



Special sport

Lesson 1

CB PAGE 56 and AB PAGES 54 and 106

VOCABULARY

Lesson objectives

- Identify things related to an expedition
- Identify different text types
- Find information in a route plan
- Draw and guess things related to an expedition

Language

Core: : first aid kit, insect repellent, sun cream, water bottle, survival blanket, car park, route, national park, landmark, picnic area, campsite, destination

Review: home, neighbour, parent, put on, follow, dry, mosquito, stone

Extra: checklist, sponsor, charity, camp, walking boots, product, sunburn, emergency, equipment, thirsty, hurt, stuck, itchy, annoying, spray, bite, sting, scenery, enjoy, organize

Materials

CD3 tracks 01–04; Unit 6 wordcards Set 1; a watch or timer

Warmer

- Tell the class *I'm going on an adventure. What do I need to take with me?* Brainstorm a list and write it on the board.

Lead-in

- Ask *What homework did Mr Murphy set at the end of the last unit? (Find out about planning a walk.)*
- If you have asked the children to do the homework assignment, ask them now to present what they have brought in to the class or their group. (See page 13 for the suggested procedure.)
- Ask the children *Who do you think will talk about their homework this week? (Jilly) What do you think she has brought in?* Encourage a variety of suggestions from different children around the class.

Class Book

1 Listen. 3•01 Look and find these text types.

- With books closed, play the recording and ask the children to tell you all they can about Jilly's homework.
- Ask the children to open their Class Books and look at the things Jilly has brought in.
- Read through the text types with the class and check that the children understand what each one means.
- Remind the children that they should look at the texts and use visual clues, such as layout, to help them find the text types, rather than reading.
- Play the recording, pausing where necessary for the children to listen and match the text types to the texts.

Transcript

Dad What are you doing, Jilly?

Jilly I'm doing my PE homework for school.

Dad PE homework? What do you have to do?

Jilly We have to find out about planning a walk. We're preparing for the Big Walk!

Dad What's the Big Walk?

Jilly Our class is doing a sponsored walk for charity. It's going to be great. We're going to walk for two days and camp.

Dad That sounds fun. So what have you found?

Jilly I've got the route plan, a checklist of things to take – and a story about some people who were lost in the mountains.

Dad Sounds exciting! Have you found your walking boots?

Jilly Yes! And I've found your boots too, Dad. You can come too!

ANSWERS

A checklist B route plan C survival story

2 Match the words and the pictures (1–12). Listen, check and say. 3•02

- Ask the children to look at the pictures on the checklist and the map. They match the words to the pictures and write their answers in their notebooks.
- Play the recording for the children to listen and check their answers. Then check as a class.
- Play the recording again, pausing for the children to repeat the words, first in chorus and then individually.

Transcript

1 water bottle 2 first aid kit 3 survival blanket

4 sun cream 5 insect repellent 6 destination

7 landmark 8 campsite 9 car park 10 national park

11 route 12 picnic area

3 Look at text A. Listen and say the word. 3•03

- Ask the children to look at the checklist. Tell them that they are going to hear descriptions of some of the objects.
- Play the recording, pausing after each sound for children call out the name of the object.

Transcript

1 This is a product that you put on your skin. It protects your skin from the sun so that you don't get sunburn.

2 This is a box with simple medicines and equipment. You can use if you can't go to a doctor.

3 You need to make sure you drink enough on a long walk. You need this to take enough water with you so that you don't feel thirsty.

4 This is for emergencies. It's to keep you warm if you get hurt or stuck in the mountains.

5 Mosquito bites can be itchy and annoying. This is a spray that you can put on your skin. It keeps insects away so it protects you from bites and stings.

ANSWERS

1 sun cream 2 first aid kit 3 water bottle 4 survival blanket 5 insect repellent

KEY COMPETENCE: Learning to learn

Categorizing words is a good way for the children to organize and learn vocabulary. Draw attention to the way that the words are set out in the checklist. Exploit this further using the Optional activity below.

Optional activity

- Write the headings from text A on the board and add the heading *Things for an adventure*.
- Play a game of *Categories* (see page 201) with the Unit 6 Set 1 wordcards.

4 Read text B and look at the map. Answer. 

- Ask the children to look at text B. Read the questions with the class. Explain that this is a speed reading task and that the children have two minutes to complete it.
- Ask the children to use the text B map and text to find the answers.
- When the two minutes are up, check the answers with the class.

ANSWERS

The destination is the old Roman Bridge. They are meeting at the car park by the lake. I can see two landmarks (waterfall and stone circle). Friends, neighbours and parents are welcome.

5 Choose a word and draw. Play a guessing game in pairs.

- Divide the class into pairs. Ask a pair of children to read the example dialogue for the class.
- The children draw something from the checklist or route plan in their notebooks without telling their partner what it is. They take turns to draw a picture for their partner to guess.

Activity Book**Bilingual dictionary**

- Tell the children to turn to page 106 of their Activity Books and write translations for the expedition words.

1 Write the expedition words.

- The children look at the picture and write the correct expedition words. Display the Unit 6 Set 1 wordcards for support while they work.

ANSWERS

1 destination 2 landmark 3 campsite 4 car park
5 route 6 national park 7 picnic area

2 Complete.

- The children complete the definitions with the correct expedition words.

ANSWERS

1 car park 2 water bottle 3 sun cream
4 insect repellent 5 first aid kit 6 survival blanket
7 picnic area 8 route

3 Listen and write the letter.  3:04

- Ask the children to read the list of tasks. Explain that they are going to hear a recording of the children deciding what they are going to do.
- Play the recording, pausing if necessary, for the children to write the correct letter next to each person.

Transcript

Billy The Big Walk is next weekend. We must make sure that we're prepared. I've made a list of what we need to do.

Milly Great!

Billy Jilly, we're starting at the car park by the lake and our destination is the campsite at Mulberry Farm. Could you work out the route?

Jilly Yes, I'll do that. I've already found a map.

Billy Good. William, you can book the campsite. Here's the phone number.

William OK, Billy.

Billy Now, the national park is famous for its landmarks. Betty, can you find out about them? We want to see everything.

Betty Yes, I will.

Billy It's going to be hot so we'll need sun cream and insect repellent. Milly, could you pack them, please?

Milly Yes, of course.

Billy Charlie, you're in charge of water bottles.

Charlie OK.

Billy What's left? Oh yes, I haven't bought a first aid kit or survival blankets yet. Daniel, could you buy those?

Daniel Hmm, yes. ... Billy, what are you going to do?

Billy I can't do anything. I'm too busy organizing!

ANSWERS

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

4 Imagine you're organizing a camping trip. Write notes for your friends.

- Ask the children to imagine they are organizing a camping trip. They think about who can do each task.
- The children write notes in their notebooks for their friends asking them to do a task.

Lesson 2

CB PAGE 57 and AB PAGE 55

STORY

Lesson objectives

- Read and understand a survival story
- Identify direct speech in a story
- Write a review of the survival story


Language

Core: Lesson 1 expedition words

Review: *home, worried, follow, parent, weather, landing*

Extra: *surprise, cousin, remember, pilot, storm, suddenly, terrible, bumpy, emergency, bounce, damage, scouts, valley, forget, rescuer*

Materials

CD3  track 05; Unit 6 wordcards Set 1

Warmer

- Play *Bingo!* (see page 201) with the Unit 6 Set 1 wordcards.

Lead-in

- Ask the class if anyone has ever been for a trip in a small plane. If so, ask *Where did you go? How did you feel: excited/nervous/scared?* If not, ask who would like to go for a trip in a small plane.

Class Book

6 Read and listen. 3:05 What helped the children get home?

- Focus on the pictures. Ask the children to read the list of different objects.
- Play the recording for the children to follow the story in their books.
- Check the answers with the class. Then discuss the children's reactions to the story.

ANSWER

a landmark

7 Read again and answer.

- Ask the children to read the story again and write their answers to the questions in their notebooks.
- Discuss the story with the class. Check if the children's predictions were correct.

ANSWERS

- Jamie's birthday surprise was flying in an aeroplane.
- They could see the village and the river.
- Because there was a storm / the weather was terrible.
- Because they changed their route.
- Because he saw the river. He knew it went through the village.

8 Read a sentence with speech marks. Play a guessing game in pairs.

- Read a sentence in speech marks from the story, e.g. *I can see the village.* Ask *Who says it? (Elsa)*

- Ask the children to work in pairs. They take turns to read sentences with speech marks for their partner to identify the speaker.
- What do you think?** Discuss the question as a class. Ask them whether they would still like to travel in an aeroplane if they had had to make an emergency landing.

KEY COMPETENCE: Learning to learn

In Activity 8, the children identify direct speech in a story by finding sentences with speech marks. As a class, focus on the use of speech marks in the story. Use L1, if necessary, to ask the following questions: *Why do we use direct speech in stories?* (It makes the action more direct and exciting.) *How do we know who is talking?* (This is indicated before or after the phrase in speech marks.) *What are the similarities and differences between direct speech in English and your own language?*

Activity Book

Plot, characters and setting

1 Remember the story. Number in order.

- The children read the sentences and number the events from memory.
- Ask the children to check their answers by looking at the Class Book story on page 57. Then check the answers as a class.

ANSWERS

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

2 Read and write *Jamie, Elsa or the pilot.*

- The children read the sentences and write the names.

ANSWERS

1 Elsa 2 Jamie 3 The pilot 4 Jamie

Synopsis

3 Read and complete.

- The children complete the text by writing the missing words in the table.

ANSWERS

1 having 2 cloudy 3 that 4 emergency 5 was
6 couldn't 7 where 8 river 9 follow

Review

4 Complete the review.

- The children complete the review and rate the story.

POSSIBLE ANSWERS

1 A birthday to remember 2 a survival story
3 Jamie, Elsa and the pilot 4 on an aeroplane on Jamie's birthday
5 go flying for Jamie's birthday surprise, but the weather gets very bad. The pilot has to make an emergency landing and they have to find their way back to the village. 6 Children's own answers
7 Children's own answers

Further practice

 Teacher's Resource CD-ROM, Worksheet section, Unit 6, Story worksheet. Notes and answers on CD-ROM.

Lesson 3

CB PAGE 58 and AB PAGES 56 and 112

GRAMMAR

Lesson objectives

Practise using *will* and *going to*

Make sentences using *will*

Make predictions based on what's happening in a picture

Regular review: practise using verb + *to* patterns


Language

Core: Lesson 1 expedition words; *will* and *going to* for predictions

Review: *parent, home, wet, put up*

Extra: *damage, storm, remember, bee sting, fence, sunburn, valley, take photos, surprise, pilot*

Materials

CD3  tracks 05–06; Unit 6 Grammar and everyday language poster

Warmer

- Play *The definitions game* (see page 202) with the Lesson 1 vocabulary.

Lead-in

- Ask the children what they can remember about the survival story from Lesson 2. Prompt with questions.
- Ask the children to open their Class Books and look at the story on page 57 again. How well did they remember it?

Class Book

1 Read and listen to the story again on page 57. 3-05 Match.

- With books open, tell the children that they are going to hear the story again. As they listen, they match the beginnings of the sentences to the correct endings.
- Play the recording, more than once if necessary.

ANSWERS

1 d 2 c 3 a 4 b

2 Listen and say the number. 3-06 Say what prediction the person is making in each picture. Use *will*.

- Focus on the pictures. Tell the children that they are going to hear the people from the story talking about the situation in each of the pictures.
- Play the recording, pausing after each short extract for the children to say the number.
- Ask the children to work in pairs. They take turns to point to a picture and say the prediction, using *will*.

Transcript

A Elsa Our parents will be so happy to see us!

B Pilot In 20 minutes, we'll reach our destination.

C Elsa Phew! We won't have to sleep outside tonight!

D Elsa Will they come and look for us?

Pilot Yes, they will!

E Jamie I'll never forget this birthday!

ANSWERS

4, 1, 3, 2, 5

Grammar and everyday language poster

- Ask the children to look at the Grammar 1 section on the Grammar and everyday language poster for Unit 6.
- Look at the table for *will* together. Explain how we use *will* to make predictions about what we think or know about the future. Elicit an example from the table.
- Focus on the table for *going to*. Explain how we use *going to* to make predictions about the future based on what we know now. Elicit an example from the table. Ask, for example *How do Jamie and Elsa know that they're going to hit the tree? How does the pilot know that there's going to be a storm?*

3 Read and learn.

- Ask the children to look at the grammar tables and memorize the sentences.
- Ask the children to cover the tables. Ask different volunteers to make sentences from each of the tables.

4 Make predictions in pairs. For A, make sentences using *going to/not going to*. For B, make sentences using *will/won't*.

- Focus on the picture. Ask *What can you see?*
- Ask the children to look at the phrases in A. Explain that they are going to use these phrases to make predictions about what's going to happen immediately, as a result of what they can see in the picture. Establish that they should use *going to*. Ask a child to read the example to the class.
- Ask the children to work in pairs, taking turns to choose a person and make a prediction about him or her using *going to/not going to*. Go around the class, helping where necessary.
- Go through the activity with the class. Ask individual children to make sentences with *going to*.
- Then focus on the list in B. Tell them that they must use the phrases to say what will happen tomorrow. Ask a child to read the example to the class.
- The children work in pairs, taking turns to use the phrases to make predictions with *will*. Go around the class, helping as before. Then check the answers with the class.

ANSWERS

A Billy is going to get a bee sting. Milly is going to get wet feet. Jilly is going to fall off the fence. Betty isn't going to get sunburnt. Baskhar and Ben aren't going to have any lunch left. William is going to be very tired.

B They will wake up in a tent. They will cook breakfast outside. They won't walk down to the valley. They will walk up the hill. They will have a picnic. They will take lots of photos. They won't go home by car. They will go home by bus.

KEY COMPETENCE: Competence in social skills and citizenship

Communicative pairwork activities, such as in Activity 4, encourage the development of social skills and provide opportunities for peer correction.

Optional activity

- Ask the children to write three false predictions about the picture in A or the situations in B. They swap work with a partner and correct each other's sentences.

Activity Book

Grammar

- Tell the children to turn to the Grammar reference on page 112 of their Activity Books, and remind them that it is here to help them when they need it.

1 Read and circle.

- The children read the sentences and circle the correct option in each one.

ANSWERS

- 1 We'll 2 Are we going to 3 It's not going to
4 Will they 5 We're going to 6 He'll

2 What do you think? Make sentences with *will* or *won't*.

- The children read the word prompts and decide whether or not they think the situation will happen. They write sentences with *will* or *won't*.

ANSWERS

- 1 Jamie's parents will/won't buy him a different birthday surprise next year.
2 Jamie, Elsa and the pilot will/won't get back to the village quickly.
3 Elsa will/won't go in a plane again.
4 The pilot will/won't go back and get the plane.

3 Look and write sentences with *going to*.

- The children look at the pictures and write sentences with *is/are going to*, using the phrases in the boxes.

ANSWERS

- 1 They're going to put up the tent. 2 He's going to make a fire. 3 They're going to cook dinner.
4 She's going to brush her teeth.

4 Complete with the verbs + *to*.

- Review the use of verb + *to* patterns with the class, if necessary.
- The children complete the sentences using the correct form of the verbs in the box, followed by *to*.

ANSWERS

- 1 managed to 2 offered to 3 want to 4 decided to
5 needed to

Further practice

- Teacher's Resource CD-ROM, Worksheet section, Unit 6, Vocabulary and grammar 1. Notes and answers on CD-ROM.

Reinforcement Lesson 3a (optional)

REINFORCEMENT AND GRAMMAR

Lesson objectives

- Review and practise expedition words
- Review and practise predictions with *will* and *going to*

Language

- Core:** Lesson 1 expedition words; *will* and *going to* for predictions

Materials

- DVD Story 6; Unit 6 wordcards Set 1; Teacher's Resource CD-ROM, DVD worksheets section, Unit 6

Warmer

- Play a game of *Missing card* (see page 201) with the Unit 6 Set 1 wordcards to review the vocabulary from Lesson 1.

Lead-in

- Ask individual children to tell you about their favourite kind of holiday. Ask *Where do you like to stay: in a tent/a hotel/an apartment, etc.? What do you like to see/do/eat?*

1 Imagine you are going on a camping trip in the country. Draw and label the things in your rucksack.

- With all books closed, tell the class to imagine they are going on a camping trip and must pack their bags.
- Ask the children to work in pairs to draw a picture of their rucksacks, showing the things they have packed (using the items from Lesson 1, as well as any other items in English they know). They label their pictures.

2 What did you remember? Make predictions about the trip.

- As a class, brainstorm all the things that the children will need for their camping trip and write a list on the board.
- Ask individual children *Did you remember sun cream/an emergency blanket/insect repellent?* Make predictions with *going to* based on their answers, e.g. *You forgot the sun cream! You're going to get sunburnt.*
- Ask the children to work in pairs. They take turns to make similar predictions based on what they packed, e.g. *We forgot jumpers. We're going to get cold.*

3 Imagine your dream trip. Make notes.

- Ask the children to imagine that they are going on their dream trip. Copy the table below on to the board. Ask for suggestions of what to put in each section of the table.

destination	
travel	
weather	
food	
people	
activities	

- Ask the class to help you make sentences about your dream trip using the information in the table and write them on the board, e.g. *This summer, I think I'll go to the Bahamas. I'll travel by private jet. The weather will be fantastic! It will be sunny every day...* Ask the children to complete the details with their own ideas.

4 Tell your partner about it.

- The children take turns to tell their partners about their dream trip using sentences with *will*. They can refer to the sentences on the board for help.
- Ask some of the children to tell the class about their dream trips.

KEY COMPETENCE: Competence in social skills and citizenship

Pairwork activities encourage the development of social skills and build confidence, and talking about dream situations allows the children to communicate personal feelings and preferences. In this way, the children learn more about their partner as a person. During feedback, ask the children what they learnt about their partner, e.g. *Lucas wants to go to Alaska. He likes cold places!*


5 Watch the story on DVD. DVD Story 6

- Tell the children they are going to watch *A birthday to remember* on DVD.
- Write the following words on the board and ask the children to copy them into their notebooks.
1 destination 2 storm 3 car park 4 campsite
5 route 6 bumpy 7 landmarks 8 river
- Ask the children to circle the words that are animated as they watch the DVD.
- Play the Unit 1 story clip on the DVD. Play the clip again for the children to check their answers.

ANSWERS

1 destination 2 storm 5 route 6 bumpy
7 landmarks 8 river

6 Make story wordcards.

- Print the DVD story wordcard worksheet provided on the Teacher's Resource CD-ROM  in the DVD section and make two copies for each child.
- Put the children into pairs or groups of four. The pairs or groups choose eight words from the story and 'design' each of them on a wordcard worksheet, following the animated text on the DVD story as a model. They can design words already animated on the DVD or choose other words from the story text if they wish.
- When the children have finished designing their words, they write a sentence from the story on the back of the wordcard which includes the word they have designed on the front. More confident children can then write their own sentence including the designed word.
- Play the DVD again. The pairs or groups hold up their designed words when they appear or are said on the DVD.
- The pairs or groups hold up their wordcards and say the words/sentences out loud in different ways, for example, quietly, loudly, angrily, happily, quickly, slowly.
- The completed wordcards can be displayed in the classroom.

Lesson 4 CB PAGE 59 and AB PAGE 57

READING AND WRITING

Lesson objectives

- Read and understand a plan
- Use prepositions to describe movement
- Write directions using a map
- Learning to learn: using pictures to learn vocabulary


Language

Core: Lesson 1 expedition words

Review: *canal, neighbour, parent, put on, railway, follow*

Extra: *scenery (landscape), enjoy, gate, camping field, minibus, fence, footpath, castle*

Materials

CD3  track 07; Unit 6 wordcards Set 1

Warmer

- Play a game of *Spell it!* (see page 202) with the Unit 6 Set 1 wordcards.

Lead-in

- Ask if the class can remember what Jilly brought in for her homework assignment in Lesson 1. Ask *Which thing told us about a walk? (the route plan) What can you remember about the route?*

Class Book

1 Read part 1. Remember and choose. Read page 56 again and check.

- Ask the children to look at the Big Walk route on page 59 and choose the correct word from each set of options in part 1 from memory.
- When they have finished, the children look at the route plan on page 56 to check their answers. Then go through the answers with the class.

ANSWERS

1 bridge 2 lovely 3 waterfall 4 boots 5 car park
6 lake

2 Order the pictures. Then read the route plan and check.

- Tell the class that the pictures show the route that the students from Class 6A took for the Big Walk. Point to the different illustrations and ask *What can you see?*
- Ask the children to order the pictures without re-reading the route plan.
- Ask the children to then read parts 1 and 2 of the route plan to check their answers. Then check as a class.

ANSWERS

a, c, d, f, b, e

3 Read the route plan again and find. Match the words and the pictures.

- Ask the children to read the route plan again and find the prepositions of movement in the box.

- The children then match the prepositions to the pictures in Activity 2.

ANSWERS

a along b past c over d through e towards
f across

4 Look at the map. Write a route.

- Focus on the map. Ask the children to identify the features that they can see.
- Tell the children that they are going to use the map to write a route for their partner to follow. They should use the prepositions of movement from Activity 3. Ask a child to read the example to the class.
- Go around the class as the children write their routes in their notebooks, helping where necessary.

5 Read the route to your partner. Play a guessing game in pairs.

- Ask the children take turns to read their route to their partner. They must not tell their partner where the route ends. Their partner follows the route on the map to find the destination.

KEY COMPETENCE: Learning to learn

The ability to read a map is an important life skill. Good map-reading skills are essential for the children to be able to plan a route in detail and give and follow directions using a map. Ask individual children to read the route they have written about in Activity 4. As a class, ask what helped the children to follow the routes, e.g. mentioning landmarks on the map.

Activity Book

1 Read and draw arrows.

- The children read the route plan and draw arrows on the pictures to show the route.

ANSWERS



2 Listen and number in order. 3•07 **Listen again and complete.**

- Play the recording, pausing, if necessary for the children to number the directions in the order that they are mentioned.
- Play the recording again for the children to complete the phrases with the correct prepositions. Then check as a class.

Transcript

Milly Are we going to the picnic on Saturday, Jilly?

Jilly Yes! But Dad can't take us, so we need to take the bus. I've worked out a new route. I'll show you on the map.

Milly Where do we start?

Jilly The bus stops at the car park. So first we go past the campsite. Then we go along the canal – here ...

Milly Uh-huh, I see.

Jilly And then we walk through the village and go across the field.

Milly Oh, yes. But then we're stuck in this field. How do we get to the lake?

Milly No, look – the bridge is there. We go over the bridge. Then we follow the path towards the picnic area. OK?

Jilly Great!

ANSWERS

a through, 3 b over, 5 c along, 2 d across, 4
e towards 6 f past, 1

3 Imagine a different route to the picnic. Draw a map and write a route plan using across, along, over, pass, through and towards.

- Ask the children to imagine they know a different way to the picnic that Jilly and Milly are going to in Activity 2.
- They draw a map and write a route using the prepositions *across, along, over, pass, through* and *towards*. They can use the plan in Activity 1 as a model.

Learning to learn: Draw pictures to help you remember the prepositions.

- The children read the Writing tip and draw pictures to show the meanings of the prepositions.

KEY COMPETENCE: Learning to learn

Drawing pictures is a fun way to learn and reinforce vocabulary. Pictures are particularly useful for words that require visualization, such as prepositions of place and movement.

Lesson 5

CB PAGE 60 and AB PAGES 58 and 106

VOCABULARY AND DVD SONG

Lesson objectives

Identify extreme adjectives

Listen and extract information from a song

Describe experiences and feelings using extreme adjectives


Language

Core: *hilarious, enormous, tiny, filthy, starving, exhausted, delicious, terrified, fantastic, awful, fascinated, delighted*

Review: *lonely, home, dirty, cheer*

Extra: *tasty, campfire singing, marshmallows, river raft, boring, camper, rock climbing, sink (v)*

Materials

CD3  tracks 08–11; DVD Song 6; Unit 6 wordcards Set 2

Warmer

- Play a game of *Wordlist* (see page 201), using adjectives to describe feelings.

Lead-in

- Ask the children if they have gone on an expedition or been camping. Ask *What was it like? What was good/bad? How did you feel?*

Class Book

1 Look and say what the lesson is about.

- Tell the children to open their books and look at the picture of the interactive whiteboard. Ask different children to say what they think the lesson is going to be about. Listen to their suggestions, but don't confirm at this stage.

2 Listen and repeat. 3-08

- Establish that this lesson is about activity holidays.
- Focus on the pictures. Play the recording for the children to listen and repeat, pointing at the pictures as they do so.

Transcript

1 hilarious 2 enormous 3 tiny 4 filthy 5 starving
6 exhausted 7 delicious 8 terrified 9 fantastic
10 awful 11 fascinated 12 delighted

3 Listen and say the word. 3-09 Make definitions for the other words.

- Tell the children that they are going to hear definitions of some of the extreme adjectives.
- Play the recording, pausing after each definition for the children to say the word. Display the Unit 6 Set 2 wordcards for support while they listen.
- Then ask the children to work in pairs. They make their own definitions for the rest of the words, using the ones from the recording as models.
- Ask individual children to read out a definition for the class to guess the word.

Transcript

- 1 This word is the opposite of fantastic.
- 2 This word is the opposite of tiny.
- 3 This word means very, very tasty.
- 4 This word means very, very dirty.
- 5 This word means very, very hungry.
- 6 This word means very, very funny.

ANSWERS

- 1 awful 2 enormous 3 delicious 4 filthy
5 starving 6 hilarious

4 Listen to the song. 3-10 Is the person having fun? DVD Song 6

- Play the audio or DVD version of the song for the children to listen and decide if the person is having fun.
- Play the song a second time if necessary.

Transcript

*I'm feeling so excited!
There are so many things to try!
I don't want to miss a thing
On my activity holiday!
I'm fascinated in the morning!
I'm starving by half past ten.
I'm filthy and exhausted ...
I can't wait to start again!
I'm feeling ...
My campfire singing is awful,
But I've made some fantastic friends.
These marshmallows are delicious!
I don't want this week to end!
I'm feeling ...
Our river raft was tiny,
But it got an enormous cheer!
My photos are hilarious!
I'm coming back next year!*

ANSWER

Yes, they are!

5 Listen again and say *True or False*. 3-10

- Ask the children to read the sentences.
- Play the song again, pausing if necessary, for the children to decide which sentences are true and which are false.
- Read out the sentences for the children to say *True or False*.

ANSWERS

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

Optional activity

- Ask the children to correct the false sentences.

6 Think of examples using the adjectives. Talk in pairs.

- Divide the class into pairs. Ask one pair to read the example speech bubbles to the class.
- Ask the children to read through the list. They take turns to tell their partner about examples from their own experience.

KEY COMPETENCE: Competence in social skills and citizenship

Talking about personal experiences is something that we do naturally in our own language when we are socializing with friends. Where possible, encourage personalization in lessons to help the children build on this skill.

Activity Book

Bilingual dictionary

- Tell the children to turn to page 106 of their Activity Books and write the translations for the extreme adjectives.

1 Complete the song. Listen and check. 🎧 3•10

- The children complete the song from memory, using the words in the box.
- Play the song for the children to listen and check their answers. Check the answers with the class.

ANSWERS

1 fascinated 2 starving 3 filthy 4 exhausted
5 awful 6 fantastic 7 delicious 8 tiny
9 enormous 10 hilarious

2 Listen and number in order. 🎧 3•11

- Play the recording, pausing if necessary, for the children to listen and number the pictures in the order that the events are described.

Transcript

Saturday, 12th August

Today I tried rock climbing. I was terrified! It was so high!

When I got to the top I was delighted.

By lunchtime I was starving. I made an enormous sandwich. It was delicious!

Sunday, 13th August

Today we built a raft for a race. Our team was quite big, but our raft was tiny! In fact our raft was awful. It nearly sank. We lost the race!

In the evening we built an enormous campfire. It was a fantastic evening!

ANSWERS

a 2 b 5 c 3 d 1 e 4

3 Look at the pictures in Activity 2 and complete.

- The children look at the pictures in Activity 2 and read the diary entries. They complete the texts with the extreme adjectives in the box.

ANSWERS

1 terrified 2 delighted 3 starving 4 enormous
5 delicious 6 tiny 7 awful 8 enormous 9 fantastic

4 Write a diary entry about an exciting experience you've had. Use extreme adjectives.

- Ask the children to think of an exciting experience they've had. They write a diary entry about the experience using the entries in Activity 3 as models.

Lesson 6

CB PAGE 61 and AB PAGES 59 and 112

GRAMMAR AND CROSS-CURRICULAR

Lesson objectives

Learn about safety in the mountains

Read and understand an article about mountain rescue

Practise using indefinite pronouns

Correct false sentences about safety in the mountains

Language

Core: Lesson 1 expedition words; indefinite pronouns

Review: *weather, rescue*

Extra: *weather forecast, mobile phone, emergency kit, whistle, mountain rescue team, emergency equipment, helicopter, volunteer, walker, danger, rescue dog*

Materials

CD3 🎧 track 10; Unit 6 Grammar and everyday language poster

Warmer 🎧 3•10

- Play the song from Lesson 5 again, encouraging the children to sing along.

Lead-in

- Ask the children if they have ever been on a holiday to the mountains. Ask *What was it like? What happens if something goes wrong in the mountains?*
- Tell the children that the Ace School pupils are going to visit the Mountain Rescue Centre in this lesson.

Class Book

1 Look at the photos. Describe what you can see.

- Ask the children to work in pairs. They look at the photos and take turns to describe what they can see.

2 Read and check your ideas.

- Ask the children to read the text to check if their ideas were correct. Answer any questions that the children have and go through the meanings of any unknown vocabulary.

3 Read and learn. Find the words in the text.

- Draw the children's attention to the Grammar 2 section on the Grammar and everyday language poster for Unit 6. Use the examples and explanations to show how and when we use indefinite pronouns.
- Ask the children to look at the grammar table in their Class Books and try to make a sentence using each of the words.
- The children look at the text from Activity 2 again and find more examples of indefinite pronouns.

ANSWERS

somewhere that you know well.; Always tell someone ... ; no one will know ... ; ... make sure that everyone ... ; Make sure that someone ... ; Don't leave anyone ... ; ... something to eat.; If something goes wrong ... ; Everyone in the mountain rescue team ... ; When someone calls ... ; Everyone stops what they're doing ... ; They search everywhere ... ; ... people can't see anything ...

KEY COMPETENCE: Learning to learn

Looking at words in context helps the children to understand the function of new language. Go through the sentences from Activity 3. Ask the children to close their books and try to recall the sentences.

4 Read the text again and write True or False.

- Ask the children to read the text again. They read the sentences and write *True* or *False* for each one.

ANSWERS

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

5 Correct the false sentences in pairs.

- Ask the children to work in pairs to correct the false sentences from Activity 4, using indefinite pronouns.

ANSWERS

- 1 You should tell someone where you're going.
- 3 Someone should have a mobile phone.
- 4 The mountain rescue team can go everywhere.
- 5 In emergencies, everyone in the rescue team gets a message/call.

Activity Book**Grammar**

- Tell the children to turn to the Grammar reference on page 112 of their Activity Books, and remind them that it is here to help them when they need it.

1 Complete.

- The children complete the grammar table with the correct indefinite pronouns.

ANSWERS

1 something 2 everywhere 3 nothing 4 anyone

2 Read and circle.

- The children read the sentences and circle the correct words.

ANSWERS

1 anything 2 Everyone 3 something 4 somewhere
5 Someone 6 anywhere

3 Find, circle and correct the mistake.

- The children read the sentences and circle the mistake in each one. They write the correct word at the end.

ANSWERS

1 anyone 2 anywhere 3 anything 4 everything
5 someone 6 somewhere

4 Order and write sentences.

- The children order the words to write the sentences.

ANSWERS

- 1 Make sure you tell someone where you're going.
- 2 The rescue dogs search everywhere to find lost walkers.
- 3 No one in the mountain rescue team is paid.
- 4 It takes ten minutes to get everything ready.
- 5 Don't let anyone go off on their own.

Further practice

 Teacher's Resource CD-ROM, Worksheet section, Unit 6, Vocabulary and grammar 2. Notes and answers on CD-ROM.

Extension Lesson 6a (optional)**CROSS-CURRICULAR AND SOCIAL TASK****Lesson objectives**

- Identify people and things associated with coastal rescue
- Research a rescue story
- Write a rescue story
- Share knowledge and learning in the form of a social task

Language

Core: *lifeboat, hovercraft, helicopter, tug boat, lifeguard*

Materials

DVD cross-curricular; large colour pictures of the following things associated with coastal rescue: a lifeboat, a hovercraft, a helicopter, a tug boat, a beach lifeguard; internet/pre-prepared rescue story fact sheets; plain paper; poster paper; scissors; glue sticks

Warmer

- Play a game of *Guess the word* (see page 201) with the vocabulary from Lessons 1 and 5.

Lead-in

- Ask the children what they remember about safety in the mountains from Lesson 6. Prompt with questions if necessary, e.g. *What happens when someone calls the emergency services? (All the volunteers get a message.) How do the team search for people? (on foot, by motorbike, using special cars and by helicopter) What do they use in the dark and snow? (rescue dogs)*

1 Describe the pictures in pairs.

- Put the coastal rescue pictures on the board or display them on the interactive whiteboard. Ask the children to work in pairs to describe what they can see.
- Discuss the pictures as a class. Elicit or teach the words *lifeboat, hovercraft, helicopter, tug boat* and *lifeguard*.
- Say the words for the children to repeat after you.

Optional activity

- Ask the children if they have ever seen a rescue at sea or on the beach. If so, which of the things from Activity 1 were involved?

CULTURE NOTES: The RNLI

In Britain, lifeboats are manned by volunteers. The RNLI (Royal National Lifeboat Institution) is an organization that provides a 24-hour emergency service to rescue people in danger at sea.

2 Listen to the situations. Which people and things can help?

- Tell the children that you are going to read a list of emergency situations. They must listen and write down the people and things from Activity 1 that can help. There may be more than one possible answer for some of the situations.

- Read the following sentences, pausing between each situation for the children to write their answers in their notebooks:

- 1 *A speed boat has broken down in deep water.*
- 2 *A swimmer is too exhausted to reach land.*
- 3 *A walker has slipped from a path into the sea.*
- 4 *Two men are missing at sea.*
- 5 *There is a fire on a boat at sea.*
- 6 *A large ship is stuck in shallow water.*

POSSIBLE ANSWERS

- 1 tug boat 2 lifeguard 3 lifeguard 4 lifeboat/
helicopter/hovercraft 5 helicopter/tugboat
6 tugboat/lifeboat/helicopter

3 Research a rescue story. Retell the story and make notes.

- Divide the class into groups. Tell the children that they must work together to find a story about a rescue at sea or on the beach.
- If there is classroom access to the internet, they can do their research online; if not, give each group a pre-prepared fact sheet about a rescue.
- Ask the children to discuss the story in their groups. They retell the story in their own words and make notes about what happens.
- Go around the class as the children work, helping and checking.

4 Write the rescue story.

- Give each group a large piece of poster paper and some plain paper.
- Ask the children to write out the rescue story neatly, using the notes they have written. They draw pictures to illustrate what happens in the story or find pictures online and print them out.
- Go around the class as the children work, helping where necessary.
- Ask the children to stick their story and their pictures on to the poster paper.
- Ask each group to hold up their work and tell the class about the rescue story.

KEY COMPETENCE: Competence in social skills and citizenship

This lesson focuses on working as a group. The children work together to research, understand and retell a story before presenting it to the class. After the children have presented their work, ask them how they organized themselves within their teams and divided up the work.

Further practice

- DVD, Unit 6 Cross-curricular video clip.
- Teacher's Resource CD-ROM, DVD section, Unit 6, Cross-curricular worksheet. Notes and answers on CD-ROM.

Lesson 7

CB PAGE 62 and AB PAGES 117 and 118

LISTENING AND SPEAKING

Lesson objectives

- Listen for gist and for specific information
- Pronunciation: word stress in prepositions
- Act out a dialogue
- Ask for and give directions


Language

Core: Lesson 5 extreme adjectives

Review: *clue, follow, catch*

Extra: *treasure, statue, gate, bank, bakery, swimming pool, bench, playground*

Materials

CD3  tracks 12–14; Unit 6 Grammar and everyday language poster; scissors

Warmer

- Review prepositions and directions. Ask for directions to different places in the children's town.

Lead-in

- Ask the children if they have ever been on a treasure hunt. Ask *Where was it? What happened?*

Class Book

1 Listen and say where Jilly and William are going. 3.12

- With books open, ask the children to look at the picture. Ask *What are Jilly and William doing?*
- Play the recording all the way through. The children listen and say where Jilly and William are going.

Transcript

Jilly OK, we've got the next clue in the treasure hunt.

William It's the last clue. This one will take us to the treasure.

Jilly I hope we get there first!

William Me too! What does the clue say?

Jilly It says ... 'Go over the bridge, then follow the path along the river towards the park. Go past the statues and through the gate. You will smell a delicious smell. Follow your noses to the treasure! It's on the corner, next to the bank.'

William A delicious smell ... The treasure must be at the bakery!

Jilly Good! I'm starving. Come on. It says, 'Go over the bridge, then ...' Oh! The clue! It's gone. Quick! Catch it.

William Too late! It's going to get stuck in the tree.

Jilly What are we going to do?

William We have to go across the river. Let's go to the bridge and then ask someone where the bakery is.

Jilly Good idea!

ANSWER

They are going to the bakery.

2 Listen again and follow the route. 3•12 Write the coordinates of the bakery.

- Focus the children's attention on the map. Point out the letters and numbers on the map and remind the children how to form coordinates.
- Play the recording again for the children to follow the route on the map and find the bakery. They write the coordinates. Check the answer with the class.

ANSWER

B6

3 Listen and read the dialogue. 3•13 Follow the route. Are the directions correct?

- Ask the children to look at the map at the top of the page again. Explain that they must check whether the directions that they will hear are correct by listening and following the route described.
- Play the recording, more than once if necessary, for the children to follow the directions that the man gives.

ANSWER

No, they aren't. (The directions are for the wrong bakery.)

4 Look, listen and repeat. 3•14

- Tell the children to look at the words in the Perfect pronunciation box.
- Play the recording for the children to listen carefully to the way the words are stressed.
- Play the recording again for the children to repeat chorally then individually.

KEY COMPETENCE: Learning to learn

Encouraging the children to find patterns in word stress and pronunciation helps them to produce more natural-sounding English. Point out that some words don't follow a pattern and we just have to learn how they are said.

5 Listen to the dialogue again. 3•13 Act out.

- Play the dialogue again for the children to follow the words in their books and listen for the stress on the prepositions.
- Ask the children to work in pairs to act out the dialogue.

6 Cut out and complete your fluency cards. Practise in pairs.

- Ask the children to look at the Everyday language section on the Grammar and everyday language poster for Unit 6 and draw attention to the everyday language for asking for and giving directions. Ask a pair of children to read the dialogue to the class. Tell them that they will need this language for the communication task.
- Divide the children into pairs, A and B. Tell the children to turn to the back of their Activity Books and cut out the Unit 6 fluency cards.
- They take turns to choose a place and ask for directions, with their partner using the map to plan a route and give directions.
- The children change roles and repeat.

Further practice

 Teacher's Resource CD-ROM, Worksheet section, Unit 6, Functions. Notes and answers on CD-ROM.

Lesson 8 CB PAGE 63 and AB PAGE 60

CULTURE AND READING

Lesson objectives

Read and understand texts about scout groups in different countries

Talk about which scout group you would like to join and which activity you would like to try

Understand the importance of joining in and trying new activities

Regular review: practise using adverbs of frequency


Language

Core: Lesson 5 extreme adjectives

Review: *rope, canoeing, abseiling, home*

Extra: *scout, camp, camping, campfire, burnt, sailing, nature, hummingbird, bald eagle, habitat, owl sanctuary, tasty, march, parade, bagpipes, international*

Materials

CD3  track 15; Speak up poster

Warmer

- Play a game of *Time's up!* (see page 202) with the adjectives from Lesson 5.

Lead-in

- Tell the children that they are going to learn about scout groups from around the world.
- Ask the children *What do you know about scouts? Do you belong to a scout group?*

Class Book

1 Compare the photos in pairs.

- Ask the children to work in pairs to compare the photos. Refer them to the section on giving your opinion on the Speak up poster.
- Monitor the activity as the children talk.
- Ask some of the children to share their ideas with the class.

2 Read and match the texts and photos.

- Focus attention on the children's photos and the messages that they have posted. Tell them that Billy, Jilly and Milly want to know about scout groups from different countries, and Claudia, Johnnie and Lorraine have posted responses on *Ace! Space*.
- Ask the children to read the three texts quickly and match each of them with a photo from Activity 1.
- Check the answers with the class.

ANSWERS

1 Lorraine 2 Johnnie 3 Claudia

KEY COMPETENCE: Artistic and cultural competence

The scouting movement is active in over 200 countries around the world and it is something that most children are familiar with. Organizations like this can help children learn about different countries and cultures. If you wish, ask the children to research scouting in another country for homework. They can present their findings in the next lesson.

3 Read again and answer.

- Before they read the text again, ask the children to read each sentence. They then read the texts and write the answers in their notebooks.
- Check the answers with the class.

ANSWERS

1 Claudia 2 Lorraine 3 Johnnie 4 Lorraine
5 Claudia 6 Johnnie

4 Which scout group would you like to join? Which activities would you like to try? Make notes.

- Ask the children to think about which of the scout groups from Activity 2 they would like to join, and which activities they would like to try.
- In their notebooks, they write notes about the activities in answer to the questions.

5 Tell your partner.

- Ask a child to read the example speech bubble to the class.
- Ask the children to work in pairs. They tell each other which scout group they would like to join and which activities they would like to try.
- Ask some children to share their thoughts with the class.

Vital values

- Focus attention on the Vital values feature and read the sentence with the class. Ask individual children to tell you about a time when they tried a new activity and what they gained from the experience.

Activity Book**1 Read the texts on Class Book page 63 again. Make notes for Switzerland, the UK and the USA.**

- Ask the children to read the texts about the environmental projects again and complete the notes in the first three columns.
- Check the answers with the class.

ANSWERS

Favourite activity	scout camp	walking across boats	learning about birds
How often they go to scouts	twice a month	once a week	every Wednesday after school
Next week's activity	walking in the mountains	going abseiling	going to an owl sanctuary

2 Listen and make notes for Jordan in Activity**1. 3•15**

- Play the recording, pausing where necessary, for the children to complete the information for Jordan.

Transcript

Hi, Billy, Jilly and Milly. I'm Mo. I'm from Jordan. I go to scouts every Monday and Thursday. My favourite activity is marching in parades. It's fun to make a lot of noise. My friend Samir plays the trumpet and I play the drums! We have a parade once a month. Next week we're meeting scouts from other countries at an international camp. I can't wait!

Favourite activity	marching in parades
How often they go to scouts	every Monday and Thursday
Next week's activity	going to an international camp

3 Remember and complete with the adverbs.

- The children complete the sentences using the adverbs of frequency in the box.
- Check the answers with the class.

ANSWERS

1 every summer 2 every night 3 once a month
4 twice a week

4 Write the time phrases in order, with the most frequent first. Write sentences about yourself using the words.

- The children write the time phrases in order in their notebooks.
- The children write sentences about themselves using the time phrases.
- Check the answers as a class.

ANSWERS

1 every day 2 three times a week 3 twice a week
4 every Sunday 5 once a month 6 twice a year
7 every summer

5 Make notes. Write about an activity you do regularly.

- The children answer the questions about an activity they do regularly, and use the notes to write a text.

Lesson 9

CB PAGE 64 and AB PAGE 61

WRITING AND PHONICS REVIEW

Lesson objectives

Identify the features of an advice text

Understand the use of modal verbs for giving rules and advice

Recognize silent letters in words

Write an advice leaflet

Language

Core: Lesson 1 expedition words

Review: *weather, clue, catch, follow*

Extra: *comfortable, snack, energy, weather forecast, mobile phone, whistle, calm, alone, run away, search team, castle, witch*

Materials

CD3  track 16

Warmer

- Play a game of *Wrong word* (see page 202) with sentences about the children and their scout groups from Lesson 8.

Lead-in

- Discuss safety with the class. Ask *How can you be safe on an expedition?* Invite suggestions from different children.

Class Book

1 Read the text. Choose.

- Ask the children to read the text and answer the questions.

ANSWERS

b, b

2 Read the text and say *Right, Wrong or Doesn't say*.

- Ask the children to read the six sentences in their Class Books. Check their understanding.

ANSWERS

1 Right 2 Wrong 3 Doesn't say 4 Right
5 Doesn't say 6 Wrong

- After you have gone through the answers, ask the children to look at the language for rules and advice in the box.
- Ask *Which modal verb do we use for rules? (must/mustn't)*
Which modal verbs do we use for advice? (should/shouldn't and ought to/ought not to)

3 Read the text again. Complete the text using the sentences.

- Focus on the text and point out that the beginning sentences of some of the paragraphs are missing.
- Ask the children to read the text again and complete it with the sentences in the box.

ANSWERS

1 Choose the right clothes. 2 Tell a friend.
3 Call for help. 4 Stay together. 5 Stay in one place.
6 Attract attention.

4 Match the features with the coloured words and phrases in the text.

- Ask the children to read the coloured words and phrases and match them with the features.

ANSWERS

- You can whistle or sing a song to keep yourself calm and happy.
- Clothes and equipment
- A day in the National Park
- You must tell someone where you're going.
- Pack a survival kit.

KEY COMPETENCE: Learning to learn

Activity 4 draws the children's attention to the structure of an advice text and the language used in it. Discuss the features of an advice text. Read some other phrases from the text and ask children what feature they are.

Activity Book

1 Underline the silent letter in each word. Listen and check. 3-16

- The children read the words and underline the silent letter in each one. Play the recording.

ANSWERS

1 when 2 knee 3 island 4 comb 5 castle 6 knife
7 wich 8 write

2 Read the advice leaflet. Write *True or False*.

- With books open, ask a volunteer to read the title of the advice leaflet. Ask *What is the leaflet about? (canoeing)*
- Ask the children to read the leaflet. They read the sentences and write *True or False*.

ANSWERS

1 False 2 True 3 True 4 False

3 Complete the text.

- The children complete the text with the words in the box.

ANSWERS

1 clothes 2 exhausted 3 know 4 best 5 enjoy

4 Match the descriptions with the *italic parts* of the text.

- Ask the children to read the descriptions and match them with the words and phrases in the text that are in italics. They write the letters in the correct boxes.

ANSWERS

e, d, a, b, c

5 Read the advice leaflet again. Find and write nine words with silent letters.

- The children read the advice leaflet again. They write the words with silent letters in the correct columns in the table.

ANSWERS

silent *h*: white, hour, where, what, why; silent *k*: knock, know; silent *t*: mustn't, listen

6 Write an advice leaflet for another sport.

- Ask the children to write about another sport that can be dangerous. They use the text in Activity 2 as a model.

Lesson 10

CB PAGE 65 and AB PAGES 62 and 112

REVIEW

Lesson objectives

Review the unit vocabulary and grammar

Practise integrated skills


Language

Core: Lesson 1 expedition words; Lesson 5 extreme adjectives; *will* and *going to* for predictions; indefinite pronouns

Review: *parent, look after, canoeing, scuba diving*

Extra: *equipment, tap, scenery (landscape), bee sting, tasty, greedy, phone box, basketball, ski*

Materials

CD0  track 17; DVD Song 6/DVD Story 6; Unit 6 Grammar and everyday language poster; a watch or timer

Warmer DVD Song 6 / Story 6

- Ask the children to vote on whether they would like to watch the Unit 6 story animation or the Unit 6 song video again.
- Play the story or song on the DVD, depending on which choice is the most popular.

Lead-in

- Tell the children that in this lesson they are going to review all the vocabulary and grammar they have learnt in Unit 6.
- Ask the children to open their books and look at the school newsletter. Ask *What's in the newsletter this time?*

Class Book

1 Read and complete.

- Explain that this is a speed-reading task and that the children have one minute to complete the text with the words in the box.
- When the minute is up, check the answers with the class.

ANSWERS

- 1 car park 2 first aid kits / survival blankets
3 first aid kits / survival blankets 4 water bottles
5 route 6 national park 7 landmarks 8 campsite
9 destination

2 Make predictions with *going to/not going to*.

- Focus on the pictures. Ask *What can you see?* Elicit vocabulary that the children will need to make their predictions (*goat, bee, sting*).
- If necessary, use the Grammar 1 section on the Unit 6 Grammar and everyday language poster to review using *going to* for predictions about the future based on what we know now.
- Ask the children to look at the pictures and make predictions about what is going to happen.

ANSWERS

- 1 The goat is going to eat Mr Bean's apple.
- 2 A bee is going to sting Milly.
- 3 Billy is going to drink some water.
- 4 It's going to rain.

3 Say another word for each of the adjectives.

- Ask the children to look at the vocabulary builder article. Ask them to read the clues and write the extreme adjective for each one.

ANSWERS

- 1 delighted 2 enormous 3 delicious 4 exhausted
5 starving 6 hilarious

4 Read and choose.

- Ask the children to look at the picture and read the title of the poster. Ask *What has happened?* (*The school cat has gone missing.*)
- The children read the text and write the correct word from each pair of options in their notebooks. If necessary, use the Grammar 2 section on the Unit 6 Grammar and everyday language poster to review indefinite pronouns.

ANSWERS

- 1 anyone 2 No one 3 everywhere 4 everything
5 someone 6 everyone 7 somewhere

Activity Book

1 Complete. Then write the secret word.

- Ask the children to read and complete the sentences. They write the letters in the boxes in the spaces at the bottom of the activity to find the secret word.

ANSWERS

- 1 car park 2 landmarks 3 sun cream 4 national park
5 survival blanket 6 picnic area 7 first aid kit
8 route

Secret word: campsite

2 Listen and complete. 3•17

- Tell the children that they are going to hear answer phone messages from various people explaining the directions for a route, and an item they mustn't forget. Explain that the children will hear two sets of directions for each message, but that they will only need to write one of these.
- Play the recording, pausing after each message, for the children to complete the information in the table.

Transcript

- 1 Hi, it's Kim. It's great that you can come on Saturday. The route is really easy. You go across the bridge. Oh, and remember to bring something to drink! Bye!
- 2 Hello, this is Matt. We're looking forward to seeing you tomorrow. It isn't difficult to find the village. You go through the fields. Don't forget that there's nowhere to park outside the house, so you need to park in the car park. See you tomorrow.
- 3 Hi, Kath here with some information about the picnic. To get to the picnic area, you go towards the lake. Don't forget to bring your friends – everyone is welcome! Bye!

ANSWERS

1 across the bridge; something 2 through the fields; nowhere 3 towards the lake; everyone

3 Look and write sentences with *going to*.

- Ask the children to look at the pictures. They write a prediction for each one with *going to* and the words in the boxes.

ANSWERS

1 She's going to play basketball. 2 He's going to go canoeing. 3 She's going to try scuba diving. 4 They're going to learn to ski.

4 Use the verbs in Activity 3. Write sentences about your future using *will*. They can be real or imaginary.

- Ask the children to think about some of the things they will do in the future. They can be real plans or imaginary ones.
- The children write predictions in their notebooks using *will* and the verbs in the boxes in Activity 3.

5 Look and write sentences using extreme adjectives.

- The children look at the pictures and write sentences in their notebooks using extreme adjectives.

ANSWERS

1 The girl is exhausted. 2 The girl is filthy.
3 The boy thinks it's hilarious. 4 The boy is delighted.
5 The boy is fascinated. 6 The dog is enormous.
7 The dog is tiny.

Lesson 11

CB PAGE 65 and AB PAGE 63

CLASS PRESENTATION AND SELF-EVALUATION

Lesson objectives

- Prepare and give a presentation
- Consolidate learning from Unit 6
- Evaluate your own progress

Language

Core: vocabulary and grammar from Unit 6

Review: *snowboarding*

Extra: *beginner, nervous, fall over, fall off*

Materials

CD3  track 18

Warmer

- Play a memory game. Divide the class into teams. Read out some questions about what happened in the unit for the children to write down their answers, without looking in their books. Teams get one point for each correct answer.

Lead-in

- Discuss with the class what the children have learnt in this unit. Ask individual children *What did you enjoy learning about most? Why?*

Class Book

1 Prepare a presentation.

2 Give your presentation to the class.

- Tell the children to look at the photograph of the boy giving a presentation. Ask *What is the presentation about? What is the boy showing the class?*
- Tell the children they are going to prepare and give a class presentation about an experience that was new to them.
- Ask the children to complete the preparation activities in their Activity Books before they give their presentations.

Activity Book

1 Look at the presentation plan in Activity 3. Read and complete the questions.

- Focus the children's attention on the spider diagram. Ask *What is the presentation about?*
- Ask the children to read the question words and the information in the diagram. They complete the questions in the diagram. Point out that they do not need to read every word.

ANSWERS

a Who b Will c What d What e How f Where

2 Listen and number the presentation plan in order. 3•18

- Tell the children that they are going to hear the pupil giving his presentation about his new experience.
- Play the recording for the children to listen and number the sections of the plan in order as the boy talks about them.

Transcript

Last winter I tried snowboarding for the first time. It was so cool!

I was on holiday with my family in Andorra. We were in the mountains in a town called Arinsal.

My sister and I joined a beginners' snowboarding class. Before we started, I felt nervous and excited. I've always wanted to try snowboarding!

The first day was hilarious! We weren't good at it. We fell over all the time! The most difficult thing was the lift that takes you to the top of the mountain. I saw someone fall off it, and I was terrified that I was going to fall off, too. But I didn't! At the end of the day I felt exhausted and delighted. I didn't fall over in the afternoon! By the end of the week we were a bit better.

I hope we'll go to Andorra again next winter. I want to try snowboarding again. I'm sure I'll be better next time. I'll go faster and I won't fall over!

ANSWERS

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

3 Plan your presentation. Use the questions. Give your presentation to the class.

- Tell the children to plan a presentation about an experience that was new to them by copying the questions from the diagram and making notes. Go around the class as the children work, helping and checking.
- Ask the children, one at a time, to stand up and deliver their presentations to the class. Alternatively, divide the class into groups and ask the children to present their work to the rest of the group.

Optional activity

- Discuss the presentations with the class. Ask *Which experience would you like to try? Why?*

4 Look back at the unit. Read and tick ✓. Complete.

- Ask the children to look back at the work they have done in the unit and complete the self-evaluation task in pairs.
- Go around the class as the children work. If possible, talk to individuals about their work in the unit.

Homework

- Draw the children's attention to the homework assignment that Mr Murphy has set Billy, Jilly and Milly and their class on page 65 of the Class Book: *Daring design homework. Find out about fashion.* Tell them that this will be the theme for the next unit.
- Ask the children what they know about fashion. What kinds of things do they think Billy, Jilly and Milly might bring into class next time?
- If you like, you can also ask the children to do the homework task with Billy, Jilly and Milly (see page 13).

NOTE: The children are now ready to do the Unit 6 Test or the Term 2 Test. You will find the tests on the Teacher's Resource CD-ROM. ⑥ Teacher's Resource CD-ROM, Test section, Unit 6 Test/Term 2 Test. Notes and answers on CD-ROM.