

Family and Friends 4

Teacher's Book

Barbara Mackay

OXFORD

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Teacher's Book

Scope and sequence	2	Unit 10	82
Introduction	6	Unit 11	88
Flashcards and games	18	Unit 12	94
Starter	24	Unit 13	100
Unit 1	28	Unit 14	106
Unit 2	34	Unit 15	112
Unit 3	40	Extensive reading	118
Unit 4	46	Lesson 6 transcripts	122
Unit 5	52	Review pages answer key	125
Unit 6	58	Workbook answer key	126
Unit 7	64	Photocopy Masters Book notes	134
Unit 8	70	MultiROM Listen at home	143
Unit 9	76	Wordlist	145

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Introduction by Naomi Simmons

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Scope and sequence

		Words	Grammar	Phonics
	Starter: Back together!	p24 Revision: free-time activities, food words, alphabetical order Core: telling the time	<i>like + verb + ing</i> <i>can</i> for permission / requests Countable and uncountable nouns <i>a / an / some</i> <i>be going to + verb</i> Comparative and superlative adjectives	
1	The food here is great!	p28 The restaurant Core: waiter, waitress, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad Words in context: breakfast time beans, olive oil, toast, noodles, coconut, chilli, corn, pancake	Present simple and present continuous <i>They usually wear blue uniforms.</i> <i>They're wearing white today.</i> Time markers: present simple and continuous <i>always / usually / sometimes / rarely / never</i> <i>now / right now / today / at the moment</i>	Long c a: train e: tree,
2	We had a concert	p34 The concert Core: concert, drums, instruments, violin, audience, recorder, cheer, stage, programme, trumpet Words in context: 'Festival day' cymbals, sparkle, tap your feet, ground, rhythm, thunder, cheeks, wings	Past simple: <i>have and be</i> <i>We had a concert at our house.</i> <i>All our friends were there.</i> Past simple: regular verbs <i>The audience clapped and cheered.</i> Time markers: past simple <i>yesterday / last week / last year / two days ago</i>	Long i sound i: light, o: boa u: roof
3	The dinosaur museum	p40 The dinosaur museum Core: dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot Words in context: dinosaur data Earth, scientist, pattern, skin, disappear, rock, asteroid, fall (fell)	Past simple: irregular verbs with negatives <i>We didn't go to school.</i> Past simple: irregular verbs with questions <i>Did they go to a museum?</i> <i>What did you see?</i>	f and j f: flam ph: p alpha
Review 1		Revision of vocabulary and structures from Units 1-3		
4	Whose jacket is this?	p46 Sports time Core: team, jacket, trainers, trophy, player, kick, score a goal, racket, rucksack, win (won) Words in context: basketball bounce, invent, balcony, court, point, throw, ladder, hole	Possessive pronouns <i>Whose jacket is it?</i> <i>It's mine / yours / his / hers / its / theirs / ours</i> Adverbs: + <i>ly</i> and irregular <i>He ran slowly.</i> <i>They played well.</i>	ll end smell, rr wor mirror
5	Go back to the roundabout	p52 Directions Core: read a map, turn left, go back, traffic light, hurry, roundabout, get lost, turn right, go straight on, petrol station Words in context: shadow puppets shadow, puppet, popular, event, stick, screen, voice, lift up	<i>have to / had to</i> <i>We have to go back to the roundabout.</i> Giving directions <i>Go straight on at the roundabout.</i> <i>why / because</i> <i>Why are we at this petrol station?</i> <i>Because we're lost.</i>	ck an ck: ne rock c: pla comic
6	The best bed!	p58 Describing words Core: break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern Words in context: a fable, 'The Ant and the Grasshopper' enormous, prepare, worry, thick, dig, share, generous, lazy	Comparatives and superlatives: long adjectives <i>My bed is more comfortable than this one.</i> Irregular comparatives and superlatives <i>better than / worse than</i> <i>the best / the worst</i>	Soft c c: city g: ca stage
Review 2		Revision of vocabulary and structures from Units 1-6		

Phonics	Skills	Values
	<p>Reading: introducing the use of dictionaries</p> <p>Listening: identifying times</p> <p>Speaking: asking and answering questions about children's activities; asking and answering questions about what you would like to buy; asking and answering questions about the time</p> <p>Writing: writing words into alphabetical order</p>	<p>Appreciating similarities and differences between people</p> <p>Asking for permission</p>
<p>Long a and e sounds:</p> <p>a: train, tray, cake</p> <p>e: tree, leaves, key</p>	<p>Reading: a magazine article: 'What do you like for breakfast?' (reading and understanding a magazine article; matching specific information to the appropriate text)</p> <p>Listening: identifying details about family meals</p> <p>Speaking: asking and answering questions about eating habits</p> <p>Writing: recognizing syllables in words; Workbook – writing about my eating habits</p>	<p>Values 1:</p> <p>Values in town (Helpful and respectful behaviour in a restaurant)</p> <p>Being polite to the people around you</p> <p>Not playing with toys while you are eating</p> <p>Helping restaurant staff and treating them with respect</p> <p>Having good table manners</p> <p>Not creating hazards while people are carrying food and drink</p>
<p>Long i, o and u sounds:</p> <p>i: light, cry, bike</p> <p>o: boat, blow, bone</p> <p>u: room, blue, flute</p>	<p>Reading: a poem: 'Festival day' (reading and understanding a poem; matching questions and answers)</p> <p>Listening: identifying different musical activities</p> <p>Speaking: asking and answering questions about musical preferences and abilities</p> <p>Writing: the double consonant rule; Workbook – writing a description of a picture</p>	
<p>f and ph spellings:</p> <p>f: flamingo, scarf, feet</p> <p>ph: phone, nephew, alphabet</p>	<p>Reading: a non-fiction text: 'Dinosaur data' (reading and understanding a factual text from an information book; matching questions and answers)</p> <p>Listening: identifying favourite things on a school trip</p> <p>Speaking: asking and answering questions about school trips</p> <p>Writing: exclamation marks; Workbook – writing a webpage about my school trip</p>	
Extensive reading: What are fossils? The story of Mary Anning		
<p>ll endings:</p> <p>bell, shell</p> <p>rr words:</p> <p>error, carrot, cherry</p>	<p>Reading: a magazine article: basketball (reading and understanding an article about basketball from a children's magazine; completing sentences with the correct word)</p> <p>Listening: identifying children's favourite sports</p> <p>Speaking: asking and answering questions about favourite sports</p> <p>Writing: It's or Its; Workbook – writing instructions for a sport</p>	<p>Values 2:</p> <p>Values at school (Co-operating and playing safely on the sports field)</p> <p>Playing together in teams</p> <p>Taking care of sports equipment</p> <p>Being aware of other people's needs</p> <p>Making sure you drink water when playing sports</p> <p>Helping people who are in trouble</p> <p>Being kind to other players</p>
<p>ck and c endings:</p> <p>ck: neck, duck, clock, rock</p> <p>c: plastic, picnic, music, comic</p>	<p>Reading: an informative webpage: 'Shadow puppet theatre' (reading a children's website about having fun with hand shadows; identifying true or false sentences)</p> <p>Listening: understanding directions</p> <p>Speaking: giving directions</p> <p>Writing: instructions; Workbook – writing an invitation</p>	
<p>Soft c and g sounds:</p> <p>c: city, ice, dance, rice</p> <p>g: cage, page, giraffe, stage</p>	<p>Reading: a fable: 'The Ant and the Grasshopper' (reading a modern version of a fable; completing sentences with the correct word)</p> <p>Listening: identifying chronology in a fable</p> <p>Speaking: telling a story from pictures</p> <p>Writing: identifying irregular plurals; Workbook – writing a fable</p>	
Extensive reading: American football; Usain Bolt		

			Words	Grammar	
7	Will it really happen?	p64	In space Core: the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship Words in context: life in 100 years' time housework, feelings, illness, crowded, road, storm, extinct	The future with will People will / won't travel in super-fast planes. Time markers: the future on Monday / next week / in a month's time / this evening / soon / later	au, aw i au: sauc autumn aw: jigs or: horse
8	How much time have we got?	p70	At the airport Core: money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin Words in context: my holiday unusual, journey, fall asleep, whistle, hotel, disappointed, fireworks, fair	Expressing quantity How much time have we got? / I've got lots of pencils. / I haven't got many pencils. some / any Have you got any newspapers? We've got some pencils, but we haven't got any pen	Past sir ending walked, showed
9	Something new to watch!	p76	Audio-visual entertainment Core: cartoon, radio, camcorder, the news, documentary, channel, advert, remote control, TV programme, mobile phone Words in context: TV programmes factory, poor, ticket, lucky, kick-off, championship, stadium, play a trick on	Infinitive of purpose I switched on the TV to watch sports. We went in the boat to see the dolphins. How often ... ? How often do you watch TV? I watch TV once / twice a week.	er and er: mol Septem or: visit
Review 3			Revision of vocabulary and structures from Units 1-9		Ex
10	I've printed my homework	p82	Computers Core: printer, screen, mouse, log on, speakers, click on, save a document, memory stick, search the Internet Words in context: sending emails type the address, subject, keyboard, spell checker, attach a photo, a website, send a message	Present perfect: affirmative He's put the books on the shelves. Present perfect: questions, answers and negative Have you seen my new speakers? Yes, I have. / No, she hasn't. She hasn't printed the document.	ur and ur: hui nurse, ir: circ
11	Have you ever been...?	p88	Places Core: town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave Words in context: 'The Amazing Escape' explorer, melt, frozen, sink (sank), lifeboat, survive, storm, wave, rescue	Present perfect: ever Have you ever been to space? Yes, I have. / No, I haven't. Present perfect: never She's never been to an oasis We've never fallen in the mountains.	ea and ea: fec head, e: spe help
12	What's the matter?	p94	Illness Core: a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stomach ache, a sore throat, take medicine Words in context: how to stay healthy healthy, fit, energy, crisps, sugar, cabbage, calcium, sardine	should / shouldn't You should drink some water. You shouldn't eat lots of cakes. could / couldn't Max couldn't eat dinner, but he could eat lots of cake.	le and le: ca peop al: sa hosp
Review 4			Revision of vocabulary and structures from Units 1-12		Ex
13	Can you help me?	p100	Making smoothies Core: smoothie, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel Words in context: child heroes hero, classmates, earthquake, collapse, carry, ceremony, bubble, prize	Object pronouns me / you / him / her / it / us / them Relative pronouns This is the boy who didn't put the lid on. This is the smoothie which was in the blender.	el ar el: tu trav il: lei pup
14	We were fishing	p106	Family Core: mother-in-law, father-in-law, wife, husband, son, daughter, niece, nephew Words in context: 'My relatives are coming!' relatives, toddler, normal, cute, squeeze, queue, stay in touch, miss someone	Past continuous What were you doing? I was looking at photos. Dates and I was born ... My mum was born in 1981. She was born on 9th July.	tion end tion sub invi shic
15	Good news, bad news	p112	Jobs Core: boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author Words in context: 'Three wishes' fisherman, speak (spoke), silly, surprised, sausage, delicious, wish for, pull	Past simple and past continuous When I was working, the phone rang. They were smiling when I went in. Grammar homophones: there / they're / their There is some good news. / They're very happy. / They will be with their cousins.	Voc hoi see hec we wri
Review 5			Revision of vocabulary and structures from Units 1-15		E

	Phonics	Skills	Values
	au, aw and or: au: <i>sauce, August, autumn</i> aw: <i>jigsaw, straw, paw</i> or: <i>horse, sport, morning</i>	Reading: interviews in a magazine about the future (reading a magazine interview; matching sentence halves) Listening: identifying children's predictions Speaking: offering opinions about the future Writing: compound words; Workbook – expanding notes into a text	Values 3: Valuing people (Thinking of others) Being generous and sharing with others Being considerate towards older people Being helpful when people need it
pencils.	Past simple -ed endings: <i>walked, waited, showed</i>	Reading: a letter (reading a letter describing a holiday; identifying true or false sentences) Listening: identifying details about holidays Speaking: asking and answering questions about your holiday Writing: addressing envelopes; Workbook – writing a letter about my holiday	
any pens.	er and or endings: er: <i>mother, father, September</i> or: <i>visitor, doctor, actor</i>	Reading: a TV guide (completing sentences) Listening: identifying details about children's favourite TV shows Speaking: talking about favourite TV shows Writing: the prefix <i>un</i> ; Workbook – writing a TV guide	
Extensive reading: A letter from Rome; Gulliver's Travels			
negatives	ur and ir spellings: ur: <i>hurt, Thursday, nurse, curtains</i> ir: <i>circle, girl, shirt, bird</i>	Reading: online instructions: how to send an email (matching sentences and pictures) Listening: identifying children's computer use Speaking: talking about computer use Writing: parts of speech; Workbook – writing about how I use a computer	Values 4: Values in the country (Safe behaviour outside) Wearing safety equipment like a helmet when riding a bike Using lights on a bike in the dark Wearing warm clothes in the evening Following paths Taking care with fire
	ea and e spellings: ea: <i>feather, bread, head, heavy</i> e: <i>spend, tent, present, help</i>	Reading: an account: 'The Amazing Escape' (putting sentences in the correct order) Listening: identifying details about life in the Antarctic Speaking: interviewing a survivor Writing: topic sentences; Workbook – writing a diary entry	
ts of cakes.	le and al endings: le: <i>candle, castle, table, people</i> al: <i>sandal, animal, hospital, cereal</i>	Reading: an information leaflet: 'How to stay healthy' (completing sentences with the correct word) Listening: identifying details about children's healthy lifestyles Speaking: describing what you do to be healthy Writing: <i>because</i> and <i>so</i> ; Workbook – writing an information leaflet	
Extensive reading: My trip to the rainforest; Life in the desert			
der.	el and il endings: el: <i>tunnel, camel, towel, travel</i> il: <i>lentils, pencil, April, pupil</i>	Reading: two factual accounts: 'Child heroes' (completing sentences with the correct word) Listening: matching people with how they help others Speaking: asking questions about jobs Writing: identifying and using sub clauses; Workbook – writing an interview	Values 5: Values at home (Safe behaviour in the kitchen) Putting rubbish outside Making sure food doesn't fall onto the floor Watching out for dangers to young children Keeping dangerous items out of reach of children Keeping hands and surfaces clean Taking care with knives
ros.	tion and shion endings: tion: <i>addition, subtraction, question, invitation</i> shion: <i>fashion, cushion</i>	Reading: a poem: 'My relatives are coming!' (reading questions and writing short answers) Listening: identifying favourite memories Speaking: talking about your memories Writing: poem structure and rhyme; Workbook – completing a poem	
/their ppy. /	Vocabulary homophones: <i>see / sea</i> <i>hear / here</i> <i>wear / where</i> <i>write / right</i>	Reading: a traditional story: 'Three Wishes' (reading an extended text) Listening: identifying children's wishes Speaking: talking about your wishes Writing: using speech marks; Workbook – writing the end of a story	
Extensive reading: Gold treasures; My family and other animals			

Introduction

Family and Friends is a complete six-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. *Family and Friends* combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinaesthetic learners). *Family and Friends* uses all of these approaches to help every child realize his or her potential.

Family and Friends also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *Family and Friends* includes the following:

Class Book with Student MultiROM

Workbook

Teacher's Book

iTools (digital class resources)

Audio CDs

Readers

Teacher's Resource Pack containing:

- Photocopy Masters Book (PMB)
- Testing and Evaluation Book
- Words flashcards
- Phonics cards
- Values posters

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *Family and Friends*. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

Methodology

Words and grammar

New words are introduced in relation to each unit's topic. The first group of new words is presented in Lesson 1 with support from the flashcards and recordings, and are then practised with stories and motivating classroom activities. The second group of words is presented without illustrations within the reading text in Lesson 5, to give children the opportunity to work out meaning using the context of the reading passage. They can then check the meaning of the new words in the Dictionary pages of the Workbook. They are first introduced to using a dictionary in the Starter Unit. The children are first exposed to the new grammar items in the unit stories in Lesson 1. They then move on to focused grammar presentation, which is reinforced with a range of spoken and written activities.

Skills

Each unit of *Family and Friends* contains two pages dedicated to the development of reading, listening, speaking, and writing skills. The four skills are all integrated, which means that there is one topic for each skills spread.

The **reading** texts in this section expose children to a balance of both familiar and new language. With a range of different text types of increasing complexity, children develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading for gist and detail, both of which are essential for complete communicative competence.

After every three units, there are two pages of extra reading material in the form of non-fiction and fiction texts, linked to a theme from one of the main units. These longer texts are to be used for extensive reading and so it is important that children know that they do not have to understand every word or answer detailed comprehension questions. These texts provide extra reading fluency practice, but remain optional and can be done at the discretion of the teacher.

The **listening** tasks, which are linked to the core reading text in each unit, provide a variety of naturally occurring situations for children to practise listening for specific information and detail, as well as gist.

Speaking practice is usually carried out in pairs. Since the tasks are also integrated, the children will already have been exposed to a number of ideas and key words to be used, which will give them confidence when carrying out the task.

The **writing** skills section provides a complete course in English punctuation, syntax, and text structuring. The syllabus resembles that used with children who are native English speakers.

By way of progression from Level 3, there is an extra page of writing practice in the Workbook at Level 4. This provides a model text and further writing preparation activities to support the writing composition.

Phonics

Phonics teaches the relationship between letters / letter combinations and the sounds they make. The study of phonics enables children to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

Family and Friends draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words.

Every unit of *Family and Friends* contains a phonics lesson. In Level 4, children revise common consonant blends and long vowel sounds from Level 3. They then learn some alternative common long vowel patterns, more consonant blends, and different patterns for spelling the same sound, e.g. *au*, *aw*, and *or* for the sound /ɔ:/. By the end of Level 4, children will be able to identify and spell all of the most common sounds in the English language and recognize that many sounds can be spelled in different ways. At this level there are short phonics texts in which the children see the new words in context.

Stories

Every unit contains a motivating story. In Level 4, we have Holly and her first introduction to the story reviewing manner.

Songs, Games

Every unit contains a song for children to sing. Melody and rhythm help children practise their singing, and also fun activities to move. Students learn from association more than likely the child with simple language by appealing to children's natural communication helps child development fluent in the classroom.

Games

Games provide fun and are very effective in developing a sequence of all the games children's suggest teaching to the time to the child. Typically, that allows structure and motivation course at this Teacher. Other opportunities for writing which in children.

Review

After every shorter of the v three pr

Stories

Every unit contains a story, which provides a fun and motivating context in which the new language appears. In Level 4, we see more of the amusing adventures of Max and Holly and their Australian cousins, Leo and Amy, who were first introduced in Level 3.

The stories also provide ideal scenarios for practising and reviewing language structures and key words in a cyclical manner.

Songs, drama, and Total Physical Response (TPR)

Every unit in *Family and Friends* contains a song where children practise the new target grammar structure.

Melody and rhythm are an essential aid to memory. By singing, children are able to forget fears and shyness and practise the language in a joyful way together. Songs are also fun and motivating, and are a good opportunity to add movement to the lessons.

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions. The more the body is involved in the learning process, the more likely the student is to absorb and retain the information.

The children are given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for children to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps children to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

Games and optional activities

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required, all the games in *Family and Friends* can take place at the children's desks with minimum classroom disruption.

Suggestions for optional activities are included in the teaching notes for every lesson. They can be used according to the timing and pace of the lesson, and their appropriacy to the children in the class.

Typically, optional activities are games and TPR activities that allow children to respond to the new vocabulary, structures, and sounds they are learning in a way that is fun and motivating. Many of the games used throughout the course are detailed on the *Flashcards and games* pages of this Teacher's Book.

Other optional activities concentrate on personalization, writing practice, posters, and class projects. For activities which involve drawing and colouring in, it is suggested that children work in groups to share craft materials.

Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary, structures, and sounds presented in the three preceding units. No new material is presented or

practised in these units. They can be used as a progress test to check that children have remembered what they have learned. A complete answer key can be found on page 121 of the Teacher's Book.

Grammar Time pages

Grammar reference material is provided on pages 108–115 of the Workbook for children to complete and then refer to whenever necessary. On these pages there are grammar tables divided up into the grammar taught in each unit, with some spaces for children to complete. Once completed, they provide a reference which children can use to help them with their writing and other activities. These should be checked by the teacher once completed by the child, to ensure that they are a reliable reference tool. Below each grammar table are exercises which give further practice of the grammar in the table.

A suitable point to use the Grammar Time pages would be at the ends of Lessons 2 and 3, after children have been taught the grammar from the Class Book and before they move on to the Workbook page for that lesson. The grammar tables and accompanying exercises could be completed in class or set for homework.

Values

Values, which can also be called civic education, is a key strand in *Family and Friends*. Teaching values is important as it focuses on children's personal and social development, not just on their language skills. It improves children's awareness of good behaviour, and how their behaviour and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping children to understand about:

- Community, e.g. understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining hygiene, rules for keeping safe around the house and outdoors.
- Interacting with others, e.g. playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the five Values posters.
- In the Values worksheets in the Photocopy Masters Book (PMB).
- In the exemplification of good behaviour throughout the course, in particular in the Class Book stories and their characters.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

Values posters and PMB worksheets

Five colour posters present different aspects of the values syllabus. The topics covered are:

- Values in town (Helpful and respectful behaviour in a restaurant)
- Values at school (Co-operating and playing safely on the sports field)
- Valuing people (Thinking of others)
- Values in the country (Safe behaviour outside)
- Values at home (Safe behaviour in the kitchen)

There is one Values topic for every three units, and the unit teaching notes suggest suitable points to present these. Full teaching notes on how to present the values using the posters and worksheets in the Photocopy Masters Book are given on pages 130–137 of the Teacher's Book. The Values material can either be presented at the point indicated within the units, or, if preferred, taught as a separate block at the end of every three units.

There are two photocopiable worksheets for each values topic. The teacher can either use both worksheets in a single lesson, or split the values topic over two lessons. If preferred, children could complete the second worksheet at home.

The Values poster for the relevant topic can be displayed on the wall or the board, to provoke class discussion of the values shown (each poster illustration contains examples of good and bad behaviour).

The worksheets contain several follow-up activities based on the poster illustrations. There is an opportunity for personalization and creative work, for example choosing some of the values and making a poster to illustrate them.

Testing and evaluation

Children's progress can be evaluated through continuous assessment and formal testing. Children can also evaluate their own progress through self-assessment after every three units in the Workbook.

The Testing and Evaluation Book offers:

- suggestions for ongoing classroom evaluation.
- an evaluation sheet to keep a record of children's progress.
- suggestions for encouraging children to self-evaluate.
- 16 unit tests.
- 5 summative tests (for use after every three units).
- 5 skills tests (for use after every three units).

The Test Builder (*Family and Friends* iTools)

The Test Builder is part of the *Family and Friends* iTools disc (see below). It provides editable versions of the tests in the Testing and Evaluation Book, allowing teachers to produce their own tests according to the needs of their class.

The Test Builder provides practice task types for Cambridge and Trinity-style young learner examinations, enabling the teacher to choose task types and create practice materials for these tests. Even if you are not preparing for these examinations, you can still use the tasks to create extra practice and revision tests or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the Testing and Evaluation Book.

Multimedia

Student MultiROM

The Student MultiROM contains:

- *Listen at home* target language, songs, and phonics texts for children to practise at home. They can be played on a CD player, or on a computer using the audio player. (A full list of tracks can be found on page 143 of the Teacher's Book.)
- Computer-based interactive activities which practise the vocabulary, grammar, and phonics from each unit. These can be used by children at home or in class.

Family and Friends iTools

Family and Friends iTools is a CD-ROM which contains digital class resources and a Test Builder.

All the digital class resources on the iTools can be used interactively, either on an Interactive Whiteboard (IWB) or on a projector. These include:

- vocabulary presentation and practice.
- frame-by-frame story presentation.
- grammar presentation and practice.
- phonics presentation and practice.
- skills texts and writing skills presentation.
- karaoke versions of the songs.

Supplementary materials

Readers

Research shows that the more you read, the better you become at English. The dedicated Skills Time pages in the Class Book focus on reading shorter texts *intensively*. It is also important for students to learn to read *extensively*, approaching longer texts at their own pace. Students should read at the right level, with language that is appropriate for their abilities and knowledge. Therefore there are also some extensive reading texts in the Class Book.

The *Family and Friends* Readers are traditional tales that are also designed for extensive reading. In Level 4, they contain approximately 5000–7000 words in total, and correspond with the vocabulary and grammar syllabus of the course. They also contain integrated activities which can be used either in the classroom or for homework.

Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends* as an additional resource to provide more written grammar practice. The words and grammar used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable children to build up a picture of the grammatical system step by step. It can be used in class or at home.

There is a CD-ROM containing additional interactive exercises and multiple-choice grammar tests with each Student's Book. A Teacher's Book for each level contains the answers to the exercises, notes on the units, and tests.

Drama in the classroom

How to present the stories

Each story is spread across two lessons and has a receptive and a productive stage. In the first lesson (receptive stage), children listen to the story and follow it in their Class Books. In the second lesson (productive stage), the children recall the story, listen to it again, and act it out.

Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (children may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one child to play each character. To keep disruption to a minimum, children could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Children practise the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which children can do at their desks without standing up (e.g. they could 'walk' their fingers to show that the character is walking).
- Play the recording to practise reciting the lines. Children mime the actions for each character as they speak.
- Play the recording again for children to give their final performance.

Acting with a 'lead group'

This is a combination of the two previous procedures:

- Decide on actions for the story as above.
- Divide the class into groups so that there is one child in each group to play each character. Children should all be facing the front of the class, and not the other people in their groups. They won't need to leave their seats.
- Ask one of the groups to come to the front of the class.
- Play the recording. The group at the front demonstrates the actions to the class.
- Play the recording again for the rest of the children to join in with the actions.

Class plays

The Photocopy Masters Book contains two plays for the whole class to act out, one at the end of each semester. Teaching notes can be found on pages 135–136 of the Teacher's Book.

Preparing the plays will take several lessons: discussing the play and allocating parts; deciding on and organizing props and costumes; and finally, rehearsing. If possible, arrange a performance of the plays for parents.

Classroom management

Children learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

- Success is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as *Good boy / girl, Good work, Well done! Excellent try! You did that very well.*
- Errors need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.
- Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.
- Ensure that you are well prepared for every lesson. Read the lesson notes and prepare any materials you will need before the lesson.

Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.
- Encourage extra practice at home using the MultiROM, especially the *Listen at home* sections. The children can enjoy singing the songs to their families and friends at home.
- Show parents the completed Values worksheets from the Photocopy Masters Book.
- Show parents the children's completed Evaluation Sheet from the Testing and Evaluation Book at the end of each semester.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays from the PMB, and the songs they have learnt, along with their actions.
- Organize an Open Day where parents can come into the classroom with their children to see displays of their work and share any feedback or concerns with you in a relaxed environment.

Lesson One Words and Story

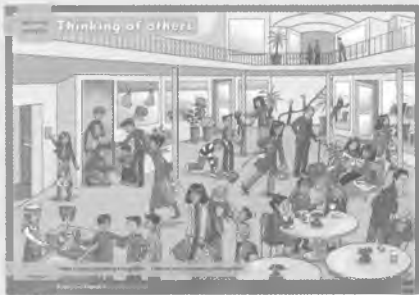
Lesson 1 teaches and practises the first new vocabulary set. It also exposes the children to the story and grammar points they will be studying in Lesson 2.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children listen to the story and follow the dialogue in their books.

Values posters are referenced at different points (one for every three units), so the activities can be done within the context of the story.



8 How much time have we got?

Lesson One Words

1 Listen, point and repeat.

money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin

2 Listen and read.

1 Holly: How much time have we got, Mum? Is there time to look in the shops?
Mum: Yes, there's still lots of time left. Here's some money for each of you.
Max: Thanks, Mum!

2 Holly: How much money have you got?
Amy: One pound.
Leo: Mr. I see. We've all got a pound.

3 Max: Not another pencil, Holly? How many pencils have you got already?
Holly: Hundreds! OK, maybe not.
Amy: I've got an idea. Because we haven't got much money, why don't we put it together and buy one really nice thing?

4 Later
Mum: So, what did you buy?
Leo: A present for you.
Amy: For Mum? Thank you.
Holly: You know I love chocolate. It's to say thank you for taking us on holiday.

Teaching the words and presenting the story

Words

- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Class Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.

Story

- Prepare the children for the story. Talk about each frame with the class. Ask simple questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through for children to listen and follow in their books.
- Ask some comprehension questions about the story.
- Play the recording a second time for children to follow again in their books.
- Ask the children to look in their Class Books and find and point to any words from Exercise 1 that appear in the story.

Children use the Student MultiROM at home to practise the first vocabulary set.

Workbook

The children practise recognizing and writing the new words from the lesson.

PMB Values worksheets

There are two Values worksheets for every three units, to accompany the Values poster (see pages 7 and 8).

8 How much time have we got?

Lesson One Words

1 Circle the correct word. Then match the word with the picture.

1. Holly's Mum gave her some money. (money / luggage)
2. Holly's Mum gave her some money. (money / luggage)
3. Holly's Mum gave her some money. (money / luggage)
4. Holly's Mum gave her some money. (money / luggage)
5. Holly's Mum gave her some money. (money / luggage)
6. Holly's Mum gave her some money. (money / luggage)
7. Holly's Mum gave her some money. (money / luggage)
8. Holly's Mum gave her some money. (money / luggage)

2 Write using the words.

1. Holly's Mum gave her some money. (money / luggage)
2. Holly's Mum gave her some money. (money / luggage)
3. Holly's Mum gave her some money. (money / luggage)
4. Holly's Mum gave her some money. (money / luggage)
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7. Holly's Mum gave her some money. (money / luggage)
8. Holly's Mum gave her some money. (money / luggage)

Lesson Two Grammar 1

Lesson 2 teaches and practises the grammar points presented in the story. The children also practise the language by acting out the story.

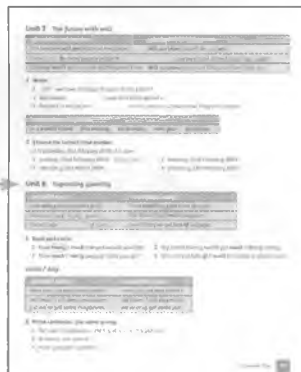
The children listen to the story again and now produce the language by repeating and then acting out the story (see page 9).

The children study the grammar structure that was presented in the story.

The children practise writing the grammar structure in an exercise which is fully supported.

The children use the picture prompts to manipulate the grammar structure in a speaking task. The text in the speech bubbles provides a model for how the activity should be done.

The children can then work on the Grammar Time material at the back of the Workbook.



Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.
2 Read and learn.

Expressing quantity

How much money have you got?
I haven't got much money.
We've got lots of money.

How many pencils have you got?
I haven't got many pencils.
I've got lots of pencils.

We haven't got much time now.
Let's go to the departure gate.

Use many with countables and much with uncountables.
You can use lots of with both.

3 Write. how many how much

Steward : How much luggage have you got?
Woman : We've got these bags and suitcases.
Steward : ... suitcases are going in the aeroplane?
Woman : Three.
Steward : And ... passengers are travelling?
Woman : Four.
Woman : ... time have we got before the plane leaves?
Steward : One hour. Have a good holiday.

4 **Picture** Point and say. lots of much many any

1 luggage 2 food 3 time 4 money 5 passport

She's hasn't got much luggage.

Complete Grammar Time Exercise 1 on page 111 of Workbook 4

Acting out the stories and teaching the grammar

Story

- Ask children what they can remember about the story from the previous lesson.
- Play the recording. Pause after each line for the children to repeat.
- Divide the class into groups, with each child having a different role in the story. As a class, decide on actions for the story. Allow the children to make suggestions and demonstrate the actions.
- Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

Grammar

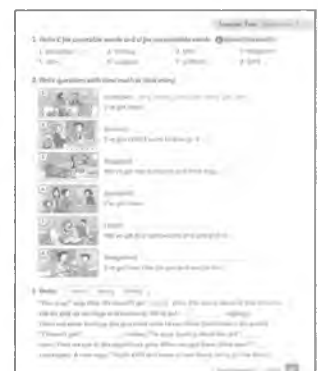
- The grammar activity is done by children at their desks. They can take a minute to read and learn the rules silently. Check that they have understood by asking questions about the pictures and eliciting further examples of the structure. Encourage children to find more examples in the story.

- Write some new example sentences on the board. Read them aloud, so that the class can repeat them chorally. (If there is a tip box, read it to the class and highlight any examples of the tips in the sentences.)
- Do the first question of each exercise with the class, then encourage them to work independently. Check answers with the whole class.
- At this point children should be encouraged to complete the relevant Grammar Time reference table and exercise at the back of their Workbooks.

Children use the Student MultiROM at home to practise the new grammar structure.

Workbook

The children practise recognizing and writing the new grammar points from the lesson. The reference tables in the Grammar Time section at the back of the Workbook can be used to help them if necessary.



Lesson Three Grammar 2 and Song

Lesson 3 presents an extension of the grammar point in the previous lesson. The grammar point and core language are then practised in a song.

Repeat the procedure for teaching the first grammar point in the previous lesson.

The children practise speaking in pairs, using a context that is similar to the story in Lesson 1.

The children then practise the grammar further by writing sentences based on the oral grammar activity.

The children learn and sing the song.

The children can then work on the Grammar Time material at the back of the Workbook.



Lesson Three Grammar 2 and Song

1 Read and learn.

Have you got any newspapers?
We haven't got any newspapers.
But we have got some magazines.

Use any for questions and negative sentences. Use some for positive sentences.

2 Ask and answer. soap magazines toothbrushes pastries

Have you got any soap?
Sorry, we haven't got any soap.
But we've got some shampoo.

3 Now write about what is in the shop.
They've got some ... But they haven't got any ...

4 Listen and sing.

Have you got any toothpaste?
Have you got any toothpaste, any toothpaste, any toothpaste?
Have you got any toothpaste?
My wash bag's not here.
Yes, I've got some toothpaste, some toothpaste, some toothpaste.
Yes, I've got some toothpaste.
Here you are, dear.
Have you got any shampoo ...?
Yes, I've got some shampoo, ...

Teaching the second grammar point

- The second grammar point is taught in the same way as the first.
- As the grammar at this level is becoming more complex, it is often broken down into two separate lessons, so sometimes the grammar point in Lesson 3 extends what was taught in Lesson 2. At other times the grammar point is completely new.
- If the two points are linked, elicit examples of the first grammar point and any 'rules' the children can remember. This way the children will see how the complete structure works.
- The next activity is nearly always an oral one in which children work in pairs and use the pictures and prompts to practise the structure. The text in the speech bubbles provides a model for how the activity should be done.
- The oral grammar activity is followed by a written activity which consolidates and practises the grammar further. It can either be done in class or set for homework. A model is provided on the page.
- At this point children should be encouraged to complete the relevant Grammar Time reference table and exercise at the back of their Workbooks.

Teaching songs

- Point to the picture and ask questions to give context to the song.
- Play the song to the class once. Then play it again as children follow the words in their books.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.
- Now sing the song with the class a number of times with the recording.

Children use the Student MultiROM at home to practise the new grammar structure and the song. They can also use the *Listen at home* section.

Workbook

The children practise the new grammar point in a written activity in the Workbook.



Lesson Four Phonics and Spelling

Lesson 4 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it, as well as the different ways in which different sounds can be spelled.

The children listen to the sound or sounds and point to the letters that form them. They read and repeat words that contain the sounds and letters, with the help of phonics cards.



The children see these words in sentences and read a text, dialogue, or poem. The text provides targeted pronunciation and decoding practice within an engaging context.

The children look at the text again and identify the letters that create the target phonics sounds.

The children practise the sounds in a written activity.

Lesson Four Phonics and Spelling

1 Listen, point and repeat.

ed says t walked finished washed

ed says id waited pointed

ed says d showed rained

2 Listen and read.

Alice (walked) home from school yesterday. She got wet because it rained. When Alice finished her homework, she tidied her desk. Then she painted a picture and showed it to her mum.

We waited until the evening for the football game to start. The footballers played until half past ten.

3 Read again. Circle the **ed** words in green when they say **t**, in blue when they say **id** and in purple when they say **d**.

4 Listen to the words. Write them in the correct box.

Painted washed played showed
walked waited finished tidied rained

says t: _____
says id: painted _____
says d: _____

Put your simple -ed endings.

Teaching phonics and spelling

- Introduce the new sounds and the letters that form them one at a time. Show the class the phonics cards and say, for example, *The letters 'ed' can make the different sounds /t/, /id/, or /d/.* Model the sounds a number of times for children to repeat.
- Introduce the new phonics words with the phonics cards and recording.
- In Exercise 2, point to the pictures and ask questions to give some context to what they are about to hear. Play the recording once all the way through. Then play it again, stopping after each line for children to repeat.
- The children read the text again and identify words in the text which contain the sounds they have learnt.
- For Exercise 4, complete the first example as a whole class activity. Then ask children to work individually. Finally, check the answers with the whole class.

Children use the Student MultiROM at home to practise phonics exercises. They can also use the *Listen at home* section to listen to the phonics words.

Workbook

The children practise recognizing the spelling patterns or writing the key phonics words from the lesson. Then they write their own sentences containing those words.



Lesson Five Skills Time! Words in context and Reading

Lessons 5 and 6 provide a focused study of skills. Lesson 5 provides reading comprehension practice through a variety of reading texts. New words are presented within the reading text.

The children look at the pictures in the reading text and answer a pre-reading question.

The children read and listen to the text for the first time and check if their answers to the pre-reading question were correct.

The children read the text again and identify the new words. They try and work out the meaning of the new words through the context. Afterwards they check the meaning in the Dictionary pages in the Workbook.



The children read the text again, this time looking for details that will enable them to complete the comprehension activity.

Lesson Five Skills Time!

Reading

- 1 Look at the pictures. What do you know about Finn's holiday?
- 2 Listen and read.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

unusual journey fall asleep whistle hotel disappointed fireworks fair

4 Read again and write T (true) or F (false).

- 1 The journey was quite short. F
- 2 Finn enjoyed the start of his holiday.
- 3 The family got off the train at the right station.
- 4 They caught a train to their station the same day.

62 Unit 8 Words in context: my holiday Reading a letter

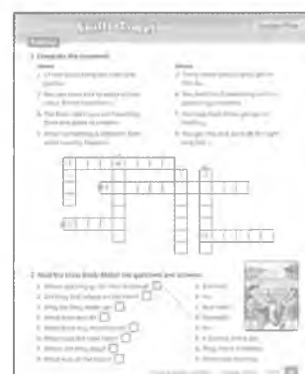
Teaching reading

- Approach the new text in three stages: pre-reading, reading for gist, and reading for detail. Explain that the class do not have to understand every word. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.
- **Pre-reading (Exercise 1):** This stage is about looking for clues to help piece together the meaning of the text. This includes looking at the picture and the text style to guess what type of text it is and what it is likely to be about. Point to the picture and ask the pre-reading question.
- **Reading for gist (Exercise 2):** Play the recording while the children follow the text in their books. They do not need to be able to read every word independently, but should read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general point.
- **Reading for detail (Exercise 3):** Children identify the new vocabulary. Encourage them to try and work out the meaning of the new words by using the surrounding words and the context before checking the meaning in the Dictionary in the Workbook. Afterwards, go through the meaning of the new words with the class as a whole.
- **Reading for detail (Exercise 4):** Go through the comprehension activity with the class so that the children know what information to look for. Give them time to read the text again to find the answers. Have a class feedback session.

- Children use the Student MultiROM at home to practise the second vocabulary set. They can also use the *Listen at home* section for the new vocabulary.

Workbook

The children practise the new vocabulary and complete comprehension activities on the reading text (they will usually need to look back at the reading text in their Class Books).



Photocopy Masters Book (PMB)

There is extra written practice of the vocabulary and structures from the unit on the PMB Language practice worksheet in every unit.



Lesson Six Skills Time! Listening and Speaking (Class Book)

Lesson 6 focuses first on listening comprehension, and then on speaking and writing skills in the Class Book. The writing section is developed further in the corresponding Workbook pages.

The children listen to a recording and complete a gist comprehension activity.

The children listen to the recording again, this time listening for specific details that will enable them to complete a comprehension activity.

The children practise speaking in pairs, using prompts linked to the reading and listening activities.

The children do exercises to develop their writing skills. Each unit develops a different aspect of their writing. Their writing is then developed in the Workbook through a writing composition (see next page).

Listening

1 Listen and write L (Lucas), N (Nada) or R (Ronny).

2 Listen again and circle.

- How did Lucas get to the beach? by car / by train / by plane
- How long was his journey? two hours / four hours / five hours
- How many cousins has Nada got? two / six / eight
- What was Ronny's favourite day? the zoo / the sports game / a boat trip

Speaking

3 Ask and answer.

- Did you go on holiday last summer?
- Where did you go?
- How did you travel there?
- What did you do?
- What was the weather like?
- Did you eat any special food?

Writing

Put the stamp at the top, on the right.

Write the name first.

Write the house or flat number, then the road.

Write the town.

Finally, write the postcode at the end.

4 Read and circle.

- The stamp goes on the left / right.
- The town goes before / after the road.
- The house number goes before / after the road.
- The postcode goes at the top / end.

Teaching listening and speaking

Listening

- To follow a listening text, the children should be aware that they do not need to understand every word. As with reading, they listen for the words they do know, and then use clues and logic to work out the rest.
- Pre-listening:** Ask the children to look at the pictures in the activity and to guess what the recording will be about. Elicit as many relevant words as possible.
- Listening for gist (Exercise 1):** After reading the question to the class, play the recording right through. The children carry out the activity, numbering the pictures in the order they hear them.
- Listening for detail (Exercise 2):** Play the recording again, pausing for children to complete the activity in their books.

Speaking

- The speaking task aims to develop speech that is clear and fluent. The children will also learn to speak expressively and with confidence.
- Call a volunteer to come to the front and demonstrate how to ask and answer the questions using the dialogue in the speech bubbles.
- Ask the children to repeat the example sentences chorally, emphasizing correct intonation in the questions and answers. Check that the words are flowing together, without unnecessary pauses.
- For many speaking activities, it will be helpful to give children time to read all the questions in the task and think about their answers before they start to speak.
- The children then carry out the speaking activity in pairs. Move around the class while they are speaking and give models where necessary on how they can make their speech sound more fluent.

Lesson Six Skills Time! Writing (Class Book and Workbook)

In Lesson 6, the children learn key writing and literacy skills in the Class Book, which are then practised further in the Workbook. At Level 4, there are two Workbook pages dedicated to writing practice and these contain activities and support to prepare children for writing a text independently.

Lesson Six

Skills Time!

Writing

1 Write the lines in the correct order.
Draw a stamp in the correct place.
AL3 86B
Martha Lewis
Oxford
472
High Street

2 Read the letter and write.

plane pool holiday hospital
head hotel

17 Cook Street
London
SW10 9EG
August 31st

Hi Susie,


Thanks for your letter. How are you? Did you have a good summer?

In the summer holidays I went to the beach with my family.
We went by plane. It was my first time and I was really
excited. I loved it! We stayed in a hotel near the beach.
It was really hot and we swam in the pool and the sea
every day. I liked the sea the most because of the waves.
I tried surfing but it was difficult.

It was a brilliant holiday but there was one problem. My
little brother Pete fell over by the pool and hurt his head.
We had to go to the hospital. He cried a lot but after two
days he was OK and he started swimming again.

Did you go on holiday? Where did you go?
Please write soon and tell me all your news!

From,
Alisa



Lesson Six

3 Write an alternative sentence.

I hope you are well. Dear Alisa. Best wishes Susie. Tell me your news.

1 Hi Alisa. Dear Alisa
2 How are you? _____
3 Write soon. _____
4 From Susie. _____

My writing

4 Write a reply to Alisa about your holiday or trip.

Write your address. _____

Write the date. _____

Write a greeting. _____

Answer Alisa's questions.

Write about your holiday or trip.

Where did you go? _____

When did you go? _____

How did you travel there? _____

What did you do / eat? _____

How was the weather? _____

Write about something that happened. _____

Write an end for the letter. _____

Write your name. _____

Teaching writing

- Demonstrate the new writing skill by writing one or more of the example sentences from the Class Book on the board. Circle or underline the target word or structure, where appropriate.
- Do the first example as a whole-class activity and then encourage the children to work independently.
- Encourage children to find examples of the writing skill in the reading text in Lesson 5 where appropriate.

Workbook

Writing

- There is further practice of the new writing point in the Workbook.
- Children do two or three writing activities as preparation for completing their own extended piece of writing. These include an activity using a text in Exercise 2 which provides a model for their own writing in Exercise 4.
- The activities use the target literacy skill from the unit as well as providing ideas and vocabulary for support during writing.

My writing

- Children extend their writing skills in a wide variety of independent writing tasks.
- Explain to them that they will be writing about something that they choose and there are no right or wrong answers.

- Ensure that the children understand what type of sentences they need to produce in the writing task. Read the prompts aloud and elicit some examples from the class. Write them on the board.
- When they have finished, ask some children to read their texts to the class.

Test

There is a test at the end of every unit in the Testing and Evaluation Book to help monitor children's assimilation of the language.

PMB

At the end of every third unit there is a PMB Writing skills worksheet, which gives extra writing practice using the language and structures covered in the three preceding units.

Writing skills

1 Read the example and write your own.

2 Use the example to write your own.

3 Write your own.

4 Write your own.

5 Write your own.

6 Write your own.

7 Write your own.

8 Write your own.

9 Write your own.

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100 Write your own.

Classroom language

Saying what you are going to do at the beginning of a unit, lesson, or activity

Today we're going to... Now we're going to...	do some listening / speaking / colouring / writing. listen and point. sing a song. play a game. listen carefully.
--	---

Showing children how to do something

We'll... We can...	start like this. do it this way. point to the...
I'm going to show you... Let's do some together first so you'll see...	what I mean. what to do. how to do it.

Giving instructions for moving around and helping in class

Everybody,... Now everyone,... I want you to... (name / names), can you... (name / names), would you...	stand up, please. come out here to the front, please. stand beside your desks / tables. go back to your places. hold this flashcard?
---	--

Giving encouragement and praise

Well done, (name)... That's very good, (name)... Excellent, (name)...	you're really good at this! you know the first letters of ten words. your picture is really neat.
That's...	very nice. very neat work. really good. fantastic!

Asking for recall of words, phrases, and activities

Now, who can...	show me the cat? tell me what this is?
Let's see. Can you remember...	what Holly says? who / what this is? what happens next? what happened last time?
What's...	this? his / her name?
Can you...	do the actions and sing the song? see Leo surfing? count the children? tell me what Amy says? help me tell the story? remember six things?

Encouraging good behaviour

Quiet everyone,...	settle / calm down. that's good, (name / s). thank you, (name / s).
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Setting up pairs and groups

Are you ready? You're going to do this... OK, everyone. You're going to work...	in pairs / in twos. in small groups. in groups of three / four.
We're going to...	play this together. make four groups. share the colouring pencils.

Ending an activity / a lesson

OK,...	we're going to stop now. just one more time before we finish.
Now let's...	pick up all our things. put the flashcards here.

Flashcards and games

Words flashcards

1	waiter	The restaurant
2	waitress	The restaurant
3	uniform	The restaurant
4	menu	The restaurant
5	customer	The restaurant
6	bottle of water	The restaurant
7	cup of coffee	The restaurant
8	glass of milk	The restaurant
9	bowl of soup	The restaurant
10	plate of salad	The restaurant
11	concert	The concert
12	drums	The concert
13	instruments	The concert
14	violin	The concert
15	audience	The concert
16	recorder	The concert
17	cheer	The concert
18	stage	The concert
19	programme	The concert
20	trumpet	The concert
21	dinosaur	The dinosaur museum
22	museum	The dinosaur museum
23	model	The dinosaur museum
24	skeleton	The dinosaur museum
25	scary	The dinosaur museum
26	scream	The dinosaur museum
27	roar	The dinosaur museum
28	alive	The dinosaur museum
29	dead	The dinosaur museum
30	robot	The dinosaur museum
31	team	Sports time
32	jacket	Sports time
33	trainers	Sports time
34	trophy	Sports time
35	player	Sports time
36	kick	Sports time
37	score a goal	Sports time
38	racket	Sports time
39	rucksack	Sports time
40	win (won)	Sports time
41	read a map	Directions
42	turn left	Directions
43	go back	Directions
44	traffic light	Directions
45	hurry	Directions
46	turn right	Directions
47	roundabout	Directions
48	get lost	Directions
49	go straight on	Directions
50	petrol station	Directions
51	break	Describing words
52	repair	Describing words
53	comfortable	Describing words
54	hard	Describing words
55	soft	Describing words
56	expensive	Describing words
57	cheap	Describing words
58	wooden	Describing words

59	metal	Describing words
60	modern	Describing words
61	the future	In space
62	travel	In space
63	satellite	In space
64	the moon	In space
65	the sun	In space
66	planets	In space
67	rocket	In space
68	astronaut	In space
69	star	In space
70	spaceship	In space
71	money	At the airport
72	passenger	At the airport
73	arrivals	At the airport
74	departures	At the airport
75	luggage	At the airport
76	passport	At the airport
77	suitcase	At the airport
78	magazine	At the airport
79	newspaper	At the airport
80	coin	At the airport
81	cartoon	Audio-visual entertainment
82	radio	Audio-visual entertainment
83	camcorder	Audio-visual entertainment
84	the news	Audio-visual entertainment
85	documentary	Audio-visual entertainment
86	channel	Audio-visual entertainment
87	advert	Audio-visual entertainment
88	remote control	Audio-visual entertainment
89	TV programme	Audio-visual entertainment
90	mobile phone	Audio-visual entertainment
91	printer	Computers
92	screen	Computers
93	mouse	Computers
94	log on	Computers
95	speakers	Computers
96	click on	Computers
97	save a document	Computers
98	memory stick	Computers
99	search the Internet	Computers
100	town	Places
101	ocean	Places
102	volcano	Places
103	village	Places
104	oasis	Places
105	rainforest	Places
106	capital city	Places
107	desert	Places

108	an island	Places
109	cave	Places
110	a headache	Illness
111	feel sick	Illness
112	feel dizzy	Illness
113	a cold	Illness
114	a cough	Illness
115	an earache	Illness
116	a stomach ache	Illness
117	a sore throat	Illness
118	take medicine	Illness
119	smoothie	Making smoothies
120	milk	Making smoothies
121	fridge	Making smoothies
122	pour	Making smoothies
123	blender	Making smoothies
124	strawberry	Making smoothies
125	chop	Making smoothies
126	lid	Making smoothies
127	mango	Making smoothies
128	peel	Making smoothies
129	boss	Jobs
130	office	Jobs
131	builder	Jobs
132	vet	Jobs
133	journalist	Jobs
134	secretary	Jobs
135	dentist	Jobs
136	receptionist	Jobs
137	mechanic	Jobs
138	author	Jobs

Phonics cards

1	train	Long a
2	tray	Long a
3	cake	Long a
4	tree	Long e
5	leaves	Long e
6	key	Long e
7	light	Long i
8	cry	Long i
9	bike	Long i
10	boat	Long o
11	blow	Long o
12	bone	Long o
13	room	Long u
14	blue	Long u
15	flute	Long u
16	flamingo	f and ph spellings
17	phone	f and ph spellings
18	smell	// endings
19	mirror	rr words
20	neck	ck and c endings
21	plastic	ck and c endings
22	city	Soft c and soft g sounds
23	cage	Soft c and soft g sounds
24	sauce	au, aw and or spellings
25	jigsaw	au, aw and or spellings
26	horse	au, aw and or spellings

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Flash

Slow

- Put...
- Very
- Ask...
- Con...

Quick

- Take...
- Tell t...
- Cho...
- Chilc...
- Cont

27	walked	Past simple -ed sounds
28	waited	Past simple -ed sounds
29	showed	Past simple -ed sounds
30	mother	er and or endings
31	visitor	er and or endings
32	hurt	ur and ir spellings
33	circle	ur and ir spellings
34	feather	ea and e spellings
35	spend	ea and e spellings
36	candle	le and al endings
37	sandal	le and al endings
38	tunnel	el and il endings
39	lentils	el and il endings
40	addition	tion and shion spellings
41	fashion	tion and shion spellings
42	see	Vocabulary homophones
43	sea	Vocabulary homophones
44	hear	Vocabulary homophones
45	here	Vocabulary homophones
46	wear	Vocabulary homophones
47	where	Vocabulary homophones
48	write	Vocabulary homophones
49	right	Vocabulary homophones

Warmers, games, and optional activities

The purpose of warmers is to stimulate the class at the beginning of a lesson and prepare them for learning. An interactive activity such as a song or game, especially one involving movement, is often a very successful way of achieving alertness.

The lesson notes suggest warmers for each lesson. Children also enjoy Total Physical Response activities, especially when there is a competitive element. These could include some of the activities below. Many of these games can also be used as optional activities in the lessons.

Flashcard games

Slow reveal

- Put a flashcard on the board and cover it with a piece of paper or card.
- Very slowly move the paper to reveal the picture, bit by bit.
- Ask *What's this?* or another appropriate question, such as *What does he like?* The first child to guess correctly comes to the front to choose the next card.
- Continue the game until you have practised all of the words from the vocabulary set.

Quick flash

- Take the flashcards and hold them facing you so that the children can't see them.
- Tell the children they are going to see a flashcard for a very short time. They must call out the word.
- Choose a flashcard, reveal it for a few seconds only, and ask *What's this?*
- Children call out the word. Choose a child to select the next card and 'flash' it to his / her friends.
- Continue until you have practised all the words.

Can you see?

- Cut a hole in a piece of paper or card which is bigger or the same size as the flashcards. The hole should be about 5cm across, or 7cm if you have a big class.
- Choose a flashcard without showing children and put the paper with the hole in front of the flashcard.
- Move the piece of paper around so that children see glimpses of the flashcard beneath.
- Ask *What's this?* or another appropriate question.
- The first child to call out the answer correctly comes to the front to choose the next flashcard.
- Continue until all the words in the vocabulary set have been practised.

Teacher can't remember

- Tell children you can't remember some of the words from a particular vocabulary set so you want them to help you.
- Tell children you are going to show them some flashcards and say some words.
- If the word is correct, children do an agreed action, such as tapping their desks, clapping or calling out *Yes!*
- If the word is incorrect, children do another agreed action, such as standing up, and then they call out the correct word.
- Show flashcards and say correct or incorrect words, or pretend that you can't remember at all, for children to call out the word.

What's missing?

- Display the flashcards from the vocabulary set on the board. Point to each one in turn for children to say the words. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a card.
- Display the cards again and ask *What's missing?*
- When children have identified the missing card, shuffle the cards again and repeat the procedure.

Option: To make the game harder, add a new card from a different lexical set each time.

Cross the river

- Draw a river on the board, with two sets of four stepping stones across the river. You may want to add 'dangers' like crocodiles, shark fins, or snakes in the river.
- Write *Team A* and *Team B* underneath the two sets of stepping stones.
- Divide the class into two teams.
- Tell children you are going to show each team different flashcards. Each team must guess their words correctly to move across the river.
- Show one team a flashcard and choose a child in that team to give the answer. Allow him / her to consult friends first to avoid embarrassment if the answer is incorrect.
- If the child answers correctly, write the word on that team's first stepping stone. If the child answers incorrectly, ask the other team to tell you the word, and write the word on that team's first stepping stone.
- The first team to complete the four stepping stones with words crosses the river and wins.

I spy

- Put the flashcards up around the room where everyone can see them.
- Say *I spy a word beginning with (a letter)*.
- Children call out any words that start with that letter.
- The first child to call out the correct word chooses another word and continues the game.

Option: You can also play this game with classroom objects or things in the pictures in the Class Book, such as the illustrations in a song. Children do the activity with books open.

Where was it?

- Lay a number of flashcards face up on your table or on the board. Give the class five seconds to look at the cards.
- Now turn all the cards over so that they are face down.
- Ask, for example, *Where's the violin?* The children try to remember the position of the card.
- Give several children an opportunity to guess. Ask them to say the word before they point to the card.

What have I got?

- Use the flashcards to elicit or teach the vocabulary for the game.
- Hold up one card so that the class can only see the back of it.
- Ask *What have I got?* for children to make guesses.
- Limit children to three guesses. If they name the card within three guesses, the class wins the card. If they don't, the teacher wins the card.
- Put the cards the class has won and the cards the teacher has won on opposite sides of the board. At the end of the game add up the scores with the class.

Say the number

- Put the flashcards on the board and write a number next to each one.
- Call out a number and ask children to say the word. Alternatively, say the word and ask children to call out the number.
- Repeat several times until children are sure of the words.
- Turn two cards over so that they are face down, and repeat.
- Gradually turn all of the cards over until children remember the position of all the cards and are doing the whole activity from memory.
- Lift up the cards each time to show children if they remember correctly.

Musical cards

- Play lively music, ideally the target unit's song.
- Hand the flashcards out to different children around the class. They pass the cards to children next to them around the class while the music is playing.
- Stop the music suddenly. Ask the children who are holding cards *What's this?* (or another appropriate question) to elicit the words.
- Play the music and continue in this way.

Jump

- Ask children to stand at their desks.
- Hold up a flashcard from the vocabulary set and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they keep still.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Miming flashcards

- Play this game for vocabulary sets that can be easily mimed.
- Pick a flashcard and mime the word for children to guess.
- Give a child a flashcard and tell him / her not to show the class.
- The child mimes the word on the flashcard.
- The rest of the class have to guess the word.
- After they have guessed, the child holds up the flashcard.

Flashcard noughts and crosses

- This activity can be done after children have learnt more than nine new vocabulary items.
- Draw a 3x3 grid on the board and write 1–3 along the top and a–c down the side.
- Put nine flashcards face down in the squares on the board.
- Divide the class into two teams, A and B.
- Ask a child in Team A to call out a grid reference, e.g. 2b.
- Turn over the flashcard to reveal the picture.
- Ask another child in Team A to guess the word. Allow him / her to consult friends if the answer is incorrect.
- If the child answers correctly, take the flashcard away and write A in that square. If they guess incorrectly, choose a child in Team B to answer the question.
- The winning team is the team that wins any row of three squares, vertically, horizontally, or diagonally.

Flashcard circle

- Do this activity if you are able to form a circle in your classroom.
- Give a child one of the flashcards you are studying and ask him / her to say the word, then pass the card on.
- Each child says the word as he / she receives the card.
- After a few children have said the first word, introduce a second flashcard.
- Gradually introduce all of the flashcards so that they are going around in a circle or along the line.
- Shout *Stop!* at any point and ask the children holding each of the cards to hold them up and say the words.

Snap!

- Write one of the items in the vocabulary set on the board, e.g. *pasta*.
- Put the flashcards in a pile and hold them up so the children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the pasta, they shout *Snap!*
- Repeat with the rest of the words in the set.

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Word chain

- Place four or five flashcards on the board in a given sequence, e.g. *hard, soft, expensive, cheap*.
- Point to a child. He / she says the first word in the sequence, i.e. *hard*.
- Point to another child. He or she says the next word in the sequence, i.e. *soft*.
- Continue in this way, with each child saying the next word in the sequence, returning to the beginning when necessary.

Option: Remove one flashcard. The class repeats the sequence, including the missing word. Remove one more flashcard each time, until children are saying the whole sequence from memory.

Whispers

- Organize children in groups of at least six. Show a flashcard to the first child in each group. This child whispers the word to the child next to him / her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word aloud, and the first child holds up the flashcard to see whether the word and the flashcard are the same.

Order the letters

- Show the class a flashcard and elicit the word. Hide the card. Write the jumbled-up letters of that word on the board, followed by the correct number of lines for the number of letters.
- Call children to come to the board to write one letter at a time to complete the word.

True or false?

- Hold a flashcard facing you and tell children you are going to say a true or a false sentence.
- Say a true or false sentence about the card in your hand, e.g. hold a picture of a basketball and say *I like playing tennis*.
- If children think you are telling the truth, they call out *True!* If they don't, they call out *False!* Alternatively, children can do one of two agreed actions.
- Reveal the flashcard in your hand, then ask a child to choose a flashcard without the other children seeing it.
- Ask the child to say a true or false sentence about the flashcard that he / she has got.
- Continue until all of the words have been practised.

Option: Ask children to close their books. Say true or false sentences about the story episode or reading text that they have just read. Children listen to the statements and write *T* or *F* in their notebooks. Go through the answers with the class, reading out the sentences again, and asking children to call out *True!* or *False!*

Phonics card games

Lip reading

- Choose a phonics card or a flashcard and hold it facing you so that children can't see it.
- Say the word silently to the children, exaggerating the movements of your mouth. You may also like to give small miming or gestural clues.
- Ask children to tell you the word.
- Turn over the card to show children the word you were saying.

Rhyming words

- Put two or three phonics cards up around the room, saying the words for children to repeat.
- Ask children to stand up at their desks. Tell them you are going to call out words which rhyme with these words.
- Call out other words from the phonics lessons which rhyme with these words.
- Children point to the words on the wall. With a strong class, you may also ask them to repeat both words.
- Gradually get faster and faster. Children who point to the wrong word are out and have to sit down.

Option: with a limited number of words, you may call out both the words on the cards and words which rhyme with them.

Phonics TPR

- As a class, decide on different actions for different target sounds or different spellings of the same sound, e.g. stamp your feet for *oi* and clap for *oy* spellings of the sound /ɔɪ/.
- Call out words with both target sounds or spellings. Children do the actions.
- Get faster and faster, repeating the words in a different order until children can't keep up with you.

Option: divide the class into groups with different sounds or different spellings of sounds. When you call out words, only the group with the correct spelling or sound does the action.

Who's got the card?

- You can play this game with a small number of flashcards or phonics cards.
- Give three or four cards to different children in the class.
- Ask them to hold the cards up for the class to see and repeat the word.
- Ask these children to give their cards to someone near them so that the cards move around the class. This time the children should not show their cards.
- Call out one of the target words and ask children to tell you who has got the card.
- Each time you call out a word, only the person that the children point to shows his / her card. The other cards are not shown so it will become increasingly difficult to keep track of all the cards.

More games

Quickly, slowly

- Ask children to stand at their desks.
- Call out a series of known action words for children to mime.
- Each time you give an instruction, say *quickly* or *slowly* as well.
- Children must do the actions, e.g. pretending to read, very fast or in slow motion. Make sure children have enough space to do the actions without knocking into furniture or each other.
- Children who do the action at the wrong speed are out and have to sit down.

Guess the word

- Write words from a vocabulary set children have just studied on the board, showing only the first two letters and the number of missing letters, e.g. fr __ (frog).
- Divide the class into two teams. A child from Team A chooses a word and tries to guess the correct answer. If he / she gets the correct answer, complete the word on the board and give the team a point. If the child guesses incorrectly, Team B gets a point.
- The winner of the game is the team with the most points.

Option: you may ask children to come up to the board and complete the words if your classroom is suitable.

Miming snap

- Choose a word from the vocabulary set that children are learning or any other word that children know and you want to focus on.
- All the words chosen must be things that can be clearly mimed, such as *swim*, *read a book*, *eat*, or *sleep*.
- Say a word and mime the action. If the word matches the mime, children shout *Snap!* If the word doesn't match the mime, children can be silent or do an agreed action.
- Choose a child from the class to mime another action. The child must say a correct or incorrect word while he / she is miming the action.

Option: If the word doesn't match the mime and you have a strong class, ask children to call out the correct word.

Book race

- Use this activity in the last lesson of the unit to look back at the unit, or the first lesson to look back at the previous unit.
- Tell children they're going to do a book race. When you say words or phrases, the children have to find and point to a picture of that word or phrase in the unit, but they have to be quick!
- Call out words or phrases children have just learnt, for example food words or advice with *you should* and *you shouldn't*.
- Children look quickly through the unit and find the pictures.
- Do an example with children, allowing them plenty of time to find the correct picture.
- Call out the first words or phrases slowly and gradually reduce the interval until it is a race to keep up with you.

I'm still standing

- Use this game when there are five or six people in pictures doing or wearing similar things, or for tables where several children in the table do or like similar things.
- Ask children to choose a person in the picture or table and stand up.
- Choose a target person in the picture or table and say things about him / her that apply to several people, e.g. *This person isn't wearing a hat. This person is a boy*, etc.
- Each time you add a sentence to the description, children who chose a person that doesn't match the description have to sit down.
- Continue until only the people who chose the same person are standing.

Target words TPR

- This activity is particularly good with writing activities that focus on words like connectors and sequencers.
- Assign target words, e.g. *and* and *but* to children in the class by counting along the rows of children.
- Read out sentences containing the target words. Children must stand up or do some other action when they hear their word.
- Read out the sentences again, this time leaving a blank for the target word. Children who have been assigned that word stand up and say it.

Do it!

- You can play this game with any vocabulary set.
- Assign each child a word from the vocabulary set you are covering, e.g. *son*, *daughter*, *niece*, etc.
- Give instructions, e.g. *sons, jump! nieces, stamp your feet!* Children who have that word assigned to them do the action.

Freeze

- Ask the children to stand at their desks. Give a series of instructions, e.g. *swim*, *waterski*, *jump*. Children mime the actions.
- When you say *Freeze!*, the children must stop what they are doing and stand still.
- The children who are the slowest to stop are out and have to sit down.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you want to practise, e.g. *My bed is soft*.
- Choose a child to continue the sentence, adding a new word to the end, e.g. *My bed is soft and expensive*. This child then chooses another child, who says the sentence, adding another word to the end of it.
- Continue the game until you have practised all of the words from the vocabulary set, or until someone forgets the words in the chain.

Simon

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Smiley

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- a line

Simon says...

- Ask the children to stand at their desks.
- Explain that you are going to give instructions. If the instruction begins with the words *Simon says...*, children must do as you ask. If not, they must stand still and wait for the next instruction. Any child who gets this wrong is out of the game and has to sit down.
- Give an instruction that is relevant to the unit's language, e.g. *Simon says... brush your hair; Simon says... read comics; Simon says... eat cereal.*
- Intermittently insert an instruction which is not preceded by 'Simon says...' to see which children are really paying attention.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

Smiley face

- This game can be played as a whole-class activity, or in teams or pairs.
- Think of a word and draw a short line for each letter on the board, one next to the other.
- Ask the children to guess the letters that are in the secret word, one by one.
- If a child guesses a letter correctly, write the letter in the correct position.
- If a child guesses incorrectly, write the letter on the board with a cross through it, and draw a large circle to represent a face. With each letter that is guessed incorrectly, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the word or the face is complete. If the word is completed, the class has won; if the face is completed, the teacher has won.

What's the picture?

- Invite a child to come to the front of the class. Whisper the name of an object he / she has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child who guesses correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

Bingo

- Ask the children to draw a grid, 3x3 (or 3x2 if you want it to be easier) squares. In each of the squares, they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The children cross off the words in their grid as they hear them. The first child to complete a line of three shouts *Bingo!*

Other activities

Disappearing dialogue

- Choose one frame of the story dialogue or a verse of a song or phonics text and write it up on the board.
- Read it with children, then rub out four words. The first words you rub out should be words you particularly want children to remember.
- Ask children to read it again, saying the missing words.
- Rub out four more words and repeat.
- Keep rubbing out words until the children are saying the text from memory. Leave only the characters' names at the start of each line to help them if it is a dialogue.

Phonics posters

- You can do this activity with any phonics lesson.
- Give out pieces of paper and coloured pencils and tell children they are going to make a phonics poster.
- Children choose one of the letter combinations you are studying, and draw pictures of two or three words with those letters.
- Somewhere on the poster, they should also write the letters and colour them in.
- Put the phonics posters up around the classroom.

Lesson One CB PAGE 4

Oxford iTools Digital classroom • Starter • Song and Story

Lesson objectives

To remind children of the story characters from *Family and Friends 3*

To revise greetings and introductions

To understand a short story

Language

Recycled: vocabulary and structures from *Family and Friends 3*

Materials

CD 01-02

Warmer

- As the children come into the classroom say *Hello / Good morning / Good afternoon / Welcome back!* Smile and encourage children to say *Hello* to you.
- Wait until the children are seated, and then say *Hello, my name's (your name)*. Point to a child and ask *What's your name?* Elicit *My name's (name)*. Point to children in turn and go around the class, encouraging them to say to their partner *Hello, my name's (name). What's your name?*

Lead-in

- Tell children they are going to begin the lesson with a song. If the class has done *Family and Friends 3*, talk about the songs with the class. Ask *Can you remember any of the songs from Family and Friends 3?*
- Encourage children to tell you (or sing) any lines they can remember from the songs. If they remember one of the songs well, sing it with the class.

1 Listen and sing. 01

- Ask children to open their Class Books on page 4.
- Explain that they are going to listen to a welcome song entitled *We're all back together* and then sing it.
- Play the song once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording again for children to sing along.
- Repeat as often as you wish.

Optional activity

- Divide the class into four groups. Give each group one line of the song to sing.
- Play the recording. Point to each group in turn at the beginning of each line of the song.
- Encourage each group to sing loudly and clearly.
- Change the group numbers and repeat.

2 Listen and read. 02

- If children have done *Family and Friends 3*, before they look at the story in Exercise 2, ask them if they can remember the names of the four children.
- Elicit the names Max, Holly, Amy, and Leo and write them on the board. Ask *Who is Max's sister? (Holly) Who are Amy and Leo? (their cousins) Where are Amy and Leo from? (Australia)*
- If children haven't done *Family and Friends 3*, explain that they are going to learn about some children called Max, Holly, Amy, and Leo. Explain that Max and Holly are brother and sister, and that Amy and Leo are their Australian cousins.
- Ask children to look at the story. Point to the characters in turn and ask *Who's this? (Max) Who's this? (Amy). Where are they? (in the classroom at school). Can you see Holly? (She's in the photo.)* Encourage predictions about the story.
- Play the recording for children to listen and follow the dialogue in their books.
- Play the recording again, pausing after each line of text for children to repeat. Answer any questions they have.
- Ask questions to check comprehension, e.g. *Who is Miss Wells? What does Leo like doing? Who loves taking photos? Who reads books about skateboards?*
- Play the recording again for children to listen and repeat the lines in chorus.

Optional activity

- Divide the class into groups of three. Each child in the group chooses a role: Miss Wells, Max, and Amy. If your class doesn't divide equally into groups of three, some children can act twice.
- Play the recording again, pausing for children to repeat each line for their character.
- Children practise acting out the story. Monitor the activity checking for correct punctuation.
- Ask some of the groups to come to the front of the class to act out their story.

Further practice

Workbook page 4

Student MultiROM • Starter Unit • Lesson 1

Student MultiROM • Starter Unit • Listen at home • Track 1 (Song)

Lesson Two CB PAGE 5

Oxford iTools Digital classroom • Starter • Grammar

Lesson objectives

To revise *like + ing*; *can* for permission; *would like* for requests

To revise food words

Language

Recycled: food words

Materials

CD 01; Food flashcards from Levels 2 and 3 (pasta, bread, cereal, meat, cheese, eggs, melon, cucumber, onions, lemon, milk, potato, grapes, bananas) or real food items as listed (optional)

Warmer 01

- Energize the class by singing *We're all back together* from page 4 in the Class Book.

Lead-in

- Draw simple pictures of a skateboard, a book, a toy, and a camera on the board and elicit the words.
- Write the names of the children on the board. Ask individual children to come up and draw matching lines between the items and the names to say which child likes which thing.

1 Ask and answer about Max, Amy, Holly and Leo.

- Ask children to open their Class Books on page 5.
- Explain that they are going to ask and answer questions about what Max, Amy, Holly, and Leo like doing, using the words in the box.
- Point to the word *read* and say *I like reading*. Point to a child and ask *Do you like reading?* Elicit *Yes* or *No*.
- Ask two children to read the speech bubbles for the class.
- Point to another child. Ask *What do you like doing?* and elicit a response. Then ask the class *What does (Dina) like doing?* Elicit, e.g. *She likes playing tennis*.
- Check that children understand the exercise, then ask them to work in pairs, talking about the characters in the story.
- Children take turns to ask and answer the questions.
- You may choose to ask a few pairs to ask and answer the questions in front of the class.

2 Write.

- Go to a child's desk and ask *Can I take your book?* Gesture towards the book. Elicit *Yes* or *No*.
- Go to another child's desk and ask *Can I use your pen?* Gesture towards the pen. Elicit *Yes* or *No*.
- Ask children to look at the pictures and the words *can* and *can't* in the word pool.
- Children look at the first picture. Ask what the boy wants to do (*play on the computer*). Establish that the correct answer is *Can* and show children that it is written in as an example.

- Allow time for children to look at the pictures and write the missing words.
- Go through the answers with the class. Ask children to read the complete dialogues in chorus.

ANSWERS

1 can 2 can't 3 can 4 can 5 Can 6 can't 7 can

Optional activity

- Divide the class into pairs.
- Children practise acting out the dialogues.
- Monitor the activity, checking for correct pronunciation of *can* and *can't*.
- Ask some of the pairs to come to the front of the class to act out the dialogues.

3 Choose four foods you would like to buy. Ask and answer.

- Use the flashcards from Levels 2 and 3 if you have them, draw simple pictures on the board, or use real food items to revise the food words.
- Practise singular and plural forms of countable nouns. Say *cucumber* and elicit *cucumbers*.
- Write *a*, *an*, and *some* on the board. Hold up a flashcard and elicit the correct word from the class (*cereal* – *some*, *potato* – *a*, *egg* – *an*). Write some complete phrases on the board (*some cereal*, *a potato*, *an egg*).
- Ask two children to read the speech bubbles for the class.
- Ask children to work in pairs. They take turns to point to the words and ask and answer questions about what they would like.
- Monitor the activity. Help with pronunciation and model the structures *What would you like?* and *I'd like ...* where necessary.
- You could ask a few pairs to ask and answer the questions in front of the class.

4 Now write about what your friend would like.

- Look at the prompt with the class and elicit a complete sentence.
- Ask children to tell you what they have to write sentences about (*what their partner would like*).
- Children carry out the exercise individually.
- Go through the answers with the class.

Further practice

Workbook page 5

Student MultiROM • Starter Unit • Lesson 2

Lesson Three CB PAGE 6

Oxford iTools Digital classroom • Starter • Grammar and phonics

Lesson objectives

- To revise the sounds *mp, nt, ld, lt, nt, nd*
- To talk about free time activities
- To revise the structure *He's going to ...*

Language

- Recycled: hobbies words
- Extra: grow, adult

Materials

- Level 3 Hobbies flashcards 25, 28, 32, 33, 38 (read comics, play chess, play volleyball, play the guitar, visit family);
- Level 3 Phonics cards 20–24 (field, belt, pond, tent, lamp) (optional); sheets of paper (optional)

Warmer

- Show children the *Hobbies* flashcards from Level 3 to revise the words.
- Play *Simon says ...* (see page 23) with children, miming the different hobbies.

Lead-in

- Write the following verbs on the board: *read, watch, visit, play*.
- Point to the verbs in turn and elicit nouns to make phrases, e.g. *read a comic, read a book, play football*.
- Elicit as many examples as possible. Write some on the board.
- Choose a phrase and say *I'm going to read a book this weekend*. Ask a child *What are you going to do?* Elicit an answer. The child, having given a correct answer, can now ask another child *What are you going to do?*
- Continue around the class with children asking and answering questions in turn.

1 Ask and answer.

- Ask children to open their Class Books on page 6 and read the words in the wordpool. They then look at the pictures in Exercise 1.
- Point to the boy's thought bubble in the picture on the left. Ask a child *What is he going to do this weekend?* Elicit *He's going to (play the guitar)*.
- Ask children to tell you what they have to do in the exercise, then ask them to work in pairs.
- Children take turns to ask and answer the questions.
- You may choose to ask a few pairs to ask and answer the questions in front of the class.

2 Write about what you are going to do this weekend.

- Look at the prompt with the class and elicit a complete sentence.
- Explain that they have to write sentences about what their partner is going to do at the weekend.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

Optional activity

- Play *A long sentence* (see page 22) with the class to practise talking about hobbies.
- Choose a child and ask him / her to say what he / she is going to do at the weekend, e.g. *At the weekend I'm going to watch TV*.
- The child chooses another child who says the sentence, adding another activity at the end of it, e.g. *At the weekend I'm going to watch TV and read a comic*.
- Continue the game until someone forgets one of the hobbies in the chain.

3 Complete the words.

- Ask children to look at the pictures and the groups of letters in the word pool.
- If your class has done Level 3, hold up the phonics cards in turn to elicit the vocabulary.
- If you don't have cards, point to the pictures and explain that the missing sounds are the letter groups in the word box.
- Establish that the correct answer for number 1 is *mp* and show children that it is written in as an example.
- Say *lamp* and ask the children to repeat.
- Allow time for children to look at the rest of the pictures and write the missing letters.
- Go through the answers with the class, reinforcing and practising the pronunciation and spelling.

ANSWERS

- 1 lamp, tent 2 fields, sand 3 plant, pond 4 belt
5 quilt 6 children, adults

Optional activity

- If you don't have the phonics cards, make them by writing the letter groups (*mp, nt, ld, lt, nt, nd*) in large letters on six sheets of paper.
- Place the sheets or cards around the classroom.
- Call out one of the words from Exercise 3, e.g. *lamp*.
- Children point to the card and repeat the word.
- Repeat until you have practised all the words.
- Continue getting faster and faster until children can't keep up with you.

Further practice

Workbook page 6

Student MultiROM • Starter Unit • Lesson 3

Less

Oxford iTools

Less

- To le
- To re
- alpha

Land

- Core
- to, fi
- past,

Mat

- CD
- flash

Warm

- Play
- start
- Hol
- sam

Lead-

- Use
- sho
- Drav
- Poin
- enc
- part

1 List

- Ask
- at th
- Play
- poi
- Play
- Play
- to li
- Ask
- Chil
- que
- You
- que

Trans

- Listen
- five pa
- past, tw

ANSV

- 1 It's c
- 2 It's t
- 3 It's f
- 4 It's c
- 5 It's t
- 6 It's t

Lesson Four CB PAGE 7

Oxford Tools Digital classroom • Starter • Grammar

Lesson objectives

To learn new phrases for telling the time

To revise comparatives and superlatives; to revise alphabetical order

Language

Core: *o'clock, five to, ten to, quarter to, twenty to, twenty-five to, five past, ten past, quarter past, twenty past, twenty-five past, half past*

Materials

CD 03; A model clock (optional); Level 3 Adjectives flashcards (159–172) (optional)

Warmer

- Play *Do it!* (see page 22) to energize the children at the start of the lesson and revise time words.
- Hold up the model clock and say a time. If the time is the same as the clock, children jump. If it isn't, they keep still.

Lead-in

- Use the model clock or draw a clock face on the board showing four o'clock. Ask *What's the time?* Elicit *four o'clock*.
- Draw several clocks showing different times on the board.
- Point to children in turn and go around the class, encouraging them to point to a clock and say to their partner *What's the time?* *It's (quarter past two).*

1 Listen, point and repeat. Ask and answer. 03

- Ask children to open their Class Books on page 7 and look at the clock in Exercise 1.
- Play the first part of the recording for children to listen and point to the phrases around the clock as they hear them.
- Play the second part of the recording for them to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the times in chorus.
- Ask two children to read the speech bubbles for the class.
- Children work in pairs and take turns to ask and answer questions about the time using the pictures.
- You may choose to ask a few pairs to ask and answer the questions in front of the class.

Transcript

Listen and point. / Listen and repeat.

five past, ten past, quarter past, twenty past, twenty-five past, half past, twenty-five to, twenty to, quarter to, ten to, five to, o'clock

ANSWERS

- 1 It's quarter past eight.
- 2 It's twenty to four.
- 3 It's five past seven.
- 4 It's quarter to two.
- 5 It's twenty-five to six.
- 6 It's ten past two.

Optional activity

- Play *What's the time?* which is a version of *What's the picture?* (see page 23).
- Draw an empty clock face on the board. Invite a child to come to the front of the class. Whisper a time to him / her, e.g. *twenty-five to six*.
- The child draws the time on the clock face for the rest of the class to guess. The first child who guesses correctly comes to the front of the class to draw the next time.
- Repeat until all the target times have been practised.

2 Complete the sentences with *er* or *est*.

- Revise adjectives using the flashcards from Level 3.
- Ask children to read sentence 1. Tell them they have to decide whether the correct answer is the comparative of the adjective in brackets (*taller*) or the superlative (*tallest*).
- Elicit the correct answer (*taller*) and show children that it is written in as an example.
- Allow time for children to read the rest of the sentences and write the missing words.
- Go through the answers with the class.

ANSWERS

- 1 taller, tallest
- 2 biggest, bigger
- 3 faster, fastest
- 4 youngest, younger

3 Write the words in alphabetical order.

- Ask the children to say the alphabet in chorus.
- Read the text in the box with the class. Tell children they are going to put some words in alphabetical order.
- Write the following words on the board: *mouse, dog, cat*. Ask the children to put them in alphabetical order. Elicit the answer *cat, dog, mouse*.
- Now write *crab, camel, cow* on the board and repeat the activity. If necessary, circle the second letter of each word to remind them. Elicit the answer *camel, cow, crab*.
- Allow time for children to complete the exercise.
- Go through the answers with the class.

ANSWERS

- 1 camel, monkey, zebra
- 2 autumn, summer, winter
- 3 Russia, Spain, Thailand
- 4 café, cinema, museum
- 5 bike, bus, taxi

Optional activity

- Play a version of *Order the letters* (see page 21) to practise the alphabet and spelling.
- Write the jumbled-up letters of the word on the board. Say what kind of word it is, e.g. (*rsohe*) *It's an animal*.
- Ask a child to spell the word aloud to the class. If correct, he / she writes the word on the board.

Further practice

Workbook page 7

Student MultiROM • Starter Unit • Lesson 4

Back Together! test, Testing and Evaluation Book page 6

Student MultiROM • Starter Unit • Listen at home • Track 2 (Phrases)

Lesson One CB PAGE 8

Oxford iTools Digital classroom • Unit 1 • Words/Story

Words

Lesson objectives

To identify restaurant vocabulary

To understand a short story

Language

Core: waiter, waitress, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad

Extra: strange, selection, next door, free

Materials

CD 04–05; The restaurant flashcards 1–10; PMB page 36 (Cut and make 1) (see Teacher's Book page 136) (optional)

Warmer

- Play *Freeze* (see page 23) with children to energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn some new words about food and restaurants. Ask them to tell you the names of any foods they already know.
- Use *The restaurant* flashcards 1–10 to introduce the vocabulary. Hold up each card one at a time and ask *What's this?* Try to elicit the words but model any words the children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- Repeat with flashcards 6–10 only. This time when the children call out the words, they mime an action at the same time, e.g. *drinking a bottle of water, eating a bowl of soup, eating some salad, etc.*

1 Listen, point and repeat. 04

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

waiter, waitress, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad

Optional activity

- Play *Slow reveal* (see page 19) with *The restaurant* flashcards to reinforce the new vocabulary.

2 Listen and read. 05

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Who are the children? Are they at home? Where are they?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *What colour uniform do the waiters usually wear? What does Dad want to eat? What's the restaurant called?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*waiter, uniform, menu, customer*).

Optional activity

- Play a version of *True or false?* (see page 21).
- With books closed, say a true or false sentence about the story. If children think the sentences is true they call out *True!* if they don't, they call out *False!*
- Say these sentences:
The waiters are wearing green today. (T)
Dad wants a bowl of soup. (F)
Holly, Max, and Dad are their first customers. (T)
The waiter gives them free cups of coffee. (F)

Optional activity

- See instructions on carrying out PMB Cut and make 1 (Restaurant role play) on Teacher's Book page 136 to practise ordering food in a restaurant. This activity can be done at this point, or later in the unit if preferred.

Culture note: International cuisine

Food from around the world is very popular in Britain. Most British towns, even small towns, will have an Italian, an Indian, and a Chinese restaurant.

Italian food is very popular with young people and favourite Italian dishes include spaghetti and pizza. British people also love hot, spicy food, especially Indian curry and Chinese food.

Many of these restaurants also have a 'take-away' service, which is very popular with British people. This means you can order a cooked meal from the restaurant, which you can collect or have delivered to your house to eat at home.

Further practice

Workbook page 8

Cut and make 1, PMB page 36

Student MultiROM • Unit 1 • Words

Lesson Two CB PAGE 9

Oxford iTools Digital classroom • Unit 1 • Grammar 1

Grammar 1

Lesson objectives

To revise the present simple and present continuous and when they can be used

To complete a text with the correct form of the present simple and present continuous

To act out a story

Language

Core: *They usually wear blue uniforms. They're wearing white today.*

Materials

CD 05; Values 1 poster and PMB pages 6–7 (Values 1 worksheets) (optional)

Warmer

- Play a miming game to energize the class and revise the present continuous tense.
- Say *What am I doing?* and then mime an action (*swimming, running, eating, sleeping, drinking, etc.*).
- Encourage full sentence answers, e.g. *You're sleeping.*
- After three or four examples, the next child to answer correctly mimes an action. The child who guesses correctly does the next mime, and so on.

Lead-in

- With books closed, ask children to tell you the names of the characters that appeared in the story (*Max, Holly, Anna, Leo, Mum, Dad, waiter*).
- Ask children questions about the story, e.g. *Where are they? Who is wearing a green uniform? What does Dad want to eat?*
- Ask children to open their Class Books at page 8 and find three different foods in the story (*pasta, pizza, ice cream*).

1 Listen to the story again and repeat. Act. 05

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of four to play the parts of Holly, Max, Dad, and the waiter. If the class doesn't divide exactly, some children can act twice, or act the non-speaking parts of Anna, Leo, and Mum.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the example sentences in the grammar boxes.
- Ask children to identify which sentences in the boxes are present simple and which are present continuous.

- Ask children when we use the different tenses.
- Ask a child to read the speech bubble for the class.
- Give children a minute to study the rules.
- Elicit more examples of sentences in the present simple and present continuous from the class. Write correct sentences on the board for children to repeat chorally.
- With books closed, say some sentences and ask children to tell you whether they're in the present simple or the present continuous.

3 Read and circle.

- Look at the example with the children and check that they understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

1 drinking 2 sitting 3 sit 4 has 5 having

Optional activity

- Play *Bingo!* (see page 23) to revise *-ing* forms.
- Write a list of fifteen verbs in their base forms on the board. Children draw a grid three by three. In each square they write a verb from the list.
- Call out the *-ing* form of the verbs on the board in random order. Keep a record of the words as you say them.
- Children cross off the matching base forms in their grid.
- The first child to complete a line of three shouts *Bingo!*

4 Write.

- Focus children's attention on the picture. Ask some questions, e.g. *Where are the girls? Why is that girl at home in bed? What is this girl eating?*
- Look at the example with children and check that they understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 play 2 playing 3 having 4 have 5 having
6 has 7 shares

Optional activity: Values 1

- Ask children to look at the story on page 8 again.
- Tell children it's important that we behave well when we go to a restaurant.
- Look at the Values 1 poster and the Values worksheets on pages 6–7 of the Photocopy Masters Book after this lesson (or later in the unit). See the notes on Teacher's Book page 130.

NOTE: Now go to Workbook page 108 for children to practise the grammar structure before doing Workbook page 9.

Further practice

Grammar Time, Workbook page 108

Workbook page 9

Values 1 worksheets, PMB pages 6–7

Student MultiROM • Unit 1 • Grammar 1

Lesson Three CB PAGE 10

Oxford iTools Digital classroom • Unit 1 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

- To learn some time markers
- To practise sentences with present simple and present continuous time markers
- To use the present simple and present continuous and time markers in the context of a song

Language

Core: *always, usually, sometimes, rarely, never, now, right now, today, at the moment*

Extra: *delicious, wonderful*

Materials

CD 06; The restaurant flashcards 6–10; Level 3 Food flashcards 103–116

Warmer

- Play a version of *True or false?* (see page 21) to revise the present continuous.
- Say a true or false sentence about yourself using the present continuous tense, e.g. *I'm wearing white shoes today. I'm sitting on a chair. I'm not eating a pizza.*
- Children call out *True!* or *False!*
- Children take turns to say a true or false sentence about themselves.

Lead-in

- Draw some food items on the board (*bread, jam, chicken, rice, eggs, milk, figs, etc.*) and elicit the vocabulary.
- Hold up flashcard 104 and say *I always have bread for lunch.* Emphasize the word *always*.
- Hold up flashcard 103 and say *I sometimes have pasta for lunch.* Elicit more adverbs of frequency and write them on the board (*always, usually, sometimes, rarely, never*).
- Hold up the flashcards in turn and elicit different sentences from the children using the adverbs of frequency.

1 Read and learn.

- Focus attention on the time markers in the grammar boxes.
- Ask children to identify which time markers we use with the present simple (*always, usually, sometimes, rarely, never*) and which we use with the present continuous (*now, right now, today, at the moment*).
- Ask children to tell you a sentence in the present simple from the story, e.g. *They usually wear blue uniforms.* Ask them to replace the word *usually* with the other four words on the left of the page and make new sentences.
- Do the same with a sentence in the present continuous and replace the words on the right of the page.
- Write the following sentences on the board: *We walk to school. We are happy.*
- Ask children *Where do we put the word 'usually' in both sentences?* Elicit *We usually walk to school* and *We are usually happy* and then read the rule to the class.

- Give children time to read the rule. Then ask them to give you more sentences using time markers. Write correct sentences on the board for children to repeat in chorus.

2 Think of a girl. Say and answer.

- Ask children to look at the pictures of food at the top of the table and the girls' names in the left-hand column.
- Ask two children to read the speech bubbles for the class and elicit the answer for the second speech bubble (*Amy*). Repeat with the whole class.
- Ask children what they need to do in the exercise.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to say and answer their sentences for the class.

Optional activity

- Tell children they are going to do a variation on Exercise 2.
- Hold up a flashcard and say a girl's name from the table in Exercise 2, e.g. *glass of milk / Amy*.
- Children make up either a present simple or present continuous sentence using a correct time marker. (*Amy usually has a glass of milk. / Amy is having a glass of milk right now.*)

3 Write sentences about the girls.

- Tell the children to write sentences about the girls in Exercise 2.
- Elicit the first sentence (*Karen is having a bowl of soup now*) and write it on the board.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- Karen is having a bowl of salad now.
- Karen sometimes has a bowl of pasta.
- Amy usually has a bowl of salad.
- Amy is having a bowl of rice right now.
- Kai is having a bowl of soup today.
- Kai sometimes has a bowl of rice.
- Sarah always has a bowl of salad.
- Sarah is having a bowl of pasta today.

4 Listen and sing. 06

- Ask questions about the picture, e.g. *Where is the girl? What is she doing? What is she eating?*
- Play the song the whole way through once. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

NOTE: Now go to Workbook page 108 for children to practise the grammar structure before doing Workbook page 10.

Further practice

Grammar Time, Workbook page 108

Workbook page 10

Student MultiROM • Unit 1 • Grammar 2 and Song

Student MultiROM • Unit 1 • Listen at home • Track 3 (Words and phrases), Track 4 (Song)

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Lesson Four CB PAGE 11

Oxford iTools Digital classroom • Unit 1 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

To revise the long *a* and long *e* sounds

To identify these sounds with the letters *ai, ay, a_e, ee, ea, ey*

To identify these sounds in a text

Language

Core: *train, tray, cake, tree, leaves, key*

Materials

CD 06, 07–08; Phonics cards 1–6 (*train, tray, cake, tree, leaves, key*)

Warmer 06

- Sing the song from the previous lesson to warm up the class.

Lead-in

- Draw a tray and a tree on the board. Elicit the words and write them on the board.
- Say both words several times so children hear how they sound. Ask them what sounds make them different.
- Hold up the phonics cards for *train, tray, cake, tree, leaves, key* one at a time, and elicit the words.
- Put the cards on the board and point to them at random for the children to say the words.
- Write the words on the board. Ask children to come and circle the letters in each word which spell long *a* (*train, tray, cake*) and long *e* (*tree, leaves, key*).
- Make sure that children understand the different ways of spelling the same sounds (*ai, ay, a_e* for long *a*, and *ee, ea, ey* for long *e*).

1 Listen, point and repeat. 07

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

long *a*: train, tray, cake

long *e*: tree, leaves, key

Optional activity

- Play *Lip reading* with the Phonics cards (see page 21) to reinforce the new vocabulary.

2 Listen and read. 08

- Ask children to look at the three pictures. Ask *Where is the child? Where are the children? What is the woman looking for?*
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*train, tree, leaves, key, cake, tray*).

3 Read again. Circle the words with long *a* and underline the words with long *e*.

- Focus attention on the word *train* in Exercise 1 and ask children to find the word in the story to see how it has been circled as an example.
- Ask children to find and circle all the words with the long *a* sound as in *train*, and underline all the words with the long *e* sound as in *tree*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- long *a*: train, rain, today, play, races, cakes, tray
- long *e*: see, trees, leaves, key

4 Circle the word that contains a different vowel sound.

- Look at the example with children.
- Read aloud the words *train, tray, tree*, and *play* and check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- tree
- peas
- playing
- same
- feet
- snake
- bread
- plane

Optional activity

- Place phonics cards *train* and *tree* at opposite ends of the room.
- Call out these words one by one: *rain, key, cake, train, week, feet, day, eat, queen, tray, tree, play, dream, race*.
- Children point to the phonics cards with the same sound. Get faster until children can't keep up with you.

Further practice

Workbook page 10

Student MultiROM • Unit 1 • Phonics and Spelling

Student MultiROM • Unit 1 • Listen at home • Track 5 (Phonics and Spelling)

Lesson Five CB PAGE 12

Oxford iTools Digital classroom • Unit 1 • Skills Time!

Skills Time!

Skills development

Reading: read and understand a magazine article; identify words and their meanings in a text; check the meanings of words in a dictionary; match specific information to the appropriate text

Language

Core: *beans, olive oil, toast, noodles, coconut, chilli, corn, pancake*

Recycled: vocabulary and structures seen previously

Extra: *breakfast, mashed, flat bread, corn flakes, wrap, yummy, sauce, tortilla*

Materials

CD 06, 09

Warmer 06

- Tell children they are going to sing the song *At my friend's house* from Lesson 3 again.
- Play the song with books shut, asking children to clap once when they hear a food or drink word.
- Play the song again with books open for children to sing along and clap.

Lead-in

- Ask children *Which meal do you eat in the morning?* Elicit *breakfast*.
- Go around the class asking questions, e.g. *Do you eat pasta for breakfast? What time do you eat breakfast? Where do you eat breakfast?*
- If you like, carry out a quick survey to see which are the most popular breakfast foods.

1 What do you eat for breakfast?

- With books closed, ask children *What do you eat for breakfast?* Write the answers on the board, e.g. *eggs, figs, fruit, bread, jam, yogurt, cheese, cereal*, etc.
- Ask *What do you drink for breakfast?* Write the answers on the board, e.g. *milk, water, juice, tea*.
- Go around the class asking children to choose their favourite breakfast (both food and drink) from the words on the board.
- Take a vote to find out the most popular breakfast.
- Explain that they are going to read a text describing what different children around the world eat for breakfast.

2 Listen and read. 09

- Ask children to look at the pictures. Ask *Where are the four children from? Can you see what they eat for breakfast?*
- Play the recording once all the way through as children follow the text in their books.
- Ask children what the non-English words *fuul*, *xoi*, and *huevos rancheros* mean. Answer any questions they have.

- Explain that they don't have to understand every word in the text. They should concentrate on the words they do know for now.
- Ask some simple questions to check comprehension, e.g. *What countries are the children from? What does Pete have for breakfast? Who has eggs for breakfast? What does Abdel eat for breakfast?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 116).

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text. The context should help them discover what the word means. Don't discourage children if they give the wrong answers.
- Children look up the words in the Dictionary at the back of the Workbook to check whether their guesses were correct or to find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Divide the class into two teams.
- Play *Guess the word* (see page 22) with the words in Exercise 3.

4 Read again and write M (Mexico), S (Scotland), V (Vietnam) or E (Egypt).

- Ask children to read the sentences silently.
- Look at the example and explain that they have to find out which country the information describes.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 V 2 S 3 M 4 E 5 M 6 V

Optional activity

- Draw a four-column table on the board with the headings *Egypt, Scotland, Vietnam, and Mexico*.
- With books closed, ask the children if they can remember the names of the children and which countries they came from. Write their names under the correct countries.
- Divide the class into two teams. Give Team A two children on the list, and Team B the other two children on the list.
- Give each team two or three minutes to remember what the children had for breakfast.
- Elect two children from each team to come to the board and write the answers. The team with the most accurate answers is the winner.

Further practice

Workbook page 11

Language practice worksheet, PMB page 2

Student MultiROM • Unit 1 • Words in context

Student MultiROM • Unit 1 • Listen at home • Track 6 (Words)

Lesson Six CB PAGE 13

 Digital classroom • Unit 1 • Skills Time!

Skills Time!

Skills development

Listening: identify different families' eating habits

Speaking: ask and answer questions about eating habits


Writing: recognize syllables in words

Language

Recycled: vocabulary and structures seen previously

Extra: *special*

Materials

CD  10; The restaurant flashcards 6–10; paper and coloured pencils (optional)

Warmer

- Play a spelling game to revise the vocabulary from Lesson 5 and warm up the class.
- Divide the class into two teams. Say a food word from the list of new words. Choose a child from Team A to come to the front of the class and spell the word, then a child from Team B. Each team gets a point for a correct word.

Lead-in

- Ask children to open their Class Books and look at the pictures in Exercise 2.
- Ask questions about the pictures, e.g. *Where are the girl and her mum in picture A? What is the boy eating in picture B? What meal are they having in picture C?* (Don't ask a question that the children will do later in Exercise 2.)
- Ask children to name any more words they know in the pictures.

1 Listen and number. 10

- Tell children they are going to hear a recording of three children talking about what they eat. Explain that they don't have to understand every word, but they should listen for words they do know.
- Play the recording the whole way through.
- Play the recording again, pausing after the first dialogue to show them the example answer. Pause after each subsequent dialogue for children to number the pictures as they hear them.
- Go through the answers. Make sure children have put the pictures in the correct order before going on to Exercise 2.

Transcript

(See Teacher's Book page 118).

ANSWERS

a 3 b 2 c 1

2 Listen again and circle the correct word.

- Ask children what they need to do in the exercise.
- Play the recording again, pausing after each dialogue for children to circle the correct word.
- Go through the answers with the class.

ANSWERS

1 lunch 2 Saturdays 3 chicken

3 Ask and answer.

- Tell the class that they are now going to talk about food with their partners. Ask individuals to read out all the questions.
- Ask two children to read the speech bubbles for the class.
- Ask them to work in pairs. Children take turns to ask and answer the questions.
- Move around the class, checking their pronunciation and giving models where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Optional activity

- Hand out a sheet of paper to each child and coloured pencils for each group of children.
- Ask children to divide their paper up with the headings *breakfast, lunch, and dinner*. Draw a model on the board for them to follow.
- Children write a menu with their favourite dishes for each meal for one day, and draw pictures of the dishes.
- Go around the class monitoring and helping.
- Children read their menus to the class.
- Put the menus around the classroom.

4 Clap and count the syllables in these words. Then write.

- Read the rule and check that children understand.
- Write *sa-lad* on the board and clap once for the first syllable and once for the second. Write 2 next to it.
- Write *dinner* on the board and ask children to clap for each syllable.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 two 2 one 3 two 4 three 5 four 6 one
7 three 8 three

Optional activity

- Write this chant on the board. Separate the syllables in each word with a line as shown:
What's for break / fast?
I hope it's toast.
What's for di / nner?
I hope it's chick / en sa / lad.
- Say the chant and clap your hands for each syllable in a double syllable word (*break / fast*, etc). Do the chant together.
- Repeat as often as you wish, each time getting faster and faster until the children find it hard to keep up with you.

NOTE: Now go to Workbook page 13 for children to practise recognizing syllables in words and to write about their eating habits.

Further practice

Workbook pages 12–13

Unit 1 test, Testing and Evaluation Book page 7

Lesson One CB PAGE 14

Oxford iTools Digital classroom • Unit 2 • Words/Story

Words

Lesson objectives

- To identify concert vocabulary
- To understand a short story

Language

Core: concert, drums, instruments, violin, audience, recorder, cheer, stage, programme, trumpet

Extra: clap

Materials

CD 11–12; The concert flashcards 11–20; The restaurant flashcards 1–10

Warmer

- Play *Miming flashcards* (see page 20) with *The restaurant* flashcards to energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn some new words about music and concerts. Ask them to tell you any words for music or instruments they already know.
- Use *The concert* flashcards 11–20 to introduce the vocabulary. Hold up each card one at a time and ask *What's this?* Try to elicit the words but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 11

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

concert, drums, instruments, violin, audience, recorder, cheer, stage, programme, trumpet

Optional activity

- Play a version of *Where was it?* (see page 20) with *The concert* flashcards to reinforce the new vocabulary.
- Divide the class into two teams. Each team is allowed one opportunity to remember the position of the card. If they are successful, give them the card.
- The team with the most flashcards is the winner.

2 Listen and read. 12

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What is Holly holding?* *What is Leo playing?* *What is Amy playing?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *When did Amy have a concert at her house?* *Can Amy play the guitar?* *What instrument is she holding?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (concert, drums, instrument, violin, audience, cheer).

Optional activity

- Play *Disappearing dialogue* (see page 23).
- Write the dialogue from frame 4 on the board and read it with children.
- Rub out four words and ask children to read the dialogue again, saying the missing words.
- Rub out four more words and repeat.
- Continue rubbing out words until children are saying the dialogue from memory.
- Leave only the characters' names at the start of each line to help them if it is a dialogue.

Culture note: The National Youth Orchestra of Great Britain

The National Youth Orchestra of Great Britain (NYO) is an orchestra for talented young musicians aged between 13 and 18. Players have to pass an audition for entry to the orchestra but they cannot apply if they are in full-time education at a specialist music school.

There are about 150 players and they meet three times a year to rehearse and give concerts in famous concert halls such as the Royal Albert Hall. The concerts are always conducted by famous conductors, so it is a wonderful opportunity for young people, especially those who want to pursue a career in music.

Further practice

Workbook page 14

Student MultiROM • Unit 2 • Words

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Lesson Two

CB PAGE 15



Digital classroom • Unit 2 • Grammar 1

Grammar 1

Lesson objectives

- To revise the past simple with *have* and *be*
- To revise the past simple with regular verbs
- To complete a text with the correct past simple form
- To act out a story

Language

Core: *We had a concert at our house. All our friends were there. Everyone was brilliant. Mum played the piano. The audience clapped and cheered.*

Materials

CD 12; The concert flashcards 11–20

Warmer

- Play *Snap!* (see page 20) with *The concert* flashcards to energize the class at the start of the lesson and revise the vocabulary.

Lead-in

- With books closed, ask children to tell you the three instruments that appeared in the story (*drums, guitar, violin*).
- Ask children questions about the story, e.g. *Who played the drums? Who played the violin? Can Amy play the guitar?*
- Ask children to open their Class Books at page 14 and find one more instrument in the pictures (*piano*).

1 Listen to the story again and repeat. Act. 12

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of four to play the parts of Amy, Leo, Holly, and Max. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

Optional activity

- Tell children to read the story on page 14 again.
- With books closed, hold up the flashcards one by one.
- Children call out *Yes* if the word appeared in the story or *No* if it didn't.
- Children open their books and check their answers (words that appeared in the story are: *concert, drums, instrument, violin, audience, cheer*).

2 Read and learn.

- Focus children's attention on the example sentences in the grammar boxes.
- Ask children to identify the past simple of *have* (*had*) and the past simple of *be* (*was / were*).
- Ask children when we use *was* and *were*. Ask them to give you new examples of sentences containing these words in the past simple. Write correct sentences on the board for the class to repeat in chorus.
- Elicit the past simple regular form. Say *I play the piano. Yesterday, I ...* to elicit *... played the piano*.
- Ask a child to read the past simple examples to the class. Model the correct pronunciation if necessary (*played* (-d), *clapped* (-t), *cheered* (-d)), and ask the class to repeat.
- Look at the spelling of the past simple of *tidy* and *clap* and elicit the rules.

Optional activity

- Write these words on the board: *played, had, was, were, cheered*.
- Hold up flashcard 11 (*concert*) and point to *was* on the board. Say *I was at a concert yesterday*.
- Hold up another flashcard and elicit a past simple sentence from the class.
- Repeat with all the flashcards except number 17 (*cheer*).

3 Read and circle.

- Look at the example with children and check that they understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 had 2 was 3 played 4 listened to 5 enjoyed
6 was

4 Write.

- Focus children's attention on the picture. Ask some questions, e.g. *Where are the children? What are they doing? What are they wearing?*
- Look at the example with children and check that they understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 was 2 had 3 were 4 played 5 was
6 played 7 clapped 8 enjoyed 9 was

NOTE: Now go to Workbook page 108 for children to practise the grammar structure before doing Workbook page 15.

Further practice

Grammar Time, Workbook page 108

Workbook page 15

Student MultiROM • Unit 2 • Grammar 1

Lesson Three CB PAGE 16

Oxford iTools Digital classroom • Unit 2 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

- To revise past simple time markers.
- To practise using past simple time markers
- To use the past simple and time markers in the context of a song

Language

Core: *We had a concert last week. Last night I played my drums. My birthday was yesterday. Two weeks ago they had a party.*

Extra: *calendar, busy*

Materials

CD 13; The concert flashcards 11–20

Warmer

- Play *Flashcard circle* (see page 20) to revise the words from Lesson 1 and energize the class at the start of the lesson.

Lead-in

- Draw a simple four-week calendar on the board. Circle 'today'.
- Tell children that you are going to tell them what you did this month.
- Say *I played tennis two weeks ago*. Point to a day or a week on the calendar and say *Yes* or *No*? Keep pointing to different places until children shout *Yes*.
- Repeat with different sentences, using regular verbs and different past simple time markers, e.g. *I cooked pasta yesterday. I watched TV three days ago. I walked to school last month.*

1 Read and learn.

- Focus children's attention on the text box and ask them to identify the time markers.
- Ask a child to read the rule to the class.
- Ask children to give you some more sentences using time markers at the beginning or end. Write correct sentences on the board for the class to repeat in chorus.

2 Look at the calendar and write.

- Ask children to look at the calendar. Make sure they understand which day is 'today' on the calendar.
- Ask some questions, e.g. *When was the concert? When was Lucy's birthday?*
- Do the example together so that children know what to do.
- Children do the exercise individually. Monitor and help where necessary.
- Go through the answers with the class.

ANSWERS

- 1 Yesterday 2 last week 3 Five days ago
4 four weeks ago

3 Look at the calendar again. Write sentences about Lucy.

- Tell children to write sentences about Lucy in Exercise 2.
- Ask a child to read the example sentence to the class.
- Children do the exercise individually.
- Go through the answers with the class.

Optional activity

- Write two true sentences about yourself on the board, e.g. *My birthday was six months ago. Last night I watched TV.*
- Children work in pairs. They write two true sentences about themselves without showing their sentences to their partners.
- Children swap sentences and then take turns to share the information about their partner with the class.
- Children stand up and read their partner's sentences using the third person singular, e.g. *Amina played the piano yesterday.*

4 Listen and sing. 13

- Ask questions about the pictures, e.g. *Where is the boy? What is he doing? What special day is it?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Write the song on the board. Underline the following words: *went to the cinema (lines 1 and 3), my birthday (line 5), a party (line 6).*
- Tell children they are going to rewrite these words in the song. Elicit some ideas to help them, e.g. *went to the shops, went to the park (lines 1 and 3), a school day, a weekend, Mum's birthday, a holiday (line 5), a holiday, a concert (line 6).*
- Children work individually or in pairs.
- Compare the alternatives and choose two or three alternatives to sing.

NOTE: Now go to Workbook page 108 for children to practise the grammar structure before doing Workbook page 16.

Further practice

Grammar Time, Workbook page 108

Workbook page 16

Student MultiROM • Unit 2 • Grammar 2 and Song

Student MultiROM • Unit 2 • Listen at home • Track 7 (Words and phrases), Track 8 (Song)

Lesson Four CB PAGE 17

Oxford
iTools Digital classroom • Unit 2 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

To revise the long *i*, long *o*, and long *u* sounds

To identify these sounds with the spelling patterns *igh*, *y*, *i_e*, *oa*, *ow*, *o_e*, *oo*, *ue*, *u_e*

To identify these sounds and spelling patterns in a poem

Language

Core: *light*, *cry*, *bike*, *boat*, *blow*, *bone*, *room*, *blue*, *flute*

Extra: *distant*

Materials

CD 14–15; Phonics cards 7–15 (*light*, *cry*, *bike*, *boat*, *blow*, *bone*, *room*, *blue*, *flute*); paper and green, blue, and purple coloured pencils (optional)

Warmer

- Draw a tray on the board and elicit the word. Then draw a key and elicit the word.
- Elicit the correct spelling from the class and write the words below the drawings.
- Ask children if they can remember the sound for these words from the previous unit (long *a* and long *e*).
- Elicit more words with these sounds and write them on the board.

Lead-in

- Hold up the phonics cards for *light*, *boat*, and *room*, one at a time, and elicit the words.
- Put the cards on the board.
- Repeat with the cards for *flute*, *bike*, and *bone*, but this time hand out the cards to three children.
- Repeat with the cards for *cry*, *blow*, and *blue*.
- Ask the six children to come to the board one at a time and place their flashcard on the board next to the card with the matching sound.

1 Listen, point and repeat. 14

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

long *i*: *light*, *cry*, *bike*

long *o*: *boat*, *blow*, *bone*

long *u*: *room*, *blue*, *flute*

2 Listen to and read the poem. 15

- Ask children to look at the picture. Ask *Where is the man? Is he happy? Is it day or night?*
- Tell children they are going to hear a poem.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.

3 Read again. Circle the words with long *i* in green, the words with long *o* in blue and the words with long *u* in purple.

- Hand out green, blue, and purple pencils.
- Focus attention on the words *light*, *boat*, and *blue* in Exercise 1 and ask children to find the words in the poem.
- Ask children to find and circle all the words with the long *i* sound, the long *o* sound, and the long *u* sound. Some of the words did not appear in Exercise 1.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

long *i*: *night*, *sky*, *bright*, *light*, *cry*, *sky*, *flying*, *high*

long *o*: *boat*, *blowing*, *coat*

long *u*: *blue*, *moon*, *room*

Optional activity

- Tell children you are going to read out some sentences. They must clap once when they hear the long *o* sound, twice when they hear the long *u* sound, and three times when they hear the long *i* sound.
- Read out these sentences: *I can play the flute. There isn't any soap. Look at my new bike! I've got new boots. Turn on the light. Dad has got a big boat.*

4 Circle the word that contains a different vowel sound.

- Look at the example with children.
- Read aloud the words *light*, *smile*, *soap*, and *cry*, emphasizing the pronunciation, and elicit the correct answer.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 soap 2 moon 3 sky 4 boat 5 blow 6 stone

Optional activity

- Tell children you are going to make a phonics poster.
- Hand out sheets of paper and coloured pencils.
- Children choose the long *i*, long *o*, or long *u* sounds.
- They must draw pictures of two or three words with their chosen sound. Somewhere on the poster they should write the sound, e.g. long *o*, and colour it in.
- Put the phonics posters around the classroom.

Further practice

Workbook page 16

Student MultiROM • Unit 2 • Phonics and Spelling

Student MultiROM • Unit 2 • Listen at home • Track 9 (Phonics and Spelling)

Lesson Five CB PAGE 18

Oxford iTools Digital classroom • Unit 2 • Skills Time!

Skills Time!

Skills development

Reading: read and understand a poem; identify words and their meanings in a text; check the meanings of words in a dictionary; match questions and answers

Language

Core: cymbals, sparkle, tap your feet, ground, rhythm, thunder, cheeks, wings

Recycled: vocabulary and structures seen previously

Extra: festival, beat, clap, thump, bang, clang, honk, puff, wonder, flap

Materials

CD 13, 16

Warmer 13

- Sing *What a busy week it is!* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn more words about music and festivals.
- Ask *What do you see?* Elicit words like *flags, people, balloons, singers*.
- Ask *What do you hear in a street festival?* Elicit words like *music, trumpets, guitars, songs*.

1 Describe what is happening in the picture.

- Tell the class that they are going to read a poem.
- Point to the picture. Ask children to describe what is happening. Ask questions, e.g. *What are the people doing? What instruments can you see? Where is the bird?*
- Ask children about festivals they know. Ask *What's your favourite festival? When is it?*

2 Listen and read. 16

- Tell children they are going to read and listen to the poem.
- Play the recording once all the way through as children follow the text in their books.
- Ask children to tell you what the poem is about. Answer any questions they have. Remind them that they don't have to understand every word at this stage but they should concentrate on the words they know.
- Ask questions to check comprehension, e.g. *Are the people inside or outside? What instruments can the boy hear? Which animals are making noise?*

Optional activity

- Choose seven children and assign them one verse of the poem each.
- Ask children to read the poem to the class. Each child stands up when it is his / her turn to read.
- Alternatively, divide the class into seven groups.

Culture note: Carnival

A popular event in the calendar of many British towns is the annual summer carnival. The streets are decorated with flags, balloons, and bunting (rows of small, colourful, triangular flags). The local community organizes a parade of decorated 'floats' and marching bands through the town.

There is usually a theme for the costumes and floats. The aim is to raise money for charity, but it is also a chance for people to celebrate their town's businesses, history, and local customs.

Nearly all carnivals have a Carnival Queen, traditionally the prettiest girl in the town, who wears a pretty dress and a crown or garland of flowers.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text. The context should help them discover what the word means. Don't discourage children if they give the wrong answers.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

4 Read again and match the questions and answers.

- Ask children to read the questions and answers silently.
- Look at the example and explain that they have to match the questions with the correct answers.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 c 2 e 3 a 4 b 5 d

Optional activity

- Tell children they are going to hear the poem again.
- Tell them to do the following actions when they hear these words: *clapping* (clap three times), *bang* (bang their hands on the desk), *tapping* (tap their feet on the floor), *honk* (toot like a trumpet), *flap* (wave their arms).

Further practice

Workbook page 17

Language practice worksheet, PMB page 3

Student MultiROM • Unit 2 • Words in context

Student MultiROM • Unit 2 • Listen at home • Track 10 (Words)

Lesson Six CB PAGE 19

Oxford iTools Digital classroom • Unit 2 • Skills Time!

Skills Time!

Skills development

Listening: identify different musical activities

Speaking: ask and answer questions about musical preferences and abilities

Writing: learn the double consonant spelling rule in the present continuous

Language

Recycled: vocabulary and structures seen previously

Extra: *during*

Materials

CD 17

Warmer

- Play a miming game to revise the new vocabulary from Lesson 5. Mime or make sounds to represent the different words for the class to guess what they are. Then ask individual children to choose words and mime them.

Lead-in

- Ask children to open their Class Books and look at the pictures in Exercise 1.
- Point to the pictures and ask questions, e.g. *What instrument is the girl playing? What are the children playing? Where are they? What are the boy and girl doing?*

1 Listen and number. 17

- Tell the class they are going to hear a recording of four children talking.
- Play the recording the whole way through.
- Play the recording again, pausing after the first dialogue to show them the example answer. Pause after each subsequent dialogue for children to number the pictures as they hear them.
- Go through the answers with the class.

Transcript

(See Teacher's Book page 118).

ANSWERS

a 3 b 4 c 1 d 2

2 Listen again and write T (true) or F (false).

- Check that children understand they have to listen and decide whether the sentence is true or not.
- Play the recording again, pausing after each dialogue for children to write T or F.
- Go through the answers with the class.

ANSWERS

1 T 2 T 3 F 4 F

3 Write notes about you. Ask and answer.

- Tell children to look at the table. Explain that they are going to fill in notes for themselves and their partners.

- Ask individuals to read out all the headings.
- Ask children to work individually, filling in notes in the middle column about themselves. Make sure they are only writing notes and not complete sentences.
- They then swap books with their partners to write notes in the right-hand column.
- Ask two children to read the speech bubbles for the class.
- Ask children to work in pairs. They take turns to ask and answer the questions with full sentences, using their notes as a guide. Move around the class, checking their pronunciation and giving models where necessary.
- You may choose to invite a few pairs to ask and answer the questions in front of the class.

Optional activity

- Children write sentences about their partner based on the questions they asked each other in Exercise 3, e.g. *Omar can play the piano.*
- Ask children to read their sentences to the class.

Optional activity

- Ask children to find the following things in the unit:
two instruments you blow (trumpet, flute)
a round instrument (cymbals)
an instrument Amy can't play (guitar)
an instrument Amy can play (violin)
an instrument Leo can play (drums)

4 Circle the verbs that follow the double consonant rules.

- Read the spelling rule and ask questions about it.
- Write *drink* on the board. Ask children whether it has one syllable (yes), ends in one consonant (no), and has one short vowel (yes). Then write *drinking* on the board and ask whether there is a double last letter (no). Explain that this is because you have to answer yes to all three questions for the word to have a double consonant. Do the same with *clap*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

(circled words) clapping, tapping

Optional activity

- Write the following sentences on the board:
The concert was startting.
The phone is ringging.
Do you like swimming?
Are they talking?
She's runing.
I'm drawwing a picture.
They're playingg football.
Children come to the board and correct the spelling.

NOTE Now go to Workbook page 19 for children to practise the double consonant rule and to write a description of a picture.

Further practice

Workbook pages 18–19

Unit 2 test, Testing and Evaluation Book page 8

Lesson One CB PAGE 20

Oxford iTools Digital classroom • Unit 3 • Words/Story

Words

Lesson objectives

- To identify dinosaur museum vocabulary
- To understand a short story

Language

Core: *dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot*Extra: *exciting, loudly, controls*

Materials

CD 18–19; The dinosaur museum flashcards 21–30; The concert flashcards 11–20

Warmer

- Play *Quick flash* (see page 19) with *The concert* flashcards to energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn some new words about dinosaurs and museums.
- Use *The dinosaur museum* flashcards 21–30 to introduce the vocabulary. Hold up each card one at a time and ask *What's this?* Try to elicit the words but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- If you like, ask children to mime actions for *dinosaur, robot, scary, scream*, and *roar* as they say the words.

1 Listen, point and repeat. 18

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot

Optional activity

- Play *What have I got?* (see page 20) with *The dinosaur museum* flashcards to reinforce the new vocabulary.

2 Listen and read. 19

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Who is with Max? Where are the children? What did Max, Amy, and Holly see in the museum? Who is screaming? What is Max remembering?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the words in their books.
- Ask questions to check comprehension, e.g. *Where did they go today? What did Amy buy? Was the dinosaur alive? What was Holly doing?*
- Play the recording a second time for children to follow the dialogue in their books.
- Ask children to find the words from Exercise 1 that appear in the story (*dinosaur, museum, model, skeleton, scary, scream, roar, alive, robot*).

Optional activity

- Write the following lines of dialogue on the board. Then with books closed, ask children to tell you who said them.
Suddenly one of the dinosaurs roared really loudly. (Max)
Why? What happened? (Mum)
We saw dinosaur skeletons and bones. (Holly)
Look. I bought this dinosaur model. (Amy)
Wow! That sounds really exciting. (Mum)
We didn't go to school today. (Max)
But then something scary happened. (Amy)
- Children call out the names.
- Children open their books and check their answers.

Culture note: The Jurassic Coast

The coastline of south-west Britain which stretches from Dorset to East Devon has been designated a World Heritage Site, and is known as The Jurassic Coast. World Heritage Sites are 'places of outstanding universal value' and they are selected by UNESCO. The Jurassic Coast is England's first natural World Heritage Site.

It is called The Jurassic Coast because the rocks and cliffs which make up the coastline are 185 million years old and are rich in fossils. Thousands of tourists visit the coastline each year to find fossils.

In October 2005 a virtually complete 40-foot fossilized skeleton of an *Ichthyosaurus* (a marine reptile that lived in the seas 180 million years ago) was found near the small fishing town of Lyme Regis.

Further practice

Workbook page 20

Student MultiROM • Unit 3 • Words

Lesson Two CB PAGE 21

Digital classroom • Unit 3 • Grammar 1

Grammar 1

Lesson objectives

- To learn past simple irregular verbs with negatives
- To complete a text with the correct past simple form
- To act out a story

Language

Core: *We went to the dinosaur museum. We didn't go to school. I saw dinosaurs. I didn't see fish.*

Materials

CD 19; The dinosaur museum flashcards 21–30

Warmer

- Play *Order the letters* (see page 21) with *The dinosaur museum* flashcards to energize the class at the start of the lesson and revise the vocabulary.

Lead-in

- With books closed, ask children questions about the story, e.g. *Who went to the dinosaur museum? Who made the dinosaur robot move? What did Amy buy?*
- Ask children to open their Class Books at page 20 and find the word in the list that did *not* appear in the story (*dead*).

1 Listen to the story again and repeat. Act. 19

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of four to play the parts of Amy, Holly, Max, and Mum. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the example sentences in the grammar boxes.
- Ask children to identify the past simple form of *go* and *see*, pointing out that some verbs don't add *-ed* in the past simple. These verbs are irregular.
- Make sure children understand how to form the past simple negative using *didn't*.
- Ask a child to read the speech bubble to the class.
- Ask the class to give you the positive form of the sentence in the speech bubble (*We knew it was you!*).
- Give children a minute to study the irregular past verbs silently.
- With books closed, write some of the past tenses on the board and ask children to give you the present tense. Then swap.

- Ask children to give you complete sentences using each verb in the past tense.
- Explain that they can check irregular past tenses in their Workbooks on page 115.

Optional activity

- Play a miming game to practise irregular past tense verbs.
- Say positive and negative sentences using the core verbs, e.g. *James went to the dinosaur museum. He didn't buy a comic.*
- Children mime the positive actions and shake their heads whilst miming the negative actions.

3 Write.

- Focus children's attention on the four pictures. Ask some questions, e.g. *Where are the family? What is the boy buying? Who does the girl see? Where are they eating their lunch?*
- Point to the example and check that they understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 went 2 didn't buy 3 saw 4 didn't eat

Optional activity

- Ask children about the last school trip or family holiday they went on.
- Ask some questions to revise vocabulary and help children remember details, e.g. *Where did you go? What did you see? Who did you go with? What did you buy?* etc.
- Ask children to work in pairs and write some sentences about their trip using past simple verbs.
- Go around the class monitoring and helping where necessary.

4 Write.

- Focus children's attention on the picture. Ask some questions, e.g. *Is this in the present or the past? What are the children doing? Are they at school?*
- Look at the example with the class and check that they understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 went 2 didn't go 3 didn't learn 4 played
5 didn't wear 6 wore

NOTE: Now go to Workbook page 109 for children to practise the grammar structure before doing Workbook page 21.

Further practice

Grammar Time, Workbook page 109

Workbook page 21

Student MultiROM • Unit 3 • Grammar 1

Lesson Three CB PAGE 22

Oxford iTools Digital classroom • Unit 3 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

- To ask and answer past simple questions
- To use *Which* and *What* in past simple questions
- To use past simple irregular verbs to talk and write about things you did and didn't do
- To use the past simple in the context of a song

Language

Core: *Did they go to a museum? Yes, they did. Did Amy buy a postcard? No, she didn't. She bought a model. Which museum did you go to? We went to the dinosaur one. What did you see? We saw dinosaur skeletons.*

Extra: *trip, painting*

Materials

CD 20; The dinosaur museum flashcards 21–30

Warmer

- Play *Say the number* (see page 20) to revise the words from Lesson 1 and energize the class at the start of the lesson.

Lead-in

- Ask children if they can remember the story in Lesson 1.
- Write the following on the board:
*The children went to a museum.
They saw dinosaur skeletons.
Amy bought a dinosaur model.
Holly made a dinosaur robot move.*
- Explain that these are answers and you want them to write the questions.
- Write *Where* and *What* on the board and ask children to ask the questions (*Where did the children go? What did they see? What did Amy buy? What did Holly do?*).
- Tell the class that we use *which* when there is a choice of things and we want to know exactly what is being talked about.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify the question words *Which* and *What*.
- Give children a minute to read the examples silently.
- Write the following sentences and prompts on the board:
*I went to a shop. Which _____ did _____ go _____?
What did _____? I bought a present.*
- Elicit the complete questions from the class.
- Practise with question words *Where* and *Who*. Ask children to think of questions and then answer them.

2 Write notes about you. Ask and answer.

- Explain that each child is going to fill in the middle column in note form to say what they did in one day.
- Note that they shouldn't be writing complete answers that they then read out. The notes are just there to help them think about their answers.

- Give children a few minutes to complete the table individually.
- Explain that they are now going to ask and answer questions in pairs. Ask two children to read the speech bubbles for the class. Repeat with the whole class.
- Tell children that they will write notes about their partner's answers. Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to repeat their questions and answers for the class.

3 Write about what you and your friend did.

- Tell children to write the answers to the questions they asked each other in Exercise 2 in their notebooks.
- Elicit an example answer from the class (e.g. *On Saturday I went to the park and Anna went to the cinema*).
- Children do the exercise individually.
- Ask children to read their sentences to the class and compare what they did at the weekend.

Optional activity

- Write the following words on the board: *What, Where, do, see, go, eat, play, last night, yesterday, last year, at school, at the museum, at the beach, at home*.
- Children use the words to create questions, e.g. *What did you eat yesterday? Where did you see the film?*
- Children work in pairs. One child asks a question and his / her partner answers it.
- Help with pronunciation where necessary.

4 Listen and sing. 20

- Focus children's attention on the picture. Say *The girl has been on a school trip*. Ask questions, e.g. *Did she go to a dinosaur museum? Where did she go? What is she giving her mother?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Play a memory game. Tell children to look at the song for one minute and remember as much information as they can.
- With books closed, call out questions one by one, e.g. *Where did the girl go? What did she see? What did she eat at lunchtime? What did she buy?*
- Children call out the answers.

NOTE: Now go to Workbook page 109 for children to practise the grammar structure before doing Workbook page 22.

Further practice

Grammar Time, Workbook page 109

Workbook page 22

Student MultiROM • Unit 3 • Grammar 2 and Song

Student MultiROM • Unit 3 • Listen at home • Track 11 (Words and phrases), Track 12 (Song)

Lesson Four CB PAGE 23

Oxford Tools Digital classroom • Unit 3 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

To identify *f* and *ph* spellings

To identify these spellings in three texts

Language

Core: *flamingo, scarf, feet, phone, nephew, alphabet*

Materials

CD 20, 21–22; Phonics cards 16–17 (*phone, flamingo*)

Warmer 20

- Sing the song from the previous lesson to warm up the class.

Lead-in

- Show the phone phonics card and elicit the word. Then show the flamingo card and elicit the word.
- Elicit the correct spelling from the class and write the words below the drawings.
- Explain that in some words the letter *f* and the letters *ph* have the same sound.
- Divide the class into two teams and ask children what other words they know which contain this sound. Write them on the board.
- Hold up the phonics cards for *phone* and *flamingo*. Divide the class into *phones* and *flamingos*. Ask children to stand up and say their word when they see the picture.
- Hold up the phonics cards alternatively (or sometimes twice in a row). Children stand up and say their words.

1 Listen, point and repeat. 21

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

flamingo, scarf, feet, phone, nephew, alphabet

Optional activity

- Play a version of *Do it!* (see page 22) using the six new words from the lesson.
- Give instructions, e.g. *Nephews, jump! Feet, stamp your feet!*
- Hold up the flashcards. Children who have that word assigned to them call out the word and do the action.

2 Listen and read. 22

- Ask children to look at the pictures. Ask *Where did the boy and his uncle go yesterday? What animals did they see?*
- Tell children they are going to hear three stories.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read the texts.
- Ask children to look at the pictures and point to the words from Exercise 1 (*phone, nephew, flamingo, alphabet, scarf, feet*).

3 Read again. Circle the words with *ph* and underline the words with *f*.

- Focus attention on the words *phone* and *flamingo* in Exercise 1 and ask children to find the words in the story.
- Ask children to find and circle all the words with *ph* and underline the words with *f*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

ph: nephew, phone, elephants, photos, alphabet
f: giraffes, flamingos, fish, five, scarf, feet

4 Complete the words with *f* or *ph*.

- Look at the example with children.
- Check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 f 2 ph 3 ph 4 ph 5 f 6 f 7 ph 8 f

Optional activity

- Play *Phonics TPR* (see page 21) to practise the *ph* and *f* spellings.
- Tell children to stamp their feet for words with *f*, and flap their arms for words with *ph*.

Further practice

Workbook page 22

Student MultiROM • Unit 3 • Phonics and Spelling

Student MultiROM • Unit 3 • Listen at home • Track 13 (Phonics and Spelling)

Lesson Five CB PAGE 24

Oxford iTools Digital classroom • Unit 3 • Skills Time!

Skills Time!

Skills development

Reading: read and understand a non-fiction text from an information book; identify words and their meanings in a text; check the meanings of words in a dictionary; match sentence halves

Language

Core: *Earth, scientist, pattern, skin, disappear, rock, asteroid, fall (fell)*

Recycled: vocabulary and structures seen previously

Extra: *millions, type, plants, tail*

Materials

CD 20, 23; The dinosaur museum flashcards 21–30

Warmer 20

- Sing *My school trip* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Hold up the *dinosaur* flashcard and elicit the word.
- Give children two minutes to draw a dinosaur on a sheet of paper. Collect in the drawings and put some of them around the class.

1 What do you know about dinosaurs?

- With books closed, ask children to tell you anything that they know about dinosaurs. Ask questions, e.g. *Are dinosaurs alive? Are they dead? Where can you see a dinosaur skeleton? How big were dinosaurs? What did they eat? Where did they live? Did they swim? Did they fly?*
- Write some facts on the board.

2 Listen and read. 23

- Tell children they are going to hear a text about dinosaurs.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Answer any questions they have.
- Ask questions to check comprehension, e.g. *How many types of dinosaurs were there? Did all dinosaurs eat meat? What is the name of the most famous dinosaur?*

Culture note: The Natural History Museum

The Natural History Museum in London was built in 1881 and is one of the world's largest museums of natural history. One of the most popular attractions is the *Diplodocus* skeleton in the Central Hall. It is a replica of a real dinosaur skeleton and it is 26 metres long. It was given to the museum in 1905. The *Diplodocus* lived 150 million years ago. Although it was a huge dinosaur, it didn't eat meat – it only ate plants.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Play *Target words TPR* (see page 22).
- Assign the target words to children (in bold in the list below).
- Read out sentences containing the target words. Children must stand up or do some other action when they hear their word.
- Read out these sentences:
*Dinosaurs **disappeared** 65 million years ago.*
*Many **scientists** study **asteroids**.*
***Asteroids** are large **rocks** in space.*
*Did dinosaurs have **patterns** on their **skin**?*
*An **asteroid** fell to **Earth**.*

4 Read again and match the sentence halves.

- Ask children to read the question halves silently.
- Look at the example and explain that they have to match the sentence halves.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 b 2 a 3 d 4 e 5 c

Optional activity

- Write the target words on the board.
- With books closed, ask children to write a short paragraph or story using all the words.
- Children work in pairs. Tell them they can use different tenses and extra vocabulary. Encourage them to be as imaginative as possible.
- Give them between three and five minutes to write their text.
- Monitor and help where necessary.
- Children read their texts to the class.

Further practice

Workbook page 23

Language practice worksheet, PMB page 4

Student MultiROM • Unit 3 • Words in context

Student MultiROM • Unit 3 • Listen at home • Track 14 (Words)

Lesson Six CB PAGE 25

Oxford Tools Digital classroom • Unit 3 • Skills Time!

Skills Time!

Skills development

Listening: identify details of favourite things on a school trip

Speaking: ask and answer questions about school trips

Writing: use exclamation marks

Language

Recycled: vocabulary and structures seen previously

Extra: *rock pools*

Materials

CD 24; The dinosaur museum flashcards 21–30

Warmer

- Play a game to revise new vocabulary and facts about dinosaurs from the previous lesson.
- With books closed, read out sentences from the text but pretend you can't read it properly, so you can only say partial sentences, e.g. 'Something' disappeared 65 million years ago. Children call out the missing information (Dinosaurs!).
- Say one sentence containing each of the core vocabulary items from the previous lesson.

Lead-in

- Ask the children to open their Class Books and look at the pictures in Exercise 2.
- Point to each picture and ask *Where is this?* Identify the four different places (*beach, zoo, museum, farm*).

1 Listen and number. 24

- Tell children they are going to hear a recording of four children talking about their school trips.
- Explain that the pictures represent the school trips that the four children from Exercise 1 went on.
- Play the recording, pausing after the first dialogue to show them the example answer. Pause after each subsequent dialogue for children to number the pictures in the order they hear them.
- Go through the answers with the class. Make sure children have the correct order for the pictures before going on to Exercise 2.

Transcript

(See Teacher's Book page 118).

ANSWERS

a 3 b 2 c 1 d 4

2 Listen again and circle the children's favourite things.

- Point to the pictures. Ask *Where's this? What can you see?*
- Ask children to tell you what they have to do. Point out that they should listen for the word *favourite* in the recording to find the answers.

- Play the recording again, pausing after each dialogue for children to circle the correct word.
- Go through the answers with the class.

ANSWERS

a boat b monkey c skeleton d a walk

3 Ask and answer about the children above.

- Explain to the class that they are going to ask and answer questions about the children from the recording. They should use the names and places from the word pools.
- Read the first speech bubble for the class and elicit the correct response for the second speech bubble. Repeat for the next two speech bubbles.
- Ask them to work in pairs. Children take turns to ask and answer the questions. Move around the class, checking their pronunciation and giving models where necessary.
- You may choose to ask a few pairs to ask and answer the questions in front of the class.

Optional activity

- To round off the unit about dinosaurs, tell children they are going to play *True or False*.
- Read out the sentences below. Children listen and call out *True* or *False* (or write *T* or *F* in their notebooks):
Dinosaurs lived on Earth thousands of years ago. (F)
Scientists study bones to find out about dinosaurs. (T)
There were 100 different types of dinosaur. (F)
Some dinosaurs could fly. (T)
All dinosaurs ate meat. (F)
We know that dinosaurs had patterns on their skin. (F)
Dinosaurs disappeared 6 million years ago. (F)
The Tyrannosaurus Rex was bigger than a house. (T)

4 Read the sentences. Write F for 'feelings' or I for 'instructions'.

- Read the rule and check that children understand.
- Write the first question on the board. Ask *Is this an instruction or a feeling? (an instruction)*. Show the class the example answer. Ask children to give you other sentences containing feelings or instructions.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 I 2 F 3 F 4 I 5 I 6 F

NOTE: Now go to Workbook page 25 for children to practise using exclamation marks and to write a webpage about a school trip.

Review 1 CB PAGES 26–27

REVIEW ANSWER KEY, TB PAGE 121

Further practice

Workbook pages 24–27

Writing skills worksheet, PMB page 5

Testing and Evaluation Book

- Unit 3 test, page 9
- Summative test 1, page 10
- Skills test 1, page 12

Values 1 worksheets, PMB pages 6–7 (if not covered previously)

Lesson One CB PAGE 30

Oxford iTools Digital classroom • Unit 4 • Words/Story

Words

Lesson objectives

To identify sports vocabulary

To understand a short story

Language

Core: *team, jacket, trainers, trophy, player, kick, score a goal, racket, rucksack, win (won)*Extra: *against*

Materials

CD 25–26; The dinosaur museum flashcards 21–30;
Sports time flashcards 31–40

Warmer

- Ask children which sports they know in English. Revise the vocabulary and establish the theme for the unit by doing a miming activity using the words they know.

Lead-in

- Tell children they are going to learn some new words about sports.
- Use the *Sports time* flashcards 31–40 to introduce the vocabulary. Hold up each card one at a time and ask *What's this? / What are these?* Try to elicit the words but model any words children don't know.
- As you go through the words, ask questions, e.g. *Do you play in a team? Have you got a tennis racket?*
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 25

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

team, jacket, trainers, trophy, player, kick, score a goal, racket, rucksack, win (won)

Optional activity

- Play *I spy* (see page 20) with the *Sports time* flashcards to reinforce the new vocabulary.

Optional activity

- Ask children *What sport does Rafael Nadal play?* Elicit *tennis*. Ask *What sport does Cristiano Ronaldo play?* Elicit *football*.
- Hold up the *kick* flashcard and ask *tennis or football?*
- Hand out the *Sports time* flashcards around the class (except *jacket* and *rucksack*).
- Ask children to hold up their cards and say their words in turn.
- As they hold up their cards, the class calls out *tennis* or *football* for each word. In some cases both sports are possible.

2 Listen and read. 26

- Focus children's attention on the story. Ask questions about each frame. Ask *What are they playing? Is it hot or cold? What's wrong with Holly's jacket?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *Who is in Max's team? Whose jacket is blue? Whose jacket has Leo got?*
- Play the recording a second time for children to follow again in their books.
- Ask children to find the words from Exercise 1 that appear in the story (*team, jacket*).

Culture note: Football in Britain

Football is the most popular sport in Britain. There is a Scottish League and an English League. There are many more clubs in the English Football League than in the Scottish League. The most important day in the football calendar is the FA (Football Association) Cup Final each year in May.

The Premier League is world famous and is Britain's most important football competition. It started in 1992 and since then 42 clubs have competed in the Premier League but only four clubs have won it: Blackburn Rovers, Manchester United, Chelsea, and Liverpool. Manchester United have won the title many more times than any other team.

Further practice

Workbook page 28

Student MultiROM • Unit 4 • Words

Lesson Two CB PAGE 31

Oxford Tools Digital classroom • Unit 4 • Grammar 1

Grammar 1

Lesson objectives

To learn the possessive pronouns

To complete sentences with the correct possessive pronouns

To act out a story

Language

Core: *Whose jacket is this? It's mine / yours / his / hers / theirs / ours / theirs.*

Materials

CD 26; Sports time flashcards 31–40; an empty box or bag

Warmer

- Play *Word chain* (see page 21) using some of the *Sports time* flashcards to energize the class at the start of the lesson and revise the sports words.

Lead-in

- With books closed, hold up the *Sports time* flashcards one by one and ask the class to call out when they see a word from the story (*team, jacket*).
- Ask children questions about the story, e.g. *Who played football? Did Leo have a jacket? What colour was Leo's jacket? Whose jacket did Leo put on?*
- Ask children to open their Class Books at page 30 and look at the pictures again to check their answers.

1 Listen to the story again and repeat. Act. 26

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of four to play the parts of Leo, Max, Amy, and Holly. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the picture and write on the board *This is ___ jacket*. Elicit the correct word (*her*).
- Look at the first column of sentences together to remind children of the possessive adjectives.
- Ask a child to read the speech bubble to the class and write on the board *It's hers*. Then look at the question together.
- Walk around the room picking up various possessions of the class and asking questions, e.g. *Whose ruler is this? It's his / hers*.

- Give children a minute to study all the possessive pronouns silently.
- With books closed, check children's understanding, e.g. say *This is our classroom*. Elicit *It's ours*.
- Ask children to give you some more examples. Write correct sentences on the board for children to repeat in chorus.

Optional activity

- Put an empty box or bag on your desk.
- Ask children to lend you an item, e.g. a pen, a pencil case, a ruler, or any other items they might have with them.
- Put all the items in the bag or box.
- Close your eyes and pick something out of the box. Hold it up and ask *Whose (pencil case) is this?* (or *Whose is this?*) The child who owns it must stand up and say *It's mine*. Elicit *It's his / hers* from the class.
- Children take it in turns to pick an item and play the game in the same way.

3 Read and circle.

- Look at the example with the class.
- Ask children to tell you what they have to do to complete the exercise (*circle the correct word*).
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 mine 2 hers 3 my 4 our 5 theirs 6 your

Optional activity

- Divide the class into two teams.
- Hold up the *racket* flashcard and say a sentence using a possessive adjective, e.g. *It's his racket*.
- Choose a child to say the corresponding possessive pronoun sentence, e.g. *It's his*.
- Continue playing using the appropriate *Sports time* flashcards.
- Continue until all the possessive pronouns have been practised.

4 Write.

- Look at the first picture and example with children and ask them to tell you what they have to do.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 his 2 yours 3 ours 4 mine 5 theirs 6 hers

NOTE: Now go to Workbook page 109 for children to practise the grammar structure before doing Workbook page 29.

Further practice

Grammar Time, Workbook page 109

Workbook page 29

Student MultiROM • Unit 4 • Grammar 1

Lesson Three

CB PAGE 32

Oxford iTools Digital classroom • Unit 4 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn regular and irregular adverbs

To use adverbs to talk and write about how you did things in the past

To use adverbs in the context of a song

Language

Core: *He ran slowly. They talked quietly. She smiled happily. They did their homework carefully. They played well. They ran fast.*

Materials

CD 27; Sports time flashcards 31–40

Warmer

- Use a piece of A4 paper with a 7cm hole cut in it to play *Can you see?* (see page 19) to energize the class at the start of the lesson.

Lead-in

- Revise the adverbs *quickly* and *slowly*.
- Mime an action and ask *What am I doing?*
- Repeat the action, this time doing it very slowly, and ask *How am I doing it?* Elicit *slowly*.
- Repeat with a different action, this time doing it very quickly.
- Ask a child to mime an action. Ask another child to give the instruction *Quickly* or *Slowly*.

1 Read and learn.

- Focus children's attention on the first grammar box (at the top) and ask them to identify the adverbs.
- Give children a minute to read the examples silently.
- Ask them to explain how you form the adverb from the adjective. Elicit *Add -ly or -ily*.
- Explain that the adverbs in the second grammar box are irregular and don't follow the same rule.
- Give children a minute to read the rule in the rule box silently.
- Ask two children to read the speech bubbles for the class.

Optional activity

- Play a version of *Quickly, slowly* (see page 22) with the class to reinforce the new grammar.
- Use the new adverbs when giving children instructions (*quietly, happily, carefully, well, fast*).
- When children are used to the new words, go around the class playing the game in open pairs.

2 Ask and answer about the people in the pictures.

- Point to the first picture. Ask two children to read the speech bubbles for the class. Repeat with the whole class.

- Ask children to tell you what they need to do in the exercise. Make sure they understand that they should ask two questions for each picture.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their sentences for the class.

3 Now write sentences about the pictures.

- Tell children to write sentences describing the questions and answers they practised in Exercise 2.
- Ask a child to read the example sentence.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- Joe ran fast but Adam ran slowly.
- Mat played well but Rob played badly.
- Leila sang loudly but Katie sang quietly.

4 Listen and sing. 27

- Focus children's attention on the pictures. Ask *What is the woman doing in the first picture? What are the boys playing in the second picture? Are they happy? What are they doing?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Play the song again.
- Demonstrate some actions for children to do when they sing the adverbs in the song:
loudly – cup both hands around mouth
softly – put fingers to mouth as though whispering
quickly – run on the spot
carefully – cup a hand behind an ear
- Play the song again. Children do the actions as they sing the song.

NOTE: Now go to Workbook page 109 for children to practise the grammar structure before doing Workbook page 30.

Further practice

Grammar Time, Workbook page 109

Workbook page 30

Student MultiROM • Unit 4 • Grammar 2 and Song

Student MultiROM • Unit 4 • Listen at home • Track 15 (Words and phrases), Track 16 (Song)

Lesson

Oxford iTools

Phonics

Lesson

To learn

To learn

To learn

To learn

Lang

Core

Mat

CD

paper

Warm

• Sing

class

Lead-i

• Draw

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1 List

• Ask

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Listen

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• Ask

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Lesson Four CB PAGE 33

Oxford iTools Digital classroom • Unit 4 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

- To learn // endings and words with rr
- To identify these sounds and spellings in a text
- To match these sounds to specific words

Language

Core: *smell, bell, shell, mirror, carrot, cherry*

Materials

CD 27, 28–29; Phonics cards 18–19 (smell, mirror); paper and coloured pencils (optional)

Warmer 27

- Sing the song from the previous lesson to warm up the class.

Lead-in

- Draw a carrot and a bell on the board, or show the relevant phonics cards, and elicit the words
- Write the gapped words *c a _ _ o t* and *b e _ _* below the picture. Elicit the correct spelling from the class.
- Repeat for *shell, smell, mirror, and cherry*.
- Hold up the phonics cards for *smell* and *mirror*. Ask whether the // and rr sounds come at the beginning, middle, or end of the words.
- Put the two cards behind your back and shuffle them. Put one card face down on the table in front of you. Ask children to guess which one it is.
- Lift up the card to show children if they are right.
- Repeat several times.

1 Listen, point and repeat. 28

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.
smell, bell, shell, mirror, carrot, cherry

2 Listen and read. 29

- Ask children to look at the pictures. Ask *What is the girl thinking of? Is it summer or winter? Is it the weekend or a school day?*
- Tell children they are going to hear a text.
- Play the recording once all the way through.

- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the picture and point to the objects from Exercise 1 (*carrots, cherries, shells*).

3 Read again. Circle the words with // and underline the words with rr.

- Focus attention on the words *smell* and *mirror* in Exercise 1 and ask children to find the words in the text.
- Ask children to find and circle all the words with // and underline the words with rr.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 //: doll, shells, smell, doorbell
2 rr: mirror, Carrie, carrots, cherries

Optional activity

- Ask children to close their books.
- Tell them they are going to hear the text again.
- This time they must clap every time they hear words with // and stamp their feet every time they hear words with rr.
- Play the text with books closed.
- Children listen and clap or stamp their feet.

4 Match and write.

- Look at the example with the class.
- Say *doll* and show how it is connected to the // sound. Point to the picture of the mirror and elicit the rr sound. Check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 doll 2 bell 3 mirror 4 carrot 5 cherry 6 smell

Optional activity

- Tell children to make a phonics poster for one of the two word groups: // endings, or words with rr.
- Ask children to choose the sound they want. Give them pieces of paper and coloured pencils.
- Tell them to draw three pictures for their chosen word in groups. They should put the letters somewhere on the page as well and decorate them.
- Put the posters up around the class.

Further practice

Workbook page 30

Student MultiROM • Unit 4 • Phonics and Spelling

Student MultiROM • Unit 4 • Listen at home • Track 17 (Phonics and Spelling)

Lesson Five CB PAGE 34

Oxford iTools Digital classroom • Unit 4 • Skills Time!

Skills Time!

Skills development

Reading: read and understand an article about basketball from a children's magazine; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct word

Language

Core: *bounce, invent, balcony, court, point, throw, ladder, hole*

Recycled: vocabulary and structures seen previously

Extra: *basketball, inside, basket, continue, hoop, invent, spread, outdoors*

Materials

CD 27, 30; Sports time flashcard 35 (player)

Warmer 27

- Tell children they are going to sing the song *At break time* from Lesson 3.
- Children sing along and clap each time they say an adverb.

Lead-in

- Hold up the *player* flashcard and elicit the word.
- Ask children *What sport does he play? (football)*.
- Tell children they have to think of a different sport and you are going to give them a clue.
- Draw a basketball hoop on the board, but draw it line by line very slowly, e.g. first an elliptic circle, then a line for the side of the net, then a line for the other side of the net, then slowly complete the net with criss-crossed lines until you complete the net and children are able to guess the word *basketball*.

1 What do you know about basketball?

- With books closed, ask children to tell you anything they know about basketball. Ask *Who's your favourite basketball player / team? Can you play basketball? How often do you play?*
- Write some ideas on the board.

2 Listen and read. 30

- Tell children they are going to read and hear a text about basketball.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Answer any questions they have.
- Ask simple questions to check comprehension, e.g. *How do you score a point in basketball? Can you play basketball outdoors? What do you need to play basketball?*

Culture note: basketball v netball

In 1895 basketball was introduced to a ladies' physical education college in Britain, run by a Swedish gymnastics enthusiast called Madame Österberg. Two years later the rules had been adapted and the name changed to *netball*. This British version of the game has been played in Britain and British schools ever since. Today it remains a female sport and is not played by men.

The main differences between basketball and netball are that in netball, when a player is holding the ball, she cannot move her feet, and the ball shouldn't touch the ground.

Basketball remained popular in the United States and it is only in recent years that it has become popular in Britain. It is now played in many primary and secondary schools.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Divide the class into two teams and play *Guess the word* (see page 22) to reinforce the new vocabulary.
- Write words from the vocabulary set with only the first two letters and a short line for each missing letter, e.g. *bo_ _ _ _* (*bounce*).

4 Read again and complete the sentences.

- Ask children to read the gapped sentences silently.
- Look at the example and explain that they have to write missing words for each sentence.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 Canada 2 PE teacher 3 fruit 4 ladder 5 1906
6 outdoors

Optional activity

- Tell the class to think about similarities and differences between football and basketball.
- Write *Football* on the board and then write these phrases below: *kick the ball, eleven players, UEFA cup, football boots, play indoors and outdoors*
- Ask children to tell you some differences. Elicit the first example. Point to *kick the ball* and say *In basketball you don't kick the ball. You throw or bounce the ball.*

Further practice

Workbook page 31

Language practice worksheet, PMB page 8

Student MultiROM • Unit 4 • Words in context

Student MultiROM • Unit 4 • Listen at home • Track 18 (Words)

Lesson Six CB PAGE 35

Oxford Tools Digital classroom • Unit 4 • Skills Time!

Skills Time!

Skills development

Listening: identify children's favourite sports

Speaking: ask and answer questions about favourite sports

Writing: understand the difference between *it's* and *its*

Language

Recycled: vocabulary and structures seen previously

Extra: *volleyball, swimsuit, gymnastics*

Materials

CD 31; magazine pictures of sports (optional)

Warmer

- Play *Smiley face* (see page 23) to revise the new vocabulary from the previous lesson.

Lead-in

- Point to each photo in turn and ask the class to describe the children. Tell children they are going to hear a recording of the four children talking about what sports they like.

1 Listen and circle the sports the children like. 31

- Play the recording the whole way through.
- Point to the example and ask children to tell you what to do in the exercise.
- Play the recording again, pausing after each dialogue for children to circle the words as they hear them.
- Go through the answers with the class.

Transcript

(See Teacher's Book page 118).

ANSWERS

Sara swimming Kareem football Harry riding a bike
Rosy basketball

2 Listen again and write T (true) or F (false).

- Elicit from the children that they have to listen and write *T* if the sentence is true, or *F* if the sentence is false.
- Play the recording again, pausing after each dialogue for children to write *T* or *F*.
- Go through the answers with the class.

ANSWERS

1 F 2 F 3 T 4 T

3 Ask and answer about what you like doing. Remember to use the correct verb.

- Write *play* and *do* on the board. Say *football* and elicit the correct verb. Repeat with more sports nouns.
- Read the first speech bubble to a child in the class and elicit an answer. Repeat for the remaining speech bubbles.

- Ask children to work in pairs, taking turns to ask and answer the questions. Move around the class, checking their pronunciation and giving models where necessary.
- You may choose to ask a few pairs to ask and answer the questions in front of the class.

Optional activity

- Play a miming game.
- Mime a sport from this list: *volleyball, swimming, football, skating, basketball, gymnastics, volleyball, skateboarding, running games*
- Children guess the sport and call out the name with the correct verb (*play* or *do*) e.g. *play volleyball*.

4 Write *It's* or *Its*.

- Read the rule and check that children understand. Write *It's* and *Its* on the board. Write the following sentences on the board: *It's my dog. It's got a tail. Its tail is black.* Rub out *It's*, *It's*, and *Its*. Write *It has*, *Its*, *It is* in a list next to the sentences.
- Ask three children in turn to come to the board and write the correct long form in the gapped sentences. Ask three children to come and write the correct short form next to the long form.
- Ask children to tell you when to use the different forms.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 *It's* 2 *Its* 3 *It's* 4 *its*

Optional activity

- To round off the unit about sports, play a memory game.
- Give children five seconds to scan page 35 and then close their books.
- Ask them if they can remember all the sports mentioned on the page.
- Go through the answers with the class and write the list on the board (*swimming, gymnastics, basketball, football, riding a bike, volleyball, running games, skateboarding, skating*).

NOTE: Now go to Workbook page 33 for children to practise *It's* or *Its* and to write instructions for a sport.

Further practice

Workbook pages 32–33

Unit 4 test, Testing and Evaluation Book page 14

Lesson One CB PAGE 36

Oxford
iTools Digital classroom • Unit 5 • Words/Story

Words

Lesson objectives

To identify directions

To understand a short story

Language

Core: *read a map, turn left, go back, traffic light, hurry, roundabout, get lost, turn right, go straight on, petrol station*Extra: *theatre, train station, show, late*

Materials

CD 32–33; Directions flashcards 41–50

Warmer

- Write these letters on the board:
TGESACMJCKRINSOHYPULW
- Ask children if they can remember any sports words from the previous unit.
- Point to letters *t-e-a-m* one by one, and write *team* on the board. Ask them to find more words relating to sports in the letters.
- If children find it difficult, mime words or give clues to help them remember (*possible words are team, jacket, trainers, trophy, player, racket, win*).
- You may prefer to play this in teams.

Lead-in

- Tell children they are going to learn some new words for giving directions.
- Use the *Directions* flashcards 41–50 to elicit the vocabulary. Hold up the three nouns flashcards one at a time and try to elicit the words, but model any words children don't know. Then do the same with the verbs.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- Mime the actions as you say the words.

1 Listen, point and repeat. 32

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

read a map, turn left, go back, traffic light, hurry, roundabout, get lost, turn right, go straight on, petrol station

Optional activity

- Use the verbs flashcards and give directions to the class. Establish some mimes that children can do at their desks, e.g. for *turn left* they turn to the left at their desks; for *go straight on* they mime walking forwards; for *read a map* they mime reading.

2 Listen and read. 33

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What is Max holding? Where do they want to go? Why are they worried? Who is in the car?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *Who is lost? Do they go back to the roundabout or the traffic lights? When does the show start? Are they going to be late?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*lost, petrol station, map, go back, roundabout, turn left, go straight on, (turn) right, traffic lights, hurry*).

Optional activity

- Write the direction words in a jumble on the board. Make sure you separate all the components of each 'direction', e.g. *go – straight – on*.
- Ask children to match the words to make the correct directions.
- Children take turns to come to the board. They cross off the words from the list and write the directions at the side of the board, e.g. *go straight on*.

Culture note: Traffic lights in Britain

Traffic lights were first used in London in 1868, to control traffic where George Street and Bridge Street cross near the Houses of Parliament.

Unlike some countries, British traffic lights have three colours: red, amber (yellow), and green. Red is for 'stop', amber is for 'get ready', and green is for 'go'. The amber light gives the driver time to prepare the car before driving away. More cars have a manual gear change in Britain than many other countries, and the amber light tells drivers to put the car into gear.

Further practice

Workbook page 34

Student MultiROM • Unit 5 • Words

Lesson Two CB PAGE 37

Oxford iTools Digital classroom • Unit 5 • Grammar 1

Grammar 1

Lesson objectives

- To learn *have to* and *had to* to express necessity
- To complete sentences with the correct form of *have to*
- To learn how to give directions

Language

Core: *We have to go back to the roundabout. We have to hurry. Turn left. Go straight on at the roundabout.*

Extra: *over, in front of*

Materials

CD 33; Directions flashcards 41–50

Warmer

- Play *Cross the river* (see page 19) to revise the words from Lesson 1 and energize the class.

Lead-in

- With books closed, hold up the *Directions* flashcards one by one and ask the class to call out when they see a word from the story.
- Ask children questions about the story, e.g. *Where did they want to go? Why did they get lost? How did they get to the theatre?*
- Ask children to open their Class Books at page 36 and look at the pictures again.

1 Listen to the story again and repeat. Act. 33

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of four to play the parts of Mum, Max, Holly, and Dad. If the class doesn't divide exactly, some children can act twice.
- Play the recording a second time for children to say their lines and mime the actions.
- As a class, decide on the actions for the story.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the example sentences in the grammar boxes.
- Ask children to identify the words *have to*.
- Ask a child to read the speech bubble to the class and ask what is different in this sentence compared to the other two (*this is in the past tense*).
- Read the rule aloud to the class. Give children a minute to study the rule silently.
- Ask them to think of more sentences to show that something is important or necessary using *have to* and *had to*. Write correct sentences on the board for the class to repeat in chorus.

- Point to the example in the second grammar box. Ask the class to mime the directions as you say them.
- Tell children that when we give directions we often use the imperative form (i.e. we don't need a pronoun).

3 Complete the sentences.

- Look at the example with children. Check that they understand they have to make sentences using the words in the box and *have to* or *has to*. Ask when they use *has to* (for *he, she, or it*).
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- We have to hurry.
- They have to read the map.
- He has to stop.
- I have to wait.

4 Write directions to the park.

- Look at the map and example with children. Check that they understand that they have to complete the sentences with the words in the box.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- straight on
- left
- right
- over
- in front of

Optional activity

- Play a dictation game. Tell children you are going to give them instructions and they are going to draw a map.
- Draw a roundabout. Turn to the class and say *Turn left at the roundabout*. Then draw a road turning to the left from the roundabout.
- Explain that the aim is to give an instruction and then 'draw' the instruction on the map.
- Choose a confident child to come to the front of the class.
- Ask another child to give an instruction, e.g. *Go straight on*. The child at the board follows the instruction by drawing the road as instructed.
- Continue with other children. Gradually, children will draw a map.
- At stages, hold up the *traffic lights* and *roundabout* flashcards for children to say *Draw a traffic light on the left*, etc.
- Once the map is complete, children can take turns to give each other directions using the map on the board.

NOTE: Now go to Workbook page 110 for children to practise the grammar structure before doing Workbook page 35.

Further practice

Grammar Time, Workbook page 110

Workbook page 35

Student MultiROM • Unit 5 • Grammar 1

Lesson Three CB PAGE 38

Oxford iTools Digital classroom • Unit 5 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn how to use *why* and *because*

To use *why* and *because* in the context of a song

Language

Core: *Why are we at this petrol station? Because we're lost.*

Why are we lost? Because we didn't read the map carefully.

Extra: *wet, umbrella, upside down*

Materials

CD 34; Directions flashcards 41–50

Warmer

- Tell children you are going to ask them questions about the story in Lesson 1. Divide the class into groups of four.
- Ask questions and tell each group to write the answers:
Are they going to the cinema or theatre? (theatre)
Do they have to go back to the roundabout or the petrol station? (the roundabout)
Do they have to turn right or left at the traffic lights? (right)
- Go through the answers with the class and see which group got the most correct answers.

Lead-in

- Say *I'm hungry*. Elicit the question *Why are you hungry?*
Answer *Because I didn't have breakfast*.
- Write the question and answer on the board and underline *Why* and *Because*.
- Say more sentences to elicit questions and answers from the class, e.g. *I'm tired. I'm happy. I was late for class*, etc.
- Write the questions and answers on the board.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify *why* and *because*.
- Give children a minute to read the examples silently.
- Ask them to explain when we use *why* and when we use *because*.
- Give children a minute to study the rule silently.

2 Ask and answer.

- Point to the first picture and ask children what they can see. Ask two children to read the speech bubbles for the class. Repeat with the whole class.
- Explain that they have to look at the next picture each time in order to find the answers.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

ANSWERS

- Why were they late? Because they got lost.
- Why did they get lost? Because they couldn't read the map.
- Why couldn't they read the map? Because it got wet.

- Why did the map get wet? Because they forgot the umbrella.
- Why did they forget the umbrella? Because they were late.

3 Now write sentences about the pictures.

- Tell children to write sentences describing the questions and answers they practised in Exercise 2.
- Read the example sentence together before children go on to do the exercise individually.
- Go through the answers with the class.

ANSWERS

They got lost because they couldn't read the map. They couldn't read the map because it got wet. The map got wet because they forgot their umbrella. They forgot their umbrella because they were late!

Optional activity

- Draw some simple stick pictures on the board, or bring in pictures from magazines.
- Ask children to make up a present continuous question for each picture, e.g. *Why is she cooking / running ? etc.*
- Elicit appropriate answers, e.g. *Because she is hungry / late*, etc.
- This could be played as an open-class activity or in small groups or teams.

4 Listen and sing. 34

- Focus children's attention on the picture. Ask *Where are they? What is the girl holding? Are they lost?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Divide the class into two groups.
- Give each group a verse from the song to sing.
- Sing the song all the way through with each group singing their own verse.
- Finish with the whole class singing the complete song.

NOTE: Now go to Workbook page 110 for children to practise the grammar structure before doing Workbook page 36.

Further practice

Grammar Time, Workbook page 110

Workbook page 36

Student MultiROM • Unit 5 • Grammar 2 and Song

Student MultiROM • Unit 5 • Listen at home • Track 19 (Words and phrases), Track 20 (Song)

Lesson Four CB PAGE 39

Oxford iTools Digital classroom • Unit 5 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

- To learn words with *c* and *ck* endings
- To identify these spellings in a text
- To match these sounds to words

Language

Core: *neck, duck, clock, rock, plastic, picnic, music, comic*

Materials

CD 29, 35–36; Phonics cards 18–19 (smell, mirror); Phonics cards 20–21 (neck, plastic); paper and coloured pencils (optional)

Warmer 29

- Play a version of *Lip reading* (see page 21) with phonics cards 18 and 19 to revise the words from the previous lesson.
- After children have told you the word, ask them to spell it.
- Play the text from Unit 4 to revise the words with *ll* and *rr*.

Lead-in

- Hold up the phonics cards for *neck* and *plastic* one at a time, and elicit the words.
- Hold one card in each hand, facing you, and quickly flash it at random for children to repeat.
- Explain that in words where the letters *ck* and *c* appear at the end of the word they have the same sound.
- Put the flashcards on different sides of the room and say the words aloud randomly.
- Children point to the correct card.

1 Listen, point and repeat. 35

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

neck, duck, clock, rock, plastic, picnic, music, comic

2 Listen and read. 36

- Ask children to look at the pictures. Ask *Where are the boys in the first picture? What are they doing? What is that boy reading? What is in the second picture? What are they hiding behind?*
- Tell children they are going to hear a text.
- Play the recording once all the way through.

- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and circle the objects from Exercise 1 (*picnic, plastic, comic, music, duck, rock*).

3 Read again. Circle the words ending with *ck* and underline the words ending with *c*.

- Focus attention on the words *duck* and *plastic* in Exercise 1 and ask children to find the words in the story.
- Ask children to find and circle all the words that end with *ck* and underline the words that end with *c*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 *ck*: Dick, Rick, duck, chick, rock, quick
2 *c*: picnic, plastic, comic, music

Optional activity

- Tell children you are going to read out some sentences. Ask them to tap their desks every time they hear a word ending in *c*, and clap their hands every time they hear a word ending in *ck*.
- Read out the following sentences:
I love pop music.
Rick is having a picnic.
Quick! Look at the clock.
Jane is reading a comic.
The duck and her chicks are in the water.
The plastic toy car hit a rock.

4 Match and write.

- Look at the example with children.
- Point to the picture of the duck and the example. Say *duck* and ask them how to spell the end of the word.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 duck 2 comic 3 picnic 4 neck 5 clock 6 plastic

Optional activity

- Tell children you are going to make a phonics poster.
- Hand out sheets of paper and coloured pencils.
- Children choose either the *c* or *ck* endings.
- They must draw pictures of two or three words with their chosen sound. Somewhere on the poster they should write the sound, e.g. *ck*, and colour it in.
- Put the phonics posters around the classroom.

Further practice

Workbook page 36

Student MultiROM • Unit 5 • Phonics and Spelling

Student MultiROM • Unit 5 • Listen at home • Track 21 (Phonics and Spelling)

Lesson Five CB PAGE 40

Oxford iTools Digital classroom • Unit 5 • Skills Time!

Skills Time!

Skills development

Reading: read and understand a webpage about having fun with hand shadows; identify words and their meanings in a text; check the meanings of words in a dictionary; identify true or false sentences

Language

Core: shadow, puppet, popular, event, stick, screen, voice, lift up

Recycled: vocabulary and structures seen previously

Extra: traditional, nowadays, modern, camel, puppeteer, dark, growl

Materials

CD 34, 37

Warmer 34

- Sing *Why are they lost?* from Lesson 3 to energize the class at the start of the lesson.
- Children sing along and do the following actions: scratch their heads and look puzzled – line 3; turn around an imaginary map in their hands – line 7.

Lead-in

- Draw a simple puppet on the board, e.g. a stick man with vertical strings attached to his arms and legs.
- Ask *What's this?* Elicit or teach the word *puppet*.
- Ask children what puppets they know from TV or books. Write some names on the board (*the Muppets, Thunderbirds, Punch and Judy*, etc).

1 Have you seen any shadow puppet theatre?

- Point to the pictures in Exercise 2. Ask children to describe what is happening. Tell them this is shadow puppet theatre.
- Ask them if they have seen any shadow puppet theatre and if they liked it. Encourage them to tell you the plot of the story they have seen.
- Alternatively, you may choose to ask them if they can do any animal shadows using their hands and to demonstrate how they do it.

2 Listen and read. 37

- Tell children they are going to hear a text about shadow puppet theatre.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Answer any questions they have.
- Ask simple questions to check comprehension, e.g. *When did shadow puppet theatre first start? How do puppets move? What do you need to do your own puppet theatre?*

Optional activity

- Ask children to look at the final paragraph about hand shadows again.
- Stand at the board and tell them you are going to demonstrate how to make a *growling tiger* hand shadow.
- Choose four children and assign them each a line of the instructions.
- Ask them to read their lines to the class in turn.
- As they read each line, follow the instructions until you have made a growling tiger. Demonstrate to the class.
- Now read the instructions to the class. Children follow the instructions and make a growling tiger.
- Go around the class helping where necessary.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

4 Read again and write T (true) or F (false).

- Ask children to read the sentences silently.
- Look at the example and explain that they have to write T (true) or F (false).
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 F 2 F 3 F 4 T 5 T

Optional activity

- Divide the class into two teams. Tell children to work in pairs.
- Ask each pair to prepare two sentences about the text in Exercise 2. One sentence must be true and one must be false.
- With books closed, children take turns to stand up and say their sentence to the class.
- The other team votes as to whether the sentence is true or false. Award a point for each correct answer.

Further practice

Workbook page 37

Language practice worksheet, PMB page 9

Student MultiROM • Unit 2 • Words in context

Student MultiROM • Unit 2 • Listen at home • Track 22 (Words)

Lesson Six CB PAGE 41

Digital classroom • Unit 5 • Skills Time!

Skills Time!

Skills development

Listening: understand directions

Speaking: give directions

Writing: recognize and write imperatives

Language

Recycled: vocabulary and structures seen previously

Materials

CD 38; Directions flashcards 41–50; Values 2 poster and PMB pages 12–13 (Values 2 worksheets) (optional)

Warmer

- Play a version of *Order the letters* (see page 21) to revise the new vocabulary from the previous lesson.
- Children look back at the text in Lesson 5 for one minute and then close their books. Write anagrams of the core vocabulary items on the board and ask children to come and write the correct words and phrases.

Lead-in

- Point to the map and ask *What's this?* Ask questions, e.g. *What can you see?* Elicit the vocabulary and write the words on the board (*park, shops, trees, roundabout, traffic lights, etc.*).

1 Listen and point to the route. Where is Leo going? 38

- Tell children they are going to hear a recording of Leo talking about how he goes to school.
- Play the recording the whole way through.
- Play the recording again, pausing at regular intervals for children to follow the route with their fingers as they hear the directions.
- Ask children where they have got to at the end of the route. Ask *Where is Leo going? (to school).*

Transcript

(See Teacher's Book page 118).

2 Listen again and draw the route to Leo's school.

- Explain that children have to listen and mark the route on the map as they hear the directions.
- Play the recording, stopping after the first sentences for children to locate the bus stop and put their finger on it. Continue pausing at regular intervals for children to follow the route as they hear it.
- Play the recording once more the whole way through.
- Go through the route with the class.

Optional activity

- Write a list of landmarks from the map on the board, e.g. *shop, park, school, bank, etc.*
- Children work in pairs. Child A chooses a landmark but doesn't tell Child B what it is. Child A gives directions to the landmark, starting from the bus stop.
- Child B listens to the instructions and follows the route with his / her finger. At the end Child B should have reached Child A's landmark.
- Children take turns to give directions to the landmarks.

3 Give directions to a visitor at your school. Start at the school door.

- Go through the phrases in the word pool with the class and check that they understand them all.
- Ask two children to read the speech bubbles. Repeat with the whole class.
- Ask children to work in pairs, taking turns to give directions.
- You may like to ask a few pairs to ask and answer the questions in front of the class.

Optional activity: Values 2

- Ask children to look at the picture in Exercise 3 again.
- Ask children to explain what is happening (*The girl is helping a visitor to the school.*)
- Tell children that it's important to be helpful at school and to help people who need directions.
- Look at the Values 2 poster and the Values worksheets on pages 12–13 of the Photocopy Masters Book after this lesson (or later in the unit). See the notes on Teacher's Book page 131.

4 Underline the imperatives in these instructions.

- Read the rule and check that children understand what an imperative is used for.
- Ask children to give you some sentences using the imperative, e.g. *Go to the door.*
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 Take 2 Turn, fold 3 Cut out, stick 4 Draw

Optional activity

- Ask children to look at the text about shadow puppet theatre on page 40 again.
- Tell them to underline all the examples of imperatives in the text. If you're teaching a strong class, you may decide to teach them the rule for the negative form of the imperative, and then ask them to find the example in the text (in the last paragraph).

NOTE: Now go to Workbook page 39 for children to practise imperatives and to write an invitation.

Further practice

Workbook pages 38–39

Values 2 worksheets, PMB pages 12–13

Unit 5 test, Testing and Evaluation Book page 15

Lesson One CB PAGE 42

Oxford iTools Digital classroom • Unit 6 • Words/Story

Words

Lesson objectives

To identify describing words

To understand a short story

Language

Core: *break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern*Extra: *spaceship, prefer*

Materials

CD 39–40; Describing words flashcards 51–60

Warmer

- Play *Simon says ...* (see page 23) to energize children and revise the vocabulary from the previous lesson.
- Use the directions vocabulary, e.g. *Simon says ... turn right.*

Lead-in

- Tell children they are going to learn some new describing words to describe a bed.
- Use the flashcards 51–60 to introduce the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words but model any words children don't know.
- If possible, point to different objects around the room that can be described using these adjectives, e.g. wooden / metal chairs, a hard blackboard / whiteboard, etc.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 39

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern

Optional activity

- Draw a two-column table and write the headings *Adjectives* and *Verbs*.
- Say *beautiful* and identify from the class which column it should go into. Repeat with three or four adjectives and verbs that children know.
- Hold up the flashcards in turn and ask children to call out *adjective* or *verb*.
- Write the words in the correct columns.

2 Listen and read. 40

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What's wrong with Max's bed? Where are Max and his parents? Does Max want this bed?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *Does Max like the metal bed? Why doesn't Dad like the spaceship bed? Can they repair Max's old bed?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*break, metal, comfortable, hard, soft, expensive, repair, cheap*).

Optional activity

- Put the flashcards around the classroom where children can easily see them.
- With books closed, tell children they are going to listen to the story again. They must point to the flashcards as they hear the words.
- Play the recording again. Children listen and point to the cards as they hear the words.

Optional activity

- Write the following words on the board: *comfortable, better, cool, shop, best, cheaper, love, broke, spaceship, metal.*
- With books closed, ask children to say a sentence from the story (or their own sentences) containing this word.

Culture note: Bunk beds

Bunk beds are popular with lots of British children. These are two beds which are stacked one above the other. There is a short ladder to use to reach the top bed. Bunk beds are useful for when two children are sharing a small bedroom, and they can be a lot of fun!

Further practice

Workbook page 40

Student MultiROM • Unit 6 • Words

Lesson Two CB PAGE 43

Digital classroom • Unit 6 • Grammar 1

Grammar 1

Lesson objectives

To learn comparatives and superlatives with long adjectives

To complete sentences with the correct comparative or superlative

To act out a story

Language

Core: *My bed is more comfortable than this one. It's less expensive than a new bed. This is the most expensive bed in the shop. This is the least expensive one.*

Materials

CD 40; Describing words flashcards 51–60

Warmer

- Play *Word chain* (see page 21) to revise the words from Lesson 1 and energize the class.

Lead-in

- With books closed, ask children to tell you where Max, Mum, and Dad go in the story.
- Ask questions about the story, e.g. *What is wrong with Max's bed? Which bed does he like most?*
- Ask children to open their books at page 42 and check their answers.

1 Listen to the story again and repeat. Act. 40

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of four to play the parts of Mum, Max, Dad, and the assistant. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the pictures and the example sentences in the grammar boxes.
- Ask children to identify the comparatives in the first grammar box and the superlatives in the second box.
- Write *more comfortable* and *less comfortable* on the board. Establish that they have the opposite meaning.
- Write the words *hard*, *comfortable*, *soft*, *expensive*, *cheap*, and *modern* in a column on the board.
- Write *harder* opposite the word *hard* in a second column.
- Ask children what to write for the other adjectives. They can take turns to come to the front and write the words.

- Read the rule aloud to the class. Ask children to give you examples of adjectives with two or more syllables and their comparative and superlative forms. Write them on the board for the class to repeat in chorus.

Optional activity

- Write these sentences from the story on the board:
The metal one is _____ than your old one. (bigger)
But my old bed is _____. (more comfortable)
This one is _____. (softer)
But my old bed is _____. (better)
Sorry Max, but it's the _____ bed in the shop. (most expensive)
My old bed is the _____ of all. (best)
- With books closed, ask children to call out the correct comparative or superlative adjective to complete the sentences.
- Ask children to look at the story on page 42 and check their answers.

3 Write.

- Look at the example with children. Check that they understand they have to complete the sentences with the correct comparative of the adjective in brackets.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 less comfortable 2 less expensive 3 more modern
4 more comfortable

4 Ask and answer.

- Go through the words in the word pool eliciting the superlative form for each one.
- Point to the pictures of the three houses and ask *Which is the most comfortable?* Ask two children to read the speech bubbles to the class.
- Check that they understand the exercise.
- Children do the exercise in pairs, giving their own opinions.
- Go through the answers with the class.

Optional activity

- Play *A long sentence* (see page 22) with the class to practise comparative adjectives.
- Point to a child and say *My bed is more comfortable than yours.*
- The child points to another child and says the sentence, adding another comparative at the end of it, e.g. *My bed is more comfortable and cheaper than yours.*
- Continue the game until someone forgets the words in the chain.

NOTE: Now go to Workbook page 110 for children to practise the grammar structure before doing Workbook page 41.

Further practice

Grammar Time, Workbook page 110

Workbook page 41

Student MultiROM • Unit 6 • Grammar 1

Lesson Three CB PAGE 44

Oxford iTools Digital classroom • Unit 6 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn irregular comparatives and superlatives

To use irregular comparatives and superlatives in the context of a song

Language

Core: *This bed is good. This one is better. And this one is the best! This bed is bad. This one is worse. And this one is the worst.*

Extra: *bump*

Materials

CD 41; Describing words flashcards 51–60

Warmer

- Play *Quick flash* (see page 19) to revise the words from Lesson 1 and energize the class at the start of the lesson.

Lead-in

- Ask children to look at the story on page 42 again.
- Point to the pictures and ask *Whose bed is the oldest?* Elicit *Max's bed*.
- Ask questions using the superlative form, e.g. *Which bed is the softest / most comfortable / most expensive?*
- Then ask *Which is the best bed?* Elicit *Max's old bed*.
- Write *soft / the softest, comfortable / the most comfortable, _____ / best* on the board.
- Ask children to tell you the missing adjective. Elicit *good*.
- Explain that *best* is an irregular superlative and you are now going to learn about irregular comparatives and superlatives.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify the irregular comparatives and superlatives.
- Give children a minute to read the examples silently.
- Ask a child to read the speech bubble to the class.
- Ask children to make sentences using each of the irregular comparatives and superlatives in turn. Write the sentences on the board for children to repeat in chorus.

2 Talk about the pictures.

- Point to the pictures. Ask *What objects can you see?* Elicit *bikes, bags, and kites*.
- Ask a child to read the speech bubble for the class. Repeat with the whole class.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to say their sentences for the class.

3 Now write sentences about the pictures.

- Tell children to write the sentences they practised in Exercise 2.
- Ask a child to read the example sentence.
- Children do the exercise individually.
- Go through the answers with the class, asking children to read their answers aloud.

Optional activity

- Carry out a survey with the class to see which is the class's favourite bike, bag, and kite.
- Draw a table on the board with a column for each item.
- Ask, e.g. *Who thinks number 3 is the best bike?* Children put their hands up to 'vote' for that bike. Count the hands and write the number of children in the table.
- Ask some of the children who liked that bike most *Why is it the best bike?*
- Continue with the bag and the kite until you can see which are the most popular.

4 Listen and sing. 41

- Focus children's attention on the pictures. Ask *Why is the boy unhappy in picture 1? Why is he happy in picture 2?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Divide the class into eight groups.
- Give each group a line from the song to learn.
- Practise the song together so that children learn their lines.
- Sing the song all the way through with each group singing their own line.
- Finish with the whole class singing the complete song.

NOTE: Now go to Workbook page 110 for children to practise the grammar structure before doing Workbook page 42.

Further practice

Grammar Time, Workbook page 110

Workbook page 42

Student MultiROM • Unit 6 • Grammar 2 and Song

Student MultiROM • Unit 6 • Listen at home • Track 23 (Words and phrases), Track 24 (Song)

Lesson Four CB PAGE 45

Tools Digital classroom • Unit 6 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

To learn that letters *g* and *c* can be pronounced 'softly' (/dʒ/ and /s/)

To identify these sounds in three texts

To identify these sounds in words

Language

Core: *city, ice, dance, rice, cage, page, giraffe, stage*

Extra: *tonight, vegetables, cucumber, crayon, goal*

Materials

CD 36, 42–43; Phonics cards 20–21 (neck, plastic); Phonics cards 22–23 (city, cage)

Warmer 36

- Hold up phonics cards 20 and 21 (*neck* and *plastic*) from the previous phonics lesson, eliciting the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*ck* and *c*).
- Ask children to remember other words they know with the letters *ck* and *c*. Write them on the board.
- Play the text from Class Book page 39 to revise the words with *ck* and *c* endings.

Lead-in

- Hold up the phonics cards for *city* and *cage*, one at a time, and elicit the words.
- Repeat several times until children are used to saying the words.
- Put the two cards face down on the table and move them rapidly so children find it hard to follow which is which. Then point to a card and ask children to guess what it is.
- Lift up the card to show children if they are right.
- Ask children to tell you the sound of the first letter in *city* (/s/). Ask them how the *g* in *cage* sounds (/dʒ/). Does it sound like *giraffe* or *gate*? (*giraffe*).

1 Listen, point and repeat. 42

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

Letter *c* says *s*: city, ice, dance, rice

Letter *g* says *j*: cage, page, giraffe, stage

2 Listen and read. 43

- Point to picture 1 and ask *What is it? (a menu)*. Point to picture 2 and ask *Is it a book or a comic? (a book)*. Point to picture 3 and explain that it is a poster.
- Tell children they are going to listen to the three texts.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*rice, ice (cream), giraffe, ice (rink)*).

Optional activity

- Ask children to close their Class Books. Tell them they are going to listen to the text again.
- Divide the class into two teams.
- Tell Team A they must clap every time they hear the soft *c* sound. Tell Team B they must stamp their feet every time they hear the soft *g* sound.
- Play the recording again with books closed.

3 Read again. Circle the words with *c* saying *s* and underline the words with *g* saying *j*.

- Focus attention on the words *city* and *cage* in Exercise 1.
- Ask children to find and circle all the words with *c* saying *s* and underline the words with *g* saying *j*.
- Look at the example together before the children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 *c* says *s*: rice, ice, dancing, ice, city

2 *g* says *j*: vegetables, pages, giraffe, cage

4 Circle letter *c* that says *s* and letter *g* that says *j*.

- Look at the example with the class.
- Point to the picture of the race scene and the example. Say *race* and *cucumber* and ask children which word has a letter *c* that says *s* (*race*). Children say the two words as you check their pronunciation.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 race 2 cereal 3 city 4 stage 5 giraffe 6 page

Optional activity

- Play *Bingo* (see page 23) with the vocabulary in Exercise 4.

Further practice

Workbook page 42

Student MultiROM • Unit 6 • Phonics and Spelling

Student MultiROM • Unit 6 • Listen at home • Track 25 (Phonics and Spelling)

Lesson Five CB PAGE 46

Oxford iTools Digital classroom • Unit 6 • Skills Time!

Skills Time!

Skills development

Reading: read and understand a fable; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct word

Language

Core: *enormous, prepare, worry, thick, dig, share, generous, lazy*

Recycled: vocabulary and structures seen previously

Extra: *ant, grasshopper, grunt (v), heavy, pile, less, plenty of, cover*

Materials

CD 41, 44

Warmer 41

- Sing *Saturday was the best of all!* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Play a version of *Smiley face* (see page 23).
- Write *g _ _ _ _ _ p _ _* on the board. If you can, draw a grasshopper, or show a picture of a grasshopper.
- Don't say the word but ask children to call out the letters one by one until the word is complete.
- When it is complete, ask children to guess the pronunciation. Model the correct pronunciation so that they can compare how accurate they were.

1 Describe what is happening in the pictures.

- Point to the pictures in Exercise 2. Tell children to show you the grasshopper. Teach the word *ant* and point to it on the page.
- Ask children to describe what is happening in each picture in sequence.
- Ask questions to help elicit the correct descriptions, e.g. *What season is it? Is the grasshopper working? What is the ant giving him? What do you think he is saying?*

2 Listen and read. 44

- Tell children they are going to hear a fable about an ant and a grasshopper.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children to tell you what the story is about. Answer any questions they have.
- Ask simple questions to check comprehension, e.g. *What did the grasshopper do in the summer / winter? What did the ant do?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Draw a two-column table on the board.
- In the left column write the heading *Adjectives* and in the right column write the heading *Verbs*.
- Ask children to decide whether the words in the list in Exercise 3 are verbs or adjectives.
- Children call out the word and then say *adjective* or *verb*.
- Complete the table.

4 Read again and complete the sentences.

- Ask children to read the sentences silently.
- Look at the example and explain that they have to complete the sentences.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 violin 2 corn 3 summer 4 kind / generous

Culture note: Ants

Ants are vital to the world's ecology. They help turn over the soil and keep it fertile; they clear away dead leaves, dead insects, and other small dead animals; they also control pest populations, which helps preserve plants and flower species.

There are 11,000 species of ants in the world, but only 50 species in Britain. Ants love hot weather and the climate in Britain is too cold for most species.

Most of the species found in Britain are harmless, but both the red ant and the wood ant are aggressive and have a painful sting.

Optional activity

You might like to perform the play *Who's the winner?* at any point after this lesson. See pages 32–33 of the Photocopy Masters Book and the teaching notes on Teacher's Book page 135.

Further practice

Workbook page 43

Language practice worksheet, PMB page 10

Student MultiROM • Unit 6 • Words in context

Student MultiROM • Unit 6 • Listen at home • Track 26 (Words)

Play script 1, PMB pages 32–33

Less

Oxford iTools

Skills

Skills

Listen

Speak

Writing

Lang

Recycl

Extra:

Mate

CD

Book

Warmer

- Tell ch
- in Les
- word
- Call ou
- from t
- point

Lead-in

- Ask ch
- previ
- board
- story.
- Ask wh
- hard /
- Say M
- Explai
- Ask ch
- If they
- can. Ex
- lesson

1 Listen moral.

- Play th
- simple
- the first
- Did the
- Read th
- choose
- the rec
- Check

Transcri (See Teach

2 Listen order.

- Focus
- Tell chil
- the cor

Lesson Six CB PAGE 47

Oxford Tools Digital classroom • Unit 6 • Skills Time!

Skills Time!

Skills development

Listening: identify chronology in a fable

Speaking: tell a story from pictures

Writing: identify irregular plurals

Language

Recycled: vocabulary and structures seen previously

Extra: *bored, market, wolf, joke, believe, moral (n)*

Materials

CD 45; PMB page 37 (Cut and make 2) (see Teacher's Book page 136) (optional)

Warmer

- Tell children they are going to do a race using the text in Lesson 5. When you say a word, they have to find the word on the page, but they have to be quick!
- Call out core vocabulary from Lesson 5 in a different order from the order they appear on the page. Children have to point to the word on the page.

Lead-in

- Ask children if they can remember the fable from the previous lesson. If necessary write some clues on the board (*winter, corn, hungry, lazy*) and gradually elicit the story.
- Ask what they learnt from the story. Elicit *It's good to work hard / It isn't good to be lazy*.
- Say *My name's (wrong name). True or False?* Elicit *False*. Explain that it isn't good to say things that aren't true.
- Ask children if they know the fable *The boy who cried wolf*. If they do, encourage them to tell you the story if they can. Explain that you are going to listen to the fable in the lesson.

1 Listen to this fable and tick (✓) the correct moral. 45

- Play the recording the whole way through. Ask some simple comprehension questions, e.g. *Did the wolf come the first time the boy shouted? Did it come the second time? Did the people listen to him? What happened in the end?*
- Read the definition of a fable to the class. Tell children to choose the correct moral for the fable. If necessary, play the recording again.
- Check the answer with the class (*number 2*).

Transcript

(See Teacher's Book page 118).

2 Listen again and put the pictures in the correct order.

- Focus children's attention on the six pictures.
- Tell children to listen again and number the pictures in the correct order.

- Play the recording the whole way through, pausing at regular intervals.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

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

3 Here is a modern version of *The boy who cried wolf*. Look at the pictures and tell the story.

- Focus on the pictures. Ask a child to read the word prompts beneath them.
- Demonstrate the task by eliciting a description of the first picture. Encourage children to make full sentences, e.g. *A girl was in the garden. She was bored. Her mum was inside.*
- Ask children to work in pairs. They take turns to describe each frame of the story using the prompts.
- You may choose to ask a few pairs to demonstrate in front of the class.

Optional activity

- See instructions on carrying out PMB Cut and make 2 (The Girl and the Snake) on Teacher's Book page 136, to practise performing a play with puppets.

4 Circle the plurals that are different. Underline the plurals that stay the same.

- Ask children how we normally make plurals (*add 's' to the word*). Explain that some words have irregular plurals. Read the rule and check that children understand.
- Write *one foot / two feet*, and *one fish / two fish* on the board. Children should tell you which word stays the same in the plural, and which word changes in the plural.
- Children do the exercise individually.
- Go through the answers with the class.

Optional activity

- Play a version of *True or false?* (see page 21).
- With books closed, write some of the irregular nouns on the board. Write some of them incorrectly.
- If children think the words are correct, they call out *Yes!* If they don't, they call out *No!*
- Write these words: *two feet, six fish, three woman, one person, five sheep, six tooth, one people, two teeth*.

NOTE: Now go to Workbook page 45 for children to practise identifying irregular plurals and to write a fable.

Review 2 CB PAGES 48–49

REVIEW ANSWER KEY, TB PAGE 121

Further practice

Workbook pages 44–47

Writing skills worksheet, PMB page 11

Testing and Evaluation Book

- Unit 6 test, page 16
- Summative test 2, page 17
- Skills test 2, page 19

Cut and make 2, PMB page 37

Values 2 worksheets, PMB pages 12–13 (if not covered previously)

7 Will it really happen?

Lesson One CB PAGE 52

Oxford iTools Digital classroom • Unit 7 • Words/Story

Words

Lesson objectives

To identify words for space and space travel

To understand a short story

Language

Core: *the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship*

Materials

CD 46–47; In space flashcards 61–70; PMB page 38 (Cut and make 3) page and materials (see Teacher's Book page 136) (optional)

Warmer

- Play *Freeze* (see page 22) with children to energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn some new words for talking about space.
- Use the *In space* flashcards 61–70 to elicit the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.

1 Listen, point and repeat. 46

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship

Optional activity

- Play a version of *What's missing?* (page 19) to reinforce the new vocabulary.
- Mix up the flashcards. Remove a card and hide it.
- Display the rest of the flashcards on the board. Point to each one in turn for children to say the words. Then ask *What's missing?*
- When children have identified the missing card, shuffle the cards again and repeat.

2 Listen and read. 47

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Are they happy or sad? What is Max reading? What is he talking about?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *When do Amy and Leo have to go back to Australia? Will they miss their holiday? When will there be super-fast planes? Are there any super-fast planes now?*
- Play the recording a second time for children to follow.
- Ask children to find any words from Exercise 1 that appear in the story (*the future*).

Optional activity

- Play a version of *True or false?* (see page 21).
- With books closed, say a true or false sentence about the story. If children think the sentence is true, they call out *True!* If they don't, they call out *False!*
- Say these sentences:
Amy and Leo have to go back to Australia. (T)
They will be here for another two weeks. (F)
Max and Holly's holiday is in four months. (F)
The magazine says there will be super-fast planes. (T)
Holly thinks long plane journeys are fun. (F)
Max wants to go to Australia in a super-fast plane. (T)
Holly's mum wants to go in super-fast plane too. (F)

Optional activity

- Hold up the flashcard of the moon. Elicit the word.
- Draw a circle with a small circle next to it. Point to the small circle and say *This is the moon*. Point to the large circle and say *This is the Earth*.
- Draw the other planets on the board in sequence from the Earth.
- Ask children to count them and tell you how many planets there are (*eight*).
- Ask if they know the names of the other planets. Write any names that children know.

Optional activity

- See instructions on carrying out PMB Cut and make 3 (The Solar System) on Teacher's Book page 136. This activity can be done at this point, or later in the unit if preferred.

Further practice

Workbook page 48

Cut and make 3, PMB page 38

Student MultiROM • Unit 7 • Words

Lesson

Oxford iTools

Grammar

Lesson

To learn

To compare

To act

Language

Core: *Pe*

any mo

Yes, they

Material

CD 4

Warmer

- Play *Jul* and en

Lead-in

- With b predict
- If they Austral
- Tell chi check

1 Listen

- Play th line.
- Divide Mum, f some c
- As a cla
- Play th actions
- Childre checki
- If you the cla

2 Read

- Focus e senten
- Ask ch questi
- Give ch questi
- Ask the forms. repeat

3 Write

- Look a unders or wor

Lesson Two CB PAGE 53

Word Tools Digital classroom • Unit 7 • Grammar 1

Grammar 1

Lesson objectives

- To learn the future with *will* and *won't*
- To complete sentences with *will* or *won't*
- To act out a story

Language

Core: *People will travel in super-fast planes. There won't be any more long plane journeys. Will they go back to Australia? Yes, they will. / No, they won't.*

Materials

CD 47; In space flashcards 61–70

Warmer

- Play *Jump* (see page 20) to revise the words from Lesson 1 and energize the class.

Lead-in

- With books closed, ask them if they can remember the prediction about the future in the magazine.
- If they can't remember, give them clues, e.g. *travel, planes, Australia* until they give the correct answer.
- Tell children to open their Class Books at page 52 and check their answer.

1 Listen to the story again and repeat. Act. 47

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of three to play the parts of Mum, Max, and Holly. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the picture and the example sentences in the grammar box.
- Ask children to identify the positive, negative, and question forms of *will*.
- Give children a minute to study the contracted forms and question form.
- Ask them to think of new sentences containing these forms. Write correct sentences on the board for children to repeat in chorus.

3 Write.

- Look at the example with children. Check that they understand they have to complete the sentences with *will* or *won't*.

- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 will 2 won't 3 will 4 will 5 won't 6 will
7 won't 8 will 9 will

Optional activity

- Ask children to work in pairs. Tell them to read the paragraph in Exercise 3 again.
- With books open, Child A chooses one of the positive sentences from the text and writes it down.
- Child B must guess which sentence Child A has written down by asking the relevant questions, e.g. *Will we go to the moon for holidays? Will we travel by rocket? Will we eat space food?* Once he / she asks the question that matches the sentence chosen by Child A, they can swap.
- Demonstrate the activity to the class.

4 Look at the picture again. Ask and answer.

- Go through the words and phrases in the word pool, checking that children understand them.
- Ask two children to read the speech bubbles to the class.
- Check that they understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

Optional activity

- Tell children they are going to ask more questions about the future.
- Hold up one of the *In space* flashcards. Think of a question and write it on the board with the words in the wrong order, e.g. *planets the ? Will visit people*
- Ask a child to say the question in the right order.
- Ask another child to give the answer he / she thinks is true (*Yes, they will* or *No, they won't*).
- Repeat with all the flashcards.

NOTE: Now go to Workbook page 111 for children to practise the grammar structure before doing Workbook page 49.

Further practice

Grammar Time, Workbook page 111

Workbook page 49

Student MultiROM • Unit 7 • Grammar 1

Lesson Three CB PAGE 54

Oxford iTools Digital classroom • Unit 7 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn future time markers

To use future time markers in the context of a song

Language

Core: *in a month's time, in two weeks' time, next week, on Monday, this evening, tomorrow, soon, later*

Materials

CD 48; In space flashcards 61–70

Warmer

- Play *Slow reveal* (see page 19) to revise the words from Lesson 1 and energize the class at the start of the lesson.

Lead-in

- Ask children to open their Class Books at page 52 again and look at frame 1.
- Ask two children to read the parts of Mum and Holly.
- Ask *When will Amy and Leo go back to Australia?* Elicit the answer and write *in four months* on the board.
- Write *in, next, on, and this* in a vertical column on the left. Write *evening, Thursday, week, and a month* in a vertical column on the right.
- Draw a line joining *in* and *a month*.
- Ask the class to match the words in the left and right columns to make future time markers (*next week, on Thursday, this evening*). Some words in the left column can match more than one time phrase in the right column.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify the future time markers.
- Go through each one with the class paying attention to the prepositions and the punctuation.
- Ask a child to read the speech bubble to the class.
- Give children a minute to study the time markers silently. Then ask them to give you sentences using each of the time markers in turn. Write correct sentences on the board for the class to repeat in chorus.

Optional activity

- Play a chain game to reinforce the new language.
- Ask a child *When will you go on holiday?* The child answers using one of the time markers, e.g. *in a month's time*.
- That child asks another child the same question. The child must give a different answer. The aim is to repeat the question but give different answers each time.
- Children have five seconds to answer or they miss their turn and it goes to another child.

2 Ask and answer.

- Point to the pictures and ask who is speaking (*a girl and an astronaut*).
- Ask two children to read the speech bubbles for the class. Repeat with the whole class.
- Elicit that in the diary 'today' is Monday.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

ANSWERS

When will we look at the stars? This evening.

When will we walk in space? Tomorrow.

When will we fly to Venus? In three days' time.

When will we walk on the moon? On Saturday.

When will we go back to Earth? Next week.

3 Now write sentences about the moon trip.

- Tell children to write sentences about the moon trip in Exercise 2.
- Look at the example together before children go on to do the exercise individually.
- Go through the answers with the class.

4 Listen and sing. 48

- Focus children's attention on the picture. Ask *What is the song about? (going into space)*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Divide the class into two groups.
- Give Group A verses 1 and 3, and Group B verses 2 and 4.
- Sing the song all the way with each group standing up when it is their turn to sing.
- Finish by singing the whole song together.

NOTE: Now go to Workbook page 111 for children to practise the grammar structure before doing Workbook page 50.

Further practice

Grammar Time, Workbook page 111

Workbook page 50

Student MultiROM • Unit 7 • Grammar 2 and Song

Student MultiROM • Unit 7 • Listen at home • Track 27 (Words and phrases), Track 28 (Song)

Lesson Four CB PAGE 55

Word Tools Digital classroom • Unit 7 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

- To learn that all spellings *au*, *aw*, and *or* make sounds /ɔ:/
- To identify these spellings in two texts
- To match this sound to specific words

Language

Core: *sauce, August, autumn, jigsaw, straw, paw, horse, sport, morning*

Extra: *horse riding, fork*

Materials

CD 43, 49–50; Phonics cards 22–23 (*city, cage*); Phonics cards 24–26 (*sauce, jigsaw, horse*); green, blue, and purple coloured pencils

Warmer 43

- Hold up phonics cards 22 and 23 (*city* and *cage*) from the previous phonics lesson and elicit the words.
- Ask children if they can remember the sounds they learned in the last phonics lesson (soft *c* and soft *g*).
- Ask children if they can remember other words with the soft *c* and soft *g* sounds. Write them on the board.
- Play the texts from Class Book page 45 to revise the words with soft *c* and soft *g*.

Lead-in

- Hold up the phonics cards for *sauce, jigsaw*, and *horse* one at a time and elicit the words.
- Repeat several times until children are used to saying the words.
- Explain that in certain words where the letters *au*, *aw*, and *or* appear, they have the same sound.
- Put the cards on different sides of the room and say the words randomly.
- Children point to the correct picture.

1 Listen, point and repeat. 49

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of more words with different spellings that have the same sound /ɔ:/.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

sauce, August, autumn, jigsaw, straw, paw, horse, sport, morning

2 Listen and read. 50

- Point to the pictures and ask what the children are doing.
- Tell children they are going to listen to two texts.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*jigsaw, sauce*).

3 Read again. Circle the words with *au* in green, with *aw* in blue and with *or* in purple

- Hand out green, blue, and purple coloured pencils.
- Focus children's attention on the words *sauce, jigsaw*, and *horse* in Exercise 1.
- Look at the example together and then ask children to find and circle all the words with *au*, *aw*, and *or* in the correct colour.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 *au*: Paul, August, sauce, autumn

2 *aw*: saw, jigsaw, draw

3 *or*: morning, horse, sport

Optional activity

- Divide the class into three groups.
- Tell Group A to stand up when they hear words spelt with *au*, Group B to stand up when they hear words spelt with *aw*, and Group C to stand up when they hear words spelt with *or*.
- Ask children to look at their circled words in the texts again, and then ask them to close their books.
- Play the texts again. Children stand up when they hear their words.

4 Match and write.

- Look at the example with children.
- Point to the picture of the calendar with *August* and the example matching line. Say *August* and check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 August 2 horse 3 jigsaw 4 sauce 5 fork 6 paw

Further practice

Workbook page 50

Student MultiROM • Unit 7 • Phonics and Spelling

Student MultiROM • Unit 7 • Listen at home • Track 29 (Phonics and Spelling)

Lesson Five CB PAGE 56

Oxford iTools Digital classroom • Unit 7 • Skills Time!

Skills Time!

Skills development

Reading: read and understand magazine interviews; identify words and their meanings in a text; check the meanings of words in a dictionary; match sentences halves

Language

Core: housework, feelings, illness, crowded, road, storm, extinct

Recycled: vocabulary and structures seen previously

Extra: petrol, polar bear, melt, energy, land (n)

Materials

CD 48, 51; paper and colour pencils (optional)

Warmer 48

- Sing *A trip to the moon!* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Ask children questions about their ideas of the future, e.g. *Will there be more people? Will it be hotter? Will children go to school or study at home?*
- Ask children to work in pairs and think of more questions they could ask.
- Go around the class helping if necessary.
- Children ask you questions and you give them answers. Ask if children agree or disagree with you.
- Take a vote on those questions where your opinions differ.

1 Describe what is happening in the pictures.

- Point to the photos of the children and the pictures next to them. Ask children to describe what is happening in each picture in sequence. Help with vocabulary where necessary.
- Ask questions to help elicit the correct descriptions, e.g. *What is the robot doing? Which animal can you see? How are they travelling?*

2 Listen and read. 51

- Tell the class they are going to hear three children talk about the future.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask what the texts are about. Answer any questions they have.
- Ask questions to check comprehension, e.g. *What will robots do in the future? What will the weather be like? How long will we live? How will we travel?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

4 Read again and match the sentence halves.

- Ask children to read the sentence halves silently.
- Look at the example and explain that they have to match the halves to make sentences.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 d 2 c 3 b 4 a

Optional activity

- Hand out pieces of paper and coloured pencils.
- Tell children to make a poster about what they think life will be like in the future.
- Tell children to write three sentences about life in the future and draw pictures. Tell them to write about school, home, and the countryside, or any other categories you think are appropriate.
- Collect the posters at the end and put them around the class.

Culture note: Men on the moon

In 1969 Neil Armstrong, Edwin 'Buzz' Aldrin, and Michael Collins became the first men to travel to the moon in the space rocket Apollo 11.

Neil Armstrong was the first man to step on the moon, followed by Buzz Aldrin. They filmed their experiences and planted the American flag. They took a plaque to the moon with the message 'Here men from the planet Earth first set foot upon the moon in July 1969 AD. We came in peace for all mankind.' While Aldrin and Armstrong were on the moon, Michael Collins told mission control in Houston, Texas that he had orbited the Moon in the mother ship Columbia. The astronauts left the Moon on 22nd July and returned to Earth on 24th July. They were on the moon for around two and a half hours.

Between 1969 and 1972 ten astronauts travelled to the moon in another six missions.

Further practice

Workbook page 51

Language practice worksheet, PMB page 14

Student MultiROM • Unit 7 • Words in context

Student MultiROM • Unit 7 • Listen at home • Track 30 (Words)

Lesson Six CB PAGE 57

Digital classroom • Unit 7 • Skills Time!

Skills Time!

Skills development

Listening: identify children's future predictions

Speaking: offer opinions about the future

Writing: identify compound words

Language

Recycled: vocabulary and structures seen previously

Extra: *space station, normal, problem*

Materials

CD 52; prepared pieces of paper for children to make compound words (optional)

Warmer

- Write the new core vocabulary from Lesson 5 on the board. Ask children to tell you the predictions from the reading text in the previous lesson, including these words.
- Write them on the board. Ask children to add to them with their own ideas.

Lead-in

- To revise the unit, tell children you are going to say some predictions. Children call out *Yes* if they think they will come true, or *No* if they think they won't.
- Read out the sentences below. Count the votes. The majority votes win. Find out which predictions the class think will come true:
People will have holidays in space.
Polar bears will become extinct.
Robots will do all our housework.
Children will study at home with computers.
There will be cities in space.
Cars will fly in the air.
People will live much longer.

1 Listen and number. 52

- Tell the class they are going to hear a recording of four children talking about the future.
- Play the recording the whole way through.
- Play the recording again, pausing after each dialogue for children to number the pictures in the order they hear them.
- Go through the answers with the class. Make sure children have got the correct order for the pictures before going on to Exercise 2.

Transcript

(See Teacher's Book page 119.)

ANSWERS

a 2 b 4 c 3 d 1

2 Listen again and write T (true) or F (false).

- Check that children understand they have to listen and decide whether the sentence is true or not. They then have to write *T* (true) or *F* (false) next to the correct picture.

- Play the recording again, pausing after each dialogue for children to write *T* or *F*.
- Go through the answers with the class.

ANSWERS

a T b F c F d T

3 What do you think life will be like in 100 years' time? Talk about some of these topics.

- Read the list of topics with the class. Then ask two children to read the speech bubbles aloud for the class.
- Ask children to work in pairs. Children take turns to make predictions, choosing some of the topics listed. Move around the class, checking their pronunciation and giving models where necessary.
- You may choose to ask a few pairs to demonstrate in front of the class.

4 Write the words and number the pictures.

- Read the text in the box and check that children understand. Ask them to tell you what *fire* and *man* mean, and then to tell you what a fireman does.
- Ask children to give you any examples of compound words they know. Make a list on the board.
- Ask children to tell you what they need to do.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

Clockwise from top left: 4, 2, 1, 3

Optional activity

- Before the lesson, draw a 2x4 grid on a sheet of A4 paper, filling the whole area. Write these words in each square: *sun, flower, pan, cake, house, work, door, bell*.
- Make one copy of the sheet for each group of four children. Cut each sheet into eight pieces. Keep each pile of eight pieces separate.
- Divide the class into groups of four. Give each group the eight mixed-up words.
- With books closed, ask children to match the words to make four compound words.

Optional activity

- Tell children to look back over the previous five lessons to find more compound words in the unit (*homework, grandparent, ice cream, horseriding, spaceship*).
- If necessary give them clues such as page numbers, or do some simple drawings on the board.
- Go through each word they find, checking the meanings of the two separate words and then the compound words with the class.
- Go through the answers with the class.

NOTE: Now go to Workbook page 53 for children to practise compound nouns and expanding notes into a text.

Further practice

Workbook pages 52–53

Unit 7 test, Testing and Evaluation Book page 21

Lesson One CB PAGE 58

Oxford iTools Digital classroom • Unit 8 • Words/Story

Words

Lesson objectives

To identify words for airports

To understand a short story

Language

Core: *money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin*

Materials

CD 53–54; In space flashcards 61–70, At the airport flashcards 71–80; Values 3 poster and PMB pages 18–19 (Values 3 worksheets) (optional)

Warmer

- Play *Musical cards* (see page 21) with the *In space* flashcards from Unit 7 to energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn some new words for talking about an airport.
- Use *At the airport* flashcards 71–80 to introduce the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 53

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.
- Ask comprehension question about some of the flashcards, e.g. *What do you call someone who travels on a plane? What has your photo and name in it?* etc.

Transcript

Listen and point. / Listen and repeat.

money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin

Optional activity

- Take out flashcards *money, luggage, passport, suitcase, magazine, newspaper, coin*.
- Hold up each flashcard in turn and ask children to call out the plural form for each one, e.g. *coins, suitcases*. Identify that *money* and *luggage* are uncountable nouns.
- Hold up a flashcard and children call out the sentence *You've got some money. You've got some suitcases*.

2 Listen and read. 54

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Where are they? What have Amy and Leo got? What does Holly want to buy? What do they buy?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *Who goes to the shop? How much money have they got? Do they buy any pencils? Who do they buy chocolates for?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*money*).

Optional activity: Values 3

- Ask children to look at the picture in frame 4 of the story again.
- Ask children to explain what is happening (*the children buy Mum a present*).
- Tell children that it's important to think of others.
- Look at the Values 3 poster and the Values 3 worksheets on pages 18–19 of the Photocopy Masters Book after this lesson (or later in the unit). See the notes on Teacher's Book page 132.

Culture note: British currency

The currency in Britain is the pound sterling. One pound = 100 pence. The symbol for the pound is £. The symbol for pence is p.

The slang term for £1 is a *quid*. The plural is also *quid*, so 100 pounds is *100 quid*. The singular for *pence* is *penny*.

The Queen's head appears on one side of all coins and bank notes.

Further practice

Workbook page 54

Values 3 worksheets, PMB pages 18–19

Student MultiROM • Unit 8 • Words

Lesson Two CB PAGE 59

Digital classroom • Unit 8 • Grammar 1

Grammar 1

Lesson objectives

- To learn some expressions of quantity
- To complete sentences with the correct expression of quantity
- To act out a story

Language

Core: *How much money have you got? I haven't got much money. We've got lots of money. I haven't got many pencils. I've got lots of pencils.*

Materials

CD 54; The airport flashcards 71–80; two 'money tokens' (see Exercise 2) (optional)

Warmer

- Write these letters on the board:
RIWAGSEYCPMDUELTNOSVP
- Ask children if they can remember any airport words from the previous lesson.
- Point to letters *c-o-i-n* one by one, and write *coin* on the board as an example. Ask them to find more words relating to the airport in the letters.
- If children find it difficult, mime words or use the flashcards to help them remember (*possible words are money, passenger, passport, suitcase, newspaper*).
- You may prefer to play this in teams.

Lead-in

- With books closed, ask children where the family were in the story in the previous lesson (*at the airport*).
- Ask children to tell you what happened in the story. Ask questions to check comprehension, e.g. *How do the children spend their time? How much money have they got? Does Mum come shopping with the children?*

1 Listen to the story again and repeat. Act. 54

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of five to play the parts of Mum, Max, Holly, Amy, and Leo. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Prior to the lesson, make two 'money tokens'. On one token write *1p* and on the other write *£100*.
- Hold up the *1p* token and say *I haven't got much money*. Hold up the *£100* token and say *I've got lots of money*.

- Hold one card in each hand, facing you, and quickly flash it at random for children to see. Children call out either *You've got lots of money* or *You haven't got much money*.
- Focus children's attention on the picture and the example sentences in the grammar boxes.
- Ask children to identify the positive, negative, and question forms.
- Ask two children to read the speech bubbles to the class.
- Read the rules aloud to the class and check children understand. Give children a minute to study the different forms silently.
- Ask children to give you examples of countable and uncountable nouns. Write them up on the board in two columns.
- Ask children to use the nouns with *much* and *many* and make complete sentences. Write correct sentences on the board for children to repeat in chorus.

3 Write.

- Look at the picture and the example with children. Check that they understand they have to complete the questions with *How many* or *How much*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 How much 2 How many 3 how many 4 How much

4 Point and say.

- Go through the words in the word pool checking that children understand when to use them.
- Ask a child to read the speech bubble to the class.
- Check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 She hasn't got much luggage.
2 They've got lots of food.
3 He's got lots of time.
4 He hasn't got much money.
5 They haven't got lots of passports.

Optional activity

- Ask children to write the sentences they practised in Exercise 4 in their notebooks.
- Ask children to work in pairs. They take turns to read their sentences to their partner in random order. Their partner points to the correct picture for each sentence.

NOTE: Now go to Workbook page 111 for children to practise the grammar structure before doing Workbook page 55.

Further practice

Grammar Time, Workbook page 111

Workbook page 55

Student MultiROM • Unit 8 • Grammar 1

Lesson Three CB PAGE 60

Oxford iTools Digital classroom • Unit 8 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn when to use *some* or *any*

To use *some* or *any* in the context of a song

Language

Core: *Have you got any newspapers? We haven't got any newspapers. But we have got some magazines.*

Materials

CD 55; At the airport flashcards 71–80

Warmer

- Play a version of *True or false?* (see page 21) using *At the airport* flashcards.
- Say a true or false sentence, e.g. *I'm reading a magazine while holding the newspaper card.*
- Tell children to stand up when they think you are telling the truth and stay seated if they think you are lying.
- Repeat two or three times. Then give a flashcard to a child and ask him / her to say a true or false sentence.
- Continue until most children have said a sentence.

Lead-in

- Take out flashcards for *money, luggage, passport, suitcase, magazine, newspaper, coin.*
- Hold up each flashcard in turn and ask children to call out the plural form for each one. Identify that *money* and *luggage* are uncountable nouns.
- Repeat with each flashcard in turn, getting faster and faster until children can't keep up with you.

1 Read and learn.

- Focus children's attention on the picture and the grammar box and ask them to identify the sentences with *some* and *any*.
- Read the rule to the class.
- Ask children to give you sentences with *some* and *any*. Write correct sentences on the board for the class to repeat in chorus.

2 Ask and answer.

- Point to the picture and ask children to identify what things are in the shop.
- Ask two children to read the speech bubbles for the class. Repeat with the whole class.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

3 Now write about what is in the shop.

- Tell children to write sentences about what is in the shop in Exercise 2.

- Elicit the first example. Then children do the exercise individually.
- Go through the answers with the class.

ANSWERS

They've got some shampoo. They haven't got any soap.

They've got some newspapers. They haven't got any magazines.

They've got some toothpaste. They haven't got any toothbrushes.

They've got some biscuits. They haven't got any pastries.

Optional activity

- Repeat the activity in Exercise 2 using the airport flashcards *money, luggage, passport, suitcase, magazine, newspaper, coin* to revise *Is there / Are there* plus countable and uncountable nouns.
- Hand out the cards to children in the class, who hide the cards behind their back.
- With books open, children take turns to ask a question, e.g. *Is there any money? Are there any coins?*
- The child with the flashcard must hold it up and he / she can choose to give a positive or negative answer, e.g. *Yes, there is. No, there isn't.*
- Once a child has answered correctly, he / she gives the card to another child in the class.

4 Listen and sing. 55

- Ask questions about the picture, e.g. *Where is the girl? What is she doing? Who is helping her?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Divide the class into groups of four.
- Tell children to think of words that they can substitute for *toothpaste* and *shampoo* in the song.
- Ask them how many syllables are in both words. Remind them to substitute words with the same number of syllables.
- Groups take it in turn to stand up and sing their version of the song.

NOTE: Now go to Workbook page 111 for children to practise the grammar structure before doing Workbook page 56.

Further practice

Grammar Time, page 111

Workbook page 56

Student MultiROM • Unit 8 • Grammar 2 and Song

Student MultiROM • Unit 8 • Listen at home • Track 31 (Words and phrases), Track 32 (Song)

Less

Oxford iTools

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To id
To m

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Core:
show
Extra

Mat

CD
show

Warm

- Play
- cards
- previ
- After
- Play
- with

Lead-i

- Hold
- one a
- we sh
- Repe
- the w
- sound
- Put th
- verbs
- Child

1 Liste

- Ask cl
- Class
- recor
- Play t
- point
- Play t
- repea
- Play t
- point
- Repea

Transc

Listen an
ed says th
ed says in
ed says d

2 Liste

- Ask ch
- Where

Lesson Four CB PAGE 61

Digital classroom • Unit 8 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

To learn different ways of pronouncing *ed* endings in past simple verbs

To identify these sounds in two texts

To match these sounds to specific words

Language

Core: *walked, finished, washed, waited, painted, tidied, showed, played, rained*

Extra: *desk, picture, footballer*

Materials

CD 50, 56–58; Phonics cards 27–29 (*walked, waited, showed*); green, blue, and purple coloured pencils

Warmer 50

- Play a version of *Lip reading* (see page 21) with phonics cards 24, 25, and 26 to revise the words from the previous lesson.
- After children have told you the word, ask them to spell it.
- Play the texts from Class Book page 55 to revise the words with *au, aw, and or* spellings.

Lead-in

- Hold up the phonics cards for *walked, waited, and showed* one at a time, and elicit the verbs. Then ask children how we show these verbs in the past tense.
- Repeat several times until children are used to saying the words. Focus their attention on the three different sounds at the end of each verb.
- Put the cards on different sides of the room and say the verbs randomly.
- Children point to the correct card.

1 Listen, point and repeat. 56

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

ed says t: *walked, finished, washed*

ed says id: *waited, painted, tidied*

ed says d: *showed, played, rained*

2 Listen and read. 57

- Ask children to look at the pictures. Ask *What's the girl doing? Where is she? What are the people watching in picture 2?*

- Tell children they are going to listen to two texts.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.

3 Read again. Circle the *ed* words in green when they say t, in blue when they say id and in purple when they say d.

- Hand out green, blue, and purple pencils.
- Focus attention on the words *walked, waited, and showed* in Exercise 1.
- Ask children to find and circle all the words with *ed* in three different colours: green if they say t, blue if they say id, and purple if they say d.
- Look at the example together. Then children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 t: *walked, finished*

2 id: *tidied, painted, waited*

3 d: *rained, showed, played*

Optional activity

- Play *Phonics TPR* (see page 22) to practise the t, id, and d sounds.
- Ask children to clap when they hear *ed* saying t, wave their hands when they hear *ed* saying id, and stand up when they hear *ed* saying d.
- Play the texts again. Children listen and do the actions.

4 Listen to the words. Write them in the correct box. 58

- Tell children they are going to hear the words in the word pool.
- Look at the example with children. Say *painted* and ask them which sound it ends with.
- Play the recording, stopping after each word for children to write the words in the correct box.
- Go through the answers with the class.

ANSWERS

1 t: *washed, walked, finished*

2 id: *painted, waited, tidied*

3 d: *played, showed, rained*

Optional activity

- Put the phonics cards around the room.
- Tell children you are going to call out words. They must point to the card that has the same sound (t, id, d).
- Call out the words from the lesson, including the phonics card words, at random.
- Get faster and faster until children can't keep up with you.

Further practice

Workbook page 56

Student MultiROM • Unit 8 • Phonics and Spelling

Student MultiROM • Unit 8 • Listen at home • Track 33 (Phonics and Spelling)

Lesson Five CB PAGE 62

Oxford iTools Digital classroom • Unit 8 • Skills Time!

Skills Time!

Skills development

Reading: read and understand a letter describing a holiday; identify words and their meanings in a text; check the meanings of words in a dictionary; identify true or false sentences

Language

Core: *unusual, journey, fall asleep, whistle, hotel, disappointed, fireworks, fair*

Recycled: vocabulary and structures seen previously

Extra: *wake up, miss, station, get off, ticket seller, book into, unexciting, check in*

Materials

CD 55, 59

Warmer 55

- Sing *Have you got any toothpaste?* from Lesson 3 to energize the class at the start of the lesson. If you wish, half of the class can sing the girl's lines and the other half can respond with the grandmother's lines.

Lead-in

- Tell children you are going to write some prompts on the board. Write *Where, How, Who, How long, and What* on the board. Ask them to read the prompts and ask you questions about your last holiday.
- Encourage questions like: *Where did you go? How did you get there? Where did you stay? Who did you go with?*
- Ask a few children some of the same questions about their last holiday.

1 Look at the pictures. What do you know about Finn's holiday?

- Point to the pictures in Exercise 2.
- Ask children to describe what is happening in each picture. Elicit words like *train* and *festival*. Help with vocabulary where necessary.
- Ask questions to help elicit details of Finn's holiday, e.g. *How did Finn travel? Where did he go? What can you see at the festival?*

2 Listen and read. 59

- Tell children they are going to read and hear Finn's letter about his holiday.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children to tell you what the letter is about. Answer any questions they have.
- Ask simple questions to check comprehension, e.g. *Where were they going? Why did they miss their station? What did they see? Was it a good start to their holiday?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Draw two circles on the board and write *good* and *bad* above each one.
- With books closed, ask children to tell you good and bad things about Finn's holiday. Write them in the two circles.
- If children find it hard to remember, they can open their books. Give them 20 seconds to scan the letter.

Optional activity

- Play *Guess the word* (see page 22) to reinforce the new vocabulary.
- Write words from the vocabulary set with only the first two letters and the number of missing letters, e.g. *ho _ _ _ (hotel)*.

4 Read again and write T (true) or F (false).

- Ask children to read the sentences silently.
- Look at the example and explain that they have to write *T (true)* or *F (false)*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 F 2 T 3 F 4 F

Optional activity

- Ask children to close their Class Books.
- Write these phrases and sentences from Finn's letter on the board:
*I went on the train to Cornwall.
There was a festival and a fair!
We missed our station.
We all fell asleep.
We saw some fireworks.
We had to get off at the next station.
We heard the train's whistle.*
- Ask children to put the phrases and sentences from the letter in the correct order.
- After children have written them in order, tell them to open their books and check.

Further practice

Workbook page 57

Language practice worksheet, PMB page 15

Student MultiROM • Unit 8 • Words in context

Student MultiROM • Unit 8 • Listen at home • Track 34 (World)

Lesson Six CB PAGE 63

Digital classroom • Unit 8 • Skills Time!

Skills Time!

Skills development

Listening: identify details about holidays

Speaking: ask and answer questions about holidays

Writing: address envelopes

Language

Recycled: vocabulary and structures seen previously

Extra: stamp, postcode

Materials

CD 60; sheets of paper (optional)

Warmer

- Play a version of *Whispers* (see page 21) to revise the new vocabulary from Lesson 5.
- Whisper one of the words to a child for him / her to whisper to the next person, and so on. The last child says the word aloud. If it is correct, write it on the board and elicit the meaning from the class.

Lead-in

- Ask children what they can remember about Finn's holiday.
- Children work in pairs for two or three minutes to prepare their information.
- Write sentences on the board. Ask the class to judge if the sentences are true or false.
- If necessary, ask some questions, e.g. *How did Finn get to Cornwall? Was it a short journey? What did he see in the town centre?*

1 Listen and write L (Lucas), N (Nada) or R (Ronny). CD 60

- Tell the class they are going to hear a recording of three children talking about their holidays.
- Point to the pictures and ask children to tell you what they can see. Ask them to explain what they have to do in the exercise.
- Play the recording, pausing after each dialogue for children to match children with the pictures.
- Go through the answers with the class.

Transcript

(See Teacher's Book page 119).

ANSWERS

a N b L c R

2 Listen again and circle.

- Check that children understand they have to listen and circle the correct option.
- Play the recording again, pausing after each dialogue for children to read the sentence and circle the correct option.
- Go through the answers with the class.

ANSWERS

1 by car 2 five hours 3 eight 4 a boat trip

3 Ask and answer.

- Tell children they are going to take turns to ask each other questions about their last holiday.
- Move around the class, checking their pronunciation and giving models where necessary.
- You may choose to ask a few pairs to demonstrate in front of the class.

4 Read and circle.

- Go through the instructions 1 to 5 with the class.
- Ask children to identify the elements on the envelope with the instructions 1 to 5.
- Ask them to point to each element in turn, e.g. say *Where's the postcode?*
- Ask children to tell you what they need to do in the exercise. Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 right 2 after 3 before 4 end

Optional activity

- Take a sheet of paper and show children how to fold it into a simple envelope.
- Ask children to work in pairs. They make themselves an envelope. They write their address on their envelope and give it to their partner.
- Children read the envelopes and check that they have written it correctly.
- Ask some children to read their addresses aloud. Write them on the board.

Culture note: The Royal Mail

The *Penny Black* is the name of the first postage stamp that was used in the UK. They were first issued in 1840 and ones that exist today are very valuable. A Penny Black in good condition is now worth about £15,000.

The postal service in the UK is run by the Royal Mail. Their pillar boxes (post boxes) are painted a unique shade of red called 'pillar box red' and they are made of cast iron. They were first introduced in 1853 and originally were green, but they were changed to red to make them more visible. There are 85,000 of them today.

You can tell the date of a British post box because it will have the initials of the reigning monarch of the time on the front. Today it is ER (Elizabeth Regina) and in Victorian times it was VR (Victoria Regina).

NOTE: Now go to Workbook page 59 for children to practise addressing envelopes and to write a letter about a holiday.

Further practice

Workbook pages 58–59

Unit 8 test, Testing and Evaluation Book page 22

Lesson One CB PAGE 64

Oxford iTools Digital classroom • Unit 9 • Words/Story

Words

Lesson objectives

To identify words for audio-visual equipment

To understand a short story

Language

Core: *cartoon, radio camcorder, the news, documentary, channel, advert, remote control, TV programme, mobile phone*Extra: *basketball match, video game, dolphin, argue*

Materials

CD 61–62; Audio-visual entertainment flashcards 81–90; At the airport flashcards 71–80

Warmer

- Play *Teacher can't remember* (see page 19) with *At the airport* flashcards from Unit 8 to energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn some new words for talking about audio-visual entertainment.
- Use the *Audio-visual entertainment* flashcards 81–90 to elicit the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 61

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

cartoon, radio, camcorder, the news, documentary, channel, advert, remote control, TV programme, mobile phone

Optional activity

- Draw a three-column grid on the board.

cartoon	✓	
documentary		

- In the left column write *cartoon* and beneath it write *documentary*.
- Ask a child *Do you watch cartoons?* In the second column put a tick for yes, or a cross for no.
- If the answer is yes, ask *What's your favourite cartoon?* In column 3, write the cartoon title.
- Tell the class your results, e.g. *Nina watches cartoons. Her favourite cartoon is ...*
- Children copy the table and, in pairs, ask each other questions.
- Children form groups of four and tell each other information about their partner.

2 Listen and read. 62

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What are they doing?* *What is Leo watching?* *What does Mum give them?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *Why are the children arguing?* *What did Leo want to watch?* *What did Max want to do?* *What is the DVD of?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*remote control, programme*).

Optional activity

- Play *Disappearing dialogue* (see page 23) using the dialogue from frame 2.

Culture note: The BBC

British television is synonymous with the BBC. The British Broadcasting Corporation (BBC) was set up in 1922 as a radio broadcasting company. The Television Service began in 1936, although it was suspended for some time when war broke out in 1939.

Today the Corporation comprises 8 television channels, 10 radio stations and a network of more local television and radio stations throughout the UK.

Further practice

Workbook page 60

Student MultiROM • Unit 9 • Words

Lesson Two CB PAGE 65

Oxford Tools Digital classroom • Unit 9 • Grammar 1

Grammar 1

Lesson objectives

To learn to use the infinitive of purpose

To complete sentences with the correct infinitive of purpose

To act out a story

Language

Core: *I switched on the TV to watch sports. We went in the boat to see the dolphins.*

Materials

CD 62; Audio-visual entertainment flashcards 81–90

Warmer

- Play *Miming flashcards* (see page 20) to revise the new vocabulary and energize the class at the start of the lesson.

Lead-in

- With books closed, ask the class to tell you why the children were arguing in the story in the previous lesson.
- Ask questions to check comprehension, e.g. *What did Leo want to watch? What did Amy want to watch? What did Mum give them?*
- Ask children to open their books at page 64 to check their answers.

1 Listen to the story again and repeat. Act. 62

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of five to play the parts of Mum, Max, Holly, Amy and Leo. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- With books closed, write *I went to town to _____ my friends*. Ask children to guess the missing word (*meet*, *see*). Ask *Why did I go to town?* to elicit *To see my friends*. Highlight *to see*.
- Rub out '*my friends*' and write an alternative, e.g. *some clothes*. Ask children to guess the missing word (*buy*). Ask the question again and this time write up the answer, highlighting *to buy*.
- Focus children's attention on the picture and the example sentences in the grammar boxes.
- Ask children to identify the infinitive of purpose in each sentence.

- Ask a child to say the speech bubble to the class.
- Read the rule aloud to the class. Then ask children to suggest more sentences using an infinitive of purpose.

3 Match and say.

- Look at the example with children. Check that they understand they have to match the sentence halves.
- Ask a child to read the speech bubble to the class.
- Children do the exercise individually.
- Go through the answers with the class. Ask children to read the sentences in turn.

ANSWERS

1 e 2 d 3 b 4 a 5 c

4 Read and number. Then write.

- Go through the words in the word pool.
- Focus on the example and check that children know they have to fill in the gap and then number the picture.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 to show 2 to see 3 to take 4 to change 5 to listen

Optional activity

- Write *I went to the cinema...* on the board and elicit a suitable ending using the infinitive of purpose, e.g. *to see a film*.
- Tell children you are going to say some more half sentences and that they must complete them using the infinitive of purpose.
- Say these partial sentences: *I went to school ... I bought a cake ... I'm going to the park ... We're going to this restaurant ... We went to a concert ...*
- Children take turns to complete the sentences.
- Write the complete sentences on the board.
- Alternatively, you could write the partial sentences in a list on the board and ask children to come to the board and write the endings.

NOTE: Now go to Workbook page 112 for children to practise the grammar structure before doing Workbook page 61.

Further practice

Grammar Time, Workbook page 112

Workbook page 61

Student MultiROM • Unit 9 • Grammar 1

Lesson Three CB PAGE 66

Oxford iTools Digital classroom • Unit 9 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn how to use the phrase *How often*

To use *How often* in the context of a song

Language

Core: *How often do you watch TV? I watch it every day. I watch it three times a week. I never watch TV. We haven't got one.*

Materials

CD 63; Audio-visual entertainment flashcards 81–90; separate sheets of paper (optional)

Warmer

- Play *Cross the river* (see page 19) to revise the words from Lesson 1 and energize the class at the start of the lesson.

Lead-in

- Take out the *cartoon* flashcard.
- Hold up the *cartoon* flashcard, say *My father never watches cartoons*. Then say *I watch cartoons once a week*.
- Point to a child and encourage him / her to tell you how often he / she watches cartoons. Elicit alternative answers, e.g. *every day, once a week, twice a week*.
- Repeat two or three times and then ask a child *How often do you watch cartoons?* and elicit an answer.
- Go around the class practising the question form and the answers.

1 Read and learn.

- Focus children's attention on the grammar boxes and ask them to identify the *How often* question and the adverbs of frequency in the answers.
- Look at the adverbs of frequency and their meanings together.
- Ask children to give you more sentences using *How often?* and the adverbs of frequency. Write them on the board for children to repeat in chorus.

2 Ask and answer.

- Point to the prompts. Demonstrate the first example with a child. Ask two children to demonstrate another example for the whole class.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

3 Now write sentences about how often you and your friend do these things.

- Tell children to write sentences based on the questions and answers they asked each other in Exercise 2.
- Ask a child to read the example sentence.
- Children do the exercise individually.

- Go through the answers with the class.

Optional activity

- Put children in groups of four to six. Ask them to copy this grid onto a sheet of paper and to write the names of children in their group in the first column.

Who?	What?	How often?
Nina	watch a film	once a week

- Ask them to choose one activity from Exercise 2 and to write it at the top of the second column.
- Children take it in turns to ask everyone in the group how often they do the activity in their table. They write the answers in the third column.
- Ask some children to share their information with the rest of the class, e.g. *Nina watches a film once a week*.

4 Listen and sing. 63

- Focus children's attention on the picture. Ask *What is the song about?*
- Ask questions about the pictures, e.g. *What is the girl doing in the first picture? What game is she playing in the last picture?*
- Play the song the whole way through. Then play the song again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Tell children they are going to sing the song again but with different words.
- Write the first verse on the board, but leave a space in the first line instead of *cartoons*, and in the second, third, and fourth lines instead of *week*.
- Hold up flashcards for *the news* and *documentary* and ask which one could replace *cartoons*. If necessary, remind children that the new word must have the same number of syllables as *cartoons*.
- Elicit *the news*. Write it in the space.
- Ask children to think of a word instead of *week* (*month, day, year*). Choose a word and write it in the space.
- Repeat with verses 2, 3, and 4.
- Sing the song all the way through.

NOTE: Now go to Workbook page 112 for children to practise the grammar structure before doing Workbook page 62.

Further practice

Grammar Time, Workbook page 112

Workbook page 62

Student MultiROM • Unit 9 • Grammar 2 and Song

Student MultiROM • Unit 9 • Listen at home • Track 35 (Words and phrases), Track 36 (Song)

Lesson Four CB PAGE 67

Oxford iTools Digital classroom • Unit 9 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

- To learn that the endings with *er* and *or* sound the same
- To identify this sound in three texts
- To match this sound to specific words

Language

Core: *mother, father, September, visitor, doctor, actor*

Materials

CD 63, 64–65; Phonics cards 30–31 (*mother, visitor*); a photograph of your mother or father (optional)

Warmer 63

- Sing the song from the previous lesson to warm up the class.

Lead-in

- Hold up a photo of your mother or father, or a woman or man with a baby.
- Ask children if they can guess who he / she is. Elicit the word *mother* or *father*. Write it on the board.
- Ask children to tell you more words which end in *-er*. Write them on the board.
- Ask *Who comes to visit you?* Elicit the word *visitor* and ask children to spell it. Write it on the board.
- Ask children to tell you more words which end in *-or*. Write them on the board.
- Hold up the phonics cards for *mother* and *visitor*. Explain that in certain words where the letters *er* and *or* appear at the end of a word, they have the same sound.
- Put the cards on different sides of the room and point to them at random.
- Children repeat the words.

1 Listen, point and repeat. 64

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

mother, father, September, visitor, doctor, actor

2 Listen and read. 65

- Point to the pictures. Ask children to look at the pictures. Ask *What is the boy in picture 1 doing? Where are the boy and his mother in picture 2? What is the boy's job in picture 3?*

- Tell children they are going to hear three short stories.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*September, mother, dinner*).

3 Read again. Circle the words ending with *er* and underline the words ending with *or*.

- Focus attention on the words *mother* and *visitor* in Exercise 1 and ask children to find the words in the stories.
- Ask children to find and circle all the words that end with *er* and underline the words that end with *or*.
- Look at the example together before children go on to do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 *er*: September, teacher, Butler, mother, father, dinner, older, brother, October
2 *or*: visitor, actor, doctor

Optional activity

- Divide the class into two groups.
- Tell Group A to stand up when they hear words spelt with *er*, and Group B to stand up when they hear words spelt with *or*.
- Ask children to find their circled words and underlined words in the stories again, and then ask them to close their books.
- Play the story again. Children stand up when they hear their words.

4 Match and write.

- Look at the example with children.
- Point to the picture of the visitor and the example. Say *visitor* and check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 visitor 2 doctor 3 mother 4 teacher 5 actor
6 December

Further practice

Workbook page 62

Student MultiROM • Unit 9 • Phonics and Spelling

Student MultiROM • Unit 9 • Listen at home • Track 37 (Phonics and Spelling)

Lesson Five CB PAGE 68

Oxford iTools Digital classroom • Unit 9 • Skills Time!

Skills Time!

Skills development

Reading: read and understand a TV guide; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct word

Language

Core: *factory, poor, ticket, lucky, kick-off, championship, stadium, play a trick on*

Recycled: vocabulary and structures seen previously

Extra: *dream (v), golden, brave, clever, naughty, escape, plan (n), World Cup, live (adj), skilful, friendly, action, discover, explore, dolphins, starfish, sharks, tropical, underwater*

Materials

CD 63, 66

Warmer 63

- Sing *How often ...?* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Write four TV categories in a table on the board: *Film, Cartoon, Sport, Documentary*.
- Ask children what their favourite TV programmes are. Write some programmes in the table.
- At the end take a class vote and find the most popular film and TV programme.

1 Which TV programme would you like to watch? Why?

- Point to the TV guide in Exercise 2. Encourage children to look at the pictures and the titles of the programmes.
- Ask questions about the film and the different TV programmes. Find out who in the class likes sport and who likes cartoons.
- Encourage children to choose what they would like to watch and then explain why.
- Take a class vote to see which is the most popular programme.

2 Listen and read. 66

- Tell children they are going to read and hear a description of these TV programmes.
- Play the recording once all the way through as children follow the text in their books.
- Ask children what the programmes are about. Answer any questions they have.
- Ask simple questions to check comprehension, e.g. *What does Charlie Bucket want to buy? Who does Tom like chasing? Which two teams are playing a football match? What sea creatures does Jill Turner see under the sea?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Give children two or three minutes to learn the words in Exercise 3.
- Write this sentence on the board: *Jerry is brave and he likes to _____ on Tom.*
- Ask children *What is the missing word?* Explain that the missing word is one of the phrases from the list.
- If children find it difficult, give them clues to help them.
- The child who calls out the correct answer first comes to the board and writes the word in the space.
- Repeat with more sentences from the four texts in Exercise 2.

Optional activity

- Play a version of *Order the letters* (see page 21) to practise the new vocabulary.
- Write the jumbled letters of a word from the list in Exercise 3 on the board. Next to it, write a gapped sentence, e.g. *(afctyor) My father works in a _____.*
- Explain that the jumbled word fits in the space.
- The child who calls out the correct answer first comes to the board and writes the word in the space.

4 Read again and complete the sentences.

- Ask children to read the sentences silently.
- Explain that they have to complete the sentences with a missing word.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 poor 2 cat 3 6.20 4 documentary

Culture note: How much TV do British children watch?

On average, British teenagers spend two hours 36 minutes watching television each day, one hour 18 minutes on the Internet and one hour 24 minutes playing game consoles. About 60% of five to six-year-olds and 90% of teenagers have a television in their bedroom.

Further practice

Workbook page 63

Language practice worksheet, PMB page 16

Student MultiROM • Unit 9 • Words in context

Student MultiROM • Unit 9 • Listen at home • Track 38 (Words)

Lesson Six CB PAGE 69

Oxford Tools Digital classroom • Unit 9 • Skills Time!

Skills Time!

Skills development

Listening: identify details about children's favourite TV shows

Speaking: ask and answer questions about favourite TV shows

Writing: add the prefix *un* to words to make them negative

Language

Recycled: vocabulary and structures seen previously

Extra: *solar system, winner, sofa, super hero*

Materials

CD 67

Warmer

- Write *Film / Cartoon / Sport / Documentary* on the board to encourage children to talk about the TV guide from the previous lesson.
- Elicit words to write beneath each of the headers until you have written all the new core vocabulary on the board.

Lead-in

- Ask children to look at the four pictures in Exercise 1.
- Children guess which kind of TV programmes the four pictures represent. Write their suggestions on the board.
- If necessary, give children clues to remind them of the different types of TV programme.

1 Listen and write S (Stacy), J (James), E (Emily) or K (Kai). 67

- Tell the class they are going to hear a recording of four children talking about their favourite TV programmes.
- Play the recording, pausing after each dialogue for children to match the names with the pictures.
- Go through the answers with the class. Make sure they have the correct answers before going on to Exercise 2.

Transcript

(See Teacher's Book page 119).

ANSWERS

1 J 2 E 3 S 4 K

2 Listen again and write T (true) or F (false).

- Check that children understand they have to listen and decide whether the sentence is true or not. They then have to write *T* (true) or *F* (false).
- Play the recording again, pausing after each dialogue for children to read the sentence and write *T* or *F*.
- Go through the answers with the class.

ANSWERS

1 T 2 T 3 F 4 F 5 T 6 T 7 F 8 T

3 Ask and answer.

- Demonstrate the questions and answers in the speech bubbles with a confident child. Elicit different answers, helping where necessary.
- Children work in pairs, taking turns to ask the questions about their favourite programme.
- You may like to ask a few pairs to demonstrate in front of the class.

4 Write the words. Add *un* to change the meaning.

- Read the rule and check that children understand.
- Ask them to tell you any words they know whose meaning changes when the prefix *un* is added. Write them on the board.
- Write *happy* on the board, then *unhappy*. Ask what *unhappy* means (*not happy*).
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 unhappy 2 unfriendly 3 unwell 4 unsafe 5 unclean
6 uncomfortable 7 unkind 8 unpopular

Optional activity

- Write these sentences on the board for children to find the correct words on the page:
It's the summer holiday and we're (happy)
That old bed is (uncomfortable)
He's ill. He's (unwell)
I won a prize. I'm really (lucky)
Don't walk in the road! It's (unsafe)
I washed my bike. It's (clean)
This chair is great! It's soft and (comfortable)

Optional activity

- Play *Book race* (see page 22) to revise the unit. Say these sentences from the unit. Give children 20 seconds per sentence to find the answer.
- Use these words and phrases or choose your own:
Enjoy! I'm going to the kitchen to make lunch. (Lesson 2)
Tom is a naughty cat. (Lesson 5)
How often do you go to the beach? (Lesson 3)
Please give me the remote control. (Lesson 1)
My older brother is an actor. (Lesson 4)
I buy a new CD twice a year. (Lesson 3)
Her name is Mrs Butler. (Lesson 4)

NOTE: Now go to Workbook page 65 for children to practise using the prefix *un* and to write a TV guide.

Review 3 CB PAGES 70-71

REVIEW ANSWER KEY, TB PAGE 121

Further practice

Workbook pages 64-67

Writing skills worksheet, PMB page 17

Testing and Evaluation Book

- Unit 9 test, page 23
- Summative test 3, page 24
- Skills test 3, page 26

Values 3 worksheets, PMB pages 18-19 (if not covered previously)

Lesson One CB PAGE 74

Oxford iTools Digital classroom • Unit 10 • Words/Story

Words

Lesson objectives

- To identify words for talking about computers
- To understand a short story

Language

Core: *printer, screen, mouse, log on, speakers, click on, save a document, memory stick, search the Internet*
 Extra: *mess, alphabetical*

Materials

CD 68–69; Computers flashcards 91–99

Warmer

- Write these letters on the board:
SAGIRDTLMVQHYNBCEOPUW
- Ask children if they can remember any audio-visual entertainment words from the previous unit.
- Point to letters *a-d-v-e-r-t* one by one, and write *advert* on the board. Ask them to find more words relating to audio-visual entertainment in the letters.
- If children find it difficult, mime words or give clues to help them remember (*possible words are radio, news, documentary, advert, TV, mobile, phone*).
- You may prefer to play this in teams.

Lead-in

- Tell children they are going to learn some new words for talking about computers.
- Use the *Computers* flashcards 91–99 to introduce the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- Ask comprehension questions, e.g. *Where can you hear the sound? What part of a computer do you look at?*

1 Listen, point and repeat. 68

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

printer, screen, mouse, log on, speakers, click on, save a document, memory stick, search the Internet

Optional activity

- Play *Whispers* (see page 21) to reinforce the new vocabulary.

2 Listen and read. 69

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What are Holly and Max showing Mum? Is the room tidy? Why are Holly and Max tired?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *What have Holly and Max finished doing? What does Mum ask them to do? Who has tidied the cupboards? Do Max and Holly want to play now?*
- Play the recording a second time for children to follow.
- Ask children to find the word from Exercise 1 that appears in the story (*printer*).

Optional activity

- If you are able to form a circle in your classroom, play *Flashcard circle* (see page 20) to reinforce the new vocabulary.

Optional activity

- Play a version of *True or false?* (see page 21).
- With books closed, say a true or false sentence about the story. If children think the sentence is true, they call out *True!* If they don't, they call out *False!*
- Say these sentences:
They've made a mess in the room. (T)
Max has put the books into alphabetical order. (F)
The children are too tired to play now. (T)
Holly and Max haven't finished their homework. (F)
Mum asks them to turn off the TV. (F)
Holly has tidied the cupboards. (F)
Mum asks them to tidy the room. (T)

Culture note: British children and computers

On average more than 30% of British teenagers have their own laptop or PC and more than 60% have a games console.

Further practice

Workbook page 68

Student MultiROM • Unit 10 • Words

Lesson Two CB PAGE 75

Oxford Tools Digital classroom • Unit 10 • Grammar 1

Grammar 1

Lesson objectives

To learn the present perfect (affirmative)

To complete sentences with the correct form of the present perfect (affirmative)

To act out a story

Language

Core: *We've finished our homework. He's put the books on the shelves. You've made a mess.*

Materials

CD 69; Computers flashcards 91–99

Warmer

- Play *What's missing?* (see page 19) to revise the words from Lesson 1 and energize the class.

Lead-in

- With books closed, ask children to remember who was in the story in the previous lesson.
- Ask children what happened in the story. Ask *What has Holly finished? What does Mum ask them to do? Who tidied the cupboards? Who put the books in alphabetical order?*
- Tell children to open their Class Books on page 74 to check their answer.

1 Listen to the story again and repeat. Act. 69

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of three to play the parts of Mum, Max, and Holly. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the picture and the example sentences in the grammar boxes.
- Ask children to identify the present perfect tense in each sentence.
- Read the rule aloud to the class. Give children a minute to study the rule and the regular and irregular past participles silently.
- Ask them to give you more examples of sentences in the present perfect. Write correct sentences on the board for children to repeat in chorus.

3 Underline *have / has* and circle the past participle.

- Look at the example with children. Check that they understand they have to underline *have* or *has* and circle the past participle.
- Look at the example together before children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 saved 2 made 3 put 4 printed

Optional activity

- Play *Bingo* (see page 23) to revise and learn past participles.
- Write a list of verbs children know on the board, in particular the ones in the lesson. Children write verbs in their grids.
- Call out the past participles of the verbs in the list in random order for children to check against their grids.

4 Write.

- Focus on the example and check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.
- Ask three children to read the completed dialogue to the class.

ANSWERS

1 've finished 2 've printed 3 's saved
4 've logged off 5 've turned off

Optional activity

- Ask children to look at the dialogue in Exercise 4 again for one minute and remember who says what. Then tell them to close their books.
- Ask *Who says, 'Yes, I've finished my homework ...'? (Tom).*
- Children call out who said the sentence.

NOTE: Now go to Workbook page 112 for children to practise the grammar structure before doing Workbook page 69.

Further practice

Grammar Time, Workbook page 112

Workbook page 69

Student MultiROM • Unit 10 • Grammar 1

Lesson Three CB PAGE 76

Oxford iTools Digital classroom • Unit 10 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn the present perfect: questions, answers and negatives

To use the present perfect in the context of a song

Language

Core: *Have you seen my new speakers? No, I haven't. Please show me. Has she done her homework? Yes, she has. But she hasn't printed the document.*

Extra: *chore, wrong, click, check, ink, button, blink*

Materials

CD 70; Computers flashcards 91–99

Warmer

- Use a piece of A4 paper with a 7cm hole cut in it to play *Can you see?* (see page 19) to revise the words from Lesson 1 and energize the class.

Lead-in

- Hand out flashcards *save a document* and *search the Internet* to two children.
- Each child holds up his / her flashcard. Ask child 1 *Have you saved a document?* Nod your head and elicit *Yes, I have.*
- Ask child 2 *Have you searched the Internet?* Shake your head and elicit *No, I haven't.*
- Children give their flashcards to two more children and ask them the questions, eliciting *Yes* or *No* answers in the same way.
- Repeat with different children around the class.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify examples of present perfect questions, answers, and negative forms.
- Read the examples of *do* and *see* to the class.
- Give children a minute to study the different forms silently.
- Write the verbs *print*, *put*, *finish*, and *make* on the board and ask children to make questions using the correct forms of the verbs. Write correct questions on the board for the class to repeat in chorus.

2 Ask and answer.

- Point to the picture and list. Go through the examples on the board with the class.
- Ask two children to read the speech bubbles to the class.
- Ask children to tell you what they have to do to complete the exercise.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

3 Now write about what Ryan has and hasn't done.

- Tell children to write sentences about Ryan, based on the questions and answers they asked each other in Exercise 2.
- Look at the example together before children do the exercise individually.
- Go through the sentences with the class.

ANSWERS

He has tidied his room. He has done his homework. He hasn't washed the dishes. He has made lunch. He hasn't put his clothes away.

Optional activity

- Play a miming game.
- Write *Have you ...?* on the board and mime an action that children know. Elicit the question *Have you (turned off) the computer?* Then elicit the answer *Yes, I have. / No, I haven't.*
- Give a child an action to mime. The class asks the question and the child answers.
- Repeat with more words and phrases (e.g. *do / homework, make / bed, tidy / bedroom, put / books away, eat / an apple*)

Optional activity

- Ask children to write four sentences about their day so far. They should write two sentences about what they have done and two about what they haven't done.
- Go around the class monitoring and helping where necessary.
- Ask some children to read their sentences to the class.

4 Listen and sing. 70

- Focus children's attention on the picture. Ask *What is the song about?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

NOTE: Now go to Workbook page 112 for children to practise the grammar structure before doing Workbook page 70.

Further practice

Grammar Time, Workbook page 112

Workbook page 70

Student MultiROM • Unit 10 • Grammar 2 and Song

Student MultiROM • Unit 10 • Listen at home • Track 39 (Words and phrases), Track 40 (Song)

Lesson Four CB PAGE 77

Oxford iTools Digital classroom • Unit 10 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

To learn that words spelt with *ur* and *ir* sound the same (3:)

To identify this sound in three texts

To match this sound to specific words

Language

Core: *hurt, Thursday, nurse, curtains, circle, girl, shirt, bird*

Materials

CD 65, 71–72; Phonics cards 30–31 (mother, visitor), Phonics cards 32–33 (hurt, circle), paper and coloured pencils (optional)

Warmer

- Play a version of *Rhyming words* (see page 21) with phonics cards 30 and 31 to revise the words with *er* and *or* from the previous lesson.
- In this version of the game, 'rhyming words' means words with the same *er* and *or* endings.
- Play the texts from Class Book page 67 to revise the words with *er* and *or* endings.

Lead-in

- Hold up the phonics cards for *hurt* and *circle* one at a time and elicit the words.
- Repeat several times until children are used to saying the words.
- Explain that in certain words where the letters *ur* and *ir* appear in the middle of a word they have the same sound.
- Put the phonics cards on different sides of the room and point to them at random.
- Children repeat the words.

1 Listen, point and repeat. 71

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of different words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

hurt, Thursday, nurse, curtains, circle, girl, shirt, bird

Optional activity

- Play *Lip reading* (see page 21) with phonics cards 32 and 33 to reinforce the new words.

2 Listen and read. 72

- Point to the pictures. Ask children to look at the pictures. Ask *Where is the girl in picture 1? What is the girl in picture 2 wearing? What is the boy in picture 3 pointing to?*
- Tell children they are going to hear three short texts.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*nurse, girl, hurt, purple, shirt, skirt, circle, curtains, bird*).

Optional activity

- Play *Who's got the card?* (see page 21) with phonics cards 30–33 to practise the new words.

3 Read again. Circle the words with *ur* and underline the words with *ir*.

- Focus attention on the words *hurt* and *circle* in Exercise 1 and ask children to find the words in the stories.
- Ask children to find and circle all the words that end with *er* and underline the words that end with *ir*.
- Look at the example together before the children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 *ur*: Thursday, hurt, nurse, purple, curtains

2 *ir*: birthday, first, skirt, shirt, circles, birds

4 Complete the words with *ur* or *ir*.

- Look at the example with children.
- Point to the picture of the curtains and the example. Say *curtains* and check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 curtains 2 Saturday 3 thirsty 4 skirt 5 nurse

6 circles 7 first 8 shirt

Optional activity

- Tell children you are going to make a phonics poster.
- Hand out sheets of paper and coloured pencils.
- Children choose either the *ur* or *ir* spellings.
- They must draw pictures of two or three words with their chosen letters. Somewhere on the poster they should write the letters, e.g. *ur* and *ir* and colour them in.
- Put the phonics posters around the classroom.

Further practice

Workbook page 70

Student MultiROM • Unit 10 • Phonics and Spelling

Student MultiROM • Unit 10 • Listen at home • Track 41 (Phonics and Spelling)

Lesson Five CB PAGE 78

Oxford iTools Digital classroom • Unit 10 • Skills Time!

Skills Time!

Lesson objectives

Reading: read and understand online instructions on how to send an email; identify words and their meanings in a text; check the meanings of words in a dictionary; match sentences and pictures

Language

Core: *type the address, subject, keyboard, spell checker, attach a photo, a website, send a message*

Recycled: vocabulary and structures seen previously

Extra: *message, bowling, look forward to, afterwards*

Materials

CD 70, 73

Warmer 70

- Sing *I've really tried!* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- With books closed, write these words on the board: *email, Internet*
- Ask children to guess the word that these words relate to (*computers*).
- Ask *Who likes sending emails?* Find out which children have an email address (if any).
- Write some of their email addresses on the board and compare them.

1 Look at the email. What is it about?

- Point to the email screen in Exercise 2. Establish that there are two emails and ask who they are from (*Lucy and Kate*).
- Explain that the first email came from Kate, and this is the lower one. When Lucy replied, her email appeared above Lucy's.
- Ask children to read silently. Answer any questions they may have.
- Ask two children to read the emails to the class.
- Ask questions to find out what the emails are about.
- Write notes on the board.

2 Listen and read. 73

- Tell children they are going to read and hear the description of an email and an email exchange between two friends.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again pausing at regular intervals. Ask children what the texts are about. Answer any questions they have.
- Ask questions to check comprehension, e.g. *What do you use a mouse for? What do you use a keyboard for? How do you check your spelling? What can you attach to an email? What is Kate's email about? What is Lucy's reply to her?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Write these words on the board in this order:
click on Send (6)
spell checker (4 / 5)
type the message (3)
attach a photo (4 / 5)
type the address (1)
click on Subject (2)
- Establish that these are stages of writing an email but that they are in the wrong order.
- Ask children to work in pairs and put the stages in the correct order.
- Go through the answers with the class.

Optional activity

- Write the invitation from Kate on the board.
- Rub out the following words: *bowling, Bowlplex, bowling*.
- Elicit new words to replace those rubbed out, e.g. *birthday, my house, birthday, or skating, ice rink, skating, etc*
- Tell children to change Kate's email by replacing the rubbed out words with the words on the board, or words of their own choosing.
- Children do this individually. Then they write a reply to Kate based on Lucy's reply, accepting the invitation.
- Children read out their emails to the class.

4 Read again and match.

- Ask children to read the sentences silently.
- Explain that they have to match the sentences with the pictures.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 b 2 d 3 a 4 c 5 e

Further practice

Workbook page 71

Language practice worksheet, PMB page 20

Student MultiROM • Unit 10 • Words in context

Student MultiROM • Unit 10 • Listen at home • Track 42 (Words)

Lesson Six CB PAGE 79

Oxford Tools Digital classroom • Unit 10 • Skills Time!

Skills Time!

Skills development

Listening: identify what children use a computer for

Speaking: ask and answer questions about what you use a computer for

Writing: parts of speech: subject, object, verb

Language

Recycled: vocabulary and structures seen previously

Extra: *dining room, character, fast, drawings*

Materials

CD 74; Computers flashcards 91–99

Warmer

- Play *Guess the word* (see page 22) with some of the new vocabulary from Lesson 5.

Lead-in

- Ask children to tell you what they use their computers for.
- Elicit as many examples as possible and write them on the board (*homework, emails, surfing the Internet, computer games, sending photos, etc.*).

1 Listen and number. 74

- Tell the class they are going to hear a recording of three children talking about how and why they use computers.
- Play the recording the whole way through.
- Play the recording again, pausing after each dialogue for children to number the pictures as they hear them.
- Go through the answers with the class.

Transcript

(See Teacher's Book page 119).

ANSWERS

a 3 b 2 c 1

2 Listen again and write R (Rita), D (Dan) or B (Beth).

- Ask children to look at the exercise and tell you what they have to do.
- Play the recording again, pausing after each dialogue for children to read the sentence and write R, D, or B.
- Go through the answers with the class.

ANSWERS

1 B 2 R 3 D 4 B 5 R 6 D

Culture note: Instant messaging

British children love using their computers. Instant messaging is very popular because it is quicker than sending an email. You can type messages to your friends (chat) online and receive a reply instantly. You can also chat to more than one friend at the same time.

3 Ask and answer. How often do you ... on the computer?

- Explain that children are going to ask each other questions about computers. Ask two children to read the speech bubbles to the class.
- Ask children to tell you what the prompts mean, then ask them to work in pairs.
- Children take turns to ask questions about how they use computers. Move around the class, checking their pronunciation and giving models where necessary.
- You may choose to ask a few pairs to demonstrate in front of the class.

4 Look at the sentences. Write S (subject), V (verb) and O (object).

- Read the rules and check that children understand. Write the example on the board and go through it with the class.
- If necessary do one or two more examples with the class.
- Check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 Beth (S) types (V) her homework (O).

2 Rita (S) makes (V) photo albums (O).

3 Dan (S) is playing (V) computer games (O).

Optional activity

- Write a sentence from Exercise 2 on the board, e.g. *Beth can type very well.*
- Ask a child to come to the board and write S (subject), V (verb) and O (object) over the correct word.
- If the child finds it difficult or makes a mistake, allow children to help him / her and to call out the correction.
- Repeat with the remaining sentences.
- You may wish to play this in teams or as an open class activity.

Optional activity

- To round off the unit, ask children to look back through the unit and find pictures of these words: *nurse, envelope, mouse, curtains, printer, cupboard.*
- Tell them to make a note of the page number and give them one minute to do the task.
- Go through the answers with the class.

NOTE: Now go to Workbook page 73 for children to practise parts of speech and to write about how they use computers.

Further practice

Workbook pages 72–73

Unit 10 test, Testing and Evaluation Book page 28

Lesson One CB PAGE 80

Oxford iTools Digital classroom • Unit 11 • Words/Story

Words

Lesson objectives

To identify words for places

To understand a short story

Language

Core: *town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave*Extra: *guest*

Materials

CD 75–76; Computers flashcards 91–99; Places flashcards 100–109; Values 4 poster and PMB pages 24–25 (Values 4 worksheets) (optional)

Warmer

- Play *Musical cards* (see page 20) with the *Computers* flashcards to revise the words from the previous unit and energize the class at the start of the lesson.

Lead-in

- Tell children they are going to learn some new words for places.
- Use the *Places* flashcards 100–109 to introduce the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- If possible, ask children to give the names for some of the places, e.g. *London* for a capital city, *the Atlantic* for an ocean, a local town or village, etc.

1 Listen, point and repeat. 75

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave

2 Listen and read. 76

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Where are the children?*

Who do you think the man is? Where has he been? What is he talking about? Encourage predictions about the story.

- Play the recording for children to listen and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *What is the man's name? Has he been to space? Has he climbed a volcano? What is he showing the children?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*town, ocean, volcano*).

Optional activity

- Put the flashcards around the classroom where children can easily see them.
- With books closed, tell children they are going to listen to the story again. They must point to the flashcards as they hear them. Remind them that not all the flashcards appeared in the story.
- Play the recording again. Children listen and point to the cards as they hear the words.

Optional activity: Values 4

- Ask children to look at frame 4 again and tell you what the man says about climbing a volcano (*It's dangerous*).
- Tell children that it's important to be careful and to keep safe when outside.
- Look at the Values 4 poster and the Values worksheets on pages 24–25 of the Photocopy Masters Book after this lesson (or later in the unit). See the notes in Teacher's Book page 133.

Culture note: Outdoor activities in Britain

Rock climbing and mountain climbing have been popular activities in Great Britain for over 150 years.

Every year, thousands of British children go on school trips to activity centres where they learn these activities. In some centres they can do sailing, canoeing, and mountain biking too.

The children usually stay in a hostel with their teachers and instructors. The boys and girls sleep in different dormitories but they have meals and do activities together. In the evening they can watch TV, play games, or listen to music.

The most popular mountain ranges where people climb are the Peak District in England, Snowdonia in Wales, and the Cairngorms in Scotland.

Further practice

Workbook page 74

Values 5 worksheets, PMB pages 24–25

Student MultiROM • Unit 11 • Words

Lesson Two CB PAGE 81

Oxford iTools Digital classroom • Unit 11 • Grammar 1

Grammar 1

Lesson objectives

To learn the present perfect with *ever*

To ask and answer present perfect questions with *ever*

To act out a story

Language

Core: *Has he ever been to a desert? No, he hasn't. Has he ever climbed a volcano? Yes, he has.*

Materials

CD 76; Places flashcards 100–109; PMB page 39 (Cut and make 4) (see Teacher's Book page 137) (optional)

Warmer

- Play *Slow reveal* (see page 19) with the *Places* flashcards to revise the words from Lesson 1 and energize the class at the start of the lesson.

Lead-in

- With Class Books closed, ask children to remember who was in the story in the previous lesson.
- Ask children what happened in the story. Ask *Who came to the class? Where has he been? What did he show the children?*
- Tell children to open their Class Books on page 80 and check their answers.

1 Listen to the story again and repeat. Act. 76

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of five to play the parts of Teacher, Mat, Max, Amy, and Girl. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the picture and the example questions in the grammar boxes.
- Ask children to identify the present perfect tense in each sentence.
- Ask two children to say the speech bubbles to the class.
- Read the rule aloud to the class. Give children a minute to study the rule and the regular and irregular past participles. (You might want to look at Workbook page 116 to find others.)
- Ask children to think of their own sentences using *Have you ever...?* Write correct sentences on the board for the class to repeat in chorus.

3 Write.

- Look at the example with children. Check that they understand they have to write questions for each picture using the words in the word pool.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 Have you ever been to a desert?

2 Have you ever been to space?

3 Have you ever been to an oasis?

4 Have you ever been to / climbed some mountains?

4 Ask and answer with your friends.

- Go through the words in the word pool with the class.
- Ask two children to read the speech bubbles to the class choosing an example from the word pool.
- Check that children understand the exercise.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

Optional activity

- Put the *Places* flashcards around the class.
- Point to a flashcard and ask a question, e.g. *Have you ever been to a capital city?* Elicit short answers.
- Ask children to work in pairs. Children look at the flashcards and ask and answer questions.
- Ask a child to stand up and point to a flashcard and then ask another child a question. That child in turn stands up and points to a flashcard and asks another child.
- Continue in this way until all the words have been practised.

Optional activity

See instructions on carrying out PMB Cut and make 4 (Have you ever...?) on Teacher's Book page 137, to practise talking about experiences using the present perfect. This activity can be done at this point, or later in the unit if preferred.

NOTE: Now go to Workbook page 113 for children to practise the grammar structure before doing Workbook page 75.

Further practice

Grammar Time, Workbook page 113

Workbook page 75

Cut and make 4, PMB page 39

Student MultiROM • Unit 11 • Grammar 1

Lesson Three CB PAGE 82

Oxford iTools Digital classroom • Unit 11 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn the present perfect with *never*

To use the present perfect with *never* in the context of a song

Language

Core: *I've never seen a volcano. She's never been to the bottom of the ocean. We've never fallen in the mountains.*

Extra: *gorilla, maybe, chance*

Materials

CD 77; Places flashcards 100–109

Warmer

- Play *Quick flash* (see page 19) to revise the words from Lesson 1 and energize the class at the beginning of the lesson.

Lead-in

- Hand out the *Places* flashcards (except *oasis, town, and village*) to the class.
- Hold up the *oasis* flashcard and say *I've never been to an oasis*.
- Ask a child to hold up his / her flashcard and say a sentence using *never*, e.g. *I've never been to a capital city*. It doesn't matter whether the sentence is true or not.
- Repeat with different children around the class.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify examples of present perfect sentences with *never*.
- Read the rules and the examples to the class.
- Give children a minute to study the rule silently.
- Then ask children to give you new sentences with the verbs *see, go, fall, do, make*, etc. Write correct sentences on the board for children to repeat in chorus.

2 Choose a person. Ask and answer.

- Point to the table. Go through the phrases in the left column with the class.
- Ask two children to read the speech bubbles to the class.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

3 Now write about what the people have never done.

- Tell children to write sentences about the people based on the questions and answers they asked each other in Exercise 2.
- Children do the exercise individually.
- Go through the sentences with the class.

Optional activity

- Tell children they are going to play a memory game.
- Ask children to look at the table for 10 seconds, then ask them to close their books.
- Children work in pairs. Ask Child A to read out the sentence he / she wrote in Exercise 3 without mentioning the name of the person.
- Child B must say the name of the person referred to in the sentence.

Optional activity

- Play a version of *True or false?* (see page 21).
- Ask children to work in pairs. They write two sentences about themselves using the present perfect. One must be true and one must be false.
- Children take turns to read their sentences to their partner.
- If their partner thinks they are telling the truth they call out *True!* If they don't, they call out *False!*
- Ask some children to read their sentences to the class. Take a majority vote on whether the class thinks the sentences are *True* or *False*.

4 Listen and sing. 77

- Focus children's attention on the picture. Ask *What is the song about?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Sing the song again. Children stand up every time they sing a line containing the present perfect, and sit down for any lines that don't.

NOTE: Now go to Workbook page 113 for children to practise the grammar structure before doing Workbook page 76.

Further practice

Grammar Time, Workbook page 113

Workbook page 76

Student MultiROM • Unit 11 • Grammar 2 and Song

Student MultiROM • Unit 11 • Listen at home • Track 43 (Words and phrases), Track 44 (Song)

Lesson Four CB PAGE 83

Oxford iTools Digital classroom • Unit 11 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

- To learn that words spelt with *ea* and *e* sound the same (/e/)
- To identify these spellings in three texts
- To match this sound to specific words

Language

Core: *feather, bread, head, heavy, spend, tent, present, help*

Materials

CD 72, 78–79; Phonics cards 32–33 (hurt, circle); Phonics cards 34–35 (feather, spend)

Warmer 72

- Hold up phonics cards 32 and 33 (*hurt* and *circle*) from the previous phonics lesson, covering the words with your hand, and eliciting the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*ur* and *ir*).
- Ask children to remember other words with the letters *ur* and *ir*. Write them on the board.
- Play the texts from Class Book page 77 to revise the words with *ur* and *ir*.

Lead-in

- Hold up the phonics cards for *feather* and *spend* one at a time and elicit the words.
- Repeat several times until children are used to saying the words.
- Explain that in certain words where the letters *ea* and *e* appear in the middle of the word they have the same sound.
- Put the cards on different sides of the room and point to them at random.
- Children repeat the words.

1 Listen, point and repeat. 78

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of different words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

feather, bread, head, heavy, spend, tent, present, help

Optional activity

- Tell children you are going to say a sentence. Children clap once when they hear a word with the sound /e/. Say *That isn't my bed*. Children clap when they hear the word *bed*.
- Repeat with more sentences:
I've got seven sisters.
Can I have twenty pencils, please?
I can see four yellow tents.
I always get up at half past seven.
I like that yellow dress.

2 Listen and read. 79

- Point to the pictures. Ask *What is the boy wearing in picture 1? What are the girls carrying in picture 2? What is the boy buying in picture 3?*
- Tell children they are going to hear three short texts.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*feather, head, bread, tent, present*).

3 Read again. Circle the words with *ea* and underline the words with *e*.

- Focus attention on the words *feather* and *spend* in Exercise 1 and ask children to find the words in the texts.
- Ask children to find and circle all the words with *ea* and underline the words with *e*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 ea: feathers, head, bread, heavy

2 e: red, help, tent, spend, present, Fred

4 Match and write.

- Point to the picture of the loaf of bread and the example. Say *bread* and check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 bread 2 present 3 spend 4 heavy 5 feather
6 head

Optional activity

- Divide the class into four groups. Tell children you are going to dictate six words with the sound /e/.
- Read the list of words in turn, pausing for a moment between each word as children write (*yellow, ten, dress, breakfast, twelve, belt*).
- Ask *Which word is spelt with 'ea'?* (*breakfast*).
- Go through the correct spellings with the class.

Further practice

Workbook page 76

Student MultiROM • Unit 11 • Phonics and Spelling

Student MultiROM • Unit 11 • Listen at home • Track 45 (Phonics and Spelling)

Lesson Five CB PAGE 84

Oxford iTools Digital classroom • Unit 11 • Skills Time!

Skills Time!

Skills development

Reading: read and understand an account about an exploration; identify words and their meanings in a text; check the meanings of words in a dictionary; put sentences in the correct order

Language

Core: explorer, melt, frozen, sink (sank), lifeboat, survive, storm, wave, rescue

Recycled: vocabulary and structures seen previously

Extra: destination, almost, sail (v), ice, wait, journey, land (v), return, further, amazingly

Materials

CD 77, 80; photographs of famous explorers (optional)

Warmer 77

- Sing *One day soon* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Ask the class if they can name any famous people who have gone on difficult adventures. Explain that they are called explorers.
- If possible, bring in some photos (from Internet websites) of famous explorers that they might know, e.g. *Christopher Columbus, Ferdinand Magellan, Ibn Battuta, Marco Polo*.
- Elicit information from children and write notes on the board, e.g. *Marco Polo was born in Venice. He was the first European man to visit China.*

1 Look at the photographs. What was *The Amazing Escape*?

- Point to the photograph of the *Endurance* and ask a child to read the title of the article.
- Ask children questions about the photographs, e.g. *Where's the ship? When do you think this was? What do you think the men were trying to do?*
- See whether children can guess that the men were stuck in Antarctica and had to find a way out.

2 Listen and read. 80

- Tell children they are going to read a factual account of a journey to Antarctica made by a man called Ernest Shackleton.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children what the text is about. Answer any questions they have.
- Ask simple questions to check comprehension, e.g. *What was the name of the explorer? What happened to his ship? What was the name of the island they found? Did they all live?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct and find meanings for any words they don't know.
- Go through the answers with the class.

4 Read again and put the sentences in the correct order.

- Ask children to read the sentences silently.
- Read the example with the class and explain that they have to put them in the correct order.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

a 3 b 1 c 2 d 5 e 4

Optional activity

- Ask children to work in pairs and think of one new question to ask about the story. Go around the class, helping where necessary.
- Write children's questions on the board (but don't write the same question twice).
- When you have written all the questions, ask children to write the answers.
- Go through the answers with the class.

Optional activity

- Tell children they are going to do a project about Ernest Shackleton and his expedition in the *Endurance*.
- Tell children they should write a short paragraph of six or seven sentences about the expedition.
- They should include details about some of the following subjects: the ship, the men, the weather, and Elephant Island. Encourage them to find information on the Internet.
- Tell them to draw pictures to illustrate their project. They can do these at home.
- Ask children to bring their projects to the next lesson and put them up around the classroom.

Further practice

Workbook page 77

Language practice worksheet, PMB page 21

Student MultiROM • Unit 11 • Words in context

Student MultiROM • Unit 11 • Listen at home • Track 46 (Words)

Lesson Six CB PAGE 85

Oxford Tools Digital classroom • Unit 11 • Skills Time!

Skills Time!

Skills development

Listening: identify details about life in the Antarctic

Speaking: interview a survivor

Writing: topic sentences and paragraphs

Language

Recycled: vocabulary and structures seen previously

Extra: *turn over, penguin, seal, exercise (n)*

Materials

CD 81; Places flashcards 100–109

Warmer

- Write the list of words from Exercise 3 in the previous lesson on the board.
- Ask children to make up sentences using the words, e.g. *The ship sank in a storm (sink, storm).*
- Explain that the sentences don't have to be factual sentences about the story in the previous lesson, but they must be grammatically correct.
- Tell the class that the child who can use the most words from the list in one sentence is the winner.

Lead-in

- Divide the class into two teams. Write *The Amazing Escape* on the board.
- Ask children what words they can remember from the factual account in the previous lesson.
- Write them on the board.
- At the end, gradually ask children to build up an account of the story using the words on the board.

1 Listen and number. 81

- Tell the class they are going to hear a recording describing life on Elephant Island for the crew while Shackleton had left to find help on South Georgia.
- Play the recording the whole way through.
- Play the recording again, pausing after each section for children to number the pictures as they hear them.
- Go through the answers with the class.

Transcript

(See Teacher's Book page 119.)

ANSWERS

a 1 b 4 c 3 d 2

2 Listen again and circle.

- Ask children to tell you what they need to do in the exercise.
- Play the recording again, pausing after each section for children to circle the correct words.
- Go through the answers with the class.

ANSWERS

1 22 2 fish 3 warm 4 friends

3 Interview a survivor from Elephant Island.

- Ask individuals to read the six questions for the class.
- Ask two children to read the speech bubbles to the class, giving the correct answer.
- Ask children to work in pairs, taking turns to interview each other about life on Elephant Island. Move around the class, checking their pronunciation and giving models where necessary.
- You may choose to ask a few pairs to demonstrate in front of the class.

4 Read the topic sentences and match them to the correct paragraph.

- Read the description of topic sentences and check that children understand. Look at the text and ask how many paragraphs there are.
- Turn to *The Amazing Escape* on page 84 and ask children to identify the topic sentences in each paragraph.
- Ask children to read the topic sentences and choose the paragraphs they belong to.
- Go through the answers with the class.

ANSWERS

1 (to be matched to the second sentence) 2 (to be matched to the first sentence)

Culture note: British Polar explorers

Polar exploration has been an important part of British history for over a hundred years. Today, many British polar explorers like Sir Ranulph Fiennes are modern-day heroes. Captain Robert Falcon Scott was a very famous British explorer. He was the first person to explore Antarctica by land (1901–1904) and he was a national hero. In 1911 he led a party of eleven men to the South Pole. Although he reached the Pole in January 1912 with four colleagues, Oates, Wilson, Bowers, and Evans, he discovered that the Norwegian explorer Roald Amundsen had reached it before them. On their way back, they became trapped in a terrible storm and they died only 11 miles from a supply station. Their bodies were found eight months later, with their notebooks, diaries, and letters.

NOTE: Now go to Workbook page 79 for children to practise topic sentences and to write a diary entry.

Further practice

Workbook pages 78–79

Unit 11 test, Testing and Evaluation Book page 29

Lesson One CB PAGE 86

Oxford iTools Digital classroom • Unit 12 • Words/Story

Words

Lesson objectives

To identify words for illness

To understand a short story

Language

Core: *a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stomach ache, a sore throat, take medicine*

Materials

CD 82–83; Illness flashcards 110–118

Warmer

- Play *Simon says* ... (see page 23) to energize the class at the start of the lesson and revise parts of the body. Use phrases like *Point to your knee, Tap your head*, etc.

Lead-in

- Tell children they are going to learn some new words for talking about illness.
- Use the *Illness* flashcards 110–118 to elicit the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 82

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stomach ache, a sore throat, take medicine

Optional activity

- Play *I spy* (see page 20) with the *Illness* flashcards to reinforce the new vocabulary.

2 Listen and read. 83

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What are they doing? What is Mum giving Max? Where are the cakes? Why is Mum angry?* Encourage predictions about the story.

- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *Why hasn't Max eaten his dinner? What has Mum made to eat later? Who has eaten the cakes? What does Mum say Max can't do now?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*a stomach ache, a headache, feel sick*).

Optional activity

- Write the following lines of dialogue on the board. With books closed, ask children to put them in the correct order:
I ate the cakes before I got a stomach ache. (6)
You should drink some water and go to bed. (4)
You haven't eaten your dinner. (1)
Sorry, Mum. (8)
I feel sick. (2)
Oh dear. I think you're ill. (3)
Now you can't go to your friend's house this afternoon. (7)
There were some cakes before. (5)
- With books open at page 86, children check their answers.

Optional activity

- Play *Disappearing dialogue* (see page 23) with the dialogue from frame 3.

Culture note: the NHS

The National Health Service (NHS) was set up in 1948 to provide free medical treatment for the people of Britain. Instead of paying for medical treatment directly or with insurance, all medical treatment would now be paid for via taxation. Everyone was eligible for treatment, including foreigners living temporarily in Britain. The NHS still exists today.

Today British men and women live on average 10 years longer than they did in 1948. This means that there are now greater demands on the NHS than there were when it began.

Further practice

Workbook page 80

Student MultiROM • Unit 12 • Words

Lesson Two CB PAGE 87

Digital classroom • Unit 12 • Grammar 1

Grammar 1

Lesson objectives

To learn *should* and *shouldn't*

To learn how to give advice when someone is ill

To act out a story

Language

Core: You *should* drink some water. You *shouldn't* eat lots of cakes.

Materials

CD 83; Illness flashcards 110–118

Warmer

- Play *Teacher can't remember* (see page 19) to revise the words from the previous lesson and to energize the class.

Lead-in

- With Class Books closed, ask children to remember who was in the story in the previous lesson.
- Ask children what happened in the story. Ask *Who had a stomach ache? Could he / she eat dinner? What did he / she eat before dinner? What can't he do now?*
- Tell children to open their Class Books on page 86 and check their answers.

1 Listen to the story again and repeat. Act. 83

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of two to play the parts of Mum and Max. If you wish, Dad and Holly can also act but they don't have speaking parts.
- As a class, decide on the actions for the story (see suggestions below).
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the pictures and the example sentences.
- Ask children to identify *should* and *shouldn't* in each sentence. Point out that the form doesn't change.
- Read the rule aloud to the class. Give children a minute to study the rule silently.
- Ask children to give you other pieces of advice using *should* and *shouldn't*. Write correct sentences on the board for children to repeat in chorus.

3 Write.

- Look at the picture and the example with children.
- Check that they understand they have to complete the sentences with *should* or *shouldn't*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 Max should drink water.
- 2 He shouldn't play outside.
- 3 He should stay in bed.
- 4 He shouldn't eat chocolates.

4 Ask and answer.

- Go through the words in the word pool with the class.
- Ask two children to read the speech bubbles to the class giving advice based on the pictures.
- Check that children know they have to identify the illness and the advice using the pictures.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

Optional activity

- Write these phrases on the board:
take an aspirin
eat chocolates
take some medicine
eat more fruit
go to bed
drink some water
- Hand out the *Illness* flashcards (except *feel dizzy* and *take medicine*) to children.
- Children take turns to stand up and say *I've got (a headache) etc.*
- Choose a child to give advice using *should* or *shouldn't* and the phrases on the board.

NOTE: Now go to Workbook page 113 for children to practise the grammar structure before doing Workbook page 81.

Further practice

Grammar Time, Workbook page 113

Workbook page 81

Student MultiROM • Unit 12 • Grammar 1

Lesson Three CB PAGE 88

Oxford iTools Digital classroom • Unit 12 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn *could* and *couldn't*

To use *could* and *couldn't* in the context of a song

Language

Core: *Max couldn't eat his dinner. But he could eat lots of cakes.*

Materials

CD 84; Illness flashcards 110–118; paper and coloured pencils (optional)

Warmer

- At the start of the lesson, play *Miming flashcards* (see page 20) to revise the words from Lesson 1.

Lead-in

- Say to the class *I can use a computer. I can swim.*
- Then say *When I was five I couldn't use a computer.* Write it on the board with a cross at the end.
- Then say *When I was five I could swim.* Write it on the board with a tick at the end.
- Say more sentences with *can* or *can't* and elicit the past equivalent from the class.
- Write the examples on the board in two columns.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify examples of *could* and *couldn't*. Point out that the form doesn't change.
- Read the rule to the class.
- Give children a minute to study the rule silently.
- Ask them to give you more examples of things they could and couldn't do when they were five. Write correct sentences on the board for the class to repeat in chorus.

Optional activity

- Give out the *Illness* flashcards (except *take medicine*) around the class.
- Elicit the past tense of *feel*. Then point to flashcard *feel dizzy* and say *Yesterday, I felt dizzy. I couldn't stand up!*
- Point to flashcard *a cold* and say *Yesterday, I had a cold. I couldn't ...* Elicit an answer (*go to school, eat dinner, talk, etc.*) If necessary, mime a clue to help.
- Children take turns to stand up and point to a flashcard and say a sentence using *could* or *couldn't*.

2 Write.

- Tell children to complete the sentences with *could*, *couldn't*, or *can*.
- Look at the example as a class before children go on to do the exercise individually.

- Ask two children to read the dialogue to the class. Check the answers with the class as they read.

ANSWERS

- 1 Could 2 couldn't 3 can 4 can 5 Could
6 couldn't 7 could 8 can

Optional activity

- Assign the names *Sue* to one half of the class and *Mai* to the other half.
- Ask children to look at the dialogue in Exercise 2 again for one minute and remember who says what.
- Read out some lines and ask who says them, e.g. say, *Only one. But now I can speak two! (Mai)*
- Children call out who said the sentence.

3 Ask and answer. You can use some of these verbs.

- Go through the words in the word pool with the class.
- Read the questions aloud to the class.
- Ask a child to read the speech bubble to the class. Elicit a second example.
- Check that children know that they can use the verbs in the word pool as well as others to make sentences.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

4 Listen and sing. 84

- Focus children's attention on the picture. Ask *What is the song about?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Hand out pieces of paper and coloured pencils.
- Tell children that they are going to make a poster about what they could or couldn't do when they were four years old.
- Tell children to write four sentences and to draw pictures to illustrate the sentences.
- Collect the posters at the end and put them up around the class.

NOTE: Now go to Workbook page 113 for children to practise the grammar structure before doing Workbook page 82.

Further practice

Grammar Time, Workbook page 113

Workbook page 82

Student MultiROM • Unit 12 • Grammar 2 and Song

Student MultiROM • Unit 12 • Listen at home • Track 47 (Words and phrases), Track 48 (Song)

Lesson

Oxford iTools

Phonics

Lesson

To learn

(a)

To id

To ma

Lang

Core: c

cereal

Extra:

Mate

CD 84

Phonics

pencil

Warmer

- Hold

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Listen an

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Lesson Four CB PAGE 89

Oxford iTools Digital classroom • Unit 12 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

To learn that words ending in *le* and *al* sound the same (əl)

To identify these spellings in two texts

To match this sound to specific words

Language

Core: *candle, castle, table, people, sandal, animal, hospital, cereal*

Extra: *full of, vet, sick, get better*

Materials

CD 79, 85–86; Phonics cards 34–35 (feather, spend); Phonics cards 36–37 (candle, sandal); paper and coloured pencils (optional)

Warmer 79

- Hold up phonics cards 34 and 35 (*feather* and *spend*) from the previous phonics lesson facing you, and elicit the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*ea* and *e*).
- Ask children to remember other words with the letters *ea* and *e*. Write them on the board.
- Play the texts from Class Book page 83 to revise the words with *ea* and *e*.

Lead-in

- Hold up the phonics cards for *candle* and *sandal* one at a time and elicit the words.
- Repeat several times until children are used to saying the words.
- Explain that in certain words where the letters *le* and *al* appear at the end of a word, they have the same sound.
- Put the cards on different sides of the room and point to them at random.
- Children repeat the words.

1 Listen, point and repeat. 85

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of different words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

candle, castle, table, people, sandal, animal, hospital, cereal

2 Listen and read. 86

- Point to the pictures. Ask *What can you see in picture 1? Where is the man in picture 2 taking his cat?*
- Tell children they are going to hear two short texts.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and circle the objects from Exercise 1 (*people, castle, sandal, table, cereal, candle, hospital, animal*).

Optional activity

- Hand out pieces of paper and coloured pencils.
- Tell children to make a poster about what life was like in a castle many years ago.
- Tell children to write two sentences about life in the castle and draw pictures. Remind them to use the past simple tense.
- Collect the posters at the end and put them around the class.

3 Read again. Circle the words ending in *le* and *al*.

- Focus attention on the words *candle* and *sandal* in Exercise 1 and ask children to find the words in the stories.
- Ask children to find and circle all the words ending in *le* and *al*.
- Look at the example together before the children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 *le*: people, castles, purple, table, apples, candles
2 *al*: sandals, cereals, hospital, animals

4 Now write the circled words in the correct boxes.

- Point to the two boxes. Ask children in which box you should write *people*. Elicit the *le* box.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 *le*: people, castles, purple, table, apples, candles
2 *al*: sandals, cereals, hospital, animals

Optional activity

- Tell children you are going to write some partial words on the board. They have to spell the endings correctly.
- Write these partial words on the board.
unc_ _ , circ_ _ , arriv_ _ , spark_ _ , fin_ _ , (uncle, circle, arrival, sparkle, final).
- Point to a word. Children have to guess the word and call out the correct endings, *le* or *al*.

Further practice

Workbook page 82

Student MultiROM • Unit 12 • Phonics and Spelling

Student MultiROM • Unit 12 • Listen at home • Track 49 (Phonics and Spelling)

Lesson Five CB PAGE 90

Oxford iTools Digital classroom • Unit 12 • Skills Time!

Skills Time!

Skills development

Reading: read and understand an information leaflet on how to stay healthy; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct word

Language

Core: *healthy, fit, energy, crisps, sugar, cabbage, calcium, sardine*

Recycled: vocabulary and structures seen previously

Extra: *tip (n), club, join, regular, fizzy drinks, fat (n), salt, vegetable, fruit, juice, contain, teaspoon*

Materials

CD 84, 87; paper and coloured pencils (optional)

Warmer 84

- Sing *When I was a baby* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Write *Healthy diet* and *Unhealthy diet* on the board in two columns. Under each heading write *Lots of ...*
- Ask the class to think of foods for each of these columns.
- Explain first the significance of *Lots of ...*, e.g. that chocolate isn't unhealthy, but *lots of* chocolate probably is.

1 Look at the text and pictures below. Say three ways to stay healthy.

- Point to the photographs and ask children if the photographs are of healthy or unhealthy food (healthy).
- Ask children to read the texts quickly and find out three ways of staying healthy. Make sure they understand that you want them to skim read the text, focusing especially on the headings, for general information and not to worry about words they don't know.
- Go through the answers with the class.

2 Listen and read. 87

- Tell children they are going to read a description of how to stay healthy.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children what the text is about. Answer any questions they have.
- Ask simple questions to check comprehension, e.g. *What sports can you do to stay fit? What foods contain lots of sugar? What should you eat with every meal? What do you need calcium for?*

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the answers with the class.

Optional activity

- Play a version of *Order the letters* (see page 21) to reinforce the new vocabulary.
- Write the jumbled-up letters of a word on the board, followed by the correct number of lines for the letters, e.g. *garus _ _ _ _ _*.
- Call children to the board to write one letter at a time to complete the word (*sugar*).
- Then ask the class to make up a sentence using the word.

4 Read again and complete the sentences.

- Ask children to read the sentences silently.
- Explain that they have to complete them with the correct word.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 exercise 2 vegetables / fruit 3 sugar 4 Milk
5 healthy 6 bones

Culture note: Farmers' markets

In the past, farmers' markets were the traditional place to buy and sell food, but with the growth of supermarkets since the 1960s, they gradually became less popular. Today, however, people are visiting farmers' markets more, and there are now hundreds in the UK once again.

One reason farmers' markets are popular today is because the products have low 'food-miles', i.e. they haven't been transported around the world by lorries and aircraft producing lots of greenhouse gases. Farmers and producers sell their own products directly to the public. This means the food is always locally produced, often organic, and always fresh.

Further practice

Workbook page 83

Language practice worksheet, PMB page 22

Student MultiROM • Unit 12 • Words in context

Student MultiROM • Unit 12 • Listen at home • Track 50 (Words)

Lesson Six CB PAGE 91

Skills Time! Digital classroom • Unit 12 • Skills Time!

Skills Time!

Skills development

Listening: identify details about children's healthy lifestyles

Speaking: describe what you do to be healthy

Writing: connect sentences using *because* and *so*

Language

Recycled: vocabulary and structures seen previously

Materials

CD 88; Illness flashcards 110–118

Warmer

- Divide the class into three teams. Write the headings of the three texts from page 90 on the board and allocate each team a heading.
- Write the new words from the lesson on the board. Tell children they have to write sentences using the new words under each heading. They should use each word once.
- Ask children to say their sentences out loud. Write correct sentences on the board.

Lead-in

- Point to the pictures of the four children.
- Ask the class what they are doing in each picture.
- Find out which children in the class do the same things, e.g. *drink milk, eat salad, walk to school, drink water with lunch.*

1 Listen and number. 88

- Tell the class they are going to hear a recording of four children talking about their healthy lifestyles.
- Play the recording the whole way through.
- Play the recording again, pausing after each dialogue for children to number the pictures as they hear them.
- Go through the answers with the class.

Transcript

(See Teacher's Book pages 119–120.)

ANSWERS

a 2 b 4 c 1 d 3

2 Listen again and write T (true) or F (false).

- Explain that the class have to listen and decide whether the sentence is true or not. They then have to write T (true) or F (false).
- Play the recording again, pausing after each dialogue for children to write T (true) or F (false).
- Go through the answers with the class.

ANSWERS

1 F 2 T 3 T 4 F

Optional activity

- Write these sentences on the board:
You should eat lots of sweets and chocolate.
It isn't healthy to do lots of exercise.
Fizzy drinks are good for your teeth.
Water and fruit juice are good for strong bones.
It's unhealthy to have salad for lunch.
You shouldn't brush your teeth after you eat sweets.
- Ask children to come to the front and correct the sentences on the board so that they are true.

3 What do you do to be healthy? Ask and answer.

- Ask two children to read the speech bubbles to the class.
- Ask children to work in pairs, taking turns to ask questions about what they do to be healthy. Move around the class, checking their pronunciation and giving models where necessary.

4 Match the sentence halves.

- Read the rules and check that children understand how to use *because* and *so*.
- Say *I'm tired because ...* and ask children to suggest a reason. Say *I'm hungry, so ...* for them to suggest what you should do.
- Repeat with different sentences until you are sure that children understand when to use *because* and *so*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 d 2 b 3 a 4 c

Optional activity

- Play *Target words TPR* (see page 22) to practise *because* and *so*.
- Assign the word *because* to one half of the class and *so* to the other half.
- Read out the sentences from Exercise 4. Children assigned the word *because* must wave both hands when they hear their word. Children assigned the word *so* must tap the desk when they hear their word.
- Read out the sentences again, this time leaving a blank for the target word. Children who have been assigned that word must say it.

NOTE: Now go to Workbook page 85 for children to practise using *because* and *so* and to write an information leaflet.

Review 4 CB PAGES 92–93

REVIEW ANSWER KEY, TB PAGE 000

Further practice

Workbook pages 84–87

Writing skills worksheet, PMB page 23

Testing and Evaluation Book

- Unit 12 test, page 30
- Summative test 4, page 31
- Skills test 4, page 33

Values 4 worksheets, PMB pages 24–25 (if not covered previously)

Lesson One CB PAGE 96

Oxford iTools Digital classroom • Unit 13 • Words/Story

Words

Lesson objectives

- To identify words for making smoothies
- To understand a short story

Language

Core: *smoothie, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel*
 Extra: *clean up*

Materials

CD 89–90; Making smoothies flashcards 119–128;
 Values 5 poster and PMB pages 30–31 (Values 5 worksheets) (optional)

Warmer

- Divide the class into eight groups and assign each group the name of an illness (don't include *take medicine*) from Unit 12.
- Play *Do it!* (see page 22) with children to revise the illness words at the start of the lesson.

Lead-in

- Draw a tall glass full of liquid on the board and elicit the word *smoothie* or model where necessary.
- Tell children they are going to learn some new words for talking about making smoothies.
- Use the *Making smoothies* flashcards 119–128 to elicit the vocabulary. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

1 Listen, point and repeat. 89

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

smoothie, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel

Optional activity

- Play *Who's got the card?* (see page 21) with the *Making smoothies* flashcards to reinforce the new vocabulary.

2 Listen and read. 90

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What are they doing? What is Mum giving Amy? What is Leo pointing to? Why are the children laughing?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *What does Mum ask the children to do? What ingredients do they use? Who helps Amy chop the strawberries? What does Leo forget to do?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that *don't* appear in the story (*mango, peel*).

Optional activity

- Put the flashcards around the classroom where children can easily see them.
- With books closed, tell children they are going to listen to the story again. They must point to the flashcards as they hear them.
- Play the recording again. Children listen and point to the cards as they hear the words.

Optional activity: Values 5

- Ask children to look at frame 4 again and explain what is happening (*Leo is covered in smoothie because he forgot to put the lid on the blender*).
- Tell children that it is important to be safe in the home.
- Look at the Values 5 poster and the Values worksheets on pages 30–31 of the Photocopy Masters Book after this lesson (or later in the unit). See the notes on Teacher's Book page 135.

Culture note: Strawberries

Wild and woodland strawberries have grown in the British Isles since the Ice Age. They were probably first cultivated in Britain by the Romans. In the 14th century, poor children used to pick wild strawberries to sell to the rich. Today, they are one of Britain's most popular fruits and are in season between May and September.

Every year about 27,000 kilos of strawberries are eaten during the Wimbledon Tennis Championships, together with 7000 litres of cream!

Further practice

Workbook page 88

Values 5 worksheets, PMB pages 30–31

Student MultiROM • Unit 13 • Words

Lesson Two CB PAGE 97

Digital classroom • Unit 13 • Grammar 1

Grammar 1

Lesson objectives

- To learn object pronouns
- To learn how to use object pronouns in questions and sentences
- To act out a story

Language

Core: *Please help me! I'll help you / him / her. Pour it into the blender. Chop them up. They saw us.*

Materials

CD 90; Making smoothies flashcards 119–128

Warmer

- Play *What's missing?* (see page 19) with the class to revise the words from the previous lesson.

Lead-in

- With books closed, hold up the *Making smoothies* flashcards one by one and ask the class to call out when they see a word that isn't in the story (*mango, peel*).
- Ask children questions about the story, e.g. *What did they make? What three ingredients did they use? What did Leo forget to do?*
- Tell children to open their Class Books on page 96 and look at the pictures.

1 Listen to the story again and repeat. Act. 90

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of three to play the parts of Mum, Holly, and Leo. If the class doesn't divide exactly, some children can act twice. If you wish, children can play the parts of Amy and Leo, but they don't have speaking parts.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the picture and the example sentences.
- Ask a child to read the speech bubble to the class, and then write it on the board.
- Ask a child to circle the pronoun (*it*) in the sentence, and ask if this is the subject, the verb, or the object (*the object*).
- Ask another child to underline the subject in the sentence (*I*), and a third child to circle the verb (*I'll clean*).
- Tell the children that the object (*it*) here is a pronoun - an object pronoun. Ask them what *it* means in this sentence (*the mess*).

- Tell the class that an object pronoun can be used instead of the object itself to avoid repetition.
- Read the rule and the example aloud to the class.
- Go through each of the object pronouns in turn and ask children to give you more examples of sentences containing these words.

Optional activity

- Write the object pronoun sentences from Exercise 2 in a list on the board.
- Rub out the object pronoun in each sentence except *Pour it into the blender*. With this sentence rub out the word *blender*.
- Point to the first sentence (*Please help me!*), point to a girl at the front of the class and say *Please help her*. Point to a boy and say *Please help him*.
- Tell children to make up new sentences by adding a different object pronoun (or a noun in the case of *Pour it into the _____*).
- Children choose a sentence from the list and point to a girl or boy, depending on their new sentence, and then say their sentence.

Optional activity:

- Put the *Making smoothies* flashcards around the room.
- Point to a flashcard and say the word (*smoothie*). Then say a sentence using an object pronoun and the word, e.g. *Give me a smoothie*.
- Point to flashcard and say the word (*pour*). Then choose a child to say a sentence.
- If the child has difficulty, he / she can nominate another child to help.

3 Read and circle.

- Look at the example with children.
- Check that they understand they have to circle the correct object pronoun.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 him 2 me 3 you 4 it 5 them 6 us

4 Write.

- Look at the example with children.
- Check that they understand they have to complete the sentences with the correct object pronoun from the word pool.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 me 2 them 3 you 4 her

NOTE: Now go to Workbook page 114 for children to practise the grammar structure before doing Workbook page 89.

Further practice

Grammar Time, Workbook page 114

Workbook page 89

Student MultiROM • Unit 13 • Grammar

Lesson Three CB PAGE 98

Oxford iTools Digital classroom • Unit 13 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn how to use relative pronouns

To use relative pronouns in the context of a song

Language

Core: *This is the boy who didn't put the lid on. This is the smoothie which was in the blender.*

Extra: *drop, chase, floor*

Materials

CD 91; Making smoothies flashcards 119–128

Warmer

- To energize the class and revise the vocabulary from Lesson 1, play *Flashcard circle* (see page 20).

Lead-in

- Hold up a book and put it on a child's desk.
- Pick up the book and ask. *Where was it?* Elicit *It was on the desk.*
- Hold up the book again and write on the board *This is the book. It was on the desk.*
- Rub out the full stop after *book* and *It*.
- Write *which* in the space and model the sentence.
- Ask a child to stand outside the class and then come back in. Say *Where was she?* Elicit *She was outside.*
- Point to the child and write on the board. *This is the girl. She was outside.*
- Repeat as before, but this time write *who* in the space.
- Make sure children understand that *who* is used for people and *which* for things.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify examples of *who* and *which*.
- Read the rule to the class.
- Give children a minute to study the rule silently.

2 The story of a smoothie. Say what happens in the pictures.

- Point to the pictures and ask children what is happening in each one.
- Point to the first prompt and ask a child to read the speech bubble to the class.
- Point to the prompts in turn. Go through them with the class. Draw children's attention to the plural form of *banana* in item 5, which will need *these* not *this*. Also point out that they need to use the past simple tense.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to say their sentences for the class.

3 Now write your sentences.

- Tell children to write the sentences they practised in Exercise 2.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- This is the boy who made the smoothie.
- This is the mother who bought the bananas and milk.
- This is the supermarket which sold the bananas.
- This is the ship which carried the bananas.
- These are the bananas which grew on the trees.
- This is the farmer who looked after the trees.

Optional activity

- Children work in pairs. Ask Child A to read out the sentence he / she wrote in Exercise 3.
- Child B must point to the picture referred to in the sentence.
- Child A checks to see if Child B is correct.

4 Listen and sing. 91

- Ask questions about the picture, e.g. *Who has dropped the milk? What is the dog doing? Where is the cat?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Write the first line of the song on the board.
- Ask children to change it into two sentences (*This is the boy. He dropped the milk.*).
- Do the same with the third, fifth, seventh, and eighth lines of the song.
- Write each new line on the board.
- Play the recording again and ask children to sing the new version of the song.

NOTE: Now go to Workbook page 114 for children to practise the grammar structure before doing Workbook page 90.

Further practice

Grammar Time, Workbook page 114

Workbook page 90

Student MultiROM • Unit 13 • Grammar 2 and Song

Student MultiROM • Unit 13 • Listen at home • Track 51 (Words and phrases), Track 52 (Song)

Lesson Four CB PAGE 99

Oxford iTools Digital classroom • Unit 13 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

To learn that words ending with *el* and *il* sound the same (əɪ)

To identify these sounds in two texts

To match these sounds to specific words

Language

Core: *tunnel, camel, towel, travel, lentils, pencil, April, pupil*

Extra: *sports kit, through*

Materials

CD 86, 92–93; Phonics cards 36–37 (candle, sandal); Phonics cards 38–39 (tunnel, lentils)

Warmer 86

- Hold up phonics cards 36 and 37 (*candle* and *sandal*) from the previous phonics lesson, covering the words with your hand, eliciting the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*le* and *al*).
- Ask children to remember other words with the letters *le* and *al*. Write them on the board.
- Play the texts from Class Book page 89 to revise the words with *le* and *al*.

Lead-in

- Hold up the phonics cards for *tunnel* and *lentils* one at a time and elicit the words.
- Repeat several times until children are used to saying the words.
- Put the cards on different sides of the room and point to them at random.
- Children repeat the words.

1 Listen, point and repeat. 92

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of different words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

tunnel, camel, towel, travel, lentils, pencil, April, pupil

2 Listen and read. 93

- Point to the pictures. Ask *Where are the children in picture 1 going to? What is the girl in picture 2 thinking about? Is she happy?*

- Tell children they are going to hear two short texts.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*tunnel, lentils, camel*).

3 Read again. Circle the words ending in *el* and underline the words ending in *il*.

- Focus attention on the words *tunnel* and *lentils* in Exercise 1 and ask children to find the words in the stories.
- Ask children to find and circle all the words with *el* and underline the words with *il*.
- Look at the example together before children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 *el*: towel, tunnel, camel

2 *il*: pupil, pencils, April, lentils

4 Complete the words with *el* or *il*.

- Point to the example and say *camel*.
- Check that children understand they have to complete the words with the correct ending.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 camel 2 pencil 3 pupil 4 towel 5 travel 6 tunnel
7 lentils 8 April

Optional activity

- Ask children to close their Class Books.
- Tell them they are going to listen to the texts again.
- Divide the class into two teams.
- Tell Team A they must tap their desk every time they hear a word with *el*. Tell Team B they must stamp their feet every time they hear a word with *il*.
- Play the recording again with books closed.

Optional activity

- Play a dictation game. Write one of the phonics words on a piece of paper, e.g. *pencil*.
- Ask a child to come to the front of the class. Give the child the piece of paper. He / She spells the word slowly and clearly to the class, giving children time to write the word (*p-e-n-c-i-l*).
- The child then writes the word on the board so that the class can check their answers.
- Repeat with a different child for each word.

Further practice

Workbook page 90

Student MultiROM • Unit 13 • Phonics and Spelling

Student MultiROM • Unit 13 • Listen at home • Track 53 (Phonics and Spelling)

Lesson Five CB PAGE 100

Oxford iTools Digital classroom • Unit 13 • Skills Time!

Skills Time!

Skills development

Reading: read and understand two factual accounts about child heroes; identify words and their meanings in a text; check the meanings of words in a dictionary; correct the sentences

Language

Core: *hero, classmate, earthquake, collapse, carry, ceremony, bubble, prize*

Recycled: vocabulary and structures seen previously

Extra: *destroyed, safety, tsunami, giant, shore, follow, opening, wave (n), bravery, quick thinking*

Materials

CD 91, 94; a map or globe (optional)

Warmer 91

- Sing *This is the boy ...* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Write *China* and *Thailand* on the board. Use a map or a globe to help children identify the countries.
- Write the dates 2008 and 2004 next to the countries.
- Ask children if they know what happened in those two countries in those years.
- Draw simple pictures on the board to elicit or teach the words *earthquake* and *tsunami*.

1 Look at the text. Where do the two events happen?

- Ask children to look at the first picture. Ask questions about what is happening, e.g. *How old is the boy? Where's he from? What's he holding?* Elicit and model new vocabulary where necessary.
- Do the same with the second picture. Ask *Where is this beach? Where's the girl from? Was she at this beach?*

2 Listen and read. 94

- Explain the meaning of *hero* and tell the class they are going to read a description of two child heroes.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children what the texts are about. Answer any questions they have.
- Ask simple questions to check comprehension, e.g. *What did Lin Hao do? Where did Tilly see a tsunami?*

Optional activity

- With books closed, write these gapped sentences on the board. Children read the sentences and decide if the missing name is *Lin Hao* or *Tilly*.
 _____ won a prize. (Tilly)
 _____ carried two classmates to safety. (Lin Hao)
 _____ told people to leave the beach. (Tilly)
 _____ is ten years old. (Lin Hao)
 _____ saw lots of white bubbles in the sea. (Tilly)
 _____ was very brave. (Lin Hao)
 _____ is a hero of the earthquake. (Lin Hao)
 _____ was on holiday with her family. (Tilly)
- Go through the answers with the class.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the answers with the class.

4 Read again. Circle the wrong word and write the correct word.

- Point to the example. Explain to children they have to find a wrong word and circle it, and write the correct word in the gap.
- Ask children to read the sentences silently.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 (tsunami) earthquake 2 (three) two 3 (English) Chinese
 4 (waves) bubbles 5 (party) ceremony

Optional activity

- With books closed, play *True or false*.
- Read out the sentences below. Children listen and call out *True* or *False* (or write *T* or *F* in their notebooks).
 1 Lin Hao's school collapsed in an earthquake. (T)
 2 Lin Hao's leg hurt a lot. (F)
 3 He carried the flag at the Olympic Games in 2004. (F)
 4 Tilly Smith lived in Thailand. (F)
 5 She knew about tsunamis because she had seen one before. (F)
 6 She won a prize for her quick thinking. (T)

Further practice

Workbook page 91

Language practice worksheet, PMB page 26

Student MultiROM • Unit 13 • Words in context

Student MultiROM • Unit 13 • Listen at home • Track 54 (Words)

Lesson Six CB PAGE 101

Digital classroom • Unit 13 • Skills Time!

Skills Time!

Skills development

Listening: match people with the ways they help others

Speaking: ask and answer questions about people's jobs

Writing: identify and use sub clauses

Language

Recycled: vocabulary and structures seen previously

Extra: *proud, safe, accident, serious, smile (v)*

Materials

CD 95; Making smoothies flashcards 119–128

Warmer

- Play a version of *Order the letters* (see page 21) to revise the new vocabulary from Lesson 5.

Lead-in

- With books closed, ask children questions to elicit jobs vocabulary, e.g. *Who do you see when you are ill? (doctor). Who teaches in a school? (teacher). Who comes to your house if there is a fire? (fireman). Who works in a police station? (policeman).*
- Write the four jobs on the board.
- Children open their Class Books at page 101. Ask them to match the jobs with the pictures.
- Ask children to identify the differences between British fire engines, police cars, and ambulances in the pictures and those in their own country.

1 Listen and number. 95

- Tell children they are going to hear a recording of a fireman, policeman, doctor, and teacher talking about their jobs.
- Play the recording, pausing after each dialogue for children to number the pictures in the order they hear them.
- Go through the answers with the class.

Transcript

(See Teacher's Book page 120.)

ANSWERS

a 2 b 3 c 4 d 1

2 Listen again and match.

- Check that children understand they have to match each sentence with a job.
- Play the recording again, pausing after each dialogue for children to match the sentences with the jobs.
- Go through the answers with the class.

ANSWERS

1 c 2 b 3 d 4 a

3 Think of a job. Ask and answer.

- Go through the words in the word pool with the class. Make sure children understand what all the jobs are.
- Ask three children to read the speech bubbles to the class, choosing one option from the choice of two, e.g. *Does he work with people?*
- Ask children to work in pairs, taking turns to think of a job and ask questions.
- You may wish to ask a few pairs to demonstrate in front of the class.

4 Underline the sub clause in these sentences.

Then say each sentence without sub clause.

- Read the rules and check that children understand what a sub clause is.
- Write the first sentences on the board. Ask a child to come and circle the two commas. Explain that the sub clause is between the commas.
- Ask children to give you more sentences containing sub clauses. Write them on the board.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 who works in a hospital
- 2 which was very strong
- 3 who teaches English
- 4 who has a dangerous job

Optional activity

- Play *Book race* (see page 22) to revise the unit.
- Say these sentences from the unit, or choose your own. Give children 20 seconds per sentence to find the answer.
Leo didn't put the lid on. (Lesson 1)
me, them, her, you (Lesson 2)
Boy rescues two classmates. (Lesson 5)
pencil, camel, towel, April (Lesson 4)
Please help me! (Lesson 2)
Here are some strawberries. (Lesson 1)
This is the boy who dropped the milk. (Lesson 3)
Tilly got a prize for her quick thinking. (Lesson 5)
- Go through the answers with the class.

NOTE: Now go to Workbook page 93 for children to practise identifying and using sub clauses and to write an interview.

Further practice

Workbook pages 92–93

Unit 13 test, Testing and Evaluation Book page 35

Lesson One CB PAGE 102

Oxford iTools Digital classroom • Unit 14 • Words/Story

Words

Lesson objectives

To identify words for family members

To understand a short story

Language

Core: son, daughter, nephew, niece, husband, wife, father-in-law, mother-in-law

Extra: memories

Materials

CD 96–97; paper (optional); Making smoothies flashcards 119–128

Warmer

- Play *I spy* (see page 20) with the *Making smoothies* flashcards to revise the words from the previous lesson.

Lead-in

- Tell children they are going to learn some new words for talking about families.
- Use the family tree picture in Exercise 1 to elicit the vocabulary. Point to the different family members one at a time and try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat. Point to family members in a different order and repeat.

1 Listen, point and repeat. 96

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

son, daughter, nephew, niece, husband, wife, father-in-law, mother-in-law

Optional activity

- Play *Teacher can't remember* (see page 19) to reinforce the new vocabulary.

Optional activity

- Copy the family tree from Exercise 1 onto the board.
- Elicit the family members and ask a child to come and write the words in the correct places.
- Children must spell the words to the child who is writing the words on the board.

2 Listen and read. 97

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Who is crying? What is Aunt showing Holly? How many photos can you see? Is everyone happy or sad now?* Encourage predictions.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *Why is Holly sad? What were they doing in two of the photos? Will Holly visit them again?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*son, niece, nephew*).

Culture note: Freshwater fishing

Freshwater fishing is very popular in Great Britain. All fishermen over the age of 12 fishing for salmon, trout, freshwater fish, or eels must buy a rod licence. The price varies depending on the kind of fish you want to catch. A licence for catching salmon is the most expensive. The penalty for fishing without a licence is a fine of up to £2,500.

Optional activity

- Play a version of *True or false?* (see page 21). With books closed, say a true or false sentence about the story. If children think the sentence is true, they call out *True!* If they don't, they call out *False!*
- Say these sentences:
Max is crying. (F)
Holly is going to Australia. (F)
Max and Holly look at some photos. (T)
They haven't got any happy memories. (F)
There's a photo of Leo making a smoothie. (T)
There's a photo of everyone swimming. (F)

Further practice

Workbook page 94

Student MultiROM • Unit 14 • Words

Lesson Two

CB PAGE 103



Digital classroom • Unit 14 • Grammar 1

Grammar 1

Lesson objectives

To learn the past continuous

To learn how to use the past continuous in questions, sentences, and short answers

To act out a story

Language

Core: *What were you doing? I was looking at photos. He wasn't making a smoothie. He was making a mess. Were they going to the train station? No, they weren't. They were going to the theatre.*

Materials

CD 97

Warmer

- Play *Smiley face* (see page 23) to energize the class and to revise the words from the previous lesson.

Lead-in

- Ask children questions about the story, e.g. *Who's in the room? Who's crying? What does Aunt show the children? What are they doing in the photos?*
- Tell children to open their Class Books on page 102 and look at the pictures.

1 Listen to the story again and repeat. Act. 97

- Play the recording, pausing for children to repeat each line.
- Divide the class into pairs to play the parts of Aunt and Holly. (Max doesn't have a speaking part.)
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the picture and the example sentences in the grammar boxes. Copy the sentences onto the board.
- Ask children to identify the past continuous questions, affirmative sentences, negative sentences, and short answers. Ask them how the past continuous is formed.
- Read the rule aloud to the class. Give children a minute to study the rule silently. Ask them to give you sentences containing past continuous verbs. Write correct sentences on the board for the class to repeat in chorus.

Optional activity

- Write some times on the board, e.g. 7.00, 9.30, 2.15, 5.30.
- Point to 7.00 on the board and say *Yesterday, I was having breakfast at seven o'clock*. Ask a child *What were you doing?* Elicit an answer and help if necessary.
- Ask children to work in pairs. They take turns to ask and answer questions using the past continuous and the times on the board.

3 Write.

- Look at the pictures and the example with children.
- Check that they understand they have to complete the sentences with the past continuous form of the verbs in the word pool.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 were looking 2 were visiting 3 was making
4 was riding 5 was reading

4 Look at the pictures again. Ask and answer.

- Ask children to look at the pictures again.
- Ask two children to read the speech bubbles to the class.
- Check that children understand the exercise.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

ANSWERS

- 1 No, they weren't. They were visiting a friend in hospital.
2 Yes, he was.
3 No, they weren't. They were looking at the photo album.
4 Yes, she was.
5 No, he wasn't. He was riding his skateboard outside.

5 What were you doing at three o'clock yesterday?

- Ask some children around the class *What were you doing at three o'clock yesterday?* Children give their answers.
- If you wish, tell children that they can either say something that is true, or something that is false.
- You could turn this into a game where the class has to guess whether the child is telling the truth or not.

Optional activity

- Play a guessing game. Tell children to ask you questions to find out what you were doing yesterday at a certain time, e.g. *Were you reading a book at 4.00 yesterday?*
- Tell them they can only ask five questions.
- If they haven't guessed in five questions, tell them what you were doing.
- Choose another time and repeat.

NOTE: Now go to Workbook page 114 for children to practise the grammar structure before doing Workbook page 95.

Further practice

Grammar Time, Workbook page 114

Workbook page 95

Student MultiROM • Unit 14 • Grammar 1

Lesson Three CB PAGE 104

Oxford iTools Digital classroom • Unit 14 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn how to say and write dates

To learn how to use *was born* ...

To use *was born* in the context of a song

Language

Core: 22nd June 1997 (the twenty-second of June, nineteen ninety-seven), 4th October 2009 (the fourth of October, two thousand and nine). My dad was born in 1971.

Materials

CD 98

Warmer

- Play *Guess the word* (see page 22) to revise the vocabulary from Lesson 1 and energize the class.

Lead-in

- Bring in a photo of a member of your family when they were a baby. Write his / her date of birth on the board, e.g. 10.6.1982. Mime holding a baby to show children this is the date he / she was born.
- Point to the number 10 and write *10th*. Then point to the number 6 and ask *What month is this?* Write *June*. Point to the number 1982 and elicit or model *nineteen eighty-two*.
- Practise saying the date until the children are familiar with it.
- Write similar dates on the board and practise saying them.

1 Read and learn.

- Focus children's attention on the grammar box. Point to the first example and write 22.6.1997 so that children can see the two ways we write dates.
- Ask them to identify the ways we say the date when it is written this way. Draw attention to the use of *the* and *of*.
- Write some dates on the board for children to practise saying them.
- Now read the example to the class (*My dad was born in 1981*). Then read the rule. Write some dates on the board e.g. 1997, 12th August, 2004, 6th May and elicit the correct prepositions (*in* or *on*).
- Give children a minute to study the rule silently.
- With books closed, ask questions to check children's understanding.

2 Read the dates. Ask and answer.

- Point to the first picture and the date. Ask two children to read the speech bubbles to the class.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to ask and answer their questions for the class.

ANSWERS

- 1 When was Paul born? He was born on the third of March, nineteen ninety-nine.
- 2 When was Liz born? She was born in nineteen fifty.
- 3 When were Simon and Mat born? They were born on the fourth of May, nineteen ninety-seven.
- 4 When was Alf born? He was born in nineteen thirty-two.

Optional activity

- Play *Whispers* (see page 21) to practise talking about dates.
- Write six dates on six pieces of paper (1998, 2003, etc).
- Divide the class into groups of six. Give a 'date card' to the first child in each group. This child whispers the date to the child next to him / her and so on.
- The final child says the word aloud, and the first child holds up the 'date card' to see if it has been said correctly.

3 Write about when you and your family were born.

- Tell children to write sentences about when they and their family were born.
- Children do the exercise individually.
- Go through the answers with the class.

Optional activity

- Tell children to do a project about their family.
- Children should find some photos of family members when they were babies. Underneath each photo, they must write when they were born in full sentences.
- Children should do this at home and bring it into class for the next lesson.

4 Listen and sing. CD 98

- Focus children's attention on the pictures. Ask *What game is the boy playing? Where's the mother with her child? What's the boy doing at his desk? What's the girl doing?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Divide the class into two groups.
- Half of the class sing the question lines and the other half sing the answers.
- Sing the song all the way with each group standing up when it is their turn to sing.

NOTE: Now go to Workbook page 114 for children to practise the grammar structure before doing Workbook page 96.

Further practice

Grammar Time, Workbook page 114

Workbook page 96

Student MultiROM • Unit 14 • Grammar 2 and Song

Student MultiROM • Unit 14 • Listen at home • Track 55 (Words and phrases), Track 56 (Song)

Lesson Four CB PAGE 105

Oxford iTools Digital classroom • Unit 14 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

To learn that words with *tion* and *shion* endings sound the same

To identify this sound in two texts

To match this sound to specific words

Language

Core: *addition, subtraction, question, invitation, fashion, cushion*

Materials

CD 93, 99–100; Phonics cards 38–39 (tunnel, lentils); Phonics cards 40–41 (addition, fashion), sheets of paper and coloured pencils (optional)

Warmer 93

- Hold up phonics cards 38 and 39 (*tunnel* and *lentils*) from the previous phonics lesson, covering the words with your hand and eliciting the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*el* and *il*).
- Ask children to remember other words with the letters *el* and *il*. Write them on the board.
- Play the texts from Class Book page 99 to revise the words with *el* and *il*.

Lead-in

- Hold up the phonics cards for *addition* and *fashion* one at a time and elicit the words.
- Repeat several times until children are used to saying the words.
- Put the cards on different sides of the room and point to them at random.
- Children repeat the words.

1 Listen, point and repeat. 99

- Ask children to look at the words and pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through for children to point and repeat again.
- Repeat as necessary.

Transcript

Listen and point. / Listen and repeat.

addition, subtraction, question, invitation, fashion, cushion

2 Listen and read. 100

- Point to the pictures. Ask *Is the boy in picture 1 proud or sad? Where's the girl in picture 2 sitting?*

- Tell children they are going to hear two short texts.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*competition, addition, subtraction, fashion, cushion*).

3 Read again. Circle the words with *tion* and underline the words with *shion*.

- Focus attention on the words *addition* and *fashion* in Exercise 1 and ask children to find the words in the texts.
- Ask children to find and circle all the words with *tion* and underline the words with *shion*.
- Look at the example with the class before children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 *tion*: competition, questions, addition, subtraction, invitation
- 2 *shion*: fashion, cushion

4 Look at the pictures below. Write the words in the correct box.

- Point to the pictures and the two boxes.
- Ask children in which box you should write *addition*. Elicit the 'tion' box.
- Check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 *tion*: addition, question, subtraction, invitation
- 2 *shion*: fashion, cushion

Optional activity

- Tell children you are going to read out some sentences.
- Ask children to tap the desk when they hear a word with *tion* and clap their hands when they hear a word with *shion*.
- Read out these sentences.
- *Have you washed your glass? Did you go to the fashion show? Can I ask a question?*
- *Is that an invitation? Let's go in this shop and buy a cushion.*

Optional activity

- Tell children you are going to make a phonics poster.
- Hand out sheets of paper and coloured pencils.
- Children choose either words with *tion* or *shion*.
- They must draw pictures of two or three words with their chosen letters. Somewhere on the poster they should write the letters, e.g. *tion* or *shion* and colour them in.
- Put the phonics posters around the classroom.

Further practice

Workbook page 96

Student MultiROM • Unit 14 • Phonics and Spelling

Student MultiROM • Unit 14 • Listen at home • Track 57 (Phonics and Spelling)

Lesson Five CB PAGE 106

Oxford iTools Digital classroom • Unit 14 • Skills Time!

Skills Time!

Skills development

Reading: read and understand a narrative poem: 'My relatives are coming'; identify words and meanings in a text; check the meanings of words in a dictionary; read questions and write short answers

Language

Core: *relatives, toddler, normal, cute, squeeze, queue, stay in touch, miss someone*

Recycled: vocabulary and structures seen previously

Extra: *get ready, shout, lounge, camp bed, elbow, piled up, laughter, singing*

Materials

CD 98, 101

Warmer 98

- Sing *When Sally was born* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Revise the family words necessary for the poem by asking questions.
- Write on the board *My mum has got a sister called Sally. Ask Who is Sally?* Elicit *your aunt*.
- Write *Sally has got a husband called Harry. Ask Who is Harry?* Elicit *your uncle*.
- Write *Sally and Harry have got two children called Joe and Lucy. Ask Who are Joe and Lucy?* Elicit *your cousins*.
- Tell children to open their Class Books on page 106 and find an *uncle, aunt, and cousin* in the picture.

1 Describe what is happening in the picture.

- Ask children to look at the picture. Ask questions about what is happening, e.g. *Who lives in the house? Who is visiting?*
- Elicit and model new vocabulary where necessary.
- Gradually build up a description and write notes on the board.

2 Listen and read the poem. 101

- Explain the meaning of *relatives* and ask children which relatives they can see in the picture (*an aunt, an uncle, and two cousins*).
- Tell children they are going to read a poem.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children to tell you what the poem is about. Answer any questions children have.
- Ask simple questions to check comprehension, e.g. *Which relatives are coming to visit? Is Bill young or old? How many people are coming? Will the house be quiet?*

Optional activity

- Choose nine children and assign them each a verse of the poem.
- Children stand up and each child reads his / her verse.
- Choose nine different children and repeat.
- Repeat as often as necessary to increase confidence and familiarity with the poem.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the dictionary to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

4 Read again and write short answers.

- Point to the example question. Explain to children they have to read the questions and write the short answers.
- Ask children to read the questions silently and refer back to the poem to find the answers.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 A week. 2 No, it isn't. 3 To speak. 4 No, he isn't. 5 Quiet.

Optional activity

- Divide the class into two teams. With books closed, ask children questions about the poem.
 - What are the names of the girl's cousins? (*Bill and Kate*)
 - Who is two years old? (*Bill*)
 - Who will sleep in the girl's room on the floor? (*Kate*)
 - Where are Aunt and Uncle going to sleep? (*the lounge*)
 - What does Bill like to do? (*scream and shout*)
 - How many people will sit around the table? (*eight*)
 - What will the house be like during the visit? (*noisy*)
- The team with the most correct answers is the winner.

Further practice

Workbook page 97

Language practice worksheet, PMB page 27

Student MultiROM • Unit 14 • Words in context

Student MultiROM • Unit 14 • Listen at home • Track 58 (Words)

Lesson Six CB PAGE 107

Oxford iTools Digital classroom • Unit 14 • Skills Time!

Skills Time!

Skills development

Listening: identify children's memories

Speaking: talk about memories

Writing: identify structure and rhyme in a poem

Language

Recycled: vocabulary and structures seen previously

Extra: kangaroo, koala bear, go surfing

Materials

CD 102

Warmer

- Write the new core vocabulary from Lesson 5 on the board to revise the new words. Ask children to make up a sentence for each word.

Lead-in

- Ask children to open their Class Book and look at the three pictures in Exercise 1.
- Point to the pictures and ask questions, e.g. *How old is the baby? What is that animal called? Which country is it from? Where can you see these animals? Have you ever seen these animals?*

1 Listen and number. 102

- Tell children they are going to hear a recording of three children talking about their memories.
- Play the recording, pausing after each dialogue for children to number the pictures in the order they hear them.
- Go through the answers with the class.

Transcript

(See Teacher's Book page 120).

ANSWERS

a 2 b 1 c 3

2 Listen again. Write S (Stuart), E (Emily) or A (Anna).

- Ask children to read the questions silently. Check that children understand the task.
- Play the recording again, pausing after each dialogue for children to write S (Stuart), E (Emily), or A (Anna) after each question.
- Go through the answers with the class.

ANSWERS

1 A 2 E 3 S 4 A 5 E 6 S

3 Ask and answer. Talk about your happy memories.

- Ask individuals to read the questions with the class.
- Ask two children to read the speech bubbles to the class.

- Ask children to work in pairs, taking turns to ask and answers questions about their happy memories. Move around the class, checking their pronunciation and giving models where necessary.
- You may choose to ask a few pairs to demonstrate in front of the class.

Optional activity

- Tell children to write a short paragraph of four or five sentences about their happiest memories.
- Children write a paragraph based on the questions and answers they practised with their partners in Exercise 3.
- Ask some children to read their paragraph to the class.

4 Look at the poem again and answer the questions.

- Ask children to look at the poem on page 106 again.
- Read the rules and check that children understand the meaning of *verses* and *rhyme*.
- Write the first verse on the board. Explain that this is one verse. Ask children to tell you which words at the ends of the lines rhyme, i.e. sound the same (*day* and *stay*). If necessary, repeat with the second verse.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 nine 2 four 3 day / stay, Kate / wait, two / do, good / should, floor / door, squeeze / knees, hall / walls, speak / week, touch / much 4 the second and fourth line of every verse rhyme

Optional activity

- Play *Rhyming words* (see page 21) to reinforce an understanding of rhyming words.
- Put some phonics cards from any of the previous lessons around the room, saying the words for children to repeat.
- Ask children to stand at their desks. Call out words which rhyme with these words.
- Children point to the phonics cards. With a strong class, children can repeat both words.
- Children who point to the wrong word are out.

Optional activity

- You might like to perform the play *The Mystery of the Flowers* at the end of this lesson. See pages 34–35 of the Photocopy Masters Book and the teaching notes on Teacher's Book page 135.

NOTE: Now go to Workbook page 99 for children to practise poem structure and rhyme and to complete a poem.

Further practice

Workbook pages 98–99

Unit 14 test, Testing and Evaluation Book page 36

Play script 2, PMB pages 34–35

Lesson One CB PAGE 108

Oxford iTools Digital classroom • Unit 15 • Words/Story

Words

Lesson objectives

To identify words for talking about jobs

To understand a short story

Language

Core: boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author

Materials

CD 103–104; Jobs flashcards 129–138; PMB page 40 (Cut and make 5) (see Teacher's Book page 137) (optional); paper and coloured pencils

Warmer

- Divide the class into eight groups and give each group a family member word from Unit 14.
- Play *Do it!* (see page 22) to revise the family member words.

Lead-in

- Tell children they are going to learn some new words for talking about jobs.
- Use the *Jobs* flashcards 129–138 to introduce the vocabulary. Hold up the cards one at a time and try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- See whether children's parents have any of these jobs. Ask *Whose mother / father is a vet?* encouraging children to put their hands up if one of their parents is a vet. Repeat with the other jobs.

1 Listen, point and repeat. 103

- Ask children to open their Class Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the words in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

Transcript

Listen and point. / Listen and repeat.

boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author

Optional activity

- See instructions on carrying out PMB Cut and make 5 (Memory game) on Teacher's Book page 137, to practise the new vocabulary. This activity can be done at this point, or later in the unit if preferred.

2 Listen and read. 104

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Is everyone worried or happy? Who is Dad talking to? Who is talking now? Is Holly happy?* Encourage predictions about the story.
- Play the recording for children to listen to and follow the dialogue in their books.
- Ask questions to check comprehension, e.g. *Why is Dad worried? What's the bad news? What's the good news? Where is his new job? Is everyone happy?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*boss, office*).

Optional activity

- Play *Disappearing dialogue* (see page 23) using the words from frame 1.
- Write the dialogue from frame 1 on the board and ask two children to read it to the class.
- Rub out four words and ask two different children to read the dialogue again, saying the missing words.
- Continue rubbing out words and asking different children to read the dialogue until they are repeating it from memory.

Optional activity

- Ask children *What do you know about Australia?* Brainstorm some words and write them on the board, e.g. *beaches, sunny, hot weather, kangaroos, etc.*
- If possible bring in some pictures to show them, e.g. sandy beaches, kangaroos, Sydney Opera House, etc.
- Hand out pieces of paper and coloured pencils. Tell children to make a poster about what life will be like for Holly and Max when they move to Australia.
- Tell children to write two sentences about what Holly and Max will do in Australia and draw pictures.

Further practice

Workbook page 100

Cut and make 5, PMB page 40

Student MultiROM • Unit 15 • Words

Lesson Two CB PAGE 109

Oxford iTools Digital classroom • Unit 15 • Grammar 1

Grammar 1

Lesson objectives

To contrast the use of the past simple and the past continuous

To learn how to use *when* with the past simple and past continuous

To act out a story

Language

Core: *When I was working, the phone rang. They were smiling when I went in.*

Materials

CD 104; Jobs flashcards 129–138

Warmer

- Ask children to choose a job from Exercise 1. They must write a sentence describing the job without saying what it is, e.g. *I work with animals (vet).*
- Ask individual children to read out their sentence. The rest of the class listens and calls out the job.

Lead-in

- Ask children to tell you what they can remember about the story. Be prepared to give some clues but try not to help them by asking questions.
- Write notes on the board so that you gradually build up an outline of the story.
- Tell children to open their Class Books on page 108 to see how accurate they were.

1 Listen to the story again and repeat. Act. 104

- Play the recording, pausing for children to repeat each line.
- Divide the class into groups of four to play the parts of Mum, Dad, Max, and Holly.
- As a class, decide on the actions for the story.
- Play the recording a second time for children to say their lines and mime the actions.
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

2 Read and learn.

- Focus children's attention on the pictures and the example sentences in the grammar boxes. Ask children to identify the past simple and past continuous forms.
- Look at the first example sentence and ask children which action started first (*working*). Look at the second example and ask what the people were doing when Dad went into the office (*smiling*).
- Tell children that the past continuous is used for a longer action which starts before it is interrupted by another action. The interrupting action is in the past simple.
- Ask two children to read the two examples with *when*.

- Give children a minute to study the rule silently.
- Write some verbs on the board, e.g. *reading, sleeping, playing*. Ask children to give you sentences containing these verbs in the past continuous. They then think of some verbs in the past simple that can interrupt these actions.
- Write correct sentences using the two tenses on the board for the class to repeat in chorus.

3 Match and number the pictures.

- Look at the pictures and the example with children.
- Check that they understand they have to match the two parts of the sentences, and write the number in the box. Then they have to match the sentence with the pictures.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 I was waiting at the library when the author came in.
- 2 He was walking to work when it started to rain.
- 3 The secretary was typing when her boss phoned.
- 4 The footballer was running when he fell over.
- 5 The mechanic was repairing the car when the customer arrived.

a 1 b 4 c 2 d 5 e 3

4 Point to the pictures and say.

- Ask children to look at the pictures again.
- Ask a child to read the speech bubble to the class.
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to say their sentences for the class.

5 Now write the sentences with *When* at the beginning.

- Point to the speech bubble in Exercise 4 again and write it on the board. Rub out *when* from the middle of the sentence and write it at the beginning of the sentence. Ask *What is missing?* Elicit *the comma*.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 When I was waiting in the library, the author came in.
- 2 When he was walking to work, it started to rain.
- 3 When the secretary was typing, her boss phoned.
- 4 When the footballer was running, he fell over.
- 5 When the mechanic was repairing the car, the customer arrived.

Optional activity

- Ask children to work in pairs. Child A reads out the sentence he / she wrote in Exercise 5.
- Child B must point to the picture referred to in the sentence. Child A checks to see if Child B is correct.

NOTE: Now go to Workbook page 115 for children to practise the grammar structure before doing Workbook page 101.

Further practice

Grammar Time, Workbook page 115

Workbook page 101

Student MultiROM • Unit 15 • Grammar 1

Lesson Three CB PAGE 110

Oxford iTools Digital classroom • Unit 15 • Grammar 2 and Song

Grammar 2 and Song

Lesson objectives

To learn grammar homophones: *there, they're, their*
To use *there, they're, their* in the context of a song

Language

Core: *There is some good news and some bad news. They're very happy. They will be with their cousins.*

Extra: *nervous, pack (v)*

Materials

CD 105; Jobs flashcards 129–138

Warmer

- Play *I'm still standing* (see page 22) to revise the vocabulary from Lesson 1 and energize the class.

Lead-in

- Write these three gapped sentences on the board:
_____ *my cousins.*
_____ *are some books on the table.*
That's _____ house.
- Write *there, they're, and their* in a group to the side of the sentences.
- Ask children to choose the correct word (*there, they're or their*) for each sentence.

1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify *there, they're, and their*.
- Read the explanation to the class.
- Give children a minute to read the explanation silently. Remind children that these words all sound the same.

Optional activity

- Tell the class you are going to dictate some sentences.
- Read the following sentences slowly:
They're my friends.
There is some good news.
Their names are Holly and Max.
There are four chairs.
They're a bit worried.
Their bags are on the floor.
- Go through the answers with the class, checking the correct spelling of *there, they're and their*.

2 Write.

- Tell children to complete the sentences with *there, they're, or their*.
- Children do the exercise individually.
- Ask three children to read the text to the class. Give them two sentences each.
- Check the answers with the class as they read.

ANSWERS

1 there 2 their 3 They're 4 they're 5 their

Optional activity

- Tell children you are going to write some sentences on the board but each sentence contains a mistake.
- Children come to the front of the class and correct the sentences.

There coats are brown and black. (Their)

Their are lots of people. (There)

They're are some sandwiches. (There)

Their my relatives. (They're)

There are sad. (They're)

They're house is small. (Their)

3 Now talk about the picture.

- Tell children to talk about the picture in Exercise 2.
- Tell them to use sentences with *there, their, and they're*. Demonstrate by saying *Their cousins live in Australia.*
- Children do the exercise in pairs. Monitor and help where necessary.
- Ask some of the pairs to say their sentences for the class.

4 Listen and sing. 105

- Focus children's attention on the pictures. Ask *Where are the boy and the girl? Are they happy or sad? Where are they going?*
- Play the song the whole way through. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording several times for children to sing along.

Optional activity

- Divide the class into four groups.
- Give each group a verse to sing and the following actions to make:
Group 1: children swing their arms as though walking along.
Group 2: children pack a suitcase.
Group 3: children open their passports.
Group 4: smile and wave
- Sing the song all the way through. Each group stands up when it is their turn to sing and children do the actions.

NOTE: Now go to Workbook page 115 for children to practise the grammar structure before doing Workbook page 102.

Further practice

Grammar Time, Workbook page 115

Workbook page 102

Student MultiROM • Unit 15 • Grammar 2 and Song

Student MultiROM • Unit 15 • Listen at home • Track 59 (Words and phrases), Track 60 (Song)

Lesson Four CB PAGE 111

Oxford Tools Digital classroom • Unit 15 • Phonics and Spelling

Phonics and Spelling

Lesson objectives

- To learn some homophones
- To identify these words in dialogues
- To complete sentences with specific words

Language

Core: *see, sea, hear, here, wear, where, write, right*

Materials

CD 100, 106; Phonics cards 40–41 (*addition, fashion*); Phonics cards homophones 42–49 (*see, sea, hear, here, wear, where, write, right*)

Warmer 100

- Hold up phonics cards 40 and 41 (*addition* and *fashion*) from the previous phonics lesson, covering the words with your hand, eliciting the words.
- Ask children if they can remember the letters they learned in the previous phonics lesson (*tion* and *shion*).
- Ask children to remember other words with the letters *tion* and *shion*. Write them on the board.
- Play the texts from Class Book page 105 to revise the words with *tion* and *shion*.

Lead-in

- Hold up the phonics homophone cards one at a time and elicit the words.
- Repeat several times until children are used to saying the words. Make sure they understand that these words sound the same but have different meanings.
- Put the cards on different sides of the room and point to them at random.
- Children repeat the words.

1 Read and learn.

- Ask children to look at the words and pictures in their Class Books.
- Give children a minute to read silently and learn the different meanings and spellings.
- With books closed, ask questions to check children's understanding.

Optional activity

- Hold up the phonics homophone cards one at a time and elicit the words.
- Put cards *see, hear, wear, and write* around the room.
- Hold up cards *sea, here, where, and right* one at a time.
- Children point to the corresponding homophone and say the word.

2 Listen and read. 106

- Point to the pictures.
- Tell children they are going to hear four short dialogues.

- Hand out the phonics cards among the class. Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read and repeat. The child with the appropriate phonics card holds it up while speaking.

Optional activity

- Play a version of *True or false?* (see page 21).
- Say a sentence, e.g. *I can see my friends*. At the same time hold up either card *sea* or *see*.
- Children decide if you have held up the correct card.
- If children think you have held up the correct card they call out *True!* If they don't, they call out *False!*
- Continue until all of the words have been practised.

3 Read again and circle the words from Exercise 1.

- Focus children's attention on the homophones in Exercise 1 and ask them to find and circle the words in the dialogues.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

see, sea, hear, here, where, wear, wear, write, write, right

Optional activity

- Draw a 4x2 grid on the board so that you have eight squares.
- In each square, write one of the homophones in random order.
- Divide the class into two teams.
- Children from each team take turns to stand up and say a sentence using one of the words. When they have said the sentence, they must spell the word so that you know they have used the correct word.
- Each time a child says a correct sentence, cross out the word.
- Award a point for each correct sentence. Deduct a point for each mistake.
- Continue until all of the words have been crossed out.

4 Write.

- Point to the pictures and the gapped sentences.
- Ask children to complete the sentences with the correct homophone.
- Check that children understand the exercise.
- Children do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 Where 2 sea 3 hear 4 Here

Further practice

Workbook page 102

Student MultiROM • Unit 15 • Phonics and Spelling

Student MultiROM • Unit 15 • Listen at home • Track 61 (Phonics and Spelling)

Lesson Five CB PAGE 112

Oxford iTools Digital classroom • Unit 15 • Skills Time!

Skills Time!

Skills development

Reading: read and understand a traditional story: 'Three Wishes' (an extended text); identify words and their meanings in a text; check the meanings of words in a dictionary

Language

Core: fisherman, speak (spoke), silly, surprised, sausage, delicious, wish for, pull

Recycled: vocabulary and structures seen previously

Extra: net, angry, catch, dinner, go away

Materials

CD 105, 107

Warmer 105

- Sing *They're nearly there!* from Lesson 3 to energize the class at the start of the lesson.

Lead-in

- Draw a stick man with a fishing rod. Try to elicit the word *fisherman*, or model it if necessary.
- Ask questions to prepare the class for the story they are going to read in Exercise 2. Ask *What does a fisherman do? Where does he usually fish? Does he fish in a car?* etc.
- Tell children to open their Class Books on page 112 and find the fisherman in the pictures. Ask who they think the woman is (*his wife*).

1 Describe what is happening in the pictures.

- Ask children to look at the pictures. Ask questions about what is happening. *Where is the man? What's his job? What is in his net? What's he eating? What's his wife doing?*
- Elicit and model new vocabulary where necessary.
- Write notes on the board.

2 Listen and read. 107

- Ask children to guess what a wish is (*something you want to happen*). Tell them they are going to read a traditional story about some people who can ask for three wishes.
- Play the recording once all the way through as children follow the text in their books.
- Play the recording again, pausing at regular intervals. Ask children what the story is about. Answer any questions children have.
- Ask simple questions to check comprehension, e.g. *Did the fisherman usually catch a lot of fish? Who gave the fisherman a wish? What was the fisherman's first wish? Was his wife happy? Did they eat the sausages? Did the fisherman use his three wishes well?*

Optional activity

- Children close their Class Books. Write these phrases and sentences from the story on the board:
"I wish we had sausages instead of bread and water ..."
Suddenly, the sausages disappeared.
He was very happy and started to eat.
One day, the man was fishing.
She wasn't happy.
"Please throw me back ..."
"Why didn't you wish for something better ...?"
... a little fish jumped into his net.
"You silly man!"
- Ask children to put the phrases and sentences from the story in the correct order.
- After children have written them in order, tell them to open their books and check.

Culture note: Britain: a sea nation

Britain is an island and a 'sea nation' and this has shaped British culture and British history more than any other factor in the British landscape.

The coastline is peppered with a mass of fishing villages and towns, merchant sea ports, docks, and naval centres. Until recent times, fishing and ship building were two of the biggest industries in Britain. Most significantly of all, the English language has been shaped by its nautical heritage, with thousands of expressions and words deriving from nautical themes.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary.

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

Optional activity

- Tell children you are going to ask them some more questions about the story:
How many times is the word 'fisherman' in the story? (five)
Who says the word 'silly'? (wife) *How many times? (two)*
How many times is the word 'sausages' in the story? (eight)
Who says the words 'three wishes'? (fisherman, the fish)
- Children can work individually or in pairs.
- Children open their books and check their answers.
- Go through the answers with the class.

Further practice

Workbook page 103

Language practice worksheet, PMB page 28

Student MultiROM • Unit 15 • Words in context

Student MultiROM • Unit 15 • Listen at home • Track 62 (Words)

Lesson Six CB PAGE 113

Oxford Tools Digital classroom • Unit 15 • Skills Time!

Skills Time!

Skills development

Listening: identify children's wishes

Speaking: talk about your wishes

Writing: use speech marks

Language

Recycled: vocabulary and structures seen previously

Extra: *pen pal, come true*

Materials

CD 108; Jobs flashcards 129–138; paper and coloured pencils (optional)

Warmer

- Play *Bingo* (see page 23) to revise the new vocabulary from Lesson 5.

Lead-in

- Tell children you are going to make a wish. Say *My wish is for ...*
- Ask children to guess what your wish might be.
- Children call out suggestions, e.g. *a new car, more money, a bike*.
- Write the suggestions on the board.

1 What do they wish for? Listen and write L (Lucas), R (Rosy) or A (Akram). 108

- Tell the class they are going to hear a recording of three children talking about their wishes.
- Play the recording, pausing after each dialogue for the class to write the child's initial in the tick boxes.
- Go through the answers with the class.

Transcript

(See Teacher's Book page 120).

ANSWERS

1 A 2 A 3 R 4 A 5 L 6 R 7 L 8 L 9 R

2 Imagine the fish is giving you three wishes. What are they? And why?

- Ask a child to read the speech bubbles to the class, and if possible complete the third wish.
- Check that children understand the exercise, then ask them to work in pairs.
- Children take turns to tell each other their three wishes and explain the reason why they have chosen them. Explain that they will have to use the word *because* to explain why they want something.
- You may choose to ask a few pairs to demonstrate in front of the class.

Optional activity

- Hand out pieces of paper and coloured pencils. Tell children that they are going to make a poster about their three wishes.
- Children write their three wishes and draw pictures to illustrate them.
- Collect the posters at the end and put them up around the class.

3 Circle the commas and question marks before the speech marks. Then underline the different verbs used.

- Read the rules and examples and ask children to give you examples of when to use them.
- Ask questions, e.g. *When do we use speech marks? Is a comma placed inside the speech marks?*
- Check that children understand the exercise. Write the first sentences on the board and ask individual children to come and circle the punctuation and underline the verb.
- Children do the exercise individually.
- Go through the answers on the board with the class.

ANSWERS

- 1 "I wish these were sausages," he said.
- 2 "Why didn't you wish for something better?" asked the woman.
- 3 "You silly man," the fisherman's wife said.
- 4 "I wish," said the fisherman sadly, "for the sausages to go away."
- 5 "My wife will be happy now," said the man, "we will eat this fish for dinner."

Optional activity

- Write these sentences from Lesson 5 on the board for children to come and write the punctuation marks:
Please throw me back in the sea and I will give you three wishes it said.
Fish don't speak you silly man she said.
And now there isn't any fish for dinner.
I wish we had sausages instead of bread and water he said.

NOTE: Now go to Workbook page 105 for children to practise using speech marks and to write the end of a story.

Review 5 CB PAGES 114–115

REVIEW ANSWER KEY, TB PAGE 121

Further practice

Workbook pages 104–107

Writing skills worksheet, PMB page 29

Testing and Evaluation Book

- Unit 15 test, page 37
- Summative test 5, page 38
- Skills test 5, page 40

Values 5 worksheets, PMB pages 30–31 (if not covered previously)

Extensive reading

Fossils CB PAGES 28–29

Oxford iTools Digital classroom • Unit 3

Non-fiction and fiction

Lesson objectives

To read a factual text and a story

To read independently and work out meaning through context

Language

Extra: *amazing, ammonite, celebrate, dig up, especially, eventually, famous, geologist, ichthyosaur, past, plesiosaur, (the) very first, turtle, whale*

Warmer

- Play *Quick flash* (see page 19) with the Dinosaur Museum flashcards to energize the class and revise the Unit 3 vocabulary.

1 Describe the pictures. What do you know about fossils?

- Ask children to describe the pictures. Ask questions and encourage children to make predictions about the text.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Where can you find fossils? What is an ammonite?*

3 Read again and write T (true) or F (false).

- Ask children to read the story silently.
- Explain that they are going to read sentences about the story and decide if they are true or false.
- Go through the answers with the class.

ANSWERS

1 F 2 T 3 F 4 F

4 Ask and answer.

- Ask children to work in pairs to ask and answer.
- Choose some pairs to demonstrate for the class.

1 Look at the picture. What is the girl doing?

- Ask children to look at the picture. Ask questions and encourage children to make predictions about the text.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Where did Mary Anning live? Did Mary go to school?*

3 Read again and answer the questions.

- Ask children to read the text again silently.
- Go through the answers with the class.

ANSWERS

- 1 Because her father died and her family needed money.
- 2 Fossils. 3 Some bones from a very large animal in the rocks.

4 Ask and answer.

- Ask children to work in pairs to ask and answer.
- Choose some pairs to demonstrate for the class.

Sport CB PAGES 50–51

Oxford iTools Digital classroom • Unit 6

Non-fiction

Lesson objectives

To read a factual text

To read independently and work out meaning through context

Language

Extra: *athlete, birth, both, break a record, century, championship, coach, competition, cricket, European, fewer, height, helmet, injured, junior, last (v), lightning, medal, Olympic Games, oval, pick up, position, relay, rugby, second (n), silver, sportsperson, step (n), strong, timing, touchdown, United States, West Indies*

Warmer

- Play *Simon says* ... (see page 23) to energize the class.

1 What do you know about American football?

- Tell children they are going to read a text about American football. Ask questions, e.g. *Do you know any American football teams or players? What are the rules?*

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Discuss the text with the class and ask questions to check comprehension, e.g. *How many players are in an American football team? What shape is an American football?*

3 Read again and answer the questions.

- Ask children to read the story silently.
- Go through the answers with the class.

ANSWERS

- 1 England. 2 The Super Bowl. 3 Kansas City Chiefs and Detroit Lions. 4 Tyson Jackson.

4 Ask and answer.

- Ask children to work in pairs to ask and answer.

1 Look at the pictures. What is the text about?

- Ask children to look at the pictures. Ask questions and encourage children to make predictions about the text.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Where was Usain born? What games did Usain play in the street with his brother and sister?*

3 Read again and write T (true) or F (false).

- Ask children to read the text silently.
- Explain that they are going to read sentences about the text and decide if they are true or false.
- Go through the answers with the class.

ANSWERS

1 F 2 F 3 T 4 T

4 Ask and answer.

- Ask children to work in pairs to ask and answer.

Travel

CB PAGES 72–73

Oxford iTools Digital classroom • Unit 9

Non-fiction and fiction

Lesson objectives

To read a letter and a factual text

To read independently and work out meaning through context

Language

Extra: *frightened, guide (n), island, language, loaf (loaves), statue, voyage (n), watch (n)*

Warmer

- Play *Whispers* (see page 2) using Airport flashcards.

1 Describe the picture. Where is Joe?

- Ask children to describe the picture and make predictions.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Ask questions to check comprehension, e.g. *When did Joe arrive in Rome? Where is Joe's hotel?*

3 Read again and write yes or no.

- Ask children to read the text silently.
- Explain that they are going to read sentences about the text and write *yes* or *no*.
- Go through the answers with the class.

ANSWERS

1 no 2 yes 3 no 4 yes

4 Ask and answer.

- Ask children to work in pairs to ask and answer.

1 Describe what is happening in the pictures.

- Ask children to describe what is happening in the pictures. Encourage children to make predictions about the text.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Ask questions to check comprehension, e.g. *What happened during Gulliver's voyage? Why did he point at his mouth?*

3 Read again and put the sentences in the correct order.

- Ask children to read the text silently.
- Explain that they are going to read sentences about the text and put them in the correct order.
- Go through the answers with the class.

ANSWERS

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

4 Ask and answer.

- Ask children to work in pairs to ask and answer.

CULTURE NOTE

Gulliver's Travels, by Jonathan Swift, was originally published in 1726. In the story, Gulliver is shipwrecked before travelling to many strange lands and eventually finding his way home. The story was intended as a satire on 18th century society and was hugely popular.

Exciting places

CB PAGES 94–95

Oxford iTools Digital classroom • Unit 12

Non-fiction

Lesson objectives

To read a diary and a factual text

To read independently and work out meaning through context

Language

Extra: *beetle, butterfly(ies), cactus (cacti), campfire, colourful, diary, dune, insect, lodge, nest, nocturnal, noisy, root, sandstorm, seed, snowstorm, spot (n), toucan, underground, weird*

Warmer

- Play *Musical cards* (see page 20) with the Places flashcards to energize the class.

1 Look at the text. Which country is Maria in?

- Ask children to look at the text. Ask questions and encourage children to make predictions about the text.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Which birds did Maria see? What did Maria do in the evening?*

3 Read again and write *yes* or *no*.

- Ask children to read the text silently.
- Explain that they are going to read sentences about the text and write *yes* or *no*.
- Go through the answers with the class.

ANSWERS

- 1 in a rainforest in Costa Rica 2 birds singing
3 rice, beans, and fruit 4 look at a volcano

4 Ask and answer.

- Ask children to work in pairs to ask and answer.

1 Describe the picture. What do you know about deserts?

- Ask children to describe the picture. Ask questions and encourage children to make predictions about the text.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Ask questions to check comprehension, e.g. *What kinds of deserts are there? What does nocturnal mean?*

3 Read again and write *T* (true) or *F* (false).

- Ask children to read the text silently.
- Explain that they are going to read sentences about the text and decide if they are true or false.
- Go through the answers with the class.

ANSWERS

- 1 F 2 F 3 T 4 T

4 Ask and answer.

- Ask children to work in pairs to ask and answer.

Gold

CB PAGES 116–117

Oxford
iTools

Digital classroom • Unit 15

Non-fiction and fiction

Lesson objectives

To read a factual text and a story

To read independently and work out meaning through context

Language

Extra: *along with, bury, greedy, jewel, jewellery, mask, object, precious, rhino, tomb, treasure, vase*

Warmer

- Play *What's the picture?* (see page 23) using vocabulary from the lesson such as cup, jewellery, mask.

1 Describe the pictures.

- Ask children to describe the pictures. Ask questions and encourage children to make predictions about the text.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.

- Discuss the text with the class and ask questions to check comprehension, e.g. *What did Egyptians bury along with their kings in ancient times? What did the Inca people make from gold?*

3 Read again and write the names of the places.

- Ask children to read the story silently.
- Explain that they have to write the names of the places in each sentence.
- Go through the answers with the class.

ANSWERS

- 1 Egypt 2 the Andes Mountains in South America
3 Mapungubwe in South Africa

4 Ask and answer.

- Ask children to work in pairs to ask and answer.
- Choose some pairs to demonstrate for the class.

1 Describe the pictures. What is the story about?

- Ask children to describe the pictures. Ask questions and encourage children to make predictions about the text.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Discuss the text with the class and ask questions to check comprehension, e.g. *What did King Midas's daughter do in the garden? What did King Midas wish for?*

3 Read again and write *yes* or *no*.

- Ask children to read the text silently.
- Explain that they are going to read sentences about the text and write *yes* or *no*.
- Go through the answers with the class.

ANSWERS

- 1 yes 2 yes 3 no 4 not to be greedy, and that being rich does not make you happy

4 Ask and answer.

- Ask children to work in pairs to ask and answer.
- Choose some pairs to demonstrate for the class.

Autobiography

CB PAGES 118–119



Digital classroom • Unit 15

Non-fiction

Lesson objectives

To read a factual text

To read independently and work out meaning through context

Language

Extra: French, geography, Greek, jar, ladybird, porpoise, row (v), spider, vine

Warmer

- Play *Miming snap* (see page 22) using vocabulary from the lesson such as *write, swim, row*.

1 Look at the title and the pictures. What is the text about?

- Ask children to look at the title and the pictures. Ask questions and encourage children to make predictions about the text.

2 Read.

- Choose several children and ask them to read a paragraph each to the class.
- Discuss the text with the class and ask questions to check comprehension, e.g. *What did Gerald learn about while he was living on the island? What was Gerald's new teacher's name?*

3 Read again and write T (true) or F (false).

- Ask children to read the text silently.
- Explain that they are going to read sentences about the text and decide if they are true or false.
- Go through the answers with the class.

ANSWERS

1 T 2 F 3 T 4 F

4 Ask and answer.

- Ask children to work in pairs to ask and answer.
- Choose some pairs to demonstrate for the class.

CULTURE NOTE Gerald Durrell (1925–1995) was a naturalist who wrote many best-selling humorous books about his life and travels with animals. *My Family and Other Animals*, which describes his family's five-year stay on the Greek island of Corfu, was the most popular.

Lesson 6 transcripts

Unit 1 TB PAGE 33 10

- 1 **Girl** On Sundays, my family always eats together. We always have a big dinner with chicken, vegetables and potatoes. Sometimes my grandparents, aunts, uncles and cousins come too. It's a very special day for us because all the family is together.
- 2 **Boy** My family usually goes to a pizza restaurant on Saturdays. I always have cheese and tomato pizza with olives. I love pizza. My mum and dad usually have pasta and we always eat our meal with salad.
- 3 **Girl** We rarely go to restaurants because my mother loves cooking. I usually help her and we cook a big lunch every day. We have lots of different food, but my favourite is potato salad. We always have fruit after the meal.

Unit 2 TB PAGE 39 17

- 1 **Boy** Last month there was a festival in the park. From my house you could hear drums, trumpets and singing. There were lots of people there. I went with my mum and dad. We saw a band playing.
- 2 **Narrator** It's the weekend and these children are going to the park with their parents. They usually go by car. They love listening to music and singing during the journey.
- 3 **Narrator** Sandy has her piano lessons every Tuesday after school. She practises for about 30 minutes every day. She usually practises after she has her dinner, but she doesn't practise on Saturdays.
- 4 **Man** These three cousins can all play the recorder. They all have lessons at school. They play very well. Often they play for their parents and last month they played in a school concert. Their parents are very proud of them.

Unit 3 TB PAGE 45 24

- 1 **Jane** I'm Jane. On our school trip we saw very old pictures and old plates and pots. We also saw some bones from dinosaurs and a very old car. But my favourite part of the trip was seeing a dinosaur skeleton. It was huge!
- 2 **Simon** My name's Simon. We saw lots of different animals on our school trip. My favourites were the monkeys and the lions. There were lots of snakes, but I didn't really like them. I hope we can go back soon!
- 3 **Lisa** I'm Lisa. We went to the beach and spent a lot of time on a big boat. We went to some islands and the boat went around them. Afterwards we looked at rock pools on the beach and all the different plants and animals that live in them. It was really good fun on the boat. That was definitely my favourite part of the day.
- 4 **Max** I'm Max. On our trip, we learnt about where our food comes from. We saw animals that give us milk, like cows and goats. My favourite part was a long walk through fields which were growing different kinds of food.

Unit 4 TB PAGE 51 31

- 1 **Narrator** What do you like doing, Sara?
Sara I don't really like team sports. But I do love exercise and I love water! What do I like doing? Well, I go to the pool. I put on my swimsuit and I jump in the water. Can you guess what it is?
- 2 **Narrator** What about you, Kareem? What do you like doing?
Kareem I love sports. But what's my favourite sport? Can you guess? We play on a sports field. There are two teams and there are two nets. We play with one ball. We kick the ball into the net. The team which scores the most goals wins.
- 3 **Narrator** Do you like sport, Harry? What do you like doing?
Harry I don't like football and I don't like swimming. But I do like going out with my friends. We go to the sports field and ride our bikes very fast. Sometimes we have races to see who is the fastest.
- 4 **Narrator** And what about you, Rosy?
Rosy I love all team sports. My favourite is a game we play in two teams. We play on a court. There are two baskets. We bounce the ball and throw it in the air. What's my favourite sport? Do you know?

Unit 5 TB PAGE 57 37

Hi. My name's Leo. I go to school by bus. I get on at the bus stop, which is near my house. First we go straight on down the main road. Then we get to a roundabout. There are always lots of nice flowers there. At the roundabout we turn right. We go past some shops and then we get to some traffic lights. At the traffic lights we turn left and the bus goes straight on past a big park. At the corner of the park you turn right and our school is along this road, on the right.

Unit 6 TB PAGE 63 45

- 1 Once there was a boy who looked after sheep every day up in the mountains. Nothing much ever happened and he was very bored.
- 2 One day he ran down the mountain to the market in the nearby village and shouted, "Help! Help! Wolf, wolf! A wolf is going to eat the sheep!"
- 3 The people ran up the mountain to help the boy. But there was no wolf. "It's a joke! There isn't really a wolf," said the boy, laughing.
- 4 The people from the village were very angry with the boy. They didn't laugh at his joke.
- 5 The next day, a wolf really did come to the mountains. The boy was very scared, so he ran to the village. Again he shouted, "Help! Help! Wolf, wolf! A wolf is going to eat the sheep!"
- 6 But this time no one helped the boy. No one believed him. "There isn't really a wolf," they said, laughing. And then the wolf ate all the boy's sheep.

Unit 7 TB PAGE 69 52

Narrator We asked four more children, "What will school be like in 200 years' time?"

- Boy** In 200 years' time, there will be too many people on Earth, so I think we will have big cities in space. People will live in space stations. Children will also go to school on the space stations. There will be special classrooms for learning more about their new life in space.
- Girl** I think that children won't have to go to school in 200 years' time. The children will study at home using very clever computers. They will have more time for sports, being outside and doing other things because they won't have to travel to their schools.
- Boy** I don't think things will change very much. I think children will still go to normal schools and learn from their teachers. The only difference is that all children will have their own computers in the classroom. There'll be a lot more machines to help us learn.
- Girl** Maybe children will have robots to help them with their school work and tell them when to get up and go to bed. The robots will be like a best friend for the children because they will talk to them and help them with any problems.

Unit 8 TB PAGE 75 60

- Lucas** My name's Lucas. This year, I went on holiday with my grandparents because my parents had to work. My grandparents have got a holiday flat near a beach. We went by car and it took five hours. We had lunch in a restaurant on the way. We went on the beach every day and played football and frisbee. My grandparents are really healthy and good fun. I had a great time.
- Nada** I'm Nada. I had a holiday with all my cousins in a big house in the mountains. I've got eight cousins, so we had lots of fun together. There was a big lake near the house, so we went in kayaks and also tried waterskiing. It was very warm, so it was OK when we fell in! We also went on some long walks. It was very beautiful in the mountains.
- Ronny** My name is Ronny. This year we didn't go away on holiday. We had our holiday at home. My parents didn't go to work for two weeks and we went to different places together each day. We went to the cinema, the zoo and a museum. We also went on a boat trip on the river. My friend came too and it was lots of fun. It was my favourite day I think.

Unit 9 TB PAGE 81 67

- Stacy** My name's Stacy. I like watching cartoons and documentaries on TV. My favourite programme was on last week. It's about space and space travel. I learnt about the different planets in our solar system and how different they are to Earth.
- James** My name's James. I like watching films and sports programmes. I really like football a lot. I love watching matches on TV. Last night, I watched England v France. The score was 1:1. There wasn't a winner, so they have to play again next week.
- Emily** I'm Emily. I don't watch a lot of TV but I always watch a film with my parents on Friday night. We all love films and after dinner we sit on the sofa together to watch. Last Friday we saw

an adventure film about a family of superheroes. It was really good fun!

- Kai** I'm Kai. I love cartoons. I watch them every day after school and usually at the weekend, too! I like most cartoons but my favourite is Bugs Bunny. Have you seen it? It's very funny and he has lots of adventures with Daffy Duck!

Unit 10 TB PAGE 87 74

- Rita** My name's Rita. We've got a computer at home in the dining room. I really love taking photos, so I usually use the computer for saving photos, printing my photos and making photo albums. I also attach my photos in emails and send them to my friends. I sometimes type my homework on the computer, too.
- Dan** I'm Dan. I send emails to friends on the computer and I really like playing computer games. Some of my favourites are on the Internet. Some of the games are about my favourite characters, like Harry Potter or Spiderman. I've also got a football game and a basketball game. My mum says I can only play four times a week. She wants me to play real sports too, not just computer games.
- Beth** I'm Beth. We haven't got a computer at home, so I go to the computer room at school to do my homework. I like typing my work and now I can type really fast, without looking at the keyboard. I can also check the spelling of my homework and do drawings with the computer too. I use the computer to help me with my homework by searching on the Internet. Finally, I can print it all out. Everyone says my homework looks great.

Unit 11 TB PAGE 93 81

Life on Elephant Island.

- The rest of the crew of 22 men stayed on Elephant Island. They waited for several months to be rescued. The island was frozen and extremely cold. They made houses from their lifeboats by turning the boats over and making windows.
- It was difficult to find food on the frozen island. They ate meat from penguins, seals and fish and cooked it on a fire. But they were hungry a lot of the time.
- It was very, very cold. The men had problems with frozen fingers and feet and so they had to do lots of exercise to keep warm. The men had to be brave when they were hurt, sad or hungry.
- They tried to be happy and believe that they would be rescued. They sang songs together about their friends. And they played lots of games to stay warm and happy.

Unit 12 TB PAGE 99 88

Narrator What are these children doing to be healthy?

- Joe** My name is Joe. I want to be healthy, so I walk to school every day. I go with my mum and my sister. The walk takes half an hour. It's really nice because we can walk through a park where there are lots of trees and flowers. I have more energy for the rest of the day now that I walk.
- Sarah** I'm Sarah. I'm nine. When I was younger, I didn't like salad. But now I do. Most days I have salad with my lunch. I like pasta salad, or tomatoes, cucumber and olives. I eat my salad with bread and cheese or eggs. I always have fruit too. I feel healthier and I don't get colds very often now.

- 3 Ella** My name is Ella. I always take a water bottle to school. I drink water at break time and when I have lunch. I don't like fizzy drinks any more. They're too sweet. I think water is better for me – and especially for my teeth.
- 4 Pete** Hi, I'm Pete. I drink milk every day and have it on my cereal at breakfast too. My mum says it's good for strong bones and teeth. I also try not to eat too many sweets and I only have them at the weekend now. Oh, and I always brush my teeth afterwards!

Unit 13 TB PAGE 105 95

- 1 Woman** I teach English and I've got 25 pupils in my class. I enjoy my job and the children work very hard. We have a great time together. I'm very proud of all my pupils.
- 2 Man** I help people who are in danger. I often put out fires. Sometimes I have to rescue people too, especially after a storm or an earthquake. My job can be dangerous but I love it because I like helping people.
- 3 Man** My job is to keep people and our towns and cities safe. I help the traffic go safely on our roads and I help people when there is a road accident. I help you with your problems and try to stop bad things happening.
- 4 Woman** I work with children who are ill. Some have had accidents and others have serious illnesses. As well as helping the sick children, I also like talking to them and trying to make them smile. The best part about my job is seeing them get better.

Unit 14 TB PAGE 111 102

Narrator Listen to these children talking about some of their memories with their families.

- 1 Stuart** I'm Stuart. We had a really fantastic holiday this year. For the first time in my life, I went in an aeroplane and it was really exciting. We went to Australia and saw lots of animals, like kangaroos and koala bears. The weather was very hot and I went surfing in the sea. It was so good that I hope we can go back one day.
- 2 Emily** My name is Emily. The best memory for me was when my baby brother was born. He was really little and had black hair and big brown eyes. He was happy nearly all the time and I helped my mum look after him. Now he is three and I can read him stories and play with him.
- 3 Anna** My name's Anna. I can remember my last birthday. I was nine and I had a great time. Usually on my birthday, friends come to my house. But last year we went to a zoo because my parents know I love animals. It was great! I didn't just look at the animals. I helped to look after them. First I fed the monkeys and the giraffes. Then I helped to wash a big elephant. It was really fun and I'll never forget it.

Unit 15 TB PAGE 117 108

Narrator Imagine you've got three wishes. What are they?

- 1 Lucas** My name's Lucas. My first wish is for an MP3 player. I love music and I haven't got one. My second wish is for a baby brother. I've got three sisters and I really want a brother one day. Maybe this wish will come true! And my third wish is to not have anymore more earthquakes in the world. Earthquakes are scary and dangerous.

- 2 Rosy** I'm Rosy. Three wishes! That's great. Wish number 1. My grandma is ill and I want her to get better soon. Wish number 2 is for all animals to be safe and no animals to become extinct. And my final wish? I'd really like a camcorder. I want to make films of my holidays.
- 3 Akram** I'm Akram. This is difficult because I want so many things. My first wish is to go to England one day to visit my pen pal. I've never been to England so it would be really exciting. My second wish is for nobody in the world to be hungry. I want everyone to have enough food. And my last wish is easy. My last wish is to have three more wishes!

Review pages answer key

Review 1

Class Book pages 26–27

- 1 Complete the crossword.
1 skeleton 2 glass 3 plate 4 avocado 5 waitress
6 stage 7 coconut 8 recorder
- 2 Write.
1 violin 2 trumpet 3 concert 4 stage 5 audience
6 cheered
- 3 Read and then write what Mia did yesterday afternoon.
Mia watched TV yesterday afternoon. It was about a dinosaur museum. Some of the dinosaur skeletons were really big. Her brother was playing football outside.
- 4 Match the questions and answers.
1 b 2 d 3 e 4 a 5 c
- 5 Write using the present simple and present continuous.
1 get up, am reading 2 travel, am walking
3 eat, am going 4 go to bed, am playing
- 6 Write the words under the correct heading.
long a: tray, cake, train
long e: leaves, key, tree
long i: light, bike, sky
long o: coat, nose, blow
long u: blue, room, flute

Review 2

Class Book pages 48–49

- 1 Complete the crossword.
1 throw 2 player 3 puppet 4 jacket 5 screen
6 shadow 7 trophy 8 trainers
- 2 Write.
1 straight on 2 left 3 traffic lights 4 roundabout
5 right 6 bridge
- 3 Write.
1 Why 2 Because 3 Why 4 Because 5 Why
6 because 7 why
- 4 Read and write T (true) or F (false).
1 T 2 T 3 F 4 F 5 F
- 5 Write.
1 yours 2 theirs 3 ours 4 hers 5 his 6 mine
- 6 Write the words under the correct heading.
c says 'c': picnic, cucumber
c says 's': pencil, police
g says 'g': yogurt, gloves
g says 'j': orange, badge

Review 3

Class Book pages 70–71

- 1 Complete the crossword.
1 passenger 2 stadium 3 suitcase 4 planets
5 passport 6 ticket 7 newspaper 8 astronaut
- 2 Write.
1 cartoons 2 programme 3 channel 4 documentary
5 camcorder 6 the news

3 Read and circle. Then ask and answer.

1 much 2 many 3 many 4 much

4 Write.

1 any 2 some / lots of 3 many 4 any 5 any
6 some / lots of

5 Write.

1 won't 2 will 3 will 4 will 5 will 6 won't
7 will 8 will

6 Complete the words.

1 au 2 or 3 aw 4 or 5 er 6 or

Review 4

Class Book pages 92–93

1 Complete the crossword.

1 cabbage 2 screen 3 desert 4 printer 5 mouse
6 keyboard 7 type 8 explorer

2 Write.

1 an earache 2 cough 3 take medicine 4 felt sick
5 sore throat

3 Read and circle.

1 couldn't 2 couldn't 3 could 4 should 5 should
6 shouldn't

4 Write.

1 finished 2 made 3 found 4 have 5 done 6 has
7 put on 8 hasn't

5 Complete the sentences.

1 ever been to a rainforest, never been to a desert
2 ever been to space, never been to the moon
3 ever been to Egypt, they haven't, they've been to Spain.

6 Complete the words.

1 ea 2 ur 3 ir 4 ur 5 ea 6 e

Review 5

Class Book pages 114–115

1 Complete the crossword.

1 earthquake 2 author 3 office 4 dentist
5 sausage 6 vet 7 secretary 8 boss

2 Write.

1 husband 2 mother-in-law 3 father-in-law 4 wife
5 niece 6 nephew

3 Read and circle.

1 us 2 it 3 it 4 her 5 them 6 us

4 Complete the sentences with who or which.

1 who, the volcano 2 which, forty metres deep
3 who, the race 4 which, yesterday

5 Write.

1 was watching TV, arrived 2 was laying the table, rang
3 was fishing, jumped 4 was printing, stopped
5 were eating, dropped

6 Complete the words.

1 el 2 il 3 shion 4 tion

Workbook answer key

Starter Unit

Page 4

1

w	★	c	r	o	c	d	i	l	e	p	a
i	u	b	a	u	s	t	r	a	i	a	u
n	s	★	r	m	s	★	m	e	a	t	s
t	a	★	★	e	e	s	p	a	i	n	t
e	z	e	b	r	a	l	i	★	★	★	a
r	l	i	z	a	r	d	p	a	★	★	n
s	u	m	m	e	r	?	s	p	r	i	n
g	c	u	c	u	m	b	e	r	★	★	★

- 1 Russia 2 Australia 3 Spain
4 USA 5 crocodile 6 camel
7 zebra 8 lizard 9 pasta
10 bread 11 meat 12 cucumber
13 winter 14 autumn
15 summer 16 spring
Countries: Russia, Australia, Spain, USA
Animals: crocodile, camel, zebra, lizard
Food: pasta, bread, meat, cucumber
Seasons: winter, autumn, summer, spring

- 2 1 camera (Children's own answers)
2 concert (Children's own answers)
3 museum (Children's own answers)
4 actor (Children's own answers)
5 bridge (Children's own answers)
6 shout (Children's own answers)

Page 5

- 1 long, friendly, shy, pretty, tall, handsome, kind, generous, funny, old, cheerful, clever, beautiful
2 Children's own answers
3 1 some 2 some 3 a 4 an
5 some 6 a 7 some 8 a
9 an

Page 6

- 1 1 She's going to visit her aunt.
2 She's going to go to the cinema.
3 They're going to make a cake.
4 They're going to go to a party.
5 He's going to do his homework.
6 He's going to play football.
2 1 down 2 sound 3 toy 4 oil
5 horse 6 paw 7 tall 8 shark

Page 7

- 1 1 e 2 d 3 f 4 c 5 b 6 a
2 1 It's twenty to seven.
2 It's quarter past four.

3



- 4 It's ten to nine.

5



- 6 It's three o'clock.

7



- 8 It's five to three.

9



Unit 1

Page 8

- 1 1 waiter 2 customers 3 uniform
4 menu 5 waitress 6 cup
7 bowl 8 bottle 9 glass
10 plate
2 1 uniforms 2 waitress 3 waiter
4 customers 5 menu 6 bowl
7 plate 8 bottle 9 glass
10 cup

Page 9

- 1 1 eat 2 are eating 3 drink
4 are drinking 5 wear 6 are wearing
7 sit 8 are sitting
2 Today: She is eating sandwiches and cake. She is drinking orange juice. She is wearing pretty dress. She is sitting at the biggest table in the restaurant. Usually: She drinks water. She wears trousers and a T-shirt. She sits at the small table by the window.
3 1 He usually plays football. But today he's reading.
2 He usually eats a sandwich. But today he's eating a bowl of soup.
3 He usually does his homework. But today he's staying in bed.
4 He usually drinks a glass of milk. But today he's taking medicine.

Page 10

Lesson Three

- 1 1 sometimes (PS) 2 at the moment (PC) 3 Today (PC)
4 never (PS) 5 right now (PC)
6 always (PS)
2 1 Sally is playing volleyball right now.
2 We always visit my grandma on Fridays.
3 I'm reading a new book today.
4 He is walking to school now.

- 5 Peter and Sue rarely listen to the radio in the mornings.

Lesson Four

- 1 Long e: happy, feet, leaves, tree, please, key
Long a: Monday, train, Spain, tray, cake, race
2 Children's own answers

Page 11

1

p	a	n	c	a	k	e	s	c
b	t	a	h	m	p	f	a	o
e	o	c	i	o	d	n	l	c
a	a	o	l	i	v	e	s	o
n	s	r	l	x	b	s	u	n
s	t	n	i	z	i	j	l	u
n	o	o	d	l	e	s	p	t

- 1 chilli 2 corn 3 olives
4 beans 5 toast 6 coconut
7 noodles 8 pancakes
2 1 chilli 2 beans 3 olives
4 corn 5 pancakes 6 noodles
7 coconut 8 toast
3 1 bread beans 2 Mexico Vietnam
3 home school 4 small big
5 rice beans 6 eggs beans

Page 12

- 1 one syllable: soup, toast, plate, fuul
two syllables: coffee, noodles, waiter, breakfast
three syllables: umbrella, customer, cereal, volleyball
four syllables: calculator, supermarket, vegetable, helicopter
2 My name's Sasha. My favourite foods are pasta, pizza, salad and chicken. I love pizzas with olives. I always eat lunch at school. I usually have cheese and tomato sandwiches and fruit or a yogurt. During the week my grandma usually cooks dinner at home. On Wednesdays my grandma goes out and my dad cooks. I always help. I like cooking. Do you like cooking? At the weekend we often go to a restaurant for lunch. The restaurant is called The Food Garden. What food do you like?

Page 13

- 3 Children's own answers
4 Children's own answers

Unit 2

Page 14

- 1 a concert b programme c stage
d audience e instruments

- f drums g recorder h violin
i trumpet j cheer
1 a 2 f 3 h 4 e 5 j 6 g
7 d 8 c 9 b 10 i
1 1 concert 2 audience
3 programme 4 stage
5 instrument 6 violin
7 trumpet
8 recorder 9 drums 10 cheered

Page 15

- 1 1 c (stayed) 2 d (cooked)
3 b (walked) 4 e (was)
5 a (were) 6 f (played)
2 1 played 2 were 3 had
4 was 5 finished 6 walked
7 had 8 washed 9 watched
10 tidied

Page 16

Lesson Three

- 1 It was Sonia's birthday last Saturday.
(Four days ago) she had her party and
it was great fun. (Two days ago) she
played in a basketball game at
school. (Yesterday) she was at school
and (last night) she had dinner in a
restaurant with her family. (Today)
she's tired but happy.

Friday	
Saturday	My birthday!
Sunday	
Monday	party
Tuesday	
Wednesday	basketball
Thursday	school, dinner in a restaurant
Friday	today

- 2 Children's own answers

Lesson Four

- 1 1 i_e 2 oa 3 u_e 4 igh
5 o_e 6 oo
2 Children's own answers

Page 17

- 1 1 sparkle 2 rhythm 3 tap
4 wings 5 ground 6 cymbals
7 cheeks 8 thunder
2 1 cheeks 2 thunder 3 rhythm
4 tap 5 cymbals 6 sparkle
7 ground 8 wings
3 1 T 2 T 3 F 4 F 5 T 6 F

Page 18

- 1 1 walking 2 sitting 3 reading
4 getting 5 drawing
6 swimming 7 shouting
8 shopping 9 listening
2 1 at the top 3 on the right
4 at the bottom 5 on the left
3 1 At the top 2 On the left
3 On the right 4 At the bottom

Page 19

- 4 cloudy T, audience B, band L,
trumpet T / L, clap B, cymbals L,
bird T / R, boy R, tap his feet R,
cheer B, stage L, drums L, sun T / R,
programme R, parents B
5 Children's own answers

Unit 3

Page 20

- 1 1 museum 2 skeleton
3 dinosaurs 4 robot 5 alive
6 dead 7 roar 8 scary
9 model 10 scream
2 1 museum 2 dinosaurs 3 dead
4 model 5 skeletons 6 roar
7 scary 8 screamed 9 alive
10 robot

Page 21

- 1 1 b 2 d 3 a 4 e 5 c 6 f
2 1 Class 4L went to a museum.
2 They didn't buy postcards.
3 They heard Roman songs.
4 They didn't make theatre
programmes.
5 They didn't eat ice cream.
6 Class 4P didn't go to a museum.
7 They didn't hear Roman songs.
8 They made theatre programmes.
9 They bought postcards.
10 They ate ice cream.

Page 22

Lesson Three

- 1 1 a 2 d 3 e 4 c 5 f 6 b
2 1 Who, saw 2 Where, park
3 Which, was 4 What, played
5 Did, I 6 Can, you

Lesson Four

- 1 1 f 2 ph 3 ph 4 f 5 f
6 ph

- 2 Children's own answers

Page 23

- 1 1 d 2 a 3 g 4 c 5 f
6 e 7 h 8 b
(Alphabetical order of words)
asteroid, disappear, earth, fall / fell,
pattern, rock, scientist, skin
2 1 scientists 2 patterns 3 rocks
4 asteroids 5 fell 6 Earth
7 disappeared 8 skin
3 1 Meat or plants.
2 65 million years ago
3 14 metres
4 more than 700
5 Because there is no dinosaur skin
left to study.

Page 24

- 1 1 ! 2 . 3 ! 4 . 5 ! 6 !
2 1 I 3 I 5 F 6 I

- 3 sit, sat be, was / were wash,
washed sing, sang find, found
go, went talk, talked walk,
walked learn, learnt see, saw
sleep, slept eat, ate
4 1 went 2 sat 3 sang 4 talked
5 saw 6 found 7 ate
8 walked 9 slept

Page 25

- 5 sheep F, audience C, history M,
field F, stage C, skeleton M, model M,
farmer F, music C, cows F, drums C,
pictures M, instruments C,
vegetables F, paintings M
6 Children's own answers
7 Children's own answers

Review 1

Page 26

- 1 Verbs: moved, cheered, find, sparkle,
bought, wear
Nouns: dinosaur, audience, skin,
cymbals, model, waiters
2 1 ate, 's eating 2 go, 'm going
3 bought, are playing 4 make,
's helping
3 1 fall 2 concert 3 salad
4 thunder 5 plants 6 trumpet

Page 27

- 4 1 He always helps his mum.
2 Today she's eating noodles.
3 Yesterday they went to the
theatre.
4 Last year she bought a coat.
5 They sometimes play volleyball.
6 She's playing the piano right now.
5 Children's own answers

Unit 4

Page 28

- 1 1 (trainers) 2 (trophy)
3 (player) 4 (team) 5 (kick)
6 (score a goal) 7 (racket)
8 (rucksack) 9 (jacket)
10 (won)
Clockwise from top left: 7, 3, 10, 5, 9,
2, 8, 1, 4, 6
2 1 teams 2 players 3 rucksack
4 trainers 5 jackets 6 won
7 scored a goal 8 kicked
9 racket 10 trophy

Page 29

- 1 1 my 2 hers 3 yours 4 Her
5 mine 6 ours
2 1 It's yours. 2 It's mine. 3 It's
his. 4 It's hers. 5 They're ours.
6 They're theirs.
3 1 mine 2 yours 3 his 4 hers
5 theirs 6 ours

Page 30

Lesson Three

- 1 1 walked, quietly 2 cheered, loudly 3 punched, carefully
- 4 played, badly 5 ran, slowly
- 6 played, well
- 2 1 They walked quietly.
- 2 They cheered loudly.
- 3 He punched it carefully.
- 4 They played well.
- 5 They played badly.
- 6 They ran slowly.

Lesson Four

- 1 1 ll 2 rr 3 rr 4 ll 5 rr 6 ll
- 2 Children's own answers

Page 31

1

i	l	a	d	d	e	r	r
b	n	d	c	p	f	g	k
a	t	v	h	o	l	e	s
l	h	m	e	i	u	e	d
c	r	z	w	n	t	r	o
o	o	j	i	t	t	x	t
n	w	b	p	s	l	t	s
y	u	b	o	u	n	c	e

- 1 invent 2 court 3 throw
- 4 points 5 ladder 6 balcony
- 7 hole 8 bounce
- 2 1 court 2 balcony 3 ladder
- 4 points 5 throw 6 hole
- 7 bounce 8 invent
- 3 1 Football Basketball
- 2 boxes baskets 3 side bottom
- 4 goals hoops and nets
- 5 metres centimetres 6 fat tall

Page 32

- 1 1 This player's bag is green.
- 2 Look at this bird. Its wings are really beautiful.
- 3 Jane's team won at basketball.
- 4 The school's new football team is playing tonight.
- 5 The boy's jacket is red and yellow.
- 6 Do you like my new bike? It's a racing bike.
- 7 James Naismith's new sport was called basketball.
- 8 (no circles)
- 2 1 trainers 2 court 3 five
- 4 circle 5 throw 6 run
- 7 points 8 basket 9 outside
- 10 minutes

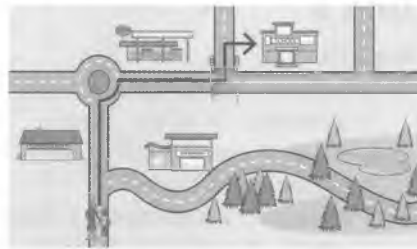
Page 33

- 3 Football: pitch, 11 players, mustn't touch the ball with hands, 90 minutes
- Volleyball: court, hit the ball, ball lands on other side of court
- 4 Children's own answers

Unit 5

Page 34

- 1 1 map 2 go back 3 go straight on
- 4 roundabout 5 turn right
- 6 traffic lights 7 turn left
- 8 petrol station 9 hurry
- 10 get lost



Page 35

- 1 1 have to 2 had to 3 has to
- 4 have to 5 have to 6 had to
- 2 1 Go straight on.
- 2 Turn left at the traffic lights.
- 3 Turn right at the roundabout.
- 4 Go past the petrol station.
- 5 The station is on your right.

Page 36

Lesson Three

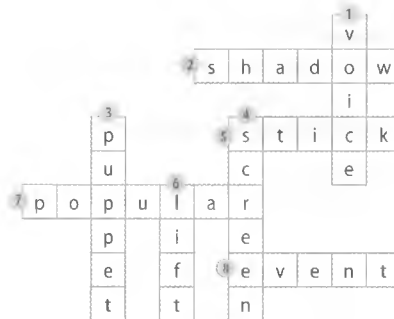
- 1 1 b 2 d 3 a 4 c 5 e
- 2 1 Why are you tired? Because I was reading all night.
- 2 Why are you happy? Because I won the race.

Lesson Four

- 1 1 c 2 ck 3 ck 4 c 5 c
- 6 ck
- 2 (Children's own answers)

Page 37

1

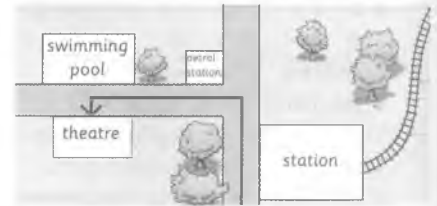


- 2 1 screen 2 lift(ed) 3 stick
- 4 voice 5 shadow 6 puppets
- 7 event 8 popular
- 3 1 stick 2 back 3 dark
- 4 screen 5 ear

Page 38

- 1 1 Turn on (b) 2 Stand (a)
- 3 Don't put (e) 4 Put, make (c)
- 5 Move (d)
- 2 Come to Jamie's party. / Come to the Central Theatre at 2 o'clock. / Go to the station. / Go straight on. / Turn left at the petrol station. / Bring

this invitation to the party. / Please phone my mum.



Page 39

- 4 Children's own answers
- 5 Children's own answers

Unit 6

Page 40

- 1 1 metal 2 wooden 3 hard
- 4 soft 5 cheap 6 expensive
- 7 comfortable 8 modern
- 9 repair 10 break
- 2 1 broke 2 repair 3 wooden
- 4 metal 5 hard 6 comfortable
- 7 modern 8 expensive 9 cheap
- 10 soft

Page 41

- 1 comfortable, popular, modern, expensive, generous, relaxed, pretty, difficult
- 2 1 most 2 less 3 smaller
- 4 more 5 least 6 biggest
- 3 1 older 2 more generous
- 3 younger 4 friendlier 5 more relaxed 6 quieter
- 4 1 My easiest subject is...
- 2 My most difficult subject is...
- 3 The tallest person is...
- 4 The shortest person is...
- 5 My oldest friend is...
- 6 My kindest friend is...
- 7 My most expensive toy is...
- 8 My newest toy is...

Page 42

Lesson Three

- 1 1 The green team
- 2 The red team
- 3 The blue team
- 4 The orange team
- 5 The purple team
- 6 The yellow team
- 2 1 ... is good.
- 2 ... is better.
- 3 ... is the best.
- 4 ... is bad.
- 5 ... is worse.
- 6 ... is the worst.

Lesson Four

- 1 1 c 2 g 3 c 4 g 5 g 6 c
- 2 Children's own answers

Page 43

- 1 1 e 2 b 3 g 4 d 5 c 6 h
- 7 a 8 f

- 2 1 enormous 2 lazy 3 share
4 dig 5 thick 6 generous
7 worry 8 prepare
3 1 rainy, sunny 2 cold hot
3 summer, winter 4 snow food
5 thin thick 6 spring winter

Page 44

- 1 1 feet 2 teeth 3 fish
4 people 5 sheep 6 women
3 1 Once there was a boy.
2 They didn't laugh at his joke.
3 The wolf ate all the sheep.

Page 45

- 4 1 b 2 a 3 c 4 f 5 d 6 e
5 Children's own answers

Review 2

Page 46

- 1 Verbs: won, bounce, broke, turn
Adjectives: hard, new, comfortable, cheap
Nouns: trophy, bed, chair, roundabout
2 1 ladder 2 early 3 repair
4 map 5 lazy 6 late
3 1 had to 2 have to 3 had to
4 have to

Page 47

- 4 1 I run fast / slowly.
2 I swim well / badly.
3 I sing loudly / quietly.
4 I do my homework carefully. /
I don't do my homework carefully.
5 1 rr, rr 2 ll, ck 3 ck, ll 4 rr, c
5 ck, ck 6 c, c

Unit 7

Page 48

- 1 1 (travel) 2 (astronauts)
3 (future) 4 (rocket) 5 (planet)
6 (spaceship) 7 (satellites)
8 (moon) 9 (sun) 10 (stars)
Left to right: 3, 2, 9, 10, 7, 5, 1, 4, 6, 8
2 1 future 2 astronaut 3 travel
4 rockets 5 spaceships
6 planets 7 stars 8 sun
9 moon 10 satellites

Page 49

- 1 1 Yes, she will.
2 No, she won't.
3 Yes, she will.
4 No, she won't.
5 No, she won't.
6 Yes, she will.
2 1 won't 2 will 3 will 4 will
5 won't 6 will 7 will

Page 50

Lesson Three

- 1 We are planning our holiday to the beach. Tonight, Dad will show us

photos of the hotel where we will stay. We'll go to the shop to buy new swimsuits tomorrow. On Tuesday, I'll choose what to pack. I'll start packing in three days' time. Then, next week, we'll be at the beach! We'll come home from the holiday in two weeks' time. I can't wait!

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

- 2 Children's own answers

Lesson Four

- 1 1 aw 2 or 3 aw 4 au 5 au
6 aw
2 Children's own answers

Page 51

1	m	i	l	i	n	e	s	s	a
	a	e	x	t	i	n	c	t	d
	l	r	s	c	m	g	z	o	f
	h	o	u	s	e	w	o	r	k
	o	a	w	h	f	y	u	m	g
	n	d	v	y	o	l	d	g	s
	e	f	e	e	l	i	n	g	s
	c	r	o	w	d	e	d	c	b

- 1 feelings 2 housework
3 illness 4 storm 5 road
6 extinct 7 crowded
2 1 extinct 2 housework
3 crowded 4 storm 5 feelings
6 roads 7 illness
3 1 T 2 T 3 F 4 F 5 F 6 T
7 T

Page 52

- 1 1 b (classroom) 2 e (spaceship)
3 a (supermarket) 4 f (homework)
5 c (sandcastle) 6 d (playground)
2 classrooms, playgrounds,
homework, spaceships
3 1 b 2 d 3 c 4 e 5 a 6 f

Page 53

- 4 Children's own answers
5 Children's own answers

Unit 8

Page 54

- 1 a Luggage, 7 b passport, 6
c money, 1 d newspaper, 9
e departures, 4 f arrivals, 3
g suitcase, 5 h coins, 10
i magazine, 8 j passenger, 2
2 1 luggage 2 suitcases
3 passport 4 newspaper
5 money 6 magazine 7 coins
8 departures 9 passengers
10 arrivals

Page 55

- 1 1 C 2 U 3 U 4 C 5 C 6 U
7 C 8 U

- 2 1 How many suitcases have you got?
2 How much money have you got?
3 How much luggage have you got?
4 How many passports have you got?
5 How much food have you got?
6 How many magazines have you got?
3 1 much 2 lots of 3 much
4 lots of 5 many

Page 56

Lesson Three

- 1 1 any 2 any 3 some 4 any
5 any 6 any 7 some 8 some
9 any 10 any 11 some
12 any 13 any 14 some
15 some 16 any 17 some

Lesson Four

- 1 1 id 2 d 3 d 4 id 5 t 6 t
2 Children's own answers

Page 57

1	f	i	r	e	w	o	r	k	s
	a		h		j	u			
	i		d	i	s	a	p	p	o
	r		s		u	u			
			t		r	s			
	h	o	t	e	l				
			e		n	u			
					y				
						a	s	i	e
									p

- 2 1 d 2 e 3 g 4 a 5 b 6 h
7 c 8 f

Page 58

- 1 Martha Lewis
472 High Street
Oxford
AL3 86B
The stamp goes in the top right corner.
2 1 beach 2 plane 3 hotel
4 pool 5 holiday 6 head
7 hospital

Page 59

- 1 1 Dear Alisa,
2 I hope you are well.
3 Tell me your news.
4 Best wishes, Susie.
2 Children's own answers

Unit 9

Page 60

- 1 1 programmes 2 cartoon
3 advert 4 news
5 documentary 6 radio
7 mobile 8 camcorder
9 control 10 channel
2 1 programmes 2 cartoons
3 control 4 channel
5 documentary 6 mobile
7 news 8 radio 9 camcorder
10 adverts

Page 61

- 1 1 to watch 2 to eat 3 to help
4 to tidy 5 to say 6 to film
- 2 (Suggested answers) 1 to watch TV.
2 to learn about space.
3 to play football.
4 to do her homework.
5 to prepare dinner.
6 to buy food.

Page 62

Lesson Three

- 1 1 How often does she go swimming?
2 How often does he visit his cousins?
3 How often do they study English?
4 How often does he use a camcorder?
5 How often do you play volleyball?
6 How often does she go on holiday?
- 2 Children's own answers

Lesson Four

- 1 1 mother 2 doctor 3 mirror
4 winter 5 visitor 6 actor
- 2 Children's own answers

Page 63

- 1 1 c 2 f 3 b 4 d 5 a 6 e
7 g
- 2 1 poor 2 lucky 3 ticket
4 factory 5 championship
6 kick-off 7 stadium
- 3 1 The football match and the documentary.
2 At the National Stadium in Madrid.
3 Spain and Egypt.
4 Dolphins, starfish and sharks.
5 Inside Willy Wonka's chocolate bars.
6 Jerry.
6

Page 64

- 1 1 unlucky 2 unwell
3 uncomfortable 4 unhappy
5 unusual 6 unfriendly
7 unknown 8 unpopular
- 2 unfriendly, unhappy, unusual, unknown, unlucky, unwell, uncomfortable, unhappier
- 3 Children's own answers

Page 65

- 4 Documentary, Film, Cartoon
- 5 Children's own answers

Review 3

Page 66

- 1 Verbs: travel, played a trick on, fell asleep
Adjectives: extinct, disappointed, crowded
Nouns: rocket, cartoon, stadium
- 2 (Suggested answers)
1 Four years ago Bill was on the beach.
2 Last year he watched the animals at the zoo.
3 One month ago he rode his bike in the park.
4 Yesterday he had a birthday party.
- 3 1 magazine 2 robot 3 coin
4 crowded 5 radio 6 hotel

Page 67

- 4 1 She has music once a week.
2 She has English every day.
3 She has maths three times a week.
4 She has science twice a week.
5 She never has Spanish.
- 5 1 to make 2 to buy 3 to play
4 to read 5 to watch
- 6 Words ending in 't': finished, walked
Words ending in 'id': tidied, painted, waited
Words ending in 'd': played, rained, showed

Unit 10

Page 68

- 1 1 b 2 g 3 d 4 c 5 e 6 i
7 h 8 a 9 f
- 2 1 log on 2 search the Internet
3 screen 4 speakers 5 mouse
6 save 7 memory stick
8 printer 9 click on

Page 69

- 1 1 turned off 2 put 3 made
4 finished 5 put on 6 tidied
- 2 1 she's finished 2 he's made
3 they've put 4 he's printed
5 we've tidied 6 I've saved

Page 70

Lesson Three

- 1 1 b 2 d 3 a 4 f 5 c 6 e
- 2 1 Has he seen the new game?
2 Has she turned off the printer?
3 Have they finished their homework?
4 Have you saved the document?

Lesson Four

- 1 ur: Thursday, nurse, hurt, curtain
ir: shirt, circle, girl, bird
- 2 Children's own answers

Page 71

1	s	u	b	j	e	c	t	a
	a	p	k	c	d	l	c	w
	d	m	e	s	s	a	q	e
	d	y	y	l	h	t	m	b
	r	r	b	k	l	t	b	s
	e	o	o	d	s	a	s	i
	s	s	a	g	k	c	x	t
	s	b	r	l	j	h	s	e
	a	m	d	i	o	w	p	z

- 1 keyboard 2 address
3 subject 4 websites 5 attach
6 spell 7 message
- 2 1 keyboard 2 address
3 subject 4 websites 5 attach
6 spell 7 message
- 3 1 TV computer 2 printer
mouse 3 mouse keyboard
4 swimming bowling 5 five
three 6 maths spelling

Page 72

- 1 1 I often use my dad's new computer.
2 Sometimes we attach emails too.
3 I like searching the Internet.
4 I've found a great website.
- 2 Children's own answers
- 3 1 new 2 fast 3 difficult
4 easily 5 great 6 funny
7 quietly

Page 73

- 4 Children's own answers
- 5 Children's own answers

Unit 11

Page 74

- 1 a ocean, 2 b cave, 10 c rainforest, 6 d village, 4 e volcano, 3 f island, 9 g desert, 8 h capital, 7 i town, 1 j oasis, 5
- 2 1 village 2 rainforest 3 capital city 4 desert 5 oasis
6 islands 7 ocean 8 town
9 volcano 10 caves

Page 75

- 1 1 Yes, she has.
2 No, she hasn't.
3 Yes, she has.
4 Yes, she has.
5 No, she hasn't.
- 2 1 Have people ever been to the moon? Yes, they have.
2 Have you ever seen a rainforest? (Children's own answers)

- 3 Have astronauts ever been to other planets? No, they haven't.
- 4 Have you ever been in a cave? (Children's own answers)
- 5 Has Mat Jones ever been to space? No, he hasn't.
- 6 Has Mat Jones ever climbed a volcano? Yes, he has.

Page 76

Lesson Three

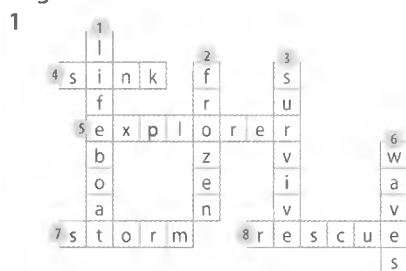
- 1 1 Claire has been to a desert, but she has never seen a volcano or been skiing.
- 2 Mark has been skiing, but he has never seen a volcano or been to a desert.
- 3 Ruby has seen a volcano, but she has never been to a desert or been skiing.

- 2 Children's own answers

Lesson Four

- 1 1 ea 2 e 3 e 4 ea 5 ea 6 e
- 2 Children's own answers

Page 77



- 2 1 explorer 2 storm 3 waves 4 sink 5 lifeboat 6 rescue 7 frozen 8 survived
- 3 1 F 2 T 3 F 4 F

Page 78

- 1 Mat Jones is a 32-year-old photographer who has a very exciting life. Mat has been to lots of different countries, but he has spent most of his time in South America. He has just climbed some very different kinds of mountains: volcanoes! Mat is very happy in his job.
- 2 1 d 2 c 3 b 4 a

Page 79

- 3 Tuesday: turned over lifeboats, cut holes for windows, made a fire Wednesday: went fishing, cooked food on fire, sang songs Thursday: fell over, can't walk, told stories
- 4 Children's own answers

Unit 12

Page 80

- 1 1 c 2 a 3 i 4 d 5 f 6 e 7 g 8 b 9 h
- 2 1 headache 2 sore throat 3 sick 4 dizzy 5 cold 6 cough 7 stomach ache 8 earache 9 medicine

Page 81

- 1 1 should 2 should 3 shouldn't 4 shouldn't 5 should 6 shouldn't 7 should
- 2 1 Julia has got a cold. She should drink orange juice.
- 2 Alex has got a stomach ache. He shouldn't eat.
- 3 Lizzy has got a headache. She should stay in bed.
- 4 James feels dizzy. He should sit down.
- 5 Emily has got a sore throat. She should take medicine.
- 6 Ben has got an earache. He shouldn't listen to music.

Page 82

Lesson Three

- 1 1 couldn't 2 could 3 can't 4 can
- 2 1 People could write with a feather and go to school by horse and cart.
- 2 They couldn't use a computer or watch TV.

Lesson Four

- 1 1 le 2 al 3 al 4 al 5 le 6 le
- 2 Children's own answers

Page 83

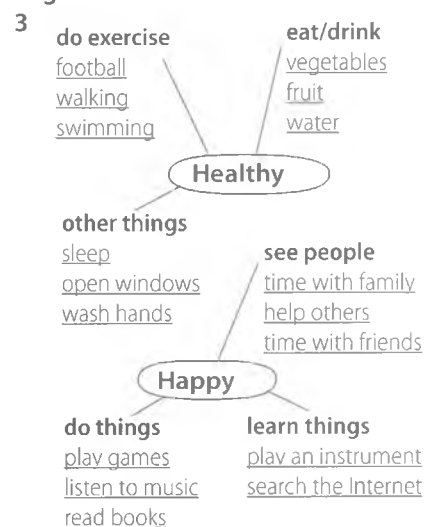
- 1 1 b 2 g 3 a 4 f 5 d 6 e 7 h 8 c
- 2 1 fit 2 Sardines 3 healthy 4 Crisps 5 energy 6 sugar 7 cabbage 8 calcium
- 3 1 You can walk to school, go swimming or skating.
- 2 Sweets, chocolate, crisps and fizzy drinks.
- 3 Water, juices and milk.
- 4 Cola.
- 5 Yogurt.

Page 84

- 1 1 I always go to bed early because I don't want to be tired at school.
- 2 I was ill yesterday so I didn't go to school.
- 3 I drink milk with my breakfast because it has got a lot of calcium.
- 4 I go to my dance class because I want to be fit.

- 5 I woke up late yesterday so I missed the school bus.
- 6 I only eat chocolate once a week because I don't want to eat too much sugar.

Page 85



- 4 Children's own answers.

Review 4

Page 86

- 1 1 e 2 f 3 a 4 c 5 b 6 d
- 2 1 had 2 felt 3 had 4 blow 5 had 6 took 7 be 8 be
- 3 1 cave 2 frozen 3 sugar 4 cough 5 message 6 lifeboat
- 4 1 b 2 d 3 a 4 c

Page 87

- 5 1 has been 2 have washed 3 have eaten 4 has arrived 5 have finished 6 have put
- 6 1 couldn't 2 could 3 shouldn't 4 should

Unit 13

Page 88

- 1 1 (strawberry) 2 (fridge) 3 (blender) 4 (smoothie) 5 (mango) 6 (pour) 7 (milk) 8 (lid) 9 (peel) 10 (chop)
- Clockwise from top left: 7, 2, 8, 3, 1, 4, 6, 5, 9, 10
- 2 1 smoothies 2 blender 3 strawberries 4 chops 5 mangoes 6 peel 7 milk 8 fridge 9 pour 10 lid

Page 89

- 1 1 c 2 e 3 f 4 a 5 b 6 g 7 d
- 2 a it b me c her d you e you f him g us
- 3 1 him 2 us 3 me 4 them 5 him 6 her 7 you

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- 3 1 happy angry 2 house sea
3 milk water 4 thirsty hungry
5 sandwiches sausages
6 ears nose

Page 104

- 1 1 "I like writing stories," said Andy.
2 "What's the time?" asked Jimmy.
3 "I'm really happy," said Susie,
"because I'm doing well at school."
4 "Have you finished your
homework?" asked Mum.
5 "My schoolbag is very heavy," said
Jack, "and my shoulders hurt."
2 1 wife 2 lazy 3 shoes
4 invitation 5 women
6 expensive 7 sad 8 light

Page 105

- 3 a 4 b 5 c 6 d 2 e 1 f 3
4 Children's own answers

Review 5

Page 106

- 1 Verbs: poured, chopped, fell over,
miss
Adjectives: delicious, cute, difficult,
long
Nouns: blender, camel, knee, words
2 1 in 2 on 3 in 4 on
3 1 toddler 2 alarm 3 surprise
4 sausages 5 vet 6 smoothie

Page 107

- 4 1 was feeding 2 were eating
3 was riding 4 were walking
5 was pulling 6 were making
5 1 the alarm rang 2 the bus came
3 were eating dinner 4 was
watching TV 5 she fell over
6 ate a bag of sweets
6 1 sea 2 here 3 wear 4 write
5 their / they're

Grammar Time

Unit 1

Present simple and present continuous

- 1 1 play, are playing 2 drink
3 's raining
2 1 She always plays tennis on
Sundays.
2 They're cooking dinner right now.
3 We rarely go to restaurants.

Unit 2

Past simple: have, be and regular verbs

- 1 1 had 2 worked 3 played
4 was 5 had 6 started
2 1 last week 2 yesterday 3 last
night 4 two weeks ago

Unit 3

Past simple: with negatives

- 1 1 I didn't hear the music.
2 We didn't see a robot.
3 She didn't buy a model.

Past simple: with questions

- 2 1 What did they think about the
concert?
2 What did she wear at the party?
3 What did you buy at the café?

Unit 4

Possessive pronouns

- 1 1 his 2 their 3 mine 4 ours

Adverbs

- 2 1 Adam did his homework carefully.
2 Charlie works well in school.
3 Laura and Mona play happily
together / together happily.

Unit 5

have to / had to

- 1 1 have to 2 had to 3 have to

why / because

- 2 1 b 2 a 3 c

Unit 6

Comparatives and superlatives with long adjectives

- 1 1 more modern, the most modern
2 more beautiful, the most beautiful

Irregular comparatives and superlatives

- 2 1 better than, the best 2 worse,
the worst 3 better, the best

Unit 7

The future with will

- 1 1 Will 2 will 3 won't

Time markers: the future

- 2 1 tomorrow 2 on Monday
3 in a month's time 4 next year

Unit 8

Expressing quantity

- 1 1 many 2 much 3 much
4 lots of

some / any

- 2 1 He's got some magazines.
2 Is there any sun cream?
3 Have you got any pastries?

Unit 9

Infinitive of purpose

- 1 1 to take 2 to listen
3 to understand 4 to check

How often?

- 2 Children's own answers

Unit 10

Present perfect affirmative

- 1 1 's tidied 2 've finished
3 've logged on 4 've put

Present perfect negatives, questions and short answers

- 2 1 Have, finished 2 have,
3 've put 4 Have, turned
5 haven't 6 hasn't done

Unit 11

Present perfect: ever

- 1 1 Have you ever climbed a
mountain? (Yes, I have. / No, I
haven't.)
2 Have you ever been to a rainforest?
(Yes, I have. / No, I haven't.)
3 Have you ever seen a bear? (Yes, I
have. / No, I haven't.)

Present perfect: never

- 2 1 's never seen 2 've never been
3 've never been 4 've never
visited

Unit 12

should / shouldn't

- 1 1 shouldn't 2 should 3 should
4 shouldn't

could / couldn't

- 2 (Children's own answers)

Unit 13

Object pronouns

- 1 1 you 2 him 3 them 4 it

Relative pronouns who and which

- 2 1 This is the boy who I met
yesterday.
2 This is the man who sold the
strawberries.
3 This is the model which I wanted
to buy.

Unit 14

Past continuous

- 1 1 was doing 2 Were, visiting
3 wasn't raining

Dates and I was born ...

- 2 1 in 2 on 3 was born
4 were born 5 was born

Unit 15

Past simple and past continuous

- 1 1 were playing, it stopped
2 were waiting, walked
3 were watching, arrived

Grammar homophones: there, they're and their

- 2 1 their 2 there 3 their
4 They're

The Photocopy Masters Book contains:

- fifteen Language practice worksheets to use after Lesson 5 of every unit.
- five Writing Skills worksheets to use after every three units.
- five Values worksheets (one for every block of three units) to use at any time after the references to them in the main teaching notes of those units.
- two play scripts to use at the end of each semester or at any time after the references to them in the main teaching notes.
- five Cut and make activities (one for every block of three units) to use at any time after the references to them in the main teaching notes of those units.

These pages give answer keys for the Language practice and Writing skills worksheets, information on how to use the two play scripts, and teaching notes for the Values posters and worksheets and the Cut and make activities.

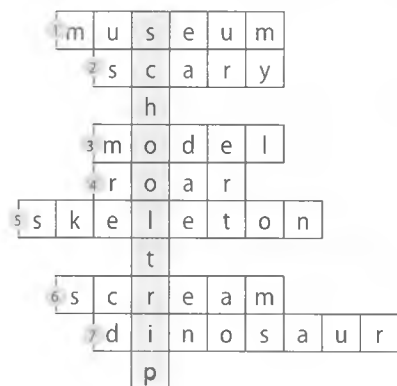
Unit 1 Language practice PMB PAGE 2

- 1 bottle of water, glass of milk 2 bowl of soup, plate of salad 3 cup of coffee, menu
- 1 My mum usually makes dinner.
2 She's reading at the moment.
3 My dad isn't cooking today.
4 He's helping my brother right now.
5 I always make breakfast.
6 We sometimes play chess.
Free writing: children's own answers

Unit 2 Language practice PMB PAGE 3

- 1 instruments 2 trumpet 3 drums 4 recorder
5 stage 6 audience 7 violin
- 1 Kim and Joe clapped 2 Zak played 3 Zak cheered
4 Zak and Joe listened 5 was Kim's
Free writing: children's own answers

Unit 3 Language practice PMB PAGE 4



- 1 The secret words are: school trip
- 1 did, go, didn't go, went
2 did, see, didn't see, saw
3 did, say, said, didn't say
4 scream, didn't
5 laugh, did
Free writing: children's own answers

Units 1–3 Writing skills PMB PAGE 5

- 1 Guy and Emily are brother and sister, but they don't like the same things. Emily likes horses and playing the recorder. Guy doesn't like animals and he doesn't play an instrument. He loves skateboarding, music and chess. He reads books about dinosaurs. Emily reads about music and clothes. She always has a tomato salad for lunch. Guy eats chicken sandwiches for lunch.

Two syllables:	Three syllables:
brother	recorder
sister	animals
horses	instrument
playing	skateboarding
music	dinosaurs
salad	tomato
chicken	sandwiches

- 1 riding 2 making 3 getting 4 swimming
5 running 6 sitting 7 tapping 8 reading
- 1 Don't eat in class!
2 Put your litter in the bin!
3 Sit down!
4 This is great. Thank you!
5 No thanks!
6 Let's play now!

Units 1–3 Values 1 PMB PAGES 6–7

Behaving in a restaurant

Worksheet 1 PMB PAGE 6

1 Look and read. Write the names.

- Use Values poster 1 and hand out the first PMB worksheet (PMB page 6) to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? Who is behaving well? Who is behaving badly?*
- Point to specific people and ask *What is he / she doing?*
- Tell children they are going to read the sentences and find the people in the picture.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 Wilf 2 Phil 3 Mr and Mrs Read 4 Alice and Claudia 5 Rob 6 Mike 7 Fiona 8 Sasha

2 Read and write *Good or Bad*.

- Focus children's attention on the poster again and point to different people. Ask questions about what they are doing, e.g. *Is Fiona being polite? Is Phil being rude?*
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 Bad 2 Good 3 Good 4 Bad 5 Good 6 Bad
7 Bad 8 Bad

Worksheet 2 PMB PAGE 7

1 Write sentences with *mustn't*.

- Use Values poster 1 and hand out the second PMB worksheet (PMB page 7).
- Ask children to look at the pictures and find the people in the big picture of the restaurant on worksheet 1.
- Go through the sentence prompts in the word pool, checking that children understand the words.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out their sentences.

ANSWERS

- 1 You mustn't play with your food.
- 2 You mustn't throw food.
- 3 You mustn't shout at the waiter.
- 4 You mustn't run in the restaurant.
- 5 You mustn't put your feet on the chair.
- 6 You mustn't talk and eat.

2 Think about dinner at home. Write some rules.

- Ask children to think of how they should behave when eating dinner at home.
- Look at the example and ask *Is this what you must do at home?* Elicit some more examples of how they are told to behave at home.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out their sentences.

ANSWERS

Children's own answers

Unit 4 Language practice PMB PAGE 8

- 1 mine 2 yours 3 ours 4 hers 5 theirs 6 his
- 1 slowly 2 loud 3 bad 4 well 5 loudly 6 badly
- 7 good 8 slow
- a good, well b loud, loudly c badly, bad d slow, slowly

Free writing: children's own answers

Unit 5 Language practice PMB PAGE 9

- 1 She is in the library.
- 1 e, Because we got lost.
2 a, Because we were late.
3 b, Because we had to buy food.
4 f, Because we have to wait at a red traffic light.
5 c, Because we have to be quiet in the library.
6 d, Because she can't find her keys.

Free writing: children's own answers

Unit 6 Language practice PMB PAGE 10

f	o	p	i	l	d	e	s	t
e	a	p	m	s	o	v	e	r
e	x	p	e	n	s	i	v	e
h	e	r	t	h	p	p	o	p
l	w	l	a	c	i	d	l	a
m	e	o	l	t	h	o	r	i
o	e	n	o	n	d	e	n	r
d	d	o	u	d	i	p	a	e
e	c	h	t	r	e	e	n	p
b	r	e	a	k	o	n	o	n

- 1 wooden 2 metal 3 break 4 repair 5 expensive
6 cheap
- 1 Elise's bed is softer than Craig's bed.
2 Matt's bed is harder than Elise's bed.
3 Elise's bed is more expensive than Craig's bed.
4 Matt's bed is less expensive than Elise's bed.
5 Craig's bed is bigger than Matt's bed.
6 Elise's bed is the best.
7 Matt's bed is the worst.

Free writing: children's own answers

Units 4–6 Writing skills PMB PAGE 11

- 1 's got 2 's 3 's got 4 's 5 's
- 1 it's 2 Its 3 It's 4 It's 5 its
- 1 Take a piece of paper.
2 Fold the corners at the top.
3 Make wings.
4 Draw on the pilot.
5 Throw your paper plane!
- 1 child – children
2 fish – fish
3 foot – feet
4 man – men
5 person – people
6 sheep – sheep
7 tooth – teeth
8 woman – women

Units 4–6 Values 2 PMB PAGES 12–13

Being helpful on the sports field

Worksheet 1 PMB PAGE 12

1 Look. Are they being helpful or unhelpful? Write.

- Use Values poster 2 and hand out the first PMB worksheet (PMB page 12) to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the children? What are they doing? What is the teacher doing?*
- Point to one of the children who is being helpful and ask *Is he being helpful? Why? What is he doing?*
- Point to one of the children who is being unhelpful and ask *Is he being helpful or unhelpful? Why? What is he doing?*
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

- e 4, He's giving a banana to the boy.
- f 2, She's giving flowers to her mum.
- g 1, He's buying ice creams for his friends.
- h 5, She's waiting for the woman.

2 Complete the table with the numbers of the pictures.

- Focus children's attention on the poster again and point to different people. Ask questions about what they are doing, e.g. *Are they being thoughtless? Is he being thoughtful?*
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

Being thoughtful: 1, 2, 4, 5 8
Being thoughtless: 3, 6, 7

Worksheet 2 PMB PAGE 19

1 Are they being thoughtful or thoughtless?

- Use Values poster 3 and hand out the second PMB worksheet (PMB page 19).
- Ask children to look at the pictures. Ask some general questions, e.g. *What is the girl doing? What are they waiting for?*
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

1 thoughtful 2 thoughtless 3 thoughtful 4 thoughtful
5 thoughtless 6 thoughtful

2 Write six ideas for being thoughtful. Write *must* or *mustn't*.

- Ask children to think of how they could be thoughtful at home, at school, and in town.
- Point to the example and elicit some ideas.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out their sentences.

ANSWERS

Children's own answers

Unit 10 Language practice PMB PAGE 20

- 1 memory stick 2 printer 3 mouse 4 speakers
5 keyboard 6 screen
- 1 Have they tidied the table?
No, they haven't.
- 2 Have they logged on?
Yes, they have.
- 3 Has the boy saved the document?
No, he hasn't.
- 4 Has the girl helped the boy?
Yes, she has.
- 5 Have they turned off the computer?
No, they haven't.

Free writing: children's own answers

Unit 11 Language practice PMB PAGE 21

- 1 live (This is a verb, the others are nouns.)
2 frozen (This is an adjective, the others are verbs.)
3 explore (This is a verb, the others are nouns.)
4 dive (This is a verb, the others are nouns.)
5 crowded (This is an adjective, the others are nouns.)
- 1 Have you ever climbed a volcano? Yes, I have. / No, I've never climbed a volcano.
2 Have you ever walked in a rainforest? Yes, I have. / No, I've never walked in a rainforest.
3 Have you ever seen an oasis? Yes, I have. / No, I've never seen an oasis.
4 Have you ever walked in a desert? Yes, I have. / No, I've never walked in a desert.
5 Have you ever been into a cave? Yes, I have. / No, I've never been into a cave.
6 Have you ever visited an island? Yes, I have. / No, I've never visited an island.

Free writing: children's own answers

Unit 12 Language practice PMB PAGE 22

- 1 I never have much energy.
2 I've got a stomach ache.
3 I've got a sore throat.
4 I feel dizzy.
5 I feel sick.
6 I'm not very fit.
- Children's own answers.

Free writing: children's own answers

Units 10–12 Writing skills PMB PAGE 23

- 1 Megan is doing her homework.
2 Tom likes computer games.
3 The students have sent some emails.
4 We don't go to school on Saturday.
- 1 b 2 a 3 c
- 1 ...because meat and fish are so tasty.
2 ...so you should walk to school sometimes.
3 ...because it's got lots of calcium.
4 ...so you can drink lots.
5 ...because it's the easiest way.
6 ...so it's better to drink water before you're thirsty.

Units 10–12 Values 4 PMB PAGES 24–25

Safety outside

Worksheet 1 PMB PAGE 24

1 Look and read. Write the names.

- Use Values poster 4 and hand out the first PMB worksheet (PMB page 24) to present the lesson.
- Tell the class to look at the picture and ask questions, e.g. *Where are the children? What are they doing?* Point to specific people and ask *What is she doing?*
- Tell children they are going to read the sentences and find the names of the girls in the picture.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 Penny 2 Sue 3 Michelle 4 Kate 5 Anne 6 Vicky
7 Alison

2 Complete the sentences with *should* or *shouldn't*.

- Ask children to find a girl who is doing something unsafe and tell you what it is. Ask them to think of what she *should* do to be safe.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 should, shouldn't 2 shouldn't, should 3 shouldn't, should 4 should, shouldn't 5 should, shouldn't

Worksheet 2 PMB PAGE 25

1 Is it safe (✓) or unsafe (X)?

- Use Values poster 4 and hand out the second PMB worksheet (PMB page 25).
- Tell children to look at the pictures. Ask questions, e.g. *Where's the boy? What's the girl doing? Is the boy wearing a hat?*
- Point to picture 1 and ask *Is he safe? Why?*
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 X 2 ✓ 3 X 4 ✓ 5 X 6 X

2 Write sentences about the pictures above. Use *should* or *shouldn't*.

- Go through the sentence prompts in the word pool, checking that children understand the words.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out their sentences.

ANSWERS

- You shouldn't walk alone in the mountains.
- You should wear gloves when you're gardening.
- You shouldn't move animals under rocks.
- You should wear a hat in the sun.
- You shouldn't climb on dangerous rocks.
- You shouldn't push people.

Unit 13 Language practice PMB PAGE 26

1 Smoothie recipe

Ingredients

- 1 large cup of milk
- a teaspoon of sugar
- 15 strawberries
- 1 mango
- 2 bananas

Recipe

Peel and chop the fruit.

Put the fruit and the milk in the blender.

Add the sugar.

Remember to put the lid on!

Turn it on for one minute.

Then pour it into glasses.

- 2 1 me 2 him 3 which 4 you 5 which 6 who
Free writing: children's own answers

Unit 14 Language practice PMB PAGE 27

- 1 a Michael / Marie b Michael / Marie c Bob / Sheila
d Sheila e Fiona f Liam / Rosa g Liam / Rosa
1 daughter 2 niece 3 wife 4 son 5 father-in-law
6 nephew
- 2 1 Was Jim watching television?
No, he wasn't
- 2 What was Rosa wearing?
She was wearing a dress.
- 3 Were Liam and Rosa playing chess?
Yes, they were.
- 4 What was Jim doing?
He was playing the guitar.
- 5 Was Gemma reading?
Yes, she was.
- Free writing: children's own answers

Unit 15 Language practice PMB PAGE 28

- 1
- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | j | o | u | r | n | a | l | i | s | t |
| 2 | | b | u | i | l | d | e | r | | |
| 3 | d | e | n | t | i | s | t | | | |
| 4 | m | e | c | h | a | n | i | c | | |
| 5 | | b | o | s | s | | | | | |
| 6 | s | e | c | r | e | t | a | r | y | |

Who wrote this page? An author.

- 2 1 The bell rang when their teacher was talking.
2 We were driving when our car stopped.
3 It rained when I was playing football.
4 The author was writing when he got an email.
5 We saw your parents when they were having lunch.
6 She was playing when her mum said, 'Time for bed!'
- Free writing: children's own answers

Units 13–15 Writing skills PMB PAGE 29

- 1 3
- 2 1 six
2 four
3 The last words in lines 2 and 4 of each verse rhyme.
- 3 Mrs Brown was washing up,
Standing by the sink,
"My children need a healthy snack.
I'll make a smoothie drink."
"Will you help me, Jack?" she asked.
"Not right now," he said.
"I'm too busy playing,
And I'm meeting my friend Ned."
Mrs Brown looked at Pam,
"Can you help me?" she said.
"No, I can't. I'm doing this.
And then I'm off to bed."
Mrs Brown got out the blender,
And some knives to peel and chop.

She added sugar and some milk,
But her children didn't stop.
She poured the smoothie very slowly,
Into a tall, clean cup.
"Yum! A smoothie." said the children,
"Can we drink it up?"
"No, you can't!" said Mrs Brown,
"You didn't help at all,
You were both too busy playing.
So I'm going to drink it all!"

Units 13–15 Values 5 PMB PAGES 30–31

Safety in the home

Worksheet 1 PMB PAGE 30

1 Look at the picture. Write *T* (true) or *F* (false).

- Use Values poster 5 and hand out the first PMB worksheet (PMB page 30) to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? What's the girl doing? Who's cleaning the fridge?*
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

1 T 2 T 3 F 4 F 5 T 6 F 7 F 8 T

2 Look again. Write *S* (safe) or *U* (unsafe).

- Focus children's attention on the picture again and point to different people. Ask questions about what they are doing, e.g. *Is Ellie being safe? Why? What is Dad doing? Is that safe?*
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

1 S 2 S 3 S 4 U 5 U 6 U 7 U 8 S

Worksheet 2 PMB PAGE 31

1 Look and read. What *should* / *shouldn't* you do? Write.

- Use Values poster 5 and hand out the second PMB worksheet (PMB page 31).
- Tell children to look at the pictures and read the sentences. Go through the sentences, checking that children understand the words.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out their sentences.

ANSWERS

- 1 You shouldn't leave soap on the floor.
- 2 You should close the windows at night.
- 3 You shouldn't let young children play with matches.

- 4 You should put knives away.
- 5 You should put lids on food.
- 6 You shouldn't listen to the radio while you're washing up.

2 How do you stay safe in your house? Write.

- Ask children to think of how they stay safe at home.
- Look at the example and ask *Do you always lock the door at home?* Elicit some more examples of how they stay safe at home.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out their sentences.

ANSWERS

Children's own answers

Play script 1

Who's the winner? PMB PAGES 32–33

You may do this play at any time after Unit 6, or at the end of the first semester.

Synopsis

The play script is the first round in a TV game show called "Who's the winner?" The contestants answer questions to win points and the winner goes through to compete in Round 2 of the game (which we don't see). The answers to the quiz questions are all based on factual information from Units 1–6 of *Family and Friends Class Book 4*.

Cast

One presenter, four contestants and a narrator. The narrator only has to make a buzzing sound. There are no specific male / female roles.

Setting

The play takes place in the TV studio of *Who's the winner?*

Props

- stools or special chairs and something to act as buzzers for the contestants
- a clipboard and a broom (to act as a microphone on a stand)
- the narrator could use a doorbell-style buzzer or bell

Play script 2

The Mystery of the Flowers PMB PAGES 34–35

You may do this play at any time after Unit 14, or at the end of the second semester.

Synopsis

Somebody has kicked over all of Andrew Martin's flowers. Who would do such a terrible thing? DS Smith intends to find out. He / She has gathered everybody from the village in the village hall and is conducting a 'Whodunnit?' investigation. DS Smith asks the villagers in turn where they were and what they were doing, and then looks for evidence to see whether or not they are telling the truth. He / She has collected some evidence from the crime scene: a football. When Jack Finch mentions the football, DS Smith realises that this may be the vital clue – and he / she is right.

Cast

There are eight characters. Note that the characters' names are androgynous, so you can do this play with an all-girl, all-boy or mixed class. Tell DS Smith to make notes in a notebook after he / she interviews each person.

Setting

The play takes place in a village hall.

Props

- a notebook for DS Smith
- a football

Preparing for the performances

Read through the play with the class as a group. Allocate the character roles to stronger children. The rest of the group take part as a chorus, saying the lines marked as 'Audience' or 'All' in the plays.

Read through the play several times so that the characters and the chorus get a chance to practise their lines. Ask comprehension questions to check that children understand what is happening throughout. Encourage children to take home copies of the play script to practise and learn their lines at home.

Then practise the play in class, with the key characters at the front (the chorus can remain in their seats). Practise the play again using the props. With *Who's the winner?* the chorus (audience) need to sit together, opposite the contestants on stools / chairs. With *The Mystery of the Flowers* the chorus stand or sit with the main characters. Do this as many times as is necessary before the performance for the parents.

You may wish to hand out copies of the play script to parents at the performance.

Cut and make 1 (Unit 1) Restaurant role play PMB PAGE 36

Materials

One photocopy of the worksheet per child.

Method

- Divide children into groups of four and hand out one copy of the worksheet to each child.
- Tell children that they are going to each write a menu. Encourage them to discuss their ideas and help each other.
- Make sure children understand the different categories on the page before filling in the details.

Activities

- Assign children the roles of waiter / waitress and customers. The waiter / waitress will distribute the menus and customers explain what they would like.
- Children perform their role plays in the same group, with a waiter / waitress and customers.
- After each group has performed a role play, ask groups to swap menu cards and place orders from other groups' menus.
- Children act out their role plays in front of the class.
- Ask children to vote for the best menu.

Cut and make 2 (Unit 6) The Girl and the Snake PMB PAGE 37

Materials

One photocopy of the worksheet, one sheet of strong card, scissors, six straws or lollipop sticks, and a glue stick per group of three children; a light source and blank white wall (optional).

Method

- Ask children to turn to page 45 in their Workbooks. Review the story of *The Girl and the Snake* with the class.
- Tell children they are going to perform the story as a play using cut-out props.
- Elicit the dialogue between the two characters and write it on the board. Elicit lines for a narrator where necessary.
- Divide children into groups of three and hand out one copy of the worksheet and the rest of the materials to each group.
- Children make their props, carefully sticking the worksheet onto the card, then colouring the pictures and cutting them out. Monitor and help where necessary.
- Children stick a straw or a lollipop stick to the back of each image. This should be near the bottom of each image so that they can hold the rest of the straw / stick in their hand.
- Children take the roles of the girl, the mother or the narrator, divide the rest of the props between them, and role play the story using the props and a desk for a stage.

Activities

- Children read through the play and practise performing it using the props. Monitor and help where necessary.
- To perform a shadow puppet play, children should hide behind the desk whilst holding up their props. They should be in front of a blank white wall, in a dark room with a light shining onto the props and the wall.
- Children act out their role plays in front of the class.
- Ask children to vote for the best performance.

Cut and make 3 (Unit 7) The Solar System PMB PAGE 38

Materials

One photocopy of the worksheet, one sheet of strong card, string, scissors, sticky tape, a glue stick, a hole punch, and two large drinking straws per pair of children.

Method

- Tell children they are going to make a solar system mobile in pairs.
- Hand out one copy of the worksheet and all the materials to each pair.
- Children carefully stick the worksheet onto the card, then colour the planets and cut them out. They write the name of each planet on the back. Monitor and help where necessary.
- Children then use a hole punch to make a hole at the top of each planet and tie a length of string through the hole.

- Tell children to tie the straws together in the middle to form a cross shape (this will be the top of the mobile).
- Write on the board the order of the planets in their order from the Sun: , J.
- Children tie the Sun so that it hangs down from the middle of the straws. Tell them to tie Mercury, Venus, Earth, and Mars, one on each straw, close to the Sun. They then tie Jupiter, Saturn, Uranus, and Neptune, one on each straw, but further away from the Sun.
- After all the planets are attached, adjust the length of the string so that they are all at the same level. Tie a further piece of string to the centre of the mobile so that it can be hung from the ceiling.

Activities

- Divide the class into two teams and do a team quiz.
- Give both teams five to ten minutes to prepare six questions to ask the other team about the solar system, e.g. *Which is the smallest planet? Is Venus bigger than Neptune?*
- Teams take it in turns to ask their questions.
- Award a point for each correct answer. The team with the most points is the winner.
- Alternatively, the activity could be done as a set of *True or False?* statements rather than questions.

Cut and make 4 (Unit 11)

Have you ever ... ? PMB PAGE 39

Materials

One photocopy of the worksheet for each child.

Method

- Tell children they are going to make a survey chart. They will use the chart to ask each other about things they have done.
- Put children in pairs and hand out one worksheet to each child.
- Before starting the activity, review the present perfect question form and *Yes / No* short answers.

Activities

- Children read the question prompts and complete the chart for themselves with ticks and crosses.
- Then they write their partner's name at the top of the right column and take turns to ask their partner questions.
- Children complete the chart with their partner's information.
- Find out how many experiences children have in common and write them on the board. Find out the most common shared experience.
- Alternatively, the activity could be done as a class survey. Make a classroom wall-sized version of the chart and children write the numbers in for each experience. Ask children to write up the survey in class.

Cut and make 5 (Unit 15)

Memory game PMB PAGE 40

Materials

One photocopy of the worksheet and scissors for every group of three children.

Method

- Before playing the game, review and practise the jobs vocabulary.
- Put children in groups of three and give each group a copy of the worksheet.
- Children carefully cut the page into twelve cards. (If you prefer, you could prepare the cards before the lesson.)
- Demonstrate how to play the game with a child.
- Place the cards face down on the table. Turn over a card (*vet*) and say *There was a (vet)*. Then place the card face down on the table again.
- The child turns over a card (*builder*). He / She says *There was a (vet) and a (builder)*. Then he / she places the card face down on the table again.
- The game continues with the list getting longer, until one of the players can't remember the sequence of cards. The last remaining player is the winner.
- Example:
A *There was an author*
B *There was an author and a mechanic.*
C *There was an author, a mechanic and a nurse.*
A *There was an author, a mechanic and a nurse and ...*
- When there are more than one of each job, children should say the cards in order, i.e. not *There were two nurses ...*, unless the nurses happen to be consecutive.

Activities

- Children play the game in groups of three.

MultiROM Listen at home

The Student MultiROM includes a *Listen at home* section containing target language, songs, and phonics and spelling for children to practise at home. It can be played on an audio CD player, or on a computer using the audio player.

Track listing

Starter Unit

- Track 1: target language
- Track 2: song *We're all back together*

Unit 1

- Track 3: target language
- Track 4: song *At my friend's house*
- Track 5: phonics and spelling
- Track 6: target language

Unit 2

- Track 7: target language
- Track 8: song *What a busy week it is!*
- Track 9: phonics and spelling
- Track 10: target language

Unit 3

- Track 11: target language
- Track 12: song *My school trip*
- Track 13: phonics and spelling
- Track 14: target language

Unit 4

- Track 15: target language
- Track 16: song *At break time ...*
- Track 17: phonics and spelling
- Track 18: target language

Unit 5

- Track 19: target language
- Track 20: song *Why are they lost?*
- Track 21: phonics and spelling
- Track 22: target language

Unit 6

- Track 23: target language
- Track 24: song *Saturday was the best of all!*
- Track 25: phonics and spelling
- Track 26: target language

Unit 7

- Track 27: target language
- Track 28: song *A trip to the moon!*
- Track 29: phonics and spelling
- Track 30: target language

Unit 8

- Track 31: target language
- Track 32: song *Have you got any toothpaste?*
- Track 33: phonics and spelling
- Track 34: target language

Unit 9

- Track 35: target language
- Track 36: song *How often ... ?*
- Track 37: phonics and spelling
- Track 38: target language

Unit 10

- Track 39: target language
- Track 40: song *I've really tried!*
- Track 41: phonics and spelling
- Track 42: target language

Unit 11

- Track 43: target language
- Track 44: song *One day soon*
- Track 45: phonics and spelling
- Track 46: target language

Unit 12

- Track 47: target language
- Track 48: song *When I was a baby*
- Track 49: phonics and spelling
- Track 50: target language

Unit 13

- Track 51: target language
- Track 52: song *This is the boy ...*
- Track 53: phonics and spelling
- Track 54: target language

Unit 14

- Track 55: target language
- Track 56: song *When Sally was born*
- Track 57: phonics and spelling
- Track 58: target language

Unit 15

- Track 59: target language
- Track 60: song *They're nearly there!*
- Track 61: phonics and spelling
- Track 62: target language

Wordlist

Words in bold are core words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

Starter Unit

adult /'ædʌlt/
Australian /ɔ:s'treɪliən/
back /bæk/
belt /belt/
camel /'kæməl/
faster (than) /'fɑ:stə(r) ðən/
(the) fastest /ðə 'fɑ:stɪst/
five past /'faɪv pa:st/
five to /'faɪv tu:/
grow /grəʊ/
o'clock /ə'klɒk/
over /'əʊvə(r)/
quarter past /'kwɔ:tə(r) pa:st/
quarter to /'kwɔ:tə(r) tu:/
some more /səm 'mɔ:/
taller (than) /'tɔ:lə(r) ðən/
(the) tallest /ðə 'tɔ:lɪst/
ten past /'ten pa:st/
ten to /'ten tu:/
twenty past /'twenti pa:st/
twenty to /'twenti tu:/
twenty-five past /'twenti faɪv pa:st/
twenty-five to /'twenti faɪv tu:/
younger (than) /'jʌŋgə ðən/
(the) youngest /ðə 'jʌŋgɪst/

Unit 1

always /'ɔ:lweɪz/
at the moment /ət ðə 'məʊmənt/
beans /bi:nz/
before /bɪ'fɔ:/
big /bɪg/
bottle of water /bɒtl əv 'wɔ:tə(r)/
bowl of soup /bɔ:l əv 'su:p/
breakfast /'brekfəst/
cake /keɪk/
chilli /'tʃɪli/
coconut /'kəʊkənʌt/
corn /kɔ:n/
corn flakes /'kɔ:n fleɪks/

cup of coffee /ʌp əv 'kɒfi/
customer /'kʌstəmə(r)/
delicious /drɪ'lɪʃəs/
find /faɪnd/
free /fri/
glass of milk /glɑ:s əv 'mɪlk/
key /ki:/
leaves /li:vz/
lovely /'lʌvli/
mashed /mæʃt/
meal /mi:l/
mean (v) /mi:n/
menu /'menju:/
Mexico /'meksɪkəʊ/
never /'nevə(r)/
next door /neks 'dɔ:(r)/
noodles /'nu:dəlz/
now /naʊ/
often /'ɒfən/
olive oil /'ɒlɪv ɔɪl/
pancake /'pæŋkeɪk/
party /'pɑ:ti/
plate of salad /pleɪt əv 'sæləd/
rarely /'reəli/
really /'ri:əli/
right now /raɪt 'naʊ/
sauce /sɔ:s/
Scotland /'skɒtlənd/
selection /sɪ'lekʃən/
share (v) /ʃeə(r)/
sometimes /'sʌmtaɪmz/
soup /su:p/
special /'speʃəl/
strange /streɪndʒ/
toast /təʊst/
today /tə'deɪ/
tortilla /tɔ:'ti:lə/
train /treɪn/
tray /treɪ/
tree /tri:/
turkey /'tɜ:ki/
uniform /'ju:nɪfɔ:m/
usually /'ju:ʒəli/
Vietnam /vɪet'næm/
waiter /'weɪtə(r)/
waitress /'weɪtrəs/
wear /weə(r)/

wonderful /'wʌndəfəl/
wrap /ræp/
yummy /'jʌmi/

Unit 2

all around /ɔ:l ə'raʊnd/
audience /'ɔ:diəns/
band /bænd/
bang (v) /bæŋ/
beat (n) /bi:t/
bike /baɪk/
blow /bləʊ/
blue /blu:/
boat /bəʊt/
bone /bəʊn/
busy /'bɪzi/
calendar /'kæləndə(r)/
cheeks /tʃi:ks/
cheer (v) /tʃi:r/
clang (v) /klæŋ/
clap (v) /klæp/
concert /'kɒnsət/
cry (n) /kraɪ/
cymbals /'sɪmbəlz/
distant /'dɪstənt/
drums /drʌmz/
during /'djʊərɪŋ/
festival /'festɪvəl/
flap (v) /flæp/
flute /flu:t/
for ages /fə(r) 'eɪdʒɪz/
ground /graʊnd/
grow up /grəʊ 'ʌp/
guitar /gɪ'tɑ:(r)/
hear /hɪə(r)/
high /haɪ/
honk /hɒŋk/
idea /aɪ'diə/
instruments /'ɪnstɾəmənts/
join in /dʒɔɪn 'ɪn/
light /laɪt/
outside /aʊt'saɪd/
programme /'prəʊgræm/
puff (v) /pʌf/
recorder /rɪ'kɔ:də(r)/
rhythm /'rɪðəm/
room /ru:m/
shoulder /'ʃəʊldə(r)/
sky /skaɪ/

slowly /'sləʊli:/
sparkle (v) /'spɑ:kl/
stage /steɪdʒ/
thump /θʌmp/
thunder /'θʌndə(r)/
tap your feet /tæp jə 'fi:t/
trumpet /'trʌmpɪt/
up /ʌp/
violin /vaɪə'lɪn/
why /waɪ/
wind /wɪnd/
wings /wɪŋz/
wonder (n) /'wʌndə(r)/

Unit 3

alive /ə'laɪv/
alphabet /'ælfəbet/
animal /'ænɪməl/
anything /'eniθɪŋ/
asteroid /'æstərɔɪd/
at last /ət 'lɑ:st/
badge /bædʒ/
controls /kən'trɒlz/
dead /ded/
dinosaur /'daɪnəsɔ:(r)/
disappear /dɪsə'piə/
Earth /ɜ:θ/
elephant /'eləfənt/
exciting /ɪk'saɪtɪŋ/
fall (fell) /fɔ:l/
feet /fi:t/
fish /fɪʃ/
flamingo /flə'mɪŋgəʊ/
happen /'hæpən/
how /haʊ/
ice /aɪs/
look like /'lʊk laɪk/
lost /lɒst/
loudly /'laʊdli/
metre /'mi:tə(r)/
millions /'mɪljənz/
model /'mɒdəl/
museum /mju:'ziʊm/
nephew /'nefju:/
news /nju:z/
no one /'nəʊ wʌn/
painting /'paɪntɪŋ/
pattern /'pætən/
phone (n) /fəʊn/
roar /rɔ:(r)/

robot /'rəʊbɒt/
rock (n) /rɒk/
 rock pools /rɒk pu:lz/
scarf /skɑ:f/
scary /'skeəri/
scientist /'saɪəntɪst/
scream (v) /skri:m/
 ship /ʃɪp/
skeleton /'skelətən/
skin /skɪn/
 something /'sʌmθɪŋ/
 space /speɪs/
 suddenly /'sʌdnəli/
 tail /teɪl/
 tooth /tu:θ/
 trip /trɪp/
 tunic /'tju:nɪk/
 type /taɪp/
 walk (n) /wɔ:k/
 wooden /'wɒdən/
 write /wraɪt/

Extensive Reading 1

amazing /ə'meɪzɪŋ/
 ammonite /'æmənaɪt/
 celebrate /'seləbreɪt/
 dig up /dɪɡ 'ʌp/
 especially /ɪ'speʃəli/
 eventually /ɪ'ventʃuəli/
 famous /'feɪməs/
 geologist /dʒɪ'blɒdʒɪst/
 ichthyosaur /'ɪkθɪəsɔ:(r)/
 past /pɑ:st/
 plesiosaur /'plesɪəsɔ:(r)/
 (the) very first /ðə vəri
 'fɜ:st/
 turtle /'tɜ:təl/
 whale /weɪl/

Unit 4

across /ə'krɒs/
 against /ə'geɪnst/
 air /eə(r)/
balcony /'bælkəni/
 basket /'bɑ:skɪt/
 basketball /'bɑ:skɪtbɔ:l/
 beach /bi:tʃ/
bell /bel/
 bottom /'bɒtəm/
bounce (v) /baʊns/
 break (n) /breɪk/
 brush (v) /brʌʃ/
 Canada /'kænədə/
 carefully /'keəfəli/
carrot /'kærət/
 change (v) /tʃeɪndʒ/

cherry /'tʃeri/
 continue /kən'tɪnju:z/
court /kɔ:t/
 doorbell /'dɔ:bel/
 gymnastics /dʒɪm'næstɪks/
 hair /heə(r)/
 hers /hɜ:z/
 his /hɪz/
hole /həʊl/
 hoop /hu:p/
 inside /ɪn'saɪd/
invent /ɪn'vent/
jacket /'dʒækt/
 keep fit /ki:p 'fɪt/
kick /kɪk/
ladder /'lædə(r)/
 may /meɪ/
 mine /maɪn/
mirror (n) /'mɪrə(r)/
 ours /aʊəz/
 outdoors /aʊt'dɔ:z/
player /'pleɪə(r)/
point (n) /pɔɪnt/
 quickly /'kwɪkli/
racket /'rækt/
 rain (v) /reɪn/
rucksack /'rʌksæk/
score a goal /skɔ:(r) ə
 'ɡo:l/

shell /ʃel/
 skateboarding /'skeɪtbɔ:dɪŋ/
 skating /'skeɪtɪŋ/
smell (v) /smel/
 softly /'sɒftli/
 spread (v) /spred/
 swimsuit /'swɪmsu:t/
team /ti:m/
 theirs /ðeəz/
throw (v) /θrəʊ/
trainers /'treɪnəz/
trophy /'trɒfi/
 volleyball /'vɒlibɔ:l/
 way /weɪ/
 whole /həʊl/
 whose /hu:z/
win (won) /wɪn, wʌn/
 world /wɜ:ld/
 yours /jɔ:z/

Unit 5

a little /ə 'lɪtl/
 art room /'ɑ:t ru:m/
 back (n) /bæk/
 box /bɒks/

bus station /'bʌs steɪʃən/
 camel /'kæməl/
 China /tʃaɪnə/
clock /klɒk/
comic (n) /'kɒmɪk/
 corner (n) /'kɔ:nə(r)/
 dark /dɑ:k/
 describe /dɪ'skraɪb/
duck /dʌk/
event /ɪ'vent/
 food /fu:d/
get lost /get 'lɒst/
go back /ɡəʊ 'bæk/
go straight on /ɡəʊ streɪt
 'ɒn/
 growl /ɡraʊl/
 hide /haɪd/
hurry /'hʌri/
 important /ɪm'pɔ:tənt/
 Indonesia /ɪndə'ni:zə/
 in front of /ɪn 'frʌnt əv/
 late /leɪt/
lift up /'lɪft ʌp/
 many /'meni/
 modern /'mɒdən/
music /'mju:zɪk/
neck /nek/
 next to /'neks tu/
 nowadays /'naʊədeɪz/
 part /pɑ:t/
petrol station /'petrəl
 steɪʃən/
picnic /'pɪknɪk/
plastic /'plæstɪk/
popular /'pɒpjələ(r)/
puppet /'pʌpɪt/
 puppeteer /'pʌpɪtiə(r)/
 quick /kwɪk/
read a map /ri:d ə 'mæp/
rock (n) /rɒk/
roundabout /'raʊndəbaʊt/
 sandwiches /'sænwtʃəz/
screen (n) /skri:n/
shadow /'ʃædəʊ/
 shape (n) /ʃeɪp/
 show /ʃəʊ/
 square /skweə(r)/
 stand (v) /stænd/
stick (n) /stɪk/
 story (ies) /'stɔ:ri:z/
 theatre /'θɪətə/
 third /θɜ:d/
 town /taʊn/
 traditional /trə'dɪʃənəl/
traffic light /'træfɪk laɪt/

train station /'treɪn
 steɪʃən/
turn left /tɜ:n 'left/
turn right /tɜ:n 'raɪt/
 umbrella /ʌm'brelə/
 upside down /ʌpsaɪ'daʊn/
voice /vɔɪs/
 wet /wet/

Unit 6

ant /ænt/
 bad /bæd/
 bat /bæt/
 become /bɪ'kʌm/
 believe /bɪ'li:v/
 better (than) /'betə ðən/
 (the) best /ðə 'best/
 bored /bɔ:d/
break (v) /breɪk/
 bump (v) /bʌmp/
cage /keɪdʒ/
 camera /'kæmərə/
cheap /tʃi:p/
city /'sɪti/
comfortable /'kʌmfəbl/
 cover (v) /'kʌvə(r)/
 crayon /'kreɪn/
 cucumber /'kju:kʌmbə(r)/
dance (v) /dɑ:ns/
dig /dɪɡ/
 dinner /'dɪnə(r)/
 Don't worry. /'dəʊnt wəri/
enormous /ɪ'nɔ:məs/
expensive /ɪk'spensɪv/
 fable /'feɪbl/
 foot /fʊt/
generous /'dʒenərəs/
giraffe /dʒɪ'rɑ:f/
 goal /ɡəʊl/
 grasshopper /'ɡrɑ:ʃɒpə(r)/
 grunt (v) /ɡrʌnt/
hard /hɑ:d/
 heavy /'hevi/
 hot /hɒt/
ice /aɪs/
 ice rink /'aɪs rɪŋk/
 instead /ɪn'sted/
 joke /dʒəʊk/
lazy /'leɪzi/
 less /les/
 like (v) /laɪk/
 market /'mɑ:kɪt/
metal /'metəl/
modern /'mɒdən/
 moral (n) /'mɒrəl/

page /peɪdʒ/
person /'pɜːsn/
pile /paɪl/
plenty of /'plenti əv/
prefer /prɪ'feɪz/
prepare /prɪ'peə(r)/
repair (v) /rɪ'peə(r)/
rice /raɪs/
share (v) /ʃeə(r)/
skate /sket/
soft /sɒft/
spaceship /'speɪʃɪp/
stage /steɪdʒ/
summer /'sʌme(r)/
sun /sʌn/
thick /θɪk/
tonight /tə'naɪt/
vegetables /'vedʒtəblz/
weather /'weðə(r)/
winter /'wɪntə(r)/
wolf /wɒlf/
wooden /'wʊdən/
worry (v) /'wɒri/
worse (than) /'wɜːs ðən/
(the) worst /ðə 'wɜːst/

Extensive Reading 2

athlete /'æθliːt/
birth /bɜːθ/
both /bəʊθ/
break a record /breɪk ə 'rekɔːd/
century /'sentʃəri/
championship /'tʃæmpɪənʃɪp/
coach /kəʊtʃ/
competition /kəmpe'tɪʃən/
cricket /'krɪkɪt/
European /juərə'piːən/
fewer /'fjuːwə(r)/
height /haɪt/
helmet /'helmət/
injured /'ɪndʒəd/
junior /'dʒuːniə(r)/
last (v) /lɑːst/
lightning /'laɪtnɪŋ/
medal /'medəl/
Olympic Games /ə'lɪmpɪk 'geɪmz/
oval /'əʊvəl/
pick up /'pɪk ʌp/
position /pə'zɪʃən/
relay /'riːleɪ/
rugby /'rʌɡbi/
second (n) /'sekənd/

silver /'sɪlvə(r)/
sportsperson /'spɔːtspɜːsn/
step (n) /step/
strong /strɒŋ/
timing /'taɪmɪŋ/
touchdown /'tʌtʃdaʊn/
United States /'juːnartɪd 'steɪts/
West Indies /west 'ɪndiːz/

Unit 7

a few /ə 'fjuː/
another /ə'nʌðə(r)/
anymore /enɪ'mɔː(r)/
astronaut /'æstrənɔːt/
August /'ɔːɡəst/
autumn /'ɔːtəm/
birthday /'beɪθdeɪ/
chocolate /'tʃɒklət/
classroom /'klaːsrʊm/
crowded /'kraʊdɪd/
dangerous /'deɪndʒərəs/
energy /'enədʒi/
especially /ɪ'speʃli/
extinct /ɪk'stɪŋkt/
feelings /'fiːlɪŋz/
fork /fɔːk/
get out of /get 'aʊt əv/
great grandparents /'greɪt grænpeərənts/
grow /grəʊ/
holiday /'hɒlɪdeɪ/
horse /hɔːs/
horse riding /'hɔːs raɪdɪŋ/
housework /'haʊswɜːk/
illness /'ɪlnəs/
jigsaw /'dʒɪɡzɔː/
job /dʒɒb/
journey /'dʒɜːni/
land (n) /lænd/
later /'leɪtə(r)/
machine /mə'ʃiːn/
magazine /mægə'ziːn/
melt /melt/
morning /'mɔːnɪŋ/
normal /'nɔːməl/
paw /pɔː/
perhaps /pə'hæps/
petrol /'petrəl/
plane /pleɪn/
planets /'plænɪts/
play sport /pleɪ 'spɔːt/
polar bear /pəʊlə(r) 'beə(r)/
present /'prezənt/

problem /'prɒbləm/
puzzle /'pʌzl/
road /rəʊd/
rocket /'rɒkɪt/
satellite /'sætələɪt/
sauce /sɔːs/
spaceship /'speɪʃɪp/
space station /'speɪs steɪʃən/
sport /spɔːt/
star /stɑː(r)/
storm /stɔːm/
straw /stroː/
sunflower /'sʌnflaʊə(r)/
(the) future /ðə 'fjuːtʃə(r)/
(the) moon /ðə 'muːn/
(the) sun /ðə 'sʌn/
travel (v) /'trævəl/
weekend /'wiːkend/
yet /jet/

Unit 8

arrivals /ə'raɪvəlz/
book into /bʊk 'ɪntuː/
check in /'tʃek ɪn/
coin /cɔɪn/
departures /dɪ'pɑːtʃəz/
desk /desk/
disappointed /dɪsə'pɔɪntɪd/
fair /feə(r)/
fall asleep /fɔːl ə'sliːp/
finished /'fɪnɪʃt/
fireworks /'faɪəwɜːks/
footballer /'fʊtbɔːlə(r)/
get off /get 'ɒf/
homework /'həʊmwɜːk/
hotel /həʊ'tel/
how much /haʊ 'mʌtʃ/
hundreds /'hʌndrədz/
journey /'jɜːni/
kayak /'kaɪjæk/
lake /leɪk/
left /left/
luggage /'lʌɡɪdʒ/
magazine /mægə'ziːn/
miss /mɪs/
money /'mʌni/
newspaper /'njuːspeɪpə(r)/
nice /naɪs/
painted /'peɪntɪd/
passenger /'pæsɪndʒə(r)/
passport /'pɑːspɔːt/
pastry /'peɪstri/

picture /'pɪktʃə(r)/
played /pleɪd/
postcode /'pəʊstkəʊd/
pound /paʊnd/
put together /pʊt tə'geðə(r)/
rained /reɪnd/
seem /siːm/
showed /ʃəʊd/
stamp (n) /stæmp/
start (n) /stɑːt/
suitcase /'suːtkeɪs/
ticket seller /'tɪkɪt selə(r)/
tidied /'taɪdiːd/
unexciting /ʌnɪk'saɪtɪŋ/
unusual /ʌn'juːzʊəl/
waited /'weɪtɪd/
wake up /weɪk 'ʌp/
walked /wɔːkd/
warm /wɔːm/
wash bag /'wɒʃ bæɡ/
washed /wɒʃd/
waterski /'wɔːtəski/
whistle (n) /'wɪsl/

Unit 9

action /'ækʃən/
actor /'æktə(r)/
advert /'ædvɜːt/
argue /'ɑːɡjuː/
bar (n) /bɑː/
basketball match /'bɑːskɪtbɔːl mætʃ/
brave /breɪv/
camcorder /'kæmkɔːdə(r)/
cartoon /kɑː'tuːn/
championship /'tʃæmpɪənʃɪp/
channel /'tʃænəl/
clever /'kleɪvə(r)/
discover /dɪs'kʌvə(r)/
diver /'daɪvə(r)/
doctor /'dɒktə(r)/
documentary /dɒkju'mentri/
dolphin /'dɒlfɪn/
dream (n) /driːm/
escape /ɪs'keɪp/
explore /ɪk'splɔː(r)/
factory /'fæktəri/
father /'fɑːðə(r)/
find out /faɪnd 'aʊt/
friendly /'frendli/
funny /'fʌni/
golden /'ɡɒldən/

kick-off /'kɪk ɒf/
live (adj) /laɪv/
lucky /'lʌki/
match (n) /mætʃ/
mobile phone /məʊbaɪl
 'fəʊn/
mother /'mʌðə(r)/
(the) news /ðə 'nju:z/
once /wʌns/
Pacific Ocean /pə'sɪfɪk
 əʊʃən/
plan (n) /plæn/
play (n) /pleɪ/
play a trick on /pleɪ ə 'trɪk
 ɒn/
poor /pɔ:(r)/
put on /pʊt 'ɒn/
radio /'reɪdɪəʊ/
remote control /rɪməʊt
 kən'trəʊl/
September /sep'tembə(r)/
skilful /'skɪlfəl/
sofa /'səʊfə/
solar system /'səʊlə sɪstəm/
Spanish /'spæniʃ/
stadium /'steɪdɪəm/
super hero /'su:pə hɪərəʊ/
teacher /'ti:tʃə(r)/
three times /'θri: taɪmz/
ticket /'tɪkɪt/
tropical /'trɒpɪkəl/
turn off /'tɜ:n ɒf/
turn on /'tɜ:n ɒn/
TV programme /ti: 'vi:
 prəʊgrəm/
twice /twɑ:ɪs/
underwater /'ʌndəwɔ:tə(r)/
unhappy /ʌn'hæpi/
video game /'vɪdɪəʊ geɪm/
visitor /'vɪzɪtə(r)/
winner /'wɪnə(r)/
World Cup /wɜ:ld 'kʌp/

Extensive Reading 3

frightened /'fraɪtənd/
guide (n) /gaɪd/
island /'aɪlənd/
language /'læŋɡwɪdʒ/
loaf (loaves) /ləʊf, ləʊvz/
statue /'stætʃu:/
voyage (n) /'vɔɪdʒ/
watch (n) /wɒtʃ/

Unit 10

a website /ə 'websaɪt/
add /æd/
afterwards /'ɑ:ftəwədz/

album /'ælbəm/
alphabetical /ælfə'betɪkəl/
attach a photo /ətætʃ ə
 'fəʊtəʊ/
bird /bɜ:d/
blink (v) /blɪŋk/
bowling /'bəʊlɪŋ/
button /'bʌtn/
character /'kærəktə(r)/
check /tʃek/
chore /tʃɔ:(r)/
circle (n) /'sɜ:kl/
click on /'klɪk ɒn/
correct (v) /kə'rekt/
cupboard /'kʌbəd/
curtains /'kɜ:tənz/
dining room /'daɪnɪŋ ru:m/
document /'dɒkjumənt/
drawings /'drɔ:ɪŋz/
drink (n) /drɪŋk/
email /'i:meɪl/
fast /fɑ:st/
girl /gɜ:l/
hurt /hɜ:t/
ink /ɪŋk/
Internet /'ɪntənət/
invitation /ɪnvɪ'teɪʃən/
keyboard /'ki:bɔ:d/
log off /lɒg 'ɒf/
log on /lɒg 'ɒn/
look forward to /lʊk
 'fɔ:wəd tə/

memory stick /'meməri
 stɪk/
mess /mes/
message /'mesɪdʒ/
mistake /mɪ'steɪk/
mouse /maʊs/
nurse /nɜ:s/
order /'ɔ:də(r)/
print (v) /prɪnt/
printer /'prɪntə(r)/
put away /pʊt 'əweɪ/
remember /rɪ'membə(r)/
save a document /'seɪv ə
 dɒkjumənt/
screen (n) /skri:n/
search the Internet /sɜ:tʃ
 ðə 'ɪntənət/
send a message /send ə
 'mesɪdʒ/
shirt /ʃɜ:t/
speakers /'spi:kəz/
spell checker /'spel
 tʃekə(r)/
spelling /'speliŋ/

subject /'sʌbdʒekt/
Thursday /'θɜ:zdeɪ/
type the address /taɪp ðɪ
 ə'dres/
work (n) /wɜ:k/
wrong /rɒŋ/
your own /ju(r) 'əʊn/

Unit 11

almost /ɔ:lməʊst/
amazingly /ə'meɪzɪŋli/
Antarctica /æn'tɑ:ktɪkə/
ask /ɑ:sk/
balloon /bə'lu:n/
bread /bred/
camp (v) /kæmp/
capital city /'kæpɪtəl sɪti/
cave /keɪv/
chance /tʃɑ:ns/
crew /kru:/
desert /'dezət/
destination /destɪ'neɪʃən/
exercise (n) /'eksəsaɪz/
explorer /ɪk'splɔ:rə(r)/
feather /'feðə(r)/
France /frɑ:ns/
frozen /'frəʊzən/
further /'fɜ:ðə(r)/
go up /gəʊ 'ʌp/
gorilla /gə'rɪlə/
guest /gest/
head /hed/
heavy /'hevi/
help (v) /help/
island /'aɪlənd/
land (v) /lənd/
lifeboat /'laɪfbəʊt/
maybe /'meɪbi/
melt /melt/
mountain /'maʊntɪn/
oasis (oases) /əʊ'eɪsɪs,
 əʊ'eɪsɪz/
ocean /'əʊʃən/
penguin /'pɛŋɡwɪn/
present /'prezənt/
rainforest /'reɪnfɔ:ɪst/
rescue (v) /'reskjʊ:/
return /rɪ'tɜ:n/
sail (v) /seɪl/
seal (n) /si:l/
sink (sank) /sɪŋk, sæŋk/
somewhere /'sʌmweə(r)/
spend /spend/
stay /steɪ/
storm /stɔ:m/
survive /sə'vaɪv/

tent /tent/
towards /tə'wɔ:dz/
town /taʊn/
turn over /tɜ:n 'əʊvə(r)/
village /'vɪlɪdʒ/
volcano /vɒl'keməʊ/
wait /weɪt/
wave /weɪv/

Unit 12

a cold /ə 'kəʊld/
a cough /ə 'kɒf/
a headache /ə 'hedeɪk/
a sore throat /ə sɔ:(r)
 'θrəʊt/
a stomach ache
 /ə 'stʌmək eɪk/
an earache /ən 'ɪərəɪk/
animal /'ænɪməl/
baby /beɪbi/
cabbage /'kæbɪdʒ/
calcium /'kælsɪəm/
can (n) /kæn/
candle /'kændl/
castle /'kɑ:sl/
cereal /'sɪəriəl/
club /klʌb/
cola /'kəʊlə/
contain /kən'teɪn/
could /kʊd/
couldn't /'kʊdnt/
crisps /kɪsps/
dream (v) /dri:m/
dress (n) /dres/
energy /'enəgi/
fat (n) /fæt/
feel dizzy /fi:l 'dɪzi/
feel sick /fi:l 'sɪk/
fit /fɪt/
fizzy /'fɪzi/
fruit /fru:t/
full of /'fʊl əv/
get better /get 'betə(r)/
healthy /'helθi/
hospital /'hɒspɪtəl/
ill /ɪl/
in fact /ɪn 'fækt/
join /dʒɔɪn/
juice /dʒu:s/
Oh dear. /əʊ 'dɪə(r)/
olive /'ɒlɪv/
people /'pi:pl/
quite /kwɑ:t/
regularly /'regjʊləli/
salt /sɔ:lt/
sandal /'sændl/

sardine /sɑ:'di:n/
should /ʃʊd/
shouldn't /'ʃʊdnt/
sick /sɪk/
sugar /'ʃʊgə(r)/
sweet (n) /swi:t/
table /'teɪbl/
take medicine /teɪk
 'medsn/
teaspoon /'ti:spu:n/
tip (n) /tɪp/
tomato /tə'mɑ:təʊ/
vet /vet/
What's the matter? /wɒts
 ðə 'mætə(r)/

Extensive Reading 4

beetle /'bi:tl/
butterfly(ies) /'bʌtəflaɪz/
cactus (cacti) /'kæktəs/
campfire /'kæmpfaɪ(r)/
colourful /'kʌləfəl/
diary /'daɪəri/
dune /dju:n/
insect /'ɪnsekt/
lodge /lɒdʒ/
nest /nest/
nocturnal /nɒk'tɜ:nəl/
noisy /'nɔɪzi/
root /ru:t/
sandstorm /'sændstɔ:m/
seed /si:d/
snowstorm /'snəʊstɔ:m/
spot (n) /spɒt/
toucan /'tu:kæn/
underground
 /ʌndə'graʊnd/
weird /'wiə(r)d/

Unit 13

accident /'æksɪdnt/
April /'eɪprəl/
blender /'blendə(r)/
bravery /'breɪvəri/
bubble /'bʌbl/
camel /'kæml/
carry /'kæri/
ceremony /'serəməni/
chase /tʃeɪs/
chop /tʃɒp/
classmate /'kla:smet/
clean up (v) /kli:n 'ʌp/
collapse /kə'læps/
crash (v) /kræʃ/
destroy /di'strɔɪ/
drop (v) /drɒp/

earthquake /'ɜ:θkwɜ:k/
floor /flɔə(r)/
follow /'fɒləʊ/
fridge /frɪdʒ/
giant /'dʒaɪənt/
hero /'hɪərəʊ/
kit /kɪt/
lentils /'lentɪlz/
lid /lɪd/
look after /lʊk 'ɑ:ftə(r)/
mango /'mæŋgəʊ/
milk /mɪlk/
opening /'əʊpənɪŋ/
peel (v) /pi:l/
pencil /'pensəl/
pour /pɔ:(r)/
prize /praɪz/
proud /praʊd/
pupil /'pju:pəl/
quick thinking /kwɪk
 'θɪŋkɪŋ/
safe /seɪf/
safety /'seɪfti/
sell /sel/
serious /'sɪəriəs/
shore /ʃɔ:(r)/
smile (v) /smaɪl/
smoothie /'smu:ði/
sports kit /'spɔ:ts kɪt/
strawberry /'strɔ:bəri/
towel /'taʊl/
Thailand /'taɪlənd/
thinking /'θɪŋkɪŋ/
through /θru:/
travel (v) /'trævl/
tsunami /tsu:'nɑ:mi/
tunnel /'tʌnl/
wave /weɪv/

Unit 14

addition /ə'dɪʃən/
all over /ɔ:l 'əʊvə(r)/
answer (v) /'ɑ:nsə(r)/
arm /ɑ:m/
arrive /ə'raɪv/
bag /bæg/
camp bed /'kæmp bed/
coat /kəʊt/
competition /kəmpe'tɪʃən/
cushion /'kʊʃən/
cute /kju:t/
daughter /'dɔ:tə(r)/
elbow /elbəʊ/
fashion /'fæʃən/
fashion show /'fæʃən ʃəʊ/

father-in-law /'fa:ðə(r)
 ɪn lɔ:/
fishing /'fɪʃɪŋ/
get ready /get 'redi/
go surfing /gəʊ 'seɪfɪŋ/
hall /hɔ:l/
hope /həʊp/
husband /'hʌzbənd/
invitation /ɪnvɪ'teɪʃən/
kangaroo /kæŋgə'ru:/
knee /ni:/
koala bear /kəʊ'ɑ:lə beə(r)/
laughter /'lɑ:ftə(r)/
lounge /laʊndʒ/
memories /'meməri:z/
miss someone /'mɪs
 sʌmwʌn/
mother-in-law /'mʌðə(r)
 ɪn lɔ:/
nephew /'nefju:/
niece /ni:s/
normal /'nɔ:məl/
pile up /paɪl 'ʌp/
poem /'pəʊm/
question /'kwɛstʃən/
queue /kju:/
quiet /'kwaɪət/
relatives /'relatɪvz/
rhyme (v) /raɪm/
shoe /ʃu:/
shout /ʃaʊt/
singing /'sɪŋɪŋ/
son /sʌn/
squeeze (n) /skwi:z/
stay in touch /steɪ ɪn 'tʌtʃ/
subtraction /səb'trækʃn/
toddler /'tɒdlə(r)/
turn /tɜ:n/
verse /vɜ:s/
was born /wəz 'bɔ:n/
week /wi:k/
wife /waɪf/

Unit 15

angry /'æŋɡri/
appear /ə'piə(r)/
author /'ɔ:θə(r)/
away /ə'wei/
boss /bɒs/
builder /'bɪldə(r)/
catch /kætʃ/
clothes /kləʊðz/
come true /kʌm 'tru:/
dentist /'dentɪst/
dinner /'dɪnə(r)/
fall over /fɔ:l 'əʊvə(r)/

fisherman /'fɪʃməŋ/
go away /gəʊ ə'wei/
gold /ɡɒld/
hear /hɪə(r)/
here /hɪə(r)/
journalist /'jɜ:nəlɪst/
jump /dʒʌmp/
mechanic /mɪ'kænik/
nervous /'nɜ:vəs/
net /net/
office /'ɒfɪs/
once upon a time
 /'wʌns əpən ə taɪm/
pack (v) /pæk/
pen pal /'pen pæl/
pull (v) /pʊl/
receptionist /rɪ'sepʃənɪst/
right /raɪt/
sadly /'sædli/
sausage /'sɔ:sɪdʒ/
sea /si:/
secretary /'sekrətri/
see /si:/
silly /'sɪli/
speak (spoke) /spi:k,
 spəʊk/
surprised /sə'praɪzd/
vet /vet/
wear /weə(r)/
where /weə(r)/
wish for /'wɪʃ fɔ:/
worried /wʌrɪd/
write /raɪt/

Extensive Reading 5

along with /ə'lɒŋ wɪð/
bury /'beri/
French /frentʃ/
geography /dʒi'ɒɡrəfi/
greedy /'ɡri:di/
Greek /ɡri:k/
jar /dʒɑ:(r)/
jewel /'dʒu:əl/
jewellery /'dʒu:əlri/
ladybird /'leɪdɪbɜ:d/
mask /mɑ:sk/
object /'ɒbdʒekt/
porpoise /'pɔ:pəs/
previous /'pri:vɪəs/
rhino /'raɪnəʊ/
row (v) /rəʊ/
spider /'spaɪdə(r)/
tomb /tu:m/
treasure /'treʒə(r)/
vase /vɑ:z/
vine /vaɪn/

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