

# 2 Different lives

## Lesson 1 Vocabulary

Pupil's Book pages 22–23



22 Unit 2 Identify and use new words: prepositions of movement  
WB: page 18

Lesson 1

### Vocabulary

- 2.1 Listen, point and say.
- 2.2 Listen and play the game. What's the squirrel doing?
 

1  round	2  across	3  into	4  out of	5  through
6  up	7  down	8  onto	9  off	10  over
- Draw pictures in your notebook to show the ten prepositions.
- Look at the picture. Ask and answer about the animals.
 

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What's the cat doing?  
It's running up the tree.
- 2.3 Sing the song. **Be a star!**

**Let's go!**  
Let's go into the castle.  
Let's go up the stairs.  
Let's walk through the dining room.  
Castles are cool to explore, if you dare!  
*Different people, different lives.  
Everyone has a different life.*

Let's go into the city.  
People in the square.  
Let's walk round a museum.  
Cities are cool to explore, if you dare!

**Chorus**  
Let's go into a farmyard.  
Chicks running here and there.  
Let's all walk across the fields.  
Farms are cool to explore, if you dare!

**Chorus**  
Which prepositions of movement are in the song?

23 Unit 2 Sing a song  
WB: page 18

**Learning objectives:** Identify and use new words: prepositions of movement; Sing a song

**Vocabulary:** across, down, into, off, onto, out of, over, round, through, up

**Resources:** Flashcards; Vocabulary 1 worksheet

### Warm-up: Who, what, where?

- Refer the children to page 22. Ask who the characters are (*Peter, Vicky, Freddy, Jane and Grandpa*), where they are (*at a castle*) and what animals they can see in the picture (*frogs, rabbit, mouse, cat, squirrels, dragonfly, ants*).
- Divide the class into pairs and have them write as many words as they can that describe the picture. Have children present their words to the class.

### 1 2.1 Listen, point and say.

- Refer the children to Activity 1 on page 23. Play the audio for the children to complete it.
- Place the children in pairs. Have one child mime a preposition for the other child to guess. Monitor for proper use of prepositions.

### 2 2.2 Listen and play the game. What's the squirrel doing?

- Explain that you will say a sentence for them to complete with the correct preposition. Say *Look at picture 1. What's the squirrel doing? The squirrel is running ...*. Elicit *round the tree*. Repeat for the other prepositions.
- Play the first example on the audio. Point to the preposition in the Pupil's Book.
- For the next example, play the audio and pause it before the child answers. Elicit the answer from the class. Then confirm with the audio.
- For the last part of the audio, pause for the children to call out the answer.

## Audioscript

**Teacher:** In picture 3, is the squirrel running into the tree?

**Child:** Yes, it is.

**Teacher:** In picture 10, is the squirrel running through the log?

**Child:** No, it isn't. It's jumping over the log.

**Teacher:** Now you. 1 In picture 1, is the squirrel running round the tree? 2 In picture 7, is the squirrel running up the tree? 3 In picture 9, is the squirrel jumping onto the log? 4 In picture 2, is the squirrel running across the road? 5 In picture 5, is the squirrel jumping over the log?

**Answers:** 1 Yes, it is. 2 No, it isn't. It's running down the tree. 3 No, it isn't. It's jumping off the log. 4 Yes, it is. 5 No, it isn't. It's running through the log.

## Teaching star!

### Extension

- Ask children to correct false statements to enhance critical thinking skills and use new vocabulary.
- Place five of the preposition flashcards on the board. Write three incorrect sentences and two correct sentences using the prepositions, e.g. *Flashcard 2 - The squirrel is running into the road.* Elicit *The squirrel is running across the road.* Number the sentences.
- Then have the children choose three pictures from Activity 2 to write false sentences about. They show them to their partner who has to correct them.

## 3 Draw pictures in your notebook to show the ten prepositions.

- Using the format of the example, draw two prepositions on the board and have the children tell you which prepositions they are.
- Have the children complete the activity in their notebooks.
- Have volunteer children come to the board to draw a few prepositions for the class to guess.

## 4 Look at the picture. Ask and answer about the animals.

- Refer the children to page 22. Ask *What's the cat doing?* Elicit *It's running up the tree.*
- Then have the children continue with their partners.

## 5 Sing the song.

Be a star!

- Read Freddy's speech bubble to the class. Ask *Who can answer Freddy's question?*
- Play the song. Have the children stand up when they hear a preposition.
- Play the song again so that the children can sing along, miming each preposition they hear.

**Answers:** into, up, through, round, across

## Cooler: Fly swat

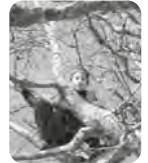
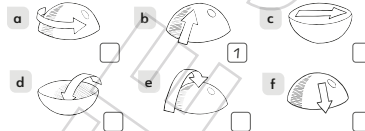
- Play the game to practise the prepositions. See the Games Bank (pages 14-17) for how to play the game.

Workbook page 18

## 2 Different lives

### Lesson 1 Vocabulary

1 2.1 Listen and number in order.



2 Label the pictures.

off out of over round through



3 Circle the correct words.



- 1 The cat is climbing up / down the tree.
- 2 The frog is jumping into / out of the water.
- 3 The mice are running through / round the grass.
- 4 The boy is swimming over / across the lake.

18 Unit 2

## 1 2.1 Listen and number in order.

### Audioscript

**Boy:** Did you see the boy?

**Girl:** Yes, I did. First he went up the tree. Then he came down the tree! Then he ran round the tree! After that, he ran across the road. Then he walked onto the pavement. Then ... he went into the house.

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

## 2 Label the pictures.

**Answers:** 1 round 2 through 3 over 4 up 5 across

## 3 Circle the correct words.

**Answers:** 1 up 2 into 3 through 4 across

**Lesson 2 Reading**

1 Look at the title and pictures. Who are the characters in the story?  
 2 Scan the text. Underline the new words from Lesson 1.  
 3 2.4 Read the text. Circle the themes in the story.  
 adventure kindness animals different lives holidays

## The princess who never laughed

Once upon a time, there was a princess who never laughed.  
 Her father, the king, said, 'I'm going to give the person who makes the princess laugh a bag of gold!' Lots of people came to the castle. Some told a joke, or made a funny face, or swapped clothes ... but **nothing** made the princess laugh.



Knock, knock... Who's there?



A young man called Joseph lived in a village on a hill. He was kind to everyone around him, but he was very poor. He decided, 'I'm going to the castle to make the princess laugh!' So, he went down the hill and up the next hill and through a forest. Suddenly, he saw an old woman sitting on a log with a beautiful goose. The old woman said, 'You look like a kind boy, and I'm very hungry!' Joseph gave her a sandwich. The old woman asked him, 'Where are you going?' Joseph said, 'I'm going to the castle. I want to make the princess laugh and get a bag of gold.' The old woman laughed and jumped off the log. 'I found this beautiful goose in the forest. Take it to the princess. She's going to laugh!'

24 Unit 2 Read a traditional story  
WB: page 19

**Vocabulary**

decide find (found) forget (forgot) joke look like swap (swapped)

The boy went with the beautiful goose. He saw a man. 'What a beautiful goose!' said the man and touched the goose's head ... but he couldn't pull his hand off. So, he went with Joseph and the goose. They saw two children. 'What a beautiful goose!' said the children and touched the goose's pretty feet ... but they couldn't pull their hands off. So, they went with Joseph and the goose, too. They saw a woman with a baby. 'What a beautiful goose!' she said. The woman touched the goose's back, and the baby touched its tail ... but they couldn't pull their hands off. The princess looked sadly out of her window and saw Joseph and the goose. She also saw the man, the children, the woman and the baby all holding on to the goose. She forgot to be sad and began to laugh and laugh. Her father ran into the room. 'Look at those people running along beside the goose,' the princess said. 'They look so funny!' And that is how Joseph got his bag full of gold ... and made a new friend, too!



**Learning to learn**

**Asking classmates for help** **Be a star!**  
 In class, you can help each other. When you're working together, you can ask:  
 What does ... mean? What did you put for question ... ?  
 How do you spell ... ? How do you pronounce ... ?  
**Work in pairs. Ask some questions about the story.**

Unit 2 Identify new words: verbs  
WB: page 19 25

**Learning objectives:** Read a traditional story; Identify new words: verbs

**Vocabulary:** decide, find (found), forget (forgot), joke, look like, swap (swapped)

**Additional vocabulary:** castle, goose, king, princess

**Review vocabulary:** prepositions of movement

**Resources:** Flashcards

**Warm-up: Find the word**

- Play the game to practise the prepositions. See the Games Bank (pages 14–17) for how to play the game.

**Vocabulary**

- Write the new vocabulary items on the board next to a gapped sentence for each, e.g. *My sister \_\_\_\_\_ like my mother.*  
*I \_\_\_\_\_ my keys under the sofa!*
- Divide the class into pairs and have them write the correct word(s) (looks like, found) in the gaps for each sentence on a piece of paper. Complete the gaps on the board for the children to check against.
- Explain the additional language to the children in L1 if necessary.

**1 Look at the title and pictures. Who are the characters in the story?**

- Have the children look at the title and the pictures on pages 24–25. Invite them to scan the text to find out who the characters are.
- Discuss the question as a class.
- Have the children write the answers to the question in their books.

**Answers:** the king, the princess, Joseph, the old woman, the goose, the man, two children, the woman and the baby



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

- Ask the children to tell you what prepositions they learnt in Lesson 1.
- Explain that they have to scan the text to find and underline the new words from Lesson 1. Remind them that scanning is done quickly and not to worry if they don't understand any new words. Children work individually.

**Answers:** down, up, through, off, into

## 3 2.4 Read the text. Circle the themes in the story.

- On the board, write the themes in Activity 3. Ask the children to tell you what ideas each theme would present, e.g. *Adventure – an exciting experience*. Write a few of the ideas on the board.
- Play the audio and have the children follow in their books.
- Give the children time to read the text by themselves.
- When they have read the text again, ask which themes they think have been presented in the text. Ask what sentences made them decide on their answer.

**Answers:** kindness, animals, different lives

## Learning to learn

**Be a star!**

- Explain that when reading something for the first time, especially in another language, it is fine to not understand a few things and to have questions. Tell them that by asking questions, people learn.
- Ask the children what they didn't understand from the text they just read. Write a few of the things on the board.
- Have the children look at the questions given in the activity and then write a few more questions about the story.
- Divide the class into small groups, preferably three or four children, and have them ask and answer questions about the story.

### Reading

- Develop reading fluency with sequencing and sense-checking activities.
- Divide the class into small groups. Shuffle the cut-up stories and hand one to each group. Have the groups place the papers in the correct order. Then have a volunteer from one group come to the front with the first paragraph and read it to the class. Point to another group and have a volunteer read the next paragraph and so on. Continue until all the story has been read.

### Teaching star!

## Cooler: Let's act

- Divide the class into groups of nine. Explain that they have to choose who will be the narrator, the king, the princess, Joseph, the old woman, the man, the two children and the woman.
- Explain that they will perform the part of the story they liked the best in front of the class. Encourage them to mime the actions.
- Give the children a few minutes to prepare their short sketch and have them perform it in front of the class.

## Workbook page 19

### Lesson 2 Reading

1 Read the story on Pupil's Book pages 24–25. Match to make sentences.

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1 Some people told a joke    | a be sad and began to laugh.         |
| 2 The old woman gave         | b a sandwich.                        |
| 3 The princess forgot to     | c their hands off the goose.         |
| 4 'They look so funny!'      | d to try to make the princess laugh. |
| 5 Joseph gave the old woman  | e Joseph a goose.                    |
| 6 The children couldn't pull | f said the princess.                 |

2 Complete the text.

decided forget found jokes look like swapped

Once upon a time, there was a sad princess who never laughed. Lots of people told <sup>1</sup> jokes but the princess didn't laugh. They <sup>2</sup> \_\_\_\_\_ clothes and looked silly, but still she didn't laugh. Joseph was a young boy who lived in the village below the castle. He <sup>3</sup> \_\_\_\_\_ to make the sad princess laugh. He walked to the castle and <sup>4</sup> \_\_\_\_\_ an old woman sitting with a goose. 'You <sup>5</sup> \_\_\_\_\_ a kind boy,' she said. Joseph told the woman that he was going to see the princess and make her laugh. The old woman gave Joseph her goose. 'This will make the princess laugh,' she said. 'She will <sup>6</sup> \_\_\_\_\_ to be sad!'

Learning to learn

3  Match the questions and answers.

- |                              |                   |
|------------------------------|-------------------|
| 1 How do you spell huge?     | a Very, very big. |
| 2 How do you pronounce huge? | b h - u - g - e   |
| 3 What does huge mean?       | c h-you-j         |

4  Choose one word and write questions and answers about it.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

Unit 2 19

## 1 Read the story on Pupil's Book pages 24–25. Match to make sentences.

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

## 2 Complete the text.

**Answers:** 1 jokes 2 swapped 3 decided  
4 found 5 look like 6 forget

## 3 Match the questions and answers.

**Answers:** 1 b 2 c 3 a

## 4 Choose one word and write questions and answers about it.

## Lesson 3 Reading comprehension

## 1 Match the sentences to the speakers.

- 1 'I'm going to give a bag of gold.'  
 2 'Those people look very funny!'  
 3 'This goose is going to make her laugh.'  
 4 'I'm going to try to make the princess laugh.'  
 5 'What a beautiful goose. I want to touch it!'
- a the old woman  
 b Joseph  
 c the king  
 d the man  
 e the princess

## 2 Answer the questions with full sentences.

- 1 Where did Joseph live?  
*Joseph lived in a village on a hill.*
- 2 What did the old woman find in the forest?  
 \_\_\_\_\_
- 3 What did the man say about the goose?  
 \_\_\_\_\_
- 4 Why did the man go with the goose?  
 \_\_\_\_\_
- 5 Who went to the castle with Joseph and the goose?  
 \_\_\_\_\_

## 3 Discuss in pairs. What made the princess laugh? What makes you laugh?

The goose made the princess laugh. Funny jokes make me laugh.

## Sounds and spelling

## 4 2.5 Listen and say the chant. Look at the spelling.

George and Jill are jolly giraffes  
 jumping in a huge gym.



## 5 2.6 Write the missing letters. Listen and check.

1 \_ \_ \_uly 2 oran\_ \_e 3 ve\_ \_etable 4 \_ \_ \_acket 5 \_ \_ \_anuary 6 villa\_ \_ \_e

26 Unit 2 Reading comprehension: identify speakers and events  
 WB: page 20

## 1 Match the sentences to the speakers.

- Refer the children to Activity 1. Read the rubric and the example with the class. Do the next question as a class.
- Children complete the activity individually. They can read the text on pages 24–25 to help them.
- Check answers as a class.

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

## 2 Answer the questions with full sentences.

- Refer the children to Activity 2. Read the rubric and the example with the class. Do the next question as a class.
- Children complete the activity individually. They can read the text on pages 24–25 to help them.
- Check answers as a class. Write the answers on the board.

Answers: 1 Joseph lived in a village on a hill. 2 The old woman found a goose in the forest. 3 The man said the goose was beautiful. 4 The man went with the goose because he couldn't pull his hand off the goose. 5 The man, the children, the woman and the baby went to the castle with Joseph and the goose.

## 3 Discuss in pairs. What made the princess laugh? What makes you laugh?

- Give the children time to discuss the question in pairs.
- Ask the children to look at the story on pages 24–25 to help them find the answer to the first question.
- Ask for volunteers to answer the question.
- Then discuss with the class what makes them laugh. Encourage some of the children to share their answers.

★ ★ Teaching star!

## Presentation

- Each child chooses a famous person from the magazine cut-outs. They stick their picture on their sheet of paper and write a few sentences about why they would like to swap places with this famous person.

**Learning objectives:** Reading comprehension: identify speakers and events; Sounds and spelling: j or g (/dʒ/)

**Vocabulary:** giraffes, gym, huge, jacket, January, jolly, July, jumping, orange, vegetable, village

**Resources:** Unit 2, Lesson 3; Sounds and spelling worksheet

**Materials:** cut-outs of famous people from magazines, sheets of paper, glue

## Warm-up: Kindness

- Ask the children if they remember what themes there were in *The princess who never laughed*.
- Write *kindness is ...* on the board. Ask the children how they would complete the phrase. Write five answers on the board, e.g. *Kindness is caring*.
- Explain that the sixth line has to be a statement about how they feel about kindness, e.g. *Without the kindness of my friends, I wouldn't be happy*. Thank the children for helping you to write a poem about kindness.
- Divide the class into small groups and have them write a few sentences about another theme from the story. Have volunteers read the poems to the class.

4  2.5 Listen and say the chant. Look at the spelling.

- Listen and say the chant. Look at the spelling.
- Have the children look at the image in Activity 4 and ask if they know the name of the animals (*giraffes*). Ask where they are (*at a gym*).
- Write the words *giraffe*, *garden* and *Jack* on the board. Say each word as you point to it and have the children repeat after you. Ask them which word sounds different (*garden*). Explain that *g* or *j* before *i*, *y* and *e* takes on the sound /dʒ/.
- Play the first part of the audio. Children listen.
- Repeat and encourage the children to join in.
- Play the second part of the audio, pausing so that the children can complete the activity.

**Audioscript**

**Teacher:** Now say the missing words.

**Teacher:** George and Jill are jolly giraffes ... in a huge gym.

**Children:** jumping

**Teacher:** George and Jill are ... giraffes jumping in a huge gym.


**Children:** jolly

**Teacher:** George and Jill are jolly giraffes jumping ...

**Children:** in a huge gym.

**Teacher:** ... jolly giraffes jumping in a huge gym.

**Children:** George and Jill are

5  2.6 Write the missing letters. Listen and check.

- Ask the children what other words they can think of that have the /dʒ/ sound (*June, juice, vegetable*, etc.)
- Write the gapped words on the board and ask volunteers to complete them. Then have the children complete the activity in their Pupil's Book.
- Play the audio for the children to check their answers.

**Cooler: Tongue twisters**

- Explain that the sentence in Activity 4 is a tongue twister, which makes you mix up your words when you say the sentence very fast.
- With the class, try saying this tongue twister a few times, getting faster and faster each time.
- Now see the instructions in the Games Bank (pages 14-17) for how to continue this game.

Lesson 3 Reading comprehension

1 Read the story on Pupil's Book pages 24-25. Then complete the sentences.

- Joseph wanted to make the princess laugh because he wanted the king's bag of gold.
- The people told jokes and swapped clothes because \_\_\_\_\_
- The man, the children and the woman with the baby came with Joseph because \_\_\_\_\_
- The old woman gave Joseph her goose because \_\_\_\_\_
- Joseph made a new friend because \_\_\_\_\_
- The princess laughed because \_\_\_\_\_

2 Who said it? Match.

- |  |                             |
|--|-----------------------------|
| 1 'I'm going to the castle to make the princess laugh!'                      | a the princess              |
| 2 'What a beautiful goose!'  | b the king                  |
| 3 'Where are you going?'   | c the old woman             |
| 4 'They look so funny!'  | d Joseph                    |
| 5 'I'm going to give the person who makes the princess laugh a bag of gold!' | e the woman who told a joke |
| 6 'Knock knock. ... Who's there?'  | f the woman with a baby     |

Sounds and spelling

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

George and Jane are jolly giraffes jumping in a huge gym in the village. George enjoys eating vegetables and Jane enjoys drinking orange juice.

4 Write the missing letters. Then answer the questions for you.

- Do you like jumping in the gym? \_\_\_\_\_
- Do you enjoy eating vejetables? \_\_\_\_\_
- Do you enjoy drinking oranje juice? \_\_\_\_\_
- Do you live in a villaje? \_\_\_\_\_

1  Read the story on Pupil's Book pages 24-25. Then complete the sentences.

**Suggested Answers:** 1 he wanted the king's bag of gold 2 they wanted to make the princess laugh 3 they couldn't pull their hands off the goose 4 he gave her a sandwich 5 he made the princess laugh 6 the people looked funny

2 Who said it? Match.

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

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

**Answers:** George and Jane are jolly giraffes jumping in a huge gym in the village. George enjoys eating vegetables and Jane enjoys drinking orange juice.

4 Write the missing letters. Then answer the questions for you.

**Answers:** 1 jumping, gym 2 enjoy, vegetables 3 enjoy, orange, juice 4 village Children's own answers.

**Lesson 4 Grammar**

1 Look and read.

Graphic Grammar  
verbs with to + infinitive

He wanted to climb the mountain.

But now he needs to run.

2 Complete the sentences with the verbs.  
do ride make visit sleep go

- Last year, I learnt to ride a skateboard.
- Last year, I decided to \_\_\_\_\_ new friends.
- Last year, I wanted to \_\_\_\_\_ to Australia.
- This week, I need to \_\_\_\_\_ my homework.
- This week, I want to \_\_\_\_\_ my grandma.
- This week, I need to \_\_\_\_\_ more!

3 Work in pairs and play a game. **Be a star!**

- Go to page 145 and cut out the cards.
- Take turns to choose a card and say a sentence.
- If the sentence is correct, keep the card. The one with the most cards is the winner!

Last year, Nya learnt to sail.

This week, Harry wants to go camping.

Go to Grammar booster: page 135. Unit 2 Use verbs with to + infinitive WB: page 21 27

- Ask them to look at the words *climb* and *run*, and tell you what word is in front of them (*to*).
- Explain that in the English language there are some verbs – such as *decide*, *need*, *want*, *learn*, *forget* – that are followed by *to* and a verb that doesn't change at all (that is, an infinitive). Tell them that this happens regardless of the tense.
- On the board, write *learned*, *decided*, *forget* and *want*. Translate the words into L1 if necessary.
- With the class, write sentences with one or two of the words.
- Have the children work in pairs to write two more sentences with one or two of the words.
- Ask the pairs to read the sentences to the class. Correct where necessary and write a few of the sentences on the board.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue boxes.
- Play the video.
- Continue by following the above steps, from the fourth point onwards.

2 Complete the sentences with the verbs.

- 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 answers by inviting children to write them on the board.

Answers: 1 ride 2 make 3 go 4 visit 5 sleep 6 do

**Learning objectives:** Use verbs with *to + infinitive*

**Grammar:** Verbs with *to + infinitive*

**Resources:** Graphic Grammar video; Flashcards Grammar 1 worksheet

**Materials:** a box, scissors, sets of five cards with verb + infinitive written on them (one set per group), sheets of paper (one per group)

**Warm-up: Musical memory**

- Put the flashcards in the box and have the children sit in a circle. If the class is big, have the children form two circles but make sure you provide two sets of flashcards.
- Explain that you will play the song from Lesson 1 (track 2.3) and the children will have to pass the box to the child next to them. When the music stops, the child holding the box has to take a flashcard out of the box and say what it is / say a sentence with the word. Continue for a few rounds.

**Game**

- Use games in the classroom to practise a range of skills.
- On cards, write five verbs that are each followed by the infinitive, e.g. *want to play*. Make sure the children already know the verbs.
- Divide the children into small groups and have each group form a circle. Hand each group a set of cards. The first child in the circle has to go through all the cards and make a correct sentence for each card, e.g. *I want to play tennis*. If they cannot make a sentence for a card, they have to pass the cards to the child on their left. For each sentence that they make, they get a point. Stop the game when all the children have had a go.

3 Work in pairs and play a game.

**Be a star!**

- Organise the children in pairs and have them open their books to page 145. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see and read on the cards.



- Work through the example activity with the children. They choose a circle and say a sentence based on what they see in the picture and what time the event happened or will happen (*Last year / This week*).
- Allow time for the children to complete the game.

## Grammar booster

Ask the children to turn to page 135 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 to make 2 to run 3 to learn  
4 to do 5 to climb 6 to go

## Cooler: Conversations

- Have everyone stand up. They move around the classroom to music or while you clap a rhythm. When you call *Stop!* they turn to the person nearest them and ask them what they learnt to do last year. Alternatively, they could ask them what they want to do this week. The person then answers the question. Repeat.

## Grammar reference:

Remind the children that they can refer to the grammar reference on page 119 while completing these Workbook activities.


## 1 2.2 Listen and complete.

### Audioscript

- 1 Girl:** *Hi, Peter! Did you have a good weekend?*  
**Boy:** *Yes! My grandpa decided to go camping at the lake at the weekend, and I went with him.*
- 2 Girl:** *What did you do at the lake?*  
**Boy:** *I wanted to fish in the lake. I went swimming, too.*
- 3 Girl:** *Did your sister Lily go to the lake too?*  
**Boy:** *Yes, but she didn't go swimming. She forgot to bring her swimming costume.*
- Girl:** *Oh no!*
- 4 Girl:** *What about your cousin Sally? I know she likes to go swimming.*  
**Boy:** *Yes. She learnt to swim when she was four years old, and she's very good.*
- 5 Girl:** *And was your grandma there?*  
**Boy:** *Yes - I helped her after I went fishing. She needed to get the picnic ready. We were all hungry!*
- Girl:** *I want to go to the lake with your family! It sounds fantastic.*

## Workbook page 21

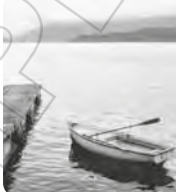
**Lesson 4 Grammar**

**1  2.2 Listen and complete.**

- Grandpa decided to go camping at the lake at the weekend.
- Peter wanted to swim in the lake.
- Lily forgot to bring her swimming costume.
- Sally learnt to swim when she was four years old.
- Grandma needed to get the picnic ready.

**2 Circle the correct words to complete the story.**

Grandpa and the cousins <sup>1</sup> wanted / forgot to visit the old castle. Grandpa decided <sup>2</sup> to take / taking them across the river on his raft. Peter wanted <sup>3</sup> to swim / to swim across but the water was too cold. At first the raft went slowly but then Peter <sup>4</sup> to use / used the paddles. When they crossed the river, they decided <sup>5</sup> to have / to have a picnic. It was delicious. 'Did you make this pie, Grandpa?' asked Jane. 'Yes, I did,' he said. 'I <sup>6</sup> learnt / learn to cook when I was young.'



**3 Write questions. Then answer the questions for you.**

- When / you / learn / read? *When did you learn to read?* \_\_\_\_\_
- Did / you / forget / do your homework last night? \_\_\_\_\_
- Why / you / decide / learn English? \_\_\_\_\_
- What job / you / want / do / in the future? \_\_\_\_\_

1 I learnt \_\_\_\_\_  
 2 I \_\_\_\_\_  
 3 I \_\_\_\_\_  
 4 I \_\_\_\_\_

Unit 2 21

**Answers:** 1 to go 2 to fish 3 to bring 4 to swim  
5 to get

## 2 Circle the correct words to complete the story.

**Answers:** 1 wanted 2 to take 3 to swim 4 used  
5 to have 6 learnt

## 3 Write questions. Then answer the questions for you.

**Answers:** 1 When did you learn to read?  
 2 Did you forget to do your homework last night?  
 3 Why did you decide to learn English?  
 4 What job do you want to do in the future?  
 Children's own answers.



**Lesson 5 Language in use**

**Vocabulary**  
 count to a hundred    do up your coat  
 tie your shoes        whistle a tune

1 2.7 Listen and say.



2 Work in pairs. Complete three questions to ask your friend. Then write their answers.

1            *Could you*            say the alphabet            *when you started kindergarten*           ?

2                       do up your coat                      ?

3                       tie your shoes                      ?

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



Could you climb a tree when you were five?



Yes, I could. What about you?

28 Unit 2 Use *could* / *couldn't* and *when* clauses in the past. Use new words: action verbs. WB: page 22. Go to Grammar booster: page 135.

- Ask *What is interesting?* Elicit *That we learn different things at different times.*
- Ask what they could / couldn't do in primary and pre-school.

• If using the video, have the children watch the video after the third point and then continue with the questions.

## 2 Work in pairs. Complete three questions to ask your friend. Then write their answers.

- On the board, write *Could you ride a bike when you were six?* and ask a volunteer to answer. If the answer is positive, ask the child to tell you what they couldn't do or vice versa.
- Then, on the board, write *(Name) could ride a bike when he was six but he couldn't climb a tree.* Explain that we use *but* to introduce a contrasting idea.
- On the board, write the new action verbs. Ask volunteer children to make sentences with them using *and* and *but*.
- Explain that the children have to make questions using *Could you ...?* to ask their friends.
- Have the children work individually to write the questions. As each child finishes, pair them up with children who have finished to continue with the next part of the activity.
- Ask some volunteers to read their sentences to the class.

### Teaching star!

#### Imagining

- Use *Total Physical Response* (TPR) activities to help children learn faster and relieve the stress of learning a new language.
- Explain to the children that you will ask them a question about what they could do when they were younger. If they were able to do it, they have to answer *Yes, I could.* and mime the action. If they couldn't, then they sit down. Ask a few children *Could you tie your shoelaces when you were young?* The children respond appropriately. If necessary, make a list of action verbs on the board with the help of the children.

**Learning objectives:** Use *could* / *couldn't* and *when* clauses in the past; Use new words: action verbs

**Vocabulary:** count to a hundred, do up your coat, tie your shoes, whistle a tune

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

**Materials:** a soft ball, sheets of paper (one per child)

#### Warm-up: Pass the ball

- Play the game with verbs, prepositions or unit vocabulary. See the Games Bank (pages 14–17) for how to play the game.

## 1 2.7 Listen and say.

- Put the flashcards on the board (or write the words and draw a picture for each one). Point to, mime and say the new words. Have the children repeat after you and mime.
- On the board, write *I can't speak Mandarin. When I was a baby, I couldn't count to a hundred.* Explain that *could* is the past tense of *can*.
- Have the children look at the words on the board. Ask volunteer children to make sentences with *can* and *couldn't*. Write a few on the board.
- Refer the children to the dialogue. Have them listen to the audio and follow in their Pupil's Books.

## 3 Work in pairs. Make a new dialogue.

**Be a star!**

- Refer the children to Activity 3.
- Have two volunteers read out the example dialogue.
- Put the children into pairs. Explain what they need to do, modelling the activity with a child if necessary.
- As the pairs work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- Have the pairs write down their dialogue. Ask some volunteers to come to the front of the class and read their dialogues to the class.

## Grammar booster

Ask the children to turn to page 135 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete this activity at home.

**Answers:** 2 1 Could you ride a bike when you were six? 2 Yes, I could. What about you?  
3 No, I couldn't ride a bike, but I could tie my shoes. Could you tie your shoes when you were six?  
4 No, I couldn't tie my shoes, but I could whistle a tune. 5 Wow! Could you count to a hundred?  
6 Yes, could! I could count to two hundred!  
3 1 Could you ride a bike when you were six?  
2 When did you learn to tie your shoelaces?  
3 Do you need to wear a uniform to school?  
4 Could you swim when you were seven? Children's own answers.

## Cooler: Drawing

- Ask the children if they enjoyed the lesson and what they learnt from it. Explain that you will give them each a piece of paper on which they have to draw what they learnt about a friend today and write a few sentences.
- Have the children present their work to the class. Place all work on classroom display.

## Workbook page 22

**Lesson 5 Language in use**

1 2.3 What could they do when they were young? Listen and tick (✓) or cross (✗).

Vicky	✓		
Peter	✗		

2 Complete the dialogue.

Vicky: read / start / primary school?  
Could you read when you started primary school?

Grandpa: Yes / I / I learn / read / four. \_\_\_\_\_

Vicky: Wow! / write / four? \_\_\_\_\_

Grandpa: No / I / . / \_\_\_\_\_

Vicky: ride a bike / six? \_\_\_\_\_

Grandpa: No / I / . / But / learn / swim / six! \_\_\_\_\_

Vicky: Really? / I / not swim / six. \_\_\_\_\_

3 Write questions. Then answer the questions for you.

1 tie your shoes / five \_\_\_\_\_ No, I couldn't.

2 do up your coat / three \_\_\_\_\_

3 whistle a tune / seven \_\_\_\_\_

4 count to a hundred / five \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

22 Unit 2 Go to Vocabulary and grammar reference on page 119

## Grammar reference:

Remind the children that they can refer to the grammar reference on page 119 while completing these Workbook activities.

## 1 2.3 What could they do when they were young? Listen and tick (✓) or cross (✗).

### Audioscript

**Girl:** [whistling a tune]

**Boy:** That's a nice tune, Vicky!

**Girl:** Thank you!

**Boy:** Could you whistle a tune when you were five?

**Girl:** Yes, I could.

**Girl:** What about you, Peter? Could you whistle a tune when you were five?

**Boy:** No, I couldn't. And I can't whistle now!

**Boy:** Could you ride a bike when you were four?

**Girl:** No, I couldn't! I learnt to ride a bike when I was six.

**Girl:** What about you? Could you ride a bike when you were four?

**Boy:** No, I couldn't. I learnt to ride a bike when I was six too.

**Boy:** Could you climb a tree when you were seven?

**Girl:** Hmm I can't remember ... errr - yes I could.

**Girl:** Could you climb a tree when you were seven?

**Boy:** Yes, I could. I love climbing trees!

**Answers: Vicky:** whistle (✓), ride a bike (✗), climb a tree (✓)  
**Peter:** whistle (✗), ride a bike (✗), climb a tree (✓)

## 2 Complete the dialogue.

**Answers: V** Could you read when you started primary school? **G** Yes, I could! I learned to read when I was four. **V** Wow! Could you write when you were four? **G** No, I couldn't. **V** Could you ride a bike when you were six? **G** No, I couldn't. But I learned to swim when I was six! **V** Really? I couldn't swim when I was six.

## 3 Write questions. Then answer the questions for you.

**Answers: 1** Could you tie your shoes when you were five? **2** Could you do up your coat when you were three? **3** Could you whistle a tune when you were seven? **4** Could you count to a hundred when you were five?  
Children's own answers.

## Lesson 6 Listening and speaking

1 Look at the photos. Discuss how the schools are the same and different.

The children are sitting.



2 2.8 Read the questions. Listen and write the answers.

Questions	Baguma	Aiko
1 Do you wear a school uniform?	yes	no
2 What colour is it?		-
3 How many lessons have you got each day?	5	
4 How many children are there in your class?		33
5 Do you stand up when your teachers come into the classroom?		
6 Have you got a computer room in your school?	no	
7 Do you work in groups in class?		
8 Are there after-school clubs in your school?	yes	
9 Which club do you go to?	football	

3 Work in groups. Choose Baguma's or Aiko's school.

Talk about how your school is the same or different. **Be a star!**

We wear a school uniform, but Aiko doesn't.

We have got five lessons each day like at Baguma's school.

Unit 2 Listening: listen for specific information Speaking: talk about your school WB: page 23 29

**Learning objectives:** Listening: listen for specific information; Speaking: talk about your school

**Materials:** cut-up sentences (five per group - see Warm-up), boxes (one per group), strips of paper (one per child), pieces of paper (see Cooler)

### Warm-up: Scrambled sentences

- Write some sentences using *could*, *couldn't*, action verbs on strips of paper, e.g. *I | could | swim. He | couldn't | tie his shoelaces.* See the Games Bank (pages 14-17) for how to play the game.

1 Look at the photos. Discuss how the schools are the same and different.

- Ask the children to look at the two photos and tell you what they see. Ask which of the two pictures is similar to their classroom.
- Ask *What's the same?* Ask a volunteer to read the speech bubble. Elicit further ideas from the class. Ask *What's different?* Elicit answers.
- Divide the class into small groups and have them talk about about the two pictures. Remind them that they must talk about the similarities and differences.
- Have each group write two sentences. Ask a group leader to read sentences to the class, e.g. *Class (X) is smaller / bigger / brighter.*

**Answers:** Children's own answers.



## What makes a good school?

Introduce the children to Sustainable Development Goal 4: *Quality education*

Ask: What makes a good school?

- Divide the class into small groups and ask them to discuss the question. Have the children talk about what they think makes a good school and to write a few sentences, e.g. It has computers.
- Ask volunteers from each group to read their sentences and write them on the board. Then look at the answers together and find the most common answers.
- As a class, discuss what kinds of things the children think would be good to teach adults in a school for them. Point out that we don't stop learning when we finish school. Adults learn new things every day, throughout our whole lives, and sometimes they learn those new things from children! What would the children like adults to learn how to do?

**Possible answers:** How to use computers and other technology, how to play and enjoy different kinds of sports to what they enjoyed when they were children, new languages.

2 2.8 Read the questions. Listen and write the answers.

- Tell the class that they are going to hear two children talking about their schools.
- Have them read the questions and help them with unknown words.
- Tell the children that if they can't find an answer, they should leave the gap blank or put a dash (-).
- Play the audio twice for the children to complete the activity. Repeat the audio so they can check their answers.

### Audioscript

**Baguma:** Hello! My name is Baguma. I go to primary school in Uganda. I wear a uniform. It's blue. We've got five lessons every day. There are 32 children in my class. We always stand up when a teacher comes into the classroom and we say Good morning, Sir or Good morning, Madam. We haven't got a computer at my school, but our teacher has a board to write on. We work in groups or as a whole class. After school, there are school clubs. There's football and basketball. I play football. I love my school!


**Aiko:** *Hi, I'm Aiko and I go to school in the countryside near Osaka, a big city in Japan. We don't have to wear a school uniform; we can wear our own clothes to school. We've got six lessons every day, four in the morning and two after lunch. There are 33 children in my class. When a teacher comes in to the classroom, we all stand up. There's a computer room at school and we do some of our lessons there. We use the Internet to learn about different subjects. We often work in small groups and help each other study. There are lots of after-school clubs, like art, sport, music and games. I go to the art club. My school is fantastic!*

**Answers:** 1 yes 2 blue 3 6 4 32 5 yes, yes 6 yes 7 yes, yes 8 yes 9 art

**Teaching star!**

**Group work**

- Manage group work by keeping a points system. Groups who make too much noise as they work are given penalty points. At the end of the lesson, the group with the most points leaves last or has to tidy the room.
- To practise being quiet, place the children in small groups and have them write some sentences about their own classroom. Remind them to work quietly.

**3**  **Work in groups. Choose Baguma's or Aiko's school. Talk about how your school is the same or different. Be a star!**

- Tell the children they are going to talk about how their school is the same or different to Baguma's or Aiko's school.
- Elicit key words and write them on the board, such as *classroom, uniforms, subjects, computers, playground, after-school clubs*. Elicit phrases about each one, e.g. *big playground, large computer room*.
- Refer the children to the activity. Ask two volunteers to read out the example dialogue.
- Divide the class into small groups. Each group chooses to compare their school to either Baguma's or Aiko's school. Tell them to cover as many of the themes that are on the board as they can.
- Give them time to talk and go around the class monitoring what they say.
- Ask each group to tell you one thing that is the same and one thing that is different.

**Cooler: What's the same? What's different?**


- Ask a volunteer from each group to tell you one thing that is the same and one thing that is different about their school and Baguma's or Aiko's school.

**Lesson 6 Language builder**

**1 Match to make sentences.**

- |                          |                             |
|--------------------------|-----------------------------|
| 1 At school it's easy to | a study hard.               |
| 2 We have to             | b friendly and helpful.     |
| 3 At break time we       | c make friends.             |
| 4 In the afternoon we    | d have fun.                 |
| 5 Our teachers are       | e wear a uniform.           |
| 6 We don't have to       | f go to after-school clubs. |



**2**  **What makes a good school? Read and write the sentence numbers in the correct place for you.**

For me, it's important that ...	For me, it's not important that ...	
		1 Classes are interesting.
		2 You wear a school uniform.
		3 There are lots of computers.
		4 You do a lot of sport.
		5 Teachers help you.
		6 There are after-school clubs.

**3 What do you think about your school? Write a paragraph using the phrases below and your own ideas.**

- |                        |                            |                                |
|------------------------|----------------------------|--------------------------------|
| we all help            | uniform is a nice colour   | enjoy learning                 |
| have a computer room   | teachers make you laugh    | learn lots of different things |
| have a big playground. | start early in the morning | after-school clubs             |

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

Unit 2 23

**1 Match to make sentences.**

**Suggested Answers:** 1 make friends. 2 study hard. 3 have fun. 4 go to after-school clubs. 5 friendly and helpful. 6 wear a uniform.

**2**  **What makes a good school? Read and write the sentence numbers in the correct place for you.**

**Answers:** Children's own answers.

**3 What do you think about your school? Write a paragraph using the phrases below and your own ideas.**

**Answers:** Children's own answers.




- Have volunteer pairs give their answers. Write them on the board for the other pairs to check against.

**Lesson 7 Writing**

Summarising a story helps you remember it. A summary includes the **characters**, the **key events** and the **themes** of the story.

1 Complete the graphic organiser using information from the story on pages 24–25.

Characters	Key events	Themes
the princess	People tried to make the princess laugh.	different lives
the king		



2 Use the information in Activity 1 to write a summary of the story. **Be a star!**

At the beginning, people came to the castle to make the princess laugh.

Then,

At the end,

The main themes of the story are

30 Unit 2 Write a story summary WB: pages 24–25

**Answers: Characters:** the king, the princess, Joseph, the old woman, the goose, the man, two children, the woman and the baby

**Key events:** People tried to make the princess laugh. The king was going to give the person who made the princess laugh a bag of gold. A man called Joseph decided he was going to try to make the princess laugh. Joseph met an old woman who gave him a goose that she said would make the princess laugh. People saw the goose and their hands stuck to the goose when they tried to pet it. When Joseph arrived at the castle with the goose, the princess laughed.

**Themes:** kindness, animals, different lives

**2 Use the information in Activity 1 to write a summary of the story. Be a star!**

- Explain that the children have to use the notes in Activity 1 to write a summary of the story.
- Divide the class into small groups and allocate each group a paragraph to write.
- When they have completed their paragraph, ask volunteers to read them out. Write the paragraphs on the board.
- Have the children copy all the paragraphs in their notebooks.

**Learning objectives:** Write a story summary

**Materials:** short synopses from different storybooks (either print out or bring books to class), sheets of paper (one per group)

**Warm-up: Stories**

- Say *The little girl had a sick grandmother. She took a basket with food to her. She wore red. A big wolf tried to eat her. A man saved her.*
- Say *This is a famous story. Can you tell me its name? (Little Red Riding Hood)*
- Continue with other fairy tales. Have volunteers come to the front and lead the activity.
- Show the children the synopses you have brought in. Ask them to choose one they like and tell you what they have learnt about the book from it. Have them note down the characters, places, themes and events.

**Answers:** At the beginning, people came to the castle to make the princess laugh. Nothing they did made her laugh. Joseph decided to go to the castle to make the princess laugh, and met an old woman who gave him a goose because he was kind to her. Then, people saw Joseph and the goose. When they pet the goose, their hands stuck to the goose, and they walked with Joseph to the castle. At the end, the princess saw Joseph, the goose and all the people stuck to it, and laughed. Joseph got the bag of gold and made a new friend in the princess. The main themes of the story are different lives, kindness and animals.

**Cooler: My story**

- On the board, write *Once upon a time, there was an old man who ...*
- Divide the class into small groups and give each group a sheet of paper. Explain that they are going to write a short story.
- Have the first member of each group copy the sentence from the board and complete it.
- Then they pass the sheet to the person next to them who has to write another sentence. They continue passing the sheet around until each child has had a turn and a short story has been written. If a child cannot write a sentence, have them seek help from a group member.
- When they have completed the story, a group member reads the story to the class.

**1 Complete the graphic organiser using information from the story on pages 24–25.**

- Have a volunteer read the Explanation box. Explain any difficult words. Remind them about the synopses from the backs of books they looked at as part of the Warm-up.
- Refer the children to Activity 1 and the Unit 2 story.
- Divide the class into pairs and have them complete the activity.

Lesson 7 Writing

Prepare to write

1 Look at the story. Who are the four characters?

**The princess and the frog**



1 princess    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_

2 Read the sentences about the story in Activity 1. Then number the events in order.

- a The frog sleeps in the princess's bed.
- b The king tells the princess that she must take care of the frog.
- c The frog helps the princess find her ball.
- d The princess invites the frog to the castle.
- e The frog turns into a prince.
- f The frog comes to the front door of the castle.

3 Complete the graphic organiser for the story in Activity 1.

Themes	Key events	Characters
_____	_____	_____
_____	_____	_____
_____	_____	_____

Ready to write

4 Complete the summary of the story. Add some details of your own.



At the beginning, a frog helps the princess to find her ball.

Then,

At the end,

The main themes of the story are

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

- Did I include all the main characters?
- Did I describe the main events in the correct order?
- Did I identify the themes?
- Did I use the correct spelling?

Prepare to write

1 Look at the story. Who are the four characters?

- Children look at the pictures and write down the four characters.
- If done in class, have them work in pairs.

Answers: 1 princess 2 frog 3 king 4 prince

2 Read the sentences about the story in Activity 1. Then number the events in order.

- Children read the short statements and look again at the pictures in Activity 1.
- If done in class, children complete the activity by ordering the sentences in pairs.
- Have volunteers call out their answers.

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

3 Complete the graphic organiser for the story in Activity 1.

- Children complete the chart as they refer to the story in Activity 1.
- If done in class, have the children work in pairs.
- Have volunteers call out answers.

**Answers: Themes:** helping each other, being kind to others, respecting your family **Key events:** The frog helps the princess to find her ball. The princess invites the frog to the castle. The frog comes to the castle. The king tells the princess to be kind to the frog. The frog eats in the castle and sleeps on the princess's bed. The frog becomes a prince. **Characters:** princess, frog, king, prince

Ready to write

4 Complete the summary of the story. Add some details of your own.

- Children complete the summary, adding their own ideas.
- If done in class, have the children work individually.

Answers: Children's own answers.

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

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

Answers: Children's own answers.



**Lesson 8 Think about it!** Appreciate how people make different choices

1 2.9 Listen and draw lines from the children to the objects.

a b c d e f g h

2 Read and think. Write *Peter*, *Vicky*, *Freddy* or *Jane*. Then complete the sentences.

A The children go to some hills in the countryside.

- 1 Vicky decides to take photos with her tablet and send them to some friends.
- 2 \_\_\_\_\_ walks round looking for plants and animals.
- 3 \_\_\_\_\_ tries to write a song about the countryside.
- 4 \_\_\_\_\_ decides to climb up a hill.

B The children go into town with Peter and Vicky's mum.

- 1 \_\_\_\_\_ needs to visit the bookshop to buy some new books about nature.
- 2 \_\_\_\_\_ is happy because there's a music shop in the shopping centre.
- 3 \_\_\_\_\_ wants to ride a bike in town.
- 4 \_\_\_\_\_ wants to get new batteries for a digital camera.

3 Discuss in pairs. What do you like to do when you finish your homework and are free for the evening? Are you like Peter, Vicky, Freddy or Jane?

In the evening, I like reading or watching films about animals. I'm like Jane.

Unit 2 Make deductions and speculate about someone's personality WB: pages 26–27 31

**Learning objectives:** Make deductions and speculate about someone's personality

**Additional language:** appreciate, choices

**Resources:** Unit 2, Lesson 8; Unit test

**Materials:** small pieces of paper (see Warm-up), a box, sheets of paper, coloured markers

### Warm-up: Think of a word

- Write letters of the alphabet (not x) on pieces of paper and put them in a box.
- Write the names of the class on the board and have them form a circle.
- Pass the box around for each child to choose a letter. They say as many words that begin with that letter as they can. They get a point for each word.

## 1 2.9 Listen and draw lines from the children to the objects.

- Have the children name the items in Activity 1.
- Ask them which character they think the items belong to. Have them explain their reasons, e.g. *Peter likes sports. It's Peter's skateboard.*
- Explain that they will hear Grandpa talking about his grandchildren. As they listen, they should draw lines to the items. Play the audio.

## Audioscript

*My grandchildren are all very different. Now Peter ... he's sport mad! He loves all sports. He's very good at skateboarding and he loves mountain biking. He just can't sit in a chair for ten minutes! He has to run around and be active. Then there's his sister Vicky who's technology mad. She takes her tablet everywhere and she's got hundreds of apps. She's a bit like me! I'm technology mad too! She doesn't do any sport, but she likes walking around and taking photos of everything! What about the other side of the family? Well, there's Freddy. Freddy is music mad! He plays the trumpet and listens to music all day on his phone! But his sister, Jane, is very different! She's quiet and she works very hard at school. She's especially interested in science, in the moon and stars and in all plants and wild animals!*

**Answers:** Peter: a, c Vicky: d, h Freddy: b, f Jane: e, g

## 2 Read and think. Write *Peter*, *Vicky*, *Freddy* or *Jane*. Then complete the sentences.

- On the board, write the characters' names. Ask the children to tell you what each character likes. Write answers under each character.
- Then ask what things each character would do in the following places: *the countryside, shopping centre, on holiday.*
- Have the children complete the activity individually and then check answers.

**Answers:** A 1 Vicky 2 Jane 3 Freddy 4 Peter

B 1 Jane 2 Freddy 3 Peter 4 Vicky C Children's own answers.

## 3 Discuss in pairs. What do you like to do when you finish your homework and are free for the evening? Are you like Peter, Vicky, Freddy or Jane?

- Ask *Is it good for people to like the same things? Is it good to like different things? Why? / Why not?*
- Divide the class into pairs to answer the questions and complete the activity.

### ★ Teaching star!

#### Mixed ability

- Manage early finishers by extending tasks.
- Ask children who complete the task quickly to write a profile of one of the characters on a sheet of paper. Explain that they have to write what these characters like and do. Have them illustrate their work and present it to the class.

#### Cooler: Question time

- See the Games bank (pages 14–17) for how to play the game.

**Check-up challenge**

1 Find and circle ten prepositions of movement in the puzzle.

a	i	n	t	o	u	p	
c	a	s	i	p	v	t	a
r	d	a	r	i	e	h	f
o	o	s	c	n	r	e	f
s	w	p	r	o	u	n	d
s	n	o	n	t	o	l	o
t	h	r	o	u	g	h	n
e	e	d	o	u	t	o	f

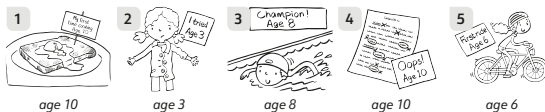


2 How did the frog get to the castle? Look and complete the text. Use the words in Activity 1.

The frog jumped <sup>1</sup> off the rock and <sup>2</sup> \_\_\_\_\_ the lake and swam <sup>3</sup> \_\_\_\_\_ it. He jumped <sup>4</sup> \_\_\_\_\_ the lake on the other side and went <sup>5</sup> \_\_\_\_\_ the tree. He jumped <sup>6</sup> \_\_\_\_\_ the hill and jumped <sup>7</sup> \_\_\_\_\_ the log. He climbed <sup>8</sup> \_\_\_\_\_ the wall and jumped <sup>9</sup> \_\_\_\_\_ the bridge. Then he went <sup>10</sup> \_\_\_\_\_ the castle gates.

3 Look at the pictures and write sentences with verbs in the box.

cook do up ride a bike swim write an essay



- I couldn't cook when I was 10.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4 **CEYL** Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.



Last Monday, Pippa woke up early. It was a sunny day. She had a shower and got dressed. She was happy because it was the first day of the holidays. She decided to read her book in the garden but she couldn't find it.

**Example** When she got up, Pippa had a shower and got dressed.

- She wanted to sit \_\_\_\_\_ and read but she couldn't find her book.



Pippa called her friend, 'Hi, Mary. What are you doing?' 'I'm going swimming with my cousins.' 'Oh, OK, see you later,' said Pippa.

Then, she decided to call her friend Dina. 'Hi, Dina. Do you want to come to the castle with me?' 'Yes!' said Dina. 'See you there.'

- Mary was going \_\_\_\_\_ with her cousins.
- Pippa and Dina decided \_\_\_\_\_ the castle.



Pippa walked down the road and across the park. She went over the bridge and there was the castle. But she couldn't see Dina. She sat down and waited. But then it started to rain. Pippa ran into the castle and there was Dina. Now she felt happy!

- When she arrived at the castle, she \_\_\_\_\_ Dina.
- She ran into the castle because it \_\_\_\_\_.

**What I can do!**

Put a tick (✓) or a cross (×).

- use prepositions of movement
- talk about my school
- talk about everyday actions
- talk about past ability
- spell words with g and j pronounced j
- write a story summary

In this unit, I enjoyed \_\_\_\_\_ was interesting.

I didn't like \_\_\_\_\_

1 Find and circle ten prepositions of movement in the puzzle.

**Answers: Horizontal:** into, up, round, onto, through, out of **Vertical:** across, down, over, off

2 How did the frog get to the castle? Look and complete the text. Use the words in Activity 1.

**Answers:** 1 off 2 into 3 across 4 out of 5 round 6 down 7 onto 8 up 9 over 10 through

3 Look at the pictures and write sentences with verbs in the box.

**Answers:** 1 I couldn't cook when I was 10. 2 I couldn't do up my coat when I was 3. 3 I could swim when I was 8. 4 I couldn't write an essay when I was 10. 5 I could ride a bike when I was 6.

4 **CEYL** Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There is one example.

This activity helps the children prepare for Part 5 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- Ask the children to describe what they see in each picture. Write some ideas on the board.
- Children read the text and complete the sentences with the best answer.

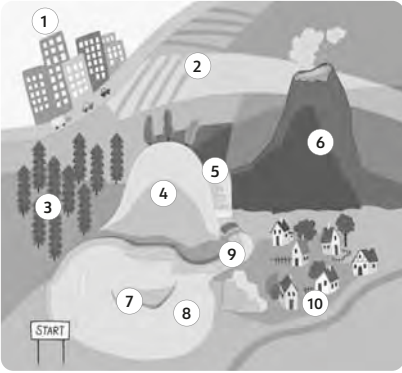
**Answers:** 1 in the garden 2 swimming 3 to visit / to go to 4 couldn't see 5 started to rain




**Review 1**

1 Look and write.


- town
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



2  2.10 Listen and draw the route on the picture in Activity 1.

3 Read the answers and write Peter's questions.

1 Where did you go on holiday?	I went to a lake.
2 _____	No, I didn't. I went sailing.
3 _____	I enjoy sailing.
4 _____	It was hot and sunny.
5 _____	I wanted to eat in a restaurant.
6 _____	Yes, it was. I had a fantastic pizza.



32 Review 1 Units 1 and 2

**Learning objectives:** Review Units 1 and 2; A1 Movers: Listening Part 3 and Speaking Part 2

**Resources:** Unit 2, Review 1; Speaking exam practice video

**Materials:** sheets of paper (one per group)

**Warm-up: Revision**

- Divide the class into groups and give each group a sheet of paper.
- Say a theme from Units 1 and 2 and have them write as many words related to it as possible.
- The group with the most words wins.

**1 Look and write.**

- Divide the class into pairs (pair strong and weaker learners) and refer the children to the picture. Ask them what they can see and which unit the vocabulary is from (*Unit 1*).
- Have the children complete the activity.
- Write answers on the board for the children to check, then erase the answers.

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

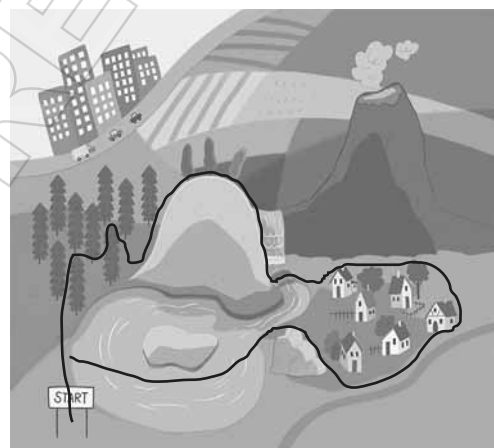
**2  2.10 Listen and draw the route on the picture in Activity 1.**

- Refer the children to page 23 and revise the prepositions. Play audio track 2.2 and have the children join in.
- Refer the children to the picture in Activity 1. Tell them to imagine that they are at the start line and to tell you how they will get to the volcano.
- Explain to the children that they will listen to a route which they have to trace on the picture.
- Play the audio. Children complete the activity.
- Play the audio again to check answers.

**Audioscript**

*Run into the forest. Run through the forest. Run out of the forest. Run up the hill. Run down the hill. Run over the river. Run round the village. Climb onto the rock. Jump off the rock. Swim across the lake.*

**Answers:**



**3 Read the answers and write Peter's questions.**

- Ask the children if they remember how the question is formed in the past simple (did + verb).
- Explain that they have to read the answers and then write the correct question. Look at the example with the class. Do the second question as a class.
- Children complete the rest of the activity individually and check their answers with their partners.
- Children practise the questions and answers in pairs.

**Answers:** 1 Where did you go on holiday? 2 Did you go swimming / boating? 3 What do you think about sailing? 4 What was the weather like? 5 Where did you eat? 6 Was the food good?

**Cambridge Exams practice A1 Movers**

1 2.11 Listen and write a letter in each box. There is one example. Stephen is telling Mrs Bridge about the people in his family and their favourite sports. Which is each person's favourite sport?

his aunt   his parents   his grandpa   his sister

a   b   c   d   e   f

2 Look at the pictures. Read the title and the beginning of the story. Work in pairs. Take turns to tell the story.

**Our island holiday**

1 Leo: I'm Leo, and I'm on holiday with my family. We're on an island! I want to see the waterfall. Let's go!

2   3   4

Watch the speaking exam practice video.

Cambridge Exams practice A1 Movers: Listening Part 3; Speaking Part 2 33

1 2.11 Listen and write a letter in each box. There is one example.

This activity helps the children prepare for Part 3 of the Listening in the Cambridge English: A1 Movers test.

- Refer the children to Activity 1. Ask them to look at the pictures and identify what sports they show.
- Ask what words they would expect to hear for each item. Write them on the board.
- Explain that they have to match the characters to the sport. Play the audio and have the children complete the activity. Play it again for the children to check their answers.

**Audioscript**

**Narrator:** Listen and look. There is one example.

**Mrs B:** Hello, Stephen.

**Stephen:** Hello, Mrs Bridge.

**Mrs B:** I saw your grandpa yesterday. I waved to him, but he didn't see me. He was on his bike.

**Stephen:** Oh, Grandpa loves his bike. It's a mountain bike and every day he rides through the forest and next to the river.

**Narrator:** Can you see the letter C? Now you listen and write a letter in each box.

**Mrs B:** You all like sport in your family, don't you?

**Stephen:** Yes, we do. We all enjoy being outside, but we all like different things. My mum and dad both go running every evening next to the

lake, but really I think their favourite sport is tennis.

**Mrs B:** Do they play a lot?

**Stephen:** Yes, they do. And they're always watching tennis on TV too.

Do you know my aunt, the one that's my dad's sister?

**Mrs B:** Is that the aunt that lives near the beach?

**Stephen:** Yes. Well, she loves water sports. She loves sailing and sea kayaking, but she's best at surfing. She's really fantastic!

**Mrs B:** Does she enter competitions?

**Stephen:** Yes, she does. And she's won lots of medals.

**Mrs B:** And what about your little sister? What does she do?

**Stephen:** She loves animals more than sport. She loves them all - cats, birds, rabbits, but especially horses.

**Mrs B:** And can she ride a horse?

**Stephen:** Well, she's learning. She goes to horse riding classes at the weekend. She loves it!

**Answers:** aunt: b   parents: f   grandpa: c  
sister: e

2 Look at the pictures. Read the title and the beginning of the story. Work in pairs. Take turns to tell the story.

This activity helps the children prepare for Part 2 of the Speaking portion in the Cambridge English: A1 Movers test.

- Divide the class into pairs.
- Ask for a volunteer to read the title and the beginning of the story.
- Then have the children read the text again and think back to the story on pages 24–25.
- The children take turns telling their friend the rest of the story, adding their own ideas.
- Congratulate the children on completing the first two units of the course.

**Answers:** Children's own answers

**Cooler: Well done!**

- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*