

# LESSON 1

## Materials

Student's Book 5, page 4

Cassette 5, Unit 1, Lesson 1

Workbook 5, page 2

# UNIT 1 The Video Game

## Grammar

Past continuous:

*Matt was winning. They weren't playing football.  
As he was making a cake, he dropped the eggs.*

Past simple:

*He was using the Internet when he had an idea.*

## Vocabulary

Play, make and read

Technology

## Warmer

- Welcome children to *Jump Aboard* Level 5.
- Play a 'refresh your memory' game. Have children brainstorm the names of the story characters they remember from *Jump Aboard* Level 4.
- If your class is new to *Jump Aboard* give them an 'orientation quiz'. Ask questions such as: *How many units are there? What happens after every two units? Who is Mr Notepad and why is he there? Which stories continue throughout the book?*

## Activities

### 1 Listen and read. What are the names of the boy, the girl and the dog?

- Ask children to look at Student's Book pages 4 and 5. Explain that children will be reading and listening to Matt and Megan's adventures.
- Play the cassette. Children listen and follow the text in their books.
- Play the cassette again. Children point to each person or object as it is mentioned.
- Ask: *What are the names of the boy, the girl and the dog?*
- If necessary, play the cassette again.

### ANSWERS

the boy – Matt, the girl – Megan, the dog – Patch

## Grammar Focus

If you wish to consolidate the correct use of the past continuous, copy the following exercise onto the board:

Complete using *was*, *wasn't*, and *weren't*.

- 1 Matt and Megan were playing a video game.
- 2 They \_\_\_\_\_ playing football.
- 3 Megan \_\_\_\_\_ enjoying the game.

- 4 Matt \_\_\_\_\_ winning.
- 5 The storm \_\_\_\_\_ getting closer.
- 6 Patch \_\_\_\_\_ hiding.

- Help children to identify the rule for using *was*, *wasn't*, *were* and *weren't*. (I, you, he, she, it *was/wasn't*; we/they *were* and *weren't*)
- Children complete the activity on their own. Ask them to read their answers aloud.

ANSWERS  
2 weren't, 3 wasn't, 4 was, 5 was, 6 was

### Optional

Play 'past tense charades'. Have a child come to the front of the classroom. Ask: *What were you doing last night?* Prompt the child to act out what he or she was doing last night. The rest of the class calls out: *He/She was ...* Make sure they use *-ing* verbs. Ask other children to come to the front of the class and play the game. Then have pairs of children act out what they were doing. The rest of the class calls out: *They were ...*

### WORKBOOK PAGE 2 ANSWER KEY

- 1 2 was sleeping, wasn't playing  
3 weren't listening to music, were watching television  
4 was drinking, wasn't eating
- 2 2 were riding, 3 weren't playing,  
4 was sitting, 5 wasn't reading,  
6 was eating

## Materials

Student's Book 5, page 5

Cassette 5, Unit 1, Lesson 2

Workbook 5, page 3

## Warmer

- Say: *If you were watching TV last night, put your hand up!* Children who were watching TV put their hands up.
- Call out other commands: *If you were eating pizza last night, touch your nose! If you were studying last night, touch your elbows!, etc.*

## Activities

### 1 Listen and read the story. Then act it out.

- Have children describe what is happening in each frame of the story. Make sure they understand what 'clues' are (*an object or fact that someone discovers that helps them to solve a mystery*). Children may need to use their own language occasionally; this is acceptable.
- Play the cassette. Children listen and read the story.
- Have children take turns reading the dialogue aloud. Encourage them to sound as enthusiastic as possible. You may want to have some groups perform in front of the class.
- You may want to play the cassette again, pausing in appropriate places so children can repeat.

### 2 Read and complete.

- Draw children's attention to the story. Prompt them to identify past simple tense verbs (*was, hit, happened, appeared*) and past continuous tense verbs (*were playing, were looking, was waiting*).
- Have children complete the activity on their own. Tell them to use the story's context to decide whether to use past simple or past continuous verbs.



### Find the phrases in the story with these meanings.

- Children who have already used *Jump Aboard* will recognize Mr Notepad. For those children who are new to the course, tell them that they will need a section in their notebooks for special phrases in English. There are two new phrases in each unit.
- Point to the first box and say: *So do I*. Prompt children to point to the sentence with the same meaning in the story (*Me too*). Children write the sentence in their notebooks.
- Do the same for the second phrase.
- Have children write a sentence using each new phrase in their notebooks.

ANSWERS  
'Me too.'  
'How should I know?'

### Optional

Have children draw a story of themselves in their favourite video game. Make sure they include four picture frames with dialogue in each one. In pairs, have children discuss their stories.

#### WORKBOOK PAGE 3 ANSWER KEY

- 1 2 was looking, found  
3 was doing, rang  
4 were having, appeared
- 2 2 f He was making a cake when he dropped the eggs.  
3 a I was riding my bike when I saw Mum.  
4 b She was walking around town when she met her friend.  
5 d We were having a picnic when it started to rain.  
6 e They were sleeping when the alarm clock rang.

## Grammar

Past simple and past continuous

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### ANSWERS

hit, were, were looking, appeared, was waiting

## Materials

Student's Book 5, page 6

Cassette 5, Unit 1, Lesson 3

Workbook 5, page 4

## Warmer

- Have children write short dialogues that include the sentences: *Me too* and: *How should I know?*
- Ask one or two children to share their dialogues with the class.

## Activities

### 1 Complete the phrases. Then add one more word to each list.

- Explain the differences in meaning for *play*, *read* and *make*.
- Have children complete the phrases and then add one more word to each list.
- Write three columns on the board: *play*, *read* and *make*. Each child calls out his or her answers. Write the answers in the appropriate column.

## ANSWERS

2 read, 3 make

### 2 Look and complete.

- Have children describe each picture in their own words.
- Then have them complete each sentence according to what they see in the picture.
- Ask children to write one of their answers on the board. Correct any errors.

## ANSWERS

1 eggs

2 they, were, playing, video, game, bird

3 As, was, reading, book, boy, skateboard

### 3 Listen and sing. Then number the lines in the correct order.

- Play the cassette. Children listen.
- Play the cassette again. This time children listen and sing.
- Have children read the lines of the song, and number them in the correct order.

## TAPESCRIPT

#### As I was going to the fair

As I was going to the fair,  
I met a man with yellow hair.  
The man was selling banana bread,  
'Try a little piece!' he said.  
'Banana bread is good for you!'  
And now my hair is yellow too.

## ANSWERS

5, 2, 4, 1, 6, 3

## Optional

Take a class poll. Ask the following questions: *Who likes to play video games? football? the guitar? Who likes to read books? magazines? e-mails? Who likes to make phone calls? pizzas? the beds?* After each question, children who like the activity put their hands up. Write the number of hands raised after each question on the board. Then children write sentences about the poll results: *Thirteen children like to play video games, etc.*

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## WORKBOOK PAGE 4 ANSWER KEY

- 1 make: a cake, a phone call, my bed  
read: a Japanese book, an e-mail,  
a magazine, a newspaper  
play: football, the piano, basketball,  
a video game
- 3 Possible answers:  
2 He was riding his bike when a dog appeared.  
3 They were playing video games when their mum called.  
4 We were walking the dog when it started to rain.  
5 She was reading a book when the chair broke.

**Materials***Student's Book 5, page 7**Cassette 5, Unit 1, Lesson 4**Workbook 5, page 5***Warmer**

- Draw children's attention to a computer in the school.
- Point to different parts of the computer. Have children explain in their own language what each part does.

**Activities****1 Look and match. Then listen and check.**

- Have children look at the pictures and match them to the words.
- Play the cassette. Children listen and check their answers.
- Play the cassette again. Children point to each item as it is mentioned.

**TAPESCRIPT**

joystick – b, printer – a, keyboard – f, scanner – c,  
screen – d, speakers – e, mouse – g

**2 Complete the sentences using the words in Activity 1.**

- Children complete the sentences on their own using the words in Activity 1.
- Have children exchange books with a partner.
- Write the answers on the board so children can check each other's answers. Then have them return the books so children can correct their mistakes using a different coloured pen or pencil.

**ANSWERS**

2 joystick, 3 scanner, 4 speakers, 5 printer,  
6 mouse, 7 keyboard

**3 Look at the pictures. What do you use these things for?**

- Say: *Where's the digital camera?* Children read the three labels and point to the digital camera. Do the same for the CD writer and the MP3 player.

- Prompt children to describe what each item is used for. (*A CD writer is used to make copies of CDs. A digital camera is used to take pictures without the need for any film. An MP3 player is a small device that is used to store music.*)

**Optional**

Explain to children that cameras have changed in many ways since they were invented. The first cameras only took black-and-white pictures. With the invention of colour film, cameras could produce colour pictures. Now digital cameras store digital images without using any film at all. What do children think the next camera innovation will be? Prompt them to design the camera of the future and explain its special features to the class. Display children's work around the classroom.

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**WORKBOOK PAGE 5 ANSWER KEY**

Project: Design a Video Game

**1** 1 c, 2 a, 3 b

## Materials

Student's Book 5, page 8

Workbook 5, page 6

Magazine or newspaper articles (Optional)

## Warmer

- Review regular and irregular verbs with the class.
- Write the following past tense verbs on the board: *ran, walked, ate, saw, played, read*.
- Children identify each as regular (*walked, played*) or irregular (*ran, ate, saw, read*) and then write a sentence using each one.

## Activities

### 1 Read and complete.

- Children read the text silently. Ask them what the text is about (and what they think about Tom Hadfield).
- Have them complete the sentences on their own using one of the words from the box.
- Ask children to write their answers on the board. Correct any errors.

### ANSWERS

began, went, saw,  
put, were, visited,  
bought, paid, became

### 2 Correct the verbs in the sentences.

- Children rewrite the sentences according to the information in the text from Activity 1.
- Have children exchange books with a partner. Write the answers on the board so they can check each other's work.
- Children return the books so they can correct their mistakes using a different coloured pencil.

5 Tom Hadfield became a very successful businessman when he was still a child.

## Optional

Bring English magazine or newspaper articles to class. If possible, divide the class into pairs and give each pair an article. Children circle all the irregular verbs in the article. Write the irregular verbs children find on the board. Encourage children to keep a list of irregular verbs in their notebooks.

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## Grammar

Past simple and past continuous

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### ANSWERS

- When Tom saw the Internet for the first time, he loved it.
- In 1995, Tom put some football scores on the Internet.
- Disney bought Football net for more than \$25 million.

### WORKBOOK PAGE 6 ANSWER KEY

- Regular verbs: stopped, stayed, jumped, visited, asked  
Irregular verbs: sat, had, drank, became (or came), began, hid
- 2 watched (R), 3 was (I), 4 used (R), 5 wrote (I), 6 told (I), 7 listened (R), 8 enjoyed (R)

**Materials**

Student's Book 5, page 9

Cassette 5, Unit 1, Lesson 6

Workbook 5, page 7

**Warmer**

- Write the following sentences on the board:  
*I put my clothes on and then I had a shower. My mum said it was time to get up so I brushed my teeth ate breakfast, and went to school. Ask: What's wrong with these sentences? (They're not in chronological order.)*
- Children rewrite the sentences according to their usual morning routine.

**Activities****1 Listen to Alex's story. Number the pictures.**

- Draw children's attention to the pictures and have them describe each one. Encourage them to try to guess the correct order.
- Play the cassette. Children listen and number the pictures. Ask children if they believe the story. Then ask why the boy invented the story. (Because he hasn't done his homework.)
- Play the cassette again. Children check their answers.

**TAPESCRIPT**

As I was walking to school this morning, an amazing thing happened. I saw a spaceship! It was flying across the park. It landed on the grass and a door opened. A little blue alien climbed out of the spaceship and walked towards me. 'Don't be scared,' it said to me. 'I'm not going to hurt you.'

The alien explained what it was doing. 'I'm collecting information about life on Earth. What can you give me?' it asked.

'I've only got my school bag,' I said, and showed it to the alien.

The alien looked inside my school bag. 'This is interesting,' it said. 'Can I take these books to my own planet?'

I was scared, so I agreed. He took the books, went back to his spaceship, and flew away. That's how I lost my homework.

**ANSWERS**

a 3, b 1, c 4, d 2

**2 Look at the pictures and tell the story.**

- Divide the class into pairs.
- Read the introduction sentence together with the class.
- Have children look at the pictures and the sentence prompts with their partner, and take turns telling the story.
- Alternatively, do this as a class.

**3 Look at the story plan. Think of answers to the questions.**

- Ask children to take out their notebooks.
- Have them write answers to each question in Activity 3. Encourage children to be as descriptive and imaginative as possible.
- Go around the class monitoring.

**4 Write a story. Follow your plan from Activity 3.**

- Have children write stories on their own. Make sure they follow their plans from Activity 3.
- Divide the class into pairs. Have children read their stories to each other or to the whole class. Have them check that their partners answered all the questions.

**Optional**

Have each child write a description of a classmate. Have volunteers read aloud their descriptions. The rest of the class guesses: *Is it ...?* The child responds: *Yes, it is./No, it isn't.*

**WORKBOOK PAGE 7 ANSWER KEY**

- 1** correct picture – computer  
computer, computers

## Materials

Student's Book 5, page 10

Workbook 5, page 8

## Warmer

- On the board, draw clocks indicating the following times: *five o'clock, seven o'clock, two thirty, eight forty-five.*
- Point to each clock. Prompt children to call out the correct time.

## Activities

### 1 Answer the questions.

- Have children read the questions and try to answer them on their own.
- Ask children to write one of their answers on the board. Make corrections as necessary.

### 2 Describe the differences.

- Have children discuss the differences between the pictures and write three more sentences.
- Encourage children to share their differences with the class. Prompt them to think of any more differences.

### ANSWERS

- 2 There isn't a keyboard in picture 2.  
3 There isn't a mouse in picture 2.  
4 There's a joystick in picture 2.

### 3 Look and number.

- Remind children of the phrases they wrote in their notebooks in Lesson 2. Show them the pictures of Grace and Chris and explain that they will see the phrases again here. Ask children to identify the phrases and help children to review these phrases.
- Prompt children to describe what is happening in each picture.
- Tell children that they have to order the sentences. Number 1 has been done for them.
- Have children number the sentences on their own. Write the answers on the board so they can check their work.

- In pairs, have children act out the dialogue.

### ANSWERS

a 3, b 2, c 1, d 4

## Optional

Have children draw two story frames that take place in the school playground. Divide the class into pairs. Children exchange papers and write dialogues for their new pictures. Then they read the dialogues to their partner or to the class.

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### WORKBOOK PAGE 8 ANSWER KEY

- 1 Correct sentences: 1, 6, 7  
2 I bought a new video game yesterday.  
3 The teacher didn't find her book.  
4 He was making a pizza for lunch.  
5 The children were playing when a dog appeared.  
8 My mum and dad were waiting for me when I got home.

**Materials**

Student's Book 5, page 11

Cassette 5, Unit 1, Lesson 8

Workbook 5, page 9

**Warmer**

- Explain to children that the story they are going to read takes place in 1731, over two hundred and fifty years ago.
- Ask children what they think life was like so long ago. Point out that in 1731 there was no electricity – which means no TVs, no video games, no cinemas, no air conditioning, no cars. Prompt children to say what they think people did for fun.

**Activities****1 Listen and read the story.**

- Explain to children that in Lesson 8 of every unit they will be listening to and reading true stories. Tell them that this first story is about a little girl who had a very difficult childhood.
- Prompt children to describe each picture in the story.
- Play the cassette. Children listen and read the story. Answer any questions they may have about vocabulary. If necessary allow children to listen again.
- Encourage children to speculate about what might happen to the girl.

**2 Answer the questions.**

- Have children answer the questions on their own.
- Prompt children to read their answers aloud. Make corrections as necessary.

**ANSWERS**

- 1 She was about nine or ten years old, wearing very old and dirty clothes. Her hands and face were dark. She was carrying a big stick.
- 2 She ran away, climbed to the top of a tree, and didn't want to come down.

- 3 They pretended to go away, but hid in the bushes. A woman with a baby waited at the bottom of the tree with water. The girl wasn't scared of the woman. When she was thirsty, she climbed down.

**Tip!**

Children may try to use you as a 'walking dictionary'. In order to help children develop confidence in their own answers, encourage them to make intelligent guesses. For example, give two or three possible meanings for a new word and have children look at the context before selecting the most appropriate meaning.

**Optional**

Ask the class if they can think of any other stories about children in the wild, for example, 'Tarzan', 'The Jungle Book'. See how much children know about these stories.

**WORKBOOK PAGE 9 ANSWER KEY**

- 2** 2 playground, 3 house, 4 down, 5 mountain, 6 now, 7 our, 8 sound, 9 cow, 10 brown
- 3** 1 false, 2 false, 3 true, 4 true

**WORKBOOK PAGES 10 & 11 ANSWER KEY: THE CHALLENGE**

- 1** 2 scanner, 3 keyboard, 4 mouse, 5 speakers, 6 printer  
Secret word: screen
- 2** 2 The girl was sitting on a chair.  
3 The sun was shining.  
4 Mum was doing the ironing.  
5 Dad was getting a drink.  
6 Grandma was closing the window.
- 3** 9 1 8, 7 3 4, 6 5 2  
Question: *What were you doing at seven o'clock yesterday evening?*  
Children's answers
- 4** 2 computer screen, 3 were making, 4 the guitar, 5 visited, 6 phone call