

H. Q. Mitchell
Marileni Malkogianni

TEACHER'S BOOK

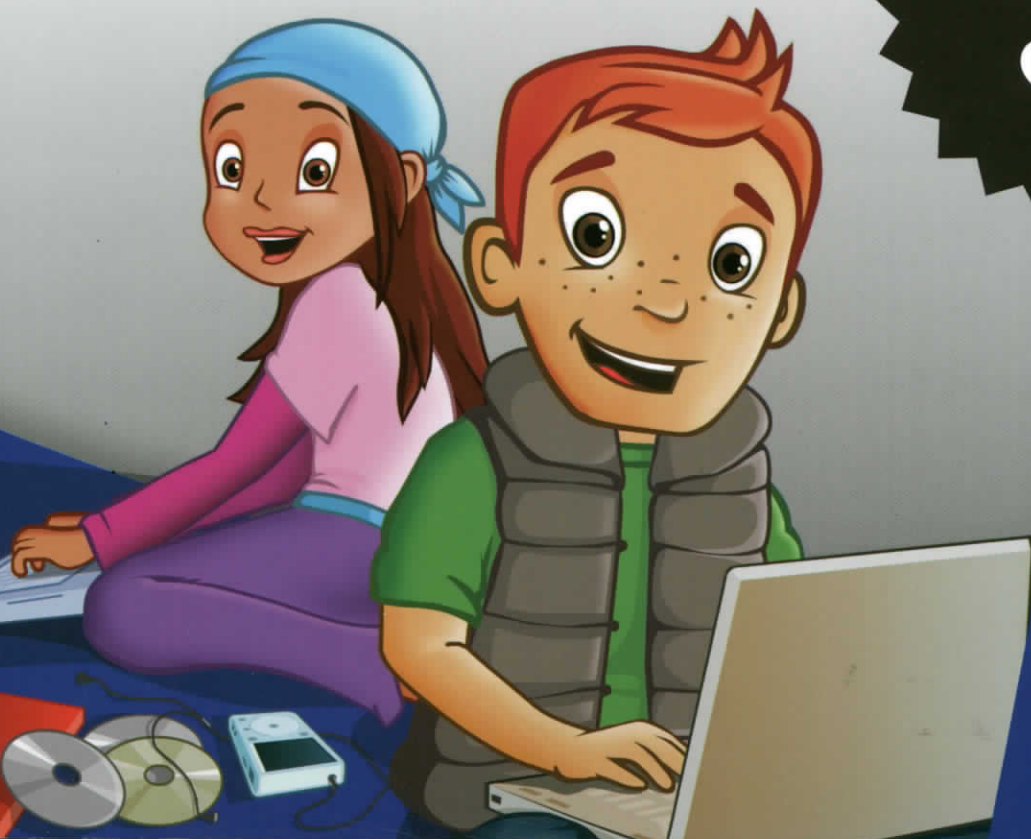
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Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
Module 1 • People p. 5				
<ul style="list-style-type: none"> - to ask and answer about personal details - to talk about people's routines - to name some occupations - to talk about past events - to talk about holiday activities and future plans 	<p>Information Questions (What, Where, When, How often)</p> <p>Present Simple vs Present Progressive</p> <p>Past Simple</p> <p>Future <i>be going to</i></p>	<p>Words related to occupations: author, artist, reporter, newspaper, article, painting, interview, autograph</p> <p>Adjectives: serious, well-known, fantastic, famous</p> <p>Words related to holiday: go hiking, go climbing, go camping, buy souvenirs</p> <p>Verbs: sell</p> <p>Nouns: drawing, neighbour, award, cartoon</p> <p>Phonics: /aɪ/ climb, hiking, wild, island</p> <p>/ɪ/ camping, swim, animals</p>	<p>Social Studies (asking for and giving personal details, identifying and describing occupations, reading about Ernest Hemingway - WB)</p> <p>PE (reading about physical activities on holiday)</p> <p>English (writing an article about a famous person)</p> <p>Art (Walt Disney)</p>	
Module 2 • Exploring p. 15				
<ul style="list-style-type: none"> - to talk about ability in the past - to talk about the past - to talk about actions that were happening in the past and were interrupted by other actions in the past - to learn about an explorer's life 	<p>The verb <i>could</i></p> <p>Past Progressive</p> <p>Past Simple - Past Progressive</p> <p>Time clause (when)</p> <p>Numbers (100-1,000)</p>	<p>Actions: rollerblade, type, send an e-mail, count, play the drums, fight</p> <p>Verbs: explore, look for, dig, relax, knock, hold, hear</p> <p>Nouns: palm tree, rock, picnic, chest</p> <p>Exploration: voyage, captain, iceberg, map</p> <p>Phonics: /aɪ/ fight, dive, fly, type</p> <p>/eɪ/ sail, play, paint</p>	<p>Music (song about what two people could or couldn't do in the past)</p> <p>Social Studies (learning about famous explorers like Captain James Cook, Magellan and Christopher Columbus - WB, learning to protect the environment by saving forests)</p> <p>English (making an advertisement, writing a personal story)</p>	
				<p>Value By working together we can achieve more.</p>

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
Module 3 • Try hard p. 25				
<ul style="list-style-type: none"> - to make comparisons - to describe something or someone using adverbs - to talk about sports and sports events - to talk about units of measurement and time - to talk about talents and abilities 	<p>Comparative forms as + adjective + as</p> <p>Superlative forms</p> <p>Which</p> <p>Adverbs of manner</p> <p>Comparison of adverbs</p>	<p>Nouns: continent, the underground, bungee jumping, skyscraper, portrait, line, athlete, medal, winner, ring, mascot</p> <p>Verbs: practise, train, light a flame, take place</p> <p>Adverbs of manner: hard, softly, deep</p> <p>Water sports: scuba diving, parasailing, surfing, water-skiing,</p> <p>Features of nature: wave, air</p> <p>Units of measurement and time: metres (m), centimetres (cm), minutes (min), seconds (sec)</p> <p>Phonics: /ʌ/ underground, ugly, bungee, jumping, cup, luck</p> <p>/uː/ scuba diving, student</p>	<p>Social Studies (reading about Olympic sports and Olympic Games)</p> <p>English (reading and writing about a famous sports event and famous Olympic swimmers - WB)</p> <p>PE (reading and talking about water sports)</p> <p>Science (listening about whale sharks)</p>	
Module 4 • Up high p. 35				
<ul style="list-style-type: none"> - to talk about birds - to give information about someone or something avoiding repetition - to identify and describe occupations - to talk about an invention 	<p>Relative pronouns: who, which, that</p>	<p>Nouns: hole, tiny, MP4 player, mammals, insect, washing machine, machine, person, thing</p> <p>Verbs: hunt, use, direct, invent, dry</p> <p>Adverb: backwards</p> <p>Occupations: stuntman, window cleaner, director, actress, cameraman</p> <p>Adjectives: empty, dirty</p> <p>Food: pie</p> <p>Cookware: pan</p> <p>The myth about Icarus: inventor, feather, wax, melt, drown</p> <p>Phonics: /e/ air, hair, chair</p> <p>/oʊ/ hole, home, cold</p>	<p>Science (learning about different kinds of birds)</p> <p>Social Studies (describing occupations, reading about the Frisbee® invention and reading the myth about Icarus, reading about the history of clocks - WB)</p> <p>Art (making a film suggestion, writing an e-mail to a friend suggesting a film)</p>	 <p>Value Listen to other people's advice.</p>

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
Module 5 • It's natural p. 45				
<ul style="list-style-type: none"> - to talk about plants - to talk about quantity - to talk about bees - to talk about endangered species - to talk about environmental issues 	<p>much / many / a lot of / lots of / a few / a little</p> <p>How much...? How many...? How long...?</p> <p>Both / Neither</p>	<p>Words related to plants: soil, seed, greenhouse, root, sunlight,</p> <p>Verbs: add, grow, cut down, disappear, build</p> <p>Words related to bees: beekeeper, beehive, honey, sting, honeycomb, nectar</p> <p>Words related to animals: endangered species, deer</p> <p>Measurement: weight, pound, length</p> <p>Adjectives: spotted, extinct, male, female</p> <p>Words related to the world around us: environment, turn off, tap, road, organisation, oxygen, wood</p> <p>Food: nuts</p> <p>Phonics: /ʌ/ honey, discover, come /ɑː/ spotted, body, hot dog</p>	<p>Music (song about a greenhouse)</p> <p>Science (talking about plants, beekeepers and endangered species, protecting the environment, reading and listening about the Iberian Lynx and reading about the Giant Panda - WB)</p> <p>Art (planting your initials)</p> <p>Home Science (describing a recipe)</p> <p>Computer Studies (looking up information on the Internet about endangered species)</p>	
Module 6 • One and all p. 55				
<ul style="list-style-type: none"> - to talk about a performance - to talk about competitions and talent shows - to talk about TV shows - to tell the time 	<p>Compounds of some / any / no / every</p>	<p>Nouns: channel, remote control, TV guide, mechanic, information</p> <p>Words related to theatre: stage, performance</p> <p>Words related to competition: talent, balance, hide, competition</p> <p>Phonics: /g/ TV guide, good, girl /dʒ/ stage, giraffe, geography</p>	<p>Art (reading about a school theatre performance and taking part in competitions and talent shows)</p> <p>English (making a TV guide page)</p> <p>Social Studies (reading about child actors - WB)</p>	 <p>Value You can be a hero at any age.</p>
Module 7 • Let's help p. 65				
<ul style="list-style-type: none"> - to talk about a fundraiser - to make a request - to talk about possibility in the future - to offer or refuse help - to talk about friendship - to make promises - to make predictions 	<p>The adverb <i>Maybe</i></p> <p>Future <i>will</i></p>	<p>Verbs: raise money, reach, put away, lift, come true, cheat, lie, make fun of</p> <p>Nouns: karaoke, go-karting, raffle tickets, big wheel, pills, vitamins, chores, transport, wish, illness, modern buildings, charity, friendship, share, myth, legend, volunteer</p> <p>Adjective: second-hand</p> <p>Phonics: /ts/ pilots, robots /ʃ/ wish, fish /tʃ/ reach, charity</p>	<p>Music (song about a fundraiser)</p> <p>Social Studies (reading about a day care centre, Friendship Day, A-wish-come-true Foundation and UNICEF - WB)</p> <p>English (writing about a personal problem, asking for advice)</p>	

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
Module 8 • What's up? p. 75				
<ul style="list-style-type: none"> - to talk about movement - to give and follow directions - to talk about manners - to talk about hobbies - to talk about likes and dislikes 	<p>Prepositions of movement</p> <p>Directions</p> <p>The verb <i>May</i></p> <p>like / love / enjoy / hate + <i>-ing</i> form</p>	<p>Nouns: bridge, windmill, tunnel, hill, manners, rules, seat, feeling, queue, wax model, politician, fashion model, staff</p> <p>Verbs: respect, borrow</p> <p>Adjective: amazed</p> <p>Hobbies: drama class, arts and crafts, play the violin, backpacking</p> <p>Places: chemist, fire station, post office</p> <p>Phonics: /ɔ:/ horse /oʊ/ old, open, over, go</p>	<p>Social Studies (learning how to ask for and give directions, reading a map, reading about the importance of good manners and Madame Tussauds Wax Museum, reading about Legoland® - WB)</p> <p>English (making an invitation card and a map)</p> <p>Computer Studies (looking up information on the Internet about <i>Proper Table Manners</i>)</p>	
Module 9 • Looking ahead p. 85				
<ul style="list-style-type: none"> - to talk about New Year's Resolutions - to talk about an amusement park - to talk about smart gadgets - to express purpose and make suggestions 	<p>Full infinitive</p> <p>Infinitive of purpose</p> <p>too / enough</p> <p>Why don't...? / How about...? / Let's...</p>	<p>Phrases: save money, take care, spend time, make decisions</p> <p>Nouns: engineer, height, cream, alarm clock, button, globe, adult, bill, activity, area, customs</p> <p>Verb: create</p> <p>Words related to an amusement park: ride, bouncy castle, worm, roller coaster</p> <p>Phonics: /əʊ/ nose, globe, roller coaster, home /ʊ/ foot, woman, look, cook</p>	<p>Music (song about New Year's Resolutions)</p> <p>Social Studies (reading about New Year's Resolutions and making decisions, reading information on posters, reading about rides at an amusement park and the computer game, <i>the Sims</i> and <i>Second Life</i>® - WB, reading about the Museum of Science and Industry - WB)</p> <p>Science (learning about smart gadgets)</p> <p>English (writing an advertisement about a gadget)</p>	
Module 10 • Don't panic! p. 95				
<ul style="list-style-type: none"> - to talk about sports and sports equipment - to report commands and requests - to describe natural disasters - to discuss emergencies and what to do 	<p>Reported Speech: commands (affirmative / negative)</p> <p>Reported Speech: requests</p>	<p>Words related to sports: boxing, canoeing, golf</p> <p>Verbs: take off, chew gum, drop, destroy, put on, move away, shake, follow</p> <p>Words related to sports equipment: goggles, elbow pad, life jacket</p> <p>Nouns: earthquake, panic, instructions, typhoon, basement, broken glass, roof tiles, coach, notebook, coin, professor</p> <p>Phonics: /ə/ about, karate, canoeing student, magazine parasailing</p>	<p>PE (talking about sports and sports equipment)</p> <p>Social Studies (reading about how to act in an emergency)</p> <p>Science (reading about natural disasters; earthquakes, typhoons, volcanoes, reading about the eruption of Vesuvius - WB)</p> <p>Art (making a volcano)</p>	<p>Value Protect historical items.</p>

Introduction

Welcome

This is a series of six books especially designed for primary school students. It takes students from beginner (A1) to pre-intermediate level (A2) with careful consideration for students' particular needs and interests at each stage. A learner-centred approach has been the foundation of this course, which aims to actively engage learners in using language to explore their environment and interact with others in order to construct meaning. A building block strategy has been employed, through which every lexical and grammatical item is carefully presented and systematically revised.

Each book has been designed to be completed in one school year. It is based on a well-organised, multi-dimensional syllabus, which focuses equally on the development of both vocabulary and structures through lively topics and communicative activities. It also integrates the curriculum taught throughout the Primary School levels. The four skills (listening, speaking, reading and writing) are developed in an integrated way throughout the course.

Course Components

Student's Book

The Student's Book contains ten theme-based modules. The lessons in every module are thematically linked and lead to the exploration and discovery of the functions of the language related to the particular theme of the module.

Each module includes a wide range of songs and chants, factual texts, stories, various activities with illustrations and pictures, games and projects, as well as speaking activities that stress the communicative function of the language and motivate learners to participate actively.

Workbook

The Workbook includes supplementary practice of the structures and the vocabulary presented in each lesson. The Workbook is considered an important component of the course, through which all skills (listening, speaking, reading and writing) are practised extensively. A wide variety of tasks, board games and listening activities provide ample opportunity for learners to develop their communication skills. The instructions for the board games have been included in the Teacher's Book.

Teacher's Book

The Teacher's Book contains a reduced version of the Student's Book and provides teachers with a step-by-step guide to teaching each lesson. There are clearly staged teaching guidelines for each activity and listening transcripts for everything that is included in the Class CDs.

The Teacher's Book includes the following sections:

Language focus: At the beginning of each lesson the main learning objectives, active vocabulary and target structures are clearly laid out.

Materials: This section contains a detailed list of all the extra materials teachers will need for the activities suggested in the lesson.

Revision: It is suggested that a few minutes be devoted to some revision at the beginning of each lesson. This may take the form of a brief game, a role play or brainstorming.

Warm Up: The main objective of this stage is to introduce the topic, spark learners' interest and activate their schemata (background knowledge) of the topic.

Lesson Plan: Each lesson plan includes a step-by-step guide to teaching each activity, including special sections for vocabulary and grammar.

Optional / Before leaving: Additional ideas for fun activities appear in the Teacher's Book, aimed at both making the lesson more enjoyable and giving further practice. All activities are communicative and enable students to use the target language in order to complete a task.

Workbook: This section includes a key to each activity and, as well as listening transcripts.

Class CDs

The Class CDs include all the recordings of the vocabulary, dialogues, stories, texts, pronunciation activities, songs and listening activities in the Student's Book and Workbook. Special attention has been given to sound effects, in order to help students better understand and enjoy the presentations and stories. Every recording has been marked with a track number (for the CD) for easy reference.

Student's CD-ROM

The Student's CD-ROM includes the dialogues, stories, texts and songs from the Student's Book so that students may have the opportunity to listen to these recordings as many times as they wish, in order to improve their pronunciation and intonation. This CD-ROM also includes a vocabulary list of all the active words presented. Interactive games are also included for students to further practise the vocabulary and grammar structures taught in each module.

Student's Audio CD is also available

Books 5 and 6

Books 5 and 6 are designed with careful consideration for students' needs and emotional development at young ages.

The first four lessons of every module feature a wide variety of meaningful input through the use of songs, illustrated stories, factual texts, games and speaking activities. A clearly demarcated vocabulary section illustrates the key vocabulary items of each lesson. Grammar boxes provide written models of the structure, which help children notice underlying patterns in language. A wide variety of listening and speaking activities allow students to practise and use the new language. Reading is developed through a wide variety of text types and tasks, and it is supported through audio recordings of all the reading texts in the Student's Book. Writing skills are developed through projects, as well as through activities in the Workbook.

Sing a song: Most modules start with an original catchy song that eases students into the topic of the module and introduces the new language in a fun and meaningful way.

Do a quiz / questionnaire: Some modules start with a quiz or a questionnaire, which sparks students' interest in the topic of the module, and allows them to explore their background knowledge.

Smart kids: The adventures of the book's characters, Mark, Fay and Carla provide the context for the introduction of new language, which is practised in the listening and speaking activities that follow.

Our world: Students have the opportunity to learn more about the world around them and develop their reading skills. These factual texts focus on a variety of themes that will capture the interest of this age group.

Let's talk: In this lesson, Ss have the opportunity to practise their speaking skills through a wide range of activities. Posters, advertisements, blogs, games, etc. are included in this lesson, providing Ss a model to help them talk with their classmates about various topics. Pronunciation activities are also included in this lesson which help Ss differentiate between similar sounds and different phonetic realisations of a letter.

The last three lessons of each module are consolidation lessons. Projects, illustrated stories or factual texts, and revision activities allow learners to experience the module language in different contexts. Learners are given various opportunities to apply what they know and experiment with their new language.

Project: Projects allow for a high level of personal involvement, which enhances students' motivation for language learning. Projects help learners to develop their motor and creative thinking skills and allow for cross-curricular work, which is consolidated in the Workbook. They recycle the language in an authentic and meaningful way and make learning more memorable. They also help Ss develop their writing skills, providing them with writing models (sometimes of a slightly higher level of what they are able to produce, in order for them to see a good model) and writing tips, which introduce writing conventions. Writing is further practised in the Workbook. Taking projects home can help strengthen connections between home and school and make children (and their parents) feel positive about learning.

Reading time: Most children are familiar with the conventions of storytelling in their own language and readily transfer this ability into a willingness to listen to and participate in stories in English. Stories develop thinking skills such as predicting, hypothesising, guessing and inferring meaning. They also help children develop concentration skills and empathy. In the series, stories are supported by attractive illustrations and fully dramatised audio, and are exploited through a variety of activities as well.

There is a 'value' at the end of each story, promoting social responsibility and critical thinking skills. Students can discuss the 'value' with their teacher using Language 1.

Longer factual texts with fun activities allow students to consolidate the concepts they came across in the module. At the end of the *Reading time* lesson, there is the *Let's chat* section where general questions on the topic are provided for Ss to answer. This gives Ss the opportunity to promote their critical thinking skills, and exchange ideas with their classmates.

Revision: Apart from the frequent recycling of language throughout the lessons, there is a revision lesson at the end of each module, which includes a variety of activities to consolidate language students encountered throughout the module.

Grammar Reference

A detailed presentation of the grammatical structures is included in the Grammar Reference at the back of the book which Ss may refer to whenever necessary.

Word List / Irregular Verbs

A list of the active vocabulary of each module and a list of irregular verbs can also be found at the back of the book.

Workbook

The Workbook includes one page of activities for each lesson in the Student's Book. In this book three pages are dedicated to revision in each module. At the end of each module, students have the chance to evaluate themselves in the **self-assessment** section **Now I can**, which is also included in the Workbook.

There are also three **board games** at the back of the Workbook that give the opportunity to revise the vocabulary and structures in a fun and enjoyable way.

Extra Material in the Student's Book

Cross-curricular (CLIL)

This lesson attracts students' attention and gives each of them a chance to contribute to the lesson. These pages consist of texts with cross-curricular information, which students learn about in their L1 classroom, so that they are able to identify the topics presented in English. At the top of the page there is a 'sign' indicating the subject dealt with. These lessons can be done after every second module. There is a corresponding note in the Teacher's Book.

Extra Material

Posters

Richly illustrated theme posters can be used for classroom display. Teachers can use them for pre-teaching or presenting new language, as well as for practice and consolidation activities. Putting up posters around the classroom allows 'peripheral learning' to occur. Students do not always focus on what the teacher is teaching, but they are able to pick up things subconsciously from their environment, especially from background visuals such as posters.

Teacher's Resource CD/CD-ROM

Tests

The Teacher's Resource CD/CD-ROM contains all the tests, as well as the listening activities, a key to all activities and transcripts. The tests can be printed in their original form. However, teachers also have the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes (modifiable tests).

Teacher's Guide for 'Take a look' videos

'Take a look' video worksheets

Teachers can find the worksheets for the 'Take a look' videos on this CD-ROM.

Special Days

These pages have been included on the Teacher's Resource CD/CD-ROM. They can be given to students at the appropriate time of year. The pages depict festive days and motivate students through art and craft activities. These pages also give cross-cultural information of English-speaking countries that help students understand other cultures.

Interactive Whiteboard CD-ROM

The Interactive Whiteboard CD-ROM allows teachers to create powerful lessons by integrating image and sound, which helps learners assimilate information more rapidly. It includes all the textual, visual and audio material from the Student's Book and the Workbook. It also includes:

- interactive games
- the 'Take a look' videos
- the video worksheets
- vocabulary list (of active words)

'Take a look' videos

Each module features an episode that aims to revise and consolidate vocabulary and structures presented in the module. There are worksheets for each episode with Before-, While- and After-watching activities in order to give students the opportunity to revise all the material presented in each module, in context. These worksheets can be found on the Teacher's Resource CD/CD-ROM as well as on the Interactive Whiteboard CD-ROM.

21st CENTURY COMPETENCIES

Intercultural awareness

When learning a new language it is important to learn about the cultures associated with it as well. Our focus in this series is not only on vocabulary, grammar and communication. The writers have taken into consideration the need to provide learners with a deeper understanding of the target-language cultures as well as other cultures worldwide.

Critical thinking

Learners should be encouraged to think for themselves, solve problems, make decisions and express their opinions. Throughout the book there are activities which help learners enhance their critical thinking skills.

Autonomous learning

Learners should be able to take responsibility for their own learning in order to be successful inside and outside the language classroom. That is why the material is designed in a way that allows learners to set their goals, check their progress and look for opportunities to practice outside the classroom.

Communication

Communication in the classroom means expressing oneself, exchanging ideas with others as well as presenting one's work. If communication is effective, it benefits both the learner and the teacher.

Cooperation

Cooperation creates opportunities for achievement and promotes a positive self-concept. Learners working in pairs or groups offer help to each other and this facilitates the achievement of their goals. Further to this, cooperation promotes polite behavior and respect toward others, which are important social skills.

Creativity

Creativity is an important skill in real life. Learners become more motivated if they can create something. This series provides learners with activities that promote creative thinking and make classroom work more enjoyable.









ICT literacy

Nowadays, it is vital for learners to use technology as a tool to research, organise, evaluate and communicate information in order to function in society. Since the value and the availability of information are constantly changing and this affects our lives, we have to train our students to use technological aids to their advantage.

Personal and social responsibility

Educators play an important role in the development of the community. Students should understand that one of their roles is being active members of their community. That is why a sense of the common good as well as the need for an active involvement in the community should be reinforced in the classroom.

The above competencies are developed throughout the series and they are clearly highlighted in the corresponding activities in the Teacher's Book with the following symbols:

-  → intercultural awareness
-  → critical thinking
-  → autonomous learning
-  → communication
-  → cooperation
-  → creativity
-  → personal and social responsibility
-  → ICT literacy

The symbols below, which are found in the Teacher's Book, represent the following:



Language focus



Materials



Lesson plan



Warm up activities



Track



Games



Before leaving activities



Workbook



Key to the activities



Notes

Abbreviations used in the Teacher's Book:

S: student

Ss: students

TB: Teacher's Book

SB: Student's Book

WB: Workbook

L1 = Ss' first language

MODULAR STRUCTURE

Lesson 1:

Vocabulary

The new vocabulary is presented in different ways, through a variety of ideas.

Sing a song

Most modules begin with a song. The new vocabulary and the new grammatical structures are presented along with a catchy song. Careful consideration has been given to ensure that the tune is easy for students to learn and

that the pace allows students to sing along easily. The lyrics always have a specific linguistic focus (vocabulary and structures) and the element of repetition aids Ss' consolidation of the material. An activity for students to practise both grammar and vocabulary always follows the song.

Quiz / Questionnaire

Some modules begin with a quiz or a questionnaire, which sparks students' interest in the topic of the module and allows them to explore their background knowledge.

People 1
Questionnaire

1 Listen and circle the correct answer. 2 Listen again and write the answers.

FULL NAME: Sandra Black / Benk
ADDRESS: 23 Hong St / Beng St.
TELEPHONE: 555-2845 / 555-2825
DATE OF BIRTH: 12th / 30th June
NAME OF SCHOOL: Belleview / Fairview Primary School
FAVOURITE SPORT: Volleyball / Football
HOW OFTEN: Once / Twice a week

1. What's your full name?
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

3 Choose and play.

Kelly Brown
Address: 13 Floral Road
Date of birth: 22nd March
Name of school: Fairfield Primary
Favourite sport: volleyball

Vanessa Johnson
Address: 52 Elm Street
Date of birth: 12th March
Name of school: Winston Primary
Favourite sport: football

Tom Smith
Address: 52 Elm Street
Date of birth: 22nd March
Name of school: Winston Primary
Favourite sport: volleyball

John Jones
Address: 13 Floral Road
Date of birth: 12th March
Name of school: Fairfield Primary
Favourite sport: football

What's your date of birth?
22nd March.

Questionnaire

Quiz

Song

Up high 4
Do a quiz

1 Read, guess and match the paragraphs to the photos. Then listen and check your answers.

Amazing Birds!

1 This is a bird which makes holes in trees. It's also a famous bird in cartoons!
2 This is a bird which sleeps during the day and hunts at night. It eats small mammals, insects and fish.
3 This is a bird which is colourful and can talk. It lives all over the world!
4 This is a bird which is very big and heavy. It has got wings but can't fly.
5 This is a bird which is tiny and can fly backwards. It can fly very fast. It's the smallest bird in the world!

parrot, woodpecker, ostrich, owl, hummingbird

2 What can you remember? Play with your partner.

This is a bird that / which... can talk, can fly backwards, can make holes, sleeps during the day, is tiny, is big, eats mammals.

critical thinking

communication

It's natural 5
Sing a song

1 Listen and complete. Then sing.

The Greenhouse
Come to the _____
Let's plant a few seeds and watch them grow.
They need a little sunlight.
So put them near the _____
Don't forget a little water and what do you know!
In the next few _____ they're going to grow!

2 Think of a recipe. What do you need? Draw and give it to your partner to complete.

3 Think of a recipe. Then talk in pairs.

You need a few seeds. Seeds need a little sunlight.
You need a few eggs and some flour. Is it an omelette?
No, it isn't. You also need a little sugar and a little milk. Is it a cake?

Presentation of new vocabulary always with pictures

A new song that presents vocabulary and grammatical structures

Immediate practice on vocabulary and structures.

The grammar box highlights grammatical structures

Lesson 2:

Smart kids

The adventures of the book's characters, Mark and Fay, present the context for the introduction of new language, which is practised in the listening and speaking activities that follow.

Comic strip: the characters of the book in different situations

 critical thinking

Reading comprehension activity

5 Smart kids

beekeeper beehive honey sting

1 Listen and answer. Why does Mark have a headache? Then read.

The kids are visiting Mark's uncle. He's a beekeeper. He has lots of beehives and the children are helping him collect honey.

Wear these special clothes, kids. You don't want the bees to sting you, right?

There's a lot of honey in this honeycomb.

There aren't many bees in here and there isn't much honey in this honeycomb.

How do bees make honey, uncle Steve?

Well, they fly to different flowers and they collect nectar. They take the nectar to their hive and make honey in their honeycombs. They need a lot of nectar to make honey.

Ahh! Bees! Bees!

Are you OK?

Wait, Mark.

No! I have a headache!

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honeycomb nectar

He has got **lots of** beehives. There's **a lot of** honey in this honeycomb. There aren't **many** bees in here. There isn't **much** honey in this honeycomb.

2 Read activity 1 and write T for True or F for False.

- Beekeepers wear special clothes because they don't want bees to sting them.
- Bees collect honey from flowers.
- Bees make honey in honeycombs.
- Bees don't need much nectar to make honey.
- Mark's uncle has got a headache.

3 Circle the correct word.

- There are too **much / many** bees in here!
- We haven't got **much / many** time now.
- Look! There's **lots / a lot of** snow on the ground!
- There aren't **much / many** animals in the zoo.
- How **much / a lot of** bread have we got?
- The beekeeper has got **a lot / lots of** beehives.

4 Look and say. Use a lot of / lots of / much / many.

There's a lot of orange juice.

There aren't many ...

5 Look at activity 4 and write sentences in your notebook.

47

Immediate practice on vocabulary and structures through game-like activities
- Our aim is COMMUNICATION

 communication

Lesson 3:

Our world

This cross-cultural section focuses on factual and/ or cross-cultural topics, relevant and appropriate for students at this age. These short texts provide a springboard for a wide range of activities that develop language, thinking skills, positive attitudes, as well as appreciation of other cultures. They also provide learners with a model to talk about their own experiences.

Presentation of new vocabulary and structures through activities providing factual information

Listening activities practising new language items

critical thinking

5 Our world

Science



1 Listen and answer. What do you know about the Iberian Lynx? Then read.

Iberian Lynx

Susan: Hello and welcome to this week's programme of Endangered Species. Today we will learn about the Iberian Lynx. Here with us is Mike Freedom to tell us about this beautiful cat.

Mike: Thank you, Susan.

Susan: You're welcome. So tell us about this beautiful cat, Mike.

Mike: Well it certainly is beautiful with its spotted coat and long legs.

Susan: Where does it live?

Mike: It lives in Europe. Not in big cities of course, but in the forests and mountains of Portugal, France and Spain.

Susan: What about Italy?

Mike: No, it doesn't live in Italy.

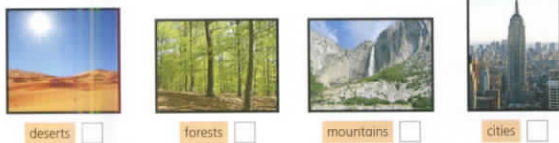


2 Read again and tick (✓) the correct boxes.

1. What does the Iberian Lynx look like?



2. Where does it live?

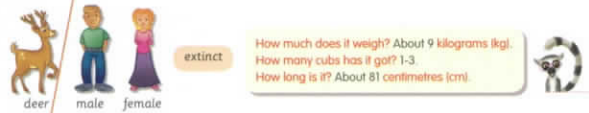


3. In which countries does it live?



48

Reading comprehension activity



extinct

How much does it weigh? About 9 kilograms (kg).
How many cubs has it got? 1-3.
How long is it? About 81 centimetres (cm).

3 Listen to the rest of the interview and complete the fact file.



Name of animal: Iberian Lynx

Weight: (males) _____ kg
(females) _____ kg

Length: _____ cm

Cubs: _____

Eats: _____ and _____

4 Read and match.

- How much does the white cat weigh? a. 4
- How long is the dog's body? b. About 89 cm.
- How many kittens did the black cat have? c. 4.5 kg.

5 Choose an endangered species, look at activity 3 and write a fact file. Then present it to the class.

Tip

When we talk or write about a **species** of animal, it is common to use the singular form, e.g. *The whale is the biggest mammal.*



Look up information on the internet about endangered species. You can use some of these topics.

Animals under extinction

Threatened species

Mammals in danger

Red list of threatened species

49



ICT literacy



autonomous learning

Lesson 4 :

Let's talk

Enjoyable game-like activities and role plays make English useful to children and enable them to vividly experience and retain new language. In *Surveys*, posters, games, etc. are included in this lesson, providing students a model to help them talk with their classmates about various topics. The focus is on spoken, everyday English and not just vocabulary and grammar. A special section is also dedicated to the correct pronunciation of words, in order to enhance Ss' fluency in the target language.

5

Let's talk

environment

tap

Sam drives a car. Sue drives a car.
Both of them drive a car.
 Sam doesn't like milk. Sue doesn't like milk.
Neither of them likes milk.

1 Listen and read the two blogs about the environment.

SAVING THE ENVIRONMENT

Guys, I think that our environment has a lot of problems today and we have to help save it. I don't know about you but I try to do something about it. I don't ask my dad to drive me to school anymore. I usually ride my bike or walk there. It's good exercise. I also try to save water. I turn off the tap when I brush my teeth. Water is important and we shouldn't waste it! What do you think?

Posted by: Alex from the UK / 1 December, at 10:39am

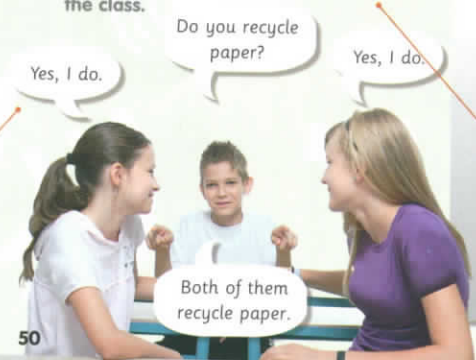
To Alex from the UK
 I agree with you, Alex. We use too much water in our homes. In other countries people haven't got much water to drink. In my everyday life, I try to save water, too, and I also ride my bike to school or take the bus. Another thing we should all do is recycle. My family and I recycle paper, glass and other materials. Recycling really helps to protect the environment. You can start from today!

Posted by: Paola from Italy / 1 December, at 7:39pm

2 Read activity 1. Say who does what for the environment. Use **Both / Neither / Alex / Paola**.

- go to school by car
- walk to school
- try to save the environment
- go to school by bus
- recycle
- give money to organisations
- save water

3 Talk in groups of three. Ask your partners what they do to help the environment. Use the ideas in activity 1. Then report to the class.



PRONUNCIATION

Listen and repeat. Then tick (✓).

	/ʌ/	/b/
honey	✓	
spotted		✓
body		
discover		
come		
hot dog		

Practising pronunciation

Game-like activities practising new language items and focusing on communication in real-life situations


communication
 cooperation

13

Lesson 5:

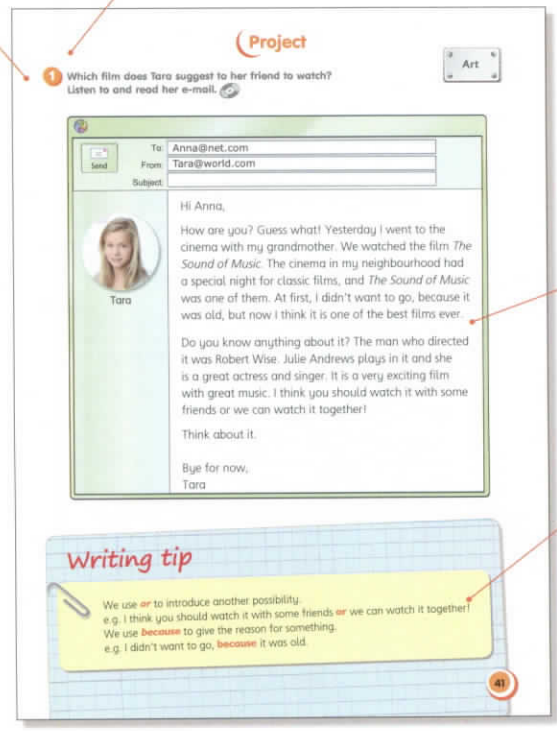
Project

Projects allow for a high level of personal involvement, which enhances students' motivation for language learning. Projects help learners to develop their motor and creative thinking skills and allow for cross-curricular work, which is consolidated in the Workbook.

 critical thinking

Recycling of vocabulary and structures through activities providing cross-curricular information

Writing projects engage students in written communications in a variety of forms. Students have the opportunity to write about topics that are close to their experiences, and thus enhance their interest in learning the target language.



Project

1 Which film does Tara suggest to her friend to watch? Listen to and read her e-mail.

To: Anna@net.com
From: Tara@world.com
Subject: Hi Anna,

How are you? Guess what! Yesterday I went to the cinema with my grandmother. We watched the film: *The Sound of Music*. The cinema in my neighbourhood had a special night for classic films, and *The Sound of Music* was one of them. At first, I didn't want to go, because it was old, but now I think it is one of the best films ever.

Do you know anything about it? The man who directed it was Robert Wise. Julie Andrews plays in it and she is a great actress and singer. It is a very exciting film with great music. I think you should watch it with some friends or we can watch it together!

Think about it.

Bye for now,
Tara

Writing tip

We use **or** to introduce another possibility.
e.g. I think you should watch it with some friends **or** we can watch it together!
We use **because** to give the reason for something.
e.g. I didn't want to go, **because** it was old.

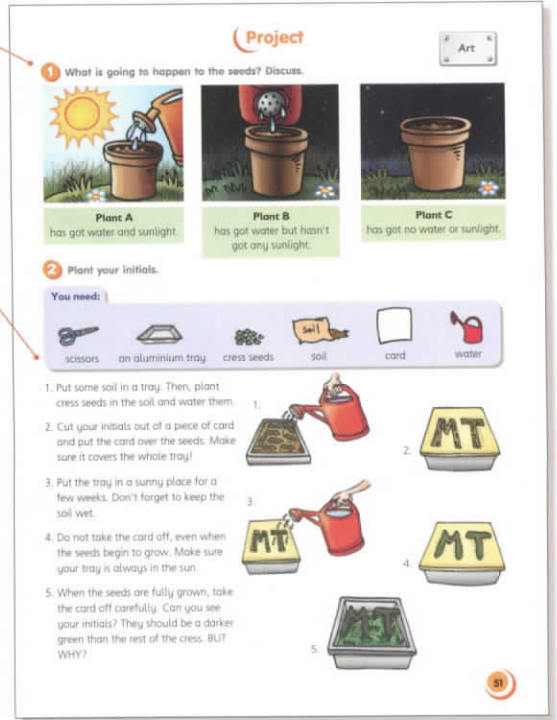
Text that serves as a writing model for students' own writing piece

Writing tips introducing writing conventions, syntax and punctuation

Hands-on projects engage students and enable them to focus on the learning material. They recycle the language in an authentic and meaningful way and make learning more memorable. Taking projects home can help strengthen connections between home and school, and make children (and their parents) feel positive about learning.

Projects for students to create visual representations of module concepts

 creativity



Project

1 What is going to happen to the seeds? Discuss.

Plant A has got water and sunlight
Plant B has got water but hasn't got any sunlight.
Plant C has got no water or sunlight.

2 Plant your initials.

You need: scissors, an aluminium tray, cress seeds, soil, card, water

- Put some soil in a tray. Then, plant cress seeds in the soil and water them.
- Cut your initials out of a piece of card and put the card over the seeds. Make sure it covers the whole tray!
- Put the tray in a sunny place for a few weeks. Don't forget to keep the soil wet.
- Do not take the card off, even when the seeds begin to grow. Make sure your tray is always in the sun.
- When the seeds are fully grown, take the card off carefully. Can you see your initials? They should be a darker green than the rest of the cress. BUT WHY?

Lesson 6:


Reading time

A variety of both original stories and factual texts is presented in this lesson. These stories/texts help students revise vocabulary and grammar from the whole module. They are fun and familiarise students with reading for pleasure. They are always followed by reading comprehension activities. Most children are familiar with the conventions of storytelling in their own language and readily transfer this ability into a willingness to listen



to and participate in stories in English. Stories, along with their accompanying activities, develop thinking skills such as predicting, hypothesising, guessing and inferring meaning. They also help children improve their concentration and develop empathy. In this series, stories are supported by attractive illustrations and fully dramatised audio, and are exploited through a variety of activities as well. Longer factual texts allow students to consolidate the concepts they came across in the module.

Let's chat (critical thinking skills)


After each Reading time lesson, various questions and topics for discussion are provided in order to get students to think, express their personal opinion and share their personal experiences.

 critical thinking

Discussion about the value of the story, promoting social responsibility and critical thinking skills

 critical thinking
 personal and social responsibility

Picture stories to consolidate the material taught in the module and to provide reading for entertainment purposes.

 critical thinking

Activity promoting social responsibility

Factual text


A reading comprehension activity

General questions on the topic give students the opportunity to promote their critical thinking skills

2 Reading time Social Studies

1 Listen and answer. How did the children save the forest? Then read.

Save the Forest!




Alice and Matt work for their school newspaper. Last week, they went to Longwood Forest. They wanted to write an article about the animals in the forest. When they got there, some people were cutting down trees.

"Wow!" said Alice. "Now everybody is going to read about the forest. We can save it!", and they did!

Now there are no houses in Longwood Forest, thanks to Alice and Matt.

SAVE THE FOREST



2 Answer the questions.

- When did the children go to Longwood Forest?
- What was happening when they got there?
- What did Matt do before they went back to school?
- What was the title of the children's article?
- Who saw the article in the school newspaper?
- What did he do?

Let's chat

Has your school got a newspaper / magazine? If yes, what is in the newspaper / magazine? If not, would you like to have one? Why are newspapers / magazines important?

5 Reading time Science

1 Listen and read. Why are trees important?

road oxygen nuts wood cut down disappear build

Trees Are Our Friends

Everyone loves trees. Children love to climb them and make tree houses. Many people enjoy walking in forests but trees are not there just for fun. They're very important.

- Trees give us oxygen. We can't live without it! Trees also clean the air.
- Trees are important for birds, insects and other animals. Different animals and insects make their homes in trees. Trees also give them food.
- People get a lot of things from trees, too! We get fruit, nuts and wood.



Today trees are disappearing. There are many forest fires every year. People also cut down trees because they want to build houses and roads and make paper. Did you know that every second an area of forestland as big as two football fields disappears?

We must look after trees. One thing we can do is recycle. A family with two children can save six trees every year by recycling!



Look at the graph. It shows how much paper people in Europe recycle.

Year	Percentage of paper recycled
2010	57%
2011	58%
2012	56%

2 Complete.

- Trees give us _____ and we can't live without it _____ live in trees.
- _____ and _____
- We get fruit, _____ and _____ from trees.
- People cut down trees because they want to build _____ and _____.
- People also make _____ from trees.
- To save trees, people can _____.

Let's chat

Is there a forest near your neighborhood? What things can we all do to protect the environment?

Lesson 7:


Revision

Apart from the frequent recycling of language throughout the lessons, there is a revision lesson at the end of each module, which includes a variety of activities to consolidate language students encountered in the whole module.

Activities consolidating previously taught language

Revision 5

Listening

1 Listen and complete. 

Marie's dad is a (1) _____ and a (2) _____. He has got lots of (3) _____. Every day he (4) _____ honey. Royal jelly is something you find in (5) _____. It has got lots of (6) _____.


Speaking

2 In pairs, talk about the similarities and differences. Use Both or Neither of them.

Name: Anthony
Family: 1 brother, 1 sister
Favourite food: pasta
Likes: watching DVDs
Dislikes: doing homework
Pet: no
Games: bike, computer games
Favourite sports: parasailing, bungee jumping



Name: Gregory
Family: 1 sister
Favourite food: pasta
Likes: watching DVDs
Dislikes: doing homework
Pet: no
Games: computer games, skateboard
Favourite sports: windsurfing, bungee jumping



Writing

3 Write about your favourite animal. Draw or stick a picture.

What is it? _____
Where does it live? _____
How much does it weigh? _____
How many cubs / babies has it got? _____
How long is it? _____









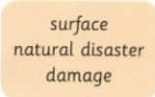
Cross-curricular (CLIL)


This lesson attracts student's attention and gives each of them a chance to contribute to the lesson. These pages consist of texts with cross-curricular information, which students learn about in their L1 classroom, so that they are able to identify the topics presented in English. At the top of the page there is a "sign" indicating the subject dealt with.

critical thinking

CLIL 5
Modules 9-10

Science  Social Studies 

 tsunami  flood  coast  lift  surface natural disaster damage

1 Listen and answer. What causes tsunamis? Then read. 

NATURAL DISASTERS

The world is a beautiful place, but sometimes natural disasters happen. Let's take a look at two – earthquakes and tsunamis – and learn what we should do when we experience them.


Be prepared! Don't panic!

Earthquake


- You must move away from windows.
- You must drop to your knees and get under a desk or table.
- After the earthquake, you mustn't use the lift. Use the stairs.

Tsunami

- When you hear a warning, you must leave the area.
- You must move to high ground.
- You must stay away from areas that are near water.


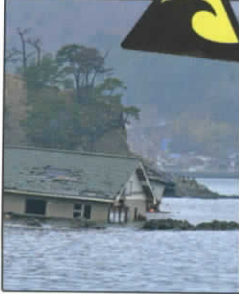
 **Earthquakes**

Earthquakes happen when the rocks, or tectonic plates, under the surface of the Earth hit each other. Earthquakes usually last for less than one minute, but they can cause a lot of damage. Buildings and houses fall and fires sometimes start.



Tsunamis

When earthquakes happen underwater, they can cause very large waves. The waves travel towards land at about 720 km per hour and can be up to 30 m high. When they hit land, they cause floods and sometimes completely destroy seaside cities.

2 Read again and write **T** for True or **F** for False.

1. Earthquakes usually last for more than one minute.
2. Earthquakes can sometimes cause tsunamis.
3. You should use a lift after an earthquake.
4. You mustn't stay near the coast when a tsunami happens.

Reading comprehension activity

1 People

Questionnaire

Language focus

Objectives

- to talk about personal details

Structures

What's your full name?

What's your address? / Where do you live? (conversational language)

What's your telephone number?

What's your date of birth? / When were you born? (conversational language)

What's the name of your school? / What school do you go to? (conversational language)

What's your favourite sport?

How often do you play?

Materials

- photocopies of questionnaires with the following headings:
Address, Telephone, Date of Birth, Name of School, Favourite Sport

Lesson plan

Warm up

- Write the following headings on the board: Full name, Address, Telephone, Date of Birth, Name of School, Favourite Sport.
- Start off by introducing yourself to Ss by giving them your full name. Say, *My name is (Heather Davis)*. Continue, by telling Ss a fake address, telephone number, and date of birth, the name of the school you work at and your favourite sport. Also, mention how often you play your favourite sport.
- As you reveal each of these personal details, fill in the information under the corresponding headings on the board.
- Ask Ss when they think this type of information may be required of them. Elicit that these personal details may be asked in a survey /

an interview, perhaps even be included in a CV (curriculum vitae), or in an application form, etc.

- Hand out a copy of the questionnaire (refer to the materials section) to each S.
- Explain to Ss that they will have to fill out the questionnaire with their personal details just as you've done on the board.
- Go around helping Ss facing any difficulties.
- Once Ss are done, collect all of the questionnaires.
- Keep them so that they may be used in the optional activity at the end of the lesson.

Activity 1 Track 2

- Direct Ss' attention to the questionnaire.
- Tell Ss that they are going to listen to a short dialogue and that they will have to circle the correct information in the questionnaire.
- Have Ss read the information in the questionnaire first before playing the CD.
- Play the dialogue once and have Ss listen and circle the correct answers.
- Play the dialogue a second time so that Ss can check their answers.
- Have Ss check their answers in pairs first, then check as a class.

Listening transcript

Man: Hello.

Girl: Hello. I want to take part in the Sports Competition.

Man: Yes, of course. What's your full name?

Girl: Sandra Black.

Man: And what's your address, please?

Girl: It's 24 Hang St.

Man: 24 Bang St.

Girl: No... no.... Not Bang... Hang H-A-N-G.

Man: Oh, OK. 24 Hang St. What's your telephone number?

Girl: It's 555-2845. Sorry, it's 2825.

Man: OK. What's your date of birth?

Girl: 13th June.

Man: What's the name of your school, please?

Girl: Fairview Primary School.

Man: What's your favourite sport? Volleyball?

Girl: It's football, actually.


Man: That's interesting. One more question. How often do you play football?

Girl: Twice a week.

Man: Thank you very much.

-  1. Black 2. Hang St. 3. 555-2825 4. 13th 5. Fairview 6. Football 7. Twice

Activity 2 Track 3

- Explain to Ss that they are going to listen to the dialogue again and that this time they have to write the questions being asked in the spaces provided.
 - Play the CD once making sure to pause after each question so that Ss have got enough time to write the questions.
 - Play the CD again so that Ss can check their answers.
 - Have Ss check their answers in pairs first, then check as a class.
-  1. What's your full name?
2. What's your address?
3. What's your telephone number?
4. What's your date of birth?
5. What's the name of your school?
6. What's your favourite sport?
7. How often do you play football?



Workbook

Activity 1

1. road 2. wood 3. oxygen 4. disappeared
5. organisation 6. save 7. spotted 8. weigh

Activity 2

1. a few 2. a little 3. a little 4. a few 5. a few

Activity 3

2. hasn't got much
3. hasn't got many
4. has got lots / a lot of posters
5. hasn't got much
6. has got a lot of
7. hasn't got many
8. has got lots / a lot of

Activity 4

1. both 2. Neither 3. Neither 4. both

Activity 5

- Name:** The Giant Panda
Colour: black and white
Height: 1 - 2 m
Weight: males 150 kg
Number of cubs: one or two every two years
Food: bamboo and honey, eggs, fish, bananas, oranges
Number of pandas in the wild: about 2,000

Activity 6

- open answers

Now I can

- Explain to Ss that this is the section where they tick off everything they have learnt in this module.

6 One and all

Do a quiz



Language focus

Objectives

- to do a quiz

Vocabulary

Nouns: channel, remote control, TV guide, mechanic, information

Structures

Is there anyone / anybody / anything in the car?

Yes, there is someone / somebody / something in the car.

No, there isn't anyone / anybody / anything in the car.



Materials

- a remote control, a TV guide



Lesson plan



Warm up

- Hold up the remote control and say, *This is a remote control. We use it to change the channels on TV.* Encourage Ss to repeat the sentence and infer the meaning of *remote control*. Do the same with the phrase *TV guide*.
- You can introduce the words *mechanic* and *information* by using them in context.
- Write a sentence on the board with each word, underlining the words in each sentence. For example write, *My car isn't working so I took it to the mechanic to fix it.*
I used the Internet to find information about dinosaurs.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Initiate a short discussion. Ask Ss if they watch TV, how much they watch and what kind of programmes they like watching. Encourage all Ss to participate in the discussion.

Vocabulary



Track 18

- Point out the words in the vocabulary section.
- Play the CD a few times and have Ss point to the words and repeat.
- Say the words in random order and have Ss repeat and point.

Activity 1



Track 19

- Tell Ss to look at the quiz.
- Ask Ss to read through the sentences and underline any unknown words.
- Ask them to guess the correct answer for each sentence. Elicit answers but do not correct Ss at this stage.
- Explain to Ss that they will listen to the CD and they have to check their answers.
- Have Ss check their answers in pairs first, then check as a class.

Listening transcript



1. It's something that you use to change the channels on TV.
a. a remote control
2. It's somebody who shows you when to cross the street when there are no traffic lights.
a. a police officer
3. It's somebody who fixes cars.
b. a mechanic
4. It's something that you use to send e-mails and look for information.
b. a computer
5. It's somebody who plays in films.
a. an actor
6. It's something that is black and white. It's a musical instrument.
b. a piano

Grammar Box

- Direct Ss' attention to the grammar box.
- Ask Ss to read through the examples.
- Read the grammar box and direct Ss' attention to the words in red.
- Check Ss' previous knowledge of *some* (used with uncountable or plural countable nouns in affirmative sentences) and *any* (used with uncountable or plural countable nouns in questions and negative sentences). If necessary provide Ss with examples.
- Point out to Ss that the endings *-one*, *-body* are used to form compounds which refer to a person while the ending *-thing* is used to form compounds which refer to a thing. They follow the same rules as *some* and *any*.
- Give Ss examples of the compounds of *some* and *any*, eg. point to a desk and say *There's something on the desk*, then point to a car outside the window and say *There isn't anybody in that car*.
- Explain to Ss that *somebody* is the same as *someone* and *anybody* is the same as *anyone*.
- Refer Ss to the grammar reference at the back of the SB.
- Give Ss some more examples of the use of the compounds of *some* and *any* and encourage Ss to say a few sentences of their own using these compounds.

Activity 2



- Direct Ss' attention to John and Mary and ask them to guess what they're doing. (They're looking at the photos and they're talking about them using the compounds of *some* and *any*.)
- Have Ss read what John is saying.
- Divide Ss into pairs. One S chooses and describes a photo using the compounds of *some* and *any*, as in the example.
- The other S tries to guess the correct photo and point to it.



channel



remote control



TV guide



mechanic

One and all 6

Do a quiz

information

1 Do the quiz. Then listen and check your answers.

GUESS WHO! GUESS WHAT!

- It's something that you use to change the channels on TV.
a. a remote control b. a TV guide
- It's somebody who shows you when to cross the street when there are no traffic lights.
a. a police officer b. a reporter
- It's somebody who fixes cars.
a. a dentist b. a mechanic
- It's something that you use to send e-mails and look for information.
a. a TV b. a computer
- It's somebody who plays in films.
a. an actor b. a director
- It's something that is black and white. It's a musical instrument.
a. a penguin b. a piano

Is there **anyone / anybody / anything** in the car?

Yes, there is **someone / somebody / something** in the car.

No, there isn't **anyone / anybody / anything** in the car.

somebody = someone

anybody = anyone

2 Look, say and guess.



- Ss take turns.
- Have a pair of Ss do the activity in front of the class.

Suggested answers

- There is something / someone on the table.
- There isn't anything / anyone on the table.
- There is someone / something in the car.
- There isn't anyone / anything in the car.



Optional I Spy

I Spy

- Tell Ss that you are going to play a guessing game.
- Choose a random S to come up to the front of the class.
- Ask him/her to choose a person or thing in the classroom but not to reveal it. Then tell the S to say, *I spy with my little eye something/ someone/somebody who/which/that is...* and they have to give a clue about the thing/person they've chosen. For example, *I spy with my little eye something that/which is blue* or, *I spy with my little eye someone/ somebody who/that is wearing an orange T-shirt.*

- Explain to the rest of the Ss that they have to try to guess the person or the thing that their classmate has chosen by asking him/her questions. Tell Ss to use the compounds of *some*. For example, *Is it something which/that we write with?* or *Is it someone/ somebody who has got brown hair?*
- The S who guesses the object/person first goes up to the front of the class and it's his/her turn to 'spy.'
- Play this game until all of the Ss have had a chance to go up and 'spy.'



Workbook

Activity 1

- TV guide
- police officer
- information
- mechanic
- remote control

Activity 2

- b
- b
- c
- c
- a

Activity 3 Track 20

Listening transcript

1. Woman 1:

I love my job! When I was a child, I watched all kinds of films and I remember that every time I wanted to be one of the characters. My parents didn't like it when I told them what I wanted to do. But now they just love it. They are always very excited to see me on stage.

2. Man:

I work long hours, but I don't mind. I just like fixing cars. I started working at my dad's garage, but now I have got my own garage. I make a lot of money and I'm happy because I do something I love.

3. Woman 2:

A few years ago, I was working for a magazine. It was not that bad, but now I'm working for a very famous newspaper and I really enjoy it. I never get bored because there are so many things to do every day. I interview people, I find information about famous people and sometimes I meet them, too.

- Speaker 1: c
- Speaker 2: e
- Speaker 3: b

Language focus

Objectives

- to read about a performance

Vocabulary

Words related to theatre: stage, performance

Structures

Nobody / No one is in the shop.
Everybody / Everyone is at the party.

Revision

- Revise the structures learnt in the previous lesson by playing a round of the game **I spy** in the TB, page 89.



Lesson plan



Warm up

- Introduce the new words by using them in a context.
- Write a sentence on the board with each word, underlining the words in each sentence. For example write, *The stage is the part of the theatre where actors stand when acting in a play. Kate Winslet won an Oscar for her performance in the film 'The Reader'.*
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Initiate a short discussion. Ask Ss if they have ever seen a performance on stage or at a theatre and if so what the name of the play was or the name of the performer(s). Encourage all of the Ss to participate in the discussion.

Vocabulary Track 21

- Point out the words in the vocabulary section.
- Play the CD and have Ss point to the words and repeat.
- Say the words in random order and have Ss repeat and point.

Activity 1 Track 22

- Ask Ss to look at the story. Point to the first picture and ask Ss, *Where are they?* (They are at a theatre.)
- Ask them to tell you what they think is happening. (The parents are waiting for the singer Vanessa Summer to come on stage and perform when the director comes on stage and announces that due to



stage



performance

1 Listen and answer. Who's going to sing at Bakersville Primary School? Then read.

Tonight there is a performance at Bakersville Primary school. The parents are excited. Vanessa Summer is going to sing! Everyone is clapping.



The music starts and everyone is quiet. They wait and wait but no one comes on stage. Something is wrong.



But wait. Someone is walking on the stage! It's the director, Mrs Black.



I'm sorry everyone but Vanessa Summer can't sing tonight. She's ill.

Everyone is upset and talking.



Poor, Vanessa.

So... is anyone going to sing tonight?

What's going to happen now?

But... the show must go on. Tonight Fay is going to sing. Everybody clap for Fay!



Yeah!

Fay is great!

She's got a really good voice.

And they dance beautifully.

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illness she will not be performing. Fay saves the performance by taking Vanessa Summer's place and all of the parents are pleased.)

- Ask Ss to point to the bubbles and follow along as you play the CD.
- Ask some comprehension questions like:
Where is the school performance? (At Bakersville Primary school.)
Who is going to sing? (Vanessa Summer.)
What's wrong? (The music starts but no one comes on stage.)
Who is walking on stage? (The director, Mrs Black.)
Why can't Vanessa Summer sing tonight? (She's ill.)
Who is going to sing? (Fay.)
Has Fay got a good voice? (Yes, she has.)
- If time permits ask a few Ss to read the text out loud or choose a few Ss to act out the story for the class.

Grammar box

- Ask Ss to read through the grammar box and direct their attention to the words in red. Ask Ss what they think *Nobody* and *No one* means. Elicit that *Nobody* and *No one* mean *no person*. Then ask Ss what they think *Everybody* and *Everyone* mean. Elicit that *Everybody* and *Everyone* mean *every person*.
- Explain that *no* and its compounds are used in affirmative sentences but with a negative meaning and *every* and its compounds are used with singular countable nouns.
- Explain to them that *no one* is the same as *nobody* and *everyone* is the

no one = nobody Nobody / No one is in the shop. My parents went home an hour ago.
 everyone = everybody Everybody / Everyone is at the party. Mary, John, Helen and all the other kids.



NOTE: not anyone = no one not anybody = nobody not anything = nothing

Read and complete.

_____ are excited.
 _____ is the director.
 _____ is ill.
 _____ can sing well, too.

Complete. everybody nobody somebody anybody

_____ likes Marcy. She's very popular at school.
 There isn't _____ in the classroom. I looked.
 There's _____ at the door. Can you open it, please?
 Our teacher gave new T-shirts and shorts to _____ in the team!
 _____ knows Jill's address. How are we going to visit her?
 Has _____ got a car? I have to go to the hospital.

Listen to the people talking about a performance. Choose a, b or c and then draw stick figures accordingly.

1. 2. 3. 4.

1. _____ 2. _____ 3. _____ 4. _____

5 Look at activity 4. Say and guess.



Picture ... _____

6 Write a few sentences from activity 5.

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same as *everybody*.

- Refer Ss to the grammar reference at the back of the SB.
- Give Ss some more examples using the compounds of *no* and *every* and encourage Ss to say a few sentences of their own.

Activity 2

- Explain to Ss that they have to refer to activity 1 and complete the sentences.

1. The parents 2. Mrs Black 3. Vanessa Summer 4. Fay

Activity 3

- Explain to Ss that they have to choose the correct compound from the box in order to complete the sentences.
- Have Ss compare their answers in pairs first, then check as a class.

1. Everybody 3. somebody 5. Nobody
 2. anybody 4. everybody 6. anybody

Activity 4 Track 23

- Explain to Ss that they will listen to some people talking about a performance and they have to draw the stick figures in the pictures accordingly.
- Play the CD and have Ss listen and match.
- Play the CD a second time and have Ss draw the appropriate number of stick figures in each picture.

Listening transcript

1. **Mark:** Jane, I can see someone on stage. Is it a student?

Jane: No, it isn't. It's Mr Clark, our teacher.

2. **Jane:** But where are all the students? The performance is starting soon.

Mark: Don't worry, Jane. Everyone is dressed and ready in the classroom.

3. **Jane:** Where is everyone, Mark? No one is in the audience.

Mark: It's early and no one is sitting in their seats. They are all outside the theatre.

4. **Mark:** What a great performance!

Jane: Yes, it was. Look everyone is clapping!

1. b 2. c 3. a 4. c

Activity 5

- Ask Ss to look at John and Mary and tell you what they think is happening. (John is describing a picture in activity 4 and Mary is guessing which picture it is.)
- Explain to Ss that they are going to take turns choosing pictures in activity 4, describing them using the compounds of *some*, *any*, *no* and *every* and guessing.
- When Ss are done, have a few pairs of Ss do the activity in front of the class.

Activity 6

- Explain to Ss that they will have to refer to activity 5 and write four sentences describing each picture.

Suggested answers

Someone / Somebody is on stage.
 Everyone / Everybody is in the classroom.
 No one / Nobody is in the theatre.
 Everybody / Everyone is clapping.



Workbook

Activity 1

1. performance 2. director
 3. stage 4. clapping

Activity 2

1. Everyone 4. everything
 2. anything 5. nobody
 3. something

Activity 3

1. Everyone / Everybody
 2. Somebody / Someone
 3. anyone/ anybody
 somebody / someone
 4. no one / nobody
 Everyone / Everybody

6 Our world



Language focus

Objectives

- to talk about competitions and talents

Vocabulary

Words related to competitions: talent, balance, hide, competition

Structures

You need to find somewhere to put all these boxes.

I looked for my other shoe everywhere but I can't find it anywhere.

All the shops are closed. There is nowhere to go to buy a present for Paul.



Materials

- a printout or a photo of kids competing in a competition, a photo of a kid playing the piano

Revision

- Revise the vocabulary and structures learnt in the previous lesson by having Ss do the activity 5 in the SB, page 57.



Lesson plan



Warm up

- Introduce the words *balance* and *hide* through miming. Balance a book on your head, say the word and encourage Ss to infer the meaning of *balance*. Follow the same procedure with the word *hide* by hiding behind the classroom door.
- Introduce the words *competition* and *talent* by using them in context and holding up the photos (refer to the materials section).
- Write a sentence on the board with each word, underlining the words in each sentence. For example, write *Henry's talent is playing the piano. The kids are taking part in a competition.*

6

Our world

talent
balance

hide
competition

- 1 Look at the heading and the pictures. What is Chris's talent? Listen and check your answers.

Art

What a talent!

by Chris Johnson



Last year I took part in a talent show at my school for all the students in year 6. At first, I didn't think I really had a talent for anything. Then my mum told me something that gave me a really good idea. I should balance plates on my head!



Let me explain my talent: When I was really young, I liked balancing a plate on the top of my head and I walked around the house while doing it. I don't know why I liked doing this, but I wasn't very good at it at first. There were a lot of broken plates all over the place, and my mum was always angry about it. She always hid the plates somewhere around the house. I couldn't find them anywhere for some time. Finally, I found them! Well, I kept practising and I got pretty good. So when the talent show came up, the 'plate act' was something I could do!



I did very well in the competition. I got first place! That's not bad for my first talent show. Now my mum loves it when I walk around the house balancing plates. She thinks it's great. In fact, she says she doesn't mind how many plates I break now!

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- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Initiate a short discussion. Ask Ss if they have any talents and what their talents are.

Vocabulary



Track 24

- Point to the words in the vocabulary section.
- Play the CD and have Ss point to the words and repeat.
- Say the words in random order and have Ss repeat and point.

Activity 1



Track 25

- Ask Ss to look at the layout of the text and the title and tell you what they think it is about (a talent show).
- Ask Ss if they've ever taken part in a talent show or any kind of competition and, if so, what kind of talent show/competition it was and whether or not they won a prize.
- Direct Ss' attention to the photos and ask them to guess what they think the girl's talent is (balancing plates).
- Play the CD and have Ss follow along in their books and underline any unknown words at the same time.
- Ask Ss some questions to check comprehension:
What did Chris Johnson do last year? (She took part in a talent show.)
What did she like doing when he was really young? (Balancing a plate on the

You need to find **somewhere** to put all these boxes.
 I looked for my other shoe **everywhere** but I can't find it **anywhere**!
 All the shops are closed. There is **nowhere** to go to buy a present for Paul.

NOTE: not anywhere = nowhere



3 Read and write T for True or F for False.

- Chris is in secondary school.
- Chris's mum gave her an idea for the talent show.
- When Chris was younger, she broke lots of plates.
- Chris never found the plates her mum hid.
- Chris did well in the talent show.
- Chris's mum still hides the plates somewhere around the house.

3 Read the sentences and circle the correct words.

- Did you hear that? There's **something** / **anything** in the garden!
- The Smiths are on holiday. There is **anyone** / **no one** at home.
- Sorry I can't come to the cinema. I have to go **somewhere** / **anywhere**.
- I can't find my glasses **everywhere** / **anywhere**.
- There was **somebody** / **anybody** in the car with Tim but I didn't see him.
- I'm hungry, and I haven't got **anyone** / **anything** for lunch.

3 Look at the pictures and prompts and write sentences.



We / have / nowhere / park / car / .

Can / I / put / boxes / anywhere / ?



Would / like / anything / else / ?

There / be / nowhere / go / !



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top of her head while walking around the house.)
What did her mum always do? (She hid the plates somewhere around the house.)

How did she do in the competition? (She got first place.)

How does her mum now feel about her balancing plates on her head? (She loves it and doesn't mind it when she breaks plates.)

- Explain any unknown words and if there is time ask a few Ss to take turns to read the text out loud.

Grammar box

- Direct Ss' attention to the grammar box and ask Ss to read the sentences.
- Ask Ss when they think we use the ending - *where*. Elicit that we use the ending -*where* to form compounds that refer to places. Explain to them that *not anywhere* is the same as *nowhere*.
- Refer Ss to the grammar reference at the back of the SB.
- Give Ss some more examples and then encourage them to say some sentences of their own using the compounds of *some*, *any*, *no*, and *every*.

Activity 2

- Explain to Ss that they have to refer to activity 1 again in order to write T next to the true sentences or F next to the false sentences.

1. F 2. T 3. T 4. F 5. T 6. F

Activity 3

- Explain to Ss that they are going to read the sentences and circle the correct words.

1. something 4. anywhere
 2. no one 5. somebody
 3. somewhere 6. anything

Activity 4

- Explain to Ss that they have to look at the photos and the prompts in order to write sentences.

1. We have nowhere to park the car.
 2. Can I put the boxes anywhere?
 3. Would you like anything else?
 4. There is nowhere to go!



Workbook

Activity 1

1. balance 2. talent 3. plates
 4. hide 5. competition

Activity 2

1. anywhere, somewhere, everywhere, nowhere
 2. somewhere, anywhere, nowhere

Activity 3  **Track 26**

Listening transcript

1. **Jane:** *Paul, do you know where the remote control is? I've looked everywhere, but I can't find it anywhere.*

Paul: *Did you look under the armchair?*

Jane: *Yes, but it's not under the armchair.*

Paul: *OK. What about the sofa?*

Jane: *The sofa? Oh, yes! I remember now. It's somewhere under the sofa. I hid it there so the dog wouldn't find it. Ha, ha, ha.*

Paul: *Oh, Jane!*


2. **Mike:** *Dear, I've lost the TV guide.*

Lynn: *Oh, Mike! It must be somewhere in the room.*

Mike: *Yes, but where?*

Lynn: *Look under the coffee table dear, with all the other magazines. Or maybe it's somewhere in the bookcase.*

Mike: *Oh, I found it under the coffee table. Thanks!*

-  The remote control should be drawn **under** the sofa and the TV guide should be drawn **under** the coffee table.

6 Let's talk



Language focus

Objectives

- to revise and consolidate vocabulary and structures learnt in the previous lessons
- to differentiate between the sounds /g/ and /dʒ/



Materials

- two copies of a blown-up picture of a classroom, a bedroom or any other room with people and objects in it. (Alternatively, bring pictures from magazines.)

Revision

- Ask Ss what they remember about the text in activity 1 of the previous lesson (SB page 58).
- Then play a round of the game **True or False**.
- Explain to Ss that you are going to say a series of sentences about the text in the previous lesson and that they have to respond verbally to the sentences. For example you say, *Last year Chris took part in a talent show for all of the students in year four* and Ss respond, *No, she didn't. She took part in a talent show for all of the students in Year six.*
- Play this game until you've run out of sentences.

6 Let's talk

1 Play. Use:

something anything nothing anybody nobody everybody somebody

There's something in the bag.



PRONUNCIATION

Listen and repeat. Then tick (✓). 

	TV guide	stage	good	girl	giraffe	geography
/g/	✓					
/dʒ/		✓				



Lesson plan



Warm up

- Have Ss look around the class, point to and describe what they can see using the compounds of *some*, *any*, *no* and *every*. Encourage them to say for example, *There's something under the book* or *There isn't anything in the bag*.

Activity 1

- Direct Ss' attention to the speech bubble and read it out loud. Ask Ss to tell you which photo they think it refers to. (The first photo.)
- Tell Ss that in pairs they are going to play a game.
- Explain that they are going to take turns throwing a crumpled piece of paper onto the photos and saying sentences about the photo it lands on, using the compounds given to them at the top of the page.
- After Ss are done playing and if time permits, have a pair of Ss play the game in front of the class.

- There's something in the bag.
- There is nothing / not anything in the box.
- There's somebody behind the door.
- There's somebody at the party.
- Everybody is in the living room / happy.
- There's something in the fridge.
- There's something on the chair.
- There's somebody in the car.
- There is nothing / not anything in the wardrobe.
- There is nobody / not anybody on the beach.
- There's somebody in the theatre.
- There is nobody / not anybody on stage.
- There is nobody / not anybody in the classroom.
- There's something in the fridge.
- There's somebody on the desk.
- Everybody is in the car.



Pronunciation



Track 27

- Direct Ss' attention to the pronunciation table at the bottom of the page.
- Point to the words *TV guide* and *stage* and encourage Ss to guess how these words are pronounced.
- Play the CD and tell Ss to listen to the difference in the pronunciation of the letter 'g' in *TV guide* and *stage* and repeat.
- Tell Ss that they will listen to the rest of the words and they have to tick (✓) the correct box according to the sound they hear.
- Play the CD and have Ss listen and repeat.
- Play the CD again and have Ss tick (✓) the correct pronunciation.
- Check Ss' answers as a class by having Ss pronounce each word out loud.



	TV guide	stage	good	girl	giraffe	geography
/g/	✓		✓	✓		
/dʒ/		✓			✓	✓



Optional

Crowded rooms

- Divide Ss into two teams.
- Hand out a copy of the blown-up picture of the room face-down (refer to the materials section) to each group along with a piece of blank paper.
- Tell Ss that as soon as you say *Go!* They have to turn over their pictures and write as many sentences using the compounds of *some*, *any*, *no* and *every*, as they can to describe the picture.
- As soon as you say *Stop!* the teams have to stop writing and lay down their pencils.
- Then have each team read their sentences out loud. The team with the most sentences written correctly wins the game.



Workbook

Activity 1

*Note

Braille edition: An edition of Monopoly for the seeing impaired where the writing is represented as a raised pattern that can be read by touching with the fingers.



1. F 2. F 3. T 4. F

6 Project



Language focus

Objectives

- to make a TV guide page
- to revise and consolidate vocabulary and structures learnt in previous lessons

Revision

- Have Ss play a round or two of the game from the previous lesson (SB page 60).



Lesson plan



Warm up

- Tell Ss what your favourite TV programme is and when it's on TV.
- Encourage Ss to talk about their favourite TV programmes, and explain why they like them. Initiate a short discussion.

Activity 1 Track 28

- Direct Ss' attention to the text.
- Ask them to look at the photo and guess what the text is going to be about (TV guides).
- Tell Ss that they are going to listen to and read a text about TV guides.
- Play the CD and have Ss follow along in their books. Ask them to underline any unknown words at the same time.
- Ask Ss comprehension questions such as the following:
What are TV guides and what kind of information do they give us? (They're magazines that tell us what time TV programmes, films, the news start. They also tell us what programmes/films are about.)
What do the stars next to each programme/film tell us? (They tell us how good a programme or a film is.)
- Explain the unknown words, and if time permits, ask a few Ss to take turns reading the text.

Activity 2

- Direct Ss' attention to the TV guide page and tell them that they are going to read through the text and then you are going to talk about how to make a TV guide page.
- Have Ss read through the text.
- Ask Ss comprehension questions such as the following:
What can you see on the Breakfast Club? (Your favourite cartoons.)
What time is Cool Songs on? (It's on at 2:20pm.)
What kind of film is Zootopia? (An animated film.)
What programmes are the best to watch? (Documentary Time and Kids News.)
- Direct Ss' attention to the boxes around the text and tell Ss that these are some of the things they need to take into consideration when writing a TV guide page. Read these boxes out loud.



Writing tip

- Direct Ss' attention to the *Writing tip* and read it out loud.
- Explain the *Writing tip* to Ss.
- Ask Ss to look for examples of the *Writing tip* in the text in activity 2.

1 Listen and read. Then discuss.

There are many TV channels today and a lot of them have got programmes on 24 hours a day. So how do you know what's on TV? There are magazines called TV guides that have information about TV programmes. TV guides are really easy to read. They tell you what time programmes start and what they are about. Some TV guides also have stars next to the programmes. These stars tell you how good a programme is.



2 Read the TV guide page.

Write the name of your TV station.

Write the time the programme starts.

Write something about the programme.

Kids Fun Television KFTV		
8:15 am	BREAKFAST CLUB See your favourite cartoons.	***
10:30 am	DOCUMENTARY TIME See documentaries about wild animals and the environment.	****
12:00 pm	CHILDREN'S NEWS Learn news from around the world.	****
2:20 pm	COOL SONGS Listen to the new hits, and see interviews with famous singers.	***
5:45 pm	FILM: ZOOTOPIA A 2016 Disney animated film.	***

Write the name of the programme.

Give each programme stars.

Writing tip

When you write the time, you always put a **colon (:)** between the hours and minutes.

8:15 12:00 3:30

am We use **am** when we refer to a time between twelve o'clock at night and twelve o'clock in the middle of the day.

pm We use **pm** when we refer to a time between twelve o'clock in the middle of the day and twelve o'clock at night.



Note

- Ask Ss to bring in cut-outs or printouts of film posters or ads for films for the next lesson. Point out that they should be of films they have seen.



Workbook



Activity 1

open answers



Activity 2

- Ask a few Ss to present their TV guides to the class.



open answers



Optional

Name that programme

- Divide Ss into pairs or small groups depending on class size.
- Ask each pair or group of Ss to make a short TV guide page. Ask them to include the time, the stars (ratings) and the description of each programme without revealing its name.
- Then have the pairs or groups exchange TV guides with each other and guess the names of the programmes based on their descriptions and ratings.
- When the Ss are done they have to consult the pair/group they exchanged TV guide pages with to check their answers.
- The group(s) with the most correct guesses win.
- If time permits initiate a discussion about the TV programmes Ss chose to put in their TV guide pages and encourage them to explain why they chose them.



Language focus

Objectives

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures learnt in previous lessons



Materials

- Cut-outs or printouts of posters or ads for films for any Ss that may have forgotten to bring some in (make sure they're of popular films your Ss probably will have seen).

Revision

- Have some Ss take out the TV guide pages they made in activity 2 (WB page 52) in the previous lesson and come up to the front of the class and present them.



Lesson plan



Warm up

- Ask Ss if they have ever helped a stranger and if so, what they did to help the stranger. Ask Ss if they have ever seen someone being robbed on the street or if they have ever been robbed. Encourage all of the Ss to share their experiences and participate in the discussion.

Activity 1 Track 29

Before reading

- Direct Ss' attention to the pictures and the title of the story. Read the title and ask Ss to guess what the story is going to be about and how they think Grandfather Jack saves the day. (It's about an old man that goes out on

- 1 Listen and answer. How did Grandfather Jack save the day? Then read.

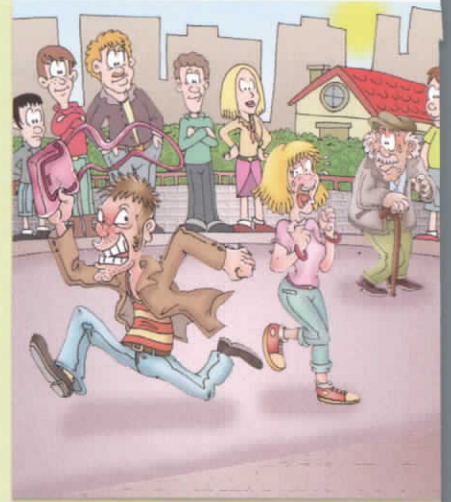
GRANDFATHER SAVES THE DAY

It was a hot day and Grandfather Jack wanted a nice, cold drink. He checked the fridge but there was nothing in there. So he decided to go and buy one.

He was walking down High Street when he heard a woman shouting: 'Help! Help me! Someone took my bag!' Grandfather Jack turned around to see what was going on, and he saw a man running with the woman's bag in his hand. There were people everywhere, but nobody was doing anything.

They were just standing and looking. So, Grandfather Jack had no other choice. He ran and jumped on the man's back and they both fell down.

'Give me that bag!' he shouted. The man was really scared and he looked very surprised.



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a hot day to buy a drink and comes upon a woman being robbed. He tries to get back the woman's bag by attacking the robber only to realise later that the man wasn't really a robber, but an actor acting out a scene for a film. The director offers Grandfather Jack a role in the film but the only thing Grandfather Jack wants is a cold drink.)

While reading

- Play the CD and have Ss follow along in their books while underlining any unknown words.
- Explain the unknown words.

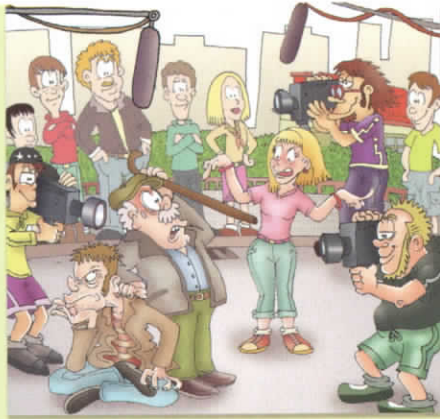
After reading

- Ask Ss comprehension questions, such as the following:
 - Why did Grandfather Jack go out?* (He went out to buy a cold drink.)
 - What did he hear while walking on Main Street?* (A woman shouting.)
 - What did he see?* (A man running with the woman's bag in his hand.)
 - What did he do?* (He ran and jumped on the man's back and they both fell down.)
 - What did he see when he got up?* (Lots of actors and cameras.)
 - Why did the director want to change the name of the film?* (Because he liked what Grandfather Jack did and wanted to make him the star of the film.)
 - Did Grandfather Jack want to be a star?* (No, he didn't.)
- If time permits, have a few Ss take turns reading the story out loud.

'What are you doing, old man?' said the woman. 'We're trying to make a film here and you are in our way!'
'Oops! I was just trying to help. I'm sorry,' Grandfather Jack said.
Grandfather Jack got up and saw lots of actors and cameras. He felt really embarrassed.

Suddenly, a man who was sitting in a chair started shouting. He was very excited.

'That was great!' he said. He was the director and he really loved what Grandfather Jack did.



'I'm going to change the name of the film to GRANDFATHER SAVES THE DAY! I'm going to make you a star,' the director said.

Grandfather Jack looked confused. He didn't know what to say at first. 'I don't want to be a star!' he said. 'There's only one thing I would like right now.' 'What is that?' the director asked. 'We can get you anything you ask for. You're our new star.'

Grandfather Jack turned to the director and said, 'I just want a nice, cold drink! It's really hot today!' and he went to the shop.

VALUE You can be a hero at any age.

2 Read again and correct the sentences.

1. Grandfather Jack wanted a newspaper from the shop.
2. Somebody took the woman's umbrella.
3. Grandfather Jack ran and hit the man.
4. The man who was sitting in a chair was the author.
5. The name of the film is going to be GRANDFATHER SAVES THE WOMAN.
5. Grandfather wanted to be a star!

Let's chat

Do you like films? What kind? What's your favourite film? Who's your favourite actor/actress?

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Post-story activity

Value

- Draw Ss' attention to the value and read it aloud.
- Explain it and discuss it with Ss using L1.
- Ask Ss some further questions related to the story. For example, *How would you describe a hero?*, *Why is Grandfather Jack considered to be a hero?*, *Which of your closest friends would you consider a hero and why?*, etc.

Activity 2

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the text again and write the correct sentences in their notebooks.
- Have Ss check their answers in pairs first, then check as a class.

1. Grandfather wanted a cold drink from the shop.
2. Somebody took the woman's bag.
3. Grandfather Jack ran and jumped on the man's back.
4. The man who was sitting in the chair was the director.
5. The title of the film is going to be GRANDFATHER SAVES THE DAY.
6. Grandfather didn't want to be a star.



- Direct Ss' attention to the box and read it out loud for them. Ask Ss to look at the questions and initiate a discussion.
- Talk about what your favourite film is and who your favourite actors/actresses are. For example say, *I love/like watching films in my free time. I prefer horror / adventure / romance films / comedies. My favourite film is The Lord of the Rings. It's an adventure film. I like/admire Robert DeNiro and Cate Blanchett. or I don't like / enjoy watching films very much. I prefer doing other things in my free time like (listening to music or reading books).*
- Encourage all of the Ss to participate in the discussion.



- Ask Ss to take out their printouts/cut-outs.
- Have Ss come up to the front of the class one by one and talk about the film they've chosen. Encourage them to talk about the plot and the main characters.
- While the S is presenting his/her film, the rest of the Ss have to draw 1-4 stars on a piece of paper and rate their classmate's film review based on his/her description.
- Keep track of each S's ratings. The S to collect the most stars for his/her review is the winner.
- Keep the Ss' printouts/cut-outs for the next lesson.



Workbook

Activity 1

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

Activity 2

1. b
2. a
3. a
4. b

Activity 3

2. There isn't anything in the fridge, but there's something on the table.
3. There's someone in the black car, but there is no one in the blue car.
4. There is nobody in the garden, but there's somebody in the house.

6 Revision

Language focus

Objectives

- to revise and consolidate vocabulary and structures learnt in previous lessons

Revision

- Ask Ss to tell you what they remember about the story in the previous lesson. Encourage them to explain what happened to Grandfather Jack.



Lesson plan



Warm up

- Ask Ss questions using the compounds of *some*, *any*, *no* and *every* such as: *Is there anything on the floor? Is there anyone in the class with long hair? Is there anything in this bag?*
- Encourage Ss to answer.
- Revise the vocabulary and structures learnt in this module by playing a round of the game **I spy** (TB page 89) or **Name that programme** (TB page 97).

Activity 1 Track 30

- Direct Ss' attention to the pictures.
- Explain to Ss that they will listen to three dialogues and they have to tick (✓) the correct picture according to what they hear.
- Play the CD and have Ss do the activity.
- Play the CD a second time so that Ss can check their answers.
- Ask Ss to compare their answers in pairs first, then check Ss' answers as a class.

Listening transcript

1. **Luke:** Where's the TV guide, Sophie?
Sophie: I think it's somewhere in the bedroom, Luke.
Luke: No, I looked, but it's not there.
Sophie: Are you sure?



1. b 2. b 3. a

Revision 6

Listening

- 1 Listen and tick (✓) the correct picture.

1. Where's the TV guide?

a



b



2. Who is at the door?

a



b



3. What did the woman buy?

a



b



Speaking

- 2 Say with your partner.

something house
 anyone fridge
 someone bag
 nothing shop
 anything museum
 no one



Is there anyone in the house?

Yes, there is someone in the house.

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- Luke:** Yes, it's nowhere in there. There's only one of your magazines.
Sophie: Luke, there's something on the table in the living room. Is that a book or the TV guide?
Luke: Oh, yes. It's the TV guide. Thanks Sophie.
2. **Mum:** I heard a knock. Is there anyone at the door, Derek?
Derek: I didn't hear anything, Mum.
Mum: OK. It's probably no one.
Mum: See! It's the doorbell!
Derek: OK...
People: Happy birthday, Derek! Surprise!
Derek: What a great surprise!
3. **Fred:** Did you go to the shop, Dorothy?
Dorothy: Yes, I did.
Fred: Did you buy anything?
Dorothy: Yes, I bought some milk.
Fred: Did you buy anything for Catherine's dinner party?
Dorothy: Catherine's dinner party?
Fred: Yes. It's tonight.
Dorothy: Oh, yes. That's right! I have to buy something. I'll buy her some chocolate ice cream.

Activity 2

- Direct Ss' attention to John and Mary and ask them what they are doing (John is asking Mary a question about the photos and Mary is answering.)
- Explain to Ss that they have to take turns asking each other questions about the photos using the words in the box.
- Divide Ss into pairs and have them do the activity.
- When Ss are done, have pairs of Ss do the activity in front of the class.



Note

Do CLIL 3 in SB, p.107 (TB, p.160).



Workbook



Activity 1

performance
actors
stage
balanced
talent
clapped



Activity 2

1. anything 2. Somebody 3. somewhere 4. Everyone 5. somewhere

Activity 3

1. anyone
2. Everyone
3. something
4. No one
5. nowhere



Activity 4

1. Daniel Radcliffe
2. Elijah Wood
3. Elijah Wood
4. Emma Watson
5. Emma Watson
6. Elijah Wood



Activity 5

open answers



Activity 6

open answers

Now I can

- Explain to Ss that they are going to tick off everything they have learnt in this module.

7 Let's help

Sing a song



Language focus

Objectives

- to talk about a fundraiser
- to talk about possibility in the future

Vocabulary

Nouns: karaoke, go-karting, raffle tickets, big wheel

Phrase: raise money

Adjective: second-hand

Structures

Maybe they will see some wild animals.



Materials

- magazine cut-outs or Internet printouts of karaoke, go-karting, raffle tickets, big wheel



Lesson plan



Warm up

- Present the words *karaoke*, *go-karting*, *raffle tickets* and *big wheel* by holding up the pictures you've brought in and saying sentences using them.
- Encourage Ss to repeat the sentences and infer the meaning of the words.
- You can introduce the words *second-hand* and *raise money* by using them in context.
- For example point to your shirt and say, *This was my sister's shirt but now I wear it. This shirt is second-hand.*
- Then say, *Raise money means collect money for a purpose.*
- Write these sentences on the board with each word, underlining the words in each sentence.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.

Vocabulary



Track 31

- Point out the words in the vocabulary section.
- Say the words and have Ss point to the words and repeat.
- Say the words in random order and have Ss repeat and point.

Activity 1



- Tell Ss to look at the pictures and ask them where the children are (at a fundraiser).
- Ask Ss if they know what a fundraiser is. Tell Ss that people organise fundraisers to raise money for a purpose, especially to raise money for charity.
- Ask Ss to read through the phrases and underline any unknown words.
- Read the phrases and explain any unknown words.
- Initiate a short discussion. Ask Ss if they have ever organised or been to any kind of fundraising event. Encourage Ss to say a few things about this event, like what activities were taking place there, what they were raising money for, and how much money they managed to raise.

Activity 2



Track 32

- Explain to Ss that they will listen to a song.
- Play the CD and have Ss listen and follow along in their books.
- Play the CD again and invite Ss to sing along.

Activity 3



- Explain to Ss that they have to look at activity 1 again, use their imagination and write a second verse for the song.
- Allow Ss some time to do the activity and go around the class helping Ss in need of help.
- Have Ss compare what they've written and then check Ss' verses as a class by inviting Ss to recite their verses to the class.
- As Ss are reading their verses to the class, have the rest of their classmates vote for the best verse.
- Then write the verse on the board, play the CD and invite Ss to sing the first verse as well as the verse written on the board.

Activity 4



- Direct Ss' attention to Emma and Mary and ask them what they think is happening. (Emma and Mary are playing a guessing game. Emma is thinking of a place depicted in the pictures in activity 1 and Mary is trying to guess which picture it is in.)
- Explain to Ss that they have to refer to the pictures in activity 1 in order to play the guessing game. Then they take turns choosing a place depicted in the pictures and guessing.
- Divide Ss into pairs and have them play the game.
- Once Ss are done, invite a few pairs of Ss to do the activity in front of the class.