

2

Different lives

Lesson 1

Vocabulary

Pupil's Book pages 22–23

2 Different lives

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

Lesson 1 Vocabulary

1 1.14 Listen, point and say.

2 1.15 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

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

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

cat

rabbit

frog

squirrel

mouse

What's the cat doing?
It's running up the tree.

5 1.16 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?

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: (PK) - Unit 2, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 2 song, Flashcards; (PRC) - Review audio tracks 1.14–1.16

Materials: Class Audio CD1

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 1.14 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 1.15 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 five chosen prepositions, e.g. *Flashcard 2 – The squirrel is running into the road.* Elicit *The squirrel is running across the road.* Number the sentences so it's clear which flashcard is being referred to.
- 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 drawings in this activity, 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.*
- Ask the same question for other animals in the picture.
- Then have the children continue with their partners.

5 1.16 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.

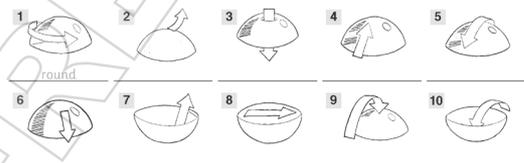
Workbook page 18

2 Different lives

Lesson 1 Vocabulary

1 Label the pictures.

up through down onto into across off out of over round



2 Look and correct the sentences.



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

3 Look at the picture in Activity 2 and complete these sentences.

- 1 The ball is rolling down the hill. 3 The girl _____ the boat.
 2 The birds _____ the lake. 4 The rabbit _____ its home.

18 Unit 2

1 Label the pictures.

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

2 Look and correct the sentences

Answers: 1 The cat is climbing up the tree. 2 The frog is jumping into the water. 3 The mice are running through the grass. 4 The boy is swimming across the lake. 5 The dog is jumping off the bench.

3 Look at the picture in Activity 2 and complete these sentences.

Answers: 1 is rolling down 2 are flying over 3 is getting out of 4 is going into

Lesson 2 Reading

1 Look at the title and pictures. Then answer the questions.

- Who is the prince and who is the pauper?
- Who is poor and lives in a house?
- Who is rich and lives in a castle?

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

- 3 1.17 Read the text. Circle the themes in the story.
friendship adventure animals different lives holidays

The Prince and the Pauper

(adapted from a story by Mark Twain)

Once upon a time, there was a prince called Edward. He lived in a castle, but he didn't have any friends. One day, Edward saw a poor boy called Tom. 'Come into the castle and play with me!' he said.

'What's it like to be a prince?' asked Tom. 'I've got an idea!' said Edward. The boys decided to swap clothes.

'You look like me now!' said Edward. 'And you look like me!' said Tom.

The boys were hungry, so Edward went to find some food. He forgot that he had Tom's clothes on! An angry servant pushed Edward out of the castle.

'Stop! I'm the prince!' said Edward, but the servant just laughed.

Tom waited and waited. *Where's Edward?* he thought. He walked round the castle. He went up and down the stairs. He walked through the halls and across the huge rooms, but he couldn't find his new friend.

Tom was very tired. He returned to Edward's bedroom, got into the huge bed and went to sleep. In the morning, a servant walked through the door. 'Good morning, Prince Edward,' said the servant. 'Here are your clothes.' The clothes were beautiful, but they weren't very comfortable! *Where is Edward?* thought Tom.

Outside the castle, Edward had a terrible night! In the morning, he went back to the castle. Tom was very happy to see him! 'Prince Edward!' said Tom.

'What? You are Prince Edward!' the servant said to Tom.

At that moment, the queen came into the castle. 'Edward? What are you doing in those old clothes?' she asked.

'Sorry, Mum,' apologised Edward.

'We were playing a game, Your Majesty!' said Tom. Everyone was very surprised. Then they all laughed. After that, Edward and Tom became very good friends.

apologise decide find (found) forget (forgot) look like swap

Learning to learn **Be a star!**

Asking classmates for help 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 ... ?*

Ask a friend some questions about the story.

Unit 2 Read a traditional story WB, page 19 Unit 2 Identify new words: verbs WB, page 19 25

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

Vocabulary: apologise, decide, find (found), forget (forgot), look like, swap

Additional vocabulary: castle, pauper, prince, servant, surprised, terrible

Resources: (PK) - Unit 2, Lesson 2; (TRC) - Downloadable flashcards; (PPK) - Flashcards; (PRC) - Review audio track 1.17

Materials: Class Audio CD1; a box, ten strips of paper, cut-outs of clothes from different centuries, including this century, *The Prince and the Pauper* story cut up into paragraphs (one copy of the complete cut-up story for each small group)

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. Then answer the questions.

- Place the clothes cut-outs on the board and ask the children to describe what they see. Ask which clothes are modern and which ones they would like to wear.
- Have the children look at the title and the pictures on pages 24–25. Ask if the story is set now or in the past. How do we know this?
- Discuss the questions as a class. Prompt them to explain their answers, e.g. ask *How do you know who the prince is?*
- Have the children write the answers to the questions in their books.

Answers: 1 The boy on the right is the prince and the boy on the left is the pauper. 2 The pauper. 3 The prince.

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

- Ask the children to tell you what prepositions they learned 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: into, out of, round, up, down, through, across

3 1.17 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. *Friendship – trust, love*. 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: friendship, adventure, 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.

Teaching star!

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.

Cooler: Let's act

- Divide the class into groups of five. Explain that they have to choose who will be the narrator, the prince, the pauper, the queen and the servant.
- 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 Edward and Tom decided to | a some food. |
| 2 Tom wanted to know | b swap clothes. |
| 3 Edward went to find | c Tom's clothes on. |
| 4 He forgot he had | d apologised Edward. |
| 5 An angry servant pushed | e the prince again. |
| 6 Where is Edward? | f Edward out of the castle. |
| 7 'Sorry, Mum.' | g what it is like to be a prince. |
| 8 So Edward was | h thought Tom. |

2 Complete the text.

found decided forget swap look-like apologised

The angry servant pushed Edward out of the castle. 'You don't look like a prince to me!' he said, and he closed the door.

'Oh no!' said Edward. 'Why did I swap clothes with Tom?' He forgot to walk to the village. I need somewhere to sleep, he thought. He found an empty house.

In the morning he went back to the castle. 'Edward! It's you!' said the queen. 'Why are you wearing those old clothes?' Edward was sorry. He apologised to his mother and he promised not to do it again. But he didn't forget his night outside the castle. He knew he was very lucky to be a prince.

Learning to learn

3 Match the questions and answers.

- | | |
|---|-------------------|
| 1 What did you put for question number 1? | a h - u - g - e |
| 2 How do you spell huge? | b Huge. |
| 3 How do you pronounce huge? | c Very, very big. |
| 4 What does huge mean? | d 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 b 2 g 3 a 4 c 5 f 6 h
7 d 8 e

2 Complete the text.

Answers: 1 look like 2 swap 3 decided
4 found 5 apologised 6 forget

3 Match the questions and answers.

Answers: 1 b 2 a 3 d 4 c

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

1 Match the sentences to the speaker.

- 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 b 2 a 3 d 4 c

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 Edward didn't have any friends. 2 Because Edward and Tom were hungry. 3 Because Edward had Tom's clothes on. 4 Tom looked for Edward in the castle. 5 Because Edward and Tom became very good friends.

3 Discuss with a friend. How do the people in the story feel at different times?

Be a star! ★

- Ask the children to think of words to describe how people feel. They can look at the story on pages 24–25 to help them. Write their suggestions on the board, e.g. *scared, sad, surprised, angry, happy*.
- Ask the children to help you make a list of the people in the story. Write their answers on the board: *Tom, Edward, the servant, the queen*.
- Read the rubric with the class. Ask two volunteers to read aloud the example dialogue.
- Give the children time to discuss the question in pairs. Go around the room and monitor them.

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.

Lesson 3 Reading comprehension

1 Match the sentences to the speaker.

- | | |
|--|---------------|
| 1 'Come into the castle and play with me!' | a Tom |
| 2 'What's it like to be a prince?' | b Edward |
| 3 'Here are your clothes.' | c the queen |
| 4 'What are you doing in those old clothes?' | d the servant |

2 Answer the questions with full sentences.

- Who didn't have any friends?
Edward didn't have any friends.
- Why did Edward go to find food?

- Why did the servant push Edward out of the castle?

- Who did Tom look for in the castle?

- Why does the story have a happy ending?

3 Discuss with a friend. How do the people in the story feel at different times? Be a star! ★

At the beginning, Edward was sad. He didn't have any friends.

The servant was angry when he saw Edward in Tom's clothes.

Sounds and spelling

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

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



5 Write the missing letters. Listen to check.

- 1 July 2 orane 3 vegetable 4 jacket 5 January 6 villae

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Unit 2 Reading comprehension: Interpret emotions Sounds and spelling: j or g (/dʒ/)
WB: page 20

Learning objectives: Reading comprehension: interpret emotions; Sounds and spelling: j or g (/dʒ/)

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

Resources: (PK) - Unit 2, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 1.18–1.19

Materials: Class Audio CD1; cut-outs of famous people from magazines, sheets of paper, glue

Warm-up: Friendship

- Ask the children if they remember what themes there were in *The Prince and the Pauper*.
- Write *Friendship is ...* on the board. Ask the children how they would complete the phrase. Write five answers on the board, e.g. *Friendship is trust*.
- Explain that the sixth line has to be a statement about how they feel about friendship, e.g. *Without friendship I wouldn't be happy*. Thank the children for helping you to write a poem about friendship.
- 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  **1.18 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  **1.19 Write the missing letters. Listen to 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.**

- Edward asked Tom into the castle because he wanted a friend.
- They swapped clothes because _____.
- The servant pushed Edward out of the castle because _____.
- Tom walked round the castle because _____.
- Edward had a terrible night because _____.
- Everyone was surprised at the end because _____.

2 **Who said it? Write E (Edward), T (Tom), S (the servant) or Q (the queen).**

- 'Come into the castle and play with me.' E
- 'Stop! I'm the prince!' _____
- 'Good morning, Prince Edward.' _____
- 'Prince Edward!' _____
- 'What are you doing in those old clothes?' _____
- 'We were playing a game, Your Majesty.' _____



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 en oy eating ve getables? _____
- Do you en oy drinking oran e juice? _____
- Do you live in a villa e? _____

20 Unit 2

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

Suggested answers: 1 he wanted a friend
2 they wanted to know what it was like to be the other boy
3 he didn't know he was Prince Edward
4 he wanted to find Edward
5 he was outside the castle
6 Tom was Edward and Edward was Tom

2 **Who said it? Write E (Edward), T (Tom), S (the servant) or Q (the queen).**

Answers: 1 E 2 E 3 S 4 T 5 Q 6 T

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

Answers: G(eo)r(g)e and J(ane) are j(olly) g(iraffes) j(umping) in a hu(g)e g(y)m in the villa(g)e. G(eo)r(g)e en(j)oys eating ve(g)etables and J(ane) en(j)oys drinking oran(g)e (j)uice.

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 Discuss with a friend. What did you learn to do last year? What do you want to do this week? **Be a star!**

Last year, I learnt to speak more English.

This week, I want to do all my homework before dinner.

Unit 2 Use verbs with to + infinitive WB: page 21 27

- Have the children look at the blue boxes. Ask which word is in the past and which is in the present (*wanted – past, needs – present*).
- 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.

Learning objectives: Use verbs with *to* + infinitive

Grammar: Verbs with *to* + infinitive

Resources: (PK) - Unit 2, Lesson 4, Graphic Grammar video; (TRC) - Downloadable flashcards, Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video, review audio track 1.16

Materials: Class Audio CD1; a box, 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 (CD1, track 1.16) 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.

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.

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 do 5 visit 6 sleep

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.

Teaching star!

3  **Discuss with a friend. What did you learn to do last year? What do you want to do this week? Be a star!** 

- Have volunteers read out the example dialogue.
- On the board, write *Last year, I learned to play tennis. This week, I want to see a new film.*
- Ask the children to tell you about something they learned last year and something they want to do this week or sometime soon. Write a few of their answers on the board.
- Have the children write a sentence about something they learned to do last year and something they want to do this week. Have the children ask and answer in pairs.

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 and answer one of the two questions from the previous activity. Repeat.

Workbook page 21

Lesson 4 Grammar

1 Write the words in the correct order to make sentences.

1 very / Tom / Edward / friends. / became / and / good
Tom and Edward became very good friends.

2 new / give / The queen / to / some / Tom. / clothes / decided

3 outside / want / Edward / didn't / to / the castle / again. / sleep

4 to / and / learned / Tom / write. / read

5 clothes / Tom / needed / wear / the castle. / beautiful / to / in

6 forget / in / Tom / didn't / to / the village. / his grandmother / visit

2 Circle the correct words to complete the story.

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

3  Write questions. Then answer the questions for you.

1 When / you / learn / read? *When did you learn to read?*

2 What / you / need / wear / in the gym? _____

3 Did / you / forget / do your homework last night? _____

4 Why / you / decide / learn English? _____

5 What job / you / want / do / in the future? _____

1 I learned _____

2 I need _____

3 I _____

4 I _____

5 I _____

Go to Grammar reference on page 119 Unit 2 **21**

Grammar reference:

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

1 Write the words in the correct order to make sentences.

Answers: 1 Tom and Edward became very good friends. 2 The queen decided to give Tom some new clothes. 3 Edward didn't want to sleep outside the castle again. 4 Tom learned to read and write. 5 Tom needed to wear beautiful clothes in the castle. 6 Tom didn't forget to visit his grandmother in the village.

2 Circle the correct words to complete the story.

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

3  Write questions. Then answer the questions for you.

Answers: 1 When did you learn to read? 2 What do you need to wear in the gym? 3 Did you forget to do your homework last night? 4 Why did you decide to learn English? 5 What job do you want to do in the future?

Lesson 5 Language in use

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

1 1.20 Listen and say.



① Look at my little brother! He's only three and he can tie his shoes already!

② Wow! That's pretty good!

③ **Could you tie your shoes** when you started kindergarten?

④ **No, I couldn't.**

⑤ Could you count to a hundred when you started primary school?

⑥ I can't remember!

⑦ Could you whistle a tune **when you were eight**?

⑧ **Yes, I could.** What about you?

⑨ I learnt to whistle a tune this year, but I could do up my coat when I was only six!

⑩ It's interesting how we learn things at different times.

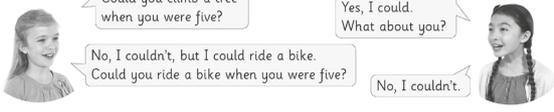
2 Complete three questions to ask a friend. Then write their answers.

1 Could you say the alphabet when you started kindergarten ?

2 do up your coat ?

3 tie your shoes ?

3 Make a new dialogue. Talk about yourself. **Be a star!**



Could you climb a tree when you were five?

No, I couldn't, but I could ride a bike. Could you ride a bike when you were five?

Yes, I could. What about you?

No, I couldn't.

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

- 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.
- 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 Complete three questions to ask a 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.

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: (PK) - Unit 2, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 1.20 and Language in use video

Materials: Class Audio CD1; 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 1.20 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*.

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.

3 **Make a new dialogue. Talk about yourself. 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.

Cooler: Drawing

- Ask the children if they enjoyed the lesson and what they learned from it. Explain that you will give them each a piece of paper on which they have to draw what they learned 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 Complete the sentences with *could* or *couldn't*.

- Jane couldn't read when she started school. X
- Vicky _____ whistle a tune when she was eight. ✓
- Peter _____ ride a bike when he was two. X
- Vicky _____ do up her coat when she was five. ✓
- Freddy _____ tie his shoes when he started kindergarten. X

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

1 Could you tie your shoes when you were five? No, I couldn't.

2 _____

3 _____

4 _____

2 do up your coat / three

2 _____

3 _____

4 _____

3 whistle a tune / seven

3 _____

4 _____

4 count to a hundred / five

4 _____

5 _____

22 Unit 2 Go to Grammar reference on page 119

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.

Grammar reference (page 119)

1 Write the questions. Then answer them about you.

Answers: 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? **5** Why did you decide to learn English? **6** What do you want to do after school today? Children's own answers.

Grammar reference:

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

1 Complete the sentences with *could* or *couldn't*.

Answers: 1 couldn't **2** could **3** couldn't **4** could **5** couldn't

- 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.

Lesson 6 Listening and speaking

Values
What makes a good school?

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

The children are sitting.

2 1.21 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

Values

- Keep the children in the same groups and refer them to the Values box.
- Have them 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.
- Finally, ask if there is anything that they would like to improve in their school.

2 1.21 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!

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

Resources: (PK) - Unit 2, Lesson 6; (PRC) - Review audio track 1.21

Materials: Class Audio CD1; 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.

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 In PE we | b friendly and helpful. |
| 3 We have to | c make friends. |
| 4 I enjoy | d play team games. |
| 5 At break time we | e have fun. |
| 6 In the afternoon we | f wear a uniform. |
| 7 Our teachers are | g working with my classmates. |
| 8 We don't have to | h 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 Children work in groups.
- 7 There are after-school clubs.
- 8 The uniform is a nice colour.

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.

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

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 school? Write a paragraph using the phrases below and your own ideas.

Answers: Children's own answers.

- Divide the class into pairs and have them complete the activity.
- Have volunteer pairs give their answers. Write them on the board for the other pairs to check against.

Lesson 7 Writing

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

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

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

At the beginning, Edward asked Tom to come into the castle.

Then,

At the end,

The main themes of the story are

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

Answers: Characters: Edward, Tom, the servant, the queen **Key events:** (suggested answers) Edward asked Tom to come into the castle. The boys swapped clothes. A servant pushed Edward out of the castle. Tom looked round the castle for Edward. Edward had a terrible night. The queen was surprised to see Edward in Tom's clothes. **Themes:** different lives, friendship, adventure

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.

Suggested answer: At the beginning, Edward asked Tom to come into the castle. Then, the boys swapped clothes. When Edward went to get some food, a servant saw him and pushed Edward out of the castle! Everyone thought Tom was Edward! Edward had a terrible night! In the morning, Edward went back to the castle. The queen was surprised to see Edward in Tom's clothes! At the end, everyone laughed, and Edward and Tom became very good friends. The main themes of the story are different lives, friendship and adventure.

Learning objectives: Write a story summary

Resources: (PK) - Unit 2, Lesson 7

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 learned about the book from it. Have them note down the characters, places, themes and events.

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.

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.

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. d The princess invites the frog to the castle.
 b The king tells the princess that she must take care of the frog. e The frog turns into a prince.
 c The frog helps the princess to find her ball. 1 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
_____	_____	_____
_____	_____	_____
_____	_____	_____

24 Unit 2

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.

Ask yourself:

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

Unit 2 25

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: princess, frog, king, 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.

- 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.

- Explain that they will hear Grandpa talking about his grandchildren. As they listen, they should draw lines to the items. Play the audio.

Appreciate how people
make different choices

Lesson 8 Think about it!

1 1.22 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.

C The children finish their homework and are free for the evening.

- 1 Peter wants to _____.
- 2 Vicky wants to _____.
- 3 Freddy wants to _____.
- 4 Jane wants to _____.

3 Discuss with a friend. What do you like to do? Are you most like Peter, Vicky, Freddy or Jane? **Be a star!** ★

Unit 2 Make deductions and speculate about someone's personality
WB, pages 29-27 31

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 with a friend. What do you like to do? Are you most like Peter, Vicky, Freddy or Jane? Be a star! ★

- 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 complete the activity.

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

Additional language: appreciate, choices

Resources: (PK) - Unit 2, Lesson 8; (PRC) - Review audio track 1.22 (TRC) - (TG) - Unit test

Materials: Class Audio CD1; 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 1.22 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.*

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

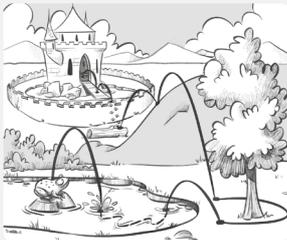
- See the Games Bank (pages 14–17) for how to play the game.

Workbook pages 26–27

Check-up challenge

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

a	i	n	t	o	o	u	p
c	a	s	i	p	v	t	o
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 ¹ _____ off the rock and ² _____ the lake and swam ³ _____ it. He jumped ⁴ _____ the lake on the other side and went ⁵ _____ the tree. He jumped ⁶ _____ the hill and jumped ⁷ _____ the log. He climbed ⁸ _____ the wall and jumped ⁹ _____ the bridge. Then he went ¹⁰ _____ the castle gates.

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

cook swim do up write an essay ride a bike

1 

'My first time cooking' aged 10

2 

'I tried!' aged 3

3 

'Champion!' aged 8

4 

'Oops!' aged 10

5 

'First ride!' aged 6

1 I couldn't cook when I was 10.
 2 _____
 3 _____
 4 _____
 5 _____

4 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 lovely 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.

Pippa decided to call her friend, 'Hi, Mary. What are you doing?' 'I'm going swimming this morning 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.'

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 a big black cloud came and it started to rain. Pippa ran into the castle and there was Dina. Now she felt happy!

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

1 She wanted to sit _____ and read but she couldn't find her book.

2 Mary was going _____ with her cousins.

3 Pippa and Dina decided _____ the castle.

4 When she arrived at the castle, she _____ Dina.

5 She ran into the castle because it _____.

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 from 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 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 in the Cambridge English: 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