

YOUNG STARS

H. Q. Mitchell
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Teacher's Book


mm publications

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| Communication Objectives | Structures | Vocabulary | Writing | Phonics |
|--|---|---|---|---|
| Module 1 • People • p. 5 | | | | |
| <ul style="list-style-type: none"> to talk about school subjects to give personal details to ask for personal details to talk about actions happening at the moment of speaking to talk about everyday actions to talk about activities which someone is good or bad at to talk about free-time activities to make suggestions | <p>Information Questions (What, Where, Who)</p> <p>Present Simple vs Present Progressive</p> <p>I'm good/bad at (skateboarding).</p> <p>What's the matter? I'm (bored).</p> <p>Let's (watch a DVD). Great idea! / Sure! / No, thanks.</p> | <p>School subjects</p> <p>Actions</p> <p>Free-time activities</p> | <p>Project: to write an email about one's daily routine</p> <p>Writing tip: to learn how to use <i>capital letters</i>, <i>full stops</i>, <i>question marks</i> and <i>exclamation marks</i> in sentences</p> | <p>ow /au/ brown</p> <p>ou /au/ mouse, house</p> |
| Module 2 • Looking back • p. 15 | | | | |
| <ul style="list-style-type: none"> to talk about events that happened in the past to introduce holiday activities to talk about exploration to talk about a specific point in time or the order of past events to talk about Art to talk about ability in the past to talk about free-time activities | <p>Past Simple (the verb to be)</p> <p>Past Simple (regular and irregular verbs)</p> <p>Time clause (when)</p> <p>The verb <i>Could</i></p> | <p>Holiday activities</p> <p>Free-time activities</p> <p>Occupations</p> | <p>Project: to learn how to write a diary entry</p> <p>Writing tip: to learn how to use intensifiers (<i>very</i>, <i>really</i>, <i>so</i>) in a sentence</p> | <p>bl /bl/ blue, black, tablet, table</p> <p>pl /pl/ plate, plane</p> |
| Cross-curricular 1 (Modules 1-2) • p. 25 | | Cross-curricular Connections: History (ancient civilisations) | | |
| Module 3 • Let's learn! • p. 27 | | | | |
| <ul style="list-style-type: none"> to introduce different kinds of buildings to introduce the Comparative form of adjectives to talk about places to introduce the Superlative form of adjectives to talk about endangered species to introduce adverbs of manner to introduce units of measurement to talk about track and field events to introduce units of time to introduce the Comparative and the Superlative form of adverbs | <p>Comparative form</p> <p>Superlative form</p> <p>Adverbs of manner</p> <p>Comparison of adverbs</p> | <p>Places</p> <p>Buildings</p> <p>Units of measurement</p> <p>Sports</p> <p>Units of time</p> | <p>Project: to learn how to write an article about a famous person</p> <p>Writing tip: to learn the position of adjectives in a sentence, to learn to use the conjunction <i>because</i> and the adverb <i>too</i> in sentences</p> | <p>gr /gr/ green, grey</p> <p>cr /cr/ crocodile, cross</p> |



| Communication Objectives | Structures | Vocabulary | Writing | Phonics |
|--------------------------|------------|------------|---------|---------|
|--------------------------|------------|------------|---------|---------|

Module 4 • What happened? • p. 37

| | | | | |
|--|--|------------------------------------|---|---|
| <ul style="list-style-type: none"> to talk about actions that were happening at a specific point in time in the past to say what one was doing at a specific time in the past to talk about accidents and injuries to ask and answer about reasons to talk about a safari to talk about activities | <p>Past Progressive</p> <p>Why did you (go to the doctor)? Because I (was ill).</p> <p>What's the matter? I (sprained my ankle).</p> | <p>Activities</p> <p>Accidents</p> | <p>Project: to learn how to write an incident report</p> <p>Writing tip: to learn how to use <i>commas</i> and the conjunction <i>and</i> in a sentence</p> | <p>gl /gl/ English</p> <p>bl /bl/ problem</p> |
|--|--|------------------------------------|---|---|

Cross-curricular 2 (Modules 3-4) p. 47

Cross-curricular Connections:
History and Geography (famous explorers)

Module 5 • Eating right • p. 49

| | | | | |
|--|--|------------------------------------|---|---|
| <ul style="list-style-type: none"> to do a quiz to talk about healthy and unhealthy eating to talk about eating habits to talk about quantity to talk about food to talk about preferences | <p>some / any / many / much / a lot of/lots of / a few / a little</p> <p>How much...? / How many...?</p> <p>Both / Neither</p> | <p>Food</p> <p>Food containers</p> | <p>Project: to learn how to write a recipe</p> <p>Writing tip: to learn how to use sequence words (<i>First, Second, Next, Then, Finally</i>)</p> | <p>ay /ei/ today, day, play</p> <p>i /ai/ mice, nice, ice, rice</p> |
|--|--|------------------------------------|---|---|

Module 6 • Time for Science! • p. 59

| | | | | |
|---|--|--------------------------------------|---|--|
| <ul style="list-style-type: none"> to talk about colours in nature to give information about something while avoiding repetition to give information about someone while avoiding repetition to talk about people who first did something to talk about inventions that were invented by mistake | <p>Relative pronouns: who, which, that</p> | <p>Occupations</p> <p>Inventions</p> | <p>Project: to learn how to write a suggestion about a film or a book</p> <p>Writing tip: to learn how to use the conjunctions <i>or</i> and <i>but</i> in a sentence</p> | <p>sm /sm/ small</p> <p>sw /sw/ swimming</p> |
|---|--|--------------------------------------|---|--|

Cross-curricular 3 (Modules 5-6) p. 69

Cross-curricular Connections:
Home Science (food round the world)

Module 7 • Planning the future • p. 71

| | | | | |
|--|--|--|--|--|
| <ul style="list-style-type: none"> to talk about an amusement park to talk about future plans to talk about festivals to talk about special days and celebrations to talk about free-time activities to accept or refuse an invitation | <p>Future <i>be going to</i></p> <p>Would you like to...? Yes, I'd love to./Sure, why not? / I'm sorry. I can't./I'm afraid I'm busy./I'm sorry. I've got other plans.</p> | <p>Free-time activities</p> <p>Festivals</p> <p>Celebrations</p> <p>Special days</p> | <p>Project: to learn how to write a trip itinerary and a postcard</p> <p>Writing tip:</p> <ul style="list-style-type: none"> to learn how to use different tenses in a description to learn how to use adjectives to describe feelings and impressions | <p>wh /w/ white, whale</p> <p>ph /f/ dolphin, elephant</p> |
|--|--|--|--|--|

| Communication Objectives | Structures | Vocabulary | Writing | Phonics |
|--|--|--|---|---|
| Module 8 • Let's have fun • p. 81 | | | | |
| <ul style="list-style-type: none"> • to talk about movement • to ask for directions • to give directions • to talk about hobbies and free-time activities • to say what people like / love / enjoy / hate doing | Prepositions of movement Directions love / like / enjoy / hate + -ing Let's... / Why don't we...? / How about...? | Prepositions of movement Directions | Project: to write an invitation to an event and draw a map Writing tip: to learn how to write an invitation and draw a map | e /eə/ there ea /eə/ bear, pear ai /eə/ chair |
| Cross-curricular 4 (Modules 7-8) • p. 91 | | Cross-curricular Connections: Geography and Science (learning about the seasons round the world) | | |



Welcome

This is a series of books especially designed for primary school students. It takes students from beginner to elementary (A1.2) level with careful consideration of students' particular needs and interests at each stage. A learner-centred approach has been the foundation of this course, which aims to engage learners actively 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 a single school year. It is based on a well-organised, multi-dimensional syllabus, which focuses equally on the development of both vocabulary and grammatical structures through lively topics and communicative activities. 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 eight theme-based modules. The lessons in each module are thematically linked and lead to the exploration and discovery of the language functions related to the particular theme of the module.

Each module includes a wide range of songs, factual pieces, stories, cross-curricular sections, various activities with pictures and photos, games and role-playing, as well as projects that stress the communicative function of the language and motivate learners to participate actively. Note that there are a few passive words which need to be explained by the teacher.

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, writing) are practised extensively. Eight one-page *Star Skills* sections help students develop the four skills through revision activities. These sections also serve the purpose of preparing students for International exams. A *Now I can...* section, along with the self-evaluation sheets, can help students evaluate their performance and take responsibility for their own learning. Three revision sections for Modules 1-4, Modules 5-8 and Modules 1-8 prepare students for the Midterm test and the Final test. Students can also find three board games at the back of the Workbook: Board Game 1 for Modules 1-4, Board Game 2 for Modules 5-8 and Board Game 3 for Modules 1-8.

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 dedicated to revision of the previous lesson, at the beginning of each lesson. This may take the form of a brief game, a role-play activity 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 on how to approach each activity, with special sections for vocabulary and grammar activities.

Optional / Before leaving: Additional ideas for fun activities are given in the Teacher's Book, and aim at both making the lesson more enjoyable as well as 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 in the Workbook, as well as listening transcripts.

Tests: There are eight two-page end-of-module tests, one three-page Midterm test for Modules 1-4 and one three-page Final test for Modules 5-8. The tests are available on the Teacher's Resource CD/CD-ROM.

Special Days: These pages have been included on the Teacher's Resource CD/CD-ROM, so that copies can be made and given to students at the appropriate time of the year. The pages depict festive days of the year and stimulate the students' interest since they are accompanied by fun activities. These pages also provide cross-cultural information about English-speaking countries that help students understand other cultures.

Student's Audio CD/CD-ROM

The Student's Audio CD/CD-ROM includes the songs, dialogues, stories and pronunciation sections from the Student's Book and Workbook so that students 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 plays both on a computer and a CD player. A full track list of the Student's Audio CD/CD-ROM has been included in the Workbook. Interactive games are also included in each module.

Class CDs

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

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).

'World Watch' worksheets

Teachers can find the worksheets for the 'World Watch' videos and a Teacher's Guide on how to approach each activity on this CD-ROM.

Self-evaluation sheets

These sheets accompany the *Now I can...* section in the Workbook. They help students evaluate their performance and take responsibility for their own learning.

Special Days

Flashcards

These can be used whenever the teacher finds it useful to pre-teach, introduce, revise or consolidate vocabulary. There are many teaching ideas for the use of flashcards included in the Teacher's Book. The flashcards can be found in electronic form on the Teacher's Resource CD/CD-ROM so that teachers can choose and print out the ones needed for each lesson.

Posters

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

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 the 'World Watch' videos as well as interactive games.

There is also a Vocabulary Index with all the Vocabulary (new words that Students use actively in the production stage).

'World Watch' 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.

THE SERIES

This series is designed with careful consideration of students' needs and emotional development at young ages. The focus is on all four skills, which are carefully developed to facilitate the learning process. Special attention is paid to the gradual development of reading and writing skills, and strategies developing these skills are practised in class through activities that promote communication.

Course Outline

All the lessons in each module feature a wide variety of meaningful input through the use of songs / quizzes / questionnaires, illustrated stories, short texts, games, role plays and cross-curricular sections. A clearly demarcated vocabulary section illustrates the key vocabulary items for 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 (with recorded conversational models) allow students to practise and use the new language. Reading is developed through a wide variety of text types and tasks and is aided by audio recordings of all the reading texts in the Student's Book. Writing is mainly practised in the Workbook.

MODULE STRUCTURE

Lesson 1:

Vocabulary

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

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.

Looking back ★ 2

Song

1 Listen and complete. Then sing.

Look!
We were at the park yesterday.
My brother went surfing last weekend!

Holiday time!
Last summer I was in Greece.
We stayed at a hotel by a bay.
We enjoyed every day!
I went _____ surfing,
and _____ under the sun!
We had great fun!

Summer holidays are great.
I can't wait to have fun again!

Last winter I was in Canada.
We went _____ in the forest
and _____ in the lake.
We went hiking and _____ on the mountain.
Under the winter sun!
We had great fun!

Winter holidays are great.
I can't wait to have fun again!

3 Play a guessing game.
Choose a holiday activity from activity 2. Then say.

I went camping last winter.
You were in Canada!
Yes!

Song

Presentation of new vocabulary always with pictures

A new song that presents vocabulary and grammatical structures

The *Look!* box highlights grammatical structures

Immediate practice on vocabulary and structures

Questionnaire

People ★ 1

Questionnaire

1 Listen and read. Then fill in with the information in the box.

My profile

Mr Brown Robert Jones
55 Elm Street, Bristol Year 5
bobjones@mail.com history
Winston Primary School
01786 440079 12 April 2006

1 What's your full name?
2 What's your date of birth?
3 Where do you live?
4 What's your telephone number?
5 What's your email address?

6 What school do you go to?
7 What year are you in?
8 Who's your favourite teacher?
9 What's your favourite school subject?

3 Copy the questions below in your notebook. Ask and answer with your partner and write the answers.

1. What's your full name?
2. What's your date of birth?
3. Where do you live?
4. What's your telephone number?
5. What's your email address?
6. What school do you go to?
7. What year are you in?
8. Who's your favourite teacher?
9. What's your favourite school subject?

What's your full name?
Lisa White
What's your full name?
Kate Smith

Let's learn!

Quiz ★ 3

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

Quiz

The Tower of London is older than Big Ben.
Gorillas are more beautiful than gorillas.
Crocodiles are better at swimming than hippos.

good → better far → farther/further
bad → worse much/many → more

1 WHICH UNDERGROUND IS BUSIER?
A the New York underground B the London underground

2 WHICH BRIDGE IS LONGER?
A the Golden Gate Bridge in San Francisco B the Brooklyn Bridge in New York City

3 WHICH OPERA HOUSE IS MORE MODERN?
A the Vienna Opera House B the Sydney Opera House

4 WHICH COUNTRY IS LARGER?
A Australia B Canada

5 WHICH SKYSCRAPER IS TALLER?
A the Empire State Building B the Burj Khalifa

6 WHICH IS OLDER?
A the Pyramids B the Acropolis

3 Talk in pairs.
Which underground is busier, the New York underground or the London underground?
The...

Quiz

Lesson 2:

Young Stars

The second lesson is a comic strip in interrelated episodes. Our young heroes are found in situations where vocabulary and grammar are presented in an amusing way. The target language is introduced through lively dialogues, and each dialogue is followed by a reading comprehension activity. A wide variety of activities allows students to practise basic vocabulary and grammar. There is a *Look!* box in almost every lesson that draws students' attention to certain grammatical points. In some cases, there is also a *Language* box that gives more detailed information about language structures or linguistic items presented in each lesson. Listening and speaking activities are included to consolidate structures and vocabulary introduced in the lesson. Students also have the opportunity to practise the new language through games and role play.

Listening activities practising new language items

Reading comprehension activity

2 Young Stars

1 explore cave rock treasure
bury look for message find - found surprised

2 Listen and answer. What did Donna find at the beach? Whose was it? Then read.

1 **Fay:** Hey, Donna! Where were you yesterday?
Donna: I explored a cave at Fuga Beach and I found this bottle next to a rock. There was a message in it!
Fay: Really? Who wrote it?

2 **Donna:** A boy called Gary.
Fay: What was the message about?
Donna: Some treasure!
Fay: Wow! Did you look for it?
Donna: Yes, I did. It was in the sand, under a tree.

3 **Fay:** What treasure did you find?
Donna: Well, I found an old box. There was a photo and a watch in it. My dad saw them and he was really surprised!

4 **Fay:** Surprised?
Donna: Yes! It was my dad in the photo!
Fay: What? Oh, yes! Gary!
Donna: He buried the treasure and threw the bottle into the sea 25 years ago!
Fay: Wow! What a story!

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Comic strip: the characters of the book in different situations

Module 2 | Young Stars

Look!

3 Read again and answer the questions.

- Where did Donna find the bottle?
- What was in the bottle?
- What was the boy's name?
- Where was the treasure?
- What was in the box?
- Who buried the treasure?

4 Listen and write **T** for True or **F** for False.

- James went to the beach with Ned.
- James went fishing.
- James went sailing with his dad and Mr Roberts.
- James went surfing.
- James explored a cave with his dad and Mr Roberts.
- James had a good time.

5 Talk in pairs. Imagine you found a message. Use the prompts below and your own ideas.

when / find / message
where / find / it
be / in / bottle
what / be / it / about
what / you / do / with / it

When did you find the message?
I found it last Saturday.

17

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

Lesson 3:

Our world

In this lesson, there is a focus on factual and/or cross-cultural topics, relevant and appropriate for students at this age. The topics have to do with everyday life, the English-speaking world, different cultures around the world, etc. A *Background notes* box that gives additional information on various topics has also been included (where applicable).

Reading comprehension activity

2 Our world

1

2 Listen and answer. What's the school magazine article about? Then read and tick (✓) the best headline for the article.

By Jack Preston

Glass paintings

A school trip to an art exhibition

A visit from some artists

Last Thursday, we went to an art exhibition with our art teacher, Mr Adams. When we arrived, they took us to a room with famous paintings from the 19th century. They were beautiful! Then, they took us to a big room with modern art. The paintings there were very different. They were glass paintings. Then, two artists arrived and they talked to us about modern art and glass paintings. Artists paint on glass and sometimes they use metal in their paintings, too. We learnt many things. Later, we all had lunch together and then we left. It was a fantastic day! Everybody enjoyed it.

Here's what two students liked:

'I liked the glass paintings. The painting with fish was my favourite. I like art a lot and I want to be an artist, too.'
Kate, 11

'The art exhibition was fantastic! When I went home, I made a glass painting, too!'
Liam, 12

Module 2 | Our world

3 Read again and correct the sentences. **LOOK!** When we arrived, we had lunch.

- Year 6 visited an art exhibition.
- The students went to a small room with modern art.
- Three artists talked about modern art.
- Artists paint on metal and sometimes use glass in their paintings.
- Liam wants to be an artist.
- When Liam went to school, he made a glass painting.

4 Listen and complete.

- Pablo Picasso was a famous _____.
- Picasso made many portraits and _____.
- Picasso painted his first painting when he was _____ years old.
- Picasso studied art in _____.
- Picasso painted 'Guernica' in _____.
- Picasso died in _____.

5 Talk in pairs. Look and say.

| | |
|---|---|
| arrive / school - have / art lesson | finish / art lesson - have / lunch |
| arrive / home - do / homework | finish / homework - go / park / with / sister |

When Sally arrived at school, she had an art lesson.

When...

Presentation of new vocabulary and structures through activities providing factual information

Listening activities practising new language items

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

Lesson 4:


Let's talk


In this lesson, the language is presented through game-like activities. Surveys, posters, advertisements, 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 pronunciation section helps students differentiate between different sounds in English that quite often cause confusion.


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

2


Let's talk




1  rollerblade




play golf




play hockey



send an email



type




Hello. I'm Mark!

1 speak English








2 Talk in groups of three. Put a or an **X**. Then ask and answer.


When I was five years old...



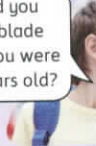
LOOK!

When I was six years old, I could talk.
 When I was six years old, I couldn't speak English.
 Could you rollerblade when you were six years old?
 Yes, I could. / No, I couldn't.


| | | You | Student A | Student B |
|----------|--|-----|-----------|-----------|
| 1 | rollerblade  | | | |
| 2 | send an email  | | | |
| 3 | speak English  Hello! | | | |
| 4 | swim  | | | |
| 5 | play hockey  | | | |
| 6 | type  | | | |
| 7 | play golf  | | | |

3 Listen and repeat.  A **blue plate**, a **black tablet** and a **red plane** on the **table**.


Could you rollerblade when you were five years old?



Yes, I could.



No, I couldn't. But I could swim.



Practising phonics



Lesson 5:


Project

Projects develop students' writing skills, providing them with models of a variety of writing texts. A *Writing tip* box helps students improve their writing skills by giving useful tips on writing conventions, syntax and punctuation. Writing is further practised in the Workbook.

Step-by-step guidance on how to deal with each part of the writing task

A detailed sample of the writing task students are asked to produce

Project 2

1 Listen to and read a page from Jane's diary. 

my diary

Choose a day or days to write about.

Who did you go with?


Where did you go?

What did you do there?

Did you like it?

On Saturday, I went to the shopping centre with my mother and my sister. We arrived at ten o'clock in the morning. We went to the shops and then we went to a restaurant. We had lunch there. I had a chicken sandwich and it was really good! In the afternoon, we went back home. It was a great day!

On Sunday, I did my homework in the morning. Then, I visited my uncle and aunt. We went to the park with my cousins and we had a great time there! We played basketball and football. In the evening, I went home. I was so tired! It was a very nice weekend!

Writing tip 

Intensifiers are used to emphasise an adjective or an adverb.
e.g. It was a **very** nice weekend!
I was **so** tired!
I had a chicken sandwich and it was **really** good!

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Useful writing tips on writing conventions, syntax and punctuation

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.

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

A reading comprehension activity

Story

2 Reading time

1 Listen and answer. Who helped Robert save Ryan Smith? Then read.

1 Robert was a hot-air balloon pilot. He liked to travel to new places and explore them. One day he went on a trip. It was a beautiful day. Robert went up, up, up! Suddenly, Robert saw a colourful bird near his hot-air balloon. Robert wasn't scared, but he was surprised. The bird had a message!

2 Robert took the message and read it. "My name is Ryan Smith. I'm an explorer. I'm in the forest. Please, help me!" must save him. But where is he? Robert thought. He wanted to help the explorer but he didn't know how to find him. The bird flew in a circle round the balloon and then it flew towards the forest. This clever bird is showing me!" thought Robert.

HELP FROM THE SKY

1 Robert landed his hot-air balloon near a big tree. He saw a man in a hot-air balloon basket. "Welcome back, Patch!" You brought me food all these days and now you brought me help. You saved me. Thank you!" the man said to the bird. It was Ryan Smith! "You got my message! Thank goodness!" Ryan said. "Yes, I did! Your clever bird helped me find you!" answered Robert. Robert took Ryan home. They became good friends and they explored many new places together.

2 Read again and correct the sentences.

- The bird was black.
- Robert was scared.
- Robert didn't want to help the explorer.
- Robert landed his hot-air balloon on a big tree.
- The bird saved Robert.
- Ryan took Robert home.

Let's chat Did you like the story? Which character did you like most? How did Ryan find food in the forest? What do you think about the bird's help?

Factual text

3 Reading time

1 Listen and answer. What do trees give us? Then read.

Why are they important?

Trees give us many things, like:

- OXYGEN** We can't live without it!
- HOMES** We don't live in trees, but small animals, birds and insects do!
- FOOD** Fruit and nuts.
- WOOD** We use wood to build houses and make paper, pencils and many more things.

Trees can live for many years but people cut them down and they do not plant new ones.

Why do we cut down trees?

People cut them down:

- To build more houses and buildings, because cities are growing.
- To make furniture.

We must save our forests and trees!

How can we help?

Trees take 15-20 years to grow. We must plant new trees every year. We must learn the three Rs: Reduce, Reuse and Recycle!

- REDUCE:** Use less paper! Write on both sides!
- REUSE:** Use old paper to clean windows!
- RECYCLE:** We can use old paper to make new paper!

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

| Year | Percentage of paper recycled |
|------|------------------------------|
| 2010 | 57% |
| 2015 | 58% |
| 2012 | 56% |

Next time you enjoy a walk in the forest, take your family and friends and plant some trees!

2 Read again and complete.

- Trees give us homes, wood, _____ and _____.
- People cut down trees because they want to use the _____ to make _____ and pencils.
- People also cut down trees because they want to _____ houses and buildings.
- The three Rs are _____ and _____.
- You can reuse paper to clean _____.

Let's chat Is there a park or a forest near your house? What can we do when we are at home to save trees? What can we do when we are at school to save trees? What other things can we do to protect the environment?

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



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 have been presented with throughout the module.

Consolidation and revision through various activities

2

Revision

Listening

1 Listen and tick (✓) the correct picture.

1 Where did Vanessa go last summer?

A

B

C

2 Who did she go with?

A

B

C

3 What did she do there?

A

B

C

4 Where did they find the turtle?

A

B

C

Speaking

2 Talk in pairs. Complete the chart and talk with your classmates.

| | yesterday | last weekend |
|------------------------|-----------|--------------|
| Where did you go? | | |
| Who did you go with? | | |
| What did you do there? | | |
| Did you like it there? | | |

Where did you go yesterday, Bob?

I went to the amusement park.

Cross-curricular section:

(every 2 modules)

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. In the top left hand and right hand corners there is a 'sign' indicating the subject dealt with.

The educational value of cross-curricular lessons

Immediate practice on vocabulary

Listening activity practising new language items

Cross-curricular 1 (Modules 1-2) ★

History 📖

1.

2. Listen and answer. Where did the Maya and the Romans live? Then read. 🎧

ANCIENT CIVILISATIONS

Many years ago some people invented great things that we use and enjoy today.

THE MAYA

The Maya lived in Central America from 2000 BCE-1517 CE. They were very good at maths and they were great artists. They were good farmers, too. They grew corn, beans and many other vegetables. They also used cocoa beans to make a chocolate drink. They loved sports and played a ball game like basketball.

THE ROMANS

Ancient Rome (753 BCE-476 CE) was an important civilisation. Roman cities were very modern and beautiful. The Romans invented things like calendars, shopping centres and even baths! At the baths, they relaxed, talked about important things and exercised, too! The Romans were great authors, artists and scientists. The Romans wore togas. These were long dresses for men and women.

3. Read again and write **M** for the Maya or **R** for the Romans.

- They played a sport with a ball. _____
- They invented baths. _____
- They were great authors and artists. _____
- They made a chocolate drink. _____
- They invented something to show the date. _____





Cross-curricular 1 (Modules 1-2) ★

History 📖

4. Read and circle **A** or **B**.

- A: What's the date today?
B: I don't know. Let me check the _____
A. bath B. calendar
- Linda _____ a uniform to school.
A. wears B. grows
- Alexander Graham Bell _____ the telephone.
A. invented B. wore
- The _____ of this book is my cousin.
A. author B. scientist
- _____ must be careful when they do an experiment.
A. Scientists B. Authors
- My grandfather has got a farm. He grows _____
A. bath B. corn
- I usually read a book to _____ after work.
A. wear B. relax

5. Listen to two students talking about their last history class and circle the correct picture **A** or **B**. 🎧

- Where did the ancient Egyptians live?
 **A**
 **B**
- What did the ancient Egyptians grow?
 **A**
 **B**

Did you know?
The Incas, the Aztecs and the Maya were all ancient people of South and Central America.

Reading comprehension activity

Practice on cross-curricular notions

A *Did you know?* box that gives additional information related to the topic of the lesson.



Workbook:

Star Skills

Eight revision sections (one for each module) that focus on skills development have also been included. These activities are used for revision and consolidation but they may also prepare students for International exams.

Star Skills
Module 2

1 Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

A day with friends

My name is Larry. Last Saturday, my friends and I went to the sports centre. It's new and it's next to a big park. We went there early in the morning. We played golf for the first time! It was fantastic. Then, we played hockey!

Example
The children went to the sports centre last Saturday.

1. They played _____ there.

In the afternoon, we were very hungry. We went to the park. We had food and drinks in our bags and we were very happy about that. My friend, Ken, ate three chicken sandwiches! They were delicious.

2. They were very _____.

3. They had _____ in their bags.

4. Ken ate _____ chicken sandwiches.

A little later we left the park. We went to Ken's house. His mother made pancakes for us. We had some pancakes with strawberries and then we played board games. We had lots of fun together. In the evening, I was very tired, but I had a fantastic day with my friends!

5. Ken's _____ made pancakes for them.

6. The children played _____.

7. They had lots of _____.

2 Look at the pictures and tell the story.

Reading & Writing

Speaking

Extra Material in the Student's Book

Grammar Reference / Irregular verbs

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

A list of irregular verbs follows the Grammar Reference section.

Word list

A word list section has also been included at the back of the Student's Book and can be used as a reference for all the active vocabulary and phrases/expressions included in the Student's Book.

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



Language focus



Materials

LOOK!

Language structures



Warm-up activities



Track



Optional



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

1

People

Questionnaire



Language focus

Objectives

- to talk about school subjects
- to give personal details
- to ask for personal details

Vocabulary

School subjects: maths, English, geography, art, science, information technology (IT), music, history, physical education (PE)

Structures

- What's your full name?
- What's your date of birth?
- Where do you live?
- What's your telephone number?
- What's your email address?
- What school do you go to?
- What year are you in?
- Who's your favourite teacher?
- What's your favourite subject?



Materials

- flashcards for *maths, English, geography, art, science, information technology (IT), music, history, physical education (PE)*
- photocopies of questionnaires with the following headings: *Full name, Date of birth, Address, Telephone number, Email address, Name of school, Year, Favourite teacher, Favourite school subject.*

Lesson plan



Warm up

- Hold up your book to Ss and say, *I teach English.* Borrow a maths book from a S, point to it and say, *I like maths.* Continue with the rest of the subjects and have Ss repeat. For PE, mime playing a sport, say *PE* and have Ss do the same.
- Alternatively, use the flashcards to present the school subjects. Hold up each flashcard, say the school subject and have Ss repeat.
- Initiate a short discussion. Ask Ss what their favourite subject is and why. Encourage all of the Ss to participate in the discussion.

- Write the following headings on the board: *Full name, Date of birth, Address, Telephone number, Email address, Name of school, Year, Favourite teacher, Favourite school subject.*
- Pretend that you are a student and introduce yourself to Ss by giving them your full name. Say, *My name is (Claire Jones).* Continue, by giving Ss a fictional date of birth, address, telephone number, email address, name of school and year you are in as well as the name of your favourite teacher and school subject.
- As you reveal each of these personal details, fill in the information under the corresponding headings written 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 or may be included in a CV (curriculum vitae) or an application form, etc.
- Hand out a copy of the questionnaire to each S.
- Explain to Ss that they will have to complete the questionnaire with their personal details just as you've done on the board.
- Go round the classroom and monitor the procedure.
- Once Ss are done, collect all the questionnaires and keep them so that they may be used in the optional activity at the end of the lesson.

1 Vocabulary CD 1 Track 2

- Have Ss open their books to p. 5 and point out the school subjects in the vocabulary section.
- Play the CD a few times and have Ss point to the school subjects and repeat.
- Say the school subjects in random order and have Ss point and repeat.

Activity 2

- Draw Ss' attention to the picture of the boy and the questionnaire.
- Direct Ss' attention to the box on the right and ask them to guess what the information is. (The boy's personal details.)
- Explain to Ss that they will have to read the questions and answer them using the information given in the box.
- Go round the classroom and check that Ss have filled in the questionnaire correctly.



| | | |
|-----------------|----------------------|---------------------------|
| 1. Robert Jones | 2. 12 April 2006 | 3. 55 Elm Street, Bristol |
| 4. 01786 440079 | 5. bobjones@mail.com | 6. Winston Primary School |
| 7. Year 5 | 8. Mr Brown | 9. history |

Activity 3

- Direct Ss' attention to the two girls in the picture and ask them to guess what they are doing. (They're asking each other about their personal details.)
- Divide Ss into pairs. Explain that first they have to copy the questions in their notebooks and then ask and answer with their partners in order to write the correct answers to the questions.
- Ask a S to come to the front of the class to demonstrate the activity. Ask, *What's your full name?* and encourage the S to answer.
- Have Ss do the activity and go round the classroom making sure Ss take turns.
- Have a few pairs of Ss act out the exchange at the front of the class.




open answers

Language box

- In English, we read years as two pairs of digits, e.g. 1995 is nineteen ninety-five or 2012 is twenty twelve. However, in the years between 1901 and 1909, the figure '0' is called 'Oh'. Finally, the years between 2000-2009 are read in thousands adding the final number at the end, e.g. 2002 is two thousand and two.

4 Read and circle A or B.

1. **A:** What's the date today?
B: I don't know. Let me check the _____.
A. bath **B.** calendar
2. Linda _____ a uniform to school.
A. wears **B.** grows
3. Alexander Graham Bell _____ the telephone.
A. invented **B.** wore
4. The _____ of this book is my cousin.
A. author **B.** scientist
5. _____ must be careful when they do an experiment.
A. Scientists **B.** Authors
6. My grandfather has got a farm. He grows _____.
A. bath **B.** corn
7. I usually read a book to _____ after work.
A. wear **B.** relax

5 Listen to two students talking about their last history class and circle the correct picture A or B. 

1. Where did the ancient Egyptians live?



A

2. What did the ancient Egyptians grow?



A



B



B

Did you know?

The Incas, the Aztecs and the Maya were all ancient people of South and Central America.

Did you know?

- The Incas were people who lived from the early 13th century to 1572 CE. The Inca Empire was located in Peru and its capital was Cusco.
- The Aztecs were different groups of people who lived in Central Mexico from the 14th to the 16th century.
- The Maya civilisation was located in South Eastern Mexico, Guatemala, Belize, Western Honduras and El Salvador.
- You can ask Ss to look up the three civilisations on the Internet for extra information.

A Optional

Which civilisation?

- Write some information concerning the Maya and the Romans on the board. Then, divide the board into two columns (*Maya* and *Romans*).
- Divide Ss into two teams. Explain that they will have to put the information in the correct column.

Before leaving

- Ask Ss to tell you one thing they remember from the texts.
- Make sure all of the Ss participate before they leave the classroom.

Note

- As preparation for the next lesson make enough cue cards with two animals, places or structures and an adjective written on each [i.e. lion/elephant (fast)].
- Bring some pictures/photos from the Internet of the types of structures described in the vocabulary section of the next lesson, a bell and the cue cards to the next lesson.

- Explain to Ss that they will listen to two classmates talking about their last history class and that they have to circle the correct picture A or B.
- Play the CD and have Ss circle the correct option.
- Play the CD again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Lyn: Hi, Kevin. What's up?
Kevin: Hi, Lyn. I was in Mr Preston's class. We learnt about ancient Egypt today.
Lyn: Oh, yes! We did that lesson yesterday. Did you like it?
Kevin: Yes, I did! The Egyptians lived in the mountains and...

Lyn: Wait, Kevin... the Egyptians lived near the River Nile. They didn't live in the mountains.
Kevin: Oops, sorry! You're right.
Lyn: That's OK. What else did you like?
Kevin: It was also very interesting that they were good farmers. They grew cocoa beans and vegetables!
Lyn: They were good farmers, but they didn't grow cocoa beans, Kevin. They grew corn and vegetables.
Kevin: Oh, yes! I think you're right! Ha, ha!



1. B 2. A

Language focus

Objectives

- to introduce different kinds of buildings
- to introduce the Comparative form of adjectives

Vocabulary

Nouns: building, skyscraper, tower, bridge, pyramid, the underground

Adjectives: busy, high, large

Structures

The Tower of London is older than Big Ben.

Giraffes are more beautiful than gorillas.

Crocodiles are better at swimming than hippos.

good → better far → farther/further
bad → worse much/many → more

Materials

- flashcards for *building, skyscraper, tower, bridge, pyramid, the underground*
- pictures/photos from the Internet of the types of structures described in the vocabulary section
- a bell
- cue cards with two animals, places or structures and an adjective written on each [i.e. lion/elephant (fast)]

Lesson plan



Warm up

- Use the photos of the different types of structures you brought in order to present the vocabulary. For example, show the photo of the bridge and say, *This is (the Golden Gate) Bridge.* Write the sentence on the board, underline the word *bridge* and stick the photo (or flashcard) above the word. Repeat this procedure with the remaining structures.
- Write sentences on the board with the words *busy, high, large* and underline them. For example, write: *Many people live in this part of the city. It's a busy place.*
Look at this tower, it's very high!
The new shopping centre is very

large, there are many shops and restaurants in it.

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Ask Ss which structure they would like to visit and why. Initiate a short discussion and encourage all of the Ss to participate and justify their answers.

1 Vocabulary Track 38

- Have Ss open their books to p. 27 and 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 point and repeat.

Activity 2 Track 39

- Direct Ss' attention to the quiz. Ask Ss where they might see such a quiz. Elicit that it might be found in magazines, on websites, etc.
- Explain to Ss that they will have to read the questions and guess as many correct answers as they can.
- When Ss are done tell them that they're going to listen to the CD and check their answers.
- Play the CD once and have Ss listen.
- Play the CD a second time and have Ss check their answers.
- Discuss Ss' answers as a class.

Listening transcript

- | | |
|--------------------------------------|--|
| 1. Which underground is busier? | A. the New York underground |
| 2. Which bridge is longer? | A. the Golden Gate Bridge in San Francisco |
| 3. Which opera house is more modern? | B. the Sydney Opera House |
| 4. Which country is larger? | B. Canada |
| 5. Which skyscraper is taller? | B. the Burj Khalifa |
| 6. Which is older? | A. the Pyramids |



1. A 2. A 3. B 4. B 5. B 6. A

Background note

- The New York subway accommodates 1.65 billion people each year while the London underground accommodates 1.2 billion people.
- The Golden Gate Bridge is 2,737 metres long while the Brooklyn Bridge is 1,825 metres long.
- The construction of the Sydney Opera House began in 1958 and was completed in 1973 while the Vienna Opera House was built in 1869.
- Canada is 9,984,670 km² while Australia has got an area of 7,692,024 km².
- The Burj Khalifa is 828 metres tall while the Empire State building is 381 metres tall.
- The Pyramids were built between 2589 and 2504 BCE while the Acropolis was built between 447 and 438 BCE.

Look!

- Direct Ss' attention to the *Look!* box and have Ss read the sentences.
- Direct Ss' attention to the first sentence and read it aloud stressing the Comparative form. Ask Ss what they notice about the adjective *old*. Elicit that it has the ending *-er* and is followed by *than*. Explain that this is the **Comparative form** of adjectives. Ask Ss when they think we use the Comparative form. Elicit that it is used to compare two people, places, animals, things or situations.
- Point out the formation of the Comparative form of adjectives with more than two syllables and the formation of irregular adjectives.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Give Ss some additional examples and then encourage them to give their own examples.

Activity 3

- Direct Ss' attention to the photo of the two children.

Let's learn!



3

Quiz



building skyscraper tower bridge pyramid the underground

busy
high
large

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

Quiz

1 WHICH UNDERGROUND IS BUSIER?



A the New York underground B the London underground

2 WHICH BRIDGE IS LONGER?



A the Golden Gate Bridge in San Francisco B the Brooklyn Bridge in New York City

3 WHICH OPERA HOUSE IS MORE MODERN?



A the Vienna Opera House B the Sydney Opera House

4 WHICH COUNTRY IS LARGER?



A Australia B Canada

Look!

The Tower of London is older than Big Ben.
Giraffes are more beautiful than gorillas.
Crocodiles are better at swimming than hippos.

good → better far → farther/further
bad → worse much/many → more

5 WHICH SKYSCRAPER IS TALLER?



A the Empire State Building B the Burj Khalifa

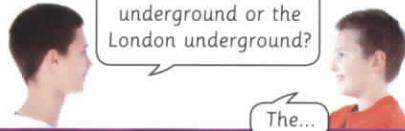
6 WHICH IS OLDER?



A the Pyramids B the Acropolis

3 Talk in pairs.

Which underground is busier, the New York underground or the London underground?



27

- Have Ss read the exchange and ask them what they are doing. (They are asking each other questions.)
- Ask Ss to close their books and divide them into pairs.
- Write the quiz questions on the board and explain to Ss that they are going to take turns asking each other the questions and answering based on what they remember.
- The S in each pair who remembers the most answers wins.

Optional

Game show

- Place a desk at the front of the classroom.
- Divide Ss into two teams and have a S from each team come up to the front of the class and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Hold the cue cards you made and choose one. Announce the category (e.g. *Animals*) and ask the Ss a question (e.g. *Which animal is faster, the lion or the elephant?*)
- Each S tries to hit the bell and call out the answer before their opponent does. The first S to answer correctly earns a point for his/her team. As soon as this happens, the Ss return to their seats and another two come up.
- Put the cue card at the bottom of the pile and draw a new one for the next two Ss.
- Make sure all the Ss in each team get a chance to play one round.

Before leaving

- Ask Ss to compare different places, animals, people or things using the structure presented in this lesson.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

Activity 1

1. the underground 2. bridge
3. Tower 4. pyramids
5. skyscraper 6. high

Activity 2

1. better 2. taller
3. farther/further 4. longer
5. busier 6. larger

Activity 3 Track 40

Listening transcript

Tina Collins: Welcome to today's Quiz show! I'm Tina Collins. It's time to play, Matt. Let's start!

Matt: Let's go!

Tina Collins: OK, tell me the name.

It's a famous building in London.

It's near the River Thames. It is

taller than a house, but it isn't taller than the Eiffel Tower. It's very busy because many tourists visit it every day. It has a clock on it, too. What is its name?

Matt: I know. It's Big Ben!

Tina Collins: That's right! Next

question! Which is taller, the Empire State Building or the Eiffel Tower?

Matt: Hmm... I'm not sure. I think it's the Eiffel Tower.

Tina Collins: Well, the Eiffel Tower is tall, but the Empire State Building is taller. Sorry!

Matt: That's OK.

Tina Collins: You have one more question. Answer it and you win!

Tell me, which is further from

London, Paris or Vienna?

Matt: Well, Paris is in France and it's not very far from the UK. I think Vienna is further from London.

Tina Collins: Well done Matt, that's right! You win!

Matt: Great! Thank you!



1. B 2. B 3. A

Note

- Bring an atlas and some masking tape to the next lesson.

Language focus

Objectives

- to talk about places
- to introduce the Superlative form of adjectives
- the Superlative form of adjectives vs the Comparative form of adjectives

Vocabulary

Verb: cross

Nouns: plant, continent

Adjectives: dry, wet

Places: waterfall, jungle, desert, island, city

Structures

Africa is a bigger continent than Europe. Asia is the biggest of all.

good – better – the best

bad – worse – the worst

far – farther/further – the farthest/furthest

much/many – more – the most

Materials

- flashcards for *plant, waterfall, jungle, desert, island, city, dry, wet*
- flashcards from the previous lesson for *building, skyscraper, tower, bridge, pyramid, the underground*
- an atlas and some masking tape
- Blu tack

Revision

- Tell Ss that they are going to play a game.
- Stick the flashcards of *building, skyscraper, tower, bridge, pyramid* and *the underground* on the board. Name each of the items while pointing to them.
- Remove a flashcard, e.g. *bridge* and have Ss repeat all of the items still on the board. Then ask Ss, *What's missing?* and encourage them to say *bridge*.
- Tell Ss to close their eyes. While they have their eyes closed, remove another flashcard. When Ss open their eyes, repeat the same procedure as before. Repeat several times until you have removed each flashcard once.
- You can also change the order of the flashcards and have Ss

3 Young Stars

1



plant

waterfall

jungle

desert

island

city

dry

2

Listen and answer. Where are the children? What are they talking about? Then read.

1

It's Monday morning.



Miss Adams: What do you know about deserts, children?
Donna: They're hot and dry.
Kevin: And there aren't many plants.
Fay: I think they are the driest places in the world.

2



Miss Adams: Well done! And in which continent can you find the largest desert?
Kevin: In Asia?
Greg: No, no! It's the Sahara Desert in Africa! Look! It crosses 12 countries.
Miss Adams: That's right, Greg.

3

Later...



Miss Adams: What about jungles?
Donna: They're forests and it rains every day!
Fay: Yes! I think they are the wettest places in the world!
Kevin: There are lakes and waterfalls, too!
Greg: The biggest jungle is the Amazon!

4



Miss Adams: Now, tell me. Where is the best place to live?
Donna: On an island! They're the most beautiful places in the world!
Kevin: No way! Cities are better than islands.
Miss Adams: I mean between the desert and the jungle!
Donna & Kevin: Ha, ha! Sorry, Miss Adams!

28

remember and say the original order.

Lesson plan

Warm up

- Hold up the atlas you brought. Point to South America (Brazil) and say, *There is a large jungle in Brazil.* Write the sentence on the board and underline the word *jungle*. Do the same for the words *desert, island, city* and *continent* using the atlas as a reference each time. Encourage Ss to repeat.
- Write sentences on the board with the words *wet, dry, plant* and *cross* and underline them. For example, write:
When it rains, everything gets wet.
The desert is a hot and dry place.
There are many plants and trees in the forest.
The River Thames crosses the city of London.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Alternatively, you can use the flashcards to present the new vocabulary.

1 Vocabulary Track 41

- Have Ss open their books to pp. 28-29 and point out the words in the



wet

continent
cross

LOOK!

Africa is a bigger continent than Europe. Asia is the biggest of all.

good – better – the best
bad – worse – the worst
far – farther/further – the farthest/furthest
much/many – more – the most

3 Read again and complete.

- Deserts are the _____ places in the world.
- There aren't many _____ in the desert.
- The Sahara Desert is the _____ desert in the world.
- The Sahara Desert _____ 12 countries.
- Jungles are the _____ places in the world.
- The _____ is the biggest jungle.
- Donna thinks islands are the _____ places in the world.
- Kevin thinks _____ are better than islands.

4 Listen and circle A or B.

- Jeff Thomas is a _____.
A reporter
B scientist
- The Amazon rainforest crosses _____ countries.
A 9
B 7
- What can you find in the Amazon rainforest?
A animals, plants, lakes and waterfalls
B plants, lakes and islands
- Which is the largest river in the world?
A the Nile
B the Amazon



5 Match. Then ask and answer with your partner.

- | | | | |
|--------------------|----------------------------|----------------------|--------------------------|
| 1. fast / animal | <input type="checkbox"/> D | 4. small / continent | <input type="checkbox"/> |
| 2. high / mountain | <input type="checkbox"/> | 5. large / animal | <input type="checkbox"/> |
| 3. long / river | <input type="checkbox"/> | 6. big / island | <input type="checkbox"/> |

Which is the fastest animal in the world?



The cheetah.



vocabulary section.

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

Activity 2 Track 42

- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (The children are in the classroom. Their teacher, Miss Adams, is showing them various photos on the projection screen. She shows them a photo of Africa which indicates where the Sahara Desert is. Then, she shows them a photo of a jungle. In the end, Donna is imagining an island and Kevin a city with skyscrapers.)
- Direct Ss' attention to the frames of the story and ask them to find and circle the words from the vocabulary section which they see in the frames (Frame 1: deserts, dry, plants, driest, Frame 2: continent, desert, Desert, crosses, Frame 3: jungles, wettest, waterfalls, jungle, Frame 4: island, cities, islands, desert, jungle)
- Tell Ss that you are going to play the CD and that they have to follow along silently and listen carefully in order to find out where the children are. (They are at school.)
- Play the CD and then discuss Ss' answers.
- Ask Ss some questions to check comprehension, such as: *What do the children know about deserts?* (They know that they are hot and dry and that they haven't got many plants.), *Where does Kevin think you can*

find the largest desert? (In Asia.), Where can you actually find the largest desert? (In Africa.), What is it like in a jungle? (It rains every day and there are lakes and waterfalls.), What is the biggest jungle in the world called? (The Amazon.), Why does Donna want to live on an island? (Because islands are the most beautiful places in the world.), Why does Kevin want to live in a city? (Because he thinks cities are better than islands.), Why is everyone laughing in the end? (Because Donna and Kevin misunderstood their teacher's question.)

- 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.

LOOK!

- Direct Ss' attention to the Look! box and have Ss read the sentences.
- Direct Ss' attention to the sentences. Ask Ss what they notice about the adjective *big* in the second sentence. Elicit that it is preceded by *the* and has the ending *-est* compared to *big* in the first sentence, which is in the Comparative form. Explain that this is the **Superlative form** of adjectives. Ask Ss when they think we use the Superlative form. Elicit that it is used to compare a person, place, animal, thing or situation to several others of the same kind.
- Point out the formation of the Superlative form of adjectives with more than two syllables as well as the formation of irregular adjectives.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Give Ss some additional examples and then encourage them to give you their own examples.

Activity 3

- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain that they will have to read the story again and complete the sentences.
- Have Ss compare their answers in pairs, then check as a class.



- | | |
|-------------------|------------|
| 1. driest | 2. plants |
| 3. largest | 4. crosses |
| 5. wettest | 6. Amazon |
| 7. most beautiful | 8. cities |

Activity 4 **Track 43**

- Direct Ss' attention to the sentences/questions in the activity and ask them to read them.
- Explain that they have to listen carefully and circle the correct answer.
- Play the CD and have Ss do the activity.
- Play the CD again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Eric: Good evening to all our listeners! Today we have the scientist Jeff Thomas with us. He was in Brazil last month. Welcome, Jeff.

Jeff: Thank you, Eric. It's good to be here.

Eric: What can you tell us about the Amazon rainforest, Jeff?

Jeff: Well, the Amazon rainforest is on the continent of South America. It crosses 9 countries but most of it is in Brazil.

Eric: Wow! That's big!

Jeff: Yes! It is the biggest jungle in the world. It rains there every day.

Eric: Very interesting. Tell us more!

Jeff: There are different kinds of animals there. There are also many plants, lakes and waterfalls. The Amazon River runs through the Amazon rainforest, too.

Eric: Is it the longest river in the world?

Jeff: No, it isn't. The Amazon is the largest river in the world. The River Nile in Egypt is the longest river in the world.

Eric: Thank you for all the information, Jeff. Well, that's all we have time for today. See you all next time when... (fade out)



- | | | | |
|------|------|------|------|
| 1. B | 2. A | 3. A | 4. B |
|------|------|------|------|

Activity 5

- Direct Ss' attention to the children in the activity and ask them to read the exchange. Then, ask them to guess what the children are doing. (They are playing a guessing game with prompts and photos.)
- Explain that they have to match the prompts to the photos and then ask each other questions about them.
- Have Ss do the matching and go round the class monitoring the procedure.
- Divide Ss into pairs. Tell them that SA will ask SB about one of the photos using the appropriate prompt. SB answers depending on how he/she matched the photos and then they will swap roles.
- Have a few pairs of Ss come to the front of the class and act out the exchange.



- | | | | | | |
|------|------|------|------|------|------|
| 1. D | 2. A | 3. E | 4. F | 5. C | 6. B |
|------|------|------|------|------|------|

A **Optional****Line jumping**

- Use chalk to draw a straight line on the floor that is long enough for Ss to stand on in single file. Alternatively, you can make the line with masking tape.
- Have Ss line up in single file on the line.
- Tell Ss that the side to their right is *yes* and the side to their left is *no*.
- Call out *yes* and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with *yes* and then do the same with *no*.
- Explain to Ss that you are going to say sentences about the text. If they are correct, Ss must jump to their right. If they are wrong, they must jump to their left.
- Say, *The Sahara Desert is the smallest desert in the world* and encourage Ss to jump to the left side. Do a couple more examples and then play the game.
- Whoever jumps to the wrong side is either out of the game or just misses a turn.

**Before leaving**

- Ask Ss to compare a person, animal, place, thing or situation with others of the same kind using the structure presented in this lesson.
- Make sure all of the Ss participate before they leave the classroom.

**Workbook****Activity 1**

- | | |
|--------------|--------------|
| 1. desert | 2. continent |
| 3. waterfall | 4. jungle |
| 5. island | 6. city |

Activity 2

- | | |
|------------|------------|
| 1. highest | 2. driest |
| 3. tallest | 4. wettest |

Activity 3

- | |
|-----------------------|
| 1. smaller |
| 2. the fastest |
| 3. stronger |
| 4. taller |
| 5. the best |
| 6. the most dangerous |
| 7. bigger |

**Note**

- As preparation for the next lesson, make some cue cards with basic information about some endangered species (weight, height, where they live, what they eat) written on them (enough for all Ss).
- Bring the prepared cue cards, a photo of a mammal which is also an endangered species (e.g. a tiger) and a ruler to the next lesson.

Language focus

Objectives

- to talk about endangered species
- to introduce adverbs of manner
- to introduce units of measurement

Vocabulary

Verbs: hunt, weigh

Nouns: fur, weight, length, bamboo

Adjectives: male, female

Units of measurement: metre (m), centimetre (cm)

Phrase: endangered species

Structures

My brother can paint beautifully.

Can a crocodile swim well?

This bird can fly high in the sky.

slow - slowly

beautiful - beautifully

happy - happily

BUT:

good - well

high - high

fast - fast

hard - hard

Materials

- flashcards for *fur, weight, length, bamboo*
- flashcards from the previous lesson for *waterfall, jungle, desert, island, city*
- a picture of a mammal which is also an endangered species (e.g. a tiger) and a ruler
- cue cards with basic information about some endangered species written on them (enough for all Ss)
- Blu tack

Revision

- Stick the flashcards for *waterfall, jungle, desert, island* and *city* on the board.
- Explain to Ss that they have to come to the board, one by one, and choose one of the items without revealing which one to the rest of the class. Then, they have to form a sentence about that place using the Superlative form and the rest of the class has to guess which place the S at the board has chosen. For example, the S says, *This place has got the most plants of all* and the rest of the class guesses *Jungle*.

Lesson plan

Warm up

- Point to a male S and say, *(Jack) is a boy. He's male*. Write this on the board and underline the word *male*. Follow the same procedure with a female S to present the word *female*.
- Show Ss the flashcard for *bamboo*. Say, *Pandas eat lots of bamboo*. Write the sentence on the board and underline the word *bamboo*. Then, hold up the photo of the mammal you brought and say a few things about it using the vocabulary to be presented. For example, say: *This is a (tiger). Its fur is (orange and black). It has got a length of (3.3 m)*. Write the brief description on the board and underline the words *fur, length*. Then, stick the corresponding flashcards above the underlined words.
- Using the ruler you brought, measure different things in order to present the units of measurement *centimetre* and *metre*.
- Write sentences on the board with the words *weight, hunt, weigh, endangered species*, and underline them. For example, write: *Bears aren't the same weight as monkeys. Bears are heavier. People hunt animals for food and for their fur.*

I want 1 kg of tomatoes. Can you weigh them, please?

Many animals, like gorillas and tigers, are endangered species.

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Ask Ss if they know why some animal species are endangered. Initiate a short discussion and encourage all of the Ss to participate and justify their answers.

1 Vocabulary Track 44

- Have Ss open their books to p. 30 and point out the words/phrase in the vocabulary section.
- Play the CD and have Ss point to the words/phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.

Activity 2 Track 45

- Direct Ss' attention to the pictures and ask them what they can see. (Some animals.)
- Read the title of the text and ask Ss what the text is going to be about. (About endangered species.)
- Tell Ss that you are going to play the CD and that they have to follow along silently and listen carefully in order to find out where each animal lives. (Giant pandas live in China and snow leopards live in the mountains of Central Asia.)
- Play the CD and then discuss Ss' answers.
- Ask Ss some questions to check comprehension, such as:
Why are some animals endangered? (Because people hunt them or destroy their homes.)
How tall are pandas? (They are about 1-2 m tall.)
How much does a male giant panda weigh? (It weighs about 160 kg.)
What can giant pandas do well? (They can swim and climb trees.)
What do giant pandas eat? (They eat (a lot of) bamboo.)
How long is a snow leopard? (It's between 90 cm and 130 cm.)
What can snow leopards do? (They can jump far and run fast.)
What do snow leopards eat? (They eat meat.)
- If there is time, ask a few Ss to take turns to read the texts aloud.

LOOK!

- Direct Ss' attention to the Look! box and have Ss read the sentences and the question.
- Read the first sentence again stressing the adverb. Ask Ss what they notice about the adjective *beautiful*. Elicit that it has got the ending *-ly*. Explain to Ss that *beautifully* is the adverb form of the adjective *beautiful*. Ask Ss to guess when we use adverbs. Elicit that adverbs of manner, like these, describe *how* an activity is performed. Point out that adverbs describe a verb while adjectives describe a noun.
- Read the adjectives and adverbs and point out that adjectives ending in a consonant and *-y* (happy), drop the *-y* and take *-ily* (happily). Point out that not all adverbs of manner are formed with *-ly* there are some irregular adverbs which change completely, such as *good* → *well* and others, such as *hard*, that remain the same as the adjective form.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Give Ss some more examples of how adverbs of manner are used and then encourage them to give a few sentences of their own.

Activity 3

- Direct Ss' attention to the fact files and ask Ss to read the headings.
- Explain that they will have to read the text again and complete the fact files.
- Have Ss compare their answers in pairs, then check as a class.

**1. Name of animal: Giant panda****Lives:** China**Weight:** (male) 160 kg
(female) 125 kg**Babies:** 1-2 (every two years)**Eats:** bamboo**2. Name of animal: Snow leopard****Body length:** 90-130 cm**Lives:** Central Asia**Fur colour:** (winter) white and grey (summer) yellow**Eats:** meat**3 Our world**

1



fur



weight



length



bamboo

metre (m)
centimetre (cm)
hunt
weigh
endangered species
male ≠ female

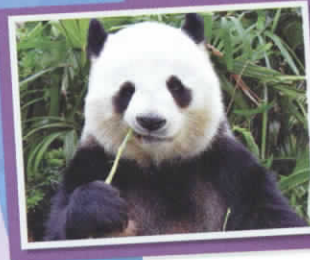
2 Listen and answer. Where do these animals live?
Then read. 🔊

**Endangered species**

Some animals are endangered because people hunt them or destroy their homes.



Let's look at two endangered species...

GIANT PANDAS

Giant pandas live in forests in China. They have got black and white fur and they are about 1-2 m tall. The male is bigger than the female. A male weighs about 160 kg and a female about 125 kg. The female panda usually has 1-2 babies every two years. Giant pandas can swim very well and they can climb trees, too. Their favourite food is bamboo! They eat a lot of it.

SNOW LEOPARDS

Snow leopards are large cats. Their body length is between 90 cm and 130 cm. They have also got a long tail. It is about 80-100 cm long. They live high in the mountains of Central Asia. Their fur is white and grey in winter and yellow in summer. They can jump really far and they run fast. Snow leopards eat meat. They hunt early in the morning or late in the evening.

30

Activity 4 Track 46

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they will have to listen carefully and write T for True and F for False.
- Play the CD and have Ss do the activity.
- Play the CD again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript**Dan:** Hi, Matt! What are you doing?**Matt:** Hi there, Dan! I have a school project to do and I'm looking for information about an endangered species.**Dan:** Which one?**Matt:** The mountain gorilla.**Dan:** Nice choice! I can help you. I know a lot about mountain gorillas.**Matt:** Great! Let's start. What can you tell me?**Dan:** Well, they live in the jungle. These jungles are in the mountains of Central Africa. Africa is the only continent with mountain gorillas.**Matt:** That's interesting. What else?**Dan:** The mountain gorilla is the largest gorilla. Mountain gorillas are tall and strong. Males are 1.8 m tall and weigh about 220 kg, but females are smaller.**Matt:** That's big! What do they eat?**Dan:** They eat plants, like bamboo and fruit, but they don't drink a lot of water.

Look!

My brother can paint beautifully.
Can a crocodile swim well?
This bird can fly high in the sky.

slow – slowly good – well
beautiful – beautifully **BUT** high – high
happy – happily fast – fast
hard – hard

3 Read again and complete the fact files.

1

Name of animal: Giant panda
Lives: _____
Weight: (male) _____
(female) _____
Babies: _____
Eats: _____



2

Name of animal: Snow leopard
Body length: _____
Lives: _____
Fur colour: (winter) _____
(summer) _____
Eats: _____



4 Listen and write T for True or F for False. (🔊)

1. The mountain gorilla is endangered.
2. Mountain gorillas live in Asia.
3. The mountain gorilla is the biggest gorilla.
4. Female mountain gorillas are taller than male gorillas.
5. Mountain gorillas drink a lot of water.
6. There are 700 mountain gorillas in the world today.

5 Look and say.



I can swim well, but I can't jump high.

Speak English /
run / swim /
walk / cook /
type / paint /
jump / draw

high
slowly
fast
beautifully
well
badly

31

They live in groups of 30 and they can climb very well.

Matt: Wow! They are amazing animals!

Dan: Yes, they are, but they are endangered. People cut down the forests and they can't find food. There are only 700 mountain gorillas in the world today.

Matt: That's so sad. Thank you for helping me, Dan!

Dan: No problem!



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

Activity 5

- Direct Ss' attention to the picture of the girl and have them read what she is saying.
- Ask Ss what she can and can't do. (She can swim well, but she can't jump high.)
- Direct Ss' attention to the box with the prompts and read them out loud.
- Explain to Ss that they have to take turns in pairs saying true sentences about themselves. Point out to Ss that they may use the prompts in the box as well as their own ideas.
- Give Ss some time to prepare and then have them present the information about themselves at the front of the class.

Suggested answer

I can speak English well, but I can't run fast. I can draw beautifully, but I can't paint well.

Optional

Guess the animal

- Divide Ss into pairs.
- Hand out the cue cards to each S and explain that they will have to read the information about the endangered species and describe it without revealing it to his/her partner. Their partner then has to try and guess which animal it is.
- Make sure Ss take turns describing and guessing.

Before leaving

- Ask Ss to tell you one thing they remember about the animals they were presented with in this lesson.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

Activity 1

1. endangered 2. weighs
3. fur 4. centimetres
5. length

Activity 2

1. beautifully 2. well
3. hard 4. fast
5. carefully

Activity 3 Track 47

Listening transcript

Woman: Hello, everyone! Welcome to our show 'Help animals!'. Today we are talking about endangered species again. Last time, we talked about snow leopards and pandas, but today we are talking about the big and amazing black rhino. Black rhinos live in Africa and eat plants or fruit. A male black rhino weighs 800-1,400 kg and a female weighs 600-1,200 kg. They're big! Black rhinos are grey and can grow up to 3.75 metres long. They are in danger because people hunt them so we must help them. Do you want to help? Please call 01786 450 798 and... (fade out)

1. Black 2. fruit
3. male, female 4. grey

Language focus

Objectives

- to talk about track and field events
- to introduce units of time
- to introduce the Comparative and the Superlative form of adverbs
- to practise the pronunciation of the consonant blends /gr/ and /kr/

Vocabulary

Verb: throw

Noun: javelin

Sports: race, high jump

Units of time: minutes (min), seconds (sec)

Structures

I can run the fastest of all my friends.

good - well - better - the best

bad - badly - worse - the worst

high - high - higher - the highest

fast - fast - faster - the fastest

far - far - farther/further - the farthest/furthest

Materials

- flashcards for race, javelin, high jump
- Blu tack

Revision

- Divide the board into two columns and write *Giant panda* and *Snow leopard* as headings.
- Explain that Ss are going to say as many facts as they remember about each animal and that you are going to write them on the board.
- If you want, you can divide Ss into two teams to make the activity more competitive. Each team that gives a correct piece of information for each animal wins a point.

Let's talk

1



race



javelin



high jump

throw
minutes (min)
seconds (sec)

2

Look and say.

Annual Sports Games

Javelin throw

| | |
|------------|---------|
| Max Gibson | 87.62 m |
| Ed Burns | 87.50 m |
| Bart Jones | 86.98 m |

100-metre race

| | |
|--------------|----------|
| Jerry Childs | 9.62 sec |
| Calvin Evans | 9.74 sec |
| Alex Parsons | 9.77 sec |



Burns threw the javelin further than Jones.

Gibson threw the javelin the furthest.

High jump

| | |
|---------------|--------|
| Joe Fields | 2.30 m |
| Stewart Black | 2.25 m |
| Albert Stern | 2.17 m |

3

Work in groups of three.

Tick (✓) and say.



Ryan runs faster than Bob.
Fred runs the fastest.



| | run / fast | jump / high | throw / far |
|--------------------------|------------|-------------|-------------|
| Student 1 Name: _____ | | | |
| Student 2 Name: _____ | | | |
| Student 3 Name: _____ | | | |

4

Listen and repeat.

A **green** crocodile and a **grey** snake are crossing the river.



Lesson plan

Warm up

- Mime running and say, *I can run fast. I can win the race.* Encourage Ss to mime the action and say the sentences. Write the sentences on the board and underline the word *race*. Repeat this procedure for *high jump*. Write the sentences on the board, underline the words and stick the corresponding flashcards on the board above the words. Show Ss the flashcard for *javelin* and say, *This is a javelin. Athletes can throw it far.* Write these sentences on the board as well and underline the words *javelin* and *throw*.
- Write sentences on the board with the words *minutes* and *seconds* and underline them. For example, write:
We are having a break in ten minutes.
Sixty seconds make one minute.
- Explain to Ss that minutes and seconds are units used to measure time.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.

1 Vocabulary Track 48

- Have Ss open their books to p. 32 and point out the words/phrase in the vocabulary section.

- Play the CD a few times and have Ss point to the words/phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.

Look!

- Direct Ss' attention to the *Look!* box and have Ss read the sentence.
- Ask Ss what they notice about the adverb *fast*. Elicit that it is preceded by *the* and has the ending **-est**. Explain to Ss that this is the Superlative form of adverbs. Have Ss read the sentence once again and ask them when they think we use the Superlative form of adverbs. Elicit that we use it to compare how a person, animal or thing does something compared to several others of the same kind.
- Point out the formation of the Comparative and Superlative forms for irregular adverbs.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Give Ss a few more examples of the Comparative and Superlative forms of adverbs and encourage them to write a few sentences of their own on the board using these two forms.

Activity 2

- Direct Ss' attention to the boys and tell them to read the exchange. Ask Ss to tell you what they are doing. (They are talking about a sports event.)
- Divide Ss into pairs and explain that they will have to look at the tables and compare the athletes' performances.
- Invite a S to come to the front of the class to demonstrate the activity. Say, *Black jumped higher than Stern* and encourage the S to respond with another piece of information from the tables of results.
- Have a few pairs of Ss act out the exchange at the front of the class.

Activity 3

- Direct Ss' attention to the photo of the children and ask them to read what the boy is saying.
- Divide Ss into groups of three.
- Direct Ss' attention to the table with the ticks above it. Explain that one tick means just the adverb, two ticks the comparative form of the adverb and three ticks the superlative form.
- Tell Ss to look at the table with the prompts. Explain that, in their groups, they should take turns saying who can do each of the activities well/better/best. Then, they have to put the appropriate number of ticks under the column that corresponds to each of the Ss in their group.
- Have a few groups of Ss come to the front of the class and present their results. Make sure each S in every group presents one of the findings.

Suggested answers

- (I) run faster than (Joe), but (Tony) runs the fastest.
 (Tony) jumps higher than (me), but (Joe) jumps the highest.
 (Joe) throws farther/further than (Tony), but (I) throw the farthest/furthest.

Activity 4 Track 49

- Write the consonant blends **gr** and **cr** on the board. Under the blends, write the phonetic symbols corresponding to the sound (/gr/ and /kr/).
- Write the words *green* and *grey* under the symbol /gr/ and the words *crocodile* and *crossing* under the symbol /kr/, stressing the different sound the two consonant blends make each time.
- Have Ss repeat after you.
- Direct Ss' attention to the sentence practising the /gr/ and /kr/ sounds in the SB.
- Play the CD and have Ss listen and follow along in their books.
- Play the CD again and have Ss listen and repeat.

Optional

Animal comparisons


- Divide Ss into pairs or in groups of four.
- Tell each pair/group to think of three animals and write as many sentences as they can, comparing them. Point out that they should write sentences using the Comparative and Superlative forms of adjectives or adverbs.
- When all of the Ss have finished, the pairs/groups move round the class and present their sentences to the other pairs/groups.
- While Ss are doing this, go round the classroom to monitor the procedure.

Before leaving


- Write a few adverbs on the board.
- Explain to Ss that you are going to invite each S to come to the board one by one to form the Comparative and the Superlative form of the adverb you are going to point to.
- Make sure all Ss come to the board before they leave the classroom.

Workbook

Activity 1

-  1. the fastest
 2. higher
 3. the farthest/furthest
 4. better
 5. the most beautifully
 6. the most

Activity 2

-  1. farthest/furthest
 2. faster
 3. highest
 4. highest

Activity 3

-  open answers

Note

- Ask Ss to bring photos of their favourite athletes to the next lesson.

Language focus

Objectives

- to read an article about a famous athlete
- to write an article about one's favourite athlete
- to revise and consolidate structures and vocabulary presented in previous lessons
- to learn how to use adjectives in order to make a piece of writing more interesting
- to learn how to use the conjunction *because* and the adverb *too* in sentences

Materials

- Ss' photos of their favourite athletes

Revision

- Divide Ss into pairs.
- Explain to Ss that they have to compare each other's performance in a sport like the ones presented in the previous lesson and present their findings to the class.
- Invite a S to come to the board and present an example sentence. Say, *(Kate) runs faster than me* and encourage the S to say his/her sentence.
- Make sure all of the Ss participate.

Lesson plan

Warm up

- Ask Ss to think of their favourite athlete and tell you what he/she is like and why they admire him/her.
- Initiate a short discussion. Encourage all of the Ss to participate and justify their answers.

Activity 1 Track 50

- Direct Ss' attention to the article and have them look at the photo and read the title.

- Explain to Ss that you are going to read an article from a newspaper/magazine.
- Instruct Ss to look at the photo and have them read the title of the article. Ask them if they know who the athlete is. (Usain Bolt, a famous runner.) Tell Ss that they are going to listen to and read the article and talk about how Ss can write an article of their own.
- Play the CD and have Ss follow along in their books.
- Ask Ss some questions to check comprehension, such as: *Where is Usain Bolt from?* (He is from Jamaica.), *Why do people call him 'Lightning' Bolt?* (Because he runs so fast.), *What does he look like?* (He is tall and thin. He has got black hair and brown eyes.), *Did he always like running?* (No, he didn't. He liked football more when he was at school.), *What did he do when he was 15 years old?* (He ran in a 200 m race and won. He was the youngest person to win that race.), *When did he start his running career?* (When he was 17 years old.), *How many gold medals did he win at the Beijing Olympic Games?* (He won three gold medals.)
- Draw Ss' attention to the boxes around the article and read them out loud. Point out to Ss that they should follow these guidelines to help them organise their writing.
- If you have the time, choose a few Ss to read the article out loud.

Writing tip

- Direct Ss' attention to the *Writing tip* box.
- Read the tip aloud. Ask Ss to follow along in their books as you read.
- Read the *Writing tip* again and write a couple of sentences on the board, e.g. *My friend Susan is great! She's friendly and funny.* Explain to Ss that when writing an article, we use adjectives to make our article more interesting. Point out that the adjectives we use can describe a person, an animal, a place, an event or a thing.
- Explain that when using adjectives in a text, they have to follow a specific order. Adjectives describing size are placed before adjectives describing age and adjectives describing colour follow. Write an example on the board, e.g. *My dad has got a big, new, white car* and invite Ss to come up with their own examples.
- Write another example on the board, e.g. *I am happy because I saw my friends yesterday.* Explain that we use the conjunction *because* to give the reason for something. Invite Ss to come up with their own examples.
- Then, say, *I ate a peach and an apple, too.* Explain that we use the adverb *too* to add information to what we have already said.
- Invite Ss to the board and ask them to write their own examples, following the instructions in the *Writing tip*.


Optional

Athlete profiles

- Ask Ss to take out the photos they have brought of their favourite athletes.
- Divide Ss into pairs or small groups and have them talk about the athletes they admire. Encourage Ss to say everything they know about them and why they like them.

Before leaving

- Write a few gapped sentences on the board and some adjectives in mixed order.
- Explain that each S will come to the board and choose the adjective that completes the sentence.
- Make sure all of the Ss participate before leaving the classroom.

- 1 Look at the photo and the title of the article.
Do you know who this person is? Then listen and read. 

The Young Stars News

This week's famous athlete: Usain Bolt

USAIN
'LIGHTNING'
BOLT



Write the title of your article in big capital letters.

Write about what this person is famous for.

Write about his or her appearance.

Draw or stick a picture of the person you are writing about.

Write about his or her past life.

Write about this person's achievements.

Usain Bolt is a very famous runner. He is from Jamaica and he runs for the Jamaican team. His nickname is *Lightning Bolt* because he runs so fast.

Usain Bolt is tall and thin. He has got black hair and brown eyes. He loves sports and he practises hard.

When he was at school, he could run fast. He didn't run in a lot of races then because he liked football more.

When he was 15, he ran in a 200 m race and won. He was the youngest person to win that race.

At 17, he started his career. In 2008, he won three gold medals at the Beijing Olympic Games. He won three gold medals at the 2012 Olympic Games in London, too.

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Writing tip

Use **adjectives** to make your sentences interesting.

Use adjectives to describe people.

e.g. *Usain Bolt is a very famous runner. He's tall and thin.*

Use **because** to give the reason for something.

e.g. *He didn't run in a lot of races then because he liked football more.*

Use **too** to add something else to what you have already said.

e.g. *He won three gold medals at the 2012 Olympic Games in London, too.*

33

Workbook

Activity 1



1. Canada is a big country.
2. My cat is very hungry.
3. This building is tall/modern and modern/tall.

Activity 2



1. He didn't go to school because he was ill.
2. She is good at art. She is good at science, too.
3. Tina was happy because she won the race.
4. Ryan likes soup. He likes spaghetti, too.

Activity 3



open answers

Activity 4



open answers

Language focus

Objectives

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

Vocabulary

Nouns: furniture, insect, wood, graph, oxygen

Adjective: important

Phrases: cut down trees, plant trees

Materials

- flashcards for *furniture, insect, wood, cut down trees, plant trees, graph*

Revision

- Have Ss come to the front of the class and present the articles they wrote (WB, Project, Activity 4).

Lesson plan

Warm up

- Point to the wooden part of a desk and say, *This is wood*. Repeat this procedure for *furniture, insect, cut down trees, plant trees* and *graph* using the flashcards. Write the sentences on the board, underline the words/phrases and stick the corresponding flashcards above the words/phrases.
- Write sentences on the board with the words *oxygen* and *important* and underline them. For example, write:
There isn't any oxygen on other planets. Only on Earth.
It is very important to take care of our planet.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Ask Ss if they have ever planted a tree. If not, ask them if they would like to and why it is so important to plant trees.
- Initiate a short discussion and encourage all of the Ss to participate and justify their answers.

1 Vocabulary  Track 51

- Have Ss open their books to p. 34 and point out the words/phrases in the vocabulary section.
- Play the CD a few times and have Ss point to the words/phrases and repeat.
- Say the words/phrases in random order and have Ss point and repeat.

Activity 2  Track 52**Before reading**

- Direct Ss' attention to the photos and the title of the text and ask them to guess what it is about.
- Elicit answers, but do not correct Ss at this stage.
- Point to different pictures and ask Ss what they depict.
- Ask Ss whether the text is factual or fictional and explain the difference between these types of texts. (It's factual.)

While reading

- Direct Ss' attention to different parts of the text and ask them to find and circle the words from the vocabulary section that appear in the text.
(**Part 1:** important, oxygen, insects, wood, wood, cut them down, plant, **Part 2:** cut down trees, cut them down, furniture, **Part 3:** plant new trees, **Part 4:** graph, plant some trees)
- Tell Ss that you are going to play the CD and that they have to follow along silently and listen carefully in order to find out what trees give us. (Trees give us wood, food and oxygen and they provide homes to small animals, birds and insects.)
- Play the CD and then discuss Ss' answers.
- Talk about each text.
Part 1: Trees are important because they give us oxygen, food and wood to build houses and make paper. They are also home to many small animals, birds and insects.
Part 2: People cut down trees to build more houses because cities are growing, and to make furniture.
Part 3: It takes many years for trees to grow so we must always

3 Reading time

1



furniture



insect



wood



cut down trees




plant trees



graph

oxygen important

2

Listen and answer. What do trees give us? Then read. 

Why are they important?

Trees give us many things, like:

OXYGEN

We can't live without it!

**HOMES**

We don't live in trees, but small animals, birds and insects do!

**FOOD**

Fruit and nuts.

**WOOD**

We use wood to build houses and make paper, pencils and many more things.



Trees can live for many years but people cut them down and they do not plant new ones.

**Why do we cut down trees?**

People cut them down:

- To build more houses and buildings because cities are growing
- To make furniture



We must save our forests and trees!

34

plant new trees when we cut down other ones. People must learn about the three Rs: Reduce, Reuse, Recycle.

Part 4: The graph shows how much paper people in Europe recycled from 2010-2012.

After reading

- Ask Ss some questions to check comprehension, such as:
Do trees live for many years? (Yes, they do but we must replace them when we cut them down.), *How many years does it take for trees to grow?* (It takes them 15-20 years to grow.), *What can we do to help?* (We must plant new trees and learn the three Rs.), *What is the graph about?* (It shows how much paper people in Europe recycled from 2010-2012.), *What can we do with our families to help?* (We can plant trees the next time we enjoy a walk in the forest.)
- If time permits, have a few Ss take turns reading the text aloud.

Language box

- Explain to Ss that a graph is a diagram showing the connection between two or more things, usually in the form of lines or bars. Point out that this graph shows the amount of paper people living in Europe recycled annually from 2010 to 2012. In 2010, 57% of the paper used was recycled; in 2011, 58% of it was recycled and in 2012, 56% of it was recycled.

How can we help?

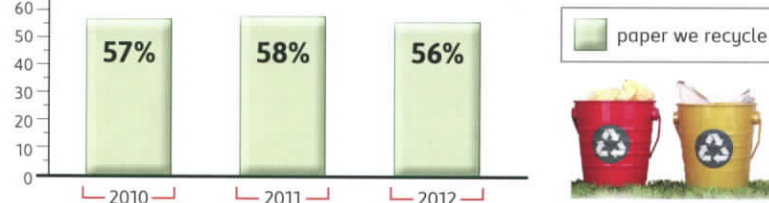
Trees take 15-20 years to grow.
We must plant new trees every year.

We must learn the three Rs:
Reduce, Reuse and Recycle!

- **REDUCE:** Use less paper! Write on both sides!
- **REUSE:** You can use old paper to clean windows!
- **RECYCLE:** We can use old paper to make new paper!



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



Next time you enjoy a walk in the forest, take your family and friends and plant some trees!

3 Read again and complete.

1. Trees give us homes, wood, _____ and _____.
2. People cut down trees because they want to use the _____ to make _____ and pencils.
3. People also cut down trees because they want to _____ houses and buildings.
4. The three Rs are: _____, _____ and _____.
5. You can reuse paper to clean _____.

Let's chat

Is there a park or a forest near your house?
What can we do when we are at home to save trees?
What can we do when we are at school to save trees?
What other things can we do to protect the environment?

35

Activity 3

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



1. food/oxygen, oxygen/food
2. wood, paper
3. build (more)
4. Reduce, Reuse, Recycle
5. windows

Let's chat (critical thinking skills)

- Direct Ss' attention to the box and read the questions out loud.
- Ask Ss to answer the questions and initiate a discussion.
- Encourage all of the Ss to participate in the discussion.

Suggested answer

There is a park near my house and I like going there. / There isn't a park near my house. We can save trees at home by recycling the paper we write on or by using it to clean windows. At school, we can write on both sides of paper and not waste it. We must protect the environment by recycling, planting new trees and not polluting.

Optional

True or False

- Ask Ss to close their books.
- Explain to Ss that you are going to say a few sentences about the text they were presented with in this lesson and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false statements.
- Play this game until you run out of sentences.

Before leaving

- Have Ss form a line.
- Explain to Ss that they have to form a sentence with one of the vocabulary items presented in this lesson.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

Activity 1

1. A 2. B 3. A 4. A 5. B

Activity 2

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

Activity 3

open answers

Note

- Prepare and bring pieces of paper with different sports written on them to the next lesson.



Language focus

Objectives

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



Materials

- flashcards for *building, skyscraper, tower, bridge, pyramid, the underground, plant, waterfall, jungle, desert, island, city, dry, wet, fur, weight, length, bamboo, race, javelin, high jump, furniture, insect, wood, cut down trees, plant trees, graph*
- pieces of paper with different sports written on them
- Blu tack

Revision

- Ask Ss to tell you what they remember from the text about trees from the previous lesson.

Lesson plan



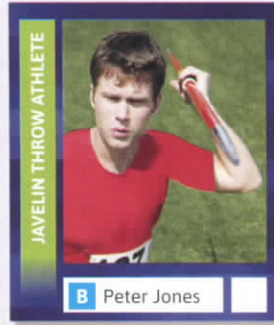
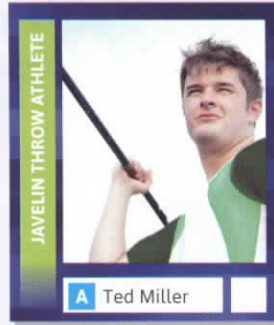
Warm up

- Stick some of the flashcards from the previous lessons of this Module on the board (4-5 flashcards each time). Tell Ss to memorise them.
- Ask Ss to close their eyes and hide one of the flashcards. When Ss open their eyes, they must try to remember which one is missing.
- Alternatively, Ss can memorise the order of the flashcards. When they close their eyes, change the order. Ss must try to remember what order the flashcards were originally in.
- Make sure you use different flashcards each time.
- To make the activity more competitive, you could divide Ss into two teams and have them take turns answering to win points.

Listening

1 A. Listen and tick (✓).

Who is this year's javelin throw winner?



B. Listen again and match.

- | | | |
|-----------------|--------------------------|------------|
| 1. Ted Miller | <input type="checkbox"/> | A. 89.59 m |
| 2. Peter Jones | <input type="checkbox"/> | B. 92.63 m |
| 3. Ron Davidson | <input type="checkbox"/> | C. 95.89 m |



Speaking

2 Write about yourself and two of your friends. Then ask and answer in pairs.

| | You | Friend 1: | Friend 2: |
|-------------|-----|-----------|-----------|
| jump / high | | | |
| run / fast | | | |
| jump / far | | | |
| cook / well | | | |

Can you jump higher than your friends?



No. I can't jump higher than them, but I can run faster than them.

Activity 1 Tracks 53, 54

- Direct Ss' attention to the photos in Part A and ask them what they depict. Then, ask them to read the question above the photos.
- Explain that they will listen to a sports commentator describing an event and that they have to tick the appropriate answer.
- Play the CD and have Ss tick the correct answer (A, B or C). Then, check their answer.
- Direct Ss' attention to the three names in Part B of the activity.
- Explain that they are going to listen to the sports commentator again and that they have to match the names to the distance each athlete threw the javelin.
- Play the CD and have Ss match.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Sports

commentator: Ladies and gentlemen, welcome to this year's Fairview Sporting Event. All of the athletes for the javelin throw are here and waiting for their final throw. First up, Ted Miller. He runs, throws and... Wow! 92.63 metres! Great job! Up second is Peter Jones. He gets

ready, runs and there goes the javelin! Wow! It's going far! 95.89 metres! Amazing! Well done, Peter Jones! That is further than Ted's javelin. The last athlete, Ron Davidson, is ready. Ron, ladies and gentlemen, was last year's winner. Look at him! He runs really fast and throws his javelin... but oh, no! It doesn't get far! Only 89.59 metres! Too bad, Ron! Well, it looks like we have got a new winner this year... Peter Jones! He threw his javelin the furthest and gets the gold medal. Congratulations, Peter Jones! Now, for the next sport... (fade out)

Background note

The javelin throw procedure is similar to that of other throwing sports. That is, it has got rounds. A round consists of one attempt by each competitor, in turn. Competitions typically consist of three to six rounds. The competitor with the longest single throw (over all rounds) is the winner; in the case of a tie the competitors' second-longest throws are also considered. Competitions involving large numbers of athletes sometimes use a cut. This means that all of the competitors compete in the first three rounds, but only the athletes who finish in the top eight places move on to the final throw. These finalists then have three attempts each. The longest single throw during the final wins.



A. B
B. 1. B 2. C 3. A

Activity 2

- Direct Ss' attention to the table and have them read the activities and the adverbs.
- Explain that they have to think of two friends and write their names in the spaces provided. Then, they have to decide how well each of them does the listed activities and fill in the table using the Comparative and Superlative form of the adverbs in each box.
- Allow Ss some time to fill in the table about themselves and two friends.
- Then, direct Ss' attention to the children and have them read the exchange. Explain that once they have filled in their tables they are going to ask and answer questions about the information in pairs.
- Invite a S to come to the front of the class to demonstrate the activity. Ask him/her, *Can you run faster than your friends?* and have the S answer accordingly.
- Have a few pairs of Ss come to the front of the class and act out the exchange.

A Optional

Group pantomime

- Divide Ss into groups of three or four.
- Fold the pieces of paper with the sports written on them and place them in a pile on your desk.
- In turns, call up each group and have one S in the group pick up a piece of paper without revealing it to the other groups.
- The S shows the paper to his/her group and they all mime the sport written on the paper, while the other groups take turns guessing what the Ss are doing, e.g. *They are throwing the javelin.*
- The group guessing earns a point for every correct guess. The S that guesses correctly gets the next chance to mime.
- The group with the most correct guesses wins.



Before leaving

- Ask Ss to form a few sentences using the structures presented in this Module. (*Comparative and Superlative form of adjectives and adverbs, etc.*)
- Make sure all of the Ss form sentences before they leave the classroom.



Workbook

Activity 1



1. busy 2. city 3. fur
4. race 5. island
6. minutes 7. important

Activity 2



1. higher
2. the hardest
3. the fastest
4. better
5. farther/further
6. more happily

Activity 3



1. Chrysler Building
2. Tokyo Skytree
3. Chrysler Building
4. Tokyo Skytree

Activity 4



open answers

Activity 5 Track 55



A. fifth line D. eighth line
B. seventh line E. fourth line
C. sixth line

Now I can

- Ask Ss to read the phrases and colour in the stars according to what they can or can't do and how well they can do it.
- Instruct Ss to colour in only one, two or three stars each time.
- Use the self-evaluation sheets for your Ss to check their performance.
- Ask Ss to count the stars they have coloured in so as to find in which category they belong.



Language focus

Objectives

- to revise, consolidate and practise structures and vocabulary presented in previous lessons

Lesson plan



Warm up

Lip reading

- Tell Ss that they are going to play a game.
- Say one of the words that Ss have been presented with in the previous lessons without making any sound.
- Ss have to look at you carefully and read your lips to guess the word.
- Choose Ss to come to the front of the class and do the same.

Activity 1

- Have Ss open their Workbooks to p. 29.
- Direct Ss' attention to the pictures and ask them to name as many items as they can.
- Explain to Ss that they will have to read the clues carefully and write the appropriate word next to each sentence, as in the example.
- Go round the classroom and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.



Example: panda

1. skyscraper

2. leopard

3. jungle

4. desert

5. oxygen

Activity 2



Track 56

- Direct Ss' attention to the pictures and ask them to tell you what they see. (Three habitats, three rivers, three structures and three continents)
- Ask Ss to read the questions. Explain that they are going to listen to the CD and tick the correct picture (A, B or C), according to the description they hear each time.
- Draw Ss' attention to the example. Play the CD and have Ss listen carefully. Pause the CD and make sure that Ss have understood what they have to do.
- Play the CD and have Ss do the activity.
- Play the CD again and have Ss check their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Example

Woman: *Where do tigers live?***Girl:** *Let me think... They don't live in deserts... They live in the jungle!***Woman:** *Yes! That's right!*

1.

Man: *Which is the longest river in the world? The Amazon, the Nile or the Mississippi?***Boy:** *I know that! It's the Amazon. Oh, no. Wait a moment. It's the Nile.***Man:** *That's right. The Nile is the longest river, but the Amazon is the largest.*

1 Look and read. Choose the correct words and write them on the lines. There is one example.



jungle



panda



skyscraper



oxygen



desert



leopard

Example

This animal is a black-and-white bear. panda

- This is a very big and tall building. _____
- This animal is a large cat. _____
- You can find animals, plants and waterfalls in this place. _____
- This is the driest place in the world. _____
- People can't live without it. _____

2 Listen and tick (✓) the box. There is one example.

Example

Where do tigers live?



A.



B.



C.

1

Which is the longest river in the world?



A. the Amazon



B. the Nile



C. the Mississippi

2

Which building is the oldest?



A. the Eiffel Tower



B. the Acropolis



C. the Tower of London

3

Which continent is the largest?



A. Asia



B. South America



C. Africa



Note

- Bring a glass biscuit jar and some biscuits to the next lesson.

2.
Woman: Which building is the oldest? The Eiffel Tower, the Acropolis or the Tower of London?
Girl: Well, it isn't the Eiffel Tower because it's very modern. And it isn't the Tower of London.
Woman: So?
Girl: It's the Acropolis!
Woman: That's right!

3.
Man: Which continent is the largest?
Boy: Africa.
Man: Are you sure?
Boy: Yes, I am.
Man: That's wrong. Asia is the largest continent. Africa comes next.

Example: C
1. B 2. B 3. A

Language focus

Objectives

- to talk about actions that were happening at a specific point in time in the past

Vocabulary

Nouns: garage, balcony, biscuit, jar, blackout

Phrases: clean the car, water the plants

Structures

I wasn't watching TV yesterday afternoon. I was doing my homework.

Materials

- flashcards for *garage, clean the car, balcony, water the plants, biscuit, jar*
- a glass biscuit jar and some biscuits
- Blu tack

Lesson plan

Warm up

- Hold up the glass biscuit jar and say, *This is a jar. You can put many things in it. I put biscuits in this jar* and place the biscuits you have brought into the jar. Write the sentences on the board, underline the words *jar* and *biscuits* and stick the flashcards for these items above the words.
- Then, mime the actions for the phrases *clean the car* and *water the plants*. Encourage Ss to mime the actions and repeat. You can show Ss the flashcards for these phrases, say them aloud and have them repeat before sticking them on the board.
- Write sentences on the board with the words *garage* and *balcony* and underline them. For example, write: *Look! Dad's car is in the garage. Our balcony is high and there are many flowers and plants on it.*

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Turn off the classroom lights and say, *Oh, no! It's a blackout!* Write this sentence on the board and underline the word *blackout*.
- Ask Ss if they have ever experienced a blackout and how they felt. Initiate a short discussion. Encourage all Ss to participate and justify their answers.

1 Vocabulary CD 2 Track 2

- Have Ss open their books to p. 37 and point out the words/phrases in the vocabulary section.
- Play the CD a few times and have Ss point to the corresponding words/phrases and repeat.
- Say the words/phrases again in random order and have Ss point and repeat.

Language box

Point out that the word *biscuit* is used in the UK while in the USA the word *cookie* is used to refer to the same thing.

Activity 2 Track 3

- Direct Ss' attention to the pictures and ask them what they depict. (Some boys and a girl doing different activities.)
- Draw Ss' attention to each activity and ask them to describe what each one shows. Tell them that they can use the words/phrases in the vocabulary section to name some of them.
- Explain to Ss that they are going to listen to a song.
- Point out that they have to listen to the CD, follow along in their books and match the verses with the pictures.
- Go round the classroom and monitor the procedure. Then, check Ss' answers.
- Play the song again and encourage Ss to sing along.



A. water the plants - third verse

B. look at the stars - second verse

C. look for the biscuit jar - fifth verse

D. clean the car - first verse

Look!

- Direct Ss' attention to the *Look!* box and have Ss read the sentences out loud.
- Explain to Ss that the tense used in these sentences is the Past Progressive.
- Say, *I was cleaning my car yesterday afternoon* and write the sentence on the board.
- Ask Ss what they notice about the formation of the Past Progressive and when they think we use it.
- Point out that the Past Progressive is formed with the verb *to be* in the Past Simple tense (*was/were*) and the *-ing* ending which is added to the end of the main verb.
- Elicit that we use the Past Progressive to talk about actions that we were doing at a specific point in time in the past.
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples and write a few of them on the board.

Activity 3

- Direct Ss' attention to the table and ask them to read it.
- Then, direct Ss' attention to the exchange and ask them to guess what the girls are talking about. (They are saying what they were doing at specific times the previous day.)