

3 Super cycling

Lesson 1 Vocabulary

Pupil's Book pages 34–35



34 Unit 3 Identify and use new words: bikes and cycling
WB: page 28

Lesson 1

Vocabulary

- 3.1 Listen, point and say.
- 3.2 Listen and play the game. Which word is *above*, *below* or *next* to these words?

cyclist	light	bell	gears	pump
lock	basket	wheel	brakes	safety vest

- Write the new words in your notebook.

Bikes have got ...	Cyclists need ...
lights	a lock
- Look at the picture. Ask and answer.

Who's got a pink safety vest? Jane.
- 3.3 Sing the song. **Be a star!**

Going on a bike ride

There were five cyclists going on a bike ride.
Five cyclists going on a bike ride.
One forgot to bring his lock.
So he can't ride!

There were four cyclists going on a bike ride.
Four cyclists going on a bike ride.
One forgot his safety vest.
So he can't ride!

There were three cyclists going on a bike ride.
Three cyclists going on a bike ride.
One forgot to check his brakes.
So he can't ride!

There were two cyclists going on a bike ride.
Two cyclists going on a bike ride.
One forgot to check his lights.
So he can't ride!

There was one cyclist going on a bike ride.
One cyclist going on a bike ride.
He forgot to take a pump.
So he can't ride!

There were no cyclists on the bike ride.

What is each cyclist's problem?

Unit 3 Sing a song
WB: page 28 35

Learning objectives: Identify and use new words: bikes and cycling; Sing a song

Vocabulary: basket, bell, brakes, cyclist, gears, light, lock, pump, safety vest, wheel

Resources: Flashcards; Vocabulary 1 worksheet

Materials: sets of cards with letters written on them (see Warm-up – one set per group), box, ball

Warm-up: Bingo

- Play the game to practise vocabulary from Units 1 and 2. See the Games Bank (pages 14–17) for how to play.

1 3.1 Listen, point and say.

- Refer the children to page 34 and ask what they can see. Ask *Why have they stopped?* (Because the bikes are broken.)
- Play the audio. Children listen and point. Play it again. Children listen and say.

2 3.2 Listen and play the game. Which word is above, below or next to these words?

- Invite two volunteers to the front of the classroom. Give Child 1 a box and Child 2 a ball. Say *The ball is above the box*. Have Child 2 hold the ball above the box. Repeat to practise *below* and *next to*.
- Explain that the children have to say which word is *above*, *below* or *next to* the word they hear.

Audioscript

Teacher: *It's below the light.*

Child: *basket*

Teacher: *It's above the wheel.*

Child: *bell*

Teacher: *It's next to the safety vest.*

Child: *brakes*

Teacher: *Now you. 1 It's above the lock. 2 It's next to the pump. 3 It's above the basket. 4 It's below the pump. 5 It's next to the lock. 6 It's below the bell.*

Answers: 1 cyclist 2 gears 3 light 4 safety vest
5 basket 6 wheel

3 Write the new words in your notebook.

- Copy the chart onto the board and ask volunteers to help you write some of the new words in it.

Answers: Bikes have got ... lights, a basket, gears, a bell, wheels, brakes **Cyclists need ...** a lock, a pump, a safety vest

4 Look at the picture. Ask and answer.

- Ask two volunteers to read out the example dialogue.
- Have the children continue the activity in pairs.

5 3.3 Sing the song.

Be a star!

- Tell the children that they will hear a song. Have them place their Pupil's Books face down. Play the song.
- Ask *What is each cyclist's problem?* Play the audio. Children listen and follow. They answer the question.

Answers: no lock, no safety vest, didn't check the brakes, didn't check the lights, no pump

Cooler: Match the syllables

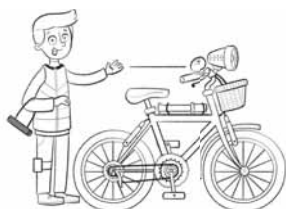
- Play this game to practise the new vocabulary. See the Games Bank (pages 14-17) for how to play the game.

Workbook page 28

3 Super cycling

Lesson 1 Vocabulary

1 Listen and colour and write.



2 Look and read. Choose the correct words and write them on the lines. There is one example.

a basket a bell brakes a cyclist gears
a light a lock a pump a safety vest a wheel

Example You need this if you have a flat wheel.

a pump

- You use these to stop! _____
- The person who rides a bike. _____
- This is round and a bike has two of them. _____
- You can carry your shopping in this. _____
- You wear this so that people can see you on the road. _____
- These help you go faster. _____
- You switch this on when it's dark. _____
- You ring this if people are in your way. _____
- If you don't have this, someone might steal your bike! _____

28 Unit 3 A1 Movers: Listening Part 5; Reading and Writing Part 1

Activities 1 and 2 help children prepare for Cambridge English: A1 Movers test: Listening Part 5 and Reading and Writing Part 1.

1 Listen and colour and write.

Audioscript

Speaker: Look at the picture. Listen and look. There is one example.

1 Speaker: Look at the picture. It's a cyclist with his bike.

Girl: Yes! It's a nice bike. He's got a lock on his arm.

Speaker: That's right. Colour it please.

Girl: OK.

Speaker: Make it grey.

Speaker: Can you see the grey lock on his arm? This is an example. Now you listen and colour and write.

2 Speaker: Now, I'd like you to colour the safety vest. Can you see it?

Girl: Yes! He's wearing it.

Speaker: That's right. It's so that people can see him. Colour it yellow.

Girl: OK. That's a good idea.

3 Girl: Can I colour the pump now?

Speaker: Yes. It's on the bike.

Girl: Can I colour it purple?

Speaker: Yes. That's a good idea.

Girl: Great!

4 Girl: I like the basket. It's bigger than the basket on my bike.

Speaker: Is it? Would you like to colour it too?

Girl: Yes. What about brown?

Speaker: No, colour it blue.

Girl: Blue? OK.

5 Girl: Can I do some writing too?

Speaker: Yes, I'd like you to write the word bell.

Girl: Where?

Speaker: Write it on the line next to the bell.

6 Speaker: That bike has got a light on the front. Can you see it?

Girl: Yes! It's a big light.

Speaker: That's right. Colour it green please.

Girl: OK. A green light.

Answers: 1 lock: grey 2 safety vest: yellow
3 pump: purple 4 basket: blue 5 bell
6 light: green

2 Look and read. Choose the correct words and write them on the lines. There is one example.

Answers: 1 brakes 2 a cyclist 3 a wheels
4 a basket 5 a safety vest 6 gears 7 a light
8 a bell 9 a lock

Lesson 2 Reading

1 Look at the leaflet. Circle the correct answers.

- 1 This leaflet is for ...
 a families. b adults only. c children only.
 2 The map shows ...
 a four places. b five places. c three places.

2 Scan the text. Underline the new words from Lesson 1.

3 3.4 Read the text. Would you like to go on this tour? Why / Why not?



New York City Bike and Boat Tours

A day in New York by bike and boat.
Fun for all the family!

Tour timetable

Summer: every day 8am – 5pm.
1st May – 15th September

Autumn: Friday, Saturday and Sunday
11am – 5pm.
16th September – 31st October

Tickets

- \$50 for adults
- \$25 for children

You can buy tickets on our website or at our ticket office on Liberty Street in New York City, opposite the Liberty Cafe.

What's included

- Bikes and equipment for the morning bike ride in Central Park.
- Tickets for the boat, the Statue of Liberty and the museum at Ellis Island.
- Drinks and snacks for the afternoon boat tour.

Look at the map of the tour. Follow the path and find where you are going by bike, and by boat.



Morning bike ride in Central Park

All the family will enjoy the ride through this famous and beautiful park in the middle of New York City. You can pick up your bikes from 8am to 10am.

The tour includes a bike with six gears and good brakes, because the paths in the park go up and down!

You can watch people from New York playing musical instruments and doing American sports like baseball and basketball. Some people like to stop by the lake and have a picnic, so you can ask for a basket and a lock for your bike, too.

Rules to keep cyclists safe:

- Children under 18 must be with an adult.
- We give you a safety vest and a helmet, too. You must wear these.
- You must ride on the paths.
- Children, please stay near your parents, and you mustn't ride too fast.

Boat ride to the Statue of Liberty and Ellis Island

In the afternoon, the boat tour leaves from Liberty Street at 2pm.

We go under the famous Brooklyn Bridge. Then, we go to the famous Statue of Liberty. You can get off the boat and climb up inside the statue, too, but there are 354 steps! Then, we go to Ellis Island where, in the past, many people put their names in a book before they came to live in the USA. Children can learn about this at the Ellis Kids part of the museum.

On the way back, you get a great view of One World Trade Centre and the Manhattan skyline! We give the children ice cream and the adults water or a soft drink on the boat.



Vocabulary

bridge near opposite
path soft drink ticket

Learning to learn

Using what you know Be a star!

Before you read a text, think about what you know about the topic. This helps you understand the text better and work out the meaning of new words.

- What did you know about New York before reading the text?
- What did you learn from the text?

Learning objectives: Read a leaflet; Identify new words: tour items and locations

Vocabulary: bridge, near, opposite, path, soft drink, ticket

Additional vocabulary: adults, famous, leaflet, rules, statue

Review vocabulary: bikes and cycling

Resources: Flashcards

Materials: a plastic juice bottle, an example leaflet, sheets of paper (one per group), markers, tourist maps of your town or other places

Warm-up: Bottle game

- Divide the class into small groups and have them sit in circles. Put the bottle in the middle. Choose a vocabulary set, e.g. *cycling*.
- Child 1 spins the bottle. The child it points to has to say a word from the chosen vocabulary set, e.g. *brakes*. Now that child spins the bottle. The next child it points to has to say the previous word and another word from that category, e.g. *brakes, light*.
- The group stops when a child cannot add a word.

Vocabulary

- Put the new flashcards on the board (or write the words and draw a picture for each one). Point to each one and say the word for the children to repeat after you.
- Divide the class into pairs and have them write the new words in their notebooks.
- Have them say a word for their partner to point to. Monitor to make sure children swap roles and say the words correctly.
- Explain the additional vocabulary in L1, if necessary.

1 Look at the leaflet. Circle the correct answers.

- Show the children the example leaflet and tell them that leaflets usually contain information about a service or facility.
- Refer the children to the leaflet on pages 36–37. Have them look at the photographs. Ask who they think would read this leaflet. Elicit *visitors to New York, families, cyclists*.
- Have the children complete the activity.

Answers: 1 a 2 b

2 Scan the text. Underline the new words from Lesson 1.

- Have the children tell you what new words they learnt in Lesson 1.
- Explain that they have to scan the text to find and underline the new words. Remind them that scanning is done quickly and not to worry if they don't understand any new words.

Answers: gears, breaks, basket, lock, cyclists, safety vest, helmet

3 3.4 Read the text. Would you like to go on this tour? Why / Why not?

- Play the audio. Have the children listen and read.
- Have the children re-read the text. At the end, have them raise their hands if they have any questions.
- Quiz them about the text to check understanding.
- Ask if they would like to go on the New York City Bike and Boat Tours and why. Write key words from their answers on the board.
- Have the children write a sentence about why they would or wouldn't like to go on the tour. Have them read their sentences to their partners.

Reading

- Encourage children to respond creatively to what they have read by using engaging visuals.
- Show the children the tourist maps. Ask how these maps help visitors. (*They help them find their way around and see the famous places.*) Ask what types of things the tourist maps show (*museums, shops, galleries, etc.*).
- Divide the class into small groups and have them make their own visitor's map of their town or of a famous city. Place all work on classroom display.

Learning to learn

- With the class, read through the *Learning to learn* box.
- Elicit answers to the two questions.
- Have the children open their notebooks and make two lists titled *Before reading* and *Learnt from reading*.
- They write two things they knew about New York before reading the text and two things they learnt from the text.
- In pairs, have the children compare their sentences.

Answers: 1 Yes 2 No 3 No 4 No 5 Yes

★ ★ Teaching star!

★ ★ Be a star!

Cooler: A leaflet

- Divide the children into small groups and ask them why riding a bike is a good way to see a city.
- Then have them use their sentences to make an illustrated leaflet about the advantages of riding a bike around a city.
- Have the groups present their work to the class.

Workbook page 29

Lesson 2 Reading

1 Read the leaflet on Pupil's Book pages 36–37. Write the things people can see on each tour in the correct boxes.

Statue of Liberty
American sports
Ellis Island
One-World-Trade-Centre
Central Park
Brooklyn Bridge



Bike tour



Boat tour



One World Trade Centre

2 Read the leaflet on Pupil's Book pages 36–37 again. Complete the sentences.

Bridge near opposite paths soft drink ticket

- 1 One famous part of New York is the Brooklyn Bridge.
- 2 You need to buy a ticket to do a New York City Bike and Boat Tour.
- 3 We ride on paths through Central Park.
- 4 You can find New York City Bike and Boat Tours near the Liberty Café.
- 5 Adults can have water or a soft drink on the boat.
- 6 Children should stay opposite their parents on the bike ride.

Learning to learn

3   Imagine you're going to read a text called 'London Bike Rides'. Complete the notes.

What I know about London: _____

Words I think will be in the text: _____

Unit 3 29

1 Read the leaflet on Pupil's Book pages 36–37. Write the things people can see on each tour in the correct boxes.

Answers: Bike tour: American sports, Central Park
Boat tour: One World Trade Centre, Statue of Liberty, Ellis Island, Brooklyn Bridge

2 Read the leaflet on Pupil's Book pages 36–37 again. Complete the sentences.

Answers: 1 Bridge 2 ticket 3 paths 4 opposite
5 soft drink 6 near

3 Imagine you're going to read a text called 'London Bike Rides'. Complete the notes.

Answers: Children's own answers.

Lesson 3 Reading comprehension

Why is riding a bike good for the environment?

1 Answer the questions with full sentences.

1 Where is Central Park?
It's in the middle of New York City.

2 What American sports can you see in Central Park?

3 How many steps are there inside the Statue of Liberty?

4 Where did people go in New York before they came to live in the USA?

2 Complete the information in the table.

It's July, and you want to do the New York City bike tour with your parents and your brother, who is six years old. Look at the text to find out:

Days you can go	every day
Time the bike ride starts	
Time the boat ride starts	
Cost for your family	
Place to buy the tickets	

3 Discuss in pairs. Where could you go on a tour in your city? **Be a star!**

Sounds and spelling

4 3.5 Listen and say the chant. Look at the spelling.

Nice mice bouncing balls.
Bounce them once! Bounce them twice!

5 3.6 Write the missing letters. Listen and check.

1 s _ummer 2 i _e cream 3 _entre 4 _afety 5 pala _e 6 fanta _tic

38 Unit 3 Reading comprehension: identify specific information Sounds and spelling: soft c (s) (/s/)
WB: page 30

Learning objectives: Reading comprehension: identify specific information; Sounds and spelling: soft c (s) (/s/)

Vocabulary: bounce, bouncing, centre, fantastic, ice cream, mice, nice, once, palace, safety, summer, twice

Review vocabulary: bikes and cycling

Resources: Sounds and spelling worksheet

Materials: cards with *Sounds and spelling* letters from Units 1–3 (two per child), sheets of paper (one per pair)

Warm-up: Book search

- Explain to the children that you are going to say a word and they have to find which page in their Pupil's Book has a picture of that word.
- Say *plane*. Children raise their hands to answer. Elicit page 8. Repeat.

1 Answer the questions with full sentences.

- Remind the children what a full sentence is. Refer to Activity 2 on page 26 of the Teacher's Book.
- Refer the children to page 37. Explain that the answers they need are on this page.
- Ask a volunteer to read out the example. Have the children complete the activity individually.
- Children check answers with their partners.

- As an extension, tell children you are going to describe a place and they have to tell you what it is. Say *It's a famous statue*. Elicit the *Statue of Liberty*.
- Continue with all the sites on the leaflet. To add interest, describe places in your own town or city.

Answers: 1 It's in the middle of New York City. 2 You can see baseball and basketball. 3 There are 354 steps. 4 People went to Ellis Island.

ESDC



Why is riding a bike good for the environment?

Introduce the children to Sustainable Development Goal 13: *Climate action*.

- Ask: Why is riding a bike good for the environment? This question helps the children understand how they can take positive action in the community.
- Divide the class into small groups. Give each group a sheet of paper and have them write a few sentences about why it's good to ride a bike. Elicit some reasons based on the benefits of bike riding to the environment, such as it creates less pollution than using a car or riding the bus, it reduces noise pollution and it promotes biodiversity because it does not create as many dangers to their air.
- Give the children time to brainstorm other ideas, then ask volunteers to present their sentences to the class.

Possible answers: It's good for the environment because riding a bike means you're not using a car or bus, which can emit gases and create air pollution. Bikes are not as noisy as cars or buses, and they don't leave as much impact on climate change.

2 Complete the information in the table.

- With the class, read the timetable on page 36. Ask a volunteer to tell you which days you can go on the New York City Bike and Boat Tours.
- Divide the class into pairs to complete the activity.
- Have volunteers call out the answers and write them on the board for children to check against.

Answers: 1 every day 2 8am 3 2pm 4 \$150 (for two adults and two children) 5 on the website or at the ticket office on Liberty Street in New York City

3 Discuss in pairs. **Be a star!**

Where could you go on a tour in your city?

- Divide the class into pairs and have them discuss the question. Have them take notes.
- Invite some pairs to report back to the class.

Arts and crafts

- Encourage children's self-expression by including small art projects in lessons.
- Divide the class into pairs and give each pair a sheet of paper. Explain that they are going to draw a bike trail for their town or city, similar to the one on Pupil's Book page 37.
- Place all work on display and allow the children time to look each other's work before the end of the class.

4  **3.5 Listen and say the chant. Look at the spelling.**

- Have the children look at the image in Activity 4 and tell you what they see.
- Write the words *nice, mice, bouncing, once* and *twice* on the board. Say each word as you point to it and have the children repeat after you. Elicit that all the words have the /s/ sound. Explain that is represented by the letters s or soft c.
- Play the first part of the audio for the children. Repeat and encourage them to join in.
- Explain that the children have to say the missing words from the audio. Play the second part of the audio with pauses for children to say the words.

Audioscript

Teacher: Now say the missing words.

Teacher: ... mice bouncing balls. Bounce them once!
Bounce them twice!

Children: Nice

Teacher: Nice mice bouncing balls. Bounce them ...
Bounce them twice!

Children: once!

Teacher: Nice mice bouncing balls. Bounce them once! ...

Children: Bounce them twice!

Teacher: Nice mice ... Bounce them once! Bounce them twice!

Children: bouncing balls

5  **3.6 Write the missing letters. Listen and check.**

- Ask the children what other words they can think of that have the /s/ sound (*since, summer, sweet, etc.*).
- Write the gapped words on the board and ask volunteers to complete the words. Then have the children complete the activity in their Pupil's Book.
- Play the audio for the children to check their answers. Ask volunteers to read out the words in the activity.

Answers: 1 summer 2 ice cream 3 centre 4 safety
5 palace 6 fantastic

Cooler: Find the sound

- On the board, write all the sounds learnt so far in *Sounds and spelling* Units 1 to 3: /k/ for letters *ch* and *ck*, /dʒ/ for letters *j* and *g* and /s/ for letters *s* and soft *c*. See the Games Bank (pages 14–17) for how to play the game.

Lesson 3 Reading comprehension

1 Read the leaflet on Pupil's Book pages 36–37. Answer the questions.

- 1 What is included for the morning bike ride? bikes and equipment
- 2 How many gears have the bikes got? _____
- 3 What do they give you to wear? _____
- 4 Where can you stop to have a picnic? _____
- 5 What days can you take the bike and boat tour in autumn? _____
- 6 How much are children's tickets? _____

2 Read and write *T (True)* or *F (False)*. Correct the false sentences.

- 1 Ellis Island is where people do American sports. F Central Park
- 2 The Liberty Bridge is a famous bridge. _____
- 3 The bike tour includes a bike with six gears. _____
- 4 You can't go inside the Statue of Liberty. _____
- 5 The boat tour is in the afternoon. _____

Sounds and spelling

3 Say aloud. Circle the letters that sound like s.

I see seven nice mice bouncing balls.

Six cyclists in safety vests celebrate in the square.

The queen eats ice cream in her palace in the city.



4 Write the words with the letters s or c.

- 1 s: see _____
- 2 c: _____

1 Read the leaflet on Pupil's Book pages 36–37. Answer the questions.

Answers: 1 bikes and equipment 2 6
3 a safety vest and a helmet 4 by the lake
5 Friday, Saturday and Sunday 6 \$25 for children

2 Read and write T (True) or F (False). Correct the false sentences.

Answers: 1 F, Central Park 2 F, Brooklyn Bridge
3 T 4 F, You can climb up inside... 5 T

3 Say aloud. Circle the letters that sound like s.

Answers: I see seven nice mice bouncing balls.
Six cyclists in safety vests celebrate in the square.
The queen eats ice cream in her palace in the city.

4 Write the words with the letters s or c.

Answers: 1 s: see, seven, balls, six, cyclists, safety, vests, square, eats 2 c: nice, mice, bouncing, cyclists, celebrate, ice, palace, city

Lesson 4 Grammar

1 Look and read.

Graphic

You **mustn't** listen to music.

Grammar

must and mustn't for obligation

You **must** look.

2 Complete the sentences about safe cycling. Use *must* or *mustn't*.

- You must wear a safety vest.
- You _____ ride fast.
- You _____ show drivers where you're going.
- You _____ wear flip-flops.
- You _____ wear a helmet.
- You _____ be careful near parked cars.

3 Work in pairs. Play a guessing game. **Be a star!**

- A** Look at page 144. **B** Look at page 149.
- Complete the rules about sports and places. Use *must* or *mustn't*.
- Take turns to tell your friend the rules. Ask your friend to guess the sport or place. **A** starts.

You **mustn't** ride fast.

That's cycling!

Go to Grammar booster: page 136. Unit 3 Use *must* and *mustn't* for obligation WB: page 31 39

- Have the children look at the blue and red boxes. Ask them to look at the verb after *must* / *mustn't* and ask what form it is in (*the infinitive*).
- Read the Graphic Grammar text as the children follow you in their books.
- Explain that in the English language the verbs after *must* and *mustn't* don't change because they are always in the infinitive.
- On the board, write *Classroom Rules*. Divide the class into pairs. Explain that the children have to write a few classroom rules using *must* and *mustn't*.
- Ask the pairs to read their rules to the class. Correct where necessary and write a few of the rules on the board.

- If using the video, first read the sentences in the book as the children follow you. Tell them to watch the video and pay attention to the blue and red boxes.
- Play the video.
- Continue by following the above steps, from the fourth point onwards.

2 Complete the sentences about safe cycling. Use *must* or *mustn't*.

- Ask the children how often they go cycling. Then ask what they must do to keep safe while cycling.
- Look at Activity 2. Ask a volunteer to read out the first rule. Then complete the second rule as a class. Write the answers on the board.
- Have the children complete the activity individually. Check answers by inviting children to give their answers. Write them on the board.

Answers: 1 must 2 mustn't 3 must 4 mustn't
5 must 6 must

Learning objectives: Use *must* and *mustn't* for obligation

Grammar: *must* and *mustn't* for obligation

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: sheets of paper (one per group), sheets of paper for each child (half of the sheets with a happy face drawn on them and the other half with an unhappy face), (optional) coloured markers

Warm-up: Spelling bee

- Play the game to practise words from Units 1, 2 or 3. See the Games Bank (pages 14–17) for how to play the game.

- 1 **Look and read.**
- If you don't have access to the class video, have the children look at the pictures in Activity 1 and ask what they can see.
 - On the board, write *You must do your homework. You mustn't talk in class.*
 - Ask the class what the two sentences show (*rules*).
 - Refer the children to page 37. Have them find the four rules in the leaflet. Read them with the class.
 - Ask why they think there are rules (*for safety, for the class to work well, etc.*).

Teaching star!

Group work

- Incorporate group work into grammar lesson so that weaker learners can hear grammar modelled by stronger learners.
- Divide the class into small groups and give each group a sheet of paper. Give each group one of the following topics: *School, Classroom, Home, Park, Beach*. Explain that the children have to make a list of rules using *must* and *mustn't* for the topics presented. Have the groups present their lists to the class.

3 Work in pairs. Play a guessing game.

Be a star! 

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student B turn to page 149.
- Read out the instructions and have a confident pair read the example dialogue so the children have an understanding of how to play the game. The children complete the rules on their page and then read them to their friend. Their friends guesses the sport or place where they would follow the rule.
- Allow time for the children to complete the game.

Grammar booster

Ask the children to turn to page 136 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.


Answers: 1 mustn't 2 must 3 must 4 mustn't 5 mustn't







Cooler: Right or wrong?

- Hand out the sheets of paper with the faces to the class. Explain that you will say a sentence about skateboarding (or cycling) and they raise the happy face if it's correct and the unhappy one if it isn't. Say You mustn't wear a helmet. Children with the unhappy face raise their paper because this is unsafe. Say You must wear a helmet. Children with the happy face raise their paper. Continue the game for a few sentences. Bring a volunteer to the front to lead if time allows.

Workbook page 31


Lesson 4 Grammar

1  3.2 Listen and number.

a  b  c  d  e  f 

2 Circle *must* or *mustn't*. Then tick (✓) the sport or sports these rules are for.

Rules	Cycling	Skateboarding
1 You <u>must</u> / <u>mustn't</u> wear a safety vest and helmet.	<input type="checkbox"/>	<input type="checkbox"/>
2 You <u>must</u> / <u>mustn't</u> go on the road.	<input type="checkbox"/>	<input type="checkbox"/>
3 You <u>must</u> / <u>mustn't</u> have a bell.	<input type="checkbox"/>	<input type="checkbox"/>
4 You <u>must</u> / <u>mustn't</u> listen to music.	<input type="checkbox"/>	<input type="checkbox"/>
5 You <u>must</u> / <u>mustn't</u> show drivers where you're going.	<input type="checkbox"/>	<input type="checkbox"/>

3  Look at Activity 1 and answer the questions.

1 Which rules are for being clean and healthy? c _____

2 Which rules are for safety? _____

4 Choose a sport and write four rules using *must* and *mustn't*.

horse-riding mountain biking sailing surfing

1 _____

2 _____

3 _____

4 _____

Unit 3 Go to Vocabulary and grammar reference on page 120 **31**

Grammar reference:

Remind the children that they can refer to the grammar reference section on page 120 while completing these Workbook activities.

1 3.2 Listen and number.

- 1 You must wear a swimming cap.
- 2 You mustn't eat or drink near the pool.
- 3 You must have a shower before swimming.
- 4 You must wear flip-flops in the changing room.
- 5 You mustn't run beside the pool.
- 6 You mustn't dive into the pool.

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

2 Circle *must* or *mustn't*. Then tick (✓) the sport or sports these rules are for.

Answers: 1 must (✓ both) 2 mustn't (✓ skateboarding) 3 must (✓ cycling) 4 mustn't (✓ both) 5 must (✓ cycling)

3 Look at Activity 1 and answer the questions.

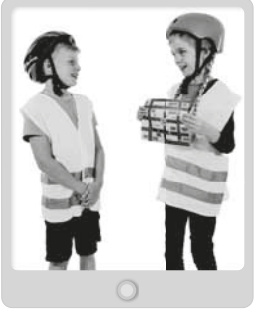
Answers: 1 3, 4, 5, 6 2 1, 2

4 Choose a sport and write four rules using *must* and *mustn't*.

Answers: Children's own answers.

Lesson 5 Language in use

1 3.7 Listen and say.




Vocabulary

go past go straight on on the left
on the right turn left turn right

How do we get to the sports centre from here?
First, we go straight on to the hospital.
OK. Go straight on to the hospital. What next?
And then we turn right.
OK. We turn right. And then?
After that, we go past the supermarket.
I see. We go past the supermarket. And after that?
Finally, we turn left.
So we turn left and then we're there.
Yes. The sports centre is on the left, opposite the café.
Great! Let's go!

2 Look at the map. In your notebook, write directions to the zoo and bus stop.



3 Work in pairs. Make a new dialogue. Use the map to help you. **Be a star!**

How do we get to the cinema from here? First, we turn right and ...

40 Unit 3 Give directions Use new words: directions WB: page 32 Go to Grammar booster: page 136.

- Refer the children to the map in Activity 2. Ensure they can find 'you are here!' and the sports centre. Play the audio and have the children listen and follow the map.
- Play the audio again. This time, have the children listen and follow the text in their Pupil's Books. Pause after each line for the children to repeat. Explain any unknown words.
- Have the children look at the map in Activity 2 and find the park. Give them directions to the swimming pool but don't tell them where they are going. When they reach the swimming pool, ask *Where are we?*
- Repeat the activity for a few more places.

If using the video, have the children watch the video after the third point and then continue with the next set of activities.

2 Look at the map. In your notebook, write directions to the zoo and bus stop.

- Have the children look at the map and ask them to find the bus stop. Have them think of how you could get there from 'you are here!'. Ask volunteers to give you their answers.
- Divide the class into small groups and have them complete the activity. Explain that there is more than one way to get to the destinations but that they should always start from 'you are here!'.
- As an extension, have them write about getting to two more places.
- Have a group member read out their answers.

Teaching star!

Personalising

- Integrate creative activities into your lessons to give children the opportunity to personalise the language. Give each child a sheet of paper and have them draw their own map of their town or an imaginary town. Explain that the map should include streets and amenities such as a school, hospital, park, etc. Have them write the names of the streets as well. Then, place the children in pairs and have partners take turns in asking for and giving directions from one place to another on their maps.

Learning objectives: Give directions; Use new words: directions

Vocabulary: go past, go straight on, on the left, on the right, turn left, turn right

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Materials: sheets of squared paper (one per pair); (optional) sheet of paper for each child

Warm-up: Scrabble

- Play the game to practise new words from Units 1, 2 or 3. See the Games Bank (pages 14–17) for how to play the game.

1 1.31 Listen and say.

- Put the new flashcards on the board (or write the words and draw a picture for each one). Point to, say and mime each phrase. Have children repeat after you.
- Bring a volunteer to the front and explain that you will give directions for them to follow. Say, e.g. *How do we get to the door from here?*
- Say, e.g. *Turn left. Go past [child's name]. Turn right.* Have the volunteer follow them. Correct if necessary. Repeat with other volunteers.

3 Work in pairs. Make a new dialogue. Use the map to help you. **Be a star!**

- Explain to the children that you would like them make a short dialogue like the one in Activity 1.
- Tell the children it need not be so long but that they must use the words in the yellow box. They should start from 'you are here!'
- Place the children in pairs and have them complete the activity.
- As pairs work, monitor for correct use of language and vocabulary, gently correcting where necessary.
- Have each pair come to the front of the class and say their dialogues.
- Allow time for the children to complete the game.

Grammar booster

Ask the children to turn to page 136 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete this activity at home.

Answers: 2 bank: straight on, turn left, past, left, right café: straight on, turn right, past, on the, left
3 1B: straight on, past, make, right 2B: must, mustn't




Cooler: Bus ride




- Have the children form two or three teams and bring them to the front of the class. Have the teams stand in a line. Explain that they are buses and you will give them directions to follow. Each team takes a turn. If they follow all the directions correctly, they get a point. Use *go straight on, then turn left*, etc.
- To make the activity more interesting, speed up when giving directions.
- The team with the most points wins.

Workbook page 32

Lesson 5 Language in use

1 Label the pictures.


1  2  3 
 Turn right. _____

4  5  6 

Go straight on.
 Turn right.
 Turn left.
 Go past.
 It's on the left.
 It's on the right.

2 3.3 Listen and circle.

- 1 It's the bank / park.
- 2 It's the bus stop / swimming pool.
- 3 It's the sports centre / café.



3 Look at the map again and complete the directions.

- 1 **Toy shop:** First, you turn left and go past the _____. The train station is on your right. Then you _____ twice. _____ the museum. The toy shop is on your right.
- 2 **Swimming pool:** _____

32 Unit 3 Go to Vocabulary and grammar reference on page 120

Grammar reference:

Remind the children that they can refer to the grammar reference section on page 120 while completing these Workbook activities.

1 Label the pictures.

Answers: 1 Turn right. 2 It's on the left. 3 Go straight on. 4 Go past. 5 Turn left. 6 It's on the right.

2 3.3 Listen and circle.

Audioscript

- 1 First, you turn left and go past the train station. Then you turn right. Go past the school then turn left. It's on your right.
- 2 Turn right and go past the library. Then turn right again. Go past the cinema. After that, turn left. It's on your right.
- 3 Go straight on. Go past the hospital. Then turn right. Go past the supermarket. Finally, turn left and it's on your right.

Answers: 1 bank 2 bus stop 3 café

3 Look at the map again. Read and complete the directions.

Answers: 1 turn left, bookshop, turn left, Go past
 2 First, you turn right. Go past the cinema on your right. Then turn right and the swimming pool is on your left

Lesson 6 Listening and speaking

1 Look at the street map. What places can you see?

2 3.8 Listen to the children talk about how they get home from school. Complete the addresses.

1 Danny's address is 10 _____

2 Nadia's address is 5 _____

3 Devrim's address is 17 _____

3 Work in pairs. Choose a place on the map. Discuss how to get there from the school. **Be a star!**

How do we get to the bus stop?

First, we come out of the school and turn right on to Museum Road.

Unit 3 Listening: follow directions Speaking: give directions WB: page 33 41

Learning objectives: Listening: follow directions; Speaking: give directions

Materials: strips of paper (one per child), a box, photocopies of the audioscript with four words blotted out (one per pair), maps of your town

Warm-up: Bingo

- Play the game to practise words from Unit 3. See the Games Bank (pages 14-17) for how to play the game.

1 Look at the street map. What places can you see?

- Ask the children to look at the map and tell you what places they can see.
- Write the places on the board and ask what you can do in each one, e.g. *You can eat in a restaurant. You can buy things in a shop.*
- Ask the children if their city or town has any of these places and if they use them.
- Say *I'm at the library. How can I get to the restaurant?* Give children a little time to think and then ask a volunteer to answer.
- Place the children in pairs and have them continue

Answers: five bus stops, a library, a restaurant, a school, two shops, a train station

2 3.8 Listen to the children talk about how they get home from school. Complete the addresses.

- Ask the children how they get home from school. Write a few of their answers on the board.
- Then ask if they leave school with their friends, parents, guardians or brothers and sisters. Ask how long it usually takes them to get home.
- On the board write *25 Dolphin Street*. Explain that in English we place the number of our house before the name of the street.
- Refer the children to the activity. Explain that they will have to listen and complete addresses.
- Play the audio with pauses after each speaker for the children to write their answer.
- Play the audio again for the children to check their answers.

Audioscript

Danny: *Hi, my name is Danny and I go home from school by bike. I come out of school and I turn right on to Museum Road. I go straight on and I go past a bus stop on the right. After the bus stop, I turn left on to Mountain Street. Then I go straight on, and I cross Forest Street. After that, I turn right. My house is in this street. It's number 10. What's my address?*

Nadia: *Hi, I'm Nadia. My house is very near my school. I always walk home. I come out of school and I turn left on to Museum Road. I walk past the school and I turn left again on to Stone Street. I walk to the end of Stone Street and I turn right on to Bell Road. I walk past a shop on the right and my street is on the left. We live at number 5. What's my address?*


Devrim: *Hello, I'm Devrim and this is how I go home from school. First, I come out of the school and I turn right on to Museum Road and then left on to Lake Street. I go past the library on the left and past a restaurant on the right. My street is the next street on the left after the restaurant. I live at number 17. What's my address?*

Answers: 1: 10 Shell Street 2: 5 Bridge Street
3: 17 Cook Street

★ Teaching star!

Extension

- Develop your class's thinking skills by offering activities which encourage them to deduce and solve problems.
- Divide the children into pairs and give each pair a copy of the audioscript with blotted out words. Explain that they have to use the map in Activity 1 to fill in the missing words. Then play the audio for the children to check their answers.

3  **Work in pairs. Choose a place on the map. Discuss how to get there from the school.**

Be a star!

- Place the children in pairs and have complete the activity.
- Monitor for proper use of language and vocabulary.

Cooler: Where Am I?

- Divide the class into pairs. Refer them to the key in Activity 1. Explain that they have to mime something, e.g. *reading a book* so that partners can guess where they are (*at the library*).









Workbook page 33

Lesson 6 Language builder

1 Label the pictures.

bus stop crossing map pavement to cross traffic lights





1  2  3 
 traffic lights

4  5  6 

2 Match to make sentences on road safety.

1 Find a safe place	a means you can cross.
2 Use a	b until the traffic stops.
3 Wait for the traffic lights	c to change colour.
4 The red man means you	d crossing if you can.
5 Wait on the pavement	e mustn't cross.
6 The green man	f to cross the road.

3 Write some road safety rules for cyclists.

1  2  3  4 

1 You must stop at a red light.

2 You _____.

3 You _____.

4 You _____.

Unit 3 **33**

1 Label the pictures.

Answers: 1 traffic lights 2 crossing 3 to cross
4 pavement 5 map 6 bus stop

2 Match to make sentences on road safety.

Answers: 1 g 2 e 3 d 4 f 5 c 6 a

3 Write some road safety rules for cyclists.

Answers: Children's own answers.

Lesson 7 Writing

We often use **bullet points** to list information.

1 Look at the rules in the leaflet on page 37. Answer the questions.

- How many rules are there? _____
- How do you know? _____
- Which word is in all the rules? _____

2 Complete the rules for a leaflet about safe cycling. **Be a star!**

Safe cycling

Always be safe on your bike!
Remember:

- Your bike must have lights.
- You must check _____.
- You must wear _____.
- You mustn't wear _____.
- You mustn't listen _____.
- You mustn't ride _____.
- Never _____.
- Always _____.

42 Unit 3 Write a list with bullet points
WB: pages 34–35

- On the board, write a shopping list with the help of the children, using bullet points. Explain that lists can be used for almost anything, from making shopping lists, to writing leaflets.
- Refer the children to page 37 and have them complete the activity.

Answers: 1 Four rules 2 Because there are four bullet points. 3 Yes, it is possible.

2 Complete the rules for a leaflet about safe cycling. **Be a star!**

- On the board write *Safe skateboarding*. As a class, make a list of things that *must* or *mustn't* be done so as to be safe while skateboarding. They can use their ideas from Lesson 4, Activity 3.
- Refer the children to Activity 2. Explain that they have to complete the rules about safe cycling with their own ideas.
- Divide the class into pairs and have them complete the activity.

Suggested answers: **Your bike must have** lights. **You must check** the lights / the brakes. **You must wear** a helmet / a safety vest / trainers. **You mustn't wear** flip-flops. **You mustn't listen** to music. **You mustn't ride** next to parked cars. **Never** carry animals in your basket / wave to your friends / ride with more than one person on the bike. **Always** signal when you are turning left or right / look ahead / ride a safe distance from parked cars.

Learning objectives: Write a list with bullet points

Materials: pictures of bulleted lists (ideally with a mix of bullet styles, e.g. stars, ticks, crosses), notebooks, sheets of paper, coloured pencils for fast finishers

Warm-up: Descriptions

- Divide the children into groups. Have each group look at a picture from pages 8, 22 or 34 in the Pupil's Book and have them describe it in their notebooks.
- Have a group member read out their sentences to the class.

1 Look at rules in the leaflet on page 37. Answer the questions.

- Show the children the bulleted list on page 42. Explain that we use lists to write things that we want to remember. Explain that we do not use long sentences in lists.
- Refer the children to the explanation. Explain that the bullet points don't necessarily need to be dots but can be ticks, stars, crosses, etc.
- Ask the children if they make lists. What sort of lists do they make?

Teaching star!

Mixed ability

- Keep art supplies available to keep fast finishers busy. Place children who finish earlier than the rest of the class in pairs and hand them a sheet of paper and coloured pencils. Have them think of a place that they can write a list of rules about, e.g. swimming pools, libraries, hospitals. Have the children make lists and illustrate their work. Place all work on classroom display for the children to look at before the end of the lesson.

Cooler: Guess!

- Place the children in pairs and give each one a sheet of paper. Tell the children to make a list of rules for a sport or place of their choice, using *must* and *mustn't*, and bullet points.
- Then have one child from each pair read the list but not tell the class which sport or place it applies to. The first child to guess correctly reads out their list next.

Lesson 7 Writing

Prepare to write

1 When do we use bullet points? Circle. Then complete the sentence.

- emails
- stories
- letter to my grandma
- leaflets
- rules
- diaries
- instructions
- poems
- shopping lists

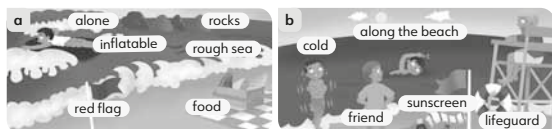
We use bullet points to _____.

2 Match the pictures to the safety advice for surfers.



- 1 • Never go surfing alone.
- 2 • You must know how to swim.
- 3 • Don't surf too near swimmers.
- 4 • Always wear sunscreen.
- 5 • You mustn't surf in thunderstorms.

3 Look at the pictures. Make notes on safety advice for swimmers in the table.



✓	swim near the beach
x	swim away from the beach

Ready to write

4 Write a leaflet giving safety advice for swimmers. Use bullet points.

Safe swimming

- Always _____.
- You mustn't _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.

5 Read and check what you wrote in Activity 4. Tick (✓).

- Did I give good advice?
- Did I use *always, never, must, mustn't* correctly?
- Did I use bullet points?
- Did I use the correct spelling?

Prepare to write

1 When do we use bullet points? Circle. Then complete the sentence.

- The children circle the correct items and then complete the sentence.
- If done in class, have the children work in pair

Answers: leaflets, shopping lists, instructions, rules
We use bullet points to **make lists / list information.**

2 Match the pictures to the safety advice for surfers.

- The children read the text and match the advice to the pictures.
- If done in class, children work in pairs.

Answers: 1 Never go surfing alone. 2 Always wear sunscreen. 3 You must know how to swim. 4 You mustn't surf in thunderstorms. 5 Don't surf too near swimmers.

3 Look at the pictures. Make notes on safety advice for swimmers in the table.

- The children make notes on safety for swimmers.
- If done in class, have the children work in pairs.
- Have volunteers read out their lists.

Answers: Children's own answers.

Ready to write

4 Write a leaflet giving safety advice for swimmers. Use bullet points.

- The children make a leaflet about swimming safety.
- If done in class, have the children work individually.
- Have the children show their work to their partners.

Answers: Children's own answers.

5 Read and check what you wrote in Activity 4. Tick (✓).

- The children make a leaflet about swimming safety.
- If done in class, have the children work individually.
- Have the children show their work to their partners.

Answers: Children's own answers.



Lesson 8 Think about it! *Play the Bike Grid game*

1 Read and draw.

How to play

- 1 Draw the five objects into Grid 1. Use the exact number of squares, as shown below.
- 2 Work in pairs. Give directions to find your friend's objects. For example, Start on 2c. Go right two squares to 2e. Then go down three squares to 5e. Stop. Your friend answers hit if there is an object there or miss if there isn't.
- 3 After a hit, your friend must name the object and tell you where it is. For example, It's the light. It's in squares 3e and 4e. Then you must draw the object in Grid 2.
- 4 After a miss, or after you find an object, it's your friend's turn.
- 5 The winner is the first person to draw all of the objects on Grid 2.

basket

bell

light

safety vest

helmet

Grid 1

	a	b	c	d	e
1					
2					
3					
4					
5					
6					

Grid 2

	a	b	c	d	e
1					
2					
3					
4					
5					
6					

2 Work in pairs. Play the game. **Be a star!**

Unit 3 Analyse and synthesise information WB: pages 36-37 43

Learning objectives: Analyse and synthesise information

Additional vocabulary: grid, hit, miss

Resources: Unit 3 test

Materials: A soft ball, large sheets of paper (one per group), sheets of squared paper (one per child)

Warm-up: Pass the ball

- Play the game to practise words from this unit.
- Continue the game with verbs or prepositions.
- See the Games Bank (pages 14-17) for how to play the game.

1 Read and draw.

- Tell the children they are going to play a game.
- Read the first step aloud and have the children draw the five objects into *Grid 1*.
- Make sure they do not show their partners and that their drawings take up exactly the same number of squares as those on page 43. They do not need to write in the grid.
- Read the rest of the steps to the class. Explain anything they might not understand. Explain the terms *hit* and *miss* in the context of the game. Use L1 if necessary.

2 Work in pairs. Play the game.

Be a star!

- Place the children in pairs and have them play the game taking turns to give directions.
- The winner is the first person to draw all the objects on *Grid 2* (or to draw the most objects in ten minutes).
- Monitor to ensure that the children play correctly.

Personalising

Teaching star!

- Give your class regular opportunities for self-assessment as this supports autonomous learning.
- Divide the class into small groups and hand each group a large sheet of paper. Have them make three columns on the sheet. Explain to the children that they have to go through Units 1, 2 and 3 and list what they learnt in each one. Have the children illustrate their work and then present it to the class. Place all work on classroom display.

Cooler: Grid game

- Divide the class into pairs. Give each child a sheet of squared paper.
- Have the children draw two grids onto their sheets, both of which are six squares high and five squares wide.
- Tell the children that they are going to play the *Food Grid game*. They play this in the same way as the *Bike Grid game*, but drawing types of food onto their grids. With the class, choose five items of food. Draw them on the board, in squares. Keep the drawings as simple as possible so they can be easily copied by the children.
- Monitor to ensure that the children play correctly.

Check-up challenge

1 Label the pictures.

lock pump basket wheel light bell brakes gears



2 **Read the text. Choose the right words and write them on the lines. There is one example.**

city	safety vest	job
1 cycle	cyclists	basket
2 paths	palaces	pavements
3 brakes	rides	bridges
4 information	tickets	directions
5 see	seeing	saw
6 down	opposite	into

Amsterdam is a favourite city for
 1 _____ . There are lots of cycle
 2 _____ and there are no hills.
 You can cycle along the canals and across
 the 3 _____ , looking at the
 houseboats. The Anne Frank museum is near
 there. You must buy 4 _____
 online before you go – it's very busy. In Dam
 Square you can 5 _____ the
 Royal Palace and 6 _____ it is the
 National Monument.

3 Where do they want to go? Read and follow the directions on the map. Then complete the questions.

1 How do I get to Central Park ?

Go straight on. Go past the theatre.
Then turn left. It's on the right.

2 How do I _____ ?

Turn right. Go past the large shop. Then
turn right and walk across the park.

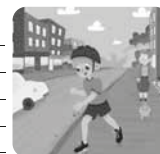
3 _____ ?

Turn left. Go straight on across the bridge.
Then turn right. It's opposite the supermarket.



4 Write the safety rules for rollerblading.

- (pavement) *You must* ... _____
- (road) _____
- (helmet) _____
- (people) _____
- (fast) _____



What I can do!

Put a tick (✓) or a cross (×).

- | | |
|---|--|
| <input type="checkbox"/> talk about bikes and cycling | <input type="checkbox"/> spell words with c and s pronounced s |
| <input type="checkbox"/> describe a city bike ride | <input type="checkbox"/> talk about rules using <i>must</i> and <i>mustn't</i> |
| <input type="checkbox"/> give directions | <input type="checkbox"/> write instructions using bullet points |

In this unit, I liked _____
 _____ was exciting.
 I didn't mind _____

1 Label the pictures.

Answers: 1 wheel 2 gears 3 bell 4 lock
 5 light 6 brakes 7 pump 8 basket

2 **Read the text. Choose the right words and write them on the lines. There is one example.**

This activity helps the children prepare for Part 4 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- Ask the children to look at the words in the box and to translate them into L1. Then ask volunteers to make sentences with a few of the words.
- Have the children work individually to complete the activity.
- Then have volunteers give you their answers.

Answers: 1 cyclists 2 paths 3 bridges 4 tickets
 5 see 6 opposite

3 Where do they want to go? Read and follow the directions on the map. Then complete the questions.

Answers: 1 Central Park 2 get to the Brooklyn Bridge 3 How do I get to the Statue of Liberty

4 Write the safety rules for rollerblading.

Answers: 1 You must rollerblade on the pavement.
 2 You mustn't rollerblade on the road. 3 You must wear a helmet. 4 You mustn't rollerblade near people. 5 You mustn't rollerblade fast.

Reading time 2

1 3.9 Read the story. Where did they go and what did they see?


Journey to the Centre of the Earth

by Jules Verne

Professor Hardwigg, his nephew Harry, and Hans climbed down and down into the volcano. Professor Hardwigg opened the old map from the museum and looked at it again. 'I'm sure this is the right volcano,' he said excitedly. Hans looked worried. In Iceland there were many legends about this volcano and Hans' grandfather was an expert on these.

When they came to the bottom of the volcano, they found a mushroom forest with huge mushrooms bigger than trees, and strange animals with long legs and big eyes. 'Here's the path,' said Professor Hardwigg. 'This way to the centre of the Earth! We go straight on through this forest and then turn right.' Then he walked happily into the mushroom forest with the map under his arm and a big smile on his face.

Harry and Hans walked behind him. Harry was scared. He decided not to look round and just looked down at his feet. Suddenly, Hans shouted, 'Look out! What's that! Oh no! It's a dinosaur!'



44 Reading time 2 Read an adventure story

Harry jumped quickly behind a rock and put his hands over his face. Through his fingers he saw a huge dinosaur with a long neck. It pushed over a mushroom tree and started to eat. Then it walked slowly across the forest, away from Harry.

Harry came out from behind the rock, but now he couldn't see Hans or his uncle. Harry was scared and so he shouted loudly 'HANS! UNCLE! HELP!' Suddenly he saw them. They were on top of one of the mushroom trees! Harry started to laugh. 'Ha ha! Come down!' he said. 'It's OK now.'

Together, they walked quickly out of the forest. In front of them was a huge lake. 'Great!' said Professor Hardwigg, looking at the map. 'Here's the lake. We need to go across the lake and then down a waterfall. Then we come to the centre of the Earth.' 'OK,' said Harry unhappily, 'but how are we going to go across the lake?'

'Don't worry,' said Hans. 'We can make a raft from the mushroom trees.' Hans was very clever with his hands and he quickly made a raft, then off they went across the lake. They went round an island with a big mountain and suddenly Professor Hardwigg stood up on the raft and pointed. 'There's the waterfall!' he said.



Reading time 2 Develop reading fluency 45

Reading time 2 Activities

2 Read and write T (True) or F (False).


- They climbed up a volcano. F
- The volcano was in Iceland.
- They found a forest with small mushrooms.
- Professor Hardwigg hid behind a rock.
- A dinosaur ate a mushroom tree.
- They walked quickly into the forest.
- They made a raft from a mushroom tree.
- They went round an island with a mountain.

3 Read the story again and answer the questions.

- Why did they go into the volcano? _____
- Why did Harry jump quickly behind a rock? _____
- Where is Hans from and why is he with Professor Hardwigg and Harry? _____
- Why is Professor Hardwigg excited about their adventure? _____

4 Imagine how the story ends. Do you think Professor Hardwigg, Harry and Hans find the centre of the Earth? **Be a star!**

5 Watch the ending. Then discuss in pairs. Do you like the ending? Why / Why not?



46 Reading time 2

Learning objectives: Read an adventure story; Develop reading fluency

Resources: Unit 3, Reading time 2, Reading Time 2 video; Animated flashcards, Video activity worksheet

Warm-up: Story

- Ask the children how often they read books and what type of books they read, e.g. *adventure*, *mystery*, etc.
- Have the children think about a book they are reading or have read. Ask them to think about what they like about it, why it's interesting and if there's anything they don't like about it.
- Divide the children into small groups and have them discuss their books.
- Ask some volunteers to come to the front and tell the class a few things about the book they chose.

1 3.9 Read the story. Where did they go and what did they see?

Pre-reading

- Refer the children to the title of the story. Ask what they think they are going to read about.
- Then have the children look at the pictures. Ask where they think the characters are and what the text could be about.
- Brainstorm what words from the text they might see and write them on the board, e.g. *volcano, animals, mushrooms*.

While reading

- Explain to the children that there could be some words they do not understand in the text but that they shouldn't worry about them because they are reading for enjoyment.
- Play the audio. Have the children listen and follow in their books.
- Have the children re-read the story quietly. Explain that there is no need to rush.
- Have volunteers raise their hands to offer answers.

Post-reading

- Finally, have the children work in small groups to discuss what they liked the best about the story and why.

Answers: They went into a volcano to get to the centre of the Earth. They saw a mushroom forest, strange animals and a dinosaur.

★ ★ Teaching star!

Reading

- Use listening activities to help improve fluency.
- Play the audio while the children follow along in their books, pointing to each word. Then, have the children read aloud as a class with the audio. Finally, place the children in pairs and have them read a paragraph of their choice to their partner. Monitor to ensure that children swap roles and for proper pronunciation.

Cooler: Disappearing words

- Have the children place their Pupil's Books face down and tell you key words they remember from the story. Write about six of them on the board.
- See the Games Bank (pages 14–17) for how to play the game.

Reading time 2 Activities

Warm-up: Visualisation

- Ask the children to close their eyes and imagine the situation you describe to them.
- Say *Imagine you are going to the centre of the Earth. Who are you with? What are you wearing? What are the animals you can see? How do you feel?*
- Have the children open their eyes and tell a friend about what they imagined.

2 Read and write T (True) or F (False).

- Tell the children to place their Pupil's Books face down. Have them think about the story they just read. Ask the children to tell you what they remember about the story.
- Then refer the children to Activity 2. Look at the example with the class. Do the next sentence as a class. Have children work individually to complete the activity.

Answers: 1 F 2 T 3 F 4 F 5 T 6 F 7 T 8 T

3 Read the story again and answer the questions.



- Give the children time to read the story again. Play the audio if you wish.
- Divide the class into small groups and have them complete the activity.

Suggested answers: 1 They went into the volcano because the old map from the museum took them there. Also, Professor Hardwigg wants to find the centre of the Earth. 2 Harry jumped quickly behind a rock because Hans shouted that there was a dinosaur. 3 Hans is from Iceland. He is a guide for Professor Hardwigg and Harry because his grandfather was an expert on volcanoes. 4 He is excited because he wants to learn more about the volcano and waterfall on this adventure, and possibly to find the centre of the earth.

4 Imagine how the story ends. Do you think Professor Hardwigg, Harry and Hans find the centre of the Earth?

Be a star! ★ ★

- Keep the children in the groups they formed for Activity 3. Tell them that they have to think of an ending for the story and have to decide whether Professor Hardwigg finds the centre of the Earth with Harry and Hans.
- Give the children a little time to think of the answer and then ask a member of each group tell the class how they think the story will end.
- Write brief notes for each suggested ending on the board.

5   **Watch the ending. Then discuss in pairs. Do you like the ending? Why / Why not?**

Before the video

- Tell the children they are going to watch a video with another ending.
- Ask what they think that ending will be, e.g. *They find a secret door and get back home. An alien kidnaps them to another planet.*
- Play the video once and pause where the three characters suddenly stop. Ask what they think will happen next.

During the video

- Continue the video and pause where the water under the boat is very hot and there's fire all around them.
- Ask what they think will happen next, e.g. *They will get very hot. They will get through the fire and see that the centre is cold.*
- Ask how they would feel if they were in the characters' place (afraid, worried, nervous).
- Play the video until the end.

After the video

- Ask if they expected the story to end like this. Ask if they like this ending or not.
- Replay the video without any interruptions for the children to enjoy it.
- Then look at the board and go through the endings each group gave in Activity 4.
- In the same groups as before, the children discuss which ending they prefer and then tell the rest of the class.

Videoscript

They all looked at the waterfall. 'What do we do now?' asked Harry.

Professor Hardwigg looked at his map.

'We have to go under the waterfall!' he said.

'Everyone, put on your helmets.'

They took their helmets out of their backpacks.

'Oh! I don't like this!' said Harry in a scared voice. Hans wasn't happy either! The noise of the water was very loud and the boat soon started to fill with water.

'Argh!' shouted Harry and Hans together but Professor Hardwigg wasn't worried!

Suddenly a big hole opened in front of them!

'Oh no!' shouted Harry and Hans.

The water and the boat fell down and down into the big hole.

'Hurrah!' shouted Professor Hardwigg. 'Now we're going to the centre of the Earth!'

But suddenly, they stopped. They went up and up and up. The water under the boat was very hot and there was fire all round them. And then ... whoosh! The boat flew out of the mouth of a volcano into the sky! It went up and up ... and then down and down and down. They landed with a thump!

'Oh dear,' said Professor Hardwigg. 'This isn't the centre of the Earth! Where are we?'

'Phew!' shouted a happy Harry and a happy Hans. They jumped up and down and hugged each other. 'We're back on Earth again!'

Cooler: What's the story?

- Choose a text from one of the stories in Units 1–3 and refer the children to it. Explain that you are going to read the text aloud while they follow in their books. Tell them that you might make mistakes because you are feeling a little tired today. Read the text, adding or omitting words as you go for the class to correct you. When the children correct you, thank them, correct yourself and continue.



Play 2

- 1 Work in groups. Talk about the pictures. What do you think happens?
- 2 3.10 Listen and read. Why do Grandpa and the other children go to the sports centre?
- 3 Act out the play.

Peter and the skateboarding competition

You woke up early this morning, Peter!
 Yes! I'm going to the skateboarding competition.
 Oh! Where is it, Peter?
 At the Greenplace Sports Centre.
 OK. Goodbye, Peter!
 Let's go and surprise him!

Look! This is the Greenplace Sports Centre.
 But there isn't a competition here!
 Let me see! Look! It's at the Greenspace Sports Centre, not Greenplace!
 But that's the opposite side of town!
 Don't worry. We can go by river. Quick! Let's go.

Get your helmets and safety vests ready now.
 OK, Grandpa.
 Greenspace Sports Centre is on the left after this bridge.
 We must go quickly, we're going to be late!
 Surprise!
 Oh, thank you! But I got it wrong. The competition is next Saturday!

Play 2 47

Resources: Unit 3, Play 2

Materials: paper for writing out their parts for the play

Warm-up: How many words?

- Divide the class into pairs. Explain that you will give them one minute to write as many words as they can remember from Unit 3.
- When the time is up, have the pairs read out their words. The pair with the most words wins.

1 Work in groups. Talk about the pictures. What do you think happens?

- Refer the children to the pictures on page 47. Prompt the children to describe each picture as best they can. Write key words on the board.
- Refer the children to the title of the play. Ask them to tell you what they think the play will be about.

2 3.10 Listen and read. Why do Grandpa and the other children go the sports centre?

- Read the rubric with the class.
- Explain to the children that they are going to listen to a play about a skateboarding competition.
- Play the first part of the play and pause.
- Ask *Why does Peter get up so early? (To take part in a skateboarding competition.) Why do Grandpa and the other children go the sports centre? (To watch him take part.)*
- Play the second part of the play and pause. Ask *What mistake do the children make? (They mix up Greenplace with Greenspace.)*
- Play the final part of the audio. Ask *What directions do the children follow to get to the sports centre? (They go under a bridge on Grandpa's wheelchair boat.) Ask How does Peter feel? (He's upset because the date is wrong.)*

Answers: Grandpa and the children go to the sports centre to surprise Peter at his skateboarding competition.

★ Teaching star!

Acting

- Give children opportunities to work co-operatively by using creative drama activities in the classroom.
- Divide the children into small groups and have them form circles and choose a leader. Everyone apart from the leader closes their eyes. The leader then strikes a pose, e.g. *sad, excited, happy, tired*, etc. When all the leaders have taken a pose, say *Go!* and the children open their eyes and copy their leader's pose. The leader then slowly changes poses for their group members to follow. Have the groups choose new leaders and repeat.

3 Act out the play.

- Divide the children into groups of five. Explain that they have to learn the play and then perform it in front of the class. Tell them they can write their parts on small pieces of paper and have them in their hands to read from in case they forget their lines.
- Give the children about half the lesson time to prepare for the play. Go around the class and monitor what they are doing.
- Then ask each group to come to the front and act it out.

Cooler: Well done!

- Say *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*