

Lesson 1: Vocabulary

Learning objectives

To learn ten words for places in a town

To ask and answer about where places are in a town

Language

Core: bus station, hospital, hotel, museum, post office, shopping centre, square, supermarket, theatre, town hall

Revised: café, cinema, library, park, police station, shops, sports centre; Prepositions: between, near, next to, opposite; It's (opposite) the (square). It's (between) the (hotel) and the (museum). There's a (hotel).

Other: castle, city, east, past, present, town; What places are there in your town?

Starting the lesson (optional)

- Play 2-minute race to review places around town the children know (see Ideas bank page 195).
- Talk about what places there are in your town in the children's own language and English. Ask the children which places they visit a lot, sometimes and never. *Is there a cinema? Are there any shops? Which shops do you like? What do you like doing at the sports centre? Where's the bank? What's opposite the bank?*
- Point to the Unit aim box on the Class Book page and read the aim together.
- Write the objectives for today's lesson on the board.

CONTINUOUS ASSESSMENT: Repeat this procedure at the start of every lesson: write the lesson objective(s) on the board, in the children's own language, so that they are clear about what they are going to learn.

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Unit introduction: 1 Watch.

- Watch the video. Ask the children questions about the clip, in the children's own language: *What are Lisa and Alfie showing Jack? (They are showing him around the town.) Are there lots of interesting places to see? (Yes.)*

Transcript

Jack Hello! Today Lisa and Alfie are showing me around town.

Lisa There are lots of interesting places to see in this town.

Alfie Come on. We'll show you.

Vocabulary presentation: flashcards (optional)

- Click through the flashcards in the Resources section of the iPack to introduce the new vocabulary. Repeat several times, encouraging the children to remember the words.

Class Book page 302 Listen and repeat.  49

- Focus the children on the scene showing Jack's new town, Eastcastle, and talk about what the children can see. Ask

What places can you see? Are the buildings old or new? Is it a big town or a small town?

- Play the audio for the children to listen and repeat.

Transcript

- 1 a shopping centre 2 a supermarket 3 a museum
4 a theatre 5 a bus station 6 a hospital 7 a square
8 a post office 9 a town hall 10 a hotel

KEY COMPETENCES:  Linguistic communication

Teaching new vocabulary in the context of a familiar scene will help children give it meaning and context. This will enable them to remember the language and use it appropriately in future lessons.

OPTION: Use the flashcards to present the new vocabulary. Place the flashcards on the board and ask the class to say the words with you. Choose a game from the Ideas bank on pages 191–196.

3 Listen and say.  50

- The children listen to the description of each place in town and say the number of the photo it corresponds to on the Class Book pages. Play the audio, pausing before the number is revealed. Continue the audio to check.

Transcript

- 1 Lots of doctors work here. ... Six.
2 You can catch lots of different buses from here. ... Five.
3 You can buy clothes, books and toys here. ... One.
4 You can find out about the past here. ... Three.
5 You can buy food here. ... Two.
6 You can buy stamps and send letters here. ... Eight.
7 You can stay here. There are lots of bedrooms. ... Ten.
8 You can sit outside here. Sometimes there's a market. ... Seven.
9 You can see plays and musicals here. ... Four.
10 This is a big and important building in the town. ... Nine.

4 Read and say True or False.

- Check the children's understanding of the prepositions: *between, near, next to, opposite*.
- The children read the descriptions 1–8, look at the map of Eastcastle and say whether each one is true or false.

ANSWERS

- 1 True 2 False 3 True 4 True 5 False 6 True
7 True 8 False

OPTION: In a less confident class, look at the new words in the word bank. Put the children into pairs to point to a word for their partner to match to a place around town. Alternatively, play a game from the Ideas bank using the wordcards.

EXTENSION: In a more confident class, ask the children to correct the sentences which are false.

5 Ask and answer.

- Read the conversation in the speech bubbles. Put the children into pairs. They take turns describing and guessing the places on pages 30–31 using the structure. Monitor, help and praise throughout.

Star question (optional)

- Say *There's a square between the hospital and the post office.* Ask the Star question, encouraging the children to talk about the picture using the vocabulary and structures they have learned in previous levels. Encourage them to talk about what you can buy at the supermarket, what the emergency services do, types of transport and street furniture.

CULTURE NOTE: Towns in the UK

In the UK, people live in cities, towns, villages and hamlets. Generally, they are distinguishable by size, with a city being the biggest and a hamlet the smallest. A village may have quite a few houses, but perhaps only one shop and a pub. A hamlet is a very small settlement with a few houses and very little else. Historically, a city will have a cathedral or an abbey and a large population, whereas a town has no cathedral and has a smaller population. However, this is not always the case and these determiners of status are not always clear-cut. In the UK, there are 69 cities. Among the oldest are Canterbury, Colchester, Coventry, London, Bath and York, all Roman towns.

Jack's question

- Point to Jack's question on page 31 and read it aloud. Say *In my town, there's a theatre and there are lots of hotels.* Ask the question around the class, encouraging the children to answer using the structure and places in town.

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Vocabulary practice: game

- See instructions for *Conveyor belt* on pages 186–187.

Activity Book page 30

1 Look and find the places on the map. Use the co-ordinates and write.

- Look at the map and say a co-ordinate for the children to listen and find the place. The children read the co-ordinates in 1–10 and write the correct place in town.

ANSWERS

1 town hall 2 a bus station 3 a post office 4 a hotel
5 a square 6 a supermarket 7 a museum
8 a hospital 9 a shopping centre 10 a theatre

2 Cover and play *Point and spell*. Check with your friend.

- See notes on page 71.

3 Tick ✓ the places in your town or city. Compare with your friend. Write sentences about your town or city.

- The children tick the places in their town or city on the left.

- Read the conversation in the speech bubbles with the class. Put the children into pairs to ask and answer.
- The children write three sentences about places in their town or city. Ask them to check in pairs once finished.

Extra

- Fast finishers write sentences in their notebooks about the places in their town using prepositions.

CONTINUOUS ASSESSMENT: Time for feedback! Ask the class, in their own language, *How do you feel about the new words for places around town?* Remember to give clear success criteria (see Unit 1, Lesson 1 for an example). Get feedback and provide further practice as necessary, for example by playing a flashcard game from the Ideas bank. Repeat the feedback routine, asking children how confident they are about describing the location of places.

Ending the lesson (optional)

- Play *The washing line game* to review places around town (see Ideas bank page 194).

Further practice

Active Learning Kit, Unit 3

Lesson 2: Grammar & Communication

Learning objectives

To understand sentences which describe a town in the past

To say sentences to describe a town in the past

Language

Core: *There was / wasn't (a school). There were some (squares). There weren't any (shopping centres).*

Revised: Numbers; Places around town; Prepositions; *There is / isn't, There are / aren't, It's bigger than ...*

Other: *bridge, exhibition, football stadium, police station, yesterday; Your turn.*

Starting the lesson (optional)

- Play *Stop!* (see Ideas bank page 192). Invite the children to choose the words.
- Talk about your town in the children's own language. Ask *What did it look like in the past? What does it look like now? Is it bigger now? What new shops or places to visit are there?*

Class Book page 31

1 Read and listen. Write 3 differences between Jack's town in the past and now. 🎧 51

- Tell the children to read and listen to Jack's diary entry about his town, Eastcastle, in the past and now.
- Ask them to listen and find three differences between his town now and in the past. Feed back answers from the class.

ANSWERS

Past: 19,000 people / Now: 40,000 people; Past: a football stadium / Now: a shopping centre; Past: a police station / Now: a theatre.

KEY COMPETENCES:  **Linguistic communication**

Presenting grammar in context while recycling language of the previous lesson in a reading text develops children's overall language skills and their confidence in reading. The children will be able to give the language meaning and use it appropriately.

iPack**Grammar animation: 2 Watch.**

- Watch the grammar animation. Check that the children understand the grammar point.


Class Book page 31**3 Read and learn. Make sentences.**

- Refer the children to the grammar table (either in their books or by displaying the Class Book page through the iPack at the front of the class). Review how we use *There is / isn't* and *There are / aren't* when we talk about the present / now. Explain that when we talk about the past we can use *There was / wasn't* and *There were / weren't*.
- Point out how we use *was* and *were* + *noun* in affirmative sentences. We use *was* for singular / uncountable nouns and *were* for plural nouns. Point out the form in negative sentences using *wasn't / weren't*. Finally, point out the different use of *a / some* in affirmative sentences and *any* in negatives.
- Put the children into pairs. Ask them to take turns saying sentences about Jack's town in the past using the grammar table for support. Monitor, help and praise throughout.

OPTION: In a less confident class, do this activity as a class referring to the diary entry on the IWB, using a projector or the Class Book page.

4 Play The 1964 game.

- Remind the class what year in the past Jack was comparing his town to (1964). Point to the table and elicit the names of the two towns (Greenville and Avonbridge). Then elicit what each icon represents.
- Read the conversation in the speech bubbles and identify the examples of *there was / there were*. Model another example with the class if necessary.
- Put the children into pairs. They take turns describing one of the towns by saying what there was / wasn't / were / weren't, for their partner to guess. Refer them to the grammar table and the model conversation for support. Monitor and help throughout.

Activity Book page 31**1 Listen and write T (true) or F (false). Correct the false sentences.**  52

- Ask the children to read the sentences and guess the answers before they listen.
- The children listen and write T or F next to each sentence. Check answers in pairs before feeding back.

- Play the audio again for the children to listen and write the correct sentences for those they marked false. Check in pairs before feeding back.

Transcript

- 1 There weren't any hotels, but there was a post office.
- 2 There wasn't a bridge, but there were two squares.
- 3 There was a museum, but there weren't any sports centres.
- 4 There were two supermarkets and there was a school.
- 5 There was a library and a bus station.

ANSWERS

1 T 2 F 3 T 4 F 5 T

2 What are the grammar rules? Tick ✓.

- Tell the children to read the information in the table and think about the grammar they have just learned.
- Ask them to think about what each sentence stem means, e.g. *There was* we use for singular nouns in affirmative sentences. Clarify the meaning of *singular, plural, affirmative* and *negative* if necessary.
- The children read and tick the correct options. Feed back answers from the class. In a less confident class, allow the children to work in pairs.

ANSWERS

There was: Singular, Affirmative

There wasn't: Singular, Negative

There were: Plural, Affirmative

There weren't: Plural, Negative

3 Look and write sentences about Georgetown and Oldbridge in 1984.

- The children look at the pictures of Georgetown and Oldbridge in 1984 and write sentences about each town. Ask the children to write singular and plural examples.

4 Speak and guess with your friend. Use Activity 3 to help you.

- Refer the children to the conversation in the speech bubbles. They take turns describing and guessing the towns in Activity 3. Monitor and help throughout.

All about grammar AB page 88**1 Look and complete with *There was, There were, There wasn't* or *There weren't*.**

- Review with the class how we use *There was / were*. Clarify in the children's own language if necessary. Point out the contractions in the *Look!* box.
- The children look at the pictures and complete the sentences in the negative or affirmative using the ticks and crosses.

ANSWERS

1 There were 2 There weren't 3 There was

4 There were 5 There wasn't 6 There weren't

2 Look and complete using the correct words.

- The children read and complete the text using the words in the word bank.

ANSWERS

1 There was 2 There were 3 there weren't 4 any

5 some 6 there was 7 there wasn't

3 Write about your town or city now and in the past.

- Ask the children to think about their own town. They write 2–3 sentences comparing it today and in the past using *There was / wasn't* and *There were / weren't + noun*.

CONTINUOUS ASSESSMENT: **Time for feedback!** Ask the class, in their own language, *How confident are you about describing a town in the past?* Remember to give clear success criteria (see Unit 1, Lesson 2 for an example). Get feedback and provide further practice as necessary. You can use the Lesson 2 Reinforcement and Extension worksheets (see below) to support learners at different levels.

Ending the lesson (optional)

- Play *What's missing?* using *There was / wasn't* (see Ideas bank page 193).

Further practice

Teacher's Resource Material: Unit 3 Lesson 2 Reinforcement and Extension worksheets.

Active Learning Kit, Unit 3

Lesson 3: Grammar & Communication

Learning objectives

To understand sentences which describe a town in the past

To say sentences to describe a town in the past

Language

Core: *There was / wasn't (a shopping centre). There were some (hotels). There weren't any (museums).*

Revised: Places around town from Lesson 1; Places around town from previous levels (*café, cinema, library, park, police station, shops, sports centre*)

Starting the lesson (optional)

- Give a description of one of the Lesson 1 places in town for the class to guess, e.g. *You go here to buy food. (Supermarket.)* Allow children to look back at the places on pages 30–31 of the Class Book. Repeat with other descriptions of places.

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Grammar review: grammar animation

- Watch the grammar animation from Lesson 2 again to review the grammar presentation.
- Display Class Book page 31 and refer children to the grammar table. Remind them of how and when we use *There was / were* ...
- Make sure that children remember when to use *some* and *any*.

Class Book page 32

1 Listen and say the letter. 53 Listen, check and repeat. 54

- Ask children to look at the pictures and say what they can see.

- Play listening number 53 for children to listen and say the letter for the picture which matches each sentence they hear.
- Play listening number 54 for children to listen, check their answers and repeat the sentences.

Transcript

- 1 There were some hotels and there was a theatre.
- 2 There was a square and there were some theatres.
- 3 There was a post office and a museum. There was a hotel, too.
- 4 There was a supermarket and a hospital.

Transcript

(As above, but including the answers as below.)

ANSWERS

1 B 2 A 3 D 4 C

2 Look and talk about the town. Use *was / wasn't, were some / weren't any*.

- Look at the icons with the class and check that the children understand which place each icon represents. Ask them to tell you what they think the ticks and crosses next to the icons mean (there was / wasn't this place in the town or there were / weren't these places in the town). Look at the first sentence with the class. Point out the shopping bag icon and the cross and elicit the correct past simple verb to complete the sentence, as shown in the example speech bubble (*There wasn't a shopping centre*).
- Tell the children to complete the remaining sentences, looking at the icons and the tick and cross prompts, either alone or with a partner.
- Go through the answers with the class. Encourage children to nod or shake their heads as they say each sentence.

ANSWERS

- 1 There wasn't a shopping centre.
- 2 There weren't any cinemas.
- 3 There were some hotels.
- 4 There was a town hall.
- 5 There weren't any museums.
- 6 There was a post office.

OPTION: To extend the activity, ask children to imagine that each cross is a tick, and each tick is a cross, and to make the new sentences accordingly, e.g. *There was a shopping centre. There were some cinemas.*

3 Imagine your town in 1964. Tell your friend.

- Read the speech bubble with the class. Tell children to talk in pairs and say which places they think were in their town in 1964. Point out the Review box at the bottom of the page and encourage them to remember to include places in town that they know from previous levels (e.g. *café, sports centre, library, etc.*).

KEY COMPETENCES: Cultural awareness and expression

In this activity, children think about how their town might have changed over time, giving them an awareness of how modernization can affect a town or city.

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Vocabulary and grammar practice: game

- See instructions for *Gap-fill* on page 189.

Activity Book page 32

1 Look at the town. Write sentences about the places using *was*, *wasn't*, *were* or *weren't*.

- Children look at the picture and write sentences about Denton in 1964, using the prompts.

ANSWERS

- 1 There wasn't a shopping centre in Denton.
- 2 There was a theatre in Denton.
- 3 There weren't any hotels in Denton.
- 4 There were some shops in Denton.
- 5 There was a bus station in Denton.
- 6 There wasn't a square in Denton.

2 Use the words to make sentences about your town in the past.

- Children use the words in the word bank to make sentences about their own town.

ANSWERS

Children's own answers.

3 Draw a picture of a town. Show your friend. Close your book. Tell your friend.

ANSWERS

Children's own answers.

All about grammar AB page 88

- If children haven't already completed the exercises on Activity Book page 88, they can do so now. (For notes and answers, see Lesson 2.)

CONTINUOUS ASSESSMENT: **Time for feedback!** Before going on to Lesson 4, ask the class, in their own language, *How confident are you about describing a town in the past?* Remember to give clear success criteria (see Unit 1, Lesson 2 for an example). Get feedback and provide extra practice as necessary (e.g. using the Lesson 3 Grammar worksheet). You may also want to do a mini assessment (see page 22).

Ending the lesson (optional)

- Stick all the places in town flashcards on the board. Write a tick or a cross next to each one, and write 'x 2' next to some flashcards, to represent the plural. Point to each flashcard and ask the class to say whether that place / those places were or weren't in a town, e.g. *There was a museum. There weren't any post offices.*

Further practice

Teacher's Resource Material: Unit 3 Lesson 3 Grammar worksheet.
Active Learning Kit, Unit 3

Lesson 4: Culture & Communication

Learning objectives

To learn about famous buildings in the UK

To ask for and give directions to places

Language

Core: *Excuse me, can you tell me the way to ... ? Go past the (museum). Go straight on. Turn left. Turn right. The (school) is on your left / right.*

Revised: Places around town; *bedroom, map, room; There was / wasn't, There were / weren't*

Other: *buildings, flag, historical, impressive, palace, queen, tower*

Starting the lesson (optional)

- Play *The 1964 game* from Lesson 2 again.
- Talk about famous buildings in your country or around the world in the children's own language or English. Ask *What famous buildings do you know? What famous buildings are there in our town? Where are they? Have you visited them? Do you like them? What famous buildings are there in the UK?*

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Culture presentation: 1 Watch. What buildings can you see?

- 1st viewing: Watch Jack's introduction to the culture film and ask the children to tell you what the video is about. (Places to see in London.) Make some predictions as a class about the question *What buildings can you see?*
- Watch the culture film, stopping before the comprehension questions, for the children to check their predictions. Ask the class what they know about the places they saw.
- 2nd viewing: Watch the video again and answer the comprehension task at the end of the film.

NOTE: Use the Culture and Communication worksheets with the video (see the Teacher's Resource Material). There are two worksheets for this unit – one for Pupil A and one for Pupil B in each pair.

Transcript

Jack Hi! I was in London last week. It was a school holiday. This is my train ticket. I often go to London in the holidays with my family. It's amazing! There are so many great places to see. Have a look at some of them.

Culture film:

There are lots of famous buildings in London. This is Buckingham Palace where the Queen lives when she's in London. Look, there isn't a flag flying. This means she isn't at home at the moment.

Many important buildings are near to the River Thames. These are the famous Houses of Parliament. The tower on the right is 'Big Ben' – that's the name of the bell inside the tower. But its real name is Elizabeth Tower. There are lots of things to do in London. You can visit a museum. This is the British Museum. You can find out a lot

about history here. Or you can go to the Natural History Museum to see the dinosaurs!

Do you like going to watch plays? There are more than 150 theatres in London, so you can probably find something you want to watch! There are lots of hotels in London, too. The Ritz Hotel is very expensive. It's got 135 bedrooms and three restaurants. Careful! London is always changing, and the buildings change, too. This is Covent Garden. There was a fruit and vegetable market here fifty years ago, but now it's a shopping district.

ANSWERS

Buckingham Palace, the Houses of Parliament, Big Ben, the British Museum, the Natural History Museum, a theatre, the Ritz Hotel, Covent Garden

CULTURE NOTE: Famous buildings in London

London has a huge variety of beautiful and historically interesting buildings. St Paul's Cathedral was designed by the famous architect Sir Christopher Wren and was completed in 1710. It was the tallest building in London until 1962. Across the river is the current tallest building in London, The Shard. It is made of glass and steel and is 310 metres high! Tower Bridge is the most recognizable bridge on the River Thames and is often mistakenly referred to as 'London Bridge'. It was built in 1894. There are over 40 theatres in London's West End, some of which date back to the 17th century! Covent Garden's building is one of the grandest markets and was built in the 1830s. The market was modernized in 1974 and stopped selling fruit and vegetables.

Class Book page 33

2 Read and listen. Which places are Jack and Emma messaging about? Why wasn't Jack at school last week? 55

- Point to the text message and tell the class that Jack is messaging his friend Emma today. Ask them where they think Emma is from (The Netherlands).
- Ask the children to look at the photos and say any words they know to describe them (*A river, a palace, there are horses, red uniforms, lights, a square, etc.*).
- Play the audio for the children to listen and read. Then answer the two questions.

ANSWERS

Jack and Emma are messaging about Buckingham Palace and a palace in Amsterdam. Jack wasn't at school last week because there was a school holiday.

OPTION: Write the numbers 200, 300 and 775 on the board and ask the children to read the message again and tell you what those numbers refer to.

KEY COMPETENCES: Cultural awareness and expression

Learning about the history of another place and the different buildings in other countries enables the children to learn about similarities and differences to their own culture. It improves their awareness of history and helps them to understand and respect other cultures.

3 Think about how to get to places in your town or city from your school. Write notes.

- Refer the children to the language in the box for giving directions. Ask them to find the directions Emma gives Jack in her message (*Go straight on and then turn left. Go past the museum and the palace is on the right*). Check the children's understanding. Draw the directions on the board to clarify if necessary.
- Ask the children to think about places in their town and how to get there. Place a town map on the board for support.
- The children write directions from their home to another place in town. Monitor and help throughout.

iPack / Class Book page 33

4 Watch. Discuss how to get somewhere. 56

- Explain to the class that they are going to watch or listen to two children asking for directions in London. Watch or listen.
- Watch or listen again and pause for the children to repeat the conversation. Repeat as necessary.

Transcript

- A** Excuse me, can you tell me the way to Buckingham Palace?
- B** Yes, of course! Turn right. Go straight on. Go past the hotel and turn left. The palace is on your left.
- A** Thank you.

Language in action!

- Refer the class to the *Language in action!* box and read through the dialogue.
- When the children are using the language confidently, put them into pairs or small groups. They take turns to ask for and give directions using the *Language in action!* box for support.

Let's compare culture: What historical buildings are there in your region?

- Discuss the culture question in English and in the children's own language if necessary. Ask *What historical buildings are there in your region? When were they built? Are they big or small? What are they made of? Are there big palaces in our country? Where are they? What are they like?*

SUSTAINABLE DEVELOPMENT GOALS:

Goal 9 (Industry, innovation and infrastructure)

Ask the children if they are surprised that some of the historical buildings in their region are so old. Point out that if buildings are built properly, with good design and good materials, they will last a long time. Ask them to think about any modern public buildings in your town or region (theatres, museums, libraries, etc.). Do they think that these buildings will last for hundreds of years, too? Why? / Why not?

Activity Book page 33

1 Read and complete the dialogue.

- The children read the text message and complete it using the words in the word bank. Ask them to read it through

first and then read it again and complete. Check in pairs before feeding back.

ANSWERS

1 palace 2 theatres 3 museum 4 turn 5 straight
6 right

2 Write six places that are in your town or city.

- Brainstorm ideas as a class first for support.

3 Write directions from your home to two places in your town or city. Use Activities 1 and 2 to help you.

- The children choose two of the places they wrote in Activity 2 and write directions to get there from their home. Refer them to Activity 1 and the *Language in action!* box for support.

Extra

- Fast finishers write directions to two more places they listed in Activity 2. Ask them to check their ideas in pairs if you have time.

Ending the lesson (optional)

- Play *High five* using *Excuse me, can you tell me the way to ... ?* (see Ideas bank page 192).

ASSESSMENT OPPORTUNITIES: The *Language in action!* activity is an opportunity to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

Further practice

Teacher's Resource Material: Unit 3 Culture and Communication worksheets (different worksheets for Pupil A and Pupil B in each pair).

Active Learning Kit, Unit 3

Lesson 5: Story & Vocabulary

Learning objectives

- To follow a story
- To learn six adjectives to describe how people are feeling
- To understand sentences about the past (using *was / were / wasn't / weren't*)
- To discuss the story value

Language

Core: *bored, excited, friendly, happy, scared, worried*

Revised: *Animals; Directions; Places around town; bridge, dark, sad; There was (a Roman town). There were (20,000 people).*

Other: *79 AD, destroyed, destruction, drama, historical, lost, market, safe, smoke, volcano; Let's follow him! He knows the way to escape.*

Starting the lesson (optional)

- Play *Over-under* to review places around town (see Ideas bank page 191).

iPack

Vocabulary and grammar review and presentation: story animation

1 Watch.

- Tell the children they're going to watch another story animation with Jack. Pause after Jack's introduction and ask *What's the story about?* (A historical story based on facts about the destruction of Pompeii.)
- With books closed, watch the story. Ask *What happens in the story?* (The story is set in Pompeii, a Roman town in 79 AD. Two friends, Lucius and Olivia, escape the volcano with the help of their dog, Max. They are safe but the town of Pompeii was destroyed.)

Transcript

Jack This is the story of the destruction of Pompeii, a town near Rome in Italy. It's a historical story based on facts. Let's find out what happens.

- See Class Book pages 34–35 for the story transcript.

Vocabulary presentation: flashcards (optional)

- Click through the flashcards in the Resources section of the iPack to introduce the new vocabulary. Repeat several times, encouraging the children to remember the words.

Class Book pages 34–35

2 Read and listen. Find the adjectives in the story. 57

- Point to the photo at the top of the page and ask *What can you see?* (A volcano.) *What type of story is it?* (A historical story based on facts.)
- Play the story audio for the children to read and follow in their Class Books.
- Check comprehension: *What year is the story from?* (79 AD.) *How many people lived in Pompeii?* (20,000.) *What were they like?* (Happy and friendly.) *How old was Lucius?* (Eleven.) *Who is his best friend?* (Olivia.) *Where do they go?* (To the market.) *Why can't they see the sun?* (The sky is dark with smoke from the volcano.) *How did the people feel?* (Scared and worried.) *Can they cross the bridge?* (No.) *Why not?* (There isn't a bridge.) *How do they escape?* (They follow Max, the dog.) *How do they feel when they follow Max?* (Happy and excited to escape.) *Was the town safe?* (No. It was destroyed.)
- Ask the children to look at the six words in the word bank on page 34. Read them as a class. Tell the children to find the words in the story. Ask the children what the words mean, in their own language or in English.
- Use the flashcards to review the new words.

ANSWERS

happy: frames 1, 2, 4, 7 scared: frames 3, 5, 8
bored: frame 2 friendly: frame 1 excited: frame 7
worried: frames 4, 8

ALL ABOUT VALUES: How can animals help us?

Remind the class of who helps the children in the story. How does Max help them? How do they help Max? How do the children feel when Max helps them? Talk to the children, in their own language, about helping animals and animals helping them and why it's important.

SUSTAINABLE DEVELOPMENT GOALS:**Goal 15 (Life on land)**

Ask the children if they can think of jobs that dogs do to help people. Help them to think of guide dogs, hearing dogs, police dogs, rescue dogs, etc. You may like to tell them about seizure-alert dogs who are trained to activate an electronic alert when their owner becomes ill. Dogs are very intelligent, which is why they can be trained to help people. The same is true for other working animals such as horses, elephants and monkeys. Point out that it is important to treat all animals well, and not only those animals who help us.

KEY COMPETENCES:  **Citizenship**


Discussing the interaction between people and animals reminds children that animals are important and that treating animals well is a sign of a civilized society.

3 Write True or False. Correct the false sentences.

- The children read the sentences. Check any words they may not know and focus them on the key words that will help them find the answers.
- The children read the story again and answer the questions in their notebooks. They correct the false sentences. Check in pairs before feeding back.

ANSWERS

1 False: There were 20,000 people in Pompeii. 2 True
3 False: Lucius was eleven years old. 4 False: Max was Lucius's dog. / Olivia was Lucius's friend. 5 True
6 False: The family were worried.

4 Listen to Jack and his friends. What do you think about the story?  58

- See notes on page 77.

KEY COMPETENCES:  **Cultural awareness and expression**

Reading a historical story helps children to develop awareness of different literary genres. It also enables them to find out about a culture from the past (in this case, Roman civilization).

WEB SEARCH: Where's Pompeii? Can you visit it today?

- Put the children into pairs to find the answers. Choose a child-friendly website before class for the children to use.

iPack**Vocabulary practice: game**

- See instructions for *Pelmanism* on pages 187–188.

Activity Book page 34**1 Read and complete Alfie and Jack's review of the story.****ANSWERS**

1 Pompeii 2 volcano 3 happy 4 worried 5 scared
6 bored 7 excited 8 friendly

2 What do you think about the story? Circle a word and complete your review.

- See notes on page 78.

3 Do you help animals? Circle Yes or No. Write.

- The children think about how they help animals and read the sentences and circle *Yes* or *No*. Invite them to read their score rating.
- They complete the sentence about what they do to be nice to animals.

Extra

- Fast finishers consider what happens next in the story using the questions as prompts. They write their ideas in their notebooks. Ask the children to share their ideas with a partner or the class.

Ending the lesson (optional)

- Play *Mime it* with the different story frames (see Ideas bank page 193). Children have to guess and say which frame is being mimed.

KEY COMPETENCES:  **Cultural awareness and expression**

Acting out the story enables children to express themselves in an artistic and kinaesthetic way. This helps them understand the feelings of the characters in the story.

CONTINUOUS ASSESSMENT: You may find it useful to administer a mid-unit assessment at this point, to check on how well children have learned the core language from Lessons 1 to 5. For suggestions on how to do this, see the notes on page 22 ('Mid-unit assessment'). Alternatively, you may prefer to assess after Lesson 6, when children have had more chance to practise using the story structure.

Further practice

Teacher's Resource Material: Unit 3 Story playscript; Unit 3 Word skills worksheet.
Active Learning Kit, Unit 3

Lesson 6: Story, Grammar & Communication**Learning objectives**

To use the past simple and adjectives to describe how people were feeling

Language

Core: Past simple: *to be: I / He / She was / wasn't (scared). We / You / They were / weren't (happy).*

Revised: Adjectives; Places around town; *bored, excited, friendly, happy, scared, worried*

Other: *last week(end), on (Saturday), yesterday*

Starting the lesson (optional)

- Play *Anagram game* to review the adjectives and places around town (see Ideas bank page 193).

iPack

Story review 57

- Ask the children what they remember from the story: *Who's in the story? When and where is the story set? What animal is in the story? Where are the children when the volcano erupts? How do the children feel? How does Max help them? How do they feel at the end of the story?*
- Watch (or listen to) the story again to confirm answers.

Vocabulary review: flashcards (optional)

- Click through the flashcards in the Resources section of the iPack to remind children of the new vocabulary.

Class Book page 36

1 Read and say. Find the answers in the story.

- Tell the class these are four sentences from the story. There is a word missing in each. Ask the children to read the story on pages 34–35 again and find the missing words. Ask the children to tell you who says each line.
- Elicit what verb the missing words are (*to be*) and then ask if the sentences are about the past or the present (The past).

ANSWERS

1 was 2 was 3 were 4 weren't

iPack

Grammar animation: 2 Watch.

- Ask the class to tell you some negative sentences in English. Remind them that they already know how to make lots of negative sentences, e.g. *I can't sing. We haven't got a football. It isn't cold.* Review how we change affirmative sentences to negative sentences using the examples they gave (by adding *not* or the contraction *n't*).
- Explain that today they will learn how to make negative sentences in the past using the verb *to be* and adjectives. Play the grammar animation. Check that children understand the grammar point.
- Display the Class Book page and refer children to the grammar table (or ask them to look at it in their books). Explain that the sentences talk about states and feelings in the past. Point out how we use *was / wasn't* with *I / He / She* and *were / weren't* with *They / We / You*.
- Say an example sentence from the grammar table to talk about yesterday. Ask 2–3 confident children to give you more examples.

Class Book

3 Beat the clock. How many sentences can you say in 2 minutes?

- Put the children into pairs. Ask them to take turns saying sentences using the grammar table for support. Ask them to count the number of sentences they say in two minutes. Set a timer. Monitor, help and praise throughout.

OPTION: Brainstorm some past simple time expressions for the children to add to their sentences, e.g. *this morning, yesterday, last week / month / year, in 2016*, etc. This will challenge more confident children with longer sentences and support less confident children with added meaning.

KEY COMPETENCES: Linguistic communication

Speaking in a controlled activity allows children to use the language in a safe and supported way. This gives them the confidence to speak and will help them develop accuracy.

4 Look, read and say sentences about yesterday using *was, wasn't, were or weren't*.

- Ask the children to look at the pictures and say what they can see. Read the adjectives below each picture.
- Read the example in the speech bubble and tell the children to point to the correct picture.
- Put the children into pairs. They take turns pointing to a picture for their partner to say a sentence using the past simple in the affirmative or the negative. Remind children to use the correct form of the verb *to be*.

ANSWERS

1 They weren't friendly. 2 She was scared. 3 He was bored. 4 They were happy. 5 She wasn't worried. 6 He wasn't excited.

5 Think of a time when you were happy, bored, scared, excited or worried. Tell a friend where you were.

- Point to the girl at the bottom of the page and read the speech bubble. Tell the class she's talking about how she felt last week (in the past).
- Ask the children to think about something they did last week and how they felt when they did it. Brainstorm some ideas first if necessary. Put the children into pairs to tell their partner. Monitor, help and praise throughout.

MEDIATION: This exercise requires the children to work together in pairs to exchange information. Encourage them to explain the task to each other, using their own language as necessary, and to use mime to convey the emotion they felt.

Star question (optional)

- Ask the children to recall what their partner told them about last week. They write 2–3 sentences in their notebooks. Ask them to check with their partner if they remembered correctly.

iPack

Vocabulary and grammar practice: game

- See instructions for *Cloudburst* on page 187.

Activity Book page 35

1 Listen and number the pictures. 59

- The children listen to the dialogue from the three story frames and write the numbers 1–3 next to the correct pictures.

Transcript

1 **Narrator** The children were excited. They were very happy to see Max.

Lucius Max is a good dog. He knows the way to escape.

Olivia Look! He's crossing the road. Let's go!

2 **Lucius's father** Here they are! Oh, Lucius and Olivia, you're safe! We were very worried.

Olivia Max, you're a fantastic dog! We love you!

Max Woof! Woof!

Narrator The children weren't scared any more. They were safe. But Pompeii was destroyed.

3 Narrator Lucius was eleven years old. He was from Pompeii. Max was his dog. His best friend was Olivia.

Olivia Hi, Lucius! I was bored at home.

Lucius Hi, Olivia! I'm happy you're here! Let's go to the market.

ANSWERS

A 2 B 1 C 3

2 Complete the sentences with *was*, *wasn't*, *were* or *weren't*.

- The children read and complete the sentences with the correct form of the verb *to be*.

ANSWERS

1 was, were 2 was, was 3 weren't, were
4 were, wasn't 5 were 6 weren't, was

3 Write sentences with *was*, *wasn't*, *were* or *weren't*.

- The children use the prompts to write two sentences using *was* / *wasn't* / *were* / *weren't*.

ANSWERS

- Carla was at the supermarket last weekend. She was bored.
- Paul and Susan were at the museum yesterday. They were excited.
- Adrian was at the hospital last week. He wasn't worried.
- Anna and Tom were at the shopping centre on Saturday. They weren't happy.
- My parents were at the cinema last weekend. They were scared.
- We were at the town hall yesterday. We were friendly.

All about grammar AB page 89

1 Look and complete using the correct form of *to be* and an adjective.

- Review how we use the past simple of *to be* and adjectives. Remind the children how we use *was* and *were* for different pronouns. Clarify in the children's own language if necessary.
- The children look at the pictures and complete the sentences using an adjective from the word bank.

ANSWERS

1 were worried 2 was happy 3 weren't friendly
4 was bored 5 were excited 6 wasn't scared

2 Order the words and write sentences using the correct form of *to be*.

- The children write sentences, changing the verbs in the prompts according to the pronoun.

ANSWERS

- I was cold yesterday.
- My friends were worried last weekend.
- I wasn't hungry this morning.
- My sister was scared last night.
- We weren't happy on Monday.
- They were tired this morning.

3 Write true sentences for you. Use Activity 2 to help you.

- The children write two or three sentences about themselves using the activities on the page for support.

CONTINUOUS ASSESSMENT: Time for feedback! Using your usual feedback routine, ask children, in their own language, how confident they feel about the new story vocabulary and about describing how people felt in the past. Use the Lesson 6 worksheets to provide further practice as necessary.

Ending the lesson (optional)

- Play *Who was it?* (see Ideas bank page 196).

Further practice

Teacher's Resource Material: Unit 3 Lesson 6 Reinforcement and Extension worksheets; Unit 3 Lesson 6 Grammar worksheet; Unit 3 Word skills worksheet.
Active Learning Kit, Unit 3

Lesson 7: Integrated skills & Communication

Learning objectives

- To sing and understand a song about a day trip to London
- To distinguish between the sound and spelling for /θ/ and /ð/
- To use the unit language in a pairwork activity

Language

Revised: Adjectives; Places around town; Past simple: *to be*: I / He / She was / wasn't (excited). We / You / They were / weren't (happy). There was (lots to do). There were (museums).

Core sounds: /θ/ **thirsty, thirty, three, Thursday;** /ð/ **father, mother, there**

Other: *all aboard, day trip*

Starting the lesson (optional)

- Play *Error correction* to review the unit vocabulary (see Ideas bank page 195).

iPack

1 Watch.

- The children watch and listen to Jack, Lisa and Alfie introduce their next song. Ask *What's the song about?* Take ideas from the class before you watch, then play the video. (It's about London.)

Transcript

Alfie Hi. How are you? Are you enjoying listening to our songs?

Lisa Today's song is a really good one!

Jack It's about London. You might know some of the places.

Class Book page 37

2 Read the song. How do they feel about visiting London? Listen and check. ① 60

- Ask the class to read the song silently and write how Alfie, Lisa and Jack feel about visiting London. Ask them to compare their answer with a partner.
- Play the song for the children to listen again and check. They tick their answers when they hear them.

ANSWERS

happy, excited / They loved every minute of it.

3 Sing. Do you like the song? Use these words. 60

- See notes on page 67.

SUSTAINABLE DEVELOPMENT GOALS:

Goal 9 (Industry, innovation and infrastructure)

Ask the children if they have ever been to London or seen any photos of it. If possible, show them some images of London. Talk with the class about big cities – how do they compare with smaller places? What do cities have that smaller towns don't? (Help them to think about cultural opportunities, job opportunities, variety of architectural styles, etc.) What sort of jobs do people do in big cities?

4 Listen and repeat. 61

- Refer the children to the pronunciation box. Point to the two sounds and say them. Write them on the board. Tell the children these are two ways of pronouncing the letters *th*. Focus on the difference between the sounds. Ask the children to place a hand to their throat to feel the difference. /θ/ is soft and unvoiced so they shouldn't feel anything on their throat. /ð/ is harder and voiced so they should feel a hum or a vibration.
- Play the audio for the children to listen and repeat the words. Write the words on the board. Point to the words in a random order for children to read and say.

5 Listen and repeat the tongue twister. 62

- See notes on page 67.

Exam practice AB pages 99–100

6 Work in pairs. Complete your speaking cards. Play.

- Show the class the cut-out card and tell them to turn to pages 99–100 in their Activity Books and cut out the top card for Unit 3 along the dashed lines. Check they don't cut out the bottom card.
- Put the children into pairs. One child is A and the other is B. Ask the children to look at side A or B on their card and look at what they can see. Explain that they both have different information. A will tell B what they did on a particular day and how they felt. B listens and writes the day of the week and circles the feeling. They then reverse roles. Do an example with a confident child, if necessary.
- Refer the class to the two children at the bottom of the Class Book page and read the speech bubble. Remind the children of the structure they are using. They take turns saying a sentence to say where they were on a particular day and how they felt. Monitor, praise and help throughout.

KEY COMPETENCES: Personal, social and learning to learn

Practising functional language in class using an exam practice activity helps to prepare children for this type of test context and reminds them of the importance of using the target language.

English at home

- Encourage the children to say the tongue twister to their family.

iPack

Pronunciation: game

- See instructions for *Phonics matching* on page 188.

Activity Book page 36

1 Listen. Read and complete to make new verses. 60

- Play the song for the children to listen and sing.
- The children complete the missing information in the song using the words in the word bank to make their own invented verses. Remind them to think about if they need to use an adjective or a noun. Put the children into pairs to sing or read their verses.

2 Listen to the tongue twister and underline the /θ/ sounds and circle the /ð/ sounds. 62

- Play the audio for the children to listen to the tongue twister again. They underline the words with the /θ/ sound and circle the words with the /ð/ sound.
- In a less confident class, pause the tongue twister after each line to give the children time to think about the sounds.

ANSWERS

/θ/ sounds: thirty, thirsty, three thirty, Thursday

/ð/ sounds: father, mother, there

3 Write more words with the /θ/ and the /ð/ sounds.

- Ask the children to think of and write more words with these sounds in the correct columns. They may use their Class Book for ideas.

iPack

4 Watch. Sing karaoke. 60, 63

- Watch the song animation again (or play the with-words audio version, i.e. listening number 60) and encourage children to sing along. They can look at the words in the Class Book to support them.
- Play the karaoke version of the song for children to sing with just the backing track. (You can use the karaoke version of the animation on the iPack or the karaoke audio version, i.e. listening number 63.)
- Ask if any children would like to perform to the class using the karaoke track.

Extra

- Challenge fast finishers to say the tongue twister as fast and as accurately as they can, in pairs.

Ending the lesson (optional)

- Play *First sounds* (see Ideas bank page 196).

ASSESSMENT OPPORTUNITIES: The speaking cards activity is an opportunity to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

Further practice

Active Learning Kit, Unit 3

Lesson 8: Language review & Communication

Learning objectives

To practise the unit language

To practise buying a ticket for the cinema or theatre

Language

Core: *Can I have two tickets for Spider-Man, please? Yes, of course. When do you want to go?*

Revised: Adjectives; Places around town; *last week(end), yesterday*; Past simple: *to be: I / He / She was / wasn't (excited). We / You / They were / weren't (at the cinema).*

Other: Prices; Times; *late*

Starting the lesson (optional)

- Play *Toss a word* to review the unit vocabulary (see Ideas bank page 195).

Class Book page 38

1 Listen to Jack and his friends. Which 5 places do they mention? 64

- Ask the children to read the words in the word bank. Play the audio for them to listen and write the five places they hear mentioned in their notebooks.

Transcript

Lisa Hello, Jack! How are you? So, do you like living in this new town?

Jack Yes, I do. It's great! There are so many places to see and so many things to do. I think my favourite place is the museum.

Alfie Really? Why do you like it?

Jack Because it's so interesting. Yesterday I was bored at home so I went to the museum. How about you? How was your weekend?

Alfie It was really good, thanks. I was at the shopping centre on Saturday – I've got a new tennis racket! What about you, Lisa?

Lisa My weekend was amazing! It was my birthday so there was a special trip for me to the theatre. We were nearly late for the play though because there were so many cars in the square.

Jack Oh, no! Why?

Lisa Oh, there was a concert at the town hall.

Jack Were you worried?

Lisa Yes, we were worried, but I was really excited about going to the theatre, too.

Jack How was the play?

Lisa It was fantastic! I want to go and see it again!

ANSWERS

a museum, a shopping centre, a theatre, a square, a town hall

2 Listen again. Read and answer. 64

- Read the questions and ask the children to consider the possible answers.
- Play the audio again for the children to listen and write the missing words in their notebooks. Check in pairs before feeding back.

ANSWERS

1 He was at the museum. 2 He was at the shopping centre. 3 It was her birthday. 4 Because there were lots of cars in the square. 5 No, she was worried and excited. 6 Yes, it was. It was fantastic!

3 Look at the pictures for 1 minute. Cover and say.

- Tell the children they have one minute to look at the five pictures and think about the places and feelings they can see. Set a timer.
- Ask the children to close their books or cover the pictures with their notebooks. Put the children into pairs to take turns saying a place they can remember for their partner to say the correct adjective. Monitor and praise throughout.

ANSWERS

museum – happy, theatre – scared, post office – bored, square – worried, town hall – excited

KEY COMPETENCES:



Linguistic communication

Using images to review and recycle language helps children give it context and provides the children with a memorable activity.

4 Look at the pictures in Activity 3 again. Read and say using *was, wasn't, were or weren't*.

- Remind the class which pronouns we use *was / were* with and what the negative forms are. Read the first sentence and elicit the answer. Explain that we can use the verb *to be* in the past to talk about where we were, as well as how we felt (*She was at the museum*). Point out how we use *at + the + place*.
- Put the children into pairs. They look at the pictures in Activity 3 and take turns saying the completed sentences for each picture using the correct form of the verb *to be*.

ANSWERS

1 She was at the museum. She wasn't at the library.
2 They were scared. They weren't happy.
3 He was at the post office. He wasn't friendly.
4 He was worried. He wasn't with a friend.
5 They weren't bored. They were excited.

iPack

5 Watch. Do the role-play with your friend. Go to page 83.

- The children watch the role-play. Ask *What are they talking about?* (Buying tickets for a film.) Elicit the questions they ask: *Can I have two tickets for Spider-Man, please? When do you want to go?* Then elicit the answers and the price of the tickets.

Transcript

Lisa Can I have two tickets for *Spider-Man*, please?

Assistant Of course. When do you want to go?

Lisa On Friday at six thirty, please.

Assistant OK. That's £14.20.

Lisa Here you are.

Assistant Thank you. Here are your tickets.

Lisa Thanks.

Conversation card 3

- Tell the children to turn to page 83 in their Class Book and look at Conversation card 3. Read the aims together as a class and point out the language the children will need for the role-play. Read the Language tip as a class and practise saying the times. Follow the instructions on the page:
- 1 Put the children into pairs. They take turns buying tickets at the cinema / theatre, choosing the missing information from the words in the coloured word banks. Remind the children how we say prices and times. Monitor, help and praise throughout.
- 2 Read the question and ask and answer it around the class.
- 3 Invite two or three confident pairs to act out their role-play in front of the class. Remember who acted out this time, so different children can do it the next time.

Let's compare culture: buying cinema and theatre tickets

- Read the statement and check understanding. Discuss with the class what they call the place where they buy tickets in their language. How do they buy tickets for the cinema or the theatre? Do they go to a box office, do they buy them from a machine or can they be bought online?

Star question (optional)

- The children use language from the unit to write about a town they visited recently. They consider which places there were and weren't and how they felt there.

iPack

Grammar and vocabulary review: game

- See instructions for *Three in a row* on page 188.

1 Order the words to make sentences.

ANSWERS

- 1 There was a dinosaur in the museum.
- 2 There weren't any trains at the train station.
- 3 There were lots of books in the hospital.
- 4 There wasn't a hotel next to the post office.

2 Look at Activity 1 again. Read and write the number. Write the sentences in the past.

- The children match the sentences in the present simple to the situations in Activity 1 and write the number in the box. Then they write the sentences again changing them to the past simple.

ANSWERS

- a She wasn't at the hotel. She was at the post office. She was worried. 4
- b They were at the museum. They weren't scared. 1
- c He was at the hospital. He wasn't bored. He was happy. 3
- d They were at the train station. They weren't excited. They were bored. 2

3 Where was Vicky last week? Listen and draw a line from the day to the correct picture. There is one example. 65

- Look at the different places Vicky visited last week with the class and point out the example answer. Children listen and draw a line from the day of the week to the correct place. They will not hear the days of the week in sequential order.

Transcript

Adult Hello, Vicky. Where were you on Monday?
Vicky I was at the theatre.
Adult That sounds good.
Vicky Yes, it was. I was very excited.
Narrator Can you see the line? This is an example. Now you listen and draw lines.
Adult Were you at the theatre on Thursday, too?
Vicky No, I wasn't. I was at the town hall on Thursday. My mum works at the town hall.
Adult Was it fun?
Vicky Yes. People in the town hall are very friendly.
Adult And where were you on Tuesday?
Vicky On Tuesday I was at the shopping centre.
Adult Were you there with your friends?
Vicky No, I was with my parents and I was bored.
Adult Now tell me something about your weekend.
Vicky On Saturday I was at the museum.
Adult Great!
Vicky Yes! There was an exhibition about old cars.
Adult And what about Sunday?
Vicky On Sunday I was at the sports centre.
Adult I love sports centres.
Vicky Me too. I was very happy there. I love playing badminton. It's so exciting.
Adult Where were you on Wednesday?
Vicky On Wednesday I was at the library.
Adult Alone?
Vicky No, I was with my friend, Harry.

ANSWERS

Picture 1 – Thursday, Picture 2 – Sunday, Picture 3 – Saturday, Picture 4 – Tuesday, Picture 5 – Monday, Picture 6 – Wednesday

CONTINUOUS ASSESSMENT: Time for feedback! Ask children, in their own language, how confident they feel about the language they have learned in this unit. Assign the worksheets from Lessons 2, 3 and 6 as necessary to any children who need further practice or put them in pairs to play the iPack games from Lessons 1, 3, 5, 6 and 8.

Ending the lesson (optional)

- Play *Right hand / left hand* (see Ideas bank page 193).

ASSESSMENT OPPORTUNITIES: The Conversation card is an opportunity to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

Further practice
Active Learning Kit, Unit 3

Lesson 9: Think, do & review: My project

Learning objectives

To use the unit language in a final project

Language

Revised: Adjectives; Places around town; Time expressions; Past simple: *to be: There was / wasn't (a hotel). There were some / weren't any (shopping centres). I / He / She was / wasn't (excited). We / You / They were / weren't (at the cinema).*

Other: *author, label, report, train station*

Starting the lesson (optional) 🎧 60

- Sing the song from Lesson 7 again.

Class Book page 39

1 Listen to Jack's interview. Which 7 places do you hear? 🎧 66

- Explain to the class that today they're going to look at Jack's project. Read Jack's speech bubble at the top of the page. Explain that before Jack wrote his presentation he interviewed Rob.
- Ask the children to read the words in the word bank. Check that children remember the places from this unit, and teach *train station*. Play the audio for them to listen and write the seven places they hear mentioned in their notebooks.

Transcript

Jack Today, I'm interviewing Rob Jenkins. He works at the town museum. Hello, Rob. Thanks for talking to me today.

Rob Hello, Jack! It's a pleasure.

Jack I've got lots of questions for you about our town for my History report. Firstly, was there always a theatre in the town?

Rob No, there wasn't. The theatre is quite modern. It's only six years old. Before that, there was a hotel there.

Jack Oh, really? And what about a library? Was there always a library here?

Rob Well, yes there was a library but it wasn't where it is now. It was in a different place. Do you know the Bella Vita restaurant on London Road?

Jack Oh, yes! My uncle works there!

Rob Really? Well, that was the old library before it was a restaurant.

Jack How interesting! Now I've got a question about schools. I go to a school in a different town because there isn't a school here. But my grandad says he was a teacher in a school in our town when he was young. Can you tell me where the school was in the past?

Rob Yes, there was a school here twenty years ago. It was in George Street, but it's now the post office.

Jack How fascinating! Well, it was really interesting talking to you, Rob. I think I've got lots of information for my History report now. Thank you!

ANSWERS

a museum, a theatre, a hotel, a library, a restaurant, a school, a post office

2 Read Jack's report. Listen and find 3 mistakes. 🎧 67

- Ask the class where we find reports (In newspapers, magazines, and on websites).
- Ask the children what they remember about Jack's town from his interview with Rob.
- Tell the class to read Jack's report and see if the information they remembered was correct.
- Play the audio for the children to listen and read. Tell children that there are three mistakes in the audio they will hear. They should listen and write the mistakes in their notebooks.

Transcript

My town: past and present by Jack

My town is called Eastcastle. It's a small town in the south of the UK. There are old and new buildings in Eastcastle.

There's a new theatre on George Road, near the square. It's a beautiful modern building. It's only ten years old. There was a hotel there before.

Twenty years ago there was a school in George Street. My grandad was a teacher there when he was young. Now it's a post office.

My dad works in Bella Vita restaurant on London Road.

Before it was a restaurant, it was a library. It's my favourite building in Eastcastle because I love the food!

ANSWERS

The new theatre is on Castle Road, not George Road.

The new theatre is only six years old, not ten.

Jack's uncle works in the restaurant, not his dad.

3 Ask and answer in pairs.

- Put the children into pairs to ask and answer the questions about Jack's report. Remind the class of the expressions of opinion they know and encourage them to give their opinion to answer question 3 using *I think it's ...*

ANSWERS

1 My town: past and present 2 There was a hotel on Castle Road. There was a school in George Street. His grandad was a teacher there. The Bella Vita restaurant was a library. 3 Children's own answers.

MEDIATION: This exercise requires children to work in pairs to exchange information. Encourage children to help each other to understand the questions, by explaining any words their partner isn't sure of.

Learn to learn

- Refer the children to the *Learn to learn* box. Ask them to find the time expressions used in Jack's report. Encourage the children to use similar information in their project.

4 Prepare and write your project AB pages 38–39

- See the Activity Book notes below.

KEY COMPETENCES: 🧠 Entrepreneurship

This project enables children to create a valuable information tool. They can use initiative and creativity to make their 'past and present' guide interesting and attractive, and then share it with family and friends.

5 Check your project. AB page 39

- See the Activity Book notes below.

English at home

- After the children have completed their projects, they can take them home to show and tell to their family.

Activity Book pages 38–39

1 Think of the places in your town or city now and in the past. Complete the mind map.

- Tell the children they will prepare for their project. Point to the mind map and tell the children to think of and write places that were in their town or city in the past and what is in their town or city in the present. The children may work in pairs or individually. Feed back ideas from the class.

2 Read the project checklist and tick ✓ for you.

- See notes on page 84.

3 Complete the research questions. Research and write the answers.

- Look at Jack's tip and ask the class to think about how they will research their project. Encourage the children to think about what information they can find on the internet and what questions they might want to ask their family and friends to find interesting information about their town or city's past. Remind them about the questions Jack asked in his interview, e.g. *Was there always a ... here?*
- The children use the internet (under the supervision of an adult) or talk to friends and family to find out information about their town. They answer the questions to help them direct their research and find useful and interesting information about their town.

4 Read the tips.

- See notes on page 84.

5 Write your project, using the order of questions in Activity 3 to guide you.

- See notes on page 84.

6 Check and revise your work with your friend.

- See notes on page 84.

7 Present your project.

- See notes on page 84.

Self-evaluation AB page 39

Read, tick ✓ and colour.

- See notes on page 84.

NOTE: See Unit 1, Lesson 9 for further notes on how to support children in their learning at the end of each unit and for details of the end-of-unit review game on the iPack.

Ending the lesson (optional) 63

- Play a game of the class's choice (see Ideas bank pages 191–196).
- Play the karaoke version of the Lesson 7 song again (either the video version or the audio version) for children to sing along.

ASSESSMENT OPPORTUNITIES: The children are now ready to do the Unit 3 test. See the Evaluation section in the Teacher's Resource Material.

Learning objectives

- To identify and say where places are in a town
- To learn how to read a map and use grid references
- To give and follow directions on a map
- To work in pairs or groups to make a key and a map of your area

Language

bridge, bus station, car park, church, cinema, hospital, museum, picnic area, post office, restaurant, school, supermarket, swimming pool; behind, in front of, near, next to, opposite; Where's the (supermarket)? The (supermarket) is (next to) the (restaurant). It's in (D3). Go straight on / across the bridge / past the (supermarket). Turn left / right. Take the (next right).

Key competences

- Linguistic communication
- Personal, social and learning to learn
- Citizenship
- Digital
- Entrepreneurship
- Cultural awareness and expression
- Mathematical, Science, Technology and Engineering (STEM)

NOTE: It is recommended that this section is taught over 2–3 lessons, depending on your timetable. The teaching stages are listed in order, and can be split up to suit your situation. You may wish to introduce each session with a simple warmer activity based around the topic, and – should you want to extend the topic further – you will find ideas for optional extension activities at the end of the notes. This section can be done before or after the Unit 3 test.

Lesson 1: Vocabulary & Communication

Materials

Some street maps of your town and / or online maps and map apps

Starting the lesson (optional)

- Ask children if they have ever used a map to locate somewhere. Did the map have grid references or a key? If so, how hard / easy did they find it to use these?
- Tell children that today they are going to learn how to use map keys and grid references, and they are going to practise asking for and giving directions.

Class Book page 40**1 Say the words you know. Write. Look, cover and say.**

- Bring in some maps of your town or city (these can be found at local tourist information centres) and give them

to children to look at in small groups. Alternatively, display an online map on the board.

- Ask the class if they have seen maps like these before. Ask where they saw them and how they were being used.
- Establish with the class that we use maps to locate places and to help us find our way around.
- Display the Class Book page and ask children to look at the map and key and say what they see. Model the pronunciation of the words they say and get children to repeat them.
- Write the words on the board. Once you have got a list of review words, ask children to work in pairs with their partner to look at the Class Book page and point and say as many words together as they can.
- Ask them to work with a partner and choose eight words to write down in their notebooks.
- Ask them to silently look at the words for two minutes, then cover them and try to recall them in pairs.

2 Look at the key. Point and say. Find the symbols on the map.

- Draw the children's attention to the key. Point to the 'H' symbol and ask children what it represents (*hospital*). Repeat with the other symbols and encourage children to name the place represented by each one. Explain that we use symbols on a map to represent places in town.
- Focus attention on the map and point out the numbers and letters running down the side and across the top of the map. Explain that they help us locate different places or landmarks on the map.
- Explain how to locate places using grid references. Ask them to find the 'H' symbol on the map. Trace the coordinates with your finger on the map until you get to B4, then point to the 'H' symbol and say *The hospital is in B4*. Repeat for the other symbols.

KEY COMPETENCES:  **Mathematical, Science, Technology and Engineering (STEM)**

This activity helps to develop children's mathematical and mapping skills.

Listen, point and repeat.  68

- Play the audio for children to listen to and repeat each word. Point to the relevant symbols on the key as they do so.

Transcript

hospital, church, museum, swimming pool, school, post office, bridge, picnic area, bus station, car park, supermarket, cinema, restaurant

Read and follow the directions. Say the places.

- Review directions by giving some instructions and having volunteers stand up and do the corresponding action, e.g. *Go straight on. Turn left / right. Go past the (whiteboard)*.
- Point out the four different-coloured people on the map. In pairs, children read aloud the dialogues for the yellow

and blue people, follow the directions on the map and find the places they go to.

- Check answers by having volunteers come to the front and trace the route on the map with their fingers.

ANSWERS

Yellow: the picnic area in B2 Blue: the school in D2

3 Choose three places on the map. Describe and guess.

- Review the prepositions *next to*, *opposite*, *near*, *behind* and *in front of*. Invite different children to the front of the class and tell them to position themselves in certain places around the classroom, using the prepositions, e.g. *Stand in front of the whiteboard. Stand next to the desk.*
- Draw attention to the speech bubbles and read them aloud.
- Ask children to find the restaurant being described on the map (square D3). Put children in pairs. Have each child secretly choose three places on the map. They then take turns to describe the locations for their partner to guess.
- Ask confident pairs to demonstrate their conversations.

KEY COMPETENCES: Linguistic communication

This activity and the next enable children to develop very practical and useful communication skills which will enable them to find their way around in any English-speaking country.

Star question

- Read the speech bubbles with the class, and ask them to find the red person on the map and follow the directions given. Explain that they need to choose a person and a destination, and take turns giving directions for their partner to follow on the map. Their partner must name the destination and give the grid reference, e.g. *It's the church in C1*. Refer them to the Talk Bank on Class Book page 87 and point out some useful language that they could use to help them.
- Encourage children to try and respond to what their partner has said in a positive, interested and respectful way. Monitor and praise all children's efforts.
- Get feedback as a class. Confident pairs and groups who wish to do so can reproduce conversations for the class.
- When children have finished working together, ask them if they enjoyed working together and if they spoke to each other politely.

Activity Book page 40

1 Complete the key.

- Ask children to write the place names next to each symbol to create a key for the map. Explain that they will complete the empty box on the bottom right later.

ANSWERS

Row 1 picnic area, post office, hospital

Row 2 school, swimming pool, cinema

Row 3 church, museum, bus station

Row 4 car park, supermarket

2 Look at the map and complete the sentences.

- Read the words in the word pool. Then ask children to complete the sentences. They will need to use each of the words or phrases in the word pool once. When they have finished, let them check their answers with a partner.

ANSWERS

1 behind

2 near

3 in front of

4 next to

5 opposite

3 Draw a restaurant on the map and add it to the key. Ask and answer.

- Tell children to draw a restaurant symbol somewhere on the map, without showing their partner. They should then add the symbol and word to their key. Encourage children to draw the restaurant in a position where they can describe it in relation to something else on the map, using a preposition of place.
- In pairs, children ask and answer questions to find out where their partner's restaurant is, and mark it on their own map.

Ending the lesson (optional)

- Ask a child to come to the front of the class. Ask other children to take it in turns to give this child directions, e.g. *Go straight on. Go past Carla. Turn left.* The child at the front follows the directions. Repeat with other children.

Lesson 2: Project 2

Materials

Directions Project template (see the Teacher's Resource Material) (one for each pair or small group); materials for drawing maps, e.g. coloured pens or pencils; street maps of your town and / or online maps and map apps

Starting the lesson (optional)

- Ask children what phrases they can remember for giving directions. Make a list on the board and say them with the class.

Activity Book page 41

1 Look and answer.

- Ask children to look at the map and identify the eight symbols. They then read the questions, find the place on the map and write the answers.

ANSWERS

1 It's in A1. 2 It's in C1. 3 It's in C3. 4 It's in D3.

5 It's in B1. 6 It's in A3. 7 It's in B3. 8 It's in C2.

Class Book page 41

1 Research and write. Make a key and map of your area.

- Tell children that they are going to work in groups to make a key and a map of the area around their school or their home.

- Hand out a copy of the Project template to each pair or group.
- Before they start, encourage them to decide in their pairs / groups which area of their town they would like to show and which places they will include. They should also plan how they will go about creating their map, and how they will divide up the tasks involved. Monitor and provide guidance, ensuring they choose a small area which contains around six different places.
- Draw attention to the Talk Bank on Class Book page 87 and tell them to refer to it for useful expressions.
- Allow them to look at existing maps of their chosen area online or provide maps for them to refer to.
- Once they have chosen the area and identified the places to include, ask them to complete the key, referring to the Class Book key as a model. Explain that they should invent new symbols for any places which aren't on the Class Book key.
- Next, they draw their map on the grid provided. Suggest to children that they draw the main roads first. After that, they can draw the symbols for the places they want to show.

SUSTAINABLE DEVELOPMENT GOALS:

Goal 9 (Industry, innovation and infrastructure)

Ask children to notice the balance between businesses and homes in the area they have chosen. Ask them to make suggestions about why some areas have more businesses than others (for example, sometimes factories and business parks are placed on the outskirts of towns as they are easy to reach by road and any pollution can be kept away from houses). What do they notice about the roads in the area they have chosen? Help them to notice that the 'main' roads are usually wider and straighter than other roads. This is so that lots of vehicles can travel quickly and easily along them.

KEY COMPETENCES: Entrepreneurship

Inventing simple and attractive symbols for places on their map and key develops children's skills of innovation and creativity.

2 Tell your friends.

- When all the groups have finished, ask volunteers to present their map to the class. Encourage them to use grid references or prepositions of place to talk about the places they've included, e.g. *There's a swimming pool in B2. It's next to the school.*
- Alternatively, display the maps on the walls and allow children to ask and answer questions about the maps.

KEY COMPETENCES: Citizenship

Presenting their maps allows children to work on the development of social skills, including speaking clearly, listening politely and complimenting others on their efforts.

3 Rate your project. AB page 41

- Begin a discussion (in the children's own language) about the project. Ask children what they enjoyed and what they think they did well. Did they help each other to find

out the information they needed? What was the most difficult thing about creating their map? Would they do anything differently?

- Ask them to complete the *All about me* self-evaluation on Activity Book page 41.

KEY COMPETENCES: Personal, social and learning to learn

Completing the project self-evaluation encourages children to reflect on their effort and achievement in the project work.

Extension (optional)

Identify symbols on real maps

- Show some real maps. Ask children to find the key for each one and to identify any symbols they now know on the map, e.g. church, museum, swimming pool.

Research maps of other cities

- If children have access to computers or tablets, assign each pair a city from around the world to research on map websites or apps (they should do this under the supervision of an adult).
- Ask them to draw a section of a map of their assigned city and present it to the rest of the class. Encourage them to use prepositions of place and grid references to describe the places they've drawn.

KEY COMPETENCES: Digital

Using the internet to research a city map enables the children to gain confidence in using digital information sources.

Ending the lesson (optional)

- Ask the children if they now feel more confident about using maps.
- Tell them that the next time they go to a new town with friends or family, they should offer to help read the map, to further develop their map-reading skills.