

## 1 Jet packs for hire

1 Listen and say the words. Check with your partner.

1 mountain  
2 village  
3 forest  
4 river  
5 field  
6 island  
7 lake  
8 path

2 Read, listen and say the correct answers.

- What does Alex see in the sky?
- What are the children going to do?
- Who doesn't listen to the instructions?
- What colour button makes the jetpack go up?

3 Choose a word. Describe it for your partner to guess.

They are very high. Some have got snow on the top. Mountain!

10 The countryside Lesson 1

## 1 Jet packs for hire

1 Find and write eight words. Look →, ↓ and ↘.

2 Read and write words from Activity 1.

- A: Can we swim to that island in the middle of the lake?  
B: No, you can't, but look, we can all go on that boat.
- A: I can see some lights there. Is that a town?  
B: No, there are only a few houses. It's a village.
- A: Let's go through the trees.  
B: No, I think we should stay on the path. It's safer.
- A: How can we get across the river?  
B: Look, there's a bridge.
- A: Why can't we go into that lake?  
B: Because they're cutting down some trees. It's too dangerous.

10 The countryside Lesson 1

### Objectives

- to present and practise vocabulary for the countryside
- to give pupils listening practice

### Language

**New language:** the countryside: *mountain, village, forest, river, field, island, lake, path*

**Recycled language:** language from the story, adjectives

**Receptive language:** *It's amazing. How cool. Come on.*

### Materials

Downloadable Class Audio, Downloadable Teacher's Resource Book (optional)

### Digital Minds

- Vocabulary interactive activities

### Basic competences

#### Competence in linguistic communication:

Pupils identify and name places and things in the countryside.

**Social and civic competences:** Pupils work together to play a guessing game.

### Home-school link

- Augmented Reality: vocabulary interactive activities, spelling challenge
- Online interactive activities: spelling challenge



## Pupil's Book, page 10

## Warm-up

- Write *Countryside* on the board. Brainstorm words associated with the topic, e.g. *cows*, *trees*.
- Elicit if any pupils or members of their family live in the countryside. Ask them to describe it.

## Presentation

- Use the picture in the Pupil's Book to present the new vocabulary.
- Say each word for pupils to repeat. Check understanding.
- Make sure pupils don't try to say the silent letter in *island*.
- Elicit what pupils think is happening in the picture, where the friends are and who they are with (jet pack hire man).



**1 Listen and say the words. Check with your partner.**

- Pupils look at the numbered words and items in the picture.
- Play the recording.
- Pupils listen to each word and repeat in chorus.
- Play the recording again. Pupils repeat in small groups.
- Pupils cover the list of new words and practise them in pairs.



**2 Read, listen and say the correct answers.**

- Read the questions aloud with the class.
- Encourage pupils to try to predict what the answers might be.
- Play the recording. Pupils listen and answer in pairs.
- Play the recording again. Check with the class.

## CD1 Track 14

**Patrick:** Wow! Where are we?

**Phoebe:** In the countryside, I think.

**Alex:** It's so beautiful. Look at that forest.

**Phoebe:** And that island in the middle of the lake.

**Patrick:** And that mountain. It's amazing.

**Alex:** Hey, look up there! Is that a person? Yes, it is.

There's someone flying over the fields. And another over there - look!

**Patrick:** I think we're in the future. The people have got jet packs. How cool. I'd love to do that.

**Phoebe:** You can. Look, that place hires them out. Come on.

**Jet pack hire man:** Hello. Would you like to hire a jet pack?

**Patrick:** Yes, we would!

**Jet pack hire man:** Do you know how to fly one?

**Phoebe:** No, we don't. Can you give us a lesson, please?

**Alex:** I'd like a lesson too.

**Patrick:** I don't need a lesson. I'm going. See you, guys.

**Jet pack hire man:** OK, it's not difficult. You press the yellow button to go up. Press the blue button to come down. And to go faster you have to press the green button. It's all here in the instructions.

**Phoebe:** OK.

**Jet pack hire man:** But there's one thing you can't forget. It's very important. If you have any problems, you have to press the ...

**Key:** 1 Alex sees a person flying in the sky. 2 They are going to hire a jet pack. 3 Patrick doesn't listen. 4 The yellow button makes the jetpack go up.

3

**Choose a word. Describe it for your partner to guess.**

- Demonstrate the game with the class by reading the example and pointing out the mountains on the picture.
- Pupils then play the game in pairs. They take turns.
- They try to do the activity with the book closed.
- Check using open pairs.

## Activity Book, page 10

1

**Find and write eight words. Look □, □ and □.**

- Pupils find the words and circle them using the pictures to help them.

**Key:** 2 forest, 3 island, 4 lake, 5 mountain, 6 path, 7 river, 8 village

2

**Read and write words from Activity 1.**

- Pupils read the mini dialogues and write the words in the gaps.

**Key:** 2 village, 3 path, 4 river, 5 forest

## OPTIONAL ACTIVITIES

## Reinforcement

- Give a definition of one of the new words for pupils to guess, e.g. *This is a place with lots of trees* (forest).
- Repeat for the other new words.

➡ See also *Teacher's Resource Book Worksheet 1, p11*

## Extension

- Pupils write the eight new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. *A path is a small road in the countryside. People usually walk on it.*



## 1 Listen, read and say true or false.

- Ryan: Tell me your story about Sunday.  
 Sophie: We went to Otter Lake and had a picnic. It was a sunny day.  
 Ryan: And what happened then?  
 Sophie: After the picnic I went swimming in the lake because the water was warm.  
 Ryan: What did Billy do?  
 Sophie: Well, Billy went for a walk with our parents along the river because he was scared of the fish in the lake.  
 Ryan: I see. Billy didn't go in, but you did because you weren't scared.
- Sophie: That's right. But ... a fish bit me!  
 Ryan: No!  
 Sophie: Yes. I jumped out of the water. I wasn't scared, but I was angry because everyone laughed when I told them about the fish. They didn't believe me!  
 Ryan: Was the fish big?  
 Sophie: I didn't see it, but I think it was really big, with big teeth!



- Sophie and her family had a picnic in the forest.
- Sophie swam alone in the lake.
- Billy went for a walk in the mountains.
- Sophie jumped out of the water because it was cold.

## 2 Listen and say.

**Grammar focus** Connectors: *went + ing*  
 I looked into the water, **but** I didn't see the fish.  
 We went to a lake **and** we had a picnic there.  
 I **went swimming because** the water was warm.



## 3 Make sentences.

I had a sandwich  
 I didn't go to the party  
 We didn't win  
 I went to bed early  
 We went to a restaurant  
 She had stomachache

because ...  
 and ...  
 but ...

I went to bed early and I read a book.  
 I went to bed early because ...

Think!

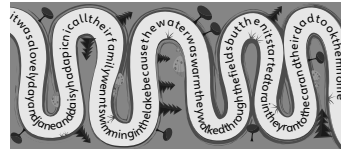
Lesson 2

Connectors: *went + ing* 11

## 1 Look and complete the table.

Connectors: <i>went + ing</i>	
I went swimming	I saw a beautiful fish.
	a fish bit me!
	the water was warm.

## 2 Find and write four sentences.



- It was a lovely day and Jane and Daisy had a picnic.*
- 
- 
- 

3 Join the sentences with *and*, *but* and *because*.

- There are fields near our village. People love having picnics there.  
*There are fields near our village and people love having picnics there.*
- We wanted to go to the beach. It started to rain.
- John went to the USA. He stayed in Chicago.
- Don't go across that old bridge. It's dangerous.

4 Write four sentences about your last weekend. Use *went* and the words in the box.

walk run horseride climb swim shop

*I went walking in the fields near my house.*

Lesson 2

Connectors: *went + ing* 11

## Objectives

- to present and practise connectors *because*, *and*, *but* and *went + ing*
- to revise the simple past
- to practise listening for specific information
- to practise writing the simple past and using sentence connectors

## Language

**New language:** the countryside, connectors: *but*, *and*, *because*, *went + ing*, *picnic*, *believe*

**Recycled language:** adjectives, *go swimming*, *scared*, *fish*, *bite*, *jump out*, *teeth*

## Materials

Downloadable Class Audio, Downloadable Teacher's Resource Book (optional)

## Digital Minds

- Grammar 1 interactive activities
- Grammar animation 1

## Basic competences

## Competence in linguistic communication:

Pupils use connectors to form sentences.

## Sense of initiative and entrepreneurship:

Pupils make sentences using their own ideas.

## Home-school link

- Augmented Reality: grammar 1 interactive activity, aqua quest game, grammar animation 1
- Online interactive activities: aqua quest game



## Pupil's Book, page 11

## Warm-up

- Write the eight new items with the letters in scrambled order on the board.
- Ask a pair of pupils to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.
- Elicit which is the silent letter.

## Presentation

- Write the following gapped sentences on the board: *I'm hungry \_\_\_\_\_ I didn't have any breakfast. I sat down \_\_\_\_\_ watched the film. I wanted to buy a new T-shirt \_\_\_\_\_ I didn't have any money.*
- Write the three connectors in a box next to the sentences (*and, but, because*).
- Tell pupils to choose the right word for each sentence.
- They work in pairs. Elicit their answers.
- Ask pupils to give simple reasons for their answers.
- Tell pupils that these words are called *connectors*.



## 1 Listen, read and say true or false.

- Pupils look at the picture in their Pupil's Book.
- Tell pupils they are going to listen to a girl's story.
- Play the recording.
- Pupils listen and read.
- In pairs, pupils read the sentences and decide if they are true or false.
- Do open class feedback, also eliciting the correct answer to the false sentences.

**Key:** 1 false, 2 true, 3 false, 4 false



## 2 Listen and say.

- Play the recording. Pupils listen and repeat the three sentences in chorus. Repeat.
- Pupils take turns to practise the sentences in pairs.

3 Make sentences. **Think!**

**Thinking skill:** finding alternative ideas

- Elicit ideas for sentences from different pupils. Remind pupils that sentences must make sense.
- Pupils then do the activity in pairs, taking turns.
- Check using open pairs.

## Activity Book, page 11

## 1 Look and complete the table.

- Pupils complete the table individually.
- They check in pairs before eliciting the answers in open class.

**Key:** and, but, because

## 2 Find and write four sentences.

- Pupils find the individual words in the snake which make up four sentences.

**Key:** 2 All their family went swimming in the lake because the water was warm. 3 They walked through the fields but then it started to rain. 4 They ran to the car and their dad took them home.

3 Join the sentences with *and, but* and *because*.

- Pupils read the two sentences and write one sentence using a connector.

**Key:** 2 We wanted to go to the beach but it started to rain. 3 John went to the USA and he stayed in Chicago. 4 Don't go across that old bridge because it's dangerous.

4 Write four sentences about your last weekend. Use *went* and the words in the box.

- Pupils use the words to write sentences about themselves.

**Key:** Pupils' own answers

## Grammar focus [PB p83]

## OPTIONAL ACTIVITIES

## Reinforcement

- Elicit some of the things Sophie did and didn't do on her picnic from PB Activity 1.
- Write them on the board. Pupils join some of the ideas with *and, but* or *because*.

See also *Teacher's Resource Book Worksheet 2, p12*

## Extension

- In groups of four, pupils compare the information they wrote for AB Activity 4. They find out how many things are the same and how many are different.
- Elicit example sentences from each group.

## 1 Say the complete sentences.

- Pupils work in pairs saying the complete sentences.
- Check answers in open class by eliciting the full sentence.

**Key:** 1 because, 2 and, 3 and, 4 but, 5 but



## 1 Listen and say which pictures are correct.

Walking with Mum  
Is so much fun.  
Walking with Mum  
In the morning sun.

We got up very early.  
What a lovely day!  
We walked through some villages,  
Singing all the way.

'Let's sit here,' said Mum  
And pointed to some trees.  
'We can have a picnic -  
I've got some bread and cheese.'

Walking with Mum ...

We walked through the fields,  
But that was a mistake.  
Mum didn't see the path  
And fell into the lake!

The water was so cold,  
Mum's face was blue  
And so she caught a cold.  
Atchoo! Atchoo!

Walking with Mum ...



## 2 Listen and sing.

## 3 Read the song and say the correct sentences.

- 1 They went for a walk in the evening. 3 They ate eggs and tomatoes.  
2 They walked through the forest. 4 A child fell into the water.

## 4 Play the memory game.

They got up very late.

No, they got up very early.

## 12 Singing for pleasure

## Lesson 3

## 1 Remember the song. Complete the lines.

Walking with Mum  
Is so much <sup>(1)</sup> fun.  
Walking with Mum  
In the morning <sup>(2)</sup> .

We got up very early.  
What a lovely <sup>(3)</sup> !  
We walked through some villages,  
Singing all the <sup>(4)</sup> .

'Let's sit here,' said Mum  
And pointed to some <sup>(5)</sup> .  
'We can have a picnic -  
I've got some bread and <sup>(6)</sup> :  
Walking with Mum ...

We walked through the fields,  
But that was a <sup>(7)</sup> .  
Mum didn't see the path  
And fell into the <sup>(8)</sup> !

The water was so cold,  
Mum's face was <sup>(9)</sup> .  
And so she caught a cold.  
Atchoo! <sup>(10)</sup> !  
Walking with Mum ...



## 2 Complete Mum's email to her friend Sally.

Dear Sally,

Yesterday the children wanted to go walking with me. We got up early. \_\_\_\_\_  
It was a lovely day and \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
See you soon, \_\_\_\_\_  
Caroline

## 12 Song practice

## Lesson 3

## Objectives

- to consolidate connectors
- to sing a song with the class
- to check comprehension of the song
- to practise writing skills

## Language

**New language:** the countryside, connectors,  
*mistake*

**Recycled language:** verbs in the simple past

## Materials

Downloadable Class Audio

## Digital Minds

- Song interactive activities
- Karaoke song

## Basic competences

**Competence in linguistic**

**communication:** Pupils join in with a song.

**Social and civic competence:** Pupils sing  
together as a class.

**Sense of initiative and entrepreneurship:**

Pupils use their own ideas to write an email.

## Home-school link

- Augmented Reality: karaoke song
- Online interactive activities: karaoke song



## Pupil's Book, page 12

## Warm-up

- Write the three connectors on the board (*and, but, because*).
- Ask pupils to think of a sentence about yesterday using one of these words.
- They tell their partner.
- Elicit some sentences from pupils.



## 1 Listen and say which pictures are correct.

- Elicit what and who pupils can see in the pictures in their Pupil's Book.
- Pre-teach / check understanding of *mistake*.
- Check pupils know what to do by pointing to the five pictures.
- Play the recording. Pupils listen and say which pictures are correct.
- They compare answers in pairs. Play the recording again.
- Check with the class. Check understanding of vocabulary.

**Key:** 2, 3, 5



## 2 Listen and sing.

- Play the song again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, use the karaoke version. Practise it with the whole class.
- Pupils sing in groups with the karaoke version.



## 3 Read the song and say the correct sentences.

- Read the first sentence and elicit the correct answer as an example.
- Pupils re-read the song silently and correct the sentences.
- They compare answers in pairs.
- Check with the class. Elicit the correct sentences.

**Key:** 1 They went for a walk in morning. 2 They walked through some villages. 3 They ate bread and cheese.

4 Mum fell into the water.



## 4 Play the memory game.

- Read the example to demonstrate the game. Use one of the sentences from Activity 3 to show another example.
- Pupils play the game in pairs.
- Do class feedback by eliciting a few sentences from pairs of pupils.

## Activity Book, page 12



## 1 Remember the song. Complete the lines.

- Pupils read the song and write the correct words in the gaps, using the rhymes to help them.

**Key:** 2 sun, 3 day, 4 way, 5 trees, 6 cheese, 7 mistake, 8 lake, 9 blue, 10 Atchoo



## 2 Complete Mum's email to her friend Sally.

- Pupils read the first few sentences and complete the email with their own ideas.

**Key** (sample answer):

Dear Sally

Yesterday the children wanted to go walking with me. We got up early. It was a lovely day and we walked through some villages, singing all the time. I saw some trees. It was a good place for a picnic. We sat there and ate our bread and cheese. After lunch we walked through the fields but it was a mistake! I didn't see the path and I fell into the lake! The water was very cold and when I got out my face was blue. Now I've got a cold.

See you soon,

Caroline

## OPTIONAL ACTIVITIES

## Reinforcement

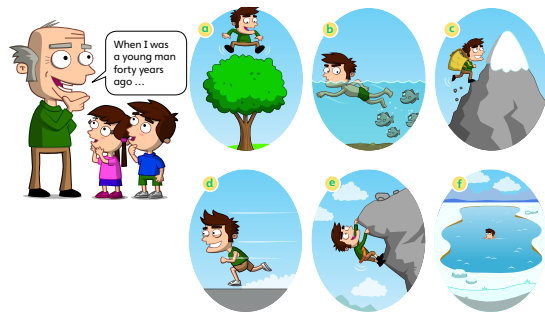
- Play the karaoke version of the song.
- Pupils take turns to sing the song in groups.

## Extension

- Pupils work in pairs.
- Each pair writes two more sentences about the song for their classmates to correct.
- Monitor pairs as they are working and help if necessary.
- Pairs swap sentences with other pairs for correction.



## 1 Listen and say the correct order of the pictures.



## 2 Listen and say.

## Grammar focus

## Could / Couldn't

When I was young 40 years ago I **could** jump higher than a tree.  
**Could** you swim for 10 hours?  
 I **couldn't** run 20 kilometres.



## 3 Tell stories about your grandpa or grandma.

My grandpa could kick a ball five kilometres!

Really?



Lesson 4

Could / Couldn't

13

## 1 Look and complete the table.

Could / Couldn't		
✓	could	a high mountain.
✗	Grandpa	swim in cold water.

## 2 Look at Superman and Superwoman's photo album. What could they do 40 years ago? Write sentences. Use the words from the box.

lift up (x 2) fight with run faster than (x 2) ride on jump from climb



- 40 years ago, Superman could fight with a crocodile.
- 
- 
- 
- 
- 
- 
- 

## 3 What can you do now that you couldn't do when you were younger? Write sentences.

When I was younger I couldn't ride a bike.

Lesson 4

Could / Couldn't

13

## Objectives

- to present and practise *could* / *couldn't*
- to practise the target grammar through a speaking activity
- to practise writing the target grammar

## Language

**New language:** the countryside, *could* / *couldn't*, *without (stopping)*, *no problem*, *awake*

**Recycled language:** action verbs, comparative and superlative adjectives, *dream*

**Receptive language:** *How about when you were two years old?*

## Materials

Downloadable Class Audio, Downloadable Teacher's Resource Book (optional)

## Digital Minds

- Grammar 2 interactive activities
- Grammar animation 2

## Basic competences

## Competence in linguistic communication:

Pupils use *could* to express past ability.

**Social and civic competence:** Pupils work together to talk about their grandparents.

## Sense of initiative and entrepreneurship:

Pupils write about what they could and couldn't do in the past.

## Home-school link

- Augmented Reality: grammar 2 interactive activity, word race game, grammar animation 2
- Online interactive activities: word race game, grammar animation 2



## Pupil's Book, page 13

## Warm-up

- Mime an action, e.g. *swim*.
- Elicit the word. Ask, e.g. *Can you swim?*
- Mime other actions, e.g. *climb, run, dance*, and ask *Can you ... ?* of the class each time.

## Presentation

- Say, e.g. *(Name), you can swim now. How about when you were two years old? Could you swim then?*
- Prompt/elicit the answer *Yes, I could swim when I was two. / No, I couldn't swim when I was two.*
- Write the question and both answers on the board.
- Underline *could* and *couldn't* in a colour.
- Repeat for some of the other action verbs.



## Listen and say the correct order of the pictures.

- Pupils look at the pictures in their Pupil's Book.
- Elicit what the actions in the pictures are.
- Play the recording. Pupils compare their answers.
- Play the recording again. Check with the class.
- Check understanding of *dreaming* and *awake*.

## CD1 Track 19

**Grandpa:** When I was a young man, 40 years ago, I could climb the highest mountains.

**Grandson:** Could you really do that?

**Grandpa:** Yeah, and I could run up mountains with a big rucksack on my back.

**Grandson:** Wow! Could you run fast?

**Grandpa:** Yes, of course, and I could run 20 kilometres without stopping.

**Grandaughter:** You're the best.

**Grandpa:** I could jump higher than a tree.

**Grandaughter:** Fantastic!

**Grandpa:** I could swim for ten hours in a cold lake – no problem.

**Grandson:** That's amazing!

**Grandpa:** I could swim in rivers full of dangerous fish, but ...

**Grandchildren:** But what?

**Grandpa:** But only when I was dreaming. I couldn't do it when I was awake!

**Key:** e, c, d, a, f, b



## Listen and say.

- Play the recording. Pupils listen and repeat in chorus. Repeat.
- Pupils take turns to practise the sentences in pairs.



## Tell stories about your grandpa or grandma.

- Demonstrate the activity for the class, using the speech bubbles as examples.
- In pairs, pupils take turns to say a sentence about one of their grandparents, exaggerating as much as they like.
- Elicit sentences from different pairs to check.

## Activity Book, page 13

1

## Look and complete the table.

- Pupils complete the table individually.
- They check in pairs before you elicit the answers in open class.

**Key:** climb, couldn't

2

## Look at Superman and Superwoman's photo album. What could they do 40 years ago? Write sentences. Use the words from the box.

- Pupils look at the pictures and use the words in the box to write sentences.

**Key:** 2 40 years ago, Superwoman could jump from a plane.

3 40 years ago, Superman could climb a tower / tall building.

4 40 years ago, Superman could lift up a car. 5 40 years ago, Superwoman could ride on a lion.

6 40 years ago, Superman could run faster than a horse. 7 40

years ago, Superwoman could run faster than a (racing) car. 8

40 years ago, Superwoman could lift up an elephant.

3

## What can you do now that you couldn't do when you were younger? Write sentences.

- Pupils write sentences about their own experiences.

**Key:** Pupils' own answers

## OPTIONAL ACTIVITIES

## Reinforcement

- Pupils close their Pupil's Books.
- Elicit what they can remember about the grandpa's story in PB Activity 1. What could he do in his dreams?

☞ See also Teacher's Resource Book Worksheet 3, p13

## Extension

- In groups, pupils compare the sentences they wrote for AB Activity 3.
- Pupils report back to the class about other pupils in their group, e.g. *(Name) could swim when he was three years old, but I couldn't.*

## Grammar focus [PB p83]

2

Write sentences with *could* or *couldn't*.

- Do number 1 as an example. Elicit the sentence and write it on the board.
- Pupils write the sentences in their notebooks and compare answers in pairs.

**Key:** 1 couldn't, 2 couldn't, 3 could, 4 could, 5 could