

1 Holiday news

Lesson 1 Vocabulary

Pupil's Book pages 8–9

1 Holiday news

Look over there!
Wow!

Why is it good to try new things?

8 Unit 1 Identify and use new words: the world around us
WB: page 8

Lesson 1

Vocabulary

1 1.1 Listen, point and say.

2 1.2 Listen and play the game. What's next?

forest island lake river waterfall
village town countryside volcano hill

3 Write the new words in your notebook.

Man-made	Natural
village	forest

4 Look at the picture. Ask and answer. Use *in, on, next to* or *between*.

Where's the lake?
It's next to the forest.

5 1.3 Sing the song. **Be a star!**

Flying home

Out of the window, I can see
A river and a waterfall below me.
There's an island in a lake over there.
It looks very small from the air.
*The holidays are over and we're on a plane,
Flying home and back to school again.*
From up here, high in the sky,
I can see the hills passing by.
There's a village in a forest on the right.
This countryside is a beautiful sight.

Chorus

From my window, I can see
A big town below me.
There are lots of little houses and streets, too,
And cars and lorries in a queue.

Chorus

Which new words are in the song?

9 Unit 1 Sing a song
WB: page 8

Learning objectives: Identify and use new words: the world around us; Sing a song

Vocabulary: countryside, forest, hill, island, lake, river, town, village, volcano, waterfall

Review vocabulary: between, in, next to, on

Resources: Flashcards; Vocabulary 1 worksheet

Materials: cardboard box, two balls

Warm-up: Bingo

- Play the game to revise words from the Welcome Unit. See the Games Bank (pages 14–17) for how to play the game.

1 1.1 Listen, point and say.

- Refer the children to page 8. Ask *Who can you see? (Vicky, Peter, Freddy, Jane and Grandpa) Where are they? (on a plane) Where do you think they are going? (They're coming back from holiday.)*
- Hold up the Pupil's Book and point to the text. Read it to the class.

ESDC



Why is it good to try new things?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being*. Ask: *Why is it good to try new things?*

- Ask the children if they have tried any new things recently, such as playing a new game, learning something new or trying a new sport.
- Ask small groups to work together to write a sentence that answers the question and share their answer with the class.

Possible answers: Trying new things helps us find out if we like to do a new sport or activity and it helps us to learn new things.

- Ask what the children and Grandpa can see out of the windows, e.g. *There are some trees*. Elicit familiar vocabulary such as *trees, water, houses, city, river, sky*.
- Play the audio. The children listen and point. Play it again. The children listen, point and say.

2 1.2 Listen and play the game. What's next?

- Have the children listen to the first example. Show them that it follows the order on the page.
- For the next example, pause to elicit the answer from the class, then confirm with the audio.
- Play the rest of the audio, pausing for the children to call out the answers.

Audioscript

Teacher: forest, island, lake

Child: river

Teacher: town, countryside, volcano

Child: hill

Teacher: Now you. 1 lake, river, waterfall 2 village, town, countryside 3 volcano, hill, forest 4 island, lake, river 5 waterfall, village, town 6 countryside, volcano, hill

Answers: 1 village 2 volcano 3 island 4 waterfall 5 countryside 6 forest

3 Write the new words in your notebook.

- Copy the chart onto the board. Ask the children what they think the difference between *man-made* and *natural* is. Explain that a *village* is *man-made* because people build the houses there. A volcano is *natural* because people cannot make one.
- Children complete the activity in pairs.

Answers: **Man-made:** village, town **Natural:** forest, island, lake, river, waterfall, countryside, volcano, hill

4 Look at the picture. Ask and answer. Use *in*, *on*, *next to* or *between*.

- Use a box and two balls to teach the prepositions. Put the ball in the box and say *in*. The children repeat after you. Write the word on the board, point to it and say *in*. Have the children repeat. Follow the process to teach the other prepositions.
- Refer the children to page 8. Ask: *Where's the island? (in the lake) Where's the waterfall? (between the trees in the forest)* Children continue with their partners.

5 1.3 Sing the song.

Be a star!

- Have the children place their Pupil's Books face down. Tell them that they will hear a song and to say *Stop!* when they hear a new word. Play the audio.
- Now the children look at the song in their Pupil's Books. Play the audio again and stop after each line for the children to repeat (singing).
- Read Vicky's question. Elicit answers.

Answers: river, waterfall, island, lake, hill, village, forest, countryside, town


Cooler: Listening game

- Play the song again. Children stand up for a natural item and clap for a man-made one.

Workbook page 8

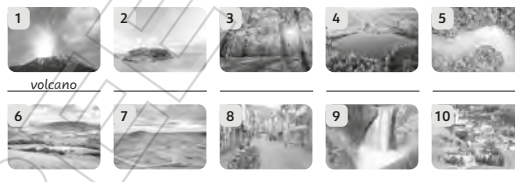
1 Holiday news

Lesson 1 Vocabulary

1  1.1 Listen and circle. Then check your answers.

- | | | |
|---------------------|---------------|-------------|
| 1 a the countryside | b an island | c a town |
| 2 a a forest | b a hill | c a river |
| 3 a a volcano | b a village | c an island |
| 4 a a town | b a waterfall | c a forest |
| 5 a a lake | b a waterfall | c a river |
| 6 a a village | b a forest | c a lake |

2 Label the pictures.



3 Solve the clues. Use the words in Activities 1 and 2.

- | | |
|---|--------------------|
| 1 There are trees, flowers and farms in this place. | <u>countryside</u> |
| 2 You can see lots of things from the top of this. | _____ |
| 3 You can go to this place by boat. | _____ |
| 4 There are lots of houses, streets and cars in this place. | _____ |
| 5 This starts in the mountains and goes to the sea. | _____ |

8 Unit 1

1 1.1 Listen and circle. Then check your answers.

Audioscript

- 1 There are trees, flowers and farms in this place. The countryside.
- 2 You can see lots of things from the top of this. A hill.
- 3 You can go to this place by boat. An island.
- 4 There are lots of houses, streets and cars in this place. A town.
- 5 This starts in the mountains and goes to the sea. A river.
- 6 This place is full of trees. A forest.

Answers: 1 a 2 b 3 c 4 a 5 c 6 b

2 Label the pictures.

Answers: 1 volcano 2 island 3 forest 4 lake 5 river 6 countryside 7 hill 8 town 9 waterfall 10 village

3 Solve the clues. Use the words in Activities 1 and 2.

Answers: 1 countryside 2 hill 3 island 4 town 5 river

Lesson 2 Reading

1 Look at the phones. Circle the correct answers.

1 The people writing are ... a father and daughter. b brother and sister. c cousins.
 2 They are writing ... a text messages. b emails. c letters.

2 Scan the text. Underline the new words from Lesson 1.

3 1.4 Read the text. Do you prefer Sara's or Luc's holiday? Why?

Unit 1 Read text messages WB: page 9

Vocabulary

above below camping inside outside sailing

Learning to learn

How do you learn best?
 In class you can work in different ways:
 on your own in pairs in groups as a class

Which way of working do you think is best for these?

1 singing a song	4 doing a grammar activity
2 reading a text	5 practising a conversation
3 answering comprehension questions	

Unit 1 Identify new words: prepositions of place and activities WB: page 9

Learning objectives: Read text messages; Identify new words: prepositions of place and activities

Vocabulary: above, below, camping, inside, outside, sailing

Additional vocabulary: cool, emails, fishing, letters, mountain biking, text messages, zip-lining

Review vocabulary: the world around us

Resources: Flashcards

Materials: examples of text messages, emails and letters; sheets of paper (one per child)

Warm-up: Prepositions review

- Write in, on, next to and between on the board. Invite four children to the front of the classroom. The first child draws a picture for in. The rest of the class and look and say whether or not it's correct. Repeat for the other prepositions.
- Refer the children to page 8. Intentionally say incorrect sentences for the children to correct, e.g. The waterfall is on the trees in the forest. (The waterfall is between the trees in the forest.)
- Ask a volunteer to come to the front and play the game. Repeat with different children.

Vocabulary

- Put the flashcards for camping and sailing on one side of the board (or write the words on the board and draw a picture for each one). Check the children know what these activities are. On the same side of the board, draw pictures of fishing, mountain biking and zip-lining and write the words underneath. Help children in L1 if necessary.
- Stick the flashcards for below and above on the other side of the board (or write the words) and write inside, outside.
- Draw a house with a child sitting inside it. Above the house draw a few clouds. Draw a tree. Below the tree draw a cat. Point and say The cat is below the tree. The cloud is above the house. The child is inside the house, the cat is outside.
- Divide the class into pairs. Refer the children to page 8. They write sentences with these prepositions in their notebooks. Ask volunteer pairs to read their sentences to the class.

1 Look at the phones. Circle the correct answers.

- Stick examples of text messages, emails and letters on the board. Check the children know what they are. Write the words below the examples.
- Ask the children if they send text messages, emails or letters and who they send them to.
- Have the children look at the photos and decide who the people are. They circle the correct answer.
- Have the children quickly look at the tablets and decide what type of communication they can see. They circle the correct answer. Ask what made them decide.

Answers: 1 c 2 a

2 Scan the text. Underline the new words from Lesson 1.

- Ask the children to tell you what new words they learnt in the previous lesson.
- Explain that they have to scan the messages and underline the new words from Lesson 1. Tell them that scanning is done quickly to look for important information. They must not worry if they don't understand any new words.
- Have the children work in pairs. Collect answers by having them raise their hands to answer.

Answers: river, hills, forests, volcano, waterfall, island, village

3 1.4 Read the text. Do you prefer Sara's or Luc's holiday? Why?

- Read the rubric to the class. Give the children a few minutes to read the text. Tell them to raise their hands if there are words they don't understand. Explain these words to the class.
- Play the audio. Children listen and re-read the text.
- Ask which holiday they prefer and why. Write a few key words on the board, e.g. *adventure camp, zip-lining, kite sailing, etc.*

Reading

- Test comprehension with games to make reading more memorable and enjoyable. Ask the children to write three false statements about the text. Place the children in pairs and have them read their false statements to their partners who have to correct them.

Learning to learn

- Ask the children how they work best. Do they prefer working in pairs, on their own, in groups or as a class? Ask them to explain their answers.

- Then place the children in small groups and have them complete the activity. Have them discuss their answers with their group.

Cooler: Where is it?

- On the board, write all the known prepositions and the new vocabulary.
- Hand each child a sheet of paper. They draw a picture using some of the new vocabulary and write sentences about it using at least three prepositions.
- Have children show their work to their partners.

Workbook page 9

Lesson 2 Reading

1 Match the sentences to the photos.



- 1 We went kite sailing above the sea. f
- 2 We went camping near the beach.
- 3 My dad and I went fishing but we didn't catch any fish.
- 4 We went zip-lining past a waterfall.
- 5 We stayed near a village by the sea.
- 6 We went sailing to an island in the lake.

2 Read the messages on Pupil's Book pages 10-11. Circle the correct words.

Luc stayed in an adventure camp. He was ¹outside / inside all day. He also went ²fishing / mountain biking in the forests. One day he saw a volcano. He did a lot of activities, but he liked ³zip-lining / kite sailing best.

Sara went camping near a ⁴village / mountain with her family. They went to the ⁵waterfall / beach every day. Sara learnt to ⁶mountain bike / sail and she loved it! She also went ⁷kite sailing / zip-lining. She has pictures of herself in the sky ⁸above / below the sea!

Learning to learn

3 Match the sentences to the pictures.



You can work ...

- 1 in pairs
- 2 as a class
- 3 on your own
- 4 in groups

Unit 1 9

1 Match the sentences to the photos.

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

2 Read the messages on Pupil's Book pages 10-11. Circle the correct words.

Answers: 1 outside 2 mountain biking 3 zip-lining 4 village 5 beach 7 kite sailing 8 above

3 Match the sentences to the pictures.

Answers: 1 c 2 d 3 b 4 a

Lesson 3 Reading comprehension

1 Write L (Luc) or S (Sara).


- | | | | |
|---|----------------------------|---------------------------------------|--------------------------|
| 1 Who made new friends? | <input type="checkbox"/> L | 5 Who had burgers? | <input type="checkbox"/> |
| 2 Who had sailing lessons? | <input type="checkbox"/> | 6 Who went to a camp next to a river? | <input type="checkbox"/> |
| 3 Who went fishing and cooked the fish? | <input type="checkbox"/> | 7 Who went to an island? | <input type="checkbox"/> |
| 4 Who went mountain biking a lot? | <input type="checkbox"/> | 8 Who wrote the first message? | <input type="checkbox"/> |

2 Answer the questions with full sentences.

- 1 Where was Sara's summer camp?

- 2 What activities did Luc do?


- 3 What activities did Sara do?

3  Discuss in pairs. Why did Luc and Sara like their holidays? **Be a star!**


Luc liked his holiday because he did a lot of activities.

Sara liked her holiday because she had sailing lessons.

Sounds and spelling

4  1.5 Listen and say the chant. Look at the spelling.

A school choir sings a chorus about a duck and a chicken.

5  1.6 Write the missing letters. Listen and check.

1 clo__ck 2 stoma__ 3 ne__ 4 __oir 5 bla__ 6 s__ool

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Unit 1 Reading comprehension: interpret events Sounds and spelling: ch or ck (/k/)
WB: page 10

Learning objectives: Reading comprehension: interpret events; Sounds and spelling: *ch* or *ck* (/k/)

Vocabulary: black, chicken, choir, chorus, clock, duck, neck, school, stomach

Resources: Sounds and spelling worksheet

Materials: sheets of paper (one per group)

Warm-up: What's the word?

- Play this game to practise the key vocabulary from Unit 1 so far, e.g. *sterof* - *forest*.
- See the Games Bank (pages 14-17) for how to play the game.

1 Write L (Luc) or S (Sara).

- Have the children tell you what they remember about the children from the previous lesson.
- Refer the children to the first activity. Have them complete the activity in pairs. Have children raise their hands to give answers.

Answers: 1 L 2 S 3 S 4 L 5 L 6 L 7 S 8 L

2 Answer the questions with full sentences.

- On the board, write (a) *Sara's hotel was near a village by the sea.* and (b) *Near a village by the sea.* Ask the children which of the two is a full sentence (a). Explain that they have to answer the questions in full sentences.
- Have the children work individually. Write answers on the board for the children to check against.

Answers: 1 Sara's hotel was near a village by the sea. 2 Luc went mountain biking and zip-lining. 3 Sara went sailing, kite sailing and fishing.

3   Discuss in pairs. Why did Luc and Sara like their holidays? **Be a star!**

- Have two volunteers read out the example dialogue.
- Divide the children into pairs and explain that they have to talk about what Luc and Sara liked about their holidays. Tell the children they can look at pages 10-11 to help them.

4  1.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4 and ask what we call a group of people singing together (*choir*).
- Write the words *school*, *choir*, *chorus* and *chicken* on the board. Explain that *ch* can be pronounced /tʃ/ as in *chicken*. But that it can also be pronounced /k/ as in *school*, *choir* and *chorus*. Then write *duck* and *chicken* on the board. Explain that *ck* sounds like /k/ as in *key*.
- Say the chant. Children listen and follow the words. Repeat and encourage the children to chant with you.
- Play the rest of the audio. Children listen.
- Repeat and encourage the children to join in.
- Then, play the final part of the audio, pausing for the children to call out the missing words.

Audioscript

Teacher: Now say the missing words.

Teacher: A ... choir sings a chorus about a duck and a chicken.

Children: school

Teacher: A school choir sings ... about a duck and a chicken.


Children: a chorus

Teacher: A school choir sings a chorus about a duck ...

Children: and a chicken.

Teacher: A school choir sings a chorus about ...

Children: a duck and a chicken.

5  1.6 Write the missing letters. Listen and check.

- Ask the children what other words they can think of that have the /k/ sound (*quack, clock, etc.*).
- Play the audio with pauses for the children to repeat after each word.
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Book.
- Play the audio again for the children to listen to. Ask volunteers to read out the words in the activity.

Answers: 1 clock 2 stomach 3 neck 4 choir
5 black 6 school

Extension

- Encourage children to make revision notes as they work which will prove useful later on. Have the children set aside the last two pages of their notebooks as a *Sounds and spelling* appendix.
- They use a ruler to make four columns on the last two pages. In the first column have the children write /k/ and under it write all the words from this lesson containing this sound.
- Encourage the children to add more words as they progress in the year and to keep updating the appendix at the end of each *Sounds and spelling* lesson.

Cooler: Let's spell

- See the Games Bank (pages 14-17) for how to play the game. Children practise some of the new words from Unit 1.



Lesson 3 Reading comprehension

1 Read the messages on Pupil's Book pages 10-11. Then correct the false sentences.

- Luc went zip-lining past a campfire. past a waterfall
- He didn't make any new friends.
- He liked mountain biking best.
- He was inside all day.
- Sara didn't go to the beach.
- She went zip-lining above the sea.
- She ate outside every evening.
- She went camping on a mountain.

2 Write L (Luc), S (Sara) or B (both).


Who likes ...

1 zip-lining? <input type="checkbox"/> L	5 sailing? <input type="checkbox"/>
2 camping? <input type="checkbox"/>	6 cooking? <input type="checkbox"/>
3 fishing? <input type="checkbox"/>	7 kite sailing? <input type="checkbox"/>
4 making new friends? <input type="checkbox"/>	8 mountain biking? <input type="checkbox"/>

Sounds and spelling

3 Say aloud. Circle the letters that sound like k.

A school choir sings a happy chorus. 'Quack!' sings Dave the duck. 'Cluck!' sings Chris the chicken. Look at the clock!



4 Write the words with the letters ck or ch.

- ck: quack
- ch: _____

10 Unit 1

1 Read the messages on Pupil's Book pages 10-11. Then correct the false sentences.

Answers: 1 past a waterfall 2 he made some new friends 3 He liked zip-lining best. 4 He was outside all day. 5 Sara went to the beach every day. 6 She went kite sailing above the sea. 7 Some evenings, she ate inside the cafe. 8 She went camping on an island.

2 Write L (Luc), S (Sara) or B (both).

Answers: 1 L 2 S 3 S 4 L 5 S 6 S 7 S 8 L

3 Say aloud. Circle the letters that sound like k.

A s^{ch}ool ^{ch}oir sings a happy ^{ch}orus.
'Qua^{ck}!' sings Dave the du^{ck}. 'Clu^{ck}!' sings
^{Ch}ris the chi^{ck}en. Loo^k at the clo^{ck}!

4 Write the words with the letters ck or ch.


Answers: 1 ck: quack, duck, cluck, chicken, clock
2 ch: school, choir, chorus, Chris

Lesson 4 Grammar

1 Look and read.

Graphic Grammar
Past simple question forms (review)


Where **did** he **go** ?
Did he **hide** in the wardrobe ?
Yes he **did** .
Was it **scary** ? Yes it **was** .



2 Complete the questions and answers.

1 Did you go on holiday? Yes, I did .
2 Where did you go? I went to the mountains.
3 Who did you go with? I went with my parents.

4 Did you make new friends? No, I didn't .
5 Was the weather good? No, it wasn't .
6 Were you happy? Yes, I was .



3 Work in pairs. Talk about holidays. Be a star!

- Look at page 144. Look at page 149.
- Ask and answer questions about your summer holiday.
- Write answers for your friend. starts.

Did you go on holiday? Yes, I did.
Where did you go? I went to the beach.

Go to Grammar booster: page 134. Unit 1 Review past simple question forms WB: page 11 13

- Remind the children that when we use *did*, we place the main verb in its base form. Use *go* and *hide* as examples.
- Read out the sentences from the box as the children follow in their books.
- Write the words *played* and *made* on the board. Ask volunteers to make questions using *did* with these words. Write the questions on the board, e.g. *Did you play tennis? Did you make a cake?*
- Ask *Did Luc like his holidays?* Elicit *Yes, he did*. Then ask *Did Sara go mountain biking?* Elicit *No, she didn't*.
- Refer the children to *Was it scary?* *Yes, it was*. Explain in L1 that we don't use *did* with the verb *to be* in the past.
- On the board, write *Were you cold? Was it cold?* Ask children how they would answer these questions (*Yes, I was. / No, I wasn't. or Yes, it was. / No, it wasn't.*)

- If using the video, first read the sentences in the book and ask what tense they are in. Tell them to watch the video and pay attention to the blue boxes.
- Play the video.
- Ask *Do we use 'went' with 'did' or 'go'?* (*go*) *How do we answer when we ask with 'did'?* (*Yes, he did. / No, he didn't.*)
- Explain in L1 that we don't use *did* with the verb *to be* in the past.
- On the board, write *Were you cold? Was it cold?* Ask children how they would answer these questions (*Yes, I was. / No, I wasn't. or Yes, it was. / No, it wasn't.*)

Learning objectives: Review past simple question forms

Grammar: Past simple question forms (review)

Review vocabulary: the world around us

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: strips of paper with verbs in the past tense (five per child), blank strips of paper (one per child)

Warm-up: Review

- On the board, write *went, got, made, played, walked*. Ask the children to tell you if they know what tense these words are in (*past simple*). Then ask if they know their present forms. Give children a little time to think about their answers. Write answers on the board (*go, get, make, play, walk*).
- Divide the class into groups of three or four. Ask the children to write some more verbs in their present and past forms. Have groups write their words on the board and say them to the class.

2 Complete the questions and answers.

- Ask a volunteer to read the first item. Then complete the second item as a class. Write the answers on the board.
- Have the children complete the activity individually. Check by inviting children to give their answers. Write them on the board.

Answers: 1 Did, did 2 did, went 3 did, went 4 Did, didn't 5 Was, wasn't 6 Were, was

3 Work in pairs. Talk about holidays. Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student B turn to page 149.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. Explain that these are questions they can ask someone about their holidays.
- Allow time for the children to ask, answer and write on their pages to complete the game. Remind the children to use *Yes, I did.*, and *No, I didn't.* in their responses.
- If there is time, have the children brainstorm other questions to ask about holidays.

1 Look and read.

- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
- Have the children look at the blue boxes. Ask if they remember what tense they form (*past simple*).

Teaching star!

Pairwork

- Give children the opportunity to take charge of their learning through pairwork.
- Learning to use the base form of the verb with *did / didn't* can be confusing for children. Give the children five strips of paper, each with a verb in the past tense written on it. Divide the children into pairs. One child shows the other a verb which they have to use with *did* or *didn't*, e.g. Child 1: *wrote* Child 2: *Did you write a letter? Then the children swap roles.*

Grammar booster

Ask the children to turn to page 134 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.


Answers: 1 Did you go on holiday? Yes, I did. 2 Where did you go? I went to Italy. 3 Who did you go with? I went with my family. 4 Was the weather good? No, it wasn't. 5 Did it rain every day? No, it didn't. 6 Were you happy? Yes, I was!

Cooler: Right or wrong?

- Give each child a strip of paper. On it they write a correct or incorrect sentence using the past simple question form.
- Divide the class into three teams and have them stand in three lines. The child at the front of each line turns around and faces the person behind them and reads them their sentence. If the sentence is correct, the child behind them says *You're right!* If the sentence is wrong they must correct it.
- If the child cannot answer they can ask their team to help. When they have answered correctly they sit down. The team that has all its members sitting down first wins.

Workbook page 11

Lesson 4 Grammar

1  1.2 Listen to the questions and match them to the answers.

a Yes, I did!	<input type="checkbox"/>	d My family.	<input type="checkbox"/>
b I went to visit my uncle.	<input checked="" type="checkbox"/>	e No, we didn't.	<input type="checkbox"/>
c Yes, they were.	<input type="checkbox"/>	f No, it wasn't.	<input type="checkbox"/>

2 Order the words to make questions.

1 have / Did / a good / weekend? / you
Did you have a good weekend?

2 go / Did / cinema? / the / you / to

3 do? / did / What / you

4 with? / Who / you / were

5 you / friends? / Did / your / see

3 Answer the questions in Activity 2 about your weekend.


1 _____

2 _____

3 _____

4 _____

5 _____



Unit 1 Go to Vocabulary and grammar reference on page 118 **11**

Grammar reference:

Remind the children that they can refer to the grammar reference section on page 118 while completing these Workbook activities.

1 1.2 Listen to the questions and match them to the answers.

Audioscript

- 1 *What did you do at the weekend?*
- 2 *Were your cousins there?*
- 3 *Who did you go with?*
- 4 *Was the weather nice?*
- 5 *Did you and your dad go to the lake?*
- 6 *Did you have a good time?*

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

2 Order the words to make questions.

Answers: 1 Did you have a good weekend? 2 Did you go to the cinema? 3 What did you do? 4 Who were you with? 5 Did you see your friends?

3 Answer the questions in Activity 2 about your weekend.

Answers: Children's own answers.

Lesson 5 Language in use

Vocabulary
horse-riding mountain biking
skateboarding surfing

1 1.7 Listen and say.



Can I ask you what you think about some holiday activities?
Yes, of course.
What do you think about mountain biking?
Mountain biking? I enjoy it.
Me too! And skateboarding?
I love skateboarding.
So do I! Do you like horse-riding?
I don't like it.
Neither do I! OK, one more question. What about surfing?
Let me think ... I don't mind surfing.
Me neither! Thanks for your answers.

2 Read the opinions about holiday activities. Do you agree? Circle your answers.

1 I love playing football. I don't. / Me too!
2 I don't mind boating. Me neither. / I don't like it.
3 I like running. So do I. / I hate running.
4 I don't like sailing. I do. / Neither do I.
5 I enjoy swimming. Me too! / I don't like swimming.

3 Work in pairs. Make a new dialogue. Be a star!



What do you think about horse-riding?
I love it.
Me too! And do you like surfing?
No, I don't like surfing.

14 Unit 1 Use verb + ...ing; I like / I don't like / love / enjoy / don't mind ...ing
Use new words: leisure activities WB: page 12 Go to Grammar booster: page 134.

Learning objectives: Use verb + ...ing; I like / don't like / love / enjoy / don't mind ...ing; Use new words: leisure activities

Vocabulary: horse-riding, mountain biking, skateboarding, surfing

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Materials: sheets of paper with *So do I!*, *Me too!*, *Neither do I!* and *Me neither!* written on them, sheets of paper (two per child)

Warm-up: Review

- On the board write the heading: *My Holiday*. Then draw a table and head the three columns with: *Sea*, *Mountains*, *Camping*.
- Divide the children into small groups and give them one minute to write what they can do on each holiday. The group with the most ideas wins.

Suggested answers: **Sea:** sailing, swimming, team games on the beach **Mountains:** mountain biking, walk in the forest **Camping:** swimming, boating, fishing. Accept all logical answers.

1 1.7 Listen and say.

- Stick the flashcards for the new vocabulary on the board (or write the words on the board and draw a picture for each one). Point to each item and say it for the children to repeat after you.
- Ask individuals *Do you like skateboarding?* etc. (include activities mentioned in the Warm-up). Elicit *yes* or *no*. Then say *So do I!* / *Neither do I!* / *Me too!* / *Me neither!*
- Write on the board *So do I!* and *Neither do I!* Explain that we use *So do I!* in the affirmative and *Neither do I!* in the negative.
- Then write *Me too!* and *Me neither!* and ask which one they think is positive and which one is negative.
- Say *I like skateboarding*. etc. Elicit *So do I!* / *Neither do I!* / *Me too!* / *Me neither!*
- Refer the children to the dialogue and play the audio.
- Ask *Does he like mountain biking?* (Yes, he does.) *Does she like mountain biking?* (Yes, she does.)
- Continue with the remaining items. Explain that the children can refer to their books to find the answers.
- On the board, write *I love camping*. *I like boating*. *I don't mind collecting shells*. *I enjoy swimming*. Read the first sentence and have one or two children respond. Repeat with the other sentences.
- Ask the children to make their own sentences in their notebooks using *I love*, *I like*, etc. Have them read out their sentences to their partners. Their partners should respond. Ask pairs to say their sentences for the class.

- If using the video, have the children watch it and then continue as above starting with the second point.

Personalising

★ Teaching star!

- Give children ownership of their learning by encouraging them to personalise language.
- Understanding the difference in degrees between *I love ...*, *I like ...*, etc. can be handled in the following way.
- Give each child two sheets of paper and have them draw one happy face on one sheet and two happy faces side by side on the other. Explain that you will say a sentence and they have to raise the appropriate face. Say *I love skateboarding*. The children should raise their sheets with two faces, etc. Continue with other activities.

2 Read the opinions about holiday activities. Do you agree? Circle your answers.

- Have the children work individually to read the sentences and circle the answer that is true for them.
- Have the children practise giving their opinions. Divide the class into pairs. Child 1 reads out a sentence from the left hand column. Child 2 responds, using the answer they circled in their book. Invite a few pairs to perform at the front of the class.

3 Work in pairs. Make a new dialogue.

Be a star!

- Have two volunteers read out the example dialogue and divide the class into pairs. Explain that they have to make a similar dialogue with their partner.
- As pairs work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- Ask volunteers to say their dialogues for the class.

Grammar booster

Ask the children to turn to page 134 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

Answers: 1 love, like, don't mind, don't like 2 don't mind, don't like, like, love 3 hate, don't mind, like, love

Cooler: So do I!


- Put the children into small groups. Hand out the sheets of paper with *So do I!* etc., one per group.
- Explain that you will say a sentence and the group has to raise their strip of paper if they have a grammatically correct answer. Say *I like surfing*. Groups with *So do I!* or *Me too!* should raise their strips of paper. If groups with an incorrect statement raise their paper, they lose a turn.




Audioscript



- Speaker:** Listen and look. There is one example. Daisy is telling Charlie about the people in her family and the activities they like. Which is each person's favourite activity?
- Boy:** Can I ask you some questions about some holiday activities, Daisy?
- Girl:** Yes, of course, Charlie!
- Boy:** What do you think about horse-riding?
- Girl:** I don't like it. I like mountain biking.
- Speaker:** Can you see the letter D? Now you listen and write a letter in each box.
- Boy:** What about your sister? Does she like mountain biking?
- Girl:** Olivia? She doesn't mind it. She's got a bike, but she doesn't often ride it. She loves skateboarding.
- Boy:** Really? Skateboarding is cool!
- Boy:** I saw your cousin at the beach last week. Does she like swimming?
- Girl:** No, she doesn't enjoy swimming. She goes to the beach because she loves surfing.
- Boy:** Me too!
- Boy:** Does your mum do any holiday activities?
- Girl:** Yes, she does. She enjoys running. She runs at home and on holiday too. I don't like running.
- Boy:** Me neither!
- Boy:** ... OK, one more question. What about football?
- Girl:** Ahh ... who likes football in my family? ... my younger brother of course! He loves football.
- Boy:** So do I!



Workbook page 11

Lesson 5 Language in use

1  1.3 What activities do they like? Listen and write a letter in each box.

Daisy D   

her sister  

her cousin  

her mum

her brother

2 Complete the dialogue. Use the pictures and unscramble the words in bold.

Jane: What do you think about 'gifrunsn surfing Vicky?

Vicky: I '2 ☹️ **don't like** it.

Jane: Me neither. Do you like 'gntakesidraob _____?

Vicky: Hmm, I '4 😊 _____ it. What do you think about 'ersho-giirdn _____?

Jane: Oh, I '4 ❤️ _____ it! I '7 _____.

'nomunita knigbi _____ too.

3 Look at the sentences. Do they agree or disagree?

1 I like tennis. So do I. _____ agree

2 I enjoy swimming. I don't. _____

3 I don't like surfing. Me neither. _____

4 I love mountain biking. Me too. _____

5 I don't mind camping. I don't like it. _____

12 Unit 1 Go to Vocabulary and grammar reference on page 118. A1 Movers: Listening Part 3

Grammar reference:

Remind the children that they can refer to the grammar reference section on page 118 while completing these Workbook activities.

1 1.3 What activities do they like? Listen and write a letter in each box.

- This activity helps the children prepare for Part 3 of the Listening in the Cambridge English: Pre A1 Movers test.
- The children listen and write a letter in each box to show what activity each character likes to do.
- Have the children do the activity individually, then check answers as a class.

Answers: Daisy: D, her sister: A, her cousin: F, her mum: B, her brother: C

2 Complete the dialogue. Use the pictures and unscramble the words in bold.

Answers: 1 surfing 2 don't like 3 skateboarding 4 don't mind 5 horse-riding 6 love 7 enjoy 8 mountain biking

3 Look at the sentences. Do they agree or disagree?

Answers: 1 agree 2 disagree 3 agree 4 agree 5 disagree

- Play the audio and invite volunteers to answer.
- Play the audio again and have children number the places in order.

Lesson 6 Listening and speaking

1 Work in pairs. Play a memory game. Look at the holiday photos. Then close your books and ask and answer. What was Freddy doing at the beach?

At the beach

On the river

In town

Up a hill

2 1.8 Listen to Vicky. Order the places.
 At the beach On the river In town Up a hill

3 1.9 Listen to Vicky talking to a friend. How many mistakes does she make?
 On the river: mistakes At the beach: mistakes

4 Work in pairs. Talk about a holiday photo in Activity 1. **Be a star!**

Who's the boy on the green bike?

Where were they?

That's Freddy.

They were in town.

Unit 1 Listening: listen for specific information Speaking: ask questions about a holiday photo WB: page 13 15

Audioscript

These are some of my photos from our summer holiday. I love taking photos and I love showing them to people, too. This one is from our day in town. We visited all the interesting places by bike. Peter really enjoyed it and he went very fast.

Oh, and this photo is from the beach. Jane loved it because there were lots of beautiful shells. Freddy was happy listening to his music and Peter was in the sea for hours!

This one is of the day we went up a hill. Freddy played the drums on a rock with two sticks and Grandpa fell asleep. We all laughed a lot.

This last photo is from our day on the river. This was Grandpa's favourite day because he loves fishing. Peter enjoyed kayaking, but Freddy didn't like it so much.

**Answers: At the beach: 2 On the river: 4
 In town: 1 Up a hill: 3**

3 1.9 Listen to Vicky talking to a friend. How many mistakes does she make?

- Divide the class into pairs and have them discuss the holiday photos. Have volunteers describe one of the holiday photos to the class.
- Explain to the children that they will hear Vicky talking to a friend about the holiday photos but this time she will make a few mistakes.
- Tell the children they have to make a note of how many mistakes she makes.
- Play the audio twice. The first time the children listen. The second time they listen and take notes.
- Have volunteers give the answers.

Audioscript

Friend: Who's the boy in the blue kayak?

Vicky: Oh, that's Freddy. He's my brother.

Friend: And who's the girl looking at the butterfly?

Vicky: Oh, that's Jane. She's my cousin.

Friend: Where were you that day?

Vicky: We were at the beach in this photo.

Friend: Your grandpa looks happy! How many fish did he catch?

Vicky: Four, and all big ones!

Friend: So who enjoyed this holiday the most?

Vicky: We all did, but Grandpa enjoyed it the most because he loves fishing!

Friend: Who's the boy listening to music?

Vicky: That's Freddy. He's my cousin.

Friend: Doesn't he like going to the beach?

Learning objectives: Listening: listen for specific information; Speaking: ask questions about a holiday photo

Warm-up: Bingo

- Play the game to practise words that have been taught in Unit 1.
- See the Games Bank (pages 14–17) for how to play the game.

1 Work in pairs. Play a memory game. Look at the holiday photos. Then close your books and ask and answer.

- Refer the children to Activity 1. Read out the speech bubble and invite a child to answer.
- Ask *What's Grandpa doing on the river? (He's fishing.)* Continue with the other pictures.
- Divide the children into pairs and explain that they have one minute to look at the holiday photos, then they must turn their books over and ask each other questions about the photos.
- Monitor to ensure the children swap roles.

2 1.8 Listen to Vicky. Order the places.

- Explain to the children that they are going to hear Vicky talk about the holiday photos and that they have to number them in order.

Vicky: Yes, he does. But that day he was very tired and he didn't want to go swimming.

Friend: What's Peter doing?

Vicky: He's sailing in the sea.

Friend: Does he like swimming?

Vicky: Yes, he does. He's very good at it, too.

Friend: And what's Jane doing?

Vicky: She's collecting flowers. She loves collecting things.

Friend: They're great photos, Vicky!

Vicky: Thanks!


Answers: On the river: 3 mistakes (Freddy is her cousin, they were on the river, Grandpa caught two fish).

At the beach: 2 mistakes (Peter is swimming in the sea, Jane is collecting shells).

★ **Teaching star!**

Extension

- Have children correct mistakes to consolidate their learning.
- On the board, write six questions with incorrect grammar usage, e.g. *What's the boy on the bike? Where you were in this photo? What Vicky do here?* Have the children correct the questions in their notebooks. Then have volunteers come to the board and write the correct questions.

4  **Work in pairs. Talk about a holiday photo in Activity 1.**

★ **Be a star!**

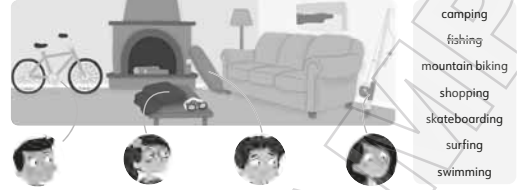
- Have two volunteers read out the example dialogue.
- Tell the children that they have to pretend that they were on holiday with Vicky. Explain that their partners will ask them questions about a photo, which they have to answer.
- Divide the class into pairs and have them complete the activity. Monitor for proper use of language and vocabulary.

Cooler: Holiday picture

- Have children draw a holiday picture with themselves and their family on a piece of paper.
- Tell them to write a few sentences about it.
- The children can then present their work to the class. Place all work on classroom display.

Lesson 6 **Language builder**

1 Look and complete the sentences. You don't need to use all the words.



- 1 Vicky goes fishing with Grandpa.
- 2 Last weekend, Peter went _____.
- 3 'I go _____ with my friends,' said Jane.
- 4 On Saturdays, Freddy goes _____.

2 Look at the sentences in Activity 1 and answer the questions.

- 1 Which verb is used with all the activities? _____
- 2 What is the ending of all the activity words? _____

3 **CE:Y1** Read the text. Choose the right words and write them on the lines. There is one example.

Peter loves sport! He does lots of different sports. He loves going ¹ _____.
In the winter, he ² _____ swimming in an inside pool at a hotel. Last summer, he
³ _____ boating for the first time. He enjoyed it very much. Next week, he wants to go
⁴ _____ with his friends on their boat. He loves ⁵ _____ surfing too.

Example	doing	did	does	3 goes	went	going
1 swim	swimming	swims	4 sailing	sail	sails	
2 going	is	goes	5 go	going	going to	

1 **Look and complete the sentences. You don't need to use all the words.**

Answers: 1 fishing 2 mountain biking
3 swimming 4 skateboarding

2 **Look at the sentences in Activity 1 and answer the questions.**

Answers: 1 go 2 -ing

3 **CE:Y1** **Read the text. Choose the right words and write them on the lines. There is one example.**

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Pre A1 Movers test.

- Ask the children to go through each option and say what tense it is in, e.g. *doing* - present continuous, *did* - past simple, *does* - present simple.
- Have the children read the paragraph once without looking at the suggested words.
- Then have them look at the words again and complete the paragraph.

Answers: 1 swimming 2 goes 3 went 4 sailing
5 going

Lesson 7 Writing

We use **exclamation marks (!)** in informal writing to show excitement and enthusiasm.

1 Look at the text messages on pages 10–11 and answer.

- Count the exclamation marks in the text messages.
- Write two of the sentences that end with an exclamation mark.

2 Complete the text messages with full stops and exclamation marks.

Hi! Yesterday, I went to a swimming pool with my family. It was great fun. There were three different slides and one was very high. It was huge. I was scared. Look. Here's a photo. 4:21 PM

Wow! It looks fantastic. I love big slides and I love swimming. 4:34 PM

3 Complete the conversation. Ask questions and use exclamation marks! **Be a star!**

Friend: Hi! I went to London on holiday. It was fantastic! Where did you go? 2:08 PM

You: Hi! I went to ... 2:12 PM

Friend: The food was great! We ate food from many different countries. What was your food like? 2:43 PM

You: ... 2:58 PM

Friend: The best day was the science museum. It was really cool! What was your best day? 3:06 PM

You: ... 3:19 PM

Friend: I made a new friend. His name's Juan and he's very funny! Did you make any new friends? 3:40 PM

You: ... 4:17 PM

16 Unit 1 Write text messages WB: page 14–15

Learning objectives: Write text messages

Warm-up: Silly sentences

- On the board, write *I'm fishing on a bike. I'm sailing in the town.* Ask the children if they can correct these sentences. Accept all logical answers.
- Divide the children into pairs. Have them write two silly sentences. Each pair stands up and reads a sentence to the class for their classmates to correct.

1 Look at the text messages on pages 10–11 and answer.

- Refer the children to the explanation box and read it aloud as they follow in their books.
- On the board write *My town is big. It's very nice* and ask the children where the exclamation mark should go (... nice!).
- Divide the class into pairs and have them complete the first two items.
- Check answers by inviting the children to raise their hands.
- Choose one of the sentences with an exclamation mark and say it aloud making sure the emphasis is on the phrase with the exclamation mark, e.g. *It was great!* – emphasis on *great*.
- Have the children continue in pairs. Go around the class and listen. Gently correct their intonation where necessary.

Answers: 1 20 2 Children's own answers.

2 Complete the text messages with full stops and exclamation marks.

- Complete the text messages with full stops and exclamation marks.
- Explain that the children have to read the text and add exclamation marks and full stops where necessary.
- On the board, write the first sentence. Ask for the correct punctuation and add it.
- Children complete the activity individually and compare answers with their partners. Write the answers on the board and check them as a class.

Answers: Hi! Yesterday, I went to a swimming pool with my family. It was great fun! There were three different slides and one was very high. It was huge! I was scared! Look! Here's a photo. Wow! It looks fantastic! I love big slides and I love swimming!

3 Complete the conversation. Ask questions and use exclamation marks!

Be a star!

- Explain that these are text messages between two friends. Ask if the class send texts to their friends and if so, what they are about.
- Read the first text to the class and ask how they would reply. Write a few of the suggested replies on the board.
- Have the children complete the activity individually. Then place them in pairs and have them practise their conversations, making sure that they swap roles.
- Bring volunteer pairs to the front of the class to read their conversations to their classmates.

Communicating

Teaching star!

- Introduce speaking activities to improve children's intonation.
- On the board, write a few sentences using the interrogative, exclamation marks and a few simple statements in the affirmative, negative and question forms. Read each sentence to the class and have them repeat. Have the children practise in pairs. Go around the classroom and monitor what they are saying, gently correct where necessary.

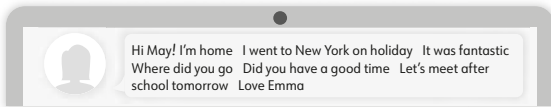
Cooler: My holiday!

- On the board, write *Where? When? Who with? What did you do? What did you eat?*
- Explain that each child has to refer to the key words on the board and write a few sentences about a holiday they went on.
- Then, they read their sentences to their partners.

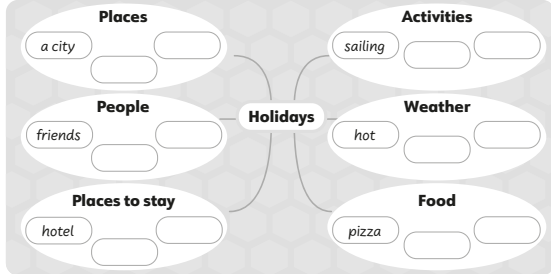
Lesson 7 Writing

Prepare to write

1 Complete the text message. Use full stops, question marks and exclamation marks.



2 Think about holidays. Write some ideas in the bubbles.

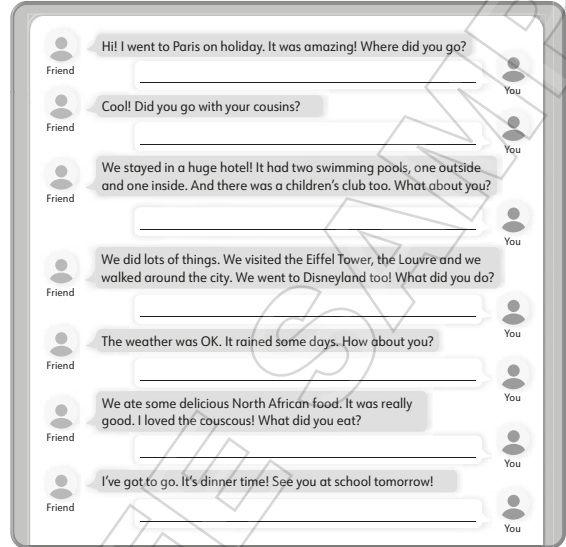


3 Make some notes about a holiday you enjoyed.

- 1 Where did you go? _____
- 2 Who did you go with? _____
- 3 Where did you stay? _____
- 4 What did you do? _____
- 5 What was the weather like? _____
- 6 What food did you eat? _____

Ready to write

4 Write text messages to a friend. Tell your friend about your holiday.



5 Read and check what you wrote in Activity 4. Tick (✓).

- Did I answer the questions correctly?
- Did I use full stops, question marks and exclamation marks correctly?
- Did I use the correct verbs?
- Did I use the correct spelling?

Prepare to write

1 Complete the text message. Use full stops, question marks and exclamation marks.

- The children provide the correct punctuation for each sentence.
- If done in class, remind the children how full stops, question marks and exclamation marks are used and have them complete the activity individually.
- Ask the children to raise their hands to suggest answers.

Answers: Hi May! I'm home. I went to New York on holiday. It was fantastic! Where did you go? Did you have a good time? Let's meet after school tomorrow. Love Emma

2 Think about holidays. Write some ideas in the bubbles.

- The children write ideas about a holiday they went on or would like to go on.
- If done in class, brainstorm for ideas as a class. Write the children's answers on the board.

3 Make some notes about a holiday you enjoyed.

- The children answer the questions about a holiday they enjoyed.
- Children work independently and then show their answers to their partners.

Ready to write

4 Write text messages to a friend. Tell your friend about your holiday.

- The children read the text and answer appropriately.

5 Read and check what you wrote in Activity 4. Tick (✓).

- The children check their work by referring to the check-list.
- If done in class, read the check-list to the class and have the children raise their hands to show they have taken the points into account.
- Have the children show their answers to their partners.



Lesson 8 Think about it!

LET'S DO A SURVEY

1 Look at the class survey. Complete the missing information.

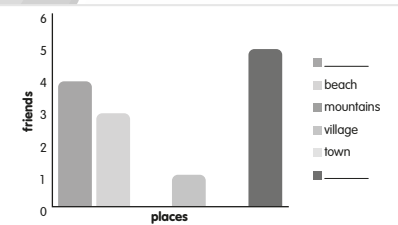
1 My topic **Where my friends went on holiday**

2 My question Did you go to ... ?

3 Collecting my data

a lake 4	a village _____
a beach _____	a town 2
the mountains 6	a city 5

4 My results



5 My conclusions

Going to the _____ was the most popular.
 Going to a _____ was the least popular.
 The children enjoyed natural places like the mountains, a beach or a _____.

2 Do a holiday survey. Be a star!

- Think of a holiday question.
- Ask your friends the question. Draw a bar graph with your results.
- Share your conclusions with the class.

What activities did you do? _____

How did you travel? _____

Where did you stay? _____

What did you eat and drink? _____

Unit 1 Analyse and evaluate information
WB: page 16-17
17

- Refer the children to item 3. Ask *How many children went to a lake? (four) How many went to a beach? (We don't know.)* Continue with all the places mentioned.
- Explain that they will find how many people went to the beach and a village in the next step.
- Refer the children to item 4. Explain that this is a bar graph and that the numbers on the vertical line show how many people went to the places.
- Ask the children to look at the coloured boxes. Tell them that this is a key that helps the reader understand how many people went to each place. Explain that they have to complete the two missing places and ask if they know where they will get their answer from (*item 3*).
- Now have the children work out how many people went to the beach and how many to a village. They complete item 3.
- Refer the children to item 5. Explain that they have to complete the sentences according to what the graph shows.
- Once they have completed the activity, have individual children give you the answers. Write them on the board.

Answers: 3 beach = 3, village = 1 4 pink = lake, purple = city **bar graph:** completed with orange bar (mountains = 6) and yellow bar (town = 2) 5 mountains, village, lake

Learning objectives: Analyse and evaluate information

Additional language: bar graph, conclusion, data, popular, results

Resources: Unit 1 test

Materials: Sheets of paper (one per child), strips of paper (one per child), coloured markers, a box

Warm-up: How many words?

- Divide the class into pairs. Explain that you will give them one minute to write as many words as they can remember from Unit 1.
- When the time is up, have the pairs read out their words. The pair with the most words wins.

1 Look at the class survey. Complete the missing information.

- Explain that surveys help us collect information on different topics. Ask if the children have ever done a survey.
- Refer the children to item 1. Explain that when you do a survey, you need to have a topic for it. Ask what the topic for this survey is. (*Where my friends went on holiday.*)
- Refer them to item 2. Ask what places they think the question is referring to. Write suggested answers on the board (*a lake, a beach, the mountains, a village, a town, a city*).

2 Do a holiday survey. Be a star!

- Explain to the children that they will be doing their own survey.
- Refer them to item 1 and have them choose a question or make up their own. Tell them to write their question and at least five options for the answer.
- Have everyone stand up and go around the classroom asking their question, ticking the options their classmates choose, and answering their classmates' questions.
- Give each child a sheet of paper. Have them make a bar graph of their results. Tell the children to write a few sentences about their findings.
- Choose some children to present their bar graphs to the class. Display all the bar graphs in the classroom.

Teaching star!

Group work

- Have children check each other's work to raise confidence.
- Ask the children to check their partner's work. Explain that they should be checking for spelling mistakes, vocabulary mistakes, etc.

Cooler: The best survey

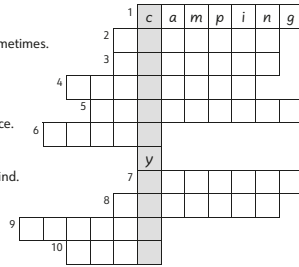
- Explain that the children now have to choose the best survey. Give each child a strip of paper and have them look at the surveys on display.
- Tell them to write on their paper which survey they think is the best. Explain that they cannot vote for their own survey.
- Ask the children to place their strips of paper in a box. Take each paper, call out the survey name and have a volunteer child make a note of the votes so you can announce the winner.

Workbook pages 16–17

Check-up challenge

1 Complete the word puzzle. Find the secret word.

- You stay in a tent when you do this.
- Smoke and lava comes out of this hill sometimes.
- Not inside.
- You go skiing here in winter.
- When water flows down from a high place.
- Water that flows towards the sea.
- A sport you do in a boat when there is wind.
- Smaller than a town.
- Land with water all around it.
- An area of water.



2 Write sentences using go.

♥ = love ♥ = enjoy 😊 = like 😞 = don't mind ☹ = don't like

- Anna doesn't mind going surfing.
- Mr Brown _____
- Sam _____
- Grandma _____
- Tom _____

3 Complete the questions and answers.

- What did Vicky do last weekend? She _____ camping near the lake.
- Who did she _____ with? She _____ with her cousins and their grandpa.
- Did they _____ fishing? Grandpa _____ fishing, but the children _____ fishing.
- _____ they enjoy it? Yes, they _____.

4 Read the text and choose the best answer. There is one example.

Where did you go at the weekend?

- A I went with my cousins.
B I love skateboarding.
C I went to the lake.

1 What did you do?

- A I went with my friend Alisa.
B I went sailing.
C Yes, I did.

2 Did you like it?

- A I loved it!
B I don't mind it.
C Yes, I enjoy going.

3 What was the weather like?

- A It's cloudy.
B It was cold and windy.
C I like sunny days.



4 Did you stay with your cousins?

- A No, they didn't. They went camping.
B No, we didn't. We stayed in a hotel.
C Yes, they did.

5 Was it a good weekend?

- A Yes, thank you. It was fun!
B So was I.
C I'm fine thank you.

What I can do!

Put a tick (✓) or a cross (×).

- name places in the world around us talk about activities I like and dislike
 talk about the past spell words with *ch* and *ck* pronounced *k*
 name different activities write text messages

In this unit, my favourite part is _____.

_____ is a little difficult.

I really like _____.

16 Unit 1

Unit 1 A1 Movers: Reading and Writing Part 2 17

1 Complete the word puzzle. Find the secret word.

Answers: 1 camping 2 volcano 3 outside
4 mountain 5 waterfall 6 river 7 sailing
8 village 9 island 10 lake
The secret word is *countryside*.

2 Write sentences using go.

Answers: 1 Anna doesn't mind going surfing.
2 Mr Brown loves going fishing. 3 Sam doesn't like going mountain biking. 4 Grandma likes going sailing. 5 Tom enjoys going swimming.

3 Complete the questions and answers.

Answers: 1 did, went 2 go, went 3 go, went, didn't go 4 Did, did

4 Read the text and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- If done in class, have the children look at each item and tell you how they would answer it.
- Have the children work individually. Have volunteers give you their answers.

Answers: 1 B 2 A 3 B 4 B 5 A