

Bill Bowler and Sue Parminter

Happy Earth

Teacher's Book

1

OXFORD

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UNIT 1

People and places

Topics

Key vocabulary

Main language

Stage 1

At home

Ss read about and find the children's literary characters 'The Borrowers' in a human house. They say a chant about a messy bedroom.

House: *bathroom, bedroom, hall, kitchen, sitting room, stairs*
Prepositions of place: *behind, between, in, in front of, next to, on, under*

There's a ... / There are some ...

Stage 2

My place

Ss are introduced to the *Bulldog and friends* characters. They talk about where they live.

English-speaking countries: *Australia, Britain, Canada, New Zealand, South Africa, the United States*

Present simple questions:
1st and 2nd persons singular
Do you like ...?
Yes, I do. / No, I don't.

Stage 3

Families

Ss talk about their families. They read about a family with a different lifestyle.

Verbs: *go, like, live, love, make, play, read*

Present simple: 3rd person singular
He likes chocolate.
She doesn't like housework.



Write this!

Guided writing
Addressing an envelope



Picture this!

Picture composition
Describing a scene (1)

Stage 4

Action File

'Make-and-do' activity
My castle



Say this!

Saying the letters of the alphabet;
the sounds /æ/ and /eɪ/

Stage 5

Story

Where on Earth?
Lily and Ben at Granny's house



Unit 1 TEST

Vocabulary and grammar

UNIT 2

Computer zone

Topics

Key vocabulary

Main language

Stage 1

Cyber world

Ss learn about virtual reality. They read a comic strip adventure story.

Sense verbs: *feel, hear, see, smell, taste*

can / can't + sense verbs
What can she hear?
Luke can see her.

Stage 2

In class

Ss imagine schools in the future. They talk about their own timetables.

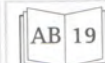
School subjects: *Art, English, Geography, History, Maths, Music, PE, Science*
Times: *o'clock, half past, quarter past, quarter to*

Present simple with times:
at + time and on + days
We have English on Tuesday at 10 o'clock.

Stage 3

Read all about it!

The World Wide Web
Extended reading: Ss learn about computer equipment and the Internet. They consider what they can do on the World Wide Web and read a homepage.



Spell this!

Plural nouns



Write this!

Guided writing
Writing an email; capital letters



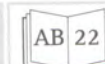
Picture this!

Picture composition
Writing about a daily routine; capital letters

Stage 4

Action File

'Make-and-do' activity
My 3D computer game



Say this!

Silent and sounded w

Stage 5

Story

Where on Earth?
Lily and Ben in Egypt

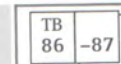


Unit 2 TEST

Vocabulary and grammar

Do you remember? 1

Units 1-2
Ss revise the main language from Units 1 and 2 in class activities and games.



REVISION TEST 1

Skills-based progress test

UNIT 3

Monster corner

Topics

Key vocabulary

Main language

Stage 1

At the movies

Ss identify and describe movie monsters. They read about some classic monster movies.

Adjectives: *dark, hairy, long, scary, sharp, small, strong, thin, ugly*

Has he / she got ...?
Yes, he / she has. No, he / she hasn't.
Present simple:
Wh- questions: 3rd person singular
What / When / Where / Who does ...?

Stage 2

Mystery monsters

Ss read and re-tell an adventure story. They ask and answer questions about monster adventures.

Times of day: *in the morning / afternoon / evening, at night*

was / were: Was it big? Yes, it was. Were they with you? No, they weren't.

Stage 3

Dino power

Ss learn about the size, appearance, and lifestyles of dinosaurs.

Body parts: *back legs, body, brain, front legs, neck, tail*
Numbers 1–100

Past simple statements: regular and irregular verbs
Dinosaurs lived a long time ago. Some dinosaurs ate plants.
Verbs: *ate, cared, couldn't, had, lived, moved, ran, walked*

AB 30

Write this!

Guided writing

Writing a postcard; question marks and exclamation marks

AB 31

Picture this!

Picture composition

Describing a monster; apostrophes

Stage 4

Action File

'Make-and-do' activity
My moving dino

AB 32

Say this!

The sounds /θ/ and /ð/

Stage 5

Story

Where on Earth?
Lily and Ben in Argentina

TB 88

Unit 3 TEST

Vocabulary and grammar

UNIT 4

World of sport

Topics

Key vocabulary

Main language

Stage 1

Sports Centre

Ss identify and talk about children doing different sports. They talk about the sports they like and are good at.

Sports: *basketball, cycling, diving, football, gymnastics, judo, running, swimming, table tennis, tennis*

Present continuous:
3rd person singular
He's playing football. She isn't doing gymnastics. Is he playing tennis? Yes, he is. / No, he isn't.

Stage 2

Star spot

Ss learn about the tennis stars Venus and Serena Williams. They measure themselves and learn a star song.

Adjectives: *bigger, heavier, longer, narrower, older, shorter, smaller, stronger, taller, wider, younger*

Comparative adjectives

Stage 3

Read all about it!

Football

Extended reading: Ss learn about the history of football. They do a quiz about amazing football facts and read a poem.

AB 39

Spell this!

Present participles

AB 40

Write this!

Guided writing

Writing a report; commas and full stops

AB 41

Picture this!

Picture composition

Describing a scene (2)

Stage 4

Action File

'Make-and-do' activity
My sport poster

AB 42

Say this!

The sound /ŋ/; linking

Stage 5

Story

Where on Earth?
Lily and Ben in China

TB 89

Unit 4 TEST

Vocabulary and grammar

Do you remember? 2

Units 3–4

Ss revise the main language from Units 3 and 4 in class activities and games.

TB 90–91

REVISION TEST 2

Skills-based progress test

UNIT 5

Animal action

	Topics	Key vocabulary	Main language
Stage 1	On the move! Ss learn an animal march song. They read and solve animal riddles and talk about animals of their choice.	Animals: <i>ant, cat, flamingo, frog, hippo, kangaroo, lion, lizard, parrot, penguin, snail</i> Adverbs: <i>angrily, fast, happily, high, lazily, loudly, quickly, quietly, slowly, well / not very well</i>	Adverbs of manner
Stage 2	Help! Ss learn about two real life stories in which animals helped save the lives of two boys.	Verbs: <i>bit, chased, fell, helped, opened, saw, swam, went</i>	Revision: past simple: regular and irregular verbs
Stage 3	Animal records Ss learn about record holders in the animal kingdom. They read about big cats.	Adjectives: <i>best, biggest, fastest, largest, laziest, loudest, quietest, rarest, shortest, smallest, strongest, worst</i>	Superlative adjectives
<div> <div>AB 50</div> <div>Write this! Guided writing An animal information card</div> </div> <div> <div>AB 51</div> <div>Picture this! Picture composition Writing a story</div> </div>			
Stage 4	Action File 'Make-and-do' activity My wacky animal whizzer	<div> <div>AB 52</div> <div>Say this! Silent and sounded <i>r</i></div> </div>	
Stage 5	Story Where on Earth? Lily and Ben in the United States	<div> <div>TB 92</div> <div>Unit 5 TEST Vocabulary and grammar</div> </div>	

UNIT 6

Natural Earth

	Topics	Key vocabulary	Main language
<div>Stage 1</div>	Earth Savers Ss consider the issues of pollution and green habits through a comic strip and a song.	Verbs: <i>fly – flew, make – made, meet – met, ring – rang, send – sent, take – took</i> Earth Saver words: <i>drop, keep (sth) clean, recycle, save, turn off, waste</i>	<i>must / mustn't</i>
<div>Stage 2</div>	Four seasons Ss talk about what they do during the different months of the year. They read a Native American story about the origin of winter.	Months and seasons Adverbs: <i>always, usually, often, sometimes, never</i>	Adverbs of frequency <i>I always go camping in July.</i> <i>It sometimes rains in summer.</i>
<div>Stage 3</div>	Read all about it! Volcanoes Extended reading: Ss read about volcanoes. They learn about Mount Vesuvius and Pompeii and how to make a model volcano.	<div><div>AB 59</div>Spell this! Verbs with 3rd person singular -s / -es / -ies</div>	
<div><div>AB 60</div>Write this! Guided writing Completing an order form</div> <div><div>AB 61</div>Picture this! Picture composition Describing a place</div>			
<div>Stage 4</div>	Action File 'Make-and-do' activity My volcano poem	<div><div>AB 62</div>Say this! Word stress</div>	
<div>Stage 5</div>	Story Where on Earth? Lily and Ben in Australia	<div><div>TB 93</div><div>Unit 6 TEST Vocabulary and grammar</div></div>	

Do you remember? 3

Units 5–6

Ss revise the main language from Units 5 and 6 in class activities and games.

TB 94–95

REVISION TEST 3

Skills-based progress test

UNIT 7

Fun zone

Topics

Key vocabulary

Main language

Stage 1

Water parks

Ss compare the different attractions at a water park. They sing a song and talk about the rides they would like to go on.

Adjectives: *boring, exciting, funny, high, low, scary*

Revision: comparative adjectives
going to: 1st and 2nd persons
Are you going to go to Waterworld?
I'm going to go on the Curver.
I'm not going to go on the Zipper.

Stage 2

At play

Ss talk about the differences between toys now and in 1900. They read about some strange collections.

Toys: *CD, chess, comic, computer game, hoop, kite, marbles, model boat, remote controlled car, rollerblades, scooter, skateboard, skipping rope, stamp collection, yo-yo*

Past simple: negative
They didn't have CDs.
My Grandma didn't play computer games.

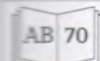
Stage 3

Music time

Ss read about an American pop band. They listen to and express opinions about different kinds of music.

Musical instruments: *drums, guitar, keyboard, saxophone, trumpet*
Revision: days, months, ordinal numbers, times

Past simple: questions



Write this!

Guided writing
A letter to a penfriend



Picture this!

Picture composition
Writing about life in the past

Stage 4

Action File

'Make-and-do' activity
My Star File



Say this!

Past simple question chant

Stage 5

Story

Where on Earth?
Lily and Ben in Russia



Unit 7 TEST

Vocabulary and grammar

UNIT 8

World adventure

Topics

Key vocabulary

Main language

Stage 1

Round the world

Ss read about some of the world's greatest sights. They learn a song about travelling.

Big numbers: *hundred, thousand, million*
Transport: (by) *bike, bus, plane, ship, train*

Revision: superlative adjectives
Past simple: *Wh-* questions

Stage 2

Alabama Smith

Ss read the plot of the beginning of an adventure film then say how they think the film ends.

Verbs: *arrive, break, crash, escape, fall, find, follow, steal, take, trap*

going to: 3rd person

Stage 3

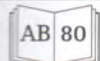
Read all about it!

Discoveries
Extended reading: Ss read about Marco Polo's journey to China and his discoveries. They learn about the origins of some of their favourite things.



Spell this!

Irregular past verbs



Write this!

Guided writing
A holiday diary



Picture this!

Picture composition
Telling a film story

Stage 4

Action File

'Make-and-do' activity
My treasure map



Say this!

Sound and spelling contrast;
past tense endings

Stage 5

Story

Where on Earth?
Lily and Ben in India



Unit 8 TEST

Vocabulary and grammar

Do you remember? 4

Units 7-8
Ss revise the main language from Units 7 and 8 in class activities and games.



REVISION TEST 4

Skills-based progress test

Introduction

Welcome to *Happy Earth*!

Happy Earth is a two-level topic-based course for pre-teens who are ready to build on early reading and writing. It is designed to extend the vocabulary and structures of the early years of English and it can be used to follow on from *Happy Street* or other first courses for children. Through a wide range of factual information, it develops the students' language skills and awareness of the world.

Happy Earth is a fun, colourful, and stimulating course organized around topics close to students' daily life but developed in a way which increases their knowledge of the world. The course provides a bridge from earlier playful primary English learning to an increasingly mature and more cognitive secondary approach. In addition, *Happy Earth* offers a wealth of 'authentic-feel' reading and listening materials with a great variety of text types, different 'make-and-do' activities with a language focus, and catchy songs, raps, and chants that act as a motivating springboard for language work.

The course also features the cartoon characters *Bulldog and friends*, who have been chosen to represent six English-speaking countries around the world in a humorous way. Throughout *Happy Earth*, Bulldog and his friends present and practise new structures and functions in comic strips specifically designed for reading aloud or acting out.

Course objectives

The main objectives of *Happy Earth* are:

- to review, reinforce, and build on the vocabulary and structures that students have met in the early years of English.
- to provide a balanced, integrated, and task-based approach to listening, speaking, reading, and writing, as outlined in modern language teaching reforms.
- to provide a bank of materials that strongly motivate and inspire both teachers and students.
- to provide an on-going record of each student's learning and linguistic development by giving ready-made review, testing, and evaluation tools for the teacher to use as appropriate.

Course components

Each level of *Happy Earth* has the following components:

- Class Book
- Teacher's Book
- Activity Book
- Two cassettes / audio CDs

Class Book

This is an 80-page colour book consisting of eight units.

Each unit is topic-based, and new structures and vocabulary are developed through a wide range of activities including listening and reading texts, dialogues, stories, songs, and raps.

After each pair of units there is a classroom-based revision section. These *Do you remember?* sections revise the main structures and vocabulary through puzzles, quizzes, and board games which can be played either by the whole class or in smaller groups.

The *Action Files* in each unit provide topic-based creative tasks with a productive skills focus. In *Happy Earth 1* these include inventing the characters, plot, and scene of a computer game, producing a sports poster, writing a poem, and drawing a treasure map with a short accompanying story.

The puzzle adventure story *Where on Earth?* at the end of each unit gives a flavour of different cultures and an opportunity for students to broaden their world knowledge. Students accompany the characters Lily and Ben on their magical journey round the world and join interactively in their adventures in search of Aunt Rose.

Optional extended reading practice is provided in Units 2, 4, 6, and 8. Each of these *Read all about it!* sections contains two pages of authentic-style texts with world information and cross-curricular content to stimulate and challenge young readers.

Also optional are the two play scripts at the back of the Class Book which can be used as extra reading material or for acting out.

Activity Book

This is a 96-page write-in practice book which systematically reinforces the vocabulary and structures presented in the Class Book. Most of the Activity Book tasks can be done at home if necessary.

There are *Grammar Tickets* for each structure presented in the Class Book, giving clear grammar tables and introducing basic terms to cater for the students' increasing linguistic awareness.

A unique feature of the *Happy Earth* Activity Book is the systematic writing syllabus. Each unit contains two pages of guided writing activities, which develop real-life tasks and guided picture composition. Both types of task are carefully structured to support the students producing their own piece of writing.

Units 2, 4, 6, and 8 feature reading and listening tasks which provide students with exam skills practice for the Cambridge Young Learners 'Movers' exam. These activities use the task types defined by Cambridge for the exam, but as they recycle the topics and language from the previous *Happy Earth* units, they are therefore suitable for all teaching situations as extra skills practice. These units also have a *Spell this!* practice section linked with the key language of the unit.

In each unit of the Activity Book the *Say this!* page features pronunciation activities and chants.

The unit ends with vocabulary consolidation and comprehension tasks for the *Where on Earth?* adventure story, as well as a short self-assessment feature.

The *Picture Dictionary* on pages 84–91 of the Activity Book provides a unit-by-unit record of active vocabulary and is a valuable study tool. In addition there is a checklist of irregular past tense verbs on page 92.

At the back of the Activity Book, there are cut-out cards for use in the revision games in *Do you remember?* 4 at the end of the course.

Teacher's Book

The *Unit Overviews* at the beginning of the *Happy Earth* Teacher's Book outline the unit topic, sub-topic development, and key language for each main stage. They also clearly highlight the writing, spelling, and pronunciation syllabus in the Activity Book.

Within the teaching notes, a *Key language* box at the beginning of each main stage shows at a glance the grammar points and vocabulary that students will learn. Key language items are those that are practised in the Activity Book and that are featured in the Unit Tests. All Key vocabulary items are listed in the *Picture Dictionary* on pages 84–91 of the Activity Book. Other vocabulary items that students will need to use actively in the lesson are listed under the heading *Additional language*. These items are either revision from previous learning or are clearly presented in context. They are not specifically practised in the Activity Book or actively tested.

The teaching notes give comprehensive step-by-step guidance for each activity, together with answers and tapescripts. The corresponding page numbers in the Class Book and Activity Book are clearly shown.

The teaching notes also include notes on factual topics, cultural points, and idiomatic English, as well as website addresses that can be used to download authentic materials for topic-linked projects.

The *Extra* features (Activities, Games, and Pairwork) provide ideas for additional classroom tasks to reinforce the key language in the units in a motivating way. Some of these tasks use the Photocopy masters from the *Resource Bank* on pages 111–144. In these cases the page numbers are clearly shown.

The Tests section is on pages 84–99. There are eight photocopiable 1-page *Unit Tests* which test the key vocabulary and structures from each unit. There are also four photocopiable 2-page *Revision Tests* which are designed to be completed after classes have finished each *Do you remember?* revision section in the Class Book. These tests provide global skills-based evaluation with Listening and Reading and Writing components using the task types defined for the Cambridge Young Learners 'Movers' exam. Oral interview questions to allow for Speaking assessment are given in the Teacher's Book at the end of the revision section notes.

The Test key, marking scheme, and tapescripts for the listening activities in the *Revision Tests* are on pages 100–106.

The Word list is on pages 107–110. It provides a unit-by-unit list of all key vocabulary items and words for active classroom use with a phonemic transcription of each word. Key vocabulary items are shown in **bold**.

The *Resource Bank* on pages 111–144 provides a wealth of extra materials which reinforce the language in the units, give personalized practice of key language, and support students' creativity for the freer *Action File* projects in an enjoyable way. Many of these activities are information gap tasks which give students the opportunity to use new language communicatively.

Cassettes / Audio CDs

These provide recorded material of all the listening texts, dialogues, stories, songs, and raps in the Class Book, as well as material for the *Say this!* pronunciation tasks and chants and the listening activities in the Activity Book. Material for the listening part of the *Revision Tests* is also included. Throughout the notes we refer to 'tape' for the use of either the cassettes or CDs.

Unit structure

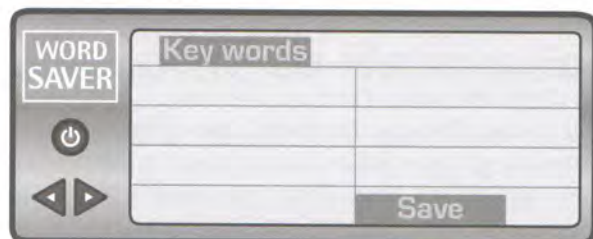
Each thematic unit in *Happy Earth* has five stages:

Stages 1–3: Language input and practice

Stages 1 and 2 in every unit, and Stage 3 in Units 1, 3, 5, and 7, focus on different sub-topics of the main unit theme. *Happy Earth* takes into account the students' growing maturity, increasing knowledge of language, and developing cognitive ability by providing a wide variety of contexts with clear visual support for the presentation and practice of new language.

Vocabulary

Key vocabulary is presented in context and highlighted as part of an activity or in a *Word Saver* box at the foot of the relevant Class Book page:



All key vocabulary items are reinforced in the Activity Book and feature in the *Picture Dictionary* at the back of the Activity Book.

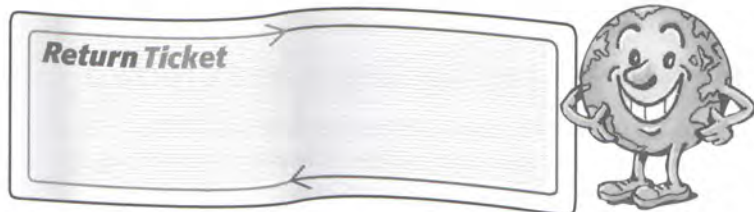
Grammar

Example sentences for each key structure are highlighted on the *Happy Earth* character's blackboard at the foot of the relevant Class Book page:



Grammar Tickets in the Activity Book present the grammar point in a clear table format, and can be used for reference while students do the Activity Book exercises, as well as for teaching or revision. The *Grammar Tickets* help to bridge the gap between primary learning and the analytical approach to grammar that students will be required to use in secondary. They foster growing student autonomy in terms of language awareness and cognitive organization of learning.

When a structure is revised later in *Happy Earth 1*, it is shown in the Class Book on a *Return Ticket*:



These stages, together with the corresponding Activity Book practice material, provide the main language input in *Happy Earth*. If you have limited class time for English, you may wish to concentrate on these.

Extended reading

Stage 3 in Units 2, 4, 6, and 8 of the Class Book provides students with optional extended reading practice. These *Read all about it!* sections provide topic-linked factual and fictional texts to stimulate and challenge young readers as well as to increase their world knowledge. In *Happy Earth 1* the topics of the *Read all about it!* sections are *The World Wide Web*, *Football*, *Volcanoes*, and *Discoveries*.

The *Read all about it!* sections are specifically designed for schools with more hours of English per week, and as they do not introduce any new key vocabulary or structures, they can be missed out in teaching situations where time is limited.

Activity Book listening practice

Stage 3 in Units 2, 4, 6, and 8 of the Activity Book features listening skills practice for the Cambridge Young Learners 'Movers' exam, using the same task types as the exam itself. These activities recycle grammar and vocabulary from the preceding two units and can therefore be used as extra skills practice with any class.

Activity Book spelling practice

Spell this! presents and practises spelling conventions linked with the key language of the unit. This character, the Spelling Bee, highlights the spelling rules:



Writing syllabus

The unique two-strand writing syllabus comes after the first three stages of each unit in the Activity Book, and the aims of each activity are clearly stated in the Teacher's Book.

- *Write this!* focuses on real-life writing such as composing emails and postcards or the layout of letters and envelopes. Students first analyse and work with a model text before producing their own piece of writing.
- *Picture this!* gives guided picture composition activities which introduce and practise descriptive and narrative texts.

This character highlights writing conventions and punctuation rules as appropriate:



Stage 4: Action File

The Stage 4 *Action Files* are step-by-step craft-based activities covering the language and themes of the unit with a written language element or oral class presentation. Students can use their *Action Files* in the school as a visible record of learning, and they should be encouraged to pay attention to their presentation as well as to the content.

At the top of each *Action File* there is a list of materials that students will need. These materials will usually be available in the classroom, but occasionally students may need to bring something from home. In these instances there is a note in the *Teacher's Book*.

The success of these creative activities depends on supported preparation. There are Photocopy masters in the *Resource Bank* for some units to help support the students' imagination. If the number of hours for English is limited, we suggest that you spend class time on the preparatory stages as students can easily follow the step-by-step instructions at home.

Activity Book pronunciation practice

Say this! in Stage 4 of the Activity Book features discrimination puzzles and chants which increase students' awareness of some basic features of English pronunciation, and give them an enjoyable context in which to practise. In *Happy Earth 1* these activities focus on saying the alphabet, sound discrimination, silent letters, contractions, word stress, and speaking rhythmically. The *Say this!* activities all require the cassette and should therefore be done in class.

Stage 5: Where on Earth?

The *Where on Earth?* puzzle adventure story takes the class on a voyage of discovery to different countries around the world as they follow Lily and Ben and their magical blue trunk, trying to find Aunt Rose. The illustrations, the known language, and the storyline require students to use a variety of strategies in order to understand and follow the plot. The story, with atmospheric sound effects and dramatic voice characterizations, is on the cassette, and the dialogue has been specifically designed for reading aloud.

Each episode of *Where on Earth?* ends with an observation puzzle which students must solve before they proceed to the next unit.

At the end of the last episode of *Where on Earth?* students use their answers to each puzzle and do some additional tasks in the Activity Book to work out the final solution to the story and to find Aunt Rose.

Background Notes in the *Teacher's Book* highlight sociocultural points from each country featured in the story, and the *Extra Activity* notes suggest project work and useful sites for Internet research for classes with more hours of English per week.

Stage 5 in the Activity Book provides puzzles to consolidate new vocabulary and activities to check comprehension of the story. New vocabulary from the story is not key language and is not tested.

Revision

There are four *Do you remember?* revision sections in the Class Book. They come after Units 2, 4, 6, and 8. Each 2-page section revises vocabulary and structures from the units through puzzle activities which involve sentence-making, questions and answers, prediction, observation, and recall. The second page in each *Do you remember?* features a different board game, giving further oral practice of the key language from the previous two units. These activities are designed to be done with the whole class to allow the teacher to assess progress informally and to put emphasis on revising language according to the needs of the class.

Evaluation

At the end of each unit students look back over the Class Book and their work in the Activity Book to complete a short self-assessment. They express and compare their reactions to the unit and assess their own progress.

To assess your students' learning at the end of each unit, you may wish to use the *Unit Tests* (see pages 84–99). These provide controlled exercises testing the key vocabulary and grammar from each unit.

After the class has completed each *Do you remember?* revision section in the Class Book, you may wish to use the corresponding *Revision Test* (see pages 84–99). These *Revision Tests* provide an opportunity for global skills-based evaluation in Listening and Reading and Writing, using the task types for the Cambridge Young Learners 'Movers' exam, but as they recycle language from *Happy Earth*, they are equally suitable for all classes. At the end of the teaching notes for each *Do you remember?* section, we suggest questions for an oral interview which can be used to evaluate Speaking.

Drama

It can be a challenge to encourage students to act in English, but the rewards in terms of motivation and fluency are well worth it. As a first step, we suggest that students should only be encouraged to read aloud sketches and dialogues which are specifically written with this purpose in mind, such as *Bulldog and friends* or *Where on Earth?*

For drama in small groups, there are two play scripts on pages 76–79 of the Class Book. *The Christmas Present* is specially designed for use at Christmas, but this and the other play script, *The Three Wishes*, are optional extension material which can be performed at any time during the school year.

People and places

Stage 1

At home

Key language

Grammar

There's a ... / There are some ...

Vocabulary

House: *bathroom, bedroom, hall, kitchen, stairs, sitting room*

Prepositions of place: *behind, between, in, in front of, next to, on, under*

Additional language

ball, books, bookcase, cat, costume, crayons, doll, door, lamp, mess, rollerblades, ruler, shoe, skateboard, train set, window

1

Reading



- Say *Look at the picture. How many big people can you see? How many little people can you see? The little people are 'Borrowers'. Write Borrowers on the board.*
- Tell the class about the Borrowers in their L1 (see Notes below). Ask them to call out the 'borrowed' objects that they can see in the picture and what the Borrowers use them for. They may need to do this in L1.

Suggested answers

The beds are empty sardine tins.
The kitchen table is a matchbox.
The knife is a drinks can pull top.
The plate is a bottle top.
The pegs are paper clips.
The broom is a feather.
The chairs are cotton reels.

- Ask the class to suggest other human objects that the Borrowers could use.

Background Notes

The idea of little people called 'Borrowers' living in a human house comes from a series of famous English children's books. The author, Mary Norton, was born in 1903 and died in 1992.

The Borrowers are a race of little people who live under the floorboards in human houses. They own nothing at all and everything they have is 'borrowed' from the humans, who don't even know that they exist.

- Say *Look at the pictures of the little people. Ask What number is the father / mother / boy / girl / other girl? Ss listen and say the number of each picture.*
- Ss look at the note. Say *This is a note from one of the Borrowers in the picture. It's a puzzle. Read the first part of the note with the class.*

- Read the first puzzle sentence. Ss call out the number (5). Ss write the number 5 in the circle at the end of the sentence.
- Ss read the rest of the note to themselves and find the other Borrowers.
- Read the note aloud sentence by sentence. Ss call out the numbers.

Answers

5 4 2 1 3

- Ask questions around the class:
Where's the father? (On the stairs.)
Where's the mother? (In the kitchen / under the hall floor.)
Where's the boy? (Behind the door in the bathroom.)
- Go over the prepositions in class with classroom objects (two books and a pencil). Ss call out where the pencil is.

Activity Book



1 Vocabulary

Answers

- | | |
|----------------|------------|
| a sitting room | d kitchen |
| b hall | e bathroom |
| c stairs | f bedroom |

2 Vocabulary

Answers

- b Her school bag is next to the window.
- c Her shoes are behind the door.
- d Her pencil case is under the table.
- e Her jumper is between the beds.
- f Her homework is in front of the television.
- g Her ruler is on the wardrobe.

EXTRA GAME

There's a mouse in our classroom!

- Imagine there is a mouse in your classroom. Write the place where it is on a piece of paper, e.g. *under Maria's desk / in David's school bag*. Keep it secret.
- Ss ask Yes / No questions to guess where it is, e.g:
Is it on the floor?
Is it next to you?
- Give the piece of paper to a student to check.
- Ss continue this game as a whole class, in smaller groups or in pairs.

2

Speaking



- Ask two Ss to read the model dialogue to the class.

- Tell Ss to look and find the objects in the picture.
- Ask two other Ss to repeat the dialogue in front of the class with the word *bookcase*. This is 'open pairwork'.
- Ss work in pairs. They repeat the dialogue for the other objects. This is 'closed pairwork'.

Answers

- bookcase*: It's next to the window / behind the girl in the Borrowers' sitting room.
- skateboard*: It's in front of the Borrower in the bathroom.
- crayons*: It's in front of the window in the bathroom.
- rollerblades*: It's on the table in the sitting room.
- costume*: It's on the stairs.
- train set*: It's behind the chair in the hall.

3 Chant

- Say *Look at the picture. Are Fred's parents happy? Why not?* Ss make suggestions in L1. Give the phrase *His room is a mess*. Ss suggest how to say *a mess* in L1.
- Ss look at the smaller labelled pictures on the left-hand side of the page. Say the words. Ss repeat.
- Play the chant all the way through. Ss draw lines to match the objects with the gaps in the chant.
- Play the chant again. Ss listen and call out the words for the gaps only.

Answers

- train set books skateboard costume crayons rollerblades
- Ss listen again and say the chant with the tape.

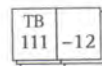
EXTRA GAMES

True: stand up! False: sit down!

- Say *Look at the picture for one minute and close your books*.
- Explain the game: Ss stand up if the sentence is true and sit down if it is false.
- Call out these true / false sentences about the picture.
 - There's a skateboard behind the bookcase.* (F)
 - There are some crayons under the table.* (T)
 - There's a wardrobe between the bookcase and the bed.* (F)
 - There's a car on the table.* (F)
 - There's a book in the bookcase.* (T)
 - There's a costume in the wardrobe.* (F)
 - There's a football next to the bed.* (F)
 - There's a dinosaur in front of the bookcase.* (F)
 - There are some books on the floor.* (T)

EXTRA PAIRWORK

In the bedroom



- Ss work in AB pairs with Photocopy masters 1 and 2. They draw the objects at the top of the page in the bedroom. Say *Don't show your picture to your partner*.
- Ss ask each other about the objects in 2 and draw them in the correct place in the bedroom at the bottom of the page.
- When they have finished, Ss compare their pictures. Their top bedroom should be the same as their partner's bottom bedroom.

Activity Book



Grammar Ticket

- Read the Grammar Ticket with the class.
- Encourage Ss to use it to help them with the grammar activities.
- Make sure that Ss are aware that these constructions do not translate literally. Compare with L1 usage.

3 Grammar practice

Answers

- There are four (balls).
- There are nine (crayons).
- There is one (skateboard).
- There are six (rulers).
- There are five (pencils).

4 Pairwork: personalization

- Ss complete the *Me* column with the number of items in their room at home.
- Ss work in pairs. Look at the examples with the class. Explain that the speech bubble is what their partner will say, and the number or cross is what they should write in the table.

Stage 2

My place

Language Note

my place = my house / home (colloquial)

Key language

Grammar

Present simple questions: 1st and 2nd persons singular

Do you like ...? Yes, I do. / No, I don't.

Vocabulary

English-speaking countries: *Australia, Britain, Canada, New Zealand, South Africa, the United States*

Additional language

Verbs: *like, live, go, play*

Places: *cinema, the city, the country, flat, house, library, park*

Activities: *basketball, computer games, football, tennis, (go for) walks*

1

Listening



L1.2

- Ss look at the countries. They say what they know about them in L1. Ask *What is the same in all these countries?* (The people speak English as a main language.)
- Ss look at the characters. Tell them that they will meet Bulldog and his friends as they use *Happy Earth*.
- Play the tape. Ss match the animals with the countries.

TAPESCRIPT

1 I = Interviewer, B = Bulldog

- I Hello. What's your name?
 B My name's Bulldog.
 I How do you spell that?
 B B - U - double L - D - O - G.
 I Where are you from, Bulldog?
 B I'm from Britain.

2 I = Interviewer, M = Moose

- I Hello.
 M Hiya.
 I What's your name?
 M My name's Moose.
 I How do you spell that?
 M M - double O - S - E.
 I Where are you from, Moose?
 M I'm from Canada.

3 I = Interviewer, Z = Zebra

- I Hello.
 Z Hi.
 I What's your name?
 Z My name's Zebra.
 I How do you spell that?
 Z Z - E - B - R - A.
 I Where are you from, Zebra?
 Z I'm from South Africa.

4 I = Interviewer, K = Kiwi

- I Hello.
 K Hello.
 I What's your name?
 K My name's Kiwi.
 I How do you spell that?
 K K - I - W - I.
 I Where are you from, Kiwi?
 K I'm from New Zealand.

5 I = Interviewer, K = Koala

- I Hello.
 K Hi!
 I What's your name?
 K My name's Koala.
 I How do you spell that?
 K K - O - A - L - A.
 I Where are you from, Koala?
 K I'm from Australia.

6 I = Interviewer, E = Eagle

- I Hello.
 E Hi.
 I What's your name?
 E My name's Eagle.
 I How do you spell that?
 E E - A - G - L - E.
 I Where are you from, Eagle?
 E I'm from the United States. That's capital U, capital S.

Answers

Bulldog is from Britain.
 Moose is from Canada.
 Zebra is from South Africa.
 Kiwi is from New Zealand.
 Koala is from Australia.
 Eagle is from the United States.

- Ask the class what they know about the real animals.

Background Notes

The animal characters have been chosen to exemplify different English-speaking countries.

Bulldog: a short, fat dog with a flat nose. They look sad and are very stubborn - and are said to be typically British!

Moose: a large, gentle animal which lives in Canada and the northern United States.

Zebra: these should be familiar to all Ss. They live in southern Africa. When zebras are in groups, the different patterns of their black and white stripes make it difficult for lions and other predators to see an individual animal.

Kiwi: a bird with small wings and hairy feathers which lives only in New Zealand. The kiwi shouldn't be confused with *kiwi fruit* - a small, green, hairy fruit, also originally from New Zealand. New Zealanders are often known as 'Kiwis'. Ss learn more about kiwis in Unit 5 of the Activity Book.

Koala: the laziest of all animals, sleeping up to 22 hours a day. The rest of the time they spend eating. They only eat the leaves of Australian eucalyptus trees.

Eagle: Bald eagles are the national emblem of the United States. They are a type of fishing eagle and live near water. They aren't really bald – but they look bald because of the white feathers on their heads.

2 Comic strip CB 6

- 1 Ss look quickly at the pictures. They say what they think is happening in L1.
- 2 Play the tape. Ss listen and read.
- 3 Ask these questions to check comprehension (Ss may need to answer in L1):
 - Does a cat live in a kennel? (No.)
 - Which animals live in kennels? (Dogs.)
 - Does a cat live in a nest? (No.)
 - Which animals live in nests? (Birds.)
 - Where does Eagle live? (In a nest / the mountains.)
 - Where is Bulldog's kennel? (On the ground.)
 - Where does Moose live? (In the country.)
 - Where does Koala live? (In a tree.)
 - Where does Kiwi live? (In a nest.)
 - What does Kiwi want to do? (To go into Bulldog's kennel.)
- 4 Ss close their books. Ask *Who says it?* Read these phrases:
 - No, I don't. I live in a tree, silly. (Koala)
 - Good, because I LOVE your kennel! (Kiwi)
 - No, I don't. It's on the ground. (Eagle)
 - Well ... yes, Kiwi. I do. (Bulldog)
 - No, I don't. I don't like little houses. (Moose)
- 5 Ss listen again. Stop the tape after each frame for Ss to repeat.
- 6 Ss work in groups of five to read the story aloud.

Activity Book AB 6

1 Vocabulary

Answers

- | | |
|-----------------------------|-------------------|
| b Australia | e 's from Canada |
| c 's from New Zealand | f 's from Britain |
| d 's from the United States | |

2 Personalization

Activity Book AB 7

Grammar Ticket

- 1 Read the Grammar Ticket with the class.
- 2 Encourage Ss to use it to help them with the grammar activities.
- 3 Make sure that Ss are aware that these questions and answers do not translate literally. Compare with L1.

3 Grammar practice

Answers

- | | |
|----------------|----------------|
| b No, I don't. | e No, I don't. |
| c Yes, I do. | f No, I don't. |
| d Yes, I do. | |

3 Reading CB 7

- 1 Say *Look at the photos*. Use the photos to explain the meaning of *in the country* / *in the city*. Ask:
 - Where is Amy with her Dad? (In the country.)
 - Where is Amy with her Mum? (In the city.)
- 2 Tell Ss that the letter is from Amy to a new penfriend. Ask Ss in their L1 what kind of information they would write to a new penfriend.
- 3 Read sentences a–e with the class. Do a as an example. Ss tick the country column.
- 4 Ss read Amy's letter to themselves and tick the other sentences.

Teaching Note

With reading skills work, we do not suggest that Ss read the text aloud in front of the class. (The Bulldog comic strips and the adventure story *Where on Earth?* are specifically designed for this kind of speaking practice.)

Answers

- | | |
|-----------|--------|
| a country | d city |
| b city | e city |
| c country | |

4 Speaking CB 7

- 1 Ask a stronger S to come to the front of the class. Read the model dialogue.
- 2 Ss ask you the questions from the picture prompts:
 - Do you live in a house / a flat / the country / the city?
 - Do you go to the cinema / for walks / to the park / to the library?
 - Do you play basketball / football / tennis / computer games?
- 3 Ss work in pairs to ask and answer the questions.

Activity Book AB 7

4 Grammar: personalization

Stage 3

Families

Key language

Grammar

Present simple: 3rd person singular

He likes chocolate. She doesn't like housework.

Vocabulary

Verbs: *go, like, love, make, play, read*

Additional language

Family words: *baby, brother, dad, grandma, grandpa, grandparents, mum, sister*

boat, cabin, cake, chocolate, day, delicious, garden, grape, have, housework, look after, night, people, port, sea, sleep, table, work, write, writer

1

Listening



L1.4

- Ss look at the picture of the Borrowers family. You may like to talk about the characters and what they are holding / wearing to revise the language that Ss know from previous learning: colours, descriptions + *have got*, present continuous *is wearing* + clothes, etc.
- Revise the family words using the picture, and the prepositions from Stage 1. Use the picture to check / revise these words:
cake, chocolate, flowers, garden, grape, housework, make, read, work
- Read the names at the top of the page. Ss say if they are boys' or girls' names.
- Play the tape stopping at each pause. Ss listen and draw lines to match the names with the Borrowers.

TAPESCRIPT

Hi! I'm Tanya. That's me in the middle of the photo. Do you remember me?
pause

My Mum is behind me. She loves flowers. She works in the garden all day. She doesn't like housework. Her name is Jill.
pause

My sister is in front of my Mum. Her name is Lisa. She loves books. She doesn't play with my brother and me because she reads all the time.
pause

My brother is in front of me. He loves football. He doesn't play with a ball – he plays with a grape. His name is Colin.
pause

My Dad is behind my brother. His name is Alan. He works all day. He finds things in the big people's house but he doesn't like big people!
pause

My Grandma is next to my Dad. She's always in the kitchen. She makes delicious cakes! Her name is Meg.
pause

My Grandpa is in front of my Grandma. His name is Bert. He makes things for our house. He goes for walks in the garden, too.
pause

My baby brother is between my brother and sister. His name's Paul. He likes chocolate. He's a mess!

Answers

Mum – Jill Dad – Alan sister – Lisa brother – Colin
Grandma – Meg Grandpa – Bert baby – Paul

- Say *What else do you know about the Borrowers?* Play the tape again, stopping at each pause. Ss make sentences using the present simple about the different people, e.g.:

Mum loves flowers.

She works in the garden.

She doesn't like housework.

EXTRA GAME

Word to sentence

- Ss work in teams. Call out the words below. Ss put their hands up if they can make a true sentence about the Borrower family using the word. Award points for correct sentences.

WORDS: *books, cakes, chocolate, flowers, garden, grape, housework*

2

Speaking



- Ss talk about different people in their own families. Encourage them to ask about new words like this:
How do you say ... in English?

Activity Book



Grammar Ticket

- Read the Grammar Ticket with the class.
- Encourage Ss to use it to help them with the grammar activities.

1 Grammar practice

Answers

- b** Mrs Zog reads letters. She doesn't read books.
- c** Grandpa Zog doesn't like cats. He likes dogs.
- d** Mr Zog makes cakes. He doesn't make chairs.
- e** Zelda Zog goes to the cinema. She doesn't go for long walks.
- f** Zoli Zog doesn't play computer games. He plays football.

Activity Book



2 Grammar practice

Answers

She loves computer games.

She doesn't go for walks.

She has a big lunch.

She doesn't work in the kitchen.

She goes to bed after lunch.

She sleeps for 20 hours a day.



Reading



- Use the photos to teach *sea, boat, cabin, port*.
- Read the sentences below the article with the class. Say *The first time you read, you only need to circle these words. Don't worry if you don't understand everything.*
- Read the article to themselves and circle the words.

Teaching Note

Learning reading skills is as important as learning grammar or new lexical items. The skill of reading for specific information is a valuable one for all language learners and the way in which we treat texts in class can provide much of this training. It is important to focus Ss on the task before you allow the class to read intensively.

- Check answers with the whole class. Ss can justify their answers in L1.

Answers

- a on a boat
- b write books
- c under the window
- d at night
- e in a port

- Read the text with the class again, checking comprehension and explaining new words.



Activity Book



Comprehension

Answers

- a No, he doesn't.
- b No, there isn't.
- c No, there aren't.
- e Yes, there is.
- f Yes, he does.

EXTRA ACTIVITY

My family tree



- Ss work with Photocopy master 3. They complete the Borrower family tree with family words. They then draw their own family tree. They can draw pictures or add photos. They label the people.

Write this!

Write this!



Activity Book



Aim: addressing an envelope

1 Writing

- Look at the address on the envelope. Ask *How often do you write letters? Who do you write to?*
- Ss write the address on the envelope.

Answer

Alan Smith
1022 South Park Street
New York
NY 96
USA

2 Cultural comparison

- Ask *Do we write addresses in the same way?*
- Ss write their own addresses.

Picture this!

Picture this!



Activity Book



Aim: describing a scene (1)

1 Preparation

- Ss make *There's ... / There are ...* sentences about the picture.
- Explain that when we write a description, it is important to put the information in order – usually starting with the general and then describing details.
- Read the questions with the class. They circle the answers.

Answers

- a a dolls'
- b Two trees
- c sitting room
- d On
- e Yes, she does.
- f grandma
- g Under
- h No, he doesn't.

2 Describing a scene

- Ss use their answers to write a descriptive paragraph.

Suggested answer

The Borrowers are in a dolls' house. There are two trees in front of it. Mum and Dad Borrower are in the sitting room. Lisa is on the table in the hall. She likes the picture next to the clock. There's a grandma doll in the bathroom. Colin Borrower is under an apple tree in front of the house. He doesn't like the apples from the dolls' house.

Stage 4

Action File

My castle



Teaching Note

The success of freer writing and speaking activities in class depends on proper and supported preparation. To support the Ss' imagination as they create the character who lives in their castle, use Photocopy master 4.



1-6 Make-and-do activity

- Ss follow the step-by-step instructions and make a castle with opening doors and windows.
- They create an imaginary character who lives in the castle.

7 Speaking

- Ss introduce themselves and their castle to the class as in the example.

Say this!

Say this!

Activity Book



Aims: saying the letters of the alphabet; the sounds /æ/ and /eɪ/; speaking rhythmically

1 Chant L1.5

- Ss listen and repeat the chant.

2 Sound discrimination

- Focus Ss' attention on the example. Explain and demonstrate that the vowel sound in *Carl* is like the vowel sound when they say the letter *r* in the alphabet.
- Say the name *Joe*. Ask *What letter sounds like this name?* (O)
- Ss continue matching the children with the bags of sweets according to the vowel or diphthong sounds.

3 Sound production L1.6

- Ss listen, repeat the letters, and check their answers.

Answers (= Tapescript)

Carl – Bag 7: r
Joe – Bag 6: o
Clive – Bag 4: i y
Sue – Bag 5: q u w
Jane – Bag 3: a h j k
Pete – Bag 1: b c d e g p t v
Meg – Bag 2: f l m n s x z

EXTRA GAMES

Familiar spelling games

- To revise the letters of the alphabet, play 'Hangman' or 'I spy' (*I spy with my little eye, something beginning with A / B / C etc.*).

Spell my word

- Make a list of words from Unit 1 which are new or difficult to spell. (See Word list p. 107.)
- The class works in two teams. One player from each team comes to the board. They stand with their backs to the board and a piece of chalk in one hand.
- The teacher says one of the words from the list. The two players turn to the board to write the word. Their teams can help them by shouting the letters – this can be a very noisy game!

4 Sound discrimination L1.7

- Focus Ss' attention on the pictures of Andrew and Amy. Clearly model and drill their names, emphasizing the pronunciation of the *A* in each.
- Play the tape. Ss listen and match the objects with Andrew or Amy.

5 Sound production L1.8

- Ss listen, repeat, and check their answers.

Answers (= Tapescript)

I'm Andrew. These are my things: a black hat, an apple, a flag, a cat, a lamp.

I'm Amy. These are my things: a grey crayon, a skateboard, a snake, a cake, a bookcase.

EXTRA ACTIVITY

Sound posters

- Ss think of more words to add to each list. They make *Andrew* and *Amy* posters with words and pictures.

Where on Earth?

CB 11

L1.9

Teaching Notes

There is an episode of *Where on Earth?* at the end of each unit of *Happy Earth*.

Lily and Ben are visiting their grandmother for the summer. They find out that their Aunt Rose is travelling somewhere in the world. She sends Lily and Ben a message about how to find her using the 'magic' blue trunk. They have to collect the things she is wearing in her photo and must then find the trunk in each country to take them on a puzzle journey around the world.

At the end of each episode Ss have to answer questions. Their solutions are the information that Ben and Lily need in order to follow the magic trunk round the world.

Their solutions also help the Ss to solve a puzzle and find Aunt Rose at the end of the book. For this reason, we suggest that you check answers as a class before Ss record the solutions on p. 80. They can only solve the puzzle when they have finished the book.

- 1 Books closed. Tell Ss about the *Where on Earth?* story (see Notes above).
- 2 Write these questions on the board:
Where are Lily and Ben? (At Granny's house.)
Where is Aunt Rose? (We don't know.)
- 3 Play the tape. Ss listen and follow in their books. They answer the two questions. Do not explain any new words at this point.
- 4 Read the email in frame 8 carefully with the class, explaining any unknown words.
- 5 Ss look at the photo in frame 6 and say what Aunt Rose is wearing (in L1 if necessary). Encourage Ss to guess which countries the things in the photo are from, but do not give any answers.
- 6 Read the blue and yellow puzzle frame with the class. Explain how the puzzle works (see Notes above). Ss answer the questions.

Answers

house = 4 stickers = 8

- 1 Ss turn to p. 80 and write the numbers in the red boxes.
- 2 Ss look at the map and find Granny's house.
- 3 Turn back to p. 11. Play the tape again. Ss listen and repeat.
- 4 Read the story round the class.

1 Vocabulary

Answers

E	C	M	E	D	I	A	W
W	L	Q	N	E	L	B	O
C	O	M	P	U	T	E	R
L	T	R	U	N	K	M	L
P	H	O	T	O	F	A	D
H	E	T	S	K	G	I	J
O	S	O	P	C	W	L	R
P	A	D	L	O	C	K	T

2 Comprehension

Answers

a T b F c F d T e T f F

EXTRA GAME

Team questions

- 1 Ss work in small teams. They write questions about *Where on Earth?* Encourage them to ask about colour, position, number of objects, etc.
- 2 Books closed. The teams take it in turns to ask one question each. The other teams must answer the question from memory. The team asking the question scores a point if the other teams cannot answer the question. The other teams score a point for every correct answer.
- 3 If the teams repeat a question, they lose a point. (This is to make the Ss listen carefully to each other.)
- 4 The winning team is the one with the most points when all the questions have been asked.

Self-assessment

- 1 Ask Ss to look back over Unit 1 in their Class Book and Activity Book and to complete the boxes.
- 2 They compare their responses with their friends. It can be interesting to ask them to explain their reasons in L1 so that Ss become aware of different learning styles and preferences.
- 3 Tell Ss to be honest in their self-assessment. They draw an arrow on the scale to show their progress. Comment on their self-assessments.

Unit 1 Test

TB 84

- 1 For Answers, see p. 100.

Computer zone

Stage 1

Cyber world

Key language

Grammar

can / can't + sense verbs

Vocabulary

Sense verbs: feel, hear, see, smell, taste

Additional language

bird, cake shop, cave, caveman, computer, desert, food, hand, hungry, jungle, park, put on, rain, rock, smoke, spider, sun, tiger, tree, VR headset

1

Comic strip



L2.1

- Books closed. Write *Lost in Cyberspace* on the board. Explain that the title means going into the world of the computer. Talk about VR (virtual reality) games in L1.
- Say *In a VR game you can feel, hear, see, smell, and taste things*. Point at your fingertips, ears, eyes, nose, and mouth as you speak to show the meaning of the sense verbs.
- Write these questions on the board:
Where is Jess? (In her room.)
Where does she go? (Into a computer game.)
What does Luke do? (He plays the game and finds Jess.)
- Ss open their books. Play the tape. Ss read and listen to the story. They answer the questions (see above).
- Use the pictures to teach / check these words: *computer, put on, VR headset, cave, caveman, jungle, rock, smoke, tree, hand*.
- Divide the class into three groups: Group 1 is Jess; Group 2 is Luke; Group 3 is the special effects and the caveman. They listen again and repeat with the tape.
- Read the story round the class with groups of three Ss.

EXTRA ACTIVITY

Acting out

- Ss learn and act out the comic strip.

2

Speaking



- Ask questions about the story frame by frame to help Ss build up the story:

Frames 1–3

What is Jess playing? (A computer game.)
Where does she go? (Into the computer.)
Can Luke hear Jess? (Yes.)

Can he see her? (No.)

What does he put on? (A VR headset.)

Frame 4

What does Luke do? (He goes into the VR game.)

Frame 5

Where does he go? (To Jungle World.)

Can he see Jess? (No.)

What can Jess smell? (Smoke.)

Frame 6

Where does Luke see Jess? (In Cave World.)

Who can he see behind a rock? (A caveman.)

Frame 7

What does Luke do in the VR game? (He climbs a tree.)

Frame 8

What happens when Jess takes Luke's hand? (She goes back to her bedroom.)

Who comes out of the computer? (The caveman.)

Suggested answer

One day Jess is playing a VR game. Suddenly she goes into the computer. She calls her brother Luke. He runs into the bedroom. He can hear her inside the computer, but he can't see her. He puts on the VR headset and looks at World Adventure. He goes to Jungle World. He can't see Jess. Jess tells Luke she can smell smoke. Luke finds Jess in Cave World. He can see a caveman behind a rock. Luke goes up a tree and gives Jess his hand. She is back in her bedroom with Luke. But, oh dear! The caveman is coming out of the computer too.

EXTRA ACTIVITY

Disappearing blackboard

- Write the class story from the previous activity sentence by sentence on the board. (See the suggested answer above.)
- When the whole story is on the board, ask the class to read it together. Rub out all the examples of the names *Luke* and *Jess*. Ask one student to read the story. If he / she can't remember the rubbed-out words, ask other Ss to help.
- Rub out five more nouns. Ask another student to read the story.
- Rub out more nouns and verbs. Ask another student to read the story.
- Repeat until there is a skeleton story only on the board like this:
One ... is ... a Suddenly ... into the She calls runs into the He ... her inside the ... , but he ... her. He ... the ... and looks at ... Adventure. He ... to ... World. He tells ... she finds ... in ... World. He ... a ... a up a ... and gives ... his ... back in ... with ... But, ... ! The ... is coming out of the ... too.
- Ss work in teams to repeat the story from memory using the skeleton story on the board.

Grammar Ticket

Revise the five senses with Ss by pointing at your eyes, nose, and asking *What can I do with this / these?*

taste and *feel* aren't in the Luke and Jess story, but they appear on the following page in the Class Book.)

Look at the grammar with the class. Stress the use of *can* / *can't* + sense verbs and contrast with L1.

Reading and writing

Answers

computer Luke bedroom can hear can't see headset
 jungle can't see can smell Cave can see behind tree hand
 bedroom caveman

3 Song



L2.2

Ss look at the pictures. Use them to check / teach these words: *tiger, food, spider, hungry, rain, sun.*

Play the song. Ss listen and read. They number the pictures in the order the ideas come in the song.

Answers

- 1 hungry girl
- 2 plate of food
- 3 spider
- 4 tiger
- 5 rain
- 6 sun

Play the song again. Ss listen and sing the chorus.

Ss ask questions about the words they don't understand, e.g.: *What does 'switch on' mean?*

Play the tape again. The boys sing along with the boy's part and the girls with the girl's part.

EXTRA ACTIVITY

Five senses poster

Write *Our five senses* on the board.

Call Ss to the board to draw eyes, ears, nose, mouth, and fingers and to label them with the sense verbs.

Ss call out one thing that they like and one thing that they don't like related to each sense organ, e.g.:

taste: like - chocolate cake, don't like - olives, etc.

Ss work in groups to make sense verbs posters for the classroom wall. Each group chooses a sense and writes the verb in large letters at the top of the poster. They draw or cut out a large picture of the appropriate sense organ and then add pictures (drawn or cut out) of things that match their sense (e.g. *see - television, book*).

4 Speaking



Say *Now you are playing a VR game. Look at the pictures. Choose one.*

- Ss think of sentences for the picture they have chosen.
- Ask a student to say their sentences with *I can ... / I can't ...*. The class call out where the student is.
- Say *Is anyone else in the same place?* Ask Ss who chose the same place to call out their sentences and compare them.
- Repeat the procedure for the other two pictures.

Suggested answers

the cake shop: I can't hear anything. I can smell cakes. I can taste chocolate. I can see a big cake.

the desert: I can feel the sun. It's very hot. I can feel cold water. I can hear birds. I can't taste the water.

the park: I can hear a bird. I can smell smoke. I can't feel the sun. I can feel the snow on my nose. I can feel the cold wind.

EXTRA GAME

In the VR jungle

- Draw five columns on the board:

feel	hear	see	smell	taste

- Say *Imagine we are all in a VR jungle. Think of things you can feel, hear, see, smell, and taste.* Ss call out words for each list. Encourage them to ask for new words like this: *How do you say ... in English?*
- Say *We're going to play a memory game: ... In the VR jungle I can hear a snake.*
- Say the name of a strong student. He or she repeats your sentence and adds another phrase like this:
In the VR jungle I can hear a snake and I can see a tiger.
- The next student repeats the phrases and adds a new one. If he / she can't remember the previous phrases, another student can offer to take the turn. Continue until no one in the class can remember the sequence.
- Repeat the game with other VR locations.

Computer adventure



- Ss work with Photocopy master 5. They choose words to create a story.

Activity Book



2 Grammar Practice

Answers

- | | |
|----------------------------------|-------------------------------|
| Bulldog can hear a bird. | Koala can see a snake. |
| Bulldog can smell some food. | Koala can feel a spider. |
| Bulldog can see a mountain. | Koala can hear a tiger. |
| Bulldog can taste some biscuits. | Koala can smell some flowers. |

Stage 2

In class

Key language

Grammar

Present simple with times: *at* + time and *on* + days

We have English on Tuesday at 10 o'clock.

Vocabulary

School subjects: *Art, English, Geography, History, Maths, Music, PE, Science*

Times: *o'clock, half past, quarter past, quarter to*

Additional language

Days and times: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, morning, afternoon*

email, favourite, home, homework, Internet, library, listening, making things, playing games, reading, school, send, singing, speaking, writing

1

Listening



L 2.3

- Ss look at the picture. Ask these questions:
Where are they? (In school.)
Where's the teacher? (There isn't a teacher.)
Point out the year 2099 and explain that this is a school in the future, where the teacher is a computer.
- Ss discuss in L1 what they think schools will be like at the end of this century.
- Read the class list with the Ss. They say whether the names are boys' or girls' names.
- Use the picture to teach / check the names of the subjects. Ask *Who's got (English)?* Ss call out descriptive phrases about the pupil e.g. *the girl behind the boy with blond hair*. Encourage them to use the prepositions from Unit 1.
- Say *Listen to the children. Point at them*. Play the tape, stopping after each part. Ss check with their partners that they are pointing at the same person.

TAPESCRIPT

- 1 I'm Frank. I'm doing Art. It's my favourite subject. I'm sitting next to the window at the front of the class.
- 2 I'm Paul. I'm sitting behind Frank next to the window. I'm doing Geography today. I always do Geography on Monday morning.
- 3 Hello! My name's Emma. I'm doing Maths this morning. I'm sitting next to the door at the front of the class.
- 4 Hi! My name's James. I'm doing History – bad luck, it's my worst subject. I'm really bad at it. I'm sitting between Frank and Emma at the front of the class.
- 5 I'm Tim. I'm doing PE. It's OK, I quite like it. I'm outside.
- 6 My name's Maggie. I'm doing music today. It's great. I'm learning to play the piano. I'm sitting at the back of the class behind Sarah.
- 7 My name's Sarah. I'm doing English. I love English. It's my favourite subject because I love reading. I'm sitting between Paul and Tess.
- 8 I'm Tess. I'm sitting next to my best friend Sarah. I'm doing Science. It's OK, but I prefer Maths and English.

2

Speaking



- Ask *What different things do we do in our English classes?* Mime activities to elicit the following words: *singing, reading, making things, speaking, writing, playing games, listening*.
- Ask a strong student the first two questions from the questionnaire to demonstrate the activity.
- Ss work in pairs. They interview each other and complete the questionnaire.
- Ss use their completed questionnaires to talk about their partner like this:
Maria's favourite subject is ...
In English she likes ...
She uses a computer ...
She ... with the computer.

Teaching Note

The game below is a good way to get quick feedback from the whole class about the questionnaire if you don't have time to ask each student to talk about their partner.

EXTRA GAME

Stand up if ...

- This game uses the ideas from the questionnaire. Ss stand up if the phrases are true for them. Encourage Ss to challenge each other.
Stand up if your favourite subject is ...
Stand up if you like ... in English.
Stand up if you use a computer ...
Stand up if you ... with a computer.

Activity Book



1 Vocabulary

Answers

Geography English Art Maths Music History Science PE

The boy's name is Sam.

2 Vocabulary: personalization

- Ss complete their own timetables. You will need to provide the subject names that are specific to the country where you teach.

3

Comprehension



- Draw a clock on the board to revise the time (*o'clock, quarter past, half past, quarter to*).
- Ss look at Emma's timetable below the puzzle. They read the sentences and complete the puzzle.

Answers

- | | |
|-----------|-------------|
| a Science | e Music |
| b History | f Art |
| c Maths | g English |
| d PE | h Geography |

Secret word: COMPUTER

- Write *ON* and *AT* on the board. Ask:

When do we use *on*? (With days.)

When do we use *at*? (With times.)

4 Speaking



- Ss work in teams. Ask questions about the class timetable:

What do you have on ... at ... ?

Give points for correct answers.

- Ss ask each other questions about their timetable as in the model dialogue. They can work first across the class (open pairwork) and then in pairs (closed pairwork).

Activity Book



Grammar Ticket

- Read the Grammar Ticket with the class.
Tell Ss that it is possible to vary the order of sentences putting either the day or time first.

Language Note

We can use days in the singular or plural when we just say the day or the day and time:

I have English on Monday / Mondays at 10.30.

However, if we add *morning*, *afternoon*, *evening* or *night*, only the singular is correct:

I have English on Monday morning.

3 Grammar: personalization

- Ss write true sentences about their own timetables.

4 Grammar practice

Answers

We have Science at twelve o'clock.

We have Art at half past two.

We have Music at quarter to two.

EXTRA PAIRWORK

My school day



- Ss work with Photocopy master 6. They complete clock faces for themselves. They should only use the time phrases practised in the unit.
Ss work in pairs. They ask and answer questions and complete the clock faces for their partner.

Stage 3

Read all about the World Wide Web

Teaching Notes

- The *Read all about it!* sections are extension reading pages to develop reading skills and provide world knowledge connected with the unit topic. They don't present core vocabulary or grammar and can be missed out in classes with limited hours of English per week.
- Encourage Ss to bring in their own knowledge about the subject.
- Use the *Read all about it!* sections as a bridge into project work if you have extra class hours for English.

Exploring the web



- Books closed. Ask Ss to say what they know about computers and the web in L1.
Write these questions on the board:
- What does WWW mean?
 - What do you need to use the web?
 - What can you do on the web?
- Ss open their books. They look at the spread for 1 minute and then answer the questions. Write their suggestions for question 3 on the board in note form.

Background Notes

The Internet is the link between all the computers that use the system.

The Web is the collection of pages and information that is available on the Internet.

- Ss look at the picture of the computer. They say the names of the labelled parts in L1.
Ss find the words for the computer parts in the wordsquare.

Answers

monitor hard drive speaker modem mouse keyboard

Teaching Note

Many of the computer words are international, so Ss should be able to work out the words using the wordsquare.

In a teaching situation in which you can't rely on this knowledge, you may like to say the names aloud and Ss search for them in the wordsquare.

- Ss look at the list that the class made on the board of things to do on the Web. They read *Are you a Web Wizard?* to themselves and put crosses beside the things they think can't be done on the Web.
Ss call out their ideas.

Answers

There are two things that can't be done on the Web:
play the flute visit the pyramids (in person)

Background Note

To talk to someone on the web you can use a video link with a webcam.

- Ss read the 'Did you know?' box in the bottom left-hand corner. Ask them if they can think of any more feeling pictures.

Bulldog and Friends Web page



- Ss look at the Web page. Ask *How does a Web page work?* Choose a student to explain in L1. If no one knows, explain that a web page is like a house with windows that open onto different pages. You *click* with your mouse to open the window.
- Ask *On this Web page, can you see the links (or 'windows') to different pages?* Ss read the page to themselves and find and call out the links.
- Hold up your finger. Say *This is a mouse*. Say *Listen and point with the mouse*. Read out the sentences below one by one. Ss point on the page and check answers with their partners.
You want to play a computer game. (Koala's Game Tree)
You want to buy a baseball cap. (Zebra Clothez)
You can't do your homework. (It's Easy with Eagle)
You want to write to Bulldog. (envelope - Write to us!)
You want to watch a video clip of an animal. (Kiwi Konservation Klub)
You want to listen to music. (MooseMoosic)
You want to talk to other people. (Chat Room)
You want to read some sports news. (Zebra Newz)
- Ask *Where would you like to go on this page?* Ss give their personal reactions to the page.

Language Note

Many web pages use very colloquial or non-standard language. On this page there are some examples of linguistic jokes made by playing with the spelling of words.

Moosic = music (because of **Moose**)

clothez / newz = clothes, news (because of **Zebra**)

konservation klub = conservation club (because of **Kiwi**)

EXTRA ACTIVITIES

Using the Internet

- If there is Internet access for classes at your school, you may like to do some of these:
 - Use a search engine to find information for homework or about the Ss' favourite book or cartoon character
 - Go to a kids' chat room

- Find a penpal and join a penpal club
- Write emails
- Create a Web signature

- If there is no Internet access for classes at your school, Ss who have access to the Internet at home can do some of the above tasks to print out and bring to school.

Activity Book



Teaching Note

Stage 3 in the Activity Book in Units 2, 4, 6, and 8 features:

- task types designed to provide Ss with exam skills practice for the Cambridge Young Learners 'Movers' exam (see p. 9).
- These activities recycle key language from *Happy Earth* and are therefore suitable for all classes.
- spelling practice

1 Reading / Writing (Yes or No)

- Ss look at the picture and read the sentences below. They write *Yes* for true sentences and *No* for false ones.

Answers

c Yes	f Yes
d No	g Yes
e No	h No

2 Listening (Record words or numbers)

L2.4

- Ss look at the gapped Web page and say what information they need to listen for. Point out that they must only write one-word answers or numbers.
- Play the tape through without stopping. Ss listen and note the answers. Play the tape a second time.

Answers

10 Australia 1 brother 0 sisters music

TAPESCRIPT

B = Boy, G = Girl

B Hello! Can I ask you some questions?

G Yes.

B What's your name?

G Jenny. J - E - double N - Y.

B Right, Jenny. How old are you?

G I'm ten.

B Ten. Right. Where are you from?

G I'm from Australia.

B Australia? Wow!

G Yes, it's great.

B Mmm. Have you got any brothers?

G Yes, I've got one brother.

B And sisters? Have you got any sisters?

G No, I haven't. I've only got one brother.

B One brother. Right. What's your favourite subject?

G My favourite subject? Hmmm ... Music, I think. I love Music.

Aims: spelling plural nouns

1 Identifying vocabulary

Ss look at the picture and draw lines to the words.

2 Forming plurals

Ask: *How do we make the plural in English?*

Read the Spelling rules with the class.

Ss find the same objects in the big picture. They count them and write the number with each plural noun.

Answers

5 babies 3 boys 2 books 8 buses
8 cakes 6 chairs 4 monkeys 6 puppies

Background Note

The Spelling Bee character is based on this American spelling game, much played in schools.

EXTRA GAME

Spelling Bee

- 1 Make a list of words from Units 1 and 2 which Ss may have problems spelling. (See Word list p. 107.)
- 2 The class plays in two teams. Each person in each team is numbered.
- 3 Call a number at random. The two Ss with this number come to the front of the class.
- 4 Say the first word on your list. Student A spells the word. If they can't spell it, the word passes to Student B. If neither student can spell the word, write it in a list on one side of the board.
- 5 Say the second word to Student B.
- 6 A team scores a point for the correct spelling of a word. Keep the score on the board.
- 7 Say another number at random. These two Ss come to the front, and so on.
- 8 Continue with all the words on your list.
- 9 Ss write down the words on the board (the words they couldn't spell) and learn them at home.

Aims: writing a personal email; capital letters

1 Using capital letters

- 1 Check that Ss understand the problem in the email.
- 2 Read the rules for capital letters with the class.
- 3 Focus on the first letters of the email at the top of the page and the *Dear Alison. I'm Emma. I ...* at the start of the email in 1.
- 4 Ss work on their own to write out the rest of the email.
- 5 Write these punctuation marks on the board and check that Ss can say them:
 - = full stop
 - , = comma
 - ' = apostrophe (Check the pronunciation: /ə'pɒstrəfi:/.)
- 6 Ss dictate the message to you with punctuation and capitals.

Answer

Dear Alison,

I'm Emma. I'm from Britain. I live in Oxford. I'm nine. I love computer games.

Love,

Emma

2 Writing

- 1 Ss use the same structure to write an email message about themselves.

Teaching Note

If the students have access to email at school it can be motivating for them to send their messages to an email penpal. There are many websites for making international contacts. Here are some of the best we have found. (The last one is for girls only.)

www.kidlink.org/english/general

www.ks-connection.org

www.agirlsworld.com/penpal

Picture
this!

Picture this!

Activity Book

AB 21

Aims: writing about a daily routine; capital letters

1 Using capital letters

- Read the rules for capital letters with the class.
- Ss look at the pictures and write short answers to the questions.
- Check the answers with the class, making sure that Ss have used capital letters correctly.

Answers

- | | |
|-------------------|---------------------|
| a half past seven | e Thursday |
| b by rocket | f homework |
| c Monday | g quarter past nine |
| d Art and Music | |

2 Writing

- Ss complete the paragraph using their answers from 1.

Answer

Every day Cyberboy gets up at half past seven. He goes to school by rocket. His favourite day is Monday because he has Art and Music. They are his favourite subjects. On Thursday he has computer classes after school. He has dinner at half past six and then he does his homework. He goes to bed at quarter past nine.

Teaching Note

Ss need to bring an empty shoebox to the next class to do the Stage 4 Action File.

Stage 4

Action File

My 3D computer game

CB 18

Teaching Note

To support the Ss' imagination, use Photocopy master 7.

TB
117

1-6 Make-and-do activity

- Ss follow the step-by-step instructions.

7 Speaking

- Ss explain their games to the class as in the example.

Say
this!

Say this!

Activity Book

AB 22

Aims: silent and sounded w; speaking rhythmically

1 Tongue-twisters L2.5

- Play the tape. (Each tongue-twister is said 3 times, getting faster.) Ss listen and look at the pictures.
- Use the pictures to check comprehension.
- Play the tape again. Ss listen and repeat, getting faster.
- Write W on the board. Ask *How many letter 'w's are there in the tongue-twisters?* (14)
- Ask Ss to find a word with a silent w (window).
- Ss learn and perform the tongue-twisters.

2 Sound discrimination L2.6

- Ask *Which letter is in all the words?* (w)
- Play the tape. Ss circle the words in which they hear /w/.

3 Sound production L2.7

- Play the tape. Ss listen, check, and repeat.

Answers (= Tapescript)

between walk when where white world

4 Chant L2.8

- Play the tape. Ss listen and look at the pictures.
- Use the pictures to check comprehension.
- Ss listen again and say the chant with the tape.
- Ss learn and perform the chant in pairs.

Where on Earth?



L2.9

- Books closed. Ask the following questions to remind Ss about the story:

What do you remember about the first part of 'Where on Earth?' (Ben and Lily are on holiday with their grandma. They find a photo of their Aunt Rose in a bedroom. An email appears on the computer. Aunt Rose gives them a puzzle and tells them that the trunk is magic. Ben and Lily have to find the things in the photo and then they can find Aunt Rose.)

What happens at the end? (Ben and Lily can't open the trunk.)

Do you remember the numbers for the padlock? (4 and 8.)

- Ask Do you remember any of the cities on the stickers on the trunk? Where do you think Lily and Ben go now?
- Ss open their books and look quickly at the page without reading. Ask *Where are Lily and Ben? How do you know?* Ss can give answers in L1 as they will learn the English words they need when they read the story.
- Play the tape. Ss listen and follow in their books.
- Encourage Ss to ask about any new words:
What does ... mean?
- Ss do the puzzle. They add the numbers to find the total.

Answers

hieroglyphs = 5 palm trees = 4 pyramids = 3

$5 + 4 + 3 = 12$

- Ss turn to p. 80 and write the total in the orange box.
- Ss look at the map and find Egypt.
- Ask *What do you know about Egypt?* Encourage Ss to share their knowledge.

Background Notes

After Unit 1, each episode of *Where on Earth?* visits a different country. The Background Notes suggest cultural points illustrated in the story that you may wish to discuss with the class.

- Most of Egypt is desert so one of the most common means of transport has always been by camel.
- Many desert travellers report seeing 'mirages' – from a distance they believe that they can see water and vegetation, but as they approach, the vision disappears.
- Many Egyptians still wear the traditional desert clothing like the man in frame 4. They wear long, loose cotton robes which protect the skin from the sun and also keep the body cool by trapping air between the folds of cloth.
- The Pyramids were built nearly 3,000 years ago and are the world's oldest stone buildings. They were graves for the kings and queens of Ancient Egypt – the Pharaohs. People think it took 400,000 men twenty years to build the biggest pyramid.

Each pyramid was the tomb of one pharaoh and contained all the things he would need to live in his next life. There are more than eighty still standing in Egypt.

- Ancient Egyptians invented hieroglyphs about 5,000 years ago. Hieroglyphs were pictures that represented both whole words and sounds. It took a long time to write anything using them and they weren't used for everyday writing.

- Turn back to p. 19. Play the tape again. Ss listen and repeat.
- Read the story round the class.



Activity Book



1 Vocabulary

Answers

desert oasis camel pyramid well palm tree

2 Comprehension

Answers

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

Self-assessment

- Ask Ss to look back over Unit 2 in their Class Book and Activity Book and to complete the boxes.
- They compare their responses with their friends. It can be interesting to ask them to explain their reasons in L1 so that Ss become aware of different learning styles and preferences.
- Tell Ss to be honest in their self-assessment. Comment on their self-assessments.

EXTRA ACTIVITIES

In code

- Ss use the hieroglyph code on p. 23 of the Activity Book. They write words from Unit 2 in code and give them to a partner to read and solve.

Poster project

- Ss work in small groups to make a poster about Egypt.
- They use a library or the Internet to find information. You can visit our website for an updated list of useful sites:
www.oup.com/elt/teacher/happyearth



Unit 2 Test



- For Answers, see p. 100.

Do you remember?

Teaching Notes

Tell the class that these pages are to revise what they have learnt in the last two units.

Explain that they will have a Revision Test when they have finished these pages.

Encourage the Ss to ask questions about anything they don't understand properly in order to prepare for the test.

1 Revision



- Check these words using the pictures: *ruler, window, school bag, table, pencil case, chair, rubber, pen, pencil.*
- Ss look at the pictures and find the differences. Ask *How many differences can you see?* (There are 6.)
- Ss make sentences about the differences. Write the correct sentences on the board as the Ss make them.

Answers

In A there's a ruler on the table next to the computer. In B there's a rubber.

In A there's a school bag on the floor between the boy and the girl. In B there's a pencil case.

In A there's a red book on the table. In B there's a blue book.

In A there's a pencil in the pencil case on the table. In B there's a pen.

In A there's a yellow crayon under the boy's chair. In B there's a green crayon.

EXTRA GAME

In our classroom

- This is a sentence chain game. Start by making a true sentence about the classroom, like this:
In our classroom there's a table in front of the board.
- Choose a student to go next. He / she repeats your sentence and adds a new part, e.g.:
In our classroom there's a table in front of the board and a rubber under my chair.
- This student chooses the next person, who repeats and adds in the same way.

2 Preparation



- Look at the picture with the class. Ask *Whose bedroom is it?* (Moose's.) *What does Moose do?* Look at the picture for 1 minute.
- Books closed. Ask these questions:
Which country can you see? (Canada.)
Where does Moose sleep? (In a nest.)
What does Moose like? (Music and going to the cinema.)
What does Moose eat? (Apples and bananas.)
Which sport does he play? (Basketball.)
Does he watch television? (No, he doesn't.)

3 Revision



- Ss open their books and turn them upside down. They cover the picture and complete the sentences from memory.
- Ask the first student to finish to write the sentences on the board to check answers.

Answers

- | | |
|-----------------|----------------|
| a isn't | d eats |
| b doesn't sleep | e doesn't play |
| c loves | f goes |

4 Revision game



- You may want to revise the key vocabulary using the pictures before you start the game.
- The class plays in two teams. The teams answer questions about the picture squares in turn. If they answer correctly, they take the square. The aim of the game is to take four squares in a row: vertically, horizontally or diagonally.
- One player from team A throws the dice twice and calls out the numbers. These numbers refer to the coordinates on the board.
- Look at the corresponding square on the board and ask the question for the picture (see next page). Team A nominates a student to answer. If he/she answers correctly, all Ss put an A in the box in the corner of the square.
- Team B throws the dice twice, calls out the numbers, and answers the question. If they throw the numbers for a square that is already 'taken', they must throw again.
- The game continues until one team has four in a row.

Teaching Notes

For a more challenging version of the game, the teams ask each other the questions instead of the teacher.

With stronger classes, this game can also be played successfully in pairs.

QUESTIONS

- 1 - 1 What time is it?
- 2 - 1 When do you have Maths?
- 3 - 1 Where's the cat? (Under the table.)
- 4 - 1 What can you see (in the classroom)?
- 5 - 1 What day is it?
- 6 - 1 Where's Kiwi from? (New Zealand.)
- 1 - 2 What can you hear? / Can you hear music?
- 2 - 2 Do you live in a house?
- 3 - 2 Where is Bulldog from? (Britain.)
- 4 - 2 What time is it?
- 5 - 2 Do you live in a flat?
- 6 - 2 When do you have Art?
- 1 - 3 Where's Koala from? (Australia.)
- 2 - 3 Where's the cat? (On the bed / in the bedroom.)
- 3 - 3 When do you have English?
- 4 - 3 Do you like / play football?
- 5 - 3 Where's the cat? (On the table.)
- 6 - 3 What time is it?
- 1 - 4 Where's Eagle from? (The United States.)
- 2 - 4 Do you like / play computer games?
- 3 - 4 What day is it?
- 4 - 4 Do you go / like going to the cinema?
- 5 - 4 Where's Moose from? (Canada.)
- 6 - 4 When do you have Geography?
- 1 - 5 Do you go to the library?
- 2 - 5 What time is it?
- 3 - 5 When do you have Music?
- 4 - 5 Do you live in a city?
- 5 - 5 Do you like / play basketball?
- 6 - 5 Where's the cat? (In the wardrobe / in the bedroom.)
- 1 - 6 Do you live in the country?
- 2 - 6 Can you smell food?
- 3 - 6 Where's the cat? (Between the boy and the girl / in the sitting room.)
- 4 - 6 What day is it?
- 5 - 6 Where's Zebra from? (South Africa.)
- 6 - 6 Do you like / play tennis?

EXTRA GAME

Plural tennis

- Say *You are going to play tennis with words.*
- The class works in two teams. They stand in two long rows facing each other. The student at the end of each row starts.
- Say a letter of the alphabet (the ones with most words are B, C, P, and T).
- Ss count in turn, from team to team, saying a plural noun which starts with the letter given.
- The letter changes when neither team can think of another word. Give the class another letter.

e.g.

Team A

Team B

one T-shirt

two tables

three teachers

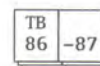
four trains

five toys

.....

- Keep the score on the board. Teams score a point for each correct plural. They mustn't repeat words.

Revision Test 1: Units 1-2



- For Answers and Tapescripts, see p. 100.

Teaching Note

The photocopiable Revision Test consists of two parts:

Listening: 20 marks

Reading and Writing: 20 marks

To make a total of 50 marks, you can do the short Speaking test interview with individual Ss (see below) while the rest of the class is working on Activity Book tasks.

Speaking (10 marks)

Oral interview

- Give marks as follows:
 - 2 marks for comprehension of the questions
 - 3 marks for use of new grammar
 - 3 marks for use of new vocabulary
 - 2 marks for pronunciation
- 1 How do you spell your name?
- 2 Where are you from?
- 3 What do you do at the weekend?
- 4 What can you see in the classroom?
- 5 What school subjects do you have on Monday?

Monster corner

Stage 1

At the movies

Key language

Grammar

Has he / she got ...? Yes, he / she has. No, he / she hasn't.

Present simple: Wh- questions: 3rd person singular

What / When / Where / Who does ...?

Vocabulary

Adjectives: dark, hairy, long, scary, sharp, small, strong, thin, ugly

Additional language

Body parts: arm, body, claw, eye, feet, hair, hand, leg, nose, teeth

bat, big, bad, castle, coat, change into, climb, monster, movie, scientists

1

Listening



L3.1

- Ss look at the picture. Talk about the movie monsters. Ask these questions:
Have you seen any of these films?
Do you like horror films?
What's your favourite horror film?
What's your favourite movie monster?
- Use the picture to teach the adjectives in the Word Saver and revise body parts, like this:
Say Look at King Kong.
Touch your hair and say He's hairy.
Ask Is a dog hairy? Is a snake hairy?
Ask What colour is he? Is he all brown? (No.) He's got orange claws.
Ask Have you got claws? Has a cat got claws? His claws are sharp.
Say Look at his teeth – his teeth are sharp too.
- Repeat this procedure with the other monsters.
- Say *Listen to some children talking about their favourite monsters. Number the movie monsters.*
- Play the tape pausing after each part.

Answers

- | | |
|----------------------------|----------------|
| 1 Dracula | 4 The Gill Man |
| 2 Frankenstein | 5 King Kong |
| 3 The Phantom of the Opera | |

TAPESCRIPT

- 1 My favourite monster is number 1. He's got short, dark hair and dark eyes. He's got sharp teeth. He's got a black coat. He's really bad.
- 2 My favourite monster is number 2. He's tall and he's got big hands and feet. He's got a big, square head and a big face. He's got a long, red scar on his face.
- 3 My favourite monster is number 3. He's really ugly! He's got a white face with big, round black eyes. He hasn't got any hair and he hasn't got a nose. His body is small and thin.
- 4 My favourite monster is number 4. He's big, ugly, and green all over. He's got big hands and feet with long, sharp, blue claws. He's got skin like a fish. He's scary!
- 5 My favourite monster is number 5. He's big and hairy. He's got a big head and mouth and sharp teeth. He's got big hands and feet with sharp, orange claws. He can pick up people in one hand – he's really strong.

EXTRA GAME

Which monster?

- Ss work on their own (or in pairs) with five small pieces of paper. Write these abbreviations on the board, explaining that they represent the monsters:
 D F KK G PO
 Ss copy the abbreviations – one on each piece of paper.
- Ss look at the monsters on p. 22 for 1 minute then close their books. Read the sentences below one by one. Ss hold up the piece of paper with the correct monster initial. Give one point to the first student (or pair) to hold up the correct initial after each sentence.

Sentences

He hasn't got any hair and he hasn't got a nose. (PO)
He's big and hairy. (KK)
He's got a big, square head and a big face. (F)
He's got a white head with big, round black eyes. (PO)
He's got a long, red scar on his face. (F)
He's got big hands and feet with long, sharp, blue claws. (G)
He's got big hands and feet with sharp orange claws. (KK)
He's got short, dark hair and sharp teeth. (D)
His body is like a fish. (G)
His body is small and thin. (PO)

2

Speaking



- Draw a head with a thought bubble on the board. Put a ? in the thought bubble. Say *Which monster is it?*

- Read the questions and answers on p. 22 with the class. Ss say which monster it is (Number 1 – Dracula).
- Ss say *I'm thinking of a monster. Who is it?* Ss ask the questions in the book and invent others. You can only give Yes or No answers.
- Ss work in pairs. Student A chooses a monster in the picture and Student B asks questions to find out which monster it is. Swap roles.

EXTRA GAME

Twenty questions

- Play the above guessing game with a monster from another film. Choose a recent film that you know the Ss will be familiar with.
- Think of a monster. The class can ask 20 questions. Keep count of the questions on the board. If they don't guess your monster in 20 questions, you are the winner.

Activity Book



1 Vocabulary

Answers

- a strong b hairy c small d ugly e scary f sharp g long
h dark i thin

Grammar Ticket

- Read the Grammar Ticket with the class.

Teaching Note

British English uses *has / have got*.

American English uses *to have*, which acts like a regular verb in questions:

Do I / you / we / they have? Does he / she / it have?

2 Grammar practice

Answers

- It hasn't It's got It hasn't got It's got It hasn't got

EXTRA PAIRWORK

My monster



- Tell Ss that they are going to draw a monster which must be a secret from other Ss in the class. Using Photocopy master 8, Ss draw an imaginary or film monster. They give it a name.
- Ss label the monster with arrows leading outside the box, e.g. *sharp teeth, long claws, hairy legs*.
- Put Ss into pairs, reminding them to keep their pictures a secret. Ss make sentences to describe their monster for their partner to draw.

- Ss compare their drawings. The pair with the most similar pictures is the winner.

3 Reading



- Write these question words on the board:
What? Where? Who? When?
- To check that Ss understand the question words, ask the questions below. Ss look at the picture on p. 22 to answer the first three (in L1 if necessary):
What is on the window next to Dracula? (A bat.)
Where is Gill Man? (In the road.)
Who is in the cinema? (Frankenstein.)
When does this lesson finish? (Ss' own answers.)
- Ss look at the photos and name the monsters.
- Read the questions below the article and check that Ss understand these words: *sleep, change into, climb*.

Teaching Note

To train Ss in good reading skills practice, it is important that they read the article silently to themselves and find the answers to the questions.

The procedure we suggest below is designed to support Ss in providing short answers.

If you ask Ss to read aloud the first time they read the article, they are focusing on pronunciation rather than comprehension.

- Draw three columns on the board and write these headings: *Dracula, The Gill Man, King Kong*. Ask *Which questions are about which film?* Ss call out which questions match each film. Write the letters under each heading. Then copy the word gaps so that the board looks like this:

Dracula	The Gill Man	King Kong
a _____	d _____	f _____
b _____	_____	_____
c _____	e _____	_____
_____	_____	_____

- Ss read the paragraph about Dracula (see Note above) and answer questions a, b, and c with short answers, using the chart on the board to help them.
- Ss read and answer about the Gill Man (d and e) and then King Kong (f).

Answers

- a All day.
 - b A bat.
 - c In a castle.
 - d In the jungle.
 - e Scientists.
 - f The Empire State Building.
- Read the article again with the class. Encourage them to ask for help with comprehension problems like this:
- What does ... mean?*
I don't understand.

Grammar Ticket

- Read the Grammar Ticket with the class.
- Stress the use of *do* and *does* and compare with L1.
- Point out that the 3rd person singular -s is on the *does* in the question form, not on the main verb.

3 Grammar practice

Answers

- | | |
|----------------------------------|-------------------------|
| b Where does Gordon live? | e Who does Gordon love? |
| c When does Gordon get up? | f Who does Gertie like? |
| d Where does he go at 2 o'clock? | g What does Arnie do? |

EXTRA GAME

Who am I?

- You need small white stickers or paper and sticky tape for this game.
- Ask the class to call out the names of film monsters or other film characters. Write them on the board.
- Write the name of a film monster on each sticker. For a class of 30 you need 15 character names – and two stickers with each name on. If you have an odd number of Ss in the class, you will need to play the game too.
- Stick the names on the Ss' backs, but tell them that they mustn't try to see the name on their own back.
- Ss stand up and walk around the classroom. They look at the names on other people's backs. They have to ask questions to find out who their film character is, but they can't ask the name and they can only ask each person in the class one question.
- When Ss know who their character is they find their partner and sit down.

Mystery monsters

Key language

Grammar

was / were: Was it big? Yes, it was. Were they with you? No, they weren't.

Vocabulary

Times of day: *in the morning / afternoon / evening / at night*

Additional language

asleep, camp site, describe, food, funny, friendly, hungry, last night, outside, police, sandwich, tent, tired, tree

1

Comic strip



L3.2

- Ss look at the comic strip. Play the tape. Ss read and listen to the dialogue.
- Ask these questions to check / teach vocabulary and check comprehension:
 - Where are they?* (In a camp site.)
 - Where do they sleep?* (In a tent.)
 - Where do they put the food?* (In a tree.)
 - What does the Big Foot want?* (Some food.)
 - Why?* (It's hungry.)
 - What does Mike give the Big Foot?* (A sandwich.)
 - What does Molly do?* (She rings the police.)
- Play the tape again. Ss listen and repeat.
- Ss work in groups of five to learn and act out the scene.

2

Reading and speaking



- Work with the whole class. Read the story. Ss call out the words for the pictures.

Answers

camp site tent Mike Molly tree food tree ten o'clock tired
tent Mike half past eleven hear see tree Mike sandwich
Molly police

Background Note

Some people say that a big ape that walks standing up on two legs lives in the mountains of Western Canada and the United States. The ape is tall and hairy with big hands and feet and is known as 'Big Foot'.

EXTRA GAME

Story mime

- Ss work in two teams.
- Mime the story sentence by sentence. Team A starts telling the story with the help of your mimes. When they make a mistake, it is Team B's turn. Start miming from the beginning again.
- The first team to finish the whole story is the winner.

Reading

Answers

1 Dad a tree nine tired twelve outside in hungry some
 2 late rings

Dialogue

CB 25

L3.3

1 Ss look at frame 5 of the story on the previous page. Write these questions on the board:

Where is Mike?
 Where is the Big Foot?
 Are Mike's parents outside?
 Is the monster scary?

2 Draw two heads – Mike and the Police Officer – on the board. Draw a speech bubble with a ? in it coming from the officer's mouth. Say *It's the next morning. They are speaking about yesterday. They use the past.*

3 Play the tape. Ss listen and read the dialogue. Ask *What are the past verbs?*

4 Play the tape again for Ss to repeat, stopping after each sentence.

Teaching Notes

- It is important that Ss are made aware of the weak forms of *was* /wəz/ and *were* /wə(r)/. Ask Ss to listen carefully and to say how the verbs are pronounced in each sentence.
- The intonation features in this dialogue that you might like to make Ss aware of are:
 - falling intonation in *Wh-* questions
 - rising intonation in *Yes/No* questions
 Ask Ss if questions sound the same in L1 or different.
- When Ss repeat the dialogue, encourage them to mimic the sentence stress and intonation.

5 Ss learn and perform the dialogue in pairs.

4 Speaking

CB 25

1 Look at the holiday photos. Ask *What time is it?* for each photo. Refer Ss to the Word Saver and teach / check in the *morning / afternoon / evening* and *at night*.

2 Draw the Monster spotting sheet on the board. Choose a strong student to come to the front of the class with their book. Say *You are Bulldog. You are on holiday. Yesterday you saw a monster. This is a photo of you and the monster.*

3 Ask the questions in the model dialogue. The student responds. Complete the sheet on the board.

Where were you? (I was at Loch Ness.)
 What time was it? (It was half past twelve in the afternoon.)

Was the monster big / strong / thin / ugly, etc.? (Yes, it was. / No, it wasn't.)

- 4 Ss work in pairs. You may choose to do open pairwork before the Ss work in closed pairs. Student A chooses a holiday photo. Student B asks questions and completes the Monster spotting sheet. They swap roles.

Teaching Note

When Ss work in closed pairs, monitor carefully to give any necessary support and to take note of the mistakes that they are making. Try not to stop and correct them as they are speaking as it is demotivating. You may want to have a correction stage once they have all finished the activity to highlight any frequent mistakes.

Activity Book

AB 27

Grammar Ticket

- 1 Read the Grammar Ticket with the class.

2 Grammar practice

Answers

was Were wasn't was Was wasn't was were Were weren't were

3 Pairwork: personalization

- 1 Drill the questions with the class before they work in pairs.

EXTRA ACTIVITY

Monster project

- Ss produce a project page on a local or national mystery monster.
- Their projects should include:
 - a picture
 - the monster's name
 - where it lives
 - descriptive adjectives

Teaching Note

Ask Ss if they have any information at home about dinosaurs. Ask them to bring pictures, books, and facts to the next class.

Stage 3

Dino power

Key language

Grammar

Past simple statements: regular and irregular verbs

Dinosaurs lived a long time ago.

Some dinosaurs ate plants.

Vocabulary

Body parts: *back legs, body, brain, front legs, neck, tail*

Numbers 1–100

Verbs in the past: *ate, had, lived, walked, cared, couldn't, ran, moved*

Additional language

Measurements: *metre, centimetre, millimetre*

(a long time) ago, bite, clever, eggs, fast, flippers, king, leaves, long, loud, meat, million, mouth, plants, put, roar, slow, swimmer, wide

1 Vocabulary



- Books closed. If Ss have brought dinosaur information to class, they work in small groups to look at the materials and share their knowledge. Discuss the most interesting facts as a class.
- Ss open their books. Read the list of body parts one by one. Ss call out the letters for each body part and write them in the table.

Answers

a brain d body c front legs b neck e tail

2 Listening



L3.4

- Ask *Was the brachiosaurus big?* Explain to Ss that a brachiosaurus was as long as a tennis court, and was one of the biggest dinosaurs.
- Teach *metre, centimetre, millimetre* and check that Ss know the abbreviations *m, cm, mm*. Write these on the board to support Ss in the listening task.
- Teach / Check the numbers 20–100 by asking questions like this:
How many millimetres in 5 cms? (50)
How many centimetres in a metre? (100)
How many millimetres in 8 cms? (80)
- Play the tape pausing after the first answer (... *as a classroom.*). Make sure that Ss know where to write the answer *12m* (next to *neck*).
- Play the rest of the tape. Ss listen and write the numbers in the boxes next to the correct body parts. Encourage stronger Ss to add the abbreviations for the measurements.

Answers

back legs – 3m brain – 8cm body – 6m front legs – 4m
neck – 12m tail – 7m

TAPESCRIPT

The brachiosaurus was a big, big dinosaur. From its head to its tail, it was about 25 metres long. The longest part of a brachiosaurus was its neck – the neck was 12 metres long! 12 metres! That's as long as a classroom. The brachiosaurus' neck was long, but its head was small – and its brain was very small. A brachiosaurus' brain was like a small apple – it was about 8 centimetres wide. The brachiosaurus wasn't very clever! The brachiosaurus' front legs were very big and strong – about 4 metres long. Its back legs were about 3 metres long. So, very long legs ... but this was a slow dinosaur. A brachiosaurus' body was small – about 6 metres long. And its tail was 7 metres long. That was a short tail for a big dinosaur!

EXTRA GAMES

1, 2, 3, 4, Dinosaur!

- Ss stand up and count in turn around the class from 1–100, but instead of the number 5 or a number divisible by 5 (5, 10, 15, 20, etc.) they should say *Dinosaur!*; e.g. 1 – 2 – 3 – 4 – *Dinosaur!* – 6 – 7 – 8 – 9 – *Dinosaur!* – 11, etc.
- Play the game quickly. When a student makes a mistake, he / she should sit down. The next student takes over.
- Use other numbers to make the game more challenging.

What is it?

- Ss need a ruler or tape measure. They each choose five different classroom objects: they must know the words in English, and it must be practical to measure them.
- Ss list and measure their objects.
- Choose a student. He / she reads out one of his / her measurements like this for the class to guess:
It's 36cms long / wide. What is it?

Activity Book



1 Vocabulary

Answers

body neck brain tail back legs front legs

2 Vocabulary

Answers

b tail ... 13 e neck ... 14
c body ... 20 f back legs ... 90
d brain ... 40

3

Rap



L3.5

- Books closed. Ask *Which dinosaurs are in the rap?*
- Play the rap. Ss listen and call out the answers. (They should know *brachiosaurus*, and will probably recognize *tyrannosaurus* from L1.)

**Write
this!**

Write this!

Activity Book

AB 30

Aims: writing a postcard; question marks and exclamation marks

1 Punctuation

- Ask *When do you send a postcard? What do you write in a postcard?* Ss call out ideas (in L1 if necessary).
- Read the writing note on exclamation marks and question marks. Compare with L1 if necessary.
- Ss read Bulldog's postcard and write *!s* or *?s*.

Answers

? ! ! ?

2 Preparation

- Say *Imagine you are on holiday. Where? What's it like? Who do you send a postcard to? Read each sentence and circle the word you prefer.*

3 Writing

- Ss use their circled answers to write and draw a postcard.

Activity Book

AB 29

Grammar Ticket

- Read the Grammar Ticket with the class.
- Draw particular attention to *could / couldn't* and *had / didn't have*.

3 Vocabulary

Answers

lived had cared ate were walked

4 Grammar practice

Answers

lived had didn't have walked couldn't was cared were ate

4 Reading

CB 27

- Ss look quickly at the magazine article. They call out anything they know about the allosaurus or the tyrannosaurus.
- Check that Ss understand the sentences under the article before they read.
- Ss read the article alone and write *A* or *T* for each sentence.

Answers

a A b A c T d A e T f A

EXTRA PAIRWORK

Dead dinosaurs

TB
119 -20

- Ss work in AB pairs with Photocopy masters 9 and 10. They mustn't look at each other's sheets.
- Do the first dinosaur as an example with the class.
- Ss work in pairs. They make sentences about the dinosaurs. The other student writes the information in the table.

Picture
this!

Picture this!

Activity Book



Aims: describing a monster; apostrophes

1 Preparation

- Read and explain the writing note.
- Ss look at the picture. Teach *alien*. Explain that the policeman has found an alien and is describing it to some scientists. Say *You are the scientists. Read what the policeman says and complete the notes.*
- Stress that Ss must write notes (1, 2 or 3 words), not full sentences.

2 Preparation

- Ss draw an invented alien and then write notes about it.

3 Writing

- Using the model of the policeman's description, Ss write a paragraph about their alien.
- Ss count the apostrophes in their work.
- Ss swap books and read about the other aliens.

EXTRA GAME

How many words?

- Ss work in small groups. They write as many words as possible using the letters in the word *DINOSAUR* in 2 minutes.
- The group with the most words is the winner.

Possible answers

a, on, in, no, do, sad, sun, son, run, ran, rain, sand, and, us, sound

Teaching Note

Ss should bring information about a dinosaur of their choice to the next class in order to do their Action File.

Stage 4

Action File

My moving dino



1-6 Make-and-do activity

Teaching Note

If Ss don't have access to research materials about dinosaurs, they can choose one of the dinosaurs from Photocopy masters 9 and 10.



- Ss follow the step-by-step instructions.

7 Speaking

- Ss tell the class about their dinosaur. They hold the dinosaur up and speak using the information on the back.

Say
this!

Say this!

Activity Book



Aims: the sounds /θ/ and /ð/

1 Sound discrimination L3.6

- Write *Thelma* and *Therg* on the board. Circle the *Th* in both names. Ask *How do we say these letters?*
- Play the tape. Ss hear the two monsters saying their names. They then hear the words in the soup. Ss listen and write the words on the monsters, depending on the pronunciation of *th* in the words.

2 Sound production L3.7

- Play the tape. Ss listen, check, and repeat.

Answers (= Tapescript)

I'm *Thelma*. These are my words: bathroom, something, teeth, three, thin, thirty.

I'm *Therg*. These are my words: brother, that, the, these, there, weather.

3 Chant L3.8

- Play the tape. Ss listen to the chant and look at the pictures. Use the pictures to check comprehension.
- Ss listen again and say the chant with the tape.
- Ss learn and perform the chant.

Where on Earth?



L3.9

Books closed. Ask questions to revise the story:

What do you remember about the last part of the story?

Where were Lily and Ben? (In Egypt.)

What do they want to do? (To go into the pyramid.)

What do we call the special pictures on the door?

(Hieroglyphs.)

Write these questions on the board:

Where do Lily and Ben go?

How do you know?

Say *You're going to open your books and find the answer to these questions before I count five. Open your books at page 29 - 1, 2, 3, 4, 5!*

Ss call out the answers.

Play the tape. Ss listen and follow in their books.

Check if there are any words that Ss don't understand.

Encourage them to try and guess the meaning from the context and the pictures.

Ss do the puzzle.

Answers

lasses = 3 people dancing = 2 buses = 9

Ss turn to p. 80 and write the numbers in the yellow boxes.

Ss look at the map and find Argentina.

Ask *What do you know about Argentina?* Encourage Ss to share their knowledge.

Background Notes

The children land in a street in an area of central Buenos Aires where couples dancing the tango (using portable cassette players for the music) are a common sight. Most of them are 'busking' - collecting money. The tango is the typical dance of the city of Buenos Aires, but it often represents the whole country.

Outside the restaurant a chef is cooking on a barbecue. Argentinians eat large quantities of beef, because the Pampas, the grasslands, are home to an enormous number of cows. It is typical to cook the meat over open fires or barbecues whether in the street or at home.

The pink building on the bag that the woman gives them is the 'Casa Rosada', a government building. It was made famous around the world by the film 'Evita' about the life of Eva Perón, the wife of a former president.

Turn back to p. 29. Play the tape again. Ss listen and repeat.

Read the story round the class.



1 Vocabulary

Answers

glass handbag meat restaurant souvenir

2 Comprehension

Answers

- | | |
|--------------------------------------|--------------------------------|
| b the trunk. | f to a woman. |
| c to Argentina. | g to Lily. |
| d are hungry. | h to the pink building. |
| e at a table in a restaurant. | |

Self-assessment

- Follow the same procedure as in Units 1 and 2.

EXTRA ACTIVITIES

Poems

- Write this poem on the board. The first letters of each line spell the word **MONSTERS**. Ss learn the poem.

My monster lives
On the wardrobe in the hall
Next to the door.
She's got long, sharp
Teeth and
Eight green eyes. She
Reads all day and
Sings at night.

- Work with the whole class. Write the word **DINOSAURS** down the left-hand side of the board. Ss suggest lines for a class poem. The class should decide as a group on the lines they like best.
- Ss copy out and illustrate the poem. They can change lines if they want to.

Poster project

- Ss work in small groups to make a poster about Argentina. They use a library or the Internet to find information. You can visit our website for an updated list of useful sites:

www.oup.com/elt/teacher/happyearth

Unit 3 Test



- For Answers, see p. 101.

World of sport

Stage 1

Sports Centre

Key language

Grammar

Present continuous: 3rd person singular

He's playing football.

She isn't doing gymnastics.

Is he playing tennis? Yes, he is. / No, he isn't.

Vocabulary

Sports: basketball, cycling, diving, football, gymnastics, judo, running, swimming, table tennis, tennis

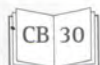
Additional language

Clothes: baseball cap, belt, kit, swimsuit, T-shirt, tracksuit, trainers, trunks

do, favourite, field, hall, have a game, jogging, only, outside, race, swimming pool, to be good at, to be good for, track, watch, win

1

Listening



L4.1

- Books closed. Lead into the topic with these questions:
What sports do you like?
Why is it important to do sport?
Which is the most popular sport in the world?
Who is your favourite sports star?
- Write **SPORTS** on the board. Mime doing the different sports in the Word Saver. Ss call out the words (in L1 if necessary). Write the English words on the board.
- Say *Open your books at page 30. Find the sports in the picture.*
- Use the picture to teach / check these words: *swimming pool, hall, field, track, outside.*
- Play 'True: stand up! False: sit down!' (see p. 13) with these sentences:
Four children are playing basketball. (T)
Two girls are cycling. (F)
A boy is diving into the pool. (F)
Three boys are playing football. (T)
Four children are doing gymnastics. (F)
Two girls are doing judo. (T)
Three children are running on the track outside. (T)
Four children are swimming in the pool. (F)
Two boys are playing table tennis. (F)
A girl and a boy are playing tennis. (T)
- Read the names at the top of the page. Ss say if they are boys' or girls' names.

- Play the tape stopping after each paragraph. Ss listen and match the names with the children in the picture. You may need to play the tape two or three times.

TAPESCRIPT

I'm at the Sports Centre today with my friends. Sally is in the swimming pool. She's wearing an orange swimsuit. She isn't swimming, she's diving into the pool.

Jack is doing gymnastics in the hall. He's wearing a blue tracksuit and he's walking on his hands.

Emily is in the hall too but she isn't doing gymnastics. She's doing judo with Alison. Emily has got a red belt. She's really good at judo.

Rory is outside on the sports field. He's playing football – he's crazy about football. He's wearing his favourite red and blue football kit.

Jess is a good runner. She's outside on the track. She's running a race with two other kids. She's winning. She's wearing a white T-shirt and a baseball cap. Tom is in the swimming pool. He's in the water. He's swimming on his back. He's wearing blue and green trunks.

Sam's outside. He's cycling on the track. He's wearing his blue cycling kit. He looks cool!

What about me? My name's Anna. I can't do sport today, but I like coming here with my friends. I'm in the hall. I'm next to the table tennis players. I'm wearing one trainer. Can you see me?

- Ss compare their answers by pointing at the picture.
- With classes who know the present continuous, ask Ss to make sentences to check answers.

Answers

Sally's diving into the swimming pool.

Jack's doing gymnastics in the hall. He's wearing a blue tracksuit.

Emily's doing judo. She's wearing a red belt.

Rory's playing football. He's wearing red and blue kit.

Jess is running on the track outside. She's wearing a white T-shirt.

Tom's swimming in the pool. He's wearing blue and green trunks.

Sam's cycling outside.

Anna's in the hall. She isn't doing sport. She's wearing one trainer.

EXTRA GAMES

Coloured clothes



- With stronger classes, you may like to work on the clothing vocabulary in the picture.
- Give Ss Photocopy master 11. They cut the cards out. Teach / check the words using the cards.
- Make these sentences about the different clothing items in the Sports Centre picture in the Class Book. Ss hold up the picture cards and say the clothes words. Give points.

It's orange. Sally's wearing one. (swimsuit)
 It's blue. Jack's wearing one. (tracksuit)
 It's red and blue. Rory's wearing it. (football kit)
 It's red. Jess is wearing one. (baseball cap)
 Jess is wearing a white one and Anna's wearing a white one too. (T-shirt)
 Lots of kids are wearing them. There are lots of different colours. Emily and Alison aren't wearing them. (trainers)
 Emily is wearing a red one. Alison has got a green one. (belt)
 They are blue and green. Tom's wearing them. (trunks)
 Jess is wearing green ones. (shorts)

Matching pairs

TB
121

- Ss play in pairs with one set of clothes cards each. They shuffle their two sets together and spread them out face down on the desk.
- Ss take it in turns to turn over two cards at once. If they are the same and Ss can name the clothing item, they keep the pair. If the two cards are not the same, they must be turned over again. When all the cards have been taken, the student with the most pairs wins.

Activity Book

AB 34

1 Vocabulary

Answers

tennis football basketball judo table tennis gymnastics
 running cycling diving swimming

Grammar Ticket

- Read with the class. Point out the rule for doubling the consonant in the verbs that the Ss have studied so far. This and the other spelling rules are practised further in *Spell this!* on Activity Book p. 39.

2 Grammar practice

Answers

- Carl isn't cycling. He's playing basketball.
- Sophie isn't diving. She's running.
- Sue isn't doing gymnastics. She's doing judo.
- Paul isn't playing tennis. He's playing football.

2 Speaking

CB 31

- Ss look back at the picture on p. 30 for 1 minute, then close their books. Ask *What are the children's names?* Elicit and write them on the board.
- Ask the model questions about Tom. Make sure that Ss use the correct short answers.
- Ask a strong student to come to the board and ask questions about one of the other children.
- Ss work in pairs to ask and answer questions.

Activity Book

AB 35

Grammar Ticket

- Read the Grammar Ticket with the class.

3 Grammar practice

Answers

- b Yes, he is.
- c Is he doing judo? No, he isn't.
- d Is she running? No, she isn't.
- e Is he playing basketball? Yes, he is.
- f Is she diving? Yes, she is.

3 Vocabulary: personalization

CB 31

- Look at the table with the class and make sure they understand what they are going to do.
- Ss work on their own to fill in the *Me* column. Be ready to help with new sports words. If your students have bilingual dictionaries, you may like to encourage them to look up the sports words they need.

Teaching Note

The next activity requires groupwork. For this to be successful, you need to make sure that all the Ss in each group can both see and hear each other. It is worth taking some time over arranging the seating so that this is achieved. If this is impossible in your class, the Ss within each group can work in pairs to interview each other.

- Put Ss into groups of 4. Ss write the names of the other Ss at the top of the remaining columns.
- Ss ask and answer questions and complete the table for each person in their group.

4 Comic strip

CB 31

L4.2

- Books closed. Ask:
Does Zebra like sports? (Yes, he does.)
Does Koala like sports? (No, she doesn't.)
How do you know? (From the Bulldog and Friends webpage.)
- Play the tape. Ss listen and read.
- Ask these questions:
What sports does Zebra like? (Jogging, tennis.)
What sports does Koala like? (Tennis.)
What does Zebra want to do? (To play tennis.)
What does Koala want to do? (To watch tennis on TV.)
- If necessary, explain the difference between *running* (on a formal track) and *jogging*.
- Play the tape again. Ss listen and repeat.
- Ss work in pairs to learn and perform it.

Key language

Grammar

Comparative adjectives

Vocabulary

bigger, heavier, longer, narrower, older, younger, shorter, smaller, stronger, taller, wider

Additional language

... years old, be, champion, championship, date of birth, fast, first, high, How ...?, jump, look at, poor, rich, sports star, start, TV, want to, watch, win, winner, world

1

Reading



- Ss look quickly at the article and say what they know about the Williams sisters and tennis.

Background Note

Wimbledon is an area in London. It is where one of the most important international tennis championships takes place every year in the early summer.

- Use the pictures and context to teach / check these words: *win, winner, champion*.
- Read the sentences at the top of the page with the Ss and check comprehension.
- Ss read the text to themselves and mark the sentences *T* or *F*. Remind Ss that they don't need to understand every word.

Answers

a F b F c T d T e F

- Check the answers with the class, asking them to read the parts of the text where the answers appear.
- Ask *Why was Venus the winner?* Write this phrase from the article on the board:
Venus is faster and stronger than her younger sister.
- Check that Ss understand the sentence and the use of the comparative.

Teaching Note

In natural speech, *than* is almost always unstressed. In the following practice activities, encourage Ss to use the weak form /ðən/ and try not to stress the word using its strong form.

2

Grammar practice



- Ask *What is Venus' date of birth? And Serena's?* Write them on the board:

Venus: 17th June 1980

Serena: 26th September 1981

Teaching Note

There is no need to focus on the ordinal numbers for birthdays at this point. They are covered on Activity Book p. 38 and in the Picture Dictionary on Activity Book p. 87.

- Say *Look at a. What's the sentence?*
- Work with the class to make the rest of the sentences.

Answers

- a Venus is older than Serena.
b Serena is younger than Venus.
c Venus is taller than Serena.
d Serena is shorter than Venus.
e Venus is heavier than Serena.
f Venus is stronger than Serena.

Background Note

In Britain and the USA the imperial system is still used to talk about height and weight. The normal way of reading the heights and weights in this article would be:

6' 1" = *six foot one* 5' 10" = *five foot ten*

169 lbs = *a hundred and sixty-nine pounds*

145 lbs = *a hundred and forty-five pounds*

In Britain, weight in sport is usually described in *pounds* but in more general contexts, we use *stone* (= 14 pounds):

169 lbs = *twelve stone one*

145 pounds = *ten stone five*

Activity Book



Grammar Ticket

- Read through the Grammar Ticket with the class.

1 Grammar practice

Answers

- | | |
|-----------|------------|
| b younger | f faster |
| c older | g heavier |
| d bigger | h stronger |
| e longer | i taller |

EXTRA PAIRWORK

Sports stars



- Ss work in AB pairs with Photocopy masters 12 and 13. They ask and answer questions to complete the gaps. They mustn't look at each other's sheets.
- Ss use their information to write comparative sentences. With the key vocabulary from *Happy Earth* Ss should be able to produce any of the suggested answers given opposite. Stronger Ss may have other ideas.

Read all about football

- Brad is taller than Brad. Chuck is smaller than Brad.
 Brad is older than Brad. Chuck is heavier than Brad.
 Brad is younger than Chuck. Brad is hairier than Chuck.
 Brad is taller than Chuck. Chuck is uglier than Brad.

Speaking



Ss look at the picture. Focus on the measurements A-E and ask Ss which adjectives from the box match them, and what they are measuring.

- A = taller / shorter (the person)
- B = bigger / smaller (head)
- C = longer / shorter (arm)
- D = wider / narrower (hand)
- E = wider / narrower (foot)

Ss draw a table like this in their exercise books:

	A	B	C	D	E
Me					
My partner					

Ss work in pairs. Each pair needs a ruler and some string or cotton. They measure each other and note down the measurements in their table.

Ss use their tables to make sentences comparing themselves and their partner. Use the example phrases to point out the use of the possessive 's and the pronoun *mine*.

Activity Book



2 Grammar practice

Answers

- b A tennis ball is smaller than a football.
- c Tiger Woods is younger than Sevi Ballesteros.
- d A tennis racket is bigger than a table tennis bat.
- e Konishiki is heavier than Ian Thorpe.

3 Grammar practice

Answers

Luke Tim Harry Dan Mike

4 Chant



L 4.3

- Check that Ss understand these words and phrases: *want to, fast, jump, high, sports star, world, be on TV, the best*.
- Play the tape. Ss match the words with the gaps.

Answers

run jump long strong be world me
 Play the tape again. Ss say the chant.

Stage 3

Read all about football

Teaching Note

For notes on the *Read all about it!* sections, see p. 23.

Football in history



- Books closed. Write these gapped sentences on the board:
The first game of football was ... years ago.
A long time ago footballs had ... in them.
The first international match was ... years ago.
- The class guesses the answers. Don't give any feedback yet.
- Ss open their books and read 'Football in history' to themselves. They make notes to complete the sentences.
- Discuss the sentences as a class. Then read the text in parts, using the pictures to check that Ss understand and to explain new words.
- Check that Ss understand that:
the thirteenth century = 1201-1300
the fourteenth century = 1301-1400

What do you know about football?



- Ask Ss *Do you know a lot about football?* Ss work in pairs or small groups. Ss who say they know a lot work with Ss who don't know much about football.
- Ss do the quiz.
- Ss call out their answers. If they disagree, encourage them to give reasons for their choices. Only then should you give the answers.

Answers

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

Background Note

The number of teams playing in the World Cup Finals used to be only 24. It changed to 32 for the 1998 World Cup. As more countries enter the qualifying rounds, the number will rise.

I don't like football



- Ask *Who doesn't like football? Why don't you like it?* Ss call out (in L1) the reasons why they don't like football.
- Look at the pictures with the poem. Ss say what they think is happening.
- Read the poem aloud. Ss listen and read. Ask *Who wrote the poem?* (The boy kneeling on the ground crying.)
- Read the poem with the class and explain any new words. Give the phrase *he scored an own goal*.

- Ask *What are the rhyming words?* (all, ball; feet, Pete; Quick!, kick; net, get; all, Paul.)
- Ss read the poem aloud. They can also learn and recite it.

Activity Book



Teaching Note

For an explanation of the Activity Book tasks in Stage 3, see p. 24.

1 Listening (Record numbers) L4.4

- Refer Ss back to Class Book p. 33. Look at the picture of the three girls on the podium. They are collecting their medals. Write *1st*, *2nd*, and *3rd* on the board. Check that Ss understand how to say them in L1.
- Ask *When do we use these numbers in English?* Refer Ss to the birth dates on Class Book p. 32 and the centuries on Class Book p. 34. Compare usage with L1.
- Read the ordinals. Ss listen and repeat.
- Ss listen and write the correct ordinal number on the medals. They should write the numbers – not the full words. You may need to play the tape 2 or 3 times.

Answers

a 2nd b 21st c 8th d 3rd

TAPESCRIPT

a I = Interviewer, G = Girl

- I Where were you yesterday morning?
- G Yesterday morning? Hmm ... I know, I was at school.
- I At school? On Saturday?
- G Yes, we had a tennis championship. We played against other schools in our town.
- I And who was the winner?
- G Well, St Paul's school was the winner, but we were second.
- I Second? That's good. Well done!
- G Thank you.

b I = Interviewer, B = Boy

- I Are you good at running?
- B Well ... I'm not very fast but I can run a long way.
- I Ah ... how far can you run?
- B I don't know, but last week I went running with my family in a city marathon.
- I A marathon! That's a very long way. Were you tired?
- B Yes, I was. Very tired. But I was happy too.
- I Happy? Why?
- B Well, I was twenty-first in the children's group.
- I Great!

c I = Interviewer, B = Boy

- I What's your favourite sport?
- B Well, I like playing basketball at school, but my favourite sport is cycling.
- I Cycling? Do you cycle to school?
- B No, I don't. I cycle in the afternoon after school. I'm in a club.
- I Do you go cycling at the weekend too?
- B Yes. On Sunday we go to the country and have races.
- I Do you like racing?
- B Oh yes, but I'm not very fast. Last week I was eighth.
- I Eighth? That's OK.
- B No, it isn't. There were only eight of us in the race!
- I Oh!

d I = Interviewer, G = Girl

- I Do you like football?
- G Yes, I do. I play in a team.
- I Is it a girls' team or a mixed team with boys and girls?
- G It's a girls' team, but we play in the Boys' School Championships.
- I Really?
- G Yes, last year we were third.
- I Third? That's very good.
- G Yes, but this year we want to win!

2 Listening (Draw lines)



L4.5

- Ss look at the picture and talk about the children and what they are doing.
- Read the names and ask Ss to say which are boys' and which are girls' names.
- Play the tape the whole way through. Ss draw lines from the names to the children in the picture.
- Play the tape again pausing after each part. Ss call out the names of the children and what they are doing. Concentrate on the parts of the tape that identify the children, making sure that they all understand the key phrases.

TAPESCRIPT

G = Girl, B = Boy

- B Hello. Is Brian here?
- G Yes, he is. He's playing football with his friends.
- B Which one is Brian?
- G He's got short, dark hair.
- B Dark hair? Oh yes, I see him. And what's the other boy's name?
- G The other boy playing football?
- B Yep. What's his name?
- G That's Ross.

pause

- B Who are they playing football with?
- G Janet and Alison.
- B Which is Janet and which is Alison?
- G Well, Janet is taller than Alison.
- B Ah, has Janet got blond hair?
- G That's right.

pause

- B And do you know Nicky?
- G Yes.
- B Is she here?
- G Yes, she's standing there under that tree.
- B Has she got long, dark hair?
- G Yes, that's right. That's Nicky.

pause

- B And what about George? I know **he** likes football.
- G Yes, but **he's not playing it today**. He's doing gymnastics over there.
- B Gymnastics? Is he the boy with blond hair?
- G No. That's Simon.
- B Ah, so Simon's blond. And George is the boy with short, dark hair.
- G That's right, that's George.

pause

- B Is that John sitting down?
- G Yes, he's eating something.
- B What's he eating?
- G A sandwich, I think.

Spell this!

Activity Book



Aims: spelling present participles

Preparation

Ss match the verbs with the pictures.

Answers

- | | |
|---------|---------|
| a play | f drive |
| b go | g run |
| c read | h sit |
| d write | i swim |
| e dance | |

Spelling

Read through and explain the spelling rules with the class.

Ss write sentences about the pictures in 1.

Answers

- | | |
|---------------------|-----------------------|
| b Kiwi is going. | f Bulldog is driving. |
| c Eagle is reading. | g Zebra is running. |
| d Kiwi is writing. | h Koala is sitting. |
| e Moose is dancing. | i Zebra is swimming. |

EXTRA GAMES

Spelling Bee

See p. 25.

Missing letters

- Make a list of words from Units 3 and 4 (see Word list p. 108).
- The class plays in two teams. They number each student in the team. Call a number at random. The two Ss with this number come to the front of the class. Give them each a piece of chalk.
- The Ss stand with their backs to the board. Write a word from your list on the board twice, missing out some of the letters, like this:
d _ v _ n _ d _ v _ n _
- Say 1, 2, 3 Go! The Ss turn round and look at the word. The first one to complete the word correctly (*diving*) scores a point for their team.

Write this!

Activity Book



Aims: writing a report; commas and full stops

1 Comprehension

- Ss look at the graph. Check in L1 that they understand how a bar chart works. (Ss may be more familiar with a vertical format of bar chart, but the principle is the same.)
- Ss read the report and complete the chart. Tell them to colour the sports bars in different colours.

2 Class survey

- Ss work in groups of 3.
- Explain that in groups, Ss should agree on five sports and write them in the grid. (As they discuss their choices, go from group to group suggesting different sports as necessary so that all the key vocabulary is used in the class as a whole.)
- Label the Ss A, B, and C in their groups. Then call all the As to one part of the classroom, Bs to another, and Cs to another to make three big groups.
- In the three big groups, each student asks about the 5 sports on their grid and records the names of Ss who like the sport. They also record their own name for the sports they like.
- Ss return to their groups of 3 and copy all the names from the other two big groups. They fill in the total.

3 Preparation

- Ss transfer their results onto the bar chart.

4 Writing

- Draw Ss' attention to the use of full stops and commas in the model report at the top of the page.
- Talk through the structure of the model report with the class. Point out that they should start with the most popular sport and work down to the least popular, as in the model.
- Ss use the model and their own results to write a similar report for their class.

Picture this!

Picture this!

Activity Book



Aim: describing a scene (2)

1 Comprehension

- Use the picture to check the following clothes items: *hat, jacket, T-shirt, jeans, jumper*.
- Ss read the letter and colour the items of clothing mentioned in the letter.

2 Preparation

- Ss colour the clothes in the photo as they like.
- They complete the table with note-form answers.

3 Writing

- Look again at the model letter at the top of the page. Highlight the letter-writing conventions and the structure of the letter text itself.
- Ss use their coloured picture and their notes to write a letter describing a scene using the same basic format as the model letter.

Suggested answer

Date

Dear Mum and Dad,

We're having a great time on the school trip. Do you like my photo? You can see me at the table. Jack / Jess is sitting next to me. He's / She's wearing a ... T-shirt. Anna is behind us. She's sitting in front of the television. She's wearing a ... jumper. Tom's wearing a ... jumper and ... jeans. He's sitting in front of the window.

See you next week.

Lots of love,

Jack / Jess

Teaching Notes

Tell Ss to bring magazines and newspapers with photos of sports and sports stars to the next class. They will need them to make their Action File posters.

Tell Ss also to bring to class any personal information they may have about their favourite sports stars.

It will be useful in the next class for Ss to have access to bilingual dictionaries.

Stage 4

Action File

My sport poster



Teaching Notes

You may like Ss to work in small, same-sport groups to make the posters. This arrangement avoids Ss who don't like sports (or who don't know anything about a sports star) feeling left out. If you have access to the Internet, you may like Ss to use a search engine to find information.

1-6 Make-and-do activity

- Ss follow the step-by-step instructions and make a poster.
- For any new words they need, Ss can use a bilingual dictionary or you can encourage them to ask you, like this:
How do you say ... in English?

7 Speaking

- Ss look at each other's posters and ask questions about the sport, the sports star or any words that they don't understand.

Say this!

Say this!

Activity Book



Aims: the sound /ŋ/; linking; speaking rhythmically

1 Preparation

- Ss work on their own to write the sentences.

2 Sound production L4.6

- Play the tape for Ss to check their answers.

Answers (= Tapescript)

- b** I like running a lot. **d** I'm young and strong.
- c** Diving is easy. **e** Swimming is good for you.
- Play the tape again. Ss listen and repeat, paying attention to the consonant-vowel linking.

3 Chant L4.7

- Play the chant. Ss listen and read. Check comprehension.
- Ss listen and say the chant with the tape. Pay particular attention to the /ŋ/ sounds and to the consonant clusters in negative auxiliaries, as well as to the rhythm.
- Ss learn and perform the chant.

Where on Earth?



L4.8

- Books closed. Ask *What do you remember about the story?* Ss summarise the story so far. (You can also play 'Chain story', see below.)
- Ask *Where are Lily and Ben now? How do you know?* Ss open their books and look quickly at the page. They call out ideas.
- Use the Ss' answers and the pictures to teach / check these words: *China, Chinese, Emperor, palace, dragon, procession, fan.*
- Play the tape. Ss listen and follow in their books.
- Ask questions to check Ss' understanding (they may need to answer in L1):
Where do they land? (China.)
What does Ben want to do? (See the palace.)
What does Lily want to do? (Watch the dragon.)
Where does Lily go? (She follows the procession.)
How does Ben feel when he finds Lily? (He is cross.)
What do they see? (A stall / shop with fans.)
- Ss do the puzzle.

Answers

ikes = 2 people in the dragon = 6

Numbers together = 26

- Ss turn to p. 80 and write the two numbers together in the green box.
- Ss look at the map and find China.
- Ask *What do you know about China?* Encourage Ss to share their knowledge.

Background Notes

- China is the third biggest country in the world (after Russia and Canada), and one quarter of all the people in the world live there!
- In the first two frames you can see the entrance to the Forbidden City in Beijing. It was built during the Ming dynasty (1368–1644). The Ming Emperors and their families lived there during winter (as Ben reads in frame 3) and moved to a palace in the country in summer. This was because the weather in Beijing is extremely hot in summer. It is called the Forbidden City because ordinary people weren't allowed in until after the Communist Revolution.
- The procession that the children see in the street is a New Year Parade. This celebration takes place around 15th February and lasts for fifteen days.
- The prices on the fans on the stall in frame 7 are in dollars and cents (US currency), as many things in the tourist part of China are sold only in dollars. The Chinese money is called 'yen' (singular and plural).

- The Great Wall of China on the fan that the children buy is 3,460 km long and is the only man-made structure on Earth that you can see from the Moon.

- Turn back to p. 37. Play the tape again. Ss listen and repeat.
- Read the story around the class.

EXTRA GAME

Chain story

- Start to tell the *Where on Earth?* story with this sentence:
One day Lily and Ben go to their Granny's house.
- A student puts up their hand to continue. They repeat your sentence and then add their own, e.g. *One day Lily and Ben go to their Granny's house. They find a magic trunk in their Aunt Rose's room.*
- Another student puts up their hand and continues the story in the same way.

Activity Book



1 Vocabulary

Answers

- | | |
|-----------|--------------|
| b fan | e dragon |
| c palace | f procession |
| d Emperor | |

2 Comprehension

Answers

- a Ben and Lily are in China.
- b Ben reads about the Emperor's Palace.
- c Lily wants to see the dragon.
- d There's a procession in the street.
- e Ben and Lily buy a fan.

Self-assessment

- Follow the usual procedure.

EXTRA ACTIVITY

Project poster

- Ss work in small groups to make a poster about China.
- They use a library or the Internet to find information. You can visit our website for an updated list of useful sites:
www.oup.com/elt/teacher/happyearth

Unit 4 Test



- For Answers, see p. 102.

Do you remember?

1

Revision



- Ask *What do you know about Zebra?* (He is from South Africa. He likes sports.)
- Look at the picture story. Say *This is what Zebra does every day.* Ask questions to check Ss' understanding and to revise vocabulary, like this:
Where is he? (In the country.)
What's he doing? (Going for a walk.)
When is it? (The morning.)
- Look at the jumbled questions. Ss call out the correct word order. Write the questions on the board.

Teaching Note

With a strong class you may like Ss to unjumble the questions on their own before having a whole class feedback phase in which Ss write the questions on the board.

Answers

(The answers for 2 are also given in brackets for your reference.)

- a When does he go for walks?
(In the morning.)
- b Where does he go for walks?
(In the country.)
- c What does he play with Eagle?
(Tennis.)
- d Where does he have lunch?
(At the Sports Centre.)
- e Who does he see at the Sports Centre?
(Moose.)
- f What does he eat in the afternoon?
(Bananas.)
- g What does he do in the afternoon?
(He goes cycling.)
- h When does he go to bed?
(At 7.30.)

2

Revision



- Ask two Ss to read the model dialogue.
- Ss work in pairs to ask and answer the questions. (See Answers above.)

3

Revision



- Check that Ss understand the task. Ask *Can you remember the dinosaur facts?* If not, they turn back to p. 27 for two minutes and read the article again.
- Read the first sentence. Ask *Is it true?* (No.) Say *You can only change one word to make it true, and the dinosaur names are correct. Which word?* (Bigger.) *What's the correct word?* (Smaller.)
- Ask a student to make the full sentence.
- Ss work on their own to make the rest of the sentences. (Stronger Ss may think of more than one possible answer.)

Answers

The allosaurus was **smaller** than the tyrannosaurus.

The tyrannosaurus had **short** front legs.

The tyrannosaurus and the allosaurus ate **meat**.

The allosaurus **was** clever.

The tyrannosaurus was **slower** than the allosaurus.

The allosaurus **could** run / couldn't **swim** / **climb**.

4

Revision game



- Look at the monsters. Use the pictures to revise these words: *hairy, sharp, teeth, claws, long, short, tail, play football, basketball, tennis, cycling, running, do gymnastics.*
- Do the example with the class. After the first question and answer, explain to Ss that they can eliminate all the hairy monsters by putting a pencil cross in the small white box. Continue with the example until you are left with A3.
- Tell Ss to rub out the pencil marks. Choose a different monster and invite the Ss to ask you questions until they guess correctly.
- The class plays in two teams. Two players from the same team come to the front of the class with their books and a pencil. Show one of the players one of the monsters. The other player asks questions to find out which monster it is. Allow 1 minute for them to guess. If the guess is correct, the team scores points depending on how many questions they asked to find the monster:

1 question = 10 points

2 questions = 8 points

3 questions = 5 points

4 questions = 3 points

5 questions = 1 point

Teaching Note

In stronger classes you may like Ss to play the game in AB

pairs

Revision Test 2: Units 3–4

TB
90 –91

- For an explanation of the Revision Tests, see p. 29.
- For Answers and Tapescripts, see p. 102.

EXTRA GAME

Noughts and crosses

Ss close their books. Draw a noughts and crosses grid on the board and number the squares like this:

1	2	3
4	5	6
7	8	9

Ss work in two teams – noughts and crosses. Noughts start. They choose a square and call out the number. Ask the corresponding question (see below). If they give the correct short answer for the question, rub out the number and put a 0.

Crosses call out a number and answer a question.

The game continues until a team has three Os or Xs in a row as in the usual game.

Game 1

- What does Dracula look like?
- Name 5 sports.
- How do you spell *gymnastics*?
- Tell the story of Lily and Ben in China.
- Make three sentences about the Gill Man.
- Count from 1 to 100 in tens.
- Say the *Dino Rap*.
- What sports are you good at?
- Make three sentences about Venus and Serena Williams.

Game 2

- Count backwards from 100 to 80.
- How do you spell *narrower*?
- Make three sentences about the history of football.
- Tell the story of the Big foot adventure.
- What does Frankenstein look like?
- Make three sentences about the tyrannosaurus rex.
- Say the *I want to be a sports star* chant.
- Ask your teacher three questions about football.
- Make five sentences about the Sports Centre picture.

Game 3

- Tell the story of Lily and Ben in Argentina.
- What does King Kong look like?
- Ask your teacher three questions about Dracula.
- Count from 50 to 100 as quickly as possible.
- Ask your teacher three questions about yesterday.
- Make three sentences about the allosaurus.
- How do you spell *brachiosaurus*?
- Name five body parts.
- Compare yourself and a friend.

Speaking (10 marks)

Oral interview

- Give marks as follows:
 - 2 marks for comprehension of the questions
 - 3 marks for use of new grammar
 - 3 marks for use of new vocabulary
 - 2 marks for pronunciation
- 1 Are you taller than me?
- 2 Is *(another student's name)* playing football?
- 3 What sports do you like?
- 4 Where were you on Saturday?
- 5 Tell me about Dracula.

Animal action

Stage 1

On the move!

Key language

Grammar

Adverbs of manner

Vocabulary

Animals: *ant, cat, flamingo, frog, hippo, kangaroo, lion, lizard, parrot, penguin, snail*

Adverbs: *angrily, fast, happily, high, lazily, loudly, quickly, quietly, slowly, well / not very well*

Additional language

came, east, fly – flew, fruit, in the water, jump, march (n), marched, move, north, nuts, on land, roar, seeds, sing, sit, south, town, west, wings

1 Listening



L5.1

- Ss cover the song. Look at the picture. Ask if any Ss have been to London. Tell them about Trafalgar Square (see Note below).

Background Note

The Animal March picture is set in Trafalgar Square, London. The column in the background is 'Nelson's Column' with a statue of Admiral Nelson at the top.

Trafalgar Square is the largest square in London and is the traditional place for protest meetings and New Year parties.

- Ss call out the animals they can see. Write the animal names as a list on the board. Teach any new words as necessary.
- Say *Look at the snails. Are they moving fast?* Teach *slowly*. Write it next to *snails* on the list.
- Say *Look at the flamingos. Are they moving slowly?* Write *fast* next to the flamingos on the list.
- Circle the *S* in *snails* and *slowly* and the *F* in *flamingos* and *fast*. Say *How are the other animals moving?* Use the picture, mime, and the initial sounds of the words to elicit the adverbs of manner for the different animals:

cats – quietly
lizards – lazily
kangaroos – quickly
hippos – happily
ants – angrily
lions – loudly

- Play the tape. Ss listen and number the verses in the animal footprints.

Answers

- | | |
|----------|-------------|
| 1 ants | 5 lizards |
| 2 cats | 6 flamingos |
| 3 snails | 7 kangaroos |
| 4 hippos | |

- Check that Ss understand the following words: *marched, came, flew, north, south, east, west*
- Play the tape again. Ss sing the song.

2

Speaking



L5.2

- Books closed. Say *How much can you remember? The ants came ...?* (Angrily.)
- Play the first sentence on the tape. Ss listen and repeat. Say *Say it angrily.*
- Repeat the procedure with the other animals. The sentences on tape are in the same order as the verses in the song (see Answers above) with lions at the end.

Activity Book



1 Vocabulary

- Ss write the animal names in the puzzle grid.

Answers

- | | |
|------------|------------|
| a ant | e kangaroo |
| b lion | f lizard |
| c hippo | g snail |
| d flamingo | |

- Ss draw and write about the other animal at the march.

Suggested answer

It's got four legs and a tail. It walks quietly. cat

Grammar Ticket

- Read the Grammar Ticket with the class. Point out the irregular forms.

2 Grammar practice

Answers

+ **-ly**: loudly, quickly, quietly, slowly

y + **-ily**: lazily

Irregular: fast, well, high

EXTRA GAME

In the manner of the word

- 1 The student volunteers to go out of the class.
- 2 The rest of the class chooses an adverb of manner. You must all agree on the same one.
- 3 Call the volunteer back into the classroom. He or she gives instructions to one student at a time, like this:
Maria, stand up.
John, go to the window.
Simon, write your name on the board.
- 4 The Ss who are given the instructions do as they are told in the manner of the adverb chosen by the class.
- 5 The volunteer must guess the class adverb.
- 6 Repeat with new volunteers and different adverbs.

3

Reading



- 1 Look at the photos. Ss call out the animals. Write them on the board.
- 2 Ss read the riddles on their own and match them with the animals.
- 3 The first student to finish writes the answers on the board.

Answers

parrot 2 penguin 3 frog 4 lion

- 1 Read the first riddle aloud with the class. Ask *Which words helped you to guess the parrot?* Ss call out the key words, eg. *fly, bright, wings, call loudly, nuts, fruit, seeds*. Check that all Ss understand these words.
- 2 Do the same with the other three riddles.

Teaching Note

We suggest that Ss read the riddles silently first, in order to do the matching task. However, they are also on the tape as an optional resource. If you wish to use the tape as a model for Ss to learn and recite the riddles rhythmically, play

15.3

4 Speaking and listening



- 1 Ask *What's the name of this stage?* (On the move!). Say *Tell me different things animals do*. Elicit a list of verbs from *Happy Earth* and write them on the board:
march, fly, call, eat, move, swim, sit, sing, jump, roar, run, go, see, hear, smell, feel, taste, walk
- 2 Read the example with the class. Ss work on their own. They choose an animal and write 3 or 4 sentences following the model.
- 3 Walk round the class and help Ss with new words.
- 4 Tell Ss who finish early to write more sentences, or to write sentences about another animal.

- 1 Check the Ss' work, and when they are ready, tell them to learn their riddles.
- 2 Prepare a riddle of your own or use this (an elephant):
I move heavily. I don't run very fast. I call loudly. I'm big and grey with a long nose. Who am I?
- 3 Read your riddle to the class. Ss guess the animal.
- 4 Ss work with a partner to say and guess their riddles.
- 5 When both Ss have guessed the animals, put Ss into different pairs to continue the activity.

Teaching Note

If Ss need to share the dice for the extra activity below, tell the class to work on Activity Book p. 45 while they wait.

EXTRA ACTIVITY

Mixed-up animal



- 1 Ss work with Photocopy master 14. They also need two dice for the first stage. (See Teaching Note above).
- 2 Ss roll the two dice once for each body part in the box (ten times in total) and note the number, e.g. *head (11)*. When they have done this, they pass the dice on.
- 3 Ss draw and write about their mixed-up animal according to the numbers they roll, e.g. *head (11) = a tiger's head*.



Activity Book



3 Grammar practice

- b Dolphins jump high. e Koalas eat slowly.
- c Flamingos fly fast. f Cats walk quietly.
- d Parrots sing loudly.

4 Grammar: personalization

EXTRA GAME

Guess the animal

- 1 You need sheets of paper with an animal name / picture on.
- 2 Ss work in two teams.
- 3 Ask a student from Team A to come to the front of the class. He / She faces the class. Hold up a sheet with an animal name (or picture) above his / her head so that the rest of the class can see the animal but the student at the front can't.
- 4 Other Ss in Team A make sentences about the animal without saying its name for the student at the front to guess the animal. Set a time limit of 30 seconds.
- 5 If the student guesses the animal, Team A gets a point.
- 6 Repeat with a student from Team B.

Stage 2

Help!

Key language

Grammar

Revision: past simple: regular and irregular verbs

Vocabulary

bit, chased, fell, helped, opened, saw, swam, went

Additional language

baby, back (n), beach, climb, could, cut (n), dolphin, friend, go away, go surfing, gorilla, group, hospital, hurt, look at, pick up, scared, shark, surfboard, took, wall, want, watch, zoo, zookeeper

1

Reading



L5.4

- Use the pictures to teach / check these words: *surfboard, dolphin, shark, beach, cuts*.
- Play the tape. Ss listen and read the story.
- Say *When did this happen?* Make sure that all Ss understand that it is in the past. Ask *What words tell you it is the past?*
- Ss call out the past verbs. Make two lists on the board: **Regular** and **Irregular**. Check the infinitives and the meaning orally. If Ss don't know the meaning, help them use the pictures to guess.
- Books closed. Play 'True, stand up! False, sit down' (see p. 13) with these sentences:
Oliver was in the Atlantic Ocean. (F)
He was with three friends. (F)
They were near a group of dolphins. (T)
The dolphins swam faster and faster. (T)
They saw a shark in the water near them. (T)
The shark bit Oliver's arm. (F)
The dolphins chased the shark. (T)
Oliver swam to the beach. (F)
Oliver wasn't hurt. (F)
Oliver could walk. (T)
Oliver went surfing again one month later. (F)

Activity Book



Return Ticket

- Read the Return Ticket with the class.

1 Vocabulary (irregular past verbs)

Answers

bite – bit can – could fall – fell hurt – hurt go – went
 see – saw swim – swam eat – ate have got – had

2 Vocabulary (regular past verbs)

Answers

- | | |
|-----------|----------|
| a chased | d opened |
| b watched | e wanted |
| c helped | |

2

Speaking



- Tell Ss to cover p. 42.
- Begin telling the story round the class. The first student says sentence a, using the pictures and adding any necessary verbs from the box. Make sure that the sentence is correct. The next student repeats the previous phrase(s) and then adds their own to build up the whole story.

Suggested answer

- a One day Oliver was on his surfboard with his friends near some dolphins.
- b Suddenly the dolphins swam faster and Oliver saw a shark.
- c The shark bit Oliver's surfboard and Oliver fell into the sea.
- d Then the shark bit Oliver and he was very scared.
- e The dolphins chased the shark and it went away.
- f Oliver's friends helped him to the beach. He had cuts on his legs and back but two months later he was OK.
- If a student makes a mistake, the next student starts the story again. Continue until everyone has had a turn, telling the story several times if necessary, to practise the pronunciation and use of the new language.

3

Listening



L5.5

- Ask *Do you know any other stories about animals helping people?* Ss tell stories in L1.
- Say *Look at the picture. This is another true story. What do you think happened?*
- As Ss call out their ideas, use them to teach / check these words:
gorilla, zoo, climb, wall, zookeeper, watch, baby, want
- Read the sentences below the picture with the class. Check comprehension.

Teaching Note

Before playing the tape, explain that Ss don't have to understand every word and that they only need the information to complete the sentences.

- Play the tape. Ss listen and circle the correct ending for each sentence. Play the tape again if necessary.

Answers

- | | |
|-------------------|----------------|
| a five metres. | c to the door. |
| b helped the boy. | d was OK. |

TAPESCRIPT

One day in 1996 Danny went to the zoo with his parents. He was very happy because he loved gorillas. He wanted to see the gorillas. He climbed up on a wall. He looked at the gorillas. Suddenly he fell down. He fell five metres. He was on the ground in the gorillas' home and there were four gorillas there! His parents watched. They couldn't help. The zookeepers watched. They couldn't help. The gorilla Bintou Jua was with her baby Koola. She saw the boy. She wanted to help. She went to the boy and picked him up. She took him to a door. A zoo keeper opened the door and took the boy. He was in hospital for five days but he was OK.

Activity Book

AB 47

3 Grammar practice

Answers

- | | |
|-------------------------|----------------|
| 2 climbed, opened, took | 5 fell |
| 3 chased | 6 ate, watched |
| 4 picked | |

4 Pairwork: personalization

- Make two true and three false sentences about yourself using the gapped sentences. Ss say if they are true or false.
- Ss work in pairs. They read their sentences. Their partner must guess if they are true or false.
- This can also be done as a whole class activity.

EXTRA ACTIVITY

At the zoo

TB 125

- Ss work with Photocopy master 15 to write the story.

Answers

One zoo parents see gorillas on gorilla boy boy door
zoo keeper door boy two OK

Stage 3

Animal records

Key language

Grammar

Superlative adjectives

Vocabulary

Adjectives: *best, biggest, fastest, largest, laziest, loudest, quietest, rarest, shortest, smallest, strongest, worst*

Additional language

bone, cheetah, forest, fur, giant squid, greediest, hunter, kill, lynx, mayfly, meat, snow leopard, spotted, thin, tiger

Expressions: *Come on, Don't bother!, Have a go, haven't got a chance, you lot*

1

Listening

CB 44

L 5.6

- Ss look at the photos. Teach / Check the animals.
- Read the information boxes with the class and check comprehension. Ask *What goes in the gaps?* (Numbers.)
- Play the tape. Ss listen and write the numbers. You may want to pause the tape after each animal.

TAPESCRIPT

Which are the laziest animals in the world? Well, they come from Australia and they live up trees. Yes, that's right. They are koalas. Believe it or not, koalas sleep for twenty-two hours a day. Twenty-two hours asleep! That means they are awake for only two hours a day ... and they spend those two hours eating!

Which are the strongest animals in the world? They aren't elephants, oh no! They are much smaller! The strongest animals in the world are ants. They can lift things fifty times heavier than they are.

Which animals have the largest eyes? I bet you can't guess! The animals with the largest eyes are giant squids. Their eyes are thirty-eight centimetres wide – that's bigger than a basketball!

Which animals live for the shortest time? Little mayflies. They live for only two hours.

Answers

Koalas – 22 Giant squids – 38

Ants – 50 Mayflies – 2

Activity Book

AB 48

Grammar Ticket

- Read the Grammar Ticket with the class. Highlight the spelling changes and the irregular forms.

1 Grammar practice

Answers

- b** Zebra is the fastest. **e** Zebra is the hottest.
c Moose is the largest. **f** Koala is the laziest.
d Koala is the slowest.

Teaching Note

If you ask Ss to read out the animal facts in the following activity, you will need to help them say big numbers (100 +). There is a focus on this in Unit 8 and in the Picture Dictionary on Activity Book p. 91.

2 Grammar practice

Answers

- b** Elephants are the heaviest. **e** Giraffes are the tallest.
c Sharks are the longest. **f** Kiwis are the shortest / smallest.
d Eagles are the fastest.

2 Comic strip



- Ss look at the pictures and talk about what is happening, in L1 if necessary. It is important to set the scene well so that Ss can guess the words to complete the speech bubbles and can understand the colloquial language. You may like to ask these questions:

Is Zebra / Bulldog / Eagle / Moose strong?

Who's the winner?

What does Bulldog want Koala to do?

Is Zebra / Eagle / Kiwi fast?

Who's the winner?

Look at Koala's T-shirt? What does it say?

What does Koala do best?

- Ss guess words to complete the speech bubbles. Write their suggestions on the board.

3 Listening



L5.7

- Play the tape. Ss listen and check their answers.

Answers

1 strongest **2** fastest **3** the laziest

- Play the tape again. Ss listen and repeat.

Language Note

The comic strip uses some colloquial phrases. Ss should be able to guess the meaning in context. You may like to ask Ss to translate the phrases roughly into L1.

Come on! (= to encourage someone)

have a go (= You should try to do this.)

Don't bother. (= It isn't necessary.)

you lot (= all of you)

haven't got a chance (= no possibility)

4

Reading



- Ss look quickly at the article. Ask:
What is it about? (Big cats.)
Which big cats can you read about? (Cheetahs, lynxes, snow leopards, tigers, lions.)
- Read the questions at the bottom and check comprehension.
- Say *This is a race. The first person to find the answers should put up their hand.* (This is to ensure that Ss don't try to understand every word.)
- As Ss find the answers, they come to the front of the class and whisper them to you.

Answers

- a** The snow leopard. **c** People.
b The Spanish lynx. **d** The cheetah.
- Teach *rare / rarest*. Ask *Are there any rare animals in this country?*
- Discuss as a class what can be done to help rare animals.
- The World Wildlife Fund (WWF) has excellent information about endangered animals:
www.worldwildlife.org/fun/kids
www.panda.org/kids

Teaching Note

The following extra activity starts to teach the learning skill of guessing words in context.

EXTRA ACTIVITY

Big cats



- Ss work with Photocopy master 16 (there are two copies on the page). They write the words for the pictures. They use the 'Big cats' article to help them.

Answers

Hunters thin legs forests fur meat bones

Activity Book



3 Comprehension

- Ss should read all the cards before they begin to complete them.

Answers

1m 50cm rarest
2m 375 kilos 135,000
3m 550 kilos 30,000 heaviest

4 Pairwork: personalization

Write this!

Activity Book



Picture this!

Activity Book



Aim: writing a story

m: writing an animal information card

Preparation

Activity Books closed. Ask *What do you know about kiwis?* Ask these questions. Ss call out their ideas (in L1 if necessary):

Where do they live?

Can they fly?

How big are they?

What do they eat?

Are they rare?

Why?

Ss open their books and read the information card. They complete the sentences.

Check answers with the whole class, comparing with the Ss' original ideas.

Answers

c live, New Zealand **d** smaller / shorter **e** long **f** long **g** eat
h there were **i** there are **j** live, people **k** dogs, cats

Writing

Ss work on their own to complete the animal card.

Answer

Kiwis are birds but they can't fly. They live in forests in New Zealand.

Kiwis are smaller than ducks. Kiwi eggs are 15 cm long – that's very

Kiwis have got long beaks and they eat worms and insects.

In 1930 there were five million kiwis in New Zealand but today there are only seventy thousand. Kiwis are in danger because they live near people, and pet dogs and cats kill baby kiwis.

EXTRA ACTIVITY

Endangered animals

Ss use the kiwi information card as a model. They work in pairs or small groups to research and prepare an animal information card about an endangered animal of their choice.

For useful websites, see the addresses on p. 52 or try:

<http://www.redlist.org>

www.endangeredspecies.com

1 Preparation

- 1 Look at the picture story with the class. Ask them to say what is happening in L1.
- 2 Ss match the words with the picture frames. As you check answers with the class, make sentences about the story using the word pairs.

Answers

climbed / mountain bear / cave

fell / eyes chased / down swam / watched

2 Preparation

- 1 Before Ss order the words, ask them to call out which sentence fits which picture. In this way they can use meaning to help them sequence the words.
- 2 Ss number the parts of the sentences in order. (The lines of the story are not in sequence.) See Answers below.

3 Writing

- 1 Ss write the story by putting the sentences in the correct order.

Answers

(Answers to 2 are given in brackets.)

One day **(c)** Lucy Trew went to Bear Island on a boat. **(e)** She climbed the mountain. **(b)** She saw a bear in a cave. **(f)** Lucy fell on the bear and it opened its eyes. **(a)** The bear chased Lucy down the mountain. **(d)** Lucy swam away quickly and the bear watched angrily.

Stage 4

Action File

My wacky animal whizzer

CB 46

1-7 Make-and-do activity

- Ss follow the step-by-step instructions and make an animal whizzer.

8 Speaking

- Ss walk around the class looking at all the whizzers. They should ask questions like this:
What is it?
What's it doing?
- Encourage Ss to react to the whizzers that they like in English:
It's great / fantastic / really good / cool.
- Ss nominate the whizzer that they think is best. Hold a class vote to choose between all the nominations.
- To give more Ss chance to win the vote, and to practise more adjectives, you may like Ss to think up different categories: *the funniest / the scariest / the biggest*, etc.

Say this!

Say this!

Activity Book

AB 52

Aims: silent and sounded *r*; speaking rhythmically

1 Sound discrimination L5.8

- Ss look at the words on the lily pads. Ask *Which letter is in all the words?* (The letter *r*.)
- Play the tape. Ss first hear the names of the frog and the lizard. Stop the tape and ask *Can you hear the 'r' in Freda / Leonard?* Check that Ss can hear that 'r' is sometimes pronounced and sometimes not.
- Look at the examples with the class.
- Continue playing the tape. Ss hear the words from the lily pads and write them in the correct place: the sounded *r* words on the frog and the silent *r* words on the lizard.

2 Sound production L5.9

- Play the tape. Ss listen, check, and repeat.

Answers (= Tapescript)

I'm Freda Frog. These are my words: bedroom, friend, hairy, History, running, scary, strong, three.

I'm Leonard Lizard. These are my words: Art, bigger, dark, first, sharp, stairs, short, sister.

3 Limericks L5.10

Background Note

The 5-line limerick is a traditional form of poetry, often one of the first that English-speaking children recognize and recite. Its 5-line format, strong rhythm, AABBA rhyme scheme, and humorous content make the form easily identifiable.

- Play the tape. Ss listen to the limericks and look at the pictures.
- Use the pictures to check comprehension.
- Ss listen again and say the limericks with the tape. As they say the limericks, ask them to click their fingers / tap on the table to mark the strong beats. The strong beats are shown in bold below.

*There was a strong **monkey** called **Mary**.
Her **body** was **short**, dark and **hairy**.
When she **looked** in the **mirror**,
It **broke**, to her **horror**!
The **poor** thing – she **really** was **scary**!*

*A **friendly** gorilla called **Fred**
Fell **out** of a **tree** on his **head**.
When his **brain** hit the **ground**
He saw **stars** flying **round**,
So he **cried** and then **ran** home to **bed**.*

EXTRA ACTIVITY

Limerick lines

- Make up some limericks with the class. Here are some possible first lines:

*A lazy young lizard called Lily,
There once was a monster called Kong,
My friend's got a bright orange cat,*



L5.11

Where on Earth?

Books closed. Ask *What do you remember about the story?* Ss summarise the story so far. You may want to play 'Chain story' (see p. 45).

Ask *Where are Lily and Ben now? How do you know?* Ss open their books and look quickly at the page. They call out ideas.

Use the Ss' answers and the pictures to teach / check these words: *baseball, stadium, subway*.

Play the tape. Ss listen and follow in their books.

Ask questions to check Ss' understanding:

- Where do they land?* (In New York.)
- How does Lily know it's New York?* (She sees a yellow taxi.)
- Who does Ben see?* (Some Yankees fans.)
- Where do they go?* (To the stadium.)
- What does Ben do?* (He swaps his cap.)
- Where do they go after the match?* (To the subway / underground.)

- Check that Ss understand these words: *fans, score, cap*.
- Ask *Can you find any words which are different in the English that Lily and Ben speak and American English?*

Language Note

This episode shows two examples of the differences between British and American English to raise Ss' awareness:
swap (British English) = *trade* (US)
underground (British English) = *subway* (US)

- Ss do the puzzle.

Answers

- street = 5 Rangers' score = 3
- Ss turn to p. 80 and write the numbers in the blue boxes.
- Ss look at the map and find the United States.
- Ask *What do you know about the United States?* Encourage Ss to share their knowledge.

Background Notes

- The United States of America (the USA) is made up of 50 states: 48 are in the southern half of North America, with Alaska in the far north-west and the Hawaiian Islands in the Pacific Ocean. Hawaii became the 50th state in 1959.
- Frame 2 gives a flavour of New York, with its distinctive yellow taxis and the Manhattan skyscrapers, many of which are more than 300m tall. New York city, at the mouth of the Hudson River, on the east coast of the USA, is the country's biggest city, but it isn't the capital. (The capital of the USA is Washington D.C. where the President lives.)

• *Baseball is the US national sport. It was first played between two organized teams in 1846. The (New York) Yankees are one of the most popular and famous baseball teams in the country, and Ss may be familiar with the logo.*

- The 'subway' in New York is the system of underground trains.

- Turn back to p. 47. Play the tape again. Ss listen and repeat.
- Read the story round the class.
- Ask *Which train do Ben and Lily take?* Using their numbers from the puzzle (5 and 3), Ss know that Ben and Lily must get a train at 5.03. The time on the clock shows 17:02, so Ben and Lily must take the train that arrives in one minute, which is the one to Atlantic Avenue.



Activity Book



1 Vocabulary

Answers

baseball stadium cap fans score

2 Comprehension

Answers

- b They go to the Yankees **stadium**.
- c The **score** is Yankees 12 – Rangers 3.
- d Lily sees a boy with a **cap** like Aunt Rose's.
- e They follow the **baseball** fans to the subway.

Self-assessment

- Follow the usual procedure.

EXTRA ACTIVITIES

Poster project

- Ss work in small groups to make a poster about the USA or baseball. They use a library or the Internet to find information. You can visit our website for an updated list of useful sites:

www.oup.com/elt/teacher/happyearth

British and American English

- Work with the class to make a poster of common words which are different in British and American English.



Unit 5 Test



- For Answers, see p. 103.

Natural Earth

Stage 1

Earth Savers

Key language

Grammar

must / mustn't

Vocabulary

Past verbs: fly – flew, make – made, meet – met, ring – rang, send – sent, take – took

Earth Saver words: drop, keep, recycle, save, turn off, waste

Additional language

ant, butterfly, catch, clean, cops, dig, electricity, lake, lights, message, mobile phone, mole, paper, poison, police, rubbish, safe, spider, suck, tunnel, water, weasel, web

1

Comic strip



L6.1

- Ss look at the comic strip and say what they think is happening in L1. As the class identify the animals, teach / check these words: *mole, weasel, spider, butterfly, ant*. Explain that *Earth Friends* are the goodies and that *Earth Raiders* are the baddies. The Earth Raiders are *flies*.
- Play the tape. Ss listen and read.
- Ask questions to check comprehension and teach / check vocabulary:
 - Who sends a message to Super Mole?* (Willy Weasel.)
 - What are the Raiders doing?* (They're poisoning the water in a lake.)
 - What does Willy want to do?* (Stop the Raiders.)
 - How do Super Mole and Willy Weasel go to Lake Pleasant?* (Super Mole digs a tunnel.)
 - Who does Willy ring?* (Spider Kid.)
 - What does Spider Kid make?* (A web.)
 - Who helps Spider Kid fly?* (The Butterfly Brothers.)
 - Where does Spider Kid catch the Raiders?* (In the web.)
 - What do the Raiders do?* (Suck the poison back.)
 - Who take the Raiders away?* (The Ant Cops.)

Language Note

cops (colloquial) = *police*

- Play the tape again. Pause after each frame for Ss to repeat.
- Ss read the comic strip aloud in groups of 6 or 7.

2

Comprehension



- Ss work on their own. They match the pictures to complete the sentences.

Answers

- | | |
|----------------|--------------------------|
| a Super Mole | d the Raiders |
| b Willy Weasel | e The Butterfly Brothers |
| c Spider Kid | f The Ant Cops |

EXTRA ACTIVITY

- Do 'Disappearing blackboard' (see p. 20) with the story.

Suggested story

One day Willy Weasel sent a message to Super Mole. She made a tunnel quickly and met him at his house. Super Mole made another tunnel to Lake Pleasant. The Raiders were there. They poisoned the water. Willy Weasel rang Spider Kid on his mobile phone. Spider Kid flew to the lake with the Butterfly Brothers. He made a web. The Butterfly Brothers picked him up and flew over the lake. Spider Kid put the web on the Raiders. They sucked the poison back. Then the Ant Cops came and took the Raiders away. The fish were very happy.



Activity Book



Grammar Ticket

- Ss find the *must / mustn't* sentences in the *Earth Friends* comic strip. Make sure they understand them.
- Read the Grammar Ticket with the class.

1 Grammar practice

Answers

- | | |
|----------------|------------------|
| b must go | e mustn't listen |
| c must clean | f must wear |
| d mustn't play | g mustn't climb |



Activity Book



2 Vocabulary (irregular past verbs)

Answers

- b On Tuesday she rang Spider Kid.
- c On Wednesday she had lunch with Willy.
- d On Thursday she sent a birthday card to Spider Kid.
- e On Friday she flew to London for the Happy Earth Animal March.
- f On Saturday she took the computer book to the library.
- g On Sunday she met the Butterfly Brothers at Lake Pleasant.

- Look at the picture. Say *Look at their T-shirts. What do you think these children do in their free time?* Discuss environmental problems and organizations.
- Teach / check the verbs in the box.
- Play the song. Ss listen and match the verbs with the gaps.

Answers

turn off (x 2) save drop keep recycle save waste save

Ask the following questions to reinforce the grammar point:

We're Earth Savers. What must we save? (The Earth.)
What must we turn off when we go out? (The lights.)
What mustn't we drop in the streets? (Rubbish.)
What must we keep clean? (The city.)
What must we do with old paper? (Recycle it.)
What mustn't we waste in the bath? (Water.)

Play the tape again. Ss sing the song.

- Look at the signs with the class.
- Ss work on their own or in pairs to make a sign. They can either use ideas from the song, or their own.
- Put the signs on the classroom walls.

3 Vocabulary

Answers

b save c recycle d drop e keep f waste

EXTRA ACTIVITY

Spot the difference TB 127

- Ss work in AB pairs with their part of Photocopy master 17. They mustn't look at each other's pictures.
- They make sentences about the people in their pictures and identify the differences.
- When a pair has found 5 differences, they write them on the board. Other pairs can challenge the answers.

Answers

In A the girl is dropping her rubbish in the street. In B she is dropping it in the bin.

In A the boy isn't recycling old bottles. In B he is.

In A the woman and the baby are driving. In B they are cycling.

In A the man is wasting electricity. In B he isn't – he turned off the lights when he went out.

In A the man is wasting water. In B he isn't.

Key language

Grammar

Adverbs of frequency

I always go camping in July.
It sometimes rains in summer.

Vocabulary

Months and seasons

Adverbs: *always, usually, often, sometimes, never*

Additional language

angry, box, camping, cold, coyote, cycling, dancer, die, festival, fishing, food, hot, ice, light, quite, rain (v), skiing, snow (v), sun, swimming, weekend, west

- Read the months. Ss listen and repeat. Use the pictures of Moose and Kiwi to teach the seasons: *spring, summer, autumn, winter.*
- Ask *Which is your favourite month / season?* Ss ask each other.
- Look at the pictures. Ask about each picture:
Look at Moose / Kiwi. What's he / she doing?
What season is it?
What month do you think it is?
 (Point out that Moose is from Canada in the northern hemisphere and Kiwi is from New Zealand in the southern hemisphere. Ss may then revise their ideas as the months correspond to different seasons of the year.)
- Play the tape. Ss listen and draw a line from each picture to a month. Pause the tape after each part.

TAPESCRIPT

I = Interviewer, M = Moose, K = Kiwi

I Tell me about your life in Canada, Moose. Canadian winters are very long, aren't they?

M Yes, they are. They are very long and very cold. It always snows a lot in winter here. In January I usually go skiing with my friends. I love skiing.

pause

I And how about the famous Canadian autumn?

M Well, yes, autumn is very beautiful. The trees change colour quickly in September. I often go fishing then too, but it's usually quite cold in autumn.

pause

I And is it cold in summer too?

M No, not really. In August I always go camping. It sometimes rains, but I don't mind. I love sleeping in the tent, and listening to the rain.

pause

I How about your life in New Zealand, Kiwi? Do you go camping?

K Yes, I do. I often go camping at the weekend in spring. I go by bike, with a tent in my rucksack. October is the best month for cycling. It isn't too hot and it isn't too cold. I love seeing the blossom on the trees. I never go cycling in summer – it's too hot.

pause

I What do you do in summer then?

K I always go to the beach in December. I spend Christmas there with my family. I go swimming every day.

pause

I Christmas on the beach! And I suppose that in winter you go to the mountains.

K Of course. I always go to the mountains in July. I love the snow but I can't ski, so I go walking.

Answers

Moose goes skiing in January.

Moose goes fishing in September.

Moose goes camping in August.

Kiwi goes cycling in October.

Kiwi goes to the beach in December.

Kiwi goes to the mountains in July.

2 Comprehension



- Ss look back at the pictures in 1. They then read the sentences and decide who says which sentences.

Answers

- | | |
|---------|---------|
| a Kiwi | d Kiwi |
| b Kiwi | e Moose |
| c Moose | |

- Ask *Are our seasons more like Moose's or Kiwi's?*

Activity Book



1 Vocabulary

Answers

Answers will depend on your country's seasons.

EXTRA GAME

Months in a circle

- You ideally need a small, soft ball, but the game can be played with a beanbag or a piece of paper rolled into a ball. Ss stand in a large circle.
- Throw the ball to a student and say a month (you don't have to start with January). The student says the next month after yours and throws the ball to another student as quickly as possible.
- If a student drops the ball, or doesn't say the month correctly (or in time), they sit down on the floor. The student on their left starts again with any month.

Activity Book



Grammar Ticket

- Read the Grammar Ticket with the class, stressing the importance of word order in these phrases.

3

Grammar practice



- Write the scale of adverbs from the Picture Dictionary on p. 89 of the Activity Book on the board.
- Ss use the words in the leaves to make true sentences, orally as a whole class. Explain that they only need to use a word from one of the leaves in the middle in each sentence. Look back at the sentences in 2 to get Ss started.

Activity Book



2 Grammar practice

- For class feedback, read the example sentence in the correct order. Ask Ss to read out the other sentences in the same way. (When the months and countries come together in the sentence, the order is not important, e.g. *in January in South Africa* / *in South Africa in January*.)

Answers

- | |
|---|
| b It never snows in January in South Africa. |
| c It's always sunny at Christmas in Australia. |
| d It usually rains from October until March in New Zealand. |
| e Trees in Canada are always beautiful in autumn. |
| f Britain is always colder than Australia in December. |

3 Comprehension

- Look at the pictures of Bulldog and his friends. Ask *What do you remember about them?*
- Ss read and match the characters.

Answers

- | | |
|---------|-----------|
| b Moose | e Bulldog |
| c Eagle | f Kiwi |
| d Zebra | |

4 Pairwork: personalization

- Practise the questions with the whole class before they work in pairs to ask and answer.

EXTRA ACTIVITY

Word order game



- Ss work with Photocopy master 18 to write the sentences. Set a time limit of 5 minutes.

Answers

- | |
|--|
| a Bulldog sometimes goes for a walk in the afternoon. |
| b Koala usually goes to bed after lunch. |
| c Zebra always goes to the Sports Centre in the morning. |
| d Moose usually goes camping in summer. |
| e Kiwi never goes to the beach in July. |
| f Eagle often goes skiing in winter. |

Reading

CB 51

- Look at the pictures and use them to teach / check these words: *angry, box, coyote, dancer, eagle, festival, food, light, sun.*
- Ss look at the title and the pictures. They guess the story, calling out their ideas. Don't give feedback at this point.
- Ss read the story to themselves and number the pictures in order.

Teaching Note

It is important that Ss read the text to themselves and concentrate on ordering the pictures even though they don't understand every word.

- Conduct feedback with the whole class. Ask questions like this to practise new language from the story:
Which is picture 1? (On the left, at the bottom.)
Where's Eagle? (In a tree.)
What does Coyote want? (Food.)

Answers

- On the left, at the bottom.
 - On the right, in the middle.
 - At the bottom.
 - On the left, in the middle.
 - On the left, at the top.
 - On the right, at the bottom.
 - On the right, at the top.
- If you would like Ss to read the text aloud round the class, we suggest that you use the play script (see Extra Activity below).
 - Ask Ss if they know any other stories or local legends about natural things, e.g. wind, rain, frost, etc. You may want the class to tell their stories in L1.

EXTRA ACTIVITY

Play script

TB
129-30

- Use the play script based on the story for Ss to act out (Photocopy master 19 – 2 pages).
- Depending on the amount of time you have, groups of Ss can work on the whole play or just different scenes. They learn and perform the scenes / play for the class.

Teaching Note

If you intend to do the volcano experiment in the next stage, you will need to bring / ask Ss to bring the ingredients to the following class (see Class Book p. 53).

Stage 3

Read all about volcanoes

Introducing the topic

CB 52

- Books closed. Write *Volcanoes* on the board. Ss say what they know about volcanoes in L1. As they are speaking, write the key words connected with volcanoes as a list on the board in L1 as the Ss say them.
- Write these text types on the board. Check that Ss understand them:
a science experiment
the history of a famous volcano
geographical facts
general facts
- Ss open their books and look quickly at pages 52 and 53 to identify the text types above. They should not read for details at this point.

Answers

a science experiment = 'Make Your Own Volcano'
the history of a famous volcano = 'Roman Times' and 'Mount Vesuvius'
geographical facts = 'Did you know?'
general facts = 'A volcano is ...'

- Say *People said Coyote made the winter in the Native American story. Can you find another story like that here?*
Ss look at the picture and short text about Vulcan and explain in L1 what the Romans believed about volcanoes (that there was a god of fire, Vulcan, who lived in a mountain).

A volcano is ...

CB 52

- Ss focus on the list of volcano words in L1 on the board. They then look at the diagram and read the text on the left to find the volcano words in English. Write them on the board next to their L1 equivalents where possible.

Mount Vesuvius

CB 52

- Check what Ss know about Mount Vesuvius and Pompeii.
- Ss identify the different text types (a newspaper report from the day after and a historical report) and read them.

Background Notes

Until quite recently, scientists were puzzled by why so many people died in Pompeii and didn't manage to escape when the eruption started. Recent research has shown that people in Pompeii at this time often experienced minor earthquakes, and there is strong evidence that there had been one just before Vesuvius erupted. People perhaps thought there was no danger and so they didn't leave Pompeii when the eruption started.

By studying the layers of ash and rock, scientists now believe that there was a 'pyroclastic surge' (a sudden eruption of very fast and very hot wind and ash) which killed the people of Pompeii. The same phenomenon has happened in other volcanic eruptions much more recently.

Did you know?



- Ss read the amazing facts about volcanoes.

Teaching Note

Big numbers are covered in Unit 8 and in the Picture Dictionary on Activity Book p. 91.

Make Your Own Volcano



- Do the experiment in class, or ask Ss to do it at home and to talk about the results in the following class.
- The food colouring adds the colour to the 'lava' and Ss will get different results depending on the strength of the food colouring they use. However, the eruption will work without food colouring as the reaction is caused by the vinegar and bicarbonate of soda.

EXTRA GAME

Sentence race

- Ss work in 3 teams at the back of the classroom. The Ss in each team stand in a line.
- Each team counts the number of people in the team. They think of a sentence about volcanoes with the same number of words as there are Ss in the team. Explain that contractions such as *don't* / *can't* / *isn't* count as one word.
- Give a piece of chalk to the student at the front of each team. Say *Ready, steady, go!* The three Ss run to the board and write the first word of their sentence. They run back to their team and pass the chalk to the next person, who runs to the board and writes the second word of the sentence, and so on.
- The winning team is the first team to write their whole sentence. All the team members must then sit down. They are disqualified if their sentence doesn't have the right number of words, or for mistakes in grammar or spelling. (If another team member notices a mistake in the middle of the game, they can run and correct it, but they can only write one word at a time so they will take longer to finish.)
- This game can also be played with stronger groups without the teams agreeing on a sentence beforehand.

Activity Book



1 Listening (Listen, colour, and draw) L6.4

- Ss look at the picture and say what they can see.

- Ss need pencils and green, blue, and red crayons. Play the tape, stopping at the pauses to give Ss time to draw.

TAPESCRIPT

T = Teacher, B = Boy

- T** There are three trees next to the volcano. Can you see them?
B Yes, I can.
T Now, I want you to colour the tallest tree.
B What colour?
T Colour it green.
B OK.

pause

- T** Can you see a lake in the picture?
B A lake? Yes, it's next to the volcano.
T Good. Now, can you draw a boat on the lake?
B A boat? OK.

pause

- B** Right. There's a boat on the lake now.
T Good. Now, can you draw again?
B Yes. What?
T I want you to draw a house.
B Where?
T Between the tallest tree and the shortest tree.
B A big house with doors and windows?
T No – draw a small house with one door and one window.
B A small house with one door and one window. Right. Here it is.

pause

- T** Now for some more colouring.
B Yes?
T Can you colour the lake blue?
B Right.

pause

- T** And now to finish the picture. The volcano is erupting.
B Oh dear!
T Can you draw some smoke coming out of the volcano?
B Some smoke. OK. Is there any lava? I always draw lava on a volcano.
T Yes, draw lots of red lava coming down the volcano.
B Red lava. OK.
T Good. That's fantastic. Thank you very much.

- Ss compare their pictures in small groups. If Ss disagree, check their ideas against the tapescript above.

2 Listening (Listen and tick) L6.5

- Look at the questions and pictures with the class. Ss say what is happening in each picture.
- Play the tape. Ss listen and tick the correct picture.

TAPESCRIPT

a I = Interviewer, G = Girl


- I** Where were you yesterday?
G I went to the park with my brother.
I Was it cold?
G No, it wasn't. It was hot and sunny.

b I = Interviewer, E = Eagle

- I** What do you do at weekends, Eagle?
E I usually go out into the country.
I Do you go camping?
E No, I don't. I never go camping. I don't like sleeping in a tent. I go fishing.

c M = Mum, B = Boy

- M** John! Why is this on?
B What? Oh ... well, I'm doing my homework.

- Write this!**
- Activity Book**  AB 60
- Aim:** completing an order form
- 1 Writing**
- Look at the form with the class. Ask *When do you have to complete a form like this?* Ss make suggestions in L1. Ask *Have you ever used a form like this?*
 - Ss complete the form for Tom with the jumbled information in the picture.
- Answers**
- First name: Tom
Surname: Green
Date of birth: 28th December 1994
Address: 29 Spring Road, Croydon
Post code: CRO 4GF
Phone: 0182 445 7765
Email address: greent@yarnetext.com
1 T-shirt £8, 2 pens £3.98, 1 key ring £1.55, 3 pencils £1.65, 4 rubbers £1.80
Total order: £16.98
- 2 Writing: personalization**
- Ss complete the form for themselves. Explain that they can spend up to £12.00. They decide what they would like to order.
- Teaching Note**
- If you have extra class time and would like to do some project work on the environment, there are many websites with information for classroom use:
- www.earth2kids.org
www.justgive.org
www.fineforkids.com
www.greenpeace.org

Answers

a 1 b 2 c 3

Spell this!

Spell this!

Activity Book



Aim: spelling verbs with 3rd person singular -s / -es / -ies

1 Preparation

- Read through the Spelling Bee rules with the class.
- Ss work on their own to colour the rain drops according to the spelling of the 3rd person singular. (See Answers below.)

2 Spelling

- Ss write the verbs in full on the correct umbrellas. They may also wish to colour the umbrellas according to the colours in 1.

Answers

The colours in brackets are the answers to 1.

(yellow): flies

(blue): catches, does, goes, watches

(red): buys, lives, loves, makes, moves, plays, sees, sleeps, takes, tastes

EXTRA GAMES

Spelling Bee

- See p. 25.

Coyotes and Eagles

- The class works in two teams. This game works best if the two teams can sit in circles on the floor.
- In teams, Ss make a list of words from Units 1–6.
- Each team chooses a 'coyote'. The coyote goes to the other team with the list of words. He / She stands in the middle of the circle.
- The coyote chooses Ss one by one and asks them to spell a word on his / her list. Anyone who cannot spell their word has to stand up and is a captive 'eagle'.
- After a certain amount of time the 'hunter' (the teacher) 'chases' both coyotes back to their own circles (clap your hands three times). The captive eagles must go with them and sit down with the new group.
- The circle with the most Ss is the winner.
- Ss make another list of words and play again.

Write this!

Write this!

Activity Book



Aim: completing an order form

1 Writing

- Look at the form with the class. Ask *When do you have to complete a form like this?* Ss make suggestions in L1. Ask *Have you ever used a form like this?*
- Ss complete the form for Tom with the jumbled information in the picture.

Answers

First name: Tom

Surname: Green

Date of birth: 28th December 1994

Address: 29 Spring Road, Croydon

Post code: CRO 4GF

Phone: 0182 445 7765

Email address: greent@yarnetext.com

1 T-shirt £8, 2 pens £3.98, 1 key ring £1.55, 3 pencils £1.65, 4 rubbers £1.80

Total order: £16.98

2 Writing: personalization

- Ss complete the form for themselves. Explain that they can spend up to £12.00. They decide what they would like to order.

Teaching Note

If you have extra class time and would like to do some project work on the environment, there are many websites with information for classroom use:

www.earth2kids.org
www.justgive.org
www.fineforkids.com
www.greenpeace.org

Aim: describing a place

1 Comprehension

- Look at the map from a summer camp brochure. Ask *Have you ever been to a camp? Where? What did you do?*
- Ask questions about the places on the map, e.g.:
Where are the Sharp mountains?
What can you do there?
- Ss work on their own. They look at the map and complete the information.

Answers

town north lake east west

2 Preparation

- Ss complete the table with the place names.

3 Preparation

- Read the text with the class. Explain that Ss are going to use this paragraph as a model to write about another season. Ask *Where can you find the information about the activities?* (The table in 2.) *Where can you find the information about the places?* (The text in 1.)

4 Writing

- Ss work in groups of three. They each choose one of the remaining seasons and write the text for it using the winter text as a model. They start with the question *What can you do ...?*

Suggested answers

What can you do in Fundy in the spring (summer / autumn)? You can go cycling in the town of Fingle and go horse-riding in Old Tree Forest. Fingle is in the north of the island. Old Tree Forest is in the west of the island.

(summer) ... You can go swimming in Bluewater and go camping in the Sharp Mountains. Bluewater is in the east of the island. The Sharp Mountains are in the south of the island.

(autumn) ... You can go fishing in Bluewater and go walking in Old Tree Forest. Bluewater is in the east of the island. Old Tree Forest is in the west of the island.

EXTRA ACTIVITY

Holiday brochure

- Ss work in small groups to produce a holiday map and texts about each season for the place where they live.

1 Creative writing

- Books closed. This is important because otherwise Ss will be too influenced by the example poem to write their own.
- Draw a volcano on the board and ask Ss to call out words connected to it. They can refer back to pages 52 and 53.
- Say *Close your eyes. Imagine that you are near an erupting volcano.* Ss sit with their eyes closed for a minute. As they sit and imagine, ask these questions:
What can you hear?
What can you see? What colours? What things?
What can you smell?
What can you touch? Is it hot? Very hot?
How do you feel?
- Ss draw 5 small volcano shapes on a sheet of paper.
- Explain that Ss may write their answers in L1. Say:
In the first volcano write the noises you can hear.
In the 2nd volcano write the colours and things you can see.
In the 3rd volcano write the things you can smell.
In the 4th volcano write what you can touch.
In the 5th volcano write how it makes you feel.
- Ss put their thoughts together to make a 5-line poem. Help them with words that they want to know. Make sure they understand that they don't need to write full sentences.

2-6 Make-and-do activity

- Ss follow the step-by-step instructions and make an erupting volcano on which they write a poem.

Teaching Note

With adequate support, Ss will be able to produce successful poems. It is important that you follow the suggestions above to support their creativity, or do it in some other way, before you ask them to write poems.

7 Speaking

- Ss show their volcanos and recite their poems.
- Exhibit the poems in the classroom / school corridor.

Say this!

Activity Book

AB 62

Aims: word stress; speaking rhythmically

1 Preparation L6.6

- Ss look at the picture. Play the tape. Ss listen and repeat the month words with the correct stress patterns. Explain that Ss are going to sort words into groups that match these stress patterns.

2 Identifying word stress L6.7

- Do the first three words as examples with the class. Stop the tape after *August* and ask which word its stress pattern matches (April). Tell Ss to write *August* on the drum with *April*. Continue with *autumn* (April) and *December* (September). When Ss are familiar with the activity, continue playing the tape. Ss write the words on the correct drum.

3 Word stress L6.8

- Play the tape. Ss listen, check, and repeat.

Answers (= Tapescript)

March: June, May, month, spring

July: erupt

April: August, autumn, summer, winter

September: December, November, October, recycle

January: February, usually

4 Vocabulary

- Ss write the months in order.

5 Chant L6.9

- Play the chant through once while Ss listen and check their answers.
- Play the tape again. This time Ss say the chant, paying attention to stress.

Story

Where on Earth?

CB 55

L 6.10

- Books closed. Ask *What do you remember about the story?*
- Ask *Where are Lily and Ben now? How do you know?* Ss open their books and call out ideas.
- Play the tape. Ss listen and follow in their books.
- Ss play 'Chain story' (see p. 45).
- Ss do the puzzle.

Answers

dolphins in the pool = 4 cost = 12

- Ss turn to p. 80 and write the numbers in the purple boxes.
- Ss look at the map and find Australia.
- Ask *What do you know about Australia?* Encourage Ss to share their knowledge.

Background Notes

- The children land on a ferry in Sydney harbour. Sydney is the largest and most famous city in Australia. People use ferries to travel to different parts of the city.
- The Australian currency is the Australian dollar.

- Turn back to p. 55. Play the story again. Ss listen and repeat.
- Read the story round the class.

EXTRA ACTIVITY

Animal information cards

- Ss make information cards (see Activity Book p. 50) about Australian animals. For a list of useful websites, visit: www.oup.com/elt/teacher/happyearth

Activity Book

AB 63

1 Reading

Answers

Lily Ben train train trunk boat Australia boat T-shirt koala
dolphins water wet man T-shirt koala Aunt Rose T-shirt
trunk map

Self-assessment

- Follow the usual procedure.

Unit 6 Test

TB
93

- For Answers, see p. 103.

Do you remember?

1

Revision



- Books closed. Say *You are going to see a picture of a zoo. What do you think you will see? Make questions like this:*
- Write these questions on the board:
Is there an elephant?
Are there any monkeys?
- Ss work in pairs. They take it in turns to open their books and ask questions about the picture for the other student to guess.
- Work with the whole class. Ss make suggestions to complete the speech bubbles.

Answers

You **mustn't** give food to the **elephants**.

You **must** be quiet.

You **mustn't** go under there.

You **mustn't** climb on that wall.

You **mustn't** drop your rubbish.

2

Revision



- Ss look at the picture for one minute. Say *Turn your book upside down. Don't look at the picture.*
- Ss work in small groups to answer the questions. Check answers with the whole class.

Answers

- a** 3: one coming into the zoo, one on a hippo, one at the penguin show.
- b** They're eating.
- c** The lion.
- d** Next to / behind the elephant.
- e** 4.
- f** Between the hippos.

3

Revision



- Read the word lists with the class and check that they know the words. Ss circle one word in each list. They shouldn't tell you which one they circle. Don't tell them why they are doing this at the moment.
- Ss work in pairs. They ask and answer:
What have you got for your Place 1 / Animal 1 / Animal 2 / ... ?

4

Revision



- Say *Last night this boy had a funny dream. Look at the picture. What did he dream about?*
- Ask these questions about the boy. Ss use their imagination
Where was he?
What was the animal in his dream?
How big was it?
What happened?
- Say *Now you are going to write about your own dream. Use the words you circled in 3.*
- Ss write their dreams following the model. Ask for volunteers to read them out. Vote for the funniest dream.

5

Revision game



Teaching Note

This game works on the same principle as 'Snakes and ladders'.

The general instructions are given first, followed by guidance on playing the game as a whole class or in small groups.

- Ss start at *START*. Ss throw the dice and move. If they answer the question on the square correctly, they can throw again on their next turn and move on. If not, they must answer the question again on their next turn. They can use their books to help them. You are the final judge of correct or incorrect answers, but ask the other Ss to help.
- When a student lands at the bottom of a smoke cloud, they go up it (squares 14 and 16). When a student lands at the top of a lava flow, they move down it (squares 18, 22, and 28).
- The winner is the first to reach the Volcano Science Station. This doesn't have to be exact, i.e. if Ss are on square 27 and they throw a 5, they still win.

Whole class game

- Ss work in teams of 5-6. Each team thinks of a name for itself. Write the team names across the top of the board in alphabetical order.
- Each student makes a paper counter for their team. They all open their books at the game and put their counters on *START*. Teams should sit in circles so they can all see each other.
- The first team (in alphabetical order) starts. The teacher throws the dice and calls the number. A student in the team says: *We're on square...* Write the square number under the team name on the board.

- Read the corresponding question. The team can consult and must choose a spokesperson to answer the question. The other teams say if they think the answer is correct or incorrect. Put a tick or a cross next to the square number on the board.

- Throw the dice for the next team in alphabetical order, and so on.

- Teams must choose a different spokesperson each time.

Small group game

- Ss play in groups of 4 or 5. They each make a counter for themselves. They play with one book open on the desk for the whole group.
- The youngest student starts. The other Ss in the group must decide if the answer is correct or not. They must all agree. If they can't agree, they can ask the teacher.

EXTRA GAMES

Word baseball

- You ideally need a small, soft ball, but the game can be played with a beanbag or a piece of paper rolled into a ball. Ss stand in a large circle.
- The person who has the ball is the baseball 'pitcher'. Start with you as the pitcher: say a word and throw the ball to a student. He / She has to say another word beginning with the last letter of the previous word, e.g.:
cap - penguin - not - tiger ...
- If a student cannot think of a word, or says a word that has already been said, or drops the ball, the other students must shout *Dropped ball!* and the student sits down out of the game and the player on their left continues the game.

What am I?

- Prepare stickers with an animal name on for each person in the class. The animals can be repeated.
- Stick the stickers on the Ss' backs. They mustn't look at the sticker on their own back.
- Tell Ss that they must only ask each person one question. They walk around the class and ask questions to find out what they are, e.g.:

Can I swim?

Can I fly?

Can I run fast?

Do I move quietly?

- Ss sit down when they know what they are.

Revision Test 3: Units 5-6



- For Answers and Tapescripts, see p. 103.

Speaking (10 marks)

Oral interview

- Give marks as follows:

- 2 marks for comprehension of the questions
- 3 marks for use of new grammar
- 3 marks for use of new vocabulary
- 2 marks for pronunciation

- What's the laziest animal in the world?
- Where was Oliver when a shark bit him?
- We are Earth Savers. What must we do?
- What do you usually do in summer?
- What do you never do in summer?

Fun zone

Stage 1

Water parks

Key language

Grammar

Revision: comparative adjectives

going to: 1st and 2nd persons

Are you going to go to Waterworld?

I'm going to go on the Curver.

I'm not going to go on the Zipper.

Vocabulary

Adjectives: boring, exciting, funny, high, low, scary

Additional language

at the top / at the bottom, curvy, slide (v), straight, swimming trunks, swimsuit

1 Speaking



- Ss look at the picture. Ask *Have you ever been to a water park? When? Where?* Ss talk about water parks (in L1 if necessary). Ss look at the picture and call out their favourite rides.
- Teach / check these words: *at the top / at the bottom, curvy, high, low, straight, to slide, swimming trunks, swimsuit*. Ss make sentences about the rides, like this:
The Zipper
It's high and straight.
You slide down it very fast.
There's a man on it. He's wearing pink swimming trunks.
There's a pool at the bottom.
There's a man at the top. He's wearing green swimming trunks.
- Ss look at the picture and make sentences comparing the rides.

Possible answers

The Zipper is higher than the Black Falls.
 The Black Falls are longer than the Rapids.
 The Curver is narrower than the Zipper.
 The Curver is shorter than the Zipper.
 The Black Falls pool is smaller than The River.
 The Rock Fall is wider than the Rapids.

Language Note

Note that the attractions with names in the plural (*The Rapids, the Black Falls*) take plural verb forms.

EXTRA GAME

10 questions

- Choose one of the people in the water park. Ss ask *Yes / No* questions to guess who it is, like this:
Is it a girl / boy?
Is he / she in the water?
Is he / she wearing green swimming trunks / a green swimsuit?
- Record the number of questions on the board. Ss have 10 questions to find your person.
- The student who guesses the person comes to the front and shows you in the book. Now they choose a person.
- You can also play this game in pairs or small groups.

2 Vocabulary



L7.1

- Play the tape stopping after each exclamation. Ss listen and repeat with exaggerated feeling. They find someone in the picture who could be saying it.
- Ss make sentences about the person, like this:
He's walking next to the River. He's with two friends. He's wearing red. He thinks the River is boring.
She's at the bottom of the Curver. She's going into the pool. She's wearing a green swimsuit. She thinks the Curver is exciting.
He's at the top of the Rapids. He's with two friends. He's wearing red trunks. He thinks the Rapids are ...
- Ss give their opinions about the water park rides, like this:
I think the ... is ...

Activity Book



Return Ticket

- Read the Return Ticket with the class reminding them of the rules for forming comparatives.

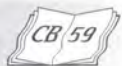
1 Grammar practice

Answers

In A the boy is taller than in B.
 In A the ice creams are bigger than in B.
 In A the trees are shorter than in B.
 In A the woman is fatter than in B.
 In A the man is older than in B.
 In A the man is happier than in B.
 In B the ball is smaller than in A.

funny exciting scary

Song



L7.2

Look at the man at the top of *The Zipper* again. What he thinking? Write these two sentences on the board:

I'm going to go down it.

I'm not going to go down it.

Check that Ss are clear that these sentences are about the future and highlight the form.

Check that Ss understand the task. Play the tape. Ss listen and match the words with the gaps.

Answers

1 boring River

2 scary Zipper

3 funny Rapids

4 exciting Curver

5 Play the tape again. Ss listen and follow the words closely, singing along if they like.

6 Write *Are you going to go?* and *I'm going to go* on the board. Explain and drill the weak form of *going to* /'gəʊnə/.

7 Play the tape again. Ss sing the song.

4 Speaking



1 Ask two stronger Ss to demonstrate the example dialogue for the class. (They can choose the ride and the adjectives.)

2 Ss work in pairs. They practise their own dialogue, paying attention to the weak form pronunciation of *going to*. They say their dialogues for the class.

EXTRA ACTIVITY

This evening

1 Write *This evening* on the board. Say *What can you do in the evening?* Write verb phrases on the board, e.g.:

do homework, watch TV, play football.

2 Choose two stronger Ss to make a dialogue about this evening using the same structure as 4, like this:

Are you going to play football this evening?

No, I'm not.

Why not?

It's too hot. I'm going to play computer games.

Right.

Are you going to watch TV?

Yes! My favourite programme is on tonight.

3 Ss work in pairs to prepare dialogues.

Grammar Ticket

1 Read the Grammar Ticket with the class. Point out the use of other verbs after *going to*.

3 Grammar practice

Answers

b I'm going to sit on a robot dinosaur.

c We're going to play 'Dinoball'.

d I'm going to swim in Dino Lake.

e We're going to eat dino burgers.

f We're going to see a T-Rex show.

4 Grammar: personalization

1 Ss answer the questions truthfully for themselves. Yes, I am. / No, I'm not.

2 Ss circle their answers in the Key and count the number of E (Eagle), K (Koala), and Z (Zebra) answers. They complete the quiz by writing which character they are.

EXTRA GAME

Next weekend

1 This is a chain sentence-making game. You start the game by making a sentence about next weekend, e.g.:

Next weekend I'm going to go to the beach.

2 Choose a student. The student repeats your sentence and adds a new phrase, e.g.:

Next weekend I'm going to go to the beach and I'm going to swim in the sea.

3 Choose another student. The student repeats the previous sentence and adds another phrase. The new phrases should all be possible activities related to your first sentence.

4 Other possible starting sentences are:

Next weekend I'm going to go to the park / to a water park / to the zoo / to the sports centre / stay at home

Stage 2

At play

Key language

Grammar

Past simple: negative

They didn't have CDs.

My Grandma didn't play computer games.

Vocabulary

Toys: CD, chess, comic, computer games, hoop, kite, marbles, model boat, remote controlled car, rollerblades, scooter, skateboard, skipping rope, stamp collection, yo-yo

Additional language

badge, choose, collect, draw, rubber, sand, shark, stone, teeth, use, wall

1 Speaking

CB 60

- Ss look at the picture. Call out the toys from the Word Saver one by one. Ss find them in the picture and make sentences, e.g.:
You say: CDs
Ss say: *A boy is listening to CDs. He's sitting down.*
You say: chess
Ss say: *A girl and a boy are playing chess on the table.*
- Ask Ss to look at the title and the date of the picture. Ask *Did children in 1900 have all these toys?*
- Read the example sentence *They didn't have skateboards.*
- Ss work in pairs. Say *You have two minutes to find the mistakes in the picture. Ready, steady, go!*
- After two minutes, say **STOP!** Ask Ss how many mistakes they found. The pair with the fewest mistakes starts by making negative sentences as in the example. When they have finished, ask other Ss to add more sentences. Write the objects that didn't exist in 1900 on the board.

Answers

People didn't have: CDs, skateboards, rollerblades, computer games or remote controlled cars.

Teaching Note

You may like to set preparation for the next activity as homework:

- Ss interview people in their family about the toys they had and the games they played when they were young.
- Ss use dictionaries to find any new words they may need and make lists of their findings, like this:

Grandma

skipping rope ✓

bike X

Barbie dolls X

Mum

Barbie dolls ✓

computer games X

CDs X

2

Speaking

CB 60

- Ss make sentences in the past about themselves and their families.

Activity Book

AB 66

1 Vocabulary

Answers

Picture A: a chess b hoop c comic d kite e model boat
f marbles g stamp collection h skipping rope

Picture B: a skateboard b scooter c CD d computer game
e rollerblades f remote controlled car g yo-yo

Activity Book

AB 67

Grammar Ticket

- Read the Grammar Ticket with the class. Stress that we use the infinitive after *didn't* with both regular and irregular verbs.

2 Grammar practice

Answers

He didn't wear a baseball cap and he didn't have rollerblades. He didn't play computer games and he didn't listen to loud music.

3 Grammar: personalization

- Ss should write negative sentences only. Give some examples for yourself to encourage them, e.g.:

Yesterday I didn't play with a Barbie doll.

I didn't go to China.

3

Skim reading

CB 61

Teaching Note

This task encourages Ss to develop the skill of quick skim reading to identify the general topic and to use pictures as an aid to comprehension. Ss should not read the texts yet.

- Refer Ss back to the picture on p. 60. Say *There are two boys sitting down. What are they looking at?* (A stamp collection.)
- Ask *Do you collect anything?* Ss talk about their collections. They may need to give the words in L1. Write them on the board in English.
- Say *Look quickly at this magazine page. Who has the strangest collection?* Ss look at the pictures and the texts very quickly and give their ideas.

- Read the questions with the class. Check comprehension.
- Say *Read Rebecca's letter and answer questions a and b. Write 1, 2 or 3 words. Ss read silently about Rebecca. Check answers as a class. Repeat the procedure.*

Answers

- | | |
|-----------------|-----------------|
| a Walking. | e Drawing. |
| b Stones. | f No. |
| c On a T-shirt. | g Shark teeth. |
| d One. | h On the beach. |

Language Note

When we use an animal name as an adjective, we use the singular (with no possessive 's) even with a plural noun: *shark teeth, dinosaur bones*

- Use ideas from the magazine page to build on the class discussion about the Ss' own collections, e.g.:

*How many have you got?
Where do you get them?
Where do you keep them?*

EXTRA ACTIVITIES

Find your partner



- This is a mingling activity. Prepare enough pairs of cards from Photocopy master 20 for each student to have a card.
- Explain that they mustn't show their card to anyone, but give them out in order to model the language before Ss begin. If a student can't remember how to say a word on their card, they should put up their hand and ask you quietly.
- Explain that the card shows an activity that they like, a game that they play, and something that they collect. They have to walk round the class and ask questions to find the person with the same card.
- Model the questions and answers. Stress the phrase *play with a yo-yo* as this is different from the others.
Do you like skipping / rollerblading / skateboarding / flying a kite? Yes, I do. / No, I don't.
Do you play chess / computer games / marbles / with a yo-yo? Yes, I do. / No, I don't.
Do you collect stamps / comics / badges / rubbers? Yes, I do. / No, I don't.
- Ss walk round the class asking questions. They mustn't show their card to anyone.
- When Ss find their partner, they sit down.

Show and tell

- Ss bring their collections to class to talk about them.

Key language

Grammar

Past simple: questions

Vocabulary

Musical instruments: *drums, guitar, keyboard, saxophone, trumpet*

Additional language

Revision: days, months, ordinal numbers, times of day

arrive, band, by boat / bus / plane / train, concert, give – gave, play the (instrument), pop video, song, start



- Books closed. Lead into the topic by asking: *Which is your favourite band? Which is your favourite record? Who's your favourite singer?*
- Say *You're going to read about a new band.* Write these questions on the board:
*What's the name of the band? (BND or Boys Next Door.)
How many people are in it? (3)*
- Ss open their books and look quickly at the article to answer the questions.
- Say *Look at the Star Facts. What do they say about the boys?* Ss make sentences about the boys, like this:
Rick is 18. His birthday is the first of December. His favourite colour is red.
- Say *There are some mistakes in the Star Facts. Listen and correct them.*
- Play the tape. Ss note down the corrections. Stop after each boy and check answers. Play the tape again if necessary.

TAPESCRIPT

I = Interviewer, R = Rik

- I So, you're the boys from BND! And you're Rik. How do you spell that?
R R – I – K.
I And how old are you?
R Eighteen.
I When's your birthday?
R The third of December.
I And the fans always want to know ... what's your favourite colour?
R Blue.

I = Interviewer, L = Leroy

- I And you're Leroy. How do you spell your name?
L L – E – R – O – Y.
I Uh-huh. How old are you?
L Seventeen.
I And when's your birthday?
L The twenty-ninth of April.
I Mmm, what's your favourite colour?
L Black.

I = Interviewer, A = Axel

I And now Axel. Hi. How do you spell Axel?

A A - X - E - L.

I How old are you?

A Sixteen. I'm the youngest.

I Right, and when's your birthday?

A The fifteenth of January.

I Ooh, and what's your favourite colour?

A Red.

Answers

Rik 3rd December blue

Leroy 17 29th April

Axel 16 15th January red

Language Note

Birthdays are **said** like this:

the second of January. January the second.

Birthdays are usually **written** like this:

My birthday's 2nd January. My birthday's on 2nd January.

2 Reading and speaking



- Write these questions on the board:

Where are BND from? (The USA.)

Where were they last week? (In Europe.)

- Ss read the short text and answer the questions.
- Focus on the timetable on the right of the article. Check that Ss understand *a.m.* and *p.m.* and the difference between *afternoon* and *evening*.
- Ask Ss to make sentences about the band last week, e.g.:
They arrived in London on Monday evening.
They gave a concert in Green Park on Tuesday afternoon.
- Say **Look at question a.** Read the question aloud. Write the example answer on the board. Drill the answer with the stress on *London*:
*No, they didn't. They arrived in **London** on Monday evening.*
- Ss work on their own. They read the questions and note down the words that are wrong and the correct words.
- Before Ss ask and answer, point out that the past tense verbs that they need are all in the article. Ss ask and answer the questions around the class. Remind them to stress the word that changes.

Answers

- b No, they didn't. They went to Paris on Tuesday **evening**.
- c No, they didn't. They gave a concert in Paris on Wednesday **afternoon**.
- d No, they didn't. They went to Vienna by **bus**.
- e No, they didn't. They gave a concert in Vienna on **Thursday** evening.
- f No, they didn't. They made a pop video in **Budapest**.
- g No, they didn't. They went home on **Sunday**. / They went to **Madrid** on Saturday.



Activity Book



Grammar Ticket

- Read the Grammar Ticket with the class. Compare with the formation of past simple positive and negative statements.

1 Grammar practice

Answers

- b Did he buy a new CD on Tuesday?
Yes, he did.
- c Did he listen to music on Wednesday?
Yes, he did.
- d Did he read a music book on Thursday?
No, he didn't.
- e Did he watch a music programme on TV on Friday?
No, he didn't.
- f Did he play music on Saturday?
Yes, he did.
- g Did he go to a concert on Saturday?
No, he didn't.



Activity Book



2 Vocabulary

- Read through the example with the class.
- Conduct feedback orally, paying attention to *the ... of ...* (see Note on this page about saying and writing dates).

Answers

Eagle's birthday is 29th May.

Moose's birthday is 2nd August.

Kiwi's birthday is 12th October.

Koala's birthday is 23rd December.

Zebra's birthday is 21st November.



Listening



L7.4

- Explain that Ss are going to hear part of six songs. They should draw a smile or a sad mouth on the CDs in the **Me** column depending on whether they like the song or not.
- Play the tape. Ss listen and draw.



Speaking



- Put Ss into groups of 4. In their groups, Ss work in pairs to ask and answer questions as in the example, and then swap pairs. They complete the other columns in the table with names and smiles / sad faces. (The 2nd person they interview will have the information about the 4th person in the group. Ss copy this to complete the table.)
- Conduct feedback with the whole class. Each group chooses a spokesperson to summarise the results, like this:
I liked the first song but, ..., and ... didn't.
We all liked the second song.
We didn't like the third song.

EXTRA ACTIVITIES

Your own songs

- Do the above task with songs that Ss bring into the class instead of the songs on the *Happy Earth* tape.

Moose's music survey



- Ss work in the same groups as before with Photocopy master 21. They ask and answer the questions to do the survey and find their score.

5 Comic strip



L7.5

- Play the tape. Ss listen and read.
- Ask these questions:
Why aren't Bulldog and his friends happy? (It's raining and it's boring.)
What does Moose want to do? (Start a band.)
Why do the animals go outside? (They need their instruments.)
What can Kiwi / Zebra / Eagle / Bulldog / Moose play? (The guitar / saxophone / drums / trumpet / keyboard.)
Does Koala want to be in the band? (No, she wants to play her CDs.)
- Play the tape again, pausing after each speech bubble. Ss listen and repeat.
- Ss learn and perform the comic strip in groups of 6.
- Mime playing the different instruments. Ss call out the instrument names.
- Ask *Which instrument can you play? Which instrument do you want to play?* Make sure that Ss use these structures:
I can play the ...
I want to play the ...

Activity Book



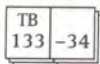
3 Vocabulary

Answers

Zebra plays the saxophone.
Kiwi plays the guitar.
Eagle plays the drums.
Bulldog plays the trumpet.
Moose plays the keyboard.

EXTRA PAIRWORK

Pop group



- Ss work in AB pairs with Photocopy masters 22 and 23. They ask and answer questions to complete the information about the band members.

Write
this!

Write this!

Activity Book



Aim: writing a letter to a penfriend

1 Preparation

- Ask these questions to start a class discussion about penfriends:
Has anyone got a penfriend?
Tell us about him/her.
Would you like a penfriend?
Why/Why not?
Why is it a good idea to have a penfriend?
- Talk through the letter format at the top of the page with the class. Compare with letter-writing conventions in L1.
- Ss work on their own to identify the parts of the letter text and to number them according to the letter-writing format above.

Answers

8 3 9 5 2 7 10 1 4 6

2 Writing

- Ss write their own letters following the model.

EXTRA ACTIVITY

Email pals

- If Ss would like to correspond with a penpal by email, they can write to one of the websites suggested on p. 25.

Picture
this!

Picture this!

Activity Book



Aim: writing about life in the past

1 Preparation

- Look at the pictures. Talk about life in the past. Ss tell stories about their families.
- Ask Ss if they have seen any films about life in the past. They talk about how people lived then.
- Ss look at the pictures and complete the text with the verbs from the box.

Answers

ate
wore didn't wear
went could
didn't work were had
worked didn't care

2 Writing

- Explain that Ss are going to write a text about poor people – the opposite of the text about rich people. Do the first two sentences with the class: ask Ss to look at the start of the text about rich people and then compare with the first picture of the poor people.

Suggested answer

One hundred years ago poor families lived in small houses. They didn't eat a lot.

Poor girls never wore new dresses. They always wore their older sisters' clothes.

Poor children didn't go to school. They couldn't read and write.

Poor children worked when they were young. They didn't have lots of toys.

Other people didn't work in their houses. Poor girls cared for their younger brothers and sisters.

Teaching Note

Ss need to bring pop magazines to the following class to make their Action File booklets.

Stage 4

Action File

My Star File



1-6 Make-and-do activity

- Ss follow the step-by-step instructions to make a small booklet about their favourite pop star.
- You may like Ss who choose the same star to work together.

7 Speaking

- Ss work in pairs. They make sentences about their chosen pop stars. The other student must guess who it is. They then show each other their Star Files.

Say
this!

Say this!

Teaching Note

As well as its pronunciation aim, this chant gives Ss chance to consolidate and practise past tense forms in a natural and enjoyable context.

Activity Book



Aim: speaking rhythmically

1 Chant L7.6

- Ss look at the pictures. Ask these questions to set the scene:
Where are they?
Why are the children scared?
Why are the parents angry?
What happened to their food?
- Ss listen and say the chant. Use the pictures to clarify meaning.
- Ss work in groups of 5: Mum, Dad, Clare, Daniel, and Emily. They learn and perform the chant.

Where on Earth?



L7.7

- Books closed. Ask *What do you remember about the story?* Ss summarise the story so far. You may want to play 'Chain story' (see p. 45).
- Ask *Where are Lily and Ben now? How do you know?* Ss open their books and look quickly at the page. They call out ideas.
- Check / teach these words: *freezing, ballet, ballerina, ticket, boots.*
- Play the tape. Ss listen and follow in their books.
- Ask questions to check Ss' understanding:
 - Where do they go in the zoo?* (The Reptile House.)
 - Where do they land?* (In Moscow.)
 - How does Lily know it's Russia?* (She sees Russian writing.)
 - What does Ben want to do?* (To go in.)
 - What does the man give Lily?* (Some flowers.)
 - Who are they for?* (Nadia Popova.)
 - What does the woman give Lily?* (Some tickets.)
 - What does the man give Ben?* (His old boots.)
 - What happens to the tickets?* (Lily can't find them.)
- Refer to the pictures to check that Ss understand these words: *row, seat.*
- Ss do the puzzle.

Answers

- show starts = 8 Nadia's room = 26 Nutcracker's room = 27
- Ss turn to p. 80 and write the numbers in the pink boxes.
- Ss look at the map and find Russia.
- Ask *What do you know about Russia?* Encourage Ss to share their knowledge.

Background Notes

- The children land in Moscow, the capital of Russia, founded during the 12th century. They are near the Bolshoi Theatre, a very famous building and home of the Bolshoi Ballet – probably the most famous ballet in the world. The Bolshoi Ballet was started in 1773. (Bolshoi means *big*.)
- The Russian alphabet is called *Cyrillic*. The words that Ss can see in the pictures are: *Bolshoi* (frame 3), *Popova* (frame 5), and *Sverdlov* (frame 7). Ss can compare the symbol *B* that sounds like *v* in both the names.
- Tchaikovsky's *Nutcracker* ballet is based on a story by E.T.A. Hoffman. A girl, Clara, is given a funny wooden nutcracker for Christmas. At night the Nutcracker comes to life and takes her to a magical land where she and the Nutcracker Prince fall in love.

1 Vocabulary

Answers

Down	Across
1 seat	3 ballerina
2 ticket	4 row
3 boots	5 flowers
5 freezing	6 reptiles

2 Comprehension

Answers

1 Reptile House	5 tickets
2 she sees Russian writing.	6 outside the Nutcracker's room.
3 Boris	7 has got new boots.
4 they're cold in the street.	8 can't find the

Self-assessment

- Follow the usual procedure.

EXTRA ACTIVITY

Poster project

- Ss work in small groups to make a poster about Russia. They use a library or the Internet to find information. You can visit our website for an updated list of useful sites:
www.oup.com/elt/teacher/happyearth

Unit 7 Test



- For Answers, see p. 105.

World adventure

Stage 1

Round the world

Key language

Grammar

Revision: superlative adjectives

Past simple: *Wh-* questions

Vocabulary

Big numbers: *hundred, thousand, million*Transport: *(by) bike, bus, plane, ship, train*

Additional language

come - came, climb, desert, get - got, hike, journey, mountain, sleep - slept, stay, travel, trip, visit, waterfall, wet

1

Reading



- Work with Activity Book p. 91. Teach large numbers with *hundred, thousand, and million*. Point out where we say *and*.
- Compare these two points with L1:
 - the use of the singular in e.g. *two million* or *five thousand*
 - the use of the comma in e.g. *2,000,000* or *5,000*
- Dictate numbers to the Ss. They write down the figures.
- Ss open their books. They say the numbers on the suitcases.
- Look at the photos and teach / check *mountain, waterfall, desert*.
- Ss read the text about Mount Everest and guess which numbers go in the gaps. Encourage them to think their answers through and justify them (in L1 if necessary). Repeat with the texts about the Sahara desert and Angel Falls. Do not give the correct answers at this point.

2

Listening



L8.1

- Play the tape. Ss listen and check their answers.

TAPESCRIPT

QH = Quiz Hostess, BB = Bernard Boring, B = Boy, G = Girl**QH** Welcome to Test Teacher! With us today we have pupils and teachers from Oxford Primary School. To start, two Year 5 pupils are going to test their teacher. Ask your questions, kids.**G** Right! What's your name?**BB** Er ... Bernard ... er, Bernard Boring.**B** And what do you teach?**BB** Er ... I teach Year 5.**B** I said **what** do you teach, not who!**BB** Oh! Oh dear! Er ... yes ... I teach ... er ... I teach Geography.**G** OK, Mr Boring. We've got some Geography questions for you. How high are the Angel Falls?

- BB** Er ... the Angel Falls are ... er ... now, let me think. They are ... er ... 979 metres high.
- G** Correct, Mr Boring.
- B** Mount Everest is as high as a building with 2,000 floors. How high is it in metres?
- BB** Er ... 8,488 metres high.
- B** Correct.
- G** Now for your last Geography question. How big is the Sahara desert?
- BB** Er ... the Sahara desert. Let me think ... er ... It's eight million, er ... five hundred thousand square kilometres, I think.
- G** Right again, Mr Boring!
- QH** Amazing - and boring! Thank you, children. Thank you, Bernard, and well done!

Answers

Mount Everest: 8,488 metres high 2,000 floors

The Sahara desert: 8,500,000 square kilometres

Angel Falls: 979 metres high

Activity Book



1 Vocabulary

Answers

b 8,610 **c** 82,414 **d** 762 **e** 1,550 **f** 2,175,600

Return Ticket

- Read the Return Ticket with the class. Quickly revise the irregular superlative forms.

2 Grammar practice

Answers

a hottest **b** coldest **c** longest **d** windiest **e** best

3

Song



L8.2

- Teach / check the transport words using the pictures: *bike, bus, plane, ship, train*.
- Explain that as they listen, Ss have to draw a simple picture (with a pencil) in the gaps. They can copy the pictures from the top of the page, but don't need to colour them.
- Play the tape. Ss listen and draw.

Answers

plane train bus ship bike

- Read the song verse by verse, look at the pictures, and ask questions:

Where did ... go? Which country?

Who did ... visit?

What did he / she see?

What did he / she do?

- Check / teach the following words: *climb, come home, get wet, hike, slept, stay, travel*.

- Play the tape again. Ss sing the song.

4 Speaking



- Ss ask and answer questions in pairs.

Activity Book



Grammar Ticket

- Read the Grammar Ticket with the class. Make sure that Ss understand the *Wh-* question words.

3 Grammar practice

- Look at the picture. Say *Is the girl going to travel somewhere?* (No, she arrived home this morning.) Focus on the first example with the class.
- Ss write questions for the answers.

Answers

- b Where did she go?
- c Who did she visit there?
- d What sport did she play?
- e What did she eat?
- f When did she arrive in Britain?

4 Grammar: personalization

Answers

- a When did you go to bed last night?
- b Who did you see first this morning?
- c What did you do last weekend?
- d Where did you eat lunch yesterday?

(Ss answer the questions for themselves.)

Stage 2

Alabama Smith

Key language

Grammar

going to: 3rd person

Vocabulary

Verbs: *arrive, break, crash, escape, fall, find, follow, steal, take, trap*

Additional language

after, airport, archaeologist, baddie, bear, before, crystal, future, helicopter, horse, jungle, lab, magic, monkey, museum, net, piranha, plane, pyramid, secret, temple, trap (n), wolf (-ves)

1

Reading



- Ss look at the film title and the pictures. They predict the film story (the pictures are in the correct order). Teach / check the following words: *arrive, baddie, break, crash, crystal, escape, fall, find, follow, piranha, steal, take, temple, trap*. You can do this by asking questions, like this:
How many people are in the film? (Three.)
Are they all good? (No, one is a *baddie*.)
What does the baddie do? (He steals crystals.)

Language Note

piranha is pronounced /pə'ra:nə/.

- Read the first part of the story aloud with the whole class. Ss call out the matching picture (Picture 5). Ask *Which are the most important words for matching the picture?* (Baron Zolkoff, temple, crystal, trap.)
- Ss read the other parts of the story to themselves and try to match the pictures. They underline the important words in each paragraph.
- Read the film story part by part. Ss put up their hands to identify key words and call out the correct picture as you finish each part. Write the key words on the board next to the picture number.

Answers

Text 1 – Picture 5: Baron Zolkoff, temple, crystal, trap

Text 2 – Picture 3: Brasilia, small plane, following Baron Zolkoff

Text 3 – Picture 6: Alabama, Vicky, temple, net, trap, piranhas

Text 4 – Picture 1: baddie, Baron Zolkoff, Natural History Museum, Vicky Vermont

Text 5 – Picture 4: plane, crash, jungle, walk

Text 6 – Picture 2: Vicky, rings, Alabama

1 Vocabulary

Answers

b break **c** crash **d** arrive **e** fall **f** trap **g** escape **h** steal
i follow **j** take

2 Comprehension

- Check that Ss remember when to add *s* / *es* to the verb.

Answers

follow breaks crashes arrives takes find traps fall escape

2 Reading and speaking

CB 69

- Ask *What do you think is going to happen next?* Read the sentences with the class. Ss choose the ideas they prefer.

3 Listening

CB 69

L8.3

- Explain that Ss are going to hear short extracts from the film soundtrack on tape. Ss listen and decide whether their predictions were right or wrong.
 Play the first film extract. Ask *Does the monkey help them?* (Yes, it does.) Ss say if they were right or wrong.
 Repeat the procedure with each part of the tape.

TAPESCRIPT

a A = Alabama, V = Vicky

A Help! Help! The net is breaking!

V Look at the monkey. He's got our rope. Get it!

A Climb up the rope. Quickly!

V We're safe!

A Thanks to that monkey!

pause

b P = Pilot, V = Vicky, A = Alabama

P Welcome to Transylvania. Thank you for flying Dracula Air. We hope you had a good flight.

V Oh no! Look, Alabama! The Baron's plane is here.

A Where? Oh no! He got here before us.

pause

c A = Alabama, V = Vicky

A Quick, Vicky. Climb up here.

V What? I can't ride!

A Climb up here behind me. We must get to the Baron's castle quickly.

pause

d V = Vicky, A = Alabama

V What's that noise?

A I can't hear anything.

V Listen.

A Oh no! Wolves! Let's get away from here.

pause

e A = Alabama, V = Vicky

A Get off here. The horse can't cross the river.

V Look. We can climb down here.

A Careful, Vicky!

V Aaagh!

pause

f A = Alabama, V = Vicky

A Vicky! Vicky!

V I'm over here. And look what's here too.

A A door behind the waterfall. Wow!

V Come on. We must find the Baron before he puts the crystals together.

4 Speaking

CB 69

- Ss look at the three pictures from the final part of the film. The scenes have been chosen to illustrate different possibilities to allow Ss to develop their own ideas with guidance. Suggested questions are given below for you to help Ss build up the story. Ss may need to ask you for some words to express their ideas. Make sure they understand that there are no right answers – it is entirely their choice.

Under the Baron's castle

Where were they at the end of the last scene? (Under the waterfall.)

What did they open? (The secret door.)

Where are they now? (Under the baron's castle.)

What can they see in front of them? (Three tunnels.)

If they go to the right, what's going to happen? (They are going to meet a vampire bat.)

If they go to the left, what's going to happen? (They are going to meet some monsters.)

If they go straight ahead, what's going to happen? (They are going to see a giant spider.)

Where do they go? (to the left / right or straight ahead.)

What does the monster / giant spider / vampire bat do to them?

What do they do to the / monster / giant spider / vampire bat?

How do they escape?

In the Baron's lab

Where are they now? (In the Baron's lab.)

What's the Baron doing? (He's making the pyramid with the thirteenth crystal.)

Was it easy to make? (No – look at the drawings.)

Does he hear Vicky and Alabama?

What is Vicky going to do? (run away / break the pyramid / jump on the Baron, etc.)

What is Alabama doing? (He's climbing in the window.)

What is Alabama going to do? (jump / hit the Baron / take the pyramid / kill the Baron / break the pyramid, etc.)

What's the Baron going to do? (fight / die / change into a bat and fly away / make the pyramid / break the pyramid, etc.)

The End

Where are they? (At the airport.)

Who is going to get on the helicopter? (Vicky / Vicky and Alabama / Alabama.)

Where is Vicky going? (to London / to Brazil again, etc.)
 What's she going to do? (to work / go to the temple / marry Alabama, etc.)
 Is she happy?
 Where is Alabama going?
 What's he going to do? (to work / find dinosaurs / marry Vicky, etc.)
 Is he happy?

Activity Book



Grammar Ticket

Read the Grammar Ticket with the class.

3 Grammar practice

Answers

- a She's going to ring Alabama Smith.
Alabama is going to tell her about the crystal pyramid.
- c Vicky and Alabama are going to meet in Brasilia.
They aren't going to see Baron Zolkoff at the airport.
- d He's going to break their plane.
- e It's going to crash in the jungle.
They aren't going to be hurt.
- f Baron Zolkoff is going to fly to Transylvania.
Vicky and Alabama aren't going to find him at the temple.

EXTRA ACTIVITIES

Alabama Smith crosswords



- 1 Ss work in AB pairs with their part of Photocopy master 24. Depending on the level of the class, you can choose one of two ways to set up the activity:
 - 1 Ss ask questions like this for their partner to say and spell the word:
What's 1 across / down?
 - 2 Ss make up sentences using the word. They substitute the word in the crossword with *Alabama*, e.g. for the word *thirteen* Ss could say:
There are 'Alabama' crystals in the pyramid.
Their partner guesses the word.

Film poster

- 1 Ss make a poster for the film *Alabama Smith and the Crystal Pyramid*.

Stage 3

Read all about discoveries

The Story of Marco Polo



- 1 Books closed. Write *Marco Polo* on the board. Tell Ss that he was a famous traveller and discoverer.
- 2 Write a big question mark on the board. Ask *What words do we use to make questions?* Ss call out *Wh-* question words. Make questions as a class about Marco Polo. Write them on the board, e.g.:
Where did he travel? (To China.)
When did he travel? (He went in 1271. He arrived home in 1295.)
What did he find? (Glasses, paper money, coal, ice cream, spaghetti.)
Who did he meet? (The Emperor.)
 (You can also accept other questions that Ss suggest.)
- 3 Ss open their books. They read the text and answer as many of their questions as possible.

Discoveries



- 1 Books closed. Either show some crisps, chocolate, popcorn, and chewing gum or draw pictures of them on the board. Drill the words. Ss talk about them.
- 2 Write these questions on the board:
Where did ... come from?
When did people in the West discover it?
- 3 Ss work in groups of 4. Each person chooses a different item.
- 4 Ss read the text for their item and answer the questions.

Answers

Chocolate: South America Drink = early 16th century, Bars = 1847

Crisps: South America 1853

Popcorn: America 1940s

Chewing gum: South America 1871

- 1 Teach how to say years in English and compare with L1:
 1847 – *eighteen forty-seven*
 1560 – *fifteen sixty*
 1621 – *sixteen twenty-one*

Teaching Note

We say these years like this:

1700 – seventeen hundred
 1801 – eighteen hundred and one / eighteen 0 one
 2010 – two thousand and ten (**not** twenty ten)

EXTRA GAME

Who ... ?



- Photocopy master 25 has 4 parts. You need to prepare enough copies for each student to have one part.
- Ss work in ABCD groups.
- Revise the questions Ss need to ask for each sentence:
Do you like / love ...?
Do you often eat ...?
Do you think ... is / are bad for you?
Did you eat / buy ... yesterday?
Do you buy ... at the cinema?
- Explain that Ss must try to find someone in the class for each sentence on their sheet.
- Ss return to their original groups and compare their answers.

Activity Book



1 Listening (Listen and tick) L8.4

- Look at the map and the portraits of the explorers. Ss make sentences using the map. Ask *Where did ... travel?*
- Play the tape. Ss listen and tick the correct years.

TAPESCRIPT

T = Teacher, M = Martin, J = Jane, R = Robbie, H = Helena, P = Peter

- T** Right, now – question a – when did Marco Polo arrive in China?
M I know, in 1274.
T 1274. That's very good, Martin. Question b: when did Christopher Columbus go to the West Indies for the first time? Yes, Jane?
J In 1492?
T That's right. And now question c. OK everybody? When did Hernán Cortés first travel to Mexico? Robbie?
R Erm ... in 1519, I think.
T Yes, very good. And what about question d: when did Captain James Cook travel from England to Australia for the first time? Can you remember?
H I can.
T Yes, Helena?
H It was in 1769.
T Correct. And question e: when did the first Europeans go to Africa?
P In 1652.
T Very good, Peter. Excellent work everybody.

Answers

a 1274 b 1492 c 1519 d 1769 e 1652

EXTRA ACTIVITY

Explorers



- Ss work in AB pairs with Photocopy masters 26 and 27. They read about an explorer and answer their partner's questions. Ss compare answers with their partner's sheet.
- 2 Listening (Record words and numbers) L8.5**
- Play the tape. Ss listen and complete the form.

TAPESCRIPT

I = Interviewer, D = Daniel

- I** So you're going to go on a trip round the world later this year.
D That's right.
I Now, you must take a passport with you, so let's complete this form.
D OK.
I When are you going to travel?
D On the first of August.
I The first of August. Right. And when are you arriving home?
D On the thirtieth of August.
I The thirtieth of August, I see. Now, what's your surname?
D My first name?
I No, your family name – your surname.
D Grath.
I How do you spell it?
D G – R – A – T – H.
I Right. And what's your first name?
D Daniel. D – A – N – I – E – L.
I Thank you, so that's Daniel Grath. What's your date of birth?
D My birthday?
I Well, your date of birth, so the day, the month, and the year.
D It's the 9th of May, 1993.
I The 9th of May, 1993. Right. And your town of birth, Daniel?
D Er ... where am I from?
I Yes, that's right. Where are you from?
D I'm from Coventry.
I Coventry? That's C – O – V – E – N – T – R – Y, right?
D Erm ... C – O – V – E – N – T – R – Y. Yes.
I And so your country of birth is ...?
D Britain. That's B – R ...
I OK, Daniel! I can finish it now ... country of birth ... Britain.

Answers

from 1st August to 30th August Grath Daniel 9th May 1993
 Coventry Britain

Spell
this!

Spell this!

Activity Book



Aim: spelling irregular past verbs

1 Preparation

- Ss match the verb infinitives and past tenses.

2 Spelling

- Ss write the verbs in pairs on each suitcase and colour the letters that change between the infinitive and past tense.

Answers

(The **bold** letters should be coloured.)

to **fall** – fell
 to **have** – had
 to **meet** – met
 to **fly** – flew

to **ring** – rang
 to **send** – sent
 to **swim** – swam
 to **make** – made

Write this!

Activity Book



Aim: writing a holiday diary

1 Preparation

- Ask Does anyone write a diary? What do you write in it?
- Ss read and write the words for the pictures.

Answers

morning 6 o'clock plane Granny scary sea mountains met
house sandwich beach swam castle boat

2 Writing

- Look at the pictures with the class. Ask questions and make notes on the board, e.g.:

What time did you have breakfast this morning? (7.30)

Where did Dad take you? (To the station.)

- Ss write their diary page for the day as if they were the boy in the pictures. Tell Ss to use the model text in 1 to help them.

Suggested answer

This morning I had breakfast at half past seven. Dad took me to the station. I went by train on my own to visit Grandpa in London. The journey was exciting. I saw an airport with lots of planes.

Grandpa met me at the station and we went to his flat. I ate a burger and chips and then we went to the park. We played football all afternoon.

Tomorrow we're going to visit the Natural History Museum in the morning and in the afternoon we're going to see Big Ben.

3 Writing

- Encourage Ss to keep a summer holiday diary in English. You may want to set this as holiday work which you (or their next teacher) will take in at the beginning of the following year.
- Ask Ss to bring a small exercise book to the next class. They write and decorate the title page:
My Summer Holiday Diary
- Point out that Ss don't need to write every day, but they should make two or three entries per week.

Picture this!

Activity Book



Aim: telling a film story

1 Preparation

- Ss look at the pictures. Tell the story orally with the whole class. Tell them to use the verbs from the box at the top of the page.
- Ss match a verb from the box with each film picture.

Answers

b break c crash d steal e escape f find g follow h arrive
i trap j fall

2 Writing

- To help them build the story, first tell Ss to find the words in the box in the pictures in 1.
- Ss work on their own to write the film story.

Suggested answer

'Alabama Smith and the Lion Queen's Temple' is a great film. At the start of the film Alabama Smith takes a bus to El-Mansur. Baron Zolkoff breaks Alabama's bike. The bike crashes. Baron Zolkoff steals a boat and he escapes. Alabama finds a camel. He follows Baron Zolkoff. Two days later Alabama Smith and the camel arrive at the temple. Zolkoff traps Alabama and the camel in a net but the Baron falls into a lake with lots of crocodiles.

Stage 4

Action File

My treasure map



1-5 Make-and-do activity

- Ss look at the treasure map in the photo and the model story in 6. They read and follow the story on the map.
- Ss follow the step-by-step instructions and make a treasure map. Make sure that you give them adequate thinking time to complete the stages.

6 Writing

- Ss use the model story to help them write their own stories.
- Check and correct their work. Ss copy the story out neatly with corrections.

7 Speaking

- Ss show their maps and tell their stories.

Say
this!

Say this!

Activity Book



Aims: sound and spelling contrast; past tense endings; speaking rhythmically

1 Sound discrimination L8.6

- Ss circle the same letters on each board.

Answers

ea ou u ow or

- Play the tape. Ss listen to the word groups and shade the letters that sound different. (See Answers further on.)

2 Sound production L8.7

- Explain that Ss will hear only the three words in each group where the letters sound the same. Play the tape. Ss listen, check, and repeat.

TAPESCRIPT

beach please teacher
thousand south mountain
hundred bus drums
snow low yellow
New York story horse

- Ss call out the words where the letters sound different. Pay particular attention to their pronunciation. Drill the correct pronunciation if necessary.

Answers

break country computer how world

3 Sound discrimination

- Look at the pictures of the three men. Ask *What are their names?* Focus the Ss' attention on the T-shirts in the pictures and the sounds /t/, /d/, and /id/ at the end of the names.
- Ask *What did they do last year?* Ask different Ss to read the chant line by line. Repeat the verb from each sentence to confirm or correct the pronunciation.
- Ss match each verse with a name. Don't give the answers at this stage.

4 Chant L8.8

- Before playing the tape, tell Ss to listen carefully and not to join in. (There are two extra lines in each verse which give the answer – see Tapescript below.)
- Play the tape, pausing after each verse to check the answer.

Answers

David Fred Bert

- Before Ss hear the chant again, exaggerate the different past tense endings by linking them like this:
started out
travelled in, cycled all
walked around, liked it, picked it
- Encourage Ss to sound the endings like this. Play the chant again. This time, Ss join in.

TAPESCRIPT

He visited twenty countries.
He started out last May.
He tasted lots of different food.
He collected stamps on the way.
That's what David did.
All the verbs with /id/.

He travelled in Alaska.
He cycled all the way.
He climbed a snowy mountain.
He arrived home yesterday.
The wide Earth, the wide Earth.
Fred saw the whole wide Earth.

He walked around the world last year.
He liked it best in Spain.
He dropped his passport on the beach,
Then he picked it up again.
Last year. Last year.
Bert did this last year.

Teaching Note

To complete the *Where on Earth?* puzzle to find Aunt Rose, Ss will need their Activity Books as well as their Class Books.

Where on Earth?

L8.9

- 1 Books closed. Ask *What do you remember about the story?* Ss summarise the story so far. Play 'Chain story' (see p. 45).
- 2 Write these questions on the board:
Where are Lily and Ben now? (India.)
How do you know? (They see an elephant.)
Where do they go next? (To Granny's house.)
Who do they find? (Aunt Rose – on the computer.)
- 3 Ss open their books and look quickly at the page. They call out ideas.
- 4 Check / teach these words: *elephant, monkey, scarf, temple, statue.*

Background Notes

Indian elephants are slightly smaller than African elephants. They are greyer with rounded backs and smaller ears.

- 5 Play the tape. Ss listen and follow in their books.
- 6 Ask questions to check Ss' understanding:
Why is the man angry? (A monkey is stealing a scarf.)
What do Lily and Ben do? (They follow the monkey.)
What does it climb? (An elephant statue.)
What happens when Ben touches the scarf? (They go to Granny's house.)
What must Ben and Lily write to find Aunt Rose? (The password – the object that they didn't find.)
- 7 Ask *What's the password?* Ss look back at the photo of Aunt Rose on p. 11 then at the list on p. 80. They tick the clothes that Lily and Ben found and identify the password.

Answer

belt

- 8 Ss look at the map on p. 80 and find India.
- 9 Ask *What do you know about India?* Encourage Ss to share their knowledge.

Background Notes

- The children have landed in a market in old Delhi. It isn't unusual to come across a cheeky monkey stealing things in the streets of Indian cities.
- The monkey runs into an overgrown temple garden. The statue is of the Hindu god Ganesh, the elephant god.

- 10 Turn back to p. 73. Play the tape again. Ss listen and repeat.
- 11 Read the story round the class.
- 12 Ask *Where is Aunt Rose? How can you find out?* Ss turn back to p. 80. They use the keyboard code to work out the first part of Aunt Rose's email address. Remind Ss that email addresses are usually all in small letters, not capitals.

Answer

Ss should have recorded these numbers in the coloured boxes:

4 8 12 3 2 9 26 5 3 4 12 8 26 27

Using the keyboard code, this gives: rosewinterson@

Activity Book**1 Vocabulary**

- 1 Ss do the puzzle.
- 2 Ask *Which letters are left?* to check Ss' answers. (DU RB AN)

Answers

b	Buenos Aires	e	Sydney
c	Beijing	f	Moscow
d	New York	g	Delhi

2 Internet abbreviations

- 1 Ask if any Ss have an email address. Write one on the board and circle the country code. Explain that all countries (except the USA) have a country code for email addresses.
- 2 Ss match the countries and their codes.

Answers

.ar = Argentina	.eg = Egypt	.ru = Russia
.au = Australia	.in = India	.sa = South Africa
.cn = China		

3 Puzzle solution

- 1 Ss use their solutions from p. 80 in the Class Book and activities 1 and 2 on this page to find Aunt Rose's email address. This completes the *Where on Earth?* puzzle journey.

Answer

rosewinterson@durban.sa

Self-assessment

- 1 Follow the usual procedure.

EXTRA ACTIVITY**Poster project**

- 1 Ss work in small groups to make a poster about India. You can visit our website for an updated list of useful sites:
www.oup.com/elt/teacher/happyearth

Unit 8 Test

- 1 For Answers, see p. 105.

Do you remember?

1 Revision



- Ss open their books. Tell them to cover the second picture.
- Ss make sentences about the top picture, e.g.:
They're at a train station.
Bulldog can't find his ticket.
- Tell Ss to look at the sentences below. Ss suggest what they think is going to happen. Ss call out their answers. They vote for the option they prefer.

Answers

- a Bulldog is / isn't going to find his ticket.
- b Zebra is / isn't going to go to the cafe.
- c Kiwi is / isn't going to crash into the bus.
- d Moose is / isn't going to fall down.
- e Eagle's Grandma is / isn't going to arrive.
- f Koala is / isn't going to go to sleep.

2 Revision



- Ss turn their books upside down and look at the second picture. It is the same scene a few seconds later.
- Read the example sentence about Bulldog. Say *Who was right? He didn't find his ticket.*
- Ss make past negative sentences about the other characters.

Answers

Zebra didn't go to the cafe.
Kiwi didn't crash into the bus.
Moose didn't fall down.
Eagle's Grandma didn't arrive.
Koala didn't go to sleep.

3 Revision



- Ss work in pairs. They take it in turns to ask and answer the questions. They can look back in their books.
- You may prefer to do this quiz as a team competition.

Answers

- | | |
|--------------------------------|----------------------------------|
| a No, it didn't. | f When they were four years old. |
| b No, it didn't. | g No, it didn't. |
| c No, it didn't. | h Hair. |
| d The Empire State Building. | i In a rubbish bin. |
| e In a castle in Transylvania. | j In AD 79. |

4 Revision game



Teaching Notes

World Trip Question cards: These are on pp. 139–140. To play the game as a whole class, photocopy and cut up 1 set of these.

World Trip cards: These are on pp. 141–144, and Ss also have them as double-sided cut-outs on pp. 93–96 of their Activity Books. If you prefer to prepare the cards yourself, you will need to photocopy the four pages and stick them back-to-back, as they appear in the Activity Book. With a larger class, you will need at least 3 sets.

- If you would like Ss to make their own cards:
Ss cut out and colour the World Trip cards from pages 93–96 of their Activity Books. Each student should keep their cards carefully in an envelope.
- Use the World Trip cards to check and drill the vocabulary and place names.
- **Whole class game: preparation and aim**
- Ss work in three teams. They choose a team name related to the idea of a World Trip, eg. *New York Yankees*. Write the team names on the board.
- You need three sets of World Trip cards (one for each team). Each set of Ticket / Photo / Shopping is shuffled and placed separately face down on your desk (i.e. with the tickets, coins, and cameras showing).
- Each team needs a dice. They also make 3 paper counters and label them with the team names.
- You need a set of World Trip Question cards. They should also be shuffled and placed face down on the desk.
- Your desk should have:
Team A Ticket / Photo / Shopping cards in piles.
Team B Ticket / Photo / Shopping cards in piles.
Team C Ticket / Photo / Shopping cards in piles.
World Trip Question cards in a pile.
- The aim of the game is for teams to collect as many matching sets of three World Trip cards (as shown in the cartoon on p. 75) as possible. The winning team is the first team to collect the ten different sets.
- **How to play**
- A student from Team A throws the dice and calls the number. They place their counter and call out *Miss a turn! / Throw again! / Ticket! / Photo! / Shopping! / Question!*

MISS A TURN: The team misses a turn.

THROW AGAIN: The team throws again.

TICKET: Give them a card from their Ticket card pile. The student who threw the dice must make a sentence: *We went to ...*

PHOTO: Give them a card from their Photo card pile. The student who threw the dice must make a sentence: *We saw ...*

SHOPPING: Give them a card from their Shopping card pile. The student who threw the dice must make a sentence: *We bought ...*

If Ss can't make a correct sentence, they have to put the card back. If the sentence is correct, they keep the card.

QUESTION: Take a World Trip Question card from the pile. A student throws the dice again and calls the number. Read the question on the card that corresponds to the number. The question types are:

- 1 Verbs
- 2 Spelling
- 3 Words (sometimes you need to write a word on the board for Ss to pronounce it)
- 4 World information
- 5 Happy Earth
- 6 Numbers (write the figure / year / date on the board for Ss to say)

Answers to the World information and Happy Earth questions are given below for quick reference.)

When a team answers a question card correctly, they can 'go on a World Trip'. They must have a set of three cards related to the same country. They hold them up and make a sentence about them like *Kiwi in the Class Book*:

I went to Australia, I saw Sydney Opera House, and I bought a koala.

If they haven't got a matching set of three cards, they can swap a card with the top card of the relevant pile, without looking at it. They put their unwanted card at the bottom.

When teams produce a correct set, they lay it out face up (or you can stick it on the board under the team name). If the set isn't right, the cards are put back in the piles.

The game finishes when one team has the ten World Trip sets.

Small group game: preparation

Ss work in groups of 4. Each student makes their own paper counter. They each need a set of World Trip cards – shuffled and in three piles in front of them. Play with one World Trip board for each group.

Each group needs a set of World Trip Question cards from the teacher. When a player lands on a question square, the player on his / her left picks a question card and asks the question.

Question card answers

World information answers:

- 1 Mount Everest 2 the Nile 3 the blue whale 4 and 5 (depends on our country) 6 Angel Falls 7 the Sahara 8 Lake Superior
- 9 25th December 10 Australia 11 giant squid 12 brachiosaurus
- 13 Australia 14 penguins 15 cheetah 16 China 17 football
- 18 baseball 19 China 20 in the Pacific

Happy Earth answers:

- 1 Jill 2 on a boat 3 Lost in Cyberspace 4 in the Amazon jungle
- 5 Mike 6 on Snowy Mountain 7 tennis 8 five 9 football
- 10 angrily 11 Australia 12 koalas 13 Super Mole 14 the box with the sun
- 15 shark teeth 16 the Zipper 17 the trumpet
- 18 Rik, Leroy, and Axel 19 Big Ben and the River Thames
- 20 the Natural History Museum

Teaching Note

The following games use the World Trip cards.

EXTRA GAMES

World Trip memory sets

- Ss play in groups of 2–4 with a set of cards.
- They shuffle the cards and then lay them face down.
- The aim of the game is to collect matching sets.
- The first student turns over three cards and says the country / place or thing on them. If they are a set, the player keeps them. If not, the player turns them back over. The next player turns over three cards and so on.
- Players can't keep the sets if they can't name them.
- The winner is the player with most sets.

World Trip families

- Ss work in groups of 3 with a set of cards. They shuffle the cards and deal ten cards per player.
- The aim of the game is to collect World Trip sets.
- The youngest player starts. He / She can ask one of the other players for a card to try and make up a set, like this:
Can I have the koala?
- If the other player has the card, he / she must hand it over, and the player who asked has another turn.
- Tell Ss to listen carefully, to avoid repeating questions.
- When a player has a set, they put it face up on the table.
- The winner is the player with the most sets.

Revision Test 4: Units 7–8



- For Answers and Tapescripts, see p. 105.

Speaking (10 marks)

Oral interview

- Give marks as follows:
 - 2 marks for comprehension of the questions
 - 3 marks for use of new grammar
 - 3 marks for use of new vocabulary
 - 2 marks for pronunciation
- 1 Are you going to play tennis at the weekend?
- 2 Did you come to school by bus today?
- 3 What is Mount Everest?
- 4 What toys did you have when you were four?
- 5 What are you going to do in the summer?

Name _____

Class _____

Total

/ 25

1 Write more words in the word families.

5 marks

- a Australia Canada Britain _____
- b in between _____
- c stairs kitchen _____

2 Read and circle the correct words.

5 marks

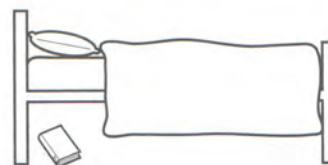
My best friend's name are (is) Pete. He is are from London. He live lives in a big flat with his family. He goes go to my school. He play likes football and basketball. He don't like doesn't like tennis.

3 Make sentences about the pictures.

15 marks 

cat

table

There's a cat under the table.

book

bed

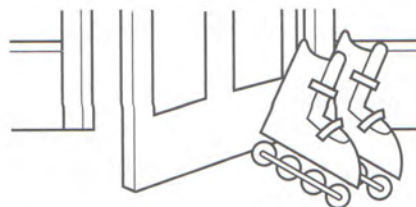
c _____



crayons

bookcase

a _____



rollerblades

door

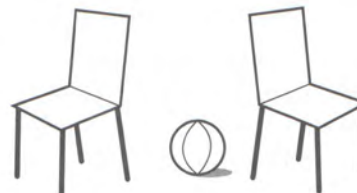
d _____



doll

wardrobe

b _____



ball

chairs

e _____

Name

Class

Total

/ 25

Write six more school subjects.

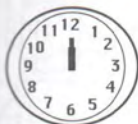
3 marks

Art

Write the times.

It's three o'clock.

8 marks



a It's _____.



c It's _____.



b It's _____.



d It's _____.

Complete the sentences.

6 marks

at can can't do don't on

What can you see?

a We have Maths _____ Tuesday.

d We _____ have English today.

b What _____ you have this morning?

e _____ you hear me?

c I have PE _____ three o'clock.

f Where are you? I _____ see you.

Complete the sentences.

8 marks

I ~~can't~~ can't taste any chocolate in this  cake.a She ~~can't~~ _____ the    _____.b He  _____ the  _____.c She  _____ the  _____ on her hand.d I ~~can't~~ _____ my  _____.

Name

Class

Listening

/ 20

Reading and Writing

/ 20

Total

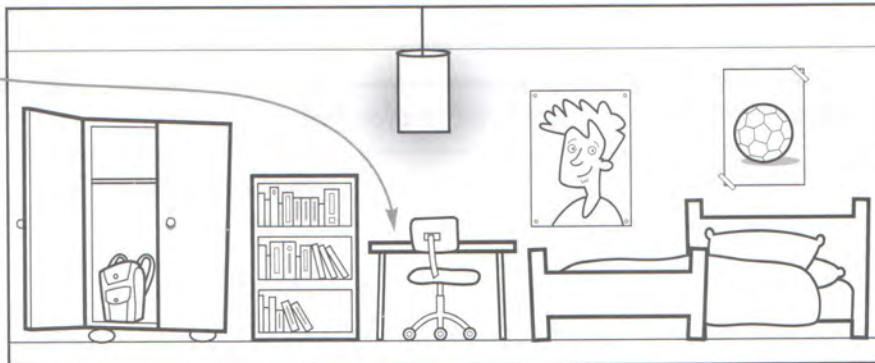
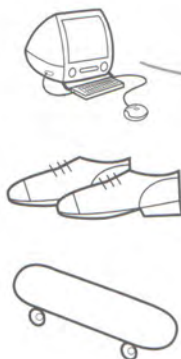
/ 40

1

Listen and draw lines.

5 marks

L2.10

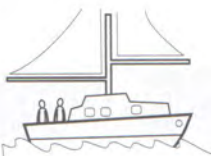


2

Listen and write a name or a number.

10 marks

L2.11



Janet

a

b

c

d

e

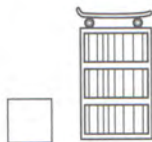
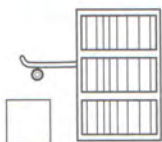
3

Listen and tick ✓ the box.

5 marks

L2.12

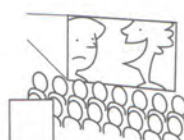
Where is Billy's skateboard?



a Where is Ann from?



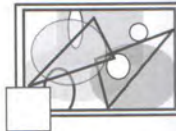
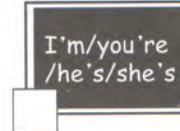
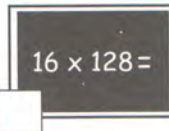
b Where does John go on Saturday morning?



c What can Amy smell?



d What does Clare have on Tuesday morning?

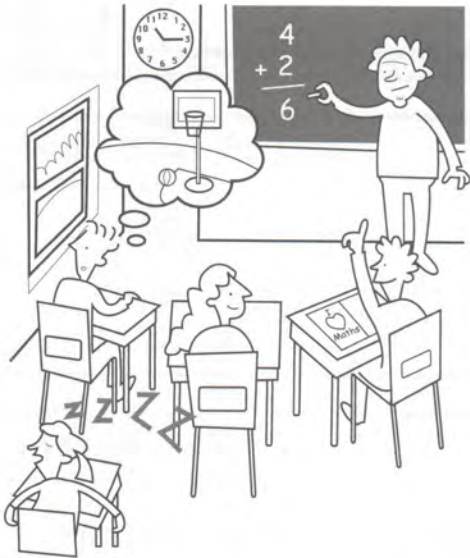


e When does Jack have Art?



1 Look and read. Write **True** or **False**.

5 marks



There are four children in the room.

True

- a It's quarter to eleven. _____
- b There is a girl between the two boys. _____
- c The girl behind the boy can't see the teacher. _____
- d The boy next to the window likes basketball. _____
- e The boy in front of the teacher doesn't like Maths. _____

2 Look and read. Answer the questions with **one**, **two** or **three** words.

5 marks



Lucy lives with her mother and father, her younger brother, and her grandma in the country. She goes to school by bus. The bus goes at half past eight. Lucy likes school. Her favourite subject is PE and she likes Maths and Science too. Today is Thursday. She's got PE and English in the morning and Art in the afternoon.

How many people live in Lucy's house? Five.

- a Where does Lucy live? _____
- b What time does her school bus go? _____
- c Does Lucy like school? _____
- d What's her favourite subject? _____
- e When does she have Art? _____

3 Read, then write five true sentences about you.

10 marks



I live in a big house in the country. I like playing tennis and reading. I've got one brother and two sisters. I like Maths and PE but I don't like Art. On Saturday I go shopping with my Mum.

Name _____

Class _____

Total

/ 25

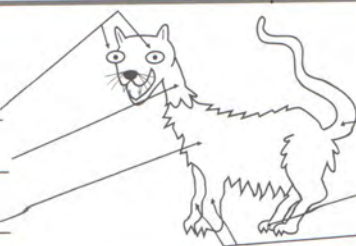
1 Label the picture.

5 marks

d ar _____ k eyes _____

a t _____ n _____

b h _____ y _____



c l _____ g _____

d s _____ p _____

e s _____ g _____

2 Read and circle the correct words.

5 marks

Yesterday evening I was / were at home. I was / had lots of Maths homework.
 Suddenly a monster lived / walked into my bedroom! It had big teeth and it
ate / eat my Maths books and my pencil case. I was / had happy because
 I can't / couldn't do my homework.

3 Read and answer.

5 marks

Has your mother got big feet?

No, she hasn't.

a Has your teacher got dark hair?

b Has Dracula got sharp teeth?

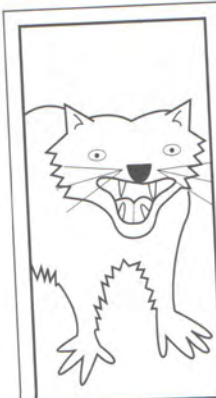
c Has Gill Man got a hairy body?

d Has your best friend got dark hair?

e Has King Kong got five legs?

4 Write questions for the answers.

10 marks



This is a Tasmanian Devil.
 The 'devil' only lives in
 Tasmania – an island near
 southern Australia.
 The 'devil' is small but scary
 with sharp teeth for eating
 meat. It sleeps during the
 day in a nest on the ground.
 At night it looks for food. It
 makes a terrible noise when
 another Tasmanian Devil
 takes its food.

What does it do at night?

a

b

c

d

e

It looks for food.

In Tasmania.

Meat.

During the day.

In a nest on the ground

When another 'devil'
takes its food.

Name _____

Class _____

Total

/ 25

1

Write about the pictures.

10 marks



a Mary's playing football _____.

d Paul _____.

b Colin _____.

e Prudy _____.

c Sally _____.

f Alan _____.

2

Write questions and answers about the people in 1.

5 marks

a Mary play football Is Mary playing football? Yes, she is.

b Colin play tennis _____

c Sally run _____

d Paul do gymnastics _____

e Prudy dive _____

f Alan cycle _____

3

Write sentences.

10 marks

heavy Brenda is heavier than Brett.

a tall _____

b thin _____

c short _____

d young _____

e strong _____

Name

Class

Listening

/ 20

Reading and Writing

/ 20

Total

/ 40

1

Listen and draw lines.

5 marks

L4.9

Al

Marilyn

Clint

Gwen

Steve

Michelle



2

Listen and write the correct day of the week.

10 marks

L4.10



Friday



3

Listen and colour and draw.

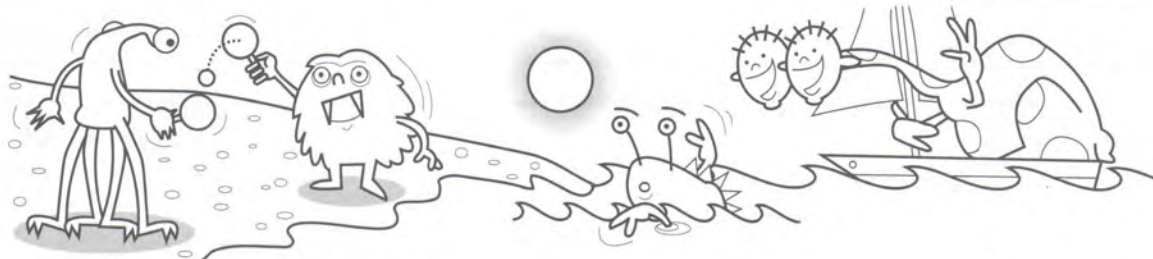
5 marks

L4.11



1 Look and read. Write **True** or **False**.

5 marks



One of the monsters is swimming.

True

- a The hairy monster has got longer teeth than the tall monster. _____
- b The monster with sharp claws hasn't got a tail. _____
- c The monster on the boat has got a wide neck. _____
- d The tall monster has got longer legs than the hairy monster. _____
- e The monster in the sea is bigger than the monster on the boat. _____

2 Choose the best answer.

5 marks

Why are you putting the food there?

a Where were you last night?

b When was the football match?

c What does your brother do in the evening?

d Were your parents with you yesterday?

e Who do you play tennis with?

1 I'm putting up the tent.

2 Because then the animals can't eat it.

1 I was in a camp site with my parents.

2 I was tired and hungry.

1 It was on Saturday afternoon.

2 We play on Sunday morning.

1 He is doing judo.

2 He goes to the Sports Centre.

1 No, they weren't.

2 Yes, they are.

1 My sister.

2 A yellow ball.

3 Write sentences about the woolly mammoth.

10 marks

The woolly mammoth



Where? Northern Europe and Asia.

When? 2 million years ago – 10,000 years ago

Size: 3 metres tall

Special features: long, sharp tusks –
small ears – hairy

Bad points: People ate it – slow runner

northern Europe and Asia

It lived in northern Europe and Asia.

a 2 million years ago *It*

b three metres tall

c tusks / ears

d people / woolly mammoth

e run fast

Name _____

Class _____

Total

/ 25

1 Write the animals.

5 marks



lion



d _____



a _____



e _____



h _____



b _____



f _____



i _____



c _____



g _____



j _____

2 Read and circle the correct words.

5 marks

Yesterday I went go to the zoo with my parents. We went saw lots of animals.
In the morning we watched wanted the dolphin show. One of the zookeepers
fall fell into the water. The dolphins swim swam to him and helped hurt
him out of the water. We had a good time!

3 Write superlative sentences.

5 marks



small

Susan is the smallest.

a

hot

b

slow

c

heavy

d

tall

e

fast

4 Write five true sentences.

10 marks

play run sing speak swim

a

b

c

d

e

My brother runs fast.

Maria speaks quietly.

I don't sing very well.

Name

Class

Total

/ 25

1 Write the months.

5 marks

It's between November and January.

December

c It's between January and March.

a It's between May and July.

d It's between July and September.

b It's between September and November.

e It's between March and May.

2 Write sentences.

5 marks

a We must save electricity.

d _____ old paper.

b _____ rubbish.

e _____ water.

c _____ the lights.

f _____ the city clean.

3 Complete the sentences. Use these verbs in the past:

5 marks

fly make meet, ring ~~send~~ takeWilly sent Super Mole an email.

c Spider Kid _____ a web to catch the Earth Raiders.

a Super Mole _____ Willy at his house.

d The Butterfly Brothers _____ over the lake.

b Willy _____ Spider Kid on his mobile phone.

e The Ant Cops _____ the Earth Raiders away.

4 Write true sentences about you with *always*, *usually*, *often*, *sometimes* or *never*.

10 marks

go skiing

I sometimes go skiing in winter.

play football

I always play football on Saturday afternoon.

a go cycling

b go swimming

c watch television

d play computer games

e go camping

Name _____

Class _____

Listening / 20

Reading and Writing / 20

Total / 40

1 Listen and write the correct month.

5 marks

L6.11



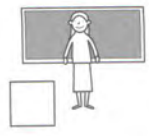
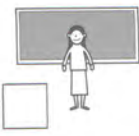
June a _____ b _____ c _____ d _____ e _____

2 Listen and tick ✓ the box.

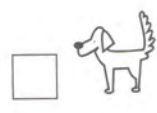
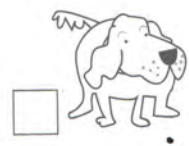
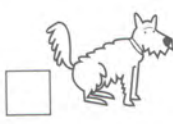
5 marks

L6.12

Which one is Sally?



a Which is Roger's dog?



b What can Emma do well?



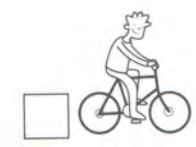
c What mustn't Rick do?



d Where was Lucy yesterday?



e What does Harry usually do on Sunday?



3 Listen and write.

10 marks

L6.13

Green Survey



always



Name _____

Age _____

1 Write the correct animal.

5 marks

A snail moves slowly and quietly.

- a A group of _____ helped Oliver in the sea.
b A _____ lives on the ground and in the water and can jump high.
c A _____ bit Oliver's legs.
d A _____ can fly quickly and stands on one leg.
e Many dogs like chasing _____.



2 Read and answer the questions with **one, two** or **three** words.

5 marks

My friend Maggie is from the island of Skye in Scotland. She lives with her parents, her three brothers, and their pets. They've got two dogs and three cats. Maggie's favourite animal is the smallest cat. It's white and hairy.

Maggie's house is in the Cuillin Mountains. The Cuillin Mountains are in the south of Skye. They are a long, sharp line of black mountains. Maggie climbs the mountains with her brothers.

The biggest town in Skye is Portree. It's in the north of the island. Maggie goes to school there. She sleeps at school from Monday to Friday. It takes two hours to drive there from her house.

In winter it's very cold and often snows on Skye. In summer it's sometimes sunny but often rains. Maggie usually goes camping in August with her friends but it is often cold and rainy. Poor Maggie!

Where does Maggie live? In Scotland.

- a How many brothers has she got?
b Which is her favourite pet?
c What does Maggie climb?
d Where does she sleep from Monday to Friday?
e Does it often rain on Skye in summer?

3 Write the story.

10 marks



Jemma climb fall down into a nest can't walk she see an eagle the eagle fly The men take Jemma to hospital to a house to hospital

Last winter Jemma Buck climbed Snowy Mountain.

Jemma was OK!

Name

Class

Total

/ 25

1

Write more words in the word families.

5 marks

a funny scary _____

b guitar drums _____

c skipping rope _____

2

Write negative sentences about Koala yesterday.

5 marks



Koala was tired
all day yesterday
and she didn't
do anything!

Zebra played tennis yesterday.

Koala didn't play tennis.

a Moose went running.

Koala _____

b Bulldog chased a cat.

Koala _____

c Eagle watched a baseball game.

Koala _____

d Kiwi had a sandwich for lunch.

Koala _____

e Zebra saw a film at the cinema.

Koala _____

3

Look back at 2. Write questions for the answers.

5 marks

Did Zebra play tennis?

Yes, he did.

a _____ Moose _____

Yes, he did.

b _____ Bulldog _____

Yes, he did.

c _____ Eagle _____

Yes, she did.

d _____ Kiwi _____

Yes, she did.

e _____ Zebra _____

Yes, he did.

4

Write five true sentences about you this evening.

10 marks

~~cycle~~

homework

computer games

the library

television

music

I'm going to cycle home.

OR

I'm not going to cycle home.

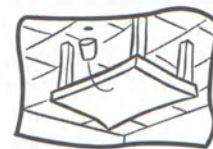
a _____

b _____

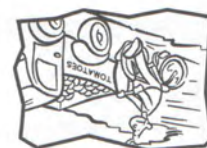
c _____

d _____

e _____



b It



a She



He's going to find the girl.



e They



d He



c They

some money.

Make sentences about the pictures.

10 marks

e

d

c

b

a

What did you see?

Write the questions.



I arrived at



I visited



I ate



I travelled by



I went to



I saw

10 marks

At the beginning of the film Baron Zolko steals a crystal from a museum. Vicky meets Alabama in Brasilia and they _____ Baron Zolko into the jungle. Their plane _____ in the jungle and Baron Zolko _____ at the temple first. He _____ the thirteenth crystal and makes a net. When Vicky and Alabama open the temple door, the net _____ them.

arrives crashes follow steals takes traps

5 marks

Complete the story. Use these verbs.

/ 25

Total

Class

Name

Name

Class

Listening

/ 20

Reading and Writing

/ 20

Total

/ 40

1

Listen and draw lines.

5 marks

L8.10

Sue

Bill

Sarah

Pete

John

Liz



2

Listen and tick ✓ the box.

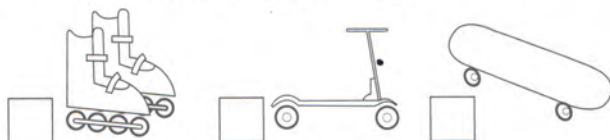
5 marks

L8.11

What did Judy do yesterday?



a What is Tim going to buy?



b How did Samantha go to London?



c What is Luke going to do in August?



d Where did Helen meet Paul?



e Which instrument does Jane play?



3

Listen and write.

10 marks

L8.12



Name:

Country of birth:

Plays:

Jessica

Best song:

Date of birth:

1 Choose the best answer.

5 marks

Are you going to go to Waterworld?

a What did you do on Saturday?

b Did you have a good time, Sam?

c Who are you going to visit?

d What does your sister like doing?

e How did you go there?

1 No, I'm not.

2 No, I didn't.

1 They gave a concert in London.

2 I went to a concert.

1 Yes, it's six o'clock.

2 Yes, it was really exciting.

1 My aunt.

2 In London.

1 She's drawing.

2 Listening to music.

1 We took the bus.

2 You went by train.

2 Read and answer the questions with *one, two* or *three* words.

5 marks

Last week Sam went to summer camp with his friend Jack. The camp was in a big, old house in the mountains. Sam and Jack went there by train. A teacher from the camp met them at the station and took them to the camp. It was very cold. Sam didn't like the camp.

The next morning Sam, Jack, and the other children went for a walk in the mountains. Sam fell and hurt his leg. Jack helped him walk down the mountain. 'You must go home,' the teacher said. The teacher rang his parents. That evening Sam's father arrived at the camp and took Sam home.

Where did Sam go last week?

To summer camp.

a Was the camp in a city?

b How did Sam and his friend go to the camp?

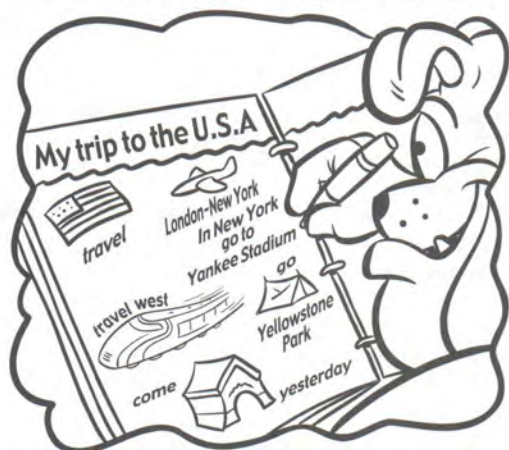
c Did they go for a walk in the evening?

d What did Sam hurt?

e Who did the teacher ring?

3 Write about Bulldog's trip to the USA.

10 marks



Last month Bulldog travelled to the United States.

He _____

Test key

Unit 1 Test

1 Write more words in the word families.

Give Ss half a mark for each word in the correct group with the correct spelling. There are different possible answers for each group.

2 Read and circle the correct words.

is lives goes likes doesn't like

3 Make sentences about the pictures.

Give 3 marks per sentence: 1 for use of *There is / are*; 1 for use of *a / some*; 1 for the preposition.

- a There are some crayons on the bookcase.
- b There's a doll in front of the wardrobe.
- c There's a book under the bed.
- d There are some rollerblades behind the door.
- e There's a ball between the chairs.

Unit 2 Test

1 Write six more school subjects.

Give Ss half a mark for each word with the correct spelling. There are different possible answers.

2 Write the times.

Give 2 marks per sentence: 1 for the correct time, 1 for the correct spelling.

- a It's twelve o'clock.
- b It's quarter to six.
- c It's half past two.
- d It's quarter past seven.

3 Complete the sentences.

a on b do c at d don't e Can f can't

4 Complete the sentences.

- a She can't smell the food.
- b He can hear the music.
- c She can feel the snow on her hand.
- d I can't see my books.

REVISION TEST 1: Units 1–2

LISTENING

1 Listen and draw lines. (2.10)

The shoes are under the bed.
The skateboard is behind the chair.
The football is on the bookcase.
The books are on the floor between the wardrobe and the bookcase.
The crayons are in the school bag in the wardrobe.

TAPESCRIPT

P = Presenter, M = Mum, B = Boy

P Listen to the example.
M Your room is a mess! Put your computer on the table.
B Where?
M On the table. Put it on the table.
B OK.
P Now listen and draw lines.
M Now, pick up your shoes.
B My shoes? Where are they?
M There they are. They're under your bed.
B Under my bed? Oh, right. Yes, I can see them.
pause

B Mum, where's my skateboard?
M Your skateboard? Ah, I can see it. It's behind the chair.
B Where is it?
M Over there. Behind the chair.
B Oh yes. Thanks!
pause

M Take your football into the garden.
B My football? Where is it?
M It's on the bookcase.
B On the bookcase? Oh yes. I can see it now!
pause

B Mum, where are my school books?
M They're in your room.
B Where in my room?
M They're on the floor. Between the wardrobe and the bookcase.
B Thanks!
pause

B I can't see my crayons.
M Your crayons? I know where they are!
B Where are they then?
M They're in your school bag in the wardrobe.
B In the wardrobe?
M Yes, in your school bag.

2 Listen and write a name or a number. (2.11)

Give 2 marks per picture: 1 for the correct word, 1 for the correct spelling.

a eight b Thunder c 9 d four e Whiteboard

TAPESCRIPT

P = Presenter, I = Interviewer, G = Girl

P Listen to the example.
I Hello. What's your name?
G My name's Janet.
I How do you spell that?
G J - A - N - E - T.
I Right.
P Now listen and write a name or a number.

I = Interviewer, W = Woman

- 1 Where do you live?
- 2 I live in that house with the red door.
- 3 Which house?
- 4 Number 8.
- 5 Ah, number 8. What a big house!

I = Interviewer, B = Boy

- 1 Where do you live, Paul?
- 2 I live in a boat with my Mum and Dad.
- 3 Wow! On a boat. Has it got a name?
- 4 Yes, it has. Its name is Thunder.
- 5 Thunder? T - H - U - N - D - E - R?
- 6 Yes, that's right.

I = Interviewer, G = Girl

- 1 That's me and my family.
- 2 Oh! What a big family!
- 3 Yes, I've got three brothers and three sisters.
- 4 Six brothers and sisters, your Mum and Dad, and you! That's nine people in your family.
- 5 That's right. There are nine of us.

I = Interviewer, W = Woman

- 1 Look! Can you see those birds?
- 2 Birds. Where?
- 3 Over there. There are four of them.
- 4 Oh yes! One, two, three ... I can't see number four.
- 5 It's there in the tree.
- 6 Oh yes, I can see the fourth one now.

I = Interviewer, B = Boy

- 1 Do you like Maths?
- 2 Yes, I do. Our teacher is great.
- 3 What's his name?
- 4 Mr Whiteboard.
- 5 Whiteboard? How do you spell it?
- 6 W - H - I - T - E - B - O - A - R - D.

3 Listen and tick the box. 1.2.12

a Canada b the library c flowers d Maths e quarter to ten

TAPESCRIPT

P = Presenter, M = Mum, B = Boy

- P Listen to the example.
- M What's the matter?
- B I can't find my skateboard.
- M Your skateboard? There it is, in front of the bookcase.
- B Oh yes, I can see it now.
- P Now listen and tick the box.

a I = Interviewer, G = Girl

- G Hello. My name's Ann.
- I Hi, Ann. Are you from the United States?
- G No, I'm not. I'm from Canada.
- I From Canada? Right. But you live here in Britain.
- G Yes, that's right.

b I = Interviewer, B = Boy

- I Can I ask you some questions?
- B Yes, OK.
- I What do you do at the weekend?
- B Well, let me see. On Saturday morning I go to the library with my Dad.
- I And on Saturday afternoon?
- B On Saturday afternoon I play football in the park with my friends.

c M = Mum, G = Girl

- G Mmm. I like that smell.
- M What smell? I can't smell anything.
- G That smell. It's those yellow flowers. They're in front of the cake shop.
- M Oh yes. Now I can smell them. Mmm.

d I = Interviewer, G = Girl

- I What's your favourite subject?
- G Art.

Do you have it this morning?

- G What day is it? Tuesday. No, I don't. This morning I have Maths all morning.
- I All morning?
- G Yes. All morning. Argh!

e I = Interviewer, B = Boy

- I Do you have Art today, Jack?
- B Yes, we do.
- I When?
- B Let me think. We have Music at nine o'clock and then we have Art.
- I What time do you have it?
- B At quarter to ten.

READING AND WRITING

1 Look and read. Write True or False.

a False b True c True d True e False

2 Look and read. Answer the questions with one, two or three words.

- a In the country. d PE.
- b Half past eight. e On Thursday afternoon.
- c Yes, she does.

3 Read, then write five true sentences about you.

Give 2 marks for each sentence: 1 for grammar and word order, 1 for vocabulary and spelling. Ss should not copy the examples.

Unit 3 Test

1 Label the picture.

- a thin neck d sharp claws
- b hairy body e strong front legs
- c long tail

2 Read and circle the correct words.

had walked ate was couldn't

3 Read and answer.

- a Yes, he / she has. OR No, he / she hasn't.
- b Yes, he has.
- c No, he hasn't.
- d Yes, he / she has. OR No, he / she hasn't.
- e No, he hasn't.

4 Write questions for the answers.

Give 2 marks for each question: 1 for grammar and word order, 1 for vocabulary and spelling.

- a Where does it live? d Where does it sleep?
- b What does it eat? e When does it make a (terrible) noise?
- c When does it sleep?

Unit 4 Test

1 Write about the pictures.

Give 2 marks for each sentence: 1 for the correct sport, 1 for the correct spelling in the present continuous.

- b** Colin's playing table tennis.
- c** Sally's cycling.
- d** Paul's doing gymnastics.
- e** Prudy's diving.
- f** Alan's doing judo.

2 Write questions and answers about the people in 1.

- b** Is Colin playing tennis? No, he isn't.
- c** Is Sally running? No, she isn't.
- d** Is Paul doing gymnastics? Yes, he is.
- e** Is Prudy diving? Yes, she is.
- f** Is Alan cycling? No, he isn't.

3 Write sentences.

Give 2 marks for each sentence: 1 for the correct meaning, 1 for the correct form of the comparative adjective.

- a** Brett is taller than Brenda.
- b** Brett is thinner than Brenda.
- c** Brenda is shorter than Brett.
- d** Brett is younger than Brenda.
- e** Brenda is stronger than Brett.

REVISION TEST 2: Units 3-4

LISTENING

1 Listen and draw lines. L4.9

From left to right:

Al Marilyn Michelle Gwen Steve Clint

TAPESCRIPT

P = Presenter, B = Boy, G = Girl

- P** Listen to the example.
B Is Al there?
G Yes, he is. He's sitting at the table.
B Which one is Al?
G He's got dark hair and sharp teeth.
B Has he got long hair?
G No, he hasn't. He's got short, dark hair.
B Short dark hair and sharp teeth? Oh yes. I can see him.
P Now listen and draw lines.

- G** Look at Marilyn.
B Marilyn? Where is she?
G She's sitting at the table. Look at her hands.
B Oh! She's got sharp claws!
G Yes, she has. They're really scary!
pause

- B** I can't see Clint. Where is he?
G He's watching a movie on television.
B Is he sitting on the floor?
G No, he isn't. He's on a chair. He's big and old.
B Oh yes. I can see him, next to the window.
pause

- B** Where's Gwen? Do you know?
G Gwen? The girl with short hair?

- B** Yes, and the baseball cap.
G She's sitting on the floor. She's playing with her brother.
B Oh yes. There she is.
pause

- B** Is Steve there?
G Yes, he is. He's playing with his sister.
B Has he got short hair?
G No, he hasn't. His hair is longer than Gwen's.
B Longer than his sister's? That's funny!
pause

- B** Is Michelle sitting down?
G Yes, she is. She's watching the movie too.
B Has she got a small head?
G Yes, she has. And big eyes.
B Oh yes. I can see her. She's scary!

2 Listen and write the correct day of the week. L4.10

Give 2 marks: 1 for the correct day, 1 for the correct spelling and capital letter.

Monday (Friday) Tuesday

Saturday Thursday Wednesday

TAPESCRIPT

P = Presenter, I = Interviewer, E = Eagle

- P** Listen to the example.
I Where were you on Friday evening, Eagle?
E On Friday evening? I was at the Sports Centre.
I At the Sports Centre?
E Yes. I played tennis with Moose on Friday.
P Now listen and write the correct day of the week.

- I** Where were you on Monday morning?
E Hmm, let me see ... I walked to Bulldog's kennel on Monday morning.
I Was Bulldog there?
E No, he wasn't. I walked back home again.
I Were you tired?
E No, I wasn't!
pause

- I** What about Wednesday? Were you at the Sports Centre on Wednesday?
E Yes, I was. I played basketball and then I was hungry.
I Hungry?
E Yes, I was very hungry. I had a big sandwich in the Sports Centre Cafe.
pause

- I** When was the football match?
E It was in the afternoon.
I When? Yesterday?
E No, on Saturday.
I Was it a good match?
E Yes, it was. Our team was the winner!
pause

- I** What about Tuesday?
E On Tuesday ... hmm ... I know. Some friends were at my house on Tuesday evening.
I Was Bulldog there?
E Yes, he was, and Kiwi too.
I And was Moose there?
E No, he wasn't, but we had a great time on Tuesday.
pause

- I** Were Kiwi and Koala at home with you on Thursday?
E No, they weren't.
I Was Bulldog with you then?
E No, he wasn't. I was at home on my own all day Thursday.

Listen and colour and draw. L4.11

The answers are shown below in **bold**.

TAPESCRIPT

P = Presenter, T = Teacher, B = Boy

P Listen to the example.

T Can you see the ball?

B Which one? The bigger one or the smaller one?

T The bigger one. **Colour the bigger ball black.**

B OK. Where's the black crayon? Oh, here it is.

P Now listen and colour and draw.

T Right. There are four children in front of the house. Can you see them?

B Yes, I can. There are two boys and two girls.

T That's right. Now, I want you to **colour the taller boy's T-shirt blue.**

B Which boy's T-shirt?

T The taller boy's T-shirt. Colour it blue.

B Blue. OK.

pause

T Now, I want you to draw something.

B OK. What?

T I want you to draw a tree.

B A tree. OK. Where shall I draw it?

T **Next to the house. Behind the girl playing tennis.**

B A tree behind this girl. OK.

pause

T Now for some more colouring.

B Yes?

T Can you colour the window?

B Which window? There are three.

T Erm ... one of the windows is wider than the other two. Can you see the wider one?

B Yes.

T Well, **colour the wider window yellow.**

pause

T Do you want to colour again?

B OK. What shall I colour now?

T Can you see the two girls in the garden? **Look at the younger girl. Colour her hair brown.**

B The younger girl? **The one playing tennis?**

T That's right. Colour her hair brown.

pause

T And now I want you to draw again.

B Good.

T It's a hot day. **Draw a sun between the birds.**

B A sun between the birds? OK.

T That's great. Thanks very much.

READING AND WRITING

1 Look and read. Write *True* or *False*.

a True b True c False d True e False

2 Choose the best answer.

a 1 b 1 c 2 d 1 e 1

3 Write sentences about the woolly mammoth.

Give 2 marks for each sentence: 1 for grammar and word order, 1 for vocabulary and spelling.

- a It lived two million years ago.
- b It was three metres tall.

c It had long, sharp tusks and small ears.

d People ate (the) woolly mammoth.

e It couldn't run fast.

Unit 5 Test

1 Write the animals.

a flamingo b snail c ant d lizard e kangaroo f hippo g frog
h cat i parrot j penguin

2 Read and circle the correct words.

saw watched fell swam helped

3 Write superlative sentences.

- a Len is the hottest. d Karen is the tallest.
- b Susan is the slowest. e Karen is the fastest.
- c Len is the heaviest.

4 Write five true sentences.

Give 2 marks for each sentence: 1 for grammar and word order, 1 for vocabulary and spelling. Ss should not copy the examples.

Unit 6 Test

1 Write the months.

a June b October c February d August e April

2 Write sentences.

- b We mustn't drop rubbish.
- c We must turn off the lights.
- d We must recycle old paper.
- e We mustn't waste water.
- f We must keep the city clean.

3 Complete the sentences. Use these verbs in the past.

a met b rang c made d flew e took

4 Write true sentences about you with *always*, *usually*, *often*, *sometimes* or *never*.

Give 2 marks for each sentence: 1 for grammar and word order, 1 for vocabulary and spelling.

REVISION TEST 3: Units 5-6

LISTENING

1 Listen and write the correct month. L6.11

a August b February c December d April e October

TAPESCRIPT

P = Presenter, I = Interviewer, G = Girl

P Listen to the example.

I Do you like Spring, Kelly?

G Yes, I do. I like the new trees and flowers, but my favourite month is June.

I June? Why's that?

G Because my birthday's in June.

I Your birthday. I see!

P Now listen and write the correct month.

a I = Interviewer, G = Girl

- I Which is your favourite month, Amy?
G Well, I love the summer months when we don't have school.
I Do you go on holiday in the summer?
G Sometimes. Last August we went to Spain – it was great. Our camp site was next to the beach. We swam and played tennis all day.
I So, your favourite month is August?
G August, yes.

b I = Interviewer, B = Boy

- I Do you like winter, Jack?
B Yes, I do. I love it. I love the snow and I can do my favourite sport in winter.
I What's your favourite sport?
B Skiing. I love it.
I Do you go skiing every year?
B Yes. We always go to Scotland for a week in February. We stay in the mountains and go skiing every day.

c I = Interviewer, B = Boy

- I Where were you last Christmas, Sam?
B Last Christmas? Let me think. Ah, yes. I know. We went to Australia.
I Australia? That's a long way.
B Yes. We flew there on December 18th and we stayed nearly three weeks.

d I = Interviewer, G = Girl

- G Atishoo! Atishoo!
I What's the matter, Mary?
G Atishoo. I went fishing yesterday with my Dad, and it rained and rained and rained.
I Fishing? Do you often go fishing?
G Oh yes. We go every Sunday in April. It's the best month for the fish.
I April. Really?
G Oh yes. But it's the worst month for rain. Atishoo. Atishoo.

e B1 = Boy 1, B2 = Boy 2

- B1 Where were you on Sunday? I rang you but there was no answer.
B2 I was camping with my family.
B1 Camping. Wow! Where?
B2 In a camp site in Canada. We always go there in October. My Mum likes the trees.
B1 The trees?
B2 Yes, she says the colours of the trees in October are amazing. Anyway, why don't you come with us next year?
B1 Fantastic! Thanks.

2 Listen and tick the box. L6.12

- a the biggest dog c drop rubbish e cycling
b swim d party

TAPESCRIPT

P = Presenter, I = Interviewer, G = Girl

- P Listen to the example.
I Who is your best friend?
G Sally.
I Which one is Sally?
G She's got long, dark hair and she's the tallest in the class.
I The tallest in the class? Ah, yes. I know who she is.
P Now listen and tick the box.

a B1 = Boy 1, B2 = Boy 2

- B1 Hi, Roger. What are you doing here?
B2 I'm playing with my dog.
B1 Which one is he?
B2 He's got short hair and big ears. He's the biggest one.
B1 Ah, yes. I can see him.

b I = Interviewer, G = Girl

- I Do you like doing sports, Emma?
G They're OK. We play tennis and basketball at school, but I'm not very good at them.
I Do you do any other sports?
G Yes, I go swimming three afternoons a week.
I Do you swim well?
G Yes, I do. I'm the fastest in the team.
I That's good!

c M = Mum, B = Boy

- M Rick. Come here, please.
B What is it, Mum?
M You know you mustn't do that.
B What mustn't I do?
M You mustn't drop rubbish! I'm tired of telling you.
B Oh Mum!
M Go and pick it up NOW, and throw it in the bin.
B OK, Mum.

d G1 = Girl 1, G2 = Girl 2

- G1 Hi, Lucy. Where were you yesterday afternoon? I rang you.
G2 Oh sorry! Yesterday was my aunt's birthday.
G1 Did you send her a card?
G2 Yes, I did and then I made her a cake and I took it to her party.
G1 Where was the party?
G2 At my aunt's house. I was at her house all afternoon.

e B1 = Boy 1, B2 = Boy 2

- B1 Where were you on Sunday, Harry?
B2 I was at the Sports Centre. Why?
B1 I went to your house, but you weren't there.
B2 No. I always go to the Sports Centre on Sunday morning.
B1 Do you go swimming?
B2 No, not usually. I go cycling every Sunday. It's my favourite sport.

3 Listen and write. L6.13

Give 2 marks for each answer: 1 for the correct word, 1 for the correct spelling.

never often sometimes David 12

TAPESCRIPT

P = Presenter, I = Interviewer, B = Boy

- P Listen to the example.
I Hello, I'm doing a survey. Can I ask you some questions, please?
B Yes, of course.
I Great, thanks. Now, do you turn off the light when you go out of a room?
B Oh yes, I always do that, I always turn off the light.
I Well done.
P Now listen and write.

I And what about water? Do you ever waste water?
B No, I never waste water. I never leave the water on when I'm brushing my teeth.
I That's good.
pause
I Do you recycle paper?
B Yes, we often recycle our paper, not always but often.
I That's great.
pause
I Is there anything you don't do right?
B I sometimes drop rubbish. My Mum gets angry and tells me I must pick it up and put it in the bin ... but sometimes I forget!

pause

1 Oh dear! Well, anyway, thank you very much. And to finish, what's your name, please?

2 My first name?

3 Yes.

4 David, D - A - V - I - D.

5 D - A - V - I - D, right.

6 Yes.

7 And how old are you, David?

8 Twelve.

9 You're twelve. Right, thanks very much!

READING AND WRITING

1 Write the correct animal.

1 dolphins 2 frog 3 shark 4 flamingo 5 cats

2 Read and answer the questions with *one, two or three* words.

- 1 Three. 2 The smallest cat. 3 The Cuillin Mountains. 4 At school. 5 Yes, it does.

3 Write the story.

Give 2 marks for each sentence: 1 for grammar and word order, 1 for vocabulary and spelling.

Suggested answer

She fell down into a nest. She couldn't walk. Suddenly she saw an eagle. The eagle flew to a house. The men took Jemma to hospital.

Unit 7 Test

1 Write more words in the word families.

Give Ss half a mark for each word in the correct group with the correct spelling. There are different possible answers for each group.

2 Write negative sentences about Koala yesterday.

- a Koala didn't go running.
b Koala didn't chase a cat.
c Koala didn't watch a baseball game.
d Koala didn't have a sandwich for lunch.
e Koala didn't see a film at the cinema.

3 Look at 2. Write questions for the answers.

- a Did Moose go running?
b Did Bulldog chase a cat?
c Did Eagle watch a baseball game?
d Did Kiwi have a sandwich for lunch?
e Did Zebra see a film at the cinema?

4 Write five true sentences about you this evening.

Give 2 marks for each sentence: 1 for grammar and word order, 1 for vocabulary and spelling.

Unit 8 Test

1 Complete the story. Use these verbs.

follow crashes arrives takes traps

2 Write the questions.

Give 2 marks for each question: 1 for the correct question word, 1 for the correct infinitive and word order.

- a Where did you go? d Who did you visit?
b How did you travel? e When did you arrive?
c What did you eat?

3 Make sentences about the pictures.

Give 2 marks for each sentence: 1 for grammar and word order, 1 for vocabulary and spelling.

- a She's going to crash.
b It's going to break.
c They're going to steal some money.
d He's going to escape.
e They're going to fall.

REVISION TEST 4: Units 7-8

LISTENING

1 Listen and draw lines. L8.10

Bill is listening to CDs, sitting on the wall.

Sarah is reading a comic, sitting on the wall.

Pete has got rollerblades and a baseball cap.

John is climbing the tree. He is higher up than the other boy.

Liz is playing with a skipping rope. She's next to the bikes.

TAPESCRIPT

P = Presenter, B = Boy, G = Girl

P Listen to the example.

B Hello. Is Sue here?

G Yes, she is. She's sitting under the tree.

B Is she reading a comic?

G No, she isn't. She's playing a computer game.

B Ah, yes. I can see her.

P Now listen and draw lines.

B Is that Bill rollerblading behind the tree?

G No, it isn't. Bill doesn't like rollerblading.

B Where is he then?

G He's sitting over there listening to a CD.

B Oh yes. I can see him. He's on the wall.

pause

B Can you see Sarah?

G Yes, I can. She's reading a comic.

B Where?

G Look. Next to the tree. She's sitting on the wall.

pause

B And what about Pete. Where is he?

G He's over there. He's got some rollerblades on.

B Is he behind the tree?

G No, he isn't. He's in front of it.

B Oh yes. Now I can see him.

pause

G Look at John!

B I can't see him. Where is he?

G He's climbing the tree.

B Is he wearing a baseball cap?

G No, he isn't. That's Jack. John is higher up the tree than Jack.

pause

- B Where's Liz? Do you know?
 G Liz? The tall girl with short, brown hair?
 B Yes. Where is she?
 G She's over there with a skipping rope.
 B Oh yes. I see her. She's next to the bikes.

2 Listen and tick the box. L8.11

- a a pair of rollerblades d at the airport
 b by train e the saxophone
 c go fishing

TAPESCRIPT

P = Presenter, T = Teacher, G = Girl

- P Listen to the example.
 T Hello, Judy. Did you have a good time?
 G Yes, thanks.
 T What did you do?
 G Well, we went to the zoo. I loved the tigers.
 T Was that yesterday?
 G No, Friday. And then we went camping on Saturday and Sunday.
 T And yesterday? What did you do yesterday?
 G Yesterday, let me think ... oh yes, I know! Yesterday was really hot and sunny and we went to a water park.
 T Lucky you!
 P Now listen and tick the box.
- a B1 = Boy 1, B2 = Boy 2
 B1 Where are you going, Tim?
 B2 I'm going shopping. My Grandma sent me some money for my birthday.
 B1 Are you going to buy a skateboard?
 B2 No, I'm not. I don't like skateboarding.
 B1 What are you going to buy then?
 B2 Well, I want to buy some new rollerblades, but I don't know how much they are.
- b T = Teacher, G = Girl
 T What did you do yesterday, Samantha?
 G I went to London.
 T Did you have a good time?
 G Yes, it was fantastic.
 T Lucky you! Did you go by bus?
 G No, we didn't. The bus is very slow. We went by train.

c B1 = Boy 1, B2 = Boy 2

- B1 Are you going to be in London in August, Luke?
 B2 No, I'm not. I'm going to see my grandparents.
 B1 Where do they live?
 B2 In the country in Scotland.
 B1 Isn't it boring there?
 B2 Boring? Oh no. I love it. I go fishing every day with my Grandad.
 B1 Do you like fishing?
 B2 Oh yes. I love fishing, but I hate eating fish!

d W1 = Woman 1, W2 = Woman 2

- W1 Hi, Helen. How are you?
 W2 I'm really tired. I flew in from New York yesterday.
 W1 Oh, what time did you arrive?
 W2 At midnight! The plane was 6 hours late. But it was good!
 W1 Good?
 W2 Yes, I met a man – Paul – at the airport in New York. I really like him.
 W1 Ah!

e G1 = Girl 1, G2 = Girl 2

- G1 Hi, Jane. Would you like to come to the cinema tomorrow?
 G2 No, thanks. I can't. I'm playing in a concert at school.
 G1 Oh, what instrument do you play?
 G2 The saxophone.

- G1 Can I come to the concert and see you?
 G2 Yes, of course. It's at seven.

3 Listen and write. L8.12

Give 2 marks for each answer: 1 for the correct word(s),
 1 for the correct spelling.

Jessica Canada Going to America guitar, keyboard
 30th July 1981

TAPESCRIPT

P = Presenter, I = Interviewer, B = Boy

- P Listen to the example.
 I Who's your favourite pop star, Adam?
 B Jessica.
 I Who?
 B Jessica, you know, J – E – double S – I – C – A.
 I Oh, yes of course!
 P Now listen and write.
- I Where's she from?
 B Well, she was born in Canada, but she lives in Spain.
 pause
- I Does she sing?
 B Yes, she sings really well.
 I Tell me about her songs.
 B Well, her best song is 'Going to America'. Do you know it?
 I 'Going to America' – I don't think so.
 pause
- I Does she play an instrument?
 B Yes, she plays the guitar and keyboard.
 I Guitar and keyboard, wow!
 pause
- I Is that why you like her so much?
 B Well, I like her music, and we have the same birthday too.
 I The same birthday? When is it?
 B July 30th. That's my birthday and Jessica's birthday.
 I Wow!
 I But she's older than you, isn't she? What's her date of birth?
 B Her date of birth is July 30th 1981.

READING AND WRITING

1 Choose the best answer.

a 2 b 2 c 1 d 2 e 1

2 Read and answer the questions with one, two or three words.

- a No, it wasn't. d His leg.
 b By train. e His / Sam's parents.
 c No, they didn't.

3 Write about Bulldog's trip to the USA.

Give 2 marks for each sentence: 1 for grammar and word order,
 1 for vocabulary and spelling.

Suggested answer

He flew from London to New York. In New York he went to the Yankee Stadium. He travelled west by train. He went to Yellowstone Park. He came home yesterday.

Word list

This list contains all the vocabulary used in class activities in *Happy Earth 1*. The words in **bold** are the key vocabulary items from each main stage.

UNIT 1

behind /bɪ'haɪnd/
between /brɪ'twi:n/
in /ɪn/
in front of /ɪn 'frʌnt əv/
next to /'neks tu:/
on /ɒn/
under /'ʌndə(r)/
bathroom /'bɑ:θru:m/
bedroom /'bedru:m/
hall /hɔ:l/
kitchen /'kɪtʃɪn/
stairs /steəz/
sitting room /'sɪtɪŋ ru:m/
Australia /ə'streɪliə/
Britain /'brɪtɪn/
Canada /'kænədə/
New Zealand /nju: 'zi:lənd/
South Africa /saʊθ 'æfrɪkə/
the United States /ðə ju:'naɪtɪd 'steɪts/
go /ɡəʊ/
like /laɪk/
love /lʌv/
make /meɪk/
play /pleɪ/
read /ri:d/
baby /'beɪbɪ/
ball /bɔ:l/
basketball /'bɑ:skɪtbɔ:l/
boat /bəʊt/
book /bʊk/
bookcase /'bʊkkeɪs/
brother /'brʌðə(r)/
cabin /'kæbɪn/
cake /keɪk/
cat /kæt/
chocolate /'tʃɒklət/

cinema /'sɪnəmə/
(the) city /ðə 'sɪti/
clothes /klaʊðz/
computer /kəm'pjʊ:tə(r)/
computer games /kəm'pjʊ:tə geɪmz/
costume /'kɒstjʊ:m/
(the) country /ðə 'kʌntri/
crayon /'kreɪən/
dad /dæd/
day /deɪ/
delicious /dɪ'lɪʃəs/
doll /dɒl/
door /dɔ:(r)/
email /'i:meɪl/
flat (n) /flæt/
football /'fʊtbɔ:l/
garden /'ɡɑ:dn/
go /ɡəʊ/
grandma /'grænma:/
grandpa /'grænpa:/
grandparents /'grænpeərənts/
grape /greɪp/
have /hæv/
house /haʊs/
housework /'haʊswɜ:k/
lamp /læmp/
library /'laɪbrəri/
live /lɪv/
look after /lʊk 'ɑ:ftə(r)/
mess /mes/
mum /mʌm/
my place /'maɪ pleɪs/
night /naɪt/
padlock /'pædlɒk/
park /pɑ:k/
people /'pi:pl/
photo /'fəʊtəʊ/
port /pɔ:t/
rollerblades /'rəʊləbleɪdz/
ruler /'ru:lə(r)/
sea /si:/
shoe /ʃu:/
sister /'sɪstə(r)/
skateboard /'skeɪtbɔ:d/
sleep /sli:p/
table /teɪbl/

tennis /'tenɪs/
train set /'treɪn set/
trunk /trʌŋk/
(go for) walks /ðə 'wɔ:ks/
window /'wɪndəʊ/
work /wɜ:k/
world /wɜ:ld/
write /raɪt/
writer /'raɪtə(r)/

UNIT 2

feel /fi:l/
hear /hɪə(r)/
see /si:/
smell /smel/
taste /teɪst/
Art /ɑ:t/
English /'ɪŋɡlɪʃ/
Geography /dʒɪ'ɒɡrəfi/
History /'hɪstri/
Maths /mæθs/
Music /'mju:zɪk/
PE /pi: 'i:/
Science /'saɪəns/
at (+ time) /ət/
on (+ days) /ɒn/
o'clock /ə 'klɒk/
half past /'hɑ:f pɑ:st/
quarter past /'kwɔ:tə pɑ:st/
quarter to /'kwɔ:tə tə/
afternoon /ɑ:ftə'nu:n/
bird /bɜ:d/
cake shop /'keɪk ʃɒp/
camel /'kæml/
cave /keɪv/
caveman /'keɪvmæn/
computer /kəm'pjʊ:tə(r)/
desert /'dezət/
Egypt /'i:ʒɪpt/
email /'i:meɪl/
favourite /'feɪvərɪt/
food /fu:d/
Friday /'fraɪdeɪ/
hand /hænd/
hard drive /hɑ:d 'draɪv/

hieroglyph /'haɪərəglɪf/
home /həʊm/
homework /'həʊmwɜ:k/
hungry /'hʌŋɡri/
Internet /'ɪntənət/
jungle /'dʒʌŋɡl/
keyboard /'ki:bɔ:d/
library /'laɪbrəri/
listening /'lɪsɪŋ/
making things /'meɪkɪŋ θɪŋz/
modem /'məʊdem/
Monday /'mʌndeɪ/
monitor /'mɒnɪtə(r)/
morning /'mɔ:niŋ/
mouse /maʊs/
oasis /əʊ'eɪsɪs/
palm tree /'pɑ:m tri:/
park /pɑ:k/
playing games /pleɪɪŋ 'geɪmz/
put on /pʊt 'ɒn/
pyramid /'pɪrəməd/
rain /reɪn/
reading /'ri:dɪŋ/
rock /rɒk/
Saturday /'sætədeɪ/
school /sku:l/
send /send/
singing /'sɪŋɪŋ/
smoke (n) /sməʊk/
speaker /'spi:kə(r)/
speaking /'spi:kɪŋ/
spider /'spɪdə(r)/
sun /sʌn/
Sunday /'sʌndeɪ/
Thursday /'θɜ:zdeɪ/
tiger /'taɪɡə(r)/
tree /tri:/
trousers /'traʊzəz/
Tuesday /'tju:zdeɪ/
VR headset /vi: ɑ: 'hedset/
web page /'web peɪdʒ/
Wednesday /'wenzdeɪ/
well /wel/
World Wide Web /wɜ:ld waɪd 'web/
writing /'raɪtɪŋ/

UNIT 3

dark /dɑ:k/
hairy /'heəri/
long /lɒŋ/
scary /'skeəri/
sharp /ʃɑ:p/
small /smɔ:l/
strong /strɒŋ/
thin /θɪn/
ugly /'ʌɡli/

in the morning /ɪn ðə
'mɔ:nɪŋ/
in the afternoon /ɪn ðɪ
ɑ:ftə'nu:n/
in the evening /ɪn ðɪ
'i:vnɪŋ/
at night /ət 'naɪt/

back legs /'bæk legz/
body /'bɒdi/
brain /breɪn/
front legs /'frʌnt legz/
neck /nek/
tail /teɪl/

Numbers 1-100

ate /et, et/
cared for /'keəd fə(r)/
couldn't /'kʊdnt/
had /həd/
lived /lɪvd/
moved /mu:vd/
ran /ræn/
walked /wɔ:kt/

(a long time) ago /(ə lɒŋ
'taɪm) ə'gəʊ/

Argentina /ɑ:ʤən'ti:nə/
arm /ɑ:m/
asleep /ə'sli:p/
bad /bæd/
bat /bæt/
big /bɪɡ/
bite (n) /baɪt/
body /'bɒdi/
bus /bʌs/
camp site /'kæmp saɪt/
castle /'kɑ:sl/
centimetre /'sentɪmi:tə(r)/
change into /'tʃeɪndʒ 'ɪntə/
claw /klo:/
clever /'klevə(r)/
climb /klaɪm/
coat /kəʊt/

describe /dɪ'skraɪb/
egg /eg/
eye /aɪ/
fast /fɑ:st/
feet /fi:t/
flippers /'flɪpəz/
food /fu:d/
friendly /'frendli/
funny /'fʌni/
glass /ɡlɑ:s/
hair /heə(r)/
hand /hænd/
handbag /'hændbæg/
hungry /'hʌŋɡri/
king /kɪŋ/
last night /lɑ:st 'naɪt/
leaf, -ves /li:f, li:vz/
loud /laʊd/
meat /mi:t/
metre /'mi:tə(r)/
millimetre /'mɪlɪmi:tə(r)/
million /'mɪljən/
monster /'mɒnstə(r)/
mouth /maʊθ/
movie /'mu:vi/
nose /nəʊz/
outside (prep) /aʊt'saɪd/
plant /plɑ:nt/
police /pə'li:s/
put /pʊt/
restaurant /'restrɒnt/
roar /rɔ:(r)/
sandwich /'sændwɪtʃ/
scientist /'saɪəntɪst/
slow /sləʊ/
souvenir /su:və'niə(r)/
swimmer /'swɪmə(r)/
tango /'tæŋɡəʊ/
teeth /ti:θ/
tent /tent/
tired /'taɪəd/
tomb /tu:m/
tree /tri:/
wide /waɪd/

UNIT 4

basketball /'bɑ:skɪtbɔ:l/
cycling /'saɪklɪŋ/
diving /'daɪvɪŋ/
football /'fʊtbɔ:l/
gymnastics /dʒɪm'næstɪks/
judo /'dʒu:dəʊ/
running /'rʌnɪŋ/

swimming /'swɪmɪŋ/
table tennis /'teɪbl tennis/
tennis /'tenɪs/

bigger /'bɪɡə(r)/
heavier /'heviə(r)/
longer /'lɒŋɡə(r)/
narrower /'nærəʊə(r)/
older /'əʊldə(r)/
shorter /'ʃɔ:tə(r)/
smaller /'smɔ:lə(r)/
stronger /'strɒŋɡə(r)/
taller /'tɔ:lə(r)/
wider /'waɪdə(r)/
younger /'jʌŋɡə(r)/

Ordinal numbers 1st-31st

baseball cap /'beɪsbɔ:l kæp/
be /bi:/
belt /belt/
captain /'kæptɪn/
century /'sentʃəri/
champion /'tʃæmpɪən/
championship /'tʃæmpɪənʃɪp/
China /'tʃaɪnə/
Chinese /tʃaɪ'ni:z/
date of birth /deɪt əv 'bɜ:θ/
do /du:/
dragon /'dræɡən/
emperor /'empərə(r)/
fan /fæn/
fan (sports fan) /fæn/
fast /fɑ:st/
favourite /'feɪvərɪt/
field /fi:ld/
first /fɜ:st/
flippers /'flɪpəz/
floodlights /'flʌdlɪts/
goal /ɡəʊl/
good at /'ɡʊd æt, ət/
good for (you) /'ɡʊd fə
(ju:)/

hall /hɔ:l/
hat /hæt/
have a game /hæv ə 'ɡeɪm/
high /haɪ/
How ...? /haʊ/
jogging /'dʒɒɡɪŋ/
jump /dʒʌmp/
kick /kɪk/
kit /kɪt/
look at /'lʊk æt, ət/
match /mætʃ/
net /net/
only /'əʊnli/

outside (adv) /aʊt'saɪd/
palace /'pælɪs/
poor /pɔ:(r)/
procession /prə'seɪʃn/
race /reɪs/
referee /refə'ri:/
rich /rɪtʃ/
sports star /'spɔ:ts stɑ:(r)/
start /stɑ:t/
swimming pool /'swɪmɪŋ
pu:l/

swimsuit /'swɪmsu:t/
team /ti:m/
track /træk/
tracksuit /'træksu:t/
trainers /'treɪnəz/
trunks /trʌŋks/
T-shirt /'ti: ʃɜ:t/
TV /ti: 'vi:/
want to /'wɒnt tə/
watch (v) /wɒtʃ/
whistle /'wɪsl/
win /wɪn/
winner /'wɪnə(r)/
world /wɜ:ld/
... years old /jɪəz 'əʊld/

UNIT 5

ant /ænt/
cat /kæt/
flamingo /flə'mɪŋɡəʊ/
frog /frɒɡ/
hippo /'hɪpəʊ/
kangaroo /kæŋɡə'ru:/
lion /'laɪən/
lizard /'lɪzəd/
parrot /'pærət/
penguin /'penɡwɪn/
snail /sneɪl/

angrily /'æŋɡrəli/
fast /fɑ:st/
happily /'hæpəli/
high /haɪ/
lazily /'leɪzəli/
loudly /'laʊdli/
quickly /'kwɪkli/
quietly /'kwaɪətlɪ/
slowly /'sləʊli/
(not very) well /(nɒt ven
'wel/

bit /bɪt/
chased /tʃeɪst/
fell /fel/

fishing /'fɪʃɪŋ/ food /fu:d/ food colouring /'fu:ɪd
 kalarɪŋ/ hot /hɒt/ ice /aɪs/ lake /leɪk/ lava /'lɑ:və/ light /laɪt/
 magma /'mæɡmə/ message /'mesɪdʒ/ mobile phone /maʊbaɪl
 'faʊn/ mole /maʊl/ mountain /'maʊntən/ paper /'peɪpə(r)/
 plate /pleɪt/ poem /'pəʊm/ poison /'pɔɪzn/ police /'pəʊlɪs/
 quite /kwaɪt/ rain (v) /reɪn/ rubbish /'rʌbɪʃ/ safe /seɪf/
 save /seɪv/ skiing /'ski:ɪŋ/ smoke (n) /sməʊk/ snow (v) /snaʊ/
 soaking /'səʊkɪŋ/ spider /'spɪdə(r)/ suck /sʌk/ sun /sʌn/
 swimming /'swɪmɪŋ/ T-shirt /'ti:ʃɜ:t/ toilet paper tube /'tɔɪlət
 pɛpə'tju:b/ tunnel /'tʌnl/ vinegar /'vɪnɪɡə(r)/ volcano /vɒl'keɪnəʊ/
 water /'wɔ:tə(r)/ weasel /'wi:zl/ web (= spider's) /web/
 weekend /wi:'keɪnd/ west /west/ wind /wɪnd/

UNIT 7

boring /'bɔ:ɪŋ/ exciting /ɪk'saɪtɪŋ/ funny /'fʌnl/ high /haɪ/
 low /ləʊ/ scary /'skeəri/

drop /drɒp/ keep (sth) clean /ki:p ... 'kli:n/ recycle /ri:'saɪkl/
 save /seɪv/ turn off /'tɜ:n ɒf/ waste /weɪst/ January /'dʒænjuəri/
 February /'febrʊəri/ March /mɑ:ʃ/ April /'eɪprəl/ May /meɪ/
 June /dʒu:n/ July /dʒu:'laɪ/ August /'ɔ:gəst/ September /sep'tembə(r)/
 October /ɒk'təʊbə(r)/ November /nu:vembə(r)/ December /dɪ'sembə(r)/
 spring /sprɪŋ/ summer /'sʌmə(r)/ autumn /'ɔ:təm/ winter /'wɪntə(r)/
 always /'ɔ:lweɪz/ usually /'ju:ʒuəli/ never /'nevə(r)/ often /'ɒftən, 'ɒfn/
 sometimes /'sʌmtaɪmz/ angry /'æŋɡrɪ/ ash /æʃ/ bicarbonate of soda
 /baɪkə'bɒnət əv 'səʊdə/ box /bɒks/ butterfly /'bʌtəflaɪ/
 camping /'kæmpɪŋ/ catch /kæʃ/ clay /kleɪ/ clean /kli:n/ cold /kaʊld/
 cone /kəʊn/ cool (v) /ku:l/ cops (slang = police) /kɒps/ cost /kɒst/
 coyote /kaɪ'əʊt/ crater /'kreɪtə(r)/ cycling /'saɪklɪŋ/ dancer /'dɑ:nseɪ(r)/
 die /daɪ/ dig /dɪɡ/ electricity /elek'trɪsəti/ erupt /ɪ'rʌpt/
 festival /'festɪvl/

kill /kɪl/ look at /'lʊk æt, ət/ lynx /lɪŋks/ march (n) /mɑ:ʃ/
 march - marched /mɑ:ʃ, mɑ:ʃt/ mayfly /'meɪflaɪ/ meat /mi:t/
 move /mu:v/ north /nɔ:θ/ nuts /nʌts/ on land /ɒn 'lænd/
 pick up /pɪk 'ʌp/ roar /rɔ:(r)/ scared /skeəd/ score /skɔ:(r)/
 seed /si:d/ shark /ʃɑ:k/ sing /sɪŋ/ sit /sɪt/ snow leopard /'snaʊ lepəd/
 south /saʊθ/ spotted /'spɒtɪd/ stadium /'steɪdɪəm/ subway (Am Eng) /'sʌbweɪ/
 surfboard /'sɜ:fbo:d/ swap /swɒp/ taxi /'tæksɪ/ thin /θɪn/
 tiger /'taɪɡə(r)/ took /tʊk/ town /taʊn/ trade (Am Eng) /treɪd/
 underground /'ʌndəgraʊnd/ wall /wɔ:l/ want /wɒnt/ watch (v) /wɒʃ/
 west /west/ wing /wɪŋ/ You haven't got a chance! /ju: hævnt gɒt ə 'tʃɑ:ns/
 ... you lot! /'ju: lɒt/ zoo /zu:/ zookeeper /'zu:kɪ:pə(r)/

UNIT 6

fly - flew /flaɪ, flu:/ make - made /meɪk, meɪd/
 meet - met /mi:t, met/ ring - rang /rɪŋ, rɛŋg/
 send - sent /send, sent/ take - took /teɪk, tʊk/

helped /help/ ignored /'əʊpənd/ swim /swɪm/ went /went/
 best /best/ biggest /'bɪɡɪst/ fastest /'fɑ:sɪst/ longest /'lɔ:ʒɪst/
 latest /'leɪzɪst/ loudest /'ləʊdɪst/ quietest /'kwaɪəst/
 rarest /'reərɪst/ shortest /'ʃɔ:tɪst/ smallest /'smɔ:lɪst/
 strongest /'strɒŋɡɪst/ worst /wɔ:st/ baby /'beɪbi/
 back (n) /bæk/ baseball /'beɪsbɔ:l/ beach /bi:tʃ/
 bone /bəʊn/ cap /kæp/ cheetah /'tʃi:tə/ climb /klaɪm/
 come - came /kʌm, keɪm/ Come on! /'kʌm 'ɒn/ could /kʊd, kəd/
 cut (n) /kʌt/ dolphin /'dɒlfɪn/ Don't bother! /daʊnt
 'bɒðə(r)/ east /i:st/ fan (sport) /fæn/ fly - flew /flaɪ, flu:/
 forest /'fɒrɪst/ friend /frend/ fruit /fru:t/ fur /fɜ:(r)/
 giant squid /dʒaɪənt 'skwɪd/ go away /gəʊ ə'weɪ/ go surfing /gəʊ 'sɜ:fɪŋ/
 gorilla /gə'ɹɪlə/ greediest /'ɡri:diəst/ group /ɡru:p/ Have a go! /hæv ə 'gəʊ/
 hospital /'hɒspɪtl/ hunter /'hʌntə(r)/ hurt /hɜ:t/ in the water /ɪn ðə
 'wɔ:tə(r)/ jump /dʒʌmp/

CD /si: 'di:/
 chess /tʃes/
 comic /'kɒmɪk/
 computer game
 /kəm'pjʊ:tə geɪm/
 hoop /hu:p/
 kite /kaɪt/
 marbles /'mɑ:blz/
 model boat /mɒdl 'bɔ:t/
 remote controlled car
 /rɪ'məʊt kəntrəʊld
 'kɑ:(r)/
 rollerblades /'rəʊləbleɪdz/
 scooter /'sku:tə(r)/
 skateboard /'skeɪtbɔ:d/
 skipping rope /'skɪpɪŋ
 rəʊp/
 stamp collection /'stæmp
 kəlektʃn/
 yo-yo /'jəʊ jəʊ/
 drums /drʌmz/
 guitar /gɪ'tɑ:(r)/
 keyboard /'ki:bɔ:d/
 saxophone /'sæksəfəʊn/
 trumpet /'trʌmpɪt/
 arrive /ə'reɪv/
 at the bottom /ət ðə
 'bɒtəm/
 at the top /ət ðə 'tɒp/
 badge /bædʒ/
 ballerina /bælə'ri:nə/
 ballet /'bæleɪ/
 band /bænd/
 boot /bu:t/
 by (+ transport) /baɪ/
 choose /tʃu:z/
 collect /kə'lekt/
 concert /'kɒnsət/
 curvy /'kɜ:vɪ/
 draw /drɔ:/
 fave (slang = favourite)
 /feɪv/
 flower /'flaʊə(r)/
 freezing /'fri:zɪŋ/
 give – gave /gɪv, geɪv/
 nutcracker /'nʌtkrækə(r)/
 play the (+ instrument)
 /'pleɪ ðə/
 pop video /'pɒp vɪdɪəʊ/
 reptile /'reptail/
 row /rəʊ/
 rubber /'rʌbə(r)/
 Russia /'rʌʃə/

sand /sænd/
 seat /si:t/
 shark /ʃɑ:k/
 slide (v) /slaid/
 snake /sneɪk/
 song /sɒŋ/
 start /stɑ:t/
 stone /stəʊn/
 straight /streɪt/
 swimming trunks /'swɪmɪŋ
 trʌŋks/
 swimsuit /'swɪmsu:t/
 teeth /ti:θ/
 ticket /'tɪkɪt/
 use /ju:z/
 wall /wɔ:l/

UNIT 8

hundred /'hʌndrəd/
 thousand /'θaʊzənd/
 million /'mɪljən/
 by (+ transport) /baɪ/
 bike /baɪk/
 bus /bʌs/
 plane /pleɪn/
 ship /ʃɪp/
 train /treɪn/

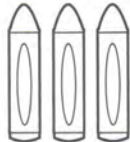
arrive /ə'reɪv/
 break /breɪk/
 crash /kræʃ/
 escape /ɪ'skeɪp/
 fall /fɔ:l/
 find /faɪnd/
 follow /'fɒləʊ/
 steal /sti:l/
 take /teɪk/
 trap (v) /træp/
 after /'ɑ:ftə(r)/
 airport /'eəpɔ:t/
 archaeologist /ɑ:kɪ'ɒlədʒɪst/
 baddie /'bædi/
 bear /beə(r)/
 before /bɪ'fɔ:(r)/
 chewing gum /'tʃu:ɪŋ ɡʌm/
 chocolate /'tʃɒklət/
 climb /klaɪm/
 coal /kəʊl/
 come – came /kʌm, keɪm/
 crisps /krɪspz/
 crystal /'krɪstl/
 desert /'dezət/
 discover /dɪ'skʌvə(r)/

discovery /dɪ'skʌvəri/
 elephant /'elɪfənt/
 future /'fju:tʃə(r)/
 get – got /get, gɒt/
 glasses /'glɑ:sɪz/
 helicopter /'helɪkɒptə(r)/
 hike /haɪk/
 horse /hɔ:s/
 ice cream /aɪs 'kri:m/
 India /'ɪndiə/
 island /'aɪlənd/
 journey /'dʒɜ:nɪ/
 jungle /'dʒʌŋɡl/
 lab /læb/
 lake /leɪk/
 magic /'mædʒɪk/
 monkey /'mʌŋki/
 mountain /'maʊntən/
 museum /mju:'zi:əm/
 net /net/
 paper money /peɪpə 'mʌni/
 password /'pɑ:swɜ:d/
 piranha /pə'rɑ:nə/
 plane /pleɪn/
 popcorn /'pɒpkɔ:n/
 pyramid /'pɪrəməɪd/
 river /'rɪvə(r)/
 scarf /skɑ:f/
 secret /'si:krət/
 sleep – slept /sli:p, slept/
 South America /saʊθ
 ə'merɪkə/
 spaghetti /spə'getɪ/
 statue /'stætju:/
 stay /steɪ/
 temple /'templ/
 trap (n) /træp/
 travel /'trævəl/
 treasure /'treʒə(r)/
 trip (n) /trɪp/
 visit /'vɪzɪt/
 waterfall /'wɔ:təfɔ:l/
 wet /wet/
 wolf, -ves /wʊlf, wʊlvz/

1 Draw the objects in the bedroom.



ball



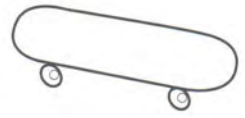
crayons



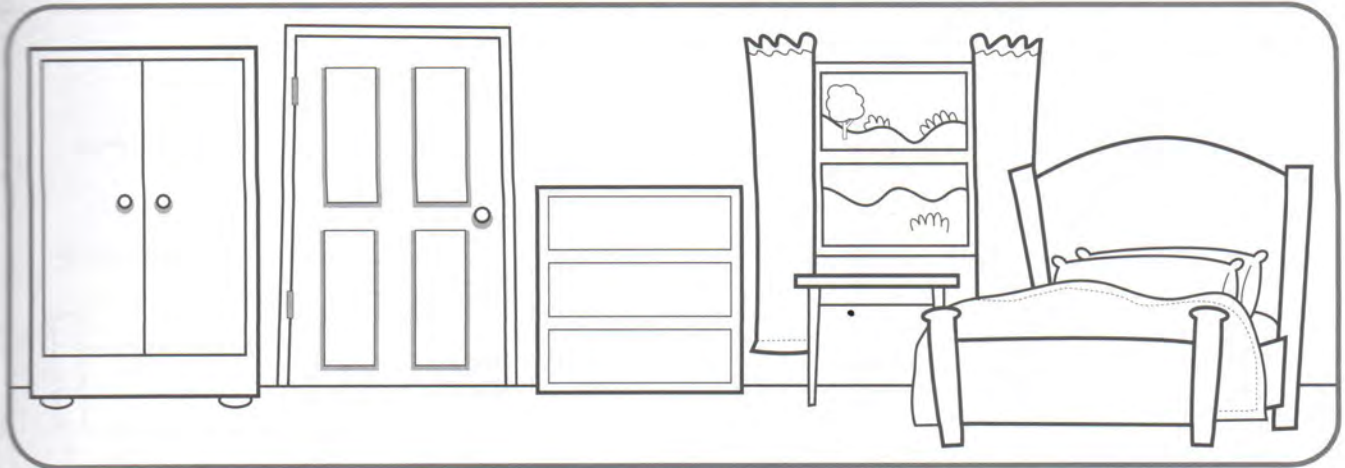
cat



rollerblades



skateboard



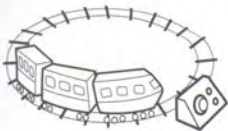
2 Ask and answer with a partner. Draw your partner's bedroom.

Where's the ...?

It's ...

Where are the ...s?

They're ...



train set



books



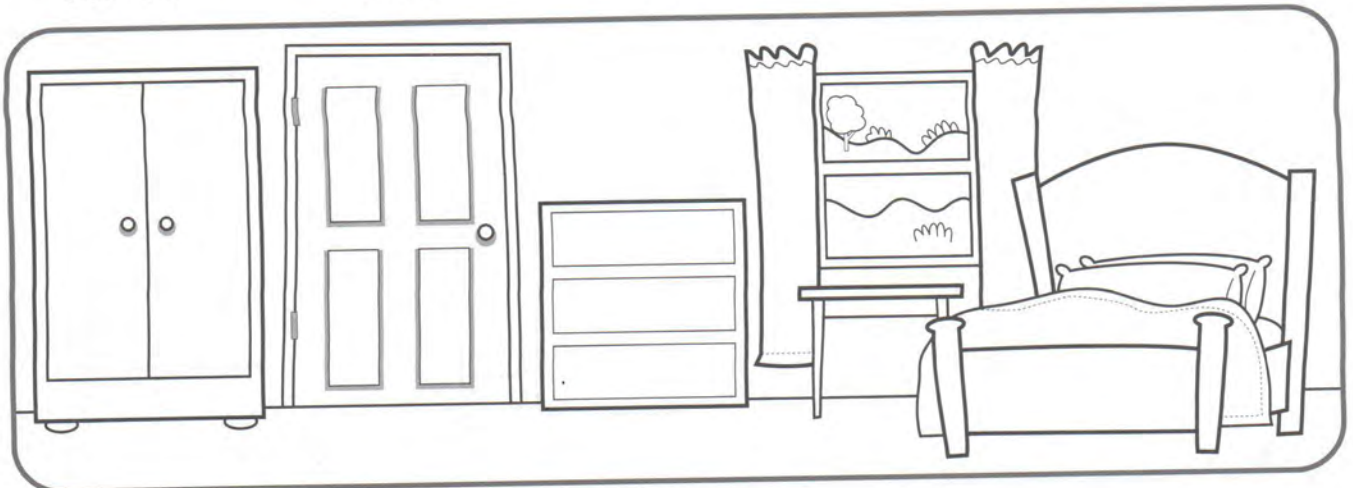
doll



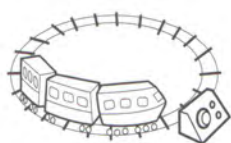
ruler



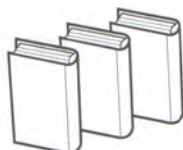
shoes



1 Draw the objects in the bedroom.



train set



books



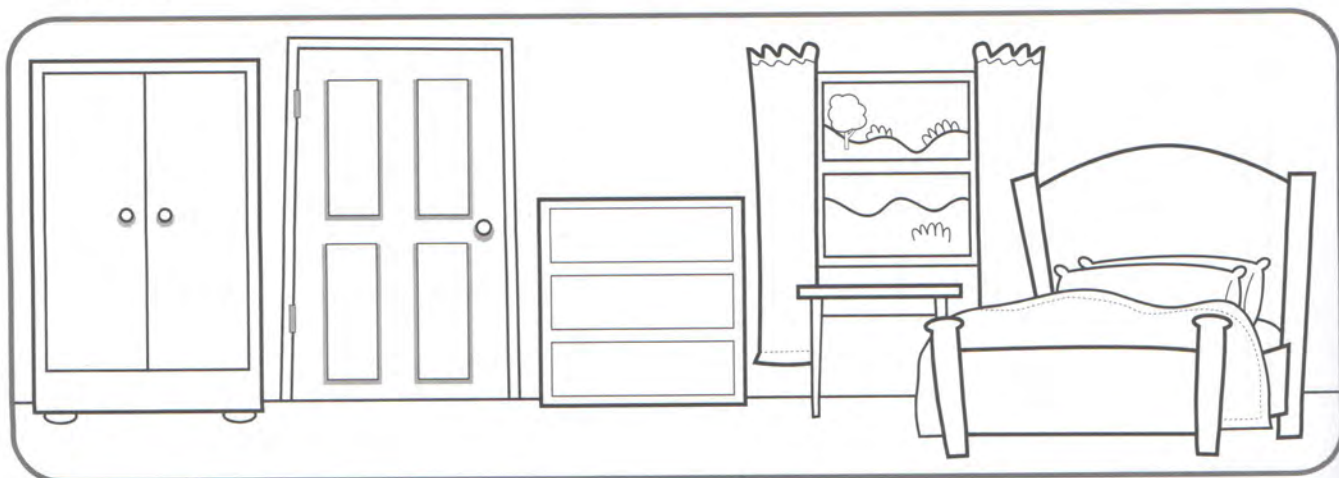
doll



ruler



shoes



2 Ask and answer with a partner. Draw your partner's bedroom.

Where's the ...?

It's ...

Where are the ...s?

They're ...



ball



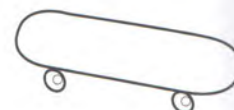
crayons



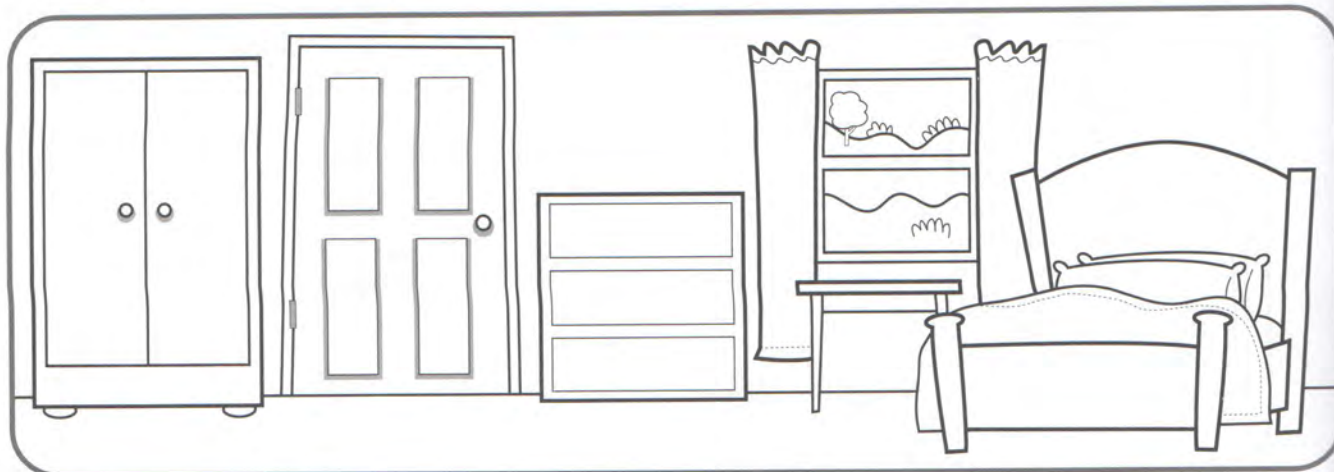
cat



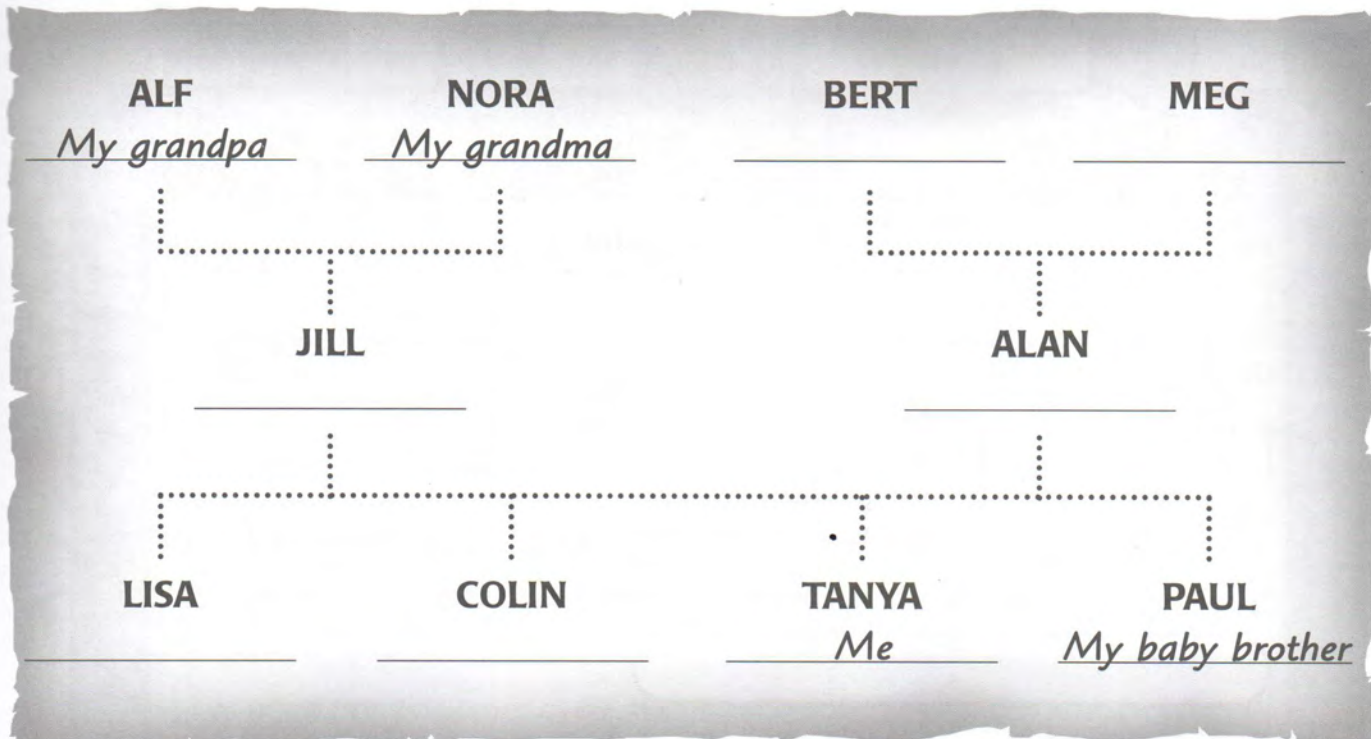
rollerblades



skateboard







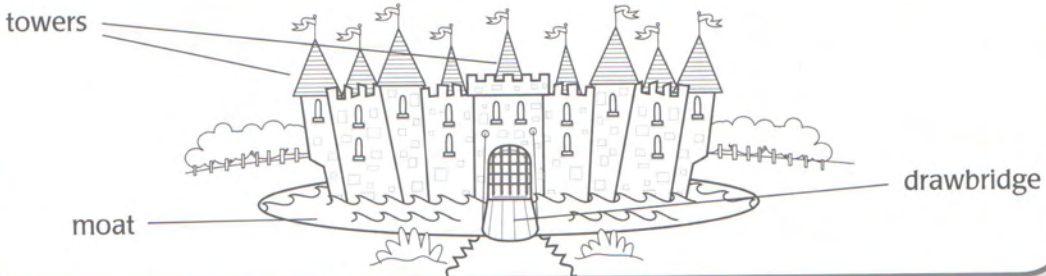
- 1 Complete the Borrower family tree.



- 2 Make **your** family tree. Draw pictures or add photos. Label the people.



1 Imagine you live in a castle. Complete the form.

First name:		Surname:	
<input type="text"/>		<input type="text"/>	
Title:			
			
King <input type="radio"/>	Queen <input type="radio"/>	Prince <input type="radio"/>	Princess <input type="radio"/>
Age:			
<input type="text"/>			
Castle address:			
<input type="text"/>			
Family:			
<input type="text"/>			
Pets:			
<input type="text"/>			
Castle details:			
			
rooms <input type="radio"/>	towers <input type="radio"/>	drawbridge <input type="radio"/>	moat <input type="radio"/>

- | | | | | | |
|-----|----------|-----------|----------------|---------------|-------------|
| (a) | castle | cave | jungle | desert | house |
| (b) | dragon | frog | tiger | dinosaur | footballer |
| (c) | a flower | an apple | some chocolate | some biscuits | some cheese |
| (d) | princess | prince | mouse | dog | football |
| (e) | caveman | crocodile | ghost | lion | spider |
| (f) | cats | teachers | boys | girls | dogs |

1 Choose one word for each gap to complete your computer game adventure story.

I've got a new computer game. It's great. It takes place in a

(a) _____. The goodie is a (b) _____.

When he / she eats (c) _____, he / she changes into a

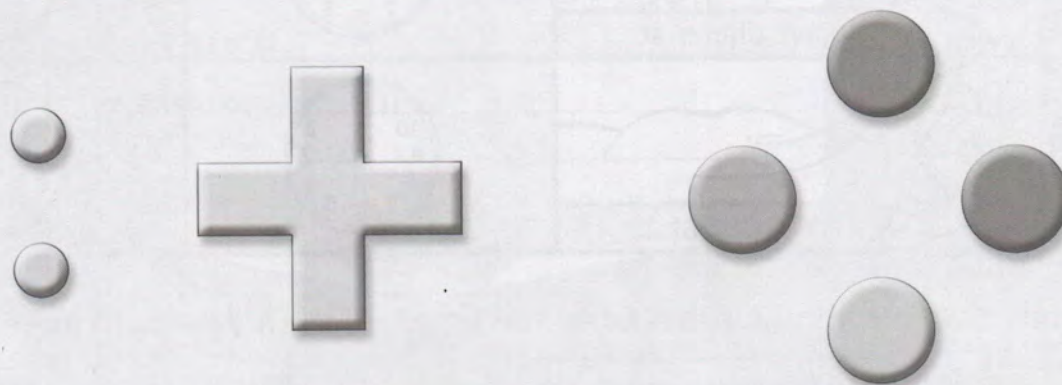
(d) _____. The baddie is a (e) _____.

He / She doesn't like (f) _____ and wants to catch all







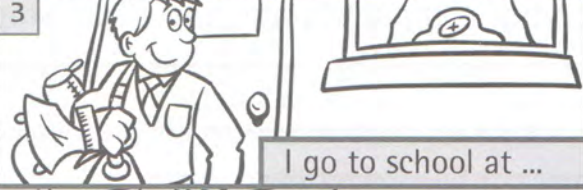


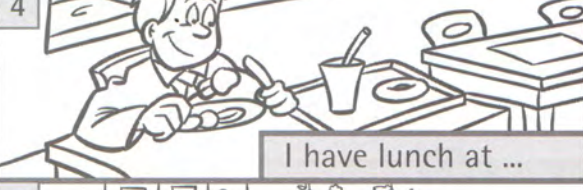

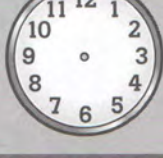


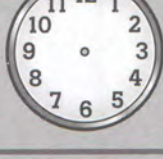

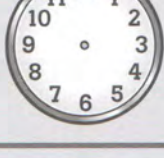
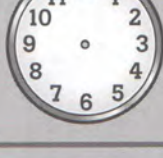

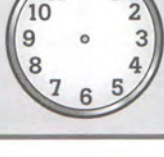
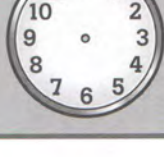
the (f) _____ in the world and take them to his / her

(a) _____. The (b) _____ must catch

the (e) _____ to save the world.



1 Draw the times on the **Me** clocks.

	Me	My partner
<p>1</p>  <p>I get up at ...</p>		
<p>2</p>  <p>I have breakfast at ...</p>		
<p>3</p>  <p>I go to school at ...</p>		
<p>4</p>  <p>I have lunch at ...</p>		
<p>5</p>  <p>I go home at ...</p>		
<p>6</p>  <p>I have dinner at ...</p>		
<p>7</p>  <p>I go to bed at ...</p>		

2 Ask and answer with a partner. Draw the times on the **My partner** clocks.

What time do you get up?

At ...

8 Invent your own computer game.

Game

Name: _____

Goodie

Name: _____

Description: _____

can / can't: _____

wants to: _____

Baddie

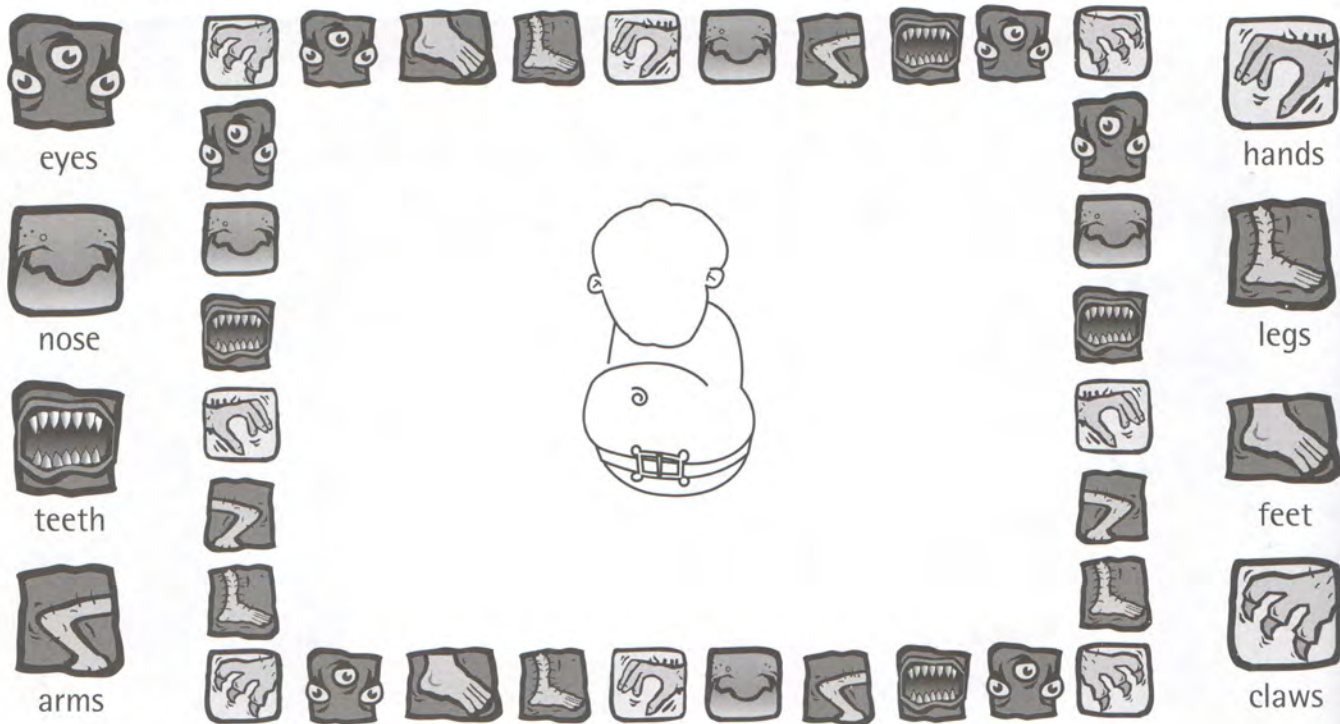
Name: _____

Description: _____

can / can't: _____

wants to: _____

1 Invent and draw a monster.



2 Work with a partner. Talk about your monster. Draw your partner's monster.

My monster has got six arms. It's got sharp teeth and long claws...







1 Work with a partner. Make sentences about the dinosaurs.
Complete the table. (MYA = million years ago)

Dino 1 lived 250 million years ago.

Dino 2 was one metre long.

Dino 3 ate plants.

Dino 4 walked on two legs.

DINOSAUR	It lived	It was	It ate	It walked on
 1 Lagosuchus (MYA = million years ago)	250 MYA	_____ long	very small animals	_____ legs
 2 Eoraptor (MYA = million years ago)	_____ MYA	1m long	_____ _____	2 legs
 3 Iguanodon (MYA = million years ago)	130 MYA	_____ long	plants	_____ legs
 4 Pachycephalosaurus (MYA = million years ago)	_____ MYA	5m long	_____ _____	2 legs





- 1 Work with a partner. Make sentences about the dinosaurs.
Complete the table. (MYA = million years ago)

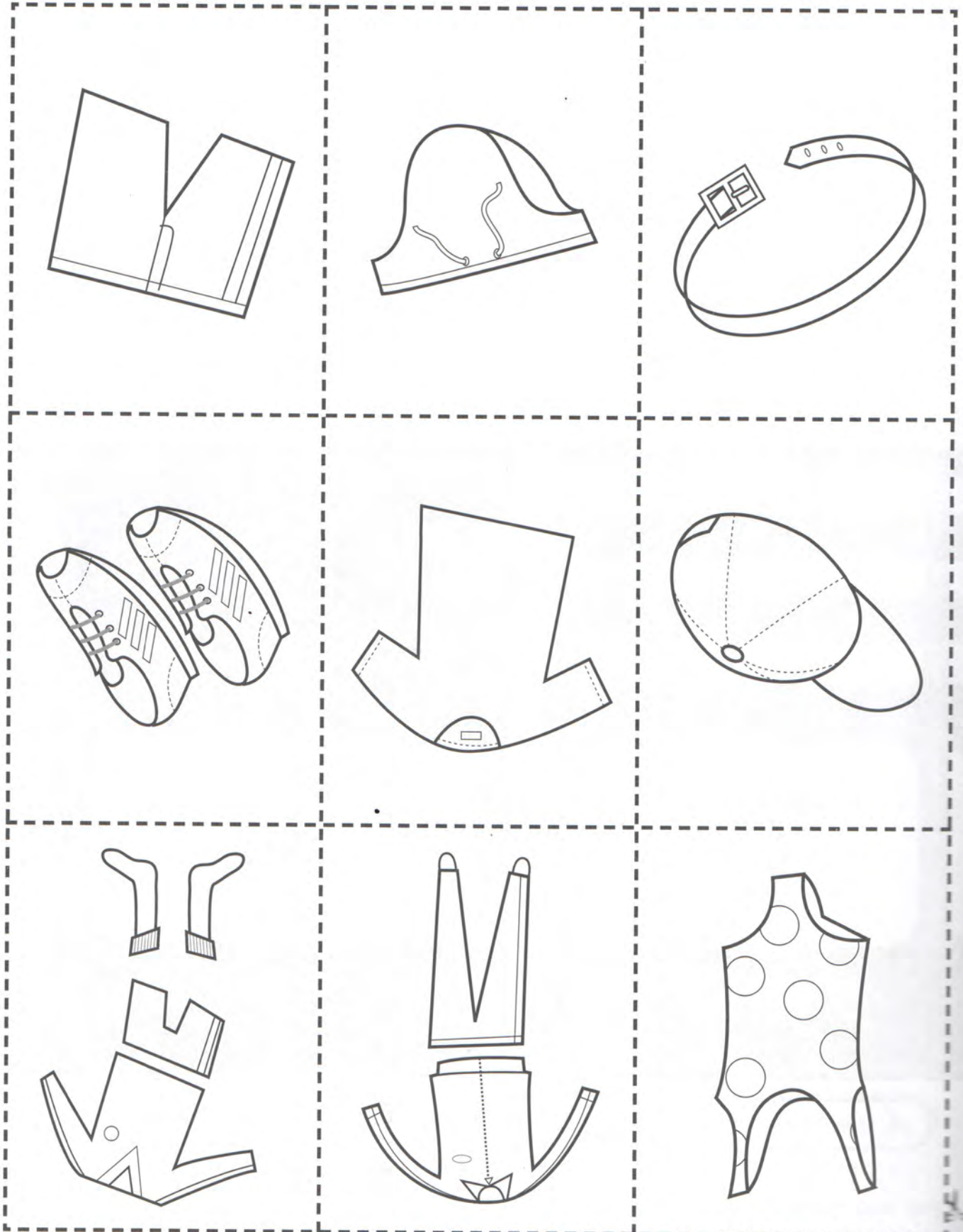
Dino 1 was 30cm long.

Dino 2 lived 250 million years ago.

Dino 3 walked on two legs.

Dino 4 ate plants.

DINOSAUR	It lived	It was	It ate	It walked on
 1 Lagosuchus	____ MYA (MYA = million years ago)	30cm long	very small _____	4 legs
 2 Eoraptor	250 MYA (MYA = million years ago)	____ long	small animals	____ legs
 3 Iguanodon	____ MYA (MYA = million years ago)	9m long	_____	2 legs
 4 Pachycephalosaurus	70 MYA (MYA = million years ago)	____ long	plants	____ legs



- 1 Ask and answer with a partner. Complete the information about Brad.

What's his date of birth?

How tall is he?

How heavy is he?

Chuck



Date of birth:
12th November 1990

Height:
175 cm

Weight:
68 kg

Brad



Date of birth:

Height:

Weight:

- 2 Work together. Write more sentences with comparative adjectives about Chuck and Brad.

Brad is thinner than Chuck.

Ask and answer with a partner. Complete the information about Chuck.

What's his date of birth?

How tall is he?

How heavy is he?

Chuck



Date of birth:

Height:

Weight:

Brad



Date of birth:

28th July 1991

Height:

180 cm

Weight:

65 kg

Work together. Write more sentences with comparative adjectives about Chuck and Brad.

Brad is thinner than Chuck.

Photocopy master 14 Mixed-up animal

You need two dice.



- 1 Say a body part then throw the dice to choose an animal. Draw your mixed-up animal.

head	body	back legs
front legs	tail	nose
back feet	front feet	neck



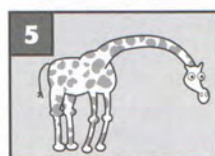
a penguin



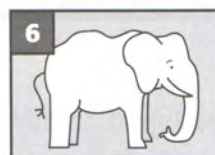
a monkey



a frog



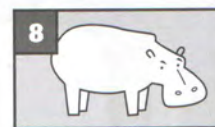
a giraffe



an elephant



a parrot



a hippo



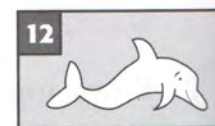
a snake



a lion



a tiger



a dolphin

- 2 Write about your mixed-up animal.

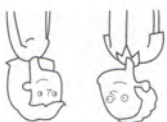
My animal has got _____'s head and _____'s _____.

It's got _____

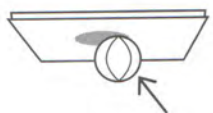


day Danny went to the

with his



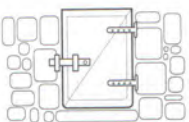
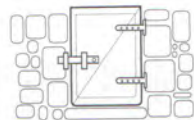
He wanted to the . He climbed up



a wall. Suddenly he fell down. A saw the



. She went to the and picked him up. She took



him to a . A opened the



and took the . He was in hospital for days,



but he was .

1 Read the 'Big Cats' article again. Write the correct words under the pictures.

bones forests fur hunters legs meat spotted thin



Snow leopards are spotted. _____ love their winter fur.



Cheetahs are _____ with long _____.



Spanish lynxes live in _____. Hunters kill them for their _____.



Tigers eat a lot of _____. Hunters kill them for their _____.

1 Read the 'Big Cats' article again. Write the correct words under the pictures.

bones forests fur hunters legs meat spotted thin



Snow leopards are spotted. _____ love their winter fur.



Cheetahs are _____ with long _____.

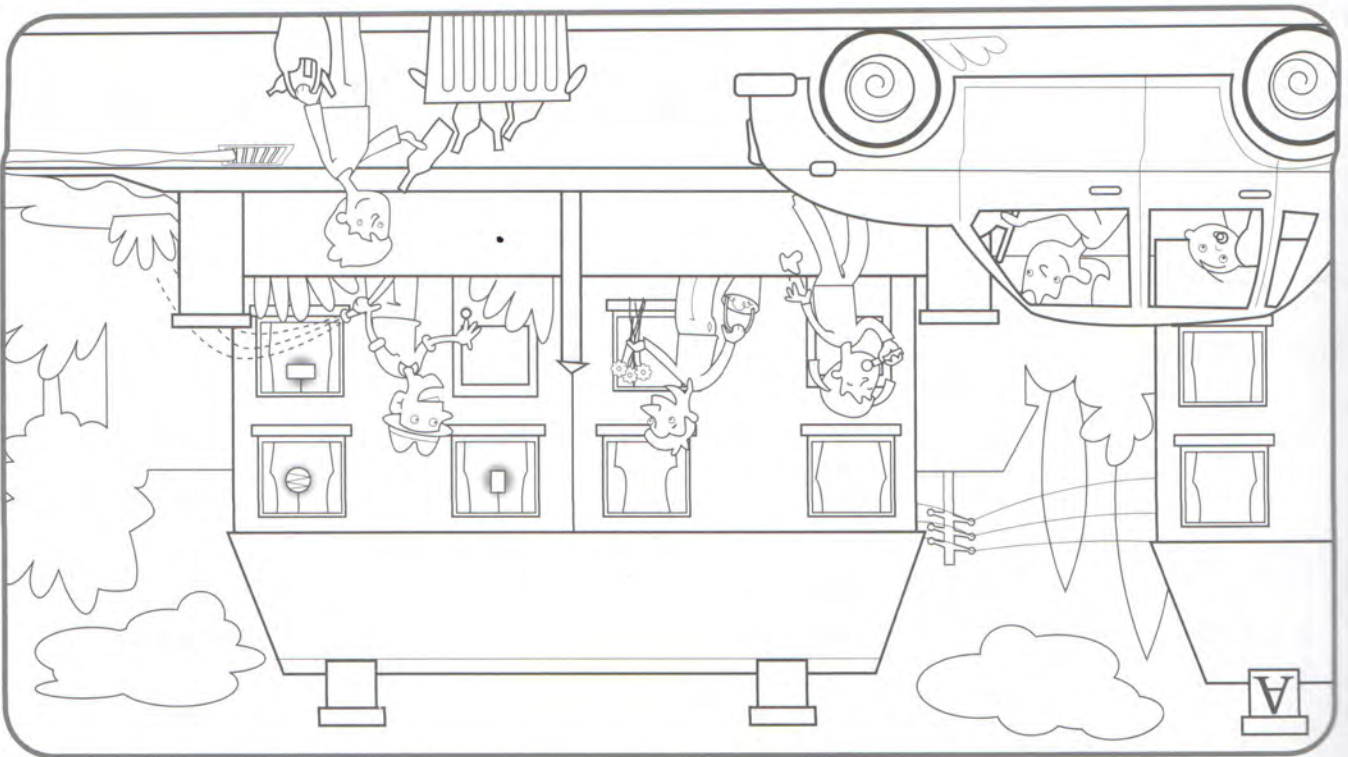


Spanish lynxes live in _____. Hunters kill them for their _____.

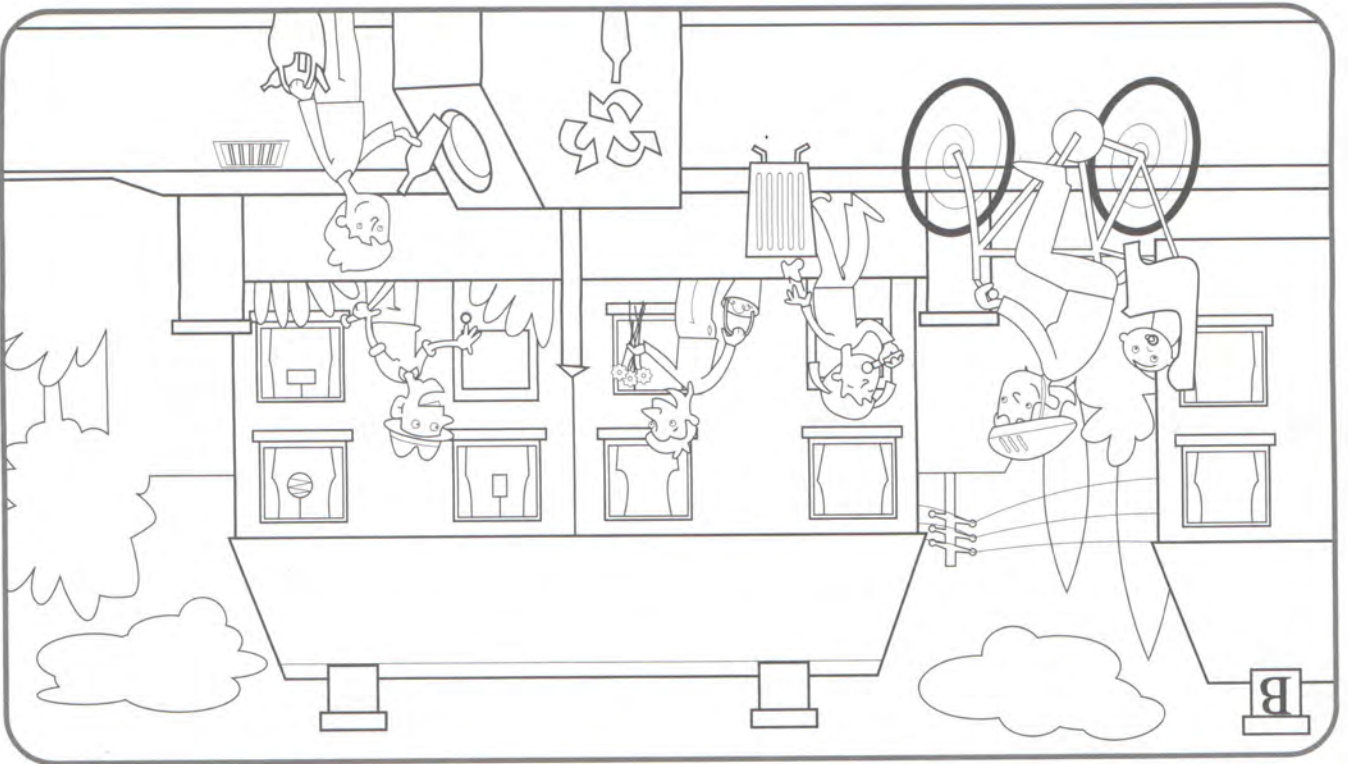


Tigers eat a lot of _____. Hunters kill them for their _____.

Work with a partner. Talk about your picture. Find five differences.



Work with a partner. Talk about your picture. Find five differences.



Photocopy master 18 Word order game

1

Write these sentences in

00:05:00

SOMETIMES



THE AFTERNOON



GOES

IN

a _____

TO



USUALLY



AFTER

GOES

LUNCH

b _____

SPORTS
CENTRE

THE



ALWAYS



TO THE

GOES

IN

c _____

GOES

SUMMER

USUALLY



IN



d _____



NEVER

TO

THE

GOES



IN

BEACH

e _____

OFTEN



WINTER

IN



GOES

f _____

How Coyote Made the Winter

SCENE 1 EAGLE'S TREE

Eagle is in a tree eating. Coyote comes in.

Coyote Hello, Eagle! I'm hungry. Give me some food.

Eagle OK. Here you are.

Coyote eats

Coyote Thanks, but I'm still hungry. Give me some more.

Eagle Hmm ... OK, but this is the last food I'm giving you. Here you are.

Coyote eats again.

Coyote Please, Eagle. Give me some more. I'm so hungry!

Eagle NO! I haven't got any more. Go and catch your own food!

Coyote I can't, Eagle. I can't see. It's too dark!

Eagle Hmhh! It is dark. I know ... Let's go to see the people with the sun.

Coyote The people with the sun?

Eagle Yes. They live a long way away in the west.

Coyote Oh! OK. Let's go!

SCENE 2 THE JOURNEY

Eagle and Coyote are travelling.

Coyote Tell me, Eagle. What do these people do with the sun?

Eagle They've got the sun in a box, Coyote. And every day they open the box – just a little bit, and light comes out.

Coyote Ah! And why do we want to see these people?

Eagle Oh dear, Coyote. You are stupid! We want them to open the box for longer.

Coyote We want more light! Then you can find your own food!

Coyote Of course. And where do these people live, Eagle? I'm tired and hungry.

Eagle Is it a very long way?

Eagle Yes, it is, Coyote. It's a very, very long way. Come on! Quickly!

SCENE 3 THE VILLAGE IN THE WEST

A group of dancers are dancing with the sun box. Eagle and Coyote are hiding behind a tree and watching the dancers.

Coyote Oh, look, Eagle. There are some dancers!

Eagle Yes, Coyote. Can you see the box?

Coyote The box? I think so. One of the dancers is holding a box.

Eagle Yes. And look! Now she's opening it ...

The dancer with the box opens it and lets out some light. Then she closes it.

They continue dancing.

Eagle It's the box with the sun! Come on Coyote, we must ask them for some light.

Coyote Ask them for some light? Eagle! Are you stupid? We must take the box home.

Eagle No, we mustn't. We must ask!

Coyote No, we mustn't. We must take it!

Eagle No, we mustn't. We must ask!

- Coyote** No, we mustn't.
Eagle Yes, we must!
Coyote No, we mustn't.
Eagle Yes, we must.
Coyote No, we mustn't! I'm not going home without the box!
Eagle OK, then ... I just want to go home.
Coyote Let's take it now, then.
Eagle No! Let's wait until they are asleep.

SCENE 4 AT NIGHT

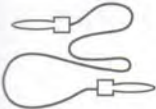


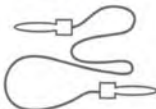


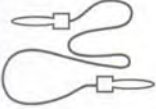


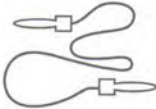
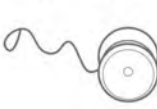











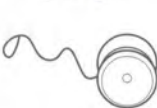

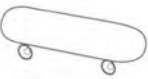


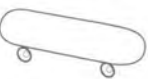


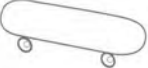












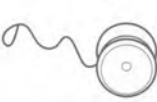
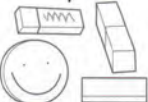



Eagle and Coyote are still behind the tree. The dancers are all asleep on the ground. One of the dancers has the box at her side.

- Coyote** Look, they're all asleep now. Go and get the box!
Eagle No. You go and get it. It was your idea.
Coyote You get it! You can fly down there quietly.
Eagle Shh ...! OK, OK, I'll go. I want to go home soon!
Eagle flies down and takes the box. Coyote watches.
Coyote Hooray! We got it!
Eagle Not we. I got it!
Coyote OK, **you** got it. Give it to me!
Eagle No, you can't have it. Come on, follow me. Let's go home.


SCENE 5 ON THE WAY HOME

Eagle is in front. Coyote is behind, tired and hungry.


- Coyote** Eagle! Eagle! Please stop. I'm tired.
Eagle No. I'm not stopping. I want to get home!
Coyote Eagle! Eagle! Please stop. I'm hungry.
Eagle No. I'm not stopping. I want to get home!
Coyote Eagle! Eagle! Please stop. I want to see the box.
Eagle No. I'm not giving it to you.
Coyote Please, Eagle. It's heavy and you're tired. I can take it. Let me see the box!
Eagle OK! You take the box. Here you are!
Coyote Oh good. It's a beautiful box!
Eagle You mustn't open it quickly, Coyote.
Coyote OK, OK. I know.
Eagle Well, I'm going home. Goodbye!
Coyote Eagle! Eagle! Don't go away. I don't know the way home!
Coyote sits down with the box.
Coyote I'm tired and I'm hungry and I don't know my way home. Why did Eagle say I mustn't open the box quickly? Eagle knows something I don't know. Let me see ...
Coyote opens the box too quickly. The sun comes flying out. There is a bright flash of light and then everything goes dark.
Coyote Oh no! Where is the sun now? I can't see anything! I'm cold. Brr ... Oh no! What's happening? The flowers! The trees! And what's this? It's cold and white! Oh no! It's all my fault!
Narrator And that is how Coyote made the first winter.

like: 	play: 	collect: 	like: 	play: 	collect: 
like: 	play: 	collect: 	like: 	play: 	collect: 
like: 	play: 	collect: 	like: 	play: 	collect: 
like: 	play: 	collect: 	like: 	play: 	collect: 
like: 	play: 	collect: 	like: 	play: 	collect: 
like: 	play: 	collect: 	like: 	play: 	collect: 
like: 	play: 	collect: 	like: 	play: 	collect: 
like: 	play: 	collect: 	like: 	play: 	collect: 



- 1 Work in groups of four. Answer the questions then ask and answer in your group.



Are you music mad?

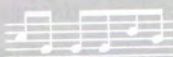


Last week did you ...	You			
listen to music every day?	Yes / No	Yes / No	Yes / No	Yes / No
read a music magazine?	Yes / No	Yes / No	Yes / No	Yes / No
watch a music video?	Yes / No	Yes / No	Yes / No	Yes / No
buy a new CD?	Yes / No	Yes / No	Yes / No	Yes / No
visit a music web page?	Yes / No	Yes / No	Yes / No	Yes / No
dream about your favourite pop star?	Yes / No	Yes / No	Yes / No	Yes / No
play your favourite CD more than five times?	Yes / No	Yes / No	Yes / No	Yes / No





- 2 Score 1 point for each **Yes** answer.





Score



1 - 2 Oh dear! Music isn't the thing for you.

3 - 5 You are getting there. Try a little harder and you can be mad about music too.

6 - 7 Great! You're as mad about music as I am!

Ask and answer with a partner. Complete the information about **Kids on the Block**.

When's ... 's birthday?

What does he / she like doing?

Which instrument does he / she play?

What is his / her favourite colour?

STAR FACTS

KIDS ON THE BLOCK



Name: **Polly Presley**

Birthday:

Instrument:

Favourite free time activity:

Favourite colour:



Name: **Mick Swagger**

Birthday:

Instrument:

Favourite free time activity:

Favourite colour:



Name: **Sandy Stephens**

Birthday: **21st September**

Instrument: **guitar**

Favourite free time activity:

swimming

Favourite colour: **yellow**



Name: **Brett Beatle**

Birthday: **12th March**

Instrument: **keyboard**

Favourite free time activity:

skateboarding

Favourite colour: **black**

Photocopy master 23 Pop group – B

1 Ask and answer with a partner. Complete the information about **Kids on the Block**.

When's ... 's birthday?

Which instrument does he / she play?

What does he / she like doing?

What is his / her favourite colour?

STAR FACTS

KIDS ON THE BLOCK



Name: **Polly Presley**

Birthday: **19th February**

Instrument: **drums**

Favourite free time activity:
playing basketball

Favourite colour: **purple**



Name: **Mick Swagger**

Birthday: **5th May**

Instrument: **saxophone**

Favourite free time activity:
rollerblading

Favourite colour: **green**



Name: **Sandy Stephens**

Birthday: _____

Instrument: _____

Favourite free time activity:

Favourite colour: _____



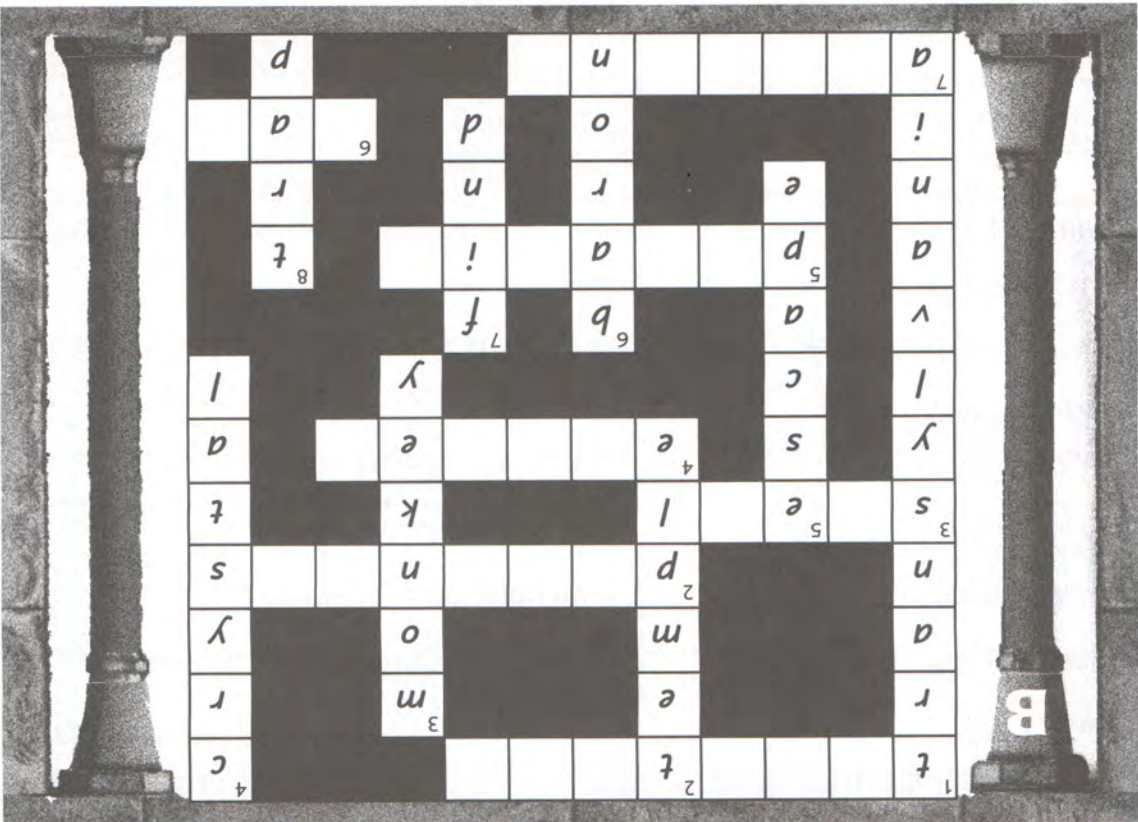
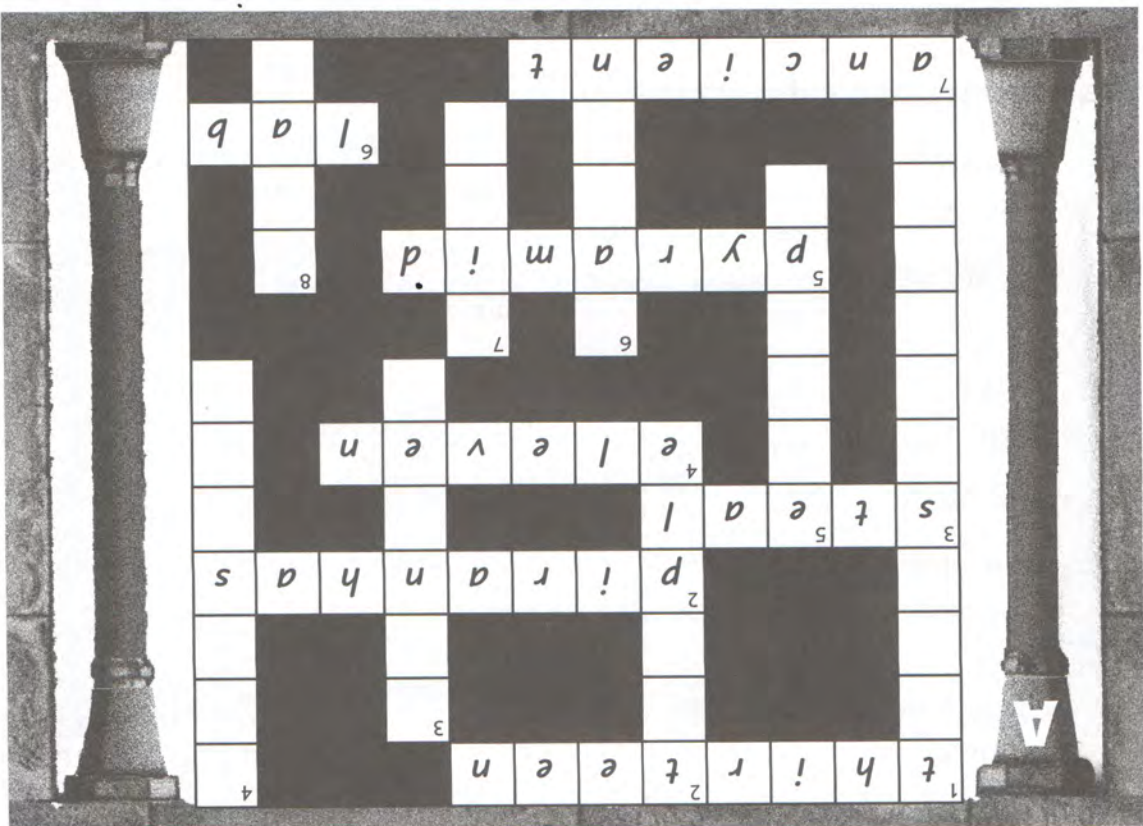
Name: **Brett Beatle**

Birthday: _____

Instrument: _____

Favourite free time activity:

Favourite colour: _____





Student A

Can you find a name for each sentence?

- _____ loves crisps.
- _____ doesn't like chocolate.
- _____ never eats popcorn.
- _____ thinks crisps are bad for you.
- _____ didn't eat any chocolate yesterday.
- _____ bought some chewing gum yesterday.
- _____ eats popcorn at the cinema.

Student B

Can you find a name for each sentence?

- _____ loves chocolate.
- _____ doesn't like crisps.
- _____ never eats chewing gum.
- _____ thinks popcorn is bad for you.
- _____ didn't eat any chewing gum yesterday.
- _____ bought some crisps yesterday.
- _____ eats chocolate at the cinema.

Student C

Can you find a name for each sentence?

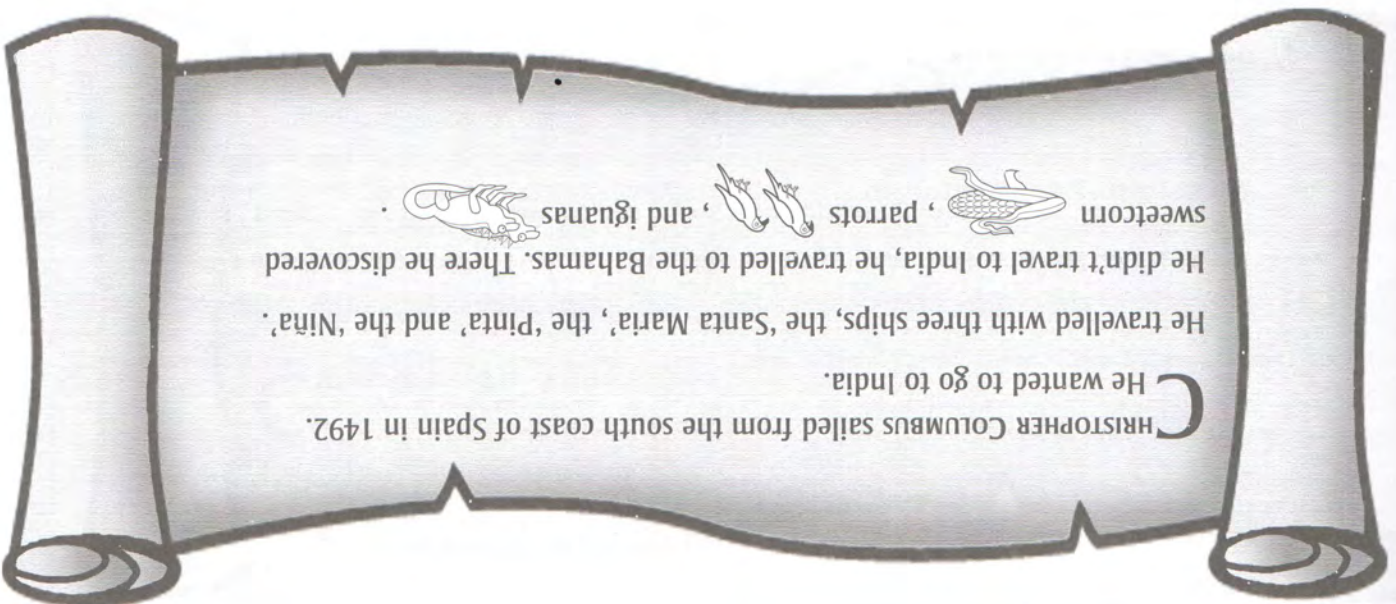
- _____ loves popcorn.
- _____ doesn't like chewing gum.
- _____ never eats crisps.
- _____ thinks chocolate is bad for you.
- _____ didn't eat any crisps yesterday.
- _____ bought some popcorn yesterday.
- _____ eats chewing gum at the cinema.

Student D

Can you find a name for each sentence?

- _____ loves chewing gum.
- _____ doesn't like popcorn.
- _____ never eats chocolate.
- _____ thinks chewing gum is bad for you.
- _____ didn't eat any popcorn yesterday.
- _____ bought some chocolate yesterday.
- _____ eats crisps at the cinema.

1 Read about Christopher Columbus. Answer your partner's questions.

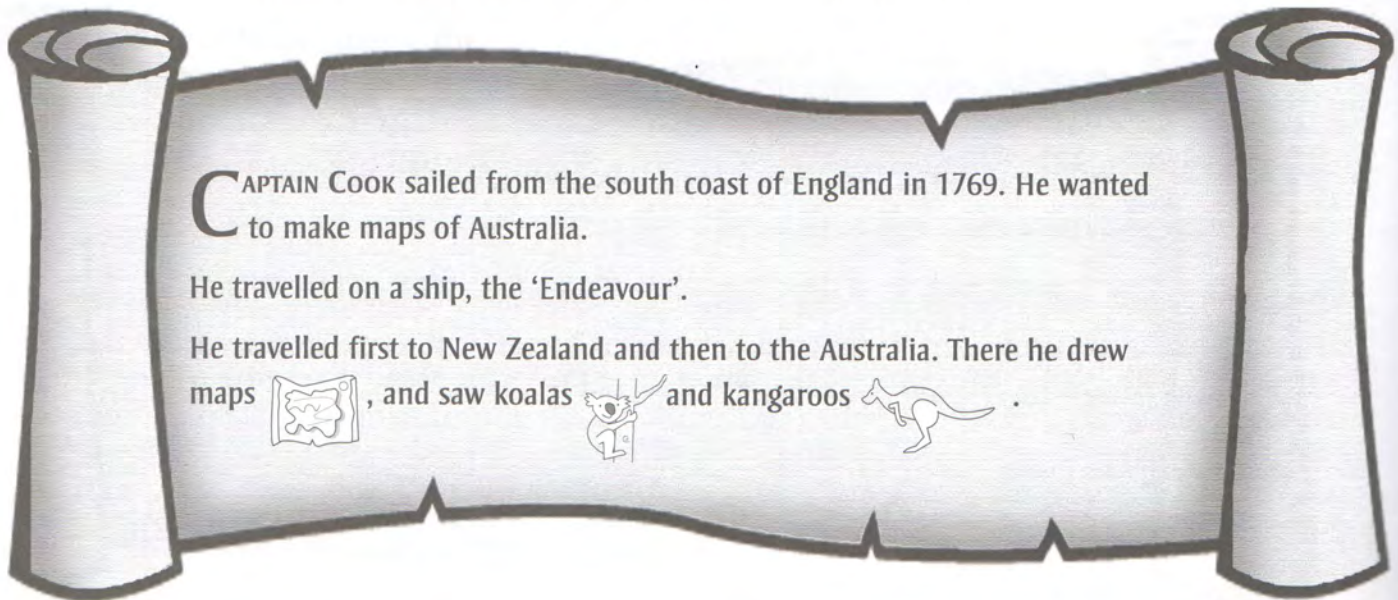


2 Ask your partner about Captain Cook. Complete the table.

- When did he go?
- Where did he start?
- Where did he travel?
- How did he travel?
- What did he do?

WHEN?	START	TRAVEL	HOW?	DISCOVERIES

- 1 Read about Captain Cook. Answer your partner's questions.



- 2 Ask your partner about Christopher Columbus. Complete the table.







When did he go?

Where did he start?

Where did he travel?

How did he travel?

What did he do?

<u>WHEN?</u>	
<u>START</u>	
<u>TRAVEL</u>	
<u>HOW?</u>	
<u>DISCOVERIES</u>	     

Question card 1

- 1 What's the past of *can*?
- 2 How do you spell *exciting*?
- 3 Say 4 countries.
- 4 What's the highest mountain in the world?
- 5 What's the name of the Borrower Mum?
- 6 Write this number on the board: 1,682

Question card 3

- 1 What's the past of *meet*?
- 2 How do you spell *Geography*?
- 3 Say 4 rooms in a house.
- 4 What's the biggest animal in the world?
- 5 What's the name of Jess' computer game?
- 6 Write this number on the board: 3,500,000

Question card 4

- 1 What's the past of *take*?
- 2 How do you spell *scary*?
- 3 Say the months of the year in order.
- 4 What's the highest mountain in your country?
- 5 Where does the Gill Man live?
- 6 Write this number on the board: 1,266

Question card 6

- 1 What's the past of *bite*?
- 2 How do you spell *Wednesday*?
- 3 Say 6 animals.
- 4 What's the highest waterfall in the world?
- 5 Where does Moose see a yeti?
- 6 Write this number on the board: 676

Question card 7

- 1 What's the past of *fall*?
- 2 How do you spell *February*?
- 3 Say the 4 seasons.
- 4 Which is the biggest desert in the world?
- 5 Which sport does Koala like watching?
- 6 Write this number on the board: 8,458

Question card 8

- 1 What's the past of *fly*?
- 2 How do you spell *Science*?
- 3 Say 6 toys.
- 4 Which is the biggest lake in the world?
- 5 How many Williams sisters are there?
- 6 Write this number on the board: 2,002

Question card 9

- 1 What's the past of *go*?
- 2 How do you spell *gymnastics*?
- 3 Say 4 musical instruments.
- 4 When is Christmas Day?
- 5 Which sport didn't King Edward II like?
- 6 Ask *What's the time?* Write 1.45 on the board.

Question card 10

- 1 What's the past of *come*?
- 2 How do you spell *evening*?
- 3 Say 5 means of transport.
- 4 Where do koalas live?
- 5 How did the ants go to the Animal March?
- 6 Write this number on the board: 2,012

Question card 11

- 1 What's the past of *ring*?
- 2 How do you spell *brain*?
- 3 Ask *How do you say ... ?* Write *stairs* on the board.
- 4 Which animal has the biggest eyes?
- 5 Where is Oliver Grumble from?
- 6 Ask *What's the date?* Write *21/02* on the board.

Question card 12

- 1 What's the past of *make*?
- 2 How do you spell *heavy*?
- 3 Ask *How do you say ... ?* Write *keyboard* on the board.
- 4 Name a dinosaur that didn't eat meat.
- 5 Which are the laziest animals in the world?
- 6 Write this number on the board: *6,132*

Question card 13

- 1 What's the past of *give*?
- 2 How do you spell *tail*?
- 3 Say 6 body parts.
- 4 Which country did Captain Cook discover?
- 5 Who does Willy Weasel send an email to?
- 6 Write this number on the board: *66,000,000*

Question card 14

- 1 What is the past of *have*?
- 2 How do you spell *lizard*?
- 3 Ask *How do you say ... ?* Write *claws* on the board.
- 4 Which birds can't fly?
- 5 What did Coyote open?
- 6 Ask *What's the year?* Write *1858* on the board.

Question card 15

- 1 What's the past of *hurt*?
- 2 How do you spell *quietly*?
- 3 Ask *How do you say ... ?* Write *diving* on the board.
- 4 Which is the fastest land animal?
- 5 What does Jacob Bowman collect?
- 6 Ask *What's the time?* Write *5.15* on the board.

Question card 16

- 1 What's the past of *run*?
- 2 How do you spell *eighteenth*?
- 3 Ask *How do you say ... ?* Write *wide* on the board.
- 4 Which is the largest country in the world?
- 5 Which is the highest slide at Waterworld?
- 6 Write this number on the board: *1,001*

Question card 17

- 1 What's the past of *sleep*?
- 2 How do you spell *autumn*?
- 3 Ask *How do you say ... ?* Write *snail* on the board.
- 4 Which is the most popular sport in the world?
- 5 Which instrument does Bulldog play?
- 6 Write this number on the board: *1,000,001*

Question card 18

- 1 What's the past of *see*?
- 2 How do you spell *usually*?
- 3 Ask *How do you say ... ?* Write *high* on the board.
- 4 Which sport do the New York Yankees play?
- 5 What are the names of the Boys Next Door?
- 6 Ask *What's the time?* Write *8.30* on the board.

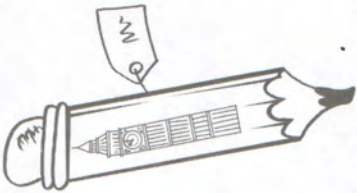
Question card 19

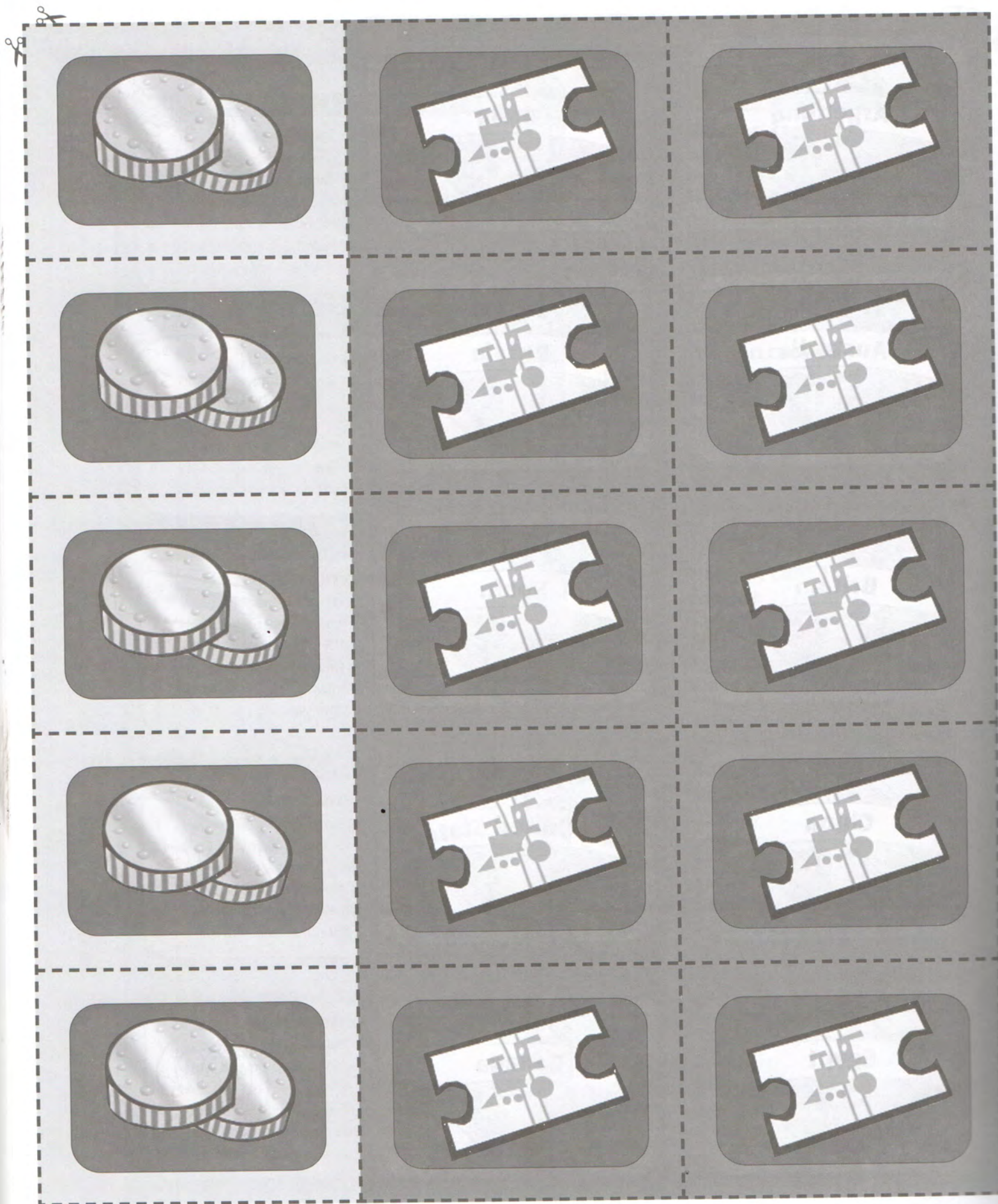
- 1 What's the past of *send*?
- 2 How do you spell *saxophone*?
- 3 Ask *How do you say ... ?* Write *recycle* on the board.
- 4 Where did Marco Polo discover glasses?
- 5 What did Zebra see in London?
- 6 Ask *What's the year?* Write *1999* on the board.

Question card 20

- 1 What are the two past forms of *be*?
- 2 How do you spell *escape*?
- 3 Ask *How do you say ... ?* Write *break* on the board.
- 4 Where is the world's biggest volcano?
- 5 Where does Vicky Vermont work?
- 6 Write this number on the board: *3,436*

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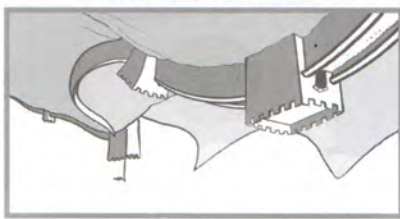




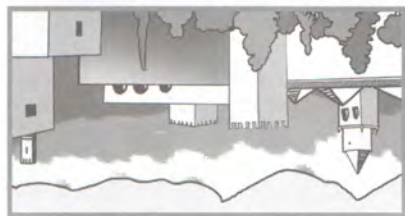
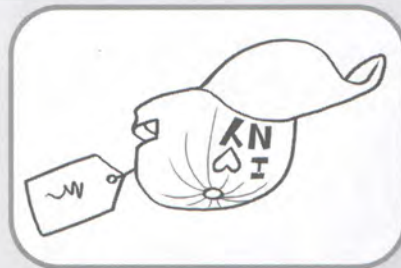
WORLD TRIP CARDS



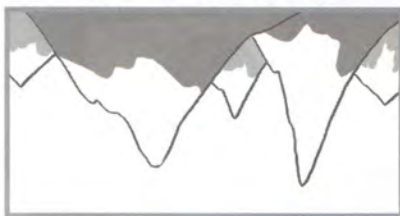
the Statue of Liberty
(the USA)



the Great Wall
(China)



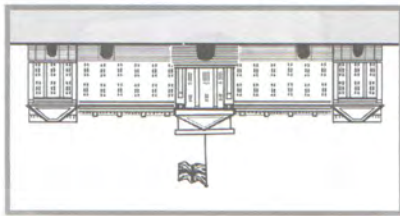
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(Spain)



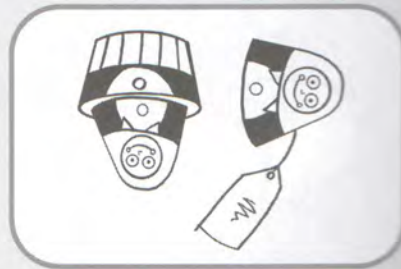
the Rocky Mountains
(Canada)



Red Square
(Russia)



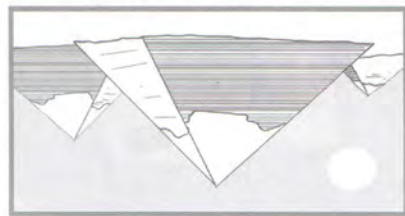
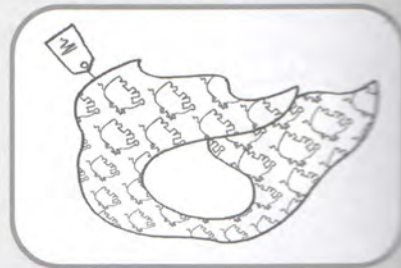
Buckingham Palace
(Britain)



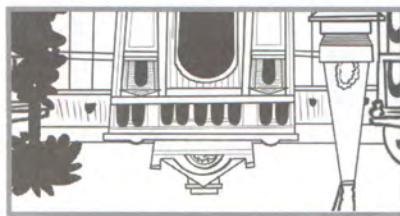
the Taj Mahal
(India)



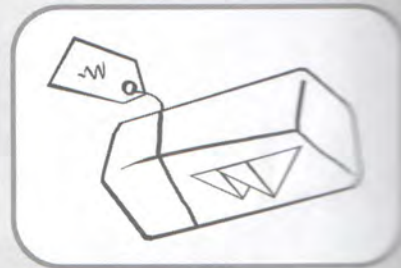
Sydney Opera House
(Australia)

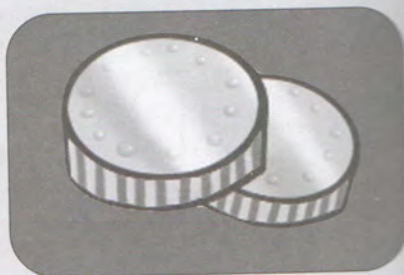
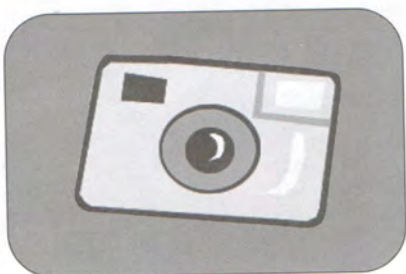
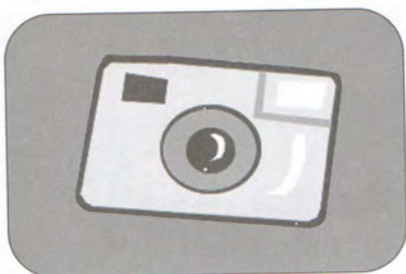
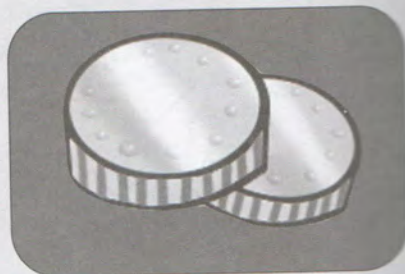
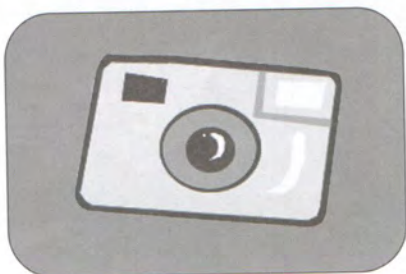
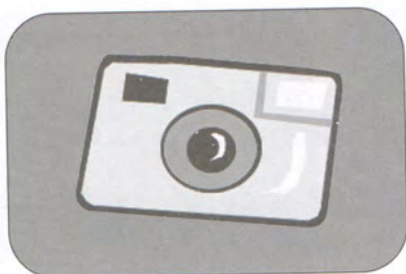
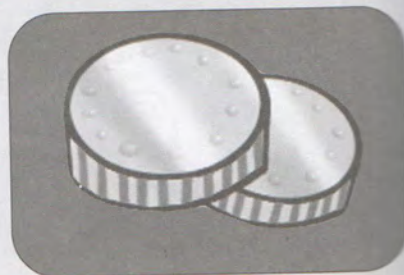
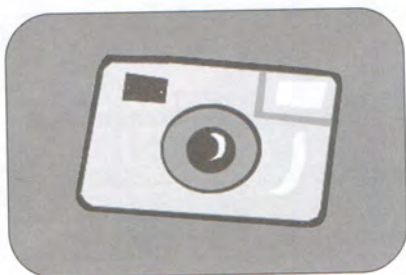
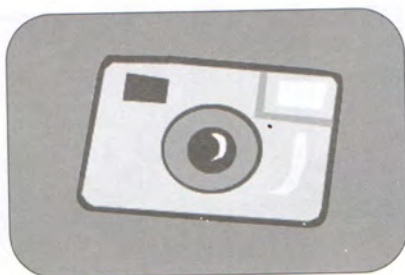
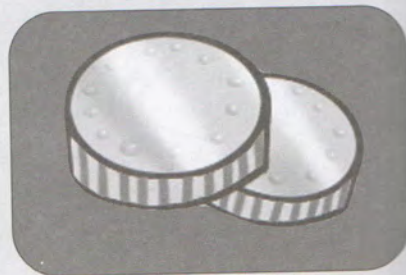
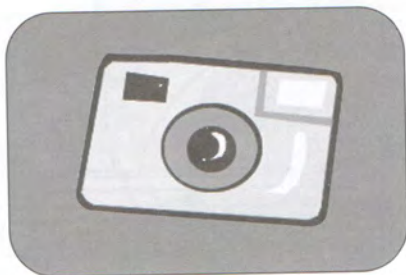
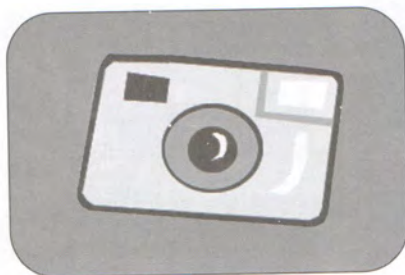
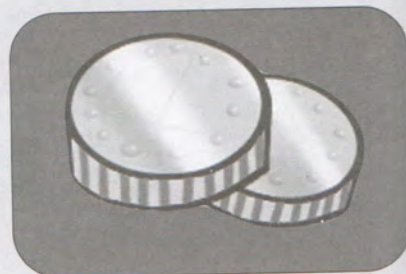
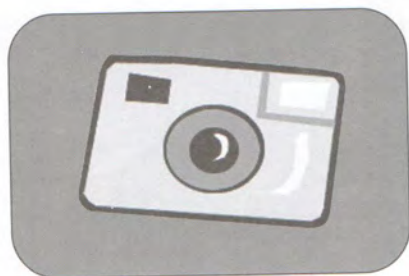


the Pyramids
(Egypt)



the Casa Rosada
(Argentina)





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