



# English Code 5

Teacher's Book

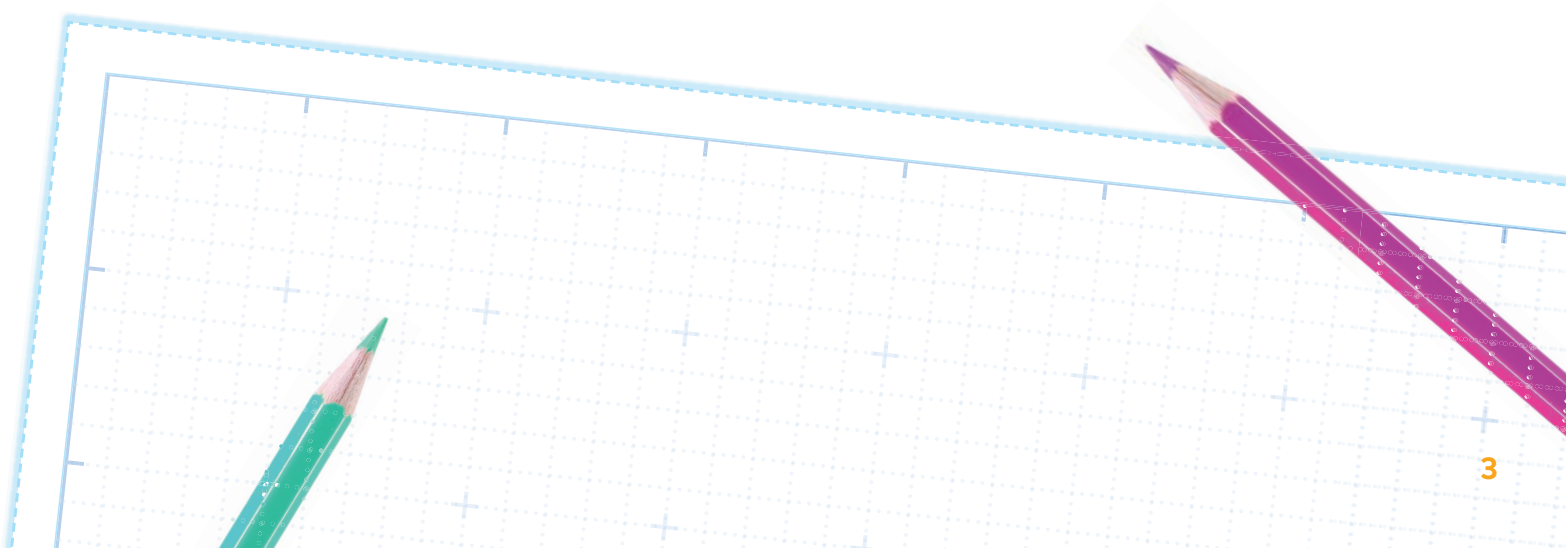




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# OUR WORLD

## 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!

## OBJECTIVES

### Reading

- Reading development – Can identify the parts of some short, non-fictional text types.
- Response to text – Can extract specific information in short texts on familiar topics.

### Listening

- Listening comprehension – Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.
- Response to spoken prompts – Can identify key details (e.g., name, number) in factual talks on familiar topics if spoken slowly and clearly.

### Speaking

- Spoken production – Can give basic information about an event using simple language.
- Spoken accuracy and appropriacy – Can act out a simple role-play or dialogue with correct intonation.

### Writing

- Written production – Can include vocabulary specific to a topic.
- Written production – Can write a short text to explain something.

## KEY LANGUAGE

Key vocabulary		Grammar
block of flats	next door	I don't know anyone who ...
first name	nickname	I know someone who ...
flat	postcode	Everyone/No one in my neighbourhood ...
floor	surname	I can't find ... anywhere.
husband	wife	There's nothing in/on/under my ...
married		I go everywhere with/by ...
neighbour		

### Pearson English Portal digital resources

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

### CODING: SEQUENCE PATTERNS

- Students will learn how to recognise a sequence in a pattern.

### VALUES AND SOCIAL-EMOTIONAL LEARNING: BE A GOOD NEIGHBOUR

Students will learn the value of being a good neighbour and why it is important to think about those who we live near.

# How can I talk about my neighbourhood?

## OPENER

### Welcome!

How can I talk about my neighbourhood?

**1** Look at the photo. What do you think is happening?

**2** Listen to the conversation and circle the mistakes. Compare with your partner.

**3** Complete the song. Then listen and check your answers.

box friendly here  
live play sunny

**4** Interview a friend and make a fact file. Draw an avatar.

### Fact file: neighbour of the month



<b>Nickname:</b> Kit	<b>Family:</b> mum, dad, one sister, no brothers
<b>Pets:</b> a lizard, five fish	<b>Favourite TV programme:</b> Dance Stars
<b>Dreams for the future:</b> be a teacher, travel around the world	<b>Hobbies:</b> dancing, playing baseball, singing

### SONG TIME

#### Welcome song

Welcome to the neighbourhood.  
It's a lovely 1 \_\_\_\_\_ day!  
We're going to play outside.  
Are you going to come out and 2 \_\_\_\_\_ ?

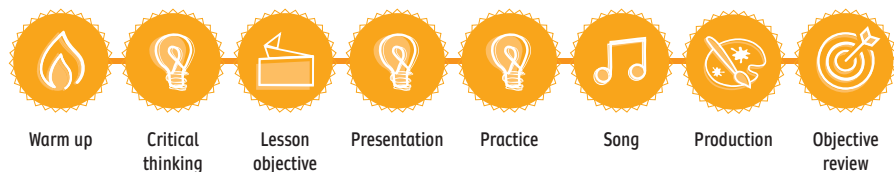
This is a 3 \_\_\_\_\_ neighbourhood.  
We moved here last year.  
If you ask for help, we'll help you.  
I think you'll like it 4 \_\_\_\_\_ !

**Chorus**

Should I help you to carry that 5 \_\_\_\_\_ ?  
Up to the second **floor**?  
What number's your **flat**?  
Oh - you 6 \_\_\_\_\_ **next door!**

**Chorus**

## Lesson flow



### LESSON OBJECTIVE

I will learn about neighbourhoods.

### KEY LANGUAGE

flat	next door
floor	nickname
neighbourhood	

### Warm up

- Write the following prompts on the board: *Name, Spelling of name, Age, Favourite colour, Favourite film, Where they live.*

- Students go around the classroom finding out this information about as many students as possible.
- When students are back at their desks, choose one at random and ask the class questions about that student using the prompts on the board (*What is his/her name?, How do you spell his/her name?, How old is he/she?, What is his/her favourite colour?, What is his/her favourite film?, Where does he/she live?*).

### CRITICAL THINKING

- Ask students *How can I talk about my neighbourhood?* Explain that students will learn how to describe their neighbourhood. Ask what words they will need to be able to do this. Write ideas on the board (*vocabulary for buildings, etc.*).

- **Assist** Go around the class and ask each student to say one thing about their neighbourhood. Write these on the board. Encourage students to use English, but also accept complex ideas in L1 and provide the English translation.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn about neighbourhoods.*
- **Involve** Students will learn to be able to talk about their neighbourhood in English.

### CRITICAL THINKING

#### Presentation

#### 1 Look at the photo. What do you think is happening?

- Ask students to look at the photo and discuss in pairs what they think is happening. Encourage them to think about what the children are doing, what they are carrying and how they might know the adult in the photo.
- Activate prior knowledge by encouraging them to make full sentences using words they know. Then ask for one sentence from each student.
- Ask *Are the children new to the neighbourhood?* Elicit and ask students why.
- **Challenge** Make sure each student has got a sticky note. Ask them to imagine what the children are saying and write it onto their sticky notes. Students tell the class what they have written.

### CRITICAL THINKING

#### Practice

#### 2 002 Listen to the conversation and circle the mistakes. Compare with your partner.

(Answers: one sister, a lizard, be a teacher, playing baseball, singing)

- Write *nickname* on the board and elicit what this is (*another name given to a person, which is sometimes funny. An example of a nickname is Shorty for someone who is short.*). Ask students if any of them has got a nickname. If so, have students tell the class what it is and why they are called this. Nicknames can sometimes be cruel, so use your judgement whether to ask students this.
- Go through the fact file with students and answer any vocabulary queries. Explain that they are going to hear a conversation.
- Play audio 002 and have students listen and circle the mistakes in the fact file. Students compare their answers with a partner.
- **Extra** Students complete their own fact file.

### Song

#### 3 003 Complete the song. Then listen and check your answers.

(Answers: 1 sunny, 2 play, 3 friendly, 4 here, 5 box, 6 live)

- Have students work in pairs. Ask Student A to find the meaning of the words *neighbourhood* and *floor* while Student B finds the meaning of the words *flat* and *next door*. Students explain to their partner what their words mean.
- Go through the lyrics and the words in the box and answer any vocabulary queries. Alternatively, students explain any unknown words to the others.
- Play audio 003 while students listen.
- Play the audio again and have students complete with the missing words.
- **Challenge** Students complete the missing words from memory before they listen to check answers.
- Divide the class into two groups: A and B. Play the audio while A sings the verses and B sings the chorus. Play the audio a final time and ask groups to swap roles.

### CREATIVITY

#### Production

#### 4 Interview a friend and make a fact file. Draw an avatar.

- Focus students' attention on the fact file in Activity 2. Explain that students are going to interview a friend and create a fact file.
- Elicit the questions students need to ask to obtain the information in the fact file (*What is your nickname?, What family have you got?, What pets have you got?, What is your favourite TV programme?, What are your dreams for the future?, What hobbies have you got?*). Write these on the board.
- Students work in pairs to ask and answer the questions to create a fact file.
- When students have created their fact file, elicit what an avatar is (*a likeness of a person*). Point at the avatar of Kit in Activity 2 if necessary.
- Students create an avatar of their friend to finish the fact file. Allow students to create the avatar digitally if the technology is available. There are many websites that allow you to create your own avatar. Search for 'avatar creator'.

### Objective review

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

# Our neighbourhood

## VOCABULARY

### Our neighbourhood

VOCABULARY

I will talk about the people and places in my neighbourhood.

**1** Read the text. Who works in the sweetshop?

**2** Read and listen.

Saturday, 8th May

Dear Grandma,  
Good news! I really like my new **block of flats!** I've got a new friend. His name is Dev Patil. He lives in **flat 310** on the third floor. We live on the second floor.  
I'm going to start my new school on Monday and Dev is a student there. It's near my flat. My new teacher, Mrs Wood, lives **next door** to me! I'm happy that she's my **neighbour**. She's **married** and her husband is tall. Mr Wood's **first name** is Nigel, but people usually call him Woody. It's his **nickname**. It's a good nickname because his **surname** is Wood and he's as tall as a tree!

On the corner of our street is a fantastic sweetshop. Mr Cotton and his **wife**, Mrs Cotton, work there.

I miss you. Come and visit soon!

Love,

Kit

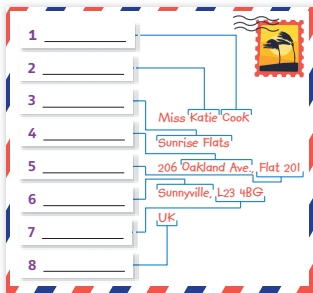


**3** Complete the sentences.

- Mrs Wood's \_\_\_\_\_ is called Nigel.
- Kit lives \_\_\_\_\_ to her teacher.
- Dev's \_\_\_\_\_ is on the third floor.

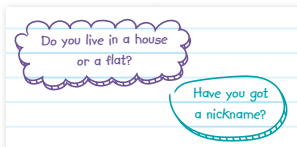
**4** Label the parts of Kit's address.

block of flats country first name  
flat number postcode  
street surname town



**5** Write Dev's address and then write your own address.

**6** Ask and answer about you and your neighbourhood.



### Language lab

GRAMMAR: -WHERE, -ONE, -THING

I will learn to use general words, e.g. everywhere, everyone, everything.

**1** Listen and answer.

- What are Josh and Sam going to eat?
- What is Mr and Mrs Jackson's dog doing?



**2** Find the pattern. Write the missing words. Then listen again and circle the words you hear.

#### CODE CRACKER

	1 ...where	2 ...one	3 ...thing
A every...	everywhere	everyone	_____
B some...	_____	_____	something
C any...	anywhere	anyone	_____
D no...	_____	no one	nothing

**3** Complete the sentences with words from 2. Circle the correct coordinates.

- There isn't \_\_\_\_\_ to play in my town. It's a boring place. **A3 / C1**
- I stay in bed and do \_\_\_\_\_ on Sunday mornings! **D1 / D3**
- \_\_\_\_\_ lives in the flat next door to mine. It's empty. **D2 / B1**
- I'm planning to do \_\_\_\_\_ fun at the weekend. **B2 / B3**
- We go \_\_\_\_\_ by bus because we haven't got a car. **A1 / C3**

**4** Play Coordinates.

Student A: Say a pair of coordinates.

Student B: Find the word and say a sentence. Use the phrases in the box.

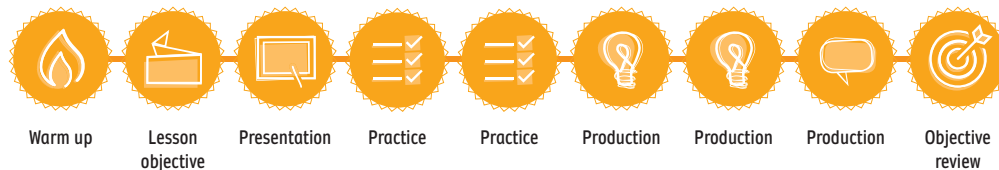
**D2.** D2 is no one. No one in my family has got a motorbike.

I don't know anyone who ...  
I know someone who ...  
Everyone/No one in my neighbourhood ...  
I can't find ... anywhere.  
There's nothing in/on/under my ...  
I go everywhere with/by ...

6 six

seven 7

### Lesson flow



#### LESSON OBJECTIVE

I will talk about the people and places in my neighbourhood.

#### KEY LANGUAGE

block of flats	married	surname
first name	neighbour	wife
flat	next door	
floor	nickname	
husband	postcode	

#### Warm up

- Dictate the following sentences: *This is a place you go to if you are ill and need to see a doctor. This is a place you go to if you want to eat out. This is a place where you go to see wild animals. This is a place where you play outside with your friends. This is a place you go to watch films. This is a place where you sleep if you are from out of town.*
- Students work with a partner to check and correct each other's sentences.
- In pairs, students write the name of the places (*hospital, restaurant, zoo, park, cinema, hotel*).
- Have students write the name of five more places that you can find in a town or city, such as *shopping centre, stadium, school*, etc.



- Elicit the places and discuss what you can find in the town or city where students live.

### Lesson objective

- Introduce the lesson objective. Say *Today I will talk about the people and places in my neighbourhood.*

- **Involve** Students will learn new words to describe the place where they live. They will practise identifying and making sentences with these words.

### Presentation

#### 1 Read the text. Who works in the sweetshop?

(Answer: Mr and Mrs Cotton)

- Ask students *Is there a sweetshop in your neighbourhood? and What things can you buy there? (sweets, chocolate, crisps, etc.).*
- Have students imagine that they each have got £1. Ask *What would you buy from a sweetshop and why?* Students discuss in pairs.
- Draw students' attention to the letter. Elicit what type of text it is and how they know (*it includes the date, it says who it is for and who it is from*).
- Students quickly look at the letter to answer the question.

### Practice

#### 2 004 Read and listen.

- Play audio 004. Students read while they listen.
- Draw students' attention to the words in orange. Students work in pairs to think what each word means before writing a definition of each.
- Have students work with a different partner and ask them to swap definitions and guess the words.
- **Differentiation** Less confident students can look in a dictionary before they write their definitions.

### Practice

#### 3 Complete the sentences.

(Answers: 1 husband, 2 next door, 3 flat)

- Students complete the sentences with some of the coloured words from the letter in Activity 2.
- **Extra** Have students write similar sentences using some of the other coloured words. Students swap with a partner to complete their sentences.

### CRITICAL THINKING

#### Production

#### 4 Label the parts of Kit's address.

(Answers: 1 surname, 2 first name, 3 block of flats, 4 street, 5 flat number, 6 town, 7 postcode, 8 country)

- Students use the words in the box to label the parts of Kit's address.

- Elicit what a postcode is (*a unique group of numbers and letters for a street that helps the post office to identify the destination of a letter*). Ask students if they have got postcodes in their country. If so, does it contain numbers, letters or a combination of the two?

### CRITICAL THINKING

#### Production

#### 5 Write Dev's address and then write your own address.

(Answer: Dev Patil, Sunrise Flats, 206 Oakland Avenue, Flat 310, Sunnyville, L23 4BG, UK)

- Ask students to look at the letter in Activity 2 again to find Dev's full name and flat number (*Dev Patil, 310*). Then have them look at Kit's address and elicit the information that is specific only to her and does not apply to anyone else who lives in the same block of flats (*her name and flat number*).
- Students write Dev's address using Kit's as a model.
- Have students think how addresses are written in their country. Ask *Do they include the same information?* Students discuss in pairs.
- Students write their own address.

### COMMUNICATION

#### Production

#### 6 Ask and answer about you and your neighbourhood.

- Create a spidergram on the board about where Kit lives. In the central circle put *Kit's neighbourhood*. Then have students read the letter in Activity 2 and discuss what the other categories can be (*Kit's address, about her neighbours, any nicknames, nearby shops, etc.*). Complete the spidergram as a class.
- Have students create a spidergram about their own neighbourhood.
- Students work with a partner to ask and answer questions about their neighbourhood. Encourage them to use their spidergram to help them.
- **Challenge** Students write a letter about their neighbourhood.

### Objective review

- Revisit the lesson objective. Say *Now I can talk about the people and places in my neighbourhood.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

# Language lab

GRAMMAR: -WHERE, -ONE, -THING

## Our neighbourhood

VOCABULARY

I will talk about the people and places in my neighbourhood.

1 Read the text. Who works in the sweetshop?

2 Read and listen.



Saturday, 8th May

Dear Grandma,  
Good news! I really like my new **block of flats!** I've got a new friend. His name is Dev Patel. He lives in **flat 310** on the third floor. We live on the second floor.  
I'm going to start my new school on Monday and Dev is a student there. It's near my flat. My new teacher, Mrs Wood, lives **next door** to me! I'm happy that she's my **neighbour**. She's **married** and her husband is tall. Mr Wood's **first name** is Nigel, but people usually call him Woody. It's his **nickname**. It's a good nickname because his **surname** is Wood and he's as tall as a tree!

On the corner of our street is a fantastic sweetshop. Mr Cotton and his **wife**, Mrs Cotton, work there.

I miss you. Come and visit soon!

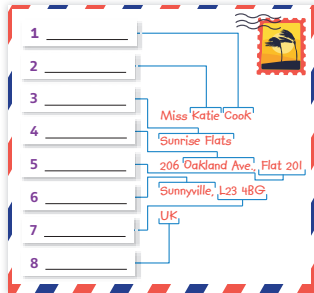
Love,

Kit



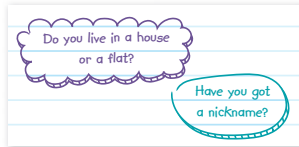
4 Label the parts of Kit's address.

block of flats country first name  
flat number postcode  
street surname town



5 Write Dev's address and then write your own address.

6 Ask and answer about you and your neighbourhood.



3 Complete the sentences.

- Mrs Wood's \_\_\_\_\_ is called Nigel.
- Kit lives \_\_\_\_\_ to her teacher.
- Dev's \_\_\_\_\_ is on the third floor.

6 six

## Language lab

GRAMMAR: -WHERE, -ONE, -THING

I will learn to use general words, e.g. everywhere, everyone, everything.

1 Listen and answer.

- What are Josh and Sam going to eat?
- What is Mr and Mrs Jackson's dog doing?



2 Find the pattern. Write the missing words. Then listen again and circle the words you hear.

### CODE CRACKER

	1 ...where	2 ...one	3 ...thing
A every...	everywhere	everyone	_____
B some...	_____	_____	something
C any...	anywhere	anyone	_____
D no...	_____	no one	nothing

3 Complete the sentences with words from 2. Circle the correct coordinates.

- There isn't \_\_\_\_\_ to play in my town. It's a boring place. **A3 / C1**
- I stay in bed and do \_\_\_\_\_ on Sunday mornings! **D1 / D3**
- \_\_\_\_\_ lives in the flat next door to mine. It's empty. **D2 / B1**
- I'm planning to do \_\_\_\_\_ fun at the weekend. **B2 / B3**
- We go \_\_\_\_\_ by bus because we haven't got a car. **A1 / C3**

4 Play Coordinates.

Student A: Say a pair of coordinates.  
Student B: Find the word and say a sentence. Use the phrases in the box.

D2. D2 is no one. No one in my family has got a motorbike.

I don't know anyone who ...  
I know someone who ...  
Everyone/No one in my neighbourhood ...  
I can't find ... anywhere.  
There's nothing in/on/under my ...  
I go everywhere with/by ...

seven 7

## Lesson flow



Warm up



Lesson objective



Presentation



Code Cracker Practice



Practice



Production



Objective review

### LESSON OBJECTIVE

I will learn to use general words, e.g., everywhere, everyone, everything.

### KEY LANGUAGE

I don't know anyone who ...  
I know someone who ...  
Everyone/No one in my neighbourhood ...  
I can't find ... anywhere.  
There's nothing in/on/under my ...  
I go everywhere with/by ...

### Warm up

- Before the class, prepare word and definition cards using the vocabulary from the previous lesson. Each card should either contain a word or its definition. Make sure there are enough so that each student has got one card.
- Hand out the cards to students. Explain that they have to go around the class to find the person who has got either the word or definition to match their card. If there is an odd number of students in the class, you should take part in this activity.
- When all students have found their partner, collect and hand out the cards again to play a second time.

- **Extra** Have students draw a map of their neighbourhood. Ask them to include where they live and some nearby shops and other amenities. Students tell the class all about the places on their map.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn to use general words, for example, everywhere, everyone and everything.*
- **Involve** Students will learn to use indefinite pronouns to talk about people, places and things generally. They will practise by saying sentences about themselves, their family and other people they know.

### Presentation

#### 1 🎧 005 Listen and answer.

(Answers: 1 some biscuits, 2 eating flowers)

- Play audio 005. Students listen to the conversation and answer the questions.
- **Assist** Photocopy the audioscript on page 226 of the Teacher's Book. Hand this out and allow students to read it while they listen.

### Practice

#### 2 🎧 006 Find the pattern. Write the missing words. Then listen again and circle the words you hear.

(Answers: A3 everything, B1 somewhere, B2 someone, C3 anything, D1 nowhere, students circle: somewhere, anything, nothing, someone, anywhere, everything)

- **Coding Syllabus:** Students will learn how to recognise a sequence in a pattern.
- Focus students' attention on the table. Look at the two words in row A. Ask the class if they can see the pattern (word at the start of the row (letter) + word at the top of the column (number)). Ask *What word is in A3?* and elicit.
- Students complete the table in pairs. Check answers as a class by asking *What word is in B2?*, etc.
- Play audio 006 and have students circle the words that they hear.
- **Differentiation** Allow students to translate the words into their own language.

## CODE CRACKER

### Practice

#### 3 Complete the sentences with words from 2. Circle the correct coordinates.

(Answers: 1 anywhere – C1, 2 nothing – D3, 3 No one – D2, 4 something – B3, 5 everywhere – A1)

- Students complete the sentences using a word from Activity 2. Then have them choose the correct coordinate (letter + number) for the word in the table.

## COMMUNICATION

### Production

#### 4 Play Coordinates.

- Read and complete the sentences in the orange box.
- Demonstrate the game by asking a student to give you a coordinate from Activity 2. Then say a true sentence using that word (for example, C2 – *I don't know anyone who can speak German.*).
- Students play the game in pairs. Encourage them to use the sentence prompts in the orange box or their own ideas.
- Students tell the class if they found out anything interesting about their partner.

### Objective review

- Revisit the lesson objective. Say *Now I can use general words, for example, everywhere, everyone and everything.*
- **Involve** Encourage awareness of what students can do by saying a coordinate from Activity 2 and having a student say a sentence using that word.

### Story lab

READING

I will read a story about getting to know neighbours.

**1** How well do you know your neighbours? What are their names? Ask and answer with a partner.

**2** Look at the pictures and guess who is in the story and what happens. Then read and listen.

### Street party

Tom read the invitation again: Come to our street party this Friday at 6 p.m. Everyone in the block will be there! But he didn't want to go. He didn't know anyone in his block. He wanted to live in his old neighbourhood again.

Tom looked through the pile of post on the hall table. There was a letter for someone named Peter Adams. Tom put it on the table, 'I'll deliver it later', he thought.

That afternoon, Tom was reading when he knocked over his juice. There was juice everywhere! It was on everything ... including the letter. Tom dried the envelope and looked at the address. Oh, no ...

First, Tom tried flat 302. A girl opened the door. Her name wasn't Peter Adams, it was Rebecca Williams. She looked at the letter, 'There's no one by that name on the third floor. I'll help you. Let's try the fourth floor.'



Tom and Rebecca visited every floor in the block. They met nice Mrs Stuart and her husband on the fourth floor, the Jones family on the first floor and a lot of friendly people on the second floor. There was only one flat left that they needed to try – the one next door to Tom's flat.

Tom knocked. The boy who answered said, 'Hi! I'm Hoops.'

Tom said, 'Oh, the letter isn't for you, then.'

'Wait!' said Hoops. 'My first name is Peter, but my nickname is Hoops. People usually call me Hoops because I love basketball.'

Tom gave the letter to Hoops. 'Me, too,' he said, smiling.

Later that day, Tom's dad said, 'Let's go to the street party!' 'But I don't know anyone,' said Tom.

'It looks fun. There's even a basketball match!' said his dad.

Tom looked out of the window and saw Hoops and Rebecca waving at him. He did know someone at the street party!

'Let's go!' said Tom, running out the door.



**3** Read the story and find.

- Someone who lives on the third floor: \_\_\_\_\_
- Someone who lives on the fourth floor: \_\_\_\_\_
- Something sporty to do: \_\_\_\_\_
- Something Tom delivers: \_\_\_\_\_

**Values** Be a good neighbour.

**4** What makes a good neighbour? Ask and answer.

- How are Tom, Rebecca and Hoops good neighbours?
- How are you a good neighbour?

**5** Write about a party you enjoyed.

- When and where was the party?
- What did you wear?
- What did you eat and drink?
- Who did you meet?
- What did you do?
- Did you make any new friends?

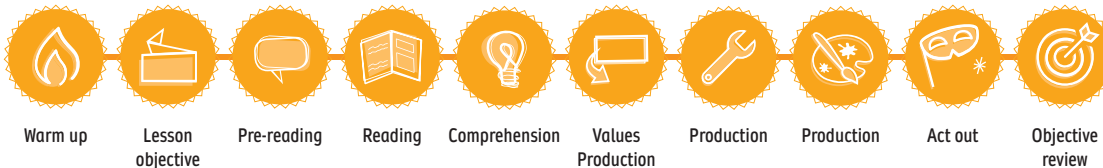
**6** Make a 3D model of the block of flats and the people who live there.

**7** Act out the story in groups.

8 eight

nine 9

## Lesson flow



### LESSON OBJECTIVE

I will read a story about getting to know neighbours.

### Warm up

- Quickly revise the general words (*everywhere, everyone, everything, somewhere, someone, something, anywhere, anyone, anything, nowhere, no one, nothing*) from the previous lesson. Write them on the board and give students a few moments to write as many sentences as they can using the words. Ask students to read their sentences to the class.

- Write the following prompts on the board: *1 something – block of flats, 2 nowhere – postcode, 3 everything – neighbourhood, 4 anyone – neighbour, 5 everywhere – my city, 6 anything – my street, 7 nothing – flat, 8 somewhere – my country.*

- Put students in pairs. Ask them to write sentences using the pairs of words on the board.
- Each pair takes turns to read a sentence to the class. If necessary, ask the class to correct the sentence or suggest improvements.

### Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about getting to know neighbours.*


- **Involve** Students will read a story about getting to know new neighbours. They will then discuss what makes a good neighbour before talking about a party that they enjoyed.

## COMMUNICATION

### Pre-reading

- 1 **How well do you know your neighbours? What are their names? Ask and answer with a partner.**
  - Ask students to make notes about their neighbours. Encourage them to think about what their names are, how long they have known them for and how they got to know them.
  - Students work in pairs to ask and answer questions about their neighbours.

### Reading

- 2  **007 Look at the pictures and guess who is in the story and what happens. Then read and listen.**
  - Pre-teach *pile*, *deliver* and *knock over*. Ask questions to check students' understanding.
  - Have students look at the pictures. Ask them to discuss with a partner who the people are and what they think happens in the story. Elicit predictions and write on the board.
  - Play audio 007 while students listen and read. Then check students' predictions.

## CRITICAL THINKING

### Comprehension

- 3 **Read the story and find.**  
(Answers: 1 Rebecca Williams, 2 Mrs Stuart and her husband, 3 basketball, 4 a letter)
  - Students race to find the people or things in the story. When students have finished, ask them to put a hand up. The winner is the first to correctly find the people or things.

## Values

### Production

- 4 **What makes a good neighbour? Ask and answer.**  
(Answers: 1 They are good neighbours because Tom wants to deliver the letter to the correct recipient, Rebecca wants to help him to find who the letter is for and Hoops is friendly.)
  - Students will learn the value of being a good neighbour and why it is important to think about those who we live near.
  - Have students work in pairs to think about how Tom, Rebecca and Hoops are good neighbours.
  - Then students think about themselves and their neighbours. Ask *Are you a good neighbour? What makes a good neighbour?* Discuss as a class.

## Production

- 5 **Write about a party you enjoyed.**
  - Go through the questions with students and answer any vocabulary queries.
  - Have students think back to a party they enjoyed. Students answer the questions.
  - Put students in pairs and ask them to describe the party to their partner.
  - Students tell the class about their partner's party.

## CREATIVITY

### Production

- 6 **Make a 3D model of the block of flats and the people who live there.**
  - Ask students to find materials to make their models, such as cardboard boxes and modelling clay, for example. Alternatively, supply these along with other materials, such as coloured paper, paint, scissors and glue.
  - Have students reread the story to find out how many floors the apartment building should have and what characters there are. Also, have students think what the characters are going to look like. They can use the illustrations in the Pupil's Book or their own ideas.
  - Students make their models of the block of flats and the people who live there.
  - **Differentiation** Students work with a partner. Student A makes the block of flats while Student B makes the characters.

## CREATIVITY

### Act out

- 7 **Act out the story in groups.**
  - Put students into groups of five and ask them to decide who plays the narrator and each character. Alternatively, students may want to play multiple characters in smaller classes.
  - Each group practises before acting out in front of the class. Encourage students to provide support and encouragement for each other.
  - **Differentiation** Allow students to use their models when acting out the story.

## Objective review

- Revisit the lesson objective. Say *Now I can read a story about getting to know neighbours.*
- **Involve** Encourage awareness of what students can do by asking them to summarise the story for you.

# Activity Book answer key and notes

WELCOME!

## 1 Look at Pupil's Book page 5. Create your own *Neighbour of the Month* fact file.

- Explain that students are going to create a *Neighbour of the Month* card similar to that on page 5 of the Pupil's Book.
- Students draw and complete their card on paper using their own information. Allow them to refer to the Pupil's Book if necessary.
- Students draw a picture of themselves in the circle and decorate each section of their *Neighbour of the Month* card.
- Students discuss their card with a partner.

## 2 002 Read and complete. Then listen and check.

(Answers: 1 hobbies, 2 world, 3 boxes, 4 lives, 5 name)

- When students have finished, play the audio for them to check their answers.
- **Challenge** Have students write a similar text about their own neighbours.

## 3 Complete the sequences.

(Answers: a 4, 10, 12, b 7, 9, 15, c 102, 122, d 97, 93, 89)

## 4 Play *Word Categories – Stop!*

- Have students work in small groups and go through the categories together.
- Explain that you will say a letter of the alphabet and students have to write a word in each category starting with that letter.
- The first person in each group to finish says *Stop* and everyone must stop writing.
- Students compare words in their groups. If a student has got an original word, they receive one point. If students have got the same word, they don't receive any points.
- Play again with a different letter.

### Our neighbourhood

#### 1 Read the definitions and write the words.

(Answers: 1 nickname, 2 first name, 3 surname, 4 neighbours)

## 2 Read about where Jenny lives. Then complete the table.

(Answers: Good things: It's got a great view., The neighbours are friendly., There's a small supermarket and a bus stop nearby., It is convenient for going into town., Bad things: The flat is small and noisy., She hasn't got her own room., She can't get away from her sisters., There aren't many parks., It's boring for children.)

## 3 Complete the table about where you live.

- Students brainstorm all the things they like and don't like about where they live. Ask them to consider the views they have from their home, the size of their home, if they have their own bedroom or if they share with a sibling, their neighbours and what shops and services they've got near their home.
- Students complete the table and talk about it with a partner.

## 4 Complete the sentences.

(Answers: 1 residence, 2 blended family, 3 housewarming party, 4 removals workers)

### Language lab

#### 1 Read and complete.

(Answers: 1 everywhere, 2 everyone, 3 somewhere, 4 everything, 5 anywhere)

#### 2 003 Now listen and check your answers.

- Play audio 003 while students listen and check their answers to Activity 1.

#### 3 Unscramble the words and complete the sentences.

(Answers: 1 anything, 2 anywhere, 3 anyone, 4 nothing)

- Students unscramble the words before completing the questions.

#### 4 In pairs, ask and answer the questions in 3.

- Have students tell the class if they discover anything interesting about their partner.

#### 5 Read and solve the maths problem.

(Answers: Six boys live on the street.)

- Students use division to find the answer to the maths problem. Encourage students to show how they worked out the maths problem.
- **Challenge** Have students work out how many women and how many men live on the street (12 women and 12 men).

## Story lab

### 1 Read, look at the pictures and match.

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

### 2 Write the answers. Then ask and answer in pairs.

- Students read and answer the questions. Then students ask and answer the questions in pairs.
- Students tell the class about their partner.

### 3 🎧 004 Listen and write.

(Answers: 1 Nick, 2 Tom, 3 Jones, 4 Smith, 5 Nick Jones, 6 Tom Smith)

- Play audio 004. Students listen and write the missing information.

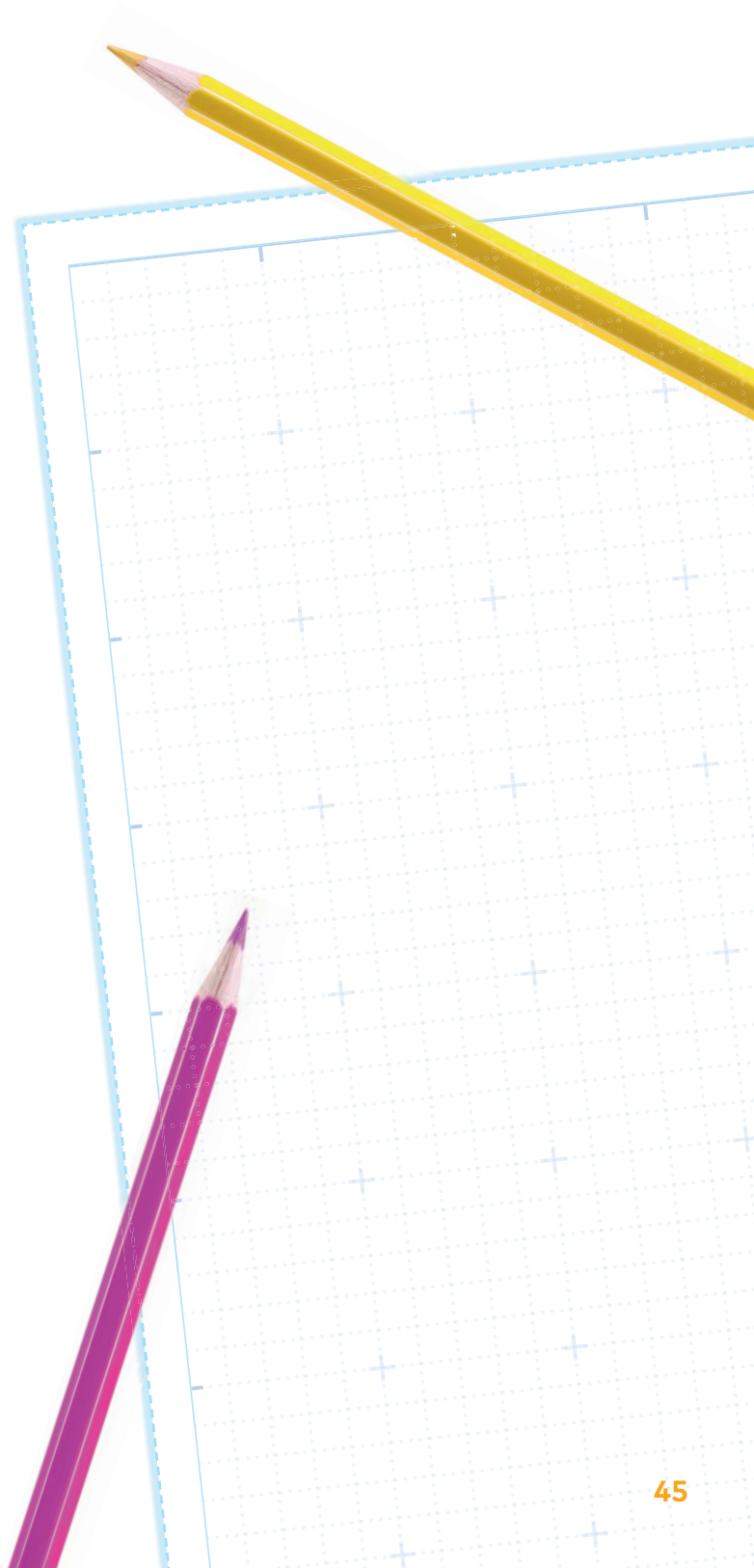
### 4 Practise the conversation in 3 with a partner. Use your names.

- Students work with a partner to role-play the conversation in Activity 4. Remind students to use their own names.
- When students have finished, ask them to swap roles.

### 5 What do you do when you meet someone new?

Tick .

- Have students read the three sentences and tick the one that people in their country do when they meet someone new. Alternatively, if people in the students' country do something else, have students write a sentence describing what happens.
- Do students say anything special when they meet someone new? If so, have students translate it into English.



# 1

# Time for school

## OBJECTIVES

### Reading

- Reading development – Can understand short school-related messages in emails, text messages and social media postings.
- Reading comprehension – Can understand key structural elements of a story.
- Response to text – Can predict what a short, simple text is about from the title or a picture, if guided by questions or prompts.

### Listening

- Response to spoken prompts – Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.
- Listening comprehension – Can understand specific information from a longer passage.

### Speaking

- Spoken production – Can talk about topics relevant to them and their personal experiences in a simple way.
- Spoken process and strategies – Can act out a short dialogue or role-play given prompts.

### Writing

- Text development and written process – Can make a note of key information given in a spoken message, provided it is delivered slowly and clearly and with some repetition.

## KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
classmate	/ŋ/ and /ŋk/	absorb	I must listen to the teacher.
do a test	singing	artificial	You mustn't run.
do an experiment	thanks	dark	We must climb the tree.
enter a competition	think	electricity	Students mustn't go in the water.
headteacher		energy	I have to do homework every day.
inside		heat	We don't have to go to a sports club.
make models		light-coloured	Kalya has to do homework every day.
outside		light source	My friend doesn't have to wear a sports kit.
practise			Do you have to ...?
study			
wear a uniform			



## PROJECT: DESIGN YOUR IDEAL SCHOOL

Students will think about and plan what their ideal school will look like. Next, they will create rules for their ideal school before giving a presentation to the class. Finally, there will be a class vote to find the ideal school that most students would like to attend.

**Materials:** pencils, notebooks, large pieces of white paper

## EXPERIMENT LAB: LIGHT AND LIGHT ENERGY

Students will find out about light and light energy, as well as what types of material reflect light and which absorb light.

**Materials:** torches, pieces of white card, scissors, different materials to test

### 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 how to create simple event plans to achieve an outcome.

## MATHS

Students will learn how to solve two-step word problems using addition, multiplication, division and subtraction.

## VALUES AND SOCIAL-EMOTIONAL LEARNING: THINK ABOUT RULES

Students will learn the value of thinking about rules and how they can help to keep us safe.

## CREATIVE ACTIVITIES

**What are the children in the photo saying? Look, imagine and write. Use sticky notes.**

A feature for students to use their imagination and create a short dialogue.

**Make a spidergram about school. How many school words do you know?**

Students create a spidergram to collect and revise new school vocabulary.

**Work with a partner or a group. Create a rhythm to accompany the song. Clap your hands or use percussion instruments.**

Students use their musical skills to create a rhythm for the *Back at school* song.

**Act out the story in groups.**

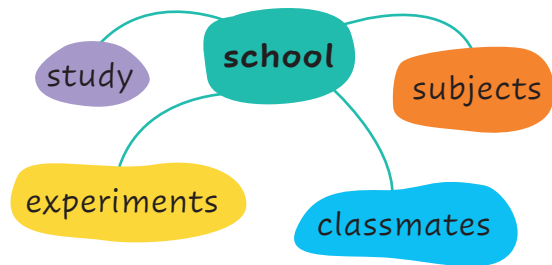
This feature occurs in this Story lab lesson and will help students revisit and produce core language learnt so far in the unit, as well as learn how to manipulate the English language.

**Imagine you are showing a new student round a club at your school. Do a role-play. Then swap roles.**

A role-play to help students practise and produce core language from the unit.

**Make scoreboards and use them when you play games.**

A making activity helping students to play the game they have just invented.



# How can we design our ideal school?



## OPENER

### 1 Time for school

How can we design our ideal school?



2 Look and complete the message. Then listen and check your answers.

books classroom learn  
lesson models

At our school, we do a lot of gardening! We grow flowers and vegetables outside and in the school greenhouse, and we 1 \_\_\_\_\_ a lot about plants for Science. Science is my favourite subject. We often do other subjects outside, too. When it's hot and sunny, we sit under the trees and read 2 \_\_\_\_\_. Last week, we had an Art 3 \_\_\_\_\_ in the playground. We made 4 \_\_\_\_\_ of animals. I like being in the open air. It's more interesting than working in the 5 \_\_\_\_\_.

3 What are the children in the photo saying? Look, imagine and write. Use sticky notes.

1 Look at the children in the photo. Tick  the true sentences.

- 1 They're doing a test.
- 2 They're wearing uniforms.
- 3 They're making models.
- 4 They're looking at plants.

4 Ask and answer the questions.

- 1 Which activities do you enjoy most?
- 2 Where do you do these activities?
- 3 What would you like to improve this year?

## Lesson flow



Warm up    Critical thinking    Lesson objective    Presentation    Practice    Production    Production    Objective review

### LESSON OBJECTIVE

I will learn about school activities.

### KEY LANGUAGE

books	learn	models
classroom	lesson	

### Warm up

- Divide the class into two teams and write the alphabet down each side of the board. Ask the members of each team to take turns to write a word associated with school next to the letter it begins with. The winner is the team with the most words.

- **Assist** Allow teams a few minutes to brainstorm words before beginning the game.

### CRITICAL THINKING

- Ask students *How can we design our ideal school?* Explain that they will design an ideal school as their final project. Ask *What do you need to think about for your project?* Write ideas on the board.
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for schools, how to talk about rules and obligations, 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 schools.*
- **Involve** Students will learn to recall and identify what they already know about schools and learn some new language to be able to discuss those ideas in English.

### CRITICAL THINKING

#### Presentation

#### 1 Look at the children in the photo. Tick the true sentences.

(Answers: 2 and 4)

- Ask students to look at the picture and discuss with their partners where the children are and what they are doing. Encourage them to make full sentences using words they know. Then ask for one sentence from each student.
- **Differentiation** Point at the picture and ask *What can you see?* (*I can see students.*) Then have students ask and answer questions about the picture with a partner (*What are the students doing? Where are they?, etc.*).
- Ask students to read the sentences. If there are any words they don't know, have them discuss with their partners and try to understand the meaning from the context and the picture. Students tick the true sentences.
- **Challenge** Have students correct the false sentences.

#### Practice

#### 2 008 Look and complete the message. Then listen and check your answers.

(Answers: 1 learn, 2 books, 3 lesson, 4 models, 5 classroom)

- Introduce the new vocabulary (*books, classroom, learn, lesson, models*) and encourage students to say the words out loud. Ask students to read and complete the text with the words.
- **Assist** Provide explanations in English for words that students don't know or ask other students to explain.
- Play audio 008 and have students check their answers. Ask students if they would like to attend this school. Ask students why or why not.
- **Challenge** Have students use the text as a model to write about their favourite activities at school.

### CREATIVITY

#### Production

#### 3 What are the children in the photo saying? Look, imagine and write. Use sticky notes.

- Have students look at the picture again or display it on the interactive whiteboard. Point at the boy with the flower pot. Ask *What is he saying?* Allow students a few moments to discuss in pairs. Elicit answers.
- Make sure each student has got a sticky note. Ask them to look at the other children in the picture and imagine what they are saying. Allow students a few minutes to write what they think the students are saying onto their sticky notes.
- **Monitor** Monitor, answer any vocabulary queries and help students with grammar and sentence structure if necessary.
- **Assist** Write on the board: *in a greenhouse / working / I like and gardening / I love / outside / because I'm.* Students order the words to make two sentences (*I like working in a greenhouse. I love gardening because I'm outside.*).
- **Extra** Before the class, find a picture showing students in a school. Ensure you've got enough copies to enable students to work in pairs. Give each pair a copy of the picture. Ask them to discuss the picture and what the people are possibly saying. Write questions on the board to help: *What can you see? Where are they? What is happening? What are they saying? What do you think might happen next?* Discuss as a class.

### COMMUNICATION

#### Production

#### 4 Ask and answer the questions.

- Ask students what activities they do at school. Encourage them to think about activities they do during lessons or in after-school clubs. Elicit answers, answer any vocabulary queries and write on the board.
- Read the questions and allow students to think about their answers. Encourage them to help each other with any vocabulary queries.
- Have students work in pairs to ask and answer the questions.
- **Challenge** Students tell the class about their partners' answers.

#### Objective review

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

### School life

#### VOCABULARY

I will learn words to describe education and learning.

1 Look quickly at the webpage and answer the questions. Then read and listen.

- 1 Who likes playing games outside? \_\_\_\_\_ 2 Who is studying Spanish? \_\_\_\_\_ 3 Who wants to be an engineer? \_\_\_\_\_

#### Why we LOVE our school

HOME · ABOUT US · COURSES · BLOG

LARS We haven't got classrooms! But there are many places where we can work. We use a lot of **equipment** in the Science lab. I like doing **experiments** in the lab.

EVA I like the playground. I enjoy playing games **outside** with my **classmates**. But I like being **inside**, too. Our school is cool!

KARIN The teachers and the **headteacher** are very kind. Also, we don't wear a **uniform**. I like wearing my own clothes.

ANNA Our school's got a technology room where we can design things and make **models**. That's my favourite place in the school. I want to be an engineer!

NILS We don't get homework! But I like **studying** languages, so I **practise** Spanish and Japanese every day. I like **doing** Spanish **tests**.

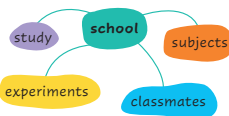
ELSA My favourite room is the Art room. We do a lot of painting and drawing there. I'm going to enter two Art **competitions** next month!



2 Listen and write.

Jim and school	
1 Favourite subject:	<u>Maths</u>
2 Competition:	<u>next</u>
3 Uniform colours:	<u>          </u> and <u>          </u>
4 Homework:	<u>          </u> times a week
5 Name of school:	<u>          </u> School

3 Make a spidergram about school. How many school words do you know?



12 twelve

4 Answer the questions. Then ask and answer. prefer = like more


- Do you prefer studying Maths or Art?
- Do you prefer working inside or outside?
- Do you prefer talking to the headteacher or your classmates?
- Do you prefer doing tests or doing Science experiments?


I prefer studying Maths. It's fun!

5 Listen to the song. Then listen again and write the words that rhyme.

#### SONG TIME

### Back at school

Summer holidays Come to an end. We're back at school With all of our friends.  I can't stand homework, I'm not keen on <b>tests</b> . I prefer Music, Music's the best!	Go to school, Follow the rules, We're not fools! School is cool! X2  I don't like Maths At half past eight, But I love <b>experiments</b> . Science is great!	We walk through the door, We're ready to start. English and Science Music and Art!  Chorus X2  
---	---	---



In the song ...

- 'end' rhymes with \_\_\_\_\_.
- 'tests' rhymes with \_\_\_\_\_.
- 'school' rhymes with \_\_\_\_\_ and \_\_\_\_\_.
- 'eight' rhymes with \_\_\_\_\_.
- 'start' rhymes with \_\_\_\_\_.

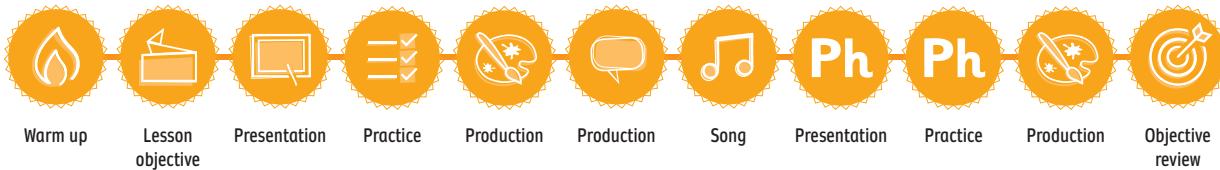
6 Listen to how we say the coloured letters. Listen again and repeat.

7 Tell your classmates what they're good at. Say I think you're good at ...

8 Work with a partner or in groups. Create a rhythm to accompany the song. Clap your hands or use percussion instruments.

thirteen 13

## Lesson flow



### LESSON OBJECTIVE

I will learn words to describe education and learning.

### KEY LANGUAGE

Key vocabulary	make models	Phonics
classmate	outside	/ŋ/ and /ŋk/
do a test	practise	singing
do an experiment	study	thanks
enter a competition	wear a uniform	think
headteacher		
inside		

### Warm up

- Ask students *What lessons do you like?* Give them a few minutes to discuss with their partners. Encourage students to make full sentences using *I like*, e.g., *I like English*.
- Have students write three sentences about the lessons they like, but tell them one sentence must be false. Ask students to tell their sentences to a partner for them to guess the false sentence.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn words to describe education and learning.*

- **Involve** Students will learn new education and learning words that relate to their school day. They will practise identifying and making sentences with these words.

### Presentation

- 1 **009** Look quickly at the webpage and answer the questions. Then read and listen.

(Answers: 1 Eva, 2 Nils, 3 Anna)

- Students read the questions and quickly find the answers on the webpage.
- Play audio 009. Students read while they listen.
- Draw students' attention to the words in orange. Students work in pairs to think what each word means before writing a definition of each.

### Practice

- 2 **010** Listen and write.

(Answers: 2 week, 3 blue, white, 4 three, 5 Wilton)

- This is an exam preparation type activity for the Cambridge Young Learners English Exam: Flyers, Listening task, Part 2. After students have completed the task, explain this to them and ask how they found it.
- Students look at the information about Jim and his school. Elicit what type of information is missing.
- Explain that they will hear a set of instructions followed by a conversation. Play audio 010.
- Play the audio again. Have students complete the missing information.

### CREATIVITY

#### Production

- 3 **Make a spidergram about school. How many school words do you know?**

- Elicit school words and write them on the board.
- Draw a spidergram with four lines. In the central circle write *school*. In circles at the end of each line write *places in a school, school subjects, school equipment, other school words*.
- Students copy the spidergram and put each word on the board in one of the categories.
- Encourage students to add to their spidergram as they work through the unit.

### COMMUNICATION

#### Production

- 4 **Answer the questions. Then ask and answer.**

- Look at the yellow note and speech bubble. Make sure students understand the meaning of *prefer* and that it is usually followed by verb + *-ing*.
- Students ask and answer with a partner.

### Song

- 5 **011** Listen to the song. Then listen again and write the words that rhyme.

(Answers: 1 friends, 2 rules, fools and cool, 3 best, 4 great, 5 Art)

- Play audio 011 while students listen.
- Elicit what *rhyme* means (*a word that sounds like another word at the end*). Students find a word in the song that rhymes with *end* (*friend*). They then find the remaining rhyming words.

### Ph PHONICS

#### Presentation

- 6 **012** Listen to how we say the coloured letters. Listen again and repeat.

- Students will learn the sounds /η/ and /ηk/.
- Play audio 012. Students listen and read the dialogue. Ask *How do we say the letters in blue and red?* (*blue – /ηk/, red /η/*).
- Play the audio again for students to repeat. Encourage them to emphasise the /ηk/ and /η/ sounds.
- **Assist** Play the *Phonics Pronunciation* video while students sit and watch quietly. Play it again and have students copy what they see and hear.

### Ph PHONICS

#### Practice

- 7 **Tell your classmates what they're good at. Say, I think you're good at ...**

- Say to a student *I think you're good at learning English*. Ask students what they notice about the verb after *at* (*it's in the -ing form*).
- Students go around the classroom and tell their classmates what they are good at.

### CREATIVITY

#### Production

- 8 **Work with a partner or in groups. Create a rhythm to accompany the song. Clap your hands or use percussion instruments.**

- Students work in pairs or groups. Have them read the song lyrics again and think of a new rhythm.
- Let students practise their rhythm before they perform it in front of the class.

### Objective review

- Revisit the lesson objective. Say *Now I can use words to describe education and learning*.
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

# Language lab

## GRAMMAR: EXPRESSING RULES WITH *MUST*

### Language lab

GRAMMAR: EXPRESSING RULES WITH *MUST*

I will express rules using *must* and *mustn't*.

#### 1 Watch the video.



I		run.
You	<i>must</i>	climb the tree.
The teacher	<i>mustn't</i>	listen to the teacher.
We		go in the water.
Students		

#### 2 Complete the rules for a school. Write *must* or *mustn't*.

### our school rules

- We \_\_\_\_\_ be late for class.
- We \_\_\_\_\_ be kind to our classmates.
- We \_\_\_\_\_ wear the school uniform.
- We \_\_\_\_\_ use mobile phones at school.
- We \_\_\_\_\_ go outside at break time.
- We \_\_\_\_\_ eat or drink in the classroom.
- We \_\_\_\_\_ keep our classroom and equipment tidy.

#### 3 What rules have you got in your school or class? Think and write.

\_\_\_\_\_

\_\_\_\_\_

#### 4 Do a role-play. Student A mimes breaking a rule. Student B is the teacher and explains the rule.

You're eating. You *mustn't* eat in class!

14 fourteen

### Values Think about rules.

#### 5 Read, think and talk about rules.

- Schools have got rules. What other places have got rules?
- What free-time activities do you do that have got rules?
- Why have we got rules?



#### 6 Work in pairs. Read the rules. Find and draw three different routes through the maze.

- Route 1:**  
You must go through three red doors.  
You *mustn't* go through the green doors or blue doors.
- Route 2:**  
You must go through three green doors.  
You *mustn't* go through the red or blue doors.
- Route 3:**  
You must go through three red doors and two blue doors.  
You *mustn't* go through the green doors.

### CODE CRACKER

You must go through \_\_\_\_\_.

You *mustn't* go through \_\_\_\_\_.

#### 7 Work in pairs. Find a different route through the maze and complete the rules. Then swap books with a different pair and try to follow their route.



fifteen 15

## Lesson flow



Warm up

Lesson objective

Video

Presentation

Practice

Practice

Practice

Values Production

Code Cracker Production

Code Cracker Production

Objective review

### LESSON OBJECTIVE

I will express rules using *must* and *mustn't*.

### KEY LANGUAGE

I must listen to the teacher.

You *mustn't* run.

We must climb the tree.

Students *mustn't* go in the water.

### Warm up

- Prepare four correct definitions and two incorrect definitions of the education and learning words.

- Read the definitions to the class. Students must put up their hands if the definition is correct. Then they write correct definitions for the incorrect ones.
- Extra** Students write three sentences with the education and learning words missing. Then their partner guesses the missing words.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn to express rules using must and mustn't*.
- Involve** Students will learn to express rules using *must*. They will practise using statements by talking about school rules.

## 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. Ask *What is Avatar's first challenge? (He must walk on the two benches.) What is his second challenge? (He must answer a maths problem.) What is his third challenge? (He must play some music on the piano.)*

## Presentation

- Point at the grammar box and make sentences using the words. Ask students to repeat.
- **Assist** Ask students if the verb after *must/mustn't* is in the *-ing* form or the *to* infinitive.
- Students make sentences using the words in the box.
- Remind students to use the Grammar Reference on page 146 of their Pupil's Books.

## Practice

### 2 Complete the rules for a school. Write *must* or *mustn't*.

(Answers: 1 *mustn't*, 2 *must*, 3 *must*, 4 *mustn't*, 5 *must*, 6 *mustn't*, 7 *must*)

- Go through the sentences. Explain that these are school rules. Answer any vocabulary queries.
- Students complete the sentences with *must* or *mustn't*.

## CRITICAL THINKING

### Practice

#### 3 What rules have you got in your school or class? Think and write.

- Students discuss rules in their school in pairs. Then they write sentences using *must* and *mustn't*.
- **Differentiation** Write *must* and *mustn't* on the board. Elicit school rules and write them in the appropriate column (e.g., *must – be on time*, *mustn't – wear trainers*). Students use the information on the board to write their sentences.

## COMMUNICATION

### Practice

#### 4 Do a role-play. Student A mimes breaking a rule. Student B is the teacher and explains the rule.

- Students work in pairs. Explain that Student A has to mime breaking a rule and Student B responds by saying what Student A *must* or *mustn't* do.
- Each pair of students mimes and responds before swapping roles.

## Values

### Production

#### 5 Read, think and talk about rules.

- Students will learn the value of thinking about rules and how they help to keep us safe.
- Direct students' attention to the photo. Ask where they might see this sign (*a theme park*) and what it means (*You mustn't go on the ride if you are not tall enough.*). Ask what might happen if you go on the ride if you aren't tall enough (*It might be dangerous.*).
- Students work in small groups to discuss the questions. Then have a class discussion.
- Remind students of the value *Think about rules*.

## CODE CRACKER

### Production

#### 6 Work in pairs. Read the rules. Find and draw three different routes through the maze.

- **Coding Syllabus:** Students will learn how to create simple event plans to achieve an outcome.
- Students will learn that programs respond to user input and are not a fixed series of actions.
- Look at the maze and read the first set of rules (Route 1) together.
- **Assist** Check students' understanding by asking *What doors must I go through? (three red doors) What doors mustn't I go through? (the green or blue doors).*
- Students work in pairs to find a route that starts at the arrow on the left, ends at the arrow on the right and follows the rules. Students then compare routes with other pairs.
- Have students read the second and third sets of rules before drawing their two other routes.

## CODE CRACKER

### Production

#### 7 Work in pairs. Find a different route through the maze and complete the rules. Then swap books with a different pair and try to follow their route.

- Students work in pairs to plan another route. They consider which colour doors they *must* and *mustn't* go through and write the rules.
- Students swap books and follow the rules to plan a route through the maze.

## Objective review

- Revisit the lesson objective. Say *Now I can express rules using must and mustn't*.
- **Involve** Encourage awareness of what students can do by asking what rules they *must* follow at school. Elicit sentences using *must* and *mustn't*.

### Story lab

READING

I will read a story about robots in a school.

**1** Look at the story and pictures. What is the story about?

**2** Read and listen.

### THE ROBOT HELPERS



When I was eleven, our head teacher was a woman called Mrs Miller. She was crazy about computers and robots. One morning, she said, 'I've got a surprise for you. Meet our amazing new robots. They're here to help us!'

'Wow!' said my classmate Jack. 'Can they do my homework?'

'No, they can't,' laughed Mrs Miller. 'But they can help you to study.'

We started to work. All day, the robots helped us. They fixed our computers, carried our equipment and helped us with our work. We loved them!

But then, suddenly, they changed. 'Listen!' said the biggest robot. 'We've got a plan. The robots are going to control the world!'

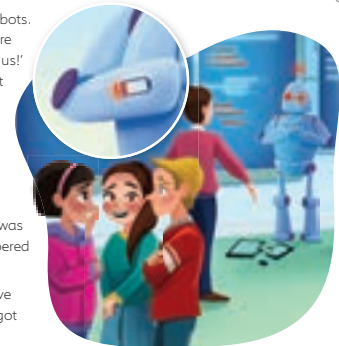
'Yes,' said a second robot. 'But we need more robots. We're going to destroy the classrooms. Then we're going to make more robots. And you must help us!' The robot picked up a computer and smashed it on the floor. Everyone was scared.

'These robots are dangerous,' said my friend Leah. 'We must tell our parents!'

'No, you mustn't go home,' said the big robot. 'You must stay at school.'

Then we saw a screen on the robot's arm. There was a red message on the screen. 'Look, Ruby,' whispered Jack. 'Battery low! What does that mean?'

'Oh, the robots are solar-powered,' I said. 'They've got solar panels on their heads. If they haven't got sunlight, they haven't got power!'



'So they mustn't go outside!' said Jack. 'Where are the keys, Mrs Miller?' The head teacher gave us the keys and we quickly locked the classroom doors.

The robots couldn't open the doors, so they couldn't get outside. They moved more and more slowly, and finally they stopped. Mrs Miller took out their batteries and we were all happy!

'Thanks, kids,' said Mrs Miller. 'I'm not keen on robots now!'

**3** What changes in the story? Think and circle.

- At the start of the story, the robots are **bad** / good.  
In the middle of the story, the robots are **bad** / good.
- At the start of the story, the robots **can** / can't move.  
At the end of the story, the robots **can** / can't move.
- At the start of the story, Mrs Miller **likes** / doesn't like robots.  
At the end of the story, she **likes** / doesn't like robots.
- In the middle of the story, the children are **happy** / scared.  
At the end of the story, they're **happy** / scared.

**4** Look at the table. Which phrases are in the story? Find and write the sentences.

☹	😊
I don't like ...	I like ...
I'm not keen on ...	I love ...
I can't stand ...	I'm crazy about ...

**5** Use the phrases in 4 to talk to your partner about things you like and don't like.

I can't stand **snakes** / playing basketball.

I'm crazy about **dancing** / Maths.

**6** Act out the story in groups.

16 sixteen

seventeen 17

## Lesson flow



Warm up

Lesson objective

Pre-reading

Reading

Comprehension

Production

Act out

Objective review

### LESSON OBJECTIVE

I will read a story about robots in a school.

### Warm up

- Play *Pass the ball*. Bring a tennis ball into the classroom and ask students to stand in a circle. Explain that the person with the ball needs to say a school rule with *must* or *mustn't* (e.g., *We mustn't run in the corridors.*). Say the first sentence before passing the ball to the next student. Continue and allow students to say sentences about rules elsewhere (at home, at the sports centre, etc.).

- Extra** Have students work in pairs to write down as many school rules as possible in two minutes. Then pairs put the rules in order of importance. Ask what the most/least important rule is and encourage them to give a reason.

### Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about robots in a school.*
- Involve** Students will listen to and read a story about robots in a school. They will use the information in the pictures and the text to understand the story and learn how to express their own opinions.



## Pre-reading

### 1 Look at the story and pictures. What is the story about?

(Answer: It's about robots in a school who want to take over the world.)

- Ask students to look at the pictures and make predictions about what will happen in the story. Write their ideas on the board.
- Students quickly read the text. Elicit what the story is about. Compare with the predictions on the board to see if any were correct.

## Reading

### 2 013 Read and listen.

- Pre-teach the following words: *destroy*, *smash*, *solar panel*, *sunlight*. Ask questions to check students' understanding.
- Play audio 013 and have students listen and follow the story in their book.
- **Assist** Ask students questions to check their understanding. Point at the top picture on page 17 and ask *What did the robot do?* (*It destroyed a computer.*). Point at the bottom picture and ask *What happened?* (*The robots stopped working because there was no sunlight.*).
- Read the story as a class and have students read a sentence each. Students can choose who they want to read next or just have the student sitting next to them read.
- **Challenge** Ask students to write a different ending to the story.

## CRITICAL THINKING

### Comprehension

#### 3 What changes in the story? Think and circle.

(Answers: 1 good, bad, 2 can, can't, 3 likes, doesn't like, 4 scared, happy)

- Ask students to think about what happens at the start of the story and what happens at the end. Allow them a few minutes before eliciting as a class. Ask *What happens between the start and the end of the story?*
- **Assist** Explain that there are often many changes in a story. Sometimes this may be how a character feels or how a character behaves. This helps to make the story interesting and to develop the plot. Ask students to think of a story they know well and what changes happen in that story.
- Students read the sentences and choose the correct words. Check answers as a class.

## Comprehension

### 4 Look at the table. Which phrases are in the story? Find and write the sentences.

(Answers: *She was crazy about computers and robots, We loved them!*, *'I'm not keen on robots now!'*)

- Go through the phrases in the table together. Ask students when we use these phrases (*to talk about likes and dislikes*). Use some of these phrases to talk about your own likes and dislikes.
- Have students read the story again and find examples of these phrases.

## COMMUNICATION

### Production

#### 5 Use the phrases in 4 to talk to your partner about things you like and don't like.

- Students look at the phrases in the first column. Ask which is the strongest (*I can't stand ...*). Ask which is the strongest in the second column (*I love ... or I'm crazy about ...*).
- **Assist** Write on the board *I'm crazy about dancing*, and *I can't stand snakes*. Underline *dancing* and *snakes* and ask students what they notice about the phrases and these words (we use verb + *-ing* or a noun after the phrases).
- Students think how they can complete the phrases with their own likes and dislikes.
- Students discuss their likes and dislikes in pairs.

## CREATIVITY

### Act out

#### 6 Act out the story in groups.

- Put students in groups of seven and ask them to decide who plays the narrator and each character. Alternatively, students may want to play multiple characters in smaller classes.
- Each group practises before acting out in front of the class. Encourage students to provide support and encouragement for each other.
- **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 or extend the story.

## Objective review

- Revisit the lesson objective. Say *Now I can read a story about robots in a school.*
- **Involve** Encourage awareness of what students can do by asking them to give you a summary of the story. Also, ask students to tell you about their likes and dislikes.

# Experiment lab

## SCIENCE: LIGHT AND LIGHT ENERGY

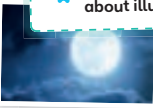
### Experiment lab

SCIENCE: LIGHT AND LIGHT ENERGY

I will find out which surfaces reflect or absorb light.

#### 1 Look, think and talk.

This cyclist's jacket and the Moon aren't lights, but they look like lights. Why? Where is the light coming from?



Watch the video about illusions.

#### 2 Read and listen.

##### How we see things

Light travels from a light source. We have one natural light source: the Sun. We have a lot of artificial light sources: electric lights, torches and candles.

Light travels in straight lines. Rays of light come from the light source, reflect off the object and go into our eyes.



Some surfaces reflect light very well. This means a lot of light goes into our eyes. Shiny surfaces like mirrors reflect a lot of light.

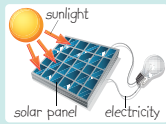
##### Light energy

Light is a form of energy and it makes heat. You can feel the heat of the sunlight on your skin. Look at these cars. Light-coloured surfaces reflect light well. This means it doesn't get too hot inside.

Dark surfaces don't reflect light very well. The paint on the black car doesn't reflect light well. It absorbs more light than white paint. This means the black car can get very hot inside.

Solar panels use light energy to make electricity. We see solar panels on the roofs of buildings such as schools or offices, but also on other things like watches, torches and chargers.

Solar panels need to absorb light energy. We want them to get hot, like the black car!



#### 3 Read and write answers. You don't need to write full sentences.

- 1 What light sources are there in your classroom? \_\_\_\_\_
- 2 What shiny objects can you see in your classroom? \_\_\_\_\_
- 3 What clothes should cyclists wear when they cycle in the dark? \_\_\_\_\_
- 4 What solar-powered objects do you or your family use? \_\_\_\_\_
- 5 What colour are the solar panels on solar-powered objects? Why? \_\_\_\_\_

### EXPERIMENT TIME

#### Which surfaces reflect or absorb light?

- 1 Write a list of the materials and surfaces you are going to test.
  - Predict how well the materials will reflect light.
  - Number them in order from best reflector to worst reflector (1 = best).
  - Then write your predictions below.

I think the best reflector will be \_\_\_\_\_ because \_\_\_\_\_.

I think the worst reflector will be \_\_\_\_\_ because \_\_\_\_\_.

- 2 Cut a hole in the card for the torch. Push the torch into the hole.
- 3 Shine the torch at the different materials and look at the card.
  - Can you see light through the card?
  - If you can see a lot of light, it means the material is a good reflector.

#### Materials

a torch  
a piece of white card  
different materials and surfaces to test (for example, a desk, a wall, a jumper, white paper, red paper, black paper, aluminium foil)



- 4 Put the materials in order again. Write your results and circle right or wrong.

#### RESULTS

The best reflector is \_\_\_\_\_.

My prediction was right / wrong.

The worst reflector is \_\_\_\_\_.

My prediction was right / wrong.



18 eighteen

nineteen 19

## Lesson flow



Warm up

Lesson objective

Video

Pre-reading

Reading

Reading

Practice

Experiment time

Objective review

### LESSON OBJECTIVE

I will find out which surfaces reflect or absorb light.

### KEY LANGUAGE

absorb	light-coloured	shiny
artificial	light source	solar panel
dark	natural	sunlight
electricity	ray	surface
energy	reflect	
heat	roof	

### Warm up

- Ask students what they know about light. Elicit and write ideas on the board. Encourage students to think about where natural light comes from (*the Sun*), the source of artificial light (*fire, electricity, etc.*), what we use artificial light for (*to be able to see better when it is dark, to keep ourselves warm*) and what we use natural light for (*to be able to see, for energy*).
- Bring a mirror into the classroom and make the room as dark as you can by lowering the blinds or covering the windows. If you've got an interactive whiteboard, draw a smiley face on it and make sure the whiteboard is illuminated.

- Put the mirror in front of the smiley face and angle it so that the face travels to another part of the room. Ask students if they know what has happened (*energy from the illuminated whiteboard is reflecting off the mirror*). Explain they will find out during the lesson.
- **Extra** Make sure you've got two mirrors for this activity. Ask two students to come to the front of the class. Student A sits down, facing away from the other, and Student B draws a picture on a sticky note and puts it on Student A's back. Give them a mirror each and ask them to angle the mirrors so that Student A can find out what the picture is. Continue with another pair of students.

### Lesson objective

- Introduce the lesson objective. Say *Today I will find out which surfaces reflect or absorb light.*
- **Involve** Students will do an experiment to test which surfaces reflect light and which absorb light.

### Video

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

### Pre-reading

- Point at the picture of the two cars on page 18 and ask *What is happening?* Write on the board *Which driver is going to be hotter: the driver of the white car or the driver of the black car?* Have a class vote and write the results on the board.

## CRITICAL THINKING

### Reading

#### 1 Look, think and talk.

(Answers: Jacket: from street lamps or car headlights, Moon: from the Sun)

- Read the text together and discuss the answers as a class.
- Ask students why the cyclist is wearing reflective clothing (*to be safe at night*) and if any of the students own any reflective clothing.

### Reading

#### 2 014 Read and listen.

- Play audio 014 and have students listen and follow in their book.
- Answer any vocabulary queries or have other students explain any unknown words.
- Draw attention to the question on the board and the vote. How many students were correct? Ask why the driver of the black car will be hotter.

- **Extra** Write the following questions on the board: *What artificial light sources does the text mention? (electric lights, torches and candles) How does light travel? (in straight lines) What example of a shiny surface does the text mention? (mirrors).* Put students in pairs and have a class quiz.

## CRITICAL THINKING

### Practice

#### 3 Read and write answers. You don't need to write full sentences.

(Answers: 3 reflective clothes so that car drivers can see them (the cyclist's clothes reflect the car lights), 5 dark so that they absorb light better)

- Read the questions together and answer any vocabulary queries.
- Have students answer the questions. Discuss the answers as a class.
- **Challenge** Have students research other items of reflective clothing. Ask them to find clothing that is reflective in the daytime as well as at night.

## COLLABORATION

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

### Experiment time

#### Which surfaces reflect or absorb light?

- **Materials:** (per pair or group) a torch, a piece of white card, scissors, different materials to test (e.g., a dark jumper, white paper, aluminium foil)
- **Differentiation** Check students' understanding by asking *What do you need? (a torch, a piece of white card, scissors, etc.) How can you do the experiment? (cut a hole in the white card, etc.).*
- Do an example with students. Cut a hole in the card that is big enough for the torch. Push it into the hole and hold the card and torch up against the wall. Ask students to predict if the wall will reflect or absorb light. Switch on the torch. If you can see light on the card, then the wall reflects light. If not, it absorbs light.
- Students can work with a partner or in small groups. They make their predictions and do the experiment before recording the results. Check how many predictions were correct as a class.

### Objective review

- Revisit the lesson objective. Say *Now I know which surfaces reflect or absorb light.*
- **Involve** Encourage awareness of what students know by showing them pictures of different surfaces and asking if they reflect or absorb light. Also, test them on some of the vocabulary from the lesson.

# A friend in India

## COMMUNICATION



### A friend in India

COMMUNICATION

I will talk about obligations using *have to* and *don't have to*.

1 Listen and circle the things that Kalya talks about.

animals food friends  
school subjects sports



I	have to	go to a sports club.
We	don't have to	do homework every day.
Students		wear a sports kit.
Kalya	has to	
My friend	doesn't have to	

2 Listen again and tick  the things that Kalya has to do.

- wear a kabaddi kit for matches
- do a sport at school
- play kabaddi at school
- study Music
- learn English
- do homework every day

4 Think about a sport or activity that you do. Ask and answer.

- What sport or activity do you do?
- Do you have to practise every day?
- Do you have to wear a sports kit or special clothes?
- Do you have to do exams or tests?
- Do you have to use special equipment?

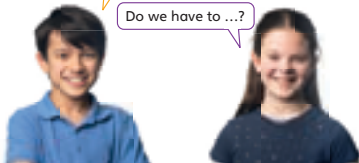
3 Read and listen. Then practise the dialogue.

- A: What sport or activity do you do?  
B: I play the trumpet.  
A: Do you have to wear a uniform or special clothes?  
B: No, I don't.  
A: Do you have to use special equipment?  
B: Yes, I do. I have to use my trumpet!

5 Imagine you are showing a new student round a club at your school. Do a role-play. Then swap roles.

We have to ...

Do we have to ...?



20 twenty

### Writing lab

INSTRUCTIONS FOR A GAME

I will write instructions for a game.

1 Read and complete the instructions for a game. Then play the game in pairs.

desk into player score try

#### BOX IT!

**EQUIPMENT:** two balls, a box

**HOW TO PLAY:** Put the box on the 1 \_\_\_\_\_. You must try to throw the ball 2 \_\_\_\_\_ the box. Then pick up the ball and 3 \_\_\_\_\_ again. You can play quickly. You don't have to take turns!

**HOW TO SCORE:** If you throw the ball into the box, you 4 \_\_\_\_\_ one point.

**HOW TO WIN:** The first 5 \_\_\_\_\_ to get ten points wins the game.



2 Work with a partner. Design a game for two players that you can play at your desk.

- Draw a picture and write the instructions.
- Give your game to some classmates. Play a different game!

3 Read the word problems and write the answers.

MATHS ZONE

- Katie plays three games. She gets 11 points in each game. How many points has she got?  
**Answer:** She's got \_\_\_\_ points.
- Amy's got 20 points. Ben's got 16 points. Ben wants to win the game. How many more points does he have to get?  
**Answer:** He has to get \_\_\_\_ points to win the game.
- Liam starts with 12 points. He loses eight points. Then he gets nine points. How many points has he got now?  
**Answer:** He's got \_\_\_\_ points now.



4 Make scoreboards and use them when you play games.

twenty-one 21

## Lesson flow



Warm up



Lesson objective



Presentation



Practice



Practice



Practice



Production



Production



Objective review

### LESSON OBJECTIVE

I will talk about obligations using *have to* and *don't have to*.

### KEY LANGUAGE

I have to do homework every day.  
We don't have to go to a sports club.  
Kalya has to do homework every day.  
My friend doesn't have to wear a sports kit.  
Do you have to ...?

### Warm up

- Divide the class into two or three teams. Give each team the name of a place, e.g., *school*, *sports centre*, etc. Allocate a student in each team to take notes and another student to read out loud.
- Teams then brainstorm all the rules of their place using *must* and *mustn't*, with the allocated student writing the rules down. When teams have finished, the allocated students read their team's rules out loud. The other teams try to guess the place.
- Extra** Have students work in pairs to imagine the ideal school. Set a time limit to write the rules for their school using *must* and *mustn't*. When finished, put each set of rules on the wall.

### Lesson objective

- Introduce the lesson objective. Say *Today I will talk about obligations using have to and don't have to.*
- **Involve** Students will learn how to talk about obligations using *have to* and *don't have to*. They will gain confidence using the new language through real-life conversations.

### Presentation

- Tell the class about your obligations as a teacher, e.g., *I have to make sure the students learn. I have to give the students tests.* Write these sentences on the board.
- Then say *I don't have to wear formal clothes for work, but I wear them some days. I don't have to wake up early at the weekend, but I do.* Write these sentences on the board.
- Ask students what the difference is between *have to* and *don't have to* (*have to* – for obligations, *don't have to* – there's no obligation).
- Make sentences from the words and expressions in the grammar box. Ask students to repeat.
- Remind students to use the Grammar Reference on page 146 of their Pupil's Books.

### Practice

#### 1 015 Listen and circle the things that Kalya talks about.

(Answers: sports and school subjects)

- Go through the words in the box and tell students to listen and circle the subjects discussed. Play audio 015.
- **Assist** Give students a copy of the audioscript to read as they listen.

### Practice

#### 2 Listen again and tick the things that Kalya has to do.

(Answers: 1, 2, 5, 6)

- Explain the game of kabaddi to students. (It's a team game that is played in Asia. There are seven players in each team and the game is played on a pitch that is divided into two. The object of the game is to run into the other team's half and touch as many of the opposition as possible.)
- Play audio 015 again and have students tick the things Kalya has to do. Check answers as a class.

### Practice

#### 3 016 Read and listen. Then practise the dialogue.

- Play audio 016. Have students focus on the intonation and pronunciation as they read.

- Students work in pairs to practise the dialogue.
- **Differentiation** Students change the information in the responses to create a new dialogue. Have them act out the dialogue in pairs.

### COMMUNICATION

#### Production

#### 4 Think about a sport or activity that you do. Ask and answer.

- Ask students to think about a sport or activity that they do either during school time, after school or at the weekend. Read the questions and have them make notes of their answers.
- Ask several students to read their answers out loud.
- **Digital literacy** Write the following sports on the board: *kabaddi, cricket, snooker* and *sumo wrestling*. Students choose one and go online to find out more information about the sport. Have them write the rules and present to the class.

### CREATIVITY

#### Production

#### 5 Imagine you are showing a new student round a club at your school. Do a role-play. Then swap roles.

- Demonstrate the activity with a volunteer. Play the role of the new student and ask questions about the volunteer's sport or activity from Activity 4. Ask a lot of questions, e.g., *Do you have to pay money? How much money do you have to pay? Do you have to use special equipment? What special equipment do you have to use?*, etc. Encourage the volunteer to use full sentences in their responses. Write the questions and responses on the board.
- Have students work in pairs and take turns to have a dialogue about the sport or activity in Activity 4. Allow them time to think of the questions they want to ask before they do their role-play.
- **Monitor** Go around the room to ensure students are using *have to* in their questions. Also assist with any vocabulary or language queries.
- **Challenge** Students tell the class all about their partner's sport or activity using *has to*.

### Objective review

- Revisit the lesson objective. Say *Now I can talk about obligations using have to and don't have to.*
- **Involve** Encourage awareness of what students can do by asking them to make sentences about some of the obligations they have.

# Writing lab

## INSTRUCTIONS FOR A GAME



### A friend in India

COMMUNICATION

I will talk about obligations using *have to* and *don't have to*.

1 Listen and circle the things that Kalya talks about.

animals food friends  
school subjects sports



I	have to	go to a sports club.
We	don't have to	do homework every day.
Students		wear a sports kit.
Kalya	has to	
My friend	doesn't have to	

2 Listen again and tick  the things that Kalya has to do.

- 1 wear a kabaddi kit for matches
- 2 do a sport at school
- 3 play kabaddi at school
- 4 study Music
- 5 learn English
- 6 do homework every day

4 Think about a sport or activity that you do. Ask and answer.

- 1 What sport or activity do you do?
- 2 Do you have to practise every day?
- 3 Do you have to wear a sports kit or special clothes?
- 4 Do you have to do exams or tests?
- 5 Do you have to use special equipment?

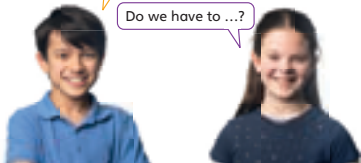
3 Read and listen. Then practise the dialogue.

- A: What sport or activity do you do?  
B: I play the trumpet.  
A: Do you have to wear a uniform or special clothes?  
B: No, I don't.  
A: Do you have to use special equipment?  
B: Yes, I do. I have to use my trumpet!

5 Imagine you are showing a new student round a club at your school. Do a role-play. Then swap roles.

We have to ...

Do we have to ...?



20 twenty

### Writing lab

INSTRUCTIONS FOR A GAME

I will write instructions for a game.

1 Read and complete the instructions for a game. Then play the game in pairs.

desk into player score try

#### BOX IT!

EQUIPMENT: two balls, a box

HOW TO PLAY: Put the box on the desk. You must try to throw the ball into the box. Then pick up the ball and try again. You can play quickly. You don't have to take turns!

HOW TO SCORE: If you throw the ball into the box, you get one point.

HOW TO WIN: The first player to get ten points wins the game.



2 Work with a partner. Design a game for two players that you can play at your desk.

- Draw a picture and write the instructions.
- Give your game to some classmates. Play a different game!

3 Read the word problems and write the answers.

#### MATHS ZONE

- 1 Katie plays three games. She gets 11 points in each game. How many points has she got?  
Answer: She's got 33 points.
- 2 Amy's got 20 points. Ben's got 16 points. Ben wants to win the game. How many more points does he have to get?  
Answer: He has to get 4 points to win the game.
- 3 Liam starts with 12 points. He loses eight points. Then he gets nine points. How many points has he got now?  
Answer: He's got 13 points now.



4 Make scoreboards and use them when you play games.

twenty-one 21

## Lesson flow



Warm up



Lesson objective



Practice



Production



Maths Production



Production



Objective review

### LESSON OBJECTIVE

I will write instructions for a game.

#### Warm up

- Ask students to think of a game that they like. Explain that this can be a sport or a board game, such as chess.
- Have them write brief instructions for the game without mentioning what the game is. Encourage them to use full sentences with *have to*, but explain the instructions can be in note form if necessary.

- Students read their instructions out loud for a partner to guess what the game is.
- **Differentiation** Students make notes about the rules of a favourite sport or game before giving a brief presentation to the class.

#### Lesson objective

- Introduce the lesson objective. Say *Today I will write instructions for a game.*
- **Involve** Students will learn to write instructions for a game. They will gain confidence through scaffolded writing tasks, to enable them to invent a game before writing its instructions.

## CRITICAL THINKING

### Practice

#### 1 Read and complete the instructions for a game. Then play the game in pairs.

(Answers: 1 desk, 2 into, 3 try, 4 score, 5 player)

- Go through the text with students and elicit answers. Answer any vocabulary queries or encourage other students to explain any unknown words. Ask *Do you know this game? Do you play anything similar?*
- Make sure there are sufficient boxes and balls for each pair of students. If not, elicit from students what can be used instead (*box – empty bag or empty pencil case, ball – screwed up piece of paper*).
- Students play the game in pairs. Have them keep a note of the score to determine who the winner is.
- **Extra** Have a knock-out class championship. The winner in each pair plays the winner from another pair. Continue until there is only one player remaining.

### Production

#### 2 Work with a partner. Design a game for two players that you can play at your desk.

- Go through the instructions with the class and deal with any queries.
- Students work with a partner to invent a new game. Have them think what the objective of the game is, what the rules are, how you play it and who the winner is.
- Students draw a picture to illustrate the game as well as write down the instructions. Encourage students to play their game to see if their instructions work.
- **Monitor** Go around the class and assist with any queries.
- Pairs swap instructions to play a different game. Have a class vote to find out which game is the favourite.
- **Challenge** Have students design more than one game.

### Production

#### 3 Read the word problems and write the answers.

(Answers: 1 33, 2 at least five, 3 13)

- Students will learn how to solve two-step word problems using addition, multiplication, division and subtraction.

## MATHS ZONE

- Go through the first problem together as a class. Elicit the answer. Ask students if they used addition, subtraction, multiplication or division to solve the problem (*addition or multiplication*). Invite a student to come up to the front of the class to show how they worked out the problem on the board ( $11+11+11=33$ ,  $11\times 3=33$ ).
- Students work out the remaining word problems either individually or in pairs. Encourage students to say whether they used addition, subtraction, multiplication or division and to show their working out ( $2$  subtraction and addition  $20-16=4+1=5$ ,  $3$  subtraction and addition  $12-8+9=13$ ). Check answers as a class.
- **Assist** Allow students a few minutes to work out each problem. Then go through each problem as a class, writing the sums on the board.
- **Extra** Have students work in pairs to create their own two-step word problems before swapping with another pair. Can they solve each other's problems?

## CREATIVITY

### Production

#### 4 Make scoreboards and use them when you play games.

- Write the word *scoreboard* on the board. Elicit what the word means (a method of keeping track of the points scored by each player in a game). Ask what information you can expect to find on a scoreboard (each player's name/team name and the points they have scored).
- Show students some examples of scoreboards that you found before the class. Then students design their own. Encourage them to be as creative as possible.
- Vote for the most artistic scoreboard.
- **Extra** Students play *Box it!* or the games from Activity 2 again and keep track of the scores on their scoreboard.

### Objective review

- Revisit the lesson objective. Say *Now I can write instructions for a game.*
- **Involve** Encourage awareness of what students can do by having them read their instructions out loud.

# Project and Review

## DESIGN YOUR IDEAL SCHOOL



### PROJECT AND REVIEW

Design your ideal school

#### Step 1

##### Research

What kind of school would you like to go to?

- Work with a partner. Find out and think about different kinds of schools.
- Make a list of three things you like about your school and three things you like about the kinds of schools you researched.
- Choose the things that you would like to have in your ideal school. Explain why.

My ideal school must have a lot of activities I can do outside. I learn well outside.

The students at my ideal school don't have to sit in a classroom all day. Working in different places is more interesting.

#### Step 2

##### Plan

What would your ideal school look like?

- Draw a rough plan. Think about the buildings and places that you will need.
- Discuss your plan. Imagine moving around the school. Make changes if you need to.

This is the playground. It must have tables and seats and a lot of trees.

#### Step 3

##### Create

How can you persuade children to go to your school?

- Draw a tidy plan of your ideal school on a large sheet of paper.
- Label the parts of the school.
- Write the text for your presentation. Describe the special features and the rules of your school. Use *must*, *mustn't*, *have to* and *don't have to*.
- Decide who is going to say what and when to show the plan of the school.
- Practise your presentation.

At our school, we've got classrooms but students don't have to work in the classrooms. They can work in the library, the computer room or the garden room.

The garden room is a special area indoors, with a lot of plants and sunlight. (Show garden room on plan.)

#### Step 4

##### Show and tell

Present your ideal school to the class.

Students have to study hard at our school, but they don't have to do tests.

You can see the garden room on the bottom of our plan.

#### Now I can ...

- ... use words to describe education and learning.
- ... express rules using *must* and *mustn't*.
- ... talk about obligations using *have to* and *don't have to*.
- ... write instructions for a game.

Ask your family or friends what special features they would have in their ideal schools and why.

### Lesson flow

#### LESSON OBJECTIVE

I will design my ideal school.

#### Warm up

- Ask students to look at the spidergram they created on page 12 and revise the new words from the unit. Have them work with a partner and make sentences using the words (e.g., *We sometimes make models in art. I love being outside with my classmates. We wear a uniform at my school.*).

- Give students a few minutes to create a list of rules in their school (*You mustn't eat or drink in the classroom. You must do your homework.*, etc.). Then put students in pairs and ask them to compare their lists. Ask *Are there any similarities or differences?*
- In their pairs, students decide on one school rule they want to change and explain why. Elicit and discuss as a class.

#### Lesson objective

- Introduce the lesson objective. Say *Today I will design my ideal school.*

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- **Involve** Students will learn how to design an ideal school. 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.

### Step 1

#### Research

- Students work in pairs. Ask them to think about different types of schools. They can use the internet to help them.
- Students make a list of three things they like about their school and three things they like about the schools they researched. Encourage students to use language learnt from the unit.

### Step 2

#### Plan

- Students imagine what their ideal school will look like. Ask them to consider what rooms and facilities it will have and where these will be.
- **Assist** If students don't know what a plan is, direct them to the illustration on page 22 of the Pupil's Book and explain that it is a simple view of a building from above. Then ask students to draw a plan of their home.
- Each pair draws a rough plan of their ideal school, making sure they include the rooms and facilities it will have. Have pairs swap plans with another pair and give feedback. Ask students if they can think of improvements to the other pair's plan.

### Step 3

#### Create

- Make sure each pair of students has got a large, blank sheet of white paper. Ask them to create a final version of the plans for their ideal school on this paper. Have them label all the rooms and facilities.
- Students now think about the rules of their ideal school and any special features it may have. Have them discuss in pairs. Encourage them to use vocabulary and grammar from the unit (*You must go outside at break time. There is a lot of new Science equipment.*, etc.).
- Explain that students have to present their ideal school to the class. Have them think about what they are going to say and who is going to say it. Students write the text of their presentation.
- **Monitor** Go around the class and make suggestions as to how students can improve their presentation.



## COLLABORATION

### Step 4

#### Show and tell

- Students present their school to the class.

- During each presentation, the rest of the class takes notes of the things that they like about the school. Encourage the class to ask questions to find out more information about the schools.

### At home +

#### Ask your family or friends what special features they would have in their ideal schools and why.

- Students show their plan to their family and friends and describe their school. Then their family and friends can ask questions about the ideal school, too.
- **Differentiation** Have students record themselves on video at home describing their ideal school to their family and friends. Less confident students can describe their school with the aim of revising the new language from the unit. More confident students can present their school with the aim of persuading their family to allow them to change school.

### Now I can ...

- Show students the *Now I can ...* box and read the sentences. Have students repeat, then ask questions to check understanding, e.g., *Can you use three words to describe education and learning? (experiment, model, uniform, etc.).*
- **Involve** Ask students to consider how they feel about these statements. Explain that if they feel confident about a statement, 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.
- **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 you revise the content in the future.

### Objective review

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

### Assessment pack

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

### Pearson English Portal games

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

# Activity Book answer key and notes

## UNIT 1: TIME FOR SCHOOL

### 1 Read and sort.

(Answers: Classroom: books, lesson, model, learn, Greenhouse: flowers, vegetables, gardening, Outside: open-air, playground, trees)

- **Extra** Have students add more words to each category.

### 2 Solve the maths problems to find the secret message. Use the code.

(Answer: I love Science)

- Students use addition or subtraction to solve each maths problem. Then students use the code and the answer to each maths problem to work out the secret message.

- **Challenge** Have students create their own maths problems and secret message.

### 3 005 Read and complete. Then listen and check your answers.

(Answers: 1 read, 2 look after, 3 grow, 4 water, 5 make)

- Students use the words in the box to complete the text. Then play audio 005 for students to listen and check their answers.

### 4 What outdoor activities do you do at school? Ask and answer.

- Students work with a partner to ask and answer questions about the learning activities.

### School life

#### 1 Circle the odd one out.

(Answers: 1 lunch, 2 pyjamas, 3 make your bed, 4 outside, 5 inside)

- Once students have circled the odd one out in each group, have them discuss why with a partner.

#### 2 006 Listen, read and circle T (True) or F (False).

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

- **Extra** Have students correct the false sentences.

#### 3 Complete the sentences.

(Answers: 1 practise, 2 outside, 3 model, 4 uniform, 5 equipment)

#### 4 007 Listen and label the pictures.

(Answers: 1 dictionary, 2 exam, 3 certificate, 4 goggles)

#### 5 Say the tongue twisters as quickly as you can.

- Students practise saying the two tongue twisters as quickly as they can.

### Language lab

#### 1 Read and circle the correct words.

(Answers: 1 mustn't, 2 mustn't, 3 must, 4 mustn't, 5 mustn't)

#### 2 Complete the rules with *must* or *mustn't*. Then write G (Gym), L (Library) or S (Science lab).

(Answers: 1 must (G), 2 must (S), 3 mustn't (G), 4 must (L), 5 mustn't (L), 6 must (S))

#### 3 Make a poster with class rules using *must/mustn't*.

- Students work with a partner or in small groups. Have them brainstorm the different classroom rules. Encourage them to use *must* and *mustn't*.

- Students then use the rules to create a poster.

- Display the posters around the classroom.

#### 4 008 Listen and number. Write a rule for each photo.

(Answers: 1 c We mustn't drop litter., 2 b We must clean up after pets., 3 a We must stop at a red light.)

- Have students work with a partner and ask them to look at each photo and describe what rule has been broken/could be broken.

- Play audio 008. Students listen and number each photo in the order they hear them being described. Then ask them to write a rule for each photo.

#### 5 Read the article and write the rules below.

(Answers: 1 You must wear walking shoes., 2 You must bring water., 3 You must watch your children., 4 You must leave at 5 p.m., 5 You mustn't forget anyone.)

### Story lab

#### 1 Read the beginning and the end of *The Robot Helpers* and complete the sentences.

(Answers: 1 headteacher, 2 robots, 3 batteries, 4 wasn't)

#### 2 Circle the things in the story.

(Answers: computers, robots, surprise, doors, outside, batteries)

#### 3 Number the sentences in order.

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

#### 4 Write an alternative ending to *The Robot Helpers*.

- Students brainstorm ways in which *The Robot Helpers* could end differently. Elicit and write a summary of each idea on the board.

- Students choose one of the summaries on the board and write an alternative ending.

- Students read their ending to the rest of the class. Encourage students to applaud their classmates.
- 5 Your headteacher has got some robots for you. Write a set of rules for your classroom robots.**
- Students work with a partner to write a set of rules for the robots using *must* and *mustn't*.
- 6 Write your opinion of the story.**
- Students use the sentence prompts and the numbers to give their opinion of the story. Then have students discuss their opinions with a partner.

### Experiment lab

**1 Read and complete.**

(Answers: reflects, rays, Solar, natural light, artificial light, torch, Electric lights)

**2 Match to make sentences.**

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

**3 Read and solve the maths problem.**

(Answers:  $6+5+7+8+9=35$ )

- Students will use addition to solve the maths problem.
- **Challenge** Have students write a similar problem and give it to a partner to solve.

### Experiment time

**1 Look and label the pictures.**

(Answers: 1 jumper, 2 light-coloured paper, 3 black paper, 4 aluminium foil, 5 wooden door, 6 desk)

**2 Look at 1 again. Tick  the surfaces that reflected light well in your experiment.**

- Students think back to their experiment and tick the items in Activity 1 that reflected light well.

**3 Think about your experiment. Complete the table.**

- Students think back to their experiment and complete the table by listing the materials that absorbed and reflected light.

**4 Write your report.**

### A friend in India

**1  009 Listen to an interview with Karen and tick  the information about her.**

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

**2 Complete the questions. Then choose a role and ask and answer.**

(Answers: 1 do, 2 have to, 3 exams, 4 wear, 5 Do you)

- Have students read and complete the questions.
- Have students work with a partner. Ask each student to choose one of the two roles, then take turns to ask and answer the questions.

**3 Complete for you. Write notes.**

- Students think of an activity or sport they do and complete the notes.

**4 Ask and answer. Use the questions in 2 and the information in 3.**

- Have students work with a partner. Have them ask the questions in Activity 2 to find out about their partner's activity or sport in Activity 3.

### Writing lab

**1 Circle the words you know. Use a dictionary to find the meaning of the words you don't know.**

- Students circle the words they know. Then have them use a dictionary to find out what the other words mean.

**2 Read the instructions and answer the questions.**

(Answers: 1 You need a ball and a clean bin., 2 The objective of the game is to score the most points., 3 Yes, you have to take turns., 4 You must pick up the ball each time.)

**3 Read and solve the maths problems.**

(Answers: 11, 20%)

**4 Write your own variation of *Bin basketball* in your notebook.**

- Students work with a partner to brainstorm ways that they can vary the game in Activity 2.
- Ask students to write their instructions with their partner, then play the game to see if they work.

### PROJECT

**1 Complete for your ideal school.**

- Students think about the project they completed in their Pupil's Book and tick the boxes.

**2 Complete your project report.**

- Students complete the report about their own ideal school.

**3 Present your report to your class.**

- Students read their reports to the class. Encourage students to ask questions to get more information.

### REVIEW

**1 Look at the rules. Write sentences with *have to*, *don't have to*, *must* or *mustn't*.**

(Answers: 1 We have to study for tests., 2 We don't have to do sport at school., 3 We mustn't use mobile phones at school., 4 We must listen to the teacher.)

**2 Read and circle the correct words.**

(Answers: 1 Does, has to, 2 Does, doesn't, 3 Do, don't, 4 have to, has to)

**3 Ask and answer.**