



English Code 4

Teacher's Book

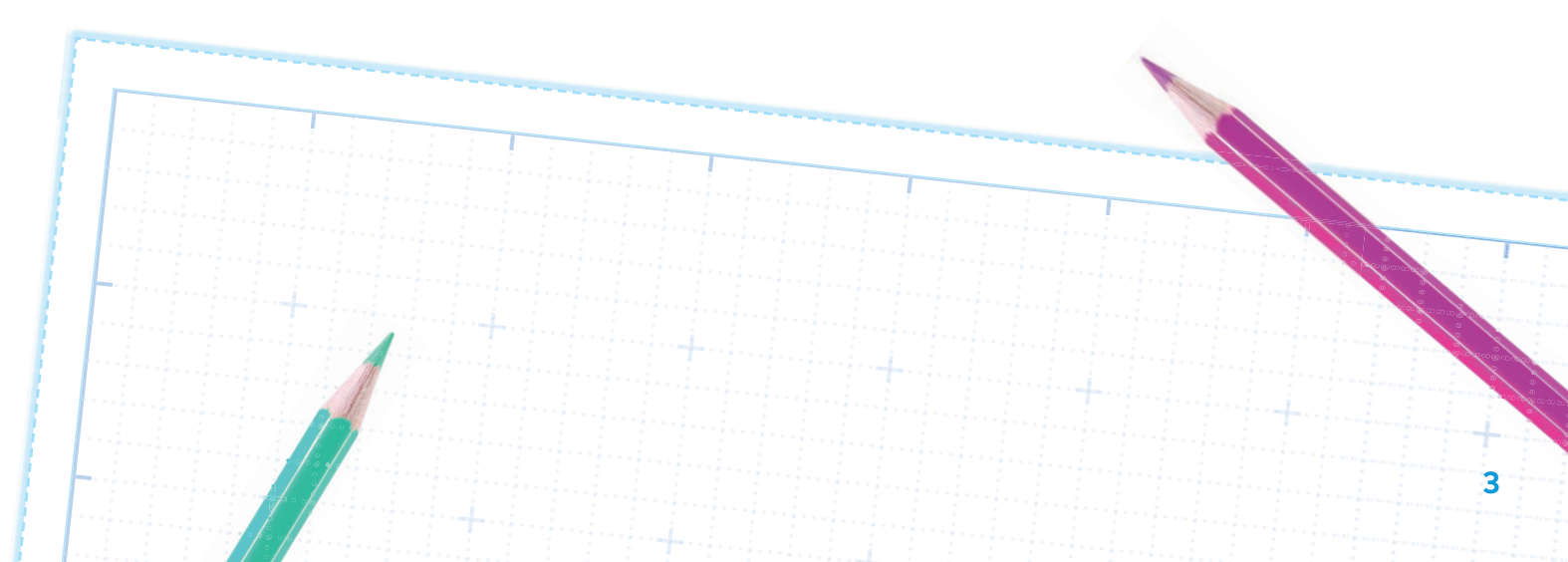




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OUR WORLD

INTRO:

Here we stand: children of every age,
This is our world and the world's our stage.
We can laugh, we can cry – we can float, we can fly,
We can dance, we can sing – we can do almost anything
in *OUR* world ... our *beautiful* world.

VERSE 1:

Some of us are small; some of us are tall,
Some of us are shy; some say hi to everybody,
Some of us like numbers; some of us love words,
Some of us watch football, and some of us watch the birds!

(CHORUS)

This is our world ... we're different but the same.
We live and learn together – we get to know each other ...
in *OUR* world ... our *beautiful* world.

VERSE 2:

Some of us like music; some of us like cars,
Some of us draw pictures, looking at the stars,
Some of us are scientists, trying to find the code,
All of us can help a friend and give a hand to hold.

This is our world – there's room for everyone.
We learn to live together, and we have a lot of fun ...
In *our* world ... in *our* world ... in our *beautiful* world!

Welcome back!

OBJECTIVES

Reading

- Reading comprehension – Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures.
- Response to text – Can extract specific information in short texts on familiar topics.

Listening

- Listening comprehension – Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are or what they are doing.
- Listening comprehension – Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts.

Speaking

- Spoken production – Can describe a picture showing a familiar scene or activity, using simple language, if prompted by questions.
- Spoken production – Can talk about a past event or activity in a very basic way.

Writing

- Written production – Can write simple sentences about what they/other people are doing.
- Written production – Can write simple facts about themselves given prompts or a model.

KEY LANGUAGE

Key vocabulary	Grammar
ordinal numbers 1st–31st aunt grandparents parents uncle	When's your birthday? It's on 3rd October.

VALUES AND SOCIAL-EMOTIONAL LEARNING: LISTEN TO OTHERS AND SAY HOW YOU FEEL

Students will learn how to listen to others and say how they feel.

Welcome back!

OPENER



Welcome back!
How can I talk about myself?

1 Listen and number. Sing the song.

SONG TIME How was your holiday?

- Did you get the postcard I sent to you?
- It's nice to see you, Clare, my friend.
- Give me five, Jack, and tell me what's new.
- How was your holiday? Where did you go?
- Hey there, Samir! What's up? Hello!
- Welcome back. Here we are again.

2 Read and complete.

beach boat
cousins delicious
hot school Spain

To: Jack | From: Samir

Dear Jack,
I'm having a great time in 1 _____.
with my 2 _____. The weather
is really 3 _____ and the
food is 4 _____. We go to the
5 _____ every day. Yesterday, we
went out in a 6 _____. I loved it!
I hope you're having a good time, too.
See you at 7 _____.
Samir

3 Was your holiday the same or different? Discuss with a partner.

I went to the beach, but I didn't go to Spain.

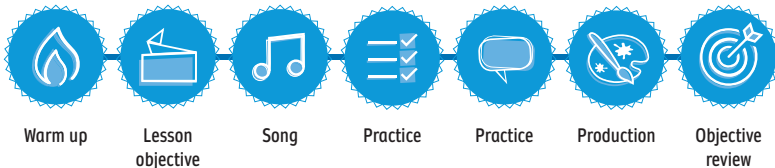
4 Imagine you are on holiday. Make a postcard for a friend.

Class 4A - Summer postcards
The children in Class 4A had a special task for the summer. All the children in the class wrote a postcard to a friend. On the first day of school, they showed the postcards in class.

4 four

five 5

Lesson flow



LESSON OBJECTIVE

I will learn about holidays.

Warm up

- Start the lesson with the English Code song. Have students look at page 158 in their Pupil's Books to see the song lyrics. Play audio 001. Have students listen and read along with the song quietly.
- Play the audio again and have students sing along. You may need to repeat the song for students to remember.

- Extra** Divide the class into two groups to sing the song. One group sings the verses and the other group sings the chorus. Swap so that both groups practise the different parts.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about holidays.*
- Involve** Students will learn to recall and identify what they already know about holidays and learn some new language to be able to discuss those ideas in English.

Song 🎵

1 🎧 002 Listen and number. Sing the song.

(Answers: 6, 2, 5, 4, 3, 1)

- Play audio 002. Have students listen to the song and number the lines in the order they hear them in the song. Check answers as a class.
- Play the audio again. Have students listen and sing along using the lyrics on the page.
- **Extra** Divide the class into three groups to sing. The first group sings the first two lines, the second group sings the second two lines and the third group sings the final two lines. Then have them swap, so that each group sings the different lines.

Practice

2 Read and complete.

(Answers: 1 Spain, 2 cousins, 3 hot, 4 delicious, 5 beach, 6 boat, 7 school)

- Point at the text headed *Class 4A – Summer postcards* and have students read the text one by one or all together as a class. Then have them look at the picture and find the postcards. Ask *What can you see on the postcards?* Elicit answers, e.g., *I can see a tree and the Sun.*
- Ask students to read the text in the email and complete it with the words in the box. Then check answers as a class.
- **Challenge** Have students rewrite the email in their notebooks and replace all the missing words with other words. Encourage them to think of a different country or place to make it easy to think of other words to use.

COMMUNICATION

Practice

3 Was your holiday the same or different? Discuss with a partner.

- Have a student read the example in the speech bubble. Then ask students to look at Activity 2 and discuss with their partner.
- **Assist** Have students discuss and make sentences about their own holidays and then look to see if Samir did the same thing or something different, e.g., *I went to the beach. Samir went to the beach, too.* Encourage them to use *but* or *and* to link the two sentences.
- **Monitor** Monitor and provide support if needed. Take notes on any general issues with sentence structure, and pronunciation and intonation.

- **Extra** Have students sit in two queues and tell the first student in each queue to make a sentence about what they did on holiday and whisper it to the next student, e.g., *I ate fish soup in Thailand.* Students continue to whisper the sentence to each other until it reaches the last student in the queue. The last student has to tell the class what they think they heard!

CREATIVITY

Production

4 Imagine you are on holiday. Make a postcard for a friend.

- Have students look at Activity 2 and think about what they can write on the postcard for their friend. If they didn't go on holiday to another place, they can write about what they did at home, or imagine that they went to a place of their choice.
- Give students a piece of white card about the size of their notebook. Then have students draw a line down the middle on one side, dividing it into two parts, the left side for them to write to their friend, and the right side to write their friend's address. On the other side, they can either draw a picture of where they went on holiday or cut out and stick pictures from magazines or photos.
- **Digital literacy** Discuss with students how to make a digital postcard. There are websites you can use or show them how to do it with software installed on your school computers. Encourage them to choose an eye-catching picture or use a mix of several engaging pictures. Then have them write about the place in the picture. It can be somewhere they went on holiday or they can use their imagination. Remind them to include the address of the person they are sending the postcard to.

Objective review

- Revisit the lesson objective. Say *Now I know about holidays.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

Big families

VOCABULARY

Big families

VOCABULARY

I will learn family words.

1 Read and underline the countries.

Four generations of my family live in this town, but my family comes from all over the world!

The first generation were my grandparents. My dad's parents are from Russia and my mum's parents are from Ecuador.

The second generation here are my parents and my uncle. My mum and her sister are from the USA, and my dad and his brother are from Scotland.

My cousin, sister and I are the third generation in the town. I live with my sister, my parents and my granddad.

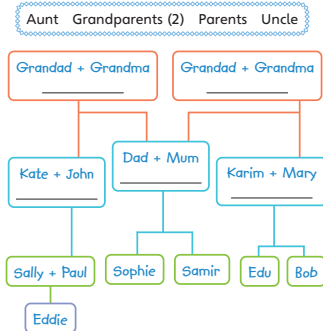
Aunt Mary lives in Spain with her family, but Uncle John and his family live here.

My cousin Sally's got a new baby! Eddie is the fourth generation of the family in this town!



2 Complete the family tree. Then answer the questions.

- Has Samir's mum got a sister? _____
- How many aunts has Samir got? _____
- Who are Edu and Bob's parents? _____
- Who are Eddie's grandparents? _____



3 Ask and answer about Samir's family.

Who are Eddie's parents?



6 six

Language lab

GRAMMAR: WHEN ...?

I will learn to ask and answer about dates.

1 Listen and tick .

When's your birthday? It's on 3rd October.

- Who is having a party?
 - a Samir's sister
 - b Samir
 - c Samir's best friend
- When is the birthday?
 - a 3rd October
 - b 11th October
 - c 28th October
- When's the party?
 - a 3rd October
 - b 5th October
 - c 28th October
- Where is the party?
 - a in the park
 - b at school
 - c at home

2 Read and write the first letter of their names.

October						
Mon	Tues	Weds	Thurs	Fri	Sat	Sun
	1st	2nd	3rd	4th	5th	6th
7th	8th	9th	10th	11th	12th	13th
14th	15th	16th	17th	18th	19th	20th
21st	22nd	23rd	24th	25th	26th	27th
28th	29th	30th	31st			

- Lucy's birthday is on the fifteenth.
- Harry's birthday is on the twentieth.
- John's birthday is on the thirty-first.
- Clare's birthday is on the twelfth.

3 Make a bar chart showing your friends' birthdays.

When is your birthday?



4 Complete.

- When's your friend _____'s birthday? It's on _____.
- _____ your friend _____'s birthday? It's on _____.

seven 7

Lesson flow



Warm up

Lesson objective

Practice

Practice

Production

Objective review

LESSON OBJECTIVE

I will learn family words.

KEY LANGUAGE

ordinal numbers 1st–31st
 aunt
 grandparents
 parents
 uncle

Warm up

- Put the flashcards from Level 1, Unit 3 Family on the board, or find pictures to represent the words (*mum, dad, brother, sister, aunt, uncle, grandad, grandma, cousin, baby*). Ask students to say the words as you point at each picture and elicit the family words.
- Start writing one of the family words on the board, one letter at a time. Have students try to guess as quickly as possible what the word is. The student who guesses the answer takes the next turn.

- **Challenge** Write family words on the board, but replace more than half of the letters with lines, for example, g _ _ n _ _ _ (*grandad*). Have students work in pairs to solve the puzzles, then check answers as a class and have students spell out the words.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn family words.*
- **Involve** Students will learn new family words that relate to their everyday lives. They will practise identifying and making sentences about them.

Practice

1 Read and underline the countries.

(Answers: Russia, Ecuador, USA, Scotland, Spain)

- Ask students to read the text about Samir's family quietly. If there are any words they don't know, have them discuss with their partners and try to understand the meaning from the context. Then have them underline the countries.
- **Assist** Have students read the text one by one or all together as a class, then elicit the answers and write them on the board. Discuss any similarities or differences and provide explanations in English for any words that may have been misunderstood.
- Introduce the new vocabulary (*grandparents, parents*) and encourage students to say the words out loud.
- **Differentiation** Have students use the text as a model to write about who is in their family and where they are from. Less confident students can try to write about their grandparents and parents, while more confident students can try to write about their aunts, uncles and cousins, too.



CRITICAL THINKING

Practice

2 Complete the family tree. Then answer the questions.

(Answers: Grandparents, Grandparents, Uncle, Parents, Aunt, 1 Yes, she has., 2 He's got two aunts., 3 They are Aunt Mary and Uncle Karim., 4 They are Kate and John.)

- Have students use the text in Activity 1 to complete the family tree with the words in the box. Explain that they will use the word *Grandparents* twice, and that they should label the uncle named in the text.
- Then have students read and answer the questions using the family tree. Check answers with the class.

- **Monitor** Ask questions to check understanding. Point at each set of grandparents and ask *How many children have they got? (two)*. Point at Samir in the family tree and ask *How many cousins has he got? (four)* *Have any of his cousins got children? (Yes, one has.)*
- **Extra** Have one student come to the front of the class and make a sentence about Samir's family that isn't correct, e.g., *Samir has got three granddads*. Ask students to put their hand up and correct the sentence (*Samir has got two granddads*). The student who provides the correct sentence takes the next turn.



COMMUNICATION

Production

3 Ask and answer about Samir's family.

- Have a student read the example in the speech bubble. Then ask students to look at the family tree in Activity 2 and ask and answer about Samir's family with their partner.
- **Assist** Have students look at the questions in Activity 2 and ask them which words they can change to make new questions, e.g., *Who are Eddie's grandparents?* can change to *Who are Eddie's parents?* *Who are Sophie's grandparents?*
- **Monitor** Monitor and provide support if needed. Ask individual students questions and listen to their answers, then have them ask you questions. Take notes on any general issues with pronunciation and intonation.
- **Extra** Have students make their own family trees. They could do this in their notebooks and copy the design in Activity 2, or on a white piece of paper where they can draw a tree with lots of branches. They can stick photos or draw pictures of their family, adding labels underneath. Then have them ask and answer with a partner about their own families.

Objective review

- Revisit the lesson objective. Say *Now I can use family words.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary and having them identify those words in pictures.

Language lab

GRAMMAR: WHEN ...?

Big families

VOCABULARY

I will learn family words.

1 Read and underline the countries.

Four generations of my family live in this town, but my family comes from all over the world!

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The second generation here are my parents and my uncle. My mum and her sister are from the USA, and my dad and his brother are from Scotland.

My cousin, sister and I are the third generation in the town. I live with my sister, my parents and my granddad.

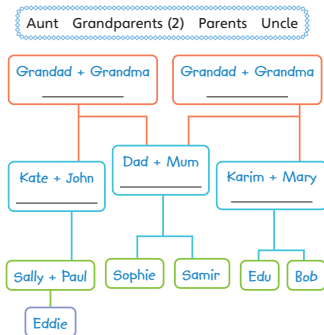
Aunt Mary lives in Spain with her family, but Uncle John and his family live here.

My cousin Sally's got a new baby! Eddie is the fourth generation of the family in this town!



2 Complete the family tree. Then answer the questions.

- Has Samir's mum got a sister? _____
- How many aunts has Samir got? _____
- Who are Edu and Bob's parents? _____
- Who are Eddie's grandparents? _____



3 Ask and answer about Samir's family.

Who are Eddie's parents?



6 six

Language lab

GRAMMAR: WHEN ...?

I will learn to ask and answer about dates.

1 Listen and tick.

When's your birthday? It's on 3rd October.

- Who is having a party?
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 - b Samir
 - c Samir's best friend
- When is the birthday?
 - a 3rd October
 - b 11th October
 - c 28th October
- When's the party?
 - a 3rd October
 - b 5th October
 - c 28th October
- Where is the party?
 - a in the park
 - b at school
 - c at home

2 Read and write the first letter of their names.

October						
Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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- Lucy's birthday is on the fifteenth.
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- Clare's birthday is on the twelfth.

3 Make a bar chart showing your friends' birthdays.

When is your birthday?

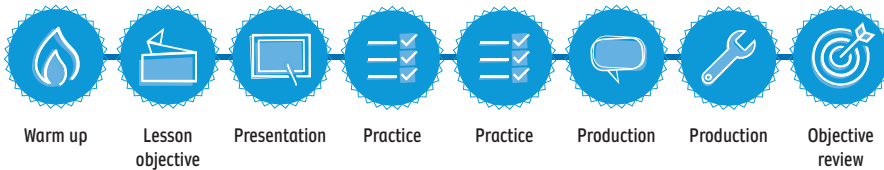


4 Complete.

- When's your friend _____'s birthday? It's on _____.
- _____s your friend _____'s birthday? It's on _____.

seven 7

Lesson flow



LESSON OBJECTIVE

I will learn to ask and answer about dates.

KEY LANGUAGE

When's your birthday?
It's on 3rd October.

Warm up

- Review months of the year with students. Ask them to say the months of the year in order from January to December, then backwards.

- Write the months of the year on the board in jumbled letters, e.g., *c r O b t e o* (October). Have students work in pairs to solve the puzzles, then check answers as a class and have students spell out the words.
- Extra** Have students sit in a circle, and choose a student to start. Have students count around the circle from *one* to *thirty-one* in a clockwise direction. If a student says the wrong number, they leave the circle. Keep going until there are only three students left, then tell them *Well done!*

Lesson objective

- Introduce the lesson objective. Say *Today I will learn to ask and answer about dates.*
- **Involve** Students will learn to ask and answer about dates using *when*. They will practise using questions and answers in different contexts.

Presentation

- Point at the grammar box and read the example. Ask students to repeat.
- Explain to students that when we say the date, we use ordinal numbers, e.g., *first, second, third*. Point at the calendar in Activity 2 and read the dates *1st* to *5th* with students and have them repeat after you. Then have students continue on their own, using the *st, nd, rd* and *th* to guide them to the endings of the number words.
- Have students ask and answer using *When's your birthday?* with their partner. Remind them that we always use *on* before the date when we talk about the date of our birthday.
- **Extra** Have students write the words and numbers for the ordinal numbers from *first* to *thirty-first* in their notebooks.

Practice

1 003 Listen and tick .

(Answers: 1 b, 2 a, 3 b, 4 a)

- Have students listen and check the correct answers. Play audio 003.
- **Monitor** Check answers with the class. Play the audio again if needed.

Practice

2 Read and write the first letter of their names.

(Answers: 12th C, 15th L, 20th H, 31st J)

- Have students read the sentences under the calendar and write the first letter of the names in the correct place on the calendar. Check answers as a class.
- **Assist** Have students look at the calendar and find the dates with a line for them to write on. Ask *What's the date? (It's the twelfth of October.)*. Repeat for all the dates with a line.
- **Challenge** Ask students to make a line in order of their birthdays from *1st January* to *31st December*. Tell them to ask and answer with other students using *When's your birthday?* and find where they have to stand in the line.

COMMUNICATION

Production

3 Make a bar chart showing your friends' birthdays.

- Have a student read the example in the speech bubble. Then have students go around the class and ask and answer with their friends. Remind them to take notes of their friends' birthdays so that they can make the bar chart.
- Show students how to make a bar chart with the number of students on the vertical axis, and the months of the year on the horizontal axis. Then show them how to draw each bar using a ruler and the information they've got about their friends' birthdays. They can colour the bars in different colours to make it easy to read.
- **Monitor** Monitor and provide support if needed. Ask individual students questions and listen to their answers, then have them ask you questions. Take notes on any general issues with pronunciation and intonation.
- **Challenge** Have students make another bar chart with the dates along the horizontal axis instead of the months.

Production

4 Complete.

- Have students use the information they collected in Activity 3 to complete the questions and answers about two of their friends' birthdays.
- **Differentiation** Have students write more questions and answers in their notebooks about their friends' birthdays. Less confident students can write two more questions each, while more confident students can write four more questions each.

Objective review

- Revisit the lesson objective. Say *Now I can ask and answer about dates.*
- **Involve** Encourage awareness of what students can do by asking them when their birthday is and when their friends' birthdays are.

Story lab

READING

I will read a story about a birthday.

- 1 Look at the pictures. How old is Grandad? 
- 2 Read and listen.

The birthday party

- 1 Grandad's birthday is at the end of February.



Let's have a party for Grandad's 70th birthday!

70!

'That's a nice idea', Mum said. But Grandad didn't want a party. 'Don't worry about me', he said. 'It's not an important day.'

- 2 The children didn't agree. 'Please can we have a party for Grandad?' Sofia asked her mum. 'His 70th birthday is important!' 'We can invite all the family', Samir said. 'All right', Mum said. Samir and Sofia talked to their cousins. 'Can you come to Grandad's party?'

The children did a lot of work for the party, but Grandad wasn't happy.



Remember! It's not a special birthday!

OK! OK!

Values Listen to others and say how you feel.

- 3 Answer the questions.

- 1 Why does the family want to celebrate Grandad's birthday? _____
- 2 What did Grandad say about the party at the start of the story? _____
- 3 Why did he say this? _____
- 4 Why wasn't Grandad happy? _____
- 5 What is special about Grandad's birthday? _____

8 eight

- 3 The day before the party, Dad made a big birthday cake.

What are the candles for?

They're for your cake, of course!

70!



On the day of the party, Samir and Sofia went to the park. First, Samir's school friends arrived. They put lanterns and a piñata in the trees. Then the cousins arrived with their parents. Soon, everyone was there.

- 4 Finally, Grandad and Mum arrived at the party. 'Happy birthday!' everyone shouted.



Here he comes!

But it's not my 70th birthday!

What?

Everyone looked confused. 'I was born on 29th February', Grandad explained. 'I have a birthday once every four years ... I'm not 70. I'm only 17!'

- 4 Read and complete.

first second third fourth fifth sixth seventh

- 1 Dad was the _____ person to arrive at the party.
- 2 Uncle Karim was the _____ person to arrive at the party.
- 3 Samir and Sofia were the _____ and _____ people to arrive at the party.
- 4 Aunt Mary was the _____ person to arrive at the party.
- 5 The cousins were the _____ and _____ people to arrive at the party.

Arrival Times

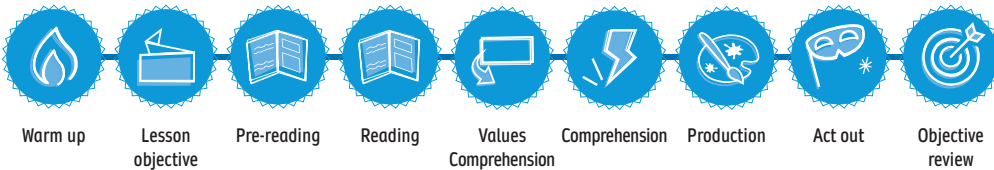
Samir and Sofia: 4:00
Aunt Mary: 4:10
2 cousins: 4:30
Uncle Karim: 4:35
Dad: 4:50

- 5  Write an invitation for a party.
- 6  Act out the story in groups.

When you write an invitation, make sure you include who or what the party is for, where it is and when it is.

nine 9

Lesson flow



LESSON OBJECTIVE

I will read a story about a birthday.

Warm up

- Have one student come to the front of the class and slowly draw a picture of a member of the family. Students have to guess who it is before they finish their picture, e.g., *It's Grandad*. The student who guesses the answer takes the next turn.
- Write ordinal numbers on the board and have students say the words. Then write the ordinal numbers on each side of the answer you want students to give you and have them say the word, e.g., *22nd* __ *24th* (*twenty-third*).

- **Extra** Have students sit in a circle and choose a student to start. The first student says *first*, then throws a ball to another student who says *second*. Continue until *thirty-first* and then start again at *first*. If a student says the wrong number, they leave the circle. Keep going until there are only three students left and then tell them *Well done!*

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about a birthday.*
- **Involve** Students will listen to and read a story about a birthday. They will use the information from the pictures and words to understand the story.

Pre-reading

1 Look at the pictures. How old is Grandad?

(Answer: 70)

- Ask students to look at the pictures and make predictions about what will happen in the story. Write their ideas on the board. Once you've read the story together, you can compare these ideas and discuss why there are similarities or differences.

Reading

2 004 Read and listen.

- Play audio 004 and have students listen and follow the story in their Pupil's Books.
- **Monitor** Ask questions to check understanding. Point at the main character in the story and ask *Who is it? (It's Grandad!).* Point at the second picture and ask *Who are the children talking to? (They're talking to their cousins.).* Point at the fourth picture and ask *Why is it not Grandad's 70th birthday? (Because he was born on 29th February.).*
- **Assist** Explain to students that 29th February only happens in a leap year, so people born on that day only have their birthdays every four years.
- Read the story as a class with students reading out a sentence each. Ask a student to read a sentence, then have the student next to them read the next sentence, and so on.

Values

Comprehension

3 Answer the questions.

(Answers: **1** Because it's his 70th birthday., **2** It's not an important day., **3** Because it's his 17th birthday., **4** Because he thinks it's not a special birthday., **5** It's on 29th February so it happens every four years.)

- Students will learn the value of how to listen to others and say how they feel.
- Have students read the story again and answer the questions. Check answers as a class.
- **Assist** Ask students *What could Grandad do or say at the start of the story to help? (Tell his family that it was his 17th birthday.).*
- **Challenge** Write the following situations on the board: *one child asks another to climb a tree, but they are scared of heights, one child asks another to go to a water park, but they are scared of water, one child asks another to eat a hamburger, but they don't eat meat.* Then ask students to work in groups and discuss *How can we listen to others? How can we say how we feel?* Discuss answers as a class.
- Remind students of the value *Listen to others and say how you feel.*

Comprehension

4 Read and complete.

(Answers: **1** seventh, **2** sixth, **3** first, second, **4** third, **5** fourth, fifth)

- Have students look at the list of when people arrived at Grandad's birthday, then read and complete the sentences. Check answers as a class.

CREATIVITY

Production

5 Write an invitation for a party.

- Show students the tips box and read it as a class. Then have them look back at the story and discuss with their partner the information that would have been on the invitation for Grandad's 70th birthday (whose party, the place, the time, the date, etc.).
- Have students decide on a party they want to make an invitation for.
- Give students a piece of white card about the size of their notebook. Then have students write and decorate their invitation. They can draw pictures or use pictures from magazines.

CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Act out

6 Act out the story in groups.

- Put students in groups of six and ask them to decide who plays the narrator and each character. Ensure students are happy to play the character they have picked regardless of age or gender differences.
- Have each group of students practise individually before bringing them together to act out in front of the rest of the class. Encourage students to provide support and encouragement for each other. After each group has acted out the story, have them clap or say *Well done!*
- **Differentiation** Put students in groups of the same ability. Have less confident students practise acting out the story as it is, while more confident students can make changes. For example, they can change the ending, change what happens or extend the story.

Objective review

- Revisit the lesson objective. Say *Now I can read a story about a birthday.*
- **Involve** Encourage awareness of what students can do by asking them to give you a summary of the story. Then read a sentence out loud.

Activity Book answer key and notes

WELCOME BACK!

1 002 Listen and write Samir or Yuyan.

(Answers: 1 Samir, Yuyan, 2 Yuyan, 3 Yuyan, 4 Samir, 5 Samir, 6 Samir, 7 Samir, Yuyan, 8 Yuyan)

2 Write about your holiday.

- Students complete the sentences about what they did on holiday.

3 Choose an expression. Then ask and answer with a partner.

- Students choose an expression and greet their partner, and then ask and answer about what they did on holiday.

4 Describe a favourite holiday place.

(Model answer: 1 My favourite holiday place is at my grandma's house by the beach., 2 I went in August this year., 3 I went with my mum and dad., 4 We went swimming and had picnics on the beach.)

Big families

1 Make a family tree.

- Students make a family tree with photos of three generations of their family. They can include family pets, too.

2 Complete the information about your family.

- Students complete the information about three generations of their family.

3 Read and complete.

(Answers: 1 grandma, 2 uncle, 3 grandad, 4 aunt, 5 cousin, 6 mum/aunt, 7 dad/uncle)

4 Find out about a partner's family. Take notes.

- Students ask and answer about their partner's family and take notes.

Language lab

1 003 Listen and write the dates.

(Answers: 21st April, 2nd September, 23rd December, 1st October, 7th March, 15th May, 22nd June, 17th August)

2 Look at 1. Write the dates in order. Use words.

(Answers: 1 the seventh of March, 2 the twenty-first of April, 3 the fifteenth of May, 4 the twenty-second of June, 5 the seventeenth of August, 6 the second of September, 7 the first of October, 8 the twenty-third of December)

3 Read and answer.

- Students answer the questions using words to write the dates.

4 Make a birthday notebook.

- Students make a birthday notebook from colourful paper.

Story lab

1 Read and circle T (True) or F (False).

(Answers: 1 T, 2 F, 3 F, 4 T)

2 Find words in the story that mean ...

(Answers: 1 didn't agree, 2 invite, 3 candle, 4 lantern, 5 piñata, 6 confused)

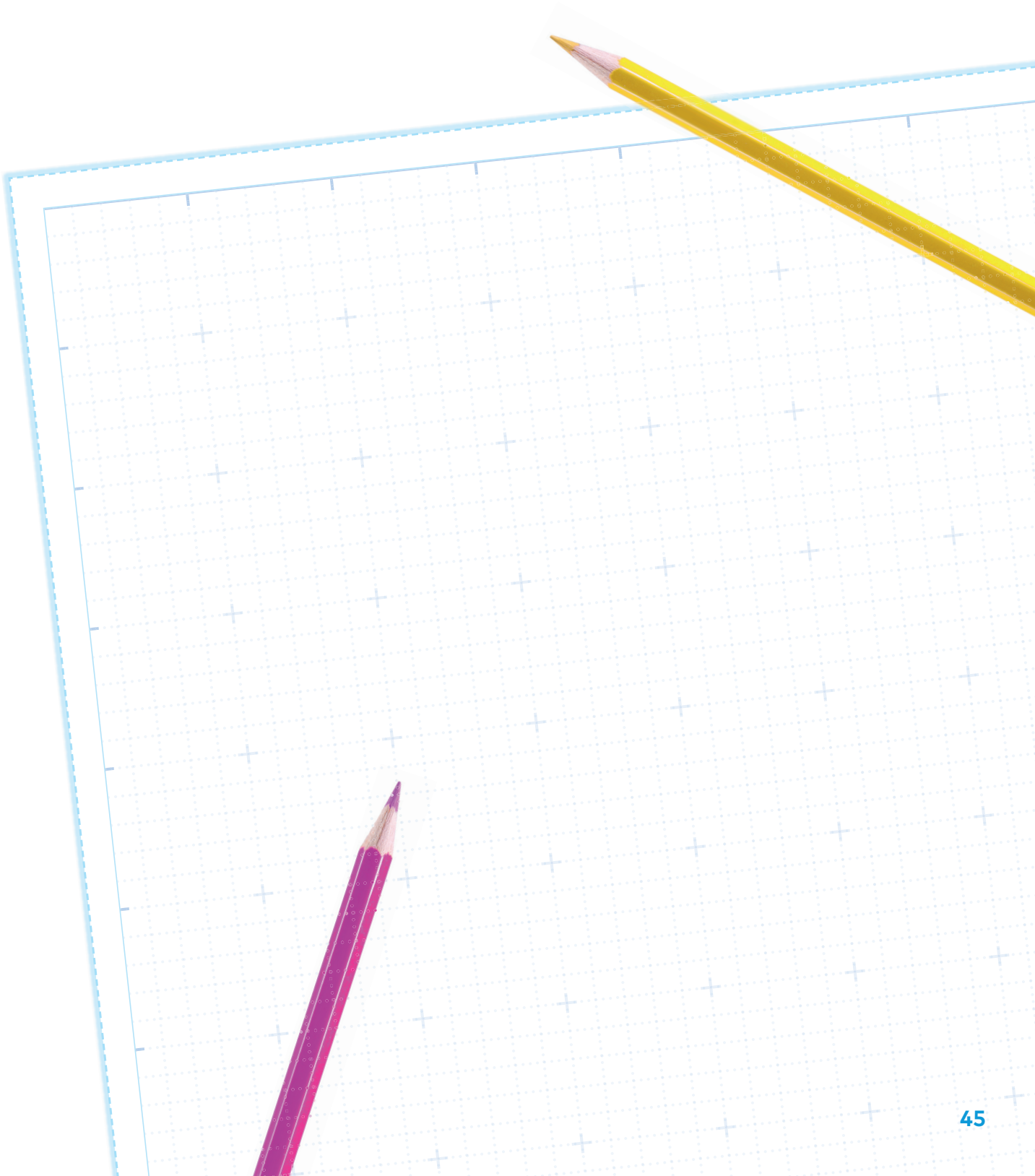
3 Read and complete.

(Answers: 17, 4, 68)

- In this maths activity, students learn to calculate the age of people born on 29th February using multiplication.

4 Write your opinion of the story.

- Give students some example adjectives to help them to decide how they feel about the story, e.g., *exciting*, *happy*, *boring*, *interesting*, *scary*, etc. Remind them to think about what they liked and didn't like in the story.



1

Into the wild

OBJECTIVES

Reading

- Reading comprehension – Can understand short paragraphs on subjects of personal interest (e.g., sports, music, travel), if written using simple language and supported by pictures.
- Reading comprehension – Can follow the sequence of events in a short text on a familiar, everyday topic.

Listening

- Listening comprehension – Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.
- Response to spoken prompts – Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

Speaking

- Spoken process and strategies – Can role-play parts of a picture story using simple actions and words.
- Spoken acts – Can ask basic questions about everyday activities.

Writing

- Written production – Can write simple sentences to describe what's happening in a sequence of pictures.
- Written production – Can write short, simple personal messages giving information of immediate relevance, given prompts or a model.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
blanket boots branches compass gloves grass leaves map matches rope wheel whistle	The sound /ɜ:/ bird fir girl heard shirt skirt	arch bridge deck force pentagon pull up push down structure suspension bridge triangle truss bridge	Dan is going to make a camp. He isn't going to use branches. Clare and Pearl are going to use branches. They aren't going to use leaves. Are you going to ...? Yes, I am. / No, I'm not. A time – at two o'clock A day of the week – on Monday A month of the year – in September An amount of time – for two days

PROJECT: PLAN A CLASS ADVENTURE

Students will find out about outdoor places, then choose an adventure and write a schedule. Next, they will make a detailed plan for their adventure and then have a class competition to find the favourite class adventure.

Materials: pencils, notebooks, photos or pictures of outdoor places, colouring pencils, white paper or card

EXPERIMENT LAB: STRONG BRIDGES

Students will learn about what makes bridges strong, and then how to build a bridge with triangles and test its strength with differing numbers of coins.

Materials: pencils, notebooks, ice lolly sticks, clay, a ruler, coins

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

CODING: EVENTS AND VARIABLES

- Students will learn to create simple event plans to achieve a task or outcome.
- Students will learn to understand and use simple variables.

MATHS

Students will learn how to identify shapes: different angled triangles and pentagons.

VALUES AND SOCIAL-EMOTIONAL LEARNING: WORK TOGETHER

Students will learn how to work together to help each other.

CREATIVE ACTIVITIES

Make your own picture dictionary.

This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.

Write a story about Jack and Alice getting lost in a forest.

Students use their creative writing skills to write a new story about Jack and Alice.

Act out the story in groups.

This feature occurs in each Story lab lesson and will help students to revisit and produce core language learnt so far in the unit, as well as collaborate with other students in a fun context.

Tick a place and write an SOS message.

Students use their creative writing skills to write an imaginary SOS message based on a photo location.



How can we plan a class adventure?

OPENER

1 Into the wild

How can we plan a class adventure?

1 Where are the children? What are they doing?

2 What are the children doing? Read and underline.

Playing outside is great! I really like climbing, swinging, collecting grass and leaves, and making a camp. I like balancing on branches, swimming and exploring. There are a lot of great things to do outside!

3 What other activities can the children do? Discuss with a partner.

balance climb collect
make a camp swing

branches grass
leaves rocks trees

They can climb the trees.

They can't swing on the rocks.

4 Do an outdoor activities survey.

CODE CRACKER

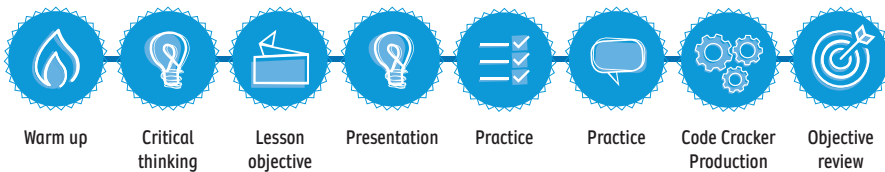
- Write four outdoor activities.
- Write your name and tick your two favourite activities.
- Ask three friends and tick their two favourite activities.
- Add up the number of ticks for each activity.

Activities				
Name: _____				
Name: _____				
Name: _____				
Name: _____				
Total <input checked="" type="checkbox"/> ticks				

What are your two favourite outdoor activities?

I like climbing trees and exploring.

Lesson flow



LESSON OBJECTIVE

I will learn about the wild.

KEY LANGUAGE

branches
grass
leaves

Warm up

- Show students a calendar and ask *What's the date today?* (e.g., *It's 21st September.*). Then ask a student *When's your birthday?* (e.g., *It's on 3rd October.*). Repeat with several students.

- Assist** Have students say the 12 months of the year in order, from January to December. Then have them say the ordinal numbers in order from 1st to 31st. You could say them together as a class, or go around the class and have students say them one by one.
- Have students sit in a circle and ask a student *When's your birthday?* The student answers (*It's on 18th January.*), then turns to the next student and asks the same question. The next student answers the question, then says when the first student's birthday is (*It's on 25th May. Simon's birthday is on 18th January.*). Continue around the circle with each student asking the question and making two sentences.



CRITICAL THINKING

- Ask students *How can we plan a class adventure?* Explain that they will plan a class adventure as their final project. Ask what they will need to think about for their project. Write ideas on the board (*outdoor spaces near school, different activities, equipment, a schedule, etc.*).
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for outdoor spaces and activities, how to talk about future plans, etc.). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1 and provide the English translation.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about the wild.*
- **Involve** Students will learn to recall and identify what they already know about the wild and learn some new language to be able to discuss those ideas in English.



CRITICAL THINKING

Presentation

1 Where are the children? What are they doing?

- Ask students to look at the picture and discuss their ideas with a partner. Encourage them to make full sentences using words they know, like places, activities, feelings and the weather.
- **Differentiation** Point at the picture and ask *What can you see? (I can see branches and leaves.) What are they doing? (They're finding things to make a camp. He's balancing on branches.)*. Then have students ask and answer with a partner.

Practice

2 What are the children doing? Read and underline. (Answers: making a camp, balancing on branches)

- Ask students to read the text, then look at the picture. Have them discuss any words they don't know with a partner and try to understand the meaning from the context. Then have them underline the answers.
- **Assist** Ask students for their answers and write them on the board. Discuss any similarities or differences.
- Introduce the new vocabulary (*branches, grass, leaves*) and encourage students to say the words out loud.

- **Challenge** Have students write four sentences to explain how they feel about playing inside. Encourage them to copy the sentence structure of the model, but to replace the words for indoor activities! If they don't like playing inside, they can start their text *Playing inside is boring!*



COMMUNICATION

Practice

3 What other activities can the children do? Discuss with a partner.

- Have two students read the examples in the speech bubbles. Then ask them to make sentences in pairs using the words in the boxes.
- **Assist** Point at the word boxes and ask students which words we can use together, e.g., *We can balance on branches and on rocks.* Check understanding by asking *Can we balance on grass? (no).*
- **Extra** Have students sit in two lines. Tell the first student in each line to make a sentence and whisper it to the next student, e.g., *They can't climb on the grass.* Students continue to whisper the sentence to each other until it reaches the last student in the line. The last student has to tell the class what they think they heard!

Production

CODE CRACKER

4 Do an outdoor activities survey.

- **Coding Syllabus:** Students will learn to create simple event plans to achieve a task or outcome.
- Students will learn how to add information to the table using their own ideas. They will ask their friends and use their answers to complete the table, then draw conclusions from the information.
- Read the instructions with students and have them write four outdoor activities in the top row of the table. Let students move around the classroom to ask and complete the table.
- **Assist** Ask questions to check understanding, e.g., *How many outdoor activities do you write? (four) How many friends do you ask? (three).*
- When students have completed their tables, discuss the results as a class. Remind students that the results will be useful for their final project.

Objective review

- Revisit the lesson objective. Say *Now I know about the wild.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

In the forest

VOCABULARY



In the forest

VOCABULARY

I will learn outdoor activity words.

1 Listen and match. Sing the song.



SONG TIME

Adventure camp

We've got a **wheel** and a **rope**.

I said clap, clap, clap!
Clap, clap, clap!

We've got **gloves** and **boots**.

I said stamp, stamp, stamp!
Stamp, stamp, stamp!

We've got **grass** and **matches**.

We've got **branches** and **leaves**.

We've got a **whistle** and a **blanket**.

We've got a **compass** and a **map**.

I said let's get ready for adventure camp.

2 Look at 1. What are the items useful for? Think of one more item.

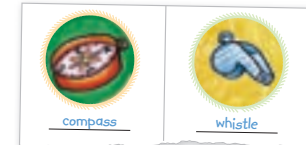
climbing cooking crossing the stream
exploring making a camp swinging

The boots are useful for crossing the stream.

3 Look at 1. Choose three items and make a list. Add your new item.

My list

5 Make your own picture dictionary. Draw and write in order from the least to the most useful for playing outside.



4 Play Get your equipment!

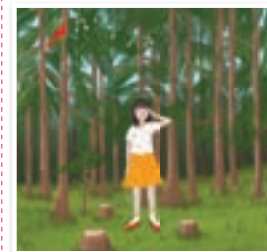
- climbing
- exploring
- cooking
- making a camp
- crossing the stream
- swinging

- 1 Take turns to roll the dice.
- 2 Have you got the equipment for the activity?
- 3 Tick all the equipment on your list and you're a winner!

My list

rope map compass spoon

6 Listen and circle the correct tree. Then say.



A little girl with a skirt and a T-shirt heard a bird in a fir tree in the forest. Where's the fir tree with the bird the little girl heard?

7 Look at 6. Find and circle words with the same sound as learn.



I rolled a one – that's 'climbing'! I've got a rope and that's useful for climbing.

12 twelve

thirteen 13

Lesson flow



Warm up

Lesson objective

Song

Practice

Practice

Production

Picture dictionary

Presentation

Practice

Objective review

LESSON OBJECTIVE

I will learn outdoor activity words.

KEY LANGUAGE

Key vocabulary

blanket
boots
branches
compass
gloves
grass

leaves
map
matches
rope
wheel
whistle

Phonics

The sound /ɜ:/
bird
fir
girl
heard
shirt
skirt

Warm up

- Ask students *What activities do you like?* Give them a few minutes to discuss with their partners. Encourage them to make full sentences using *I like (exploring)*.
- Have students sit in a circle. Throw a ball to a student and ask *What activities do you like?* Have them answer using a full sentence (*I like exploring.*), then throws the ball to another student who has to continue the sentence, adding the activity they like (*I like exploring and making a camp.*). Each student continues adding activities to the sentence until someone forgets an activity or everyone has made a sentence.

- **Assist** Ask students if they know any outdoor activity words and elicit *branches, grass* and *leaves*. Encourage students to share any other words they know and write them on the board.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn outdoor activity words.*

- **Involve** Students will learn new outdoor activity words that relate to their everyday lives.

Song 🎵

1 🎧 005 Listen and match. Sing the song.

(Answers: Child 1: gloves and boots, Child 2: wheel and rope, Child 3: whistle and blanket, Child 4: compass and map, Child 5: branches and leaves, Child 6: grass and matches)

- Play audio 005. Have students listen to the song and match the child to the items they are singing about. Point out that the children have numbers to show the order they sing in the song, and each child has got two items. Check answers as a class.
- Point at each of the items in the picture and ask *What's this? (gloves).*
- Play the audio again. Have students listen and sing along using the lyrics on the page.



CRITICAL THINKING

Practice

2 Look at 1. What are the items useful for? Think of one more item.

(Answers: The boots/rope are useful for crossing the stream. The wheel/rope is useful for swinging. The map/compass/whistle is useful for exploring. The matches are useful for cooking. The blanket is useful for making a camp. The gloves/rope are useful for climbing.)

- Ask students to look at the items in Activity 1 and think about what activities in the word box they can use them to do.
- **Challenge** Have students create a spidergram with the words in the box and add the items in Activity 1 and any more items they know.

Practice

3 Look at 1. Choose three items and make a list. Add your new item.

- Have students write their list. Explain that they will use the list in Activity 4.



COMMUNICATION

Production

4 Play *Get your equipment!*

- Students play the game in pairs or small groups.



CREATIVITY

Picture dictionary

5 Make your own picture dictionary. Draw and write in order from the least to the most useful for playing outside.

- Ask students to use a new notebook or the back of their English notebooks to create a picture dictionary for the new words they'll learn throughout the book.
- Show students the examples, then elicit the new outdoor activity words and write them on the board.
- Ask students to close their Pupil's Books and encourage them to use their imagination to draw the new words and write them neatly under the pictures.
- **Differentiation** Give students the time they need to decide how they want to organise and design their picture dictionary, and encourage them to use the same style for the rest of the book. They could incorporate the word into the picture or add it as a label underneath.

Ph PHONICS

Presentation

6 🎧 006 🗣️ Listen and circle the correct tree. Then say.

(Answers: the fir tree with the red bird)

- Students will learn the sound /ɜ:/ as in *skirt* /skɜ:/.
- Play audio 006. Have students listen and read along quietly. Then ask them to circle the tree.
- Play the audio again for students to say the riddle in time to the audio. Encourage them to emphasise the /ɜ:/ sounds.
- **Assist** Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy what they see and hear.

Ph PHONICS

Practice

7 🗣️ Look at 6. Find and circle words with the same sound as *learn*.

(Answers: girl, skirt, shirt, heard, bird, fir)

- Ask students to say *learn*, then have them look for words that sound the same. Remind them that the spelling might be different!

Objective review

- Revisit the lesson objective. Say *Now I can use outdoor activity words.*
- **Involve** Encourage awareness of what students know by eliciting sentences using the new vocabulary.

Language lab

GRAMMAR: GOING TO ...

Language lab

GRAMMAR: GOING TO ...

I will learn to talk about future plans using *going to*.

1 Watch the video.



Dan is **going to** make a camp.
He isn't **going to** use branches.
Clare and Pearl are **going to** use branches.
They aren't **going to** use leaves.
Are you **going to** ...? Yes, I am. / No, I'm not.

2 Listen and match.



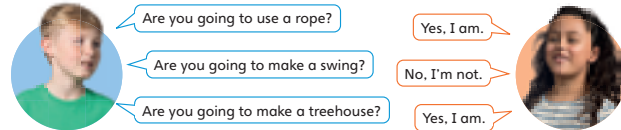
- Clare
- Dan
- Fred
- Pearl

3 Look at 2. Read and answer.

- 1 This child is going to use a wheel and a rope. This child isn't going to use leaves or rocks. Who is it? _____
- 2 This child is going to use branches, a rope and an old door. This child isn't going to use rocks or a wheel. Who is it? _____
- 3 This child is going to use rocks and branches. This child isn't going to use a blanket or grass. Who is it? _____
- 4 This child is going to use leaves and grass. This child isn't going to use a rope or boots. Who is it? _____

14 fourteen

4 Look at 2. Play *Guess the picture*.



5 What does it say? Use the spy's code to find out.

THE SPY'S CODE



1 Mr Red	2 the river	3 a black coat	4 the treehouse
5 Mr Gray	6 boots	7 a compass	8 a rope
9 Madam Black	10 gloves	11 the bridge	12 a hat
13 a map	14 a whistle	15 the camp	16 a blanket

- 1 _____ and _____ are going to meet at _____.
- 2 _____ is going to wear _____.
- 3 _____ is going to take _____.

6 Write a message with the spy's code.

fifteen 15

Lesson flow



Warm up

Lesson objective

Video

Presentation

Practice

Practice

Practice

Code Cracker Production

Code Cracker Production

Objective review

LESSON OBJECTIVE

I will learn to talk about future plans using *going to*.

KEY LANGUAGE

Dan is going to make a camp.
He isn't going to use branches.
Clare and Pearl are going to use branches.
They aren't going to use leaves.
Are you going to ...? Yes, I am. / No, I'm not.

Warm up

- Put the flashcards for outdoor activities on the board. Elicit what the word is for each picture.
- Write the words for the flashcards on the board one at a time and have individual students match them to the flashcards and say the words.
- **Extra** Write the outdoor activities on the board in jumbled letters, e.g., *s s g a r (grass)*. Have students work in pairs to solve the puzzles, then check answers as a class.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn to talk about future plans using going to.*

- **Involve** Students will learn to talk about future plans using *going to*. They will practise using statements, and short questions and answers in different contexts.

Video

1 Watch the video.

- Play the introductory video where we meet the grammar game contestants.
- Play the Unit 1 video. Ask students to sit and watch quietly.
- **Assist** Play the video again and ask students questions to check understanding. Pause after each correct guess and ask *What's Sasha going to do? (Sasha's going to make a fire.) What's George going to do? (George's going to look for water.) What's Charlotte going to do? (Charlotte's going to make a camp.)*

Presentation

- Point at the grammar box and read the examples. Ask students to repeat.
- **Assist** Ask students if the sentences refer to the past, present or future (*future*). Ask when we use *am*, *is* and *are* (with *I*, *he/she*, *they/we*).
- Ask students for an example of the question *Are you going to (make a camp)?* Then elicit different answers (*Yes, I am. I'm going to make a camp./ No, I'm not.*). Next, ask students if they remember or know any other questions with *going to* (Level 3 – *What are you going to do?*).
- Remind students that they've got a Grammar Reference on page 146 of their Pupil's Books.
- **Differentiation** Have students look at pages 10–11 and make sentences about the picture using *going to*. More confident students can try to include items not in the picture.

Practice

2 007 Listen and match.

(Answers: Clare – treehouse, Dan – camp, Fred – swing, Pearl – bridge)

- Tell students to listen and match the children to what they are going to make. Play audio 007.
- **Monitor** Check answers with the class. Play the audio again if needed.



CRITICAL THINKING

Practice

3 Look at 2. Read and answer.

(Answers: 1 Fred, 2 Clare, 3 Pearl, 4 Dan)

- Point at the picture in Activity 2 and explain that students need to think about the equipment each child is and isn't going to use.

- **Assist** Do the first question as an example. Ask *What are a wheel and rope useful for? (making a swing) Do you need leaves or rocks to make a swing? (no).* Students complete the activity.



COMMUNICATION

Practice

4 Look at 2. Play *Guess the picture*.

- Have two students read the speech bubbles. Then students ask and answer with a partner. They can look at Activity 3 for ideas.
- **Challenge** Have students take turns to slowly draw a picture of something they are going to make. Their partner asks questions about their picture to try to guess what they are going to make before they finish their picture.

CODE CRACKER

Production

5 What does it say? Use the spy's code to find out.

(Answers: 1 Madam Black, Mr Red, the treehouse, 2 Madam Black, boots, 3 Mr Red, a whistle)

- **Coding syllabus:** Students will learn to understand and use simple variables.
- Students will learn how to read the message using a code made up of variables.
- Show students the number message in the picture and explain that each number will give the answer to the missing words in the sentences. Then show students the spy's code in coloured squares. Have students use the code to complete the sentences.
- **Assist** Ask students why the squares are the same colour, e.g., *What are the yellow squares? (clothes).* The colour of the squares shows the words, or variables, that can be exchanged.

CODE CRACKER

Production

6 Write a message with the spy's code.

- Students will learn how to write their own message using a code made up of variables.
- Have students use the spy's code to write their own message. Then they swap with their partner and try to read each other's message.

Objective review

- Revisit the lesson objective. Say *Now I can talk about future plans using going to.*
- **Involve** Encourage awareness of what students can do by asking questions about their future plans and eliciting answers using *going to*.

Story lab

READING

I will read a story about an island adventure.

- 1 Look at the pictures. What happens? 2 Read and listen.

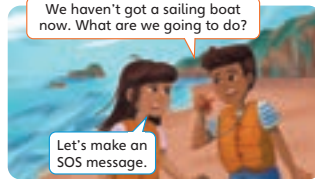
Shipwrecked!

1 Jack and Alice were in their boat. Suddenly, there was a big storm. The waves threw the little boat up and down.



We're going to crash! Quick! Jump out!

2 Jack swam to the beach and looked around, but Alice wasn't there. He blew his whistle three times and waited. Then he saw something far away. It was Alice!



We haven't got a sailing boat now. What are we going to do?

Let's make an SOS message.

3 They collected rocks and wrote SOS on the sand. Then they waited for help. By the afternoon, they were hungry and needed water. 'Look! There are some trees up there. There has to be water,' said Alice.



- 3 Complete the story path.

beach trees
lighthouse
police station river
sailing boat

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____

16 sixteen

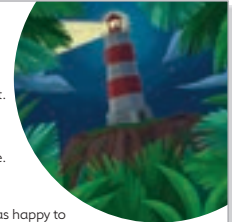
4 They used their rope to climb up the rocks. On the other side, they found a river and some fruit trees. Jack climbed up a tree. 'Pass me the knife!' he shouted, and he cut some fruit. Then they filled their water bottles with water from the river. Alice took out her compass.



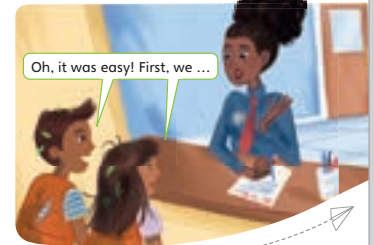
That's north, so the river is flowing east.

Let's follow it.

5 They walked for a long time. Then they saw a light. It was flashing on and off. That's the lighthouse. Come on!



6 Officer Bond was happy to see the children. The search party found your SOS message at Pirate Bay. How did you get here?' she asked.



Oh, it was easy! First, we ...

Values Work together.

- 4 How did the children work together to find help? Discuss with a partner.

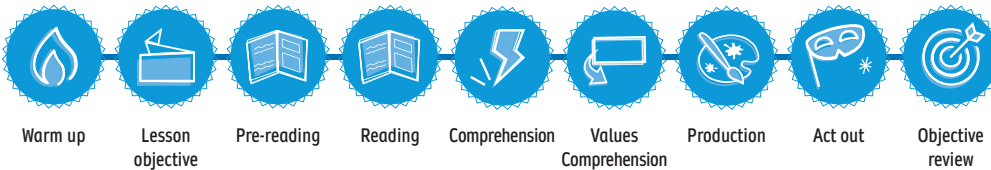
- 5 Write a story about Jack and Alice getting lost in a forest.



- 6 Act out the story in groups.

seventeen 17

Lesson flow



LESSON OBJECTIVE

I will read a story about an island adventure.

Warm up

- Ask students *What can we make in the wild?* Elicit new language from the unit and accept other reasonable ideas, too (*make a camp, bridge, fire, treehouse, swing*). Repeat with *What activities can you do in the wild?* (*climb trees, balance on branches, explore, cross the stream, cook food*).

- Have one student come to the front of the class and mime making something or doing an activity for other students to guess using *Are you (making a swing)?* You can whisper to them what to do or prepare a bag with flashcards. The student who guesses the answer takes the next turn.

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about an island adventure.*
- Involve** Students will listen to and read a story about an island adventure. They will use the information from the pictures and words to understand the story.

Pre-reading

1 Look at the pictures. What happens?

(Answers: There are two children in a boat in a storm. They have an adventure on an island.)

- Ask students to look at the pictures and make predictions about what will happen in the story. Write their ideas on the board. Once you've read the story together, you can compare these ideas and discuss why there are similarities or differences.

Reading

2 008 Read and listen.

- Play audio 008 and have students listen and follow the story in their Pupil's Book.
- **Assist** Ask students if they can guess the meaning from context of the words *SOS message*, *lighthouse* and *search party*. If they can't, explain in English.
- **Monitor** Ask students questions to check their understanding. Point at the main characters in the story and ask *Who are they? (Jack and Alice)*. Point at frame 3 and ask *What's the message in the sand? (It's an SOS message.)*. Point at frame 5 and ask *What can they see? (They can see a lighthouse.)*
- Read the story as a class with students reading out a sentence each.

Comprehension

3 Complete the story path.

(Answers: 1 sailing boat, 2 beach, 3 trees, 4 river, 5 lighthouse, 6 police station)

- Have students write the words in the order they appear in the story.
- **Assist** Explain that a story path follows the order of the story and provides a summary of it.
- **Extra** Have students copy the story path into their notebooks. They could draw simple pictures next to each word to help them to remember what happens at each place. Then they use the story path to retell the story in their own words to their partner.

Values

Comprehension

4 How did the children work together to find help? Discuss with a partner.

(Answers: They wrote 'SOS' on the sand. Jack climbed a tree and cut some fruit. They filled their bottles with water. They followed the river. They found a lighthouse.)

- Students will learn the value of how to work together to help each other in difficult situations.
- Have students read the story again and find examples of how Jack and Alice worked together, then discuss them with their partner.

- Ask students to imagine they were in the same situation as Jack and Alice. Ask in L1 if they think it's easier to work together or on their own and why. Write ideas on the board and discuss.
- Remind students of the value *Work together*.

CREATIVITY

Production

5 Write a story about Jack and Alice getting lost in a forest.

(Model answer: Jack and Alice went for a walk in a forest. In the evening, they got lost. They built a shelter in the forest with branches and leaves. Alice said, 'Now we've got shelter for the night'. In the morning, the children were very hungry. They got some fish from the river. They made a fire and cooked the fish. Someone saw the fire and found them. Jack and Alice's parents came to take them home. They were very happy to see them.)

- This is an exam preparation type activity for the Pearson Test of English for Young Learners: Breakthrough, Writing, Task 6.
- Explain to students that they need to use the pictures to write a story about Jack and Alice.

CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Act out

6 Act out the story in groups.

- Put students in groups of four and ask them to decide who plays the narrator and each character.
- Have each group of students practise individually before bringing them together to act out in front of the rest of the class. Encourage students to support each other. After each group has acted out the story, have them clap or say *Well done!*
- **Differentiation** Put students in groups of the same ability. Have less confident students practise acting out the story as it is, while more confident students can make changes. For example, they can change the ending, change what happens or extend the story.

Objective review

- Revisit the lesson objective. Say *Now I can read a story about an island adventure*.
- **Involve** Encourage awareness of what students can do by asking them to give you a summary of the story. Then read a sentence out loud.

Experiment lab

ENGINEERING: STRONG BRIDGES

Experiment lab

ENGINEERING: STRONG BRIDGES

I will learn how to build a bridge.

1 Read, listen and complete.



There are many different types of bridges, but they've all got a road or pathway. Engineers call this the deck of the bridge. We can describe bridges by the position of the deck.

An arch bridge has got a strong arch under the deck.

A truss bridge has got a deck at the bottom of the structure.

A suspension bridge has got a deck that hangs from cables.



2 Read, listen and complete.

pull up push down

Imagine a heavy lorry is going over a bridge. The weight of the lorry is pushing down on the deck. The bridge isn't going to break. The structure of the bridge is pulling the deck in the opposite direction. All bridges need a balance between a force pushing down and a force pulling up. A bridge breaks if one of the forces is greater than the other.



3 Read and listen. Which photo has got the most triangles?

A triangle is a strong shape. Imagine you are pushing down on the point of a triangle. It's difficult to break. Triangles are used in many bridges to make the structure stronger.

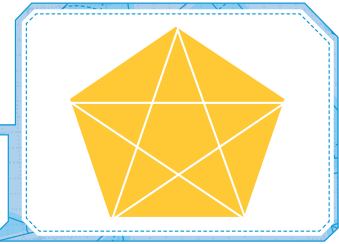


4 Which bridge do you think is the strongest? Why?

5 How many triangles can you see in the pentagon?

MATHS ZONE

Clue: Number the single shape triangles from 1 to 10. Then count the triangles with two, three and five shapes.



EXPERIMENT TIME

How can I build a bridge?

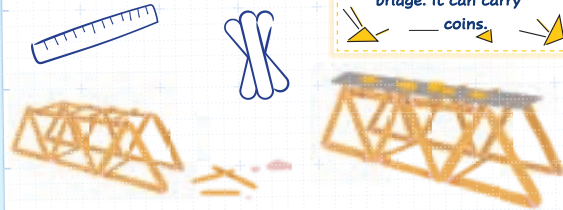
- 1 Connect the ice lolly sticks with clay to make triangles.
- 2 Connect the triangles to make a bridge.
- 3 Use the ruler for the deck of the bridge.
- 4 Test the strength of your structure with coins.

Watch a video about a bridge.

Materials

ice lolly sticks clay
a ruler coins

There are _____ triangles in my bridge. It can carry _____ coins.



18 eighteen

nineteen 19

Lesson flow



Warm up

Lesson objective

Video

Pre-reading

Reading

Reading

Practice

Practice

Maths Production

Experiment time

Objective review

LESSON OBJECTIVE

I will learn how to build a bridge.

KEY LANGUAGE

arch bridge
deck
force
pentagon
pull up

push down
structure
suspension bridge
triangle
truss bridge

Warm up

- Ask students *What do you know about bridges?* and write their ideas on the board. Encourage them to think about what bridges are used for, why they open or not and how big or small they are and why.
- Ask students to think about what shapes the bridges they know have got, and what material they are made of. Have them make a spidergram.
- **Extra** Have students work on their own to draw and label a bridge of their choice. They can use books or the internet to find out more information.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn how to build a bridge.*

- **Involve** Students will learn about how different bridges are built and what makes them strong, then they will build a bridge and test its strength.

Video

Go to the Pearson English Portal and click on 'Resources' for more teaching resources about this topic, including a video on strong bridges.

Pre-reading

- Point at the pictures of bridges on page 18 and ask *What's it made of? What shapes can you see?* Then ask students *What makes bridges strong? (the structure, the material, the use of triangles and arches)*. Write ideas on the board. Once you've read the texts on page 18, you can compare these ideas and discuss why there are similarities or differences.

Reading

1 009 Read, listen and complete.

(Answers: 1 arch, 2 truss, 3 suspension)

- Play audio 009 and have students listen and follow in their Pupil's Books.
- Have students read the text silently and complete the missing words for each bridge.
- **Assist** Show students pictures of arch bridges, truss bridges and suspension bridges and ask *What type of bridge is this?*

Reading

2 010 Read, listen and complete.

(Answers: red arrows: push down, blue arrows: pull up)

- Play audio 010 and have students listen and follow in their Pupil's Books.
- Have students read the text and label the arrows.
- **Assist** Show students pictures of bridges with vehicles on them and ask them where the force is pushing down and pulling up. Ensure they understand the force is all along the bridge.

Practice

3 011 Read and listen. Which photo has got the most triangles?

(Answers: Photo 2: the truss bridge)

- Play audio 011 and have students listen and follow in their Pupil's Books.
- Have students read the text silently, then choose the photo with the most triangles. Then read the text as a class and check answers.
- **Assist** Explain to students that arches work in the same way as triangles. Have them count the number of arches in photo 1, the arch bridge.

CRITICAL THINKING

Practice

4 Which bridge do you think is the strongest? Why?

(Model answer: The truss bridge is the strongest because it has got the most triangles.)

- Draw students' attention to the ideas on the board about what makes bridges strong. Have them discuss with a partner which bridge in Activity 1 is the strongest.

MATHS ZONE

Production

5 How many triangles can you see in the pentagon?

(Answers: 35 triangles: 10 visible, 10 with a line through them, 10 with two lines through them, five with three lines through them)

- Students will learn how to identify shapes: different angled triangles and pentagons.
- Read the clue with students and ask *What's a triangle with two shapes? (a triangle with two shapes inside)*. Draw an example on the board.
- Have students work on their own.
- **Differentiation** Fast finishers can draw a hexagon and then see how many triangles they can make inside it by adding lines.

COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Experiment time

How can I build a bridge?

- **Materials:** (per pair or group) pencils, notebooks, ice lolly sticks, clay, a ruler, coins
- **Assist** Before you start, read the instructions with students. You can check their understanding by asking *What do you need? (ice lolly sticks, clay, a ruler, coins) How can you do the experiment? (connect the ice lolly sticks with clay, etc.)*.
- **Challenge** Have students try the experiment again, this time making the bridge out of different shapes, e.g., squares or rectangles.

Objective review

- Revisit the lesson objective. Say *Now I know how to build a bridge*.
- **Involve** Encourage awareness of what students know by showing them pictures of bridges and asking *What type of bridge is this? What makes it strong?*

Time phrases

COMMUNICATION

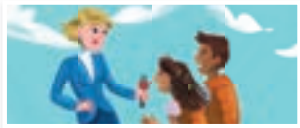


Time phrases

COMMUNICATION

I will ask and answer about future plans.

1 Listen and match.



A time – at two o'clock
 A day of the week – on Monday
 A month of the year – in September
 An amount of time – for two days

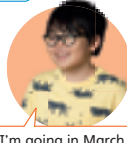
- When are you going to go sailing again?
- When are you going to see your parents?
- How long are you going to stay here?
- When are you going to visit Pirate Bay again?
- When are you going back to school?

- a In September.
- b For two days.
- c On Monday.
- d At two o'clock.
- e Tomorrow.

2 Ask and answer about your next holiday with a partner.

- Press out the cards.
- Write your name and your partner's name.
- Complete the information for you.
- Ask your partner and complete their information.

When are you going on your next holiday?



I'm going in March.

3 Play Snap!

Harry is going on an adventure holiday in September.



Snap!

20 twenty

Writing lab

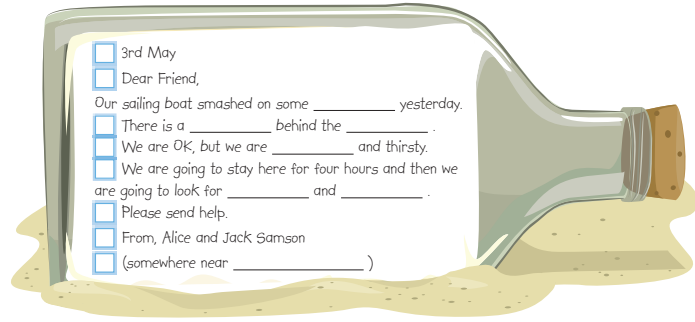
AN SOS MESSAGE

I will learn to write an SOS message.

Alice and Jack wrote an SOS message, put it in a bottle and threw it into the sea.

1 Read and complete.

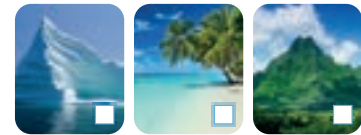
beach food forest hungry Pirate Bay rocks water



2 Number the features in 1.

- Who the letter is from
- Who the letter is for
- Location
- Request for help
- Date
- Landscape
- Conditions
- Plans

3 Tick a place and write an SOS message.



- Write your message.
- Don't forget to ask for help!
- Put your message in a bottle.
- Play Pass the bottle.

twenty-one 21

Lesson flow



Warm up

Lesson objective

Presentation

Practice

Practice

Production

Objective review

LESSON OBJECTIVE

I will ask and answer about future plans.

KEY LANGUAGE

A time – at two o'clock
 A day of the week – on Monday
 A month of the year – in September
 An amount of time – for two days

Warm up

- Revise days of the week and months of the year with students. Ask them to say the days of the week in order from *Monday* to *Sunday*, then backwards. Repeat for months of the year from *January* to *December*.
- Have students sit in a circle and choose a student to start. Have the student say *Monday*, then the next student say *Tuesday*, and so on in a clockwise direction. If a student says the wrong day, they leave the circle. Keep going until there are only three students left, then tell them *Well done!* Then students come back to the circle and repeat for months of the year.

- **Extra** Have students look at a calendar for the following year and find the birthdays of five of their friends and family members. Have them write sentences in their notebooks stating the day, month and date of those birthdays, e.g., *My mum's birthday is going to be on Monday, 24th April.*

Lesson objective

- Introduce the lesson objective. Say *Today I will ask and answer about future plans.*
- **Involve** Students will learn how to ask and answer about future plans using time phrases and various question words. They will gain confidence using the new language through real-life conversations.

Presentation

- Show students the grammar box and read the examples. Ask students to repeat.
- Discuss other words that are used to express an amount of time, e.g., *hours, weeks, months, years.*
- **Assist** Write *at, on, in* and *for* on the board and have students give examples to check understanding, e.g., *Tuesday (on), July (in), six weeks (for), half past seven (at).*
- Remind students that they've got a Grammar Reference on page 146 of their Pupil's Books.
- **Differentiation** Have students work with a partner of the same ability and make sentences using *going to* and the time phrases. Less confident pairs can take turns to choose a preposition (e.g., *at*) for the other student to make a sentence with (*I'm going home at four o'clock.*). More confident pairs can take turns to choose a time phrase (e.g., *for one month*) for the other student to make a sentence with (*I'm not going to watch television for one month!*).

Practice

1 012 Listen and match.

(Answers: 1 e, 2 d, 3 b, 4 a, 5 c)

- Tell students to listen and match the questions to the answers. Play audio 012.
- **Monitor** Check answers with the class. Play the audio again if needed.
- **Assist** Ask students to look at the question words used and find the one that is different (*How long ...?*). Ask why it is different (because it's asking about an amount of time, not one point in time).

COMMUNICATION

Practice

2 Ask and answer about your next holiday with a partner.

- Students use the press-out holiday cards in the back of the Pupil's Books.
- Have students press out the cards and complete the card for their own holiday.
- **Assist** Explain that students can use an imaginary holiday if they haven't got any holidays planned. Remind them to look at the time phrase to help them to complete the sentences.
- Students ask and answer with their partner and complete the card for their friend's holiday.
- **Digital literacy** Discuss with students how to search on the internet to find an exciting place to go on holiday. Show them how to use a search engine and look for reliable websites, e.g., type in *Where can I go on holiday?* Go through the list of results and make suggestions as to the most reliable sources, e.g., government websites and official bodies or reliable tourist websites.

COMMUNICATION

Production

3 Play Snap!

- Students work in small groups and use the press-out cards they made in Activity 2. They take turns to read out the information they've got about their partner. If another student has got the same information, they say *Snap!* Remind students to make a record of how many times each student says *Snap!*
- **Monitor** Listen to students and provide support if needed. Take notes on any general issues with the use of time phrases, and pronunciation and intonation.
- **Challenge** Have students walk around the class and ask and answer about their holidays with other students. Explain that students need to find another student with the same or nearly the same information about their holiday as their own.

Objective review

- Revisit the lesson objective. Say *Now I can ask and answer about future plans.*
- **Involve** Encourage awareness of what students can do by asking questions about their future plans and eliciting answers using time phrases.

Writing lab

AN SOS MESSAGE

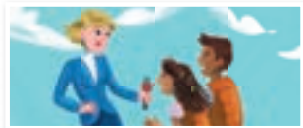


Time phrases

COMMUNICATION

I will ask and answer about future plans.

1 Listen and match.



A time – at two o'clock
A day of the week – on Monday
A month of the year – in September
An amount of time – for two days

- When are you going to go sailing again?
- When are you going to see your parents?
- How long are you going to stay here?
- When are you going to visit Pirate Bay again?
- When are you going back to school?

- a In September.
- b For two days.
- c On Monday.
- d At two o'clock.
- e Tomorrow.

2 Ask and answer about your next holiday with a partner.

- Press out the cards.
- Write your name and your partner's name.
- Complete the information for you.
- Ask your partner and complete their information.

When are you going on your next holiday?



I'm going in March.

3 Play Snap!

Harry is going on an adventure holiday in September.



Snap!

20 twenty

Writing lab

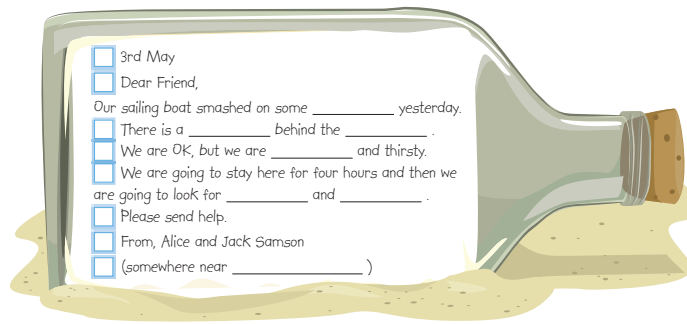
AN SOS MESSAGE

I will learn to write an SOS message.

Alice and Jack wrote an SOS message, put it in a bottle and threw it into the sea.

1 Read and complete.

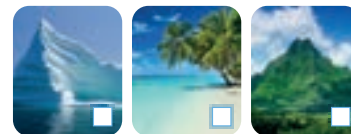
beach food forest hungry Pirate Bay rocks water



2 Number the features in 1.

- Who the letter is from
- Who the letter is for
- Location
- Request for help
- Date
- Landscape
- Conditions
- Plans

3 Tick a place and write an SOS message.



- Write your message.
- Don't forget to ask for help!
- Put your message in a bottle.
- Play Pass the bottle.

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Lesson flow



Warm up

Lesson objective

Practice

Practice

Production

Objective review

LESSON OBJECTIVE

I will learn to write an SOS message.

Warm up

- Ask students to discuss with their partner what they remember about the story *Shipwrecked!* Have them make notes in their notebooks. Remind them that notes don't need to be sentences.
- Write the story path from *Shipwrecked!* on the board in order (*sailing boat, beach, trees, river, lighthouse, police station*). Then have students take turns with their partner to retell the story using their own words.

- Differentiation** Go around the class and, for each word in the story path, ask two or three students to say one sentence. Explain that they cannot repeat sentences and the sentences need to follow in the same order as the story. The sentences can be long or short depending on how confident they are.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn to write an SOS message.*
- Involve** Students will learn to write an SOS message. They will gain confidence through scaffolded writing tasks, to enable them to write their own SOS message.

Practice

1 Read and complete.

(Answers: rocks, forest, beach, hungry, food, water, Pirate Bay)

- Explain to students that *SOS* is used as a signal for help and the letters came from the Morse code signal which is three dots/three dashes/three dots. Explain that the letters *SOS* don't stand for anything.
- Have students read the *SOS* message, then complete it with the words in the box.
- **Assist** Remind them that they can look back at the story *Shipwrecked!* on pages 16–17 if they cannot remember the details.
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with understanding the content of the message.

Practice

2 Number the features in 1.

(Answers: 5, 2, 6, 7, 8, 4, 1, 3)

- Have students read out loud the list of features, then number the boxes in Activity 1. Explain that the boxes come before the words, phrases or sentences outlining the feature.
- **Assist** Check understanding of any difficult words by asking for examples (*location* – *Pirate Bay*, *landscape* – *beach, forest, conditions* – *hungry, thirsty*). Remind students to use their dictionaries to look up any words they don't understand.
- Check answers with the class and have students say only the words or phrases that identify the features to ensure understanding.
- **Digital literacy** Discuss with students how to search on the internet to find examples of a real *SOS* message in a bottle. Show them how to use a search engine using *AND*, *OR*, e.g., type in 'SOS AND message OR bottle' to find an example. Help students to find reliable websites and remind them how important it is to do this.
- **Challenge** Have students choose an example of a real *SOS* message and present it to the class. Remind them to tell the story about why the person or people needed to write the *SOS* message!

CREATIVITY

Production

3 Tick a place and write an *SOS* message.

- Give students time to look at the photos and choose the place they want to write from.
- Have students read the instructions, then write an *SOS* message on a piece of paper. Remind them to look back at the *SOS* message in Activity 1 and the features in Activity 2 for ideas.
- **Assist** Discuss with students the different words they could use to describe the location, landscape and conditions of the three photos, e.g., *Photo 1: location* – *Antarctic, Antarctica, landscape* – *iceberg, sea, conditions* – *wet, cold, Photo 2: location* – *Caribbean islands, landscape* – *beach, forest, conditions* – *hot, thirsty, Photo 3: location* – *the Amazon Rainforest, landscape* – *mountains, forest, conditions* – *hot, wet, hungry*.
- Put the finished messages in bottles and have students sit in a circle. Play some music and give a student one of the bottles to pass around the circle. When you stop the music, the student holding the bottle opens it and reads the message.
- **Involve** The student who reads the message can give points for spelling and content. They can write the number of points and *Well done* or *Good try* on the message. Then they give it back to the student who wrote it, so they can try to improve it.
- **Extra** Have students look back at Activity 5 on page 17 and write an *SOS* message from Jack and Alice when they got lost in a forest.

Objective review

- Revisit the lesson objective. Say *Now I can write an SOS message*.
- **Involve** Encourage awareness of what students can do by having them show you and read their *SOS* message out loud.

Project and Review

PLAN A CLASS ADVENTURE



PROJECT AND REVIEW

Plan a class adventure

Step 1

Research

Find out about local outside spaces.

- Make a list of different places near you.
- What activities can you do at each place?
- What equipment is going to be useful for the activities?

Places:
forest, beach, park

Step 2

Plan

Write a timetable for your adventure.

- Choose a place and a date for the outing.
- Decide the start and end times.
- Plan activities for the morning and the afternoon.
- Make a list of equipment.

Let's go to the river.

Yes! We can go in April.

OK. We are going to go to the river in April.

Let's go at nine o'clock in the morning!

	Activities	Equipment
Morning	making a camp climbing	a blanket a rope
Afternoon	exploring swimming	a compass a towel

Step 3

Create

Make a plan for your adventure.

- Think of a name for your adventure.
- Find photos or draw pictures of the place.
- Include the date, the bus times, the timetable of activities and the equipment.

River Outing!

Date: 27th April

Bus leaves: 9:00 a.m.

Activities: swimming, climbing rocks

Please bring: water, food for lunch, rope, boots, swimming costume

Step 4

Show and tell

Hold a class competition for the favourite adventure.

- Describe your plan for a class adventure.
- Explain the exciting activities.
- Your friends can choose three adventures.
- Find the favourite adventure in the class.

What are you planning for the class adventure?

We're going to go to the river.

In the afternoon, we're going to swim.

Now I can ...

- ... use outdoor activity words.
- ... talk about future plans using *going to*.
- ... ask and answer about future plans.
- ... write an SOS message.

Lesson flow

Warm up

Lesson objective

Step 1

Step 2

Step 3

Step 4

At home

Now I can

Objective review

LESSON OBJECTIVE

I will plan a class adventure.

Warm up

- Ask students to look at their picture dictionary and revise the new words from the unit. Have them work with a partner and make sentences using the words (e.g., *The branches are useful for making a camp.*).
- Ask students to imagine that they are going on holiday in the wild next week. Have them ask and answer with their partner about the activities they are going to do and when they are going to do them.

- Have students work with a partner and make a list of equipment they need to make a bridge. Remind them to think about what makes bridges strong.

Lesson objective

- Introduce the lesson objective. Say *Today I will plan a class adventure.*
- **Involve** Students will learn how to plan a class adventure. They will use the language learnt from the unit to understand how to complete their project and present it to the rest of the class.

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Step 1

Research

- Students work in pairs or small groups. Ask them to think about local outdoor spaces. Have them make a list. Remind them they can use the internet to help them.
- Students discuss which activities they can do at each place and make notes. Then they make notes about what equipment is going to be useful. Encourage students to use language from the unit.
- **Monitor** Take time to check students' work and add any words they can't spell or don't know in English to the board. Take notes on any general issues with spelling.

Step 2

Plan

- Students first choose a place from their list in Step 1.
- Students discuss a date and times. Encourage them to think about how long things will take, e.g., getting there, doing each activity, having lunch, returning to school. Remind them of the time phrases they learnt using *at, on, in, for*.
- Finally, have students make a list of the equipment they will need. They can use their notes from Step 1.

Step 3

Create

- **Materials:** (per pair or group) pencils, notebooks, photos or pictures of outdoor places, colouring pencils, white paper or card
- Ensure each pair or group of students has got the space, tools and materials needed to make their plan.
- Have students choose a name for their adventure before they make their plan. Then have them create a plan in the style of a flyer or brochure, with dates, times, activities and equipment. Encourage them to use eye-catching text and pictures to make their adventure look exciting!
- **Challenge** Have students look on the internet and in magazines and newspapers to find adverts for adventure camps. Then have them choose three adverts and compare the contents, design, pictures and text. They can give marks out of 10 for each advert. They can also use ideas from this for their project.



COLLABORATION

Step 4

Show and tell

- Have students present their adventure to the class. They should prepare the presentation to ensure everyone has got something to say.
- After the presentations, students can choose to vote for three adventures.

- **Extra** If your school is happy to arrange the favourite class adventure, have students work on the plan so that they can arrange the adventure for the near future. Ensure parents are happy to support this and that costs are reasonable.

At home +

Show your plan to your family. Describe your adventure.

- Ask students to show their plan to their family and describe their adventure. They can tell their family about their research and planning, and about the adventure they chose and why. Then their family can ask questions about the adventure, too.
- **Differentiation** Have students record themselves on video at home describing their adventure to their family (and if possible, share the recordings with the class). Less confident students can describe it to revise the new language from the unit. More confident students can present it to persuade their family to go on the adventure with them.

Now I can ...

- Show students the *Now I can ...* box and read the examples. Have students repeat, then ask questions to check understanding, e.g., *Can you name three outdoor activity words? (branches, compass, map).*
- **Involve** Ask students to consider how they feel about these statements. Explain that if they feel confident about a statement, then they can stick on the light bulb sticker. If they do not feel confident about a statement, tell them that they can come back to that statement and stick on the sticker when they do feel confident.
- **Monitor** Go around the class and have students choose and say the statement they are the most confident about. Make notes of the statements that the fewest students choose and make sure to revise the content in the future.

Objective review

- Revisit the lesson objective. Say *Now I can plan a class adventure.*
- **Involve** Encourage awareness of what students can do by having them show you their plan and asking them questions about their class adventure.

Pearson English Portal games

Go to the Pearson English Portal and click on 'Resources' for a class game.

Assessment pack

- For grammar and vocabulary assessment, have students complete the Practice and Unit Tests in the Assessment Pack.

Activity Book answer key and notes

UNIT 1: INTO THE WILD

1 Read and complete.

(Answers: 1 leaves/grass/branches, 2 leaves/grass/branches, 3 leaves/grass/branches, 4 trees/rocks, 5 trees/rocks, 6 rocks/branches, 7 rocks/branches)

2 004 Listen and tick the activities in 1.

(Answers: collect leaves, collect grass, climb trees, balance on branches)

3 Read and tick or cross . Then answer.

	Rose	Tim	Anna	Dan
climbing trees	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
climbing rocks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
balancing on branches	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
collecting leaves	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

(Answer: Their favourite activity is climbing trees.)

- In this coding activity, students learn to read and complete the table through following the steps in order and using process of elimination.
- ### 4 How can you look after wild spaces? Discuss with a partner.
- In this values activity, students learn how to look after the environment.
 - Students discuss what people can do to look after wild spaces, e.g., by collecting rubbish, and not picking or taking home plants and flowers.

In the forest

1 Complete the crossword. Find the hidden words.

(Answers: 1 rope, 2 branches, 3 wheel, 4 grass, 5 matches, 6 leaves, 7 whistle, 8 map, 9 compass, 10 gloves, 11 blanket, 12 boots. The hidden words are 'forest' and 'equipment'.)

2 Write a new verse.

- Students choose words from Activity 1 and write a new verse. Then they sing their new verse.

3 005 Listen and label.

(Answers: 1 bottle, 2 saucepan, 3 tent, 4 towel)

- New vocabulary is presented and practised in this activity (*bottle, saucepan, tent, towel*).

4 Look and match.

(Answers: ir: bird, ear: learn, ur: purple)

Language lab

1 Follow the maze and tick the correct sentences.

(Answers: 2, 4 and 5)

2 006 Listen and complete.

(Answers: 1 Yes, I am., 2 No, I'm not., 3 Yes, she is., 4 No, he isn't., 5 Yes, I am., 6 Yes, they are.)

3 Whose list is it? Choose and complete.

(Answers: Suyin, Suyin, is going to make, Suyin, is going to need, David, isn't going to need, David, isn't going to make, are going to make, aren't going to need)

4 Choose a list and tick .

- Students choose and tick a list to use in Activity 5.
- ### 5 Ask and answer. Then write a partner's name on their list in 4.
- Students ask and answer to decide which list their partner chose in Activity 4.
- ### 6 Compare your list with your partner's.
- Students compare the lists they and their partner chose in Activity 4.

Story lab

1 Read and circle T (True) or F (False).

(Answers: 1 F, 2 T, 3 T, 4 F, 5 F)

2 Draw the children's route.



(Answers: The children started at Pirate Bay, climbed the pile of rocks, then followed the river to the lighthouse and then to the police station.)

3 Find words in the story that mean ...

(Answers: 1 storm, 2 SOS message, 3 flowing, 4 flashing, 5 lighthouse, 6 search party)

4 Read and complete.

(Answers: 1 rocks, 2 rope, 3 bottle, 4 whistle, 5 knife, 6 compass)

5 Read the story review and answer.

(Answers: 1 Shipwrecked!, 2 Alice and Jack, 3 on an island, 4 They are shipwrecked., 5 good)

6 Write your opinion of the story.

- Give students some example adjectives to help them to decide how they feel about the story, e.g., *exciting, happy, boring, interesting, scary*, etc.

Experiment lab

1 Read and match.

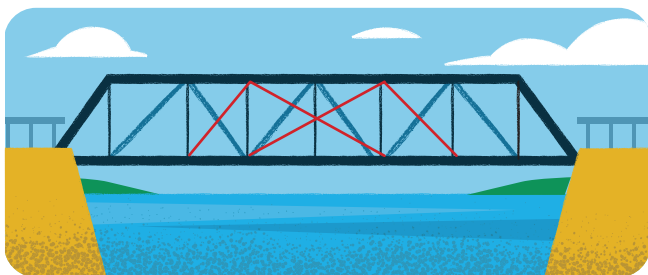
(Answers: 1 b, 2 c, 3 a)

2 Look, read and answer.

- In this maths activity, students learn to solve word problems using division and addition.

(Answers: 1 two cars, 2 five motorbikes)

3 Draw four lines to make the bridge stronger.



(Answers: The best possible answer is 39 triangles, but accept any answers that show more triangles than in the original bridge.)

Experiment time

1 Ask and answer. Then complete the table.

- Discuss with students the importance of recording results during experiments. Have students ask and answer, then complete the table with information about their experiment and the results.

2 Read and complete.

(Answers: 1 Triangles, 2 triangles, stronger, 3 long, triangles, short)

3 Read and circle. Then discuss with a partner. How difficult was the experiment?

- Students think about and choose their answers before discussing their opinions.

Time phrases

1 Choose and tick a place and month. Then ask and answer with a partner.

- In this coding activity, students learn how to complete the table by asking specific questions.

- Students ask and answer to find out where and when their partner is going on holiday.

2 Complete the email about holiday plans.

(Model answer: Hi! I've got my plans ready now! I'm going to a beach camp in August. My friend, Juan, is going to the beach camp as well! I'm going to arrive on Friday at two o'clock. Juan is going to arrive on Saturday at 10 o'clock. I'm going to stay for three days. I'm going to leave on Monday at 12 o'clock. What about you? Where are you going to go on holiday? From (name))

Writing lab

1 Listen to a partner's SOS message and answer.

- Students listen to their partner's SOS message and answer the questions.

2 Look, read and colour.

(Answers: a bike smashed on rocks (red), a forest with a river (blue), a compass (yellow), no food (green))

3 Look at 2. Draw a picture and write an SOS message.

- Students use a picture from Activity 2 to imagine an event, write an SOS message, and draw a picture.

PROJECT AND REVIEW

1 Tick the things you need for your class adventure.

- Students think about the project they completed in their Pupil's Books and tick the things they need for their class adventure.

2 Read and answer about your class adventure.

- Students answer the questions about their class adventure using full sentences.

3 Listen to the class and choose three class adventures. Then complete the table.

- Students listen to their friends' class adventures and complete the table with notes.

4 Complete the sentences and answer.

- Students think about and complete the sentences, and then answer the question. Remind them to think about the skills and language they learnt.

5 Read and complete.

(Answers: Place: forest, Day: Thursday, Time: nine o'clock, Activities: explore mountains, make a camp, Equipment: compass, blanket, rope)

6 007 Listen and write the names on the plans. (Answers: 1 Peter, 2 Mary, 3 Sam)

7 Choose a plan from 6 and make a list of equipment. Then ask and answer.

- Students choose a plan and ask and answer using the new grammar structures from the unit.