

Unit 1

Overview

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Question words: <i>Who, What, When, Where, Which, Why, How</i> • Descriptions • Present continuous • Present simple vs Present continuous • Adverbs of manner 	<ul style="list-style-type: none"> • Adjectives: Body type: <i>athletic, heavy, short, tall, thin</i>; Complexion: <i>dark, fair, freckles, pale, tanned</i>; Hair: <i>curly, long, short, straight, wavy</i>; Personality: <i>lazy, funny, outgoing, shy, talkative</i> • Free-time activities: <i>dance, hang out, play basketball/chess/football</i> • Adverbs: <i>angrily, happily, loudly, nervously, politely, quickly, quietly, sadly, sleepily, slowly</i> 	<ul style="list-style-type: none"> • Phonics: <i>-air, -are, -ear</i> sound: <i>fair, dare, pear</i> 	<ul style="list-style-type: none"> • Question words • Present continuous • Adjectives

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To learn to form questions correctly • To learn to use different adjectives to describe different features • To review the Present continuous • To compare when to use the Present simple and the Present continuous • To learn to use adverbs 	<ul style="list-style-type: none"> • To describe the qualities of a best friend • To describe someone physically • To describe someone's personality • To describe events happening at the moment • To make comparisons • To describe how things are being done
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in a more confident way • To build and expand on the vocabulary already known • To learn language to describe people and activities 	<ul style="list-style-type: none"> • To highlight and practise the <i>air</i> sound • To differentiate between alternative spellings for <i>air</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To ask and answer questions about friends • To speculate about activities • To join in with a song • To say what people are doing and how they are doing it 	<ul style="list-style-type: none"> • To show understanding by matching text with pictures • To follow and understand a story • To understand abbreviated text speech • To be able to sequence events in a story • To read words with the same sound but different spellings • To read and understand a survey • To understand options in a quiz
Listening	Writing
<ul style="list-style-type: none"> • To recognise sounds and associate them with an activity • To follow and understand a story • To differentiate between words in a song • To listen and write questions 	<ul style="list-style-type: none"> • To complete a table and sentences with adjectives • To write a brief message using various models as a guide • To complete a graph • To write a card for a friend • To use picture clues to write about a girl's habits

Assessment criteria


- Check children can identify, understand and produce question words, *be* and adjectives, Present continuous, Present simple and Present continuous with *usually* and *but*, Present continuous and adverbs of manner.
- Check children can identify, understand and produce friendship verbs, appearance adjectives, personality adjectives, activities and adverbs of manner.
- Check children can discuss friendships, compare what they usually do with what they're doing now and describe how something is done.

Materials


- **Teacher's i-book**
- **Student's Book 4 CD 1**
- **Teacher's Resource Book 4**
Grammar worksheets Unit 1, pages 4-5: Lesson 7
Vocabulary worksheets Unit 1, pages 26-27: Lesson 7
Reading worksheet Unit 1, page 48: Lesson 6
Writing worksheet Unit 1, page 60: Lesson 4
Speaking worksheet Unit 1, page 72: Lesson 8
Listening worksheet Unit 1, page 82: Lesson 4
Test Unit 1, pages 110-113: Unit 1 Review
- **Flashcards Unit 1**
- **Poster Unit 1**
- **Extra**
Magazines Pictures from magazines
Scissors or the Internet of people
Sheets of paper doing different activities
Pieces of paper with Card Tin foil
endings *-air, -are, -ear* Sellotape Pens


Go digital!


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in  **Lead-in** and  provide a digital alternative to introduce the children to lessons. See **lessons 3, 9** and **Review** of this unit.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content. See **lessons 4, 7** and **8** of this unit.

 Provides a visual grammar presentation. See **lessons 1, 2, 3, 4** and **7** of this unit.

 Provides extra interactive practice which can be used for Fast finishers or as a Wrap up activity. Alternatively, it can be used as homework. See **lessons 1, 2, 3, 4, 6, 7** and **8** of this unit.

 Audiovisual material is provided in **lessons 9** and **10** of this unit.

The unit review pages also include additional **Speaking** activities to reinforce the unit content. See **Review** of this unit.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.

Use the **Interactive Routines Poster** at the beginning of each lesson.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 17-23

Key competences



Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to compare what you usually do with what you're doing now. Children learn grammar rules, vocabulary and phonics for pronunciation.



Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world. Children learn to express percentages in a graph.



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition using video and the interactive whiteboard material and ICT.



Social and civic competence

Children learn basic social interaction patterns and social conventions. Children learn about friendship and about Friendship Day.



Cultural awareness and expression

Children develop drawing, colouring skills and creativity. Children learn about cultural diversity.



Competence in learning to learn

Children assume control over their own learning.



Sense of initiative and entrepreneurship

Children develop abilities like critical reflection, decision-making and independent actions.

Unit 1

Friends

Lesson 1



1 Tick (✓) five characteristics that are important to you in a friend.

A good friend...

- | | |
|--|--|
| <input type="checkbox"/> shares your interests. | <input type="checkbox"/> makes you feel happy. |
| <input type="checkbox"/> makes you laugh. | <input type="checkbox"/> has all the latest video games. |
| <input type="checkbox"/> never argues with you. | <input type="checkbox"/> doesn't talk about you to other people. |
| <input type="checkbox"/> is somebody you can trust. | <input type="checkbox"/> is a good listener. |
| <input type="checkbox"/> doesn't tell your secrets. | <input type="checkbox"/> always tells you the truth. |
| <input type="checkbox"/> listens to all your problems. | <input type="checkbox"/> never forgets your birthday. |



2 Listen and write the question words.

My best friend!

- _____ is your best friend, Dylan?
It's Luke!
- _____ often do you see each other?
We see each other once a week.
- _____ do you usually meet?
We meet at the weekend.
- _____ do you hang out together?
We hang out at my house.
- _____ do you eat and drink?
We eat pizza and drink fruit juice.
- _____ games do you play?
We play football, chess and video games.
- _____ is your favourite music?
We like pop music.
- _____ do you like your friend?
I like him because he's really funny.



Grammar

Who, What, When, Where,
Which, Why, How



3 Ask a classmate about his or her best friend.



10



Key competence



Discuss the importance of friends. Friendships help children develop emotionally and morally.



Children learn to identify the unit vocabulary and learn basic listening comprehension skills.



In sharing information about friends, children reinforce social skills.

Continuous assessment

Ask them to tell you if they think they have good friends.

Check children show comprehension by asking questions about the text.

Monitor the activity and check participation.

Language objectives

Grammar

- Question words

Vocabulary

- *best friends, problems, secrets, trust*

Functions

- Describe the qualities of a best friend

Skills objectives

Speaking

- Ask and answer questions about friends

Listening

- Recognise question words

Reading

- Show understanding of a text

Writing

- Write question words

Materials

- Teacher's i-book
- Student's Book 4 CD 1

Attention to diversity

Be sure to treat the area of friendship sensitively and encourage a caring atmosphere within the classroom.

Warmer

Write *Friends* on the board and elicit the meaning. Invite volunteers to complete a word map on the board with words they associate with friends: *fun, play games, laugh, happy*.

Lead-in

Ask the children to think about all their friends, those from school and those from home. Do they have others? And if so, how do they know them?

1 Children tick (✓) five characteristics that are important to them in a friend.

Values: Write the expression *Give and take* and tell the children that friendship should be about giving and taking. Ask children about situations in which they have worked together or in which the help of others was necessary but not forthcoming.

Answers

Child's own writing

Optional extra: Ask children to state other qualities for a good friend. Write them on the board. As a class, decide together which suggestions are least and most important.

2 Children listen and write the question words.

Answers

Who, How, When, Where, What, Which, What, Why



Visual grammar presentation

3 Children ask a classmate about his or her best friend.

Answers

Child's own answers

Optional extra: Invite volunteers to talk about their partner's best friend.

Fast finishers

The children write some sentences about one of their good friends.

Wrap up

Divide the class into four teams and ask one member from each team to line up at the board. Say an answer to a question: *My dog's name is Ruby*. The children race to write the correct question word on the board: *What?* Teams get a point for each correct question word and an extra point if they can then say the entire question correctly.



Children play a fun game matching the questions with the answers to consolidate the learning points for question words. This activity can be set up between two or more teams.

Optional extra: For further practice, cover the answers using the spotlight in **Richmond i-tools** and ask children to answer the questions for them.

Initial evaluation

Ask the children to write seven questions for you, each time using a different question word. Let the children take turns to ask you a question from their list.



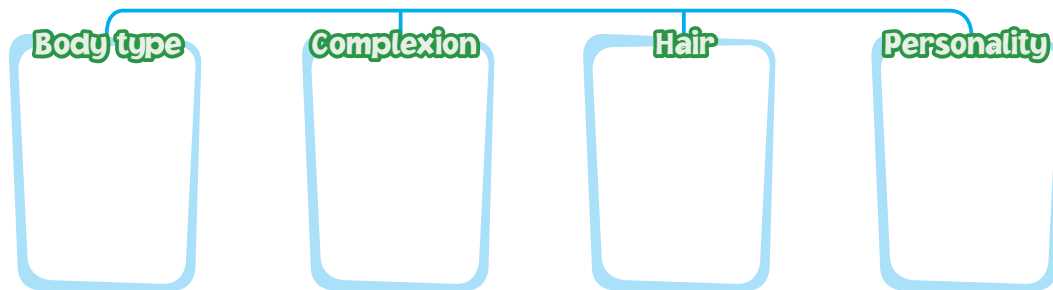
At home

- Activity Book 4 page 10



1 Read and categorise the words.

athletic curly dark fair freckles funny heavy lazy long outgoing
pale short shy straight talkative tall tanned thin wavy



2 Complete the table about your best friend. Draw a picture.

My best friend	
Name	
Appearance	
Personality	

Grammar
She's tall. She's shy.
She's got dark, curly hair.



3 Complete the sentences about your friend.

1. My friend is _____.
2. He's / she's got _____.
3. I like my friend because he / she _____.



Key competence



Explain that categorising words is a strategy that helps them to memorise words.



Drawing allows children to express emotions, experience autonomy and build confidence.



Writing activities develop transcription skills (spelling, handwriting) and composition skills using grammar structures to articulate ideas.

Continuous assessment

Ask them to say the words in each category out loud.

Try to get children to express their own point of view through their drawing.

Ask the children to revise and evaluate their writing.

Language objectives

Grammar

- Descriptions

Vocabulary

- Adjectives: Body type: *athletic, heavy, short, tall, thin*; Complexion: *dark, fair, freckles, pale, tanned*; Hair: *curly, long, short, straight, wavy*; Personality: *lazy, funny, outgoing, shy, talkative*

Functions

- Describe someone physically
- Describe someone's personality

Skills objectives

Reading

- Categorise adjectives

Writing

- Complete a table and sentences with adjectives

Materials

- **Teacher's i-book**
- Magazines
- Scissors
- One sheet of paper for each child

Warmer

Invite four children out to the front and describe one of them. Let the rest of the class guess who you are describing.

Lead-in

Tell the children to open their books and look at the word box. Read out the words in random order and tell the children to point to them as they hear them. Say the words with silly voices to make it more fun. Next, explain the meanings of any unknown words. Invite a volunteer to the front and describe their hair, complexion, body and personality using the words in the box. Repeat with another volunteer but get the class to help you.

1 Children read and categorise the words.

Answers

Body type: athletic, heavy, short, tall, thin

Complexion: dark, fair, freckles, pale, tanned

Hair: curly, dark, fair, long, short, straight, wavy

Personality: funny, lazy, outgoing, shy, talkative

Optional extra: Tell the children to choose five of the adjectives and to write them with scrambled letters. Divide the class into pairs and tell them to exchange lists and try to rewrite each other's words correctly.

2 Children complete the table about their best friend. They draw a picture.

Answers

Child's own writing and drawing

Optional extra: Give out the magazines and tell each child to cut out a picture of a person. Then form small groups and let them take turns describing their person to the group: *This woman is tall and athletic. She is outgoing and she likes sports.* Encourage them to invent personal information about the person to expand on their descriptions.



Visual grammar presentation

3 Children complete the sentences about their friend.

Answers

Child's own writing

Optional extra: Tell the children to imagine that there is a new child in the class from another country. Give out paper and tell them to draw a picture of the child. Then they should write a description using at least eight words from this lesson. When they finish, get them to exchange descriptions and check each other's work. Invite volunteers to present their new friends to the class.

Wrap up

Play a game of *I spy* based on the children in the class. Say: *I spy someone with long straight hair who is very talkative.* Whoever guesses can take the next turn to describe someone.



Children play a fun game choosing the correct words for each of the following categories: *Body type, Complexion, Hair, Personality.*

Optional extra: Play a memory game with the children. Use the spotlight in the **Richmond i-tools** to cover some of the words and play **What's missing?** Alternatively, open **My notes** and ask the children for more words of each category. Write them on the IWB using the **Richmond i-tools**.

Continuous assessment

Give each child a photo of someone from a magazine and ask them to write a brief description of the person including imaginary personality details.



At home

- **Activity Book 4** page 11

Unit 1

Lesson 3



1 Read the blog and number the pictures.

World Friends Exchange Blog

The website for long-distance friends!

Hi,
What are you doing now? Send me a picture and let me know! *Emily*

1. Hi, Emily. I'm playing chess with my friend. She's beating me! *Alessandro*
2. I'm in the garden with my brother. We're washing our dog. He's helping me. *James*
3. I'm not doing my homework! I'm hanging out with my friends. We're dancing! *Alyssa*
4. I'm trying to play my guitar. I can't do it! *Jared*
5. Hi, Emily. I'm reading my text messages. But what are you doing? *Sophia*
6. Hi, Sophia. I'm sitting at my computer reading the great messages from all of you! *Emily*



2 Write your own message. Draw a picture.



Grammar

What **are** you **doing**?
I'm **playing** chess with my friend.
I'm **not doing** my homework!



3 Listen to the sounds. Say what is happening.

I think they're playing football.

I think they're playing basketball.



12 More practice

Key competence

- Discuss how computers can be used to communicate and also to retrieve, store, present and exchange information.
- Children develop their writing skills with previously studied vocabulary with and structures.
- Children practise strategic thinking to identify sounds.

Continuous assessment

- Ask children if they use the Internet and how they use it.
- Monitor if the messages are grammatically correct.
- Ask them to explain which clues were important to understand the context of the listening.

Language objectives

Grammar

- Present continuous

Vocabulary

- *dance, hang out, play basketball/chess/football*

Functions

- Describe events happening at the moment
- Speculate about what is happening

Skills objectives

Speaking

- Speculate about activities

Listening

- Recognise sounds and associate them with an activity

Reading

- Show understanding by matching text with photos

Writing


- Write a brief message using various models as a guide

Materials

- Teacher's i-book
- Student's Book 4 CD 1
- Flashcards Unit 1


Warmer

Display the unit 1 **flashcards** one by one and elicit what the people are doing. Encourage the children to use the Present continuous.

 Use the **i-flashcards** to introduce the new vocabulary. Encourage the children to use the Present continuous when describing them. Then open the **i-poster**. Children drag the words to the correct place.

Lead-in

Explain that a blog is a website where people can write about themselves for other people to read and make comments. Ask if anyone has read or written on a blog.

 Open the **lead-in** activity. Children look at the pictures and drag the correct verb to complete the sentences in the Present continuous.

1 Children read the blog and number the pictures.

Answers

(pictures from top to bottom) 2, 6, 4, 3, 1, 5

Optional extra: Put the children into groups. Let them take turns to mime the activities from the blog while the others guess who they are pretending to be.

2 Children write their own message. They draw a picture.


Answers

Child's own writing and drawing

Optional extra: Put the children into groups. Tell them to imagine they are a famous actor, someone on holiday, an explorer etc. They then take turns to tell the people in their group what they are doing now.



Visual grammar presentation

3  Children listen to the sounds. They say what is happening.

Answers

1 playing basketball 2 surfing TV channels 3 swimming
4 frying an egg 5 singing in the shower 6 raining

Optional extra: Put the children in groups and tell them to prepare a mime of an action. The rest of the class say what they think they are doing.

Wrap up

Play a variation of *Simon says!* Tell the children to mime the actions you say only when preceded by *Simon is*, for example: *Simon is writing a text message. Simon is playing chess.* If they mime when you do not mention *Simon* then they are eliminated from the game.



Use the **Vocabulary Game Generator** to review the key vocabulary covered in the lesson. See page 22 for games instructions and ideas.



Children take a quiz choosing the correct words to complete the sentences, which will help them consolidate the learning points for the present continuous.

Optional extra: Use the spotlight in the **Richmond i-tools** to cover the answers and encourage the children to complete the sentences. Reveal the answers one by one to validate.

Continuous assessment

Children draw pictures of people doing activities and say what they are doing.



At home

- Activity Book 4 page 12



1 Read and number.

SCHOOLWEB

Hi there!
My name's Ricardo, but my friends call me Ricky. I'm on a school exchange trip in Canada. Have a look at my photos!

1. I usually wear trainers to school, but today I'm wearing snow boots!
2. I usually play football after school in the park, but here I'm playing hockey.
3. I often have fruit and eggs for breakfast, but this morning I'm having toast!
4. I often go to the beach at the weekend, but today we're making a snowman!

Grammar
I **usually wear** trainers to school, **but today I'm wearing** snow boots!



2 Write about the people.

person	usually	today
Eric	watch TV in the evening	visit his friend
Cary	ride a horse	ride a bicycle
My grandmother	eat cake in the afternoon	eat pizza
We	have school on Fridays	go to the mountains

1. Eric usually watches TV in the evening, but today he's visiting his friend.
2. _____
3. _____
4. _____



3 Write sentences about you.



More practice **13**

Key competence

- DC Children learn about one use of the computer: a school website.
- LL Visual learning helps children to organise and analyse information. Boxes, tables and diagrams help them to understand, integrate and remember information.
- IE This activity helps children reflect on build their own personal identity.

Continuous assessment

- Ask children if they know about potential risks of the Internet.
- Make sure that their sentences make sense with the information in the table.
- Check if they can describe themselves.

Language objectives

Grammar

- Present simple vs Present continuous

Vocabulary

- *beach, eggs, football, hockey, snow boots, snowman, toast, trainers*

Functions

- Make comparisons

Skills objectives

Listening

- Make comparisons based on a model sentence

Reading

- Show understanding by matching text with pictures

Materials

- Teacher's i-book
- Teacher's Resource Book 4

Warmer

Write the word *usually* on the board. Elicit its meaning: *frequently* or *regularly*. Ask the children to say what they usually have for breakfast, do in the evening, wear to school.

Lead-in

Say: *I don't usually wear (a hat) to school, but today I'm wearing (this silly hat)*. Encourage the class to discuss things that are different from their routines.

1 Children read and number.

Answers

1 picture 4 2 picture 3 3 picture 2 4 picture 1

Optional extra: On the board write *routine* in blue and write *now* in red. Then write: *I usually play tennis on Saturdays but today I'm playing basketball*. Ask a volunteer to come and circle the verb which is used for a routine in blue (*play*) and another to circle the verb showing something is happening now in red (*playing*). Get the children to circle the verbs in their books using blue and red.

2 Children write about the people.

Answers

2 Cary usually rides a horse, but today she is riding a bicycle. 3 My grandmother usually eats cake in the afternoon, but today she is eating pizza. 4 We usually have school on Fridays, but today we are going to the mountains.

Optional extra: Brainstorm activities with the class and write them on the board. Ask the children to choose any two activities and to make a comparative sentence.



Visual grammar presentation

Touch to open the extra Grammar activity. Children listen to the sentences, look at the information on the table, and choose true or false.

Optional extra: Children make sentences using the information from the table: Lisa *usually cooks dinner on Sundays, but today she's going to a restaurant*. Ask a volunteer to write the sentences on the IWB using the **Richmond i-tools**.

3 Children write sentences about themselves.

Answers

Child's own writing

Optional extra: Tell the children to imagine they are someone famous and to write two comparative sentences about themselves. Encourage them to be inventive and make fun sentences.

Wrap up

Write a short blog post on the board: *Hi! Today our English class is very different! We usually (study English), but today we're (studying Chinese)*. Ask the children to suggest other unusual ideas as comments under the post: *We usually sit at desks, but today we're sitting on the floor*. Encourage everyone to participate.

Use the **Vocabulary Game Generator** to review the key vocabulary covered in previous lessons. See page 22 for games instructions and ideas.



Children play a fun game choosing the correct verbs to complete the sentences, which will help them consolidate the learning points for the Present simple and the Present continuous with *usually* and *but*.

Continuous assessment

Teacher's Resource Book 4: Writing worksheet Unit 1, Listening worksheet Unit 1

Optional extra: Ask the children to write three comparative sentences, one about themselves (I), one about an imaginary person (he/she) and one about their family (we).



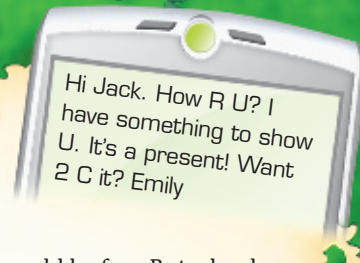
At home

- Activity Book 4 page 13

THE TIME EXPLORERS

Part 1

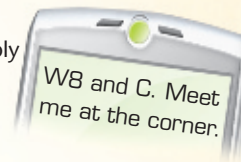
Jack looks at the books and magazines on his bedroom floor. Then he looks at his computer and all his computer games. Finally, he looks out of the window. It's another cloudy day. And he's bored. Bored, bored, bored! He wants to do something, something different, something exciting... but what? He hears a beep. It's his mobile phone. Maybe there's an interesting message!



Jack smiles. This could be fun. But why does Emily have a present? It isn't her birthday. He writes a message and sends it.



Her reply says:



Ten minutes later, Jack is outside and waiting for Emily. He's wearing a jacket, but he still feels cold. Then he sees her.

'Hi, Jack!' Emily is carrying a strange metal object. It's a stick with a flat dish on the end of it. It looks old and... well, a bit silly.

'What's that?' asks Jack. 'Is that your present?'

'Yes, it is,' says Emily. 'It's a metal detector. It was my dad's. I found it in the garage and he gave it to me.'

'It looks strange. What does it do?' Jack asks.

'It finds metal. We can find old things from the past!'

Jack isn't impressed.



1 1.6 Read and listen to the story.

2 Read and circle true (T) or false (F).

- | | |
|--|-------|
| 1. Jack doesn't know what to do. | T / F |
| 2. He gets a phone call from Emily. | T / F |
| 3. It's Emily's birthday. | T / F |
| 4. The metal detector was a gift from Emily's brother. | T / F |
| 5. The metal detector was in the garage. | T / F |
| 6. Jack thinks the metal detector is great. | T / F |

14

Key competence



The story provides a basis for discussion and reflection about how exciting is to play with friends, exploring the world outside instead of playing computer games all day.



At this age children improve reading and listening strategies by paying direct attention and concentrating to capture general comprehension or using selective attention for specific aspects or questions.

Continuous assessment

Ask the children their opinions about computer games.

Ask children to point out where they found the answer in the story.

Language objectives

Vocabulary

- *bored, hourglass, impressed, metal detector*

Skills objectives

Listening

- Follow and understand a story

Reading

- Follow and understand a story
- Understand abbreviated text speech

Materials

- Teacher's i-book
- Student's Book 4 CD 1

Warmer

Write the word *Explorer* on the board. Invite the class to explain what an explorer is: *A person who investigates new places or things.* Encourage them to discuss things or places that they want to explore.

Lead-in

Write on the board some simple phone messages with abbreviations. Do not write the answers: CU L8R (see you later), XOXO (hugs and kisses), LOL (laughing out loud), GR8 (great). Divide the class into pairs and ask the children to decipher the messages. Encourage them to say the letters and numbers aloud and listen to the words. Elicit the guesses and write the answers on the board. Leave the list on the board for later use.

1 1.6 Children read and listen to the story.

Optional extra: Ask about the picture of the hourglass in the title – explain that it is used to measure time. Ask comprehension questions: *Where is Jack? Whose birthday is it? What is Emily's present? What does Jack think about it?*



Touch the Reading text to open the **i-story** in a new window. Read and listen to the story with the children.

Hot spots: **metal detector - beep - knight - shrug - weed.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and circle *true (T)* or *false (F)*.

Answers

1 T 2 F 3 F 4 F 5 T 6 F

Optional extra: Have children brainstorm a list of things in the classroom or at home that a metal detector can find. Write suggestions on the board. Go over the list together and confirm that the items are made of metal. Encourage the children to say which would be fun to find in the future.

Fast finishers

The children read the story quietly.

Wrap up

Add a few more text abbreviations to the list on the board and encourage the children to guess what they mean:

Text abbreviation	Meaning
UR funny	You are funny.
Don't W8 4 me!	Don't wait for me!
RU there?	Are you there?

Invite children to write their own text messages. Have them give their messages to a classmate to decipher.

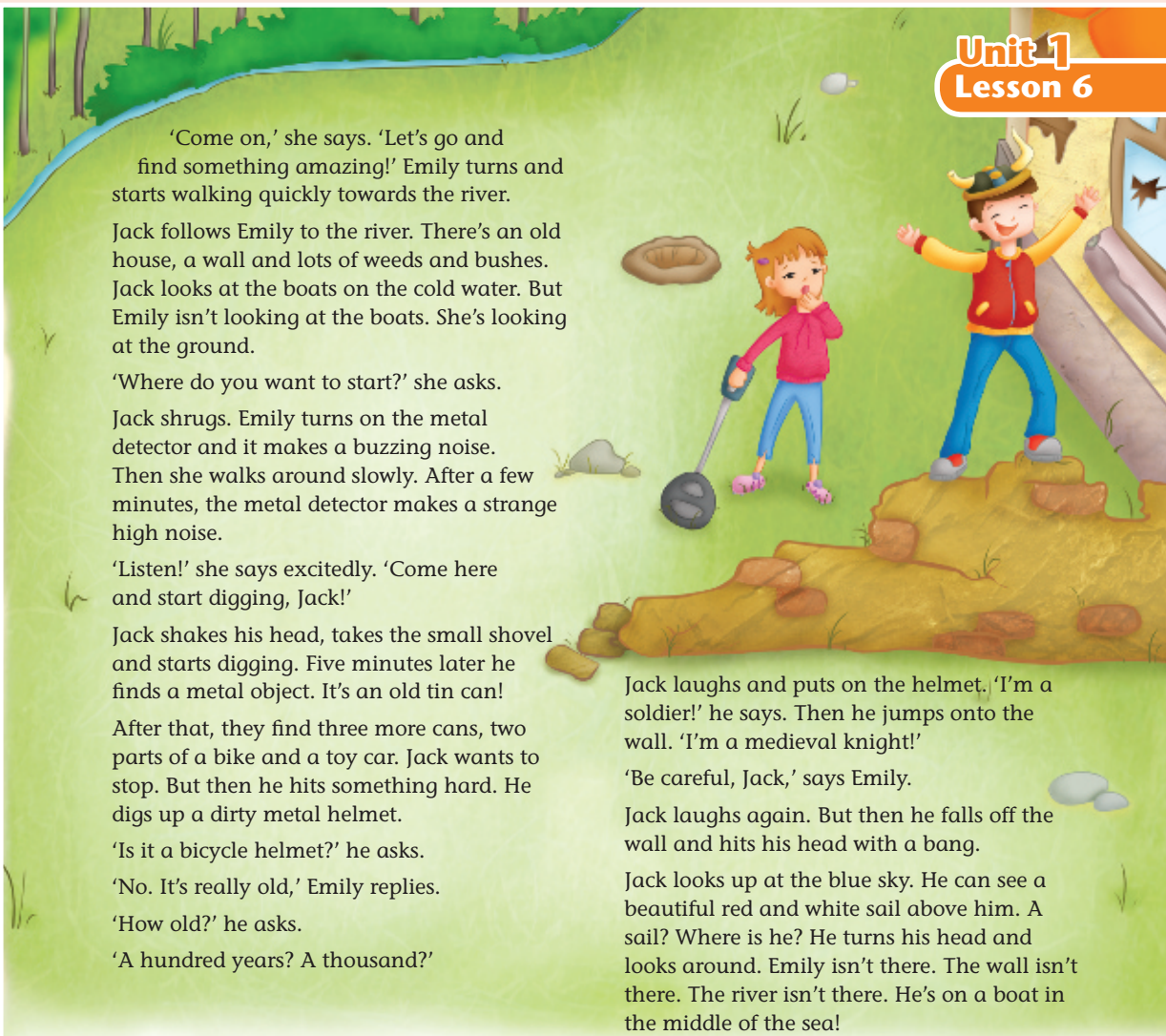
Continuous assessment

Ask the children to correct the false statements from activity 2.



At home

- Activity Book 4 page 14



'Come on,' she says. 'Let's go and find something amazing!' Emily turns and starts walking quickly towards the river.

Jack follows Emily to the river. There's an old house, a wall and lots of weeds and bushes. Jack looks at the boats on the cold water. But Emily isn't looking at the boats. She's looking at the ground.

'Where do you want to start?' she asks.

Jack shrugs. Emily turns on the metal detector and it makes a buzzing noise. Then she walks around slowly. After a few minutes, the metal detector makes a strange high noise.

'Listen!' she says excitedly. 'Come here and start digging, Jack!'

Jack shakes his head, takes the small shovel and starts digging. Five minutes later he finds a metal object. It's an old tin can!

After that, they find three more cans, two parts of a bike and a toy car. Jack wants to stop. But then he hits something hard. He digs up a dirty metal helmet.

'Is it a bicycle helmet?' he asks.

'No. It's really old,' Emily replies.

'How old?' he asks.

'A hundred years? A thousand?'

Jack laughs and puts on the helmet. 'I'm a soldier!' he says. Then he jumps onto the wall. 'I'm a medieval knight!'

'Be careful, Jack,' says Emily.

Jack laughs again. But then he falls off the wall and hits his head with a bang.

Jack looks up at the blue sky. He can see a beautiful red and white sail above him. A sail? Where is he? He turns his head and looks around. Emily isn't there. The wall isn't there. The river isn't there. He's on a boat in the middle of the sea!



1 1.7 Read and listen to the story.

2 Read and order.

- They find an old metal helmet.
- Jack sees a red and white sail.
- Jack puts on the helmet.
- Emily switches on the metal detector.
- Jack falls off the wall.



15

Key competence



Explain to the children that a metal detector is a portable electronic instrument, which detects the presence of metal nearby. They are useful for finding metal hidden within objects, or metal objects buried underground.



Ask your children to read out loud with you as you all go through the text (shared reading). It allows children to participate actively with support from others and concentrate better in order to follow the order of the story.

Continuous assessment

Ask children if they have used a metal detector before.

Ask children to read the sentences in order.

Language objectives

Vocabulary

- *helmet, medieval knight, sail*

Skills objectives

Listening

Follow and understand a story

Reading

- Follow and understand a story
- Sequence events in a story

Materials

- Teacher's i-book
- Teacher's Resource Book 4
- Student's Book 4 CD 1
- Card
- Tin foil
- Sellotape

Warmer


Ask volunteers to tell the class what they remember about the story. Ask the children questions about the story: *Is Jack happy at the beginning of the story? Why not? What present does Emily have? What can it do?*

Lead-in

Play track 1.6 again and ask the children to predict what they think might happen next.

1 Children read and listen to the story.

Optional extra: Read the story out loud, but change some of the words: *'Come on,' she says. 'Let's go and find something boring!'* Make the first few changes very obvious for the children to notice. Invite volunteers to read and make changes for the class to identify in the same way.

 Touch the Reading text to open the **i-story** in a new window. Read and listen to the story with the children again.

Hot spots: **metal detector - beep - knight - shrug - weed.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and order.

Answers

1 Emily switches on the metal detector. 2 They find an old metal helmet. 3 Jack puts on the helmet. 4 Jack falls off the wall. 5 Jack sees a red and white sail.

Optional extra: Put the children into small groups. Give each group some card, tin foil and sellotape. Let the groups design and make a helmet which must fit on a person's head without falling off. When they have finished they can model their helmets and vote on the best one.

Wrap up

Children work together to make a map of the story so far. Put the headings: *Characters, Setting, Main events, What next?* Encourage them to write sentences rather than just words under each heading. Elicit predictions about where Jack is or what will happen next without looking in their books.

Note: Keep the predictions for the next unit.



Children play a fun game dragging the words to form correct sentences to consolidate their comprehension of the story.

Optional extra: Once the activity is completed, ask the children to use the sentences on the screen to retell the story in their own words.

Continuous assessment

Teacher's Resource Book 4: Reading worksheet Unit 1

Optional extra: The children give a short oral summary of the story.



At home

- Activity Book 4 page 15

Unit 1
Lesson 7



1 1.8 Listen and number the words.



2 Act out the words.

He's talking quietly.

She's talking quickly.



3 1.9 Listen, read and circle.

The friends song

Charlie's smiling happily / nervously,

He has some brand new skates.

Sara's running slowly / quickly,
She's always very late!

Jake is eating hungrily / loudly,
He takes another bite.

Grace is reading quietly / sleepily,
She didn't sleep all night!

Steven's talking sadly / politely,
He's got a school exam.

Lisa's singing angrily / loudly,
She's the singer in a band.

(chorus)

But what about your friends?

Tell me about your friends!

Tell me what your friends

Are doing right now!

Grammar
You're singing happily.
Are you walking slowly?



4 1.10 Listen and sing.



16 More practice

Key competence



Talk about different styles of fonts. Explain that graphic designers use various methods to create a visual representation of ideas.



Acting out words is a dynamic process, in which children become active agents in their own learning process.



Songs are a good way to learn vocabulary and grammar structures in a natural and fun way.

Continuous assessment

Be sure they understand what a font is.

Monitor the activity and see if the actions they do correspond to the words.

Monitor the activity and sing with them.

Language objectives

Grammar

- Adverbs

Vocabulary

- *angrily, happily, loudly, nervously, politely, quickly, quietly, sadly, sleepily, slowly*

Skills objectives

Speaking

- Join in with a song

Listening

- Differentiate between words in a song

Reading

- Read song lyrics

Materials

- Teacher's i-book
- Teacher's Resource Book 4
- Student's Book 4 CD 1
- Card

Warmer

Write the adjectives on the board: *angry, happy, loud, nervous, polite, quick, quiet, sad, sleepy, slow*. Review each one and check that the children understand the meaning. Leave the words on the board.

Lead-in

Explain to the children that you can turn the adjectives into adverbs by adding *ily* or *ly*. Demonstrate how each word can be changed. Read each adverb out for the children to repeat. Explain that adverbs describe verbs and give them some examples: *I am walking slowly. I can sing loudly*. Point out that the adverb goes after the verb and ask the children to spot the spelling rule for making adverbs.

1 1.8 Children listen and number the words.

Answers

1 Quietly 2 Quickly 3 Sleepily 4 Loudly 5 Slowly
6 Angrily 7 Sadly 8 Happily 9 Nervously 10 Politely

Optional extra: Divide the class into ten groups and give each group an adverb. Give them a piece of card and ask them to illustrate the adverb, either by copying from the book or creating a new decorative way to write the word.

2 Children act out the words.

Optional extra: Divide the class into two teams. Invite a volunteer out, point to an adverb and then ask the opposing team to choose a verb to act out in the manner of the adverb. The volunteer's team has three chances to guess the adverb and win a point.

3 1.9 Children listen, read and circle.

Answers

happily, quickly, hungrily, sleepily, sadly, loudly

Optional extra: Ask a volunteer to suggest a verb and another to suggest an adverb. Then, as a class, act out the verb in the manner of the adverb.




Visual grammar presentation

4 1.10 Children listen and sing.

Optional extra: Divide the class into groups of six. Tell them to practise the song substituting the names in the song for their names. Let them rehearse their version and encourage each child to act out their part when their name is mentioned.



Touch  to open the activity. Children listen to the song and order the verses as they listen.

Optional extra: Restart the activity and ask the children to order the verses with no audio support. Then play the song to validate.

Wrap up

Tell the children to close their books. Divide the class into four teams. Each team sends a volunteer to the board. Read one of the adverbs from the lesson aloud. Without help and without looking at each other's work, the volunteers must write the word correctly on the board. Teams get a point for each correct answer. Play again with new volunteers.



Children find five verbs and five adverbs in the word search.

Continuous assessment

Teacher's Resource Book 4: Grammar worksheet Unit 1, Vocabulary worksheet Unit 1

Optional extra: The children choose four adverbs and write a sentence for each.



At home

- Activity Book 4 page 16

Phonics

Unit 1
Lesson 8



1 1.11 Listen and sing.

We're opposites!

I like apples, but she likes **pears**.
My **hair's** black, but hers is **fair**.
We're opposites! Just opposites!

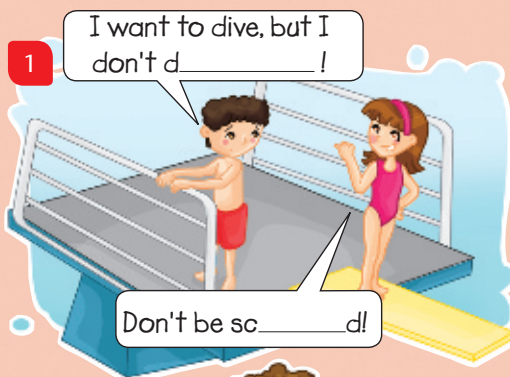
She does strange things, but I don't **dare**.
When I say 'Stand,' she sits on a **chair**.
We're opposites! Just opposites!

I love tigers, but she loves **bears**.
I take the lift, but she takes the **stairs**.
We're opposites! Just opposites!

When I draw a circle, she draws a **square**.
When I get stressed, she doesn't **care**.
We're opposites! Just opposites!



2 1.12 Listen and complete the words with **-air**, **-are** or **-ear**.



More phonics

17

Key competence



Use the song to talk about human relationships. Say that we are all the same but all different. Children need to develop the ability to think through and negotiate different situations that arise in their relationships and learn to see other's points of view.



This activity helps children to make links between sounds and words developing deduction strategies and practising basic pronunciation language objectives.

Continuous assessment

Ask them how they feel when they meet people who have different points of view.

Ask children to read the dialogues out loud.

Language objectives

Vocabulary

- bear, care, chair, dare, fair, hair, pair, pear, scared, square, stairs, wear

Pronunciation

- Phonics: air sound with alternative spellings

Skills objectives

Speaking

- Join in with the song

Listening

- Follow the lyrics to a song

Reading

- Read words with the same sound but different spellings

Writing

- Choose the correct spelling for words with the -air/-are/-ear sound

Materials

- Teacher's i-book
- Teacher's Resource Book 4
- Student's Book 4 CD 1
- Three pieces of paper to write the endings -air, -are, -ear
- A piece of paper and a pen at the front of each line

Warmer

Write the three spellings for the sound on the board as headings: -air, -are, -ear. Then under each one write a word with that spelling: chair, square, bear. Get the children to read the words out loud and recognise that they all have the same sound.



Lead-in

Ask children to suggest other words to put in the columns on the board. Suggest words to them if necessary and ask them to decide which column to write each word in.

-air	-are	-ear
chair	square	bear
pair	care	pear
fair	dare	wear
stairs	scared	
hair	hare	

1 Children listen and sing.

Optional extra: Play the track but pause it before each -air/ -are/ -ear word for the children to call out the word.

 Touch  to open the activity. Children choral the words that have been taken from the song aloud (pears, care, fair, etc). Correct wrong pronunciation. Then they listen to the song and drag the words to complete the lyrics.

Optional extra: Cover the words using the shade in the **Richmond i-tools** and ask the children to fill in the gaps. Listen to the song to validate.

2 Children listen and complete the words with -air, -are or -ear.

Answers

1 dare, scare 2 pair, wear 3 chair, fair

Optional extra: Write the endings -air, -are, -ear on three pieces of paper and put them up around the room. Call out a word and get the children to point to the spelling. When saying pair/pear or hair/hare be sure to act out as well to show which meaning you are referring to. If possible, do this activity in an open space and let the children go to the sound rather than point.

Wrap up

Rub out all the words from the board. Divide the children into teams and stand them in lines. Put a piece of paper and a pen at the front of each line. Say a word and the first person from each team writes down the word without any help. If they spell it correctly they go to the back of their line. If they misspell it they sit down. Repeat for the next person in the line and so on. Continue until there is only one person standing.



The children listen and drag the letters to form the words. They choose the correct spelling for the -air sound (-air, -are, -ear). Use the hint to focus the children's attention exclusively on the spelling of the -air sound. For further practice, open **My notes** and the **Richmond i-tools** and dictate more words containing this sound.

Continuous assessment

Teacher's Resource Book 4: Speaking worksheet Unit 1

Optional extra: Dictate some fun sentences to the children:
1 I am eating a square pear. 2 There are two bears on the stairs.
3 He is scared of chairs.
Let the children illustrate them too.



At home

- Activity Book 4 page 17



1 Read and circle true (T), false (F) or don't know (DK).

Children and the Internet

A recent study has found that 70 percent of children use the Internet regularly. Of these children...

- 83 percent surf the web at home.
- 30 percent surf the web at school.
- 7 percent surf the web at a café or a library.
- 11 percent have Internet access in their bedrooms.
- 17 percent of children aren't supervised by their parents.
- 79 percent of children play games online.
- 35 percent watch videos.
- 33 percent use the web for help with their homework.
- 31 percent listen to music.

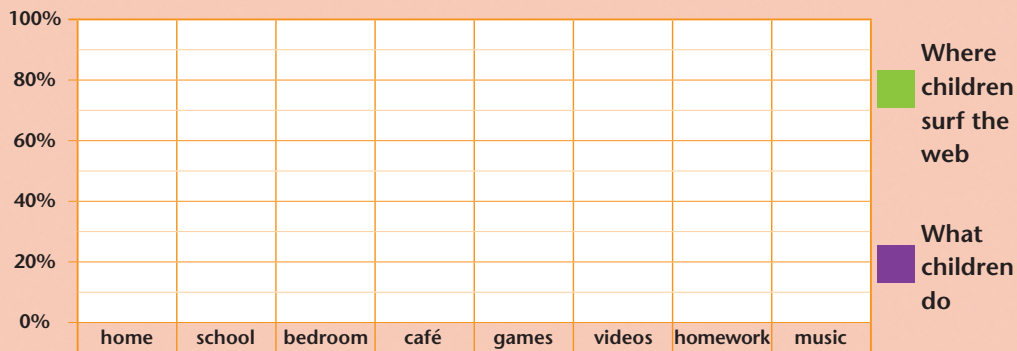


1. Not many children use the Internet.
2. Most children that use the Internet do it at home.
3. A lot of schools have Internet access.
4. More adults than children play games online.
5. A third of children use the Internet for their homework.

- T / F / DK
T / F / DK
T / F / DK
T / F / DK
T / F / DK



2 Colour the graph to show the percentages.



18 Achieve more! page 112

Key competence



Reflect with the children about the use of Internet. Explain that everyday children are more and more exposed, on line, to risks which their parents cannot always control. Tell them how to react responsibly to any potentially harmful information.



Children learn to reason mathematically when they construct, interpret and reflect simple tables and graphs, using also mathematical language to analyse the data and express percentages.

Continuous assessment

If possible ask them to use the computer in front of you.

Ask children questions about the graph.

Language objectives

Vocabulary

- *graph, Internet access, online, percent, percentage, study, surf the web*

Functions

- Express percentages

Skills objectives

Reading

- Read and understand a survey

Writing

- Complete a graph

Materials

- Teacher's i-book
- Card

Attention to diversity

The concept of percentages (%) is a mathematical one and some children may have difficulty understanding it. It's not necessary in this lesson for them to learn how to make percentages but to understand that the higher the number, the more children have responded in the affirmative in the questionnaire.


Similarly with the graph, children may need guidance in where to draw the bars since the exact numbers are not written on and they must estimate.

Warmer

Write *Internet* on the board and ask the children what kind of things they use the Internet for. Write their suggestions down. Ask if their parents use it for anything different to them.

Lead-in

Write the percent symbol (%) on the board and make sure children are familiar with it. Explain that it means out of 100 and it is used often in surveys to show how many or how few. If everyone is in class today, tell them that 100% of the class is here today. Explain that 50% equals half of the total quantity.

 Open the **lead-in** activity. Write the percent symbol (%) on the IWB and make sure children are familiar with it. Tell the children there are different ways to visually show percentages (graphs, tables, charts). Introduce the pie chart. Then children read the sentences and drag the sports to the correct place in the pie chart.

1 Children read and circle *true (T)*, *false (F)* or *don't know (DK)*.

Answers

1 F 2 T 3 DK 4 DK 5 T

Optional extra: Do the same survey for the children in class. Make a note of all the answers and then convert the numbers into percentages: the number of children who say yes (17) divided by the number of children in class (24) and then multiplied by 100 (71%). Display the results of Internet use for the class.

2 Children colour the graph to show the percentages.

Answers

home: 83%, school: 30%, bedroom: 11%, café: 7%, games: 79%, videos: 35%, homework: 33%, music: 31%

Optional extra: Put the children into groups of four or five. Explain that each of them represents 25% (or 20% for groups of 5) of that group. Ask them some questions and get them to write down their answers as percentages. For example: *Do you like bananas?* If three of the group of four say yes, then they write that 75% of them like bananas.

Wrap up

Put the children into small groups and give each group a piece of card. Ask them to make posters with pictures and words showing the uses of the Internet.



Watch the video *Pen versus keyboard*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond i-tools** to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Continuous assessment

Ask the children to write down three simple sentences about using the Internet.



At home

- Activity Book 4 page 18

Friendship day



Unit 1
Lesson 10

Culture



1 1.13 Read, listen and complete.

Friends are very important in our lives; they are like members of our _____. Friendship Day is celebrated in many countries on the _____ Sunday in _____. It is a great way to show your _____ that you care and to remember happy moments together. _____ friends are hard to find, so make sure you tell them how much they mean to you. Some of the friends that you have now might still be your friends when you are _____! The _____ is a great way to stay in _____ with all your friends and also to find friends from your past.



2 Read, tick (✓) and say what kind of friend you are. Ask a classmate.

Type A	Type B	Type C
I never share my things with anyone. <input type="checkbox"/>	I share my things when my friends share with me. <input type="checkbox"/>	I always share my things. <input type="checkbox"/>
I prefer to be alone. <input type="checkbox"/>	I enjoy playing with my friends, they make me laugh. <input type="checkbox"/>	I like to make my friends happy and make them laugh. I love playing with all my friends. <input type="checkbox"/>
I don't usually give compliments. <input type="checkbox"/>	I often give compliments. <input type="checkbox"/>	I always think of nice things to say. <input type="checkbox"/>
I like to talk; I am not interested in what other people say. <input type="checkbox"/>	I look at my friends when they talk but I prefer talking to listening. <input type="checkbox"/>	I listen to my friends and ask them questions. I take turns to talk and listen. <input type="checkbox"/>
I like people who give me presents. <input type="checkbox"/>	I like to get and give presents. <input type="checkbox"/>	I like to make things for my friends and give them special presents. <input type="checkbox"/>

Mostly A's - You're not a good friend. Mostly B's - You're a good friend. Mostly C's - You're a great friend.



3 Make a Friendship day card for someone special.

19

Key competence



The International Day of Friendship is a United Nations (UN) day that promotes peace, solidarity, mutual understanding and reconciliation.



To develop linguistic competences children need to understand and use different types of texts like a survey to know about personality.



Drawing is a way to improve physical, social, emotional and cognitive development and to have a lot of fun.

Continuous assessment

Ask questions about the text regarding Friendship Day.

Ask them which type of personality they are according to the survey.

Praise all the cards and put them on display if possible.

Language objectives

Vocabulary

- compliments, friendship, presents, share

Skills objectives

Listening

- Listen out for missing words from a text

Reading

- Understand options in a quiz

Writing

- Write a card for a friend

Materials

- Teacher's i-book
- Student's Book 4 CD 1
- Card

Attention to diversity

Be sure to insist on a caring environment in the classroom where everyone is accepted and feels that they have friends.

Warmer

Tell the children to think of all their friends, from school, from home, from any clubs they belong to, also about their friends from the past, maybe from other schools. Ask them to think about what makes and made those people special for them and to tell a partner.

Lead-in

Write *Friendship day* on the board and ask the children if they have heard about it. Ask them what they would like to know about it and write their questions on the board. Leave the questions up to see if they are answered when they read the text.

1 Children read, listen and complete.

Answers

family, first, August, friends, True, fifty, Internet, contact

Optional extra: Revisit the questions on the board that the children wanted to know about Friendship day. See which questions have been answered. If any are still unanswered, encourage the children to research the missing answers.

2 Children read, tick (✓) and say what kind of friend they are. They ask a classmate.

Answers

Child's own writing

Optional extra: Ask the children to remember a happy time with one or more of their friends. Get them to draw a picture and to write some sentences about what they are doing in the picture.

3 Children make a Friendship day card for someone special.

Answers

Child's own writing

Optional extra: The children make a Friendship day poster to advertise the qualities of a good friend and to remember to tell their friends how special they are.

Fast finishers

The children can make another card for another friend.

Wrap up

Summarise with the children why it's important to have friends and how we can be good friends.



Watch the video *Good friends*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond i-tools** to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Continuous assessment

The children say three things that make a good friend.

At home

- Activity Book 4 page 19
- **Optional extra:** Children ask their parents or grandparents how long they have known their oldest friends and where they met them.

Unit 1 Review



1 1.14 Listen and complete.

how what when where which who why

1. _____ is your best friend?
2. _____ do you like your friend?
3. _____ often do you meet?
4. _____ do you meet?
5. _____ do you do together?
6. _____ do you play?
7. _____ music do you play?



2 1.15 Listen and answer the questions.

1. _____ (Sarah)
2. _____ (happy / intelligent / funny)
3. _____ (twice a week)
4. _____ (Tuesday / Friday evenings)
5. _____ (orchestra)
6. _____ (village hall)
7. _____ (jazz / classical)



3 Describe the people in the pictures.

Verbs

read walk run
sing play talk

Adverbs

quietly happily loudly
slowly sadly quickly



20

Key competence



The review lesson provides a comprehensive review of all four language skills (listening, speaking, reading and writing) and also vocabulary and grammar, and allows teachers to continuously assess the children's progress.

Continuous assessment

Check whether some children are making more progress in one skill than in the others.

Language objectives

Grammar

- Question words
- Adverbs of manner
- Present simple vs Present continuous

Vocabulary

- *happily, loudly, quickly, quietly, sadly, slowly*

Functions

- Review the language of the unit

Skills objectives

Speaking

- Say what people are doing and how they are doing it

Listening

- Listen and write questions

Reading

- Review target vocabulary and grammar

Writing

- Use picture clues to write about a girl's habits

Materials

- **Teacher's i-book**
- **Student's Book 4 CD 1**
- **Teacher's Resource Book 4**
- **Word cards** Unit 1
- **Poster** Unit 1
- Pictures of people doing different things
- Magazines

Attention to diversity

Listening activities can be challenging for some. Give children time to compare answers before playing the track again for them to check.

Warmer


Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Invite volunteers to come and point out what people are doing. Ask others to point out how people are doing things, to use adverbs. Review the song that children learnt in Lesson 7, track 1.8. Remind the children to mime the actions that go along with the verbs.

 Open the **i-poster**. Children listen and find the correct people on the **i-poster**.

Optional extra: For further practice, ask volunteers to make more sentences about the poster using the key vocabulary and structures covered in the unit. Classmates use the **Richmond i-tools** to circle the correct answers on the **i-poster**.

Lead-in

Show a picture of someone and ask the children questions about it, letting them use their imaginations to answer some of the questions: *Who is this? What is she doing? Where is she? Why is she here?*

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit. See page 22 for games instructions and ideas.

1 1.14 Children listen and complete.

Answers

1 Who 2 Why 3 How 4 When 5 What 6 Where 7 Which

Optional extra: The children write five questions, each with a different question word, then choose a person in the class to interview.

2 1.15 Children listen and answer the questions.

Answers

1 My best friend is Sarah. 2 Because she is always happy, and she's intelligent and funny. 3 We (usually) meet twice a week. 4 On Tuesday and Friday evenings. 5 We play (together) in the orchestra. 6 We play in the village hall. 7 We (usually) play jazz and classical music.


Optional extra: Invite a volunteer to the front and whisper to them the name of a famous person. They must then imagine they are that person. Tell the rest of the class that they must guess who this famous person is by asking lots of questions.

3 Children describe the people in the pictures.

Answers

He is running quickly. He is singing loudly. He is reading sadly. They are whispering quietly. He is playing happily. She is walking slowly.

Optional extra: Give the children magazines to look through. Let them find any pictures and describe what the people are doing and the manner in which they are doing it.

 Open the **Speaking** activity. Play **What's this?** Set the timer in the **Richmond i-tools** to make it more challenging for the children. Encourage the children to guess what they can see on the screen: a girl eating an apple, a girl sleeping, a family watching TV, etc. Use the clue button to zoom out from the picture and ask the children to try to guess what the people are doing before the full image appears. Once the first picture has been guessed, ask the children to invent a story using the pictures as a starting point.

Unit 1 Review



4 Match the questions and answers.

- | | |
|--|---|
| 1. What are you studying in English class? | <input type="checkbox"/> I'm reading a Batman comic. |
| 2. How often do you go swimming? | <input type="checkbox"/> We play football and computer games. |
| 3. What do you usually have for breakfast? | <input type="checkbox"/> I go once a week. |
| 4. What are you reading at the moment? | <input type="checkbox"/> Mum's working and Dad's shopping. |
| 5. What do you do with your friends? | <input type="checkbox"/> We're studying adverbs. |
| 6. What is your family doing now? | <input type="checkbox"/> I have fruit and cereal. |



5 Write sentences about Valeria.

Valeria's typical Sunday

Today, Sunday

9:00 am - go swimming
 11:00 am - play football
 1:00 pm - surf the Internet
 3:00 pm - visit her grandparents
 5:00 pm - watch a film
 7:00 pm - play the piano

- Valeria usually plays football at nine o'clock, but today she's going swimming.
- _____
- _____
- _____
- _____
- _____

Key competence



By learning to review and check what they have learnt, children act as participant observers of their language learning. They become independent and become aware of their own capacities, strengths and weaknesses.

Continuous assessment

Check and correct their work.

4 Children match the questions and answers.

Answers

1 We're studying adverbs. 2 I go once a week. 3 I have fruit and cereal. 4 I'm reading a Batman comic. 5 We play football and computer games. 6 Mum's working and Dad's shopping.

Optional extra: Ask pairs of children to ask and answer the questions in front of the class.

5 Children write sentences about Valeria.


Answers

2 Valeria usually goes swimming at eleven o'clock, but today she is playing football. 3 Valeria usually surfs the Internet at one o'clock and today she is surfing the Internet. 4 Valeria usually plays the piano at three o'clock, but today she is visiting her grandparents. 5 Valeria usually visits her grandparents at five o'clock but today she is watching a film. 6 Valeria usually watches a film at seven o'clock, but today she is playing the piano.

Optional extra: Ask children to write about their own typical Sunday.

Wrap up

Give children the **word cards** and ask them to label the **poster** (print or **interactive**) with them. Play *I spy* with the poster, say: *I spy with my little eye, someone (watching TV)*. The child to find the person then takes a turn to say *I spy*.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit. See page 22 for games instructions and ideas.

Final evaluation

Teacher's Resource Book 4: Test Unit 1



At home

• Activity Book 4 pages 20-21



Sally: Hi, Dylan.

Dylan: Hi.

S: Um... I have some questions here about your best friend.

D: OK.

S: First question. Who is your best friend?

D: That's easy. It's Luke!

S: OK. How often do you and Luke see each other?

D: We don't go to the same school, so we see each other once a week.

S: When do you usually meet?

D: We meet at the weekend, on Saturdays.

S: Where do you hang out together?

D: Luke's mum brings him to my house. And then we sometimes go to the park. But we usually stay at my house.

S: What do you eat and drink?

D: That's an easy question. Pizza and fruit juice! We love pizza!

S: Which games do you play?

D: We play lots of different games. We play football and we play chess. And we also play a lot of video games. We love them!

S: What is your favourite music?

D: Well, we don't always like the same songs, but we both like pop music.

S: OK, the last question. Why do you like your friend?

D: Why do I like him? Hmm... I like him because he's kind and he's nice. But most of all I like him because he's funny. He always makes me laugh!

S: Thanks, Dylan. That was a great interview!

D: Yes, it was fun!



1 Shh! I think she's asleep.

2 Please hurry up! I'm late for school!

3 I'm so tired!

4 Can you hear me?

5 I'm sorry, I don't understand.

6 Don't play games on my computer!

7 I've lost my mobile phone.

8 Hey, it's my birthday today!

9 This room is dark and scary.

10 Can I borrow your pen, please?



1

Boy: I want to dive, but I don't dare!

Girl: Don't be scared!

2

Boy: I've got a new pair of shoes. I wear them all the time!

3

Boy: Can I sit on the chair?

Girl: No, you can't.

Boy: That's not fair!



Friends are very important in our lives; they are like members of our family. Friendship Day is celebrated in many countries on the first Sunday in August. It is a great way to show your friends that you care and to remember happy moments together.

True friends are hard to find, so make sure you tell them how much they mean to you. Some of the friends that you have now might still be your friends when you are fifty!

The Internet is a great way to stay in contact with all your friends and also to find friends from your past.



Jim: Hi, Lucy. Can I ask you some questions about your best friend?

Lucy: Yes, of course.

J: OK. Who is your best friend?

L: That's easy. My best friend is Sarah.

J: Right. Why do you like your friend?

L: She's always happy, and she's intelligent and funny. She makes me laugh!

J: How often do you meet?

L: Well, we usually meet twice a week.

J: When do you meet?

L: We meet on Tuesday and Friday evenings, after school.

J: OK. What do you do together?

L: We play in an orchestra! I play the violin, and Sarah plays the trumpet.

J: Cool! Where do you play?

L: We play in the village hall.

J: Which music do you play?

L: We usually play classical music, but we also play jazz.

J: Brilliant! Thanks, Lucy.

L: No problem!



- 1 Who is your best friend?
- 2 Why do you like your friend?
- 3 How often do you meet?
- 4 When do you meet?
- 5 What do you do together?
- 6 Where do you play?
- 7 Which music do you play?

Unit 1

Friends

Lesson 1

1 Read and match.

What kind of films do you like?



- | | |
|---|----------------------------------|
| 1. What kind of films do you like? | a. When I get home after school. |
| 2. When do you do your homework? | b. I'm funny and athletic. |
| 3. Why do you like your best friend? | c. She's outgoing and neat. |
| 4. Where do you use your laptop? | d. In my bedroom. |
| 5. How often do you play football? | e. Once a week, at the weekend. |
| 6. Which subject do you like best? | f. Rock and hip-hop. |
| 7. What are you like? | g. English! |
| 8. What's your favourite kind of music? | h. I like romantic ones. |

2 Order the questions and answer them.

- you / do / your best friend / how often / see / ?
Q: How often do you see your best friend?
A: Child's own writing
- together / do / where / you / hang out / ?
Q: Where do you hang out together?
A: Child's own writing
- you / together / what games / play / do / ?
Q: What games do you play together?
A: Child's own writing
- do / like / your / best friend / you / why / ?
Q: Why do you like your best friend?
A: Child's own writing

Unit 1

Lesson 2


1 Correct the eight circled mistakes.

To: Carey From: Kim

Hi Carey,

My friend Akiak is staying with me for the summer. He's from Alaska and (1) she's ten years old. He isn't very tall and he (2) have straight black hair. He usually (3) wear snow boots and a warm jacket, but today he's (4) wear tennis shoes and a sweater. He's talkative, and he talks very (5) loud. He's outgoing and he's good at sports. He (6) play soccer and hockey. He (7) is loving sports! He likes to tell jokes too. I like him because he's really (8) funnily. How about you? Do you have a special friend? Write back soon.

Kim



- | | | | |
|----------------|-------------------|------------------|-----------------|
| 1. <u>he's</u> | 3. <u>wears</u> | 5. <u>loudly</u> | 7. <u>loves</u> |
| 2. <u>has</u> | 4. <u>wearing</u> | 6. <u>plays</u> | 8. <u>funny</u> |

2 Write to Kim about your friend.

To: Kim From:

Dear Kim,

Child's own writing

Unit 1 Lesson 3

1 Complete the phrases.

eat have paint play watch write

1. watch TV
2. have a shower
3. paint a picture
4. eat spaghetti
5. write a text message
6. play tennis

2 Write an affirmative and a negative sentence for each picture.



Kevin / cook / eat
Kevin isn't cooking.
He's eating spaghetti.



Mila and Brooke / work / watch TV
Mila and Brooke aren't studying.
They are watching TV.



Matt / draw / paint
Matt isn't drawing.
He is painting.



Kayla / talk
Kayla isn't talking.
She is writing a text message.



Mike and Molly
Mike and Molly aren't reading.
They are playing tennis.



Tom
Tom isn't playing.
He is having a shower.

3 Write what you think these people are doing at the moment.

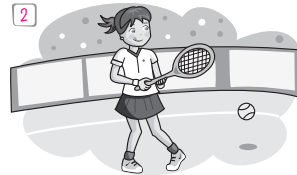
1. I think my teacher Child's own writing.
2. I think my mum and dad _____.
3. My best friend _____.
4. _____.

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Unit 1 Lesson 4

1 Read, look and number.

1. I usually eat pizza, but today I'm eating tacos.
2. I often play basketball, but today I'm playing tennis.
3. I usually eat tacos, but today I'm eating pizza.
4. I often play tennis, but today I'm playing basketball.



2 Imagine you are somewhere amazing and complete the sentences.

- Here I am in Child's own writing!
1. I usually _____ for breakfast, but this morning I _____.
 2. I often _____, but today I _____.
 3. I usually _____ at the weekend, but today I _____.
 4. I often _____ in the evening, but tonight I _____.

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Unit 1 Lesson 5

1 Listen, read and circle the correct answers.

- Why is Jack bored?
 - He doesn't have any friends.
 - He wants to go outside, but it's cloudy.
 - He doesn't have any hobbies.
- Who is Emily?
 - Jack's friend.
 - Jack's sister.
 - Jack's cousin.
- What is Jack wearing?
 - He's wearing a T-shirt.
 - He's wearing a jumper.
 - He's wearing a jacket.
- What is Emily carrying?
 - A mobile phone.
 - A laptop.
 - A metal detector.



- How does Jack feel at the end of the episode?
 - He is impressed.
 - He is happy.
 - He is disappointed.

2 Write the causes and effects.

Cause	Effect
The weather is bad.	Jack feels bored.
Jack receives a text message.	Jack smiles.
Emily is looking in the garage.	Emily found a metal detector.
The metal detector finds metal, they can find old things from the past.	Jack is not impressed.

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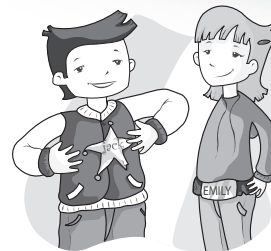
Transcript

1 See pages 14-15 of the Student's Book for the transcript.

Unit 1 Lesson 6

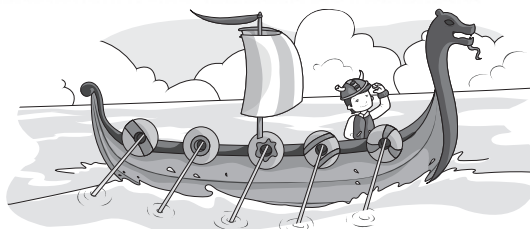
1 Listen and write *Jack* or *Emily*.

- Jack is bored at the beginning of the story.
- Jack is not impressed by the weird metal object.
- Jack falls off a wall.
- Emily says the object is really old.
- Jack is on a boat in the middle of the sea.



2 Write what happens to Jack on the boat. Use the words to help you.

island pirate sea monster sharks treasure waves



Jack is on a Viking ship in the middle of the sea. *Child's own writing*

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Transcript

2 See pages 14-15 of the Student's Book for the transcript.

Unit 1
Lesson 7

1 Circle 10 adverbs.



s	p	o	l	i	t	e	l	y	s
h	q	u	i	e	t	l	y	o	a
a	u	l	o	u	s	a	d	l	d
p	a	g	i	e	l	q	u	e	l
p	n	e	r	v	o	u	s	l	y
i	g	r	o	a	w	i	a	o	q
l	r	i	l	y	l	c	d	u	u
y	i	l	y	e	y	k	i	d	i
s	l	e	e	p	i	l	y	l	e
a	y	h	e	p	t	y	l	y	t

2 Look, read and circle the correct options.

SCHOOL
Can I play with Brooke after school, please?

- Claire is asking politely / sadly.
- Alex is running quickly / slowly.
- Pete is running loudly / slowly.
- Emma and Lauren are playing angrily / happily.
- Eric is waiting nervously / sadly.
- Brooke is walking loudly / quietly.
- Connor is reading happily / sleepily.
- The teacher is speaking loudly / nervously.

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Phonics

Unit 1
Lesson 8

1 Listen and complete the words with -air, -are or -ear.

- Why are you so sc_ are _d?
- I have heard that in this forest there are many b_ ear _s.
- They travel in p_ air _s and t_ ear _ holes in your tent to get in. What's that noise?
- Don't worry. It's not a bear. That's music. It's from the f_ air _.
- Wow! This p_ ear _ is juicy and delicious!



2 Circle the words with different sounds.

1 ear	2 stare	3 <u>square</u>	4 pair	5 <u>year</u>
<u>bear</u>	<u>star</u>	pear	stairs	chair
fear	fair	hear	<u>car</u>	hair

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Transcript



- Why are you so scared?
- I have heard that in this forest there are many bears.
- They travel in pairs and tear holes in your tent to get in. What's that noise?
- Don't worry. It's not a bear. That's music. It's from the fair.
- Wow! This pear is juicy and delicious!

Unit 1 Lesson 9

Achieve!



1 Read and circle true (T), false (F) or don't know (DK).

Favourite ice cream flavours in the UK

Vanilla	30%
Chocolate	10%
Mango	5%
Strawberry	5%
Neapolitan	5%
Chocolate chip	5%
Cookies and cream	5%
Other flavours	35%



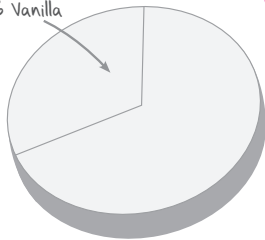
Maths vocabulary

10% = $\frac{1}{10}$ or one tenth
 25% = $\frac{1}{4}$ or a quarter
 50% = $\frac{1}{2}$ or a half
 33% = $\frac{1}{3}$ or one third
 66% = $\frac{2}{3}$ or two thirds

- Less than a third of children like vanilla ice cream. **T** / **F** / **DK**
- More than two thirds of children like vanilla, chocolate and mango. **T** / **F** / **DK**
- Chocolate is the favourite flavour in the UK. **T** / **F** / **DK**
- Less than a quarter of children like other flavours. **T** / **F** / **DK**
- More children like chocolate chip than cookies and cream. **T** / **F** / **DK**

2 Complete the pie chart with the ice cream flavours.

30% Vanilla



Child's own answer



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Friendship day

Unit 1 Lesson 10

Culture

1 Read and write about a friend.

This is my friend Jacob. He is very funny and he makes me laugh. He is good at sport and he plays with me. He helps me with my homework and he listens when I talk.



Child's own writing

2 Answer true or false. *Child's own answers*

- A good friend buys you lots of presents. _____
- A friend makes you laugh. _____
- Friends are important in your life. _____
- Your brother or sister cannot be your friend. _____
- Friends play with you and help you. _____
- Friends tell you what to do and who to talk to. _____
- You can only have one friend. _____

3 Write your friends' names in the categories.

Friends from school

Child's own writing

Friends from home

Friends from a club

Other friends

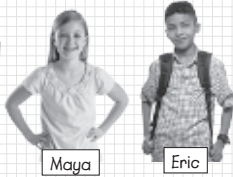


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Unit 1 Review

1 Listen and tick (✓) the chart.

	Maya	Eric
walks to school	✓	✓
eats lunch at school	✓	
watches TV at night		✓



When Where Who

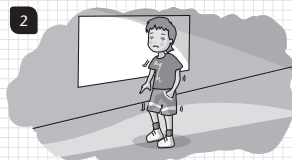
2 Look, complete and answer the questions.

1. Where does Maya eat lunch? She eats at school.
2. Who walks to school? They both walk to school.
3. When does Eric watch TV? Eric watches TV at night.

3 Circle the correct words.



Lisa is playing the guitar nervously / loudly.



Joe is going to the exam nervously / sadly.



Jackie is watching the TV sadly / angrily.



Emily is reading quietly / angrily.

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Unit 1 Review

4 Look and write sentences about Eric.

Typical Saturday

8:00	11:00	2:00	4:30	6:45	9:00
wake up	play football	eat lunch at home	surf the Internet	watch TV	go to bed

Saturday, today

8:00	11:00	2:00	4:30	6:45	9:00
sleep	go swimming	eat lunch in restaurant	visit Grandma	go to cinema	play video games

1. Eric usually wakes up at eight o'clock, but today he's sleeping.
2. He usually plays football at eleven o'clock, but today he's swimming.
3. He usually eats lunch at home at two o'clock, but today he is eating lunch in a restaurant.
4. He usually surfs the Internet at half past four, but today he is visiting Grandma.
5. He usually watches TV at quarter to seven, but today he is going to the cinema.
6. He usually goes to bed at nine o'clock, but today he's playing videogames.

5 Order the questions and answer them.

1. like / you / are / What / ? *Child's own answers*
Q: What are you like?
A: _____
2. doing / What / you / are / now / ?
Q: What are you doing now?
A: _____
3. best / like / Why / you / friend / your / do / ?
Q: Why do you like your best friend?
A: _____
4. parents / now / doing / are / What / your / ?
Q: What are your parents doing now?
A: _____

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Transcript



Eric: Hi Maya!

Maya: Hello Eric!

E: How do you come to school, Maya? Do you take the bus?

M: No, I walk to school.

E: Me too! I always walk to school.

M: Where do you eat lunch, Eric?

E: I eat lunch at home. My mum cooks delicious food! What about you?

M: I don't. I eat lunch at school.

E: And when do you watch TV?

M: I only watch TV at weekends. And you?

E: I watch TV at night.

M: And what's your favourite programme?