NATIONAL GEOGRAPHIC

HEINLE CENGAGE Learning

Wonderful WORLD 2

TEACHER'S BOOK

Jennifer Heath

HEINLE
CENGAGE Learning™

Wonderful World 2 Teacher's Book
Jennifer Heath

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Pupil's Book Contents

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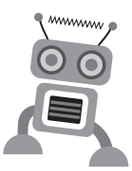

	Grammar	Vocabulary	Page
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Introduction to Wonderful World

Wonderful World is a six-level English course for young learners. It teaches reading, listening, speaking and writing in a carefully graded way enabling pupils to develop their English skills successfully and confidently. The course entertains young learners through fun stories, breathtaking images and fascinating facts about the world around them inspired by National Geographic content. A variety of lesson and task types are used to motivate young learners. The course also uses spectacular National Geographic photography which has been carefully chosen to appeal to young learners.

Course components

Wonderful World 2 Pupil's Book

Wonderful World 2 Pupil's Book consists of an Introduction section, twelve units, four review sections and, at the back of the book, plays, celebration lessons, character masks and stickers.

The Introduction section revises the alphabet, simple functional language, colours, days of the week, numbers 1-20, plurals and this/that, these/those. It features a chant and a song. This section also reminds pupils about Trek and his Reporters, the main characters of the cartoon stories in the units of the pupil's book.

The twelve units are divided into four sections, each consisting of a section opener, three units and a review section. The section opener features a stunning National Geographic photograph and a map. The purpose of this photograph is to introduce pupils to the country that Trek's reporters will visit in the cartoon story presented in the following three units. Each of the following three units contains three, two-page lessons. Each lesson begins with a presentation of the new vocabulary and continues with a reading task. Lesson 1 contains an episode of the cartoon story, Lesson 2 has a short real-life reading text illustrated with a National Geographic photograph and Lesson 3 contains a reading text that pupils can relate to, for example a poster, a dialogue, an email and so on. The lessons then continue with an illustrated grammar presentation and a task before moving on to speaking, listening, and in lesson 3, writing. Each unit also contains a simple pronunciation task and a song, which allows pupils to practise vocabulary and grammar and keeps motivation high. After the three main units, there is a review section consisting of *Let's remember!* with tasks to consolidate vocabulary and grammar, and *Fun and Games* with a National Geographic photograph to talk about, a fun task, a song and a craft or project activity.

At the back of *Wonderful World 2 Pupil's Book*, there are two plays based on well-known tales for pupils to listen to, read and perform and three celebration lessons; one for Halloween, one for New Year and one for May Day. There are also character masks of Trek and his reporters that pupils can wear to role play the episodes in the main units.

Wonderful World 2 Workbook

Wonderful World 2 Workbook accompanies *Wonderful World 2 Pupil's Book*. Like the pupil's book, it consists of an introduction section, twelve units and four reviews. It recycles and consolidates the content of the pupil's book through easy-to-understand tasks which pupils can complete on their own. Activities include crosswords with picture clues, spell checks, word banks and picture-based tasks. At the back of the Workbook, there are twelve wordsearches; one for each unit, for further practice of key vocabulary.

Pupils will be motivated by the full-colour pages, lively illustrations and photographs. The clear and simple format means that it can be used at home as well as in class.

Wonderful World 2 Teacher's Book

The Teacher's Book offers practical step-by-step instructions on how to approach the lessons and reviews, guidance on how to put on the plays and deal with the celebration lessons in the pupil's book. It also contains photocopiable cartoon DVD worksheets, templates for the craft activities, unit tests and the keys to the tests, and *Wonderful World 2 Workbook.*

At the beginning of each lesson, there is a box outlining the aims of each lesson and a list of materials needed for the lesson. A *Lead-in* section provides suggestions for recapping what was learnt in the previous lesson, checking homework and preparing for the current lesson. The *New vocabulary* section explains how to teach the key vocabulary for the lesson. Detailed teaching notes follow, giving clear directions on how to approach each of the tasks, together with the answer key and the listening script where necessary. *Background information* boxes include further information on topics that come up in the pupil's book. There are also *Extension activities* to ensure pupils have ample opportunity to practise the grammar of the lesson, and *Optional activities* which promote fluency and learning.

The cartoon DVD worksheets can be photocopied for use with *Wonderful World 2 DVD* to aid comprehension of the episodes, and the photocopiable unit tests can be used to track pupils' progress.

Wonderful World 2 Teacher's Resource Pack

The teacher's resource pack is an invaluable source of material for teachers. It contains:

- The *Wonderful World* map of the world
- Four educational posters
- Key vocabulary flashcards
- A CD-ROM with printable pdfs including 12 unit tests and 4 progress tests

The *Wonderful World* map of the world is designed to aid pupils in understanding the location of the countries Trek's reporters visit in the cartoon stories. The educational posters are designed to provide classroom-based practice and promote communication.

The key vocabulary flashcards are essential for teaching vocabulary. A variety of activities are structured around the flashcards.

Printable pdfs of colouring pages, fun tasks, and extra vocabulary and grammar tasks are contained on the CD. These are designed to provide teachers with material for

use either in class as extra practice or with pupils who finish early, or for homework. There are also printable unit tests and progress tests that can be used throughout the course to check pupils' progress. The key to all tests is also included on the CD.

Wonderful World 2 Class Audio CDs

The class audio CDs contain the recordings of the cartoon stories, the listening tasks, the *Say it!* pronunciation tasks, the songs and the plays found in *Wonderful World 2 Pupil's Book.*

Wonderful World 2 CD-ROM

The CD-ROM is designed to recycle vocabulary and grammar from each unit of the pupil's book in an enjoyable way. There is also an introduction section that allows pupils to consolidate language learnt in *Wonderful World 1 Pupil's Book*, and games that increase pupils' motivation for what they are learning. The CD-ROM is compatible with both PCs and Macs.

Wonderful World 2 DVD

The DVD contains animation of the cartoon stories contained in Lesson 1s in the pupil's book. The stories are brought to life and pupils will enjoy watching each story unfold as they progress through the course. There are photocopiable worksheets in *Wonderful World 2 Teacher's Book* for classroom use with the DVD that will aid pupils' comprehension.

Wonderful World 2 Interactive Whiteboard Software

Wonderful World 2 Interactive Whiteboard contains the Pupil's Book, including the audio material, the DVD and the educational posters from the Teacher's Resource Pack. Most of the tasks found in the Pupil's Book are interactive and easy to use by both pupils and teachers alike. Justification for reading comprehension and listening tasks is available at the touch of a button, as is the key to all tasks. The DVD can be played with or without subtitles and the song lyrics change colour as they are sung to make it easier for pupils to sing along. *Wonderful World 2 Interactive Whiteboard Software* is compatible with any interactive whiteboard hardware.

Teaching Wonderful World 2

Flashcards

The course is accompanied by 56 full-colour vocabulary flashcards which have a picture on one side and the corresponding word on the other. Flashcards are essential for teaching vocabulary since they are both visual and tangible, thus promoting pupils ability to learn and retain. Flashcards can be used to teach new words in these suggested ways:

- Hold up the flashcards one at a time. Say the word and ask pupils to repeat after you. Do this a number of times. Ask pupils to repeat together and individually.
- Stick the flashcards on the board with blu-tack. Point to one flashcard and say the word. Ask pupils to repeat after you. Repeat a number of times. Do the same with another flashcard. When pupils know all the words, ask volunteers to come to the board, to point to a flashcard and to say the word.
- Say the word and ask pupils to repeat. Then hold up the flashcard and say the word again. Ask pupils to repeat a number of times. Then hold up a flashcard without saying the word and ask pupils to call out the word.
- Hold up the flashcards one at a time. Say the word and ask pupils to repeat after you a number of times. Write one of the words on the board. Read out the word. Ask a volunteer to choose the correct flashcard and stick it under the word on the board.
- Hold up the flashcards one at a time. Say the word and ask pupils to repeat after you. Ask volunteers to come to the front of the class and give them one flashcard each. Call out a word. The pupil with the corresponding flashcard should hold it up.

New words

Young learners will remember new words if they find the learning process fun. Here are some suggested ways for teaching new words without flashcards. There are more suggestions in the lesson plans.

- Bring objects to the class (eg food items, classroom objects). Put all the objects in a bag. Pull out the objects one at a time and hold them up. Say the word and ask pupils to repeat after you. Do this a number of times. Ask pupils to repeat together and individually. Then hand out the objects to volunteers. Call out a word. The pupil with the corresponding object should hold it up.
- Cut out magazine pictures which represent the words (eg people, sports). Stick the pictures on the board. Point to one picture and say the word. Ask pupils to repeat after you. Repeat a number of times. Do the same with the other pictures. When pupils know all the words, ask volunteers to come to the board, point to any picture and say the word.
- If a word cannot be represented with an object or picture explain the meaning of the word in L1 (eg *cool*). Then use the word in English appropriately (eg Trek is cool.) Ask pupils to repeat after you.
- If you are comfortable with drawing, draw simple pictures on the board (eg clothes, parts of the body). Point to the picture, say the word and ask pupils to repeat. Do this a number of times. Ask pupils to repeat together and individually.
- Use actions to illustrate a word (eg action verbs). Do the action. Say the word and ask pupils to repeat. Say the word and ask volunteers to do the action.

Vocabulary strip

Pre-teach the new words before pupils open their books. The vocabulary strip can then be used to practise new words which have been learnt. This is outlined in the lesson plans.

Listen and read.

These tasks use all new vocabulary and introduce new grammar structures. Focus pupils' attention on the task by asking them to look for new words in the text, or pictures that represent any words they know. After pupils listen to the recording, ask a few simple questions in L1 to check comprehension.

Young learners enjoy reading aloud. By hearing a recording of the reading text, pupils will acquire correct pronunciation and intonation. Play the whole recording first and tell pupils to follow the text with their fingers. Then play the recording again and stop after each sentence. Encourage pupils to repeat what they hear as a class. Repeat this a few times. Then ask volunteers to read out the text.

Look and learn.

There are two additional characters, Amber and Chris, who are the same age as the pupils. They illustrate the new grammar points with funny mini dialogues.

Read out the dialogue to pupils. Read it out again and ask pupils to repeat. Then explain the grammar box and make sure pupils understand everything. Then ask pupils to find examples of the grammar point in the dialogue and the example sentences.

Explain the task to pupils and then allow them enough time to complete it on their own. Go round the class helping and encouraging pupils. Then check the answers together. It's a good idea to write the answers on the board, so pupils are sure of the correct answers.

Say it!

There is one pronunciation task in each unit. These tasks deal with consonant and vowel sounds and double vowels sounds, for example *ai*. There are two parts to this task. Play the first part of the recording (Listen and say.) once asking pupils to repeat the words each time they hear them. (This part will be heard twice.) Then ask volunteers to try out the pronunciation of the example. Play the second part of the recording (Read and listen.) so they can check their pronunciation. (This part will be heard once.)

Listening tasks

There is one listening task in each unit. The CD track number is written next to the rubric in the teacher's book. Make sure pupils know what they have to do. Play the recording of the example first and then clearly explain why the answer is the one given. Then play each question one at a time, pausing between questions where necessary. Play the recording as many times as the pupils need in the first few units as this will help build their confidence. Start playing the recording twice when pupils have improved their listening skills enough.

Speaking tasks

There are two speaking tasks in each unit. The first speaking task appears in either Lesson 1 or 2 and practises key structures and vocabulary from the lesson. The second speaking task appears in Lesson 3 and introduces the language needed for the writing task which follows.

Make sure all pupils have a chance to speak. Ask volunteers to perform the speaking task first to allow shyer pupils to follow their example. To keep the attention of the whole class, ask pupils to perform pairwork at the front of the class while the others watch.

Writing tasks

Each unit ends with a simple, guided writing task. The tasks are designed to be fun and easy to complete so pupils first experience of writing is positive. The task should be completed in class so the teacher can monitor pupils' progress and encourage them with help and correction.

Pupils have already used the language they need for the writing task in the speaking task. Explain the task first to make sure all pupils know what they have to do. Then allow pupils enough time to complete the task in class. Ask volunteers to hold their books up at the front of the class and then to read out their work. Make sure all pupils get the chance to show off their work.

Lead-in

At the beginning of each lesson plan there is a lead-in section where teachers can make sure pupils remember what they learnt in the previous lesson. Homework should also be checked. Suggestions on different ways of doing this are in the lesson plans. Then the words set for dictation are tested. This can be done in a number of ways to keep pupils interested. Here are some suggestions.

- Write the words to be checked on the board. Leave them there for a minute. Then rub out some of the letters and replace them with a _. Ask pupils to write the words in their notebooks. Ask volunteers to write the missing letters on the board. Then go round the class checking pupils' notebooks to make sure they have checked their dictation correctly.
- Stick the flashcards of the words on the board picture-side up. Read out the word and ask pupils to write them in their notebooks. Ask volunteers to write the words under the flashcards. Then go round the class checking pupils' notebooks to make sure they have checked their dictation correctly.
- Write the words to be checked on the board in a column. Leave the words there for a minute. Then rub out the first word. Say the word and asks pupils to write it down. Do the same with the other words. Then go round the class checking pupils' notebooks awarding a star for good work.

Songs

Young learners respond well to songs. They enjoy singing, and the music and rhythm help them to acquire and use new vocabulary. Songs improve their pronunciation and intonation, and, of course, build confidence. Play the song to pupils once or twice before asking them to sing along. Then read out the song line by line, asking them to repeat. When pupils are confident with the words, play the recording and encourage them to sing along. The songs can be played to start or finish subsequent lessons. If pupils particularly like one song, they can sing it throughout the whole course. The happier young learners are the more receptive they are to learning!

Project Book

The Project Book is designed for pupils to use either in class or out of the classroom, as homework. It is divided into two sections: Projects and Handwriting Practice.

Projects

There is one project for each unit of the course and they are linked thematically to each unit. Each project is designed to be carried out once the children have completed the unit. Each project consists of a series of short activities, which revise vocabulary and language, which may be done in class, before the children embark on a short project, which can be completed at home. The project often involves drawing a picture, making a poster or booklet, or making a model and then sharing the finished work with other members of the class. The projects all involve items (such as paper, colouring pencils, paint etc.) which can be found easily at home.

The aim is to encourage the children to be creative and to have fun with the topic they have been studying. It is hoped that all the children will participate and that those weaker pupils particularly, and/or those who are artistic and creative, rather than academic, will have a chance to shine in class. Time should be set aside for the 'show and tell' element of each project, so that the pupils can complete the pair work tasks in each project and enjoy sharing their work with the rest of the class.

The teacher should not formally mark or assess each project, but instead, display the projects on the classroom walls or in the corridor (if either are possible) and encourage the children to bring in their work and to look at and admire each other's efforts. The children could vote for the project(s) they find most interesting, colourful. Be sure to praise all the children's work, particularly those who have made a real effort or have been enthusiastic.

The Project Book Answer Keys and teacher's notes are on pages 143–145 of this Teacher's Book.

Handwriting practice

There are 16 pages in this section, to provide alphabet writing practice: both upper and lower case, and short word-writing practice to help the children become familiar with the letters of the Roman alphabet and to help them write neatly and accurately. Each letter or word is set on a 'stave' to assist the children in copying each letter to the correct size and proportion.

There are also some activity pages to practise recognising numbers, colours, plural nouns and other areas that the pupil's may need additional practice on.

At the back of the book are some extra blank pages with 'staves' on them for the children to use for further practice or for practicing writing new words. This section can either be used in class or at home.

Homework

Homework is suggested after each lesson. This may include rereading the picture stories from the Pupil's Book, completing the Workbook activities, and learning words in preparation for a dictated spelling test which will be administered in the lead in to the next lesson (see page 8 above).

Tips on teaching young learners

Teaching young learners is a challenge. Young children tend to tire easily and also tend to get over excited. Here are some suggestions on how to teach young learners and maintain a happy, organised classroom.

- Enter the classroom before pupils. Welcome them to 'your' classroom as they arrive. In this way you make it clear that the classroom is your domain and you are in charge.
- Decorate the classroom with pictures and posters of interest about English-speaking countries. Pupils' work should also be put on the wall. The National Geographic map of the world and the four educational posters should also be also put on the wall. These are included in the Teacher's Resource Pack.
- Meet pupils' parents at the beginning of the school year in order to gain their support. Talk about the course and explain what pupils are expected to do at home.
- Bring a supply of materials eg pencils, sharpeners, rubbers and coloured pencils with you. Children often forget theirs!
- Make sure all pupils can see the board. Write clearly and legibly on the board.
- Be patient. If pupils don't understand a task, explain it in a different way.
- Try not to raise your voice. If you shout, young children tend to shout in reaction. Keep boisterous children busy with small tasks like holding the chalk or collecting books.
- Allow children to be active. Ask pupils to stand up, come to the board, perform at the front of the class, hold up their books, perform actions to songs, etc.
- Insist that pupils raise their hands to answer a question and wait for your cue. If all pupils call out together, it is noisy and you cannot monitor learning.
- Praise and reward pupils. Use stickers or draw stars in pupils' notebooks to reward written work. Use English phrases eg *Well done! Good job! That's fantastic!* to reward spoken work.
- Encourage all pupils to take part in the lesson. Give weak pupils tasks they can perform successfully, eg cleaning the board or handing out tests.
- Keep the pace of the lesson moving. If you spend too much time on a task, pupils lose concentration and become restless. Try a different task, eg sing a song, and then go back to the task if necessary.
- Mark homework and tests positively. Young learners need praise and reinforcement to build their confidence.
- Always have extra material and ideas ready for time fillers. You can find ideas in the lesson plans and extra material in the Teacher's Resource Pack.
- Make sure pupils are clear about what they have to do for homework. Allow time at the end of the lesson to explain their homework to them. It's a good idea to write the homework on the board and have pupils copy it into their notebooks.

National Geographic

Wonderful World is a new kind of course for young learners that aims to widen their horizons and introduce them to the world around them through English Language learning. With this aim in mind, *Wonderful World* presents spectacular National Geographic photography as a major element of the course. The photographs have been carefully chosen to appeal to young learners. They depict children of the same age group to whom pupils can relate.

We hope that this course will motivate teachers and parents to encourage pupils to learn more about the world around them. With proper supervision and guidance children can find a wealth of information in magazines, in documentaries and on the Internet.

Pupils and parents can visit this site to find out more about National Geographic for children: kids.nationalgeographic.com or littlekids.nationalgeographic.com

Hello!

Aims

- Revise vocabulary from *Wonderful World 1*: *The alphabet, colours, days of the week, numbers 1-20*
- Revise grammar from *Wonderful World 1*: Regular and irregular plurals, *this/that, these/those*
- Revise functional language from *Wonderful World 1*: *Hello/Hi. I'm _____ ., What's your name? My name's _____, How are you? Fine thanks., How old are you? I'm _____ .*

Materials

- Colouring pencils: black, blue, brown, green, orange

Lead-in

- Welcome pupils to the class. Say *Hi/Hello. I'm (your name)*. Then ask them *What's your name?* and elicit *My name's _____* . Make a note of their names and ask them to sit in the same seats for the next few lessons. Then ask pupils *How are you?* and elicit *Fine, thanks*. Do the same for *How old are you*? *I'm _____* .
- Ask pupils to open their books at page 4. Tell them that they are going to see how much they can remember from last year.

  Note: The material on pages 4-9 can be covered over 1 to 3 lessons depending on time available and level of pupils.

A Chant. 1.2

- Tell pupils they are going to do a chant. Explain that the chant contains all the letters of the alphabet. As a class say all the letters together. Then write the lower case letters on the board and say them again.
- Ask pupils to look at the chant. Read out the chant one line at a time asking volunteers to say the words for the pictures. Help pupils where necessary.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Play the recording again. Encourage pupils to chant along.
- Ask pupils to say the chant in groups of four.

B Write.

- Ask volunteers to write the upper case letters on the board next to the lower case ones.
- Ask pupils to look at the task. Tell them to write the missing letters on the lines. They can look at the board for help if necessary.
- Check pupils' work. Ask volunteers to read out the alphabet.

C Write.

- Revise the colours *black, blue, brown, green* and *orange* with the colouring pencils you have brought in. Hold the pencils up one at a time, say the colour and ask pupils to repeat. Write the words on the board.
- Say *pink*. Ask pupils to find something pink in the classroom. Write *pink* on the board and read it out. Ask pupils to repeat. Do the same with the colours *purple, red, white* and *yellow.*
- Tell pupils to look at the balloons. Tell pupils that they should choose the correct words from the box and write them under the balloons. Tell them to cross through the word in the box when they have used it.
- Make sure pupils understand the task. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

D Listen and say. 1.3

- Hold up your book and point to Amber. Say *Amber* and ask pupils to repeat. Then point to Chris. Say *Chris* and ask pupils to repeat.
- Explain to pupils that Amber is asking Chris' name. Play the recording pausing after each speech bubble. Tell pupils to listen again and to repeat what they hear as a class. Play the recording a few times so pupils get used to repeating. Then ask volunteers to listen and repeat.
- Ask pairs to stand at the front of the class and ask each other *What's your name?* and answer *My name's _____ .*

E Write.

- Revise the days of the week. Say *Monday* and ask pupils to repeat. Do the same with all the days. Ask volunteers to write the days on the board. Help with spelling if necessary.
- Tell pupils to look at the page from Trek's diary. Tell them to write the days of the week in the correct order. Make sure pupils understand the task. Allow them enough time to complete the task alone.

Optional activity

- Ask volunteers what they do on various days of the week, and elicit eg *On Monday I watch TV*. Tell pupils they can use the examples for ideas in Task E or their own ideas. Help pupils where necessary.

F Listen and say. 1.4

- Hold up your book and point to Amber and Chris. Ask pupils to call out the children's names (Amber and Chris). Explain to pupils that Amber is asking Chris how he is.
- Play the recording, pausing after each speech bubble. Tell pupils to repeat what they hear as a class. Play the recording a few times so pupils get used to repeating. Then ask volunteers to listen and repeat.

- Ask pairs to stand at the front of the class and ask each other *How are you?* and answer *Fine, thanks.*

G Match.

- Revise the numbers *1-10*. Ask pupils to count from *1* to *10* with you. Write the words on the board. Ask pupils in turn to come to the board and write the numbers next to the words.
- Ask pupils to look at the numbers. Tell them to draw lines to match the digits to the words. Make sure pupils understand the task. Allow them enough time to complete the task alone.
- Check pupils' answers.

H Write.

- Revise *11-20*. Say *eleven* and ask pupils to repeat. Do the same up to twenty. Write the words on the board. Ask volunteers to count form *11* to *20.*
- Tell pupils that they should complete the words with the missing letters. Make sure pupils understand the task. Allow them enough time to complete the task alone. They can look at the board for help if necessary.
- Check pupils' answers.

I Listen and say. 1.5

- Hold up your book and point to Amber and Chris. Explain to pupils that Amber is asking Chris how old he is.
- Play the recording pausing after each speech bubble. Tell pupils to repeat what they hear as a class. Play the recording a few times so pupils get used to repeating. Then ask volunteers to listen and repeat.
- Ask pairs to stand at the front of the class and ask each other *How old are you?* and answer *I'm _____ .*

J Write.

- Write *penguin, baby, dress, child, beach, tomato, man* and *foot* in a column on the board. Read out the words one at a time and ask pupils the meanings. Ask volunteers to draw pictures for each word on the board. Say *Two penguins* and ask pupils to repeat. Ask pupils how we spell *penguins*. Write *penguins* next to *penguin* on the board. Do the same for all the words. Remind pupils that for some words we add an *s* in the plural form, for some we change the spelling and for others we change the word completely.
- Ask pupils to look at the table in their books. Tell them that they have to write the missing words. Tell them they can use the words on the board to help them.
- Make sure pupils understand the task. Allow them enough time to complete the task alone. Go around the class helping pupils where necessary.
- Check pupils' answers. Ask volunteers to read out the words.

K Count and write.

- Ask pupils to look at the picture and name the things they can see. Elicit these things and write them on the board: *trees, children, men, women, birds, frog, flies, flowers.*
- Tell pupils that they must count the objects and the people in the picture and write how many they find on the lines.
- Make sure pupils understand the task. Allow them enough time to complete the task alone.
- Check pupils' answers. Write the answers on the board if necessary.

Answers
1 seven trees (given)
2 five children
3 two men
4 three women
5 eleven birds
6 one frog
7 fifteen flies
8 twenty flowers

L Write This, That, These or Those.

- Write *This* and *That* on the board. Hold up a pencil and say *This is a pencil*. Ask pupils to repeat. Then put the pencil on a desk, move away from it and say *That is a pencil*. Ask pupils to repeat.
- Hold up two pencils and ask pupils what you should say. Elicit *These are pencils.* Then put the two pencils on a desk and move away. Ask pupils what you should say. Elicit *Those are pencils.*
- Ask pupils to look at the first picture. Read out the example and ask pupils why *This* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check that pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 This (given)
2 Those
3 That
4 This
5 These
6 That

M Sing. 1.6

- Tell pupils they are going to learn a song.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.

Homework

- Workbook, pages 4-6: Time permitting, some tasks can be done in class.

Happy Trails! Trek and his Reporters

Aims

- Revise the characters from the cartoon episodes: *Trek, Ty, Mia, and Leo*
- Revise Trek's family
- Introduce Trek's new reporter, Dina
- Revise *to be* affirmative
- Revise functional language:
  Hello/Hi
  I'm _____
  How are you?

Materials

- Materials to make the character masks: scissors (one pair for each pupil), card (two A4 pieces for each pupil), glue and ribbon or string (four 30cm piece for each pupil)

Lead-in

- Revise *I'm* and *He's/She's*. Say *Hi*. *I'm* [your name]. Ask pupils to introduce themselves in the same way. The point to a pupil and say *He's/She's* [pupil's name]. Ask pupils to do the same for the person sitting next to them.
- Check homework. Tell pupils to open their Workbooks at pages 4-6. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.

A Listen and say. 1.7

- Ask pupils to open their books at page 10. Tell pupils to look at the picture. Hold up your book and point to the characters one at a time. Say their names, ask pupils to repeat and write them on the board. Tell pupils that you are going to tell them about the characters.

Trek

He is a 10-year-old boy who loves technology and learning about the world. He has got a laptop, a flat screen TV, a map and a globe. He has got four friends who are his reporters on the magazine *Happy Trails*. They travel to different countries and make a DVD for him about their journeys and adventures. He receives the DVD in the post and then watches it on his TV. We watch it with him through the book in the cartoon episodes. There is a map on Trek's wall which shows the countries the reporters visited in *Wonderful World 1* and will visit in this book.

Ty

He is a panda. He makes the films and takes all the pictures on the journeys. He is kind and funny and often gets into scrapes.

Mia

She is a meerkat. She records their journeys on her tape-recorder. She is clever and knows many things about the places they visit.

Leo

He is a leopard. He writes down all the notes about their journeys. He is fun loving, he likes meeting new people and is always willing to try out anything new.

Dina

She is a fennec fox. She is new to the team and the reporters meet her in Morocco in the first episode. She is travelling for the first time and finds many things fun and surprising on the journeys. She is funny and looks to Ty for protection.

Character masks

- Tell pupils they're going to make the character masks. Hand out a pair of scissors to each pupil and the two pieces of card. Then tell pupils where the character masks are at the end of the book. Ask pupils to choose one character (or time permitting two characters) each and to cut out the mask carefully using the dotted lines as a guide. Go round the class helping where necessary.
- Then hand out glue to pupils and ask them to stick the mask on the A4 card using some glue. Pupils can then cut out the mask again carefully. Pupils can write their names on the back of the mask. Collect in the scissors.
- When pupils have finished writing their names, help them to make a hole on each side of the mask. Show pupils how to hold the mask to their face so that the best position for the holes can be found (about halfway down the character face). Then tie a length of ribbon or string through each hole. Then ask pupils to hold the mask up to their face and tie the ribbons for them.
- Pupils can wear these character masks when acting out the cartoon episodes. The masks should be handed out at the beginning of lessons with the cartoon episodes and collected at the end of those lessons. This avoids situations where pupils forget to bring these masks in to class.
- The rest of the masks can be made during the year whenever new copies of these masks are needed (because of wear and tear) or alternatively each pupil can have their own set of masks which again can be kept by teachers and handed out when needed.
- Tell pupils to look at the picture. Say a character's name and ask pupils to point to the correct character.
- Play the recording. Tell pupils to follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Ask pupils to wear the character mask they have made. Assign the roles of Mum, Dad and Tessy to three pupils. Then pupils can act out what the characters say on page 10. Make sure all pupils have a turn.

B Find and stick.

- Read out the sentences. Ask pupils to repeat. Explain the meanings where necessary.
- Show pupils where to find the stickers in their books. Tell them to remove the stickers one at a time and to stick them in the correct boxes to match the sentences. Go round the class helping pupils where necessary.
- Check answers. Ask pupils to hold up their books and read out the sentences.

C Write.

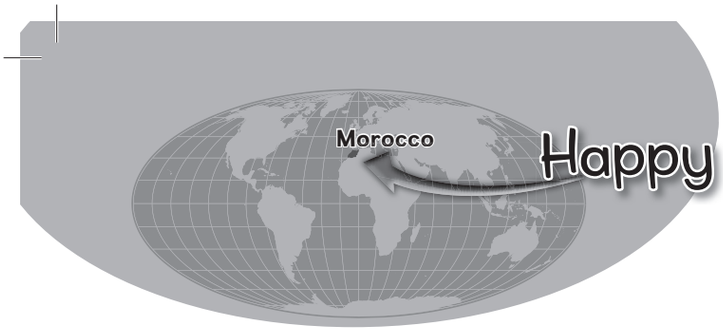
- Ask pupils to look at the pictures. Read out the example and ask pupils to repeat.
- Explain the task to pupils. Allow them enough time to complete the task alone. Explain that for the last box they should draw a picture of themselves and write their own name.
- Check pupils' answers. Ask volunteers to read out the sentences.

D Sing. 1.8

- Tell pupils they are going to sing the *Happy Trails* song.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Pupils can clap and jump up and down when they sing *Happy Trails* and *Party!*

Homework

- Pupils reread the Pupil's Book page.
- Workbook, page 7: Time permitting, some tasks can be done in class.



Happy Trails in Morocco

Ask pupils to look at the photo on pages 12-13 (use L1) and tell them that it's a National Geographic photo, which was taken in the Sahara Desert in Morocco.

Pupils' existing knowledge about Morocco will vary but they will probably have heard of the Sahara Desert. Ask them what they know about deserts. Explain that a large part of Morocco is covered by the Sahara Desert. Tell them that you can visit the desert, travel on camels and stay in tents. Explain that there are also many old cities in Morocco. These cities are built near oases or rivers. The old walled city in the photo is next to a lake on the edge of the desert. Ask volunteers to find North Africa on the classroom map and then show them where Morocco is. Then point to the map at the top of the page to show them. First show them where their own country is on the globe and then point out the area in red where the reporters are. Explain that this is Morocco.

The first country the reporters visit is Morocco. In episode 1, they meet up with the new reporter Dina in the Sahara Desert. She is a fennec fox, which is an animal indigenous to this area. They drink traditional Moroccan tea with her friend Hassan, and then travel through the desert on camels. In episode 2, they visit the city of Marrakesh and they buy some souvenirs. They also go to the traditional market in the city square where they see acrobats and a snake charmer. In episode 3, the reporters visit the city of Rabat, which is the capital city of Morocco. They admire the beautiful walled castle and gardens.

Fun facts

Here are some facts about Morocco, which your pupils will find interesting:

1. The Sahara Desert is the largest desert in the world.
2. Morocco has got a king, who is very powerful.
3. The area around Rabat used to be ruled by pirates.
4. The people who live in the desert are called Berbers.
5. In Morocco, goats climb trees to eat delicious berries, which are similar to olives.
6. Moroccans speak Arabic and French.
7. Moroccan food is very popular all over the world. The national dish of Morocco is couscous. This is steamed wheat served with vegetables, fish or meat and a soup-like sauce.
8. The traditional drink is mint tea.
9. Many market places are full of entertainers and in the evening there are many food stalls.
10. The stories of the *One Thousand and One Nights* are from North Africa and Arabia. One of the most famous of these stories is Aladdin.

1

Lesson 1 Happy Trails in Morocco

Aims

- Learn and use new vocabulary: *sand, stars, tea, email, camel*
- Learn and use new grammar: *to be* affirmative

Materials

- Flashcards: sand, email, camel
- A teabag
- Masks: Trek, Ty, Mia, Leo, Dina

Lead-in

- Revise and practise vocabulary from the Introduction. Chant the numbers as a class. Ask volunteers to find different colours they know in English in the classroom. Ask pupils to say the days of the week.
- Check homework. Tell pupils to open their Workbooks at page 7. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Revise the names of Trek and his reporters. Hand out the masks to pupils. Call out a name and ask pupils to put on the correct mask. Ask four volunteers to wear a different mask each, stand at the front of the class and introduce themselves. Elicit for example *Hi! I'm Leo.* This can be repeated until all pupils have had a turn.

Episode outline

Morocco: Episode 1

Trek shows his mum a DVD and an email he has received from his reporters in Morocco. Ty, Mia and Leo meet the new reporter Dina in the hot Sahara. Dina's friend Hassan offers them tea in his tent. Then, the five reporters leave on camels. They set up camp in the desert. Dina and Mia admire the beautiful night sky. But Ty is so tired he falls asleep. Leo looks at him and laughs.

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Teach *tea* by holding up the teabag. Point to it and say *tea*. Ask pupils to repeat.
- Tell pupils to open their books at page 14 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out all the words again one by one and ask pupils to repeat after you.

A Listen and read.

Background information

The Sahara Desert

The size of the Sahara Desert is a little over 9 million kilometres, and is the world's largest desert. Around 2 million people live there. The word *Sahara* means desert in Arabic. The Sahara runs through 11 countries and is one of the hottest places on earth. However, at night the temperature can drop below freezing. You can sometimes find gazelles and antelopes in the Sahara. Mostly, though, you will find birds, snakes, lizards and fennec foxes, which are the smallest foxes in the world. Dina, one of Trek's reporters, is a fennec fox. There are oases in the Sahara where dates, corn and fruit are grown, but most oases serve as stops for travellers and animals.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD Worksheet found on page 107.
- Ask pupils to work in pairs to do the *Before you watch* task to encourage discussion.

Before you watch

Answers

1 his mum
2 in the Sahara
3 Morocco
4 camels

- Play the whole episode without interruption before pupils do any more tasks on the worksheet. Ask pupils to watch the DVD carefully.

While you watch

- Tell pupils to look at the *While you watch* task and tell them that they need to tick the correct column when they watch the episode for the second time. Play the whole episode again without interruption.
- Give pupils a few minutes to complete the task. If necessary play the DVD again and ask pupils to fill in any missing information.

Answers

1 Trek
2 Ty
3 Mia
4 Dina
5 Leo
6 Mia

After you watch

- Ask volunteers to read out the story. Then assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.
- Check pupils understand the story. Ask pupils to answer the questions in the *After you watch* section of the worksheet using L1 where necessary. Encourage pupils to use the English words for the answers.

Answers

1 a DVD from Morocco and an email from Dina
2 the sand
3 Dina
4 tea
5 He's sleeping.

For teachers using the Audio CD 1.9

- Tell pupils to look at the cartoon story on page 14. Say a character's name and ask pupils to point to the correct character. Do the same with *sand*, *stars, tea, email* and *camel*.
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  What is Trek showing his mum? (a DVD from Morocco and an email from Dina)
  What is very hot? (the sand)
  Who is the new reporter? (Dina)
  What do they drink? (tea)
  What is Ty doing? (He's sleeping.)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the dialogue and in the sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the person and verb missing. Ask pupils to fill in the gaps.
  This is Jane. _____ eight.
  Look at Amber and Chris. _____ friends.
  Hello. _____ [your name].

Extension activity

- Write the dialogue on the board with the verbs missing. Ask pupils to fill in the missing verbs.
  I _____ Amber. He _____ Chris.
  We _____ friends.
- Tell pupils to practise this dialogue in pairs but to use their own names. Go around the class helping where necessary.
- Ask pupils to perform their dialogues in front of the class.

C Write am, are or is.

- Read out the example and ask pupils why *are* is the correct answer. Ask pupils what words they can use instead of *desert* and *stars*. Elicit *it* and *they*.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers

1 are (given)
2 am
3 is
4 are
5 is
6 are

Say it! 1.10

- Write *a* and *i* on the board. Ask pupils to say the names of the letters.
- Write *ai* on the board. Explain that these letters can make two different sounds when they are together.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *email* and *chair* each time they hear them. (*Email* and *chair* will be heard twice.)
- Ask for volunteers to read out the sentence. Play the recording and ask all pupils to repeat. (The sentence will be heard once.)

D Sing. 1.11

- Tell pupils they are going to learn a song.
- Ask pupils to look at the picture and describe what they can see. Encourage them to use English for the words they know. Hold up your book and point to a *camel*. Ask a volunteer to say the word. Do the same for *sand*. Point to the tents and teach *tent*. Teach *desert* as well. Ask pupils whether they have ever seen or ridden a camel.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.

- Ask pupils to wipe their foreheads as if they are hot in the first verse, pretend to drink tea in the second verse and pretend to be riding a camel in the last verse.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 8-9: Time permitting, some tasks can be done in class.
- Dictation: *sand, stars, tea, email, camel*

Lesson 2 Alice and Jack are cousins.

Aims

- Learn and use new vocabulary: *aunt, uncle, cousin, forest*
- Learn and use new grammar: *to be* negative

Materials

- Flashcards: sand, stars, email, camel
- A teabag
- A magazine or Internet picture to illustrate *forest*
- A blank piece of paper for each pupil

Lead-in

- Revise the words from Lesson 1 with the flashcards. Ask a pupil to pick a flashcard from a pile on your desk, show it to the class and ask what the word is. Repeat until all pupils have had a turn.
- Write *I, you, she, we* and *they* on the board on the left. Write *beautiful* on the right. Ask volunteers to write the correct verbs in the gap.
- Check homework. Tell pupils to open their Workbooks at pages 8 and 9. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *sand, stars, tea, email, camel.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 1 (CD1: 11].

New vocabulary

- Teach *aunt, uncle* and *cousin*. Write *Family* on the board. Ask pupils to say family words they know. Elicit *grandma, grandpa, mum, dad, brother* and *sister*. Write these words on the board in a family tree: *grandma* and *grandpa* at the top, *mum* and *dad* in the middle, *brother* and *sister* at the bottom. Then next to *dad* write *uncle* and *aunt.* Underneath write *cousin*. Explain the meanings to pupils. Read out the new words and ask pupils to repeat. Ask pupils if they have aunts, uncles and cousins and what their names are.
- Teach *forest.* Hold up the picture of a forest. Say *forest* and ask pupils to repeat. Stick it on the board and label it *forest*. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 16 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out all the words again one by one and ask pupils to repeat after you.

A Listen and read. 1.12

- Tell pupils that they are going to read about a family from America. Show pupils on the map where America is.

Background information

Dixie National Forest

Dixie National Forest is situated in Utah in the USA. It covers approximately two million acres and stretches approximately 170 km across southern Utah. It is the largest national forest in Utah and is located between the Great Basin and the Colorado River. It contains hundreds of small lakes. The vegetation varies from desert type plants to pine trees. The forest is also known for its climatic extremes, with summer temperatures exceeding 38 °C and winter temperatures dropping below -30° C. Visitors can enjoy many activities like camping, hiking, sailing, swimming, fishing, water-skiing, snowmobiling, horse riding and picnicking.

- Ask pupils to read the first line and find out the girl's name (Alice).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text. Point to the people in the photo and ask pupils to call out their names.

B Tick (✓) Yes or No.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers.

Answers
1 No (given)
2 Yes
3 No
4 No
5 Yes

C Look and learn.

- Read out Chris' speech bubble. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in Chris' speech bubble and in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the verb missing. Ask pupils to fill in the gaps.
  Fred is my friend. He _____ my cousin.
  George and Harry _____ my aunts.
  That cat _____ nice.

D Write.

- Read out the example. Ask pupils to underline the part of the sentence which is different in the answer. Explain to pupils that they must write the opposite for each sentence.
- Make sure pupils understand the task. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 She isn't my aunt. (given)
2 I'm not Kate.
3 He isn't my cousin.
4 My uncles aren't nice.
5 You aren't from England.
6 It isn't a cool photo.

E Listen and number. 1.13

- Write the words *camel, girl, tent, snow* and *camera* on the board. Remind pupils of the meanings. Tell pupils to look at the pictures for this task. Ask pupils to describe what they can see using the words on the board.
- Explain to pupils that they will hear descriptions of the people in the pictures. Explain that they must write the correct numbers under the pictures. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions where necessary. Play the recording again and ask pupils to check their answers.

Listening script
1
This is my mum. She's on a camel. Mum loves camels.
2
This is my cousin. She's six. My cousin is a nice girl.
3
This is a photo of Dad and his tent. Dad loves his tent.
4
This is a photo of my aunt. Her name's Karen. My aunt loves snow!
5
This is my uncle. He's got a camera. He loves photos.

Answers
1st picture 2
2nd picture 1 (given)
3rd picture 5
4th picture 4
5th picture 3

F Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Hand out a piece of paper to each pupil. Ask them to draw someone in their family on the piece of paper. Explain that they will show the class their pictures and say three things about the person just like the boy with the photograph in their books. Tell them to change the words in orange.
- Go around the class helping pupils plan what to say. When the pictures are ready, ask pupils one at a time to stand up, show their picture to the class and say three things about it.

Extension activity

- Revise the possessive *'s*. Use the picture in the book as an example. Tell pupils that the boy's name is John. Say:
  She isn't John's mum. She's John's aunt. Her name is Maria.
  Ask pupils to repeat. Write *John's* on the board.
- Ask all pupils to work in pairs and describe their pictures again. Explain that they have to listen to each other carefully and then describe each other's picture using the possessive *'s.*

Homework

- Pupils reread Pupil's Book page 16.
- Workbook, pages 10-11: Time permitting, some tasks can be done in class.
- Dictation: *aunt, uncle, cousin, forest*
- Optional homework: Ask pupils to bring photos of family members for the speaking task in Lesson 3.

Lesson 3 It's a photo album.

Aims

- Learn and use new vocabulary: *cute, ugly, photo album, twins, old, young, handsome*
- Learn and use new grammar: *to be* interrogative

Materials

- a photo album

Lead-in

- Revise the family words from Lesson 2. Write *family* on the board and ask pupils to remember all the family words they know (*grandma, grandpa, mum, dad, brother, sister, uncle, aunt, cousin*).
- Draw a very tall stick figure on the board. Ask *Is he short?* Elicit *No, he isn't.* Write *I, you, she, we* and *they* on the board on the left. Write *short* on the right. Ask volunteers to write the correct verbs in the gap.
- Check homework. Tell pupils to open their Workbook at pages 10 and 11. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *aunt, uncle, cousin, forest.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *cute, ugly, old,* and *young*. Write *baby, monster* and *grandma* on the board. In L1 ask pupils which of these is an old person, which is a young person, which is cute and which is ugly. Then teach the new vocabulary like this:
  Say *Grandma is old.* and ask pupils to repeat. Write *old* next to grandma on the board.
  Say *The baby is young.* and ask pupils to repeat. Write *young* next to baby.
  Say *The baby is cute.* and ask pupils to repeat. Write *cute* next to baby.
  Say *The monster is ugly.* and ask pupils to repeat. Write *ugly* next to *monster*.
- Teach *twins.* Say *Kate and Sam are sisters.* Ask pupils to repeat. Then say *Kate and Sam are five years old.* Ask pupils to think about why they are the same age. Elicit that they are twins. Say *Kate and Sam are sisters. They are twins.* Ask pupils to repeat. Write *twins* on the board. Read it out and ask pupils to repeat.
- Teach *photo album.* Hold up the photo album. Say *photo album* and ask pupils to repeat. Write *photo album* on the board. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 18 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *handsome.* Explain the meaning and ask pupils to repeat. Then ask pupils *Is Trek handsome?* Pupils can answer *Yes* or *No*.

A Read.

- Tell pupils to look at the girls and to say what they are looking at (a photo album).
- Tell pupils to read the dialogue and to find out who the people in the photos are.
- Read out the dialogue. Stop after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the dialogue.

Optional activity

- Ask pupils to practise the dialogue in pairs. Go around the class helping with pronunciation.
- Ask pairs to stand at the front of the class and read out the dialogue. They can use the photo album as a prop.

B Match.

- Read out the example to pupils. Explain that they should read the sentence and match it to the correct picture. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the sentences and then hold up their books and point to the corresponding picture.

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the dialogue and in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write these sentences on the board and ask volunteers to change them into questions.
  I'm handsome.
  He is young.
  They are ugly.
- Ask pupils questions one at a time. Elicit short answers. You can use these questions and your own depending on the class.
  Are you old?
  Is your friend handsome?
  Is your baby sister cute?

D Write.

- Read out the example and ask pupils why *Yes, he is.* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 Yes, he is. (given)
2 Yes, I am.
3 No, they aren't.
4 No, we aren't.

E Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Ask pupils to draw two people in their family in the box in task F. Explain that they will show the class their pictures and say two things about each person just like the girl in their books. Tell them to change the words in orange.
- Go around the class helping pupils plan what to say. When the pictures are ready, ask pupils one at a time to stand up, show their picture to the class and say two things about each person.

F Draw and write.

- Explain to pupils that they should write the sentences they said in the speaking task.
- Tell pupils to complete the task. Help pupils with spelling where necessary.
- Ask pupils to read out their work.

Optional activity

- Ask pupils to show the class their family photos. Ask pupils to call out family words and appearance words for the photos. Write these words on the board.
- Ask pupils one at a time to describe the people in their photos. They can use the words on the board and the speaking task for help.

Homework

- Workbook, pages 12-13: Time permitting some task can be done in class.
- Dictation: *cute, ugly, photo album, twins, old, young, handsome*
- Revision for Test 1:

  Vocabulary: *sand, stars, tea, email, camel, aunt, uncle, cousin, forest, cute, ugly, photo album, twins, old, young, handsome*

  Grammar: *to be* affirmative, negative and interrogative.

Optional activity

Revision for Test 1

- Revise the words from the flashcards. Then write the words on the board. Ask a volunteer to read out a word and then come and choose the corresponding flashcard. Practise until all pupils remember the words well.
- Revise the new family words. Ask pupils to call them out and to write them on the board. Check pupils remember the meanings. Do the same with the appearance words.
- Write *I am beautiful.* on the board. Ask pupils to tell you the short version, the negative and the question form. Write these on the board. Do the same with all the persons for *to be*.

Teacher's Note

Pupils will do Test 1 in the following lesson. If you don't want to rush into Unit 2, for the rest of the lesson do these activities.

1 Pupils can read out the cartoon story from Lesson 1. Then ask volunteers to act out the cartoon story.
2 Pupils can read out the text from Lesson 2 and the dialogue from Lesson 3.
3 Repeat the say task from Lesson 3.
4 Sing the song.
5 Pupils can make their own dialogues and perform them to the class. See Extra activity below.

Extra activity

- Divide pupils into groups of three. Explain that two pupils should be friends at school and pretend that they are meeting the third pupil who is new. Ask pupils to think what they would say to a new pupil. Elicit dialogues like this:
  P1: Hello. I'm Sam.
  P2: Hi. My name's Jane
  P3: My name's Kate.
  P1: How old are you Kate?
  P3: I'm 10 years old. Are you friends?
  P1, P2: Yes, we are.
- Go around the class helping pupils with their dialogues. Then ask the groups to perform their dialogues in front of the class.

Project Book

The pupils may do Project 1 now they have completed the unit. The answer key and teacher's notes are on page 135 of this book.

2

Lesson 1 Happy Trails in Morocco

Aims

- Learn and use new vocabulary: *acrobat, slippers, lamp, teapot, rug, amazing, Help! here, I've got an idea!*
- Learn and use new grammar: *have got* affirmative

Materials

- Flashcards: acrobat, slippers, lamp, teapot, rug
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise the appearance words from Unit 1, Lesson 3. Write *cute* on the board and ask pupils to remember the opposite (*ugly*). Do the same with *old/young* and *ugly/handsome*. Ask pupils to describe an *uncle, aunt* or *cousin* using these words.
- Revise *to be*. Write *He's handsome*. on the board. Ask pupils to tell you the negative and the question form. Then ask pupils one at a time *Are you handsome/beautiful?* and elicit short answers.
- Check homework. Tell pupils to open their Workbooks at pages 12 and 13. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *cute, ugly, photo album, twins, old, young, handsome.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

Morocco : Episode 2

The reporters are visiting the city of Marrakesh in Morocco. They go shopping. Leo buys a teapot, Mia buys a lamp, Dina buys a bag and Ty buys a pair of slippers and a rug. Then Dina takes them to the market where they admire some local acrobats performing. Mia sees a snake charmer's basket and is curious to see what is inside. Before Dina can stop her, she has opened it and a large snake pops out. The sudden appearance of the snake frightens Dina and Mia, who jump into Ty's arms to get away from it.

Background information

Marrakesh

Marrakesh is known as the 'Red City'. Marrakesh has got the largest traditional market in Morocco and one of the busiest squares in Africa. In the square, there are acrobats, story-tellers, dancers, water sellers, musicians and snake charmers. At night, food stalls open in the square turning it into a huge busy open-air restaurant. There are many beautiful palaces and monuments as well as interesting museums in Marrakesh. There is also a famous garden called Majorelle Gardens, containing plants from all over the world.

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 20 and to look at the vocabulary box. Follow the procedure outlined in Unit 1, Lesson 1.
- Read out the words *amazing, Help! here* and *I've got an idea!*. Explain the meanings. Ask pupils *Are acrobats amazing?* Elicit answers. Then look frightened and say *Help!* Point to your desk and say *Here is my desk!* Finally say *I've got an idea! Let's draw a picture!*

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 108.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers

1 in a shop
2 Mia
3 Dina
4 the acrobats
5 Yes, she does.

While you watch

Answers

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

After you watch

Answers
1 Yes, it is.
2 Dina
3 Leo
4 Ty, slippers and a rug
5 a snake

For teachers using the Audio CD 1.14

- Tell pupils to look at the cartoon story on page 20. Ask pupils to find the acrobats.
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.

  Is this Dina's favourite city? (Yes, it is.)
  Who buys a bag? (Dina)
  Who buys a teapot? (Leo)
  Who buys two things? What are they? (Ty, slippers and a rug)
  What does Mia see in the basket? (a snake)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in Chris' speech bubble and in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the verb missing. Ask pupils to fill in the gaps.
  I _____ a bag.
  He _____ nice slippers.
  They _____ a blue rug.

Extension activity

- Practise *I've got* with family vocabulary. First give an example.
  eg *I've got two brothers and one cousin. I've got three aunts.*
- Ask pupils to stand up one at a time and say two sentences about their families.

C Write 've got or 's got.

- Read out the example and ask pupils why *'ve got* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 've got (given)
2 's got
3 've got
4 've got
5 's got
6 've got

D Listen and tick (✓) Yes or No. 1.15

- Ask pupils to look at the people in the picture. Read out their names and ask pupils to describe what they have got. Elicit these descriptions:
  Kim's got blue boots.
  Nina's got a red scarf.
  Mac's got a green lamp.
  Alex's got a black teapot.
  Ryan's got a yellow and white rug. It's short.

Write the names of the objects on the board (*boots, a scarf, a lamp, a short rug, a teapot*).

- Explain to pupils that they will hear descriptions of the people and what they have got. Explain that they must tick *Yes* if the description matches the picture and *No* if the description doesn't match the picture. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions each time. Before number 4 tell pupils to listen very carefully to all the description (the rug is short, not long). Play the recording again and ask pupils to check their answers.

Listening script
1
Mac's got a green lamp. It's beautiful.
2
Kim's got blue slippers. They're for her aunt.
3
Look! Nina's got a beautiful red bag.
4
Ryan's got a yellow and white rug. It's very long.
5
Alex has got a teapot. It's black.

Answers
1 Yes (given)
2 No
3 No
4 No
5 Yes

E Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.

- Ask volunteers to read out the speech bubble.
- Explain to pupils that they are going to mime that they are carrying an object and they must say what it is. Tell them to change the word in orange. They can use the new words from the lesson. Give an example. Mime that you are holding a shoulder bag and say *I've got a bag*. The other pupils should copy the mime and repeat what you say.
- Ask pupils one at a time to do their mime and say their sentence. Encourage the other pupils to copy and repeat.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 14-15: Time permitting, some tasks can be done in class.
- Dictation: *acrobat, slippers, lamp, teapot, rug*

Lesson 2 Pets are fun.

Aims

- Learn and use new vocabulary: *canary, goldfish, kitten, puppy, garden, swing*
- Learn and use new grammar: *have got* negative

Materials

- Flashcard: swing
- Magazine or Internet pictures of a canary, a goldfish, a kitten, a puppy, a garden
- Optional: a blank piece of paper for each pupil

Lead-in

- Revise the words from Lesson 1. Ask pupils to remember what the reporters bought in the shops. Elicit *slippers, rug, bag, teapot* and *lamp*. Then ask them who they admired on the market and elicit *acrobats*.
- Write *I, you, she, we* and *they* on the board on the left. Write *two cousins* on the right. Ask volunteers to write the correct verbs in the gap.
- Check homework. Tell pupils to open their Workbooks at pages 14 and 15. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *acrobat, slippers, lamp, teapot, rug.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *swing* with the flashcard. See the teacher's introduction pages 7-9 for teaching suggestions.
- Teach *canary, goldfish, kitten, puppy* and *garden* with the pictures. Hold up the canary picture and say *Look! A canary*. Do the same with the rest of the words. Ask which pupils have got any of these animals as pets. Elicit answers, eg *I've got a canary*. Do the same for *garden*.
- Tell pupils to open their books at page 22 and to look at the vocabulary box. Follow the procedure outlined in Unit 1, Lesson 1 page 15.

A Listen and read. 1.16

- Tell pupils that they are going to read about pets. Ask pupils to find out the girl's name in the text (Clare).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Match.

- Read out the example to pupils. Explain that they should read the sentence and match it to the correct picture. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the sentences and then hold up their books and point to the corresponding picture.

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and the verb in Chris' speech bubble and in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the verb missing. Ask pupils to fill in the gaps. *Nadia's got a sister but she _____ got a brother. They've got an uncle but they _____ any cousins. You _____ a kitten. That's a lion!*

D Write.

- Read out the example. Ask pupils to underline the part of the sentence which is different in the answer. Explain to pupils that they must write the opposite for each sentence.
- Make sure pupils understand the task. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 I haven't got a puppy. (given)
2 He hasn't got a canary.
3 She hasn't got a goldfish.
4 My mum hasn't got a small car.
5 You haven't got a kitten.
6 They haven't got two pets.

Say it! 1.17

- Write *a* and *i* on the board. Ask pupils to say the names of the letters.
- Write the phrase *I hate my hat.* on the board. Read it out and ask pupils to repeat. Explain the meaning if necessary. Explain to pupils that if a word ends in *e* it makes the vowel before it 'say its name'.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *name* and *nice* each time they hear them. (*Name* and *nice* will be heard twice.)
- Ask for volunteers to read out the phrase. Play the recording and ask all pupils to repeat. (The phrase will be heard once.)

E Sing. 1.18

- Tell pupils they are going to learn a song.
- Ask pupils to look at the photos and to name three pets they can see (a kitten, a puppy and a canary). Ask pupils to make the sounds these pets make. Teach them animal sound words in English.
  purr = kitten
  miaow = cat
  yap = puppy
  bark = dog
  tweet = canary
  chirp = bird
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Ask pupils to mime each animal as they sing.

Optional activity

- Hand out a piece of paper to each pupil. Ask them to draw their pet or a pet they imagine they have got on the piece of paper. Explain that they will show the class their pictures and say two things about the pet with *have got*.
- Move around the class helping pupils plan what to say. Encourage then to say a negative sentence and an affirmative sentence. eg *I haven't got a canary. I've got a goldfish.*
- When the pictures are ready, ask pupils one at a time to stand up, show their picture to the class and say two things about it.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 16-17: Time permitting, some tasks can be done in class.
- Dictation: *canary, goldfish, kitten, puppy, garden, swing*

Lesson 3 Has it got fur?

Aims

- Learn and use new vocabulary: *leopard, fur, butterfly, wing, rhino, horn, snail, shell*
- Learn and use new grammar: *have got* interrogative

Materials

- Flashcards: swing, leopard, butterfly, rhino, snail
- Magazine or Internet pictures of a canary, a goldfish, a kitten, a puppy, a garden
- Optional for extra activity: photocopies of ten by ten square grid for pupils to make wordsearches.

Lead-in

- Revise the words from Lesson 2 with the flashcard and pictures. Ask a pupil to pick a flashcard from a pile on your desk and show it to the class and ask what the word is. All pupils can take it in turns until all words have been practised.
- Write these sentences on the board. Ask volunteers to write the correct verbs in the gap.
  Birds _____ arms.
  I _____ a tail.
  My dad _____ a pet.
- Check homework. Tell pupils to open their Workbooks at pages 16 and 17. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *canary, goldfish, kitten, puppy, garden, swing.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 2 (CD1:18].

New vocabulary

- Teach the new words with the flashcards. The words *fur* and *shell* can be taught with the flashcards for *leopard* and *snail*. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 24 and to look at the word box. Follow the procedure outlined in Unit 1, Lesson, page 15.

A Do the quiz.

- Ask pupils if they like quizzes. Explain to pupils that they are going to read one question at a time to themselves and choose what they think is the correct answer.

- Tell pupils to read the first question and to choose an answer. Check answers. Read out the question one sentence at a time and ask pupils to repeat. Do the same with the answers.
- Allow pupils enough time to read each question and to choose an answer. Continue with one question at a time and then ask pupils to see how many answers they got right. Read out *What's your score?* And ask pupils to write it in the space provided. Ask pupils what their score is and encourage them to say the number in English.
- Read out the questions and answers again. Stop after each sentence and pupils to repeat.
- Ask volunteers to read out a sentence each of the quiz.

Answers
1 b
2 c
3 c
4 a

B Write.

- Read out the example to pupils. Explain that they should read the sentence and then write the correct word from the box next to it. Tell pupils to cross out the words they use from the box as they use them. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the sentences and corresponding words.

Answers
1 butterfly (given)
2 leopard
3 snail
4 rhino

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write these sentences on the board and ask volunteers to change them into questions.
  I've got a canary.
  He's got a puppy.
  They've got two goldfish.
- Ask pupils questions one at a time. Elicit short answers. You can use these questions.
  Have you got a pet?
  Has a butterfly got wings?
  Have rhinos got fur?

D Match.

- Read out the example and ask pupils why question number 1 matches the answer *Yes, they have.* Help them work out that the word *giraffes* must match an answer with *They* in it. Tell pupils that the word for the person or thing in the question must match the answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Do the task as a class, making sure all pupils understand which questions match which answers.

Answers
1 Have giraffes got long necks? Yes, they have. (given)
2 Have you got a pet? Yes, I have.
3 Has it got a shell? No, it hasn't.
4 Has John got a goldfish? Yes, he has.
5 Has she got wings? No, she hasn't.
6 Have ostriches got fur? No, they haven't.

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Ask two pupils to stand at the front. Tell one pupil to mime an animal from Unit 3 and ask *What animal am I?* Tell the other pupil to ask a question about the animal with *Have you got …?* The pupil who is miming should answer. The second pupil can then try to guess what animal his friend is.
- Ask another pair to stand at the front and do the task. Continue until all pupils have had a turn.

F Draw and write.

- Tell pupils that they should draw a picture of an animal they have learnt in the box.
- Explain to pupils that they should write three sentences about their animal. The first sentence should say what the animal has got (eg fur), the second should say what the animal hasn't got (eg wings) and the third what the animal is (eg a leopard).
- Tell pupils to complete the task. Help pupils with spelling where necessary.
- Ask pupils to hold up their books, show each other their pictures and read out their work.

Homework

- Workbook, pages 18-19: Time permitting, some task can be done in class.
- Dictation: *leopard, fur, butterfly, wing, rhino, horn, snail, shell*
- Revision for Test 1:
  Vocabulary: *acrobat, slippers, lamp, teapot, rug, amazing, Help! here, I've got an idea!, canary, goldfish, kitten, puppy, garden, swing, leopard, fur, butterfly, wing, rhino, horn, snail, shell*

Grammar: *have got* affirmative, negative and interrogative.

Optional activity

Revision for Test 2

- Revise the words from the flashcards. Then write the words on the board. Ask a volunteer to read out a word and then come and choose the corresponding flashcard. Practise until all pupils remember the words well.
- Revise the objects the reporters bought at the shops. Ask pupils to call them out and to write them on the board. Check pupils remember the meanings.
- Write *I have got a puppy.* on the board. Ask pupils to tell you the short version, the negative and the question form. Write these on the board. Do the same with all the persons for *have got*.

Teacher's Note

Pupils will do Test 2 in the following lesson. If you don't want to rush into Unit 3, for the rest of the lesson do these activities.

1 Pupils can read out the cartoon story from Lesson 1. Then ask volunteers to act out the cartoon story.
2 Pupils can read out the text from Lesson 2 and the quiz from Lesson 3.
3 Repeat the Say task from Lesson 3.
4 Sing the song.
5 Pupils can make their own animal wordsearches. See Extra activity below.

Extra activity

- Pupils can make their own wordsearches with the animal words from Unit 2. Hand out a grid of ten by ten squares to each pupil. Show them how to fill in the grid with ten of the words they like from Unit 2. Tell them to use capital letters. Go round the class helping with spelling where necessary. Then tell pupils to fill in the other boxes with any letters they like.
- Pupils can swap wordsearches and then find each other's words.

Project Book

The pupils may do Project 2 now they have completed the unit. The answer key and teacher's notes are on page 135 of this book.

3

Lesson 1 Happy Trails in Morocco

Aims

- Learn and use new vocabulary: *bench, fountain, wall, door, MP3 player, tired, Time for bed.*
- Learn and use new grammar: Possessive adjectives*, Whose?*

Materials

- Flashcards: leopard, butterfly, rhino, snail, bench, fountain
- magazine or Internet pictures of a canary, a goldfish, a kitten, a puppy
- MP3 player
- Masks: Trek, Ty, Mia, Leo, Dina

Lead-in

- Revise the animal words from Unit 2 with the flashcards and the pictures. Stick the flashcards and the pictures on the board. Ask pupils to go up to the board, point to a flashcard or picture and say the word. If the word is correct, remove the flashcard or picture. Continue until all the flashcards and pictures have been removed from the board.
- Revise *have got*. Write *I've got a pet*. on the board. Ask pupils to tell you the negative and the question form. Then ask pupils one at a time *Have you got a pet?* and elicit short answers.
- Check homework. Tell pupils to open their Workbooks at pages 18 and 19. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *leopard, fur, butterfly, wing, rhino, horn, snail, shell.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

Morocco: Episode 3

The reporters visit the capital city of Morocco, Rabat, and see the castle with its tall walls, and ornate doors. Then Dina takes the reporters to her favourite gardens where Leo sees a beautiful fountain. Ty, however, gets tired and has to sit down on a bench. That's when Dina notices an MP3 player. She takes it in her hands, but she doesn't notice that the earphones are still in Ty's ears. Ty cries out in pain when his earphones are yanked out of his ears. Dina apologises. Ty then tells Dina to listen to his music, but she is not impressed. This is where the reporters' trip to Morocco ends. Trek thinks Morocco is an amazing country. As he finishes the DVD, his mum tells him that it's time for bed.

Background information

Rabat

Rabat is a modern city with wide streets, gardens and white buildings. The city faces the Atlantic Ocean and there are some lovely beaches nearby. The King of Morocco lives here in his palace which dates back to the 17th century. It is a beautiful classic building and houses the Museum of Moroccan Arts with exhibits such as jewellery, traditional costumes and local carpets. The palace grounds contain the beautiful Andalucian Gardens.

New vocabulary

- Teach *bench* and *fountain* with the flashcards. Hold up the flashcard for bench. Say *bench* and ask pupils to repeat. Write *bench* on the board. Read it out and ask pupils to repeat. Do the same with all the other flashcards. Then point to a wall in the classroom and say *wall*. Write *wall* on the board and ask pupils to repeat. Do the same for *door*. Then hold the MP3 player and say *MP3 player* and ask pupils to repeat.
- Tell pupils to open their books at page 26 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *tired* and *Time for bed*. Explain the meanings. Yawn and say *I'm tired. Time for bed.* Ask pupils to copy and repeat.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 109.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers

1 a door
2 to Dina's favourite gardens
3 because he's tired
4 Ty
5 Morocco is amazing.

While you watch

Answers

1 castle
2 walls
3 door
4 gardens
5 fountain
6 bench
7 MP3 player
8 reporter

After you watch

Answers
1 Yes, it is.
2 a fountain
3 on a bench
4 Ty's music (on his MP3 player)
5 No, she doesn't.
6 Time for bed.

For teachers using the Audio CD 1.19

- Tell pupils to look at the cartoon story on page 26. Ask pupils what the building is in frame 1. Elicit *It's a castle*.
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  Is the castle very old? (Yes, it is.)
  What does Leo see in the gardens? (a fountain)
  Where does Ty sit? (on a bench)
  What does Dina listen to? (Ty's music on his MP3 player)
  Does Dina like Ty's music? (No, she doesn't.)
  What does Trek's mum say? (Time for bed.)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the possessive adjective in Amber's speech bubble and in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Ask two pupils to hand you a pencil each. Hold up one pencil and ask pupils *Whose pencil is this?* Elicit answer *It's (Jane's) pencil*. Do the same with the other pencil.

C Circle.

- Read out the example and ask pupils why *king's* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 king's (given)
2 my
3 our
4 sister's
5 its
6 Henry's

Say it! 1.20

- Write *castle* on the board. Read it out and ask pupils to repeat. Ask pupils which letter is in the word but cannot be heard when we say it (t). Explain to pupils that sometimes there are silent letters in words, which is why it is important to learn dictation.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *castle, listen* and *climb* each time they hear them. (*Castle, listen* and *climb* will be heard twice.)
- Ask for volunteers to read out the sentence. Play the recording and ask all pupils to repeat. (The sentence will be heard once.)

D Sing. 1.21

- Tell pupils they are going to learn a song.
- Ask pupils to look at the picture and say who they can see (Ty). Tell pupils that the song they are going to learn is Ty's song from his MP3 player.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise as many times as necessary until pupils are familiar with the words.
- Pupils can wear their Ty masks when singing the song.

Homework

- Pupils reread the Pupil's Book page.
- Workbooks, pages 20-21: Time permitting, some tasks can be done in class.
- Dictation: *bench, fountain, wall, door, MP3 player*

Optional activity

- In pairs pupils can act out their own mini dialogues. One pupil is the child and the other is the mum or dad. The child is watching a DVD but is yawning because he/she is tired. The mum or dad see this and tells the child to go to bed. This dialogue is an example.
  Pupil 1: I'm tired.
  Pupil 2: Time for bed.
  Pupil 1: Oh no!
  Pupil 2: Time for bed!
- Allow pupils enough time to practise their dialogues. They can then perform them in front of the class.

Lesson 2 There are toys everywhere!

Aims

- Learn and use new vocabulary: *floor, toy box, window, near, between, everywhere, messy, do homework*
- Learn and use new grammar: *There is/are*

Materials

- a shoe box with a toy car in it
- a blank piece of paper for each pupil

Lead-in

- Revise the words from Lesson 1. Write the words *bench, wall, door* and *fountain* on the board. Read them out and ask pupils to repeat. Ask volunteers to draw pictures for the words on the board.
- Revise the possessive adjectives. Pick up a pupil's pencil and ask *Is it my pencil?* Elicit answer *No, it isn't your pencil. It's my pencil.*
- Check homework. Tell pupils to open their Workbook at pages 20 and 21. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *bench, fountain, wall, door, MP3 player.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *toy box*. Hold up the box. Say *box* and ask pupils to repeat. Open the box and take out the toy car. Say *toy box* and ask pupils to repeat. Write *toy box* on the board. Read it out and ask pupils to repeat.
- Teach *floor, window, near* and *between*. Put the box on the floor. Say *The toy box is on the floor.* Ask pupils to repeat. Write *on the floor* on the board, read it out and ask pupils to repeat. Then put the toy box near the window. Say *The toy box is near the window.* Ask pupils to repeat. Write *near the window* on the board, read it out and ask pupils to repeat. Then put the toy box between two desks. Say *The toy box is between the desks.* Ask pupils to repeat. Write *between the desks* on the board, read it out and ask pupils to repeat.
- Tell pupils to open their books at page 28 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *everywhere, messy* and *Do homework*. Explain the meanings. Ask pupils *Is your bedroom messy?* Elicit answers *Yes* or *No*. Then ask pupils *Do you do your homework every day?* Elicit answer *Yes* or *No*.

A Listen and read. 1.22

- Tell pupils that they are going to read about a girl called Joy. Ask pupils to look at the photo and say which room Joy is in. Elicit *She's in her bedroom.*
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Circle.

- Read the example to pupils. Ask them to find where the answer is in the text and tell them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text, which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers
1 small (given)
2 under
3 between
4 doing her homework

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes. Remind pupils of the words *some* and *any* and how they are used.
- Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the verb missing. Ask pupils to fill in the gaps.
  _____ *there footballs in this shop?*
  There _____ *a fountain in the garden.*
  There _____ *any children in a football team.*

D Circle.

- Read out the example and ask pupils why *are* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 are (given)
2 Is
3 isn't
4 aren't
5 is

E Listen and number. 1.23

- Ask pupils to look at the pictures and say what they can see. Elicit these words and write them on the board: *car, helicopter, bed, mum, puppy, canary, sister, kitten.*
- Explain to pupils that they will hear descriptions of the pictures. Explain that they must write the correct numbers under the pictures. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions where necessary. Play the recording again and ask pupils to check their answers.

Listening script

1
I've got a helicopter. My helicopter is on the floor.
2
My friend, Maya, has got a kitten. Her kitten is near that car.
3
There are two cars. Is there is a helicopter between the cars? Yes, there is.
4
I've got a canary. Look! My canary is under my bed!
5
That's my brother. His name is Tom. He's in bed.
6
Look at my sister, Ann. She's behind the bed.
7
My cousin, Jack, has got a puppy. It's very cute. Look! Jack's next to his puppy.
8
This is my mum's bedroom. There's Mum. She's in front of the bed.

Answers
1st picture **1** (given)
2nd picture **3**
3rd picture **5**
4th picture **7**
5th picture **8**
6th picture **4**
7th picture **6**
8th picture **2**

F Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Hand out a piece of paper to each pupil. Ask them to draw their bedrooms on the piece of paper. Explain that they will show the class their pictures and say four things about their bedroom just like the girl in their books. They can change the words in orange.
- Go around the class helping pupils plan what to say. When the pictures are ready, ask pupils one at a time to stand up, show their picture to the class and say four things about it.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 22-23: Time permitting, some tasks can be done in class.
- Dictation: *floor, toy box, window, near, between*

Lesson 3 It's a girls' shop!

Aims

- Learn and use new vocabulary: *belt, café, coat, gloves, trousers, sweater, Don't worry!, good, lunch, shopping, want*
- Learn and use new grammar: *a, an, the*

Materials

- clothes: belt, coat, gloves, trousers, sweater

Lead-in

- Revise the words from Lesson 2. Point to the floor and ask pupils *What's this?* Elicit *It's a floor.* Do the same with *window.* Then stand near the window and say *I'm near the window*. Ask pupils to repeat. Then put your bag between two desks and say *My bag is between two desks*. Ask pupils to repeat.
- Revise *there is/are*. Ask pupils questions about the classroom and elicit answers. You can use these questions:
  Is there a teacher in the classroom?
  Are there boys in the classroom?
  Is there a kitten in the classroom?
  Are there cars in the classroom?
- Check homework. Tell pupils to open their Workbooks at pages 22 and 23. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *floor, toy box, window, near, between.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach belt, coat, gloves, trousers and sweater with the clothes you have brought in. Hold up the belt. Say *belt* and ask pupils to repeat. Write belt on the board. Read it out and ask pupils to repeat. Do the same with all the clothes.
- Teach café. Say *café* and tell pupils in L1 that this is where people go for a coffee in town. Say *café* again and ask pupils to repeat.
- Tell pupils to open their books at page 30 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words Don't worry, good, lunch, shopping

and want. Explain the meanings. Ask a pupil to say *I'm hungry.* and then reply *Don't worry. We can eat lunch now.* Ask the pupil to say *Good. I want crisps.* Ask two pupils to repeat this mini dialogue. Then say *Shopping is fun.* Ask pupils to repeat.

A Read.

- Tell pupils to look at the picture and to say what Kerry and her dad are doing (shopping).
- Tell pupils to read the dialogue and to find out what they want to buy.
- Read out the dialogue. Pause after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the dialogue.

Optional activity

- Ask pupils to practise the dialogue in pairs. Go around the class helping with pronunciation.
- Ask pairs to stand at the front of the class and read out the dialogue.

B Match.

- Read out the example to pupils. Explain that they should read the question and match it to the answer. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the questions and answers.

Answers
1 No, she isn't. (given)
2 Yes, there are.
3 No, there aren't.
4 No, he isn't.
5 No, it isn't.

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask volunteers to fill the gaps with *a, an* or *the*.
  _____ *sun is hot.*
  *There's*_____ *cat here.* _____ *is brown.*
  I've got _____ *orange goldfish.*

D Write.

- Read out the example and ask pupils why *a* and *The* are the correct answers.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 a / The
2 The
3 the / the
4 a
5 an
6 The

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Ask two pupils to come to the front of the class and pretend to be shopping. They can use their books and can change the words in orange.
- Repeat the task until all pupils have had a turn.

F Draw and write.

- Tell pupils to draw their favourite shop.
- Explain to pupils that they should write three sentences about their shop. They can use the speaking task for help.
- Tell pupils to complete the task. Help pupils with spelling where necessary.
- Ask pupils to hold up their books, show each other their pictures and read out their work.

Homework

- Workbook, pages 24-25: Time permitting some tasks can be done in class.
- Dictation: *belt, café, coat, gloves, trousers, sweater*
- Revision for Test 1:

Vocabulary: *bench, fountain, wall, door, MP3 player, tired, Time for bed. floor, toy box, window, near, between, everywhere, messy, do homework, belt, café, coat, gloves, trousers, sweater, Don't worry, good, lunch, shopping, want*

Grammar: Possessive adjectives, *There is/are, a/an, the*

Optional activity

Revision for Test 3

- Revise the words from Unit 3. Write the words from each lesson on the board. Ask a volunteer to read out a word and to explain the meaning. Put a circle round the words when pupils are familiar with them.
- Write *I, you, he, she, it, we, you, they* down the left side of the board. Ask pupils to tell you the possessive adjectives and write them on the board.
- Write *There is a boy in the park.* on the board. Read it out and ask pupils to repeat. Change the words *a boy* to *three boys* and ask pupils to fix the sentence.
- Write *a, an* and *the* on the board. Ask pupils to tell you some sentences using these words. Write their sentences on the board.
  eg *The moon is white.*
  There's a fish in the sea. The fish is small.

Project Book

The pupils may do Project 3 now they have completed the unit. The answer key and teacher's notes are on page 135 of this book.

Let's remember!

Aims

- Revise vocabulary from Units 1-3
- Revise grammar from Units 1-3

Materials

- Flashcards:

  Unit 1: sand, stars, email, camel

  Unit 2: acrobat, slippers, lamp, teapot, rug, swing, leopard, butterfly, rhino, snail

  Unit 3: bench, fountain

Revision

- Revise the words from the flashcards. Hold up a flashcard and ask pupils to call out the word. Then place the flashcards face down on your desk. Ask a volunteer to choose a flashcard from the desk, turn it over and say what it is. Then revise all the animal words (*camel, canary, goldfish, kitten, puppy*). Ask pupils to remember the other animals they have learnt (*camel, canary, goldfish, kitten, puppy*). They can search the vocabulary boxes at the beginning of each lesson to help them remember. Ask pupils to write the words on the board. Then revise the words related to animals (*fur, wing, horn, shell*) with the flashcards (*leopard, butterfly, rhino, snail*), asking pupils to point to these parts on the animals.
- Ask pupils to remember the family words (*aunt, uncle, cousin*, *twins)* clothes words (*belt, coat, gloves, trousers, sweater)* and the appearance words (*cute, ugly, old, young, handsome)*. Ask volunteers to write them on the board. Do the same for the room words, pointing to them in the classroom (*wall, door, floor, window)*.
- Write these words on the board and ask pupils to finish the phrases with the words here in brackets.
  photo (album)
  I've got an (idea)
  toy (box)
  Time for (bed)
  do (homework)
  Don't (worry)
- Write these words on the board and ask pupils to explain the meanings. Then ask volunteers to make sentences using the words below.
  tea
  forest
  amazing
  help
  garden
  swing
  tired
  messy
  café
  lunch
  shopping
  want
- Revise prepositions of place (*near, between, everywhere*). Take a pencil and put it on a desk. Say *The pencil is on the desk*. and ask pupils to repeat. Put a book near the pencil and encourage pupils to say *The pencil is near the book*. Then put a rubber between the book and the pencil. Ask a volunteer where the rubber is (*The rubber is between the book and the pencil*.). Do the same for *in, in front of, behind, next to* and *under*.
- Revise the affirmative, negative and interrogative of *to be*. Write *I, you, he, she, it, we, you, they* on the board on the left. Ask pupils to tell you the different forms of the verbs and write them on the board.
- Revise the affirmative, negative and interrogative of *have got*. Write *I, you, he, she, it, we, you, they* on the board on the left. Ask pupils to tell you the different forms of the verbs and write them on the board.
- Revise *there is/are*. Write *There is* on the left of the board and *There are* on the right. Then write these phrases on the board and ask pupils to make sentences with *there is* or *there are*.

  boys in the classroom
  girls in the classroom
  a teacher in the classroom
  a board in the classroom
- Write words on the board of things that aren't in the classroom and revise *There isn't/aren't*. Then practise questions and short answers. Ask pupils *Is/Are there …. in the classroom?.*
- Revise the possessive adjectives. Write *I, you, he, she, it, we, you, they* on the left on the board. Ask pupils to write the possessive adjectives next to the words.
- Write *a, an* and *the* on the board. Write these sentences on the board and ask pupils to fill in the blanks with the correct words.
  This is _____ elephant. _____ elephant is grey.
  There is _____ pen and _____ orange pencil on my desk.
  _____ books in my bag are blue.
  Look at _____ sun and _____ moon in _____ sky!

Lead-in

- Check homework. Tell pupils to open their Workbook at pages 24 and 25. Ask volunteers to read out their answers. Then quickly check all pupils' books.

A Find and stick.

- Ask pupils to open their books at page 32 and to look at task A. Ask volunteers to read out the words. Then read out the words again and ask pupils to repeat as a class.
- Show pupils where to find the stickers in their books. Tell them to remove the stickers one at a time and to stick them in the correct boxes. Allow pupils enough time to stick all the stickers. Go round the class helping pupils where necessary.

- Check answers. Ask volunteers to hold up their books and read out the words.

B Write.

- Tell pupils to look at the table. Explain the headings if necessary. Ask volunteers to read out the words in the box.
- Tell pupils to write the words from the box under the correct heading in the table. Tell pupils to cross out the words they use from the box as they use them. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers.

Answers
Family: uncle (given), aunt, cousin, twins
Animals: fur, horn, shell, wing
House: door, floor, wall, window

Extension activity

- Give pupils two more categories: *Clothes* and *Garden*. Ask them to think of three or four objects for each category. Write their ideas on the board.

Tasks C - G.

- Read out the example and ask pupils why it is the correct answer. Read out all the sentences and make sure that pupils remember the meanings of all the words.
- Explain the rest of the task to pupils. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers. Ask volunteers to read out their answers.

C

Answers
1 amazing (given)
2 swing
3 forest
4 near
5 Time for bed
6 belt
7 lamp
8 cute

D

Answers
1 is (given)
2 aren't
3 is
4 are
5 isn't
6 'm not

E

Answers
1 Have / got (given)
2 hasn't got
3 have got
4 haven't got
5 Has / got

F

Answers
1 There is (example)
2 an
3 Are there
4 The
5 is

G

Answers
1 Its (example)
2 my
3 his
4 Our
5 Dad's

Extra activity

- Time permitting, sing the songs from units 1, 2 and 3.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 26-27: Time permitting, some tasks can be done in class.
- Revision for Progress Test 1 (Teacher's Resource Pack CD-Rom). Pupils should revise all the vocabulary and grammar from Units 1-3.

Fun and Games

Aims

- Consolidate new vocabulary with fun activities
- Consolidate new grammar with fun activities
- Make a jigsaw puzzle

Materials

- One photocopy of the jigsaw picture for each pupil (page 119)
- One piece of thick card for each pupil
- Scissors, markers, glue
- One envelope for each pupil
- Optional for extra activity: 12 quiz cards. Write one question on each card, so they can be shuffled to play again. See Extra activity for questions.

Lead-in

- Tell pupils that today's lesson is all about fun and games. Ask them to open their books at page 34. Ask them what they can see (a boy and a girl playing in the autumn leaves).
- Read out the paragraph and ask pupils to follow the words with their fingers. Read it out again one sentence at a time and ask pupils to repeat. Check comprehension with these questions. Encourage pupils to use English for the words they have learnt.
  Are these children brother and sister? (No, they aren't. They're cousins.)
  Where do they live? (Alaska)
  Where are they playing? (in the forest)
- Consolidate vocabulary pupils have learnt using the picture. Here are some suggestions:
  Is there sand in the forest?
  Are the children cute?
  Are the children old?
  Are they in a garden?
  What are they wearing?
  Are they wearing slippers?
  Is there are bench in the forest?
  Are they near the trees?

Quiz time!

- Read out the question and both answers and make sure pupils understand the meaning. Ask pupils to choose the correct answer (b). Ask volunteers to read out the question and answer. Ask pupils to remember the other seasons too. Write the seasons on the board.

A Say.

- Ask pupils *What can you see?* Elicit the names of the objects.

Answers
1 a forest
2 a teapot
3 a window
4 a sweater
5 a shell/snail
6 slippers
7 sand
8 an MP3 player

B Sing. 1:24

- Tell pupils they are going to learn a song. Explain to pupils that the song is about smiling for a photo. Explain that in English people tell you to *Say cheese!* when they take your photo as the phrase makes you smile. Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you. Play the recording again. Encourage pupils to chant along. Practise many times until pupils are familiar with the words.
- Pupils can pose while they sing the song.

C Make.

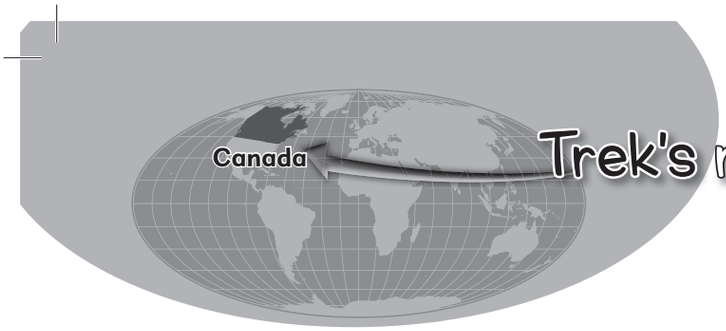
- Tell pupils they are going to make a jigsaw puzzle. Tell pupils to look at the pictures in task C and explain each stage to them.
  1 Colour in the jigsaw puzzle picture.
  2 Stick the picture on a thick piece of card.
  3 Cut out the puzzle along the dark lines.
  4 Mix up the pieces and try to put the puzzle together.
- Ask pupils to have their markers ready. Hand out the photocopies of the jigsaw puzzle cutout and ask pupils to colour in. As pupils colour, go round the classroom and ask them to name the objects they can see in the picture.
- When all pupils are ready, ask them to put their markers away. Then hand out the pieces of card and the glue. Show pupils how to stick the picture onto the card.
- Collect the glue. Then hand out the scissors. Ask pupils to cut out their jigsaws. Go round the class helping pupils where necessary. When pupils finish cutting the pieces, collect the scissors.
- Tell pupils to mix up their jigsaw pieces and then put their puzzles back together again. Give each pupil an envelope to put their puzzle pieces in.

Homework

- Pupils reread the Pupil's Book page.
- Optional extra homework: Pupils write the names of the objects in task A in their notebooks.

Extra activity

- Do a class quiz using the quiz cards. Divide the class into two teams, Team A and Team B. Draw a line down the middle of the board. Write A on the left and B on the right.
- Explain to pupils that they are going to do a quiz. Each pupil in the team has a number. Starting with number 1, a pupil from Team A must answer a question or follow an instruction correctly to get a point. Then pupil 1 from Team B must answer a question. Then pupil 2 from Team A and so on. If a pupil calls out the answer to a question when it isn't his or her turn, the team loses a point.
- Here are the questions for the cards:
  1. *What's your name?*
  2. *How are you?*
  3. *How old are you?*
  4. *Say the days of the week.*
  5. *Are you a camel?*
  6. *What's that? (point to the door/window/floor/wall)*
  7. *Say the alphabet.*
  8. *What colour is this? (choose a colour in the classroom)*
  9. *Count to twenty.*
  10. *Have butterflies got wings?*
  11. *Have rhinos got shells?*
  12. *Have you got an MP3 player?*
- The team with the most points wins. Shuffle the cards and play again.



Trek's reporters in Canada

Ask pupils to look at the photo on pages 36-37 (use L1) and tell them that it shows a Canadian landscape.

Pupils are likely to know that Canada is a neighbour of the USA. They will probably know that it is a cold place in winter. Explain that Canada is well-known for its winter sports and ask pupils if they can name a few (skiing, snowboarding, ice hockey). Tell them that there is also a hotel made of ice and snow, which is built every winter, and melts every spring. It was inspired by Inuit igloos and snow forts. Explain also that there are some famous lakes and waterfalls in Canada. The most well-known waterfall is the Niagara Falls. Pupils might know where Canada is situated. Ask volunteers to find Canada on the classroom map. Then point to the map at the top of the page to show them. First show them where their own country is on the globe and then point out the area in red where the reporters are. Explain that this is Canada.

The second country the reporters visit is Canada. In episode 1, they visit the city of Calgary. They go skiing and snowboarding in the winter sports resort and then they go to the stadium to watch an ice hockey match. In episode 2, they visit the city of Quebec where they admire the buildings and the river. They then visit the Ice Hotel, which is near Quebec. In episode 3, the reporters visit Niagara Falls and have a picnic on the grass in a park nearby.

Fun facts

Here are some facts about Canada, which your pupils will find interesting:

1. Canada is the second largest country in the world, but not many people live there.
2. People speak English and French in Canada.
3. Canada is surrounded by three oceans: the Pacific, the Atlantic and the Arctic.
4. Ice hockey is Canada's national sport.
5. In 2010 Canada hosted the winter Olympics.
6. In winter, the temperature can drop below -40°C. The lowest temperature ever recorded was -63°C.
7. There are many forests and lakes in Canada.
8. The comic *Superman* was created by a Canadian, Joe Shuster.
9. The Inuit are the native people who live a traditional lifestyle in the north of Canada.
10. Canadians eat more cheese than any other nation.

4

Lesson 1 Happy Trails in Canada

Aims

- Learn and use new vocabulary: *fall, ice hockey, shout, ski, team, I'm freezing!*
- Learn and use new grammar: Present Continuous affirmative

Materials

- Flashcards: ice hockey, ski, team
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise the clothes words from Unit 3. Ask pupils to remember the words and ask volunteers to write them on the board. Ask other volunteers to draw pictures of the clothes on the board or point to any items pupils are wearing.
- Revise *Is/Are there?* Ask pupils *Is there a belt on the board?* Elicit *Yes, there is*. Ask pupils *Are there any jeans on the board?* Elicit *No, there aren't.* You can continue with these questions:
  Is there a fountain in the park?
  Are there doors in your house?
  Is there an MP3 player in your bag?
- Check homework. Tell pupils to open their Workbooks at pages 26 and 27. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *belt, café, coat, gloves, trousers, sweater.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

Canada: Episode 1

Trek's dad gives Trek a DVD from Canada. The reporters are at a ski resort in Calgary. Ty and Mia are skiing. Dina is freezing as she has never been in the snow before. Leo is having fun snowboarding, but he loses his balance and falls over. He gets covered in snow and Dina thinks he looks like Santa Claus. Later the reporters go to see an ice hockey game. The local team wins. Dina is very excited.

Background information

Calgary

Calgary is the largest city in the province of Alberta, Canada. The city is close to the Rocky Mountains and is a popular destination for winter sports such as skiing and snowboarding. It has got a large winter sport resort and has been host to the winter Olympics. Ice hockey is a popular sport in Canada and the Calgary team is called the Calgary Flames.

New vocabulary

- Teach the new words (*ice hockey, ski* and *team*) with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 38 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *fall* and explain the meaning. Pretend to fall and then ask pupils to copy and repeat. Do the same with the words *shout* and *I'm freezing!*.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 110.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers

1 b
2 b
3 a
4 b
5 a

While you watch

Answers

a 2
b 5
c 10
d 7
e 1
f 6
g 3
h 8
i 4
j 11
k 9

After you watch

Answers
1 Ty and Mia
2 Leo
3 ice hockey
4 Dina

For teachers using the Audio CD 1.25

- Tell pupils to look at the cartoon story on page 38. Ask pupils what Trek's dad is giving to him.
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  Who is skiing? (Ty and Mia.)
  Who falls? (Leo)
  What sport do the reporters watch? (ice hockey)
  Who is shouting? (Dina)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board. Ask pupils to fill in the gaps with these words.
  falling am are
  I _____ skiing.
  Oh no! He's _____ .
  We _____ shouting.

C Write.

- Read out the example and ask pupils why *'re having* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 're having (given)
2 's watching
3 're listening
4 's studying
5 are doing
6 'm playing

D Listen and number. 1.26

- Write the words *skiing, snowboarding, bench, snow, falling* and *shouting* on the board. Remind pupils of the meanings and teach *snowboarding*. Tell pupils to look at the pictures for this task. Ask pupils to describe what they can see using the words on the board.
- Explain to pupils that they will hear descriptions of the people in the pictures. Explain that they must write the correct numbers next to the pictures. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions where necessary. Play the recording again and ask pupils to check their answers.

Listening script

1
My friend John and I are skiing. We're having fun! Whee!
2
Look at Carol! She's snowboarding. She's fast.
3
My brother and his friend are sitting on the bench. They're laughing.
4
Can you see the dog? That's Rufus. He's playing in the snow.
5
Oh no! Toby is falling. Be careful, Toby!
6
What a noise! Who's shouting? John's cousin. Rufus is his dog.

Answers
1 two skiers (given)
2 snowboarder
3 two men laughing on bench
4 dog
5 skier falling over
6 man holding lead and shouting

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat. Explain the meaning of *Who* if necessary.
- Ask volunteers to read out the dialogue.
- Ask pupils to look at the picture. Ask volunteers to describe what they can see. Elicit these verbs and write them on the board: *play, sleep, read, climb, eat.* Ask a pupil to ask a question with *Who* using one of the verbs on the board. Ask another volunteer to answer. Repeat until pupils have had a turn.
- Erase the verbs and repeat the task.

Extension task

- Ask a pupil to stand at the front of the class. Whisper in his/her ears an action to mime. eg *You're sleeping.* Ask volunteers to say what the pupil is doing. eg *Sandy is sleeping*.
- Repeat until all pupils have mimed an action.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 28-29: Time permitting, some tasks can be done in class.
- Dictation: *fall, ice hockey, shout, ski, team,*

Lesson 2 She's snowboarding.

Aims

- Learn and use new vocabulary: *snowboard, January, February, March, April, May, June, July, August, September, October, November, December, month, today*
- Learn and use new grammar: Present Continuous negative

Materials

- Flashcards: ice hockey, ski, team
- A calendar

Lead-in

- Revise the words from Lesson 1 with the flashcards. Ask three volunteers to pick a flashcard each from a pile on your desk and show it to the class and ask what the word is. Then revise *fall, shout* and *I'm freezing!* Ask volunteers to mime these actions in front of the class and ask pupils to say the word or phrase.
- Write these sentences on the board. Ask volunteers to write the correct form of the verbs in the gap.
  Ty _____ (ski).
  I _____(freeze).
  They _____ (fall).
- Check homework. Tell pupils to open their Workbooks at pages 28 and 29. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *fall, ice hockey, shout, ski, team.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach the months. Hold up the calendar and say *Look*. Show the first month and say *January*. Read it out and ask pupils to repeat. Write *January* on the board. Read it out again and ask pupils to repeat. Do the same with all the months.
- Teach *snowboard.* Write it on the board and explain the meaning. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 40 and to look at the vocabulary box. Hold up your book and point to the first picture word (snowboard). Say the word and ask pupils to repeat. Do the same with all the months.
- Read out the words *month* and *today*. Explain the meanings. Ask pupils to say what day it is today. eg *It's Monday today.* Then say *What's June?* Elicit *It's a month*. Do the same with a few other months.

Background information

Canada

Canada is the second largest country in the world (Russia is the largest), but its population is only about 34 million. The capital of Canada is Ottawa (Ontario) and the largest city is Toronto. There are two official languages: English and French. People from many nationalities live in Canada, like Chinese, Italians, Greeks and Russians. Canada has got more lakes and rivers than any other country in the world. Forests cover almost half of Canada.

People in Canada are interested in sports, especially winter sports like ice hockey, snowboarding, and skiing. Other sports they enjoy are football, basketball, and baseball. The 2010 Winter Olympics were held in Vancouver, Canada.

A Listen and read. 1.27

- Tell pupils that they are going to read about the months in Canada. Ask pupils what the woman in the photo is doing (She's snowboarding).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Tick (✓) Yes or No.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers
1 No (given)
2 Yes
3 No
4 Yes
5 No

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the person and verb missing. Ask pupils to fill in the gaps.
  She _____ (not sleep).
  They _____ (not eat)
  I _____ (not run).

D Write.

- Read out the example and ask pupils why *aren't climbing* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 aren't climbing (given)
2 isn't swimming
3 aren't working
4 isn't studying
5 'm not buying
6 aren't laughing

Say it! 1.28

- Write *c* on the board. Ask pupils to say the name of the letter.
- Write the words *cold* and *ice* on the board. Read them out and ask pupils to repeat. Explain to pupils that the letter *c* has two sounds. Ask pupils to identify the two sounds.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *Canada* and *nice* each time they hear them. (*Canada* and *nice* will be heard twice.)
- Ask for volunteers to read out the sentence. Play the recording and ask all pupils to repeat. (The sentence will be heard once.)

E Chant. 1.29

- Tell pupils they are going to learn a chant about the months.
- Ask pupils to look at the picture and to read out the months, one month each around the class.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to chant. Practise many times until pupils are familiar with the words.
- Ask pupils to clap and stamp their feet as they say the chant.

Extra activity

- Divide the pupils into groups of three or four. Tell them to practise the chant and to add their own movements.
- Ask each group to perform their chant to the class. You can take photos of the performers and then in the next lesson stick the photos on the wall.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 30-31: Time permitting, some tasks can be done in class.
- Dictation: *January, February, March, April, May, June, July, August, September, October, November, December*

Lesson 3 Camping is fun.

Aims

- Learn and use new vocabulary: *camping, fire, burgers, sleep, sleeping bag, village, stay, See you soon!*
- Learn and use new grammar: Present Continuous interrogative

Materials

- Flashcards: fire, burgers, sleeping bag, village
- A calendar
- Magazine or Internet pictures of a camping site with tents
- Optional for Extra activity: a blank piece of paper for each pupil

Lead-in

- Revise the months from Lesson 2 with the calendar. Hold up the calendar, point to the months in random order and ask volunteers to call out the month.
- Write these sentences on the board. Ask volunteers to write the correct form of the verbs in the gap.
  My brother _____ (not drink).
  I _____ (not snowboard).
  My uncles _____ (not play) football.
- Check homework. Tell pupils to open their Workbooks at pages 30 and 31. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *January, February, March, April, May, June, July, August, September, October, November, December.* See the teacher's introduction pages 7-9

for teaching suggestions. Go round the class and check all pupils' dictation.

- Do the chant from Lesson 2 (CD1:29].

New vocabulary

- Teach *fire, burgers, sleeping bag* and *village* with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Teach *camping*. Hold up the magazine picture of the camping site. Say *camping* and ask pupils to repeat. Explain the meaning. Stick it on the board and label it *camping*. Read it out and ask pupils to repeat. Ask pupils in L1 what people do in a sleeping bag and elicit *sleep*. Say *I sleep in a sleeping bag.* Ask pupils to repeat.
- Tell pupils to open their books at page 42 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *stay* and *See you soon!*. Explain the meanings. Tell pupils that we can write *See you soon* at the end of a letter, email or postcard.

A Read.

- Ask pupils in L1 what they are going to read. Teach *postcard*.
- Tell pupils to read the postcard and to find out who wrote it (Betty).
- Read out the postcard. Pause after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the postcard.

B Circle.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers

1 Sam's (given)	**3** tent	**5** cooking
2 Mum and Dad	**4** sleeping bag	**6** yummy

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask volunteers to turn them into questions.
  I'm sleeping in a tent.
  You're eating burgers.
  He's playing volleyball.

D Write.

- Read out the example and ask pupils why *No, we aren't.* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers

1 No, we aren't. (given)
2 Yes, he is.
3 Yes, they are.
4 No, she isn't.
5 Yes, I am.

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Ask a pupil to come to mime an action from the lesson. Ask the pupil *What are you doing*? and elicit the correct answer.
- Repeat the task until all pupils have had a turn.

Extension activity

- Ask a volunteer to mime an action of his/her choice. Ask the other pupils *What is he/she doing?* Elicit answers with *he* or *she*. Repeat until all pupils have had a turn.
- Repeat the activity with two pupils miming the same thing. Ask *What are they doing?* Elicit answers with *they*.

F Write.

- Tell pupils that they are going to write their own postcards.
- Explain to pupils that they fill in the gaps in their postcard. They can use the reading task for help.
- Tell pupils to complete the task. Help pupils with ideas and spelling where necessary.
- Ask pupils to read out their work.

Homework

- Workbook, pages 32-33: Time permitting, some tasks can be done in class.
- Dictation: *camping, fire, burgers, sleep, sleeping bag, village*
- Revision for Test 4:

  Vocabulary: *fall, ice hockey, shout, ski, team, I'm freezing!, snowboard, January, February, March, April, May, June, July, August, September, October, November, December, month, today, camping, fire, burgers, sleep, sleeping bag, village, stay, See you soon!*

  Grammar: Present Continuous affirmative, negative, interrogative

Optional activity

Revision for Test 4

- Revise the words from Unit 4. Write the words from each lesson on the board. Ask a volunteer to read out a word and to explain the meaning. Put a circle round the words when pupils are familiar with them.
- Write *I, you, he, she, it, we, you, they* down the left side of the board and *playing* on the right side. Ask pupils to tell you the missing part of the verb for the affirmative and negative of the Present Continuous and write it in the middle.
- Ask pupils questions in the Present Continuous and elicit short answers:
  Are you sleeping?
  Are you listening?
  Is George eating?
  Are the girls shouting?

Teacher's Note

The pupils will do Test 4 in the following lesson. If you don't want to rush into Unit 5, for the rest of the lesson do these activities.

1 Pupils can read out the cartoon story from Lesson 1. Then ask volunteers to act out the cartoon story.

2 Pupils can read out the text from Lesson 2 and the postcard from Lesson 3.

3 Repeat the Say task from Lesson 3.

4 Do the chant.

5 Pupils can draw pictures. See Extra activity below.

Extra activity

- Hand out a black piece of paper to each pupil. Tell them to draw a picture of themselves and two friends camping.
- When pupils have finished their pictures ask them to hold up their work and describe what the people in the picture are doing.

Project Book

The pupils may do Project 4 now they have completed the unit. The answer key and teacher's notes are on page 136 of this book.

5

Lesson 1 Happy Trails in Canada

Aims

- Learn and use new vocabulary: *country, hotel, ice, speak, French, warm*
- Learn and use new grammar: *can, can't*

Materials

- Magazine or Internet pictures of a hotel, and ice (eg an iceberg or an Arctic landscape)
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise the months from Unit 4. Write *January* on the board and ask pupils to remember the rest of the months. Ask volunteers to write them on the board. Help with spelling where necessary.
- Revise the Present Continuous. Write *I'm standing*. on the board. Ask pupils to tell you the negative and the question form. Then ask a volunteer *Are you standing?* and elicit a short answer. Ask a few volunteers to stand up and ask the same question and elicit short answers.
- Check homework. Tell pupils to open their Workbooks at pages 32 and 33. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *camping, fire, burgers, sleep, sleeping bag, village.* See the teacher's introduction on pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

Canada: Episode 2

The reporters visit Quebec City. There they see a castle. The weather is still cold. There is snow everywhere and there is ice on the river too. Dina has trouble walking since she's not used to snow. She grabs hold of Leo's tail, but she still slips and falls over. Leo cries out in pain as Dina yanks his tail. The reporters then visit a hotel where everything is made of ice. The receptionist speaks to them in French and Leo asks Dina if she can speak French. She can, but she doesn't have to as the receptionist can speak English too. The reporters like the hotel, especially Dina because at last she is warm when she covers herself with a quilt.

Background information

Quebec

Quebec City is the capital of the province of Quebec. It is located on the St Lawrence River. One of the most famous buildings is The Château Frontenac. It is a beautiful castle-style hotel which was built at the end of the 19th century. It is situated on the bank of the St Lawrence River and has got impressive views. It opened in 1893 and is a symbol of the city. It is also one of the most photographed hotels in the world and holds a Guinness World Record for that reason.

The Ice Hotel near Quebec City opened in 2001. It is the first Ice Hotel in North America and is built every year in January. The hotel is open till the end of March. It is made of 15,000 tons of snow and 500,000 tons of ice. The temperature in the hotel is between -3°C and -5°C no matter what the outside temperature is.

New vocabulary

- Teach *country* by pointing to a country on the *Wonderful World* World map. Say *Greece is a country.* and ask pupils to repeat. Ask volunteers to make similar sentences.
- Teach *hotel* and *ice* with the magazine or Internet pictures. Hold the hotel picture and say *hotel*. Then stick the picture on the board. Do the same for the word *ice*.
- Teach *speak* and say *I can speak English*. Ask pupils to repeat.
- Tell pupils to open their books at page 44 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *French* and *warm*. Explain the meanings. *Can you speak French?* Elicit short answers. Ask pupils *Are you warm?* Elicit short answers.
- Read out all the words again one by one and ask pupils to repeat after you.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 111.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers
1 a castle
2 Yes, it is.
3 Everything is ice.
4 Dina

While you watch

Answers
1 the DVD
2 country
3 beautiful
4 ice
5 English
6 warm

After you watch

Answers
1 Tessy
2 No, she can't.
3 She falls.
4 Ice Hotel
5 Yes, they are.

For teachers using the Audio CD 1.30

- Tell pupils to look at the cartoon story on page 44. Ask pupils what Trek can see (a castle).
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  Who wants to watch the DVD with Trek? (Trek's sister, Tessy)
  Can Dina stand up in the snow? (No, she can't.)
  What happens to Dina? (She falls.)
  What's the name of the hotel? (The Ice Hotel)
  Are the reporters staying at the hotel? (Yes, they are.)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Explain to pupils that we use *can* to talk about things we are able to do and things we are allowed to do. Write *We can run.* and *We can go to the party*. on the board. Ask pupils which is something we are able to do and which is something we are allowed to do.

C Write can or can't.

- Read out the example and ask pupils why *can't* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 can't (given)
2 can't
3 Can, can't
4 can
5 Can, can't
6 Can, can

D Listen and circle. 1.31

- Explain to pupils that they are going to listen to the reporters speaking. Read out the sentences and check pupils understand the meanings. Then explain that they must listen carefully and circle the correct word in each sentence.
- Play the recording for the example. Make sure pupils understand what to do.
- Play the recording. Pause between numbers where necessary. Play the recording again and ask pupils to check their answers.

Listening script
1
Mia: I can't see a hotel. But I can see a castle.
2
Dina: Hooray! I can stand on the snow. But I can't stand on the ice.
3
Leo: Look, Ty. I can run!
Ty: Ouch! My leg! I can't run!
4
Trek: Can I watch TV, Mum?
Trek's mum: Yes, you can, Trek.
5
Mia: Can you speak French, Ty?
Ty: No, I can't. Can you speak French, Mia?
Mia: Yes, I can.

Answers
1 castle (given)
2 snow
3 Ty
4 can
5 Mia

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Explain to pupils that they are going to ask each other questions. Write some ideas on the board for pupils to use. Ask pupils to think up the ideas.

  eg *ride a bike*
  ski
  sing
  speak French/Greek
  fly a plane

- Ask pupils in pairs to stand at the front of the class and ask and answer one question each. Tell pupils to change the words in orange. They can use the ideas on the board.

Extension activity

- Practice *He* and *She* with *can* and *can't.* Ask pupils questions from the Speaking task.

  eg *Can George sing?*

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 34-35: Time permitting, some tasks can be done in class.
- Dictation: *country, hotel, ice, speak*

Lesson 2 Jerry loves sports.

Aims

- Learn and use new vocabulary: *baseball cap, trainers, catch, throw, high, fast, slow, number, sports*
- Learn and use new grammar: *must, mustn't*

Materials

- The magazine or Internet pictures of a hotel, and ice from previous lesson
- A ball, a pair of trainers, a baseball style cap

Lead-in

- Revise the words from Lesson 1 with the pictures. Hold up the pictures one at a time and ask volunteers to call out the words.
- Ask pupils questions with *can*. Elicit short answers.
  Can you swim?
  Can you dance?
  Can you fly?
- Check homework. Tell pupils to open their Workbook at pages 34 and 35. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *country, hotel, ice, speak.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *catch* and *throw.* Hold up the ball, say *Catch* and throw it gently to a pupil. Then say *Throw* and ask the pupil to throw it back to you. Say *catch* and *throw* and ask pupils to repeat. Write them on the board. Read them out and ask pupils to repeat.
- Teach *high, fast* and *slow*. Say *Look I can run.* Mime that you are running. Mime that you are running on the spot slowly. Say *I'm slow.* Ask pupils to copy and repeat. Then mime that you are running on the spot fast. Say *I'm fast.* Ask pupils to copy and repeat. Write *slow* and *fast* on the board. Read them out and ask pupils to repeat. Then throw the ball in the air a little. Say *Look*. Throw the ball in the air very high and say *high*. Ask pupils to repeat. Say *Jump high*. and encourage pupils to jump high in the air.
- Teach *baseball cap* and *trainers* with the objects you have brought in. Hold up the baseball cap and say *baseball cap*. Ask pupils to repeat. Write *baseball cap* on the board. Read it out and ask pupils to repeat. Do the same with the trainers.
- Tell pupils to open their books at page 46 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *number* and *sports*. Explain the meanings. Ask pupils *What's your lucky number?* Elicit answers. Ask pupils *What are your favourite sports?* and elicit answers.

A Listen and read. 1.32

Background information

Baseball

Baseball has been played for more than a century and is becoming increasingly popular. It is considered to be one of the most popular sports in the USA. This sport is also very popular in other countries like Canada, Japan, and Cuba.

Baseball is played in summer. It is played between two teams of nine players each. The goal of baseball is to score runs by hitting a ball with a bat and touching a series of four markers called bases. Players on the batting team take turns hitting the ball while the fielding team tries to stop them from scoring runs by catching the ball and getting hitters out. A player on the batting team can stop at any of the bases. The batting and fielding teams switch whenever the fielding team gets three outs. The team with the most runs at the end of the game wins.

- Tell pupils that they are going to read about a boy who plays baseball. Ask pupils to find out the boy's name in the text (Jerry).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Write.

- Read out the example to pupils. Explain that they should read the sentence, look at the text and then write the correct word in the gap. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the sentences.

Answers
1 team (given)
2 32
3 trainers
4 high
5 slow

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentence. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentence. Ask volunteers to read out the sentence.
- Practise the grammar. Write these sentences on the board and ask volunteers to fill in the gaps with *must* or *mustn't.*
  You _____ listen to mum and dad.
  You _____ watch TV all day.

D Write must or mustn't.

- Read out the example and ask pupils why *must* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 must (given)
2 must
3 mustn't
4 mustn't
5 mustn't
6 must

E Sing. 1.33

- Tell pupils they are going to learn a song.
- Ask pupils to look at the picture and to describe what they can see.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Ask pupils to do the actions in the song as they sing.

Homework
- Pupils reread the Pupil's Book page.
- Workbook, pages 36-37: Time permitting, some tasks can be done in class.
- Dictation: *baseball cap, trainers, catch, throw, high, fast, slow*

Lesson 3 Shh! Be quiet!

Aims
- Learn and use new vocabulary: *library, shelf, first – 1st, second – 2nd, third – 3rd, fourth – 4th, fifth – 5th, sixth – 6th, seventh – 7th, eighth – 8th, ninth – 9th, tenth – 10th, Be quiet!*
- Learn and use new grammar: Imperative, *Let's*

Materials
- A magazine or Internet picture of a library and a bookshelf
- A ball

Lead-in
- Revise *catch* and *throw* with the ball.
- Ask pupils to say things they *must* and *mustn't* do in the classroom.
- Check homework. Tell pupils to open their Workbook at pages 36 and 37. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *baseball cap, trainers, catch, throw, high, fast, slow.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 2 (CD1:33).

New vocabulary
- Teach *library* and *shelf.* Hold up the magazine picture of a library. Say *library* and ask pupils to repeat. Stick it on the board and label it *library*. Read it out and ask pupils to repeat. Do the same with *shelf*.
- Teach the ordinal numbers. Write the digits 1-10 on the board and ask volunteers to count to ten. Then turn the digits into ordinal numbers one at a time. As you do this read the number out and ask pupils to repeat. Write the words next to the digits. Read them out and ask pupils to repeat.

- Tell pupils to open their books at page 48 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the phrase *Be quiet!* Explain the meaning. Put your finger to your lips and say *Shh! Be quiet!* Ask pupils to copy and repeat.

A Read.

- Tell pupils to look at the picture and to say where Mark and Nancy might be (in a library).
- Tell pupils to read the dialogue and to find out where the children's books are (on the first, second and third shelf).
- Read out the dialogue. Stop after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the dialogue.

B Circle.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers
1 Nancy's (given)
2 Mark
3 fourth
4 tenth
5 Mark

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask volunteers to fill the gaps with one of these words.
  Let's Don't Listen
  _____ *to the teacher please.*
  _____ *eat chocolate in the classroom*
  _____ *play beach volleyball.*

D Write.

- Explain to pupils that the sentences have been mixed up and that they have to write the words in the correct order. Read out the example and ask pupils to repeat.
- Make sure pupils have understood the task. Allow them enough time to complete the task alone. Go round the class helping where necessary.
- Check answers. Ask pupils to read out their sentences.

Answers
1 Look at that shelf! (given)
2 Don't shout in the museum.
3 Let's go to the library.
4 Don't stand on the chair.
5 Let's buy some notebooks.

Say it! 1.34

- Tell pupils to look at the task. Play the recording and ask pupils to repeat the ordinal numbers each time they hear them.
- Ask volunteers to read out the ordinal numbers.

E Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Ask a pupil to choose a word from the list and think of a rule with *must* or *mustn't* for the library.
- Repeat the task with other pupils until all pupils have had a turn. Encourage pupils to think of their own rules too.

F Write.

- Tell pupils that they should think of two rules for school. Read out the first rule and ask pupils to repeat. Then allow pupils a few minutes to write their own rule using an imperative.
- Repeat with the rule using *Don't.*
- Ask pupils to read out their rules. Write a list of them on the board.

Homework

- Workbook, pages 38-39: Time permitting some task can be done in class.
- Dictation: *library, shelf, first, second, third, Be quiet!*
- Revision for Test 5:

Vocabulary: *country, hotel, ice, speak, French, warm, baseball cap, trainers, catch, throw, high, fast, slow, number, sports, library, shelf, first – 1st, second – 2nd, third – 3rd, fourth – 4th, fifth – 5th, sixth – 6th, seventh – 7th, eighth – 8th, ninth – 9th, tenth – 10th, Be quiet!*

Grammar: *can, can't, must, mustn't, Imperative, Let's*

Optional activity

Revision for Test 5

- Revise the words from Unit 5. First revise the words form Lesson 1 with the pictures and these items: a pair of trainers, and a baseball style cap. Hold up each picture and ask pupils to call out the words. Do the same with the items. Then revise the ordinal numbers. Write the numbers 1st-10th on the board. Point to the numbers in order and ask pupils to call them out.
- Write the words from Lesson 2 on the board. Ask a volunteer to read out a word and to explain the meaning.
- Write *can* and *must* on the board. Ask pupils to think up sentences to go with these words. Write them on the board. eg *I can swim., I must listen*. Do the same with *can't* and *mustn't.*
- Write *Let's* on the board. Ask pupils what they would like to do after the lesson. Write their ideas on the board. eg *Let's go to the park*.
- Write *Don't shout!* on the board. Ask pupils where they might see this (school, library etc). Then ask them for things they should do in these places eg *Read the books*., *Do your homework*., etc.

Teacher's Note

Pupils will do Test 5 in the following lesson. If you don't want to rush into Unit 6, for the rest of the lesson do these activities.

1 Pupils can read out the cartoon story from Lesson 1. Then ask volunteers to act out the cartoon story.

2 Pupils can read out the text from Lesson 2 and the dialogue from Lesson 3.

3 Repeat the Say task from Lesson 3.

4 Sing the song.

5 Pupils can perform mini dialogues. See Extra activity below.

Extra activity

- Pupils can make up their own mini dialogues in pairs. One pupil is a 'new pupil' and the other is a teacher. The teacher is telling the new pupil two school rules. The pupil is asking what he/she is allowed to do. Below is an example dialogue:
  Pupil: Can I eat in the classroom?
  Teacher: No. Don't eat in the classroom.
  Pupil: Can I read my book?
  Teacher: Yes. Read your English book!
- Allow pupils enough time to practise their dialogues. Go around the class helping where necessary. Ask pupils to perform their dialogues to the class.

Project Book

The pupils may do Project 5 now they have completed the unit. The answer key and teacher's notes are on page 136 of this book.

6

Lesson 1 Happy Trails in Canada

Aims

- Learn and use new vocabulary: *grass, lemonade, orange juice, sandwich, table, thirsty, water, waterfall*
- Learn and use new grammar: *some, any*

Materials

- Flashcards: grass, table
- A bottle of lemonade, a carton of orange juice, a sandwich and a bottle of water
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise the vocabulary from Unit 5. Ask pupils to remember words from the lessons in Unit 5. Write these on the board. Prompt pupils where necessary by pointing to things (eg *country, trainers, shelf*) or miming actions (eg *catch, throw, fast, slow, high, speak, Be quiet!*). Add any words that pupils missed.
- Revise *can, can't, must, mustn't* and the Imperative. Write these sentences on the board and ask pupils to fill in the gaps.
  Birds _____ fly.
  A camel _____ speak.
  Teachers _____ be nice to children.
  Pupils _____ sleep in the classroom.
  _____ shout in the library!
- Check homework. Tell pupils to open their Workbooks at pages 38 and 39. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *library, shelf, first, second, third, Be quiet!.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

Canada : Episode 3

The reporters visit the Niagara Falls. They go on a boat to see the falls and get very wet. Then they have a picnic on the grass. They have sandwiches and orange juice. They talk about the things you can do in Canada. Dina points out that Canada is wet. Trek enjoyed the DVD.

Background information

The Niagara Falls are on the border between North America and Canada. They are 52 metres high. There are three main waterfalls. The widest part is on the Canadian side and is called the Horseshoe Falls because of its shape. There is often a lot of mist around the waterfalls. Tourists can ride a boat called the Maid of the Mist close to the falls.

New vocabulary

- Teach *grass* and *table* with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Teach *lemonade, orange juice, sandwich* and *water* with the objects you have brought in. Hold up the lemonade bottle and say *lemonade*. Ask pupils to repeat. Write *lemonade* on the board. Read it out and ask pupils to repeat. Do the same with orange juice and sandwich. Then say *I'm hungry* and pretend to eat the sandwich. Then say *I'm thirsty* and pretend to drink the water. Write *thirsty* on the board. Read it out and ask pupils to repeat.
- Teach *waterfall.* Explain the meaning. Write it on the board. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 50 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 112.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers
1 Niagara Falls
2 Yes, they do.
3 They have a picnic.
4 Ty
5 Leo

While you watch

Answers
1 Ty
2 Mia
3 Dina
4 Dina
5 Leo
6 Leo
7 Ty
8 Mia
9 Dina

After you watch

Answers
1 Yes, it is.
2 Dina
3 on the grass
4 sandwiches and orange juice

For teachers using the Audio CD 2.1

- Tell pupils to look at the cartoon story on page 50.
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.

  Is the waterfall very big? (Yes, it is.)

  Who says the waterfall is fun? (Dina)

  Where do they sit for the picnic? (on the grass)

  What do they eat and drink? (sandwiches and orange juice)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to remember when we use *some* and when we use *any*. Remind them that *some* is used for something we've got, *any* for something we haven't got. We also use *any* in questions.
- Practise the grammar. Write sentences on the board with *some* or *any* missing. Ask pupils to fill in the gaps.
  We've got _____ sandwiches.
  We haven't got _____ bananas.
  Is there _____ water?

C Write some or any.

- Read out the example and ask pupils why *any* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers

1 any (given)	**4** any
2 some	**5** some
3 any	**6** any

Say it! 2.2

- Write *u* the board. Ask pupils to say the name of the letter.
- Write the words *mum* and *music* on the board. Read them out and ask pupils to repeat. Explain to pupils that the letter *u* has two different sounds.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *fun* and *computer* each time they hear them. (*Fun* and *computer* will be heard twice.)
- Ask for volunteers to read out the sentence. Play the recording and ask pupils to repeat. (The sentence will be heard once.)

D Sing. 2.3

- Tell pupils they are going to learn a song.
- Ask pupils to look at the picture and to name the things they can see. Elicit *waterfall, forest, trees, picnic, butterflies, flowers, lemonade, cake, sandwiches,(the) sun, (the) sky, grass, river.*
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Ask pupils to stand up and to hold hands in a circle while they sing.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 40-41: Time permitting, some tasks can be done in class.
- Dictation: *grass, lemonade, orange juice, sandwich, table, thirsty, water, waterfall*

Lesson 2 How many ice creams do you eat?

Aims

- Learn and use new vocabulary: *ice cream, sugar, 20 – twenty, 30 – thirty, 40 – forty, 50 – fifty, 60 – sixty, 70 – seventy, 80 – eighty, 90 – ninety, 100 – one hundred*
- Learn and use new grammar: *How many …?, How much …?*

Materials

- Flashcard: sugar
- An ice cream wrapper

Lead-in

- Revise some words from Lesson 1. Ask pupils to remember what the reporters saw (a *waterfall*). Then

ask them what they ate and drank (sandwiches and orange juice) and where they sat (on the *grass*).

- Write *some* and *any* on the board. Ask volunteers to think of a sentence with *have got* for *some* and a sentence with *haven't got* for *any*.
- Check homework. Tell pupils to open their Workbooks at pages 40 and 41. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *grass, lemonade, orange juice, sandwich, table, thirsty, water, waterfall.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 1 (CD2:3).

New vocabulary

- Teach *sugar* and *ice cream.* Hold up the flashcard for *sugar*. Say *sugar* and ask pupils to repeat. Stick it on the board and label it *sugar*. Read it out and ask pupils to repeat. Hold up the ice cream wrapper. Say *ice cream* and ask pupils to repeat. Write *ice cream* on the board. Read it out and ask pupils to repeat. Ask pupils if they remember the word *ice* and elicit meaning.
- Teach *20-100.* Write the digits on the board. Point to *20* and say *twenty*. Continue with all the numbers. Then write the words under the digits. Read them out and ask pupils to repeat.
- Tell pupils to open their books at page 52 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out all the words again one by one and ask pupils to repeat after you.

A Listen and read. 2.4

- Tell pupils that they are going to read about ice creams. Ask pupils to look at the photos and to guess the flavour of the ice cream the boy is holding (chocolate).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Choose a or b.

- Read out the example to pupils. Explain that they should read the question and choose the correct answer a or b. Allow them enough time to complete the task alone.
- Check answers. Ask pupils to read out the sentences and answers.

Answers
1 a (given)
2 b
3 a

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write questions on the board and ask pupils to fill the gaps with *How many* or *How much*.

  _____ *water have we got?*

  _____ *trees are in the garden?*

D Write How much or How many.

- Read out the example and ask pupils why *How many* is the correct answer.
- Make sure pupils understand the task. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 How many (given)
2 How much
3 How much
4 How much
5 How many
6 How many

E Listen and circle. 2.5

- Tell pupils to look at the numbers for this task. Read out all the numbers and ask pupils to repeat. Practise for a few minutes to make sure pupils know the numbers fairly well before attempting to do the Listening task.
- Explain to pupils that they will hear five short conversations. Explain that they must circle the correct number the people talk about. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions each time. Play the recording again and ask pupils to check their answers.

Listening script

1
Man: How many sweets do you eat at the weekend?
Boy: I eat twenty sweets. I don't eat thirty. I eat twenty.

2
Woman: How many sandwiches are there for the party?
Girl: There are fifty sandwiches.
Woman: Fifteen?
Girl: No, Mum. Fifty!

3
Boy: How many children are there in your school?
Girl: Erm … Let's see. Fifty, sixty, seventy. Yes. There are seventy children.

4
Boy: Wow! How many people are there on your dad's boat? Are there ninety?
Girl: No, there aren't. There are eighty.
Boy: Eighty?! That's a lot of people!

5
Man: I've got one hundred ice creams!
Woman: What? One hundred? But there are ten children.
Man: It's OK. I've got ten ice creams! Look! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Answers
1 20 (given)
2 50
3 70
4 80
5 10

F Say.

- Read out the numbers. Read them out again and ask pupils to repeat.
- Ask volunteers to read out the numbers.
- Ask ten pupils to stand in a line at the front. Ask them to say the numbers in order along the line. For classes with less than ten pupils assign two numbers to more confident children.
- Ask the first pupil to go to the end of the line and then repeat the exercise. Repeat until each pupil has said all the numbers.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 42-43: Time permitting, some tasks can be done in class.
- Dictation: *twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*
- Optional extra homework: Pupils can make mini posters of the numbers and stick them on the wall.

Lesson 3 Have a great party!

Aims

- Learn and use new vocabulary: *jam, fizzy drink, pizza, chips, send, Have a great party!*
- Learn and use new grammar: Object pronouns *me, you, him, her, it, us, you, them*

Materials

- Flashcards: jam, fizzy drink, chips
- A magazine picture of a pizza
- Optional for optional activity: a blank piece of paper for each pupil

Lead-in

- Revise the numbers from Lesson 2. Ask pupils in pairs to say the numbers 20-100.
- Ask pupils questions with *How much* and *How many*. eg *How many boys are there here?*
  How much chocolate do you eat?
  How many girls are there here?
  How much water do you drink?
- Check homework. Tell pupils to open their Workbooks at pages 42 and 43. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *jam, fizzy drink* and *chips* with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions. Teach *pizza* with the picture you have brought in. Hold up the picture and say *pizza*. Ask pupils to repeat. Stick the picture on the board and label it *pizza*. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 54 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *send* and *Have a great party!*. Explain the meanings. Ask pupils *Do you send emails?* Elicit answers *Yes* or *No*. Say *It's my birthday on Saturday*. and ask pupils to say *Have a great party!*

A Read.

- Tell pupils to look at the email and to say who it is for (Sandy).
- Tell pupils to read the email and to find all the party food and drink mentioned.
- Read out the email. Stop after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the email.

B Answer.

- Read out the example to pupils. Explain that they should read the question and write the answer on the line. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the sentences and answers.

Answers
1 Yes (given)
2 Sandy
3 No
4 cake
5 sweets

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write *I* on the left side of the board and *me* on the right side. Write these sentences on the board and ask pupils to fill in the gaps with *I* and *me*.
  _____ *am hungry.*
  Please make _____ *a sandwich.*

D Write.

- Read out the example and ask pupils why *them* is the correct answer.
- Make sure pupils understand the task. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 them (given)
2 it
3 you
4 her
5 us
6 me

E Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Explain to pupils that they should colour in the items they want for their own party and then tell the class what to buy. Allow pupils enough time to colour in.
- Ask pupils to hold up their books and say what they want for their party. Tell them to use the speech bubble and to change the words in orange.

F Write.

- Tell pupils that they should finish the note with a list of the food they want for their party. They can use their ideas from the Speaking task or new ideas if they wish.
- Tell pupils to complete the task. Help pupils with spelling where necessary.
- Ask pupils to read out their work.

Optional activity

- Hand out a piece of paper to each pupil. Ask them to copy their writing task neatly into the piece of paper and then decorate it with pictures of the food they mention.
- Pupils' work can be displayed on the classroom wall.

Homework

- Workbook, pages 44-45: Time permitting some tasks can be done in class.
- Dictation: *jam, fizzy drink, pizza, chips*
- Revision for Test 6:

Vocabulary: *grass, lemonade, orange juice, sandwich, table, thirsty, water, waterfall, ice cream, sugar, 20 – twenty, 30 – thirty, 40 – forty, 50 – fifty, 60 – sixty, 70 – seventy, 80 – eighty, 90 – ninety, 100 – one hundred, jam, fizzy drink, pizza, chips, send, Have a great party!*

Grammar: *some, any, How many …?, How much …?, me, you, him, her, it, us, you, them*

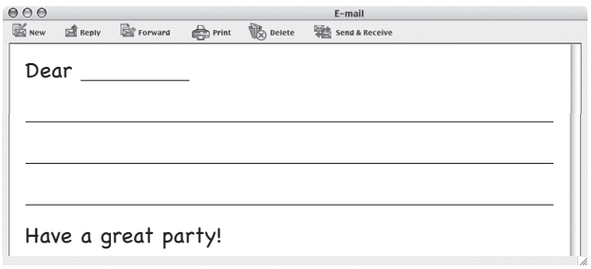
Optional activity

Revision for Test 6

- Revise the words from the flashcards. Then write the words on the board. Ask a volunteer to read out a word and then come and choose the corresponding flashcard. Practise until all pupils remember the words well.
- Revise the numbers 20-100. Write the digits on the board and ask pupils to write the words. Read them out and ask pupils to repeat.
- Write *some* and *any* on the board. Ask pupils to tell you an affirmative sentence, a negative sentence and a question using these words. Write these on the board.
- Write *How much* and *How many* on the board. Write *lemonade, grass, water, sandwiches*, *cakes* and *pizza*s on the board too. Ask pupils to make questions using these words and the correct question words.
- Write *I, you, he, she, it, we, you, they* on the left side of the board. Write in random order *me, you, him, her, it, us, you* and *them* on the right side of the board. Ask pupils to match the words with lines.

Extra activity

- Pupils can work in pairs and make their own emails about a party like the one on page 54. Show them on the board how to draw a simple computer screen and email format like this:



- Hand out a piece of paper to each pair. As they make their emails go round the class helping with ideas and spelling.
- When the emails are ready ask the pairs to read them out. They can be displayed on the classroom wall.

Project Book

The pupils may do Project 6 now they have completed the unit. The answer key and teacher's notes are on page 136 of this book.

Let's remember!

Aims

- Revise vocabulary from Units 4-6
- Revise grammar from Units 4-6

Materials

- Flashcards:

  Unit 4: ice hockey, ski, team, fire, burgers, sleeping bag, village

  Unit 6: grass, table, sugar, jam, fizzy drink, chips

Revision

- Revise the words from the flashcards. Stick the flashcards on the board. Ask a volunteer to point to a flashcard on the board and to say what it is. Then revise all the food words (*lemonade, orange juice, sandwich, water, ice cream, pizza*). Say the words and ask volunteers to write them on the board. Then ask pupils what their favourite food is.
- Ask pupils to remember the months, the ordinal numbers and 20-100. Ask volunteers to write them on the board.
- Write *Sports* on the board. Ask pupils to think of all the words connected with sport they know from units 4-6. Elicit these words and write them on the board: *fall, shout, snowboard, baseball cap, trainers, catch, throw, high, fast, slow, number.*
- Write parts of sentences on the board and ask pupils to fill in the missing parts here in brackets.
  (I'm) freezing.
  See (you) soon!
  (Be) quiet!
  Have a (great) party!
- Write these remaining words on the board and ask pupils to explain the meanings: *month, today, camping, sleep, stay, country, hotel, ice, speak, French, warm, library, shelf, thirsty, waterfall, send.*
- Revise the affirmative, negative and interrogative of the Present Continuous. Write *I'm playing* on the board. Ask volunteers to write the negative and interrogative forms on the board. Do the same for all persons (*you're playing, he's playing,* etc).
- Write *can, can't, must* and *mustn't* on the board. Ask pupils to work in pairs and think of one sentence for each word. Write their ideas on the board. Then ask pupils to think of some instructions (eg *sit down, stand up*) and a sentence to go with *Let's* (eg *Let's dance!*).
- Revise *some, any, How many …?* and *How much …?.* Write these sentences on the board and ask pupils to fill in the missing words.
  I've got _____ water.
  I haven't got _____ water.
  Have you got _____ water?
  _____ water have you got?
  _____ bananas have you got?
- Revise *me, you, him, her, it, us, you, them.* Write these words on the board. Give an example sentence eg *Please send me an email.* Ask volunteers to think up their own example sentences. Write pupils' ideas on the board.

Lead-in

- Check homework. Tell pupils to open their Workbook at pages 44 and 45. Ask volunteers to read out their answers. Then quickly check all pupils' books.

A Find and stick.

- Ask pupils to open their books at page 56 and to look at task A. Ask volunteers to read out the words. Then read out the words again and ask pupils to repeat as a class.
- Show pupils where to find the stickers in their books. Tell them to remove the stickers one at a time and to stick them in the correct boxes. Allow pupils enough time to stick all the stickers. Go round the class helping pupils where necessary.
- Check answers. Ask volunteers to hold up their books and read out the words.

B Write.

- Tell pupils to look at the table. Explain the headings if necessary. Ask volunteers to read out the words in the box.
- Tell pupils to write the words from the box under the correct heading in the table. Tell pupils to cross out the words they use from the box as they use them. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers.

Answers
Drinks: lemonade (given), orange juice, water
Food: pizza, sandwich, burgers
Sports: baseball cap, team, trainers

Extension activity

- Give pupils a fourth category: *Months*. Ask them to think of three months. Write their ideas on the board.

Tasks C - F.

- Read out the example and ask pupils why it is the correct answer. Read out all the sentences and make sure that pupils remember the meanings of all the words.
- Explain the rest of the task to pupils. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.

- Check answers. Ask volunteers to read out their answers.

C

Answers
1 shelf (given)
2 number
3 thirty
4 catching
5 country
6 Shh
7 speak
8 August

D

Answers
1 'm sending (given)
2 Are, having, are
3 're eating
4 isn't staying
5 Is, sleeping, isn't
6 're winning

E

Answers
1 can (given)
2 mustn't
3 can
4 must
5 can't
6 can, can't.

F

Answers
1 a (given)
2 b
3 a
4 b
5 b

Extra activity

- Time permitting, sing the songs from units 4, 5 and 6.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 46-47: Time permitting, some tasks can be done in class.
- Revision for Progress Test 2. Pupils should revise all the vocabulary and grammar from Units 4-6.

Teacher's Note

Pupils will do Progress Test 2 (Teacher's Resource Pack CD-Rom) in the following lesson. After the test you can do the *Fun and Games* lesson.

Fun and Games

Aims

- Consolidate new vocabulary with fun activities
- Consolidate new grammar with fun activities
- Make a funny ice cream

Materials

- One photocopy of the ice cream cutouts for each pupil
- Scissors, markers, glue

Lead-in

- Tell pupils that today's lesson is all about fun and games. Ask them to open their books at page 58. Ask them what they can see (a little girl searching for something in a fridge).
- Read out the paragraph and ask pupils to follow the words with their fingers. Read it out again one sentence at a time and ask pupils to repeat. Check comprehension with these questions. Encourage pupils to use English for the words they have learnt.
  Is it freezing? (Yes, it is.)
  Is she thirsty? (No. She's hungry.)
  Who mustn't hear? (Mum)
- Consolidate vocabulary pupils have learnt using the picture. Here are some suggestions:
  What drinks and food have you got in your fridge?
  Is a fridge warm?
  Are there fridges in the library?
  What has she got on her feet?
  Do little children snowboard?
  What food do you think this little girl likes?

Quiz time!

- Read out the question and both answers and make sure pupils understand the meaning. Ask pupils to choose the correct answer (b). Ask volunteer to read out the question and answer.

A Find the months.

- Ask pupils to say the months aloud. Ask them if they can remember how to spell them. Allow pupils enough time to complete the words.
- Check pupils' answers. Ask volunteers to write the months on the board.

B Sing. 2:6

- Tell pupils they are going to learn a song. Explain to pupils that the song is a fun song with numbers. Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you. Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Pupils can clap while they sing.

C Make.

- Tell pupils they are going to make a funny ice cream. Tell pupils to look at the pictures in task C and explain each stage to them.
  1 Colour in the ice cream.
  2 Cut out the ice cream.
  3 Stick the ice cream pieces together.
  4 The ice cream is ready.
- Ask pupils to have their markers ready. Hand out the photocopies of the ice cream cutouts and ask pupils to colour them in.
- When all pupils are ready, ask pupils to put their markers away. Then hand out the scissors and ask pupils to cut out their ice creams. Go round the class helping pupils where necessary. Collect the scissors and then give each pupil some glue. Show them how to glue the ice creams together. When pupils finish gluing the ice creams, collect the glue.
- Ask pupils to show each other their work. They can describe the colours of their ice creams.

Homework

- Pupils reread the Pupil's Book page.
- Optional extra homework: Pupils write the months in their notebooks.

Extra activity

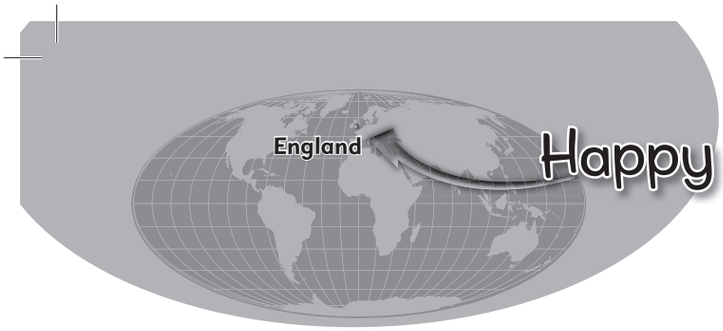
- Play *Simon says*. Explain the rules of the game to pupils:

  You give the pupils instructions to follow using the Imperative. If the instruction is preceded with the words *Simon says*, the pupils must do what you say. If the instruction stands alone the pupils mustn't do anything.

  Any pupils who carry out an instruction when they shouldn't, are out. Doing the wrong action also means a pupil is out. The winner is the last pupil left who hasn't made any mistakes.
- Ask pupils to stand up. Here are some suggested instructions:

Simon says:	
stand up.	*catch a ball.*
sit down.	*ride a snowboard.*
throw a ball.	*jump high*
eat an apple.	*sleep*
ski.	*run fast*

- This game can be repeated many times. It's also a good way to finish any lesson if you have a few minutes to spare.



Happy Trails in England

Ask pupils to look at the photo on pages 60-61 (use L1) and tell them that it's a National Geographic photo, which was taken in front of the Buckingham Palace in London during the changing of the Queen's Guard.

Pupils are likely to know that England is famous for its capital city London, which is the largest city in Europe. Explain to them that there are, however, many different kinds of places in England. Tell them that there are many seaside towns with sand or pebble beaches and funfairs. There are also many stretches of green countryside and rivers. The weather is changeable and a sunny morning can quickly change to a rainy afternoon. Pupils might know where England is situated. Ask volunteers to find England on the classroom map. Tell them that England is part of the UK (United Kingdom). Then point to the map at the top of the page to show them. First show them where their own country is on the globe and then point out the area in red where the reporters are. Explain that this is England.

The third country the reporters visit is England. In episode 1, they visit Brighton on the south coast. They meet some children with their dad on the pier and enjoy the rides at the funfair. In episode 2, they travel north to Hadrian's wall built by the Romans. Then they visit the city of Newcastle and admire its bridges across the river Tyne. In episode 3, the reporters visit the capital city London. They first go on a tourist tour on an open top bus and then they visit the London Eye and the Natural History Museum.

Fun facts

Here are some facts about England, which your pupils will find interesting:

1. The UK is made up of four smaller countries: England, Scotland, Wales and Northern Ireland.
2. The UK is famous for its royal family and colourful ceremonies.
3. London was burnt down in the Great Fire of London in 1666.
4. The world's first zoo opened in London in 1829.
5. English school children only have six weeks holiday in the summer.
6. England is only 34 kilometres away from France. There is a tunnel under the sea between England and France. It is called the Channel Tunnel or Chunnel.
7. The weather is very rainy in England.
8. Many people travel by train in England. England was the first country to have trains.
9. In England people drive on the left.
10. Many English people love eating take aways. Favourite foods are fish and chips and Indian curry.
11. The English drink more tea than anyone else in the world.
12. The River Thames that flows through London has got over 200 bridges and 20 tunnels.

7

Lesson 1 Happy Trails in England

Aims

- Learn and use new vocabulary: *cook, doctor, photographer, postman, biscuit, give*
- Learn and use new grammar: Present Simple affirmative

Materials

- Flashcards: cook, doctor, photographer, postman, biscuit
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise the food words from Unit 6. Ask pupils to remember the words and ask volunteers to write them on the board. Ask pupils to name their favourite food.
- Revise *some* and *any.* Write *children* and *robots* on the board. Ask pupils to make a sentence about the classroom using *children* with *some* and *robots* with *any*. eg *There are some children in the classroom. There aren't any robots in the classroom.*
- Check homework. Tell pupils to open their Workbook at pages 46 and 47. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *jam, fizzy drink, pizza, chips.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

England : Episode 1

Trek is annoyed because his little sister, Tessy, has got his DVD and tells her to give it to him. Trek then opens the DVD and sees it is about England. The reporters are in Brighton. They are on the beach where Dina and Ty are watching a photographer taking pictures of Brighton pier. The reporters go on the pier where there is a funfair. They meet two children with their father, a boy and a girl, who recognise them. The children say that they love the reporters' DVDs which they watch at school every morning. In the meantime, Dina and Ty have gone on the helter skelter slide. Dina loves it, but Ty doesn't have fun. He feels dizzy when he gets off and say he wants a doctor. The girl offers him a biscuit which her mother has made. Her mother is a cook. The reporters then go for a walk in front of the Brighton Pavilion. Mia sees that it is half past four and time to go.

Background information

Brighton

Brighton is located on the south coast of England. It is a popular tourist destination being only about an hour by train from London. It has been given the nickname 'London On The Sea' because of its popularity and tremendous history. Brighton's beach is a pebble beach and has been awarded a blue flag, meaning that the water is clean and safe to swim in. There is a long promenade along the beach with shops, cafés, art and seafood stalls. Brighton Pier opened in 1899. It features a funfair and restaurants and it used to have a theatre. The funfair on Brighton Pier features several thrill rides, children's rides, and rollercoasters. One of the most famous rides is the helter skelter. It's a spiral ride built around a high tower. People climb up inside the tower and then slide down the outside on a mat. Another famous sight in Brighton is The Royal Pavilion. This is a former royal palace built as a home for the Prince Regent during the early 1800s. It was sold by the Queen in 1850. It is famous for its Indian architecture and Oriental interior and attracts many visitors.

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 62 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *give* Explain the meaning. Say to a pupil *Give me a pencil please*. Encourage the pupil to hand you a pencil and ask pupils to repeat.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 113.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers
1 b
2 b
3 a
4 a
5 b

While you watch

Answers
1 postman
2 reporters
3 photographer
4 biscuit
5 cook

After you watch

Answers
1 Brighton
2 What time is it?
3 the reporters' DVDs
4 Ty and Dina
5 Dina
6 He eats biscuits.

For teachers using the Audio CD 2.7

- Tell pupils to look at the cartoon story on page 62. Ask pupils what Tessa is holding (a DVD).
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  Where are the reporters? (Brighton)
  What does Leo ask Mia? (What time is it?)
  What do the children love? (the reporters' DVDs)
  Who goes on the ride? (Ty and Dina)
  Who has fun on the ride? (Dina)
  What does Ty do in the afternoon? (He eats biscuits.)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board. Ask pupils to fill in the gaps in these sentences with *like*.
  I _____ biscuits.
  He _____ cats.

C Write.

- Read out the example and ask pupils why *want* is the correct answer.
- Explain the task to pupils. Read out the words in the box and the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 want (given)
2 rides
3 eat
4 read
5 watches
6 go

Extension activity

- Write *Saturday* on the board. Ask each pupil to write down a sentence about what they do on a Saturday. Allow pupils time to write down their sentence. Go round the classroom helping with ideas and spelling where necessary.
- Ask each pupil one at a time to stand up and read out their sentences. eg *I read a book on Saturday.* Tell the other pupils to listen carefully and they will have to remember what their friends said later on.
- Ask a volunteer to say what his/her friend does on a Saturday. eg *Jack reads a book on Saturday.*

Say it! 2.8

- Write *t*, *c* and *h* on the board. Ask pupils to say the names of the letters. Then write *ch* and *tch* on the board and tell pupils the sound these letters make when they are together.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *beach* and *watch* each time they hear them. (*Beach* and *watch* will be heard twice.)
- Ask volunteers to read out the sentence. Play the recording and ask all pupils to repeat. (The sentence will be heard once.)

D Listen and tick (✔). 2.9

- Revise the time. Draw two clock faces on the board. On the first clock, place the hands for one o'clock. Say *One o'clock*. Ask pupils to repeat. On the second clock, place the hands for half past one. Say *Half past one*. Ask pupils to repeat. Practise a few times.
- Ask pupils to look at the clocks. Ask volunteers to say what time each clock shows.
- Explain to pupils that they will hear people talking about the time. Explain that they must tick the clock which shows the time they are talking about. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions each time. Play the recording again and ask pupils to check their answers.

Listening script
1
What time is it?
It's one o'clock.
2
Saturdays are great! I don't go to school. I get up at 11 o'clock.
3
What time is it? I'm hungry.
It's half past six.
Let's make some sandwiches!
OK.
4
My sister and I go to school at half past seven. We ride our bikes to school.
5
What do you do at 9 o'clock at night?
I go to bed.
6
What does your sister do at half past five?
She watches TV.

Answers
1 clock 1 (given)
2 clock 1
3 clock 2
4 clock 1
5 clock 2
6 clock 2

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Draw a clock face on the board. Asks two volunteer to come to the board. Ask one pupil to draw hands on the clock for a time that is either *o'clock* or *half past*. He/She should then ask *What time is it?* The other pupil then answers.
- Erase the hands and repeat the task with other pairs. Repeat until all pupils have had a turn.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 48-49: Time permitting, some tasks can be done in class.
- Dictation: *cook, doctor, photographer, postman, biscuit*

Lesson 2 He's a good teacher.

Aims

- Learn and use new vocabulary: *bow, arrow, excited, scared, teach, have a lesson*
- Learn and use new grammar: Present Simple negative

Materials

- Flashcards: cook, doctor, photographer, postman, biscuit
- A magazine or an Internet picture of a bow and arrow

Lead-in

- Revise the words from Lesson 1 with the flashcards. Hold up a flashcard and ask pupils to call out the word. Do the same with all the flashcards.
- Write these sentences on the board. Ask volunteers to write the correct form of the verbs in the gap.
  Mum _____ cakes (make).
  I _____ a doctor (want).
  They _____ Brighton (like).
- Check homework. Tell pupils to open their Workbooks at pages 48 and 49. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *cook, doctor, photographer, postman, biscuit.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *bow* and *arrow* with the picture you have brought in. Hold up the picture point to the bow and say *bow*. Ask pupils to repeat. Then point to the arrow and say *arrow*. Ask pupils to repeat. Stick the picture on the board. Write bow and arrow under the picture. Read it out and ask pupils to repeat.
- Teach *excited* and *scared.* Ask pupils how they feel before a party. Elicit in L1 excited. Say *I'm excited.* and look excited. Ask pupils to copy and repeat. Write it on the board. Read it out and ask pupils to repeat. Ask pupils how they feel when they see something scary. Elicit in L1 scared. Say *I'm scared.* and look scared. Ask pupils to copy and repeat. Write it on the board. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 64 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *teach* and *have a lesson*. Explain the meanings. Say *Let's have a lesson.* Ask pupils to repeat. Say *I teach English*. Ask pupils to repeat.

A Listen and read. 2.10

- Tell pupils that they are going to read about a boy from Africa who is having a special kind of lesson. Ask pupils what the boy in the photo is holding (a bow and arrow).

- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Choose a or b.

- Read out the example to pupils. Explain that they should read the sentence and choose the correct ending a or b. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the complete sentences.

Answers
1 b (given)
2 a
3 a
4 a

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board and ask pupils to write the opposite.
  I like lessons.
  He likes football.

D Write.

- Read out the example and ask pupils why *don't watch* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 don't watch (given)
2 don't go
3 doesn't have
4 don't play
5 doesn't want
6 doesn't buy

E Sing. 2.11

- Tell pupils they are going to learn a song.
- Ask pupils to look at the photo and to say how the people on the rollercoaster might feel. Elicit *excited* and *scared*.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing. Practise many times until pupils are familiar with the words.
- Ask pupils to jump up and down when they sing *excited* and to tremble when they sing *scared*.

Homework
- Pupils reread the Pupil's Book page.
- Workbook, pages 50-51: Time permitting, some tasks can be done in class.
- Dictation: *bow, arrow, excited, scared*

Lesson 3 What do you want to be?

Aims
- Learn and use new vocabulary: *actor, astronaut, firefighter, pilot, police officer, vet, fly*
- Learn and use new grammar: Present Simple interrogative

Materials

- Flashcards: actor, astronaut, firefighter, pilot, police officer, vet
- Optional for Extra activity: photocopies of 12 by 12 square grid for pupils to make wordsearches.

Lead-in

- Revise some words from Lesson 2. Ask pupils what the boy in the last lesson was using for his lesson (bow and arrow).
- Write these sentences on the board. Ask volunteers to write the opposite
  I eat biscuits in the afternoon.
  She rides her bike on Sunday.
- Check homework. Tell pupils to open their Workbooks at pages 50 and 51. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *bow, arrow, excited, scared.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 2 (CD2:11).

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 66 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *fly* and explain the meaning. Spread out your arms and pretend to fly. Say *Let's fly.* Ask pupils to copy and repeat.

A Read.

- Explain to pupils that they are going to read a dialogue. Ask pupils to find the girl's name (Milly) and the boy's name (Jack).
- Tell pupils to read the dialogue and to find all the words for jobs.
- Read out the dialogue. Stop after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the dialogue.

Optional activity

- Ask pupils to act out the dialogue in pairs. Allow them enough time to become familiar with their roles. Go round the classroom helping with pronunciation where necessary.
- Ask pairs to role play the dialogue. They can use their books.

B Write M for Milly or J for Jack.

- Read out the example to pupils. Explain that they should read the sentence and choose the correct child Milly or Jack. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the complete sentences.

Answers
1 M (given)
2 M
3 J
4 M
5 J

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask volunteers to turn them into questions.
  I like chips.
  He likes school.
  Write the questions on the board. Ask pupils these questions and elicit answers.

D Write.

- Read out the example and ask pupils why *Do / I do* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 Do / I do (given)
2 Do / they don't
3 Does / she does
4 Do / we/you do
5 Does / he doesn't

E Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Tell pupils to draw their dream job in the box for the writing task. Then ask them to hold up their books and talk about their dream job. Tell them to use the speech bubble in the Say task. They can change the words in orange.
- Repeat the task until all pupils have had a turn.

F Draw and write.

- Explain to pupils that they should write about their dream job.
- Tell pupils to complete the task. Help pupils with ideas and spelling where necessary.
- Ask pupils to read out their work.

Homework

- Workbook, pages 52-53: Time permitting, some task can be done in class.
- Dictation: *actor, astronaut, firefighter, pilot, police officer, vet*
- Revision for Test 7:

  Vocabulary: *cook, doctor, photographer, postman, biscuit, give, bow, arrow, excited, scared, teach, have a lesson, actor, astronaut, firefighter, pilot, police officer, vet, fly*

  Grammar: Present Simple affirmative, negative, interrogative

Optional activity

Revision for Test 7

- Revise the job words from Unit 7. Stick all the flashcards on the board and ask pupils to write the jobs under each one.
- Revise the other words from Unit 7. Write the words on the board and ask pupils to remember the meanings. Put a circle around the words they remember.
- Write *I, you, he, she, it, we, you, they* down the left side of the board. Ask pupils to tell you the Present Simple affirmative for the verb *like*. Write these in a column next to the personal pronouns. Do the same for the negative.
- Ask pupils questions in the Present Simple and elicit short answers:
  Do you get up at 7 o'clock?
  Does your friend eat pizza?

Teacher's Note

Pupils will do Test 7 in the following lesson. If you don't want to rush into Unit 8, for the rest of the lesson do these activities.

1 Pupils can read out the cartoon story from Lesson 1. Then ask volunteers to act out the cartoon story.

2 Pupils can read out the text from Lesson 2 and the dialogue from Lesson 3.

3 Repeat the Say task from Lesson 3.

4 Sing the song.

5 Pupils can make wordsearches with the job words. See extra activity below.

Extra activity

- Pupils can make their own wordsearches with the job words from Unit 7. Hand out a grid of 12 by 12 squares to each pupil. Show them how to fill in the grid with eight of the words. Tell them to use capital letters. Go round the class helping with spelling where necessary. Then tell pupils to fill in the other boxes with any letters they like.
- Pupils can swap wordsearches and then find each other's words.

Project Book

The pupils may do Project 7 now they have completed the unit. The answer key and teacher's notes are on page 136 of this book.

8

Lesson 1 Happy Trails in England

Aims

- Learn and use new vocabulary: *sunny, cloudy, windy, rainy, snowy, bridge, umbrella, soldier*
- Learn and use new grammar: adverbs of frequency *always, often, sometimes, never*

Materials

- A magazine or Internet picture of a bridge and an umbrella
- Masks: Ty, Mia, Leo, Dina
- Optional for optional activity: a blank piece of paper for each pupil

Lead-in

- Revise the jobs from Unit 7. Ask pupils to remember the jobs and to say *I want to be* _____ .
- Revise the Present Simple. Ask pupils questions and elicit short answers.
  eg *Do you play football on Fridays?*
  Does your friend play the piano?
  Do your friends go to school?
- Check homework. Tell pupils to open their Workbook at pages 52 and 53. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *actor, astronaut, firefighter, pilot, police officer, vet.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

England : Episode 2

The reporters have gone to the North of England. The day starts out sunny. They visit Hadrian's Wall. There is a festival going on there and some children are dressed up as Roman soldiers. Ty and Dina dress up too but they look funny because Ty's armour is too small and Dina's armour is too big. Later the reporters visit the city of Newcastle where they see an amazing bridge. Then the weather changes and it starts to rain. Mia has got her umbrella but it is too windy, and she has trouble opening it. The reporters hold on tightly to the rails so they don't get blown away. The wind then turns Mia's umbrella inside out and the reporters get wet. Leo says at least it isn't snowy.

Background information

Hadrian's Wall

Hadrian's Wall is a stone fortification built by the Romans across the width of what is now northern England. It was begun in AD 122, during the rule of Emperor Hadrian to mark the border of the empire. It is a very popular tourist attraction today and there are walks and festivals organised in the area. Newcastle upon Tyne, often shortened to Newcastle, is a city in North East England. It was founded by the emperor Hadrian and parts of the wall are still visible in the city. Newcastle is built on the river Tyne and is famous for its bridges.

New vocabulary

- Teach the weather words. Draw a sun on the board and say *It's sunny*. Ask pupils to repeat. Then draw a cloud over the sun and say *It's cloudy.* Ask pupils to repeat. Draw a tree bending in the wind and say *It's windy.* Ask pupils to repeat. Draw some rain and say *It's rainy.* Ask pupils to repeat. Finally draw some snow and say *It's snowy*. Ask pupils to repeat. Write *sunny, cloudy, windy, rainy* and *snowy* on the board. Read out the words and ask pupils to repeat.
- Teach *bridge* and *umbrella* with the pictures you have brought in. Hold up the picture of a bridge and say *bridge*. Ask pupils to repeat. Write *bridge* on the board. Read it out and ask pupils to repeat. Do the same with umbrella.
- Tell pupils to open their books at page 68 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 114.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers
1 No, it isn't.
2 Dina
3 the bridge
4 an umbrella
5 It's windy and rainy.

While you watch

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

After you watch

Answers
1 Yes, it is.
2 soldiers
3 Yes, it is.
4 No, it isn't.

For teachers using the Audio CD 2.12

- Tell pupils to look at the cartoon story on page 68. Ask pupils what Trek's reporters see (a very old and very long wall).
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  Is the wall long? (Yes, it is.)
  What are Ty and Mina dressed up as? (soldiers)
  Is it often rainy in England? (Yes, it is.)
  Is it sometimes snowy in Morocco? (No, it isn't.)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Explain to pupils that we use these words to talk about how often we do things. Tell them that we usually put them after the verb, but for *I am,* etc we put them after the verb and for *have/has got* we put them between *have/has* and *got*. Write these sentences on the board and ask volunteer to read them out with the word *always* in each sentence in the right place.
  I go to school on Monday.
  He is happy at home.
  We have got our umbrellas.

C Write.

- Read out the example and ask pupils why *never* is after the word *is.*
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 It is never snowy in some countries. (given)
2 We often play in the park.
3 It is sometimes windy next to the sea.
4 I always have fun on my holiday.
5 Ben never goes to bed at 10 o'clock.

D Sing. 2.13

- Tell pupils they are going to learn a song.
- Ask pupils to look at the picture and to describe what they can see.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Divide the class into five groups and assign one verse of the song to each group.

Optional activity

- Hand a piece of paper to each pupil and ask them to draw a tree with a kind of weather of their choice around it.
- When pupils have finished their drawing ask them to describe the weather in their picture, eg *It's rainy*. Then ask them to write the weather under the picture. Pupils' work can be displayed on the classroom wall.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 54-55: Time permitting, some tasks can be done in class.
- Dictation: *sunny, cloudy, windy, rainy, snowy, bridge, umbrella, soldier*

Lesson 2 Winter is nicer than summer.

Aims

- Learn and use new vocabulary: *button, head, kids, snowman*
- Learn and use new grammar: Comparatives

Materials

- A button
- Magazine or Internet pictures of a snowman and some kids

Lead-in

- Revise the weather words from Lesson 1. Ask pupils to remember the different kinds of weather they learnt. Ask pupils *Is it rainy today?* Elicit answers, eg *No, it isn't. It's sunny*.
- Ask pupils to remember the meanings of *always, often, sometimes* and *never*. Ask volunteers to think of things they do to illustrate these words. Elicit for example:
  I always eat breakfast.
  I often play football.
  I sometimes see my aunt.
  I never eat fish.
- Check homework. Tell pupils to open their Workbook at pages 54 and 55. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *sunny, cloudy, windy, rainy, snowy, bridge, umbrella, soldier.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 1 (CD2:13).

New vocabulary

- Teach the new words. Teach *button* with the object you have brought in. Hold up the button and say *button*. Ask pupils to repeat. Write *button* on the board. Read it out and ask pupils to repeat. Teach *head* by pointing to your head. Say *head* and ask pupils to repeat. Write *head* on the board. Read it out and ask pupils to repeat. Teach *kids* and *snowman* with the pictures you have brought in. Hold up the pictures and say *kids* and *snowman*. Ask pupils to repeat. Stick the pictures on the board. Write the words on the board. Read them out and ask pupils to repeat.
- Tell pupils to open their books at page 70 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.

A Listen and read. 2.14

- Tell pupils that they are going to read about some children in winter. Ask pupils to look at the photo and to say what the children are making (a snowman).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Circle.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers
1 winter (given)
2 bigger
3 hat
4 hat
5 carrot

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these words on the board and ask volunteers to say the word for comparing things.
  small
  good
  tall

Say *I'm taller than you*. Ask pupils to repeat. Ask volunteers to think of their own sentences.

D Write.

- Read out the example and ask pupils why *thinner than* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 thinner than (given)
2 luckier than
3 better than
4 longer than
5 smaller than

Say it! 2.15

- Write *e* and *a* on the board. Ask pupils to say the names of the letters.
- Write *ea* on the board. Explain to pupils that these letters together can have two different sounds.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *head* and *season* each time they hear them. (*Head* and *season* will be heard twice.)
- Ask volunteers to read out the sentence. Play the recording and ask all pupils to repeat. (The sentence will be heard once.)

E Listen and tick (✓) Yes or No. 2.16

- Ask pupils to look at the people in the picture. Read out their names and ask pupils to describe them. Elicit these descriptions:
  Vicky is tall.
  Sissy has got a long scarf.

Dan's feet are big.
May's hair is short and black.
Bill is older than the kids.

- Explain to pupils that they will hear descriptions of the people. Explain that they must tick *Yes* if the description matches the picture and *No* if the description doesn't match the picture. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions each time. Play the recording again and ask pupils to check their answers.

Listening script
1
Look at May's hair. It's short and black. It's shorter than Vicky's hair.
2
Sissy is wearing a scarf. It's long. It's longer than Bill's scarf.
3
Vicky isn't short. She's a very tall girl. She's taller than Dan.
4
Look at Dan's feet. They're very big. They're bigger than Bill's feet.
5
Bill isn't old. But he's older than his sister May. He's 16.

Answers
1 No (given)
2 Yes
3 Yes
4 Yes
5 Yes

F Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Ask a pupil to draw a small pencil and a big pencil on the board. Ask another pupil to point and say which pencil is *smaller*.
- Repeat the task with other pupils until all pupils have had a turn. You could ask pupils to draw these things eg *a tall boy and a short boy*
a big button and a small button
a fat cat and a thin cat

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages: 56-57. Time permitting, some tasks can be done in class.
- Dictation: *button, head, kids, snowman*

Lesson 3 It's the smallest animal.

Aims

- Learn and use new vocabulary: *hand, large, little, scary, sleepy, world, dangerous*
- Learn and use new grammar: Superlatives

Materials

- A large rubber and a little rubber

Lead-in

- Revise the words from Lesson 2. Point to your head and elicit *head*. Point to some children and elicit *kids*. Point to a button and elicit *button*. Draw a snowman on the board and elicit *snowman*.
- Ask pupils to say who is taller than other kids in the class. eg *Adam is taller than George*.
- Check homework. Tell pupils to open their Workbooks at pages 56 and 57. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *button, head, kids, snowman.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *large* and *little.* Hold up the large rubber. Say *a large rubber* and ask pupils to repeat. Write *large* on the board. Read it out and ask pupils to repeat. Do the same with *little rubber*.
- Teach *hand, scary* and *sleepy.* Hold up your hand and say *This is a hand*. Ask pupils to repeat. Write *hand* on the board. Read it out and ask pupils to repeat. Then ask pupils in L1 what things they find scary. Say *scary* and ask pupils to repeat. Write *scary* on the board. Read it out and ask pupils to repeat. Then yawn and say *I'm sleepy*. Ask pupils to repeat. Write *sleepy* on the board. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 72 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *world* and *dangerous.* Explain the meanings. Say *Tigers are dangerous*. Ask pupils to repeat. Then point to the *Wonderful World* World map and say *This is the world*.

A Read.

- Tell pupils to look at the poster and to say what animals they can see.
- Tell pupils to read the poster.
- Read out the poster. Stop after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the poster.

B Write.

- Read out the example to pupils. Explain that they should read the sentence and then write the correct word from the box next to it. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the sentences and corresponding words.

Answers
1 shark (given)
2 bird
3 koala
4 giraffe
5 spider

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these words on the board and ask pupils to say the word for the superlative.
  small *big* *sleepy*

D Write.

- Read out the example and ask pupils why *the smallest* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 the smallest (given)
2 the scariest
3 the best
4 the largest
5 the worst
6 the youngest

E Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Ask pupils to draw an animal of their choice in the box in the writing task (Task F).
- When pupils have finished their drawing ask them to show them to the class and describe what they have drawn. They should use the speech bubble and change the words in orange.

F Draw and write.

- Tell pupils that they should write about their animal. Allow pupils a few minutes to write their sentences. Go round the class helping with ideas and spelling.
- Ask pupils to read out their work.

Homework

- Workbook, pages 58-59: Time permitting some task can be done in class.
- Dictation: *hand, large, little, scary, sleepy*
- Revision for Test 8:
  Vocabulary: *sunny, cloudy, windy, rainy, snowy, bridge, umbrella, soldier, button, head, kids, snowman, hand, large, little, scary, sleepy, world, dangerous*
  Grammar: Adverbs of frequency *always, often, sometimes, never,* Comparatives, Superlatives

Optional activity

Revision for Test 8

- Revise the words from Unit 8.
- Write the weather words from Lesson 1 on the board. Ask a volunteer to read out a word and to explain the meaning.
- Ask pupils to find the other words they have learnt from Unit 8. Ask them to call out the words and ask volunteers to write them on the board. Ask other volunteers to explain the meanings.
- Write *always, often, sometimes* and *never* on the board. Ask pupils to think up sentences to go with these words. Write them on the board. eg *I often watch TV.* Remind pupils where these words go in sentences containing *to be*.
- Write *shorter than* and *the shortest* on the board. Ask pupils to make two sentences about Dina with these words.
  eg *Dina is shorter than Ty. Dina is the shortest reporter.*

Teacher's Note

Pupils will do Test 8 in the following lesson. If you don't want to rush into Unit 9, do these activities.

1 Pupils can read out the cartoon story from Lesson 1. Then ask volunteers to act out the cartoon story.
2 Pupils can read out the text from Lesson 2 and the dialogue from Lesson 3.
3 Repeat the Say task from Lesson 2.
4 Sing the song.
5 Pupils can make a class poster. See Extra activity below.

Extra activity

- Bring in some card of about size A3. Divide the class into four groups. Hand out four pieces of white A4 paper to each group. Ask each group to choose a different animal. Tell the groups to work together and to draw a picture of their animal. Then they should write about their animals under the picture.
- Go round the class helping where necessary. Pupils can also use the poster on PB p 72 for ideas.
- Ask each group to stick their pictures on the A3 piece of card. The poster can then be displayed.

Project Book

The pupils may do Project 8 now they have completed the unit. The answer key and teacher's notes are on page 136 of this book.

9

Lesson 1 Happy Trails in England

Aims

- Learn and use new vocabulary: *big wheel, bookshop, bone, clock, dinosaur, museum, queen, yesterday, That's right!*
- Learn and use new grammar: *to be* Past Simple affirmative

Materials

- Flashcards: big wheel, bone, clock, dinosaur, museum
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise the weather words from Unit 8. Ask volunteer to draw pictures depicting the weather they learned on the board. Ask pupils to say what the weather is eg *It's sunny*.
- Revise comparatives and superlatives. Write *funny*, *funnier* and *funniest* on the board. Ask pupils to fill in the gaps in these sentences with the correct words.
  Dina is _____ than Mia.
  Dina is _____ .
  Dina is the _____ reporter.
- Check homework. Tell pupils to open their Workbooks at pages 58 and 59. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *hand, large, little, scary, sleepy.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

England : Episode 3

The reporters are in London. They take a tourist bus ride round the city. Then they go on the London Eye, a large ferris wheel. From there they see the clock, Big Ben, where they were earlier. Then they visit the Natural History Museum. They see the bones of a dinosaur. In the museum bookshop Mia finds a book about dinosaurs. She sees a picture of a Tyrannosaurus rex, but she can't read its name. To her surprise, Dina can read the name Tyrannosaurus rex. They finish their trip with a photo outside Buckingham Palace. Dina tells Trek it's the Queen of England's house. Trek likes the DVD about England and thanks his reporters.

Background information

London is the capital of Britain. Open-top buses take tourists round the city. A major attraction is the London Eye which is a large ferris wheel next to the river Thames. From the top you can see most of the centre of the city. A popular sight and symbol of London is Big Ben. There is an ongoing debate about the nickname Big Ben. Originally the nickname referred to the Great Bell in the tower. Now people use the nickname to refer to the clock or clock tower. It was built in 1834 at the north end of the Palace of Westminster, also known as the House of Parliament. The clock has got four large faces and is the largest four-faced chiming clock in the world. A famous museum in London is the Natural History Museum. It is home to a large collection of plants, insects, fossils, rocks, minerals and animals. The museum is visited by thousands of tourists and schools every year.
In the entrance there is an imposing skeleton of a dinosaur. The bookshop has many interesting books about natural science for adults and children. Finally the impressive building of Buckingham Palace which is the official residence of the Queen is very popular with tourists and local visitors alike.

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Teach *bookshop* and *queen.* Ask pupils in L1 where they buy books from. Say *I buy books at a bookshop.* Ask pupils to repeat. Write *bookshop* on the board. Read it out and ask pupils to repeat. Then ask pupils who is married to a king. Teach *queen*. Write *queen* on the board. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 74 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *yesterday* and *That's right!* Explain the meanings. Ask *Are babies small?* When they answer *Yes*. Say *That's right!*

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 115.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers
1 No, it wasn't.
2 Big Ben
3 a dinosaur
4 Yes, they do.

While you watch

Answers

1 sunny	**4** Big Ben
2 clock	**5** museum
3 bus	**6** dinosaur

After you watch

Answers

1 a big clock
2 a big wheel
3 animals, flowers, rocks and a lot more
4 a dinosaur
5 Yes, he does.

For teachers using the Audio CD 2.17

- Tell pupils to look at the cartoon story on page 74. Explain to pupils that the reporters are in London. Show them where London is on the classroom map.
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  What is Big Ben? (a big clock)
  What is the London Eye? (a big wheel)
  What has the museum got? (animals, flowers, rocks, and a lot more)
  What are Mia and Dina looking at in the book? (a dinosaur)
  Does Trek like England? (Yes, he does.)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write sentences on the board in the Present. Ask pupils to change them to the Past.

  Today I am happy. Yesterday I _____ happy.

  Today he is at school. Yesterday he _____ at school.

  Today you are happy. Yesterday you _____ happy.

C Write was or were.

- Read out the example and ask pupils why *was* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers

1 was (given)	**4** was
2 was	**5** were
3 was	**6** were

Say it! 2.18

- Write *i* the board. Ask pupils to say the name of the letter.
- Write the words *sit* and *Hi* on the board. Read them out and ask pupils to repeat. Explain to pupils that the letter *i* has two different sounds.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *right* and *big* each time they hear them. (*Right* and *big* will be heard twice.)
- Ask for volunteers to read out the sentence. Play the recording and ask all pupils to repeat. (The sentence will be heard once.)

D Listen and match. 2.19

- Tell pupils to look at the words for this task. Read out all the words and ask pupils to repeat. Make sure pupils understand the meanings.
- Explain to pupils that they will hear five short speeches. Explain that they must draw a line from the person to the place they were at. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions each time. Play the recording again and ask pupils to check their answers.

Listening script

1
Hi, I'm Katy. Yesterday I was with Grandpa. We were in the park. It's near the big wheel.
2
Grandma likes reading. She was at the bookshop. There's a big bookshop next to the museum.
3
Dad was with my brother. They were on the big wheel. They were excited.
4
My cousins were scared! They were on the rollercoaster. It's very big.
5
Mum was at the museum. She works there. There's a small bookshop in the museum.

Answers

1 e (given)
2 d
3 c
4 a
5 b

E Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Ask pupils to talk about where they were yesterday. Start with an example. Say *Yesterday I was at the shops*. Ask the pupil in the first row to say a sentence about where *he/she was* and so on around the class until everyone has said something. Prompt with ideas for places where necessary.

Extension task

- Ask pupils to say where their friends were. eg *Yesterday John was in the park*.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 60-61: Time permitting, some tasks can be done in class.
- Dictation: *big wheel, bookshop, bone, clock, dinosaur, museum, queen*

Lesson 2 T-rex was very dangerous.

Aims

- Learn and use new vocabulary: *friendly, earth, plant, meat, sharp, learn, terrible, a long time ago*
- Learn and use new grammar: *to be* Past Simple negative

Materials

- A pot plant
- Flashcards: big wheel, bone, clock, dinosaur, museum

Lead-in

- Revise the words from Lesson 1 with the flashcards. Stick the flashcards on the board, point to each one and ask pupils to call out the words.
- Write *was* and *were* on the board. Write these sentences on the board and ask pupils to fill in the gaps with *was* or *were*.
  Yesterday he _____ at school.
  Yesterday you _____ at the shops.
- Check homework. Tell pupils to open their Workbooks at pages 60 and 61. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *big wheel, bookshop, bone, clock, dinosaur, museum, queen.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *plant.* Hold up the pot plant and say *plant*. Ask pupils to repeat. Write *plant* on the board. Read it out and ask pupils to repeat.
- Teach *friendly*. Say *Lions are dangerous. Cats are friendly*. Write *friendly* on the board. Explain the meaning. Read it out and ask pupils to repeat. Say *Lions eat meat. Lions have got sharp teeth.* Write *meat* and *sharp* on the board. Explain the meanings. Read the words out and ask pupils to repeat. Point to the map of the world and say *This is earth*. Write *earth* on the board. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 76 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *learn, terrible* and *a long time ago.* Explain the meanings. Ask pupils *What do we learn at school?* Elicit eg *maths, English, French, history*. Say *Some dinosaurs were terrible and dangerous.* and ask pupils to repeat. Then say *There were dinosaurs here a long time ago*. Say it again and ask pupils to repeat.

Background information

Tyrannosaurus rex

Tyrannosaurus rex or T-rex was one of the big meat-eating dinosaurs. The name Tyrannosaurus rex means tyrant lizard king. It lived about 65 million years ago. It became extinct due to climatic changes brought about by an asteroid that hit the earth. It walked on two legs. It had a big head with large sharp replaceable teeth and small arms with two claws. It was 12.4 metres long and around 6 m tall. It weighed 5-7 tonnes. It could eat 230 kg of meat and bones in one bite.

A Listen and read. 2.20

- Tell pupils that they are going to read about dinosaurs Ask pupils to look at the photo and to say where the pupils are (at a museum).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Tick (✓) Yes or No.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers
1 No (given)
2 Yes
3 Yes
4 No
5 Yes

C Look and learn.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write sentences on the board and ask pupils to say the opposite.
  We were at a museum.
  I was in the garden.

D Write wasn't or weren't.

- Read out the example and ask pupils why *wasn't* is the correct answer.
- Make sure pupils understand the task. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers

1 wasn't (given)	**4** wasn't
2 weren't	**5** wasn't
3 weren't	**6** weren't

E Sing. 2.21

- Tell pupils they are going to learn a song.
- Ask pupils to look at the picture and to count how many dinosaurs they can see (two). Explain that this song is a story about a little dinosaur called *Dino*.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Divide the pupils into two groups. The first group can pretend to be the dangerous *T-rex* while they sing and the second group little *Dino*. They can stand on their chairs to pretend they have climbed the tree.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 62-63: Time permitting, some tasks can be done in class.
- Dictation: *friendly, earth, plant, meat, sharp*

Lesson 3 Cavemen were hunters.

Aims

- Learn and use new vocabulary: *caveman, dark, history, home, strong, How do you know?*
- Learn and use new grammar: *to be* Past Simple interrogative

Materials

- A history book

Lead-in

- Revise some words from Lesson 2. Ask pupils what lions eat (meat) what their teeth are like (sharp) and *Are lions friendly?* (No, they aren't).
- Write *wasn't* and *weren't* on the board. Ask pupils to fill in the gaps in these sentences with the correct word.
  He _____ at the castle.
  They _____ in the kitchen.
- Check homework. Tell pupils to open their Workbooks at pages 62 and 63. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *friendly, earth, plant, meat, sharp.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *history*. Hold up the history book. Say *history* and ask pupils to repeat. Write *history* on the board. Read it out and ask pupils to repeat. Teach *home*. Draw a house on the board. Say *A house is a home*. Write *home* on the board. Read it out and ask pupils to repeat.
- Write *caveman, dark* and *strong* on the board. Explain the meanings. Read out the words and ask pupils to repeat. Say *Cavemen were strong. The cave was dark*. Ask pupils to repeat.
- Tell pupils to open their books at page 78 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the phrase *How do you know?* Explain the meaning. Read the phrase out again and ask pupils to repeat.

A Read.

- Tell pupils to look at the dialogue and to say what the children are holding (school books and bags)
- Tell pupils to read the dialogue and to find out who knows a lot about cavemen (Dean).
- Read out the dialogue. Stop after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the dialogue.

Optional activity

- Ask pupils to read out the dialogue in pairs. Go round the class as they read and help with pronunciation.
- Ask pairs to read out the dialogue to the class.

B Write.

- Read out the example to pupils. Explain that they should read the sentence and write the missing word on the line. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the sentences and answers.

Answers

1 strong (given)
2 history
3 meat
4 caves
5 cold
6 dark

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask pupils to turn them into questions.

  She was at home.
  They were in the park.
  Ask pupils questions and elicit short answers.
  Were you at school yesterday?
  Were you in the park on Monday?

D Write.

- Read out the example and ask pupils why *Were / were* are the correct answers.
- Make sure pupils understand the task. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers

1 Were / were (given)
2 Were / weren't
3 Was / wasn't
4 Was / wasn't
5 Were / was
6 Were / were

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Explain to pupils that they should draw a dinosaur in the box in the writing task. Allow pupils enough time to draw their dinosaurs.
- Ask pupils to hold up their books and describe their dinosaurs. Tell them to use the boy's speech bubble and to change the words in orange.

F Draw and write.

- Tell pupils that they should write about the dinosaur they have drawn. They can use their ideas from the Speaking task or new ideas if they wish.
- Tell pupils to complete the task. Help pupils with spelling where necessary.
- Ask pupils to read out their work.

Homework

- Workbook, pages 64-65: Time permitting, some task can be done in class.
- Dictation: *caveman, dark, history, home, strong*
- Revision for Test 9:

Vocabulary: *big wheel, bookshop, bone, clock, dinosaur, museum, queen, yesterday, That's right!, friendly, earth, plant, meat, sharp, learn, terrible, a long time ago, caveman, dark, history, home, strong, How do you know?*

Grammar: *to be* Past Simple affirmative, negative and interrogative

Optional activity

Revision for Test 9

- Revise the words from the flashcards. Then write the words on the board. Ask a volunteer to read out a word and then come and choose the corresponding flashcard. Practise until all pupils remember the words well.
- Revise the other words from Unit 9. Ask pupils to find the new words in their books and call them out one at a time. Write the words on the board and remind pupils of the meanings. Read them out and ask pupils to repeat.
- Revise *to be* Past Simple affirmative and negative. Write these sentences on the board:
  I was in the garden.
  He was in the garden.
  They were in the garden.

Ask volunteers to read out the sentences. Then ask pupils to say the opposite of these sentences. Write these on the board. Read out the sentences and ask pupils to repeat.

- Ask pupils questions and elicit short answers.
  eg *Were you at home yesterday?*
  Were you at the shops yesterday?
  Was your friend at school yesterday?

Extra activity

- Pupils can copy their dinosaur drawing and written work onto a piece of paper. Their work can be displayed on the classroom wall.

Project Book

The pupils may do Project 9 now they have completed the unit. The answer key and teacher's notes are on page 137 of this book.

Let's remember!

Aims

- Revise vocabulary from Units 7-9
- Revise grammar from Units 7-9

Materials

- Flashcards:

  Unit 7: cook, doctor, photographer, postman, biscuit, actor, astronaut, firefighter, pilot, police officer, vet

  Unit 9: big wheel, bone, clock, dinosaur, museum

Revision

- Revise the words from the flashcards. Hold up a flashcard and ask pupils to call out the word. Then place the flashcards face down on your desk. Ask a volunteer to choose a flashcard from the desk, turn it over and say what it is. Then revise all the weather words (*sunny, cloudy, windy, rainy, snowy*). Say the words and ask pupils to draw a picture to illustrate the weather on the board.
- Revise the adjectives. Write them on the board and ask pupils to explain or act out the meanings. (*excited, scared, large, little, scary, sleepy, dangerous, friendly, sharp, terrible, dark, strong)*
- Revise the verbs. Write them on the board and ask pupils to explain or act out the meanings. (*give, teach, have a lesson, fly, learn*)
- Call out the remaining words and ask volunteer to write them on the board. Explain the meanings. (*bow, arrow, bridge, umbrella, soldier, button, head, kids, snowman, hand, world, bookshop, queen, yesterday, That's right! earth, plant, meat, a long time ago, caveman, history, home, How do you know?)*
- Revise the affirmative, negative and interrogative of the Present Simple. Copy the following table onto the board:

I She We Do you Does he	like don't like likes doesn't like	dinosaurs big wheels

Ask pupils to make sentences with the words across the columns. Make sure they use the correct forms. Then ask pupils to make a sentence with an adverb of frequency (*always, often, sometimes, never).*

- Revise the affirmative, negative and interrogative of the Past Simple of *to be*. Copy the following table onto the board:

I She We They	was were wasn't weren't	scared

Ask pupils to make sentences with the words across the columns. Make sure they use the correct forms. Then ask pupils questions and elicit short answers.
eg *Were you happy yesterday?*
Was your friend at school yesterday?

- Revise the Comparative and Superlative. Write *older than* and *the oldest* on the board. Ask pupils to make sentences with these words eg *John is older than Mary. Jack is the oldest.*

Lead-in

- Check homework. Tell pupils to open their Workbooks at pages 64 and 65. Ask volunteers to read out their answers. Then quickly check all pupils' books.

A Find and stick.

- Ask pupils to open their books at page 80 and to look at task A. Ask volunteers to read out the words. Then read out the words again and ask pupils to repeat as a class.
- Show pupils where to find the stickers in their books. Tell them to remove the stickers one at a time and to stick them in the correct boxes. Allow pupils enough time to stick all the stickers. Go round the class helping pupils where necessary.
- Check answers. Ask volunteers to hold up their books and read out the words.

B Match.

- Ask pupils to look at the pictures. Read out the words and ask pupils to repeat. Explain that they should match the words to the pictures.
- Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers.

C Write.

- Tell pupils to look at the crossword. Ask volunteers to say what the pictures show.
- Tell pupils to complete the crossword with capitals. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers.

Answers
1 BONE
2 CAVEMAN
3 SNOWMAN
4 DINOSAUR
5 POLICE OFFICER
6 POSTMAN

Tasks D and E

- Read out the example and ask pupils why it is the correct answer. Read out all the sentences and make sure that pupils remember the meanings of all the words.
- Explain the rest of the task to pupils. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers. Ask volunteers to read out their answers.

D

Answers
1 like (example)
2 don't read
3 gets up
4 doesn't eat
5 Do / go
6 Does / teach
7 do
8 doesn't

E

Answers
1 scariest (example)
2 strongest
3 sharper
4 best
5 friendlier
6 worst

F Write.

- Tell pupils to look at the pictures. Explain that they have to look at them and fill in the sentences with the correct word of the Past Simple of *to be*. Read out the example and ask pupils why *was* is the correct answer. Read out the sentences and ask pupils to repeat. Make sure they remember the meanings of all the words.
- Allow pupils enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers. Ask volunteers to read out their answers.

Answers
1 was (example)
2 wasn't
3 Was / No, he wasn't.
4 Were / Yes, they were.
5 weren't
6 was

Extra activity

- Time permitting, sing the songs from units 7, 8 and 9.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 66-67: Time permitting, some tasks can be done in class.
- Revision for Progress Test 3. Pupils should revise all the vocabulary and grammar from Units 7-9.

Teacher's Note

Pupils will do Progress Test 3 (Teacher's Resource Pack CD-Rom) in the following lesson. After the test you can do the *Fun and Games* lesson.

Fun and Games

Aims

- Consolidate new vocabulary with fun activities
- Consolidate new grammar with fun activities
- Make a dinosaur puppet

Materials

- One photocopy of the dinosaur cutout (page 123) for each pupil
- Scissors, markers

Lead-in

- Tell pupils that today's lesson is all about fun and games. Ask them to open their books at page 82. Ask them what they can see (a family under an umbrella in the rain).
- Read out the paragraph and ask pupils to follow the words with their fingers. Read it out again one sentence at a time and ask pupils to repeat. Check comprehension with these questions. Encourage pupils to use English for the words they have learnt.
  Where were the kids? (in the park)
  Was the umbrella small? (No, it wasn't. It was large.)
  Was it sunny? (No, it wasn't. It was rainy.)
- Consolidate vocabulary pupils have learnt using the picture. Here are some suggestions:
  Was it sunny/rainy/cloudy/snowy/windy?
  What colour is the umbrella?
  Were the kids scared/excited?
  Were these kids at home? How do you know?
  Was the mum holding a bow and arrow?
  Was it dangerous?
  Were they in a cave?

Quiz time!

- Read out the question and both answers and make sure pupils understand the meaning. Ask pupils to choose the correct answer (a). Ask a volunteer to read out the question and answer.

A Draw, write and colour.

- Ask pupils *What can you see?* Ask them to guess the jobs. Tell pupils that they should join the dots to make sure what the jobs are.
- Ask pupils to join the dots and then write the names of the jobs underneath. They can then colour the pictures.
- Check answers.

Answers
1 doctor
2 pilot
3 firefighter
4 cook

B Sing. 2:22

- Tell pupils they are going to learn a song. Explain to pupils that the song is about jobs. Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you. Play the recording again. Encourage pupils to chant along. Practise many times until pupils are familiar with the words.
- Pupils can act out each job while they sing the song.

C Make.

- Tell pupils they are going to make a dinosaur puppet. Tell pupils to look at the picture in task C and explain each stage to them.

1 Colour in the dinosaur.
2 Cut out the dinosaur. Carefully cut out the finger holes.
3 Stick your fingers through the finger holes and make your dinosaur walk.

- Ask pupils to have their markers ready. Hand out the photocopies of the dinosaur cutouts and ask pupils to colour them.
- When all pupils are ready, ask pupils to put their markers away. Then hand out the scissors and ask pupils to cut out their dinosaurs. Go round the class helping pupils where necessary, especially with the finger holes. When pupils have finished cutting, collect the scissors.
- Pupils can say what colour their dinosaurs are. Ask them *Is your dinosaur scary/sleepy/dangerous/terrible/small/large?*

Homework

- Pupils reread the Pupil's Book page.
- Optional extra homework: Pupils copy one verse of the song into their notebooks.

Extra activity

- Play a word game. Say a word from units 7-9. Write the word on the board eg *pilot*. The next pupil must think of a word which starts with the last letter of the first word eg *teacher*. Continue until all pupils have said a word.
- Pupils can play this game in groups of four.

Happy Trails in Japan

Ask pupils to look at the photo on pages 84-85 (use L1), and tell them that the women are wearing traditional Japanese costumes and make up.

Pupils are likely to know that Japan is famous for technology and cartoons like Pokemon. They might also know that in Japan people eat with chopsticks. Tell pupils that fish and rice are popular foods in Japan, and Japanese sushi is now popular all over the world. Explain to pupils that Japan is a very beautiful country and the mountain in the photo is a volcano. Japan has a lot of earthquakes and volcanic activity. Most of the country is mountainous and covered by forests. Tell them also that in Japan there is a lot of advanced technology. They have the fastest train in the world and they also make robots that look and behave like people. Tell pupils that Japan is an island country in east Asia. Pupils might not know where it is situated. Show pupils where Asia is on the classroom map and then ask volunteers to find Japan. Then point to the map at the top of the page to show them. First show them where their own country is on the globe and then point out the area in red where the reporters are. Explain that this is Japan.

The second last country the reporters visit is Japan. In episode 1, they visit the city of Osaka. They admire the tall buildings and then they go to a restaurant where they eat sushi, rice and noodles. In episode 2, they travel to Tokyo on the fast 'Bullet' train. They see Mount Fuji on the way. Once in Tokyo they go to a Karaoke café. In episode 3, the reporters visit a robot show and meet a young boy and his father. The father is a cartoon artist.

Fun facts

Here are some facts about Japan, which your pupils will find interesting:

1. Japan is a country made of thousands of islands. There are four main islands.
2. The Japanese call their country Nippon. This means *Land of the Rising Sun*.
3. Hundreds of years ago the Samurai warriors ruled Japan.
4. Earthquakes often happen in Japan. There are around 1500 earthquakes every year in Japan.
5. Sometimes trains in Japan are so crowded that railway staff are employed to push passengers inside.
6. Noodles are eaten very loudly as slurping means the food is delicious. It also helps cool down the hot noodles.
7. Karaoke is very popular in Japan.
8. Sumo wrestling is a national sport.
9. Baseball is also popular in Japan.
10. In Japan people eat raw fish.
11. It is not uncommon in Japan to eat rice at every meal including breakfast.

10

Lesson 1 Happy Trails in Japan

Aims

- Learn and use new vocabulary: *heavy, restaurant, building, suitcase, rice, close, pack*
- Learn and use new grammar: Past Simple regular affirmative

Materials

- Flashcards: building, suitcase
- A packet of rice
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise some words from Unit 9. Write *history* on the board. Ask pupils to tell you words they remember connected with history. Elicit *dinosaur, bones, museum, earth, caveman*. Write them on the board.
- Revise *was* and *were*. Write *I was happy yesterday*. on the board. Ask pupils to tell you the negative and the question form. Then ask pupils one at a time *Were you happy yesterday?* and elicit short answers.
- Check homework. Tell pupils to open their Workbook at pages 66 and 67. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *caveman, dark, history, home, strong.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

Japan : Episode 1

Trek is watching a DVD from the reporters who are in Japan. They arrive at a hotel in Osaka. Dina has trouble with her heavy suitcase. Later they visit the city and admire the tall buildings. Leo sees a museum and draws everybody's attention to it. They can't go in because it closed at 5 o'clock. Ty suggests that go eat instead. They go to a Japanese restaurant and try some local delicacies. Ty likes the rice. Dina enjoys herself in the restaurant. She tries to eat sushi with her chopsticks but the rolls slip out. She makes a mess on the table. One sushi roll ends up on Leo's head. Mia finds the whole thing funny, but Leo's not impressed.

Background information

Osaka

Osaka is the third largest city in Japan. It is the commercial centre of Japan and it is also well known for its gourmet food. Some people call it the food capital of Japan. The city features many museums, theatres and shops as well as tall modern buildings and impressive architecture. The Osaka Museum opened in 1989 and was built to mark the 100th anniversary of Osaka City. It houses 200 interactive science exhibits, a planetarium and an Omnimax theatre that surrounds viewers with super-sized images, amazing visual and audio quality making them feel as if they are in the picture. Visitors can savour local delicacies in one of the many restaurants famous for sushi and noodles. Sushi is cooked vinegared rice that's either rolled inside a sheet of seaweed with raw fish and vegetables or seafood or topped with it.

New vocabulary

- Teach *building* and *suitcase* with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions. Teach *rice* with the packet of rice you have brought in. Hold up the packet and say *rice*. Ask pupils to repeat. Write *rice* on the board. Read it out and ask pupils to repeat. Ask pupils in L1 if they like restaurants. Teach *restaurant*, write it on the board and ask pupils to repeat.
- Teach *heavy.* Pick up your bag and pretend it is too heavy to lift. Say *My bag is heavy.* Then ask pupils to copy and repeat. Write *heavy* on the board. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 86 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *close* and *pack*. Explain the meanings. Open the door and say to a pupil *Close the door please*. Hold up the flashcard for *suitcase* and say *The suitcase is heavy. I packed a lot of things.*

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD Worksheet found on page 116.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers
1 b
2 b
3 a
4 a
5 b

While you watch

Answers
a 2
b 5
c 1
d 9
e 7
f 3
g 8
h 4
i 6
j 11
k 10

After you watch

Answers
1 She packed a lot of things.
2 a big city
3 Yes, they are.
4 at 5 o'clock
5 rice
6 Yes, they do.

For teachers using the Audio CD 2.23

- Tell pupils to look at the cartoon story on page 86. Ask pupils what Trek is doing (He's watching a DVD).
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  Why is Dina's suitcase heavy? (She packed a lot of things.)
  What is Osaka? (a big city)
  Are the buildings tall? (Yes, they are.)
  What time did the hotel close? (5 o'clock)
  What does Ty eat? (rice)
  Do they like the restaurant? (Yes, they do.)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes. Ask pupils to circle the person and underline the verb in the example sentence.
- Practise the pronunciation of the past participle. Write these sentences on the board, read them out and ask pupils to repeat.
  (d sound) *I closed.*
  (t sound) *I liked*
  (id sound) *I studied*

C Write.

- Read out the example and ask pupils why *listened* is the correct answer.
- Explain the task to pupils. Read out the verbs in the box and the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 listened (given)
2 closed
3 studied
4 watched
5 packed
6 liked

Say it! 2.24

- Write *heavy* on the board. Say *heavy* and ask pupils to repeat. Underline the first syllable of the word (*heavy*). Explain to pupils that some words stress the first part of the word.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *city, restaurant* and *suitcase* each time they hear them. (c*ity, restaurant* and *suitcase* will be heard twice.)
- Ask for volunteers to read out the sentence. Play the recording and ask pupils to repeat. (The sentence will be heard once.)

D Sing. 2.25

- Tell pupils they are going to learn a song.
- Ask pupils to look at the picture and to name what food they can see. Elicit *sandwiches, ice cream, rice, pizza* and *chocolate cake*.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Ask pupils to stand in a circle. Tell the boys to sing the first verse and the girls to sing the second verse. Then all pupils join hands and sing the chorus.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 68-69: Time permitting, some tasks can be done in class.
- Dictation: *heavy, restaurant, building, suitcase, rice*

Lesson 2 He saw a small pyramid.

Aims

- Learn and use new vocabulary: *desert, pyramid, build, last week*
- Learn and use new grammar: Past Simple irregular affirmative

Materials

- Flashcards: building, suitcase, desert, pyramid, build
- A blank piece of paper for each pupil to draw on

Lead-in

- Revise *building* and *suitcase* from Lesson 1 with the flashcards. Then write *heavy* on the board. Say *My suitcase is heavy.* Ask pupils to repeat. Then say *This restaurant is in a nice building*. Ask pupils to repeat.
- Write these verbs on the board:
  like
  pack
  study
  listen

  Ask pupils to tell you how to spell the verbs when they talk about yesterday. Elicit:
  liked
  packed
  studied
  listened
  Read out the verbs and ask pupils to repeat.
- Check homework. Tell pupils to open their Workbook at pages 68 and 69. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *heavy, restaurant, building, suitcase, rice.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 1 (CD2: 2.25).

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 88 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *last week* Explain the meaning. Say *Last week I watched TV*. Ask pupils to repeat.

Background information

Egypt

Egypt is located in Northern Africa on the Mediterranean Sea. The greater part of Egypt is covered by the Sahara Desert and the Libyan Desert. It is one of the most populated countries in Africa. Most people live in urban areas and near the banks of the Nile River. Egypt is famous for its ancient civilisation and its historical monuments including the Pyramids of Giza and the Great Sphinx just outside the capital city, Cairo.

A Listen and read. 2.26

- Tell pupils that they are going to read about a boy from Egypt. Ask pupils to find out the boy's name in the text (Asim).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Write.

- Read out the example to pupils. Explain that they should read the sentence and then write the correct word to complete the sentence. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the completed sentences.

Answers
1 village (given)
2 river
3 desert
4 cat
5 fish

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask pupils to fill in the gaps.
  Yesterday I _____ at 8 o'clock.
  Yesterday Dad _____ a fish in the river.

D Write.

- Read out the example and ask pupils why *built* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.

- Check answers. Write them on the board if necessary.

Answers
1 built (given)
2 got up
3 gave
4 caught
5 went
6 bought

E Listen and circle. 2.27

- Explain to pupils that they are going to listen to some children. Read out the sentences and check pupils understand the meanings. Then explain that they must listen carefully and circle the correct word in each sentence.
- Play the recording for the example. Make sure pupils understand what to do.
- Play the recording. Pause between numbers where necessary. Play the recording again and ask pupils to check their answers.

Listening script

1
I'm Pete. Last week I went to the shops with Ann. I bought a cool hat. I gave the hat to Joe for his birthday.
He liked it a lot.
2
Girl: Were you in Japan last summer, Tom?
Boy: No, I wasn't. I went to Egypt. I liked the pyramids. They were fantastic!
3
My sister Mary went to the river yesterday. She caught three fish! One big fish and two little fish.
4
Boy: Is that a new bag, Emma?
Girl: Yes, it is. It was a birthday present. Jack gave it to me.
Boy: It's a very small bag.
Girl: I don't like big bags.
5
Boy: You weren't in the park yesterday, Andrew. Were you at home?
Boy: Yes, I was. I watched a DVD with my friend.

Answers
1 Joe (given)
2 Egypt
3 one
4 small
5 at home

F Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Hand out a piece of paper to each pupil. Ask pupils to draw a picture of the place they went to last summer. As pupils draw go round the class and help pupils think about what they are going to say about their pictures.
- When pupils have finished their drawings ask them to hold them up one at a time and talk about the place they went to. They should use the speech bubble in the speaking task and change the words in orange.

Optional activity

- Ask pupils to write two sentences about their picture under the drawing. Then ask them to read out their sentences.
- Pupils' work can be displayed on the classroom wall.

Homework

- Workbook, pages 70-71: Time permitting, some tasks can be done in class.
- Dictation: *desert, pyramid, build*

Lesson 3 He's a great player.

Aims

- Learn and use new vocabulary: *American, English, Greek, Japanese, Spanish, gold medal, famous, player, the Olympics*
- Learn and use new grammar: Past Simple negative

Materials

- Internet pictures of the flags of these countries: USA, UK, Greece, Japan, Spain

Lead-in

- Revise the words from Lesson 2 with the flashcards.
- Write the following verbs on the board and ask pupils to tell you the form for talking about yesterday:
  catch
  go
  eat
  give
  see
- Check homework. Tell pupils to open their Workbooks at pages 70 and 71. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *desert, pyramid, build.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach the nationalities. Hold up one of the pictures of the flags and say *Look. A flag*. Stick all the flags on

the board. Point to each one and say the following:
The American flag.
The English flag.
The Greek flag.
The Japanese flag.
The Spanish flag.

Then point to each flag and say just the nationalities and ask pupils to repeat.

- Tell pupils to open their books at page 90 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *famous, player* and the *Olympics*. Explain the meanings. Say these sentences one at a time and ask pupils to repeat.
Papaloukas is famous.
He is Greek.
He is a basketball player.
Who won a gold medal at the 2004 Olympics?

A Read.

- Tell pupils to look at the photos and ask them if they recognise any of the players.
- Tell pupils to read the paragraphs and to find what sport each player plays.
- Read out the paragraphs. Pause after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the paragraphs.

B Circle.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text, which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers
1 America (given)
2 Spanish
3 Japan
4 tennis

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask volunteers tell you the opposite.
I went to the shops.
He played football.

D Write.

- Read out the example. Ask pupils to underline the part of the sentence, which is different in the answer. Explain to pupils that they must write the opposite for each sentence.
- Make sure pupils understand the task. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 He didn't buy a baseball cap. (given)
2 They didn't go to the bookshop.
3 Katy didn't give me a computer game.
4 I didn't like the DVD about the Olympics.
5 John didn't get up at 9 o'clock yesterday.
6 The Spanish team didn't win.

E Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Ask pupils to draw in the box in the writing task a sports player they like.
- When pupils have finished their drawings ask them to hold up their work and talk about their player. They should use the speech bubble from the speaking task and change the words in orange.

F Draw and write.

- Tell pupils that they should write about their sports player. Allow pupils enough time to write their sentences. Go around the class helping with spelling where necessary.
- Ask pupils to read out their work.

Homework

- Workbook, pages 72-73: Time permitting, some tasks can be done in class.
- Dictation: *American, English, Greek, Japanese, Spanish*
- Revision for Test 10:

Vocabulary: *heavy, restaurant, building, suitcase, rice, close, pack, desert, pyramid, build, last week, American, English, Greek, Japanese, Spanish, gold medal, famous, player, the Olympics*

Grammar: Past Simple regular and irregular affirmative, Past Simple negative

Optional activity

Revision for Test 10

- Revise some words from Unit 10. First revise the words from Lesson 1 and 2 with the flashcards. Hold up each flashcard and ask pupils to call out the words. Then write the words *rice, heavy*, and *restaurant* on the board. Ask pupils to say use the words in sentences of their own.
  eg *Rice is food.*
  My bag is heavy.
  The food at this restaurant is yummy.
- Write the nationalities on the board. Ask volunteers to read out the nationalities.
- Revise the Past Simple affirmative. Write these regular verbs on the board and ask pupils to say the Past Simple:
  like
  stop
  watch
  listen

  Then write these irregular verbs on the board and ask pupils to say the Past Simple.
  catch
  go
  build
  see

  Ask volunteers to write the Past Simple forms on the board.
- Revise the Past Simple negative. Ask volunteers to write the negative of the verbs already on the board.

Teacher's Note

Pupils will do Test 10 in the following lesson. If you don't want to rush into Unit 11, for the rest of the lesson do these activities.

1 Pupils can read out the cartoon story from Lesson 1. Then ask volunteers to act out the cartoon story.

2 Pupils can read out the text from Lesson 2 and the dialogue from Lesson 3.

3 Repeat the Say task from Lesson 2.

4 Sing the song.

5 Pupils can make a famous sports players poster. See Extra activity below.

Extra activity

- Before the lesson ask pupils to bring in pictures of famous sports players.
- Ask pupils to stick their pictures onto a large piece of card. Label the poster *Famous sports players*. Ask pupils to write one sentence under each player. Eg *This is Ronaldo. Messi is from Argentina. Ninis is Greek.* Help pupils with spelling and new words where necessary.
- The poster can be displayed on the classroom wall.

Project Book

The pupils may do Project 10 now they have completed the unit. The answer key and teacher's notes are on page 137 of this book.

11

Lesson 1 Happy Trails in Japan

Aims

- Learn and use new vocabulary: *sign, train, train station, cross the road, go straight ahead, turn left, turn right, Of course!*
- Learn and use new grammar: Past Simple interrogative

Materials

- Magazine or Internet pictures of a train
- A sticker for each pupil
- A local town map
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise the nationalities from Unit 10. Write the countries on the board (*America, England, Greece, Japan, Spain*) and ask pupils to say the nationalities.
- Revise the Past Simple negative. Write these sentences on the board and ask volunteers to tell you the opposite.
  I went to school.
  He saw a lion.
  They played basketball.
- Check homework. Tell pupils to open their Workbook at pages 72 and 73. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *American, English, Greek, Japanese, Spanish.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

Japan : Episode 2

The reporters catch the train from Osaka to Tokyo. The train they get on is the fastest train in the world. On the journey, they see Mount Fuji. When they arrive in Tokyo they are amazed by the number of colourful signs. Mia asks for directions to a karaoke café and finds out there's a kids party at a karaoke café nearby. They go to a karaoke café where Dina and Ty sing the *Happy Trails* song.

Background information

The Shinkansen trains or 'bullet trains' are the fastest trains in the world running at up to 210 km/h. The Shinkansen is also the world's busiest high-speed rail line carrying around 151 million passengers a year. One line runs between Osaka and Tokyo. Up to ten trains run per hour in both directions with a minimum of three minutes between the trains. You can see Mount Fuji from the train. This is the highest mountain in Japan and it is an active volcano. It last erupted in 1707. Mount Fuji is west of Tokyo, which is the capital of Japan. It is a modern city and has many skyscrapers and bright neon signs. Karaoke is a popular form of entertainment in Japan where people sing the lyrics to music they hear.

New vocabulary

- Teach *train* with the picture you have brought in. Hold up the picture and say *train*. Ask pupils to repeat. Stick the picture of the train on the board and label it *train*. Read it out and ask pupils to repeat. Ask pupils where you can catch a train. Teach *train station*. Write this on the board, read it out and ask pupils to repeat. Teach *sign.* Draw a stop sign on the board and say *This is a sign*. Write *sign* on the board. Read it out and ask pupils to repeat.
- Teach the directions. Draw a road on the board. Draw a stick figure crossing the road. Say *Cross the road.* Ask pupils to repeat. Point straight ahead and say *Go straight ahead.* Ask pupils to copy and repeat. Point left and say *Turn left.* Ask pupils to copy and repeat. Point right and say *Turn right*. Ask pupils to copy and repeat. Write all the directions on the board. Read them out, do the actions and ask pupils to copy and repeat.
- Tell pupils to open their books at page 92 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the phrase *Of course!* Explain the meaning. Tell a pupil to ask for a sticker. Eg *Can I have a sticker?*. Reply *Of course!* and give the pupil a sticker. Repeat with all pupils.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD Worksheet found on page 117.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers
1 No, they don't.
2 Mount Fuji
3 Tokyo
4 a Japanese woman
5 Yes, there is.

While you watch

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

After you watch

Answers
1 Yes, it is.
2 snow
3 lots of signs
4 No, she hasn't.
5 Ty and Dina

For teachers using the Audio CD 2:28

- Tell pupils to look at the cartoon story on page 92. Ask pupils who is asking for directions (Mia).
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  Is the train the fastest in the world? (Yes, it is.)
  What is on Mount Fuji? (snow)
  What has Tokyo got? (lots of signs)
  Has Mia got the map? (No, she hasn't.)
  Who sings at the karaoke club? (Ty and Dina)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Ask pupils questions and elicit short answers.

  eg *Did you go to school yesterday?*
  Did you eat chips yesterday?

C Write.

- Read out the example and ask pupils why *No, he didn't.* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 No, he didn't. (given)
2 Yes, we/you did.
3 No, I didn't.
4 No, it didn't.
5 Yes, they did.

D Listen and write 2:29

- Ask pupils to look at the map. Tell them they are at the point marked x. Explain that they are going to listen to directions and find the places listed underneath on the map. They should write the correct letter next to the name of the place.
- Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions each time. Play the recording again and ask pupils to check their answers.

Listening script

1
Man: Can you tell me the way to the restaurant?
Woman: Of course! Go straight ahead. The restaurant is between the cinema and the theatre.
Man: Thank you.
2
Woman: Can you tell me the way to the café?
Man: Yes. Go straight ahead and turn left. Then turn right and cross the road. The café is next to the park.
Woman: Thanks.
3
Man: Can you tell me the way to the train station?
Woman: Let's see! Go straight ahead. Turn right. Then turn right again and cross the road. The train station is near the tall buildings.
Man: Thank you.
4
Man: Can you tell me the way to the library?
Woman: Of course! Go straight ahead and turn left. The library is near the school.
Man: Thank you.
5
Woman: Can you tell me the way to the museum?
Man: Hmm … Oh yes! Go straight ahead and turn right. Then turn left. The museum is next to the market.
Woman: Thanks.

Answers
1 b (given)
2 a
3 e
4 d
5 c

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Practise the directions for a few minutes until pupils are familiar with them.
- Show pupils the town map you have brought in. Tell them that they are going to give each other directions to places on the map that you point out. Place the map on a desk and ask pupils to gather round. Show one pupil where he/she is. Tell him/her to ask directions to a place nearby, eg *a school, park*, *museum* or *shops.* Tell pupils to use their books for help and to change the words in orange. Prompt pupils where necessary.

Optional activity

- Pupils can draw their own maps in their notebooks and mark places on it. They then mark a spot with an x to show where they are when asking for directions.
- Divide pupils into pairs and ask them to ask each other for directions to different places. Go round the class listening to the pairs and helping where necessary.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 74-75: Time permitting, some tasks can be done in class.
- Dictation: *sign, train, train station, cross the road, go straight ahead, turn left, turn right*

Lesson 2 They saved its life.

Aims

- Learn and use new vocabulary: *cage, call, free, ill, open, seal, life, save, find = found, look after*
- Learn and use new grammar: *going to* affirmative

Materials

- Magazine or Internet pictures of a seal, a wild bird and a bird in a cage

Lead-in

- Revise the directions from Lesson 1 with actions. Do the actions and ask pupils to call out the directions. Then draw a stick figure on the board crossing a road and ask pupils to call out the direction.
- Write these sentences on the board. Ask volunteers to write the correct form of the verbs in the gap.
  Yesterday Leo _____ (not swim).
  Yesterday I _____(not watch TV).
  Yesterday they _____ (not eat) meat.
- Check homework. Tell pupils to open their Workbooks at pages 74 and 75. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *sign, train, train station, cross the road, go straight ahead, turn left, turn right.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *cage, free* and *seal* with the pictures you have brought in. Hold up the picture of the seal. Say *seal*. Ask pupils to repeat. Stick the picture on the board and label it *seal*. Read it out and ask pupils to repeat. Hold up the picture of a bird in a cage. Say *This bird is in a cage*. Ask pupils to repeat. Then hold up the picture of a wild bird. Say *This bird isn't in a cage*. Ask pupils to repeat. Say *This bird is free*. Ask pupils to repeat. Stick the picture on the board. Write *cage* and *free* on the board. Read them out and ask pupils to repeat.
- Teach *call* and *ill.* Say *Oh no. My friend isn't OK. He's ill*. Write *ill* on the board. Say *Let's call him*. Pretend to make a phone call. Write *call* on the board. Pretend to be the friend answering. Cough, look ill and say *I'm ill*. Read out the words and ask pupils to repeat.
- Teach *open*. Say *I'm hot. Let's open the window*. Open a window. Write *open* on the board. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 94 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *life, save, find, found* and *look after*. Explain the meanings. Read them out again and ask pupils to repeat.

A Listen and read. 2:30

- Tell pupils that they are going to read about two children who saved an animal. Ask pupils to look at the photo and to say which animal the children saved (a seal).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Write.

- Read out the example to pupils. Explain that they should read the question and write the answer. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the questions and answers. Write the answers on the board if necessary.

Answers
1 No, it didn't. (given)
2 Yes, it was.
3 Yes, he did.
4 Yes, they did.

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentence. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Draw three columns on the board and write these words in the columns.

I'm *He's* *She's* *We're*	*going to*	*play football* *do homework* *eat sweets*

Ask pupils to make sentences about themselves, their friends and then in pairs about themselves with the words in the columns.

D Write.

- Read out the example and ask pupils why *'s going to* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 's going to (given)
2 'm going to
3 're going to
4 is going to
5 're going to
6 are going to

Say it! 2:31

- Write *e* and *a* on the board. Ask pupils to say the names of the letters.
- Write *ee* and *ea* on the board. Explain to pupils that these letters together make an *e* sound like the letter *e*.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *free* and *seal* each time they hear them. (*free* and *seal* will be heard twice.)
- Ask volunteers to read out the sentence. Play the recording and ask all pupils to repeat. (The sentence will be heard once.)

E Sing. 2:32

- Tell pupils they are going to learn a song.
- Ask pupils to look at the picture and to name the animals they can see.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing. Practise many times until pupils are familiar with the words.
- Ask pupils to stand in a circle and hold hands as they sing.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 76-77: Time permitting, some tasks can be done in class.
- Dictation: *cage, call, free, ill, open, seal*
- Optional extra homework. Ask pupils to find the pictures of animals that need to be saved. Explain to them that they can look in magazines or on the Internet with their parents' permission.

Lesson 3 Can you help?

Aims

- Learn and use new vocabulary: *clean, dirty, drop litter, plant, nature, start a fire, come*
- Learn and use new grammar: *going to* negative

Materials

- Some empty sweet wrappers and a dustpan and brush
- A magazine or Internet picture of a countryside scene

Lead-in

- Revise *ill* and *call* from Lesson 2 with the calendar. *Say I'm ill.* and cough. Ask pupils to copy and repeat. Say *Let's call the doctor.* and pretend to make a phone call. Ask pupils to copy and repeat.
- Write these sentences on the board. Ask volunteers to fill in the gaps.
  I'm _____ to do my homework.
  He _____ going to sing.
  They're going _____ eat apples.
- Check homework. Tell pupils to open their Workbooks at pages 76 and 77. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *cage, call, free, ill, open, seal.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 2 (CD2:32).

New vocabulary

- Teach *drop litter, dirty* and *clean* with the sweet wrappers. Hold up the wrappers and say *Look! This is litter*. Then drop the wrappers on the floor. Say *The floor is dirty*. Say *Sorry! I mustn't drop litter*. Say *Let's clean the floor*. Hand a dustpan and brush to a pupil and ask him/her to sweep up the litter. Write *Don't drop litter.* on the board. Read it out and ask pupils to repeat. Write *dirty* and *clean* on the board. Read them out and ask pupils to repeat.
- Teach *nature* with the picture you have brought in. Hold up the picture and say *nature*. Ask pupils to repeat. Stick the picture on the board and label it *nature*. Read it out and ask pupils to repeat. Teach *plant* and *start a fire*. Draw a tree on the board. Then draw a flame next to the tree. Say *Don't start a fire*. *It's bad.* Erase the tree. Draw a new smaller tree. Say *We must plant a tree.* Write *start a fire* and *plant* on the board. Read them out and ask pupils to repeat.
- Tell pupils to open their books at page 96 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *come* and explain the meaning. Point to a pupil and say *Come here please*. Encourage the pupil to come to the front of the class.

A Read.

- Ask pupils in L1 to describe the photos.
- Tell pupils to read the announcements and to find out what they ask people to do (clean a beach and plant trees).
- Read out the announcements. Pause after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the announcements.

B Choose a or b.

- Read out the example to pupils. Explain that they should read the sentence and choose the correct ending *a* or *b*. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the complete sentences.

Answers
1 a (given)
2 b
3 b
4 b

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentence. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask volunteers to turn them into the opposite.
  I'm going to clean my bedroom.
  You're going to play football.
  He's going to do his homework.

D Write.

- Read out the example and ask pupils why *aren't going to ride* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 aren't going to ride (given)
2 aren't going to build
3 'm not going to buy
4 aren't going to plant
5 isn't going to eat
6 isn't going to clean

E Say.

- Read out the speech bubble. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the speech bubble.
- Ask pupils to think of one thing they *are going to do* and one thing they *are not going to do* so that they can help nature. Go round the class helping with ideas.
- Ask two pupils to stand at the front of the class and to tell each other their ideas. Repeat with more pairs until all pupils have had a turn.

F Draw and write.

- Tell pupils that they are going to draw a poster about nature. The poster can show the things they talked about in the *Say* task.
- Tell pupils to complete the task. Allow them enough time to finish their pictures. Then explain that they should complete the sentences under their pictures. The first is something they *are going to do* to help nature and the second is something they *aren't going to do* so that they can help nature. Go round the class helping with ideas and spelling.
- Ask pupils to hold up their books to show the class their pictures and to read out their work.

Extension activity

- Ask pupils to say what their friend *is going* and *isn't going to do* to help nature. Allow pupils a few minutes to talk in pairs and look at what they have written in their books. Go round the class helping where necessary.
- Ask pupils to stand up and talk about their friends.

Homework

- Workbook, pages 78-79: Time permitting, some task can be done in class.
- Dictation: *clean, dirty, drop litter, plant, nature, start a fire*
- Revision for Test 11:

Vocabulary: *sign, train, train station, cross the road, go straight ahead, turn left, turn right, Of course!, cage, call, free, ill, open, seal, life, save, find = found, look after, clean, dirty, drop litter, plant, nature, start a fire, come*

Grammar: Past Simple interrogative, *going to* affirmative and negative

Optional activity

Revision for Test 11

- Revise the vocabulary from Unit 4. Write the words from each lesson on the board. Ask a volunteer to read out a word and to explain the meaning. Put a circle round the words when pupils are familiar with them.
- Write *I, you, he, she, it, we, you, they* down the left side of the board and *clean the beach* on the right side. Ask pupils to tell you the missing part of the form *going to* for the affirmative and negative and write the forms in two columns in the middle.
- Ask pupils questions in the Past Simple and elicit short answers.

  eg Did you watch TV yesterday?
  Did you eat fish last week?
  Did you clean your room?

Teacher's Note

Pupils will do Test 11 in the following lesson. If you don't want to rush into Unit 12, for the rest of the lesson do these activities:

1 Pupils can read out the cartoon story from Lesson 1. Then ask volunteers to act out the cartoon story.

2 Pupils can read out the text from Lesson 2 and the dialogue from Lesson 3.

3 Repeat the *Say* task from Lesson 3.

4 Sing the song.

5 Pupils can make nature posters. See *Extra activity* below.

Extra activity

- Before the lesson ask pupils to find or draw pictures about nature.
- Divide the class into three groups. Give each group a large piece of card, some scissors and glue. Each group can make their own nature poster. Go round the class helping where necessary.
- Tell pupils to write words, phrases or sentences under the picture on their posters.
  eg *We love trees.*
  Save animals.
  Don't start a fire.
- The posters can be displayed on the classroom wall.

Project Book

The pupils may do Project 11 now they have completed the unit. The answer key and teacher's notes are on page 137 of this book.

12

Lesson 1 Happy Trails in Japan

Aims

- Learn and use new vocabulary: *bark, comic, draw, meet, show, cartoon, tomorrow*
- Learn and use new grammar: *going to* interrogative

Materials

- A comic
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise a selection of nouns from Unit 11. Write two words from each lesson on the board (*sign, train, cage, seal, litter, fire*). Ask volunteers to draw pictures for these nouns on the board. Then erase the words and ask volunteers to call out the words.
- Revise *going to.* Write these sentences on the board and ask pupils to fill in the gaps.
  I _____ going to do my homework.
  He isn't _____ to go to school.
- Check homework. Tell pupils to open their Workbooks at pages 78 and 79. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *clean, dirty, drop litter, plant, nature, start a fire.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

Japan : Episode 3

The reporters go to a robot show in Tokyo. Dina thinks the robots are amazing. Leo particularly likes a dog robot which can bark. Dina meets a boy called Ken and introduces him to the other reporters. Ken's dad draws cartoons for comics. Ken and his dad invite the reporters to their house after the show. When the reporters visit, Ken's dad gives them a present. He has drawn a Japanese style cartoon for each reporter. Trek feels proud of his reporters.

Background information

In Japan, robots are extremely popular. Robot shows are held where people can go and see the latest developments in robot technology. Cartoons are also popular. Adults and children love the Anime and Manga style cartoons. Anime is an abbreviated pronunciation in Japanese of the word animation. There is hand-drawn and computer-animated anime. It is used in television series, films, video, video games, commercials and Internet releases. Manga is the Japanese word for comics. Both manga and anime have a distinctive style. Most characters have very big eyes and exaggerated body parts. They are now becoming more and more popular worldwide.

New vocabulary

- Teach *comic* and *draw* with the comic you have brought in. Hold up the comic and say *comic*. Ask pupils to repeat. Then ask pupils in L1 if comics have drawings or photos. Elicit *drawings*. Say *People draw comics* and ask pupils to repeat. Write *comic* and *draw* on the board. Read them out and ask pupils to repeat.
- Teach *bark*. Make a barking sound and ask pupils what animal does this. Say *Dogs bark.* Ask pupils to repeat. Then teach *meet*. Shake a pupil's hand and say *Nice to meet you*. Ask pupils to repeat. Finally teach *show*. Ask pupils in L1 if they have ever been to a show and if so what sort (cars etc). Say *show* and ask pupils to repeat. Write *bark, meet* and *show* on the board. Read them out and ask pupils to repeat.
- Tell pupils to open their books at page 98 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *cartoon* and *tomorrow.* Explain the meanings. Say *We see cartoons in comics*. Ask pupils to repeat. Then teach *tomorrow*. Say *Today is (Wednesday) and tomorrow is (Thursday).* Ask pupils to repeat and then ask a volunteer to say a similar sentence.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD Worksheet found on page 118.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch

Answers
1 the robot show
2 Ty
3 a Japanese boy
4 cartoons of Ty, Mia, Leo and Dina
5 He's snowboarding.

While you watch

Answers
1 see
2 like
3 bark
4 meet
5 draws
6 go
7 come
8 love

After you watch

Answers
1 Leo
2 Ken and his dad
3 to Ken's house
4 some cartoons
5 She's singing.

For teachers using the audio CD 2:33

- Tell pupils to look at the cartoon story on page 98. Ask pupils what they can see in the first picture (robots).
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.
  Who is looking at a dog robot? (Leo)
  Who does Dina meet? (Ken and his dad)
  *Where do the reporters go after the robot show? (*to Ken's house)
  What does Ken's dad give them? (some cartoons)
  What is Dina doing in her cartoon? (She's singing.)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write sentences on the board. Ask pupils to turn them into questions.
  He's going to draw a cartoon.
  We're going to ride our bikes.
  Ask pupils some questions and elicit short answers.
  Are you going to go to school tomorrow?
  Are you going to play basketball tomorrow?

C Write.

- Read out the example and ask pupils why *Are, I am* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 Are, I am (given)
2 Is, it isn't
3 Are, we/you aren't
4 Are, they are
5 Is, she is
6 Are, we aren't

D Listen and choose 2:34

- Explain to pupils that they will hear some short conversations between a girl and a boy about things they are going to do. Explain that they must circle the correct answers. Read out the sentences and answers and make sure pupils understand the meanings. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions each time. Play the recording again and ask pupils to check their answers.

Listening script

1
Girl: Are you going to watch TV?
Boy: Yes, I am. Are *you* going to watch TV too?
Girl: No, I'm not. I'm going to read my book.
2
Girl: I'm going to go to the park in the afternoon.
Boy: Are you going to play football?
Girl: Yes, I am.
Boy: Can I come too?
Girl: Of course!
3
Girl: Are you going to see the show?
Boy: Yes, I am. Mum is going to go with me.
Girl: Is Dad going to go too?
Boy: No, he isn't. He's going to work.
4
Girl: I'm going to bed now. Are you coming?
Boy: Yes, I am. But we aren't going to sleep.
Girl: Why?
Boy: The dogs are barking!
Girl: Oh no!
5
Girl: Are you going to watch DVDs all evening?
Boy: Yes, I am. Is Maria going to come?
Girl: Yes. We're going to play.
Boy: Are you going to watch DVDs too?
Girl: No, we aren't. We're going to play computer games.

Answers
1 b (given)
2 a
3 a
4 b
5 b

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Ask pupils to think of some ideas for activities and write their ideas on the board. eg *play football, play tennis, read a book, make a cake,* etc.
- Ask two volunteers to stand up. Tell the first volunteer to ask the second if he/she is going to do one of the activities on the board. Tell the second volunteer to answer. If the answer is *no*, then he/she should say what he/she is actually going to do. Tell pupils to use their books and that they should change the words in orange.

Extension activity

- Write all the pupils' names on the board. Ask each pupil this question:
  What are you going to do tomorrow?
  Write their answers next to their names, eg *John – play football*.
- Ask pupils these new questions and elicit answers.
  What is (John) going to do tomorrow?
  He's going to play football.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 80-81: Time permitting, some tasks can be done in class.
- Dictation: *bark, comic, draw, meet, show*

Lesson 2 We'll go to Disney World.

Aims

- Learn and use new vocabulary: *airport, flat, ghost train, passport, postcard, need, tonight, parents*
- Learn and use new grammar: Future Simple affirmative

Materials

- Flashcards: airport, flat, ghost train, passport, postcard

Lead-in

- Revise the words from Lesson 1. Write the first half of each word on the board (eg *com_ _*) and ask pupils to find the word.
- Revise *going to* interrogative. Ask pupils questions and elicit short answers.
  Are you going to do your homework tomorrow?
  Is your friend going to come to your house tomorrow?
- Check homework. Tell pupils to open their Workbooks at pages 80 and 81. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *bark, comic, draw, meet, show.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Background information

Walt Disney World in Florida, USA, features a number of theme parks, animal parks, attractions for the whole family, shows, spectacular parades and Disney characters.

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 100 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *need, tonight* and *parents*. Explain the meanings. Say *I'm ill. I need a doctor.* Ask pupils to repeat. Then say *I'm going to watch TV tonight with my parents.* Ask pupils to repeat.

A Listen and read. 2:35

- Tell pupils that they are going to read about plans for a summer holiday. Ask pupils to describe the photo. Ask pupils to read the text and find out who the girl in the photo is (May).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

B Choose a or b.

- Read out the example to pupils. Explain that they should read the sentence and choose the correct ending a or b. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Ask pupils to read out the complete sentences.

Answers
1 b (given)
2 a
3 b
4 b

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the verb missing. Ask pupils to fill in the gaps with a verb that makes sense.
  She _____ her suitcase tonight.
  They _____ us a postcard.

D Write.

- Read out the example and ask pupils why *will go* is the correct answer.
- Explain the task to pupils. Read out the box and the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers
1 will go (given)
2 will have
3 will ride
4 will cook
5 will play
6 will send

Say it! 2.36

- Write *o* on the board. Ask pupils to say the name of the letter.
- Explain to pupils that the letter *o* has different sounds in different words.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *love, holiday, airport* and *open* each time they hear them. (*love, holiday, airport* and *open* will be heard twice.)
- Ask for volunteers to read out the sentence. Play the recording and ask all pupils to repeat. (The sentence will be heard once.)

E Chant. 2.37

- Tell pupils they are going to learn a chant.
- Ask pupils to look at the picture and to describe what they can see. Elicit that the children are leaving school for the summer holidays and saying goodbye to their teachers.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to chant. Practise many times until pupils are familiar with the words.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 82-83: Time permitting, some tasks can be done in class.
- Dictation: *airport, flat, ghost train, passport, postcard*

Lesson 3 We'll have fun on holiday!

Aims

- Learn and use new vocabulary: *diary, go sightseeing, money, trip, write, hour, take, go shopping*
- Learn and use new grammar: Future Simple negative

Materials

- Flashcards: airport, flat, ghost train, passport, postcard
- Some coins
- A diary
- Optional for Extra activity: a piece of paper for each pair

Lead-in

- Revise the words from Lesson 2 with the flashcards. Stick the flashcards on the board and ask volunteers to say the words.
- Write these verbs on the board. Ask volunteers to think of sentences to talk about what they will do tonight.
  eg *watch, read, ride, do*
- Check homework. Tell pupils to open their Workbooks at pages 82 and 83. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *airport, flat, ghost train, passport, postcard.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Do the chant from Lesson 2 (CD2:37).

New vocabulary

- Teach *diary* and *money* with the objects you have brought in. Hold up the diary and say *diary*. Ask pupils to repeat. Then hold up some coins and say *money*. Ask pupils to repeat. Write *diary* and *money* on the board. Read them out and ask pupils to repeat.
- Teach *go sightseeing, trip* and *write*. Ask pupils in L1 if they go sightseeing when they are on holiday. Say *I go*

sightseeing. Ask pupils to repeat. Then ask pupils in L1 if they like school trips and how they go (on a coach). Say *trip* and ask pupils to repeat. Say *Let's write the words on the board.* Write *go sightseeing, trip* and *write* on the board. Read them out and ask pupils to repeat.

- Tell pupils to open their books at page 102 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *hour, take* and *go shopping.* Explain the meanings. Say *Let's go shopping!* and ask pupils to repeat.

A Read.

- Tell pupils that they are going to read about what these children want to take on holiday. Ask them first to look at the page and find out the children's names and where they are from.
- Ask pupils to read the paragraphs and to find out what each child will take on holiday.
- Read out the paragraphs. Pause after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the paragraphs.

B Circle.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text, which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers
1 Ralph (given)
2 Charlotte
3 Charlotte
4 Sammy
5 Sammy
6 Nana

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask volunteers to turn them into the opposite.
  I'll go to Greece.
  He will go sightseeing.
  They will take their cameras.

D Write.

- Explain to pupils that the sentences have been mixed up and that they have to write the words in the correct order. Read out the example and ask pupils to repeat.
- Make sure pupils have understood the task. Allow them enough time to complete the task alone. Go round the class helping where necessary.
- Check answers. Ask pupils to read out their sentences.

Answers
1 We won't buy postcards. (given)
2 They won't go on a trip.
3 You will not sleep in a tent.
4 She won't go shopping tomorrow.
5 I won't write in my diary every day.

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Write the name of a city from the pupils' country on the board. Ask pupils to imagine that they will go on holiday in that city this summer. Ask a pupil to say one thing *he/she won't do* in the city and one thing *he/she will do*. Then ask another pupil to say what the first pupil said. Tell pupils to use their books and to change the words in orange.
- Repeat the task until all pupils have had a turn.

F Write.

- Tell pupils that they are going to write their own emails.
- Explain to pupils that they should fill in the gaps in their emails. They can choose any place they like to talk about.
- Tell pupils to complete the task. Go round the class and help pupils with ideas and spelling where necessary.
- Ask pupils to read out their work.

Homework

- Workbook, pages 84-85: Time permitting, some task can be done in class.
- Dictation: *diary, go sightseeing, money, trip, write*
- Revision for Test 12:

Vocabulary: *bark, comic, draw, meet, show, cartoon, tomorrow, airport, flat, ghost train, passport, postcard, need, tonight, parents, diary, go sightseeing, money, trip, write, hour, take, go shopping*

Grammar: *going to* interrogative, Future Simple affirmative and negative

Optional activity

Revision for Test 12

- Revise the words from Unit 12. Write the words from Lessons 1 and 3 on the board. Ask a volunteer to read out a word and to explain the meaning. Put a circle round the words when pupils are familiar with them.
- Revise the words from Lesson 2 with the flashcards. Place the flashcard face down on a desk. Ask volunteers to turn over a flashcard and say the word.
- Ask pupils questions with *going to* and elicit short answers.
  eg *Are you going to go to the mountains?*
  Are your parents going to buy a car tomorrow?
- Draw a table on the board like the one below. Ask pupils to make sentences with the words in the table and their own ideas.

		watch …
I		read …
You	will	go …
He	won't	ride …
she		take …
		be ...

Extra activity

- Pupils can make their own holiday puzzles. Hand out one piece of paper to each pair. Tell pupils to choose six holiday words from Unit 12.
- Tell pupils to copy the pictures from their books on the left side of the paper. Then they should draw a box for each letter for the word next to the picture on the right.
- Pupils can then swap puzzles and find each other's words.

Project Book

The pupils may do Project 12 now they have completed the unit. The answer key and teacher's notes are on page 137 of this book.

Let's remember!

Aims

- Revise vocabulary from Units 10-12
- Revise grammar from Units 10-12

Materials

- Flashcards:

  Unit 10: building, suitcase, desert, pyramid, build

  Unit 12: airport, flat, ghost train, passport, postcard

Revision

- Revise the words from the flashcards. Stick the flashcards on the board. Point to them one at a time and ask pupils to call out the words. Ask volunteers to then write the words on the board. Then revise the nationalities (*American, English, Greek, Japanese, Spanish*). Write the countries on the board and ask volunteers to write the nationalities.
- Write *Japan* on the board. Ask pupils to call out all the words they remember connected with Japan. Write their ideas on the board. Elicit these words:

  restaurant, rice, sign, train, train station, comic, show, cartoon
- Revise the directions *cross the road, go straight ahead, turn left, turn right.* Say the instructions and ask volunteers to act them out.
- Revise the words connected with nature. Ask pupils to call them out and write their ideas on the board: *cage, free, seal, life, save, look after, clean, dirty, drop litter, plant, nature, start a fire.* Do the same for words connected with holidays *(diary, go sightseeing, money, trip, go shopping)* and words connected with sport *(gold medal, famous, player, the Olympics).*
- Write the remaining words on the board. Ask pupils to explain the meanings: *heavy, close, pack, last week, Of course!, call, ill, open, find = found, come, bark, draw, meet, tomorrow, need, tonight, parents, write, hour, take.*
- Revise the affirmative Past Simple of regular and irregular verbs. Write these verbs on the board and ask volunteers to say the Past Simple form:
  play
  see
  go
  dance
  catch
  study
  like
- Revise the Past Simple negative. Write these sentences on the board and ask volunteers to say the opposite.
  She closed the door.
  I went to school.
- Revise the Past Simple interrogative. Write these sentences on the board and ask volunteers to make questions. Then ask other volunteers to answer with short answers.
  Ty liked the show.
  Dina and Mia went to the museum in Osaka.
- Revise *going to* affirmative, negative and interrogative. Write these sentences on the board and ask pupils to say the negative and interrogative form. Write their answers on the board.
  I'm going to play football.
  He's going to do his homework.
  They're going to watch TV.
- Revise the Future Simple affirmative and negative. Write *will* and *won't* on the board. Ask pupils to predict the weather for tomorrow, eg *It will be rainy. It won't be sunny.*

Lead-in

- Check homework. Tell pupils to open their Workbooks at pages 84 and 85. Ask volunteers to read out their answers. Then quickly check all pupils' books.

A Find and stick.

- Ask pupils to open their books at page 104 and to look at task A. Ask volunteers to read out the words. Then read out the words again and ask pupils to repeat as a class.
- Show pupils where to find the stickers in their books. Tell them to remove the stickers one at a time and to stick them in the correct boxes. Allow pupils enough time to stick all the stickers. Go round the class helping pupils where necessary.
- Check answers. Ask volunteers to hold up their books and read out the words.

B Match.

- Tell pupils to look at the words. Explain the meanings if necessary. Explain that they should match the words that are connected and make phrases.
- Allow pupils enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers.

Answers
1 plant a tree (given)
2 start a fire
3 cross the road
4 turn left
5 go shopping
6 drop litter

Tasks C - E

- Read out the example and ask pupils why it is the correct answer. Read out all the words in the box and the sentences and make sure that pupils remember the meanings of all the words.
- Explain the rest of the task to pupils. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.

- Check answers. Ask volunteers to read out their answers.

C

Answers
1 trip (given)
2 restaurant
3 comics
4 postcard
5 ghost train
6 desert

D

Answers
1 open (given)
2 clean
3 ill
4 diary
5 Turn
6 build

E

Answers
1 closed (given)
2 didn't study
3 saw
4 Did / like
5 caught
6 didn't

F Match.

- Tell pupils to look at the parts of some sentences. Explain the meanings if necessary. Explain that they should match the parts to make sentences that are grammatically correct and make sense.
- Allow pupils enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers.

Answers
1 I'm going to pack my suitcase. (given)
2 We're going to take the train.
3 Are you going to watch the Olympics?
4 Is he going to write to you?
5 I'm going to draw a cartoon.
6 Is he going to fly? Yes, he is.

G Write.

- Ask pupils to look at the pictures and to tell you what they can see. Explain that they should look at the pictures, then choose a verb from the box and write it with *will* or *won't* to complete the sentence. Read out the example and ask pupils why *won't go* is the correct answer. Read out all the sentences and make sure that pupils remember the meanings of all the words.
- Tell pupils to cross out the words they use from the box as they use them. Allow pupils enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers. Ask volunteers to read out their answers.

Answers
1 won't go (given)
2 will catch
3 will pack
4 won't watch
5 won't eat
6 will listen

Extra activity

- Time permitting, sing the songs from units 10, 11 and 12.

Homework

- Pupils reread the Pupil's Book page.
- Workbook, pages 86-87: Time permitting, some tasks can be done in class.
- Revision for Progress Test 4. Pupils should revise all the vocabulary and grammar from Units 10-12.

Teacher's Note

Pupils will do Progress Test 4 (Teacher's Resource Pack CD-Rom) in the following lesson. After the test you can do the lesson Fun and Games.

Fun and Games

Aims

- Consolidate new vocabulary with fun activities
- Consolidate new grammar with fun activities
- Make a perching parrot

Materials

- One photocopy of the parrot cutouts for each pupil (page 125)
- One coin for each pupil
- Scissors, markers, sticky tape

Lead-in

- Tell pupils that today's lesson is all about fun and games. Ask them to open their books at page 106. Ask them what they can see (a girl feeding some parrots).
- Read out the paragraph and ask pupils to follow the words with their fingers. Read it out again one sentence at a time and ask pupils to repeat. Check comprehension with these questions. Encourage pupils to use English for the words they have learnt.
  Where is Kim from? (Australia)
  Where is Kim? (in a fantastic park)
  What animals did she see? (koalas, kangaroos, snakes and birds)
  Are the animals in cages? (No, they aren't. They're free.)
- Consolidate vocabulary pupils have learnt using the picture. Here are some suggestions:
  Do you go on trips like this?
  What do you take on trips?
  Have you got a pet in a cage?
  Do birds bark?
  What TV shows do you like?
  What do eat parrots eat?

Quiz time!

- Read out the question and both answers and make sure pupils understand the meaning. Ask pupils to choose the correct answer (b). Ask a volunteer to read out the question and answer.

A Write.

- Ask pupils to look at the cartoon and tell you what is happening. Tell pupils they have to fill in the speech bubbles.
- Read out the sentences for the speech bubbles. Make sure pupils understand the meanings. Allow pupils enough time to finish the cartoon.
- Check answers. Ask volunteers to act out the story.

B Sing. 2:38

- Tell pupils they are going to learn a song. Explain to pupils that the song is about a trip around the world. Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you. Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Pupils can hold hands in a circle and sing.

C Make.

- Tell pupils they are going to make a perching parrot. Tell pupils to look at the pictures in task C and explain each stage to them.

1 Colour in the parrot.

2 Cut out the parrot.

3 Stick a coin in the middle of the back of the parrot, using sticky tape. The coin should be placed horizontally to the parrot.

4 Balance the coin on your finger so that the parrot is sitting on its perch.

- Ask pupils to have their markers ready. Hand out the photocopies of the parrot cutouts and ask pupils to colour them.
- When all pupils are ready, ask pupils to put their markers away. Then hand out the scissors and ask pupils to cut out their parrots. Go round the class helping pupils where necessary. When pupils have finished cutting, collect the scissors.
- Give each pupil a coin and two pieces of sticky tape. Tell pupils to stick a piece of tape on each side of the coin. Then tell them to stick the edges of the tape onto the parrot so that the coin is horizontal to the parrot. Go round the class helping where necessary.
- Show pupils how to balance their parrots on their fingers.
- Pupils can talk to their parrots and do a parrot voice for the parrot to talk back.

  eg *Are you free pretty parrot?*
  Yes, I am!

Extra activity

- Ask pupils which cartoon stories they liked best in *Wonderful World 2*. Play their favourite cartoon episodes.

Play 1

Cinderella

The story

This play is based on the traditional fairy tale of Cinderella written by Charles Perrault. In this play, however, Cinderella's kitten gets turned into a chauffeur who drives her to the ball in a red Ferrari.

Aims

- Consolidate vocabulary and grammar from units 1-6
- Put on a play

Materials

- Props and costumes (see below)

Teaching the play

- Ask pupils if they know the fairy tale of Cinderella. Allow them a few minutes to talk about it in L1.
- Ask pupils to look at pages 108-109 in their books. Explain that this is a play about Cinderella. Tell them that they are first going to listen to the play and then learn it so they can perform it themselves.
- Hold up your book and point to the main characters in the play. Read out the names of the characters and ask pupils to point to the correct pictures. Then read them out again one at a time and ask pupils to repeat. Ask pupils to look at the story and find the characters.
- Read out the new vocabulary words and ask pupils to repeat. Explain the meanings of *driver, invitation, marry, leave* and *Yuk!*.
- Play the recording to pupils (CD2: 39). Ask them to follow the words with their fingers as they listen. Ask pupils these questions for each frame to check comprehension. Use L1 if necessary, but encourage pupils to use words they know in English.

1 *Who is Cinderella's best friend? (her kitten)*
2 *Is the kitchen messy? (No, it isn't.)*
3 *Do Trudy and Matilda like the lemonade and sandwich? (No, they don't.)*
4 *Where is the party? (at the castle)*
5 *Has Cinderella got a beautiful dress? (No, she hasn't.)*
6 *Why is Cinderella sad? (because she can't go to the party)*
7 *Who has got an idea? (the fairy godmother)*
8 *What time must Cinderella leave the party? (twelve o'clock)*
9 *What does Cinderella do at the party? (She dances with the prince.)*
10 *What has the prince got? (Cinderella's shoe)*
11 *Is it Trudy's shoe? (No, it isn't.)*
12 *Does the prince want to marry Cinderella? (Yes, he does.)*

- Play the recording again. Stop after each sentence for pupils to repeat. Then assign roles and ask pupils to read out their parts. Change pupils' roles and repeat. Make sure all pupils have a turn at reading.

Let's sing! 2:39

Purr like a kitten.
Purr purr purr!
Miaow like a cat.
Miaow miaow miaow!

Yap like puppy.
Yap yap yap!
Bark like a dog.
Bark bark bark!

Tweet like a canary.
Tweet tweet tweet!
Chirp like a bird.
Chirp chirp chirp!

Come on pets!
Purr purr! Miaow miaow!
Yap yap! Bark bark!
Tweet tweet! Chirp chirp!

Putting on the play

Pupils can perform the play in the classroom for each other. The play can also be performed for parents and other pupils in a large classroom or hall. Props and costumes are optional.

Characters

These are the main roles for this play. Assign them to more confident pupils.

Cinderella
Stepmother
Trudy
Matilda
The fairy godmother

These are the minor roles for this play. Assign them to less confident pupils.

The prince
The kitten / driver

The song can be sung by all the class. If your class is large, pupils without roles can form a class choir.

Props and costumes

Cinderella
- an apron and a mop
- a pretty dress
- an old pair of shoes or sneakers
- a pretty pair of shoes
- a glass and a sandwich

Stepmother
- a black dress
- an invitation

Trudy and Matilda
- a dress
- hair rollers
- an enormous ribbon for a bow in their hair

The fairy godmother
- a dress
- a pointed hat
- a wand

The prince
- a jacket and tie
- a crown

The kitten
- a cat mask or whiskers
- a chauffeur's hat

Choir
- matching T-shirts and trousers eg blue jeans and red tops

How to make the props

The invitation

Decorate an A4 piece of thin card with drawings of a crown and a royal stamp. Write *Party Invitation* in the middle. Roll up the card and fasten it with a red ribbon.

The pointed hat

Roll a piece of card into a cone shape. Adjust the cone to fit the pupil's head. Put sticky tape on the top and bottom of the hat. Cut off the excess card so that the cone is even. Stick two pieces of ribbon on the top of the hat to flow downwards.

The wand

Cut a star shape out of a yellow card. Cut out a piece of black card 10 cm by 30 cm. Roll the card up along the 10 cm edge to make it into a stick. Fasten with sticky tape. Stick the star on the end of the black card stick.

The crown

Cut out a piece of yellow card 45 cm by 10 cm. Join the two short edges and fasten with staples to fit the pupil's head. Decorate the crown with stars and gems or draw them on with markers.

The kitten's face

Colour in the end of the pupil's nose with black eyeliner or eye pencil and draw whiskers.

Cat ears

Cut two triangles 15 cm long out of brown card. Staple the card ears next to each other along a thick piece of elastic. The elastic should be long enough to fit firmly round the pupil's head. Tie the ends or staple them and cutting excess elastic. Fold the ears along the edge of the elastic so that they stick up.

Chauffeur's hat

Cut out a piece of black card 45 cm by 10 cm. Join the two short edges and fasten with staples to fit the pupil's head.

Cut out a black semi circle with the straight edge about 15 cm. Fasten the straight edge to the front of the hat with staple. Fold up the flap forwards so it looks like a cap.

Stage directions

Scene 1 (frames 1-3)
- There is a table or desk in the middle of the stage. Cinderella is mopping the floor. She is wearing her apron and old shoes or sneakers. The kitten is next to her on all fours.
- Trudy, Matilda and the Stepmother enter the stage from the right and go to the centre of the stage. Cinderella's sisters have their hair in rollers. They talk to Cinderella. Cinderella gives a glass and a sandwich to the sisters. They turn away from the food in disgust. Everyone leaves the stage.

Scene 2 (frames 4-8)
- The Stepmother enters the stage from the right with the invitation in her hand. Cinderella's sisters enter with her. The Stepmother unrolls the invitation and reads it. The sisters take the rollers out of their hair and tie bows in their hair instead.
- Cinderella enters the stage from the left. The Stepmother and the sisters leave the stage from the right.
- Cinderella sits down and starts to cry. The puppy enters the stage on all fours from the left and sits next to her. The fairy godmother then enters the stage from the right.
- The fairy godmother waves her wand. We hear music. Cinderella and the kitten run fast off stage. The kitten puts on his hat and returns walking upright. Cinderella takes off her apron, puts on her pretty dress and shoes and returns on stage.

Scene 3 (frames 9-10)
- In the middle of the stage. Cinderella is dancing with the prince. The sisters are on the right hand side of the stage watching them. The driver is standing upright on the left.
- The clock strikes twelve. The choir can make the sound of the clock. Cinderella runs off stage to the left but loses a shoe. The Prince picks up her shoe. The kitten goes back on all fours and runs off to the left too.

Scene 4 (frames 11-12)
- The Stepmother, Cinderella's sisters and the Prince are in the middle of the stage. Trudy is trying to put on Cinderella's shoe. Cinderella enters from the left. She is wearing her apron again and is wearing old shoes or sneakers.
- Cinderella takes the shoe and reveals the other shoe she was holding behind her back. She puts on both shoes. The Prince gets down on one knee and proposes. The kitten enters the stage from the left on all fours and barks happily. The Stepmother and the sisters (Trudy and Matilda) are horrified.
- The choir enters and stands at the front of the stage. The characters stand behind the choir and they all sing the song.

Play 2

Aladdin

The story

This play is based on the story of Aladdin from *One Thousand and One Nights*. In this play, however, Aladdin's mum tells off both Aladdin and the genie before she realises who the genie is.

Aims

- Consolidate vocabulary and grammar from units 7-12
- Put on a play

Materials

- Props and costumes (see below)

Teaching the play

- Ask pupils if they know the story of Aladdin. Allow them a few minutes to talk about it in L1.
- Ask pupils to look at pages 110-111 in their books. Explain that this is a play about Aladdin and the magic lamp. Tell them that they are first going to listen to the play and then learn it so they can perform it themselves.
- Hold up your book and point to the main characters in the play. Read out the names of the characters and ask pupils to point to the correct pictures. Then read them out again one at a time and ask pupils to repeat. Ask pupils to look at the story and find the characters.
- Read out the new vocabulary words and ask pupils to repeat. Explain the meanings of *wish, look for* and *Congratulations!*. Also explain what *job* and *talk* mean.
- Play the recording to pupils (CD2: 40). Ask them to follow the words with their fingers as they listen. Ask pupils these questions for each frame to check comprehension. Use L1 if necessary, but encourage pupils to use words they know in English.
  1. *Who is beautiful? (Jasmine)*
  2. *What is Aladdin going to do? (buy a present for Jasmine)*
  3. *What does Aladdin promise to do? (find a job)*
  4. *What is Aladdin's 'uncle' looking for? (a lamp)*
  5. *Where is the lamp? (in a cave)*
  6. *How many days will Aladdin stay in the cave? (100)*
  7. *Is Aladdin scared? (Yes, he is.)*
  8. *Who comes out of the lamp? (the genie)*
  9. *Is Aladdin's mum happy? (no)*
  10. *What is Aladdin's 3rd wish? (to marry Jasmine)*
  11. *Does Jasmine want to marry Aladdin? (Yes, she does.)*
  12. *Who is bad? (Jamal)*
- Play the recording again. Stop after each sentence for pupils to repeat. Then assign roles and ask pupils to read out their parts. Change pupils' roles and repeat. Make sure all pupils have a turn at reading.

Let's sing! 2:40

We are excited!
Yes, we are.
We aren't scared!
No, we aren't.

Hip hip hooray!
Today is a great day.
Hip hip hooray
Today is a great day.

Putting on the play

Pupils can perform the play in the classroom for each other. The play can also be performed for parents and other pupils in a large classroom or hall. Props and costumes are optional.

Characters

These are the main roles for this play. Assign them to more confident pupils.

Aladdin
Jamal
Aladdin's mum

These are the minor roles for this play. Assign them to less confident pupils.

Jasmine
The genie
The sultan

The song can be sung by all the class. If your class is large, pupils without roles can form a class choir.

Props and costumes

Aladdin

- a lamp
- jeans and a T-shirt
- trousers and a shirt and tie
- a crown
- a cave

Jasmine

- a crown
- colourful trousers and top

The sultan

- a crown
- colourful clothes
- a white beard

Jamal

- a black beard
- black clothes
- a rope

Aladdin's mum

- an apron
- a rolling pin
- two mugs

The genie

- trousers and a waistcoat
- large bracelets
- black eyeliner or eye pencil

Choir

- matching T-shirts and trousers eg blue jeans and red tops

How to make the props

The lamp

Cut out a lamp shape from yellow card. Make it large enough to be seen.

The crowns

Cut out 3 pieces of yellow card 45 cm by 10 cm. Join the two short edges and fasten with staples to fit the pupils' heads.

The beards

Cut out a triangle beard shape out of white card and another out of black card. Cut a hole where the pupil's mouth is. Attach a pipe cleaner to the top corners with sticky tape and hoop them over the pupil's ears.

The cave

Put a large black piece of lining material on the floor. Aladdin can sit on this when he is in the cave.

Stage directions

Scene 1 (frame 1)

- Aladdin is in the middle of the stage. Jasmine is on the right hand side and her father is behind her.
- Aladdin leaves to the left and Jasmine and her father to the right.

Scene 2 (frames 2-8)

- Aladdin's mum enters from the left. She pretends to roll out pastry with her rolling pin. Aladdin enters from the left and sits on the floor. Jamal enters from the right and listens sneakily.
- Aladdin goes to the right and meets Jamal. Aladdin's mum leaves the stage to the left. Jamal and Aladdin walk around the stage as if it is the desert. They wipe their brow with the back of their hands as if they're hot.
- One of the pupils from the choir can put the black lining material on the floor to the left of the stage when Jamal and Aladdin are on the right. He/She should also place the lamp on the material.
- Aladdin and Jamal notice the cave. Aladdin pretends to climb down into the cave holding the end of the rope. Jamal holds the other end of the rope and then pulls it away from Aladdin. Jamal leaves the stage to the right.
- Aladdin picks up the lamp and rubs it. The genie appears from the left of the stage. Then Aladdin and the genie 'spin' off stage to the left. A choir member removes the cave.

Scene 3 (frames 9-10)

- Aladdin's mum is rolling out pastry again centre stage. Suddenly Aladdin and the genie spin back on stage from the left. Aladdin's mum chases them with the rolling pin.
- Aladdin and the genie calm his mum down and she hands them a mug of tea each.
- They all leave the stage to the right.

Scene 4 (frames 11-12)

- The sultan is in the middle of the stage. Aladdin, who is now wearing his crown and good clothes, enters from the right with Jasmine. Aladdin's mum enters behind them.
- Jamal and the genie enter the stage and stand on the right. Jamal tries to reach the lamp, which the genie is holding up high.
- The choir enters and stands at the front of the stage. The characters stand behind the choir and they all sing the song.

Halloween

Aims

- Learn and use Halloween vocabulary: *pumpkin, ghost, witch, Trick or treat!*
- Make a balloon ghost

Materials

- One white balloon for each pupil
- Two white plastic supermarket bags for each pupil
- Black markers
- Scissors and sticky tape

Starting the lesson

- Tell pupils that today's lesson is about Halloween. Ask pupils what they know about Halloween and if they know what kids in the UK and America do.

Background information

Halloween is celebrated on October 31st. On that day, children and adults wear costumes, go trick-or-treating, attend costume parties, carve pumpkins called Jack-o'-lanterns, play apple bobbing and pranks, visit haunted places, tell scary stories and watch horror films. Trick-or-treating is a customary activity for children. They go from house to house asking for sweets. If no treat is given, children play a trick. Halloween costumes traditionally include ghosts, skeletons, witches and monsters.

New vocabulary

- Ask pupils to open their books at page 112. Ask them to look at the vocabulary pictures at the top and to say what they can see. Read out the new words one at a time. Ask pupils to repeat and point to the pictures.
- Ask pupils to look at the photo and to describe what they can see. Encourage them to use English for the words they know.

A Read.

- Read out the paragraph to pupils. Ask them to follow the words with their fingers as you read. Ask pupils these questions to check comprehension.
  What do children wear? (scary costumes)
  What do they make? (pumpkin faces)
  What is Trisha wearing? (a witch costume)
  What is in her pumpkin? (lots of sweets)
- Ask volunteers to read a sentence each from the paragraph.

B Match.

- Ask pupils to look at the pictures and match them to the sentences. When they have finished ask pupils to read out the sentences and point to the correct pictures.

Answers
1 picture of kids wearing costumes (given)
2 picture of kids carving pumpkins
3 picture of kids at a house trick-or-treating
4 picture of a girl in a witch costume

C Colour.

- Revise the colours. Ask pupils to point to objects in the classroom and say the colour.
- Ask pupils what they can see in the picture. Elicit a pumpkin and sweets. Ask pupils to colour the picture. Explain that they should colour the picture according to the colour code.
- When pupils have finished their pictures ask them to hold up their books and show each other their work.

D Write.

- Explain to pupils that they should look at the pictures and write the correct words in order to complete the crossword and find the hidden word.
- Allow pupils enough time to complete the crossword. Go round the class helping pupils where necessary.
- Ask pupils to read out their answers and tell you what the hidden word is. Then tell them to write the hidden word in the sentence below. Ask volunteers to read the sentence with the hidden word.

Answers
1 COSTUME
2 WITCH
3 TREAT
4 HALLOWEEN
5 GHOST
6 PUMPKINS

Have you got any s**weets**?

E Make.

- Tell pupils they are going to make a balloon ghost. Explain each stage to pupils and help them where necessary.

Balloon Ghost instructions:

1 Hand out the plastic bags and scissors. Pupils cut the handles off the plastic bags.

2 Show pupils how to cut the bags into strips leaving the seam at the bottom of the bag intact. When pupils finish, collect the scissors.

3 Hand out the balloons. Tell pupils to blow them up. Help them tie the end of the balloon in a knot. Give each pupil four pieces of sticky tape and help them stick the plastic bags around the end of the balloon.

4 Hand out the markers and tell pupils to draw two eyes and a mouth on their balloon.

- Pupils can use their ghost balloons as a Halloween decoration or a toy. The ghost balloon flies really well.

Happy New Year!

Aims

- Learn and use New Year vocabulary: *midnight, party hats, sparkler, Happy New Year!*
- Make a class list of New Year resolutions

Materials

- One large piece of card to display on the classroom wall
- A circle of white paper for each pupil to draw their face on
- Markers
- Glue

Starting the lesson

- Tell pupils that today's lesson is about New Year. Ask pupils what they do at New Year time.

Background information

Many New Year traditions are similar. People throw parties and at midnight they exchange good luck wishes. However, some traditions are different. Here are some interesting customs around the world.

Spain: People eat twelve grapes on the stroke of midnight to bring good luck for the next twelve months.

Greece: People have special meals and exchange gifts.

Australia: Given that it's summer, people camp on the beach and have picnics.

Japan: When the New Year begins, people start to laugh which is believed to bring good luck.

Russia: Santa Claus arrives on New Year's Eve in a blue suit, not red, and hands out presents to children.

South Africa: There's a carnival on New Year's Eve with people wearing colourful costumes and dancing in the streets.

Brazil: If people are in a beach city, they go to the beach, jump 7 waves and throw flowers in the sea while making a wish.

New vocabulary

- Ask pupils to open their books at page 114. Ask them to look at the vocabulary pictures at the top and to say what they can see. Read out the new words one at a time. Ask pupils to repeat and point to the pictures.

A Read.

- Ask pupils to look at the photo and to describe what they can see. Encourage them to use English for the word they know. Ask them to tell you the colours of the hats.
- Read out the paragraph to pupils. Ask them to follow the words with their fingers as you read. Ask pupils these questions to check comprehension.
  Which month is it? (December)
  What time is it when New Year is here? (midnight)
  What month is it now? (January)

B Match.

- Ask pupils to look at the first part of the sentences and match them to the second part. Explain that they can find the sentences in the paragraph. When pupils finish, ask them to read out the sentences.

Answers

1 It's the last day of **December**. (given)
2 It's almost 12 **o'clock**.
3 Happy New **Year**!
4 It's now 1st **January**.
5 Let's have **fun**!

C How many? Find and write.

- Tell pupils that in this picture they must count the hats and the sparklers.
- Allow pupils enough time to count. Tell them to write the correct number in the sentences below. When they have finished, them ask them to read out their answers.

Answers
twelve
eleven

D Tick.

- Ask pupils to tell you what the pictures are (sparklers, witch's hat, pumpkin, party, basket with Easter eggs, Santa Claus, party hats). Explain that they should only tick the pictures related to New Year.
- Allow pupils enough time to complete the task. Then ask pupils which pictures they have ticked (the sparklers, the party and the party hats).

E Make.

- Tell pupils they are going to make a list of dos and don'ts for the New Year like the one in their books. Read out the sentences and ask pupils to repeat.
- Hand out a circle of paper to each pupil, and ask them to draw their own face on it.
- Ask pupils to stick their drawings on the large piece of card and write their names next to the pictures.
- Tell pupils to think of something they *must* or *mustn't* do in the New Year. Ask them to say a sentence about what they have thought about. Then hand out coloured markers to pupils and ask them to gather round the piece of card. Each pupil can write his/her sentence on the card next to their picture. Encourage pupils to help each other with spelling and ideas.
- The card can be displayed on the wall.

May Day

Aims

- Learn and use *May Day* vocabulary: *candy floss, fair, parade*
- Make a *May Day* card

Materials

- One white card for each pupil
- Markers
- Cotton wool
- Crepe paper
- Glue

Starting the lesson

- Tell pupils that today's lesson is about *May Day*. Ask pupils what they do on 1st May.

New vocabulary

- Ask pupils to open their books at page 116. Ask them to look at the vocabulary pictures at the top and to say what they can see. Read out the new words one at a time. Ask pupils to repeat and point to the pictures.

A Read.

- Ask pupils to look at the photo and to describe what they can see. Encourage them to use English for the word they know. They could count the flowers around the girl's hair and say what colours they are.
- Read out the paragraph to pupils. Ask them to follow the words with their fingers as you read. Ask pupils these questions to check comprehension.
  When is May Day? (May 1st)
  What do people do at fairs? (They eat candy floss and play games.)
  What do girls wear? (flowers in their hair and summer dresses)
  What is Brenda? (She's the May Queen.)

B Write.

- Ask pupils to read the sentences. Tell them that the missing words are in the paragraph. Read out the sentences to check pupils understand the meanings. Then ask pupils to read the paragraph again on their own to find the answers.
- Allow pupils enough time to write the missing words in the gaps. Go around the class helping where necessary.
- Check answers. Ask pupils to read out their sentences.

Answers
1 May (example)
2 flowers
3 nicest
4 candy floss

C Circle.

- Tell pupils that there are seven words hidden in the grid. These words are related to *May Day*. Ask them to look for them, circle them and then read them out

Answers
MAY DAY
PARADE
HOLIDAY (given)
FLOWERS
MAY QUEEN
FAIR
CANDY FLOSS

D Read and write.

- Tell pupils that these are riddles for them to solve. Ask volunteers to read out the riddles.
- Allow pupils enough time to think about the answers to the riddles. Ask volunteers to read out their answers. Write them on the board if necessary.

Answers
1 holiday
2 flower
3 candy floss

E Make.

- Tell pupils they are going to make *May Day* cards. Explain each stage to pupils and help them where necessary.

May Day card instructions:

1 Hand out a piece of white card to each pupil. Tell them to fold the card in half and draw a girl holding flowers and a boy holding a candy floss on the front. Pupils can also draw something else that's related to *May Day*.

2 Tell pupils to colour in the boy and girl and the background only. Tell them to leave the fowers and the candy floss white.

3 Hand out a piece of cotton wool to each pupil and the glue. Tell them to stick the cotton wool on candy floss.

4 Hand out two or three pieces of different coloured crepe paper. Show pupils how to tear a piece off and scrunch it up. Then show them how to stick the scrunched up pieces on to make flowers.

- Pupils can give their *May Day* cards to their families.

1 Cartoon DVD Worksheet 1

Before you watch

Look at page 14 of Wonderful World 2 Pupil's Book and answer the questions.

1 Who is Trek with?

_____

2 Where are the reporters?

_____

3 Where is Dina from?

_____

4 What do the reporters ride?

_____

While you watch

Who says these things? Tick (✔).

	Trek	Mia	Leo	Ty	Dina
1 I've got an email too.					
2 We're in the Sahara.					
3 Look! It's Dina.					
4 Welcome to Morocco!					
5 Cool camels!					
6 Look at the stars!					

After you watch

Answer the questions.

1 What is Trek showing his mum?

2 What is very hot?

3 Who is the new reporter?

4 What do they drink?

5 What is Ty doing?

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2 Cartoon DVD Worksheet 2

Before you watch

Look at page 20 of Wonderful World 2 Pupil's Book and answer the questions.

1 Where are Leo and Dina?

_____

2 Who buys a lamp?

_____

3 Who's got an idea?

_____

4 Who are Ty and Leo watching in the market?

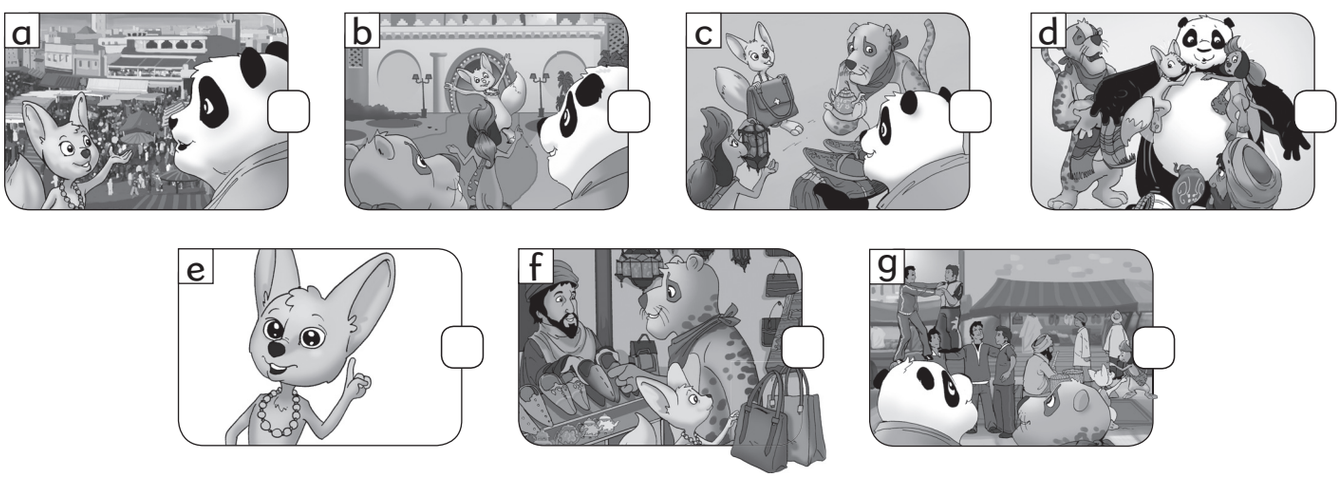
_____

5 Does Dina know what's in the basket?

_____

While you watch

Watch the DVD and number the pictures in the correct order.



After you watch

Answer the questions.

1 Is this Dina's favourite city?
2 Who buys a bag?
3 Who buys a teapot?
4 Who buys two things? What are they?
5 What does Mia see in the basket?

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3 Cartoon DVD Worksheet 3

Before you watch

Look at page 26 of Wonderful World 2 Pupil's Book and answer the questions.

1 What are Leo and Dina looking at?

_____

2 Where do the reporters go after the castle?

_____

3 Why does Ty sit on a bench?

_____

4 Who has got an MP3 player?

_____

5 What does Trek say about Morocco?

_____

While you watch

Watch the DVD and complete the sentences with these words.

bench castle door fountain gardens MP3 player reporter walls

1 We're in Rabat. This is the _____ .
2 Look at the _____!
3 This _____ is beautiful!
4 These are my favourite _____ .
5 They're beautiful. Look! A _____ .
6 A _____! I'm tired.
7 Ouch! It's my _____!
8 Dina is a great _____ .

After you watch

Answer the questions.

1 Is the castle very old?
2 What does Leo see in the gardens?
3 Where does Ty sit?
4 What does Dina listen to?
5 Does Dina like Ty's music?
6 What does Trek's mum say?

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4 Cartoon DVD Worksheet 4

Before you watch

Look at page 38 of Wonderful World 1 Pupil's Book and answer the questions.

1 Who is with Trek?
a his mum b his dad

2 Where are the reporters?
a in Morocco b in Calgary

3 Who isn't skiing?
a Dina and Leo b Mia and Ty

4 Who is cold?
a Mia b Dina

5 What colour is the Calgary team?
a red b blue

While you watch

Watch the DVD and number the sentences in the correct order.

a Look at me! I'm skiing! ☐
b Whee … Ahhh! ☐
c They're great! ☐
d Are you OK, Leo? ☐
e Hi, Trek. We're in Calgary! ☐
f Oh no! Leo is falling! ☐
g I'm freezing! It's cold here. ☐
h Look! Leo is Santa Claus! ☐
i It's winter, Dina! ☐
j They're winning! YES! HOORAY! ☐
k This is ice hockey. The Calgary team is red. ☐

After you watch

Answer the questions.

1 Who is skiing?
2 Who falls?
3 What sport do the reporters watch?
4 Who is shouting?

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5 Cartoon DVD Worksheet 5

Before you watch

Look at page 44 of Wonderful World 2 Pupil's Book and answer the questions.

1 What can Trek see on the TV screen?

_____

2 Is it cold in Canada?

_____

3 What's unusual about the hotel the reporters stay in?

_____

4 Which reporter can speak French?

_____

While you watch

Watch the DVD and circle the correct words.

1 Can I watch TV / the DVD too?
2 Canada is a nice castle / country!
3 It's beautiful / big. But it's cold.
4 And there's snow / ice on the river.
5 It's OK. I can speak English / French.
6 This quilt is great! I'm warm / funny now.

After you watch

Answer the questions.

1 Who wants to watch the DVD with Trek?
2 Can Dina stand up on the snow?
3 What happens to Dina?
4 What's the name of the hotel?
5 Are the reporters staying at hotel?

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6 Cartoon DVD Worksheet 6

Before you watch

Look at page 50 of Wonderful World 2 Pupil's Book and answer the questions.

1 Where are the reporters?

_____

2 Do they get wet?

_____

3 What do the reporters do after they see the waterfall?

_____

4 Who is hungry?

_____

5 Who is thirsty?

_____

While you watch

Who says these things? Tick (✔).

	Mia	Leo	Ty	Dina
1 There's water everywhere.				
2 Let's have a picnic here.				
3 There aren't any chairs or tables.				
4 Are there any sandwiches?				
5 Is there any lemonade?				
6 Canada is fun, Trek. There's skiing here.				
7 There's ice hockey here!				
8 There are great hotels here.				
9 And a lot of water!				

After you watch

Answer the questions.

1 Is the waterfall very big?

2 Who says the waterfall is fun?

3 Where do the reporters sit for a picnic?

4 What do they eat and drink?

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7 Cartoon DVD Worksheet 7

Before you watch

Look at page 62 of Wonderful World 2 Pupil's Book and answer the questions.

1 Who's got the DVD?
a Trek b Tessy

2 Who's on the beach with the reporters?
a two children b a photographer

3 When do the children watch the reporters' DVDs?
a in the morning b in the afternoon

4 Who is with the children?
a their dad b their mum

5 What does Ty want?
a a postman b a doctor

While you watch

Watch the DVD and complete the sentences with these words.

biscuit cook photographer postman reporters

1 Look! A DVD from the _____!

2 Cool! The _____ are in England.

3 Look! There's a _____ .

4 Have a _____ . My mum makes them.

5 She a _____ .

After you watch

Answer the questions.

1 Where are the reporters?

2 What does Leo ask Mia?

3 What do the children love?

4 Who goes on the ride?

5 Who has fun on the ride?

6 What does Ty do in the afternoon?

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8 Cartoon DVD Worksheet 8

Before you watch

Look at page 68 of Wonderful World 2 Pupil's Book and answer the questions.

1 Is the wall new?

_____

2 Who sees the soldiers?

_____

3 What is Leo looking at?

_____

4 What has Mia always got?

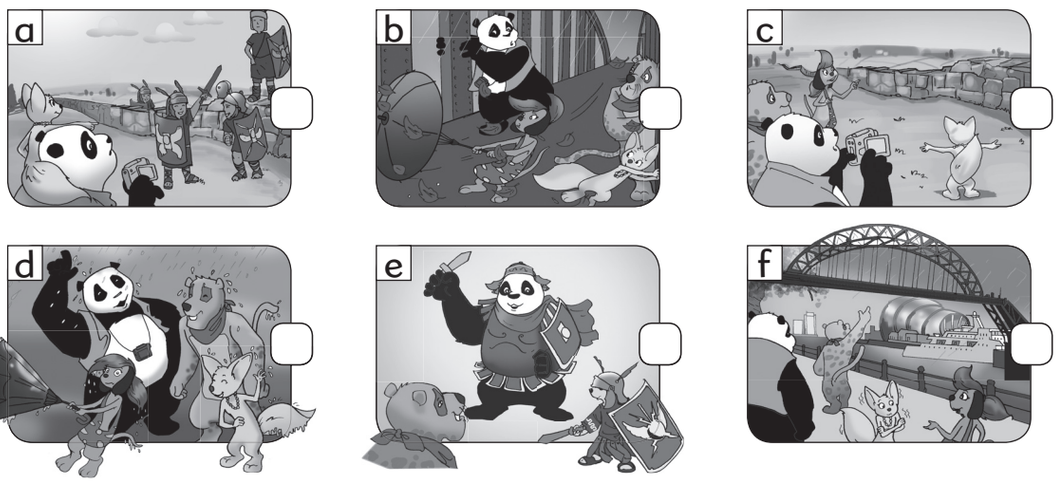
_____

5 What is the weather like in Newcastle?

_____

While you watch

Watch the DVD and number the pictures in the correct order.



After you watch

Answer the questions.

1 Is the wall long?

2 What are Ty and Dina dressed up as?

3 Is it often rainy in England?

4 Is it sometimes snowy in Morocco?

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9 Cartoon DVD Worksheet 9

Before you watch

Look at page 74 of Wonderful World 2 Pupil's Book and answer the questions.

1 Was it sunny yesterday?

_____

2 What does Dina see from the London Eye?

_____

3 What are Ty and Dina looking at?

_____

4 Do the reporters see the Queen's house?

_____

While you watch

Watch the DVD and circle the correct words.

1 Yesterday it was rainy, but today it's sunny / windy.
2 Look at that big rock / clock. That's Big Ben.
3 That wheel / bus ride was fun.
4 There's Big Ben / the London Eye. We were there!
5 This is a big bookshop / museum.
6 This was a dinosaur / queen. Now it's bones!

After you watch

Answer the questions.

1 What is Big Ben?
2 What is the London Eye?
3 What has the museum got?
4 What are Mia and Dina looking at in the book?
5 Does Trek like England?

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10 Cartoon DVD Worksheet 10

Before you watch

Look at page 86 of Wonderful World 2 Pupil's Book and answer the questions.

1 Where are the reporters?
a in England b in Japan

2 What's the name of the hotel?
a Osaka b Dragonfly

3 Who has got a heavy suitcase?
a Dina b Leo

4 Where do the reporters go?
a to a restaurant b to a museum

5 Who plays with the food?
a Mia b Dina

While you watch

Watch the DVD and number the sentences in the correct order.

a Here's our hotel. ☐
b Osaka is a very big city. ☐
c The reporters are in Japan. ☐
d This is a nice restaurant. The rice is yummy! ☐
e Oh no! The museum closed at 5 o'clock. ☐
f My suitcase is heavy. ☐
g Let's eat then! ☐
h You packed a lot of things! ☐
i There are tall buildings everywhere! Look! A museum. ☐
j Oh no! Dina! ☐
k This is fun! ☐

After you watch

Answer the questions.

1 Why is Dina's suitcase heavy?
2 What is Osaka?
3 Are the buildings tall?
4 What time did the museum close?
5 What does Ty eat?
6 Do the reporters like the restaurant?

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11 Cartoon DVD Worksheet 11

Before you watch

Look at page 92 of Wonderful World 2 Pupil's Book and answer the questions.

1 Do the reporters know the way to train station?

_____

2 What do they see from the train?

_____

3 Which city do the reporters go to?

_____

4 Who tells Mia the way to the karaoke café?

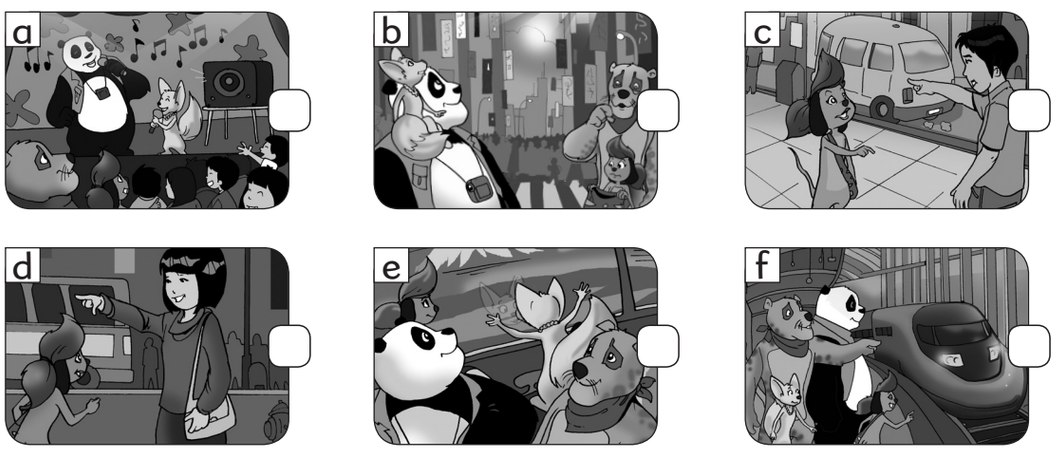
_____

5 Is there a party at the karaoke café?

_____

While you watch

Watch the DVD and number the pictures in the correct order.



After you watch

Answer the questions.

1 Is the train the fastest in the world?
2 What is on Mount Fuji?
3 What has Tokyo got?
4 Has Mia got a map?
5 Who sings at the karaoke café?

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12 Cartoon DVD Worksheet 12

Before you watch

Look at page 98 of Wonderful World 2 Pupil's Book and answer the questions.

1 What is amazing?

_____

2 Who is looking for Dina?

_____

3 Who is Ken?

_____

4 What can Trek see on his TV?

_____

5 What is Leo doing in his cartoon?

_____

While you watch

Watch the DVD and complete the sentences with these words.

bark come draws go like love meet see

1 Are we going to _____ all the robots?
2 I _____ this dog robot.
3 Can it _____?
4 Come here and _____ Ken.
5 His dad _____ cartoons for comics!
6 Are you going to _____ home tomorrow?
7 Then _____ to our house!
8 We _____ Japan! Hooray!

After you watch

Answer the questions.

1 Who is looking at a dog robot?
2 Who does Dina meet?
3 Where do the reporters go after the robot show?
4 What does Ken's dad give them?
5 What is Dina doing in her cartoon?

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Fun and Games 1

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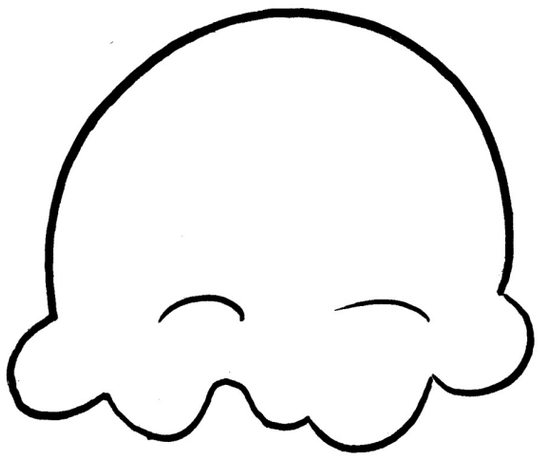
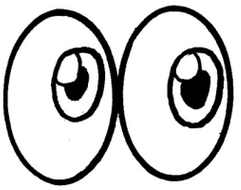
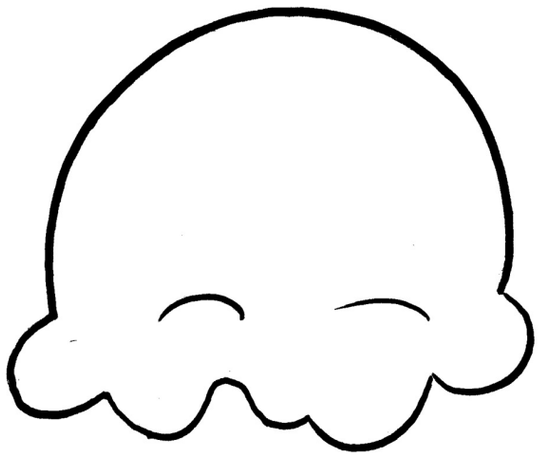
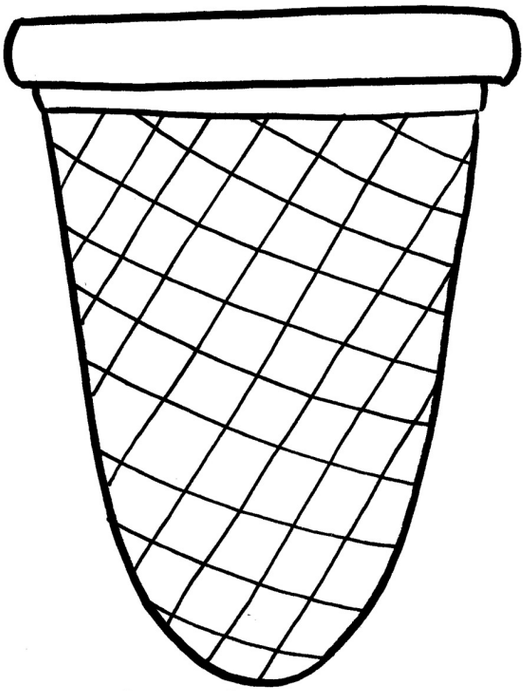
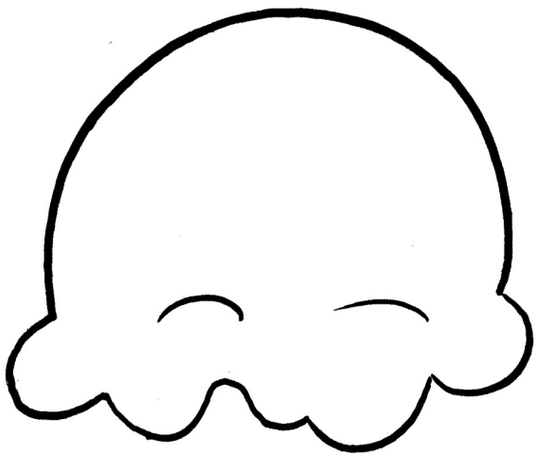
Fun and Games 2

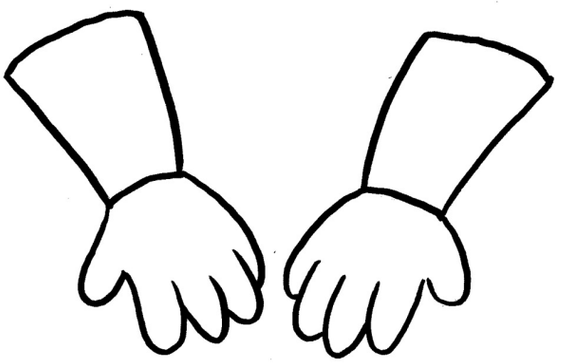












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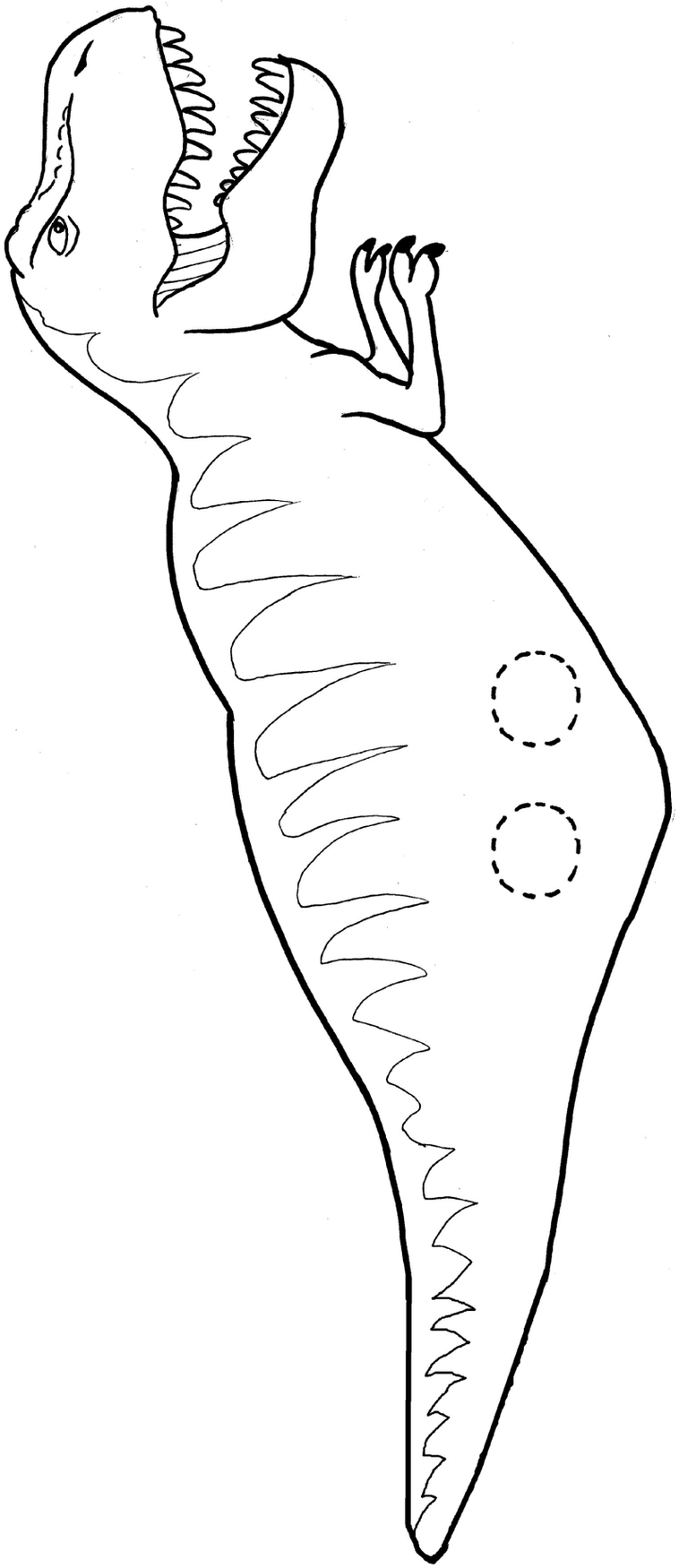
Fun and Games 3



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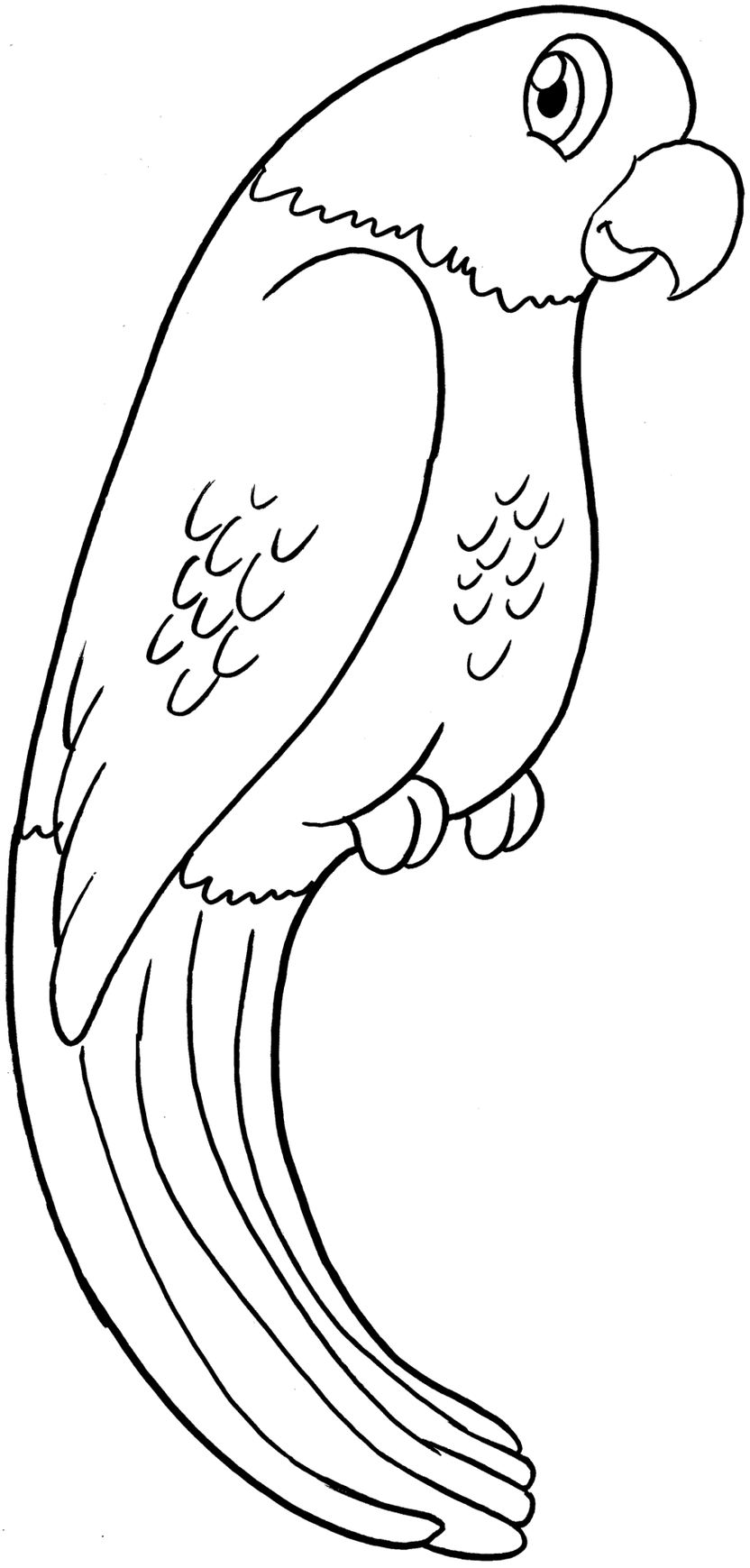
Fun and Games 4



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Workbook Key

Hello! (page 4)

A
Pupils fill in the missing letters:
C (given) d G i J m P r T v Y z

B
Pupils colour accordingly.

Hello! (page 5)

A
M**on**d**ay** (given)
Tu**es**d**ay**
W**e**dn**es**d**ay**
T**h**ur**sday**
F**ri**d**ay**
S**at**ur**day**
S**un**d**ay**

B
1 I'm f**our**teen. (given)
2 We're th**irtee**n.
3 We're e**le**ven.
4 I'm n**ine**.
5 I'm tw**ent**y.
6 I'm **si**x.

C
What's your name? My name's Anna. (given)
How old are you? I'm twelve.
How are you? Fine, thanks.

Hello! (page 6)

A
1 foot, feet (given)
2 baby, babies
3 penguin, penguins
4 tomato, tomatoes
5 snake, snakes
6 child, children

B
1 These (given)
2 Those
3 This
4 Those
5 This
6 That

Happy Trails! Trek and his Reporters

A
1 Trek, boy (given)
2 Ty, panda
3 Leo, leopard
4 Mia, meerkat
5 Dina, fox

B
1 LEOPARD (given)
2 FOX
3 MEERKAT
4 BOY
5 REPORTER
6 PANDA

Unit 1

Lesson 1

A
1 email (given)
2 tea
3 camel
4 sand
5 stars

B
1 stars (given)
2 email
3 sand
4 camels
5 tea

C
1 are (given)
2 is
3 are
4 am
5 is
6 are
7 is
8 is

D
1 They're (given)
2 It's
3 They're
4 It's
5 He's
6 She's

E
sand (given)
Trails

desert
tent
Tea
camel
Riding

Lesson 2

A
1 photo (given)
2 cousins
3 aunt
4 uncle
5 forest

B
1 g**rand**d**pa** (given)
2 a**unt**
3 u**ncl**e
4 c**ousin**s

C
1 aren't (given)
2 'm not
3 aren't
4 isn't
5 aren't
6 isn't
7 isn't
8 aren't

D
1 We aren't (given)
2 He isn't
3 I'm not
4 She isn't
5 It isn't

E
Pupils draw accordingly.

Lesson 3

A
1 PHOTO ALBUM (given)
2 HANDSOME
3 OLD
4 TWINS
5 UGLY
6 YOUNG
7 CUTE

B
1 ugly (given)
2 twins
3 old
4 photo album
5 cute
6 handsome

C
1 it is (given)
2 it isn't
3 they are
4 he is
5 he isn't
6 she isn't

D
1 Yes, they are. (given)
2 No, they aren't.
3 Yes, it is.
4 No, it isn't.

E
1 grandma and grandpa (given)
2 old
3 cousin
4 cute
5 uncle
6 handsome
7 aunt
8 beautiful

Unit 2

Lesson 1

A
1 p**hoto** a**lbum** (given)
2 r**ug**
3 t**eapot**
4 s**lippers**
5 l**amp**
6 a**crobat**

B
1 That's my mum's bag. (given)
2 Those are beautiful slippers.
3 This lamp is old.
4 That's my grandma's teapot.
5 That's a cool rug!
6 The acrobats are amazing!

C
1 have got (given)
2 have got
3 has got
4 have got
5 have got

6 has got
7 has got
8 have got

D
1 We've got (given)
2 I've got
3 They've got
4 He's got
5 She's got
6 They've got

E
1 It's Emily.(given)
2 It's Peter.
3 It's Alice.
4 It's Martin.
5 It's Rachel.
6 It's Paul.

Lesson 2

A
1 kitten (given)
2 canary
3 puppy
4 garden
5 swing
6 goldfish

B
1 p**uppy** (given)
2 c**anary**
3 s**wing**
4 g**arden**
5 k**itten**
6 g**oldfish**

C
1 hasn't got (given)
2 haven't got
3 haven't got
4 haven't got
5 hasn't got
6 haven't got
7 hasn't got
8 haven't got

D
1 we haven't got a kitten (given)
2 I haven't got a (nice) car
3 he hasn't got a swing
4 it hasn't got lots of trees
5 she hasn't got a sister
6 you haven't got a green hat
7 I haven't got a parrot
8 they haven't got an uncle

E
kitten (given)
purr
cat
miaow
puppy
yap
dog
bark
canary
tweet
bird
chirp

Lesson 3

A
1 FUR (given)
2 BUTTERFLY
3 RHINO
4 SNAIL
5 LEOPARD
6 SHELL
7 HORN
8 WING

B
1 butterfly, wings (given)
2 leopard, fur
3 rhino, horn
4 snail, shell

C
1b (given) 2e 3a 4f 5c 6d

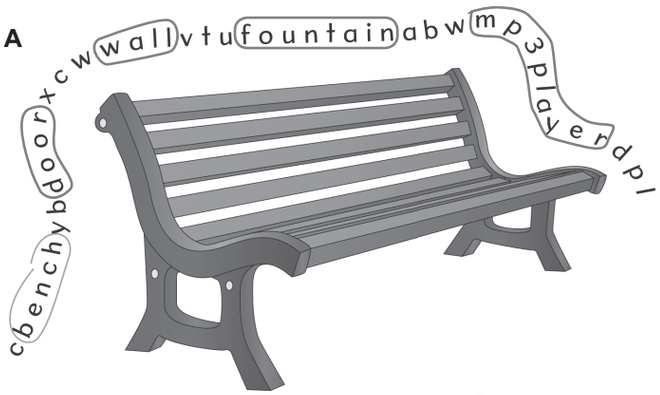
D
1 Has, hasn't (given)
2 Have, haven't
3 Has, has
4 Have, have
5 Have, haven't
6 Has, has

E
1 It's a butterfly. (given)
2 It's a zebra.
3 It's a fox.
4 It's a snake.
5 It's a whale.

Unit 3

Lesson 1

A



1 bench (given)
2 door
3 wall
4 fountain
5 MP3 player

B

1 MP3 player (given)
2 fountain
3 wall
4 door
5 bench

C

1 my (given)
2 your
3 its
4 their
5 our
6 your

D

1 It's Steve's MP3 player. (given)
2 It's Jane's lamp.
3 It's Emma's puppy.
4 It's Grandma's teapot.
5 It's Grandpa's photo album.
6 It's Paul's canary.

E

1 name (given)
2 world
3 camels
4 walls
5 Markets
6 Morocco's

Lesson 2

A

1 NEAR (given)
2 TOY BOX
3 FLOOR
4 WINDOW
5 BETWEEN

B

1 b**etween** (given)
2 n**ear**
3 f**loor**
4 t**oy box**
5 m**essy**

C

1 There isn't (given)
2 There are
3 There aren't
4 There is
5 There aren't
6 There isn't

D

1 Is there, there is (given)
2 Are there, there aren't
3 Are there, there are
4 Is there, there isn't
5 Are there, there aren't
6 Is there, there is

E

Pupils draw accordingly.

Lesson 3

A

1 c**afé** (given)
2 **s**we**a**t**er**
3 c**oat**
4 **t**rou**s**er**s**
5 **gl**o**v**e**s**
6 b**elt**

B

1 coat (given)
2 gloves
3 belt
4 trousers
5 sweater
6 café

C

1 a (given)
2 a, The
3 an, a
4 The
5 a
6 an, a

D
1 a, f (given)
2 The, a
3 an, d
4 a, c
5 The, b
6 the, e

E
1c (given) 2e 3a 4d 5b

Review 1 (Units 1-3)

A
1↓ SNAIL (given)
1 SAND
2 CAMEL
3↓ BELT
3 BUTTERFLY
4 KITTEN
5 FOUNTAIN
6 CANARY
7 SLIPPERS
8 STARS

B
1 cousin (given)
2 gloves
3 horn
4 teapot
5 swing
6 floor
7 goldfish
8 email

C
1 aren't (given)
2 is
3 aren't
4 are
5 isn't
6 is

D
1 Have ... got, I haven't (given)
2 hasn't got
3 's got / has got
4 've got / have got
5 Has ... got, he has
6 hasn't got

E
1 Whose belt is this? (given)
2 This is my MP3 player.
3 This is a nice coat.
4 There's a book on the bed.
5 My uncle's café is big.

F
Pupils write and draw accordingly.

Unit 4

Lesson 1

A
1 SKI (given)
2 SHOUT
3 ICE HOCKEY
4 TEAM
5 FALL

B

1 skiing (given)
2 team
3 ice hockey
4 freezing
5 shout
6 falling

C
1 'm (given)
2 's
3 're
4 's
5 're
6 're

D
1 're looking (given)
2 's / is sleeping
3 are having
4 's / is laughing
5 are falling
6 's / is taking

E
1 Steve's listening to music. (given)
2 Liz's watching TV.
3 Mandy's skiing.

4 Peter's playing ice hockey.
5 Mark's doing homework.
6 Alison's riding a bike.

Lesson 2

A
1 Jan**uar**y (given)
2 Fe**brua**ry
3 M**arch**
4 **Ap**ril
5 **May**
6 J**une**
7 **Jul**y
8 A**ugu**st
9 S**eptember**
10 **Octo**ber
11 Nov**ember**
12 D**ecem**ber

B
Spring: March, April (given), May
Summer: June, July, August (given)
Autumn: September, October (given), November
Winter: December (given), January, February

C
1 I'm not (given)
2 isn't
3 isn't
4 isn't
5 aren't
6 aren't

D
1 She isn't sitting (given)
2 We aren't skiing
3 I'm not studying
4 It isn't swimming
5 You aren't going
6 They aren't playing

E
January (given)
February
March
April
May
June
July
August
September
October
November
December

Lesson 3

A
1 c**amping** (given)
2 v**illage**
3 t**ent**
4 f**ire**
5 b**urgers**
6 s**leeping** b**ags**

B
1 village (given)
2 sleeping
3 camping
4 burgers
5 tent
6 fire

C
1c (given) 2b 3e 4a 5d 6f

D
1 Are ... sleeping, No, they aren't. (given)
2 Are ... riding, Yes, I am.
3 Is ... taking, Yes, she is.
4 Is ... winning, Yes, he is.
5 Are ... eating, No, they aren't.
6 Is ... having, No, he isn't.

E
1d (given) 2a 3c 4e 5b

Unit 5

Lesson 1

A
1 country (given)
2 speak
3 hotel
4 ice

B
1 hotel (given)
2 country
3 French
4 warm
5 ice

C
1a (given) 2e 3d 4b 5c

D
1 Can .... ski, Yes, she can. (given)
2 Can .... stay, No, we can't.

3 Can .... cook, Yes, he can.
4 Can .... make, Yes, they can.
5 Can .... play, Yes, he can.
6 Can .... snowboard, No, she can't.

E
Pupil's own answers

Lesson 2

A
1 BASEBALL CAP (given)
2 TRAINERS
3 SLOW
4 THROW
5 CATCH
6 HIGH
7 FALL

B
1 mustn't (given)
2 must
3 mustn't
4 must
5 mustn't
6 mustn't

C
1 baseball cap (given)
2 fast
3 Throw
4 slow
5 high
6 catch
7 trainers
8 sports

D
1c (given) 2a 3e 4b 5d

E
sports (given)
shorts
trainers
fast
slow
high
down
up
sports

Lesson 3

A
1st – first (given)
2nd – second
3rd – third
4th – fourth
5th – fifth
6th – sixth
7th – seventh
8th – eighth
9th – ninth
10th – tenth

B
1 seventh (given)
2 tenth
3 fourth
4 ninth
5 sixth
6 second
7 third
8 eighth
9 first
10 fifth

C
1c (given) 2f 3a 4e 5d 6b

D
1 Don't sleep (given)
2 Stay
3 Don't write
4 Don't speak
5 Sit
6 Don't throw

E
1 first (given)
2 third
3 ninth
4 sixth
5 tenth
6 second
7 fifth
8 fourth
9 seventh
10 eighth

Unit 6

Lesson 1

A
1 thi**rst**y (given)
2 o**range** j**ui**ce
3 g**rass**
4 w**aterfall**
5 l**emon**ad**e**

6 w**ater**
7 t**able**
8 s**andwi**ch

B
1 waterfall (given)
2 grass
3 table
4 thirsty
5 sandwiches
6 orange juice / lemonade
7 lemonade / orange juice

C
1 any (given)
2 some, any
3 any, some
4 any
5 some
6 some, any

D
1 any, some (given)
2 any, any
3 any, any
4 any, some
5 any, some
6 any, some

E
We have f**u**n (given) in J**u**ne and J**u**ly! We have l**u**nch **u**nder the s**u**n.

Lesson 2

A
20 t**wen**ty (given)
30 t**hirt**y
40 f**ort**y
50 f**ift**y
60 s**ixt**y
70 s**even**ty
80 e**ight**y
90 n**inet**y
100 o**ne** h**un**d**red**

B
20 twenty (given)
30 thirty
40 forty
50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 one hundred

C
How much...?
chocolate (given)
juice
lemonade
sugar
water
How many...?
apples
ice creams
oranges
sandwiches
burgers

D
1 How many photos (given)
2 How many sweets
3 How much sugar
4 How many children
5 How many months
6 How much ice
7 How many tents
8 How many ice creams

E
1 red (given)
2 blue
3 green
4 brown
5 black
6 white
7 yellow
8 purple
9 pink
10 orange

Lesson 3

A
1 SANDWICH (given)
2 CHIPS
3 PIZZA
4 FIZZY DRINK
5 JAM

B
1 cake (given)
2 pizza
3 fizzy drinks
4 jam
5 chips

C

I	me
you	you
he	him
she	her
it	it
we	us
they	them

D

1 him (given)
2 her
3 it
4 them
5 it
6 us

E

1b (given) 2e 3a 4d 5c

Review 2 (Units 4-6)

A

Camping

fire (given)
grass
sleeping bag
tent

Months

August
December
January
May

Numbers

eighty
one hundred
sixty
thirty

Sports

baseball cap
ice hockey
ski
trainers

B

1 grass (given)
2 table
3 lemonade
4 fizzy drink
5 orange juice
6 burger(s)
7 chips
8 sandwich(es)
9 pizza
10 ice cream(s)

C

1 ’re eating (given)
2 Is she making
3 isn’t doing
4 ’m throwing
5 Are they playing
6 aren’t staying

D

1 must (given)
2 can
3 mustn’t
4 can’t

E

1 many (given)
2 any
3 much
4 some
5 any
6 some

F

Pupil’s own answers

Unit 7

Lesson 1

A

1 c**oo**k (given)
2 p**ho**t**ogra**p**h**e**r**
3 **do**c**to**r
4 **p**o**st**m**an**
5 **bi**s**cu**i**t**

B

1 photographer (given)
2 doctor
3 cook
4 biscuit
5 postman

C

1 watches (given)
2 plays
3 goes
4 rides
5 makes
6 read

D
1 study (given)
2 eats
3 plays
4 go
5 sleeps
6 reads

E
1 four o'clock (given)
2 half past one
3 nine o'clock
4 half past eleven
5 six o'clock
6 half past seven

Lesson 2

A
1 SCARED (given)
2 ARROW
3 EXCITED
4 BOW

B
1 lesson (given)
2 arrow
3 scared
4 excited
5 teach

C
1d (given) 2a 3e 4b 5c

D
1 doesn't (given)
2 don't
3 don't
4 doesn't
5 don't
6 doesn't
7 don't
8 doesn't

E
1 excited (given)
2 hooray
3 scared
4 stay
5 great

Lesson 3

A
1 astronaut (given)
2 police officer
3 pilot
4 actor
5 vet
6 firefighter

B
1 Does, does (given)
2 Do, do
3 Do, don't
4 Does, does
5 Does, doesn't

C
1 police officer (given)
2 vet
3 astronaut
4 pilot
5 firefighter
6 actor

D
1a (given) 2b 3a 4a 5b 6b

E
I'm Peter. I l**ov**e ani**ma**ls. I w**an**t to be a v**e**t,

Unit 8

Lesson 1

A
1 sunny (given)
2 bridge
3 windy
4 cloudy
5 umbrella
6 soldier
7 rainy
8 snowy

B

1 umbrella (given)
2 sunny
3 cloudy
4 soldier

5 bridge
6 snowy

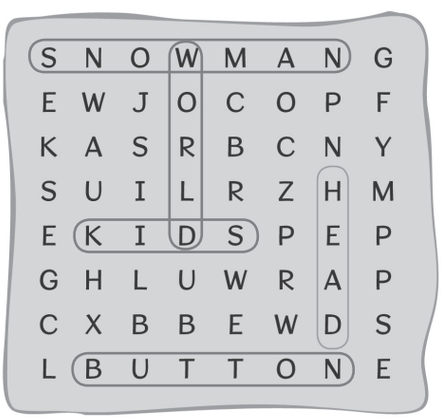
C
1 Dad sometimes reads a book at night. (given)
2 It is always sunny in August.
3 I never eat pizza at school.
4 It is often cold in January.

D
Pupil's own answers

E
s**un**n**y** (given)
sunny
cloudy
c**loud**y
r**ain**y
rainy
w**ind**y
windy
s**now**y
snowy

Lesson 2

A



1 head (given)
2 snowman
3 button
4 kids
5 world

B
1 buttons (given)
2 world
3 snowman
4 head
5 kids

C
1e (given) 2c 3b 4a 5d

D
1 nicer than (given)
2 bigger than
3 younger than
4 warmer than
5 fatter than
6 older than

E
1 Sissy is shorter than Vicky. (given)
2 Bill is taller than Dan.
3 Vicky is happier than Sissy.
4 May has got longer hair than Sissy.

Lesson 3

A
1 s**ca**r**y** (given)
2 s**lee**p**y**
3 **l**ar**ge**
4 **l**i**ttle**
5 **h**an**d**

B
1 DANGEROUS (given)
2 HAND
3↓ LARGE
3 LITTLE
4 SCARY
5 SLEEPY

C
1 tallest (given)
2 nicest
3 yummiest
4 cutest
5 worst
6 best

D
1 best (given)
2 cutest
3 coldest
4 tastiest
5 sleepiest
6 scariest

E
Pupils draw accordingly.

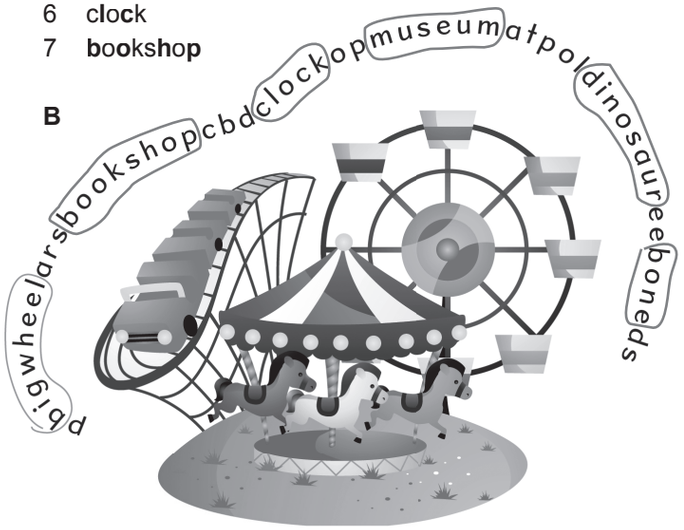
Unit 9

Lesson 1

A
1 m**useu**m (given)
2 d**i**n**osa**u**r**
3 b**o**n**e**
4 **q**u**ee**n
5 b**i**g w**hee**l

6 clock
7 bookshop

B



1 big wheel (given)
2 bookshop
3 clock
4 museum
5 dinosaur
6 bone

C
1 was (given)
2 was
3 were
4 was
5 were
6 was

D
1 You were (given)
2 It was
3 He was
4 She was
5 We were
6 They were

E
The lion king and the white tiger swim in the spring.

Lesson 2

A

S	D	H	I	O	P	A	P
H	A	E	A	R	T	H	L
A	O	P	O	M	C	A	A
R	E	R	T	E	H	S	N
P	W	A	U	A	P	I	T
I	C	L	L	T	A	S	O
C	M	U	T	Y	D	Z	A
F	R	I	E	N	D	L	Y

1 earth (given)
2 friendly
3 plant
4 meat
5 sharp

B
1 plant (given)
2 sharp
3 meat
4 friendly
5 earth

C
1 wasn't (given)
2 wasn't
3 weren't
4 wasn't
5 wasn't
6 weren't

D
1 weren't (given), were (given)
2 was, wasn't
3 weren't, were
4 were, weren't
5 wasn't, was
6 were, weren't

E
1 sad (given)
2 strong
3 smallest
4 cutest
5 forest
6 scary
7 fast
8 hungry

Lesson 3

A
1 history (given)
2 caveman
3 dark
4 strong
5 home

B
1 caveman (given)
2 strong
3 home
4 history
5 dark

C

1 Was, e (given)
2 Was, a
3 Were, c
4 Was, d
5 Were, b

D

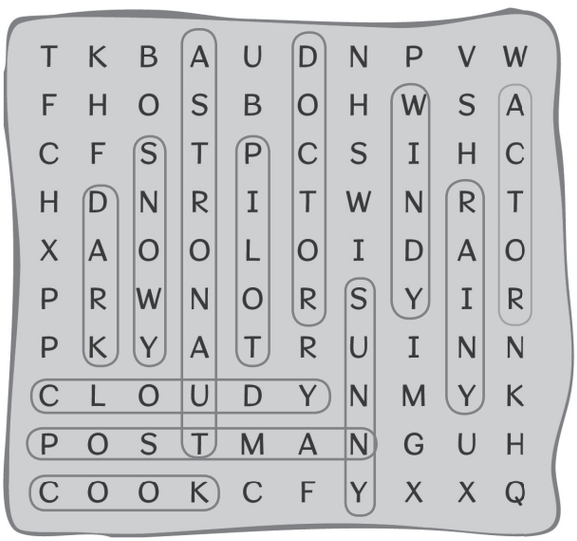
1 Were, were (given)
2 Was, was
3 Was, wasn't
4 Were, weren't

E

1 Yes, she was. (given)
2 Yes, they were.
3 No, they weren't.
4 No, it wasn't.

Review 3 (Units 7-9)

A



Jobs
actor (given)
astronaut
cook
doctor
pilot
postman

Weather
cloudy
dark
rainy
snowy
sunny
windy

B

1 big wheel (given)
2 clock
3 photographer
4 kids
5 umbrella
6 police officer
7 queen
8 soldier

C

1 bigger (given)
2 prettiest
3 best
4 taller
5 warmer

D

1 Do, I don't (given)
2 doesn't have
3 like
4 want
5 Does, she does

E

1 Were, Yes, we were. (given)
2 wasn't
3 was
4 were

F

Pupil's own answers

Unit 10

Lesson 1

A

1 SUITCASE (given)
2 RESTAURANT
3 BUILDING
4 RICE
5 HEAVY

B

1 rice (given)
2 heavy
3 suitcase
4 building
5 restaurant

C

1 packed (given)
2 carried
3 waited

4 arrived
5 stopped
6 jumped
7 shouted

D
1 cooked (given)
2 closed
3 loved
4 packed
5 stayed

E
Japan (given)
eat
Greece
rice
together
Sandwiches
jam
chocolate

Lesson 2

A
1 Dad built a house in Greece. (given)
2 We went to the cinema last week.
3 I went to the pyramids!
4 Camels live in the desert.

B
1 village (given)
2 last week
3 build
4 desert
5 pyramid

C
1 built (given)
2 went
3 bought
4 saw
5 got up
6 gave
7 ate
8 caught

D
1 got up (given)
2 went
3 ate
4 bought
5 caught
6 built

E
Pupils draw accordingly.

Lesson 3

A
1 Spanish (given)
2 Greek
3 Japanese
4 English
5 American

B

1 American (given)
2 Spanish
3 Japanese
4 Greek
5 English
6 gold medal

C
1d (given) 2f 3e 4b 5a 6c

D
1 didn't catch (given)
2 didn't build
3 didn't stay
4 didn't eat
5 didn't buy
6 didn't get up

E
Pupils write, draw and colour accordingly.

Unit 11

Lesson 1

A
1 go straight ahead (given)

2 t**urn** r**igh**t
3 **cross** the r**oad**
4 t**rai**n
5 **t**ur**n** l**eft**
6 t**rain** **sta**t**ion**
7 **sig**n

B
1 go straight ahead (given)
2 turn right
3 turn left
4 sign
5 train station
6 train
7 cross the road

C
1 Yes, I did. (given)
2 No, he didn't.
3 No, she didn't.
4 Yes, they did.
5 Yes, it did.
6 No, I didn't.

D
1d (given) 2a 3f 4c 5e 6b

E
1 museum (given)
2 straight
3 turn
4 cross
5 left

Lesson 2

A
1 seal (given)
2 free
3 Open
4 Call
5 cage
6 ill

B
1 f**ree** (given)
2 i**ll**
3 c**all**
4 **sea**l
5 **cag**e
6 **o**p**e**n

C
1 I'm going to play football. (given)
2 They're going to walk to school.
3 He's going to help his grandma.
4 We're going to watch a film.
5 You're going to eat some cake!

D
1 're going to make (given)
2 'm going to call
3 're going to clean
4 's going to buy

E
ill (given)
green
pandas
Save
Leopards
must

Lesson 3

A
1 plant (given)
2 nature
3 clean
4 start a fire
5 dirty
6 drop litter

B
1 b, started a fire (given)
2 b, plant
3 a, clean
4 a, nature
5 a, dirty
6 a, drop litter

C
1 'm not going to
2 aren't going to
3 aren't going to
4 isn't going to
5 isn't going to
6 aren't going to

D
1 aren't going to (given)
2 isn't going to
3 'm not going to
4 aren't going to
5 aren't going to
6 isn't going to

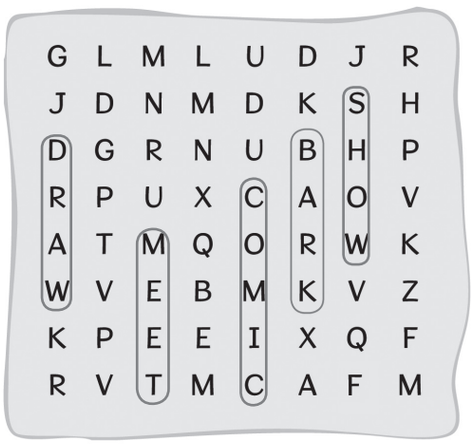
E
1 nature (given)
2 clean

3 trees
4 litter
5 start

Unit 12

Lesson 1

A



1 bark (given)
2 comic
3 draw
4 meet
5 show

B
1 bark (given)
2 show
3 draw
4 comics
5 cartoons
6 meet

C
1 Yes, he is. (given)
2 Yes, you are.
3 No, they aren't.
4 No, she isn't.
5 Yes, we/you are.
6 No, he isn't.

D
1 Is Helen going to buy (given)
2 Are you going to go
3 Is Milly going to play
4 Is Dad going to call
5 Is Sue going to have
6 Is he going to stay

E
1c (given) 2e 3a 4b 5d

Lesson 2

A
1 PASSPORT (given)
2 POSTCARD
3 FLAT
4 AIRPORT
5 GHOST TRAIN

B
1 ghost train (given)
2 passport
3 airport
4 postcard
5 flat

C
1 I'll go swimming on Saturday. (given)
2 She'll write a postcard.
3 They'll go on the ghost train later.
4 You'll live in a flat next year.
5 He'll make a sandwich for lunch.
6 We'll go to France next year.

D
1 'll/will show (given)
2 will draw
3 'll/will go
4 will move
5 'll/will watch
6 'll/will take

E
S**ep**t**em**b**e**r (given)
ho**lid**a**y**
Ho**p**
t**urn**
C**l**a**p**

Lesson 3

A
1 t**ri**p (given)
2 **m**o**ney**
3 d**ia**r**y**
4 g**o** s**igh**t**see**i**ng**
5 w**ri**t**e**

B
1 go sightseeing (given)
2 diary
3 trip
4 money
5 write

C

1 won't eat (given)
2 won't go
3 won't read
4 won't play

D

1 won't do (given)
2 won't go
3 won't play
4 won't cook
5 won't read

E

How are you? (given)
I'm in Spain.
I'll go swimming.
I won't go sightseeing.

Review 4 (Units 10-12)

A

1 DIARY (given)
2 RESTAURANT
3 MONEY
4 DIRTY
5 TRAIN
6 AIRPORT
7 DESERT
8 PASSPORT
9 GREEK
10 SPANISH

B

1 open (given)
2 suitcase
3 comic
4 cartoon
5 player
6 flat

C

1 I'm not going to buy an umbrella.(given)
2 Are we going to draw?
3 She's going to watch a film.
4 Is she going to ski?
5 They're going to call a vet.

D

1 gave (given)
2 studied
3 didn't/did not catch
4 Did ... do
5 Did ... get
6 didn't see

E

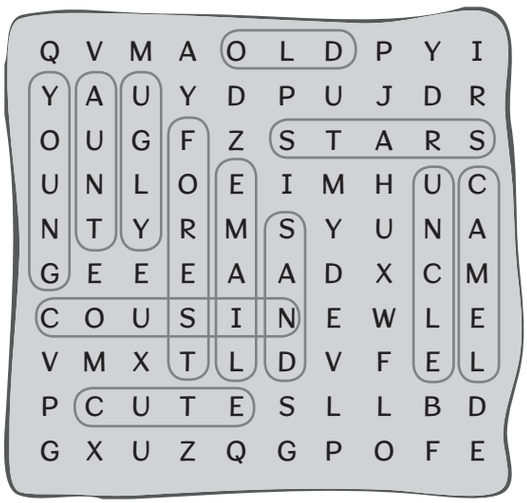
1 will (given)
2 will
3 won't
4 won't
5 will

F

Pupil's own answers

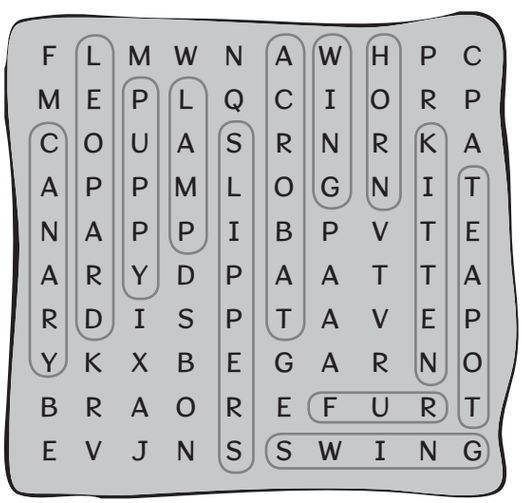
Wordsearches

Unit 1



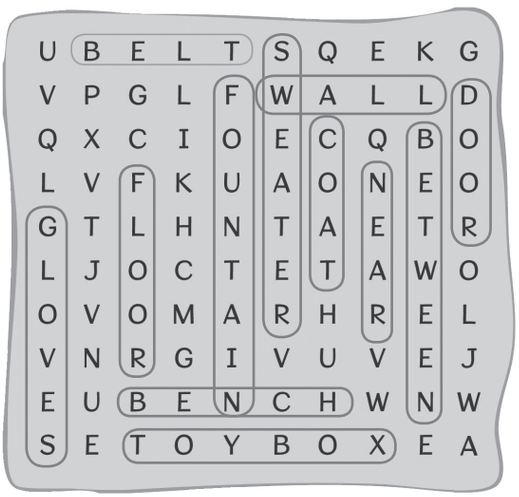
1 aunt (given)
2 camel
3 cousin
4 cute
5 email
6 forest
7 old
8 sand
9 stars
10 ugly
11 uncle
12 young

Unit 2



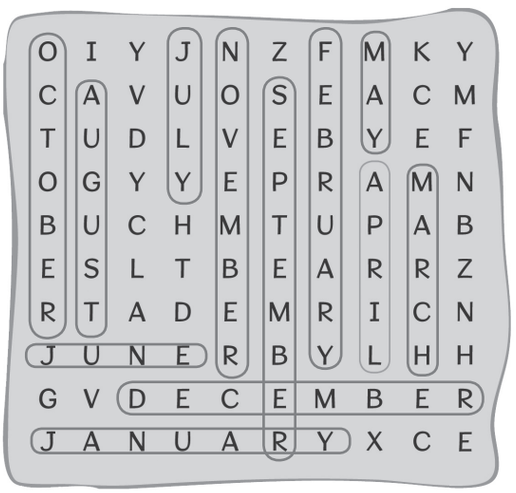
1 acrobat (given)
2 canary
3 fur
4 horn
5 kitten
6 lamp
7 leopard
8 puppy
9 slippers
10 swing
11 teapot
12 wing

Unit 3



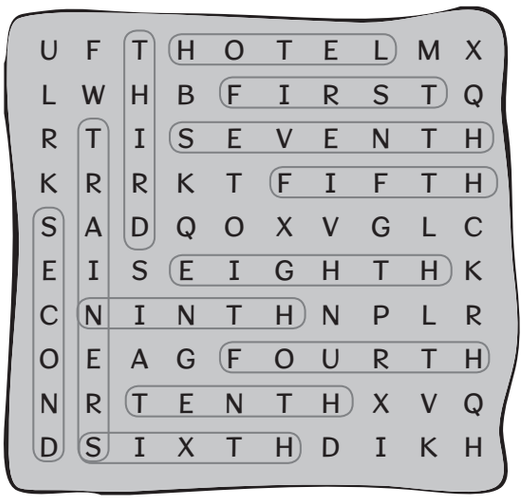
1 belt (given)
2 bench
3 between
4 coat
5 door
6 floor
7 fountain
8 gloves
9 near
10 sweater
11 toy box
12 wall

Unit 4



1 April (given)
2 August
3 December
4 February
5 January
6 July
7 June
8 March
9 May
10 November
11 October
12 September

Unit 5

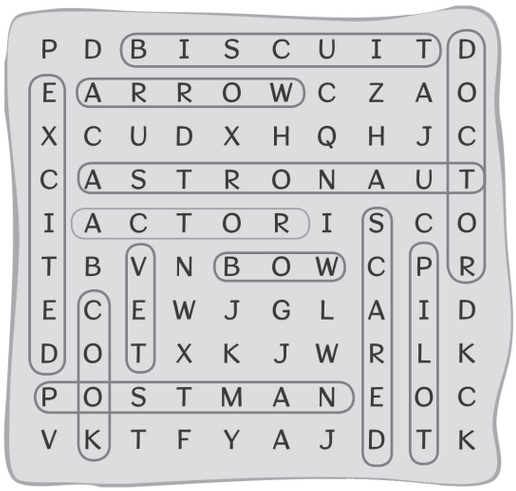


1 eighth (given)
2 fifth
3 first
4 fourth
5 hotel
6 ninth
7 second
8 seventh
9 sixth
10 tenth
11 third
12 trainers

Unit 6

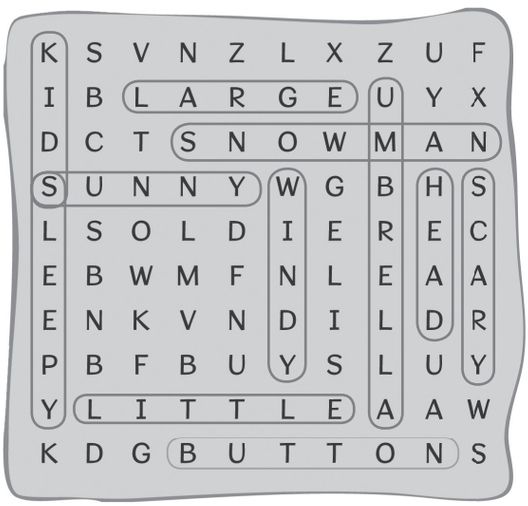
1 chips (given)
2 fifty
3 fizzy drink
4 forty
5 grass
6 jam
7 lemonade
8 ninety
9 pizza
10 sandwich
11 sugar
12 table

Unit 7



1 actor (given)
2 arrow
3 astronaut
4 biscuit
5 bow
6 cook
7 doctor
8 excited
9 pilot
10 postman
11 scared
12 vet

Unit 8

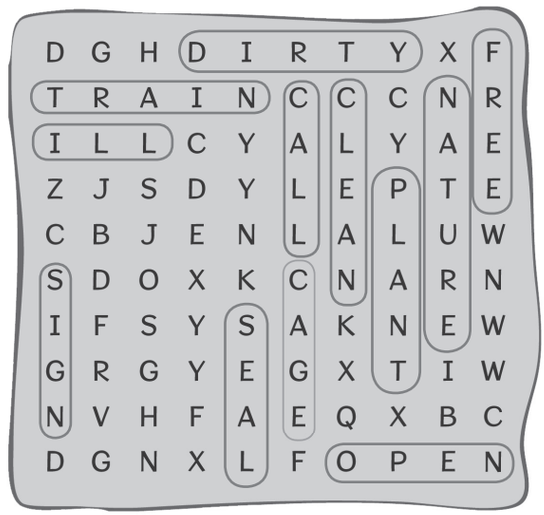


1 button (given)
2 head
3 kids
4 large
5 little
6 scary
7 sleepy
8 snowman
9 soldier
10 sunny
11 umbrella
12 windy

Unit 9

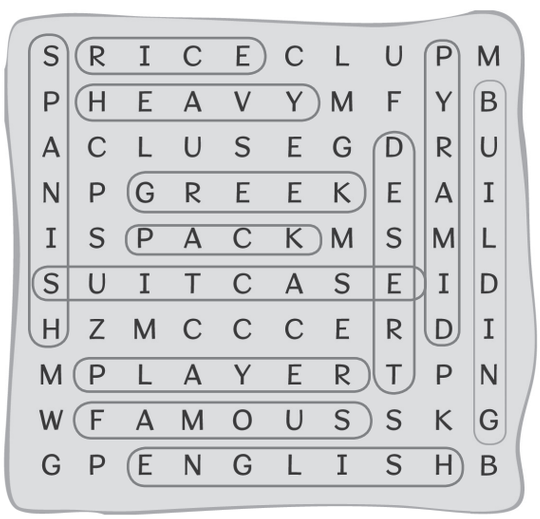
1 bone (given)
2 clock
3 dark
4 dinosaur
5 earth
6 friendly
7 history
8 home
9 meat
10 plant
11 queen
12 strong

Unit 11



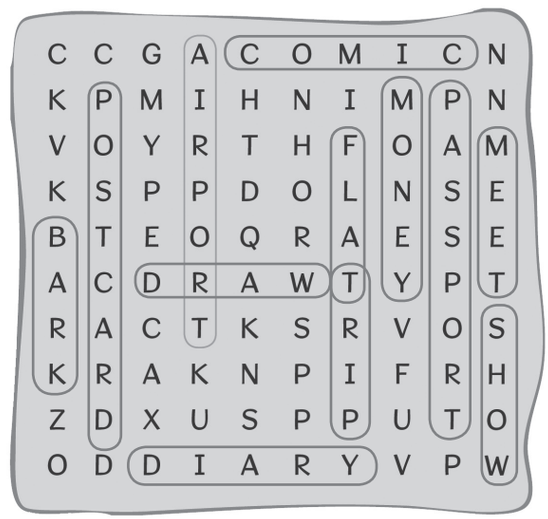
1 cage (given)
2 call
3 clean
4 dirty
5 free
6 ill
7 nature
8 open
9 plant
10 seal
11 sign
12 train

Unit 10



1 building (given)
2 desert
3 English
4 famous
5 Greek
6 heavy
7 pack
8 player
9 pyramid
10 rice
11 Spanish
12 suitcase

Unit 12



1 airport (given)
2 bark
3 comic
4 diary
5 draw
6 flat
7 meet
8 money
9 passport
10 postcard
11 show
12 trip

Project Book Key

Project 1: Adjectives

Activity A

1 cute
2 handsome
3 ugly
4 beautiful
5 old
6 young

Activity B

Pupils' own answers
This activity is designed to be done at home, with the children bringing in their booklets to show the class. Before they begin, demonstrate how the paper is folded into three equal sections to make a six-panelled booklet, and have them fold the paper in class. The children should bring their booklets to class next lesson.

Activity C

Show a child's booklet to the class and elicit sentences about each picture, e.g. '*It/He/She's young*.'
Put the children into pairs or small groups and let them look at each other's work and make sentences about each picture. Move around the class, encouraging and praising the children. Assist and correct if necessary.

Project 2: *I've got … / I haven't got …*

Activity A

1 He's got a bicycle.
2 She's got a swing.
3 She's got a cat.
4 She's got some slippers.
5 He's got a bag.

Activity B

Pupils' own answers

Activity C

Pupils' own answers
Put the children into pairs. Tell the children that each pair must pretend that they have three things they do not actually possess in real life – but not to shout them out aloud to the rest of the class. The three things are a secret! One of these things should be an animal. (Don't worry if you need to explain the activity to the children in Arabic. Give the individual pairs the English word for the things they each want to pretend they have. Remind the class not to tell each other what objects they have.)
Demonstrate the miming task with one of the stronger children at the front of the class. Decide together which possessions to mime (remember one is an animal, e.g. a pet cat) and quickly decide how to mime it. Then, mime each possession for the class. The class guesses the possession. Elicit from them: *'You've got a… .'* and/or *'Have you got a…* ? as a way of guessing, so that the children make full sentences.
Put the children into pairs and have them prepare their mimes either in class or as homework.
For the next lesson, have different pairs come to the front of the class to act out their mimes or put the children into pairs and let them mime and guess each other's possessions. Encourage the children to use English and to make full sentences, e.g. *'You've got a cat!' 'Yes, we have.' / 'No, we haven't.'* Praise good mimes and where the children have made a special effort.

Project 3: My bedroom

Activity A

Pupils' own answers
Have the class look at the picture and elicit one or two sentences about the things in the picture and where they are.
Put the children into pairs and have them take turns to describe an item each in the picture.

Activity B

1 The door is next to the desk.
2 The rug is in front of the beds. / The rug is on the floor.
3 The window is between the bed and the desk. / The window is in the corner.

Activity C

This is designed to be a homework activity. Let each child decide if they would like to draw their own bedroom or if they would rather draw their dream bedroom. The children should bring their pictures to class next lesson.

Activity D

Invite one or two children to come to the front of the class with their pictures and have them talk about their drawings, saying what is where, using full sentences. Assist and correct if necessary. Invite the class to say where things are in the drawings.
Put the children into pairs or small groups and let them look at each other's drawings and make sentences about them.
Put the children's work on the classroom walls, if this is possible, and let the children admire each other's work. You could let them vote for the best/most interesting/most colourful room. Praise good work and effort.

Project 4: My calendar

Activity A

1 January
2 February
3 March
4 April
5 May
6 June
7 July
8 August
9 September
10 October
11 November
12 December

Activity B

Pupils' own answers

Activity C

Pupils' own answers
This activity is designed to be done at home, with the children bringing in their calendars to show the class. Before the children start the project, demonstrate how the paper is folded into three equal sections and then in half to make six 'boxes' on each side of the paper, and have them fold the paper in class. Don't worry if you need to use Arabic to explain how to fold the paper.
The children should bring their calendars to class next lesson.

Activity D

Pupils' own answers

Activity E

Pupils' own answers

Have a couple of children come to the front of the class to show their calendars. Each child tells the class what happens on his/her calendar. The children should give full sentences. Assist if necessary.
Put the children into small groups and have them look at each other's calendars and tell each other about them.
If possible, put the calendars on the classroom walls, so that the children can admire each other's work. You could vote for the most colourful/interesting ones.

Project 5: I can …

Activity A
1 He can throw a ball.
2 He can ride a bike.
3 He can jump.
4 She can ski.
5 He can swim.
6 They can play football.

Activity B
Pupils' own answers

Activity C
Pupils' own answers
Demonstrate the task by bringing one child to the front of the class. Decide together which two activities you can do to mime to the class and which two activities you can't do to mime. Decide quickly how to mime these activities and mime the two activities you can do first. The class guesses the activity. Elicit full sentences: *'You can play football!' 'You can't swim!'* and replies: *'Yes, I can.'/'No, I can't.'*
The children prepare their mimes in pairs for next lesson.

Activity D
Pupils' own answers
Have one pair come to the front of the class to act out their mimes. Make an incorrect guess or two to introduce a game element.
The children reply *'Yes, we can.'/'No, we can't.'*
Put the children into groups of four and have each pair mime for the other. If you prefer, pairs can come to the front of the class to mime and the whole class guesses.

Project 6: Food

Activity A
1 Yes, there are some apples.
2 Yes, there is a cake.
3 Yes, there is some cheese.
4 Yes, there are some sweets.
5 Yes, there is some lemonade.
6 Yes, there are some sandwiches.

Activity B
Pupils' own answers
Set this activity as homework. Encourage the children to put lots of different food objects on their tables and to make their pictures as colourful and varied as possible. They should bring their pictures to class next lesson.

Activity C
Pupils' own answers
Have one or two children come to the front of the class with their pictures. Ask the class what there is on the table in each one. (You may need to help the children with any new vocabulary.)Encourage full sentences as answers, e.g. *'There's an apple on the table.' 'There are three fish.'* Assist and correct if necessary. Ask questions, such as: *'Is there any bread on the table?'*
Put the children into pairs and let them enjoy each other's pictures and make sentences, ask and answer questions about them. Some children could come to the front of the class to 'perform' for the rest of the class.
Put the pictures on the classroom walls if possible, and let the children admire each other's work.

Project 7: Jobs

Activity A
1 He's a doctor.
2 She's a cook.
3 He's a postman.
4 He's a police officer.
5 He's a vet.
6 He's a firefighter.

Activity B
Pupils' own answers
Have some of the children read out their answers to the class.

Activity C
Pupils' own answers
Have some of the children read out their answers to the class.

Activity D
Pupils' own answers
This is designed to be a homework activity, so make sure the children understand the task by miming a job or two for the class. Let friends, or children who live near each other work together.
Next lesson, have a few pairs come to the front of the class and perform their mimes for the class. The others must guess the jobs. Encourage full sentences, e.g. *'You're a firefighter!'*, and answers: *'Yes, I am./'No, I'm not.'*
The children could vote for the best mimes.

Project 8: The weather

Activity A
1 sunny
2 rainy
3 windy
4 snowy

Activity B
Pupils' own answers

Activity C
Pupils' own answers
This activity is designed to be done at home, with the children bringing in their weather charts to class. Before the children start the project, demonstrate how the paper is divided up into sections on the page, and have them fold the paper in class. The children should then label their charts, so that everyone has a correct chart to take home with them.
The children should bring their weather charts to class next lesson. (NB If the weather is very predictable in your particular country, the children can invent the weather or do a weather chart for the United Kingdom, where the weather is much more varied!)

Activity D
Pupils' own answers
Have one or two children bring their weather charts to the front of the class to show. Start with Sunday, and have one child give a 'weather report' for that day, e.g. *'On Sunday, it's hot and sunny.'*, and so on for the week.
Put the children into small groups and have the children talk about their weather charts. Is everybody's the same in each group?
Have some of the stronger pupils come to the front of the class to talk about their charts.

Project 9: Dinosaurs

Activity A
1 Tyrannosaurus-rex
2 Brontosaurus
3 Pterodactyl
4 Pupils' own answers

Activity B
Pupils' own answers
This activity is designed to be done as homework. Look again at Activity A and ask the class where each of these dinosaurs lived and what each ate. (Tyrannosaurus Rex on land – meat/Brontosaurus on land – plants/Pterodactyl in mountains or rocks – meat.) Make sure the children know exactly what it is they have to do. Discuss where they might find out the information about a different dinosaur (books/the library, internet, older siblings/parents, TV).

Activity C
Pupils' own answers
Have a few children bring their pictures to the front of the class to show. Praise good work and ask the children what the dinosaur(s) are called and where it/they lived, what it/they ate etc.
Put the children into pairs or small groups so that they can look at each other's pictures and talk about them. Encourage them to talk about their dinosaurs in English, e.g. *'My dinosaur is a … . It lives in …. and it eats … . I like this dinosaur because … .'*

Project 10: The past

Activity A
Look at each picture in turn and elicit what is happening in each. Read the story aloud to the class or have stronger children read a section each.

Activity B
Pupils' own answers
This activity is designed to be done as homework. Make sure all the children know exactly what to do. Refer them to Activity A if they need help. The children should bring their stories and pictures to the next lesson.

Activity C
Pupils' own answers
Put the children into small groups and let them pass round and read each other's stories. Move around the class and support weaker pupils where necessary. Praise good work and effort.
Have some of the children come to the front of the class to show their pictures and to read their stories. Pass the children's stories around so that they can read and enjoy each other's stories. (You may want to do some correction work, but keep this general, rather than specific to any one child or story.) Put the children's work on the classroom walls if possible and let them admire and vote for the best/most interesting/funniest story.

Project 11: Maps

Activity A
1 You go straight on, turn right, cross the road and there it is.
2 You cross the road, turn right, then turn left. Go straight on, cross the road and there it is.
3 You cross the road, go straight on, cross the road, then turn right. Go straight on and there it is.
4 You turn left, go straight on, cross the road and there it is.

Activity B
Pupils' own answers
This activity is designed to be done as homework, but start the children in class. They may need some help, especially if they live in a large city. Draw a map on the board of the main streets around the school and elicit where the major locations are, e.g. shops, parks, bus/tram stops, mosques, other landmarks, to give them a clear idea of the task.
The children can either elaborate on and finish the map for homework, or draw and colour their own maps based on their home neighbourhoods. Children who live near each other could work together. The children should bring their maps to class next lesson.

Activity C
Let the children look at each other's maps. Praise children whose maps are particularly clear, colourful etc.
Place one of the clearest maps on the board and point out two places on the map (e.g. the school and the park) that are clearly marked and where the directions are easy to see. Elicit the question: *'Can you tell me the way from the park to the school?'* Elicit the correct directions from the class. The children could listen and repeat the instructions if they need to. Pairs could come up to the board and act out the exchange to the class.
Remind the class of other useful phrases they learned in the unit (see Pupil's Book page 92). Draw the 'road signs' on the board.
Put the children into pairs. Children take turns to ask for directions. Move around the class and monitor the children's work. Pairs could come to the board with their maps to act out their dialogues.

Project 12: My robot

Activity B
Pupils' own answers
The children could vote for the robot they like best as a class.

Activity C
1 They are making a robot.
2 They are using boxes, tubes, scissors, glue, paint, and paintbrushes.

Activity D
This activity is designed to be done as homework. Tell the children they are going to make their own robots and will need the things in the picture. Ask the children to collect cardboard tubes and boxes over a week at home and to make their robots for a specific day. The children could work in pairs or small groups, so put children who live close to each other together to facilitate this.

Activity E
Let them all see each other's models and praise effort and imagination. Ask a few children what their robots can do. The children then ask each other, working in small groups. If possible, display the models in class.

Handwriting pages

These pages can be used for additional practice at any time and will be particularly useful for weaker pupils who have difficulty in forming upper and lower case letters in Roman script and in writing short words neatly and accurately. They may be set as homework, or done in class.
There are also pages to reinforce common words, such as numbers, days of the week, this/that and these/those. The blank handwriting pages can be used flexibly for any letter or word-writing practice you feel is appropriate for the children.

Grammar Book Key

Introduction

-s	-es	-ies
trees	beaches	cities
oranges	glasses	babies
dragons	foxes	families

B
1 ten mice (given)
2 five men
3 fifteen teeth
4 eight feet
5 twelve children
6 three women

C
1 a, a, The, the (given)
2 a, a, The, the
3 an, the, The, the
4 a, an, The

D
1 b, the (given)
2 f, an
3 a, a
4 c, an
5 d, the
6 e, a

E
1 a (given)
2 an
3 The
4 a
5 a
6 the
7 the

F
1 b (given)
2 a
3 a
4 b
5 a
6 b

G
1 These (given)
2 That
3 These
4 Those
5 This
6 That
7 Those
8 These

Unit 1

A
1 ’re (given)
2 ’m
3 ’re
4 ’re
5 ’s
6 ’s
7 ’re
8 ’s

B
1 d (given)
2 a
3 c
4 e
5 b

C
1 is (given)
2 am
3 is
4 is
5 are
6 are
7 are
8 is

Speaking
Pupils’ own answers.

D
1 is, isn’t (given)
2 is, isn’t
3 isn’t, is
4 aren’t, are
5 is, isn’t
6 are, aren’t

E
1 Tammy (given)
2 Tabatha
3 Tom and Tim
4 Todd
5 Tilly and Tracy
6 Todd

F
1 They’re birds. They aren’t flies. (given)
2 It’s a bicycle. It isn’t a car.
3 It’s a nose. It isn’t an eye.
4 They’re clowns. They aren’t children.

G
Suggested answers
1 Yes, it is. (given)
2 Yes, he is. / No, he isn’t.
3 Yes, they are.
4 No, they aren’t. / No, they aren’t.
5 No, he/she isn’t.
6 Yes, we are.
7 No, I’m not.
8 Yes, it is. / No, it isn’t.

H

1	Is it a fish?	b (given)
2	Are they flowers?	a
3	Are they young?	d
4	Is he a baby?	c
5	Are you at school?	f
6	Is it winter?	e

I

Speaking

Pupils' own answers

I

1 What's this (given)
2 What are those?
3 What's this?
4 What's that?
5 What are these?
6 What are those?

J

1	that	d
2	this	a
3	that	b
4	those	e
5	these	f
6	these	c

Speaking

Pupils' own answers

Unit 2

A

1 I have got (given)
2 you have got
3 he has got
4 she has got
5 it has got
6 we have got
7 they have got
9 you've got
10 he's got
11 she's got
12 it's got
13 we've got
14 they've got

B

1 's got a car. (given)
2 's got a horse.
3 's got a dog.
4 have got a computer.
5 's got a bike.

Speaking

Pupils' own answers

C

1 hasn't got (given)
2 haven't got
3 haven't got
4 hasn't got
5 haven't got
6 hasn't got
7 haven't got
8 haven't got

D

1 has got, hasn't got (given)
2 haven't got, have got
3 haven't got, have got
4 has got, hasn't got
5 has got, hasn't got
6 haven't got, have got

E

1 have got (given)
2 hasn't got
3 has got
4 has got
5 hasn't got
6 has got

F

1	Have, got	d (given)
2	Has, got	a
3	Have, got	c
4	Have, got	b
5	Have, got	e
6	Has, got	f

G

1	Has Sue got a goldfish?	Yes, she has. (given)
2	Have Tim and Sue got a canary?	Yes, they have.
3	Has Tim got a cat?	No, he hasn't
4	Have Tim and Sue got a dog?	No, they haven't.

Speaking

Pupils' own answers

Unit 3

A

my (given)
your
his
her
its
our
their

B

1 Its
2 Her
3 Our
4 your
5 Its
6 His
7 My
8 Their

C

1 elephant's (given)
2 bird's
3 girl's
4 dog's
5 snail's
6 butterfly's

D
1 Whose pencils are these? (given)
2 Whose jacket is this?
3 Whose skateboard is that?
4 Whose flowers are those?
5 Whose books are those?
6 Whose car is this?

E
1 Whose toys are these?
They're Helen's toys. (given)
2 Whose guitar is this?
It's Sam's guitar.
3 Whose flowers are these?
They're Sally's flowers.
4 Whose canaries are these?
They're Peter's canaries.
5 Whose computer is this?
It's Anna's computer.
6 Whose puppy is this?
It's Jack's puppy.

Speaking
Pupils' own answers

Unit 4

A
1 There is (given)
2 There are
3 There are
4 There is
5 There is
6 There are

Pupils should tick and cross to give their own answers.

Speaking
Pupils' own answers

B
1 b (given)
2 a
3 a
4 a
5 a
6 b

C
1 There is, There isn't (given)
2 There are, There aren't
3 There's, There isn't
4 There isn't, There's
5 There aren't, There's
6 There are, There aren't

D
1 No, there aren't. (given)
2 Yes, there are.
3 Yes, there is.
4 No, there aren't.
5 No, there isn't.
6 No, there aren't.

E
1 Are there, Yes, there are. (given)
2 Is there, No, there isn't.
3 Are there, No, there aren't.
4 Is there, Yes, there is.
5 Are there, Yes, there are.

F
1 Is there, Yes, there is. / No, there isn't. (given)
2 Are there, Pupils' own answers
3 Are there, Pupils' own answers
4 Is there, Pupils' own answers
5 Is there, Pupils' own answers

Speaking
Pupils' own answers

Review 1

A
1 They aren't big. (given)
2 They aren't boring.
3 We aren't babies.
4 I'm not eight.
5 It isn't cold.
6 You aren't hungry.

B
1 Is, she is. (given)
2 Are, I am / we are
3 Is, it isn't
4 Are, they are
5 Is, he isn't

C
1 those (given)
2 that
3 these
4 those
5 this
6 that

D
1 have got (given)
2 have got
3 haven't got
4 has got
5 hasn't got
6 hasn't got

E
Suggested answers
1 Yes, I have. / No, I haven't. (given)
2 Yes, he has. / No, he hasn't.
3 Yes, I/we have. / No, I/we haven't.
4 Yes, she has. / No, she hasn't.
5 Yes, they have. / No, they haven't.

F
1 Whose slippers are these? (given)
2 Whose mobile phone is this?
3 Whose kitten is this?
4 Whose gloves are these?
5 Whose MP3 player is this?
6 Whose pets are these?

G
1 aren't any (given)
2 there are

3 there are
4 There is
5 there are
6 There isn't

Unit 5

A
1 winning (given)
2 stopping
3 swimming
4 watching
5 taking
6 writing
7 freezing
8 having

B
1 b (given)
2 a
3 b
4 b
5 b
6 a

C
1 is wearing (given)
2 is winning
3 are making
4 are falling
5 am freezing
6 is writing
7 are shouting
8 are drinking

D
1 Mark is having fun in Canada. (given)
2 Chrissy and Mary are sleeping in sleeping bags.
3 I am watching my favourite film.
4 We are playing a fun game.
5 They are shouting at the hockey team.
6 The reporters are taking photos.
7 That boy is eating out food.
8 You are running fast.

E
1 are standing (given)
2 am taking
3 is freezing
4 is learning
5 are having
6 are laughing

F
1 aren't (given)
2 isn't
3 isn't
4 'm not
5 aren't
6 isn't
7 isn't
8 aren't

G
1 Megan isn't climbing a mountain. (given)
2 I'm not sitting at my desk.
3 The boys aren't swimming in a river.
4 It isn't snowing today.
5 We aren't having fun.
6 You aren't listening to me.
7 Emily isn't staying with her aunt.
8 Our friends aren't riding their bikes.

H
1 isn't flying (given)
2 is sitting (given)
3 are having
4 aren't sleeping
5 aren't having
6 are running
7 aren't sitting
8 are playing

I
1 Is, Yes he is. / No he isn't. (given)
2 Are, Pupils' own answers
3 Is, Pupils' own answers
4 Are, Pupils' own answers
5 Are, Pupils' own answers
6 Is, Pupils' own answers
7 Is, Pupils' own answers
8 Are, Pupils' own answers

J

1	Is, making	e (given)
2	Are, eating	f
3	Is, sleeping	b
4	Is, cooking	c
5	Are, having	d
6	Are, walking	a

Speaking
Pupils' own answers

K

1	What is, watching	c (given)
2	What are, wearing	a
3	What are, playing	e
4	What is, eating	b
5	What is, doing	d

Speaking
Pupils' own answers

Unit 6

A
1 can ski (given)
2 can climb
3 can play
4 can watch
5 can sing
6 can sleep

B
1 can't (given)
2 can
3 can't
4 can't
5 can't
6 can
7 can
8 can't

C
Suggested answers
1 No, I can't. / Yes, I can. (given)
2 Yes, he/she can. / No, he/she can't.
3 Yes, I can. / No, I can't.
4 Yes, he can. / No, he can't.
5 Yes, he/she can. / No, he/she can't.
6 Yes, I can. / No, I can't.
7 Yes, we can. / No, we can't.
8 Yes, he/she can. / No, he/she can't.

D
1 Can Mum run?
No, she can't. (given)
2 Can Dad ride a bike?
Yes, he can.
3 Can the twins skateboard?
Yes, they can.
4 Can Mum ski?
Yes, she can.
5 Can Dad skateboard?
No, he can't.
6 Can the twins ski?
No, they can't.
7 Can Mum skateboard?
No, she can't.
8 Can Dad run?
Yes, he can.

Speaking
Pupils' own answers

Unit 7

A
1 We must run now. (given)
2 They must wear hats.
3 It must catch the mouse.
4 They must swim fast.
5 You must paint the wall.
6 I must be quiet.

B
1 must eat (given)
2 must catch
3 must make
4 must listen
5 must throw
6 must go

Speaking
Pupils' own answers

C
1 mustn't (given)
2 mustn't
3 mustn't
4 must
5 must
6 mustn't

D
1 mustn't (given)
2 must
3 mustn't
4 must
5 mustn't
6 must

E
1 must (given)
2 mustn't
3 mustn't
4 must
5 mustn't
6 must

Speaking
Pupils' own answers

Unit 8

A
1 Listen to this! (given)
2 Catch the ball!
3 Watch the film!
4 Don't run!
5 Don't shout!
6 Look at the animals!
7 Don't eat that!
8 Sit down!

B
1 Look! Don't touch! (given)
2 Listen! Don't shout!
3 Run! Don't sit down!
4 Walk! Don't run!
5 Catch! Don't close your eyes!
6 Say hello! Don't play computer games.

Speaking
Play Simon says. Pupils stand up and teacher gives them an instruction. If teacher says 'Simon says' before the instruction, pupils must do the action. If teacher just says the instruction, pupils must stay still. Pupils who make a mistake are out of the game and must sit down. The pupil who is left standing at the end, wins.

C
1 Let's buy some chocolate. (given)
2 Let's stay at home today.
3 Let's play this game.
4 Let's sit on this bench.
5 Let's go to bed.
6 Let's visit the castle.

D
1 Let's watch a film. (given)
2 Let's be clowns at the party.
3 Let's ride our bicycles.
4 Let's visit Grandma today.
5 Let's have crisps for dinner.
6 Let's read a Harry Potter book.
7 Let's wash the car tonight.
8 Let's make a birthday cake.

E
1 Let's go camping. (given)
2 Let's wear warm clothes.
3 Let's buy a present.
4 Let's draw a picture.
5 Let's go to the park.
6 Let's go skiing.

Review 2

A
1 isn't throwing (given)
2 is falling
3 isn't taking a photo
4 are shouting
5 are going
6 aren't listening

B
1 What are you doing?
I'm doing my homework. (given)
2 What are they making?
They're making a snowman.
3 What are they playing?
They're playing baseball.
4 What is it wearing?
It's wearing a (party) hat.

C
1 Can, can't (given)
2 Can, can
3 Can, can't
4 Can, can

D
1 must (given)
2 mustn't
3 mustn't
4 must
5 mustn't

E
1 Don't sit down! (given)
2 Be good!
3 Stand up!
4 Don't eat it!

F
1 e (given)
2 a
3 b
4 d
5 c

Unit 9

A
Countable nouns
some sweets (given)
some potatoes
some children
some photos

Uncountable nouns
some bread (given)
some water
some lemonade
some tea

B
1 any (given)
2 any
3 some
4 any
5 some
6 any

C
1 any (given)
2 any
3 some
4 some
5 some
6 any

D
1 aren't any (given)
2 are some
3 isn't any
4 are some
5 aren't any
6 is some
7 aren't any

E
1 Molly has got some friends. (given)
2 Is there any milk?
3 Angela hasn't got any pets.
4 Have you got any red shoes?
5 There aren't any butterflies in the park.
6 Dylan has got some sweets.

F
1 How much (given)
2 How many
3 How many
4 How much
5 How much

Speaking
Pupils' own answers

Unit 10

A
me (given)
your
him
her
it
us
you
them

B
1 it (given)
2 her
3 me
4 it
5 you
6 him
7 us
8 them

C
1 f (given)
2 a
3 b
4 c
5 d
6 e

D
1 it (given)
2 me
3 her
4 them
5 us
6 you
7 it
8 him

Unit 11

A
-s
plays (given)
says
speaks
takes

-es
catches (given)
does
goes
watches

-ies
cries (given)
flies
studies
worries

B
in the morning (given)
in the afternoon
at 12 o'clock
at half past one
on Friday
on Tuesday

C
1 ✓ (given)
2 ✗
3 ✓
4 ✓
5 ✓
6 ✗

D
1 go (given)
2 takes
3 speak
4 gives
5 watch
6 arrives
7 wears
8 stay

Speaking
Pupils' own answers

E
1 don't (given)
2 don't
3 doesn't
4 doesn't
5 doesn't
6 don't

F
1 He doesn't go to school at 6 o'clock. (given)
2 They don't eat pasta on Saturday.
3 We don't play tennis at the weekend.
4 She doesn't watch TV at night.
5 I don't read books in the afternoon.
6 He doesn't like crisps.

G
1 doesn't play (given)
2 don't ride
3 don't like
4 doesn't work
5 doesn't help
6 doesn't sleep

H
Suggested answers
1 Yes, I do. / No, I don't. (given)
2 Yes, she does. / No, she doesn't.
3 Yes, he/she does. No, he/she doesn't.
4 Yes, he does. / No, he doesn't.
5 Yes, I do. / No, I don't.
6 Yes, we do. / No, we don't.

I
1 Does Mia wear hats?
Yes, she does. (given)
2 Does Ty eat
Yes, he does.
3 Does Leo like
No, he doesn't.
4 Do they write
Yes, they do.
5 Does Tessy like
No, she doesn't.

Speaking
Pupils' own answers

J
1 My best friend has always got some money. (given)
2 The teacher never arrives late for the lesson.
3 I am often hungry after school.
4 Geoffrey sometimes forgets his homework.
5 Vicky, Beth and Andy aren't always at home.
6 The postman has never got a letter for me.

Unit 12

A
1 taller (given)
2 smaller
3 sunnier
4 faster
5 warmer
6 happier

Speaking
Pupils' own answers

B
1 oldest (given)
2 smallest
3 scariest
4 youngest
5 sleepiest
6 tallest

C
1 largest (given)
2 prettiest
3 warmest
4 scariest
5 highest
6 cloudiest

Review 3

A
1 any (given)
2 any
3 some
4 any
5 any
6 some

B
1 How much money (given)
2 How many computers
3 How much water
4 How many cakes
5 How much sugar
6 How many letters

C
1 b (given)
2 a
3 f
4 c
5 e
6 d

D
1 is always (given)
2 never go
3 always eats
4 often drives
5 sometimes watch
6 is never
7 often studies
8 always washes

E
1 Do, I do (given)
2 Does, he/she doesn't
3 Does, he/she doesn't
4 Do, they do
5 Does, he does
6 Do, I/we don't

F
1 older, oldest (given)
2 younger, youngest
3 bigger, biggest
4 sunnier, sunniest
5 taller, tallest

Unit 13

A
1 was (given)
2 were
3 were
4 was
5 was
6 were
7 was
8 was

B
1 were (given)
2 was
3 were
4 was
5 was
6 was
7 was
8 were
9 was
10 were

Speaking
Pupils' own answers

C
1 b (given)
2 b
3 b
4 b
5 a
6 b

D
1 weren't e (given)
2 wasn't f
3 wasn't a
4 weren't c
5 wasn't b
6 weren't d

E
1 They weren't at the London Eye. (given)
2 He wasn't at home.
3 They weren't at the park.
4 They weren't at the theatre.
5 He wasn't at school.

F
Suggested answers
1 Yes, I was. / No, I wasn't. (given)
2 Yes, it was. / No, it wasn't.
3 Yes, it was. / No, it wasn't.
4 Yes, I was. / No, I wasn't.
5 Yes, he/she was. / No, he/she wasn't.
6 Yes, they were. / No, they weren't.

G
1 Was e (given)
2 Were f
3 Was c
4 Were a
5 Was d
6 Was b

Speaking
Pupils' own answers

Unit 14

A

-d	-ed	-ied
chased	packed	cried
closed	played	studied
raced	watched	worried

B
1 climbed (given)
2 played
3 studied
4 cried
5 packed
6 watched

C
1 climbed (given)
2 arrived
3 walked
4 watched
5 looked
6 listened
7 loved
8 liked

Speaking
Pupils' own answers

D
drink – drank
run – ran
buy – bought
ride – rode
hide – hid
see – saw

E
1 went (given)
2 drank
3 ate
4 rode
5 saw
6 flew

F
1 gave (given)
2 found
3 had
4 bought
5 made
6 ate

G
1 didn't have (given)
2 didn't fly
3 didn't come
4 didn't go
5 didn't find
6 didn't help
7 didn't remember

H
1 Brian didn't go to school yesterday. (given)
2 Sally didn't do her homework on Monday.
3 Billy and Eva didn't visit Japan last month.
4 Wayne didn't win a medal in the Olympics.
5 Asim didn't fly to England last week.
6 I didn't buy a present for my friend.

I
1 didn't stay, stayed (given)
2 ate, didn't eat
3 built, didn't build
4 went, didn't go
5 didn't give, gave
6 didn't see, saw

J
1 Did, Yes, I did. / No, I didn't. (given)
2 Did, Yes, he/she did. / No, he/she didn't.
3 Did, Yes, I did. / No, I didn't.
4 Did, Yes, it did. / No, it didn't.
5 Did, Yes, we did. / No, we didn't.

K

1	What did Tom do last night?	e (given)
2	What did they do at the park?	a
3	What time did they go to bed?	b
4	What did Mina do yesterday?	d
5	Who did they see on the train?	c
6	What time did Jo meet his dad?	f

Speaking
Pupils' own answers

Unit 15

A
1 a (given)
2 b
3 a
4 a
5 b
6 a

B
1 is going to (given)
2 is going to
3 are going to
4 is going to
5 am going to
6 are going to

C
1 He's going to get ill. (given)
2 Mum is going to open a shop.
3 I am going to find my friends.
4 Tom and Jess are going to call their dad.
5 You are going to fall off your chair!

Speaking
Pupils' own answers

D
1 e (given)
2 a
3 c
4 d
5 b

E
1 She isn't going to get up late. (given)
2 They aren't going to visit England.
3 I'm not going to swim at the pool.
4 We aren't going to write an email.
5 It isn't going to snow tomorrow.
6 They aren't going to have a party (in the forest).

F
1 isn't going to catch (given)
2 isn't going to buy
3 isn't going to clean
4 aren't going to win
5 isn't going to eat
6 aren't going to sit

G

1	Are, going to	Yes, I am. / No, I'm not. (given)
2	Are, going to	Yes, I am. / No, I'm not.
3	Is going to	Yes, she is. / No, she isn't.
4	Is, going to	Yes, he/she is. / No, he/she isn't.
5	Are, going to	Yes, they are. / No, they aren't.

H
1 Is he going to go swimming?
No, he isn't. (given)
2 Is he going to play baseball?
No, he isn't.
3 Is she going to meet a film star?
Yes, she is.
4 Is he going to go to the party?
Yes he is.
5 Are they going to clean the beach?
Yes, they are.
6 Is it going to cook vegetables?
No, it isn't.

Speaking
Pupils' own answers

Unit 16

A
1 will go (given)
2 will pack
3 will buy
4 will swim
5 will be
6 will stay

B
1 will be a clown (given)
2 will make a cake
3 will bring presents
4 will sing songs
5 will play games
6 will eat crisps and pizza

Speaking
Pupils' own answers

C
1 won't be (given)
2 won't go
3 won't visit
4 won't go
5 won't take
6 won't walk

D
1 I won't write a diary. (given)
2 I won't drive a bus.
3 They won't swim in the pool.
4 I won't play in the classroom.
5 I won't eat pizza.
6 We won't go to a theatre.

E
1 won't eat (given)
2 will have
3 won't stay
4 will take
5 will visit
6 won't watch
7 will listen
8 won't go
9 will get
10 will write

Review 4

A
1 were, weren't (given)
2 was, wasn't
3 weren't, were
4 wasn't, was

B
1 We ate at a restaurant. (given)
2 He rode a bike.
3 He studied English.
4 They climbed a tree.
5 They went to Morocco.

C
1 Did you eat pasta yesterday?
Yes, I did. / No, I didn't. (given)
2 Did you go to school at the weekend?
Yes, I did. / No, I didn't.
3 Were you in London last summer?
Yes, I was. / No, I wasn't.
4 Did you go to the park yesterday?
Yes, I did. / No, I didn't.
5 Was your dad tired last night?
Yes, he was. / No, he wasn't.

D
1 'm not going to ride (given)
2 are going to go
3 is going to visit
4 aren't going to have
5 isn't going to bark
6 am going to buy

E
1 will (given)
2 will
3 won't
4 will
5 will
6 won't

Unit Tests Key

Test 1

A
1 email (given)
2 forest
3 camel
4 tea
5 photo album
6 sand

B
1 ugly (given)
2 young
3 twins
4 aunt
5 stars
6 handsome

C
1 is (given)
2 am
3 are
4 are
5 is
6 is

D
1 aren't (given)
2 is
3 Are
4 isn't
5 'm not
6 are

Test 2

A
1 butterfly (given)
2 snail
3 canary
4 garden
5 puppy
6 kitten

B
1 slippers (given)
2 lamp
3 teapot
4 swing
5 rug
6 acrobat

C
1 has got (given)
2 have got
3 hasn't got
4 haven't got
5 have got
6 has got

D
1 Has, d (given)
2 Have, a
3 Has, b
4 Have, f
5 Have, c
6 Has, e

Test 3

A
1 fountain (given)
2 bench
3 café
4 coat
5 belt
6 gloves

B
1 toy box (given)
2 window
3 floor
4 door
5 homework
6 MP3 player

C
1 The (given)
2 Whose
3 my
4 The
5 The
6 Its

D
1 is (given)
2 Are
3 isn't
4 aren't
5 are
6 Is

Test 4

A
1 sleep (given)
2 ski
3 fall
4 shout
5 snowboard

B
1 January (given)
2 March
3 April
4 June
5 September
6 October
7 December

C
1 is reading (given)
2 is sitting
3 are playing
4 is climbing
5 is sleeping
6 is eating

D
1 aren't (given)
2 is
3 Are
4 am
5 isn't
6 aren't

Test 5

A
1 hotel (given)
2 library
3 ice
4 shelf
5 trainers
6 baseball cap

B
1 first (given)
2 2nd
3 third
4 7th
5 ninth
6 10th

C
1 can't (given)
2 Can
3 can't
4 can't
5 can
6 can

D
1 must (given)
2 Don't shout
3 Wear
4 Let's
5 mustn't
6 must

Test 6

A
1 thirty (given)
2 fifty
3 one hundred
4 twenty
5 eighty
6 sixty

B
1 table (given)
2 grass
3 ice cream
4 sandwich
5 orange juice
6 sugar

C
1 any (given)
2 some
3 How much
4 any
5 How many
6 some

D
1 him (given)
2 me
3 them
4 it
5 us
6 you

Test 7

A
1 actor (given)
2 astronaut
3 postman
4 doctor
5 cook
6 police officer

B
1 biscuits (given)
2 vet
3 firefighters
4 pilot
5 bow
6 photographer

C
1 drink (given)
2 have
3 doesn't play
4 sleeps
5 teaches
6 don't watch

D
1 Do, Yes, I do. (given)
2 Does, No, it doesn't.
3 Do, No, we don't.
4 Does, Yes, he does.
5 Do, Yes, you do.
6 Do, No, they don't.

Test 8

A
1 sunny
2 cloudy
3 windy
4 rainy
5 snowy

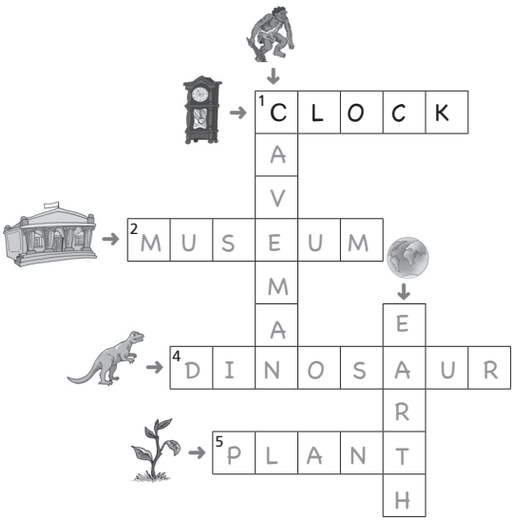
B
1 button (given)
2 snowman
3 bridge
4 soldier
5 scary
6 little
7 large

C
1 always watches (given)
2 often has
3 never gets up
4 sometimes make
5 are always

D
1 shortest (given)
2 happier
3 better than
4 taller
5 the
6 the nicest
7 scariest

Test 9

A



B
1 right (given)
2 bone
3 sharp
4 time
5 know
6 big

C
1 was (given)
2 weren't
3 weren't
4 were
5 was
6 wasn't

D
1 Was, she was (given)
2 Was, he was
3 Were, they weren't
4 Were, I wasn't
5 Was, it was
6 Were, they were

Test 10

A
1 Spanish (given)
2 American
3 English
4 Greek
5 Japanese

B
1 desert (given)
2 suitcase

3 restaurant
4 rice
5 building
6 medal
7 player

C

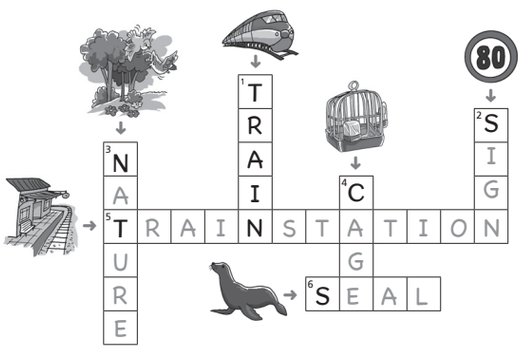
1 played (given)
2 watched
3 studied
4 went
5 saw
6 bought

D

1 I didn't give Sally a present. (given)
2 Dad didn't stop the car.
3 I didn't listen to music.
4 They didn't like the pizza.
5 She didn't get up at 7 o'clock.
6 We didn't eat all the rice.

Test 11

A



B

1 way (given)
2 save
3 look
4 Go
5 turn
6 cross
7 sign

C

1 Yes, I did. (given)
2 No, we didn't.
3 No, he didn't.
4 Yes, she did.
5 Yes, they did.
6 Yes, I did.

D

1 I'm going to play tennis. (given)
2 He isn't going to read a book.
3 We're going to open the window.
4 They're going to come to the forest.
5 She isn't going to clean the beach.

Test 12

A

1 a (given)
2 f
3 b
4 e
5 d
6 c

B

1 sightseeing (given)
2 bark
3 parents
4 ghost
5 money
6 shopping

C

1 are (given)
2 am
3 Is
4 isn't
5 Are
6 Am I

D

1 'll send
2 won't stay
3 won't take
4 'll be
5 'll go
6 won't climb

Test 1

Name: _____ Date: _____ Mark: /20

A Write.

1

e mail

2
f_____

3
c_____

4
t_____

5
p_____ a_____

6
s_____

/5

B Circle.

1 cute / ugly

2 young / old

3 twins / uncles

4 aunt / uncle

5 sand / stars

6 handsome / old

/5

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C **Write am, is or are.**

1 He ___is___ tall.
2 I _____ happy.
3 We _____ in the park.
4 They _____ on camels.
5 Dina _____ a fantastic reporter!
6 A camel _____ a funny animal.

/5

D **Write.**

1 We're old. We ___aren't___ young.
2 Is she a new pupil? Yes, she _____ .
3 _____ you friends? No, we aren't.
4 He's my cousin. He _____ my brother.
5 Are you eleven? No, I _____ .
6 They _____ from France. They're from England.

/5

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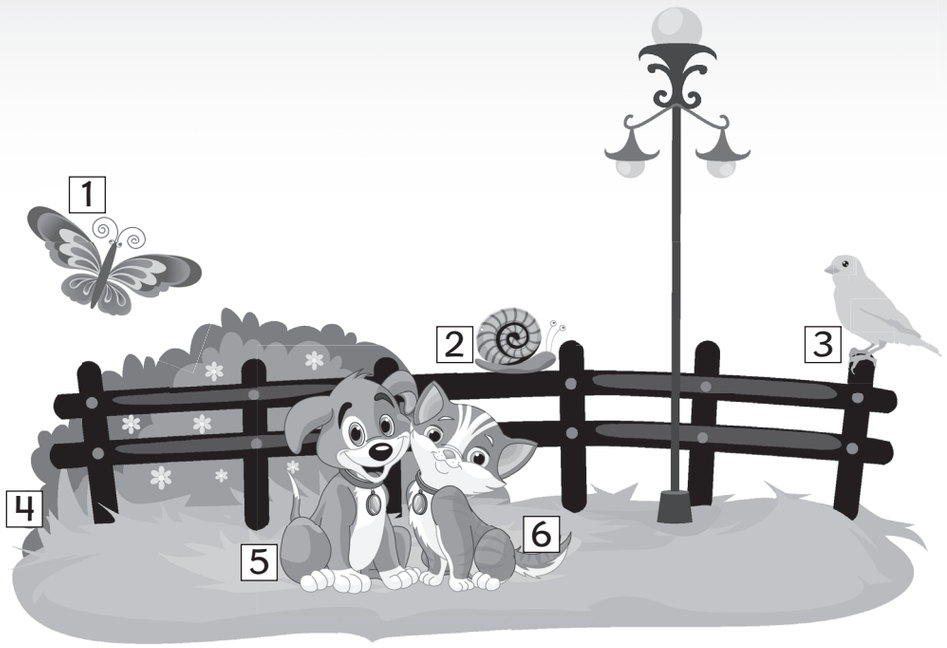
Test 2

Name: _____ Date: _____ Mark: /20

A Write.



1 b u t t e r f l y
2 _ _ _ _ _ l
3 c _ n _ _ _ _
4 _ _ _ d _ n
5 _ u _ _ _ _
6 k i _ _ _ _ _

/5

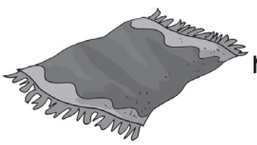
B Write.

1 s lippers

2 l _____

3 t _____

4 s _____

5  r _____

6 a _____

/5

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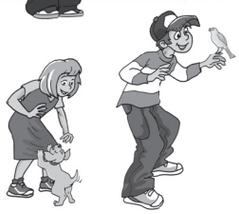
C Write have got, haven't got, has got or hasn't got.

1 Chris _____has got_____ a snake.

2  Judy and Mark _____ pets.

3 The dog _____ a toy.

4 Zebras _____ horns.

5 We _____ funny hair.

6 She _____ a bike.

/5

D Write have or has and match.

1	Has a leopard got fur?	a	No, I haven't.
2	_____ you got an idea, Kate?	b	Yes, he has.
3	_____ Jack got a skateboard?	c	Yes, you have.
4	_____ rhinos got long tails?	d	Yes, it has.
5	_____ we got big ears?	e	No, she hasn't.
6	_____ she got a car?	f	No, they haven't.

/5

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Test 3

Name: _____ Date: _____ Mark: /20

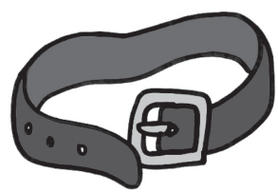
A Write.

1 fountain

2 _____

3 _____

4 _____



5 _____

6 _____

/5

B Write.

door floor homework MP3 player ~~toy box~~ window

My bedroom is very messy! I've got lots of toys, but I haven't got a (1) toy box . My bed is under the (2) _____ . It's big and you can see the garden from it. There's an orange rug on the (3) _____ . It's new. My desk is near the (4) _____ . There are lots of books and notebooks on it. I do my (5) _____ there. Look! There's my (6) _____ . It's under the bed. I love music!

/5

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C Circle.

1 There's a dog. A / The dog is cute.
2 Who / Whose gloves are these?
3 I'm Sally and this is her / my sister Jane.
4 A / The moon is amazing.
5 An / The orange shoes are big.
6 This is my friend's cat. It's / Its tail is long.

/5

D Write is, isn't, are or aren't.

1 There _____is_____ a big tree in the garden.
2 I'm hungry. _____ there any eggs?
3 Is there a desk in your room? No, there _____ .
4 Are there any hats in this shop? No, there _____ .
5 There _____ many flowers near the wall. They're beautiful.
6 _____ there a pencil in your bag?

/5

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Test 4

Name: _____ Date: _____ Mark: /20

A Write and match.

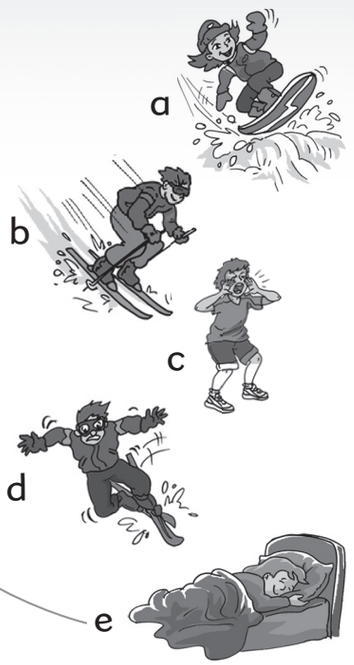
1 s l e e p

2 __ __ i

3 f __ __ __

4 sh __ __ __

5 s __ __ __ b __ __ __ d



/5

B Write.

1 J_____

February

2 M_____

3 A_____

May

4 J_____

July

August

5 S_____

6 O_____

November

7 D_____

/5

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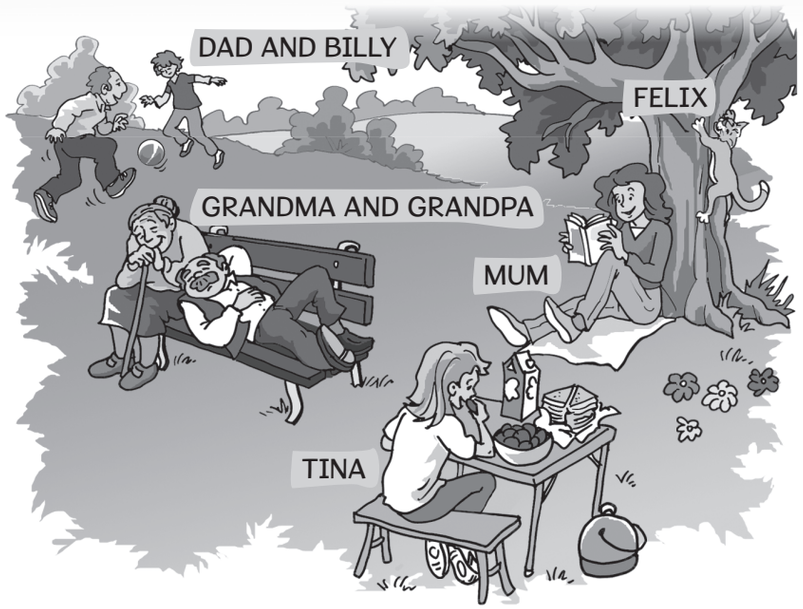
C Write.

climb eat sit play ~~read~~ sleep



1 Mum _____is reading_____ a book.
2 Grandma _____ on the bench.
3 Look at us! We _____ football.
4 Felix _____ the tree.
5 Grandma _____ .
6 My sister _____ .

/5

D Write.

1 Are you watching TV? No, we _____aren't_____ .
2 Is Sarah cooking food on a fire? Yes, she _____ .
3 _____ your friends winning? No, they aren't!
4 Are you staying in a tent? Yes, I _____ .
5 Is the dog eating? No, it _____ .
6 Are Jamie's cousins sleeping in a sleeping bag? No, they _____ .

/5

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Test 5

Name: _____ Date: _____ Mark: /20

A Write.

1 We're staying at a big h o t e l.

2 There are lots of good books at the __ i b __ a __ __ .

3 Be careful! There is __ __ e everywhere.

4 The notebook is on the s __ e __ __ .

5 Those t r __ __ n e __ s are cool.

6 Look! Denis is wearing a __ a s __ __ a l l __ __ p .

/5

B Write.

1st = first

_____ = second

3rd = _____

4th = fourth

5th = fifth

6th = sixth

_____ = seventh

8th = eighth

9th = _____

_____ = tenth

/5

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C **Write can or can't.**

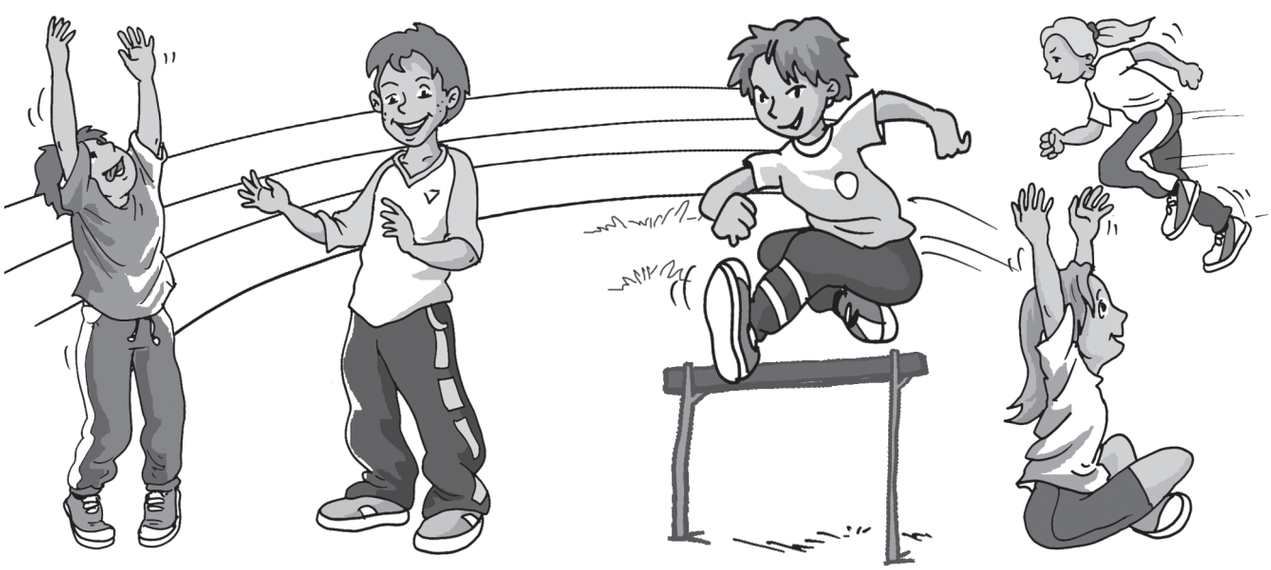
1 Dogs can catch a ball, but they _____can't_____ throw a ball.
2 _____ Cathy speak English?
3 Leo _____ snowboard. He isn't good.
4 Can I go to the cinema, please? No, you _____ .
5 Can you run fast? Yes, I _____ .
6 We play basketball. We _____ jump high.

/5

D **Circle.**

1 You must / mustn't listen to Mum and Dad.
2 Don't shout / Shout! I can't sleep.
3 It's time for sports. Don't wear / Wear your trainers.
4 Let's / Don't see the acrobats. They're amazing.
5 We must / mustn't run in the classroom!
6 Shh! We must / mustn't be quiet.

/5



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Test 6

Name: _____ Date: _____ Mark: /20

A Write.

1

_____thirty_____

2

_____

3

_____

4

_____

5

_____

6

_____

/5

B Write.

grass ice cream orange juice sandwich sugar ~~table~~

1 The pizza is on the _____table_____ .
2 Let's have a picnic on the _____ .
3 Oh no! The dog ate my chocolate _____ _____ !
4 I want cheese and tomatoes in my _____ .
5 I'm thirsty. Can I have some _____ _____ .
6 Fizzy drinks aren't good for you. They've got lots of _____ .

/5

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C **Write some, any, How much or How many.**

1 Sorry. I haven't got _____any_____ lemonade.
2 There is _____ jam in the kitchen. It's yummy.
3 _____ water is there in your glass?
4 Are there _____ children at the party?
5 _____ chips have you got?
6 We've got _____ tea.

/5

D **Write.**

~~him~~ it me them us you

1 That's my brother. Let's talk to _____him_____ .
2 Mum is helping _____ with my homework.
3 Those are my friends. Can you see _____?
4 This waterfall is beautiful. I love _____ .
5 We're hungry. Please make _____ some sandwiches, Mum!
6 You're nice. I like _____ .

/5

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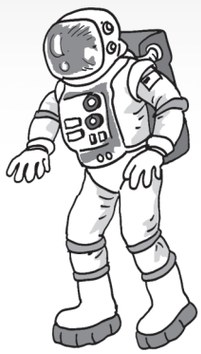
Test 7

Name: _____ Date: _____ Mark: /20

A Write.

1 a ctor



2 a _____

3 p _____

4 d _____

5 c _____

6 p _____
o _____

/5

B Write.

~~biscuits~~ bow firefighters photographer pilot vet

1 Neil's mum is a cook. She makes great biscuits .
2 My uncle is a _____ . He helps animals.
3 There's a big fire in the village. The _____ are there now.
4 Rita is a _____ . She flies a lot.
5 Don't play with the _____ and arrows.
6 This is my cousin's camera. She's a _____ .

/5

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C Write.

1 We drink (drink) milk for breakfast.
2 You _____ (have) an English lesson on Monday.
3 She _____ (not play) basketball every day.
4 My dog _____ (sleep) in the afternoon.
5 Dad _____ (teach) maths at my school.
6 We _____ (not watch) TV in the morning.

/5

D Write and circle.

1 Do you want a biscuit?
Yes, I do. / Yes, you do.
2 _____ your dog like vets?
No, he doesn't. / No, it doesn't.
3 _____ you study every day?
No, they don't. / No, we don't.
4 _____ Steve play ice hockey on Tuesday?
Yes, he does. / Yes, she does.
5 _____ we swim in the summer?
Yes, you do. / Yes, I do.
6 _____ Emma and her sister have an MP3 player?
No, she doesn't. / No, they don't.

/5

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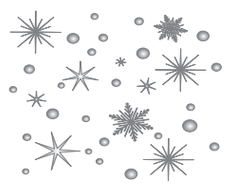
Test 8

Name: _____ Date: _____ Mark: /20

A Write.

It's ...

1 sunny 2 _____ 3 _____



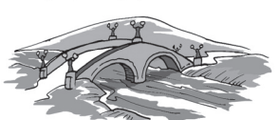
4 _____ 5 _____

/4

B Write.

1 Where's my b utton ?

2 We're making a s_____ .



3 That b_____ is amazing!

4 Look. I'm a s_____ .

5 Help! A s_____ monster.

6 This is a l_____ fish.

7 Whales are l_____ animals.

/6

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C Write.

always	✔				✔
often		✔			
sometimes				✔	
never			✔		

1 Sam always watches (watch) TV in the afternoon.
2 Joe's family _____ (have) a picnic at the weekend.
3 Lola _____ (get up) at 7 o'clock in the morning.
4 My sisters _____ (make) a cake.
5 We _____ (be) happy!

/4

D Circle.

1 Mum is the shortest / shorter woman in my family.
2 Paul is happier / happy than George.
3 This book is better / better than that book
4 Susan is tallest / taller than Marie.
5 I am the / a best pupil in the class!
6 Dad's the nicest / nicer man in the world!
7 Sharks are the scary / scariest fish!

/6

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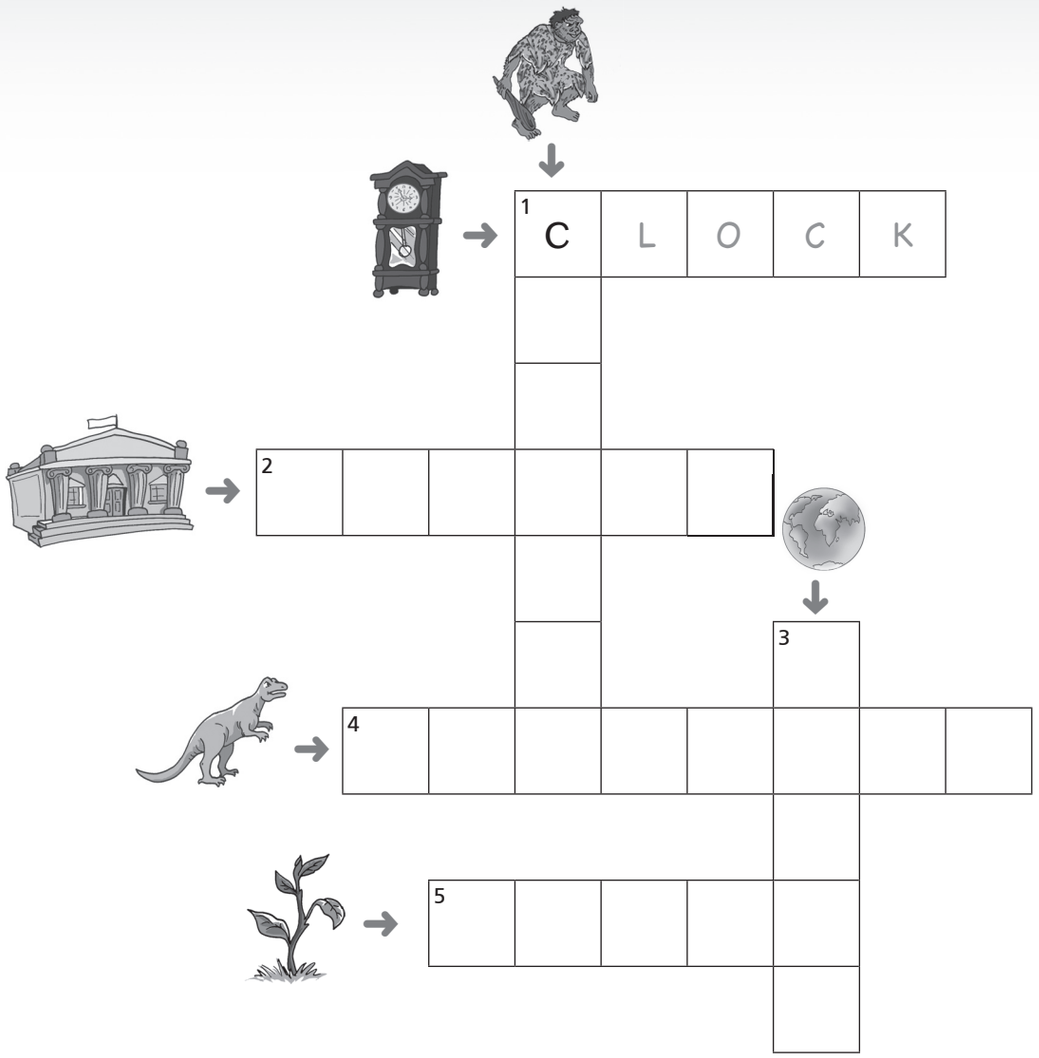
Test 9

Name: _____ Date: _____ Mark: /20

A Write.



/5

B Circle.

1 What's that? It's a bone. That's (right) / dark!
2 Your home / bone is very big. How many bedrooms has it got?
3 Be careful! That dog has got friendly / sharp teeth.
4 A long time / history ago there weren't animals here.
5 This is a T-rex. How do you learn / know?
6 Can I go on the terrible / big wheel, Dad?

/5

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C **Write was, were, wasn't or weren't.**

1 She ___was___ sleepy.

2 We _____ at school yesterday.

3 They _____ at the park in the morning.

4 You _____ at the beach on Saturday.

5 I _____ very hungry yesterday.

6 My uncle _____ at the theatre.

/5

D **Write.**

1 ___Was___ Diana tired? Yes, ___she was___ .

2 _____ he at the bookshop? Yes, _____ .

3 _____ they sad? No, _____ .

4 _____ you at home, Katy? No, _____ .

5 _____ the dog in the garden? Yes, _____ .

6 _____ the kids good? Yes, _____ .

/5

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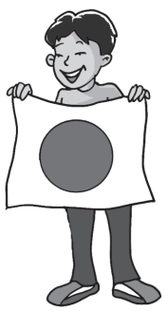
Test 10

Name: _____ Date: _____ Mark: /20

A Write.

1 She's Spanish . 2 He's _____ . 3 He's _____ .



4 She's _____ . 5 He's _____ .

/4

B Write.

building ~~desert~~ medal player restaurant rice suitcase

1 It is very hot in the desert .
2 My _____ is heavy. I packed a lot of things.
3 Can we eat at a Chinese _____?
4 Sandra's favourite food is meat and _____ .
5 This is the oldest _____ in our town. It's a hundred years old.
6 Jack was first and he got a gold _____ .
7 My uncle is a football _____ .

/6

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C Write.

1 I played (play) basketball last week.
2 We _____ (watch) TV yesterday.
3 Tom _____ (study) a lot last night.
4 I _____ (go) to a museum.
5 Lynn _____ (see) the pyramids in Egypt.
6 They _____ (buy) a new bike.

/5

D Write.

1 I gave Sally a present.
I didn't give Sally a present.

2 Dad stopped the car.
_____

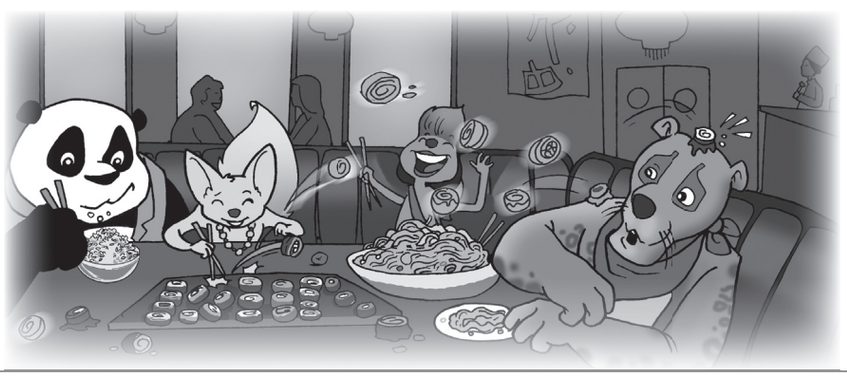
3 I listened to music.
_____

4 They liked the pizza.
_____

5 She got up at 7 o'clock.
_____

6 We ate all the rice.
_____

/5



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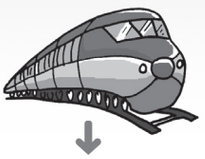
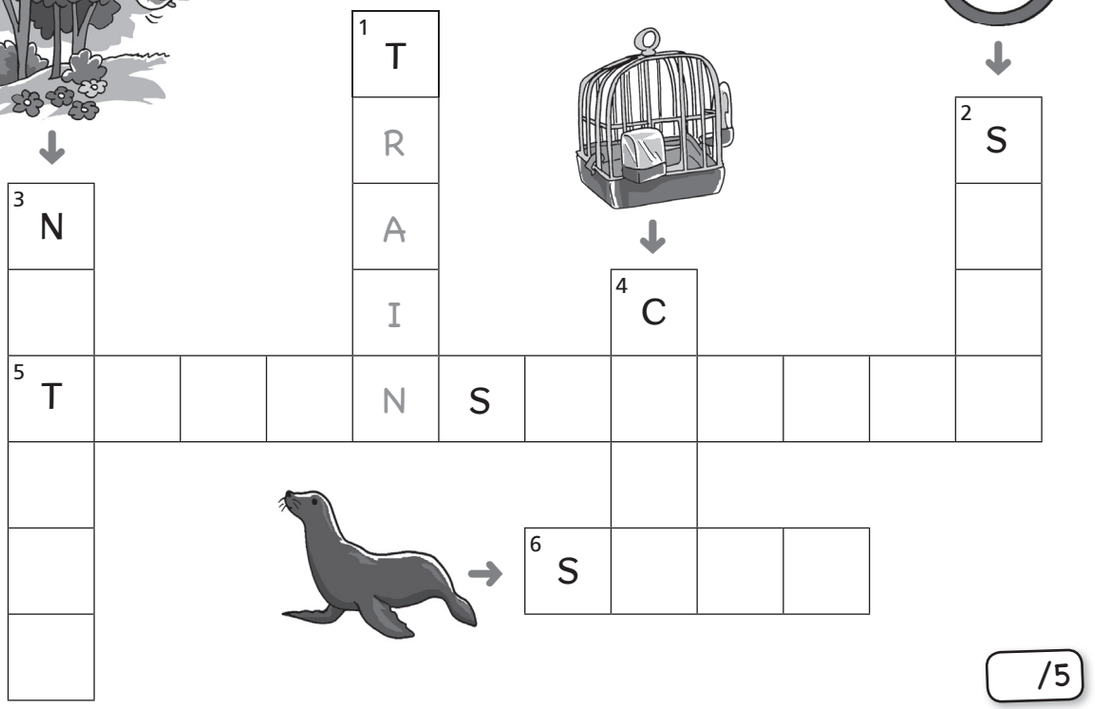
Test 11

Name: _____ Date: _____ Mark: /20

A Write.





/5

B Write.

cross go look save sign turn ~~way~~

Man: Can you tell me the (1) ___way___ to the vet, please? I found a kitten in my garden. It's ill. The vet can (2) _____ its life and (3) _____ after it.

Woman: Of course! (4) _____ straight ahead. Then (5) _____ left and (6) _____ the road. The vet is next to the café. There's a big (7) _____ .

Man: Thank you.

/6

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C Write.

1 Did you draw the flower on the board, Lisa? Yes, I did.

2 Did you ride your scooters? _____

3 Did Chris buy big trousers? _____

4 Did Kate go to bed? _____

5 Did they wear costumes? _____

6 Did you plant a tree, Ben? _____

/5

D Write.

1 going / I'm / to / tennis / play
I'm going to play tennis.

2 he / going / to / book / read / a / isn't
_____

3 we're / to / the / window / going / open
_____

4 they're / to / going / come / forest / to / the
_____

5 isn't / she / going / clean / to / beach / the
_____

/4

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Test 12

Name: _____ Date: _____ Mark: /20

A Match.

1

2

3

4

5

6

a flat

b postcard

c comic

d diary

e passport

f show

/5

B Write.

1 We went s<u>ightseeing</u> in Japan.
2 What a noise! Those dogs b_____ a lot!
3 Your mum and dad are your p_____ .
4 The g_____ train was scary.
5 I want to buy some sweets? Have we got any m_____?
6 I need new clothes. Let's go s_____ .

/5

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C Circle.

1 Are you going to write a book? Yes, we am / are.
2 Are you going to swim? Yes, I am / are.
3 Is / Are he going to dance?
4 Is she going to sleep? No, she is / isn't.
5 Are / Is they going to play baseball?
6 I am / Am I going to see you?

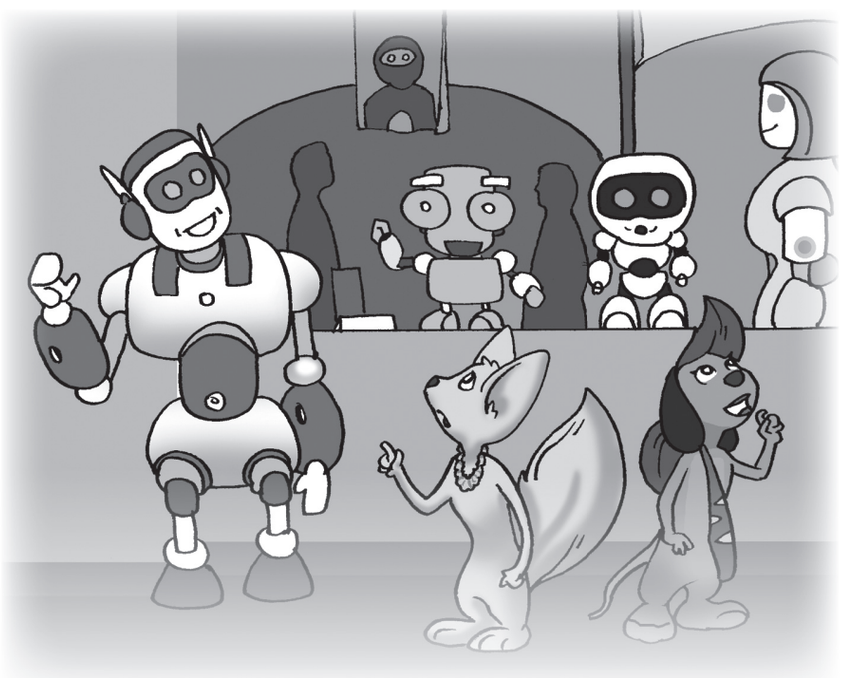
/5

D Write.

be go not climb not stay not take ~~send~~

1 I 'll send you a postcard from the island.
2 He _____ in a tent.
3 She _____ her diary on holiday.
4 It _____ rainy tomorrow.
5 We _____ sightseeing in England.
6 They _____ that mountain. It's dangerous.

/5



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