

Unit 1

Overview

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Interrupted past • Present perfect with <i>already</i> and <i>yet</i> • Present perfect and Past simple • Phrasal verbs 	<ul style="list-style-type: none"> • Places: <i>Antarctica, Australia, Costa Rica, Kenya, North Pole</i> • Adventure: <i>camping, geocache, GPS, jungle, marathon, parachute, scientific, trip</i> • Phrasal verbs: <i>find out, fill out, look for, set up, stand for, take away, work out</i> 	<ul style="list-style-type: none"> • Phonics: Pronunciation of <i>-ed</i> endings: <i>t worked, d dreamed, id decided</i> 	<ul style="list-style-type: none"> • Past continuous • Past simple • Interrupted past • Present perfect

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To learn to use the Past continuous and the Past simple in the same sentence • To review the use of the Present perfect • To use the Present perfect with <i>already</i> and <i>yet</i> • To review the use of the Present perfect and Past simple to talk about life experiences • To learn about phrasal verbs 	<ul style="list-style-type: none"> • To describe a sequence of events • To say what people have already done and haven't done yet in their lives • To choose alternative words or phrases • To learn about UNESCO World Heritage Sites • To review the language of the unit
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To use vocabulary in a more confident way • To consolidate vocabulary already learnt • To learn language for extreme sports • To learn some phrasal verbs 	<ul style="list-style-type: none"> • To highlight and practise the <i>-ed</i> endings of past tense verbs and participles • To differentiate between alternative pronunciations of <i>-ed</i>: <i>t, d</i> and <i>id</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To discuss answers • To role-play an interview • To use different tenses to ask classmates about their experiences • To give a report about a classmate • To join in with the song • To discuss famous sites • To say what people have already done and not done yet 	<ul style="list-style-type: none"> • To read for specific information • To show understanding by matching questions with answers • To understand a story • To understand the main features of a story • To read words with the same end spelling but different pronunciation • To understand text and match it to photos • To select the correct phrasal verb
Listening	Writing
<ul style="list-style-type: none"> • To follow a text and number pictures in order • To show understanding by matching text • To listen out for specific words • To understand a story • To follow the lyrics to a song • To listen for answers to questions • To listen and choose which picture is being described 	<ul style="list-style-type: none"> • To make a story map • To complete a chart and write a description of an imaginary trip • To write answers to questions • To write about life experiences

Assessment criteria


- Check children can identify, understand and produce the Past simple, Past continuous and Present perfect.
- Check children can identify, understand and produce vocabulary for adventure and phrasal verbs.
- Check children can talk about experiences and describe a trip.

Materials


- **Teacher's i-book**
- **Student's Book 6 CD 1**
- **Teacher's Resource Book 6**
Grammar worksheet Unit 1, pages 4-5: Lesson 4
Vocabulary worksheet Unit 1, pages 26-27: Lesson 3
Reading worksheet Unit 1, page 48: Lesson 6
Writing worksheet Unit 1, page 62: Lesson 7
Speaking worksheet Unit 1, page 74: Lesson 8
Listening worksheet Unit 1, page 84: Lesson 4
Test Unit 1, pages 112-115: Unit 1 Review
- **Flashcards Unit 1**
- **Poster Unit 1**
- **Extra**
Political map of Africa World map
Photos of Kenya, Printed out
Tanzania and the pictures of Costa
Serengeti National Rica, Antarctica and
Park Australia


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  **I-poster** provide a digital alternative to introduce the children to lessons. See **lessons 1, 3 and 7** of this unit.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content. See **lessons 2, 4, 6 and 8** of this unit.

 Provides a visual grammar presentation. See **lessons 1, 2, 3 and 4** 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 talk about experiences, to describe a trip and to write a report about a special trip. 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.



Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition.



Social and civic competence

Children learn to participate in an effective and constructive way in social life. Children learn about the UNESCO (CLIL) and amazing places in the world.



Cultural awareness and expression

Children learn to use and appreciate ways of expressing ideas, experiences and emotions and an understanding of one's own culture and diversity in the world.



Competence in learning to learn

Children develop strategies to improve the learning process which help them to assume control over their own learning.



Sense of initiative and entrepreneurship

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

Unit 1 High adventure

Lesson 1



1 1.4 Read, listen and number the pictures.

Hi everyone,
 This is the best holiday ever! I'm staying with my Uncle Alan on his farm in Kenya. Yesterday we went on a balloon trip! We had to start really early in the morning. We saw a beautiful sunrise and lots of wild animals before we got stuck in a tree! Have a look at my amazing pictures!
 Nathan



2 1.5 Listen and match.

1. Uncle Alan was blowing up the balloon
2. I was taking pictures of some zebras
3. We were floating over a river
4. We were descending
5. We were climbing down the tree

Grammar

We were descending when the balloon got stuck in a tree.

- when the balloon got stuck in a tree.
- when a lion attacked one of them.
- when a giraffe appeared and stared at us.
- when we saw a herd of elephants.
- when my mother called.



10



Key competence



Explain that a hot-air balloon is the oldest successful human-carrying flight technology. It consists of a bag that is capable of containing heated air. Suspended beneath is a basket which carries passengers.



Grammar activities help children to improve their language. They learn how sentences are built, which types of tenses we use and how words group together to make a proper sentence.

Continuous assessment

Ask them if they have ever been on a balloon trip and to describe it.

Ask them to read the sentences out loud together.

Language objectives

Grammar

- Interrupted past (Past continuous + Past simple)

Vocabulary

- *balloon trip, best, sunrise*

Functions

- Describe a sequence of events

Skills objectives

Listening

- Follow a text and order the pictures

Reading

- Understand a text

Materials

- Teacher's i-book
- Student's Book 6 CD 1
- Political map of Africa
- Photos of Kenya, Tanzania and the Serengeti National Park


Warmer

Ask the children to guess the place you describe: *The grass around me is tall and brown. The sun is bright and hot. I can see herds of zebras and elephants. I can hear the distant roar of a lion. Where am I?*

Display a political map of Africa and get the children to locate Kenya, Tanzania and the Serengeti. Show photos and talk about the animals, the climate and the plants in these places in Africa.

Lead-in

The children open their books and describe each photo. Supply them with unfamiliar vocabulary: *a herd (of elephants/zebras), to blow up a hot-air balloon, to get stuck in a tree.*

 Open the **i-poster**. Listen to the words and choose the correct activity.

Optional extra: Listen to the audio again and use the **Richmond i-tools** to write the vocabulary next to the pictures.

1 1.4 Children read, listen and number the pictures.

Answers

- 1 *blowing up balloon*
- 2 *zebras*
- 3 *elephants*
- 4 *balloon stuck in a tree*
- 5 *giraffe*

Optional extra: Ask comprehension questions: *Where is Nathan? Who's he staying with? What sort of place is it? What did they do yesterday? When did they start? What did they see? What happened at the end?*

2 1.5 Children listen and match.

Answers

1 when my mother called. 2 when a lion attacked one of them 3 when we saw a herd of elephants. 4 when the balloon got stuck in a tree. 5 when a giraffe appeared and stared at us.

Optional extra: Discuss what happened in the story as they give their answers. Ask the children to read the Grammar box and underline the verbs like in the sentence halves. Elicit or explain that background actions are expressed by *was/were* and the verb in the *-ing* form, while actions or events that interrupt are expressed by verbs in the past simple.



Visual grammar presentation

Fast finishers

The children invent sentences related to the photos.

Wrap up

Ask the children to finish the following sentence in a silly way: *Last night I was eating dinner when...*

Elicit more interruptions for more actions: *I was washing my hair when...*

In groups of four, the children make up one sentence stories using the interrupted past. Go around the class helping with vocabulary. Allow groups to practise acting out their sentences. Then let several groups perform for the class to describe the scene.



Children find eight words related to adventure activities in the word search. Use the timer in the **Richmond i-tools** to make it more challenging for the children.

Initial evaluation

Write some sentence prompts on the board and ask the children to copy and complete them:

walk to my house / see a strange light in the sky
watch TV / the lights go out
play football / start to snow



At home

- Activity Book 6 page 10



1 1.6 Listen and complete the chart.

Running on the top of the world

The North Pole Marathon	
Temperature	
Entry fee	



2 Read and tick (✓) or cross (✗).

A true life story

One of this year's runners is Ted Jackson. Ted is a 36-year-old athlete from Great Britain. He has had a very interesting life! He has worked as a house builder and has taught English. And, believe it or not, Ted is also an opera singer! He hasn't recorded a CD yet, but he has sung with the Royal Philharmonic Concert Orchestra in London. Ted has already run in the London and New York marathons, although he hasn't won a race yet. He has cycled the Tour de France race, and he has also swum across the English Channel, from England to France! To prepare for the North Pole Marathon, Ted ran inside a huge freezer in a meat shop!

1 recorded a

2 built a

3 in France

4 across the English Channel

5 won a



3 Guess the answers.

1. Has Ted parachuted from a plane yet?

2. Has he written his autobiography yet?

3. Has he built his own house yet?

4. Has he ridden an elephant yet?



4 1.7 Listen and check. Tick (✓) or cross (✗).

Grammar
Ted **has already run** in London.
He **hasn't recorded** a CD yet.



5 Role-play an interview with Ted.

Have you won a race yet?

No, I haven't.



More practice

Key competence



Children use numbers and figures to express temperature and price.



Children look at different lifestyles.



Grammar activities help children understand linguistic conventions for reading, writing and spoken language.

Continuous assessment

Check if they write the right information.

Ask their opinions about the man in the story.

Be sure they understand the meaning of yet.

Language objectives

Grammar

- Present perfect with *already* and *yet*

Vocabulary

- *autobiography, entry fee, freezer, house builder, marathon, opera singer, parachute, temperature*
- Past participles

Functions

- Say what people have already done and haven't done yet in their lives

Skills objectives

Speaking

- Discuss answers
- Role-play an interview

Listening

- Listen for specific information

Reading

- Read for specific information

Materials

- Teacher's i-book
- Student's Book 6 CD 1
- A world map

Attention to diversity

During the role-play activity, organise children in mixed ability pairings.

Warmer

Display a world map. Ask volunteers to find the North Pole, New York, Great Britain, France and the English Channel.

Lead-in

Direct the children's attention to the picture of Ted Jackson on page 11, and ask what it tells us about him. *Why does he have his face covered in white, and why is he wearing big gloves? How far is a marathon? (42 km)*

1  Children listen and complete the chart.

Answers

Temperature: -36 °C; Entry fee: (£) 9,000

2 Children read and tick (✓) or cross (X).

Answers


Tick: 2, 3, 4 Cross: 1, 5

Optional extra: Divide the class into groups and give each group an event from the text to research and report about.

3 Children guess the answers.

Answers

Child's own answers

4  Children listen and check. They tick (✓) or cross (X).



Answers

Tick: 1, 4 Cross: 2, 3

Optional extra: On the board write two columns: *What he has done. What he has planned to do.* Elicit information to write in each column.



Visual grammar presentation

 Touch  to open the extra Grammar activity. Children listen to the conversation and complete the dialogue using the keyboard in the **Richmond i-tools**.

5 Children role-play an interview with Ted.

Optional extra: Tell the children that they have two minutes to study the information about Ted Jackson. Then four volunteers go to the front of the class without their books and play the role of Ted. The class asks the four 'Teds' questions in turn. If anyone hesitates or answers incorrectly, he/she is an imposter and must sit down. The 'real' Ted is the last person left.

Wrap up

Brainstorm a list of things the children have done recently and some things that they need to do, such as finish a project. Encourage them to use *already* and *yet* and to write the sentences in their notebooks.



Children play a fun game dragging the words to form correct sentences, which will help them consolidate the learning points for the Present perfect.

Continuous assessment

Tell each child to think about someone they know well or a famous person and to write a brief description of things they have done and haven't done yet.



At home

- Activity Book 6 page 11

Unit 1

Lesson 3



Ethan Byrd,
Runner



1 1.8 Listen and match the questions and answers.

1. Have you ever run in a marathon?
2. When did you start running?
3. How did you prepare for the cold weather today?
4. How long did today's marathon take you?
5. What was the worst moment?
6. Have you made friends with any of the other runners?
7. Have you decided about next year's marathon?
8. How do you feel now?

- Oh yes, I _____ good friends with three other runners.
- Well, I _____ just _____ the world's coldest marathon, so I feel cold and tired.
- Yes, I _____. I'm definitely coming back!
- About five years ago. I _____ in a marathon in New York.
- Yes, I _____. In fact, I _____ in a marathon last January.
- Eighteen and a half hours. I think I _____ in last!
- Well, at one point, I _____ I saw a polar bear!
- I _____ on three layers of thick clothes! But I'm still cold!

Grammar

Have you **ever won** a marathon?
Yes, I **have**. / No, I **haven't**. /
Not yet.
When **did** you **win** it? Last year.



2 1.9 Listen and complete the answers.



3 Interview a classmate.

Have you ever...

- run a marathon?
- eaten insects?
- stayed up all night?
- swum in cold water?
- slept in a tent?
- climbed a tree?
- ridden a horse?
- won a prize?



4 Choose a question and get more information from your classmate.



5 Present your findings to the class.

Angie has eaten insects. She ate some crickets last year in Mexico.



12



Key competence



Children interiorise and memorise grammar structures and vocabulary and learn how the language is organised.



Children use the language presented on the page as a model for their own speaking.



Preparation is fundamental to a good presentation for children to feel comfortable with what they are going to talk about.

Continuous assessment

Check listening comprehension by asking them about the interview.

Monitor the interview and see if they manage with the tenses.

Monitor the presentations and assess the children's confidence.

Language objectives

Grammar

- Present perfect and Past simple

Vocabulary

- *make friends, marathon, prepare, runner, win*
- Past participles

Skills objectives

Speaking

- Use different tenses to ask classmates about their experiences
- Give a report about a classmate

Listening

- Show understanding by matching text
- Listen out for specific words

Materials

- Teacher's i-book
- Teacher's Resource Book 6
- Student's Book 6 CD 1
- Poster Unit 1

Attention to diversity


Forming questions in the Past simple can be quite difficult. Give the children lots of practice and write example questions on the board for them to refer to.

Warmer

Display the unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**). Point out different activities and ask the children questions: *Have you ever been (bungee jumping)?*

Lead-in

Ask the children what they imagine running the North Pole Marathon would be like, supplying vocabulary as needed. Write their ideas on the board in the form of a mind map.

 Open the **lead-in** activity. Children look at the pictures and describe what they can see. They name the activities and sports on the screen. Then, open the sample questions and use them to get the children to talk about the pictures and their own experiences.

1  **1.8** Children listen and match the questions and answers.

Answers

6, 8, 1, 2, 7, 4, 5, 3

2  **1.9** Children listen and complete the answers.

Answers

1 Yes, I have. In fact I ran in a marathon last January. **2** About five years ago. I ran in a marathon in New York. **3** I put on three layers of thick clothes! But I'm still cold! **4** Eighteen and a half hours. I think I came in last! **5** Well, at one point, I thought I saw a polar bear! **6** Oh yes, I've become good friends with three other runners. **7** Yes, I have. I'm definitely coming back! **8** Well, I've just finished the world's coldest marathon, so I feel cold and tired.



Visual grammar presentation

3 Children interview a classmate.

Answers

Child's own answers

4 Children choose a question and get more information from their classmate.

Answers

Child's own answers

5 Children present their findings to the class.

Answers

Child's own answers

Wrap up

Display the unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**). Describe one of the people on it and ask children to come and point them out.



Children play a fun game choosing the correct verbs to complete the sentences, which will help them consolidate the learning points for the present perfect with *ever*.

Continuous assessment

Teacher's Resource Book 6: Vocabulary worksheet Unit 1
Optional extra: The children write three facts they have learnt about their classmates' experiences.



At home

- **Activity Book 6** page 12

MST



1 Read and add the questions.

How does Geocaching work? What do you do when you find it?
How do you make a cache? How do you start? What is GPS?

Geocaching – Explore your own neighbourhood

You don't have to climb mountains to have adventures. You can discover things in your own back garden with geocaching! The word geocaching comes from 'geo' (the earth) and 'cache' (a safe place). So a geocache is something that is hidden somewhere on the Earth.

(1) _____?

Geocaching is like a treasure hunt. You hide the cache outside and use a GPS receiver to record the coordinates. Then you post the coordinates on a website so people know where to **look for** (_____) the cache. You can add clues, too. With geocaching you can **find out** about (_____) new places and have fun at the same time!

(2) _____?

GPS **stands for** (_____) Global Positioning System. A GPS receiver is like a car satellite navigation system. It uses 24 satellites that are orbiting the Earth. When you enter the coordinates in your GPS, it **works out** (_____) the location.

(3) _____?

It's easy! Many schools **set up** (_____) geocaching activities, or you can do it with your family or friends. You can find out where local geocaches are on the Internet.

(4) _____?

To make a cache you put together a collection of small things such as toys, key rings, coins, messages or photos and place them in a waterproof container. You should include a logbook and a pencil, and maybe a disposable camera.

(5) _____?

When you find a cache, you must **fill out** (_____) the logbook and write your name or code name, the date and the time. If there is a camera, you take a photo of yourself. You can also **take away** (_____) something. But if you do that, you must leave a new item behind!



Grammar

Many schools **set up** geocaching activities.

2 Complete the meaning of the phrasal verbs in **bold**.

calculate complete discover mean organise remove search for

3 Match and complete the sentences with the correct tense of the verbs.

find out stand for take away look for

1. He wasn't listening, so his teacher _____ his mobile phone.
2. I'm _____ my glasses. I can't find them anywhere!
3. Guess what? I _____ that my great-grandfather was a pirate!
4. What does www _____?

LL



LC



DC



13

Key competence



Children learn how a GPS works and how satellite navigation systems orbit the Earth to help us to improve our living conditions.



Knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity.



Children improve vocabulary knowledge, functional grammar and the functions of language.

Continuous assessment

Ask children questions about Geocaching and whether they have used a GPS device.

Check if they wrote the right phrasal verb in the right position.

Check children write the right tenses.

Language objectives

Grammar

- Phrasal verbs

Vocabulary

- *fill out, find out, look for, set up, stand for, take away, work out; cache, GPS, treasure hunt*

Functions

- Choose alternative words or phrases

Skills objectives

Reading

- Show understanding by matching questions with answers

Writing

- Write phrasal verbs in the correct tense

Materials

- **Teacher's i-book**
- **Teacher's Resource Book 6**
- A *geocache*: Use a small cylinder made from card, close one end and leave a lid on the other. Place five small items, a pencil and a sheet of paper inside. Phrasal verb concentration cards: Divide a sheet of paper into 14 squares. Write the seven phrasal verbs from the text on half and their meanings on the other half. Make photocopies so that each pair receives a sheet.

Attention to diversity

Phrasal verbs are notoriously difficult for children. It is better for the children to learn them in a natural way, hearing and using them, rather than learning lists.

Warmer

Ask children if they know what a GPS is and what the letters mean (Global Positioning System). Explain that it uses satellites to navigate and locate. Ask if they have one in their car or in their phone.

Lead-in

Write *Geocache* on the board and ask the children if they know anything about treasure hunts and geocaching. Explain that geocaching is an outdoor activity that uses GPS coordinates to find a cache or treasure.

1 Children read and add the questions.

Answers

1 How does Geocaching work? 2 What is GPS? 3 How do you start? 4 How do you make a cache? 5 What do you do when you find it?

Optional extra: Show the children the *geocache* you have prepared (see Materials). The children form groups to design their own cache. Tell them to write a list of five things to put in the reasons why. The groups compare lists and vote on which cache is the most popular.



2 Children complete the meaning of the phrasal verbs in bold.

Answers

search for; discover; mean; calculate; organise; complete; remove



Visual grammar presentation

 Touch  to open the extra Grammar activity. Children read the sentences and choose the correct phrasal verb to complete them.

3 Children match and complete the sentences with the correct tense of the verbs.

Answers

1 took away 2 looking for 3 've found out 4 stand for



Children play a fun game choosing the correct phrasal verbs to complete the sentences, which will help them consolidate the learning points of the lesson.

Wrap up

Divide the class into pairs. Give each pair a sheet (see Materials). They cut out all the cards, shuffle them and place them face down on a desk. Children take turns turning over two cards. If the cards match, the child takes them. They continue playing until all the cards have been taken. The child with the most cards at the end wins.

Continuous assessment

Teacher's Resource Book 6: Grammar worksheet Unit 1, Listening worksheet Unit 1



At home

- **Activity Book 6** page 13

The Visitors

Part 1

My name is Melau. This is the story of what happened to me when I was 13 and my life changed forever.

I live in Tanzania in East Africa. Have you ever heard of Mount Kilimanjaro or Lake Victoria, Africa's largest lake? Well, they're in my country. My grandparents were Masai tribesmen. They used to wander freely with their animals all over the wide plains of Tanzania, but times have changed for my family. Now our home is in a small village, and we don't travel very often. However, when I was 13, my little sister Naipaipai and I still kept up the tradition of travelling! Every day we had to walk twenty kilometres... twice! Why? To go to school! You might find this difficult to believe, but I love school. And I've always loved studying English. In fact, I've written this story in English!

One day our mother woke us up, as usual, before dawn. By the time we got up, breakfast was already on the table. We ate in silence – who wants to talk at four o'clock in the morning? – then put our lunch in our bags. When we left home, the moon was shining and the sky was crowded with stars.

On the long walk to school, I always carried my sister's bag. Sometimes, when she got too hot and tired, I carried her, too! We used to meet friends from other villages along the way and tell jokes or sing. That morning, Naipaipai was sitting on my shoulders when she said, 'Shhh!'

We stopped suddenly. The only sound was our breathing. Then we heard a howl. Hyenas! There were three of them. They looked hungry, and they were coming closer. But we knew what to do. Without a word, we picked up stones and threw them at the hyenas. I made a direct hit! The hyenas ran away.



We got to school at eight o'clock that morning, but immediately I sensed something was different. There were three strangers there, two men and a woman. They were talking to our teachers and looking around. I felt nervous. In fact, they made me more nervous than the hyenas! What did they want? And what were they doing at our school?



1 Read and listen to the story.

2 Read and make a story map.

Story map		
Characters - Who is the main character? - What is he like?	Setting - Where does the story take place? - When does the story take place?	Plot - What happens?

14

Key competence



Collecting and defining vocabulary from the text will help the children to understand words that otherwise may interrupt their reading, and help them increase their vocabulary in a meaningful way.



When children make the story map they are improving their reading comprehension using strategic thinking. The map focuses on the key elements of character, setting and plot.

Continuous assessment

Ask the children to record the terms in a notebook and check their work.

Ask children questions about their story map.

Language objectives

Vocabulary

- *character, plot, setting*
- *dawn, hyenas, plains, strangers, tribesmen, wander*

Skills objectives

Listening

- Understand a story

Reading

- Understand a story
- Understand the main features of a story

Writing

- Make a story map

Materials

- Teacher's i-book
- Student's Book 6 CD 1
- Map of Africa

Attention to diversity

There will be quite a lot of unfamiliar vocabulary in the story. Encourage the children to guess the meaning from context. If there are still unknown words, they should ask or look them up. Suggest they keep a vocabulary book for all the new words they come across.

Warmer

Display the map of Africa. Elicit any information the children know about any African countries. Tell them that the story they are going to read is about people in Tanzania. Ask them to locate Tanzania, Mount Kilimanjaro and Lake Victoria on the map.


Lead-in

Ask the children questions about their school day routine: *How do you get to school? What time do you get up? Who do you go to school with? What do you do on your way to school? What time do you arrive? How far is it to your school?*

1 Children read and listen to the story.

Values: Discuss why Melau always carries his sister's bag and sometimes also her. It's a long way to school so he must get tired, yet he still helps her. Ask the children if they help anyone who is younger than them, what they do and why.

Optional extra: Ask children the questions from the Lead-in activity. Children answer as if they were Melau.

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

Hot spots: first impression - nod - compliment. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and make a story map.

Answers

Characters: Melau - He is intelligent. He is kind and a good brother. He is brave.

Setting: In Tanzania. When Melau was 13. **Plot:** Melau and his sister live with their family in a small village. They walk 20 km to school twice every day. One day some visitors come to the school. The visitors want to make the school better. Together, the visitors and the children build a school with three dormitories. The children sleep at the school and they don't have to start the day feeling tired. Six months later they get some news. A TV crew is coming to the school and they want to interview Melau. Melau is excited about the interview, but then Melau's teacher tells Melau his mother is very sick.

Optional extra: Tell the children that general scenes are narrated in the Past continuous and that single events are expressed in the Past simple. The children underline the Past continuous verbs and the Past simple verbs in different colours, *used to* twice and the past of *have to*. The children circle the phrasal verbs in the episode: *keep up, get up, pick up, run away, look around*.

Fast finishers

The children read the story quietly.

Wrap up

Divide the class into groups of five. The children share information about their morning journeys. Using their notebooks, each group writes five differences between the start of their school day and Melau's. Groups take turns explaining the differences to the class.

Continuous assessment

The children draw a scene from the story and write a description of what is happening.

At home

- Activity Book 6 page 14

The three visitors were standing in front of the school with our teacher, Mr Nairiamu. They were wearing city clothes, and my first impression was that they were European or American. One of the men was holding some kind of map. They were all looking at it, then pointing here, there, everywhere. Mr Nairiamu was nodding. But what did those nods mean?

Then Mr Nairiamu looked at us and said, 'Come on children, don't just stand around. It's time for your lessons.' He walked into one of the classrooms, and my sister and friends followed him. But I held back. I was sure these strangers had big plans, and I was worried. I walked up to the woman – my heart was in my mouth! – and I said, 'Please don't take our school away.'

She looked at me in surprise. 'Hey, you speak English very well,' she said. I ignored her compliment.

'Our school is important to us. We want to learn. You can't survive in this world without an education!'

She smiled. I didn't trust her smile, but the woman said, 'We don't want to take away your school. In fact, we want to make it better. And make it easier for you to study.'

The visitors were from an international foundation, and even though I doubted them at first, they were true to their word. A month later work started. They worked with us, and together we built three dormitories – one for the boys, another for the girls, and even one for the teachers. And they helped us build a kitchen, too, where we ate our meals. Maybe you don't like the idea of living away from home, but for us, it was like staying in a five-star hotel. We could start the day without feeling tired. It was fantastic! And we still went home at weekends.

Six months later, we got some news from the visitors. A TV crew was coming all the way from the United States! They wanted to film the school. And Mr Nairiamu said they wanted to interview me!

The night before the interview, I was so excited that I couldn't sleep. But early the next morning, before the film crew arrived, Mr Nairiamu came into the dormitory to talk to me. 'Are you awake, Melau?'

'Yes, sir.'

'Then get up now. You have to go home. Your mother is very sick.'



1 Read and listen to the story.

2 Read and write who or what the words in **bold** refer to.

1. **They** were wearing city clothes.
2. They were all looking at **it**...
3. Then Mr Nairiamu looked at **us**...
4. She looked at **me** in surprise.
5. I ignored **her** compliment.
6. **They** wanted to film the school.



Key competence



Talk about international foundations that support worldwide development and help emerging countries with sustainable development in agriculture, education, health, social and environmental issues.



Stories are a great way to introduce new words and grammar concepts into a child's language. One of the advantages of learning through stories is that the process happens in a natural way.

Continuous assessment

Ask children if they know any international foundations or NGOs.

Check understanding of the words in bold.

Language objectives

Vocabulary

- *dormitories, first impression, nod, true to their word, trust*

Skills objectives

Listening

- Understand a story

Reading

- Understand a story

Materials

- Teacher's i-book
- Teacher's Resource Book 6
- Student's Book 6 CD 1

Warmer


Guide the children in retelling what has happened so far in the story. Play track 1.10 and let the children listen.

Lead-in

Review some of the vocabulary and structures taught in the unit so far by asking about the story: *Have Melau's people always lived in a village? Did his grandparents use to go to school? Why is Melau talking to the people? What do you think they want?*

1 Children read and listen to the story.

Optional extra: Ask comprehension questions: *What did Melau think about the people? What were the people doing? Why did Melau decide to talk to the people? What was he afraid of? What does he think of education? Where were the people from? What did they do? What changed for the children and the school? What happened six months later? What did the film crew want to do? How was Melau involved? What happened to Melau? How do you think he felt? What do you think will happen next?*

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



Hot spots: **first impression - nod - compliment.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and write who or what the words in bold refer to.

Answers


- 1 The visitors 2 The map 3 The children 4 Melau
5 The woman visitor 6 The TV crew

Optional extra: Divide the class into groups of four. Put the headings on the board: *Physical movement, Feelings, Countries and nationalities, People (not names)*. Tell the children to look through this part of the story and write down words for each category.

 Touch  to open the activity. Children read the sentences and drag the correct verb to complete them. There are more verbs than sentences, so some verbs won't be used. Use the audio beside each sentence if the children find the activity too difficult.

Wrap up

Let the children discuss what they would like to do to improve their school.

 Children play a fun game matching the sentence halves to form correct sentences about the story. This activity can be set up between two or more teams. Cover the second halves of the sentences using the shade in **Richmond i-tools** and ask the children to predict what the ending for each sentence could be.

Continuous assessment

Teacher's Resource Book 6: Reading worksheet Unit 1
Optional extra: The children give a short oral summary of the story.

At home

- Activity Book 6 page 15

Unit 1

Lesson 7



1 Look and tick (✓) your favourite imaginary trip.



A jungle adventure in Costa Rica



A scientific trip to Antarctica



A camping trip to Australia

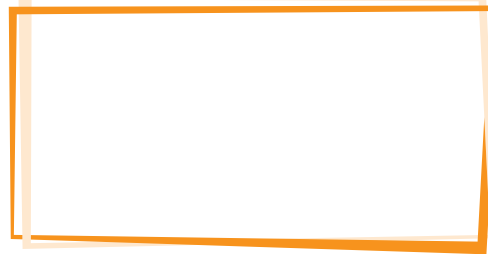
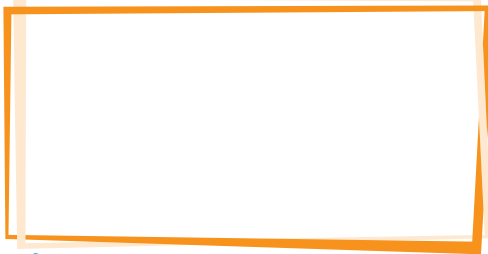
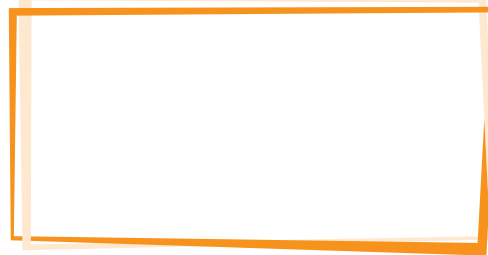
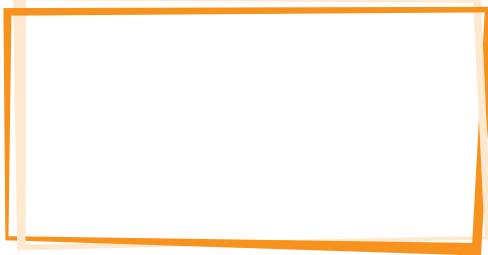


2 Complete the table with four exciting events which happened during your trip.

	1	2	3	4
Day / Time				
Place				
Event				



3 Draw the four events.



4 Write a description of your trip.

I had a wonderful trip to Costa Rica, but I was ready to go home! I was walking along the road to the airport when suddenly a giant snake bit me! I started to cry and yell...



16



Key competence



Sorting and organising data into categories helps children to move from using concrete ideas towards more symbolic representation.



Drawing helps children to express and communicate personal interests and feelings, and promotes creativity and enjoyment.



Children use their drawings as inspiration for their writing in order to bring together the language they need.

Continuous assessment

Ask children about the events in the chart.

If possible, display the drawings and reward all children's efforts.

Check the children's writing.

Language objectives

Grammar

- Interrupted past

Vocabulary

- *camping, jungle, scientific, trip; Antarctica, Australia, Costa Rica*

Skills objectives

Writing

- Complete a chart and write a description of an imaginary trip

Materials

- Teacher's i-book
- Teacher's Resource Book 6
- Map of the world
- Printed out pictures of Costa Rica, Antarctica and Australia

Attention to diversity


Some children will not have ideas for the trips. It is always a good idea to brainstorm suggestions to help less imaginative children.

Warmer

Display the world map and ask the children to locate Costa Rica, Antarctica and Australia. If possible, show the children printed out or Internet pictures of these places.

Lead-in

Write the three places as headings on the board. Then ask the children to imagine each place at a time. Ask questions to help them imagine it: *What animals might you see? What sort of activities would you do? What's the weather like? What are the dangers?* Write their answers on the board to create mind maps.

 Open the **lead-in** 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. Use the clue button to zoom out from the picture and ask the children to try to guess the word right before the full image appears. Once the pictures have been guessed, ask the children some questions about them: *How many countries/continents have you visited? What place did you like most? Why? What did you do? How long did you stay? Did something unusual happen during your trip?*

1 Children look and tick (✓) their favourite imaginary trip.

Answers

Child's own answers

Optional extra: Ask children to explain why they have chosen a particular trip. Find out which is the most popular.

2 Children complete the table with four exciting events which happened during their trip.

Answers

Child's own writing

Optional extra: The children get into groups and tell each other about their events.

3 Children draw the four events.

Answers

Child's own drawings

Optional extra: The children take turns to draw one of their events on the board. The rest of the class guess what it is and where it is.

4 Children write a description of their trip.

Answers

Child's own writing

Optional extra: The children get into small groups, choose one of their events and mime it for the group to guess what is happening.

Wrap up

Children read their stories to the class. The class votes on the best story for each of the following categories: the funniest, the most imaginative and the scariest.



Children play a fun game choosing the correct words for each of the following categories: *Jungle, Arctic, Desert, Beach*.

Optional extra: Use the spotlight in the **Richmond i-tools** to cover some of the words and play *What's missing?*

Continuous assessment

Teacher's Resource Book 6: Writing worksheet Unit 1

Optional extra: Use the children's piece of writing to check their language development.

At home

- Activity Book 6 page 16

Phonics



1 L.12 Listen and sing.

Hopping for the girl

I've always dreamed about a girl.
Her name is Ann Marie.

I've entered the school sack race,
Because I want her to notice me.

I've decided I have to win the race,
So I've worked hard for many days.
I've jumped and stretched and trained.
I've lifted weights a hundred ways.

Now the day of the race has arrived,
And I'm ready to begin.

Ann Marie is hopping next to me,
So I have to let her win!

They've all applauded Ann Marie,
But oh, what do I see?
Her happy, shining, pretty face,
Smiling just at me!

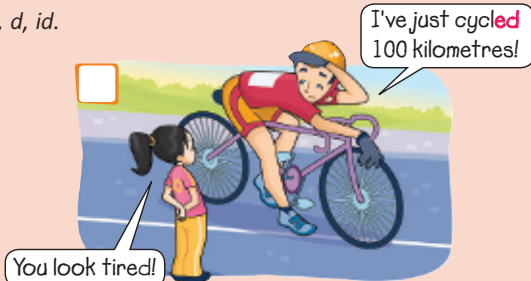


2 Underline the past participles and classify.

worked /t/	dreamed /d/	decided /id/
_____	_____	_____
_____	_____	_____
_____	_____	_____



3 L.13 Listen and classify the past participles - t, d, id.



Key competence



Singing in English helps children to develop confidence and artistic interpretation skills and give them the opportunity to practise pronunciation in a natural way.



These activities helps children link sounds and words and provides a model of pronunciation.

Continuous assessment

Encourage all the children to join in and enjoy the song, and monitor their progress.

Make sure they understand the different pronunciations of the -ed ending.

Language objectives

Vocabulary

- *arrived, cycled, dreamed, entered, trained; applauded, decided, lifted, started; finished, jumped, stretched, washed, worked*

Pronunciation

- Phonics: Pronunciation of *ed* endings

Skills objectives

Speaking

- Join in with the song

Listening

- Follow the lyrics to a song

Reading

- Read words with the same end spelling but different pronunciation

Writing

- Classify the correct pronunciation of regular past tense verbs and participles

Materials

- Teacher's i-book
- Teacher's Resource Book 6
- Student's Book 6 CD 1
- *-ed* word cards: Write the words *played, arrived; watched, worked; wanted, studied* on paper. Photocopy enough times so each child has one word. Cut out the words.

Attention to diversity

The pronunciation of past participles is best achieved by listening and trying to copy. Children may have a tendency to pronounce everything as *-ed*, as the words are written. Tell them to focus on these words as they hear them and to try to repeat this sound, not to pronounce the way it looks.

Warmer



Write *-ed* in the middle of the board, at the top. Ask the children what they know about a word if it ends in *-ed*. Point out that it will likely be a verb, either in the past simple or the present perfect. Ask for a few examples of sentences using verbs ending in *-ed*, but do not write them on the board.

Lead-in

Say various *-ed* words and ask the children to listen closely to the pronunciation. Let them identify the sounds *t*, *d* and *id*.

1 Children listen and sing.

Optional extra: Play the track but pause it after each *-ed* word for the children to repeat and say which sound it has.

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

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

2 Children underline the past participles and classify.

Answers

t: jumpeded, stretcheded *d*: entereded, traineded, arriveded *id*: lifteded, applaudeded

Optional extra: Write the three sounds on the board (*t*, *d* and *id*) and pronounce them several times. Ask the children to touch their throats with their fingers as they repeat after you. Point out that *t* is unvoiced (the vocal chords do not vibrate), while *d* and *id* are voiced (the vocal chords vibrate).

3 Children listen and classify the past participles - *t*, *d*, *id*.


Answers

t: washed, finished *d*: cycled *id*: started

Optional extra: Give each child a word card (see Materials). The children memorise their word, and then they walk around the room to find other people with the same word. When they do, they link arms and keep searching until they have linked arms with everyone with the same word. They then link up with the other group that has the same final sound as their group.

Wrap up

Redistribute the word cards. Write the three sounds as headings at the top of the board: *t*, *d* and *id*. The children come to the board and place their word in the correct column, saying it aloud in chorus.

 Children listen to the words and choose the correct sound for the past participle ending *-ed*: *t*, *d*, *id*.

Continuous assessment

Teacher's Resource Book 6: Speaking worksheet Unit 1

Optional extra: The children write three words for each sound and then say them out loud.

At home

- Activity Book 6 page 17



Achieve!



1 Look at the pictures and discuss with a classmate.

1. How many of these places can you name?
2. Where are they?
3. What else can you say about them?



2 Read and complete the sentences.

Amazing places

Have you heard of any of the following places: The Grand Canyon, Stonehenge, Machu Picchu, The Great Barrier Reef, the Taj Mahal or the Great Wall of China? These amazing places are unique and they all belong to the peoples of the world. They are UNESCO World Heritage sites. UNESCO protects them for future generations to explore and enjoy. The World Heritage emblem represents its values. The square symbolizes the creations of humankind and the circle represents the gifts of nature. The emblem is also round, like the world, and this shows that our global heritage should be protected for everyone. The words around the circle are in English, French and Spanish.

There are 890 World Heritage sites around the world. Italy, with 44 sites, has more than any other country, and there are 29 sites in Mexico, including Mexico City centre and the whale sanctuary in Baja California. One of the first World Heritage sites was the Galapagos Islands. These islands are located 1,000 kilometres off the coast of Ecuador, and they are very isolated. This led to the development of unusual animal life, including the giant tortoise and the land iguana, which were studied by Charles Darwin on his famous trip in 1835. One of the most recent sites is the Tower of Hercules in Spain. This lighthouse, originally built by the Romans, has been a landmark for nearly 2,000 years!

1. The World Heritage sites belong _____.
2. The square and circle in the emblem represent _____.
3. The words that surround the circle are in _____.
4. One of the first World Heritage sites was _____.
5. The isolation of the Galapagos Islands led to _____.
6. The Tower of Hercules in Spain has been _____.

Key competence



A useful reading comprehension strategy involves having children preview comprehension questions so that they can focus on answering them as they read.



Children learn about UNESCO, an organisation that creates holistic policies that are capable of addressing the social, environmental and economic dimensions of sustainable development.

Continuous assessment

Monitor the activity and check what they know about the pictures.

Make children read the completed sentences and ask them some reflective questions.

Language objectives

Vocabulary

- emblem, heritage, humankind, landmark, symbolizes

Functions

- Learn about UNESCO World Heritage sites

Skills objectives

Speaking

- Discuss famous sites

Reading

- Read and complete a summary of a text

Writing

- Write answers to questions

Materials

- Teacher's i-book
- World map

Warmer

Display the world map. Ask the children to tell you countries they have been to and point them out on the map.

Lead-in

Write the acronym UNESCO on the board and ask the children if they have ever heard of it. Explain what it stands for: United Nations Educational, Scientific and Cultural Organization.

1 Children look at the pictures and discuss with a classmate.

Answers

1 to the people of the world 2 the creations of humankind and the gifts of nature 3 English, French and Spanish 4 the Galapagos Islands 5 the development of unusual animal life 6 a landmark for nearly 2,000 years

Optional extra: Ask comprehension questions: *Why does UNESCO protect these places? Why is the emblem round? How many World Heritage sites are there? How many are in Italy? How many are in Mexico? Who is Charles Darwin? When did he go to the Galapagos Islands? When was the Tower of Hercules built? Who was it built by?*

Fast finishers

If the Internet is available, ask the children to find other World Heritage sites and any which are in their country.

Wrap up

Children write a five-question quiz about the World Heritage sites on the page. Have children close their books and put them away. Divide the class into two teams. The teams ask each other ten questions. Award a point for every correct question and answer. The team with the most points is the winner.



Watch the video *World Heritage sites*. 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 about anything that they have learnt in the lesson.



At home

- Activity Book 6 page 18

New Zealand



Unit 1
Lesson 10

Culture



1 Listen and answer the questions.

1. In which ocean is New Zealand? _____
2. What is *Aoraki*? _____
3. What does the Maori phrase *kia ora* mean? _____
4. What is the capital of New Zealand? _____
5. What kind of animal is a giant weta? _____
6. How many sheep are there in New Zealand? _____



2 Read and label the adventure sports.

Extreme New Zealand!

1 **Bungee jumping** is one of New Zealand's most popular activities. Jump off a cliff or a bridge headfirst with an elastic rope tied to your feet!

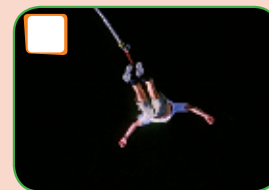
4 **Whitewater rafting** is an exhilarating ride. Travel along calm rivers in an open rubber boat, then hold on tight as the rivers turn into rapids and you drop over waterfalls!

2 **Blackwater rafting** is a sport that started in New Zealand. Climb down into caves and then float along underground rivers on a rubber ring to see the glow worms.

5 Try **zorb**ing, a fun experience where you roll down a hill inside a huge plastic ball at up to 50 mph.

3 **Helihiking** is a great way to discover nature. Take a helicopter ride to the high point of a glacier and then have a guided walking tour down to see the beautiful ice formations.

6 Visit a **thermal park** where you can see boiling mud pools, geysers and hot springs.



19

Key competence



Geography and culture inspire a curiosity and fascination about the world and its people that will remain with the children for the rest of their lives.

Continuous assessment

Ask them some questions about New Zealand and what they think about holidays there.

Language objectives

Vocabulary

- *giant weta, Maori; blackwater rafting, bungee jumping, helihiking, thermal park, whitewater rafting, zorbing*

Skills objectives

Listening

- Listen for answers to questions

Reading

- Understand text and match it to photos

Writing

- Write answers to questions

Materials

- Teacher's i-book
- Student's Book 6 CD 1
- Poster Unit 1
- Flashcards Unit 1
- World map

Warmer

Display the unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**). Ask children to name the activities they know on it.

Lead-in

Display the map of the world and ask the children to locate New Zealand. Ask them to tell you whatever they know about it.

1 Children listen and answer the questions.

Answers

1 the Pacific Ocean 2 the highest mountain 3 hello
4 Wellington 5 a huge cricket 6 30 million

Optional extra: The children listen again and write down other interesting information about New Zealand. They then form a question to ask the rest of the class.

2 Children read and label the adventure sports.

Answers

(Top row, left to right) 6, 3, 1 (Bottom row, left to right)
5, 4, 2

Optional extra: The children choose which New Zealand extreme sport experience they would like to try and discuss it with a partner.

Fast finishers

If the Internet is available, the children find videos of each of the mentioned experiences.

Wrap up

Divide the class into nine groups. Give each group a unit 1 **Flashcard**. Together they imagine when and where they have tried this experience and what it was like. The groups then mix and talk about their extreme experience with others, taking turns to ask and answer questions about it.



Watch the video *Sports in New Zealand*. 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.



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

Continuous assessment

The children describe one of the extreme experiences.



At home

- Activity Book 6 page 19

Unit 1 Review



1 1.15 Listen and tick (✓) the correct picture.

1	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
2	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
3	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
4	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>



2 Look and say what they have and haven't done. Use *already* and *yet*.

	Climb Mount Everest	Swim in the Amazon River	Walk on the Great Wall of China	Go camping in the Sahara Desert
Jake	✓	✓	✗	✗
Natasha	✗	✓	✓	✗
Emily & Joe	✗	✗	✓	✓



Jake has already climbed Mount Everest but he hasn't walked on the Great Wall of China yet.

20

Key competence



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

Continuous assessment

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

Language objectives

Grammar

- Interrupted past (Past continuous + Past simple)
- Present perfect with *already* and *yet*
- Phrasal verbs

Functions

- Review the language of the unit

Skills objectives

Speaking

- Say what people have already done and not done yet

Listening

- Listen and choose which picture is being described

Reading

- Review target vocabulary and grammar
- Select the correct phrasal verb

Writing


- Write about life experiences

Materials

- Teacher's i-book
- Student's Book 6 CD 1
- Teacher's Resource Book 6
- Flashcards Unit 1
- Poster Unit 1


Warmer

Display the unit 1 **Poster**. Invite volunteers to come and point out what people are doing. Ask children if they have ever tried any of the activities. If anyone answers yes, then continue to ask questions for more details.

 Open the **i-poster**. Children listen and drag the numbers to show the order in which the activities were done. They don't number the activities which are not mentioned in the story (there are ten numbers to drag and just six activities she did).

Lead-in

Hand out the unit 1 **Flashcards** to groups of children. Tell them to imagine they were doing this activity when something happened. Let them be imaginative in their ideas. The groups share their experiences with the rest of the class. They could even make it into a short sketch.

1  Children listen and tick (✓) the correct picture.


Answers

1 second picture 2 first picture 3 third picture 4 third picture

Optional extra: Write the four correct sentences from the activity in small writing on the board. Divide the class into four teams. The team members take turns to walk to the board, memorise part of a sentence, then dictate it to their team. One person writes down what is dictated. The first team to present the four correctly written sentences is the winner.

2 Children look and say what they have and haven't done. They use *already* and *yet*.

Optional extra: In pairs the children play a guessing game. Demonstrate by saying: *This person has already walked on the Great Wall of China but hasn't swum in the Amazon River yet.*

 Open the **Speaking** activity. Play **Guess it!** The children have to guess the picture. Divide the class into groups. Before you start the activity, ask this question: *What was this person doing?* Touch *play* to start. The children look at the picture and try to guess what it is. When the children want to have a guess, they raise their hand. Stop the timer. If the answer is correct, give one point to the team. If it's not correct, restart the timer. Use the **Richmond i-tools** to write each team's score and time on the chart provided. Once the first picture has been guessed, ask the children to invent a story about the person shown in the picture. A child starts and the rest of the children take turns to improvise and complete the story. Touch *play* again at the bottom of the screen to play with a different picture.

Unit 1 Review



3 Read and complete with the correct phrasal verb.

1. Visit our website to _____ more about mountain climbing.
take away / find out / fill out
2. LOL _____ 'laugh out loud'.
finds out / stands for / gets up
3. Join our Adventurer's Club – just _____ the online registration form.
fill out / take away / find out
4. Our school has _____ a new camping club for weekends.
set up / stood for / filled up
5. Where do you _____ information about cycling races?
get up / look for / fill out
6. My mum was angry with me and _____ my MP3 player.
set up / stood for / took away



4 Write what Oliver has done in his life.

1. break his leg / 2009 _____
2. sleep in a tent / last week _____
3. act in a play / June _____
4. win a prize / two years ago _____



5 Write about what you have done in your life.

What? When? Where?

Key competence



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

Continuos assessment

Check and correct their work.

3 Children read and complete with the correct phrasal verb.

Answers

1 find out 2 stands for 3 fill out 4 set up 5 look for 6 took away

Optional extra: Put the children into small mixed ability groups. Each group writes a new sentence using a phrasal verb. They give three options like in the activity. The groups swap sentences and then select the answer. The groups return the sentences to the writers, who then check the answer and read out the correct sentence.

4 Children write what Oliver has done in his life.

Answers

1 Oliver broke his leg in 2009. 2 Oliver slept in a tent last week. 3 Oliver acted in a play in June. 4 Oliver won a prize two years ago.

Optional extra: Put children into pairs. One is Oliver and the other an interviewer. They role-play an interview. Ask pairs of children to perform the interview in front of the class.

5 Children write about what they have done in their life.

Answers

Child's own writing

Optional extra: Display the unit 1 **Poster** and have the children imagine they are someone on it. Put them in pairs to ask and answer questions about what they have done.

Wrap up


Divide the class into groups of four. Shuffle the unit 1 **Flashcards** and place them face down in a pile at the front of the room. Explain to the class that they are going to invent a story based on the flashcards. Invite the first group of four to come up, turn over a card and begin the story.

We were camping in the mountains. We were sleeping in a tent. Encourage the other groups to ask for details: *Why were you camping? How many people were there? Was it in the summer or in the winter?*

Invite the next group to come up, turn over a card and continue the story. The new events must connect with what has already been told.

Continue until every group has had a turn.

The children write the story from memory for homework, including as many details as possible.

 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 6: Test Unit 1

At home

• Activity Book 6 pages 20-21



Our balloon trip was great! We got up at four o'clock in the morning. Uncle Alan was blowing up the balloon with hot air when my mobile phone rang. It was my mother calling from the UK! She wished us a safe trip.

When we took off, it was still dark. We were eating sandwiches for breakfast in the balloon when we saw the sunrise!

A little later, we flew over some zebras. I was taking pictures of them when a lion attacked one of them! It was very violent, so I didn't take a picture of that!

About an hour later, we were floating over a river when we saw a herd of elephants. They were washing themselves. I took a great picture of them from above.

Then the craziest thing happened. We were descending when suddenly the balloon got stuck in a tree! We couldn't get ourselves free, so my uncle called his friend Chuck on his mobile phone. Chuck came to help us and took a picture of the balloon stuck in the tree.

Then the funniest thing happened. We were climbing down the tree when a giraffe appeared! It was very curious and it was staring at us, so I took a picture of it!



Hello there and welcome to the North Pole Marathon. The temperature is minus 36 degrees! That's extremely cold! This marathon is unique because the runners will run on the frozen water of the Arctic Sea. The runners are getting ready for the race now. They will run 42 kilometres on the ice! The entry fee for this marathon is very expensive. It costs over 9,000 pounds! Now let's meet one of the runners...



- 1 Ted has already parachuted from a plane.
- 2 He hasn't written his autobiography yet.
- 3 Ted hasn't built his own house yet.
- 4 He has already ridden an elephant.



Journalist: I'm standing next to Ethan Byrd. He's covered in snow and ice, and he looks exhausted. But he has just completed the North Pole Marathon! Congratulations, Ethan!

Ethan Byrd: Thank you very much.

J: Have you ever run in a marathon?

E.B.: Yes, I have. In fact, I ran in a marathon last January.

J: When did you start running?

E.B.: About five years ago. I ran in a marathon in New York. It was very exciting.

J: How did you prepare for the cold weather today?

E.B.: I put on three layers of thick clothes! But I'm still cold!

J: How long did today's marathon take you?

E.B.: Eighteen and a half hours. I think I came in last!

J: What was the worst moment?

E.B.: Well, at one point, I thought I saw a polar bear.

J: What did you do?

E.B.: I screamed!

J: And was it a polar bear?

E.B.: No. It was just a big pile of snow. But there was ice on my goggles, so I couldn't see very well.

J: Have you made friends with any of the other runners?

E.B.: Oh yes, I've become good friends with three other runners. We're going to keep in touch.

J: Have you decided about next year's marathon?

E.B.: Yes, I have. I'm definitely coming back!

J: How do you feel now?

E.B.: Well, I've just finished the world's coldest marathon, so I feel cold and tired. But I feel great, too!



Old man: Excuse me, has the race started yet?

Girl: You look tired!

Cyclist: I've just cycled 100 kilometres!

Mum: Have you finished your homework yet?

Boy: No, I haven't!

Dad: Have you washed the car yet?

Girl: Er... not yet.



1

New Zealand is a beautiful country in the southern hemisphere, in the Pacific Ocean. It has two main islands, North Island and South Island.

2

The country has a range of landscapes and weather. North Island has over 50 volcanoes and some of them are active. It also has boiling mud pools, hot springs and geysers. South Island has a snow-covered mountain chain called the southern Alps and also various glaciers. The highest mountain is Mount Cook, also called *Aoraki*. It is 3,700 metres high.

3

Maori are the indigenous people of New Zealand. They have lived there for over 1,000 years. They still speak the Maori language and most New Zealanders understand common phrases, for example, *kia ora*, which means hello! The Maori name for New Zealand is *Aotearoa*, which means long white cloud.

4

Only about four million people live in New Zealand. The largest cities are Auckland and Christchurch. The capital city is Wellington.

5

New Zealand is full of unusual wildlife not seen anywhere else in the world. Nearly all the land animals are birds and the most famous is the kiwi bird. There are many insects, for example, the giant weta, which is like a huge cricket. It weighs about 70 grams – three times more than a mouse!

6

Farming is an important industry in New Zealand. Europeans introduced farm animals and now there are over 30 million sheep. That's about eight sheep per person!



1

Boy: John and I were riding our bikes when it started to rain.

2

Girl: I was doing my homework when the lights went out.

3

Girl: We were walking to school when suddenly we saw two cars crash.

4

Boy: My mum was driving to work when her car broke down.

Activity Book

Key and Transcripts

Lesson 1

1
1 David was walking his dog when it jumped into a pond.
2 We were hiking in the woods when we saw a bear.
3 My dad was reading the newspaper when I broke the window.
4 Gina was playing tennis when a dog took her ball.
Pictures from left to right: 3, 4, 2, 1

2
1 was eating
2 looked
3 was clearing
4 fell
5 was looking
6 put
7 was walking
8 slipped
9 were watching
10 went out

Lesson 2

Verb	Past tense	Past participle
swim	swam	swum
run	ran	run
sing	sang	sung
teach	taught	taught
win	won	won

Verb	Past tense	Past participle
see	saw	seen
build	built	built
get	got	got
ride	rode	ridden
write	wrote	written

2
1 Have; sung
2 have
3 climbed; yet
4 haven't
5 already run
6 Have; swam; yet
7 Yes; have
8 won; yet
9 haven't ridden; yet

3
Child's own answers

Lesson 3

1
1 Q: When did you start your world tour?
A: I started my world tour three months ago.

2 Q: Which countries have you visited?
A: I have visited Russia, China, Australia and the USA.
3 Q: Have you ever been to the Great Wall of China?
A: Yes, I have.
4 Q: Have you made friends in other countries?
A: Yes, I made friends with a Chinese girl.
5 Q: Have you ever got lost?
A: Yes, I have.
6 Q: Where did you get lost?
A: I got lost in Red square in Moscow.

2
1 has been
2 have visited
3 left
4 have seen
5 have ever done

Lesson 4

1

c	x	f	i	n	d	o	u	t	x	s	b
l	r	i	w	l	e	d	q	b	z	e	l
o	n	l	o	l	r	c	f	d	m	t	w
o	a	l	r	t	j	y	z	l	p	u	a
k	l	o	k	t	f	t	o	r	w	p	l
f	b	u	o	s	t	a	n	d	f	o	r
o	x	t	u	t	a	k	e	a	w	a	y
r	p	u	t	t	o	g	e	t	h	e	r
q	i	m	c	o	m	e	f	r	o	m	n

2
1 to find out
2 looking for
3 work out
4 set up
5 stand for

3
Child's own answers

Lesson 5

1
4, 3
2, 1
2
4; 8 o'clock was when they arrived at school
1; 4 o'clock is when they had breakfast
3; 3 hyenas
2; 20 km – distance to school.

3
1 F
2 T
3 F
4 F

5 F
6 T
7 F
8 F

4

1 To give aid to improve facilities in the school.
2 Melau was nervous because he thought the strangers were there to close the school.

Lesson 6

1
Nationality: Tanzanian
Family members: mother and sister
Home: small village in Tanzania
School: 20 km walk from her village
His special talents: writes stories and speaks English very well, knows how to keep hyenas away.
Words to describe his personality: studious, brave, caring.

2

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

3

1 map
2 visitor
3 education
4 dormitories
5 kitchen
6 hotel
7 weekends
8 film
9 interview
10 well

Lesson 7

1
1 Boris was passing by the lake when a crocodile jumped out.
2 Boris was walking down the sidewalk when a bucket of paint fell on his head.
3 Boris was walking through the park when he saw a thief running away.

2

Child's own writing

3

Child's own writing

Lesson 8

- 1
- 1 talked
- 2 washed
- 3 lifted
- 4 planted
- 5 painted
- 6 cooked
- 7 knitted
- 8 baked
- 9 played
- 10 watched
- 11 cycled
- 12 brewed

2
id: lifted, planted, painted, knitted.
d: played, cycled, brewed.
t: talked, talked, washed, cooked, baked, watched.

3
id: green
d: red
t: blue

4
Child's own answers

Lesson 9

- 1
- 1 Picture 3
- 2 Picture 1
- 3 Picture 2

- 2
- 1 Yellowstone National Park
- 2 Dinosaur Provincial Park
- 3 Dinosaur Provincial Park
- 4 Dinosaur Provincial Park
- 5 The Pyramids
- 6 Yellowstone National Park

Lesson 10

- 1
- 1 Auckland
- 2 North Island
- 3 South Island
- 4 Wellington
- 5 Christchurch
- 6 Stewart Island
- 7 Helihiking
- 8 Whitewater rafting
- 9 Bungee jumping

Review

	Noah	Lily
tour Central Park	✓	✗
visit Empire State Building	✗	✓
climb Statue of Liberty	✗	✗
cross Brooklyn Bridge	✓	✓
eat in Chinatown	✓	✗
walk along Broadway	✗	✗
visit Metropolitan Museum	✗	✓
go shopping	✓	✗

2
2 Noah hasn't visited Empire State Building yet. Lily has already visited it.
3 Noah and Lily haven't climbed the Statue of Liberty yet.
4 Noah and Lily have already crossed Brooklyn Bridge.
5 Noah has already eaten in Chinatown. Lily hasn't eaten there yet.
6 Noah and Lily haven't walked along Broadway yet.
7 Noah hasn't visited the Metropolitan Museum. Lily has already visited it.
8 Noah and Lily have already been shopping.

3
1 woke up; was staring
2 was practising; got
3 were talking; dropped; broke

4
Child's own answers

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

6
1 made
2 travelled
3 has been
4 built

7
Child's own answers

Transcripts



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



1 talked, talked
2 washed, washed
3 lifted, lifted
4 planted, planted
5 painted, painted
6 cooked, cooked
7 knitted, knitted
8 baked, baked
9 played, played
10 watched, watched
11 cycled, cycled
12 brewed, brewed



Narrator: Noah and Lily have only 24 hours in New York! It's 1 pm. What have they done? What haven't they done?
Noah: Hi Lily! Are you having a good time in New York?
Lily: Hi Noah! I'm having a great time! I love New York! Though there are several things that I haven't done yet. For example, I haven't toured Central Park yet. Have you?
Noah: Yes, I have. It's huge! But I haven't visited the Empire State Building and I haven't climbed the Statue of Liberty. Have you?
Lily: Well, I have already visited the Empire State Building, but I haven't climbed the Statue of Liberty yet. So if you haven't done it either, maybe we can go together this afternoon.
Noah: Yes, that would be great! Have you crossed Brooklyn Bridge? I have already crossed it. It's so long!
Lily: Yes, I have already crossed it, too. But I haven't eaten in Chinatown, and I'd like to have lunch there.
Noah: I have already eaten in Chinatown... mmm... delicious! But I haven't walked along Broadway... Have you?
Lily: No, I haven't walked along Broadway. We should do that! Have you visited the Metropolitan Museum? I have already visited it, and I loved it!
Noah: No, I haven't visited the Metropolitan Museum yet... Well, at least I have already bought some souvenirs for my friends.
Lily: Me too! I have already been shopping... Oh, there are so many things to do in New York!