

6

In the countryside



1 59 Look, think and answer. Listen and check.

- 1 Where do they want to go?
- 2 Does Mr Star want to play tennis?
- 3 What does Simon want to do?
- 4 What does Stella want to do?

2 60 Listen and say the letter.

Forest

Letter e.



3 Ask and answer.

What do you want to do in the countryside?

I want to have a picnic and swim in the river.

Objectives

To name and talk about places in the countryside.

Target language

- **Key language:** *field, forest, grass, lake, leaf/leaves, picnic, plant, river, countryside*
- **Additional language:** *part, on the ground, stay, other, blanket, towel*
- **Revision:** adjectives, prepositions, activities and actions, characters, *want to, like, love, enjoy, would like to, map, a good idea, lunch, Sunday, must, sometimes, animals*

Materials

- **Flashcards:** countryside (71–78)

Warmer



- Draw pupils' attention to the window in your classroom. Elicit what they can see outside.
- Say *So, where do we live? In the city?* If your school is in the countryside, supply the sentence *We live in the countryside.* If not, say *We don't live in the countryside.*

Presentation

- Elicit different places where people can live: *city, town, village* and *countryside*. Write *Countryside* in a circle in the centre of the board. Elicit what pupils can find in the countryside. Use the flashcards to teach *field, forest, grass, lake, leaf/leaves, plant, river*.

PB54. ACTIVITY 1

Look, think and answer. Listen and check.

- Show Activity 1 on the whiteboard. Focus pupils on the picture. Ask *Who can you see?* (the Star family). *What are they looking at?* (a map).
- Say *Open your Pupil's Books at page 54, please.* Pupils find a field, a forest, grass, a lake, a leaf, a plant and a river in the picture. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.
- Play the  **Audio**. Pupils check in pairs. Play the  **Audio** again. Check with the class. Check comprehension and understanding of *blanket, picnic* and *towel* with the picture and ask questions, e.g. *Are they going to eat outside? What's this called? Do you have picnics with your family?*

Key: 1 They want to go to the countryside for a picnic on Sunday.
2 No. He wants to go for a picnic. 3 He wants to go swimming.
4 She wants to look at some plants and draw their leaves.

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Mr Star: Look at this map of the countryside. Let's go there for a picnic on Sunday. We can take a blanket and have our lunch on the grass, next to that big rock.

Grandpa: That's a good idea. I like picnics. Ooh, there's a river here with a waterfall. I'd like to go fishing.

Simon: And I'd like to go swimming. There's a lake next to the river.

Mr Star: OK, so you need to take a towel.

Stella: Look! Here's a big forest. I want to look at some plants and draw their leaves.



Suzy: Is there any grass to play on, Dad?

Mr Star: Yes, Suzy. Look at the map. These green parts are fields. There's a lot of grass.

Grandpa: Hmm, lots of grass and a blanket ... That's great ... for a nice sleep after lunch. Hmm.

PB54. ACTIVITY 2

Listen and say the letter.

- Focus pupils on the Activity 2 pictures. Pupils point to each one and name it. Direct pupils to the activity instruction. Play the  **Audio**. Pupils point or whisper to their partner. Play the  **Audio** again. Check with the class by asking, e.g. *What's 'e'?* or *Which one's 'grass'?*
- In pairs, pupils ask and answer about the pictures.

Key: d, a, h, j, g, f, c, b, i


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a forest, a lake, a picnic, a field, a waterfall, grass, a leaf, a river, a plant, a rock

PB54. ACTIVITY 3

Ask and answer.

- Focus pupils on Activity 3. Ask two pupils to read the example.
- In pairs, pupils ask and answer and then swap roles.

 **Extra challenge** Pupils can stand up and walk around the classroom asking the question to as many of their classmates as possible.

AB54. Answer key, see page T101

Ending the lesson

- Write the key words from the lesson on the board. Elicit connections between them, e.g. *Leaves and grass are both green. You need a blanket for a picnic.* Help pupils by pointing to two or three, e.g. *lake, river, towel* and asking *What's the connection between these three?*

Digital Classroom

 **Presentation Plus:** Unit 6

 **Digital Flashcards**

 **Audio 59–60**

 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Reinforcement worksheet 1
- **T110 – Consolidation activity:** *Spell it*
- **T110 – Extension activity:** *Things I enjoy*

Objectives

To read a story about the countryside and complete a questionnaire.

Target language

- **Key language:** present continuous for narrating a story with pictures, *duck, free time*
- **Additional language:** *at the moment, because, so, looks (sad)*
- **Revision:** countryside, family, prepositions, adjectives, food, *can't*

Materials

- **Flashcards:** countryside (71–78)


Warmer

- Review the countryside words using the flashcards.
- Write the first letter and one other letter of *blanket, field, forest, grass, lake, leaf, picnic, plant, river, towel* on the board, followed by dashes for the other letters, e.g. *f _ _ s _*.
- Pupils guess and give the spellings. Display the flashcards on the board for pupils to check their spelling, or ask the class to correct.

PB55. ACTIVITY 1

Read and complete.

- Show Activity 1 on the whiteboard. Focus them on the picture and the text. Say *Find the names of the boy and the girl*.
- Say *Open your Pupil's Books at page 55, please*. Pupils scan the text. Check with the class (Charlie, Lily). Pupils take turns to read the text aloud around the class. Check understanding by asking, e.g. *Where are they?* (in the forest). *Who are they with?* (their grandmother). *What have they got on the blanket?* (a picnic). Focus pupils on the incomplete sentences under the text and the example. In pairs, pupils complete the sentences orally. They can use one, two, three or four words for each sentence. Check by eliciting sentences from different pairs around the class.

 **Extra support** Before completing the task orally, pupils can find and underline the answers in the text.

Key: 2 Charlie, 3 it's very old, 4 on the blanket, 5 the ducks, 6 the family's new bread

PB55. ACTIVITY 2

Complete the story. Use words from the box.

- Focus pupils on Activity 2. They work in pairs and complete the summary of the story. Monitor the class as pupils are working. Remind them to use the text in Activity 1 to help them.

Key: 2 countryside, 3 his, 4 grandmother, 5 blanket, 6 very, 7 old, 8 eat, 9 lake, 10 ducks, 11 picnic

AB55. Answer key, see page T101

Ending the lesson

- Do a quick hands-up survey about free-time activities, e.g. *Who likes climbing trees? Hands up!* Write *Climbing trees* and the number of pupils on the board. Repeat for other free-time activities. Review the numbers on the board and say which is/are the favourite(s).

Digital Classroom

 **Presentation Plus:** Unit 6

 **Practice Extra**

 **Digital Flashcards**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, *Extension worksheet 1*
- **T110 – Consolidation activity:** *True or false*
- **T110 – Extension activity:** *Picture dictation*

1 Read and complete.



A picnic without bread

Charlie and his sister Lily enjoy having picnics in the countryside. Today they're having a picnic in the forest with their grandmother.

Charlie and his grandmother are sitting on a blanket. They're putting the picnic on it. After lunch, Charlie wants to do his homework. He must look at the plants and draw their leaves.

Charlie looks sad because the bread's very old and they can't eat it for lunch ...

Lily's standing next to the lake! She looks happy because she's throwing bread to the ducks. It isn't the bread for the ducks, it's the new bread for their picnic.

The ducks are eating the family's lunch!

- 1 Today Charlie and Lily are eating lunch in ...
- 2 ... wants to draw the plants and their leaves.
- 3 Charlie doesn't like his bread because ...
- 4 Lily isn't sitting ... with her brother and grandmother.
- 5 She's giving the new bread to ...
- 6 The ducks are having ... for lunch!

Today Charlie and Lily are eating lunch in the forest.

2 Complete the story. Use words from the box.

countryside picnics old blanket
grandmother his very lake
eat picnic ducks

Charlie and Lily like going for ¹ picnics in the countryside. Today they are in the ² _____ with their grandmother. Charlie and ³ _____ ⁴ _____ are putting the food on the ⁵ _____. Charlie's looking at the bread because it's ⁶ _____, so they can't ⁷ _____ it. Next to the ⁸ _____, Lily's throwing bread to the ⁹ _____. It's the nice new bread for the family's ¹⁰ _____!

Objectives

To describe a scene using adjectives and make suggestions.

Target language




- **Key language:** suggestions and offers: *Shall I ...?*, adjectives: *bad, cold, fat, good, hot, hungry, loud, quiet, strong, thirsty, tired, thin, weak*
- **Additional language:** *baby cow (calf)*
- **Revision:** countryside, food, adjectives, *have got, eat, sleep, drink, listen, radio, help, Let's ...*

Warmer

- Start a chain to review unit vocabulary: *In the countryside you can see ... grass.* Volunteers continue the chain, e.g. *In the countryside you can see grass and lakes.*

PB56. ACTIVITY 1

Look, think and say the name. Listen and check.

- Show Activity 1 on the whiteboard. Focus pupils on the picture. Elicit who/what they can see. Ask a pupil to read the activity instruction aloud and others to read the four sentences. Pupils compare their predictions in pairs.
- Say *Open your Pupil's Books at page 56, please.* Play the  **Audio**. Pupils listen for the answers. They check in pairs. Play the  **Audio** again. Check with the class. Discuss the picture, using information from the  **Audio**, and elicit/teach the new adjectives: *cold, fat, hot, hungry*, e.g. *Look at Simon. He's thinking about food. He's hungry!*
- Say, e.g. *Shall we listen to the audio again?* Prompt the response *Yes, let's.* Play the first part up to *Yes, please!* Elicit what Stella says (she wants to help). Ask *What does she say? (Shall I help you put the blanket on the grass, Simon?)* Focus pupils on the Look Box. Invite a pupil to read it aloud and check comprehension. Elicit other examples in a classroom context, e.g. *Shall I open the door? Shall I clean the board?*

Key: 1 Mr Star, 2 Stella, 3 Simon, 4 Stella



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- 1 Mr Star: OK. Now, where shall I put the picnic table?
Mrs Star: Put it over there under that tree, please.
Simon: Oof, I can't do this!
Stella: Shall I help you put the blanket on the grass, Simon?
Simon: Yes, please!

- 2 Narrator: Later ...
Simon's cold and hungry. He wants to eat.
Suzy's hot and thirsty. She wants a drink.
Grandpa Star is catching a big fish. He's very strong.
Grandma Star's near the cows in the field. She's very quiet.
She's painting a baby cow. It's got thin legs and it's very weak.
The big cow is fat.
Stella isn't happy because her drawing's bad.
Mr Star's listening to the radio. His music is very loud.
Oh, yes! And finally, Mrs Star. She's sleeping because she's very tired.

PB56. ACTIVITY 2

Close your books. Listen and answer.

- Play the  **Audio**. Pupils listen and quietly say the answers. Play the  **Audio** again. Check with the class. Elicit the answers from different pairs each time. Make sure they use the correct pronouns with the adjectives.

Key: 1 It's bad. 2 He's cold. 3 It's loud. 4 She's thirsty. 5 He's strong. 6 She's tired. 7 It's fat. 8 She's quiet.

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- 1 Is Stella's drawing good or bad?
- 2 Is Simon hot or cold?
- 3 Is the music quiet or loud?
- 4 Is Suzy hungry or thirsty?
- 5 Is Grandpa strong or weak?
- 6 Is Mrs Star tired or hungry?
- 7 Is the big cow fat or thin?
- 8 Is Grandma tired or quiet?

PB56. ACTIVITY 3

Mime and guess.

- Mime being thirsty. A pupil reads the speech bubble. Reply *Yes, I am.*
- In groups, a pupil mimes an adjective. The others ask, e.g. *Are you (hungry)?*

 **Extra support** Do more examples together.

 **AB56. Answer key, see page T101**

Ending the lesson

- Do a clapping chant of the word pairs, e.g. Teacher: (Clap, clap) *Bad*. Pupils: (Clap, clap) *Good*.

Digital Classroom

 **Presentation Plus:** Unit 6

 **Digital Flashcards**

 **Audio 61–62**

 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Reinforcement worksheet 2
- **AB87 and PB87 – Grammar reference 6**
- **T110 – Consolidation activity:** *Fill the gaps*
- **T110 – Extension activity:** *What's the situation?*

Objectives

To have practice using adjectives and to sing a song.

Target language

- **Key language:** rhyming words, *skin, angry*
- **Additional language:** *everywhere, that*
- **Revision:** adjectives, food, clothes, illnesses, town, body, people, *here, there*

Materials

- Photocopiable 6, one copy for each pupil copied onto thin card.



Warmer

- Review adjectives using mime. Say, e.g. *Tall*. Pupils reach up to show they're tall. Continue with other adjectives: *short, big, small, hungry, thirsty, weak, strong, fat, thin, happy, sad, young, old*.

Song

PB57. ACTIVITY 1

Read and complete. Listen and check.

- Show Activity 1 on the whiteboard. Focus pupils on the pictures and encourage them to describe the people.
- Say *Open your Pupil's Books at page 57, please*. In pairs, pupils quickly look through the  **Song** lyrics and try to guess what the missing words are. Remind them to use the ones in the box. They write the words in pencil.
- Play the  **Audio**. Pupils listen and check/complete. Check with the class. Elicit the patterns (rhyme and opposites). Check general comprehension and understanding of new words, e.g. *skin*.



Key: 2 long, 3 hair, 4 bad, 5 tall, 6 quiet



 ▶ 63



▮ As in Pupil's Book

PB57. ACTIVITY 2

Listen and sing. Do karaoke.


- Play the  **Audio** again in sections. Pupils join in with the  **Song**.

 **Extra challenge** Encourage pupils to suggest actions for each of the adjectives in the  **Song**.

- Play the  **Audio** right through for pupils to sing. Practise the  **Song** with the class. Encourage them to mime, too: it will help them remember.

 ▶ 63

▮ As in Pupil's Book



- Say *Do karaoke*. Pupils listen to the karaoke version. They sing the  **Song** as a class and mime the actions.

 ▶ 64

▮ Karaoke version of the song

PB57. ACTIVITY 3

Listen and write. Match the words and the pictures.

- Focus pupils on Activity 3 and on the activity instructions. Check understanding. Play the example. Check understanding of *angry*. Pupils write the word as it's being spelt and then match it with a picture. Play the rest of the  **Audio**. Pupils check in pairs. Play the  **Audio** again. Check with the class.

Key: 2 thirsty – d, 3 clever – h, 4 cold – b, 5 loud – f, 6 hungry – c, 7 strong – a, 8 tired – g


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- 1 a-n-g-r-y
- 2 t-h-i-r-s-t-y
- 3 c-l-e-v-e-r
- 4 c-o-l-d
- 5 l-o-u-d
- 6 h-u-n-g-r-y
- 7 s-t-r-o-n-g
- 8 t-i-r-e-d

- Use Photocopiable 6 from the Teacher Resources.

 AB57. Answer key, see page T101

Ending the lesson

- Sing the  **Song** again as a whole class or in groups.

Digital Classroom

 Presentation Plus: Unit 6

 Digital Flashcards

 Audio 63–65

 Practice Extra

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, *Song worksheet*
- T110 – **Consolidation activity:** *Mime game*

1



Read and complete. Listen and check.

6



bad hair long quiet tall thin

People, people here or there.

People, people everywhere.

Different colours, different skin.

Bodies that are fat, bodies that are ¹ thin

Some are weak, some are strong,

With hair that's short or hair that's ²

Straight, curly, dark or fair.

Different people, different ³



People, different people, different.

Hungry, thirsty, happy or sad,

Young or old, good or ⁴

People are big, people are small.

People are short, people are ⁵

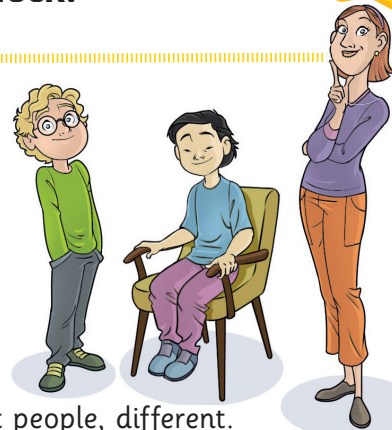
People, different people, different.

Funny, naughty, angry or tired,

Clever, beautiful, loud or ⁶

People, people here or there.

People, people everywhere.



2



Listen and sing. Do karaoke.

3



Listen and write. Match the words and the pictures.

1 A-N-G-R-Y

Angry - d

a



b



c



d



e



f



g



Lock's sounds and spelling



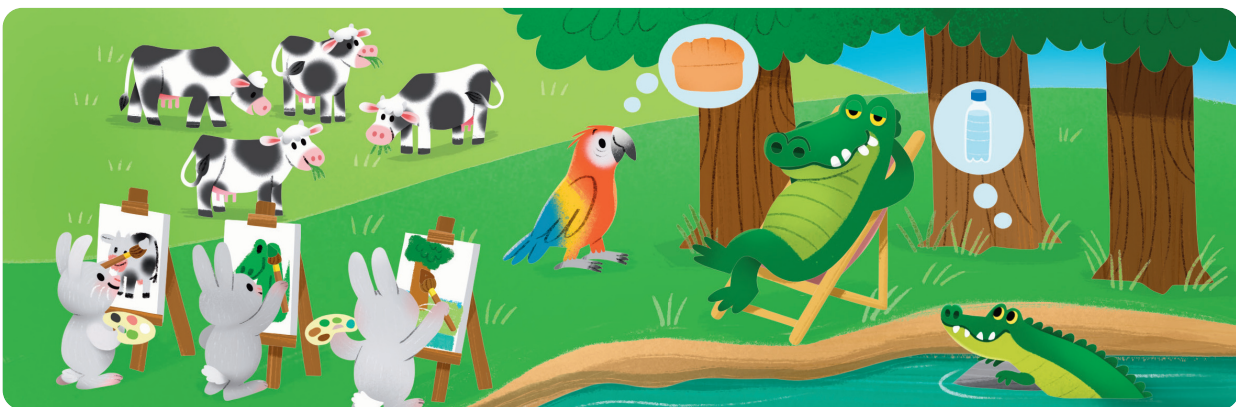
1 66 Watch the video. Watch again and practise.



In the forest, parrots sit on the grass by the river. They watch their bread and grapes so crocodiles can't steal their dinner!

2 Listen and write.

3 Look, ask and answer. What's the big crocodile doing? It's sitting by the river.



Show what you know

The _____ is swimming in the _____.



Objectives

To recognise and practise /r/ in various positions in familiar vocabulary.

Target language

- **Key language:** the sound /r/ (*river, grass, forest*)
- **Additional language:** *parrot, crocodile, steal*
- **Revision:** *hungry, thirsty, bread, grapes, sit, watch, dinner*

Materials

- **Flashcards:** river (78), field (71), forest (72), lake (74)

Warmer

- Show pupils the field, river, forest, lake flashcards and stick them on the board. Focus on the field flashcard and ask pupils what you can do in a field, what they mustn't do in a field and what they want to do in a field. Share ideas together and repeat with the other three flashcards.

Presentation

PB58. ACTIVITY 1

Watch the video. Watch again and practise.

- Write the word *forest* on the board. Ask pupils what animals live in the forest and what those animals do there.
- Watch the ► **Video** together and ask pupils what animals are in the ► **Video**. Elicit *parrots* and *crocodiles* and write them on the board. Ask pupils where they are (on the grass by the river) and ask pupils what they are doing there (having dinner).

► 66

Voice: /r/ /r/

Key: Who's there, Lock?

Lock: Go and see, turn the key!

Lock: Aha! A good detective looks and listens. What can you hear, Key?

Voice: /r/ /r/

Key: /r/ /r/

Lock: What can you see, Key?

Voice: forest /r/ parrots /r/ grass /r/ river /r/

Lock & Key: In the forest, parrots sit on the grass by the river.

Voice: bread /r/ grapes /r/ crocodiles /r/

Lock & Key: They watch their bread and grapes so crocodiles can't steal their dinner.


Lock & Voice: In the forest, parrots sit on the grass by the river. They watch their bread and grapes so crocodiles can't steal their dinner.

Lock: Come on, everybody. One, two, three ... let's say it with Key!

Voice, Lock & Key: In the forest, parrots sit on the grass by the river. They watch their bread and grapes so crocodiles can't steal their dinner.

Lock: I say, well done, Key!

- Watch the ► **Video** again. Ask pupils if they remember the food they have and write the answers on the board (*bread* and *grapes*). Ask them what sound they can see and hear that is the same in each word, to elicit /r/. Say the sound for pupils to repeat. Say the phrases from the ► **Video** together and pupils mime the actions. Pairs practise saying the rhyme.

 **Extra challenge** In pairs, pupils say the rhyme together, with one pupil saying only the /r/ words and the other pupil saying the rest of the rhyme.

PB58. ACTIVITY 2


Listen and write.

- Show Activity 2 on the whiteboard. Pupils close their books. Say *forest* for pupils to write the word in their notebooks.
- Ask pupils what animals are in the forest to elicit *crocodiles* and *parrots* for pupils to write. Ask pupils where the animals are, to elicit *grass* and *river*. Ask what the parrots are eating to elicit *bread* and *grapes*. Pupils write each of the words and phrases you elicit. In pairs, they compare the words they've written and try to reconstruct the rhyme from the key words they have. Then they check in their Pupil's Books.

PB58. ACTIVITY 3

Look, ask and answer.

- Focus pupils on Activity 3. Ask them to look at the picture and elicit what they can see. In pairs, pupils ask and answer questions about the picture, e.g. *What is the crocodile doing? Who's hungry?*

 **Extra challenge** In pairs, pupils write two more sentence starters, using the picture, for another pair to finish.

Show what you know

- Focus on the *Show what you know* Box. Pupils complete the sentence with the missing words and practise saying it.

Key: crocodile, river

AB58. Answer key, see page T101

Ending the lesson

- Tell pupils you're going to talk about what you did in today's lesson, and they must listen and put their hand up each time they hear the /r/ sound. Say the following sentences slowly: *Today we watched a video and we read a rhyme. The rhyme was about some parrots. The parrots were by a river in a forest. The parrots had grapes and bread.*

Digital Classroom

 **Presentation Plus:** Unit 6

 **Digital Flashcards**

 **Audio 66**

 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **T111 – Consolidation activity:** *Rhyme orchestra*
- **T111 – Extension activity:** *Writing rhymes*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *Please go and ask her, too. Don't be silly.*
- **Revision:** language from the story, countryside, *Let's go ...*, *Shall we/I ...? stand, a long walk, up the mountain*



Warmer

- Review the story and the characters with pupils. Elicit what happened in the last episode by asking, e.g. *Remember. Lock and Key are at a party. What happens? What's the name of the picture? What do they eat?*
- Say *Today Lock and Key are going for a picnic in the countryside. Mrs Potts is going, too. What do you think happens?* Elicit some ideas. Write them on the board. Help pupils formulate the ideas if necessary and provide the language, e.g. *They fall into the river. They haven't got the picnic. Mrs Potts catches a fish.*

Story

 PB59.

Watch the video.

- Say *Open your Pupil's Books at page 59, please.* Elicit which episode this is (seven). Set the pre-watching questions, using pupils' predictions from the Warmer, e.g. *Do they fall into the river?* Watch the  **Video**. Pupils answer the questions and check in pairs. Check with the class.
- Play the  **Audio**. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by pointing to the pictures on the whiteboard and asking, e.g. *Who suggests asking Mrs Potts?* (Key). *What's happening to the picnic?* (it's falling out). *What does Key suggest to Mrs Potts first?* (*Shall I take a photo of you?*). *What does she say?* (*No, thank you.*). *What does he suggest to Lock?* (*Shall I go and catch some fish?*). *Why does Key go for a long walk?* (he's annoyed with them).

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Lock: Let's go to the countryside for a picnic, Key.

Key: Great idea, Lock!

Key: Shall we ask Mrs Potts, too?

Lock: Yes, Key. Please go and ask her.

Key: Shall I take a photo of you, Mrs Potts? Go and stand in front of our car.

Mrs Potts: No, thank you, Mr Key. I can take one of the lake.

Key: Are you hungry, Lock? Shall I go to the river and catch some fish to eat?

Lock: Don't be silly, Key. We've got a big picnic.

Key: Are you cold, Mrs Potts. Shall I put this blanket on you?

Mrs Potts: No, thank you. It's hot. I don't need a blanket.

Key: Well, I can't get you food or a blanket and I can't help you ... No problem, I can go for a long walk up the mountain.

Lock: Yes, Key!

Mrs Potts: Good idea!

PB59. ACTIVITY 1

Describe the pictures. What are they doing?

- Ask a pupil to read the instruction and question aloud. In pairs, they use the question to talk about what is happening in each frame of the story. Check with the class by pointing to each frame on the whiteboard and eliciting pupils' descriptions.

 **Extra support** Elicit a description of the first picture as a class before pupils complete the activity in pairs.

 AB59. Answer key, see page T101

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

 Presentation Plus: Unit 6

 Digital Flashcards

 Audio 67

 Practice Extra

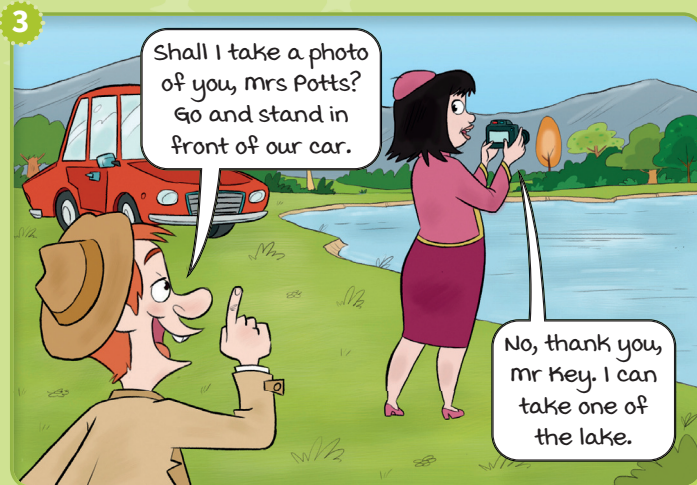
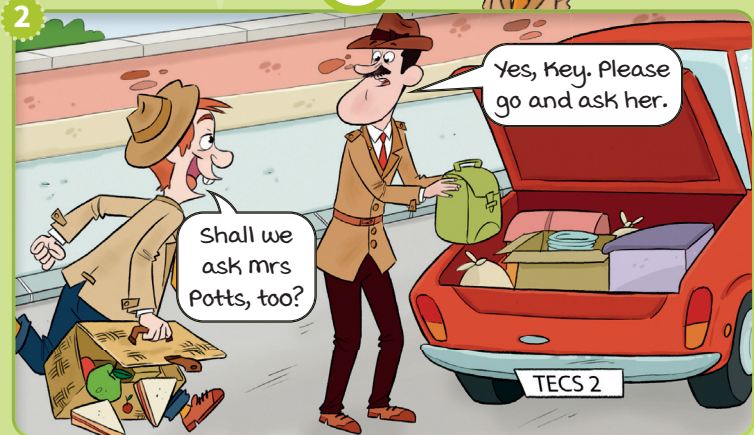
Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, *Extension worksheet 2*
- **Teacher Resources:** Unit 2, *Video, Suzy's room*
- **T109 – Extension activity:** *Role play*

Lock & Key!

6

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1 Describe the pictures. What are they doing?

▶ Why do we live in different places?

1 68 Listen and read. Which place do you prefer? Why?

City: Singapore



Hi! I'm Tara. I'm a teenager and I live in Singapore. I love my city because it's really big and there's lots to do. I live on the 36th floor and from my window I can see shops and the skate park. The city is great, but I think there's a lot of traffic and pollution, and that isn't good for us.

Countryside: Argentina



Hello, I'm Emilio. I live in the countryside in Argentina because my dad's a farm worker. My mum's English and she's a writer. I like my life in the countryside because it's quiet and we've got a big garden with apple trees. I love nature, but sometimes it's a bit boring because I don't meet many people and it's difficult to make friends. All my friends live far away!

2 Read and put a tick in the correct column.

	City	Countryside
1 People have got more space to live.		✓
2 The air isn't clean.		
3 There's less noise.		
4 There's more public transport.		
5 People can enjoy nature more.		

3 What are the advantages and disadvantages of living in the city? Think and say.

It's very noisy.

Disadvantage!

DID YOU KNOW...?

Most people in the world live in towns and cities – about 60%!



Objectives

To compare and contrast living in the city versus living in the countryside.

Target language

- **Key language:** language from the unit
- **Additional language:** *boring, countryside, make friends, nature, pollution, public transport, skate park, teenager, traffic, worker, writer*
- **Revision:** *city, quiet*

Materials

- **Warmer:** Photo of the Earth at night

Warmer

- Show pupils a photo of the Earth at night and encourage them to find where they live. Point out areas with lots of lights and ask what they show (cities, areas with lots of people).
- You are now ready to watch the ► **Video**.


PB60.


Why do we live in different places?

- Tell pupils that they're going to learn more about places where people live in this lesson.
- Watch the ► **Video** and answer the questions in the ► **Video**.

PB60. ACTIVITY 1

Listen and read. Which place do you prefer? Why?

- Show Activity 1 on the whiteboard. Focus pupils on the photos. Ask *What do you think this text is about?* Ask a pupil to read the questions in the rubric aloud.
- Say *Open your Pupil's Books at page 60, please.* Play the  **Audio** while pupils follow along in their books.

 **Extra support** Before discussing the questions in the rubric, ask *Where does Tara live? Where does Emilio live? How are the places different?*

- Pupils discuss the questions in pairs. Invite volunteers to share their opinions with the class. Encourage them to explain their answers.

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 As in Pupil's Book

PB60. ACTIVITY 2

Read and put a tick in the correct column.

- Focus pupils on Activity 2. Write *City* and *Countryside* on the board. Discuss the general characteristics of both places with the class.
- Pupils read the sentences and identify whether it describes the city or the countryside. Do the first one together as an example.

Key: 2 City, 3 Countryside, 4 City, 5 Countryside

Did you know ...?

- Invite a volunteer to read the information in the box aloud. Ask pupils if this fact surprises them.

PB60. ACTIVITY 3

What are the advantages and disadvantages of living in the city? Think and say.

- Focus pupils on Activity 3. Read the instructions aloud and ask two pupils to read the example. In small groups, pupils discuss the advantages and disadvantages of living in the city. One pupil says a sentence and the others identify whether it's an advantage or disadvantage. Invite groups to share their ideas with the class.

 **AB60. Answer key, see pages T101**

Ending the lesson

- Ask pupils whether they live in the city or in the countryside. Encourage them to give examples to support their answers.

Digital Classroom

 **Presentation Plus:** Unit 6

 **Digital Flashcards**

 **Audio 68**

 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **T111 – Consolidation activity:** *Word sort*
- **T111 – Extension activity:** *Murals*

Objectives

To write an email about where they live.

Target language

- **Key language:** language from the unit
- **Additional language:** *builder, skateboarding*
- **Revision:** *city, countryside, horse, park, pollution*

Materials

- **Warmer:** Photos of different places in cities and in the countryside

Warmer

- Show the class photos of different places in cities and in the countryside. Pupils call out *city* or *countryside*.

PB61. ACTIVITY 4

Read the emails. Underline the advantages of each place in green and the disadvantages in blue.

- Show Activity 4 on the whiteboard. Ask *What are their names? Where do they live?* Pupils scan the emails for the names of the people and places (Metin, Ruby; Kemble Creek in Australia, Istanbul). Give pupils time to read the text. Help with vocabulary if needed but encourage them to use context to understand any unfamiliar words.
- Say *Open your Pupil's Books at page 61, please.* Pupils underline the advantages and disadvantages in the corresponding colours. Do the first one together.
- Monitor the activity and review as a class.

Extra challenge Say a sentence from one of the emails, e.g. *I live in the Outback.* Pupils call out the name of the person.

Key: Pupils underline in green: I like riding horses, lots to do;
Pupils underline in blue: I don't see my friends a lot because they live far away, there's a lot of pollution

PB61. ACTIVITY 5

Circle the capital letters in names and places in Activity 4.

- Focus pupils on the sentences in the box. Ask *Which letters are capital letters?* Circle them on the board. Ask *Why do we capitalise these letters?* Explain that we use capital letters for the names of people and places. We also capitalise the first word in a sentence and the pronoun *I*.

- Pupils circle the capital letters in names and places in the emails. They do not need to circle all the capital letters.

Key: Pupils circle the initial capital letter in the following words: Metin, Ruby, Australia, Outback, Kemble Creek, Zara, Istanbul, Defne

Project

- Remember to download your project notes from *Cambridge One*.

PB61. ACTIVITY 6

In pairs, say advantages and disadvantages of the place where you live. Complete the table in your notebook.




- In pairs, pupils discuss the advantages and disadvantages of the place where they live. They complete the table in their notebooks.
- Elicit pupils' ideas and write them on the board.

AB61. Answer key, see page T101

Ending the lesson

- Encourage pupils to imagine a city with no disadvantages. Give them time to discuss ideas in small groups. Then elicit ideas as a class.

Digital Classroom

-  **Presentation Plus:** Unit 6
-  **Practice Extra**
-  **Digital Flashcards**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 6, *Project notes*
- **T111 – Consolidation activity:** *Name game*

4 Read the emails. Underline the advantages of each place in green and the disadvantages in blue.

Dear Metin,
I'm Ruby, and I'm from Australia. I live in the Outback in a small town called Kemble Creek. I love living in the countryside because I like riding horses. My horse is called Zara and she loves it when we ride out to visit my aunt. I don't see my friends a lot because they live far away. Please write soon!
Ruby



Hi Ruby,
I'm Metin. I'm a teenager and I live in Istanbul. It's a huge city with lots to do. I go skateboarding in the park with my friends every day. I live with my sister, Defne, and my mum. My mum is a builder! I love the city, but there's a lot of pollution. I don't like that!
Take care,
Metin



5 Circle the capital letters in names and places in Activity 4.


Ready to write:

Go to Activity Book page 65.

Learning to write:

Capitalisation

I'm Leo. I live in New York.

6  In pairs, say advantages and disadvantages of the place where you live. Complete the table in your notebook.

I live in _____

Advantages of living here

Disadvantages of living here

Project



Do an interview on life in the city or the countryside.

Review Units 5 and 6

1 Play the game.

START

1 You mustn't swim in the lake. Go back 2.

2 You can cross the bridge. Go forward 2.

3 Your feet are wet. Go back 2.

4

5 You can walk in this field. Go forward 2.

6 It's dark. You must go forward 1.

7

8 You must throw a six and throw again to climb the mountain and continue.

9

10 There's a forest. You must miss a turn.

11

12 You can't find your hat. Go back 2.

13

14

15 You want to go home. Throw again.

16

17

18

19

20

21

22

23

24 You can see the car. Go forward 1.

25

26 You take a photo of a waterfall. Go back 3.

FINISH

Objectives

To review language from Units 5 and 6 and play a game.

Target language

- **Key language:** vocabulary and language from Units 5 and 6, *adventure, bridge, mountain*
- **Additional language:** *choose, so, remember to ...*
- **Revision:** language for games, *beach*

Materials

- **Flashcards:** countryside (71–78)
- Dice and four different coloured counters for each group of four pupils
- **Warmer:** paper with key words written on, or word cards


Warmer

- Hand out pieces of paper with key words from Units 5 and 6, or word cards (one for each pupil). Make groups of six. Pupils take turns to say what their word is and to give a sentence including their word. The other pupils in the group decide if it's correct or not. Monitor and help as necessary. Elicit an example sentence for each word.

PB62. ACTIVITY 1

Play the game.

- Use the countryside flashcards to review vocabulary from Unit 6. Draw a bridge and a mountain on the board and elicit the words.
- Say *Open your Pupil's Books at page 62, please*. Elicit what they can see (a game). Say *Can you remember some of the language we use in games?* Elicit/Prompt, e.g. *Whose turn is it? Pass the dice. I'm red. What does ... mean? You've won. That's not fair.* Remind pupils to use English. Say *You speak (their mother tongue), you miss a turn!* Check understanding of *miss a turn*. Check pupils know how to play and demonstrate the game. They throw the dice and go around the board. When they land on an instruction square, they must read it aloud and follow the instruction. Check understanding of *go forward, go back, throw again, throw a six*.

 **Extra support** Write the useful language for games on the board so that pupils can refer to it during the game.

- Pupils make groups of four. They clear their desks and place one book in the centre. Hand out a dice and four different coloured counters to each group. They throw the dice to see who starts. Play moves from Start to Finish. The first pupil in each group to reach the finish is the winner.

 **AB62. Answer key, see page T101**

Ending the lesson

- Mime carrying heavy bags and/or say *These bags are heavy!* to elicit the suggestion *Shall I help you?* Use other mimes/prompts, e.g. *I'm tired, I'm not well, I'm hungry, I'm thirsty, I'm cold, The board is dirty*, to elicit similar suggestions.

Digital Classroom

 **Presentation Plus:** Unit 6

 **Practice Extra**

 **Digital Flashcards**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **T111 – Consolidation activity:** *Sing a song*

Objectives

To review language from Units 5 and 6 and talk about differences between pictures.

Target language

- **Key language:** vocabulary and language from Units 5 and 6, *differences, place*
- **Additional language:** *odd one out*
- **Revision:** countryside, town, illnesses, adjectives, jobs, actions and activities, *can see ...*

Materials

- **Flashcards:** illness (63–70)


Warmer

- Say, e.g. *I can see something in the classroom. It's big and it's blue. It's on the floor near the door.* Pupils take turns to guess, using *Is it ... (a book)?* Repeat. Pupils can take turns to name and define objects for the others to guess.

PB63. ACTIVITY 2

Find eight more differences.

- Show Activity 2 on the whiteboard. Focus pupils on the two pictures. Say *They're not the same.* There are some differences. Read the example speech bubble and check comprehension. Provide pupils with the language to use: *I can see ... There is/are ... The boy is eating ...* Write the prompts on the board and check pupils know what they're going to do (take turns to describe parts of the two pictures where there are differences).
- Say *Open your Pupil's Books at page 63, please.* Pupils work in pairs to do the activity. Monitor to help and prompt. Elicit the differences.

 **Extra support** Give pupils time to find and circle the eight differences before they start the speaking activity.

Key: There 1) are two oranges, 2) is one orange.
A man and a woman are sitting on 1) a blanket, 2) chairs.
A boy is eating 1) a sandwich, 2) an apple.
A woman has got 1) no sunglasses and apple juice, 2) sunglasses and orange juice.
A boy has got 1) a black T-shirt and a green towel, 2) a red T-shirt and a blue towel.
A girl is 1) drawing, 2) reading.
The girl is wearing 1) blue trousers, 2) orange trousers.
There 1) are flowers, 2) is a tree.

PB63. ACTIVITY 3

Choose the right words. Say.

- Review illness vocabulary with the flashcards.
- Focus pupils on Activity 3 and on the activity instruction. Do the first one as an example. Invite one pupil to read the definition and another to supply the word (*a field*). Pupils work individually and complete the activity. They check in pairs. Ask pupils which item is not used (a picnic).

Key: 2 a river, 3 chocolate, 4 a headache, 5 a temperature, 6 a blanket

PB63.

Quiz

- Say *Now let's read and remember.* Remind pupils of the meaning of *quiz*. Focus pupils on the questions. Pupils look back through Units 5 and 6 and find the answers to the questions. They discuss them in groups of four. Check with the class.
- Pupils write two more questions of their own to help them remember the language and/or vocabulary from the units. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their questions.

Key: 1 She's got a temperature. 2 He's got a cough and a cold. 3 The Toothache. 4 They're having a picnic. 5 She's thirsty. 6 The countryside. 7 There's lots to do. 8 Australia / In the Outback / Kemble Creek.

AB63. Answer key, see page T101

Ending the lesson

- Ask pupils which lessons, topics and/or activities were their favourites.

Digital Classroom

 **Presentation Plus:** Unit 6

 **Practice Extra**

 **Digital Flashcards**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- T111 – **Consolidation activity:** *Play a game*

2 Find eight more differences.



In picture 1, there are five bananas. In picture 2, there are four bananas.

3 Choose the right words. Say.



chocolate



a field



a river



a temperature



a picnic



a headache



a blanket

- 1 Cows and sheep sometimes live here. A field.
- 2 Fish can swim here.
- 3 Charlie's got a toothache. He mustn't eat this.
- 4 This is when your head hurts.
- 5 You have this when you aren't well and you're very hot.
- 6 You put this on your bed when you're cold.

Quiz

- 1 Why must Stella go to bed? (p46)
- 2 What's the matter with Paul? (p49)
- 3 What's Miss Rich's beautiful painting called? (p51)
- 4 What are Lily and her family doing in the forest? (p55)
- 5 Is Suzy hungry or thirsty? (p56)
- 6 Where do Lock and Key want to go for a picnic? (p 59)
- 7 What's an advantage of living in the city? (p60)
- 8 Where does Ruby live? (p61)