

Poptropica® English Islands

TEACHER'S BOOK 4

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Scope and sequence

Welcome

Vocabulary: **Time:** morning, afternoon, evening, night
Numbers: fifty, sixty, seventy, eighty, ninety, one hundred
Simple comparatives: tall – taller, short – shorter, big – bigger, small – smaller, young – younger, old – older, fast – faster, clever – cleverer

Structures: I'm (taller) than Sam/you/him/her. My hands are (bigger) than your hands.
 He's/She's (taller) than Sam/you/me. Your hands are (bigger) than my hands.
 You're (taller) than Sam/me/him/her. His/Her hands are (bigger) than my hands.

1 Free time

Vocabulary: **Leisure activities:** skiing, cooking, watching TV, playing the guitar, playing computer games, skateboarding, chatting online, skipping, painting, playing hockey, reading magazines, watching films, surfing the internet, walking the dog, riding a scooter
Social Science: lighthouse, stairs, sea

Values: Use your skills.

Phonics: ou, ow
 (out, loud, shout, cloud, low, snow, blow, yellow)

Structures: What do you/they like doing? Do you/they like (skipping)?
 I/You/We/They like (skiing). Yes, I/we/they do.
 What does he/she like doing? No, I/we/they don't.
 He/She likes (skiing). Does he/she like (skipping)?
 I/You/We/They don't like (skiing). Yes, he/she does. / No, he/she doesn't.
 He/She doesn't like (skiing).

Wider World: Popular activities

CLIL: Social Science (special houses)

2 Wild animals

Vocabulary: **Wild animals/food:** giraffe, elephant, lion, monkey, hippo, crocodile, leaves, grass, fruit, meat, crab, camel, zebra, panda, gorilla
Habitats: river, desert, grassland, forest, rainforest
Natural Science: herbivore, carnivore, omnivore, grasshopper, mouse, snake, eagle

Values: Protect wildlife.

Phonics: all, aw
 (call, wall, tall, small, saw, draw, claw, yawn)

Structures: (Giraffes) eat (leaves). How many (teeth) have (camels) got?
 Do (giraffes) eat (leaves)? They've got (34 teeth).
 Yes, they do. / No, they don't. How much (grass) do (hippos) eat?
 What do (camels) eat? They eat (grass). They eat (a lot of grass).
 Where do (camels) live? They live in (deserts).

Wider World: Wild animals

CLIL: Natural Science
 (the food chain)

3 The seasons

Vocabulary: **Weather:** warm, humid, wet, stormy, lightning, thunder, temperature, degrees
Seasonal activities: go camping, go water skiing, go hiking, go snowboarding
Seasons: spring, summer, autumn, winter
Social Science: hurricane/typhoon/cyclone, wave

Values: Be a good friend.

Phonics: ew, y
 (new, dew, chew, stew, my, try, fly, sky)

Structures: What's the weather like today? I/We/They go (camping) in (spring).
 It's (warm). / There's (thunder and lightning). He/She goes (camping) in (spring).
 What's the temperature today? What was the weather like (last summer)? It was (sunny).
 It's (25) degrees. What was the temperature like (yesterday)? It was (5) degrees.

Wider World: December in the UK and Australia

CLIL: Social Science
 (hurricanes)

4 My week

Vocabulary: **Activities:** have music lessons, have ballet lessons, do karate, do gymnastics, practise the piano, practise the violin, learn to draw, learn to cook, study English, study Maths
Time: morning, midday, afternoon, evening, quarter past 2, half past 2, quarter to 3
Social Science: road, plane, snowmobile

Values: Develop new interests.

Phonics: ie, ue
 (pie, tie, lie, fried, blue, glue, true, tissue)

Structures: What do you do on (Saturdays)?
 I (have music lessons) on (Saturdays).
 What does he/she do on (Saturdays)?
 He/She (has music lessons) at (2 o'clock).
 When do you (have music lessons)?
 I (have music lessons) in the (morning).
 When does he/she (have music lessons)?
 He/She (has music lessons) at (quarter past 2).

She (always) has ballet lessons in the morning.
 She (often) goes to parties.
 She (never) walks.

Wider World: School timetables

CLIL: Social Science
 (going to school)

5 Jobs

Vocabulary: **Jobs:** builder, firefighter, police officer, basketball player, film star, ballet dancer, astronaut, singer, model, journalist, photographer, carpenter, mechanic, lawyer, athlete, fashion designer, computer programmer
Social Science: brave, coach, champion

Values: Have ambitions.

Phonics: le, y
 (jungle, tickle, little, paddle, happy, funny, sunny, rainy)

Structures: What do you want to be?
 I want to be (a builder).
 What does he/she want to be?
 He/She wants to be (an astronaut).
 I don't want to be (an astronaut).
 He/She doesn't want to be (a builder).
 Do you want to be (a lawyer)?
 Yes, I do. / No, I don't.
 Does he/she want to be (a carpenter)?
 Yes, he/she does. / No, he/she doesn't.

Why does she want to be (an athlete)?
 She wants to be (an athlete) because he (can run fast).

Wider World: My hero

CLIL: Social Science
 (future jobs)

6 In the rainforest

Vocabulary: **Nature:** hut, bridge, nest, waterfall, valley, mountain, path, cave, vines, lake, sea, coast, hills
Prepositions: over, across, near, between... and... , around, through, towards, past
Natural Science: nectar, hummingbird, giant tarantula, tapir, parrot

Values: Be prepared.

Phonics: ce, ci, cir
 (centre, princess, ice, rice, prince, city, circus, circle)

Structures: Where's the (hut)?
 It's (over) the (mountain).
 It's (across) the (bridge).
 Where are the (huts)?
 They're (near) the (waterfall).
 They're (between) the (mountain) and the (lake).
 (Could) you (walk) around the lake?
 Yes, I could. / No, I couldn't.
 I (could walk) around the lake but I (couldn't swim) across it.

Yesterday I (walked) through the hills.
 Last week he/she (talked) to the teacher.
 climb – climbed, hike – hiked,
 jump – jumped, listen – listened,
 look – looked, play – played,
 stay – stayed, walk – walked

Wider World: World forests

CLIL: Natural Science
 (the Amazon rainforest)

7 Feelings

Vocabulary: **Actions/emotions:** crying, shouting, yawning, frowning, laughing, blushing, smiling, shaking, nervous, proud, relieved, surprised, relaxed, embarrassed, worried
Natural Science: train station, monster, fun, funny

Values: Be sensitive to friends' feelings.

Structures: Why are you (crying)?
 I'm (crying) because I'm (sad).
 Why is he/she (smiling)?
 He's/She's (smiling) because he's/she's (happy).
 What's the matter?
 I'm (nervous).
 How do you feel?
 I feel (ill/sick).
 What makes you (feel nervous)?
 (Tests) make me (feel nervous).

Help (me)!
 I can help (you).
 Put (it) in the box.
 Give (them) a hug.
 I – me, you – you, he – him, she – her,
 it – it, we – us, they – them

Phonics: ge, dge
 (gem, gentleman, page, large, edge, badge, hedge, bridge)

Wider World: Cultural traditions

CLIL: Natural Science (music, films and feelings)

8 By the sea

Vocabulary: **Outdoor activities and equipment:** snorkelling, snorkel, surfing, surfboard, sailing, life jacket, kayaking, paddle, fishing, fishing rod, horse-riding, riding boots
Emotions: fond of, crazy about, bored with, scared of, terrified of
Extreme sports: rafting, bungee jumping, rock climbing, scuba diving, hang gliding
Natural Science: save, coral reef, skeleton, seahorse, global warming, dead, sea snake, starfish, butterfly fish, parrot fish

Values: Work together.

Phonics: ph, wh
 (phone, dolphin, elephant, alphabet, wheel, white, whale, whisper)

Structures: Let's go (snorkelling)!
 Great idea! I love (snorkelling).
 Let's go (horse-riding)!
 Sorry, I don't like (horse-riding).
 Have you got (riding boots)?
 Yes, I have. / No, I haven't.
 What are you (fond of)? I'm (fond of) (rafting).

What are you going to do (next month)?
 I'm going to go (surfing).
 What's he/she going to do (this summer)?
 He's/She's going to (visit his/her grandparents).

Wider World: Summer camps

CLIL: Natural Science (coral reefs)

Goodbye

Structures: He/She wants to be a (film star).
 Sam likes (playing football).

Who's your favourite (film star)?
 Why do you like him/her?
 What country is he/she from?

Festivals

Vocabulary: **Halloween:** moon, owl, skeleton, monster, bone
Christmas Day: Christmas crackers, Christmas pudding, Christmas lunch, open presents, play with presents, snowman, snowball
Mother's Day: breakfast in bed, toast, tea, rose, box of chocolates
Pancake Day: toss, catch, frying pan, pour, racers

Welcome

Lesson 1 Pupil's Book pages 6 and 7

Lesson objectives

To understand and act out a simple story

Target language

cool, film, film star, script, strong, studio

Materials

Audio; Story cards


Optional activity materials

Soft ball or small bean bag; pictures of famous people with a variety of looks/hair colour/clothes

Warm-up

- Greet pupils, saying, *Hello/Welcome!* as they come into the classroom. Introduce yourself, saying, *I'm (name) or I'm Miss/Mr/Mrs (surname)*, depending on school culture.
- Play a game. With a small class, sit in a circle on the floor and have pupils throw a ball or bean bag to each other. With a larger class, keep the usual seating arrangement and ask pupils to stand up and give the ball to each other. Explain (in L1) that pupils should ask, *What's your name?* when they throw or give the ball to another pupil. When a pupil catches or receives the ball they should call out, *I'm (name) or My name's (name)* before passing the ball to the next person. The game continues around the class until everyone has introduced themselves.
- If there are new pupils in class, introduce them in a special way, e.g. *Children, this is (name), a new friend. Say Hello to (name).*

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading a story about Sophie, Oliver and Uncle James at Discovery Studios.*

Presentation

- Ask pupils to look at the pictures and encourage them to guess (in L1) what the story is about. They can look at other pages in the book to get ideas.

1 Listen and read. Then act out.

- Ask pupils to look at the story. Point at the main characters in frame 1 and ask, *Where are they?* Prompt pupils to look for clues in the story and make guesses. Use L1, if necessary.
- Tell the pupils that the main characters, Sophie, Oliver and Oliver's Uncle James are in a film studio called Discovery Studios. Ask pupils questions about the pictures.
- Play the audio. Pupils listen and follow the story in their books.
- Play the audio again, pausing occasionally to ask some comprehension questions, e.g. *Does Sophie like Finley Keen? (Yes, she does.) Is he her favourite film star? (Yes, he is.) Can Sophie and Oliver act? (Yes, they can.) Who takes the script? (Coco the monkey.)*

Practice

- Divide the class into five groups (Oliver, Sophie, Uncle James, the film director and Coco) and assign each group a role. Groups read their parts as a class from their seats.

Activity Book page 2

1 Write and match.

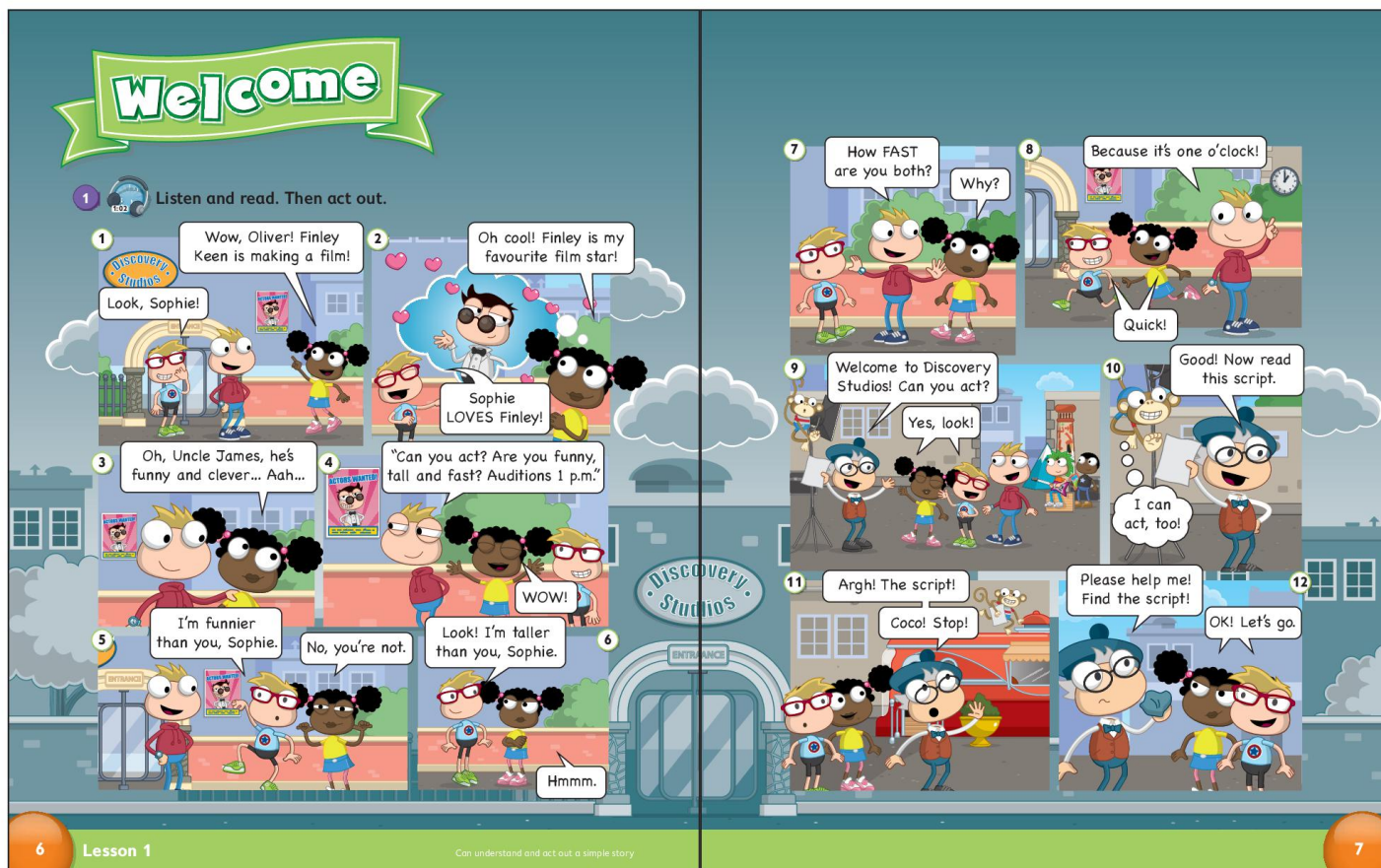
Focus pupils' attention on the pictures and descriptions. They read the descriptions, write the correct names in the spaces and draw lines matching the descriptions to the pictures. Check as a class.

ANSWER KEY

2 Sophie 3 Finley Keen 4 Uncle James

2 Draw or stick a picture of yourself and a friend. Then write.

Explain the activity (in L1) and model your own description first. Say, e.g. *My name's... I am (age) years old.* If the number is over 50, you may translate it. *I like (animals).* Write it on the board if necessary.



Extension questions

Write the following questions on the board: Do you need to be funny, tall and fast to be an actor? (No, you don't. Actors can be any shape or size. Not all actors are funny.) What do you need to be a good actor? (e.g. You need to be good at acting. You need to be able to learn your lines and make them sound believable.) Use L1 if necessary. Ask pupils to work with a friend to answer them.

- Give pairs two minutes to think of their answers. They might like to write their ideas in their notebooks. Ask pupils to share their answers with the class. They can do this in L1 if necessary but encourage them to use as much English as possible.

Pop quiz

Make some sentences about the story, including some deliberate errors. Ask pupils to put their hands up each time they hear an error. Ask individual pupils to correct the errors, e.g. *The children and Uncle James are in Adventure Studios. (No, they're in Discovery Studios.) Uncle James is a film star. (No, Finley Keen is a film star.)*

Lesson 2 Pupil's Book page 8

Lesson objective

To introduce themselves

Revision

Introductions and greetings

Colours and clothes

Hello. My name's (Sophie).

I like (films).

I love (Finley Keen)!


Materials

Audio; Story cards; Character story cards; Photocopiable W.1

Warm-up

- Say, *Hello. My name's (name). What's your name?* Check the meaning and elicit some answers. Then say, *I like films. Do you like films?* Pupils say names of films they know.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to introduce ourselves.*

2 Listen and read.

- Pupils look at the picture. Ask, *Where are they?* (*In the film studio/At Discovery Studios*). Play the audio once and pupils point at the person who is speaking. Play it a second time, pausing after each line and ask the class to say who is speaking.
- Tell pupils to listen to the audio again and say the sentences. The class looks at the picture carefully and repeats the sentences.

ANSWER KEY

1 Uncle James 2 Finley Keen 3 Oliver 4 Sophie

Practice

3 Match the characters with the clothes.

- Revise colours and clothes with the class by describing someone in the class or in a picture that you brought in and have them guess who it is.
- Write the names of the characters on the board (*Oliver, Sophie, Finley Keen, Uncle James*) and stick the character story cards next to them.
- Ask questions to help pupils remember the description of each character, e.g. *What colour is Oliver's hair? How old is he?* Write the answers on the board under Oliver's name to make a written description. Repeat with the other characters.
- Describe one character, e.g. *She's got pink trainers and a yellow T-shirt. What's her name?* Pupils answer.
- Explain to the class that they have to read the words for clothes and match each character with the clothes he's/she's wearing. Check answers with the class.

ANSWER KEY

1 yellow T-shirt, blue skirt, pink trainers

2 red jumper, jeans, blue trainers

3 blue T-shirt, black shorts, green trainers

4 yellow scarf, brown coat, black shoes

4 Introduce yourself to the class.

- Focus on the example in the bubble. Ask pupils to read it and check that they understand the meaning. Help them understand if necessary.
- Pupils work in pairs. They take it in turns to introduce themselves, including their age and what they like.


Activity Book page 3


3 Write.

- Pupils look at the characters (Oliver, Sophie, Finley Keen and Uncle James). They read the sentences and complete them.
- Have confident pupils say their completed descriptions to check.

ANSWER KEY

2 I've got, skirt 3 coat, shoes 4 I've got, jeans

2  Listen and read.




Hi! I'm Oliver. I like films.

And my name's Sophie. I love Finley Keen!


I'm Finley Keen. I'm a film star!

Hello! I'm Uncle James. I like computers.

I'm Coco. I've got the script!

3  Match the characters with the clothes.

1	Sophie	yellow scarf, brown coat, black shoes
2	Uncle James	blue T-shirt, black shorts, green trainers
3	Oliver	red jumper, jeans, blue trainers
4	Finley Keen	yellow T-shirt, blue skirt, pink trainers

4  Introduce yourself to the class.


Hi! My name's Ann. I'm 10 and I like football.

8 Lesson 2 Can introduce myself

4 Write about yourself and your partner.

- Pupils work individually to complete the sentences about them and their friend.
- Check pupils' answers with the class.

Pop quiz

-  Ask the children to draw their favourite character from the story and then tell their partner about him/her, including: name, age, hair and clothes.

Lesson 3 Pupil's Book page 9

Lesson objective

To ask and answer questions about famous film stars, using *Do you like...?*

Revision

(in the) morning, afternoon, evening, (at) night
Do you like films? Yes, I do./No, I don't.
He/She likes films.


Materials

Audio

Warm-up

- Say different activities that you do and pupils say whether you do them in the morning, in the afternoon, in the evening or at night. E.g. say, *I get up and have my breakfast. (Morning), I read my book.* (This could be any time, accept all sensible answers.)
- Divide pupils into pairs. They say sentences to each other, with the other pupil saying, *morning, afternoon, evening or night.*

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer questions about famous film stars.*

Presentation

- Present the times of day vocabulary (*morning, afternoon, evening, night*) with sentences and mimes. Mime sleeping and waking up and ask (in L1) what time of day this is (*morning*). Say, *Yes, it's morning* and pupils repeat the English word. Repeat with the other times of day.
- Write the times of day as headings on the board and brainstorm (in L1) some things that you do at those times. When pupils suggest target language, echo it in English and write it on the board under the correct heading.

5 Listen and chant.

- Tell pupils that they are going to listen to a chant. Play the audio a few times. Pupils chant and mime, e.g. yawn and stretch arms as if getting up, drink from a cup and eat toast.
- Divide the class into two groups. Each group chants four lines each.

Practice

6 Ask and answer.

- Divide the class into pairs. Tell them to take it in turns to ask and answer questions about the characters in the photos. Practise with the model sentences first and help pupils understand if necessary.
- Pupils talk in pairs. Walk around the class and help pupils when necessary.

7 Do a survey. Write in your notebook.

- Explain to the class that they are going to work in groups of four. Ask pupils to draw in their notebooks a table like the one in the book. They then write the names of four film stars in the first column and the names of the three other pupils in their group in the Friend 1–3 headings.
- Practise with the class the types of questions and answers pupils can use: *Do you like...? Yes, I do. No, I don't. I don't know him/her.* They write the answers. Finally, ask each group to report to the class: *Three people in my group like... , etc.*

Activity Book page 4

5 Listen and match.

- Ask pupils to listen and match the people to their favourite film stars. Play the audio.

Audioscript

CD1, Track 05

M = MATT S = SIMON C = CAROL

K = KIM B = BEN

1

M I'm Matt. My favourite film star is Molly Vanilla. Look at her picture. She's wearing a jumper and jeans. She's a really cool actor and she's a great dancer, too.

2

S My name is Simon. My favourite film star is Jackson Black. He's an action star. He can do karate and he's very strong. Look at his picture. He's got broad shoulders!

3

C My name is Carol. My favourite film star is Shelley Baronski. She's in films about love. Sometimes the films are sad. Look at her picture. She's sitting in front of the mirror in her room.

5 Listen and chant.

morning

afternoon

I get up in the morning,
Have breakfast, go to school.
Home in the afternoon.
That's cool!

evening

night

Have dinner in the evening,
Then we go and play.
I go to bed at night
And get up the next day ...

6 Ask and answer.

1

2

3

4

5

Daniel Radcliffe Miranda Cosgrove Tom Hiddleston Robert Pattinson Jennifer Lawrence

Do you like ...?

Yes, I do.

No, I don't.

Sorry, I don't know him/her.

7 Do a survey. Write in your notebook.

like = 😊 don't like = ☹️ don't know him/her = 😐

	Film star	Me	Alice <small>(Friend 1)</small>	Mario <small>(Friend 2)</small>	David <small>(Friend 3)</small>
1	Emma Watson	😊	😊	☹️	😊
2	Leonardo DiCaprio	😊	😊	😊	☹️
3	Kristen Stewart	😊	☹️	😊	😊

Lesson 3 Can ask and answer questions about famous film stars **9**

6 Think and write.

- Tell pupils that they must complete the text with the name of their favourite film stars and what they can do.

Pop quiz

Ask the children to say the chant.

4
K I'm Kim. My favourite film star is Walter Rascal. Walter is a detective in my favourite film. Look at his picture. He can run really fast to catch the bad guys.

5
B My name is Ben. I want to tell you about my favourite film star, Leah Leeds. She's beautiful. Look at her picture. She's got big eyes and long eyelashes. In my favourite film, she makes machines and does magic.

ANSWER KEY
 2 a 3 d 4 e 5 b

Lesson 4 Pupil's Book page 10

Lesson objective

To count from 50 to 100

Revision

What's your favourite number? My favourite number is fifty.

Materials

Audio; Numbers poster


Optional materials

Number cards

Warm-up

- Play a chain game saying the numbers 1 to 49. One pupil starts with one number, e.g. *Thirteen* and the other pupils continue the chain.
- Start writing a number on the board and ask pupils to come and finish writing the word correctly.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to count from 50 to 100.*

Presentation

- Write on the board: *My favourite number is sixty.* Revise the forms: *What's your favourite number? My favourite number is seventy.*
- Write some numbers between 1 and 50 on the board in random order and say them as you write them. Pupils repeat. Call individual pupils to the board in turn to write the numbers in the correct order and say them.
- Show homemade cards for numbers 50, 60, 70, 80, 90 and 100 in order. Say each number a few times for pupils to repeat after you. Show the cards again. Pupils say the numbers without help. Show the cards in random order and ask, *Which number?* Pupils answer.
- Write numbers on the board, e.g. 51, 79, 62. Say them and pupils repeat. Then continue writing numbers and ask pupils to say the words without help.



8 Listen and say.

- Direct pupils' attention to the numbers. Play the audio once. Pause after each number for pupils to repeat. Play it again, pausing if necessary after each number.



9 Listen and point.

- Direct pupils' attention to the numbers. Play the audio once, pointing at the numbers. Pause after each number for pupils to point. Play it again, pausing if necessary while pupils point.

Audioscript

89, 77, 98, 54, 66, 81, 75, 53

CD1, Track 07

Song



10 Listen and choose. Then sing.

- Tell the class that they are going to listen to a song. Play the audio once. Pupils follow in their books. Play it again a few times until pupils are confident enough to sing along.

Practice

11 Ask and answer.

- Focus on the question and answer. Ask pupils to read them. Check that they understand the meaning of the question and answer. Help them understand if necessary.
- Pupils work in pairs. They take it in turns to ask and answer questions about their favourite numbers using the model dialogue as an example. Practise with the whole class before they work in pairs.
- Prepare a series of numbers with some missing numbers in between. Write them on the board and ask the pupils to write them in their notebooks. They complete the series in their notebooks. Then ask individual pupils to come to the board and complete them.

Activity Book page 5



7 Listen and write the numbers.

- Tell pupils that they are going to listen to a series of numbers and they must write the missing numbers. Play the audio. Pupils write the numbers they hear. Play the audio a second time. Check answers with the class.

Audioscript

A 84, 100, 52, 95, 17

B 15, 70, 66, 19, 77

C 62, 49, 57, 88, 10

D 75, 93, 64, 31, 99

CD1, Track 09

8 Listen and say.

9 Listen and point.

TIP! one hundred = a hundred

10 Listen and choose. Then sing. **SONG**

Fifty, sixty, seventy,
Eighty, ninety,
One hundred.
What's your favourite ...
What's your favourite ...
What's your favourite number?
57 67 or 53 63
75 77 or 89 99
81 91 or 90 98
What's your favourite ...
What's your favourite ...
What's your favourite number?

11 Ask and answer.

What's your favourite number?
My favourite number is 77.
What about you?

10 Lesson 4 Can count from 50 to 100

Pop quiz

Divide the class into two groups. Play the numbers song Audio 1:08 again and the class sings along.

ANSWER KEY

a 84, 100, 52, 95, 17 b 15, 70, 66, 19, 77
c 62, 49, 57, 88, 10 d 75, 93, 64, 31, 99

8 Look and write.

- Pupils read the numbers and write them. When they have finished, some pupils show their work to the class.

ANSWER KEY

sixty, seventy, eighty, ninety, one hundred (accept 'a hundred')

9 Write your favourite numbers.

- Pupils write their favourite numbers. Read out the sentences and check that pupils understand. When they have finished, they say their favourite numbers to the class.

Lesson 5 Pupil's Book page 11

Lesson objective

To make simple comparisons, using *(old)er* and *(old)er than...*

Revision

I'm younger and faster than Finley.
bigger, smaller, older, younger, taller, shorter,
faster, cleverer

Adjectives for physical description


Materials

Audio; props (toys, photos, etc.)

Warm-up

- Bring in some props describing physical appearance. These can be a photo of an elderly lady (old), a photo of a baby (young), a toy giraffe (tall), a toy duck (short), etc. Hold up the props in turn and say the words. Pupils repeat the words.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to make simple comparisons.*

Presentation

- Focus on the adjectives in the *Tip!* box. Revise the forms: *tall, taller, short, shorter*, etc. Elicit more examples and write them on the board.



Look!

- Play the audio and have pupils listen and follow the *Look!* box.
- Focus on the *Look!* box. Go through the sentences with the class. Explain (in L1) that all the sentences express comparisons. Read out the *Look!* box.
- Elicit more examples and write them on the board.



12 Listen and say.

- Present the adjectives that the pupils are going to listen to in the audio. Write them on the board. Tell pupils they are going to hear an audio. Ask them to look and listen. Play the audio.

Practice

13 Work with a friend. Compare and write in your notebook.

- Organise the class in pairs. Pupils look at the pictures and read the sentences. They then write comparisons. Give an example: *I'm shorter than him.*
- Write sentences on the board about pupils in the class or characters in the book making comparisons, e.g. *Pedro is taller than Sara.* Pupils read the sentences and say, *True* or *False*.

Activity Book page 6

10 Read and circle.

- Pupils look at the pictures and read the sentences. They then circle the correct word. Check answers with the class.

ANSWER KEY

2 smaller 3 faster 4 smaller 5 shorter

11 Look and write.

- Pupils look at the pictures, read the information and complete the sentences. Check answers with the class.

ANSWER KEY

2 younger than 3 cleverer than 4 younger than


Activity Book page 7


12 Read and draw.

- Pupils read the sentences and draw pictures accordingly. Read out the sentences and check that they understand. When they have finished, they show their work to the class.

ANSWER KEY

Pupils create their individual drawings.

12  **Listen and say.**




TIP!

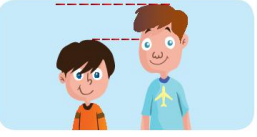
tall	taller
short	shorter
small	smaller
young	younger
old	older
fast	faster
clever	cleverer
big	bigger

Look!

I'm		Sophie.
You're	taller than	me.
He's/She's		him/her.
My hands are		your hands.
Your hands are	bigger than	his/her hands.
His/Her hands are		my hands.


13  **Work with a friend. Compare and write in your notebook.**

1




I'm ... than him/her.

2



My hands are ...
His/Her hands are ...

3



My feet are ...
His/Her feet are ...

4

How old are you?

I'm 8 years and 3 months old.


I'm ... than him/her.

Lesson 5

Can make simple comparisons

11

Pop quiz

 Invite pupils to come to the front and tell the class about their favourite film stars.

1

Free time

Unit objective

- Can talk about free time

Language

Target vocabulary	Free-time activities: skiing, cooking, watching TV, playing the guitar, playing computer games, skateboarding, chatting online, skipping, painting, playing hockey, reading magazines, watching films, surfing the internet, walking the dog, riding a scooter
Target structures	What do you/ they like doing? I/We/They like (skiing). What does he/she like doing? He/She likes (skiing). I/We/They don't like (skiing). He/She doesn't like (skiing). Do you/they like (skipping)? Yes, I/we/they do./No, I/we/they don't. Does he/she like (skipping)? Yes, he/she does./No, he/she doesn't.
Revision	I like/don't like (watching TV).
Receptive language	skate park, climbing, faster (than)
CLIL and Wider World language	CLIL: lighthouse, stairs, sea Wider World: rounders, bat, scout troop, badge, bar chart

Contents

Phonics <ul style="list-style-type: none"> • ou and ow • blending sounds 	Cross-curricular contents <ul style="list-style-type: none"> • Natural science: The world around us • Art and music: chant, song • Language and arts: reading a story, acting out, telling a story • Language skills: describing special homes
Topics <ul style="list-style-type: none"> • Free-time activities • Types of homes 	Socio-cultural aspects <ul style="list-style-type: none"> • finding out about leisure activities children practise at the weekends in other parts of the world • comparing activities • thinking about the influence of environment on leisure activities
Values <ul style="list-style-type: none"> • Use your skills. 	Learning strategies <ul style="list-style-type: none"> • using previous knowledge • using memorisation to learn new words • identifying rules about the use of <i>like + -ing</i> • logical thinking: comparing and contrasting information • critical thinking: observing and comparing different types of homes • collaborative learning: project work, pair and group work • self-assessment
Songs and chants <ul style="list-style-type: none"> • Chant: <i>Finley Keen... he's so cool</i> • Song: <i>What do you like doing?</i> 	
Stories <ul style="list-style-type: none"> • Unit opener: free-time activities, characters practise • Island adventure chapter 1 	

Key competences

Linguistic competence: Use the language to ask for help in the classroom (L. 1 to 10)

Mathematical, science and technological competences: Explore the world through free-time activities (L. 1 to 4); Identify different types of homes (L. 9); Identify singular and plural (L. 1 to 4)

Digital competence: Use Poptropica English Islands digital tools (L. 1 to 10)

Social and civic competence: Use your skills (L. 5)

Cultural awareness and expression: Know about leisure activities in other parts of the world (L. 7 and 8)

Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)

Initiative and entrepreneurship: Develop one's own criteria and social skills (L. 1 to 10)

Skills (From Global Scale of English Learning Objectives – for Young Learners)

Speaking

- Can recite a short, simple rhyme or chant
- Can sing a basic song from memory
- Can express likes and dislikes in relation to familiar topics in a basic way
- Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month')
- Can summarise the key information in basic diagrams, e.g. bar charts, timelines

Reading

- Can follow the sequence of events in short, simple cartoon stories that use familiar key words
- Can get the gist of short, simple texts on familiar topics, if supported by pictures
- Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails)
- Can identify specific information related to a familiar topic in a short, simple text

Listening

- Can recognise familiar words and phrases in short, simple songs or chants
- Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing
- Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly

Writing

- Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model

Classroom ideas

- Display CLIL poster and projects about unusual homes in the classroom
- Display flashcards and wordcards in the classroom while exploiting this unit
- Decorate the class with photos and pictures of different leisure activities
- Use the internet to find information about special homes
- Play games with flashcards
- Photocopiables

Take-home English

- Letters for parents. When you begin Unit 1, give pupils a copy of the letter for the unit (see digital tools). This explains what pupils are going to learn in this unit.
- Home–School link: Encourage pupils to show their work from Lesson 8 to their parents.

Evaluation

Self-assessment objectives

- I can identify free-time activities.
- I can ask and answer about what people do in their free time.
- I can understand texts about special houses.

Resources

- Pupil's Book p. 12
- Activity Book p. 8
- Grammar reference (Pupil's Book p. 112)
- Unit 1 Extra practice (Activity Book p. 96)
- Picture dictionary (Activity Book p. 104)
- Test Booklet – Unit 1, p. 8

Lesson 1 Pupil's Book page 12

Lesson objective

To identify free-time activities

Target language

skiing, cooking, watching TV, playing the guitar, playing computer games, skateboarding, chatting online

Materials

Audio; Flashcards and Wordcards – Free-time activities; Learning adventure poster; Character story cards

Optional activity materials

Pictures of people doing sports and activities; Photocopiable 1.1

Warm-up

- Revise actions that pupils know with a game of *Pass the actions* (see p. 236).

Learning adventure

1 What do you know?

- Open books and ask pupils to look at the main scene. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about free-time activities.*
- Close books. Ask pupils what English words they know about free-time activities, e.g. *drawing, reading.* Write them on the board.
- Introduce pupils to the learning adventure poster. Use this poster with pupils to help them indicate how confident they feel about the lesson objectives to show you who may need more help. See p. 23 in the Introduction for how to use this with your classes.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

Presentation

- Present the new vocabulary with the Flashcards – Free-time activities. Show them in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word.
- Mime a sport or an activity and say, e.g. *I like (playing the guitar).* Give more examples. Then point at individual pupils and ask, *What do you like doing?* Pupils mime and answer. Mime other activities and say grumpily, *I don't like (swimming).* Elicit similar mimes and sentences from pupils.

2 Listen and find.

- Look at the main illustration. Point at the characters and ask, *Who's this?* (From left to right: *Sophie, Phil O'Fax, Oliver, Uncle James and the film director.*) Ask, *Where are the children?* Tell them to look at the picture for clues, e.g. the mirror, the pictures. When you've heard their ideas (in L1), explain/confirm (in L1) that they are in Finley Keen's trailer at the film studio. Ask (in L1) if they think Finley Keen is tidy or untidy. Tell pupils (in L1) that you are going to play the audio and that they have to find the activities in the scene when they are mentioned on the audio. (The key words in the audio are: *playing the guitar, skateboarding, cooking, chatting online, playing computer games, watching TV, skiing.*)
- Play the audio. Pupils point at the activities. Play the audio again.

Audioscript

CD1, Track 12

FD = FILM DIRECTOR OL = OLIVER

SO = SOPHIE UJ = UNCLE JAMES

POF = PHIL O'FAX

FD: I'm making a movie. Do you like skateboarding?

OL: Mmmm, it's OK... I like chatting online.

FD: Does Finley Keen like skateboarding?

OL: No, he doesn't. He likes watching TV.

FD: Does the girl with skis like skateboarding?

SO: No, she doesn't. She likes skiing.

UJ: And I like playing computer games.

SO & POF: And we like cooking.

FD: I've got it! Coco likes skateboarding!

Practice

3 Listen and say True or False.

- Ask the class to look at the main illustration and find the numbers 1–7. Explain that they are going to listen to the audio and they have to say if the sentences are *True* or *False*. There is one sentence for each numbered part of the picture. Play the audio, pausing after each sentence. Play the audio again. Check the answers with the class.

Audioscript

CD1, Track 13

1 He likes skiing.

2 She likes cooking.

3 They like chatting online.

4 She likes playing the guitar.

5 They like watching TV.

6 He likes skateboarding.

7 She likes playing computer games.

1 Free time

1 What do you know?

2 Listen and find.

3 Listen and say True or False.

4 Listen and say.

12 Lesson 1

Can identify free-time activities

ANSWER KEY

1 True 2 True 3 False 4 True 5 False 6 True 7 False

4 Listen and say.

- Play the audio, pausing after each word. Pupils point at the pictures in Activity 2. Play the audio again. Pupils point and repeat each word. Ask, *What's (a)?* Pupils look and answer.
- Display the Flashcards – Free-time activities on one side of the board and write the corresponding words or put up wordcards on the other side. Pupils come to the front, read the words aloud and match them to the pictures.
- Shuffle the flashcards and pictures of actions pupils know and choose one. Hold it up and smile. Pupils say, *I like (skiing)* and mime the action. If you frown, they say, *I don't like (skiing)*. Pupils then take turns to choose a flashcard, show it to the class and make a sentence.

Audioscript

cooking
playing the guitar
chatting online
skateboarding

CD1, Track 14

playing computer games
watching TV
skiing

Activity Book page 8

1 Match.

- Pupils read the words and match them to the correct picture.

ANSWER KEY

2 cooking 3 watching TV
4 skateboarding 5 chatting online
6 skiing 7 playing computer games

2 Look and write.

- Pupils look at the pictures. Ask (in L1) which picture shows the activities Finley Keen likes and which shows the activities he doesn't like. What activities do the pictures show?
- Pupils read the example. They then complete the sentences.

ANSWER KEY

2 playing the guitar.
3 doesn't like cooking.
4 likes skiing.

Learning adventure

Ask pupils, *How many free-time activities do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Explain (in L1) that you are going to draw an object and the class has to guess the activity. Draw, e.g. a saucepan. Pupils say, *cooking*. After a couple of examples, invite individual pupils to take your role. You can turn this into a competition by dividing the class into two teams.

Lesson 2 Pupil's Book page 13

Lesson objective

To ask and answer about what people like doing in their free time

Target language

What do you/they like doing? I/We/They like (skiing).
 What does he/she like doing? He/She likes (skiing).
 He/She doesn't like (skiing).
 I/We/They don't like skiing. He/She doesn't like skiing.

Materials

Audio; Flashcards and Wordcards – Free-time activities


Optional activity materials

Pictures of famous people

Warm-up

- Hold up the Flashcards – Free-time activities and, in turn, smile or frown to show like and dislike. Pupils say the correct sentence, e.g. *I like (cooking).*

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer about what people like doing in their free time.*

Presentation

5 Listen and chant.

- Direct pupils' attention to the main illustration. Ask questions about Finley Keen: *Does he like (cooking)?* Pupils answer *Yes* or *No*.
- Pupils look at the chant. Play the audio for pupils to listen and follow the words. Play the chant again, pausing after each line for pupils to repeat. Play once more for pupils to say together. Use the Flashcards – Free-time activities to help prompt the words if necessary.
- Divide the class into two groups and practise the chant. One group says the questions and the other says the answers. Then swap roles so that all pupils have a chance to do the whole chant.

Look!

- Play the audio and have pupils listen and follow the *Look!* box. Explain (in L1) that we use an action ending in *-ing* after *like*. Ask what extra word we use in questions (*do/does*).

- Pupils look at the main illustration in Lesson 1 and make more example sentences, questions and answers. Write them on the board for pupils to copy into their notebooks.
- Ask pupils to think of an activity that they like doing. They draw an object that represents this activity.
- When they have finished their picture, divide the class into pairs to play a guessing game. Pupil 1 asks questions to guess what the person likes: *What do you like doing?* Pupil 2 answers, only saying, *I like (playing the guitar)* when Pupil 1 is asking about the activity in the picture. When Pupil 1 guesses correctly, they change roles.

Practice

6 Listen, choose and say.

- Ask the pupils to read the words in the activity. Help them understand if necessary.
- Play the audio once. Pupils point at the words as the activities are mentioned. Play the audio again, pausing after watching TV. Play this section a few times if necessary. Then ask, *What does Oliver like doing?* Pupils answer. Then do the same with the second half of the audio and the words for Sophie.
- Ask individual pupils to choose an activity and make affirmative and negative sentences about Oliver and Sophie, e.g. *Oliver likes playing football. Sophie doesn't like skiing.*
- Divide the class into pairs. Pupils take turns to ask and answer questions about what Oliver and Sophie like.

Audioscript

CD1, Track 17

S = SOPHIE O = OLIVER U = UNCLE JAMES

S: What do you like doing, Oliver?

O: I like chatting online and playing football but I don't like cleaning.

U: Oliver, what does Sophie like doing?

O: She likes watching TV. But she doesn't like playing computer games.


S: But I like skiing and reading.

U: Sophie, does Oliver like cooking?

S: No, he doesn't, but he likes eating!

7 Ask and answer.

- Pupils look at the model dialogue on the page. Read out the dialogue with a volunteer.
- Pupils then practice the dialogue in pairs, answering about themselves.



Lesson 2 Can ask and answer about what people like doing in their free time **13**

5 Listen and chant.

Finley Keen ... he's so cool.
He likes playing football,
He likes going to the pool.
Does he like skiing and watching TV?
Yes, he does, just like me!
Does he like cooking? Does he like cleaning?
No, he doesn't.
And he doesn't like reading.

LOOK!

What do you/they like doing?	I/You/We/They like skiing.
What does he/she like doing?	He/She likes skiing.
I/We/You/They don't like skiing. He/She doesn't like skiing.	

6 Listen, choose and say.

1 What does Oliver like doing?

a playing football b cooking
c chatting online d cleaning

2 What does Sophie like doing?

a skiing b reading
c watching TV d playing computer games

7 Ask and answer.

What do you like doing? I like playing the guitar.

Activity Book page 9

3 Listen and write ✓ = likes or ✗ = doesn't like.

- Pupils look at the pictures. Tell them that they are going to listen to the audio and must tick or cross the boxes accordingly. Play the audio. Pupils listen and put ticks and crosses to show what Ruby and John like and dislike.

Audioscript

CD1, Track 18

Ruby likes skiing and playing computer games. She doesn't like cooking.
John likes cooking. He doesn't like skateboarding. He doesn't like skiing.

ANSWER KEY

b ✗ c ✓ d ✓ e ✗ f ✗

4 Look at Activity 3 and write.

- Pupils look at the pictures and information in Activity 3. They then complete the sentences describing Ruby and John's likes and dislikes. Point out the example. Check as a class.

ANSWER KEY

- 1 ✓: skiing, playing computer games
✗: cooking
2 ✓: cooking
✗: skateboarding, skiing

5 Read. Then think and write.

- Pupils write their own answers to the question *What do you like doing?* If necessary, give examples beginning with *I like...* / *I don't like...* . Ask some pupils to read out their texts.

Pop quiz

- Play *What's missing?* (see p. 236) using the activities from Lesson 2.

Online World

- Direct pupils' attention to the toy horse card. Tell pupils to go online to the Online World and find the item. Once pupils click on the card within the game they are taken to a supplementary language task.

Lesson 3 Pupil's Book page 14

Lesson objective

To identify more free-time activities

Target language

skipping, painting, playing hockey, reading magazines, watching films, surfing the internet, walking the dog, riding a scooter

Materials

Audio; Flashcards and Wordcards – Free-time activities; Learning adventure poster


Optional activity materials

Pictures of someone riding a scooter and playing computer games; Photocopiables 1.2–1.3

Warm-up

- Play the chant from Lesson 2 Audio 1:15. Pupils chant along, and smile and frown to show what Finley Keen likes and doesn't like doing.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about more free-time activities.*

- Close books. Ask pupils what English words they know for free-time activities, e.g. *skiing, cooking*. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Presentation

8 Listen and find. What's missing? Listen again and say.

- Introduce the new words (*skipping, painting, etc.*) using the Flashcards – Free-time activities. Hold them up and say the words for pupils to repeat. Ask individual pupils to say the words. Play the audio for pupils to listen and find the missing word (*painting*).
- Play the recording again. Stop after each word for the pupils to repeat.
- Now put the flashcards on the board. Point at the different flashcards and ask the class to say the words.
- Point at a picture and ask pupils, *Do you like (painting)?* They answer *Yes* or *No*. If they answer *No*, ask, *What do you like doing?* Repeat with the other pictures.

Song

9 Listen and choose. Then sing.

- Play the audio with books closed. Lead the class in performing the actions while listening. Play the song again with books open. The class follows the lines and mimes. Play the song a few more times, until pupils can sing along.
- Divide the class into boys and girls. They sing alternate lines of the verses and sing the chorus all together. They then swap lines. You can now play the karaoke song (see Active Teach).

ANSWER KEY

bike, bike, guitar, computer games, scooter, skateboarding, skateboarding

Practice

- Organise the class in pairs. Ask the pupils to take turns to ask and answer questions about free-time activities they like or dislike.
- Write the question *What do you like doing?* on the board. Explain (in L1) that Pupil 1 asks, *What do you like doing?* and Pupil 2 answers *I like...* and a free-time activity.

Activity Book page 10

6 Listen and write Y = Yes or N = No.

- Explain to the class that they are going to listen to the audio and must write *Y* or *N* in each box according to the information they hear. Play the audio. Pupils listen and put *Y* for *Yes* and *N* for *No*. Check answers with the class.

Audioscript

CD1, Track 21


- 1 Do you like playing hockey?
Yes, I do.
- 2 Do you like riding a scooter?
Yes, I do. I love it.
- 3 Do you like walking the dog?
No, we don't. We love our dog, but he is too big!
- 4 Do you like painting?
No, I don't.

ANSWER KEY


2 Y 3 N 4 N

8  Listen and find. What's missing?
Listen again and say.

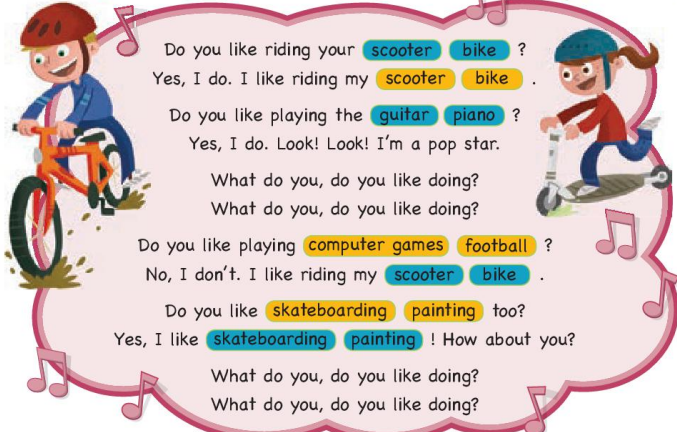
VOCABULARY



skipping painting playing hockey reading magazines
watching films surfing the internet walking the dog riding a scooter

9  Listen and choose. Then sing.

SONG



Do you like riding your scooter bike ?
Yes, I do. I like riding my scooter bike .

Do you like playing the guitar piano ?
Yes, I do. Look! Look! I'm a pop star.
What do you, do you like doing?
What do you, do you like doing?

Do you like playing computer games football ?
No, I don't. I like riding my scooter bike .

Do you like skateboarding painting too?
Yes, I like skateboarding painting ! How about you?
What do you, do you like doing?
What do you, do you like doing?

14 Lesson 3 Can identify more free-time activities

7 Look at Activity 6 and write.

- Pupils look at the pictures and information in Activity 6. They then complete the sentences. Point out the example. Check as a class.

ANSWER KEY

2 riding a scooter, Yes, does 3 walking the dog, No, don't
4 painting, No, doesn't


8 Look and write.

- Pupils complete the questions based on the pictures and write answers based on the leisure activities they like or dislike doing.
- Ask individual pupils to read his/her questions and answers to the class and collect the information on the board.

ANSWER KEY


2 reading 3 watching TV 4 surfing the internet

Learning adventure

 Ask pupils, *How many free-time activities words do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Play *Miming competition* (see p. 239). Divide the class into two groups. They take turns to choose a picture. They mime what the character likes or doesn't like doing in that picture, e.g. playing the guitar. The other group guesses what it is, e.g. *He likes playing the guitar.*

Lesson 4 Pupil's Book page 15

Lesson objectives

To read and write about what they, their friends and their family like doing in their free time

Target language

skipping; use of he and she for pets

Materials

Audio; Flashcards – Free-time activities


Optional activity materials

Sticky notes

Warm-up

- Sing the song from Lesson 3 Audio 1:20 in two groups: boys and girls if you have a mixed class.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to read and write about what we, our friends and our families like doing in our free time.*

Presentation

- Focus on the photographs that go with the texts. Ask the class to listen to your descriptions and point at the corresponding photo: *He is skiing. They are singing*, etc. Elicit more sentences and write them on the board.



Look!

- Play the audio and have pupils listen and follow the *Look!* box. Look at the questions and short answers and focus on the use and position of *Do* in the questions and *do/does/don't/doesn't* in the answers. Elicit more examples from the class and write a few on the board. Pupils copy in their notebooks.



10 Listen and read. Then match.

- Pupils read the descriptions and match them to the correct picture.
- Explain (in L1) that in English they can use *he/she* to refer to their pets because they are special animals for them.
- Ask the pupils to read the texts again. Read out the question and answer and check that the pupils understand. Allow them time to ask and answer questions based on the text.

ANSWER KEY

1 c 2 a 3 b

Practice

11 Write in your notebook. Then ask and answer.

- Pupils write the sentence starters and complete them in their notebooks. They work in pairs. Ask them to take turns to ask and answer questions.

Activity Book page 11



9 Listen and write ✓ = likes or X = doesn't like.

- Play the audio. Pupils put ticks in the table for the activities that the people like and crosses for the activities they don't like.

Audioscript

CD1, Track 24

I'm Fiona. I like playing computer games and I like surfing the internet. I don't like watching TV. I like walking the dog and chatting online. My mum doesn't like playing computer games and she doesn't like surfing the internet. But she likes chatting online. She likes walking the dog and watching TV, too. My dad also likes watching TV and he likes surfing the internet. He doesn't like playing computer games but he likes chatting online. He doesn't like walking the dog.

1

LOOK!

Do you/they like skipping?	Yes, I/we/they do .
	No, I/we/they don't .
Does he/she like skipping?	Yes, he/she does .
	No, he/she doesn't .

10 Listen and read. Then match.

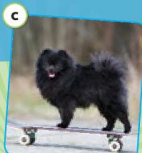
WRITING



a



b



c

1 This is my dog Timmy. He doesn't like running and he doesn't like catching a ball. But he likes skateboarding. Look! He's cool.

2 Hi, I'm Anna. I'm 9 years old. I like singing with my friends. I don't like chatting online but I like surfing the internet.

3 I'm Charlie. I don't like watching TV and I don't like cooking. I like skiing. My sister doesn't like watching TV either. She likes skiing with me. It's fun!

Does Timmy like running?

No, he doesn't. He likes skateboarding.

11 Write in your notebook. Then ask and answer.

I like ...

I don't like ...

My ... likes ...
(mum, dad, brother, sister or friend)

He/She doesn't like ...

Do you like chatting online?

Yes, I do.

Does your mum like watching TV?

No, she doesn't. She likes reading.

Lesson 4
Can read and write about what I, my friends and my family like doing in our free time
15

10 Look at Activity 9 and write.

- Pupils read the questions and complete the sentences using the table.

ANSWER KEY

- 2 No, she doesn't.
 3 chatting online, watching TV, walking the dog
 4 watching TV, surfing the internet, chatting online
 (For questions 3 and 4, the activities can be mentioned in any order.)

11 Write questions and answers.

- Pupils look at the pictures and write questions and answers about them. Ask a few pupils to read out their questions and answers.

ANSWER KEY

- 1 Does he like skiing? No, he doesn't.
 2 Does he like cooking? Yes, he does.

Pop quiz

- Pupils work in pairs. Ask them to write the name of someone in class on a sticky note and stick it on their partner's forehead. Ask, *Does (he) like (running)?* The partner answers, *Yes, (he) does* or *No, (he) doesn't*. *He likes (swimming)*, to guess whose name is on the sticky note.

ANSWER KEY

	playing computer games	surfing the internet	watching TV	walking the dog	chatting online
Me	✓	✓	✗	✓	✓
My mum	✗	✗	✓	✓	✓
My dad	✗	✓	✓	✗	✓

Lesson 5 Pupil's Book page 16

Lesson objectives

To understand and act out a simple story

Values

Use your skills

Target language

skate park, climbing, faster (than)

Functional language

Wow! Wheee! Uh-oh!

Materials

Audio; Story cards


Optional activity materials

Props for acting out the story, e.g. *scooter* for Sophie, *skateboard* for Coco, *hat* and *glasses* for the director; Photocopiable 1.4

Warm-up

- Ask pupils to look at the opening episode in the Welcome Unit on pages 2 and 3. Ask questions, e.g. *Where are the children? (At a film studio.) Who likes Finley Keen? (Sophie.) Is Finley Keen at the studio? (Yes.)*


Learning adventure

-  Open books and ask pupils to look at the story. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading a story about Sophie, Oliver and Coco at the skate park.*


Presentation

12 Listen and read. Then act out.

- Show the story cards one at a time and ask the *Before listening to the story* questions. Pupils predict what happens in the story.
- Play the audio. Pupils listen as they follow the story in their books. Ask if their predictions were correct. Then ask the *After listening to the story* questions.
- Divide the class into five groups and assign a character to each. Pupils read their parts as a group from their seats.
- Ask for volunteers. They come to the front and act out the story. Use the props. Encourage pupils to use tone of voice and expressions to match the pictures and say their lines from memory.

-  You might like to give pupils feedback on their roleplay. You can give feedback on: memory of the words in the story, intonation, facial expressions, miming, use of props.

Extension questions

-  Write the following questions on the board: *Who has music lessons in the afternoon? What is Coco drawing on? Find five things that Coco can do.* Use L1, if necessary. Ask pupils to work with a partner to answer them.

- Give pairs two minutes to think of their answers. They might like to write their ideas in their notebooks. Ask pupils to say (in L1) why they chose their ideas.

Practice

- Shuffle the story cards and put them in random order on the board. With books closed, pupils put them in the correct order. Point at each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.
- Hold up the story cards in order and retell the story, making some deliberate mistakes. Every time the pupils spot a mistake, they stand up and correct it. Alternatively, retell the story, pausing at certain points so pupils can complete your sentences, e.g. *The children are in... Pupils say, the film studio.*

Values

- Read out the *Values* box and help the pupils understand *Use your skills* in L1 if necessary. Discuss (in L1) the advantages of using the skills you have. Say a few skills that you have, e.g. *I can swim. I like swimming.* Write some examples on the board and ask pupils to give similar examples.
- Organise the class in pairs. Pupils take it in turns to ask and answer about their skills and what they like doing.

Home–School link

- Ask pupils to create a list with three skills that they have to show to their family. As follow-up, discuss with the class what their families have said about their skills.


Activity Book page 12

12 Read. Then number the pictures in order.

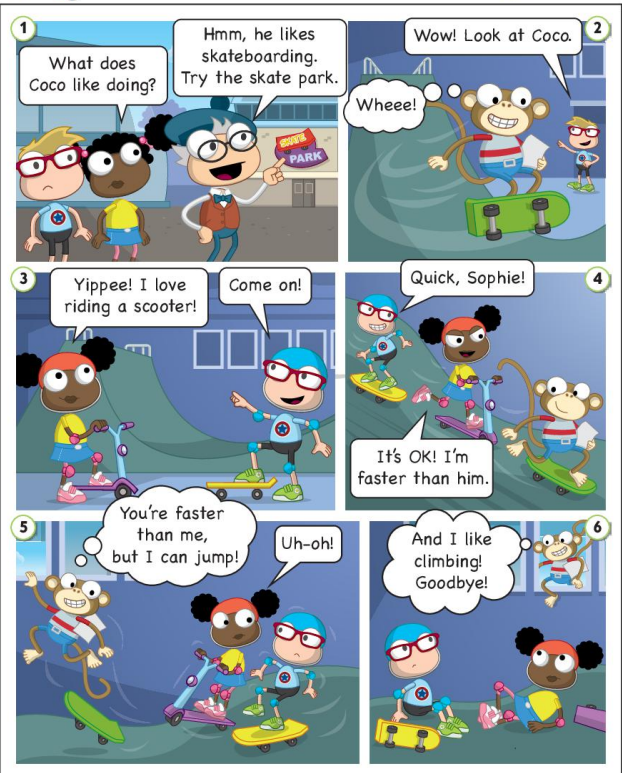
- Pupils can look back at the story on Pupil's Book p. 16 and/or listen again to the audio of the story. Pupils work individually or in pairs to put the story frames in the correct order.

ANSWER KEY

1 b 2 d 3 a 4 e 5 c

12  Listen and read. Then act out.


STORY



1 What does Coco like doing? Hmm, he likes skateboarding. Try the skate park. Wow! Look at Coco. 2 Wheeee!

3 Yippee! I love riding a scooter! Come on! Quick, Sophie! 4 It's OK! I'm faster than him.

5 You're faster than me, but I can jump! Uh-oh! 6 And I like climbing! Goodbye!

VALUES  Use your skills.

16 Lesson 5 Can understand and act out a simple story

Role playing the story

Additional story practice:

- Pupils draw a new picture for any frame of the story.
- You might like to give pupils feedback. You could give pupils two stars and one wish, e.g. *Fantastic actions! Great teamwork! Speak a bit louder next time.* This could be given in L1.

Story card activities

For suggestions on how to use the story card activities, please see p. 24.

13 Look and write.

- Pupils look at the picture of Coco and/or look back at the story on Pupil's Book p. 16. Pupils complete the sentences about what the characters like and dislike doing.

ANSWER KEY

1 climbing, skateboarding 2 riding 3 faster 4 jump

Pop quiz

- Play *Hot seat* with the character story cards. Pupils make sentences about the character, e.g. *He likes skateboarding*, so that the pupil in the hot seat can guess his/her identity.

Lesson 6 Pupil's Book page 17

Lesson objective

To pronounce the sounds *ou* and *ow*

Target language

out, shout, low, blow, loud, cloud, snow, yellow

Materials

Audio; Flashcards and Wordcards – Phonics;
Phonics poster


Optional activity materials

Photocopiable 1.5

Warm-up

- Show pupils the Flashcards – Phonics.
- Read the words aloud and ask pupils to find a common pattern.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning the sounds ou and ow.*

Presentation

13 Listen and repeat.

- Write on the board the phonemes *ou* and *ow*. Play the audio for pupils to listen. Play it a second time for pupils to listen and repeat.

Audioscript

CD1, Track 26

o u
/ou/ /ou/ /ou/
o w
/ow/ /ow/ /ow/

14 Listen, point and say.

- Tell the pupils that they must point at the sound (*ou* or *ow*) that they hear. Play the audio for pupils to listen and point. Play it a second time for pupils to listen, point and say.

Audioscript

CD1, Track 27

/ow/ /ow/
/ou/ /ou/
/ow/ /ow/
/ou/ /ou/

Practice

15 Listen and blend the sounds.

- Demonstrate the blending of the first sound. Pupils repeat what they hear. Then tell the pupils that they must listen and blend the sounds. Play the audio for pupils to listen and say the words that contain the corresponding sounds.

16 Read the sentences aloud. Then find *ou* and *ow*.

- Ask different pupils to read the sentences aloud. Pupils then find the sounds *ou* and *ow*. Ask them to read the words containing these sounds aloud.

Activity Book page 13

14 Read the words. Circle the pictures.

- The pupils read the words and circle the corresponding parts of the picture.

15 Listen and connect the letters. Then write.

- Play the audio and give the pupils time to draw the lines to connect the letters. Play the audio again and give pupils time to write the words.

Audioscript


CD1, Track 29

1 /b/ /oy/
2 /ch/ /air/
3 /d/ /ay/
4 /y/ /ear/


ANSWER KEY


2 chair 3 day 4 year

PHONICS 1


13  Listen and repeat.

1 **ou** 2 **ow**



14  Listen, point and say.

15  Listen and blend the sounds.


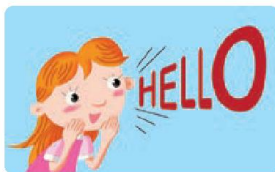
1	ou - t	out	2	l - ou - d	loud
3	sh - ou - t	shout	4	c - l - ou - d	cloud
5	l - ow	low	6	s - n - ow	snow
7	b - l - ow	blow	8	y - e - ll - ow	yellow

16  Read the sentences aloud. Then find *ou* and *ow*.


1 I can see a big rain cloud. 2 The yellow sun is low.

3 Blow the snow from the path. 4 Shout out loud!





Lesson 6 Can pronounce the sounds *ou* and *ow* 17

17  Read aloud. Then listen and check.

- Ask different pupils to read the text aloud, one sentence each. Then play the audio. They listen and check.

Pop quiz

-  Divide the class into two groups. Give each group a sound from this lesson: *ou* and *ow*. Say words, some with and some without the new sounds. Pupils stand up when they hear their sound or words containing their sound.

16  Listen and write the words.

- Play the audio, pausing if necessary to give pupils time to write the words. Play it again for them to check what they have written. Check answers.

Audioscript

CD1, Track 30

- 1 out
2 loud
3 low
4 yellow

ANSWER KEY

- 2 loud 3 low 4 yellow

Lesson 7 Pupil's Book page 18

Lesson objective

To understand texts about popular activities

Target language

rounders, bat, scout troop, badge

Materials

Audio; globe or map of the world; CLIL poster; Learning adventure poster

Optional activity materials

Photocopiable 1.6; pieces of A4 paper

Warm-up

- Write on the board: *The United Kingdom*. Locate it on the map of the world or globe. Ask pupils, *What countries are in the United Kingdom? (England, Wales, Scotland, Northern Ireland)*. Ask them to locate the four different countries on the map or globe.
- Ask pupils what activities they think children in the United Kingdom do in their free time.

Learning adventure

17 What do you know?

- Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about popular activities.*
- Close books. Ask pupils what English words they know for popular free-time activities in their country, e.g. a sport or a hobby. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

Presentation

18 Listen and read.

- Tell pupils they are going to listen and follow to children from the United Kingdom talking about what free-time activities they do.
- Focus on the photos. Elicit what the pupils can see in the photos.
- Play the audio once for pupils to follow in their books.
- Ask if there are any words they don't know. Explain the meanings in English and/or in L1 as necessary. (*You hit a ball with a bat. Bowl means you throw a ball, a post is long stick in the ground. A troop is a group of scouts, you get an Activity Badge when you do an activity well, burning wood for cooking is a campfire.*)

Practice

19 Read and choose.

- Pupils read the text again, read the questions and choose (say) the correct option. Ask pairs to read out the correct sentences.


ANSWER KEY

1 England 2 likes 3 can 4 can

20 Ask and answer.

- Pupils ask and answer in pairs.
- Ask pupils to tell the class something interesting they found out about their classmate.

Extension questions

 Write the following questions on the board: *What makes an activity popular? (It's fun, It involves a lot of people, Anyone can do it, The rules are easy to learn.) Why do some people prefer team activities and some prefer individual activities? Why? Which do you prefer? (Some people like competition, Some people like loud/quiet activities, Some people like working in groups, Some people find team activities pressurized.)* Ask pupils to work with their partner to answer them.

- Give pairs two minutes to think of their answers. They might like to write their ideas in their notebooks. Ask pupils to say (in L1) why they chose their ideas.

Activity Book page 14

18 Read and write T = True or F = False.

- Focus on the photos. Elicit where the children are (*Canada and South Africa*) and show the countries on a globe or map of the world.
- Pupils read and answer the questions below with T or F.
- Check answers as a class. When an answer is false, elicit what is correct. E.g. for question 2, the correct answer would be *Kelly can ski fast.*

ANSWER KEY

2 F 3 T 4 T 5 F 6 T

Wider World

Popular activities

17 What do you know?

18 Listen and read.

Charlie's blog ✕

2 Hi, I'm Charlie. I'm from Wales. I'm a Scout. There are seventeen boys and thirteen girls in my Scout troop. We do lots of activities together. Swimming is my favourite activity. In the summer holidays, we go camping. I like cooking over a fire. We all like singing campfire songs. I love camping!

Charlie, 10, the UK

Anna's blog ✕

1 Hi, I'm Anna. I'm from England. I like playing rounders. It's my favourite sport. There are two teams. You hit the ball with a bat. Then you run round a circle to score a rounder. The other team can stop you with the ball. I love rounders because I can run fast.

Anna, 9, the UK

Scout troop

Scout troop



rounders bat



camping

19 Read and choose.

- 1 Anna lives in England / Wales.
- 2 Charlie doesn't like / likes swimming.
- 3 Anna can / can't run fast.
- 4 Charlie can / can't sing.

20 Ask and answer.

- 1 What sports do you like playing at school?
- 2 What activities do you like doing at the weekend?
- 3 Do you go camping?
- 4 Would you like to try rounders or join a Scout troop?

18

Lesson 7

Can understand texts about popular activities

Extension questions

Ask pupils questions which will help to develop their engagement and extend their thinking.

Examples of extension questions are:

- Questions which do not have a definite Yes/No answer, and could elicit a range of answers (e.g. *Which is the odd one out?*)
- Statements for pupils to agree or disagree with, giving reasons (e.g. *Dogs are better than cats*)
- Giving the answer, for pupils to work out possible questions leading to that answer (e.g. *Answer: Five. Possible question: How many cousins do you have?*)
- Point of view, encouraging pupils to imagine things from different perspectives (e.g. *How do you think the boy felt?*)

This type of questioning requires pupils to use higher cognitive skills than just factual recall, and helps to illustrate their learning.

Pop quiz

Write some questions about the texts on the board. Pupils ask and answer them in small groups: *Why does Anna love rounders? How many people are in a rounders team? Where does Anna play rounders? How many people are in Charlie's scout troop? What does the scout troop do? When do they meet?* Monitor and help pupils as needed. Check answers with the class.

Lesson 8 Pupil's Book page 19

Lesson objective

To make a presentation about their classmates' favourite activities

Target language

bar chart

Materials

Audio; Learning adventure poster


Optional activity materials

Small pieces of paper or card, some with activities from Lesson 7 and 8 on them, some left blank

Warm-up

- Play *Basketball* (p. 236), asking questions about rounders and scouts learnt from the previous lesson, e.g. *How many teams are there in rounders? (two) Have scout troops got both boys and girls? (Yes.)*

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're writing and talking about our classmates' favourite activities.*

Practice

21 Read again and say *True* or *False*.

- Pupils read the text from Lesson 7 again. They read the statements and decide if they are *True* or *False*.

ANSWER KEY

1 False 2 True 3 True 4 False 5 False


22 Ask a friend about the activities he/she likes doing. Then write in your notebook.

- Focus on the example conversation. Read it out with a confident pupil.
- Pupils work in pairs. Pupils ask and answer about what activities they like doing, using the questions on the page as a guide. The other pupil listens, then writes a short paragraph in his/her notebook.
- As an extension, you may wish to have pupils copy their writing onto a plain piece of A4 and draw their classmate doing one of their favourite activities.

Project

23 Make a chart to show your classmates' favourite activities.


- Read the project instructions and check understanding. Focus on the example bar chart and elicit what a bar chart is. Explain (in L1, if necessary) that a bar chart shows data by using rectangular bars of different heights. In the example, the x axis (horizontal line) shows the activity and the y axis (vertical) shows how many people like that activity.
- Elicit (in L1, if necessary) what makes a good bar chart: *clear labels on the x and y axis, a clear title, neat colouring in of the bars.*
- Divide the class into groups of six.
- Pupils ask everyone in the group about activities they like doing and one pupil makes notes.
- Pupils draw their bar charts in pairs to show the results.
- Each group presents the results to the class. What is the most popular activity in the class?
- As an option, you can make a 'Our favourite activities' class poster and stick all the bar charts on it to display in class.

 You might wish to give pupils feedback on their bar charts. You can use the ideas on what makes a good bar chart from the beginning of this activity.

Home–School link


- Read the instruction with the class: Ask your family what they like doing at the weekend. Present your results to the class. Ask pupils to do this at home.

Learning adventure

 Ask pupils, *How many free-time activities words do you know now?* Give pupils a minute to tell a partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Play a *Drawing Game* (see p. 237) in small groups. Use your prepared cards with activities from Lessons 7 and 8, including activities from the pupils' bar charts. Give each group a card and one volunteer from the group draws.

1

21  **Read again and say True or False.**

- 1 There are three teams in a rounders game.
- 2 Anna likes rounders because she can run fast.
- 3 Scout troops have both girls and boys in them.
- 4 Charlie likes swimming and cycling.
- 5 Charlie goes camping at Christmas.

22  **Ask a friend about the activities he/she likes doing. Then write in your notebook.**

Juan, do you like swimming? Yes, I do. I swim every Friday after school.

23  **Make a chart to show your classmates' favourite activities.**

1 Work in groups of six.
2 Ask about favourite activities at school and at the weekend.
*Which activities do you like doing at school?
 What do you like doing at the weekend?*
3 Write notes about your group's answers.
*Playing tennis at school.
 Drama club on Saturdays.*
4 Draw a bar chart to show your results.
5 Present your results to the class.

PROJECT



Our group's activities

In school

Activity	Count
Football	3
Tennis	2
Running	1

At the weekend

Activity	Count
Skateboarding	2
Playing computer games	1
Playing the guitar	1
Reading magazines	1

HOME SCHOOL LINK

Ask your family what they like doing at the weekend. Present your results to the class.

19

Lesson 8 Can make a presentation about my classmates' favourite activities

Feedback

Let pupils know what they have done successfully and what they can improve upon. For example:

Good! Your pictures are interesting and colourful. Draw a frame for each picture. Write a heading at the top of your poster.

Create feedback messages on stickers or pieces of paper, which you can hand out to pupils. For example:

- *Well done!*
- *Good spelling!*
- *Neat work!*
- *Very colourful!*
- *Interesting pictures!*

Giving pupils feedback about what have done successfully and what they need to improve upon can lead to a positive impact on their achievement.

Project success criteria

Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to *create a poster*, give them clear step-by-step instructions:

1. *Choose the pictures you want to use.*
2. *Fill the page.*
3. *Use lots of colour.*
4. *Write the words neatly next to the pictures.*

Show pupils what *good* means, so that they know what is required of them. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve.

Above all, project work is a chance for pupils to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

Lesson 9 Pupil's Book page 20

Lesson objective

To understand texts about special houses

Cross-curricular focus

Social science (Unusual homes)

Target language

lighthouse, stairs, sea

Materials

Audio; Learning adventure poster

Optional activity materials

Old home magazines, pictures of houses; reference books or internet; A3 paper; CLIL poster; Photocopiable 1.7

Warm-up

- Play *Name it* (see p. 237) to revise home vocabulary: *living room, kitchen, bedroom, bathroom, garden.*

Learning adventure

24 What do you know?

- Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about special houses.*
- Close books. Ask pupils what they know about types of unusual houses and if they can say the words for them in English. Write their ideas on the board.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

Presentation

- Draw a boat slowly on the board and ask the class to guess. Introduce boat. Repeat with lighthouse. Ask the class (in L1) what a lighthouse is for and if they would like to live in one.

25 Listen and read. Then say the names.

- Tell the class that they are going to listen to the audio and follow in their books. Ask them to think about the question: *Where does she live?* Play the audio, stopping at the end of Rosa's text. Pupils answer (*In a boat*).
- Play Rosa's text again. Ask a few more questions: *Does she like living in a boat? What does she like doing there?*

- Before playing Will's part, ask: *Does Will like climbing stairs?* Mime to show the meaning of stairs. Play the second half of the audio. Pupils answer (*No, he doesn't*).
- Play the audio again. Ask some comprehension questions: *Does Rosa like her boat? Does she like watching TV?* etc.

Practice

26 Look at Activity 25. Make true sentences. Say with a partner.

- Pupils read sentences 1–5 and decide if they refer to Will or Rosa. Do the first sentence with the class. Then ask individual pupils to read out the sentences and the class says the correct name.
- Point out the speech bubbles (*Rosa likes... Will doesn't like...*). Ask pupils to give you sentences based on these prompts.

ANSWER KEY

1 Rosa 2 Will 3 Will 4 Will 5 Rosa

Activity Book page 15

19 Listen and read. Then write.

- Ask (in L1) what type of house is in the picture and teach the word in English (*a castle*). Check meaning of the words in the table and teach *description* if necessary. Pupils read about Megan and complete the table.
- Copy the table on the board and ask individual pupils to fill it in with the correct information.

Audioscript

CD1, Track 34

This is Megan. She lives in a special house. It's a castle. It's got 21 rooms and a big garden. She likes playing in the garden and reading outside. In the morning she can hear the swans but at night it's very quiet. She doesn't like cleaning the castle, it's too big!

ANSWER KEY

House: castle, Description: 21 rooms and a big garden, Animals: swans, Likes: playing in the garden, reading outside, Doesn't like: cleaning the castle

SOCIAL SCIENCE

24  What do you know?

25  Listen and read. Then say the names.
lighthouse stairs sea

Special houses



This is Rosa. Look at her house. It's a boat. Rosa likes her boat. She doesn't like watching TV. She likes reading and playing the guitar. She also likes riding her bike but not on the boat! She's got a cat. He likes sleeping on the boat.



This is Will. This is his house. It's a lighthouse by the sea! There are a lot of stairs. Will likes living in the lighthouse but he doesn't like climbing the stairs. He likes playing computer games and watching TV. He likes cooking, too. His favourite food is fish.

26  Look at Activity 25. Make true sentences. Say with a partner.


Rosa or Will

Rosa likes ... Will doesn't like ...

- 1 ... likes reading.
- 2 ... likes cooking.
- 3 ... doesn't like climbing the stairs.
- 4 ... likes playing computer games.
- 5 ... doesn't like watching TV.


20 Lesson 9 Can understand texts about special houses

Learning adventure

 Ask pupils, *What do you know about unusual houses now?* Give pupils a minute to think of ideas with their partner. Accept any answers and promote discussion.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Ask some pupils to show the houses they designed in Activity Book Activity 21 and describe them. Ask the class to choose their favourite design and say why they like it.

20 Listen and tick (✓).

- Play the audio. Pupils look at each picture carefully, listen and decide which is Brandon's bedroom.

Audioscript **CD1, Track 35**
I'm Brandon. I like skateboarding. I don't like watching TV. I like reading and I like playing the guitar. I don't like cleaning.

ANSWER KEY
Picture 2 = ✓

21 Draw or stick a photo of a special house.

- Explain (in L1) that pupils can draw a picture or stick a photo into the space.

Lesson 10 Pupil's Book page 21

Lesson objective

To assess what they have learnt in Unit 1


Materials

Audio; Flashcards – Free-time activities; Learning adventure poster; Test Booklet pp. 8–11 (Unit 1)

Warm-up

- This is a self-assessment lesson. Tell the pupils that the activities on the page will show what they have learnt in this unit.
- Write some scrambled free-time activities on the board, e.g. *ingstbaorkead* (*skateboarding*). Divide the class into pairs and ask pupils to unscramble them. For stronger classes, you may set a time limit. Check which pair has unscrambled the most words.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're thinking about our learning adventure.*

- Ask, *How many free-time activities can you remember?* Write pupils' answers on the board.
- In pairs, pupils discuss how they feel about their learning adventure. Individual pupils say where they are on their learning adventure and what they think their difficulties are.

Practice

27 Listen and say the letter.

- Have pupils look at the pictures. Ask, e.g. *What's the boy in picture 3b doing?* Pupils answer, e.g. *He's skipping.* Ask about all the pictures.
- Have pupils listen to the audio and say the number next to the item they hear.

Audioscript

CD1, Track 36

1 He likes watching films. 2 She likes playing hockey. 3 He likes skipping. 4 They like playing computer games.

ANSWER KEY

1 a 2 b 3 b 4 a

- Play the audio again and check answers.
- Pair pupils and have them ask and answer about the pictures they didn't say.

28 Ask a friend about the pictures.

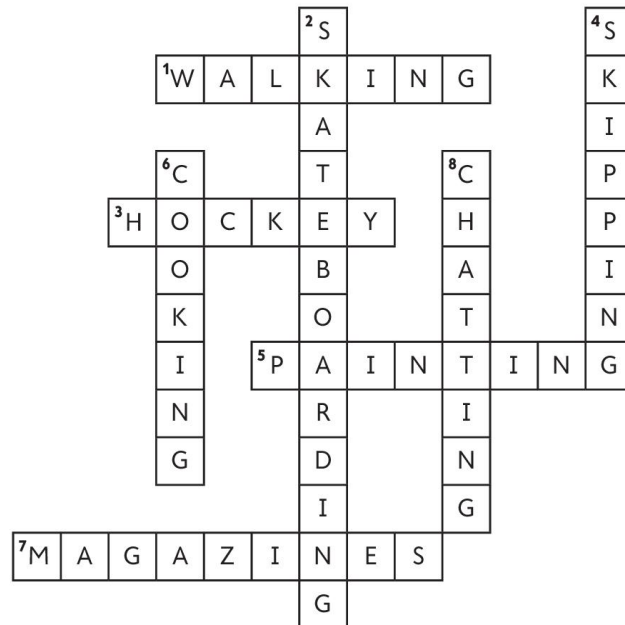
- Pupils look at the picture of Maria and Freddie. Pupils take turns to ask and answer about what they like doing.
- Draw pupils' attention to the example.

Activity Book page 16

22 Look and write.

- Explain (in L1, if necessary) what a crossword is. Point out the clues across and down and the corresponding pictures. Do the example with the class. Pupils work individually or in pairs to complete. Check answers with the class.

ANSWER KEY



23 Look. Then read and write.

- Draw pupils' attention to the pictures of the boy and girls. Explain that the paper next to them with the ticks and crosses show what they like and don't like doing. Do the example with the class. Pupils complete the sentences individually. Check answers with the class.

ANSWER KEY

2 Does she like skiing? 3 He likes watching TV.
4 like riding a scooter

27  Listen and say the letter.

1   2  

3   4  

28  Ask a friend about the pictures.





Does Maria like reading magazines? Yes, she does.

What about you? Do you like reading magazines? No, I don't!

ICAN
I can identify free-time activities.
I can ask and answer about what people do in their free time.
I can understand texts about special houses.

Lesson 10 Can assess what I have learnt in Unit 1 **21**

Activity Book page 17

24 What do or don't you like doing? Write ✓ or X.

- Pupils insert a tick or a cross according to what they like and don't like doing.
- Pupils show their answers to a classmate and say, e.g. *1 I don't like skiing. 2 I like playing music.*

25 Look at Activity 24 and write.

- Pupils complete the sentence starters for them. They use the picture prompts in 24.

26 Write about your friends or family.

- Pupils choose two family members or friends to write about.
- If time, pupils can copy their writing onto a blank piece of paper and draw the person doing the activities they like.

Activity Book page 96 (Extra practice)

1 Read. Then write your answers.

- Pupils write their own answers to the questions. Pupils then ask and answer in pairs.

2 Complete the sentences.

- Ask for two volunteers to the front of the class. Revise taller by putting the pupils next to each other and saying, e.g. *Marta is taller than Paolo.*
- Pupils look at the sentences with gaps. They complete them using the word in brackets. Pupils work individually or in pairs. Check answers with the class.


ANSWER KEY

2 smaller than 3 bigger than
4 younger than 5 older than

3 Ask a friend the questions. Then write the answers.


- Ask a pupil, *What do you like doing?* Write their answer on the board, e.g. *Manolo likes playing computer games.*
- Pupils ask and answer the questions. Encourage pupils to write full sentences. Ask pupils to share some interesting facts about their partner with the class.

Learning adventure

 Ask pupils how they feel about their learning. Pupils say what they have found easy or difficult. Encourage pupils to feel positively about their learning.

- Pupils say the *I can* statements in the Pupil's Book and point to the faces to represent how confident they feel about each learning objective. They then colour each bar in the Activity Book.
- Put up the Learning adventure poster. Ask, *Where are you now in your learning adventure?* Pupils discuss where they think they are. Tell them, *Well done!* to reinforce the progress they are making.

Pop quiz

 In groups of four, pupils tell the others the answers to the following questions: *Which is your favourite activity in the unit? Why? Which activity don't you like? Why? What is your favourite new word? Which word is the most difficult for you?*

- In groups of four, pupils discuss the answers to the questions.
- Groups share their answers with the class.