

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: <i>train, tray, cake</i></p> <p>e: <i>tree, leaves, key</i></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: <i>light, cry, bike</i></p> <p>o: <i>boat, blow, bone</i></p> <p>u: <i>room, blue, flute</i></p>	<p>Reading: a poem: 'The Concert' (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: <i>flamingo, scarf, feet</i></p> <p>ph: <i>phone, nephew, alphabet</i></p>	<p>Reading: a non-fiction text: 'Dinosaur data' (reading and understanding a factual text from an information book; matching sentence halves)</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>	

Project: Make a menu

Review 1 Units 1–3

<p>ll endings:</p> <p><i>smell, bell, shell</i></p> <p>rr words:</p> <p><i>mirror, carrot, cherry</i></p>	<p>Reading: a history poster: tennis (reading and understanding an article about tennis 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: <i>It's</i> or <i>Its</i>; 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: <i>neck, duck, clock, rock</i></p> <p>c: <i>plastic, picnic, music, comic</i></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: <i>city, ice, dance, rice</i></p> <p>g: <i>cage, page, giraffe, stage</i></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>	

Project: Make a telephone

Review 2 Units 1–6

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.

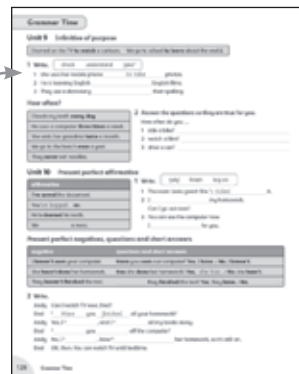
The children listen to the story again and now produce the language by repeating and then acting out the story (see page 9).

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

The children use the pictures or written 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 practise the grammar structure in an exercise which is fully supported.

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



Lesson Two Grammar 1

- Listen to the story again and repeat. Act.
- Read and learn.

Infinitive of purpose

I turned on the TV **to watch** sports.
We went in the boat **to see** the dolphins.

Use **to** + the base form of the verb for a purpose or a reason.
to + base form = infinitive (e.g. to watch)
- Speaking Match and say.

1 He turned on the radio

2 She watched a documentary

3 I turned on the TV

4 We use the computer

5 I use my mobile phone

He turned on the radio to listen to music.

a write emails.

b play the DVD.

c speak to my friends.

d learn about dolphins.

e listen to music.
- Read and number. Then write.

to see to chew to listen to change to take

1 On holiday, we made a video **to show** all our family and friends back home.

2 He looked in the newspaper _____ what was on TV.

3 I don't have a camera, but I can use my mobile phone _____ photos.

4 I don't like this programme. Where's the remote control _____ the channel?

5 I've got a new MP3 player _____ to my music.

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 Website 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.



Online Practice allows children to practise the grammar further.

Fluency Time! Everyday English

The Fluency Time! Lessons come after every three units and focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The children read and listen to the story for the first time. The key Everyday English phrases are highlighted in the text to focus attention on the phrases. The children listen again, repeating the dialogues with the recording.

The children read the sentences, to help them understand the context, before they listen to a recording and complete the listening comprehension activity.

The children practise speaking in pairs, using the Everyday English phrases, in a context that is similar to the reading and listening activities above.

The children watch the corresponding Fluency Time! Lesson on the DVD, to consolidate the Everyday English phrases. First, actors act out the story from exercise 1. Then the language is extended to include the key Everyday English phrases, as well as additional 'passive' phrases, or recycled language from the preceding units.

Fluency Time! 3
Everyday English

1 Listen, read and say.

1 Hi Anna. What's on TV?
Basketball. I can't stand sport on TV.
OK. Let's change the channel.

2 Pass me the remote control, please.
I love cartoons. Let's watch this!
Yes, that's a good idea.

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

1 Anna and Tom love adverts. T F
2 Anna wants to change the channel. _____
3 The news is on Channel 3. _____
4 Tom can't stand animal documentaries. _____

3 Speaking Talk with your friend.

football basketball cycling swimming documentary
the news adverts cartoons

What's on TV?
Let's change the channel!
A film! I love films.

Cycling. I can't stand cycling on TV.
OK. Pass me the remote control, please.
Great! Let's watch this.

Watch the DVD!

Teaching Everyday English

Story

- Focus on the pictures. Ask children to say where the people are (*at home / in the living room*) and how they think the children feel in each picture.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs or groups.
- Ask groups of children to act out the dialogue for the class.

Listening

- Show children the sentences and ask them to guess whether they are true or false. Explain that they need to listen and decide which answers are true or false in the recording.
- The recording contains examples of the Everyday English phrases, and some additional 'passive' phrases, which simply set the context. Remind the children that they do not need to understand every word.
- Play the recording for the children to listen and write the answers.
- Check the answers with the class.

Speaking

Ask children to work in pairs.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then make new dialogues with their partners using the words in the box.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Workbook

The children practise reading and writing the Everyday English phrases in a new context.

Fluency Time! 3
Everyday English

1 Write the sentences using the words in the box.

1 I can't stand cycling on TV. (cycling, I can't stand...)

2 I love cartoons. Let's watch this! (I love..., Let's watch...)

3 Pass me the remote control, please. (Pass me..., please.)

4 I can't stand sport on TV. (I can't stand..., sport...)

Children do exercises to practise the Everyday English phrases in the Online Practice Fluency section.

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 63, 67

Warmer 63

- Sing *Have you got any toothpaste?* from Lesson 3.

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. 67

- Tell children they are going to read and hear Finn's letter about his holiday.
- Play the recording once 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 comprehension questions, 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.

Skills Time!

Lesson Five

Reading

1 Look at the pictures. What do you know about Finn's holiday?

2 Listen and read. 67

August 20th 14 Hilltop View Road Oxford

Dear Dan,
How are you?
We had a really unusual start to our summer holiday this year. My family and I were on the train to Cornwall. It was a long journey, but it was comfortable and we all fell asleep. Suddenly, we heard the train's whistle and we all woke up. "Oh no, it's eight o'clock!" Mum said. "We missed our station!"

We had to get off at the next station. Dad asked the ticket seller the time of the next train back to our station. But he said, "There aren't any more trains today. The next train leaves tomorrow morning. But I can book you into a hotel. Follow me."

On the way to the hotel, I was disappointed because the town seemed small and unexciting. But in the town centre, we saw some fireworks and heard some music. There was a festival and a fair! After we checked into the hotel, we went and joined the festival. We had a fantastic evening and it was a brilliant start to our holiday!

Write soon to tell me about your holiday.

From,
Finn

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. ...

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

- 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).
- Let children complete the exercise, then check answers.

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.

Further practice

Workbook page 61
Language practice worksheet, Unit 8 Teacher's Resource Centre
Student Website • Unit 8 • Words in context
Student Website • Unit 8 • Listen at home • Track 32 (Words 2)
Online Practice • Unit 8 • Reading

Lesson One CB page 80

Words

Learning outcomes


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  80–81; Computers flashcards 91–99

Warmer

- Write these letters on the board:
SAGIRDTLMVQHYNBCEOPUW
- Revise the 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 children to find more audio-visual entertainment words 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*).

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 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. 80

- 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 for children to repeat in chorus.
- Ask individual children to say the words for the class.

Transcript


[printer](#), [screen](#), [mouse](#), [log on](#), [speakers](#), [click on](#), [save a document](#), [memory stick](#), [search the Internet](#)


2 Listen and read. 81


- Focus attention on the story. Ask questions about each frame, e.g. *What are Holly and Max showing Mum? Is the room tidy? Why are Holly and Max tired?* Encourage predictions.
- Play the recording. Children follow the story in their books.


10 I've printed my homework


Lesson One Words


1 Listen, point and repeat. 



printer



screen



mouse



log on



speakers


click on



save a document


memory stick


search the Internet


2 Listen and read. 

1




Holly: We've finished our homework. Can we play now?
Mum: Have you turned off the computer and the printer?
Max: No, we haven't.
Mum: Go and turn these off first, please.

2




Mum: But you've made a mess in here. Please tidy up these books and papers first. It won't take you long. Then you can play.
Max: OK, Mum.

3



Two hours later ...
Mum: This is amazing! You've worked really hard!
Holly: Look! I've put all the books into alphabetical order. And Max has tidied the cupboards.

4



Mum: Fantastic. Now you can play!
Max: After all that tidying, I'm too tired now.
Holly: Me, too.

80 Unit 10 Computers

- Ask comprehension questions, 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

- 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 74

Student Website • Unit 10 • Words

Student Website • Unit 10 • Listen at home • Track 39 (Words 1)

Online Practice • Unit 10 • Words

Skills Time!

Skills development

Reading: read and understand an account about an expedition; identify words and their meanings in a text; check the meanings of words in a dictionary; number sentences in the correct order

Language

Core: *location, height, oxygen, expedition, summit, equipment, frozen, melt*

Recycled: vocabulary and structures seen previously

Extra: *hidden, rocky, desert, capital city, explorer, wonder (n)*

Materials

CD 89, 92

Warmer 89

- 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 journeys. Explain that a difficult journey to a place which is hard to get to is called an expedition.
- If possible, bring in some photos from the Internet or from magazines of famous explorers that the children might know (Christopher Columbus, Ferdinand Magellan, Marco Polo, etc). Tell the children that these people were explorers.
- Elicit information about the explorers from the class and write notes on the board, e.g. *Marco Polo was from Italy. He was the first European man to visit China.*

1 Look at the photographs. What are the men doing?

- Point to the photographs and ask the children who they think the people are and what they are doing.
- Ask the children what they think the people are famous for. See if children can guess that all of these people have climbed Mount Everest.

2 Listen and read. 92

- Play the recording for children to listen and follow the text silently in their books, then play it a second time and answer any questions the children have.
- Ask comprehension questions, e.g. *How did Mount Everest get its name? Who were the first people to climb Mount Everest? Why did some of the climbers give up?*

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

- Children read the list and underline the words in the text.
- Encourage children to guess the meanings of the words by looking at the surrounding text. The context should help them discover what the word means.

Skills Time!

Lesson Five

Reading

1 Look at the photographs. What are the men doing? 2 Listen and read. 92

Everest Expeditions

Mount Everest is the highest mountain in the world. It is named after George Everest, the first person to record its location and height.

The first people to climb to the top of Mount Everest were Sir Edmund Hillary and Tenzing Norgay.

Tenzing was a mountain climber from Nepal and Hillary was an explorer from New Zealand. They were part of a large expedition including 362 porters and 20 guides.

The expedition started in March 1953. It took the team many weeks to get close to the top of the mountain. Some of the climbers had to give up when their equipment didn't work and they couldn't get enough oxygen, but Hillary and Tenzing continued the expedition.

There was heavy snow and freezing winds, but by 28th May, Hillary and Tenzing were near the summit. They slept in a tent that night.

The next morning, Hillary's boots were frozen solid outside the tent! It took two hours to melt the ice and get the boots warm. Hillary and Tenzing climbed the last part of the mountain. They used ice axes to pull themselves up the icy rocks. On 29th May, they reached the summit. They stood on the highest point on Earth. Then Hillary took some photos and they buried some chocolates in the snow for future climbers. They only stayed at the top of Everest for about 15 minutes, because it was difficult to breathe. There isn't much oxygen at 8,848m!

Since then, many people have climbed Mount Everest. The oldest person to reach the summit was Yuichiro Miura, from Japan. He was 80 years old. The youngest person was Jordan Romero, from the USA. He was 13.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

location height oxygen expedition summit equipment frozen melt

4 Read again and put the sentences in the correct order.

a Hillary and Tenzing slept in a tent near the summit.

b A large expedition team started to climb Everest.

c Hillary and Tenzing buried chocolates in the snow.

d Hillary and Tenzing climbed the last part of the mountain.

e Some of the climbers gave up.

90 Unit 11 Words in context Everest Expeditions Reading: an account

- Children look up the words in the Workbook 4 Dictionary to check whether their guesses were correct or find meanings for any words they don't know.

4 Read again and put the sentences in the correct order.

- Tell the children that the sentences are in the wrong order. Read out the first sentence (b) and explain that this is the first sentence, because it is the first event in the text. Tell the children to write a number 1 in the box next to this sentence.
- Tell children to look at the text and number the remaining sentences in the correct order.
- Invite children to read out the sentences in the correct order. As an extension, you can ask the children to use their sentences to describe Hillary and Tenzing's expedition, adding more information from the text.

ANSWERS

1 b 2 e 3 a 4 d 5 c

Optional activity

- Ask children to work in pairs and think of one question to ask about the text. Move around the class as the children work together and help if necessary.
- Write the questions on the board, but don't write the same question twice.
- When you have written all the questions on the board, ask children to write the answers in their notebooks.
- Go through the answers with the class.

Further practice

Workbook page 83

Language practice worksheet, Teacher's Resource Centre

Student Website • Unit 11 • Words in context

Student Website • Listen at home • Track 44 (Words 2)

Online Practice • Unit 11 • Reading