



Teaching tip

Roleplay is a fun and productive way to practise language. By acting out simple dialogues, students learn to associate words, structures and expressions with real-life situations. To make roleplay more dynamic, have a few props available for different contexts, such as a hat, a pair of sunglasses, a plate and a cup and a telephone. You can also bring puppets for students to use to perform a dialogue. Not only do these make classroom activities more fun, but they can provide additional support for shy children.

Before you begin a roleplay, practise silly sentences with the class to help them to use different tones of voice: *I love chocolate ice cream in the morning!* Encourage them to emphasize different words in the sentence to change the meaning: *I love chocolate ice cream in the morning!* or *I love chocolate ice cream in the morning!* They can also warm up using different voices. Have them talk like a giant or talk like a mouse.

In addition, when a group of students is doing a roleplay for the rest of the class, find ways to involve the other students. They can make sound effects or pretend to be part of the scenery like doors or trees, depending on the situation. At the same time, keep in mind that roleplays should be short in order to maintain students' attention, either as participants or observers.

Lastly, be sure to give everyone a chance to do the part that they like at some point. Developing a fair way to assign roles and parts promotes student involvement and makes the activity beneficial for everyone. You can have students pick numbers from a bag to determine the order of choosing a role, or you can have them choose in the order of their height or their birthday.

Whatever you do, remember that roleplay is a form of play. It is a fun way for students to use English and imagine what it would be like to use it in a real situation.



Basic competences

In this unit, students will develop:

- *Competence in Learning to learn* by using role-play and mime as a communicative resource (TB p. 97).
- *Linguistic competence* by reading different descriptions of places to visit on a school trip and matching the correct names (SB p. 74).
- *Autonomy and personal initiative* by playing a mime game in pairs that allows them to practise freer speaking skills and develop fluency (SB p. 75).
- *Mathematical competence* by listening for specific times on the clock when different events took place during a school trip to the planetarium (SB p. 76).
- *Interpersonal and civic competence* by working in teams to play Noughts and Crosses using past tense regular and irregular verbs (SB p. 77).
- *Linguistic competence* by reading a passage describing a school trip and filling in the gaps with the verbs in the past (SB p. 78).
- *Processing information and digital competence in the classroom* by correcting mistakes in an e-mail and re-writing it (SB p. 79).
- *Linguistic competence* by recognizing vocabulary of objects found at a port (SB p. 80).
- *Artistic and cultural competence* by creating a pop-up book (SB p. 81).
- *Knowledge and interaction with the physical world* by identifying information about Colombia (SB p. 82).
- *Artistic and cultural competence* by learning about different festivals in Colombia and completing a puzzle to find some of the different types of music that originate in Colombia (SB p. 83).

Value: Enjoying learning

Enjoying learning means having fun when you learn new things and finding more ways to learn.



Make a pop-up book.



8 School trip

Warm-up: School trip 20'

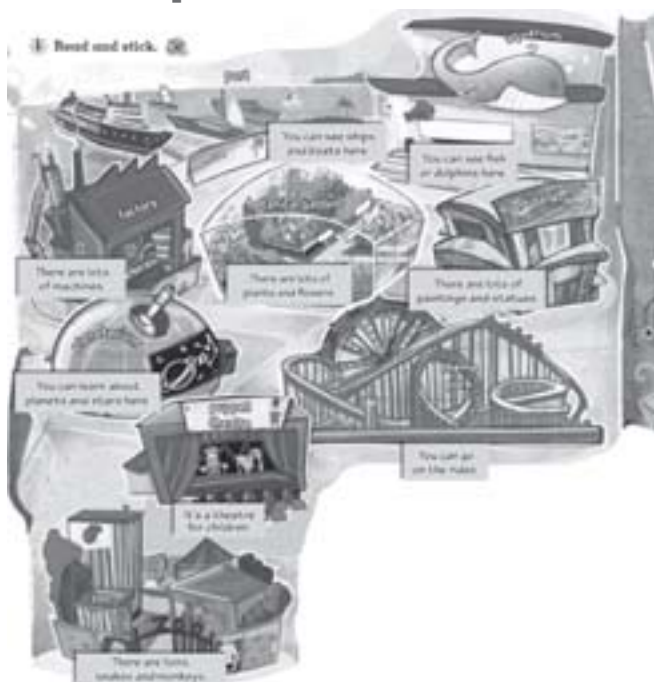
Materials: One sheet of poster paper per group, felt-tip pens, sticky tape.

Write the unit title on the board and explain to the class what it means: *an excursion with your class*. Invite students to tell you things they can learn about outside the classroom: *space, fish, art, plants, animals*, etc. Encourage them to tell you what they would like to learn about. Next, divide the class into groups of four. Hand out the materials and tell them to make a poster that shows what they like to learn about on school trips. When they finish, display their work around the classroom and invite volunteers to say what the pictures show.

1 Read and stick. 15'

Have the class identify the places in the pictures and read their names silently. Then, tell students to use the stickers for Activity 1 on page 74. Invite a volunteer to read a description aloud and say the name of the place they think it describes. After that, tell students to read the rest of the descriptions and choose where they go. Make sure they do not put the stickers in the spaces. Check by saying the names of each place and inviting volunteers to read the corresponding description aloud. Finally, have students put the stickers in the spaces.

Answer Key:



Listen and repeat. 2.12 10'

Play track 2.12 and invite students to repeat the new words. Encourage them to point to the pictures in their books as they say them. Next, ask students what their favourite school trip place is.

TRACK 2.12

NARRATOR: LISTEN AND REPEAT.

NARRATOR: PORT.

AQUARIUM.

FACTORY.

BOTANICAL GARDEN.

ART GALLERY.

PLANETARIUM.

THEME PARK.

PUPPET THEATRE.

ZOO.

Assign homework 5'

AB page 74 ex. 1

Additional homework

Students draw their favourite school trip place in their notebooks and label it.

Light on real language 20'

Ask the class to look at the photos of the boy and the girl. Invite a pair of volunteers to read the dialogue. Write the names of three school trip places on the board and ask volunteers *Where do you want to go?* Encourage them to point to one of the places. Then, explain that we use this question to ask what place you want to visit. We say *Let's go to...* to suggest a place. After that, divide the class into pairs and have them take turns asking and answering questions about different places. Encourage them to do an action to mime the place they want to visit.

Assign homework 5'

AB page 74 ex. 2

Additional homework

Students stick a piece of black card into their notebooks and draw stars and planets on it with chalk. Finally, they label it: *planetarium*.

2 Listen and number. 2.13 10'

Invite the class to look at the picture and describe it: *It's an aquarium. There's a turtle. There are lots of children, etc.* Next, invite a volunteer to read the children's activities aloud. Then, play track 2.13 and tell students to listen to the guessing game and point to the activities. Play the CD again and have them number the activities in the order that they hear them. Check as a class by saying the number and inviting volunteers to name the corresponding activity.

TRACK 2.13

NARRATOR: LISTEN AND NUMBER.
 NARRATOR: NUMBER ONE.
 GIRL: WHAT AM I DOING? I'VE GOT COLOURED PENCILS AND SOME PAPER. LOOK, IT'S A DOLPHIN.
 BOY: ARE YOU DRAWING A PICTURE?
 GIRL: YES, I AM.
 NARRATOR: NUMBER TWO.
 BOY: WHAT AM I DOING? I'VE GOT SOME MONEY AND I WANT TO HAVE SOMETHING TO REMEMBER THE TRIP.
 GIRL: ARE YOU BUYING A SOUVENIR?
 BOY: YES, THAT'S RIGHT.
 NARRATOR: NUMBER THREE.
 BOY: OK, WHAT AM I DOING? SMILE! SAY "CHEESE!"
 GIRL: ARE YOU TAKING PHOTOS?
 BOY: YES!
 NARRATOR: NUMBER FOUR.
 BOY: IT'S MY TURN! THE GUIDE IS TALKING. I WANT TO HEAR WHAT HE'S SAYING.
 GIRL: ARE YOU LISTENING TO THE GUIDE?
 BOY: YES, I AM.
 NARRATOR: NUMBER FIVE.
 GIRL: NOW ME! WE ARRIVE AT THE AQUARIUM.
 BOY: ARE YOU GETTING OFF THE BUS?
 GIRL: YES, I AM.
 NARRATOR: NUMBER SIX.
 GIRL: OK, WHAT AM I DOING? WOW! THIS IS INTERESTING. IT'S ALL ABOUT DIFFERENT FISH.
 BOY: ARE YOU READING INFORMATION?
 GIRL: YES!
 NARRATOR: NUMBER SEVEN.
 GIRL: MY TURN! I'VE GOT MY NOTEBOOK AND PEN. I'M WRITING THE NAME OF A FISH.
 BOY: ARE YOU TAKING NOTES?
 GIRL: YES, I AM.
 NARRATOR: NUMBER EIGHT.
 BOY: NOW ME. THERE'S SOMETHING I DON'T UNDERSTAND SO I'M TALKING TO THE GUIDE.
 GIRL: ARE YOU ASKING A QUESTION?
 BOY: YES, THAT'S RIGHT.
 NARRATOR: NUMBER NINE.
 GIRL: WHAT AM I DOING? THE AQUARIUM IS CLOSING AND IT'S TIME TO GO BACK TO SCHOOL.
 BOY: ARE YOU GETTING ON THE BUS?
 GIRL: YES!

3 Listen and repeat. 2.14 10'

Play track 2.14. Students repeat the new phrases. Then, say the first word: *listen*. Invite the class to finish the phrase: *to the guide*.

TRACK 2.14

NARRATOR: LISTEN AND REPEAT.	
NARRATOR: LISTEN TO THE GUIDE.	ASK A QUESTION.
GET OFF A BUS.	GET ON A BUS.
TAKE PHOTOS.	BUY A SOUVENIR.
DRAW A PICTURE.	TAKE NOTES.
READ INFORMATION.	



Tell a friend where you want to go. 10'

Have the class look at the symbols and name the places. Then, ask a volunteer *Where do you want to go?* Encourage him / her to answer. Next, he / she asks another student about one of the symbols. Finally, divide the class into pairs and tell them to take turns asking and answering questions about the places.

3 Play a mime game with a friend. 10'

Point out the photos of the children and ask what they are doing: *The girl is miming taking a photo. The boy is guessing.* Invite a volunteer to read the boy's guess aloud. Then, divide the class into pairs and have them take turns miming and guessing things people do on school trips.

Assign homework 5'

Additional homework



AB page 75

Pictionary pages 108 and 109. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the Student's CD.

Answer Key:

- | | |
|------------------------|---------------------|
| 1. draw a picture | 6. read information |
| 2. buy a souvenir | 7. take notes |
| 3. take photos | 8. ask a question |
| 4. listen to the guide | 9. get on a bus |
| 5. get off a bus | |

We went to the planetarium

1 Listen and write the times. 2.15 15'

Invite the class to describe the pictures. Next, have students read the words in the pictures. Play track 2.15 and have students put up their hands when they hear these words. Ask what the text is about: *It's about a school trip to the planetarium.* Then, write 7.30 on the board and elicit the time: *seven thirty.* Repeat with some other times. Play the CD again and tell students to write the times for each activity in the corresponding picture. Finally, check as a class by inviting volunteers to say the activity and time.

TRACK 2.15

NARRATOR: LISTEN AND WRITE THE TIMES.
 BOY 1: HELLO MIKE, HI ANDREA.
 CHILDREN: HI!
 BOY 1: YOU WENT ON A SCHOOL TRIP YESTERDAY, RIGHT?
 BOY 2: YES, YESTERDAY, WE WENT TO THE PLANETARIUM WITH OUR TEACHER. WE ARRIVED AT TEN O'CLOCK.
 BOY 1: THE PLANETARIUM, COOL!
 GIRL: AND AT TEN THIRTY, WE LISTENED TO THE GUIDE. HE TALKED ABOUT THE PLANETS AND THE SUN.
 BOY 1: OH, THAT'S REALLY INTERESTING.
 BOY 2: THEN, AT ELEVEN O'CLOCK, WE ASKED QUESTIONS ABOUT SPACE.
 BOY 1: OH, GREAT!
 GIRL: AT ELEVEN THIRTY, WE LOOKED AT THE MOON THROUGH A BIG TELESCOPE. DO YOU KNOW THERE ARE MOUNTAINS ON THE MOON?
 BOY 1: OH, REALLY?
 BOY 2: YES, AND THEN AT ONE O'CLOCK, WE WATCHED A PROGRAMME ABOUT THE PLANETS.
 BOY 1: I LOVE THE PLANETS, ESPECIALLY SATURN.
 GIRL: SATURN'S MY FAVOURITE, TOO! FINALLY, AT TWO THIRTY WE PAINTED PICTURES OF THE MOON AND STARS. IT WAS GREAT!
 BOY 1: WOW! I WANT TO GO TO THE PLANETARIUM, TOO!

Answer Key:

1 Listen and write the times. 15'



2 Read and underline. 10'

Have a volunteer read the title of the text aloud. Then, read the beginning of the first sentence aloud and elicit the correct word: *visited*. Next, have students read the rest of the text and underline the correct options. Finally, invite volunteers to read the text aloud.

Answer Key:

visited / listened to / looked at / watched / painted / liked

Assign homework 5'



AB page 76 ex. 1

Additional homework

In their notebooks, students draw three activities they did on a school trip.



Light on grammar 10'

Point out the table and read the headings. Elicit how the verbs change in their past form: *They have -ed or -d at the end.* Ask when we use the present simple: *When we talk about actions that happen regularly.* Explain that *-(e)d* shows that we are talking about an action in the past. The verbs that end this way in the past are called *regular verbs*. Say the verb in the present and its form in the past for the class to repeat. After that, encourage students to give examples of past tense forms from the previous activity.

3 Write the past forms of the verbs. 10'

Get the class to look at the verbs. Elicit the past form of *jump*. Help students with pronunciation by modelling how to say the word. Next, have them write the verbs in the past tense individually. When they finish, invite volunteers to write the verbs on the board.

Answer Key:

jumped / visited / looked / arrived / played / asked / watched / painted

Assign homework 5'



AB page 76 ex. 2

Additional homework

In their notebooks, students write *Yesterday* and three sentences with regular verbs from page 76: *I listened to the teacher. I asked questions.*

2 Look and circle True or False. 10'

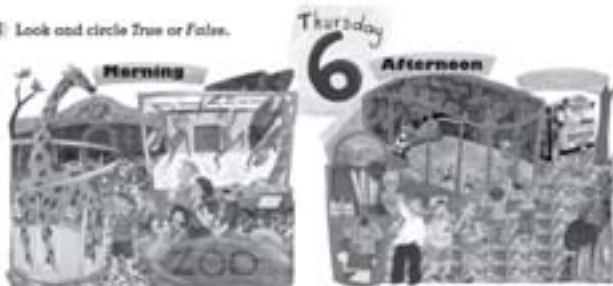
Invite the class to look at and describe the pictures: *It's the zoo. There are some monkeys, etc.* Point out the calendar page and explain that it is when the school trip took place. Tell students to identify the morning picture and the afternoon picture. Then, invite a volunteer to read the first sentence aloud. Encourage the class to say whether it is true or false: *False*. Ask when they went to the zoo: *Last Thursday*. Next, have students read the rest of the sentences and circle *True* or *False* according to the pictures. Check by reading the sentences aloud to elicit the answers.

Anchor Circle the verbs. 10'

Have students look at the sentences again and invite a volunteer to identify the verb in the first sentence: *went*. Ask what time it talks about: *the past*. Tell students to circle the rest of the verbs and compare answers with a friend to check. Check as a class by getting volunteers to write the verbs on the board.

Answer key:

2 Look and circle True or False.



1. Last Friday, we went to the zoo.
2. In the morning, we saw a tall giraffe. It had a long neck.
3. In the afternoon, we took photos of lions.
4. In the morning, we drew pictures of a polar bear.
5. We ate ice cream in the afternoon.
6. We bought toys in the afternoon.

- | | |
|------|-------|
| True | False |
| True | False |
| True | False |
| True | False |
| True | False |
| True | False |

Assign homework 5'

Additional homework



AB page 77 ex. 1

Students make two of their favourite animals out of modelling clay and bring them to school to display as part of a class zoo.

3 Listen and chant. 2.16 10'

Read the title of the chant aloud. Invite students to look at the picture and guess where the children went on their school trip: *To the zoo*. Then, get the class to find three activities in the chant. Play track 2.16 and have students follow along in their books. Play the CD again and invite them to chant along. Next, divide the class into two groups. One group chants the first part of the chant and the other group chants the second part. When they finish, switch roles and do the chant again.



Light on grammar 10'

Get volunteers to read the sentences aloud and have the rest of the class point to the highlighted words. Explain that these verbs are irregular because they do not end in *-ed* in their past forms. Encourage the class to say their present forms. After that, elicit examples of irregular verbs from the previous two activities.

Anchor Read and match. 10'

Invite a volunteer to read the beginning of the sentence aloud: *On the school trip...* Then, point out the activities and the objects. Tell students to read and match to make three sentences. Next, read the first sentence aloud and get students to act out the meaning. Do the same with the other two sentences. Finally, elicit the present forms of the verbs: *draw, eat, buy*.

Answer Key:

On the school trip...
we drew pictures of animals.
we ate ice cream.
we bought toy animals.

Noughts and Crosses (see page 10)

Now play *Noughts and Crosses* with regular and irregular past tense verb forms from this unit. Have fun!

Assign homework 5'

Additional homework



AB page 77 ex. 2

Students find five regular verbs and five irregular verbs in this unit and write them in their notebooks in their present and past forms: (see - saw).

Time to practise!

Warm-up: Bingo! 20'

Material: One sheet of white paper per student. Elicit the past forms of six regular and six irregular verbs and write them on the board. Then, hand out the paper and ask students to draw a 3 x 3 grid. Have them choose nine verbs from the board and write one in each space. Say the present forms of the verbs in random order. Students mark the past forms in their grid as they hear them. The first student to mark all nine squares on his / her grid shouts *Bingo!*

1 Look and complete. 20'

Have the class look at the picture of the girl and say what she's doing: *writing*. Explain that she's writing a letter about a trip. Then, have students look at the pictures and say where she went: *to the mountains*. Elicit some things she did there: *take photos, have a picnic*, etc. Next, invite a volunteer to read the first sentence from her letter aloud. Tell him / her to say the correct form of the verb in brackets: *went*. After that, get students to read and complete the rest of the letter individually. When they finish, invite a volunteer to read the completed text aloud and spell the forms of the verbs. Finally, ask students about any interesting trips they have been on and what they did.

Answer Key:

Last Friday, my class and I went to the mountains. There were some big caves in the mountains. We saw some bats in a cave. They were black and made lots of noise. Next, we listened to the guide, and I asked questions. Then, we took photos and bought souvenirs at the shop. Finally, we had a picnic and ate ham sandwiches! I loved that school trip!

Assign homework 5' AB page 78 ex. 1

Additional homework

Students stick a magazine cutout of a holiday destination to the back of an index card and imagine that they visited it. On the other side, they write three sentences about what they did there. They can use a dictionary to help them find the verb forms: *I ate cake. I swam in the sea. I listened to music*, etc.

2 Sing a song. 2.17 15'

Have students close their books. Then, play track 2.17 and ask them what the song is about: *school trips, the theme park, the aquarium, the planetarium, the port, the zoo*. Play the CD again for them to follow along in their books. Then, divide the class into three groups. One group sings the chorus and the other groups each sing one of the verses. When they finish, switch roles and sing the song again.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 115 and student B looks at page 120. Tell them to make sentences using the list of activities for Carl and Olivia. They should circle the pictures that represent the other person's activities. When they finish, encourage them to compare books to check.

Assign homework 5' AB page 78 ex. 2

Additional homework

In their notebooks, students use magazine cutouts to make a collage about the places and activities from one of the verses of the song.

Time to write

1 Read and match. 10'

Tell students to look at the four sentences and point to the editing symbols in red. Ask what the symbols mark: *types of mistakes*. Then, have the class look at the four types of mistakes: *spelling mistake, capital letter, full stop, missing word*. Elicit the sentence with a spelling mistake: *Our class visited the puppet theatre*. Ask what the correct spelling is: *P-U-P-P-E-T*. After that, have students match the marked sentences with the types of mistakes. Check by reading the sentence to elicit the type of mistake.

Answer Key:

1 Read and match.



2 Mark nine mistakes. 10'

Have the class look at the text and ask what it is: *an e-mail*. Ask students if they write e-mails and who they write to. Then, get students to read the information and say where Paula went the puppet theatre. Next, tell them to find and mark nine mistakes in the e-mail, using the editing symbols. When they finish, have them compare answers with a friend to check. Then, elicit the mistakes: *dear – capital letter, etc.*

Answer Key:

2 Mark nine mistakes.



3 Rewrite the e-mail correctly. 10'

Get students to point to the *To* and *From* boxes and elicit the information that goes there. Then, have them rewrite Paula's e-mail correctly. Check by inviting volunteers to write the corrected text on the board.

Answer Key:

Rewrite the e-mail correctly.



Bulletin board idea 15'

Materials: One sheet of poster paper per group, crayons, magazine cutouts of places, scissors, glue.

Note: Invite students to bring in photos, tickets and other paper souvenirs from a favourite trip.

Encourage students to show each other their photos and souvenirs. Then, divide the class into groups of four and hand out the materials. Tell them to write the names of the places and stick the photos and souvenirs onto the poster. They can decorate it with magazine cutouts or drawings of places and activities. When they finish, remind them to write their names on the poster. Then, display the posters on the bulletin board. Finally, have the class vote on the poster with the trips that they like most.

Assign homework 5'



AB page 79

The lighthouse keepers' story

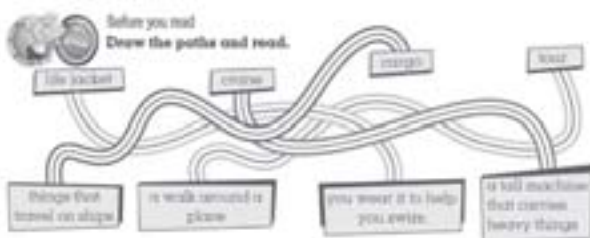


Before you read 10'

Draw the paths and read.

Read the vocabulary items aloud and ask students whether they know these words. Then, tell them to draw the paths to find the meanings of the words. Check by saying the words to elicit their meanings. Encourage students to say where they have seen these items before.

Answer Key:



Now read the story in groups. 10'

Divide the class into groups of four and assign the roles of the narrator, Julie, Nancy and Mrs. Anderson. Have them read the story aloud and imitate the voices of the characters. When they finish, ask them if they have ever been to a port and if they saw the same things that appear in the story.

Assign homework 5'



AB page 80

Additional homework

In their notebooks, students draw the box and a picture of what they think is inside it.



Listen to the first part of the story. 2.18 15'

Invite students to read the title of the story and look at the pictures. Encourage them to guess what happens. Accept all answers. Then, have them close their books. Write these questions on the board:

Who goes to the port and why?

Who works at the port?

When does the tour start?

Where is Julie's dad?

What do the girls see?

Play track 2.18 and have students listen for the answers to the questions. Elicit their answers and write them on the board. Then, play the CD again for them to follow along in their books. Correct the answers as needed. Finally, ask students what they think is in the box. Accept all answers.

2 Listen to the second part of the story. 2.19 15'

Invite students to compare the pictures that they drew for *Additional homework* with a friend. Then, play track 2.19 and ask students what was in the box: necklaces. Play the CD again for them to follow along in their books. After that, ask students about each part of the story:

What do the girls find?

What do they do with the necklace?

What does Julie's dad say?

What do the girls do at the end of the story?

Finally, encourage students to tell you if they have ever found something valuable. If so, ask what they did with the item.

Now read the story in groups. 10'

Divide the class into groups of five and assign the roles of narrator, Julie, Nancy, Mrs. Anderson and Julie's dad. Have students read the whole story aloud and act it out. When they finish, invite a group of students to read the story to the class. Encourage the rest of the class to stand up, clap their hands and sit down when they hear the word *box*.



After you read 10'

Discuss with a friend.

Have students read the questions silently and give help with meaning as needed. Then, divide the class into pairs. Tell them to talk about their answers to the questions. When they finish, ask volunteers to share their answers with the class.



Value: Enjoying learning

Make a pop-up book. 15'

Materials: One photocopy of craft templates 8a, 8b and 8c per student (see the Values Section on the Teacher's Resource CD-ROM), crayons, scissors, glue, a stapler.

Ask students whether or not they like school and what interests them. Point out that they should investigate the things that interest them because that helps them to learn new things. Hand out the templates and ask what the children are learning about in the pictures. Then, have them colour and cut out the scenes and pop-up items. They should fold each scene in half along the line. Next, get them to put the folded scenes in a pile. Help them to staple the scenes along the fold. After that, have them match the pop-up items with the scenes. Show them how to stick the pictures onto the scenes using the tabs so that they will pop up when their book is opened. Finally, encourage them to show their pop-up book to their friends and to remember to enjoy learning new things.

Assign homework 5'



AB page 81



Warm-up: Let's talk about Colombia 10'

Materials: A map of the world, photos of coffee trees, ajiaico, people in Colombia.

Write *Colombia* on the board and invite volunteers to find it on the map. Then, invite a student to find the capital city and write it on the board: *Bogota*. Ask different volunteers to find the five neighbouring countries: *Panama, Peru, Ecuador, Brazil* and *Venezuela*. Explain that Colombia is named after Christopher Columbus. The country has got many different climates. There are

mountains, coastal regions and rainforest. Part of the Amazon rainforest is in Colombia, so there are many types of animals and plants. Pass around the photo of the coffee trees and explain that Colombia produces lots of coffee.

It grows on trees, like fruit. Colombian coffee is famous all over the world. Colombia also produces potatoes. Pass around the photo of *ajiaico* which is a Colombian dish. It is a soup with chicken, potatoes and cream. Finally, pass around the photos of people in Colombia.

Read and match. 10'

Get the class to describe what they can see on the map. Then, divide the class into pairs and have them read the texts and match them with the pictures on the map. When they finish, check by saying the names of the items in the text and asking what pictures they refer to: *The Caño Cristales River – the river of five colours*. Finally, invite a volunteer to read the *Do you know?* text aloud and encourage the class to tell you other types of poisonous animals or insects they know about.

Answer Key:



Read and colour the flag. 5'

Have students read the description of the flag and colour the picture in their books. When they finish, encourage them to compare their flag with a friend's. Finally, have them guess what the different colours represent. Then, explain that yellow represents the different states, blue represents independence from Spain and red stands for courage.

Answer Key:

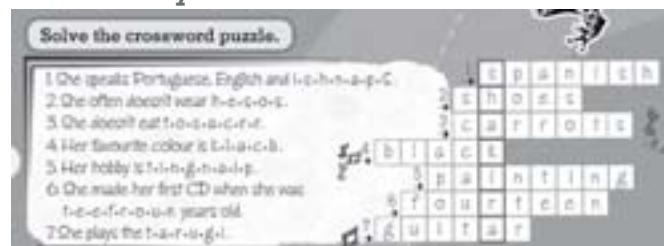
Students colour the flag yellow, blue and red.

Solve the crossword puzzle. 10'

Have the class look at the crossword puzzle. Invite a volunteer to read the first clue aloud and

unscramble the letters to find the answer: *Spanish*. Tell them to write it in the spaces. Then, and have them solve the rest of the crossword together. When they finish, invite a volunteer to read the clues aloud and say the answers.

Answer Key:



Find the name of a famous Colombian singer. 5'

Point out the highlighted boxes and elicit the name of the singer: *Shakira*. Finally, ask students if they know the names of any songs by Shakira.

AB page 82 10'

Check what you know!

Elicit the names of the school trip places and write them on the board. Then, invite a volunteer to mime being at that place. The rest of the class guesses the place. Continue with other school trip places. After that, write on the board the present tense forms of five regular verbs and five irregular verbs that the children have learned. Invite volunteers to say their past forms. Finally, ask the class to complete the faces according to how they feel about what they know.

Listen and stick.



Tell the class to look at the names of the different festivals Colombia is famous for. Then, tell students to use the stickers for *Light up the world* on page 83 and have them describe what they see: *flowers, a singer, etc.* Play track 2.20 twice and have students listen and point to the picture that corresponds to each description. Check by saying the name of the festival and getting students to hold up the stickers. Ask what each festival celebrates and when it happens. Finally, have them stick the picture next to the correct festival.

TRACK 2.20

NARRATOR: LISTEN AND STICK.

NARRATOR: IN FEBRUARY OR MARCH, PEOPLE IN THE CITY OF BARRANQUILLA CELEBRATE CARNIVAL. THEY SING, DANCE AND PLAY MUSIC IN THE STREETS FOR FOUR DAYS. CHILDREN WEAR COLOURFUL COSTUMES AND PAINT THEIR FACES.

IN JULY, PEOPLE GO TO THE FESTIVAL OF ORINOCO IN BOLIVAR CITY. ORINOCO IS THE NAME OF AN IMPORTANT RIVER IN COLOMBIA. AT THE FESTIVAL, PEOPLE PLAY WATER SPORTS AND HAVE FISHING COMPETITIONS.

IN THE CITY OF MEDELLIN IN AUGUST, THERE IS A FLOWER FESTIVAL. PEOPLE CARRY BIG CIRCLES OF FLOWERS THROUGH THE STREETS. THE CIRCLES OF FLOWERS ARE CALLED SILLETAS AND SOME ARE FOUR METRES IN DIAMETER.

IN DECEMBER, THERE IS A CANDLE FESTIVAL IN QUIMBAYA. PEOPLE DECORATE THE STREETS WITH CANDLES AND PAPER LANTERNS. IN SOME STREETS, THERE AREN'T ANY CARS, BUSES OR TRUCKS – ONLY CANDLES!

Answer Key:



Decode the names of popular Colombian music. 10'

Invite a volunteer to read the text in the box aloud. Next, have students look at the symbols in the chart. Say a letter and get the class to name the shape.

Then, get them to decode the symbols in each box and write the name of the type of music on the line. When they finish, invite volunteers to read their answers to the class.

Answer Key:

salsa / cumbia / champeta / bambuco

Listen and check. 2.21 5'



Play track 2.21 and get students to check their answers. Invite different students to spell the words aloud as you write them on the board. Encourage them to tell you which types of music they know. Finally, play the CD again and invite the class to dance along.

TRACK 2.21

NARRATOR: LISTEN AND CHECK.

NARRATOR: SALSA. S-A-L-S-A.

CUMBIA. C-U-M-B-I-A.

CHAMPETA. C-H-A-M-P-E-T-A.

BAMBUCO. B-A-M-B-U-C-O.

Assign homework 5'

Additional homework



AB page 83

My project



Make a tissue paper fish.

Materials: One piece of cardboard, a ruler, different coloured tissue paper per student. Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 99 and the *Time to check* section on page 82 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

9

Lost worlds



Objectives:

- learn words to talk about dinosaurs
- learn verb collocations to describe actions related to dinosaurs
- practise ways to describe the size of something
- ask Yes / No and Wh- questions in the past simple



Light on new words

Dinosaurs

bone	/bəʊn/	_____
claw	/klo:/	_____
dinosaur	/ˈdaɪ-nə-sɔ:/	_____
fossil	/ˈfɒ-səl/	_____
horn	/hɔ:n/	_____
palaeontologist	/pæ-lɪ-ɒn-ˈtɒ-lə-dʒɪst/	_____
skeleton	/ˈske-lɪ-tən/	_____
tail	/teɪl/	_____
wing	/wɪŋ/	_____

Collocations 3

build a nest	/bɪld ə ˈnest/	_____
dig up bones	/dɪɡ ʌp ˈbəʊnz/	_____
eat grass	/i:t ˈgrɑ:s/	_____
hatch from eggs	/hætʃ frəm ˈegz/	_____
hunt	/hʌnt/	_____
live in a herd	/lɪv ɪn ə ˈhɜ:d/	_____
measure a bone	/ˈmeɪ-zə ə ˈbəʊn/	_____
roar	/rɔ:/	_____
study a fossil	/ˈstʌ-di ə ˈfɒ-səl/	_____



Light on grammar

Yes / No questions (past simple)

We use Yes / No questions in the past simple to ask whether or not an action or situation happened. We use the structure *Did* + subject + the base form of the verb: *Did that dinosaur eat plants?* The answers can only be Yes, (it) *did* or No, (it) *didn't*. In this unit, we use Yes / No questions to ask about dinosaurs.

Wh- questions (past simple)

We use Wh- questions in the past simple to ask for specific information about things in the past. We use a question word + *did* + subject + the base form of the verb: *Where did they go?* The answers give additional information.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn ways to talk about the size of something.

- This dinosaur is tiny.
- This dinosaur is huge!
- And this one is enormous!



The lighthouse keepers' story Hoppy's wish



Teaching tip

Teaching mixed-ability students can be challenging. There are strategies, however, that can help everyone to stay on track and make the most of classroom activities:

For strong students, plan an adaptation of activities that they can do when they finish, such as inventing sound effects or gestures to accompany a text, reading answers with silly voices, or saying sentences from memory. By providing them with an engaging related activity, they are more likely to stay interested in the lesson. This also benefits students in another way because, knowing that there will be additional work, they are less likely to finish a task quickly without quality.

You can also vary how you check an activity to encourage shy or weak students to participate more and keep strong students from dominating classroom interaction. One simple way to do this is to change your position in the room. Stand near students who should talk more, and stand farther away from students who participate a lot. You can also get students to write their answers on the board in pairs or individually. This way, weaker students have more time to provide and even correct their answer.

By doing what you can to involve all students, lessons will be more enjoyable and productive.

Value: Being happy with yourself

Being happy with yourself means accepting yourself and thinking of all the good things in your life.



Make a Happy me mobile.



Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by working in a mixed ability setting where they learn to take turns and work in different ways that match their abilities as faster or slower learners (TB p. 109).
- *Linguistic competence* by identifying body parts and vocabulary used to talk about Dinosaurs (SB p. 84).
- *Competence in Learning to learn* by drawing students' awareness to using mnemotechnic strategies such as using colours, sizes and drawings to help memorise vocabulary (SB p. 85).
- *Processing information and digital competence in the classroom* by listening for specific information in an interview about different types of dinosaurs and their habits (SB p. 86).
- *Linguistic competence* through integrated skills practice (SB p. 87).
- *Mathematical competence* by working with factual information about dinosaurs such as measurements, weight, the quantity of teeth, claws, horns, etc.(SB p. 88).
- *Competence in Autonomy and personal initiative* by writing a descriptive text about an imaginary dinosaur based on the model provided in their books (SB p. 89).
- *Linguistic competence* by revising and extending vocabulary describing dinosaurs in the story Hoppy's wish (SB p. 90).
- *Interpersonal and civic competence* by becoming more aware of themselves and valuing their own self worth by defining what makes them happy about themselves (SB p. 91).
- *Artistic and cultural competence* by reading about the traditional lifestyle of people in Mongolia (SB p. 92).
- *Competence in Knowledge and interaction with the physical world* by identifying information about Woolly Mammoths and how they possibly became extinct (p. 93).

9

Lost worlds

Warm-up: Dinosaur puzzle 10'

Materials: A picture of a dinosaur on a large sheet of card, sticky tape.

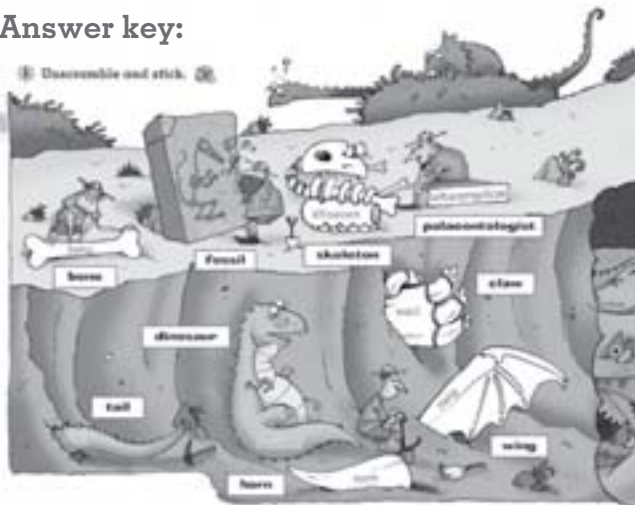
Note: Cut the picture into sixteen squares and stick them to the board in random order.

Invite the class to look at the puzzle on the board and guess what it shows. Then, invite a volunteer to come to the board and find two pieces that go together. Stick them together and ask if the class agrees. If so, the student chooses another volunteer to find two pieces that go together. They can include the first two pieces. Continue with new volunteers until students have completed the puzzle. Finally, encourage the class to guess what is in the picture. Accept all answers.

1 Unscramble and stick. 10'

Have the class look at the pictures and invite a volunteer to read the unit title aloud. Encourage students to guess what it means. If they have doubts, explain that this unit will talk about things and places that do not exist anymore. Then, have them point to the scrambled words in the pictures. Tell students to use the stickers for Activity 1 on page 84 and get students to compare the scrambled words to the stickers to find the names of the items. Check by slowly spelling the scrambled words to elicit the names. Next, have students put the stickers in the corresponding spaces. Finally, ask the name of the creature in the puzzle: *a dinosaur*.

Answer key:



Listen and repeat. 2.22 20'

Material: One half-sheet of white paper per student. Play track 2.22 for the class to repeat the *dinosaur* vocabulary items. Then, play the CD again and get students to point to the pictures in their books. Next,

hand out the paper and assign each student a word. Tell them to draw their item on the paper. On the back, they should copy the other *dinosaur* words. After that, they walk around and try to find people with pictures of the *dinosaur* words on their list. They write the name of the student with the picture next to each word. The first student to find all of the items and sit down is the winner.

TRACK 2.22

NARRATOR: LISTEN AND REPEAT.

NARRATOR: BONE.	CLAW.
FOSSIL.	TAIL.
SKELETON.	HORN.
PALAEONTOLOGIST.	WING.
DINOSAUR.	

Assign homework 5' AB page 84 ex. 1

Additional homework Students draw and label the *dinosaur* words.

Light-on real language 20'

Materials: A long strip of card cut out to look like a city skyline, one sheet of white paper per student.

Have students look at the pictures and say what they can see: *dinosaurs, a palaeontologist*. Invite volunteers to read what the palaeontologist says aloud. Then, write *tiny, huge* and *enormous* on the board and encourage the class to guess what they mean: *tiny* – very small, *huge* – very big, *enormous* – very, very big. After that, stick the city skyline to the board and invite volunteers to draw a dinosaur walking in the city. It can be tiny, huge or enormous. Encourage the class to say how big the dinosaur is. Continue with other volunteers. After that, divide the class into six groups and hand out the paper. Have them draw a dinosaur in a city on their sheet of paper. Then, they show it to the other students in their group to elicit the size. Finally, get volunteers to show their pictures to the class.

Assign homework 5' AB page 84 ex. 2

Additional homework Students draw a tiny, a huge and an enormous dinosaur on card and cut them out. Then, they should label them.

2 Listen and point. 2.23 10'

Have students look at the two scenes – the one above and the one below – and say what the difference is between them: *In the first scene, there are people who study dinosaurs in the present. The other scene shows the past, when dinosaurs were alive.* Invite the class to point to the phrases that describe actions that are taking place in the picture. Play track 2.23. Students point to each phrase and listen to what it means.

TRACK 2.23

NARRATOR: LISTEN AND POINT.
 NARRATOR: NUMBER ONE. HUNT. WHEN ANIMALS CATCH OTHER ANIMALS TO EAT THEM.
 NUMBER TWO. EAT GRASS. WHEN ANIMALS EAT PLANTS IN THE FIELD.
 NUMBER THREE. BUILD A NEST. WHEN ANIMALS MAKE A PLACE TO PUT THEIR EGGS. YOU KNOW! LIKE BIRDS DO!
 NUMBER FOUR. HATCH FROM EGGS. WHEN A BABY ANIMAL COMES OUT OF AN EGG.
 NUMBER FIVE. ROAR. WHEN A BIG ANIMAL OPENS ITS MOUTH AND MAKES A LOUD NOISE. LIKE THIS: RRROOOOAR!
 NUMBER SIX. LIVE IN A HERD. WHEN ANIMALS LIVE IN BIG GROUPS.
 NUMBER SEVEN. DIG UP BONES. WHEN PEOPLE TAKE BONES OUT OF THE GROUND.
 NUMBER EIGHT. STUDY A FOSSIL. WHEN WE LOOK AT A FOSSIL TO LEARN SOMETHING NEW.
 NUMBER NINE. MEASURE A BONE. WHEN PEOPLE CHECK HOW BIG A BONE IS.

Listen again and number. 2.23 15'

Play track 2.23 again and pause it after the first action. Ask students to find it in the picture. Encourage them to explain: *The blue dinosaur wants to eat the brown dinosaur.* After that, play the rest of track 2.23 and tell students to number the actions in the picture as they hear them. Check as a class by reading the actions aloud to elicit the numbers. Invite students to explain the actions for each item.

Answer Key:

1. hunt
2. eat grass
3. build a nest
4. hatch from eggs
5. roar
6. live in a herd
7. dig up bones
8. study a fossil
9. measure a bone

Listen and repeat. 2.24 5'

Play track 2.24 several times for students to repeat the words. Mime the actions and encourage the class to imitate you.

TRACK 2.24

NARRATOR: LISTEN AND REPEAT.	
NARRATOR: MEASURE A BONE.	BUILD A NEST.
DIG UP BONES.	HUNT.
STUDY A FOSSIL.	ROAR.
LIVE IN A HERD.	HATCH FROM EGGS.
EAT GRASS.	



Colour the words. 10'

Have the class look at the words and compare their sizes. Ask which two pairs of words are the same size: *little – small / big – large*. Tell students that the words in each of these pairs mean the same. Invite them to colour each pair the same colour. Finally, get students to colour the remaining pairs of words using different colours.

Answer Key:

Students colour the pair words the same colour and the rest of the words any colour they want.

Wrap-up: Stretch! 5'

Ask students to stand up. Say *tiny* and get them to crouch down to appear very small. Say *enormous* and get them to stand on their toes and stretch their arms in each direction to appear very, very big. Do the same with other size adjectives. Invite volunteers to choose the size for the rest of the class to mime.

Assign homework 5'

Additional homework



AB page 85

Pictionary pages 110 and 111. Students identify the pictures and write the corresponding words or phrases. Then, they write a sentence for each one. Finally, they listen to the words and phrases in this unit's section of the CD in class.

Did they eat plants?

1 Listen and complete. 2.25 15'

Ask the class to say what they see in the pictures: *three different dinosaurs*. Invite volunteers to read their names aloud. Next, have students look at the headings. Read the first one aloud and say that this is when the different dinosaurs lived. Have students say which dinosaur is the oldest: *Plateosaurus*. Next, invite a volunteer to read the incomplete description of *Plateosaurus*. Then, play track 2.25 and have students listen and complete the information. Repeat for the other dinosaurs. Check as a class by saying the name of the dinosaur to elicit its characteristics. Finally, get the class to vote for their favourite dinosaur of the three.

TRACK 2.25

NARRATOR: LISTEN AND COMPLETE.

GIRL: HI, I HAVE SOME QUESTIONS ABOUT THE DINOSAURS. PLEASE TELL ME ABOUT THE TYRANNOSAURUS REX.

PALAEONTOLOGIST: THE TYRANNOSAURUS REX WAS AN ENORMOUS DINOSAUR. IT HAD A HUGE HEAD AND TINY ARMS.

GIRL: WHERE DID IT LIVE?

PALAEONTOLOGIST: IT LIVED IN THE FOREST. IT HUNTED AND ATE OTHER DINOSAURS. IT DIDN'T LIVE IN A HERD.

GIRL: AND WHAT ABOUT THE PLATEOSAURUS?

PALAEONTOLOGIST: IT ATE PLANTS AND LIVED IN A HERD. IT WASN'T VERY BIG, BUT IT HAD A LONG NECK. IT COULD EAT LEAVES IN THE TREES.

GIRL: LIKE A GIRAFFE! WHAT DO YOU KNOW ABOUT THE ALLOSAURUS?

PALAEONTOLOGIST: IT HUNTED IN GROUPS AND ATE OTHER DINOSAURS.

GIRL: DID IT HAVE LONG TEETH?

PALAEONTOLOGIST: YES, IT DID. AND IT HAD SHORT ARMS.

GIRL: THANKS A LOT. IT'S REALLY INTERESTING TO LEARN ABOUT THE DINOSAURS.

Answer Key:

Plateosaurus:

It ate plants.

It lived in a herd.

It had a long neck.

Allosaurus:

It hunted in groups.

It ate other dinosaurs.

It had short arms and long teeth.

Tyrannosaurus Rex:

It had a huge head and tiny arms.

It lived in the forest.

It hunted and ate other dinosaurs.

Listen again and colour the answers. 2.25 10'

Have students read the questions aloud and mark the answers in pencil. Then, play track 2.25 again and tell

them to colour the correct answers. When they finish, get them to compare answers with a friend. Check as a class by inviting volunteers to read the questions aloud and say which answer they coloured.

Answer Key:

1. No, it didn't.

2. No, it didn't.

3. Yes, it did.

4. No, it didn't.

5. Yes, it did.

6. No, it didn't.

Assign homework 5'

Additional homework AB page 86 ex. 1

In their notebooks, students copy three of the questions and answers from Activity 1 and draw pictures to illustrate them.

Light on grammar 15'

Ask a pair of volunteers to read the two questions and answers aloud and get the class to point to the highlighted words. Explain that *Did* is the past form of *Do* and we use it to begin *Yes / No* questions about past actions or situations. Point out that we use the base form of the verb after the subject. Next, have students point to the answers. Explain that we use short answers to answer these questions. We do not need to repeat the verb. After that, invite students to give examples of *Yes / No* questions from Activity 1 and say what the verb is.

Circle the correct options. 5'

Get students to look at the two sentences and circle the correct options to form questions about the past. After that, invite volunteers to read the completed questions aloud.

Answer Key:

Did the Allosaurus have sharp teeth?

Did the Plateosaurus live in the forest?

Assign homework 5'

Additional homework AB page 86 ex. 2

Have students make a dinosaur out of modelling clay and give it a name. Encourage them to bring it to the next class to put on display.

**Word scramble!** (see page 10)

15'

Play Word scramble! with Yes / No questions about dinosaurs. Have fun!

2 Decode the text. 15'

Invite a volunteer to read the title of the text aloud. Ask the class what they think *Glen Rose* means. Accept all answers. Then, point out the pictures next to the title and ask what they are called: *dinosaur tracks*. Next, have students read the first sentence silently and guess what the picture represents. Ask a volunteer to read the completed sentence aloud: *Roland Bird and Barnum Brown were palaeontologists from the USA. After that, divide the class into pairs and tell them to read and decode the rest of the text. Check by inviting volunteers to read the texts aloud. Finally, ask students what Glen Rose is: A place in Texas where people found dinosaur tracks.*

Answer Key:

Roland Bird and Barnum Brown were palaeontologists from the USA. They worked in a museum in New York. They studied dinosaur bones. Sometimes they went on expeditions to look for fossils and dinosaur eggs. In 1938, they went on an expedition to Glen Rose, Texas. They found fossils of dinosaur tracks next to a river. That was a very important discovery. In 1972, they opened a big park. It's called Dinosaur Valley State Park.

Read and match. 10'

Have students read the questions and answers. Get a volunteer to read the first question aloud and choose the correct answer: *In New York*. Next, invite students to read the rest of the questions and match them with the answers. Check as a class by getting volunteers to read the questions and answers aloud.

Answer Key:

1. Where did Roland Bird and Barnum Brown work? *In New York.*
2. What did they study? *Dinosaur bones.*
3. When did they go to Texas? *In 1938.*
4. Where did they see the dinosaur tracks? *Next to a river.*
5. What is there now? *A state park.*

Assign homework 5'

Students make dinosaur tracks out of modelling clay and label them *Glen Rose, Texas*.

3 Listen and chant. 2.26 10'

Invite students to say what they can see in the picture and ask a volunteer to read the title aloud. Then, have students close their books. Play track 2.26 and encourage them to put up their hands when they hear a question about dinosaurs. Play the CD again for them to follow along in their books. After that, divide the class into two groups. Play the chant again and have each group chant alternate lines. When they finish, switch roles and do the chant again.

**Light on grammar** 10'

Invite a pair of volunteers to read the first question and answer aloud and get the class to point to the highlighted words. Ask what time we refer to with this question: *the past*. Then, get volunteers to read the other questions and answers aloud. Point out that the order of the questions is the same as Yes / No questions. We begin the question with a question word. After that, ask which question word we use to know about places: *where*. Ask which question word we use to find out any kind of information: *what*. Finally, invite the class to say when we use *when*: *to know the time something happened*.

Write a question for each answer. 10'

Have the class read the answers to the missing questions silently. Then, ask what question word goes with the first answer: *Where*. Invite a volunteer to make a question for the first answer: *Where is Glen Rose? Where did they find the tracks?*, etc. After that, have students write the three questions. Check by getting volunteers to read their questions aloud.

Answer Key:

*Where did they live?
When did they open a park?
What did they study?*

Assign homework 5'

AB page 87

Time to practise!

1 Unscramble the questions. 15'

Have the class describe the picture. Then, ask the name of these dinosaurs: *Triceratops*. After that, point out the first question and get students to unscramble it: *Did they live in a herd?* Next, get students to unscramble the rest of the questions and write them on the lines. When they finish, ask volunteers to write their questions on the board.

Answer Key:

1. *Did they live in a herd?*
Yes, they did.
2. *Did they eat other dinosaurs?*
No, they didn't.
3. *Did they have three horns?*
Yes, they did.
4. *Did they have big teeth?*
No, they didn't.
5. *Did they build nests?*
Yes, they did.

2 Look and answer the questions. 10'

Invite a volunteer to read the first question aloud. Then, point out the notes in the picture and elicit the answer: *Yes, they did*. After that, divide the class into pairs and have them look at the picture and answer the rest of the questions. Check as a class by asking the questions to elicit the answers.

Assign homework 5'

Additional homework

In their notebooks, students draw a family of dinosaurs and write notes about them: *one horn, 500 big teeth, nests, etc.*

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 116 and student B looks at page 120. Tell them to look at the dinosaurs in the pictures. Elicit the names: *Pteranodon, Liopleurodon*. Then, point out that some of the information is missing about one of the dinosaurs. Elicit a question to ask about the information: *Where did it live?* After that, have them ask and answer questions to complete the information. When they finish, get them to compare books to check their answers. Finally, elicit the information for each dinosaur.

Dance it! (see page 10) 10'

Now play *Dance it!* with questions about dinosaurs: *Did they have big teeth?* Have fun!

Assign homework 5'

Additional homework

In their notebooks, students write three questions about their dinosaur family: *Did they have big teeth? What did they eat?, etc.*

2 Sing a song. 2.27 15'

Play track 2.27 and elicit the name of the dinosaur: *Tyrannosaurus Rex*. Explain that we can also call it *T-Rex*. Then, play the CD again and encourage students to say the words that they heard: *tree, tail, tall, head, etc.* Accept all answers and write them on the board. After that, play the CD for them to follow along in their books. Check the answers on the board. Finally, divide the class into three groups. One group sings the first verse, another sings the second verse and the last group sings the chorus. When they finish, switch roles and sing the song again.

Time to write

1 Read and complete. 15'

Have students look at the picture and say whether it shows a real dinosaur or an invented one: *an invented one*. Then, read the title aloud and ask the class what the dinosaur did: *played basketball*. Next, point out the table of the nouns, verbs and adjectives and have students read the words silently. Ask what each one is: *nouns – the names of things, verbs – action words, adjectives – words to describe things*. After that, have students look at the first line of the text and ask what type of word is missing: *a verb*. Tell them to look at the verbs in the table and choose a word to complete the sentence: *lived*. Then, divide the class into pairs and get them to complete the rest of the text. Check by inviting volunteers to read the text aloud. Ask some questions to check understanding:
When did baskosaurus live?
Did they run fast?
Were they tall?
What did they eat?
Finally, ask whether they think it is fun to imagine things that did not exist in real life.

Answer Key:

Baskosaurus lived 100 million years ago. They had two legs, four arms and a long tail. They jumped very high and ran very fast. They weren't short, they were very tall. They had lots of big teeth, but they only ate pasta and bananas. Baskosaurus were very good at playing basketball. They didn't have basketballs, so they played with big rocks. They weren't scary. They were very silly.

2 Draw your dinosaur and write a description. 10'

Invite students to imagine a dinosaur and what it likes to do. Then, tell them to draw a picture of their dinosaur and write its name in the picture: *Spaghetticeratops, Telephonasaurus, Bananasaurus Rex*, etc. After that, have them write a description of their dinosaur:
It had long legs. It ate lots of bananas, etc. When they finish, get them to compare pictures and descriptions with a friend. Finally, invite volunteers to read their descriptions to the class.

Answer Key:

Student's drawing and answers.

Bulletin board idea 15'

Materials: One large card dinosaur footprint per group, one quarter-sheet of letter-sized white paper per student.

Divide the class into six groups and hand out the white paper. Have students imagine that they and their family members are dinosaurs. Then, have them draw and colour the dinosaurs on their piece of paper. Remind them to give the type of dinosaur a name. They can use their last name as a guide: *Garciasaurus, Guerreroceratops*, etc. After that, hand out the footprints and get students to stick their pictures onto their group's footprint. Finally, display the footprints on the bulletin board and encourage students to look at other groups' pictures. Vote on the best dinosaur family.

Assign homework 5'



AB page 89

The lighthouse keepers' story



Before you read 10'

Colour one egg in each nest to answer the question.

Read the question aloud and get a volunteer to read the options on the first set of eggs. Draw the two eggs on the board and write the options on them. Ask the question again and point to each option. Have students put up their hands to indicate the option that they like. Say the option that you like and colour it in. Then, tell students to colour one egg in each nest to answer the questions for themselves. When they finish, say the numbers and invite volunteers to read the option that they chose to the class.

Answer Key:

Student's own answers.

⚓ **Now act out the story in groups.** 15'

Divide the class into groups of three and have students take turns reading parts of the story aloud. When they finish, have them take the roles of Hoppy, Hoppy's mother and the T-Rex. Ask them to act out the story. Finally, invite a group to act out the story for the class.

Assign homework 5'



AB page 90

Additional homework

In their notebooks, students draw a picture of something that they wish for.

1 **Listen to the first part of the story.** 2.28 15'

Get a volunteer to read the title aloud: *Hoppy's wish*. Have them look at the pictures and say who Hoppy is, and encourage them to guess what his wish is. Accept all answers. Then, have them close their books. Write these questions on the board:

How does Hoppy feel?

What does he want to do?

What does his mother say?

What does Hoppy decide to do?

Play track 2.28 and have students listen for the answers to the questions. Encourage them to say what they think the answers are. Then, play the CD again for them to follow along in their books. Finally, elicit the answers to the questions.

2 Listen to the second part of the story. 2.29 15'

Have the class look at the first part of the story again and say what happened. Ask what Hoppy's wish is: *to be big and strong like a T-Rex*. Then, get them to show each other the picture of their wish that they drew for *Additional homework*. Next, invite the class to look at the pictures in the second part of the story and guess what happens to Hoppy. Accept all answers. Then, play track 2.29 for students to follow along in their books. Finally, ask the class these questions:
How did Hoppy feel with his new family?
What did Father T-Rex do?
What did Hoppy eat?
What happened after lunch?
What did Hoppy do?
What did Hoppy learn?

Now read the story in pairs. 10'

Divide the class into pairs and have them choose parts to read. After that, get them to read the whole story aloud. Encourage them to imitate the voices of the characters. Finally, invite a pair of students to read the story to the class.



After you read 10' Read and circle *True* or *False*.

Ask the class to look at the first sentence and invite a volunteer to read it aloud. Then, ask whether it is true or false. Get students to say where they found the information in the story: *Hoppy ate some plants. He didn't like the meat*. After that, tell students to do the rest of the items individually. When they finish, get volunteers to read the sentences and the answers aloud. Encourage them to say where they found the information in the story.

Answer Key:

1. *F*
2. *F*
3. *T*
4. *F*
5. *F*



Value: Being happy with yourself

Make a *Happy me* mobile. 15'

Materials: One photocopy of craft templates 9a and 9b (see the Values Section on the Teacher's Resource CD-ROM) per student, crayons, scissors, glue, string, a clothes hanger.

Write *BEING HAPPY* on the board and ask students to say what makes them happy: *family, friends, birthdays, sunshine, playing, dancing*, etc. Then, ask them what they like about themselves. Point out the different answers to the class and explain that we've all got different and unique qualities. After that, hand out the materials. Have the class look at the templates and invite volunteers to read the titles aloud. Encourage them to give examples according to the categories on the templates. Next, have them colour the frames and draw a picture in each frame according to the title. After that, have them cut out the shapes and match them front to back. Get them to stick the sides together. When they finish, help students punch holes in the tops of the frames and thread string through them. Finally, tell them to tie the ends of the string to a hanger to make a *Happy me* mobile.

Assign homework 5'



AB page 91



Warm-up: Let's talk about Mongolia 10'

Materials: A map of the world, photos of a snow leopard and Mongolian nomads.

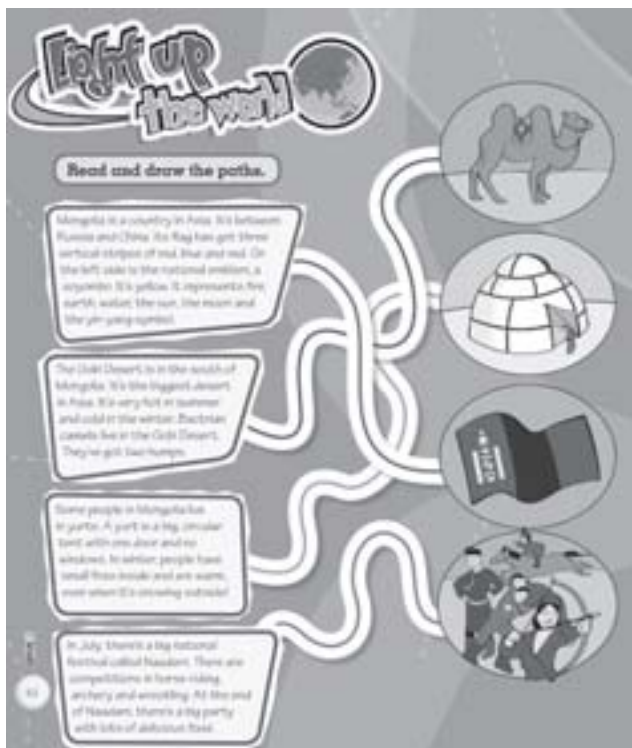
Write *Mongolia* on the board and invite volunteers to find it on the map. Help with clues if necessary: *It's in Asia. It's near China*, etc. Point out that only 2.9 million people live in Mongolia. Invite a student to find the capital city and write it on the board: *Ulan Bator*. Explain that Mongolia is very dry and there are lots of very high mountains. Summers are very hot and winters are very cold. Mongolia does not

touch any oceans. Add that a very beautiful and unusual animal, the snow leopard, lives in the mountains of Mongolia. Pass around the photo and ask what kind of animal it is: a *cat*. Snow leopards only live in this part of the world and there are only about 5,000 left in the wild. Pass around the photo of the nomads. The traditional way of life in Mongolia is to be a nomad. That means that people walk from place to place with their animals. They haven't got a fixed home. Because of this, they eat lots of meat and dairy products from their animals. Now many people live in the city.

Read and draw the paths. 10'

Invite the class to look at the pictures and describe what they see: *a camel, a flag, etc.* Then, have them read the texts silently and draw the paths to the corresponding pictures. Check as a class by asking what each picture shows according to the text: *Camels live in the Gobi Desert*. Encourage students to give additional information in their own words: *These camels have got two humps*. Continue with the rest of the pictures and texts.

Answer Key:



Colour the pictures. 5'

Get students to colour the pictures. When they finish, have them compare pictures with a friend. Then, point out the *Do you know?* text and pictures and invite a volunteer to read the text aloud. Ask what they found in the Gobi Desert: *Dinosaur egg fossils*. Finally, ask students if they have ever seen a fossil in real life. Encourage them to say where.

AB page 92 15'

Check what you know! 😊 😐 😞

Material: A board pen per team (a different colour per for each team).

Write this unit's words and phrases on the board. Then, divide the class into two teams. Describe one of the items. The first student to put up his / her hand circles the correct word on the board with his / her team's board pen. Continue with the rest of the words. The team with the most circles at the end wins. Next, write four scrambled Yes / No questions about dinosaurs on the board and invite volunteers to unscramble them. Do the same with *Wh-* questions. Finally, ask the class to complete the faces according to how they feel about what they know.

Listen and stick.



2.30

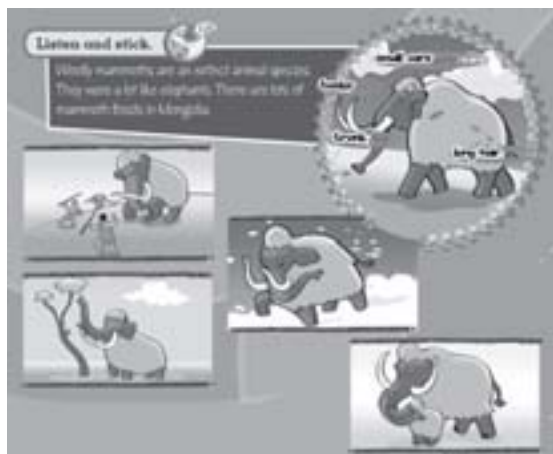
10'

Get the class to look at the picture of the animal and say what it looks like: *An elephant*. Then, invite a volunteer to read the text aloud. Elicit the name of the animal: *It's a Woolly Mammoth*. After that, tell students to use the stickers for *Light up the world* on page 93 and invite a volunteer to read the prompts aloud. Then, play track 2.30 for students to listen and decide which sticker goes where. Play the CD again and pause it after each answer. Get students to hold up the correct sticker. Then, they put the stickers in the spaces.

TRACK 2.30

NARRATOR: LISTEN AND STICK.
 NARRATOR: WOOLLY MAMMOTHS ARE AN EXTINCT ANIMAL SPECIES. THEY WERE A LOT LIKE ELEPHANTS. THERE ARE LOTS OF MAMMOTH FOSSILS IN MONGOLIA.
 NARRATOR 2: NUMBER ONE.
 MAN: WOOLLY MAMMOTHS DON'T EXIST ANYMORE, THOUGH.
 BOY: WHAT HAPPENED TO THEM? WHY DON'T THEY EXIST NOW?
 MAN: WELL, HUMANS HUNTED MAMMOTHS FOR FOOD AND USED THEIR HAIR TO MAKE CLOTHES. THEY DIDN'T PROTECT THEM. NOW THEY DON'T EXIST ANYMORE.
 GIRL: THAT'S VERY SAD.
 MAN: YES, IT IS.
 NARRATOR 2: NUMBER TWO.
 GIRL: WHY ARE THEY CALLED WOOLLY MAMMOTHS?
 MAN: WELL, MAMMOTHS LIVED IN VERY COLD PLACES. THEY HAD A WOOLLY, HAIRY COAT TO KEEP THEM WARM.
 NARRATOR 2: NUMBER THREE.
 BOY: OH! AND WHAT DID THEY EAT?
 MAN: THEY ATE LEAVES FROM TREES, AND OTHER PLANTS. THEY USED THEIR TRUNKS LIKE HANDS TO HELP THEM EAT.
 NARRATOR 2: NUMBER FOUR.
 GIRL: HOW DID MAMMOTHS LIVE?
 MAN: THEY LIVED IN A HERD, LIKE ELEPHANTS DO. THEY HAD FAMILIES, AND THE MOTHER MAMMOTHS TOOK CARE OF THE BABIES.

Answer Key:



Decode the name of another prehistoric animal. 10'

Get students to look at the symbols and identify some of the shapes they can see: *a bone, a hand, a person*, etc. Then, invite a volunteer to read the information in the box. Explain that it is about a prehistoric animal. Point out the code at the bottom of the page and ask what letter the first symbol represents: *S*. Elicit the next letter: *A*. After that, have the class decode the name individually. Finally, invite a volunteer to write the name of the animal on the board: *sabretooth tiger*.

Answer Key:

Sabretooth tiger

Assign homework 5'



AB page 93

Additional homework

My project

Make a dinosaur puzzle.

Materials: One sheet of card and a paintbrush per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 100 and the *Time to check* section on page 92 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

Activity Book

with answers

Unit 1

Unit 1

1 Unscramble the names of the animals.



Colour the...

sheep grey
pigs pink
lamb brown
chicken red and white
cow brown and white
goat white

hens red
chickens red and white
ducks green
horses yellow

2 Read and colour the pictures.

Write the questions and answers.

Where does milk come from?
It comes from cows.

Where does wool come from?
It comes from sheep.

Where does ham come from?
It comes from pigs.

Where do eggs come from?
They come from hens.

On the farm Unit 1

3 Read and circle the correct picture.

1. Where do the animals sleep?



6. Where do the ducks swim?



2. Who works on the farm?



7. Where does the farmer's family live?



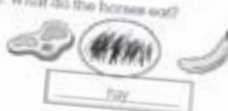
3. What does the farmer use to work?



8. What scares the birds away?



4. What do the horses eat?



9. What goes around the farm?



5. What can open and close?



4 Label the pictures.

Unit 1 On the farm

They give us milk

1 Read and write True or False.

- Horses give us eggs. False
- Ducks fly and swim. True
- Cows live in the farmhouse. False
- The dog doesn't drive a tractor. True
- Sheep don't give us wool. False
- The farmer doesn't live in the farmhouse. False

2 Rewrite the incorrect sentences.

- Horses don't give us eggs.
- Cows don't live in the farmhouse.
- Sheep give us wool.
- The farmer lives in the farmhouse.

3 Read and complete.

1. Cockles sing... cock-a-doodle-do.

2. Horses eat hay.

They don't say neigh/naigh.

They don't eat bananas.

3. Cows give us milk.

4. Hens live in the barn.

They don't give us ham.

They don't live in the farmhouse.

3 Unscramble the questions.

1. What time - eat - do - the - cows
What time do the cows eat?

2. ducks - the - Where - swim - do
Where do the ducks swim?

3. the - eat - What - does - horse
What does the horse eat?

4. us - do - What - the - give - hens
What do the hens give us?

5. does - live - the - Where - farmer
Where does the farmer live?

4 Draw the paths and answer the questions.

5 Colour the correct option and answer.

1. What time does the cockle sing?
Where What
It sings at 6 o'clock.

2. What time does the farmer eat?
Where What
He eats eggs.

3. What time do the cows live?
Where What
They live in the barn.

4. What time do the pigs go to sleep?
Where What
They go to sleep at 9 o'clock.

Unit 1 On the farm

Unit 1

Activity Book with answers



Time to practise!

1. Look and complete.

doesn't like, grow, don't have, wake up, drink, doesn't go, watches, don't have

This is Sonia. She's got three puppies. In the morning they wake up at 7 o'clock. Sonia has eggs and juice for breakfast. The puppies don't have eggs for breakfast. They eat dog food and drink water.

In the afternoon Sonia goes to the park with the puppies. She climbs a tree, but the puppies don't climb trees. The puppies swim in the pond. Sonia doesn't like swimming. The water is cold!

In the evening, the puppies go to sleep at 8 o'clock. Sonia doesn't go to bed at 8 o'clock. She draws pictures and watches TV.

2. Read and draw.

There's a house behind the barn. There are two pigs in the barn. There are two sheep between the hay and the pond. There are four ducks in the pond. There's a tractor between the farm and the apple tree. There's a scarecrow next to the haystack.



On the farm Unit 1

Time to write

1. Read and complete the chart.

My friend Sam
My friend Sam is 7 years old. He's got brown hair and green eyes. He's tall and thin. Sam is very clever too. He loves to go skateboarding. He also loves to play with his dog Spot. He's got a pet tortoise, too. He loves taking jokes. We like to play football together.



Words that describe him	What he's got	What he likes to do
tall thin very clever	brown hair green eyes a pet tortoise a dog	go skateboarding play with his dog take jokes play football

2. Complete the chart about your friend. Answers will vary

Words that describe him / her	What he / she's got	What he / she likes to do

3. Draw your friend and describe him / her. Answers will vary

Student's own drawing

My friend

Unit 1 On the farm

The lighthouse keepers' story

1. Read the first part of the story. Answer the questions.

2. Read and circle the correct answer.

- What's the weather like at the beginning of the story?
a) It's cloudy. b) It's sunny. c) It's windy.
- What are the pigs doing at 9 o'clock?
a) They're playing. b) They're swimming. c) They're eating.
- What's Farmer Brown doing at 9 o'clock?
a) He's eating apples. b) He's climbing the ladder. c) He's picking apples.
- What time does the storm start?
a) At 9 o'clock. b) At 11 o'clock. c) At 12 o'clock.
- Where's Eric?
a) On the apple tree. b) In the barn. c) In the farmhouse.
- What's Eric doing?
a) Listening to music. b) Listening to music and doing the washing-up. c) Picking apples and singing.

3. Solve the crossword puzzle.

Down

- He lives in a farmhouse and drives a tractor.
- It's a pink animal. It gives us bacon.
- It's an object. You use it to climb trees.
- It's a big animal. It gives us milk.

Across

- It's an animal that swims in a pond.
- It's a fruit that's red or green.



Unit 1 On the farm

1. Read the whole story. Answer the questions.

2. Number the events in order.

Eric is listening to music. He can't hear Farmer Brown. The animals run and get some hay. The wind is very loud and Farmer Brown is scared. Farmer Brown is in the tree. He's picking apples and singing. The music hurts Farmer Brown and speaks to the animals. Farmer Brown jumps into the hay. The wind is blowing hard and the ladder falls down.

2
6
4
1
5
7
3

3. Categorize the words.

Eric

tractor

music

hay

the house

happy

ladder

obedient

wholly

scared

Things on the farm

tractor

ladder

hay

Characters

Eric

Farmer Brown

the music

Weather

cloudy

windy

Actions

running

singing

washing

Feelings

scared

happy

obedient

Unit 1 On the farm

Activity Book

with answers

Unit 1

Time to check

Read and circle do or does.

- What ☐ do ☐ horses eat?
- What time ☐ do ☐ the farmer get up?
- Where ☐ do ☐ sheep sleep at night?
- What time ☐ do ☐ the cockle sing?
- What ☐ do ☐ the scarecrow wear on its head?
- Where ☐ do ☐ ducks swim?

Answer the questions.

- Horses eat hay.
- He gets up at 6 o'clock.
- They sleep in the barn.
- It sings at 5.30.
- It wears a hat.
- They swim in the pond.

Check what you know!

Model answer	Model answer
10 farm animals 8 farm words	He drives a tractor. He doesn't work at night. They eat hay. They don't swim.
Where do eggs come from?	What time does she get up? At 6 o'clock.
Where do they come from?	Where do they sleep? In the barn.
Where does milk come from?	What does he read? Stories.
Where does the milk come from?	

12 On the farm Unit 1

My project

Grow an avocado plant.

- 1 Wash and dry an avocado stone.
- 2 Put part of the stone in water in a narrow jar.
- 3 Change the water often.
- 4 When the roots come out, plant the stone in a pot with soil.
- 5 Put the pot in a place with lots of sunlight.
- 6 Water it and watch your plant grow.

Unit 1 On the farm 127

Unit 2

Unit 2

1 Complete and match.

1. I like to feed the dog with the dog food.

2. I like to walk the dog with the dog lead.

3. I like to stroke the cat with the cat brush.

4. I like to change the water with the water jug.

2 Find and circle the expressions.

1. Don't forget to feed the fish.

2. Remember to walk the dog.

3. Don't forget to change the water.

4. Remember to stroke the cat.

128 Happy pets Unit 2

3 Unscramble and circle the correct picture.

1. i. w. d. o. bowl

2. e. g. a. cage

3. a. b. i. l. n. o. t. k. fish tank

4. o. n. i. b. bone

5. e. o. l. i. n. e. collar

6. a. t. b. r. o. m. e. o. l. u. b. o. hamster wheel

4 Read and complete.

1. A dog wears a collar.
2. A hamster runs on a hamster wheel.
3. A cat eats from a bowl.
4. A fish lives in a fish tank.
5. A bird lives in a cage.
6. A dog plays with a bone.

Draw a picture of a pet and write a sentence.

Student's own drawing

Answers will vary.

Unit 2 Happy pets 129

Unit 2

Activity Book with answers



She always feeds her

1. Decode the sentences.

1. She usually brushes the dog. always
2. She never walks the cat. never
3. She always strokes the cat. always
4. He always feeds the rabbit. always
5. He sometimes cleans the table. sometimes
6. He sometimes gives the hamster a bath. sometimes

2. Follow and write.

Choose the words from the box to complete the sentences.

Box: sometimes, never, usually, sometimes, usually, change

1. She sometimes cleans the cage.
2. She never gives her bird a bath.
3. She usually gives it grapes.
4. She sometimes listens to it sing.
5. She usually changes its water.
6. She always feeds it.

3. Read and circle the correct option.



Hello, I'm Billy!
My pet is a fancy rat. Her name's Zani.
I feed her and change her water every day.
Every Saturday, I clean her cage. My mum plays
with her in my bedroom every Sunday. I give
her a bath every month because she gets dirty.
Zani eats one giant pellet!

1. How often does Billy change her water?
Every day / week / month.
2. How often does Billy clean her cage?
Every day / week / month.
3. How often does he feed her?
Every day / week / month.
4. How often does he give Zani a bath?
Every day / week / month.
5. How often does Billy's mum play with her?
Every day / week / month.

4. Look and write the questions.

1. How often do you clean Robert's cage?
2. How often do you brush Sara?
3. How often do you give Pablo a bath?
4. How often do you feed Jane?

Unit 2 Happy pets 127

Time to practise!

1. Look and write the questions.

How often do you...?	Eva	Ashley	Peter
go to the cinema	On Saturdays	On Wednesdays	On Mondays
visit grandparents	On Sundays	On Thursdays	On Fridays
go on a picnic	Every week	Every month	Never
go to the park	Every afternoon	On Saturdays and Sundays	Every afternoon

1. How often do Eva and Peter go to the park?
2. How often does Ashley go to the cinema?
3. How often does Peter go on a picnic?
4. How often does Eva visit his grandparents?
5. How often does Eva visit her grandparents?
6. How often does Ashley go to the park?

2. Complete the sentences about you and draw. Student's own answers

I always _____ Student's own drawing

I sometimes _____ Student's own drawing

I usually _____ Student's own drawing

Every day, I _____ Student's own drawing

Time to write

1. Look and write the words.

1. look house hen fish egg
2. gate right nose frog pig dog

2. Circle the words that rhyme.

3. Read and complete the rhymes.

1. On our street, there's a cute grey cat.
He's always cleaning his little nose.
2. Open our garden with the yellow gate.
There's a flower on it, and the number is eight.
3. My aunt has got a funny cat.
His best friend is an ugly fat rat.
4. My sister has got a very clever hen.
It reads books and writes with a pen.

4. Write your own rhyme and draw. Student's own answers

Student's own drawing

Unit 2 Happy pets 128

Activity Book

with answers



The lighthouse keepers' story

1 Read the first part of the story *Where's Fred?*

Read and underline the mistakes.

- Holly always talks about her pet hamster.
Holly always talks about her pet frog.
- The teacher asks Holly lots of questions.
The children ask Holly lots of questions.
- Holly feeds Fred every week.
Holly feeds Fred every day.
- Fred jumps out of the classroom and into the playground.
Fred jumps out of the classroom and into the kitchen.
- Holly and the teacher run after Fred.
Holly and the cook run after Fred.

Write the correct sentences.

Draw Fred in another place in the school. Answers will vary



Describe your picture.

20 Pages 101 Unit 2



2 Read the whole story *Where's Fred?*

Answer the questions.

- How does Holly feel about Fred?
Holly loves Fred very much.
- Do the children want to learn about Fred?
Yes, they do.
- Where does Fred go in the school?
He goes to the kitchen, the gym and the headteacher's office.
- Why is Holly afraid?
She thinks Fred is in trouble.
- What does the headteacher think of Fred?
She loves Fred.

Read and complete.

- It's green and it jumps around. It's a frog.
- Holly takes her frog to school.
- Fred jumps into the gym.
- He wears a white hat. He's a hamster.
- After the kitchen, Fred goes to the headteacher's office.
- Finally, Fred goes into the headteacher's office.
- It's a bird that sometimes talks. It's a parrot.
- It plays on a wheel. It's a hamster.



Find and circle the answers.



Unit 2 Pages 101 102



Time to check

Complete and correct.

Model answer

Our School

- How often do you read a book? Every day.
- How often do you have homework? Every day.
- How often do you paint pictures? Every week.
- How often do you play games? Every month.

- Write about your English lessons with *always, usually, sometimes and never*.
1. We usually play games. 4. We sometimes write in our notebooks.
2. We never read stories. 3. We always put up our hands to speak.
3. We always use a computer. 6. We sometimes put stickers into our books.

Check what you know!

Model answer

- It put jobs. always, usually, sometimes, never
It put accessories. never
Don't forget to feed the fish. Look, he always feeds his fish.
Remember to give the dog a bath. How often do you do your homework?
Every day.
How often do you go to the cinema?
Every month.

20 Pages 101 Unit 2



My project

Make pet riddle cards.

1 Cut a big sheet of card into four pieces.

2 Draw a pet on each card.

3 Turn each card over and write a riddle about the pet.

4 Read your riddle to a friend. He/she guesses the pet.

What am I?
I have four legs and I can run very fast.
I like to eat grass.
I am a horse.

What am I?
I have a long tail and I can jump very high.
I like to eat carrots.
I am a rabbit.

What am I?
I have a long neck and I can swim.
I like to eat fish.
I am a giraffe.

Unit 2 Pages 101 102

125

Activity Book

with answers

Unit 3

Time to practise!

1. Decode the sentences.

A	B	C	D
peanuts	apple	There's	a little
lots of	a few	are	brackets
		cheese	There

1. There are a few brackets.  False
2. There's a few apples.  True
3. There's a little water.  False
4. There are lots of peanuts.  True
5. There are lots of cheese.  False

2. Read and write True or False.

3. Look and complete the dialogue.

How many eggs are there?
A few.

How much honey?
A little.

How much milk?
A little.

How many pieces?
A few.



School project Unit 3

Time to write

1. Classify the words.

Common nouns: notebook, tablecloth, cricket, pencil, peach

Proper nouns: July, Christmas, Spain, Tuesday, Daniel

Other words: pencil, Spain, notebook, Tuesday, Daniel, cricket, peach

2. Write the missing letters.

Hello. My name's Olivia. I'm from Argentina.
My favourite holiday is Halloween. It is on 31st October. I have a party with my friends. I wear costumes and we play games. Then, we go trick-or-treating. We get lots of sweets.

3. Write about your favourite holiday.

Look! These questions can help you:
What is the name of the holiday?
When do you celebrate it?
Who do you celebrate with?
What do you eat?
What do you do?

My favourite holiday is:
Answers will vary

Unit 3 School project

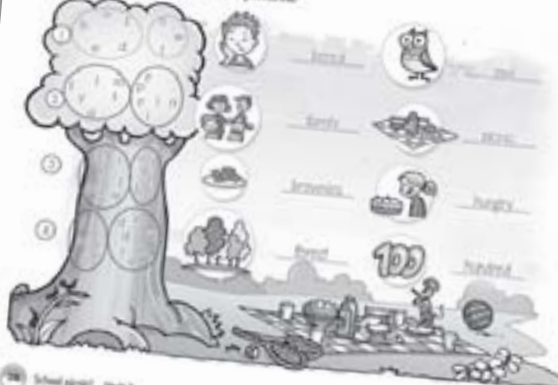
The lighthouse keepers' story

1. Read the first part of the story *Hide and seek*.

2. Read and underline.

1. It's snowy / windy / sunny day.
2. The Morris family are having breakfast / a picnic / dinner.
3. Bill and Barry play football / hide and seek / hugos.
4. Barry hides and Bill counts to ten / fifty / one hundred.
5. Bill finds a rabbit / a rabbit / a frog on the ground in the forest.
6. Bill runs to find Barry / have a knowise / not find.

3. Circle the words and label the pictures.



Words to label: happy, hungry, scared, lost, found, hugos, one hundred, ten, five, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

School project Unit 3

1. Read the whole story *Hide and seek*.

2. Decode the text.

The Morris family goes to a park to have a picnic.

The children, Bill and Barry, are hungry and thirsty. They decide to play hide and seek. Bill finds an owl. It can't fly. Bill tells Mum and Dad about the owl. Mum calls the vet. The vet comes and puts a bandage on the owl's wing. The owl is fine. Finally, the family all have a happy picnic.

3. Read and write the characters.

Characters: Bill, Barry, Mum, Dad, The owl, The vet

1. She prepares a salad. She calls Animal Rescue.
2. He looks at the owl and puts a bandage on its wing.
3. She's playing in the forest and she finds the owl.
4. He hides in the forest. He doesn't see the owl.
5. It's hurt. It can't fly.
6. He sleeps under a tree. He finds Barry in the forest.

Unit 3 School project

Unit 3

Activity Book

with answers

Time to check

Find and colour.

Write sentences.

1. There's a little milk.
2. There are lots of bananas.
3. There are lots of apples.
4. There's lots of lemonade.
5. There's a little cheese.
6. There are lots of biscuits.

Check what you know!

7. You're related to preparing a picnic. 10 picnic words.

Would you like a sandwich?

Yes, please.

Would you like some lemonade?

No, thank you.

Model answer

There's a little juice and a little cake. There are a few peaches and a few grapes. There are lots of biscuits. There's lots of juice and lots of water.

How many peaches are there? Two.

How much juice is there? A little.

Unit 3 School project Unit 3

My project

Design a menu.

1. Find pictures of your favourite foods in a magazine.
2. Cut them out.
3. Write your restaurant's name on a sheet of card.
4. Decorate it with drawings and glitter.
5. Stick your pictures onto the menu and label the foods.
6. Role-play a restaurant dialogue with a friend.

What would you like for dinner?

Unit 3 School project Unit 3

Unit 4

Unit 4

Draw the paths and unscramble.

Look and complete the sentences.

1. Let's start! Roll the die!
2. Ready or not, here I come!
3. It's your turn.
4. Stop, you're it!

Unit 4 Let's play! Unit 4

Look and underline.

1. Throw the rock. / Throw the rock. / Throw the ball.
2. Catch the ball. / Hit the marble. / Pull the rope.
3. Hit the marble. / Touch a person. / Hide in a good place.
4. Throw the rock. / Hit the marble. / Pull the rope.

Colour the phrases.

1. Hide in a good place.
2. Throw the rock.
3. Hit the marble.
4. Pull the rope.
5. Catch the ball.

Match.

Unit 4 Let's play! Unit 4

Activity Book

with answers

Unit 4

Don't peek!

1. Look and match.



He the picture with a stick.
Give some sweets to your friends.
Hang the picture from a tree.

Catch the sweets.
Sing a song.
Don't eat all the sweets.

2. Look and write.



Unit 4 Let's play 128

3. Circle the correct option.



- What are Blanca doing? She's eating ice cream.
- What is Anna and Ben doing? They're listening to music.
- What are Mark doing? He's sleeping.
- What are Emma and Ruth doing? They're swimming.
- What are Jessica doing? She's running.
- What are Daniel doing? He's reading.

4. Look and answer the questions.

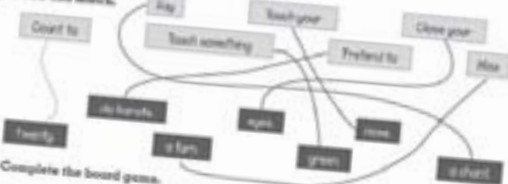
5. Write sentences.

- Josh / eat / a sandwich. Josh is eating a sandwich.
- Todd and Karen / fly / a kite. Todd and Karen are flying a kite.
- Joe and Pete / play / tag. Joe and Pete are playing tag.
- Amy / play / the guitar. Amy is playing the guitar.
- Julie / draw / a picture. Julie is drawing a picture.

Unit 4 Let's play 129

Time to practise!

1. Read and match.



2. Complete the board game.



Unit 4 Let's play 130

Time to write

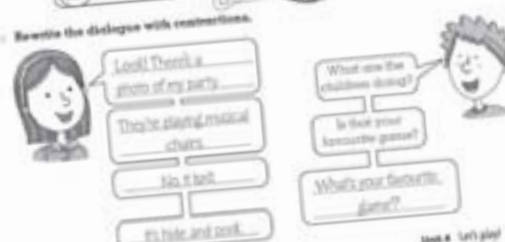
1. Complete the sentences.

- This is Jon. He's my friend.
- Sara loves like hot dogs.
- Katy and Cara are sisters.
- Look! There's Max, my cat.

2. Read and circle the words for contractions.



3. Rewrite the dialogues with contractions.



Unit 4 Let's play 131

Unit 4

Activity Book with answers

The lighthouse keepers' story

1. Read the first part of the story Sports day.

Read and circle True or False.



1. It's Sports day at the Bilingual School.
2. The first event is the obstacle course.
3. Children from the red team cheat.
4. Lynne Lane uses a mirror to cheat.
5. The second event is the three-legged race.
6. Mr. Brown is talking to a teacher.

True False
True False
True False
True False
True False
True False

Answer the questions.

1. What are the two teams? The red team and the blue team.
2. How do the students feel about Sports day? They like it.
3. Who does something bad in the three-legged race? Matt Rogers.
4. What does he do? He makes the children from the red team fall down.
5. Who wins the three-legged race? The blue team.
6. How does the red team feel? The red team isn't happy.
7. Who wins the obstacle course? The red team and the blue team.

Unit 4 Let's play! Book 4

2. Read the whole story Sports day.

Read and colour the T-shirts red or blue.

1 They won the sack race.



1 John Jordan is on the team.



2 They put spiders in the other team's socks.



2 They got two points in the football match.



3 They won the leg of wax.



3 Lynne Lane is on the team.



Find and circle the words.



Complete the words.

SACK MIRROR SPIDER TEAM

Unit 4 Let's play! Book 4

Time to check

1. Complete the questions.



What is he doing?
He's drinking orange juice.



What are they doing?
They're hugging the hero.



What is she doing?
She's catching the ball.



What are they doing?
They're eating biscuits.



What are they doing?
They're doing their homework.



What are they doing?
They're pulling the rope.

Write the answers.

Check what you know!

Model answer

7 games
7 collocations
related to games

Touch the bowl
Don't peek!

Yes, you're at
the point team.
That's the deal.
Really or not,
then I come!

What are they doing?
They're playing a board game.
What's she doing?
She's playing hopscotch.

Unit 4 Let's play! Book 4

My project

Make a memory game.

1 Use a ruler to draw 24 squares on a sheet of card.



3 Write questions on ten cards and write the answers on the other cards.

How many legs are there in a spider?
There are 8 legs.

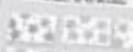
2 Cut the squares out.



4 Draw a design on the back of the cards.



5 Play a memory game with a friend.



Unit 4 Let's play! Book 4

Activity Book

with answers

Unit 5

Unit 5

1 Read and colour.

1-grey 2-white 3-yellow 4-purple
5-orange 6-green 7-brown 8-blue



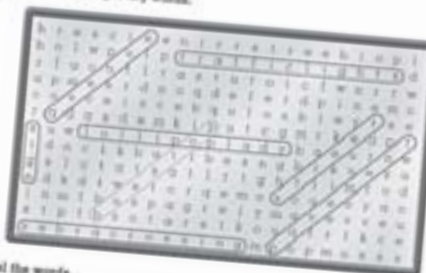
2 Label the pictures.

3 Answer the questions. Student's own answers

1. What's your name?
2. What's your address?
3. What's your phone number?

Unit 5 On the go! 130

1 Find and circle eight city words.



2 Label the words.



Unit 5 On the go! 131

I go to school by car

1 Write sentences.



We all use different kinds of transport.



1. he / library / underground
He goes to the library on the underground.
Mike
2. she / park / car
She goes to the park by car.
Milly

3. she / beach / bike
She goes to the beach by bike.
Mary
4. he / football club / bus
He goes to the football club by bus.
Martin

2 Look and write the children's names.

3 Decode the questions.

1. How does she go to the city?
By underground.
2. How does he go to the beach?
By bike.
3. How does she go to the supermarket?
By car.

4 Look and answer.

Unit 5 On the go! 132

1 Unscramble the phrases.

1. long - two - trains - black
two long black trains
2. small - five - blue - small
five small blue machines
3. red - planes - small - three
three small red planes
4. yellow - teddy bear - big - one
one big yellow teddy bear
5. short - snakes - two - green
two short green snakes
6. long - brown - three - dogs
three long brown dogs



2 Read and colour.

3 Colour the pictures.



4 Look and complete. Answers will vary

1. There's one small grey train.
2. There are two blue ships.
3. There are three yellow helicopters.
4. There are four brown cars.
5. There's one long brown underground.

Unit 5 On the go! 133

Time to check

1 Underline and correct the mistakes.

1 Martina goes to school by bike. car

2 Leo goes to the park on foot. shopping centre

3 Lucy goes to the mountains by hot air balloon. helicopter

4 Dan goes to the cinema by car bike

Write the questions.

- How does Martina go to school?
- How does Leo go to the shopping centre?
- How does Lucy go to the mountains?
- How does Dan go to the cinema?

Check what you know!

8 transport words
8 street words

What's your address?
No 30 Green Street

What's your phone number?
01543 9803

Model answer

How do you go to school?
By bus.

How does he go to school?
On foot.

three big white ships
motor car motor train

My project

Make a ship. 1 2 3 4 5 6

- 1 Copy a square milk carton and a smaller juice carton with paper.
- 2 Paint them with two different colours.
- 3 Stick the smaller carton on top of the bigger one.
- 4 Make two sails with string and paper.
- 5 Attach the sails to the boat with modelling clay.
- 6 Decorate the ship with drawings and glitter.

Unit 5 On the go 87

Unit 6

1 Complete the words.

RECYCLING

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

2 Count and write the numbers.

3 Look and write.

What's it made of?

1 2 3 4

It's made of glass. It's made of plastic. It's made of glass. It's made of paper.

4 Complete the pictures and colour.

Unit 6 On the go 88

Be green!

1 Look and complete.

keep reuse reduce give or recycle

- 1 Don't throw away cartons.
- 2 Unplug the computer when you finish using it.
- 3 Don't use plastic bags and reuse them later.
- 4 Don't plug in the TV when it isn't necessary.

2 Read and colour.

reduce → yellow reuse → blue recycle → green

I put plastic bottles in the recycling bin.

I use paper with green sides.

I put newspapers in the recycling bin.

I turn off the water when I brush my teeth.

I turn the TV off right.

I reuse plastic bags and use them again.

Unit 6 On the go 89

Unit 6

Activity Book with answers



We're recycling today!

1. Circle the correct form of the verb.



1. We usually are going to school by car, but today we are walking.
2. We sometimes watch TV after school, but today we are watching.
3. We usually are throwing away paper, but today we are keeping it.

2. Look and complete about Earth Day.

1. stay at home / collect waste



We usually stay at home when it rains, but today we are collecting waste for our bathroom.

2. not go to park / plant trees



They usually don't go to the park on Saturdays, but today they are planting trees.

Unit 6 Earth Day

3. Read and match.

He always turns away cartons, but today he's putting them in the recycling bin.

He usually doesn't turn off the water when he washes his hands, but today he's turning it off.

He sometimes forgets to close the fridge door, but today he's closing it.

She never unplugs the computer at night, but today she's unplugging it.



4. Colour the correct words.

never	always	sometimes	and
She <u>never</u> walks her dog, but now she's <u>always</u> walking it.			
Now	Now	on Saturdays	
Student's own drawing	Student's own drawing	on Saturdays	
Don't	Don't	Don't	Don't

Write and draw.

Unit 6 Earth Day

Time to practise!

1. Look and complete.

	in the morning	clothes	snack	in the afternoon
usually				
today				



This is how he's on today!

1. go
In the morning, Kevin usually goes to school, but today he's going to the beach.
2. wear
He usually wears a jacket, but today he's wearing a T-shirt and shorts.
3. play
In the afternoon, Kevin usually plays computer games, but today he's playing football.
4. have
Kevin usually has an apple for a snack, but today he's having ice cream.

2. Draw about you.

	in the morning	clothes	snack	in the afternoon
sometimes				
today				

Unit 6 Earth Day

Time to write

1. Draw the paths and write.



1. Ride your bike.
2. Walk to the shop.
3. Don't throw away newspapers.
4. Reuse plastic bags and boxes.
5. Recycle paper and glass.
6. Turn off the water.

2. Look and mark L/ or R.



Write Do's and Don'ts for the park.

- | | |
|----------------------|------------------------------------|
| Do's | Don'ts |
| Recycle the cartons. | Don't waste water. |
| Ride a bike. | Don't spit on the walls. |
| Respect the animals. | Don't throw rubbish on the ground. |

Unit 6 Earth Day

Activity Book

with answers



The lighthouse keepers' story

1. Read the first part of the story *Making a change*.



- Where do Ruth and Toby live? *In the city.*
- What do they always play? *Basketball.*
- Why are they alone? *Other children don't like going to the playground.*
- What do they decide to do? *Close up the playground.*
- How many children come to help? *Three children come to help.*
- What do the big boys do? *They start throwing rubbish at them.*

2. Decode and match.

A=1	B=2	C=3	D=4	E=5	G=7	H=8	I=9	L=11
N=14	O=15	P=16	R=18	S=19	T=20	U=21	V=22	Y=23

18-18-1-20-7-18-15-21-14-4 20-25-18-5 12-1-21-7-8-9-14-7

playground bus lighthouse

18-21-2-2-9-19-8 16-15-19-20-5-18 8-15-16-19-3-15-20-3-8

rubbish answer lighthouse

Unit 6 Earth Day

2. Read the whole story *Making a change*.

Read and complete the words.

- Ruth and T. B. J. always go to the playground to play *happily*.
- Some big boys come to *play* and laughing.
- The big boys want to *close* the playground.
- The children water the *grass* and plant some new *trees*.
- They eat *ice cream* and drink *juice*.
- They put the plastic *bags* and *cans* in the recycling bin.

Read and draw.



Hi! My name's Vicky. In my ideal playground, there are lots of trees and swings. We play football, basketball and tag. There's a big mural of the ocean.

Student's own drawing

Draw and write about your ideal playground. Answers will vary.



Unit 6 Earth Day



Time to check

1. Decode the text.

This is Rick and today it's *Christmas* Day. In the mornings, Rick usually gets up at *7* o'clock, but today he's getting up at *9* o'clock to open his presents. He usually goes to school in the mornings, but today he's *staying* at home with his new toys. There's a new *bike* and a book about *dinosaurs*. In the afternoon, he usually *does his homework*, but today he's playing a *board game* with his sister and his *grandpa*. He usually has an *apple* for a snack, but today he's having *mince pies*. Merry Christmas, Rick!

Check what you know!

10 recycling words
9 earth-friendly actions

What's a made cell?
Is it made of glass or plastic?

It's made of plastic.

We usually throw away paper, but today we're reusing it. They never turn off the water, but today they're turning it off.

She usually goes to work by car, but now she's riding a bike. He always throws away glass and paper, but now he's recycling them.

Model answer

Unit 6 Earth Day



My project

Make a litter-free jar.

- Make layers in a large, clean jar with 100 g of flour, 100 g of brown sugar, a teaspoon of baking powder and a pinch of salt. You can also add some chocolate chips or sweets.
- Put the lid on the jar.
- Write "Litter-free jar" on a piece of white paper and cut it out.
- Stick it onto the jar.
- Write the rest of the recipe on a sheet of paper and stick it onto the jar.
- Tie a ribbon around the jar and give it to a friend.

Unit 6 Earth Day

Activity Book
with answers



⑦



- Colour the characters.

What's your favourite book?

What's it about?

Student's own drawing

Draw a cover for your favourite book.

5.4 on the back left. Slide 7

3 Circle the book that doesn't belong.



Write types of books.

4. Complete and write titles.

1. A book that's got lots of poems
is a poetry book.

Partnership Program

3. Use as cookbook
to find a recipe.
100 Favorite Cakes

2. You can find the meaning of a word in a dictionary.

Source: English Word Finder

4. There are many maps in
an atlas.
- Map of the World*

Visit www.pearsoned.com

There weren't any robots

8. Look and colour the correct sentences.

FINN WAS IN THE BOOKSHOP YESTERDAY...



Look and complete.

- look and complete.
- | | |
|---|---|
| 1. There <u>was</u> <u>one</u> _____ office. | 5. There <u>was</u> <u>one</u> _____ adventure stories. |
| 2. There <u>were</u> <u>no</u> _____ mystery books. | 6. There <u>were</u> <u>no</u> _____ poetry book. |
| 3. There <u>were</u> <u>four</u> _____ cookbooks. | 7. There <u>was</u> <u>one</u> _____ scary story. |
| 4. There <u>were</u> <u>three</u> _____ dictionaries. | 8. There <u>was</u> <u>one</u> _____ |

2.6. as the book tells about P

3. Complete the questions.



1. Was there a ghost? Yes, there was. No, there wasn't.
2. Were there any pirates? Yes, there were. No, there weren't.
3. Were there any witches? Yes, there were. No, there weren't.
4. Was there a wizard? Yes, there was. No, there wasn't.
5. Was there a superhero? Yes, there was. No, there wasn't.
- look and underline the answers.**

- **Look and underline the answer.**

3. Find and circle the questions.



Write and answer the questions.

- | | |
|-------------------------------|---------------------|
| 1. Were there any witches? | Yes, there weren't. |
| 2. Was there a dragon? | Yes, there was. |
| 3. Were there any joke books? | Yes, there were. |
| 4. Was there a fairy? | No, there wasn't. |
| 5. Were there any cookbooks? | No, there weren't. |

DOI: 10.1002/for

 **Time to practise!**

Complete and write the letters.



1. The three little pigs
There was a pig in his house.
There was a wolf blowing down the house.
There were any cats.

8. Little Red Riding Hood
There was a girl and a wolf
in the forest. There was
a basket. There were sandwiches for
Granny in the basket.

Write the names of the stories.

as the book tells us: 7

 Time to write

4. Decode the character profile.




2. Complete about a story character.
Answers will vary.

Name _____
Physical appearance _____
Clothes _____
Favourite things _____
Favourite activities _____

Encode the character profile using pictures.

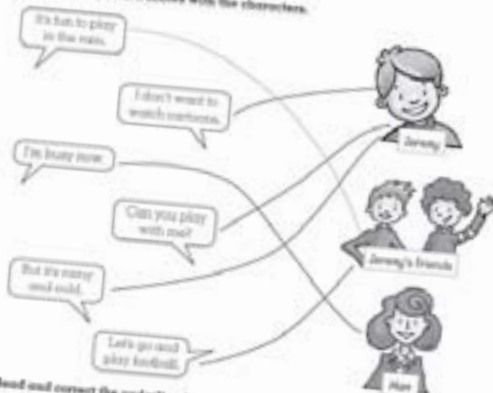
Student's own drawing



The lighthouse keepers' story

8. Read the first part of the story focusing on the discovery.

Match the speech bubbles with the characters.



Read and correct the underlined words.

1. Jeremy and his cousins go to the park. friends
2. The boys play basketball. football
3. Jeremy's mum gives him some lemonade. soup
4. Jeremy's bored. He doesn't want to watch films. cartoons
5. Jeremy plays board games. computer
6. Mum can't play: she's tired. hair

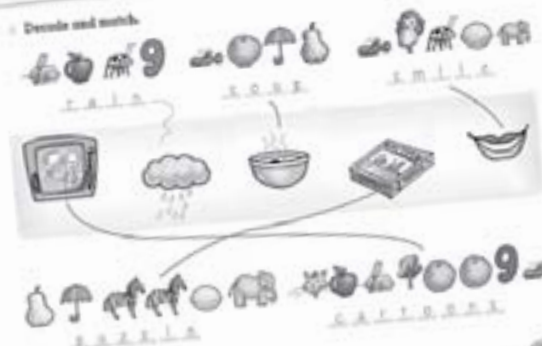
At the book fair, since 2

2. Read the whole story *Jeremy's discovery*.

Complete the test.

One day, Jeremy plays football in the park with his friends. The next day, he's got a bad cold and can't go to school. At home, Jeremy watches TV and plays computer games. Then, he puts together a puzzle, but there's a missing piece. He looks under the bed and finds a beautiful book about the Incas in Peru. Jeremy loves the book. He doesn't want to play a game with his man anymore.

Describe and motivate



Open T. At the bank full

Unit 7

Activity Book with answers

Time to check

Write and answer the questions. Model answer

School 50 years ago...

1. Was there a teacher? Yes, there was.
2. Were there any computers? No, there weren't.
3. Was there a pencil? Yes, there was.
4. Was there a TV? No, there wasn't.
5. Was there a fish? Yes, there was.

Write two more questions about the picture. Model answer

1. Was there a book? Yes, there was.
2. Was there a notebook? Yes, there was.

Check what you know!

Model answer

9 characters
8 types of books

There was a storyteller.
There weren't any jokes.
There were some joke books.
There weren't any mystery books.

What's your favourite book?
It's Dr. Doolittle.
What's it about?
It's about a cat.
He can talk to animals.

Was there a witch in the film?
Yes, there was. / No, there wasn't.
Were there any wizards?
Yes, there were. / No, there weren't.

At the book fair Unit 7

My project

Make a story character puppet.

- 1 Draw the face of your character on a piece of card and cut it out.
- 2 Stick it onto a wooden stick.
- 3 Stick on some wool for the hair.
- 4 Make a hat out of a piece of cardboard and colour it black. Stick it onto the puppet's head.
- 5 Make a dress or cape with a piece of fabric and put it on the puppet with an elastic band.
- 6 Use pipe cleaners for the arms and the feet.

Unit 7 At the book fair 177

Unit 8

Unit 8

Disassemble the names of the places.

factory, amusement, zoo, art gallery, restaurant, hotel, theme park, museum, botanical garden, aquarium, park, theatre, cinema, library, shopping centre.

Draw the paths and circle.

Where do you want to go?

1. Let's go to the library.

2. Let's go to the theme park.

3. Let's go to the shopping centre.

At the book fair Unit 8

Colour and write the expressions.

- 1 get on a bus
- 2 read information
- 3 get off a bus
- 4 give me my ticket
- 5 buy a newspaper
- 6 listen to the guide
- 7 take photos
- 8 draw a picture
- 9 buy a souvenir
- 10 take notes
- 11 take photos
- 12 get on a bus

Number the pictures.

Look and mark ✓/✗.

Unit 8 School trip 178

Activity Book

with answers

Unit 8

We went to the planetarium

1. Decode the letters.

Dear Dany,

Yesterday we visited the planetarium. In the morning, we learned to the guide. He was very interesting. Then, we watched the orbits. There were 10! Next, we looked at a programme about sharks. In the afternoon, we took pictures of an octopus and a starfish. Finally, we watched the dolphin show. A big dolphin jumped out of the water. It was great! I love the planetarium.

Adrian

2. Decode the sentences.

	apple		moon		star		planet
	egg		watermelon		crescent		planet
	cherry		star		planet		planet

- Yesterday our class went on a trip.
- We visited a botanical garden.
- We saw many beautiful flowers and different tropical plants.
- We saw many beautiful flowers and different tropical plants.
- Then, we took photos and made notes.
- Then, we visited the planetarium and learned about the universe.

School Day Unit 8

3. Colour the corresponding words from the same colour.



4. Read and circle.

Yesterday we went to the beach with our teacher. First, we took pictures of the ships. Then, we took photos of the birds. At 2 o'clock, we had lunch. In the afternoon, we looked at sandcastles. Then, we now bought a big starfish. It was red and it now went five arms. Finally, we went to the shop and made some souvenirs.

5. Read again and number the pictures.



Unit 8 School Day

Time to practise!

1. Look and complete.



- Kyle learned to the guide.
- Pony took photos.
- Graham asked a question.
- Frankie showed a picture.
- James bought a souvenir.
- Daren watched a programme.

2. Read and circle the correct option.

- We have to visit the planetarium.
a) red planet b) doctor
- We usually go there by bus.
a) by train b) by submarine
- We like to ask lots of questions about the universe.
a) to take pictures b) but play games
- The planetarium is very interesting.
a) lots of fun b) dirty places
- You can see the moon in the sky.
a) around the city b) in the sea

School Day Unit 8

Time to write

1. Circle the mistakes.

capital letter spelling missing word full stop



- Yesterday my class went on a school trip. capital letter missing word
- We visited the museum of Natural History. spelling capital letter
- We visited the dinosaur exhibition. spelling missing word
- We saw a huge dinosaur. capital letter missing word
- The one in museum could. capital letter full stop
- School trips are fun. capital letter full stop

2. Identify the mistakes.

3. Write about a pretend visit to a museum.

Look! These questions can help you.

What reason did you visit?
Who did you go with?
When did you go?
What did you see?
What did you do?

Answers will vary

4. Draw a picture.

Student's own drawing

Unit 8 School Day

Unit 8

Activity Book with answers

The lighthouse keepers' story

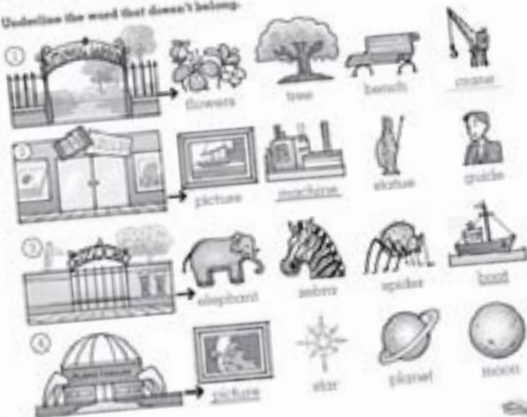
1 Read the first part of the story & visit to the port.

Circle True or False.

- The teacher's name is Mr. Anderson.
- Julia's dad works at the port.
- The children can go far from the teacher.
- A big box falls from the crane.
- The cargo comes from different countries.

True False
True False
True False
True False
True False

Underline the word that doesn't belong.



School trip Unit 8

2 Read the whole story & visit to the port.

Match.

- There are lots of boats
- You can explore
- Maybe there's something
- The girls run
- These necklaces

important in it.
past the ships
in the port.
are very expensive
but don't go far



Rewrite the summary in order.

- Julia's class visits the port.
- Julia says her dad works there.
- Dad is proud of the girls.
- They find a necklace.
- Julia's class visits the port.
- Julia says her dad works there.
- Julia and her friend see a box fall.
- They decide to look for the box.
- The children explore.
- Julia shows the necklace to her dad.
- Dad is proud of the girls.

Unit 8 School trip 137

Time to check

Write about Rebecca's week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

- Rebecca took a photo of her cat on Thursday.
- She drew a picture of her house on Monday.
- She ate two ice cream cones on Saturday.
- She went to the aquarium on Tuesday.
- She played football on Wednesday.
- She listened to music on Friday.

Write about your week. Answers will vary.

-
-
-
-

Check what you know! Model answer

I school trip places
I wrote related to
school trip

Where do you
want to go?

Let's go to the
puppet theatre!

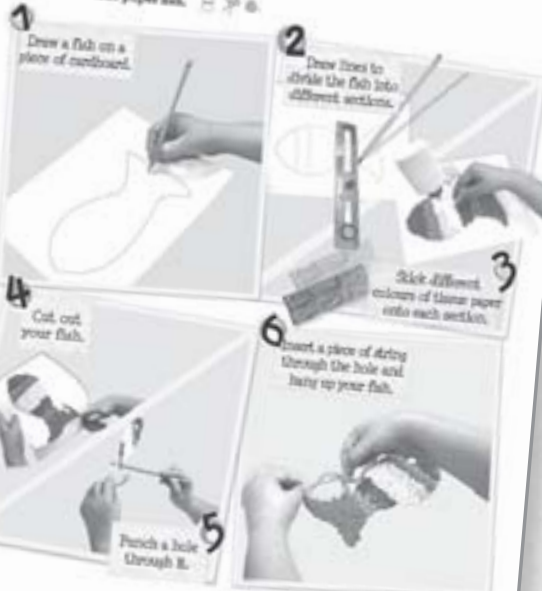
I listen - I listened
talk - I talked
like - I liked

We went to the cinema last
Friday.
I took a bus to the zoo.
They saw my friends this
morning.
It had a long neck.

82 School trip Unit 8

My project

Make a tissue paper fish.



Unit 8 School trip 137

Activity Book

with answers

Unit 9

Unit 9

1 Find and circle.

2 Read and colour.

3 Look and circle the correct option.

4 Unscramble and match.

1. yruod - a - skaid
study a fossil

2. duib - a - stes
hold a test

3. dgi - pu - breaco
dig up bones

4. san - mags
cut grass

5. nuth
hurt

6. resuere - a - mabo
measure a bone

1. yruod - a - skaid
study a fossil

2. duib - a - stes
hold a test

3. dgi - pu - breaco
dig up bones

4. san - mags
cut grass

5. nuth
hurt

6. resuere - a - mabo
measure a bone

Unit 9 Test words

Did they eat plants?

1 Read and colour the correct option.

The Apatorosaurus was the biggest of the dinosaurs. It was 21 metres long and 5 metres tall. It had a very long neck, but its head was very small. It was a herbivore, but it didn't eat grass. It ate leaves and other plants. It didn't hunt. Baby Apatorosaurus hatched from eggs, but the Apatorosaurus didn't build nests or live in a herd.

1. Did it have a big head? ☐ Yes, it did. ☐ No, it didn't.

2. Did it have a long neck? ☐ Yes, it did. ☐ No, it didn't.

3. Did it eat plants? ☐ Yes, it did. ☐ No, it didn't.

4. Did it build from eggs? ☐ Yes, it did. ☐ No, it didn't.

5. Did it build nests? ☐ Yes, it did. ☐ No, it didn't.

6. Did it live in a herd? ☐ Yes, it did. ☐ No, it didn't.

2 Write the questions.

1. It / eat grass. ☐ Yes, it did. ☐ No, it didn't.

2. It / long tail. ☐ Yes, it did. ☐ No, it didn't.

3. It / hunt. ☐ Yes, it did. ☐ No, it didn't.

4. It / live in a herd. ☐ Yes, it did. ☐ No, it didn't.

5. It / wings. ☐ Yes, it did. ☐ No, it didn't.

3 Draw the parts and answer.

Unit 9 Test words

Decode the text.

Walters, Cochitlan

Maria Aguilar-Martinez is a famous Mexican palaeontologist in Cochitlan, Mexico. She was in 1995, she found a new dinosaur when she saw some leading some children how to dig up bones. It was a dinosaur skeleton. It was a new species. It had a big crest on top of its head. It used the crest to sing to other dinosaurs. It lived 72 million years ago in the Cretaceous period. It ate plants.

4 Unscramble the questions and answer.

1. find - did - What - she
What did she find? A dinosaur skeleton.

2. she - Where - find - it - did
Where did she find it? In Cochitlan, Mexico.

3. live - it - When - did
When did it live? 72 million years ago.

4. did - What - it - eat
What did it eat? It ate plants.

5. do - it - did - What - its crest - with
What did it do with its crest? It sang to other dinosaurs.

Unit 9 Test words



Time to practise!

1 Complete the questions.

Verb	Body	Movement	Food	Home
Volocropus	80 teeth	1 leg	fruit	in the desert
Chomocropus	3 horns	2 legs	plants	in the forest

- Did the Volocropus eat on four legs? Yes, it did. No, it didn't.
- Did it have lots of teeth? Yes, it did. No, it didn't.
- Did it live in the forest? Yes, it did. No, it didn't.
- Did the Chomocropus eat meat? Yes, it did. No, it didn't.
- Did it have three horns? Yes, it did. No, it didn't.
- Did it eat plants? Yes, it did. No, it didn't.

2 Underline the answers.

3 Read the song and complete.

Tyrannocropus Rex was the king of dinosaurs. His tail was very long and his feet were very big with enormous claws. He had a great big head but his arms were really small. He had dirty sharp teeth.

Unit 9 Last words 100

Time to write

1 Read and label.

Nouns	Verbs	Adjectives
mouth, plants, tail	eat, have, live	strong, big, small
Adjectives	Verbs	Adjectives
strong, big, small	eat, have, live	strong, big, small

2 Look and complete the description.



Reference: Rex has got two heads and two long necks. It lives on a big volcano. It likes to eat strawberries and ice cream. It goes to the park every day. It wears four roller skates. It loves to play computer games.

3 Colour Reference Rex.

Unit 9 Last words 101

The lighthouse keepers' story

1 Read the first part of the story Happy's wish.

2 Read and underline the mistakes.

- Happy was very happy. He was a big boy.
- He wanted to be like a dinosaur. There were lots of plants to eat.
- He wanted to be like a T-Rex. There weren't lots of plants to eat.
- He wanted to live with tiny dinosaurs. He found the king of the dinosaurs.
- He didn't want to live with tiny dinosaurs. He found the king of the dinosaurs.

3 Rewrite the sentences correctly.

4 Decode the instruction.



5 Read and draw.

Student's own drawing

Unit 9 Last words 102

1 Read the whole story Happy's wish.

2 Solve the puzzle and complete the question.

- Happy and his mum lived in a land.
- The title of the story is "Happy's wish".
- Happy saw plants.
- Happy wanted to be big and strong.
- T-Rexes were the king of the dinosaurs.
- After lunch, Happy wanted to sleep.
- Happy's new brothers looked at him and laughed.
- Happy's new brothers are Toby and Terry.



What's your favourite land?

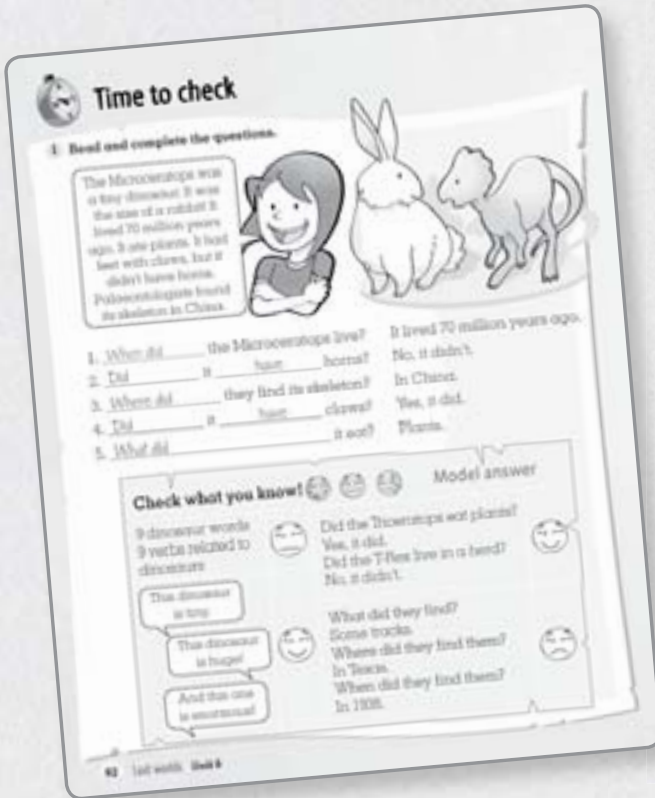
Answers will vary

3 Answer the question.

4 Match.

- Happy isn't strong.
- Happy's mum said a T-Rex.
- Happy wanted to eat and be strong.
- Happy didn't like didn't want to play.
- After lunch, the T-Rexes gave him a big hug.
- Happy's mum "You're a big boy now."

Unit 9 Last words 103



My spelling practice

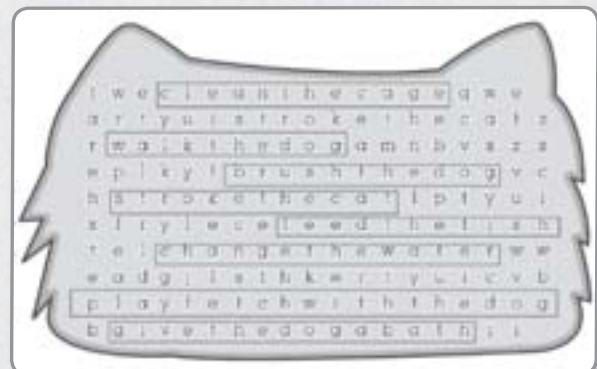
Unit 1 On a farm

Solve the crossword puzzle.

- | | |
|-------------|----------|
| 1. sheep | 6. duck |
| 2. donkey | 7. hen |
| 3. cockerel | 8. horse |
| 4. goat | 9. pig |
| 5. cow | |

Unit 2 Happy pets

Find and circle eight phrases.



My spelling practice

Activity Book with answers

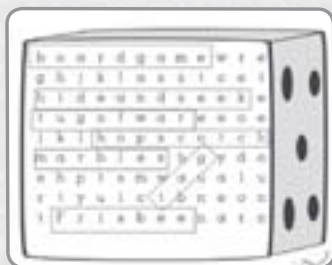
Unit 3 School picnic!

Solve the crossword puzzle.

- | | |
|-------------|---------------|
| 1. muffins | 6. flask |
| 2. basket | 7. pasta |
| 3. peaches | 8. grapes |
| 4. peanuts | 9. tablecloth |
| 5. cherries | 10. brownies |

Unit 4 Let's play!

Find and circle seven words.



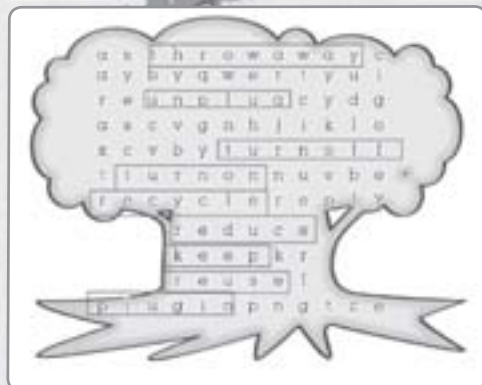
Unit 5 On the go!

Solve the crossword puzzle.

- | | |
|--------------|----------------|
| 1. submarine | 5. underground |
| 2. ship | 6. train |
| 3. boat | 7. helicopter |
| 4. lorry | |

Unit 6 Earth Day

Find and circle nine phrases.



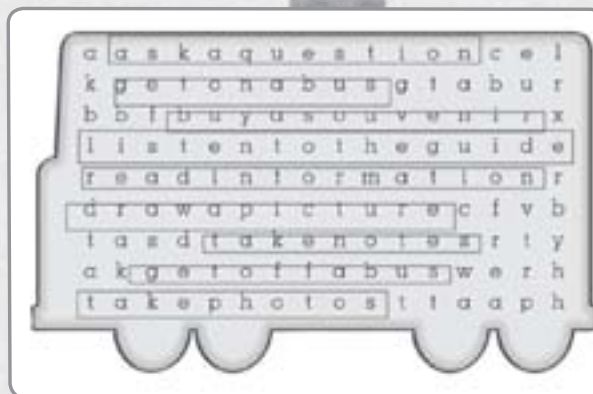
Unit 7 At the book fair

Solve the crossword puzzle.

- | | |
|----------------|--------------|
| 1. wizard | 6. witch |
| 2. storyteller | 7. spy |
| 3. ghost | 8. superhero |
| 4. fairy | 9. pirate |
| 5. dragon | |

Unit 8 School trip

Find and circle nine phrases.



Unit 9 Lost worlds

Solve the crossword puzzle.

- | |
|--------------------|
| 1. bone |
| 2. dinosaur |
| 3. fossil |
| 4. tail |
| 5. skeleton |
| 6. wing |
| 7. horn |
| 8. palaeontologist |

Track List

CD 1		
Unit	Track	Rubrics
1	1.1	Listen and stick.
	1.2	Listen and repeat.
	1.3	Listen and point.
	1.4	Listen and repeat.
	1.5	Sing a song.
	1.6	Listen and chant.
	1.7	Listen and complete.
	1.8	Listen to the first part of the story.
	1.9	Listen to the second part of the story.
	1.10	Listen and underline.
2	1.11	Listen and repeat.
	1.12	Listen and point.
	1.13	Listen and mark.
	1.14	Listen and underline the answers.
	1.15	Listen and chant.
	1.16	Sing a song.
	1.17	Listen and check.
	1.18	Listen to the first part of the story.
	1.19	Listen to the second part of the story.
	1.20	Listen and check.
	1.21	Listen and underline.
3	1.22	Listen and find the people.
	1.23	Listen and repeat.
	1.24	Listen and repeat.
	1.25	Sing a song.
	1.26	Listen and check.
	1.27	Listen and unscramble the questions.
	1.28	Listen and chant.
	1.29	Listen and circle the correct picture.
	1.30	Listen to the first part of the story.
	1.31	Listen to the second part of the story.
4	1.32	Listen and point.
	1.33	Listen and number the games.
	1.34	Listen and repeat.
	1.35	Listen and check.
	1.36	Listen and chant.
	1.37	Listen and complete.
	1.38	Listen and circle the correct picture.
	1.39	Listen to the first part of the story.
	1.40	Listen to the second part of the story.
	1.41	Listen and stick.
	1.42	Listen and write the name.
5	1.43	Listen and complete the chant.
	1.44	Listen and repeat.
	1.45	Listen and complete.
	1.46	Listen and repeat.
	1.47	Sing a song.
	1.48	Listen and circle the correct option.
	1.49	Listen and chant.
	1.50	Listen to the first part of the story.
	1.51	Listen to the second part of the story.
	1.52	Listen and repeat.
6	1.53	Listen and underline
	1.54	Listen and repeat.
	1.55	Listen and chant.
	1.56	Listen and complete
	1.57	Sing a song.
	1.58	Listen to the first part of the story.
	1.59	Listen to the second part of the story.
	1.60	Listen and complete.

CD 2		
Unit	Track	Rubrics
7	2.1	Listen and number.
	2.2	Listen and stick.
	2.3	Listen and repeat.
	2.4	Listen and repeat.
	2.5	Sing a song.
	2.6	Listen and chant
	2.7	Listen and mark.
	2.8	Listen and circle the correct option.
	2.9	Listen to the first part of the story.
	2.10	Listen to the second part of the story.
	2.11	Listen and stick.
8	2.12	Listen and repeat.
	2.13	Listen and number.
	2.14	Listen and repeat.
	2.15	Listen and write the times.
	2.16	Listen and chant.
	2.17	Sing a song.
	2.18	Listen to the first part of the story.
	2.19	Listen to the second part of the story.
	2.20	Listen and stick.
	2.21	Listen and check.
	2.22	Listen and repeat.
9	2.23	Listen and point.
	2.24	Listen and repeat.
	2.25	Listen and complete.
	2.26	Listen and chant.
	2.27	Sing a song.
	2.28	Listen to the first part of the story.
	2.29	Listen to the second part of the story.
	2.30	Listen and stick.
Diagnostic test	2.31	Sing a song.
	2.32	Sing the karaoke version.
	2.33	Listen and write the names of the clothes.
	2.34	Listen and complete the text.
Pictionary	2.35	Listen and mark.
	2.36	Unit 1. Farm animals.
	2.37	Unit 1. Farm.
	2.38	Unit 2. Pet jobs.
	2.39	Unit 2. Pet accessories.
	2.40	Unit 3. Verbs 1.
	2.41	Unit 3. Picnic.
	2.42	Unit 4. Games.
	2.43	Unit 4. Collocations 1.
	2.44	Unit 5. Transport.
	2.45	Unit 5. Street.
	2.46	Unit 6. Recycling.
	2.47	Unit 6. Verbs 2.
	2.48	Unit 7. Characters.
	2.49	Unit 7. Books.
	2.50	Unit 8. School trip.
	2.51	Unit 8. Collocations 2.
	2.52	Unit 9. Dinosaurs.
	2.53	Unit 9 Collocations 3.



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