

Poptropica[®] English Islands

TEACHER'S BOOK

5

Ice Island



Poptropica[®] English Islands

TEACHER'S BOOK 5

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Scope and sequence

Welcome

Vocabulary: **Time:** two days ago, yesterday, today, now, tomorrow

Structures: I played tennis on Monday morning.
He/She danced at the party on Friday evening.
They went to the movies on Saturday afternoon.

1 Friends

Vocabulary: **Physical appearance:** dark hair, spiky hair, handsome, good-looking, moustache, blond(e) hair, bald, beautiful, cute, beard, straight hair, curly hair
Adjectives to describe personality: bossy, kind, sporty, lazy, clever, shy, talkative, helpful, friendly, hard-working

Structures: What does he/she look like?
He's good-looking/She's beautiful.
He's/She's got straight dark hair and brown eyes.
He/She hasn't got blond(e) hair.
What do they look like?
They're tall and handsome.
They've got short blond(e) hair and blue eyes.
They haven't got dark hair.

What is he/she like?
He's sporty and clever.
She's clever but lazy.
What are they like?
They're kind and hard-working.
They're helpful but talkative.
I like him because he's kind.
I like her because she's hard-working.
I like them because they're talkative.

Values: Help your friends.

Phonics: *-er/-or* endings
(taller, painter, viewer, paper, poster, collector, actor, director, inventor)

CLIL: Art (self-portraits)

Wider World: Families of the world

Writing: a friendly email

2 My life

Vocabulary: **Daily activities:** brush my teeth, make my bed, wash my face, tidy my room, do my homework, go to bed early, revise for a test, take notes in class, take out the rubbish, be on time
Adverbs of frequency: always, usually, often, sometimes, never

Structures: You must brush your teeth. (*order*)
You should brush your teeth. (*advice*)

First, I brush my teeth.
Then I make my bed.
Next, I eat my breakfast.
Finally, I go to school.

Values: Always say 'Thank you'.

Phonics: The final *-s*
(works, watches, sits, brushes, stops, misses, plays, goes, studies, helps, buzzes, cooks, fixes, ends)

CLIL: Natural Science (your digestion)

Wider World: Kenya and South Korea

Writing: a short description of daily activities

3 Free time

Vocabulary: **Hobbies and activities:** hitting, kicking, throwing, catching, diving, acting, telling jokes, reading poetry, playing computer games, doing puzzles
More hobbies and activities: trampolining, playing chess, playing the drums, skateboarding, rollerblading, running races, singing karaoke, writing stories, drawing, making models

Values: Try new things.
Have a hobby.

Phonics: Intonation:
Questions and answers
(Are you good at rollerblading?
Yes, I am. / No, I'm not.)

CLIL: ICT (cool apps)

Wider World: Funny activities

Writing: a simple text message
to make arrangements

Structures: What is she good at?
She's good at hitting but
she isn't good at acting.
What are they good at?
They're good at hitting but
they aren't good at catching.

What were you doing yesterday at 5.00?
I was rollerblading.
What was he/she doing yesterday at 2.45?
He/She was trampolining.
What were they doing yesterday at 5.00?
They were acting.
Was he/she drawing pictures?
Yes, he/she was. / No, he/she wasn't.
Were they playing computer games?
Yes, they were. / No, they weren't.

4 Around the world

Vocabulary: **Countries:** China, South Korea, Japan, Australia, the United States, Mexico, Argentina, Brazil, Poland, the United Kingdom, Spain, Italy, Egypt, Turkey
Places: forest, desert, pyramid, statue, city, cave, volcano, lake

Values: Teamwork is important.

Phonics: Negative contractions
(isn't, aren't, wasn't, weren't,
hasn't, haven't, don't, doesn't,
didn't)

CLIL: Natural Science
(the solar system)

Wider World: Forests

Writing: a friendly postcard

Structures: There's a nature reserve in China.
There isn't a lot of rain in the desert.
There are some camels in Australia.
There aren't any camels in China.

Is there a desert?
Yes there is. / No, there isn't.
Are there any volcanoes?
Yes, there are. / No, there aren't.

5 Shopping

Vocabulary: **Clothing and accessories:** tracksuit, swimsuit, watch, bracelet, wallet, pocket, belt, umbrella, gloves, label
Adjectives for clothes: tight, baggy, cheap, expensive, old-fashioned, modern, colourful, floral, too big, not big enough

Values: Dress correctly for each occasion.

Phonics: Intonation:
Exclamations!
(Good morning! Good luck! Thank
you! Oh dear! It looks nice!
Great choice!)

CLIL: Social Science (clever
consumers)

Wider World: Markets of the
world

Writing: a list for a specific
purpose

Structures: I'm going to use this umbrella.
He's going to try very hard.
You aren't going to buy that watch.
She isn't going to wear the bracelet.
Am I going to use this umbrella?
Are you going to buy that watch?
Is she going to buy that swimsuit?

Whose hat is this?
It's Dan's/mine/yours/his/hers.
That hat is Dan's/mine/yours/his/hers.
This hat is Dan's/mine/yours/his/hers.
Whose glasses are these?
They're Dan's/mine/yours/his/hers.

6 Party time

Vocabulary: **Irregular past tense verbs:** make/made, have/had, come/came, give/gave, get/got, sing/sang, bring/brought, meet/met, eat/ate, see/saw
Parties: wedding, tea party, graduation party, dinner party, fancy dress party, surprise party, pyjama party, farewell party, picnic

Structures: I brought a present.
 They didn't bring any presents.
 He could walk when he was one.
 They couldn't eat everything.

Where did you go?
 I went to a birthday party.
 When did he go to the party?
 He went last week.
 Why did she like the party?
 She liked it because it was a surprise party.
 Who did she meet?
 She met her uncle.
 What did they do at the party?
 They ate pizza and danced.

Values: Be a creative problem solver.

Phonics: Intonation: Closed (or Yes/No) questions and information (or Wh-) questions (Can I ask you a question? Are you having a party? When is your birthday? What can I bring?)

CLIL: Social Science (the first Thanksgiving)

Wider World: Unusual restaurants

Writing: an invitation to a party

7 School

Vocabulary: **Adjectives:** interesting, boring, exciting, scary, funny, difficult, easy, romantic, embarrassing, important
School subjects: Computer Studies, Maths, Geography, Science, History, Art, Music, Sport, Design, Drama

Structures: Was it interesting?
 Yes, it was. / No, it wasn't.
 Was there an alien in it?
 Yes, there was. / No, there wasn't.
 Were there any exciting stories?
 Yes, there were. / No, there weren't.

Did you have Maths on Tuesday?
 Yes, I did. / No, I didn't.
 Did he go swimming on Monday?
 Yes, he did. / No, he didn't.

Values: Find out about your older family members' lives.

Phonics: Simple past of regular verbs *-ed* (mixed, turned, collected, reduced, recycled, landed, watched, cleaned, decided, reused)

CLIL: Natural Science (the flu and germs)

Wider World: Unusual schools

Writing: complete a form

8 All about us

Vocabulary: **Nationalities:** American, Argentinian, Brazilian, British, Egyptian, Italian, Polish, Turkish, Mexican, Spanish, Chinese, Australian, Japanese, South Korean
Occupations: scientist, sailor, businessman/businesswoman, actor, musician, waiter, engineer, mechanic, footballer, TV presenter

Structures: Is he from the United States? / Is he American?
 Yes, he is. / No, he isn't.
 Are they from Brazil? / Are they Brazilian?
 Yes, they are. / No, they aren't.
 Where's she from?
 She's from Argentina. She's Argentinian.
 Where are they from?
 They're from Turkey. They're Turkish.

He's a mechanic. He likes to fix cars.
 He's a mechanic who likes to fix cars.
 Paris is a city. You can see the Eiffel Tower there. Paris is a city where you can see the Eiffel Tower.
Iron Man is an American film. It's very famous. *Iron Man* is an American film that/ which is very famous.

Values: Be a good role model for others.

Phonics: Long and short vowels (hat/hate, not/note, Tim/time, pet/Pete, kit/kite, Sam/same)

CLIL: Technology (everyday inventions)

Wider World: Communication

Writing: a list of instructions

Festivals

Vocabulary: **Halloween:** apple bobbing, pumpkin bread, caramel corn, scary story
Christmas Day: Christmas carols, stocking, turkey, Brussels sprouts, Christmas pudding
Pancake Day: Shrove Tuesday, pancakes, ingredients
April Fools' Day: prank, competition, joke

Welcome

Lesson 1 Pupil's Book pages 6–7 or Poptropica English World

Lesson objective

To understand a story

Receptive language

diamonds, beautiful, boss, incredible, newspaper, shelf, detectives, ribbon, skidoo, news story

Functional language

Classy! Good job! Hey, look at this. Wow! Quick! Follow it!


Materials

Audio; bean bag or soft ball

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 the game *What's your name?* with a soft ball or small bean bag. Pupils pass the ball or bag to one another and ask, *What's your name?* When they receive the ball or bag, they respond, *My name's (name)*. Continue until everyone has introduced themselves.
- Ask if pupils have ever seen snow and what they know about travelling over snow and ice. Pre-teach the word *skidoo*, pointing to it on page 6 of the Pupil's Book, if necessary.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

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 or look at it on the screen: *We're reading a story about the Ice Detectives.*

Story

- Put pupils into pairs. Ask them to look at the characters, the captions and the background in the pictures and to predict what the story is about. They can look at other story pages in the Pupil's Book to help develop their ideas.
- Invite different pairs to feed back their ideas to the class.

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

1 Talk about the pictures. Then listen and read.


- Ask questions about each of the story frames, e.g. *Who takes the diamonds?*
- Elicit the names of the characters and ask pupils to talk about them, e.g. *Polly and Mike are friends. Smith works for Hector Frost.*
- Play the audio while pupils listen and follow in their books.
- Play the audio again, pausing occasionally to ask comprehension questions, e.g. *Where are the queen's diamonds? (In the town.) How do Mike and Polly find out about the missing diamonds? (A news story in the newspaper.) What does Gizmo find? (A ribbon.)*

Practice

Go to **Poptropica English World** to do an extra story activity here.

- Put pupils into five groups, and assign each group a role: Polly, Mike, Hector Frost, Smith, Ice Queen/Mrs Jones/Gizmo. Give groups time to read through the story and find their parts. Read out the story as a class, with each group reading their part together.

Extension questions

 Write the following questions on the board: *Why do you think Hector Frost wants the queen's diamonds? Do you think the skidoo travels fast or slow? Why? What was the BANG noise which woke Polly? Where does Polly's mother work? Do you think it's cold on Ice Island? Why do you think this? Why do you think the diamond story is on the front page of the newspaper?*

- Put pupils into pairs. Give them a few minutes to think of their answers. They can write their ideas in their notebooks.
- Invite different pairs to share their ideas with the rest of the class.



Pop quiz

Put pupils into Team A and Team B. Say the name of a character from the story. The teams take turns to say what happened to that character in the story, e.g. *Gizmo: He saw the ribbon. He gave it to Polly and Mike. They win a point for each correct statement. If they make an incorrect statement or hesitate, they lose a turn and the other team gets an opportunity to answer. Do the same with different characters.*

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Using stories

BEFORE

Anticipate

- Ask questions to get pupils thinking about the story.
- Introduce new vocabulary or review previously learnt language.
- Encourage pupils to imagine and think creatively.

WHILE

Read

- Play the audio while pupils read.
- Encourage pupils to read and listen carefully to find the answer to the gist question.

AFTER

Check

- Ask comprehension questions about specific detail.
- Ask questions about language use in context.
- Ask personalisation and wider application questions to encourage critical thinking.

Role play

- Bring props to class, where possible.
- Allow pupils either to read or to recite from memory.
- Encourage pupils to collaborate effectively with one another.
- Remind pupils to use appropriate intonation and emphasis, and to act out the story with suitable movements.

Lesson 2 Pupil's Book page 8 or Poptropica English World

Lesson objective

To identify characters in a story


Materials

Audio

Warm-up

- Review introductions. Introduce yourself by saying *I'm... , I like (dancing)*. Invite a pupil to the front of the class. Say, *This is (name)*. Ask, *(Name), what do you like?* to elicit, *I like (singing)*. Write on the board: *This is... . What do you like? I like... .*
- Put pupils into groups of four. They should take turns to introduce one another, and ask and answer, following the model on the board. Circulate, monitoring and prompting where necessary.
- When they have finished, invite individual pupils to introduce one another to the class.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

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 or look at it on the screen: *We're identifying characters in a story.*

Presentation

2 Listen and find.

- Explain to pupils that they are going to listen to information about each of the characters in the story. They should match the information and the pictures. Ask pupils to write the answers in their notebooks.
- Give pupils time to look at the characters' pictures and names again. Play the audio. Pupils listen and follow in their books.
- Put pupils into pairs to compare their answers.

Audioscript

CD1, Track 03

- 1 This is Polly. She likes to think and solve problems.
- 2 This is Hector Frost. He likes dogs, money and diamonds.
- 3 This is Gizmo. He loves Mike and he likes to help.
- 4 This is the Queen of Ice Island. She wears diamonds and goes on TV.
- 5 This is Mike. He likes adventure and football.
- 6 This is Smith. He likes to exercise and drive a skidoo.
- 7 This is Polly's mum. She sells clothes and she likes cooking.

- Elicit the answers. Ask pupils if they can say a piece of information about each character, e.g. *Hector Frost likes money.*

ANSWER KEY

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

Practice

3 Listen again. Copy and complete the sentences.

- Explain to pupils that they are going to listen again to the information about the characters. Invite different pupils to read out the gapped sentences. Explain that they should listen for the specific detail to complete each sentence. As they listen, they should write notes in their notebooks.
- Play the audio. Pupils listen and follow in their books. Pause after each sentence so that pupils can make notes.
- Give pupils time to write the complete sentences in their notebooks.
- Put pupils into pairs. They should take turns to read out their completed sentences. Encourage pupils to correct each other, if necessary.
- Invite different pupils to read out their completed sentences to the class.

ANSWER KEY

- 1 Polly; think
- 2 Hector Frost; diamonds
- 3 Gizmo; help
- 4 Queen of Ice Island; TV
- 5 Mike; football
- 6 Smith; skidoo
- 7 Polly's mum; clothes

Go to **Poptropica English World** to do an extra story activity here.

2 Listen and find.

Hector Frost Smith Polly Mike

Gizmo Polly's mum Queen of Ice Island

3 Listen again. Copy and complete the sentences.

clothes diamonds help skidoo football think TV

- 1 This is ... She likes to ... and solve problems.
- 2 This is ... He likes dogs, money and ...
- 3 This is ... He loves Mike and he likes to ...
- 4 This is the ... She wears diamonds and goes on ...
- 5 This is ... He likes adventure and ...
- 6 This is ... He likes to exercise and drive a ...
- 7 This is ... She sells ... and she likes cooking.

Lesson 2 Can identify characters in a story

For Activity Book audioscripts and answer keys see p. 251.

Pop quiz

Put pupils into Team A and Team B. Ask them to close their books. Say a statement from Activity 2 in Activity Book p. 2 and ask Team A to identify the character. If they answer correctly, they win a point. If they answer incorrectly or they hesitate, they lose a turn. Then do the same with Team B. Continue until all the characters have been identified correctly.

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Activity Book page 2

1 Who are they? Write.

- Ask pupils to look at the pictures of the different characters. They should write each character's name. Make sure that pupils keep their Pupil's Books closed while they are doing this activity.
- When pupils have finished, put them into pairs to compare their answers. Then elicit the answers.
- The pairs should take turns to point to a character and make a sentence about them, e.g. *Smith likes driving a skidoo*.
- Invite different pupils to say sentences about the characters to the class.

2 Look at Activity 1 and number.

- Explain to pupils that they are going to work on their own to match the descriptions and the characters. Invite different pupils to read out the descriptions.
- Give pupils time to complete the activity and then put them into groups of four. They should take turns to read out a description and the number of the character. Encourage the groups to correct one another, if necessary.
- Elicit the answers from the class.

Lesson 3 Pupil's Book page 9 or Poptropica English World

Lesson objective

To recognise times of day, talk about activities, and ask and answer about what they like doing

Revision

Times of day

Activities

Do you like (swimming)? Yes, I do. / No, I don't.

What do you like doing? I like (swimming in the lake).

Materials

Audio; pieces of paper and a bag


Optional activity materials

Card-sized pieces of paper for each pupil; a bag

Warm-up

- Say, *Mike likes football. What do you like?* Ask pupils to name activities they like doing, e.g. *watching films*.
- Invite individual pupils to the front of the class to write the name of the activity on the board. Encourage the class to correct their spelling, if necessary.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

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 or look at it on the screen: *We're recognising times of day, talking about activities, and asking and answering about what we like doing.*

Presentation

- Review that we use verbs in the *-ing* form after *like*, *love* and *hate*, after prepositions and in the present continuous form.
- Write on the board: *I like/love/hate reading books. How about reading a book? I am reading a book at the moment.*
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

4 Listen and match.

- Invite different pupils to read out the different activities, e.g. *does karate*. Elicit the meaning of each activity. If necessary, mime to prompt pupils' understanding.
- Explain to pupils that they are going to listen to sentences about the times at which different people do each of the activities. They should match the activity and the time, making notes in their notebooks.

- Play the audio. Pupils listen and follow in their books.

Audioscript

CD1, Track 05

- 1 She does karate at six o'clock.
- 2 He practises the piano at twelve thirty.
- 3 He has Music lessons at quarter past one.
- 4 They learn to cook at two o'clock.
- 5 She studies Maths at four o'clock.

- Put pupils into pairs to compare their answers.
- Elicit the answers from the class.

ANSWER KEY

1 e 2 a 3 d 4 b 5 c

Practice

5 Look and say.

- Ask pupils to look at the picture. Explain that they are going to make sentences about what each of the people in the picture is doing. Invite a pupil to read out the example in the speech bubble. Elicit that we use the *be + -ing* form because we are talking about what is happening at the moment. For the person at label h, elicit or model the name of the object (*a rocket*).
- Put pupils into pairs. They should take turns to talk about each of the people.
- Elicit the answers, inviting individual pupils to say their sentences. Encourage the class to correct them, if necessary.

ANSWER KEY

a She's running. b He's drinking. c They're reading. d She's playing football. e He's playing the violin. f He's sleeping. g They're swimming. h She's fixing a rocket.

6 Ask and answer.

- Explain to pupils that they are going to ask and answer about each of the paired verbs/nouns in the word box.
- Put pupils into pairs. Invite a pair to read out the examples in the speech bubbles. Write on the board: *Do you like...? Yes, I do. / No, I don't. What do you like doing? I like...* Elicit that we use the *-ing* form because it is after *like*. Explain that they should follow these models to ask and answer.
- When they have finished, invite different pairs to ask and answer in front of the class.
- Have a class vote to find out the most popular activity.

4 Listen and match.

1 does karate 2 practises the piano 3 has Music lessons
4 learn to cook 5 studies Maths

5 Look and say.

reading fixing running playing
drinking swimming sleeping

He's playing the violin.

6 Ask and answer.

swim/lake play/park play/football have/rest run/home read/book

Do you like swimming in the lake? Yes, I do.
What do you like doing? I like swimming in the lake.

Lesson 3

Activity Book page 3

3 Complete with the correct form of the verb.

- Ask pupils to look at the first sentence and elicit the correct form of the verb (*playing*). Elicit that we use the *-ing* form because we are talking about what is happening at that moment.
- Pupils work on their own to complete the sentences.
- When they have finished, put them into pairs. They should take turns to read out their completed sentences. Encourage pupils to correct each other, if necessary.
- Invite different pupils to read out their completed sentences to the class.

4 Put the words in order to make questions. Then look and write answers.

- Explain to pupils that they are going to make questions following the model on the board from Activity 6 in the Pupil's Book. Explain that the tick indicates a positive answer and a cross indicates a negative answer. Elicit a *yes* answer to a *Do...?* question, e.g. *Yes, I do*, and a *no* answer, e.g. *No, I don't*.
- When pupils have written the questions and answers, put them into pairs to compare their sentences.
- Elicit the answers.

5 Listen and match. Then answer the questions.

- Ask pupils to look at the pictures. Elicit the names of the characters, the times of day and the activities indicated by the pictures. Explain that pupils are going to listen to find out which activities the characters do at different times of the day.
- Play the audio. Pupils listen and do the matching activity in their books. Elicit the answers.
- Invite different pupils to read out the questions. Pupils should work on their own to write the answers.
- Then put pupils into pairs. They should take turns to ask and answer the questions.
- Invite different pairs to ask and answer the questions in front of the class.

For Activity Book audioscripts and answer keys see p. 251.

Pop quiz

Play *Picture charades* (see p. 239) with words and phrases from activities. Draw simple pictures of the words on pieces of paper and put these into a bag. Ask a pupil to select a piece of paper from the bag. They act out the meaning of the word, for the class to guess.

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Lesson 4 Pupil's Book page 10 or Poptropica English World

Lesson objective

To talk about things that happened in the past

Materials

Audio

Warm-up

- Put pupils into Team A and Team B. The teams take turns to write on the board the name of an activity in its base form, e.g. *dance, cook, play the guitar*. If their word or phrase is correct (it reflects an activity, written in the correct form and spelled correctly), they win a point. If their word or phrase is incorrect or they hesitate, they lose a turn. Repeat until there are ten activities written correctly on the board.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

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 or look at it on the screen: *We're talking about things that happened in the past.*

Presentation



Look!

- Ask pupils to read the *Look!* box. Play the audio as they read. Elicit that when we talk about things that happened in the past we add *-ed* to regular verbs and we transform irregular verbs.
- Elicit the past form of the verbs written on the board, e.g. *danced, cooked, played the guitar*.
- Ask pupils to copy the examples from the *Look!* box into their notebooks. They should change the wording so that the sentences are memorable for them. Also ask them to copy into their notebooks the verbs from the *Tip!* box.
- Encourage pupils to refer to the grammar reference on p.112 as a useful resource to help them with their learning.

Practice



7 What did Jenny do last week? Look at her diary and listen. Then say.

- Ask pupils to look at the table. Elicit that it shows Jenny's diary with her activities in the morning, in the afternoon and in the evening, from Monday to Friday. Explain that these were Jenny's activities last week.
- Play the audio while pupils follow in their books. Pause after each sentence for pupils to repeat.
- Put pupils into pairs. They should take turns to say similar sentences. As a prompt, write on the board: *She... on...*
- Point out the *Tip!* box. Invite different pupils to read out each verb in the present and past forms. Explain that pupils should learn the irregular past forms.
- When pupils have finished, invite different pupils to say sentences. Encourage the class to correct them, if necessary.

Go to **Poptropica English World** to do an extra grammar activity here.



8 Listen and find.

- Ask pupils to look at the pictures. Elicit that each picture shows a different activity. Explain that they are going to listen to find out about the different things the people did in the past, and match the sentences and the pictures.
- Play the audio. Pupils listen, follow in their books and write the answers in their notebooks.

Audioscript

CD1, Track 09

- 1 He listened to music.
- 2 She cleaned her room.
- 3 We danced at school.
- 4 They went to the cinema.
- 5 She fell over.
- 6 I practised the piano.
- 7 He went to school.
- 8 They watched TV.
- 9 They played badminton.

- Put pupils into pairs to compare their answers.
- Explain to pupils that they should try to remember what was said for each picture. They should take turns to point to each picture and say a past tense sentence, e.g. *She cleaned her room.*
- Elicit the answers from the class.

ANSWER KEY

a 6 b 3 c 8 d 2 e 7 f 9 g 5 h 4 i 1

7 What did Jenny do last week? Look at her diary and listen. Then say.

LOOK! **SKILLS**

I played tennis on Monday morning.
He/She danced at the party on Friday evening.
They went to the cinema on Saturday afternoon.

GRAMMAR REFERENCE ► PAGE 111

	Monday	Tuesday	Wednesday	Thursday	Friday
morning	study	study	study	study with Dylan	study
afternoon	study	learn to cook	play tennis with Finn	practise the piano	study
evening	practise the piano	watch TV	listen to music	go to the cinema	watch TV

She practised the piano on Monday evening and Thursday afternoon.

TIP!

listen	listened	watch	watched
play	played	go	went
practise	practised	fall	fell
study	studied	take	took

8 Listen and find.

10 Lesson 4

Activity Book page 4

6 Look and write.

- Ask pupils to look at the picture. Explain that it shows the park last Saturday morning. Invite a pupil to read out the example, *She rode on a bicycle*. Explain to pupils they should write sentences to describe what each of the people did last Saturday.
- Give pupils time to write sentences then put them into pairs to compare their answers.
- Elicit the answers, and invite the class to talk about the picture using any vocabulary they know.

7 Listen and match.

- Ask pupils to look at the photos and the pictures. Explain that they are going to listen to find out which activity each person did.
- Play the audio. Pupils listen and follow in their books.
- Put pupils into pairs to compare their answers.
- Elicit the answers from the class.

8 Look at Activity 7 and write.

- Explain that the sentences describe what each of the people in Activity 7 did. They should write the missing past tense verb.
- Give pupils time to complete the gaps into pairs. They should take turns to read out their completed sentences. Encourage pupils to correct each other, if necessary.
- Invite different pupils to read out their completed sentences to the class and write the missing verb on the board. Encourage the class to correct spelling, if necessary.

For Activity Book audioscripts and answer keys see p. 251.

Pop quiz

Put pupils into Team A and Team B and write on the board, *I... on Sunday afternoon*. The teams should take turns to make sentences using the structure. Teams win a point for a sentence with a correct past form verb. For an additional point, ask them to spell the past form verb. Teams miss a turn if their sentence is incorrect.

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Lesson 5 Pupil's Book page 11 or Poptropica English World

Lesson objective

To use time markers

Revision

Time markers

Do you want to (go to the cinema) (tomorrow)?

Yes, I do. / No, I don't.

I want to (go to the cinema) (next week).


Materials

Audio

Warm-up

- Elicit words and phrases we can use to talk about time, e.g. *yesterday*. Invite individual pupils to say sentences, e.g. *I played computer games yesterday*.
- Write a table on the board with four columns and write at least one example in each column, e.g. *yesterday, on Saturday, last week, two days ago*. Elicit more example sentences with the words or phrases from each column, e.g. *I went to the cinema on Saturday, I studied for a test last week, I played football two days ago*.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

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 or look at it on the screen: *We're using time markers*.

Presentation

- Ask pupils to look at the table you have written on the board and explain that these words and phrases can help us know when something happened. Point out that there are four different kinds of words and phrases to talk about time. Elicit words which are similar to *yesterday*, and write these in the same column on the board, e.g. *today, tomorrow*. Do the same with *on Saturday*, e.g. *on Monday, on Thursday*. Do the same with *last week*, e.g. *last year, last month*. Do the same with *two days ago*, e.g. *three years ago, one week ago*.
- Ask pupils to copy the table into their notebooks.
- Encourage pupils to refer to the grammar reference on p. 112 as a resource to help with their learning.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Practice

 **9** Copy and complete. Then listen and check.

- Ask pupils to look at the table in their books. Point out the arrow showing *Now*, and elicit the day and time (*Monday, ten o'clock*). Explain to pupils they should listen and complete the gaps in the table.
- Play the audio. Pupils listen, follow in their books and write the answers in their notebooks.

Audioscript

CD1, Track 11

Now it's 10 o'clock.

Today is Monday.

Tomorrow is Tuesday.


Yesterday was Sunday.

Saturday was two days ago.

- Put pupils into pairs to compare their answers.
- Elicit the answers from the class.

ANSWER KEY

1 Saturday 2 yesterday 3 today 4 tomorrow

 **10** Listen and find. Then complete the sentences in your notebook.

- Ask pupils to look at the pictures and read the sentence beginnings below. Explain that they are going to listen to find out when the people did each of the activities.
- Play the audio. Pupils listen, follow in their books and write the answers in their notebooks.

Audioscript

CD1, Track 12

1 I watched that film three years ago.

2 I practised the trumpet two days ago.

3 We played tennis yesterday.

4 I cleaned my room two weeks ago.

- Put pupils into pairs to compare their answers.
- Ask pupils to work on their own to write out complete sentences in their notebooks.
- Invite individual pupils to read out their completed sentences.

ANSWER KEY 1 b 2 d 3 c 4 a

1 Copy and complete. Then listen and check.

today tomorrow Saturday yesterday

two days ago	1	2	3	4
1	Sunday	Monday	Tuesday	

10 Listen and find. Then complete the sentences in your notebook.

1  2  3  4 

a two weeks ago b three years ago c yesterday d two days ago

1 I watched that film ...
2 I practised the trumpet ...
3 We played tennis ...
4 I cleaned my room ...

11 What did you do yesterday / two weeks ago / three years ago? Make sentences.

I walked to school yesterday.

12 Look at the pictures. Ask and answer.

A: Do you want to go to the cinema tomorrow?
B: No, I don't. I want to go to the cinema next week.

Lesson 5 11

Activity Book page 5

9 Write the days.

- Pupils complete the sentences with the correct days of the week.

10 Write the correct years.

- Pupils complete the sentences with the correct years.

11 Listen and match. Then write.

- Pupils listen to find out when the people in the pictures did their activities. Then they complete the sentences.

Activity Book page 94 (Extra practice)

1 What time is it? Look and write.

- Pupils look at the clock faces and write the times.

2 Find and circle the days of the week.

- Pupils look at the word snake and circle the days of the week.

3 Read and complete.


- Pupils complete the sentences with the words from the box.

4 Answer the questions for you.

- Pupils write sentences so that they are true for themselves. Remind them to use the correct tenses.

For Activity Book audioscripts and answer keys see p. 251.

Pop quiz

 Put pupils into Team A and Team B. Write on the board the days of the week. Say, *Today it is...* The teams take turns to make sentences about the week, e.g. *Two days ago it was...* They win a point for each correct sentence. If their sentence is incorrect, they miss a turn.

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

11 What did you do yesterday / two weeks ago / three years ago? Make sentences.

- Explain to pupils that they should think about activities that they did in the past. Ask them to think of at least two activities for each of the categories. Invite a pupil to read out the example in the speech bubble. They should work on their own to write sentences in their notebooks.
- When they have finished, put pupils into pairs. They should take turns to say sentences.
- Invite different pupils to say their sentences to the class.

12 Look at the pictures. Ask and answer.

- Ask pupils to look at the photos. Put pupils into pairs. Invite a pair to read out the example dialogue. Write on the board: *Do you want to...? Yes, I do. / No, I don't. I want to...* Point out the table on the board which shows different ways of talking about time. Explain that they should take turns to talk about the photos, saying when they want to do each activity. Encourage them to talk about other activities in the same way, e.g. *go to the swimming pool, go to the skate park*.
- When they have finished, invite different pairs to ask and answer in front of the class.

1 Friends

Unit objective

- Can talk about friends and family

Language

Target vocabulary	Physical appearance: dark hair, spiky hair, handsome, good-looking, moustache, blond(e) hair, bald, beautiful, cute, beard, straight hair, curly hair Adjectives to describe personality: bossy, kind, sporty, lazy, clever, shy, talkative, helpful, friendly, hard-working
Target structures	What does he/she look like? He's good-looking/She's beautiful. He's/She's got straight dark hair and brown eyes. He/She hasn't got blond(e) hair. What do they look like? They're tall and handsome.They've got short blond(e) hair and blue eyes. They haven't got dark hair. What is he/she like? He's sporty and clever. She's clever but lazy. What are they like? They're kind and hard-working. They're helpful but talkative. I like him because he's kind. I like her because she's hard-working. I like them because they're talkative.
Revision	tall, short hair, bird, brother, Well done! glasses, basketball, strange, revise, drawing, shapes, lines, happy, bright, soft, surprised, feelings, football, basketball
Receptive language	coach, captain, team mascot, cute, familiar, neighbour, joking, no comment, combination, make a plan, complain, barking, taller, painter, viewer, paper, poster, collector, actor, director, inventor, self-portrait, (art) gallery, relaxed, paint
CLIL and Wider World language	Art: abstract, post-impressionism, expressionism, etching, detail, sharp Wider World: husband, argue, grandparents, music practice

Contents

Phonics and spelling	Cross-curricular contents <ul style="list-style-type: none"> • Art: describing different styles of art • Social Sciences: finding out about different families • Language and arts: reading a story, acting out, telling a story • Language skills: reading and understanding texts about different styles of art and different kinds of families Socio-cultural aspects <ul style="list-style-type: none"> • Talking about people's appearance and personalities • Finding out about other people's families • Recognising the importance of helping our friends Learning strategies <ul style="list-style-type: none"> • Using previous knowledge to interpret information in a text • Identifying rules about the use of <i>looks like</i> and <i>is like</i> and <i>and</i>, <i>but</i> and <i>because</i> • Logical thinking: examining patterns and reaching conclusions • Critical thinking: comparing and contrasting information • Creative thinking: creating a self-portrait and talking about it • Collaborative learning: working in a group to create a presentation • Reflecting on learning and self-assessment
• <i>-er/-or</i> endings	
Topics	
<ul style="list-style-type: none"> • Physical characteristics • Personality characteristics • Families of the world 	
Values	
• Help your friends.	
Story	
<ul style="list-style-type: none"> • Ice Island adventure story, episode 1 	
Writing	
<ul style="list-style-type: none"> • A friendly email 	

Key competences

- Linguistic competence:** Have interest to learn new words (L.1 to 10)
- Mathematical, science and technological competences:** Talk about cultural differences and families (L.8)
- Digital competence:** Use Poptropica English Islands digital tools (L.1 to 10)
- Social and civic competence:** Talk about friendship (L.3); Help your friends (L.6)
- Cultural awareness and expression:** Discuss paintings and art (L.7)
- Learning to learn:** Reflect on what has been learnt and self-evaluate progress (L.10)
- Initiative and entrepreneurship:** Use own judgement and ideas and further develop social skills (L.1 to 10)

Skills

Speaking

- Can describe someone's physical appearance in a basic way, if guided by questions or prompts.
- Can describe someone's personality in a basic way, if guided by prompts.
- Can briefly say what they think will happen next in a simple story or play.
- Can answer simple personal questions in an interview, if delivered slowly and clearly.

Reading

- Can understand short, simple descriptions of objects, people and animals if supported by pictures.
- Can identify specific information in a simple story if guided by questions.
- Can extract factual details from a simple text.
- Can identify basic biographical information in short simple texts about other people.
- Can follow the sequence of events in a short text on a familiar, everyday topic.

Listening

- Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly.
- Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.
- Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.

Writing

- Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model.
- Can write a few basic sentences to introduce someone and give basic personal information about them.
- Can write short, simple personal emails/letters about familiar topics, given prompts or a model.
- Can write a few basic sentences to introduce someone and give basic personal information about them.

Classroom ideas

- Ask pupils to bring family photos to class
- Make a poster with photos and descriptions of pupils' families, to decorate the classroom wall
- Ask pupils to use the internet to find artists' self-portraits, and to find out about families around the world
- Bring to class library books about different styles of art
- Play games from the Games Bank
- Use the Photocopiables

Take-home English

- Letters for parents. When you begin Unit 1, complete and 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 talk to their families about their classmates (L.8) Encourage pupils to show their work from Lessons 8 and 9 to their parents.

Evaluation

Self-assessment objectives

- I can ask and answer about what someone looks like.
- I can talk about what someone is like.
- I can write a friendly email.

Resources

- Pupil's Book p. 12
- Activity Book p. 6
- Grammar reference (Pupil's Book p. 113)
- Unit 1 Extra practice (Activity Book p. 95)
- Picture dictionary (Activity Book p. 104)
- Test Booklet – Unit 1, p. 8

Lesson 1 Pupil's Book page 12 or Poptropica English World

Lesson objective

To identify physical characteristics

Target language

dark hair, spiky hair, handsome, good-looking, moustache, blond(e) hair, bald, beautiful, cute, beard, straight hair, curly hair

Receptive language

What does he/she look like? What do they look like?

Materials

Audio; Flashcards and Wordcards – Physical characteristics; Learning adventure poster


Optional activity materials

Pictures of people cut from magazines or from the internet, to illustrate the target language; Photocopiable 1.1

Warm-up

- Write *friends* on the board with the letters in a different order (*drefisn*). Elicit the word.
- Ask the class if they think it's better to have a lot of friends or to have a few, very good friends. Invite pupils to give reasons for their answers.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Tell pupils to look at the pictures of different people on p. 12. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about people's physical characteristics.* Explain that physical characteristics are all the things that make us look the way we do.

1 What does your friend look like? Tell a partner.

- If using books, close them. Ask pupils to think about how many words they already know to describe people's physical characteristics, e.g. *brown eyes, red hair*.
- If using books, open them again and divide the class into pairs. Pupils take turns to describe one of their friends. Their partner could try to guess who they are describing.
- Introduce pupils to the learning adventure poster. Explain that the poster will help them reflect on their progress with the learning objectives. Ask, *Where are you on your learning adventure?* Emphasise that pupils already know something about the language point and that they are already moving along their learning adventure. See p. 25 in the Introduction for guidance on how to use the learning adventure poster with your classes.

Presentation

2 Who is the new player? Listen and read.

- Ask pupils, *Who can you see in the pictures?* Elicit their ideas.
- Ask the rubric question, *Who is the new player?* and play the audio. Pupils listen and follow the dialogue in their books. Elicit the answer (*Ros's brother*).
- Play the audio again. As pupils listen, mime *tall, a beard, long (blonde) hair, cute* and *curly (dark) hair*, and encourage them to copy you, e.g. *tall* (stretch and hold a hand up), *a beard* (cover your cheeks with your hands). To demonstrate colours of hair, you could point to a pupil with blonde/dark hair, if possible.

3 Look and match. Then listen, check and repeat.

- Put pupils into pairs. Give them time to try to match the pictures with the words in the box.
- When pupils are ready, play the audio. Pause so that they can point to the picture and say the word. Check that they have identified the correct picture.

Audioscript

CD1, Track 15

1 dark hair 2 spiky hair 3 handsome
4 good-looking 5 moustache 6 blond(e) hair
7 bald 8 beautiful 9 cute 10 beard
11 straight hair 12 curly hair

- Play the audio again, pausing after each word so that pupils can say and point to classmates or themselves, where possible. Encourage pupils to point to themselves for *good-looking/beautiful*. Tell them we use *good-looking* to describe either boys/men or girls/women, but we usually use *beautiful* to describe girls/women and *handsome* to describe boys/men.
- Ask pairs to look once more at the text in Activity 2 and to identify the words in bold by matching them to the pictures in Activity 3. Invite pupils to read aloud the sentences which contain the words and to check the descriptions against the photos.

Flashcards

- If pupils require extra support at this stage with the new vocabulary, present the target vocabulary using the flashcards and wordcards for physical characteristics. Hold up each flashcard and corresponding wordcard in turn and say the word for pupils to repeat. Then hold up the flashcards on their own, in varied order, for pupils to say the word.

Practice

Go to **Poptropica English World** to do an extra vocabulary activity here.

1 Friends

1 What does your friend look like? Tell a partner.

2 Who is the new player? Listen and read.

3 Look and match. Then listen, check and repeat.

4 Listen and point to the correct photo in Activity 3.

12 Lesson 1

Text messages:

1 What does the new coach look like?
2 He's tall, he's got a beard and very short hair. Look at this picture.
3 Oh, yes, and he's got a moustache.
4 Yes.
5 What does the new captain look like?
6 She hasn't got dark hair, she's got long blonde hair. She's really good.
7 We can win a game then.

Text messages:

1 What's that?
2 The new team mascot.
3 It's cute. Is it a boy?
4 Yes.
5 Who's he?
6 The new player.
7 He looks familiar. He's got curly dark hair. It's your brother!
8 Well done!

Physical characteristics:

straight hair moustache beautiful curly hair dark hair cute
beard bald good-looking handsome spiky hair blonde hair

Photos 1-12:

4 Listen and point to the correct photo in Activity 3.

- Ask pupils to look once more at the photos and words in Activity 3. Play the audio. Pause for pupils to find and point to the correct photo. Play the audio again, pausing after each dialogue and confirm answers for pupils to check.

Audioscript

CD1, Track 16

- a This is my brother Joe.
He's got lovely dark hair and glasses. Cool!
- b This is my friend Jack. He's got spiky hair. Do you like it?
Yes, I do.
- c My mother's got long straight hair.
- d This is my grandad. He's bald.
- e This is my cousin Eric. He's really tall and good-looking.
He's got blonde hair.
- f My uncle's got a beard. He's great!
- g And this is my baby sister, Rose. She's cute.
So cute!
- h I know this one. She's got blonde hair and is very good-looking!
Yes! She's my best friend and I think she's very good-looking!

ANSWER KEY a 1 b 2 c 11 d 7 e 4
f 10 g 9 h 6

Activity Book page 6

1 Put the letters in order to make words.

- Pupils reorder the letters to make words. When they are ready, invite individual pupils to write each word on the board.

2 Look and complete the sentences. Use words from Activity 1.

- Point to each picture and ask, *Who is it? What are they doing?*
- Ask pupils to complete the sentences using words from Activity 1. Explain that they can use more than one word in each gap.

3 Write about yourself and your friends.

- Ask pupils to write at least four sentences.

For Activity Book audioscripts and answer keys see p. 251.

Learning adventure

- Ask pupils, *How many words and phrases for physical characteristics 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

- Divide the class into Team A and Team B. Display on the board flashcards or pictures you have brought to class. Describe a picture and have a pupil from each team run to the board to touch the picture.

- Alternatively, do the **Poptropica English World digital activity**.

Island Adventure Game

- Direct pupils' attention to the ice cream card. Invite pupils to go online to the Island Adventure Game and find the item. Once pupils click on it, they are taken to a supplementary language task.

Lesson 2 Pupil's Book page 13 or Poptropica English World

Lesson objective

To ask and answer about what someone looks like

Target language

What does he/she look like? He's good-looking/ She's beautiful. He's/She's got straight dark hair and brown eyes. He/She hasn't got blond(e) hair. What do they look like? They're tall and handsome. They've got short blond(e) hair and blue eyes. They haven't got dark hair.

Materials

Audio; Flashcards and Wordcards – Physical characteristics

Warm-up

- Say, *You've got curly hair, stand up!* (Only pupils with curly hair stand up.) Repeat the instruction, using different vocabulary items from Lesson 1.
- Alternatively, do the **Poptropica English World digital activity**.

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 or look at it on the screen: *We're learning to ask and answer about what someone looks like.*

Presentation



Look!

- Display around the classroom the flashcards for physical descriptions learnt in Lesson 1, and play *I spy* (see p. 238). Invite individual pupils to write the words on the board.
- Ask pupils to read the *Look!* box. Play the audio as they read. Elicit from pupils that we use *do* to form questions with *I, you, we* and *they*, but we use *does* to form questions with *he, she* and *it*.
- Elicit from pupils that the contractions *she's/he's/it's* mean *she/he/it is*, e.g. *She's beautiful* means *She is beautiful*, and *she's/he's/it's/they've got* means *she/he/it has/have got* e.g. *She's got straight dark hair* means *She has got straight dark hair*.
- Ask pupils if they can notice the difference between what type of word(s) we use after *have got* and what type of word(s) we use after *be*. Explain that we use *have got* with noun or adjective + noun, and we use it to describe physical details, e.g. hair and eyes. We use *be* with adjectives and we use it to describe a person in general, e.g. *She's beautiful, He's bald*.
- Ask pupils to copy the examples from the *Look!* box into their notebooks, including one affirmative sentence and

one negative sentence. They can change the adjectives so that the sentences describe people they know.

- Encourage pupils to refer to the grammar reference on p. 113 as a useful resource to help them with their learning.
- Put pupils into pairs. Tell them to look at the text in Lesson 1 Activity 2 again and to find and underline or circle examples of the target grammar (*he's got a beard, he's got a moustache, she's got long blonde hair, he's got curly dark hair*). Invite pairs to feed back to the rest of the class.
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

5



Read and choose the correct name. Then listen and check.

- Put pupils into pairs. Ask them to study the pictures and to identify the physical characteristics of each person.
- Ask the pairs to read the text and complete it with the correct name from the pictures.
- When they have finished, play the audio. Pause, after each person is named, so that pupils can say whether they identified the correct picture.

ANSWER KEY

1 Alice 2 Hugh 3 Ruby 4 Greg

6

Put the words in order to make sentences.

- Explain that when we use more than one adjective, we put the adjectives in a specific order. The usual order is: quality + size + shape + colour + noun, e.g. *beautiful long curly blonde hair*. Write this on the board, so that pupils have it for reference as they do activities 6–8.
- Ask pupils to write the sentences in the correct order in their notebooks.

ANSWER KEY

1 She has got straight dark hair. 2 He has got short blond hair. 3 They have got big blue eyes. 4 My sister has got a beautiful thin face. 5 My father has got a short dark beard.

7

Play a game. Ask and answer.

- Ask pupils to look at the pictures and explain that we call these 'portraits'. Ask two confident pupils to read aloud the dialogue. The rest of the class looks at the pictures and identifies the portrait being described.

LOOK!

What does he/she look like?	He's good-looking/She's beautiful. He's/She's got straight dark hair and brown eyes. He/She hasn't got blond(e) hair.
What do they look like?	They're tall and handsome. They've got short blond(e) hair and blue eyes. They haven't got dark hair.

GRAMMAR REFERENCE ► PAGE 113

1 Read and choose the correct name. Then listen and check.

This is our new neighbour. She's got blonde curly hair and blue eyes. I think she's beautiful. Her name's '...'. Her brother is '...'. He's got short dark hair and brown eyes. He's good-looking. My best friend's got straight hair and brown eyes. She wears glasses. Her name's '...'. The boy with the spiky hair is '...'. I think he's very handsome!

Alice Ruby
 Hugh Greg

2 Put the words in order to make sentences.

1 straight / She / dark / has got / hair 2 He / hair / blond / has got / short
3 blue / They / have got / big / eyes 3 sister / My / beautiful / has got /
4 My / beard / a / father / short / has got / dark face / thin / a

3 Play a game. Ask and answer.

A: He, she or they?
B: He.
A: What does he look like?
B: He's got long hair and a beard.
He **hasn't** got a moustache.
A: He's number two.

4 Describe a classmate for your partner to guess.

She's got long curly hair. It's Ed.

Lesson 2 13

- Put pupils into pairs. They take turns to describe and guess one of the portraits. Remind them to follow the correct adjective order which you have written on the board.

8 Describe a classmate for your partner to guess.

- Ask one pair to read aloud the example in the speech bubbles.
- The pairs take turns to describe and guess a classmate. Once again, remind them to follow the correct adjective order and to use affirmative and negative sentences.
- When pupils are ready, invite pairs to ask and answer in front of the class.

Activity Book page 7

4 Put the words in order to make questions and answers.

- Pupils rearrange the words to write the questions. Then they use the words in brackets to make the answers.

5 Read and circle. Then tick (✓) the true sentences and cross (X) the false sentences.

- Ask a confident pupil to describe the first picture. Ask, *Has he got long hair?* to elicit, *No, he hasn't. He's bald.*

- Model the example and make sure pupils understand that there are two parts to the activity. First they read the sentence and circle the correct verb, and then they look at the corresponding picture and tick (✓) if the sentence describes the picture.

6 Listen and complete.

- Explain to pupils that they are going to listen to Sarah talking about her family. Ask them to look at the table and explain that as they listen they should complete the table.
- Play the audio. Give pupils time to complete the table.
- Play the audio again, pausing to elicit the answers.

7 Complete the sentences about the people in Activity 6.

- Remind pupils about correct adjective order and the use of *be* and *have got*. Pupils write sentences using the information from the table.
- When they have finished, elicit the answers. Invite individual pupils to write the sentences on the board, to check the correct adjective order.

For Activity Book audioscripts and answer keys see p. 251.

Pop quiz

Put pupils into groups of three or four to play a guessing game. They take turns to think of a well-known person, without saying the name. Someone from the rest of the group asks, *What does he or she look like?* The pupil describes the person giving one piece of information at a time. After each piece of information, the rest of the group has to guess who it is, asking, *Is it...?* If none of the group guesses correctly, then the pupil gives another piece of information, until they get to the correct answer. Then they swap roles. The winner is the pupil who guesses the well-known person after the fewest pieces of information.

- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils two extra homework activities on **Poptropica English World**.

Lesson 3 Pupil's Book page 14 or Poptropica English World

Lesson objective

To identify personality characteristics

Target language

bossy, kind, sporty, lazy, clever, shy, talkative, helpful, friendly, hard-working

Receptive language

What's she like? ... but...
Because I'm...

Materials

Audio; Flashcards and Wordcards – Personality characteristics; Learning adventure poster

Optional activity materials

Photocopiable 1.2

Warm-up

- Review vocabulary to describe physical characteristics from Lesson 1. Describe different pupils in the class, without saying their names, for the rest of the class to guess who's being described. Be aware that some pupils may be self-conscious about appearance and ensure descriptions are positive or neutral.
- Alternatively, do the **Poptropica English World digital activity**.

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 or look at it on the screen: *We're learning to talk about people's personality characteristics.*

- Ask pupils to think about their own personality characteristics and emphasise how these are different from the physical characteristics from the previous lesson. Invite pupils to use any English words they know to describe their personality, e.g. *I'm funny!*
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation



9 Look and match. Then listen, check and repeat.

- Put pupils into pairs. Give them time to try to match the pictures with the words in the box.
- When pupils are ready, play the audio. Pause so that they can point to the picture. Check that they have identified the correct picture, then ask them to repeat the word.

Audioscript

CD1, Track 20

1 bossy 2 kind 3 sporty 4 lazy 5 clever
6 shy 7 talkative 8 helpful 9 friendly
10 hard-working

- Play the audio again, pausing after each word so that pupils can repeat and point in their books.

Flashcards

- If pupils require extra support at this stage with the new vocabulary, present the target vocabulary using the flashcards and wordcards for personality characteristics. Hold up each flashcard and corresponding wordcard in turn and say the word for pupils to repeat. Then hold up the flashcards on their own, in varied order, for pupils to say the word.

Practice

10 Read and choose the correct word.

- Explain to pupils that when we want to use more than one personality adjective to describe someone, we can join the adjectives using *and* or *but*. We use *and* when the personality adjectives show similar ideas, or two positive or two negative ideas, e.g. *She is kind and helpful*, and we use *but* when the personality adjectives show contrasting ideas, often one that is positive and one that is negative, e.g. *She is kind but bossy*. Explain that we use *because* to show reasons for an idea. Point out that they should pay attention to the use of *and*, *but* and *because* in this activity because these words will help them to choose the correct personality adjective.
- Put pupils into pairs. They read the dialogue and choose the correct personality adjectives. Remind pupils to write their answer in their notebooks.
- When they have finished, check the answers by inviting different pairs of pupils to read aloud each part of the dialogue. Encourage the rest of the class to say whether or not they agree with each answer.
- As an extension, you can ask the pairs to role-play the dialogue, taking the roles of Rose and Violet. When they are ready, invite pairs to role-play in front of the class.

ANSWER KEY

1 bossy 2 talkative 3 shy 4 helpful
5 hard-working 6 sporty

Go to **Poptropica English World** to do an extra vocabulary activity here.

VOCABULARY

Look and match. Then listen, check and repeat.

friendly lazy hard-working talkative bossy sporty clever helpful shy kind

READING

Read and choose the correct word.

Rose

Violet

11 Think about a friend. What is he/she like? Make notes.

12 Look at your notes from Activity 11. Ask and answer.

14 Lesson 3

9 What makes a good friend? Choose for you and tick (✓).


- Ask, *Is a good friend talkative?* and invite pupils to answer *yes* or *no*. Explain that there is no correct answer as people will have different opinions about what makes a good friend.
- Pupils work on their own to complete the questionnaire.
- When they have finished, elicit and compare pupils' answers.

10 Write sentences about five different people.

- Ask pupils to choose five people they know. They should think of personality adjectives to describe each person. Encourage them to use the words in the box as well as any other personality adjectives they know.
- When they are finished, invite different pupils to read aloud one of their sentences.


For Activity Book audioscripts and answer keys see p. 252.

Learning adventure

 Ask pupils, *How many words for personality characteristics 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

 Divide the class into two groups, A and B. Use the wordcards for personality characteristics. Pick a wordcard and show it to one pupil from Group A, without letting the rest of the group see. That pupil should mime the personality characteristic on the wordcard, e.g. *sporty*, to the rest of his/her group for them to guess. Tell the group to discuss and make one guess. If they guess correctly, they win a point. If they guess incorrectly, allow the other group to guess. Then do the same with a pupil from Group B miming to their group, and so on, until all the wordcards have been mimed.

- Alternatively, do the **Poptropica English World digital activity**.

11 Think about a friend. What is he/she like? Make notes.

- Ask pupils to think of a friend and think which words in Activity 9 could describe him/her.
- Pupils write their notes in their notebooks.

12 Look at your notes from Activity 11. Ask and answer.

- Ask pupils to work in their pairs once more. Draw their attention to the question in the speech bubble and model possible answers, e.g. *She's friendly and sporty, He's kind but lazy.*
- Pupils take turns to ask and answer questions about their friend, using the notes they wrote in Activity 11.

Activity Book page 8

8 Read and match.

- Remind pupils when we use *and*, *but* and *because*.
- Give pupils time to do the matching activity, then allow them to check their answers with a partner.

Lesson 4 Pupil's Book page 15 or Poptropica English World

Lesson objective

To talk about what someone is like and why I like them

Target language

What is he/she like? He's sporty and clever. She's clever but lazy.

What are they like? They're kind and hard-working. They're helpful but talkative.

I like him because he's kind. I like her because she's hard-working. I like them because they're talkative.

Materials

Audio; Flashcards – Personality characteristics; Sticky notes


Optional activity materials

2 bags

Warm-up

- Revise adjectives to describe physical and personality characteristics.
- Give pupils a description of a characteristic and then ask them to identify the characteristic (physical or personality), using vocabulary from Lessons 1 and 3 in a complete sentence, e.g. *I don't like talking to people. You're shy. I haven't got hair. You're bald.* Ask pupils whether you're describing a physical or personality characteristic.
- Put pupils into pairs and ask them to make their own descriptions of two more characteristics for their partner to guess.
- Alternatively, do the **Poptropica English World digital activity**.

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 or look at it on the screen: *We're learning to talk about what someone is like and why we like them.*

Presentation


 **Look!**

- Ask pupils to read the *Look!* box. Play the audio as they read. Review that we can use *and*, *but* and *because* to join together words and statements in the same sentence. Remind pupils that these three conjunctions show a different relationship between the facts shown in the words and statements. Elicit that we use *and* to show similar ideas, *but* to show contrasting ideas and *because* to show reasons for an idea. Elicit examples of each from different pupils.

- Ask pupils to copy the examples from the *Look!* box into their notebooks, including one affirmative sentence and one negative sentence. They can change the adjectives so that the sentences describe people they know.
- Encourage pupils to refer to the grammar reference on p. 113.
- Alternatively, do the **Poptropica English World grammar** presentation activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

 **13 Listen and match. Then ask and answer.**

- Explain to pupils that they are going to listen to descriptions of each of the people in the photos. They should match the photos to the descriptions 1–4.
- Play the audio. Pause after each description so that pupils can write the answers in their notebooks.
- Elicit the answers. Then put the pupils into pairs. Invite a pair of pupils to read aloud the example. Pupils then take turns to ask and answer about the other people in the photos.

Audioscript

CD1, Track 22

- a** Greg has got spiky hair and brown eyes. He's kind and helpful.
- b** Ruby has got brown eyes and wears glasses. She's sporty and clever.
- c** Alice has got blonde hair and blue eyes. She's clever but lazy.
- d** Hugh has got brown eyes. He's sporty but sometimes bossy.

ANSWER KEY a 2 b 3 c 4 d 1

 **14 Read and choose.**

- Pupils read the sentences and choose the correct conjunction: *and*, *but* or *because*. They should write the answers in their notebooks.
- When pupils have finished, ask them to swap their notebooks with a partner. Elicit the answers and tell pupils to mark their partner's work.

ANSWER KEY 1 because 2 and 3 and 4 because 5 but 6 because

 **15 Listen and say True or False.**

- Pupils listen to descriptions about different people and decide if each of the sentences are true or false.

13 Listen and match. Then ask and answer.

- 1 sporty but bossy
- 2 kind and helpful
- 3 sporty and clever
- 4 clever but lazy

LOOK!

What is he/she like? He's sporty *and* clever. She's clever *but* lazy.

What are they like? They're kind *and* hard-working. They're helpful *but* talkative.

I like him because he's kind.
I like her because she's hard-working.
I like them because they're talkative.

GRAMMAR REFERENCE ► PAGE 113

SKILLS 1

14 Read and choose.

- 1 I like my new teacher (because / but) she isn't bossy.
- 2 He's sporty (and / but) smart. A perfect combination!
- 3 My best friend is friendly (and / but) funny. She makes me laugh!
- 4 She gets good grades (because / but) she's very hard-working.
- 5 He's lazy at home (but / and) he's hard-working in class. It's strange!
- 6 He's got a lot of friends (because / but) he's very talkative.

TIP!
She's helpful, but *shy*.
She's helpful, but *quite shy*.
He's friendly and *talkative*.
He's friendly and *very talkative*.

15 Listen and say True or False.

- 1 I like my teacher because she isn't bossy.
- 2 My teacher is very helpful and kind, too.
- 3 My best friend is very funny but she is shy.
- 4 He hasn't got many friends because he's very shy.

16 Write sentences about two people in your family. Then tell your partner.

I like my aunt because she's funny and talkative.

Lesson 4

Activity Book page 9

11 Listen and complete the sentences.

- Pupils listen to descriptions of the four people in the photos, and then complete the sentences.

12 Read and circle.

- Pupils read the sentences and circle the correct option.

13 Listen and match.

- Pupils listen to a dialogue between Juan and his grandmother, and match the people and the personality adjectives.

14 Think about two friends. Write sentences to explain why you like them.

- Pupils follow the example to describe each friend and to say why they like them.

For Activity Book audioscripts and answer keys see p. 252.

Audioscript**CD1, Track 23**

- 1 My teacher is very nice. She's always helpful and she isn't bossy.
- 2 My teacher isn't helpful and she isn't kind.
- 3 My best friend makes me laugh. She is very funny and very talkative! She talks all the time!
- 4 Tom hasn't got many friends, but he is kind. I think he hasn't got many friends because he's very shy.

- Ask pupils to correct the false sentences in their notebooks.
- Invite different pupils to read aloud their sentences.

ANSWER KEY 1 true 2 false 3 false 4 true

16 Write sentences about two people in your family. Then tell your partner.

- Invite a pupil to read aloud the example sentence. Then ask pupils to think about two family members that they want to describe. Give pupils time to write sentences in their notebooks reminding them to use *because*, *and* and *but*.
- When pupils are ready, they take turns with their partner to describe their family members.

Pop quiz

- Give each pupil a sticky note and tell them to write the name of a classmate. Put pupils into pairs and tell them to put their sticky note on their partner's forehead without showing what is written on it. Then ask pupils to mingle and ask at least three other classmates *What's this person like?* The other pupils describe the classmate, using adjectives for physical and personality characteristics and *and*, *but* and *because* without saying the name. Tell pupils that they must use positive descriptions of their classmates. After five minutes, ask pupils to guess who is written on their sticky note from the descriptions they have been given.

- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils two extra homework activities on **Poptropica English World**.

Lesson 5 Pupil's Book page 16 or Poptropica English World

Lesson objective

To understand and discuss a story

Target language

helpful, curly/spiky hair, dark hair, tall, bald, beard, friendly, clever

Functional language

Yes, of course. Follow him, quick!

Materials

Audio

Optional activity materials

Photocopiable 1.3

Warm-up

- Review the characters in the story, *Hector Frost, Smith, Polly, Mike, Gizmo, the Queen, Polly's mother*. Point to a character on the page and ask, *Who's this?* Then invite pupils to describe each character, e.g. *What does Polly look like? What is Polly like?*
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure



Look at the story. Ask, *What are we learning today?*

Write the lesson objective on the board or look at it on the screen: *We're reading a story about the Ice Detectives.*

Story

BEFORE

- 17** Look at the pictures. What does the driver of the skidoo look like? Describe him to a partner.

- Put pupils into pairs. Point out that they can find the driver of the skidoo in the last frame of the story. Tell them to use adjectives to describe his physical characteristics, e.g. *He's bald*.
- Invite different pairs to feed back to the rest of the class.

WHILE



18 Listen and read. Why do Polly and Mike think the man is the driver of the skidoo?

- Tell pupils that in this episode of the Ice Island adventure story they are going to identify the driver of the skidoo (*Smith*).

- Before you play the audio, ask questions about each frame of the story, to elicit pupils' predictions, e.g. *Who can you see in Picture 1? (Polly, Mike and Gizmo) What do you think they are doing? (They are looking for the skidoo).*
- Play the audio while pupils listen and follow in their books. Ask pupils if their predictions were correct.
- Then elicit the answer to the gist question, and ask pupils to give a reason for their answer. (*Because he is bald.*)

Practice

- 19** Where do you think the driver of the skidoo is going? Tell a partner.

- Explain that pupils are going to work in pairs to talk about the question. Encourage them to review what they know from the story so far and to think of possible reasons for their answer. Write on the board: *I think he's going... because...*, and model, e.g. *I think he's going home because he's carrying shopping bags.*
- Put pupils into pairs to discuss the question. Encourage pupils to think creatively as they consider their reasons. Circulate, prompting and correcting as necessary.
- Invite different pairs to choose one of their ideas and to write it on the board. Have a class discussion about the different ideas.

Go to **Poptropica English World** to do an extra story activity here.

Extension questions



Write the following questions on the board: *What kinds of things do you think Polly and Mike write in their plan? Why do they ask Gizmo to stay outside? What do you think they want Gizmo to do?*

- Put pupils into pairs. Give them two minutes to think of their answers. They can write their ideas in their notebooks.
- Invite different pairs to share their ideas with the rest of the class.

Role play

- Put pupils into pairs and ask them to take the roles of Polly and Mike. They should read through the speech bubbles, using suitable intonation and emphasis, and practise acting out the story.
- When the pairs are ready, invite volunteers to perform their role play in front of the class.

Activity Book page 10

- 15** Read. Then number the pictures in order.

- To support pupils' understanding of narrative sequencing, tell pupils to look at the frames and put

17 **BEFORE** Look at the pictures. What does the driver of the skidoo look like? Describe him to a partner.

18 **WHILE** Listen and read. Why do Polly and Mike think the man is the driver of the skidoo?

STORY

THE QUEEN'S DIAMONDS ARE LOST. GIZMO FINDS A HISSON. POLLY AND MIKE SEE THE SKIDOO. THEY FOLLOW SMITH.

1 Oh, no, I can't see the skidoo now. Come on, let's go inside. Can you help me make a plan? Yes, of course. Gizmo, please stay here.

2 I like Gizmo because he never complains! He's very helpful, too!

3 What do the thieves look like? Have they got curly or spiky hair? I think one has got dark hair and is tall and the other is bald. Has he got a beard? What's he like? Is he friendly? I think so. I don't know.

4 Why is Gizmo barking? WOOF! What is it, Gizmo? It's the driver of the skidoo! He's bald! You're so clever, Gizmo! Follow him, quick!

16 Where do you think the driver of the skidoo is going? Tell a partner.

16 Lesson 5

them in the correct order of the story. If they need additional support, they can refer to the story on Pupil's Book p. 16 or they can listen once more to the audio.

16 Look at Activity 15 and tick (✓).

- Explain to pupils that this activity checks their understanding of details in the story. Give pupils time to tick the correct box.
- Elicit the answers.

17 Read the definitions and write the words.

- Model the example, and explain that pupils can find all the words in the story on p. 16 of the Pupil's Book.
- Elicit the answers.

For Activity Book audioscripts and answer keys see p. 252.

Pop quiz

Ask pupils to close their books then say a line of dialogue from the story, e.g. *Can you help me make a plan?* Ask pupils to identify which character said it. Do the same with more lines of dialogue, e.g. *What do the thieves look like? Why is Gizmo barking? You're so clever, Gizmo! He's very helpful, too!*

- Alternatively, do the **Poptropica English World digital activity**.

Using stories

BEFORE

Anticipate

- Ask questions to get pupils thinking about the story.
- Introduce new vocabulary or review previously learnt language.
- Encourage pupils to imagine and think creatively.

WHILE

Read

- Play the audio while pupils read.
- Encourage pupils to read and listen carefully to find the answer to the gist question.

AFTER

Check

- Ask comprehension questions about specific detail.
- Ask questions about language use in context.
- Ask personalisation and wider application questions to encourage critical thinking.

Role play

- Bring props to class, where possible.
- Allow pupils either to read or to recite from memory.
- Encourage pupils to collaborate effectively with one another.
- Remind pupils to use appropriate intonation and emphasis, and to act out the story with suitable movements.

Lesson 6 Pupil's Book page 17 or Poptropica English World

Lesson objective

To understand details of a story, talk about how to help friends and pronounce *-er* and *-or*

Values

Help your friends.

Target language

taller, painter, viewer, paper, poster, collector, actor, director, inventor

Materials

Audio


Optional activity materials

Photocopiable 1.4

Warm-up

- Review the story from Lesson 5. Ask, *What does the driver of the skidoo look like? How did Polly and Mike find this out? What do you think is going to happen next?*
- Alternatively, do the **Poptropica English World digital activity**.

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 or look at it on the screen: *We're learning to understand details of the story, talk about how to help friends and pronounce the endings -er and -or.*

Story

AFTER

20 Read the story again. Answer the questions.

- Ask pupils to read the story silently. This could also be done as a role play activity.
- When they have read the story again, tell them to read the questions and identify the specific information in the story that gives them the answer.
- Put pupils into pairs to discuss their answers. Then elicit the answers from the class.

ANSWER KEY

- 1 Because he wants to find the man on the skidoo.
- 2 No, they don't.
- 3 Because he never complains.
- 4 He's helpful/clever.

Values

21 What do you say to help your friends? Match.

- Elicit what it means to be helpful. Tell pupils to look back at the story from Lesson 5. Ask, *How is Gizmo helpful? Are the other characters helpful?*
- Draw pupils' attention to the *Values* box and read it out: *Help your friends*. Ask pupils why they think it is important to help friends, e.g. *We help our friends and our friends help us*.
- Invite different pupils to read out the text in the speech bubbles. Explain that pupils are going to match these with the pictures below.
- Put pupils into pairs. Circulate, prompting as necessary.
- Elicit the answers. Have a class discussion about why it is good to help our friends in each scenario.
- As an extension, you can put pupils into groups of four and tell them to discuss what helping friends means to them. When they are ready, invite groups to present their ideas to the rest of the class.

ANSWER KEY 1 d 2 c 3 a 4 b

Phonics and Spelling

Presentation

- Show pupils the Phonics and Spelling poster. Read the words from the first picture aloud and ask pupils to identify a common sound.
- Ask pupils to follow the words while you read out the text in the *Phonics* box. Explain that we call this the *schwa* /ə/ sound, and that it is a very common and important sound in English. There can be different spelling combinations to make this sound, but in this lesson pupils will learn the correspondence between this sound and *-er* and *-or* endings.
- Write on the board the words *teacher* and *actor*. Explain that sometimes we add *-er* or *-or* to a verb, to express the person who does something, e.g. *teach* → *teacher*, *act* → *actor*. We also add *-er* to an adjective to compare two things, e.g. *big* → *bigger*.

22 Listen and repeat.

- Explain that pupils are going to listen to words which all end with the same sound (the *schwa* sound) but that some words end in *-er* and other words end in *-or*. Give pupils time to read the words and look at the pictures.
- Then play the audio and ask pupils to repeat the words.
- Ask, *Which words end with -er? Which words end with -or?* Give pupils time to identify the words with the different spellings.

28 AFTER Read the story again. Answer the questions.

- Why does Mike want to make a plan?
- Do Mike and Polly know what the thieves are like?
- Why does Mike like Gizmo?
- How does Polly describe Gizmo?
- What helpful things does Gizmo do?

29 What do you say to help your friends? Match.

VALUES Help your friends

- Do you want to revise for the test with me?
- Go/Go, well done!
- Can I help you?
- I like your drawing.

PHONICS & SPELLING

-er/-or endings
When a word ends with -er/-or, the ending sounds the same.

23 Listen and repeat.

- taller
- painter
- viewer
- paper
- poster
- collector
- doctor
- director
- inventor

23 Say a word for your partner to spell. taller P-O-S-T-E-R

Lesson 6 17

Practice

23 Say a word for your partner to spell.

- Put pupils into pairs. Invite a pair to read aloud the example.
- The pairs take turns to choose words and spell them. Encourage pupils to close their books while they spell, then open their books to check.
- Invite different pairs to spell words in front of the class.

Activity Book page 11

18 Read, think and write 1 to 5 (1 = not important, 5 = very important). Then compare with a partner.

- Remind pupils of the Value: *Help your friends*. Read aloud the question at the top of the table, *How can you help?* Tell pupils that the table gives five ways in which they can help their friends. Invite different pupils to read aloud each of the sentences.
- Pupils work on their own to read the sentences and to decide how important they think each one is. Tell them to write their numbers in the first column.
- Put pupils into pairs. Invite a pair to read aloud the example. The pairs compare their tables and they write their partner's numbers in the second column of their table.

- Compare results as a class. Ask, e.g. *Listen when your friends speak. Who wrote 5?* Encourage a class discussion.

19 Add -er or -or to make new words.

- Write *invent* on the board. Ask pupils to say if you should add *-er* or *-or* to make a new word. Explain that they should do the same for the words in this activity.
- Give pupils time to complete the activity.
- Elicit the answers and encourage a class discussion about what each of the new words mean.

20 Write sentences with each of the new words from Activity 19.

- Work with the class to make sentences orally. Write prompts on the board to help pupils, e.g. *An... invents new things. An... acts in films. A... collects things. A... directs a film. A... watches a film. I am tall but my brother is...*
- Give pupils time to write their sentences. Explain that they can either write their own sentences, following the example in the book, or they can use the prompts on the board.
- When they are ready, invite different pupils to read aloud their sentences. Encourage them to point out the words which use the final *schwa* /ə/ sound.

For Activity Book audioscripts and answer keys see p. 252.

Pop quiz

- Write *-er* on one side of the board and *-or* on the other side of the board.
- Ask the class to stand up and, if using them, close their books. Read out words from Activity 22 in the Pupil's Book in random order. Pupils point to the correct ending for each word. Any pupil who points to the wrong spelling or is slow to point has to sit down. When you have read out all the words, the pupils who are still standing have won the quiz.
- If there is time, invite a volunteer to read out the words, and play the game again.
- Alternatively, do the **Poptropica English World digital activity**.

Lesson 7 Pupil's Book page 18 or Poptropica English World

Lesson objective

To talk about different styles of art and describe a self-portrait

Cross-curricular focus

Art (self-portraits)

Target language

abstract, post-impressionism, expressionism, etching, detail, sharp

Materials

Audio; CLIL poster; Learning adventure poster; a small mirror(s); pictures of art galleries


Optional activity materials

Photocopiable 1.5

Warm-up

- Ask pupils to say the names of any famous painters or paintings they know.
- Put pupils into pairs and tell them to talk about artists and art they like or don't like. Write this prompt on the board to support them: *I like/don't like... because...*
- Invite different pairs to feed back to the rest of the class.
- Alternatively, do the **Poptropica English World digital activity**.

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 or look at it on the screen: *We're learning about different styles of art. We're also going to describe a self-portrait.* Ask pupils to give their ideas about the meaning of *self-portrait*. Say, *A self-portrait is a drawing or painting of you that you have done yourself.*

24 What can you see in an art gallery? Tell a partner.

- Ask pupils if they have ever visited an art gallery. Encourage them to describe different paintings they might see in an art gallery (e.g. *paintings showing people, showing nature*). To support pupils, you could show them pictures from art galleries that you have sourced from the internet.
- Pupils discuss the question with their partner.
- Invite different pairs to share their ideas with the rest of the class. If they don't know a word in English, tell them to draw the idea on the board and ask the other pupils if they can guess the word.

- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation

25 Read, listen and match.

- Tell pupils that they are going to listen to a girl talking about a visit to an art gallery.
- Draw pupils' attention to the four pictures. Ask, *What can you see?* Invite pupils to describe each picture.
- Play the audio once and ask pupils to follow the text in their books.
- Ask if there are any words they don't understand. Explain the meanings in English and/or in L1 as necessary. (*Abstract* art shows the thoughts or feelings of the artist rather than the exact way that something looks. *Post-impressionism* and *expressionism* are two different styles of art, described simply in the texts. An *etching* is a picture printed from a piece of metal.)
- Play the audio once more and ask pupils to match the paragraphs with the pictures.
- Elicit the answers.

ANSWER KEY 1 c 2 a 3 d 4 b

Practice

26 Complete the sentences. Use the words in bold in Activity 25.

- Ask pupils to read the sentences and then to read the text again, and to choose the correct word from the text to complete the sentences.
- Invite different pupils to read out their completed sentences.

ANSWER KEY

1 abstract 2 etching 3 expressionism
4 post-impressionism 5 detail

27 Choose one of the styles of art from Activity 25. In your notebook, draw a self-portrait in this style of art.

- Ask pupils to look at the pictures in Activity 25 and to choose the style of art which they like the most. Elicit the meaning of *self-portrait* once more. Explain that they are going to draw a self-portrait in the style of art which they have chosen.
- Give pupils time to draw their self-portrait. Encourage them to use colour, if appropriate. You might like to provide a hand mirror for pupils to look at themselves and to check their appearance while they are drawing.

24 What can you see in an art gallery? Tell a partner.

25 Read, listen and match.

Kate is visiting an art gallery. She is looking at self-portraits. Can you match her notes with the paintings?

This is the self-portrait part of the gallery - my favourite!

1 The first portrait is of Pablo Picasso. This is **abstract** art because it uses shapes and lines to make a picture. It has got lots of colour. I think Picasso looks relaxed and happy.

2 My favourite self-portrait is by Van Gogh. This art is called **post-impressionism**. It uses colour with thick paint. In this picture, Van Gogh has got a beard and a moustache.

3 I like Amadeo Modigliani's painting. Its colours are soft and there are no sharp lines. This style is called **expressionism**. This means the paintings try to show what a person feels. I think Amadeo feels happy but also a bit shy.

4 This is a self-portrait by Rembrandt. It isn't a painting. It's an **etching**. There is no colour but there is a lot of **detail**. Rembrandt looks very surprised in this portrait.

26 Complete the sentences. Use the words in bold in Activity 25.

- Bright colours, shapes and lines are a form of ... art.
- An ... doesn't use colour.
- A painting style that shows feelings is called ...
- ... uses thick paint.
- A self-portrait with a lot of ... gives you information about the person.

27 Choose one of the styles of art from Activity 25. In your notebook, draw a self-portrait in this style of art.

28 Talk about your self-portrait with your group.

The style of my self-portrait is: abstract. I like this style of art because it is colourful.

18 Lesson 7

Activity Book page 12

21 Circle the odd word out.

- Explain that each set of words has a specific theme. For each set of words, pupils should circle the word that doesn't belong with the theme.

22 Look, think and write.

- Explain that each of the three pictures is an example of the style of art written in the word box. Pupils study the pictures and match them to the styles of art.
- Elicit the answers, asking pupils to give reasons for their choices.

23 Read and circle.

- Pupils look at the pictures and read the text, choosing the correct words.

24 What do you like about art? Complete the sentences.


- Encourage pupils to think about the question and to complete the sentences in a way that is true for them.
- Invite pupils to share their ideas with the rest of the class.

For Activity Book audioscripts and answer keys see p. 252.

28 Talk about your self-portrait with your group.


- Put pupils into groups of three or four. Pupils take turns to show their self-portraits while their group guesses the style of art.
- Invite a pupil to read aloud the example. Write on the board: *The style of my self-portrait is:.... I like this style of art because it is... . Pupils take turns to describe their self-portrait to the rest of the group. Encourage them to think of interesting and creative reasons for why they like their chosen style of art. Suggest that pupils should support one another by being positive in their responses, saying, *Well done!* and explaining what they like about one another's self-portraits.*

Extension questions

 Write the following questions on the board: *Do the self-portraits look the same or different? How are they the same? How are they different? Which feelings can artists show in their pictures? How can they do this?* Use L1, if necessary.


- Put pupils into pairs. Give them two minutes to think of their answers. They might like to write their ideas in their notebooks.
- Invite different pairs to feed back their ideas to the rest of the class.

Learning adventure

 Ask pupils, *What do you know about different styles of art and self-portraits now?* Give pupils a minute to think of ideas with their partner. Accept any ideas and encourage 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

 Read out a description of an artistic style or an artist from the text on p. 18, e.g. *It uses colour with thick paint (post-impressionism), or The artist looks very surprised (Rembrandt).* Encourage the pupils to name the style of art or the artist.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 8 Pupil's Book page 19 or Poptropica English World

Lesson objective

To understand texts and talk and write about different kinds of families

Cross-cultural focus

To find out about families around the world

Project focus

To find out about friends' families

Target language

husband, argue, grandparents, music practice

Materials

Audio; Learning adventure poster


Optional activity materials

Photocopiables 1.6 & 1.7; photos of husbands and wives

Warm-up

- Pre-teach *husband* and *wife*. (You could show photos of husbands and wives you have sourced from the internet.) Say who you live with, e.g. *I live with my husband, my daughter and my mother*. Write on the board: *I live with my...* Put pupils into groups. Tell them to take turns to tell one another who they live with. When they have finished, invite different pupils to feed back to the class.
- Pre-teach *argue* by miming, emphasising that it's a verbal, not physical, fight.
- Alternatively, do the **Poptropica English World digital activity**.

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 or look at it on the screen: *We're talking and writing about different kinds of families.*

29 What words can you remember for describing people? Tell a partner.

- Put pupils into pairs and ask them to think of words they have learnt to describe people. They can write the words they remember in their notebooks.
- Invite different pairs to feed back to the rest of the class.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation

30 Listen and read. Match the texts with the photos.

- Tell pupils that they are going to read three blogs written by young people about their families, and then match the blogs to the photos.
- Draw pupils' attention to the photos. Ask pupils to predict if the photos show all the people in each young person's family. Tell them that they are going to read to find out.
- Play the audio. Pupils listen and follow in their books. They match the photos and the blogs. Play the audio again, pausing after each blog to elicit which photo matches the blog. Ask pupils if their predictions were correct (1 b, 2 c, 3 a).

Practice

31 Read the blogs again. Answer the questions.

- Put pupils into pairs. They work together to read the questions and then read the blogs to find the specific information. Pupils write the answers in their notebooks.
- When pupils are ready, elicit the answers. Ask them to say where in the text they found the information for each answer.

ANSWER KEY

- 1 His brother. 2 Her mum, dad, granny and grandad. 3 James. 4 She's bossy but nice. 5 He's great. He's very clever. 6 They can be bossy.

Project

32 Find out about your friends' families. Write about them.

- Read the project instructions and check understanding. Focus on the example prompts and explain that pupils are going to follow this model to write descriptions about their friends' families.
- Put pupils into groups of three or four. Invite a pupil to read aloud the list of questions they need to answer when describing their family.
- In their groups, pupils take turns to share their own answers to the questions and describe their families.
- After their turn, pupils find out about other pupil's families in their group. While each pupil speaks, the rest of the group makes notes. Encourage the groups to ask further questions if they need to check.
- When all pupils in a group have described their family, they work on their own to write the descriptions in their notebooks or on pieces of paper. They then work together as a group to create a presentation.

Wider World

Families of the world

29 What words can you remember for describing people? Tell a partner.

30 Listen and read. Match the texts with the photos.

1 **Kyle, 12, United Kingdom**
In the United Kingdom, we've got a lot of different families - some are big and some are small. My family is very big now. My mum's got a new husband and he's great. He's very clever and he helps me with my homework. He's got a son, too, so now I've got a brother. We play football together every Saturday. We argue but after five minutes, it's all OK! He's my brother and we're good friends.

2 **Lang, 11, China**
A lot of families here in China have got only one child. My friends and I haven't got brothers or sisters but we aren't sad. Brothers and sisters can be busy! We've got a good life and we've got very good friends. I live with my mum and dad, and my granny and grandpa. It's fun because my grandparents play games with me. They are also very helpful. I love my small family.

3 **James, 10, United States**
I live in the United States. Our house is big. We've got a very big kitchen and there are four bathrooms in the house. My friends have got small families but I've got a mum and dad. There are three sisters and three brothers. Big families are great! In my family the big children help the small children. My sister, Jill, is 17 and she helps me with my homework and music practice. She's busy but she's nice, too.

31 Read the blogs again. Answer the questions.

- Who does Kyle play football with?
- Who does Lang live with?
- Who lives in a big house?
- What is James's sister Jill like?
- What is Kyle's mother's husband like?
- How does Lang describe brothers and sisters?

32 Find out about your friends' families. Write about them.

HOME SCHOOL LINK
Describe your friends' families to your family.


PROJECT BOX

- Share information about your family. Answer these questions:
• Who is in your family? • What do they look like? • What are they like?
- Find out about your friends' families. Make notes.
- Create your presentation about your friends' families.
- Present your findings to the class.

Tom has got a big/small family.
 He has got ...
 His mother has got ...
 She is ...

Lesson 8

- Each group presents their findings to the class. Ensure that each pupil in the group has a chance to present one of the descriptions. Encourage pupils to be creative in their presentation, using technology as appropriate.
- As an extension, you could make an 'Our families' class poster, including pupils' descriptions with photos or drawings.

 Give pupils feedback about their project. Make sure that they have answered all the questions in sufficient depth, and have written clear descriptions. Praise good content, correct spelling and punctuation, and a creative presentation.

Home-School link

- Read the instruction with the class: *Describe your friends' families to your family.* Ask pupils to do this at home. Explain that you will be asking them for feedback at the start of the next lesson.

Activity Book page 13

25 Look, read and match.

- Make sure that pupils understand the meaning of *take care of*, e.g. *The people who take care of you are the people who give you a home and food.*
- Pupils look at the photos and read the bullet points in each text. Then they match the photos and the texts.

- Elicit the answers, asking pupils to give reasons.

26 Look at Activity 25 and complete the paragraph.


- Explain to pupils that they should choose one of the families in Activity 25 to write about.
- Pupils first read the prompts in the paragraph and then read again the text about the family they have chosen. They work on their own to complete the paragraph.

27 Write answers for you.


- Invite different pupils to read aloud the questions. Explain that *look after* means the same as *take care of*, e.g. *The people who look after you are the people who give you a home and food.* Check that pupils understand what it means to *talk about problems*.
- Pupils work on their own to answer the questions about their families. Then they take turns with a partner to read out their answers.

For Activity Book audioscripts and answer keys see p. 252.

Learning adventure

-  Ask pupils, *What do you know about different kinds of families now?* Give pupils a minute to think of ideas with their partner. Accept any ideas and encourage discussion.
- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words and phrases they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

-  Invite different pupils to say the things they like about big families and the things they like about small families. Then invite them to say the things they don't like about big families and the things they don't like about small families.
- Have a class vote to find out if pupils would rather be in a big family or a small family.
- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils an extra homework activity on **Poptropica English World**.

Lesson 9 Pupil's Book page 20 or Poptropica English World

Lesson objective

To understand and write a friendly email

Writing focus

To use capital letters correctly and accurate punctuation


Materials

Audio; Learning adventure poster

Warm-up

- Ask pupils for feedback on their homework task of describing their friends' families to their own families. Invite different pupils to tell the class what they said at home.
- Then ask pupils, *How many words for personality characteristics can you remember?* Write words that pupils suggest on the board, e.g. *lazy, sporty, helpful, talkative*.
- Say a simple definition for each of the personality characteristics for the class to guess, e.g. *I don't like doing sport. I like sitting on the sofa all day. (You're lazy!), I like playing tennis and football, (You're sporty!), etc.* In a more confident class, you could ask pupils to come to the front of the class and give their own descriptions for their classmates to guess.
- Alternatively, do the **Poptropica English World digital activity**.

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 or look at it on the screen: *We're learning to write a friendly email.*

- Ask, *Do you send a lot of emails? Who do you send emails to? When do you send an email?* Elicit responses.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're already moving along your learning adventure!*

Presentation

READ

 **33** Read and complete Greg's email. Then listen and check.

- Ask pupils to look at the photos and read the labels. Then ask them to look at the email and ask, *Who is writing the email? (Greg), Who is Greg writing to? (Matt), Who do you think Matt is? (pupils' own ideas – he might be Greg's friend, a member of Greg's family or Greg's classmate).* Have a class discussion about who pupils think the Torres family are.

- Invite a pupil to read aloud the words in the box. Put pupils into pairs. Explain that they are going to work together to read the email and to complete it, using the words from the box.
- When the pairs have finished, play the audio, pausing so that they can check their answers.

ANSWER KEY

1 friendly 2 clever 3 long 4 funny 5 bossy
6 kind

Practice

THINK

34 Look at Greg's email again. Put sentences a–e in the correct order.

- Ask pupils to look at the email in Activity 33 again. Explain that when we write an email we usually follow a specific order so that it is easy for someone to read and understand the email.
- Invite different pupils to read aloud the individual sentences a–e. Explain that each sentence refers to a different part of the email.
- Pupils match the sentences to the different parts of the email in Activity 33. They write the correct order of the parts a–e in their notebooks.
- When pupils are ready, elicit which sentence describes the first part of the email (*b – Greg says hello to Matt*), the second part of the email, and so on. For each part, invite pupils to read out the corresponding section in the email.

ANSWER KEY

b Greg says hello to Matt.
c Greg says where he is and who he is staying with.
a Greg describes who he is staying with.
e Greg says what he is doing today.
d Greg says goodbye to Matt.

PLAN

35 Imagine you are staying with a family in another country. Work with a partner to answer these questions:

- Put pupils into pairs. Invite different pupils to read out the questions. Explain that pairs are going to work together to discuss their ideas. They can answer the questions differently, but they need to develop their ideas for each of the four questions. Ask them to take notes.

Lesson 10 Pupil's Book page 21 or Poptropica English World

Lesson objective

To assess what they have learnt in Unit 1

Materials

Audio; Wordcards – Physical characteristics, Personality characteristics; Learning adventure poster; Test Booklet pp. 8–11 (Unit 1)

Optional activity materials

Clothing and accessories in various styles, including wigs if possible

Warm-up

- This is a self-assessment lesson. Tell pupils that the activities in this lesson will show what they have learnt in this unit.
- Divide the class into two teams. Place the wordcards for physical characteristics on one side of the board and the wordcards for personality characteristics on the other side of the board.
- Explain that the teams take turns to make a sentence about a fictional person which includes a word from each set of cards, e.g. *(Name) has long dark hair and is helpful*. One pupil from each team comes to the front of the class to say the team's sentence. Award one point for each correct sentence. Continue until all the words on the board have been used in sentences.
- Alternatively, do the **Poptropica English World digital activity**.

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 or look at it on the screen: *We're thinking about our learning adventure.*

- Ask, *How many words to describe physical characteristics and personality characteristics 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.
- Invite pupils to use this lesson's activities as an opportunity to reflect on whether or not they need additional practice in any of the learning objectives.

Practice



37 Listen and choose the letter.

- Explain to pupils that they are going to listen to different people describing physical and personality characteristics of members of their family.

- Gives pupils time to look at the pictures before they listen and think what words may come up in the audio.
- Play the audio. Pupils listen and find the correct picture for each description.

Audioscript

CD1, Track 31

- 1 My mum and dad love animals. My mum has got long blonde hair and my dad has got a moustache.
- 2 My dad is very sporty. He's bald too.
- 3 My grandad has got grey hair and glasses. He thinks I'm very clever.
- 4 My friends are talkative. I like them because they're friendly and kind.

ANSWER KEY 1 b 2 c 3 a 4 d

38 Read and choose. Then ask and answer.

- Pupils work on their own to read the questions and answers and to choose the correct option.
- Put pupils into pairs. They compare their choices and then take turns to ask and answer.
- Check answers as a class.

ANSWER KEY

- 1 What do they look like? 2 What's he like? 3 What does she look like?

39 Complete the sentences in your notebook.

- Explain that the sentences contain clues about the missing personality adjective.
- Pupils work on their own to write the sentences in their notebooks.
- When pupils have finished, ask them to swap their books with a partner and to check their work. Then elicit the answers from the class.

ANSWER KEY

- 1 sporty 2 talkative 3 clever 4 bossy 5 shy

40 Write answers in your notebook. Then ask and answer.

- Invite different pupils to read aloud the questions. Explain to pupils that they should answer the questions about themselves. Explain that this is an opportunity for them to demonstrate their understanding and mastery of this unit's vocabulary and grammar.
- Give pupils time to think about their answers and to write them in their notebooks.
- Put pupils into pairs. They take turns to ask and answer each question.

17 Listen and choose the letter.

18 Read and choose. Then ask and answer.

19 Complete the sentences in your notebook.

20 Write answers in your notebook. Then ask and answer.

I CAN
I can ask and answer about what someone looks like.
I can talk about what someone is like.
I can write a friendly email.

Lesson 10

Activity Book page 15

30 Read and match.

- Pupils match the words in the box with the definitions.

31 Listen and complete.

- Pupils can either work on their own or in pairs. Ask them to read the words in the box and the text. Ask them to try to match the words with the gaps in the text before listening.
- Play the audio. Pupils complete the text.
- Elicit the answers and ask pupils if their predictions were correct.

32 Think about a friend. Answer the questions.

- Tell pupils to choose a friend to write about.
- When they have finished, invite different pupils to read aloud their descriptions to the class.

Activity Book page 95 (Extra practice)

1 Put the letters in order to make words.

- Explain that all of the words describe physical characteristics or personality characteristics. Pupils reorder the letters to make the words.

2 Think about a family member. Answer the questions.

- Tell pupils to choose a family member to write about.

3 Read and find the mistakes. Then write correct sentences.

- Review *is/are* and *has/have got*. Model the example with the class, to make sure they understand that the mistakes are in the grammar.

For Activity Book audioscripts and answer keys see p. 252.

Learning adventure

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

- Pupils say the *I can* statements in the Pupil's Book and point at the faces to represent how confident they feel about each learning objective. Then, for each statement, they tick below the appropriate face in the Activity Book.
- Refer pupils to the learning adventure poster and ask them, *Where are you now in your learning adventure?* Encourage pupils to discuss their progress, and say, *Well done!* to give them positive reinforcement.

Pop quiz

Put pupils into groups of four. Write these questions on the board: *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 their groups, pupils discuss their answers to the questions.
- Groups share their answers with the class.
- Alternatively, do the **Poptropica English World digital activity**.

Go to **Poptropica English World** to do an extra self-assessment activity here.

Assign pupils an extra homework activity on **Poptropica English World**.