

Contents

Introduction	5	UNIT 6 Many years ago...	99
Classroom language	12	Lesson 1 They lived many years ago	99
Map of the book	13	Lesson 2 Native Americans	101
UNIT 1 It's me	23	Lesson 3 On a dig	103
Lesson 1 Back at school	23	Lesson 4 Ancient Sparta	105
Lesson 2 A new pupil	26	Lesson 5 Meet the great	107
Lesson 3 Me and my class	29	Lesson 6 Time travel	108
Lesson 4 What do you collect?	31	Lesson 7 Progress page	110
Lesson 5 Hello on Music Radio	33	Lesson 8 Project: <i>Let's be archaeologists</i>	112
Lesson 6 I'm good at computers!	36	UNIT 7 Let's go to the theatre	113
Lesson 7 Progress page	38	Lesson 1 What's on?	113
Lesson 8 Project: <i>Kids' online magazines!</i>	40	Lesson 2 The bear that wasn't there	115
UNIT 2 School and daily routines	41	Lesson 3 A Robot Father	119
Lesson 1 My timetable	41	Lesson 4 Hywel and the Mermaid	122
Lesson 2 Things about my school	43	Lesson 5 A puppet show	124
Lesson 3 What's the time?	45	Lesson 6 How did you like it?	126
Lesson 4 Who does what	47	Lesson 7 Progress page	128
Lesson 5 Always, sometimes or never?	49	Lesson 8 Project: <i>Let's play at theatre</i>	130
Lesson 6 Let's work together	51	UNIT 8 Town and village	131
Lesson 7 Progress page	53	Lesson 1 Where do you live?	131
Lesson 8 Project: <i>We'd like to know</i>	54	Lesson 2 The London Eye	133
UNIT 3 My family	55	Lesson 3 Where dreams come true	136
Lesson 1 Family album	55	Lesson 4 Incredible buildings	138
Lesson 2 I look like my...	57	Lesson 5 Build it yourself	140
Lesson 3 My home is my castle	59	Lesson 6 Moscow	142
Lesson 4 Memories	61	Lesson 7 Progress page	143
Lesson 5 Family history	63	Lesson 8 Project: <i>A friendly place</i>	145
Lesson 6 Everyone has a story to tell	65	UNIT 9 Summer plans	146
Lesson 7 Progress page	67	Lesson 1 What's the weather like?	146
Lesson 8 Project: <i>My family website</i>	69	Lesson 2 Weather facts	148
UNIT 4 Yummy, yummy	70	Lesson 3 Making plans	150
Lesson 1 I love bananas!	70	Lesson 4 If the weather's fine...	152
Lesson 2 Have you got any bananas?	72	Lesson 5 I ♥ holidays	154
Lesson 3 A packet of crisps, please	74	Lesson 6 Where to go?	156
Lesson 4 The lost trolley	75	Lesson 7 Progress page	157
Lesson 5 Let's make a fruit salad	77	Lesson 8 Project: <i>Planning a holiday</i>	158
Lesson 6 Have you got a sweet tooth?	79	UNIT 10 My planet	159
Lesson 7 Progress page	81	Lesson 1 A strange planet	159
Lesson 8 Project: <i>A TV food show</i>	83	Lesson 2 Underground Land	161
UNIT 5 Animal life	84	Lesson 3 Tell me about yourself	164
Lesson 1 Mini beasts	84	Lesson 4 Follow the map	166
Lesson 2 Smart creatures	87	Lesson 5 The manuscript hunt	168
Lesson 3 Perfect parents	89	Lesson 6 The mystery of Underground Land	170
Lesson 4 Wild visitors	90	Lesson 7 Board game: Summerland	172
Lesson 5 When I was little...	92	Lesson 8 Project: <i>My favourites</i>	173
Lesson 6 Big and beautiful	94	Sample tests	174
Lesson 7 Progress page	96	Photocopiable materials	188
Lesson 8 Project: <i>Animals and us</i>	98	Glossary of methodological terms	204

Lesson 1 Back at school

Communication objectives

Pp will be able

- to greet each other after a long absence

Educational objective

Pp will

- develop strategies for finding information in the textbook
- develop dictionary skills
- learn about the beginning of the school year in different countries and the flags of the countries

Skills development

Pp will practise

- greeting each other after a long absence
- speaking about the textbook and its structure
- reading for specific information

Vocabulary

New

Active: back at school, crayon, dictionary, extra (pen), glasses, surname

Revision: names of classroom objects

Structures

New: *It's nice to see you. That's cool. Welcome back.*

Revision: *Would you like..., How do you spell it? What's this?*

Positive and negative imperatives, personal questions

Phonetic script

[] [']

[b] [p] [g] [k] [s] [l] [r] [d]

Warm-up

Greet the class. If the class is new to you, introduce yourself. Say *I'm your new English teacher. I'm + your name. And you?* To finish introductions say, *It's nice to meet you all.* Elicit / Explain to Pp the meaning of what you have just said.

If you already know the class, say, *Welcome back* and elicit / explain the meaning of this greeting.

- c) Practise saying the phrases from the conversation (*Hello; How are you? Would you like to sit with me?*).
- d) Ask Pp to stand opposite each other in the aisles with a desk between them. Tell them to act out the conversation and sit down.

Suggestion:

You might want to rotate the pairs a few times acting out the conversation.

1a Individual, class. To introduce the characters (Max and Jane).

- a) Ask Pp to look at the pictures of the children in their books. Tell Pp that these two children together with some others will help them to learn English. Say, *Let's listen to them. What are their names?*
- b) Play the recording and elicit the names by asking the questions, *What's the girl's name? What's the boy's name?* and ask Pp to say the children's names / write them in their exercise books.

1b To introduce the other characters of the book. To revise the names of the countries.

Ask Pp to look at the picture. Explain that these children are Jane and Max's friends. Draw Pp attention to the badges with the flags on them. Elicit the names of the countries. Tell Pp that in many countries school year begins in September. Ask Pp to read Jane and Max's e-mail and answer the question.

Script

Jane: Hello, Max.
 Max: Hello, Jane.
 Jane: How are you?
 Max: I'm fine. And you?
 Jane: Good.
 Max: Would you like to sit with me?
 Jane: OK. Thanks.

Answer key

Aigul is from Russia.
 Anya is from Russia.
 Katherine is from Germany.
 Sarah is from New Zealand.

1c Class, pairs. To create a friendly atmosphere and promote enjoyable learning.

- Ask Pp to read the text of the song silently and elicit / explain the meaning of *It's nice to see you, We're back again, It's so cool.*
- Play the recording. Pp listen and follow and practise saying the text. Clap your hands to beat the rhythm.
- Sing the song once or twice. Tell Pp to close their books and try to say the text of the song to their partner.

Script

Jane and Max: One, two
Nice to see you.
It's really nice to see you.

One, two,
One, two, three
Would you like to sit with me?

Look, look
Here's my book
This is my new English book.

We're back again
We're back again
We're back again at school
It's so cool!

2a Individual, class. To get Pp familiar with the book.

- Open page 82 and say, *This is page 82. Page 82 is very interesting. It's about history. I love history.*
- Ask Pp to look through their new English textbook, find a page that they like and describe it following the example in the book.

2b Class, individual. To get Pp to know how the textbook is structured and organised.

- Tell Pp that the librarian is adding the information about their new English textbook to the computer database. Ask them to help him / her, i.e. look through the book and find the information to fill in each line.

Suggestion:

In a strong class you might want to divide the class into groups and set up this activity as a competition. Congratulate the quickest group on being the first to complete the file.

- Go through the file item by item and elicit what Pp have written on each line. Make sure that they have filled it in correctly, explain as necessary.
- Tell Pp that you are going to test them on how well they know their new textbook. Ask:
 - What is the name of the book?*
 - How many units are there in the book?*

- How many lessons are there in each unit?*
- What is Lesson 7 in each unit?*
- What is Lesson 8 in each unit?*
- Which unit is about animals?*
- Where are the grammar rules?*
- Where can you find the new words?*
- Where can you find information about English sounds? Etc.*

Test two or three Pp and give a good mark to a P whose answers are the best.

3 Class. To revise the ABC and the names of some school things.

- Revise the ABC either by singing one of the ABC songs your Pp know or write the text of the song below on the blackboard. Elicit the letters from Pp, then sing the song on the CD.

Script

ABCDEFGH
HIJ
KLMNOP
QRS and TUV
W and XYZ
This is the English alphabet.

Suggestion:

You might feel that your Pp are not quite confident with letters. If so, you could play *Typewriter*: Ask Pp if they can name the things around them. Elicit the words and write them on the blackboard. Tell Pp to stand in a line facing the blackboard. Tell them that they are a typewriter and have to 'type' the words that you will tell them. Say a word from the list on the blackboard and point to a pupil. This P starts spelling the word by saying the first letter, the next P on the right says the second letter and so on. Each time you say a word to type appoint a new P to begin typing.

- Tell Pp to check each other and ask their partner five words from the list on the blackboard using the model in the book. Drill the question, *How do you spell it?* with the whole class. The P who answers can't look at the blackboard. Demonstrate with a stronger P. As a follow-up ask Pp to give each other a mark — one point for each correct answer.

Suggestion:

To have more practice in spelling the names of school things, prepare two or three big sheets of paper with grids on them (ten by ten squares). Divide the class into two or three teams and tell Pp to prepare a word-search game with the names of classroom objects for the other team.

4a 4b Individual, class. To develop dictionary skills.

- a) Tell Pp that they are going to learn how to find words in the Wordlist. Explain that all the words in the Wordlist are put in alphabetical order. That is why it is important to know how to do it.
- b) Ask Pp to do Ex. 4a. If Pp cannot handle the situation (all the words begin with the same letter), explain that they can arrange them using the second letter. If the second letter is the same, they should use the third one, etc. That is the way the words are ordered in the Wordlist.
- c) When Pp finish Ex. 4a, ask them to proceed with Ex. 4b. Do NOT say the words yet. Use the numbers to refer to them. Say, *Who can find the first word quickest?* Elicit the answers, congratulate the winner and go on to the second word. Etc.
- d) Ask Pp if they know how to say the new words in Ex. 4b. Elicit that sometimes it is not easy to say an unknown English word right.
- e) Tell Pp to look at the sample Wordlist entry p. 166 and answer the questions. Elicit / Explain to them that the symbols in square brackets are called *phonetics*. They are special symbols used to show how to say English words. Emphasise that knowing the phonetic script will help them to say any English word using a dictionary.
- f) Make sure that Pp notice that:
 - phonetic script usually comes in square brackets
 - the stress is marked with the symbol ['], which is put before the stressed syllable
 - some symbols in phonetic script aren't different from letters
 - each symbols in phonetic script corresponds to one sound only

Teaching phonetic script

- a) Ask Pp to read the transcribed words, find and write their alphabetic correspondence and the translation.
- b) Draw Pp attention to the differences: single [s] and [m] in [kɪ:lɪs] ['græmə].

5 Homework. To revise giving personal information orally and in writing.

- a) Tell Pp to look at the symbol above to number 5 and ask what it means. Elicit *homework*.
- b) Tell Pp that to enter the classroom for their next English lesson, they will need a special exercise book which has all necessary 'identification information'. Ask Pp to get such an exercise book for their English classes and write all the information on its front cover as shown in Ex. 5.
- c) To make sure that Pp understand all the questions, read them out and have a couple of pupils to answer them. Help with understanding if necessary.
- d) Ask Pp to attach a photo of themselves or draw a self-portrait to make it look like a passport. Remind Pp that in order to write their name and surname in English they will need to refer to the transliteration table on p. 165.

Reminder: For the next lesson prepare slips of coloured paper (30 x 6 cm), 2 or 3 for each student with names of countries written on them. Cut a slot as shown. Use these slips as luggage tags to attach to Pp's schoolbags to make them look like suitcases. Slip the arrow-shaped end through the slot to attach the tag to a bag handle.

Use the following names of countries: Brazil, Australia, China, Egypt, Great Britain, Japan, Africa, Italy, France.



Lesson 2 A new pupil

Communication objectives

Pp will be able

- to make friends with a newcomer

Educational objective

Pp will

- develop social skills

Skills development

Pp will practise

- asking for and giving personal information
- listening for specific information
- reading for coherence and for detail

Vocabulary

New

Active: chat room, rules, classmate

Revision: names of sports, food, be good at

Structures

Revision: *What's your favourite...?*

to be: question forms and short answers, personal questions

Phonetic script

[t] [f] [n] [m] [v] [w] [h] [z]

Warm-up

- Ask Pp to take out their exercise books. Check if Pp have done the homework and have written their names on their exercise books. Ask Pp the questions and elicit answers,

What's your name? — My name's...
What's your surname? — My surname's...
How old are you? — I'm...
What class are you in? — I'm in class...
Where are you from? — I'm from...
What number is your school? — It's...
- Revise the names of different countries using the tags with Brazil, Australia, China, Egypt, Great Britain, Japan, Africa, Italy, France.
- Suggest that Pp make suitcases out of their school bags by attaching tags with the names of countries.
- Tell Pp that they are ready to travel now and they have to go through the passport control and the customs. Tell them to use their exercise book as a passport at the passport control and their school bags as suitcases at the customs.

Suggestion:

- If time permits, use the same procedure at the end of the lesson.
- Turn the whole classroom into an 'airport'. Some Pp are passengers, some are passport control officers. They say, *Your passport please* and 'check' the personal information. Others are customs officers. They ask, *What's in your bag?* 'Passengers' describe the school things they really have in their bags.

1a Individual, class. To practise listening for specific information.

Tell Pp that Jane and Max are going to meet a new pupil. Introduce the word *classmate*. Tell them to listen and say his name (*Dima*). Play the recording.

Script

Dima: Hello. Is this Class 5B?
 Teacher: Yes, it is. Come in. Are you new?
 Dima: Yes, I am.
 Teacher: What's your name?
 Dima: My name's Dima. Dima Kolosov.
 Teacher: Dima — that's an unusual name. Where are you from?
 Dima: I'm from Russia. I'm an exchange pupil.
 Teacher: Aha.
 Dima: I'm sorry I'm late. It's my first day here.
 Teacher: That's all right. OK class, this is Dima, our new classmate. Come in, Dima.
 Children: Hi. Hello, Dima.
 Teacher: Take a seat, Dima.
 Dima: Thank you.

1b Individual, class, pairs. To revise all the forms of the verb *to be* for the present simple.

- Draw Pp's attention to the LOOK box and Grammar support 2. Ask them to translate the question into Russian. Elicit, Ты новенький? Say that there are three words in the English sentence and only two in Russian. Ask which word is lost and why. Elicit the verb *are*.
- Revise the conjugation of the verb *to be* with the whole class by saying a personal pronoun and

eliciting the proper form of the verb *to be*. Clap your hands as you say the verb and encourage Pp to clap with you. Later on you might want to use clapping for error correction when a P omits the verb *to be*.

- c) Ask Pp to fill in the gaps. Play the recording again to check. Go through the phrases and ask Pp to remember what the reply was. Elicit the answers. If necessary play the recording again.
- d) Ask Pp to work in pairs and act out the conversation between the teacher and Dima. Walk around and monitor.

Answer key

1 is 2 are 3 is 4 are 5 am, am 6 is

2a Class. To revise questions.

Ask Pp to look at the picture of Max, Jane and Dima in their books. Elicit the names of Max and Jane.

Tell Pp that they asked Dima more questions during the break. Elicit possible questions, e.g.

Are you from + names of countries?

What's your favourite sport / food / film / computer / game / song / book?

Are you good at sport / football / tennis / English / maths / computers / dancing?

2b Individual. To practice listening for specific information.

- a) Tell Pp to listen and check whether they have guessed the questions right or not.
- b) Play the recording and elicit the answers.

Script

Max: Hello, Dima. I'm Max.

Jane: And I'm Jane.

Dima: Nice to meet you, guys.

Jane: Are you from Russia?

Dima: Yes, I am.

Max: How old are you?

Dima: I'm 11. And you?

Max: I'm eleven, too.

Jane: And I'm ten.

Max: What's your favourite sport?

Dima: Football. I play ping-pong, too.

Jane: What's your favourite food?

Dima: Ice cream. I love it.

Max: Are you good at computers?

Dima: Yes, I am. And I love computer games.

Jane: Dima, let's go and have an ice cream.

Max: No, Dima, let's go and play football.

Dima: Sorry, but I'd like to go to the computer club first. I need to send an e-mail to my parents.

Answer key

How old are you?

Are you from Russia?

What's your favourite sport?

What's your favourite food?

Are you good at computers?

2c Cocktail. To practise asking for and giving personal information.

- a) Practise saying the questions with the whole class.
- b) Explain the task. Demonstrate with a stronger P.
- c) Invite Pp to stand up, walk around, ask and answer the questions. Set a time limit of about four questions. When the time is up, ask each Pp to report whether he / she found someone who is like him / her.

3a Individual, class. To practise reading for detail.

- a) Ask if Pp use the Internet to meet new people. Explain what a chat room is. Say that children's chat rooms have rules.
- b) Tell Pp to read the page and answer the questions. Set a time limit of about three minutes and check the answers.

Answer key

1 3 people

2 For children.

3 No bad language. Speak good English. Chat no more than two hours a week.

3b Individual, pairs / class. To practise reading for coherence.

- a) Explain to Pp that because the children in the chat room are in different parts of the world and they have to read and write, not talk, the chats sometimes get jumbled. Ask them to read the conversation in the chat room again and unjumble it. Suggest using the table below.
- b) Set a time limit of about four minutes. Pp can work in pairs.
- c) Check the answers as a whole class. Encourage Pp to explain what helped them to do the task, e.g. *In number 1 Smiley asks a yes / no question about the place. In number 5 Ice Cream Cone says no and says where she is from.*