's

What _____ we do?
_____ go for a bike ride.
No, not a bike ride. It's _____.
OK. Let's _____ a cake.
Good idea. I like cake.

2 What do they want to do. Look and write.

have a party go to the beach play a board game go skating

1 I want to _____



2 I want to _____



3 I want to _____




4 I want to _____



3 Answer the questions with Yes, I do or No, I don't.

- 1 Do you want to go on holiday? 😊 _____
- 2 Do you want to play volleyball? ☹️ _____


Count your score and colour the footprints

Test 10 Name: _____

Class: _____

1 Read, choose and write.

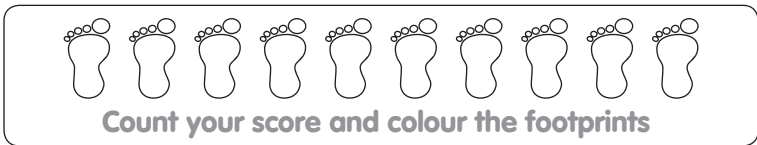
her recorder likes riding favourite brown

_____ name's Lucy. She's nine years old. She's got _____ hair and brown eyes. Her _____ colour is green. She _____ music and she can play the _____. She has a music lesson on Fridays. In this picture, she's _____ her bike.

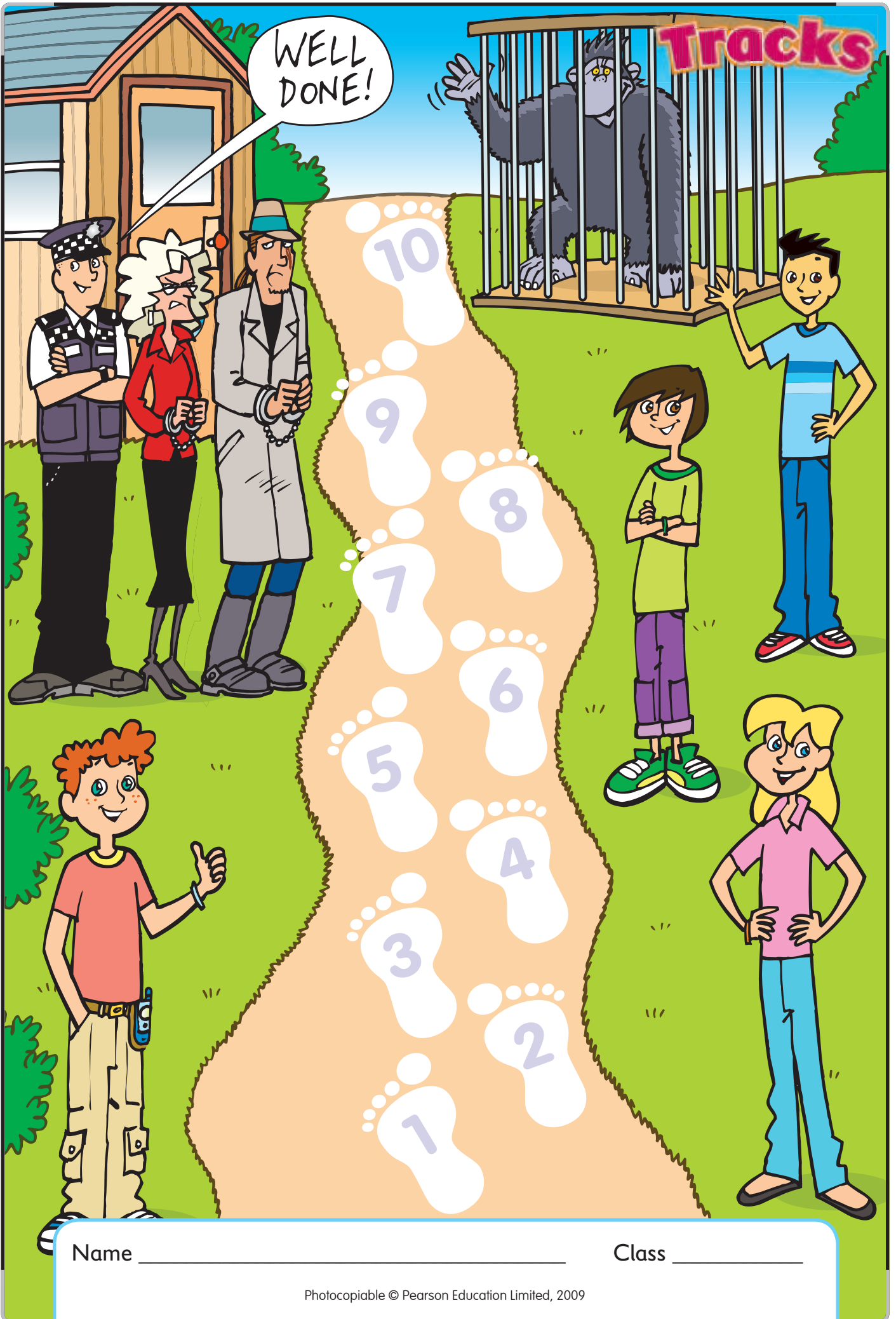


2 Answer the questions about you.

1	What do you like doing on Saturdays? _____ _____
2	Do you like swimming? _____ _____
3	What time do you go to bed? _____ _____
4	Can you play the piano? _____ _____



Tracks



WELL DONE!

Name _____

Class _____

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