

Welcome

Lesson 1

Meet the Academy Stars

Pupil's Book pages 4–5

Welcome

I'm Vicky and I was ten last month. I love photography. This year I want to learn about technology.

I'm Peter and I'm 12. I'm Vicky's brother. I love sport, and this year I want to learn how to be fit and healthy.

I'm Freddy and I'm going to be 12 next week. Jane is my sister and Peter and Vicky are our cousins. I love listening to music. This year we all went on a great summer holiday with our grandpa. I want to hear about your holidays, too.

Hello! Come with us! There's lots to learn!

I'm Jane and I'm nine. This is our grandpa. I love science and learning about the world. I love stories, too. This year I want to learn how to write better stories.

4 Welcome Meet the characters
WB: pages 4–5

Lesson 1 Meet the Academy Stars

1 1.1 Look, listen and read. Write the names.

Who's ... ?	Who likes ... ?	Who wants to ... ?
the oldest <u>Peter</u>	photography <u> </u>	be healthy <u> </u>
the youngest <u> </u>	music <u> </u>	write stories <u> </u>
Jane's brother <u> </u>	sport <u> </u>	learn about technology <u> </u>
Peter's sister <u> </u>	science <u> </u>	talk about holidays <u> </u>

2 1.2 Listen and **circle** what the children talk about.

1 Jane

2 Freddy

3 Peter

4 Vicky

3 Answer the questions about you. Then ask a friend. **Be a star!**

	Me	My friend
1 Do you live in a house or a flat?	<u> </u>	<u> </u>
2 How do you go to school?	<u> </u>	<u> </u>
3 What is your favourite school subject?	<u> </u>	<u> </u>
4 What do you do at the weekend?	<u> </u>	<u> </u>

5 Welcome Describe people's lives and interests
WB: pages 4–5

Learning objectives: Meet the characters; Describe people's lives and interests

Vocabulary: fit, healthy, holiday, music, photography, science, sport, stories, technology, world

Resources: (PK) - Welcome Unit, Lesson 1;
(PPK) - Welcome Unit activities

Materials: Class Audio CD1

Warm-up: Mime the words

- See the Games Bank on pages 14–17. Practise the vocabulary listed in the box above.

1 1.1 Look, listen and read. Write the names.

- Refer the children to the picture on page 4.
- Play the audio. Children listen and point.
- Point to the speech bubbles. Play the audio again. Children listen and follow in their books.
- In pairs, children complete the chart on page 5.

Answers: Column 1: Peter, Jane, Freddy, Vicky
Column 2: Vicky, Freddy, Peter, Jane
Column 3: Peter, Jane, Vicky, Freddy

2 1.2 Listen and circle what the children talk about.

- Point to the pictures. Elicit the names of the characters and what the pictures represent, e.g. (row 1) *Jane, a flat, photography, the cinema.*
- Play the audio for children to listen and complete.

Audioscript

J: Hi, I'm Jane and I live with my older brother Freddy and my parents. We live in a big flat in the city centre. From Monday to Friday we go to school. My favourite subject is science. Every weekend we visit my grandpa. He's a lot of fun. I like it when we go to the cinema.

F: Hello! I'm Freddy, Jane's brother. Our flat is really cool! It's next to a park and behind the park is our school. I walk to school every day with my sister. On Monday, I go to an after-school music club. I play the drums there. At the weekend, we go to my grandpa's house. He's got a garden and we play there with our cousins, Peter and Vicky.

P: Hi, I'm Peter and I live with my younger sister, Vicky, and my mum and dad. We live in a beautiful old house. At school, my favourite subject is

maths, but I really like the weekends. We've got two cousins. Their names are Freddy and Jane and we always see them at our grandpa's house. Freddy is my best friend.

V: Hi! I'm Vicky, Peter's sister. I go to school by bus with Peter. It's fun! We talk and laugh with our friends. After school on Wednesdays I go to photography club. This year we're going to make a short film. I love the weekend because we visit our grandpa with our cousins. Sometimes grandpa takes us all to the cinema. That's really fun!

Answers: 1 flat, cinema 2 drums, grandpa 3 house, maths 4 bus, photography

3 **Answer the questions about you. Then ask a friend. Be a star!**

- Read out the questions. Children complete the chart.
- In pairs, they ask each other the questions.

Cooler: Questions

- Have the children write three things they have learned about the characters.
- In pairs, they ask questions using *Who ... ?*



Workbook pages 4–5

Welcome

Lesson 1 Meet the Academy Stars

1 Complete the text.

two sister four oldest cousin youngest brother

Peter is Vicky's ¹ brother. He's the ² _____ of the children. Freddy is his ³ _____. Jane is the ⁴ _____. She's Freddy's ⁵ _____. Vicky has ⁶ _____ cousins. Grandpa has ⁷ _____ grandchildren.

2 Who do the things belong to? Read and write the name.

1 Jane

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

I'm Jane and I'm nine. My favourite subject is science. I love reading too. This year I want to learn to write better stories.

I'm Freddy and I'm 11. I love listening to music and I'm learning to play the drums.

I'm Vicky and I'm ten. I want to learn about technology. I go to a photography club at my school.

I'm Peter and I'm 12. I love sport and I want to learn how to be fit and healthy. At school, my favourite subject is maths.

3 **Complete the sentences about you.**

1 I'm _____ and I'm _____

2 I love _____

3 At school, my favourite subject is _____

4 Welcome

4 Look at the information in the table. Write sentences about Jane and Vicky.

	Jane	Vicky		
make bed	✓✓✓✓	✓	always	✓✓✓✓
tidy bedroom	✓✓	✓✓	usually	✓✓✓
play computer games	✓	✓✓✓✓	sometimes	✓✓
play chess	✓✓	x	hardly ever	✓
wash up	x	✓✓✓	never	x

- 1 Jane always makes her bed.
- 2 Vicky and Jane sometimes _____.
- 3 Vicky _____.
- 4 Jane _____.
- 5 Vicky _____.
- 6 Jane _____.

5 Match to make phrases.

- | | |
|---------------|-------------------------|
| 1 do | a cake |
| 2 visit | b jeans to a party |
| 3 go | c homework |
| 4 watch | d zoo |
| 5 wear | e my sister |
| 6 make a | f a theme park |
| 7 play | g shower in the morning |
| 8 go to the | h bowling |
| 9 have a | i the guitar |
| 10 look after | j a film at the weekend |

6 **Look at the phrases in Activity 5. How often do you do the activities?**

- 1 I always do my homework.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Welcome 5

1 Complete the text.

Answers: 1 brother 2 oldest 3 cousin 4 youngest 5 sister 6 two 7 four

2 Who do the things belong to? Read and write the name.

Answers: 1 Jane 2 Vicky 3 Freddy 4 Jane 5 Peter 6 Vicky 7 Freddy 8 Peter

3 **Complete the sentences about you.**

4 Look at the information in the table. Write sentences about Jane and Vicky.

Answers: 1 Jane always makes her bed. 2 Vicky and Jane sometimes tidy their bedrooms.

3 & 5 Any two of: Vicky hardly ever makes her bed. Vicky always plays computer games. Vicky never plays chess. Vicky usually washes up. **4 & 6 Any two of:** Jane hardly ever plays computer games. Jane sometimes plays chess. Jane never washes up.

5 Match to make phrases.

Answers: 1 c 2 f 3 h 4 j 5 b 6 a 7 i 8 d 9 g 10 e

6 **Look at the phrases in Activity 5. How often do you do the activities?**

Lesson 2 Vocabulary

1 Look at the picture. With a friend, find and say three words beginning with these letters.

1 c 2 t 3 b 4 p 5 s

2 Look and find. Then write three words for each category.

1 sea animals: dolphin

2 musical instruments: _____

3 food: _____

4 leisure activities: _____

5 months: _____

3 **Play *Guess my word* with a friend.** *Be a star!* ★

1 Write three things from the picture in your notebook.

2 Take turns at guessing your friend's words. You can only ask *yes / no* questions.

Do you play it?
Is it an animal?
Has it got lots of teeth?
Is it a shark?

No, you don't.
Yes, it is.
Yes, it has.
Yes, it is.



Learning objectives: Vocabulary review

Vocabulary: food, leisure activities, months, musical instruments, sea animals

Resources: (PK) - Welcome Unit, Lesson 2;
(PPK) - Welcome Unit activities

Materials: Strips of paper (one per child), sheets of paper (one per child)

Warm-up: Right or wrong?

- Explain that you are going to talk about one of the characters, but some things will be wrong. The children have to raise their hands and correct you.
- Say *Vicky is ten. She likes photography. She wants to learn how to write. Elicit She doesn't want learn how to write. She wants to learn about technology.* Continue with the other characters.

Answers: 1 c: calendar, chairs, cheese, chess, computer, cups 2 t: table, tablet, tea, television, tomatoes, tracksuit, trumpet 3 b: books, bottle, bowl, boys, bread, brush 4 p: pens, pencil case, pencils, penguin, piano, pictures, plants, plates 5 s: salad, shark, shelves, shoes

1 **Look at the picture. With a friend, find and say three words beginning with these letters.**

- Refer the children to pages 6–7. Put the children in pairs. Elicit the letters at the top of the page. Children look at the pictures and find three words beginning with each letter.
- Elicit the children's answers and write them on the board. As you write them, say, e.g. *Yes, good. There are some cups.* Then have children spell the words aloud, e.g. *c-u-p-s.*

2 **Look and find. Then write three words for each category.**

- Children place their Pupil's Books face down.
- On the board write the five categories and ask the children if they can think of words for each category.
- Divide the class into pairs and have them complete the activity. Then ask volunteers to call out the answers, e.g. *dolphin.* Write them on the board. Say, e.g. *Yes, good. There's a dolphin.*
- Children check their spelling.
- Finally, ask if they can add any more words to the list.

Answers: 1 dolphin, penguin, shark 2 piano, trumpet, violin 3 bread, cheese, salad 4 chess, computer games, reading 5 June, July, August

Teaching star! ★

Game

- Say a word for the children to describe, e.g. *shark.* Elicit *It's big. It swims. It's got big teeth.* Continue with other words. Then, put the children in pairs. Give each child a strip of paper. They write an item from the lesson on it. They read their word to their partner who has to describe it.

3 Play Guess my word with a friend.

Be a star!

- On the board, write *Is it big? Where is it from? Can you eat it? How big is it?*
- Ask *Which of these questions can be answered with 'yes' or 'no'?* Elicit *Is it big?* and *Can you eat it?* With the class, think of some more questions that can be answered with *yes* or *no*.
- Give each child a sheet of paper. They write down three things from the picture on pages 6–7.

- Divide the class into pairs. Children take it in turns to guess what their partner has written by asking questions. Remind them that they can only ask 'yes or no' questions.
- Monitor for proper use of language and ensure that children swap roles.

Cooler: Review

- Have the children look through the Welcome Unit and say which activity they enjoyed the most or which character they like the most so far.

Workbook pages 6–7

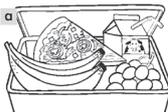
Lesson 2 Vocabulary

1 Complete the puzzle. Find six words to write in each column.

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

Family	School subjects	Food
		mushrooms

2 Look at the lunch boxes. Read the sentences and write the correct letter.



a



b



c

- There are some grapes. a
- There isn't any milk. b, c
- There's some water.
- There aren't any sandwiches.
- There are some bananas.
- There isn't any pizza.
- There are some biscuits.
- There's some juice.

3 Draw your favourite lunchbox and write about it.

4 Circle the correct verbs to complete the sentences.

- On Sundays I visit / I'm visiting my grandparents.
- After school, Sam goes / is going to art club.
- In the evenings, we watch / are watching TV.
- I talk / I'm talking to my friend on the phone now.
- Yesterday I'm / I was sad but today I'm / I was happy.
- He doesn't have / don't have a brother but he has got / have got a sister.
- There was / were some bananas but there wasn't / weren't any apples.
- Usually I travel by bus, but tomorrow I travel / I'm going to travel by train.

5 Label the pictures.

cinema supermarket swimming pool bank library hospital



1 **CINEMA**



2



3



4 **MARKET**



5



6

6 Where are they going? Use the words in Activity 5.

- We're going to buy fruit, milk, bread and fish. supermarket
- My dad wants to find a book about history.
- My cousins are going to see a film with grandpa.
- My mum hasn't got any money in her bag.
- My grandmother isn't very well.
- I'm taking my goggles, a towel and a swimming costume.

1 Complete the puzzle. Find six words to write in each column.

Answers: Family: grandson, wife, aunt, daughter, cousin, uncle **School subjects:** art, PE, science, music, English, maths **Food:** mushrooms, tuna, cheese, salad, biscuit, sandwich

2 Look at the lunch boxes. Read the sentences and write the correct letter.

Answers: 1 a 2 b, c 3 c 4 a, c 5 a, c 6 b, c 7 b, c 8 b

3 Draw your favourite lunchbox and write about it.

Answers: Children's own drawings and answers.

4 Circle the correct verbs to complete the sentences.

Answers: 1 I visit 2 goes 3 watch 4 I'm talking 5 I was, I'm 6 doesn't have, has got 7 were, weren't 8 I'm going to travel

5 Label the pictures.

Answers: 1 cinema 2 hospital 3 swimming pool 4 supermarket 5 library 6 bank

6 Where are they going? Use the words in Activity 5.

Answers: 1 supermarket 2 library 3 cinema 4 bank 5 hospital 6 swimming pool

1 Holiday news

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

Lesson 1 Vocabulary

1 1.3 Listen, point and say.

2 1.4 Listen and play the game. What's next?



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 1.5 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?

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

Additional language: between, in, next to, on

Resources: **PK** - Unit 1, Lesson 1, Flashcards; **TRC** - Downloadable flashcards, Vocabulary 1 worksheet; **PPK** - Vocabulary activities, review Unit 1 song, Flashcards; **PRC** - Review audio tracks 1.3–1.5

Materials: Class Audio CD1; 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 1.3 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.
- 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, clouds*.
- Play the audio. The children listen and point. Play it again. The children listen, point and say.

Teaching star!

Game

- Give children the opportunity to practise new vocabulary by playing games.
- Use the downloadable flashcards from the TRC to play *Fly swat*. See the Games Bank (pages 14–17) for how to play the game.

2 1.4 Listen and play the game.

What's next?

- Have the children listen to the first example on the audio. 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.
- Check by asking pairs to give their answers.

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)*
- Have the children continue with their partners.

5 1.5 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.
- Play the song again so children can sing along.

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

Cooler: Listening game

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

Workbook page 8

1 Holiday news

Lesson 1 Vocabulary

1 Label the pictures.



1

volcano



2



3

forest
hill
lake
river
waterfall
volcano



4



5



6

2 These are places you can live. Find the words and label the pictures.

e d
t u n
c y o s
r i

g a
e l
i v l

o n
t w

s n
a l i
d






1 countryside 2 _____ 3 _____ 4 _____

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

- There are trees, flowers and farms in this place. countryside
- You can see lots of things from the top of this. _____
- You can go to this place by boat. _____
- There are lots of houses, streets and cars in this place. _____
- This starts in the mountains and goes to the sea. _____
- This place is full of trees. _____

8 Unit 1

1 Label the pictures.

Answers: 1 volcano 2 forest 3 river 4 lake 5 waterfall 6 hill

2 These are places you can live. Find the words and label the pictures.

Answers: 1 countryside 2 village 3 town 4 island

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

Answers: 1 countryside 2 hill 3 island 4 town 5 river 6 forest

Lesson 2 Reading

1 Look at the smartphones. Circle the answers.

1 The people writing are ...
 a mother and daughter. b two brothers. c two friends.

2 They are writing ...
 a text messages. b emails. c letters.

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

3 1.6 Read the text. Do you prefer Dina's or Alisa's holiday? Why?

Values

Why are holidays good for you?

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	

10 Unit 1 Read text messages
WB: page 9

Unit 1 Identify new words: prepositions of place and activities
WB: page 9 11

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

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

Additional language: cool, emails, fishing, letters, mountain biking, stars, text messages

Resources: (PK) - Unit 1, Lesson 2;
 (TRC) - Downloadable flashcards; (PPK) - Flashcards;
 (PRC) - Review audio track 1.6

Materials: Class Audio CD1; 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 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 *stars* 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 smartphones. Circle the 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 smartphones 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 learned 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: town, island, forest, volcano, lake, waterfall, hill, village

3 1.6 Read the text. Do you prefer Dina's or Alisa'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. *fantastic hotel, swimming pools, sailing to an island, etc.*

Values

- Divide the class into small groups. Refer them to the Values box on page 10.
- Ask children why holidays can be good for you, e.g. *You visit your family, you learn new things, having fun is good for you.*
- Assign each group 'Dina' or 'Alisa' and have them write a sentence about how each holiday is good for that girl. Then have each group choose a leader to read their sentence to the class.

Teaching star!

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.



a



b



c



d



e



f

1 We went camping near the beach.

2 We stayed in a hotel below some mountains.

3 Outside the hotel there was a swimming pool.

4 We went sailing to an island in the lake.

5 My dad and I went fishing but we didn't catch any fish.

6 We saw a beautiful waterfall.

2 Read the text messages on Pupil's Book pages 10–11. Circle the correct words to complete the text.

Dina stayed in a hotel. Sometimes she played 'inside/ outside' in the games room. She also went swimming 'inside/ outside' in the pools. She went mountain biking twice. One day she went 'camping/ sailing' to an island and had a picnic.

Alisa went 'to a hotel/ camping' with her family. They stayed in a forest 'inside/ above' a lake and 'outside/ below' a waterfall. They went 'fishing/ sailing' and cooked dinner under the stars. She also went 'swimming/ boating' one day.

Learning to learn

3  Match the sentences and the pictures.

a 

b 

c 

d 

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 d 3 a 4 b 5 e 6 c

2 Read the text messages on Pupil's Book pages 10–11. Circle the correct words to complete the text.

Answers: 1 inside 2 outside 3 sailing 4 camping 5 above 6 below 7 fishing 8 boating

3 Match the sentences and the pictures.

Answers: 1 c 2 d 3 b 4 a

2 Answer the questions with full sentences.

- On the board, write (a) *Dina's hotel was next to a beach.* and (b) *Next to a beach.* 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 Dina's hotel was next to a beach. 2 Alisa went camping in a forest, above a lake and below a waterfall. 3 Dina played team games on the beach, went sailing to an island, had a picnic and went mountain biking. 4 Alisa played with her cousins, went swimming, went boating and went fishing.

Lesson 3 Reading comprehension

1 Write D (Dina) or A (Alisa).

- | | |
|---|---|
| 1 Who made new friends? <input checked="" type="checkbox"/> D | 5 Who went camping? <input type="checkbox"/> |
| 2 Who went sailing to an island? <input type="checkbox"/> | 6 Who played with her cousins? <input type="checkbox"/> |
| 3 Who went mountain biking? <input type="checkbox"/> | 7 Who went boating? <input type="checkbox"/> |
| 4 Who saw a volcano? <input type="checkbox"/> | 8 Who cooked on a fire? <input type="checkbox"/> |

2 Answer the questions with full sentences.

- Where was Dina's hotel? *Dina's hotel was next to a beach.*
- Where did Alisa go camping? _____
- What activities did Dina do? _____
- What activities did Alisa do? _____

3 Discuss with a friend. Why did Dina and Alisa like their holidays? **Be a star!**

Dina liked her holiday because there was a big games room inside the hotel.

Alisa liked her holiday because she went camping in a forest.

quack, quack, cluck, cluck

Sounds and spelling

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

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



5 Write the missing letters. Listen to check.

- 1 clo ck 2 stoma 3 ne 4 oir 5 bla 6 s ool

12

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

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

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

Resources: (PK) - Unit 1, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 1.7–1.8

Materials: Class Audio CD1; 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 D (Dina) or A (Alisa).

- Have the children tell you what they remember about the girls 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 D 2 D 3 D 4 D 5 A 6 A 7 A 8 A

3 Discuss with a friend. Why did Dina and Alisa 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 Dina and Alisa liked about their holidays. Tell the children they can look at pages 10–11 to help them.

4 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  **1.8 Write the missing letters. Listen to 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

Teaching star! 

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 text messages on Pupil's Book pages 10–11. Then read the sentences and write T (True) or F (False).

Dina ...

 1 stayed in a hotel next to a beach. T
 2 went mountain biking once.
 3 had a picnic at a volcano.
 4 loved the food at the hotel.

Alisa ...

 5 went camping near the beach.
 6 went swimming every day.
 7 didn't like boating.
 8 sometimes ate dinner in the village.

2 Write D (Dina), A (Alisa) or B (both).

Who likes ...

1 swimming?	<input checked="" type="checkbox"/> B	5 playing outside?	<input type="checkbox"/>
2 fruit salad?	<input type="checkbox"/>	6 taking photos?	<input type="checkbox"/>
3 her cousins?	<input type="checkbox"/>	7 camping?	<input type="checkbox"/>
4 eating fish?	<input type="checkbox"/>	8 going on holiday?	<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.

1 ck: quack _____
 2 ch: _____

10 Unit 1

1 Read the text messages on Pupil's Book pages 10–11. Then read the sentences and write T (True) or F (False).

Answers: 1 T 2 F 3 F 4 T 5 F 6 T 7 F 8 T

2 Write D (Dina), A (Alisa) or B (both).

Answers: 1 B 2 D 3 A 4 A 5 B 6 D 7 A 8 B

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

Answers:

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. Look(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 _____ you go?
I _____ to the mountains.

3 Who _____ you go with?
I _____ with my parents.

4 _____ you make new friends?
No, I _____ .

5 _____ the weather good?
No, it _____ .

6 _____ you happy?
Yes, I _____ .

3 Ask and answer the questions in Activity 2 about your summer holiday. Be a star!

Did you go on holiday? Yes, I did.

Where did you go? I went to the beach.

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 Alisa like her holidays?* Elicit *Yes, she did.* Then ask *Did Dina go camping?* 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)

Resources: (PK) - Unit 1, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

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.

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*).

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 Ask and answer the questions in Activity 2 about your summer holiday.

Be a star! ★

- On the board, write *Did you go sailing? Did you go to the mountains? Was it hot?*
- Explain that these are questions they can ask someone about their holidays. Invite the children to give you some more questions. Write them on the board.
- Have two volunteers read out the example dialogue.
- Divide the class into pairs and have them ask each other the questions in Activity 2.

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.

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 Match the questions and answers.

1 What did you do last weekend?	a Yes, I did!
2 Were your cousins there?	b I went to visit my uncle.
3 Who did you go with?	c Yes, they were.
4 Was the weather nice?	d My family.
5 Did you and your dad go to the lake?	e No, we didn't.
6 Did you have a good time?	f No, it wasn't.

2 Write the words in the correct order 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 _____



Go to Grammar reference on page 118 Unit 1 **11**

Grammar reference:

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

1 Match the questions and answers.

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

2 Write the words in the correct order 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.

1  1.9  Listen and say.

Lesson 5 Language in use

horse-riding mountain biking
skateboarding surfing

1  1.9  Listen and say.

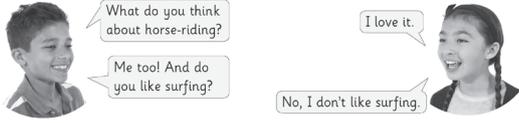


1 Can I ask you what you think about some holiday activities?
2 Yes, of course.
3 **What do you think about** mountain biking?
4 Mountain biking? I **enjoy** it.
5 Me too! And skateboarding?
6 I **love** skateboarding.
7 So do I! **Do you like** horse-riding?
8 I **don't like** it.
9 Neither do I! OK, one more question. What about surfing?
10 Let me think ... I **don't mind** surfing.
11 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  Make a new dialogue. Talk about yourself. **Be a star!** 



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

- 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 *Where can you go mountain biking?* (in the mountains) Continue for all items.
- 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 the dialogue in 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 volunteer to say their sentences for the class.

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: (PK) - Unit 1, Lesson 5, Language in use video; (TRC) Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 1.9 and Language in use video

Materials: Class Audio CD1; 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.

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

Teaching star!

Personalising

- 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. After a few rounds, bring a volunteer to the front of the class to say the sentences to the class.

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

- Have the children work individually. They read the sentences and then circle the answer that is true for them.
- Go around the class and check the children's work.
- 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 **Make a new dialogue. Talk about yourself. 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.
- If you wish, have the pairs write down their dialogues. Ask volunteers to come to the front and perform their dialogues for the class.

Cooler: So do !!

- Put the children into small groups. Hand out the sheets of paper with *So do !!* 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 !!* or *Me too!* should raise their strips of paper. If groups with a grammatically incorrect statement raise their strip of paper, they lose a turn.

Workbook page 12

Lesson 5 Language in use

1 Look at the table. Read the sentences and write T (True) or F (False).

<ul style="list-style-type: none"> ♥♥ = love ♥ = enjoy 😊 = like ☹️ = don't mind 😞 = don't like 			
	♥♥	😊	☹️
	😊	♥♥	😊
	😊	😊	😊
	😊	😊	😊
	♥♥	😊	😊

1 Peter loves horse-riding. T
 2 Freddy enjoys surfing. —
 3 Peter doesn't like skateboarding. —
 4 Freddy doesn't like mountain biking. —
 5 Peter loves surfing. —
 6 Freddy doesn't mind horse-riding. —

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

Jane: What do you think about ¹gifruns **surfing**, Vicky?
 Vicky: I ²☹️ **don't like** it.
 Jane: Me neither. Do you like ³gntakesidraob _____?
 Vicky: Hmm, I ⁴😊 _____ it. What do you think about ⁵ersho-giirdn _____?
 Jane: Oh, I ⁶♥♥ _____ it! I ⁷♥ _____ ⁸nomunita 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 Grammar reference on page 118

1 Look at the table. Read the sentences and write T (True) or F (False).

Answers: 1 T 2 F 3 F 4 T 5 F 6 T

2 Complete the dialogue. Use the pictures and find 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

Grammar reference (page 118)

1 Write the sentences and questions. Then write the answer.

Answers: 1 Mary doesn't enjoy horse-riding. Neither do I. **2** Did you stay in a hotel? Yes, we did. **3** I love skateboarding. So do I. **4** Were they near the volcano? No, they weren't. **5** Where did he go? He went to the beach. **6** Were you near the lake? Yes, we were.

Grammar reference:

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

Lesson 6 Listening and speaking

1 **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 1.10 **Listen to Vicky. Order the places.**
 At the beach On the river In town Up a hill

3 1.11 **Listen to Vicky talking to a friend. How many mistakes does she make?**
 On the river: mistakes At the beach: mistakes

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

Who's the boy on the green bike?

That's Freddy.

Where were they?

They were in town.

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

2 1.10 **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.
- Play the audio and invite volunteers to answer.
- Play the audio again and have children number the places in order.

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**

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

Resources: (PK) - Unit 1, Lesson 6; (PRC) - Review audio tracks 1.10–1.11

Materials: Class Audio CD1

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 **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.

3 1.11 **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?
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  **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.

Workbook page 13

Lesson 6 Language builder

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



fishing
camping
shopping
mountain biking
swimming
skateboarding
surfing

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 Read the text. Choose the right words and write them on the lines. There is one example.

Peter loves sport! He ¹ does lots of different sports. He loves going ² _____ in the winter, he ³ _____ swimming in an inside pool. Last summer, he ⁴ _____ boating for the first time. He enjoyed it very much. Next week, he wants to go ⁵ _____ with his friends on their boat. He loves ⁶ _____ surfing too.

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

CEYL Movers, Reading and Writing, Part 4 Unit 1 **13**

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  **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: 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

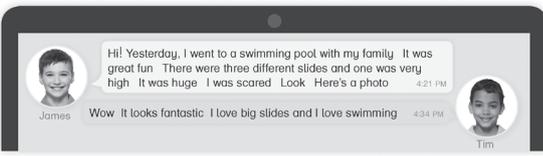
- Have the children continue in pairs. Go around the class and listen. Gently correct their intonation where necessary.

Answers: 1 20 2 Children's own answers.

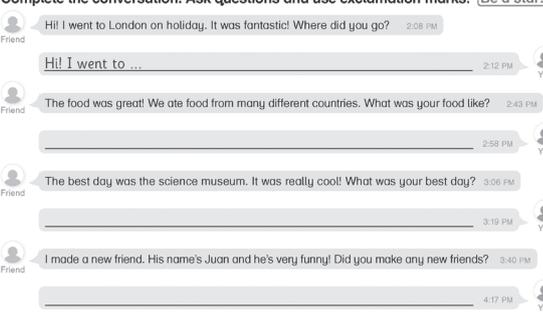
Lesson 7 Writing

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

- 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.
- Complete the text messages with full stops and exclamation marks.**
- Read the sentences aloud. Try to sound excited!**
- Complete the text messages with full stops and exclamation marks.**



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



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

2 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.

Learning objectives: Write text messages

Resources: (PK) - Unit 1, Lesson 7

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*.

Teaching star! ★

Communicating

- 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.

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.

Holidays

Places

a city

Activities

sailing

People

friends

Weather

hot

Places to stay

hotel

Food

pizza

3 **Make some notes about a holiday you enjoyed.**

- Where did you go? _____
- Who did you go with? _____
- Where did you stay? _____
- What did you do? _____
- What was the weather like? _____
- What food did you eat? _____

Ready to write

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

Friend: Hi! I went to Paris on holiday. It was amazing! Where did you go?

You: _____

Friend: Cool! Did you go with your cousins?

You: _____

Friend: We stayed in a huge hotel! It had two swimming pools, one outside and one inside. And there was a children's club too. What about you?

You: _____

Friend: We did lots of things. We visited the Eiffel Tower, the Louvre and we walked around the city. We went to Disneyland too! What did you do?

You: _____

Friend: The weather was OK. It rained some days. How about you?

You: _____

Friend: We ate some delicious North African food. It was really good. I loved the couscous! What did you eat?

You: _____

Friend: I've got to go. It's dinner time! See you at school tomorrow!

You: _____

5 **Read and check what you wrote in Activity 4.**

Ask yourself:

<input type="checkbox"/> Did I answer the questions correctly?	<input type="checkbox"/> Did I use the correct verbs?
<input type="checkbox"/> Did I use full stops, question marks and exclamation marks correctly?	<input type="checkbox"/> 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.

- 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, for example, *What activities did you do? How did you travel? Where did you stay? What did you eat and drink?*
- Ask your friends the question. Draw a bar graph with your results.
- Share your conclusions with the class.

Unit 1 Analyse and evaluate information
WB, pages 16–17 17

answers on the board (a lake, a beach, the mountains, a village, a town, a city).

- 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: (PK) - Unit 1, Lesson 8; (TRC) - (TG) - Unit 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

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

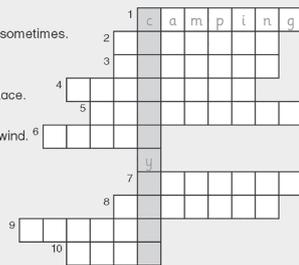
- Explain that the children now have to choose the best survey. Give each child a strip of paper and have them look at the surveys on display.
- Tell them to write on their paper which survey they think is the best. Explain that they cannot vote for their own survey.
- Ask the children to place their 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.



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!

1 Put a tick (✓) or a cross (x).

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

2 In this unit,

- My favourite part was _____.
- _____ was a little difficult.
- I really liked _____.

1 Complete the 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 in the Cambridge English: 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

Reading time 1

1 1.12 Read the blogs. Who helps the people in each story?

True travellers' tales of kindness

Lots of travellers have got stories about meeting kind people. Have you got a story? Write and tell us about it.

Blog posts

Tuesday 6th March

I was on holiday in Spain with my wife. One day, we came to a village by a lake. There was a beautiful island in the lake, but we had to wait for the next boat! We were tired, hot and hungry. Suddenly, a man with a goat walked past. He looked at us and stopped. We didn't speak Spanish so we just smiled at him. He smiled back and pointed to some plastic cups on our backpacks. He wanted our cups! We were surprised, but we gave them to the man. He sat down and started to milk the goat. Then he gave us two cups full of milk. He smiled at us again and walked off down the road with his goat.



Wolfgang, Berlin 6 comments

18 Reading time 1 Read a blog

Blog posts

Wednesday 14th June

I was on a snowboarding holiday and it was great fun, but it was very cold. I was at the top of the mountain and my mum and dad were in the restaurant below. So I came down the mountain on my snowboard and I ran into the restaurant. I cried, 'My hands are so cold I can't feel them!' Then a young woman came to our table. She gave me some hand warmers and said, 'Hold these and think of the sunshine!' She was so kind!



Felipe, nine years old, Mexico City 14 comments

Friday 27th August

My husband and I were in Jordan on holiday. We often travelled on buses there. But it isn't easy for tourists because there aren't any bus stops in the countryside. You just put out your hand to stop the bus. However, people were really helpful. On our first day in Jordan, we wanted to take a bus to the town of Fuheis. There was an old woman next to us on the road. I said, 'Does the bus to Fuheis stop here?' 'Yes,' she said and she waited with us for our bus. It started raining and it got dark, and the woman's bus came and went, but she waited with us until our bus came. I didn't even know her name, but I was so happy that she helped us. I will always remember her!



Matilda, Chicago 4 comments

19 Reading time 1 Develop reading fluency

Reading time 1 Activities

2 Cross out the extra letters to find the words. Write the words in the correct category in your notebook.

villagee buss oldr bootee haoppyy lakeet keinds
mountaine youunge islanden toowne esnowboardd heelpfuul

The world around us	Describing people	Moving around
village	old	bus

3 Match the sentence halves. Then number the sentences in order.

A young woman	gave us some milk.	<input type="checkbox"/>
An old woman	gave me some hand warmers.	<input type="checkbox"/>
My wife and I	were in a restaurant.	<input type="checkbox"/>
I	were in Jordan.	<input type="checkbox"/>
My husband and I	had cold hands.	<input type="checkbox"/>
A man	waited for our bus with us.	<input type="checkbox"/>
My parents	were in Spain.	1

4 Read the beginning of this story. What do you think happens? **Be a star!**



I work at the airport. One day a man arrived late. He didn't have a seat on the plane. He said, 'I've got an important meeting in New York! I have to get on the plane!' I said, 'I'm very sorry, but another person has your seat because you're late.' The man was very angry!

5 Watch the story. Then discuss the four stories with a friend. Which is your favourite story? Why?

20 Reading time 1

Learning objectives: Read a blog; Develop reading fluency

Resources: (PK) - Unit 1, Reading time 1, Reading time 1 video; (PRC) - Review audio track 1.12, review Reading time 1 video; (TRC) - Video activity worksheet, animated flashcards

Materials: Class Audio CD1

Warm-up: General questions

- Ask the children if they enjoy reading and if so what type of texts they enjoy. Write some of their answers on the board (*short stories, novels, etc.*).
- Ask if they know what a blog is (*a site on the Internet where people write about their personal experiences*).
- Then ask if they have ever read a blog and what it was about. Finally ask what types of blogs they would find interesting.

1 1.12 Read the blogs. Who helps the people in each story?

Pre-reading

- Refer the children to the title of the blog. Ask what they think they are going to read about.
- Then have the children look at the pictures. Ask where they think each person is and what the text could be about.

While reading

- Explain to the children that there could be some words they do not understand in the text but that shouldn't stop them because they are reading for enjoyment.
- Play the audio. Children listen and follow in their books. Have the children re-read the blogs quietly. Explain that there is no need to rush.
- Volunteers raise their hands to offer answers.

Post-reading

- Finally, have the children work in small groups to discuss which of the blog posts they liked the best and why.
- When the children have finished ask them to vote for their favourite blog.

Answers: Wolfgang – a Spanish man with a goat; Felipe – a young woman; Matilda – an old woman

Teaching star! ★

Reading

- Check if children understand the vocabulary by asking them to make sentences with it.
- Choose words from the reading text on pages 18–19. Elicit sentences using those words and write them on the board. Now ask the children to make sentences with them in their notebooks. Ask the children to read out their sentences to the class.

Cooler: Disappearing words

- Have the children place their Pupil's Books face down and tell you five or six key words they remember from the blogs. Write them on the board.
- See the Games Bank (pages 14–17) for how to play the game.

Reading time 1 Activities

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine you are on holiday. Where are you? Who are you with? Do you make new friends? How do you feel?*
- Have the children open their eyes and tell a friend about what they imagined.

2 Cross out the extra letters to find the words. Write the words in the correct category in your notebook.

- Refer the children to pages 18–19. Have them re-read the blogs. (If you wish, play the audio again and have them listen and follow the text in their books.) Ask if there are any words in the blogs that they don't understand.
- Explain the words in L1 or in English if possible.
- Refer the children to the first activity on page 20. Draw the chart on the board and have the children copy it into their notebooks.
- Explain that they have to write the words correctly under the correct heading.
- Check answers by inviting volunteers to spell the words. Write the words on the board.
- Then have the children give you more words for each category. Write them on the board for the children to copy.

Answers: The world around us = village, lake, mountain, island, town
Describing people = old, happy, kind, young, helpful
Moving around = bus, boat, snowboard

3 Match the sentence halves. Then number the sentences in order.

- For the first part of the activity, explain to the children that they have to match the phrases to make full sentences about the blogs they read in the previous lesson. Tell children they can refer to the blogs if they need help.
- Have volunteers tell you the answers.
- For the second part of the activity, tell the children they have to number the sentences in the order that they appear in the blogs.
- Children raise their hands to give their answers.

Answers: A young woman gave me some hand warmers. 5

An old woman waited for our bus with us. 7

My wife and I were in Spain. 1

I had cold hands. 4

My husband and I were in Jordan. 6

A man gave us some milk. 2

My parents were in a restaurant. 3

4 Read the beginning of this story. What do you think happens? **Be a star!** ★

- Ask the children to look at the picture. Ask *Where are they? (At an airport.) Is the man happy? (No, he isn't.) Why? (Maybe he doesn't have his tickets.)*
- Read the text to the children as they follow in their Pupil's Books.
- Ask the children what they think will happen next.

- Divide the children into small groups and have them write two or three sentences about what happens next and how the story ends.
- Ask a member of the group to read the sentences to the class. Write the main idea behind each story on the board. Keep the ideas there for the next step.

5 Watch the story. Then discuss the four stories with a friend. Which is your favourite story? Why?

Before the video

- Divide the class into pairs and ask them to discuss which of the story endings so far they like best. Have them explain why.
- Explain that they are going to watch a video with another ending.

During the video

- Play the video once and pause where the old woman is waiting for the next plane. Ask what they think will happen next.
- Write some ideas on the board. (*She will fall asleep and miss that plane, too. There might be a snowstorm and the airport will close. The plane is delayed and all the passengers have to take the next plane so she misses the flight again.*)
- Play the rest of the video.

After the video

- Ask the children if they were surprised by the ending.
- Ask the children why the narrator liked this ending and if they agree with her.
- Then look at the board and go through the endings each group gave in Activity 4.
- Ask the class again which ending they like best, including the video ending. Ask them to explain their answers.
- Finally, have the children discuss in pairs which of the stories they liked best out of the three blogs and the video. Ask volunteers to give their ideas.

Videoscript

- Narrator:** I work at the check-in desk at an airport in Mexico. One day a man arrived late. He didn't have a seat on the plane.
- Businessman:** I have an important meeting in New York! I have to get on the plane!
- Narrator:** I'm very sorry but another person has your seat because you are late.
- Businessman:** But that isn't possible!
I just have to get on the plane!
What am I going to do? My boss is going to be very angry with me!
- Narrator:** The man was very angry and upset!
- Old woman:** Please don't be angry! I'm not in a hurry. You can have my seat. I can wait for the next plane.

- Narrator:** The man looked at her very surprised.
- Businessman:** That is very kind of you!
- Narrator:** But the next plane isn't for a long time ...
- Old woman:** Don't worry! I have a book with me. I'm happy to wait.
- Narrator:** Then the man was sorry for being angry.
- Businessman:** Please forgive me for being angry!
- Narrator:** The old woman gave the man her plane ticket.
- Old woman:** Good luck with your meeting!
- Businessman:** Thank you, thank you, thank you, thank you, thank you!
- Narrator:** The man got on the plane and went to his meeting in New York. The old woman sat down with her book and waited for the next plane.
I talked to my boss and told him about the old lady. My boss was very happy.
- Boss:** Then give her a ticket for the next plane and two free plane tickets for her and a friend to go to the beach in Hawaii!
- Narrator:** The old lady was very surprised ... and enjoyed her free holiday in paradise! I love this story because it shows how one act of kindness leads to another.

Cooler: Full sentences

- The aim of this game is for the children answer using full sentences.
- Choose a text from Unit 1 and have the children open their Pupil's Books to that page. Ask a question, e.g. (page 18) *Was Wolfgang on holiday?* Elicit *Yes, he was.* *Did a man give him a goat?* Elicit *No, he didn't.*
- Divide the class into two teams. Team 1 ask the questions. Children in Team 2 take it in turn to answer. They must answer with full sentences, not *yes* or *no*. When they answer with just *yes* or *no* by mistake, the teams swap roles.
- Time each turn. The team whose members lasted longer without answering simply *yes* or *no* wins.

Play 1

- 1 **Talk about the pictures. What are they doing?**
- 2 1.13 **Listen and read. What is Jane doing?**
- 3 **Act out the play.**

Jane and the special butterfly

Vicky, let's look at your photos of our holiday!
That's a great idea!

Did you take photos of us horse-riding?
I loved that!

Where am I?
There you are. You're looking for that butterfly!

Look at the waterfall in this photo!
Where am I?
You're **still** looking for that butterfly!

In this photo, we're camping in the forest!
Where am I?
There you are. You're looking for that butterfly again!

Yes! I looked and looked, but I didn't find it!
Oh, yes you did! Look – it was on your back!
Oh! I didn't see it!
I'm going to print the photo and then you can look at it all you want!





Play 1 21

2 1.13 Listen and read. What is Jane doing?

- Ask the children if they have ever performed in a play and if so, what it was about.
- Explain that they are going to listen to a play about a holiday.
- Play the first part of the audio and pause.
- Ask the children who loved horse-riding (*Peter*) and what Jane was looking for (*a butterfly*).
- Continue to the next part of the play and pause. Ask if Jane has found the butterfly (*no*).
- Play the final part of the play and ask where Jane is in the photos.
- Finally ask where the butterfly was (*on her back*).

Answer: Jane is at the side of every photo because she is looking for the butterfly.

Teaching star!

Communicating

- Encourage children to read aloud as this improves confidence.
- To help children build confidence in speaking and acting, play the audio phrase by phrase and have them repeat.

3 Act out the play.

- Divide the class into groups of five.
- Explain that they have to learn and perform the play in front of the class. They can write their parts on small pieces of paper and have them in their hands to read from in case they forget their lines.
- The children can make props. They could draw pictures like Vicky's photos.
- Give the children about half the lesson time to prepare for the play. Go around the class and monitor what they are doing.
- Then ask each group to come to the front and act it out.

Resources: (PK) - Unit 1, Play 1; (PRC) - Review audio track 1.13

Materials: Class Audio CD1; sheets of paper for drawing pictures as props and for writing out their parts for the play

Warm-up: My holiday

- Ask the children what places they have learned in this unit. Write their answers on the board.
- Point to a place name on the board and say, e.g. *I liked my holiday in the countryside because it was quiet.* Then point to another place and say *I didn't like my holiday in this town because it was noisy.*
- Then choose another place name and have a volunteer make up a sentence using the place name. Repeat.

1 Talk about the pictures. What are they doing?

- Refer the children to the pictures of photos. Ask *What do you think they show?* Prompt the children to describe each photo as best they can. Write key words on the board.
- Ask *Do you take photos when you go somewhere special?*

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?*