

Sue Parminter

With Caroline Nixon and Michael Tomlinson



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Introduction

This Teacher's Resource Bank is designed to help you and your learners make the most of *Power Up* Level 3. There are eight photocopiable worksheets for each unit, as well as teaching notes.

What do the photocopiable worksheets provide?

The worksheets have been carefully designed to reinforce and provide extra practice of the language and skills taught through the Pupil's Book and Activity Book, with the exception of the inclusion of some relevant topic vocabulary in the Culture worksheets.

Each worksheet has accompanying teaching notes with suggestions for exploitation in the classroom, along with answer keys and audio scripts. The teaching notes also include optional follow-up tasks, or in some cases pre-activity tasks, which are suitable for providing either extra support or extra challenge.

Vocabulary practice worksheets

There are two Vocabulary worksheets per unit. These worksheets reinforce each of the two new lexical sets taught in the unit. The level of the activities progresses throughout the course. So, at the start of the course the activities in these worksheets focus on the recognition of the new words, whereas at the end of the course learners write the new words with minimal support. To help with mixed-ability classes, the first few Vocabulary worksheets have an optional word pool, which you can cut off if you prefer stronger learners to recall the words and their spellings for themselves. Activities in the Vocabulary worksheets are varied and fun and using them also helps learners to develop other skills, such as fine motor skills, categorising, sequencing and drawing.

Grammar practice worksheets

There are two worksheets per unit which focus on the two main grammar points presented in each unit. In these worksheets, activities use known vocabulary with the new grammar point and provide practice in the context of the unit topic. Activities include writing answers, reordering sentences and describing differences. You can use the worksheets with learners who finish classwork quickly. Alternatively, you can use them with learners who need further reinforcement of a particular grammar point.

Skills worksheets

There are also two Skills worksheets per unit. These are a listening and speaking worksheet and a reading and writing worksheet. In this way, there is a balance between productive and receptive skills in each unit. The worksheets focus on language from that particular unit, but they also recycle language from earlier units. The pairs of worksheets in each unit are linked by their topic, which helps increase learner confidence and motivation, and the activities exploit situations which are relevant to the age group, such as being a new pupil, writing about family members and talking about differences.

The Listening and Speaking worksheets are to be used with the whole class. There are a variety of listening activities, all of which are practised in the Pupil's Book and Activity Book. Speaking activities usually have some kind of information-gap element and require learners to work in pairs or groups to share information and complete a task or fill out a table. The teaching notes support you in setting up these tasks.

The Reading and Writing worksheets can be used individually or as a whole class. Reading tasks are varied and several task types are similar to those in the Cambridge Movers or Flyers Test. The Writing worksheets always provide a model text and learners are asked to complete a short text of their own, which is usually personalised. This writing output is always supported and the level of scaffolding reduces as the course progresses.

Mission worksheets

There are nine worksheets for the Mission sections, so one per unit. Each Mission, or project, has been broken down into four different stages, occurring at different points in the unit. The Mission worksheets support one or more of these stages, depending on what is needed. They provide some kind of output task which contributes to the whole project. Generally these activities have a communicative focus and work will be carried out in either pairs or groups, and will require some teacher input. See the Teacher's Book Introduction for further information on the Missions.

Culture worksheets

The Culture worksheets extend the cross-curricular lesson topic of each unit and provide an opportunity to look at traditions and practices from other countries in some detail. The new content is still linked to the unit topic and is presented via authentic text types, such as pamphlets, podcasts and blogs. The worksheets focus on reading or listening skills, followed by some written output. The writing practice is personalised so that learners can make comparisons between the new culture and their own.

How can the worksheets be used?

You can use the Vocabulary and Grammar worksheets with individuals who complete their work in class quickly. Alternatively, you can set these worksheets for homework, or use them with learners who would benefit from some extra practice. However, the Listening and Speaking and Culture worksheets need to be used in small groups and pairs and can be used when additional practice is necessary. Or, they can provide you with an alternative when there is a change or gap in your usual routine.

Learner portfolios

The worksheets also lend themselves to being compiled and stored so that learners have a record of their work for the year and they can see the progress they have made and reflect on the work they have done. Compiling a portfolio can develop learner autonomy and is a good way to increase parent involvement, since it can be shared with family and friends. Portfolios are also useful for you as a teacher because they are something tangible to show parents at the end of a term or year.

Learners can either stick the worksheets into a scrapbook or notebook, or keep them in a file or ring binder. A useful alternative is an electronic copy of the worksheets, where learners scan their worksheets and store them on a hard drive or cloud. Not only do learners have something that they are more likely to keep, but also they can develop IT skills at the same time.



Practice time

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core vocabulary for telling the time: *midnight, midday, x o'clock, half past x*.
- Pupils draw hands on the clock faces to show different times of their choice. They should only show the times that they have learnt and practised in their Pupil's Books.
- As a class, all the pupils chant the question together: *What's the time?* Call out a time at random. Pupils cross out the clock face if they have the same time.
- Continue playing until a pupil has crossed out all the clock faces in the grid and shouts *BINGO!*

Optional follow-up activity (reinforcement):

Give each pupil a small piece of paper and ask them to write a time on it using digital format. Collect in all the papers and hand them out at random and say *It's midnight*. Pupils mingle asking and answering *What's the time? It's ...* They have to stand in chronological order from midnight onwards. Check the order by asking them all to say their times in order.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target grammar: *Wh-* questions with the present simple for routines.
- 1 Pupils first work individually to read the questions and write notes about what they usually do on Sundays.
 - 2 Ask pupils to work in pairs. They ask and answer questions and write notes about their partners.

Optional follow-up activity (extension):

Ask pupils to work with new partners. Using their notes, they speak about their previous partner, e.g. *Alex wakes up early on Sundays but he doesn't get up.*

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core action verbs: *catch, climb, dance, dress up, hop, jump, laugh, shout and skip*.
- 1 Pupils work on their own to read the verbs and definitions and draw lines to match the puzzle pieces.

Key: 1 hop 2 laugh 3 catch 4 dance
5 shout 6 jump 7 climb 8 dress up 9 skip

- 2 Pupils work in pairs. One of them chooses an action verb and gives instructions to their partner to mime doing the action.
- The other pupil mimes the action and says what he/she is doing, e.g. *I'm dancing*.

Optional follow-up activity (extension):

Work with the whole class. Give each pupil two or three pieces of paper and tell them to write short instructions using the action verbs, one on each piece. Encourage them to be as creative as possible, e.g. *Hop on your left leg for two minutes. Throw and catch a ball ten times*. Collect the pieces of paper. Pupils can play a team game with them.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target language for talking about past ability: *was/were* and *could/couldn't + climb, cook, play, ride, sing, skate, swim*.
- Pupils work in pairs or in small groups to make sentences using the words on the spinners.
- Each pair or group cuts out and makes the spinners using pencils in the centres.
- Pupils spin both spinners. They have to write sentences about themselves using the age and skills verb. They should try to make their sentences as long as possible.
- They should count contractions as two words, e.g. *couldn't, wasn't, didn't*.
- The longest sentence scores a point and then they spin the spinners again.

Optional follow-up activity (reinforcement):

Pupils work in pairs with the spinners to ask and answer questions about past ability, e.g. *Could you ride a bike when you were three? Yes, I could / No, I couldn't*. Focus on and drill the question form and short answers before pupils do the activity.

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice in understanding, asking and answering information questions.
- 1 Pupils listen to a dialogue in which a boy talks about a visit to a circus the previous week.

Key: (last) Friday; 7.30; friend/Sam and his dad; acrobats; tigers, elephant, horses; Circus Miller

Track 2

Adult: What are you doing, James?

James: I'm doing my homework. I have to write about something I did last week.

Adult: So what are you writing about?

James: Well, last Friday I went to the circus.

Adult: That sounds fun! What time was the show?

James: It started at half past seven. It was a really long show – it finished at half past nine.

Adult: Did you go with your parents?

James: No, I didn't. My mum doesn't like circuses. I went with my friend, Sam, and his dad.

Adult: What did you like best?

James: Um, I'm not sure. The clowns were very funny. I liked them. But the acrobats were really great. I think they were my favourites.

Adult: Were there any animals in the show?

James: Oh, yes. There were some tigers, an elephant and two horses.

Adult: What was the name of the circus, by the way?

James: It was Circus Miller.

Adult: Miller? How do you spell that?

James: M I double L E R.

Adult: Oh, yes. I remember now. I saw the posters. Anyway, I won't ask any more questions and you can finish your homework!

James: OK. Thanks.

2 Pupils think of something they did last week and write notes in the table.

3 Pupils work in pairs to ask and answer questions.

Optional follow-up activity (extension):

Pupils play *Alibi*. Tell the class a story about a crime at a circus, e.g. someone stole the elephant last night. Choose the two strongest pupils and tell them that they are the suspects. They go out of the room and work together to decide exactly what they were doing last night (their alibi). The other pupils work in two groups to prepare questions for the suspects to test their alibi. They interview the suspects, compare notes and decide if the suspects are guilty.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice linked to the topic of the circus.

1 Pupils read the story and number the pictures in order.

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

2 Pupils read the questions. Then they read the story again and write the missing words in the answers.

Key: 1 circus 2 parents 3 animals 4 elephant
5 climbed 6 Because 7 acrobats 8 clown
9 pink 10 half past seven

Optional follow-up activity (reinforcement):

Copy the table below onto the board. Pupils use it to write five questions (some of them are questions from the previous activity). They then write the answers.

Where	Who	What	Which	What time
did	did	animal	were	did
she	the	Daisy	practising	did
go	want	she	circus	in
show	the	to	last	meet
Saturday?	start?	first?	see?	tent?

missiOn Stages 1 and 2: Prepare your weekly schedule

Using the worksheet

- Pupils are going to prepare the weekly timetable for a circus artist. First ask them to choose a circus artist from the options at the top of the worksheet. Ask them to think about what their day would be like for that circus artist. Ask them to get into pairs and interview each other to complete their partner's schedule, e.g. *What time do you have breakfast? I have breakfast at eight o'clock every day.*
- Ask pupils to use the weekly schedule they started completing at Stage 1. They have to continue completing their schedule now with their practice time for their activities as a circus artist.

Culture

Using the worksheet

- Ask pupils to talk about their favourite toys now and when they were younger. Pupils open their books and read the two questions. They then share their answers in pairs.
- Ask the question. Pupils choose an answer and then read the article quickly to check the answer. Use the picture to pre-teach or check these words: *apron, doll, half/halves, matryoshka, scarf, traditional, typical and wooden.*

Key: 2 b

3 Read the sentences with the pupils and then ask them to read the article and find the answers.

Key: 1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✓

4 Pupils think about a toy or game that they like. They draw and label the toy or game. Pupils research the history of the toy or game using the internet and write notes.

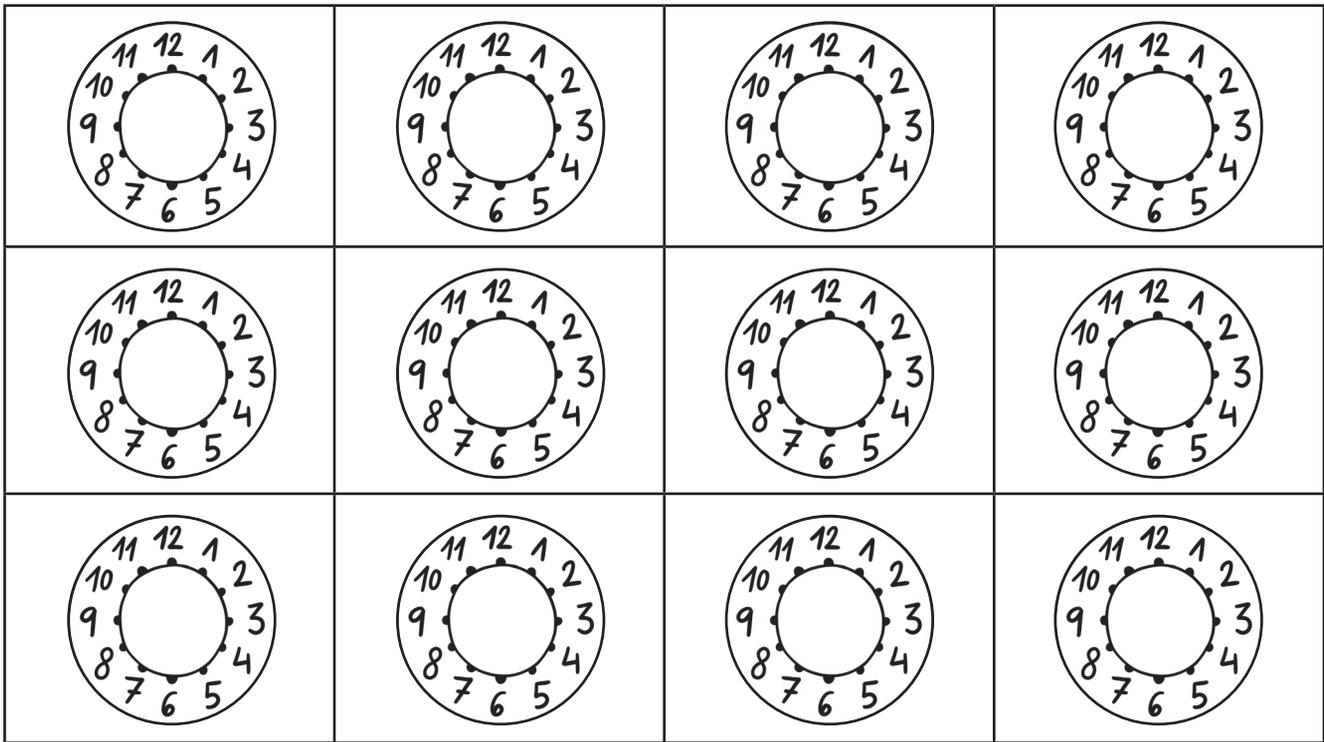
Extra activity

Cross-curricular link: Art and Crafts

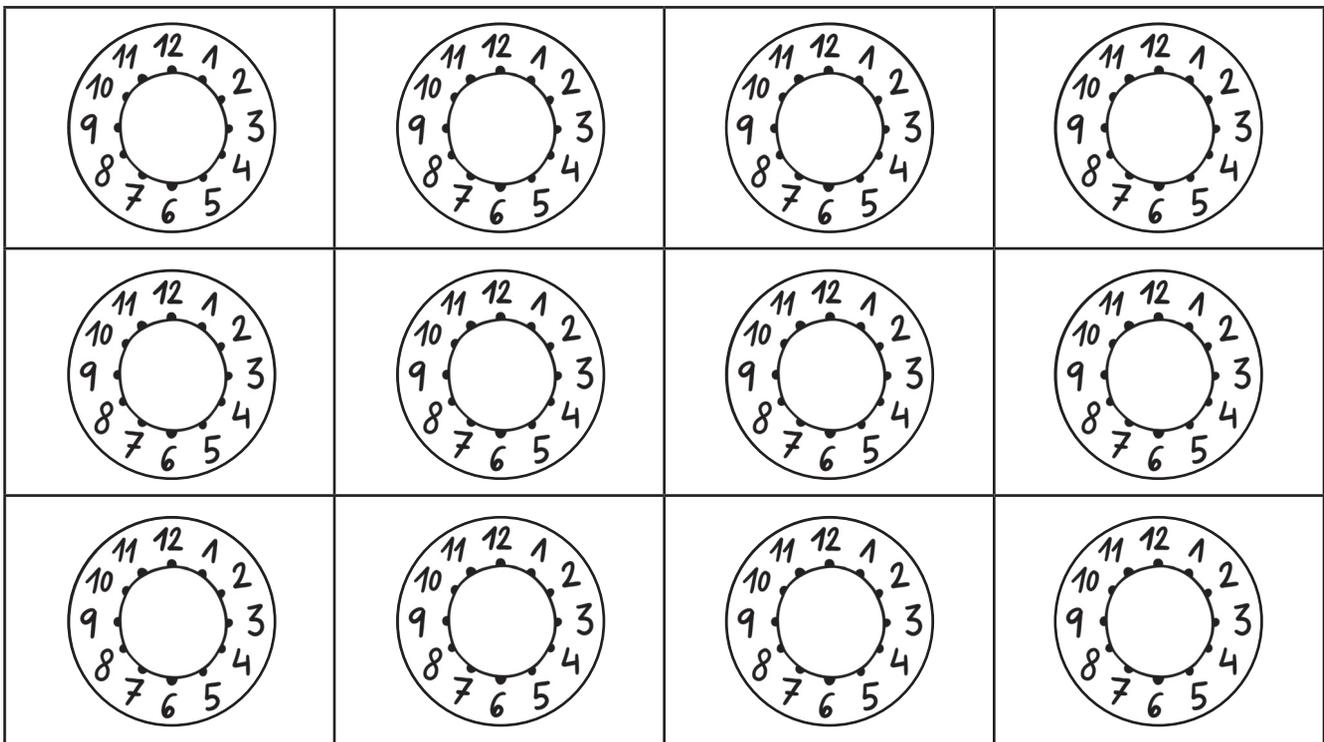
Pupils design and colour in their own set of matryoshka dolls. You can find many templates on the internet for them to use.

★ Vocabulary 1

Draw times on the clock faces. Then play *Bingo*.



Draw times on the clock faces. Then play *Bingo*.





Grammar 1

1 Think about a typical Sunday and write answers for you.

My Sunday	You	_____
What time do you wake up?		
When do you get up?		
What do you have for breakfast?		
Who makes it?		
Where do you go after breakfast?		
Do you do any sport?		
What? Where? Who with?		
What's your favourite Sunday lunch?		
How much homework do you do?		
How many hours of television do you watch?		
Which programmes do you watch?		
Why do you watch these programmes?		
What do you do in the evening?		
What time do you go to bed?		

2 Ask and answer questions. Complete the survey for a partner.

★ Vocabulary 2

1 Read and match.

<p>1 you do this on one foot</p> <p>3 you do this with a ball and your hands</p> <p>5 when you say something loudly</p> <p>7 you do this to go up a tree</p> <p>9 when you play a game jumping over a rope</p>	<p>2 you do this when something is funny</p> <p>4 when you move your body and listen to music</p> <p>6 when you push your body off the floor with your feet</p> <p>8 when you put on a costume to go to a party</p>	<p>catch</p> <p>dance</p> <p>hop</p> <p>laugh</p> <p>skip</p>	<p>climb</p> <p>dress up</p> <p>jump</p> <p>shout</p>
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2 Play with a partner. Give instructions. Then mime and make sentences with the action verbs.

You're listening to music. You're moving your feet, your body and your arms.



I'm dancing.

1 Grammar 2

Cut out and make spinners. Then make sentences in pairs or groups.

Instructions

Spin the spinners and think about the age and activity.

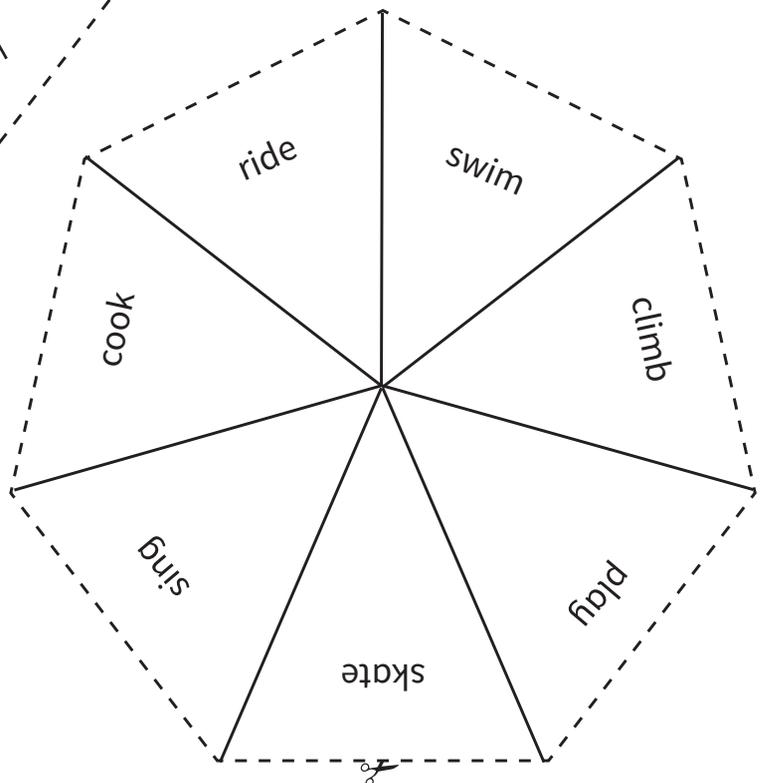
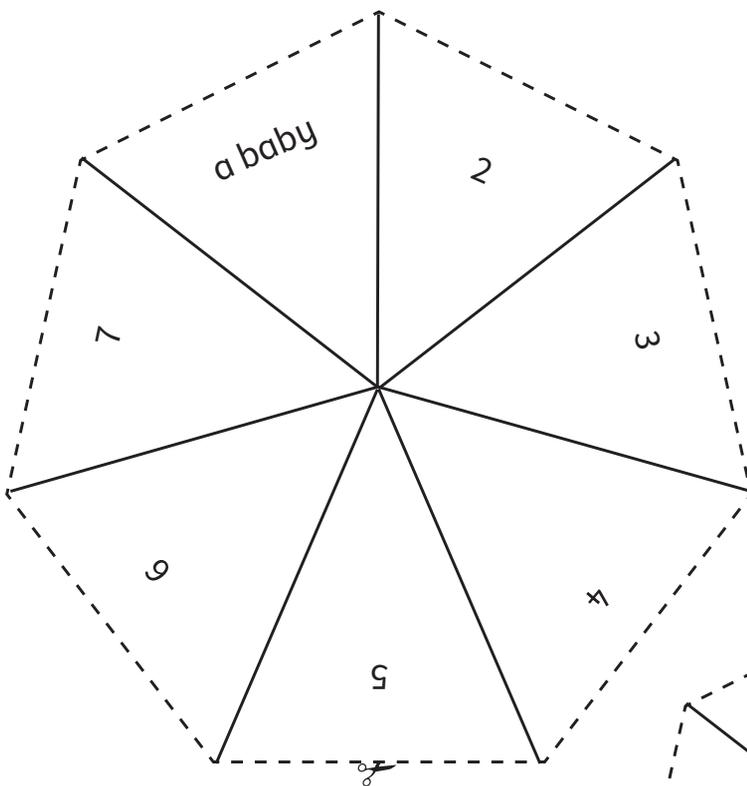
Write a long sentence about you.

Example

When I was three, I could ride a bike with three wheels, _____
but I couldn't ride a bike or a horse. (22 words)

Swap sentences and count the words.

The longest sentence wins a point.



★ Skills 1: Listening and speaking

1 Listen and write.

Circus visit

Which day?

What time?

Who with?

Favourite thing in the show?

Which animals?

Name of circus:

2 Think about something you did last week and make notes.

what	day	time	who with	like / didn't like	extra information

3 Work in pairs. Ask and answer questions about what you did. Ask more questions to find the extra information.

Who did you go with?

What time did it start?

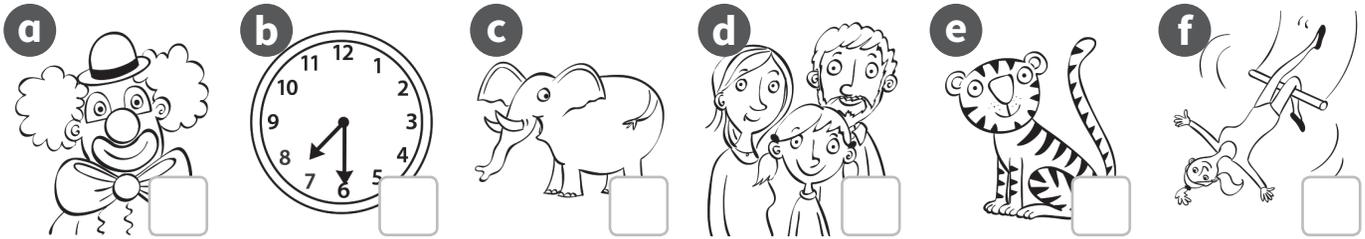
What did you do last week?

Which day did you do it?

Did you like it?

1 Skills 2: Reading and writing

1 Read the story and number the pictures in order.



An evening at the circus

Daisy was excited about her trip to the circus with her mum and dad last Saturday. They arrived at the circus before the show started.

'Can I go and look at the animals?' Daisy asked them.

'Of course, you can,' they said.

Daisy walked to the back of the circus tent and stopped. She didn't know where to go.

A big grey elephant walked past. It looked at Daisy and it sat down. Daisy climbed onto its back. The elephant stood up. It was very tall and Daisy was frightened.

The elephant walked into the circus tent. There were some acrobats in the tent. They were practising for the evening show. They were flying high in the air. Daisy shouted, 'Hello!', and smiled. Their costumes were beautiful.

Then the elephant walked to the back of the tent. It was dark there and Daisy could see two small lights. They were a tiger's eyes! Daisy was very frightened now, but the elephant didn't stop walking. It walked out of the tent and to a bus. The bus had a garden and a yellow door. It was a little house. Daisy climbed off the elephant and the door opened. There was a clown with a red nose and long pink shoes.

'Excuse me,' said the clown. 'What time is it? I can't find my watch.' Daisy looked at her watch. 'It's half past seven,' she said.

'Half past seven! Oh dear!' said the clown. 'It's time for the show.' He took Daisy's hand and ran to the circus tent. Daisy's parents were very surprised when they saw her run in with a clown!

2 Read the questions and complete the answers.

- 1 Where did Daisy go last Saturday? To the _____.
- 2 Who did she go out with? Her _____.
- 3 What did Daisy want to see before the show? The _____.
- 4 Which animal did she meet first? An _____.
- 5 What did Daisy do? She _____ onto it.
- 6 Why was Daisy frightened? _____ it was tall.
- 7 Who were practising in the tent? Some _____.
- 8 Whose house did Daisy see? A _____'s.
- 9 Which colour were the clown's shoes? _____
- 10 What time did the circus show start? At _____.

1 mission Stages 1 and 2

1 Get into pairs and choose a circus artist to be. Then ask and answer to complete your partner's weekly schedule with his/her daily routines.

wake up have breakfast
 have lunch have a snack
 have dinner go to bed



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7.00						
8.00						
9.00						
10.00						
11.00						
12.00						
13.00						
14.00						
15.00						
16.00						
17.00						
18.00						
19.00						
20.00						
21.00						
22.00						

2 Get into pairs with your weekly schedules. Ask your partner about when they practise and add this information to their weekly schedule.

1 Culture

Matryoshka dolls



1 Read and tell the class.

- a Have you got any old toys in your house? What are they?
- b Have you got any toys from different countries? What are they?

2 What is a Russian matryoshka? Look quickly at the article and tick ✓ the correct answer.

- a A girl who invented a doll.
- b A toy.
- c A story about a girl from a village.

Matryoshka dolls

What present do most visitors to Russia buy? It's a special wooden doll – a *matryoshka*. A matryoshka is a doll with a surprise. She has two halves that you can open. When you open the biggest doll there's a smaller one inside, and then many smaller ones. A typical matryoshka has three to eight dolls, but the biggest one in the world has 72!

Here are some other surprises about matryoshkas:

- This traditional Russian doll is not even 130 years old. Moscow is nearly 1,000 years old!
- The first dolls were very expensive and belonged to rich women, not to children.
- The first matryoshka came from a toy factory near Moscow in the 1890s. She was a girl from a Russian village and she wore traditional clothes. She had a scarf on her head and a bright apron with flowers on.

Matryoshka was a typical Russian girl's name for hundreds of years. Usually the dolls in a matryoshka are similar but they aren't the same. Not all matryoshkas are girls. Some of them tell a story. There are also matryoshka Russian leaders, pets and Father Christmas with his wife and elves. There are even matryoshkas of famous football and baseball players.

3 Read the article again and answer with a tick ✓ or a cross X.

- 1 Many people buy matryoshkas when they travel to Russia.
- 2 All matryoshkas have eight dolls.
- 3 Russian children first played with the dolls hundreds of years ago.
- 4 The dolls in a matryoshka are not exactly the same.
- 5 You can buy a matryoshka with dolls that are animals.

4 Draw a toy or game. Find out about its history. Make notes.

- Where did it come from? • What was the first one like?
- When did people first play with it?



What's for breakfast?

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core food vocabulary: *cereal, coffee, milkshake, pancakes, sauce, strawberry, tea* and *yoghurt*.

- Pupils work on their own to unjumble the letters to make food words and use them to label the items in the picture.

Key: 1 milkshake c 2 tea g 3 pancakes e
4 cereal a 5 sauce i 6 strawberry f
7 coffee b 8 yoghurt h 9 noodles d

- Pupils use the words from the previous activity and any other food words they know to make a mind map with the things that they eat for different meals, and the things that they never eat.

Optional follow-up activity (extension):

Pupils use a dictionary to add words to their mind maps. They work in pairs to check that their partners know the new words.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target grammar of defining relative clauses with: a thing *which ...*, a person *who ...*, a place *where ...*

- Pupils work individually to use words from the word box to complete the sentences.

Key: 1 glass 2 doctor 3 supermarket
4 teacher 5 bedroom 6 strawberry

- Pupils complete the sentences on their own.

Key: 1 A farmer is a person who works with animals.
2 A forest is a place where there are a lot of trees.
3 A chair is a thing which people sit on.
4 A clown is a person who makes people laugh.
5 A playground is the place where we play/go when we don't have classes.
6 A coat is a thing which we wear when we're cold.

Optional follow-up activity (reinforcement):

Work with teams of four or five pupils. Each team looks through their word lists and chooses three words to define using relative clauses. Play a game with teams saying their sentences for the other teams to call out the words as quickly as possible.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core verbs and irregular past simple forms.

- Pupils work individually or in pairs to cut out and match the word cards to make verb and past form pairs. They check their answers in pairs.

Key: build/built drive/drove get/got give/gave
grow/grew have/had see/saw take/took
teach/taught tell/told write/wrote

- Read the rules with the class and check that pupils understand them. They work in pairs to play a typical English children's card game, *Snap!*

Optional follow-up activity (reinforcement):

Pupils work in pairs with a single set of verb cards. They place them face down on the desk in front of them and play a memory game, turning over two cards at a time to make verb and past form pairs. If the two cards don't match, the pupil turns them face down again. If the two cards match, the pupil keeps them. The game finishes when there are no more cards face down on the desk. Pupils count their cards to find the winners.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target language for talking about the past and using *when* to make complex sentences.
- Pupils work individually to combine the sentence parts to make true sentences about yesterday. Read the examples with the whole class to check that they understand that they should make negative as well as positive sentences.

Skills 1: Listening and reading

Using the worksheet

- This worksheet provides listening and reading skills practice in descriptions of food and meals.

- Pupils listen and write the numbers 1 to 3 next to the appropriate pictures. Make sure they understand that there is one extra picture.

Key: 1 c 2 a 3 d

Track 3

1

Man 1: What did you have for lunch at Jack's house?
Boy 1: Hmm, let me think. Ah, I remember. It was really good. We had pasta with tomato sauce with little meatballs. His dad made the sauce. Then we had strawberries and ice cream for dessert. Yummy!

2

Girl 1: Hi, Mum! What's for dinner? I'm really hungry.
Woman 1: Hungry? But it's only half past five! What did you eat today after the match?
Girl 1: Not much. That's why I'm hungry! I had a cheese sandwich and some salad – and an apple. I wanted a banana, but there weren't any.

3

Woman 2: Hi, Sam! Did you have a good lunch?
Boy 2: Yeah, it was OK. We had noodles with chicken and vegetables. I didn't like the vegetables much, but the chicken was good.
Woman 2: Did you have anything for dessert?
Boy 2: No, we didn't. But we had a huge tea – it was great! James and I made pancakes with chocolate sauce.

- 2 Pupils read the menu and answer the questions. They should write note form answers as this is a reading skills activity, not writing.

Key: 1 Delia's Diner 2 red 3 Pupils' own answers
4 tea and coffee 5 three

Skills 2: Writing and speaking

Using the worksheet

- This worksheet provides writing and speaking skills practice linked to the unit topic of food and restaurants.
- Pupils make a menu for a restaurant that sells typical food from their country. They can work individually or in pairs and should use a dictionary to look up any new words. Encourage them to be creative in finding names for the dishes in English and to give their restaurant a fun name.
 - Pupils work in pairs to act out a scene in a restaurant. One pupil is the customer and the other is the waiter and then they change roles.

mission Stages 1 and 3: Create your restaurant sign and menu

Using the worksheet

- Pupils are going to create their own restaurant sign for their restaurant.
Ask pupils to work individually. First ask them to think about their type of restaurant, and complete the information and design it as best fits the food they serve there. They can decide whether they want to serve just breakfast or all meals. They also have to decide what is best or special about their restaurant to create the 'advert line'. They walk around and ask each

other questions, e.g. *What time does your restaurant open for breakfast?*

- Pupils are going to create the menu for their restaurant. Ask pupils to work individually. Ask them to think about their type of restaurant and create a healthy menu.

Culture

Using the worksheet

- Pupils look at the photos and talk about what they can see. Use this activity to check/pre-teach the following words: *celebrate/celebration, decorate/decoration, dragon, fireworks, lantern, New Year's Eve and parade*. Use question **b** to pre-teach the words: *calendar, new moon and full moon*.
- Pupils read the possible titles and then listen once to the podcast. They choose the best title.

Key: b

Track 4

Hello! My name's Mei Zhen. This is today's Class 3 *World Holidays* podcast. Every day a pupil makes a podcast about their favourite holiday.

My family comes from China but we live in London. I love the Christmas celebrations here but my favourite holiday is Chinese New Year. It's the most important of the Chinese holidays. There are fireworks, parades, parties, presents and lots of food! The streets are full of noise and happy people for 15 days!

Yes! The Chinese New Year is a 15-day holiday. It starts on the first day of a new moon and ends on the night of the full moon with the Lantern Festival. Here in Europe New Year is always the same day, but Chinese New Year changes every year.

How do we celebrate the New Year? Let me tell you a few things: Seven days before the holiday starts we clean our houses and many people paint them red. We believe the colour red brings good luck.

One of my favourite New Year traditions is 'the red pocket'. All children love it. It's a small red envelope with money inside. Adults give them to children as presents.

We have two big family meals during the New Year. One is on New Year's Eve and the other one is on the second day of the New Year. There are many typical New Year dishes but my favourites are fish, dumplings, spring rolls, sweet rice balls, noodles and special rice cakes. They're all delicious!

If you'd like to know more about Chinese New Year, come and find me during break in Class 3B!

- Read the questions with the pupils and check that they understand them. Play the podcast again. Pupils note down short answers.

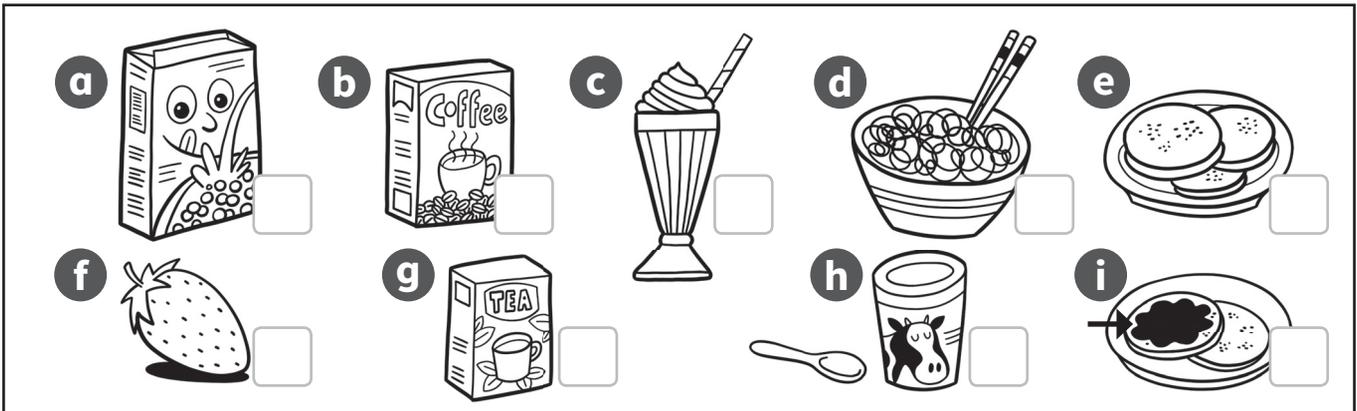
Key: 1 London 2 15 3 no 4 red 5 money
6 two of the following: fish / dumplings / spring rolls / rice balls / noodles / rice cakes

- Pupils think about some special holiday food from their country and complete the recipe card.

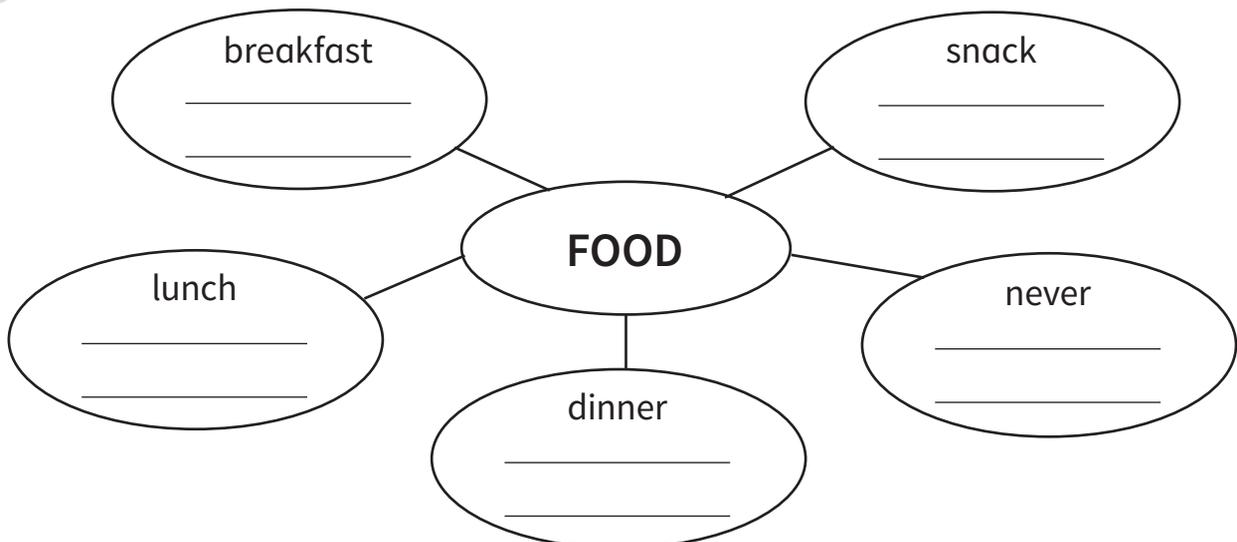
★ Vocabulary 1

1 Unjumble the letters to spell food words. Then match them with the pictures.

- | | | | | | | | | | | | |
|---|---|---|---|-------|---|-------|-------|-------|-------|-------|-------|
| 1 | S | L | I | M | K | A | K | E | H | _____ | |
| 2 | E | A | T | _____ | | | | | | | |
| 3 | S | C | K | A | N | A | P | E | _____ | | |
| 4 | R | A | C | E | E | L | _____ | | | | |
| 5 | E | S | C | A | U | _____ | | | | | |
| 6 | B | R | E | R | T | S | W | A | R | Y | _____ |
| 7 | F | E | F | E | O | C | _____ | | | | |
| 8 | G | R | O | U | T | Y | H | _____ | | | |
| 9 | S | L | O | N | O | D | E | _____ | | | |



2 Complete the meal mind map for you.



2 Grammar 1

1 Read the sentences and write the correct words from the box. There are six extra words.

bedroom bowl cinema doctor dad garden glass
mango mum strawberry supermarket teacher

- 1 A is a thing which we drink from.
- 2 A is a person who works in a hospital.
- 3 A is a big place where you can buy food and many other things.
- 4 A is a person who works in a school.
- 5 My is the place in my house where I sleep.
- 6 A is a fruit which is small and red.

2 Complete the sentences about the things in the pictures.



1 A _____ is a person _____ works with _____.



2 A _____ is a place _____ there are a lot of _____.



3 A _____ is a thing _____ people _____ on.



4 A _____ is a person _____ makes people _____.



5 A _____ is the place _____ we _____ when we don't have classes.



6 A _____ is a thing _____ we _____ when we're cold.

2 Vocabulary 2

- 1 Cut out and match the verbs and the past simple forms.
- 2 Work with a partner. Play *Snap!*

Rules

One of you has got the infinitive verb cards. The other has got the past forms. Shuffle the cards and put them in two piles, face down on the table.

Both of you count 1, 2, 3 and turn over the top cards. Put them face up on the table.

If they match, say *Snap!*

The first pupil to say *Snap!* keeps the pair of cards.

The game finishes when there are no cards left.

The pupil with the most cards is the winner.

got	had	tell	gave	saw	took		
told	drove	take	teach	build	grow	wrote	get
see	write	drive	give	built	have	grew	taught

2 Grammar 2

Use the sentence parts and *when* to write as many true sentences as possible about you yesterday.

I got dressed

I had lunch

I had a shower

I got home

I cleaned my teeth

I went outside

I listened to music

I went to school

I washed my face

I had dinner

WHEN

I finished breakfast

I cooked dinner

I did some sport

I finished school

I got up

I finished my homework

I watched TV

Examples

When I got up I had a shower. _____

I had a shower when I got up. _____

I didn't have a shower when I got up. _____

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

2 Skills 2: Writing and speaking

1 Make a menu for a restaurant which sells typical food from your country.

Starters _____ _____ _____	Desserts _____ _____ _____
Main courses _____ _____ _____	Drinks _____ _____ _____

2 Work with a partner. Imagine you are in your partner's restaurant. Ask questions to find out what's on the menu. Then choose and order a meal.

What starters have you got?

Is there any salad?

What main courses have you got?

What desserts have you got?

I'd like ..., please.

Are there any pancakes?

2 mission Stages 1 and 3

Part A – Restaurant sign

- 1 Choose a name and a description for your restaurant. Now prepare a restaurant sign.

Name _____	Opening times _____
Advert line _____ _____ _____	



Part B – Restaurant menu

- 3 Create and design your restaurant menu.

Breakfast _____ _____ _____	Dinner _____ _____ _____
Lunch _____ _____ _____	

2 Culture

Chinese New Year



1 Look at the photos and tell the class.

- a What can you see in the photos?
- b What do you know about Chinese New Year?
- c What is your favourite holiday celebration?

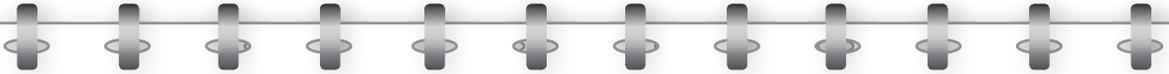
2  Listen to the podcast. Tick ✓ the best title.

- a New Year in China
- b My favourite holiday
- c Chinese celebrations

3  Listen to the podcast again and answer the questions.

- 1 Where does Mei Zhen live? _____
- 2 How many days is the Chinese New Year holiday? _____
- 3 Does Chinese New Year start on the same day every year? _____
- 4 What colour do people paint their houses for good luck? _____
- 5 What do children get in the 'red pockets'? _____
- 6 What are two of the special New Year foods? _____

4 Think about some special holiday food in your country. Make notes.


Recipe Card

Name: _____

Ingredients: _____

When do you eat it? _____



A healthy body

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core body vocabulary: *back, bandage, elbow, fingers, knee, neck, shoulder, stomach* and *toes*. It also revises the body parts that pupils know from Levels 1 and 2.

1 Pupils work on their own to complete the labels on the picture by filling in the missing consonants.

Key: 1 neck 2 elbow 3 shoulder 4 fingers
5 back 6 stomach 7 knee 8 toes 9 bandage

2 Pupils add the body words that they already know to the picture.

Optional follow-up activity (reinforcement):

Play *Simon says* with the class. If you say *Simon says (touch your toes!)*, pupils must follow the instruction. If it is a plain imperative, without *Simon says*, then they mustn't move. If a pupil does an action wrongly, he/she is out.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target grammar of comparing things, using comparatives, superlatives and *as ... as*. It also revises the adjectives that pupils know from Levels 1 and 2.
- Pupils need one worksheet per pair. They cut out the group and adjective cards and spread them out face down on the desk.
- The first pupil turns over one card of each type and makes a sentence comparing the items on the group card using the word on the adjective card, as in the examples. If they can make a comparison, they keep the adjective card and turn the group card over again. If they can't make a sentence, they turn both cards back face down. The second pupil then turns over two cards and does the same.
- The game finishes when there are no more adjective cards left face down on the desk.

Optional follow-up activity (extension):

Pupils do an 'odd one out' activity with the group cards. They can work in pairs, groups or as a whole class to compare their ideas, e.g. *Russia – China – USA – England. England is the odd one out because it's smaller than the others. England is the odd one out because it's an island.*

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core words and phrases for talking about illness.

1 Pupils work individually to unscramble and write the sentences and questions with correct punctuation.

Key: 1 Have you got a temperature? 2 I've got a terrible backache. 3 My shoulder hurts. 4 My friend has got stomach-ache. 5 Have you got a sore throat? 6 I've got a cold and a bad cough.

2 Pupils read and match the questions and responses to form short dialogues about illnesses.

Key: 1 c 2 f 3 b 4 e 5 d 6 g 7 a

Optional follow-up activity (reinforcement):

Pupils work in pairs. Pupil A reads one of the questions and Pupil B responds. Then they swap roles and do the same again. They then do the same from memory.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target language for talking about wants and needs using *want to / don't want to / need to + infinitive verb form*.
- 1 Pupils work individually to write three true sentences about themselves at moments in time.
- 2 This activity revises the places in the city core vocabulary from Level 2. Pupils work in pairs to ask and answer questions and guess where in town their partners are.

Optional follow-up activity (reinforcement):

Give out small sheets of paper to each pupil. Ask them to choose one of the times in Activity 1 and to copy the time and their sentences onto the sheet of paper. Collect in all the sheets and choose one at random. Read it out and ask the class to guess who wrote it.

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice in describing physical exercise routines.
- 1 Pupils listen to three short monologues in which a PE teacher gives instructions and number the appropriate pictures.

Key: a 2 b 1 c 3

Track 5

- 1 OK, now. Lie down on your back. Bend your elbows and put your hands next to your ears with your fingers touching your shoulders. Put your legs out in front of you. Now bend your knees and put your feet on the floor. Now push up on your hands and feet at the same time. Push up as high as you can, a little higher. That's perfect!
- 2 Right. This exercise is easier than the last one. Sit up straight. Put your legs out in front of you and your back straight. Look in front of you with your neck straight, too. That's good. Now reach your arms up above your head and bend forward to touch your toes with your fingers. Keep your knees on the floor and point your toes up in the air. Excellent!
- 3 OK, everyone. Lie down on the floor – face down, not on your back! That's right. Legs straight and put your feet up so your toes are on the floor. Bend your arms and put your hands near your shoulders with your fingers pointing forwards. Your elbows must be next to your body. That's right. Now push up with your arms. Elbows straight. Don't look down, look at me. That's right. Very good.

Optional follow-up activity (reinforcement):

- Pupils work in pairs to think of a simple gym exercise, e.g. touching their toes. Pupils write instructions for the exercise and then do an exercise class together with each pair taking turns to give their instructions.
- 2 Pupils work in pairs using the photos from the previous activity. They take it in turns to make sentences describing and identifying the children.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice linked to the unit topic of illness.
- Pupils read the messages and complete the gaps with words connected to illness.

Key: 1 the matter/problem? 2 ill 3 've got
4 headache 5 had 6 temperature 7 haven't
8 How are 9 ache 10 Good

Optional follow-up activity (extension):

Give pupils small sheets of paper each. They work in pairs and write a message to each other. Then they pass the message to their partner. Pupils read the messages from their partners and respond on a new sheet of paper and so on. When they have finished, pupils mix up their messages and swap their message chains with another pair to read and order them. They check each other's reading order.

mission Stages 1, 2 and 3: Create your health plan

Using the worksheet

- 1 Pupils are going to create their own health plan. First,

they have to label all the body parts. Then they get into pairs and choose three parts of the body and think of ways to keep these parts of the body healthy and fit. They highlight the part of the body with different colours. Then they tell each other their suggestions.

- 2 Pupils are going to add the doctor's advice to their health plan. They have to get in pairs and decide who the patient is and who the doctor is. The patient tells the doctor what's wrong and the doctor gives the patient some advice. Then ask pupils to use their health plan and to add the doctor's advice after rubric 2. *What's the matter? I have a temperature and I want to go to the football match. You need to stay home and rest.*
- 3 Pupils are going to add some healing tips to their health plan. They have to get in pairs and think about some ways to stay healthy. They can think about their day-to-day life and reflect on what they eat, how much they sleep, how stressed or nervous they are and think of ways to feel better.

Culture

Using the worksheet

- 1 Use the discussion with pupils during Activity 1 to pre-teach or check that they know these words: *cloth, crowd, musician, puppet, shadow, show, stick, theatre and voice*. Before doing Activity 2, ask pupils to look carefully at the photo of the puppets. Talk about their bodies and their clothes and ask pupils to say what is special about them. Ask pupils to talk about the kinds of puppets that they know.
- 2 Read the three sentences and check that pupils understand them. Pupils skim read the text quickly to find the answers.

Key: 1

- 3 Read the sentences with the pupils and then ask them to read the blog on their own and find the answers. You may like to check that pupils understand how shadow puppets work. You can do this by making shadow puppets with your hands.

Key: 1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✓

- 4 Pupils think of a show of any kind that they have been to. They think about their answers to the questions and make notes and then they write a blog post.

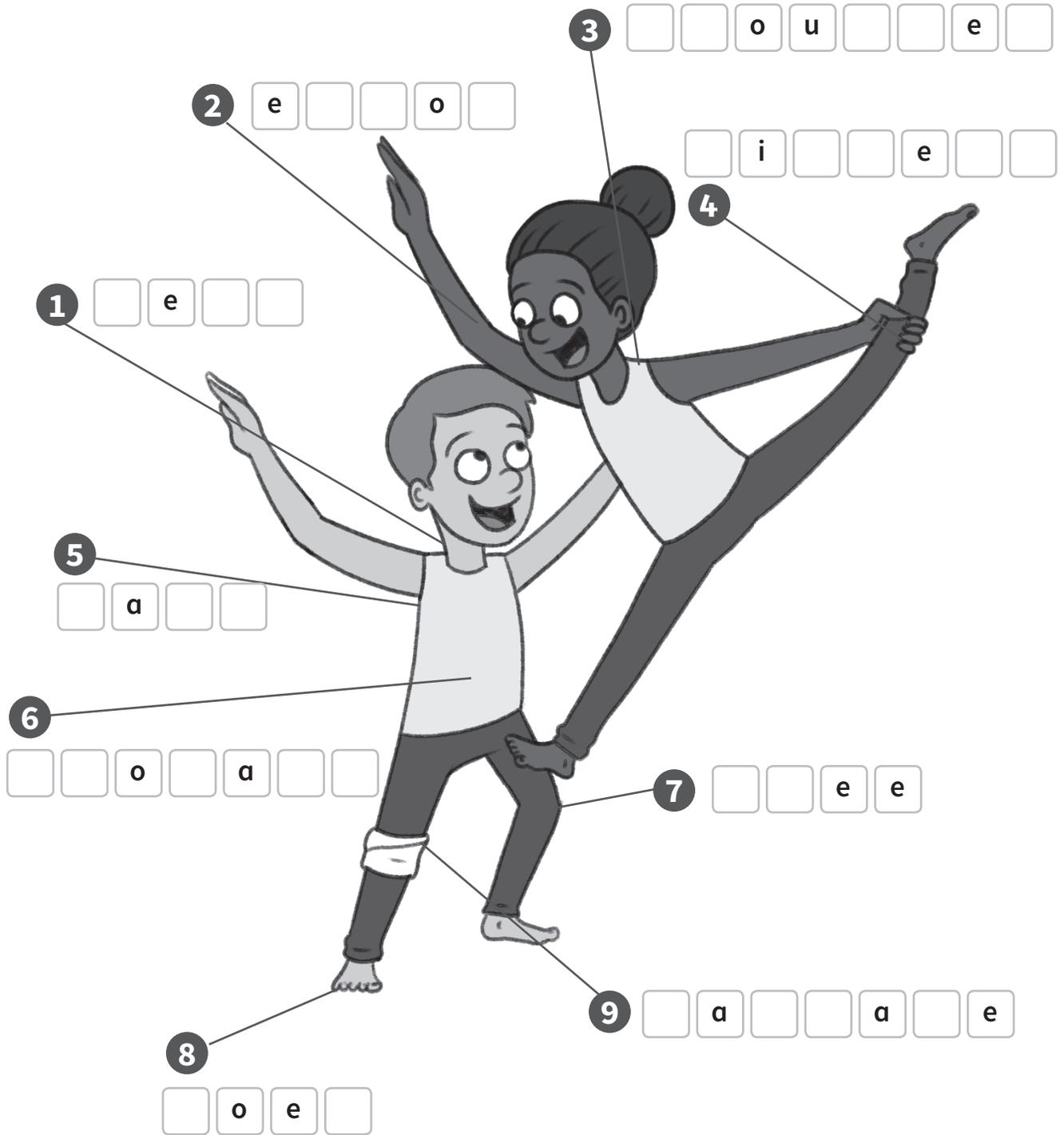
Extra activity

Cross-curricular link: Art and Crafts

Pupils each make a shadow puppet in the Indonesian style. There are various resources on the internet that they can use for support. They set up a shadow screen and create and perform short shows using their puppets.

3 Vocabulary 1

1 Complete the labels.



2 Add labels for these body parts.

arm ear eye face foot hair hand head leg mouth nose

3 Grammar 1

Play *The comparison game* with a partner.

Rules

Cut out the cards and place them face down on the desk.

Turn over two cards, one from each group. Make sentences comparing the words in the group using the adjective.

If you make a sentence, you keep the adjective card. Put the group card back face down. The winner is the person with the most adjective cards at the end of the game.

Example

Zebra are the most beautiful.

Hippos aren't as beautiful as elephants.

Russia China	USA England	strawberry mango	orange grape	horse cow	donkey sheep
crocodile elephant	zebra hippo	skiing horse riding	skating swimming	play tennis play the guitar	play football play the piano
badminton baseball	hockey tennis	watch a film listen to music	go shopping read a book	bat parrot	kitten rabbit
vegetables cheese	pasta meatballs	you your mum	your dad your friend	car bus	motorbike bike
bad	beautiful	big	boring		
dangerous	difficult	easy	exciting		
fast	funny	healthy	high		
interesting	long	loud	quiet		
short	slow	small	strong		

3 Vocabulary 2

1 Break the code and write the sentences and questions.

Example

wha tst hem att er

What's the matter? _____

- 1 ha vey oug otatemp era tu re _____
- 2 i vegot ate rrib lebac ka che _____
- 3 mysh ould erhu rts _____
- 4 myf riendha sgo tstom ach-a che _____
- 5 ha veyo ugo tas oret hro at _____
- 6 iv ego tacold an dab adco ugh _____

2 Read and match the questions and responses.

1 Why don't you sit down?

2 Would you like to go to the pool this morning?

3 Are you coming to music club this afternoon?

4 What's the matter?
You look really ill!

5 Would you like a hamburger?

6 You sound terrible! Would you like a glass of water?

7 What's the problem?
Why aren't you playing football?

- a My knee hurts a lot and I can't run.
- b No, I'm not. I've got a sore throat and I can't sing.
- c I can't. My back hurts. I've got terrible backache.
- d No, thanks. I've got stomach-ache and I feel sick.
- e I am. I feel terrible and I've got a temperature.
- f No, thanks. I've got a cold. I can't go swimming.
- g Yes, please. My cough is really bad.

3 Grammar 2

1 Write true sentences about you.

This evening

I want _____

I don't want _____

I need _____

Next weekend

I want _____

I don't want _____

I need _____

Your next birthday

I want _____

I don't want _____

I need _____

Next summer

I want _____

I don't want _____

I need _____

2 Work with a partner. Choose a place. Then ask and answer questions to find out where your partner is.

café cinema hospital library market
shopping centre sports centre station supermarket

Do you need to see a doctor?

No, I don't.

Do you want to play tennis?

Yes, I do.

Are you at the sports centre?

Yes, I am.

3 Skills 1: Listening and speaking

1 Listen to some instructions for doing exercises and number the photos.



2 Work with a partner. Make sentences to describe the children in the photos. Point at the correct person.

She's touching her toes with her fingers.

He's got longer hair than the others.

3 Skills 2: Reading and writing

Complete the messages with 1 or 2 words in each gap.

Hi! Why aren't you at school? What's
1 _____?

I'm 2 _____ .
I 3 _____ a bad
cough and a cold.

Oh, dear! Have you got
a 4 _____ ?

I 5 _____ a very
bad one last night, but
my head is better today.

And have you got a
6 _____ ?

No, I 7 _____ .
My mum took it
this morning and
it wasn't high.
8 _____ you?

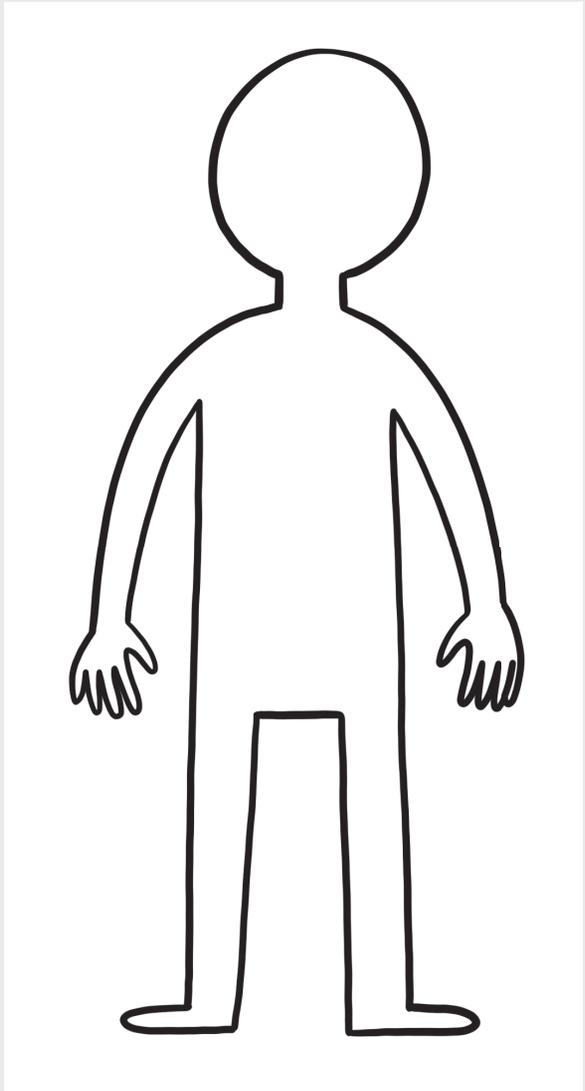
I'm OK. I've got
a stomach-
9 _____ – but
that's because of
the Maths test this
afternoon!

10 _____ luck in
the test!

3 mission Stages 1, 2 and 3

1 Label the parts of the body. Then, in pairs, choose three parts you look after.

2 Write the problem and the doctor's advice after a visit to the doctor.



3 Write your own healing tips.

<hr/>	<hr/>

3 Culture

Entertainment in Indonesia

1 Talk about these different shows. Which do you like best?

concert film musical puppet show play

2 Quickly read the text and choose the best answer.

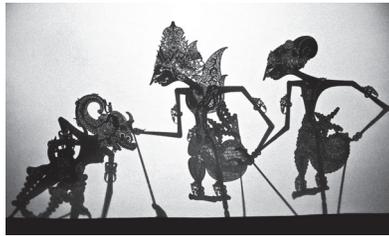
- It's ... 1 a boy's travel blog. 3 a school project.
 2 a traditional story from Indonesia.

October 12–13

Today we got to Jakarta, the capital of Indonesia, after an eight-hour flight from Tokyo on AirAsia. When we got to the hotel, I went straight to bed. 🌙

Today we went to a really busy market with lots of amazing food. I didn't eat anything but Dad ate something called *kerak telur* – crispy rice and egg. He said it was delicious.

When we walked out of the market, we saw a big crowd of people so we stopped. They were watching an amazing puppet show in the street. They were shadow puppets. They are



Shadow puppets in a puppet show in Jakarta, Indonesia.

beautiful puppets with arms and legs that move with sticks. They have very long arms and big faces, crazy hats and great costumes. All the puppets are behind a white cloth and you see their shadows on the cloth because there's a light behind the puppets.

We watched the show for about

an hour. There were lots of different puppets – and just one man moved them all and spoke all their voices. There were some musicians too, but I didn't really like the music. Then we came back to the hotel because it started raining.

I looked up *Indonesian puppet show* online. It's *Wayang Kulit* – it's Indonesian for shadow theatre.

I want to go again tomorrow and watch a whole show. Mum says that they are sometimes a day long.

Good night!
 [Posted by Alexis Hammond: 13.10]

3 Read again and answer with a tick ✓ or a cross X.

- 1 The boy is travelling with his parents.
- 2 They went to see a puppet show in a theatre.
- 3 The audience see the puppets' shadows.
- 4 Lots of people moved the puppets in the show.
- 5 Alexis loved the show and wants to see another one.

4 Think of a show you have been to. Write a blog post about it.

- How did you get there?
- What did you think of it?
- What did you see?
- What did you do when it finished?



Fun in the jungle

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core natural features words: *island, jungle, moon, plant, sky, star, waterfall, wave* and *world*. It also revises some natural features that pupils learnt in Level 2.

- Pupils work on their own to put the letters in order and write the words.

Key: 1 jungle 2 moon 3 plant 4 island
5 sky 6 star 7 waterfall 8 wave

- Pupils draw pictures in the frames and compare with their classmates.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target language of describing how people do things using adverbs of manner.
- Pupils need one worksheet per group. They cut out and make the spinners.
- One pupil in each group spins the two spinners. The other pupils have to think of an instruction for the first pupil using the verb and the adverb on the spinners. They give the instruction, and the pupil who has got the spinners has to follow the instruction and then pass the spinners to the next pupil.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core regular and irregular past simple forms of activity verbs.

- Pupils work individually to write the past simple verb forms in the correct verb tree.

Key: regular verbs: bounced, danced, fished, hopped, kicked, sailed, skipped
irregular verbs: caught, drove, flew, got up, had, learnt, rode, threw, went

- Pupils read and answer the questions about last weekend.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target language for comparing activities using phrases with comparative adverbs.

- Pupils work individually to follow the lines connecting the four items in each sentence. They then use the words to write sentences comparing how the animals do the activity using a comparative adverb.

Key: 1 Parrots speak more loudly than bats. 2 Kangaroos jump higher than rabbits. 3 Snakes move more quietly than elephants. 4 Monkeys climb better than bears. 5 Polar bears walk more slowly than giraffes. 6 Lions run more quickly than zebras. 7 Horses move more beautifully than donkeys. 8 Crocodiles swim faster than hippos. 9 Dogs hear better than people.

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice in understanding and narrating stories in the past.
- Pupils listen to a boy talking about a dream he had. They tick the correct emoticon.

Key: c

Track 6

Last night I had a great dream. In my dream I was alone in the jungle. I was lost so I climbed a tree. The tree was very tall. When I started to climb, it was difficult and my arms were tired. Then I looked up and I saw a beautiful bird. The bird flew down quickly. It stopped near my head and it sang beautifully. I started to climb again and I was surprised. It was easier to climb and my arms were stronger than before. The bird flew up again and I climbed higher and higher behind the bird. When I got to the top of the tree, I looked down. I could see very far. The jungle was on an island. It was a small island with a beach on one side. On the other side there were some mountains with snow at the top. After I saw all this, I decided to climb down and walk to the beach. I looked at my hands and I was surprised. They were brown and hairy. Then I looked at my body. It was brown and hairy, too. I was a monkey! In my dream I wasn't frightened, I was excited and happy. I didn't climb down the tree. I jumped to another tree and flew through the air. It was wonderful. I went down fast and I laughed loudly when I bounced on the ground. When I woke up, I was bouncing happily on my bed, but I wasn't a monkey! What a pity!

- Pupils read the questions and then listen again. They tick the correct pictures.

Key: 1 a 2 c 3 a 4 b 5 c

- Pupils work on their own or with a partner to invent a dream. Write these questions on the board to help pupils: *Where were you? Who were you with? What*

happened? When did it happen? How did you feel?
Pupils work in pairs (with a new partner) to tell their dream stories.

Optional follow-up activity (reinforcement):

Play the audio again and point to the questions on the board. Ask pupils to use them to make notes about George's dream. Pupils use the notes to recount the story as a class.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice linked to the unit topic of travelling, nature and activities.
- 1 Pupils read the postcard. They then read the sentences underneath and write *Yes* or *No*.

Key: 1 No 2 Yes 3 No 4 Yes 5 Yes 6 No

- 2 Pupils imagine that they are on holiday and complete the gaps in the postcard. They can use the postcard from Jasmine for support. You may like to work with the whole class to elicit words that they can select from to complete each gap.

mission Stages 1, 2 and 3: Create your adventure jungle park brochure

Using the worksheet

- 1 Pupils are going to create a brochure for an adventure jungle park. Ask pupils to get into teams and give each team a photocopy of the adventure jungle park map. They draw a map with indications about opening times, location, etc. They label the different parts as they wish and they also decide on the name of their park and write it on their map.
- 2 Pupils are going to now invent their own jungle activity and add it to their brochure. They discuss some ideas for activities to do in their jungle adventure park. When they decide on the activity they label it on their map. Next they write a short description.
- 3 Ask pupils to add a nature section to their park. They decide on what plants and animals they can see there. When they have decided, they add this information to their brochure.

Culture

Using the worksheet

- 1 Pupils work in pairs to find out about their daily routines and compare them. You can suggest that they make notes in a grid to be able to compare them more easily.
- 2 Pupils look at and discuss the photos, answering the questions on the worksheet.

- 3 Pupils read the possible topics and then listen once to the interview. They choose the best answer.

Key: c

Track 7

- Presenter: Hello and welcome to *Life Today*. The first two people on the programme today come from the same country – India – but they have very different lives. Banu Kabboor is from Sasthapur village in Karnataka. Good morning Banu, can you hear me?
- Banu: Yes, I can hear you very well. Hello!
- Presenter: Can you tell me about your village? What's it like?
- Banu: Well, I live in a beautiful village. It's in the country near the mountains. There are fields all around the village but then there's jungle.
- Presenter: What do you do every day? Do you go to school?
- Banu: Of course! I get up at about six o'clock and I do my chores. In the morning I clean our hut, wash the rice, wash my clothes and then have a wash. We haven't got running water in the house so I wash at the tap in the centre of the village. When I finish all my chores I have breakfast and I walk to school.
- Presenter: Do you have lessons all day?
- Banu: No, we don't. We have lessons until lunchtime. We have lunch at school and then we stay at school but we don't have lessons. Sometimes I do homework. If I haven't got any homework, I play with my friends.
- Presenter: And what do you do in the evening?
- Banu: I go back home and help with the dinner. Then I study some more and go to bed at about half past nine.
- Presenter: That's a long day! Thank you very much, Banu. Please don't go. We're going to talk ...

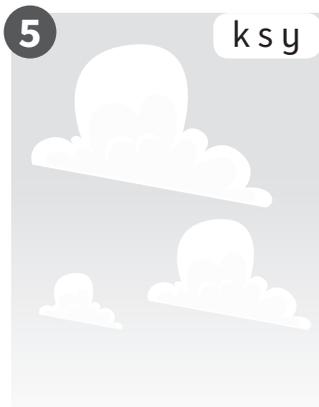
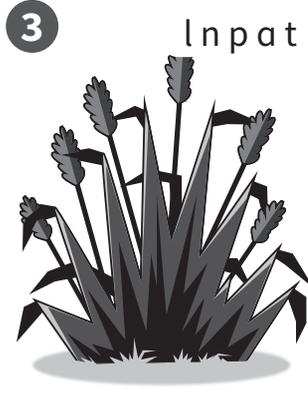
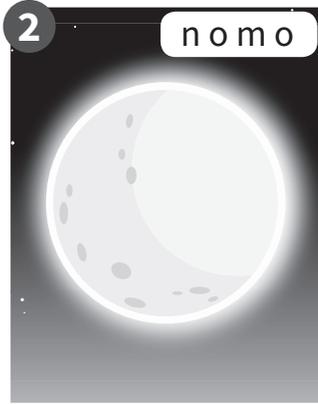
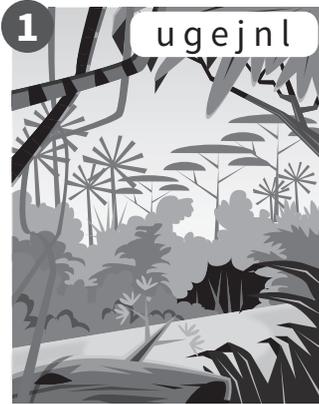
- 4 Read the questions with the pupils and check that they understand them. Play the interview again. Pupils note down short answers. Feed back asking pupils to make comparisons between Banu's routine and their own.

Key: 1 six o'clock 2 chores (clean, wash) and has a wash 3 in the morning 4 help make dinner / study 5 9.30

- 5 Pupils choose an older person in their family to interview about their daily routine when they were eight or nine years old. They prepare the questions in English and then their mother tongue. Pupils do the interview at home and take notes in their mother tongue. They then write what they found out in note form in English.

4 Vocabulary 1

1 Unjumble the letters and label the pictures.



2 Draw pictures of these natural features.



field



forest



lake



mountain



river

4 Grammar 1

Work in groups. Cut out and make the spinners. Then play the *Do this!* game.

Instructions

Play in groups.

One pupil spins the two spinners.

The other pupils in the group give an instruction using the verb and the adverb.

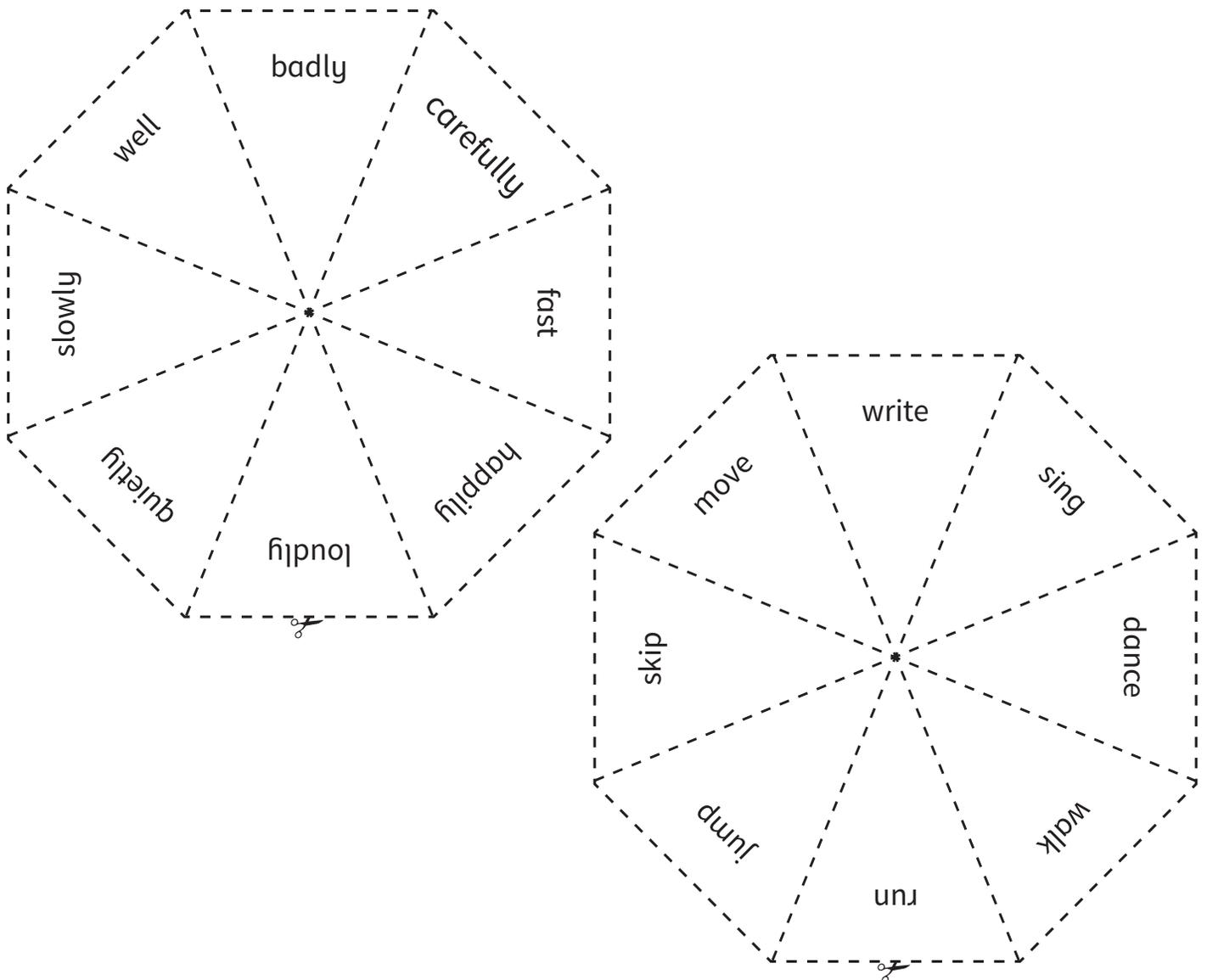
Example walk + fast

Walk to the whiteboard fast.

Walk around the classroom fast.

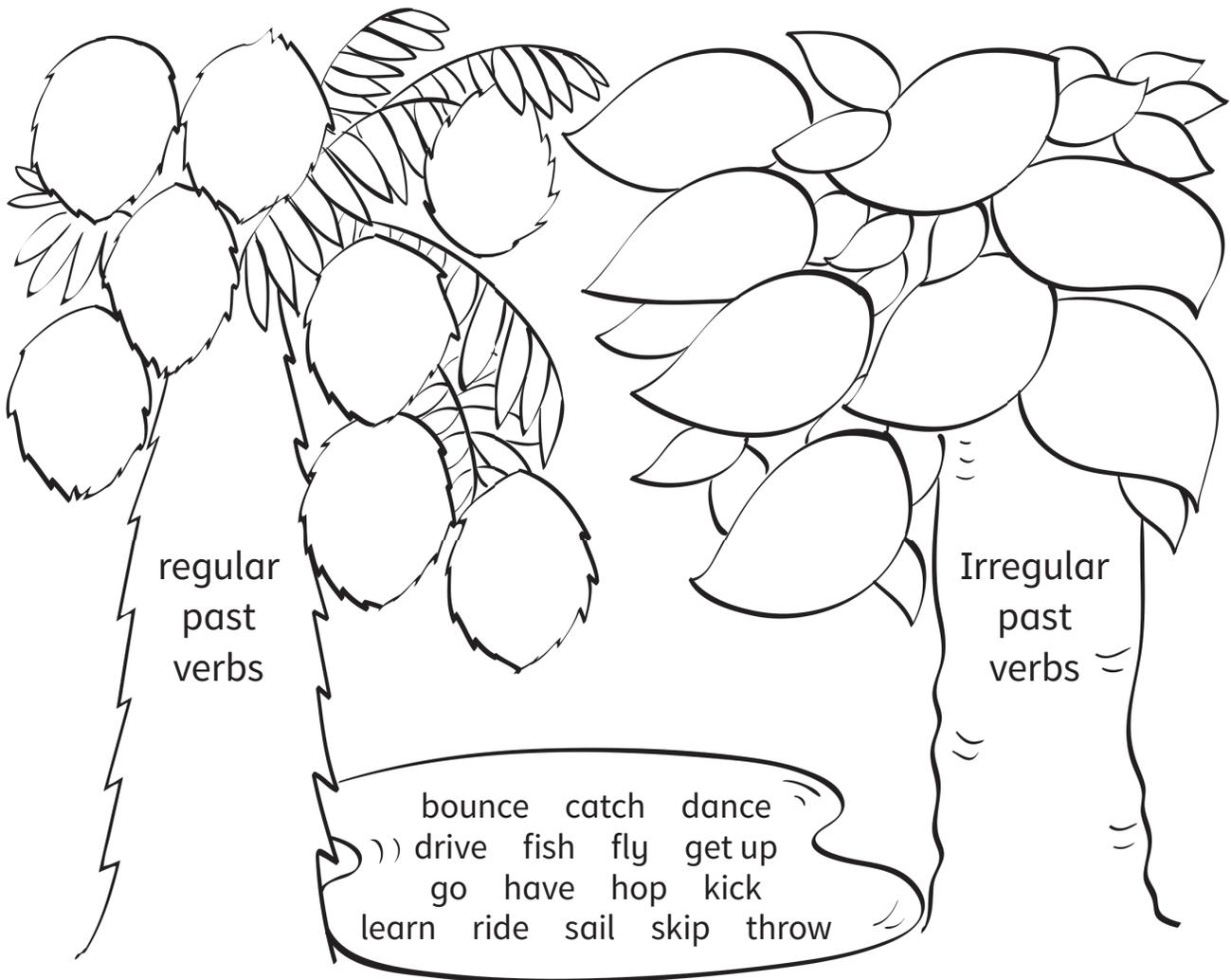
The pupil with the spinners follows the instruction.

The next pupil spins the spinners and the others give an instruction.



4 Vocabulary 2

1 Write the past forms of the verbs in the correct tree.



2 Answer the questions about last weekend. Write *Yes, I did* or *No, I didn't*.

- 1 Did you dance with your friends? _____
- 2 Did you ride your bike in the park? _____
- 3 Did you sail on a lake? _____
- 4 Did you learn anything new? _____
- 5 Did you fly in a plane? _____
- 6 Did you drive with your family to another city? _____
- 7 Did you get up early on Saturday? _____
- 8 Did you go to the circus? _____



Grammar 2

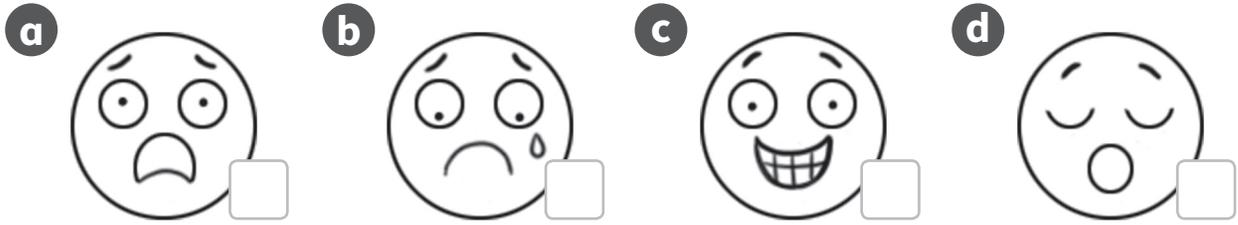
Read the words and write sentences.

1	parrots	—	speak	—	loud	—	bats
2	kangaroos	—	jump	—	high	—	rabbits
3	snakes	—	move	—	quiet	—	elephants
4	monkeys	—	climb	—	good	—	bears
5	polar bears	—	walk	—	slow	—	giraffes
6	lions	—	run	—	quick	—	zebras
7	horses	—	move	—	beautiful	—	donkeys
8	crocodiles	—	swim	—	fast	—	hippos
9	dogs	—	hear	—	good	—	people

- 1 Parrots speak more loudly than bats. _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____

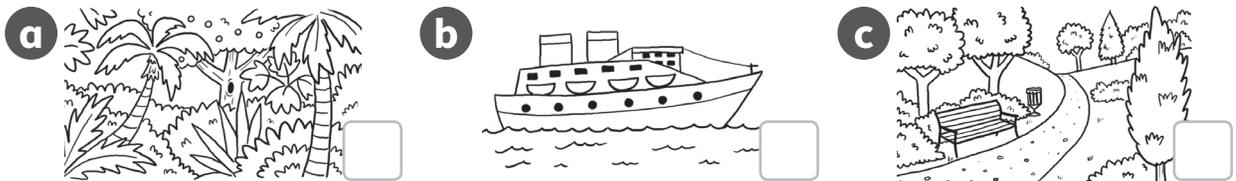
4 Skills 1: Listening and speaking

1  Listen to George talking about a dream. How did he feel when he woke up?

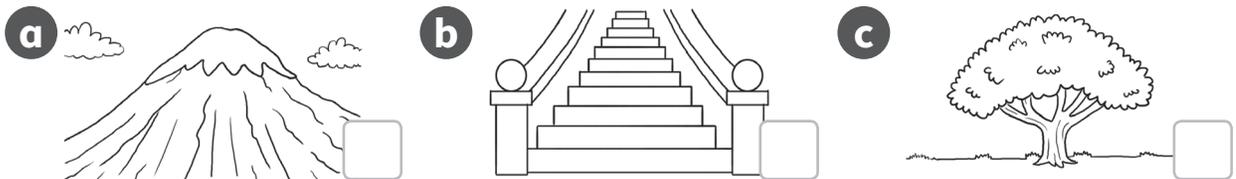


2  Read the questions and listen again. Tick ✓ the answers.

1 Where was George in the dream?



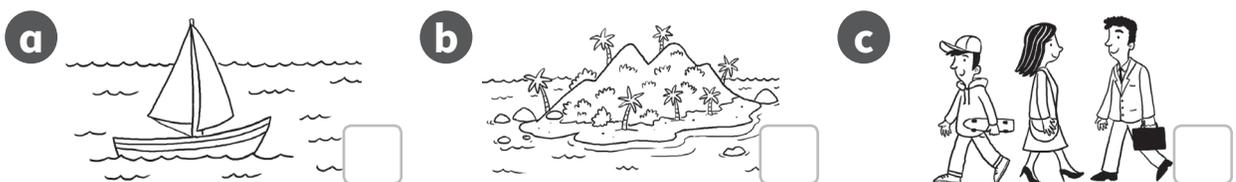
2 What did he go up?



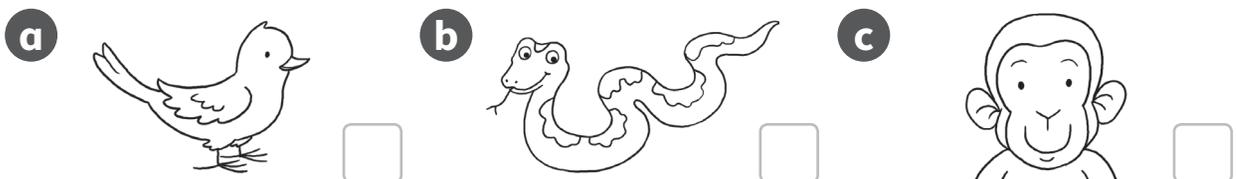
3 What did he see above him?



4 What did he see from the top?



5 What was George in the dream?



3 Work with a partner. Speak about your dream.

In my dream, I was ...



Skills 2: Reading and writing

1 Read the postcard. Then read the sentences and write Yes or No.

Hi!
 I'm having a great time on holiday in France.
 We're staying on a farm. There are cows, sheep and horses.
 The farmers make cheese. I love cheese!
 We arrived two days ago and we're staying for a week. We
 drove here. I loved the boat trip across the sea from England.
 Yesterday it rained heavily all day so we couldn't go out. We
 watched films and played board games. It was boring.
 Today it was sunny and we drove to the mountains. We went for
 a swim in a lake but the water was very cold. Then James and I
 went sailing in two small boats. He isn't as good at swimming as
 me, but he sailed more quickly than I did.
 See you soon,
 Jasmine

- 1 Jasmine and her family live in France. _____
- 2 They're staying in the countryside. _____
- 3 Jasmine enjoyed the first day on the farm. _____
- 4 The weather was better the next day. _____
- 5 Jasmine can swim better than her brother, James. _____
- 6 Jasmine sailed faster than James. _____

2 Imagine you are on holiday. Complete the gaps to write a postcard.

Hi!
 I'm having a ¹_____ time on holiday in
²_____.
 We arrived ³_____ days ago and we're
 staying for ⁴_____.
 We travelled here by ⁵_____. Yesterday it
⁶_____ and we ⁷_____
 _____.
 _____ . It was ⁸_____.
 Today it ⁹_____ and we
¹⁰_____
 _____.
 See you soon!
¹¹_____

4 mission Stages 1, 2 and 3

Create your jungle park brochure.

Name: _____

Opening times: _____

Location: _____

Price: _____

Jungle activity

Nature section

- 1** Design the brochure for your jungle park. Draw a map of the park and write the name of your park.
- 2** Draw and write about a jungle activity.
- 3** Write about the nature section in your park.

4 Culture

A day in my life

- 1** Work with a partner. Ask and answer questions about your daily routines. Then compare them for the class.

I get up earlier than Pablo.

Pablo gets to school more quickly than me.

- 2** Look at the photos. What are the children doing? How do you think their lives are different from yours? How are they similar?



On a school trip,
Hampi, Karnataka



On the way home
from school



Studying with
a lantern

- 3**  Listen to a radio interview. What's it about? Tick ✓ the correct answer.

- a an Indian boy from a city c an Indian boy from a village
b a day at an Indian school

- 4**  Listen to the programme again and answer the questions. Compare Banu's day with yours.

- 1 What time does Banu get up? _____
- 2 What does he do before breakfast? _____
- 3 When does he have lessons? _____
- 4 What does he do in the evening? _____
- 5 What time does he go to bed? _____

- 5** Interview an older person in your family about their life as a child. Write notes.

- Who?
- Where did he/she live?
- What was it like?
- What was their typical day like?



Behind the scenes

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core vocabulary to describe costumes: *bright, dark, gold, light, silver, spotted, striped* and *wings*. Before the pupils do the exercise, ask them to colour the T-shirt in a bright colour, the shirt gold and the skirt silver.

- Pupils work individually or in pairs. They look at the pictures and find and circle words in the word snake. They write the words below the correct pictures.

Key: 1 bright 2 dark 3 gold 4 light 5 silver
6 spotted 7 striped 8 wings

- There are some extra letters in the snake. Pupils write them on the spaces to find the secret character.

Key: acrobat

- Pupils read, choose and tick three of the items on the list. They use the items to complete the costume for the acrobat and finish the picture. Pupils work in pairs to describe their characters.

Optional follow-up activity (reinforcement):

Organise a box of dressing up clothes in your classroom. Pupils choose three items from the box and dress up in them. Pupils stand back-to-back and describe their partner's costume.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target grammar: *X is made of Y, X isn't made of Y, Xs are made of Y, Xs aren't made of Y*.
- Pupils can work individually, in pairs or in small groups.
- Each pupil needs access to at least one dice. If there are no dice available, pupils take six squares of paper and write the numbers 1–6 on them. They shuffle them and put them in a pile face down. They take the top piece of paper and use that number.
- Pupils throw two dice or use two piles of numbers 1–6. The first throw is an object and the second is a material. They have to make a true sentence using the two words, as in the example.
- After playing orally, they throw again and write eight sentences.
- Pupils mingle and compare their sentences. They score 1 point for each unique sentence.

Optional follow-up activity (reinforcement):

Work with the whole class. Play a variation of *I spy* using the materials: *I spy with my little eye something that is made of (rubber)*. *Is it a ... ?* The pupil who guesses the object has the next turn, and so on.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core materials vocabulary: *cardboard, glass, gold, metal, paper, plastic, silver, wood, wool* and the additional costume items: *belt, crown, helmet, mask, ring*.
- Pupils work in A/B pairs to complete the crossword. They have to ask about and explain words to do so. To check that they understand the task, ask stronger pupils to do one or two examples in open pairs. In weaker classes, you may like pupils to work in A and B groups first to prepare their answers.

Key: Pupils show each other their worksheet to check their answers.

Optional follow-up activity (extension):

Work with the whole class. Play a variation of *20 questions* with classroom objects. Choose an object. Pupils play in teams and ask yes/no questions to guess the object, e.g. *Is it made of (rubber)? Are there lots in the classroom?*, etc. They play further rounds in groups.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target language for making and responding to suggestions with *let's, shall* and *could*.
- Pupils can work individually, in pairs or in small groups or as a whole class.
- Pupils cut out the cards and then read and match the suggestions and responses.

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

Optional follow-up activity (extension):

Pupils work in pairs with a mini dialogue. Write on the board *Who? Where? When?* and elicit some possible scenarios, e.g. friends, brother and sister, at home, at school, etc. They choose the situation for their mini dialogue and then improvise a short scene in which the dialogue occurs. Ask pairs to volunteer to perform their scenes for the rest of the class.

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice in describing costumes.
- Pupils listen to four monologues in which children describe their costumes for a play.

Key: Isabella b Joshua c Lily d Harry a

Track 8

Narrator: Isabella

Girl 1: I'm wearing a long dress. On my head I've got a tall spotted hat. It's made of card. It's got small paper spots on it.

Narrator: Lily

Girl 2: I'm wearing an old fancy dress costume of my sister's. It's a bear costume made of wool. The mask is made of card and plastic. I love wearing masks.

Narrator: Joshua

Boy 1: I'm wearing a long T-shirt and my mum made me a little paper hat. I love acting. I'm really looking forward to the show.

Narrator: Harry

Boy 2: My costume is really cool. My dad made it for me. My crown is made of card and I've got a mask too, but I'm not wearing it in the photo.

- Pupils choose a character and imagine a costume. They write notes in the table, e.g. a bat.

Colour and pattern	Clothes	On my feet	Extras	What material?
black	tights	black shoes	wings	an old umbrella
black	T-shirt		a mask	card

- Pupils work in pairs to ask and answer questions as in the example and to guess the characters.

Optional follow-up activity (extension):

Pupils work in small groups of different characters to improvise and act out a scene from a play.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice linked to the unit topic of costumes and performances.
- Pupils read and follow the instructions to make a cow mask.

Optional follow-up activity (reinforcement):

Pupils design and make different masks using paper plates. Many ideas can be found on the internet. They could make them for the characters from the previous activity.

- Pupils work individually or in pairs to make a poster for a theatre performance.

Optional follow-up activity (reinforcement):

Pupils write a short summary of the story and add it to their posters.

Optional follow-up activity (extension):

Pupils write a script based on *The Myth of Icarus* then perform the scene.

mission Stage 1: Design a costume

Using the worksheet

- Pupils are going to design a costume for their chosen characters. Ask pupils to work individually. First ask them to think of a character that they like from a play, film or book. Write some ideas on the board. Use the internet to find some pictures of famous characters from films and books. Once pupils have decided, ask them to complete the template with a picture of their character and their character's costume. Encourage them to think about how each part of the costume looks and what it's made of. When complete, ask them to write a description of their costume.

Culture

Using the worksheet

- Pre-teach or check that pupils know the words in the box. Then ask pupils to make sentences using the words.
- Read the options with the class making sure that they understand the different text types. Then they look quickly at the text and choose the answer.

Key: a

- Pupils read the leaflet and note down the answers.

Key: a Athens b four hours c on foot / walking
d VR glasses e Temple of Zeus f Theatre of
Dionysius g Temple of Athena h Agora

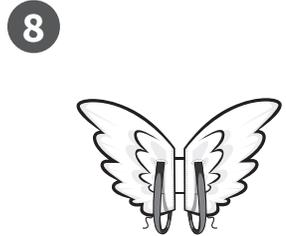
- Pupils work in groups to invent a history tour of their own town. They should all work together to plan the tour on a map. Then each group member does a different task to produce the leaflet.

5 Vocabulary 1

1 Circle the words to describe costumes and write them under the pictures.



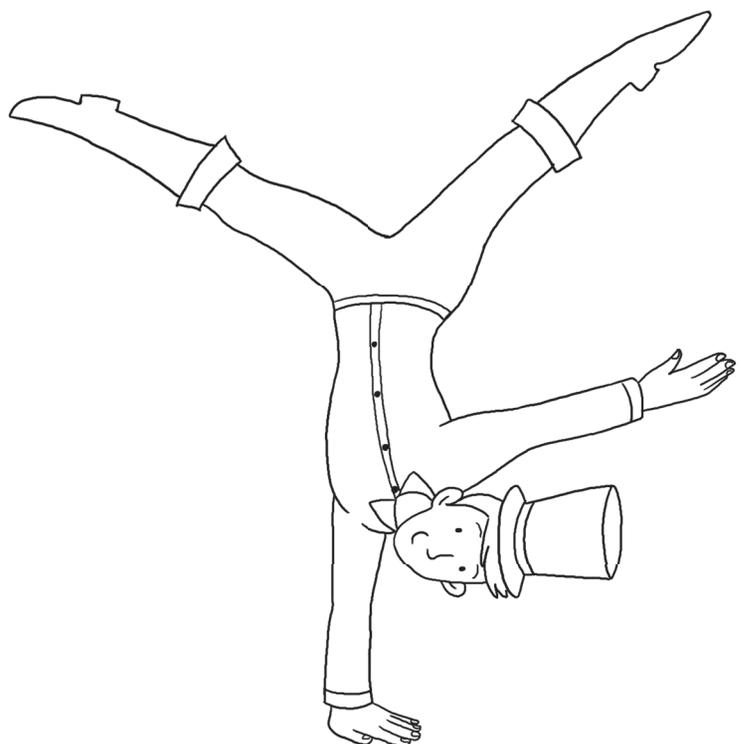
silver adark cwings rspotted olight bgold astriped tbright



2 Write the extra letters to find the secret character.

3 Tick ✓ three items and use them to finish the costume for the secret character. Complete your picture.

- white trousers with bright pink spots
- large silver wings
- a light-blue and orange striped shirt
- a dark-green and white spotted hat
- high gold boots



5 Grammar 1

Play a game and write true sentences.

OBJECTS



pens



balls



scarf



sandwiches



belt



cake

MATERIALS



rubber



paper



gold



chocolate



wool



bread

Examples



Sandwiches aren't made of paper.



The belt is made of gold.

1



2



3



4



5



6



7

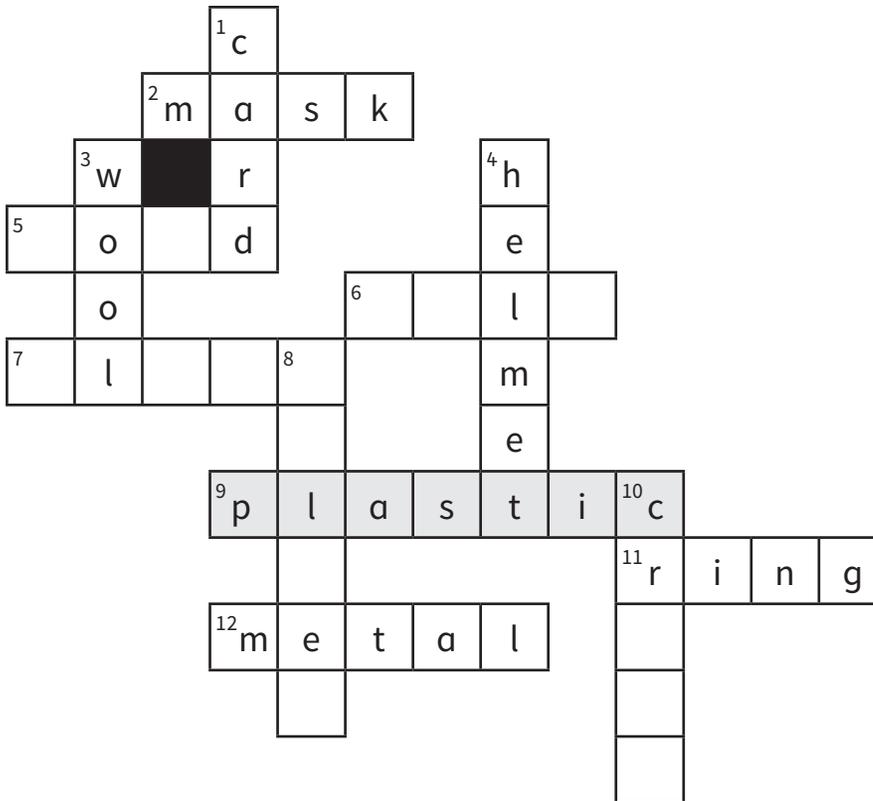


8



5 Vocabulary 2

Pupil A Work with a partner. Ask and answer questions to complete the crossword.



Across →

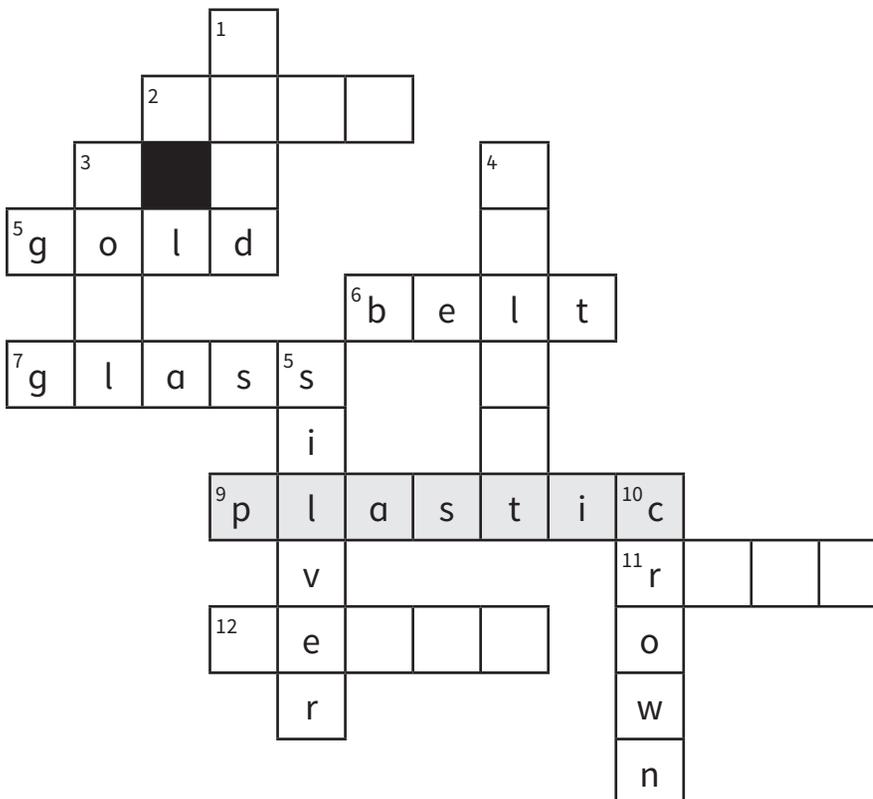
Down ↓

What's 9 across?

It's a material. This ruler is made of it.



Pupil B Work with a partner. Ask and answer questions to complete the crossword.



Across →

Down ↓

What's 9 across?

It's a material. This ruler is made of it.



5 Grammar 2

Cut out and match the suggestions and responses.

1	Shall we go for an ice cream after school?	a	Great idea! We could make some chocolate sauce to have with them.
2	It's a beautiful day. Shall we go to the park?	b	We could go to the circus. There are two performances on Sunday.
3	Shall we have pancakes for breakfast?	c	You could use them to make a bag.
4	What colour shall we paint the acrobat's wings?	d	Yes, let's. We could call Amy and ask if she wants to come with us.
5	What shall we do at the weekend?	e	Let's go and play football in the park.
6	Shall I use paper or card to make the crown?	f	Let's get up early tomorrow so we can finish making our costumes for the party.
7	What shall I do with these trousers? They're too small for me.	g	You could make a robot costume with a box and some silver paper.
8	Where shall we go after school today?	h	We went to the park yesterday. Let's go to the swimming pool.
9	What costume shall I wear to the party?	i	You could make it with card and then cover it with that gold paper.
10	What time shall we get up tomorrow?	j	Well, we could paint them gold, but I think silver will look better.

5 Skills 1: Listening and speaking

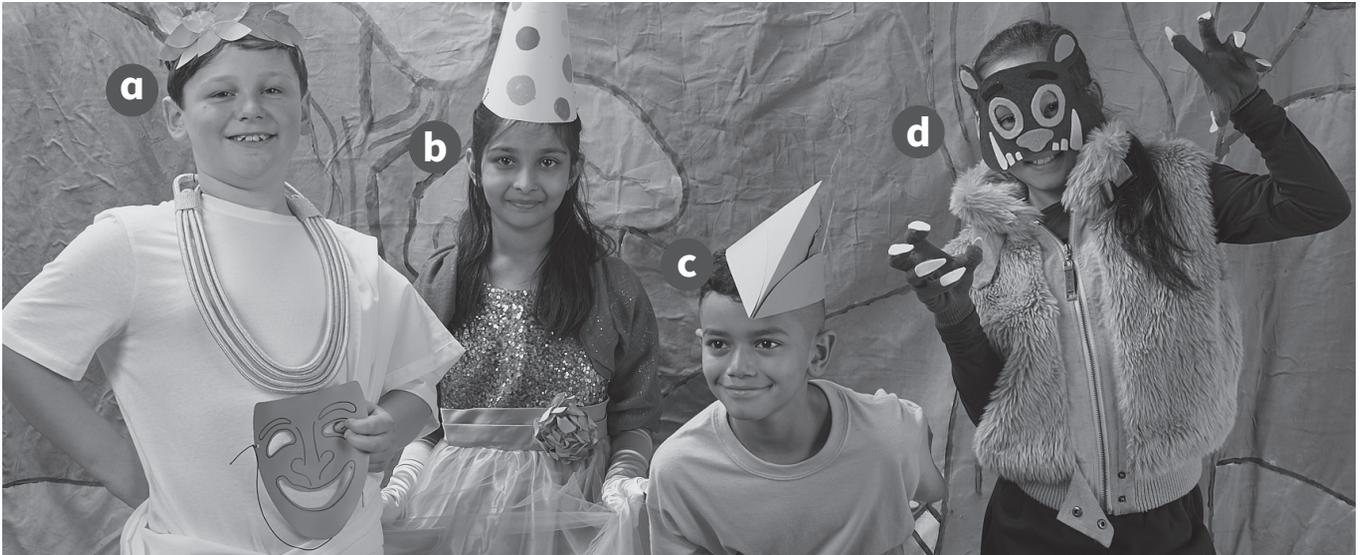
1 Listen and match the children with the costumes they are wearing in their school play.

Isabella

Joshua

Lily

Harry



2 Choose one of the characters for a school play and make notes about your costume.

bat clown donkey jellyfish kangaroo lion nurse
pirate plane pop star robot spider zebra

Colour and pattern	Clothes	On my feet	Extras	What material?

3 Work in pairs. Ask and answer questions to guess your partner's character.

Are you wearing a shirt?

Yes, I am. It's blue and white striped.

What have you got on your head?

A black hat. It's made of card.

Are you wearing trousers?

Yes, I am. I'm wearing old brown trousers. One of my legs is made of wood.

What else have you got?

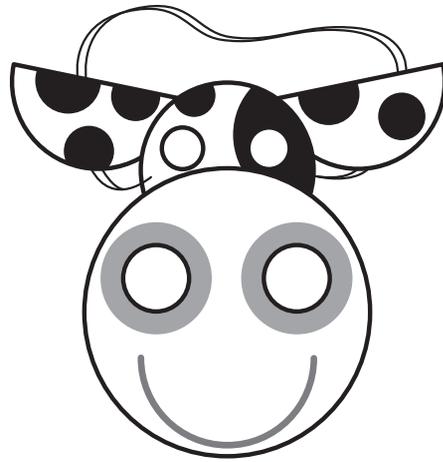
I've got a parrot on my shoulder.

5 Skills 2: Reading and writing

1 Read the instructions and make a mask.

You will need:

- 2 small paper plates
- 1 large paper plate
- glue
- scissors
- two rubber bands
- black, brown, red and pink crayons, felt tips or coloured pencils
- a stapler



Cow Mask

Instructions

- Glue a small paper plate to the top of the large paper plate. The large plate goes on top.
- Draw two eyes on the smaller plate. Cut them out.
- Cut the other small paper plate in half and colour some black or brown spots.
- Glue the two halves on the top of the smaller plate. They are the ears.
- On the larger plate, draw two white spots for the nose and colour a circle around them pink.
- Draw and colour a big red smiley mouth.
- Colour some black or brown areas on the smaller plate to make the face spotted.
- Use the stapler to attach one piece of elastic to each side of the smaller plate.
- Put on your mask and put the rubber bands around your ears.

2 Your theatre group is doing a performance. Design and make a poster for it.

Use:

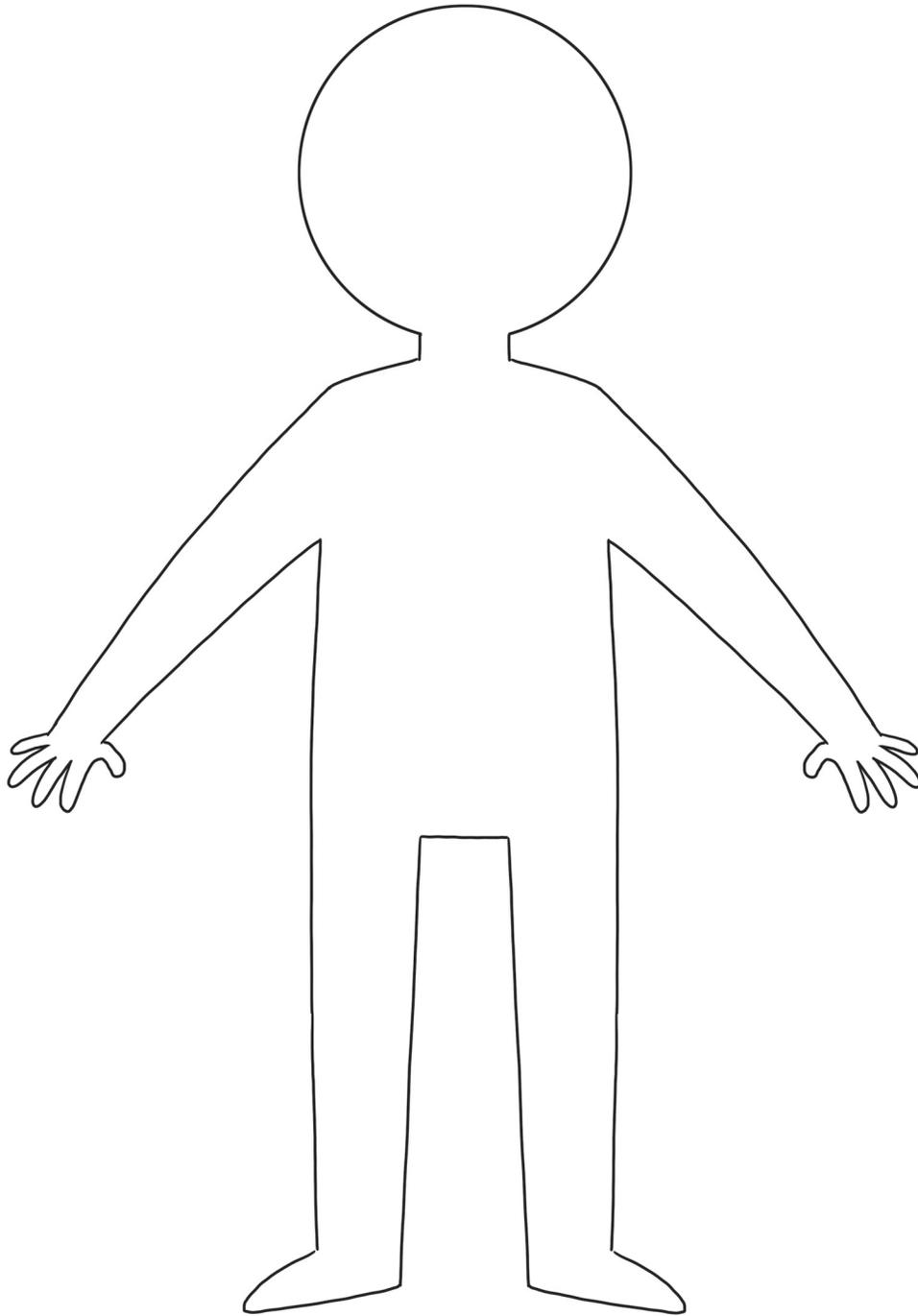
- a large sheet of card
- felt tip pens
- gold and silver glitter sticks
- coloured paper to cut out letters
- scissors and glue

Include this information:

- the name of your group
- the name of the play
- where the show is
- when the show is (date and time)
- how much the tickets cost

5 mission Stage 1

Choose a character from a play, film or book. Design a costume for your character. Then write a description of your costume.



My costume has _____

It's made of _____

5 Culture

Visit Athens

1 What do you know about Greece? Make sentences.

ancient Athens god goddess Greek myth ruin temple

2 Look quickly at the text. What is it? Tick ✓ the correct answer.

- a a leaflet for tourists in Athens
- b a page from a school book about Ancient Greece
- c a story about the Greek gods
- d a Greek myth

The Greek Mythology Tour

A four-hour walk in ancient Athens with special VR glasses.

The tour starts in the Temple of Zeus. Zeus was the king of the gods and this temple was the biggest in ancient Athens. It is now a ruin, but when you put on your VR glasses, you can see what it was like 2,000 years ago and listen to a story about Zeus.

On the walk from the temple to the most famous ruins in Greece – the Acropolis – use the VR glasses to imagine that you are walking in Athens 2,000 years ago. People around you are wearing ancient Greek costumes and you can listen to them – if you understand Ancient Greek!

Your first stop on the Acropolis is the Theatre of Dionysius. It's the oldest Greek theatre and 17,000 people can sit here. Actors performed the first play in the theatre more than 2,600 years ago. Sit down on a

stone seat, put on your VR glasses and watch a play about the god of wine.

Walk around the Acropolis and visit the Temple of Athena. With your VR glasses you can watch and listen to a famous Greek myth, the myth of Poseidon and Athena. The myth tells the story of a competition between them. Who do you think was the winner? Put on your VR glasses to find out.

The tour finishes in the Agora, the centre of daily life in Ancient Athens. Sit down and listen to Socrates and Aristotle when they walk past. You can see a big market in the Agora with lots of food – but it was there 2,000 years ago. If you're hungry, there are many modern-day restaurants near the square where you can try some modern Greek food – without the VR glasses!

Enjoy your trip back in time!

3 Read again and complete the notes.

The Greek Mythology Tour

City: ^a _____

How long: ^b _____

Transport: ^c _____

Special: with ^d _____

Places visited on the tour:

1 ^e _____ 2 ^f _____ 3 ^g _____ 4 ^h _____

4 Work in groups to invent a history tour of your town. Draw it on a map and then make a leaflet about it.



Classroom stars

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core school subjects: *art, English, geography, history, IT, maths, music, science* and *sport*.
- Pupils work on their own to cross out the letters on the board and use them to write the school subjects.

Key: 1 IT 2 MATHS 3 SCIENCE 4 MUSIC
5 HISTORY 6 SPORT 7 GEOGRAPHY 8 ART
9 ENGLISH
The secret word is: SCHOOL

- Pupils complete their own timetables.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target language of giving advice using *should/shouldn't*.
- Pupils work in pairs. Each pair needs a coin so they can throw it to play the game.
- Pupils need one worksheet each. They cut out the cards and then follow the instructions to play the game.
- They shuffle their cards and put them face down in a pile in front of them.
- One pupil takes a card and reads it aloud.
- The other pupil throws the coin and gives advice for the situation on the card. If he/she throws heads, he/she has to give advice starting with *You should ...*
- If he/she throws tails, he/she has to give advice starting with *You shouldn't ...*
- Pupils then swap roles and continue describing situations and giving advice.
- The game finishes when both pupils have given advice for all the situations.

Optional follow-up activity (extension):

Pupils work in pairs to create and perform short dialogues based on one of the situations on the cards.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core school vocabulary.
- Pupils work individually to match the school items with the gaps in the sentences.

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

Optional follow-up activity (extension):

Pupils write their own gapped sentences using other school vocabulary from the previous levels. They swap them with a partner to write the missing words.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target language for talking about what you are and aren't good at.
- Pupils follow the instructions to play *Good at Bingo!* The winning pupil then makes sentences about their classmates to check their answers, e.g. *X is good at geography. Y is good at ice skating.*

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice in describing the activities that people are good at.
- Pupils listen to a dialogue between a boy and his father about a school trip to the countryside. In the dialogue the boy describes the activities that he and his friends are good at. Pupils draw lines from the children to the activity icons. There is one extra activity that isn't mentioned in the audio – swimming.

Key: Aidan – sailing Emma – skateboarding
Ethan – riding a bike Isabella – running
Noah – taking photos Sophia – climbing trees

Track 9

Dad: Did you have fun on the school trip, Ethan?

Ethan: Yes, it was great. We stayed in an old farm near a lake. There were lots of horses.

Dad: Did you go horse riding?

Ethan: No, I didn't. But I rode a bike every afternoon – across the fields and through the forest. I was quite slow at the beginning of the week, but I was much better by Friday – and I won first prize in the bike race.

Dad: Well done! What other activities did you do?

Ethan: Well, I went sailing once, but I didn't like it. Aidan is really good at it though. He went every morning.

Dad: Did Sophia have a good time?

Ethan: Yes, she did. She was the best climber at the camp.

Dad: Climber? I didn't know you went climbing.

Ethan: Well, we didn't. Not rock climbing. But there was a really high tree near the farm and Sophia climbed to the top. It was really cool.

Dad: Cool!!? Dangerous! How about Noah? Did he go?
 Ethan: Yes, he did. And he took hundreds of photos. He's going to put them on the school blog.
 Dad: Is he good at taking photos?
 Ethan: Yes, he is. He's brilliant. He won a school prize last year.
 Dad: Right. Did any of your other friends go on the trip?
 Ethan: Yes. Emma and Isabella. You know, they live down the road.
 Dad: Ah, yes, I remember. Which is Emma?
 Ethan: She's the one who's very good at skateboarding. She goes everywhere on her skateboard.
 Dad: Right. And Isabella goes running a lot in the park. I often see her on my way to work.
 Ethan: Yes, that's her. She's in the school running team. She's the fastest in our class.

- 2 Pupils choose four people in their family to describe. They think of an activity that each person is good at and isn't good at and write them in the table.
- 3 Pupils work in pairs. They use the notes in their tables to talk about the people they chose as in the example. One pupil starts and the other takes notes. Then they swap roles. Pupils compare their tables at the end of the activity.

Optional follow-up activity (reinforcement):

Pupils write the sentences about their family on small sheets of paper. Collect in all the sheets and redistribute them. Pupils read the sheet that they get and try to guess who wrote it. They mingle and ask questions to find out if they guessed correctly, e.g. *Is your dad good at cooking pasta?* Drill the short answers before pupils do the activity: *Yes, he/she is. No, he/she isn't.*

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice linked to the unit topic of school subjects and learning.
- 1 Pupils read the blog. They complete the summary sentences.

Key: 1 Turkey 2 bright 3 (very) good at
4 geography 5 fly

- 2 Pupils make notes about what they did the previous week at school in four different subjects. They can work individually, in pairs or in small groups to share their ideas. They use their notes to write a short blog entry using Samuel's text as a model.

Optional follow-up activity (extension):

Pupils work in small groups. They choose a country that they are interested in and create a timetable for a week of lessons connected to the country.

mission Stage 3: Design an award

Using the worksheet

- Ask pupils to get into their teams and think about their subject to design an award to give to the winner on the final stage of the mission. They have to leave room for name and subject. They can add pictures or shapes related to their subject.

Culture

Using the worksheet

- 1 Talk to the whole class about traditional dances. Prepare photographs or video clips. Ask if pupils know any traditional dances from other countries. Pupils look at the photos and talk about the costumes. They compare them to their own traditional dance costumes.
- 2 Pupils listen and identify the situation. Sofia is giving a presentation to her class at school about participating in a dance show.

Key: 1 b 2 c

Track 10

My presentation is about the Children's Day Festival in Turkey last month. I went there with my dance group – ten children and two teachers. We went there to dance in Ankara, the capital of Turkey.

Children's Day in Turkey is 23rd April. We flew there on 20th April for five days. We all stayed with Turkish families. I was a bit worried about that, but it was great! In my family there were two girls, Mina and Merve. Mina is my age and she dances with a Turkish dance group. She doesn't speak much English, but her older sister, Merve, speaks it quite well. They were very kind and their mum made wonderful Turkish food all the time. We talk to each other sometimes and they want to visit England one day.

At the festival there were dance groups from 30 other countries and we made friends from all over the world. It was so cool! Here's a photo of all the dancers on the stage at the end of the festival – you can see that there were hundreds of us!

On the day of the festival, we were all very excited and a little nervous. There were 5,000 people watching us in the Festival Hall and the show was on television all over Turkey. Our families and friends watched it on the internet, too. We did two dances – a traditional Maypole dance and a Tudor Court dance. I think you all know the music we danced to ... listen to this ...

... Yes, that's right, it was *Greensleeves*.

The best things for me about the trip were making friends from all over the world – and seeing so many different dances.

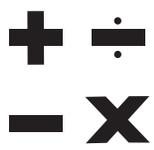
- 3 Pupils read the sentences and then listen again. They decide if each sentence is true or false.

Key: 1 True 2 False 3 True 4 True 5 False
6 True 7 False 8 True

- 4 Pupils prepare interview questions for Sofia. You may like to brainstorm possible questions with the whole class before they write their own.

6 Vocabulary 1

1 Cross out the letters and use them to write the subjects. Find the secret word.

<p style="text-align: right; margin-right: 10px;">1 </p> <p>A A A C C C C E E E E G G G H H H H H I I I I I L L M M N N O O O O O P P R R R R S S S S S S S T T T T T U Y Y</p>	<p style="text-align: center;">2 </p> <p style="text-align: center;">4 </p> <p style="text-align: center;">6 </p> <p style="text-align: center;">8 </p>	<p style="text-align: center;">3 </p> <p style="text-align: center;">5 </p> <p style="text-align: center;">7 </p> <p style="text-align: center;">9 </p>
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What's the secret word?

2 Write the times and subjects to complete your timetable.

times	Monday	Tuesday	Wednesday	Thursday	Friday

6 Grammar 1

Cut out the cards and play the game in pairs.

Instructions

You need a coin.

Shuffle your cards and put them face down in a pile.

One pupil takes a card, reads and then says the phrase.

The other pupil throws the coin and gives advice:

heads = make a sentence with *You should ...*

tails = make a sentence with *You shouldn't ...*

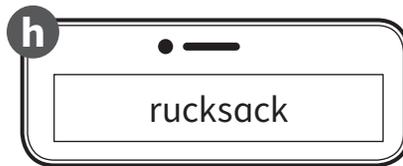
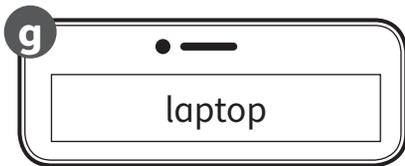
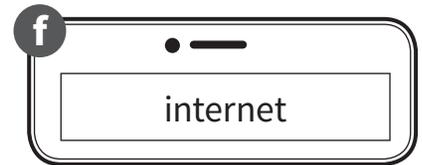
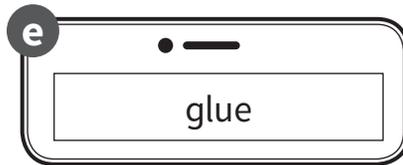
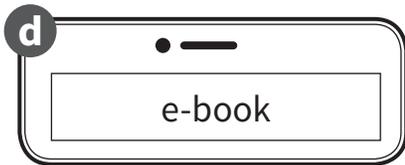
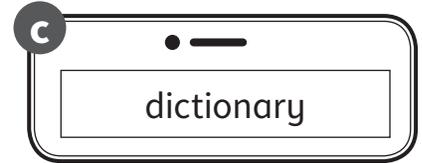
Pupils then swap roles and continue describing situations and giving advice.

The game finishes when both pupils have given advice for all the situations.

I've got a headache.	I've got stomach-ache.	My back hurts.
I've got a sore throat.	My mum has got a cold and a cough.	I've got a temperature.
I've got a lot of homework to do tonight.	We've got an English exam tomorrow.	It's midnight on Sunday night and I've got school tomorrow.
It's snowing and I have to go to school.	It's raining and we've got a football lesson.	I want to go on holiday to London.
All my clothes are too small for me.	I'm going to a costume party on Saturday and I don't know what to wear.	I'm really hungry. I didn't have any breakfast.
There's salad for lunch and I hate it.	It's Saturday evening and I don't know what to do.	I have to do a geography project about Japan and I don't know anything about it.

6 Vocabulary 2

Match the school items with the speech bubbles. Write the letters on the lines.



- 1 I want to find a ____ with information about Turkey.
- 2 I need some ____ so I can cut out the game cards.
- 3 My friend has got an ____ on his phone which helps him study maths.
- 4 I'm reading a great ____ at the moment.
- 5 I need a ruler. I think I've got one in my ____.
- 6 I need to find some information for a history project on the ____.
- 7 Can I borrow your ____ to stick this picture in my exercise book?
- 8 I don't understand this word so I need to look it up in a ____.
- 9 I sometimes play computer games on my mum's ____.
- 10 I don't need this paper. Can you put it in the ____ for me?

6 Grammar 2

Play Good at Bingo!

Instructions

Ask questions to find classmates who are good at the things in the pictures.

Are you good at geography?

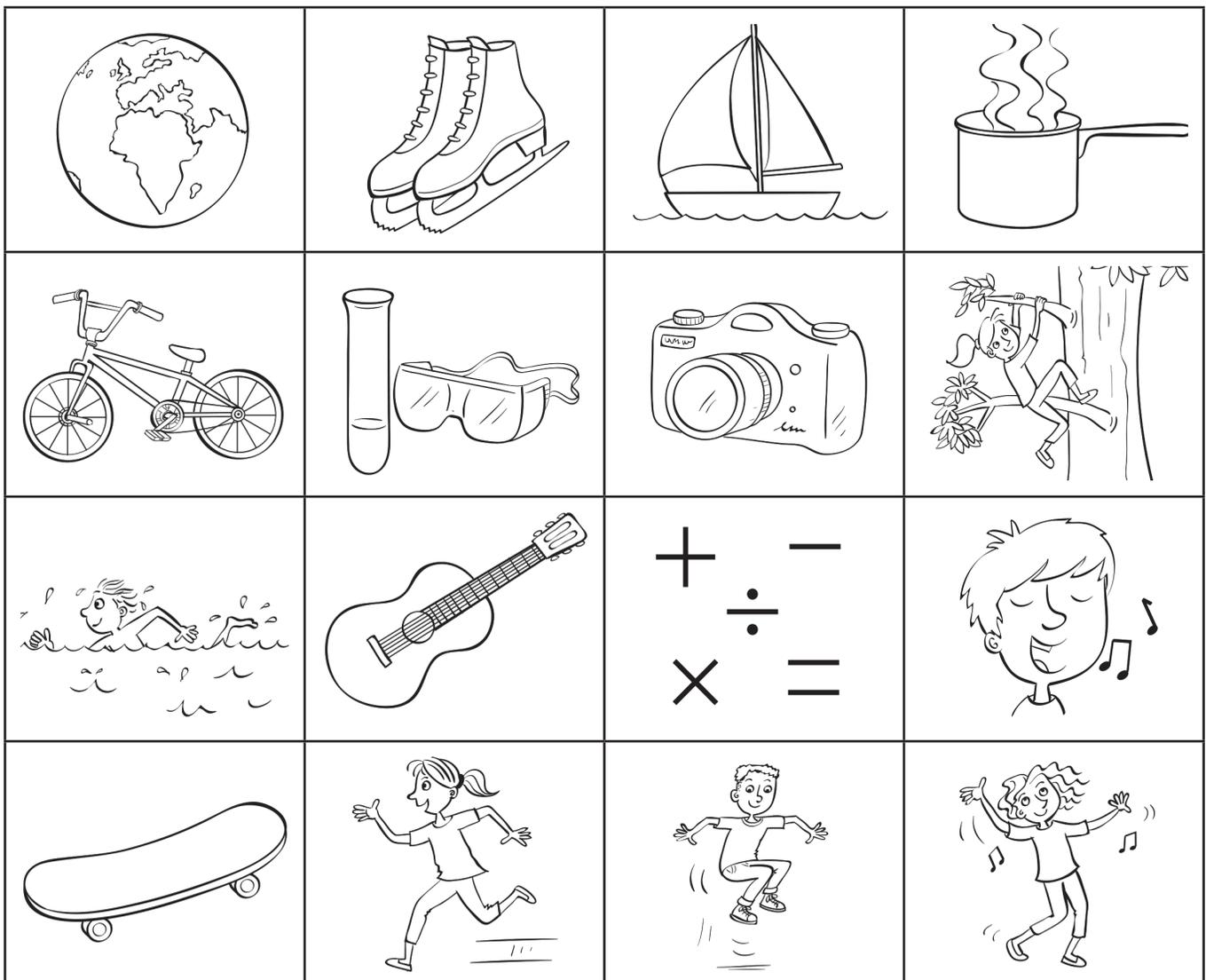
Yes, I am.

No, I'm not.

When someone answers *Yes*, write the name under the picture and cross out the picture.

You can only write each name once. When all your pictures have names, shout *BINGO!*

Good at Bingo!



6 Skills 1: Listening and speaking

1  Listen and match the children with the activities they are good at. There's one extra activity.

Aidan

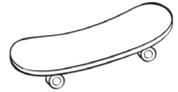
Emma

Ethan

Isabella

Noah

Sophia



2 Choose four people in your family and make notes.

Who?	What is he/she good at?	What isn't he/she good at?

3 Work with a partner. Talk about your family. Then listen and make notes about your partner's family.

My dad is very good at cooking. He makes great pasta.

Who?	What is he/she good at?	What isn't he/she good at?

6

Skills 2: Reading and writing

1 Read the blog. Then write some words to complete the sentences.

Class 3C – World Week – Turkey

Samuel Rose

Merhaba!

Last week was World Week and in Class 3C we learnt about Turkey. We did lots of exciting activities.

In art we looked at paintings by a famous Turkish artist. Her name is Fahrelnissa Zeid. Her paintings use shapes and lots of bright colours. We painted pictures with bright colours like hers.

In music we worked in two groups and learnt two traditional Turkish dances. Our dance was difficult and I wasn't very good at it, but it was fun.

In geography we learnt about some famous buildings in Turkey. My group chose the library in Ephesus. It was built by the Romans and is nearly 2,000 years old. We read about it on the internet and then we made a model of it using cardboard, paper and glue.

My favourite lesson about Turkey was in history. We learnt about a man – Hezârfeñ Çelebi – who made himself wings and flew across the Bosphorus from Europe to Asia in 1632. In Turkey they call him 'the first flying man'. Many people say the story isn't true, but I loved it.



- 1 Samuel's class learnt about _____ last week.
- 2 They painted _____ pictures in their art lessons.
- 3 Samuel wasn't _____ Turkish dancing.
- 4 He made a model of an old building in the _____ lesson.
- 5 In history they learnt about a man who could _____.

2 Make notes about what you did at school last week. Then write a short blog post.

Subject	Activities

6 mission Stage 3

Design your own award.



6 Culture

Traditional dances

- 1** What are the traditional dances like in your country? Talk about the music, the costumes and the dancing.



Turkish folk dancers from Giresun (Black Sea province)

English Maypole dancers in North Yorkshire



- 2**  Listen to Sofia talking about a trip to Turkey and choose the correct answers.

- | | |
|---|--|
| <p>1 Who is she talking to?</p> <p>a her family <input type="checkbox"/></p> <p>b her class <input type="checkbox"/></p> <p>c a Turkish friend <input type="checkbox"/></p> | <p>2 Why did she go to Turkey?</p> <p>a to see a dance show <input type="checkbox"/></p> <p>b on holiday <input type="checkbox"/></p> <p>c to dance in a show <input type="checkbox"/></p> |
|---|--|

- 3**  Listen again and write *True* or *False*.

- | | |
|--|-------|
| 1 Sofia went to Turkey with a dance group. | _____ |
| 2 She stayed in Turkey for a week. | _____ |
| 3 She stayed with a Turkish family there. | _____ |
| 4 She spoke English with the family. | _____ |
| 5 She didn't like Turkish food. | _____ |
| 6 There were dance groups from many different countries. | _____ |
| 7 There were 5,000 dancers there. | _____ |
| 8 Sofia's group did two traditional English dances. | _____ |

- 4** Imagine that you are a journalist at the festival. Prepare interview questions for Sofia.



When I grow up

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core job words: *actor, artist, cook, designer, driver, journalist, photographer, singer* and *waiter*.
- Pupils work on their own to cross out the letters on the board and use them to write the jobs.

Key: 1 driver 2 actor 3 waiter 4 artist
5 cook 6 photographer 7 singer 8 designer
9 journalist The secret job is: acrobat

- Pupils complete the sentences for the jobs that they learnt in Level 2 of the course.

Key: 1 hospital 2 animals 3 make 4 ill/sick
5 famous/popular

Optional follow-up activity (reinforcement):

Prepare word or picture cards with the jobs on them. Give out one set to each group. One pupil takes a job card and mimes doing the job. The other pupils in the group have to guess what job he/she is doing using: *Are you a (driver)? Yes, I am. / No, I'm not.*

Grammar 1

Using the worksheet

- This worksheet provides practice of the target language of talking about cause and result using the zero conditional with *if* and *when*.
- Pupils can work on their own or in pairs. Each pair of pupils cuts out the cause and result cards and reads and matches them, putting them in pairs.
- When the first pair of pupils has finished, check their sentences, reminding pupils that the clauses can change places.

Optional follow-up activity (extension):

Pupils work on their own with the cause cards only (the ones that start with *when* or *if*). They think of and write true sentences about themselves providing different results.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core adjectives to describe people.
- Pupils read the sentences and write the adjectives. Then

they use the letters in the numbered squares to write the name of a city in Spain.

Key: 1 clever 2 popular 3 unkind 4 brave
5 kind 6 friendly 7 lazy 8 interesting
9 unfriendly 10 lovely
The Spanish city is Barcelona.

- Pupils do the quiz, writing note-form answers to the questions. They then work with a partner to make sentences from their notes.

Optional follow-up activity (reinforcement):

Pupils make cards with the adjectives on. They need one set of cards per pair. One pupil takes a card from the set and looks at it in secret. He/She has to give an example of a person who is like the adjective on the card, e.g if the card is *brave*, the pupil could say *I picked up a snake at the zoo*. The other pupil says the adjective. Then they swap roles. The first pair to explain and guess all the adjectives wins the game.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target language for asking about and describing people using *look like* and *be like*, as well as contrasting them with *like* as a main verb.
- Pupils read the questions and choose the best answers. They check their answers by asking and answering the questions in pairs.

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

Optional follow-up activity (extension):

Pupils work in pairs to ask and answer questions about a person in their partner's family, e.g. *What does your (father) look like? Who does he look like? What's he like? What does he like?* They note down the answers and then tell the class about the person, e.g. *Tom's father is ...*

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice linked to the unit topic in understanding and exchanging information about competitions.
- Pupils listen to a dialogue between two friends about a cookery competition and complete the details on the poster.

Key: Where? Pepe's Spanish Restaurant
 When? Saturday morning 9.30–12.30
 What? Three-course meal
 Who? 7–12 year olds
 Prize: Two-week Spanish cooking course

Track 11

Girl: What are you doing?
 Boy: I'm looking for ideas for the cookery competition on Saturday.
 Girl: The cookery competition? What's that?
 Boy: There's a poster about it in the classroom. Didn't you see it?
 Girl: No, I didn't. Tell me about it. When is it exactly?
 Boy: It's on Saturday morning. It starts at half past nine and it finishes at half past 12.
 Girl: Right. Three hours. That's a long time.
 Boy: Yes, it is. We have to cook a full three-course meal. A starter, a main course and a dessert. That's lots of cooking!
 Girl: Yes, it is. Too much for me. But you're a great cook. What are you going to make?
 Boy: I can't tell you. It's a secret.
 Girl: Oh! Can I come and watch? Where is the competition?
 Boy: It's in the Spanish restaurant in the centre of town.
 Girl: Do you mean Pepe's Spanish Restaurant?
 Boy: Yes, that's it.
 Girl: What's it like?
 Boy: They make great food. I love that place. My mum and dad like it, too. It's really popular.
 Girl: What do you win?
 Boy: The prize is really cool too – a two-week Spanish cooking course next summer.
 Girl: Wow, that's cool! Can anyone enter the competition?
 Boy: No, it's for children between seven and 12 years old.
 Girl: I'm going to tell my sister about it. She's 12 and she loves cooking.
 Boy: Oh ...
 Girl: Don't worry! She isn't as good as you. I'm sure you'll win!

- 2 Pupils work in pairs with one of the posters each. They ask and answer questions to find out about the competitions on each other's posters.

Optional follow-up activity (extension):

Pupils invent a competition and design and make a poster for it. They present their competitions to the class and vote for the most interesting one.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice linked to the unit topic of describing people.
- 1 Pupils read and do the questionnaire on their own. Make sure that they understand that there are no right or wrong answers and that they should answer the questions truthfully about themselves. Pupils can compare their answers in pairs or small groups. They use adjectives to describe themselves based on their answers to the questionnaire.

- 2 Pupils use the sentence starters to think about the job they would like to do when they grow up. Pupils use their ideas to write a short email about what they want to be when they grow up.

Optional follow-up activity (reinforcement):

Pupils work in groups of six. They each choose one of the questions from the questionnaire in Activity 1 and ask all the pupils in their group the same question. They remember or take notes of the answers and then swap groups and report back to their new groups.

mission Stages 1 and 2: Compare different jobs

Using the worksheet

- Pupils are going to complete a table to compare different jobs. Each group has to complete the information about each job they can think of – they can get inspiration from the pictures at the top of the table, e.g. (*Designer*) *When the roles are decided for the play, she designs the clothes for each role.*
- Pupils work now in pairs. They talk about the personality for each job and they write a personality description for each job, e.g. *What's a teacher like? I think a teacher is friendly and clever.*

Culture

Using the worksheet

- Pupils talk about Spanish traditions, e.g. flamenco (dancing and guitar playing), bullfights, bull running, Easter parades, Carnival, tomato fighting (*La Tomatina*). You could prepare a slide show of photos or ask pupils to do some research before the lesson.
- Pre-teach or check these words: *build, competition, fall down, festival, human, team, tower* and *win*. Pupils look at the photo in the article and the headline. Ask them questions about it using the words above, e.g. *Do you think people build these towers often?* Read the options with the class making sure that they understand them. They look quickly at the article and tick the correct sentence.

Key: a

- 3 Pupils read the sentences on their own and read the article. They circle the correct answers.

Key: 1 Valls 2 levels 3 600 4 child
 5 people watching

- 4 Pupils work on their own to write an imaginative diary entry, as if they were a young casteller who took part in the competition.

7 Vocabulary 1

1 Find the jobs in the word parts square and write them in the speech bubbles.

ver	de	jour	ner	tor
ok	ac	her	ac	na
list	bat	ist	grap	ger
art	ter	ro	dri	co
to	sig	pho	sin	wai

1 I'm a driver. I drive a bus.

2 I'm an _____. I work in a theatre.

3 I'm a _____. I work in a restaurant but I don't cook.

4 I'm an _____. I'm good at drawing and painting.

5 I'm a _____. I'm good at making food.

6 I'm a _____. I'm good at taking photos.

7 I'm a _____. I love music and singing songs.

8 I'm a _____. I draw new clothes.

9 I'm a _____. I write about things that happen in the world.

What's the secret job? _____

2 Complete the sentences with your own ideas.

1 I'm a doctor. I work in a _____.

2 I'm a farmer. I've got a lot of _____.

3 I'm a film star. I _____ films and I'm famous.

4 I'm a nurse. I help people who are _____.

5 I'm a pop star. I play music and I'm _____.

7 Grammar 1

Cut out and match the sentence parts.

when I have lots of homework	we sometimes have classes outside
if it rains hard	I always wear my walking boots
if there's a lot of snow in the mountains	I wear a woolly hat and scarf to keep warm
if it's a sunny day at school	you see a rainbow
if the weather is very hot in summer	I don't get up early
if the weather is very cold in winter	I don't want to live in a big city
when I go to the beach	I don't watch TV in the evening
when I go walking in the forest	I never catch any fish
when I go fishing in the lake	I want to go to university
when I go walking in the countryside	my mum drives me to school so I don't get wet
if it's sunny and it rains	I don't like getting sand in my shoes
when I grow up and have a family	I usually go skiing with my family
when I leave school	I sometimes wear shorts to school
when it's the weekend	I always look for bears behind trees

7 Vocabulary 2

1 Write adjectives to do the word puzzle.

- Someone who ...
- 1 knows a lot is. 4
 - 2 has a lot of friends is. 9
 - 3 isn't nice to people is. 8
 - 4 isn't scared of dangerous things is. 1
 - 5 is nice to people is.
 - 6 is nice and open to people is. 5
 - 7 doesn't like working is. 2
 - 8 is exciting and has lots of ideas. 3
 - 9 isn't nice and open to people. 6
 - 10 is very nice. 7

Use the letters from the puzzle to spell the name of a city in Spain.

1 2 3 4 5 6 7 8 9

2 Write answers. Then tell a partner.

The cleverest person I know is my dad.

Who's the cleverest person you know? _____

Who's the kindest person in your family? _____

Who's the most popular pop star among your friends? _____

Who's the bravest person you know? _____

Who's the friendliest teacher in your school? _____

Who's the laziest person in your family? _____

Which was the most interesting thing you learnt last week? _____

Who's the loveliest person you know? _____



Grammar 2

Read the questions and circle the best answer.

- 1 What does Tom's father look like?
 - a He's got short dark hair and a beard.
 - b He's very kind.
 - c He likes singing and he's very good at it.
- 2 Your sister is lovely. Who does she look like?
 - a She likes cooking and wants to be a cook.
 - b My mother says she's lazy.
 - c She looks like my grandmother – my mother's mother.
- 3 What's your English teacher like?
 - a He's tall and thin with curly hair.
 - b He's a great teacher and he's very clever.
 - c He likes reading and watching films.
- 4 What does your brother like?
 - a He's friendly and he's got blue eyes.
 - b He's like my mum.
 - c He loves sports.
- 5 Do you like my hair?
 - a Yes, I do. It looks great.
 - b It's long and straight.
 - c I'd like to have long hair.
- 6 Who is your sister like?
 - a She's nice but she's unfriendly when she first meets people.
 - b She's more beautiful than me.
 - c She's like my mum – very clever but not very friendly.
- 7 What does your best friend like?
 - a She's short and thin with fair hair.
 - b She's good at taking photos and she wants to be a photographer.
 - c She's a bit lazy and she sleeps a lot.
- 8 Do you look like your parents?
 - a Yes, I do. I love them.
 - b Yes, I am.
 - c Yes, I do. I look like my dad.

7

Skills 1: Listening and speaking

1  Listen and complete the poster.

BEST YOUNG COOK COMPETITION

Where? Pepe's _____ Restaurant

When? Saturday morning _____ - _____

What? _____ -course meal

Who? _____ year olds

Prize: _____ cooking course

2 Work with a partner. Ask and answer questions about these competitions.

PUPIL A

BEST YOUNG DANCER COMPETITION

Where? school gym

When? Friday 17.00–19.00

What? two dances

Who? 8 and 9 year olds

Prize: trip to London to see the musical *Billy Elliot*

Ask questions to find out about the Best Young Artist Competition.

PUPIL B

BEST YOUNG ARTIST COMPETITION

Where? Green Park

When? Sunday 14.30–17.00

What? picture of flowers or trees

Who? 9–13 year olds

Prize: £50

Ask questions to find out about the Best Young Dancer Competition.



Skills 2: Reading and writing

1 Circle the answers to do the questionnaire.

What are you like?

- | | |
|--|--|
| <p>1 What do you do when you meet a new person for the first time?</p> <p>a I ask a lot of questions.</p> <p>b I talk a lot about myself.</p> <p>c I'm very quiet.</p> | <p>4 What do you do if you don't understand something in a lesson?</p> <p>a I ask my teacher to help me.</p> <p>b I ask a friend to help me.</p> <p>c I don't ask for help.</p> |
| <p>2 What do you do if you see a child crying?</p> <p>a I don't do anything.</p> <p>b I ask what's the matter.</p> <p>c I do something funny so that the child laughs.</p> | <p>5 When you grow up what do you want to do?</p> <p>a I want to work with people.</p> <p>b I want to work with computers.</p> <p>c I don't want to work with any of these.</p> |
| <p>3 Which of these school subjects are you best at?</p> <p>a maths, IT and science</p> <p>b history and geography</p> <p>c art and music</p> | <p>6 When you grow up where would you like to work?</p> <p>a I'd like to work in a hospital.</p> <p>b I'd like to work in a big office.</p> <p>c I wouldn't like to work in any of these places.</p> |

2 Think about your dream job. Then write an email to a penfriend.

I'm good at ...

I want to work with ...

I love doing ...

I'd like to work in ...

When I grow up, I want to be ...

When I grow up

Hi!

In your last email you asked what I want to be when I grow up. Well, here's my answer. _____

7 Culture

Festival traditions

1 Do you know any Spanish traditions?

2 Look quickly at the article and tick ✓ the correct sentence.

- a Human tower building is a tradition in Catalonia.
- b Human tower building started 500 years ago.
- c Only adults take part because they are dangerous.

Child climbs to top in human tower competition BARCELONA

A team from Valls was the winner of the human tower – *castell* – competition in a festival in Barcelona yesterday. These competitions happen in festivals all over Catalonia. The hometown of the winning team – Valls – is the town where this tradition started in 1801.

The castells today are much taller and more complicated than the first towers. The highest castell in history was ten floors high with three people in each floor. Some of the biggest castells have more than 600 tower builders – *castellers*.

As the tower gets higher, the castellers get smaller and lighter. Finally, a child climbs to the top. He or she puts up a hand to show the tower is finished.

Girls and women now take part. In fact the youngest climbers are often girls because they are lighter and have stronger hands than boys.

Castells often fall down and people sometimes get hurt. After a number of accidents, children who climb the human towers now have to wear helmets.

In some competitions a group of judges chooses the winner. But in the one in Barcelona yesterday, it was the shouts of the people around the tower who chose the team from Valls.



3 Read the article again and circle the correct answers.

- 1 The tradition started in Barcelona / Valls.
- 2 The tallest castell ever had ten levels / people on top.
- 3 The biggest teams have more than 60 / 600 castellers.
- 4 The towers finish with a girl / child at the top.
- 5 The judges / people watching chose the winning tower yesterday.

4 Imagine that you are a casteller. Write a diary entry about the competition.



City break

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the compass points (*north, south, east, west*) and *get to, left, right* and *straight on*.
- Pupils look at the maps and use the words in the treasure chest to complete the diary entry.

Key: 1 west 2 get to 3 straight 4 right
5 north 6 left 7 east 8 south

Optional follow-up activity (reinforcement):

Label the north, east, south and west walls of the classroom. Play a version of *Simon says* by giving pupils instructions using the points of the compass, e.g. (*Simon says*) *point at/run to/go to/walk to the north/east/south/west*.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target language of talking about future intentions using *be going to + infinitive*.
- 1 Pupils look at the pictures and use them to complete the sentences about Joe's holiday.

Key: 1 Joe is going to visit the United States. 2 He's going to fly from London to New York. 3 He isn't going to read a school book there. 4 He's going to take lots of photos. 5 He isn't going to go walking in the mountains. 6 He's going to travel with his family. 7 He isn't going to go swimming in the sea. 8 He isn't going to take his pet dog, Simba.

- 2 Pupils work in groups of four. They ask the other three pupils in the group questions about their plans for the weekend and record their answers in the grid with ticks or crosses.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core town facilities: *airport, bank, buildings, chemist's, hotel, museum, post office, restaurant, theatre* and *university*.
- Pupils cut out the cards and match the statements with the places.
- Pupils work in pairs. They turn the cards face down in two groups – places and statements – and pick two at a time to try to make pairs in a memory game.

Optional follow-up activity (reinforcement/extension):

Pupils work with the town facility cards only. They pick a card at random and make a statement. The pupil(s) have to say the place.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target language for giving directions using prepositions of movement.
- Pupils work in A/B pairs with their maps to give and follow directions.
- Pupil A starts by giving directions and pupil B marks the route on their map. Then pupils swap roles.
- They check their answers by comparing their maps at the end of the pair work activity.

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice in describing places and giving directions using prepositions of movement.
- 1 Pupils listen to a dialogue between two young people about where one of them lives. They look at the picture and circle the differences between what they can see and the girl's description.

Key: The details on the picture that are different and that pupils should circle are: 1 the entrance to the park at North Gate (not South Gate) 2 the place called Apple Fields (not Orange Fields) 3 the market in the north of the park (not a sports centre) 4 Orange Hill (not Black Hill) 5 the lake (not a river) 6 the museum (it's on South Avenue, not North Avenue)

Track 12

- Boy: Can you tell me about where you live?
 Girl: Sure. I live in South Avenue, at number 56. It's in the centre of the city.
 Boy: Oh. I wouldn't like to live in a city. The air is dirty and it's noisy.
 Girl: Oh, no. South Avenue is next to a big park. It's beautiful – and it's clean and quiet, too.
 Boy: That's great. Tell me about the park.
 Girl: Well, the entrance to the park is called South Gate. It's on my street near my house.
 Boy: Cool. Do you go there often?
 Girl: Oh, yes. Every day after school I take my dog for a walk. We go to a place called Orange Fields in the north. Lots of people take their dogs there.
 Boy: Can you do any sports there?

Girl: Yes, there's a sports centre in the park. And there's a hill, too – Black Hill it's called. It's a cool place for skateboarding and rollerblading.

Boy: And can you swim there? I love swimming.

Girl: Well, there isn't a swimming pool, but there's a river. We sometimes swim in it in summer.

Boy: Cool. How about in winter? Do you go to the park often in winter?

Girl: Not so often. It's too cold! But there's a museum on North Avenue near the park and we often go there at the weekend.

Boy: Right, well maybe living in a city isn't so bad. It's more exciting than living in a little village!

- 2 Pupils read the list of town places and tick five of them.
- 3 Pupils work in pairs to give directions and guess the places as in the example. When you put them in pairs, make sure that they live in the same town.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice linked to the unit topic of describing places and holidays.
- 1 Pupils read the postcards and write the names to complete the sentences.

Key: 1 Zoe 2 Max 3 Max 4 Zoe 5 Max 6 Zoe

- 2 Pupils imagine that they are on holiday and think about the questions. You can encourage them to choose their dream holiday. Pupils use their ideas to write a postcard to a friend using Max's and Zoe's as models.

Optional follow-up activity (extension):

Pupils choose a city that they would like to visit on a city break. They research information about the city on the internet and then present the city in class.

mission Stages 1, 2 and 3: Create a guide to your town

- 1 Pupils are going to create their own town. Ask pupils to get into small teams and give each team a photocopy of the town map. Pupils create their own town and label the buildings they have chosen in their teams. They have to label as well *North*, *South*, *East* and *West* on their maps.
- 2 Pupils are going to use their map to ask and give directions to get to different places in their towns.
- 3 Pupils have to now use their map again to add some green spaces to their town. They use symbols to create a key in their town map.

Culture

Using the worksheet

- 1 First of all check that pupils know what a legend is. Then look at the illustration and the titles. Use them to pre-teach these words from the story: *rainbow*, *feathers*. Pupils predict what the legends could be about.
- 2 Pupils listen and identify the story.

Key: How the Rainbow was made

Track 13

Today I'm going to tell you a story. It's an old Indian story from North America.

A long, long time ago, a man called Nanabozho lived near a waterfall. One day he saw that all the flowers in the field outside his house were white.

Nanabozho loved painting. He took his paints and paintbrushes and went out into the field. He sat down in the tall green grass with his red, orange, yellow, green, blue and purple paints. He started to paint all the flowers in the field different colours.

There were two little bluebirds in the sky above the field. They were playing games and singing happily. Nanabozho looked up and watched the pretty birds. Then he started painting again. The bluebirds started to play a new game. One bluebird flew down quickly near Nanabozho. Then he flew up and the feathers on one wing went into the red paint. The other bluebird did the same and his feathers went into the orange paint. It was a new game – what fun!

Nanabozho was angry. He stood up and shouted at the birds. "Go away from my paints!" They flew away but they wanted to play another game. One bluebird flew over the waterfall and the other one followed. They flew from left to right in front of the waterfall, and each time a bird flew past, it painted the drops of water – red, orange, yellow, green, light blue, dark blue, purple. Nanabozho looked up. He was very happy with the painted colours over the waterfall next to his house. They were the first rainbow.

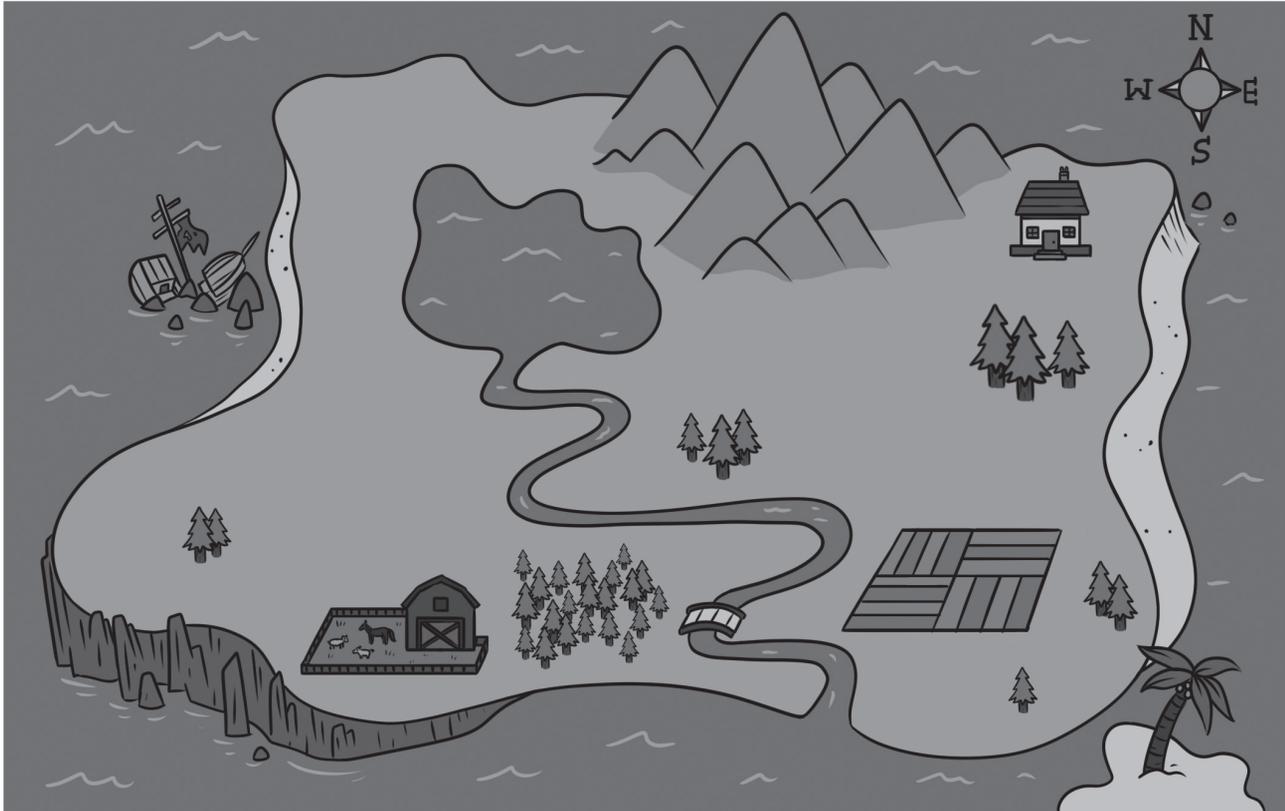
- 3 Pupils read the sentences and check that they understand them. They listen again to the story and write short answers.

Key: 1 white 2 paints 3 two (blue)birds
4 feathers/wings 5 shouted at the birds
6 to a waterfall 7 paint

- 4 Explain or elicit that legends often explain the origin of natural things. Pupils choose a title from Activity 1 and invent a legend.

8 Vocabulary 1

Look at the picture and complete the diary with the words in the treasure chest.



13th November, 1755

Our ship sailed into some rocks on the
1 _____ coast of an island.

There were three of us on the ship. We
needed to swim to 2 _____ the

island. The water was very cold. From the
beach, we walked 3 _____

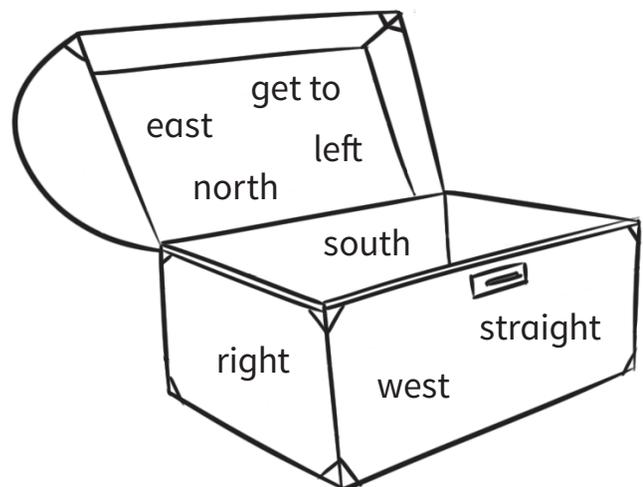
on and we saw a lake. There was a river on
the 4 _____ of the lake. We

could see some high mountains in the

5 _____ of the island. We wanted to go to the mountains, so we turned

6 _____ and walked around the lake. When we walked down the mountains, we
saw a little house. It's on the 7 _____ coast of the island. We're sleeping here

tonight. Tomorrow we're going to walk to the 8 _____ along a beach, with the
sea on our left. We need to find some food and then look for the treasure.



8 Grammar 1

Joe is going on holiday. Look at the pictures and complete the sentences about his holiday.



- 1 Joe _____ (visit) the United States.
- 2 He _____ (fly) from London to New York.
- 3 _____ (read) a school book there.
- 4 _____ (take) lots of photos.
- 5 _____ (go) walking in the mountains.
- 6 _____ (travel) with his family.
- 7 _____ (go) swimming in the sea.
- 8 _____ (take) his pet dog, Simba.

2 Work in groups. Ask and answer questions about next weekend.

Are you going to fly to another city next weekend?

Yes, I am.

No, I'm not.

What are you going to do next weekend?

	_____	_____	_____
... fly to another city			
... have a picnic			
... go to the mountains			
... take a boat ride			
... go sailing			
... go windsurfing			
... play football			
... do your homework			
... go cycling			
... watch a film			

8 Vocabulary 2

1 Cut out and match the places and statements.

airport	I'm going to buy some toothpaste and a toothbrush.
bank	I'm going to learn about the history of the city.
buildings	We're going to have something to eat.
chemist's	I'm going to fly for the first time.
hotel	My mum is going to get some money.
museum	We're going to see a play this evening.
post office	We're going to stay there for five nights.
restaurant	My brother is going to study there for three years.
theatre	We're going to take photos of lots of these in New York.
university	I'm going to buy some stamps so I can send some letters to my friends.

8 Grammar 2

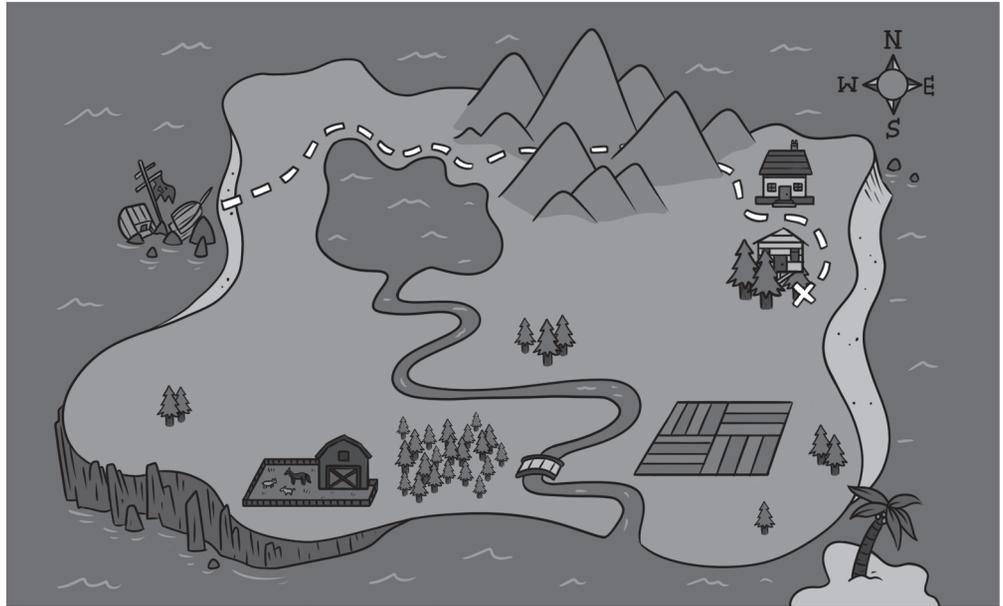
Pupil A Work with a partner. Look at the map and give your partner directions from the ship to the tree house. Use the verbs and prepositions in the boxes.

get go walk

out of to round through past down

Get out of the ship and ...

Now follow your partner's directions and draw the route from the farm to the treasure.



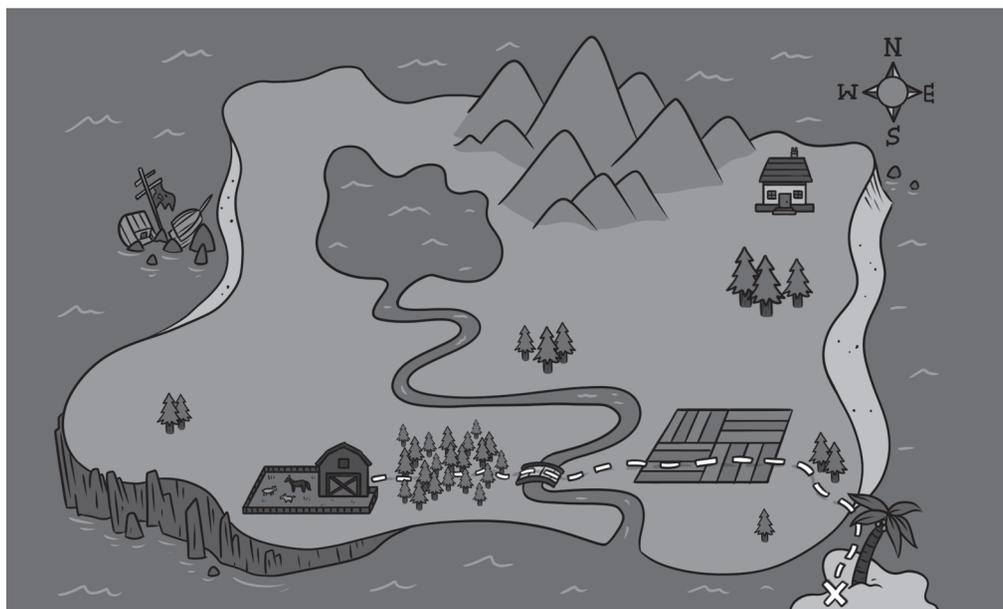
Pupil B Work with a partner. Look at the map. Follow your partner's directions and draw the route from the ship to the tree house.

get go walk

out of into through across past

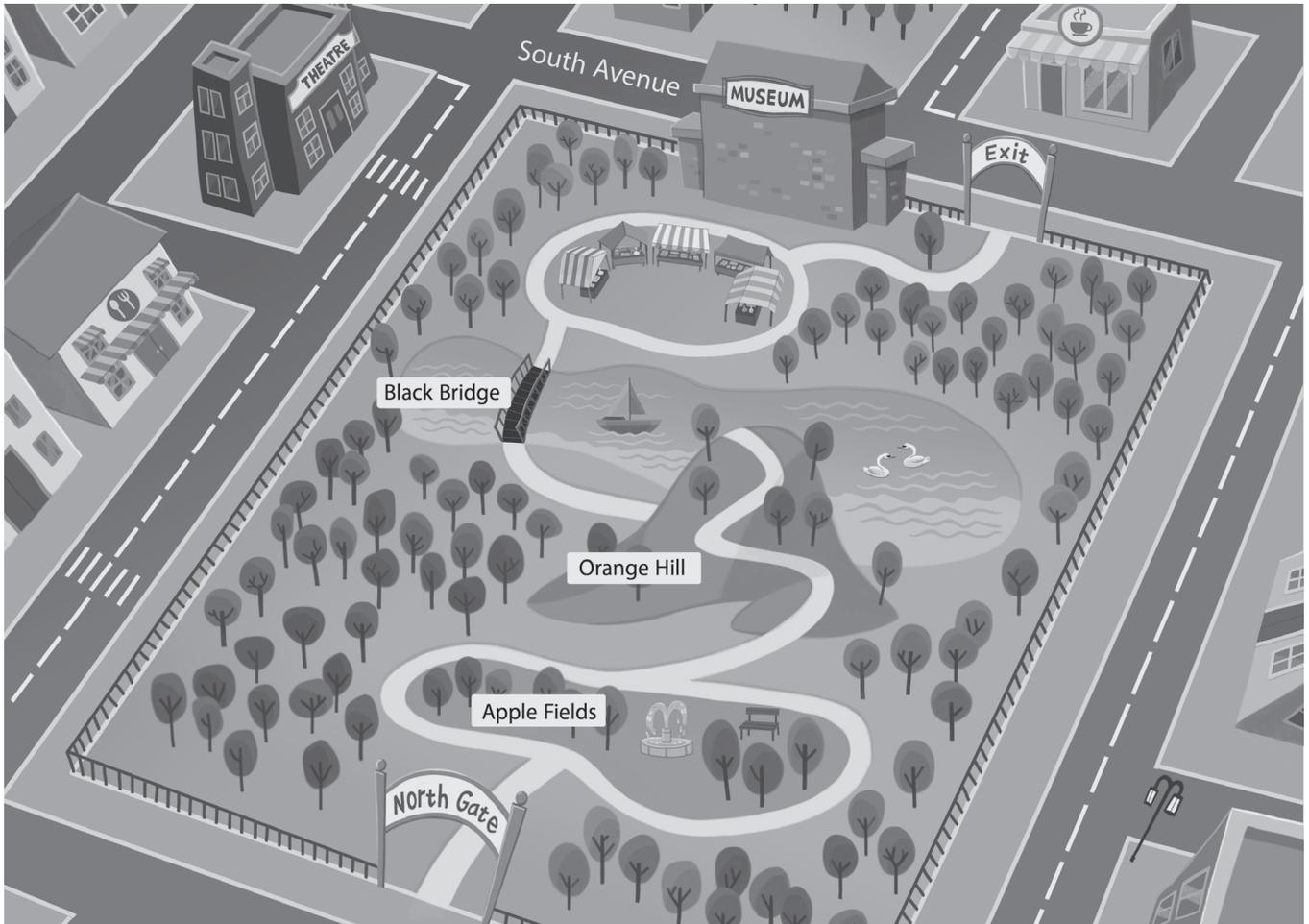
Walk out of the farm and ...

Now give your partner directions from the farm to the treasure. Use the verbs and prepositions in the boxes.



8 Skills 1: Listening and speaking

1  Listen and circle six differences in the picture.



2 Tick ✓ five places in or near your hometown.

airport	<input type="checkbox"/>	bank	<input type="checkbox"/>	bus station	<input type="checkbox"/>	café	<input type="checkbox"/>
cinema	<input type="checkbox"/>	chemist's	<input type="checkbox"/>	hospital	<input type="checkbox"/>	hotel	<input type="checkbox"/>
library	<input type="checkbox"/>	market	<input type="checkbox"/>	museum	<input type="checkbox"/>	post office	<input type="checkbox"/>
restaurant	<input type="checkbox"/>	shopping centre	<input type="checkbox"/>	sports centre	<input type="checkbox"/>	station	<input type="checkbox"/>
supermarket	<input type="checkbox"/>	theatre	<input type="checkbox"/>	university	<input type="checkbox"/>		

3 Work with a partner. Give directions to the places and say where they are.

To get there, start in the square. Go out of the square and walk past the restaurant. Walk across the road and it's in front of you. Where are you?

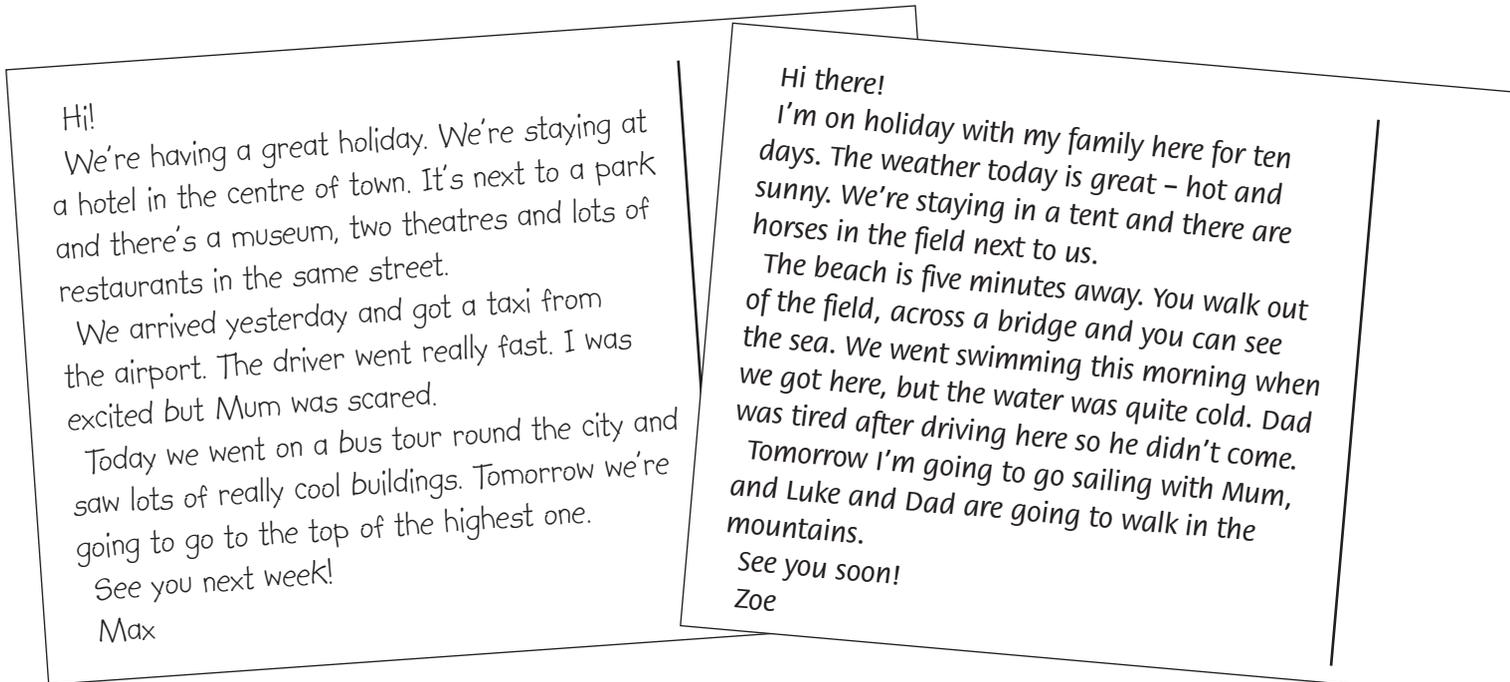
At the post office.
Yes. That's right.



Skills 2: Reading and writing

1 Read the postcards and complete the sentences with Max or Zoe.

- 1 _____ is on a camping holiday.
- 2 _____ is staying in a hotel.
- 3 _____'s holiday started yesterday.
- 4 _____ is on holiday with his/her parents and brother.
- 5 _____ travelled by plane.
- 6 _____ is going to go on a boat tomorrow.

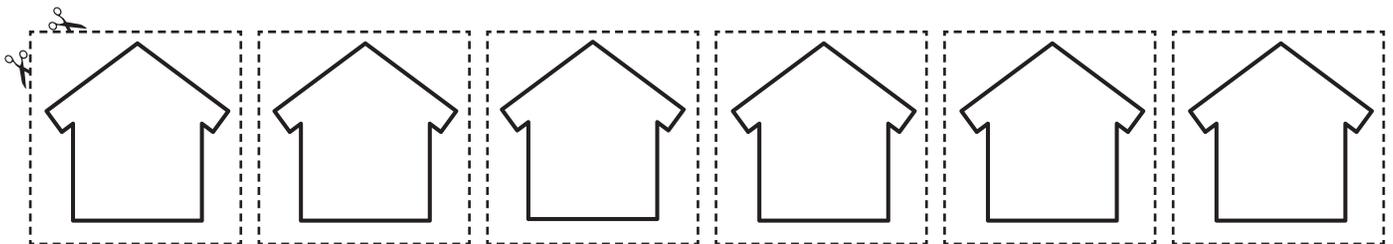
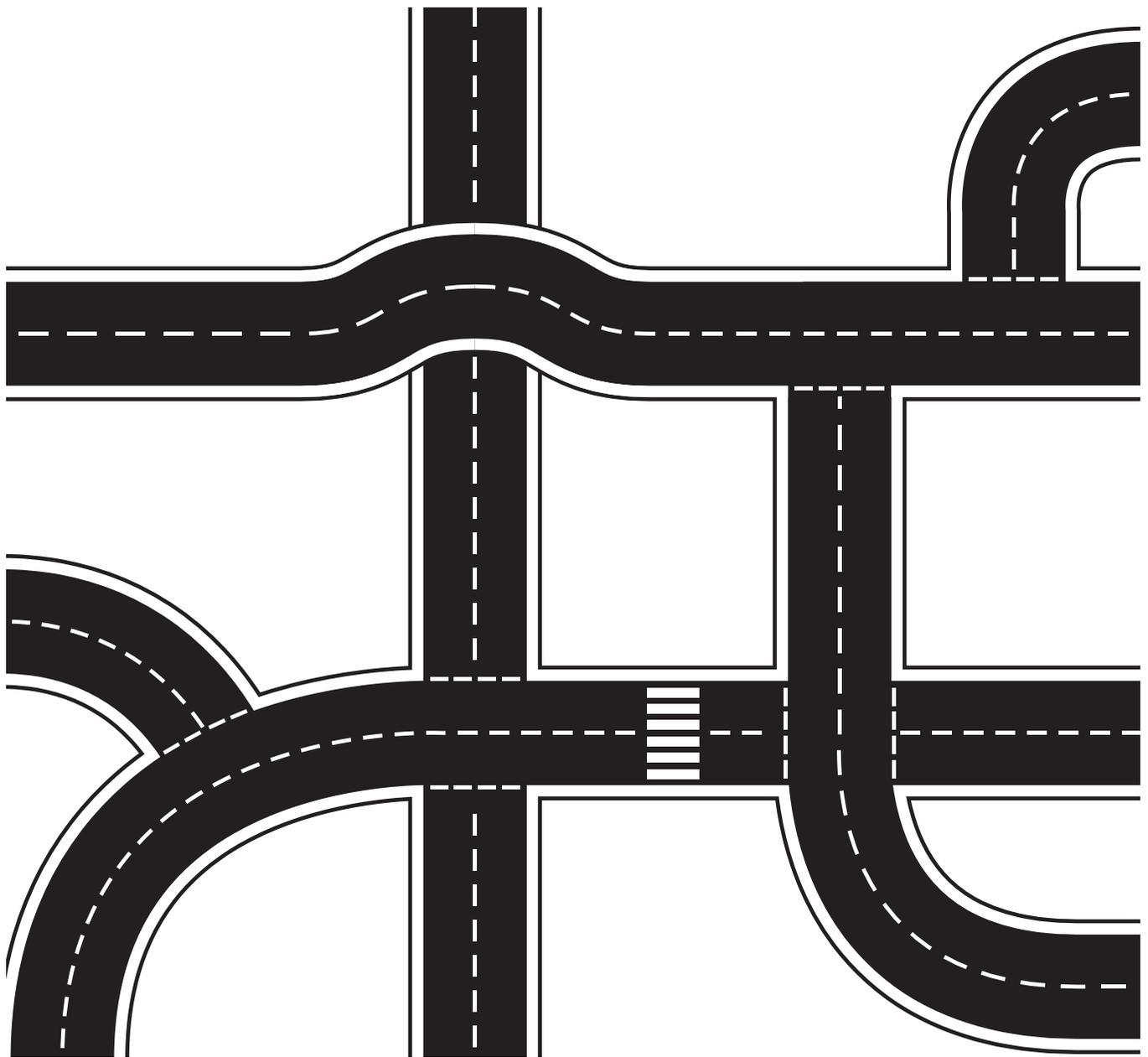


2 Imagine you're on holiday. Think about the questions. Then write a postcard.

- Where?
- How long?
- Who with?
- When arrived?
- Holiday plans?

8 mission Stages 1, 2 and 3

Create a guide to your town.



- 1** Make buildings in your town and put them on your map.
- 2** Look at the map to give directions.
- 3** Add symbols to indicate where green spaces are.

8 Culture

Legends from America

1 Read the titles of some Native American legends. What do you think they are about?

The Moon and the great snake

How the rainbow was made

Old man and the fox

The first thunder and lightning men

Crow brings the daylight

How ducks got their feathers



Brother sun finds a friend

Why chicken have feathers

2  Listen to a teacher telling one of the stories. Which one is it?

3  Listen again and answer the questions.

- 1 What colour were the flowers at the beginning of the story? _____
- 2 What did Nanabozho take into the field? _____
- 3 What was in the sky above the field? _____
- 4 What did they put in the paint? _____
- 5 What did Nanabozho do when he was angry? _____
- 6 Where did the birds go? _____
- 7 What did they put on the water drops? _____

4 Choose one of the other titles and write a legend.



Travel around

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core adjectives: *alone, excellent, horrible, huge, little, lucky, noisy, special* and *strange*.
- Pupils work on their own to write the missing vowels in the adjectives. They then read the definitions and match them.

Key: 1 alone d 2 excellent b 3 horrible g
4 huge a 5 little i 6 lucky e 7 noisy h
8 special c 9 strange f

- Pupils read the word spiders and write the adjectives that are connected to the words on the spiders' bodies.

Key: 1 huge 2 noisy

- Pupils make their own word spiders for the four new adjectives.

Optional follow-up activity (extension):

Play an oral word association game. You need a small ball or beanbag. Throw the ball to a pupil and call out one of the core adjectives. The pupil with the ball says a word linked to the adjective and throws the ball to another pupil. The next pupil says a word linked to the previous word, and so on.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target language of talking about the past using the past simple and time clauses with *after, before* and *when*.
- Give out one worksheet to each pupil. They cut out the cards and read the game rules.
- Pupils work in pairs to play the game. Make sure that they understand that their sentences must be possible, but that they don't have to be true, e.g. *I finished school before I had breakfast* isn't a possible sentence even though it's grammatically correct.

Optional follow-up activity (reinforcement):

Pupils choose the cards that are true about them yesterday and they put them in order, e.g. *get up – make bed – have a shower – wash face – get dressed*, etc. They use the cards to write chain sentences with *when, after* or *before*.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core holiday words: *pack, postcard, pyjamas, sandcastle, suitcase, tent, tour, trainers* and *view*.
- Pupils read the sentences first and then cross out the word parts in the squares and complete the sentences with the words that they make.

Key: 1 postcard 2 pyjamas 3 sandcastle
4 suitcase 5 tent 6 tour 7 trainers 8 view
9 pack

- Brainstorm all the words that the pupils know connected to holidays. You may like to write them on the board. Pupils then work on their own or in pairs to complete the mind maps with the words they know connected to holidays.

Optional follow-up activity (extension):

Pupils use the mind maps to prepare a short speech about their plans for the holidays. They should make sentences using *going to* for plans and intentions and should use as many of the words in their mind maps as possible. Pupils then work in pairs or small groups to give their speeches. They swap mind maps. While a pupil is giving their speech, their partner(s) listen and tick off the words that they use on the mind map.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target language for talking about feelings and reactions using adjectives ending in *-ed* or *-ing*.
- Pupils play the game in small groups. They each need a counter and they use a coin instead of a dice: heads = move one square, and tails = move two squares.
- Pupils place their counters on a blank square anywhere on the board. The youngest player starts. He/She tosses the coin and moves clockwise around the board. When a player lands on a question square, the other players read out the question. The first player must answer the question. Then they pass the coin to the next player.

Optional follow-up activity (reinforcement):

Pupils work in large groups or as a whole class. They each choose one of the questions from the games board and learn it by heart. Pupils then mingle, asking their question to as many people as possible. They try to remember the answers. Pupils then sit down in pairs and tell their partners what they found out.

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice in understanding and narrating a simple picture story.

- Pupils look carefully at the pictures. Tell pupils that they are going to hear nine sentences about the story in the pictures. They have to decide if they are true or false and circle the answers.

Key: 1 False 2 False 3 True 4 False 5 True
6 True 7 False 8 False 9 True

Track 14

- Yesterday Leela and her parents went on a camping holiday.
 - They went to their hotel by bus.
 - When they arrived at the hotel, her dad took the suitcases out of the taxi.
 - Leela was alone in her bedroom when she heard a noise.
 - She was frightened of something near the window.
 - Leela's parents were very tired when they went to bed.
 - Leela went to sleep after she heard a noise near the window.
 - The parrot was frightened of Leela.
 - Leela's parents woke up after Leela saw the parrot.
- Pupils work on their own to match the words in the box with the story in the pictures and write them under each picture.

Key: 1 arrive, building, dark, hotel, suitcases, surprised, take, taxi, wait, worried
2 bedroom, clothes, comic, frightened, look, move, pyjamas, sit, sleep, window
3 cage, door, happy, open, parrot, smile, stand, tired, wake up, window

- Pupils use the words to narrate the picture story.

Optional follow-up activity (reinforcement):

At the end of Activity 2, pupils work in pairs to write short sentences describing the pictures using the words they wrote. They can use these sentences as support for their stories in Activity 3.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice in understanding and narrating a simple story in the past.
- Pupils read the story parts and number them in the correct order. Pupils can compare their answers in pairs or small groups.

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

- Pupils need a dice or a spinner. They throw the dice

to select story elements from each row and tick the elements depending on the numbers that they throw with the dice.

- Pupils use the story elements in the table to start a story. They invent a title and then write the first part in 25–30 words. You can ask stronger pupils to write the full story (in about 50–60 words).

Optional follow-up activity (extension):

Do a class story-writing activity. Give each pupil a blank sheet of paper and ask them to write the first sentence of a story at the top. The sentence should take this format: when – where – with who: e.g. *Last summer I went on a camping holiday with my family.* Pupils pass the sheet of paper to a friend. They read the starting sentence on the new sheet and add a sentence. They continue to pass the sheets round adding sentences to new stories until they finish them. They return the stories to the pupils who started them and read the full stories.

mission Stages 1, 2 and 3: Organise a summer camp

Using the worksheet

- Pupils are going to create a timetable for three days in a summer camp.
Ask pupils to think about the different activities they can do on the three days and write in their timetable.
- Pupils complete a description for each activity offered in their summer camp. Then they talk to other groups and compare and give their opinion about each other's activities.
- Pupils have to write a list of what they need.

Culture

Using the worksheet

- Pupils talk about the ancient civilisations that they have studied at school. Ask questions, e.g. *What was Ancient Egyptian art like? Where did the Egyptians live?* etc.
- Pupils read the sentences and then read the article and write *True* or *False* for each sentence. You may like to explain some of the new words such as *behave*, *descendants*, *hoop*, *hunting*, *priest*, *sacrifice* and *sewing*.

Key: 1 False 2 True 3 True 4 True

- Pupils compare life today with the different aspects of Aztec life that they read about.
- Pupils work in groups to write about an aspect of life in our own civilisation as if they were historians from the future.



Grammar 1

Play Three by three with a partner.

Rules

Each player needs a set of cards. Cut them out and put them face up.

Your partner points to one of your cards.

Using the words on your card and three other cards, you have to make:

- a sentence with *before*
- a sentence with *when*
- a sentence with *after*

Turn over the cards that you use in your sentences.

Example make / bed

- + get up *I got up before I made my bed.*
- + get dressed *I got dressed when I made my bed.*
- + have breakfast *After I made my bed, I had breakfast.*

The winner is the first person with all their cards face down.

arrive / school	brush / teeth	do / homework	get / up
read / magazine	write / messages	watch / film	play / video games
have / breakfast	get / home	have / a shower	do / some housework
listen / music	talk to / friends	go / to school	have / lunch
have / a snack	do / sport	wash / face	finish / school
get / dressed	make / bed	help / with the cooking	go / outside

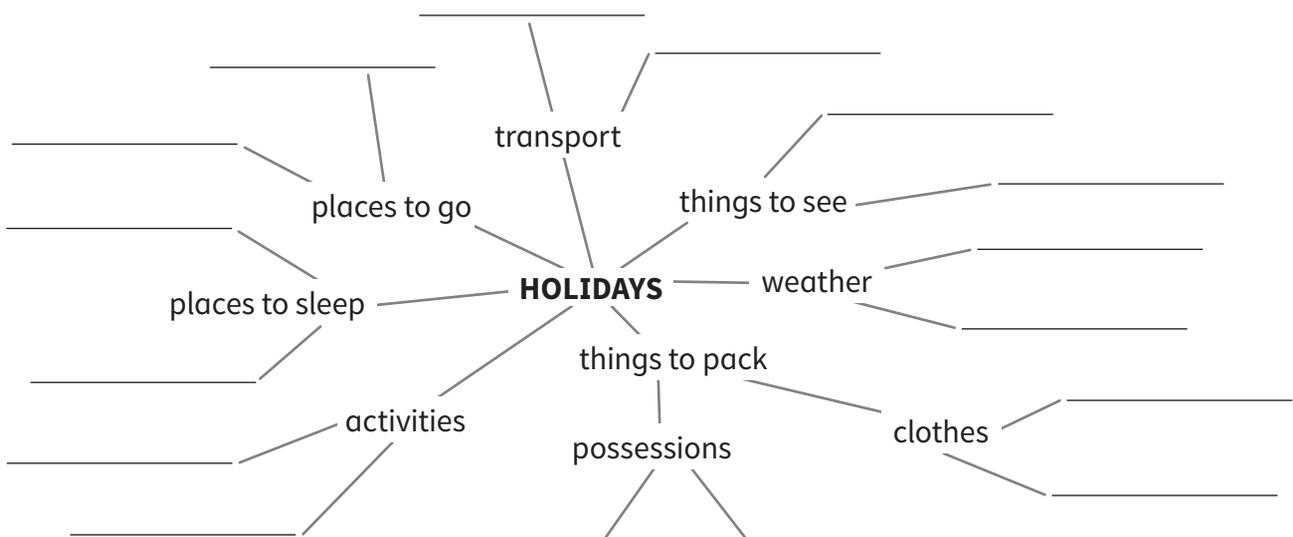
9 Vocabulary 2

1 Find the holiday words in the word parts square. Use them to complete the sentences.

pos	py	su	san	te
to	it	tra	vi	st
jam	pa	tca	ca	ew
se	nt	in	le	rd
dca	ers	as	ur	ck

- I sent my friend a _____ when I was on holiday.
- I put on my new _____ before I went to bed.
- We built a huge _____ when we went to the beach today.
- My _____ was very heavy because I put three pairs of boots in it.
- We slept in a big _____ when we went camping.
- We went on an interesting _____ of the old buildings in the city.
- My mum bought me some new _____ because I need them for doing sport at school.
- There's a great _____ of the mountains from our hotel room.
- I have to _____ my bags before we go to the airport.

2 Make a mind map with all the words you know connected to holidays.





Grammar 2

When was the last time you were bored?
Where were you? Why were you bored?

Which school subjects are you most interested in?
Why?

Talk, talk, talk ...

Are you tired today? Why?

When is the last time that you were surprised by your school marks?

When was the last time you were very excited about something?
What was it?

When is the last time you were frightened?
What happened?

What do you think about football?

What do you think about homework?

What do you think about funfairs?

What do you think about going to the theatre?

What do you think about flying?

What do you think about going to the circus?

What do you think about travelling?

9 Skills 1: Listening and speaking

1  Listen to some sentences about the story in the pictures. Are they true or false?



- 1 True / False
- 2 True / False
- 3 True / False

- 4 True / False
- 5 True / False
- 6 True / False

- 7 True / False
- 8 True / False
- 9 True / False

2 Write words from the box underneath the correct picture.

pyjamas cage surprised window building arrive open wait
 clothes tired dark taxi sit look happy worried move
 door suitcases sleep take comic window bedroom
 smile wake up stand frightened parrot hotel

3 Use the words to tell the story in the pictures.

Leela and her parents are on holiday.

9 Skills 2: Reading and writing

1 Read the story parts and put them in order.

Noises at night

a I went out of the door and stood up. I could hear something behind the tent. I turned on my torch and I walked round to the back of the tent. I looked down and there was a little white rabbit on the grass. I was very surprised.

d In the middle of the night I woke up. There was something noisy outside the tent. I was frightened. My mum and dad didn't wake up. Maybe they couldn't hear anything.

b Last summer I went on a camping holiday with my family in the mountains. The campsite was in a big field next to a farm and we were all alone there. There weren't any other tents. How boring! There was no one to play with.

e We arrived at the campsite when it was dark. It was very cold and windy. I helped my mum put up our tent and my dad made us some food. When the tent was ready we had dinner and then we went to bed. We were very tired.

c I was very happy for the rest of the holiday because I had a friend to play with. I called the rabbit Lucky because I was lucky to find him. At the end of the holiday we took Lucky home with us and now he lives in our garden.

f Our food was outside our tent and I was worried. Maybe it was a bear and it wanted to eat our food. I got up and I opened the door of the tent. I looked outside but I couldn't see anything.

2 Throw the dice and tick ✓ the story boxes.

	1	2	3	4	5	6
When?	last night	2 years ago	in the year 2000	at Christmas	last summer	on Sunday
Where?	New York	an old castle	a circus	an airport	a funfair	a hotel
How / feel?	frightened	excited	bored	interested	surprised	tired
Who / meet?	a girl	a pirate	a boy	a singer	an actor	a ghost

3 Use the story boxes to write the beginning of a story.

9 mission Stages 1, 2 and 3

Organise a summer camp.

	Day 1	Day 2	Day 3
7.00			
8.00			
9.00			
10.00			
11.00			
12.00			
13.00			
14.00			
15.00			
16.00			
17.00			
18.00			
19.00			
20.00			
21.00			
22.00			

Activities

Packing list

- 1 Prepare a three-day timetable.
- 2 Write a description for each activity in your summer camp.
- 3 Write a packing list for your summer camp.

9 Culture

Mexico and the Aztecs



1 What do you know about these ancient civilisations?

Aztecs Egyptians Greeks Mayans Romans

The Aztecs

Every Aztec child went to school. There were different schools for the rich and the poor and for boys and girls. They had lessons all day and there weren't any breaks. At school children learnt to behave well. They also learnt the songs and dances for religious festivals. Most boys had lessons in hunting, farming, fishing and fighting. The girls had lessons in looking after children, cooking and sewing! Clever children went to special classes to learn to be engineers or doctors.

The Aztecs believed in hundreds of gods and goddesses and they were very frightened of them. To make the gods happy, they sacrificed animals and humans. The other Mexican tribes hated the Aztecs because of this. Praying to the gods was a big part of Aztec daily life, and priests were especially important in Aztec culture. The priests told the people how to behave so the gods didn't get angry.

Aztec ball was very popular and the best players were superstars. Every Aztec town and village had a ball court. But the biggest and best was in the capital city. The object of the game was simple. Each team had to get a heavy rubber ball across the centre line of the court. They got extra points for putting the ball through two stone hoops high above the centre of the court. There were no other rules and many players got hurt.

Tenochtitlan was the Aztec's capital. They built it around a lake. By the early 1500s, 300,000 people lived there and it was very crowded. It was a beautiful city with restaurants, hairdressers, and medicine and clothes shops. There were many artists and it was full of music. Mexico City was built on the ruins of the Aztec capital city. Like the Aztec capital, Mexico City is a beautiful city, rich with history and culture. About one million descendants of the Aztecs live in Mexico today.

2 Read the article and write *True* or *False*.

- 1 Poor Aztec girls didn't go to school. _____
- 2 Religion was very important for the Aztecs. _____
- 3 Playing Aztec ball was dangerous. _____
- 4 Mexico City is in the same place as the capital of the Aztecs. _____

3 Talk about the similarities and differences between life today and the lives of the Aztecs.

4 Imagine that you are a historian in the year 5000 AD. Write about Western civilisation in the years 2000–2020.

