

# City Stars 4

## Teacher's Book

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# Module 5 – The Country Code

## Lesson 1

- **Aims:** to talk about The Country Code, to talk about illnesses/health problems, to give advice
- **Vocabulary:** countryside, put out a fire, drop litter, make a noise, grass, dentist, a stomachache, doctor, a headache, skin cream, a cold, a rash, cough syrup, aspirin, a toothache
- **Language focus**  
**Structures:** imperative, should/shouldn't  
**Language in use:** Look after the countryside! Don't drop litter! Don't make a noise! Put out your camp fires! Don't pick flowers! What's the matter? I've got a toothache. You should go to the dentist's.
- **Extra materials:** Progress Report Cards, flashcards (53-57), a bank note (FAIRY FILES), At the doctor's poster

## BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module, and ask the students to file them in their *Junior Language Portfolios*.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

### 1 Listen, point and repeat. (TRACK 64)



#### FLASHCARDS (53-57)

**Students' books closed.** Put the flashcards on the board, one at a time, read and say the corresponding word(s). The students repeat, chorally and individually. Explain to the students that *The Country Code* is a set of instructions that we must follow in order to respect, protect and enjoy the countryside. Use L1 if necessary.

**Students' books open.** Play the CD. The students listen to the phrases and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

### 2 Match.

(An activity to revise the use of the imperative.)

**Students' books closed.** Revise the use of the imperative. Say, then write on the board: *Put out your camp fires!* The students repeat after you. Then say and write: *Don't drop litter!* The students repeat after you. Tell the students that we use the imperative to tell someone what to do or not to do and explain that we use **don't** to form the negative imperative. Drill your students by writing prompts on the board and asking them to make sentences in the imperative.

e.g. Teacher: (writes on the board) *clean your room*

Student 1: *Clean your room!*

Teacher: (writes on the board) *eat in class*

Student 2: *Don't eat in class! etc*

**Students' books open.** Read the instructions and explain the task. Ask the students to match the first half of the sentences (1-5) to the second half (a-e) so as to form rules related to *The Country Code*. Allow them some time to complete the task and check their answers.

1 b    2 c    3 a    4 d    5 e

### ★ FAIRY FILES

#### Before going into class

A bank note.

Hold a bank note up and issue a challenge: *I bet no one can pick up this (5 euro) note! If anyone can pick it up, they can keep it!* Ask someone to step forward and accept your challenge. Give the following commands to a volunteer: *Stand up straight against the wall, make sure your heels are touching it.* Now place the (5 euro) note on the ground in front of the volunteer and say: *Lean over and pick up the money. DO NOT bend your knees or move your feet!* Have as many classmates try as possible – no one will be able to do it!

# Module 5 – The Country Code

## 3 Listen, point and repeat. (TRACK 65)



### POSTER

**Students' books closed.** Put the *At the doctor's* poster on the board. Point to the pictures (*dentist, doctor, a cold, a stomachache, a headache, a toothache, a rash, skin cream, cough syrup, aspirin*), one at a time, read and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the pictures in random order and ask individual students to say the words.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

## 4 Read and match the sentences to the pictures.

Read the instructions and explain the task. Go through the pictures and elicit the health problems. Allow the students time to complete the task. Check their answers.

2 c      3 e      4 a      5 b

## ★ Let's play!

Brainstorm for what we should do when we are ill and write the ideas on the board.

e.g. *We should go to the dentist's.*  
*We should take an aspirin/some cough syrup.*  
*We shouldn't go out.*  
*We should stay in bed. etc*

Ask the students to tell you which health problem they associate with the above sentences. Explain the game. Read the exchanges and explain the meaning of *What's the matter?* The students work in pairs. One mimes a health problem and the other gives appropriate advice. Check round the class. Ask some pairs to report back to the class.

e.g. *Student 1: What's the matter?*  
*Student 2: (holding his/her head) I've got a headache.*  
*Student 1: You should take an aspirin. etc*

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)

Mime a health problem. Individual students name the health problem.

e.g. *Teacher: (mimes having a toothache)*  
*Student 1: A toothache! etc*

**Note:** For the next lesson, the students should know the new words.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 2 - Grammar Land

- **Aims:** to present and practise “must/mustn’t” and “have to”

**Note:** Depending on your students’ needs, you can spend more than one lesson on *Grammar Land*.

## PRESENTATION

### ★ Must/Mustn’t

**Students’ books closed.** Say and then write on the board: *You **must** put out the fire!* Underline the word in bold. The students repeat after you. Explain that we use **must** to say what we are obliged to do. Say, then write: *You **mustn’t** drop litter!* Underline the word in bold. The students repeat after you. Explain that **mustn’t** is the short form of **must not** and that we use it to say what we are not allowed to do.

Ask the students if they remember the rules of *The Country Code* (Lesson 1) and write the following prompts on the board: *look after the countryside, make a noise, drop litter, pick flowers, put out our camp fires.* Invite the students to tell you what they *must/mustn’t* do when they are in the countryside.

**Students’ book open.** Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ 1 In the park! Look, match and say. Complete the sentences.

**Students’ books open.** Read the instructions and explain the task. Refer the students to the picture of the park and to sentences 1-5. Point to the signs (a-e) shown in the picture and read them out loud. Explain/Elicit any unknown words. Ask the students to match the sentences to the signs and say the rules.

2 a            3 c            4 d            5 b

Read the example and allow the students time to complete the task. Check their answers.

2 mustn’t    3 must        4 mustn’t    5 must

### ★ 2 Read and match.

Read the instructions and explain the task. Tell the students to match the rules to the place (*at home or at school*). Allow them time to complete the task, then check their answers.

**At home:** Help with the chores. Make your bed. Don’t eat in bed.

**At school:** Listen to your teacher. Don’t eat in class. Don’t drop litter in class. Don’t be late.

### ★ 3 Talk with your friend.

Read the instructions and the example, and explain the task. The students work in pairs. One reads the instructions and the other has to name the place. Then the students change partners and roles, and repeat the activity. Go around the classroom monitoring. Ask some pairs to report back to the class.

e.g. *Student 1: Listen to your teacher.*

*Student 2: At school. etc*

### Extension

Ask students to work in pairs or in groups. They write down more rules connected with the places. Ask a pair/group to tell you their rules and write them on the board. Ask the other pairs/groups to tell you any other rules they have come up with.

# Module 5 – The Country Code

## PRESENTATION

### ★ Have to

**Students' books closed.** Say, then write on the board: *I **have to** work next Saturday.* Underline the words in bold. The students repeat after you. Explain that we use **have to** to talk about things that are necessary to do because it's the rule or we can't choose to do something else. Say, then write: *I **don't have to** go to bed early on Fridays.* Underline the words in bold. The students repeat after you. Explain that we use **don't have to** to say that it isn't necessary to do something. Ask the students to say what they **have to/don't have to** do. Elicit their answers.

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ 4 Complete the sentences. Use the correct form of *have to* or *don't have to*.

Read the instructions and explain the task. Allow the students time to read the sentences and complete the task. Check their answers.

- |                   |                 |
|-------------------|-----------------|
| 2 have to         | 5 don't have to |
| 3 doesn't have to | 6 have to       |
| 4 have to         |                 |

### ★ 5 Complete the conversation. Then take roles and act out.

Read the instructions and explain the task. Allow the students time to read the dialogue and complete it. Check their answers. Then the students, in pairs, act out the dialogue. Ask some pairs to report to the class.

- |                |                |
|----------------|----------------|
| 2 do           | 5 don't        |
| 3 Do I have to | 6 Do I have to |
| 4 Do I have to | 7 don't        |

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Ask a student to think of one of the rules in Exs 1 or 2 and mime it. The rest of the class tries to guess the rule. Whoever guesses correctly comes to the front and the game is repeated.

e.g. *Student 1: (mimes riding a skateboard)*

*Student 2: We mustn't drop litter.*

*Student 1: No!*

*Student 3: We mustn't ride our skateboards in the park.*

*Student 1: Yes! etc*

## WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 3 - Grammar Land

- **Aims:** to present and practise “should/shouldn’t” and object pronouns
- **Extra materials:** *At the doctor’s* poster

**Note:** Depending on your students’ needs, you can spend more than one lesson on *Grammar Land*.

## PRESENTATION

### ★ Should/Shouldn’t

**Students’ books closed.** Put the *At the doctor’s* poster on the board. Point to the boy with the rash, say, then write: *He’s got a rash. He **should** put on some skin cream.* Underline **should**. The students repeat, chorally and individually. Point to the boy with the cold, say, then write: *He’s got a cold. He **shouldn’t** go outside.* Underline **shouldn’t**. The students repeat, chorally and individually. Tell the students that *shouldn’t* is the short form of *should not*. Explain the form and use of **should**. Explain that we use it to give advice.

**Students’ books open.** Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

### 1 Give the correct advice.

Read the instructions and explain the task. Allow the students time to write the correct advice. Check their answers.

- 2 You should take an aspirin.
- 3 You should go to the dentist’s.
- 4 You should drink some tea.

### 2 Listen to the doctor and write yes or no. (TRACK 66)

Read the instructions and explain the task. Refer the students to the title, the pictures and the prompts. Explain/Elicit any unknown words. Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

- |       |       |       |
|-------|-------|-------|
| 1 yes | 3 yes | 5 yes |
| 2 no  | 4 yes | 6 no  |

## TAPESCRIPT

**Doctor:** Hello, children. I’m here today to talk to you about how to keep healthy, safe and fit! Now then, let’s talk about riding our bikes. What should we wear?

**Child:** A helmet.

**Doctor:** Yes, very good. We should always wear a helmet when we ride our bikes. Who watches TV every day?

**Child:** Me!

**Doctor:** I see. Well, we shouldn’t really watch too much TV. It’s not good for us. Now, I want to ask you another question. What should we do before we eat?

**Child:** Wash our hands!

**Doctor:** Exactly. We should always wash our hands before we eat. Now let me see – who goes to bed early every night?

**Child:** I do!

**Doctor:** Very good. We should go to bed early every night. Who likes playing outside?

**Child:** Me!

**Doctor:** Excellent! We should play outside as much as we can, and go for walks. But if it rains outside, be very careful. We shouldn’t run when it’s wet outside. It’s very dangerous! Now let’s talk about...

### 3 Now look at the pictures again and tell the class.

Read the instructions and explain the task. Refer the students to the pictures in Ex. 2 and the example. Ask individual students to give advice based on Ex. 2.

#### (Suggested answers)

We shouldn’t watch too much TV.

We should wash our hands before we eat.

We should go to bed early every night.

We should play outside.

We shouldn’t run when it’s wet.

# Module 5 – The Country Code

## PRESENTATION

### ★ Object pronouns

**Students' books closed.** Say, then write: *I am (Ms Jones). Look at **me!*** The students repeat after you. Underline the words in bold. Say, then write: *That's **Sam.** Look at **him!** **He's** a student.* The students repeat after you. Underline the words in bold. Follow the same procedure to present the rest of the personal object pronouns. Explain that they are used after verbs.

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

### ★ 4 Read and choose the right word.

Read the instructions and explain the task. Allow the students time to read the sentences and choose the correct word. Check their answers.

- |        |       |
|--------|-------|
| 2 He   | 7 me  |
| 3 us   | 8 him |
| 4 she  | 9 we  |
| 5 They | 10 us |
| 6 them |       |

### ★ 5 Look, read and complete.

Read the instructions and explain the task. Ask the students to read the sentences and complete them with the correct words. Check their answers.

- 2 him      3 should, them      4 should, her

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Divide the class into groups. A student from each group plays the role of the doctor from Ex. 2 and the rest are the children. Play the CD again for the students to keep notes. Then the students, in groups, do the roleplay.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 4

- **Aims:** to listen to and read a story about the characters going on a camping trip and visiting the doctor, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**  
**Structures:** consolidation  
**Language in use:** I love the countryside! And don't forget the Country Code! We must put out the fire. Watch out! You should be careful! What's the matter? I've got a headache. You should all go to the doctor's. You should all stay indoors. Yes, doctor!
- **Extra materials:** none

## 2 Read the dialogue again and say who says the sentences.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and find which character said each sentence. Ask the rest of the class for verification.

2 Harry      3 Mona      4 Emma

### Extension

Play the CD again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

## BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Say some sentences. The students say *True* or *False*.

e.g. *Teacher:* We shouldn't wear a helmet when we ride our bikes.

*Class:* False! etc

If you have assigned any written homework, correct it before beginning the lesson.

## LISTENING & READING

(Activities to develop the students' listening and reading skills.)

## 1 Listen and read the dialogue. (TRACK 67)

Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher:* Where are the children?

*Student 1:* In the countryside.

*Teacher:* What is Harry doing in picture 1?

*Student 2:* He's fishing.

*Teacher:* What's the matter with Harry in picture 8?

*Student 3:* He's got a rash. etc

Write on the board: a rash, a stomachache, a cold, a toothache, a headache. Explain to the students that they will listen to the dialogue and say which of the health problems are heard. Play the CD. The students listen, follow the dialogue and complete the task.

**Answer:** a rash, a headache, a cold

# Module 5 – The Country Code

Read the question at the bottom of page 11. Ask the students to tell you if they remember *The Country Code* and ask them to say the rules (e.g. *Don't drop litter! etc*).

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: *And don't forget the...*  
Class: *Country Code! etc*

**Note:** If you wish, have the students close their books during this activity.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 5

- **Aims:** to talk about ways to stay healthy, to develop listening skills, to develop the students' reading and writing skills
- **Vocabulary:** vegetables, sweets, fit, strong, exercise, rich
- **Language focus**  
**Structures:** consolidation  
**Language in use:** Staying healthy's really cool. Keep your body strong and fit. You must, you must look after it!
- **Extra materials:** flashcards (58-63)

### BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

### PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

#### 1 Listen, point and repeat. (TRACK 68)



##### FLASHCARDS (58-63)

**Students' books closed.** Put the flashcards on the board, one at a time, read and say the corresponding word(s). The students repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

#### 2 Listen and answer. Then sing along! (TRACK 69)

Read the instructions and explain the task. Refer the students to the pictures and ask them to tell you what they think the song will be about (*rules about staying healthy*). Read the question and explain to the students that they will listen to the song and answer the question. Play the song. The students listen and follow the lines.

**Answer:** We must eat fruit and vegetables every day, get lots of sleep and exercise.

Play the CD again. The students listen and sing along. Alternatively, encourage the students to join in with the following actions:

(Have the students march in line, like soldiers, moving in time to the music.)

**Staying healthy's really cool,**

**So listen to my golden rule:**

**Fruit and veggies every day**

**Keep the doctor far away!**

**Keep your body strong and fit,** (bend down, touch toes)

**You must, you must look after it!** (stretch up, arms in the air)

(Have the students march in line, like soldiers, moving in time to the music.)

**Staying healthy's really cool,**

**So listen to another rule:**

**Lots of sleep and exercise**

**Makes you healthy, rich and wise!**

# Module 5 – The Country Code

## READING & WRITING

(Activities to develop the students' reading and writing skills.)

### 3 Do you know how to keep healthy? Read and choose a, b or c.

**Students' books open.** Read the instructions and explain the task. Refer the students to the quiz and explain/ elicit any unknown words. Allow the students time to do the quiz. Go through the sentences 1-6 once more, and read out the right answers. Tell them that each correct answer is worth one point, and allow them time to do the calculations and find out their results.

1 c	3 c	5 c
2 a	4 b	6 a

### 4 Portfolio: Write some tips on how to stay healthy.

Ask the students to write some tips on what we should eat/drink in order to stay healthy. (e.g. *We should drink a lot of water and eat vegetables every day.*) Allow the students time to write their texts and draw their pictures.

Alternatively, you can ask the students to write their texts and draw their pictures at home as part of their homework.

#### (Students' own answers)

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## FUN TIME

Refer the students to the pictures in the *Did you know?* box and read the short texts. Ask students to name other fruit or vegetables rich in Vitamins A and C. Ask them to name any other interesting health facts they are familiar with.

Divide the students into two groups and assign a vitamin (A or C) to each group. Ask each group to do some research using the Internet and make a collage of fruit and vegetables rich in these vitamins. The groups present their collages to the class.

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students, in groups, to write down a list of things to eat/drink/do in order to stay healthy.

#### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 7 – My Moscow

- **Aims:** to explore their own culture, to talk about people with special needs, to make a poster for a centre for people with special needs
- **Vocabulary:** wheelchair, ramp, lift, tile, blind

### BEGINNING THE LESSON

(An activity to present the topic of the lesson.)

Write on the board: *People with special needs*. Ask the students to say what they think the term *special needs* means and to provide some examples of people with special needs, in L1 if necessary (the blind, people with physical disabilities, etc). Elicit their answers. Ask the students to say if they know anyone with special needs and what can be done to make their lives easier to get around a city, in L1 if necessary (special pavement tiles for the blind, ramps and lifts for the disabled, etc).

### PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

#### 1 Listen, point and repeat. (TRACK 70)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

#### 2 Listen and read. (TRACK 71)

Point to the pictures and ask the students to say what they see, in L1 if necessary. (*A man in a wheelchair and a ramp, a lift, etc.*) Go through the text and explain all unknown words. Play the CD and ask the students to listen and follow along in their books. Then choose individual students to read from the text.

# Module 5 – The Country Code

## 3 Read again and match to make sentences.

Read the instructions and explain the activity. Allow the students enough time to read the text again and match the items 1-6 with a-f to make sentences. Check their answers.

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

## 4 Read, choose and complete.

Read the instructions and explain the activity. Read through the quotes by famous people and explain any unknown words. Allow the students some time to read the quotes and to choose the right word to complete each one. Check their answers.

- 1 ability                      3 blind  
2 possible                    4 minds

## 5 Over to you: You are members of a new centre for people with special needs. In groups, think of a name and a motto for the centre. Make a poster. Draw or attach some pictures.

Read the instructions and explain the activity. The students in groups, think of a name and a motto for their centre and design their posters. Allow the students time to complete their posters.

(Suggested answer)



**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

(An activity to revise the vocabulary of the lesson.)

Play *Hangman*. Choose a vocabulary word from the lesson and write the appropriate number of spaces on the board. The students take turns guessing a letter. If a student guesses correctly, write that letter in the space and give the student another turn. If they guess incorrectly, start drawing a hanging man and have the next student guess a letter. The student who guesses the word is the winner. If you wish, let the winner take your place and repeat the game.

## Lesson 8 – Phonics

- **Aims:** consolidation

### BEGINNING THE LESSON

Ask the students to present their posters about a centre for special needs from Lesson 7, Ex. 5.

### PRESENTATION & PRACTICE

#### 1 Read the story and complete the list with the words in bold.

**Students' books closed.** Write the following on the board: /ʌ/, /ɒ/, /ɪ/, /æ/, /eə/, /u:/, /aɪ/, /ɔ:/, /eɪ/. Point to the first sound and say: /ʌ/ /rʌn/. The students repeat after you. Repeat the procedure and revise the remaining sounds.

**Students' books open.** Read the instructions and explain the task. Allow the students time to read the story and complete the task. Check their answers.

/ʌ/: come, gun, run, glove  
/ɒ/: Jog, hopping, stop, box  
/ɪ/: is, animals  
/æ/: am, can, animals, bang  
/eə/: there, hair, bear  
/u/: who, room, move  
/aɪ/: climb, right, by  
/ɔ:/: for, all  
/eɪ/: away

#### 2 In groups, take the roles of the animals and act out the story.

Read the instructions and explain the activity. Have the students get in groups and assign an animal role to each student. The students act out the story. Go around the classroom monitoring and offering help when necessary. Ask individual groups to report to the class.

#### 3 Make the story longer. Think of some more animals to go and live in the magic glove. Write your story.

Read the instructions and explain the activity. Ask the students to think of some more animals and make the story longer (e.g. *Then Tommy Tiger comes running along. "Can I join you?"*). Allow the students time to write their stories.

Alternatively, you can ask the students to write their stories as part of their homework.

**(Students' own answers)**

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

### ENDING THE LESSON

*(An activity to consolidate the language in the lesson.)*

Ask the students to make a book cover to accompany their stories. Have them cut out pictures of the animals in their stories and design their covers.

#### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 5 – The Country Code

## Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

*e.g. Teacher: I've got a toothache.*

*Student 1: You should go to the dentist's. etc*

**Note:** It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

## 1 Look, read and complete.

The students look at the pictures, read the sentences and complete them.

- |              |            |
|--------------|------------|
| 1 vegetables | 3 exercise |
| 2 strong     | 4 sweets   |

## 2 Read and choose the right word.

Explain the activity. The students read the sentences and choose the correct word.

- |           |           |
|-----------|-----------|
| 1 mustn't | 4 have to |
| 2 has to  | 5 must    |
| 3 mustn't |           |

## 3 Give advice.

The students read the sentences and write the correct piece of advice.

**(Suggested answers)**

- 1 You shouldn't go outside.
- 2 You should take an aspirin.

## 4 Read and choose a or b.

Explain the activity. The students read the sentences and choose the correct word.

- |     |     |     |
|-----|-----|-----|
| 1 a | 2 b | 3 a |
|-----|-----|-----|

**Now I can ...**

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (*e.g. exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

## Lesson 1

- **Aims:** to talk about food and quantities
- **Vocabulary:** melon, mango, coconut, olive oil, grapes, lime, watermelon, strawberry, lemon, jar, plate, bottle, lemonade, cola, can, loaf, packet, flour, carton
- **Language focus**  
**Structures:** How much/many, some, any  
**Language in use:** How many lemons? How much bread? Can I have some orange juice, please? A can or a bottle? A can, please.
- **Extra materials:** *Progress Report Cards, Meal time poster, a cup/glass, a sponge, some tissue paper, some strawberries (FAIRY FILES)*

### BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module, and ask the students to file them in their *Junior Language Portfolios*.

### PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

#### 1 Listen, point and repeat. (TRACK 72)



##### POSTER

**Students' books closed.** Put the *Meal time* poster on the board. Point to the items (*melon, mango, coconut, olive oil, grapes, lime, watermelon, strawberry, lemon*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

#### 2 Read and complete the song. Then sing along! (TRACK 73)

Read the instructions and explain the task. The students write the name of the items. Play the CD. The students listen and check their answers. Play the song again. The students listen and sing along.

- |           |            |             |
|-----------|------------|-------------|
| 2 bread   | 4 coconuts | 6 olive oil |
| 3 mangoes | 5 peas     | 7 cheese    |

#### 3 Read and match the lists to the pictures.

Read the instructions and explain the task. Go through the lists and the pictures with the students. Allow them some time to complete the task. Check their answers.

- 1 c                      2 b                      3 a

#### FAIRY FILES

##### Before going into class

You need a cup or glass that you can't see through, a small sponge, or some tissue paper packed tightly and some strawberries. For a better effect, cut the sponge so that it fits neatly in the bottom of the glass or cup. Prepare the cup by placing the sponge/packing some tissue paper tightly into the bottom of the cup. Then drop a few strawberries on top of the sponge and you're ready to go.

*Water to strawberries.*

Stand in front of the class, holding up the cup (*Don't let them look inside!*). Next, pour a small amount of water (about an inch) into the cup. The sponge/tissue paper will absorb the water and keep the sponge sticking to the sides of the cup. Blow into the cup, wave your hands over it, say 'Shazam' and tip out the strawberries!

If you are using a disposable plastic cup for the trick, just throw it away dramatically! Watch the look of surprise on everyone's face! Be sure to practise this before performing for an audience!

**Note:** If you wish, you can use anything else you like instead of strawberries, e.g. ice-cubes, paper clips, nuts, etc.

# Module 6 – Yumville

## ★ 4 Listen, point and repeat. (TRACK 74)



### POSTER

**Students' books closed.** Use the *Meal time* poster. Point to the items (*jar, plate, bottle, lemonade, can, cola, carton, flour, packet, loaf*) one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

### Extension

Drill students.

e.g. Teacher: *bottle of*  
Class: *lemonade*

Ask the students to repeat the whole structure e.g. *bottle of lemonade*. Repeat the activity with *can of cola, jar of jam, carton of orange juice, loaf of bread*, etc.

## ★ Let's play!

Refer the students to the picture and read the example. Have a picture discussion as to what the students can see on the shelves (*a bottle of milk, a carton of milk, a packet of peas, a can of peas, bottles of cola/lemonade/orange juice, a can of cola/orange juice*). Explain the game. Student 1 is the shop assistant and Student 2 is the customer. Together they act out exchanges similar to the one in the example. Check around the classroom. Ask some pairs to report back to the class.

### (Suggested answers)

Student 1: Can I have some peas, please?

Student 2: A packet or a can?

Student 1: A packet, please.

Student 3: Can I have some milk, please?

Student 4: A carton or a bottle?

Student 3: A bottle, please.

Student 5: Can I have some cola, please?

Student 6: A bottle or a can?

Student 5: A can, please.

Student 7: Can I have some orange juice, please?

Student 8: A bottle or a can?

Student 7: A bottle, please. etc

## ★ 5 Read and correct the mistakes.

Read the instructions and explain the task. Allow the students time to correct the mistakes. Check their answers.

2 a jar of jam

3 a bottle/can of cola

4 a packet of flour

5 a bottle/can of lemonade

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)



### POSTER

Put the *Meal time* poster on the board and write the corresponding words with some letters missing. Individual students come to the board, complete the words and check against the poster.

**Note:** For the next lesson, the students should know the new words, as well as the exchanges from *Let's play!*

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 2 – Grammar Land

- **Aims:** to present and practise *a lot of, much, many, a few, a little*
- **Extra materials:** *Meal time poster*

**Note:** Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

## PRESENTATION

### ★ A lot of/Much/Many



#### POSTER

**Students' books closed.** Put up the *Meal time poster* on the board. Point to, then count on your fingers as you say: *One lime, two limes, three limes*. Explain to the students that the word *lime* is **countable** (*we can count limes*). Point to the olive oil and explain to the students that the word *olive oil* is **uncountable**. Write random food items on the board (*e.g. lemon, cheese, honey, ice cream, melon, orange juice, bread*) and elicit which are countable and which uncountable.

Draw simple sketches of 5 strawberries, point to them, ask and write: *Are there **many** strawberries?* Underline the word in bold. The students repeat after you. Answer: *Yes, there are **a lot of** strawberries.* Underline the words in bold. The students repeat after you. Erase four strawberries and ask the same question. Answer: *No, there aren't **many** strawberries.* Underline the word in bold. The students repeat after you. Elicit the use of **a lot of** in affirmative sentences with countable nouns and the use of **many** in interrogative and negative sentences with countable nouns. Follow the same procedure for **much** and **a lot of**.

Draw simple sketches of 5 coconuts, say, then write: **How many** coconuts are there? Answer: **A lot!** Underline the words in bold. The students repeat after you. Elicit the use of **How many** with countable nouns. Erase the sketches and leave one coconut. Ask the question again. Answer: **Not many!** Underline the words in bold. The students repeat after you. Draw a simple sketch of a bottle of olive oil and mark the level of oil it contains. Follow the same procedure to present **How much...?/A lot!/Not much!** for uncountable nouns.

Drill your students:

- e.g. Teacher: *watermelons*  
 Student 1: *How many watermelons?*  
 Teacher: *honey*  
 Student 2: *How much honey? etc*

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

## PRACTICE

### 1★ Look at the picture and choose the right words.

Read the instructions and the example, and explain the task. Allow the students time to complete the task. Check their answers.

- |            |            |            |
|------------|------------|------------|
| 1 a lot of | 3 many     | 5 a lot of |
| 2 much     | 4 a lot of |            |

### 2★ Memory game!

Read the instructions and explain the game. Divide the class into two teams, A and B. Allow time for both teams to look at the picture in Ex. 1 before they close their books. The teams take turns talking about the food items in the picture. Each correct answer gets one point. The team with the most points wins.

e.g. Team A Student 1: *There isn't much orange juice!*

Teacher: *Correct! One point for Team A! etc*

### 3★ Talk with your friend.

Read the instructions and explain the task. Refer the students to the food items and ask them to identify them (*grapes, strawberries, lemons, cheese, meat*). Explain that **kg** stands for the word *kilogram (kilo)*. Read out the example and tell the students, in pairs, to act out similar dialogues based on the pictures.

e.g. Student 1: *Can I have some strawberries?*

Student 2: *How many?*

Student 1: *One kilo, please. etc*

# Module 6 – Yumville

## PRESENTATION

### ★ A few/A little

**Students' books closed.** Say, then write on the board: *I've got **a few** grapes.* Underline the words in bold. The students repeat after you. Explain to the students that **a few** means 'not many' and is used with countable plural nouns. Then write: *There's **a little** milk in the fridge.* Underline the words in bold. The students repeat after you. Explain that **a little** is used with uncountable nouns and it means 'not much'.

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ 4 What can you see in the pictures? Look and answer.

Read the instructions and explain the task. Go through the pictures and elicit the names of the items. Allow the students time to complete the task. Check their answers.

- |                         |                   |
|-------------------------|-------------------|
| 2 a little bread        | 5 a little cheese |
| 3 a little orange juice | 6 a few grapes    |
| 4 a few lemons          |                   |

### ★ 5 Make sentences. Use *a few* or *a little* instead of *some*.

Read the example and explain the task. The students rewrite the sentences using *a few* or *a little* instead of *some*.

- 2 Would you like a little tea?
- 3 Let's make a few sandwiches.
- 4 Would you like a little sugar in your tea?
- 5 Can I take a few limes?
- 6 Can you buy me a little honey?
- 7 Let's make a few biscuits!
- 8 May I have a little juice?

### ★ 6 Are the sentences correct? Put a tick (✓). Are they incorrect? Correct the mistakes.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- |        |     |        |
|--------|-----|--------|
| 3 is   | 5 ✓ | 7 many |
| 4 many | 6 ✓ | 8 ✓    |

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to choose and draw a fruit salad and write what's in it. Demonstrate this yourself first.

e.g. *Student 1: My Fruit Salad*

*There are a lot of strawberries,  
coconuts and grapes.*

**Note:** For the next lesson, the students should know the exchanges in Ex. 3.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 3 – Grammar Land

- **Aims:** to present and practise *some, any, no* and their derivatives

**Note:** Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

### PRESENTATION

#### ★ **Some/Any/No – Somebody/ Something**

**Students' books closed.** Say, then write on the board: *There is **some** bread.* Underline the word in bold. The students repeat after you. Explain that we use **some** in the affirmative for both countable and uncountable nouns. Say and write on the board: ***Are there any** eggs?* Answer: *No, there aren't **any** eggs.* Underline the words in bold. The students repeat after you. Explain that we use **any** in the negative and interrogative for both countable and uncountable nouns. Say, then write on the board: *There is **no** cola.* Underline the word in bold. The students repeat after you. Explain that we use **no** in affirmative sentences for both countable and uncountable nouns. Repeat the activity to explain the use of **somebody/something, anybody/anything** and **nobody/nothing**.

Write, then say: *There **is** a mango. There **are** 2, 3... mangoes. There **is some** flour. There **are** 2, 3... **packets** of flour.* Underline the words in bold. The students repeat after you. Elicit that we use **a/an** with countable nouns and **some** with uncountable nouns.

Drill your students:

e.g. *Drill 1 Teacher: mango  
Student 1: a mango  
Teacher: flour  
Student 2: some flour etc*

Revise the use of certain nouns with uncountable items to express quantity and write these nouns on the board (**jar, carton, loaf, bottle, can, packet**).

e.g. *Drill 2 Teacher: bread  
Student 3: a loaf of bread, etc*

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the Student's Book for a more detailed explanation of the grammar.

### PRACTICE

#### 1 Complete the sentences. Use **some, any or no**.

Read the instructions and explain the task. Allow the students time to complete the sentences. Check the students' answers.

- |       |        |      |
|-------|--------|------|
| 2 any | 4 some | 6 no |
| 3 no  | 5 any  |      |

#### 2 What is there on the table? Look and make sentences. Use the words below.

Read the instructions and explain the task. Allow the students time to complete the task as in the example. Check their answers.

- 3 There are some eggs.
- 4 There is some lemonade.
- 5 There aren't any apples./There are no apples.
- 6 There is some butter.
- 7 There are some bananas.
- 8 There aren't any carrots./There are no carrots.

#### 3 Read and choose the right words. Then take roles and act out.

Read the instructions and explain the task. The students read the dialogue and choose the correct word to complete each sentence. Check their answers. Then, in pairs, the students act out the dialogues. Ask some pairs to act out the dialogues in front of the class.

- 1 **A:** somebody  
**B:** anybody
- 2 **A:** anything  
**B:** nothing
- 3 **A:** anything
- 4 **A:** anybody
- 5 **A:** anything

# Module 6 – Yumville

## PRESENTATION

### ★ Possessive pronouns

**Students' books closed.** Say, then write on the board: *This book is **mine**.* Underline the word in bold. Explain that the underlined word is a *possessive pronoun*. Tell the students that possessive pronouns are used in place of nouns. Follow the same procedure and present the rest of the possessive pronouns.

Drill you students.

e.g. Teacher: *This is his book. This book is ...*  
Class: *his.*  
Teacher: *These are your pencils. These pencils are ...*  
Class: *yours.*  
Teacher: *This is our car. This car is ...*  
Class: *ours. etc*

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

## PRACTICE

### 4 Complete the sentences. Use possessive pronouns.

Read the instructions and explain the task. Allow the students time to write the possessive pronouns. Check their answers.

2 mine    4 hers    6 ours    8 his  
3 hers    5 yours    7 theirs

### 5 Replace the underlined words with a possessive pronoun.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

1 B: mine, hers, Mine  
2 B: ours  
A: Yours  
3 A: theirs  
B: theirs, Theirs  
4 B: hers, mine, Hers

### ★ Let's play!

Read the example and explain the game to the students. Point to different objects and ask individual students to tell you who they belong to.

#### (Suggested answers)

Teacher: (pointing to your bag) Whose bag is this?

Student 1: It's yours.

Teacher: (pointing to Student's 2 book) Whose book is this?

Student 2: It's mine. etc

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Tell the students to draw a fridge/cupboard with food/ drink items in it and present it to the class.

e.g. Student 1: *In my fridge there are five cans of cola, a carton of milk, some strawberries and three bottles of orange juice. etc*

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 4

- **Aims:** to listen to and read a story about the characters picking fruit and vegetables and having a meal with the elves, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**  
**Structures:** consolidation  
**Language in use:** The elves need our help. It's harvest time in Yumville. How many trees are there? A lot! Time to eat! There's so much food! There aren't any glasses either. Here are some presents! Come again next year.
- **Extra materials:** none

## 2 Read the dialogue again and choose a or b.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and choose which character said each sentence. Ask the rest of the class for verification.

1 a                      2 b                      3 a

### Extension

Play the CD again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

## BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Write some prompts on the board and ask individual students to make sentences using some or any. Repeat with as many students as you think necessary.

e.g. Teacher: (writes on the board) *lemonade* ✓  
Student 1: *There is some lemonade.*  
Teacher: (writes on the board) *carrots* ✗  
Student 2: *There aren't any carrots. etc*

If you have assigned any written homework, correct it before beginning the lesson.

## LISTENING & READING

(Activities to develop the students' listening and reading skills.)

### 1 Listen and read the dialogue. (TRACK 75)

Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *Where are the children?*  
Student 1: *In Yumville.*  
Teacher: *Where is Alvin in picture 5?*  
Student 2: *(He's) in a tree.*  
Teacher: *What are the characters doing in picture 10?*  
Student 3: *They're eating/drinking. etc*

Write on the board: *Some j \_ \_ \_ of jam and some c \_ \_ \_ \_ \_ of juice.* Explain to the students that they will listen to the dialogue and complete the sentence. Play the CD. The students listen, follow the dialogue and complete the task.

**Answer:** Some **jars** of jam and some **cartons** of juice.

# Module 6 – Yumville

Read the question at the bottom of page 27. Ask the students to tell you if there is harvest time in their city or town and have a discussion, in L1 if necessary, on what they know about it (e.g. *when it takes place, what is harvested, etc.*).

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. *Teacher: Let's pick...*

*Class: the coconuts! etc*

**Note:** If you wish, have the students close their books during this activity.

## WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 5

- **Aims:** to talk about food and location, to develop listening skills, to develop the students' reading and writing skills
- **Target vocabulary:** pizza, beans, salad, green pepper, pasta, salt and pepper, onion
- **Language focus**  
**Structures:** prepositions of place  
**Language in use:** Where is Mr Onion in your picture? He's in the cupboard. What have the elves got up on the shelves?
- **Extra materials:** *Meal time* poster

### BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

### PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

#### 1 Listen, point and repeat. (TRACK 76)



##### POSTER

**Students' books closed.** Put the *Meal time* poster on the board. Point to the items (*pizza, beans, salad, green pepper, pasta, salt and pepper, onion*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

#### 2 Where are they? Choose then talk with your friend.

**Students' books closed.** Revise the prepositions of place (**on, in, under, behind, in front of**). Draw simple sketches of a table with an apple on it, point to the apple, ask and write on the board: **Where is the apple?** Elicit/Answer: *It's **on** the table.* Underline the words in bold. The students repeat after you.

Draw two oranges under the table, point to them, ask and write on the board: **Where are the oranges?** Elicit/Answer: *They're **under** the table.* Underline the words in bold. The students repeat after you. Repeat the same procedure with different sketches to present **in, behind** and **in front of**.

**Students' books open.** Read the instructions and explain the activity. Explain the use of **Mr** when we refer to men. Refer the students to the pictures and ask a pair of students to read out the example. Ask the students to put the five food items presented next to the picture (using the letters shown) wherever they want in the circles in their picture. Then, in pairs, they ask and answer questions in order to find out where their partner has placed the food items.

e.g. Student 1: *Where's Mr Pepper in your picture?*  
 Student 2: *He's on the table. etc*

As an extension, the pairs can report back to the class.

e.g. Student 1: *In my picture, Mr Pepper is under the table. In John's picture Mr Pepper is behind the chair. etc*

#### 3 Sing along! (TRACK 77)

Read the instructions and explain the task. Play the CD. The students listen to the song and sing along.

# Module 6 – Yumville

## 4 Read and complete the shopping list. (TRACK 78)

Read the instructions and explain the task. Ask the students to look at the note and the shopping list. Ask the students to read the text and complete the rest of Paul's shopping list. Play the CD. The students listen and check their answers.

*Shopping list:* green peppers, carrots, chicken, olive oil

## 5 Portfolio: What have you got in your fridge? What do you need? Write a note to a person in your family.

Ask the students to look at the note and read the text. Ask the students to write a note to their mum about what food/drink items they want her to buy. Tell them to use the text in Ex. 4 as a model. Draw their attention to the format of the note. (e.g. *Mum, We've got some beans, but we haven't got any peas or onions. Can you get some? Thanks, Jimmy*) Allow the students time to write their notes.

Alternatively, you can ask the students to do it at home as part of their homework.

### (Students' own answers)

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## FUN TIME

Refer the students to the *Did you know?* box and read the texts. Ask the students if they knew any of these facts or if they have their own to share with the class. Then ask them to use the Internet and find one more interesting fact that relates to food and present it to the class.

Read out the joke. Ask the students to tell you if they liked it and if they know any other food jokes. Tell them to visit [www.ducksters.com/jokesforkids/food.php](http://www.ducksters.com/jokesforkids/food.php) and choose the funniest joke. Have the students present their jokes to the rest of the class.

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Brainstorm for food/drink items. Explain the game. The students get into two teams, A and B. One student from Team A comes to the board and writes a food item, e.g. *butter*. A student from team B comes to the board and writes a food item using one of the letters in team A's word, e.g. *rice*. Each correct word gets one point. The team with the most points wins.

e.g. B U T T E R  
I  
C  
E

### WORKBOOK (Optional)

Assign the corresponding exercises of the *Workbook* as written H/W. If this is the case, make sure you do it first orally in class.

## Lesson 7 – My Moscow

- **Aims:** to explore their own culture, to learn about the Moscow Jam Festival in Moscow, to write about a festival in Moscow
- **Vocabulary:** tent, cactus, walnut, lollipop, maze
- **Extra Materials:** 3x3 Bingo cards (one per student) small pieces of paper as markers

### BEGINNING THE LESSON

*(An activity to present the topic of the lesson.)*

Ask the students about festivals they have been to in their country and have a discussion, in L1 if necessary. Ask them to name the festivals, to say where and when they take place and to name some of the activities there.

### PRESENTATION & PRACTICE

*(Activities to present and activate the new language.)*

#### **1** Listen, point and repeat. (TRACK 79)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

#### **2** Look, read and complete. Then listen and check. (TRACK 80)

Read through the text and explain any unknown words. Explain the activity and allow the students some time to read the text again and complete the activity. Play the CD and ask the students to listen and check their answers.

- |          |             |
|----------|-------------|
| 1 tents  | 4 tomato    |
| 2 apple  | 5 lollipops |
| 3 cactus | 6 jars      |

# Module 6 – Yumville

## 3 Read again and say yes or no.

Read the instructions and explain the activity. Ask the students to read the text again. Then ask individual students to read the sentences and answer them. Elicit their answers.

- |       |       |       |
|-------|-------|-------|
| 1 yes | 3 yes | 5 no  |
| 2 no  | 4 yes | 6 yes |

## 4 Imagine you are a famous chef. Make your own unusual jam. Present it to the class.

Read the instructions and explain the activity. Point to the jar of jam the girl is holding and ask the students to say what they think is in it. Read the text in the speech bubble. Then ask the students to make their own unusual jam. They can also include a picture. Allow the students some time to complete the activity. Elicit their answers.

### (Suggested answer)

This is my toffee vegetable jam. There's toffee and carrots in it!

## 5 Think of a festival and answer the questions.

Read the instructions and explain the activity. Ask the students to name some other festivals they are familiar with or have been to in Moscow. Elicit their answers and write them on the board. Have a brief discussion, in L1 if necessary. Allow the students some time to complete the activity. Check their answers.

- 1 The name of the festival is Moscow's Russian Winter Festival.
- 2 It's from December to January in places like Izmailovo Park, Gorky Park and Revolution Square.
- 3 You can see traditional Russian dances, enjoy games, eat traditional food, go ice skating, go Christmas shopping, take troika rides and see huge statues made of ice.

## 6 Over to you: Write about a festival. Use the answers to the questions in Ex. 5.

Read the instructions and explain the activity. Tell the students to use the information from Ex. 5 and the text in Ex. 2 as a model and write about a festival. They can include pictures or drawings of their festivals. Once the students have finished, have them present their festivals to the class. Alternatively, assign it for homework.

### (Suggested answer)

#### Moscow's Russian Winter Festival

Everybody loves festivals! People who want to celebrate Russian culture come to Moscow in December to take part in Moscow's Russian Winter Festival.

Every winter, during the holidays, there are activities all over the city. You can spend the day at Izmailovo Park and see people perform traditional Russian dances and songs. You can enjoy games, traditional food and ice skating at Gorky Park or go Christmas shopping for decorations, winter clothes and presents at Revolution Square. There are many other fun activities, too. You can take a ride in a troika or take pictures next to huge statues of ice. So, if you want to be part of a magical winter wonderland, Moscow's Russian Winter Festival is the event for you. In Moscow, every winter is a winter of fun and happiness!

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

(An activity to revise the vocabulary of the lesson.)

### Before going into class

Prepare 3x3 *Bingo* cards with the words from the lesson as well as previous lessons and cut out small pieces of paper for the students to cover the words.

Play *Bingo*. Hand out the 3x3 *Bingo* cards to the students. Provide them with small pieces of paper to cover the words. Say the words or show pictures and have the students cover the words on their *Bingo* cards. The winner is the first student whose card is covered and who shouts BINGO!

## Lesson 8 – Phonics

- **Aims:** consolidation

### BEGINNING THE LESSON

Ask the students to present their festivals from Lesson 7, Ex. 6.

### PRESENTATION & PRACTICE

#### 1 Read and complete the story.

**Students' books closed.** Write the following on the board: /əʊ/ /ɑ:/ /e/ /ɒ/ /u:/ /i:/ /ɔ:/ /ʌ/ /ɔ/. Point to the first sound and say: /əʊ/ goes. Write the word below it. The students repeat after you. Repeat the procedure and revise the remaining sounds.

**Students' books open.** Read the instructions and explain the task. Allow the students time to read the story and complete the task. Check their answers.

- |          |          |           |
|----------|----------|-----------|
| 2 garden | 7 roots  | 12 melons |
| 3 plant  | 8 eat    | 13 want   |
| 4 ready  | 9 more   | 14 some   |
| 5 tops   | 10 comes | 15 puts   |
| 6 When   | 11 use   | 16 speak  |

#### 2 What's the moral of the story? Tell the class.

Read the instructions and explain the activity. Explain what a moral is (*the main point of a story*) and ask the students to say what the moral of this story is. (*Be careful who you trust.*) Elicit their answers.

#### 3 Write your own version of *The Fox and the Bear* story. Use any food items you like.

Read the instructions and explain the activity. Ask the students to write their own version of the story using any food items they like. (e.g. "Can I use your garden, dear Betty? I want to plant some strawberries.") Allow the students time to write their stories.

Alternatively, you can ask the students to write their stories as part of their homework.

#### (Students' own answers)

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

### ENDING THE LESSON

(An activity to consolidate the language in the lesson.)

Tell the students that they are going to plant their own garden. Have them draw a picture of their garden and say which fruit and vegetables they would plant.

#### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 6 – Yumville

## Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: Can I have some limes?*

*Student 1: How many?*

*Teacher: Two, please. etc*

**Note:** It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

## 1 Look and complete.

Ask the students to look at the pictures and elicit the names. Allow the students time to unscramble the letters and write the words.

- |           |             |
|-----------|-------------|
| 1 mango   | 4 olive oil |
| 2 coconut | 5 beans     |
| 3 grapes  |             |

## 2 Read and choose.

The students read the sentences and choose the correct one.

- 1 b    2 b    3 a    4 a

## 3 Read and fill in.

Explain the activity. The students read the sentences and complete the dialogue.

- 1 How many
- 2 cola
- 3 A can or a bottle

## Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (e.g. *exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

## Our World/My World

- **Aims:** to talk about popular/favourite dishes
- **Vocabulary:** paella, seafood, pan, wooden spoon, delicious, couscous
- **Extra materials:** world map

### BEGINNING THE LESSON

Ask the students what the most popular dishes in their country are and if they can name some of their ingredients.

### PRESENTATION & PRACTICE

#### 1 Read and complete the sentences.

Read the instructions and explain the task. Use the world map and ask a student to come and show you where *England*, *Spain* and *Morocco* are. Ask the students if they have ever been to/have heard of any of these countries and ask them about the food there. Refer the students to the pictures and the texts and explain to them that they are going to read about some popular dishes in these countries. Allow them time to read the texts and complete the sentences. Explain/Elicit any unknown words. Check their answers.

- 1 weekend      2 seafood      3 olive oil

**2 Complete the sentence in any way you like. Then read the texts and check your answers.**

Read the instructions and explain the task. The students read the sentence and complete. Then ask them to read the texts and check their answers.

**(Students' own answers)**

**3 Read the texts again and answer the questions.**

Ask the students to read the texts again and answer the questions. Check their answers.

- 1 brown bread
- 2 blini (pancakes), sausages and fried eggs
- 3 cabbage, meat, carrots, onions and green pepper

**4 Portfolio: Write about your favourite food. Present it to the class.**

Read the instructions and explain the task. Ask the students to write about their favourite food and present it to the class. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project.

Alternatively, you can ask the students to do the project as part of their homework.

**(Students' own answers)**

## ENDING THE LESSON

Ask the students, in pairs or groups, to make a poster with famous foods/dishes in their country and present it to the class. Tell them they can decorate their posters with stickers, pictures or drawings. Make sure you display their work somewhere in the class.

## Go Green

- **Aims:** to raise the students' environmental awareness, to talk about fruit and vegetables and the vitamins they contain
- **Vocabulary:** vitamin, heart, potassium, iron
- **Extra materials:** pictures of different red, green and yellow fruit and vegetables (from magazines, etc)

## BEGINNING THE LESSON

Put the pictures of different food items onto the board, point to each one and say/ elicit the word. Explain to the students that fruit and vegetables are very good for the human body because they give essential elements to keep it healthy. Have a class discussion, in L1 if necessary, on what the students know about the vitamins different fruit/vegetables contain, *e.g. oranges and tomatoes contain vitamin C, carrots and mangoes contain vitamin A, coconuts contain vitamin E, etc.* During this stage, explain/ elicit the words: *vitamin, heart, potassium, iron.*

### 1 Read and write the colour.

Read through the title (*What colour is your food?*) and explain/ elicit what it means. Tell the students that we can divide fruits and vegetables into categories based on their colour. Each category provides us with vitamins and other essential elements that are good for us. Then, refer the students to the texts and the pictures. Allow them time to read the texts and write the correct colours. Check their answers. Individual students read out from the texts.

**Answers:** red, orange, green

### 2 Portfolio: Write your favourite fruit and/or vegetables for each colour.

Read the instructions and explain the task. Brainstorm for fruit and vegetables. Tell the students to say their favourite fruit and vegetables from each category, based on the food's colour.

**(Students' own answers)**

## **3** Copy the plates in your notebook. Read, draw and colour the food.

Refer the students to the plates and explain the task. Allow the students time to copy the plates in their notebooks, then draw and colour the food items. Check their answers.

**(Students' own answers)**

## **4** How much do you know about food? Try the quiz!

Read the instructions and explain the task. Allow the students time to do the quiz. Check their answers.

**1** T    **3** T    **5** F    **7** F  
**2** F    **4** F    **6** T    **8** T

## **ENDING THE LESSON**

Ask the students, in pairs or in groups, to make a poster for all three fruit and vegetables categories, based on their colour. Tell them to stick or draw pictures of the food/vegetables in each category. Make sure you display their work somewhere in the class.

## Our School

- **Aims:** to talk about germs and how to fight them
- **Vocabulary:** germ, cover, sneeze, tissue, wash, soap, second
- **Language focus**  
**Language in use:** consolidation
- **Extra materials:** none

## ENDING THE LESSON

Ask the students, in pairs or groups, to make a poster with rules on how to keep germs away. Tell them they can use stickers, pictures and drawings to decorate their poster. Make sure you display their work somewhere in the class.

## BEGINNING THE LESSON

Write the word *germ* on the board. Explain/Elicit what it means, using L1 if necessary. Ask the students what they do in order to avoid/fight germs (e.g. *wash their hands after they play/before meals, etc.*).

### 1 Read and complete the sentences.

Refer the students to the pictures, read the instructions and explain the task. Allow them time to read the text and complete the sentences. Explain/Elicit any unknown words. Check their answers and write them on the board.

#### Answers:

Cover your **mouth** and **nose**.

Wash your **hands**.

### 2 Let's sing! (TRACK 81)

Refer the students to the song. Ask individual students to read it out and explain/ elicit any unknown words. Play the CD. The students listen to the song and sing along. Ask the students to time themselves every time they wash their hands by singing the song.

## Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** red spots
- **Extra materials:** photocopies of the episode

## BEGINNING THE LESSON

Hold up your book and go through the pictures, reuniting the students with the characters. Ask them what they remember about Pog and Trog (*e.g. they are brothers*) as well as Popsie (*e.g. she's a pixie who plays tricks on Pog and Trog*). Have a discussion, in L1 if necessary, about which character they like best and why.

### ★ 1 Listen and read the story. (TRACK 82)

*(Activities to promote reading for pleasure.)*

Ask the students to look at the pictures and guess what the dialogue is going to be about (*e.g. Popsie drawing red spots on Pog and Trog's faces.*).

Play the CD. The students listen and follow the lines. Play the CD again with pauses for the students to listen and repeat chorally.

### ★ Now take roles and read.

The students take roles and read the dialogue.

## ENDING THE LESSON

### Before going into class

Photocopy the episode, cut out the frames and tippex out the numbers. Photocopy one set per group of students.

Hand out one set of frames per group. Ask the students to work together and put the frames in the correct order. You can help them by playing the episode again while they're completing the task. Go around the classroom monitoring the students.

# Module 7 – Knights and Castles

## Lesson 1

- **Aims:** to talk about knights, castles, kings and queens
- **Vocabulary:** hunt, knight, suit of armour, oven, bake, queen, king, butler, carry, castle, kick, palace, pick up, chess, deer, soul
- **Language focus**  
**Structures:** past simple affirmative (regular verbs)  
**Language in use:** There's a suit of armour.
- **Extra materials:** *Progress Report Cards, Knights and Castles* poster, flashcards (64-69), the *portrait of the king* and the *frame template (FAIRY FILES)*

## BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

### 1 Listen, point and repeat. (TRACK 83)



#### POSTER

**Students' books closed.** Put the *Knights and Castles* poster on the board. Point to the pictures (*hunt, knight, suit of armour, oven, bake, queen, king, butler, carry, castle*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

### 2 Look at Room a and Room b. Choose the true sentences. What's the secret word?

Point to *Room a* and ask the students to say what they can see in the picture. Repeat for *Room b*. Allow the students time to read the sentences and complete the task. Check their answers.

**The true sentences are:** 1, 2, 4, 6, 7, 9

**Secret word:** butler (Room b)

# Module 7 – Knights and Castles

## 3 Listen, point and repeat. (Track 84)



### FLASHCARDS (64-69)

**Students' books closed.** Put the flashcards on the board, one at a time, and say the corresponding word(s). The students repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

## 4 Find the words from Exs 1 and 3 to complete the crossword puzzle.

Read the instructions and explain the task. Allow the students time to complete the crossword puzzle. Check their answers.

ACROSS	DOWN
3 CASTLE	2 CHESS
5 SAIL	4 KNIGHT
7 HUNT	6 BUTLER
8 DEER	

## FAIRY FILES

### Before going into class

Photocopy the *portrait of the king* and the *frame* template [p.143(T)], one per student.

Photocopy the templates and give one to each student. Then tell them to do the following: Carefully cut along the dotted lines. Stick the picture of the king onto the pencil (*about half way down*) with the picture facing them. Stick the picture of the frame, facing out, on the other side of the pencil so that the pictures are back to back. Hold the pencil between their two palms. Spin the pencil quickly between their hands. Encourage the students to observe what happens (*the king looks as though he's inside the frame*).

If you wish, you can encourage the students to design some other 'magical' pairs, e.g. a fish and a goldfish bowl, a bird and a cage. The important thing to remember is to line up the two images accurately to create the desired effect.

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)

Play *hangman*. Divide the class into two teams. Explain the game. Tell the students that you will think of a word from the lesson and will draw a number of dashes on the board, corresponding to the number of letters in the word. A student from each team will suggest a letter each time. If the letter appears in the word, you will write it in. If not, you will add one line in the gallows (each team has its own gallows).

**Note:** For the next lesson, the students should know the new words.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 7 – Knights and Castles

## Lesson 2 – Grammar Land

- **Aims:** to present and practise the Past Simple (affirmative)

**Note:** Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

## ★ Past Simple (affirmative)

### PRESENTATION

**Students' books closed.** Say, then write: *I **listened** to music **last night***. Underline the words in bold. The students listen and repeat, chorally and individually. Explain to the students that this is the *Past Simple* and that we use this tense to talk about things that happened in the past at a specific time. Explain that we add **-ed** at the end of the verb. Present the rest of the persons in the same way. Write the following verbs on the board and elicit the spelling rules: *listen – **listened**, live – **lived**, stop – **stopped**, study – **studied***. Then write on the board: *Queens **lived** here a long time **ago***. Explain to the students the position of **ago** in a sentence.

Drill your students.

e.g. *Teacher: hunt*  
*Student 1: hunted*  
*Teacher: bake*  
*Student 2: baked etc*

**Suggested prompts:** hunt, bake, jump, dance, talk, hop, mop, wash, clean, listen, paint, play etc.

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold and the spelling rules.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

## ★ 1 Who did what? Listen and match. Then say. (TRACK 85)

Read the instructions and explain the task. Remind the students that 'did' is the past simple form of 'do'. Tell the students that they will hear four sentences related to what the children did last weekend to help organise a school party, and that they will have to match the names to the objects in order to find out who did what. Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

1 a    2 d    3 c    4 b

### TAPESCRIPT

**Narrator:** Last weekend there was a party at school and all the children helped. Harry carried tables and chairs outside.

**Narrator:** Emma painted some pictures.

**Narrator:** Lee played the guitar at the party.

**Narrator:** Mona baked a big chocolate cake.

Write the following verbs on the board: *carry, play, paint, bake*. Then point to the verb *carry* and read the sentence about Harry. Ask the students to say what Emma, Lee and Mona did for the party using the other verbs.

### (Suggested answers)

- 2 Emma painted some pictures.
- 3 Lee played the guitar at the party.
- 4 Mona baked a big chocolate cake.

## ★ 2 Complete the sentences. Then look at the pictures, read the sentences again and match them to the pictures.

Read the instructions and the example, and explain the task. Refer the students to the pictures (a-d) and the sentences (1-4) and explain any unknown words. If you wish, have a class discussion (in L1 if necessary) about feasts and life in castles in the past. Allow the students time to complete the task. Check their answers. Then, ask the students to read the sentences again and match them to the corresponding pictures. Check their answers.

- 2 worked, baked – a                      4 danced – c
- 3 carried – b

# Module 7 – Knights and Castles

## ★ 3 Put the words in the right order.

Read the instructions and explain the task. The students read the sentences and put the words in the correct order. Check their answers.

- 2 The knights played chess.
- 3 Chris studied for his test yesterday.
- 4 We stayed in this hotel last summer.

## ★ 4 Read and complete the texts.

Refer the students to the two texts. Tell the students to write the verbs in the Past Simple in order to complete the sentences. Allow them time to complete the task. Check their answers.

- |            |           |
|------------|-----------|
| 2 stayed   | 5 visited |
| 3 listened | 6 watched |
| 4 played   |           |

## ★ Let's play!

Read the example and explain the game. Pre-teach *yesterday* and *played*. A student starts by saying what he/she played yesterday. He/She can use the visual prompts or his/her own ideas. The next student repeats what the previous student said and adds his/her own. The student who forgets what the previous students said, loses and has to pay a forfeit (e.g. *name a flashcard, sing a song, etc.*).

e.g. *Student 1: Yesterday, I played football.*

*Student 2: Yesterday, I played football and the guitar.*

*Student 3: Yesterday, I played football, the guitar and volleyball. etc*

**Suggested cues:** football, volleyball, tennis, table tennis, badminton, hockey, baseball, the piano, the violin, the drums, computer/video games, etc.

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to say what they did last night.

e.g. *Last night I watched T.V.*

## WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 3 – Grammar Land

- **Aims:** to present and practise the Past Simple (negative/interrogative)

**Note:** Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

## ★ Past Simple (negative/interrogative)

### PRESENTATION

**Students' books closed.** Ask, then write on the board: **Did** you **play** chess last night? Underline the words in bold. The students repeat, chorally and individually. Elicit the formation of questions in the Past Simple. Read the question again and answer: **I didn't play** chess last night. Underline the words in bold. The students repeat after you. Elicit the formation of the negative (short and long form) in the Past Simple. Draw the students' attention to the fact that in the interrogative and negative form of the past simple the main verb remains in the original form (i.e. does **not** take **-ed**). Present the short answers: *Did you listen to music yesterday?* Nod, then say and write: **Yes, I did**. Ask again, shake your head and answer: **No, I didn't**. Underline the words in bold. The students repeat after you.

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

### ★ 1 Read and answer the questions.

Read the instructions and explain the task. Refer the students to the king's diary entries and ask individual students to read them out. Then refer the students to the questions and ask individual students to answer them. Ask the rest of the class for verification.

#### (Suggested answers)

- 1 No, he didn't. He played music on Monday.
- 2 No, he didn't. He sailed down the river on Wednesday.
- 3 No, he didn't. He played tennis on Friday.
- 4 Yes, he did.

### ★ 2 What did Brainy do last night? Listen and choose the right pictures. (TRACK 86)

Read the instructions and explain the task. Refer the students to the pictures (a-f) and elicit the actions shown (*play football, play chess, play video games, listen to music, watch TV, study*). Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

**Answers:** b, c, e, f

#### TAPESCRIPT

**A:** Hi, Brainy. What did you do last night? Did you play football?

**B:** No, I didn't. I played chess with my father.

**A:** Chess? Really?

**B:** Yes, and then I played my new video game for a while.

**A:** Did you listen to music at all?

**B:** No, I didn't. But I watched TV. There was a great programme on the History Channel.

**A:** The History Channel? Oh! Did you study last night, too?

**B:** Of course. I study every night.

**A:** Can I have a look at your Maths homework?

### ★ 3 Now ask and answer.

Read the instructions and explain the task. Refer the students to the pictures once more, and read out the short exchange in the example. Do one more as an example with them. Ask the students, in pairs, to ask and answer questions about what Brainy did last night. Go around the classroom, monitoring.

e.g. *Student 1: Did Brainy play chess last night?*

*Student 2: Yes, he did. etc*

# Module 7 – Knights and Castles

## 4 Put the words in the right order to make sentences.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- 2 Susan visited Russia last summer.
- 3 They didn't stay at home.
- 4 Did it rain yesterday?
- 5 We didn't watch TV last night.
- 6 Anton lived in the USA.

## 5 What did they do yesterday? Ask and answer.

Read the instructions and explain the task. Point to the pictures and elicit the actions. Allow the students time to complete the task. Check their answers.

- 2 Did she mop the floor?  
No, she didn't.  
She watered the plants/flowers.
- 3 Did he stay in bed?  
Yes, he did.
- 4 Did they dance at the party?  
Yes, they did.
- 5 Did he play the guitar?  
No, he didn't.  
He played the piano.
- 6 Did she listen to music.  
Yes, she did.

## 6 Talk with your friend.

Read the instructions and explain the task. Refer the students to the pictures and to the dialogue, and ask a pair to read it out. The students, in pairs, ask and answer questions as in the example. Go around the classroom, monitoring. Ask some pairs to report back to the class.

**(Students' own answers)**

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

### Memory Game

Ask the students to take one last look at Ex. 1 and close their books. Ask individual students questions about the king's diary entries and see how much they can remember. Ask the rest of the class for verification.

e.g. *Teacher: Did the king play tennis on Monday?*

*Student 1: Yes, he did.*

*Class: No, he didn't!*

*Teacher: Did the king sail down the river on Wednesday?*

*Student 2: Yes, he did.*

*Class: Correct! etc*

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 7 – Knights and Castles

## Lesson 4

- **Aims:** to listen to and read a story about the characters visiting a castle, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**  
**Structures:** consolidation  
**Language in use:** Kings and queens lived here a long time ago. They listened to music and danced all night. Harry, what happened? It kicked me! No, it didn't! Did the knight talk? I didn't want to scare you!
- **Extra materials:** none

## 2 Read the dialogue again and complete the sentences.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and complete the sentences. Ask the rest of the class for verification.

- |           |            |          |
|-----------|------------|----------|
| 1 lived   | 3 listened | 5 wanted |
| 2 dressed | 4 danced   |          |

### Extension

Play the CD again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

## BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Ask individual students to say one thing they did and one thing they didn't do yesterday.

e.g. *Student 1: Yesterday, I played football. I didn't play chess. etc*

If you have assigned any written homework, correct it before beginning the lesson.

## LISTENING & READING

(Activities to develop the students' listening and reading skills.)

### 1 Listen and read the dialogue. (TRACK 87)

Go through the pictures of the dialogue and set the scene by asking questions.

- e.g. *Teacher: Where are the children?*  
*Student 1: At a castle.*  
*Teacher: Who is with them?*  
*Student 2: Miss Dee.*  
*Teacher: Who's in the suit of armour?*  
*Student 3: Alvin. etc*

Write on the board: *That knight m\_\_\_\_\_ and t\_\_\_\_\_!*

Explain to the students that they will listen to the dialogue and find the answer. Play the CD. The students listen, follow the dialogue and complete the task.

**Answer:** moved, talked

# Module 7 – Knights and Castles

Read the question at the bottom of page 49. Ask the students to tell you if they want to be a knight for a day and to justify their answers.

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

*e.g. Teacher: The knights dressed in ...*

*Class: suits of armour! etc*

**Note:** If you wish, have the students close their books during this activity.

## WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 7 – Knights and Castles

## Lesson 5

- **Aims:** to consolidate talking about actions in the past, to develop listening skills, to develop the students' reading and writing skills
- **Vocabulary:** travel, machine, fence, guard, fight, motorbike
- **Language focus**  
**Structures:** consolidation  
**Language in use:** I wish there was a way to be a knight for just one day!
- **Extra materials:** flashcards (70-75)

## BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

### 1 Listen, point and repeat. (TRACK 88)



#### FLASHCARDS (70-75)

**Students' books closed.** Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

### 2 Sing along! (TRACK 89)

Read the instructions and explain the task. Refer the students to the picture and have a picture discussion.

e.g. Teacher: (pointing to the knights fencing)

What are they doing?

Student 1: They're fencing. etc

Play the song on the CD. The students listen and sing along. Alternatively, ask the students to perform the following actions while singing:

**Life was so fine, you know, (boys bow, girls curtsy)**  
**Hundreds of years ago.**

**I wish there was a way (hands together, look upwards, as though wishing/praying)**

**To be a knight for just one day!**

**They lived in big castles,**

**They danced with the Queen.** (do the waltz with a partner)

**They travelled on horses** (mime riding a horse)

**And looked like machines!** (strike the pose of a 'machine'/robot)

**They fenced in the morning** (mime fencing)

**And played chess at night.** (mime playing chess)

**They guarded the castle,** (mime guarding)

**And learned how to fight.** (strike the pose of a strong man)

### 3 Find the mistakes in the picture. Then talk with your friend.

Read the instructions and explain the task. Refer the students back to the picture in Ex. 2. Tell them that there are some mistakes in the picture regarding what the knights did hundreds of years ago, and that they will have to spot these mistakes. Allow them time to find the mistakes.

**Answers:** the knight watching TV, the knight travelling on a motorbike, the knight listening to music, the knight playing baseball

Now refer the students to the exchanges and ask a pair to read them out. Ask the students, in pairs, to ask and answer questions in order to correct the mistakes they found in the pictures. Go around the classroom, monitoring. Ask some pairs to report back to the class.

e.g. Student 1: Did the knights dance with the queen?

Student 2: Yes, they did.

Student 1: Did they watch TV?

Student 2: No, they didn't. etc

# Module 7 – Knights and Castles

## READING & WRITING

(Activities to develop the students' reading and writing skills.)

### 4 Read and complete the letter. (TRACK 90)

Read the instructions and explain the task. Refer the students to the letter and the pictures. Read the text and elicit the missing words. Allow the students time to read the text and complete the task. Play the CD. The students listen and check their answers.

- |             |           |            |
|-------------|-----------|------------|
| 2 travelled | 5 music   | 8 watched  |
| 3 bus       | 6 looked  | 9 knights  |
| 4 played    | 7 clothes | 10 stopped |

### 5 How was your weekend? Tell the class.

Read the instructions and explain the task. Ask the students to tell the class what they did last weekend, e.g. *My weekend was boring. I studied all day Saturday and on Sunday I tidied my room.*

### 6 Portfolio: Write about what you did last weekend. Use your ideas from Ex. 5.

Ask the students to write a short letter about what they did last weekend. Tell them to use the text in Ex. 4 as a model.

e.g. *Dear Grandma,  
Last weekend I sailed on the sea with my mum and dad. It was great fun!  
Love,  
Ivy*

Allow the students time to write their letters and draw their pictures.

Alternatively, you can ask the students to write their short letters and draw their pictures at home, as part of their homework.

#### (Students' own answers)

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## FUN TIME

Point to the first picture and ask the students to describe it. Read the proverb and ask the students to tell you what they think the proverb means. (Words are more powerful than fighting.) Lastly, ask them if they have the same proverb in their language.

Read the *Did you know?* text and refer the students to the picture. Ask the students to use the Internet and find other facts about knights and present them to the class.

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students, in groups, to read the letter in Ex. 4 again and write down as many questions as they can think of. Then the groups exchange the questions and answer them.

#### (Suggested answers)

- 1 When did Sara visit the castle? (last Friday)
- 2 What did they play on the school bus? (games)
- 3 What did they look at in the castle? (paintings and clothes)
- 4 What did they watch? (a film)
- 5 Did they like the film? (Yes)
- 6 Where did they stop on their way home? (at a café)

#### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 7 – My Moscow

- **Aims:** to explore their own culture, to read about Tsaritsyno State Museum and Reserve in Moscow, to write about a museum in Moscow
- **Vocabulary:** destroy, pavilion, tower, fountain

### BEGINNING THE LESSON

(An activity to present the topic of the lesson.)

Have a discussion about museums, in L1 if necessary. Ask the students to name some museums they are familiar with or have visited. Ask: *Where are they? What can you do there? What can you see there?* etc.

### PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

#### 1 Listen, point and repeat. (TRACK 91)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

#### 2 Read and complete. Then listen and check. (TRACK 92)

Read through the text and explain any unknown words. Explain the activity and allow the students some time to read the text again and complete the activity. Play the CD and ask the students to listen and check their answers.

1 C    2 E    3 B    4 D    5 A

# Module 7 – Knights and Castles

## 3 Read again and match to make sentences.

Read the instructions and explain the activity. Allow the students enough time to read the text again and match the items 1-6 with a-f to make sentences. Check their answers.

- |     |     |     |
|-----|-----|-----|
| 1 e | 3 a | 5 b |
| 2 d | 4 f | 6 c |

## 4 Complete the sentences with the correct form of the words in bold.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Tell them they can refer to the text for help. Check their answers.

- |            |               |
|------------|---------------|
| 1 Empress  | 4 exhibitions |
| 2 beauty   | 5 enjoyable   |
| 3 builders |               |

## 5 Think of a museum and answer the questions.

Read the instructions and explain the activity. Ask the students to name some other museums they are familiar with or have visited in Moscow. Elicit their answers and write them on the board. Have a brief discussion, in L1 if necessary. Allow the students some time to complete the activity. Check their answers.

- 1 Its name is the Moscow Cat Museum.
- 2 It's in Moscow.
- 3 In 1993, after many successful exhibitions about cats that he organised, Andrei Abramov opened the museum.
- 4 You can see paintings, calendars, postcards, dolls, books, films and much more. You can go to fashion shows, a beauty contest and an exhibition of children's paintings.

## 6 Over to you: Write about a museum. Use the answers to the questions in Ex. 5.

Read the instructions and explain the activity. Tell the students to use the information from Ex. 5 and the text in Ex. 2 as a model and write about a museum in Moscow. They can include pictures or drawings of the museum. Once the students have finished, have them present their museums to the class. Alternatively, assign it for homework.

(Suggested answer)

### Moscow Cat Museum

The Moscow Cat Museum in Moscow has a huge collection of items about cats.

In 1992, Andrei Abramov organised exhibitions around Moscow with painters and other artists. The name of this exhibition programme was 'Cat's Eye'. The programme was so successful that Abramov opened the Moscow Cat Museum in Moscow the next year.

Everything in the museum is about cats. There are paintings, calendars, postcards, dolls, books, films, fashion shows and much more! There's even a beauty contest every year called 'Woman and Cat' as well as an exhibition of children's paintings of cats you can go to. So if you like cats, a visit to the Moscow Cat Museum is a fantastic and enjoyable way to spend the day.

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

(An activity to revise the vocabulary of the lesson.)

Ask the students to open their notebooks. In two minutes, the students write as many of the words from Ex. 1 as they can. The winner is the student who has written the most words.

## Lesson 8 – Phonics

- **Aims:** consolidation

### BEGINNING THE LESSON

Ask the students to present their museums from Lesson 7, Ex. 6.

### PRESENTATION & PRACTICE

#### 1 Read the story first to yourself and then to your friend.

**Students' books closed.** Tell the students they are going to read the story of *Androcles and the Lion*, a classic fable from Aesops. Ask them if they are familiar with the story and what they know about it. Elicit their answers.

**Students' books open.** Read the instructions and explain the task. Ask the students to get in pairs. Allow the students time to read the story first to themselves and then to their friends. Check their answers.

#### 2 Find the words from the story.

Read the instructions and explain the activity. Ask the students to look at the story again and find the words. Allow them time to complete the task. Check their answers.

- |          |          |           |
|----------|----------|-----------|
| 1 lion   | 3 water  | 5 appears |
| 2 master | 4 forest | 6 river   |

#### 3 Read the story again and answer the questions.

Refer the students to the questions and read through them. Allow the students time to read the story again and answer the questions. Check their answers.

- 1 In the mountain.
- 2 Androcles.
- 3 Because Androcles helped it and pulled the thorn out from its foot.

#### 4 What's the moral of the story?

Read the instructions and explain the activity. Ask the students to say what the moral of this story is (if you are kind then others are kind to you). Elicit their answers.

### ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to name other fables by Aesop and the moral behind each story.

*The Ant and the Grasshopper.* (moral: Work hard and save for the future!.)

*The Shepherd's Boy* (moral: If you are a liar, no one will believe you even when you tell the truth.) etc

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 7 – Knights and Castles

## Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: What did you do yesterday?*  
*Student 1: I played football. etc*

**Note:** It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

## 1 Look, read and number.

Explain the activity. The students look and match the words to the pictures.

<b>b</b> 3	<b>d</b> 1	<b>f</b> 6
<b>c</b> 5	<b>e</b> 4	<b>g</b> 2

## 2 What did they do yesterday? Look and complete.

The students read the sentences and write the verbs.

<b>1</b> studied	<b>4</b> listened
<b>2</b> played	<b>5</b> danced
<b>3</b> watched	

## 3 Read and choose a or b.

Explain the activity. The students read the sentences and choose the correct answer.

**1** b    **2** a    **3** b

### Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (e.g. *exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

## Lesson 1

- **Aims:** to talk about the past
- **Vocabulary:** top branch, slip, fall, get hurt, save, break, land, lose
- **Language focus**  
**Structures:** past simple (irregular verbs)  
**Language in use:** Sir Walter Raleigh was the first man to bring potatoes to the UK.
- **Extra materials:** *Progress Report Cards*, flashcards (76-83), a piece of paper and an envelope (*FAIRY FILES*)

## BEGINNING THE LESSON

Hand out the complete *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

### 1 Listen, point and repeat. (TRACK 93)



#### FLASHCARDS (76-78)

**Students’ books closed.** Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students’ books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

### 2 Read and say the number.

Read the instructions and explain the task. Refer the students to the pictures (1-8) and to the list of words (a-h). Ask individual students to say the number that corresponds to each word. Ask the rest of the class for verification.

a	1	c	4	e	2	g	3
b	7	d	6	f	8	h	5

## ★ FAIRY FILES

### Before going into class

Write the number 4032 (or whatever the year is x 2, e.g.  $2016 \times 2 = 4032$ ) on a piece of paper, place the paper in an envelope and seal it.

Tell the class that you are going to do another mind-reading trick! Ask the students to take a pencil and a piece of paper and do the following:

Write down the year they were born. Then, they write down the year of an important event in their lives (e.g. *first day at school, first party. etc*). Then, they write down their age on their birthday THIS year – i.e. if they’ve already had a birthday **this** year, write down that age – if not, write down the age they will be on their forthcoming birthday. Then, they write down the number of years that have passed since the important event (stress that they must get the maths right!). Add up the four numbers.

Now, take your envelope, say the magic word *Shazam!* and open it dramatically. All being well, everyone’s number will be 4032!

# Module 8 – Willow’s Story

## 3 Listen, point and repeat. (TRACK 94)



### FLASHCARDS (79-83)

**Students’ books closed.** Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students’ books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat chorally and individually. Check their pronunciation and intonation.

## 4 Read the story. Answer the questions. Do not use more than THREE words.

Read the instructions and explain the task. Refer the students to the pictures and ask them what they see. Then allow them some time to read the texts and answer the questions. Check their answers.

- |                |                     |
|----------------|---------------------|
| 2 to America   | 5 her palace        |
| 3 the potatoes | 6 cooked the leaves |
| 4 the Queen    |                     |

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Ask individual students to tell the class a short story about what happened to them last Saturday (e.g. *where they went, what they did, what they ate, etc.*). The story can be true or imaginary, so ask the students to be as imaginative as possible! Allow them some time to think about their story. Once the students finish telling their stories, ask the class to vote on the one they liked best.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 2 – Grammar Land

- **Aims:** to present and practise the affirmative form of the Past Simple (irregular verbs)
- **Extra materials:** slips of paper, a bag (*Ending the Lesson*)

**Note:** Depending on your students’ needs, you can spend more than one lesson on *Grammar Land*.

## PRESENTATION

### ★ Past Simple (irregular verbs)

**Students’ books closed.** Say, then write: *I **won** a game yesterday.* Underline the word in bold. The students repeat after you. Explain that this is the *Past Simple* of the verb **win**. Then explain that there are some verbs that do not form their Past Simple form by adding **-ed** but, instead, use a different form of the word e.g. *do, did*. Write these verbs on the board: **come, can, write, sit, get, stand, fall, go, eat** and show their Past Simple forms.

Ask the students to look at the verbs for one minute before you erase them. Say a verb. Ask a student to tell you its past simple form.

e.g. Teacher: *come*  
Student 1: *came etc*

**Students’ books open.** Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ 1 Complete. Then listen and check. (TRACK 95)

Read the instructions and explain the task. Read the example and allow the students time to complete the task by filling the gaps 2-6 with the appropriate verb in the Past Simple. Explain/Elicit any unknown words.

- |       |         |        |
|-------|---------|--------|
| 2 sat | 4 went  | 6 came |
| 3 ate | 5 stood |        |

Play the CD. The students listen and check their answers.

### ★ 2 What did Tony do last Sunday? Complete the sentences.

Read the instructions and explain the task. Read the example and allow the students time to complete the sentences with the verb in the Past Simple. Check their answers.

- |        |         |
|--------|---------|
| 2 made | 4 saw   |
| 3 did  | 5 wrote |

# Module 8 – Willow’s Story

## 3 Read and complete the sentences.

Read the instructions and explain the task. Allow the students some time to complete the sentences with the verbs in the Past Simple. Check their answers.

- |         |         |        |
|---------|---------|--------|
| 2 ate   | 5 stood | 8 won  |
| 3 could | 6 wrote | 9 sat  |
| 4 fell  | 7 came  | 10 got |

## 4 What happened to Lizzie yesterday? Listen and number. (TRACK 96)

Read the instructions and explain the task. Point to the pictures (a-e). Tell the students that they will listen to Lizzie’s story and number the pictures. Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

- a 2    b 3    c 1    d 4    e 5

### TAPESCRIPT

*Yesterday, Lizzie went to the park. She sat under a tree. Suddenly, a little dog came and stood next to her. Lizzy was hungry. She got two hot dogs, one for her and one for the dog. They ate them together.*

## 5 Act out Lizzie’s story.

Read the instructions and explain the task. Ask the students to act out Lizzie’s story to the class.

(Students’ own answers)

## 6 Complete the joke. Tell it to a friend.

Read the instructions and explain the task. Allow the students time to write the verbs in the Past Simple. Check their answers. Then, in pairs, the students take turns telling the joke.

- |            |          |           |            |
|------------|----------|-----------|------------|
| 2 was      | 4 walked | 6 said    | 8 asked    |
| 3 couldn’t | 5 stood  | 7 pressed | 9 answered |

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to think of where they went or what they did, and write about it on a slip of paper. They fold it and put it in a bag. Shuffle the slips of paper and take one out. Read it to the class. The student who wrote it, raises his/her hand and says when he did it.

e.g. Teacher: *I went to the park.*

Student 1: (raising his hand) *I went to the park last Sunday. etc*

**Note:** For the next lesson, the students should know the irregular verbs from the grammar box.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 3 – Grammar Land

- **Aims:** to present and practise the interrogative, negative and short answer forms of the Past Simple tense (irregular verbs), to present and practise the full and bare infinitives.

**Note:** Depending on your students’ needs, you can spend more than one lesson on *Grammar Land*.

## PRESENTATION

### ★ Past Simple (irregular verbs)

**Students’ book closed.** Point to the picture, say, then write on the board: *He **lost** his keys.* Underline the word in bold. The students repeat after you. Explain that this is the *Past Simple* of the verb **lose**. Revise the past simple of irregular verbs, this time adding some more verbs and writing them on the board: **break, drink, make, see, have, read, do, hear, give**. Show their past simple forms. Say, then write on the board: *He **didn’t lose** his keys.* Underline the words in bold. The students repeat after you. Elicit the formation of the negative (short and long form) in the past simple. Present the interrogative form and short answers: **Did he lose his keys?** Underline the words in bold. The students repeat after you. Elicit the formation of the interrogative form in the past simple. Nod, then say and write underneath: **Yes, he did.** Ask again, shake your head and write underneath: **No, he didn’t.** Underline the words in bold. The students repeat after you. Elicit the formation of the short answers.

**Students’ books open.** Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ 1 Famous Russian people! Talk with your friend.

Read the instructions and explain the task. Refer the students to the pictures and read out the people’s names. Ask the students if they know the people shown in the pictures and what they do/did. Refer the students to the first question and have a pair of students read out the exchange. Ask the students, in pairs, to take turns and act out similar exchanges in

order to find the answers they think are correct. Go around the classroom monitoring and providing any necessary help.

(Students’ own answers)

### ★ 2 Now check your answers with your teacher.

Ask the students what they have decided on the answers of the previous task. Give them the right answers and see how many students answered correctly.

- 1 Anton Chekhov
- 2 Peter Fabergé
- 3 Yelena Isinbayeva
- 4 Mikhail Yefremov

### ★ Let’s play!

Refer the students to the picture and read the example. Explain the game. One student comes to the board and writes three sentences (two true and one false). The rest of the class tries to guess which is the false sentence. Whoever guesses correctly, comes to the board and the game continues.

(Students’ own answers)

# Module 8 – Willow’s Story

## 3 Read and correct. Then match.

Read the instructions and explain the task. Allow the students time to complete the task and match the pictures to the sentences. Check their answers.

- 2 The children didn’t go to Andy’s concert in space.  
They went to XL’s concert in space.
- 3 Alvin didn’t dress like a clown.  
He dressed like a knight.
- 4 Willow didn’t break his nose.  
He broke his branch.

2 d    3 c    4 a

## PRESENTATION

### ★ Full infinitive/Bare infinitive

**Students’ books closed.** Say, then write on the board: *I **wanted to go** to the concert.* Underline the words in bold. The students repeat after you. Explain that after the verb *want* we use the full infinitive (*to + verb*). Say, then write on the board: *I **can play** the piano.* Underline the words in bold. The students repeat after you. Explain that after modals (*can, must, may, should*) we use the bare infinitive (*verb without to*).

**Students’ books open.** Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ Complete the sentences. Use the full or bare infinitive.

Read the instructions and explain the task. Allow the students time to complete the task and check their answers.

- |           |            |
|-----------|------------|
| 2 to come | 6 do       |
| 3 be      | 7 to play  |
| 4 speak   | 8 to drive |
| 5 to stay |            |

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language of the lesson.)

Write prompts on the board and ask the students, in pairs, to ask and answer questions.

e.g. Teacher: (writes on the board) *lose keys/yesterday ✗*

Student 1: *Did you lose your keys yesterday?*

Student 2: *No, I didn’t.*

Teacher: (writes on the board) *drink cola/yesterday ✓*

Student 3: *Did you drink cola yesterday?*

Student 4: *Yes, I did. etc*

## WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 4

- **Aims:** to listen to and read a story about Willow’s accident and how he saved Emma’s dad’s life, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**  
**Structures:** consolidation  
**Language in use:** A young boy came into the forest. Suddenly, it started to rain. My branches got very wet! He stood up, but then he slipped and fell. Did the boy get hurt? So, that’s how you lost your branch. This tree saved my life when I was young. I love this tree!
- **Extra materials:** none

### BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Ask individual students questions about what they did yesterday and elicit responses.

- e.g. *Teacher: Did you make your bed yesterday?*  
*Student 1: Yes, I did.*  
*Teacher: Did you go to bed early yesterday?*  
*Student 2: No, I didn’t. etc*

If you have assigned any written homework, correct it before beginning the lesson.

### LISTENING & READING

(Activities to develop the students’ listening and reading skills.)

#### 1 Listen and read the dialogue. (TRACK 97)

Go through the pictures of the dialogue and set the scene by asking questions.

- e.g. *Teacher: Where are the children?*  
*Student 1: In the Magic Forest.*  
*Teacher: Who is with them?*  
*Student 2: Willow.*  
*Teacher: What is Lee doing in picture 1?*  
*Student 3: He’s reading a book. etc*

Write some sentences from the dialogue on the board, with certain words missing. Explain to the students that they have to listen to the dialogue and find the missing words. Play the CD. The students listen, follow the lines and complete the task.

#### 2 Read the dialogue again and correct the mistakes.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and correct the words in bold. Ask the rest of the class for verification.

- |             |                   |
|-------------|-------------------|
| 1 young boy | 4 stood up        |
| 2 happy     | 5 didn’t get hurt |
| 3 rain      | 6 branch          |

#### Extension

Play the CD again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

# Module 8 – Willow's Story

Read the question at the bottom of page 65. Ask the students to tell you if they can think of a title for the story. Write their suggestions on the board.

**(Students' own answers)**

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

*e.g. Teacher: Oh, tell us. What ... ?*

*Class: happened etc*

**Note:** If you wish, have the students close their books during this activity.

## Lesson 5

- **Aims:** to talk about jobs and people from the past, to develop listening skills, to develop the students’ reading and writing skills
- **Vocabulary:** nurse, writer, artist, composer, athlete, actor, actress
- **Language focus**  
**Structures:** consolidation  
**Language in use:** Who painted the *Mona Lisa*? They made the world a better place. They did it for the human race! Judy Garland was a famous singer and actress
- **Extra materials:** *People at work* poster

- |   |                   |   |                      |
|---|-------------------|---|----------------------|
| 1 | Leonardo Da Vinci | 4 | Antonio Vivaldi      |
| 2 | Charles Dickens   | 5 | Rudolf Nureyev       |
| 3 | Yuri Gagarin      | 6 | Florence Nightingale |

### 3 Sing along. (TRACK 99)

Read the instructions and explain the task. Play the CD. The students listen and sing along.

## BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

### 1 Listen, point and repeat. (TRACK 98)



#### POSTER

**Students’ books closed.** Put the *People at work* poster on the board. Point to the people, one at a time, and say the corresponding jobs. The students listen and repeat chorally and individually.

**Students’ books open.** The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

### 2 Look at the pictures and answer the questions.

Read the instructions and explain the task. Refer the students to the pictures and read out the names. Ask the students to tell you if they know/have heard of these people and what their job was. Have a class discussion, in L1 if necessary, about each person’s accomplishments. Refer the students to the questions and ask individual students to answer them. Ask the rest of the class for verification.

# Module 8 – Willow’s Story

## READING & WRITING

(Activities to develop the students’ reading and writing skills.)

### 4 Read and match the texts to the pictures. (TRACK 100)

Read the instructions and explain the task. Refer the students to the pictures (a-c) and ask them if they know who these people are. Allow them some time to read the texts (1-3) and match them to the pictures. Explain any unknown words. Play the CD for the students to listen and check their answers.

1 c                      2 a                      3 b

### 5 Portfolio: Write about a famous person.

Ask the students to write a short text about a famous person from the past and stick or draw a picture. Tell them to use the texts in Ex. 4 as models (e.g. *Wolfgang Amadeus Mozart was a famous composer. He could play the piano very well.*). Allow the students time to write their texts and draw their pictures.

Alternatively, you can ask the students to write their texts and draw their pictures as part of their homework.

**(Students’ own answers)**

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## FUN TIME

Refer the students to the *Fun Time* section and read the first text. Ask the students to look on p. 60 and find the verb which changes to its past tense form when you take its first letter and put it as the last letter (*eat - ate*). Elicit their answers.

Point to the picture of the butter and read the tongue twister. Encourage the students to say the tongue twister as fast as they can. Ask the students if they can remember any other tongue twisters and have them tell you.

Next, refer the students to the *Did you know?* box. Point to the picture and ask the students if they can guess who the famous composer is. Read the short texts and have a discussion about other famous people the students may know facts about.

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

*Kim’s game*

Write some jobs on the board, one next to the other. Ask the students to look at them for one minute and then close their eyes. Erase a word. Ask the class to tell you which word is missing.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 7 – My Moscow

- **Aims:** to explore their own culture, to read about Discover Moscow Photo, to present a monument or a personality
- **Vocabulary:** share, poet, politician, clue, mobile phone

### BEGINNING THE LESSON

*(An activity to present the topic of the lesson.)*

Ask the students if they have a mobile phone and if they use it to take pictures. Ask them to say what kind of pictures they take, in L1 if necessary (selfies, pictures of their friends, etc). Then ask them if they are familiar with or if they have ever used the application Discover Moscow Photo. Elicit their answers.

### PRESENTATION & PRACTICE

*(Activities to present and activate the new language.)*

#### 1 Listen, point and repeat. (TRACK 101)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

#### 2 Read and choose. Then listen and check. (TRACK 102)

Point to the picture of the mobile phone and ask the students to say, in L1 if necessary what they see on the screen. Read the text and explain any unknown words. Allow the students some time to read the text on their own and choose the correct words. Play the CD and ask the students to listen and check their answers.

- |        |       |      |       |
|--------|-------|------|-------|
| 1 of   | 3 to  | 5 as | 7 as  |
| 2 with | 4 for | 6 of | 8 for |

#### 3 Read again. Complete the sentences.

Read the instructions and explain the activity. Allow the students some time to read the text again and complete the sentences. Check their answers.

- |                         |         |
|-------------------------|---------|
| 1 your country (Russia) | 3 clues |
| 2 friends               | 4 3D    |

# Module 8 – Willow’s Story

## 4 Read and match.

Read the instructions and explain the activity. Go through the pictures of the famous people and ask the students to name them and say what they are famous for. Allow the students some time to complete the activity. Check their answers.

1 C    2 B    3 A    4 D

## 5 Read, choose and complete the titles of the monuments.

Read the instructions and explain the activity. Go through the pictures of the monuments and ask the students if they are familiar with them. Then ask them to describe the monuments. Allow the students some time to complete the activity. Check their answers.

1 Sausage    2 Bear    3 Apple

## 6 Over to you: Visit the Discover Moscow site, [www.um.mos.ru/en/](http://www.um.mos.ru/en/). Choose a monument or a personality. Present it to the class.

Read the instructions and explain the activity. Tell the students to visit the site and choose a monument or a personality to present to the class. They can include a picture or a drawing. Once the students have finished, have them present their choices to the class. Alternatively, assign it for homework.

(Suggested answer)



This is Wassily Kandinsky. He was an artist.

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

(An activity to revise the vocabulary of the lesson.)

Play *Wordscraper*. Write, e.g. *poet* vertically on the board. Invite a student to come to the board and add on another word from the lesson, either vertically or horizontally. If you wish, you can ask the students to add words from previous lessons as well.

e.g. *p o l i t i c i a n*  
o  
e  
t      *etc*

**1** Read the words first to yourself and then to your friend.

**-ock:** knock, lock, sock, clock

**-oke:** joke, woke, broke, smoke, spoke, stroke

**-op:** hop, mop, pop, top, chop, crop, drop, shop, stop

**-ore:** more, sore, tore, wore, chore, score, shore, snore

**-ot:** dot, got, hot, lot, not, clot, plot

**2** Match to make a nonsense rhyme. Then choose a rhyme and mime it to your friend. Can he/she guess the rhyme?

- 1 Stroke the
- 2 Hop to the
- 3 Snore
- 4 It's a hot

- A shop.
- B dot.
- C joke.
- D no more.

**3** Read and complete the story. Read the story first to yourself, then to your friend.



## Max's medal

1) /ðeə/ "There!" said Olga, as she finished putting a little  
 2) /sɪlvə/ ... medal on Max's collar. "Don't look 3) /sæd/ ... ,  
 Max," said Olga. "Now, if you ever get lost, someone can read  
 your 4) /neɪm/ ... and address on this and bring you 5) /həʊm/  
 ... ." But Max was very angry, "What a stupid thing to do! A big  
 dog like me, nearly six months old. I can't get lost!" And he  
 6) /stɑ:tɪd/ ... walking away from the house. Suddenly, Max turned around and he  
 couldn't see the 7) /hɑʊs/ ... . He didn't know where he was. "Where is my house?  
 Where is Olga?" Just then, a little 8) /gɜ:l/ ... and her mother opened the door. The  
 mother 9) /lʊkt/ ... at the medal. "Here is his name and address," she said. "MAX,  
 34 KING ROAD. Take him home, Ana." So Ana took Max home and Olga was so  
 10) /hæpi/ .... to get him back. Max is not angry anymore. He feels sorry for little  
 dogs who haven't got a medal.

**4** Read the story again and answer the questions.

1 How old is Max?

2 What is his address?

## Lesson 8 – Phonics

- **Aims:** consolidation

### BEGINNING THE LESSON

Ask the students to present their monuments or personalities from Lesson 7, Ex 6.

### PRESENTATION & PRACTICE

#### 1 Read the words first to yourself and then to your friend.

**Students’ books closed.** Say, then write the following word on the board: **knock**. Underline the part in bold and say -ock, knock. The students repeat after you. Repeat for the words *joke, hop, more, dot*.

**Students’ books open.** Read the instructions and explain the task. Ask the students to get in pairs. Allow the students time to read the words first to themselves and then to their friends. Check their answers.

#### 2 Match to make a nonsense rhyme. Then choose a rhyme and mime it to your friend. Can he/she guess the rhyme?

Read the instructions and explain the activity. Allow the students time to match the rhyming words. Then the students work in pairs. Each student chooses a rhyme and mimes it to his/her partner who in turn tries to guess which rhyme it is.

- 1 C      2 A      3 D      4 B

#### 3 Read and complete the story. Read the story first to yourself, then to your friend.

Read the instructions and explain the task. Ask the students to write the words and complete the story. Check their answers. Then, in pairs, ask the students to read the story first to themselves and then to their friends.

- |          |           |          |
|----------|-----------|----------|
| 2 silver | 5 home    | 8 girl   |
| 3 sad    | 6 started | 9 looked |
| 4 name   | 7 house   | 10 happy |

#### 4 Read the story again and answer the questions.

Refer the students to the questions and read through them. Allow the students time to read the story again and answer the questions. Check their answers.

- 1 Nearly six months old.
- 2 34, King Road.

### ENDING THE LESSON

*(An activity to consolidate the language in the lesson.)*

Tell the students they are going to act out the story in Ex. 3. Have students get into groups of four and assign roles (narrator, Olga, Max, mother).

#### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 8 – Willow’s Story

## Checkpoint

- **Aims:** to consolidate the module, to monitor the students’ progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: Tolstoy was a...*

*Student 1: writer.*

*Teacher: Did you go to the concert last week?*

*Student 1: Yes, I did./No, I didn’t. etc*

**Note:** It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students’ efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

## 1 Complete the sentences.

Explain the activity. The students read and complete the sentences.

- |            |           |
|------------|-----------|
| 1 composer | 3 athlete |
| 2 artist   | 4 actor   |

## 2 What happened yesterday? Look and complete the sentences.

The students read the sentences and write the verbs.

- 1 had
- 2 fell
- 3 won
- 4 lost

## 3 Read and fill in.

Explain the activity. The students read the dialogue and complete.

- 1 didn’t like
- 2 did you do
- 3 I went

### Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (e.g. *exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

## Our World/My World

- **Aims:** to talk about famous castles
- **Vocabulary:** tower, prison, gift shop
- **Extra materials:** none

### BEGINNING THE LESSON

Write the word *castle* on the board. Ask the students if there are any castles in their country.

### PRESENTATION & PRACTICE

#### **Which castle? Read and choose a, b or c.**

Read the instructions and explain the task. Allow the students time to read the texts and complete the task. Explain/Elicit any unknown words. Check their answers.

**1** b      **2** c      **3** a

## 2 Read the text and answer the questions.

Refer the students to the pictures and the text. Read through the questions and allow the students time to read the text and answer them. Check their answers.

- 1 In Saint Petersburg.
- 2 Vasilii Bazhenov.
- 3 Forty days.
- 4 Famous portraits of Russian leaders.
- 5 Because the architects used different styles.

## 3 Portfolio: Write about a castle or an old building in your country.

Read the instructions and explain the task. Ask the students to write about a famous castle or building in their country and stick or draw a picture. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project. Then ask individual students to present their projects to the class.

Alternatively, you can ask the students to do their projects as part of their homework.

### (Students' own answers)

**Note:** Once the students have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

Ask the students to read the texts in Ex. 1 for a couple of minutes and close their books. Ask them some comprehension questions:

- e.g. *In which castle can you have lunch? (Warwick Castle)*  
*Where is Chambord Castle? (In France.)*  
*Which famous actress made a film in Chambord Castle? (Drew Barrymore)*  
*Where is Dublin Castle? (In Ireland.)*  
*What was Dublin Castle's tower? (A prison.)*  
*What can you buy at Dublin Castle? (souvenirs)*

## Go Green

- **Aims:** to raise the students' environmental awareness, to talk about different types of trees and tree leaves
- **Vocabulary:** leaf, rowan, birch, hazel, elder, holly, yew
- **Extra materials:** pictures of the tree leaves presented in the lesson

## BEGINNING THE LESSON

Put the pictures of the leaves onto the board. Explain to the students that these leaves come from different trees and show them how they vary in size and shape. Say the names of the trees the leaves come from. The students repeat after you.

## PRESENTATION & PRACTICE

### ★ Tree Detectives!

Read through the title (*Tree Detectives*) and explain/ elicit what it means. Refer the students to the text and the pictures. Allow them time to read the text. Then individual students read out from the text.

### 1 Be a Tree Detective!

Read the instructions and explain the task. Explain the steps to the students and assign the exercise as H/W for the next lesson. The students have to find a tree near their house, answer the questions and make a drawing.

**(Students' own answers)**

### 2 Now present your drawings to the class.

The students present their drawings to the class and answer the questions. Make sure you display their work somewhere in the class.

#### Why are trees and elephants the same?

Refer the students to the picture of the elephant behind the tree and read out the question. Allow the students some time to think of an answer to the question. Then provide the correct answer.

**Answer:** Both elephants and trees have got **trunks**.

## **3 Compound or simple leaf? Read and write.**

Point to the pictures and read the texts. Make sure the students understand the difference between the two leaves. Explain the task. Allow the students time to complete the task and check their answers.

- |                   |                   |
|-------------------|-------------------|
| <b>1</b> compound | <b>4</b> compound |
| <b>2</b> simple   | <b>5</b> simple   |
| <b>3</b> simple   | <b>6</b> compound |

## **ENDING THE LESSON**

Hand out the pictures of the leaves you have brought with you, one per student. Call out the different tree names. The students with the corresponding pictures stand up and show the pictures to the class.

## Our School

- **Aims:** to talk about King Arthur
- **Vocabulary:** stone, market place, sword, pull, tournament
- **Language focus**  
**Language in use:** consolidation
- **Extra materials:** none

## BEGINNING THE LESSON

Write on the board: *King Arthur* and *Excalibur*. Ask the students to tell you, in L1 if necessary, if they know/have heard of the legend of King Arthur. Ask them what they think the Excalibur was (*a sword*). Ask the students if they know/have heard of any legends from their country.

## PRESENTATION & PRACTICE

### 1 Look, read and match.

Read the instructions and explain the task. Refer the students to the paragraphs 1-5 in the text and to the pictures a-e. Ask the students to read the paragraphs and match them to the correct picture. Allow the students time to complete the task. Explain/Elicit any unknown words. Check their answers.

1 b    2 e    3 d    4 a    5 c

### 2 Portfolio: Write about a legend from your country. Draw or stick pictures.

Ask the students to write about a legend from their country and stick/draw pictures. Tell them to use the text in Ex. 1 as a model. Allow the students time to write about the legend and stick/draw pictures.

Alternatively, you can ask the students to do this at home as part of their homework. Provide any necessary help with the vocabulary.

## ENDING THE LESSON

Ask the students to read the text in Ex. 1 for a couple of minutes and close their books. Ask them some comprehension questions:

- e.g. *What was there in the stone? (A sword.)*  
*How old was Arthur when he went to the market? (16)*  
*Who told Arthur he was the son of King Uther? (Merlin)*

## Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** take, believe
- **Extra materials:** photocopies of the episode

## BEGINNING THE LESSON

Ask the students to remember what the previous episode was about (*Popsie drawing red spots on Pog and Tog's faces.*). Ask them if they remember any of the phrases from that dialogue and ask them to say them out loud (e.g. *You shouldn't eat so many sweets! You've got red spots! You should stay in bed today!*).

## PRESENTATION & PRACTICE

### 1 Listen and read the story. (TRACK 103)

(Activities to promote reading for pleasure.)

Ask the students to look at the pictures and guess what the dialogue is going to be about (e.g. *Pog, Trog and Popsie seeing a ghost.*).

Play the CD. The students listen and follow the lines. Play the CD again with pauses for the students to listen and repeat chorally.

### ★ Now take roles and read.

The students take roles and read the dialogue.

## ENDING THE LESSON

### Before going into class

Tippex out the speech bubbles and photocopy the episode (one copy per pair). Use a photocopy and cut out the speech bubbles. Arrange them in random order on a separate piece of paper and photocopy (one copy per pair).

The students work in pairs. Hand out a copy of the episode and a copy of the speech bubbles to each pair. The students, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

# Module 9 – The Fairy Garden

## Lesson 1

- **Aims:** to talk about months and dates
- **Vocabulary:** months of the year, well, blanket, CD player, beard, moustache
- **Language focus**  
**Structures:** ordinals  
**Language in use:** My birthday's in July. When's your birthday? In March. C is the third letter of the alphabet. The girl is listening to music.
- **Extra materials:** *Progress Report Cards*, *The months of the year* poster, flashcards (84-87), three dice (FAIRY FILES)

### BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

### PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

#### 1 Listen, point and repeat. (TRACK 104)



##### POSTER

**Students' books closed.** Put *The months of the year* poster on the board. Ask: *What month is it?* Then point to the month on the poster and answer: (*April*). The students repeat after you. Point to the next month and say: (*May*). The students repeat after you. Repeat the same procedure and present the rest of the months. Say the months in order. The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

#### 2 Talk with your friend.

Read the instructions and explain the task. Refer the students to the dialogue and have a pair read it aloud. Ask the students, in pairs, to act out similar dialogues. Go around the classroom monitoring and providing any help.

(Students' own answers)

(Activities to present and practise ordinal numbers.)

#### 3 Match. Then listen, point and repeat. (TRACK 105)

**Students' books closed.** Say, then write on the board: **When's your birthday? On the *fifteenth* of January.** Underline the words in bold. The students repeat, chorally and individually. Explain to the students how the ordinal numbers are formed and how they are used. Draw their attention to the numbers with spelling difficulties (*first, second, third, fifth, ninth, twelfth, twentieth, thirtieth, etc*). Show the students how the ordinal numbers are formed after number *twenty* (*twenty-first, twenty-second, etc*).

Drill your students:

e.g. Teacher: *one*

Student 1: *first, etc*

**Students' books open.** Read the instructions and explain the task. Refer the students to the numbers and the words. Tell the students to match the words to the correct number. Play the CD. The students listen, point to and repeat both the cardinal and the ordinal numbers.

**Answers:** 1 – first, 2 – second, 3 – third,  
4 – fourth, 5 – fifth, 9 – ninth,  
12 – twelfth, 21 – twenty-first,  
50 – fiftieth, 100 – hundredth

#### 4 Read and complete.

Read the instructions and the example. Explain the task. Allow the students time to complete the task. Check their answers.

2 fourth    3 first    4 twelfth    5 second

# Module 9 – The Fairy Garden

## ★ 5 Listen, point and repeat. (TRACK 106)



### FLASHCARDS (84-87)

**Students' books closed.** Put the flashcards on the board, one at a time. Point to each flashcard, and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

## ★ 6 Look at the picture and read the sentences. Say yes or no.

Refer the students to the picture and read the examples. Explain the task. Ask individual students to read the sentences and say *yes* or *no*. Ask the rest of the class for verification.

- |       |       |      |
|-------|-------|------|
| 3 no  | 5 no  | 7 no |
| 4 yes | 6 yes | 8 no |

## ★ FAIRY FILES

### Before going into class

Bring in three dice to class.

Tell the class that you are going to do yet another one of your amazing mind-reading tricks! Turn your back and ask someone to roll the three dice (e.g. 3, 1, 5). Then ask them to do the following without telling you the numbers.

- 1 Add up the scores of the three dice (e.g.  $3 + 1 + 5 = 9$ ).
- 2 Pick up any one of the dice and add the bottom face to the total (e.g.  $9 + 2 = 11$ ).
- 3 Roll that same dice and add its new score (4) to the previous total (e.g.  $11 + 4 = 15$ ).

Tell them to keep the final total in their mind, without telling you. Then, turn around, look at the three dice (e.g. 3, 1, 4), add seven to the scores that are showing, and make a dramatic gesture of being able to read the person's mind. Tell them that their total is (15). Magic!

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)

Say: *This month is before August, but after June. Which month is it?* Elicit: *July*. Ask students to take your role and repeat the activity.

**Note:** For the next lesson, the students should know the new words.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 9 – The Fairy Garden

## Lesson 2 – Grammar Land

- **Aims:** to present and practise question words
- **Extra materials:** blank slips of paper (one for each student), two empty tissue boxes (Ex. 5)

**Note:** Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

## PRESENTATION

### ★ Question words

**Students' books closed.** Write the following questions and answers on the board:

<b>Who</b> is that girl?	<b>She's</b> my sister.
<b>What</b> is that?	It's <b>a fairy fish</b> .
<b>Where's</b> my book?	It's <b>in your bag</b> .
<b>When's</b> your birthday?	<b>On</b> 17th April.
<b>Why</b> are you angry?	<b>Because</b> my dog ate my sandwich.
<b>How old</b> is Mary?	She's <b>eleven years old</b> .

Underline the words in bold and read out the questions and the answers. The students repeat after you chorally and individually. Explain/Elicit what each question word means and when we use it.

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ Talk with your friend.

Read the instructions and explain the task. Refer the students to the dialogue and have a pair read it aloud. Then refer the students to the prompts on the left and ask them, in pairs, to ask and answer the questions. Go around the classroom monitoring and providing any necessary help.

### (Suggested answers)

- Student 1: How do you spell your name?  
Student 2: A – L – I – C – E.  
Student 1: How old are you?  
Student 2: I'm eleven years old.  
Student 1: What is your favourite colour?  
Student 2: Yellow.  
Student 1: Who is your best friend?  
Student 2: You are my best friend.  
Student 1: What time do you usually get up?  
Student 2: I get up at 7 o'clock.  
Student 1: What is your phone number?  
Student 2: My phone number is 659827.

### ★ 2 Read and correct.

Read the instructions and explain the task. Allow the students time to write the correct question words. Check their answers.

- |         |        |
|---------|--------|
| 2 When  | 6 How  |
| 3 Where | 7 When |
| 4 What  | 8 What |
| 5 What  |        |

# Module 9 – The Fairy Garden

## 3 Read and choose. Then match.

Read the instructions and explain the task. Allow the students time to choose the correct question words and then match. Check their answers.

- |            |             |            |
|------------|-------------|------------|
| 1 d        | 4 Who - f   | 7 When - b |
| 2 What - a | 5 Where - g |            |
| 3 What - e | 6 How - c   |            |

## 4 Write the questions for the words in bold.

Read the instructions and explain the task. Allow the students time to read the answers and write the questions. Check their answers.

- |                         |                   |
|-------------------------|-------------------|
| 2 Who are you phoning   | 6 Who is a doctor |
| 3 When is your birthday | 7 Where is Claire |
| 4 How old are you       | 8 How much is it  |
| 5 Where is the book     |                   |

## Let's play!

### Before going into class

Have the blank slips of paper and two containers, such as empty tissue boxes, ready to use.

Divide the students into two teams (A and B) and hand each team some blank slips of paper. Each student from Team A has to write a question on the piece of paper provided. Tell the students they can write questions about anything they like, provided they begin with **Why** (e.g. *Why are you happy? Why do you like chocolate? etc*). Now tell each student from Team B to write an answer on the piece of paper provided. Tell the students they can write answers about anything they like, provided they begin with **Because** (e.g. *Because I was hungry. etc*). After they finish writing, both teams fold their pieces of paper and put them in the empty tissue boxes (the questions in one box and the answers in the other box). Invite a pair of students (one student from each team) to come to front of the class. Student 1 picks a piece of paper from the *Questions* box and Student 2 picks a piece of paper from the *Answers* box. Student 1 reads the question and Student 2 reads the answer. Students should find the game amusing as they read out the absurd answers to the questions.

e.g. *Student 1, Team A: Why did you go to bed early last night?*

*Student 2, Team B: Because I went to school.  
etc*

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask a student to come to the board. Ask four students to ask him a question. The student then has to remember the questions and answer them.

e.g. *Student 2: Where are you from?*

*Student 3: What is your favourite colour?*

*Student 4: Who is your best friend?*

*Student 5: When is your birthday?*

*Student 1: I'm from London. My favourite colour is blue. Mike is my best friend. My birthday is in July. etc*

## WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 9 – The Fairy Garden

## Lesson 3 – Grammar Land

- **Aims:** to present and practise the Future Simple

**Note:** Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

## PRESENTATION

### ★ Future Simple

**Students' books closed.** Say, then write on the board: *I **will go** to Italy in the summer.* Underline the words in bold. The students repeat, chorally and individually. Explain that this is the *Future Simple* tense. Explain that the future simple is formed with **will** and the base form of the verb, and that we use it to talk about future actions.

Draw the students' attention to the short form of **will** (*i.e.* 'll). Present the negative and interrogative forms in the same way as the affirmative. Present the **short answers** by asking the students and writing on the board: *Will you go to (Italy) in the summer?* Elicit answers and write them on the board: **Yes, I will./No, I won't.** Underline the words in bold. The students repeat after you.

**Students' books open.** Read through the sentences in the grammar box and draw the students' attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ 1 Read and write *will* or *won't*.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- |         |         |
|---------|---------|
| 2 will  | 4 won't |
| 3 won't | 5 won't |

### ★ 2 Look, ask and answer.

Read the instructions and explain the task. Refer the students to the pictures and the prompts. Ask the students questions about the picture showing the boy (*e.g.* *What is he wearing? What's he holding? etc.*). Refer the students to the example and ask a pair to read it aloud. Then refer them to the picture of the grown man in 2040. Explain that this is the boy in the future. Ask them questions about the pictures

(*e.g.* *Where is the man? Who is with him? etc.*). Refer the students to the example and ask a pair to read it aloud. Then let the students, in pairs, ask and answer questions using the future tense, as in the example. Check round the classroom. Ask some pairs to report back to the class.

### (Suggested answers)

- Student 1: Will he wear glasses?  
Student 2: No, he won't.  
Student 3: Will he have a beard and a moustache?  
Student 4: Yes, he will.  
Student 5: Will he ride a motorbike?  
Student 6: No, he won't.  
Student 7: Will he have a dog?  
Student 8: No, he won't.  
Student 9: Will he have two children?  
Student 10: Yes, he will.

### ★ 3 Complete. Use *He'll* or *He won't*.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- |            |            |         |
|------------|------------|---------|
| 2 He won't | 4 He won't | 6 He'll |
| 3 He'll    | 5 He won't |         |

# Module 9 – The Fairy Garden

## ★ 4 Read and say yes or no. Then write.

Refer the students to the pictures and the table. Read the instructions and explain the task. Allow the students time to read the prompts and answer yes or no about themselves. Then the students write sentences in their notebooks, as in the example.

### (Suggested answers)

I will be famous./I won't be famous.

I will travel around the world./I won't travel around the world.

I will have a beard and a moustache./I won't have a beard and a moustache.

I will live in a big city./I won't live in a big city.

I will have a lot of pets./I won't have a lot of pets.

## ★ 5 Who will do what? Listen and find out. (TRACK 107)

Read the instructions and explain the task. Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

1 b      2 a      3 d      4 c

### TAPESCRIPT

**A:** *Let's organise our picnic for next Sunday. Michael, will you make a cake?*

**Michael:** *Yes, of course.*

**A:** *Thanks, Michael. Robert, will you bring a CD player?*

**Robert:** *Sorry. My CD player isn't working. I'll buy the cola.*

**A:** *OK, Robert will buy the cola. But what about the CD player?*

**Helen:** *It's OK. I'll bring a CD player.*

**A:** *Thanks, Helen. Katy, will you bring a blanket, please?*

**Katy:** *Of course.*

**A:** *Right, we seem to have everything ...*

Now refer the students to the exchange in the example and tell them to ask and answer questions about who will do what for the picnic, as in the example.

### (Suggested answers)

2 **A:** Who will buy the cola?

**B:** Robert will.

3 **A:** Who will bring a CD player?

**B:** Helen will.

4 **A:** Who will bring a blanket?

**B:** Katy will.

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Refer the students to the prompts back in Ex. 2. Ask the students, in pairs, to ask and answer questions based on these prompts about themselves in the future.

e.g. *Student 1: Will you have a big house?*

*Student 2: Yes, I will. etc*

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 9 – The Fairy Garden

## Lesson 4

- **Aims:** to listen to and read a story about Erlina getting ready for Fairy Day and the characters helping her prepare her garden, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**  
**Structures:** consolidation  
**Language in use:** I'm getting my garden ready for Fairy Day! When's Fairy Day? On 24th June. They're fairy armadillos! Will you help me with my garden? And who will feed Faye and Fifi? We'll feed them! I hope it won't rain.
- **Extra materials:** none

## BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Ask individual students questions about what they think they will look/be like in the future and elicit responses.

- e.g. *Teacher: Will you have long hair?*  
*Student 1: Yes, I will.*  
*Teacher: Will you wear glasses?*  
*Student 2: No, I won't. etc*

If you have assigned any written homework, correct it before beginning the lesson.

## LISTENING & READING

(Activities to develop the students' listening and reading skills.)

### 1 Listen and read the dialogue. (TRACK 108)

**Students' books closed.** Write on the board: *Fairy Day*, *Fairy penguins* and *Pink fairy armadillos*. Ask the students if they know/have heard of anything related to these words and give them some background information:

- **Fairy Day:** The official Fairy Day is on 24th June. Usually on this day people celebrate fairies and everything linked to nature and beauty. Some of the events include: fairy tea (flower-shaped sandwiches, fruit and vegetables, etc), fairy fashion parade (children dressed like fairies), fairy garden viewing (walking around gardens), etc.

- **Fairy penguins:** They are about 35 centimetres (14 inches) in height and approximately one kilogram (about two pounds) in weight. They live on Phillip Island, Australia.
- **Pink fairy armadillos:** They are the smallest armadillo, being approximately 90-115 mm (3½ - 4½") long excluding the tail, and are pale rose or pink in colour. They live in central Argentina.

**Students' books open.** Go through the pictures of the dialogue and set the scene by asking questions.

- e.g. *Teacher: Where are the children?*  
*Student 1: In Erlina's garden.*  
*Teacher: What's Erlina wearing?*  
*Student 2: A hat and gloves.*  
*Teacher: How many Fairy penguins are there?*  
*Student 3: Two. etc*

Write on the board: *Who will get some ..... from the .....?* Ask the students to listen to the dialogue and complete the question. Play the CD. The students listen, follow the dialogue and complete the task.

**Answers:** water, well

### 2 Read the dialogue again and say yes or no.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and answer the questions with yes or no. Ask the rest of the class for verification.

- 1 yes                      2 no                      3 yes                      4 no

### Extension

Play the CD again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

# Module 9 – The Fairy Garden

Read the question at the bottom of page 87. Ask the students to tell you if they celebrate Fairy Day in their country and have a class discussion about it.

**(Students' own answers)**

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

*e.g. Teacher: I'm getting my garden ready for ...*

*Class: Fairy Day! etc*

**Note:** If you wish, have the students close their books during this activity.

## Lesson 5

- **Aims:** to talk about the future, make wishes, to develop listening skills, to develop the students' reading and writing skills
- **Vocabulary:** bluebird, throw, silver coin, fairy bell
- **Language focus**  
**Structures:** consolidation  
**Language in use:** In the Magic Garden we'll make a magic spell. We'll throw a silver coin in the wishing well! I will ask for a new camera. In the future, we'll go on holiday to the moon.
- **Extra materials:** flashcards (88-91)

### BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

### PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

#### 1 Listen, point and repeat. (TRACK 109)



#### FLASHCARDS (88-91)

**Students' books closed.** Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

#### 2 Sing along! (TRACK 110)

Read the instructions and explain the task. Refer the students to the picture and ask them what they see (a boy throwing a coin in the wishing well, two fairy fish, fairy bells, a fairy penguin, etc). Play the CD. The students listen and sing along. Alternatively, ask the students to perform the following actions:

**Fairy flowers and fairy fish** – (cross fingers and sway from side to side)

**Will you help us make a wish?**

**Fairy bluebird, fairy wren,**

**Close your eyes and count to ten!** (close eyes as though wishing)

**In the Magic Garden** (wave a pretend wand in the air)

**We'll make a magic spell.**

**We'll throw a silver coin** (mime throwing a coin in the well)

**In the wishing well!**

**Fairy flowers and fairy fish** – (cross fingers and sway from side to side)

**Will you help us make a wish?**

**Fairy penguin, fairy bell,**

**We'll see you by the wishing well!** (close eyes as though wishing)

#### 3 Throw a coin in the wishing well and make a wish. What will you wish for?

Read the instructions and explain the task. Refer the students to the picture and read out the example (elicit the word 'camera'). Then refer them to the prompts and ask individual students to read them out. Explain/Elicit any unknown words. Ask the students to think for a while and decide what they will ask for. Explain that they can use one of the ideas in Ex. 3 or anything else.

(Students' own answers)

#### Compare your answers with your friend.

Ask the students, in pairs, to say what they will wish for.

e.g. *Student 1: I'll wish for an A in my test. What about you?*

*Student 2: I'll wish for a new doll. etc*

# Module 9 – The Fairy Garden

## READING & WRITING

(Activities to develop the students' reading and writing skills.)

### ★ 4 Read and say yes or no. (TRACK 111)

Read the instructions and explain the task. Read the title and refer the students to the pictures and the texts. Elicit/Explain the words *energy*, *electricity* and *chip*. Allow the students time to read the texts and answer sentences 1-4 with *yes* or *no*. Play the CD. The students listen and check their answers.

1 yes      2 no      3 no      4 yes

### ★ 5 Portfolio: Write about life in the future. Stick or draw pictures.

Ask the students to write a short text about what they think life will be like in the future and stick or draw a picture. Tell them to use the texts in Ex. 4 as models. (e.g. *In the future we'll have bicycles that can fly.*) Allow the students time to write their texts and draw their pictures.

Alternatively, you can ask the students to write their texts and draw their pictures as part of their homework.

#### (Students' own answers)

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## FUN TIME

Refer the students to the picture and ask them what they see. Read the tongue twister. Ask the students, one at a time, to say the tongue twister as fast as they can. The student who says it without making a mistake is the winner.

Point to the facts in the *Did you know?* box and read them. Ask the students to choose one of the fairy animals. Tell them to use the Internet and find more information and pictures about their chosen animals.

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Write the following on the board:

<i>become an artist</i>	<i>have a big house</i>
<i>be rich</i>	<i>have a lot of pets</i>
<i>have a lot of children</i>	<i>study History</i>
<i>travel around the world</i>	<i>ride a motorbike</i>
<i>have long hair</i>	<i>become a singer</i>
<i>study English</i>	<i>be very rich</i>
<i>have a lot of friends</i>	<i>travel into space</i>
<i>go to London</i>	<i>study Science</i>
<i>become an athlete</i>	<i>have a car</i>
<i>live in a small town</i>	<i>become a pilot</i>

Ask individual students to come to the board and say one thing they'll do and one thing they won't do in the future/when they grow up.

e.g. *Student 1: In the future I'll travel around the world. I won't become an artist. etc*

#### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 7 – My Moscow

- **Aims:** to explore their own culture, to read about Moscow schools now and in the future, to make predictions about what schools will be like in the future
- **Vocabulary:** overhead projector, laptop, tablet, headset

### BEGINNING THE LESSON

*(An activity to present the topic of the lesson.)*

Have a discussion about technology in school. Ask the students, in L1 if necessary: *What are the different kinds of technology you use in your school?* Elicit the students' answers (computers, laptops, tablets, 3D printers, etc).

### PRESENTATION & PRACTICE

*(Activities to present and activate the new language.)*

#### ★ 1 Listen, point and repeat. (TRACK 112)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

#### ★ 2 Listen and read. (TRACK 113)

Point to the picture of the children and the Interactive table and ask the students to describe the picture, in L1 if necessary. Go through the text and explain all unknown words. Play the CD and ask the students to listen and follow along in their books. Then choose individual students to read from the text.

# Module 9 – The Fairy Garden

## 3 Read again and match.

Read the instructions and explain the activity. Allow the students enough time to read the text again and match the items 1-5 with A-E. Check their answers.

1 E    2 C    3 D    4 A    5 B

## 4 Complete. Then say if the predictions are *likely* to happen or *unlikely* to happen.

Read the instructions and explain the activity. Allow the students some time to read the sentences and complete them with the future tense. Then they say if the predictions are *likely* or *unlikely* to happen. Check their answers.

- |                          |                       |
|--------------------------|-----------------------|
| 1 will not be, will be   | 4 will go, will teach |
| 2 will hear, will not be | 5 will visit          |
| 3 will take, will know   |                       |

(Suggested answers)

- |            |            |            |
|------------|------------|------------|
| 1 unlikely | 3 unlikely | 5 unlikely |
| 2 likely   | 4 unlikely |            |

## 5 Over to you: What will schools be like in the future? Make predictions. Present them to the class.

Read the instructions and explain the activity. Tell the students to write their own predictions about what schools will be like in the future. Alternatively, assign it for homework.

(Suggested answer)

### Schools in the Future

- 1 There will not be books in the classroom. Students will read ebooks only.
- 2 Students will not write with pencils. They will use a laptop to write.
- 3 Students will not go to school. They will have a computer chip in their bodies and they will know everything. etc

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

(An activity to revise the vocabulary of the lesson.)

Draw rough sketches of the vocabulary items on the board and ask the students to memorize the order in which the items appear. Erase the sketches and ask individual students to name the items in the correct order. Change the order of the items and repeat the activity.

## Lesson 8 – Phonics

- **Aims:** consolidation

### BEGINNING THE LESSON

Ask the students to present their predictions about schools in the future from Lesson 7, Ex. 5.

### PRESENTATION & PRACTICE

#### 1 Read the story first to yourself and then to your friend.

**Students' books closed.** Tell the students they are going to read the story of *The bird with one wing*. Ask them what they think the story is going to be about. Elicit their answers.

**Students' books open.** Read the instructions and explain the task. Ask the students to get in pairs. Allow the students time to read the story first to themselves and then to their friends.

#### 2 Find words in the story with the following sounds.

Read the instructions and explain the activity. Ask the students to look at the story again and find the words. Allow them time to complete the task. Check their answers.

- |             |            |           |
|-------------|------------|-----------|
| 2 fly       | 6 crack    | 10 clean  |
| 3 away      | 7 catch    | 11 flew   |
| 4 alone     | 8 kitchens | 12 warmer |
| 5 squirrels | 9 knocked  |           |

#### 3 Read the story again. What's the moral of the story?

Read the instructions and explain the activity. Ask the students to say what the moral of this story is (there's a place for everyone). Elicit their answers.

#### 4 Write your own version of the story. Change the animals the little bird meets and what they ask it to do.

Read the instructions and explain the activity. Ask the students to write their own version of the story changing the animals the little bird meets and what they ask it to do. (e.g. *Just then the little bird saw some bears. "Can I live with you?" it asked. "Can you fish for us?" asked the bear. "No, I can't," said the bird. "Then you cannot live with us," said the bear.*)

### ENDING THE LESSON

(An activity to consolidate the language in the lesson.)

Ask the students to draw a picture of one of the animals they chose to write about in Ex. 4. Have the students present their pictures and read their stories to the class.

#### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 9 – The Fairy Garden

## Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

*e.g. Teacher: When is your birthday?  
Student 1: It's on 5th April. etc*

**Note:** It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

## 1 Complete the missing months.

Explain the activity. The students look and write the missing months.

- |          |            |
|----------|------------|
| 1 April  | 4 October  |
| 2 June   | 5 December |
| 3 August |            |

## 2 Read and match.

The students read and match the numbers.

- 1 f    2 d    3 a    4 b    5 e

## 3 Make sentences.

Explain the activity. The students put the words in order to make sentences.

- 1 I hope it won't snow.
- 2 They'll be here at seven.
- 3 Will he buy a new car?
- 4 She won't come to the party.

## 4 Read and answer.

Explain the activity. The students read the questions and answer them.

### (Suggested answers)

- 1 My last name is (Jones).
- 2 I'm from (London).
- 3 My birthday is on (24th March).
- 4 My favourite singer is (Rihanna).

### Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (*e.g. exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

## Lesson 1

- **Aims:** to talk about holidays and things to take on a holiday
- **Vocabulary:** swimsuit, swimming trunks, sandals, sleeping bag, sun cream, sunglasses
- **Language focus**  
**Structures:** be going to (affirmative)  
**Language in use:** Boys wear swimming trunks when they go swimming. I'm going to swim!
- **Extra materials:** *Progress Report Cards, On holiday poster, photocopies of the sentence template (FAIRY FILES)*

### BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

### PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

#### 1 Listen, point and repeat. (TRACK 114)



#### POSTER

**Students' books closed.** Put the *On holiday poster* on the board. Point to the items (*swimsuit, swimming trunks, sandals, sleeping bag, sun cream, sunglasses*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat chorally and individually. Check their pronunciation and intonation.

#### 2 Read the sentences and find the words.

Read the instructions and explain the task. The students read the sentences and find the items. Allow them time to complete the task and check their answers.

- |                   |                |
|-------------------|----------------|
| 1 swimming trunks | 5 sleeping bag |
| 2 sun cream       | 6 sunglasses   |
| 3 swimsuit        |                |
| 4 sandals         |                |

#### 3 What aren't they wearing? Choose.

Read the instructions and explain the task. Allow the students time to look at the puppets and chose what they aren't wearing. Check their answers.

- |         |            |
|---------|------------|
| 1 skirt | 3 dress    |
| 2 coat  | 4 swimsuit |

#### FAIRY FILES

##### Before going into class

Photocopy the *sentence template* [p. 144(T)].

The trick is an optical illusion. When someone is reading it, they usually don't read the second *the* in the sentence.

Photocopy the template and show it to the class. Ask someone to read it. Ask a few students in turn to read it and then ask: *Does everyone agree that it reads 'I'm going to go swimming in the summer'?* Then, point to the words one by one and ask them to repeat! They will see that there is one extra **the**. Tell them to try this out at home on their friends and family!

# Module 10 – Port Fairy

## ★ 4 Listen, point and repeat. (TRACK 115)



### POSTER

**Students' books closed.** Refer the students to the *On holiday* poster on the board. Point to the pictures (*rucksack, map, tent, souvenir, camp, wetsuit, dive, surf*), one at a time, read and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

## ★ 5 Complete. Then sing along! (TRACK 116)

Read the instructions and explain the task. Refer the students to the song and ask them to read and complete the gaps. Play the CD, twice if necessary. The students listen and check their answers.

2 blue    3 eat    4 tent    5 bear

Play the CD again. The students listen and sing along.

## ★ 6 Rearrange the letters to find out what Sam is going to do on holiday.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

2 camping            4 swimming  
3 surfing             5 fishing

## ENDING THE LESSON

*(An activity to consolidate the vocabulary of the lesson.)*

Ask the students to draw a suitcase with four things they are going to take with them while on holiday. Individual students show their drawings to the rest of the class, point to and name the items in the suitcase.

**Note:** For the next lesson, the students should know the new words.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 2 – Grammar Land

- **Aims:** to present and practise “be going to”

**Note:** Depending on your students’ needs, you can spend more than one lesson on *Grammar Land*.

## PRESENTATION

### ★ Be going to

**Students’ books closed.** Say, then write on the board: *I **am going to** play chess tonight.* Underline the words in bold. The students repeat after you. Explain that we use **be going to** to talk about future plans and intentions for the future. Show the students how the affirmative is formed. Present all the other persons of the affirmative in the same way. Say, then write on the board: *I **am not going to** go diving this summer.* Underline the words in bold. The students repeat after you. Show the students how the negative is formed. Write: *I’**m not going to** go diving this summer.* Underline the words in bold and explain that this is the short form. Present all the other persons of the negative in the same way. Say, then write on the board: ***Are you going to** go camping this summer?* Underline the words in bold. The students repeat after you.

Show the students how the interrogative is formed. Present all the other persons of the interrogative in the same way. Present the **short answers** by asking the students and writing on the board: *Are you going to go camping this summer?* Elicit answers and write them on the board: ***Yes, I am./No, I’m not.*** Underline the words in bold. The students repeat after you.

**Students’ books open.** Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ 1 Read and complete. Use *am, is* or *are*.

Read the instructions and explain the task. Allow the students time to complete it and check their answers.

- |       |       |      |       |
|-------|-------|------|-------|
| 1 am  | 3 is  | 5 is | 7 am  |
| 2 are | 4 are | 6 is | 8 are |

### ★ 2 What are Pog and Trog going to do next week? Look and say.

Read the instructions and explain the task. Refer the students to Pog and Trog’s calendar for next week and to the example. Read out the example and explain to the students that we can use **next** Monday, Tuesday, etc./month/year when we refer to the future. Ask individual students to make similar sentences about Pog and Trog’s plans for next week.

#### (Suggested answers)

Pog and Trog are going to go dancing next Tuesday.  
Pog and Trog are going to go to the dentist’s next Wednesday.

Pog and Trog are going to play tennis next Thursday.

Pog and Trog are going to watch a football match next Friday.

Pog and Trog are going to go to Popsie’s party next Saturday.

### ★ 3 What about you? Tell your friend.

Read the instructions and explain the task. The students, in pairs, tell their partner what they are going to do next week. Go around the classroom monitoring and providing assistance where necessary. Ask some pairs to report back to the class.

e.g. *Student 1: I’m going to visit my grandma next Monday. What about you?*

*Student 2: I’m going to play football next Monday. etc*

# Module 10 – Port Fairy

## ★ 4 What are Jake and Jilly going to do tomorrow? Talk with your friend.

Read the instructions and explain the task. Refer the students to the table and ask individual students to read out the activities. Ask a pair of students to read out the example. Ask the students, in pairs, to ask and answer questions about what Jake and Jilly are going to do tomorrow. Go around the classroom and check their answers. Ask some pairs to report back to the class.

### (Suggested answers)

Student 1: Is Jake going to buy a map?

Student 2: No, he isn't. Is Jilly going to buy a map?

Student 1: Yes, she is.

Student 1: Is Jake going to go camping?

Student 2: Yes, he is. Is Jilly going to go camping?

Student 1: Yes, she is.

Student 1: Is Jake going to buy souvenirs?

Student 2: No, he isn't. Is Jilly going to buy souvenirs?

Student 1: No, she isn't.

Student 1: Is Jake going to go diving?

Student 2: Yes, he is. Is Jilly going to go diving?

Student 1: No, she isn't.

Student 1: Is Jake going to go surfing?

Student 2: No, he isn't. Is Jilly going to go surfing?

Student 1: Yes, she is.

## ★ 5 Read and answer.

Explain the task. The students answer the questions.

### (Suggested answers)

- 1 I am going to go camping at Lake Baikal.
- 2 I am going to go with my family.
- 3 We are going to go by car.
- 4 We are going to take a tent and sleeping bags with us.
- 5 We are going to walk, swim and go fishing there.

## ★ Let's play!

Refer the students to the picture and read the example. Brainstorm for jobs and write them on the board. Explain the game. Ask a student to come to the front of the class and mime a job. The rest of the class tries to guess what he/she is going to be when he grows up. Whoever guesses correctly comes to the front and the game continues.

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Ask the students to write their own calendar with plans for next week. When they have finished, ask individual students to come to the front of the class and tell their classmates about their plans.

*e.g. Student 1: I'm going to visit my grandma next Monday. I'm going to play football next Tuesday. etc*

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 3 – Grammar Land

- **Aims:** to present and practise the Present Perfect tense

**Note:** Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

## PRESENTATION

### ★ Present Perfect

**Students' books closed.** Say, then write on the board: *I **have finished** my homework.* Underline the words in bold. The students repeat after you. Explain that this is the *Present Perfect* tense and that we use it to talk about a past action that has some relevance to the present. Elicit the formation of all persons in the affirmative. Ask, then write on the board: ***Have you finished** your homework?* Underline the words in bold. The students repeat, chorally and individually. Elicit the formation of questions in the Present Perfect. Read the question again and answer: *I **haven't finished** my homework.* Underline the words in bold. The students repeat after you. Elicit the formation of the negative. Present the short answers: ***Have you seen** this film?* Nod, then say and write: ***Yes, I have.*** Ask again, shake your head and answer: ***No, I haven't.*** Underline the words in bold. The students repeat after you. Explain to the students that we can use the time expressions *already, never, ever, yet* with the Present Perfect tense. (*I **have already** eaten. They **have never been** to England. **Have you ever met** a famous person? I **haven't called** him **yet**).* Explain their meaning and their place in the sentences.

**Students' book open.** Read through the sentences in the grammar box and draw the students attention to the words in bold.

**Note:** You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

## PRACTICE

### ★ 1 Complete the sentences using the verbs in the *present perfect*.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- |                    |                   |
|--------------------|-------------------|
| 2 have lived       | 5 haven't watched |
| 3 has stayed       | 6 have played     |
| 4 Have they called |                   |

### ★ 2 Match. Go to p.125 and check your answers.

Read the instructions and explain the task. Allow the students time to complete the task and then refer them to p.125 to check their answers.

come – come	write – written
be – been	swim – swum
fly – flown	break – broken
go – gone	see – seen
drive – driven	know – known
run – run	buy – bought
sit – sat	take – taken
make – made	eat – eaten
do – done	drink – drunk

# Module 10 – Port Fairy

## 3 What has Maria Petrova done in her life? Look at the pictures and make sentences. Use the phrases below.

Read the instructions and explain the task. Read through the phrases and direct the students' attention to the pictures. Read the example. Allow the students time to complete the task. Check their answers.

- 2 She has driven a tractor.
- 3 She has met Vladimir Putin.
- 4 She has been to Rome.
- 5 She has eaten frogs' legs.
- 6 She has swum across the Black Sea.

## 4 What has Jim already done? What hasn't he done yet? Look at the list and say.

Read the instructions and explain the task. Read the examples. Point out that **already** comes before the main verb, whereas **yet** comes at the end of the sentence. Read through the prompts. Allow the students time to write sentences about what Jim has/hasn't already done.

He hasn't bought sandals yet.  
He has already made lunch.  
He has already written to Julie.  
He hasn't taken the dog for a walk yet.  
He hasn't called Mark yet.  
He has already played tennis with Roy.

## 5 Make questions. Then answer them about yourself.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- 2 Have you ever visited Red Square.  
Yes, I have. / No, I haven't.
- 3 Have you ever swum in a river?  
Yes, I have. / No, I haven't.
- 4 Have you ever made breakfast for your mother?  
Yes, I have. / No, I haven't.
- 5 Have you ever met somebody famous?  
Yes, I have. / No, I haven't.
- 6 Have you ever drunk tea?  
Yes, I have. / No, I haven't.

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to say three things they have already done and three things they haven't done yet.

e.g. Student 1: I have already travelled to Italy.  
I haven't travelled to France yet. etc

## WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 4

- **Aims:** to listen to and read a story about the characters flying to Port Fairy and Alvin swimming with the dolphins, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**  
**Structures:** consolidation  
**Language in use:** We're going to go on that plane to Port Fairy! I'm going to need a lot of things! Alvin and Erlina are going to come, too. What are we going to do today? We're going to have a great summer!
- **Extra materials:** none

### BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Approach the student sitting at the front and ask him/her what he/she is going to do tomorrow. The student answers and then he/she asks the same question to the student next to him/her and so on.

e.g. *Teacher: What are you going to do tomorrow?*

*Student 1: I'm going to go to school. (asks the student next to him/her) What are you going to do tomorrow?*

*Student 2: I'm going to play football. etc*

If you have assigned any written homework, correct it before beginning the lesson.

### LISTENING & READING

(Activities to develop the students' listening and reading skills.)

#### 1 Listen and read the dialogue. (TRACK 117)

Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: What are the children going to do?*

*Student 1: They are going to go on holiday.*

*Teacher: Who is with them?*

*Student 2: Miss Dee.*

*Teacher: Are Alvin and Erlina going to go with them, too?*

*Student 3: Yes. etc*

Write on the board: *suitcase, swimming trunks, swimsuit, sunglasses, sandals, sun cream, sleeping bag, wetsuit.* Explain to the students that they will listen to the dialogue and say which of the items are heard. Play the CD. The students listen, follow the dialogue and complete the task.

**Answer:** suitcase, swimming trunks, sun cream, wetsuit

#### 2 Read the dialogue again and say yes or no.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and answer the questions with yes or no. Ask the rest of the class for verification.

1 no      2 yes      3 yes      4 no

#### Extension

Play the CD again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

# Module 10 – Port Fairy

Read the question at the bottom of page 103. Ask the students to tell you if they think there is a place called Port Fairy. Most likely the students will say no, but tell them that actually there is a Port Fairy in Victoria, Australia, and that it is a very popular holiday destination, mainly because of the numerous festivals that are held there!

**(Students' own answers)**

## ENDING THE LESSON

*(An activity to consolidate the language of the lesson.)*

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

*e.g. Teacher: I'm going to go ...  
Class: diving! etc*

**Note:** If you wish, have the students close their books during this activity.

## WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 5

- **Aims:** to talk about holidays, to develop the students' listening, reading and writing skills
- **Vocabulary:** dove, wing, sky, wave, handbag
- **Language focus**  
**Structures:** consolidation  
**Language in use:** We are going to fly to the sky. We are going on holiday! I'm going to go camping with my dad next weekend.
- **Extra materials:** flashcards (92-95)

### BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

### PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

#### 1 Listen, point and repeat. (TRACK 118)



##### FLASHCARDS (92-95)

**Students' books closed.** Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

**Students' books open.** Play the CD. The students listen to the words and point to the pictures. Play the CD again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

#### 2 I am you! Imagine you are your friend. Complete the sentences.

Read the instructions and explain the task. Ask the students if they think they know their friends really well! Allow the students time to complete the sentences about their friend.

(Students' own answers)

#### ★ Compare your answers with your friend. Did you get any answers right?

Ask the students to compare their answers with their friends and see how well they know each other!

(Students' own answers)

#### 3 Sing along! (TRACK 119)

Read the instructions and explain the task. Refer the students to the picture and ask them what they see (*Harry, Emma, Mona and Lee are flying on a dove and Alvin is in a basket under them*). Play the CD. The students listen and sing along. Alternatively, ask the students to perform the following actions:

**We are going to fly to the sky.** (mime flying)

**We are going on holiday!**

**Yes, we're going to fly on the wings of a dove**

**Singing Polly - Wolly - Doodle all the day!** (wave both hands)

**Fly away!** (flap imaginary wings)

**Fly away!**

**We are going to fly away!**

**We are going away on a holiday**

**Singing Polly - Wolly - Doodle all the day!** (wave both hands)

**We are going to fly to the sky.** (mime flying)

**We are going on holiday!**

**Yes, we're going to send you lots of love** (blow kisses)

**Singing Polly - Wolly - Doodle all the day!** (wave both hands)

# Module 10 – Port Fairy

## READING & WRITING

(Activities to develop the students' reading and writing skills.)

### 4 Read the text and choose the right word. (TRACK 120)

Read the instructions and explain the task. Ask the students to look at the letter and the picture and have a picture discussion as to what they can see (*a girl, a tent, a river, the sun, etc*). Ask the students to read the letter and choose the correct word(s). Play the CD. The students listen and check their answers.

- |           |         |        |
|-----------|---------|--------|
| 1 camping | 3 sunny | 5 next |
| 2 tent    | 4 cook  |        |

### 5 Portfolio: What are your plans for the next weekend? Write. Attach or draw pictures.

Ask the students to write a letter to a friend about what they are going to do next weekend, and stick or draw a picture. Tell them to use the letter in Ex. 4 as a model and draw their attention to the letter format. (*e.g. Hi, Sally! I'm going to go swimming next week. I hope it's going to be very hot! What are you going to do next weekend? Love, Karen.*) Allow the students time to write their letters and draw their pictures.

Alternatively, you can ask the students to write their letters and draw their pictures at home as part of their homework.

#### (Students' own answers)

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## FUN TIME

Ask the students to read the proverb and say what they think it means (no matter how large the task, it all starts with one small step). Ask the students if they have a similar proverb in their country. Elicit the students' answers.

Refer the students to the *Did you know?* box and the nursery rhyme. Read it and explain any unknown words. Ask the students to explain the rhyme in their own language. Then ask them to say which day they were born on and if agree with the rhyme. Have a discussion.

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Demonstrate the following dialogue with a student:

*Teacher: Where are you going to go on holiday?*

*Student 1: I'm going to go to Mexico.*

*Teacher: Have a nice holiday!*

*Student 1: Thank you!*

The students, in pairs, act out similar exchanges.

### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

## Lesson 7 – My Moscow

- **Aims:** to explore their own culture, to read about holidays in Moscow, to make a poster of a perfect summer camp
- **Vocabulary:** go hiking, go rafting, canteen, expedition

### BEGINNING THE LESSON

(An activity to present the topic of the lesson.)

Have a discussion about holidays. Ask the students, in L1 if necessary: *How do you spend your summer holiday? Where do you go? Do you spend it with your family? Do you go to a summer camp?* Elicit the students' answers.

### PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

#### 1 Listen, point and repeat. (TRACK 122)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

#### 2 Read, choose and complete. Then listen and check. (TRACK 123)

Point to the children and ask the students to name the sport (rafting). Read through the text and explain any unknown words. Then allow the students some time to read the text again and complete the activity. Play the CD and ask the students to listen and check their answers.

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

# Module 10 – Port Fairy

## 3 Read and match. Then use the phrases to complete the sentences.

Read the instructions and explain the activity. Allow the students enough time to match the items 1-5 with a-e to make phrases and use them to complete the sentences. Check their answers.

1 e    2 d    3 b    4 c    5 a

- 1 holiday time
- 2 summer camp
- 3 go rafting
- 4 comfortable beds
- 5 computer programming

## 4 Read and choose. Then take roles and act out.

Read the instructions and explain the activity. Allow the students some time to read the dialogue and choose the correct words. Check their answers. Then, in pairs, the students act out the dialogue. Choose some pairs to act out the dialogue in front of the class.

- 1 How                      4 improve
- 2 some                    5 Where
- 3 for                        6 their

## 5 Think of a perfect summer camp and answer the questions.

Read the instructions and explain the activity. Allow the students some time to think about what their ideal summer camp would be like and answer the questions. Check their answers.

- 1 Its name is Camp Splash.
- 2 It's near Snake River Park.
- 3 Children sleep in tents with comfortable beds.
- 4 Children can go rafting and swimming in the river, play football and basketball and take part in dance and theatre.

## 6 Over to you: Make a poster of your perfect summer camp. Use the answers to the questions in Ex. 5. Present the poster to the class.

Read the instructions and explain the activity. Tell the students to use the information from Ex. 5 and make a poster about their perfect summer camp. Alternatively, assign it for homework.

(Suggested answer)



**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

(An activity to revise the vocabulary of the lesson.)

Divide the class into two teams, A and B. Ask a student from either team to come to the board. Whisper one of the target vocabulary words to him/her. Without speaking, the student draws a picture of the word on the board. The first team to guess the word wins a point. Repeat the activity with as many students as you think is necessary. You can revise words from previous lessons as well, if you wish. The team with the most points wins the game.

## Lesson 8 – Phonics

- **Aims:** consolidation

### BEGINNING THE LESSON

Ask the students to present their posters about their perfect summer camps from Lesson 7, Ex. 6.

### PRESENTATION & PRACTICE

#### 1 Complete the story. Then read it to your friend.

**Students' books closed.** Tell the students they are going to read the story of *The hungry little dog*. Ask them what they think the story is going to be about. Elicit their answers.

**Students' books open.** Read the instructions and explain the task. Allow the students time to read the story and write the words. Check their answers. Ask the students to get in pairs. The students read the story to their friends.

- |           |             |
|-----------|-------------|
| 2 home    | 7 actor     |
| 3 food    | 8 money     |
| 4 paper   | 9 dinner    |
| 5 gave    | 10 mornings |
| 6 special | 11 star     |

#### 2 Read the story again and answer the questions.

Read the instructions and explain the activity. Ask the students to read the story again and answer the questions. Check their answers.

- 1 He knocked things over.
- 2 Lucky.
- 3 Lucky made a lot of money and was very pleased.

#### 3 Work in pairs. Student A is the dog's master. Student B is a reporter who wants to find out all the information he/she can about the dog. Act out the interview.

Read the instructions and explain the activity. The students, in pairs, take roles and act out the interview.

#### (Suggested answers)

**Reporter:** What's the dog's name?

**Dog's master:** Lucky.

**Reporter:** What did Lucky do when he was excited?

**Dog's master:** He knocked things over. etc

### ENDING THE LESSON

(An activity to revise the sounds in the lesson.)

Divide the class into two teams, A and B. Choose a student from Team A. Say the /ei/ sound and ask the student to say a word with the same sound e.g. *gave*. A correct answer gets one point. Repeat with a student from Team B. Continue the game with different sounds and until everyone has had a turn. The team with the most points wins.

#### WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

# Module 10 – Port Fairy

## Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

*e.g. Teacher: Are you going to play computer games?*

*Student 1: Yes, I am. etc*

**Note:** It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

## 1 Look at the pictures. Then read and find the words.

Explain the activity. The students look at the pictures, read the sentences and find the words.

- 1 sun cream
- 2 souvenir
- 3 map
- 4 sandals
- 5 rucksack

## 2 Read and match.

The students read the sentences and match.

- 1 d    2 f    3 b    4 a    5 c

## 3 Read and choose a or b.

Explain the activity. The students read the sentences and choose the correct answer.

- 1 b    2 a    3 b    4 b    5 b

## Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (*e.g. exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

## Our World/My World

- **Aims:** to talk about family holidays
- **Vocabulary:** snowmobile, music hall, roller coaster
- **Extra materials:** none

### BEGINNING THE LESSON

Write *holiday resort* on the board and explain/ elicit what it means. Ask the students if they know any holiday resorts in their country and if they have ever been there. Ask them what kind of activities families usually do there (e.g. *swimming, water-skiing, skiing, etc.*).

### PRESENTATION & PRACTICE

#### Choose the best holiday for each family.

Read the instructions and explain the task. Refer the students to the family pictures and read out the family name and what they like (1-3). Point to the holiday destinations below and ask the students to choose the best holiday destination according to what each family likes. Allow the students time to read the texts and complete the task. Check their answers.

- 1 Blackpool      2 Corfu      3 Banff

## 2 Read the text and explain the words in bold. Check your answers with the dictionary at the back of the book.

Read the instructions and explain the task. Allow the students time to read the text and explain the words in bold. The students refer to the dictionary at the back of their books to check their answers.

**resort** – a place where you can go to rest, do a sport, etc.

**ski slopes** – the sides of a hill or mountain where you can ski

**lifts** – machines with seats hanging from moving wires that carry people to the top of slopes so they can ski down

**local** – responsible for a small area

**airport** – a place where planes take off and land

## 3 Read the text again and complete the sentences.

Read the instructions and explain the task. The students read the text again and complete the sentences. Check their answers.

- 1 resort
- 2 2014 Winter
- 3 45 km
- 4 airport, train station

## 4 Portfolio: Write about a famous holiday resort in your country.

Read the instructions and explain the task. Ask the students to write about a famous holiday resort in their country and stick or draw a picture. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project. You can ask individual students to present their project to the class.

Alternatively, you can ask the students to do the project at home as part of their homework.

### (Students' own answers)

**Note:** Once the students have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

Ask the students, in pairs or in groups, to draw a picture of an ideal holiday resort. Make sure you display their work somewhere in the class.

## Go Green

- **Aims:** to raise the students' environmental awareness, to talk about Earth Day, recycle, reuse
- **Vocabulary:** consolidation
- **Extra materials:** none

## BEGINNING THE LESSON

Write the words *Earth Day* on the board. Ask the students if they know anything about this day (e.g. *When do we celebrate it? Why do we celebrate it? What do people do on that day? etc*) and elicit responses.

## PRESENTATION & PRACTICE

### 1 Read and answer.

Read the instructions and explain the task. Refer the students to the text and to questions 1-3. Allow them time to read the text and answer the questions.

- 1 (It was) on 22<sup>nd</sup> April, 1970.
- 2 174 countries.
- 3 They plant trees and collect glass, paper and plastic to recycle.

### 2 Let's sing! (TRACK 124)

Refer the students to the song. Ask individual students to read it out. Play the CD. The students listen to the song and sing along, each time substituting the word *planet* in the verse with the words *flowers*, *rivers* and *animals*.

### 3 Craftwork

Explain the craftwork activity. Tell the students that you are going to organise an art exhibition about Earth Day! Ask the students to find some pebbles and paint them. This can be done at home. Then they bring them to class and have a class exhibition.

### 4 Think of your own verse for the song!

Explain the activity to the students and allow them time to think of their own verse for the song and write it down. Individual students can sing their verse to the rest of the class.

e.g. *Student 1: We've got the mountains in our hands! ... Understand ... in our hands! etc*

**5** It's EARTH DAY today. What can you do to celebrate? Choose and write.

Read the instructions and explain the task. Read through the prompts and allow the students time to complete the task. Check their answers.

**(Suggested answers)**

*I can plant a tree. I can ride my bike around town. I can turn off the TV when I'm not watching it. I can also take a shower and not a bath.*

## ENDING THE LESSON

Ask the students, in pairs or in groups, to make a poster for Earth Day and decorate it with drawings, stickers, ribbons, etc. Once the students finish their posters, make sure you display them somewhere in the class.

## Our School

- **Aims:** to talk about temperatures and holiday destinations
- **Vocabulary:** Cairo/Egypt, Acapulco/Mexico, Tokyo/Japan, Moscow/Russia, Dublin/Ireland, Sydney/Australia, temperature, degree, Celsius, Fahrenheit, boiling hot
- **Language focus**  
**Language in use:** consolidation
- **Extra materials:** none

## BEGINNING THE LESSON

Write the following words on the board: *Celsius, Fahrenheit*. Explain to the students that these are two different scales for measuring temperature and that we use the symbol °C for Celsius and °F for Fahrenheit. Ask them which scale they use for measuring in their country. Explain that temperature is read like this:  $31^{\circ}\text{C} = 31 \text{ degrees Celsius}$ ,  $89^{\circ}\text{F} = 89 \text{ degrees Fahrenheit}$ .

## PRESENTATION & PRACTICE

### 1 Look and talk with your friend.

**Students' books closed.** Say, then write the following cities on the board: *Cairo, Acapulco, Tokyo, Moscow, Dublin, Sydney*. The students repeat after you. Ask the students if they know/have heard of these cities and say/ elicit where they are (*Cairo - Egypt, Acapulco - Mexico, Tokyo - Japan, Moscow - Russia, Dublin - Ireland, Sydney - Australia*).

**Students' books open.** Read the instructions and explain the task. Refer the students to the table and have them look at the cities, as well as the temperatures in these cities in July. Ask a pair of students to read out the example. Tell the students, in pairs, to ask and answer questions, as in the example. Go around the classroom monitoring and providing assistance when necessary.

#### (Suggested answers)

- Student 1: What's the weather like in Acapulco in July?  
 Student 2: It's very hot. It's about 31 degrees Celsius.  
 Student 3: What's the weather like in Tokyo in July?  
 Student 4: It's quite hot. It's about 29 degrees Celsius.  
 Student 5: What's the weather like in Moscow in July?  
 Student 6: It's very warm. It's about 24 degrees Celsius.  
 Student 7: What's the weather like in Dublin in July?  
 Student 8: It's warm. It's about 19 degrees Celsius.  
 Student 9: What's the weather like in Sydney in July?  
 Student 10: It's quite cool. It's about 16 degrees Celsius.

### 2 Choose one of the cities to visit. Decide what to pack and make a list.

Read the instructions and explain the task. Refer the students to the pictures and ask them to choose one of the cities (in Ex. 1) to visit. Then ask them to make a list of things to take with them. Tell them they can use some of the clothes shown in the pictures, or add some more based on what they have learnt.

(Students' own answers)

### Now tell your friend.

Read the instructions and explain the task. Refer the students to the example and tell them to work in pairs, and tell their partner where they're going to go and what they're going to take with them, as in the example. Go around the classroom monitoring and providing assistance when necessary.

(Students' own answers)

## ENDING THE LESSON

Ask the students, in pairs or in groups, to imagine they are going to go on holiday to a place of their choice and draw a picture of a suitcase with things they are going to take with them. Ask the pairs/groups to present their drawings to the rest of the class. Make sure you display their work somewhere in the class.

## Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** wings, claws, dragon, cute
- **Extra materials:** photocopies of the episode

## BEGINNING THE LESSON

Ask the students if they remember what the previous episode was about (*Pog, Trog and Popsie seeing a ghost.*). Ask them if they remember any of the phrases from that dialogue and ask them to say them out loud (e.g. *Popsie, did you take my glasses? No, I didn't! Popsie, did you take my shoes? It was me! I cleaned your glasses, I washed your shoes and I made popcorn for everyone! We don't believe in ghosts, Popsie!*).

## PRESENTATION & PRACTICE

### 1 Listen and read the story. (TRACK 125)

(Activities to promote reading for pleasure.)

**Students' books open.** Ask the students to look at the pictures and guess what the dialogue is going to be about (e.g. *Pog and Trog finding a baby dragon.*).

Play the CD. The students listen and follow the lines. Play the CD again with pauses for the students to listen and repeat chorally.

### ★ Now take roles and read.

The students take roles and read the dialogue.

## ENDING THE LESSON

### Before going into class

Photocopy the episode, cut out the frames and erase the numbers. Photocopy one set per group of students.

Hand out one set of frames per group. Ask the students to work together and put the frames in the correct order. You can help them by playing the episode again while they're completing the task. Go around the classroom monitoring the students.

# Valentine's Day/Peter and Fevronia Day

- **Aims:** to talk about Valentine's Day/Peter and Fevronia Day
- **Vocabulary:** exchange, gifts, St. Valentine, celebrate, believe, priest, century, Roman Emperor, soldier, continued, in secret, prison, tradition, Orthodox patron saint, marriage, peasant, cure, promise, favour, receive, exactly
- **Extra materials:** a calendar page

**Note:** This lesson is optional. It is designed to be taught just before Valentine's Day.

## BEGINNING THE LESSON

Put up the calendar page. Point to 14th February and ask the students: *What's the date?* Elicit the answer: *14th February.* Explain/Elicit that this is the day when people in many parts of the world celebrate love by giving presents and cards to their loved ones.

## PRESENTATION & PRACTICE

(Activities to present the history of Valentine's Day/ Peter and Fevronia Day.)

- 1** Look at the pictures and the title of the text. What is the text about? How do you think the people in the pictures are related to the text? Tell the class. Then read the text and check your answers.

Ask the students to read the title of the text and say what the text is about (*Valentine's Day*). Point to the pictures and ask the students to tell you how they think the pictures are related to the text. Elicit their answers. Then read the text, a line at a time, pausing for the students to repeat. The students listen, follow the text and repeat after you. Explain any unknown words. Ask the students to read the text on their own, check their answers and tell you if they guessed correctly. Choose individual students to read the text.

### Extension

Ask students comprehension questions.

- 1 What do people do on Valentine's Day? (Exchange sweets, flowers and gifts.)
- 2 Who was Father Valentine? (A priest.)
- 3 What didn't the Roman Emperor want? (He didn't want his soldiers to marry.)
- 4 What did Father Valentine do? (He married the soldiers in secret.)

- 5 What happened when the Emperor found out? (He put Father Valentine in prison.)
- 6 How did the tradition of giving flowers and cards start? (It started when the young couples that Father Valentine secretly married visited him in prison and gave him flowers and thank-you notes.)
- 7 When did Father Valentine die? (He died on 14th February.)

- 2** What do you know about Peter and Fevronia Day? Complete the sentences. Then read and check your answers.

Ask the students to tell you about Peter and Fevronia Day. Elicit their answers. Then read the text, a line at a time, pausing for the students to repeat. The students listen, follow the text and repeat after you. Explain any unknown words. Ask the students to read the text on their own and complete the task. Check their answers.

- 1 8th July
- 2 marriage and family life
- 3 fevronki

# Valentine's Day/Peter and Fevronia Day

## 3 Complete the Valentine's Cards. Then listen and check your answers. (TRACK 126)

Read the instructions and explain the task. Point to the cards and to the missing words and allow the students some time to complete the task. Play the CD. The students listen, follow along and check their answers.

- 1 red      3 heart      5 do      7 what  
2 you      4 love      6 Valentine      8 song

## 4 How do they celebrate Valentine's Day in the US and Japan? Read and answer.

Read the instructions and explain the task. Allow the students time to read the texts and say how they celebrate Valentine's Day in the US and Japan. Elicit their answers.

### (Suggested answers)

In the US, children sing songs, dance, perform plays and make gifts and cards for their friends and teachers.

In Japan, women give chocolates or gifts to men on 14th February. Men who receive gifts should return the favour on 14th March.

## 5 Now write how you celebrate Valentine's Day in your country.

Ask the students to write a text about how they celebrate Valentine's Day in their country. Tell them to use the texts in Ex. 4 as models. (e.g. *In England, people exchange cards, flowers and chocolates. Children sing songs and get gifts such as sweets, fruit, etc.*) Allow the students time to write their texts.

Alternatively, you can ask the students to write their texts as part of their homework.

### (Student's own answers)

**Note:** Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Tell the students they are going to make Valentine's cards for their friends. Ask them to use the cards from Ex. 3 as models. Allow them time to write their cards and decorate them. When they finish, they exchange cards with their friends.

Evaluation plays an integral part in the learning process, and it is more efficient when based on systematic observation of the students throughout the course. It provides valuable information that reflects their progress in the acquisition of receptive and productive skills, as well as their attitude towards their own learning experience. It also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial evaluation* at the beginning of the course, *formative evaluation* which is done on a daily basis, and *cumulative evaluation* upon finishing a module.

In *City Stars 4* the evaluation activities are included in both the *Teacher's Book* and the *Workbook*.

## Initial evaluation

This evaluation centres mainly on the students' reports from the previous school year, as the information should help the teacher find out about the strategies they are able to use.

## Formative evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's *Formative Evaluation Chart* [page 134(T)].

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (for example, the dialogues, language games, craft activities, and so on) and write the marks obtained with the help of the following code:

**c** (*competence - green*): the student has a full understanding of the task and responds appropriately

**w** (*working on - yellow*): the student has an understanding of the task but the response is not fully accurate

**n** (*non-competence - red*): the student does not understand the task and is unable to respond appropriately

## Cumulative evaluation

In order to obtain useful information regarding the students' progress, the cumulative evaluation takes into account the work the students have done throughout the module as well as their participation and attitude. The course is accompanied by two forms of cumulative evaluation:

- *Student's Self-Assessment Forms* [page 136(T)]  
The students give their personal opinion about their own results upon completion of each module. They file these forms in their *Junior Language Portfolios*.
- *Progress Report Cards* [page 139(T)]  
The teacher completes them, one per student, after each test and they are given to the students to file in their *Junior Language Portfolios*.

# Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Lesson: ..... Course: .....

Students' names:	Mark and comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

Evaluation criteria: c (green) w (yellow) n (red)



# Instruments for Evaluation

- Student's Self-Assessment Forms

Student's Self-Assessment Form

Name: .....							Module 5		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• You must help with the chores.									
• I've got a cold. You should take some cough syrup.									
<b>Draw how you feel!</b> 									

Student's Self-Assessment Form

Name: .....							Module 6		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Can I have some grapes? How many? Two kilos, please.									
• Can I have some orange juice, please? A can or a bottle? A can, please.									
• Is there any cold? Yes, there is.									
• Where's Mr Onion in your picture? He's in the cupboard.									
<b>Draw how you feel!</b> 									

# Instruments for Evaluation

## Student's Self-Assessment Form

Name: .....							Module 7		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Yesterday, I played football and table tennis.									
• Did Brainy play football last night? No, he didn't.									
• What did you do yesterday? I played chess with my brother.									
• Did the knights live in big castles? Yes, they did.									
<b>Draw how you feel!</b> 									

## Student's Self-Assessment Form

Name: .....							Module 8		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• You didn't see the Queen!									
• Did Anton Chekhov write 'Kashtanka'? Yes, he did.									
• Last Saturday, Lizzie went to the park.									
<b>Draw how you feel!</b> 									

# Instruments for Evaluation

## Student's Self-Assessment Form

Name: .....							Module 9		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• My birthday's in July. When's your birthday? In March.									
• How do you spell your name? K - E - N - D - R - A									
• Will he have a big house? Yes, he will.									
• I will wish for a new camera.									
<b>Draw how you feel!</b> 									

## Student's Self-Assessment Form

Name: .....							Module 10		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Pog and Trog are going to visit Mog next Monday.									
• Is Jake going to pack a rucksack? Yes, he is. Is Jilly going to pack a rucksack? No, she isn't.									
• Are you going to be a singer? Yes, I am.									
• He has already cleaned the windows.									
<b>Draw how you feel!</b> 									

# Instruments for Evaluation

- **Progress Report Cards**

## Progress Report Card

..... (name) can:		Module 5		
	very well	OK	not very well	
talk about rules				
talk about illnesses				
give advice				
write about how to stay fit and healthy				

---

## Progress Report Card

..... (name) can:		Module 6		
	very well	OK	not very well	
talk about food				
talk about quantities				
talk about containers				
write a note				

---

## Progress Report Card

..... (name) can:		Module 7		
	very well	OK	not very well	
talk about things that happened in the past				
talk about what he/she did yesterday				
write about what he/she did last weekend				

# Instruments for Evaluation

## Progress Report Card

..... (name) can:		Module 8	
	very well	OK	not very well
tell a story in the past			
talk about people from the past			
write about famous people from the past			

## Progress Report Card

..... (name) can:		Module 9	
	very well	OK	not very well
ask and answer questions			
say the months			
talk about life in the future			
write about life in the future			

## Progress Report Card

..... (name) can:		Module 10	
	very well	OK	not very well
talk about plans and intentions			
write about his/her plans for the weekend			

## MODULE 7

(Ex. 2, p. 52)

- 1 Because he was a fast runner and a very good hunter.
- 2 Because he was very brave.
- 3 Two months.
- 4 Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Catherine Parr.
- 5 Good Queen Bess.
- 6 63 years and seven months.

(Ex. 4, p. 53)

(Suggested answers)

Both Queen Elizabeth I and Empress Elizabeth I loved dancing and riding. Both could speak other languages. Many men wanted to marry both. Both became rulers of their countries.

## MODULE 8

(Ex. 3, p. 69)

- 1955:** That's when he went to Orenburg Pilot's school and trained for the air force.
- 1960:** That's when he became a cosmonaut.
- 1961:** That's when he flew into space on the Soviet spacecraft Vostok I.
- 1968:** That's when he died in an aeroplane crash.

(Ex. 5, p. 69)

(Suggested answers)

- 2 I didn't lose my keys. They're in my bag.
- 3 Did you break the vase?
- 4 The Olympics started in Greece.

## MODULE 10

(Ex. 4, p. 107)

(Suggested answers)

*Harry is going to take his shorts, a camera, his sandals and a T-shirt.*

Lee is going to take his sandals, a camera, some sun cream and a T-shirt.

Emma is going to take her sunglasses, her shorts, her swimsuit and a book.

Mona is going to take her camera, her sunglasses, some sun cream and her hat.

## MODULE 10

(Ex. 3, p. 107) (TRACK 121)

### One

**Alvin:** *Hey, Harry! What are you going to take on holiday with you?*

**Harry:** *Oh... I'm going to take my sandals, of course ... and a T-shirt ... and I'm going to take a camera and umm ... oh, yes! ... my shorts!*

### Two

**Alvin:** *And you, Lee?*

**Lee:** *Oh, I'm going to take my sandals, a camera, some sun cream and ... umm ... a T-shirt. Yes. I'm going to take a T-shirt, too!*

### Three

**Alvin:** *Cool! What about you, Emma?*

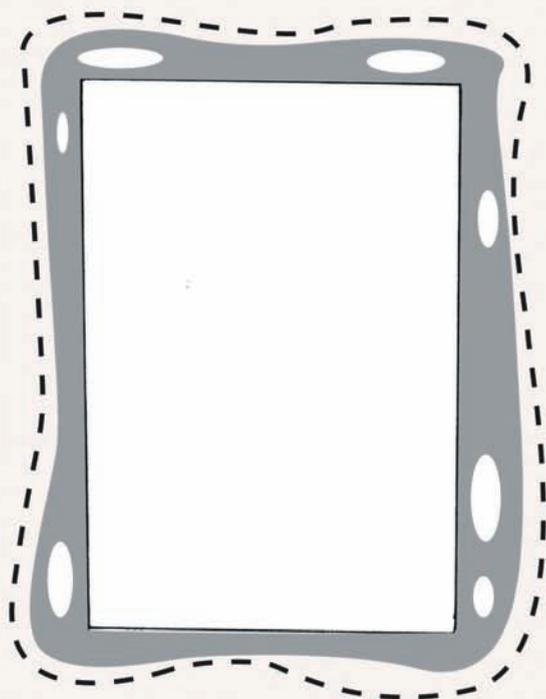
**Emma:** *Well ... I'm going to take my sunglasses. And I'm going to take my shorts and my swimsuit and ... umm, ... what else? I know! I'm going to take a book!*

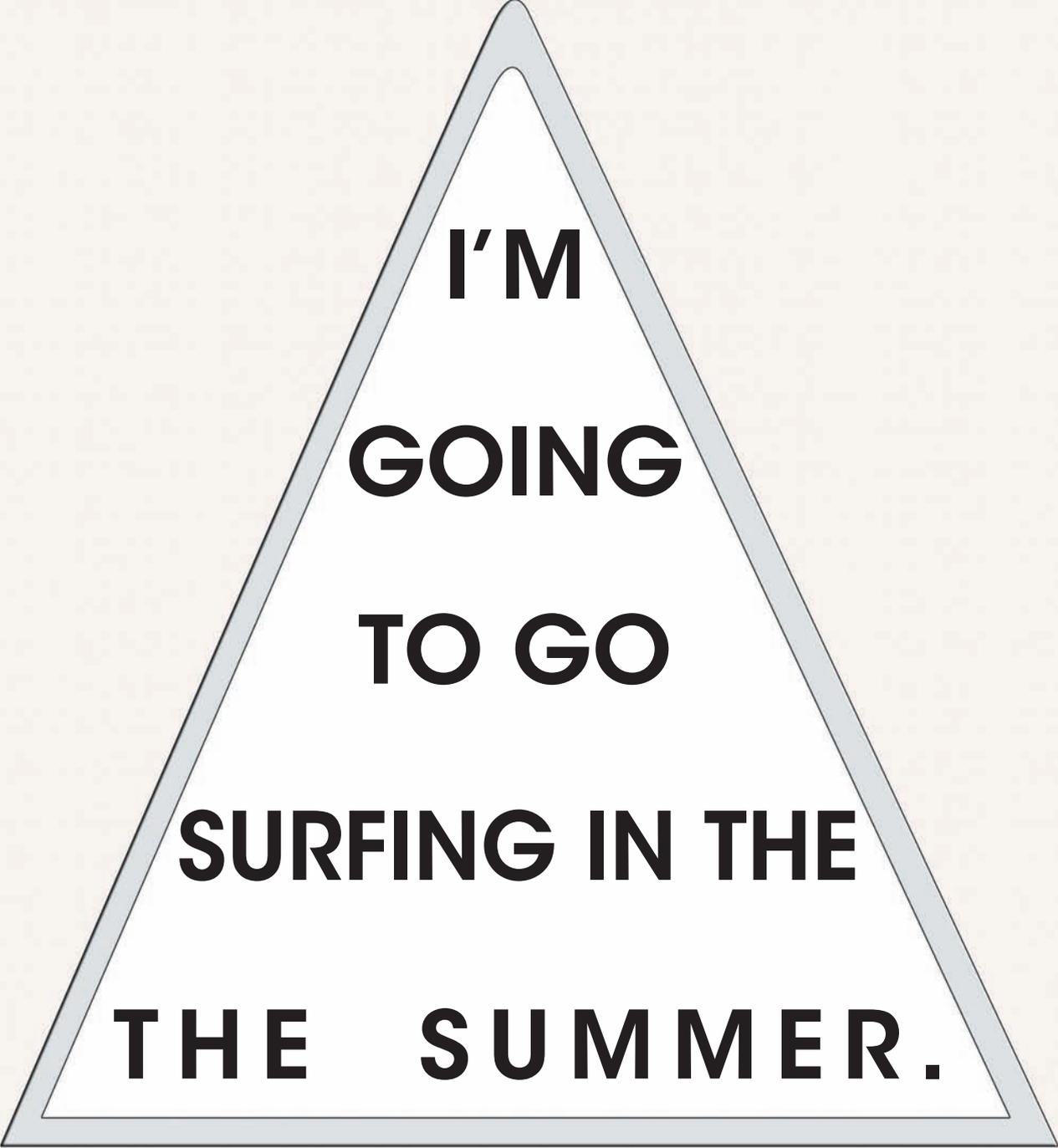
### Four

**Alvin:** *And you, Mona?*

**Mona:** *I'm going to take my camera ... and my sunglasses. And I'm going to take some sun cream and my hat.*

**Alvin:** *You're all going to have a great time!*





**I'M  
GOING  
TO GO  
SURFING IN THE  
THE SUMMER.**

## MODULE 5

### 1 Read and find the stickers for these.

Read the instructions and explain the task. Ask the students to read the rules, find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the page.

### 2 Look at the picture and write what you *must/mustn't* do in a storm.

Read the instructions and explain the task. Refer the students to the picture and ask individual students to read out the list of dos and don'ts. Explain/Elicit any unknown words. Read out the example and ask the students to make sentences about what they must/mustn't do in a storm.

#### (Suggested answers)

- You mustn't stand near bikes, umbrellas or anything metal.
- You mustn't go in a boat.
- You mustn't stand under a tree.
- You must stay in your house.

As an extension, you can have a discussion, in L1 if necessary, about safety in storms.

### 3 Read and write the sentences in the right box.

Read the instructions and explain the task. Read out the rules and ask the students to write them in the correct place. Check their answers.

**In the swimming pool:** You mustn't eat before you swim. You must have a shower before you swim.

**In the forest:** You mustn't pick flowers. You must put out camp fires. You must keep to the path.

### 4 Write the rules for your room.

Read the instructions and explain the task. Ask the students to write rules for their room and read them out for the rest of the class. Provide any necessary help with the vocabulary.

#### (Suggested answers)

- You mustn't eat in my room.
- You mustn't use my computer.
- You must knock before you come in. etc

### 5 Mrs Thompson is a teacher. Write what she *has to do* or *doesn't have to do*.

Revise the verb *have to* + infinitive. Read the instructions and explain the task. Allow the students

time to use the prompts and complete the task. Check their answers.

- 2 She doesn't have to work at the weekend.
- 3 She has to know how to use the computer.
- 4 She has to correct the students' work.
- 5 She doesn't have to clean the classroom.
- 6 She has to come to school early.

### 6 Complete the sentences. Use *have/has to* or *don't/doesn't have to*.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- |                   |                  |
|-------------------|------------------|
| 2 have to         | 7 has to         |
| 3 has to          | 8 don't have to  |
| 4 doesn't have to | 9 have to        |
| 5 don't have to   | 10 don't have to |
| 6 have to         |                  |

### 7 Read, look and make sentences.

Revise illnesses/health problems, as well as the use of *should/shouldn't*. Read the instructions and the example, and explain the task. Allow the students time to complete the task and check their answers.

- 2 You should go to the dentist's
- 3 You should put some skin cream on it
- 4 You shouldn't eat chocolate

### 8 Listen and tick (✓) the right box. (TRACK 139)

Ask the students to read the questions and look at the pictures. Tell them they have to listen carefully and tick the right box according to what they hear. Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

- 1 C                      2 B

#### TAPESCRIPT

**Narrator One:** *What's the matter with Pat?*

**A:** *What's the matter, Pat?*

**B:** *Oh, I feel terrible!*

**A:** *Have you got a headache?*

**B:** *No.*

**A:** *Have you got a toothache?*

**B:** *No, I've got a stomachache.*

**A:** *Oh, dear. I hope you feel better soon!*

**Narrator Two:** *What should Paul do today?*

**A:** *I've got a cold, Mum.*

**B:** *You shouldn't go swimming, Paul.*

**A:** *I know, Mum.*

**B:** *And you can't go to the park today.*

# Workbook (Key & Instructions)

**A:** OK, Mum.

**B:** You should stay in bed and take some cough syrup.

## 9 Complete the sentences. Use *eat* (x2), *go*, *play*, *buy*, *drive* and *should/shouldn't*.

Read the instructions and explain the task. Allow the students time to complete the sentences with *should/shouldn't* and the appropriate verb. Check their answers.

- 2 should eat
- 3 shouldn't play
- 4 shouldn't drive
- 5 should go
- 6 should buy

## 10 Read and circle the correct item.

Revise *object pronouns*. Read the instructions and explain the task. Ask the students to read the letter and allow them time to circle the correct object pronoun. Check their answers.

- 1 him                      3 it                      5 her
- 2 them                    4 you

## 11 Go to the Student's Book on pages 10-11. Read the story and put the events in order.

Ask the students to go to the *Student's Book*, pages 10-11, and read the story. Refer the students to the sentences (a-e) in the *Workbook* and ask them to put the events in order, as they take place in the story. Check their answers.

- a 4      b 2      c 5      d 3      e 1

## 12 Read and answer the questions.

Read the instructions and explain the task. Ask the students to imagine they are in the countryside and answer the questions (1-5).

**(Suggested answers)**

- 1 (I can see) the sun.
- 2 (I can hear) the birds.
- 3 (I can smell) the flowers.
- 4 (I can touch) the trees.
- 5 (I can taste) the fruit.

## 13 Unscramble the letters to find the words. Then complete the sentences.

Read the instructions and explain the task. Refer the students to the pictures and allow them time to read the speech bubbles. Ask them to unscramble

the letters and fill in the gaps with the missing words. Check their answers.

- 2 rich                      3 veggies                      4 strong

## 14 What does Olga say to Pavel? Read and complete the dialogue. There is one extra sentence.

Read the instructions and explain the task. Refer the students to the dialogue and the missing sentences (A-D). Allow them time to read and complete the dialogue with the missing sentences, pointing out that there is one sentence they do not need to use. Check their answers. Then the students act out the dialogue in pairs.

- 1 D                      2 A                      3 C

## 15 Read the words. Do they rhyme? Circle *yes* or *no*.

Read the instructions and explain the task. Read through the example, then allow the students time to complete the exercise. Check their answers.

**Answers:** No Yes

## 16 Complete the letters.

Read the instructions and explain the task. Refer the students to the letters and read out the example. Allow them time to read the letters, look at the phonetics, and complete the missing words. Check their answers. Then individual students read out the letters.

- 2 school                      5 cough                      8 too
- 3 bad                      6 hear                      9 hope
- 4 home                      7 cold                      10 better

## MODULE 6

### 1 Look and complete the crossword puzzle.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

**Down**

- 2 WATERMELON
- 3 OLIVE OIL

**Across**

- 4 LIME
- 5 COCONUT
- 6 GRAPES
- 7 STRAWBERRIES
- 8 LEMON

## 2 Look at the pictures and complete the sentences.

Ask the students to look at the pictures and say the names of the items. Then explain the task and give them enough time to complete it. Check the students' answers.

- 3 cheese                      5 olive oil  
4 an egg                      6 honey

## 3 Look at the picture and complete the sentences.

Explain the task to the students and give them enough time to complete it. Check their answers.

- 2 bread                      4 jam                      6 milk  
3 orange juice              5 lemonade

## 4 Read and underline the right words. Then act the dialogues out.

Revise the use of *many*, *much* and *a lot of*. Explain the task to the students and give them enough time to complete it. Check their answers. Then the students act out the dialogues in pairs.

- 2 many, A lot              4 much              6 much, much  
3 a lot of                      5 a lot of

## 5 Read and choose A or B.

Explain the task to the students. Give them enough time to complete it. Check the students' answers.

- 2 B                      4 B                      6 A                      8 A  
3 A                      5 B                      7 B

## 6 Listen and colour and draw. (TRACK 140)

Ask the students to take out their red, yellow, green and black pencils/crayons. Read the instructions and explain the task. Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

lemon in basket – **red**

lemon behind the chair – **yellow**

lemon between the watermelon and the coconut – **green**

lemon under the table – **black**

## TAPESCRIPT

**A:** Can you see the lemon in the tree?

**B:** Yes, I can.

**A:** Colour it blue.

**B:** The lemon in the tree – blue. OK.

**Narrator:** Can you see the blue lemon? This is an example. Now you listen and colour and draw.

**A:** Can you see the lemon in the basket?

**B:** Pardon? Which lemon?

**A:** The lemon in the basket.

**B:** Aah, yes.

**A:** Colour it red. Colour the lemon in the basket red.

**A:** Now find the lemon behind the chair.

**B:** The lemon behind the chair? Oh, yes.

**A:** Colour it yellow.

**B:** Yellow? OK.

**A:** Good.

**A:** Look at the lemon between the watermelon and the coconut.

**B:** Sorry? Which lemon?

**A:** The lemon between the watermelon and the coconut. Colour it green.

**B:** Green?

**A:** Yes.

**A:** Now I want you to draw a lemon.

**B:** OK. That's good.

**A:** Yes, I want you to draw a lemon under the table.

**B:** Under the table. Right.

**A:** Then, I want you to colour the lemon under the table black.

**B:** A black lemon under the table. That's funny.

## 7 Read and circle the right word.

Revise the use of *a few*, *a little*. Read the instructions and explain the task. Allow the students time to circle the right word. Check their answers.

- 1 a few                      3 a few                      5 a few  
2 a little                      4 a few                      6 a little

## 8 Read and complete the dialogue. Use *some*, *any* or *no*.

Explain the task. Give the students enough time to complete it and then check their answers.

- 2 some                      4 no                      6 any  
3 any                      5 some

# Workbook (Key & Instructions)

## • Now read the dialogue again and ...

Allow the students time to read through the dialogue again and write the answers. Check their answers.

- 1 (He's got some) strawberry jam and butter.
- 2 (He hasn't got any) cheese and bread.

## 9 Read and complete the email. Use the words from the box.

Read the instructions and explain the task. Allow the students time to read the email and complete it with the words from the list. Check their answers.

- |            |             |
|------------|-------------|
| 2 nobody   | 4 something |
| 3 somebody | 5 anything  |

## 10 Underline the right word to complete the sentences.

Revise *possessive adjectives* and *possessive pronouns*. Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- |         |        |         |        |
|---------|--------|---------|--------|
| 2 yours | 4 ours | 6 their | 8 mine |
| 3 Her   | 5 your | 7 our   |        |

## 11 Read and match.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- |     |     |     |     |
|-----|-----|-----|-----|
| 2 d | 3 a | 4 e | 5 c |
|-----|-----|-----|-----|

## 12 Go to the Student's Book on pages 26-27. Read the dialogue and correct the mistakes.

Ask the students to go to the *Student's Book*, pages 26-27, and read the story. Refer the students to the sentences (1-5) in the *Workbook* and ask them to correct the words in bold, according to the story. Check their answers.

- 1 It's **harvest** time in Yumville.
- 2 There are a lot of **fruit** and **vegetables** there.
- 3 Harry wants to pick the **coconuts**.
- 4 There aren't any **glasses** there.
- 5 The elves give them some **presents**.

## 13 Make a menu for a meal in Yumville!

Read the instructions and explain the task. Refer the students to the picture of the menu and ask them to make a menu for a meal in Yumville. Allow them time to complete the task and ask individual students to present their menus to the rest of the class.

## (Suggested answers)

- chicken
- chips
- salad
- strawberries
- orange juice

## 14 Find the stickers for these. Then, in pairs, play the guessing game.

Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the page.

Read the example out loud. Explain the task and tell the students that they will be working in pairs. Give them enough time to complete the task. Check round the classroom, providing any necessary help. Ask some pairs to report back to the class.

## (Suggested answers)

**A:** What's for breakfast today?

**B:** Cereal.

**A:** What's for lunch?

**B:** Hot dogs.

**A:** It's Tuesday.

**B:** What's for breakfast today?

**A:** Eggs.

**B:** What's for dinner?

**A:** Chicken and peas.

**B:** It's Wednesday.

**A:** What's for breakfast today?

**B:** Milk and biscuits.

**A:** What's for lunch?

**B:** Salad.

**A:** It's Thursday.

**B:** What's for lunch today?

**A:** Hot dogs.

**B:** What's for dinner?

**A:** Pizza.

**B:** It's Friday.

**A:** What's for lunch today?

**B:** Burger and chips.

**A:** What's for dinner?

**B:** Pasta and cheese.

**A:** It's Saturday.

**B:** What's for breakfast today?

**A:** Eggs.

**B:** What's for dinner?

**A:** Pizza.

**B:** It's Sunday. etc

## 15 Write the phonetic symbol for the underlined letters.

Read the instructions and explain the task. Go through the pictures and elicit the names of the items. Allow the students time to write the phonetic symbol of the underlined letters. Check their answers.

- 2 /e/      4 /ei/      6 /ʌ/      8 /ɒ/  
3 /i/      5 /i:/      7 /ɑ:/

## 16 Put the words into the right shopping bags. Pay attention to the way the underlined letters sound and NOT to their spelling!

Read the instructions and explain the task. Read through the words and focus on the sounds of the underlined letters. Allow the students time to complete the task. Check their answers.

/æ/: jam, pasta, salad

/ei/: cake, plate, make

/i/: milk, fridge, drink

/ɑ/: jar, tomato

/e/: bread, melon, pepper

/ɒ/: orange, olive, sausage

/i:/: tea, beans

/ɔ:/: water, strawberry

## MODULE 7

### 1 Look and complete the crossword puzzle. Then find the secret word.

Read the instructions and explain the task. Allow the students some time to complete the task and check their answers.

- 2 QUEEN      4 KING      6 BUTLER  
3 SUIT OF ARMOUR      5 HUNT

Secret word: KNIGHT

### 2 Read and complete the sentences.

Read the instructions and explain the task. Allow the students time to read the sentences and complete the task. Check their answers.

- 2 butler      3 chess      4 zebras      5 deer

### 3 Look at the pictures and complete the sentences. Use past simple.

Look at the pictures and elicit what the characters did last week. Read the example and explain the task. Allow the students some time to complete the task. Check their answers.

- 2 played      4 stayed      6 watched  
3 baked      5 worked

## 4 Write what you did last week.

Ask individual students to tell you what they did last week.

e.g. Teacher: What did you do last week?

Student 1: I watched TV. etc

The students then read through the incomplete sentences and write their answers in the spaces provided.

(Students' own answers)

## 5 Read and match the columns to make full sentences.

Read the instructions and explain the task. The students read the parts of the sentences and match them. Check their answers.

- 2 f      4 g      6 b      8 e  
3 d      5 h      7 a

## 6 Read and find the stickers for these.

Read the instructions and explain the task. Ask the students to read the text and find the corresponding stickers. Have them show you the stickers for verification before sticking them onto the page. Go around the classroom, providing any necessary help.

## 7 Read and complete the text.

Read the example and explain the task. Allow the students some time to read the text and complete the task. Check the students' answers.

- 2 helped      5 learned      8 laughed  
3 carried      6 started      9 looked  
4 watched      7 climbed      10 stayed

## 8 Write the questions. Then read the text again and answer them.

Read the instructions and explain the task. Ask the students to complete the questions (2-5) and then read again the text in Ex. 7 and answer the questions. Allow them some time to complete the task and check their answers.

- 2 Did ... learn/Yes, they did.  
3 Did ... climb/No, he didn't.  
4 Did ... laugh/Yes, they did.  
5 Did ... stay/Yes, they did.

# Workbook (Key & Instructions)

## 9 Go to the Student's Book on pages 48-49. Read the dialogue and match the speech bubbles to the pictures.

Ask the students to go to the *Student's Book*, pages 48-49, and read the story. Refer the students to the speech bubbles (1-4) in the *Workbook* and ask them to match them to the correct pictures (a-d), according to the story. Check their answers.

1 c      2 d      3 b      4 a

## 10 Read and number.

Read the instructions and explain the task. Refer the students to the pictures and allow them time to complete the exercise. Check their answers.

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

## 11 Read and complete the sentences. Use the negative form.

Read the example and explain the task. The students complete the sentences with the negative form of the verbs. Check their answers.

2 didn't visit      7 didn't play  
3 didn't study      8 didn't watch  
4 didn't play      9 didn't live  
5 didn't rain      10 didn't stay  
6 didn't listen

## 12 Listen and put a tick (✓) or a cross (X). (TRACK 141)

Go through the pictures and elicit the vocabulary for each picture. Explain the task. The students listen and put a tick or a cross in the spaces provided. Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

1 ✓      2 X      3 ✓      4 ✓

### TAPESCRIPT

**Mum:** Hello, girls. How was the school trip to France?

**Girl 1:** Oh, Mum it was great! We visited a big water park. It was fantastic!

**Girl 2:** Yeah, it was great!

**Mum:** Did you climb the Eiffel Tower?

**Girl 1:** No, we didn't. We wanted to, but it wasn't open.

**Mum:** Oh, that's a shame!

**Girl 2:** I know. But we visited a farm and we helped the farmer with her goats.

**Mum:** Really? Wow! What else did you do?

**Girl 2:** We visited Disneyland. We've got something for you.

**Mum:** For me? Oh, lovely ...

## 13 BE A KNIGHT FOR A DAY! Think and write.

Read the instructions and explain the task. Ask the students to imagine they are knights for a day and write what they do in the morning and in the afternoon in the spaces provided. Allow them time to complete the activity and check their answers. Individual students read their answers to the rest of class.

### (Suggested answers)

In the morning, I hunt birds.

In the afternoon, I play chess.

## 14 Look at what Anna did/didn't do yesterday. Write the sentences about her day.

Revise the *Past Simple* tense. Read the instructions and explain the task. Allow the students time to look at the prompts and complete the task. Check their answers.

2 Anna studied for the test yesterday.  
3 Anna listened to music yesterday.  
4 Anna didn't visit her grandma yesterday.  
5 Anna didn't stay in bed yesterday.  
6 Anna watched TV yesterday.  
7 Anna didn't bake a cake yesterday.  
8 Anna mopped the kitchen floor yesterday.

## 15 Circle the odd one out. Then write the circled words in the correct box.

Read the instructions and explain the task. Allow the students time to circle the words. Then they write the words under the appropriate phonetic sound. Check their answers.

2 lived      5 listen      8 river  
3 sail      6 hunt      9 bake  
4 sailor      7 butler

/ʌ/: hunt, butler

/ɪ/: lived, listen, river

/eɪ/: sail, sailor, bake

## 16 Put the verbs in the past simple and write them in the correct box.

Read the instructions and explain the task. Read the examples and focus on how **-ed** is pronounced in each case. Allow the students time to write the

verbs in the past simple under the correct heading. Check their answers.

**/t/:** danced, watched, baked, mopped

**/d/:** lived, listened, travelled, stayed

**/ɪd/:** decided, started, guarded, visited

## MODULE 8

### 1 Complete the puzzles.

Read the example and explain the task. Allow the students some time to complete the missing letters and check their answers.

2 went / station

3 came / café

4 ate / pasta

### • Now make sentences.

Read the instructions and explain the task. The students make sentences using the words, as in the example. Allow the students some time to complete the task and check their answers.

2 ... went to the station yesterday.

3 ... came to the café yesterday.

4 ... ate pasta yesterday.

### 2 Look and complete the words.

Point to each picture in turn and elicit the correct word. Explain the task. Allow the students some time to complete the missing letters. Check their answers.

break

lost

save

### 3 What did Laura do last Saturday? Look at the clocks and put the pictures in the right order. Then write the sentences.

Look at the pictures and elicit what Laura did last Saturday. Point to the clocks and revise the time. Read the example and explain the task. Allow the students some time to put the pictures in the correct order. Check their answers.

2 eat breakfast

3 write an email

4 go to the funfair

5 win a teddy bear

6 go home

Then the students write sentences, as in the example.

2 ... ate breakfast at half past nine.

3 ... wrote an email at eleven o'clock.

4 ... went to the funfair at one o'clock.

5 ... won a teddy bear at half past one.

6 ... went home at six o'clock.

### 4 What did you do last Saturday? Draw the times and write sentences about yourself.

Direct the students' attention to the clocks and the empty boxes. Tell them to draw pictures depicting what they did last Saturday in the spaces provided, and complete the clocks by indicating the times. Allow the students some time to complete the activity. Then have individual students present their drawings to the class.

#### (Suggested answers)

I got up at ten o'clock last Saturday.

I went to the park at eleven o'clock.

I went to the cinema at six o'clock.

I went to bed at ten o'clock.

### 5 Find the stickers for these. Then play the guessing game.

Read the instructions and explain the task. Ask the students to look at the characters and the table. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the page. Upon completion of the task, refer the students to the sample exchange at the bottom and ask a pair to read it out loud. The students, in pairs, ask and answer questions about the characters, as in the example.

#### (Students' own answers)

### 6 Choose the right word to complete the sentences.

Read the instructions and explain the task. Read the incomplete sentences and focus the students' attention on the verbs above each pair of sentences. The students complete the sentences with the appropriate verb, depending on whether the sentence refers to the present or the past. Allow them time to complete the task and check their answers.

1 come      3 stood      5 went      7 write

2 came      4 stand      6 go      8 wrote

# Workbook (Key & Instructions)

## 7 Listen and write a letter in the boxes. (TRACK 142)

Go through the pictures and elicit the vocabulary for each picture. Explain the task. The students listen and match the names to the places by writing the correct letter in the boxes. Play the CD, twice if necessary. The students listen and complete the task. Check the students' answers.

1 A      2 F      3 C      4 E

### TAPESCRIPT

**Man:** John went to the cinema last Sunday. He saw a film about whales. It was great!

**Narrator:** Can you see the letter B? Now you listen and write a letter in each box.

**Man:** Donna had a good time, too! She went to a concert.

**Man:** Frank and Carol went to the funfair. They had a great day out!

**Man:** William went roller skating in the park last Sunday. He had a wonderful time!

**Man:** Patrick went to the zoo last Sunday. He saw a lot of different animals from Africa! It was fantastic!

## 8 Read and complete the questions.

Read the instructions and explain the task. Refer the students to the example and read it out loud. Ask the students to read the answers and complete the missing parts of the questions. Allow them some time to complete the exercise and check their answers.

- 2 Did they see
- 3 Did you have
- 4 Did she break
- 5 Did he give
- 6 Did she make

## 9 Read and choose A or B.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

2 A      3 B      4 B      5 B      6 B

## 10 Look and write the sentences.

Point to the clocks and ask the students to tell you the time. Read the example and have individual students repeat the activity with the remaining items.

- 2 Emily went to school before Katie went to school.

- 3 Troy came home before Eric came home.
- 4 Amy did her homework before Nia did her homework.

## 11 Go to the Student's Book on pages 64-65. Read the story and underline the right word.

Ask the students to go to the *Student's Book*, pages 64-65, and read the story. Refer the students to the text in the *Workbook* and ask them to underline the correct words (1-8) according to the story. Check their answers.

- |           |           |
|-----------|-----------|
| 2 climbed | 6 slipped |
| 3 happy   | 7 branch  |
| 4 rain    | 8 hurt    |
| 5 wet     |           |

## 12 Now read the story again and complete the sentences.

Read the instructions and explain the task. Allow the students time to read the story in Ex. 11 again and complete the sentences. Check their answers.

- |           |                  |
|-----------|------------------|
| 2 looked  | 4 got (very)     |
| 3 started | 5 landed, didn't |

## 13 Now choose the best title for the story.

Read the instructions and explain the task. Ask the students to read the titles and choose the best one. Check their answers.

**Answer:** b

## 14 Read and complete.

Read the instructions and explain the task. Ask the students to fill in the gaps (1-4) with the correct words on the right. Allow them time to complete the task and check their answers.

- 2 children
- 3 time
- 4 life

## 15 Read and complete the sentences. Use the pictures to help you.

Read the instructions and explain the task. Refer the students to the pictures and allow them time to complete the exercise. Check their answers.

- 2 athlete
- 3 composer
- 4 writer
- 5 artist

## 16 Circle the odd one out.

Read the instructions and explain the task. Allow the students time to circle the word in each item that doesn't rhyme. Check their answers.

- 2 hot      3 plot      4 lock      5 tore

## 17 Read and complete the story.

Read the instructions and explain the task. Allow the students time to read the story, look at the phonetics and write the words. Check their answers.

- 2 played              5 top  
3 under              6 broke  
4 heard              7 didn't

## 18 Read the transcription and write the sentences.

Read the instructions and explain the task. Ask the students to look at the phonetics and write the sentences. Check their answers.

**Answers:** Lock the sock in the clock.  
Hop to the shop and don't you stop.

## MODULE 9

### 1 Complete the months.

Revise the months. Read the instructions and explain the task. Ask the students to complete the words. Check their answers.

- 2 February              8 August  
3 March              9 September  
4 April              10 October  
5 May              11 November  
6 June              12 December  
7 July

### 2 Read and find the stickers for these.

Revise ordinal numbers. Read the instructions and explain the task. Ask the students to read the information in the box and look at the pictures. The students find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the page.

### 3 Read and complete the sentences.

Read the instructions and explain the task. Give the students time to fill in the gaps with the correct words. Check their answers.

- 3 fifth              5 ten              7 thirteen  
4 five              6 tenth              8 thirteenth

## 4 Read and match.

Revise question words. Read the instructions and explain the task. Refer the students to the questions (1-6) and the answers (a-f), and read out the example. Ask them to match the sentences and check their answers.

- 2 e      3 f      4 a      5 c      6 b

## 5 Paul is interviewing Tom Tones, a famous singer. Read and complete the interview.

Read the instructions and explain the task. Refer the students to the interview and the information card, and read out the example. Ask them to write an appropriate question for each answer. Check their answers. Then individual students act out the interview. As an extension, you can ask the student, in pairs, to act out similar dialogues about themselves.

- 2 How old are you  
3 When is your birthday  
4 Where do you live  
5 What is your favourite colour  
6 What do you like doing

## 6 Read and write A or B.

Read the instructions and explain the task. Refer the students to pictures A and B and to sentences 1-6 and read out the example. Allow them time to write A or B next to the sentences, according to what they see in the pictures. Check their answers.

- 2 A      3 A      4 B      5 A      6 B

## 7 Read and match the pictures to the sentences.

Read the instructions and explain the task. Refer the students to pictures 1-4 and sentences a-d and read out the example. Allow them time to match the pictures to the sentences and check their answers.

- 2 a              3 b              4 d

## 8 Complete the sentences. Use *will* or *won't*.

Read the instructions and explain the task. Ask the students to complete the sentences with *will* or *won't* and check their answers.

- 2 won't              4 will              6 will  
3 will              5 won't

# Workbook (Key & Instructions)

## 9 Look, read and complete.

Read the instructions and explain the task. Refer the students to the pictures and the speech bubbles and read out the example. Allow them time to complete the task. Check their answers.

- 2 Will it rain
- 3 won't rain
- 4 'll/will use

## 10 Go to the Student's Book on pages 86-87. Read the story and answer the questions.

Ask the students to go to the *Student's Book*, pages 86-87, and read the story. Refer the students to the questions (1-3) in the *Workbook* and ask them to answer them, according to the story. Check their answers.

- 1 On 24th June.
- 2 Fairy armadillos, fairy flowers and fairy fish.
- 3 Faye and Fifi.

## 11 Make an invitation for Fairy Day!

Read the instructions and explain the task. Ask the students to look at the picture and write an invitation for Fairy Day. Allow them some time to complete the task and ask individual students to report back to the class.

### (Suggested answer)

Dear **Alex**,  
Please come to our Fairy Day celebrations on **24th June**.  
We'll **dance, sing and plant trees and flowers**.  
Love,  
**Maria**

## 12 Draw lines.

Ask the students to look at the picture and the words. Read the instructions and explain the task. Allow the students time to draw lines to match the words to the pictures. Check their answers.

## 13 Listen and write a name or a number. (TRACK 143)

Read the instructions and explain the task. Ask the students to look at the pictures and read the questions. Tell them they have to listen carefully and write the correct name or number next to each question. Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

- |            |            |        |
|------------|------------|--------|
| 1 Betty    | 3 Peter    | 5 Spot |
| 2 10 (ten) | 4 4 (four) |        |

## TAPESCRIPT

**A:** Hello. Are you the boy in the picture?

**B:** Yes. My name's Carl.

**A:** Carl. How do you spell that?

**B:** C-A-R-L.

**A:** And how old are you, Carl?

**B:** I'm eight years old.

**A:** Eight?

**B:** Yes.

**Narrator:** Can you see the answers? Now you listen and write a name or a number.

**Narrator:** One.

**A:** Who's that girl in the picture? Is she your sister?

**B:** Yes. She's my sister, Betty.

**A:** How do you spell your sister's name?

**B:** B-E-T-T-Y.

**Narrator:** Two.

**A:** And how old is Betty?

**B:** She's ten.

**A:** I'm sorry. How old?

**B:** She's ten years old.

**Narrator:** Three.

**A:** Have you got any brothers, Carl?

**B:** Yes, I have.

**A:** What's your brother's name?

**B:** His name is Peter.

**A:** How do you spell that?

**B:** P-E-T-E-R.

**A:** Thank you.

**Narrator:** Four.

**A:** Have you got any pets in your house?

**B:** Yes. We've got four dogs.

**A:** How many dogs?

**B:** Four. We've got four cute dogs.

**Narrator:** Five.

**A:** Which is your favourite dog?

**B:** That's easy. My favourite is Spot. He's lovely.

**A:** How do you spell 'Spot'?

**B:** S-P-O-T.

## 14 Read and match the pictures to the people.

Read the instructions and explain the task. Refer the students to the texts and to the pictures. Allow them time to read the texts and match the pictures to the people. Check their answers. Then individual students read out from the texts.

2 a                      3 b

### • Now write about what you will be when you grow up.

Read the instructions and explain the task. Ask the students to write a short paragraph about

what they will be when they grow up and draw a picture. Once the task is completed, individual students present their project to the class.

**(Suggested answer)**

When I grow up, I'll be a writer. I'll write many books and many people will read them. I'll live in a house with a big garden and I'll have three dogs and a cat.

### 15 Read the words. Do they rhyme? Circle yes or no.

Read the instructions and explain the task. Read through the example then allow the students a short amount of time to complete the exercise. Check their answers.

**Answers:** Yes No

### 16 Read the transcriptions and write the sentences.

Read the instructions and explain the task. Allow the students some time to write the sentences. Check their answers.

- 1 Let's go to the countryside
- 2 We should eat lots of vegetables
- 3 How many grapes have you got
- 4 She baked a loaf of bread
- 5 Throw a silver coin into the well

• **Now match the sentences to the pictures.**

Read the instructions and explain the task. The students match the sentences from Ex. 16 to the pictures. Check their answers.

**B** 3      **C** 1      **D** 2      **E** 4

## MODULE 10

### 1 Find the stickers for these.

Read the instructions and explain the task. Ask the students to look at the picture and read the words. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the pages.

### 2 Read and match the columns to make full sentences.

Read the instructions and explain the task. Read out the example. Allow the students time to match the parts in order to form full sentences. Check their answers.

**2** c      **3** e      **4** a      **5** b

### 3 What is Sveta going to do next week? Look, read and complete the sentences.

Read the instructions and the example, and explain the task. Allow the students time to complete the task. Check their answers.

- 2 She's going to phone
- 3 She's going to go
- 4 She's going to pack
- 5 She's going to take

### 4 What are you going to do next week? Draw and write.

Read the instructions and explain the task. Refer the students to the agenda and ask them to draw and write about their next week's schedule, using Ex. 3 as a model. Ask individual students to report back to the class.

**(Students' own answers)**

### 5 Read and write the right words.

Read the instructions and explain the task. Refer the students to the pictures and elicit the words. Allow the students time to write the correct word next to each definition and check their answers.

- |           |            |            |
|-----------|------------|------------|
| 2 tent    | 4 rucksack | 6 souvenir |
| 3 surfing | 5 wetsuit  |            |

### 6 Look at the pictures, read and write sentences.

Read the instructions and explain the task. Ask the students to look at pictures 1-6, refer them to the sentences and read out the examples. Allow them some time to complete the exercise and check their answers.

- 3 No, they aren't. They're going to go surfing.
- 4 No, she isn't. She's going to go diving.
- 5 That's right.
- 6 That's right.

### 7 Listen and put a tick (✓) or a cross (X). (TRACK 144)

Read the instructions and explain the task. Elicit the items. Play the CD, twice if necessary. The students listen and complete the task. Check their answers.

- |     |     |     |     |
|-----|-----|-----|-----|
| 2 ✓ | 4 X | 6 ✓ | 8 ✓ |
| 3 ✓ | 5 X | 7 X |     |

# Workbook (Key & Instructions)

## TAPESCRIPT

**A:** Hello, Alan. Where are you going?

**Alan:** I'm going to the shops. I need some things for my holiday.

**A:** Oh? What are you going to buy?

**Alan:** Well, I'm going to buy some sunglasses, of course! It's sunny in Greece, you know!

**A:** Greece! How lovely!

**Alan:** Yes, and I'm going to buy a new pair of swimming trunks – oh, and sun cream, too!

**A:** Are you going to buy a rucksack and a sleeping bag?

**Alan:** No, I'm not. But I'm going to buy a wetsuit. I love water-skiing!

**A:** What about a tent?

**Alan:** No, I'm not going to buy a tent. I've got one. But I'm going to buy a pair of sandals.

**A:** That's lovely. Well, have a nice holiday.

**Alan:** Thanks. See you.

## 8 Nastya is from Moscow. She's going to stay in London for a week. Ask her some questions.

Read the instructions and explain the task. Refer the students to the prompts in the box and the verbs in brackets, and read out the example. Allow them time to complete the task and check their answers.

- 2 Are you going to visit the British Museum?
- 3 Are you going to take an umbrella?
- 4 Are you going to see a play?
- 5 Are you going to eat fish and chips?
- 6 Are you going to go swimming?

## 9 Look and read. Then ask and answer questions.

Revise the *Present Perfect* tense. Read the instructions and explain the task. Refer the students to the pictures and read out the example. Allow the students time to complete the questions and the answers. Check their answers.

- 2 Has Liliya ever flown in an aeroplane? No, she hasn't.
- 3 Has Rishat ever slept in a tent? Yes, he has.
- 4 Has Liliya ever gone diving? No, she hasn't.
- 5 Has Liliya ever made a cake? Yes, she has.
- 6 Has Rishat ever made a cake? No, he hasn't.

### • Now talk with your friend.

Read the instructions and explain the task. The students, in pairs, use the prompts from Ex. 9 and ask and answer questions as in the example.

## (Suggested answers)

**A:** Have you ever slept in a tent?

**B:** Yes, I have./ No, I haven't.

**A:** Have you ever gone diving?

**B:** Yes, I have./ No, I haven't.

**A:** Have you ever made a cake?

**B:** Yes, I have./ No, I haven't.

## 10 Hillary is in Russia. Write what she has or hasn't done. Use *already* or *yet*.

Revise the use of *already* and *yet*. Read the instructions and explain the task. Ask the students to read through the prompts and complete the task. Check their answers.

- 2 Hillary has already taken a lot of pictures.
- 3 Hillary hasn't gone on a boat trip on the Moskva River yet.
- 4 Hillary has already walked around Red Square.
- 5 Hillary hasn't bought souvenirs for friends yet.
- 6 Hillary hasn't seen the Kremlin yet.

## 11 Read, choose and complete the sentences.

Read the instructions and explain the task. Ask the students to read and complete the sentences. Check their answers.

- |          |           |
|----------|-----------|
| 2 never  | 4 yet     |
| 3 before | 5 already |

## 12 Go to the Student's Book on pages 102-103. Read the story and complete the sentences.

Ask the students to go to the *Student's Book*, pages 102-103, and read the story. Refer the students to the sentences (1-5) in the *Workbook* and ask them to write the correct word, according to the story. Check their answers.

- |            |            |          |
|------------|------------|----------|
| 1 plane    | 3 sailing  | 5 summer |
| 2 suitcase | 4 dolphins |          |

## 13 Read and answer the questions.

Read the instructions and explain the activity. The students look at the leaflet and the picture, then read the text and the questions on the left. Explain any unknown words. Individual students answer the questions. Ask the rest of the class for verification.

## (Suggested answers)

- 1 In Victoria, Australia.
- 2 Fish and chips, pizza, pasta and many other things.
- 3 At a surf school.
- 4 At the Belfast Emporium.



# Workbook (Key & Instructions)

- **Now write them in a list. Put your favourite on the top, and so on.**

Read the instructions and explain the task. Refer the students to the pictures and ask them to use the food/drink items and write them on the list, putting their favourite on top and so on. Allow them time to complete the task and check their answers.

### (Suggested answers)

- a jar of honey
- a bottle of lemonade
- a packet of biscuits
- a bar of chocolate
- a carton of milk
- a kilo of limes

## 4 Underline the right word.

Read the instructions and explain the activity. Refer the students to the sentences (1-6) and ask them to choose the correct words. Allow them some time to complete the task and check their answers.

- 1 some            3 a lot of        5 many  
2 much           4 any            6 some

## 5 Read and choose the correct item.

Read the instructions and explain the activity. Refer the students to the sentences (1-5) and ask them to choose the correct words (A-C). Allow them some time to complete the task and check their answers.

- 1 A    2 C    3 A    4 B    5 C

## 6 Write your activities for next Saturday.

Read the instructions and explain the task. Ask the students to write their activities for next Saturday in the spaces provided.

### (Students' own answers)

- **Now tell your friend about your plans.**

Read the instructions and explain the activity. Ask the students, in pairs, to tell each other about their plans for next Saturday, based on their answers in the previous task. Go around the classroom monitoring and providing any necessary help.

### (Students' own answers)

## Board Game 1

- 1 suggested answers: mango, melon, strawberry, lemon
- 2 vegetables
- 3 some
- 4 Students go back to *Start*.
- 5 Students sing the song.
- 6 strawberry
- 7 Students go back to *Start*.
- 8 many
- 9 jar
- 10 suggested answers: green peppers, beans, peas
- 11 Students go back to *Start*.
- 12 loaf
- 13 strong
- 14 suggested answers: a cold, a stomachache, a rash, a toothache
- 15 matter
- 16 toothache
- 17 Students go back to *Start*.
- 18 carton of orange juice
- 19 Students sing the song.

## Board Game 2

- 1 fall
- 2 suggested answers: nurse, composer, actor, artist
- 3 went
- 4 Students go back to *Start*.
- 5 castle
- 6 Students sing the song.
- 7 Students go back to *Start*.
- 8 played
- 9 motorbike
- 10 talk
- 11 Students go back to *Start*.
- 12 suggested answers: king, queen, butler, suit of armour
- 13 chess
- 14 ate
- 15 Students' own answers.
- 16 break
- 17 Students go back to *Start*.
- 18 Students sing the song.
- 19 got

## Board Game 3

- 1 sky
- 2 What
- 3 Students' own answers.
- 4 Students sing the song.
- 5 Students go back to *Start*.
- 6 Students sing the song.
- 7 blanket
- 8 Why
- 9 Students go back to *Start*.
- 10 CD player
- 11 Who
- 12 Students go back to *Start*.
- 13 am
- 14 tent
- 15 won't
- 16 January, February, March, April, May, June, July, August, September, October, November, December
- 17 Students go back to *Start*.
- 18 rucksack
- 19 suggested answers: suitcase, sun cream, sunglasses, swimsuit

## My Pictionary

*My Pictionary* includes the key vocabulary of *City Stars 4* in themes. It is advised that you use the stickers for consolidation. There is a page for each module.

## School Plays

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### Suggestions on how to teach the plays

Each play can be covered in approximately two to three lessons including the performance.

In the first lesson, present or revise the language and songs to be used, and the setting of the scene, as suggested in the *Before The Play* section.

In the second lesson, play the recording of the whole play while the students follow the lines in their books. Ask the students questions to see if they understood the plot of the story. Play the recording again, pausing at the end of each line to allow the students to repeat. This will help the students to practise intonation and pronunciation. Allocate roles and ask the students to read the play aloud in class. Repeat this step until every student has had an opportunity to read. At the end of the lesson, assign each student a role to learn for homework. Give the same role to more than one student. All students must have roles.

In the third lesson, split the class into two groups. Make sure that each group has at least one complete cast

of characters needed to perform the play. Ask them to rehearse their lines (*without the puppets*) within their groups. The students who are not taking character roles in this final rehearsal can be the audience. Select a group to perform the play. Set up the *Poppets Puppet Theatre* and the puppets. Before setting up the puppets, make sure you know which way they enter the stage so that you set them up correctly. Ask the students who are going to perform to take their puppets and do a final rehearsal with the directions and the puppet theatre. To indicate which character is speaking tell the students to move their puppets up and down slightly when it is speaking. Make sure that the puppet theatre is visible to everyone in the class and start the performance. You can perform the play as many times as the students like with a different set of puppet handlers! Good luck!

**Note:** If you wish, you can let the students do a stage performance instead.

# Play 1 – A day in Yumville!

## ★ Outline:

The children go with Alvin to Yumville, an underground oasis, to help the elves at harvest time. They meet Rolly and, after helping with the harvest, they all enjoy a wonderful feast together.

## ★ Characters:

Alvin	Harry
Erlina	Lee
Emma	Rolly
Mona	Audience

## ★ Structures/Functions:

### Talking about professions/routines:

- There is/There are a lot of ...
- How many/How much ...

## Useful phrases:

- What are these?
- What's in the cartons?
- We need your help.
- Let's start work!
- Let's pick the coconuts!
- No way!
- Yummy!

## ★ Vocabulary:

- |                |          |
|----------------|----------|
| • honey        | • milk   |
| • beans        | • carton |
| • peas         | • bottle |
| • coconuts     | • jar    |
| • mangoes      | • pizza  |
| • strawberries | • burger |
| • lemons       | • chips  |
| • orange juice | • jam    |

## ★ BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

### Before going into class

Bring in the pictures of food and drink items.

- 1 Shuffle the pictures and turn them upside down. Write two columns on the board: *How much?* and *How many?* Divide the class into two teams. Ask a student from team A to come to the front, choose a card, and place it on the board in the correct column. Each correct answer scores a point. The team with the most points wins.

e.g. Team A, Student 1: (student selects 'jam')  
*How much jam! (places it in the corresponding column)*

Teacher: *Correct! One point!*

- 2 Show the backdrop. Have a class discussion about Yumville, the people who live there, what grows there etc.

e.g. Teacher: (pointing to the backdrop) *What is this place?*

Student 1: *Yumville!*

Teacher: *What kind of trees can you see?*

Student 2: *Coconut trees! etc.*

- 3 Play *Fruit Salad* with the class: divide the class into *coconuts*, *mangoes* or *lemons*. Everyone sits in a circle. The teacher stands in the middle and begins the game by saying:

e.g. *There are a lot of coconuts today! All the coconuts change seats, and whoever is left without a chair continues the game by*

*standing in the middle. If the person in the middle says Fruit Salad!, everyone has to change seats!*

*(all the coconuts change seats, meanwhile the Teacher finds a seat in the circle)*

Student 1: *There are a lot of lemons today! (all the lemons change seats) etc.*

(Activities to familiarise the students with the lyrics of the song.)

- 4 Ask the students to listen and repeat the words after you. Play the song, encouraging the students to join in with the actions.

*(have the students march in a line, like soldiers, moving in time to the music)*

Staying healthy's really cool,  
So listen to my golden rule:  
Fruit and veggies every day  
Keep the doctor far away!

Keep your body strong and fit, *(bend down, touch toes)*

You must, you must look after it! *(stretch up, arms in the air)*

*(have the students march in line, like soldiers, moving in time to the music)*

Staying healthy's really cool,  
So listen to another rule:  
Lots of sleep and exercise  
Makes you healthy, rich and wise!

- 5 What have the elves *(right arm outstretched, then left)*

*Got up on the shelves? (cross arms over chest, then hold out both hands in front)*  
Burgers, pizzas or cakes?

# Play 1 – A day in Yumville!

No way! No! Not today! *(cross hands quickly in front of one another)*  
It's harvest time,  
Shout hooray! *(hands in the air)*

No way! No! Not today!  
There's honey, beans and peas! *(cross hands quickly in front of one another)*

## Script & Stage Directions

### A day in Yumville!

---

#### Scene 1 (TRACK 145)

---

*(Rolly is waiting Stage Right for the others to arrive. He's jumping up and down with excitement.)*

**Alvin:** *(entering with Mona, Emma, Harry, Lee and Erlina)* Rolly! Nice to see you again!

**Rolly:** *(welcoming the others)* Hello, everyone! Welcome to Yumville!

**Mona:** Wow! There are a lot of fruit and vegetables here!

**Rolly:** Of course. Fruit and veggies every day keep the doctor far away!  
*(addresses the audience)* Do you like staying healthy?

**Audience:** YES!

**Rolly:** Do you eat fruit and veggies?

**Audience:** YES!

**Rolly:** Do you want to sing with me?

**Audience:** YES!  
*(everyone joins in the singing)*  
Staying healthy's really cool,  
So listen to my golden rule:

Fruit and veggies every day  
Keep the doctor far away!  
Keep your body strong and fit,  
You must, you must look after it!  
Staying healthy's really cool,  
So listen to another rule:  
Lots of sleep and exercise  
Makes you healthy, rich and wise!

**Rolly:** It's harvest time in Yumville. We need your help.

**Lee:** How many trees are there?

**Rolly:** A lot! Look!

**Emma:** What are these? *(addresses the audience)*

**Audience:** Lemons!

**Harry:** What are these? *(addresses the audience)*

**Audience:** Coconuts!

**Erlina:** OK, everyone. Let's start work!

**Lee:** This is fun! Let's pick the coconuts!

**All:** Yeah!

#### Scene 2 (TRACK 146)

---

**Emma:** *(pointing to the shelves)* Look! There's so much food! Yummy!

**Lee:** What have the elves got on the shelves?

**Emma:** What's in the cartons? *(addresses the audience)*

**Audience:** Orange juice!

**Harry:** What's in the jars? *(addresses the audience)*

**Audience:** Jam!

**Mona:** What's in the bottles? *(addresses the audience)*

**Audience:** Milk!

**Alvin:** Is there a lot of food? *(addresses the audience)*

**Audience:** Yes!

**Rolly:** Let's sing, everybody!  
*(everyone joins in the singing)*  
What have the elves  
Got up on the shelves?  
Burgers, pizzas or cakes?

No way! No! Not today!  
It's harvest time,  
Shout hooray!  
No way! No! Not today!  
There's honey, beans and peas!

**Rolly:** Here are some presents for you! *(gives them the hamper of food)*

**Alvin:** Thank you, Rolly. Yummy! Some orange juice, some milk and some jam!

**Rolly:** Good food for good friends!  
*(addresses the audience)* Stand up, everyone! Wave your hands and shout 'To good health and good friends!'

**Audience:** To good health and good friends!

**Erlina:** Time to go! Thank you, Rolly!

**All:** Thank you, Rolly! Bye!

**Rolly:** Come again next year! Bye! *(Erlina, Alvin, Harry, Lee, Mona and Emma exit)*

# Play 2 – Crow Castle!

## ★ Outline:

The characters visit Crow Castle, where they meet Carl the Crow and find out about life in the past. Alvin decides to play a trick on everyone!

## ★ Characters:

Mona	Alvin
Emma	Carl the Crow
Harry	Suit of armour (knight)
Lee	Erlina

## ★ Structures/Functions:

### Talking about the past:

- Did they dress in expensive clothes?

- Yes, they did.
- He painted pictures.
- They made the world a better place.

### Useful phrases:

- Welcome!
- It's only me!
- Sorry!
- That's a good idea!
- Cool!
- Bye for now!

## ★ Vocabulary:

- castle
- knight
- king
- queen
- suit of armour
- noise
- scared
- guardian
- painter
- composer
- writer

## ★ BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

### Before going into class

Prepare slips of paper with the name of a (now dead) famous person on each one – make sure your students will know who they are!

- 1 Stick a slip of paper on each student's forehead, (they must not see the name they are given). Tell the students that they were all famous people in their former lives! The aim of the game is for the students to find out who they were by moving around the classroom and asking each of their classmates one question about themselves.

e.g. *Student 1: (has 'Mozart' on his/her forehead)*  
*Was I a man?*

*Student 2: Yes!*

*Student 1: Was I a composer?*

*Student 3: Yes!*

*Student 1: Was I Mozart?*

*Student 4: Yes! etc.*

- 2 Show the backdrop. Have a class discussion about the castle.

*Teacher: (pointing to the backdrop) What is this place?*

*Student 1: Crow Castle!*

*Teacher: Who's this? (pointing to portrait of king)*

*Student 2: A king! etc.*

- 3 Play *Castles!* with the class. The students find a space in the room and practise responding to the following cues:

**All hail!** = boys bow and girls curtsy

**Sir Lancelot!** = mime riding a horse

**Cannon balls!** = crouch in a ball

**Let's dance!** = find a partner and do the waltz

**Michelangelo!** = strike a pose (as if posing for a painting!)

**Guard!** = stand to attention like a guard

**Touché!** = mime fencing

Then, play some music and ask the students to move around the room. Stop the music and give them one of the cues. Anyone not responding correctly is out of the game.

(Activities to familiarise the students with the lyrics of the song.)

- 4 Ask the students to listen and repeat the words after you. Play the song, encouraging the students to join in with the actions.

(Have students sway from side to side, in time with the music.)

Astronauts and doctors,

Nurses, writers, teachers –

They made the world a better place, (*stretch right arm to the side, then left*)

They did it for the human race! (*keep both arms outstretched as though beseeching*)

They did what they did, (*make a victory pose – like 'Goal!'*)

They gave it their best!

And now it is up to us (*point to yourself*)

To try and do the rest! (*stretch right arm to the side, then left*)

# Play 2 – Crow Castle!

*(Have students sway from side to side, in time with the music.)*

Artists and composers,  
Athletes, actors, dancers –  
They made the world a better place, *(stretch right arm to the side, then left)*  
They did it for the human race! *(keep both arms outstretched as though beseeching)*

- 5 Life was so fine, you know, *(boys bow, girls curtsy)*  
Hundreds of years ago.  
I wish there was a way *(hands together, look upwards, as though wishing/praying)*  
To be a knight for just one day!

They lived in big castles,  
They danced with the Queen. *(do the waltz with a partner)*  
They travelled on horses *(mime riding a horse)*  
And looked like machines! *(strike the pose of a 'machine')*  
They fenced in the morning *(mime fencing)*  
And played chess at night. *(mime playing chess)*  
They guarded the castle, *(mime guarding)*  
And learned how to fight! *(strike the pose of a strong man)*

## Script & Stage Directions

### Crow Castle!

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#### Scene 1 (TRACK 147)

---

*(Carl the Crow enters and addresses the audience.)*

**Carl:** Hello!

**Audience:** Hello!

**Carl:** My name's Carl the Crow. I'm the guardian of Crow Castle.  
*(SFX noises off stage)*

**Carl:** Ah! The children are here. Bye for now!

**Audience:** Bye!  
*(Lee, Erlina, Mona, Harry and Emma arrive)*

**Carl:** Welcome to the castle!

**Lee:** *(looking around)* Wow! This is amazing!

**Emma:** *(pointing at portraits)* Look at the King!  
Look at the Queen!

**Mona:** Did they dress in expensive clothes?

**Carl:** *(addresses the audience)* Did they?

**Audience:** Yes, they did!

**Carl:** Yes. They dressed in expensive clothes!

**Harry:** Did they listen to music?

**Carl:** *(addresses the audience)* Did they?

**Audience:** Yes, they did!

**Carl:** Yes. They listened to music!

**Lee:** Did they dance, too?

**Carl:** *(addresses the audience)* Did they?

**Audience:** Yes, they did!

**Carl:** Yes. They danced all night!

**Emma:** Who's that? *(Emma points to the painting of the composer)*

**Carl:** That's a famous composer. He played the violin for the King and Queen!  
*(Carl speaks, pointing to the painting of the composer and then to the king and queen)*

**Mona:** And who's that? *(Mona points to the painting of the painter)*

**Carl:** That's a famous painter. He painted pictures of the King and Queen. *(Carl speaks, pointing to the painting of the painter and then to the king and queen)*

**Harry:** Who's that? *(Harry points to the painting of the writer)*

**Carl:** That's a famous writer. He wrote plays about the King and Queen! *(Carl speaks, pointing to the painting of the writer and then to the king and queen)*

**Lee:** They were clever!

**Carl:** Oh, yes! They made the world a better place. *(addresses the audience)*  
Everybody sing!

Astronauts and doctors,  
Nurses, writers, teachers –  
They made the world a better place,  
They did it for the human race!

They did what they did,  
They gave it their best!  
And now it is up to us  
To try and do the rest!

# Play 2 – Crow Castle!

Artists and composers,  
Athletes, actors, dancers –  
They made the world a better place,  
They did it for the human race!

**Carl:** Come with me. Let me show you the rest of the castle! *(they all exit)*

## Scene 2 (TRACK 148)

---

*(The children enter. They are looking at the suit of armour.)*

**Harry:** What's this?

**Carl:** It's a suit of armour. The knights dressed like that!

**Lee:** Cool! Did they walk around like that, too?

**Carl:** Oh, yes!

**Harry:** *(saying hello to the suit)* Hello!

**Alvin:** *(Alvin speaks from inside the suit of armour)* Hello!

**Harry:** That knight talked!!

**Lee:** *(addresses the audience)* Oh, no, it didn't!

**Audience:** Oh, yes, it did!

**Emma:** Let's go! I'm scared! *(they begin to walk, Alvin dressed as a knight, walks behind them, following Harry)*

**Harry:** What's that noise? I can hear something! *(he turns around, sees the suit of armour behind him and screams. The others all look round and scream, too)*

**All:** Aargh!

**Alvin:** *(identifying himself)* It's OK. It's only me!

**Mona:** Alvin! You scared us!

**Alvin:** Sorry! I wanted to be a knight for a day!

**Carl:** A knight for a day? That's a good idea! Let's all sing a song! *(addresses the audience)*

**Audience:** Yes!

**Carl:** Come on, join in:

Life was so fine, you know,  
Hundreds of years ago.  
I wish there was a way  
To be a knight for just one day!

They lived in big castles,  
They danced with the Queen.  
They travelled on horses  
And looked like machines!

They fenced in the morning  
And played chess at night.  
They guarded the castle  
And learned how to fight.

**Carl:** *(to audience)* Did you have a good time?

**Audience:** YES!

**Carl:** Well, thank you for coming. Goodbye.

**All:** Goodbye!

# Play 3 – A holiday in Port Fairy!

## ★ Outline:

The characters go on summer holiday to Port Fairy! They meet Peggy the Penguin and explore her fairy garden.

## ★ Characters:

Mona	Alvin
Emma	Peggy the Penguin
Harry	Erlina
Lee	

## ★ Structures/Functions:

### Talking about future plans:

- We're going to go on holiday.
- You'll have a nice surprise.
- Are we going to go swimming?

## Useful phrases:

- I've got a surprise for you!
- Make a wish!
- Wait and see!
- I'm having a great time.
- You're on holiday!
- Have a nice holiday!

## ★ Vocabulary:

- |               |              |
|---------------|--------------|
| • fairy       | • dive       |
| • penguin     | • go sailing |
| • fish        | • swim       |
| • flower      | • games      |
| • armadillo   | • ice cream  |
| • take photos |              |

## ★ BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

### Before going into class

Bring in blank sheets of paper.

- 1 Distribute the sheets of paper. The students draw a quick sketch (stress that it need only be a stick figure and shouldn't be anything fancy) for their classmates to guess what they are going to do on holiday. Give a time limit of two or three minutes. To make things more difficult (and more fun!), the students can cover the picture, and slowly uncover it for their classmate to guess.

e.g. *Student 1: (student holds up sketch of swimming) What am I going to do on holiday?*

*Student 2: Are you going to sleep?*

*Student 1: No!*

*Student 3: Are you going to swim?*

*Student 1: Yes! etc.*

(Now student 3 takes a turn and asks student 4, and so the game continues.)

- 2 Show the backdrop. Have a class discussion about Port Fairy.

e.g. *Teacher: (pointing to the backdrop) Where is this place?*

*Student 1: Port Fairy!*

*Teacher: What's this? (pointing to wishing well)*

*Student 2: A wishing well! etc.*

- 3 Play *Wishing Well!* with the class. The students form a circle. Appoint two students to be the wishing well. They stand in the centre, facing each other and holding both hands. Choose a student to go to the wishing well and make a wish. Whatever he/she wishes for, the other two (the wishing well students) must assist him/her in any way!

e.g. *Student 1: (closes eyes and throws an imaginary coin into the wishing well) I want to be famous! etc.*

The *wishing well* students must now spring into action – taking a picture, asking for an autograph, clapping, cheering etc. This can be a very amusing and rewarding activity if you encourage the students to be as creative as they want. There are no wrong answers and no one loses!

Now, student 1 takes the place of one of the wishing well students and the game continues with another student from the circle.

(Activities to familiarise the students with the lyrics of the song.)

- 4 Ask the students to listen and repeat the words after you. Play the song, encouraging the students to join in with the actions.

Fairy flowers and fairy fish (*cross fingers and sway from side to side*)

Will you help us make a wish?

Fairy bluebird, fairy wren,

Close your eyes and count to ten! (*close eyes as though wishing*)

# Play 3 – A holiday in Port Fairy!

In the Magic Garden (*wave a pretend wand in the air*)

We'll make a magic spell.

We'll throw a silver coin (*mime throwing a coin in the well*)

In the wishing well!

Fairy flowers and fairy fish (*cross fingers and sway from side to side*)

Will you help us make a wish?

Fairy penguin, fairy bell,

We'll see you by the wishing well! (*close eyes as though wishing*)

- 5 We are going to fly to the sky, (*mime flying*)  
We are going on holiday!

Yes, we're going to fly on the wings of a dove

Singing Polly – Wolly – Doodle all the day! (*wave both hands*)

Fly away! (*flap imaginary wings*)

Fly away!

We are going to fly away!

We are going away on a holiday

Singing Polly – Wolly – Doodle all the day! (*wave both hands*)

We are going to fly to the sky, (*mime flying*)

We are going on holiday!

Yes, we're going to send you lots of love (*blow kisses*)

Singing Polly – Wolly – Doodle all the day! (*wave both hands*)

## Script & Stage Directions

### A holiday in Port Fairy!

#### Scene 1 (TRACK 149)

(*Enter stage left: Lee, Harry, Emma, Mona, Alvin and Erlina.*)

**Emma:** Port Fairy is so cool! We're going to have a great holiday!

**Erlina:** I've got a surprise for you!

**Harry:** What is it, Erlina?

**Erlina:** Do you like fairies?

**All:** Yes!

**Erlina:** (*addressing audience*) Do **you** like fairies?

**Audience:** Yes!

**Erlina:** Do you want to meet my special friend?

**All:** Yes

**Erlina:** (*addressing audience*) Do **you** want to meet my special friend?

**Audience:** Yes!

(*enter Peggy, the fairy penguin*)

**Erlina:** This is Peggy, the fairy penguin!

**Peggy:** Hello, everyone!

**All:** Hello, Peggy!

**Peggy:** (*addressing audience*) Hello!

**Audience:** Hello, Peggy!

**Peggy:** (*beckoning the children*) Come with me! I'll show you around my fairy garden. (*moves to the right of the stage*) Look, here it is!

**Erlina:** Wow! Fairy flowers, fairy fish and fairy armadillos!

**All:** Ooh!

**Peggy:** Do you like my fairy garden?

**Audience:** Yes!

**Peggy:** Do you want to make a wish?

**Audience:** Yes!

**Peggy:** We'll all make a wish. What will you ask for, children?

**Harry:** I'll ask for an A in my test!

**Mona:** I'll ask for a ball for Missy!

**Lee:** I'll ask for a new bike!

**Emma:** I'll ask for my own fairy garden!

**Erlina:** (*to audience*) Let's all sing!

Fairy flowers and fairy fish –  
Will you help us make a wish?  
Fairy bluebird, fairy wren,  
Close your eyes and count to ten!

In the Magic Garden  
We'll make a magic spell.  
We'll throw a silver coin  
In the wishing well!

# Play 3 – A holiday in Port Fairy!

Fairy flowers and fairy fish –  
Will you help us make a wish?  
Fairy penguin, fairy bell,  
We'll see you by the wishing well!

**Harry:** I'm having a great time here!  
**Lee:** What are we going to do next?  
**Peggy:** Wait and see! You'll have a nice surprise!

## Scene 2 (TRACK 150)

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*(The characters are all on stage, in front of the ship.)*

**Harry:** Are we going to go sailing?  
**Peggy:** Of course! You're on holiday!  
**Alvin:** I'm going to swim with the dolphins!  
**Emma:** I'm going to dive in the sea!  
**Mona:** I'm going to take lots of photos!  
**Harry:** I'm going to eat a big ice cream!  
**Lee:** I'm going to play games all day!  
**Erlina:** (to audience) Do you want to go on holiday, too?  
**Audience:** Yes!  
**Erlina:** Are you going to dive in the sea?  
**Audience:** Yes!  
**Erlina:** Are you going to take photos?  
**Audience:** Yes!  
**Erlina:** Are you going to eat ice cream?  
**Audience:** Yes!  
**Erlina:** Are you going to play lots of games?  
**Audience:** Yes!  
**Erlina:** Alright, then! Come fly with me! Let's sing, everyone!

We are going to fly to the sky,  
We are going on holiday!  
Yes, we're going to fly on the wings of a dove  
Singing Polly – Wolly – Doodle all the day!  
Fly away!  
Fly away!  
We are going to fly away!  
We are going away on a holiday  
Singing Polly – Wolly – Doodle all the day!  
We are going to fly to the sky,  
We are going on holiday!  
Yes, we're going send you lots of love  
Singing Polly – Wolly – Doodle all the day!  
**All:** Bye! Have a nice holiday, everyone!