



Listen and number. Then say.

1. handsome
2. romantic
3. successful
4. magical
5. terrifying
6. exciting
7. enormous
8. delicious



2 Complete the sentences with words from Exercise 1.

1. The movie star is handsome.
2. The letter is romantic.
3. The ballet dancer is successful.
4. The forest is magical.
5. The dinosaur is terrifying.
6. The movie is exciting.
7. The dog is enormous.
8. The cake is delicious.

3 **Twist and Shout**

Make a sentence. Shout it out.



terrifying!

The dinosaur is terrifying!



Vocabulary presentation

Lesson objective: describe people, animals and objects
New vocabulary: *handsome, romantic, successful, magical, terrifying, exciting, enormous, delicious*

Materials: Class CD ▶ Unit 5 Picture Poster (optional)
 ▶ Teacher Twister (optional) ▶ Homework Book

Warm up

Ask *Who likes pizza and why?* Elicit *Because it's delicious!*
 Supply any relevant vocabulary in English. Repeat with love stories (romantic), Harry Potter movies (magical), monsters (terrifying), fairground rides (exciting), big dogs (enormous), Brad Pitt (handsome).

1 Listen and number. Then say.

- Ask the children to read the list. Encourage them to say or guess what each adjective means.
- Play the CD; say *Listen and number*. Monitor.
- Play the CD again; pause after every word and ask the children to repeat.

Audioscript

- 1 The movie star is handsome.
- 2 The letter is romantic.
- 3 The ballet dancer is successful.
- 4 The forest is magical.
- 5 The dinosaur is terrifying.
- 6 The movie is exciting.
- 7 The dog is enormous.
- 8 The cake is delicious.

2 Complete the sentences with words from Exercise 1.

- Say *The movie star is ...* Elicit *handsome*.
- Ask the children to complete the sentences.
- Call out numbers 1–8 randomly. The children shout out the corresponding sentence.

3 Make a sentence. Shout it out.

- Demonstrate the example with a volunteer.
- Repeat with the other words. To make it fun, say the word, pause and then point suddenly to a child to answer as fast as possible!

OPTIONAL ACTIVITIES



To do Exercise 1 using the Picture Poster:

- Stick the Unit 5 Picture Poster on the board.
- Play the CD; say *Listen and number*. Monitor.
- Put the children in pairs; invite a pair to come to the front. They take turns pointing to an object/person and shouting out the adjective. Repeat with different pairs and objects/persons.



To do Exercise 3 using the Teacher Twister:

- Stick the Twister on the board and write 1–8 around it. Spin the Twister to see which number the arrow lands closest to.
- Ask a child to say the adjective and make a sentence. Repeat with different children and numbers.

Wrap up

Divide the class into four teams. Say: *handsome, romantic, successful, magical, terrifying, exciting, enormous, delicious*. The teams take turns choosing a member to spell, then write the word on the board. Award a point for each correctly spelled word.

Homework

Ask the children to complete p.16 in their Homework Book.

Grammar presentation

Lesson objective: learn superlatives with *the most*

New grammar: [*the shark*] is the most [*terrifying*]

Vocabulary review: *magical, terrifying, enormous, delicious, colorful, romantic, movie, interesting, animals, food*

Materials: Class CD ► Homework Book

Warm up

Write on the board: *handsome, romantic, successful, magical, terrifying, delicious*. Call out *pizza!* Ask a child to choose an appropriate adjective and make a sentence, e.g. *Pizza is delicious!* Repeat with different words and children.

1  **Listen and match the two halves of the sentences.**

- Hold up your book. Point to each animal and elicit the name from the children.
- Play the CD; say *Listen and match*. Monitor.
- Ask three volunteers to call out the sentences. Ask the children to say if they agree.

Audioscript

Boy: Look at the animals!

Girl: The shark is the most terrifying animal.

Boy: The elephant is the most enormous animal.

Girl: The horse is the most magical animal.

2 **Look at the foods.**
Make sentences using *delicious, colorful and romantic*.

- Hold up your book and elicit the foods from the children (cookie, pizza, cake).
- Ask the children to read the example and write a sentence for the cookie and the pizza. Monitor.
- Ask different children to read their sentences.

3 **Talk to a friend.**

- Put the children in pairs; they take turns talking about the three topics. Monitor.
- Choose pairs to demonstrate their dialogue.

4 **Write the words in the correct order.**

- Ask the children to write the words in the correct order.
- Ask volunteers to write a word each on the board until the sentence is completed.

OPTIONAL ACTIVITIES

LOOK OUT! To give extra help with Exercise 1:

- Write on the board: *old–oldest, magical–the most magical*.
- Ask the children why *magical* forms its comparative with *the most*, whereas *old* doesn't. Elicit *because magical is a long adjective* (three syllables and more).

Wrap up

Call out adjectives at random from Lesson 1 of Units 4 and 5. Each time, ask the children to form the superlative of the adjective. Tell them to be careful when to use *the most*. For example, for *wide* the children shout *the widest*, for *romantic* they shout *the most romantic*.

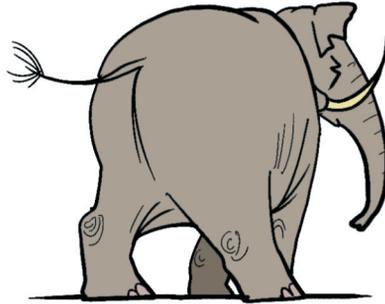
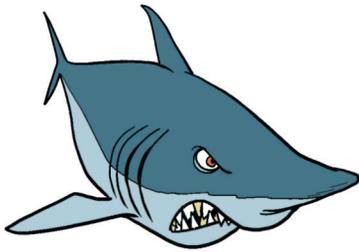
Homework

Ask the children to complete p.17 in their Homework Book.





Listen and match the two halves of the sentences.



1. The shark is _____ the most magical animal.
2. The elephant is _____ the most terrifying animal.
3. The horse is _____ the most enormous animal.

2 Look at the foods. Make sentences using *delicious*, *colorful* and *romantic*.



1. cake The cake is the most delicious food .
2. cookie The cookie is the most romantic food .
3. pizza The pizza is the most colorful food .

3



Talk to a friend.

1. the most terrifying animal
2. the most delicious food
3. the most exciting movie

The shark is the most terrifying animal.



4

Grammar Workout

Write the words in the correct order.

cake The delicious most is food the The cake is the most delicious food .





Listen and read.

My Hero

Hi!

My hero is Johnny Depp. He's the most fantastic actor. He plays great characters. He played Willy Wonka in *Charlie and the Chocolate Factory* and Captain Jack Sparrow in *Pirates of the Caribbean*. He looked so different. As Willy Wonka he had straight black hair and enormous teeth. He made the most delicious chocolate. He was really funny. As Jack Sparrow he had long black hair. He was really cool and the plot was really exciting.

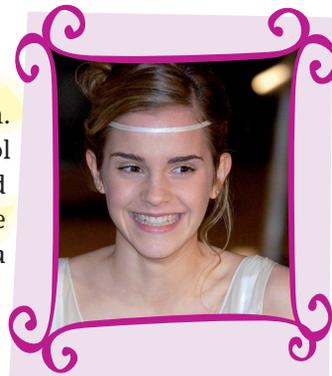


Johnny Depp

Thanks,
Paul Benson

Dear Editor,

My hero is Emma Watson. She's a regular school girl, but she also played Hermione Granger in all the Harry Potter movies. She's a really successful actress. I love the Harry Potter books. Harry is a wizard. The plots are interesting, the stories are magical and Hermione is really cool. She's Harry Potter's best friend. She's the most intelligent child in the stories. Emma was 12 in the first Harry Potter movie.



Bye,
Hannah Evans

2 Read the text again. Write the editor's answers.

1. Who's Paul Benson's hero? Johnny Depp
2. Which characters did he play? Willy Wonka and Captain Jack Sparrow
3. What did Willy Wonka make? He made the most delicious chocolate
4. Who's Emma Watson? She's a regular school girl. She played Hermione Granger
5. Who's Harry Potter? Harry Potter is a wizard
6. Is Hermione Granger intelligent? Yes, she is

3 Twist and Shout

Act it out. Act out an interview with the editor of My Hero.



Who's Paul Benson's hero?



Johnny Depp.



Letter

Lesson objective: read a letter to an editor

New vocabulary: *hero, editor, play a character, chocolate, factory, Caribbean, plot, regular, actress, wizard*

Vocabulary review: adjectives, actor, captain, pirate

Grammar review: superlatives with *the most* **Materials:**

Class CD ► Student Twister (optional) ► Homework Book

Warm up

Play "Hangman" with *Harry Potter*. Can the children name the main actors and characters? (Daniel Radcliffe=Harry Potter, Emma Watson=Hermione Granger, Rupert Grint=Ron Weasley) Ask *Which is the best Harry Potter movie?* Write the answers on the board.


1 Listen and read.

- Elicit the meaning of *editor* (the person who decides what to include in a book, newspaper or magazine) and *hero* (someone we admire).
- Ask the children to write on a piece of paper their own hero. Collect the papers and read the heroes. Each time guess whose hero it is and elicit why this person is a hero.
- Play the CD; say *Listen and read*.
- Play the CD again; pause after every highlighted word and help the children to say or guess their meaning.

**2 Read the text again.
Write the editor's answers.**

- Ask the children to read the example.
- Ask them to read the text again and write the answers to questions 2–6. Monitor.
- Put the children in pairs; ask different pairs to read out a question and answer.

3 Act it out. Act out an interview with the editor of My Hero.

- Put the children in different pairs; one child is the editor and the other is the interviewer.
- Choose a volunteer to ask you (as the editor) two questions from Exercise 2.
- The pairs act out the interview then change roles and repeat. Monitor.

OPTIONAL ACTIVITIES



To do Exercise 3 using the Student Twister:

- Put the children in pairs; one child is the editor and the other is the interviewer.
- The children take turns spinning their Twister to see which number it lands closest to. The interviewer asks his/her friend the question for that number and their friend answers.
- Ask the pairs to repeat the procedure until all questions are asked and answered. Monitor.

Wrap up

Play "Word Bingo" with the target language from the unit so far. Ask the children to write five words in their notebook. Call out letters at random; the children cross out the letters as they hear them. The first child to cross out all his/her letters is the winner.

Homework

Ask the children to complete p.18 in their Homework Book.

Need a
Wake Up?
See p.ix.

Vocabulary and grammar consolidation

Lesson objective: do a movie survey **New vocabulary:**

musical, closet, attack **Vocabulary review:** adjectives, *science, math, sing, character, discover, plot, storm*

Grammar review: superlatives with *the most*

Materials: paper (one piece per child)

Warm up

Write on the board: *Spiderman, Superman, Harry Potter, Jurassic Park, Pirates of the Caribbean, Charlie and the Chocolate Factory, Indiana Jones*. Act out a movie to the class. The first child to shout the title wins a point and acts out another movie.

1 Do a class survey. Say which movie you want to see. Make a class chart.

- Ask the children to read about the three movies and decide which one they want to see.
- Write on the board: *High School Musical, The Chronicles of Narnia, Jurassic Park*.
- Ask a child: *Which movie do you want to see?* Copy the correct picture (heart, wand or dinosaur) next to the corresponding movie. Continue until all the children have answered and write the totals next to each movie.
- Draw a bar chart on the board to show how many children want to see each movie.

2 Write your results. Talk to a friend.

- Elicit the answer to the first sentence by pointing at the results.
- Ask the children to write their results using the bar chart. Monitor.
- Choose volunteers to read a sentence each.
- Put the children in pairs. Ask them to read the example dialogue and take turns asking and answering.

OPTIONAL ACTIVITIES

EXTEND IT To extend Exercise 1:

- Do another survey; write on the board: *Lion King, Indiana Jones, Harry Potter*.
- Ask the children one at a time which movie they want to see and write a line next to each choice. Write the total for each movie.
- Ask the children to read Exercise 2 with the new movies and results.



Wrap up

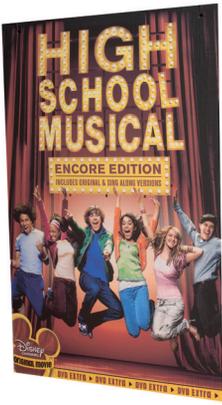
Divide the class into two teams. Play "Hangman" with the movie title *Lord of the Rings*. Allow children to think of another movie title and guide the game.

Homework

Ask the children to write about their favorite movie in their notebook (title, characters, plot).



1 Do a class survey. Say which movie you want to see. Make a class chart.

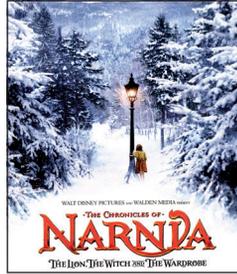


High School Musical

This romantic movie is about two kids in high school. Troy is the most handsome boy in the school and Gabriella is really good at science and math. They sing in the school musical.

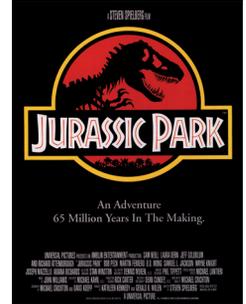
Narnia

This is the most magical movie. The characters are four regular children. They walk into a closet and discover a magical world called Narnia. The animals in Narnia can talk. There's a bad witch and a good lion.



Jurassic Park

This movie is about a dinosaur park on an island. The plot is really exciting. There is a storm and the dinosaurs attack the people. It's the most terrifying movie.



I want to see ...

High School Musical											
Narnia											
Jurassic Park											

2 Write your results. Talk to a friend.



- The most popular movie is _____.
- There are _____ children in our class.
- _____ children want to see the most romantic movie.
- _____ children _____.
- _____ children _____.



Which movie do you want to see?

I want to see ...
It's the most ...





Listen to the song. Complete the information about James Bond. Then use the missing letters to spell the actor's first name.



His life is dangerous.
 He's famous and handsome.
 He drives the most amazing car.
 He stays in the most expensive hotels.
 The actor's name is D a n i e l Craig.

The Most Famous Spy

James Bond is a secret agent.
 He's the most handsome guy.
 He lives a very dangerous life.
 And he's the most famous spy.

Who's the most famous spy?
 Who's the most famous spy?
 James Bond is, James Bond is,
 He's the most famous spy.

He meets the most interesting people.
 He drives the most amazing car.
 He stays in the most expensive hotels
 And sits in the hotel bar.

Chorus

2



Write answers to these questions about famous movie characters. Talk to a friend.

- Who's the most famous spy?
- Who's the most famous wizard?
- Who's the most famous mouse?
- Who's the most famous pirate?
- Who's the most famous cat?

James Bond is the most famous spy .
 _____ .
 _____ .
 _____ .
 _____ .

3



Write the words in the correct order.

the Who's most famous spy Who's the most famous spy ?

Song

Lesson objective: sing a song about James Bond

New vocabulary: *secret agent, guy, spy, bar* **Vocabulary**

review: *adjectives, meet, drive, stay, actor, wizard, mouse, pirate, cat* **Grammar review:** superlatives with *the most*

Materials: Class CD

Warm up

Divide the class into four teams. Write on the board: *mesa/ dnoB*. Ask the teams to find the movie character. If the teams can't find the name, write *007* on the board to elicit *James Bond*. Elicit and write information about James Bond on the board (British, spy, amazing cars, etc.).

 **1 Listen to the song. Complete the information about James Bond. Then use the missing letters to spell the actor's first name.**

- Play the CD; say *Listen to the song*.
- Play the CD again; ask the children to complete the information. Monitor.
- Put the children in pairs; they write the missing letters to spell the actor's first name.
- Ask a volunteer to spell and say the name (Daniel Craig).

2 Write answers to these questions about famous movie characters. Talk to a friend.

- Ask the children to read the example and write their own answers for questions 2–5 (e.g. wizard: Harry Potter, Gargamel; mouse: Mickey Mouse, Jerry (Tom & Jerry); pirate: Jack Sparrow, Captain Hook; cat: Tom, Garfield).

- Put the children in pairs; they take turns asking and answering.

- Ask a few pairs to demonstrate for the class.

3 Write the words in the correct order.

- Ask the children to write the question in the correct order.
- Ask the children to read the question aloud.



EXTEND IT

OPTIONAL ACTIVITIES

To extend Exercise 1:

- Divide the class into two groups and allocate a verse to each one.
- Play the CD; ask the groups to sing along to their verse and join in with the chorus (in italics). Encourage the children to pose like James Bond.

Wrap up

Say *Close your book*. Ask the children to describe James Bond. Prompt them by asking the following questions: *What's his job? What does he look like? What kind of people does he meet? What kind of car does he drive? Where does he stay?*

Homework

Ask the children to listen to the song again on their Homework Audio CD.

Writing

Lesson objective: write about a movie **Grammar review:** superlatives **Vocabulary review:** *smart, magical, characters, actor, plays, plot, exciting, best, handsome*
Materials: large piece of paper (one piece per child)
 ► colored pens

Warm up

Say *My favorite actor is [Tom Cruise]. His best movie is [Mission Impossible]*. Ask as many children as possible to tell you who their favorite actor/actress is and what they think their best movie is.

1 Complete the text about the first Harry Potter movie. Use the words in the box.

- Ask how many children have seen the first Harry Potter movie. Ask them to shout out its title (*Harry Potter and the Philosopher's Stone*).
- Ask the children to complete the text about the movie. Monitor.
- Ask volunteers to read a sentence each aloud.

2 Look at Exercise 1. Write about this movie.

- Ask the children to look at the poster. Elicit the title *Pirates of the Caribbean*. Ask the children to explain what *plot* means (the story of a film/play).
- Ask the children to look at Exercise 1 and write about the movie. Monitor.
- Ask volunteers to read out their text.

3 Make a movie poster.

- Distribute the paper and pens. Ask the children to think of a movie they really like and write down clues in their notebook.
- Ask the children to make their own movie poster like the ones in Exercises 2 and 3. Ask them to write a text using their clues.
- Display the posters around the class. Have a class vote on the best movie poster.

OPTIONAL ACTIVITIES

EXTEND IT To extend Exercise 3:

- Tell the children to keep their movie poster a secret.
- Choose a child to come to the front with their poster hidden. Help the class to guess the child's favorite movie by asking questions, e.g. *What's the plot about? What's the name of the actor/actress? Is it about wizards/spies? Is it romantic?* etc.
- Encourage the child to answer and show his/her poster when the class finds the movie. Repeat with all the children, if there is enough time.

Wrap up

Divide the class into four teams. Write on the board: *asndehom* (handsome), *licgama* (magical), *gxniecti* (exciting), *morneuos* (enormous). Tell the teams they have five minutes to unscramble the adjectives and make a sentence with each one. The first team to do this correctly wins!

Homework

Ask the children to write a short text about the most romantic or exciting movie.



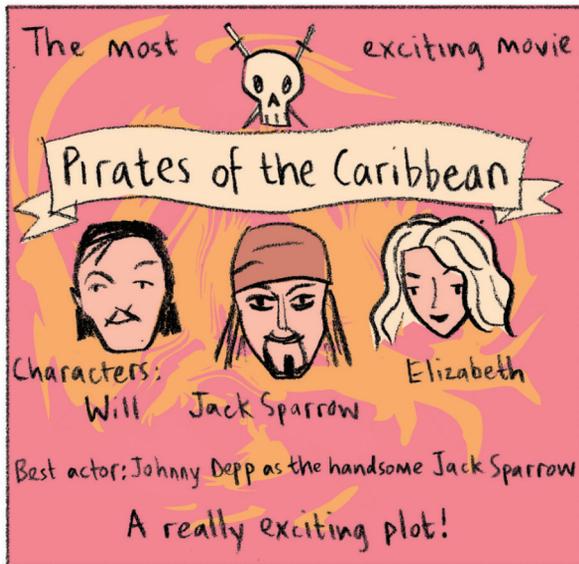
1 Complete the text about the first Harry Potter movie. Use the words in the box.

smart magical characters actor plays plot



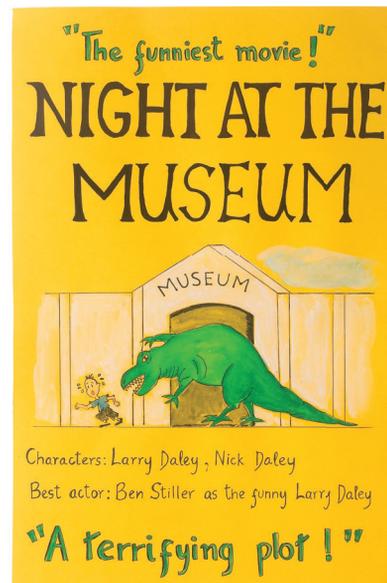
The first *Harry Potter* movie is the most magical movie.
 The characters are Harry, Hermione and Ron.
 Daniel Radcliffe is the best actor.
 He plays Harry.
 He's really smart.
 The plot is really exciting.

2 Look at Exercise 1. Write about this movie.



Pirates of the Caribbean is the most exciting movie. The characters are Jack Sparrow, Will and Elizabeth.
Johnny Depp is the best actor.
He plays the handsome Jack Sparrow.
The plot is really exciting.

3  Make a movie poster.



Unit 5 Lesson 7



Listen and read. Then circle the best title.

Acting school

Fantastic fans

Children movie stars

Some children are really successful movie stars. You think it's a dream to be in the movies, but successful movie stars work hard. They work late, they travel, and sometimes they don't see their families. They go to acting school. They study acting and all the school subjects, too. They don't have a regular life. Fans see them at the shopping mall and they take their pictures but they don't ask them first.



2

Your shout



Draw a face after each sentence to show how you feel.



happy



sad



angry



not sure

1. Some children are successful movie stars.
2. Successful movie stars work hard.
3. Sometimes they don't see their families.
4. They study acting and all the school subjects.
5. Fans see them and take their pictures at the shopping mall.

3

Work out the code. Write the message in the banner.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
🎵	★	🐱	👁	🎧	🏠	🌸	🍁	⚓	■	☀	↩	✈	●	✉	▶	♥	⚙	⚽	🚗	\$	%	☎	@	!	#



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w o r k h a r d . b e s u c c e s s f u l



Values

Lesson objective: learn the value of working hard to be successful
Vocabulary review: *successful, work, hard, travel, study, subject, regular, shopping mall, pictures*

Grammar review: present simple for facts and routines

Materials: Class CD ► large piece of paper (one piece per pair) ► colored pens

Warm up

Divide the class into four teams. Dictate: *fantastic, successful, delicious, handsome, magical, exciting, terrifying*. The teams take turns spelling the words aloud. Award a point for each correctly spelled word. Announce the winner and invite volunteers to write the words on the board.

1 Listen and read. Then circle the best title.

- Ask the children to read the three titles.
- Play the CD; say *Listen and read*.
- Play the CD again; say *Listen and circle the best title*. Monitor.
- Ask the children to shout it out (Children movie stars).

2 Draw a face after each sentence to show how you feel.

- Hold up your book and point to the faces. Elicit the words from the children.
- Ask the children to read the text again.
- Read the first sentence and ask a volunteer to say how they feel (happy, sad, angry, not sure).
- Ask the children to read the sentences and draw a face for each one. Accept all opinions!
- Read the sentences aloud and ask children to shout out how they feel.

3 Work out the code. Write the message in the banner.

- Put the children in pairs; they look at the code in the banner and write the words. Monitor.
- Invite volunteers to write the letters one at a time on the board.
- Ask the children to shout out the message together (Work hard. Be successful).

OPTIONAL ACTIVITIES

ALTERNATIVE To do Exercise 2 differently:

- Ask the children to read the sentences and draw a face to show how they feel.
- Put the children in pairs; they take turns reading the sentences and telling each other how they feel.
- Read out the sentences and ask volunteers to say how they feel. Accept all opinions!

Wrap up

Put the children in pairs; distribute the paper and the pens. Ask them to make a poster giving four suggestions on how to be successful at school, e.g. Do your homework! Don't be late for class! Pay attention in class! Ask the pairs to stand up and present their poster.

Homework

Write on the board: *successful/hard/important/be/to/It's/to/work*. Ask the children to write the sentence in order (It's important to work hard to be successful).

Review

Lesson objective: consolidate vocabulary and grammar from the unit
Vocabulary review: adjectives, *hero, chocolate, wizard, spy, mouse, cat, actor, plot, character*
Grammar review: superlatives
Materials: Teacher Twister/Student Twister (optional)

1 Choose a color. Make three sentences. Then color the triangles.

- Divide the class into six groups; they each choose a different color.
- Read out the red task: *Make sentences. Use these words.*
- Each member of the red team chooses a word and says a sentence aloud.
- Ask the class to listen and correct if necessary, then they color the red triangles.
- Repeat with the other teams until all the triangles are colored in.



Wrap up

Divide the class into four teams and ask: Lesson 1: *What is terrifying?* Lesson 2: *Which food is the most delicious?* Lesson 3: *Which character does Emma Watson play?* Lesson 4: *Which movie is the most magical?* Lesson 5: *Where does James Bond stay?* Each time, the teams find the answers in their book.

Warm up

Divide the class into four or five teams and play “Jeopardy” with movies. Demonstrate with team 1: call out the answer *James Bond!* The team shouts out the question *Who is the most famous spy?* Award a point for each correct question.

OPTIONAL ACTIVITIES



ALTERNATIVE

To do the review lesson differently:

- Divide the class into six groups. Stick the Teacher Twister on the board and write the colors around it.
- Spin the Twister for the first group. Ask the group to read the question or task for the color the arrow lands closest to.
- A volunteer from the group answers the question or does the task. If correct, the class colors one triangle for that color. If incorrect, volunteers can help.
- Repeat the procedure for each team until all the triangles have been colored in.



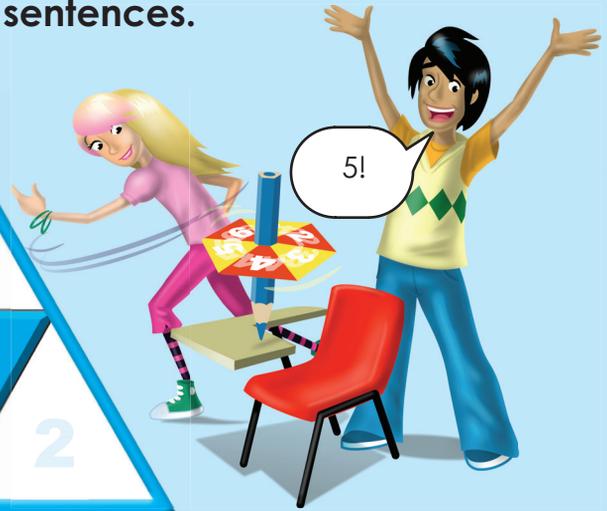
ALTERNATIVE

Another way to do the review lesson:

- The children spin their Twister. Call out a color, e.g. *Yellow!* and ask the children whose Twister landed on number 4 (yellow) to stand up.
- Ask three children that are standing up to make sentences about movies.
- Ask the children to color the yellow triangles. Repeat the procedure for the other colors.

1 Twist and Shout

Choose a color. Make three sentences. Then color the triangles.



1. ▼ Make sentences. Use these words:
handsome terrifying delicious
Say: *My dad is handsome.*
2. ▲ Make sentences. Use these words:
the most exciting the most terrifying the most enormous
Say: *Pirates of the Caribbean is the most exciting movie.*
3. ▽ Make sentences. Use these words:
hero chocolate wizard
Say: *Johnny Depp is my hero.*
4. ▲ Make sentences about movies. Use these words:
the most romantic the most magical the funniest
Say: *High School Musical is the most romantic movie.*
5. ▼ Make questions for these answers: James Bond Stuart Little Garfield. Use these words:
most famous spy most famous mouse most famous cat
Ask: *Who's the most famous spy?*
6. ▲ Make sentences about a movie. Use these words:
actor plot character
Say: *Daniel Radcliffe is the best actor.*