

Materials

Student's Book 6, page 4
Cassette 6, Unit 1, Lesson 1
Workbook 6, page 2

UNIT 1 In the Cupboard

Grammar

Present simple and present continuous:
The bell is ringing. The bell always rings at two o'clock.

I sometimes talk in class.

How often do you use a computer?

Vocabulary

Adverbs of frequency

- Have children read through the sentences, working alone or in pairs, and let them try to work out the answers.
- Then tell them to reread the text and check their answers.
- Finally have different children read a sentence each to the class to check.

ANSWERS

1 have, 2 is ringing, 3 are getting, 4 teaches, 5 isn't raining, 6 loves

Optional

Write on the board or read out pairs of sentences like these:

It isn't raining today. It doesn't rain in June.

We're having an English class now. We have English four times a week.

Children work in pairs, groups, or alone to make up similar pairs of sentences.

Divide the class into two teams. A child from team one reads the first sentence of a pair and chooses a child from team two to make a suitable second sentence. If it is correct, team two gets a point and then reads a sentence for team one. If not, team one continues asking.

WORKBOOK PAGE 2 ANSWER KEY

- 1** b 4 & 9, c 2 & 8 d 7 & 11, e 1 & 12, f 5 & 10
- 2** 2 isn't raining now, 3 visit, 4 'm not doing, 5 teaches, 6 aren't watching

Warmer

- Give your class a 'Jump Aboard 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 characters appear throughout the book? What are the Lesson 8 pages about?* Even if children have used other levels of *Jump Aboard* this exercise will act as a useful reminder.

Activities

1 Listen and read. Order the red words to find the secret message.

- Tell the class that they are going to read about Matt and Megan and a new magic adventure.
- Play the cassette. Children listen and follow the text in their books.
- Ask simple questions to check comprehension, e.g. *What time is it now? Is the bell ringing?* Play the cassette again if necessary.
- Now focus on the secret message. Ask children to pick out the words in red and write them in their notebooks. They rearrange the words to make a simple message.
- Have children work in pairs to find the message (*the, go, cupboard., Don't, inside – Don't go inside the cupboard*).

Grammar Focus

Read and choose.

- 1 Matt and Megan *have / are having* physical education every Wednesday.
- 2 The bell *rings / is ringing*.
- 3 Some of the children *get / are getting* changed.
- 4 Mr Murray *teaches / is teaching* maths and physical education.
- 5 It *doesn't rain / isn't raining*.
- 6 Megan *loves / is loving* basketball.

Materials

Student's Book 6, page 5

Cassette 6, Unit 1, Lesson 2

Workbook 6, page 3

Warmer

- With their books closed, ask children about the beginning of the story in Lesson 1, e.g. *Where were Matt and Megan? What did Mr Murray ask them to do? What was the secret message?* Now let them think about the next part of the story. Ask: *What's going to happen?* Give them a short time and then let a few children make suggestions to the class.

Activities

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

- Have children open their books. Play the cassette. Children listen and follow in their books.
- Divide the class into three groups. Play the cassette again. They repeat after it, with each group taking one part. You may wish to play it a third time, with each group taking a different part.
- Now put children into groups of three (one for Megan, one for Matt and one for the Narrator and Edward). They practise reading the story in parts. Let some groups read for the class. If there is room, let them come to the front of the class and act out the story.

Grammar

Present simple + present continuous

Page T-112

2 Complete using the names.

- You may have children try to fill the gaps from memory, and read the story to check.
- Check the answers orally.

ANSWERS

1 Matt, Megan, 2 Megan, 3 Matt, 4 Megan, 5 Edward



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.
 - Read the two given phrases with the class.
 - Now ask them to find a phrase in the story that means *I'm not happy*. Give enough time for slower children to find the correct phrase.
 - Then do the same for the second phrase, *I don't know*.
 - Finally children write the two pairs of phrases in their notebooks. Use their own language if necessary to explain that in both cases the phrases in the story are more informal.
- ANSWERS**
I'm not happy. – *I'm fed up*. (picture 2)
I don't know. – *Search me!* (picture 3)

Optional

Children work in small groups. Each member of the group prepares three statements, e.g. *I like sweets. I don't like horses. I'm wearing blue socks*. They read each other their statements. The group then chooses three of the statements, one of each kind, and writes them on a piece of paper with the person's name, e.g. *Lucy likes sweets*. They give you all the papers. You pick one and read a statement, omitting the name, e.g. *She/He likes sweets*. Children guess who it is. This could also be done as a team game.

WORKBOOK PAGE 3 ANSWER KEY

- 1** 2 c, 3 a, 4 b, 5 b, 6 c
2 2 'm doing, 3 need, 4 'm watching, 5 watch, 6 like, 7 is finding out, 8 don't think

Materials

Student's Book 6, page 6
Cassette 6, Unit 1, Lesson 3
Workbook 6, page 4

Warmer

- Make some statements using the present simple, e.g. *On Mondays I go to the cinema.* Then have a child repeat your sentence and add their own, starting: *On Tuesdays* Continue around the class in this way.
- Use the optional activity from Lesson 1 and the sentences children said above to practise the present simple and continuous.

Activities

1 Look and complete.

- Go through the words and diagrams with the class, making sure they understand them.
- Children match the diagram under each picture with the words and diagrams above and write in the correct words. Check the answers orally.

ANSWERS

1 never, 2 always, 3 usually, 4 sometimes

2 What about you? Write true sentences.

- First go through the sentences orally, with different children giving a sentence each.
- Then they all write sentences in their notebooks. Go around checking their work.

3 Complete the song. Then listen and sing.

- Ask: *Who are the New York Jets?* Encourage them to guess (a football team).
- Remind them that the last word of each line in a song often rhymes with the last word in the next line or the one after.
- You may go over the first verse with the whole class to make sure they understand.
- They use the words in the box to complete the song.
- Play the cassette. Children listen and check their answers.

- Then play it again as necessary for them to learn the tune and sing along.

ANSWERS

She never forgets ...
To watch every game ...
Wind may blow...
Her sons and her daughters ...
And all of her pets ...
Are named after players ...

Optional

Have children use their answers from Activity 2 to conduct a class survey. Put them into groups to compare answers and summarize, e.g. *Two people sometimes get to school late, but six never do.*

On the board write the six activities (*talk in class, etc.*) down the side, and the four adverbs (*always, etc.*) across the top. Each group reports back to the class. They have a representative write the numbers in the appropriate column on the board.

Finally they add up all the results. Then they choose one or two activities and write a summary.

Go around checking their work.

WORKBOOK PAGE 4 ANSWER KEY

- | | |
|----------|--|
| 1 | 2 always, 3 usually, 4 sometimes |
| 2 | 2 We usually go to the sports centre.
3 We sometimes play table tennis.
4 My sister always wins.
5 She has never beaten me at basketball. |

Materials

Student's Book 6, page 7

Cassette 6, Unit 1, Lesson 4

Workbook 6, page 5

Sheets of paper; pictures of sporting activities (Optional)

Warmer

- Review names of sports in English. Ask several children to tell the class what their favourite sport is. You can also ask if they like to play or watch, or both. Divide the class into two teams. They take turns to send a child to the front to mime a sport for the others to guess. Make sure they use English when guessing.

Activities

1 Listen and choose.

- Have children first work in pairs or alone to guess the answers.
- Play the cassette. Children listen and tick the correct boxes.
- Play it a second time if necessary. Then check the answers orally.

ANSWERS

1 volleyball, basketball, football 2 Yes, they do.
3 football 4 Sumo wrestling.

TAPESCRIPT

The Japanese love sports. The three most popular sports in Japan are volleyball, basketball and football. The Japanese enjoy watching a lot of sports on TV. Millions of sports fans watch the big games.

A lot of Japanese boys play football at school. The best players are on the school team. Another popular sport in Japan is Sumo wrestling. Boys can be taught Sumo wrestling at school. You need to be very big and strong for this sport.

Tip!

Guessing the answers before listening helps children focus more carefully on the activity.

2 Talk about the pictures. What are the people doing?

- With a weaker class, you may look at the first picture with the whole class, calling on a confident child to speak.
- Otherwise have children work in pairs to talk to each other about the pictures, seeing how much they can say about each. Go around monitoring and helping. They may make notes.
- Now discuss each picture in turn with the class.

ANSWERS

- a – A volleyball player is hitting the ball.
- b – Japanese boys are playing football.
- c – Two teams are playing a football match.
- d – These men are Sumo wrestlers.

3 Talk about your own country.

- Give children time to think about the answers. You may prefer them to work in pairs or small groups to discuss the ideas.
- Go through the questions orally, having a guided class discussion.

Optional

Children work alone or in pairs. They choose a question from Activity 3 and write a few sentences about it. They illustrate their answers with drawings or the pictures they brought in. Go around checking and helping.

They can present the writing and pictures neatly and stick them on a sheet of paper. Display the sheets around the classroom and give the whole class the chance to go around and look at each other's work.

WORKBOOK PAGE 5 ANSWER KEY

- 1 2 basketball, 3 volleyball, 4 football,
5 tennis, 6 golf

Materials

Student's Book 6, page 8
Cassette 6, Unit 1, Lesson 5
Workbook 6, page 6

Warmer

- Use the diagrams from Lesson 3 to review the four frequency adverbs. Around the class, children make sentences using the four adverbs.

Activities

1 Listen. What are Justin's answers? Write them in the questionnaire.

- Make sure children understand that they should complete the questionnaire with the letters by the words, not the words themselves.
- Play the cassette. Children listen and write the appropriate letters.
- Play it a second time if necessary. Then check their work orally.

TAPESCRIPT

Girl: Hi, Justin. I'm conducting a survey. Can I ask you some questions?
Justin: Yes, of course.
Girl: Thanks. OK, question number 1. How often do you go to the cinema? Never, hardly ever, about once a week, a few times a week or every day.
Justin: I hardly ever go to the cinema.
Girl: OK, so b) – hardly ever. Question 2. How often do you use a computer?
Justin: I use a computer every day. I always check my e-mails after school.
Girl: So your answer is e), every day.
Justin: That's right.
Girl: Number 3. How often do you listen to music?
Justin: Not every day. I suppose I listen to music ... um ... a few times a week.
Girl: So d) is your answer – a few times a week.
Justin: Yes.
Girl: Question 4. How often do you go for a run?
Justin: Never! I hate running!
Girl: OK, so a). Number 5. How often do you get up before 7 o'clock in the morning?
Justin: Hmm. I don't like getting up early, but I have to do it sometimes. About once a week.
Girl: So your answer is c).
Justin: Yes.

Girl: Final question – number 6. How often do you go to bed after midnight?
Justin: About once a week, I think. I usually stay up late on Saturdays.
Girl: So your answer is c) again. Thanks, Justin!
Justin: You're welcome.

ANSWERS

2 e, 3 d, 4 a, 5 c, 6 c

2 Talk about Justin's answers.

- Ask children the questions that produce the two statements. (*How often does Justin go to the cinema / use a computer?*)
- Have them continue the activity in pairs. They use the completed questionnaire. Go around monitoring.

3 Fill out the questionnaire for you. Then compare answers.

- Have different children ask you the questions. As you say each answer, write the appropriate letter in the questionnaire on the board.
- Now children complete the questionnaire for themselves.
- They work in pairs or small groups and take turns to ask and answer the questions.

Grammar

Present simple + present continuous

Page T-112

Optional

Use the questionnaire on the board to conduct a class survey. As before, children work in groups and then each group reports back to the class. (See Lesson 3.)

WORKBOOK PAGE 6 ANSWER KEY

- 1** 2 I play basketball once a week.
3 He sends e-mails a few times a week.
4 I never get up early at weekends.
5 My friend plays sports every day after school.
6 Paula hardly ever watches TV at weekends.
- 3** 1 play, 2 is making, 3 walk

Materials

Student's Book 6, page 9

Workbook 6, page 7

LESSON

6

Warmer

- Children take turns making statements using the expressions of frequency from Lesson 5. Do this with the full class and then have them work in pairs or small groups.
- Children take turns miming different activities. As each child mimes, he/she asks: *What am I doing?* The others guess using the form: *Are you ...ing?* This could be a team game.

Activities

1 Look at the pictures. What are Anna and David doing?

- Give children a short time to look at the pictures and work out the answers.
- Then check the answers orally.

ANSWERS

- b Anna is doing maths.
- c Anna and David are having breakfast.
- d They are playing basketball.
- e Anna and David are doing their homework.

2 Read. Write *morning, afternoon or evening* under the pictures.

- Make sure children understand that they must read the text and match the statements with the pictures above, with the correct time of day.
- Children work alone to complete the answers.
- Check the answers orally.

ANSWERS

- b morning, c morning, d afternoon, e evening

3 Imagine you are at a special academy. Make notes.

- Explain to the class that they are going to write a passage similar to the one in Activity 2. You may first brainstorm ideas with them, writing them on the board.

- Children work alone or in pairs to plan their work, writing notes in their notebooks.
- Go around helping and checking.

4 Now write about your academy.

- Draw children's attention to the writing tip. A good introduction makes the aim and subject of the writing clear to the reader.
- Children write up their notes. They can follow the text in Activity 2 very closely, changing the area of study to the one they chose and the subject to *I*.
- Encourage children to write neatly and accurately.

Tip!

The teacher's role in the writing process is very important. You can be there to prevent basic errors, to guide children through difficult sentences and generally to reassure children.

Optional

Play a team spelling game. Use words from this unit. Each team writes a list of ten to twelve words from the unit and gives it to you. Then they take turns spelling the words from the other team's list. For an extra point, have children use the word in a sentence after they have spelled it.

WORKBOOK PAGE 7 ANSWER KEY

- 1 picture 2
paragraph b, paragraph c, paragraph a

Materials

Student's Book 6, page 10

Workbook 6, page 8

Warmer

- Review expressions of frequency. Do this as a team game. Each team in turn chooses a symbol and mimes an action. The other team has to confirm the action and the adverb by asking questions, e.g. *Do you usually ride your bike?* Children work in pairs to order all the frequency expressions they have met. Suggested order: *always, (every day), usually, (a few times a week), sometimes, (about once a week), hardly ever, never.* (The expressions in brackets are similar in frequency to the expressions that come before them, but are more precise in time.)

Activities

1 Answer the questions.

- Tell children to answer the questions truthfully. If necessary, read them through first and draw attention to the different tenses used (present simple and continuous).
- Children write the answers.
- Check the answers orally. Also have children check their partner's work.

POSSIBLE ANSWERS

- 1 I'm having an English class / writing a sentence.
- 2 I usually go / help / do ...
- 3 I'm wearing ...
- 4 I usually wear beach clothes.

2 Write true sentences using words from the box.

- Look at the example answer with the class. Children should note the position of the adverb and the correct form of the verb.
- Children write the answers.
- Check the answers orally.

POSSIBLE ANSWERS

- 2 Our teacher never shouts at us.
- 3 My best friend sometimes gets angry with me.
- 4 We usually speak English in class.
- 5 I never go to bed late on weekdays.

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 help children to review the phrases.
- With their books closed, ask: *What's another way to say 'I'm not happy' and, 'I don't know'?*
- Children look at the pictures, find the text to go with each, and number the boxes.
- Check the answers orally.
- If there is time, ask two or three questions about each picture, e.g. *What are they doing?*

ANSWERS

a 3, b 1, c 4, d 2

Optional

For extra practice, use the option from Lesson 1, 2 or 6, or let the class sing the song from Lesson 3 making up actions to go with the words.

Sample marketing text © Macmillan Publishers LTD

WORKBOOK PAGE 8 ANSWER KEY

- 1 2 has, is having, 3 go, are going, 4 I'm doing, do, 5 are watching, watch

Materials

Student's Book 6, page 11

Cassette 6, Unit 1, Lesson 8

Workbook pages 9, 10 & 11

Warmer

- Ask children to think of some traditional stories. Give them two minutes to think of as many as possible. How do they know them – from books, TV, their parents? Play a game: one child starts to tell a traditional story and the others have to name it as soon as they recognise it.

Activities

1 Listen and read the story.

- Look at the picture with the class and ask them what they think is happening. Do they know this story? Do they think it is set in the past or present? Explain that the first four units each contain a well-known story in Lesson 8.
- Play the cassette. Children listen and follow in their books.
- Stop after each paragraph and ask simple comprehension questions to check understanding.
- Play the cassette again, stopping occasionally and asking children to repeat some sentences.

2 Explain why these sentences are false.

- Read the false sentences with the class, without saying why they are false. Make sure they understand the sentences.
- Children reread the story and find as much information as they can about each false sentence. They can make notes.
- Check the answers orally. Let different children each contribute to the answers.

Tip!

Having children make suggestions encourages them to pay more attention, to see if they were right.

ANSWERS

- 1 Sir Hector looked after Arthur, but he was kinder to his son, Kay.
- 2 The lessons weren't boring because they used magic. Merlin changed Arthur into different animals to teach him about the world.
- 3 Kay didn't want Arthur to be king. He pretended at first that he had pulled the sword from the stone himself.

Optional

Have children work in groups of three to write a short play of the final paragraph of the story. They write lines for Arthur, Kay and Sir Hector. They can then act out their plays in front of the class. Alternatively, you can combine the best ideas from different groups and make a single version of the play written by the whole class.

WORKBOOK PAGE 9 ANSWER KEY

- 2 2 finished, 3 washing, 4 dishes, 5 fishing, 6 catch, 7 splash, 8 fish, 9 wish, 10 paintbrushes, 11 bush, 12 watch
- 3 2 true, 3 false, 4 false

WORKBOOK PAGES 10 & 11 ANSWER KEY: THE CHALLENGE

- 1 2 tracksuit, javelin, 3 football, goal, 4 racket, 5 table
- 2 1 You should always wear long trousers.
2 You should never go on the roads.
3 You sometimes fall over.
4 This is usually done by young people.
What sport is it? a skateboarding
- 3 What sports do you like playing in physical education?
- 4 1 basketball, play, today
2 sometimes, go, museum
3 usually, wash, dishes